



# *Equitable Engagement Tool*

Prepared by the  
Office of Civil Rights,  
Equity & Inclusion



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We thank you not only for your contributions but for your tireless commitment and dedication to ensuring equitable outcomes for all.

## **Introduction**

Sound Transit is in a pivotal time of growth and opportunity as we expand our services in King, Pierce and Snohomish counties. In an increasingly global community rich with diversity, we have an obligation to not only provide a first-class transit service, but to do so in fulfillment of our organizational mission: connecting more people to more places to make life better and create equitable opportunities for all. But how do we know we're actually achieving what we've set out to do?

In 2019, Sound Transit adopted an [Equity and Inclusion Policy](#) that reaffirmed our commitment to ensure the most equitable outcomes possible for all Sound Transit stakeholders, including employees, passengers and the community at large. Transportation isn't just about the mechanics of building rails and bus routes; it's also a critical driver of equity. It determines whether or not people can get to their jobs, schools, grocery stores, medical centers and other essential destinations. It connects people to their community and provides access to recreational activities that increase mental, emotional and physical well-being.

While the benefits are vast, so too is the potential to cause unintended harm to the communities, businesses and individuals who work, reside or recreate within our service area. By centering people in our work, we're better able to contribute to a better quality of life and promote equitable opportunities for all while at the same time ensuring long-term sustainability of our projects and services.

## **What is equitable community engagement?**

### **What is community engagement?**

Community engagement is the process of proactively seeking community input to ensure we make agency decisions with a full and complete understanding of how those decisions might impact the public. It empowers community by ensuring they have full access to information and opportunities to propose ideas and come up with collective solutions related to agency initiatives.

### **What is equitable community engagement?**

Equitable community engagement is the act of ensuring the full inclusion of all voices in the community, particularly those who have been, and continue to be, denied access to power. The practices that define equitable engagement are meant to result in high levels of participation from those who are most likely to be adversely impacted by agency initiatives and who are historically excluded and underrepresented in these conversations.

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*"Regions are equitable when all residents, regardless of their race/ethnicity, nativity, neighborhood of residence, or other characteristics, are fully able to participate in the region's economic vitality, contribute to the region's readiness for the future, and connect to those region's assets and resources. Even further, those in leadership positions ask who needs to be at the table in each discussion and ensure they are invited."*

*Equitable Growth Profile of the Research Triangle Region*

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## What are the benefits of equitable engagement?

For Sound Transit	For the community
<ul style="list-style-type: none"> <li>• More informed decision-making and decreased potential to cause harm</li> <li>• Better understanding of community needs and priorities</li> <li>• Improved relationship with the community</li> <li>• Greater diversity of knowledge, ideas and information</li> <li>• Broader and more diverse networks for information gathering/sharing</li> <li>• More adaptive and innovative problem-solving</li> <li>• Greater support for agency initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Greater partnership in, and ability to influence, decisions that impact them</li> <li>• Deeper understanding of issues and ability to effectively self-advocate</li> <li>• Improved relationship with Sound Transit</li> <li>• More relevant and useful services from Sound Transit</li> </ul>

## Four core pillars: guiding principles and practices of equitable engagement

Below are the four core pillars of equitable engagement. Like the legs of a chair, they work in unison to form the balanced foundation of this work. Each pillar has an associated set of guiding principles and practices that reflect our moral or ethical values and establish **what we believe in** as it relates to equitably engaging the public.

Cultural Competence	Responsive to Community	Resource Investment	Relationship Building
<ul style="list-style-type: none"> <li>• Understand the relationship between institutional/systemic racism and other forms of oppression and its impact on historically excluded communities</li> <li>• Learn more fully about the power dynamics within and among communities</li> <li>• Awareness and respect of cultural norms and customs</li> <li>• Culturally competent staff and consultants</li> <li>• Psychologically safe space where community can show up as their authentic selves</li> </ul>	<ul style="list-style-type: none"> <li>• What does the community care about at this moment?</li> <li>• Understand barriers to participation</li> <li>• Community-driven decision-making</li> <li>• Amplify the desires, needs and concerns of the community</li> <li>• Look for opportunities to meaningfully collaborate and co-create with community</li> <li>• Continuous improvement based on community feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Community informs how to more equitably distribute ST resources</li> <li>• Compensate community for their time and expertise</li> <li>• Support community innovation from within</li> <li>• Build capacity by reinvesting in community</li> <li>• Develop and invest in systems change that will support the standardization of equitable engagement practices</li> <li>• Ensure adequate financial and staff resources to do the work</li> </ul>	<ul style="list-style-type: none"> <li>• Put relationships first</li> <li>• Balance uneven power dynamics</li> <li>• Honor the lived experiences and perspectives of diverse audiences</li> <li>• Clear and transparent communication</li> <li>• Be accountable to community and take responsibility for missteps, past or present</li> <li>• Cultivate and steward long term relationships with historically excluded communities</li> </ul>

Central to the practice of equitable engagement is the act of co-creation and community-led decision-making as of way to combat power imbalances that exist between traditional

‘authorities’ and the communities who face inequities. This does not mean that the community possesses ultimate decision-making power over agency decisions, as this is not always possible (decisions that get made by the Sound Transit Board, for example). However, sharing power does call us to identify opportunities where the public can meaningfully participate in shaping a particular outcome. This is a shift in the way Sound Transit has traditionally approached engagement, but creating a participatory and inclusive culture is incredibly important to the agency’s current and future success.

### **What is co-creation and community-led decision-making?**

The collaborative development of new value (concepts, solutions, products and services) together with subject matter experts and community stakeholders working together as peers. Co-creation is a form of collaborative innovation where ideas are shared and improved together through all stages of a process, from ideation to vetting to implementation.

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*“Community-led decision-making is the act of allowing a decision to be made via a collective, community process. It uses the practice of empowerment, mutual learning and consensus building to create bottom-up, citizen driven change. . . community-led approaches that are initiated by organizations attempt to give power to those who are closest to the issue. They tend to be less-defined, more organic processes guided by a set of principles focused on **how** the community is engaged to make change.”*

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*Tamarack Institute, “Understanding Community-Led Approaches to Community Change”*

### **Why does it matter?**

Unlike crowdsourcing (a widespread call to contribute focused on quantity vs. quality), co-creation engages a small but representative group of community stakeholders. The process of co-creation generates richer and deeper knowledge while cultivating community buy-in and sense of ownership. Instead of speaking on behalf of community, communities are able to speak on behalf of themselves. In addition to combating power imbalances, it provides an opportunity to deepen the relationships we have with passengers and the community at large.

### **What types of things can Sound Transit co-develop with communities?**

- New programs or agency initiatives
- SOPs or policies
- Strategy development
- Problem-solving on a variety of issues

Asking the community how they would like to be engaged is an important first step in this process. Another important element in establishing and maintaining community relationships is regular and consistent meetings. Not all communities in all situations are ready, able or interested in taking on a community-owned, community-driven, or even community-shaped approach (see table below). Community-led approaches are effective when there is a regular opportunity for engagement, a shared community concern (“this affects me”), a sense of responsibility (“I have a duty to respond”), and a desire to act (“this is a priority for me”).

Community Owned	Community Driven	Community Shaped	Community Informed
Local visions for change are defined and implemented by the community, who are in control of all resources, parameters and decisions.	Local visions for change are created in partnership with community members and organizations, who share resources and collaborate to set parameters and make decisions.	Local visions for change are defined by the community within a set of parameters that are provided by an organization to achieve shared goals.	Visions for change are adapted to suit the local context through community consultation.



*\*For more information on community-led vs. organization-led approaches, see Appendix C.*

## The Nuts and Bolts of the Equitable Engagement Tool

### What is an Equitable Engagement Tool?

The Equitable Engagement Tool is designed to integrate an explicit consideration of equity and inclusion into Sound Transit’s community engagement efforts as well as ensure consistency in both process and methodology. The tool provides a framework, best practices and guiding questions that will aid users in the following:

- Identifying clear goals, objectives and outcomes for engagement
- Identifying the priority populations/audiences for engagement
- Ensuring a comprehensive understanding of the communities being engaged
- Selecting the appropriate level of outreach or engagement
- Developing an engagement plan
- Measuring impact
- Sustaining relationships into the future

Using the EET early in the engagement planning process allows you to align your equitable engagement goals and desired outcomes. If equity is not explicitly considered until the last minute, it may damage the agency’s relationship with community stakeholders and, most importantly, it may cause further harm to those who have been most impacted by institutional and systemic racism as well as other forms of oppression.

*NOTE: If you are using the EET as part of a racial equity analysis (and using the Racial Equity Toolkit or RET), you may notice some redundancies in some of the content. Where needed, combine and/or consolidate your information.*

## How will I know if I should use an EET?

At this time, the EET will only be available to the following people:

- Employees/consultants within Government and Community Relations (GCR) or the Community Engagement division
- Employees who are using the EET as part of a racial equity analysis (i.e. using a RET)

Questions to ask	Options based on answers
<p><b>Are you conducting a racial equity analysis for this topic using Sound Transit’s Racial Equity Toolkit (RET)?</b></p>	<p>If <b>YES</b>, you will likely need to conduct engagement. Community or stakeholder engagement is an integral part of a racial equity analysis as it can provide insight that you may not gain through other methods of data collection. The EET is meant to supplement the RET, and we recommend they be used together.</p> <p>If <b>NO</b>, you may want to consider whether or not a full racial equity analysis <i>should</i> be applied to this topic. If there’s a need for equitable engagement, there’s often a racial equity aspect. See the RET (posted on the Hub homepage under “Popular Tools and Resources”) for more information.</p>
<p><b>Does your topic have the potential to impact the community, particularly, historically excluded communities?</b></p>	<p>If <b>YES</b>, it’s recommended that you use the EET to determine what type of engagement might be needed, who needs to be engaged and how. You may also want to consider utilizing the RET depending on the topic and/or decision to be made.</p> <p>If <b>NO or you’re not sure</b>; what data have you gathered to inform this decision? Consider using the RET to help answer this question.</p>
<p><b>Will community input realistically influence the outcome?</b></p>	<p>If <b>YES</b>, that’s great news! Using the public’s time and experience responsibly is critical to developing trust.</p> <p>If <b>NO</b>, then consider why that is. For instance, if the issue is time, is there an opportunity to extend the timeline so that the community can be meaningfully engaged? What other steps might be taken to ensure community voice is heard? If there is no resolution, then you are most likely going to inform instead of engage (see Section 3 for the various levels of engagement).</p>



## EET implementation and planning process

If you are using the EET as part of the RET, you should have someone from Communications and/or GCR in your work group already. (If you don't, please contact CREI and we will help coordinate the necessary resources.) While this person may lead or co-lead the engagement planning and implementation process, they should be doing so in partnership with the RET project manager(s) and work group.

If this tool is being used as a standalone (i.e. not paired with a RET) it's recommended that an EET project manager(s) (if not yourself) is identified and a cross-disciplinary work group be created. This work group can be any size you deem necessary to get the job done and should be comprised of employees and/or consultants who represent diverse skillsets, experiences and insights into the communities with whom you're hoping to engage. Members of this group will act as thought partners and help develop (and possibly implement) the engagement plan.

*\*Please note: any planned outreach or engagement of Tribal Nations must be coordinated through Sound Transit's Director of Tribal Relations Dezeræ Hayes.*

## EET Team Member Roles & Responsibilities

Role	Responsibilities	Knowledge, Skills and Competencies
<b>EET Project Manager(s)</b>	<p><b>Manage the EET process from planning through execution of final outcomes/deliverables.</b></p> <ul style="list-style-type: none"> <li>Select EET workgroup members</li> <li>Coordinate, communicate and collaborate regularly with relevant stakeholder groups including CREI</li> <li>Organize &amp; facilitate EET work group kick-off</li> <li>Collaborate with work group to determine roles/responsibilities</li> <li>Coordinate and facilitate regular EET work group meetings</li> <li>Manage the project timeline to ensure engagement planning milestones are met (as determined by the work group)</li> <li>Share key findings with the appropriate members of Sound Transit's leadership, key decision-makers and other stakeholders</li> <li>Create and submit final report with any findings, action items, lessons learned, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Working knowledge of the proposed topic</li> <li>Foundational understanding of equity and racial equity principles and concepts</li> <li>Critical thinker with exceptional problem-solving abilities</li> <li>Genuine desire to lead a group through the EET process</li> <li>Comfortable facilitating discussions about race or other equity-related topics</li> <li>Desire to build self, and others', awareness of equity and social justice issues</li> <li>Humility and desire for personal growth and learning</li> <li>Ability to manage multiple ongoing priorities while ensuring deliverables are met</li> <li>Can effectively lead groups with diverse experiences and perspectives</li> </ul> <p><b>RECOMMENDED training</b> Sound Transit STARTS series</p> <ul style="list-style-type: none"> <li>EEO</li> <li>Check Yourself: Recognizing and Disrupting Implicit Bias (e-Learn)</li> <li>The Journey – Inclusion Through Education</li> <li>Toward Organizational Equity</li> </ul>

Role	Responsibilities	Knowledge, Skills and Competencies
	<ul style="list-style-type: none"> <li>Complete evaluation upon project close-out</li> </ul>	
<b>EET Work Group Members (including consultants)</b>	<ul style="list-style-type: none"> <li>Provide thought leadership to the EET PMs and work group.</li> <li>Attend and actively participate in regular work group meetings.</li> <li>Complete tasks and meet deliverables as assigned.</li> <li>Complete evaluation upon project close-out.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinker with exceptional problem-solving abilities.</li> <li>Comfortable participating in discussions about equity and race.</li> <li>Humility and desire for personal growth and learning.</li> <li>Ability to manage multiple ongoing priorities</li> </ul> <p><b>RECOMMENDED Training</b> Sound Transit STARTS series</p> <ul style="list-style-type: none"> <li>EEO</li> <li>Check Yourself: Recognizing and Disrupting Implicit Bias</li> <li>The Journey – Inclusion Through Education</li> <li>Toward Organizational Equity</li> </ul>
<b>CREI</b>	<ul style="list-style-type: none"> <li>Collaborate/coordinate equitable engagement efforts with GCR and Community Engagement division</li> <li>Provide technical support as agreed upon by both parties (may be ad-hoc or on a regular schedule)</li> <li>Distribute EET evaluations at project close-out</li> </ul>	N/A

## Engagement consultants

Engagement consultants offer many benefits such as subject matter expertise, networks and relationships with stakeholders, as well as the capacity to aid in both developing and implementing an outreach or engagement plan. That said, not all consultants should be considered equal when it comes to understanding the principles of not just community engagement, but equitable community engagement. Here are some things to think about as you decide whether to bring on a consultant:

- Does the consulting firm have a proven track record of being able to effectively engage historically underrepresented communities, particularly communities of color? How do you know?
- What existing relationships does the consulting firm have with historically underrepresented communities, particularly communities of color? If they don't have any, why might that be?
- Does the consulting firm espouse the values of equity and/or anti-racism within their mission, vision, values or program framework?

- Representation matters. Is the consulting team (or the engagement team in general) racially/ethnically and linguistically diverse?
- Is the consulting firm open to partaking in equitable engagement work as it is outlined within this tool?
- What specific equity-related goals and deliverables will you expect from the consultant?
- Are we providing opportunities for new consultants/consulting firms to compete for contracts?
- Is there a way to reinvest our dollars into the community by contracting with trusted community organizations, advocates and organizers?

Last but not least, if you're planning to procure an engagement consultant, it's recommended that the RFP and selection criteria clearly prioritize equity, anti-racism and community-centered engagement approaches. Be aware that, for many smaller community-based firms, Sound Transit's current RFP process presents many obstacles and barriers that may prevent some from applying. Do your best to understand, mitigate or reduce these barriers.

### **Quick tips to complete this tool**

- Begin using this tool as early in your planning process as possible, allowing enough time to work through the questions **and** incorporate key insights into your engagement plan.
- *Be sure to review the entire tool first* to ensure a high-level understanding of the EET outline from beginning to end. This will help you to organize your work and the work of the EET work group.
- Document your process as you go along, especially key decision points, in case you need to refer back to and/or explain your approach.

### **What to do upon completion of the EET**

If the EET is used to supplement a RET, include an overview of the engagement process, implementation plan and outcomes in the final report. See the RET final report template for more information.

If the EET is used as a standalone tool, follow the established department process for completing/closing out community outreach and engagement activities. Consider how you will report the information to internal and external stakeholders and how relationships will be managed moving forward. See section 4 and section 5 for more information.

Lastly, the EET is meant to evolve and grow as we continue to learn how to better and more equitably engage the public. While not required, we would love to hear your feedback about how the EET process worked. If you're interested in providing feedback via a short survey, please contact CREI for a link.

## **Equitable Engagement Guiding Questions**

The following questions are intended to guide conversation and inform the engagement plan. While they're organized in a somewhat sequential fashion, feel free to customize the tool as needed. You may need to implement multiple engagement activities in order to achieve your

outcomes or reach different audiences, so be sure to ask yourself the same questions for every distinct effort.

## **Section One: Identifying purpose, goals and outcomes**

Identifying the purpose of engagement may seem like an obvious first step, but it's important for everyone to have a clear and shared understanding of what information or expertise you're seeking from the public as well as what you're hoping to gain. Understanding this will also help inform what level of engagement you should use.

- 1. What is the topic or proposal you'll be taking to the community?**
  - What are the expected and perceived impacts on passengers and community?
  - Have you already identified any equity-related concerns? If so, what are they?
- 2. How will the information be used?** Is it informing a particular decision? Is it being used to evaluate the effectiveness of a product or service?
- 3. What is Sound Transit hoping to gain by engaging the community?**
  - What does ST risk by engaging the community?
  - What does ST risk by not engaging the community?
- 4. What can the community expect to gain by engaging with Sound Transit?**
- 5. What specific goals or outcomes have you identified for this engagement?**

Think about this in relation to the specific topic as well as any engagement-based goals.

  - What indicators of success will you use?
  - How, specifically, will you measure progress?
  - What do you need from Sound Transit and/or the community to be successful?
  - How will you know if and when to change your methods?

**TIP:** Think about the positive and/or negative impacts to both people and places. This includes homes, shelters, food banks and grocery stores, medical facilities, jobs, nonprofits/community-based organizations, parks, schools, religious institutions, small and minority-owned businesses, etc.

When considering impacts to people, be sure to place an emphasis on communities that have been excluded from power and decision-making, such as people of color, linguistically diverse populations, refugees and immigrants, low-wealth populations, unhoused populations, people with disabilities, youth, etc.

*If there is a potential for adverse impacts to communities of color specifically, you may want to consider undergoing a full racial equity analysis (using the RET) if you are not already doing so.*

## **Section Two: Identify your audience**

In order to determine your audience, you'll need to do a little research and data collection. In Section One, you identified potential impacts of the topic or proposal that will be the focus of your engagement. If you haven't done so already, drill down even further to identify specific

demographic populations that may be most affected or have previously experienced harm. This could be based on:

### Geographic data

- Are there specific geographic areas that will be most affected?
- If so, what are the demographics of those living, working or recreating in that area?

### Population data

**Examples:** Race, gender, income, language, refugee/immigrant, people with disabilities, age, vehicle ownership, renter vs. homeowner, education, health statistics, employment, etc.

When answering the questions below, be intentional and specific. Disaggregate the data. People of color are not a monolithic group, and we must consider subpopulations with differing and unique experiences and needs. We must also consider how intersecting forms of oppression impact people and communities differently. For example, how might an Asian woman with a physical disability experience our system differently than a white able-bodied woman? They are both women, but they may interact with our transit system in completely different ways based on not only their gender identity, but their race and physical ability.

Last but not least, consider what non-profits, community-based organizations, coalitions, etc. we already have existing relationships with. This may require internal coordination with other individuals and/or departments, but oftentimes our employees are highly connected to community either through their personal and/or professional networks. They can lend insight into the various nuances of certain community groups or facilitate an introduction. Working through partners who are rooted in the community is vital to effective and equitable community engagement. If there is no existing partnership, this may be an opportunity to develop one!

- 6. Who is the topic or proposal most likely to negatively impact?**
- 7. Which groups have previous engagement efforts led by Sound Transit historically excluded or underrepresented?**
  - How might this effect their perception of ST and our attempts to engage?
- 8. Which groups have our previous engagement efforts over-represented?**
- 9. Do we have an existing partnership with community organizations that work with affected groups? If so, how do we leverage those relationships?**

**TIP:** Data can be incredibly difficult to source and even more difficult to interpret. Even the U.S. Census Bureau has inherent inequities, with some populations being underreported and other potential inaccuracies. This is why it's important to utilize multiple sources of information for your analysis. Visit the [Equity & Inclusion Resource Center](#) for a list of potential data sources. Sound Transit's Geographic Information System (GIS) and Research Program (PX) are also great sources of data and information specific to Sound Transit passengers and populations.

### Section Three: Select the appropriate level of engagement

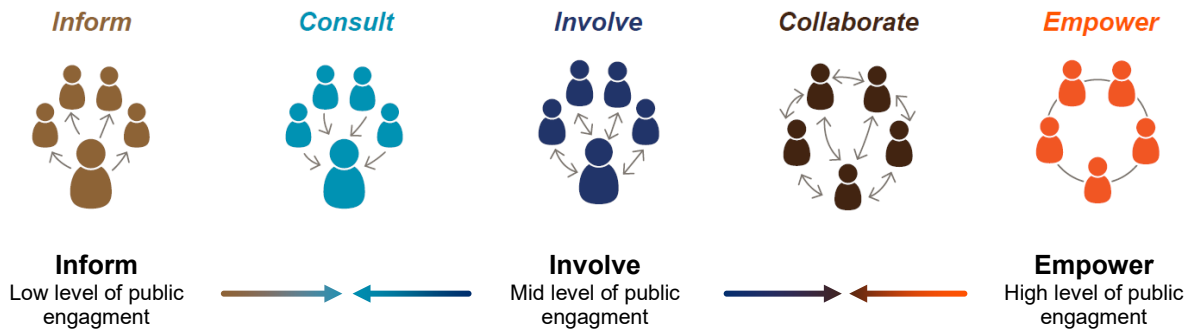
Using the International Association for Public Participation (IAP2) Public Participation Spectrum (below) and the response to questions one and two, identify what level of engagement is most

appropriate for your purposes. Not all Sound Transit initiatives require a high level of engagement. You may also use varying levels of engagement based on the audience, or you may find that, after implementation, a higher level of engagement is needed.

The name of the game is remaining flexible. It's likely that a higher level of impact on the lives of passengers and community will require more collaboration and power-sharing tactics. Remember that transparency is a key characteristic of building trust. Identifying the appropriate level of engagement is essential in order to effectively communicate what we expect from the community and what they can expect from us.

*(See "[Levels of engagement](#)" diagram on next page)*

## Levels of engagement



	<b>Inform</b>	<b>Consult</b>	<b>Involve</b>	<b>Collaborate</b>	<b>Empower</b>
<b>Promise to community</b>	We'll provide stakeholders and community members with balanced and objective information to assist them in understanding how the project or proposal will affect them.	We'll keep the community informed, obtain and consider public input, and acknowledge concerns from stakeholders and community members.	We'll invite stakeholders and community members into the process from the beginning and offer ongoing opportunities to provide input throughout. Sound Transit will work to ensure the consideration of concerns and feedback in the decision-making process.	We'll engage stakeholders and community members in all key activities and decision-making, and we'll integrate input to the maximum extent possible. Consensus is the goal.	Sound Transit will act in an advisory capacity but give decision-making authority to the public on all or part of the decision.
<b>Potential engagement strategies</b>  <i>See Appendix A for definitions and functions of strategies listed.</i>	Newsletters, social media, automated announcements, press releases, advertisements, briefings, fact sheets, door-to-door, tabling.	Focus groups, surveys, public comment.	Online open houses, listening sessions, workshops.	Advisory committees, steering committees, work groups, citizen advisory committees.	Planning councils, coalitions, advisory boards, ballots.

**10. What level of engagement is most appropriate for your purposes?**

**Consider the following:**

- Is there time to conduct meaningful engagement?
- Is this a topic that has the potential to disproportionately and/or adversely impact communities of color or other historically excluded groups?
- Is there a high degree of public interest in this topic?
- Was the community already consulted on this topic in the past?
- To what extent can the community realistically expect to influence the outcome?
- What decisions have already been made and how?
- Who are the final decision-makers?
- What money or other resources are available to fund this effort?
- Is there any opportunity to co-create and/or share decision-making power with community?

**11. How might the level of engagement vary based on the audience?**

**Section Four: Planning and implementing the engagement**

While you’re putting together your engagement plan, take into consideration the following components.

**Part A: Understanding the barriers to participation**

One of the first steps to engaging effectively, especially with underrepresented populations, is to understand the barriers that may prevent participation. While some barriers may be obvious, it’s important to understand the barriers that are unique to your particular audience.

**Physical barriers**

Barrier	Mitigation tactic(s)
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Provide pre-loaded ORCA cards.</li> <li>• Run a shuttle to/from the engagement location.</li> <li>• Conduct engagement events in locations that are easy for people to walk/roll to/from their residences or place of employment or that are close to high-frequency transit.</li> </ul>
<b>Childcare</b>	<ul style="list-style-type: none"> <li>• Partner with a licensed childcare provider to offer free childcare on-site.</li> <li>• Offer ST-facilitated activities for children during the engagement event.</li> </ul>



Barrier	Mitigation tactic(s)
<b>Work schedule</b>	<ul style="list-style-type: none"> <li>• Offer engagement activities outside of traditional work hours/days.</li> <li>• Compensate participants so they can make up a portion of their wages should they need to take time off to participate.*</li> <li>• Offer engagement activities at different times/days.</li> </ul>
<b>Lack of access for people with physical disabilities</b>  <i>*Per Title VII, ADA access is required</i>	Ensure that: <ul style="list-style-type: none"> <li>• Meeting spaces are ADA accessible.</li> <li>• Online/virtual platforms utilize closed captioning or subtitles.</li> <li>• Documents are compatible with screen readers.</li> <li>• Documents/presentations are sent ahead of time.</li> <li>• Notify participants ahead of time about seating accommodations and ensure that the space is comfortable for people living in larger bodies.</li> <li>• Ask about accessibility needs at least one week prior to the event (possibly more depending on how much time is needed to arrange accommodations).</li> </ul>
<b>Access to technology</b>	<ul style="list-style-type: none"> <li>• Provide a variety of ways to access and engage that don't require the use of a phone, internet or computer.</li> </ul> <p><b>Examples:</b> <i>Flyers, brochures, paper comment forms, posters, mailers, phone interviews, vehicle signage, etc.</i></p>

**Invisible barriers**

Barrier	Mitigation tactic(s)
<b>Lack of interest</b>	<ul style="list-style-type: none"> <li>• Partner with trusted community organizations and/or community leaders to help spread the word to their networks.</li> <li>• Offer an incentive in the form of compensation, food/beverages, free raffle for ST swag, etc.</li> <li>• Use plain language instead of technical jargon so people can understand the subject.</li> <li>• Ensure that virtual and in-person engagements are as interactive and engaging as possible using platforms like <a href="#">Ideaboardz</a>, creating interactive online quizzes, using breakout rooms for smaller group discussions, etc.</li> </ul>
<b>Lack of trust in, or fear of, government institutions</b>	<ul style="list-style-type: none"> <li>• Partner with trusted community organizations and/or community leaders to develop the engagement plan.</li> <li>• Be present at events in communities of color.</li> <li>• Host in-person events in community centers, libraries, local coffee shops and other trusted locations rather than locations</li> </ul>

Barrier	Mitigation tactic(s)
	that may be intimidating for attendees (like city halls, office buildings, etc.).
<b>Language access</b> <i>*Per Title VII, ADA access is required</i>	<ul style="list-style-type: none"> <li>Identify the top spoken languages among your audience.</li> <li>Ensure materials (virtual and in-person) are translated into relevant languages, including both print and audio.</li> <li>Offer interpreter services on-site for both in-person and virtual.</li> <li>When possible, use pictograms/graphics to convey messages.</li> </ul> <p>For more information on the Title VI Language Assistance Plan, click <a href="#">here</a>. Click the link for <a href="#">translation</a> or <a href="#">interpreter</a> services.</p>
<b>Religious or cultural holidays or other observances</b>	<ul style="list-style-type: none"> <li>Research the community ahead of time to ensure that meetings are not scheduled during holidays or other culturally significant times.</li> </ul>

**12. What specific barriers exist that might prevent the community from engaging in your event?**

- How do you know?
- What will you do to eliminate or mitigate those barriers?

**13. What resources or communication channels already exist within the community that you might be able to leverage?**

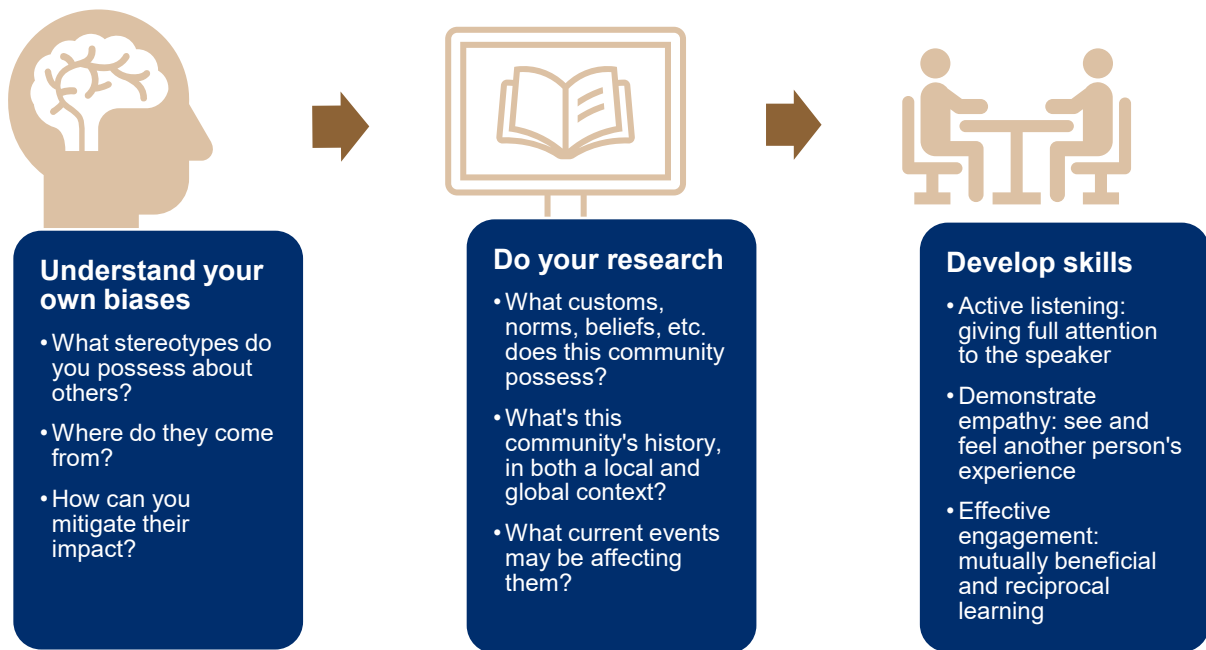
*\*Note: At this time, Sound Transit does not have a compensation policy or compensation guidelines. It's always best practice to compensate the community for their time, particularly for engagements that will be longer in length (3+ hours) and/or ongoing (i.e. monthly meetings). This could take the form of individual stipends for each person or a lump sum (in the form of donation or sponsorship) to the organization. Or consider incentivizing an engagement activity like an online open house with an opportunity for participants to win a gift card to a restaurant (or other establishment) of their choice. This is a great way to support local small businesses, and it's relatively low cost!*

*Further compensation guidance will be developed in 2022.*

**Part B: Engaging diverse communities with cultural competence**

Determining who is best suited to engage the community is just as important as how you engage them. Whether it's an employee or a consultant, relationships are too often damaged before they even begin due to our own lack of self-awareness and lack of awareness of others. Being aware of how we show up in a given space as well as being knowledgeable about the community we're engaging are critical elements to being culturally competent.

Cultural competence is defined as the ability to understand, appreciate and interact with people from cultures or belief systems different from one’s own. It allows us to effectively interact, work and develop meaningful relationships with people from diverse cultural backgrounds. Cultural competence requires leading with humility and a growth mindset, as it’s something we can develop and strengthen over time. All it requires is a desire to listen and learn. In this work it’s critical that we honor the lived experiences and perspectives of others, regardless of whether or not we agree with them. Our role is not to judge, but to grow our understanding so that we know how to better support, advocate for and elevate the voices of others. While culture can encompass many things, for the purpose of engaging communities, we’ll focus on culture as it relates to beliefs, customs, norms and behaviors. For additional guidance on this topic, visit Appendix C.



**14. Who is best suited to engage this particular audience?**

- Will you use a consultant, employees or both?
- Who has a pre-existing and mutually trusting relationship with this audience?
- Who has knowledge of, or experience with, this cultural community?

**Part C: Documenting and data tracking**

As part of our effort to increase agencywide outreach and engagement coordination and to ensure we meet the objectives of our equitable engagement plan, all community engagement activities should be documented. We recommend you collect the following information:

- Name and contact info of organization(s) engaged
- Name of relationship manager
- Name of point of contact for each organization

- Date/time of engagement
- Engagement type
- Number of attendees
- Summary of engagement including what measures were taken to facilitate participation by historically underrepresented groups
- How do they like to receive information?
- Any other information others may want to know when planning to engage this individual/group

**15. What additional information or data do you intend to capture during this event?** We encourage everyone to collect demographic data where possible (race/ethnicity, gender, age, income range, primary spoken language, city of residence, renter/homeowner, etc.). *This should be voluntary for participants.*

**16. How will you know if you're on track to meet the engagement goals identified in question 4?**

- How frequently will you evaluate this?

**17. How will you document any feedback, questions or concerns shared?**

- How and when will you report back on these?
- How will you address any "parking lot" items (topics that are not directly related to the purpose of your engagement)?

**TIP:** *Be flexible in your agenda, or better yet, don't come with a formal agenda (at least not at first). Maybe your first interaction is a listening session and an opportunity to get to know one another instead of a presentation about the parking garage under construction. Centering community means that your focus should be first and foremost on relationship building, and while you may have an agenda planned, the community might want to discuss matters that seem unrelated. That's OK! That means they feel like you're listening and care about their ideas and concerns. Think about how you'll guide the conversation should this happen, so the community feels validated and heard while still obtaining the outcome you're looking for.*

## **Section Five: Evaluation and reporting out**

Now that you've completed your engagement activities, you likely have a wealth of information to report on. Effective engagement often takes the form of storytelling, so think about the narrative, image or story that you want to illustrate for internal and external stakeholders. It's critical to ensure that the community understands how their input and participation affected the final outcome. Below are some strategies and best practices for communicating all that has been learned during this process.

### **General Strategies**

#### ***Lead with shared values***

When developing any communication, first consider your audience (as specifically as you can) and your goal. Then, identify shared values and consider how those values align with your goal.

#### ***Be relentless about vision***

Our vision is our north star — say it over and over again until it's irrefutable.

***Balance data with story***

Embed data and visualizations within a narrative — facts are far more interesting in the context of people's real lives.

***No one likes to be labeled***

Avoid negative, evaluative labels at all costs. Even seemingly neutral labels like “millennial” carry negative connotations for some audiences. Coded language can unintentionally trigger implicit bias.

***Assumptions are just that***

Communicate based on fact, not assumptions, particularly about motivation behind behavior. Avoid charged, blaming phrases.

***Generalizations are shortcuts***

Avoid generalizations. Cite research-based trends or patterns instead if they exist.

***Be reflective***

Check your perspective — am I a part of the group I'm describing? What perspective or information might I be missing?

**Beyond Words: The Power of Image and Video**

We know intuitively that a picture is worth a thousand words, but as communicators, we are rarely as thoughtful about our images as we are our language.

***Invest in imagery***

Often, photos are chosen last-minute, even if they're not quite right. Spend time sourcing and using thoughtful images, graphics and video whenever communicating about equity work. A few hours spent on an infographic may help all communities understand data far better than endless hours of work on a wordy report only a few people will ever read.

***Be true to real communities***

Use images that authentically reflect the diversity or lack thereof in the community or institution being portrayed. Resist the urge to select visually diverse images for the sake of visual diversity if authentic diversity doesn't exist.

***Avoid stereotypes & appropriation***

Be cautious when selecting images about reinforcing stereotypes about any group. Today, we would never choose a person vacuuming in an apron and heels to portray a “woman” — be equally vigilant with stereotypes (positive or negative) associated with any racial group. In addition, always ask permission (or check permissions on a photograph) to avoid leveraging someone's image without their knowledge. This is particularly important with community members.

***Beware visual tokenism***

The concept of "tokenism" refers to inclusion of a single person of color's perspective for the sake of "diversity." Often, that person is also unfairly asked to speak for or represent the views of the entire racial group she belongs to. A visual manifestation of this phenomenon might appear in photo selection on a website or brochure, or the inclusion of only one "talking head" person of color in a video.

### ***Avoid whitewashing***

We are immersed in a marketing and communications culture with a pervasive (conscious and unconscious) trend toward lightening dark skin. On top of biases that favor white people, lighter-skinned people of color are portrayed as more acceptable than people of color with darker skin. Avoid "whitening" either through photo or spokesperson selection or software.

*Adapted from: GARE Communications Guide 2018*

#### **18. What were the key findings or takeaways from your engagement as it relates to the topic or proposal?**

- What, if anything, did you hear that was not directly related to your topic? How might those issues relate to ST?
- How might we provide opportunities, if desired, for the community to speak on their own behalf (i.e. public comment, letters to the agency leadership/board, etc.)

#### **19. Did you meet the goals of your engagement identified in Question 4? Why or why not?**

#### **20. What were your takeaways or lessons learned?**

- What went well?
- What might you have done differently?
- What will you do next time?
- What would you recommend to others?

#### **21. What format will your report(s) take (presentation, narrative document, video, etc.)? (Remember, a written summary report is required as part of this process.)**

#### **22. How will you share the results of your engagement internally?**

- Who does it impact?
- Who needs to be informed?

#### **23. How and when will you report back to the individuals and/or organizations you engaged?**

## **Section Six: Sustaining relationships**

A primary component of equitable engagement is ensuring we maintain the relationships we've built through the engagement process, even beyond the lifetime of a project or other proposal. It may take several interactions over several years to develop the level of trust we're striving for.

Like a garden, we must tend to and cultivate our relationships with intention and purpose in order for them to thrive.

**24. Who will manage this relationship moving forward?**

- If this engagement is being handed off to someone else, what information do they need to be successful?
- Has this been shared with community partners?
- Do community partners know how to contact the relationship manager(s)?

**25. What tactics will be used to maintain relationships with those we've engaged?**

- Who will be responsible for this?
- How will this be tracked?

**26. What opportunities exist for further engagement with community partners?**

This doesn't necessarily need to be related to your topic or proposal.

- Participation on agency advisory committees
- Sponsorship and workplace giving opportunities
- Employment opportunities
- Engagement on new or current ST topics
- Employee Resource Group or Network engagement opportunities
- Youth engagement

**27. How can we connect community partners to new opportunities and resources beyond Sound Transit?**

## ***Resource Cited or Consulted***

Attygalle, Lisa. Tamarack Institute, [Understanding Community-Led Approaches to Community Change](#)

Boston Public Health Commission, [Community Engagement Plan; 2016-2019](#)

City of Durham, [Equitable Community Engagement Blueprint](#)

City of Guelph, [Community Engagement Framework](#)

City of Issaquah (2017). [Public Engagement Toolkit](#)

City of Seattle, [Racial Equity Toolkit](#)

Facilitating Power, [The Spectrum of Community Engagement to Ownership](#)

Government Alliance on Race & Equity [Communications Guide](#) (2018)

Government Alliance on Race & Equity (2018). [Racial Equity Toolkit: An Opportunity to Operationalize Equity.](#)

International Association for Public Participation (IAP2) [Spectrum of Public Participation](#)

King County [Community Engagement Guide](#) (2011).

Policy Link and Kirwan Institute, The Sustainable Communities Initiative; [The Community Engagement Guide for Sustainable Communities](#)

State of Colorado, [Community Partnership Principles Guide](#)

Sunshine Coast Council, Community Engagement Framework (No longer available online. PDF only)



## Appendix A

### Glossary of Terms

Term	Definition
<b>Community</b>	A group of people living in the same geographic location and/or having shared identities related to cultural norms, religion, values, customs or identities.
<b>Engagement</b>	Any two-way interaction between the agency and the public for the purpose of sharing information, gathering input, learning or building relationships.
<b>Equity</b>	Fairness in process, distribution of resources, opportunity and provision of varying levels of support, based upon need to achieve greater fairness of outcomes.
<b>Inclusion</b>	Involvement and empowerment, where everyone feels welcomed, respected, supported and valued.
<b>LEP</b>	Limited English proficiency. To avoid deficit-framing, do not refer to “LEP passengers” or “LEP groups,” etc. Instead, individuals or communities who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English are better identified as “people with limited proficiency in English.”
<b>Outreach</b>	A one-way communication where the main function is to inform, provide a service, or gather information or data.
<b>Racial equity</b>	Acknowledgement of historical inequity based on race, where race no longer determines one’s socioeconomic outcomes and when everyone has what they need to thrive.
<b>Stakeholder</b>	An individual or group who has an interest in any decision or activity of an organization. This can apply to individuals, CBOs/non-profits, public and private entities, advisory bodies, jurisdictions, etc.
<b>Title VI of the Civil Rights Act of 1964</b>	Prohibits discrimination on the basis of race, color and national origin in all programs or activities receiving federal funding.

## Appendix B

### Strategies and tactics for meaningful community engagement

Category	Strategies and tactics
<p><b>Be proactive and targeted in engagement strategies</b></p>	<ul style="list-style-type: none"> <li>○ Research the community; know the demographic composition and their history in the area.</li> <li>○ Work through existing networks of community-based organizations that serve and organize in diverse cultural communities.</li> <li>○ Attend community meetings and cultural events as a participant.</li> <li>○ Develop awareness of the racial and economic disparities in your city or region.</li> <li>○ Seek out relationships with leaders from non-English speaking communities.</li> <li>○ Translate materials and provide interpretation at community meetings.</li> <li>○ Engage faith-based organizations to help bring residents on board.</li> <li>○ Host a “meet and greet” with community organizations and advocacy groups to build connections across sectors and develop partnerships.</li> <li>○ Build-incentives for engagement that reduce barriers to participation (child-care, food, etc.).</li> </ul>
<p><b>Strategies for engaging communities who’ve been excluded from power</b></p>	<ul style="list-style-type: none"> <li>○ Provide opportunities to include substantive representation of people of color or organizations that represent low-income communities in various decision-making capacities.</li> <li>○ Create many entry points for engagement and recognize the relative levels of power, voice, impact and opportunity for knowledge-sharing and relationship-building that they afford.</li> <li>○ Stay the course. Listening to the community’s concerns is central to developing and building trust.</li> </ul>
<p><b>Strategies to prioritize community knowledge and concerns</b></p>	<ul style="list-style-type: none"> <li>○ Hold listening sessions to surface community concerns by conducting engagement where people already gather. For example, open a food or beverage tab at a local community business and invite the public to stop by.</li> <li>○ Incorporate storytelling activities into the process to bring liveliness to the conversation. Storytelling is important to many cultures around the world.</li> <li>○ Work with community leaders to facilitate service area tours with agency leadership or elected officials to highlight assets, opportunities and challenges in low-income communities and communities of color. This develops rapport and a sense of shared concerns between decision-makers and local community.</li> <li>○ Use diverse communication techniques such as social media, pictures, video, painting, mail, phone, etc.</li> </ul>

Category	Strategies and tactics
<b>Strategies for iterative and reflective processes</b>	<ul style="list-style-type: none"> <li>○ Work with community members and equity organizations to identify benchmarks for success.</li> <li>○ Establish regular check-ins to gauge progress and obtain feedback.</li> </ul>
<b>Strategies to target resources for ongoing engagement</b>	<ul style="list-style-type: none"> <li>○ Contract with local, community-based organizations in low-income communities and communities of color to conduct engagement processes.</li> <li>○ Identify a community liaison or community organization who can play an important “bridging” role necessary to close the cultural, relational, racial, language and socio-economic divides.</li> <li>○ Leverage additional funds to support engagement through partnerships/sponsorship opportunities.</li> </ul>

*(Adapted from The Sustainable Communities Initiative; Community Engagement Guide for Sustainable Communities)*

## Appendix C

### Engaging diverse communities with cultural competence

Sound Transit serves a global community. The demographics in King County alone are changing rapidly, with Asian and Latinx populations increasing substantially over the last 10 years. According to 2018 census data, the percentage of foreign-born residents grew to 23.5%, with the foreign-born population accounting for 52% of the total population growth. So why does this matter?

Building relationships with diverse communities requires us to be aware of existing cultural dynamics each time we enter community spaces. Cultural competence is not only a best practice, but also a sign of respect and caring. Not only do we further educate ourselves about the communities we engage with, but we deepen and strengthen our relationships.

#### How do I develop a culturally competent mindset?

You don't need to be a subject matter expert on every single detail of a person or community's history and/or culture, but it's important to have a basic understanding of who you're engaging in order to avoid missteps that could damage the relationship.

The questions in the table below are meant to aid you in this exploration and provide a starting point for *your own research purposes*. They were not designed to be used during an actual engagement event.

Last but not least, remember that there's great diversity within the broader categorizations of race and ethnicity, and therefore culture, so be sure to customize your research accordingly.

Historical analysis and present conditions	
<p><b>How is the relationship between this population and government institutions (from a local and broader context)?</b></p> <ul style="list-style-type: none"> <li>• What laws or policies have been enacted (past and present) that may have a negative impact on this community or population?</li> <li>• If foreign born, what is the role of government in their country of origin?</li> <li>• How might this impact their desire and/or ability to engage with us?</li> </ul>	<p>Given the history of institutional and systemic racism in the U.S. and its adverse impact on communities of color, trust may not come easily.</p> <p><b>Examples:</b>                      Jim Crow laws                      Stop and frisk                      Anti-immigration laws                      Japanese internment camps                      Indian boarding schools                      Mandatory sentencing</p>
<p><b>What current events (either here or abroad) may be affecting this community?</b></p> <ul style="list-style-type: none"> <li>• How might this influence their desire and/or ability to engage with us?</li> </ul>	<p><b>Examples:</b>                      Armed conflict                      Political climate                      Police brutality                      Anti-Asian hate crimes                      COVID-19 impacts                      Displacement and gentrification                      Food insecurity                      Housing insecurity</p>

Historical analysis and present conditions	
<p><b>How does this community perceive the United States or “western culture?”</b></p> <ul style="list-style-type: none"> <li>• Is it favorable or unfavorable?</li> <li>• How might this impact their desire and/or ability to engage with us?</li> </ul>	<p><b>Examples:</b> Due to the U.S. invasion of Grenada in 1983, some Grenadians are still apprehensive about having U.S. tourists in the country.</p>

### Social and cultural norms and customs

Rules or expectations of behavior and thoughts based on shared beliefs within a specific cultural or social group	
<p><b>What are the common values, beliefs and customs of this community?</b></p> <ul style="list-style-type: none"> <li>• What does the community hold sacred?                             <ul style="list-style-type: none"> <li>• Where do they come from?</li> <li>• Why are they important?</li> </ul> </li> </ul>	
<p><b>What important cultural or religious traditions or holidays does this community observe?</b> What is the cultural or religious significance?</p>	
Examples	
<p><b>Dress</b></p> <ul style="list-style-type: none"> <li>• What type of clothing is appropriate according to the cultural norms of the community?</li> </ul>	<p><b>Dress</b></p> <ul style="list-style-type: none"> <li>• Some women in the Muslim community choose to cover their heads with a headscarf (hijab) and dress modestly either in keeping with their Islamic faith or as a symbol of ethnic pride.</li> </ul>
<p><b>Family structure</b></p> <ul style="list-style-type: none"> <li>• What does family structure tell you about the priorities of this community?</li> <li>• Why is the family structure this way?</li> </ul>	<p><b>Family structure</b></p> <ul style="list-style-type: none"> <li>• Communal living – multiple generations living together</li> </ul>
<p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• What gender roles exist?</li> <li>• How do norms differ based on gender?</li> <li>• What does the culture believe about gender identity?</li> </ul>	<p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• Many Native American cultures acknowledge three to five genders: female, male, two-spirit female, two-spirit male, and transgender.</li> </ul>

Rules or expectations of behavior and thoughts based on shared beliefs within a specific cultural or social group	
<p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>• What is the customary form of greeting?</li> <li>• How might this differ based on gender?</li> <li>• How do you address different people?</li> </ul>	<p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>• In some Asian cultures, shake the hands of elders with two hands instead of one</li> <li>• Calling adults by their family name (surname) until invited to use their given name.</li> </ul>
<p><b>Sexual orientation</b></p> <ul style="list-style-type: none"> <li>• What does the culture believe about same-sex relationships?</li> </ul>	<p><b>Sexual orientation</b></p> <ul style="list-style-type: none"> <li>• In many Eastern Caribbean countries, homosexuality is still considered taboo.</li> </ul>
<p><b>Worship</b></p> <ul style="list-style-type: none"> <li>• Does this community hold spiritual or religious values?</li> <li>• If so, when, where and how does this community worship?</li> </ul>	<p><b>Worship</b></p> <ul style="list-style-type: none"> <li>• Salat is the obligatory Muslim call to prayer, performed five times a day. At dawn, midday, later afternoon, just after sunset and between sunset and midnight.</li> </ul>
<p><b>Other social norms</b></p> <ul style="list-style-type: none"> <li>• There are many unspoken rules that govern social interactions. These may vary based on culture, gender, age, etc.</li> </ul>	<p><b>Other social norms</b></p> <ul style="list-style-type: none"> <li>• Taking shoes off inside someone's private residence is a common practice in many Asian homes.</li> <li>• In many Muslim cultures, food is eaten with the right hand only. The left hand is reserved for bathroom hygiene and is considered unclean.</li> </ul>

**Dos and don'ts of cultural competence**

Do	Don't
<p>Correctly pronounce and spell the names of those you're engaging, including the names of not only people, but places and things that are relevant and important to that culture.</p> <p>Not sure how to pronounce or spell it? Just ask!</p>	<p>Don't continue to mispronounce or misspell the names of people, places or things after you've been told how to say or spell them correctly.</p>

Do	Don't
<p>Do your own research!</p> <p>Attend a community meeting or cultural event as a participant, conduct interviews with community members, or simply research online.</p>	<p>Don't assume that members of the community will educate you about their history or culture.</p> <p>(Although, you may find that they will volunteer this information at some point.)</p>
<p>If invited to do so, ask curious questions respectfully and without judgement.</p> <p><b>For example:</b> <i>"You mentioned the cultural holiday, 'Eid al-Fitr'. Would you mind sharing more about what this holiday means to you and your community?"</i></p>	<p>Don't "other" those in the community.</p> <p>"Othering" is the conscious or unconscious act of viewing or treating people as intrinsically different from and alien to oneself, creating a dynamic of us vs. them.</p> <p><b>For example:</b> <i>"Wow! Eid sounds really awesome but so strange. You must've been starving after not eating for so long. I don't know how you do it."</i></p>
<p>Seek to be inclusive.</p> <p><b>For example:</b> "How would you like to see your community reflected in our marketing materials?"</p>	<p>Don't tokenize or exploit.</p> <p><b>For example:</b> "Can I take a photo of you in a kimono for our next marketing campaign?"</p>
<p>Mistakes are bound to happen. What's important is how you handle them.</p> <p>Take accountability for any missteps in a timely fashion and rectify if possible.</p>	<p>Don't ignore missteps and hope that they go unnoticed.</p>
<p>Use credible sources of information for your research.</p>	<p>Don't rely on stereotypes to inform your engagement approach.</p>

## Appendix D

### Understanding community-led approaches

Community-led approaches reconnect community change more deeply with community interests. The role of the organization when supporting community-led approaches is to come alongside the community to build relationships, build trust, and build capacity so that the community can do ‘for themselves’.

Understanding when and how to use a community-led approach is important. For organizations who are working with communities, there is no pre-determined ‘right’ way of working. Instead, it’s important to understand the benefits, risks, and ways of engaging for each approach and commit to authentic processes that respect the community’s goals and readiness.

This table compares various community-led approaches to help differentiate and assess which option best suits a particular situation.

	<b>Community Owned</b>	<b>Community Driven</b>	<b>Community Shaped</b>	<b>Community Informed</b>
	Local visions for change are defined and implemented by the community, who are in control of all resources, parameters and decisions.	Local visions for change are created in partnership with Community members and organizations, who share resources and collaborate to set parameters and make decisions.	Local visions for change are defined by the community within a set of parameters that are provided by an organization to achieve shared goals.	Visions for change are adapted to suit the local context through community consultation.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Completely community-owned, unique solution</li> <li>• Solutions have high efficacy</li> <li>• Leverages community assets</li> </ul>	<ul style="list-style-type: none"> <li>• Likely to be sustainable due to local leadership and adequate resourcing</li> <li>• Adaptable to changing local context</li> <li>• Builds community capacity</li> <li>• Often focused on systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Leverages local context and expertise</li> <li>• Can be used when more rapid solution generation is needed</li> <li>• Clear and defined goals and process</li> </ul>	<ul style="list-style-type: none"> <li>• Leverages organizational resources and capacity</li> <li>• Fosters organizational leadership &amp; commitment</li> </ul>
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Highly dependent on the energy and skills of community champions</li> <li>• Can be restricted by</li> </ul>	<ul style="list-style-type: none"> <li>• Requires community champions with a vision and longer-term commitment</li> <li>• Often requires movement-building</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to be paired with other approaches to ensure sustainability and</li> </ul>	<ul style="list-style-type: none"> <li>• Often engages input from only motivated community members</li> <li>• Community is reliant on the organization and</li> </ul>



	Community Owned	Community Driven	Community Shaped	Community Informed
	<p>lack of resources</p>	<p>activities and wider community participation</p> <ul style="list-style-type: none"> <li>Relies on social capital and developing trusting relationships between partners</li> <li>Can be difficult to navigate diverse opinions among community members to reach consensus</li> </ul>	<p>ongoing community involvement</p> <ul style="list-style-type: none"> <li>Community is dependent on organizations</li> </ul>	<p>long-term support is not guaranteed</p> <ul style="list-style-type: none"> <li>Uniqueness of solution and likelihood for success depends on efficacy of consultation</li> <li>Decision-making criteria and how community perspectives will shape the solution often unclear. This can result in community dissonance or anger if solutions do not reflect community desires.</li> </ul>
<b>Conditions</b>	<ul style="list-style-type: none"> <li>Community identifies issues and how to address them</li> </ul>	<ul style="list-style-type: none"> <li>Guided by a shared community vision &amp; aspiration</li> <li>Collective, community focus</li> <li>Work shaped by guiding principles</li> <li>Multiple sectors work together</li> <li>Long-term commitment</li> <li>Community defines the issue, the action, implementation &amp; evaluation.</li> <li>People with lived</li> </ul>	<ul style="list-style-type: none"> <li>Scope is clearly defined</li> <li>Often has a program or service focus</li> <li>Medium to long-term commitment</li> <li>Engages local leaders for the duration of the initiative</li> <li>Involves people with lived experience to share their perspectives and co-develop solutions</li> </ul>	<ul style="list-style-type: none"> <li>Scope is clearly defined</li> <li>Likely has a program or service focus</li> <li>The process is organization-driven</li> <li>Short to medium-term commitment</li> <li>Should not be used for complex problems</li> <li>Invites input from community members, ideally those with lived experience</li> </ul>

	Community Owned	Community Driven	Community Shaped	Community Informed
		<p>experience are key actors</p> <ul style="list-style-type: none"> <li>Community leaders are part of governance structure</li> </ul>		
<b>Power</b>	<ul style="list-style-type: none"> <li>Community holds the power</li> </ul>	<ul style="list-style-type: none"> <li>Community holds power</li> <li>Organizations engage with humility</li> </ul>	<ul style="list-style-type: none"> <li>Organizations hold power</li> <li>The community is given control</li> </ul>	<ul style="list-style-type: none"> <li>Organizations hold power</li> <li>Community members provide input</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>Community members assume leadership</li> </ul>	<ul style="list-style-type: none"> <li>Community drives the project and is the decision maker</li> <li>Community-wide participation</li> <li>Organizations can act as catalyst, facilitator, co-learner, funder</li> </ul>	<ul style="list-style-type: none"> <li>Organization defines and leads process</li> <li>Diverse &amp; representative community members participate in a defined process</li> <li>Shared decision-making is preferred, but the organization is the ultimate decision-maker</li> </ul>	<ul style="list-style-type: none"> <li>Community members are invited to respond to questions asked by the organization</li> <li>Organization defines and leads process, and has decision-making power</li> </ul>
<b>Ways of working</b>	<ul style="list-style-type: none"> <li>Grassroots community organizing</li> <li>Asset-Based Community Development (ABCD)</li> </ul>	<ul style="list-style-type: none"> <li>Community-Led Development</li> <li>Collective Impact</li> <li>ABCD (with organizational leadership)</li> </ul>	<ul style="list-style-type: none"> <li>Co-Design</li> <li>Advisory Groups</li> <li>Representative Deliberative Processes</li> <li>Community Mobilization</li> </ul>	<ul style="list-style-type: none"> <li>Community consultation</li> </ul>
<b>Methods of engagement</b>	<ul style="list-style-type: none"> <li>Relationship building</li> <li>Working groups/ action teams</li> <li>Recruiting</li> <li>Volunteer training</li> </ul>	<ul style="list-style-type: none"> <li>Community members hired to lead initiatives</li> <li>Leadership comprised of community members</li> <li>Relationship building</li> </ul>	<ul style="list-style-type: none"> <li>Representative community members recruited</li> <li>Learning together ensures all participants are well informed</li> </ul>	<ul style="list-style-type: none"> <li>Focus groups, kitchen table talks, online forums</li> <li>Interviews</li> <li>Surveys, polls, voting, comment boxes</li> <li>Mass communications –</li> </ul>

	Community Owned	Community Driven	Community Shaped	Community Informed
		<ul style="list-style-type: none"> <li>• Learning about the local context through data and asset mapping</li> <li>• Capacity building – training, coaching, mentoring</li> <li>• Participatory engagement, action planning, and evaluation</li> <li>• Inclusive, dialogue-oriented approaches</li> <li>• Working groups/actions teams</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing perspectives- small group discussions, presentations + discussion, storytelling</li> <li>• Aligning on a shared vision or goal- workshoping, visioning</li> <li>• Building ideas – ideation, discussion, ranking, voting</li> <li>• Deciding on solutions – workshoping, deliberation, scenario testing, ranking,</li> <li>• Action planning</li> <li>• Volunteer training</li> </ul>	<p>Emails, newsletters, social media</p>

## Appendix E

### EET Resource Guide

Category	Resources
Accessibility information	<p><b><u>Internal Resources</u></b>                      Accessibility Services Manager Donna Smith  <a href="mailto:donna.smith@soundtransit.org">donna.smith@soundtransit.org</a></p> <p>Resources for Creating Accessible Materials can be found on the Sound Transit Hub <a href="#">here</a></p>
Community Engagement	<p><b><u>Internal Resources</u></b>                      Community Engagement Division</p> <ul style="list-style-type: none"> <li>Deputy directors of Community Engagement Wilbert Santos or Jennifer Lemus  <a href="mailto:wilbert.santos@soundtransit.org">wilbert.santos@soundtransit.org</a>  <a href="mailto:jennifer.lemus@soundtransit.org">jennifer.lemus@soundtransit.org</a></li> </ul> <p>Tribal Relations</p> <ul style="list-style-type: none"> <li>Email Tribal Relations Director, Dezeræ Hayes  <a href="mailto:dezeræ.hayes@soundtransit.org">dezeræ.hayes@soundtransit.org</a></li> </ul> <p><b><u>External Resources</u></b>                      See the 'Resources Cited or Consulted' section above</p>
Continued Learning by Topic	<p><b><u>Implicit Bias</u></b></p> <ul style="list-style-type: none"> <li>Article: <a href="#">NLI Here's Why Having a Brain Means You Have Bias</a></li> <li>Podcast: NPR: <a href="#">The Mind of the Village; Understanding Our Implicit Biases</a></li> <li>Video: <a href="#">Unconscious Bias at Work – Making the Unconscious Conscious</a></li> </ul> <p><b><u>Intersectionality</u></b></p> <ul style="list-style-type: none"> <li>Article: <a href="#">Vox; The Intersectionality Wars</a></li> <li>Podcast: NPR: <a href="#">What does Intersectionality mean?</a></li> <li>Video: <a href="#">What is Intersectionality?</a></li> </ul> <p><b><u>Psychological Safety</u></b></p> <ul style="list-style-type: none"> <li>Article: <a href="#">HBR; High Performing Teams Need Psychological Safety</a></li> <li>Podcast: <a href="#">HBR; Creating Psychological Safety in the Work Place</a></li> <li>Video: <a href="#">How to turn a group of strangers into a team</a></li> </ul> <p><b><u>Race</u></b></p> <ul style="list-style-type: none"> <li>Video: <a href="#">The Myth of Race</a></li> <li>Article: <a href="#">What We Mean When We Say 'Race Is a Social Construct</a></li> </ul>

Category	Resources
	<p><b><u>Systemic Racism</u></b></p> <ul style="list-style-type: none"> <li>• Article: <a href="#">Systemic Racism Explained</a></li> <li>• Podcast: <a href="#">NPR; Confronting Racism</a></li> <li>• Video/Article: <a href="#">Race Forward; what is systemic racism?</a></li> </ul> <p><b><u>White Privilege</u></b></p> <ul style="list-style-type: none"> <li>• Article: <a href="#">What is White Privilege. Really?</a></li> <li>• Article: <a href="#">Peggy McIntosh’s White Privilege Papers</a></li> </ul> <p><b><u>White Supremacy Culture</u></b></p> <ul style="list-style-type: none"> <li>• Article: <a href="#">What Supremacy Culture in Organizations</a></li> <li>• Podcast: <a href="#">White Supremacy Culture at Work</a></li> </ul>
<p><b>Geographic and Population Data</b></p>	<p><b><u>Internal resources</u></b></p> <p><a href="#">Equity Dashboards</a> (if needed, contact Kelly Dunn for access)  <a href="#">Equity &amp; Inclusion Resource Page</a>            Geographic Information Systems (GIS)</p> <ul style="list-style-type: none"> <li>• <b>Email</b> <a href="mailto:GISservices@soundtransit.org">GISservices@soundtransit.org</a> or visit their hub page <a href="#">here</a></li> </ul> <p>Research Group (Passenger Experience)</p> <ul style="list-style-type: none"> <li>• Email Michael Berman or Kelly Dunn  <a href="mailto:michael.berman@soundtransit.org">michael.berman@soundtransit.org</a>  <a href="mailto:kelly.dunn@soundtransit.org">kelly.dunn@soundtransit.org</a></li> </ul> <p><b><u>External resources</u></b></p> <p><a href="#">U.S. Census Bureau</a>  <a href="#">Puget Sound Regional Council</a>  <a href="#">Seattle Department of Neighborhoods</a>  <a href="#">Washington State Office of Financial Management</a>  <a href="#">United Way of King County Racial Disparity Data</a></p>
<p><b>Language Access</b></p>	<p><b><u>Internal Resources</u></b></p> <p><a href="#">Language Access Toolkit</a>            Title VI <a href="#">Language Assistance Plan</a>  <a href="#">Translation</a> or <a href="#">Interpretation</a> Services Request</p> <ul style="list-style-type: none"> <li>• Questions? Contact Ryan Lescouflair at <a href="mailto:ryan.lescouflair@soundtransit.org">ryan.lescouflair@soundtransit.org</a></li> </ul>
<p><b>Office of Civil Rights, Equity &amp; Inclusion Information and Resources</b></p>	<p>Questions about the EET? Email Nicole Hill at <a href="mailto:nicole.hill@soundtransit.org">nicole.hill@soundtransit.org</a></p> <p>All Aboard- Becoming an Anti-Racist Organization <a href="#">Hub Page</a>            EEO Assessment of Employment Practices <a href="#">Dashboard</a>  <a href="#">Equity &amp; Inclusion Policy</a>  <a href="#">Equity &amp; Inclusion Resource Page</a>            Facilitating Conversations About Race <a href="#">Discussion &amp; Facilitator Guides</a> (bottom of page)            Title VI <a href="#">Language Assistance Plan</a></p>

Category	Resources
	Title VI <a href="#">Public Participation Plan</a>
<b>Training</b>	<p><b><u>Internal Trainings</u></b>            Sound Transit Anti-Racist Training Series (register on ST University)</p> <ul style="list-style-type: none"> <li>• EEO and EEO for Supervisors</li> <li>• Check Yourself: Recognizing and Disrupting Implicit Bias</li> <li>• The Journey: Inclusion Through Education</li> <li>• Toward Organizational Equity Training - Bridging the racial divide through peacemaking, healing, and collective learning (facilitated by D-Fine Consulting)</li> </ul>