Social Equity
Initiative

PARK CITY
COMMUNITY
FOUNDATION

COMMUNITY SOCIAL EQUITY
STRATEGIC PLAN

September 2019

Prepared by
Park City Community Foundation

Welcome

Park City Community Foundation, in partnership with Park City Municipal Corporation, has taken a leading role to further the vision of a complete community where everyone has access to opportunities and is respected, included, and empowered.

Over the last year, Park City Community Foundation has convened the community to perform a social equity diagnosis, identify existing social equity resources and gaps, prioritize the most significant and addressable social equity challenges, develop a community social equity strategic plan (this document), and support Park City Municipal Corporation in ensuring it is inclusive of a wide range of constituents.

This document is meant to be a living strategic plan, which will evolve and change over time, guided by experience, new opportunities, and changing conditions.

Acknowledgments

Park City Community Foundation extends a sincere thank you to the entire community for coming together to help identify the greatest social equity issues in Park City. The creation of this social equity strategic plan would not have been possible without the countless community members who provided insight, told their stories, and explained their hopes and dreams for a more equitable Park City.

A special thanks to Park City Municipal Corporation and the Park City Council for their leadership and support in pursuing social equity as a critical priority in our community.

Please see the list at the end of this document of committee and task force members who contributed their time, energy, and wisdom to the development of this plan.

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*In May 2019, Park City Community Foundation hosted
a nonprofit workshop around diversity, equity, and inclusion*

This Community Social Equity Strategic Plan is the result of over a year of work by multiple stakeholders. Using the tenets of collective impact, Park City Community Foundation has convened government, businesses, and philanthropy to jointly address some of the greatest challenges our community faces, larger than any one sector could effectively have an impact on. This is meant to be a living, breathing document that will evolve as more is learned about our community, the disparities that lie therein, and achieving equitable outcomes.

Communities that may be underrepresented, underserved, or otherwise marginalized have been critical to identifying existing disparities, and have provided invaluable guidance and feedback throughout the process. Some of those groups include seniors, members of the LGBTQ+ community, low-income families, neurodiverse individuals and their families, Latinx community, and others.

This plan explores the three priority areas of **housing, education**, and **inclusion**, identified through a nine-month data gathering process, as well as providing recommendations with the goal of achieving more equitable outcomes. Many experts in the specific areas and members of the communities experiencing the disparities were central to the creation of these sections of the plan. The areas of **income/ wages, transportation**, and **healthcare** were also identified as drivers of inequity and are included in the plan as interlinked to the rest.

Strategies related to housing include advocacy, policy and process, and centralization of outreach and information. For education, strategies include early childhood education and care, extended learning opportunities, digital access, transition services for neurodiverse populations, and college access. Inclusion strategies will include a focus on social connectedness as well as practical tools and education.

Learning and inclusion are two principles that have been prevalent through the preparation of this plan. Park City Community Foundation has acted as lead for this project and recognizes it will require a whole community to address the body of work ahead of us. A more in-depth look at the issues and recommendations can be found in the rest of this document.

Purpose

The Community Social Equity Strategic Plan is the product of an in-depth, cross-sector partnership between many institutions and individuals in our community. The primary objective is to identify and address disparities in our community. Multiple social equity task forces have provided recommendations and helped set goals and explore tactics. All of the priority areas in this strategic plan present complex problems, which will be most effectively tackled through a collaborative approach involving individuals, government, the private sector, and philanthropy.

Multiple tools were used to collect the information contained in this plan. A social equity community survey, dozens of stakeholder conversations, a listening tour with specific constituencies of underrepresented or underserved groups, a board diversity survey, and collection of local, regional, and national statistics were undertaken with support from the Data Analysis Task Force. Additionally, Park City Community Foundation completed a resource inventory and an action gaps analysis to ensure that all available resources were considered as the Social Equity Advisory Committee began to prioritize the social equity issues facing our community. The complete Social Equity Data Report can be read by clicking here or by visiting bit.ly/SEDataReport.

For this work to result in meaningful, impactful interventions, the process is as critical as the resulting tactics. The voices at the table must come from communities experiencing the disparities for the outcomes to be more equitable. In order to more clearly share language moving forward, here are some definitions that this work has provided:

Diversity	The full range of differences, visible and non-visible, that make each individual unique. Diversity enriches our community.
Inclusion	An environment that engages diverse perspectives, differing ideas, and individuals from different backgrounds to help define policy and practice and help shape culture.
Social Equity	Social equity aims to address disparities in outcomes due to race, ethnicity, income, ability, age, gender, sexual identity, and other factors. Social equity assumes that everyone starts from different places. In our community, resources must be allocated to help close significant disparities in the priority areas of housing, education (with an emphasis on early childhood education), and inclusion.

What is in this plan

The Community Social Equity Strategic Plan primarily addresses the three priority areas of housing, education (with an emphasis on early childhood education), and inclusion. Additionally, brief recommendations are included for three other areas where equity concerns have been identified: income/wages, transportation, and healthcare.

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Priority Area I: Affordable Housing

Affordable housing was identified as the number one concern in the social equity community survey and was mentioned repeatedly during the listening tour conversations.

One goal of social equity is to consider all people within the greater Park City community; efforts to provide additional affordable housing opportunities should focus on very low-, moderate-, and middle-income households regardless of the nature of their employment. Concerns around housing have also been expressed by groups such as seniors, parents of neurodiverse children, and members of the workforce, among others.

The Affordable Housing Task Force has identified three areas of focus: advocacy, policy and process, and centralization of outreach and information.

Goals

- Support Park City Municipal Corporation's efforts to create 800 new units of affordable or attainable housing by 2026, with a goal of at least 15% of the Park City workforce residing in Park City.

- Support the priority placed on workforce and/or affordable housing by local cities, Summit County, and neighboring areas, and to advocate for those priorities to translate into increased affordable housing outcomes.

- Support the creation of policies, ordinances, regulations, and procedures that are more friendly toward affordable housing development.

Affordable housing units in Park City

Photo: Mountainlands Community Housing Trust

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Strategies

1. Advocacy

Organized advocacy is an effective way to educate the community on the benefits and needs of affordable housing, build support for changes to existing policies and procedures, and provide public support to public officials considering affordable housing projects.

Responsible Entity: Affordable Housing Task Force

Key indicator: Increased pace of creating additional affordable housing units.

a. Bring together a coalition of stakeholders from the local business community, workforce, nonprofits, government entities and their employees, seniors, people with different abilities, developers, and advocates; oversee and support advocacy groups, individuals, and organizations.

b. Support local elected officials, staff, and affordable housing developers for specific projects and policy initiatives by attending public hearings and meetings, writing letters of support, and providing public comments.

c. Meet with potential developers of affordable housing or those with an affordable housing obligation to assist in creating meaningful affordable housing that best meets the community's current needs.

d. Prepare a marketing/information/outreach campaign to inform the general public, businesses, elected officials, and others about affordable housing needs, benefits, and opportunities; tactics may include affordable housing tours, outreach materials, articles, literature, videos, statistics, public service announcements, advertisements, media appearances, and more.

e. Monitor and advocate for affordable-housing-friendly legislation, communication, and support at the state level; attend local, state and national conferences to stay current with legislation and trends in affordable housing, and report those results to community and supporters of affordable housing.

Timeline	2020	2021	2022	2023	2024
I.1.a. Coalition Building	Complete	Monitor			
I.1.b. Public Advocacy	In Progress		Complete	Monitor	
I.1.c. Developer Outreach	In Progress	Complete	Monitor		
I.1.d. Marketing/Outreach	In Progress	Complete	Monitor		
I.1.e. State Action	In Progress			Complete	Monitor

2. Policy and Process

At the local level, all development takes years and substantial amounts of money to come to fruition. Affordable housing development is no exception. To overcome this, the system needs to be changed to expedite the process. The goal is to create development code amendments that give priority and preferences for affordable housing, and to develop guidelines for planning commissions and staff to be tasked with finding ways and means to "make it happen," rather than delaying affordable housing development.

Responsible Entity: Affordable Housing Task Force

Key Indicator: Increased pace of creating additional affordable housing units.

a. Support and participate in the review of code changes to allow expedited processes for affordable housing units.

b. Provide guidelines to assist government staff to bring affordable housing projects to groundbreaking and completion as soon as possible after approvals.

c. Encourage the creation of funding sources to assist in affordable housing development.

d. Encourage innovative solutions to create needed affordable housing.

e. Recommend/support code changes that encourage long-term rentals.

Timeline	2020	2021	2022	2023	2024
I.2.a. Code Changes	In Progress		Complete	Monitor	
I.2.b. Process Changes	In Progress	Complete	Monitor		
I.2.c. New Funding	In Progress			Complete	Monitor
I.2.d. New Housing Types	In Progress		Complete	Monitor	

Mountainlands Community Housing Trust's Mutual Self Help Program in action

3. Centralization of Outreach and Information

Qualifying for affordable housing requires advance preparation of potential applicants and requires that they have information and resources about current and upcoming affordable housing opportunities.

Responsible Entity: Affordable Housing Task Force

Key Indicator: Increase in qualified applicants applying for affordable housing.

a. Establish a central location to provide information on affordable rentals and for-sale units, waitlists, and the qualification and application process for people in need of housing.

b. Create a database of potential purchasers of affordable housing, specifying needs, income, current housing situation, employment, length of time in community, mortgage qualifications, and other relevant factors.

Timeline	2020	2021	2022	2023	2024
I.3.a. Central Source	Complete	Monitor			
I.3.b. Website	Complete	Monitor			
I.3.c. Purchaser Database	In Progress	Complete	Monitor		

Priority Area I: Affordable Housing | Centralization of Outreach and Information
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The years from birth through college represent a critical opportunity to enhance equity among children and their families.

Concerted efforts aimed at more equitable outcomes are already under way at our local school districts, with significant partner support. These efforts are not always clearly understood or supported by some members of the general public, and there are still significant gaps in the areas being addressed. This plan seeks to tackle those challenges and increase public support for continued improvements in the equity of educational outcomes.

In some cases, it will make sense to focus early efforts on settings where disparities are pronounced. For example, explorations are currently under way to build partnerships around improving outcomes at McPolin Elementary School, where many students face significant socioeconomic disparities. Targeting interventions to where they can make the most impact will help enhance results.

Goals

- Every child in Summit County is kindergarten-ready by kindergarten age. (Exceptions are other-abled children; our goal is to ensure families have access to resources so that all children reach their potential.)

- Organizations, services, and systems that ensure early childhood development are sustainably financed and operating at the highest possible standards and impact.

- Disparities in pre-K through grade 12 outcomes are reduced or eliminated.

- Students who are the first generation to go to college attend and complete higher education programs.

- Neurodiverse young adults are able to transition from school to a fulfilling adult life.

Photo: Tanzi Propst

Park City High School seniors celebrate their graduation from high school

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Strategies

1. Early Childhood Education and Care

The years from birth through age three are critical to a child's development and lifelong success. When a child is not given the opportunity to develop to their full potential in these early years, the harm and consequent costs are borne over many years by the individual, the family, and the whole community. Here in Summit County, fewer than half of low-income, minority, and English-language learners are ready for kindergarten at age five, a gap that tends to persist through the school years and beyond.

The overall goal of this strategy is to ensure that all children in Summit County have sufficient opportunities in the years through age three to thrive, learn, and grow into participating, contributing members of our community.

Responsible Entity: Early Childhood Alliance

Key Indicator: Increased percentage of children entering kindergarten ready, and reduced disparities in kindergarten readiness, as measured by the Kindergarten Entry and Exit Profile.

a. Expand and strengthen center-based care and education.

i. Help raise funds to expand existing programs such as PC Tots' center-based early childhood education and care, Holy Cross Ministries' three-year-old classroom program, and others.

ii. Increase availability of early childhood care and education services; e.g., by helping underrepresented people start early childhood businesses.

iii. Encourage creation or expansion of full-day pre-kindergarten programs to make them available to all three- and four-year-olds who could potentially use them.

iv. Improve quality and availability through provider education, networking, and other support services.

v. Ensure early childhood staff know how to provide trauma-informed care.

vi. Expand availability of early childhood special needs services.

Photo: Brittany Hill

Children at PC Tots

b. Expand support to parents through home visiting, referrals, services, and information.

i. Help raise funds to expand existing programs such as Holy Cross Ministries' Parents as Teachers home visiting program.

ii. Create a new countywide, universal postnatal home visiting program to provide an early touchpoint and referrals for all parents and their young children.

iii. Explore pathways to reach families at the prenatal stage.

iv. Add programs to further support at-home parents/caregivers and for families of neurodiverse children.

v. Create more early English-language acquisition programs and services.

vi. Make available regular mental health screenings for young children and their caregivers.

vii. Address equity gaps among parents/caregivers that currently limit opportunities for young children to learn and develop.

viii. Create multi-generation programs—provide services to both the children and the caregivers to ensure the child's full range of needs will be met.

c. Strengthen connections among all early childhood providers.

i. Encourage collaboration and cross-referrals by creating more connections among early childhood providers and other related people and institutions (such as medical professionals).

ii. Build more systematic communication channels between early childhood providers and schools, especially about incoming kindergarten students.

iii. Ensure that health clinics have tools and referral information to ensure that they can support parents/caregivers in getting their children all needed early childhood services and/or opportunities.

Photo: Holy Cross Ministries

Holy Cross Ministries preschool program

d. Advocacy and Community Education.

i. Make early childhood care and education a community priority by creating a public outreach and communications campaign.

ii. Advocate for more state, county, city, school, and business funding of early childhood programs (e.g., sales tax to support early childhood programs; significant annual budget allocations to support early childhood care and education; corporate policies, benefit packages, and philanthropy targeted at early childhood).

iii. Advocate for parental/family leave for all (including people without documentation); this may be a combination of legislation and creating a new norm among businesses.

iv. Advocate for better access to early childhood learning resources; e.g., free library cards for all young children and their caregivers, regardless of place of residence.

v. Advocate for better pay for early childhood program staff.

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e. Data and Tracking

    i. Track KEEP results disparities by income, minority status, and English language fluency.

    ii. Find and track all 1800 or so Summit County children in the target age range.

    iii. Determine which children and families are at higher risk and prioritize interventions accordingly.

    iv. Map and share partners' existing assessment and screening data.

Timeline	2020	2021	2022	2023	2024
II.1.a. Center-Based Care	In Progress			Complete	Monitor
II.1.b. Parents/Caregivers	In Progress		Complete	Monitor	
II.1.c. Provider Coordination	Complete	Monitor			
II.1.d. Advocacy/Education	In Progress				Complete
II.1.e. Data/Tracking	In Progress	Complete	Monitor		

2. Extended Learning Opportunities

A critical strategy to overcome disparities in outcomes is to provide students with learning and enrichment opportunities outside of the regular school day. Park City School District (PCSD) has expanded and improved these programs over time but has not always been able to consistently fund them. North Summit School District (NSSD) and South Summit School District (SSSD) have far fewer extended learning offerings.

Responsible Entity: Education Equity Task Force

Key Indicator: Reduction or elimination of outcome disparities in third-grade reading and eighth-grade math assessments.

a. Before- and After-School Programs

    i. Ensure sufficient and consistent funding of PCSD before- and after-school programs at the elementary schools, middle school, and junior high school.

    ii. Explore ways to increase before- and/ or after-school offerings at NSSD and SSSD.

b. Mentoring: expand mentoring programs from elementary through high school, using both school-based and partner resources (such as Big Brothers Big Sisters of Utah).

Timeline	2020	2021	2022	2023	2024
II.2.a. Before/After School	In Progress		Complete	Monitor	
II.2.b. Mentoring	In Progress	Complete	Monitor		

3. Digital Access

Computer and internet access outside of school can be critical to student outcomes, yet not all children and families have that access at home.

Responsible Entity: Education Equity Task Force

Key Indicator: Reduction or elimination of outcome disparities in third-grade reading and eighth-grade math assessments.

a. Determine the most efficient and effective approach to providing home computer and internet access for students who currently lack it.

b. Find funding to support the chosen solution.

Timeline	2020	2021	2022	2023	2024
II.3.a. Determine Solutions	Complete	Monitor			
II.3.b. Acquire Funding	In Progress	Complete	Monitor		

4. Transition Services for Neurodiverse Populations

School districts are required to provide services for special needs students through age 22, yet there are few services available for differently-abled populations beyond that age. All people, regardless of ability, should be able to access educational, employment, housing, and other services that meet their highest level of potential.

Responsible Entity: Education Equity Task Force

Key Indicator: Percentage of young adults aged 25 and younger who have completed school-based special education programs and have completed a higher education program, are employed, and/or have housing that meets their needs.

a. Develop more systematic connections with supportive higher education programs (such as Aggies Elevated at Utah State University).

b. Expand supported employment opportunities.

c. Develop affordable and appropriately supported housing options for neurodiverse community members.

Timeline	2020	2021	2022	2023	2024
II.4.a. Higher Education	In Progress	Complete	Monitor		
II.4.b. Employment	In Progress		Complete	Monitor	
II.4.c. Housing	In Progress			Complete	Monitor

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5. College Access

As expressed by Bright Futures (a program of Park City Education Foundation and Park City High School) and similar programs, we can help to break the cycle of poverty in Park City by significantly increasing the college-going culture, expectation, and rate in our community. Creating an ever-growing cadre of highly-educated young professionals will make our culturally vibrant community and its families more financially stable.

Responsible Entity: Education Equity Task Force

Key Indicator: Percentage of students who are the first generation in their families to attend higher education, and who successfully complete a higher education program.

a. Strengthen and expand Bright Futures as its participants enter and proceed through college.

b. Strongly support other programs that promote college access, such as Latinos in Action, Dream Big, South Summit Opportunities Night, and more.

c. Increase scholarship funding available for local students to attend higher education.

Timeline	2020	2021	2022	2023	2024
II.5.a. Bright Futures	In Progress			Complete	Monitor
II.5.b. Other Programs	In Progress	Complete	Monitor		
II.5.c. Scholarship Funding	In Progress		Complete	Monitor	

Bright Futures students, teachers, and supporters

Priority Area III: Inclusion

The social equity planning process revealed that many in our community do not feel included. This means that they may be missing the social connections that allow for a healthier and fuller life, and that they may not effectively have a voice in decisions that affect their lives and their community. People need to feel included in order to experience themselves as full members of a community.

A "complete community" requires residents to feel connected, to have access to opportunities and decision making, and to feel welcome in diverse spaces.

This strategic plan proposes key interventions to create more inviting spaces for all and to provide tools to help create more inclusive systems and institutions.

When processes are more inclusive, outcomes tend to be more equitable. Having diverse voices represented in decision-making enables nondominant views to have a say and can effectively improve the delivery of services to underrepresented or marginalized communities.

When we talk about diversity, equity, and inclusion, too often we prioritize just the first of those concepts. Diversity provides valuable new perspectives, but diversity alone does not guarantee that new perspectives are fully included in the decision-making process. If diversity speaks to who is at the table, inclusion refers to who wields power to lead and set the tone for the conversation. We need to work to expand both diversity and inclusion in community leadership.

It is worth noting that inclusion—in addition to being a priority area in this work—is a lens that can be applied to all areas of community work and, as such, is considered throughout this strategic plan. It invites us to think not about who is at the table but rather who is not. Some constituencies that may feel underrepresented, underserved, or otherwise face discrimination are seniors, youth, immigrants, Latinx community members, people of color, neurodiverse community members, the LGBTQ+ community, and others.

Goals

- To increase voice and connectedness among the diversity of people within our community.

- To increase diversity and inclusion within leadership bodies and organizations.

- To increase the community's capacity for diversity, equity, and inclusion conversations and action.

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Strategies

1. Social Connectedness

Community connections are the building blocks of a complete community, where people know their neighbors and feel included. Social infrastructure is a relatively new term that speaks to the physical spaces that help shape our social life—parks, libraries, trails, and so on. Healthy and inclusive social infrastructure can help fight isolation and detachment from one's community. Making these spaces welcoming to all groups, whether seniors, neurodiverse community members, or others, is critical for us to continue fostering a sense of community. When we feel like we belong, we are invested in cultivating meaningful, long-lasting relationships that bring us closer together.

In some cases, language presents an opportunity for spaces to become more welcoming. By translating materials, signage, and other visible text, entities can continue promoting inclusivity in their practices and effectively communicate with underrepresented communities. Additionally, asking communities we are trying to reach about their preferred method of communication can generate greater reach.

For the community to continue developing lasting relationships, conversations about complicated issues like race, gender, and other identities should be taking place. These can help bridge divides and reduce bias and discrimination, as well as promote a sense of connectedness. When people from different backgrounds come together and have an honest discussion about complicated issues, within a framework that promotes understanding, outcomes can be positive. Raising awareness and creating empathy is one of the most immediate results; understanding differing views is another.

Responsible Entity: Inclusion Task Force

Key Indicator: Increase in percentage of people saying they feel included in the community.

Bike to School Day, May 2019

Photo: Tanzi Propst

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a. Inclusive events and buildings

   i. Examine existing community spaces and events, evaluate and enhance the level of inclusion, and embed inclusion in new spaces such as the Bonanza Arts and Culture District.

   ii. Promote and support inclusive events.

   iii. Raise awareness about our diversity and celebrate it.

b. Language

   i. Enhance and increase translation services for government entities and nonprofit organizations.

   ii. Evaluate communication channels for effectiveness at reaching populations who are underserved due to language barriers.

c. Living room conversations

   i. Develop/adopt a standard format, process, and procedure for structured living room conversations and similar avenues for deliberate yet informal discussions aimed at bringing diverse community members closer together.

   ii. Offer facilitation workshops for individuals to acquire the skills and tools needed to support these conversations.

   iii. Invite individuals and organizations to volunteer to organize living room conversations; support planning, organizing, and promotion of the events.

Photo: Tanzi Propst

Inclusive spaces and events are a critical component to increase social connectedness in our community

   iii. Solicit feedback from underserved or underrepresented communities via focus groups and other mechanisms to further improve communication.

Photo: Tom Horton

Dalia Gonzalez, Enrique Sanchez, and Kate Barber talk about immigration during a living room conversation last spring

Timeline	2020	2021	2022	2023	2024
III.1.a. Inclusive Events & Buildings	In Progress			Complete	Monitor
III.1.b. Language	In Progress	Complete	Monitor		
III.1.c. Living Room Conversations	In Progress		Complete	Monitor	

2. Tools and Education

If we are to reduce bias and discrimination, and continue fostering inclusive spaces, we must raise awareness through education. Discrimination is a complicated issue, given that it operates at the individual and structural level. Evidence-based trainings and conversations are required to make an impact on an issue that is pervasive and often invisible, at least at the structural level.

We are collectively learning through this process that a cultural shift is required for diversity, equity, and inclusion to advance. For meaningful and sustainable change to occur, a community learning cohort must come together to advance our collective knowledge on the pertinent themes around inclusion. For transformational change to occur, cross-sector partnerships are needed that help establish a shared language and framework across the community. This organizational capacity can then support internal and external conversations around diversity, equity, and inclusion.

Hanif Fazal from the Center for Equity and Inclusion facilitates a workshop in Park City on diversity, equity, and inclusion

Photo: Tom Horton

Responsible Entity: Inclusion Task Force

Key Indicators: Increase in diversity of leadership boards, committees, and staff; increase in numbers of community leaders trained in facilitating social equity processes and outcomes.

a. Increase capacity community-wide through a *learning cohort* of people empowered to lead and facilitate change.

    i. Organize and convene a community learning cohort in diversity, equity, and inclusion facilitation and leadership.

    ii. Coordinate an executive leadership training in parallel to the community learning cohort.

    iii. Support organizations in developing their own equity plans.

b. Develop and implement *community education* programs.

c. Launch a *leadership campaign* to help raise awareness about diversity, equity, and inclusion, and to increase representative and inclusive voices in leadership positions.

d. Create, model, and promote an *organizational pledge* to uphold the values of diversity, equity, and inclusion.

Timeline	2020	2021	2022	2023	2024
III.2.a. Learning Cohort	In Progress		Complete	Monitor	
III.2.b. Community Education	In Progress			Complete	Monitor
III.2.c. Leadership Campaign	In Progress	Complete	Monitor		
III.2.d. Organizational Pledge	In Progress	Complete	Monitor		

Other Recommendations

The three social equity priority action areas addressed above—affordable housing, education, and inclusion—were chosen because they represent a balance of high community concern and the potential for prompt action. Three additional areas of social equity—income, access to healthcare, and transportation—arose during the planning process and are addressed briefly below. These additional areas were considered less ready for a community coalition to have a prompt and significant impact on. The recommendations and next steps below will be explored further as a part of the ongoing social equity community convening work, and further action plans may emerge in future months and years to better address these areas.

Income

In the Social Equity Community Survey, the 706 participants identified low wages as the second most important social equity issue facing our community today, behind only affordable housing. The two issues are interconnected, as they can both support a working family in gaining financial stability. Low wages are also linked to decreased educational achievement, worse health outcomes, limited access to quality childcare, and fewer avenues to address mental wellness, among others. When socioeconomic levels are as disparate as they are in our community (23% of Park City School District students qualify for subsidized lunch, yet the median sales price for a single-family home within Park City limits was $2,093,950 from June 2018-July 2019), the result is a reduced sense of connection and belonging.

The service industry is one of the largest economic drivers in our community, yet those employees receive some of the lowest compensation. Even though some hourly rates in that industry are now in the $12-14 range, they have not kept pace with significant rent and living cost increases. The Massachusetts Institute of Technology's Living Wage Calculator offers these numbers (hourly wages) for Summit County for a family of four:

2 adults (1 working) 2 children

Living Wage	$26.89
Poverty Wage	$12.07
Minimum Wage	$ 7.25

Recommendations for Future Action

- Raise awareness about cost of living.
- Advocate for fair wages for vulnerable populations.
- Advance adult education and entrepreneurship programs to promote career mobility.
- Address the gender pay gap.
- Strengthen employee rights and advocacy groups.

Access to Healthcare

In the healthcare industry, costs are rising. In 2017, the Journal of the American Medical Association published a study showing that healthcare spending rose almost a trillion dollars from 1996 to 2015. Per person healthcare spending increased by 4.2% in 2017. The rising cost of services in the healthcare industry make it so that people go without checkups for longer stretches of time, leading to overall worse health outcomes. Additionally, many employers do not offer healthcare benefits.

In our community, the needs of the uninsured are primarily met by People's Health Clinic. General medicine, pediatrics, mental health, and vision care are some of the services they provide.

Photo: People's Health Clinic

Medical services at People's Health Clinic in Park City

Summit County Health Department also supports needs of the uninsured and underinsured by providing some free or low-cost services such as dental care, alcohol and drug counseling, women's health services, and others. They charge based on a sliding scale.

There are about 5,000 Medicaid-eligible people in our community who are not enrolled in Medicaid and are therefore needlessly uninsured. Key barriers to enrollment include awareness and the application process.

Care for the underinsured and others unable to afford it is also provided by Park City Hospital and other healthcare providers through direct financial assistance policies.

A lack of knowledge in services can sometimes be addressed by providing basic health education, through *promotoras* or navigators who have received specialized training but are not healthcare workers.

The gap in dental care for the uninsured represents one of the most widespread local challenges, with long term health complications arising from lack of early treatment.

Recommendations for Future Action

- Launch campaign to promote Medicaid enrollment.
- Advocate for Medicaid expansion to include those up to 138% of the federal poverty level.
- Increase coordination among service providers.
- Create a low-cost dental clinic or other access for the uninsured and underinsured.
- Continue and expand efforts to increase access to mental health providers.

Transportation

Over the last year, Park City Community Foundation's social equity team met, in collaboration with Park City Municipal Corporation, with various community members, groups, and organizations to help identify additional social equity issues facing the community. In these social equity "listening tour" events, transportation was one of the most-cited social equity issues identified by participants. The main issue that people cited was access to transportation to get where they need to go.

According to the American Public Transportation Association, the average household spends 16 cents of every dollar on transportation, and 93% of this goes to buying, maintaining, and operating cars, the largest expenditure after housing. Park City Transit's fare-free system provides a significant economic benefit to lower income users by offsetting the cost of transportation to and from employment.

For our community to thrive, it is important that everyone has equitable access to the transportation that they need. Transportation not only affects people's economic and social opportunities but also allows individuals and families to more fully participate in our community. On a community level, effective public transportation can reduce traffic, parking congestion, and connect willing employees with businesses seeking to fill positions. To increase equity and economic opportunity in Summit County, it is important that all community members (seniors, neurodiverse community members, the workforce, students, and others) can access effective transportation.

Recommendations for Future Action

■ Expand transit system to more areas where workers live.

■ Create more flexible and responsive transportation (such as microtransit).

■ Explore expansion of car-share methods (carpools, vanpools, community sponsored car sharing, etc.).

■ Advocate for lower-income users.

■ Continue bilingual outreach.

■ Continue to fund "fare-free" public transit.

Funding

This community social equity strategic plan is only meaningful to the extent that its recommendations lead to action and positive outcomes, and those are only possible with leadership and financial support. Funding will need to be a collaborative commitment by government, business, nonprofits, individuals, and more.

In order for the priorities outlined in this plan to move forward, early funding will need to be raised to coordinate each major area of work and to provide seed money for the proposed initiatives. The task forces responsible for each strategy will assist government, business, and philanthropic funders in identifying the most urgent and high impact funding needs and opportunities.

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Timeline of the Preparation of this Strategic Plan

October 2018

- Prepared initial plans with small project startup team.
- Developed communications and outreach plan; continued listening tour sessions.

November 2018

- Brought community partners together in an initial Advisory Committee.
- Started continuous process of identifying and inviting others who should be involved.
- Created operational plan to create an inclusive coalition of community members and partners to help develop a community social equity strategic plan.

December 2018

- Established mission and goals.
- Identified initial areas of work.
- Defined and formed initial planning task forces.

December 2018 – April 2019

- Gathered and analyzed data and input from diverse communities.
- Identified social equity gaps and opportunities for filling those gaps.

May – June 2019

- Used data and gap analysis to prioritize desired outcomes.
- Formed outcome-specific task forces.
- Identified priority actions that would have the most significant impact toward improving social equity.

June –July 2019

- Created an action plan aimed at ensuring that the coalition, its actions, and its results become an enduring, sustained, and systemic strength of our community.

July – August 2019

- Drafted strategic plan.
- Developed a multiyear budget of the resources needed to accomplish the plan.
- Shared the plan with the coalition and other community members and partners.

August – September 2019

- Share strategic plan with coalition member organizations and invite approvals/endorsements.

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Initiative Structure

Advisory Committee

The Advisory Committee serves as the guiding body of the Social Equity Initiative. The primary responsibility of the Advisory Committee is to ensure that the process, the task forces, and the overall strategic plan are aligned with the mission and objectives of the initiative.

Data Analysis Task Force

The Data Analysis Task Force is charged with providing instrument design, data collection, and data assessment to help the Social Equity Advisory Committee and other task forces institute data-driven decisions.

Funding and Financial Analysis Task Force

The Funding and Financial Analysis Task Force leads efforts to identify potential funding opportunities through grants, private donors, earned revenues, and in-kind resources that could help in the advancement and implementation of the Social Equity Initiative.

Affordable Housing Task Force

The Affordable Housing Task Force is charged with identifying opportunities that promote the faster development of units, improved availability of information for potential applicants, and organization of advocacy efforts in our community.

Early Childhood Alliance

The Early Childhood Alliance exists to pursue better outcomes for children ages zero through three. It has developed a five-year plan and has already raised substantial funds toward its first two years of operations. It includes parents/caregivers, providers, funders, and other interested individuals and organizations.

Education Equity Task Force

The Education Equity Task Force will lead the education goals under this strategic plan, with the exception of early childhood (which will be the responsibility of the Early Childhood Alliance). The task force will include key leaders from local school districts, education funders, and other interested individuals and organizations. This task force will form ad hoc work groups around the specific issues under its charge, involving existing community organizations.

Inclusion Task Force

The Inclusion Task Force is charged with providing guidance and support for significant community education and involvement opportunities (e.g., implicit bias training, diversity awareness training, events, etc.) designed to increase buy-in and understanding of the process by residents of Park City/Summit County. The task force also ensures that broad community representation is present during the Social Equity Initiative process.

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Advisory Committee

Beth Armstrong

Andy Beerman

Jed Briggs

Doug Clyde

Julio Espinoza

Jill Gildea

Dalia Gonzalez

Rob Harter

Katie Holyfield

David Levinsky

Franco Libertini

Abby McNulty

Sadie Ortiz

Joan Paz

Daniel Potter

Claustina Mahon-Reynolds

Cami Richardson

Jason Schwartz-Johnson

Cheryl Soshnik

Nann Worel

Tommy Youngblood

Diego Zegarra

Lizeette Zurita

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Task Forces

Data Analysis Task Force

Francisco Astorga
Kara Cody
Aaron Crouse
Jeffrey Jones
Jaclyn Knapp
Gretchen Lee
Maria Mullahi
Caitlin O'Connor
Kate Phillippo
Amy Terpstra

Funding and Financial Analysis Task Force

Doug Clyde
Jory Macomber
Jonathan Weidenhamer

Affordable Housing Task Force

Melissa Band
Shellie Barrus
Amy Cairn
Craig Elliott
Becca Gerber
Jason Glidden
Jeffrey Jones
Alison Kuhlow
Chris Lampe
Scott Loomis
Megan McKenna
Jessica Norie
John Sale
Cheryl Soshnik
Malena Stevens
Caitlin Willard

Early Childhood Alliance

Kathy Anderson
Beth Armstrong
Jaime Bercuson
Valarie Browning
Deb Danson
Alison Delgado
Tom DiGenno
Jillian Ettner
Dusty Frisby
Miriam Garcia
Joyce Hasting
Katrina Kmak
Mary Leader
Caroline Lewis
Carol Loomis
Alec McAree
Meaghan Miller-Gitlin
Leisa Mukai
Kali Otteson
Tina Pignatelli
Maureen Saborio
Tim Savage
Jackie Swan
Valarie Vazquez
Mary Flinn Ware
Nann Worel
Lizeette Zurita

Inclusion Task Force

Peregrine Bosler
Bianca Carrasco
Eric Esquivel
Zoe Flavin
Patty Garcia
Dalia Gonzalez
Tory Guilfoyle
Tim Henney
Moe Hickey
Daisy Hodson
Katie Holyfield
Linda Jager
Liz Longhurst
Taylor Matkins
Sam Mekrut
Daniel Potter
Emma Prysunka
Jocelyn Scudder
Pete Stoughton
Max Ventura
Betsy Wallace
Katy Wang
Tommy Youngblood

Healthcare Task Force

Tracy Altman
Beth Armstrong
Rylee Curtis
Sherri Fisher
Aaron Newman
Wendy O'Leary
Caroline Rose
Lori Weston
Lizeette Zurita

We are deeply grateful to everyone who served on the committees and task forces,
and to everyone else who participated in the preparation of this plan.

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Diversity | The full range of differences, visible and non-visible, that make each individual unique. Diversity enriches our community.

Early Childhood | Early childhood may refer to a child's life from birth up until they start kindergarten, which is often at age five or six. In this document, the early childhood plans focus on the years from birth through age three.

Inclusion | An environment that engages diverse perspectives, differing ideas, and individuals from different backgrounds to help define policy and practice and help shape culture.

LBGTQ+ | An acronym for lesbian, bisexual, gay, transgender, queer or questioning, and more. These terms are used to describe a person's sexual orientation or gender identity.

Neurodiversity | Refers to variations in the human brain regarding sociability, learning, attention, mood, and other mental functions.

Social Equity | Social equity aims to address disparities in outcomes due to race, ethnicity, income, ability, age, gender, sexual identity, and other factors. Social equity assumes that everyone starts from different places. In our community, resources must be allocated to help close significant disparities in the priority areas of housing, education (with an emphasis on early childhood education), and inclusion.

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