



City of Marysville

Diversity Advisory Committee

2014-2015 Work Plan

Prepared by: Doug Buell



Marysville Diversity Advisory Committee

Mayor

Jon Nehring, *City of Marysville*

Doug Buell, *City of Marysville*

Dr. Stephanie Fryberg

Assoc. Professor, Native American Studies / Tulalip Tribes

Marilyn Sheldon

Administrator, Tulalip Tribes

Martin Napeahi

Deputy General Manager, Quil Ceda Village

Dr. Kyle Kinoshita

Executive Director, Marysville School District

Wendy Messarina-Volosin

*ELL – Parent/Comm. Liaison – Spanish
Marysville School District*

Svetlana Pasonok

*ELL – Parent/Comm. Liaison – Russian/Ukraine
Marysville School District*

Mary Bredereck

Executive Director, Marysville YMCA

JJ Frank

Associate Executive, Marysville YMCA

Marjorie Serge

*School-Home Partnership
Marysville School District*

Rhonda Moen

Education, Community Member

Victor Rodriguez

Senior Pastor, Marysville Free Methodist Church

Lt. Mark Thomas

Marysville Police

Larry Groom

Tulalip Police - Retired

Susan Stachowiak

Community Member

Mark Austin

Citizen, Advocate for the Deaf & Hard of Hearing

Terri F. Morse

*Citizen/Corp. Dir. – Technical Excellence
The Boeing Company*

Kulvinder “Kindy” Manhas

Representative, Guru Nanak Sikh Temple

Marilyn Boe | Kirstin Tyner

Branch Manager, HomeStreet Bank

Kone’ Nisperos

*Executive Asst./Command Protocol Officer
Armed Forces Reserve Center - Marysville*

Anayelle Lopez

*Citizen/Health Clinic Employee
Sea Mar Community Health Center*

Maureen DePuy

Business – Community Member

Johnny Booker

*Bio-Med Academy Teacher
Marysville Getchell High School*

Raymond Miller

Air Force Retired – NABVET Veterans Advocate

Anastasia Garcia

*Community Outreach Coordinator
Molina Health Care*

Susan Harbeson

Advocate for the Deaf

Linda Clay

Marysville School Teacher – Retired

Vicky Davis

Community Representative

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Letter from the Mayor

It is with great pleasure that I present the City of Marysville Diversity Advisory Committee Two-Year Work Plan for 2014-15.

In 2010, I established the City of Marysville Diversity Advisory Committee to advise me on policy matters involving the community's cultural and ethnic differences, and identify issues concerning diversity and inclusion to ensure that the diverse character of our growing city is represented in decision-making processes.



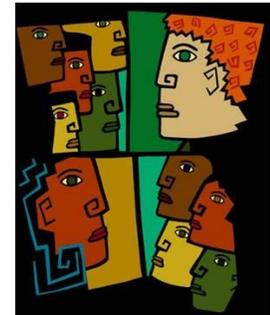
Marysville is gaining much by becoming a more diverse, inclusive community that values diversity. In our community and business partnerships, and outreach with citizens, we recognize that diversity is essential for innovation. It is more than *just the right thing to do*; diversity will enrich our community.

Our vision is that the City of Marysville will be a welcoming and inclusive community that recognizes and honors diversity and is free from prejudice, harassment, bigotry and hate. The City has been putting into action positive changes in its workforce and communities to achieve equality of opportunities for all residents, and to create a harmonious environment.

Mayor Jon Nehring

This 2014-15 Work Plan represents the Diversity Advisory Committee's extensive activities and actions that were completed or in progress, emerging from the experience and wisdom gained – and lessons learned - during the previous two-year plan. This plan builds on the successes, and also offers a cross-section of ideas that transcend a surface understanding. The Committee's work has ably walked the fine line between reinforcing cultural stereotypes and showcasing equity and respect. Composed of leaders from various ethnic populations, advocates for people with physical or mental differences, government and public school entities, the business community, churches and local organizations, the Committee developed a thought-provoking plan. It serves as a set of priorities, goals and recommended actions designed to educate, enrich, promote, strengthen and enhance the social fabric of Marysville, and keep the inclusiveness dialogue going.

We are a diverse community. Two major social-economic forces have changed the face of the Marysville area for the better. The influx of sailors and families stationed at Naval Station Everett have added a diverse character to the community, augmented by a growing military veterans community, and the economic revival of the Tulalip Tribes and strong partnership the City and the Tribes have forged has laid a foundation for prosperity for both communities. Also, Marysville has seen increases in the African-American, Hispanic and Russian/Ukraine communities, as evidenced in 2010 U.S. Census data, some of which is included in the back pages of this work plan.



I am indebted to the Committee for its tireless work and to the excellent support that it received. I want to extend special thanks to Committee Member Marveta Toler for her leadership. She was a catalyst for making the Diversity Advisory Committee a reality.

The City of Marysville continues its commitment to be a community that takes pride in our ethnic diversity, creates an environment where differences are valued, and builds on the sense of belonging and quality of life we have come to share here.

Respectfully,

A handwritten signature in black ink that reads "Jon Nehring". The signature is fluid and cursive, with a large loop at the end.

Jon Nehring, Mayor

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Introduction

In November 2010, Mayor Jon Nehring established the City of Marysville Diversity Advisory Committee to identify and prioritize issues concerning diversity and inclusion to ensure that the diverse character of the city is represented in decision-making processes.

Statement of Purpose

Provides input to the Mayor on policy and processes that promote and facilitate active community involvement and participation by diverse cultures and individuals within the City of Marysville.



Vision

Our vision is that the City of Marysville will be a welcoming and inclusive community that recognizes and honors diversity and is free from prejudice, harassment, bigotry and hate. The City will put into action positive changes in its workforce and communities to achieve equality of opportunities for all residents, and create a harmonious environment.

Mission Statement

To recognize the important value of diversity in our community, to encourage policies, activities and thought-provoking discussion which support cultural understanding, mutual respect and inclusivity, and further the enhancement of our community as one where cultural and physical diversity is celebrated as an important asset.

We recognize the many facets of a diverse society may include, but are not limited to, race, religion, ethnicity, gender, socio-economic level, mental and physical differences, age, and sexual orientation.

Work Plan

The Diversity Advisory Committee has drafted this work plan to outline the goals and expectations of the Committee for the years 2014-2015. Leaders from various ethnic populations, advocates for people with physical or mental differences, government and public school entities, the business community, churches and local organizations and military active and retired veterans worked collaboratively to develop and implement this plan.

The work plan serves as a set of priorities, goals and recommendations for increasing diversity in our community and keeping the dialogue going regarding diversity and inclusiveness issues, with suggested actions to meet these goals. The work plan guides diversity and inclusiveness efforts in Marysville during a two-year period. Where applicable, baseline options would be developed to monitor and measure results on actions recommended by the Committee.

Concrete achievements from the initial plan in support of diversity that yield measurable results are also contained in this work plan.

Categories of focus as recommended by the Committee are as follows:

- **Education**
- **Government**
- **Business/Workforce**
- **Outreach & Engagement**
- **Arts and Culture**
- **Partnerships with Community Stakeholders**
- **Law and Justice**
- **Children and Families**

All too often, building an inclusive community does not emerge as a priority until a negative incident or series of problems occurs that require response from the City, resulting in time spent undoing damage *and* building community. The most successful multicultural communities are built through proactive efforts, and are often the result of just a handful of community members stepping up and working to bring the rest of the community along.

Members of the Diversity Advisory Committee are filling that important role of bringing diverse voices together to the table and ensuring that as more people from ethnic populations and people with disabilities become active in positions of community leadership at levels more reflective of our broader population, the greater community will view these diverse populations as respected, valued members of the community.

The City of Marysville is a ready and willing partner to embrace this change and actively work to become a strong, welcoming, inclusive community.

Education

Goals/Objectives

- Highlight and promote diversity and inclusion programs that are working effectively within the school system.
- Promote a healthy and positive identity in our youth.
- Encourage more parental or continuing education through various methods to help them to overcome language barriers.
- Dispel stereotypes about people with disabilities and ethnic populations, including new immigrants, through educational efforts in the schools and through city programs.



Actions

- Support ELL and the Natural Leaders Program sponsored by the School District.
- Identify up-and-coming bilingual students who can be called upon as connecting communicators with parents and other individuals facing language barriers on the education path – from middle school to high school to college—for example, having students explain what they learning. As well, work with the YMCA Minority Achievers Program (MAP) and schools that have ELL support groups to provide role models for the success of younger students.
- Collaborate and network with the School District's Respect Committee to help foster relationships with families and the community.
- Soliciting invitations from the schools to support school events highlighting diversity and parent participation, with a city presence, providing information.
- Create a city diversity calendar of events which schools would contribute activities highlighting diversity.



Key Stakeholders:

- Marysville School District/School District Respect Committee
- English Language Learning (ELL) Program
- Tulalip Tribes
- PTAs—District, school, and Special Education
- Marysville Together
- Marysville/North County YMCA
- Vocational-Technical Education General Advisory Council
- Marysville Boys & Girls Club
- Media

Government

Successes

- ❑ Make recommendations, whenever necessary, to the Mayor and City Council to ensure differences are considered in the decision-making process. By working closely with City government, the Committee can continue to promote and support the City's Diversity programs.
- ❑ Identify cultural liaisons to be a bridge between City government and ethnic populations.
- ❑ Incorporate Google Translate into City website pages to assist Spanish, Russian/Ukraine and other language speakers in our community in reading information available to the greater community.
- ❑ Develop a Leader of Diversity Award to recognize inspired leaders in the community who encourage diversity and affect social change through their actions.

Goals/Objectives:

- ❑ Make government bodies more reflective of the community's diversity, culture and gender
- ❑ Ensure that differences are considered by the Mayor and City Council in the decision-making process.
- ❑ Encourage diversity, inclusiveness and cultural competency training for elected leaders, city leaders and personnel that will raise more awareness at leadership levels.



Actions

- ❑ Provide or encourage a training session(s) or seminar(s) in cultural competency for elected leaders and government employees.
- ❑ Identify and use publications and other informational means that already target specific populations in the community in order to announce Council, Committee and Board vacancies and positions.
- ❑ When possible, produce common flyers, forms, applications and event posters in other languages using available personnel or community volunteers; research costs for obtaining form translation software.
- ❑ Arrange school tours of City Hall and Public Safety Building with various diverse populations to discuss how local government works and career opportunities. Offer meetings with Mayor, Police Chief or others to discuss government, law and justice. Initial focus on high school age for career discussions, utilizing voluntary interpreters who can accompany group and translate.
- ❑ Increase usage of City's cable access television stations to incorporate more multi-lingual bulletin board and eligible video information. Include closed captioning for Deaf/HH and ESL populations.
- ❑ Job shadowing for diverse students – connecting them with like cultural models.
- ❑ Conduct community diversity survey to gauge community's knowledge on diversity awareness, identify gaps and seek suggestions on what we should be doing.

Key Stakeholders

- City of Marysville
- Marysville School District
- Tulalip Tribes
- U.S. Navy
- Marysville Fire District
- City Boards, Committees and Commissions
- Media

Business/Workforce

Successes

- ❑ Business support through volunteers and sponsorships for Marysville diversity events (e.g., Cinco de Mayo, Multicultural Fair, etc.)

Goals or Objectives:

- ❑ Be proactive and increase employer education/awareness.
- ❑ Deploy and highlight business best practices regarding diversity and inclusion in the workforce via Chambers of Commerce and other business associations
- ❑ Encourage more diversity and equity training in the business sector.
- ❑ Identify cultures within existing businesses.
- ❑ Ensure that the community's established business and social networks include and are welcoming to minority business owners.
- ❑ Encourage training in a second language for English-speaking individuals (i.e., Spanish, Russian, Ukrainian, sign language).
- ❑ Identify translation service to share with business community.
- ❑ Focus on more opportunities to take diversity/cultural competency training and education into business community, rather than advertising events where they must take the initiative to attend. This can be achieved through lunch events, staff meetings, other special meetings in their offices.



Actions

- ❑ Assist businesses in finding translation services.
- ❑ Assemble an inventory list of women and minority-owned businesses in Marysville.
- ❑ Organize a scavenger hunt of items collected from participating businesses running concurrently with self-promotion by the businesses (example: native foods highlighted in promotional ads, etc.) Recognizable focus markets to hang in windows of local businesses whose owners belong to that population.
- ❑ Work with the business community and groups representing ethnic populations to set community standards for respecting the religious and cultural practices of employees, providing appropriate spaces for prayer and accommodating time off for important religious or cultural holidays.
- ❑ Create a bridge for minority business owners who find themselves outside established business and social networks essential for the success of their business.
- ❑ Provide assistance to ethnic populations, directly or in collaboration with other entities, in business start-up.
- ❑ Job shadowing for diverse students, connecting them with like cultural models.
- ❑ Pursue sharing diversity training events offered to City employees – providing guest invitations to business leaders.
- ❑ Look at offering diversity training series (may be able to utilize Boeing “Diversity Passport” series volunteers and materials) to local business.
- ❑ Sponsor diversity panel at Chamber of Commerce monthly breakfast on “Diversity in the Workplace” (Build committee overview in opening; offering training into closing.)

Key Stakeholders

- Marysville businesses
- Greater Marysville Tulalip Chamber of Commerce
- City of Marysville
- Marysville School District
- Tulalip Tribes
- Arlington/Smokey Point Chamber of Commerce
- Marysville Downtown Merchants Association
- Workforce Development of Snohomish County
- Vocational-Technical Education General Advisory Council
- Goodwill Industries
- Civic organizations and service clubs
- LeTip Business Networking Group
- Media

Outreach & Engagement

Successes

- ❑ Use media resources such as the City website, cable access stations, printed materials, newspaper articles/opinion pieces and other means to get the word out.
- ❑ Share community presentations with various civic organizations and service clubs (i.e. Rotary, Kiwanis, Soroptimists, Lions, etc.) explaining the role of the City in support of a community united amidst diversity.

Goals or Objectives

- ❑ Improve communication and provide opportunities to all for equal access to information (events, publications, classes, etc.)
- ❑ Conduct outreach and public education efforts with the Marysville community to inform them – through various means – about the Diversity Advisory Committee’s mission, purpose, vision and activities in Marysville.
- ❑ Gauge community perceptions concerning diversity and inclusion in Marysville.
- ❑ Develop forums for inter-cultural discussion where the focus is on listening, and soliciting feedback and insights into the multicultural communities within Marysville.



Actions

- ❑ Produce community-based literature in various languages.
- ❑ Develop a survey to assess community members’ views regarding diversity and inclusiveness in Marysville.
- ❑ As a goal toward cultural competency, approach organizations representing ethnic populations to host workshops on their cultural and experiential background – could focus on inviting key stakeholders groups or open community-wide, and if preferred, host workshops in a place where that particular population gets together.



Key Stakeholders

- Marysville Together
- Sno-Isle Marysville Library
- Marysville Parks and Recreation
- Tulalip Tribes
- Marysville School District
- Vocational-Technical Education General Advisory Council
- Churches
- Marysville Artists Guild
- Marysville Arts Coalition
- U.S. Navy
- YMCA
- Boys and Girls Club
- Civic organizations and service clubs
- United Way/Marysville Kids Matter
- Business and community leaders
- Media

Arts and Culture

Successes

- ❑ Help organize a unique city festival/cultural event with food, music and dance that celebrates diversity, inclusiveness and the multicultural nature of Marysville.

Goals or Objectives

- ❑ Create and support cultural events that celebrate diversity and inclusiveness in Marysville.

Actions

- ❑ Develop a list of annual community and arts-related events to help determine how diversity is or can be incorporated into these events.



Key Stakeholders

- Marysville Together
- Sno-Isle Marysville Library
- Marysville Parks and Recreation
- Tulalip Tribes
- U.S. Navy
- Marysville Artists Guild
- Marysville Arts Coalition
- School District
- YMCA
- Boys and Girls Club
- Civic organizations and service clubs
- United Way/Marysville Kids Matter
- Churches
- Business leaders
- Community leaders
- Media



Partnerships with Community Stakeholders

Successes

- ❑ Explore potential funding sources and opportunities for the Diversity Advisory Committee to promote the Committee's purpose, mission and vision.
- ❑ Establish opportunities to increase collaboration and promotion through joint efforts with other city groups and community partnerships that promote the mission, purpose and vision of the Diversity Advisory Committee.
- ❑ Develop a community-wide work plan, working in partnership with ethnic populations, for how we will become a welcoming, caring community.

Actions

- ❑ Develop partnerships with churches, human services agencies, schools and other stakeholders to increase coordination, marketing and outreach efforts to promote awareness and collaboration around diversity issues.
- ❑ Partner with other community organizations, groups and individuals to develop innovative ways to bridge the racial, cultural, handicapped and linguistic gaps.
- ❑ Utilize "in the field" groups like the Marysville Volunteer Program (MVP) in the Police Department's Crime Prevention Unit and the PTSA's to identify and reach out to sub-populations that we may be overlooking due to language barriers or other gaps.

Key Stakeholders

- Marysville Community Coalition
- Sno-Isle Marysville Library
- Marysville Artists Guild
- City of Marysville
- Marysville School District
- Vocational-Technical Education General Advisory Council
- YMCA
- Boys and Girls Club
- Greater Marysville Tulalip Chamber of Commerce
- Marysville Volunteers Program
- Marysville Police Department
- Marysville Fire District
- Civic organizations and service clubs
- United Way/Marysville Kids Matter
- Sea Mar Community Health Clinic
- Everett Clinic
- Churches
- Salvation Army
- Volunteers of America
- Business leaders
- Community leaders
- Media

Law and Justice

Goals or Objectives

- Establish greater mutual trust and understanding between public safety officials and ethnic populations, and those individuals with physical or mental disabilities.
- Law enforcement personnel trained in cultural diversity and responding to situations involving individuals who have physical disabilities, are hearing-impaired, or have mental health issues.
- Encourage programs or initiatives related to combating prejudice that improve cross-cultural understanding and acceptance.
- Work with groups representing ethnic populations to co-sponsor workshops for and disseminate materials to new immigrants on their legal rights and the laws they must follow.
- Work with representatives of local school districts, ethnic populations and youth groups to develop positive youth activities.

Actions

- Examine city policies and procedures to determine if they have a discriminatory effect on ethnic populations, and, if so, work to modify or eliminate those policies and procedures.
- Preprint statement forms in the languages common in your community. (These forms should ask the recipient first to get an interpreter to help them make a statement in English and then bring it to the Police Department.)
- Provide officers with wallet cards listing needed phrases in different languages.
- Develop outreach and enforcement strategies to help reduce or eliminate hate crimes.

Key Stakeholders

- Marysville Police Department
- Tulalip Police Department
- Snohomish County Sheriff's Office
- Marysville businesses
- City of Marysville
- Marysville School District
- Tulalip Tribes
- Human services agencies

Children and Families

Goals or Objectives

- Develop and disseminate evidence-based best practices associated with the development of young children and the strengthening of families and communities.
- Ensure culturally and linguistically relevant strengthening to solidify parents' role, empowering them for ongoing advocacy in quality education and community engagement.
- Ensure cultural and linguistic information relevant to the Fair Housing Act, a set of federal, state and local civil rights laws that protect people from discrimination in all housing-related transactions including rentals, sales, mortgages, appraisals, advertising, etc.
- Understand and remove the barriers faced by families with children with developmental and intellectual disabilities.
- Increase access to recreational opportunities for people with disabilities in the community, through the Parks and Recreation Department and various nonprofit organizations.

Actions

- Obtain and make available multi-lingual information regarding the Fair Housing Act at appropriate locations within the community.
- Meet with groups or leaders representing ethnic populations to develop collaborative working groups on issues relevant to public safety activities involving families and children.
- Review and offer relevant recreational opportunities for people with disabilities in the community, through the Parks and Recreation Department and various nonprofit organizations.

Key Stakeholders

- Marysville Community Coalition
- Sno-Isle Marysville Library
- City of Marysville
- Marysville School District and PTSA's
- YMCA
- Boys and Girls Club
- Boy Scouts/Girl Scouts
- Camp Fire USA
- Marysville Police Department
- Marysville Fire District
- Civic organizations and service clubs
- United Way/Marysville Kids Matter
- Everett Clinic
- Sea Mar Community Health Clinic
- Churches
- Business leaders
- Community leaders
- Media

Appendix A

Terminology

When referring to the various populations that make up multicultural communities, terminology can be tricky. Terms related to different ethnic groups have changed over the years and continue to evolve. Preferred terms also vary according to personal taste.

Throughout this work plan you may see the terms “diverse cultures” or “ethnic populations” - general terms used by the Diversity Advisory Committee to include groups of people traditionally viewed as “minorities” as well as new immigrants to Marysville. The Committee saw the term “minority” as diminutive and a future misnomer, as people of European descent will soon be the minority population in the United States. Many new immigrants, such as those from Eastern and Central Europe, face challenges similar to those facing immigrants from Latin-America, Africa and the Asian-Pacific.

Following is terminology preferred by Diversity Advisory Committee for particular ethnic populations:

- **African-American or Black** – Refers to a person having origins in any of the Black racial groups of Africa. It includes people who indicated their race(s) as “Black, African American, or Negro” or reported entries such as African American, Kenyan, Nigerian, or Haitian. Somali, Ethiopian, and other people of African descent may prefer terminology that is more specific to their heritage (e.g., Somali-American). Alternatively, African-Americans with a variety of countries of origin may prefer the term Black.
- **Hispanic or Latino** – Refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. Chicano is sometimes preferred among people of Mexican heritage.
- **Asian-Pacific American** – Vietnamese, Laotian, Hmong and other Asian-Pacific Americans may prefer terminology that is more specific to their heritage (e.g., Vietnamese-American).
- **Native American or Alaska Native** - Refers to a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicated their race(s) as “American Indian or Alaska Native” in the Census or reported their enrolled or principal tribe, such as Tulalip, Stillaguamish, or Sauk-Suiattle. Membership in the tribe by name is preferred in local discourse, and Native American, rather than American Indian, when speaking in broader terms.

For physical and intellectual/mental differences

Communication skills are equally important to building relationships and how you refer to disabled and non-disabled audiences alike. People can be increasingly sensitive to the way in which “the language of disability” can inadvertently reinforce negative stereotypes. The National Organization on Disability estimates that there are 54 million Americans with a disability.

Certain words and phrases may offend. Although there are no concrete rules, it is helpful to understand why some terms are preferred to others. And preferences vary, so if in any doubt it’s best to ask the individual.

Most people who see disability as an equality issue strongly prefer the term “disabled people” since this best reflects the view that people with impairments or medical conditions are disabled by a society that fails to remove unnecessary obstacles. Some disabled people prefer the term “people with disabilities” because it puts the person first. Other disabled people may not see themselves as disabled at all, even though they may be defined as such legally – including those who are deaf from birth and use Sign Language, those with a long-term medical condition or those who have experienced mental illness.

The Diversity Advisory Committee recommends the following tips on terminology:

- Do not use collective nouns such as “the disabled”, “the blind” or “the disfigured”. These terms imply people are part of a uniform group that is somehow separate from society.
- Avoid using trendy euphemisms to describe people with disabilities. Expressions such as “physically challenged,” “special” and “handi-capable” generally are regarded by the disability community as patronizing and inaccurate. Stick with simple language, such as “people with disabilities” or “the person who is deaf.”
- Impairment is used to characterize a physical, mental or physiological loss, abnormality or injury that causes a limitation in one or more major life functions. For example, “The loss of her right arm was only a slight impairment to her ability to drive.”
- Disability refers to a functional limitation that affects an individual’s ability to perform certain functions. For example, it is correct to say, “Despite his disability, he still was able to maintain employment.”
- Handicap describes a barrier or problem created by society or the environment. For example, “The teacher’s negative attitude was a handicap to her.” Or, “The stairs leading to the stage were a handicap to him.”
- Deaf refers to profound hearing loss. “Hard of hearing” may be used to describe any degree of hearing loss, from slight to profound. Avoid using “hearing impaired.”
- Blind most frequently is used to describe a severe vision loss. Either blind or low vision are acceptable terms to describe all degrees of vision loss.
- Developmental disability is any severe mental and/or physical disorder that began before age 22 and continues indefinitely. Individuals with autism, cerebral palsy, epilepsy and other similar long-term disabilities may be considered to have intellectual developmental disabilities.

Mental illness is a term describing many forms of illnesses such as schizophrenia, depression and emotional disorders. Use “person with a mental disability” rather than referring to an individual as “deranged” or “deviant.” Clinical terms such as “neurotic” and “psychotic” should be used only for clinical writing.

Respect is shown by referring to people in the manner in which they want to be referred, especially when referencing a traditionally underrepresented group. People with disabilities are also extremely diverse, representing every racial, ethnic and gender group. Because people with disabilities are not monolithic, each individual might have a different idea of how he or she wants his or her disability referenced.

Appendix B

2010 Census Data at a Glance for City of Marysville

The U.S. Census Bureau recently released detailed 2010 Census population totals and demographic characteristics for Washington and other states. These data provide the first look at population counts for small areas and race, Hispanic origin, voting age and housing unit data released from the 2010 Census.

This information provides a preliminary snapshot of how the racial makeup of our community has changed. More detailed census information will be released to state and local governments, and the public through 2011. City of Marysville officials will continue to review and analyze the data as we receive the latest updates.

Pages 2-3 provide City of Marysville 2010 population data by race followed by 2010 counts for Hispanic or Latino of any race (the Census Bureau considers race and Hispanic origin to be two separate and distinct concepts). Pgs. 4-5 present the same set of Marysville figures for 2000. Pgs. 6-7 provide the percentage of change in general population and minority population between the 2000 and 2010 census.

Summary 2010/2000 Census Population Data and Percentage of Change

Census 2010									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Indian	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
60,020	56,729	48,029	1,114	1,169	3,382	372	2,663	3,291	6,178
		80%	1.9%	1.9%	5.6%	0.6%	4.4%	5.5%	

Not Hispanic	Hispanic or Latino of Any Race
53,842	6,178
89.7%	10.3%
	100%

Census 2000									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Native	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
25,315	24,529	22,331	257	406	967	90	478	786	1,222
		88.2%	1.0%	1.6%	3.8%	0.4%	1.9%	3.1%	

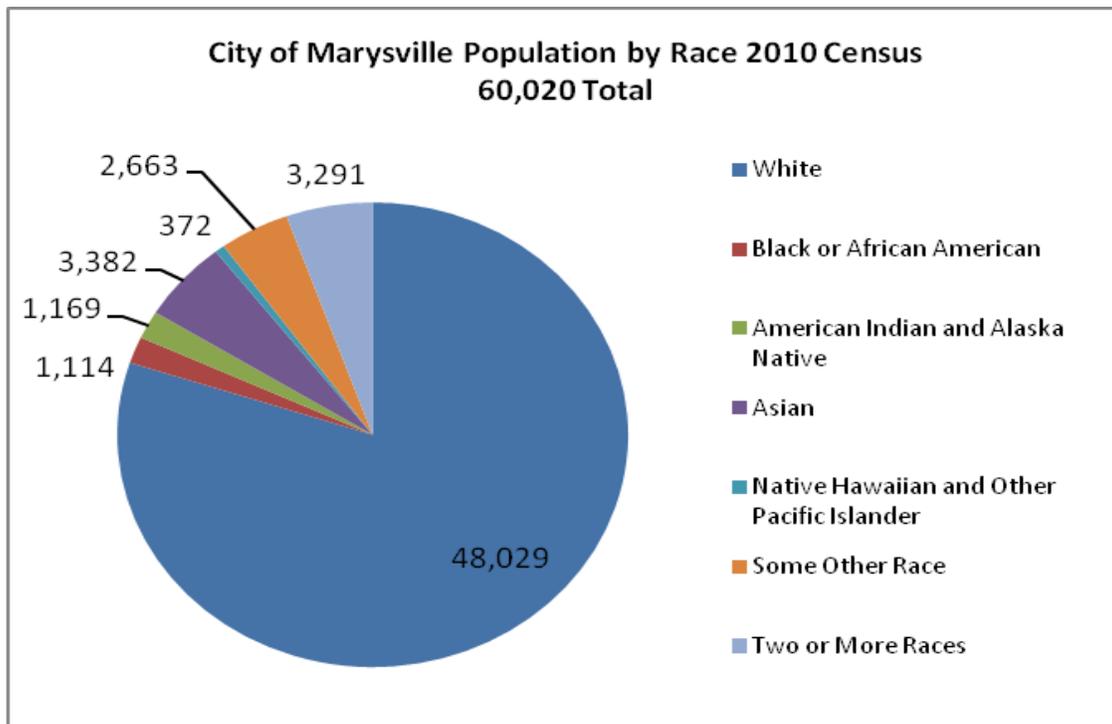
Not Hispanic	Hispanic or Latino of Any Race
24,093	1,222
95.2%	4.8%
	100%

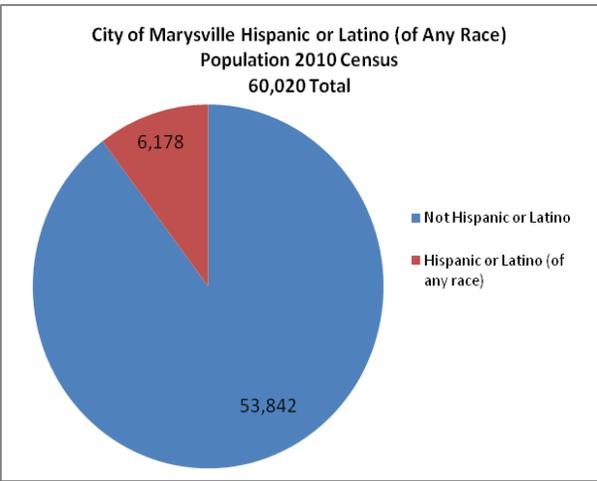
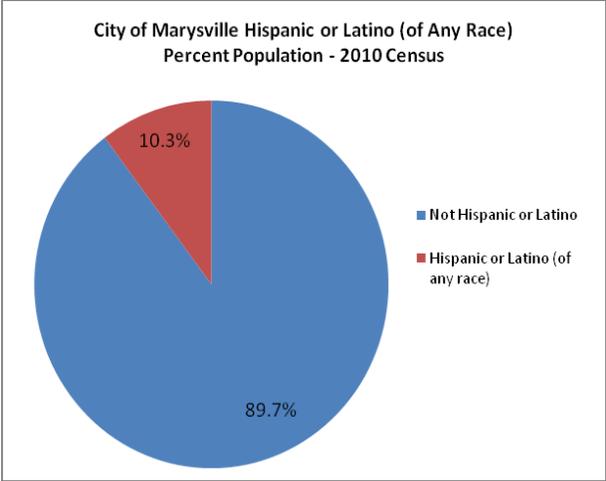
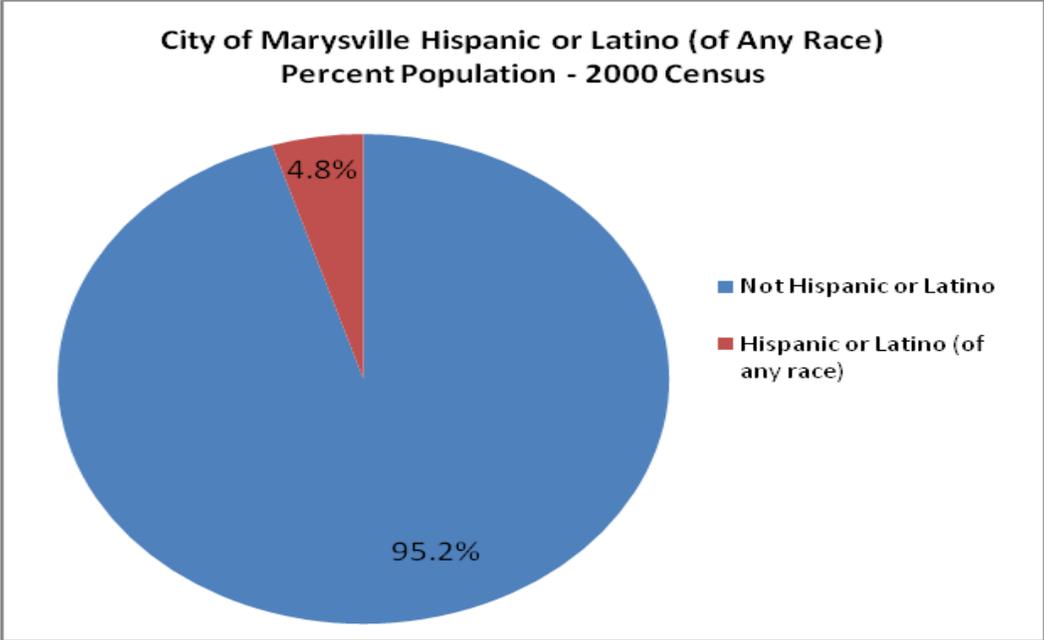
Percentage Change 2000-2010									
237.1%		-8.2%	0.8%	0.3%	1.8%	0.3%	2.5%	2.4%	

2010 Census Population Data for City of Marysville

Census 2010									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Native	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
60,020	56,729	48,029	1,114	1,169	3,382	372	2,663	3,291	6,178
		80%	1.9%	1.9%	5.6%	0.6%	4.4%	5.5%	

Not Hispanic	Hispanic or Latino of Any Race		
53,842	6,178		
89.7%	10.3%	100%	

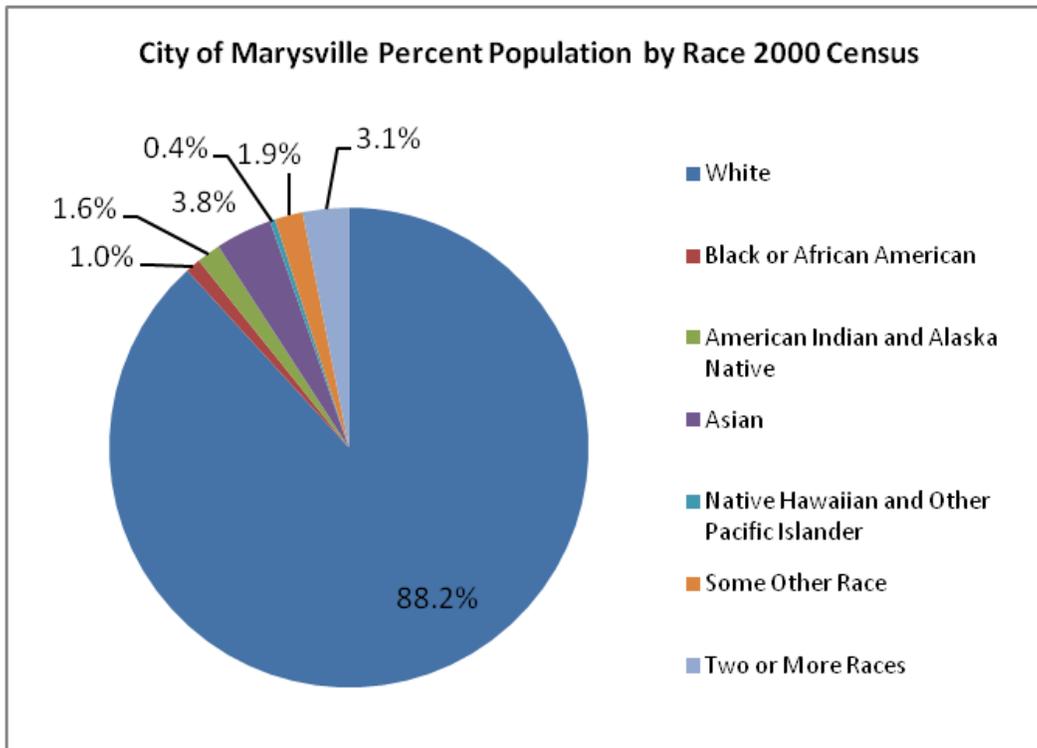


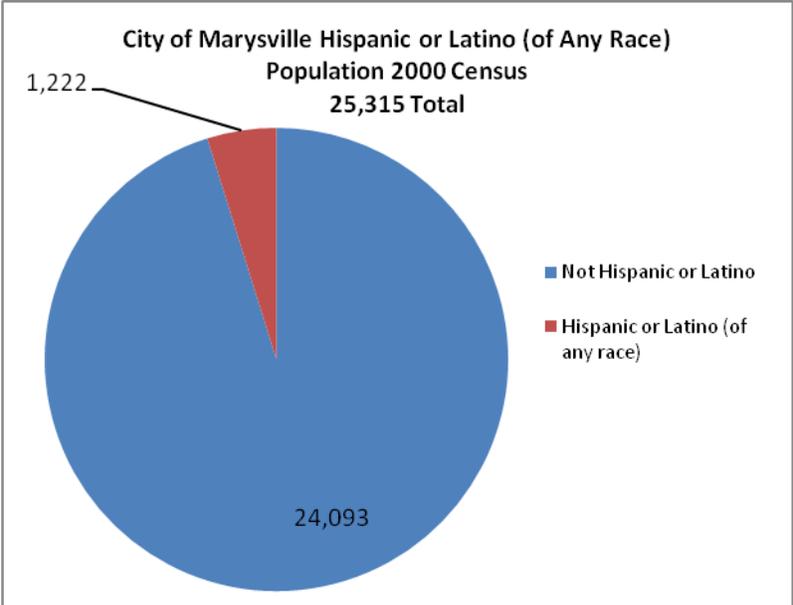
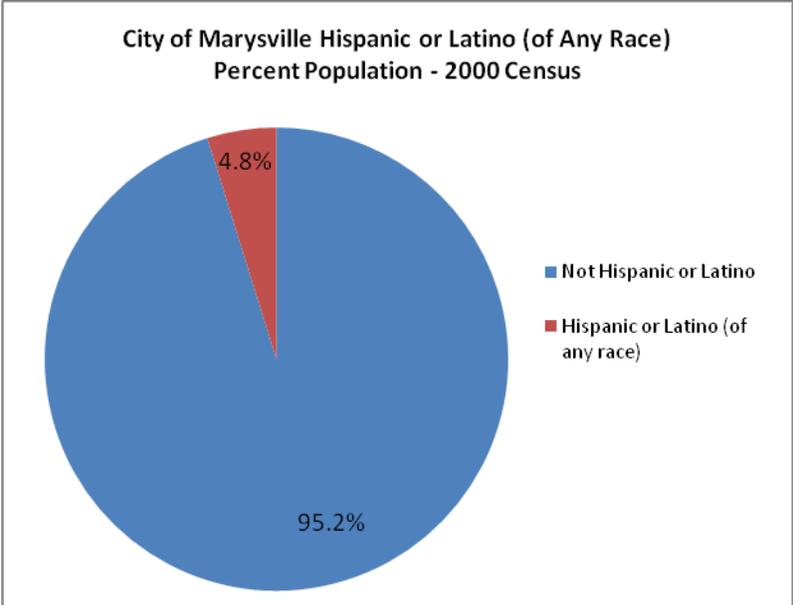


2000 Census Population Data for City of Marysville

Census 2000									
Total Pop.	Total Race	White	Black/Afr. American	Amer. Indian Alaska Native	Asian	Native Hawaiian/Pac. Islander	Some Other Race	2 or More Races	Hisp./Latino of Any Race
25,315	24,529	22,331	257	406	967	90	478	786	1,222
		88.2%	1.0%	1.6%	3.8%	0.4%	1.9%	3.1%	

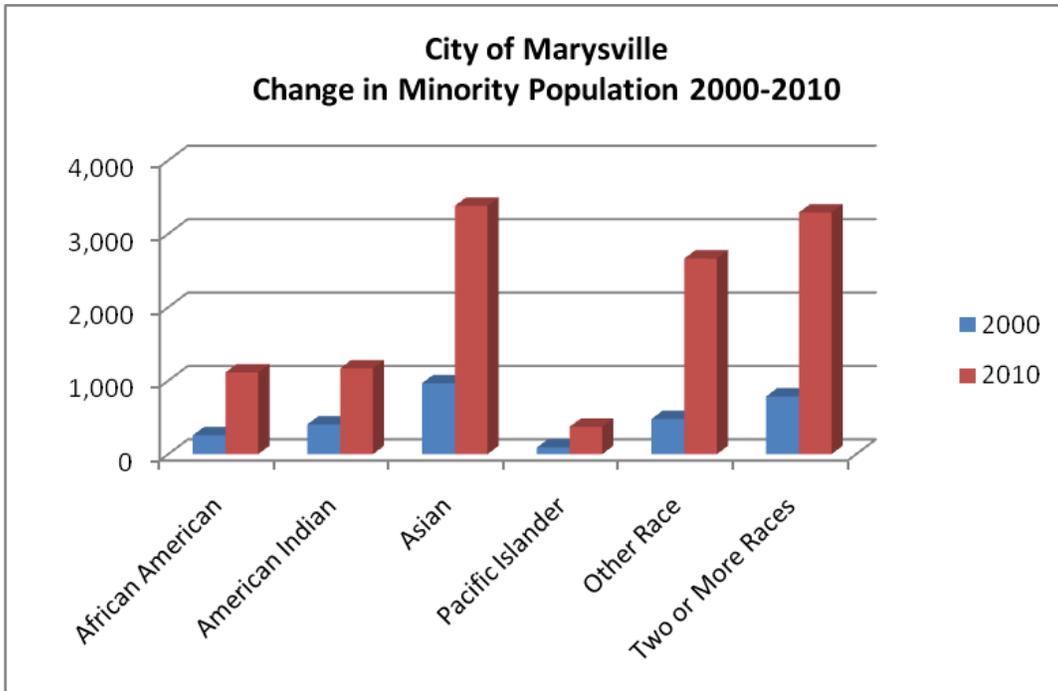
Not Hispanic	Hispanic or Latino of Any Race	
24,093	1,222	
95.2%	4.8%	100%





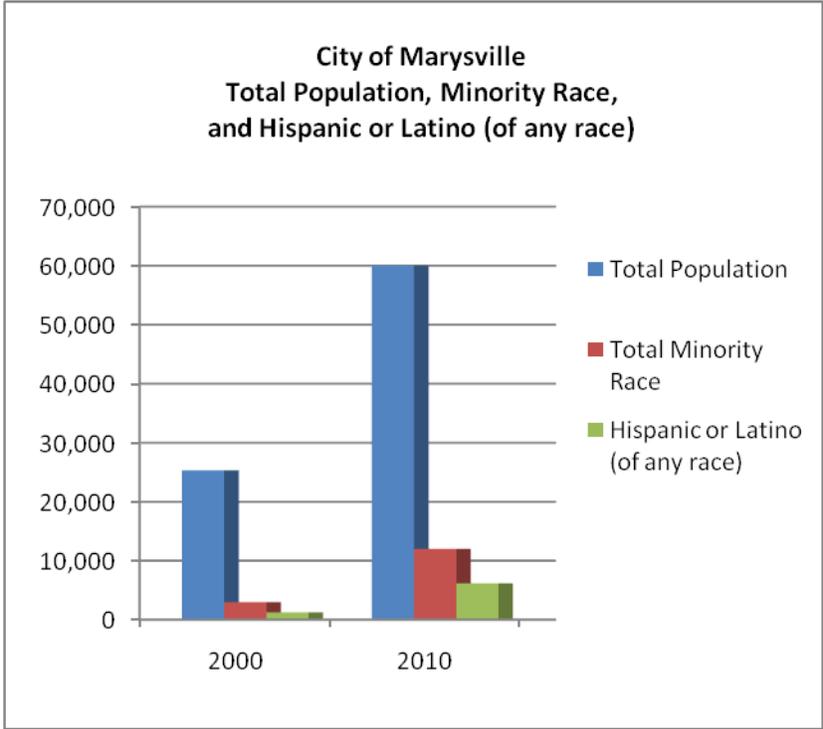
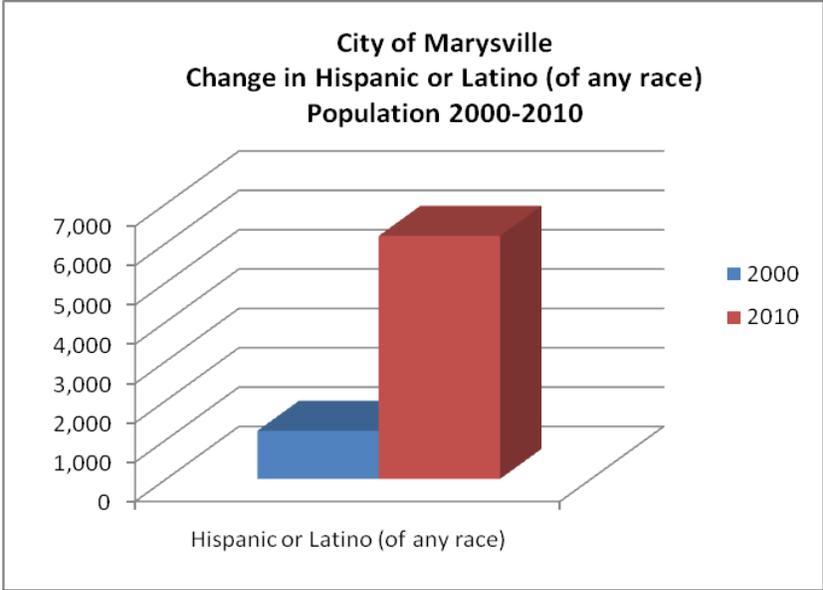
City of Marysville Change in Minority Population 2000-2010

Percentage Change 2000-2010								
Tot. Pop.		White	Black/Afr. American	Amer. Indian /Alask Native	Asian	Native Haw./ Pac. Islander	Some Other Race	2 or More Races
237.1%		-8.2%	0.8%	0.3%	1.8%	0.3%	2.5%	2.4%

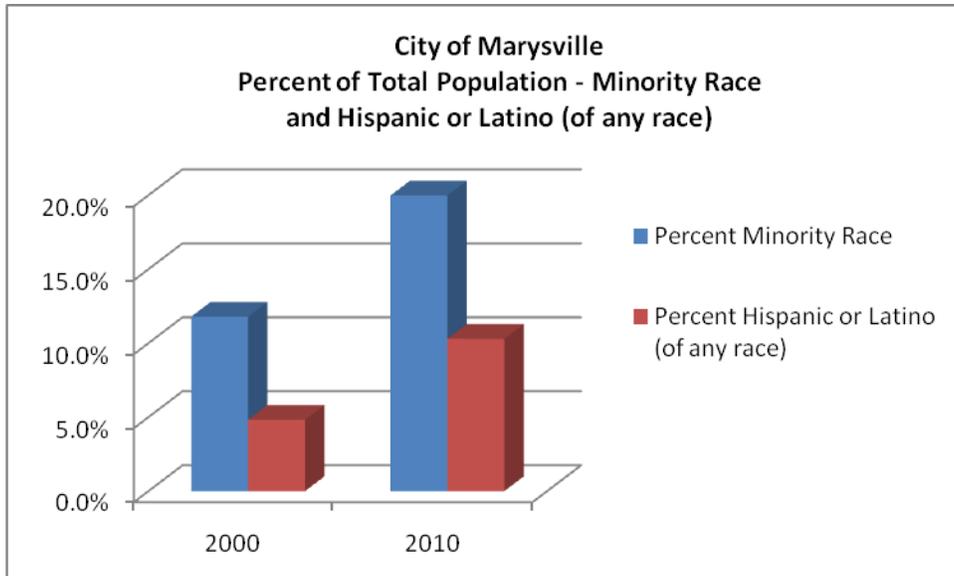


Change in Hispanic or Latino (of any race) Population 2000-2010

	2000	2010
Percent Minority Race	11.8%	20.0%
Percent Hispanic or Latino (of any race)	4.8%	10.3%



	2000	2010
Percent Minority Race	11.8%	20.0%
Percent Hispanic or Latino (of any race)	4.8%	10.3%



Marysville School District Demographics

Ethnicity	2000	2010
Asian	5.2%	6.2%
Black	1.8%	2.6%
Hispanic	4.8%	11.6%
Native American	7.8%	8.7%
White	80.5%	66.5%

	2000	2010
% of Free and Reduced Meals	22.5%	43%
Enrollment	11,827	11,774

Other Special Programs	<i>n</i>	%
Special Education	1,652	14.3%
Transitional Bilingual	736	6.4%
Migrant	86	0.7%
Section 504	166	1.4%
Foster Care	79	0.7%

For an explanation of revision of questions on race and Hispanic origin in the 2010 U.S. Census to better reflect the country's growing diversity, see [Overview of Race and Hispanic Origin 2010 Census Brief – March 2011](#).

<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

Online Resources and Suggested Readings

City of Marysville – Diversity Advisory Committee

<http://marysvillewa.gov/index.aspx?nid=192>

U.S. Equal Employment Opportunity Commission (EEOC)

<http://www.eeoc.gov>

Washington State Human Rights Commission

<http://www.hum.wa.gov/>

Snohomish County Human Rights Commission

http://www1.co.snohomish.wa.us/Departments/Human_Resources/Services/SnoCoHumanRightsComm.htm

Washington State Government’s Commitment to Diversity and Inclusion

<http://diversity.wa.gov/>

Governor’s Commission on African American Affairs

<http://www.caa.wa.gov/>

Governor’s Commission on Hispanic Affairs

<http://www.cha.wa.gov/>

Governor’s Office of Indian Affairs

<http://www.goia.wa.gov/>

Governor’s Commission on Asian Pacific American Affairs

<http://www.capaa.wa.gov/>

Governor’s Committee on Disability Issues and Employment

<http://www.esd.wa.gov/newsandinformation/legresources/gcde/index.php>

Washington State Department of Social and Health Services Diversity Affairs

<http://www.dshs.wa.gov/dao/>

Washington State Department of Social and Health Services –

Division of Developmental Disabilities

<http://www.dshs.wa.gov/ddd/>

Washington State Human Resources

<http://www.dop.wa.gov/diversity/Pages/default.aspx>

New central source for Human Resources information in Washington state effective Oct. 11, 2011.

Washington State Department of Social & Health Services –

Office of the Deaf and Hard of Hearing

<http://www.dshs.wa.gov/hrsa/odhh/index.shtml>

Washington State Department of Services for the Blind

<http://www.dsb.wa.gov/>

Hearing Loss Association of Washington

www.hearingloss-wa.org

Washington State Developmental Disabilities Council

<http://www.ddc.wa.gov/>

Arc of Snohomish County

<http://www.arcsno.org/>

Washington State Office of Superintendent of Public Instruction – Migrant and Bilingual Education

<http://www.k12.wa.us/MigrantBilingual/default.aspx>

The Tulalip Tribes of Washington

<http://www.tulaliptribes-nsn.gov/>

Snohomish Health District

<http://www.snohd.org>

Marysville School District – English Language Learners Program

<http://www.msvl.k12.wa.us/departments/ell>

Everett Community College Diversity and Equity Center

<http://www.everettcc.edu/resources/diversity/>

Everett Community College - Adult Education/Basic Skills/Tutoring Center/Refugee & Immigrant Forum

<http://www.everettcc.edu/>

Suggested Readings

National League of Cities – Governance & Civic Engagement

Beyond Civility: From Public Engagement to Problems Solving – An Action Guide for City Leaders – Jan. 11, 2011

<http://www.nlc.org/find-city-solutions/research-innovation/governance-civic-engagement/beyond-civility-from-public-engagement-to-problem-solving>

U.S. Conference of Mayors – Diversity and Inclusiveness Best Practices

www.usmayors.org

Municipal Research & Services Center - Creating Inclusive Communities: Cultural and Ethnic Diversity

<http://www.mrsc.org/subjects/governance/diversity/diversity.aspx>

Projections of the State Population By Age, Gender and Race/Ethnicity – 2000 to 2030

http://www.ofm.wa.gov/pop/race/projections/methodology_0306.pdf

[Are Immigrants Seen and Heard in City Hall?](#) Public Policy Institute of California, Research Brief No. 101, 06/2005

[The Role of Municipal Leaders in Helping Immigrants Become an Integral Part of Colorado's Communities](#) by Susan M. Thornton, produced by The Colorado Trust in conjunction with the Colorado Municipal League, 2006

[Immigrants and Local Governance: The View from City Hall](#) by S. Karthick Ramakrishnan and Paul G. Lewis, Public Policy Institute of California, 2005

About this Publication

The City of Marysville Diversity Advisory Committee Two-Year Work Plan (2014-15) is a document prepared by the City of Marysville Office of the Mayor.

This document can be viewed and downloaded online at <http://marysvillewa.gov/diversity>

Your comments and viewpoints about the goals and actions expressed in this plan are greatly appreciated. Please write to Marysville City Hall, 1049 State Ave., Marysville, WA 98270 or email dbuell@marysvillewa.gov.

For more information contact:

Doug Buell
Diversity Committee Staff Liaison
(W) 360.363.8086
(C) 425.308.2716
(E) dbuell@marysvillewa.gov