

Earthquake Ready Burnside Bridge:  
Combined Final Environmental Impact Statement/Record of Decision

# Attachment I

## Diversity, Equity, and Inclusion Plan

For other questions including those related to the Americans with Disabilities Act and Civil Rights Title VI accommodations, call 503-988-5050. You can also call Oregon Relay Service 7-1-1 or email [burnsidebridge@multco.us](mailto:burnsidebridge@multco.us). For information about this project in other languages please call 503-988-5970.

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# Diversity, Equity and Inclusion Plan

## 1. Introduction

Multnomah County strives to incorporate best practices in the areas of diversity, equity and inclusion into the Earthquake Ready Burnside Bridge (EQRB) project. The Diversity, Equity and Inclusion (DEI) Plan was developed to guide the project team in these areas and includes:

1. An introduction to the project, guiding principles and county equity lens
2. A summary of early assessment activities performed to inform the development of the Plan
3. DEI recommendations to implement throughout the project
4. Evaluation objectives and indicators to measure success

### PROJECT OVERVIEW

Portland's aging downtown bridges are not expected to withstand a major earthquake. That is why Multnomah County is taking the lead on making at least one crossing earthquake ready. Located in the heart of downtown, the Burnside Bridge is a regionally established lifeline route across the Willamette River.

Having completed a Feasibility Study in 2018, the Earthquake Ready Burnside Bridge project is now in the Environmental Review phase, which analyzes the potential environmental impacts of four bridge replacement and rehabilitation alternatives. This phase began in early 2019 and will continue through 2021.

### GUIDING PRINCIPLES

Below are the four principles that will guide the process and team throughout the life of the project.

**Build Awareness:** Build awareness and share information through regular, meaningful and consistent project communications, about the important role this project plays in creating an earthquake ready river crossing in downtown Portland.

**Ensure Transparency:** Inform all stakeholders and community of how the project team has thoroughly considered their feedback, interests, issues and concerns in project solutions and transparently communicate how project decisions are being made.

**Be Inclusive:** Provide equitable, inclusive and accessible opportunities for stakeholders and community to influence and shape the project by reducing participation barriers, ensuring culturally responsive practices and offering diverse ways for all people to participate in project conversations.



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**Enable Collaboration:** Engage with agencies, project stakeholders and county departments to build authentic relationships and secure cross-government coordination, commitment, alignment and industry readiness, to realize the Earthquake Ready Burnside Bridge in the future.

### EQUITY AND EMPOWERMENT LENS

The [Multnomah County Equity and Empowerment Lens](#) is a set of principles that aims to improve planning, decision-making and resource allocation to create a more equitable environment. It is comprised of five components (the “5 P’s”): Purpose, People, Place, Process and Power. Each component utilizes a set of questions and processes that intends to:

- Deconstruct what is not working around racial equity
- Reconstruct and support what is working
- Shift the way we make decisions and think about this work
- Heal and transform our structures, our environments, and ourselves.

The Earthquake Ready Burnside Bridge project will apply the county’s Equity and Empowerment Lens throughout the project in order to create a more equitable process and outcome for all.

*See Appendix A to review the county’s Equity and Empowerment Lens.*

## 2. Assessment and Development of the Plan

In an effort to develop a meaningful and community-informed Diversity, Equity and Inclusion (DEI) Plan, the project team conducted early assessment activities to gather information and recommendations for the Plan. A summary of activities and findings are provided below.

### HISTORICAL CONTEXT RESEARCH

Recognizing the historical context for Native American Tribes, Chinese, Japanese, Hispanic, African American and low-income community members are important considerations to address in this DEI Plan.

#### NATIVE AMERICAN TRIBES

The Burnside Bridge crosses the Willamette River. For more than 10,000 years, the Willamette River has supported people living in proximity to the river and along its shores as a major source of food, water, transportation and commerce<sup>1</sup>. The Willamette River has connections with federally recognized tribes in Oregon, Washington and Idaho. This includes the Confederated Tribes of Grand Ronde; the Confederated Tribes of Siletz Indians of Oregon; the Confederated Tribes of the Umatilla Indian

<sup>1</sup> Oregon State Parks and Recreation Department (2007) *Willamette River Recreation Guide*



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Reservation; the Confederated Tribes of Warm Springs; the Confederated Tribes and Bands of the Yakama Nation; and the Nez Perce Tribe.

## OLD TOWN, CHINATOWN AND JAPANTOWN

Neighboring the Burnside Bridge, The Portland Skidmore and Old Town Historic District was declared a National Historic Landmark in 1977 and the Old Town area has a rich community history. Driven by the discovery of gold in California and West Coast immigration and ship transportation between San Francisco and Portland<sup>2</sup>, Chinese immigrants began moving to Portland in the mid-1800s and Chinatown began to develop.

In the late 1800s many Japanese immigrants were processed through Portland and this created a demand for hotels, bathhouses, and other services near the Burnside Bridge. This area was home to Portland's original Japanese community and was referred to as the city's Japantown or *Nihonmachi*.<sup>3</sup> More recently in 1990, the Japanese American Historical Plaza was dedicated to the memory of those who were deported to inland internment camps during World War II, and this memorial is adjacent to the Burnside Bridge.

The Old Town Community Association describes that the:

*“Asian immigrant story was different from those of other immigrants to Portland. Due to the Chinese Exclusion Act of 1882, which was not repealed until 1943 by the Magnuson Act, and the inclusion of the Japanese under the Chinese Exclusion Act’s provisions after 1924, the Chinese and Japanese were more restricted in their movements beyond Portland’s wharf and train station.”*

## AFRICAN AMERICAN COMMUNITY

The proximity of the Burnside Bridge to the railroad and Union Station were major early employment areas for the first African American community members, creating the first black neighborhood in Portland. Racial exclusion laws forbade African Americans from living in Oregon until the last law was rescinded in 1926. Railroad employees who travelled for work were able to live in Portland. Work on the railroad and supporting services were key economic opportunities for the black community initially around Union Station.

In the 1940s almost 99 percent of black men in Portland were employed in services associated with the railroad industry such as cooks, porters and laborers<sup>4</sup>. This history is an important consideration in shaping the diversity, equity and inclusion planning efforts, recognizing the historical significance the surrounding area has for the African American community.

<sup>2</sup> PDX Old Town (2019) *Neighborhood History: Old Town is Portland’s Original Urban Core*

<sup>3</sup> NPS (2019) *Asian American and Pacific Islander Heritage: Portland New Chinatown/Japantown Historic District Portland, Oregon*

<sup>4</sup> Oregon Historical Society (2019) *Blacks in Oregon*



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### HISPANIC DAY LABORERS

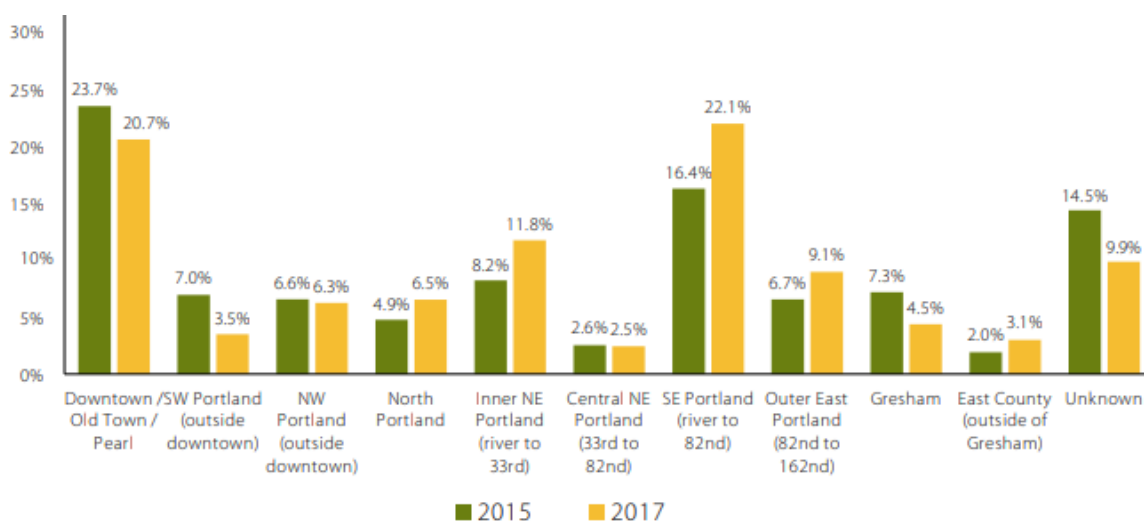
Since as early as the 1970’s an area near the east end of the Burnside Bridge has been a gathering place for day laborers, many of them Hispanic men, to seek work. In 1996 the Worker’s Organizing Committee was formed in response to repressive tactics by public agencies that discouraged day laborers from seeking work in the area. Workers and community members subsequently founded Voz Workers’ Rights Education Project in June 2000, to organize around day laborer and immigrant rights. Voz is based near the east end of the Burnside Bridge.

### LOW INCOME AND SPECIAL NEEDS COMMUNITIES

From Portland’s earliest history, the Old Town neighborhood at the west end of the Burnside Bridge has been home to many of the city’s lowest income residents and those suffering from drug and alcohol addiction and mental health problems. Portland’s oldest social service agencies are based in the blocks around the west end of the bridge. Newer agencies have sprung up in the neighborhood in recent decades to serve the homeless, people in recovery or escaping domestic violence. Old Town has the highest concentration of social service agencies and clients in the city.

### UNSHELTERED AND HOUSELESS COMMUNITY

The Point in Time Report for Homelessness in Portland and Multnomah County in 2017, most recent available data at time of writing this plan, indicated that 345 people, representing 20.7%<sup>5</sup> of the unsheltered and houseless population slept in Downtown, SW Old Town and the Pearl. This is the second highest geographic location for unsheltered populations in the Portland and Multnomah County region.



<sup>5</sup> Portland State University (2017) 2017 Point-in-Time Count of Homelessness in Portland/Gresham/Multnomah County, Oregon.



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## DEMOGRAPHICS RESEARCH

The demographic research provides a baseline understanding of existing demographic data for the following areas: 1) within a mile of the Burnside Bridge, 2) City of Portland, and 3) the entire state of Oregon. This research has informed the development of a robust public involvement approach. Key findings include:

- Approximately 45,944 people live within a mile of the Burnside Bridge
- Roughly 81% of residents identify as White alone, 6% as Hispanic, 6% as Asian, and 5% as Black/African American
- 15% of people speak a language other than English; the most commonly spoken languages other than English include Spanish, Arabic, Chinese, Vietnamese, Russian and French
- Roughly 80% of the population is between 18 and 64 years of age
- 60% of people have a bachelor's degree or higher
- Average median household income in the area is \$45,630
- 38% of households in adjoining Census Tract 106 have no internet access
- 16% of community members in the area have a disability; the most common types of disabilities include ambulatory (9%), cognitive (7%) and independent living difficulties (6%)

These findings have been used to develop the Outreach Approach detailed in the Recommendations and Implementation section of this document.

*For more detailed demographic information, refer to Appendix B for detailed demographic information.*

## ENVIRONMENTAL JUSTICE AND EQUITY INTERVIEWS

Early stakeholder interviews were performed to gain input and direction on how to bring diverse voices to the project and ensure an inclusive and equitable process. Project team members met with eight organizations representing historically marginalized communities including people with disabilities, low income and homeless, day laborers, people of color, Native Americans, Non-English speakers, senior citizens and minority contractors. Key interview findings include:

- Work collaboratively with culturally competent community liaisons to lead and perform the engagement
- Contract with and pay community liaisons for their work as an extension of the project team
- Use consistent staff when engaging community groups to build relationships, familiarity and trust
- Provide food and childcare and incentivize participation with stipends or gift cards
- Engage early in the process and ahead of key milestones
- Be clear and consistent with communication
- Focus engagement around areas of interest



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- Work collaboratively with organizations to identify and promote minority contracting opportunities and incentivized workforce development/training

*See Appendix C for a detailed summary of feedback received during the interviews.*

### **DIVERSITY, EQUITY AND INCLUSION FOCUS GROUP**

On April 25th, 2019, the project hosted a focus group of 18 agency professionals experienced in diversity, equity and inclusion work. The project team shared information to build an understanding of the project and the work done to date, followed by a discussion of diversity, equity and inclusion best practices and how to best integrate them into the project. The group also shared lessons learned in the area of DEI to help ensure continual improvement and support collaboration on the project moving forward. Key takeaways of the discussion include:

#### **Meet people where they are and make participation convenient**

- Attend and seek project input at existing events or meetings where key audiences are already comfortable and willing to share honest feedback.
- Incorporate online engagement for those who can't commit to nighttime meetings.
- Think creatively about how people naturally gather – around food, such as at a soup kitchen, for example.
- Seek to reach various cultural groups through different media, meeting them where they already gather their information. Examples include radio, area churches or other religious gatherings.
- Survey people at transit stops on or near the bridge while they wait or onboard transit.
- Incentivize and compensate people to participate through childcare, food and stipends.
- Consider how to bring projects and agencies together to gain collective community feedback, rather than having separate meetings and committees and exhausting group representatives and agency staff. Make gathering feedback more efficient for all parties and not ask too much.

#### **Create relevant messaging and close the loop**

- Jargon is of concern and something to keep in mind, especially when involving translation.
- Messaging should always answer the questions, "Why should I care?", "How does this affect me?" or "How can I relate to this?"
- Respond to feedback and close the loop by showing how feedback was incorporated and if it could not be incorporated, explain why.

#### **Recognize cultural differences and flex engagement activities**

- Recognize that different subgroups within racial or cultural groups may have different opinions or interests. Don't assume that one voice represents an entire cultural group.





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- Partner with liaisons who believe in the project and reflect and identify with the community that they trust. This is crucial due to lack of trust in government agencies.
- Determine how to best engage social service agencies and other community-based organizations. Create helpful and fun community events with project information sharing and gathering as the secondary activity. For instance, host an ice cream social or meal service as the primary point of the event and include project information and input opportunities. Use these to build trust and gather feedback from community members who would not traditionally attend a project event.

#### **Ask important questions that enhance equity**

- Consider who is benefitted and who is burdened by improving the bridge, from an equity perspective.
- Think of equity as the umbrella. Use the county's 5 P's tool and questionnaire to consistently have conversations.

*See appendix D for a complete set of meeting summary notes.*

## **3. Recommendations and Implementation**

### **APPLY COUNTY'S EQUITY AND EMPOWERMENT LENS**

Use the county's equity and empowerment lens as an overarching tool and standard of practice. Use the questions, tools and tactics outlined in the 5 P's worksheet when studying the environmental review topics and alternatives.

### **ENGAGEMENT PROCESS**

The following sequencing of intentional outreach to key audiences has been identified prior to broader rounds of public outreach.

*(See Figure 1 on the following page.)*

Figure 1. DEI Engagement Process



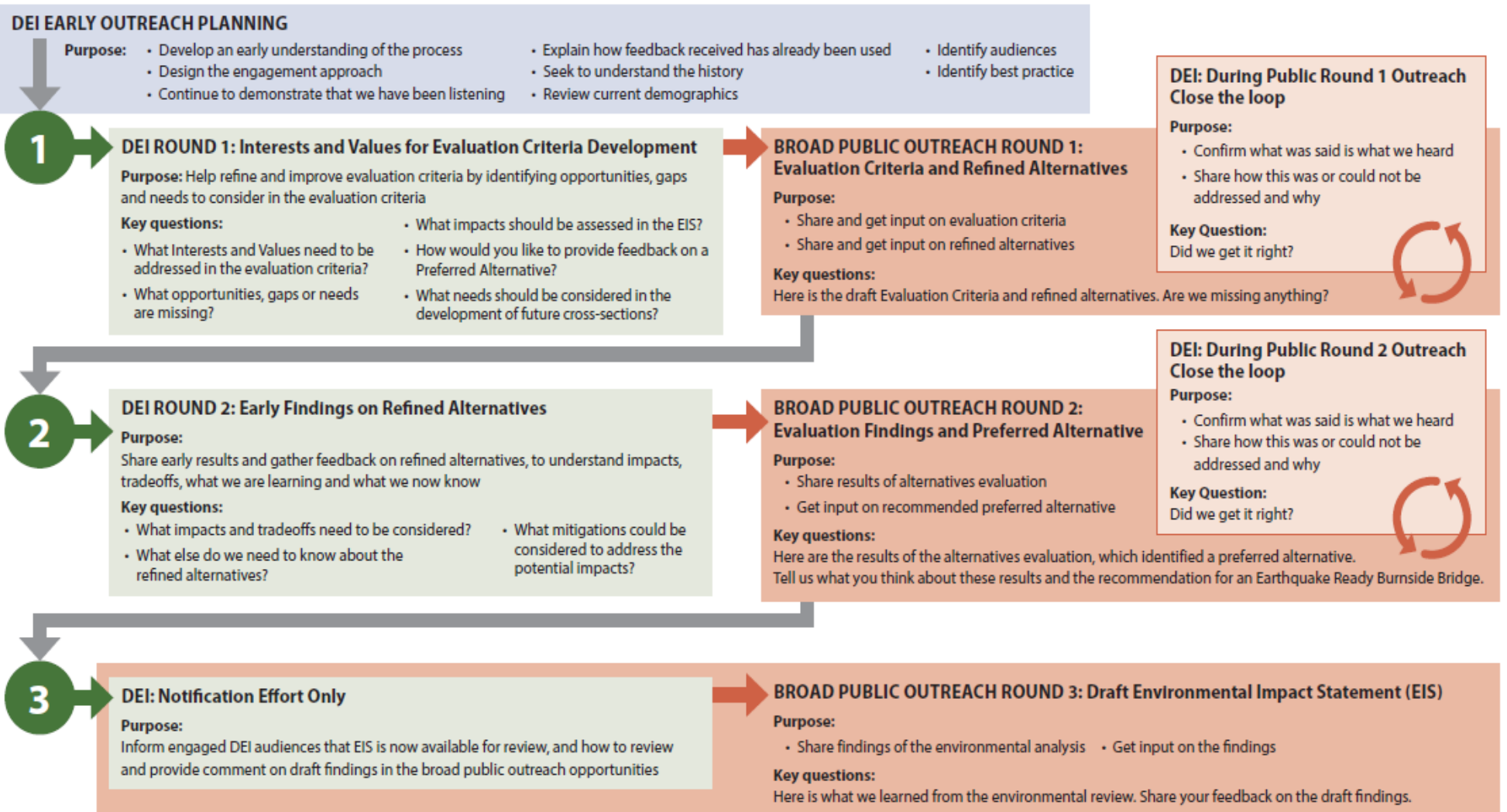
# Diverse Equitable and Inclusive Outreach Process

Intentional Outreach Process for Diversity, Equity and Inclusion (DEI) and its relationship to the broader public outreach process.



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## TOPICS FOR COMMUNITY INPUT

Using the approaches described below, the engagement will seek community input specifically on:

- The development of Evaluation Criteria – by confirming community interests have been effectively reflected and considered, and there are no gaps or needs missing
- The use of space and cross sections – for temporary and permanent bridge to ensure all user needs have been accommodated
- The development of performance measures – by exploring what areas of concern community members have, to assist in determining how well one alternative performs over another
- The potential impacts – that need to be addressed in the short-term during construction or long-term in the preferred alternative
- Mitigation opportunities – to address the impacts identified

To seek input on these topics, the following tools and approaches will be adopted.

## ENGAGEMENT TOOLS

The engagement tools and methods that will be employed in the Engagement Rounds described in Figure 1 include:

- Interviews
- Briefings
- Surveys
- Focus groups
- Community discussions and meetings
- Tabling and information displays at key events

These tools will use a range of facilitation approaches, bi-lingual meetings, accessible material, translated and interpreted materials.

## ENGAGEMENT APPROACHES

To guide the project's engagement process and achieve its goals of awareness building, transparency, inclusivity and collaboration, the project team will use the following approaches throughout the project.

- **Work with established community leader to directly access key communities of interest through the Community Engagement Liaisons Program.** Work collaboratively with culturally competent and trusted community liaisons to lead and perform engagement. Partner with people that reflect the community they are engaging. Contract with and pay specific audiences to compensate where appropriate as an extension of the project team. Train and educate liaisons so they can be more effective in engagement and gathering meaningful input.
- **Recognize historically significant, traditionally underrepresented and current populations.** Provide translations and interpretations into the top languages spoken at home (not including English) which include Spanish, Chinese, and Arabic. Recognize the historical relevance of the area to Chinese, Japanese, African American, Hispanic (including day laborer) community members. Engage these groups through focus groups, briefings and activities that are relevant



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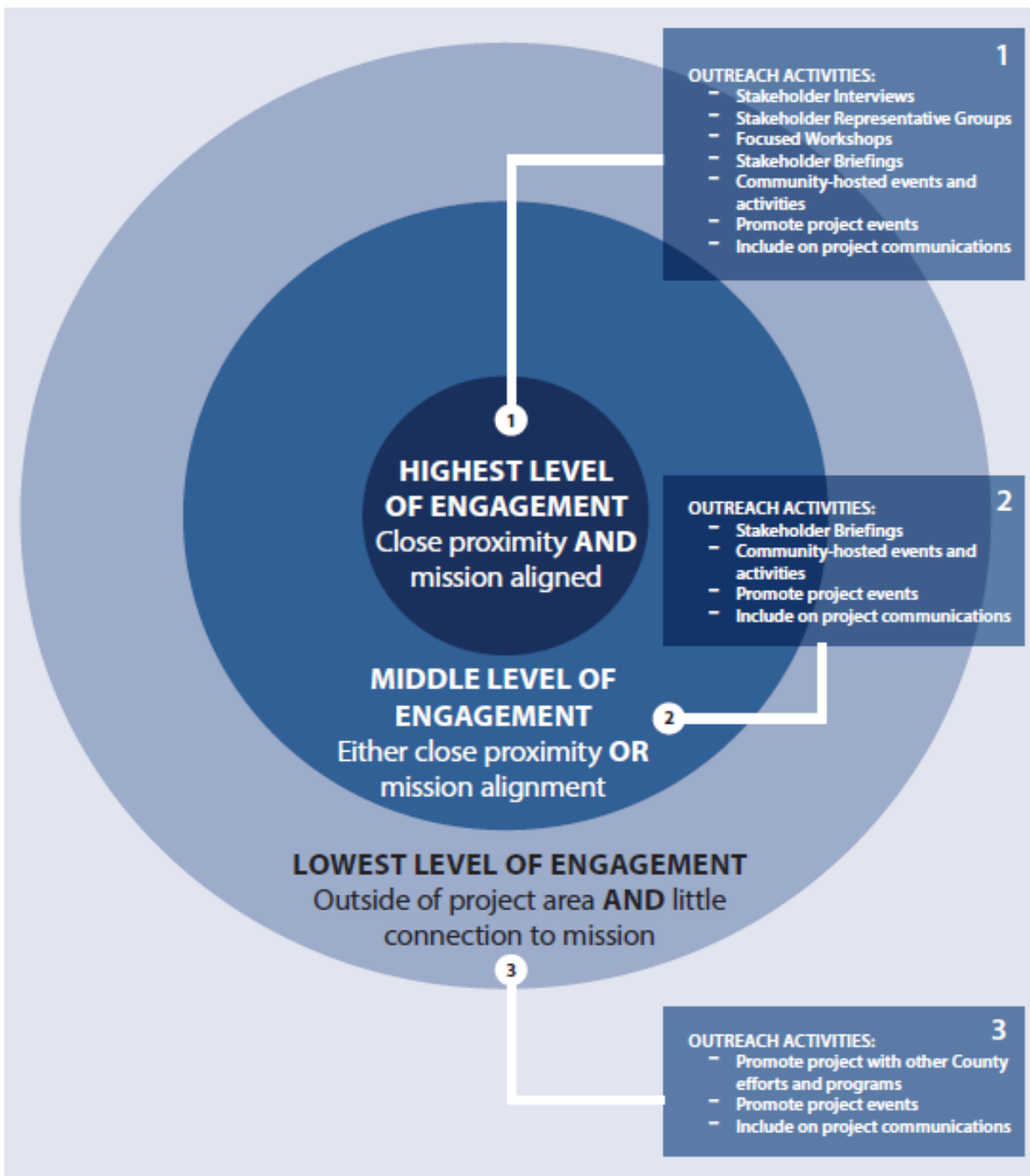
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to their communities. Government to government outreach should be undertaken to engage Tribes.

- **Engage early and ahead of key milestones to allow time for input and influence in decision making.**
- **Make information accessible.** Use simple and plain language that is easy to understand. Use graphics to explain technical information. Provide translations and interpretation services. Provide multiple ways to engage with the project and access information – in-person and online.
- **Be where communities are.** Get involved with existing community gathering opportunities where people are already convening and feel comfortable in a familiar environment (i.e. church groups, community festivals.) Share information through culturally-specific media outlets (i.e. Spanish radio stations) where groups are already getting information. Be present with intention to listen and build relationships, make project information sharing and gathering secondary.
- **Incentivize participation.** Provide food, childcare, and stipends or gift cards. Focus on hosting events that are helpful, fun and inviting first, but that also provide opportunity for project information sharing and input gathering.
- **Use time wisely.** Focus discussions and engagement around topics that are of most interest or concern to their communities. Go to people with information that answers “Why should I care?”, “How does this affect me?” or “How can I relate to this?” Collaborate with other projects and agencies to engage collectively so community groups can provide input all at once and not be excluded from participation due to capacity to attend multiple meetings.
- **Tailor engagement activities.** Don’t assume that all groups behave, engage and consume information in the same way. Flex outreach activities so they are culturally appropriate to the audience being engaged. Recognize unique subgroups within broad populations. For instance, not all Asian groups are the same and there are a wide number of subgroups that identify as people of color, but they each have unique differences. Tailor approaches to the subgroup level.
- **Use an intentional engagement approach to reach key audiences.** Consider who is benefitted and who is burdened by the project and engage groups at different levels based on who is most impacted. Use a tiered approach that focuses on:
  1. Those most affected by the project or whose mission is aligned with the project with the highest level of engagement
  2. Those indirectly affected by the project or whose mission is aligned with the project with a middle level of engagement
  3. Those outside area of impact by the project or with little connection to the project mission with a lower level of engagement

*(See Figure 2 below.)*

Figure 2. Intentional Engagement Approach



## Evaluation

Objective	Indicator of success	Tool to measure objective	When will this be measured?
1. Project information is clearly presented and is provided in a timely way to enable outreach participation	a. Information is comprehensive and <5% of participants in any outreach effort request additional information not already provided by the project team	Online monitoring Event participation Comment log	End of outreach rounds
	b. Levels of feedback and participation from Diversity Equity and Inclusion outreach activities are proportionate or higher than their corresponding demographics in the project area	Dashboard: <ul style="list-style-type: none"> <li>Attendance at multi-lingual events</li> <li>Attendance at outreach events for specific audiences</li> <li>Top website translations</li> </ul>	End of outreach rounds
2. Project information is highly accessible to the range of audience needs	a. Project information and invitations to participate are provided in advance of meetings and public participation opportunities	Event calendars Project schedules	End of outreach rounds End of events
	b. Project materials are translated into the top three spoken languages, and languages that have historical links to key communities in the project area (Chinatown and Japantown) and materials are displayed at accessible and familiar community locations	Comment log Top website translations	Monthly
	c. Project materials will be designed for optimal screen reader compatibility and mobile accessibility	Comment log % web visits on mobile	Outreach rounds



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Objective	Indicator of success	Tool to measure objective	When will this be measured?
3. Outcomes and feedback from Diversity, Equity and Inclusion activities are communicated and shared across all working groups to embed equity considerations throughout project decision making	a. Recurring meeting agenda item	Meeting agendas Project dashboard	Monthly Project Management Team meetings  Committee meetings  Working Groups (including Equity Work Group) and technical team
4. In person participation opportunities are provided at accessible locations and venues on both sides of the river and in geographic locations	a. In-person participation opportunities are scheduled throughout the region and events are scheduled on each side of the river and throughout the project area	Dashboard: • Engagement locations	End of outreach rounds
	b. In person participation opportunities are scheduled in proximity to public transit services to help ensure participants using diverse modes can access events	Dashboard: • Event Sign-in Sheets • Engagement locations  <i>(zip code and how did you travel here questions)</i>	Events Workshops Committee Meetings Open Houses
5. Track how key engagement approaches have been implemented and achieved	c. Engagement approaches identified in this plan are tracked and achieved	DEI Engagement Approaches Tracking log <i>(see Appendix E.)</i>	Monthly updates are made to tool and shared as part of Evaluation Objective #3 of this Plan



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## APPENDIX A. EQUITY AND EMPOWERMENT LENS



# PURPOSE

## PEOPLE

Who is positively and negatively affected (by this issue) and how?

How are people differently situated in terms of the barriers they experience?

Are people traumatized/retraumatized by your issue/decision area?

*Consider physical, spiritual, emotional and contextual effects*

## PLACE

How are you/your issue or decision accounting for people's emotional and physical safety, and their need to be productive and feel valued?

How are you considering environmental impacts as well as environmental justice?

How are public resources and investments distributed geographically?

## ISSUE/ DECISION

## PROCESS

How are we meaningfully including or excluding people (communities of color) who are affected?

What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?

Are there empowering processes at every human touchpoint?

What processes are traumatizing and how do we improve them?

## POWER

What are the barriers to doing equity and racial justice work?

What are the benefits and burdens that communities experience with this issue?

Who is accountable?

What is your decision-making structure?

How is the current issue, policy, or program shifting power dynamics to better integrate voices and priorities of communities of color?

## Equity and Empowerment Lens



# Purpose Towards Racial Equity

In a purpose-driven system, all partners at all levels align around transformative values, relationships and goals moving towards racial equity, integrating an emphasis on doing less harm and supporting actions that heal and transform.

## Defining An Individual's Purpose:

- ⇒ What is my purpose towards achieving racial equity?
- ⇒ What gets in the way of maintaining my purpose towards racial equity?
- ⇒ What do I need to maintain my purpose?
- ⇒ Purpose towards racial equity is also further clarified by our positions in the hierarchy.
  1. If you are a manager or other type of leader with positional authority, how can you further clarify your purpose so that you are leveraging the power you have?
  2. If you are at a lower level in the organization, what do you need from leadership in order to feel valued and a key contributor to the organizational purpose?
  3. How does your role and your purpose influence and align with?

## Defining An Institution's Purpose:

- ⇒ What is our institution's purpose towards racial equity?
- ⇒ How are we clearly defining that purpose, and where and how do we communicate that?
- ⇒ How can we ensure that our purpose is integrated into our policies, procedures, and practices?
- ⇒ How can we give our employees a greater sense of meaning in what they do around racial equity, so they feel more enthusiastic and hopeful about their work?
- ⇒ In what practical ways can our institution add more value around racial equity and do less harm?
- ⇒ Is racial equity the central theme in your recruitment and retention efforts?
- ⇒ Do you have the right people around you to achieve your purpose? If not, how can you move towards this reality?
- ⇒ How do you ensure individuals work together with leaders to align to the institution's purpose towards racial equity?



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## APPENDIX B. DEMOGRAPHICS RESEARCH



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## ATTACHMENT B:

### EARTHQUAKE READY BURNSIDE BRIDGE PROJECT DEMOGRAPHIC OVERVIEW

The demographic data presented in this report is derived from the U.S. Census American Community Surveys 2011-2015 and 2013 -2017 and were mapped using Social Explorer and PolicyMap.com

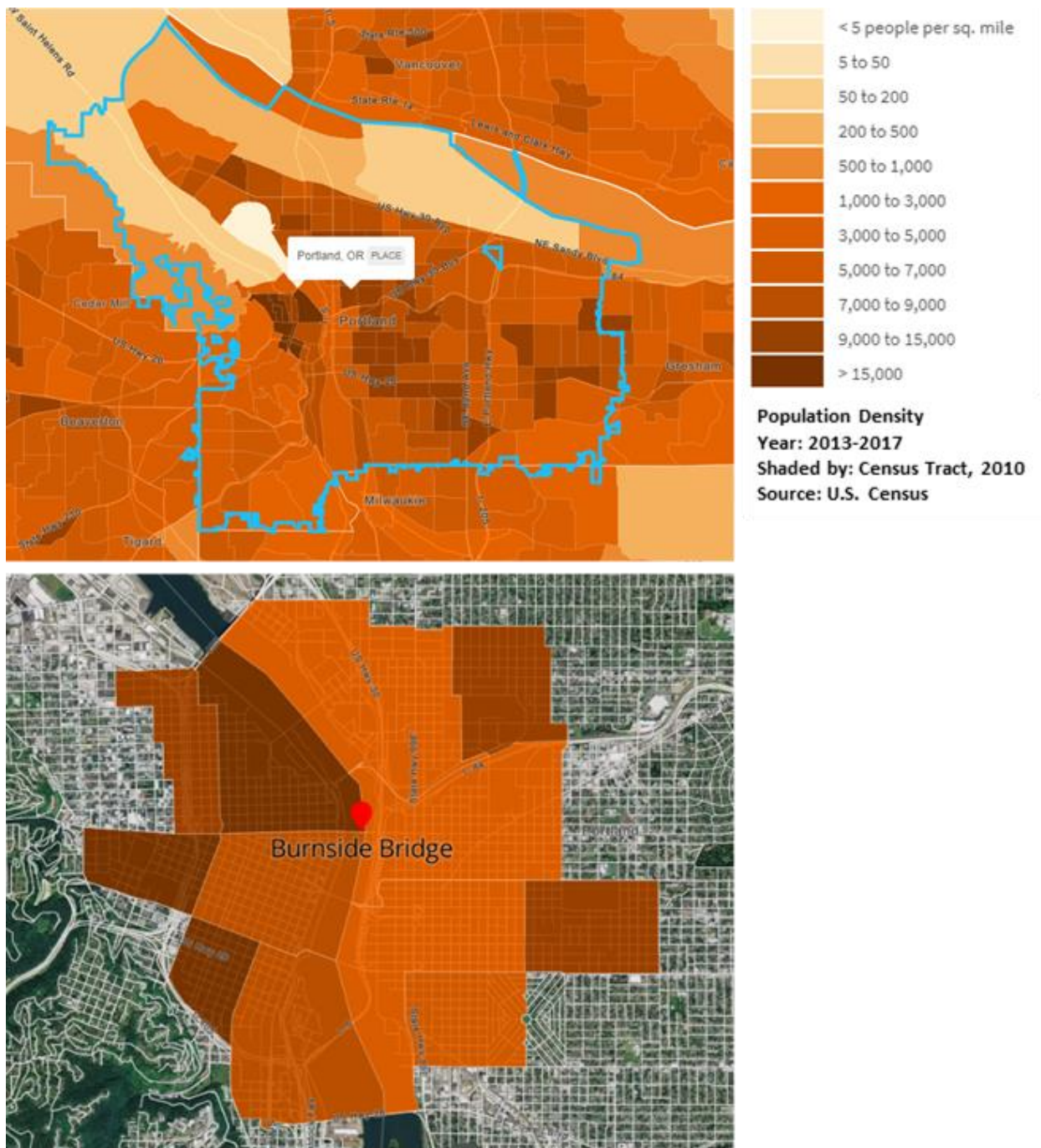
#### DEMOGRAPHIC PROFILE KEY TAKEAWAYS: 1-MILE RADIUS OF BURNSIDE BRIDGE

- Approximately 45,944 people live within a mile of the Burnside Bridge.
- Roughly 81% of residents identify as White Alone, 6% identify as Hispanic and Asian, and 5% identify as Black/African American.
- 15% of people speak a language other than English; most commonly spoken languages other than English include Spanish, French, Chinese, Vietnamese, and Arabic.
- Roughly 80% of the population is between 18 and 64 years of age.
- 60% of people have a bachelor's degree or more.
- Average median household income in the area is \$45,630.
- 16% of community members in the area have a disability; the most common types of disabilities include ambulatory (9%), cognitive (7%) and independent living difficulties (6%).
- 38% of Households in adjoin Census Tract 106 have no internet access

#### POPULATION DENSITY

The City of Portland covers an area of 145 square miles and is in the heart of Multnomah County. Approximately 657,526 people lived in the City of Portland in 2017<sup>1</sup>. In Portland, population density is highest in inner-city areas including the downtown area and between I-5 and I-205. Approximately 45,944 people live within a mile of the Burnside Bridge. Population density is higher in the area northwest of the bridge; the population by square mile in this area is about five times greater than the other surrounding areas (figure 1).

Figure 1: Estimated population density between 2013-2017



### RACE AND ETHNICITY

According to the latest census data, 78 percent of Portland residents identify as White, while 81 percent of the population within a mile buffer is White. The Hispanic or Latinx population within the buffer is almost half the amount compared the rest of Portland.

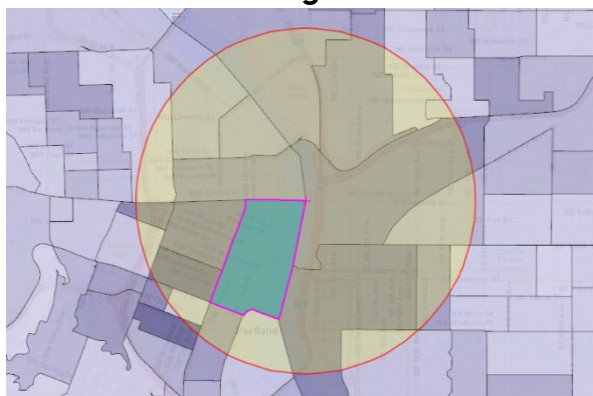
Race/Ethnicity	1 Mile Radius of Burnside Bridge	Portland	Oregon
White	81%	78%	85%
Black or African American	5%	6%	2%
Asian	6%	8%	4%
Native Hawaiian and other Pacific Islander	0.2%	0.6%	0.4%
American Indian or Alaskan Native	0.7%	0.8%	1%
Other race	2%	2%	3%
Two or more races	5%	5%	4%
Hispanic or Latinx (any race)	6%	10%	12%

Red text denotes significant difference from city/state average or Burnside Bridge

### BLOCK GROUP WITH HIGHEST MINORITY POPULATION

The EPA EJ Screen tool highlighted Block Group 3, Census Tract 106 (Multnomah County, Oregon) as the block group with the highest minority population in the one-mile buffer around the Burnside Bridge, at 45 percent. The total population in this Block Group is 918, with 62 percent White, 16 percent Black, 17 percent reporting 2 or more races, and 12 percent Hispanic. Considering the White majority within a mile radius, this Block Group stands out with a significantly higher minority population than the surrounding Block Groups. Strategies to connect with organizations and groups located within this Block Group to reach minority populations should be used.

**Figure 2. Block Group 3, Census Tract 106 (Multnomah County, Oregon) and one-mile buffer around the Burnside Bridge.**



*Mile Radius with Block Group 3, Census Tract 106*

*Block Group 3 Highlighted*



Figures 3 - 6 show a spatial view of the estimated percentage of people who identified as Black/African American, Asian, Hispanic/Latinx, and White within a mile radius of the Burnside Bridge by census tract. Black/African American and Hispanic/Latinx populations are greater near the Burnside Bridge compared to Asian populations.

**Figures 3-6: Spatial maps for Black/African American, Asian, Hispanic/Latinx, and White Populations within a 1-mile radius of Burnside Bridge**



Figure 3: Black/African American Population



Figure 4: Asian Population

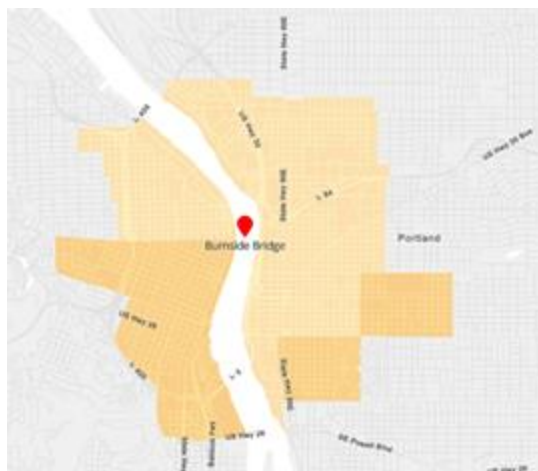


Figure 5: Hispanic/Latinx Population



Figure 6: White Population



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**LANGUAGES SPOKEN AT HOME**

	1 Mile Radius of Burnside Bridge	Portland	Oregon
Non-English at home	15%	19%	15%
Speak Spanish	4%	7%	8%
Speak other Indo-European languages	5%	5%	3%
Speak Asian/Pacific Island languages	5%	6%	3%
Speak other languages	1%	1%	1%

Red text denotes significant difference from city/state average or Burnside Bridge

Census data indicates that most Portland residents speak only English at home (81 percent), while 19 percent speak a language other than English. The most commonly spoken languages other than English in the city include Spanish at seven percent, Asian/Pacific Island languages at six percent and Indo-European languages at 5 percent.

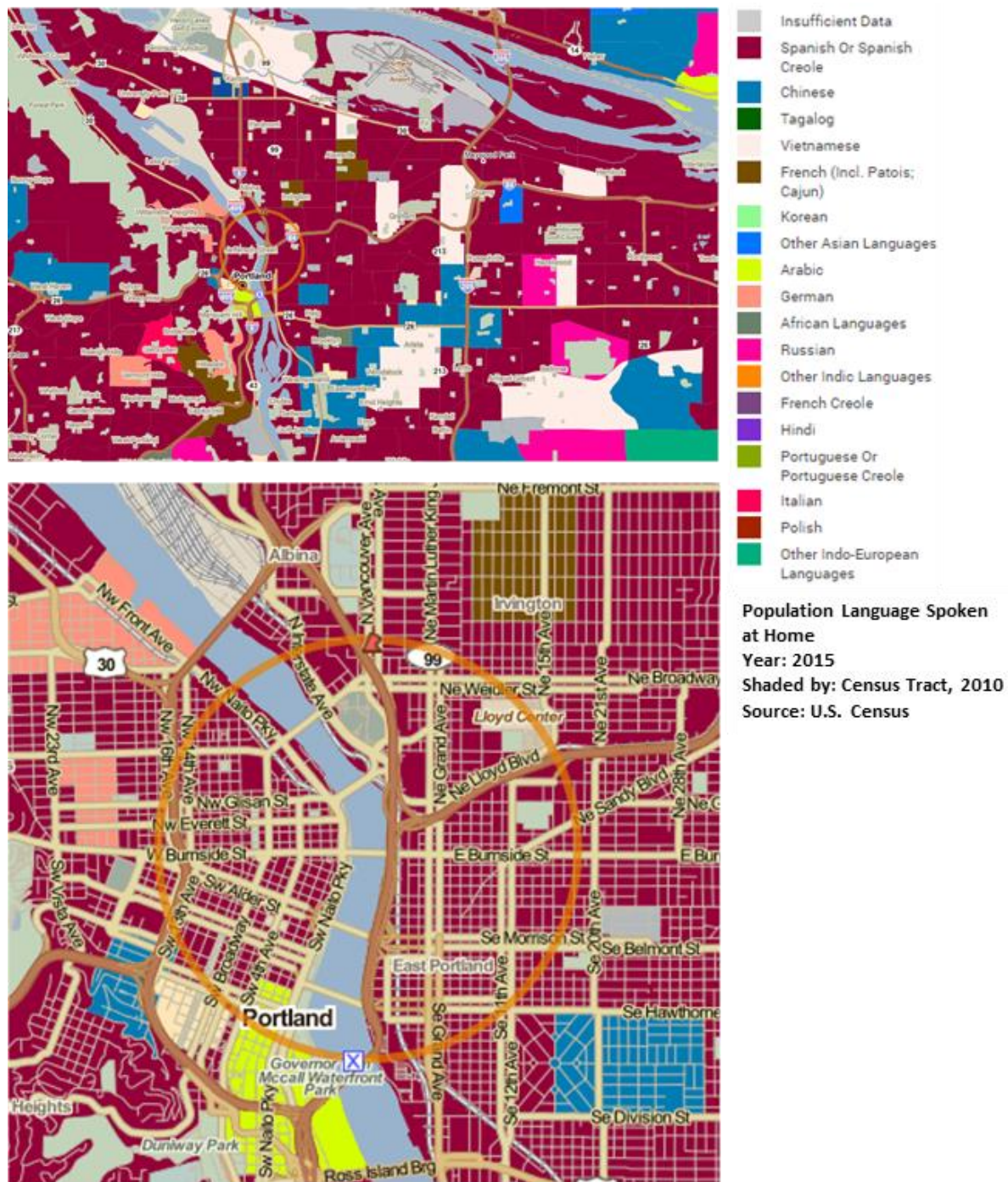
Figure 7 and Figure 8 shows a spatial view of the estimated percentage of different languages spoken at home by census tract in city and within a mile of the Burnside Bridge. Within a mile of the Burnside Bridge, Spanish and Arabic languages are higher but just outside of this area Chinese, Vietnamese, German, and French languages are prevalent.

According to 2012-16 ACS estimates, 88 percent of the population within a one-mile buffer of the Burnside Bridge speaks only English and 12 percent are non-English at home. There are 288 households, about 1 percent, that are linguistically isolated (households in which on one 14 and over speaks English “very well” or speaks English only. See list of prominent languages below:

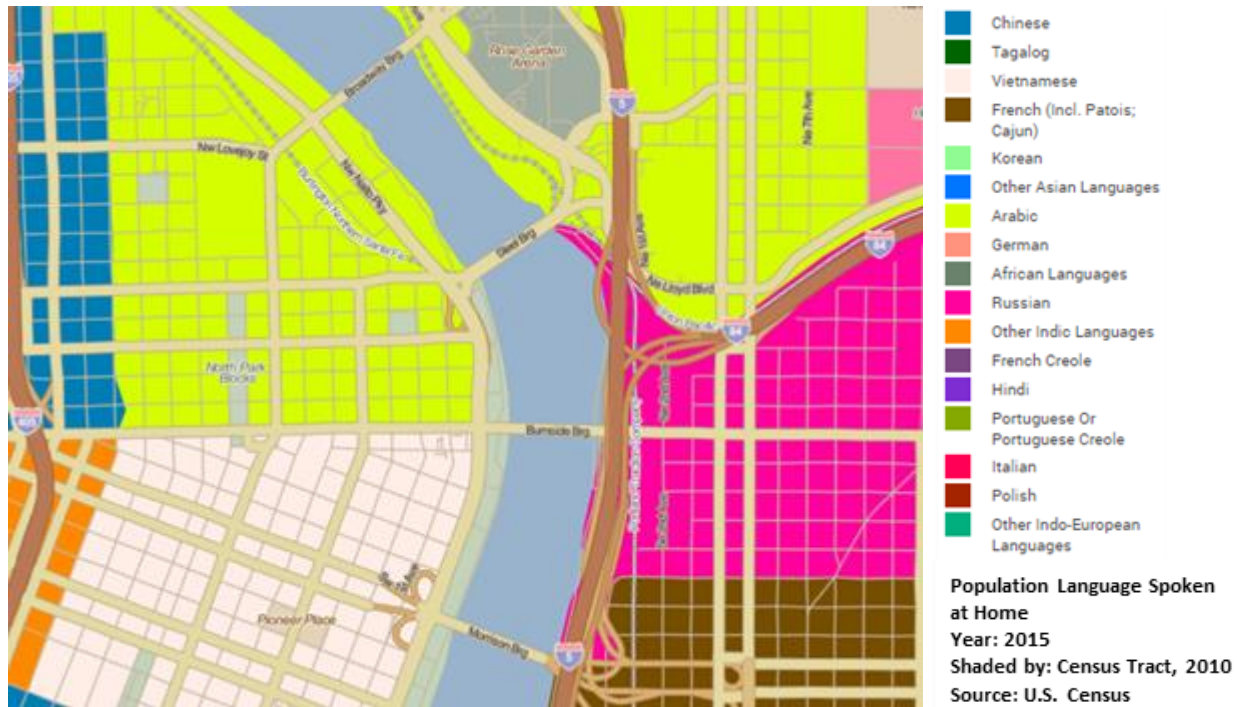
Population by Language Spoken at Home (persons age 5 and above)	Total Persons (2012-16 ACS Estimates)	Percent
English	18,867	88%
Spanish	802	4%
German	144	1%
Chinese	231	1%
Vietnamese	114	1%
Arabic	268	1%



Figure 7: Predominant language spoken at home (not including English) in 2015



**Figure 8: Predominant language spoken at home (not including English or Spanish) in 2015**

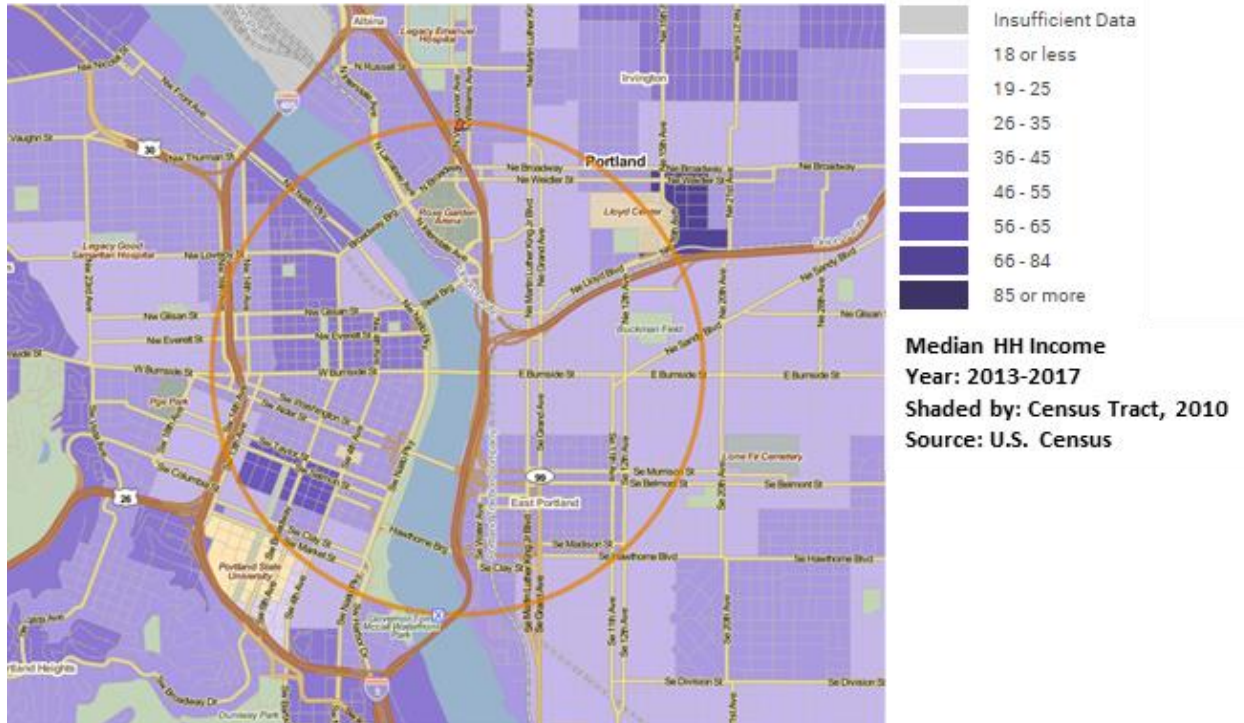


**AGE AND EDUCATIONAL ATTAINMENT**

Roughly 80 percent of the population within a mile of the Burnside Bridge is between 18 and 64 years of age; this is 10 and 18 percent higher than city and state averages respectfully. Figure 9 displays median age within the study area spatially.



Figure 9: Estimated median age of all people between 2013-2017



Educational attainment is 12 and 28 percent higher within a mile of the Burnside Bridge compared to city and state averages, with 60 percent of residents having a bachelor’s degree or more.

	1 Mile Radius of Burnside Bridge	Portland	Oregon
Age <18	5%	18%	22%
Age 18-24	13%	8%	9%
Age 25-34	31%	20%	14%
Age 35-44	15%	17%	13%
Age 45-54	10%	13%	12%
Age 55-64	11%	12%	14%
Age 18-64	80%	70%	62%
Age 65+	15%	12%	16%
Educational attainment for population 25 years and over			
Less than high school	3%	8%	10%



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	1 Mile Radius of Burnside Bridge	Portland	Oregon
High school graduate	10%	16%	23%
Some college	27%	28%	35%
Bachelor’s degree or more	60%	48%	32%

Red text denotes significant difference from city/state average or Burnside Bridge

### INCOME

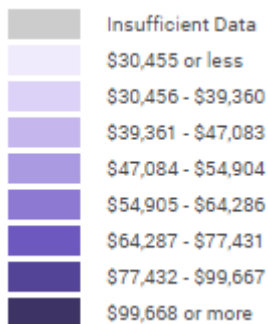
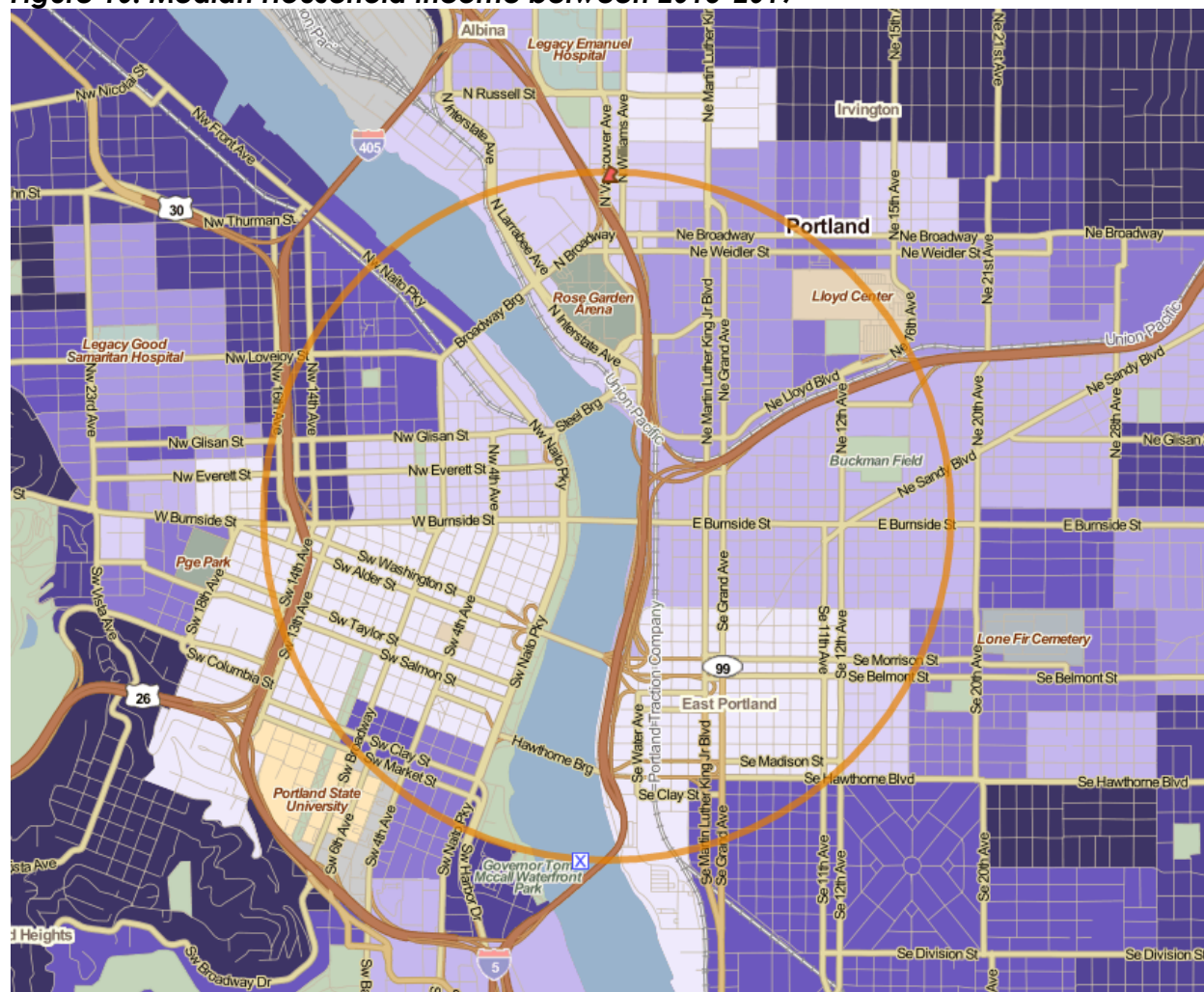
Median household income in the study area is lower (\$45,630) compared to Portland (\$61,248) and state (\$56,119) averages.

Income	
1 Mile radius of Burnside Bridge	\$45,630
Portland	\$61,248
Oregon	\$56,119
Students in Portland Public Schools	

Red text denotes significant difference from city/state average or Burnside Bridge

Figure 10 shows a spatial distribution of median incomes within a half mile of the Burnside Bridge. Higher median incomes are concentrated north of the Burnside Bridge while lower incomes are concentrated south of the bridge.

Figure 10: Median Household Income between 2013-2017



### COMMUNITY MEMBERS WITH DISABILITIES

According to latest Census data, 16 percent of community members living within a mile of the Burnside Bridge have a disability, which is higher than the city (13%) and state (15%) rates. The most common types of disabilities within a mile of the Burnside Bridge include ambulatory (9%), cognitive (7%) and independent living difficulties (6%).

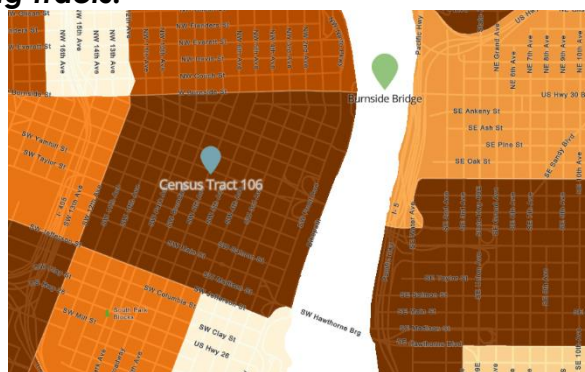
	1 Mile Radius of Burnside Bridge	Portland	Oregon
Percent of population with a disability	16%	13%	15%
Disability type			
Hearing	4%	3%	5%
Vision	3%	2%	3%
Cognitive	7%	6%	6%
Ambulatory	9%	6%	8%
Self-care	3%	3%	3%
Independent living	6%	6%	6%

Red text denotes significant difference from city/state average or Burnside Bridge

### INTERNET ACCESS

Census Tract 106 has 38 percent households with no internet access, which is 740 of the 1,964 households in the Tract. This percentage is more than double the surrounding census tracts. There is no block group data for this factor, but Block Group 3, Census Tract 106 (mention above) falls within this Tract. This tract raises considerable equity concerns.

**Figure 11. High percentage of no internet access in Census Tract 106 compared to surrounding Tracts.**



Census Tract 106

38% of Households with no internet access



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## PUBLIC ENGAGEMENT CONSIDERATIONS

The findings above provide a baseline understanding of existing demographic data within a mile of the Burnside Bridge, Portland, and Oregon. This information is intended to inform the development of a robust public involvement plan for the Environmental Review phase of the Earthquake Ready Burnside Bridge project. Based on the demographic data presented, below is a list of considerations for project staff to ensure a responsive public engagement plan.

- Project materials should be translated into the top languages spoken at home not including English, which include Spanish, Chinese, and Arabic.
- Interpretation support for top languages spoken at home not including English must be considered for engagement activities.
- Accessibility needs of community members with disabilities must be considered when planning public events.
- A range of feedback tactics should be considered for all income levels – online, print, social media, videos, in-person events, etc.
- Prioritize in-person outreach in areas with high percentages of no internet access and especially considering areas with low internet access.
- A range of targeted outreach activities that adapt to cultural, language and accessibility needs, and interests should be considered.



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## APPENDIX C. ENVIRONMENTAL JUSTICE & EQUITY INTERVIEWS SUMMARY





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# Environmental Justice & Equity Interviews Summary

**Project:** Earthquake Ready Burnside Bridge  
**Subject:** Environmental Justice and Equity Interviews Summary  
**Date:** Friday, March 29, 2019

## Overview

Multnomah County strives to incorporate best practices in the areas of diversity, equity, and inclusion as they relate to the Earthquake Ready Burnside Bridge project. In an effort to develop a meaningful Diversity, Equity, and Inclusion (DEI) Plan for this project, the project team conducted initial Environmental Justice and Equity interviews in the early stages of the Environmental Review phase.

The purpose of these interviews was to gain input and direction from organizations representing historically marginalized communities to better inform the development of the DEI Plan.

Organizations representing the following populations were identified and contacted in request for an interview:

- Low income and homeless
- People with disabilities
- People of Color
- Native America
- Non-English speaking
- Senior citizens
- Contracting community

Participants were asked questions around the following topics:

1. Topics of interest related to the study and any potential issues and concerns their communities may have related to the project.
2. Opportunities and challenges engaging the populations they serve, as well as how to remove barriers to entry and be meaningful in approach.
3. Draft DEI Plan objectives and which items are most important to prioritize in the Plan.
4. Additional organizations representing historically marginalized populations that the project team should engage throughout the project.

Project team members interviewed representatives from eight organizations representing the communities listed above. Overall, participants were interested in topics of the environmental study



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March 2019

that would have a more direct impact on the populations they served – such as transportation, displacements and relocations, environmental justice and equity, public services, neighborhoods and social environment, and health impact assessment.

A common theme amongst the majority of interviewees was the importance of working collaboratively with culturally competent community liaisons to lead and perform the engagement with their communities. They emphasized the importance of contracting with and paying the community liaisons for their work as an extension of the project team. In addition, it was repeatedly noted that when engaging diverse populations, the project team should provide food and childcare at the event and incentivize participation with stipends or gift cards. Early and consistent communication and engagement is important to make sure their communities have the same opportunities to be involved and provide input.

Another common theme amongst interviewees was the interest in future minority contracting opportunities. People emphasized the importance of early workforce development and training programs so the minority contracting community can obtain the skills and resources needed for future jobs on the project. People expressed interest in opportunities for their organizations to collaborate with Multnomah County on potential programs and trainings.

When asked to review and provide feedback on the draft DEI Plan objectives, the majority of people that reviewed the objectives said they looked good overall. Some folks said that the top three were of most importance to their organization and the people they serve including 1) conduct an accessible, inclusive and culturally responsive engagement process, 2) use feedback to inform outcomes, and 3) leverage opportunities to build industry readiness. Several people said they would share internally with staff or committees doing DEI-related work and provide any feedback to the team at a later point.

A list of 44 diverse organizations in the community was shared with participants. They were asked to review the list and let the team know of any additions. In several cases, people said it was a good and complete list. Some additional organizations were recommended to be added. Of the additions, Cascade Behavioral Health and Catholic Charities were most frequently stated.

This document summarizes the feedback received and recommendations for performing diverse, equitable, and inclusive engagement. Input from these interviews will be used to inform the development of the DEI Plan and further be incorporated holistically into the project's overall Public Involvement Plan (PIP).



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## INTERVIEW PARTICIPANTS

The project team conducted interviews with people from eight locally established community organizations that represent various environmental justice or historically marginalized populations. A list of the participating organizations and the populations they serve is provided below.

Organization	Populations Served
<b>Coalition of Communities of Color (CCC)</b>	People of Color
<b>National Association Minority Contractors of Oregon (NAMCO)</b>	Minority contracting community
<b>Native American Youth &amp; Family Center (NAYA)</b>	Native American
<b>JOIN</b>	Low income; homeless/houseless
<b>A Home For Everyone</b>	Low income; homeless/houseless
<b>Ride Connection</b>	People with disabilities
<b>Voz</b>	Low income; homeless/houseless; People of Color
<b>Immigrant &amp; Refugee Community Organization (IRCO)</b>	Non-English speaking; People of Color

## Key Findings

### INTEREST AREAS – ISSUES – CONCERNS

Interviewees provided input on aspects of the project that are of most interest to them and the people they serve. A list of study topics was presented to participants for their review. Below is a summary of key points that were expressed.

- Interest in contracting opportunities and early workforce development and training programs, including innovative pre-apprenticeship programs that seek to remove barriers that make it challenging to participate (i.e., language, homelessness, citizenship, etc.).
- Interest in mitigation ideas and solutions that tie back to community and culture, particularly with people that have a historic connection to the area.
- Concern about impacts to social service providers that would impact time, location, and access to services and housing.
- Concern around displacements and relocations, including “sweeps,” where people experiencing homelessness are forced out of public spaces. In addition, concern was expressed regarding potential displacement or relocation of social service providers, shelters, low income housing, and resources serving environmental justice populations – both during construction and as a result of the project.
- Concern around potential impacts to MAX line and buses, as this is most common mode of transportation for low income communities. Also, impacts to ADA access.



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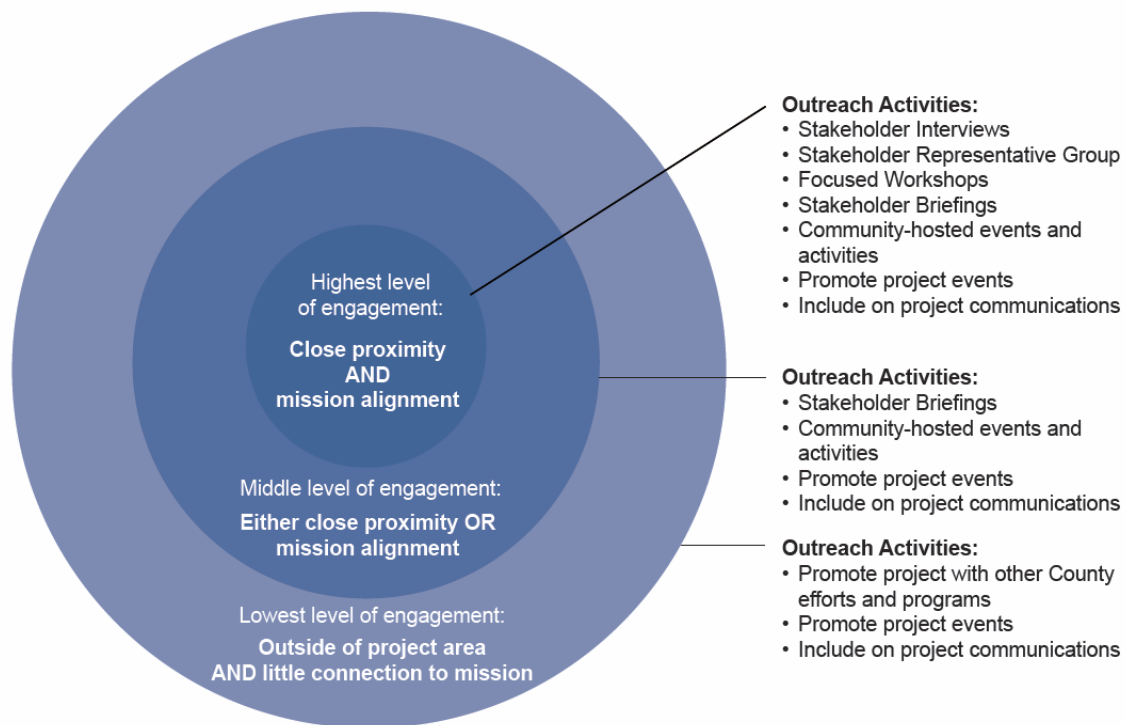
- Interest in potential opportunities to have amenities for public on or under the bridge, such as bathrooms, showers, and phone charging stations.
- A desire for the project team to keep in mind that many environmental justice populations have a historic connection to downtown and the area around west Burnside, specifically homeless, Chinese, Japanese, Native American, and African American populations.
- The following Environmental Study Topics were of most interest to participants.
  - Transportation – particularly transit and ADA
  - Displacements and relocations
  - Environmental justice and equity
  - Public services
  - Neighborhoods and social environment
  - Health Impact Assessment – particularly how noise, construction, changes to dwelling spaces, and resources may have psychological effects

### ENGAGEMENT RECOMMENDATIONS

Interviewees were asked about opportunities and challenges engaging the communities they represent. Below is a list of key recommendations.

- Work collaboratively with culture specific community engagement liaisons and be consistent with the staff that engages with key groups in order to build comfort and trust.
- Provide training for liaisons about the project so they can more effectively engage and communicate with community members.
- Provide compensation for liaisons.
- Provide stipends or gift cards for community member participation.
- Provide food and childcare for participants at engagement events.
- Provide both paper and electronic forms of information and engagement tools, and utilize graphics to explain things as much as possible.
- Provide translation and interpretation services.
- Good advance communication is essential, perform engagement efforts well ahead of key milestones to make sure all groups have the same opportunities to be involved and provide input.
- In-person engagement is preferred and most effective.
- Solicit input at community organization committee and member meetings, including environmental justice and equity committees.
- Convening workshops, listening sessions, and focus groups are good ways to engage. Focus on areas of interest and where input has influence. There was interest expressed in potential workshops or focus groups on equity, minority contracting, and social services.
- Bridge tours would be a beneficial and fun way to engage. Make sure to recognize the connections a particular community might have to the bridge and study area.
- Engage with other agencies doing this work to learn about what is working well and what isn't.

- Identify contracting opportunities, workforce development programs, and trainings in collaboration with community organizations. Engage early so workforce is ready by the time work begins. Consider developing a separate minority contracting strategy for this project.
- For engagement strategy, use a tiered approach with 1) more targeted engagement efforts and resources going towards those most impacted by the project, 2) a mid-level of engagement for those less impacted by project but may have an inherent connection or interest in project mission, and 3) a low level of engagement with those not directly impacted by the project and with little connection to its mission.



## DEI OBJECTIVES

Project staff shared draft DEI objectives and asked for feedback. The majority of people that reviewed the objectives said they looked good overall or that the top three were of most importance to their organization and the people they serve including 1) conduct an accessible, inclusive and culturally, responsive engagement process, 2) use feedback to inform outcomes, and 3) leverage opportunities to build industry readiness.

Additional comments related to DEI objectives included:

- Obtain input directly from community members
- Interest in leadership development opportunities for clients



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- Make technical information accessible (understandable and available in different languages)
- Interest in sharing the objectives internally with staff or committees doing DEI-related work and getting back to the project team with any comments.

### ORGANIZATIONS TO ENGAGE *(ADDITIONS TO EXISTING LIST)*

A list of over 45 diverse organizations were shared with participants. They were asked to review the list and provide any additional organizations that they thought should be added to the list and engaged throughout the project. Some provided additional insight about the organization, noted in parenthesis below.

- Maybelle Clark MacDonald Center (at NW 5th and Couch; do outreach to Single Room Occupancy (SRO) buildings in Old Town; they operate assisted living center)
- Innovative Housing Inc. (they own affordable housing near the bridge)
- Catholic Charities (located in inner SE Portland; they focus on outreach and housing)\*\*
- Life Works (they operate the West Wind)
- Portland Police Bureau (interview them regarding homeless issues near bridge)
- St. Francis Dining Hall (main meal site on inner east side)
- Street Roots
- Cascadia Behavioral Health\*\*\*\*
- Blanchet House (faith-based program with meals and jobs in Old Town)
- El Progreso Hispano
- Dignity Village/Right to Survive
- American Rehabilitation Association (NARA)
- Portland Street Medicine
- PDX Wave (COP/PBOT program that focuses on wheelchair accessible vehicles)
- Independent Living Resources
- Oregon Commission for the Blind
- Self-Enhancement Inc.
- Oregon Tradeswomen
- Japanese Cultural Center on Naito by park
- Japanese American Community League (JAACL)



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## APPENDIX D. DEI FOCUS GROUP MEETING NOTES



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April 25, 2019

## Diversity, Equity and Inclusion Working Group

<b>Project:</b>	Earthquake Ready Burnside Bridge
<b>Subject:</b>	Diversity, Equity and Inclusion Working Group Meeting
<b>Date:</b>	Thursday, April 25, 2019
<b>Time:</b>	Meeting 1:00 p.m. to 3:00 p.m.
<b>Location:</b>	HDR Offices – 1025 SW 6 <sup>th</sup> Ave., Suite 1800, Portland; 18 <sup>th</sup> Flr Willamette Rm

### ATTENDEES

Liz Smith Currie, MultCo  
Jamie Waltz, MultCo  
Kate McQuillan, MultCo  
Joanna Valencia, MultCo  
Diego Basabe, MultCo  
Millicent Williams, City of Portland  
Teresa Boyle, City of Portland  
Max Bernstein, ODOT  
Kelly Ball, ODOT

John Gardner, TriMet  
Andrew Plambeck, Portland Streetcar  
Megan Neill, Multnomah County  
Mike Pullen, Multnomah County  
Heather Catron, HDR  
Cassie Davis, HDR  
Lauren Wilbur, HDR  
Andre Baugh, Group AGB  
Alice Sherring, EnviroIssues

### APOLOGIES

Benjamin Duncan, MultCo  
Daniel Garcia, MultCo  
Corrine Montana, City of Portland  
Taylor Campi, City of Portland  
Clifford Higgins, Metro  
Steve Nakana, Port of Portland  
Ian Cannon, Multnomah County

### OBJECTIVES

- Share information to build a common understanding of the project and work done to date
- Share diversity, equity and inclusion best practices in applying an equity lens and integrating equity considerations throughout projects
- Explore lessons learned amongst agencies to help ensure continual improvement and support collaboration







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## AGENDA

Time	Session	Lead
1:00 p.m.	Welcome and Introductions <ul style="list-style-type: none"> <li>• Roundtable Introductions</li> </ul>	Alice Sherring
1:10 p.m.	Project Overview <ul style="list-style-type: none"> <li>• Background</li> <li>• Work done so far</li> <li>• What we've heard</li> </ul>	Megan Neill/ Mike Pullen
1:30 p.m.	Best Practices and Lessons Learned <ul style="list-style-type: none"> <li>• People, topics and barriers</li> <li>• Using and equity lens</li> <li>• Integrated and holistic approaches</li> <li>• Measuring effectiveness</li> </ul>	Alice Sherring/ Group Discussion
2:45 p.m.	Next Steps and Closing Remarks <ul style="list-style-type: none"> <li>• Development of the DEI Plan</li> <li>• Future meetings</li> </ul>	Alice Sherring



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## WELCOME AND INTRODUCTIONS

- Developed workshop as a result of feedback from SASG
- Discussions at this workshop will help inform a project DEI plan
- Workshop goals listed on page one

## PROJECT OVERVIEW

- County published Multnomah County Capital Improvement Plan in 2016 and the Earthquake Ready Burnside Bridge Feasibility Study was completed in November 2018
- Purpose and Need statement was drafted and distributed for comments in 2018
- Why Burnside? Burnside Street was identified as a regional lifeline route for multiple reasons, including that it extends from Washington County to Gresham and that it has very few seismically vulnerable structures compared to other east-west routes

## PROJECT TIMELINE: (SLIDE 6)

- Feasibility Study Process reduced options from 100+ to the 4 alternatives to advance to the EIS
- Preferred alternative: Summer 2020 / DEIS: Nov 2020 / Final EIS: Nov 2021
- 3 year design phase / 5 year construction phase (through 2028)
- Construction funding has not yet been identified
- The project is subject to federal decision – Executive Order 13807 states that EISs need to be completed within two years.

## FOUR BUILD ALTERNATIVES (SLIDE 7)

- Alternative 1: Enhanced Seismic Retrofit
- Alternative 2: Replacement: Fixed Bridge
- Alternative 3: Replacement: Movable Bridge
- Alternative 4: Replacement: Movable Bridge w/ NE Couch Connection
- Note: No-build alternative will also be considered
- Should be narrowed down to one option by Summer 2020
- *Comment (John G): Can the Couch Connection be a part of any other alternative?*
  - *Megan N: Potentially – may be able to mix and match*

## DECISION MAKING STRUCTURE (SLIDE 8)

- See graphic on slide 8 for breakdown of decision making structure

## EARLY ENGAGEMENT AND ASSESSMENT

- CTF recruitment shifted to engage more diverse organizations. 22 EJ related orgs were contacted (slide 14) and there were 37 applicants.
- Unfortunately, a lot of organizations just didn't have the capacity to join on a regular night-meeting basis, but still willing to engage along the way.



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## DEMOGRAPHICS ASSESSMENT (WITHIN A MILE OF THE BRIDGE):

- Roughly 81% white, 6% Hispanic & Asian, 5% African American
- 15% speak a language other than English
- 80% populations between 18 and 64
- 60% Bachelor's degree or higher

## WHAT WE HEARD (SLIDE 11):

- Through conducting interviews with various stakeholders and organizations, the following best known methods for future outreach were established
  - Work collaboratively with culturally competent community liaisons
  - Contract with/pay liaison
  - Provide food/childcare and incentivize participation
  - Early and consistent communication is crucial
  - Interest in minority contracting opportunities and incentivized workforce development/training
  - Environmental Study Topics of most interest: transportation, displacements and relocations, environmental justice and equity, public services, neighborhoods and social environment, health impact assessment

## OUTREACH APPROACH (SLIDE 13)

- There are different best known methods of engagement based on people who have high levels of engagement, middle levels of engagement and lowest levels of engagement. See graphic for more details.

## OUTREACH GOALS OVERALL

- Build awareness
- Ensure transparency
- Be inclusive
- Enable collaboration
- *Comment (Teresa B): the process that the county has laid out has clearly demonstrated these values. This was an absolutely logical next step and inclusion piece. I'm really delighted to see it all start and it is going to greatly inform our next steps.*

## BEST PRACTICES AND LESSONS LEARNED: ROUND TABLE DISCUSSION

County Equity Lens: [5 Ps \(Purpose, People, Place, Process & Power\)](#)

Round Table Topic: Barriers you've come across, and how you've overcome them

1. Lack of Time

- Teresa: People are busy. Evening meetings don't suit lifestyles, and attract certain cohort of people. Tool I've seen used = online engagement, as a way to meet people where they are. May not work for everyone, but wider reach than nighttime meetings.
- Diego: Maybe doing online polls/comment periods, teleconferencing, etc. Not everyone can get to every meeting.
- Millicent: There are 100s of activities happening every week. Potentially looping into already existing events – go where people are – is a better method. Because they're in a place that they're comfortable with, with people they identify with, they'll be more receptive and receive more honest feedback. Will require more work from the project team, but instead of creating things we should latch on to already existing institutional community based opportunities.
- Joanna: Get creative about getting to where people are at. People gather around food. Maybe we have a community building event with food and gathering. Think out of the box. Maybe go into the soup kitchen, or serve homeless community meal service.

## **2. Jargon**

- Teresa: Terminology/Jargon we use. Words may be clear to us, but aren't clear to anyone else who doesn't do this daily
  - Heather: when we try to translate, sometimes it gets even harder.
  - Diego: agree, plus translation into other languages gets really complicated when English hasn't even been nailed down.

## **3. Blanket Communication vs Targeted Messages**

- Diego: We have an Emergency Communication Response that OHS did for H1N1, and through the study they found that depending on the audience/cultural group, method matters. Hispanic = radio, Muslim = churches, etc. General messaging misses the point.
- Cassie: Barrier – treating all groups the same. But not everyone is the same. Need to stop making the assumption that everyone will assimilate to us. We need to assimilate to various community groups to bring down this barrier so that they can enter into this process.

## **4. Personal Relevance**

- Andrew: Lack of personal relevance. Doesn't affect them, so why bother? When you go to where the people are and frame things based on audience, that helps.
- Joanna: Need to answer the question, "why should I care?" Need to be clear in messaging through phases so that the community can understand/care. Ask the right questions, show how it relates to them.

## **5. Unique Audiences**

- Diego: Having all the groups come together is great, but not always real life. All groups are different – don't always mesh well. Removes competition between groups to be heard.
- Millicent: When we say people of color, we need to recognize that that's not monolithic. There are a ton of subgroups – need to recognize that there are differences that run

further than the ‘basic’ diverse groups. Ex: Asian, but there are a ton of subgroups under that. Ask for help with conversations – utilize stakeholders and their networks. Don’t be afraid to ask for help.

- Teresa: our very sincere project managers, maybe don’t have any gravitas. An approach/style matters to people, in terms of cultural respect.
- Millicent: Need to partner with someone who reflects/identifies with the community that they trust. Have the presenters reflect the community/audience when able in order to build trust. People who you partner with need to believe in the project, too.
- Andre: Agencies tend to think if we get this group, we represent the community. But keep in mind, there are a variety of voices within each community. Need to examine the big picture and get a broader perspective. Don’t just check the box. Sometimes this makes people feel disenfranchised. Not getting collective view, even if the team may think they are. Look for ‘untraditional’ voices.
- Joanna: trust in the government could also be an issue at this time. Utilize other departments and stakeholders who establish trust.

## **6. Agency Burnout**

- Millicent: Engage with people who can help you connect with your audience. Don’t fail to include, don’t fail to ask. Yes, no one has time. But we will make the time. It’s important.
  - i. Diego: Agree – need people to be a bridge between community groups, even within ‘subsections’
- Andre: There aren’t a lot of People of Color in Portland. Agencies need to recognize that people wear multiple hats. Many people will be on many committees. Not necessarily because they want to, but because if they don’t show up – who will represent their group?
- John: Consistency. We’re going to be asking the same groups all the time. How do we engage in a better way across multiple projects? We don’t want to exhaust people/groups
  - Alice: recognize the breadth of projects going on right now. How do we maximize participation in an efficient and effective way? And not ask too much?
- Kate: If there are groups that can’t participate, how else can we support them? EX: upcoming event, purchase a table at a fundraising event or something like that.

## **7. Connecting to Stakeholders**

- Mike: Social service agencies never get invited to talk about transportation issues. They don’t want to be in the meetings with traffic engineers, but they want to be engaged where they are with other social services. They’re not fatigued – they WANT engagement.
- Q: Are there groups in the EQRB zone that fit this category of wanting to be engaged more?
  - Kate: Note: a lot of the people you’re referring to, wouldn’t have access to internet/media. Maybe library meetings?
  - Kelly B: Low-income community – don’t want them to be forgotten

- John G: Who travels up and down daily? Bus stops? Who is getting on and who is getting off? Survey people as they wait for Trimet – they have time to talk. “Everyone has an opinion if they have time to give it to you”
  - Teresa: For Division Transit, as the project was starting to form, that was something we utilized and the info was much more robust/reflective of the people who would use the project area.
- John: we are looking at who lives/stays there, but make sure you’re observing who spends time there. Ex: church, work, activities.

#### 8. Connection Strategy

- Cassie: Make events less about the project, more about the community. Then inform people about the project as a secondary purpose.
- Diego: Be aware of ‘hidden agendas’ – we are there to learn about where they are coming from and what they’re concerned about. Know/learn what other communities care about and where their priorities lie.
  - Millicent: Context and correct translation/words matter.
- Andrew P: From an equity lens, who benefits/who is burdened. When the earthquake happens, who is benefitted from the bridge being fixed? Who isn’t?

## POST-IT/FLIPCHART THOUGHTS FROM BARRIER & SOLUTION EXERCISE

### POST-ITS

- Time: Online Opportunities
- Terminology & Word Choice + Translation + Understanding
- Communication Channel Barriers: Diverse audiences require diverse channels
- Transportation Barrier: Teleconference
- Language Barrier: Literacy Level & Translation/Interpretation
- Go to where people are (churches), enter in from a trusted source
- Treating all groups the same: Assimilate to cultural group
- Best practices: Reporting, tracking, capturing
- Accessible Meetings: Have near transit
- Evening Committee Meetings: Provide meal
- Lack of access to internet/TV/media: Partner w/ spaces and organizations where people seek info, like libraries/social service organizations
- Meetings and materials should be developed for specific audiences reflecting their interests
- Organizations unable to use resources to participate: Intentionally seek and understand work already done (PAALF Peoples Plan, recent Portland planning efforts, State of Black Oregon, etc.)
- Time: manage time expectations

- Consistency: Go and/or engage more than once
- Participate in existing events/festivals/convening's
- Work to leverage government partners for events and outreach
- Technical wording: Translation
- Why should I care – messages through phases
- Finding community champions
- Getting to where they are
- Lack of personal relevance – “I don't use it”
- Title 6 Plan: Read, understand, implement
- Who are we impacting – data collection
- Trust & government

### FLIPCHART SHEETS

- Don't fail to ask!
- People wear multiple hats, representing groups in earnest
- Some have capacity, some don't – be cognizant of time and key meetings to participate in
- Be consistent
- Opportunities for alignment
- Central library
- Low income community
- Who is travelling, getting off and on (buses/transit surveys)
- Data, who! Sources
- Why should I care?
- Users & neighbors – not just the loudest voices that are organized. Think about weight of who is saying what
- Who/what groups are you a member of
- Two way conversation that's responsive to what different audiences care about
- Context
- Who benefits, who is burdened?
- Equity as the umbrella: Use the 5 P's tool consistently to have conversations, to build trust, and to evaluate the impact of the input and validate what was heard
- Be flexible



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- Bring groups together in a way that summarizes the CTF process
- Share information in a meaningful, digestible way
- Give power to the people by sharing their feedback with them. Close the loop. What you heard/how it's being addressed
- Understand advantages and disadvantages and create an even playing field
- Competent community liaisons
- Pay community liaisons as an extension to the team
- Provide food, childcare, stipends
- Meet people where they are, around the issues (food/community building)
- Going to where people are and enter into community through trusted community sources
- Different audiences have different communication styles/preferences
- People of color is not a monolithic term. Our approach cannot assume one method works for all
- Acknowledge who and which groups you aren't reaching and work with representatives to ask and seek help
- Partnership with someone who reflects and identifies with the community you are trying to reach
- Be aware of the intrinsic lack of trust from some audiences and be willing to acknowledge your role and how best to navigate in this environment
- Broad perspectives from representatives within audiences. One representative can't speak for all

## EQUITY LENSES

**Question: A conversation we've been grappling with is this desire to have equity embedded in every conversation, but also a desire to have dedicated conversations with groups about this**

- Cassie: How do we engage this on a more 1:1 basis, but also how do we apply this to the project as a whole?
- Mike : Always saw it as an obligation of public engagement and EJ analysis, but what about all the other studies we are going to do? For example, the traffic study.
- Joanna: Equity is more of an umbrella than something we infuse. Make a conscious decision to make equity a clear and important policy in our plans. Using the 5 P's tool in conversations helps, as well as in project evaluation. Intent/impact thinking is important.

**Question: What are some of the ways people have reflected and done this analysis? How do you look back at what you've done and determine what was effective?**



- Mike: Keep a record of what the impact of the input was. “we did this because the public requested it”
- Kelly: Also keep in mind that we have to explain why things weren’t done that the public has asked for. Consideration can take you a long way.
- Diego: Validating what you’ve heard and creating materials that echo that. Coming from a place of respect makes a big difference. Also making sure that it’s a listening session on our part – not just hitting the objectives, but listening. Easy to lose sight of with big projects. Helps build trust.
- Diego: How do we make it easy for people to join the conversation? Be flexible in how meetings are conducted and when. There is no one approach.
- Mike: No going away from the 22 CTF meetings. Maybe what’s missing are check in points in between CTF meetings and Open Houses. Lunch and learns by the bridge? Not for the person who needs to be at the 22 meetings, but maybe wants to go to 3-4 meetings.
  - Diego: How do we give them the same info in a digestible way?
- Andre: Giving power to the people that are going to make comments. Give them feedback and actually respond to comments. Doesn’t have to be on a one by one basis, could be group answers, but keep the communication going both ways. A ton of comments is great, but what do we do with them? Close the communication gap and respond. Make them feel heard and understood. Otherwise the community will say ‘they didn’t listen.’ Have to tell them how they were heard and how you’re utilizing the info.
  - Agencies are counting input, not feedback/communication. 5000 comments vs 0 conversations
- Joanna: I struggle with balance and advantages/disadvantages of people who have staffs. How do you be fair, and give people an even playing field?
- Diego: What materials/processes can we develop with this equity lens so that they can get back to us? Can we poll to figure out what matters most to our audience? Then we can open up that communication channel and be culturally sensitive and encourage people to continue conversations/report back to us later.

## **NEXT STEPS AND CLOSING REMARKS**

- Request to bring this group together came from agency staff. How can we continue to share information?
  - Megan: Impact to community: comes down to construction impacts. One proposal I wanted to share was bringing this group back together in 9 months as a check-in. Report out on actions we’re doing based on today, but also share more detail about specific impacts/mitigation methods/get input on how we should mitigate/communicate.
    - Everyone seemed to agree with this proposal
- Cassie: are there moments coming up that you want to be engaged in?
  - Andre: Ideal to check in in 9 months, but projects are ramping up like crazy. What if the Megan’s of the world get together in one room and talk about mitigation for this project, and ALL projects? Going to be hard to travel for years in Portland. Develop a common mitigation strategy – not just one-offs. How do people get anywhere? Coordinate mitigation!



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- John: Opportunity to join or present at C2P2. Make sure transparency/communication is present. How do we leverage each other? We're all busy, but this is important. Has a panel we can join/talk.
  - ACTION: Mike Pullen to follow up on joining this panel
- Alice: have a way where we can know what's going on – be efficient.
- ACTION: Mike Pullen checking in with Metro about C2P2 (talk to Max B)
- Andrew P: More projects will launch in 2020. Be aware of this.
- Diego: What materials/processes can we develop with this equity lens so that they can get back to us? Can we poll to figure out what matters most to our audience? Then we can open up that communication channel and be culturally sensitive and encourage people to continue conversations/report back to us later.



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June 12, 2019

## APPENDIX E. DEI ENGAGEMENT APPROACHES TRACKING LOG

## DEI Engagement Approaches Tracking Log

#	Goal/Approach (Tactic)	Planned Activities (Metric)	Was this activity accomplished? (Y/N)	To what extent? Metric Score (1-5) <i>To what extent did this activity meet the intent of the goal ?</i> <i>(Scale of 1-5, where 5 is fully met intent)</i>	How did this meet the goal? <i>Notes/Explanation</i>
1	Work with established community leader to directly access key communities of interest through the Community Engagement Liaisons (CEL) Program.	Establish and fund a CEL Program.			
		CELS engage their communities and gather feedback that informs decision making.			
2	Recognize historically significant, traditionally underrepresented and current populations.	Identify and work with Japanese Community Liaison to inform study of impacts related to Japanese tradition, culture or concerns in the project area.			
		Engage Japanese Community to allow for input and influence in decision making.			
		Identify and work with Chinese Community Liaison to inform study of impacts related to Chinese tradition, culture or concerns in the project area.			
		Engage Chinese Community to allow for input and influence in decision making.			
		Identify and work with African American Community Liaison to inform study of impacts related to African American tradition, culture or concerns in the project area.			
		Engage African American Community to allow for input and influence in decision making.			
		Identify and work with Native American Community Liaison to inform study of impacts related to Native American tradition, culture or concerns in the project area.			
		Engage Native American Community to allow for input and influence in decision making.			
		Identify and work with Social Service providers serving low income and homeless communities to inform study of impacts related to these communities in the project area.			
		Engage low income and homeless communities allow for input and influence in decision making.			
3	Engage early and ahead of key milestones to allow time for input and influence in decision making.	Initiate engagement of historically marginalized communities ahead of key milestones.			
4	Make information accessible	Translate printed materials			
		Translate online materials			
		Communication and engagement materials are adapted to the needs and understandings of community groups.			

## DEI Engagement Approaches Tracking Log

#	Goal/Approach (Tactic)	Planned Activities (Metric)	Was this activity accomplished? (Y/N)	To what extent? Metric Score (1-5) <i>To what extent did this activity meet the intent of the goal ? (Scale of 1-5, where 5 is fully met intent)</i>	How did this meet the goal? <i>Notes/Explanation</i>
5	Be where communities are.	Engagement activities occur at places where communities typically interact and gather (i.e. churches, cultural centers).			
		Communication materials are shared through outlets where communities typically interact online.			
		Communication materials are shared at locations where communities typically interact in-person.			
6	Incentivize participation.	Provide gift cards or stipends for participation in focus group or other activity.			
		Provide food at events.			
		Provide childcare at events.			
7	Use time wisely.	Adapt information so it is focused around areas of interest for the community being engaged.			
		Participation requires no longer than 2-hours of time and does not run over in time established for the activity or event.			
8	Tailor engagement activities.	Share information through communications channels that are more common and frequented by community.			
		Participate in activity that is typical and more comfortable for community.			
9	Use an intentional engagement approach to reach key audiences.	Work with CELs to identify and establish engagement approaches that are appropriate for their communities.			