



American Planning Association
Connecticut Chapter

Creating Great Communities for All

**EQUITY
DIVERSITY
AND INCLUSION
ACTION PLAN**

EQUITY, DIVERSITY, AND INCLUSION

ACTION PLAN

2021

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The Connecticut Chapter of the American Planning Association began drafting the 2021 Equity, Diversity, and Inclusion (EDI) Action Plan in January 2021. This plan was a coordinated effort that included the CCAPA Membership, the Executive Board, and the ad hoc Equity, Diversity, and Inclusion Committee.

The overwhelming response from the CCAPA Membership and the Executive Board was in support of more intentional policies and programming around the principles of equity, diversity, and inclusion. As professional planners, the AICP Code of Ethics encourages planners to think about how equity, diversity, and inclusion relates to the communities we serve (e.g. serving the public interest), to serving our peers, and to serving our profession.

Eighty-six percent (86%) of survey respondents stated that they seek equitable outcomes in their work. Seventy-five percent (75%) indicated that they try to facilitate an inclusive environment in their work. Seventy-three percent (73%) believe that a diverse planning profession is necessary for professional and community success. Over 75% of respondents positively indicated a desire for additional programming on how to advance equity, diversity, and inclusion within our work as planners.

The CCAPA Executive Board members reiterated the sentiment of the importance of equitable, diverse, and inclusive policies and programming to support great communities for all. The Executive Board also agreed with the membership that future programming on these principles is necessary for our membership and profession moving forward.

The ad hoc Equity, Diversity, and Inclusion Committee used the feedback from our membership and Executive Board to internally review CCAPA's internal policies and current

programming. The overarching goals and recommendations of the 2021 CCAPA Equity, Diversity, and Inclusion Action Plan are directly related to the responses of the membership.

The goals for the plan are as follows:

1. Establish programming, policies, and communications strategies that value and prioritize the principles of equity, diversity, and inclusion;
2. Streamline the dissemination of information (chapter updates, programming, meetings, policies) to ensure members are included in the decision-making processes;
3. Actively advocate for and support the diversification of practicing planners in CT across all positionalities;
4. Intentionally recruit new members of diverse backgrounds, perspectives, and identities by facilitating an inclusive organization and CT planning community;
5. Foster an inclusive environment within the organization to promote a robust and active volunteer base;
6. Facilitate programming that prioritizes diverse perspectives to provide a broader view of planning that includes both stakeholders and shareholders; and
7. Address barriers of entry in the planning profession for all, with a focus on individuals from historically excluded backgrounds.

The recommendation matrix at the end of this report was created by the ad hoc Equity, Diversity, and Inclusion Committee to provide formalized strategies for CCAPA to achieve these goals. The success of this plan depends directly on support and active participation from the CCAPA membership and Executive Board.

It is our hope that this plan continues a conversation and supports the work that practicing planners and community members have been conducting for decades.

On behalf of the CCAPA Executive Board, I would like to thank the Ad Hoc Committee on Equity, Diversity and Inclusion for their tremendous effort in developing this important plan for the Chapter. I want to thank Savannah-Nicole Villalba, AICP Candidate, in particular for her leadership and Chadwick Schroeder, CCAPA's first Diana Donald Intern for his hard work on this project. The Committee has crafted significant recommendations for the CCAPA Board and Membership to help us lead with integrity in working to achieve social justice and racial equity, as we are ethically called upon to do.

We hope this plan and this set of recommendations are just a first in a series of actions that will ensure that CCAPA continues to be a leader in just and sound planning in CT. We, as an organization, have some hard work ahead of us, and some changes will come slowly. However, planners are well-equipped to manage change. It is the Executive Board's hope that long-time and new members will unite in supporting in implementing the recommendations in this plan, and ultimately to see CCAPA evolve into a more diverse and inclusive organization that reflects the larger community we plan for.

- Rebecca Augur, AICP

The Connecticut Chapter of the American Planning Association (CCAPA) established an ad hoc Equity, Diversity, and Inclusion (ED+I) Committee in 2020. The ED+I Committee was created in response to the growing conversation about how equity, diversity, and inclusion can be advanced within the planning profession and by the institutions that support practicing planners.

The AICP Code of Ethics and Professional Conduct calls upon planners to act with these principles in mind. The Code states that there is a special responsibility in the planning profession to serve the public interest.¹ When serving the public interest, professional planners are encouraged to consider how the short- and long-range results of present actions are interrelated to the equity of outcomes (A.1.(b)(c)).^{2,3} We are also called upon to make a commitment to facilitate inclusive environments where all community members have the access and ability to engage in public decision-making processes (A.1).^{4,5} Inclusive and accessible environments foster opportunities for diverse people, opinions, and experiences to be heard and included in the planning process. Equity, diversity, and inclusion are integral principles that are necessary for planners in establishing policies and practices that create great communities for all.

The Connecticut Chapter of the American Planning Association established their ad hoc Equity, Diversity, and Inclusion Committee with these responsibilities in mind. The CCAPA believes that it can and should play a role in supporting practicing planners as they serve the public interest. Additionally, CCAPA will

continue to advocate for policies and practices that advance equity, diversity, and inclusion within the profession and within the State of Connecticut's policies and practices.

Over the last few years, the American Planning Association (APA) conducted an internal organizational review using the principles of equity, diversity, and inclusion as a lens to review policy, programming, and resources. As a result of this review, APA has drafted revisions to the AICP Code of Ethics and Professional Conduct, provided new resources, including the Equity Policy Guide, and created a variety of educational opportunities and programming to support planners engaging with these efforts. These resources and programs have provided support to members as they advocate for equitable policies and inclusive practices in the diverse communities we serve.

An important organizational policy change is the creation of the APA Equity, Diversity, and Inclusion Vision, Mission and Strategy (2020).⁶ In this document, the American Planning Association outlines its vision to be an organization that is committed to providing opportunities for all to achieve excellence in planning by fostering equity, diversity, and inclusion in the organization and in the planning profession. APA is committed to being responsive to changes in communities and the challenges being faced in achieving just, equitable and inclusive communities where the rights to life, liberty, and the pursuit of happiness are achievable by all. Creating great communities for all requires planners'

basic understanding that while equity, diversity, and inclusion are distinct from each other, they are inherently linked together.⁷

The mission stated is to ***promote more inclusive, just, and equitable communities through a planning profession as diverse and inclusive as the many communities we serve. To equip planners to perform inclusive and equitable planning and work effectively across diverse communities.***⁸

In these statements, APA clearly affirms the importance of equity, diversity, and inclusion within the profession and for the communities we serve.

Equity is defined as ***“just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Unlocking the promise of the nation by unleashing the promise in us all.”***^{9 10} APA further states this definition “provides the foundation for considering and applying an equity process in all facets of planning, all levels of planning, all means of planning, and in all planning policies, working to eliminate socioeconomic disparities.”^{11 12}

Diversity is defined as an ***“inclusive concept that encompasses, but is not limited to, race, ethnicity, class, gender, age, sexuality, ability, educational attainment, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status.”***^{13 14} APA argues that with greater diversity, the practice of planning can be more creative, effective, and just and can bring more varied perspectives, experiences, backgrounds, talents, and interests to the communities we serve.¹⁵

Inclusion is defined as an environment in which ***“all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization’s success.”***^{16 17}

Practicing planners should understand that the pursuit of equity, diversity, and inclusion is an ongoing process that requires active engagement from the community, thoughtful decision-making, and a commitment to advance these principles within a community and within the larger profession. CCAPA strongly believes in its role of supporting practicing planners in advancing these goals.

The CCAPA Equity, Diversity, and Inclusion ad hoc Committee’s first task was to conduct an internal organizational review using the principles of equity, diversity, and inclusion as the lens to review internal policies and programming. The committee engaged both our membership and the Executive Board in its review.

The goal of the CCAPA Equity, Diversity, and Inclusion Action plan is to provide concrete recommendations and strategies to formalize CCAPA’s commitment to advancing the profession and supporting practicing planners in a manner that is equitable, inclusive, and affirming to the diverse membership and the communities our planners serve.

General

The state of Connecticut is located along the Long Island Sound in New England. Connecticut is the 48th largest state by land-mass, with a population of 3,575,000 people.¹⁸ Connecticut possesses unique diversity in its environment, development patterns, and population composition. This diversity has led to a vast array of community types; Connecticut's landscape includes shoreline, forestland, urban, suburban, and rural areas. There are communities focused in industry, agriculture, silviculture, defense, and tourism. Municipalities vary in their population densities, with the five most densely populated areas being Bridgeport, New Haven, Stamford, Hartford, and Waterbury.¹⁹

Age, Sex, Race, and Ethnicity

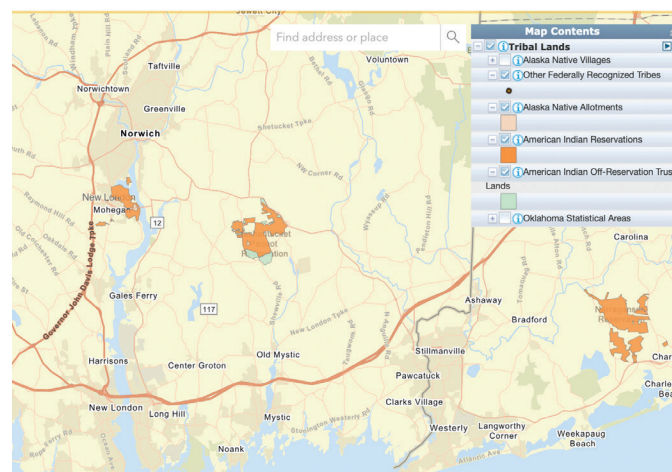
Connecticut's population skews older. In 2019, 80% of the population was over the age of 18.²⁰ Twenty-one percent (21%) of the population was over the age of 62.²¹ The U.S. Census states that 51% of the population identifies as female and 49% identifies as male.²²

The state's racial composition is predominantly white, accounting for 67% of the population.²³ Black or African American people account for 10% of the population, while people identifying as Hispanic or Latino, regardless of race, account for 16%.²⁴ Asian people make up about 4.5% of the state's population.²⁵ About 0.3% of the state population is comprised of Native American people.²⁶ Nationally, non-Hispanic white people make up 60% of the population, Black or African American people account for 13%, Hispanic or Latino people 19%, Asian people 6%, and Native American people 1.3%.²⁷

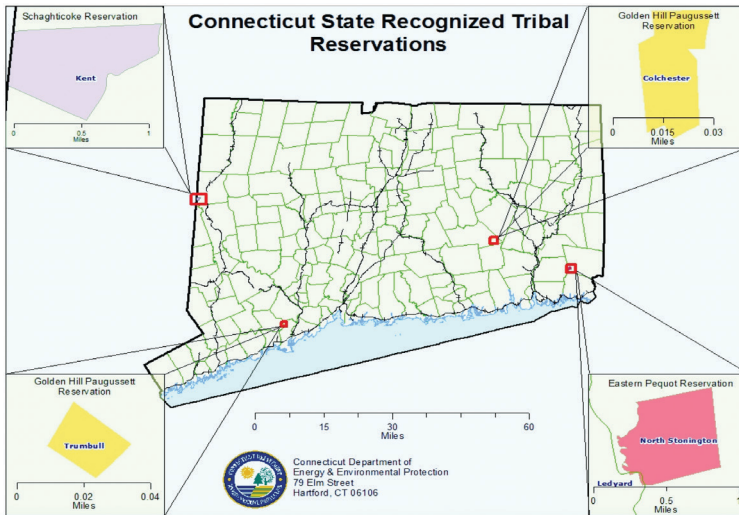
Connecticut law recognizes five American Indian Tribes: Golden Hill Paugussett, Mashantucket Pequot, Mohegan, Paucatuck Eastern Pequot, and Schaghticoke, with the Mashantucket Pequot and Mohegan Tribes also recognized by the federal government.²⁸ There are six tribal reservation sites within Connecticut, but only two are federal reservations.²⁹

The Environmental Protection Agency's Environmental Justice Screen utilizes the most recent American Community Survey 5-year estimates³² to measure the percentage of people of color by total block group population, where 'people of color' is defined as all but Non-Hispanic White alone.³³ The data illustrated on the map below show that the block groups with the highest percentage of people of color are primarily clustered within the boundaries of Connecticut's cities.³⁴

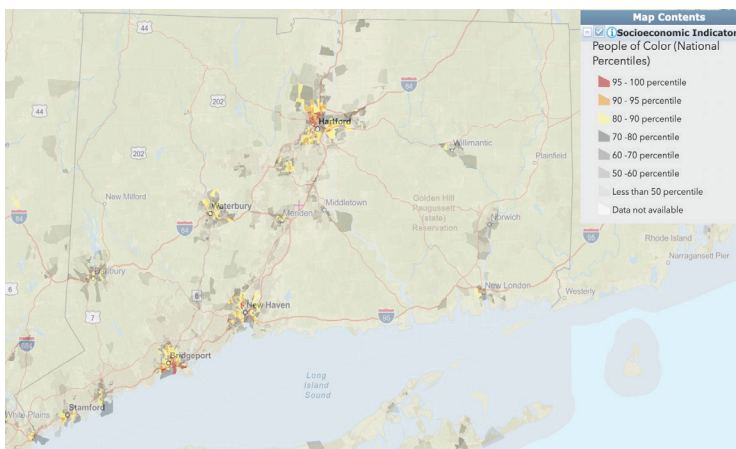
The map below shows the distribution of federally recognized reservations in Connecticut. The map includes a legend for Tribal Lands, which includes Alaska Native Villages, Other Federally Recognized Tribes, Alaska Native Allotments, American Indian Reservations, American Indian Off-Reservation Trust Lands, and Oklahoma Statistical Areas. The map shows the locations of these reservations across the state, with a concentration in the central and eastern parts of the state.



EPA EJ SCREEN Federally Recognized Reservations³⁰



State Recognized Reservations ³¹



EPA EJSCREEN People of Color Population in Connecticut ³⁵

Disability

According to the CDC, approximately 22% of Connecticut residents over the age of 18 live with a disability.³⁶ Nationally, 26% of people in the United States live with a disability.³⁷ The CDC states that one in four women and roughly two in five of the population over the age of 65 live with a disability.³⁸

Education

The state of Connecticut has a high-school graduation rate of nearly 91%.³⁹ Graduation rates in New England range from 89% in Rhode Island to 93% in Vermont.⁴⁰ Connecticut

and New England have a higher graduation rate than the national graduation rate of 88%.⁴¹ In Connecticut, 39% of the population has a bachelor's degree or higher.⁴²

Industry and Employment

Some of the key industries in Connecticut are finance, insurance, healthcare, manufacturing, and aerospace.⁴³ The state's largest industries by number of employees are manufacturing and aerospace.⁴⁴ In 2019, Connecticut's unemployment rate was 4%.⁴⁵ The national unemployment rate was 3.5%⁴⁶ and New England's unemployment rate was 3% for the same year.⁴⁷

Connecticut's cities play a major role in employment, with much of the workforce commuting in from different municipalities for work in the cities. For example, in 2015, Manchester, Windsor, New Britain, Wethersfield, East Hartford, and West Hartford each had over 3,000 residents who commuted to Hartford for work.⁴⁸ In the same year, Hamden had 8,000 residents commute to New Haven for work.⁴⁹

Income

Connecticut's average and median income per household is higher than New England and national averages. The 2019 median household income in the state was \$78,444 and the mean household income was \$113,031.^{50 51} However, the median household income varies greatly across communities within Connecticut.

The Census Bureau determines poverty rates through income thresholds that vary by family size and composition.⁵² The poverty rate within Connecticut is 10%.⁵³ New England's poverty rate ranges from 9.5%–15%.⁵⁴ The national poverty rate is slightly higher than the state of Connecticut's by half a percent, at 10.5%.⁵⁵

Housing

In 2018, 60% of the state's current housing stock was owner occupied and 30% of the housing stock was renter occupied.⁵⁶ The 2018 median rent in Connecticut was \$1,156.⁵⁷ The Department of Housing and Urban Development has determined that households that pay over 30% of their income on housing are considered cost-burdened.⁵⁸ Those who pay over 50% of their income are considered severely cost-burdened. In Connecticut, the percentage of renters who are cost-burdened is higher than the percentage of homeowners with or without a mortgage that are cost-burdened.⁵⁹ Forty-nine percent (49%) of renter households are cost-burdened, with 26% of renter households severely cost-burdened. That number is 32% for homeowners with a mortgage, with 13% being severely cost-burdened. Homeowners without a mortgage have the least amount of cost-burdened households at 21%. Nine percent of homeowners without a mortgage are severely cost-burdened.⁶⁰

The median cost of a home in Connecticut is \$270,100.⁶¹ Single family housing makes up 59% of the total housing stock in the state. However, the 2017 US Census Survey of Building Permits found in Connecticut that out of

the 4,547 total building permits, 55% were for one-unit housing and 42% were for 5 or more unit housing.⁶²

In Conclusion...

Connecticut is home to uniquely diverse groups of people, environments, and industries. It is imperative to understand the connection between the diversity observed within the state and the historical and contemporary policies, practices, and procedures that have led to the current conditions. It is in deeply understanding these connections that we can advocate for equitable policy changes that are inclusive to our diverse population's needs.

According to APA records, as of July of 2021, CCAPA membership demographics are as follows:

- 53% identify as male and 47% identify as female;
- 80% of the membership identifies as white, 3% as Asian, 2% as Black/African American; and
- 5% of the membership identifies as of Hispanic, Latino, or Spanish origin.

The CCAPA Equity, Diversity, and Inclusion ad hoc Committee conducted a Membership Survey over two weeks during June 2021. There were 67 respondents to the survey. The demographic makeup of respondents is as follows:

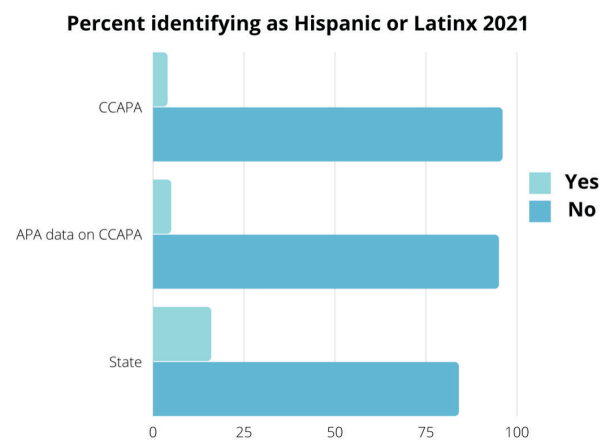
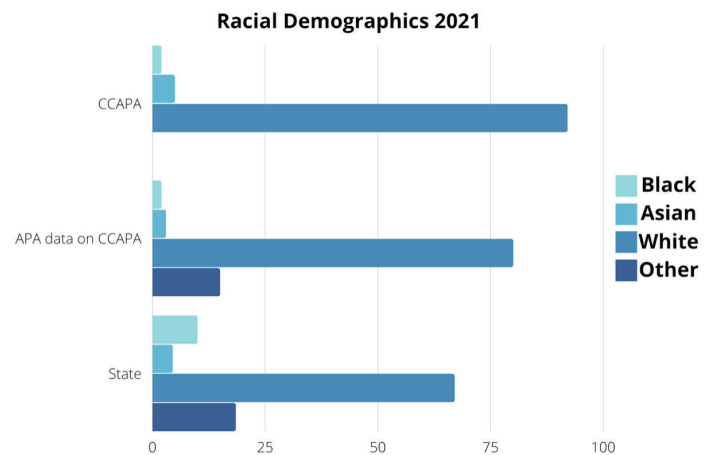
The respondents skew older with a greater share of the respondents indicating they are over the age of 50;

- 55% identify as male and 45% identify as female;
- 93% identify as white, 5% as Asian, 2% as Black/African American;
- 3 respondents identify as of Hispanic, Latino, or Spanish Origin;
- 51 of the respondents can speak one language;
- 10 respondents indicated they could speak between two and five languages; and
- 3% of the respondents identified as LGBTQIA.

Almost half of the respondents stated that they are members of APA. Sixty percent of respondents stated they are members of

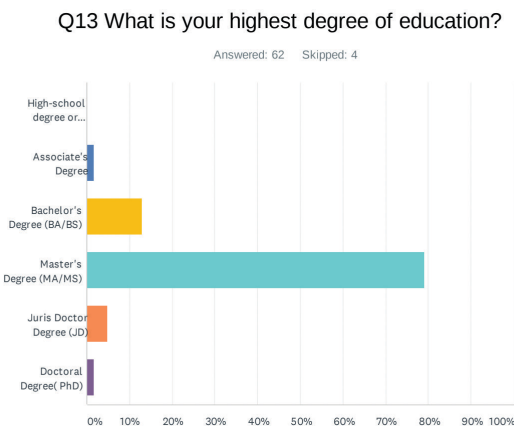
CCAPA. More than 75% of those who responded are AICP certified. One AICP Candidate responded.

Roughly half of the respondents indicated they were part of other professional organizations. Most of the respondents (70%) indicated they do not hold any other professional licenses or certifications other than AICP. The respondents were roughly divided on having served on a CCAPA Committee or Executive Board.



CCAPA's membership is less racially diverse than the State's population.

Most (79% of the respondents) hold a master's degree as their highest level of educational attainment. The top three most common bachelor degree fields were, Geography, Political Science, and Sociology. For those with master's degrees, the top three degree fields were Urban Planning, Environmental Planning and Regional Planning.



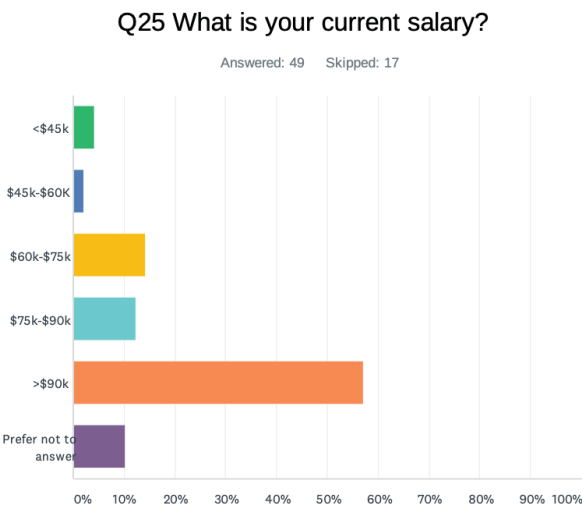
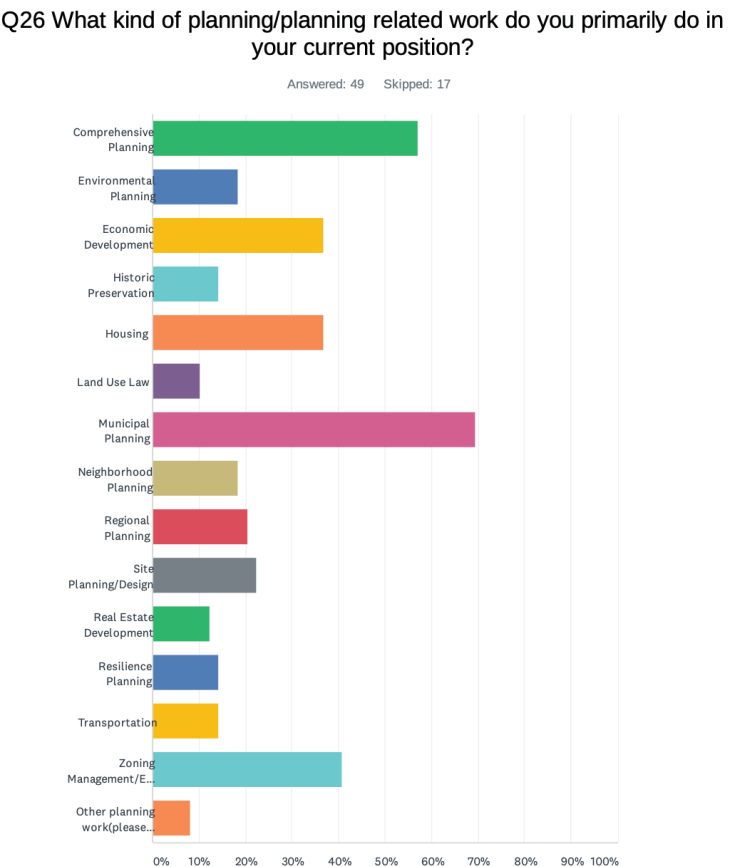
Employment

The vast majority of respondents reported having over 10 years of experience in planning related fields. Fifty one (51) respondents indicated that they held between one and five different full time positions. Nine (9) respondents indicated that they held between five to eight different positions.

When asked about their employment status, 82% of the respondents indicated that they are currently employed in a planning or planning related field, 7% indicated that they are currently unemployed, and 12% indicated that they are retired. Almost two thirds of those who responded indicated that they are employed in municipal planning departments. The second and third most common employers are private sector planning firms (10%) and the councils of governments (8%). Fifty-seven percent (57%) of respondents have been in their current position for five

years or fewer. Respondents indicated a wide range of primary planning-related work that they regularly engage with. The top three responses were comprehensive planning, municipal planning, and zoning management.

A majority (57%) of respondents indicated their salary is greater than \$90k.



Equity, Diversity, and Inclusion

Respondents to the survey overwhelmingly agreed with statements aimed at increasing and addressing equity, diversity, and inclusion within Connecticut municipalities and the CCAPA. Respondents to the survey felt confident being able to recognize when someone acts in a discriminatory or prejudicial manner, with 95% indicating they agree or strongly agree. Eighty percent (80%) of respondents agreed or strongly agreed that they could address a situation in which someone acted in a discriminatory or prejudicial manner.

A majority of the respondents feel that APA National's definitions of equity, diversity, and inclusion are accurate. Roughly 6% of the respondents on each question did not agree and a few comments were submitted stating that the definitions were not encompassing and used improper language. Respondents overwhelmingly indicated, 86%, that they seek equitable outcomes in their work, 75% indicated they try to facilitate an inclusive environment in their work, and 73% believe a diverse planning profession is necessary for professional.

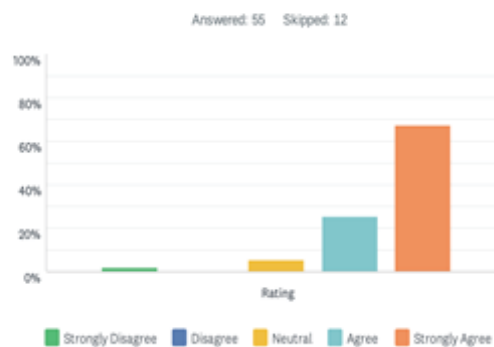
Half of respondents felt neutral that CCAPA has diverse leadership and 36% did not feel that CCAPA leadership is diverse. A majority of respondents (73%) believe that CCAPA would benefit from more diversity.

When asked if CCAPA facilitates an inclusive environment, 56% of respondents agreed, 40% of respondents felt neutral, and 4% disagreed. A similar trend was seen when asked if the CCAPA is an equitable organization.

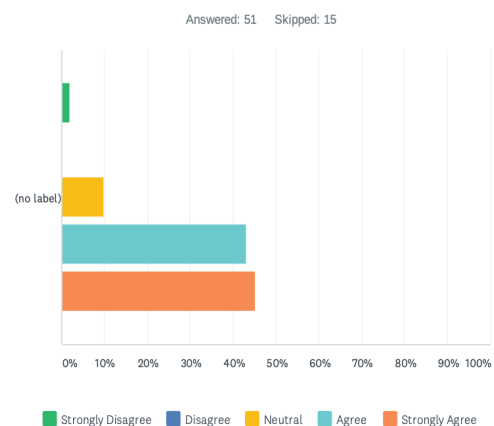
The majority of respondents, 66%, felt that CCAPA would benefit from more equitable

policies. Respondents felt the programming offered by CCAPA could be more equitable, inclusive, and representative of diverse perspectives and that they would benefit from additional programming. Eighty four percent (84%) responded positively about receiving additional programming from diverse perspectives. Seventy-eight (78%) felt that they would benefit from programming that provides strategies for creating more inclusive environments. Eighty-eight (88%) of respondents believe they would benefit from additional programming addressing equitable outcomes in the profession.

Q36 I feel that diversity in the planning profession is necessary to serve communities well.



Q56 I would benefit from CCAPA programming that provides strategies for creating more equitable outcomes within my work.



are important for communities. For example, 96% of respondents felt that communities must consider equity in their decision-making processes, with only two respondents strongly disagreeing. A similar trend was seen when respondents were asked if communities would benefit from more equitable decision-making processes, with 94% of respondents agreeing.

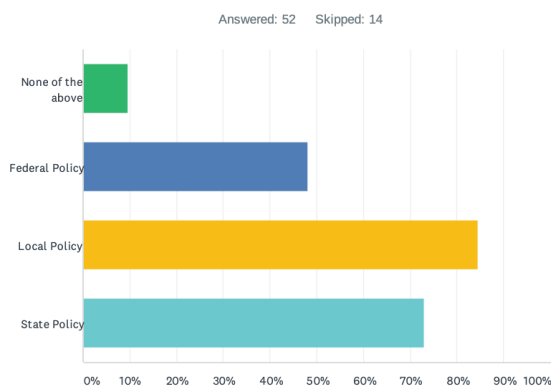
Respondents felt that there were multiple avenues to address inclusivity, equity, and diversity within Connecticut. Respondents believe that local policy, 83%, state policy, 74%, and federal policy, 49%, are effective ways to address inclusivity. Roughly 9% of the respondents selected none of the above. Overwhelmingly, 88% of the respondents believed CCAPA should support legislation that creates more inclusive communities.

A majority of respondents, 66%, indicated that they have personally witnessed or experienced discriminatory or prejudicial actions occurring within the profession. These actions were predominantly directed towards constituents and/or clients or the professionals themselves. Over 18 respondents provided specific examples of when they experienced this. The majority of the examples related to “negative and discriminatory” comments made by Commission members, with some

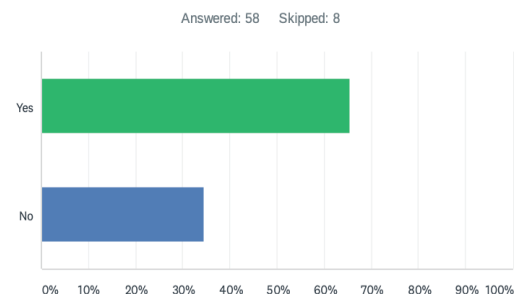
other examples offered related to age and race discrimination in hiring practices. This was similar to multiple comments submitted about addressing diversity, specifically related to commissions and boards.

Respondents indicated a number of strategies to make the planning profession more inclusive and equitable that included protections for employees who speak out addressing inequity, greater outreach and development of bachelor’s and master’s programs in Connecticut, fostering opportunities for young people, and addressing the lack of diversity. Some respondents indicated that there needs to be an examination and acknowledgment of the racist practices and roles planners have taken. Respondents also suggested more equitable and inclusive practices that allow for membership feedback and strong and intentional public statements of support around issues of equity, diversity, and inclusion.

Q49 How should inclusivity be increased in CT communities? Please select all that apply.



Q31 Have you personally experienced or witnessed discriminatory or prejudicial action(s) occurring within the profession?



Ten members of the CCAPA Executive Board were interviewed for their opinions on how the principles of equity, diversity, and inclusion related to their role in (1) serving the public interest; (2) advancing ED+I principles within the Connecticut planning profession; and (3) their current position on the CCAPA Executive Board. The interview questions can be found in Appendix C.

Board members were asked to define equity, diversity, and inclusion in their own terms. Responses across the board highlighted the interconnected nature of these principles and generally included examples about what equity, diversity, and inclusion meant in relation to their professional and personal experiences. For example, equity was commonly described as ensuring everyone has an equal opportunity and ability to participate and influence the final decision made at all levels of planning processes and within the professional organization. Diversity was commonly described as related to the varied perspectives and experiences of people with different demographic, social, and political identities. Inclusion was commonly described as providing meaningful and accessible engagement opportunities. Board members felt that all three principles are essential to building a strong planning profession and organization within the State of Connecticut.

I. How Equity, Diversity, and Inclusion relate to Serving the Public Interest

Board members acknowledged the importance of equitable, diverse, and inclusive community engagement strategies to support and create great communities for all. Many cited that the principles of equity, diversity, and inclusion are directly called out in the ethical codes and principles that we aspire to meet as professional planners.⁵⁷ Board members also shared experiences in which their current roles as public servants allows them to gain experience and familiarity in what it means to plan with these principles at the forefront of our actions.

Executive Board members were in agreement that future training should be provided to support CCAPA membership in creating more equitable, inclusive, and diverse procedures and policies for serving the public interest. This could include partnering with community-based organizations and planning adjacent professionals on programs and providing more opportunities for planners to present and discuss their work in peer settings.

II. How Equity, Diversity, and Inclusion Relate to Advancing the CT Planning Profession

Board members identified the currently perceived barriers to advancing equity, diversity, and inclusion within Connecticut's planning profession. These barriers include the lack of educational programs, the current age

profile of the profession, and the cost of APA membership.

The State of Connecticut has no bachelor's or master's programs accredited by the Planning Accreditation Board. Trinity College recently created an Urban Planning certificate to address this gap.⁵⁸ While the certificate program works to mitigate some educational barriers, interviewees stressed the importance of having an accredited program within the State of Connecticut. The lack of educational programs diminishes the pool of future planning professionals. Further conversation should be had about creating programs through the Connecticut State Colleges and Universities (CSCU) system to address educational and financial barriers to entering the planning profession.

In addition, the current demographics of our profession trend older. The average age of respondents of the 2021 CCAPA Membership Survey was 49. Board members discussed growing concern about how there are many unfilled positions for professionals with 4-plus years of professional experience. As the current membership continues to age, there is concern about having enough qualified professionals to fill positions. The lack of entry level positions and/or combination of required education and experience present additional challenges for emerging planners to enter into the planning profession in Connecticut.

Board members further identified APA and AICP fees as barriers to creating an inclusive and equitable profession. APA's efforts to encourage student involvement through free membership was noted as a positive change, however, CCAPA has seen students dropping out of the organization once they are required to pay for membership.

There were many suggestions on how to address these barriers, including continuing to advocate for an accredited program and to help establish a pipeline for emerging planners. The pipeline should start at an early age and can be supported by practicing planners participating in programs like the APA Ambassadors Program.⁵⁹ The APA Ambassadors program encourages youth engagement through teaching students about the planning process and profession. Another strategy to support a student / emerging planner pipeline would be to expand internship opportunities for high school and college students in a variety of planning settings (e.g. municipal, private, council of governments, etc.)

Many planning professionals are not aware that you can register to be a member of the CCAPA chapter without being a member of the larger national organization. Interviewees noted that professional planners not currently involved with CCAPA may not be aware of the organization and the benefits of membership. This perceived lack of awareness or relevance creates challenges to growing the membership of the organization.

III. How Equity, Diversity, and Inclusion relate to the CCAPA as an Organization

Executive Board members are aware of the hegemonic positionality of the organization's leadership. The lack of diverse leadership and perspectives are shortcomings of the current organization, and highlight the importance of collaborative efforts to engage diverse members, community-based organizations, and individuals who can

bring needed perspectives to the organization and our conversations.

Board members felt a shared responsibility to actively and intentionally foster a more equitable, diverse, and inclusive planning organization in Connecticut. This shared responsibility should drive internal programming and policies moving forward.

IV. Current and Future Membership Challenges

Board members shared similar perceptions of CCAPA membership challenges, including:

- Lack of time. Members of the CCAPA Executive Board are volunteers. An individual's ability to interact with the Executive Board and the larger organization are often tied to their professional and personal responsibilities. In addition, the planning profession has a unique time commitment with night meetings that can make involvement difficult for all members, including the Executive Board.

- Lack of committee involvement. The CCAPA Committees do not have robust involvement from the membership. The lack of sustained engagement from members on CCAPA committees has significantly lowered the capacity of each committee to take on new programs.

- Social / Political. Members of the CCAPA Executive Board noted political and social barriers related to the highly politicized nature that the terms equity, diversity, and inclusion have taken on. In

addition, many members noted the historical role that planning has played in perpetuating systemic and institutional racism and discrimination. The hegemonic positionalities and perspectives of many members provides a challenge in creating programming that would facilitate meaningful conversation on these principles.

Conclusion

The CCAPA Executive Board Members made it clear throughout their interviews that there is an intent to advance equity, diversity, and inclusion in serving the public, within Connecticut's planning profession, and within the organization. This will require partnering with and fostering collaborative efforts with other professional and community-based organizations. By creating a more inclusive and diverse organization, members will have an opportunity for honest conversations about how these principles relate to our roles as professional planners.

The CCAPA Executive Board will need to play an active role in mitigating the barriers to advancing equity, diversity, and inclusion through policy and programming changes. Interviewees seemed in agreement about their role as leaders of this effort. With the assistance and guidance of a formalized CCAPA Equity, Diversity, and Inclusion Committee, we believe that the following recommendations and strategies should be addressed:

Procedural

1. Review and revise the CCAPA Equity, Diversity, and Inclusion Action Plan every five years
2. Formally include the recommendations of the CCAPA Equity, Diversity, and Inclusion Action Plan in the Executive Board's yearly work plan

Organizational

Goal: Increase Communication between CCAPA leadership and membership

Strategies	Lead
Internally review all procedures and policies for Chapter and membership communications to standardize communication procedures for disseminating relevant information, including events, programs, and policy decisions	EDI and Communications Committees
The Communications and the Equity, Diversity, and Inclusion Committee should collaborate to create a communications policy that uses best practices to ensure accessible communications for members of all abilities.	
Record all CCAPA programming and open meetings for membership, and provide closed captioning and other accessibility measures in recordings.	
Expand opportunities for participation and feedback within the organization. This could include a monthly membership meeting, office hours with CCAPA President, and quarterly surveys for feedback on programming and communications that will be reviewed by the Executive Board.	Executive Board and EDI Committee
Update the roles and responsibilities of Committee Chairs to include a monthly update on initiatives and current efforts to be shared with the membership. This could be shared in an email, on the CCAPA website, on social media, and/or in the CT Planning Magazine	
Update the responsibilities of Committee Chairs to hold monthly meetings for membership. Highlight the meeting time, date, and information on website and in a monthly newsletter of upcoming committee meetings	
	Executive Board

Goal: Expand opportunities and accessibility to join CCAPA leadership

Strategies	Lead
Update CCAPA bylaws to require all committee chairs to be elected positions with a two-year terms	Executive Board
Host an information event yearly in which members can attend to learn more about the roles and responsibilities of the Executive Board positions.	Executive Board and Programs Committee
Broadly advertise elections and the roles and responsibilities of each Executive Board position on the CT-Planning-Professionals Listserv and on the CCAPA website. This should include the responsibilities of each committee.	Nominations and Elections, and Communications Committees

Goal: Increase membership inclusion in Governmental Relation Actions

Strategies	Lead
Actively engage the membership before testifying on proposed legislation to ensure their comments are representative of the membership.	Governmental Relations Committee
Establish communication channels to receive and track feedback on legislative priorities from membership.	
Engage membership in an annual or bi-annual survey of legislative priorities for the profession to develop scope of legislative action.	
Develop an annual CCAPA Governmental Relations Report that outlines all of the legislation the Committee testified for during the year. This report should state how the Committee Chair(s) integrated feedback on legislation from membership.	

Goal: Provide programming and resources for practicing planners to purposefully engage with equity, diversity, and inclusion as guiding principles of the profession

Strategies	Lead
Offer programming and resources that support planners in:	Programming and EDI Committees
How to facilitate equitable, diverse, and inclusive planning processes and public engagement, including strategies to mitigate common barriers to engagement;	
How to use best practices for engagement and communication to create material accessible for people of all abilities;	
How to gather and synthesize local input for community decision-making;	
Strategies for building trust and stronger relationships within the communities we serve;	
The historical role planners have traditionally played in perpetuating systemic inequality;	
Strategies on mitigating the legacy of historical federal-, state-, and local-decisions that have created barriers in the community decision making processes;	
Connecting the AICP Code of Ethics and the Ethical Principles in Planning to our practice as professional planners that provides members with a framework to include ethics in their decision-making processes	
Facilitate opportunities for planners to engage in earnest conversations about their professional roles and responsibilities.	
Host informal professional events for planners to collaborate and network with each other.	EDI and Programming Committee
Programming that addresses the intersections between the AICP Code of Ethics and the principles of Equity, Diversity, and Inclusion.	
Collaborate with APA Divisions to provide programming led by planners from diverse perspectives and expertise in specific identity or subject material areas related to equity, diversity, and inclusion.	
Develop guides to support planners in facilitating equitable, diverse, and inclusive community processes and policies.	EDI Committee, advised by Executive Board
The scope of issues should be developed in collaboration between the membership, relevant Community Based Organizations, and the Executive Board. The development of these guides should be undertaken by the Equity, Diversity, and Inclusion Committee.	

Goal: Engage in a membership campaign to increase active membership in the CCAPA

Strategies	Lead
Conduct a SWOT analysis with current members about their perceptions of the strengths and weaknesses of the organization, led by the Membership Committee in collaboration with the other leaders on the Executive Board.	Membership Committee and Executive Board
Engage with planners who are non-members to understand their hesitancy to join CCAPA.	
Actively reach out to planning adjacent organizations (CAZEO, CFPZA, etc.) to highlight the planning organizations that are Connecticut specific and coordinate an effort to increase membership across all organizations.	Membership and EDI Committees, and Executive Board
Strategize on how to affirmatively recruit professional planners of diverse positionalities to the organization. This will include specific outreach and opportunities for Black, Indigenous, Latinx, and other historically excluded groups including, but not limited to, people with disabilities, LGBTQ+ identifying individuals, and youth to participate in the organization.	EDI and Membership Committees
Conduct a recruit campaign for the CCAPA Committees.	Executive Board and Membership Committee

Goal: Formalize commitment to the principles of equity, diversity, and inclusion by establishing a formal Equity, Diversity, and Inclusion Committee. The Equity, Diversity, and Inclusion Committee would be responsible to...

Strategies	Lead
Create and maintain connections for CCAPA between planning adjacent community-based and professionally based organizations.	EDI Committee
Invite community-based and professionally based organizations to participate in CCAPA Programming as relevant.	EDI and Programming Committees
Provide opportunities for community-based organizations to provide content for CT Planning Magazine.	EDI and Communications Committees
Develop programming based on the responses from the 2021 Membership Survey.	EDI and Programming Committees
This includes, but is not limited to, ensuring programming by CCAPA hosts diverse perspectives and that invited guest speakers include people with knowledge and expertise in equity, diversity, and inclusion	

Establish training and programming that meaningfully communicates how the principles of equity, diversity, and inclusion relate to our profession. Work with the Executive Board to ensure the content and perspectives are diverse and inclusive.	EDI Committee and Executive Board
Host an equity, diversity, and inclusion level setting programming series (materials and videos) that address the topics outlined in previous recommendation around programming. Coordinate with the Program Committee to host at a minimum one 'Equity' CM event yearly per AICP requirements	EDI and Programming Committees, and Professional Development Officer
Update the APA National ED+I resource guide to ensure it stays up to date and relevant.	EDI Committee
Create a way in which planners can submit anonymous planning-related situations they would like to discuss through an equitable, diverse, and inclusive lens that would be discussed at ED+I Committee meetings.	

Goal: Expand opportunities for planners to showcase their work by highlighting and awarding best practices and success stories across the Connecticut's Planning Profession.

Strategies	Lead
Create an online forum for people to submit information about projects, public engagement processes, or situations that should be highlighted in CCAPA communications. This should be a collaborative effort that includes the Membership, Communications, and Awards Committee.	Membership, Awards and Communications Committees
Highlight best practices in which the principles of Equity, Diversity, and Inclusion were at the forefront of the decision-making processes. The Awards Committee and the Equity, Diversity, and Inclusion Committee should work together to create a new CCAPA Award.	EDI and Awards Committees

Professional	
Goal: Create a path for students to become practicing planners	
Strategies	Lead
Support establishment of a Planning Accreditation Board Bachelors and Masters Degree in Planning in Connecticut.	Executive Board
Expand paid internship opportunities for students to gain experience in the planning profession in a variety of settings (private, municipal, regional, etc.).	Executive Board
Provide scholarship opportunities for students interested in entering the profession.	Executive Board
Facilitate education opportunities for youth to learn about the planning profession and process with support from the APA Ambassador Program.	EDI Committee/TBD
Actively recruit students for the Student Member at Large Position.	Membership and EDI Committees
Coordinate with the Emerging Professionals Committee to actively recruit involvement with this leadership position	

Goal: Support emerging planners in establishing themselves in the Connecticut Planning Profession	
Strategies	Lead
Expand opportunities for emerging planners to gain relevant planning experience.	Executive Board and EDI Committee
Establish an Emerging Professionals Committee or sub-committee within the Membership Committee to provide programming relevant to the professional development of new planners. The Emerging Professionals Committee can serve as a liaison between the CT Community College and State University departments and student organizations and the larger planning profession.	Executive Board, Professional Development Officer, Membership Committee
This new Committee could coordinate with the Professional Development Officer.	
Expand efforts for people of historically excluded backgrounds and emerging planners to obtain their AICP Certification.	Professional Development Officer supported by EDI Committee
Provide opportunities for people from diverse backgrounds, experiences and perspectives that work as planners in Connecticut to discuss their work and experiences through CCAPA sponsored events.	Programming, Awards, and EDI Committee

Appendix A: Methodology

The Equity, Diversity, and Inclusion ad hoc Committee of the Connecticut Chapter of the American Planning Association oversaw the creation of this Action Plan. The methodology can be broken down into four distinct practices.

- I. Review of APA National Resources
- II. Membership Surveys
- III. Executive Board Interviews
- IV. Creation of the Action Plan

I. Review of APA National Resources

The APA National website was examined for relevant materials as they related to equity, diversity, and inclusion. The materials were organized into a resource guide for our membership to use when seeking materials that provide guidance into the many aspects of equity, diversity, and inclusion. APA Memos, Reports, and Quicknotes were reviewed for their relevance in promoting equity, diversity, and inclusion. Relevant themes and links were summarized in a tabular resource guide for our membership.

II. Membership Survey

Goals

The membership survey had two primary goals. The first goal was to collect information about our membership to help us understand what the current planning profession looks like in Connecticut. The second goal was to gain insight into our membership's current understanding of equity, diversity, and inclusion as they relate to our profession. The survey results were utilized to guide the development of the Executive Board interviews and the

recommendations of the Action Plan.

The 2016 membership survey had an involvement rate of roughly 30% of the membership. The 2021 survey had an involvement rate of 18% of our membership.

Survey Design

The survey questions were created and internally reviewed by the CCAPA ad hoc Equity, Diversity, and Inclusion Committee. The CCAPA EDI Scholarship-Intern created a worksheet to assist the committee and Executive Board members as they reviewed the survey to ensure that comments and revisions were consistent across reviewers.

The membership survey was designed using Survey Monkey. The survey consisted of 59 questions and was broken into two sections, the first addressing general demographic information and the second addressing equity, diversity, and inclusion. There were 27 demographic questions, six general questions related to equity, diversity, and inclusion, nine specific questions related to diversity, nine specific to inclusion, and eight specific to equity. The survey was designed to take approximately 15 minutes to complete.

The demographic questions were mainly drawn from the 2016 CCAPA Membership Survey. The questions related to equity, diversity, and inclusion were designed to garner input on the individual perceptions and experiences of planners in Connecticut. The questions were asked to understand how respondents felt about equity, diversity, and inclusion

within the profession, within their work, and within the CCAPA.

Questions utilize a variety of formats including checkbox, multiple choice, Likert scale, and short and long answer open ended. Many of the questions utilize a Likert scale and “I” statements to directly address the personal feelings of participants in the survey. Questions that were deemed sensitive in nature had a “prefer not to answer” option included. The survey questions are available in Appendix B.

Outreach

The outreach strategy for this survey encompassed a two week timeline. Sample language for emails was created and internally reviewed. This language was used to develop the virtual flyers and follow up emails that would be sent to the general membership via email. The outreach was conducted entirely through virtual means. The survey was posted to the CCAPA website. Email was used to inform and remind the membership of the survey four times. A presentation slide with the survey information was created and used in one event to promote the survey.

Analysis

The survey data was summarized to provide an overview of the demographic information of the organization and to reflect the different beliefs of members on issues of equity, diversity, and inclusion. All of the questions from the survey were able to be summarized in the analysis. Questions with similar topics and relevance were summarized and presented alongside each other, depending on their relation to the organization, their perceptions, or demographic information. Eleven graphics were produced for questions to demonstrate the range of beliefs and experience of our membership.

III. Executive Board Interviews

Goals

The Executive Board interviews were conducted to gather in-depth feedback from the leadership of the CCAPA. The interviews sought to understand the Executive Board’s understanding of equity, diversity, and inclusion as each principle relates to the various features of our profession (e.g. serving the public interest, advancing EDI principles within Connecticut’s planning profession, and within CCAPA as an organization). Another goal of the interviews was to provide an opportunity for the Executive Board to discuss ideas about how to incorporate EDI principles within the organization as they related to policies, programming, and public relations.

Interview Design

Individual interviews were conducted with each member of the Executive Board with the intent of having more in-depth responses. The questions were drafted by examining the role and responsibilities of each member of the Executive Board and situating this within the context of equity, diversity, and inclusion. The roles interviewed were: Chapter President, Past President, Treasurer, Secretary, Programs Chair, Government Relations Chairs, Communications Chair, Professional Development Officer, and the Members at Large. Interview questions were prepared and reviewed internally by members of the CCAPA EDI Committee. There were 15 interview questions. The interviews were conducted by a member of the ad hoc EDI Committee and the EDI intern and lasted approximately 30 minutes.

All interviews were conducted virtually through Zoom. A loose interview script was created in an attempt to ensure that the interviews were conducted similarly for each Executive Board member.

The interviews all took place within the span of two weeks, from July 12 – July 23. Interviews were conducted with all members of the Executive Board, except the Awards and Membership Services Committee Chairs. A copy of the interview methodology questions can be found in Appendix C. The questions were provided to the participant and the interview prior to the interview.

IV. Creation of the Action Plan

The action plan was drafted, reviewed, and finalized by the CCAPA EDI committee. The action plan was then presented to the Executive Board for their review. The report includes a supplemental section providing guidance and direction for the use of educational resources related to equity, diversity, and inclusion.

Connecticut Chapter of the American Planning Association 2021 Membership Survey

Description: This survey is being conducted by the Connecticut Chapter of the American Planning Association's Membership and ad hoc Equity, Diversity, and Inclusion Committees. The purposes is to 1) gather demographic information about our membership, 2) collect information about your understanding of equity, diversity, and inclusion within the CCAPA, the planning profession, and your practice as CT planners, and 3) solicit ideas on how to create a more equitable, diverse, and inclusive organizations.

Results from this survey will be used to draft recommendations for CCAPA's Equity, Diversity, and Inclusion Action Plan, This survey should take approximately 10-15 minutes to complete. Thank you for your participation!

Instructions: Please complete all of the questions within this survey.

There are two sections to this survey

Section I Addresses general demographic and job-related information; and

Section II Addresses your understanding of equity, diversity, and inclusion within CCAPA, the planning profession, and your professional practices

Section I: Member Information

1. What is your age?

a. Short answer, coded for whole numbers.

2. Please indicate your gender

a. Multiple choice

b. Answer choices: Female, Male, Non-binary, prefer not to answer

3. Please indicate your race

a. Checkbox

b. Answer choices: Asian, Black/African American, American Indian or Alaska Native, Pacific Islander, White, Other (fill in)

4. Are you of Hispanic, Latino, or Spanish origin?

- a. Multiple choice
- b. Answer choices: No, Yes: Mexican/Mexican American/Chicano, Puerto Rican, Cuban, other (fill in)

5. Do you identify as LGBTQIA?

- a. Multiple choice
- b. Answer choices: Yes, No, Prefer not to answer

6. How many languages do you speak and can effectively communicate in?

- a. Short answer, coded for whole numbers.

7. What is your current membership status?

- a. Checkbox
- b. AICP, AICP Candidate, APA, CCAPA

8. Other than CCAPA, are you a member of any other professional organizations?

- a. Multiple choices
- b. Answer choices: Yes, No

9. In addition to the CCAPA, what professional organizations do you currently belong to? If possible, please do not use acronyms

- a. Multiple text boxes

10. Other than/in addition to AICP, do you currently hold any other professional licenses or certifications?

- a. Multiple choice
- b. Answer choices: Yes, No

11. What additional professional licenses or certification do you currently hold?

- a. Multiple text boxes

12. Have you ever served on a CCAPA Committee or Executive Board?

- a. Multiple choice
- b. Answer choice: Yes, No

13. What is your highest degree of education?

- a. Multiple choice
- b. Answer choices: High school degree or equivalent, Associate's degree, Bachelor's degree (BA/BS), Master's Degree (MA/MS), Juris Doctor Degree (JD), Doctoral Degree (PhD)

14. What field was your Bachelors degree in?

- a. Short answer

15. What field was your Master's degree in?

- a Short answer

16. How many years of experience do you have in planning or planning related fields? Please use whole numbers, if you have less than one year of experience, please put 0

- a. Short answer, coded for whole numbers.

17. How many different full-time positions have you held?

- a. Short answer

18. How many different part time positions have you held?

- a. Short answer

19. Which of the following best describes your current employment status?

- a. Multiple choice
- b. Answer choices: "I currently work in a planning or planning related field", "I currently work in a non-planning related field", "I am currently unemployed", "I am currently retired"

20. How would you categorize the employer for whom you currently work?

- a. Multiple choice
- b. Answer choices: Public sector: Council of Governments, Federal agency, Municipal Planning Department, other, State Agency Private sector: Business Industry, Planning/Engineering/Design/Environmental or similar firm, Law Firm, other, Real Estate Development Firm, Nonprofit sector: Non-profit organization, college/university or similar Educational institution, self employed

21. If you currently work for a city or town, what is its population?

- a. Multiple choice
- b. Answer choices: <10,000 people, 10,000–24,999, 25,000–49,999, 50,000–99,999, >100,000

22. How many years have you worked for your current employer? Please use whole numbers, if you have less than one year of experience, please put 0

a. Short answer, coded for whole numbers.

23. How many years have you been in your current position? Please use whole numbers, if you have less than one year of experience, please put 0

a. Short answer, coded for whole numbers.

24. What is your current job title/position?

a. Short answer

25. What is your current annual salary?

a. Multiple choice or short answer – give ranges Below \$45k, \$45k–60k, \$60–75k, \$75–90k, 90k+

26. What kind of planning/planning related work do you primarily do in your current position?

a. Checkbox

b. Answer choices: Comprehensive planning, Zoning, Management/Administration, Site Planning/Design, Permitting, Economic Development, Transportation, Neighborhood Planning, Environmental, Real Estate Development, Resilience Planning, Historic Preservation, Housing, Land Use Law, other (fill in)

Section II Equity, Diversity, and Inclusion Survey

Section Header: Experience Based Questions

Please select the response that most accurately reflects your attitudes toward the following statements.

1. I am able to recognize when someone acts in a discriminatory or prejudicial manner.

a. Likert Scale

b. Answer choices: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

2. I am comfortable addressing situations in which someone acts in a discriminatory or prejudicial manner.

a. Likert Scale

b. Answer choices: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

3. I have the knowledge to address situations in which someone acts in a discriminatory or prejudicial manner.

a. Likert Scale

b. Answer choices: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree

4. Have you personally experienced or witnessed discriminatory or prejudicial action(s) occurring within the profession?

a. Multiple Choice

b. Answer choices: Yes / No

5. Who was the discriminatory or prejudicial action(s) directed towards?

a. Checkbox

b. Answer choices: Yourself, your constituents/clients/People you serve, your peers, advocates/ applicants

6. If you are comfortable doing so, please provide an example in which you personally experienced or witnessed discriminatory or prejudicial action(s) occurring within the profession.

a. Long form response

The American Planning Association defines diversity as “an inclusive concept that encompasses, but is not limited to, race, ethnicity, class, gender, age, sexuality, ability, educational attainment, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status “. Please use this definition to answer questions #7 – #15

7. I feel that this definition accurately represents the meaning of diversity

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

8. I feel that communities benefit from diversity

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

9. I feel that diversity in the planning profession is necessary to serve communities well

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

10. I feel that Connecticut communities would benefit from having more diverse planning professionals

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

11. I feel that the CCAPA hosts programming that includes diverse perspectives

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

12. I feel that CCAPA programming would benefit from more diverse perspectives

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

13. I feel that the CCAPA leadership is diverse

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

14. I feel that the CCAPA would benefit by having more diverse leadership

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

15. Using the above definition are there any aspects of diversity that you would specifically like to see more programming focused on?

a. Long answer

The American Planning Association defines inclusion as “demonstrating an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities, and can contribute fully to the organization’s success ” Please use this definition to answer questions #16 –#24

16. I feel that this definition accurately represents the meaning of inclusion

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

17. I feel that communities should be inclusive

a. Likert Scale

b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

18. I feel that Connecticut communities would benefit from more inclusive practices

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

19. I feel that I facilitate inclusive environments within my work

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

20. I feel that I would benefit from CCAPA programming that provides strategies for creating more inclusive environments within my work

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

21. I feel that the CCAPA facilitates an inclusive environment

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

22. How should inclusivity be increased in CT communities?

- a. Checkbox
- b. Answer choices: Federal policy, Local Policy, State Policy

23. Should the CCAPA support legislation that supports the creation of more inclusive communities

- a. Multiple choice
- b. Answer choice: Yes/No

24. Do you have any suggestions to increase inclusivity within the CCAPA?

- a. Long answer

The American Planning Association defines equity as “just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Unlocking the promise of the nation by unleashing the promise in us all.” Please use this definition to answer questions #25-#31

25. I feel that this definition accurately represents the meaning of equity

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

26. Communities must consider equity in their decision-making processes

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

27. Communities would benefit from more equitable decision-making processes

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

28. I seek equitable outcomes in my work

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

29. I would benefit from CCAPA programming that provides strategies for creating more equitable outcomes within my work

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

30. The CCAPA is an equitable organization

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

31. The CCAPA would benefit from more equitable policies

- a. Likert Scale
- b. Answer choices: Strongly Agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

CCAPA 2021 Executive Board Interview Questions:

1. What does equity mean to you as it relates to:

- a. Serving the public interest;
- b. Advancing equity within the CT planning profession; and
- c. Your current position on the CCAPA Executive Board.

2. What does diversity mean to you as it relates to:

- a. Serving the public interest;
- b. Advancing diversity within the CT planning profession; and
- c. Your current position on the CCAPA Executive Board.

3. What does inclusion mean to you as it relates to:

- a. Serving the public interest;
- b. Advancing inclusion within the CT planning profession; and
- c. Your current position on the CCAPA Executive Board.

4. Which aspects of equity, diversity, and inclusion do you feel most knowledgeable about?

(Why? Is it experience? Is it subject area focus? Is it through their education?)

5. What additional information or programming would you benefit from, regarding equity, diversity, and inclusion, as previously discussed?

6. How can the CCAPA advance equity through:

- a. The organizational policies and procedures?
- b. The programs and events we host?
- c. Through our public relations (messaging, policy, advocacy, and engagement with the public and various stakeholders)?

7. How can the CCAPA advance diversity through:

- a. The organizational policies and procedures?
- b. The programs and events we host?
- c. Through our public relations (messaging, policy, advocacy, and engagement with the public and various stakeholders)?

8. How can the CCAPA advance inclusion through:

- a. The organizational policies and procedures?
- b. The programs and events we host?
- c. Through our public relations (messaging, policy, advocacy, and engagement with the public and various stakeholders)?

9. What sort of challenges do you see for the organization in regard to supporting the principles of equity, diversity, and inclusion as they relate to our profession? (e.g. political, social, educational (people who can host programs / events on EDI), resource (time/cost))

10. Do you have any prospective programs or ideas you would like to share that focus on equity, diversity, and inclusion?

11. How do you help build more inclusive and diverse committees, events, and spaces in your role?

12. Have you hosted any programming or events that you feel supported equity, diversity, or inclusion in the ways we've discussed earlier? If so, please tell us about the event.

- a. For non-committee members: Do you feel you have created any initiatives that you feel support equity, diversity, or inclusion in the ways we've discussed earlier? If so, please tell us about the initiative.

13. How can you continue to help build more inclusive and diverse committees, events, and spaces in your role?

14. What do you believe are the strengths of your position in advancing equity, diversity, and inclusion for the organization?

15. How can the EDI Committee assist you in reaching your goals to support principles of equity, diversity, and inclusion in your committee or position?

The CCAPA's APA ED+I Resource Guide can be found on the CCAPA's website at the following link:

<https://ct.planning.org/connect-apa-connecticut/>.

EXECUTIVE SUMMARY

No Citations

CHAPTER PRESIDENT'S LETTER

No Citations

CHAPTER 1 INTRODUCTION

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CHAPTER 2 A BRIEF SOCIODEMOGRAPHIC OVERVIEW OF CONNECTICUT

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CHAPTER 5 RECOMMENDATIONS

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