



Diversity and Inclusion Commission Agenda

Monday, July 11, 2022 5:30 PM

City Hall Board Room

The Diversity & Inclusion Committee will meet in person as well as via telephone or video conference. Members of the public interested in this meeting are encouraged to join the meeting via the following link - <https://us02web.zoom.us/j/81121299227?pwd=NTJjK1RsdkU2UEJxVitoWGFLek9aQT09> or call (312) 626-6799 , Webinar ID: 811 2129 9227, Passcode: 799964 - rather than appear at City Hall.

1. Call to Order & Pledge of Allegiance

2. Action Items

- A. Approve the minutes of the May 9, 2022 regular meeting

3. Non-Action Items

- A. Establish Goals & Priorities for Diversity & Inclusion Committee

4. Unfinished Business (postponed from prior meetings)

- A. Develop Recommendations for Monuments & Signage in Parkville
- B. Identify Committee Lead for Various Projects/Initiatives
 - 1. Implicit Bias Categories (Carlisle) - DIC Training Component
 - 2. Potential Survey Questions

5. Other Business

- A. Update from Meeting with Marcus Flores - Parkville Living Center
- B. [Parkville Becoming a "Certified Welcoming City"](#)
- C. [Lees Summit Diversity & Inclusion Commission Begins Community Assessment](#)

6. Adjourn



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Minutes

1. Call to Order & Pledge of Allegiance

The meeting was called to order at 05:38 PM on May 9, 2022.

A. Roll Call

Roll was called by Jeffery Rhodes, Assistant to the City Administrator.

Members present were:

Rondale Dunn

Amy Barr

Rhonda Weimer

Dr. Vince Carlisle

Absent with prior notice were:

Mahnaz Shabbir

Brian Whitley (Liaison)

A quorum of the Committee was present.

Additional Attendees:

Alexa Barton, City Administrator, and Jeffrey Rhodes, Assistant to the City Administrator were present on behalf of the City.

Aimee Wenson was in attendance from the Mid-American Regional Council (MARC)

2. Welcome by the Chair

Chairman Dunn welcomed the group and recapped our recent business and discussions. He previewed the facilitated workshop that MARC representative Aimee Wenson would lead with us this evening.

3. Action Items

A. Approve the minutes of the February 28, 2022 regular meeting

Dr. Vince Carlisle moved to approve the minutes from the February 28, 2022 regular meeting with the following change:

- Correct the misspelling of Rhonda Weimer's name

ACTION: Dr. Vince Carlisle moved to . Amy Barr seconded.

RESULT: Motion : 4-0.

4. Non-Action Items

- A. Facilitated Planning Workshop - Part II - A discussion about the roles and responsibilities of the Diversity & Inclusion Committee, including goal setting and establishing priorities. Aimee Wenson was present from MARC to facilitate the conversation around goal setting and prioritization for the committee.
Guide the conversation and help set manageable goals.

Whitley outlined the history of the group and the initial goals for the committee - starting with the unity march in 2021.

Dunn - what does success look like? Long-term and short-term goals -that's the goal of this meeting.

We have not had public interaction yet. Some online engagement but are looking forward to engaging with the community

Whitley - DIC is fairly autonomous. We will make recommendations to the board and recommend how to handle next steps with some of the topics that have come up.

Wenson - it's great to build goals around the community needs. Lees Summit has done some work around engaging the community around this topic. That would be something to do here. What kind of actions and questions have been asked of the community?

Barton - working a communications group - Shockey. How do we get the information out and share that with the community. Engage through social media.

What kind of questions and feedback should we be asking? What are the best practices to find these questions? Where do we ask them? How do we ask them?

Wenson - there are some good frameworks and training out there that get at implicit bias, and other diversity topics. Start with DIC and then broaden out to the BOA and/or other community organizations.

Rhodes - previous surveys and results - PLP usage, Parkville 2040 included focus groups, Parks Master Plan. All specifically focused - nothing known about diversity or inclusivity.

Carlisle - only one known issue - the signs. Let's not go digging for problems that don't exist. Rather than avoidance, look for process improvement and address the questions at hand.

Another issue we could address is Park University - discussion with a professor at Park. How do we talk to transients?

There seems to be limited connections with the university - it was not always that way. The communications director from the University has the perception that there are limited linkages between the community and the university

Wenson - We should consider Parkville's reputation from all visitors - residents and non-residents. We should also talk to our visitors to see how they perceive us.

Dunn - what questions and issues are out there that we haven't addressed. What are our constituents saying about Parkville?

- Carlisle - professors can't afford to live in Parkville
 - It would be very worth the while to take up this issue and work with Park to figure things out
- Whitley - there are some things about the school district going on right now
 - Marcus Flores has been a good liaison with what's going on at the school
 - There have been a few (RARE) reports of racial slurs being used and police reports being filed
- Barton
 - Today in our finance meeting, we added the observation of Juneteenth to our official city calendar as an observed holiday
 - Ask the community for feedback about adding Juneteenth to our community calendar
 - We'll hear more about this as it launches into the national conversation
- Note in the Pulse from the DIC about Juneteenth?
- Add a diversity topic to the Pulse each month; highlight diverse events; questions/survey about the diversity of our community
 - Carlisle - add something thoughtful and sustainable
 - Create a community cleanup day for Juneteenth - Banneker School & Washington Church
 - Dunn - how do we scale this out so it is sustainable? What are other cities doing for these efforts?
 - Wenson - use the resources you have in Parkville, they are substantial
 - Create a lunch and learn calendar
 - Develop work days from a community perspective
 - Let's throw some ideas out about how to get feedback

Dunn - engage social media accounts

Wenson - FB, IG, Nextdoor

Connect with all community partners - school district, Park, diverse entities

Bring all of the players to the conversation

- Dunn - are there examples of City assessments that address these sorts of issues?
- Let's think about goals and action steps - Wenson
- Whitley - we don't know where to look or what to ask?

- Rhodes - let's develop that plan/outline and ask about those more diverse spaces. We don't know because we haven't asked.
 - Ask specific questions and build relationships with the groups we want to engage with and make aware of what's going on in Parkville/with the City/Staff/Business Community

Start asking the question of the community. Create the calendar, develop content
Wenson - attend the KCCM conference - how do you get folks share information?

Whitley - look at our HR policies, engage best practices - look at our codes, for example - 105.100 - Aldermen should be a keeper of the peace - very old, should be repealed.

Survey can be good

Barton - Parkville did that in the 90s - repealed all of the glaring code oddities. It would be good to take a look at these again from the current context - what are the glaring code issues today?

- Lees Summit is a good resource - Aimee - any other cities that are doing this? What can we learn?

Wenson - make sure we're doing what we need to do to recruit and retain folks in the local, civil workplace

Carlisle - talk to graduate students to see if they are interested in working with us on projects. Is that acceptable?

Whitley - yes - UMKC project on Bell Rd.

Carlisle - connect with grants about bringing a newspaper to the city. Share the Eudora Times project and Dr. Teri Finneman through KU - connect city, university and high schools to bring more news to the community.

Connect with Park and bring students into the community, bring the community to the campus -

Wenson - great stuff here. You have a good outline and foundation.

ACTION STEPS BEFORE NEXT MEETING

- Internal - HR policy, code review, process for putting up a sign (city action)
 - We have a sign code, but they are not codified
 - Is the policy in place? When/How was it activated?
 - Categorize the signs and establish the process for putting up signs...
- Education piece - what does training for the committee look like? - three pieces to bring back and talk about.
 - What's the first step? What do we do next?
 - Online training through MARC - Aimee to share with Jeff, DIC, BOA - Alexa to work with staff to get them into this conversation
 - DIC submit ideas and questions by May 27 for compilation into the June 13 meeting
- Public interaction piece - surveys, engagement

- Banneker School Foundation for activities on Juneteenth - get contacts to Dunn (Wassmer)
- City will promote through social media and/or other communication tools
- Juneteenth - holiday is a Sunday, observation is on the 20th
- Communication Piece
 - Connection with students groups - Park U, Park Hill

How do we make a proposal to the BOA?

Report?

Action agenda for the sign - text amendment in the City Code for adding signs to the City inventory

What is our policy for erecting signs on public property? General, nothing specific about content, process

- Carlisle - there is no process to put signage up in the City. What is the inventory of signage in the City?

1. Prioritized Goals of the Diversity & Inclusion Committee

5. Unfinished Business (postponed from prior meetings)

A. Historical Signage Discussion - Updates and Next Steps

No real updates.

Not so much about the policy but more of a review process - an acknowledgement of what is appropriate for our community.

Then what happens when there is an issue? Do we adjust/amend? Do we take it down?

Private/Public partnership - public property, city's right of way, we control the narrative here

Reach out to donors and ask them to take them back - amend the sign, if they want.

Create a text amendment in our code to create a process for accepting signage and approving the content.

6. Other Business - Committee Updates / Staff Updates

A. Next Meeting - Monday, June 6, 2022 @ 5:30 PM

The meeting is on Monday, June 13, 2022 @ 5:30PM

7. Adjourn

Adjourn @ 7:07 PM

The minutes for May 9, 2022, having been read and considered by the Diversity and Inclusion Committee, were approved on this the 13th day of June, 2022.

Jeffery Rhodes, Assistant to the City Administrator

Approval date

Diversity and Inclusion Commission – Goals & Priorities

Community partnerships

Schools & Colleges (and Families?)

- What role does the commission play in helping address some of the diversity issues our community is addressing?
- Curriculum (CRT?)
- Accessibility/Inclusivity

Policies and procedures for the City

- Statues/monuments
- Public restrooms

Special Events – who is the DIC member to coordinate and address issues that could arise (within the 6 goals of the charter?)

- Commission should be actively involved

Chapter 409. Sign Standards

[HISTORY: Adopted by the Board of Aldermen of the City of Parkville 2-7-2017 by Ord. No. 2884. Amendments noted where applicable.]

Section 409.010. Intent And Applicability.

A. Intent. The intent of this Chapter is to:

1. Preserve the unique character of the City as reflected in distinct areas and districts within the City by ensuring signs contribute to an appropriate sense of place.
2. Enhance the visual quality and civic beauty of the community reflected in the visual priority of buildings, open spaces, streetscapes, landscape, and other investments in the public realm.
3. Ensure safety of pedestrians, motorists or other users of the public rights-of-way and open spaces by ensuring signs are maintained and structurally safe and do not distract or reduce the effectiveness of public safety signs.
4. Promote economic viability by assuring that the City will be a visually pleasant place to visit, conduct business, and live.
5. Provide effective and efficient identification and communication for businesses without excessive competition for visual attention.
6. Protect property values by minimizing adverse effects of signs on adjacent property, which can occur from conditions such as light trespass, obstructing the views and access, or visual clutter and blight.

B. Applicability. All new signs and replacement of existing signs shall require a sign permit demonstrating compliance with these sign standards, unless exempt from a permit by Section **409.020**. Ordinary maintenance, care or repair of existing signs or change of copy without altering the essential construction elements of an existing sign shall not require a permit for zoning and design standards, but any electrical or building code issues may require permitting.

Section 409.020. Exempt Signs.

The following signs are exempt from the permit process, provided that they meet all other applicable requirements of this Code, and unless specifically noted do not count towards the size allocation standards in this Title.

- A. Property Identification Signs. Signs clearly indicating the property address or building identification are encouraged to enhance the ability of public safety and emergency services personnel to locate the property, subject to the following limitations:
1. Up to two (2) per address or lot, whichever is greater.
 2. Signs may be either wall or freestanding, except no more than one (1) freestanding property identification sign shall be allowed per lot.
 3. Property identification signs on buildings shall be limited to no more than two (2) square feet and mounted between four (4) feet and nine (9) feet high to enhance visibility, except that building identification signs integrated into the architecture of the building in a permanent manner with bronze, brass, stone or other material integral to the building may be higher and may be up to three percent (3%) of the facade.
 4. Freestanding property identification signs shall be located at the primary access point, shall be no more than two (2) square feet, and shall be no more than three and one-half (3 1/2) feet high to minimize sight obstruction.
- B. Public Safety, Traffic Control Or Public Information. Signs designed and located to control internal traffic movement and safety of vehicles and pedestrians according to uniform traffic control device standards, or otherwise required to support any official action or legal obligation of a Federal, State or local government.
- C. Flags. Up to three (3) non-commercial flags per lot, mounted to the building and below the building height or mounted on a pole subject to the height restrictions of the zoning district.
- D. Window Signs. Signs mounted to the interior of any first floor windows in non-residential districts, provided that they do not exceed more than thirty-three percent (33%) of all first floor window area measured between two (2) feet and ten (10) feet above grade, and at least fifty percent (50%) of the entire window area remains clear of any visual obstructions.
- E. Temporary Signs. Temporary signs not exceeding six (6) square feet. These signs are exempt from permits, but do count toward the total size allocation per lot for all temporary signs.

- F. Minor Signs. Signs less than two (2) square feet intended to convey messages to internal users of the site, and generally not visible from or intended to convey messages to people in the right-of-way, such as parking instructions, security warnings, or other similar minor signs that are accessory to the use of the site and building. Grouping or arranging minor signs to have the effect of a larger permitted sign makes these signs ineligible for this exemption.
- G. Construction Signs. Signs associated with a temporary construction project and erected to promote public safety or public information regarding the scope and nature of the project may be exempt from these standards if limited to no more than thirty-two (32) square feet and if identified in other permitting processes associated with the project.

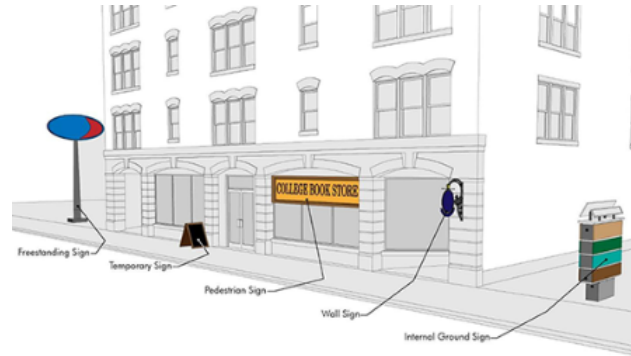


Figure 409-1 Sign Types

The figure above depicts examples of each sign type. These are general categories of types and variations of different subtypes exist within each category

Section 409.030. Sign Types.

The following sign types are distinguished for the purposes of the sign requirements in this Section.

Table 409-1: Sign Types	
Type	Description
Wall sign	A sign painted, printed or attached to the exterior surface of a building, awning, canopy or other fixed building surface in a permanent manner with a scale and design legible to vehicles in the public right-of-way or pedestrians at a distance from the building.
Freestanding sign	A detached sign that is mounted to the ground independent from any building with a scale and design legible primarily to vehicles in the public right-of-way. Freestanding signs encompass 2 specific sign types: Monument sign: A type of freestanding sign mounted on an enclosed, solid base or ornamental surface structure. Pole sign: A type of freestanding sign constructed on 1 or more columns, poles or similar structures so the bottom edge of the sign surface is elevated above the ground.
Pedestrian signs	A sign with a design and scale to be legible to pedestrians in front of or immediately adjacent to the building, or to be legible to individuals internal to a site containing multiple buildings. Pedestrian signs may be located in a permanent manner hanging below a canopy or awning, projecting from a wall, mounted on a wall, door or window, or freestanding.
Temporary sign	A portable sign which is not permanently embedded in the ground or permanently affixed to a building or structure and designed or intended to be used for a brief period of time; does not include permanent signs with temporary or changeable messages
Internal ground sign	A sign with a design and scale to be legible to pedestrians or vehicles navigating the internal portions of a site

Section 409.040. Sign Allowances.

The following sign allowances apply to zoning districts or groups of zoning districts as the basic standard. Other restrictions in this Chapter, or other regulations may operate to further reduce the basic sign allowances within each zoning district.

Table 409-2: Sign Allowances			
	Residential and PLCD Districts	B-1 and OTD Districts	B-2, B-4-P, BP, P-EC, I-1, I-2, I-3 and U-1 Districts
Wall Signs	Permitted principal non-residential uses or apartment buildings with over 12 units: ■ Number: 2 per façade ■ Total area allowance: 5% of facade area maximum ■ Size: 24 square feet per sign maximum	■ Number: 1 sign per tenant with exterior entrance (multitenant building), otherwise 3 signs per façade maximum ■ Total area allowance: 5% of the façade or 40 square feet for building facades 750 square feet or more ■ Size: 24 square feet per sign maximum	■ Number: 2 signs per tenant with exterior entrance (multitenant building), otherwise 4 per façade maximum ■ Total area allowance: 10% of facade area maximum; 15% in I-1, I-2, and I-3
Freestanding Signs	For permitted non-residential uses, or any residential project over 5 acres: ■ Number: 1 monument sign per street frontage for non-residential uses or 2 per entrance for residential projects over 5 acres ■ Size: 24 square feet per sign maximum at the minimum of 10 feet from property line. Additional 8 square feet per each additional 5 feet of setback, to a maximum of 64 square feet per sign. ■ Height: monument design required; 6 feet high maximum ■ Location: at least 100 feet from any dwelling and at least 15 feet from any curb Exception: Any residential project more than 10 acres may allocate this allowance into multiple signs, 8 square feet or less, provided that it is part of streetscape plan/public amenity program with signs integrated into streetscape structures in common areas at intersections throughout neighborhoods.	■ Number: 1 per lot ■ Size: 16 square feet maximum ■ Height: monument design required; 6 feet high maximum ■ Location: 5 feet minimum setback from all right-of-way and lot lines ■ No internal illumination, and no illumination between 12:00 Midnight and 5:00 A.M.	■ Number: 1 per each 150 feet of street frontage; maximum of 3 on any lot; 120 feet minimum separation between signs ■ Total area allowance: 1 square foot for each 2 linear feet of street frontage ■ Location: 10 feet minimum setback from all right-of-way and lot lines ■ Size: 32 square feet maximum; and additional 8 square feet for each additional 5 feet of setback up to 64 square feet maximum per sign ■ Height: 7 feet maximum for monument signs Exception: Projects over 5 acres may have 1 pole sign up to 120 square feet in the B-2, B-4-P and BP Districts; and up to 200 square feet in the P-EC, I-1, I-2, and I-3 Districts. Pole signs may be up to 35 feet high. Any such sign shall still count towards the total area allowance and must be set back at least 30 feet from the right-of-way and at least 100 feet from other property lines.
Temporary Signs	■ Freestanding: ○ Total area allowance: 1 square foot for each 10 linear feet of frontage ○ Size: 6 square feet maximum per sign; lots with over 150 linear feet of frontage may have 8 square feet maximum per sign area ○ At least 20 feet between signs ■ Wall: ○ Number: 2 per façade ○ Total area allowance: 5% of facade area maximum ○ Size: 8 square feet maximum per sign ■ Total combined display time 90 days per calendar year per lot Exemption from permit: 6 square feet maximum, but still counts to sign allowance and must meet all other temporary standards	■ Freestanding: ○ Total area allowance: 1 square foot for each 5 linear feet of lot street frontage ○ Size: 32 square feet maximum per sign ○ At least 70 feet between signs ■ Wall: ○ Number: 2 per façade ○ Total area allowance: 5% of facade area maximum ○ Size: 32 square feet maximum per sign ■ Total combined display time 90 days per calendar year per lot Exemption from permit: 4 square feet maximum, but still counts to sign allowance and must meet all other temporary standards Exception: Temporary signs may exceed these limits if it is in place of any other permitted sign to allow for a new use during an interim period not to exceed 90 days, and subject to all other limits of the substituted sign type	
Pedestrian Sign	For permitted non-residential use ■ Number: 1 per public entrance ■ Height: 6 feet high maximum and within 30 feet of entrance, if mounted on the ground ■ Size: 6 square feet maximum	■ Number and size: 1 for each public building entrance up to 8 square feet and within 20 feet of entrance; and ■ Number and size: 1 for each 25 linear feet of building frontage; 6 square feet maximum Exemption: Portable pedestrian signs or any pedestrian sign mounted on a building that projects into the right-of-way is exempt from right-of-way prohibition in OTD District and on any street designed to activity street specifications per subdivision design standards. Portable pedestrian signs shall meet Section 409.060(B).	
Internal Ground Sign	Not applicable	■ Number: 1 for each 5,000 square feet of lot ■ Size: 3 square feet maximum; up to 12 square feet for lots or parcels over 5 acres and if set back at least 50 feet from public right-of-way or lot lines ■ Height: 3 feet maximum height; up to 5 feet for lots or parcels over 5 acres and if set back at least 50 feet from the right-of-way or lot lines	

Section 409.050. Standards Applicable To All Signs.

- A. No sign shall be attached to any public utility pole nor shall be installed within the right-of-way of a public road or street, except as permitted by the applicable road authority or where specifically exempt from the right-of-way prohibition by this Section.
- B. No sign shall be erected without the property owner's permission.
- C. No sign shall imitate or resemble government signs for traffic direction or any other public safety symbol.
- D. No sign shall be placed in any sight triangle applicable to public streets, internal access streets, or driveway access points using the sight distance provisions of Section **404.010(E)(2)**.
- E. No sign shall be placed on any vehicle or trailer, when such vehicle or trailer is placed or parked visible from the right-of-way, and the primary purpose of the sign is to deviate from the standards or criteria of this Section.
- F. No sign attached to any building shall extend vertically above the highest portion of the roof line or parapet, whichever is less.
- G. Any sign projecting over a walkway or other active area in front of a building or other active area where people may walk shall maintain at least eight (8) feet of vertical clearance.
- H. No sign shall include balloons, streamers, pennants or other air activated elements and animated elements, whether animated by mechanical, electrical, or environmental means, except as authorized through any temporary use or special event permit. This limitation shall not apply to pedestrian signs, provided that any animated element shall apply to the overall pedestrian sign allowances.
- I. Any illumination shall be designed to eliminate negative impacts on surrounding rights-of-way and properties. The light from an illuminated sign shall not flash or oscillate or create a negative impact on residential uses in direct line-of-sight to the sign.
 - 1. Pole signs or other freestanding signs over thirty (30) square feet shall only be internally illuminated.
- J. External light sources shall be directed and shielded to limit direct illumination of any object other than the sign.
- K. Any sign with a business message shall be located on the site of the business activity.

Section 409.060. Standards Applicable To Specific Sign Types.

- A. Monument Signs.
 - 1. Monument signs shall be located within a landscape area that is at least three (3) feet from all portions of the sign base, planted with low shrubs, ornamental plants and perennial ground cover to accent the sign.
 - 2. Monument signs shall have a base at least seventy-five percent (75%) of the width of the widest part of the sign. The base shall establish a level foundation for the sign integrated into the grade from which the sign height is measured, and may elevate the sign above any landscape elements up to a maximum of two (2) feet above grade at its highest point.
 - 3. The base and sign shall include ornamental architectural details and materials that complement the overall design of the site and building, such as brick, natural stone or other primary or accent materials on the building.
- B. Portable Pedestrian Signs. Portable pedestrian signs (A-frame, sandwich board or T-frame) may be placed in the public right-of-way for retail and service uses in the OTD District, provided that:
 - 1. The sign is placed within twenty (20) feet of the main entrance of the building.
 - 2. The sign is no larger than five (5) square feet and no taller than four (4) feet high.
 - 3. The sign is placed on or near a sidewalk, and maintains at least six (6) feet clear passage for pedestrians on the sidewalk, and is otherwise not put in any location that creates visual obstructions or safety hazards for users of the right-of-way.
 - 4. The sign is removed and brought inside during non-business hours.
 - 5. The sign is designed with durable materials and quality aesthetics for use on a recurring basis. Although changeable copy can be included as part of the design, such as chalkboards, signs designed as temporary signs are not eligible as a portable pedestrian signs, and the allowance for signs in the right-of-way specifically does not apply to any temporary sign.
- C. Electronic Message Signs. Electronic message signs are subject to the following additional limitations:
[Ord. No. 3010, 9-3-2019]
 - 1. Electronic message signs are limited to non-residential districts within one thousand (1,000) feet of an interstate highway, the B-4-P and, the P-EC district, and civic/institutional uses in residential districts abutting a state or interstate highway via a conditional use permit.
 - 2. The visible sign face shall be setback at least two hundred fifty (250) feet from any adjacent residentially zoned property, except for civic/institutional uses in residential districts which must adhere to the following standards.

- a. Electronic message signs shall fit the character of the area they are located and be cohesive in size, construction and design.
 - b. Electronic message signs should be placed the maximum distance possible from adjacent residences in order to minimize any impacts.
- 3. Electronic message signs are limited to monument signs, and may not be used for pole or wall signs.
- 4. Only one (1) of the allowed signs per lot may be an electronic message sign.
- 5. Automatic dimming controls shall limit the illumination to no more than three-tenths (0.3) footcandle over ambient lighting conditions when measured at the recommended distances, based on the electronic message size (measurement distance = $\sqrt{[\text{area of sign sq. ft.} \times 100]}$).
- 6. Only static display is permitted with at least ten (10) seconds between changes in display and no more than one (1) second for transitions. No scrolling, flashing or animated transitions shall occur.
- D. Changeable Message. Any sign may be designed with a manual changeable message portion, provided that the changeable portion is limited to no more than fifty percent (50%) of the sign area.
- E. Temporary Signs. Temporary signs are subject to the following additional limitations:
 - 1. It shall be the responsibility of the person who causes the temporary sign to be erected to see that the temporary sign placed with the permission of the property owner is removed when the display time has exceeded the applicable regulatory time limit.
 - 2. Temporary signs shall not be illuminated.
 - 3. Temporary signs shall be constructed of rigid material, and securely anchored so as not to pose a distraction or hazard to drivers. Non-rigid materials (such as banners) may be used if they are secured by a support or frame to avoid distraction of flapping.
 - 4. The Community Development Director shall be authorized to extend the duration of display time for temporary signage pertaining to the sale of property once per calendar year, until such time as the property is sold.
 - 5. The Community Development Director shall be authorized to require the removal of any temporary sign that pertains to an expired event.
- F. Pole Signs. Pole signs shall be located within a landscape area that is at least equal to the area of the sign, and which is in addition to any landscape area required by the site design standards of this code.
- G. Billboards. In addition to the signs allowed in Table 409-2, billboards are permitted subject to the following:
 - 1. Location. Billboards may only be located within six hundred sixty (660) feet of an interstate highway or Federal aid primary highway, and only if those locations are zoned B-1, B-2, I-1, I-2 or I-3.
 - 2. Setbacks. Billboards shall be set back at least thirty (30) feet from any right-of-way and shall be set back at least one hundred (100) feet from any other property line, roofed structure, or building that would require a building permit.
 - 3. Size. Billboards shall be limited to no more than six hundred seventy-two (672) square feet, and fourteen (14) feet high by forty-eight (48) feet wide adjacent to Interstate 435; and limited to no more than seventy- two (72) square feet, and six (6) feet high by twelve (12) feet wide in all other cases.
 - 4. Height. Billboards total height shall be no more than thirty (30) feet.
 - 5. Spacing. Billboards shall not be located within two thousand (2,000) feet of another billboard on the same side of the highway; within one thousand five hundred (1,500) feet of any gateway identified in the Master Plan or other entry features associated with the City limit; or within one thousand five hundred (1,500) feet of a residential district.
 - 6. Lighting. No animation, flashing, blinking, intermittent or changing graphics or surfaces, or other visible moving elements capable of distracting drivers shall be allowed shall be permitted. External lighting, such as floodlights, thin line and gooseneck reflectors are permitted, provided that the light source is directed upon the face of the sign and is effectively shielded so as to prevent beams or rays of light from being directed into any portions of the streets or highways, or otherwise interferers with the effectiveness of an official traffic sign or signal.

Section 409.070. Planned Districts.

Projects proposed and approved through the planned district process may propose a specific sign package. The sign package shall be based on the intent, types of signs, and standards of this Chapter, but the City may approve deviations to these standards through the review process and criteria of planned districts in Chapter **403**. Any planned district not proposed and approved with a sign plan noting specific deviations shall be subject to these standards.

**CITY OF PARKVILLE
Policy Report**

Date: June 12, 2022

Prepared By:

Jeffery Rhodes, Asst. to City Administrator

Reviewed By:

ISSUE:

Identify Committee Lead for Various Projects/Initiatives

BACKGROUND:

The Parkville Diversity and Inclusion Commission has identified 3 project areas to focus on. The commission is looking for a committee member to lead each project and help move the conversation forward around each topic.

1. Education of the Commission, Board of Aldermen, Staff, and Community
2. Public Engagement / Community Feedback
3. Proactive Communication

ATTACHMENTS:

Implicit Bias Categories (Carlisle)

Potential Survey Questions (Carlisle)

PERSONAL BIASES

Introduction

Biases are predictable patterns of thought and behavior that lead you to draw incorrect conclusions; often these thoughts and behaviors are unconscious. A long-standing psychological phenomena called fundamental attribution error describes a tendency for an individual to under-emphasize (bias) situational factors and over-emphasize dispositional factors in others, but do the reverse for themselves. For example, you may think that biases are real, but other people are far more biased than you are (Pronin et al, 2002). We can never totally escape the effects of biases, but if we are more aware of them we are better able to minimize their influence. Some of the most common biases that result in rating errors are below.

Blind Spot Bias. The belief that you as an individual are not susceptible to the impact that bias can have on your thinking. Everyone is susceptible to bias, and everyone needs to be aware of how their biases can and will impact their decision making. This is particularly true in an assessment and selection setting, where the impact of your bias can have significant ramifications for otherwise solid candidates. A good thing to do may be to write down your immediate feelings about a candidate, which are often based on an emotional impulse, and come back to those thoughts at the end of the interview when you can look at those thoughts more objectively.

Primacy Bias. This error occurs when more weight is given to how candidates perform early in the assessment than give to performance during the middle and end. As a result, candidates who begin with strong/positive examples receive higher ratings than those who begin with less strong/more negative behavioral examples, even when their overall levels of skill are nearly equal. To minimize this error, panel members must be sure to take sufficient notes throughout the entire process. They need to be detailed enough to remind you of what the candidate did during each of the topic areas outlined on the grade sheet. Do not finalize your ratings until the interview has concluded.

Recency Bias. This error is similar to the Primacy error. The difference is that it occurs when the behavior that candidates display in the task performance late in the interview is given more weight than that witnessed during the middle and beginning of the process. As a result, candidates who end with strong/positive examples receive higher ratings than those who end with less strong/more negative behavioral examples, even when the levels of skill are nearly equal. Again, be sure to take sufficient notes throughout the entire interview.

Halo/Horn Bias. This error occurs when a panel member develops an impression of the candidate based on one skill and this impression “colors” the remainder of the ratings. For example, an articulate and confident applicant may create a favorable impression and the panel member may assume that they have strong leadership skills without having the behavioral evidence to that effect.

Central Tendency Bias (everyone is average). This error occurs when candidate ratings almost always fall in the middle of the rating scale. When the panel member does not have enough evidence to feel comfortable giving a high or low rating, this error is more likely to occur. To combat this error, be sure to collect information about all of the behaviors that are being evaluated.

Leniency / Severity Bias (Santa Claus / Defending the Tab). This error occurs because some panel members tend to be “hard” and others tend to be “easy.” To minimize this error, be sure to compare the candidate’s behavior to the rating guidelines. If you consistently assign higher (or lower) ratings than others, ask yourself whether you are giving candidates too much or too little credit.

Implicit Leadership Bias. This can occur when panel members contrast the candidate’s performance with the panel member’s own internal biases regarding their own high performance. This bias may manifest in a panel member if a candidate has taken a non-standard career path, or if the candidate has a leadership style that a panel member does not feel is as effective as their own. In other words, if you believe that the path you took to leadership is the only path that can lead to command, and if you believe that your leadership style is more superior to all others, you may be at risk of demonstrating this bias.

Contrast Bias. This error occurs when candidates appear one after another with markedly different skills or characteristics. For example, one candidate may arrive with exceptional communication skills and confidence and the rater would give them a high rating for communication. If the next candidate displays moderate communication and confidence, a panel member may assign “poor” ratings skills because the candidate “pales” by comparison to the previous candidate. To combat this error, discipline yourself to use the rating guidelines for every candidate. Do your best to make candidate ratings independent of one another.

Similar to Me Bias. A tendency to prefer individuals more like ourselves. “This guy reminds me of me...I was just like him at this point.”

Confirmation Bias. A tendency to selectively search for and interpret new information in a way that confirms original beliefs while ignoring certain information that would contradict a belief and focusing on one response “...see, I knew he was a thinker.”

Stereotyping. A tendency to assume that an individual - who looks and acts a certain way - possesses all the stereotypic behaviors of that group and allows these assumptions to affect their evaluating that individual. “He’s got a southern accent, so he must be ...”

Adapted from: [22 Diversity, Equity and Inclusion Survey Questions to Get You off the Mark \(worktango.com\)](#) retrieved on 10MAY22.

Diversity

Question on a scale from 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, how would you rate the following statements?

Statement: The City of Parkville values diversity

Statement: The leadership of the City of Parkville understands that diversity is critical to our future success.

Statement: The City of Parkville invest time and energy into building diverse teams.

Inclusion

Question on a scale from 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, how would you rate the following statements?

Statement: I feel my unique background and identity (i.e. my differences) are valued as a resident of the City of Parkville

Statement: I feel a sense of belonging as a resident of the City of Parkville.

Statement: I feel respect by my neighbors.

Question: What is the City of Parkville doing well in terms of building a diverse, and inclusive neighborhood? Please write thoughts below.

Question: Have you experienced any discrimination (i.e. unfair, negative, or adverse treatment) in the City of Parkville?

Question: Have you experienced any unwelcome comments or conduct in the City of Parkville that you felt was offensive, embarrassing, or hurtful (e.g. inappropriate jokes, slurs, rumors, hurtful gossip, isolating behaviors)? Select all that apply.

Adapted from: [21 Diversity & Inclusion Survey Questions \(formpl.us\)](#) retrieved on 10MAY22.

How well do you rate diversity and inclusion in the City of Parkville

- Excellent
- Average
- Poor

How would you describe your gender identity?

What race/ethnic group do you belong to?

Have you ever felt marginalized in the City of Parkville as a result of your race/ethnicity? Please share your experience.

Do you identify as a person with a disability? If yes, what kind?

Do you feel that the City of Parkville values your unique background and experiences?

- Yes
- No

Do you think this organization offers equal opportunities for career growth?

- Yes
- No

People of all cultures and backgrounds are valued here.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

If I had a concern about harassment or racism, I know where to lay my complaints.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

When I speak up, my opinion is valued.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

The
**WELCOMING
STANDARD**
— & —
**CERTIFIED
WELCOMING**

PRODUCED BY

WELCOMING
AMERICA



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INTRODUCTION



Strong communities in the 21st Century intentionally connect and actively include people of all backgrounds. Only through these conditions do local communities meet their highest civic and economic potential, unleashing the power of their greatest asset — their people. As places look to harness the wealth and vibrancy that comes from diverse talents and a more global workforce, places that are more welcoming will set themselves apart.

Welcoming America has created the **Welcoming Standard** to outline the core of what it means for a community to be welcoming and set out the smart local policies, programs, and partnerships that give communities the welcoming edge.

The Welcoming Standard serves as the backbone of the **Certified Welcoming** program — a formal recognition for city and county governments that meet the rigorous requirements of the Welcoming Standard.

SUSTAINING SUPPORT FOR A WELCOMING COMMUNITY

Broad community support is critical for creating truly inclusive policies and programs and ensuring efforts are sustained into the longer-term. Places effectively implementing the Welcoming Standard emphasize the importance of bringing together receiving community members and newer immigrants so that both have a seat at the table and a chance to find common ground. This creates the fertile soil for people to put down roots and work together as neighbors, and allows welcoming places to successfully navigate challenging times that have the potential to derail community cohesion like leadership transitions or economic events.

Moving beyond 'us' vs' 'them' thinking requires a proactive approach that builds meaningful contact between diverse community members, engages local leaders from all sectors in the work, and promotes positive messaging that connects to shared values.

Communities ready to implement the Welcoming Standard or working toward Certified Welcoming will find these themes woven through the requirements. Those places just getting started should also consider to what extent they are building sustained work.

Here are a few questions to get started:

- What are the common values shared across new and old residents of this community?
- What are the opportunities for real listening, sharing, and understanding across differences in perspective and background?
- As we make programs and services more accessible to those who have traditionally been underserved, can we make them more accessible to a greater number of communities and demonstrate the benefits for all?
- How do we not only provide excellent services, but also foster belonging and participation?
- What bridge building efforts already exist in this community that can be built off of — what are the existing assets and who are the trusted leaders?
- How can we best nurture existing networks and especially those with diverse, cross-sector partners that address inclusion?

II

THE WELCOMING STANDARD



PURPOSE

The Welcoming Standard provides a comprehensive roadmap for places building more cohesive and equitable communities and fostering connections between newer immigrants and long-time residents. It also sets benchmarks that community organizations, residents, and others can use to hold welcoming places accountable and inspire continued innovation.

DEVELOPMENT

Over 18 months, Welcoming America worked with the nation's leading experts — practitioners, academics, and business and civic leaders — and gathered public feedback to identify the policies and programs that constitute the Welcoming Standard. To ensure the Welcoming Standard was rigorous and relevant across diverse communities, requirements were field-tested in several cities and counties. This process follows best practice in standard system design set out by the ISEAL Alliance and other certification oversight bodies. A list of advisors can be found under Acknowledgements.

The Welcoming Standard will continue to evolve to include new policy and program innovations, and Welcoming America will formally review the Welcoming Standard every five years.

Comments on the Welcoming Standard can be emailed to certified@welcomingamerica.org.



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CORE STRATEGIES

How communities design and implement the requirements in the Welcoming Standard is as critical as the content. The following core strategies increase the impact and sustainability of welcoming. All programs and partnerships should have these strategies in place.

1

Engage longer-term residents.

Just as fertile soil is needed for a seed to grow, receptive communities are critical if immigrants are to thrive. Engaging longer-term residents in immigrant inclusion programs and partnerships reshapes the boundaries of “us” and “them” building more unified and welcoming communities. Welcoming communities build connections, communicate shared values, and nurture leadership to create places where everyone belongs.

2

Set goals, monitor impact, and adjust strategies as needed.

Identifying priorities and allowing for course correction are critical to impact when limited resources are available. Monitoring and evaluation also help communities know if they are reaching immigrant residents with programs and meeting their stated goals.

3

Design for equity and inclusion.

Where, when, and how a person can access services can significantly impact participation and outcomes. Designing programs and partnerships to increase access to different religions, cultures, races, ethnicities, physical and mental abilities, ages, genders, and sexual orientations is essential to meeting the Welcoming Standard and to ensuring that a focus on immigrant inclusion is one that leads to greater access for all residents.

4

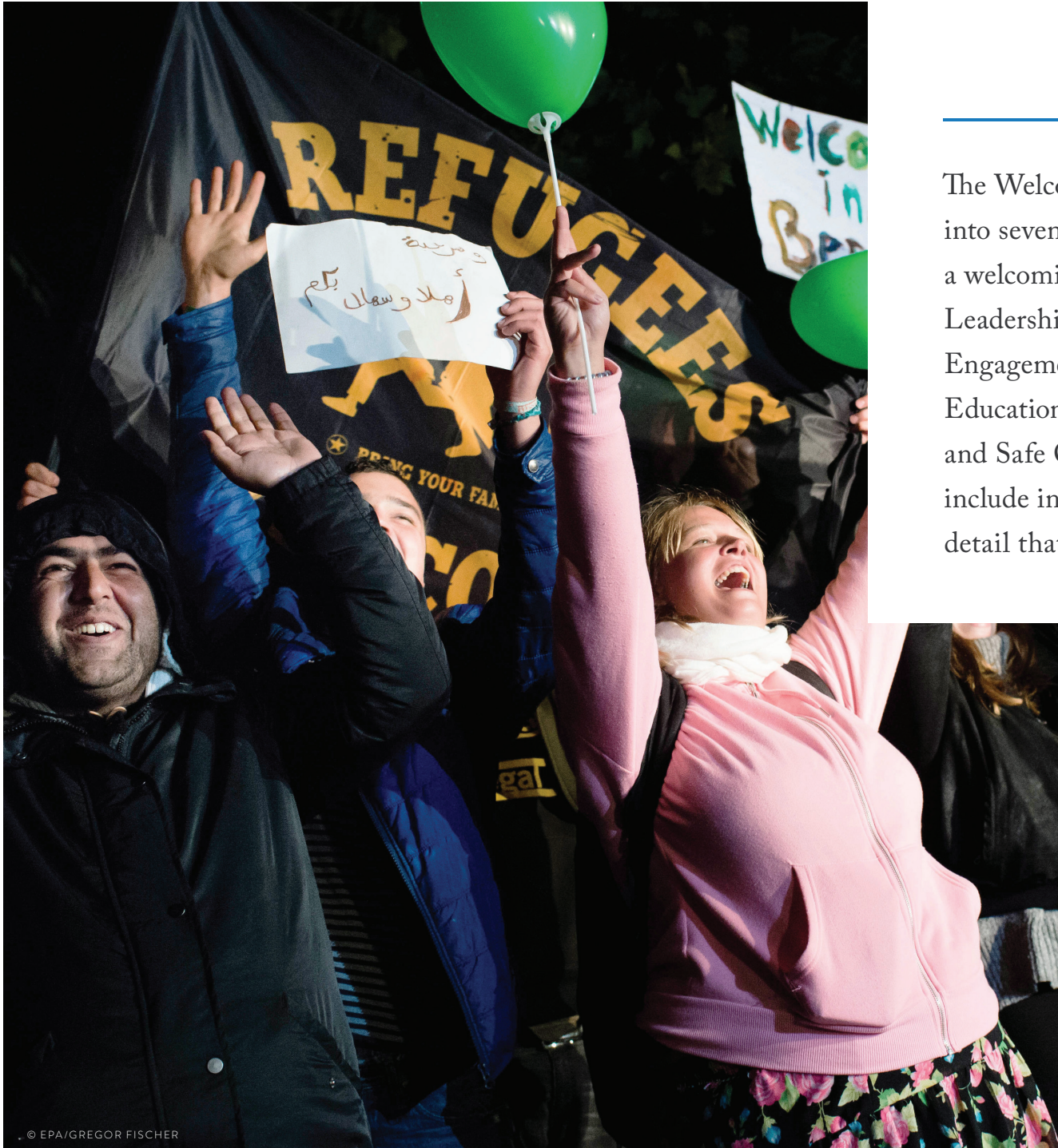
Implement in partnership.

Collaboration can leverage new resources and build program capacity. Collaboration across sectors that engages new partners can also strengthen community support for immigrant inclusion efforts. The Standard identifies some requirements that must be done in partnership, but building in collaboration can strengthen efforts across the board.

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III

DESIGN & REQUIREMENTS



The Welcoming Standard is organized into seven categories critical to building a welcoming community: Government Leadership, Equitable Access, Civic Engagement, Connected Communities, Education, Economic Development, and Safe Communities. Some requirements include indicators that set out additional detail that the requirement should meet.

Requirements are either considered core or additional. Core requirements are central to the Welcoming Standard. Places that are Certified Welcoming meet all core requirements.



1

GOVERNMENT LEADERSHIP

In welcoming places the local government implements systems and programs that strengthen community efforts and embed inclusion within government agencies.

GOVERNMENT LEADERSHIP REQUIREMENTS

KEY:  CORE  ADDITIONAL

GL1	REQUIREMENT	A policy is in place that designates a unit focused on immigrant inclusion work.	
GL1.1	INDICATOR	The unit is formalized, active, and has dedicated staff.	
GL1.2	INDICATOR	The unit's governance includes multi-sector representation, and representatives reflect the diversity of the immigrant community and the receiving community.	

GL2	REQUIREMENT	The unit advances immigrant inclusion through partnership and collaboration across community sectors and government agencies.	
GL2.1	INDICATOR	The unit engages other jurisdictions on immigrant inclusion especially those jurisdictions that directly affect the requirements in this Standard.	
GL2.2	INDICATOR	The unit supports local government agencies in setting goals for immigrant inclusion and monitoring progress toward those goals.	

GL3	REQUIREMENT	A program(s) is in place to provide information on community services.	
GL3.1	INDICATOR	The program(s) provides information on government resources such as local government services and public benefits.	
GL3.2	INDICATOR	The program(s) provides information on English language learning opportunities.	
GL3.3	INDICATOR	The program(s) provides information on naturalization.	
GL3.4	INDICATOR	The program(s) provides information on professional licensing and starting a business.	

GL4	REQUIREMENT	A program is in place to manage a community-wide plan for immigrant inclusion.	
GL4.1	INDICATOR	The program includes processes to regularly assess the needs and priorities of the local immigrant community in each of the categories of this standard and use that feedback to strengthen the plan.	
GL4.2	INDICATOR	The program includes processes to engage cross-sector and diverse stakeholders in the maintenance and implementation of the plan, including stakeholders from the immigrant community and receiving community.	
GL4.3	INDICATOR	The program includes accountability and learning mechanisms to regularly assess the effectiveness of activities outlined in the plan.	

GL5	REQUIREMENT	A program(s) is in place to promote and strengthen the capacity of Community Based Organizations working on immigrant inclusion.	
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GL6	REQUIREMENT	A program(s) is in place to promote employing a local government workforce that reflects the diversity of the community.	
GL6.1	INDICATOR	The program(s) identifies and addresses barriers to inclusive hiring and employee retention, including barriers to accessing information on open positions.	

GL7	REQUIREMENT	A program(s) is in place to advance local and minority, including immigrant, owned business sourcing and contracting.	
GL7.1	INDICATOR	The program(s) identifies and addresses barriers to sourcing and contracting.	



2

EQUITABLE ACCESS

Welcoming places work to ensure community services and opportunities are available to all residents, including immigrants.

EQUITABLE ACCESS REQUIREMENTS

KEY:  CORE  ADDITIONAL

EA1	REQUIREMENT	No locally-mandated government policies exist where the primary purpose of the policy is to exclude or disenfranchise immigrants.	
EA1.1	INDICATOR	No locally-mandated government codes exist where the primary purpose of the policy is to exclude or disenfranchise immigrants.	
EA1.2	INDICATOR	No locally-mandated government policies exist where the primary purpose of the policy is to increase the rate of immigrant detention or deportation.	
EA1.3	INDICATOR	No government policies exist where the primary purpose of the policy is to exclude or disenfranchise immigrants based on other facets of their identity including gender, sexual orientation, race, ability, age, or religion.	
EA1.4	INDICATOR	A process(es) is in place to regularly audit and improve local policies and codes to strengthen immigrant inclusion.	

EA2	REQUIREMENT	A program(s) is in place to ensure language access across government agencies with the goal of expanding equitable access to programs, services, and activities.	
EA2.1	INDICATOR	The program(s) assesses and addresses language needs for accessing important community information including safety services and emergency and alert systems.	
EA2.2	INDICATOR	The program(s) includes training for staff.	

EA3	REQUIREMENT	A process(es) is in place to identify barriers to equitable access to programs and services, and develop partnership programs to address those barriers.	
EA3.1	INDICATOR	Partnership programs to achieve equitable access provide services that are responsive to diverse cultural practices, languages, and literacy levels.	
EA3.2	INDICATOR	Partnership programs to achieve equitable access address fraudulent services and scams targeting the immigrant community.	

EA4	REQUIREMENT	A partnership program(s) is in place to achieve equitable access to health services for immigrants.	
EA4.1	INDICATOR	The partnership program(s) provides information on health insurance options and promotes access to health insurance.	
EA4.2	INDICATOR	The partnership program(s) promotes access to health services including treatment, testing, preventative health services, and mental health services.	

EA5	REQUIREMENT	A partnership program(s) is in place to achieve equitable access to housing for immigrants.	
EA5.1	INDICATOR	The partnership program(s) promotes non-discrimination in housing regulations and tenant protections.	

EA6	REQUIREMENT	A partnership program(s) is in place to achieve equitable access to transportation for immigrants.	
EA6.1	INDICATOR	The partnership program(s) promotes affordable transportation services and opportunities.	

EQUITABLE ACCESS REQUIREMENTS

KEY:  CORE  ADDITIONAL

EA7	REQUIREMENT	A partnership program(s) is in place to achieve equitable access to justice for immigrants.	
EA7.1	INDICATOR	The partnership program(s) promotes access to justice in local court proceedings including access to legal advice.	
EA7.2	INDICATOR	The partnership program(s) promotes conflict resolution strategies such as mediation.	

EA8	REQUIREMENT	A comprehensive language access policy is in place that cuts across government agencies.	
EA8.1	INDICATOR	The policy establishes a process(es) to identify essential government services and programs and prioritize language access to those services and programs.	
EA8.2	INDICATOR	The policy includes training for staff on working with diverse populations.	



3

CIVIC ENGAGEMENT

Welcoming communities actively ensure that residents, including newcomers, fully participate in civic life by increasing access to leadership and democratic spaces.

CIVIC ENGAGEMENT REQUIREMENTS

KEY:  CORE  ADDITIONAL

CE1	REQUIREMENT	A partnership program(s) is in place to develop immigrant knowledge of local government workings and advance immigrant civic engagement.	
CE1.1	INDICATOR	The partnership program(s) provides information on civic engagement opportunities along with general information on the responsibilities of local government.	
CE1.2	INDICATOR	The partnership program(s) supports immigrant participation in democratic spaces (i.e. hearings, council meetings).	
CE1.3	INDICATOR	The partnership program(s) supports immigrant participation on commissions and boards, and advances immigrant civic leadership.	
CE2	REQUIREMENT	A partnership program(s) is in place to support naturalization.	
CE3	REQUIREMENT	A partnership program(s) is in place to support eligible immigrants in voting.	
CE3.1	INDICATOR	The partnership program(s) works with relevant local government and state agencies to identify and address barriers to voting for eligible immigrants.	
CE4	REQUIREMENT	A partnership program(s) is in place to engage immigrants in community service activities.	
CE5	REQUIREMENT	A partnership program(s) is in place to address the unauthorized practice of immigration law and related fraudulent services.	



4

CONNECTED COMMUNITIES

Welcoming communities build connections between newcomers and longer-term residents by strengthening relationships and communicating shared values.

CONNECTED COMMUNITIES REQUIREMENTS

KEY:  CORE  ADDITIONAL

CC1	REQUIREMENT	A partnership program(s) is in place to nurture connections between the immigrant community and receiving community.	
CC1.1	INDICATOR	The partnership program(s) brings the immigrant community and receiving community together to work on issues of common interest.	
CC1.2	INDICATOR	The partnership program(s) promotes regular interaction and communication between leaders in the immigrant community and leaders in the receiving community.	
CC1.3	INDICATOR	The partnership program(s) builds relationships between the receiving community and the immigrant community, and supports immigrants in building diverse personal networks.	
CC1.4	INDICATOR	The partnership program(s) includes activities specifically targeted at connecting immigrant and receiving community youth.	

CC2	REQUIREMENT	A partnership program(s) is in place to promote a welcoming culture through communications activities across diverse media and communications platforms.	
CC2.1	INDICATOR	The local government has a public proclamation or resolution declaring itself to be a welcoming community.	
CC2.2	INDICATOR	The local government does not make public statements discouraging immigration or immigrant inclusion.	
CC2.3	INDICATOR	The local government does not make public statements directly attacking any community on the basis of their religion, ethnicity, race, gender, orientation, or ability.	
CC2.4	INDICATOR	The partnership program(s) prioritizes messaging that communicates the community-wide benefit of immigrant inclusion and a welcoming culture for all residents.	



5

EDUCATION

Welcoming communities strive for an educational system that ensures all students have the support they need to succeed in school and the education they need to succeed in the workforce.

EDUCATION REQUIREMENTS

KEY:  CORE  ADDITIONAL

ED1	REQUIREMENT	A partnership program(s) is in place to work with the primary and secondary school system(s) to attain more equitable educational outcomes for immigrant students.	
ED1.1	INDICATOR	The partnership program(s) advances immigrant parent engagement in schools and supports immigrant parents in navigating the education system (i.e. provides support with enrollment and information on local school options, resources available to students, and disciplinary procedures).	
ED1.2	INDICATOR	The partnership program(s) facilitates immigrant student access to extracurricular or enrichment activities.	
ED1.3	INDICATOR	The partnership program(s) provides information on services such as counseling, financial assistance, and in-state tuition that increase immigrant student access to higher education.	
ED1.4	INDICATOR	The partnership program(s) provides career readiness support for immigrant students.	
ED1.5	INDICATOR	The partnership program(s) addresses early learning and primary school readiness for immigrant children.	
ED1.6	INDICATOR	The partnership program(s) includes training for educators and staff on teaching and supporting diverse student populations.	

ED2	REQUIREMENT	A partnership program(s) is in place to advance educational and career opportunities for immigrant adults.	
ED2.1	INDICATOR	The partnership program(s) facilitates access to professional development opportunities.	
ED2.2	INDICATOR	The partnership program(s) supports immigrant access to higher education, technical degrees, certification programs and professional licensing.	
ED2.3	INDICATOR	The partnership program(s) facilitates credentialing for immigrants.	



6

ECONOMIC DEVELOPMENT

Welcoming communities harness the full potential of all residents. Immigrants have the skills and assets to thrive, and economic development systems are prepared to leverage new and existing talent.

ECONOMIC DEVELOPMENT REQUIREMENTS

KEY:  CORE  ADDITIONAL

EC1	REQUIREMENT	A partnership program(s) is in place to support immigrant jobseekers.	
EC1.1	INDICATOR	The partnership program(s) provides information and employment counseling to jobseekers such as information on job search resources.	
EC1.2	INDICATOR	The partnership program(s) aims to prepare and place immigrants in jobs that pay a living wage and provide the potential for upward mobility.	
EC1.3	INDICATOR	The partnership program(s) supports professional networking and mentorship opportunities.	
EC1.4	INDICATOR	The partnership program(s) connects immigrants to work experience opportunities such as internships and apprenticeships.	

EC2	REQUIREMENT	A partnership program(s) is in place to engage local employers, chambers of commerce, and other employer networks in immigrant inclusion work.	
EC1.1	INDICATOR	The partnership program(s) promotes workplace language learning opportunities.	
EC1.1	INDICATOR	The partnership program(s) works with employers to improve workplace conditions and culture.	
EC1.3	INDICATOR	The partnership program(s) promotes the recognition of foreign work experience.	
EC1.4	INDICATOR	The partnership program(s) works with businesses to identify and address discriminatory practices in hiring and employment.	

EC3	REQUIREMENT	A partnership program(s) is in place to advance immigrants in starting, building, and growing businesses.	
EC3.1	INDICATOR	The partnership program(s) provides information on enterprise development services.	
EC3.2	INDICATOR	The partnership program(s) includes a process to regularly assess, identify, and address barriers for immigrant entrepreneurs and immigrant business-owners (i.e. access to contracting, financing, networking, and technical assistance opportunities).	

EC4	REQUIREMENT	A partnership program(s) is in place to identify economic development needs and opportunities for immigrants.	
EC4.1	INDICATOR	A process(es) is in place to integrate findings of the partnership program(s) and immigrant inclusion best practice into the local government's formal economic development approach.	

EC5	REQUIREMENT	A partnership program(s) is in place to strengthen immigrants' knowledge of the financial system and financial skills including avoiding predatory services and over-indebtedness.	
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EC6	REQUIREMENT	A partnership program(s) is in place to provide education on workers' rights and workplace safety, improve access to legal advice on employment and workplace issues, and address predatory practices targeting immigrant workers.	
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7

SAFE COMMUNITIES

Welcoming communities foster trust and build relationships between residents, including newcomers, and local law enforcement and safety agencies.

SAFE COMMUNITIES REQUIREMENTS

KEY:  CORE  ADDITIONAL

SC1	REQUIREMENT	A program(s) exists to train public safety staff on working with diverse populations.	
SC1.1	INDICATOR	The program(s) includes training for staff operating emergency response systems under the jurisdiction of the local government.	
SC1.2	INDICATOR	The program(s) includes law enforcement staff under the jurisdiction of the local government.	
SC1.3	INDICATOR	The program(s) includes code enforcement staff under the jurisdiction of the local government.	
SC1.4	INDICATOR	The program(s) engages other jurisdictions whose public safety or emergency response systems impact local residents.	

SC2	REQUIREMENT	A partnership program(s) is in place to strengthen relationships and promote regular communication between law and code enforcement agencies and the immigrant community.	
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SC3	REQUIREMENT	A partnership program(s) is in place to educate immigrants about their rights and responsibilities under the law.	
SC3.1	INDICATOR	The partnership program(s) includes information on immigration law and enforcement.	
SC3.2	INDICATOR	The partnership program(s) includes information on relevant local codes.	

SC4	REQUIREMENT	A policy(ies) is in place to provide safety services in a way that builds trust and relationships between the immigrant community and relevant agencies.	
SC4.1	INDICATOR	The policy addresses victim services.	
SC4.2	INDICATOR	The policy covers code enforcement.	

DEFINITIONS

To simplify the requirements, the Welcoming Standard uses some shorthand. The following key terms refer to larger concepts:

■ Programs:

The Welcoming Standard uses programs to refer to government-driven efforts. Programs do not need to be stand alone initiatives. The goal set by a program requirement will likely be achieved through coordinated activities of a number of different government agencies.

■ Partnership Programs:

The Welcoming Standard uses partnership programs to refer to efforts achieved through partnership with other organizations or governments. Like programs, partnership programs do not need to be stand alone initiatives, and will likely be achieved through coordinated activities of a number of different agencies and organizations. Local government may or may not be the lead on the work of partnership programs.

■ Immigrant Inclusion Work:

Immigrant inclusion work refers to the activities and goals outlined in the Welcoming Standard as a whole.

■ Immigrant, Immigrant Community, Immigration:

In the Welcoming Standard the term immigrant refers to all foreign-born individuals and their children. This includes individuals of any immigration status (including refugees) and those residing in the county on non-immigrant visas (such as H1-B) unless specifically noted otherwise. Immigrant community and immigration have similarly broad definitions.

■ Receiving Community:

Receiving community refers to all residents of a city or county not covered under the definition of immigrant including previous generations of immigrants and native communities.

■ Local Government:

Local government refers to the entity adopting the Welcoming Standard — currently the Standard is designed for city and county governments. In the context of communications requirements under the Connected Communities section, local government refers to the executive elected official in the government — for example the mayor or county executive — and the primary elected body as a whole — for example the city council as a whole or the full board of alderman.

IV

CERTIFIED
WELCOMING



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PURPOSE

Certified Welcoming is an innovative program that assesses city and county governments on their efforts to include and welcome immigrants. Communities that meet the Welcoming Standard earn the title of Certified Welcoming and showcase their 21st Century community to the world. Certified communities distinguish their local efforts, build competitive advantage, and gain access to opportunities to share their certified welcoming practices on a regional, national and global stage.

EARNING CERTIFICATION

The requirements in the Welcoming Standard are divided into two categories: Core and Additional. In order to be Certified Welcoming, a community must meet all core requirements.

Additional requirements are good practice for welcoming communities. Points are awarded for each additional requirement met. These points are added up to provide an overall score to each community. This score provides a guide for continued improvement and innovation.

THE CERTIFICATION PROCESS

The certification process takes an in depth look into community efforts to provide an inclusive place for all. Candidates complete or participate in the following steps to become Certified Welcoming:

Application

To start the certification process, local governments must first complete a short application form. The eleven question form covers basic information including budget, structure, and oversight. Applicants and Welcoming America also sign into a confidentiality agreement and a certification contract during the application phase. Applications can be requested at certifiedwelcoming.org

Self-Assessment

Once their application is processed, local governments receive a detailed self-assessment form. This form guides applicants through the Welcoming Standard asking whether and how their community meets each requirement.

Audit

After the self-assessment is submitted, an in person audit is scheduled. The audit, which usually lasts two days, provides an opportunity for Certified Welcoming staff to answer questions about answers provided in the self-assessment and meet with local partners and residents. Generally, applicants learn the findings of the audit, including their certification score, during a closing meeting on the final day.

Report

A detailed report is shared with each local government after the audit. The report identifies areas of strength, including areas where the community is a national leader, and key areas of continued growth.

Certification

Communities that meet all core requirements based on the audit are issued a certificate. Local governments that don't meet core requirements based on the audit develop and submit a plan of action. If the plan is implemented and core requirements met during the agreed to timeframe, these applicants are issued a certificate.

Local governments, partners, or community members that strongly disagree with audit or certification decisions can appeal the findings.



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TIMELINE

From start to finish, the certification process typically takes about six months, and takes not longer than a year.

Certificates of Certified Welcoming are valid for three years. Local governments will need to undergo at least one additional audit, continue to meet core requirements, and improve their score on additional requirements in order to maintain their Certified Welcoming designation after each three year period.

COSTS

\$100 – application fee (applied to certification fee, nonrefundable)

~~\$12,000 – certification fee~~

\$6,000 – discounted fee for 2018

FURTHER INFORMATION / CONTACT

For questions about the Welcoming Standard or Certified Welcoming, contact certified@welcomingamerica.org

Learn more at certifiedwelcoming.org

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Welcoming America partnered with **Felipe Arango** and **Nidhi Krishen** of **BSD Consulting** on the technical development of the Welcoming Standard and Certified Welcoming program.

ABOUT WELCOMING AMERICA

Welcoming America leads a movement of inclusive communities becoming more prosperous by making everyone feel like they belong. We believe that all people, including immigrants, should be valued contributors and are vital to the success of both our communities and our shared future.

As a non-profit, non-partisan organization, Welcoming America is proud to support the diverse communities and partners who are leading efforts to make their communities more vibrant places for all.

welcomingamerica.org

V

QUICK GUIDE

THE WELCOMING STANDARD

— *Defining the Core of
a Welcoming Community*

The Welcoming Standard captures what is essential to a welcoming community. Developed in collaboration with local governments, advocates, and diverse experts, and with input from the public at large, the Standard provides a comprehensive roadmap for immigrant inclusion.

THE FRAMEWORK



GOVERNMENT LEADERSHIP



EQUITABLE ACCESS



CIVIC ENGAGEMENT



CONNECTED COMMUNITIES



EDUCATION



ECONOMIC DEVELOPMENT



SAFE COMMUNITIES

THE REQUIREMENTS

In each area of the Framework, the Standard sets out smart local policies, programs, processes, and partnerships that are the building blocks of welcoming communities.

The following summarize the requirements in the Welcoming Standard. The technical criteria for becoming Certified Welcoming can be found at **certifiedwelcoming.org**.

1 GOVERNMENT LEADERSHIP



- Designate a unit and staff to coordinate immigrant inclusion. (CORE TO CERTIFIED WELCOMING)
- Partner across sectors, agencies, and jurisdictions. (CORE FOR CERTIFIED WELCOMING)
- Share information on community resources and government services with immigrant residents. (CORE FOR CERTIFIED WELCOMING)
- Plan for community-wide immigrant inclusion. Implement the plan in collaboration with diverse stakeholders, and maintain the plan in consultation with the immigrant community. (CORE FOR CERTIFIED WELCOMING)
- Build the capacity of community based organizations working with immigrants.
- Advance equity, diversity, and inclusion in hiring and employee retention.
- Advance equity, diversity, and inclusion in sourcing and contracting.

2 EQUITABLE ACCESS



- Prevent policies that discriminate against immigrants because they are immigrants. Prevent policies that discriminate against immigrants because of other aspects of their identity, like religion, race, or ability. (CORE FOR CERTIFIED WELCOMING)
- Pursue language access across programs and services and train staff on language access. (CORE FOR CERTIFIED WELCOMING)
- Regularly determine barriers to access for immigrants and work in partnership to address those barriers. (CORE FOR CERTIFIED WELCOMING)
- Advance equitable access to healthcare for immigrants.
- Advance equitable access to housing for immigrants.
- Advance equitable access to transportation for immigrants.
- Advance equitable access to the justice system, legal services, and mediation for immigrants.
- Adopt a comprehensive language access policy.

3

CIVIC ENGAGEMENT



- Develop immigrant knowledge of local government workings and support immigrant participation in democratic spaces. (CORE FOR CERTIFIED WELCOMING)
- Support naturalization. (CORE FOR CERTIFIED WELCOMING)
- Advance access to voting for eligible immigrants.
- Engage immigrants in community service.
- Address fraudulent immigration services.

4

CONNECTED COMMUNITIES



- Build relationships, support interactions, and promote communication between immigrants and longer-term residents. (CORE FOR CERTIFIED WELCOMING)
- Promote a welcoming culture through institutional communications. (CORE FOR CERTIFIED WELCOMING)

5

EDUCATION



- Welcome and engage immigrant students and their parents in K-12 schools, and advance access to school programs and services. (CORE FOR CERTIFIED WELCOMING)
- Invest in adult education, career readiness, and access to technical and professional degree programs.

6

ECONOMIC DEVELOPMENT



- Assist immigrant job seekers with information, training, and networking. (CORE FOR CERTIFIED WELCOMING)
- Support immigrant entrepreneurs and business owners in starting, building, and growing their companies. (CORE FOR CERTIFIED WELCOMING)
- Engage local employers and chambers of commerce to create welcoming, equitable and safe work environments.
- Plan for inclusive economic development and integrate welcoming into existing economic development efforts.
- Build financial knowledge and skills in the immigrant community.
- Support immigrant workers through education on workplace rights and legal advice on workplace issues.

7

SAFE COMMUNITIES



- Train public safety staff on working with diverse communities. (CORE FOR CERTIFIED WELCOMING)
- Build relationships and promote communication between law and code enforcement staff and the immigrant community. (CORE FOR CERTIFIED WELCOMING)
- Educate immigrants on their legal rights and responsibilities. (CORE FOR CERTIFIED WELCOMING)
- Set formal policies that build trust between immigrants and public safety services.

THE STRATEGIES

How communities design and implement the requirements in the Welcoming Standard is as critical as the content. Four core strategies increase the impact and sustainability of immigrant inclusion efforts. These strategies should be applied to each of the requirements of the Standard.

- 1 Build connections between immigrants and longer-term residents.
- 2 Set goals, monitor impact, and adjust strategies as needed.
- 3 Design for equitable access.
- 4 Implement in partnership.

CERTIFIED WELCOMING

The Welcoming Standard is the backbone of our new Certified Welcoming program. Certified Welcoming communities build a competitive advantage, and have opportunities to share their welcoming practices on regional, national, and global stages.

To earn the title of Certified Welcoming cities and counties must meet all the requirements designated as “Core for Certified Welcoming.” Once certified, cities and counties must demonstrate progress within a three year period on other requirements of the Welcoming Standard.

More on Certified Welcoming can be found at **certifiedwelcoming.org**.

WELCOMING
AMERICA

