City of Burlington
Diversity & Equity Strategic Plan

Prepared by
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Preface

The City of Burlington is in the business of delivering goods and services for the benefit of its residents and visitors. Some City government products are tangible, such as snow removal, paved streets, parks/green spaces, and schools. Other products are more intangible, such as the perception of being tourist- or family-friendly, progressive, or capable of attracting and retaining business.

The City and its chief executive, Mayor Miro Weinberger, engaged our services to assist them in improving the design and delivery of their goods and services through the lens of diversity, inclusion, and equity. These practices are business-essential, value-added components that render the delivery of goods and services more efficiently with greater customer satisfaction across all customer groupings. These business-essential practices are not the end points in and of themselves.

The terms "diversity", "inclusion," and "equity" are often used without specificity and with frequent misinterpretation. The same holds true for the nature of our work. We strive to enhance the City's abilities to deliver superior goods and services as opposed to simply helping the City "celebrate" diversity, inclusion, and equity.

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City of Burlington
Diversity & Equity Strategic Plan

Executive Summary

The *City of Burlington Diversity & Equity Strategic Plan* seeks to eradicate institutional and structural racism and ethnic-based discrimination within the City of Burlington. The Plan's mission to institutionalize inclusion, equity, and justice for all is intentionally broad and far-reaching, and at times seems impossible to attain. The legacy of overt racism and ethnic-based discrimination in our country restricts opportunities for people of color and immigrant and refugee migrants. This legacy also obscures from view the economic benefits of a more multiracial and multiethnic Vermont and the multicultural marketplace beyond our state borders.

Vermont Partnership's research yielded 33 findings and 31 recommendations for the plan across four operational spheres: organization, training, data collection and analysis, and community engagement. The implementation grid outlines three goals, 11 objectives and 49 discrete actions, lead actors, and benchmarks. The three goals are to:

- Eliminate race-based disparities across all City departments
- Promote inclusion and engagement of all community members
- Eliminate race-based disparities in the greater Burlington community

Mayor Weinberger's administration must be the primary force driving these changes if success is to be fully achieved. Mayor Weinberger and his senior leadership team must demonstrate conspicuously courageous leadership in their words and actions to inspire others and to hold one another and others accountable. The senior leadership team must be prepared to expend its hard earned political capital to achieve the desired results.

The 49 discrete actions fall within one of the following categories: policy and practices enhancement, reorganization, leadership capacity building, community engagement, and legislative action (City Council and State Legislature). Twenty-nine (59%) of these actions are new initiatives and should be completed within the first 12 months; 12 (24%) involve changes to ongoing recurring practices.

Essential for success is the need for Departments to work together in conjunction with partners, particularly historically marginalized communities. Meaningful community engagement encompasses residents from historically marginalized communities who see themselves - and are seen as - full partners in the decision-making, program-planning, and policy-making processes that impact their lives in significant and sustained ways.

Background

At the Legacy Plan Town Meeting in May 2010, grassroots community leaders drew critical attention to the need to address diversity and racial equity in the Legacy Plan. Subsequent to that dialogue, the Legacy Plan committee adopted a new sector: *Diversity & Equity*. Over the past five years, Burlington had made moderate strides in addressing the challenges of sustainability by adopting values and policies that aimed to conserve the natural environment for future generations. Still, ample area of opportunity remained; sustainability requires more than "green" thinking—it also means elevating social, racial, and ethnic equity, among various other points of diversity, as a lived value and a strategic policy goal.

A truly sustainable community is one in which all members achieve, participate, and thrive. They necessarily and voluntarily contribute to quality of life and enjoy economic, social, and other benefits of a prosperous and resilient community.

In the months following the Legacy Plan Town Meeting, a group of racial equity stakeholders, the Diversity and Equity Subcommittee, laid out goals and strategies for achieving racial equity in Burlington. The following year on May 11, 2011, Wanda Hines, Social Equity Director for the City of Burlington, convened a Unity Retreat with 50 stakeholders (i.e. community leaders, New Americans, minority business owners) who ultimately identified the need for a strategic plan to address racial disparities within the City. A newly elected City Councilor was inspired to introduce a resolution to advance the strategic plan idea.

A little more than a year later on July 16, 2012, the Burlington City Council unanimously passed a resolution to create a Diversity, Equity and Inclusion Committee to Develop a Strategic Plan. The Strategic Plan would address racial and ethnic disparities in the greater Burlington area. Further, it would serve as a prompt for City leadership to explore the possibility of creating a commission to provide support for the implementation of this work (See Appendix, Attachment A).

Mayor Miro Weinberger appointed 12 people to serve on the Ad Hoc Committee (See Appendix, Attachment B). The Committee reviewed information from numerous community outreach efforts that documented barriers to services and opportunities for communities of color. There were also new engagement efforts that confirmed the previous findings from the Legacy Project.

On September 20, 2013 Mayor Weinberger issued a Request for Proposals to complete the City's Diversity & Equity Strategic Plan started by the Ad Hoc Committee. In seeking an external party to complete the Strategic Plan, the City sought a fresh and informed perspective and subject matter expertise in moving forward strategically and effectively to eliminate race- and ethnic-

based disparities in the City's practices. On October 24, 2013 the City awarded Vermont Partnership for Fairness & Diversity (Vermont Partnership) the bid to complete the strategic plan with a signed contract dated November 13, 2013.

This *Strategic Plan* provides sections on Background, Conceptual Framework, Methodology, Findings & Recommendations, and Implementation, as well as data and other information. The Findings & Recommendations are further subdivided into: Organization, Training, Data Collection and Analysis, Community Engagement, Findings relative to a proposed Burlington Office of Equity and Civil Rights and a proposed Burlington Inclusion and Racial Equity Commission, and Findings relative to Early Childhood Education and Universal Pre-K.

This *Strategic Plan* contains narrative, data tables, and charts. The centerpiece of the *Strategic Plan* is the grid of recommended goals, actions, lead actors, and benchmarks. The Findings & Recommendations sections have been integrated into the *Strategic Plan* implementation grid. Whereas the narrative contains a limited number of tables for readability, the Appendix contains additional charts, graphics and statistical tables.

In late December 2013 the Office of the Mayor coordinated senior leadership feedback on a draft of this *Strategic Plan* and held a working session on the *Strategic Plan* for additional comments on January 7, 2014. Vermont Partnership received final written and oral comments on the *Strategic Plan* from senior leadership on January 15, 2014 and the members of the Ad Hoc Committee on February 19, 2014.

Methodology

Vermont Partnership fielded a three-person team to execute the contract. The Mayor's Office provided access to City Hall, office space in the Clerk/Treasurer's Office, as well as critical administrative support coordinating Departmental visits. Team members completed the following activities in creating the *City of Burlington's Diversity & Equity Strategic Plan*:

- Interviewed 13 of 17 City government Department Heads and some assistant Department Heads, including extended interviews with Mayor Weinberger, his Chief of Staff, the Department of Human Resources, and the Community and Economic Development Office;
- Interviewed community members who participated in the development of the Draft Diversity & Equity Plan;
- Reviewed relevant City Resolutions, public documents, and the Ad Hoc Diversity & Equity Committee working papers;
- Requested, reviewed, and analyzed data provided by the Mayor's Office and Department Heads;

- Conducted telephone interviews with officials from other cities engaged in diversity, inclusion, and equity promising practices;
- Conducted online research to identify offices/departments/divisions within Vermont comparable to the proposed Burlington Office of Equity and Civil Rights;
- Conducted online research to identify offices/departments/divisions nationally and in Canada comparable to the proposed Burlington Office of Equity and Civil Rights;
- Conducted online research to identify cities that have staff (or other City representatives) charged with supporting diversity and equity programs;
- Audited the City of Burlington www.burlingtonvt.gov website;
- Conducted online searches of select Vermont city websites' use of terms such as "diversity", "equity", "inclusion", and "civil rights;"
- Attended and critically observed the City-sponsored forum, *Working Together, We Can Do Better: An Intergenerational Community Dialogue on Racial Justice* (October 24, 2013);
- Attended the November 18, 2013 City Council meeting and met selected City Council members;
- Solicited and reviewed comments on the final draft of this document from the City of Burlington Diversity & Equity Ad Hoc Committee (February 19, 2014); and,
- Completed additional, miscellaneous, project-relevant activities.

Conceptual Framework

Vermont Partnership for Fairness and Diversity operates from a mission and vision that is fundamentally grounded in the following conceptual framework. It is offered to the City of Burlington senior leadership as a way to shape and inform the findings and recommendations articulated in this document. The inclusion of this framework is necessary to establish a shared understanding of the issues.

We acknowledge that the terms "diversity," "inclusion," and "equity" are often used without specificity and are subject to misinterpretation. These working definitions are offered as a starting point for creating common understanding and continued, clear, and constructive dialogue relative to the *Proposed City of Burlington's Diversity and Equity Strategic Plan*.

Culture is a learned set of values, beliefs, assumptions, and behaviors shared by a group of people. For individuals and organizations alike, such cultural groups may be characterized by race, ethnicity, nationality, regional or local geography, gender, sex, sexual orientation, age or generation, educational background, professional background, family structure, socio and/or economic background, dis/ability, and more. Sub-cultures exist within

all cultures. Culture also is traditionally considered distinct from an individual's personal characteristics.

Diversity is a characteristic describing variety in people, places, or things; in community, it is necessarily a mix of unlike people. No one person or group can represent diversity, though the subgroups of a larger cultural group represent diversity within that given group. A single individual who represents an underrepresented status might not be an accurate descriptor of diversity, but the mix of that individual along with individuals who represent other underrepresented statuses and majority statuses would constitute a diverse group.

Inclusion is representation of, and access afforded to, people - usually individuals from underrepresented groups - into a given group, traditionally constituted of members of a dominant culture.

Equity refers to the balance of resources distributed to individuals or groups based on what individuals or groups historically and/or currently have or need. Resources may be economic, political, social, or otherwise. What is equitable may not necessarily be equal. Equity stands apart from equality, which requires even distribution of resources to all.

Applied Social Justice is both a process and a goal. The goal of social justice is full and equal participation of all social groups in a society that is shaped to meet the needs of all. A socially just society is one where the distribution of resources is equitable and all members are physically and psychologically safe and secure in their daily access to basic human needs. The *application* of social justice refers to the practice and approach to social justice – specifically, how we identify the social problems that need remediation, the solutions we consider to be as viable and sustainable, and the methods we choose as appropriate for reaching those solutions. Paulo Freire (1970) refers to this process as "praxis" – the intersection of theory and practice.

Ongoing dialogue around the terms above as they relate to one another and other language used in community-based discussions are encouraged and expected from the Burlington community.

Racial Equity and Institutional Racism

The *City of Burlington Diversity & Equity Strategic Plan* seeks to address and eradicate institutional and structural racism and ethnic-based discrimination within the City of Burlington. The legacy of overt racism and ethnic-based discrimination in our country, combined with the current impact of institutional and structural racism, restrict opportunities for people of color and immigrant and refugee migrants.

Institutional racism includes "policies, practices, and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently," according to the City of Seattle Office of

Civil Rights (CSOCR). An example of institutional racism in City government could be a job description that places undue emphasis on having a college degree over work experience, given that people of color traditionally face barriers to higher education.

Structural racism is defined as "a history and current reality of institutional racism across multiple institutions. This combines to create a system that negatively impacts communities of color," according to the CSOCR. For example, racial inequity in employment creates inequity in family wealth. Fewer household resources often means limited housing choices, lack of access to transportation, and inadequate health care.

Willful avoidance or benign neglect ultimately leads to continued racial inequity in the City of Burlington. Racial inequity is influenced by a number of different socioeconomic, gender, cultural, language, and perceptual problems in the workplace that lead to an imbalance of power. Paradigms influenced by personal convictions further add to the higher rate of chronic poverty among racial and ethnic minorities and influence the wealth gap that exists between people of color and whites in the United States.

Civil rights laws and remedies have helped to address individual racism and ethnic-based discrimination, but they have been less effective on the underlying systems that maintain racial inequity and the denial of equal opportunity. The outcome gaps we see in health, education, unemployment, poverty rates, and the criminal justice system cannot be explained away as the result of decisions and actions of individuals. The lack of opportunity based on race or ethnicity emerges from inequity of access and the effects of institutional racism.

General Observations

Mayor Miro Weinberger has a professional senior leadership team with similarly-minded concepts and approaches to public service. The demographic profile of the City's team of 17 Department Heads includes one racial or ethnic minority female (6%) and 16 whites (94%), including 11 males (65%) and five females (29%). One assistant Department Head is a female of Asian descent. Mayor Weinberger appointed seven (41% of the total) Department Heads as part of his new administration.

The senior management team has reported they grapple with a number of internal challenges relative to advocating for diversity, inclusion, and equity related to race and ethnicity within their work practices. Two members of the team have substantive experience leading change in these areas and in the broader field of social justice. A protest last year by students of color led by New Americans (i.e. refugees, immigrants, asylum seekers) has heightened senior leadership's awareness and sense of urgency. These events could account for the over-emphasis by senior leadership on addressing the needs of the foreign-born at the expense of the broader and diverse United States-born population.

When senior leadership were asked to name thought leaders in Burlington's diverse communities, people born in countries other than the United States accounted for 8% of those identified.

A well-educated, culturally competent workforce is a critical component in the design and delivery of tangible and intangible City goods and services. Yet, in comparison with other City Departments, Mayor Weinberger has only indirect control over educational policy and practice, given that the Superintendent is hired by the autonomous Burlington School Board.

With the exception of a dramatic spike of individuals between 18 and 24, Burlington's population by age is fairly evenly distributed. The 18-24 spike is largely due to students attending area colleges. The population age curve for Chittenden County and Vermont also has a statistically significant bulge of individuals aged 48-66.

Demographics

Persons of African descent have resided in Burlington since the first United States census taken in 1790. In that first census, persons of African descent were counted under "All Other Freed Persons." Future censuses would classify persons of African descent as "Freed Colored Person," "Colored," "Negro," "Non-White," "Black," and most recently "Black or African American."

This document compares population data over the last 60 years with the simplified labeling of "White" and "Non-White." "Non-White" is the default appellation for "Negro," "Non-White," "Black," and "Black or African American" for the 1960 and 1970 censuses, and all other races are combined in the 1980 through the 2010 censuses. The document also compares "White" to persons of African descent, otherwise classified as "Black or African American" because such data was available for all six decades. An analysis of selected data from the United States Census Bureau appears in the Appendix.

The consultant team recognizes the unavoidable and undesirable consequence of Census Bureau demographers and others using the label "Non-White." Such generalizations of respondents' racial and/or ethnic identities in this way represents a sacrifice to their full identities and reduces their identities to a negative value (i.e. a "non-White" person) compared to a numerically and culturally dominant (White) class.[1]

For the decades ending in 1980 and 2000, Burlington experienced negative population growth among White residents whereas Non-Whites experienced continued growth. For the decades ending in 1990 and 2010, Non-Whites accounted for 48.9% and 47.7% of the City's population growth respectively; Black or African Americans accounted for 12.2% and 27.2% of the City's

(1) Brown, Malii, "For the Love of Music: A Story of Organizational Culture and Change" (2013). *Capstone Collection.* Paper 2630. http://digitalcollections.sit.edu/capstones/2630

growth respectively for the same periods. Black or African Americans included both native- and foreign-born.

Black or African American City employees are underrepresented relative to the percentage of Black or African Americans in the general population as noted in the table below. The same underrepresentation manifests itself for Asians and Latino/as.

Burlington has always had a reputation as an international city dating back to the 1950s and 1960s, when nearly a quarter of the population were foreign-born French Canadians. Foreign-born individuals dropped from 18% to 4.6% between 1970 and 1980. A resurgence of foreign-borns manifested between 1990 and 2000 with the establishment of the Vermont Refugee Resettlement Program (VRRP). Although the program was established in 1981, the first wave of Vietnamese refugees did not arrive until 1989.

Comparison of the Percentages of City Employees and Racial and Ethnic Minorities in the General Population in 2010

	City Employees	General Population	% of City Employees relative to General Population
• White alone	94.6%	88.9%	6%
• Black or African American alone	1.5%	3.9%	-160%
• American Indian and Alaska Native alone	1.0%	0.3%	70%
• Asian alone	2.6%	3.6%	-38%
• Native Hawaiian and Other Pacific Islander alone	0.3%	0.0%	100%
• Some Other Race alone	0.0%	0.6%	--
• Two or More Races	0.0%	2.6%	--
• Hispanic or Latino/a	0.7%	2.7%	-286%

Sources: United States Census Bureau & City of Burlington Depart. of Human Resources

Data on Burlington's refugee population is elusive at best because the resettlement program collects data on a statewide and county basis and not by city or town. Ergo, at our request, the VRRP staff provided their best estimate of how many, or what percentage of, refugees initially relocated to the City of Burlington. They estimated the City of Burlington received between 60% and 70% of refugees resettled in Chittenden County. Vermont Partnership estimated 60% as a conservative benchmark for refugees sent to the City. The United States Census does not track those with refugee or

asylee statuses as a separate category. According to the Vermont Refugee Settlement Program, an individual who enters the United States as a refugee is considered a refugee for only one year.

City of Burlington
2010 Income, Poverty, and Unemployment by Race

	Per Capita Income	Below Poverty Level	Unemployment rate
• White	$26,418	22.1%	8.1%
• Black or African American	$14,248	46.6%	11.1%
• American Indian and Alaska Native	$15,030	15.6%	0%
• Asian	$14,816	38.2%	5.4%
• Native Hawaiian and Other Pacific Islander	--	--	--
• Some Other Race	$11,487	38.0%	6.1%
• Two or more Races		56.9%	5.9%
• Non-White	$13,895	48.8%	7.0%
• % Difference between White and Non-White	53%	221%	88%

Source: United States Census Bureau

Basic population data answers the quantitative question "Who lives here?" by collecting and cataloguing information on gender, race, age, birthplace, language, etc. "Who lives here?" fails to answer questions on the quality of life of those who live "here." Burlington's growing patchwork of races and ethnicities experience the City in vastly different, and often disparate, ways.

According to the 2010 American Community Survey of the United States Census Bureau, Burlington Non-White per capita income is 53% of the per capita income of White residents. Non-White residents live below the poverty level at a rate that is 221% higher than that of Whites.

Burlington School District data for the 2011-2012 school year provides additional insights on poverty. The following table indicates 89% of all Black or African American students are eligible for the federal Free or Reduced Lunch (FRL) program in comparison to 40% for White students. Also, 74% of Black or African American students who do not receive English Language Learner Services (ELLS) are eligible for the Free or Reduced Lunch program.

Burlington School District 2011-2012
Free and Reduced Lunch Eligible (FRL)
FRL Non-English Language Learner Services
By Race

	FRL Eligible	FRL Eligible Non-ELLS
• White alone	40%	39%
• Black or African American alone	89%	74%
• American Indian and Alaska Native alone	--	--
• Asian alone	76%	54%
• Two or more races	52%	56%
• Hispanic or Latino/a of any Race	62%	60%

Source: Burlington School District

While Black or African American students account for 13% of the Burlington School District's student population, they account for 25% and 24% of in-school and out-of-school suspensions respectively.

Findings & Recommendations

This *City of Burlington Diversity & Equity Strategic Plan* is built on the premise that people of color, low-income residents, and ethnic groups who have limited English proficiency are more likely to experience racism, ethnic-based discrimination, underemployment, low education, poor health outcomes, incarceration, and general loss of opportunity. In addition, these community members are more likely to have unsafe living conditions with less access to public goods and services, resources, and life opportunities.

The City of Burlington acknowledges that it needs to change the way it does business in order to address the root causes of inequities. Making the commitment to advance equity is not about blaming individuals and/or criticizing their discomfort in addressing racial inequities. Making a commitment to advance equity incorporates learning about the root causes of inequities and the social, economic, and physical factors that shape behaviors. It is about examining decisions, systems, and policies that can provide more equitable conditions.

Essential for success is the need for Departments to work together in conjunction with partners, particularly historically marginalized communities. Meaningful community engagement encompasses residents from historically marginalized communities who see themselves - and are seen as - full partners in the decision-making, program planning, and policy-making processes that impact their lives in significant and sustained ways.

Meaningful community engagement deepens innovative, silo-busting partnerships by connecting the concerns of communities to the decisions on

allocating local and regional investment dollars. Engagement brings meaning and relevance to sustainability goals across a broader spectrum of players, which will lead to a shared vision for a prosperous future.

Equitable public-sector policy and service delivery are first steps toward developing the tools City employees need to make Burlington a place where all community citizens can achieve, participate, and thrive. Engaged citizens enjoy the benefits of a prosperous and sustainable economy and enhanced quality of life.

Based on the conclusions drawn from interviews, data analysis, document research, and general observations, Vermont Partnership finds and recommends the following:

I. Organization

  A. Findings:

    1. Senior leadership intends to address diversity, inclusion, and equity challenges and benefits in a comprehensive, coherent, and collaborative manner.
    2. Efforts related to diversity, inclusion, and/or equity up until now have been diffused and disjointed and have had limited impact.
    3. Concern has been expressed about the lack of attention to organizational development citywide and how this impacts the implementation of a diversity and equity strategy.
    4. Working knowledge of diversity, inclusion, and equity concepts and practices are both fragmented and not universally understood.
    5. The link between diversity, inclusion, and equity and the design and delivery of City services is not clearly understood.
    6. Untapped capacity exists to effectively engage constituents of color and New Americans (i.e. refugees, immigrants, and asylum seekers).
    7. Entrenched external funding has balkanized some City departments, functions, and programs - leading to inefficiencies and overlaps in services.
    8. Some senior leaders report having a difficult time distinguishing between "best" candidate and "most qualified" candidate during the recruitment of new personnel, thereby challenging diverse hiring.
    9. Lack of clarity exists regarding succession planning ("What happens after this administration? How will this effort and agenda be institutionalized in City government?")
    10. The percentage of ethnic and racial minority City employees is significantly lower than that of minorities in the City of Burlington's general population.
    11. The Mayor has only indirect control of educational policies and practices (the Burlington School District Superintendent is hired by the autonomous Burlington School Board).

B. Recommendations:

1. Launch a structured, concerted, internal listening initiative of one month in length whereby the ideas, successes, and challenges of City personnel around diversity, inclusion, and equity related to race and ethnicity may be heard safely and built upon.
2. Train senior leadership on the concepts and practical applications of diversity, inclusion, and equity related to race and ethnicity in the promotion and delivery of City services.
3. Adjust the function and responsibilities of the Public Engagement Specialist to focus on civic engagement capacity building for constituents of diverse backgrounds, incorporating the grassroots support of AmeriCorps members serving the City.
4. Create a "cheat sheet" outlining key programs and compliment and complaint processes, such that all City employees with public contact become conversant in these programs and processes. Delivery of this document would be made at a formal meeting with the nuances of the program and processes explained.
5. Broaden Core Team membership to include individuals outside of City government. The Core Team should include the Mayor, Chief-of-Staff, Chief Administrative Officer (CAO), City Attorney, Human Resources Director, and three persons of color. Non-City employees would be compensated for time spent on the Core Team.
6. Explore restructuring the relationship between the Community and Economic Development Office (CEDO), its multiple sub-departments, and City government.
7. Examine the effectiveness and efficacy of the "dual allegiance" system of governance within some Departments.
8. Transfer the AmeriCorps program from CEDO to the Human Resources Department (this Department has as its primary responsibility the deployment of personnel throughout City government).
9. Accord the Mayor the power to directly appoint and supervise the Superintendent of the Burlington School District. The magnitude and complexity of this recommendation merits further comment.

   New York City, Chicago, and Boston provide substantial precedent for the Mayor of Burlington to control schools. Currently the Mayor has control over all other municipal functions. Education is the single biggest taxpayer expense, and yet the democratically elected chief executive has only marginal authority.

   Alongside the glaring and problematic exception that schools are independent from Mayoral control, community members, particularly ethnic and racial minorities and New Americans, have been frustrated and outspoken by the lack of progress on issues of social climate, diversity, inclusion, and equity. Research indicates a direct

link between these issues and academic performance and, by extension, workforce preparedness. These community members, who represent the fastest growing segment of Burlington's population, and their allies attribute the lack of progress over the last 15 years to resistance from School District leadership.

All Departments should be under the same "tent" as the City embarks on a long-term initiative to improve the design and delivery of services by weaving business-essential diversity, inclusion, and equity practices throughout government.

II. Training

A. Findings:

1. Of the 660+ City employees, a handful have had formal training in the areas of workplace diversity, inclusion, and/or equity ("We are woefully untrained and unprepared").
2. Overall training coordination and oversight is decentralized, irregular, and disjointed. This includes training around diversity, inclusion, and equity concepts and skills related to race and ethnicity and compliance with civil rights and Equal Employment Opportunity statutes.
3. Some City employees involved with the *We All Belong* train-the-trainer program expressed concern about their own competency in facilitating discussions with colleagues about diversity and inclusion ("Are we really going to be able to do this effectively? Will our peers buy into this stuff?").
4. The *We all Belong* program is better adapted for small, single-focused organizations rather than large complex institutions such as municipal governments.

B. Recommendations:

1. Establish the Human Resources Department as a training hub/ clearinghouse for all City training including training for diversity, inclusion, and equity concepts and skills related to race and ethnicity.
2. For these trainings, establish specific quantitative and qualitative measures of training success tied to City business objectives and update them regularly.
3. Budget for and hire a Human Resources Generalist (Training Specialist) who reports to the Director of Human Resources.
4. Transition the *We All Belong* program to a product that the City uses to strengthen single-issue focused partner organizations.

III. Data Collection and Analysis

A. Findings:

1. Critical data to inform diversity, inclusion, and equity efforts related to race and ethnicity is not currently collected; there is insufficient data for establishing baseline and realistic goals.
2. With the exception of the Burlington School District and the Human Resources Department, City Departments do not routinely disaggregate data by race and ethnicity.
3. Twelve of 17 (or 71%) of City Departments do not systematically collect compliments or complaints or disaggregate this feedback by race and ethnicity.
4. Five of 17 City Departments have on-line portals for citizen contact, compliments, or complaints:
   a. The Police Department's complaint portal is listed without feature on a relatively content-dense webpage.
   b. The Code Enforcement complaint page link from the Zoning page produces a "404 error" message. Additionally, the explanatory language used in the description on the Zoning page insinuates that the complaint form is to report suspected code violations.
   c. Burlington International Airport and Parks & Recreation solicit generic questions and comments from the "Contact Us" page on their webpage.
   d. Compliments or complaints about City services may be communicated to the City of Burlington "Contact Us" page.
5. City government has insubstantial data on the number or profile of individuals attending Department-sponsored events.

B. Recommendations:

1. Create a global on-line complaint compliment portal for all Departments.
2. Prominently display on each Department's home webpage the on-line complaint compliment link.
3. Maintain for each Department basic demographic information on people requesting services and to whom services are delivered.

IV. Community Engagement

A. Findings:

1. Community leadership not fully aware of City leadership intentions to address diversity, inclusion, and equity related to race and ethnicity issues in a comprehensive, coherent, and collaborative manner.

2. Community members can access information on vacant seats on Boards, Commissions, and Committees at https://www.burlingtonvt.gov/CityCouncil/.
3. Community leaders and community members report frustration at the apparent lack of progress on diversity, inclusion, and equity issues related to race and ethnicity.
4. Underwhelming evidence that diversity, inclusion, and equity initiatives related to race and ethnicity are linked to a broader vision for the City.
5. Grassroots community leadership seems uncertain that Mayor Weinberger will leverage the full measure of his political capital to fund and implement a diversity and equity strategic plan related to race and ethnicity.
6. Community members report feeling powerless to address issues of actual or perceived misconduct by the Burlington Police Department.
7. Currently 7.5% (or 3,200) of Burlington residents are ineligible to vote in local elections due to their status as refugees not yet eligible for United States citizenship.

B. Recommendations:

1. Co-create a clearinghouse on civic engagement in collaboration with community organizations and thought leaders representing the City's racial and ethnic minority populations.
2. Provide links to the Boards, Commissions, and Committees vacancy pages on the City website home page and the landing page for each City Department.
3. Add a page to http://www.burlingtonvt.gov/CityCouncil/ describing each Board, Commission, and Committee in detail.
4. Aggressively inform constituents of the role the City Attorney, Vermont Human Rights Commission, and the Office of the Attorney General play in the complaint process via multilingual brochures/posters, on-line, and public gatherings.
5. Create a Burlington Police Advisory Council with the same scope, authority, and responsibility as that of the Vermont State Police Advisory Council.
6. Petition the Vermont legislature to grant City residents who meet a one-year residency requirement the right to vote in local Burlington-area elections. City Council would need to pass a resolution to that effect prior to petitioning the Legislature. This precedent-setting action could be a stand-alone effort or a collaborative effort with surrounding municipalities. As an interim step, City Council should extend eligibility requirements to serve on City Boards, Commissions, and Committees to City residents who meet a one-year residency requirement regardless of citizenship status.

V. Proposed Burlington Office of Equity and Civil Rights and Burlington Inclusion and Racial Equity Commission

A. Findings:

After a national search of towns and cities of similar size and composition to the City of Burlington, Vermont Partnership did not identify any that created offices of equity, diversity, or civil rights. In addition, Vermont Partnership found no related commissions for larger cities in other states such as Missoula, Montana; Spokane, Washington; New Haven, Connecticut; Concord, New Hampshire; and Northampton, Massachusetts. Also, no towns in Vermont had embarked on such an endeavor. These "non-findings" are considered an important finding, though their significance is not yet clear.

Our research for promising practices with the potential for institutionalizing equity practices led us to the following cities: Portland, Maine; Omaha, Nebraska; Seattle, Washington; Eugene, Oregon; and Toronto, Canada. Vermont Partnership prefers the term "promising practices" over the term "best practices" given that environmental conditions, human and material resources, and political realities are different for each city. What might be "best" for one city may not be so for another.

Our search of "non-findings" and findings led us to the identification of the following promising practices:

1. Institutionalization of equity practices within decision-making protocols.
2. Clear differentiation within government between reactive operational procedures and proactive ones.
3. Clear differentiation within government between functions that disseminate information to citizens and those that engage citizen advocacy.
4. Strategic positioning of the proposed Diversity/Equity Office within the City organizational chart to show a direct reporting relationship with Leadership and other core offices (i.e., Finance, Human Resources, etc.).
5. Establishment of offices specific to points of diversity representing significant city demographics not necessarily reflected in numbers (e.g. persons wtih disabilities, LGBTQ, etc.)
6. Intentional "folding-in" of language relevant to the ongoing practice of diversity, inclusion, and equity throughout City website language and presentation.

B. Recommendations:

In spite of these findings and "non-findings," Vermont Partnership recommends that the City of Burlington reconsider the creation of the proposed Office of Equity and Civil Rights for the following reasons:

1. Dissemination of useful information to residents is the present critical challenge for the City of Burlington; both the City of Burlington and the State of Vermont already have mechanisms in place to receive, investigate, and resolve civil rights complaints.
2. Implementation of the *City of Burlington Diversity & Equity Strategic Plan* will weave the necessary concepts and skills related to racial- and ethnic-based social justice and equity throughout the government's chain of command.
3. City government is in the business of delivering goods and services. Effective diversity, inclusion, and equity practices are business-essential, value-added components that render the organization and delivery of these goods and services more efficient with greater customer satisfaction across all customer groupings.
4. An unintentional and real, potential consequence in the establishment of such an office may be an apparent pardon for less than conspicuous, courageous leadership of racial- and ethnic-based social justice and equity matters on the part of Mayor Weinberger and senior leadership (e.g, "That's the responsibility of the Office of Equity & Civil Rights or the Inclusion and Racial Equity Commission.").
5. Effective training of City Council members on the practical applications of diversity, inclusion, and equity related to race and ethnicity in the delivery of City services would enhance the impression the Weinberger administration has made it a high priority.
6. A cost-benefit analysis of Mayor Weinberger's time is likely to show more value to his management of the practical applications of diversity, inclusion, and equity related to race and ethnicity within his administration than growing City bureaucracy and managing another department or office.

In lieu of the proposed Burlington Inclusion and Racial Equity Commission, Vermont Partnership proposes the City undertake the following actions:

1. Mayor Weinberger should choose at least half of his Core Team members from the greater Burlington area communities of color, including both U.S. and otherwise-born residents. This team will ensure that all Mayoral decisions, and by extension all Department Head decisions, are vetted through an *Equity Lens* similar to that used by the Office of Equity, Diversity and Human Rights in the City

of Toronto, Canada. The *Equity Lens* includes the following guiding questions:

a. Have you determined if there are barriers faced by diverse groups? Which groups or populations? What is the impact of the policy/program on diverse groups?
b. How did you reduce or remove the barriers? What changes have you made to the policy/program/service so that diverse groups will benefit from it? What human and budgetary resources have been identified or allocated?
c. How will you measure the results of the policy/program to see if it works to successfully remove barriers or create opportunities for diverse groups/populations?

2. Assess City Council understanding of the concepts and practical applications of diversity, inclusion, and equity related to race and ethnicity and the promotion and delivery of City services.
3. Urge City Council to create a five-member committee that includes at least three members of color to explore and recommend courses of action relative to the question, "How do we ensure continued progress on diversity, inclusion, and equity related to race and ethnicity when the administration changes?" The question applies to changes in the Mayor's Office as well as City Council.

Implementation Grid

In order to implement the abovementioned recommendations of the *City of Burlington Diversity & Equity Strategic Plan*, Vermont Partnership proposes the following plan. This implementation plan outlines three goals, 11 objectives and 49 discrete actions, lead actors, and benchmarks. These elements, organized by goal, appear in the grid below for examination. The three goals are:

- Eliminate race-based disparities across all City Departments
- Promote inclusion and engagement of all community members
- Eliminate race-based disparities in the greater Burlington community

Mayor Weinberger's administration must be the primary force driving these changes if success is to be fully achieved. Mayor Weinberger and his senior leadership team must demonstrate conspicuously courageous leadership in their words and actions to inspire others and to hold one another and others accountable. The senior leadership team must be prepared to expend its hard earned political capital to achieve the desired results.

The 49 discrete actions fall within one of the following categories: policy and practices enhancement, reorganization, leadership capacity building, community engagement, and legislative action (City Council and State

Legislature). Twenty-nine (29) or 59% of these actions are new initiatives and should be completed within the first 12 months; 12 (24%) involve changes to ongoing recurring practices.

Essential for success is the need for Departments to work together in conjunction with partners, particularly historically marginalized communities. Meaningful community engagement encompasses residents from historically marginalized communities who see themselves - and are seen as - full partners in the decision-making, program planning, and policy-making processes that impact their lives in significant and sustained ways.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
1. City leadership sets direction and charts a clear course, establishing high expectations.	a) City leadership highlights equity and inclusion goals as top City priorities, and speaks to them often.	Mayor	State of the City, City Council meetings, Department Head meetings, public presence at community events, etc.
	b) Establish Core Team to provide implementation, monitoring, and evaluation oversight of the strategic plan.	Mayor	Core Team operational within 30 days of strategic plan adoption; members include Mayor, CAO, HR Director, Chief of Staff, City Attorney and three persons of color (non-City employees to be compensated for their time).
	c) City Council members, Core Team, and Department Heads receive mandatory executive level diversity, inclusion, and equity training. Training to include concepts and practical applications of diversity, inclusion, and equity related to race and ethnicity in the promotion and delivery of City services.	Mayor Core Team City Council	First training within 45 days of strategic plan adoption; training of new senior leadership and refresher course to take place annually; coaching available as needed.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	d) City Council members, Core Team, and Department Heads receive mandatory executive level EEO and civil rights training.	Mayor City Attorney	First training within 60 days of strategic plan adoption; training of new senior leadership and refresher course to take place annually; coaching available as needed.
	e) Launch a structured, concerted, internal listening initiative of one month in length whereby the ideas, successes, and challenges of City personnel around diversity, inclusion, and equity related to race and ethnicity may be heard within the context of safe conversations, and built upon.	Mayor Core Team	Listening tour completed 30 days after adoption of strategic plan.
	f) Adjust the function and responsibilities of the Public Engagement Specialist to focus on civic engagement capacity building for constituents of diverse backgrounds, especially with the grassroots support of AmeriCorps members serving the City.	Mayor Core Team CEDO Dept. Head	Revised job description completed within 90 days of adoption of strategic plan.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	g) Restructure the relationship between CEDO, its multiple sub-departments, and City Government.	Mayor Core Team Dept. Heads	Completed within nine months of strategic plan adoption.
	h) Convene a study group to examine how the State of Vermont made the transition from a Commissioner of Education appointed by the State Board of Education to a Secretary of Education appointed directly by the Governor as well as similar actions by New York City, Chicago, and Boston; recommend process with end result that the Mayor appoints the Superintendent of the Burlington School District.	Mayor City Council School Board	Study completed within nine months of strategic plan adoption.
	i) Create a "cheat sheet" outlining key programs and compliment and complaint processes such that all City employees with public contact become conversant in these programs and processes. The delivery of such a document would be made at a formal meeting with the nuances of program and processes are explained.	Core Team Dept. Heads	Department specific "cheat sheet" in place within 30 days of strategic plan adoption; built in to performance review.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	j) The City budget reflects a sustained commitment to support diversity and equity goals, will be assessed with an equity lens, and will provide funding for: • Human Resources Generalist (Training Specialist) • City employee diversity and equity training • Interpreter services • Data collection and analysis • Core Team • Other resources as identified	Mayor	FY15 budget contains line items that reflect these initiatives and priorities; tools are developed to measure equity in budget.
2. City leadership collects and analyzes data to track progress and hold all City employees accountable for performance and contribution toward diversity, inclusion, and equity goals.	a) Department Heads identify, monitor, and track inequities within their Departments. Department Heads include action steps to address inequities in Departmental strategic plans.	Core Team Dept. Heads	Department specific plans initiated within 45 days of strategic plan adoption; built in to performance reviews.
	b) Create a global on-line complaint-compliment portal for all Departments.	Chief-of-Staff Core Team	Complaint-compliment portal link displayed prominently on each Department's home webpage within 45 days of strategic plan adoption.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	c) Each Department maintains basic demographic information on those requesting services and those to whom services are delivered.	Core Team Dept. Heads	Department specific plans initiated within 45 days of strategic plan adoption performance.
3. City leadership initiates a coherent, comprehensive training and professional development plan related to diversity, inclusion, and equity.	a) Establish the Human Resources Department as a training hub/clearinghouse for all City training including training for diversity, inclusion, and equity concepts and skills related to race and ethnicity.	Mayor Core Team	Human Resources assumes full training responsibilities within 30 days of strategic plan adoption.
	b) Establish specific, quantitative and qualitative, and regularly-updated measures of training success tied to City business objectives.	HR Dept.	Measures are available before each training.
	c) City Council members, Core Team, and Department Heads receive mandatory executive level diversity, inclusion, and equity training. Training to include concepts and practical applications of diversity, inclusion, and equity related to race and ethnicity in the promotion and delivery of City services.	Mayor HR Dept. Core Team City Council	First training within 45 days of strategic plan adoption; training of new senior leadership and refresher course to take place annually; coaching available as needed.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	d) City Council members, Core Team, and Department Heads receive mandatory executive level EEO and civil rights training.	Mayor HR Dept. City Attorney	First training within 60 days of strategic plan adoption; training of new senior leadership and refresher course to take place annually; coaching available as needed.
	e) Budget for and hire a Human Resources Generalist (Senior Training Specialist) who reports to the Director of Human Resources.	Mayor HR Dept. CAO	FY15 budget contains line item that reflects this priority.
	f) Transition the *We All Belong* program to a product that the City uses to strengthen largely single-issue focused partner organizations.	HR Dept. Core Team	Completed within 30 days of strategic plan adoption.
4. City workforce reflects the City's diverse population and values and demonstrates a commitment to diversity and equity in their work for the City.	a) HR will provide a report outlining demographics of new hires, promotions, and turnover, thus highlighting areas of underutilization/underrepresentation.	HR Dept.	Annually assess demographics of City workforce.
	b) Each Department, including the Mayor's Office, works in conjunction with City HR Dept., develops strategies to address underutilization, demonstrating commitment to equal employment opportunity and nondiscrimination policies.	Core Team HR Dept.	Dept.-specific strategies in place within 90 days of plan adoption; built in to performance review.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	c) Every hiring decision, including Mayoral appointments, goes through an assessment to determine that underutilized populations, particularly ethnically diverse populations, are at least proportionally represented at all positional levels in the City's workforce.	Core Team HR Dept.	Progress assessed and reported on every six months.
	d) The City's commitment to diversity and equity is clearly communicated during new employee orientation, and all current and new employees are required to complete on-line diversity tutorial.	HR Dept. CAO	Documentation of tutorial will be kept in personnel files.
	e) All employees are evaluated, during the annual performance evaluation process, on the outcomes of recruitment, retention, and promotion efforts, making program changes where desirable or necessary.	HR Dept. CAO	Documented in performance evaluations.
	f) Existing policies and procedures will be reviewed and updated on an ongoing basis.	HR Dept. CAO City Attorney	Scheduled along with biennial policy review.

Goal 1: Eliminate race-based disparities across all City Departments.			
Objective	**Actions**	**Leads**	**Benchmarks**
	g) Transfer the AmeriCorps program from CEDO to Human Resources Department.	HR Dept. CEDO	Transfer completed within 90 days of strategic plan adoption.
5. Mayoral appointments to City Boards and Commissions, Regional Boards, and Miscellaneous Bodies reflect diversity of community.	a) Assess demographics of all City Boards and Commissions, Regional Boards, and Miscellaneous Bodies annually.	C/T Office	Report made to City Council in March.
	b) Actively recruit a more diverse applicant pool for all vacancies to serve on Boards and Commissions.	City Council	City Council policy statement.
	c) Provide training to Commissions and Boards on implicit bias relative to City priority for diversity, inclusion, and equity.	HR Dept. C/T Office	Annual fall training date announced 90 days after strategic plan adoption.
	d) Messaging on each City or City-sponsored web page encouraging diverse pool of applicants.	C/T Office	Reviewed and updated as scheduled.
	e) Train thought leaders in the art and science of civic engagement.	HR Dept. CEDO	Training cycle established and initiated within 60 days of strategic plan adoption.
	f) Post upcoming Board and Commission vacancies on-line nine months in advance of vacancy.	HR Dept. C/T	Reviewed and updated.

| | | Office | |

Goal 1: Eliminate race-based disparities across all City Departments.

Objective	Actions	Leads	Benchmarks
	g) Post upcoming Board and Commission vacancies to thought leader e-mail group for reposting to their constituents.	HR Dept. CEDO	Reviewed and updated as scheduled.
6. Strengthen community oversight of the Burlington Police Department.	a) Fill the next two Burlington Police Commission vacancies from a candidate pool of Burlington residents of color.	Mayor City Attorney City Council	Mayoral appointments announced.
	b) Revise Burlington Police Commission mandate to include statutory language and operational procedures that parallels those of the State Police Advisory Council.	City Attorney City Council	Revision completed and adopted within nine months of strategic plan adoption.

Goal 2: Promote inclusion and engagement of all community members.			
Objective	**Actions**	**Leads**	**Benchmarks**
1. Each City Department conducts outreach to City residents, including the under-represented and under-served, and delivers inclusive and equitable services.	a) Establish City-wide guidelines and principles to ensure that outreach and services are inclusive and reach diverse under-represented and under-served populations.	Dept. Heads & CEDO	Effectiveness evaluated and updated annually with community input.
	b) Train each Department in promising practices for meaningful community engagement.	HR Dept. Dept. Heads CEDO	Monthly reports indicate the effectiveness of outreach and the provision of inclusive, equitable services.
	c) Provide key service information to diverse populations in print and on the City's website in the most popular languages.	C/T Office CEDO	Community resources will be checked and refreshed annually.
	d) Each Department will identify the most critical information that needs to be translated and interpreters will be compensated for services.	Dept. Heads C/T Office CEDO	Information for translation transmitted to translators within 45 days of strategic plan adoption.

Goal 2: Promote inclusion and engagement of all community members.			
Objective	**Actions**	**Leads**	**Benchmarks**
2. Public engagement includes outreach to underrepresented and under-served populations.	a) Identify projects that require public input for targeted public engagement, including budgeting for interpreters and supports for attendance at public meetings.	Dept. Heads CEDO	Effectiveness evaluated and updated annually with community input.
3. City contracts reflect the City's commitment to diversity and equity.	a) Provide training to the CAO and Department purchasing authorities on implicit bias in promoting business opportunities to racial or ethnic minority-owned businesses.	CAO Dept. purchasing authorities	Training completed within 90 days of strategic plan adoption.
	b) Expand notification of new business or grant opportunities to include racial or ethnic minority-owned businesses and organizations.	CAO Dept. purchasing authorities	Update notification list within 30 days of strategic plan adoption.
	c) Require all new City contracts and grants made with businesses and organizations contain an anti-discrimination policy to be on file with the City. If such a policy does not exist, the City will ask that one be created before entering into a contract or grant with the other party that includes at least the following protected classes: race, color, sex, age, national origin, religion, ancestry, place of birth, sexual orientation, gender identity, physical or	CAO Dept. purchasing authorities	Policy in place within 30 days of strategic plan adoption.

mental condition, and HIV status.

Goal 2: Promote inclusion and engagement of all community members.			
Objective	**Actions**	**Leads**	**Benchmarks**
4. Train core leadership of non-native English speakers on City services and City-sponsored civic engagement opportunities; training conducted in selected foreign languages.	a) Determine language, frequency, and location of trainings in consultation with the Public Engagement Specialist and largely underrepresented populations.	CEDO C/T Office	Training plan initiated within 45 days of strategic plan adoption.
	b) Prepare short 1-2 page booklet on City services in main spoken languages.	CEDO C/T Office	Booklet published within 90 days of strategic plan adoption.

Goal 3: Eliminate race-based disparities in the greater Burlington community.			
Objective	**Actions**	**Lead**	**Benchmarks**
1. Establish guidelines for partner organizations, agencies, and departments receiving funds and support from the City to meet diversity, inclusion, and equity goals.	a) Stakeholder group convened by the City creates guidelines to promote equity and inclusion in partner organizations, agencies, and departments.	CAO CEDO	Partner organizations, agencies, and departments are evaluated annually to determine future funding and support.
	b) Promote *We All Belong* as a tool to strengthen largely single-issue focused partner organizations.	CEDO	Partner organizations report use of *We All Belong.*
2. City promotes organizations, agencies, and departments making notable progress in achieving equity.	a) Give special recognition at City events and online.	Mayor CEDO Dept. Heads	Annual review of press releases and City-sponsored events.

Implementation Grid Summary & Chronology

	1	2	3	4	5	6	7	8	9	10	11	12
Goal 1: Eliminate race-based disparities across all City Departments												
1. City leadership sets direction and charts a clear course, establishing high expectations.												
a) City leadership highlights equity and inclusion goals	•	•	•	•	•	•	•	•	•	•	•	•
b) Establish Core Team to provide oversight of the strategic plan	•											
c) City Council members, Core Team, and Department Heads receive mandatory executive level diversity, inclusion, and equity training	•	•					•	•				
d) City Council members, Core Team, and Department Heads receive mandatory executive level EEO and civil rights training	•	•										
e) Launch a structured, concerted, internal listening initiative	•	•										
f) Adjust the function and responsibilities of the Public Engagement Specialist	•	•	•									
g) Restructure the relationship between CEDO, its multiple sub-departments, and City Government	•	•	•	•	•	•	•	•	•	•		
h) Convene a study group to examine transition to Mayoral appointment of the Superintendent of schools				•	•	•	•	•	•			
i) Create a "cheat sheet" outlining key programs, compliment and complaint …	•	•										
j) City budget reflects a sustained commitment to diversity and equity goals	•	•	•	•	•	•	•	•	•	•	•	•
2. City leadership collects and analyzes data to track progress and hold all City employees accountable for performance and contribution toward diversity, inclusion, and equity goals.												
a) Department Heads identify, monitor and track inequities	•	•										
b) Create a global on-line complaint-compliment portal for all Departments	•	•										
c) Each Department maintains basic demographic information	•	•										
3. City leadership initiates a coherent, comprehensive training and professional development plan related to diversity, inclusion, and equity.												
a) Establish the Human Resources Department as a training hub/ clearinghouse	•											
b) Establish specific, quantitative and qualitative, and regularly-updated measures of training success tied to City business objectives	•	•	•	•	•	•	•	•	•	•	•	•
c) City Council members, Core Team, and Department Heads receive mandatory executive level diversity, inclusion, and equity training	•	•	•									

	1	2	3	4	5	6	7	8	9	10	11	12
Goal 1: Eliminate race-based disparities across all City Departments												
d) City Council members, Core Team, and Department Heads receive mandatory executive level EEO and civil rights training	•	•									•	•
e) Budget for and hire a Human Resources Generalist (Senior Training Specialist)	•	•	•	•	•	•	•	•	•	•	•	•
f) Transition the *We All Belong* program to a product for partner organizations	•											
4. City workforce reflects the City's diverse population and values and demonstrates a commitment to diversity and equity in their work.												
a) HR will provide a report outlining demographics of new hires, promotions, and turnover, thus highlighting areas of underutilization/underrepresentation			•			•			•			•
b) Each Department, including the Mayor's Office, works in conjunction with City HR Dept., develops strategies to address underutilization, demonstrating commitment to equal employment opportunity and nondiscrimination policies	•	•	•									
c) Every hiring decision, including Mayoral appointments, goes through an assessment to determine that underutilized populations are proportionally represented	•	•	•	•	•	•	•	•	•	•	•	•
d) The City's commitment to diversity and equity is clearly communicated during new employee orientation, and all current and new employees are required to complete on-line diversity tutorial	•	•	•	•	•	•	•	•	•	•	•	•
e) All employees are evaluated, during the annual performance evaluation process, on the outcomes of recruitment, retention, and promotion efforts, making program changes where desirable or necessary	•	•	•	•	•	•	•	•	•	•	•	•
f) Policies and procedures will be reviewed and updated on an ongoing basis	•	•	•	•	•	•	•	•	•	•	•	•
g) Transfer the AmeriCorps program from CEDO to Human Resources Dept	•	•	•									
5. Mayoral appointments to City Boards and Commissions, Regional Boards, and Miscellaneous Bodies reflect diversity of community.												
a) Assess demographics of all City Boards and Commissions, Regional Boards …	•	•	•	•								
b) Actively recruit a more diverse applicant pool for all vacancies to serve …	•	•	•	•	•	•	•	•	•	•	•	•
c) Provide training to Commissions and Boards on implicit bias …			•				•	•	•			
d) Messaging on web pages encouraging diverse pool of applicants	•	•	•	•	•	•	•	•	•	•	•	•
e) Train thought leaders in the art and science of civic engagement	•		•		•		•		•		•	
f) Post upcoming Board/Commission vacancies on-line nine months in advance	•	•	•	•	•	•	•	•	•	•	•	•
g) Post upcoming Board/Commission vacancies to thought leader e-mail group	•	•	•	•	•	•	•	•	•	•	•	•

for reposting to their constituents												
	1	2	3	4	5	6	7	8	9	10	11	12
Goal 1: Eliminate race-based disparities across all City Departments												
6. Strengthen community oversight of the Burlington Police Department.												
a) Fill the next two Burlington Police Commission vacancies w/residents of color	•	•	•	•	•	•	•	•	•	•	•	•
b) Revise Burlington Police Commission mandate to include statutory language and operational procedures that parallels those of the State Police Advisory Council	•	•	•	•	•	•	•	•	•			
Goal 2: Promote inclusion and engagement of all community members												
1. Each City Department conducts outreach to City residents, including the under-represented and under-served, and delivers inclusive and equitable services.	•	•	•	•	•	•	•	•	•	•	•	•
a) Establish City-wide guidelines/principles to ensure that outreach/services are inclusive and reach diverse under-represented and under-served populations	•	•										
b) Train each Department in promising practices for community engagement	•	•	•	•								
c) Provide key service information to diverse populations in print and on the City's website in the most popular languages	•	•	•	•	•	•	•	•	•	•	•	•
d) Each Department will identify the most critical information that needs to be translated, and interpreters will be compensated for services	•	•	•									
2. Public engagement includes outreach to underrepresented and under-served populations.												
a) Identify projects that require public input for targeted public engagement, including budgeting for interpreters and supports for attendance at public meetings	•	•	•	•	•	•	•	•	•	•	•	•
3. City contracts reflect the City's commitment to diversity and equity.												
a) Provide training to the CAO and Department purchasing authorities on implicit bias in promoting business opportunities to racial or ethnic minority-owned businesses	•	•	•	•								
b) Expand notification of new business or grant opportunities to include racial or ethnic minority-owned businesses and organizations (update notification list)	•	•										
c) Require all new City contracts and grants made with businesses and organizations contain an anti-discrimination policy to be on file with the City	•	•										

	1	2	3	4	5	6	7	8	9	10	11	12
Goal 2: Promote inclusion and engagement of all community members												
4. Train core leadership of non-native English speakers on City services and City-sponsored civic engagement opportunities; training conducted in selected foreign languages.												
a) Determine language, frequency, and location of trainings in consultation with the Public Engagement Specialist and large underrepresented populations	•	•										
b) Prepare short 1-2 page booklet on City services in main spoken languages	•	•	•									
Goal 3: Eliminate race-based disparities in greater Burlington												
1. Establish guidelines for partner organizations, agencies, and departments receiving funds and support from the City to meet diversity, inclusion, and equity goals.												
a) Stakeholder group convened by the City creates guidelines to promote equity and inclusion in partner organizations, agencies, and departments		•	•	•								
b) Promote *We All Belong* as a tool to strengthen largely single-issue focused partner organizations	•	•	•	•	•	•	•	•	•	•	•	•
2. City promotes organizations, agencies, and departments making notable progress in achieving equity.												
a) Give special recognition at City events and online	•	•	•	•	•	•	•	•	•	•	•	•

APPENDIX

List of Supplemental Materials

ATTACHMENT A

1		RESOLUTION 9.0
2	**Resolution Relating to**	Sponsor(s): Councilors Siegel,
3		Brennan, Paul, Tracy
4		
5		Introduced: 07/16/12
6		Referred to:
7	FORMATION OF A DIVERSITY, EQUITY AND INCLUSION	
8	COMMITTEE TO DEVELOP A STRATEGIC PLAN	Action: amended; adopted
9		Date: 07/16/12
10		Signed by Mayor: 07/16/12

CITY OF BURLINGTON

In the year Two Thousand Twelve...

Resolved by the City Council of the City of Burlington, as follows:

That   WHEREAS, the City Council, by resolution on September 26, 2011, affirmed its unanimous support for the development of a measurable action-oriented Diversity and Equity Strategic Plan; and

WHEREAS, the City of Burlington has been fortunate enough to see its population shift over the last twenty years to represent various cultural and ethnic backgrounds, and reflecting more the multicultural nature of the rest of the country; and

WHEREAS, this City Council values equity and diversity, and knows our greatest strength is realized as a multicultural and inclusive community; and

WHEREAS, legislation reforms such as the Civil Rights Act of 1964 have been adopted banning discrimination because of a person's color, race, national origin, religion, or sex and have supported progress towards racial and social justice; and

WHEREAS, the Diversity and Equity goals of the Burlington Legacy Project envision a city where racial and social disparities have been eliminated and equity and inclusiveness achieved; and recognizes that we cannot simply affirm our support, we must take action; and

WHEREAS, the ECOS Project, the planning process of the Chittenden County Regional Planning Commission, underscores the importance of diversity, equity and inclusion in all sectors of the county in order to achieve a healthy, inclusive and prosperous community; and

WHEREAS, racial and social disparities nevertheless continue to exist across key indicators of success in Burlington, including health, education, employment, the criminal justice system, housing, transportation, the environment, and the economy;

NOW, THEREFORE, BE IT RESOLVED that the City Council declares racism unjust, advocates equal rights and opportunity for all, and affirms the City's commitment to equity, diversity and inclusion; and

41   2
        Page

42   **Resolution Relating to**   FORMATION OF A DIVERSITY, EQUITY AND
43   INCLUSION COMMITTEE TO DEVELOP A
44   STRATEGIC PLAN
45
46   BE IT FURTHER RESOLVED that the City Council affirms its commitment to removing

47 barriers and eliminating discrimination in all aspects of City government; and

48   BE IT FURTHER RESOLVED that the Administration shall appoint a Diversity and Equity Ad

49 Hoc Committee in consultation with the co-sponsors of this resolution to develop the City of Burlington's

50 Strategic Plan for Diversity and Equity; and

51   BE IT FURTHER RESOLVED that this committee shall function as a working group of

52 between 8-12 people, and will be charged to complete the following tasks and projects: (1)research

53 municipal best practices and models;(2) research and evaluate efforts and initiatives by the City of

54 Burlington, or which the City of Burlington is part, that address diversity and equity to date including but

55 not limited to the Social Equity Investment Project, We All Belong, the Legacy Project and ECOS; (3) in

56 consultation with the City Council charter change committee, consider and report on the possibility for

57 creation of a City Commission on Diversity, Equity and Inclusion; (4)develop an action-oriented City of

58 Burlington Strategic Plan for Diversity and Equity to include anticipated budget impact, benchmarks and

59 a timetable; and

60   BE IT FURTHER RESOLVED that the Mayor shall appoint individuals representing the

61 following groups: (1) individuals who have a strong background in social justice and equity, (2)

62 stakeholders from diverse communities, (3) representatives from cultural and community organizations

63 including the United Way of Chittenden County, (4) representatives from the Administration and City

64 Council, (5) the City's Human Resources Director and the City's CEDO Director, and (6) members from

65 the business community, (7) a representative from the City employees Union (8) a representative from the

66 Burlington School District; and (9) one youth representative; and

67   BE IT FURTHER RESOLVED that at the August 13th City Council meeting, the Mayor shall

68 announce committee appointments, naming two co-chairs; and

69   BE IT FURTHER RESOLVED that the Committee will provide an interim report at the

70 October 15, 2012 meeting, and report out again at its regular meeting on December 3, 2012. If any

71 charter change proposals are developed, they will be presented to the City Council at this December

72 meeting for a vote and if affirmed, placed on the March 5, 2013 ballot.

73

74 Amended; adopted; 07/16/12

ORIGINAL

RESOLUTION RELATING TO

Formation of A Diversity, Equity and
Inclusion Committee to Develop a
Strategic Plan.......................................

Adopted by the City Council As amended
July 16 ...., 20 12

.... Clerk

Approved July 16 ....., 20 12

.... Mayor

Attest:

Lori Olberg
Licensing, Voting and Records Coordinator Vol. ...... Page ......

* * * * * * * * * * * * * * *

DISTRIBUTION:

I hereby certify that this resolution
has been sent to the following
department(s) on

Linda Blanchard, City Attorney's Office
Mayor Miro Weinberger

* * * * * * * * * * * * * * *

ATTACHMENT B

City of Burlington Diversity & Equity Ad Hoc Committee

- Luis Calderin, Burton Snowboards
- Tom Charbonneau, Somali Bantu Community Association
- Kyle Dodson, Co-chair, Director of Civic Engagement, Champlain College
- Adna Karabegovic, Marketing Manager, Church Street Marketplace
- David Hartnett, City Councilor, Ward 7
- Susan Leonard, Director, Human Resources Department
- Shelly Mathias, Principal, Edmunds Elementary School
- Sara Martinez de Osaba, Co-chair, Equity Coordinator, Chittenden County Regional Planning Commission
- Dwayne Mellis, Officer, Burlington Police Department
- Peter Owens, Director, Community and Economic Development Office
- Rachel Siegel, City Councilor, Ward 3
- Kesha Ram, Public Engagement Specialist, Community and Economic Development Office

ATTACHMENT C:

Findings relative to Early Childhood Education and Universal Pre-K

This discussion will share national research findings on the benefits of early childhood education and recommendations for the City of Burlington to consider in regards to accessible high-quality early childhood education. For the purposes of this discussion, universal Pre-K is defined as "an international movement to make access to Preschool available to all families" (Wikipedia). In the state of Illinois, there is an effort underway to change the language of "universal Pre-K" to "Pre-school for all." Universal Pre-K is the most recent trend in political and educational spheres in the United States, as the country makes efforts to keep pace with other countries in academic achievement and social-emotional learning.

Findings

A broad consensus has developed from more than 50 years of research indicating that public investment in early childhood education is vital for addressing poverty and related race-based disparities across a range of social institutions. Extensive research studies have also shown that vital learning happens with children before age five. Yet, for decades, policy makers and leaders in public education have been working to "fix" public education while neglecting to take notice of the demonstrated benefits of Pre-Kindergarten education on children, their families, as well as the community and society in which the child lives.

Several national organizations have been at the forefront of this discussion. In 2011, The Pew Charitable Trusts completed its 10-year campaign, "Pre-K Now," to advance high quality, voluntary Pre-Kindergarten for all three-and four-year-olds. Through its successes, Pre-K Now shifted the national conversation about Pre-K education. The Pre-K Now final report challenged the nation's policy makers to transform public education by moving away from the current K-12 system to Pre-K-12. Currently, a significant number of states are following suit, as lawmakers develop legislation and identify federal and local funding streams.

The Obama Administration's Early Education Plan proposes a federal/state partnership to expand high-quality public Preschool to reach all low-and moderate-income four-year-olds from families with incomes at or below 200 percent of poverty. Funds will support states as they ensure that children are enrolled in high-quality programs. In order to access federal funding, states would be required to meet quality benchmarks that are linked to improved outcomes for children, which include:

- State-level standards for early learning;
- Qualified teachers for all Preschool classrooms; and,
- A plan to implement comprehensive data and assessment systems.

Universal Pre-K initiatives across the country have referenced several longitudinal studies that show overall long-term benefits. In general, children who attend Preschool demonstrate gains in cognitive and social skills regardless of income (Camilli 2010, Manning 2010, Burger 2010). State-run Pre-K programs - whether universal or not - improve language, math, and reading skills, across all demographics (Wong 2008). Children who benefit from high quality Pre-K have greater employment and wage opportunities as adults, and are less likely to participate in criminal and delinquent behaviors.

There are numerous illustrative examples of states across the nation setting their own mandates for universal Pre-K initiatives:

- Here in New England, our friends in Maine clearly understand what we've been similarly experiencing in Vermont; preparing young children from low-income families for school helps limit remediation and special education costs, which ultimately perpetuates disparate impacts on underrepresented populations.
- In November, San Antonio Mayor Julián Castro greeted four-year-olds participating in a new Pre-K program aimed at low-income families, financed by a 1/8-cent increase in the local sales tax. Estimates show that once the program is up and running, approximately 4,000 children will benefit across the municipality of San Antonio.
- In New York City, Democratic Mayor Bill DeBlasio spoke fervently during his recently-successful campaign about the need for and beneficial outcomes of universal Pre-K in New York City. In response to questions about funding, Mayor DeBlasio called for an increase in the City's tax rate on income over $500,000 (to 4.4 percent from the current 3.87 percent) to raise money for Pre-K and other beneficial after-school programs.
- Oklahoma has also been in front of this movement, with demonstrated positive outcomes for African/Black Americans, Hispanics, and children living in low-income and poverty conditions (Gormley 2005). Research in this state also shows that Pre-K programs have greater benefits for underserved rural children, possibly because they cannot easily access alternative Pre-K programs (Fitzpatrick 2008). These same studies recommend that states focus resources on children and families of underrepresented groups who will benefit from Pre-K access the most (Fitzpatrick 2008). Others contend that universal Pre-K is to be promoted as it garners more public support than programs targeted at vulnerable populations (Gormley 2005).

In Vermont, there are strong efforts in place for addressing early childhood education needs. The Permanent Fund for Vermont's Children is a supporting organization of The Vermont Community Foundation. Under the umbrella of the Permanent Fund is the Vermont Community Preschool Collaborative (VCPC), which provides start-up funding for communities in cases where there is an absence of publicly supported Pre-K. VCPC believes that the best

place to offer Pre-K is where the children gather. Because many of their parents are working, over 70% of Vermont's 13,000 Preschool-aged children are in some form of childcare. Vermont's Pre-K funding law mandates that the State will fund school districts to partner with high quality childcare programs that provide Pre-K—though only for existing school/childcare partnerships. Funding offered by VCPC has resulted in higher quality childcare, pre-K that is accessible for working families, and most importantly, children who are ready to learn when they enter school. The model is one of childcare partnerships.

The VCPC project is designed to link the child care system with the public education system in order to break down historic divisions between community programs serving young children and early care and education services by public schools. VCPC helps ensure the opportunity for high quality preschool through Vermont's Pre-K law (Act 62). Achieving universal access for all three- and four-year-olds allows for a coordinated focus on other essential components of the early care and education system.

VCPC is on a major push toward universally available, high quality Pre-K for all three- and four-year-olds in Vermont. Since 2005, through technical assistance and start up grants from VCPC, a total of 1,639 permanently, publicly funded Pre-K "slots" have been created in more than 50 Vermont communities.

Recommendations

- Investigate current early childhood education opportunities in the Burlington area to learn what populations are currently served by these locations.
- Develop a framework based on diversity and inclusion concepts to assess and track the pedagogy, approach, and curriculum being implemented in these locations – particularly engaging issues of socio-economic status, race, and ethnicity.
- Utilize the VCPC to realize the potential for communities in the Burlington area that could benefit from their funding streams for new Pre-K opportunities as well as expand on current ones.
- Explore other Vermont-based efforts to initiate potential partnerships or collaborations to inform ongoing strategies towards accessible, high-quality Pre-K for all children in the City of Burlington.

Word Cloud I
Communities of Color Thought Leaders
As Identified by Senior Leadership
( ) Frequency Cited

Ali Dieng (1) • Ame Lambert (2) • Brian Hsiang (1) • Clarence Davis (3)
Emily Bernard (1) • Hal Colston (7) • Henri Sparks (1)
Infinite Culcleasure (3) • Kesha Ram (3) • Kyle Dodson (6)
Laura Fishman (1) • Migmar Tsering (1) • Nikki Fuller (2) • Pablo Bose (2)
Patrick Brown (4) • Rashaad Shabazz (1) • Sandy Baird (1)
Sangay Dhandup (1) • Sara Osaba (3) • Sherwood Smith (2)
Tracey Tsugawa (1) • Traci Griffith (1) • Wanda Hines (2)

Word Cloud II
Influential/Powerful Nonprofits
As Identified by Senior Leadership

SpectrumYouthFamilyServices · CommunitySailingCenter · PeaceJusticeCenter · VermontPublicTelevision · CVOEO · VermontWorksforWomen · VermontApartmentOwnersAssociation · AmericanParkingAssociation · NewFarmsforNewAmericans · PlannedParenthoodofNNE · JointUrbanMinistryProject · UVM

ChamplainHousingTrust

FletcherAllenHealthCare · LundFamilyCenter

VermontTenantsAssociation

HowardCenter · ItalianClub · LocalMotion · AWWA · ChamplainCollege · COTS · AARP · RPC · LittleLeague

BoysGirlsClub

LakeChamplainRegionalChamberofCommerce · RUI2

VermontEnergyInvestmentCorp

RonaldMcDonald · VermontPublicRadio

HungerFreeVermont · CathedralSquare · CAALV · VermontRefugeeResettlement

SnellingCenterforGovernment · RefugeeResettlementProgram · Resource · VBSR · KingStreetCenter · SmallDogElectronics · OutrightVermont

LocalRoadsProgram · VSAC · FlynnCenter

CommunityHealthCenter

VermontBusinessRoundtable · CenterforMediaandDemocracy · SalvationArmy · YMCA · VisitingNurseAssociation · UnitedWay

NACTO · ECHO · RedCross · ChittendenCountyFoodShelf

SaraHolbrookCenter

BurlingtonCityArts

Influential/Powerful Nonprofits
As Identified by Senior Leadership
( ) Frequency Cited

American Association of Retired Persons (AARP) (1) • American Parking Association (1) • American Water Works Association (AWWA) (1) Associations of Africans Living in Vermont (AALV) (3) • Boys & Girls Club (4) Burlington City Arts (1) • Cathedral Square (2) • Center for Media and Democracy (1) • Champlain College (1) • Champlain Housing Trust (2) Chittenden County Food Shelf (1) • Committee on Temporary Shelter (COTS) (9) • Community Health Center (2) Community Sailing Center (1) • ECHO (1) • Fletcher Allen Health Care (3) Flynn Center (2) • Howard Center (3) • Hunger Free Vermont (1) • Italian Club (1) • Joint Urban Ministry Project (1) • King Street Center (3) • Lake Champlain Chamber of Commerce (2) • Little League (1) • Local Motion (1) Local Roads Program (1) • Lund Family Center (2) • NACTO (1) • New Farms for New Americans (1) • Outright Vermont (1) • Peace & Justice Center (1) Planned Parenthood of NNE (1) • Red Cross (1) • Refugee Resettlement Program (1) • Regional Planning Commission (RPC) (1) • Resource (1) Ronald McDonald (1) • RU12? (1) • Salvation Army (1) • Sara Holbrook Center (2) • Small Dog Electronics (1) • Snelling Center for Government (1) Spectrum Youth Family Services (1) • United Way of Chittenden County (9)

Table I
Total Population Disaggregated by Race
White Alone/Non-White
Source: United States Census Bureau

	1960	1970	1980	1990	2000	2010
Total Population	35,531	38,633	37,712	39,127	38,889	42,417
White alone	35,424	38,479	37,153	37,876	35,883	37,727
Non-White	107	154	559	1,251	3,006	4,690
	0.3%	*0.4%*	*1.5%*	*3.2%*	*7.7%*	*11.1%*

Chart 1
Percentage of Total Population
Disaggregated by Race in 2010
Source: United States Census Bureau
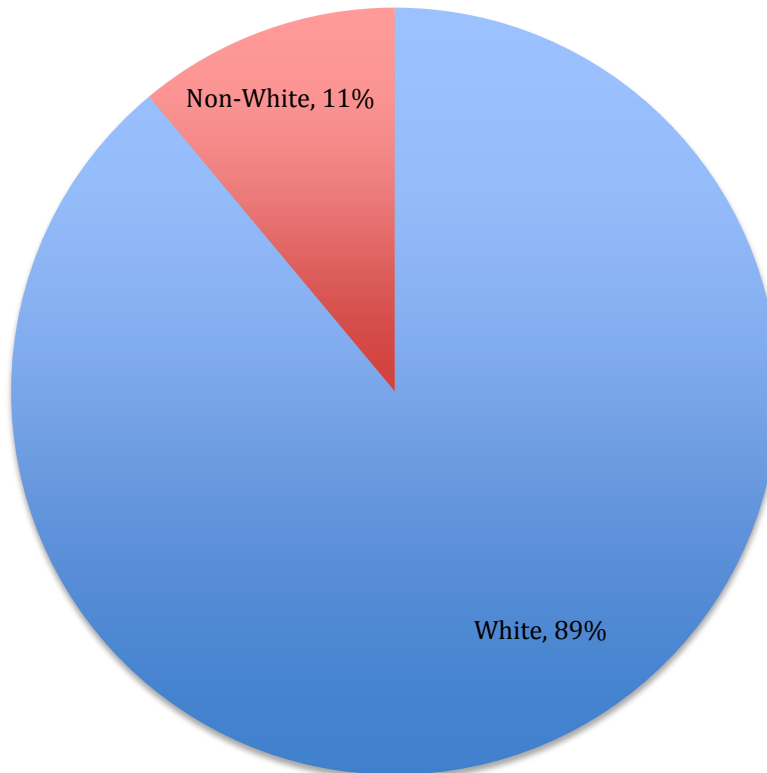
Table II
Burlington 2010 Population by Race
Source: United States Census Bureau

Total population:	42,417
White alone	37,727
Black or African American alone	1,653
American Indian and Alaska Native alone	131
Asian alone	1,510
Native Hawaiian and Other Pacific Islander Alone	21
Some Other Race alone	273
Two or More Races	1,102

Chart 2
Percentage of Burlington 2010 Population by Race
Source: United States Census Bureau

White alone, 89%

Black or African American alone, 4%

American Indian and Alaska Native alone, 0%

Asian alone, 3%

Native Hawaiian and Other Pacific Islander alone, 0%

Some Other Race alone, 1%

Two or More Races, 3%
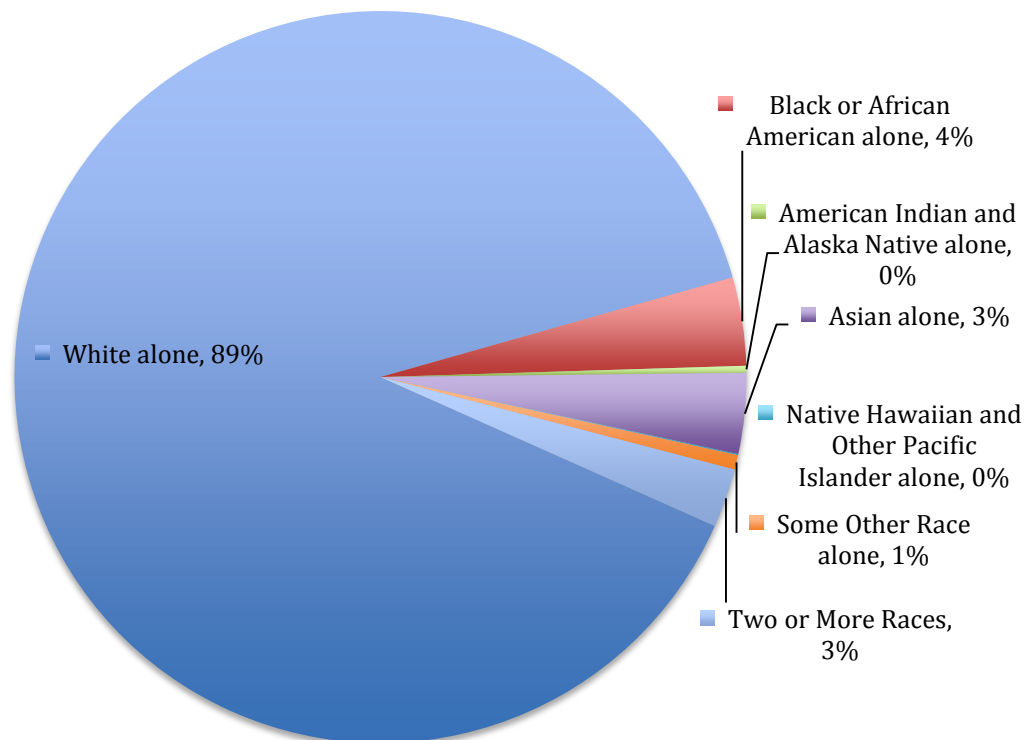
Table III
Number and Percentage of
Black or African American relative to
Burlington Total Population
Source: United States Census Bureau

	1960	**1970**	**1980**	**1990**	**2000**	**2010**
Total Population	35,531	38,633	37,712	39,127	38,889	42,417
White alone	35,424	38,479	37,153	37,876	35,883	37,727
Black or African American alone	107	154	218	390	693	1,653
	0.3%	0.4%	0.6%	1.0%	1.8%	3.9%

Chart 3
Burlington Decennial Population Change
by Race from 1960 to 2010
Source: United States Census Bureau

Table IV
Burlington Decennial Population Growth
by Race from 1960 to 2010
Source: United States Census Bureau

	1960-1970	1970-1980	1980-1990	1990-2000	2000-2010
Decennial Population change	3102	-921	1415	-238	3528
White alone	3055	-1326	723	-1993	1844
Non-White	47	405	692	1755	1684
	1.5%		48.9%		47.7%

Chart 4
Burlington Decennial Population Growth
by Black or African American from 1960 to 2010
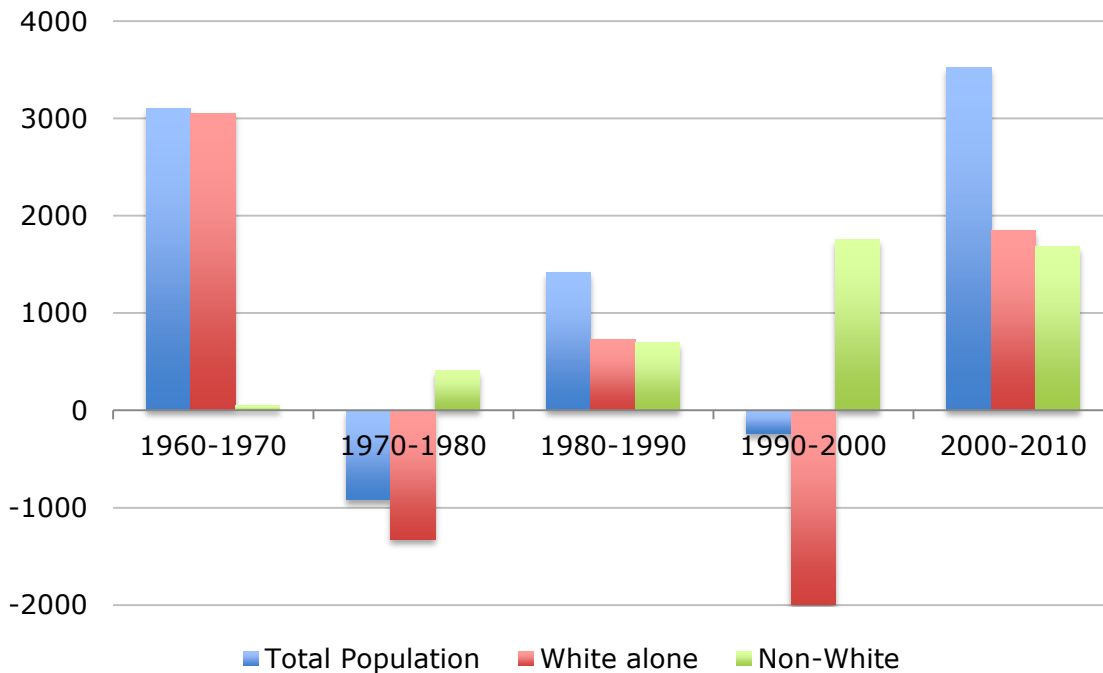*Source: United States Census Bureau*
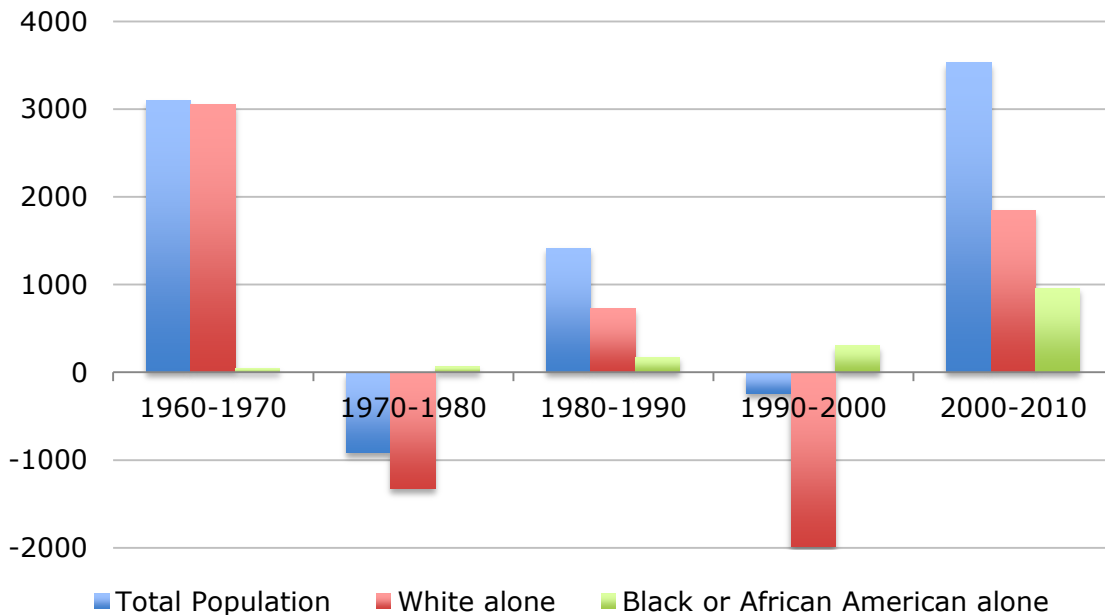
Table V
Burlington Decennial Population Growth
by Race from 1960 to 2010
Source: United States Census Bureau

	1960-1970	1970-1980	1980-1990	1990-2000	2000-2010
Total Population	3102	-921	1415	-238	3528
White alone	3055	-1326	723	-1993	1844
Black or African American alone	47	64	172	303	960
	1.5%		12.2%		27.2%

Chart 5
Number and Percentage of Foreign Born
by Decade 1960 to 2010 • Burlington
Source: United States Census Bureau
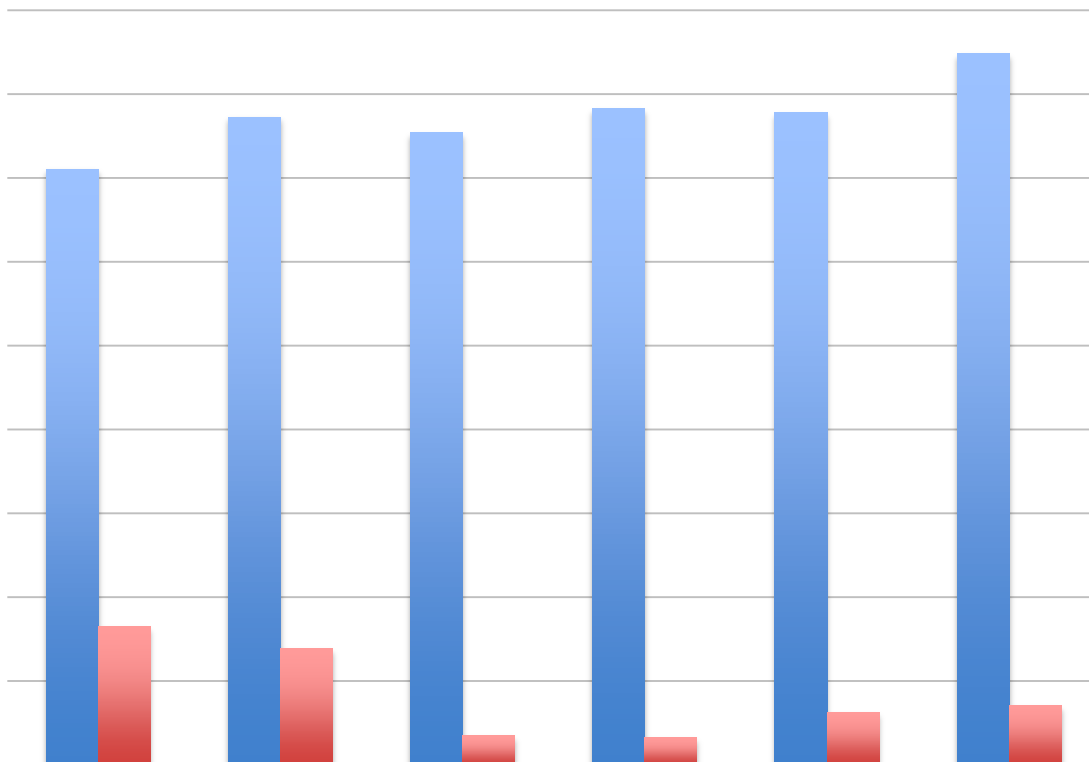
Table VII
Number and Percentage of Foreign Born
relative to Burlington Total Population
Source: United States Census Bureau

	1960	1970	1980	1990	2000	2010
Total Population	35,531	38,633	37,712	39,127	38,889	42,417
Foreign born	8,243	6,954	1,725	1,628	3,140	3,549
	23.2%	18.0%	4.6%	4.2%	8.1%	8.4%

Chart 6
Number and Percentage of
Foreign Born relative to Refugees • Burlington
*Sources: United States Census Bureau
and Vermont Refugee Resettlement Program*
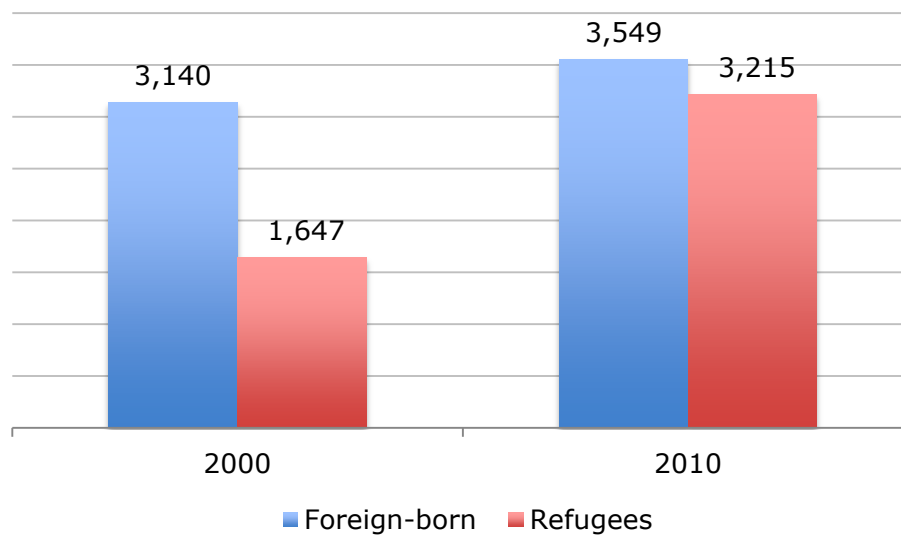
	2000	**2010**
Foreign-born	3,140	3,549
Refugees	1,647	3,215
	52%	91%

Chart 7
2010 Foreign Born Region of Origin • Burlington
Source: United States Census Bureau
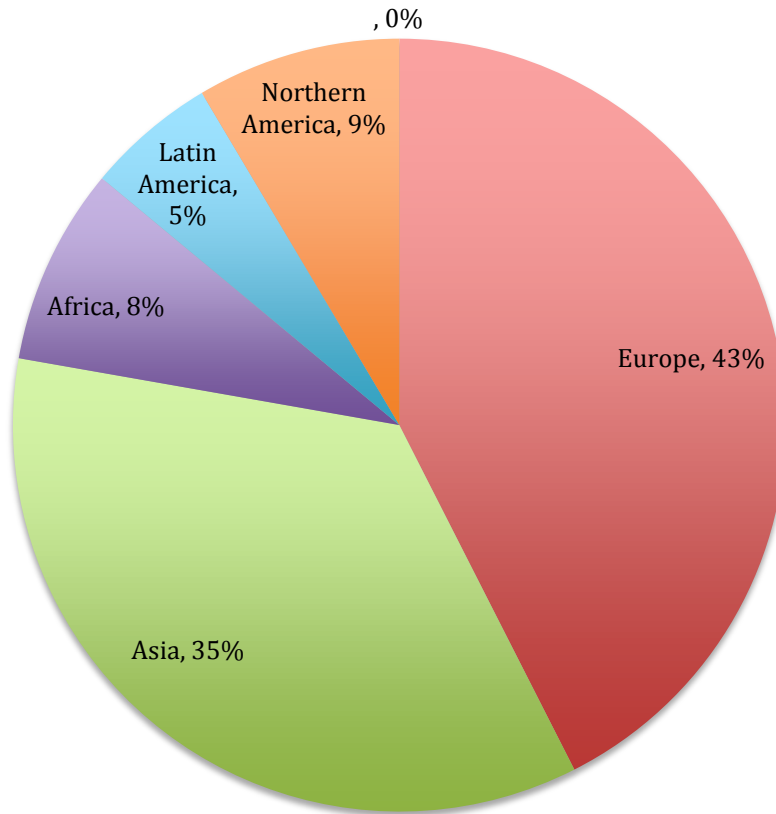
	2000	2010	Difference
Foreign-born	3,140	3,549	409
Europe	1,550	1,509	-41
Asia	985	1,251	266
Africa	90	293	203
Latin America	120	193	73
Northern America	395	303	-92

Graph A
City of Burlington 2010 Population by Age
White and Non-White
Source: United States Census Bureau
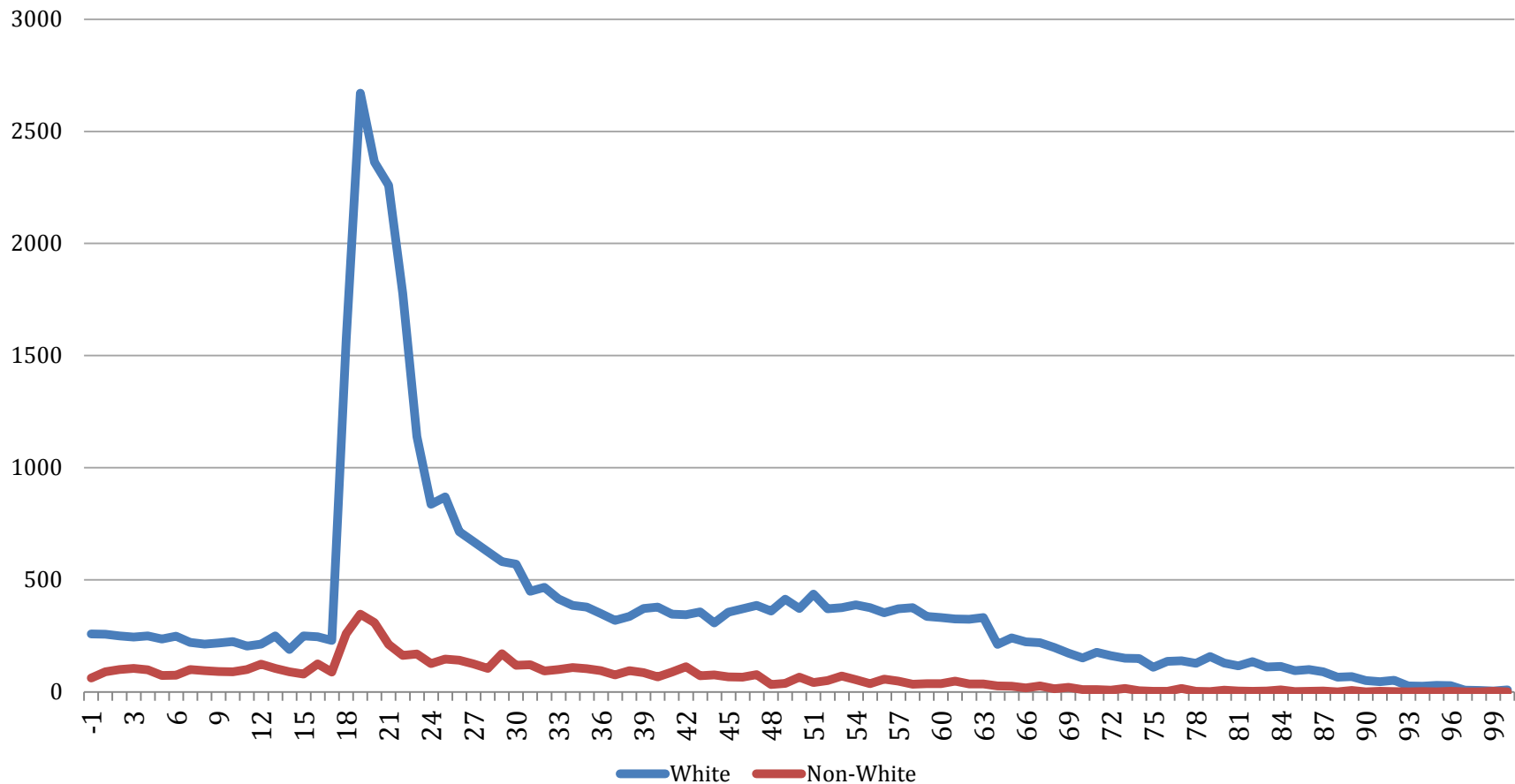
Graph B
Chittenden County 2010 Population by Age
Source: United States Census Bureau
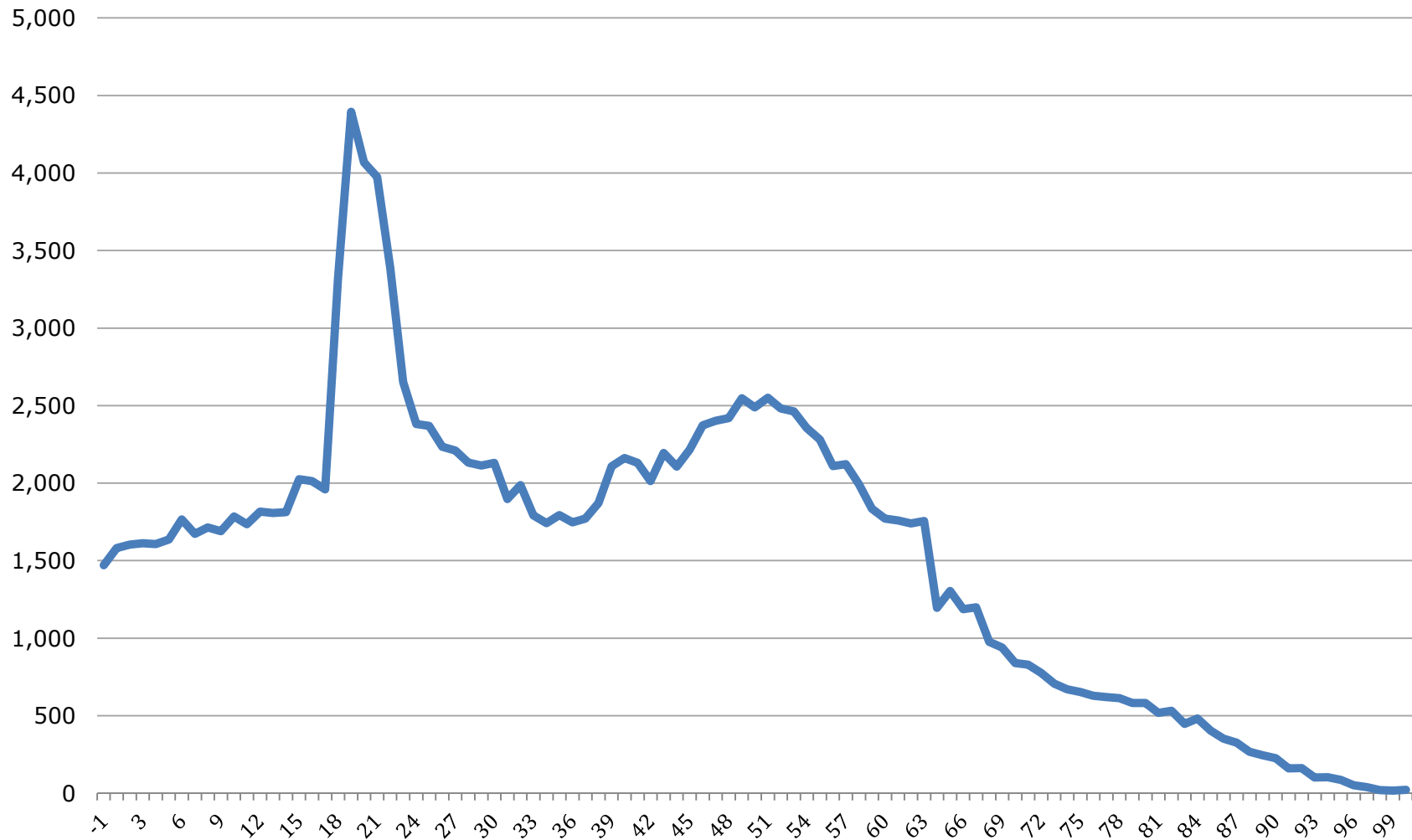
Graph C
Vermont 2010 Population by Age
Source: United States Census Bureau
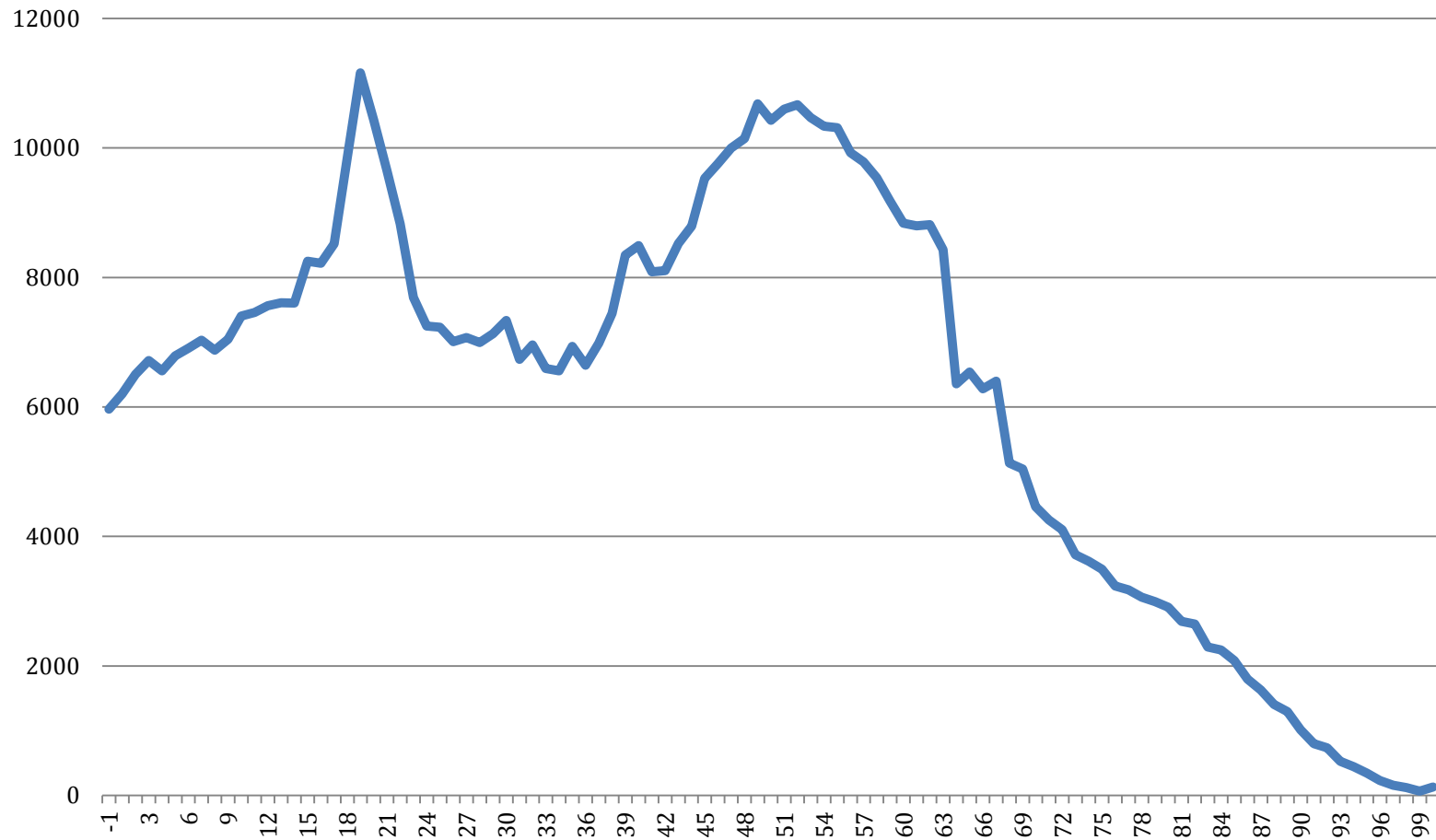
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School Data

Table VIII
Burlington School District
Student Population by Race and
Percentage of Total Population
*Sources: United States Census Bureau
and Burlington School District*

	City	BSD	
Total population:	42,417	3,600	8.5%
White alone	37,727	2,556	6.8%
Black or African American alone	1,653	468	28.3%
American Indian and Alaska Native alone	131	-	0.0%
Asian alone	1,510	324	21.5%
Native Hawaiian and Other Pacific Islander alone	21	-	0.0%
Some Other Race alone	273	-	0.0%
Two or More Races	1,102	144	13.1%
Hispanic or Latino/a	1,144	108	9.4%

Table IX
2007 Youth Risk Behavior Survey Selected Data
Vermont, Chittenden County, Burlington Public Schools
Source: Vermont Department of Health

Reported Behavior	Vermont 2007 - Racial or ethnic minority weighted n=2,134	Vermont 2007 - White non-Hispanic weighted n=35,359	Chittenden 2007 - Racial or ethnic minority weighted n=971	Chittenden 2007 - White non-Hispanic weighted n=5,507	Burlington 2007 - Racial or ethnic minority weighted n=176	Burlington 2007 - White non-Hispanic weighted n=485
Safety belt use (never or rarely wear)	18%	7%	14%	4%	27%	17%
Vomited or took laxatives to control their weight (during the past 30 days)	9%	4%	7%	4%	9%	4%
Skipped school because of feeling unsafe on route to or at school (during past 30 days)	12%	3%	11%	3%	14%	7%
Threatened or injured with a weapon at school (during the past 12 months)	19%	5%	16%	5%	17%	8%
Bullied (during past 30 days)	24%	16%	19%	16%	15%	13%
Physical fighting (during past 12 months)	45%	26%	40%	22%	35%	20%
Smoked cigarettes (during past 30 days)	26%	16%	16%	9%	20%	14%
Binge drinking (during past 30 days)	31%	22%	24%	20%	27%	34%
Marijuana use (during past 30 days)	30%	21%	25%	18%	25%	28%
Cocaine use (during past 30 days)	16%	4%	13%	3%	14%	6%
Heroin use (during lifetime)	14%	2%	10%	1%	12%	4%
Injected drugs (during lifetime)	13%	2%	9%	1%	17%	13%
Attempted suicide (during past 12 months)	14%	4%	8%	3%	13%	6%

Table X
2009 Youth Risk Behavior Survey Selected Data
Vermont, Chittenden County, Burlington Public Schools
Source: Vermont Department of Health

Reported Behavior	State 2009		Chittenden 2009		Burlington 2009	
	Racial or ethnic minority weighted n=2,465	White non-Hispanic weighted n=33,135	Racial or ethnic minority weighted n=939	White non-Hispanic weighted n=5,161	Racial or ethnic minority weighted n=204	White non-Hispanic weighted n=491
Safety belt use (never or rarely wear)	28%	16%	21%	10%	26%	16%
Vomited or took laxatives to control their weight (during the past 30 days)	9%	3%	7%	3%	6%	4%
Skipped school because of feeling unsafe on route to or at school (during past 30 days)	11%	5%	8%	3%	8%	4%
Threatened or injured with a weapon at school (during the past 12 months)	14%	5%	12%	5%	10%	7%
Bullied (during past 30 days)	24%	15%	18%	15%	18%	18%
Physical fighting (during past 12 months)	40%	26%	35%	22%	28%	25%
Smoked cigarettes (during past 30 days)	24%	15%	18%	9%	14%	9%
Binge drinking (during past 30 days)	27%	20%	27%	18%	24%	21%
Marijuana use (during past 30 days)	30%	21%	30%	20%	25%	25%
Cocaine use (during past 30 days)	12%	3%	12%	3%	8%	2%
Heroin use (during lifetime)	12%	2%	11%	2%	10%	2%
Injected drugs (during lifetime)	10%	2%	9%	1%	17%	11%
Attempted suicide (during past 12 months)	11%	4%	15%	6%	8%	3%

Table XI
2011 Youth Risk Behavior Survey Selected Data
Vermont, Chittenden County, Burlington Public Schools
Source: Vermont Department of Health

Reported Behavior	State 2011 (HS 9-12)		Chittenden 2011 (HS 9-12)		Burlington 2011 (HS 9-12)	
	Racial or ethnic minority weighted n=2,195	White non-Hispanic weighted n=25,339	Racial or ethnic minority weighted n=763	White non-Hispanic weighted n=4041	Racial or ethnic minority weighted n=208	White non-Hispanic weighted n=459
Safety belt use (never or rarely wear)	23%	13%	18%	9%	19%	11%
Vomited or took laxatives to control their weight (during the past 30 days)						
Skipped school because of feeling unsafe on route to or at school (during past 30 days)	10%	4%	9%	3%	7%	4%
Threatened or injured with a weapon at school (during the past 12 months)	14%	5%	13%	5%	8%	4%
Bullied (during past 30 days)	21%	17%	20%	15%	20%	15%
Physical fighting (during past 12 months)	32%	22%	29%	19%	25%	22%
Smoked cigarettes (during past 30 days)	19%	13%	16%	9%	9%	9%
Binge drinking (during past 30 days)	24%	21%	22%	19%	11%	18%
Marijuana use (during past 30 days)	27%	24%	29%	22%	17%	23%
Cocaine use (during past 30 days)	11%	3%	12%	2%	5%	2%
Heroin use (during lifetime)	10%	2%	11%	1%	4%	2%
Injected drugs (during lifetime)						
Attempted suicide (during past 12 months)	9%	3%	8%	3%	6%	3%

Chart 8: Comparison of Selected 2007 – 2011 Youth Risk Behavior Survey Results for Burlington Public Schools disaggregated by race

Burlington 2007-2011

Source: Vermont Department of Health YRBS

Legend:
- ■ Burlington 2007 Racial or ethnic minority weighted n=176
- ■ Burlington 2007 White non-Hispanic weighted n=485
- ■ Burlington 2009 Racial or ethnic minority weighted n=204
- ■ Burlington 2009 White non-Hispanic weighted n=491
- ■ Burlington 2011 (HS 9-12) Racial or ethnic minority weighted n=208
- ■ Burlington 2011 (HS 9-12) White non-Hispanic weighted n=459

Categories: Safety belt use (never or rarely wear); Vomited or took laxatives to control their weight (during the past 30 days); Skipped school because of feeling unsafe on route to or at school (during past 30 days); Threatened or injured with a weapon at school (during the past 12 months); Bullied (during past 30 days); Physical fighting (during past 12 months); Smoked cigarettes (during past 30 days); Binge drinking (during past 30 days); Marijuana use (during past 30 days); Cocaine use (during past 30 days); Heroin use (during lifetime); Injected drugs (during lifetime); Attempted suicide (during past 12 months)
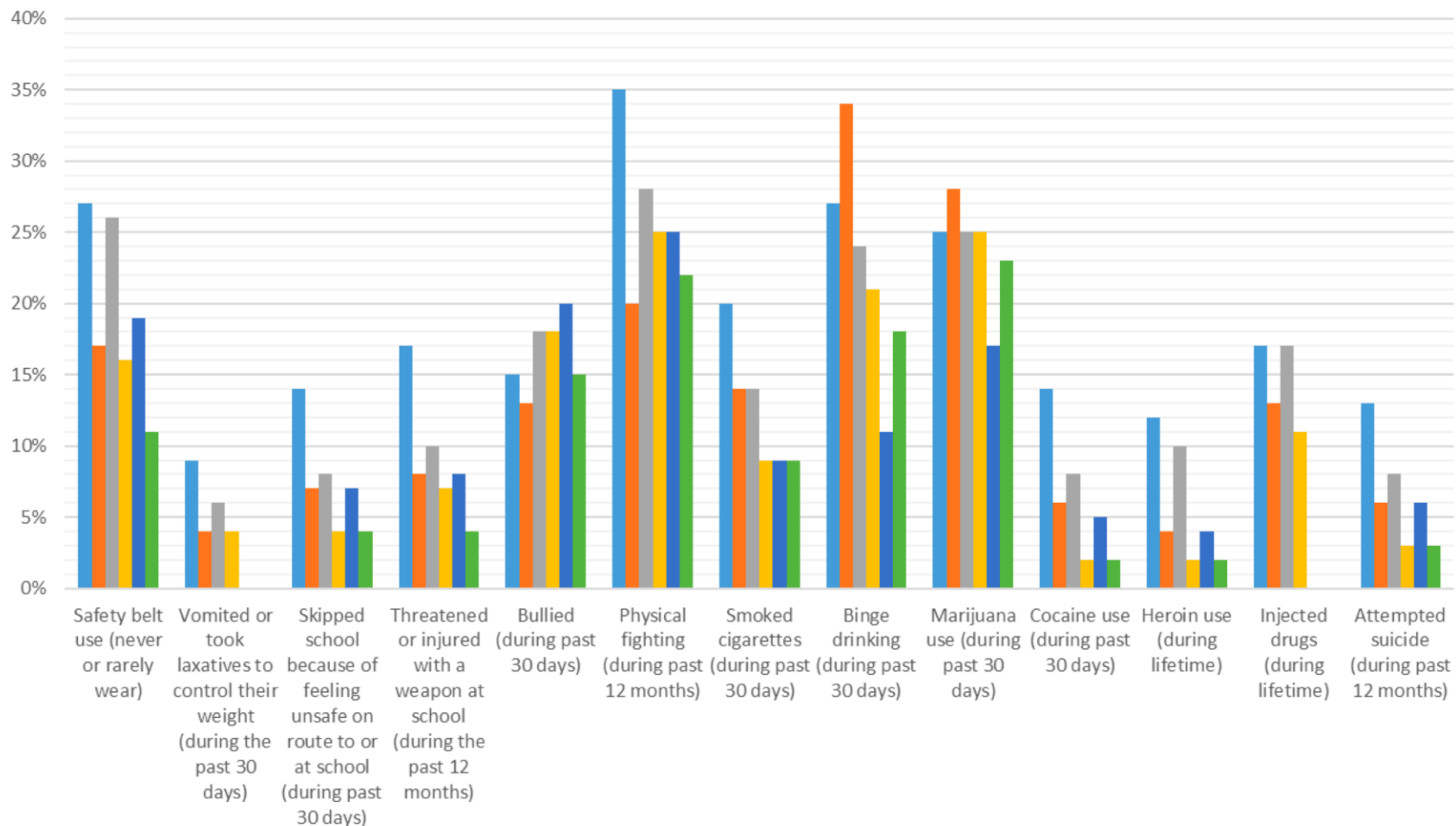
Chart 9: Comparison of Selected 2007 Youth Risk Behavior Survey Results for Burlington Public Schools disaggregated by race

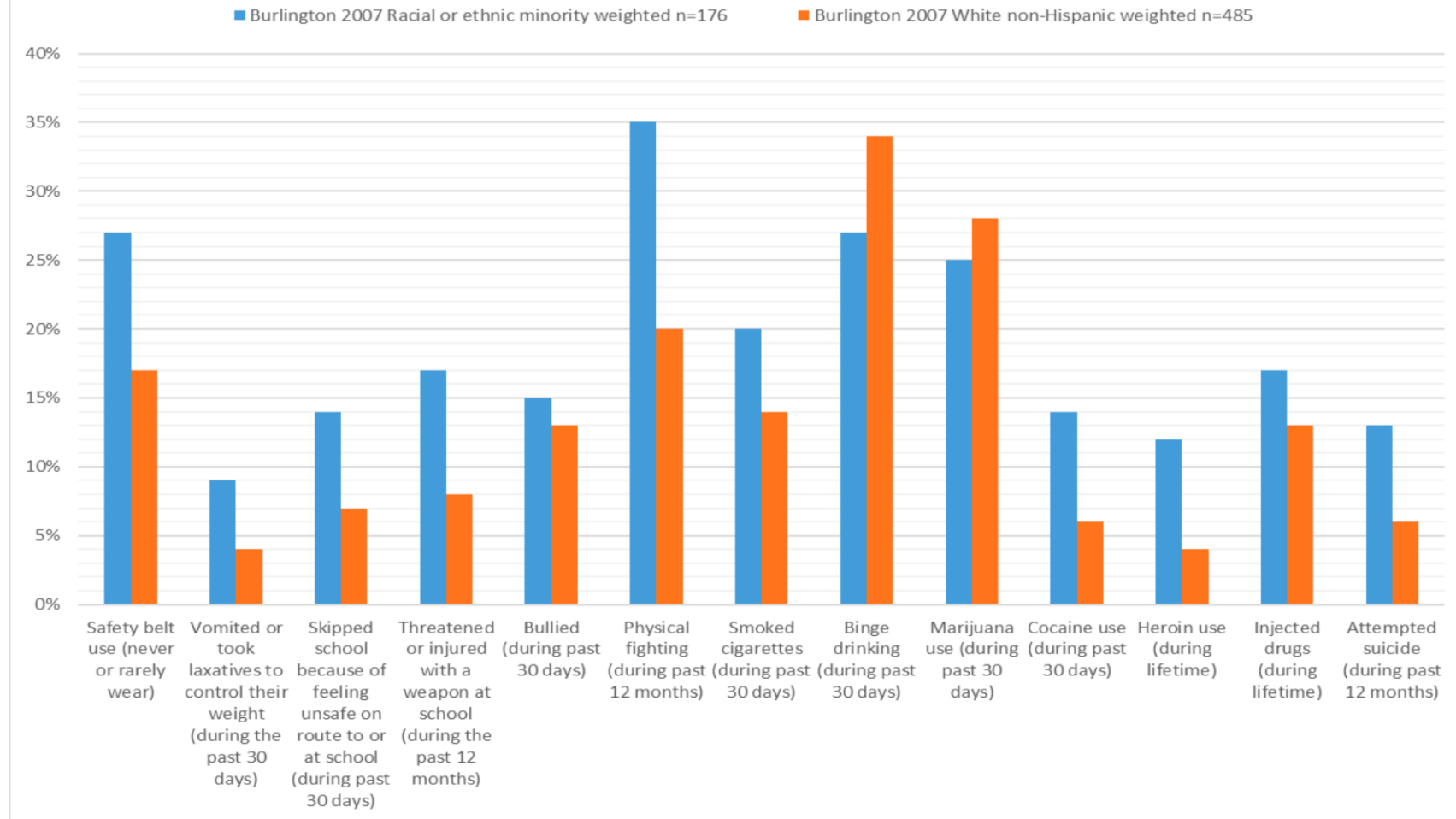Burlington 2007

Source: Vermont Department of Health YRBS

■ Burlington 2007 Racial or ethnic minority weighted n=176   ■ Burlington 2007 White non-Hispanic weighted n=485

Chart 10: Comparison of Selected 2009 Youth Risk Behavior Survey Results for Burlington Public Schools disaggregated by race

Burlington 2009

Source: Vermont Department of Health YRBS

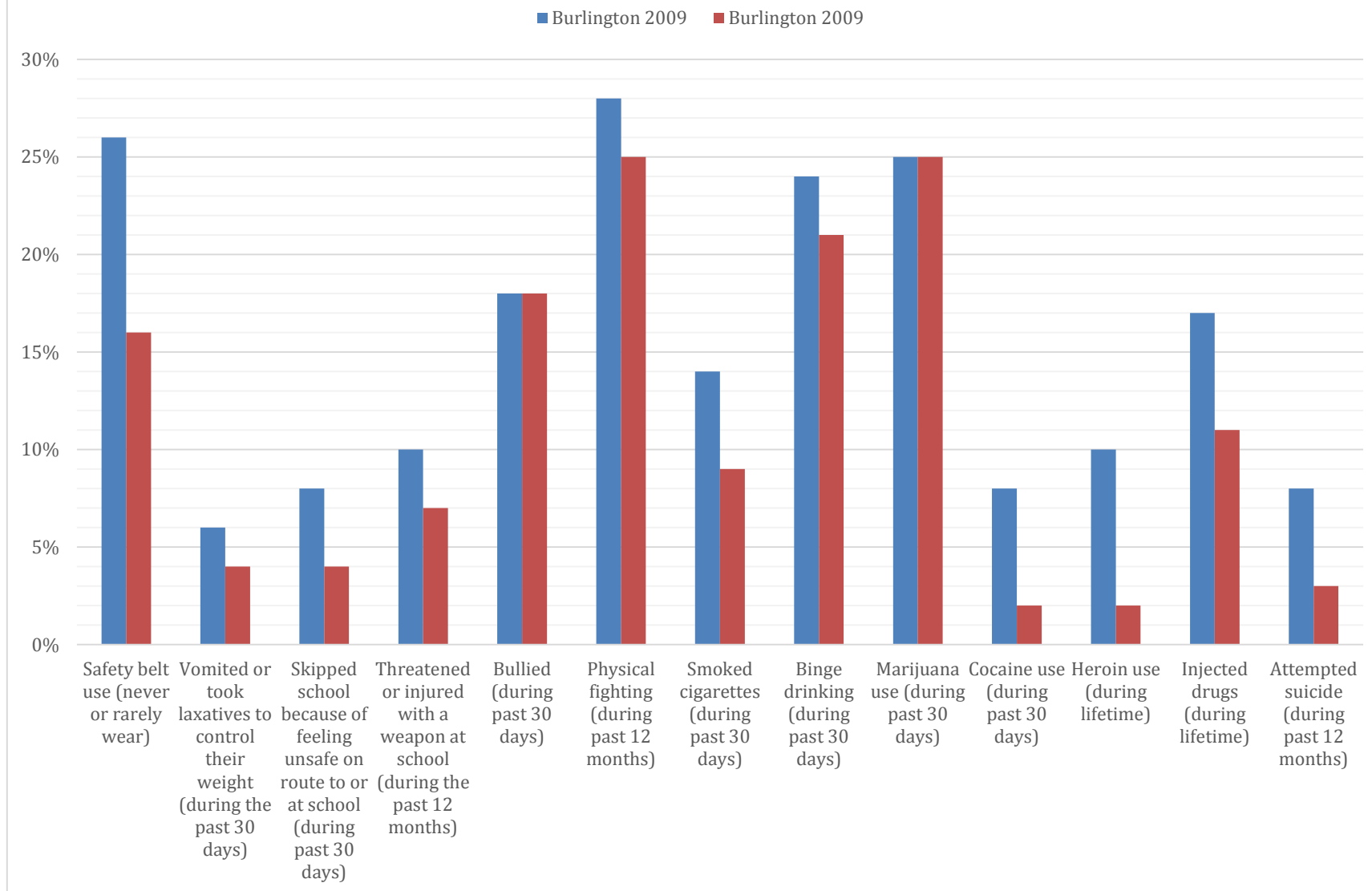■ Burlington 2009   ■ Burlington 2009

Chart 11: Comparison of Selected 2011 Youth Risk Behavior Survey Results for Burlington Public Schools disaggregated by race

Burlington 2011
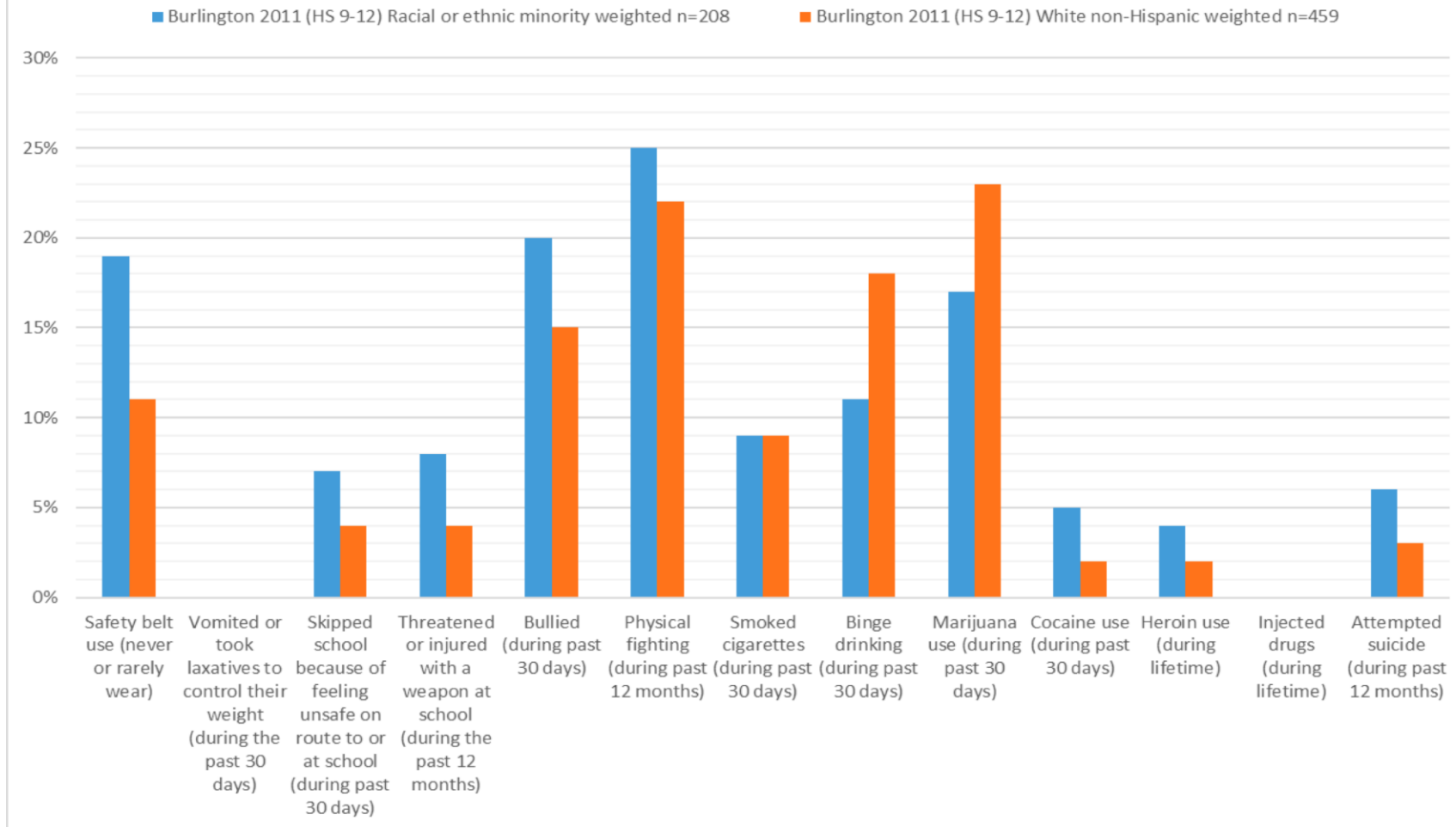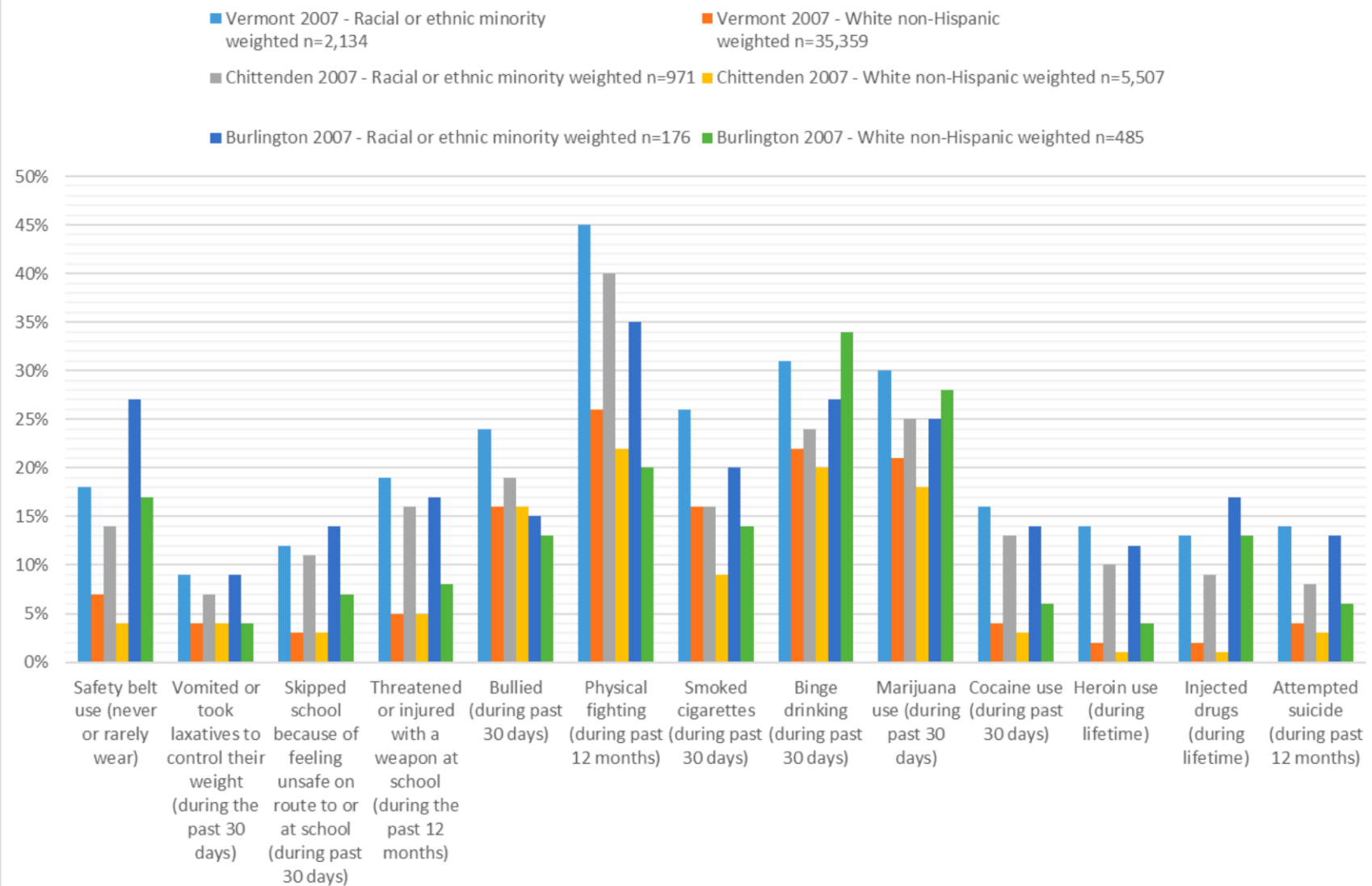
Source: Vermont Department of Health YRBS

■ Burlington 2011 (HS 9-12) Racial or ethnic minority weighted n=208   ■ Burlington 2011 (HS 9-12) White non-Hispanic weighted n=459

Chart 12: Comparison of Selected 2011 Youth Risk Behavior Survey Results disaggregated by race
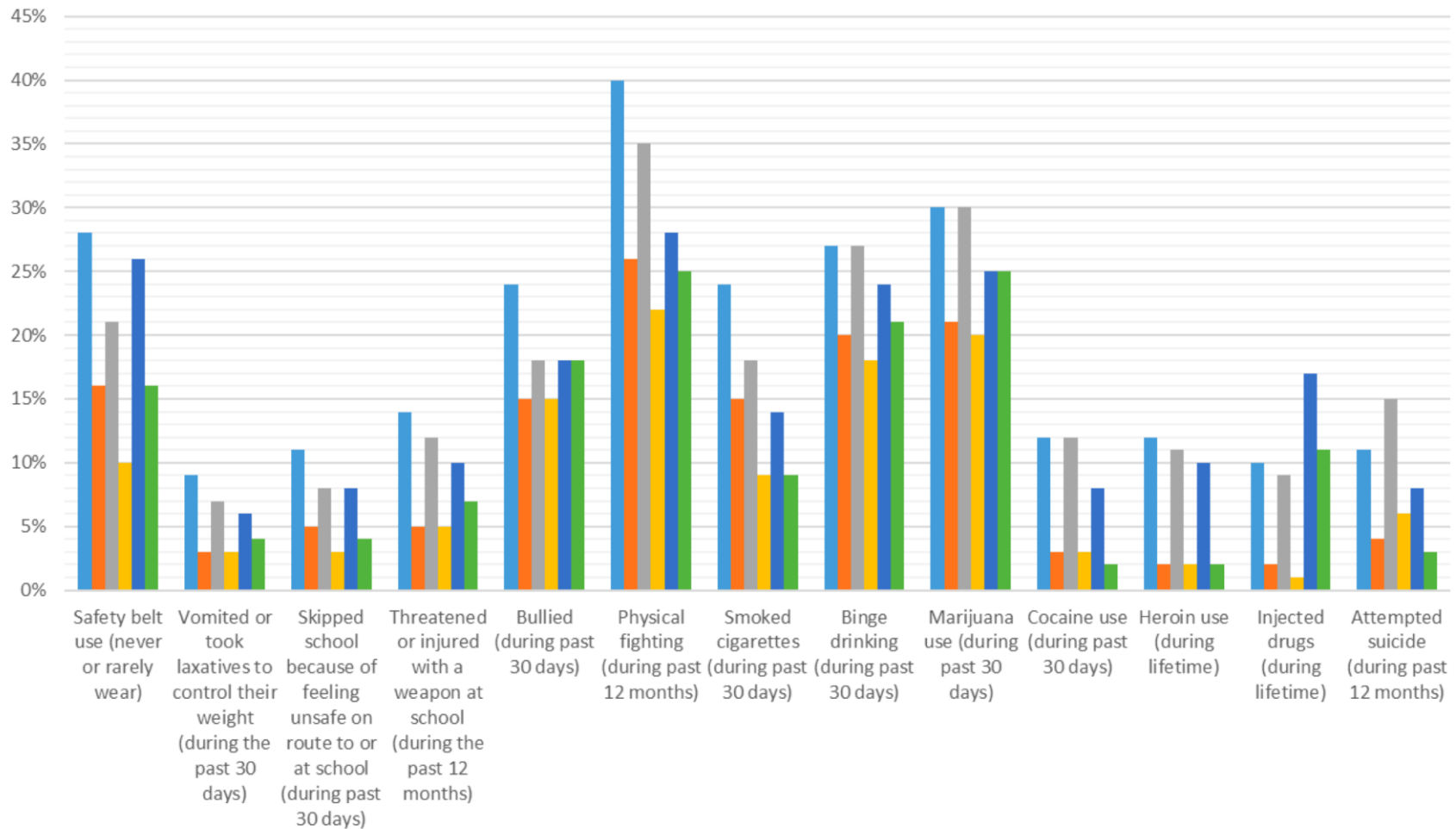

Vermont, Chittenden County, & Burlington 2007

Source: Vermont Department of Health YRBS

- Vermont 2007 - Racial or ethnic minority weighted n=2,134
- Vermont 2007 - White non-Hispanic weighted n=35,359
- Chittenden 2007 - Racial or ethnic minority weighted n=971
- Chittenden 2007 - White non-Hispanic weighted n=5,507
- Burlington 2007 - Racial or ethnic minority weighted n=176
- Burlington 2007 - White non-Hispanic weighted n=485

Vermont, Chittenden County, & Burlington 2009
Source: Vermont Department of Health YRBS

- Vermont 2009 - Racial or ethnic minority weighted n=2,465
- Vermont 2009 - White non-Hispanic weighted n=33,135
- Chittenden 2009 - Racial or ethnic minority weighted n=939
- Chittenden 2009 - White non-Hispanic weighted n=5,161
- Burlington 2009 - Racial or ethnic minority weighted n=204
- Burlington 2009 - White non-Hispanic weighted n=491

Vermont, Chittenden County, & Burlington 2011

Source: Vermont Department of Health YRBS

Legend:
- Vermont 2011 - Racial or ethnic minority weighted n=2,195
- Vermont 2011 - White non-Hispanic weighted n=25,339
- Chittenden 2011 - Racial or ethnic minority weighted n=763
- Chittenden 2011 - White non-Hispanic weighted n=4041
- Burlington 2011 - Racial or ethnic minority weighted n=208
- Burlington 2011 - White non-Hispanic weighted n=459
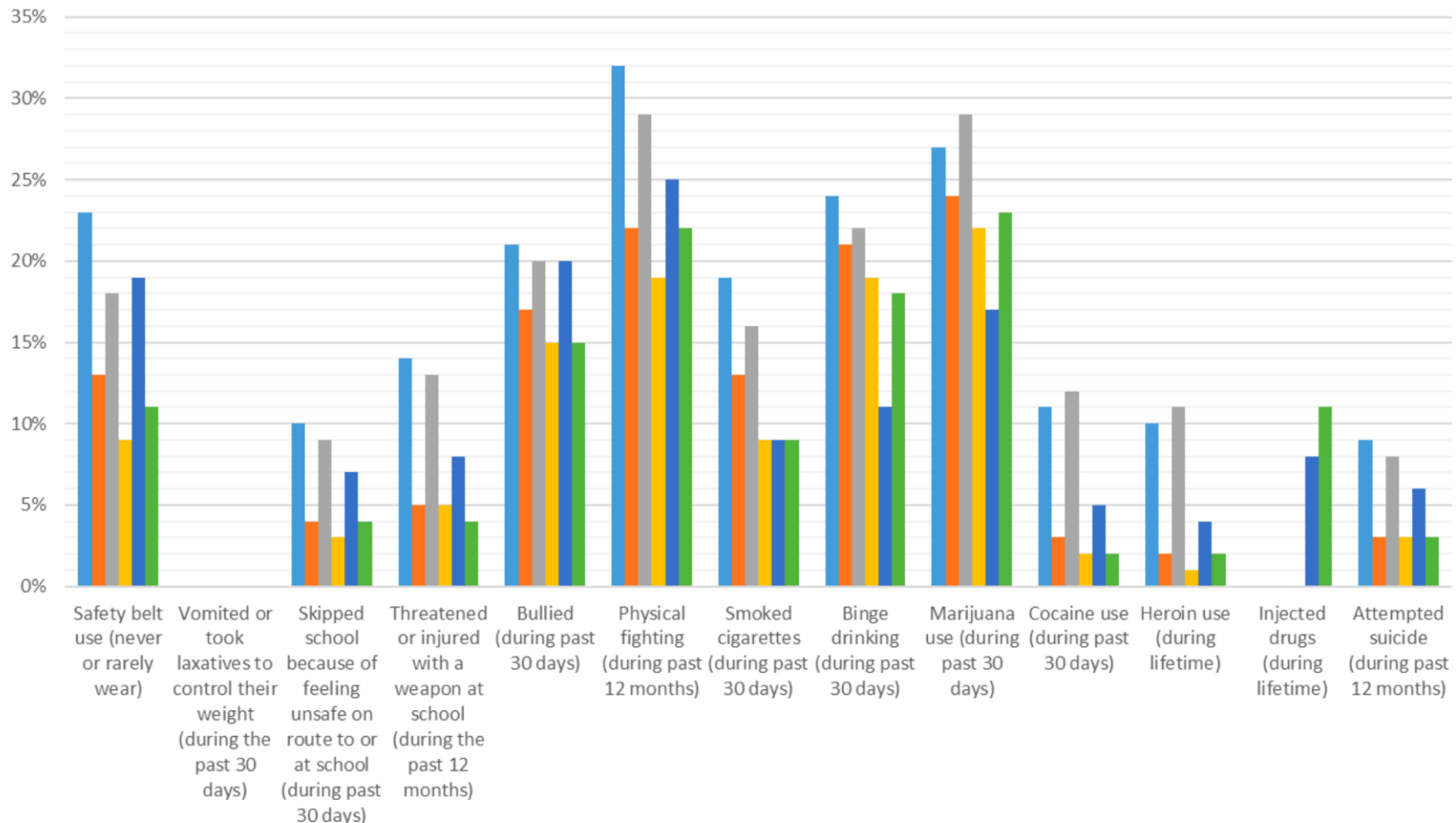
2013

Board and Commission Member Residence

Burlington, Vermont

Legend

Board/Commission Members (161 Total)

Role and Composition

● Decision-Making - Elected (19)
○ Decision-Making - Appointed (126)
■ Advisory - Appointed (16)

29 Boards/Commissions and 1 Mayor

Not Included in the Analysis:
– School Commission (14)
– Ward Officers (28)
Both are Decision-Making - Elected

City of Burlington GIS
http://www.burlingtonvt.gov/

Map Date: January 6, 2014
MXD Saved: 1/6/2014

City of Burlington Diversity & Equity Strategic Plan

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