



LIFTEVERY VOICE

Intentional engagement in
underrepresented communities



ODOT GUIDANCE

Guidelines for Addressing Title VI and Environmental Justice in Transportation Planning
(January 2015)

Purpose (p. 1)

“The approach presented here offers a process by which to identify, engage, and address the needs of protected populations in the development of ODOT statewide policy plans, facility plans, local and regional transportation system plans, and similar long-range planning documents.”

“The terms “protected populations” or “protected class” in the context of transportation planning are inclusive of all of the groups described (herein), but not all types of these described groups will be present in any given study area of a planning project.”

PROTECTED POPULATIONS

DEMOGRAPHIC CHARACTERISTICS	LEGAL AUTHORITY FOR PROTECTION
Race, color, national origin	Title VI of the Civil Rights Act (1964)
Age	Age Discrimination Act (1967)
Disability	Americans with Disabilities Act and Rehabilitation Act (1973 and 1990)
Gender	23 United States Code (USC) 324 (1976)
Handicap, age, race, color, sex or national origin	Title 23 Code of Federal Regulations (CFR) 771 (1987)
Minority and low-income	Executive Order 12898 (EJ: 1994)
Limited English Proficiency	Executive Order 13166 (2000)

TOP LANGUAGES SPOKEN



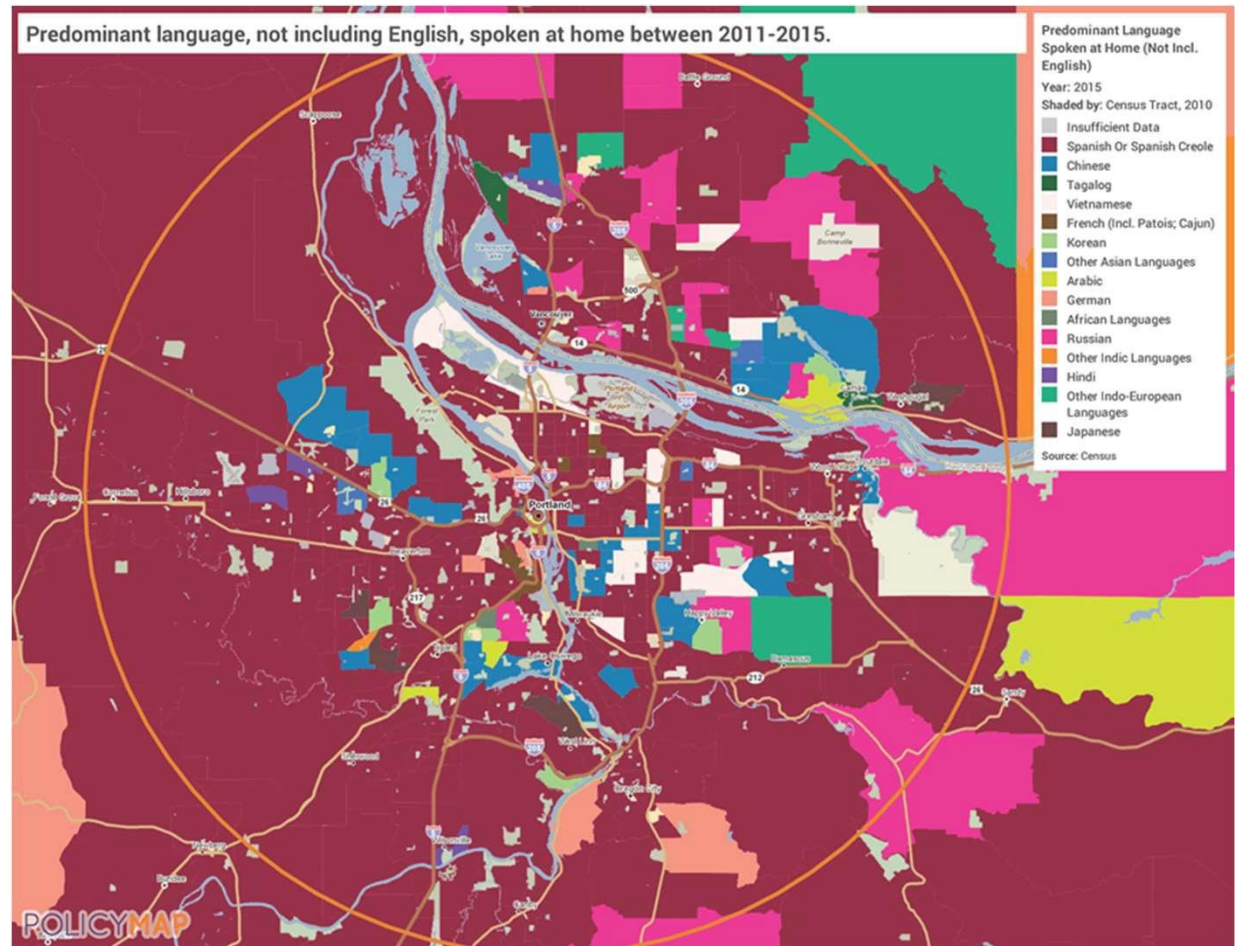
Other than English – Portland metro area:

- Spanish (9%)
- Chinese (1%)
- Vietnamese (1%)
- Russian (1%)

Source: American Community Survey data, 2011-2015, collected through EPA EJSCREEN

LANGUAGES

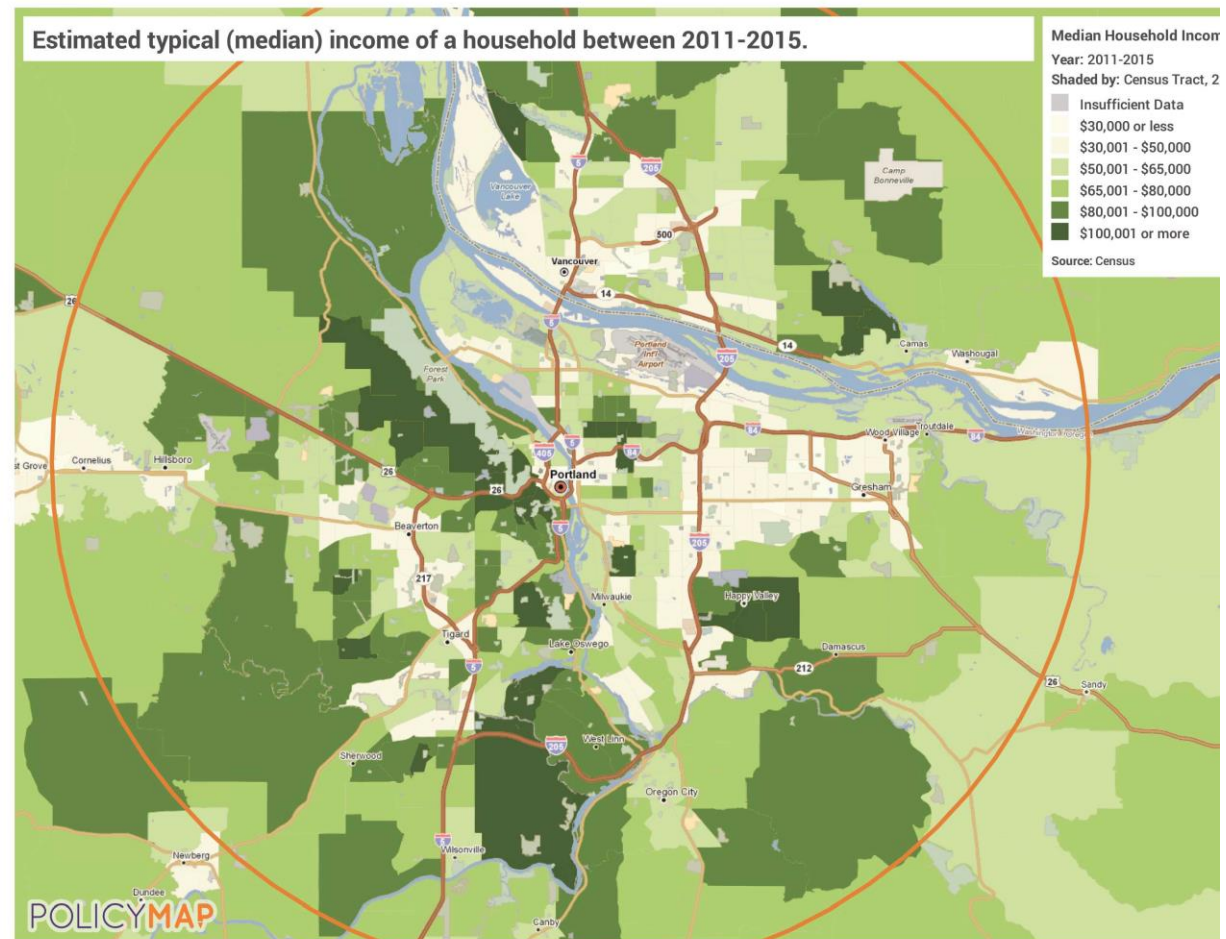
- Second most common language spoken at home other than English by Census tract
- Spanish
- Russian
- Vietnamese
- Chinese



HOUSEHOLD INCOME

- Low income = family of four earning less than 80% of median household average
- In Portland = \$59,760 in 2017
- Lighter areas are low income

* Federal HUD guidelines





Your Voice Matters!

OUTER

POWELL

Transportation Safety Project



Early Interviews

Who do you serve?

Do you find your work and efforts to be concentrated into one or several geographic areas? If so, where?

What services and programs do you provide, administer and who is your target clientele?

What do you see as gathering events/places that attract people you serve where we might have a presence for project outreach?

Do any of these gathering events/places take place within the vicinity of Powell? What venues could we do outreach to reach folks?

What barriers do you think we face and how do we overcome them?

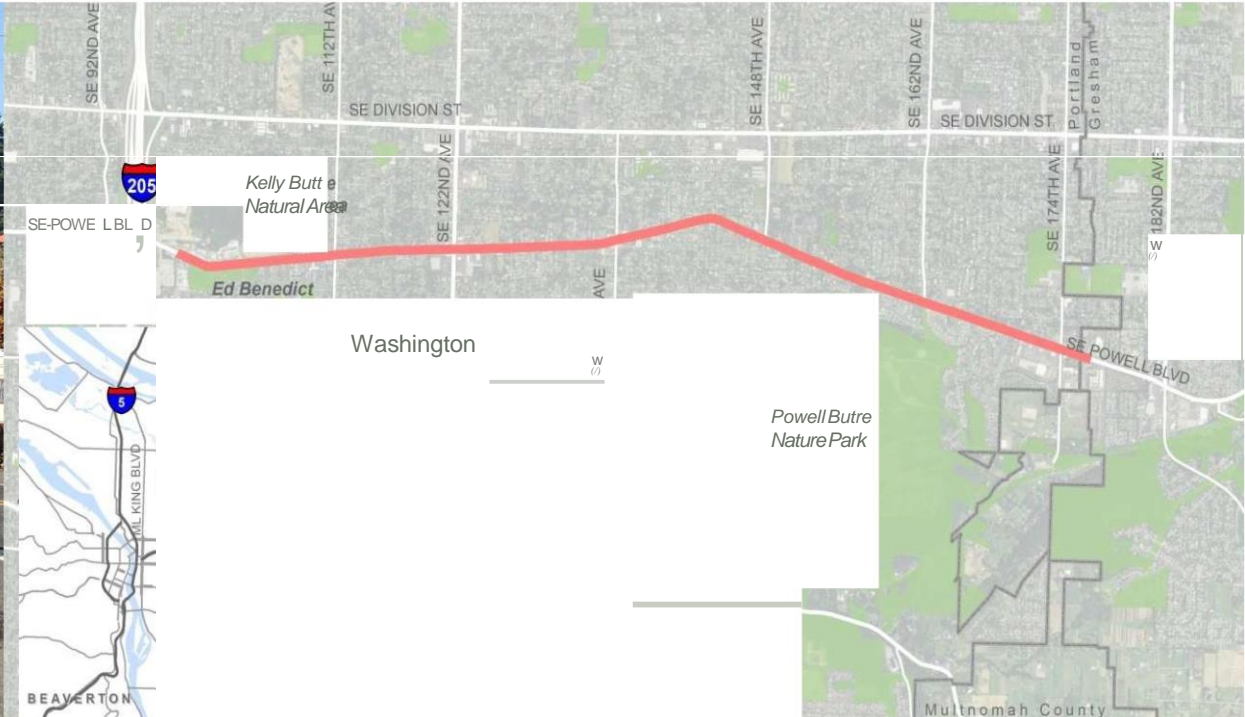
How do we do meaningful outreach that attract people to educate them about the project and get input? Who else should we talk with?

If you were in my shoes, what tactics/best practices would you use to identify and attract folks to engage?

How do people engage best whose second language is English? For this project we need to reach people whose languages include Spanish, Chinese, Vietnamese and Russian. How do we best reach these groups?



Your Voice Matters!
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Early engagement
to inform approach

Contract with
community liaisons

Incentivize
participation

Tailor engagement
approach to culture



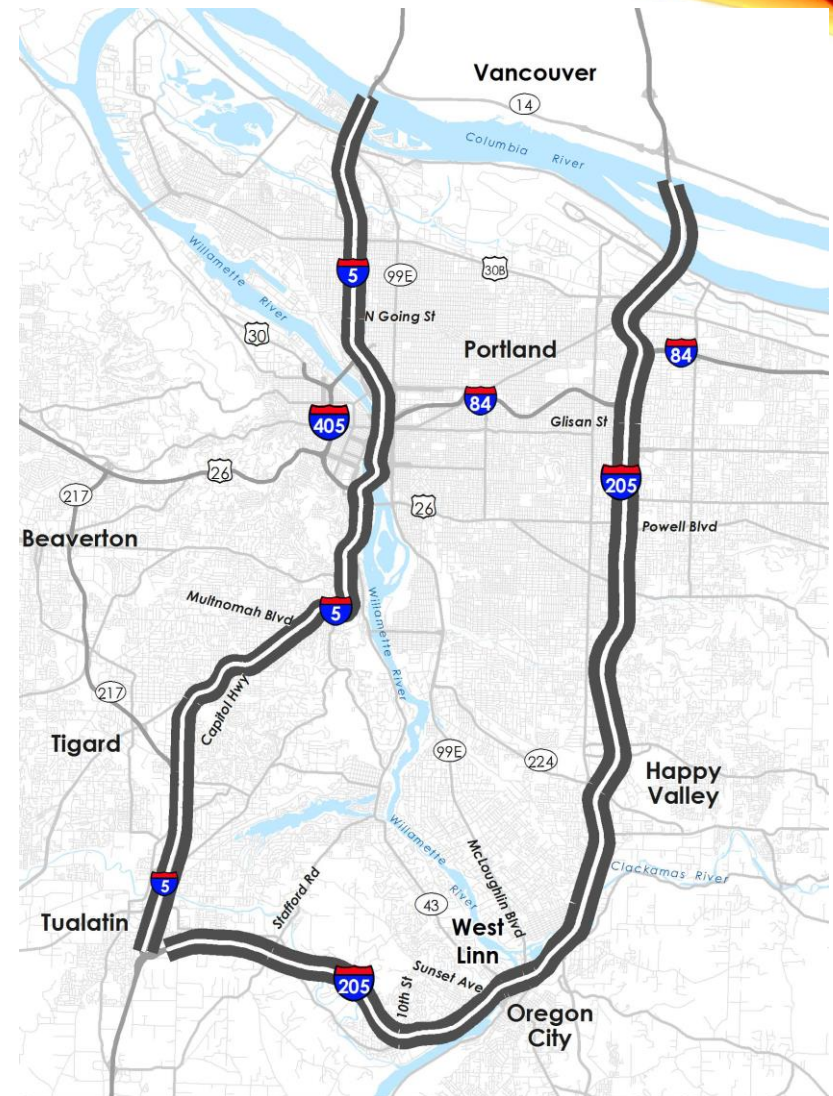


Your Voice Matters!
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VALUE PRICING FEASIBILITY ANALYSIS

- Funding for tolling analysis included in HB2017
- Study area includes I-5 and I-205 from Tualatin to the state line
- Would implement variable pricing in all or portions of the study area
- Region-wide project requires widespread community input
- WA residents making their voices heard
- Equity voices underrepresented



STAKEHOLDER INTERVIEWS



**Portland
Housing
Bureau**



INTERVIEW RECOMMENDATIONS

1

Engage early,
before project
decisions are
made.

2

Work through
community
engagement
liaisons.

3

Translate
information
and go jargon
free.

4

Consider
compensation
and schedule.

5

Build your
foundation for
ongoing
relationship
building.



DISCUSSION GROUPS

GROUP	SPOKEN LANGUAGE	NO. OF PARTICIPANTS
African-American	English	14
Chinese	Cantonese	24
Hispanic	Spanish	16
Native American	English	21
Slavic	Russian	16
Vietnamese	Vietnamese	23
TOTAL		114

LIAISONS AT WORK



VIETNAMESE – AFRICAN-AMERICAN – NATIVE AMERICAN





“TOP Five” TAKEAWAYS

1. Don't be afraid to ask
2. It takes a combined mix of people of color and white people to do this work effectively
3. There is work to be done re: paying people
4. Be authentic, genuine, gracious
5. Invest in long-term relationships; over one-offs, transactional interactions



I-5 ROSE QUARTER IMPROVEMENT PROJECT





I-5 ROSE QUARTER IMPROVEMENT PROJECT



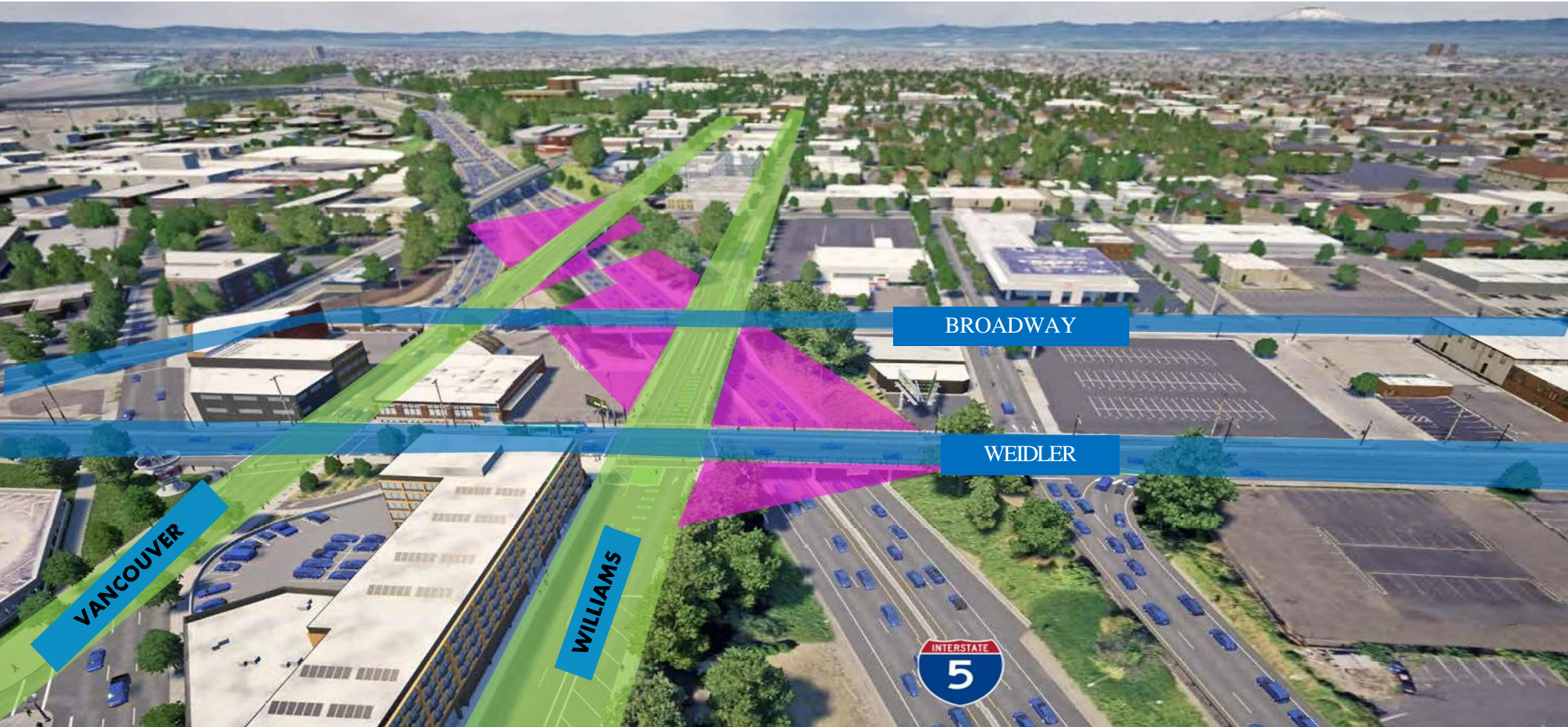


I-5 ROSE QUARTER
IMPROVEMENT PROJECT



Oregon
Department
of Transportation





VANCOUVER

WILLIAMS

BROADWAY

WEIDLER



I-5 ROSE QUARTER IMPROVEMENT PROJECT





17 Early Interviews prior to Project Kick-Off

Why and When to do these?

What questions do you pose?

How did you identify who to interview?

Who are the interviewees?

How is information used and shared?

How did the interviews influence the project, process?

What else?




I-5 ROSE QUARTER IMPROVEMENT PROJECT



In Oregon
Department
of Transportation





OUR “TOP FIVE” TAKEAWAYS

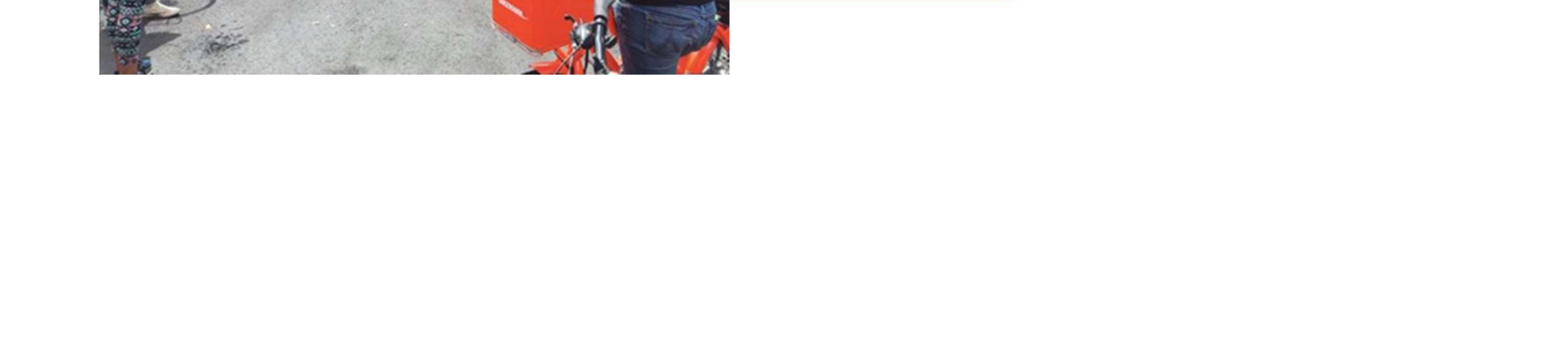
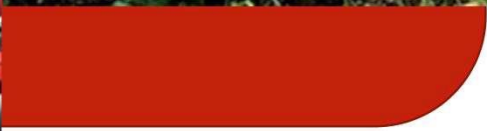
1. Be intentional. Demonstrate intentions through actions
2. Be adaptable – flex to cultural practices
3. Be innovative – advocate for doing something different - calculated risks
4. Listen with an open mind, open heart
5. Take the time needed to invest in long-term meaningful relationships



Introducing LAQUIDA LANDFORD

WHAT IS A COMMUNITY PRACTITIONER?







LaQUIDA'S "TOP THREE" TAKEAWAYS

1. Build trusting relationships
2. Invest in racial equity training
3. Build the next generation of
leaders