

Diversity, Equity & Inclusion (DEI) Organizational Assessment

Report prepared for Bend Park and Recreation District

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Charis May Hnin

TALITHA CONSULTS LLC | 14900 INTERURBAN AVE S #271 | WWW.TALITHACONSULTS.COM



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Executive Summary

“I envision Bend Park and Recreation District (BPRD) to become a leader in social justice in our region”, noted a staff member at a focus group centered around diversity, equity and inclusion (DEI) in early 2021. So then, what does it mean and what would it take for BPRD to pursue social justice given its institutional position in the region? This report explores these questions and outlines initial steps BPRD has taken in the last 15 months to advance DEI. The report also describes key takeaways from an organizational assessment and community survey designed by Talitha Consults (Talitha) in partnership with MIG (subconsultant). It ends with recommended next steps with a clear focus to help the district advance DEI efforts internally and externally.

Each phase in the DEI assessment is interconnected. As such, Talitha and the district’s DEI project team implemented multifaceted and iterative stakeholder engagement consisting of individual interviews, focus groups, staff and community surveys. Figure-1 on page 5 graphically summarizes the entire process.

Key findings from organizational assessment:

For this phase, the Consultants reviewed pertinent documents, interviewed key stakeholders, and conducted a staff survey. Based on this internal assessment, we find that –

1. The district can benefit from establishing a system to monitor and report demographic diversity of stakeholders (internal and external). In doing so, the district will be able to establish a baseline with which to measure DEI progress over time.
2. Equity is a value that is relatively nascent to the district. Thus, there is a need for a systemic coordination to define and measure equitable opportunities and outcomes internally and externally.
3. Currently, inclusion is defined by the district as, “individuals with and without disabilities participating in recreation activities simultaneously¹.” While this definition of inclusion had provided increased access for patrons with neurodiversity or physical limitation, there is an increasing need to expand accessibility to other groups who have been burdened and held back because of structural racism, xenophobia, a widening wealth gap² and other forms of systemic injustices which have prevented all populations from flourishing.

Another key component of the organizational assessment is the staff survey. Talitha received 165 total responses for this survey. Key insights from the staff survey include—

- Approximately 79% of the staff indicated an interest to learn more about DEI.
- 54% of survey respondents noted that prior to the COVID-19 pandemic, the district has made clear progress in advancing inclusion programs for patrons with neurodiversity and physical disabilities.
- Although none of the survey respondents indicated an experience of overt exclusion at the workplace, some staff members expressed the lack of intentionality and effort in their departments to foster or bolster a sense of inclusion and belonging³.

¹ <https://www.bendparksandrec.org/activities/inclusion/>

² Findings from the Oregon Poverty Measure: 2014-2018 (published in Oct 2020)

³ A sense of belonging in the staff survey was defined as one feeling accepted, respected, and empowered

- There is a desire for better institutional coordination and communication about the district’s DEI efforts and progress.
- The sentiment that DEI initiatives are unnecessary was also present. Voices that expressed DEI initiatives as unnecessary are bold and unapologetic. Some of these individuals rationalized that the U.S. already has anti-discrimination laws to ensure equal treatment of all people, thus, additional DEI efforts are unnecessary. Some even expressed that DEI initiatives are divisive and political.

Key findings from Community Survey:

In partnership with BPRD, Talitha and MIG co-designed a community survey in English and Spanish languages. The public had thirty-seven days to participate in the survey. Key themes drawn from the community survey are—

Theme 1: There is a conflicting view in the community as it pertains to the need for equity. What this finding means is that when it comes to advancing DEI, the district must communicate to the public and staff *why* there is a need to advance DEI now and *how* the district plans to carry out this initiative.

Theme 2: Across income levels, there is a desire for more culturally and linguistically inclusive programs.

Theme 3: The desire for the district to address service disparities head-on is stronger among those who reportedly hold historically marginalized social identities.

Theme 4: Those who refused to disclose their social identities and those who do not hold marginalized identities tend to hold a perspective that the district is doing well as it is.

Theme 5: There is a strong sentiment to see more equitable distribution of open spaces and recreation programs located in the areas where residents with lower income as well as historically marginalized and underrepresented residents live.

Equity practitioners from Beloved Community⁴ often note, “equity is about investments—governance, finance, operations, program and culture. Equity requires that we examine policies around pay equity, supplier diversity, staffing assignments, budget allocations, in addition to typical culture data like climate surveys, participant satisfaction and program demographics.” Considering this understanding of equity, Talitha concludes this report with internal and external recommendations aimed to support a systemic advancement of equity, inclusion, and social justice within the district as it continues to expand and embrace demographic diversity within the region.

⁴ Beloved Community is a consortium of scholars and practitioners in Social Justice and Racial Equity based in Memphis, St. Louis, New Orleans and Indianapolis notes

Shared Meanings

The following are some key terms used in this report. For more terms, see Appendix: Glossary of Terms.

BIPOC: Black, Indigenous and People of Color (POC).

Communities of Focus (or) Focused Communities is defined in this report as individuals with disability, lower incomes, people of color, individuals identified as Hispanic and/or Latino, LGBTQ+ (sexual orientations). In this report, communities of focus and focused communities are used interchangeably.

Communities of Practice (CoP) are informally formed groups within an organization whose intention is to improve group members' professional practice on a targeted area. They do so by committing to continuous learning and sharing best practices within the group and when appropriate, CoPs share knowledge and resources with the entire organization.

Demographic Diversity: Human differences, such as ethnicity, gender, sexual orientation, age, socioeconomic status, (dis)ability, religious or spiritual identity, national origin, political belief, etc.⁷

Equity: To treat everyone fairly while taking into consideration the various systemic oppressions certain social groups face when seeking to render justice.⁷

Health Equity: Defined by everyone having a fair and just opportunity to be as healthy as possible.⁵

Hispanic: The word comes from the Spanish term Hispania, which is the geography that later became Spain; the term includes all Spanish-speaking nations, even when Hispanic is not a race, this group has been racialized and become "brown" in the United States.⁶

Inclusion: Creating a culture where all people feel respected, accepted and valued.⁷

Latino in the U.S. import Latino refers explicitly to countries in Latin America and the Caribbean. Although the term Hispanic refers to the language, the term Latino refers to geography.⁶

LGBTQ+ An acronym for "lesbian, gay, bisexual, transgender, and queer." The plus (+) is inclusive of all other expressions of gender identity and sexual orientation.⁷

Personal Identities describe how one desires to identify oneself.

Racial Justice is a systemic concept. Just as the production and replication of racism must be understood as a system, to grasp its full meaning and impacts, racial justice also entails the systematic advancement and sustaining of equity. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity.⁸

Social Identities describe physical, social, and mental characteristics of individuals. Individuals often 'inherit' these identities just by the virtue of being a part of a society, thus, one doesn't necessary choose how one is socially defined. Examples of social identities are race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.

Social Location describes an individual's social status in a specific social context. Job titles would be one example of a social location within the context of a work environment.

⁵ NRPA Elevating Health Equity: <https://www.nrpa.org/our-work/Three-Pillars/equity/elevating-health-equity-through-parks-and-recreation-a-framework-for-action/>

⁶ <https://www.tandfonline.com/action/showCitFormats?doi=10.1080/01944363.2020.1758191>

⁷ <https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>

⁸ Annie E. Casey Foundation – <https://www.aecf.org/blog/racial-justice-definitions>

I. Introduction

The journey toward creating and sustaining a more just, equitable, and inclusive institution requires time and room to explore and grow. The journey is neither short nor linear. Rather, it requires purpose, patience, perseverance, and commitment from all levels within an institution. As a famous proverb notes, “if you want to travel fast, go alone. But if you want to travel far, go together”. Putting this proverb into action, in July 2020, Bend Park and Recreation District (herein referenced as BPRD or the district) opted to initiate its Diversity, Equity, and Inclusion (DEI) journey in partnership with the community at-large, its workforce, and a staff DEI workgroup. On November 30, 2020, the district added another sojourner, Talitha Consults (Talitha) to support the district’s DEI initiative. The primary scope of work for Talitha included “an organization assessment to identify and prioritize key actions necessary to advance DEI efforts and serve as a baseline for measuring progress over time.”

II. Comprehensive DEI Assessment Overview:

At the start of 2021, Talitha in partnership with BPRD mapped out a project work plan and timeline. Both parties recognized that expected timelines and deliverables need to remain flexible as our global and local communities grapple with social, economic and public health challenges arising from the COVID-19 pandemic. Nonetheless, Talitha and BPRD mutually agreed on a project plan which includes a multifaceted stakeholder engagement approach with multiple outreach strategies including:

- One kick-off meeting with the district’s DEI workgroup and the executive-team (E-team)
- Two focus groups with BPRD staff
- One focus group with BPRD board of directors
- Four individual interviews with BPRD staff
- One presentation at an all-staff meeting by Talitha
- Design and execution of one district-wide confidential staff survey
- Three one-on-one patron interviews (both in English and in Spanish). BPRD staff conducted additional patron interviews using the moderator’s guide developed by Talitha
- Design and execution of one community-wide survey



Figure – 1: Initial Project Plan for DEI Initiative

For quality assurance, Talitha team met with the BPRD project team as frequently as necessary. Figure – 1 graphically summarizes key engagement activities.

III. Organizational Assessment

Talitha’s DEI organizational assessment started with a careful review of pertinent internal policies and documents followed by a series of multifaceted stakeholder engagement activities, including individual interviews, focus groups and staff surveys. As a result, our assessment findings are backed by empirical data—both qualitative and quantitative.

❖ **Key Insights on Diversity:**

A recent article from Willamette weekly highlights, “Deschutes County Saw Oregon’s Sharpest Population Increase Over the Past Decade—the county added more than 40,000 people; 22,000 of them moved to Bend.”⁹ To help explore who is contributing to this growth, we offer a table of data drawn from the 2020 Census Summary published by the College of Urban Planning and Affairs at Portland State University.

As shown in Table – 1, the rate of change is significantly higher for communities of color although White population remain the highest in Bend Metro Area. Moreover, the summary highlights that Hispanic or Latino population experienced 47.1% of change which brings its total population to 17,237 in 2020 from 11,718 in 2010, a difference of 5,519.¹⁰

RACE ALONE OR IN COMBINATION	2010		2020		CHANGE	
American Indian or Alaska Native	3,167	2.0%	6,407	3.2%	3,240	102.3%
Asian	2,617	1.7%	5,450	2.7%	2,833	108.3%
Black or African American	1,179	0.7%	2,159	1.1%	980	83%
Hispanic or Latino	11,718	7.4%	17,237	8.7%	5,519	47.1%
Native Hawaiian or Pacific Islander	601	0.4%	1,133	0.6%	532	88.5%
Some other race	5,328	3.4%	15,472	7.8%	10,144	190.4%
White	149,181	94.6	186,049	93.8%	36,868	24.7%

Table – 1: The 2020 Census Summary for Bend, OR Metro Area by Portland State

Considering this demographic data, Talitha investigated if the district currently has a district-wide monitoring and reporting system to show to what extent demographic changes in its service areas are being reflected in the district’s service provisions.

We find that the district currently lacks a system that effectively and consistently monitors and reports the demographics of stakeholders with whom it interacts with internally and externally. The consultants find this troubling because identification of service disparities/gaps requires basic information of who is currently being served, with what type of services and how community members are receiving information about the services. Gathering this basic information would help establish a baseline with which the district can use to measure DEI progress over time.

Additionally, demographic data can be useful to assess whether the district’s current recruitment, retention, and promotion procedures advance or hinder diversity, inclusion, and equity within its workforce, leadership, and governance.

⁹ Willamette Week: <https://www.wweek.com/news/state/2021/08/12/deschutes-county-saw-oregons-sharpest-population-increase-over-the-past-decade/>

¹⁰ https://www.pdx.edu/population-research/sites/g/files/znlchr3261/files/2021-08/MSA_Profiles.pdf

❖ Key Insights on Equity:

1. While the Consultants have seen increased discussions on equity issues at various decision-making tables within the district in the last year, equity is a value that is relatively nascent to the district. Thus, there seems to be a need for a systemic coordination to define and measure equitable opportunities and outcomes internally and externally. Establishing DEI workgroup is a great start, but the workgroup must be strengthened so that it can add value to the district and make an impact for the community at-large.
2. Thus far, the district's expressed interest to advance DEI efforts seem to focus more on understanding and addressing income and social inequities but less on racial inequities. This finding is particularly concerning because "race holds a central place in our society's deepest and most persistent patterns of social inequities, exclusion, and divisions. Racial disparities, discrimination, and segregation are widespread and continue to undermine our nation's social fabric. Without equity, economic stratification and social instability will continue to increase and perpetuate systems that lead to families and children lagging behind in various categories."¹¹
3. Currently, the district lacks a district-wide equity framework that can be used by every department to help with monitoring and the evaluation of equity impact and progress for both internal and external DEI efforts.
4. The district should be more proactive in equipping and empowering *all* staff, leaders, and policy makers to:
 - Expand their knowledge on equity principles and equity-centered practices
 - Acknowledge and communicate why creating and sustaining an equitable parks and recreation system is critical to the mission and values of the district
5. The district should be more proactive to increase participation of members from the communities of focus in the organizational leadership.
6. To acknowledge and rectify historic and present inequities, more members from the focused communities must sit at decision-making tables within the district at all levels of the organizational structure, including the top. In doing so, people who are most affected by service disparities can be present to discern and generate strategies and solutions which can leverage desired changes and make transformative systemic changes.

In light of these assessment findings, the district must grapple with these guiding questions as a way of centering equity in decision-making, civic participation, and power-distribution —

- **In what ways might the district be privileging voices of one group over another, intentionally or unintentionally?**
- **When it comes to ushering in programmatic or policy change, are the voices of those groups who will be most impacted by the action at the decision-making table? Who would most benefit from a proposed change and who would be most burdened?**
- **When it comes to identifying root causes of inequities as well as defining and assessing equitable opportunities and outcomes, whose voices should primarily inform and guide the district's decisions?**
- **In addition to setting universal goals like parks accessibly for all, what targeted approaches does the district need to initiate and foster so that historically underrepresented and excluded groups are equipped and empowered to inform and shape equitable opportunities and outcomes?**

Social justice practitioners often note that social justice isn't possible if only some voices are heard. *To whom* and *with whom* the district regularly interact and dialogue matter. To that end, "participation must be encouraged and rewarded so that everyone – especially those who

¹¹ The Annie E. Casey Foundation: Race Equity & Inclusion Action Guide, 2014

haven't had a chance before – can speak.”¹² In doing so, the district can ensure no one is silenced and no one voice dominates.

❖ **Key Insights on Inclusion:**

Currently, **inclusion** is defined by the district as, “inclusion is individuals with and without disabilities participating in recreation activities simultaneously¹³.” While this definition of inclusion provides increased access for patrons with physical limitations or neurodiversity, there is an increasing need to expand accessibility to other groups who have been burdened or held back because of structural racism, xenophobia, a widening wealth gap¹⁴, and other forms of systemic injustices which have prevented all population from flourishing.

Compared to the average child, African American children are significantly more likely to live in single-parent families and high-poverty neighborhoods. American Indian children are almost three times as likely to lack health insurance and more than twice as likely to live in neighborhoods with limited resources. And Latino children are most likely to miss out on early childhood education and to live in a household led by someone who lacks a high school diploma.¹⁵ These data combined with rapidly shifting demographics in and around the city of Bend, the need to expand the district's current definition of inclusion should be a priority.

Considering these social and racial inequities, the district must grapple with the following guiding questions to help ensure including a powerful mix of stakeholders to leverage change. Consultants borrowed these guiding questions from The Annie E. Casey Foundation's Race Equity & Inclusion Action Guide (2014)—

- 1. Who is most adversely affected by the issue being addressed? Who faces racial barriers or bias, or exclusion from power, related to this issue?**
- 2. How are people of different racial groups differently situated or affected by this issue?**
- 3. Ideally, what would the racial composition of the leadership look like?**
- 4. In what ways are stakeholders most affected by the issue already involved in addressing it? How can these efforts be supported and expanded?**
- 5. What are ways stakeholders adversely affected by the issue can be further engaged?**
- 6. How can diverse communities and leaders be engaged from the outset, so they have a real opportunity to shape the solutions and strategies?**
- 7. How can community engagement be inclusive, representative, and authentic?**
- 8. How will stakeholders exercise real leadership and power?**
- 9. Who can be allies and supporters and how can they be engaged?**
- 10. Who needs to be recruited or invited to join the effort to address this issue? Who will approach them? How? When? What will they be asked to do to get involved?**

IV. Staff Survey

Another element of organizational assessment is the staff survey. Talitha helped launch a digital-version of the district-wide staff survey on April 12, 2021, and left it open for fifteen days. Individual responses were kept confidential, but Consultants shared key trends and insights gleaned from the aggregated data with the project team.

¹² <https://www.humanrightscareers.com/issues/what-does-social-justice-mean/>

¹³ <https://www.bendparksandrec.org/activities/inclusion/>

¹⁴ OR – 2021 State-wide poverty study (insert link and access date)

¹⁵ <https://www.aecf.org/topics/racial-equity> | accessed on Oct 1, 2021

To promote diverse staff participation, Talitha and BPRD leadership offered incentives for survey participation. The intentional efforts were met with a good survey response rate. A total of 238 staff participated in the survey and of which 165 staff members completed the survey to its entirety that is about 48% of the district staff at the time the survey was active. A good cross-section of staff (both full-time and part-time), supervisory staff and board members participated in the survey.

Key takeaways from BPRD staff survey—

- Approximately 79 % of the staff indicated an interest to learn more about DEI¹⁶.
- When asked, “how can the district improve the diversity of the people who use parks, facilities and recreation programs?”
 - 26% want the district to provide thoughtful learning opportunities to strengthen employees’ awareness of and ability to incorporate differences
 - 25% want to see the district to build mutually beneficial relationships with historically marginalized populations
- Similar to the key takeaways from focus group discussions, most staff who took the survey expressed a desire to see intentional practices and investment in certain programs and practices within BPRD to advance DEI. Simply put, most staff desire BPRD to move toward investing more time and resources to advance DEI and move beyond supporting DEI initiatives in words alone.
- 54% of survey respondents noted that prior to the pandemic, the district has made clear progress in advancing inclusion programs for patrons with neurodiversity and physical abilities.
- Although none of the survey respondents indicated an experience of overt exclusion at the workplace some staff members expressed the lack of intentionality and effort in their departments to foster or bolster a sense of inclusion and belonging¹⁷.
- There is a desire for better institutional coordination and communication about the district’s DEI efforts and progress.
- The sentiment that views DEI initiatives as unnecessary also emerged as one of the top strongest sentiments. Voices that expressed DEI initiative as unnecessary are bold and unapologetic. For these individuals, the rationale for their positions is because the US already has anti-discrimination laws to ensure equal treatment of all people, thus more efforts to advance DEI is unnecessary. Some even expressed that DEI initiatives are divisive and political. To view the survey to its entirety, see Appendix-B: Staff Survey.

¹⁶ 34% of survey respondents who lacked the interest to learning more about DEI, 34% selected “no relevance to my work” as a reason.

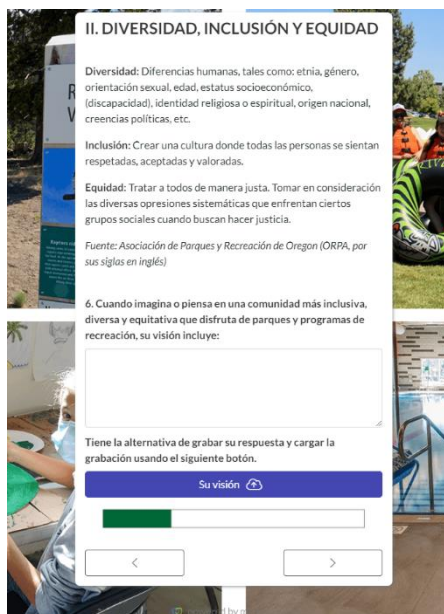
¹⁷ A sense of belonging in the staff survey was defined as one feeling accepted, respected, and empowered

V. Community Survey

On July 19, 2021, in partnership with MIG Inc., Talitha designed and helped launch an interactive digital community survey in Spanish and English. Key learnings gleaned from previous stakeholder engagements informed and shaped the contents in the survey. A paper-version of the survey was also made available to the community.

A. Survey Methodology

In partnership with BPRD, Talitha launched the online community survey; kept it live for a total of thirty-seven days before closing it on August 22, 2021. Figure – 2 depicts an image from the community survey that was used for promotion through various social media platforms in both Spanish and English. The survey was online with the capability for respondents to pin locations on a map of the district’s service areas. This survey sample was self-selecting (non-random) by design, with an intent to capture as many voices as possible



from the communities of focus. The questions explored many topics and received rich quantitative and qualitative responses. However, the responses are true of the respondents and not generalized to the broader community.

The survey was divided into six (6) sections:

1. About Me Part 1 (Survey Respondent)
2. Where, Why, and How I play
3. Diversity, Equity and Inclusion
4. Interactions
5. Communications and Engagement
6. About Me Part 2 (Survey Respondent)

The first five sections of the survey comprised of seventeen questions of which seven questions included optional text boxes to allow respondents to provide longer follow-up explanations.

Figure – 2: Community Survey

The sixth section (About Me – Part 2) of the survey allowed respondents to provide their demographic information if they desired. Many questions were framed as “check all that apply” for answers. None of the survey questions were mandatory, meaning respondents could skip questions and still submit their survey responses. See Appendix-D for more details.

Readers can view the content of the survey in Appendix – C: Community Survey (Paper-Version). However, readers should be aware that the functionality of the paper version is different than the online survey used. The paper version lacks any interactive capability. For example, the online survey utilized sliding bars, specifically for questions that involved rating survey respondents’ preferences, perceptions, and satisfactions. The following weblink was created by the district to serve as a landing page for the community survey. The intention was for the public to learn more about the survey and relevant updates:

<https://www.bendparksandrec.org/about/diversity-equity-and-inclusion/>

Survey Participation Tracking and Outcomes

The final count of survey responses at the close-out date was 937. The chart below shows the daily break-down of survey participation numbers. Of the total responses, 429 respondents completed the survey. In other words, these respondents went through every question and hit done at the end of the survey. Their partial responses were still tallied and saved. Given the range of response and types, we can safely say that between 937 and 429 people were involved in answering the survey questions. For more details, see Appendix – D: Community Survey.

B. Key Data from the Community Survey

Respondent Profile (About Me Part 1 and 2)

Responses to these questions, while optional, help us to understand who we are hearing from. From the conception of this survey, it was intended to ask the community about opinions and experiences with Bend Park and Recreation District sites, staff, and programs. To understand the topic of diversity, equity, and inclusion the data were disaggregated to explore the results as a whole and the opinions of communities of focus.

Key data insights include—

- Majority of respondents are residents (89%); Appendix – Maps shows home and work pins overlaid on a map of the City of Bend.
- Among the residents, there is a relatively even split between residents with less than 10 years and over 10 years of residency in the City Bend.
- High participation rate from people of color.
- 20% of survey respondents reported to have some form of disability.¹⁹ According to national disability statistics database, 14% of residents in Oregon report to live with some form of disability.
- Perspectives of those who are under 25 (3%) and over 75 years of age (4%) are disproportionately underrepresented in the overall survey result.
- Bend’s income distribution, with a high median household income of nearly \$70,000, closely matches the split of respondents providing their income level. With just over half (55%) under \$75,000 and just under half (45%) reporting over \$75,000.
- 13% of respondents report less than \$30K of annual income. This survey sample is close to the City of Bend poverty rate of 10%.²⁰
- 66% of respondents who took the survey were female, compared to 51.7% of females in Bend.²¹
- A disproportionately high number of respondents (61.4%) have an undergraduate degree or higher, compared to 44% of the population in Bend with a bachelor’s degree or higher.²²
- Across the survey, respondents who declined to disclose their demographic info tended to indicate more positive experiences with the district’s provision of services and were more likely to express their frustration with questions related to DEI improvements.

The project team also looked for differences in results between the overall response and respondents identifying an employment or family connection to the district (none were found).

¹⁹ <https://disabilitystatistics.org/reports/report.cfm?fips=2041000>

²⁰ less than \$26,200 per year based on <https://synergies.oregonstate.edu/2020/new-state-specific-poverty-measure-counting-oregons-poor/>

²¹ <https://www.census.gov/quickfacts/fact/table/bendcityoregon/PST120219>

²² <https://www.census.gov/quickfacts/fact/table/bendcityoregon/PST120219>

The following table shows the survey participation rate in race and ethnic category and compares the results to the population data of Bend, OR Metro Area published by the Portland State University in Oregon.

Race/Ethnicity from survey results	Community Survey participation rate in percentage (%)	Census 2020 population partial data for Bend, OR Metro Area in percentage (%) (2020 Census Summary by Portland State University)
First Nation/American Indian/Indigenous/Alaska Native	7%	0.6%
Asian, Asian American, or South Asian	4%	1.2%
Black or African American	4%	0.4%
Hispanic or Latino/a or Chicano/a	17%	8.7%
Pacific Islander	1%	0.1%
White/European American	62%	83%
Middle Eastern / North African	1%	Not listed in the 2020 Census Summary

Table – 2: Survey Participation Rate Vs. Census Data based on race and ethnicity

C. Data Limitation

While the community survey effectively reached high participation rates from historically underrepresented and marginalized groups – people of color, people reporting some form of disability and people reporting annual income under \$30,000—the survey received less than 20 responses from residents under 25 as well as residents over 75 years of age. The COVID-19 pandemic and air quality issues in the summer of 2021 drastically impacted the district’s effort to engage with these populations. Thus, Talitha has recommended the district to launch targeted outreach and engagement to assess young patrons and patrons over the age of 75 once public health restrictions ease up. See the external recommendation section for details.

D. Key Diversity, Equity & Inclusion Insights from the Community Survey

To better understand survey respondents' understanding around diversity, equity, and inclusion, Talitha asked an open-ended question in the survey, "when I imagine or think of a more inclusive, diverse, and equitable community enjoying parks and recreation programs, my vision includes ...". Direct quotations included here are untampered.

We received a total of three-hundred and thirty-four entries for this question. An unabridged version of respondents' comments can be found in Appendix – F: Community Survey Open-ended Responses. Here, we have highlighted five core themes that emerged out of a careful analysis of survey respondents' qualitative responses—

Theme 1: There is a conflicting view in the community as it pertains to the need for equity.

On one hand, there are respondents who expressed that nobody is left out and that DEI is a divisive and political issue. On another hand, many respondents want the district to ensure that its provision of services for both internal and external stakeholders are equitable as well as inclusive. The following unabridged comments are from a few survey respondents. These comments highlight potential social tensions existing among the survey respondents as it pertains to DEI initiatives.

"Aren't we all entitled to use parks without any thought of race, color or creed? I would think that parks are intended for anyone freely to use. Just so long as others are respectful of others."

"Staff, stakeholders and leaders need to be trained in DEI work, unconscious biases, psychological safety, white fragility and how to dismantle white supremacy. This server (sic) is also not set to reach our entire population. Those who need the most access to this survey are likely those who are underserved in our community. This survey needs to be able to reach Black, Latinx, indigenous, LGBTQA+ families and I don't see how that can happen with just a link on your site."

Theme 2: The desire for more culturally and linguistically inclusive programs is expressed across income levels. A few respondents noted,

"Eventos bilingües, una presencia de hispanos en la planificación de eventos mas allá de welcoming week en septiembre, pero día de los muertos, el mes de los hispanos adicional."

"I'm not sure. I just know that as I see more people of color with diverse backgrounds working in and around our community I am encouraged that Bend is getting more inclusive. But we have a long way to go. I think that because of the overreaching powers of the local, state, and the federal government all of us have some issues with people of color. We were brainwashed over many years; decades even. We have been led to believe that African Americans, Native Americans, Latino Americans, Chinese Americans etc., are less than us. Less important; less intelligent; less trustworthy and other less concerns. Some white people invented this problem. I think education is the place to start"

Theme 3: The desire for the district to address service disparities head-on is stronger among those who reportedly hold marginalized social identities. As such, these voices advocate for more age, ability, culture, and sexual-orientation appropriate programs.

“Mi vision incluye que los letreros esten en Español y que los instructores, maestros o lideres se vean como nosotros.”

“Baños para niños discapacitados y acceso a los juegos recreativos”

"Park employees who speak more languages. Art station programs that are more diverse. More bilingual Kids Inc teachers. More children’s language classes to bring Spanish and English speakers together... start with the kids and in 10 years Bend will be more diverse!"

Theme 4: Those who refused to disclose their social identities and those who do not hold marginalized identities tend to hold a perspective that the district is doing well as it is.

For instance, when asked, “when I think of inclusion in our community, the people who are left out (are)”, respondents with disability are less likely to indicate anyone is left out (11%), compared to respondents without disability (30%) or respondents who have opted not to disclose their ability status (56%). A similar trend emerged when we compared survey results from respondents with limited English proficiency to those who are proficient in English and to those who opted not to disclose their English proficiency. The two charts below show the data comparisons.

	Disability Yes	Disability No	Prefer not to answer
I don’t think anyone is left out	11%	30%	56%

	Limited English Proficiency Yes	Limited English Proficiency No	Prefer not to answer
I don’t think anyone is left out	17%	26%	19%

Part of the apparently contradictory sentiment recorded in people’s visions of an inclusive system may be tied to their identities (personal and social) as well as their social locations. In question 7, the survey asked who is left out. We’ve learned that –

- Respondents who identify as non-white, Hispanic/Latino or LGBTQ+ were far more likely to respond that people who “Are like me” are left out.
- Similarly, people who speak a language other than English indicated that those who “Primarily speak languages other than English” are being left out.
- Across the community those with lower incomes are seen as left out.
- Those with physical, mental, emotional differences or abilities are also seen as being left out, especially amongst higher income and White respondents.
- Only slightly more than a quarter of respondents (27%) indicated that they don’t think anyone is left out, indicating again the importance of equity efforts.

Taken together, these results speak to a sense that the district’s efforts are not resulting in the envisioned equitable park and recreation system it hopes for; people have a varying understanding of the width and breadth of that inequity. Brave admissions of the failure to include individuals from communities of focus in the past can help inform the community of the need for ongoing efforts across all of these identities.

Theme 5: There is a strong sentiment to see more equitable distribution of open spaces and recreation programs located in the areas where residents with lower income and historically marginalized and/or underserved live currently.

"Equal distribution of parks and trails throughout the city. Equal access to get to the parks and trails, which means making sure they can be reached by walking, biking, public transportation and car. If there is a park, trail or facility that someone cannot get to because of lack of sidewalks or safety, then that is not accessible, and I see that as not equitable. Availability of different types of parks and rec opportunities that fit not only personal inclinations, but also physical abilities. Ensuring inclusiveness is practiced at facilities and in parks."

Section 2: Where, Why, and How I play

For this section, the Consultants' analysis focuses on understanding 1) *where* certain communities of focus play or recreate; 2) *why* they frequent certain places more than others; 3) *how* their choices might differ from the rest of the respondents; 4) *what* type of experiences they have had.

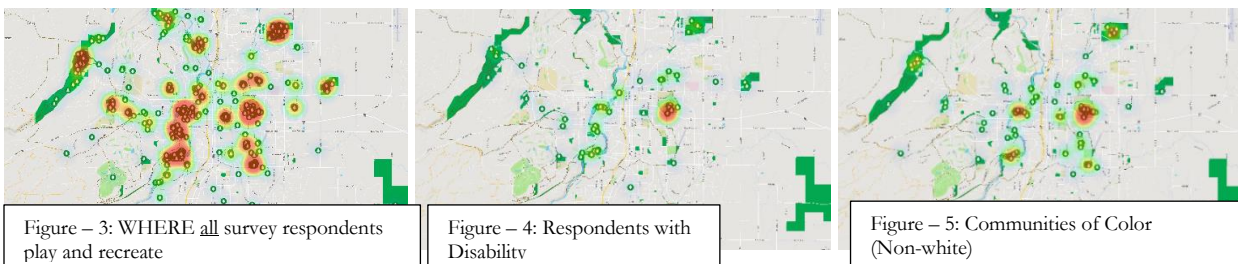
Communities of focus are more likely to play and recreate in certain locations.

The heat maps (Figures 3 to 5) show that compared to the rest of the survey respondents, the communities of focus are more likely to play or recreate in certain parks and trails. In other words, their mobility seems to be limited compared to other respondents.

Key Insights: Parks need to be close to home.

Most of the respondents from communities of focus live east of Highway 97, which matches our understanding of the demographic divide in Bend. On the east side of the city, there is a large number of identified gaps (see the Bend Park and Recreation District Comprehensive Plan) where the district is searching for local parks to fulfill a key goal of having parks within a ½ mile walk, without having to cross a major barrier street. The communities of focus response of "locations are too far away" fits with this analysis that the east side of Bend needs both more parks and improvements to make them easier to reach. Therefore, the addition and improvement of eastside parks is a critical equity issue.

We find that Pilot Butte State Park had the highest concentrations of pins from the communities of focus followed by Drake Park and Farewell Bend Park. This key finding highlights the need for decision makers and staff to outreach, involve, and engage with the communities of focus when planning service or design improvements in these areas.



Other parks, trails, recreation centers, and programs findings:

Parks: Most the survey respondents show that they have a positive experience at the parks they frequent. Many are pleased with the location. One survey respondent expressed,

“We have enjoyed our outings every time we have met there. You can sit by the creek, eat by the creek, play in the creek, watch nature and dogs. There are usually a lot of dogs. some are leashed many are not.”

Commonly suggested service improvements include managing foot-traffic and enforcing leash rules. Some respondents want the district to address the upkeep of parks to help increase a sense of safety and cleanliness. A few respondents also mentioned that limited parking can be an accessibility issue for those with limited mobility.

“The weeds and stickers are out of control. It’s frustrating because it’s the biggest east side park and not well maintained. Is it because it’s on the east side? Bummer.”

“The bathrooms are always very dirty. I bring my own cleaning supplies. Otherwise my park ratings would be a 10.”

“Access for elderly family members is becoming an issue due to lack of parking.”

Trails: Most of the survey respondents expressed that they are delighted with the variety of trails that are easily accessible for all ages. Many have mentioned appreciating the proximity of trails to where they live. Some respondents indicate the use of trails as an alternative to commuting on major routes. Suggested service improvements include addressing the issues with off-leash dogs, trails conditions and maintenance, and competing uses of trails among diverse users— bikers, walkers, runners, strollers, and other devices that support mobility. A few survey respondents expressed,

“TOO CROWDED, TOO MANY DOGS, BIKERS ON THE TRAIL THAT SHOULD NOT BE THERE”

“I run the Deschutes River trail daily at work and on the weekends from home. Love the trail. It’s not perfect because of increasing crowds (south canyon river segment) and lack of connectivity downtown - must run along sidewalks and streets with increasing pedestrian and vehicle traffic.”

Recreation Centers: Many have expressed positive experience with both the facilities and activities within. The Juniper Swim and Fitness Center is highly praised among survey respondents. Again, suggested service improvements include monitoring social-distancing during COVID-19, addressing crowdedness, and concerns about the increase in cost to use the facility. A few respondents assert,

“We love Juniper, however it does get very crowded which can prevent us from using all it has to offer.”

“Parking is a hassle, and I haven’t been since pandemic, but it’s a great facility. Prices sadly keep rising pricing out low income folks. Is there a way to do a sliding scale?”

Programs: A high proportion of respondents (72%) already identify themselves as participants in district programming. The groups of respondents who stand out as participating less include those who speak a language other than English (55% participate)

and lower income respondents (68% of those earning under \$75,000 per year participate). Even before asking “why” these findings show an outcome of the programming and outreach the district currently offers.

These two groups of respondents (non-English speaking and lower income) are more likely, in the next question, to indicate that they are not receiving (timely) information or that cost is a barrier. The good news is that statements like “I don’t feel safe” or “I don’t feel welcome” were not the top reasons for why respondents did not (or rarely) participate in the district programs.

When survey results are disaggregated among the focused communities, options such as locations are too far; I did not get information about the district’s programs in time; I did not get information in preferred language; I don’t know where to go or what is offered; and it costs too much are the among the top selections for their non-participation. For more details, See Tables-3 thru 5 for survey results comparison to Question 10, “I don’t (or rarely) participate in Bend Park and Recreation District programs because: (Check all that apply)”.

	Total	White alone	Hispanic	People of Color
Locations are too far away or I have no way to get there	18%	14%	15%	28%
I am not interested in the programs offered	29%	29%	21%	28%
I did not get information about recreational programs in time	24%	23%	41%	31%
I did not get information in my preferred language	7%	3%	18%	16%
I don't know where to go or what is offered	18%	20%	31%	23%
I don’t feel safe	6%	7%	3%	3%
I don’t feel welcome	6%	7%	5%	3%
It costs too much for me	20%	21%	18%	13%
I’m not sure, the program(s) I attend may be offered by the District or by someone else	15%	18%	15%	9%
Total (N)	213	106	39	64

Table – 3: Comparison of White, Hispanic and People of Color – Responses on Why respondents don’t (or rarely)

	Disability (Yes)	Disability (No)
Locations are too far away or I have no way to get there	39%	7%
I am not interested in the programs offered	34%	28%
I did not get information about recreational programs in time	22%	26%
I did not get information in my preferred language	7%	6%
I don’t know where to go or what is offered	14%	21%
I don’t feel safe	8%	4%
I don’t feel welcome	8%	4%
It costs too much for me	10%	4%
I’m not sure, the program(s) I attend may be offered by the District or by someone else	15%	20%
TOTAL (N)	59	126

Table – 4: Disability (Y/N) - Responses on Why respondents don’t (or rarely)

	LGBTQ+	Heterosexual
Locations are too far away or I have no way to get there	33%	17%
I am not interested in the programs offered	20%	33%
I did not get information about recreational programs in time	23%	27%
I did not get information in my preferred language	3%	6%
I don't know where to go or what is offered	15%	19%
I don't feel safe	5%	4%
I don't feel welcome	5%	7%
It costs too much for me	15%	22%
I'm not sure, the program(s) I attend may be offered by the District or by someone else	15%	14%
TOTAL (N)	93	288

Table – 5: LGBTQ+ vs. Heterosexual- Responses on Why respondents don't (or rarely)

“I am not interested in the programs offered” is the top reason across the community (29%) for non-participation. This data calls for further exploration if the district wants its programs to be relevant for prospective and current patrons. To help deepen conversations related to this topic, Talitha has offered a few guiding questions under tactical recommendations.

Section 3: Interactions

This section asked questions about how interactions in Bend's parks left respondents feeling. Respondents rated how welcome they feel, averaging 8.68 on a scale of 0-10. This shifted to a slightly more negative in Hispanic/Latino, and POC responses. A similar shift was true for people identifying themselves as having some level of disability. The largest negative shift is visible in the sexual identity, with LGBTQ+ community members giving the lowest average value (which was still overwhelmingly positive, just lower). For those speaking languages other than English and those earning lower incomes, the ratings were very similar to the overall total.

Survey Question 12: I feel my family and I are welcome in Bend Park and Recreation District programs, parks, trails, and facilities:

	Total	White-only	Hispanic/Latino	People of Color
Average Response (0-10 scale)	8.68	9.04	8.51	8.16
Positive (rated 6-10)	93%	97%	91%	90%
Negative (rated 0-4)	5%	3%	4%	6%
Total (N)	410	212	67	97

Table – 6: Comparison of White, Hispanic and People of Color – Responses to as sense of welcome at BPRD sites

	Disability (Yes)	Disability (No)
Average Response (0-10 scale)	7.82	8.97
Positive (rated 6-10)	90%	95%
Negative (rated 0-4)	8%	4%
Total (N)	73	286

Table – 7: Ability Comparison– Responses to as sense of welcome

	LGBTQ+	Heterosexual
Average Response (0-10 scale)	7.80	8.84
Positive (rated 6-10)	92%	93%
Negative (rated 0-4)	7%	6%
Total (N)	73	286

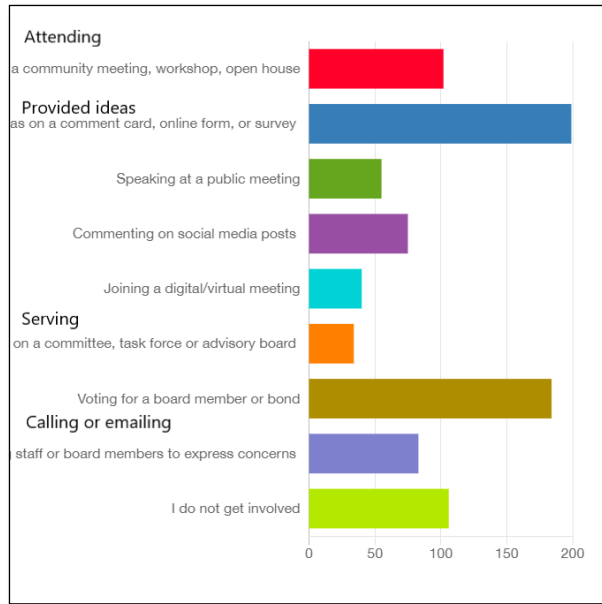
Table – 8: Ability Comparison– Responses to as sense of welcome

When asked about being allowed to do the activities they want to do, again responses were generally positive. Differences in ratings here were more spread out, with people identifying some level of disability being the most likely to respond negatively, followed by POC and Hispanic/Latino respondents.

Respondents in communities of focus were far more likely to report being told they could not do something by an employee or representative of the district. Special permission and rules also limited activities for people with disabilities, those speaking other languages, and for those identifying as Hispanic/Latino. These kinds of process barriers are particularly difficult to overcome if physical or language barriers exist.

Section 4: Communications and Engagement

Providing ideas and suggestions through online forms, comment cards, and surveys is one of the most important pathways in which patrons seem to stay involved with the district’s business. This appears to be true across all segments of the population. Table – 9 shows how survey respondents tend to stay informed about or involved with the district.

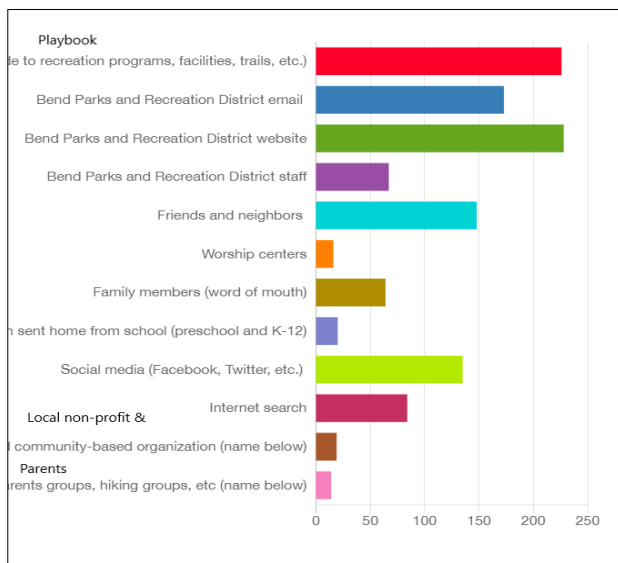


- Very closely ranked to providing feedback is voting for board member or bond.
- Voting falls off dramatically for Hispanic/Latino and POC respondents who report “I do not get involved” as their second highest choice.
- Attending community meetings is particularly important to respondents indicating disability or identifying as LGBTQ+.
- Commenting on social media is important to those living with a disability.
- In-person and virtual meetings, including serving on a committee or board ranked lowest for nearly every segment of the population.

Table –9: How survey respondents tend to stay informed

Additionally, providing ideas and suggestions is one of the key pathways in which patrons seem to stay involved with the district’s business. Table – 10 shows how survey respondents tend to stay informed about or involved with the district. Very closely ranked to providing feedback is voting for board member or bond. This information offers leverage points for the district if and when it plans to increase public involvement in its processes.

Talitha is pleased to find that the survey results illuminate some helpful insights into *whether and how* the community at-large and communities of focus are getting information on the district’s programs and services. Table – 11 shows the sources where they receive communications about the district.



- We find three tiers of communication sources:
- Tier 1: Playbook, BPRD website and email
 - Tier 2: word of mouth among friends and neighbors & the district’s social media
 - Tier 3: BPRD staff, family members and internet search

Table – 10 - Information on the district’s programs and services

The community survey also revealed that the district’s Facebook page (English and Spanish) was most popular among social media users. Instagram and Next Door take the second spot in popularity. Of all respondents, eighty (80) selected “I do not use social media.” It is difficult to answer the overall percentage of this selection because the social media question allows users to click multiple choices (“select all that apply”). Nevertheless, key findings should enable the district to better understand key communication sources and platforms.

For respondents with disabilities, whose primary language is not English and from lower income households, they are not getting information about the district’s activities and programs²³. For additional insights on how to bridge this communication gap, see external recommendation section.

VI. Recommendations

For an institution as large as BPRD, a truly functional DEI initiative will require inside and outside commitments from multiple stakeholders. In this light, we have outlined our recommendations into two sections: internal and external recommendations, which require various levels of time, resource, and capacity commitments. While internal recommendations are aimed at guiding the district’s internal policies and practices, external recommendations are aimed to guide the district’s public-facing services and interactions. Both recommendations are grounded in the framework of social justice, racial equity, and inclusion. Our recommendations pay careful attention to the demographic diversity of the district’s workforce and residents within the region.

Additionally, recommendations and insights shared here are a collective effort. We have carefully synthesized numerous insights, stories and observations recounted to us at various stakeholder engagements. Talitha paid careful attention to trends and patterns that emerged out of many individual and group dialogues. Additionally, quantitative and qualitative learnings drawn from staff and community surveys also inform and shape these recommendations.

Nonetheless, we want to acknowledge that the district might already have some of these recommendations in place. In such incidences, we want to note that Talitha is simply echoing suggestions we’ve seen in the community survey, therefore, the district may want to explore how to increase awareness of such services to the community at-large.

Lastly, these recommendations are not be-all-end-all. As the context and culture in which the district functions continue to evolve, actions, strategies, assessments, and these recommendations themselves may need to be reassessed from time-to-time to ensure continued relevance. Lastly, suggested implementation timeframe is prioritized into three categories:

- Immediate -- implementation within 12-18 months
- Intermediate -- implementation within 18-36 months
- Long-term -- implementation within the next five years

“The journey of a thousand miles begins with a single step.”
-Lao-tse²⁴

²³ Researchers cross-referenced and tabulated question 9 & 10 of the survey questions and extrapolated answers for the communities of focus

²⁴ The founder of Taoism – Chinese religion and philosophy.

A. Internal Recommendations

Systemic transformation often begins with an invitation to reflection—individual and collective—and involves conversations among all levels of the institution. In that light, the recommendations outlined here require reflective actions from various agents who exercise different levels of power within the district.

Invest in people: plan and coordinate district-wide learning and development (L&D) opportunities specifically to increase knowledge in DEI and its relevance to the parks and recreation services

Suggested implementation timeframe: Immediate | Time commitment: Continuous

79% of staff who responded to the staff survey wanted to learn more about DEI. Therefore, one of the early-wins that BPRD can execute to advance DEI from the inside is to invest in district-wide learning and development (L&D) opportunities.

While we understand that BPRD currently offers its employees to take L&D opportunities, such as those offered by Oregon Recreation and Park Association with a supervisor's approval, it is unclear to how often the staff take advantage of this opportunity. Also, the current system puts the onus on the staff with no measurable progress. Therefore, we advise the district to coordinate district-wide L&D opportunities at the district premises. If public health guidelines to curb the pandemic is ongoing then the district might want to consider virtual and/or hybrid (in-person + virtual) learning opportunities.

Additionally, in the staff survey, we inquired what type of learning, and development opportunities would benefit your, survey respondents', department(s). Respondents chose a cross section of topics from a list provided in the survey. We have organized their choices into three tiers. The topics under the first tier garnered the most votes and the third tier got the least. The Consultants borrowed these topics from the YWCA of Greater Portland's training list.

Tier 1:

- Implicit bias
- Systemic racism

Tier 2:

- Activating cultural empathy
- Introduction to Diversity, Equity and Inclusion
- Recruiting and retaining a diverse and inclusive workforce

Tier 3:

- Understanding Oppression: Systemic & institutional abuse of power that causes harm
- White Privilege
- Allyship: a practice in which a person holding systemic power seeks to end oppression in solidarity with a group of people who are systemically disempowered
- Dismantling Racism

Additional Insights on how to create L&D opportunities for the workforce:

Suggested implementation timeframe: Long-term | Time commitment: Continuous
Studies have shown that L&D trainings related to DEI offered on a one-off basis can be more harmful than beneficial.²⁵ Therefore, Talitha recommends BPRD to create and sustain a culture of continuous learning by motivating and incentivizing the district staff to

²⁵ <https://hbr.org/2000/01/communities-of-practice-the-organizational-frontier>

participate in DEI workshops as part of goal setting for professional development (PD) or continuous education (CE). Some public agencies integrate staff's effort to advance equity and inclusion as a part of performance evaluation criteria. We also recommend that all newly elected/appointed board members as well as all supervisors to go through DEI workshop.

Moreover, specialized workshops like the Crucial Conversations, Belonging and Othering, Targeted Universalism, Adaptive Leadership and Reflective Practice could be tremendously beneficial for the district's workforce. These workshops specifically address the need for openness to acknowledge complex social and racial tensions that exist in our constantly changing world. These are not DEI-specific educational opportunities, thus, for staff who have openly expressed their lack of interest to learn more about DEI, they can start by taking part in these workshops. For staff who identify as White, we also recommend, Anti-racist journal and caucusing resources by Casey Tonnely who was involved in the initial phase of this initiative. Tonnely co-facilitated focus group discussions and individual interviews with BPRD staff. See Appendix – E: Resources for more details on these topics.

In addition, Talitha recommends that the district considers seeking support from professional consulting services, specifically to design and implement equity and inclusion focused L&D workshops. Many public agencies have put out solicitations to consultants who specialize in Racial Equity and Inclusion training design and implementation.

Further down the road, BPRD might want to consider hiring a staff member whose primary responsibility would be to coordinate and manage L&D opportunities for BPRD, including but not limited to DEI workshops. Given the size of BPRD, it is reasonable to have one L&D coordinator on staff who could also shoulder key responsibilities to steward the district's DEI initiative as well as coordinate Communities of Practice (CoPs) which we will describe in detail in the next section. L&D coordinators are often housed under the Human Resource Department.

Invest in process & program improvement: Internal Communication, Retention and Recruitment

Internal Communication:

Suggested Implementation Timeframe: Intermediate

Time commitment: Continuous | BPRD already has some recommendations are already in place.

As indicated in the section titled Staff Survey, the district's workforce indicated a strong sentiment for more coordination across departments as it pertains to the DEI efforts. This could begin with improving coordinated communication within the district. When asked to reflect on how staff is receiving information about the district's DEI initiative, respondents listed disparate sources and this finding shows that there might be a need to clarify where staff can find information and updates on the DEI initiative.

Talitha proposes the following actions for the district's consideration:

- ❖ Dedicate a section in the district's intranet that outlines DEI initiative update and milestones. If the district already has dedicated platforms or web page, it would be as simple as reminding staff during internal meetings.
- ❖ Dedicate a webpage for *stories* from staff members who are willing to share their reflections on their DEI journeys – this is an opportunity to bolster connection among staff of diverse backgrounds and for leaders to lead by example by volunteering to go first. Talitha recommends the district's communication and

outreach team to lead this initiative and provide guided questions to staff who volunteer to share their stories, either in written or in multimedia format.

- ❖ Provide updates on DEI efforts at least twice a year at all staff-meeting (townhalls).
- ❖ Ask staff to generate a list of DEI topics they would like to have the district's leadership address at the townhall meetings.
- ❖ Invite staff members to lead and maintain Communities of Practice (CoPs) for topic areas which might draw interests from several staff members. CoPs are informally formed groups within an organization whose undivided intention should be to improve group members' professional practice on a targeted area. They do so by committing to continuous learning and sharing best practices among the group and when appropriate, CoPs share knowledge and resources with the entire organization. Harvard Business Review recently noted how CoPs are gaining popularity in both public and private sectors. CoPs are like internal think tanks made of innovative practitioners who want to help their employers address pressing and/or emerging issues.²⁶The idea here is to cultivate a growth mind-set. For the district, forming CoPs related to addressing specific disparity could normalize discussions around racial and social issues. Note that CoPs are different from committees because they are informal and often formed out of needing to address certain challenges or barriers within an organization. CoPs can disband or continue depending on the topic of focus. If coordinated thoughtfully and consistently, there can be a healthy synergy between DEI committees and CoPs. For example, in the educational sector, there are CoPs for "Social and Emotional Learning (SEL) Framework" so that teachers can learn more about SEI and integrate useful tools into their teaching practice. CoPs require one or two individuals to coordinate logistical details. See Appendix-E: Resources for more helpful resources for CoPs as well as its positive contribution to various workplaces.

Retention:

Suggested Implementation Timeframe: Intermediate

Time commitment: Continuous

During one of our engagements, one participant noted that the district does not struggle with a retention issue. While Talitha is very pleased to hear this remark, we got mixed reviews when we assess to what extent do staff: 1) feel respected, accepted and empowered within the district; 2) have been included for decision-making processes which could impact their work; 3) treated fairly.

While none of the staff who took the staff survey reported overt exclusion, we also find that staff from a few departments indicated that they rarely feel respected, accepted, empowered, and are included for decision-making processes which could impact their work. A few staff members indicated that the standard of fairness is poor in their departments. This sentiment is pronounced among staff-of-color as well as part-time staff without benefits but is absent among White full-time staff.

Given these findings, the district needs to explore not only if there is good retention rate but also ask:

- Who is benefiting the most from the district's good retention rate? With careful attention to the demographics in answering this question.
- Has there been a study on which positions has the highest retention rate and what human and procedural factors might contribute to this attainment?

²⁶ <https://hbr.org/2000/01/communities-of-practice-the-organizational-frontier>

- How are internal promotions being handled as is?
- Is there a pathway for employees who are part-time without benefits to progress into either permanent or benefitted positions?
- In what way does the district supports the workforce for upward mobility within the district?
- How is the district heeding to or tracking the demographic diversity of its workforce?
- What can the district do to ensure efforts made to retain employees are for all employees?

Lastly, we want to suggest supervisors conduct mini equity audit with their teams. The framework is established by Beloved Community, a non-profit based in the US that specializes in equity work. As it sounds, mini-equity audit is designed in a way that any employee can participate for a few minutes a day over the course of five days. It is an introductory tool, so individuals are equipped to do equity work on their own. More information can be found in Appendix-E: Resources.

Recruitment:

Suggested Implementation Timeframe: Intermediate

Time commitment: Continuous

As the district continues to grapple with how to diversify the workforce, Talitha proposes the following actions steps—

- Collect internal and external sociodemographic diversity data. The district needs to ensure that collecting and sharing of staff demographic diversity data is in compliance with employment laws.
- Evaluate and if needed expand communication channels through which jobs announcements are posted.
- Give incentive to staff to participate in job fairs in K-12 settings, trade schools or colleges.
- Create a stipend professional mentorship program in which a young person who works part-time for the district (term-position or otherwise) is paired with a full-time professional staff at the district. Perhaps give priority to young people who have held seasonal positions within the district. The point here is to create a pathway for younger people to see and experience other professions within the district.

Table – 12 shows the ranking of action steps which the staff thought the district should consider. Readers can see most of Talitha’s recommendations align with what we heard from the staff.

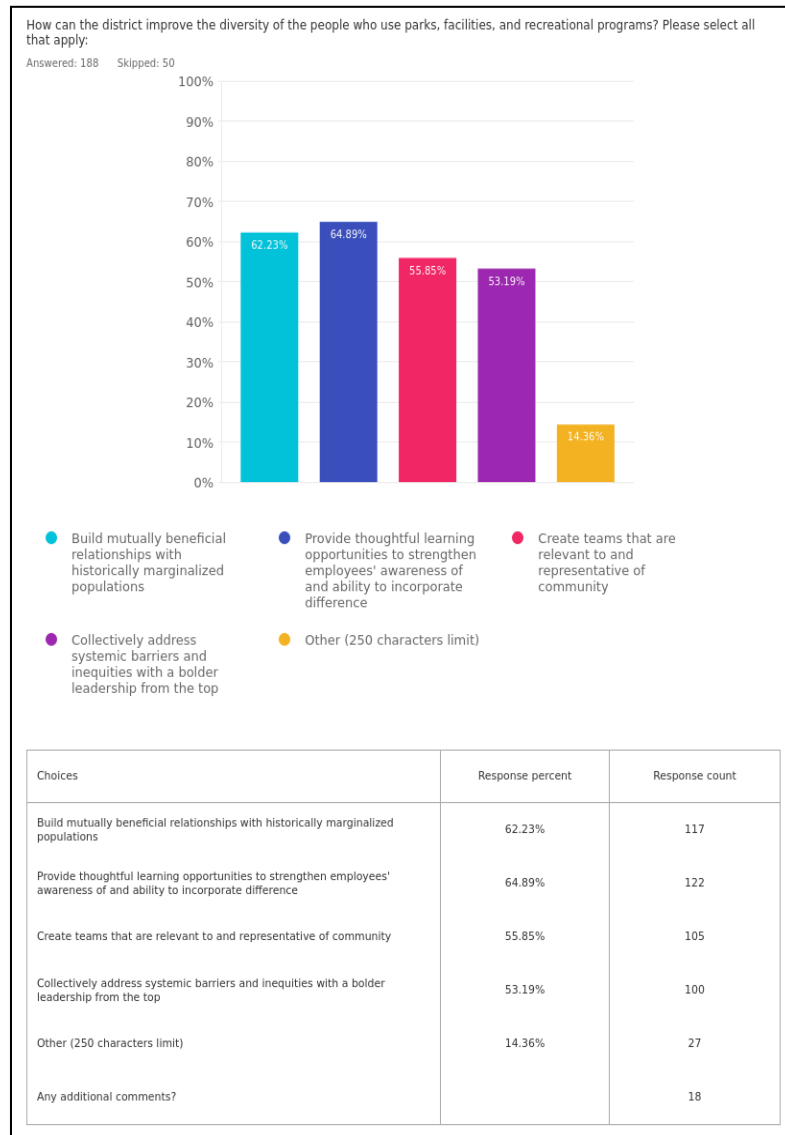


Table – 12: Staff Responses for potential Diversity Efforts

Invest in sharing-power:

“Power is the ability to direct or influence the behavior of others. On a large scale, power is the capacity to set the public agenda – to frame big choices, to influence legislators, and to get laws enacted to prevent them from being enacted, to assert one’s will on the world.” (Robert Reich, 2020)²⁷

For this section, Talitha uses the definition of power by Robert Reich in his book, *The System*, specifically because BPRD is a public agency and that Reich’s definition of power specifically addresses various forms of power that lies within a public structure or system.

Additionally, the following recommendations are focused on a large scale, meaning we don’t necessary get into the details of how individual staff or supervisors within the district can share power. We focus more on high-level decision-making processes. In light of advancing DEI initiative, we have listed a few early-wins as well as continuous actions the district’s policy and decision-makers might want to consider. These recommendations are grounded and guided by the voices and visions from numerous stakeholders who participated in various engagements.

Early-wins actions:

Suggested implementation timeframe: Immediate

- Adopt agency-wide definitions for Social Justice, Racial Equity, Inclusion and Diversity.
- Formalize DEI workgroup as an official committee of BPRD. This is one way to validate efforts from staff who have contributed to the DEI initiative by ways of institutionalizing their voices and visions.
- Join the city of Bend in living into the practice of A Welcoming City²⁸. For the district it could look like passing an ordinance that states all the parks, trails and facilities are welcoming environs in which there is no room for hate and that the district strives for inclusion and belonging for all. Although non-discriminatory laws exist in the US, it is a fact that hate crimes against Asians, Asian Americans, Latinos and sexual minorities are on the rise in the last year.²⁹

Continuous reflective practice:

Suggested implementation timeframe: Long-term | **Time Commitment:** Continuous

- Chair and/or Vicechair of the board to hold listening-sessions with the public in various neighborhoods – the district should make interpreters available at least in the top 3 most spoken languages in Bend.
- Reexamine how the district board governance is structured and study what other jurisdictions similar to BPRD are doing to advance equity specifically within board governance. Talitha suggests connecting with National Recreation and Park Association (NRPA) to solicit support and insights with this endeavor.
- In light of aligning the district with NRPA’s effort toward equity and inclusion, it would be helpful for the district to make strides specifically to integrate elements of NRPA’s health equity framework³⁰ into its strategic planning process. One of the

²⁷ Robert Reich is a scholar, professor, prolific and provocative writer in the US. He has taught at the Goldman School of Public Policy at the University of California, Berkeley and served in three national administrations.

²⁸ A Welcoming City Resolution: <https://drive.google.com/drive/folders/14CPMYqsY-eijhtmKZZNm0TpRDLAGPpT0>

²⁹ Hate Crimes Statistics (2019 vs 2020) <https://www.justice.gov/hatecrimes/hate-crime-statistics>

³⁰ NRPA Elevating Health Equity: <https://www.nrpa.org/our-work/Three-Pillars/equity/elevating-health-equity-through-parks-and-recreation-a-framework-for-action/>

leading authors of this framework, Tiffany Pertillar has worked with BPRD. Pertillar co-facilitated focus group discussions and individual interviews with BPRD staff.

Staffing & Leadership

Suggested implementation timeframe: Intermediate

Time Commitment: Continuous

Appointment or employment of qualified bilingual staff (Spanish-speaking a priority) within the organization's leadership team to help lead DEI initiative. This staff position could be combined with L&D coordination noted under internal recommendations.

B. External Recommendations:

Talitha understands that BPRD would want the DEI implementation plan to be rooted in its values³¹ and are actionable. Thus, Talitha's external recommendations comprised of two elements. First, we recommend the district to consider utilizing RE-AIM theoretical framework to guide its implementation plans as it encompasses organizational and community change mechanisms. Second, we offer tactical recommendations paired with related agency value(s), suggested implementation timeline and anticipated time commitment.

Talitha grounds its recommendations in social justice and racial equity values, and thus, we encourage the district to ensure communities of focus have equitable and practical access to recreate, play and foster healthy and enriched lifestyles. True equity is about thriving of all, “a rise tide lifts all boats”, so to speak.

Again, these recommendations are not be-all-end-all. We encourage the district to continue in this DEI journey in a posture of cultural humility. One element of cultural humility is to reflect critically and learn from and learn together with whom the district is called to serve.

RE-AIM theoretical framework to guide its implementation plans

What is RE-AIM?

RE-AIM is an integrated framework developed to improve the adoption and sustainable implementation of evidence-based interventions in a wide range of health, public health, educational, community, and other settings.³² [RE-AIM planning tool](#) is comprised of five dimensions— Reach, Effectiveness, Adoption, Implementation and Maintenance / Sustainability.

Why RE-AIM?

RE-AIM is widely used among health equity proponents nationally and internationally. National Park Association (NRPA) is one of the committed proponents of healthy equity. The association states, “Parks and recreation is a key part of the public health system. Agencies uniquely serve as community wellness hubs, trusted gathering places that connect every member of the community to essential programs, services and spaces that advance health equity, improve health outcomes, and enhance quality of life.” By utilizing RE-AIM framework as a planning tool, the district might be better prepared to incorporate principles of health equity systemically. See Appendix – E: Resources for a template of RE-AIM framework. The district should consider piloting the use of RE-AIM when planning and

w.nrpa.org/contentassets/fb504056fcd49a483936175230a2077/nrpa_framework_2021.pdf

³¹ BPRD's values and mission statement: <https://www.bendparksandrec.org/about/>

³² <https://re-aim.org/>

implementing recreational programming. Figure- 3 shows at which phases the district could integrate the RE-AIM framework, specifically in the recreation planning process.³³

Tactical Recommendations

Talitha acknowledges that the district might already have some of these recommendations in place. Talitha strives to include and elevate diverse voices of stakeholders who have participated; thus, we have chosen not to censor suggestions repeated to us.

1. Registration of Programs:

Suggested implementation timeframe: Long-term (this timeframe aligns with BPRD’s recreation program plan review timeline).

Time Commitment: Continuous

BPRD Values: Customers, Inclusiveness, Staff, Excellence, Fiscal Accountability

Talitha heard in every stakeholder engagement that recreational programs for children and youth fill up very quickly and there seems to be much higher demand than supply. Numerous patrons suggested a reevaluation of the registration system, although a few noted that the newer platform was easier to navigate than before. Based on these findings, the district should consider –

- Forming a working group to review registration process through the lens of language access and inclusion as well as social and racial equity. The district needs to ensure that this group comprises of staff members with age, linguistic, cultural, sexual orientation and job specification diversity.
- Reviewing the program policies and procedures on scholarship. We have heard that families who are receiving scholarship or state-funding often have ‘holds’ on their accounts, thus, are unable to register efficiently compared with patrons who pay out-of-pocket. As such, although patrons who need financial support get the support, they are often left with choosing recreational programs that are left over because more attractive programs have been filled.

Families expressed barriers to navigate the website, especially for recreational program enrollment.

- Review website usability features and make improvements to create a more intuitive experience.
- Set up program orientation sessions in Spanish and a few other most spoken languages in Bend. This session can teach attendees how to navigate the website, search and enroll in rec. programs.
- Offer a paper application option and set a fair number of spots to enroll the children of the Spanish-speaking community.

Take an audit on recreational programs and start by asking these reflective questions:

- Whose cultural traditions is included in the recreational programming and whose is left out?

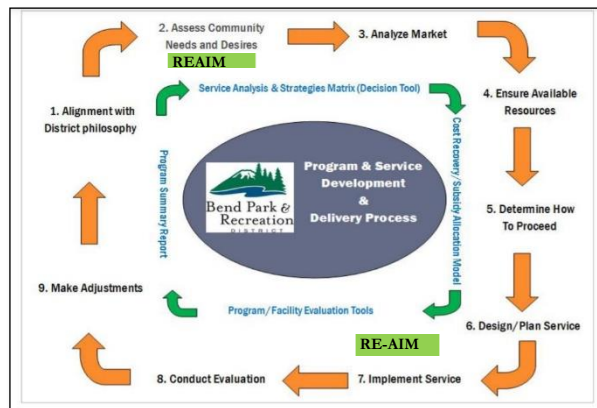


Figure 3: Integration of RE-AIM in Recreational Plan

³³ Adapted from BPRD: Recreational Programming Plan (2020-2025)

- Who are the instructors- what is the demographic diversity of recreational program instructors?
- Do recreational program instructors incorporate equity and inclusion lens in their course design, delivery and recruitment of patrons?
- How many recreational program instructor(s) are on the district’s DEI workgroup?
- What type of recreational programs do communities of focus want to see more of? (Considering “I am not interested in programs offered” is the top response when asked why survey respondents do not participate in the district’s programs”).

2. Targeted Outreach to Young Patrons (under 24) and Patrons Over 75:

Suggested implementation timeframe: Intermediate

Time Commitment: Intermediate

BPRD Values: Customers, Excellence & Inclusiveness

This community survey received low participation from residents under 24 and over 75. Unfortunately, pandemic related public health restrictions and poor air quality might have played a role. As the public health restrictions ease up, the district should launch targeted outreach to gather visions and voices from these two age-groups given that they make up the most number of patrons the district is currently serving according to the district’s latest Recreation Plan.

Additionally, Benjamin Abstan notes, “younger generations are the most sensitive to racial equity: A Deloitte 2021 report shows that 56 percent of millennials see systemic racism as very or fairly widespread in general society. At the same time, they are deeply dissatisfied with institutions’ efforts to address it. Joining or supporting youth networks within your sector will have long-term impacts, both for you and for your organization.”³⁴

3. Formalize existing local partnerships & cultivate new relationships:

Suggested implementation timeframe: Intermediate; assessing the need for formalized partnership can follow thereafter

Time Commitment: Continuous

BPRD Values: Partnerships Excellence & Inclusiveness for all items listed for this section.

- Initiate and maintain stakeholder map. See Appendix-E: Resources on how to create a stakeholder map which is a practical tool used in the public sector to monitor and track the presence of community or neighbor groups so that public agencies can outreach and develop partnership as appropriate. Opportunistic or transactional engagement does not build trust or respect. Thus, the district needs to ensure there is an institutional commitment which is often exhibited by a leader from the district who consistently forges and fosters relationships with informal and formal leaders from the communities of focus. A few more ideas include creating a Latin Committee, to formalize partnership with community champions with whom the DEI workgroup often collaborate. Another suggestion is to partner with businesses that employ a large number of immigrant population in Bend. Perhaps host a joint Job Fair.
- Form an advisory or steering committee (formalized partnership) consisting of members from the community at-large to create informal and formal engagement opportunities with district staff, leadership, and board (the district might need to dedicate staff time to manage this external relationship). Talitha also recommends

³⁴ the founder and CEO of [Toward Antiracism Now](https://www.towardantiracismnow.com), a training and consulting firm that helps organizations unlock their full potential by becoming boldly anti-racist.

that the district honors the time invested by individual participants in a form of a stipend.

- The district can expend its participation in the Welcoming City Week – participate in multicultural arts, crafts, music and sports hosted by other community-based organization (joining to celebrate victories on their turf so to speak). Encourage executive team and board members to participate in these events also. In doing so, the district demonstrates its commitment to incorporate cultural humility and inclusion in all-levels of power.

4. **Communication across departments**

Suggested implementation timeframe: Intermediate

Time Commitment: Continuous

BPRD Values: Customers, Staff, Excellence & Inclusiveness

Narratives have power; thus, Talitha encourages the district staff to pay attention to *HOW* communities of focus are being portrayed in the communication materials and messages.

Talitha implores the district to use asset and strength-based communication in which individuals' strengths, cultural assets, talents, and abilities are elevated and amplified regardless of their socioeconomic conditions. In the context of the district's communication, the district needs to examine if it is inadvertently portraying racial or ethnic groups to represent people who are materially poor.

We recognize that some of these actions are already in place at the district. In such cases, we recommend the district to use the RE-AIM planning tool to strengthen its existing services so that more voices from the margins are shaping the process—

- 1) Form a workgroup or Community of Practice (COP) to audit and evaluate current language access programs at the district.
- 2) Continue partnering with ethnic media channels: radio, SMS messaging, email notifications, social media (both Spanish and English)
- 3) Make translated materials available -- parks rules, guidelines and how to navigate recreation program registration. Start with the top three most spoken language in the district's service area.
- 4) Create orientation videos with closed captioning options in multiple language – start with the top three most spoken language in the district's service area.
- 5) BPRD has Instagram, Facebook, twitter and YouTube, and language options on the website, but maybe setting up the translation feature on Social Media posts.
- 6) Create content relevant to the Spanish-speaking community (considering images and captions both in social media and on the website).
- 7) Continue to offer language interpretations in special events and meetings for residents with limited-English proficiency when they attend a particular event coordinated by the district. If public meetings are about budget and funding allocation, then this is an effort toward fiscal accountability to all members of the community.

5. Walking access to parks and public transit connections to parks

Suggested implementation timeframe: Long-term

Time Commitment: Continuous

BPRD Values: Customers & Partnership

We want to reference the work BPRD (and MIG) did in 2018 on walking access. Map-10 on Page 113 of the Comprehensive Plan shows the areas within the district that are more than ½ mile walking distance to a park, which identified in the high, moderate and low priority projects.³⁵ Additional recommendations include:

- Continue to explore interagency collaboration to expand public transit services closer to parks, trails and recreational facilities
- Request maps and information of bus routes, bus stops and service hours from transportation agencies
- Work in partnership with the City of Bend, CET, School District or Community-based Organizations for bus stops at special events with Parks and Rec.
- Request ride donations from Lyft/Uber or other private transportation providers.
- Utilize Green Space Index Maps generated by the University of Washington in Tacoma, specifically for the district. For more details, see Appendix – Maps (Green Spaces Index Maps).

6. Building bridges through music, sports and food

Suggested implementation timeframe: Intermediate

Time Commitment: Continuous

BPRD Values: Customers & Partnership

- In the near future, consider bringing a famous athlete or musician from a Latino community that has a diverse background to give an inspirational speech, share a story, sign autographs, or have a concert.
- Partner with local restaurants to put together a Cultural Food Fair with diverse cuisine drawing the community together and supporting local businesses and restaurants. The district can use RE-AIM framework to assess the reach and effectiveness of any outreach activities.

7. Parks Rules & Etiquettes:

Suggested implementation timeframe: Intermediate

Time Commitment: One-time & Continuous

BPRD Values: Customers, Excellence, Safety and Environmental Sustainability

Unleashed dogs related issues, safety & sustainability:

- Set up more signs in Spanish with a hotline to report any incidents at the park related to unleashed dogs
- Suggestion to build a dog park is repeated among Spanish-survey takers as well as survey takers whose home language is non-English. These stakeholders expressed their desire to use the walkways freely without having to interact with a dog. A few people noted, “not everyone like dogs.”

³⁵ <https://www.bendparksandrec.org/wp-content/uploads/2018/07/BPRD-Comp-Plan-Adopted-for-web.pdf>

- Launch a campaign to raise awareness about park safety, stewardship & environmental sustainability. Given that BPRD already has committees on Safety and Sustainability, perhaps this would be a good opportunity for DEI, Safety and Sustainability groups to collaborate and partner alongside the community. Some ideas include photos or video challenges or installation of murals under the theme of Safety, Sustainability or Welcoming Community. The point here is to create more opportunities so that diverse community members can co-produce culturally-grounded messages and educational programs alongside the district.

“Now is the time, as an act of healing, to collectively decolonize false narratives, images, spaces and our minds...past, present and future.”

-Tracy Rector³⁶

³⁶Tracy Rector an artist whose work stems from her interest in the relationship between identity and the natural world, rooted in the Indigenous rights, social justice, and collaborative storytelling.

Acknowledgment

Major undertakings such as this report aren't a solo effort, they come about because a group of people believe them to be worthy of their time and energy. Many people have come alongside to lend a hand and we want to share our heartfelt gratitude for their part in bringing this assessment report to completion. Such a document that articulates a shared vision wouldn't have been possible but for all their help.

I am inspired by the DEI workgroup at BPRD for their advocacy and commitment to advance DEI within the district. They are the ones who will bring this report to life! I also want to name a few current and former staff who shepherded this process with unwavering commitment — **Sarah Bodo, Natalie Broadus-Beard, Bronwen Mastro and Michelle Healey**. Words seem insufficient to express how grateful I am for their intelligent and yet humble partnership and leadership.

Additionally, numerous district staff members from various departments have come alongside to lend a hand in myriad ways. I regret that I am unable to mention your names individually here.

Thanks to Karimah Edwards, Agueda Dudley-Berrios, Liza Higbee-Robinson, Tiffany Pertillar, Casey Tonnelly and Sara Wilson for their various contributions in the early phases of this process.

And the whole team at Talitha Consult— **Ehler Win, Eugene Marmaziuk, Masao Uomoto, Luz Boys and Shawn Liu**— they all pitched in whole-heartedly and added meaningful insights along the way. A special shout-out to Eugene and Masao for their editing support.

My heart-felt gratitude also goes out to the Community Partnership team at the University of Washington (Tacoma)—Dr. Ali Modarres, Julia Smith and Alan Foote. This report includes GIS maps because this team came alongside Talitha.

Ryan Mattou from MIG Inc. provided stellar support in the design, implementation, and analysis of the community survey. Thank you, Ryan!

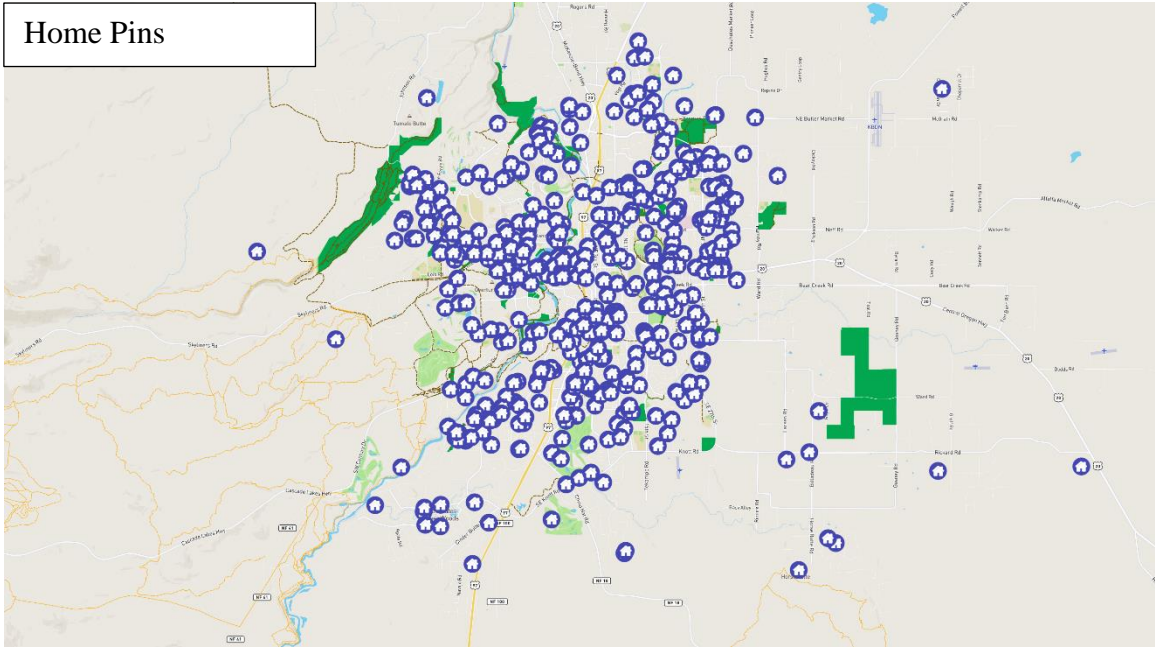
It has been a pleasure and an honor to co-labor with all who made this report possible. **Thank you!**

Finally, I want to commend BPRD for having the courage to launch this much needed DEI Initiative. Keep Going. Know that You Are Not Alone!

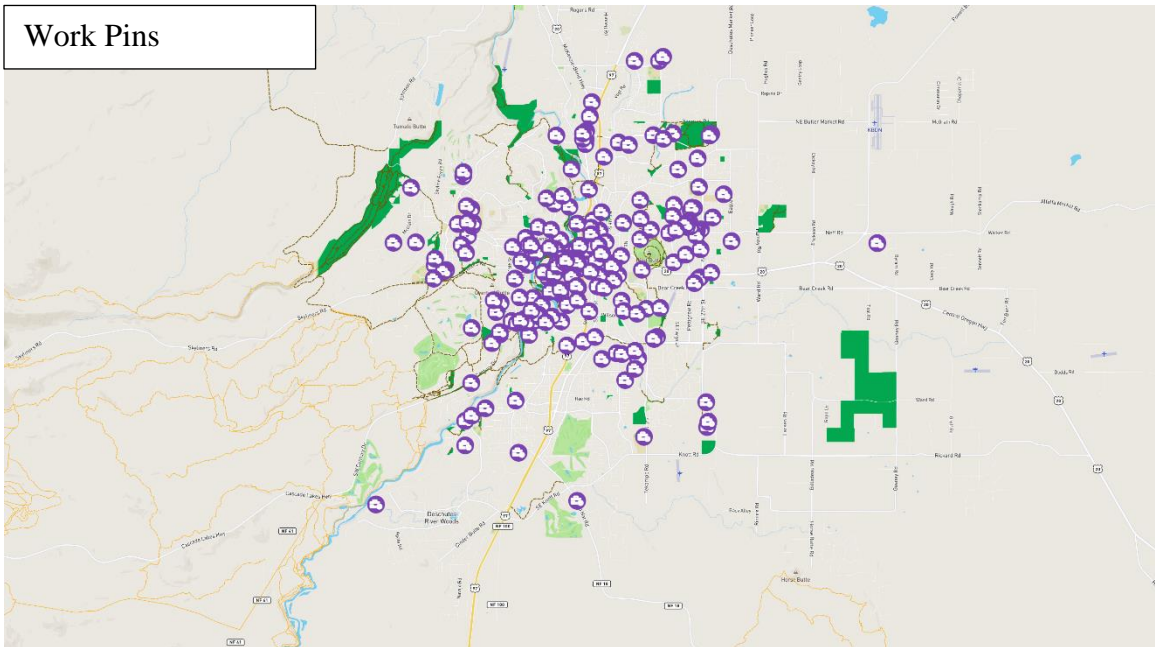
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Appendix - Maps

Home Pins



Work Pins

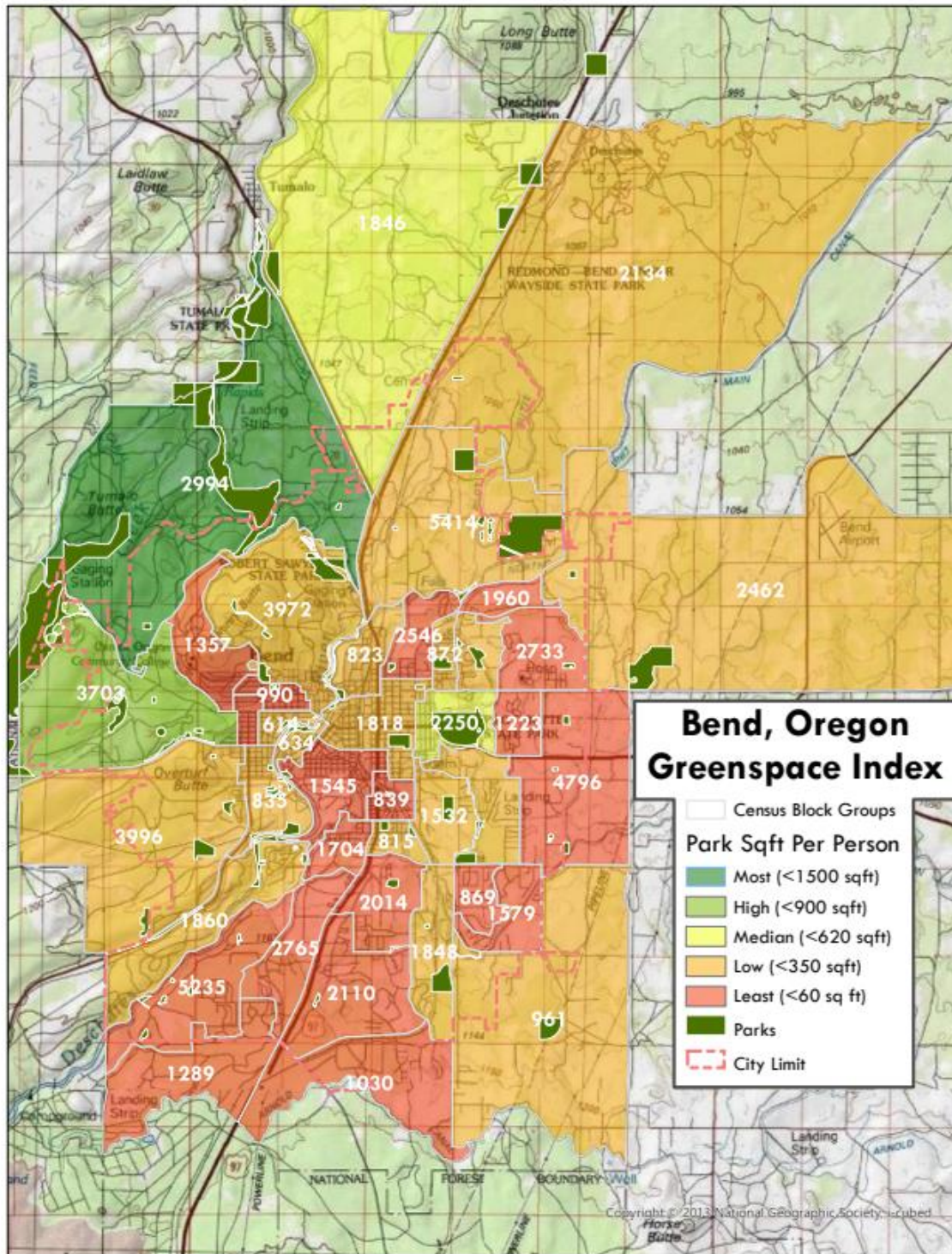


Green Spaces Index Maps

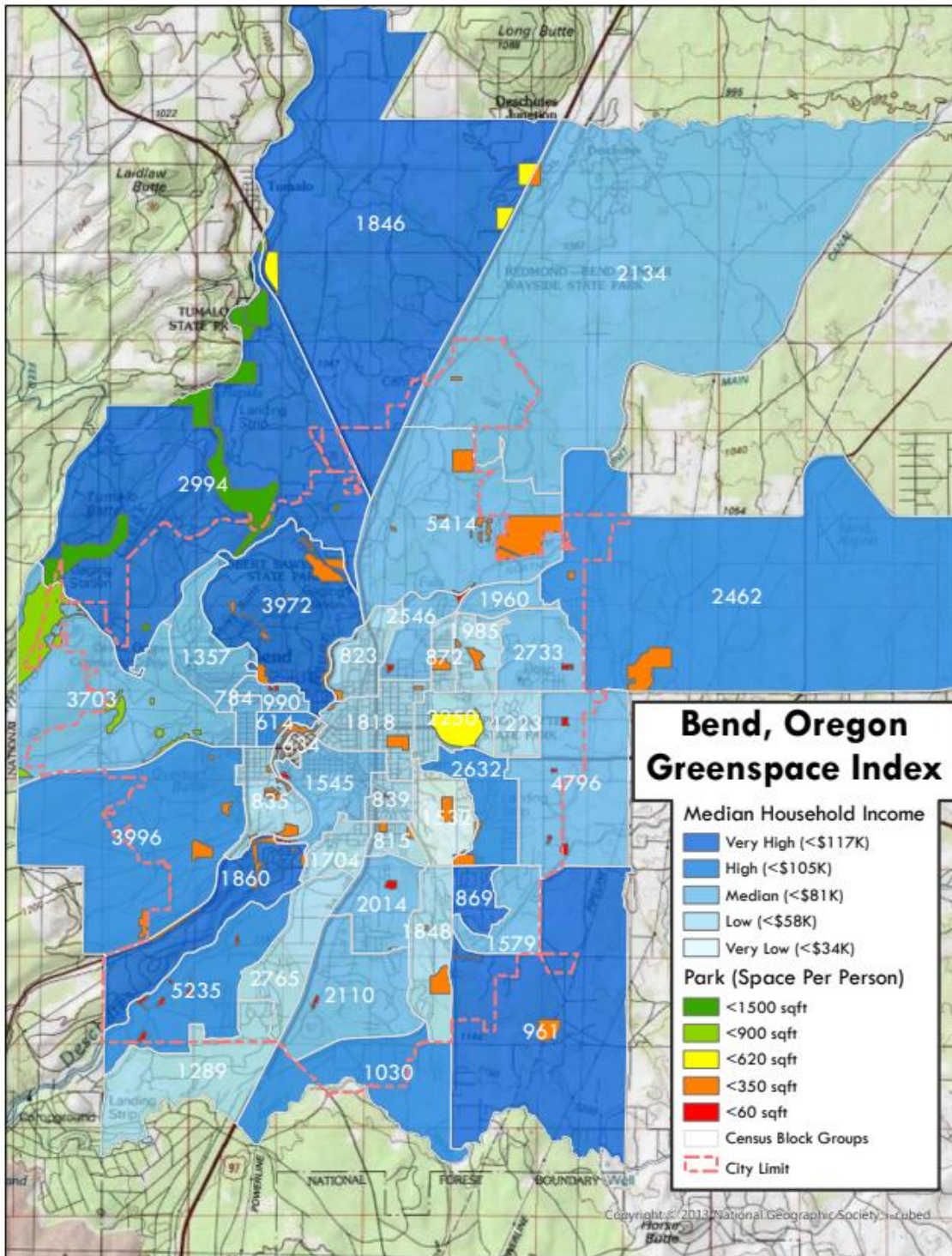
Green Spaces Index maps show community access to public parks.

Methodology: Using American Community Survey data from 2019 in the form of Census Block Groups, researchers identified the population, median household income, and Parkspace Per Person (PPP) per Census Block for the district's service areas. We acquired the PPP by dividing the sum square footage of public park space by the population in each Block Group, then symbolized the maps using the statistical method of standard deviation to categorize each attribute (population, income, PPP). For population and income, they are symbolized using a blue scale, where the **darkest areas** have the largest values (population or income), and the **lighter areas** have the lowest values (population or income). For the PPP

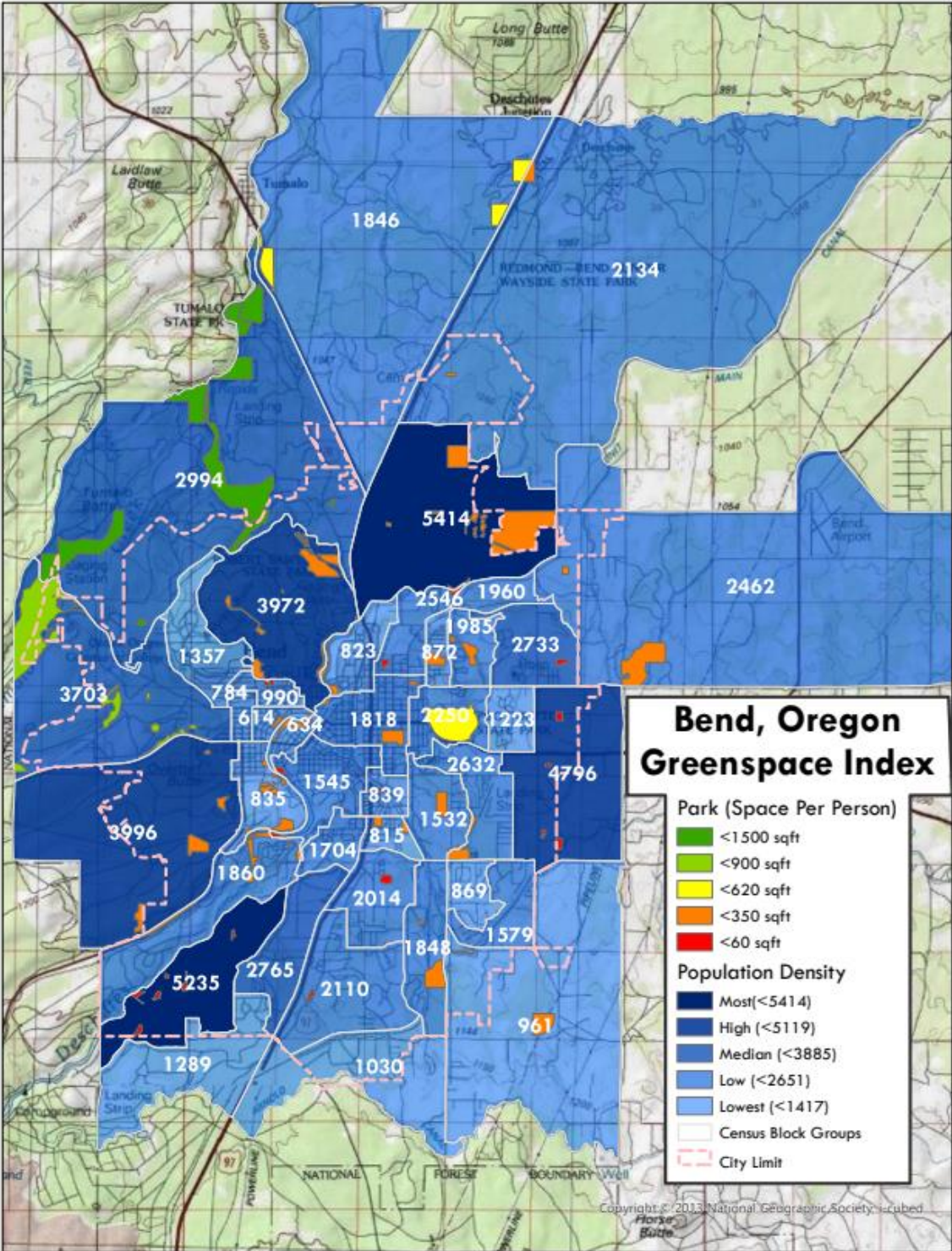
map, we used a green-to-red scale to show the areas with the **most access** to park space per person in their block group (in **green**) and the areas with the **least access** to park space per person in their block group (in **red**), with the city parks shown in **dark green** polygons. All maps feature their estimated populations (according to 2019 ACS data numbers for synchronicity) in **bold white** centered within their polygon (i.e. '2194', '3972', '823'). From here, if we place the maps next to each other, we can glean information about what communities have access to public green spaces over others, where future park space could be focused, and where resources should be directed.



([Population GreenIndex.pdf](#)) is a choropleth map that shows the population standard deviation of each Census Block in Bend (the white number indicates the estimated population), with the "Parks Sq Ft Per Person" polygon on top for comparison.



([Income Green Index.pdf](#)) shows the median income distribution in standard deviation, with population numbers retained in white, and the "Parks Sq Ft Per Person" polygon on top for comparison.



([Blocks PPP.pdf](#)) symbolizes the Census Blocks according to their "Park Square Feet Per Person" index through standard deviation, with the population numbers retained in white, and the Bend Parks polygon on top for comparison.

Appendix - Resources

[Advancing Frontline Employees of Color: Innovating for Competitive Advantage in America's Frontline Workforce](#) by Policy Link

[Adopting Racial Equity Frameworks in Planning Organization](#) by American Planning Association

[Elevating Health Equity Through Parks and Recreation: A Framework for Action](#) by National Recreation and Park Association

[Equity, Diversity and Inclusion Framework](#) by American Psychological Association

[Examining Outdoor Recreation Barriers, Constraints, Amenity Preferences, and Communication and Outreach Needs of Latino/Hispanic Community in and around the Denver Metro Region, Colorado](#) by Warner College of Natural Resources in Colorado State University

[Key Equity Terms & Concepts: A Glossary for Shared Understanding](#) by Center for Study of Social Policy

[Latinos in Central Oregon: A Community Profile In Statistics & Stories](#) by Latino Community Association

[Public Sector Jobs: Opportunities for Advancing Racial Equity](#) by Local and Regional Alliance on Race & Equity

[Racial Equity Tool: Policy Review Worksheet](#) by Puget Sound Educational Service District

[Racial Equity Toolkit: Implementing Greenlining's Racial Equity Framework](#) by the Greenlining Institute

[RE-AIM Planning Tool Worksheet](#) by RE-AIM.ORG

[Self-Care As A Radical Act of Liberation](#) by CompassPoint

[Striving For Anti-Racism: A Beginner's Journal](#) by Beyond Thinking

Appendix – Glossary of Terms

The following terms are defined by the [Center for Study of Social Policy](#), published in September 2019³⁷. Although not all these terms are included in this report, developing a shared language for thoughtful discussion about DEI is critical for BPRD’s DEI initiative moving forward.

Anti-Black Racism: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that Black people are inferior to another racial group.

Anti-Black racism is reflected in interpersonal, institutional, and systemic levels of racism and is a function of White supremacy.

Anti-Racism: Active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes, to redistribute power in an equitable manner.

Classism: The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic status. Classism also refers to the systematic oppression of poor and working class people by those who control resources.

Color-Blind Racial Ideology: The belief that people should be regarded and treated as equally as possible, without regard to race or ethnicity. While a color-blind racial ideology may seem to be a pathway to achieve equity, in reality it invalidates the importance of peoples’ culture; ignores the manifestations of racist policies which preserves the ongoing processes that maintain racial and ethnic stratification in social institutions.

Cultural Competence: The ability to understand, communicate with, and effectively interact with people across cultures. Grounded in the respect and appreciation of cultural differences, cultural competence is demonstrated in the attitudes, behaviors, practices, and policies of people, organizations, and systems.

Cultural Humility: When one maintains an interpersonal stance that is open to individuals and communities of varying cultures, in relation to aspects of the cultural identity most important to the person. Cultural humility can include a life-long commitment to self-critique about differences in culture and a commitment to be aware of and actively mitigate power imbalances between cultures.

Culture: The languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful.

Dominant Group: Not necessarily the majority, but the group within a society with the power, privilege, and social status to control and define societal resources and social, political, and economic systems and norms.

Institutional/Systemic Racism: The practices that perpetuate racial disparities, uphold White supremacy, and serve to the detriment and harm of persons of color and keep them in negative cycles. Institutional/systemic racism also refers to policies that generate different outcomes for persons of different race. These laws, policies, and practices are not necessarily explicit in mentioning any racial group, but work to create advantages for White persons and

³⁷ <https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>

disadvantages for people of color.

Social Justice: A process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.

Structural Racism: Historical, social, political, institutional, and cultural factors that contribute to, legitimize, and maintain racial inequities. Structural racism is not something that a few people or institutions choose to practice, it is the confluence of racist concepts and theories that control our economic, political, and social systems.

People of Color: Political or social (not biological) identity among and across groups of people that are racialized as non-White. The term “People of color” is used to acknowledge that many races experience racism in the U.S, and the term includes, but is not synonymous with, Black people.

Marginalization: The process that occurs when members of a dominant group relegate a particular group to the edge of society by not allowing them a voice, identity, or place for the purpose of maintaining power.

Othering: The perception or placing of a person or a group outside and/or in opposition to what is considered to be the norm. Othering is based on a conscious or unconscious assumption that a certain identified group poses a threat to the favored or dominant group. See: Marginalization.

Xenophobia: Any attitude, behavior, practice, or policy that explicitly or implicitly reflects the belief that immigrants are inferior to the dominant group of people. Xenophobia is reflected in interpersonal, institutional, and systemic levels oppression and is a function of White supremacy.

Appendix - A: Comprehensive Engagement Overview

A. Guiding Theory for engagement and research:

Theory of change: The social-ecological³⁸ framework guides and shapes the design and execution of multi-level and multifaceted engagements involved for this initiative (see figure – 8). The purpose of using this framework is to encourage and guide BPRD to initiate and advance district-wide policies and practices grounded in equity and inclusion beyond an individual level.



Figure – 8: Social ecological framework diagram

Talitha’s analyst and researchers carefully recorded and analyzed quantitative and qualitative empirical data collected throughout the process. Qualitative data was thematically coded by a grounded theory method. The grounded theory method is a way of analyzing qualitative data; it entails collecting and processing information in such a way that the data itself reveals key themes (Charmaz, 2014). It is a nuanced and iterative process which enables researchers to condense large quantities of data and notice recurrent themes.

Research Questions:

These overarching research questions guided the district’s DEI initiative:

1. *In the provision of BPRD’s programs and services, and the operations of parks, trails and recreation facilities, to what extent does BPRD currently use the lens of diversity, equity and inclusion in its planning and implementation strategies?*
2. *Are there gaps in BPRD’s services planning and provision as is?*
3. *How can BPRD address potential gaps to improve its DEI efforts?*

Using these research questions as a guide, consultants analyzed all quantitative and qualitative responses. For qualitative analysis, we uploaded all survey responses to a software called ATLAS.ti to analyze what core themes emerge and to what extent these themes are repeated in the comprehensive and segmented narratives.

B. Kick-off meeting

The kick-off meeting took place virtually in February 2020. Most of BPRD’s DEI workgroup members and executive team participated in the meeting. Consultants found the meeting meaningful because most participants shared their hopes and visions as well as pertinent concerns. This rich feedback builds a foundation which will help to initiate, sustain, and advance DEI efforts within BPRD. Talitha’s facilitators also asked participants:

- a) to share lingering and/or burning questions they have as BPRD embarks on this journey
- b) to name areas where BPRD is doing well in terms of DEI efforts (strengths)
- c) name areas for improvement and observed challenges which might post as hinderance toward DEI efforts (opportunities to do better)

Figure – 9 illustrates key learnings and takeaways from the kick-off meeting. Talitha paid special attention to lingering questions—referenced as hypotheses in the field of research—

³⁸ The social-ecological model is conceptual framework researchers often use to guide the research development process and implementation strategies

which were brought up during this meeting because we want to ensure to ask and address some of these questions as we continue to support the district with DEI initiatives.



Figure – 9: Graphic Summary of key learnings from the DEI initiative kick-off meeting

C. Idea gathering (Ideation)

Talitha and the BPRD project team are committed to involving the BPRD workforce, leadership and diverse patrons in the development of the DEI initiative. Thus, in partnership the BPRD project team, we conducted four group discussions and seven individual interviews in February and March 2021.

The main objective of these engagements was for the Talitha team to connect with the District’s DEI workgroup, executive team, and board. Additionally, Talitha sought to gain a deeper understanding on their subjective assessment of potential factors which could hinder or support DEI initiative within BPRD. By understanding how these key stakeholders make sense of the current landscape of DEI efforts within the district, Talitha gained clarity on what questions to ask in both staff and community surveys.

After each engagement session, Talitha transcribed, synthesized, and analyzed all the dialogues shared. This process of qualitative data collection and analysis is also known as analysis of discourses/dialogues through the framework of Grounded Research Theory. This process helps inform which questions are relevant and needed to ask in the staff and community surveys. Three core themes emerged out of the dialogue analysis.

I. Core Theme One: More intentional practices & investment in specific areas

Meaning of core theme: If the district invests more in (_blank_) area(s), then the district could see measurable advancement in DEI. Investment is not only defined in fiscal terms but also defined as long-term capacity, trust, and relationship building with ALL people for a mutual benefit. (Not transactional or short-term but relational and long-term).

Implementational Strategy: In both staff and community surveys, we ask survey respondents to identify and describe which programmatic and/or investment area(s) they want to see the district to increase in investment.

II. Core Theme Two: Desire to understand differences and work across differences

Meaning of core theme:

I want to better understand DEI. I want to better appreciate diversity within the district. We (the district) can do better in making people who are often on the margin feel welcomed and understood and I want to be a part of that. Stated and underlying notion: The district is starting to communicate its intention to advance DEI but does not seem to know what it really takes to have a transformative change. Although the district may prioritize DEI initiatives, some staff may not know to include/choose not to include these practices in their day-to-day tasks unless they see the relevance of these actions to their work.

Implementational Strategy: In the staff survey, Talitha asks if staff want to learn more about DEI. If yes, we ask them to prioritize which DEI related topics they want to learn and to identify what other course they might want to learn. If the answer was no, we ask the staff to explain why.

III. Core Theme Three: DEI practice versus DEI intention

Meaning of core theme: Personally, I want to move beyond just communicating about DEI intentions. I want to see the district's leadership change the culture/status quo of 'just talking a good talk'.

Implementational Strategy: In both staff and community survey, Talitha asks survey respondents to describe their vision of more inclusive and equitable parks, trails and recreational programs. We leave this question more open-ended so that survey respondents have more freedom to envision and articulate their visions whichever ways they want.

Appendix - B: Staff Survey

To access the staff survey, click the link:

https://drive.google.com/file/d/1nDcCDi5pSasWnS_AMVXdF9JE-PGHvBO1/view?usp=sharing

Figure – 10 compares the key takeaways from focus group engagement and the staff survey.

While most of the key takeaway overlaps, the staff survey illuminates that for those staff who do not see the need to advance DEI within the district, their sentiment to resist DEI initiatives is relatively strong.

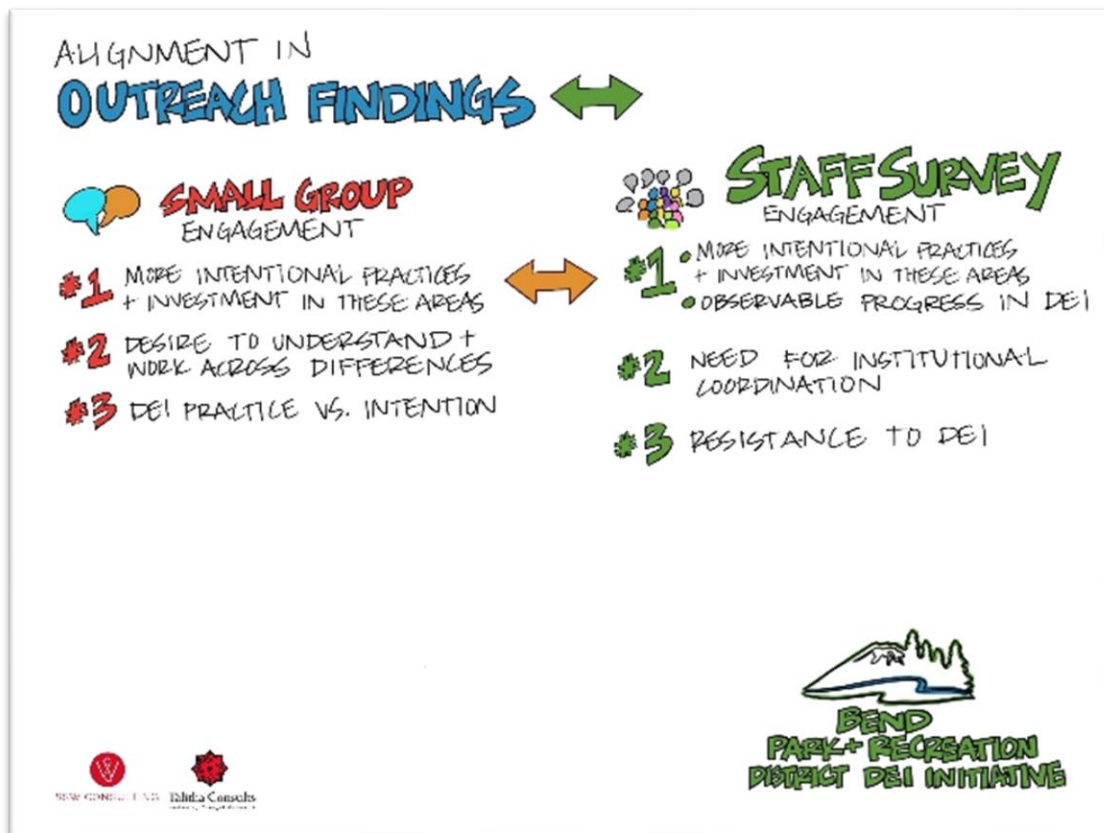


Figure – 10: Graphic Summary of key learnings two stakeholder engagements

Staff ideas on how the district can improve the diversity of people who use the district's programs and resources:

Choices	Response percent	Response count
Build mutually beneficial relationships with historically marginalized populations	62.23%	117
Provide thoughtful learning opportunities to strengthen employees' awareness of and ability to incorporate difference	64.89%	122
Create teams that are relevant to and representative of community	55.85%	105
Collectively address systemic barriers and inequities with a bolder leadership from the top	53.19%	100
Other (250 characters limit)	14.36%	27
Any additional comments?		18

Other (250 characters limit)

1. By partnering with local organizations who already support these diverse communities. Creating days for them to be seen, whether its celebratory or just for those demographics to feel more comfortable/ safe.
2. Overall the district does a good job in this area
3. Gain a better understanding of what the barriers to use and address those (e.g., safety, types of activities needed, costs, access, language, etc.)
- 4.
- 5.
6. Already doing these things; just keep doing them.
7. I didn't know this was a problem
8. Look, Listen and Earn Trust
9. It can't. The district doesn't choose who does and who doesn't use the parks, facilities, and rec programs.
10. We need to partner with more groups locally that represent these marginalized members
11. IDK
12. The more programs offered to kids will spread to their families and will spread from there.
13. Fine as it is. I don't have specific suggestions
14. Make the programs more financially affordable to lower income families.
15. none
16. Create a ethnically diverse volunteer corps to offer introductory park/trail walks to communities who do no frequent parks.
17. Have open conversation with the various groups that that may be impacted(disabled groups, low-income, etc) in order to learn their needs and be able to address their concerns.
18. Make resources available to support tapping into existing networks within marginalized communities
19. Consider equity in program registration. Understand and remove barriers to participation.
20. Have district level employees who have equity training and continue to educate themselves on equity issues
- 21.
22. its hard to improve on diversity when Bend is not that diverse. I see people of all races and ethnicities using our parks
23. first, provide answers that directly reflect the subject of the question
24. Hire more people of color and lgbtq people
25. Continue with all of the above
- 26.
27. Be mindful of others.

Any additional comments?

1. I think the district is already doing these things, but there is always more work to do.
2. -Share the BIPOC experiences of people who have used our programs, parks, facilities (with permission of course) - Give discounts or a percentage off to families that enroll for the first time in a BPRD facility or program. -Offer transportation assistance
3. The district needs to continue to work with community organizations that represent and support underserved individuals in the Bend community.
4. The district does a good job reaching out all people as is.
5. I think the District is already doing a great job (level of service, programs for all abilities, scholarships...). Relationships in the community are happening, learning opportunities are happening, addressing systemic barriers are happening. District just needs to keep moving in this direction.
6. Having a contracted security company that looks like police, but isn't police, does not seem like a good way to get a more diverse set of people into the parks and facilities. They have retired police cars and look and sometimes act like they are police officers. I can see how that would make certain people uneasy and uncomfortable.
7. To assume that the district has any control over the diversity of the people who use its services is absurd. The district provides its services to anyone and everyone, but it is up to the people to use them or not. If someone of a certain background chooses not to visit a facility or park, that is their choice as a free individual and not the fault of the district.
8. Make sure that the people leading initiatives to engage with marginalized groups are actually representative of those groups
9. I think we do a good job.
10. Some of those statements are quite vague, and I am not sure how those actions would actually play out.
11. Latinos and Native Americans might benefit from introductions to parks and trails; these groups traditionally feel like outsiders in these areas. It's not always easy for some to head to the park but knowing there is a warm, friendly person(s) to usher you through experience would offer incentive.
12. There cannot be an expectation that the change will be instantaneous. Authentic relationships take time to build and grow. The efforts need to be sincere and not token gestures to check a box.
13. I think BPRD is very representative of our community's demographic. I think we are inclusive, and give equal opportunities in our community
14. I think they do a great job now
15. The District is striving to provide opportunities to a diversity of patrons. Park and facility users reflect the level of diversity within the community. Focus may be needed to provide more opportunities for low income residents.
16. If you want to improve the diversity in Bend (and thus park users/participants) you need to move the town in it's entirety to...say...San Francisco, Austin, Peoria, etc.... Then you would be in fairly diverse cities and you could get a realistic answer
17. The two of these that I feel are most important is thoughtful learning opportunities for employees to change workplace culture, particularly at Park Services and mutually beneficial relations with marginalized communities. One focusing inward and the other more focused on how we make these groups feel welcomed and safe in our spaces.
18. The growing house-less population in Bend affects the public's ability to enjoy parks and recreational facilities. People sleeping under bushes or defecating nears trails is upsetting. Not sure what the answer is and many cities are facing the same situation.

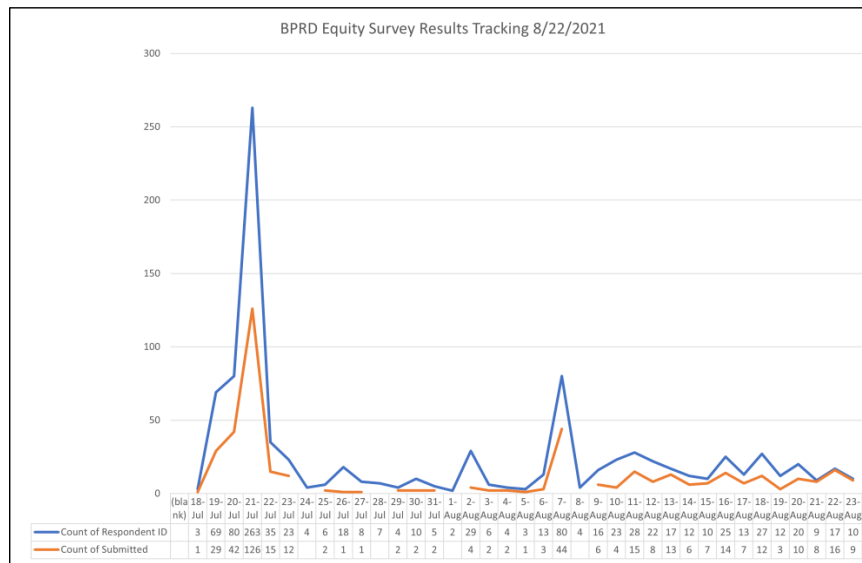
Appendix - C: Community Survey

A. Community Survey Participation Monitoring and Tracking.

The final count of survey responses at the close-out date was 937. The chart below shows the daily break-down of survey participation numbers. Of the total responses, 429 respondents completed the survey. In other words, these respondents went through every question and hit done at the end of the survey. Their partial responses were still tallied and saved. Given the range of response and types, we can safely say that between 937 and 429 people were involved in answering the survey questions.

Their participation is represented with an orange line in the graph – 1 below. The purple line represents respondents who went through the entire the survey but did not hit done at the end of the survey but closed the window.

The spikes in the early phase of the survey correlate to communication sent to key stakeholders and various outreach events the district staff strategically planned and organized. One method of BPRD’s early outreach included a mass email to 18,000 registered patron households. The next section outlines all at-large and targeted outreach activities that took place during the time of the survey.



Graph 1: Community Survey Participation

B. Outreach activities & Communication about the Survey

The BPRD project team and the DEI workgroup invested significant hours of labor and resources to create opportunities where diverse members of the public felt welcome to participate in the community survey. The following outreach activities took place to promote the community survey from diverse community members.

- C. August 10, 11am-12:30pm, Council on Aging of Central Oregon, 1036 NE 5th Street, Bend
- D. August 18, 3-4pm, Central Oregon Coalition for Access meeting
- E. August 11, 4:30-6pm – Juniper Hilltop, 63930 N Highway 97, Bend
 - a. Library on the Go Event

- F. August 12, 4:30-6pm – Parrell Mobile Villa, 61292 Parrell Rd, Bend
 - a. Library on the Go Event
- G. August 12, 6-8pm – Movie in the Park at Orchard Park
- H. August 17, 10am-12:30pm – St. Vincent DePaul Food Bank, 950 SE Third St., Bend
- I. August 18, 3-5:30pm – Colima Market, 228 NE Greenwood Ave C
 - a. August 19, 5:30-7:45pm – Al Moody Park from 5:30-7:45. The movie “The Missing Link” started at 8pm. This event was cohosted by BPRD and Bend Film. Crafts, games, paletas, and the survey were offered at the event.

The following event was cancelled due to hazardous air quality.

- August 4, 4:30-6pm – Country Sunset Mobile Home Park, 61445 SE 27th St, Bend
Library on the Go Event

BPRD also got press coverage about the community survey in the local TV and newspapers.

July 19: Bend park district seeks community input on diversity, equity and inclusion

- https://www.bendbulletin.com/localstate/bend-park-district-seeks-community-input-on-diversity-equity-and-inclusion/article_3cb9edfa-e8dc-11eb-9b34-c3f46123d2e0.html

July 19: Bend park and rec seeks public input on diversity, equity and inclusion

- <https://ktvz.com/news/bend/2021/07/19/bend-park-and-rec-seeks-public-input-on-diversity-equity-and-inclusion/>

July 22: BPRD seeks community input on diversity, equity and inclusion

- <https://cascadebusnews.com/bprd-seeks-community-onput-on-diversity-equity-inclusion/>

July 20: Bend Park & Rec Seeking to Better Serve the Underserved

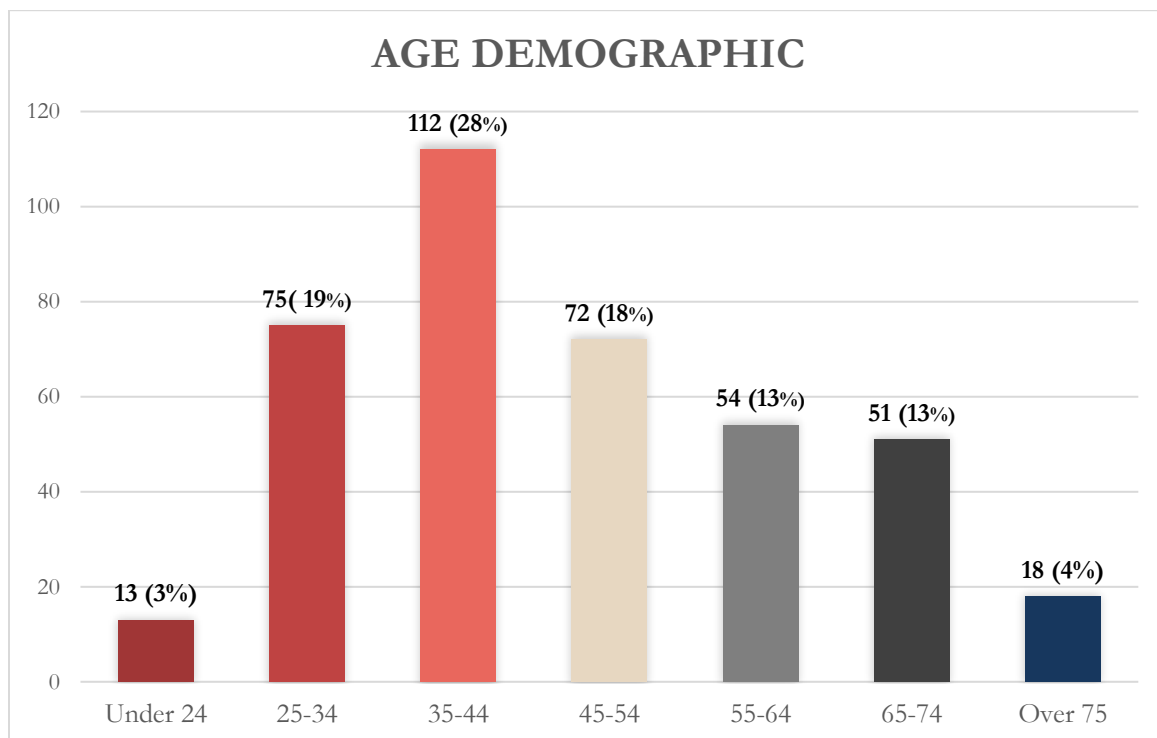
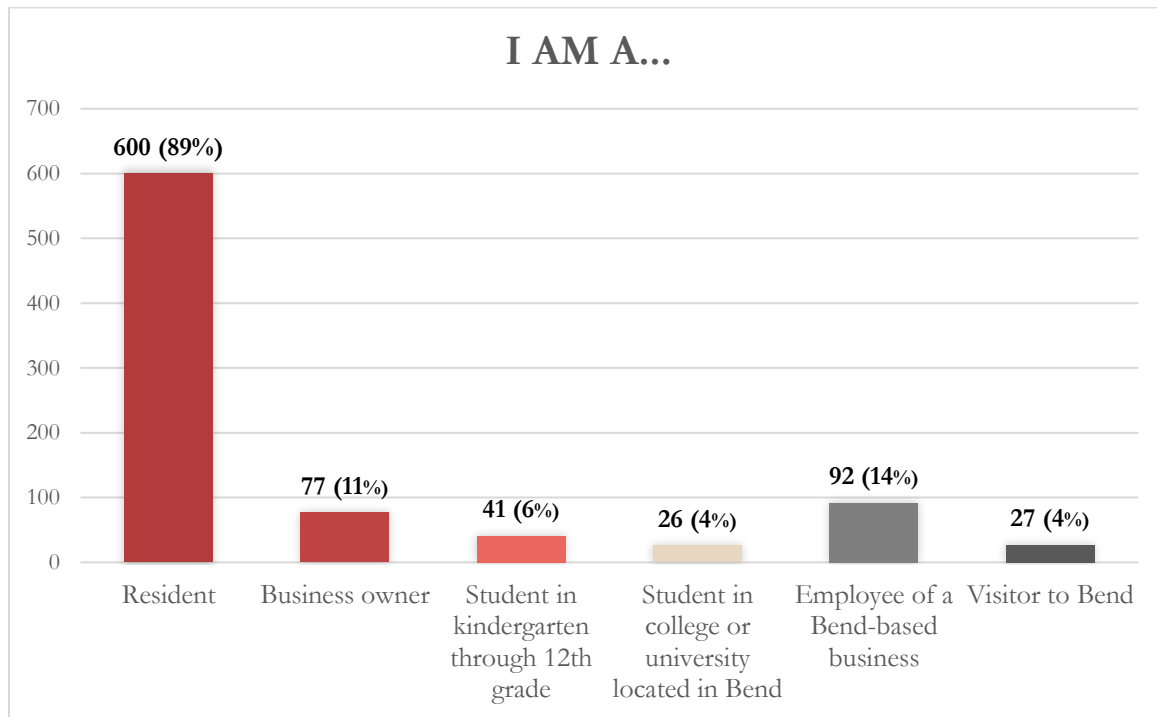
- <https://kbnd.com/kbnd-news/local-news-feed/582136Accommodation to Address Connectivity Hardship and Increase Language Access>

Talitha is mindful that not everyone has equal access to digital connectivity. Thus, Talitha and MIG provided a paper version of the survey to BPRD. At outreach events, BPRD staff made paper copies of the survey available to community members. Upon receipt of completed paper surveys, BPRD staff entered all responses using the digital survey platform so that all responses are counted in for the final results. BPRD staff provided language assistance in Spanish which was utilized for multiple requests. In addition, Talitha also offered language assistance in case someone might want to take the survey in a language other than English, however, we did not receive any requests. See Appendix-D for complete details for survey respondents’ demographic information.

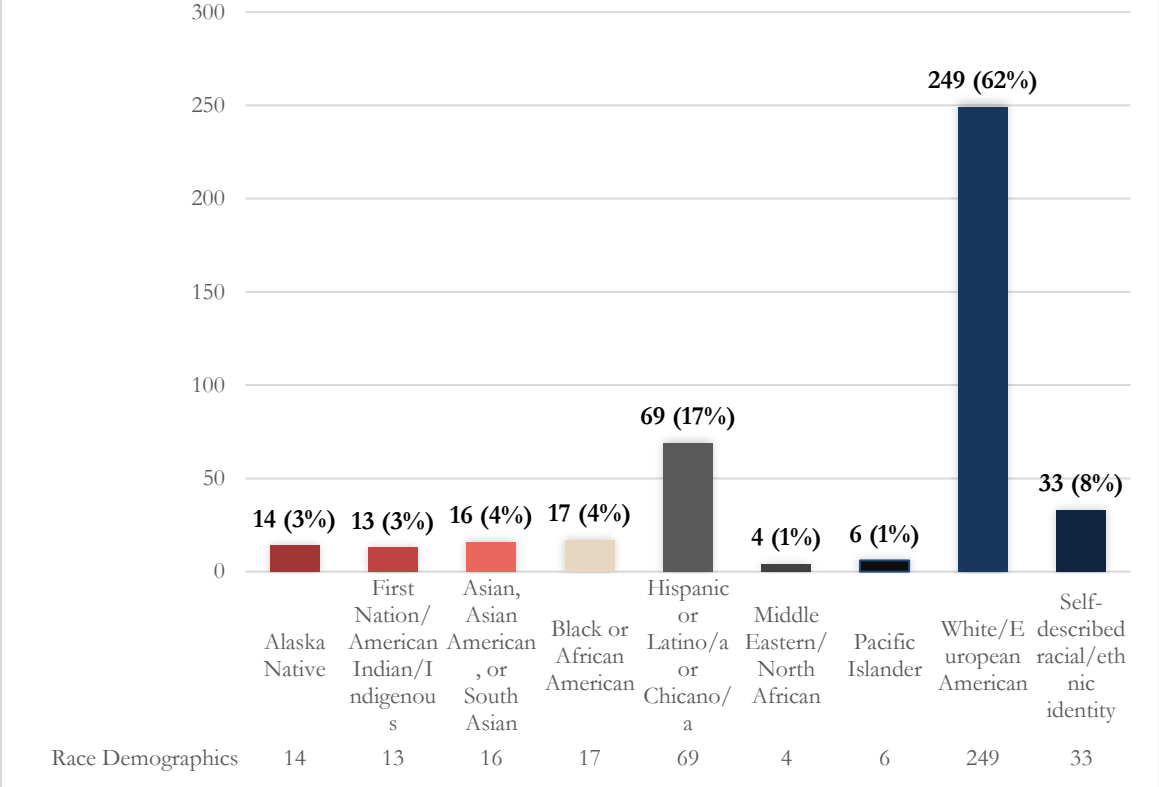
Appendix - D: Community Survey

Respondents' Demographic Info

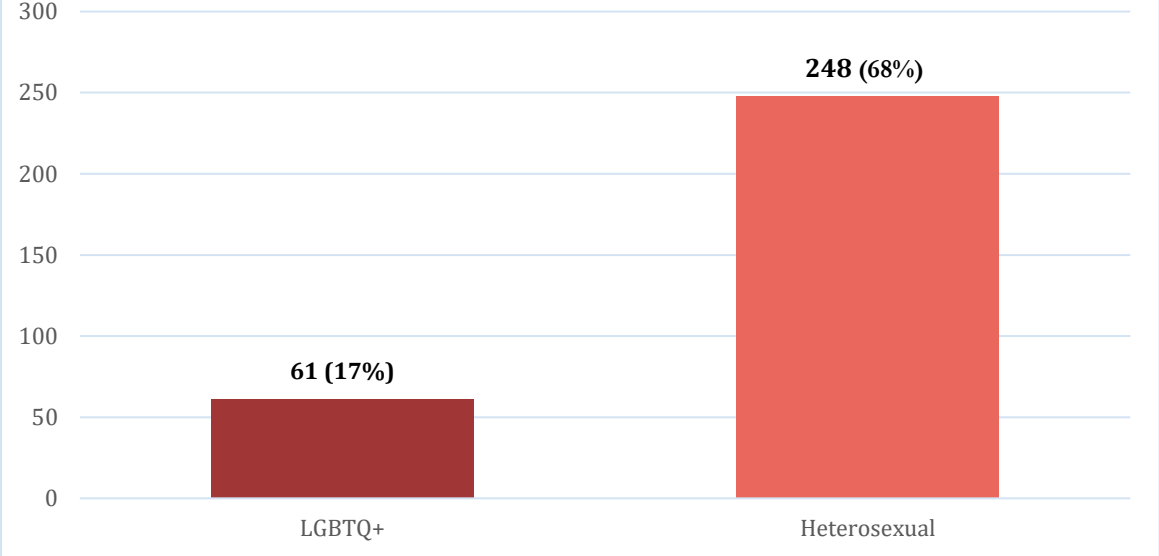
Disclaimer: The data displayed in the figure(s) below does not include responses that selected a variant of “prefer not to answer” or “I don’t know”. Some responses are “check all that apply”, thus, percentage total for some charts may show over 100%.



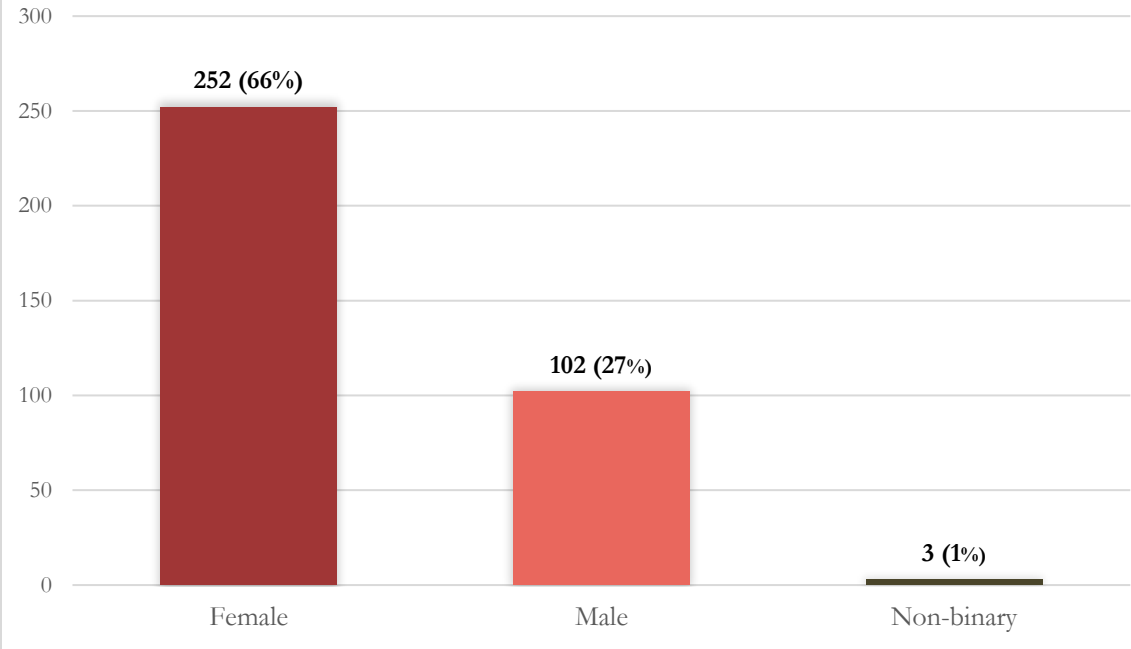
RACE DEMOGRAPHICS



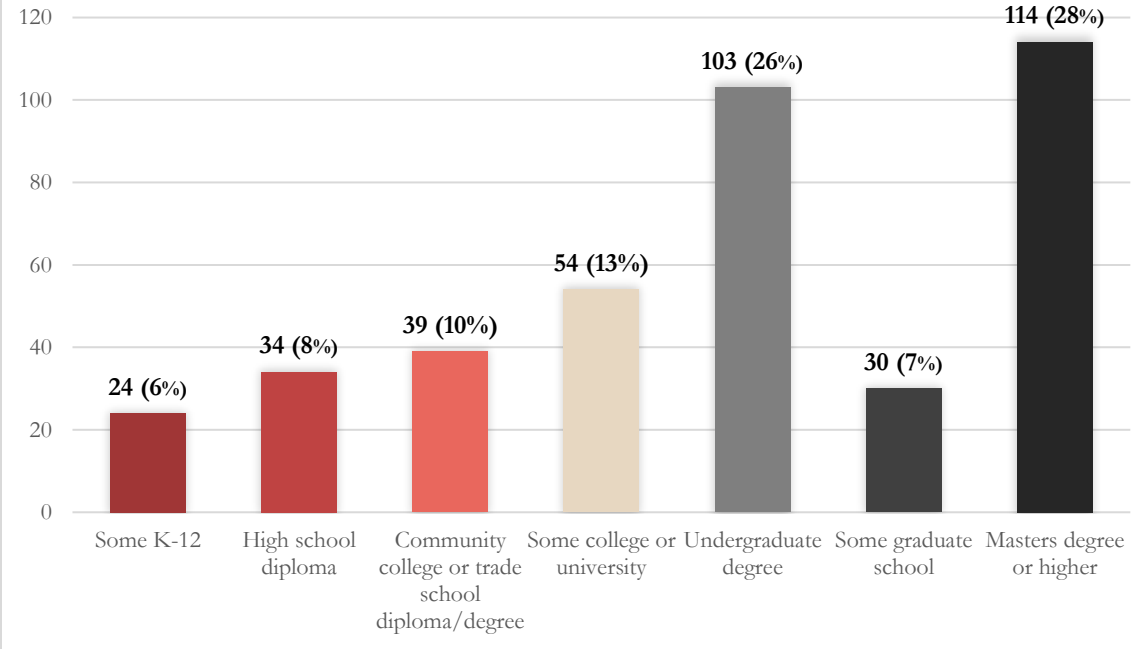
SEXUAL ORIENTATION

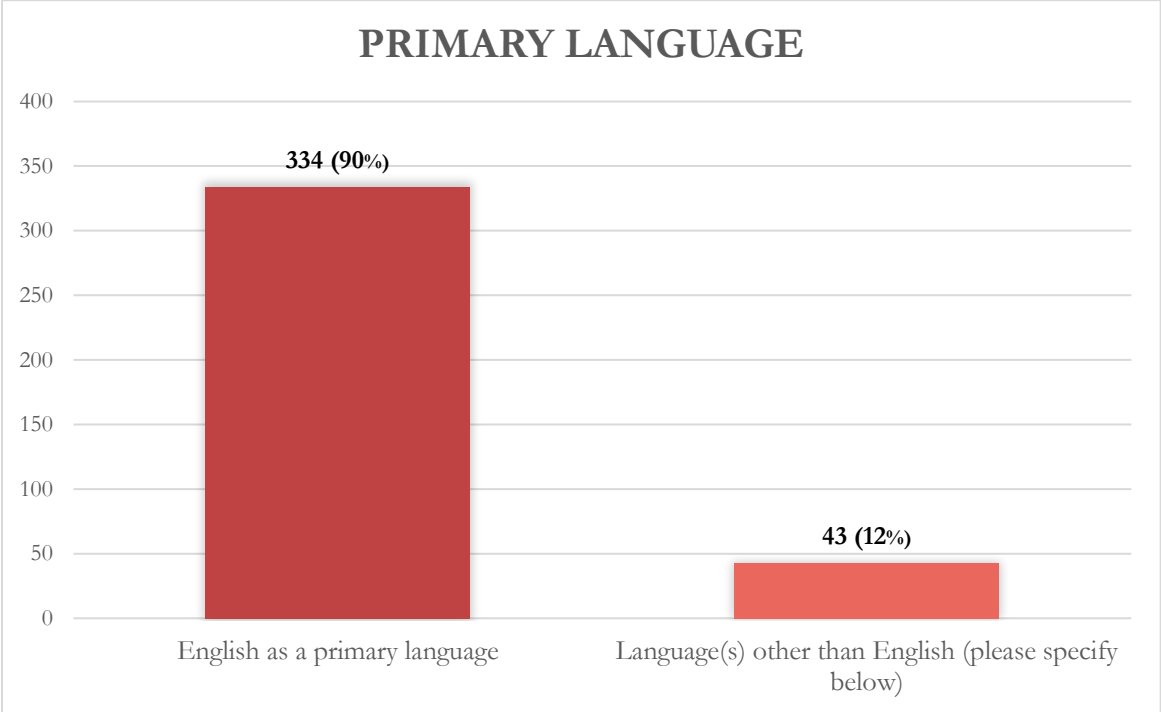
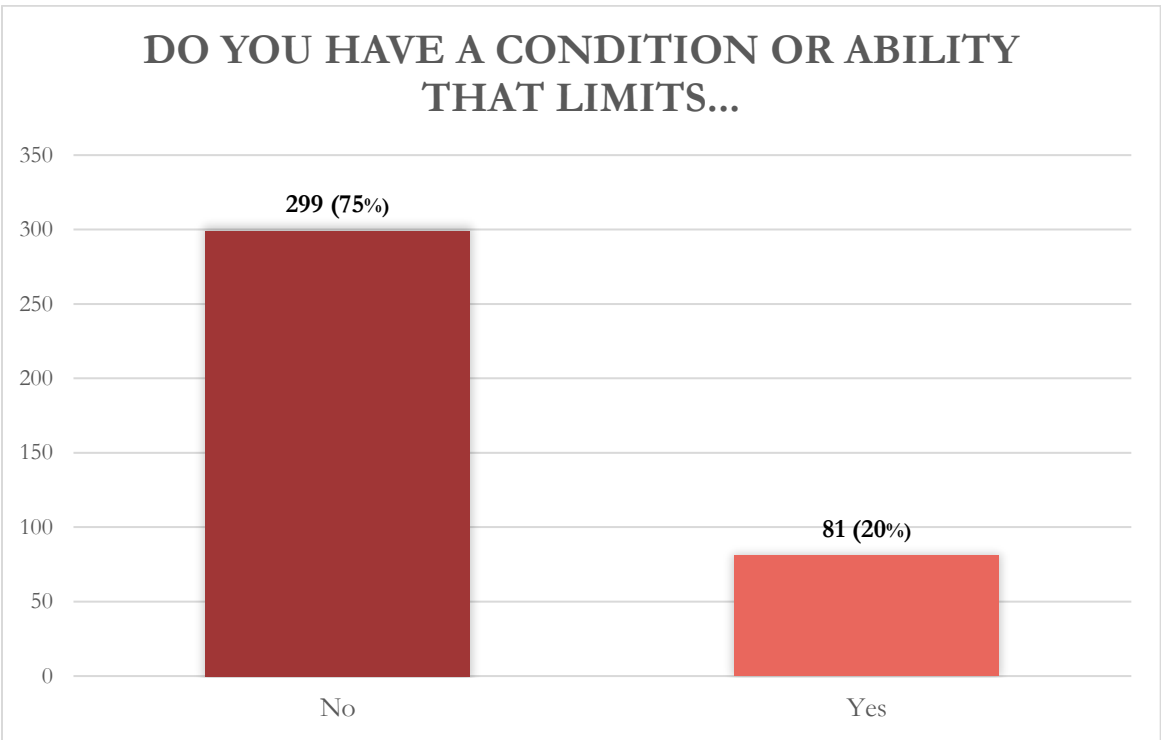


GENDER IDENTITY

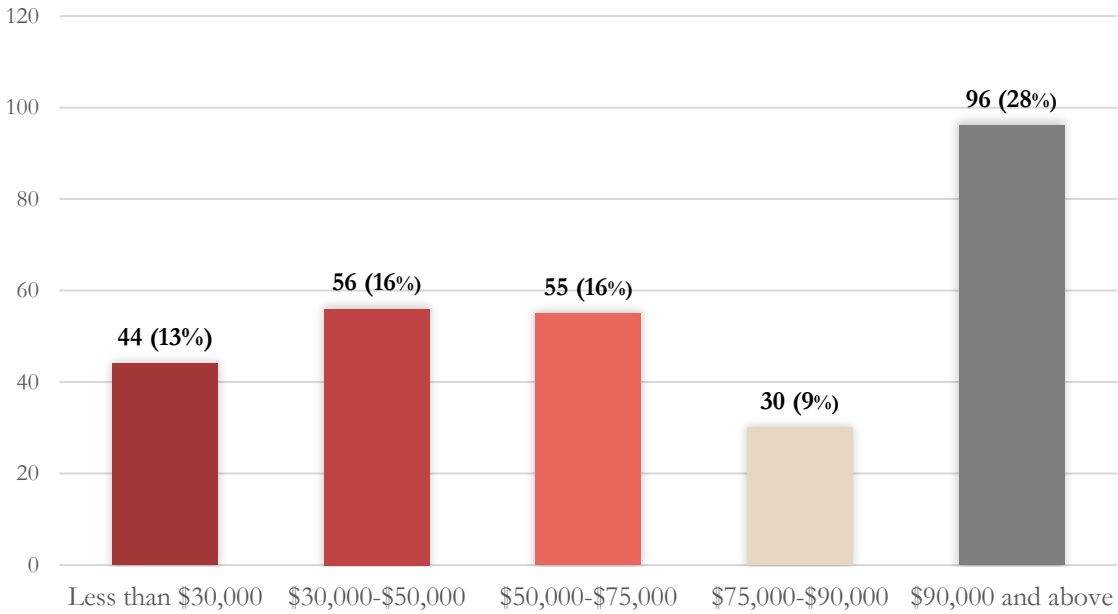


HIGHEST LEVEL OF EDUCATION

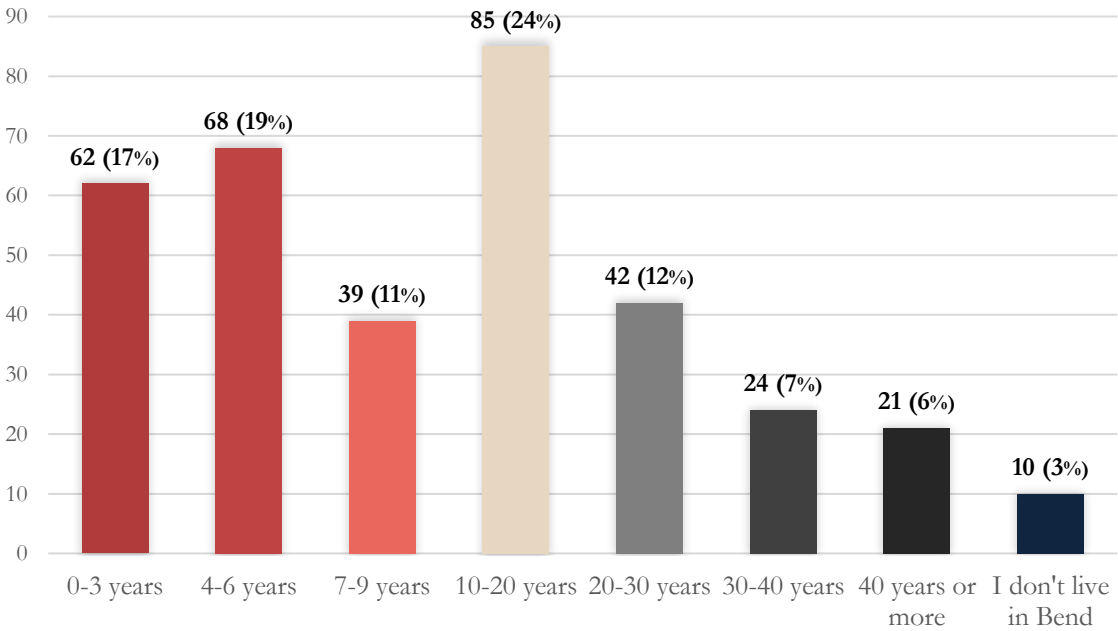




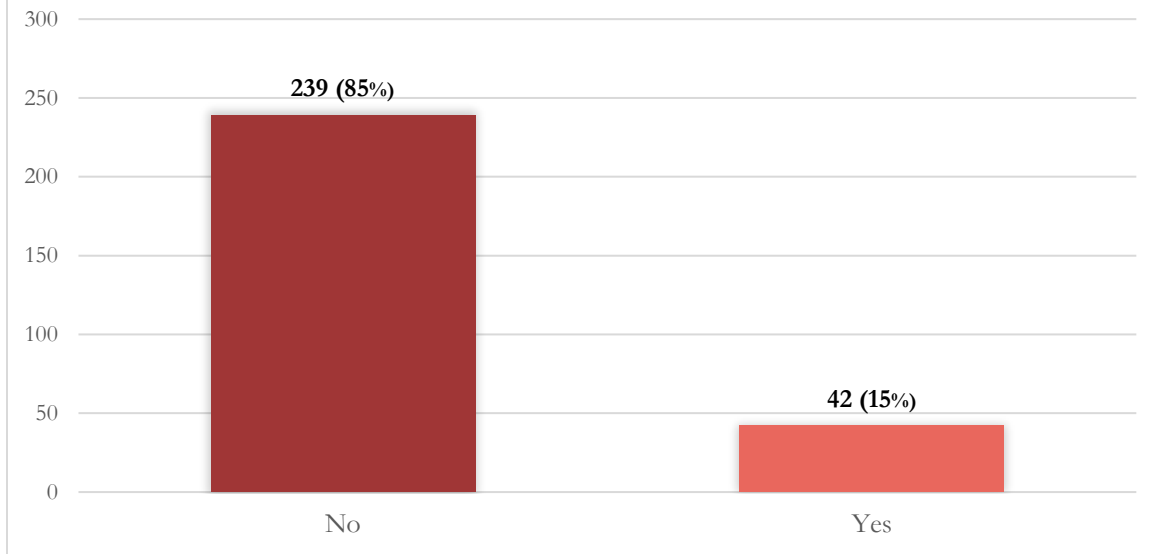
YEARLY INCOME LEVELS



YEARS LIVED IN BEND OREGON



I HAVE A FAMILY MEMBER(S) WHO WORKS FOR BEND PARKS AND RECREATION DISTRICT



Appendix - E: Community Survey Open Ended Responses _Spanish & English

6. When I imagine or think of a more inclusive, diverse and equitable community enjoying parks and recreation programs, my vision includes:

More language accessibility. More accessibility for different cognitive and physical abilities. Improved access to parks, trails and facilities in east Bend (especially SE...REALLY excited for Alpenglow Park). More creativity around purchasing private property for parks in key underserved areas.

Trails being more accessible to people with disabilities; more people of color and older adults utilizing BPRD services and amenities

Because I have young able children the park's and playgrounds are great. I provide services to disable children and I feel like we could have some more inclusive parks for children in wheelchairs or who have walkers. eugene has a great adaptive park.

Maybe that people that actually work in Bend can afford to live here. Parks and Recs adds tens of thousands of dollars to every new home built, making the area very restrictive to those that earn Bend wages.

Some events that are adult only. More opportunities (scholarships)to actively include adults who cannot afford to use BPRD programs and facilities.

A place where kids were not discriminated or hassled during covid. Taking down basketball hoops and closing playgrounds may have been understandable in April 2020, but not all the way through summer. My sons should not have been hassled by a parks employees for playing ball last summer. My elementary Gary school child should not have been coached for masking more than soccer last fall. It was a joke how his coach cared more about masks than soccer, including his inappropriate comments comparing visible noses to exposed genitalia. This was a public school elementary teacher volunteering as a 4th grade boys soccer coach. No excuse for his words! My children bore the brunt of parks and schools covid response. We won't be voting for parks or schools until we see pro-children policies in the future.

Not being harassed by other visitors

Wider variety of days/times for activities

I'm not sure what role the parks play in this other than making sure everyone is treated equally and intervening with enforcement when threats to the above are encountered.

More parks and accessible spaces for seniors, along with all other ages

<p>Ensuring that parks, trails, facilities, and services are accessible to people without regard to differences like race, gender, sexual orientation, disability, etc. Reassuring people that a good faith effort is being made to make people feel welcome and included.</p>
<p>A new and larger Olympic pool facility at Pine Nursery Park. Too many kids and high school kids need a better place. Also masters swimmers. You can have more modern and inclusive facilities there for a better and less crowded experience.</p>
<p>You've got it right. No further effort needed.</p>
<p>Waste of time and money for such a sham of a political cause. Everybody already has access to everything. It is racist to think that a given group of people is not capable of enjoying all bend parks and rec has to offer</p>
<p>Fewer dogs, fewer tourists.</p>
<p>Perdón No entendí la pregunta</p>
<p>Upgrading equipment in all areas, not just newer or high income areas</p>
<p>Multi cultural events and programs, people of all ages, abilities, races, etc participating and visiting parks/trails, diverse languages and features that appeal to different users</p>
<p>Everyone having the opportunity to participate.</p>
<p>People of all socioeconomic backgrounds living in relatively close proximity</p>
<p>Music and art that showcase our diversity</p>
<p>Parks that are fitted with ADA accommodations.</p>
<p>More celebrations of ethnic communities.</p>
<p>Plenty of space for families to spread out, tots that kids of all play and physical levels can enjoy together and a natural feeling space.</p>
<p>diversity inclusion equity</p>
<p>Equitable, welcoming spaces for everyone. Education about inclusion provided by sign boards might be good? And some way to provide safety for those who do not feel safe for one reason or another, such as patrols or emergency call boxes.</p>
<p>All ages, races and gender attending events and using parks, trails, river and lakes</p>
<p>Your pictures want to show inclusion but we know these programs are not always inclusive or accessible. DEI is more than pictures and performative allyship. We want to see stakeholders, leaders, and staff be trained in psychological safety, belonging, unconscious biases, white fragility, and how to dismantle white supremacy in your programs.</p>

Easy access and a sense of belonging and acceptance for everyone
Same as it ever was. Keep on not trying to waste time with this and enjoy everyone for who they are
providing activities that are not "typically white"
Bend Parks and Rec is great. Stay focused on parks and programs instead of worrying about dividing people into social groups and treating them differently.
More cultural based classes (like ethnic dance or music)
Respectful interactions no matter whom space is shared with, that includes low income, and individuals of different races and ethnicities.
Take into account single parent who is working full time, and requires after school care.
I feel our parks and programs are open and accessible to everyone in our wonderful community.
Black, brown and all people having fun with each other.
Accessibility for all mobility levels. Parks throughout all areas of town and include a variety of offerings (shelter, play structure, natural landscaping, walking path, etc.) Signs/information in different languages (braille, Spanish) Equipment for diverse mobility
Not sure how anyone is being "Left out" or "Not served" in anything BMPR does. Using taxpayer money to give certain groups "special treatment" that the rest of the population do not get simply so a few people at BMPR can feel better about themselves because they get to use the latest "catchy words" describing a issue that has nothing to do with them, yet they are "going to make a difference".
Signage in more languages. Park employees who speak more languages. Art station programs that are more diverse. More bilingual Kids Inc teachers. More children's language classes to bring Spanish and English speakers together... start with the kids and in 10 years Bend will be more diverse!
All representations of color, gender, ability, culture, race, and religion equally using and enjoying any public services and spaces.
Signage that is in Braille for visually impaired folks. Spanish speakers are represented in various ways. Sign language also included. I know a lot of this is happening now. Keep it up!
Crazy progressives ruining our already-inclusive community
A person is a person is a person. No one gets special treatment. There are no programs designated specifically for one race, religion or any other "special category".
Ok as is
Enforced leash laws.
programs that teach all children to love and respect nature. When I say all, I mean all. Black, white, brown, etc we are a group that can share these values together

Access to parks, community gardens/ gathering places, off leash dog areas!
The parks are open to everyone. Lets not create more problems and division among the community by stupid virtue signaling surveys like this. I give minorities in our community more credit than to assume that because of their skin color they are incapable of seeking out and enjoying the parks, and need "white saviors" to swoop in and save them from not being able to do so.
I think this is a stupid question.
What on earth does diversity have to do with public parks and recreation? Our parks are open to EVERYONE. To suggest there needs to be some sort of campaign to target people of certain skin colors or genders, etc., is incredibly insulting. I don't know a single person of color or person with a different sexual preference that is less capable of enjoying the park system than anyone else. Why are you making this an issue? People of color and people with different sexual preferences, etc. do not need to be saved by you.
Frankly, we believe all BP&Rec parks, trails and facilities are fully inclusive. There are no barriers based on race, color, religion, sexual orientation, etc. Anyone can participate.
Baños para niños discapacitados y acceso a los juegos recreativos
Para ser equitativos deben hacer Parques y senderos donde la Gente pobre vive. Mira El mapa, todos los senderos y El desarrollo que park and rec a invertido a sido para aumentar el valor de la propiedad de los que ya tienen dinero en Bend. Tambien Park and rec debe incorporar lideres de color en todos los niveles de la organizacion no solo para hacer alcance comunitario.
Programas diseñados para otras culturas e idiomas.
Better website outline. Even this survey feels very complex. Cool, but complex for those less comfortable with English or who have accessibility issues. Meaningful subsidy for low income residents so that they can participate. Child care based on need (working parents) and income. Staff that look like the community -- of all races and ethnicities.
More shade and seating in the shade for those of us (able body appearing or not) who don't tolerate sun exposure well. More indoor camp options that are still active and for all kid ages, not just littles. Make sure parks/green spaces are evenly spread out and accessible (I now live in NE by the high school and hospital it's the farthest walking distance I've ever been from a park in 20 years.)
Más espacios para los niños de todas las edades.
In which race is no longer considered a thing and people are judged as individuals. Where administrators are not trying to re-introduce segregation and divide the people of this community.
Disfruto mirar cómo se divierten mis hijos, tengo 4 hijos que necesitan diversión y eso les ayuda mucho
Spanish language events, activities, signage; Cultural events; different forms of exercise or community events; outreach to populations that have not had equitable access such as people of color, Indigenous people on whose land Bend was built, lower wage workers with less discretionary income or time; school children after school and in the summer.

<p>Me imagino a mis hijos en un futuro disfrutando de todos estos recursos con sus familias pasando tiempo de calidad al igual que yo lo hago con ellos</p>
<p>I see this more applicable with the rec centers and appreciate the special programs for those with disabilities.</p> <p>Parks are open to the general public and don't necessarily have programs that I know of to demonstrate the above goals. I know you have paths suitable for those with disabilities and perhaps some summer programs at the parks. I feel it is up to your personnel to demonstrate Equity, diversity, and Inclusion and would hope the patrons would as well</p>
<p>More non-white residents and employees</p>
<p>Bend parks and rec already has multiple adaptive options and is inclusive</p>
<p>Stop politicizing everything.</p>
<p>Mixed age groups Bus trips to nearby recreation attractions (e.g. caves, trails, rivers, fishing trips, etc.)</p>
<p>Having all ethnicities, socio-economic levels represented,</p>
<p>I don't see a problem</p>
<p>Absence on all protests & protesters, absence of any/all public events that support or promote only one belief or viewpoint.</p>
<p>Absolutely nothing different. All are welcome in this community</p>
<p>A more diverse population recreating together fostered by opportunities for all interests from biking, hiking, dog use to basketball and skateboarding facilities. Limiting barriers to entry such as the financial costs for the under-served to exercise at Juniper or Larkspur. Ensuring access to all, or most, parks and trails by the disabled. Adequate parking for all users. Development of Community Centers with pools, classes, events, in ALL areas of Bend (North, South, East, West) to increase access via walking, biking, bus. This is a model that the City of Boulder, CO has applied. Works great there.</p>
<p>Another 50meter pool facility. I would consider moving from DEI to DEIA. The A stands for Access. This means all forms of creating better access to your facilities and programs.</p>
<p>Mi vision incluye que los letreros esten en Español y que los instructores, maestros o lideres se vean como nosotros.</p>
<p>I can't believe the park system is buying into this woke ideology. I am totally against this. We don't need this in in the USA</p>
<p>People of color, people who are financially unable to purchase memberships or entrance fees. The Larkspur project was originally designed to include more programs and space for seniors and during the excitement of renovation the seniors were not considered and their spaces were not increased.</p>

<p>Marketing Parks and Rec programs to all neighborhoods and communities, using resources like Zavi Borja/ Vamos Outside who encourages Latino outdoor involvement, and eliminating out-of district fees or making them optional. To anyone who has barely begun researching discrimination and equity issues, it should be obvious that those in DRW and less expensive neighborhoods in the county have greater ethnic diversity and fewer financial resources.</p>
<p>Seeing all ages and people of every ethnic and language group using the facilities. Everyone is welcomed with a smile, hello, and positive safe environment.</p>
<p>Programs to fit a variety of interests, accessible to a wide range of people and families and every budget, as well as supporting a variety of diverse community needs. For example childcare is a tremendous unmet need in this community. The scholarships are generous for low income families but drop off quickly as households earn more by still not enough to afford programs. Kids athletic programs have amazing coaches but they are difficult to know about, fill up quickly and there isn't a lot of multilingual support to sign up and none through the teams. Adult programs are competitive and extensive, but often require having a team already to sign up and can be expensive to participate in. My vision includes a more expansive scholarship program to support families as they hopefully emerge into a more stable economic situation but are still getting their feet under them, more ample childcare and after school care opportunities to meet the needs of our community with regard to childcare.</p>
<p>More people from diverse backgrounds enjoying nature and fellowship together</p>
<p>Rainbow flags, BLM flags, gender neutral bathrooms, ethnic specific park days, white-free zones</p>
<p>I don't think there is a problem with diversity, equity and inclusion in the park system. Why make an issue when there is none.</p>
<p>I would envision parks that are easily accessible for ALL whether they be temporarily injured or struggling with a physical disability. Many of the play structures around our community do not seem to consider those in wheel chairs or other road blocks for playing on them.</p>
<p>In terms of equity, I would hope that all activities offered by Parks and Rec have an accessibility point for all whether they struggle with transportation to an activity or being able to afford to participate.</p>
<p>Parents of bi racial children being asked multiple times if "those are your kids" when using facilities, but NOT asking white families in the exact same spot that question.</p>
<p>Signs in Spanish</p>
<p>Treating all individuals equally</p>
<p>Lots of people enjoying nature.</p>
<p>All men are created equal and have liberty to live accordingly.</p>
<p>More financial aid for programming. More programming available to meet the needs of the community. Childcare and camps for as many children as there is a need for spots available (major shortage!!)</p>
<p>A more inclusive, diverse, and equitable hiring practice within BP&R facilities.</p>
<p>I feel the (variety) parks we have are highly inclusive to many people regardless of age/race/sex/ability/etc. That vision includes a large variety, the BMPRD already continues to impress me each year with new parks, reserves, trails, pools, etc.</p>

Don't change anything. This is total leftist BS. You are doing enough!!
Staff, stakeholders and leaders need to be trained in DEI work, unconscious biases, psychological safety, white fragility and how to dismantle white supremacy. This server is also not set to reach our entire population. Those who need the most access to this survey are likely those who are underserved in our community. This survey needs to be able to reach Black, Latinx, indigenous, LGBTQA+ families and I don't see how that can happen with just a link on your site.
I don't because I'm not ridiculous and I think like a normal human being
Nothing different then what's been happening for years.
More dog friendly spaces, specifically more space for small dogs. Pine nursery has a huge space for large dogs and limited space for small dogs. It gets flooded in the winter. Also river bend park has small space for all dogs.
increasing access and availability of services for those with intellectual and cognitive disabilities such as autism
cheaper swimming at juniper for kids, more daycare and summer camp availability
Programs for people with disabilities like the therapeutic recreation programs.
I feel, and I see tremendous respect for all park and trail users. Their age, gender, skin color, etc. nothing matters. I see all park and trail users being treated equally!
Festivities celebrating various cultures, Latino weekend , for example
Environments created with the consideration of neurodiversity
A community with affordable housing that allows for residents from a variety of incomes and backgrounds to live and work in Bend. I also imagine a town that prioritizes residents over tourists so that we can access parks and trails. I used to walk to the Columbia street park to put in my kayak but now no longer kayak. I don't have a car to transport it. My neighborhood no longer provides river access and the parks are too crowded to access on weekends or afternoons.
Signs in more languages other than English, programs that reach those with less means
I don't know why this is a question. Everyone has the opportunity to recreate - period! Don't over think it!!!!
More ethnic diversity
I feel Bend Parks and Rec. does a great job already. I would love to see a large all abilities park similar to Redmond's.

Wider range of ethnicities and socio-economic statuses enjoying our public spaces. More support for families. Better access for those with differing physical abilities
Free, easily accessible activities and events
Opportunities to donate to make programs that cost money available to those that can't afford them. Possibly a donation box when you pay for the programs.
People of all ages and colors playing together
places where everyone feels welcome to play, learn and exercise in the community
Anyone is welcome at all these facilities. No problems. Tired of government making our country out to be overtly racist
I believe that I am a kind inclusive person... I make an attempt to say hello and be kind to anybody I meet... I can't help that I was born white and what we need in our community is more diverse people... But we can't force people to move here
access and options for those who are differently abled, community activities that bring a diversity of people together in the same activity,
Fewer dogs off leash so those with allergies to dogs or simply don't want dogs running around them can enjoy the parks and trails.
Aren't we all entitled to use parks without any thought of race, color or creed? I would think that parks are intended for anyone freely to use. Just so long as others are respectful of others.
keep our parks free of politics and social protests.
Respect for everyone without special treatment for anyone. Special treatment causes inequality.
A place where those who are not white and conservative feel safe and represented
More kindness across age differences. Safer places for elementary aged kids to ride scooters and bikes without the older kids making them afraid to do so. More seating available for people to watch others in their activities.
More accessible, available, and designed for everyone.
Exactly the way it is now. I don't see any exclusion of anyone! What kind of injustice can occur in a park anyway with everyone there to just enjoy themselves outside! This seems like overreach to me!
I see all types of people, I just want folks to be respectful to each other and the environment.
As I use the parks and facilities throughout Bend I see several races represented and at no time have I seen anyone denied the pleasure of using these facilities. Bend Parks and Rec is doing a great job.
in one word: pandering
All different cultures, economic backgrounds, etc. participating together

No changes. I, like everyone I associate with, respect everyone based on their character NOT on race, sexual orientation or any other made up reason to push divisions.

You're welcoming of everyone. I am surprised, however, that the Larkspur Community Center was not equipped with addition automatic doors, I have watched people in wheelchairs struggle with the heavy doors leading into the pool changing rooms.

Senior citizens able to engage in activities despite physical limitations.

Excellence is also an extremely important quality.

Los parques y los ríos para caminar con mis niños

Nothing more you can do. All are welcome anywhere at any parks, facilities, classes and programs at this time already. Why are you making an issue of this?

Just being adults and getting along. There is far too much focus on this issue of Diversity, Inclusion and Equity. Just focus on the message of acting like adults and get along. If you put 20 4 year old kids of all ethnic and cultural backgrounds in a room together, they will all play together. This notion of inequality and racism is learned by adults/parents. Sad but true. Its not up to Parks and Rec to solve anything or the government. Look into the mirror and be a good steward or examine yourself. We are all community..... just go about it with Love.

Open friendly people welcoming all interested people...advertising/outreach to those communities within the larger community that may not utilize the fitness facilities because of cost, perhaps establishing scholarships or lowered family friendly fees to promote wider usage by underserved groups.

Spanish language signage. Other than that I don't think different groups need help in utilizing a park or recreation building. It's self evident how to use park. It seems demeaning to minorities to think minority groups need help to utilize park or rec facilities. Build it and they will come! Provide parking and they will come!

We moved to Bend from one of the most diverse cities in the US. Groups there were integrated and lived together in harmony. There was more emphasis on commonalities than differences. I hope Bend can be like that as opposed to singling out why a certain group needs more help than others. Only draws more attention to differences.

I'm color blind...

Everyone being welcome.

Not pushing any special interests or narratives, but personal politeness and respect. If programs are designed to foster appreciation of, and connection with, a minority group, the program should arise out of, and connect us with, real, individual people from that group within our community. It should not promote the "group" or the "narrative" as an abstract and divisive concept we must assimilate in order to achieve "diversity".

Ethic foods and music

Bend has been a very white town for a very long time, and it's no surprise, given the racism that heavily existed in Oregon for a long time. The state, and our city, is finally starting to become a little more diverse. I think it is important to include all races, LGBTQ, etc in the "Visit Bend" commercials, real estate ads, etc. Though, sometimes I worry that that will cause BIPOC, from other areas, to be more confident in Bend's acceptance than how I actually think Bend is, and be very startled when they move here. I hope that when I enroll my son in activities by Bend Parks and Rec that the teachers of those classes are very accepting, and continue to help teach my son that all races, genders, etc are welcome and how to help be a part in assisting that.

Not a race based program, not something that teaches racism as critical race theory does. Please do not teach racism with critical race theory or equity

More accessible trails for the public.

No closing of trails, no permit process for trails, no masks required, no experimental vaccinations required, more community clean up the park programs

I imagine a place not judged by the color of ones skin... (Which is how it already is) the very fact that you are seeking to setup privilege's for people based on their skin color is racist. Don't be a dumbass democrat because then you are a real racist trying to pretend you are helping some color that "you" think is oppressed because "you" are identifying a group of people by their race and assuming they are all they same. That is very near the definition of racism. good job!

Central Oregon being less permissive of racism and white supremacy, in general... If people of color don't feel welcome and safe living in Central Oregon, then the parks can't effectively be D,I,+E. I personally have had 2 close friends tell me they "can't" live here, as much as they'd like to for amenities, because they wouldn't feel safe or welcome... One is a black woman with a white male spouse, the other in a white woman with black children. So I guess my vision first and foremost involves more political and community changes to stomp out the acceptance (or looking the other way) of racism and white supremacy in our state and region... And also within the Bend Police Department, since visitors to the parks are at risk of encountering racism and brutality from BPD if they were called for any reason.

I think this survey is your way of making yourselves feel good about yourself.

Scholarships for the financially challenged and for folks in group homes.

All of the above. Well stated

Parks and recreation opportunities spread equally across our community, financial assistance programs to allow all community members access to facilities and programs, meeting individual inclusive needs to allow all community members access to parks and recreation (wheelchair access, ramps, programs with people of special needs)

Nothing more than what is now occurring. I have never seen anyone in a minority group being mistreated or shunned. I believe that although feelings of being disrespected, unaccepted, and unvalued are usually valid, others' actions and words can sometimes be misinterpreted. I have found that sometimes people who have been mistreated in the past will misinterpret actions and words in the present.

Events that enable the community to learn about other cultures.
Access for disabled people to all parks, and features in every park to accommodate disabled adults and children. No cobblestone for wheelchair users, smooth pavement. Including plus size people in designs (aka not using equipment only able to fit slim people). Art and murals from BIPOC, new programs led by BIPOC to tech cultural appreciation.
Finding ways of better including and highlighting the contributions of our community members of color
A place where diverse races and populations are able to relax, play, and work together. Where there is visibility of all races and abilities in the community parks, board, and programs offered. There will also be specific programs for underserved populations that may need assistance and training in the activities that may not be historically provided to those communities. Outreach efforts would lend an arm to communities that are underrepresented and receive feedback on how to improve and welcome all people.
Festival for all people in the park
We have parks, everyone can go to them, what more do you want in an answer?
Options that are free to everyone, present signs or information in multiple languages, make access/parking/walkways etc. inclusive for wheelchairs, strollers, wagons etc.
In order to diversify, STOP DIVIDING US! I live two houses down from the High Desert Storm Football team and they are all black. STOP DIVIDING US! Instead, I play basketball with them and chat. Instead, why don't you provide sports clinics instead of politics. Sure, when I see someone on the trail, I wave hi, and ask about the trails. I don't ask what sex they identify and their race. By the way, I am a first generation German American. I am proud of my heritage. I don't speak German. I don't tell people about my German heritage. They think I am a white girl. They don't know and don't need to know. If you want to reach out to different groups, don't push on the hard working, tax paying groups. You want special interest groups, go to the parks and welcome us like you did preCovid style.
A park for everyone. There is no difference here everyone likes to do the same things.
P & R for everyone! The district has always put in place the means for full inclusion. Training, education, staffing, and financial support
Really these things are already being recognized as normal American values, where ethnicity, gender, age, socio-economic status, (dis)ability, religious or spiritual identity, national origin, political beliefs, don't matter; but when the LGBT...xyz become socially obvious & explicit in their behavior publicly; they need to be told to go find a room to do their deviant junk behind.
Respect is something lost when behavior is lude
Equity is invalid... Equality is what's reasonable: To treat everyone fairly. We are NOT systemically racist so stop with that leftist agenda.
In my 30 plus years living in Bend, there has always been an atmosphere of inclusion. No matter what ethnicity. This agenda to somehow diversify and include certain people because of their skin color is further dividing America. In the eyes of God, we are all created equally. Equity is a misnomer intended to divide.
everyone, no separation

It's simple: all are welcome and treated with respect. There is no cause for making anything stand out or be different. That causes skepticism.

I envision a world where all these immutable and superficial characteristics are not emphasized, and everyone is just treated with respect. We need to stop focusing on each group which only divides us. I believe in live & let live as long as no one is harming or taking advantage of anyone else.

Parks and trails are parks and trails. Everyone can use them. I have no idea what "equity" has to do with things that everyone can use. The only relevant point of this question is what could be done for allowing greater disability access. The rest is BS

Stupid EQUITY idiots not allowed in public.
S T O P your insanity. Everyone is welcomed in public space for a days enjoyment NOT TO CAMP and deter others from enjoying.

People showing respect for all people and the parks that this city is so fortunate to have. Respect for all things!!

that there are facilities that are inclusive and treat everyone the same with respect

Not practicing medical apartheid!! Not segregating people by vaccination status and setting different rules for different groups of people! Ie: if you are not vaccinated you must wear a mask. Ie: show me your papers. I was treated so badly at Juniper I don't know if I will ever return.

Just a place to go hang out where diversity, inclusion and equity are not a primary focus. Just a fun, neutral zone with a focus on family fun and the great outdoors.

Respect and make everyone feel welcome who want to enjoy parks and follow the law. "Woke free zone" - don't need to politicize public parks with radical messages and hate. Show love, welcoming and community.

I'm not sure. I just know that as I see more people of color with diverse backgrounds working in and around our community I am encouraged that Bend is getting more inclusive. But we have a long way to go. I think that because of the over reaching powers of the local, state, and the federal government all of us have some issues with people of color. We were brainwashed over many years; decades even. We have been led to believe that African Americans, Native Americans, Latino Americans, Chinese Americans etc., are less than us. Less important; less intelligent; less trustworthy and other less concerns . Some white people invented this problem. I think education is the place to start

There doesn't need to be any changes to Bend. Everyone is friendly and respectful already. Don't make changes to what isn't broken.

Overstepping of community responsibility. I don't need to be schooled by local government.

a welcome space for all people

This is not an issue!

Have a multi-cultural center for the BIPOC community to have classes, offices, entertainment and a safe place to engage

Providing scholarships and waiving fees for BILAPOC individuals and BILAPOC-led organizations.

A situation not significantly different from the present status.
People need to be nice. That's it, pure and simple. Say hello and smile. Everyone has forgotten good manners.
Safe access for people with disabilities; respect for everyone in all parks, recreation and trail users 100% of the time; including BIPOC and all historically marginalized populations in BPRD decisions through focus groups, stakeholder interviews, community forums, or subcommittees/task forces/work groups.
Respect for senior citizens, respect for people who are afraid of dogs and/or don't like dogs off leash
Less population growth from beginning. quit selling our water! the infrastructure of bend was never meant to support the number of people you have invited here. take the thousands of new people and try explaining to them nothing is free, the residents who have been here and supported central oregon in good and bad do not want, nor enjoy, their trash, disrespect for wildlife and river, speeding cars and trucks, etc. we do not have a big smile for their dog poop on the trails, their trash on the roads, their speeding and killing the animals, or supporting them through our taxes and higher prices. tax the new population and stop with the "free programs" supported by property owners. invite the homeless to the city officials places of residence and let them provide meals and pay or their trash pick up. educate: human differences does not mean you don't have to pay. stop complaining and pick up your trash and dog poop whatever your age or skin color or sex happens to be.
Top quality parks and trails close to lower income neighborhoods. Classes offered at various times of day/evening to allow people with different work schedules to attend. Lots of beginner classes that give people the skills needed to enjoy the parts of Bend that typically are used by higher income individuals (whitewater surfing, kayaking, mountain biking, skiing, etc.).
A societal agreement to perceive everyone as an individual, rather than as a member of a circumscribed group. Everyone should be treated fairly under the law. This includes allowing any responsible, law-abiding person to utilize these facilities and for punishing all violators, regardless of race or other affiliation.
Everyone is equal in my books.
Accessible restrooms, paths, sidewalks to get there so a car isn't needed, shade trees in less economically advantaged neighborhood parks, multicultural dance classes, and no police presence
More outreach to peoples, groups that are not white, that are other-abled and neuro-diverse; classes for women only
Seeing more brown and black people AND white people connecting with each other.
Places available for those who wish to use them without any race, color, creed, belief or monetary restrictions.
More people of color leading and participating in activities.
SEEING ALL SORTS OF FAMILIES ENJOYING THE PARKS, HAVING MORE PARKS IN ALL NEIGHBORHOODS, BUT ESPECIALLY THOSE THAT ARE MORE CROWDED.
All people.

<p>Equal distribution of parks and trails throughout the city. Equal access to get to the parks and trails, which means making sure they can be reached by walking, biking, public transportation and car. If there is a park, trail or facility that someone cannot get to because of lack of sidewalks or safety, then that is not accessible, and I see that as not equitable.</p> <p>Availability of different types of parks and rec opportunities that fit not only personal inclinations, but also physical abilities.</p> <p>Ensuring inclusiveness is practiced at facilities and in parks.</p>
<p>Members from all backgrounds and abilities enjoying the outdoors and facilities.</p>
<p>Seeing more people like me in public spaces, being represented and respected in the community. Feeling safe enough to go out into the community and not be treated differently because of the color of my skin and the family dynamic that I have. Bend is not just for one type of person and I feel in recent years has made it seem like I am an outsider in a place I was born and lived my whole life.</p>
<p>activities and spaces that allow everyone to enjoy what the dept. offers. Easy access, affordability. Places where neighbors can meet.</p>
<p>no more work required on this. We are an inclusive and equitable community by default</p>
<p>As someone who spends time on the West Side, it does seem West side residents have more power over politics in Bend. Yet they often speak of "progressive" ideals. There seems to be a disconnect. Even though I don't live on the E side, or the SE, S side of Bend it seems like there should be more resources devoted to parks and trails there. There is Pine Nursery and the sports complex on the N side, lots of trails on W side, good trails on the SW side along the river but not so much in the East and South sides of Bend. Also a parent with kids who swim at Juniper a lot, I have concerns about bathrooms/showers. I think separate bathrooms that could be used for those who identify as transgender would be the best option. I am NOT comfortable sending my 8-year old daughter into a bathroom where a grown man who simply says they identify as a woman is showering. I don't believe I am being alarmist. I think women (1 in 4 have been abused mostly by older) get overlooked in this conversation.</p>
<p>This is All nonsense. We are mixed family and feel very included and do not feel oppressed at all. It's language like this that makes us seem like victims.</p>
<p>Welcoming atmosphere that accommodating to our diverse population of all ages, abilities and socio-economic backgrounds.</p>
<p>Accessible areas that welcome all cultures and types of people</p>
<p>un lugar donde me mi familia se sienta acogida, donde no me miran mal por ser o lucir diferente</p>
<p>I feel parks and rec are perfect as they are, inclusive and welcoming. Please do not spend large sums that may benefit a few at the expense of the greater community options</p>
<p>Actual diversity. I rarely ever seen people of color out recreating in our parks, surfing, ect. It would be great if the community was more inclusive and more accessible. The city should invest in free or grant programs for people of color to get into surfing and activities like that</p>
<p>Splash pads. More pool options. And more unleashed dog friendly trails.</p>

<p>Large greenspaces sprinkled more fairly throughout all neighborhoods in Bend, not just the more affluent sectors.</p> <p>A safe network of interconnecting trails for biking and walking commuters that better connect the four corners of Bend.</p> <p>More diverse bands and music scheduled for free performances in the park during Munch & Music.</p> <p>Better representation of POC hired by BP&R for all positions - from the board and leadership to class instructors.</p>
<p>People that have disabilities would have greater access to parks and nature. I think parks should allow inclusion/Equity of Native Americans to use the park facilities at no charge due to the displacement native people have experienced due to the development of their native lands. Maybe take it as fair as giving the Parks Land back to the Native Americans so that they wont be oppressed any longer.</p>
<p>50% discount or free community center memberships fo bipoc residents</p>
<p>the town staying out of this "inclusion" farce. It is both demeaning and rascist</p>
<p>Treating all people with respect regardless of their skin color, age, ethnicity, or any other identifying characteristic.</p> <p>In short, creating a "color-blind" society that does not deny opportunities or bestow special privileges to anyone.</p>
<p>Everyone feeling welcome to participate and having someplace or activity that is interesting to them available.</p>
<p>Clean environment</p>
<p>Adaptive trails. Green space to gather in. Well cared for facilities, parks and trails.</p>
<p>Everyone is included there are no problems.</p>
<p>Increased class options for working people (before 8am or after 5pm on weekdays) and more targeted marketing regarding the Larkspur Center (ppl still believe it is only for seniors).</p>
<p>Signs in multiple languages, diverse representation on signage (ie the well outfitted river goers sign at farewell bend-both white currently), developing parks and programs equally in neighborhoods of high and low income residents.</p>
<p>free</p>
<p>no</p>
<p>there is no</p>
<p>there iis nohispancmale</p>
<p>There is no virus here and the people are very friendly and friendly</p>
<p>Oregon Recreation and Parks Association (</p>
<p>park</p>
<p>community enjoying parks</p>
<p>programs</p>
<p>equitable community enjoying</p>
<p>diverse and equitable community</p>
<p>think of a more inclusive, diverse and equitable community enjoying parks</p>
<p>equitable community enjoying parks</p>

A recreation program that listens to and respects the concerns of ALL Bend residents, including those of us who have strong disagreements with the goals of many diversity initiatives.
This especially applies to the transgender bathroom debate, where real concerns about the safety of minors are dismissed without consideration for political reasons.
equitable community
Peace, to play together
Better Play options in walking distance from my home. Having to drive to playgrounds is time consuming and annoying.
I think bend offers a wide range of parks and activities for all
Seeing all ages, socio-economic and races playing together
Making sure our low-income neighbors are included at a HIGH rate in children's programs, our neighbors with disabilities can access parks and facilities (including transportation to and from), and families whose first language is not English are ACTIVELY informed about all the wonderful programs and facilities that are available here.
At my age is a day by day, I live by myself,
Nothing more.. You guys are doing all that you can.
Nice parks not only in the nice neighborhoods. Accessibility to parks by nice, nature walking and biking trails, so that everyone without a car can get to the parks. Connect the city (parks) with biking and walking paths, so that people can commute safely without a car.
People of all backgrounds and demographic enjoying the great town of Bend!
Think of the east side and lower income areas and expand there. Not everything nice needs to be on the west side. Trails and parks added would be nice.
Your goal of park access for all neighborhoods. After school activities/programs, esp for lower income and w/ Spanish speaking staff. Expanding access for those w disabilities. Transit access to trailheads.
A place where everyone with all abilities can have one place they feel comfortable to use and be at.
No answer
Outdoor concerts, art shows, fairs
I think seniors need a better place to gather. We quit going to the lunch they had on Tuesdays at the Senior Center because of a snappy, rude woman that seemed to be in charge.
Activity for everyone
Yes to all of the options below. The gender you are born with could be where one takes a shower unless there has been a gender change where no one is uncomfortable.
Well, I'm 92 years old and I don't go out much or use parks. I go to BSC on Monday and Friday.
Brass and reeds (I think they maybe are talking about a variety of music being able to be played?)
Freedom to breath
Everyone together and enjoying one another

Seeing diverse populations at parks- we are white and I notice most other people we see at parks are too. Seeing signage in multiple languages (Spanish at least). Having rec activities (kids activities, child care programs) with multi cultural celebrations, language, etc included.
This isn't something I have much of an opinion on.
More accessibility in Parks & Rec programs and more diversity in the community.
All of the above definitions. A place where it feels safe on trails, in park at any time, any day. Accessible to all by different modes of yransportation: wheelchairs, walkers, scooters, bicycles, skateboards
Park program amenities in low- and moderate-income neighborhoods.
Affordable use of facilities, parks that are walking distance to homes, good bike/walking lanes/sidewalks everywhere in town.
More programming that allows typically developing kids to engage with atypically developing kids.
Please look around your websites, materials and building art. 99% of people shown are white. Do better, we love BPRD but would love to see more of our community represented when we take part.
Accessibility and space for differently abled children and adults. General acceptance without discrimination
Acceptance of all
People with intellectual disabilities enjoying something within the community with other people, children getting together in groups with other parents and children to play games or do sports together
Places where family can gather to cook food and play games
My vision would include several futsal/court/small sided soccer courts that would be similar in to tennis court layouts . However this would include more space for handicapped people.
More local people and more friendly BIPOC + LGBTQ+ places
Not sure there is a lot here
Welcoming, all ages, ablties, skin tones, lack of barriers like cost and information
Amis hijos les encanta hacistir a los parques
Todes junto y having fun with one another
Asher amistades consoler jente
fresco
welcoming everyone.

que nos respeten y nos den espacios para latinos porque nos han Flo en algunos lugares, como tiendas, alegras personas gabachas tratanmal
mas programas/cudeclas de niños, que les apoyen y con cosas de la escuela
eventos bilingues, una presencia de hispanos en la planificación de eventos mas allá de welcoming week en septiembre, pero dio de los muertos, el mes de los hispanos adicional.
Trails, parks, and classes that are super diverse, inclusive and treat everyone fairly.
mas programas con gente mas inducirá
My vision includes clean, safe and respectful environment to enjoy being outdoors or inside facilities that are meant to be family friendly or just for anyone. And are meant to share equality with diversity. As well as creating a comfortable respectful and safe environment for everyone.
Sliding scale cost based upon income or ability to pay
more integrated activities
everyone who cans to be there can
I used to take goodness for granted
Free concerts and festivals
YMCA nearer to me where I can participate in exercise classes and swimming classes with other women.
ver personas que se paracen a mi, que hablan mi idioma y que tienene un nivel economico paracido al mio
Accessibility for the disabled and diversity will change as the population/demographics changes.
mas mesas en los parques para las familias
una comunidad donde todas tas razas sean valorados
diverstan, relajamento
personas amables en el personal
Parks staying the same, parks are open to everyone just like they have always been. Prioritizing certain groups over others as some kind of a new fad simply to make a Bend Parks and Rec employee feel good about themselves "not equitable" to everyone.
I see no law that excluded or discourage anyone from using or enjoying the parks based on their race, religion or sexual orientation. Based on my experience, there are no barriers or limiting factors restricting anyone from using our shared public spaces.
Welcoming signs
More get togethers like this movie night (Orchard Park)
More multi-lingual signs, increased ADA and accessible recreation opportunities in parks, a more verbal city/government/parks district voice for DEI and acceptance in this town. Silencing and rejecting the conservative uprising occurring.
People of different ages, races, and creeds enjoying the natural beauty of central Oregon and bringing the community closer together to celebrate family and friendship.
Community related events geared towards family

More community related events geared towards families
A lot of what the BPRD already does - more playgrounds that are fully accessible and more outdoor activities for younger adults with disabilities.
I think it is so wonderful you are asking these questions. As a cisgender, white woman who has a very typical nuclear family, I don't know that I have much wisdom on what would make it feel more inclusive and safe for BIPOC, LGBTQ+ and other minority community members to feel included, but my imagination would be that it wouldn't be all white and whatever you can do to encourage and break down barriers for people who look different from me and my family to be in those spaces would be amazing.
people of all races, ages and abilities enjoying the same space
My vision is multicultural and multigenerational programs to serve all people.
Many different types of activities such as cultural fairs and sporting events for everyone.
Mutual respect and kindness to all people
Ability to meet others from a variety of cultures and backgrounds.
Families getting to know, other families with kiddos. Being kind to one another.
More people of color in Bend
People of all ethnicities, all colors, all people enjoying the beauty of nature.
Everyone feels safe and comfortable
Que nos traten bien, todos somos iguales, que haya respeto en la comunidad
Treating everyone as you want to be treated. Mutual respect. Kindness.
Differently abled kids have access to the slide via ramp, etc..
Visiting Drake Park safely in a wheelchair! I look forward to the planned improvements there.
A no judgement zone
una comunidad donde nostraten bien
A playground, large open space, dog park
Nice places to hang out
Perhaps creating designated smoking areas where it might be safer or less flammable, including for those who meditate with medicinal marijuana.
Beautiful and clean parks
Veteran's Memorial, MIA/POW
Swimming pools, the river, and munch and music
Fewer restrictions
everyone enjoying themselves and socializing. No one feels alone and abandoned.
Christians and other faiths, kind people and kids, animals, different opinions, ideas, and love.

no one is excluded - like homeless should be included.

Easy access to Spanish resources

I think they are already really inclusive and diverse

una comunidad donde no juzguen a las personas x su aspecto físico

el soporte de la gente y ver más valores mantels parques bien

respect

Tener bien ordenado el parque, en perfectas condiciones para los niños.

En Orchard Park and mesas y sillas para familia vez q alguien de BPRD habla con migo.