

East Portland TIF Exploration: East 205

Meeting #7 Notes – April 3rd, 2024

Attendees: Blanca Jimenez, Annette Mattson, Giovanni Bautista, Josee Kangabe, Lisha Shrestha, Karen Wolfgang, Jennifer Parrish Taylor

Staff: Roger Gonzalez, Kathryn Hartinger, Dana DeKlyen, Paula Byrd, Kiana Ballo, Camille Trummer, Raul Preciado Mendez, Jessica Conner

Notes:

1. Camille Trummer welcomed committee members and reviewed the meeting agenda and goals.
2. Staff shared this presentation.
3. Dana reviewed the upcoming meeting sequence, highlighting the joint steering committee/working group meeting coming up later this month.
4. Dana initiated a discussion on Community Leadership Committee membership and reviewed the membership structure from the Cully TIF district.
5. Camille presented a list of skills, education, and professional considerations for Community Leadership Committee members.
 - a. *Comment:* Community organization membership/representation is perhaps more important than skills and training. Not identity/lived experience per se, but actual connections with actual orgs. Thinking about continuity and organizational arrangement over the life of a TIF district. Educational background for example is not as important as having representation from active organizations that align with community priorities in the area.
 - b. *Comment:* Also have a cross-membership with someone on the climate and sustainability commission.
 - c. *Question:* When you mention education and training, does that mean a college degree? What are the criteria for that? *Answer:* In this context, it means someone who is working in education and training and could bring that experience to the table. If there are people doing education in their respective communities, having someone with that skill set regardless of their education background would be beneficial for the committee.
 - d. *Comment:* Youth leaders should be added to this list.
 - e. Camille asked the committee if they have any other questions or feedback.
6. Camille moved to a discussion around lived experience, leadership, and connection for Community Leadership Committee members.
 - a. *Comment:* Something about diverse leadership that is representative of the community. There is a wide range of ethnicities, ages, backgrounds, immigrants, and communities of color. Reflecting those demographics while ensuring the broad skillset that is needed for the committee.
 - b. *Comment:* It might be beneficial to be more specific so that people can really see themselves and keep track of equity goals.
 - c. *Comment:* Agree with that. We can use the data as a guideline.

- d. *Comment:* Geographic representation throughout the district might be an interesting thing to consider as well since it covers a large area.
 - e. *Question:* When it comes to engagement for communities of color specifically immigrant communities, it is important to ensure they are at the table and are educated and up to date on what is going on so they can provide input. That is what is missing in East Portland. Community leaders need to be informed so they can show up in the space able to participate in the discussion with ownership.
 - f. *Comment:* This is so valuable. The next step for the groups that are involved is working to hold engagement sessions very soon.
 - g. *Comment:* There needs to be intention with who is invited to the committee. It should go beyond the same players, there should also be fresh faces in the room.
 - h. *Comment:* In Cully, there were open houses in Spanish since there was a desire to bring in Spanish speaking folks. The applications were in Spanish and now there is a Spanish speaker on the committee. More broadly, something similar would be possible for E205.
 - i. *Comment:* In addition to using data to inform how the committee is created, and that governance lends itself to power sharing, so folks are empowered to be true leaders. Integrating community-based organizations will be key.
7. Dana presented a few key questions to consider for committee membership structure.
- a. *Comment:* One of the challenges with community committees is that there is an expectation that people who are representative of a specific community, are not just representing themselves but also translating back to the community what is happening. There is a role for both bringing into the committee and out of the committee that is assumed but there is no structure to ensure that the translation is happening.
 - b. *Comment:* This issue did happen in Cully when there were community organizations that only served specific communities which left many communities out of the conversation.
 - c. *Comment:* This is why the same people end up on all the committees. When someone comes as a representative of the community you take on the burden of education for the entire community, it is so taxing. Individuals should show up with their own lived experience that is their own. The expectation that an individual is responsible for education for an entire community is unrealistic.
 - d. *Comment:* We want to avoid over burdening folks with this work. This is an important conversation to have around the roles for each community of each committee members. There is a discrepancy for how different members are able to show up. For community-based organization representatives, it would make more sense to be in an educational position.
 - e. *Comment:* There will be an entire engagement process that will run parallel to the committee so it will not be all on the committee members. In terms of committee members sharing information with their community, being able to share and drive folks to the opportunities where they can learn and engage should be the main thing, not being responsible for educating their entire community. Community staff throughout the life of the district will work together with the committee to do engagement and education.
 - f. *Comment:* That is helpful. To keep in mind that lived experience is unique to individuals. It is important to know who is doing engagement to help connect people with those opportunities.

8. Committee members were asked to review the implementation principles and add comments in the google drive document.
9. Camille facilitated a discussion around implementation principles.
 - a. *Comment:* Regarding the role of NPN's in the district and how can those organizations be utilized for developing these documents.
 - b. *Question:* How should this document voice the history of this community and name the displacement that has happened? How to talk about how this work can help to avoid displacement?
 - c. *Comment:* When talking about investments and offering long-term benefits to community, is there some sort of outline that clarifies how investments are going to do that. There are resources that say they are going to support families and communities in need, but in reality, it does not do that.
 - d. *Question:* Support for sequencing of investments over time. On the last sentence in section B, could staff provide more context? How is this example showing that investments and amenities stabilizing? *Answer:* The challenge that was trying to be represented in that sentence is affordable housing credits which affects the ability to do affordable commercial. The flag was to try and get affordable housing development with commercial on the ground floor. This could also be affordable housing with a community center on the ground floor, or just a community center.
10. Dana encourages committee members to continue to review the implementation principles, reviewed next steps, and closed the meeting.