



Interstate  
**BRIDGE**  
*Replacement Program*



# Community Advisory Group and Equity Advisory Group Orientation

January 30, 2021

## Closed Captions in English and Spanish

English closed captions are available within Zoom and YouTube.

Users can follow this link to view both English and Spanish captions in a separate browser window:

<https://www.streamtext.net/player?event=IBR>

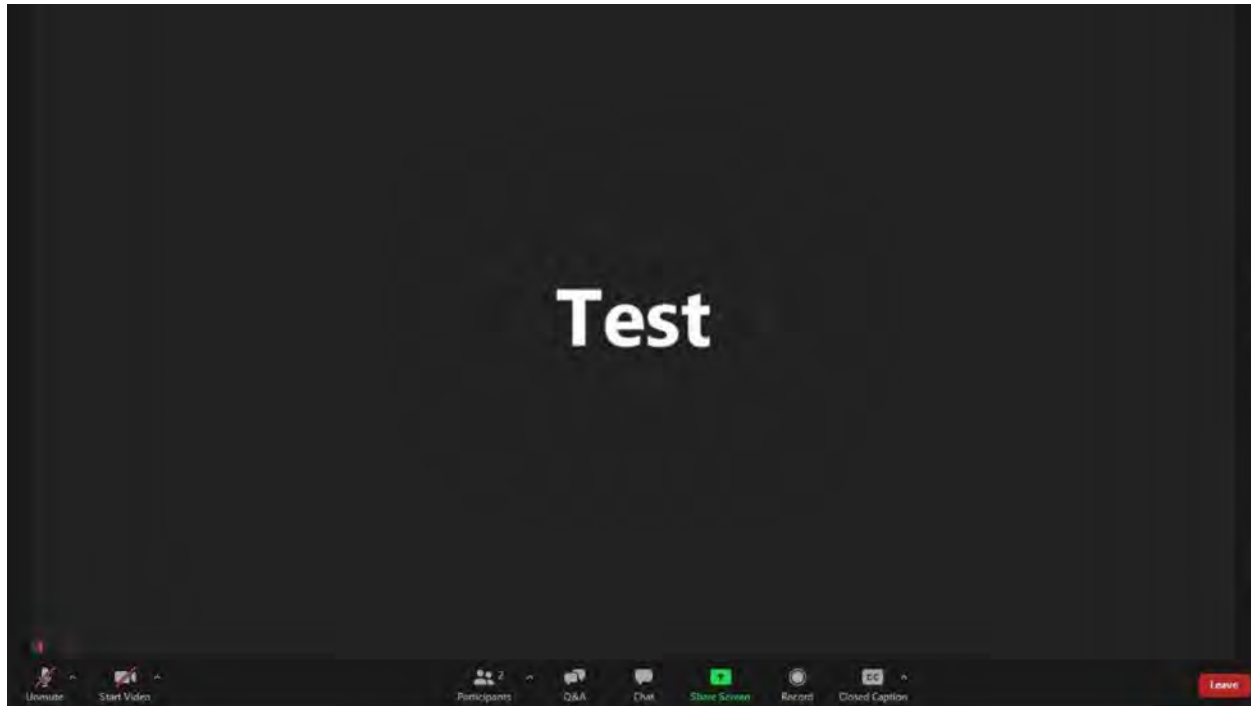
## Subtítulos disponible en Inglés y Español

Los subtítulos en Inglés están disponibles en Zoom y YouTube.

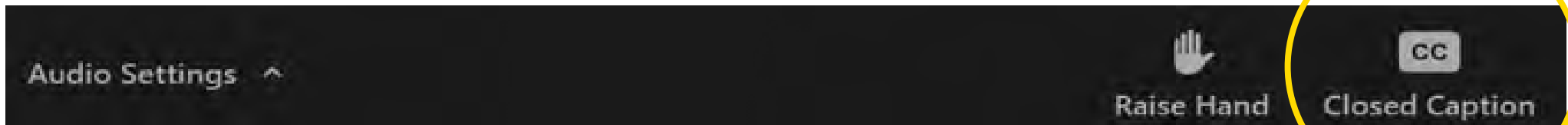
Usuarios pueden seguir este enlace para ver los subtítulos en Inglés y Español en una ventana separada del navegador:

<https://www.streamtext.net/player?event=IBR>

# How to access closed captions



1. At the bottom middle of your screen you should see a menu of options. If you can't see the menu, hover your mouse over the bottom middle of the screen.
2. Then click on the “CC” icon and a separate window with captions will appear.



# Webinar Participation Tips

- ▶ Thank you for joining us today!
- ▶ Please join audio by either phone or computer, not both. We encourage panelists to turn on your video.
- ▶ Please keep your audio on mute when not speaking.
- ▶ Please use the “rename” feature to update your display name to show whether you are with the CAG or the EAG
  - e.g. Name (EAG/CAG, pronouns)
- ▶ If you experience technical difficulties, call or text the phone number below for assistance: **253-241-0131**

# Public Input Instructions

- ▶ Since this is a member orientation, there will not be a verbal public comment opportunity today. To submit input after the meeting:
  - Fill out the comment form on the program website or email your comments to **info@interstatebridge.org** with “CAG/EAG Public Comment” in the subject line.
  - Call **360-859-0494** (Washington), **503-897-9218** (Oregon), **888-503-6735** (toll-free) and state "CAG/EAG Public Comment" in your message.
  - All comments received after the meeting will be distributed to CAG/EAG members prior to their next meeting.



# Meeting Agenda

1. Welcome and introductions
2. Centering equity
3. Lunch
4. Decision making model
5. Shaping the program
6. Community engagement
7. Wrap up

# Welcome

# Your IBR Team



**Greg Johnson**, IBR  
Program  
Administrator



**Lynn Valenter**,  
Community  
Advisory Group  
Co-chair (WA)



**Ed Washington**,  
Community  
Advisory Group  
Co-chair (OR)



# Introductions

- Name
- CAG or EAG Member
- What is your connection to the bridge?

# Centering equity

- What does equity mean for IBR?
- Understanding our history



# Equity & the IBR Program

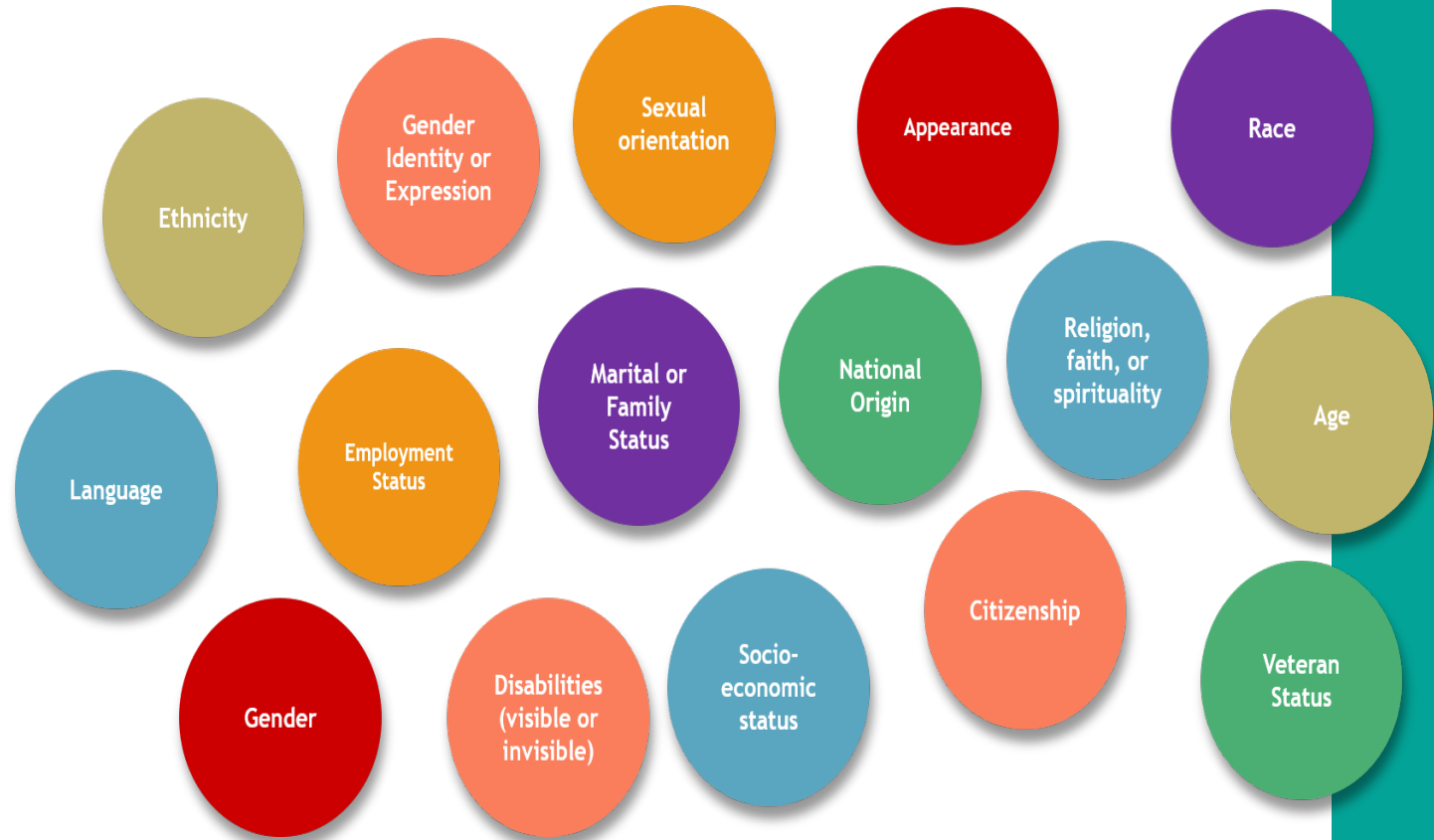
CAG/EAG Orientation

January 30, 2021

# Diversity

## Basic definition:

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from one another.



“  
**Colorblindness  
ignores the history,  
politics, and  
economics of racism.**

- Martha Caldwell & Oman Frame

In Education Week Teacher

Colorblindness will not  
end racism.

Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies that advantage some groups at the expense of others.

**To learn more, go to the "Ask the Experts" section.**

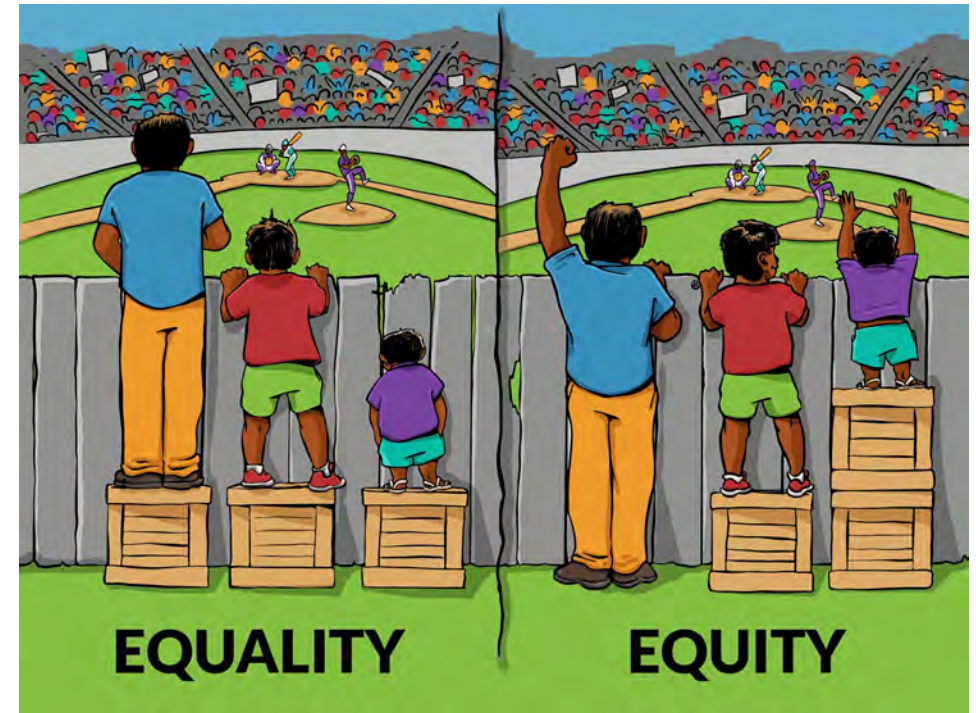
# What is Equity?

# Equity

Basic definition:

When one's identity cannot predict the outcome.

\*Equity is both an *outcome* and a *process*\*



# Equality

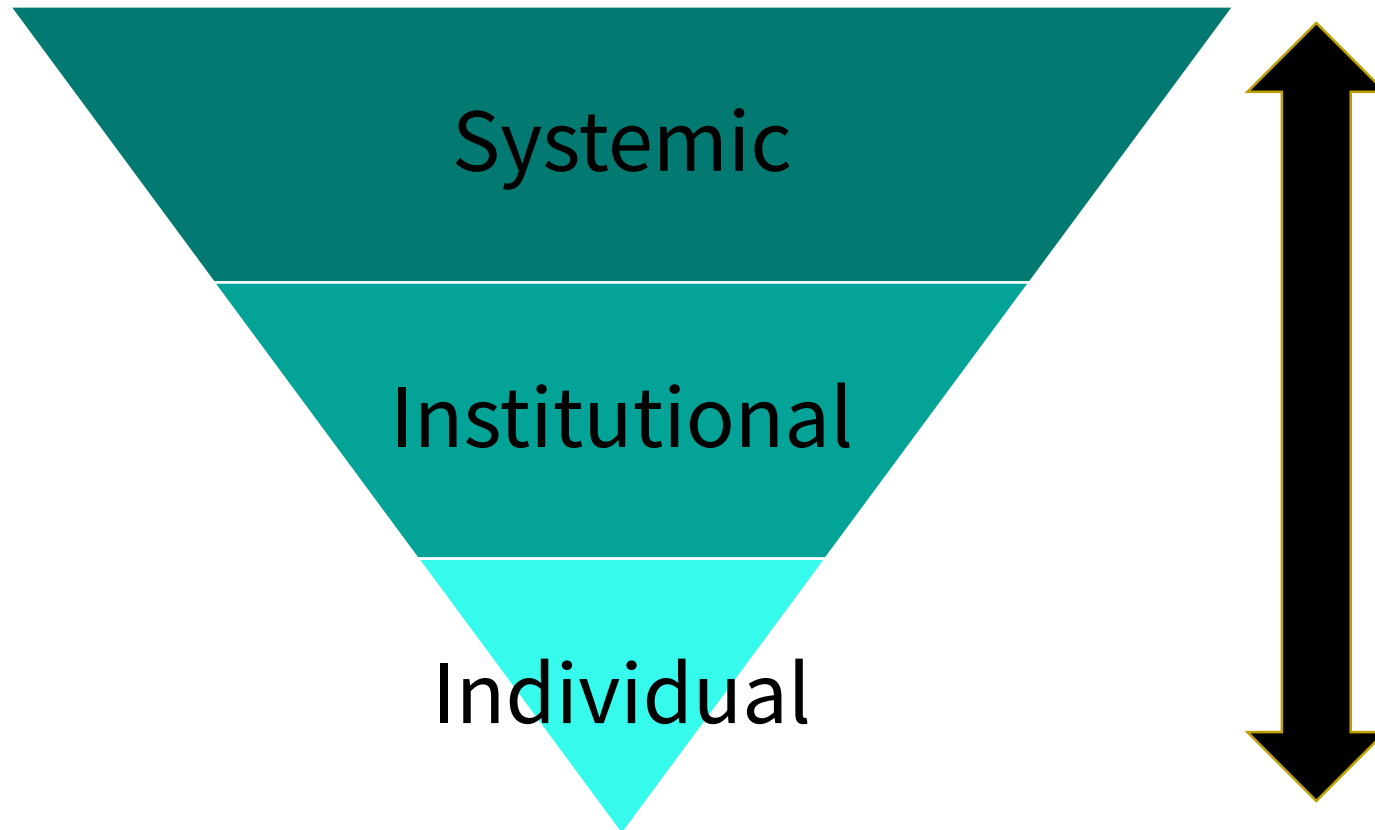


# Equity





# Types of Inequity

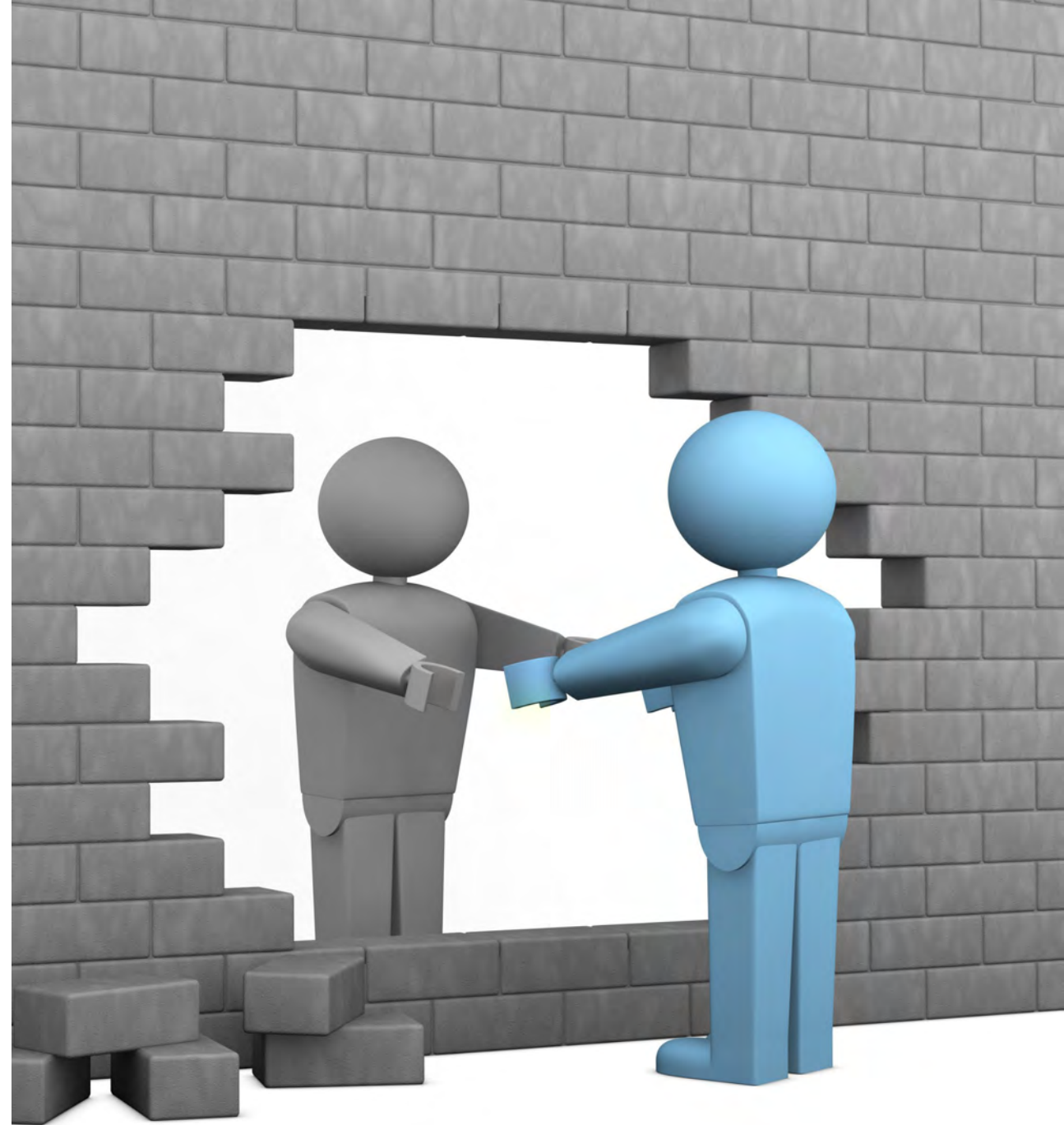


# What is Inclusion?

# Inclusion

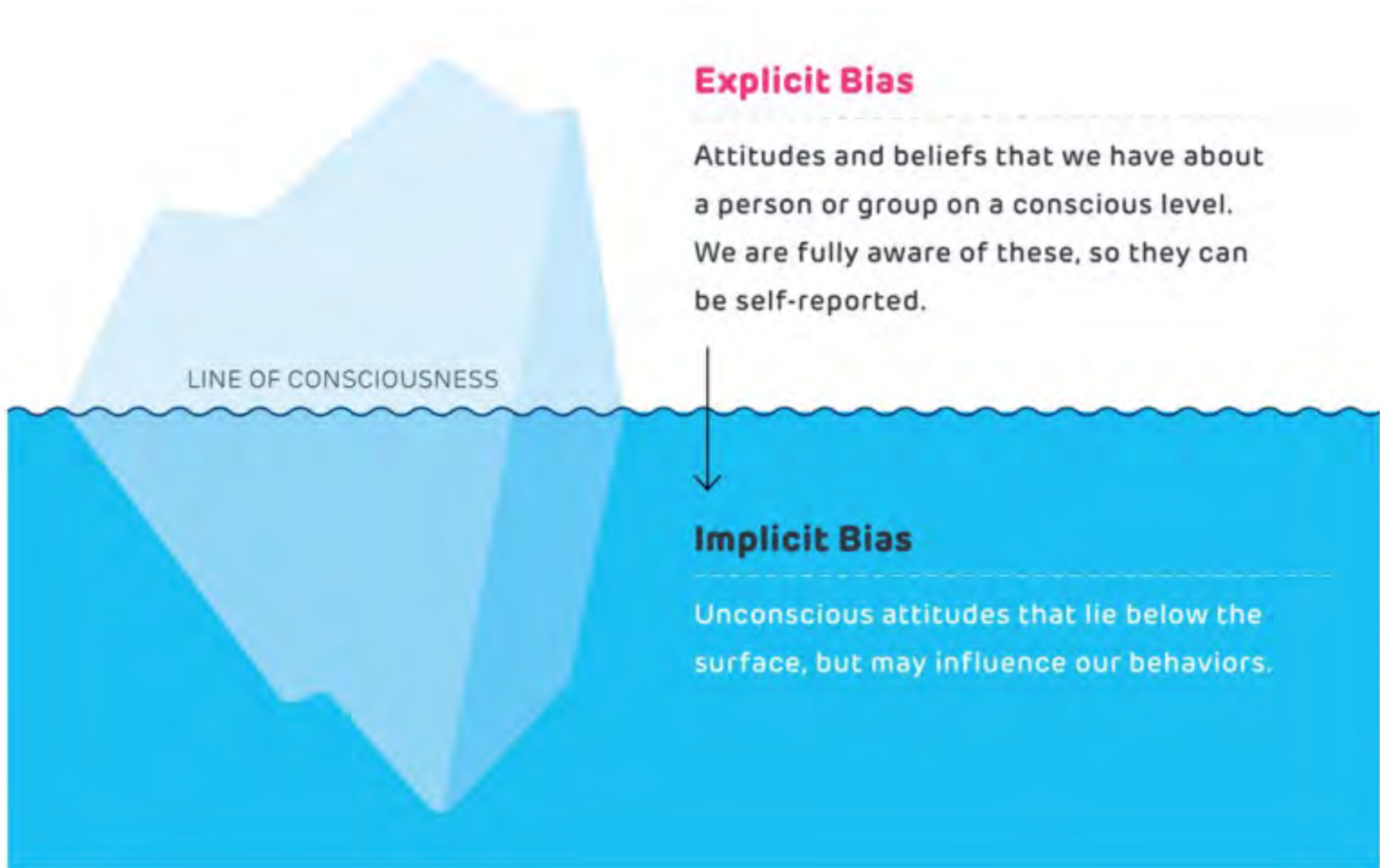
Basic definition:

Eliminating the barriers that prevent the full participation of all people.





# Micro Aggressions



# Recipe for being a DEI Champion

- ▶ Looking for ways to make things work
- ▶ Inclusive problem solving
- ▶ Transparency
- ▶ Creating peer relationships with national partners in same positions
- ▶ Never start with “no” or “we don’t do things that way” or other ways of weighing down efforts.
- ▶ Look for aspirational goals and future directions
- ▶ Continuous learner of DEI in practice in local government



# A brief history of the project area

# Chinook villages

1800-1850

Indigenous peoples inhabited the shores of the Columbia River for millennia. By the early 1800's, Chinookan tribes had established ~30 villages near the confluence of the Willamette and the Columbia. Disease (likely smallpox) kills nearly all of them. By the 1850's all villages were abandoned and the U.S. government removed all Indigenous people to the Grand Ronde and Yakima reservations.

Source: Oregon Historical Society





# Japanese castaways at Fort Vancouver

1832

Three Japanese sailors survived a shipwreck and drifted ashore in northern Washington. They were held captive, brought to Fort Vancouver, then shipped to London to be used as potential leverage in trade negotiations with Japan. They are thought to be the first Japanese persons to have arrived in the Pacific NW.

Source: Oregon Historical Society



友好親善

日本十一イヌカツ外兵船之出

# Oregon becomes a state

February 14, 1859

Oregon became the only state admitted to the union with an exclusion law written into its state constitution. It bans any “free negro, mulatto, not residing in this State at the time” from living, holding real estate, and making any contracts within the state. The 1860 census shows 124 Black people living in the state. The law is repealed in 1926. The language however is not removed from the constitution until 2001. As historian Egbert Oliver writes in Oregon Historical Society Quarterly, “African Americans were essentially illegal aliens in Oregon.”

Source: By Walidah Imarisha, *A Hidden History* (2013) Oregon Humanities

Abstract of votes polled at the Special Election  
November 9<sup>th</sup> 1857, in Polk County O.S.  
Whole number of votes cast 726

Name of Precinct	Constitution		Slavery		Free Negroes	
	Yes	No	Yes	No	Yes	No
Dallas	139	51	33	119	14	153
Bridgeport	28	7	14	20	3	22
Suckimute	56	12	38	29	2	57
Sane	26	8	7	27	2	30
Monmouth	84	12	25	70	7	79
Eda	52	7	7	52	3	51
Bethel	50	31	27	53	7	67
Salt Lake	19	3	8	13		20
Jackson	38	20	7	53	13	42
Douglas	36	37	25	48	2	63
	528	188	231	484	53	584

Territory of Oregon  
County of Polk

I Susan Heath Auditor within and  
for said County do hereby certify the above is a true  
copy of the abstract of the votes polled at said Election  
in said County as remains on file in my office

Given under my hand and official seal at  
Dallas O.T. this 19<sup>th</sup> day of December 1857



# Buffalo Soldiers

1899

Army places an all-Black regiment at Fort Vancouver, who became known as the Buffalo Soldiers. While much of their history has been erased, they had a significant impact spreading Black culture in the Pacific Northwest.

Source: *The Columbian*, “Buffalo Soldiers part of Vancouver, Pacific Northwest history”

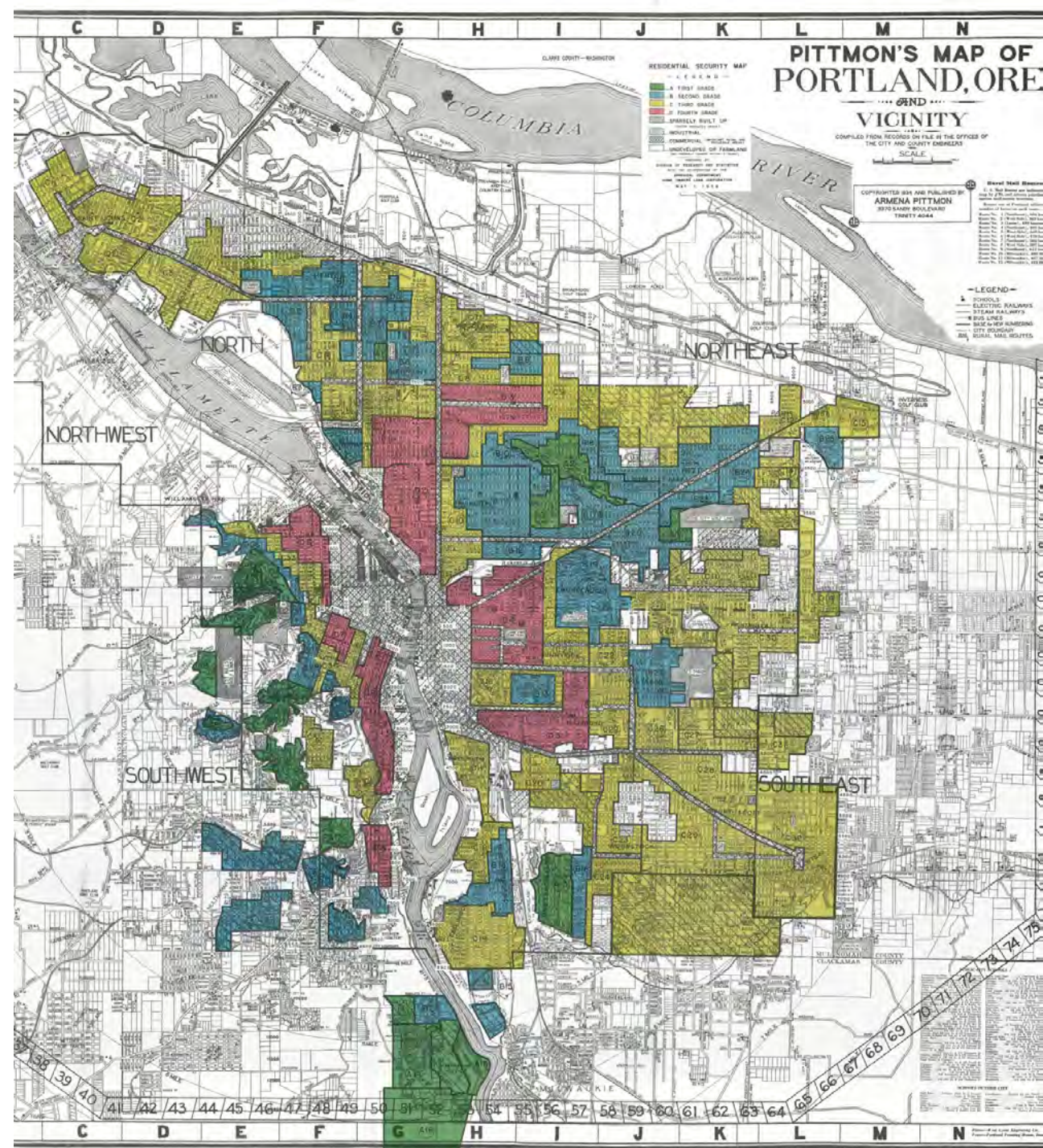


# Redlining in Portland

1919

The Portland Real Estate Board's Code of Ethics mandates that real estate agents not sell to individuals whose race would "greatly depreciate, in the public mind, surrounding property values."

Source: By Walidah Imarisha, *A Hidden History* (2013)  
Oregon Humanities



# Detention of Japanese-Americans

1942

3,676 Japanese-Americans were detained for five months at the North Portland Stockyards (now the Expo Center) before being transferred to internment camps in Idaho and California.

Source: [expoctr.org](http://expoctr.org)



# Vanport destroyed

May 30, 1948

The Columbia River floods and the dike protecting Vanport breaks. Because Vanport was built on reclaimed lowlands along the Columbia River, the city was vulnerable to flooding. In addition, it was built quickly with temporary housing. During the flood, fifteen people are killed, the entire city is underwater, and nearly eighteen thousand people, many of them Black, are left homeless.

Source: By Walidah Imarisha, *A Hidden History* (2013)  
Oregon Humanities



# Albina displaced

1956

Voters approve construction of Memorial Coliseum in the Eliot neighborhood, resulting in the teardown of more than 450 Albina homes and businesses. At the time, four out of five people in this thriving, close-knit community are Black. Many are former inhabitants of Vanport because redlining policies limited where they could live. This same year, federal officials also approve highway construction funds that would pave Interstates 5 and 99 through South Albina, destroying more than eleven hundred homes.

Source: By Walidah Imarisha, *A Hidden History* (2013)  
Oregon Humanities



# Displacement in North Portland

1970's

The Black community protests the expansion of Emanuel Hospital, funded by federal money earmarked for urban renewal. The expansion demolishes nearly three hundred homes in North Portland. Residents are given ninety days to move. Homeowners are compensated with a maximum \$15,000 payment, and renters receive \$4,000. The federal construction funds run out after the homes are demolished but before construction is finished. The expansion takes decades to complete.

Source: By Walidah Imarisha, *A Hidden History* (2013)  
Oregon Humanities





A person's hands are shown holding a camera, with a blue semi-transparent overlay across the image. The background features a stylized, low-poly landscape with green and yellow hills under a light sky. The text "Demographic Overview" is centered in white.

# Demographic Overview

# Why is this important?

- ▶ Understanding our community is key to engaging our community.
- ▶ Helps take us out of our personal bubbles.
- ▶ Centering equity includes evaluating distribution of benefits and burdens. Demographic data is one important tool to support this.

A person's hands are shown holding a camera, with a blue overlay across the image. At the top, there is a decorative geometric pattern in shades of green and yellow. The text "General population" is centered in white.

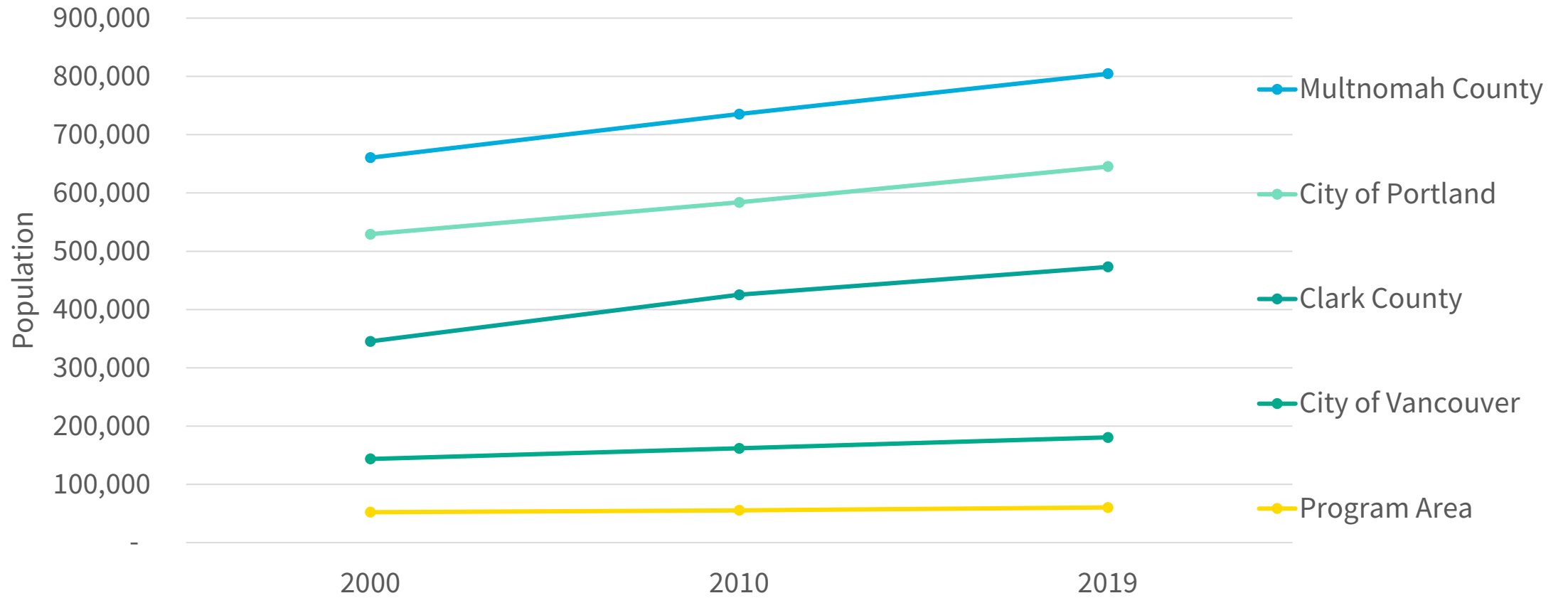
# General population

## Population

2019 American Community Survey (5-year)

Program Area	60,248
City of Vancouver	180,556
Clark County	473,252
City of Portland	645,291
Multnomah County	804,606
Portland-Vancouver-Hillsboro Metro	2,445,761

# Population growth 2000-2019



Sources: 2000 Census, 2010 Census, 2015-2019 American Community Survey

## Population growth 2000-2019

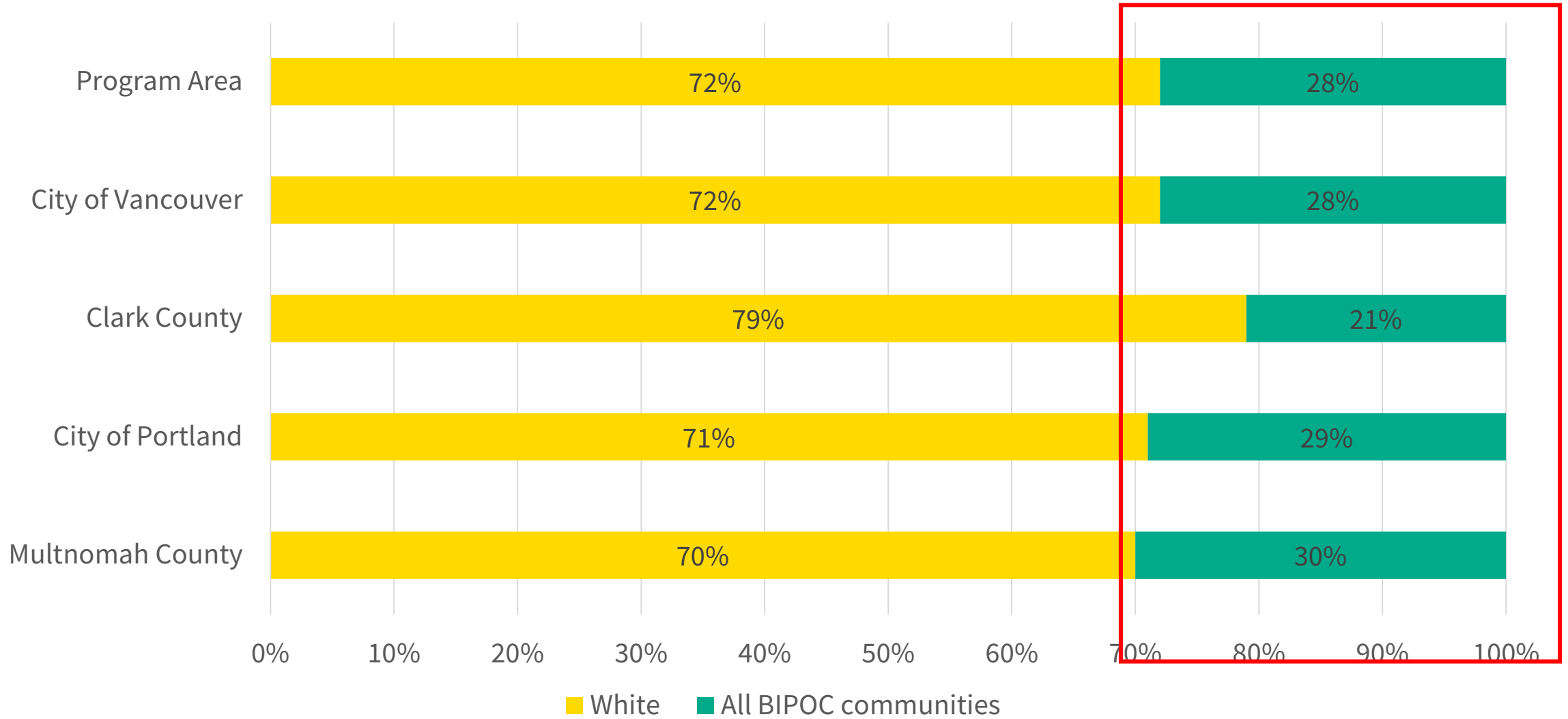
	2000 Population	2019 Population	Change (#)	Change (%)
<b>Program Area</b>	52,259	60,248	+7,989	+15%
<b>City of Vancouver</b>	143,560	180,556	+36,996	+26%
<b>Clark County</b>	345,238	473,252	+128,014	+37%
<b>City of Portland</b>	529,121	645,291	+116,170	+22%
<b>Multnomah County</b>	660,486	804,606	+144,120	+22%
<b>Portland-Vancouver-Hillsboro Metro</b>	1,927,881	2,445,761	+517,880	+27%

*Sources: 2000 Census, 2015-2019 5-yr American Community Survey*



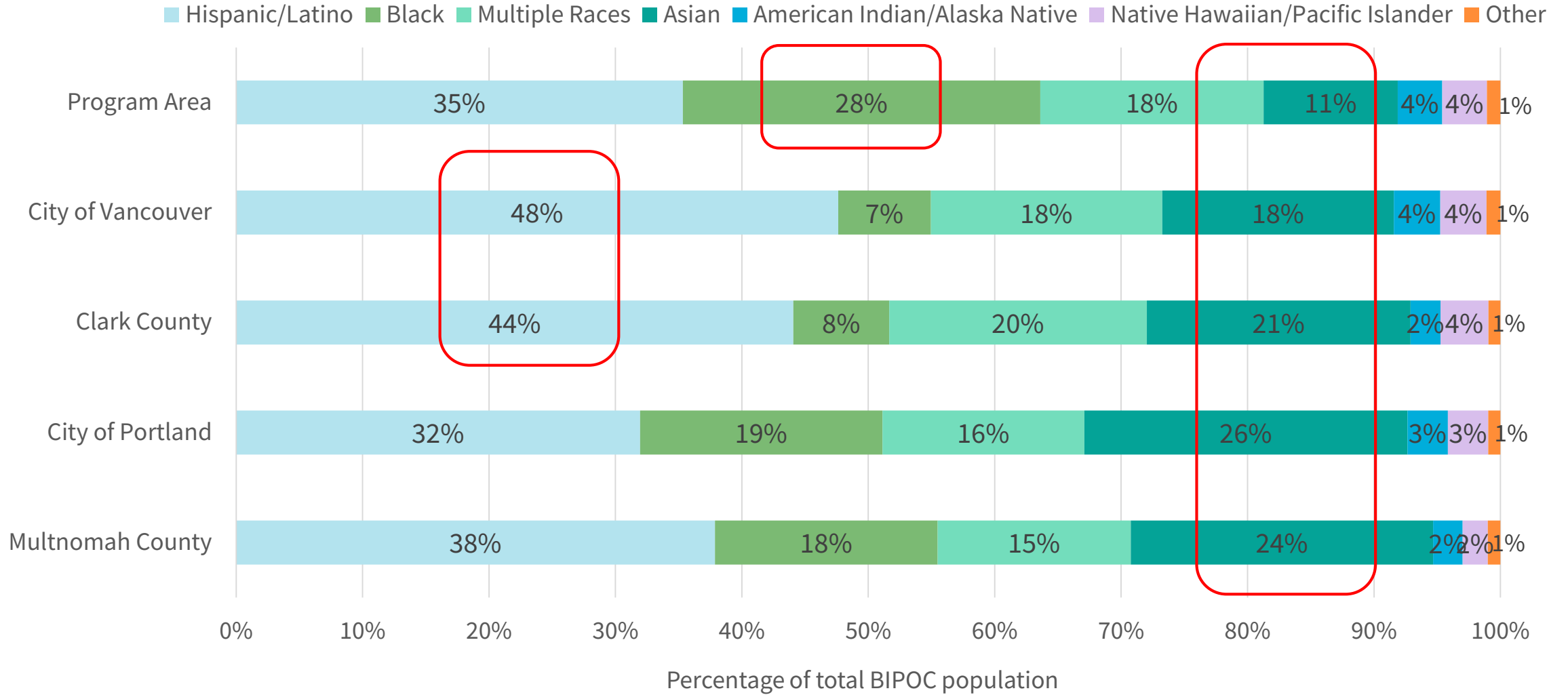
# Race, ethnicity, and language

## White & BIPOC Populations





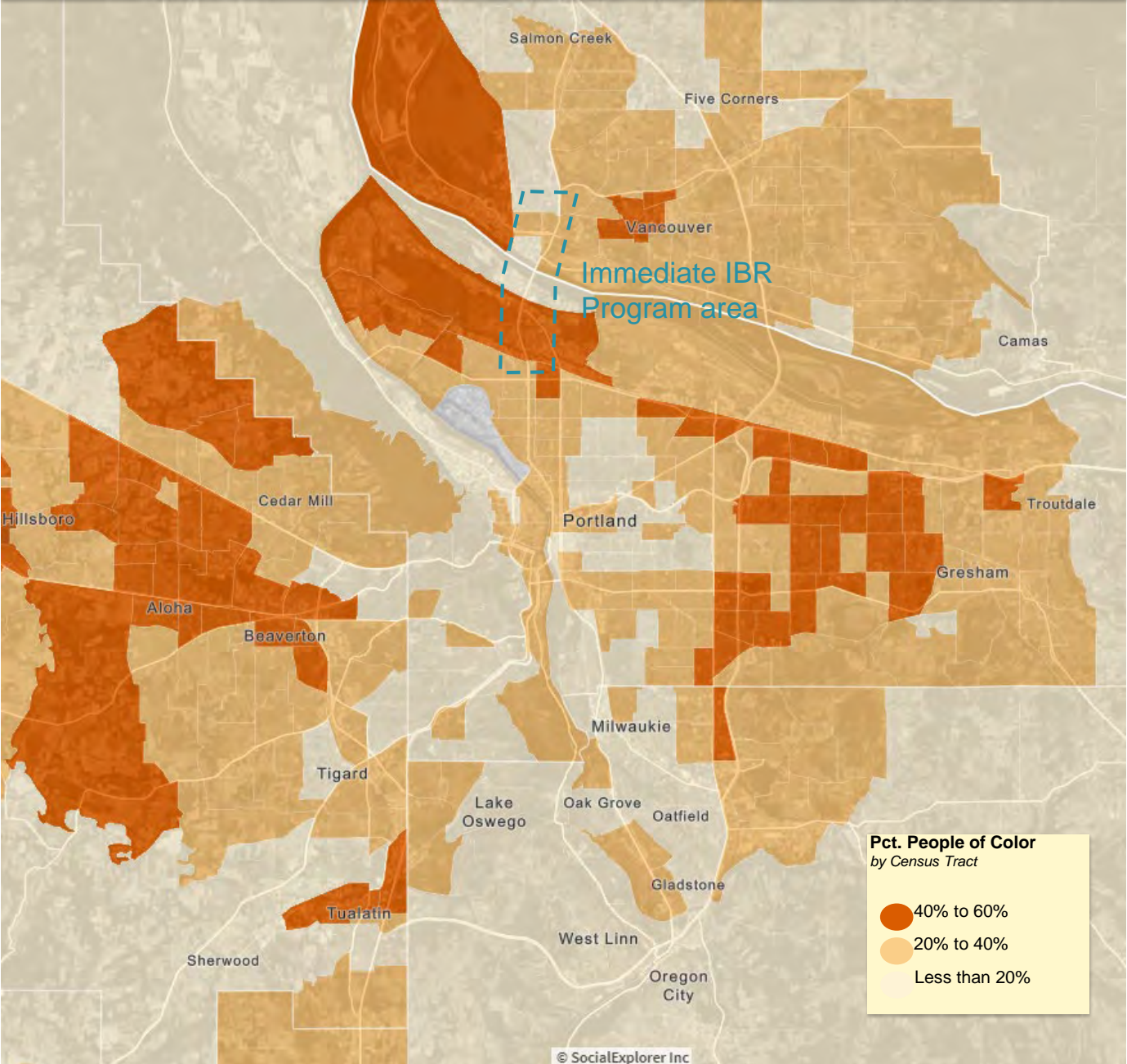
# BIPOC Communities



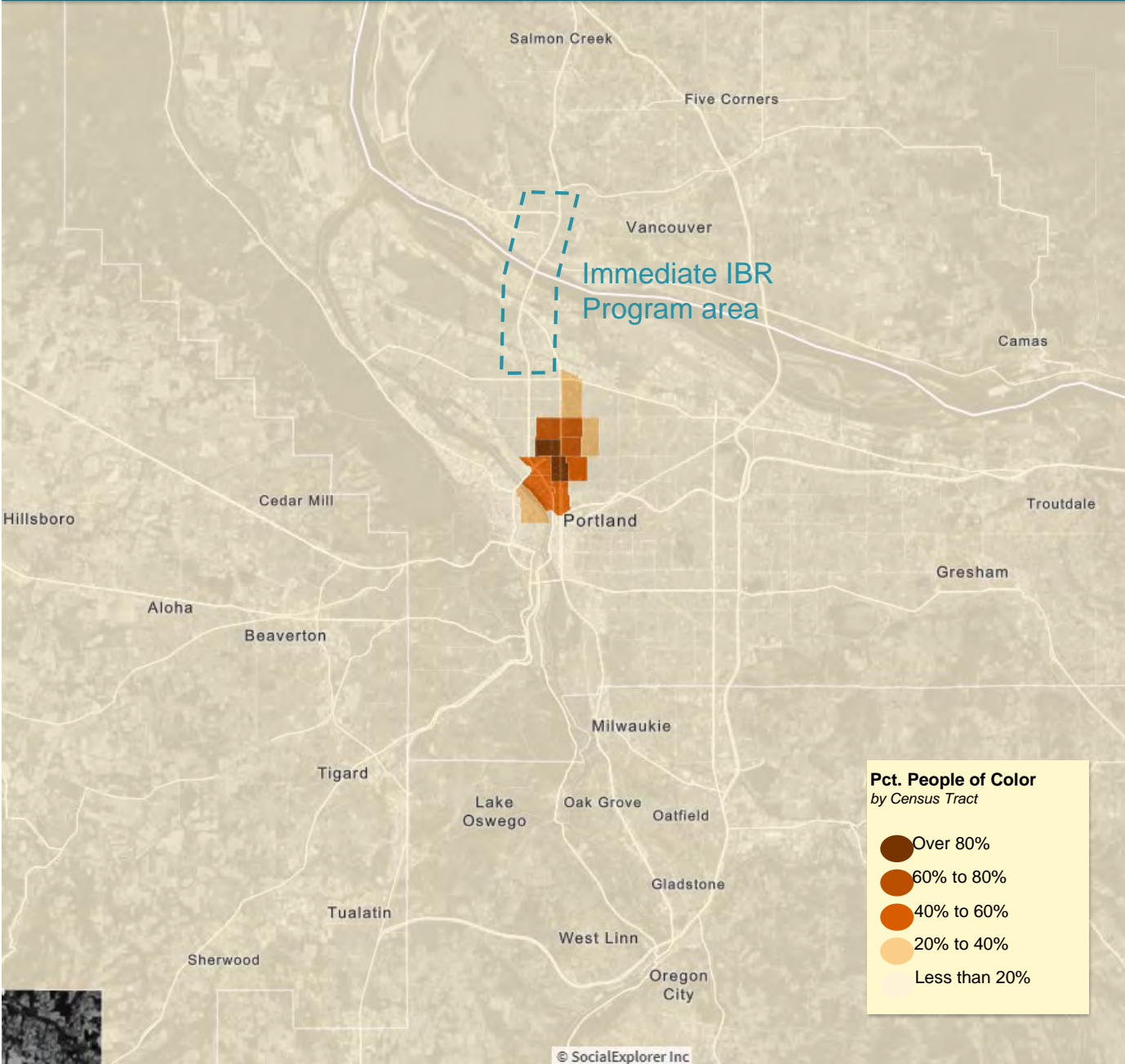
Source: 2018 ACS (5-year), US Census Bureau

# BIPOC Communities in the Portland-Vancouver region

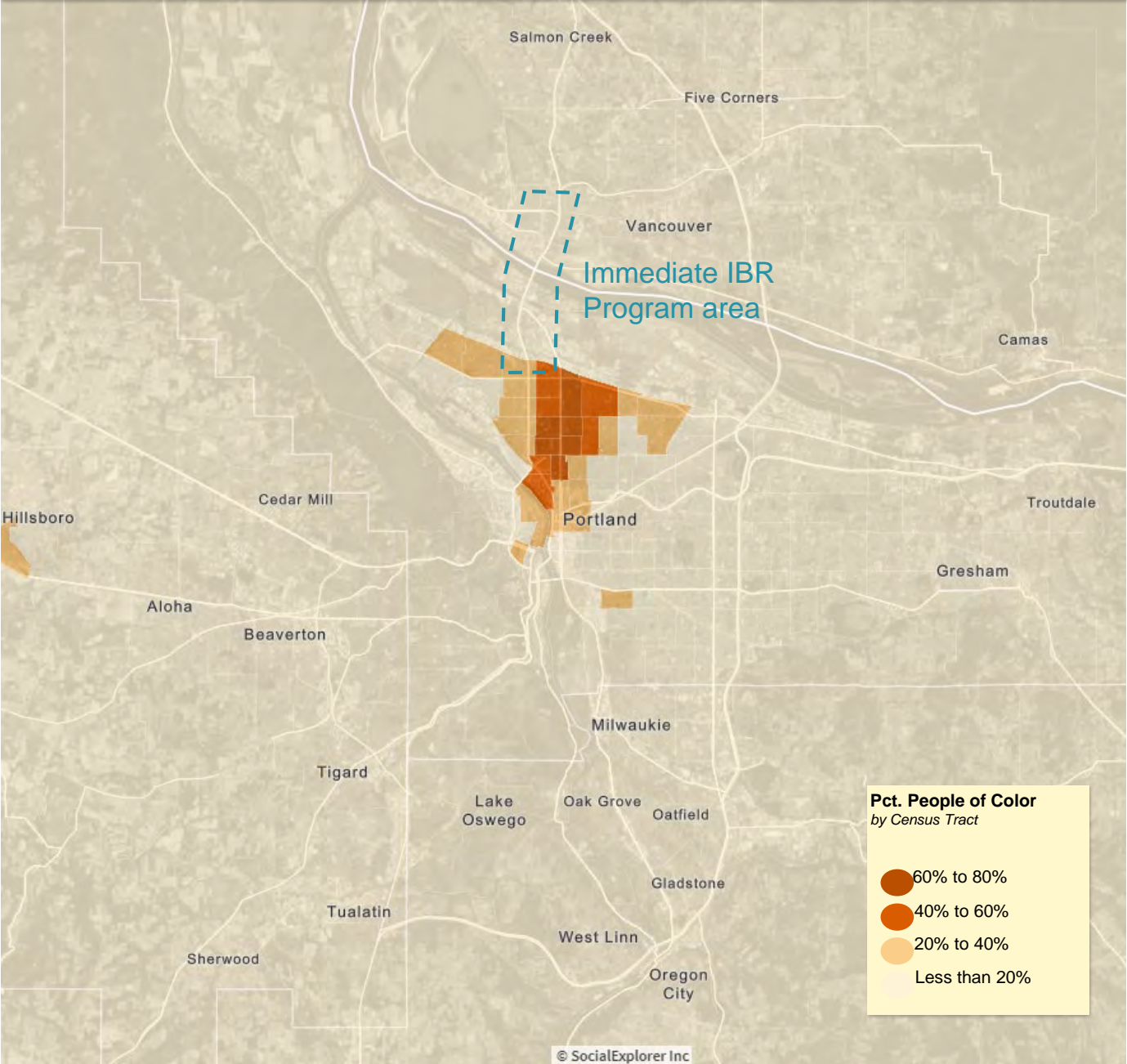
## 2018 American Community Survey (5-year)



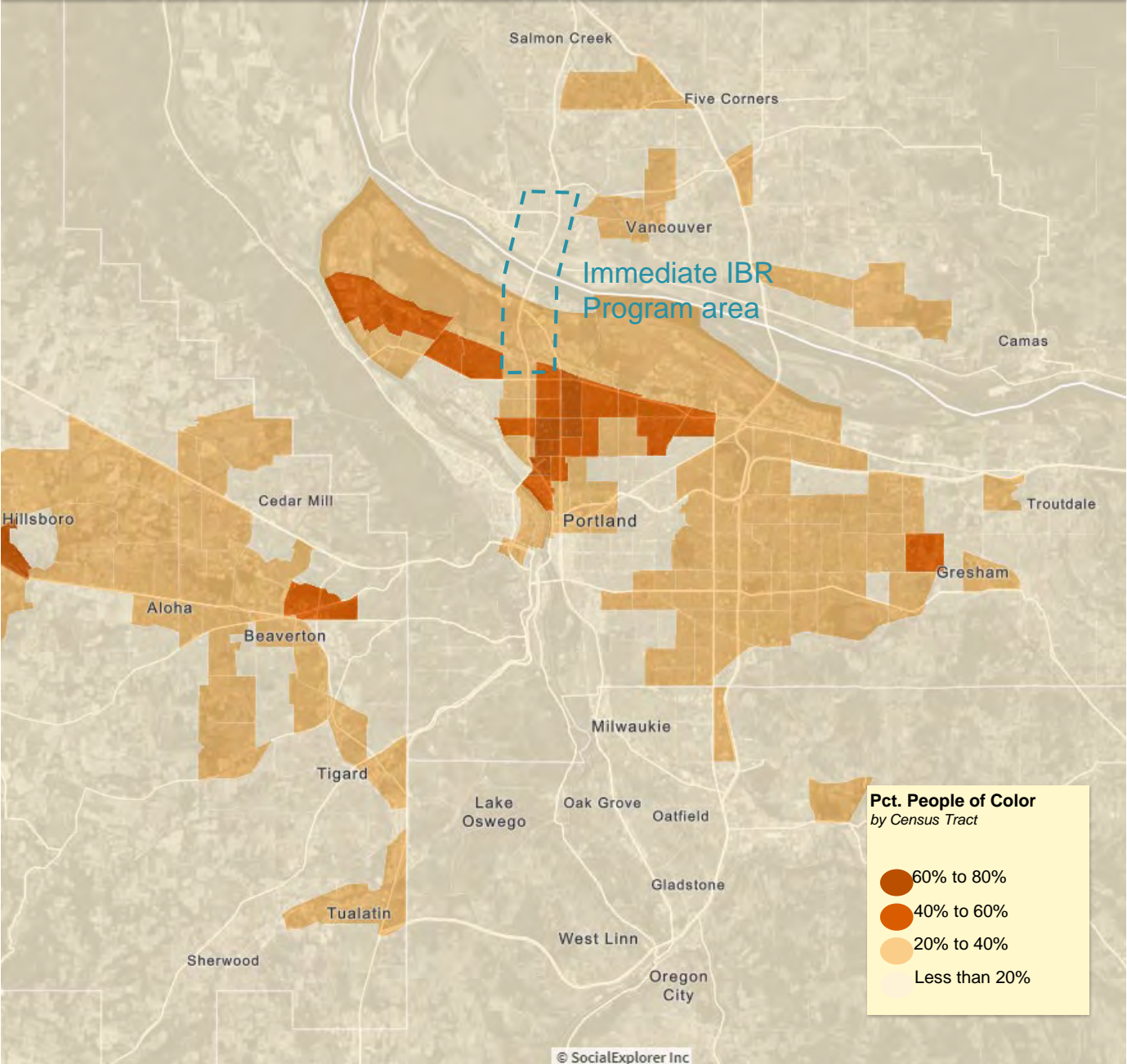
# Portland-Vancouver Communities of Color 1970 Census



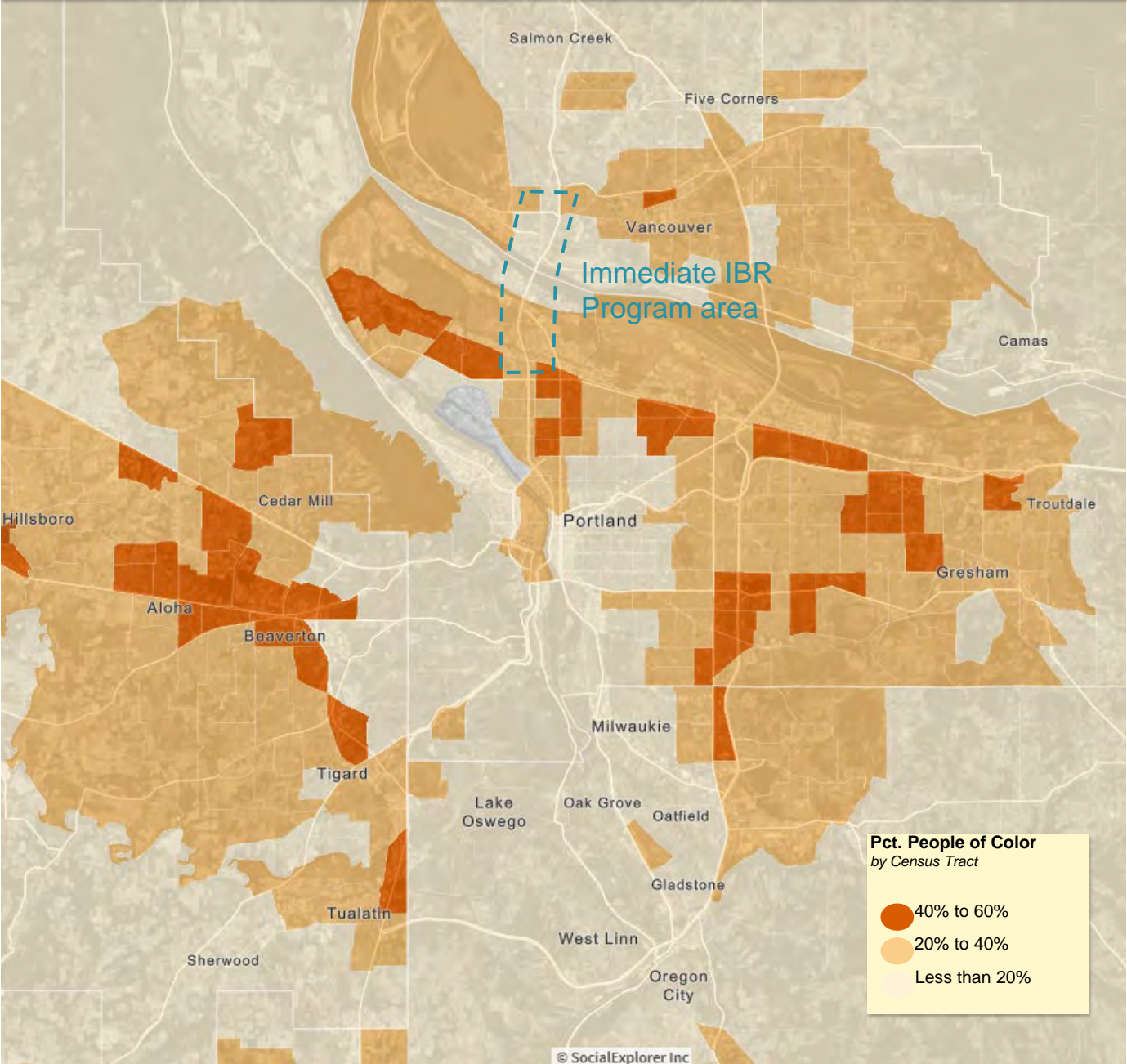
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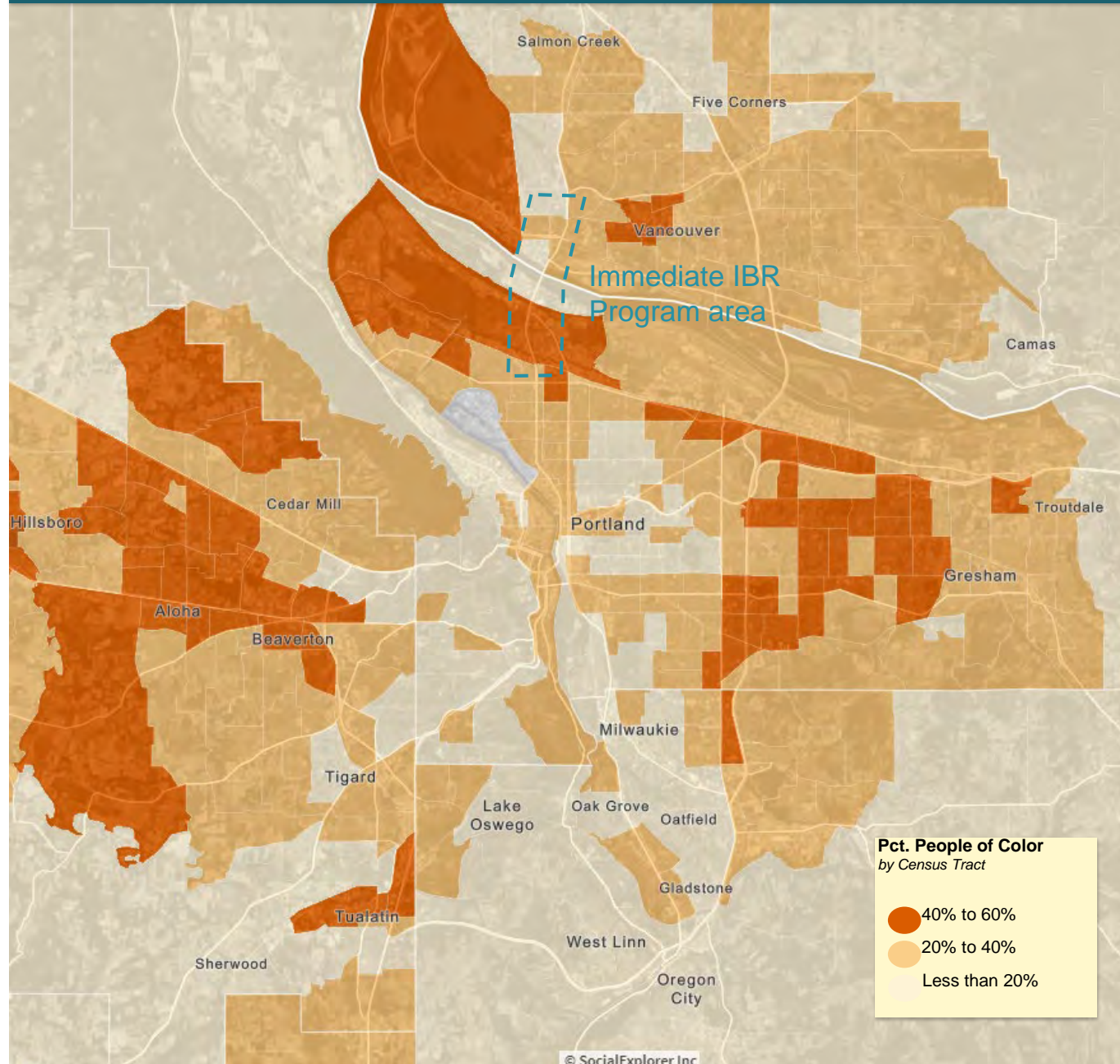
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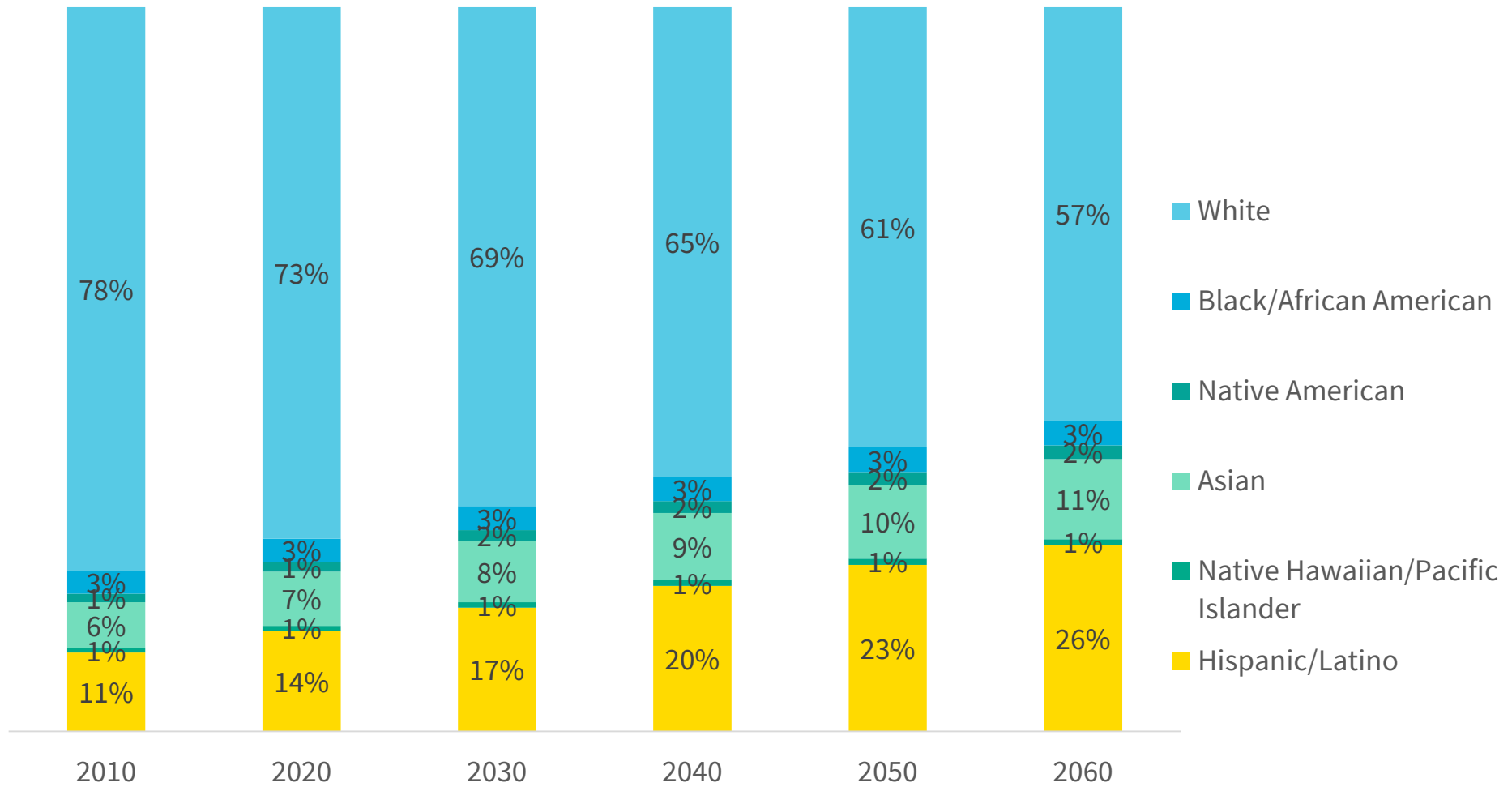
# Portland-Vancouver Communities of Color 2010 Census



# Portland-Vancouver Communities of Color 2018 American Community Survey (5-year)



## Portland-Vancouver-Hillsboro population growth projections by race/ethnicity



Source: Metro 2060 growth forecast (2016)



## Black population in Albina and Clark County 1970 and today

	1970	Today
<b>Albina</b> <sup>1</sup>	16,419 (30% of the pop.)	7,132 (12% of the pop.)
<b>Clark County</b>	662 (0.5% of the pop.)	7,845 (2.2% of the pop.)

Sources: 1970 Census, 2014-2018 5-yr American Community Survey

<sup>1</sup>Albina defined as census tracts 22.03, 23.03, 24.01, 24.02, 33.01, 33.02, 34.01, 34.02, 35.01, 36.01, 37.01, 37.02, 38.01, 38.02, 38.03

## Population born outside the U.S.

2018 American Community Survey (5-year)

Program Area	9%
City of Vancouver	13%
Clark County	10%
City of Portland	14%
Multnomah County	14%

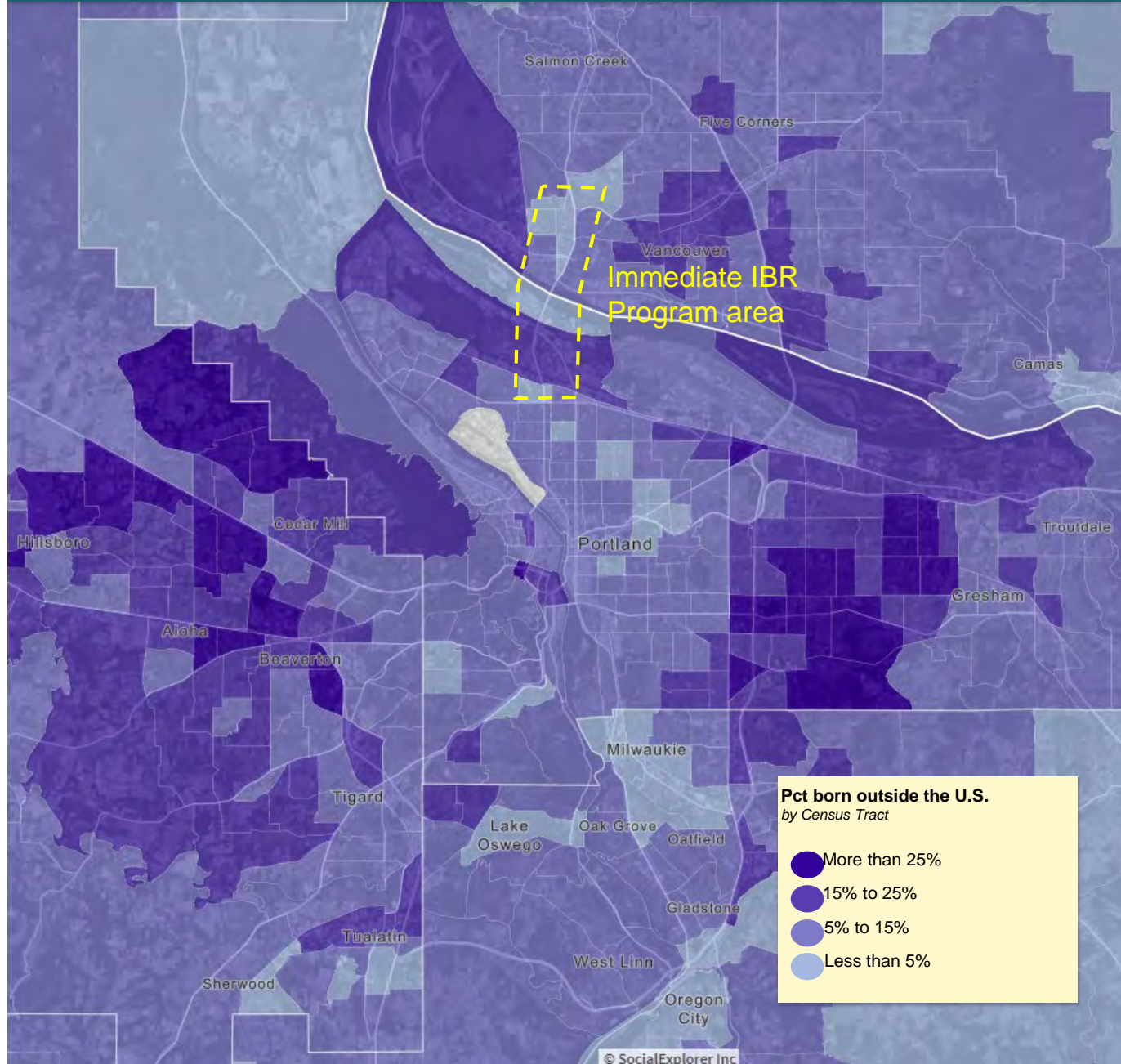
## Place of origin for select foreign-born populations



■ Latin America 
 ■ Western/Northern/Southern Europe 
 ■ Eastern Europe 
 ■ Southeast Asia 
 ■ East Asia 
 ■ East Africa

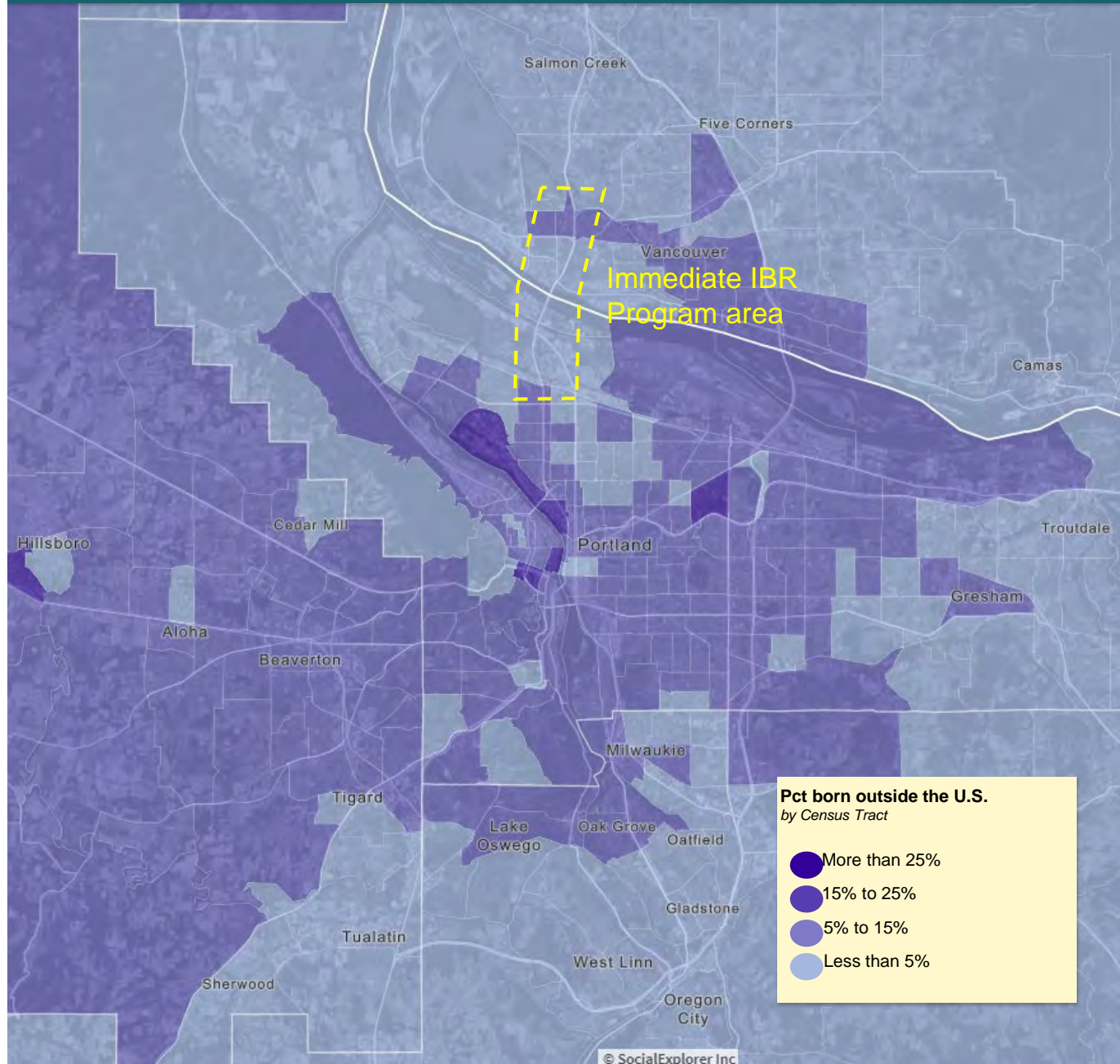
# Foreign Born Population in the Portland-Vancouver region

## 2018 American Community Survey (5-year)



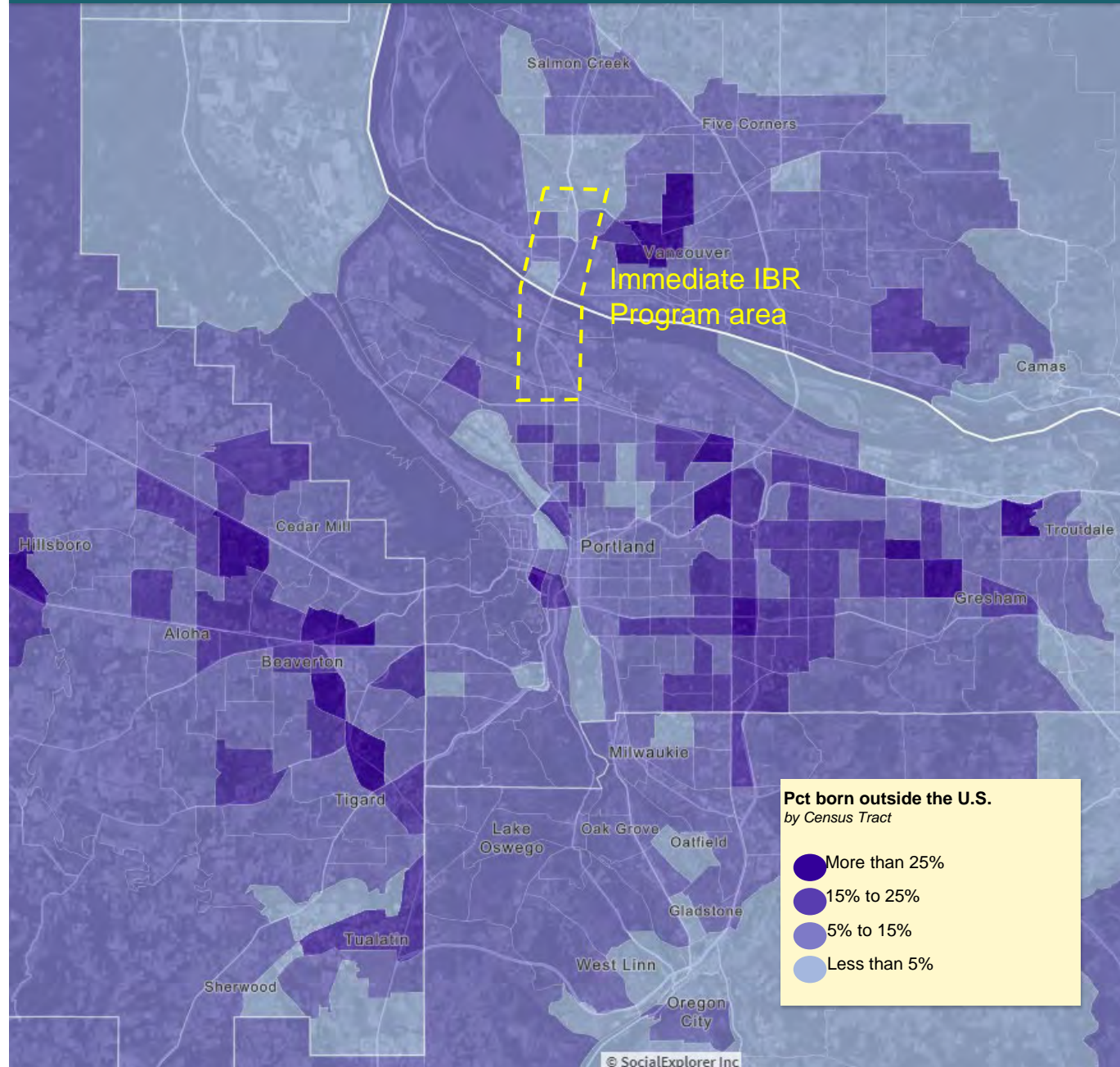
# Foreign Born Population in the Portland-Vancouver region

## 1990 Census



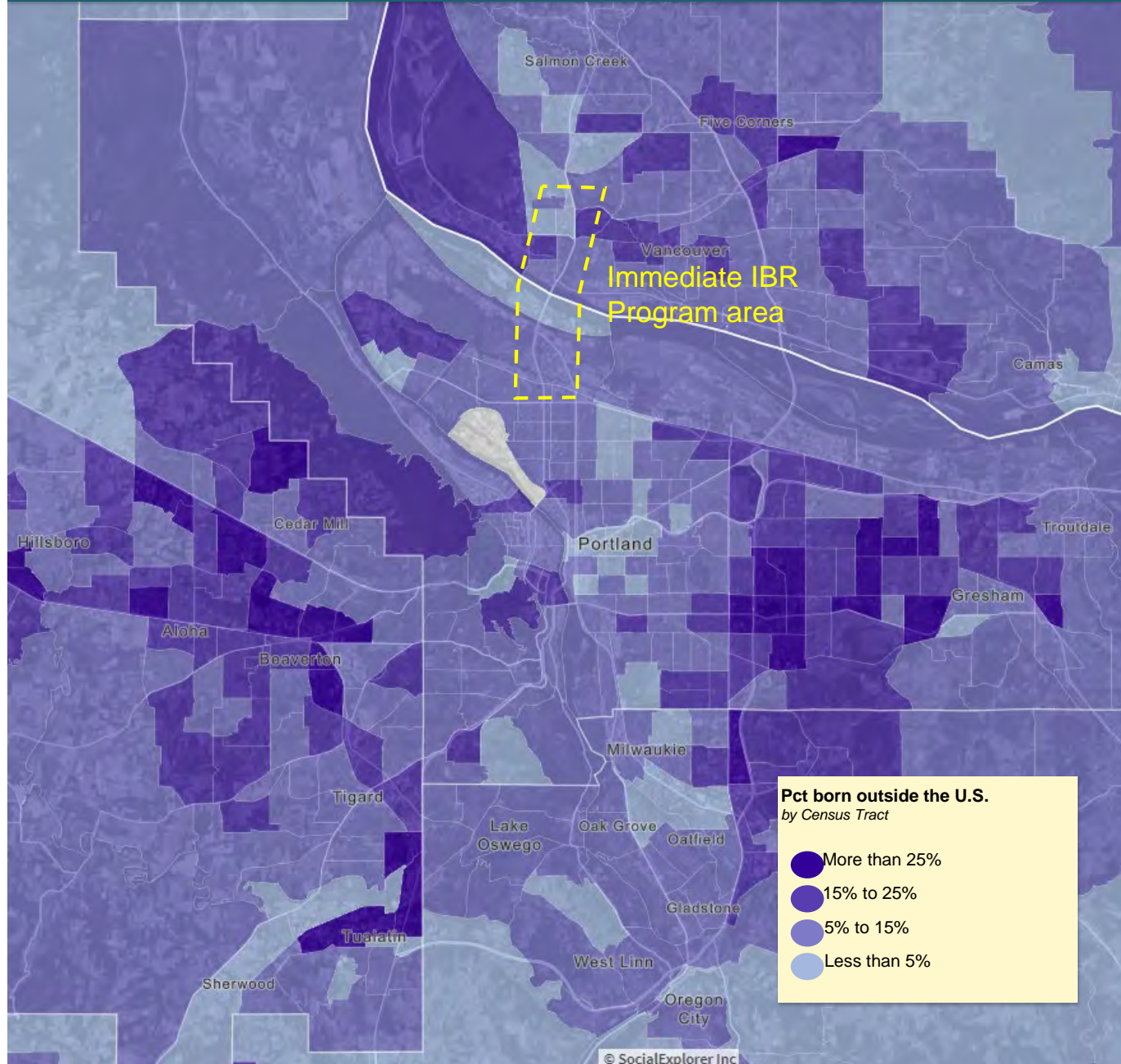
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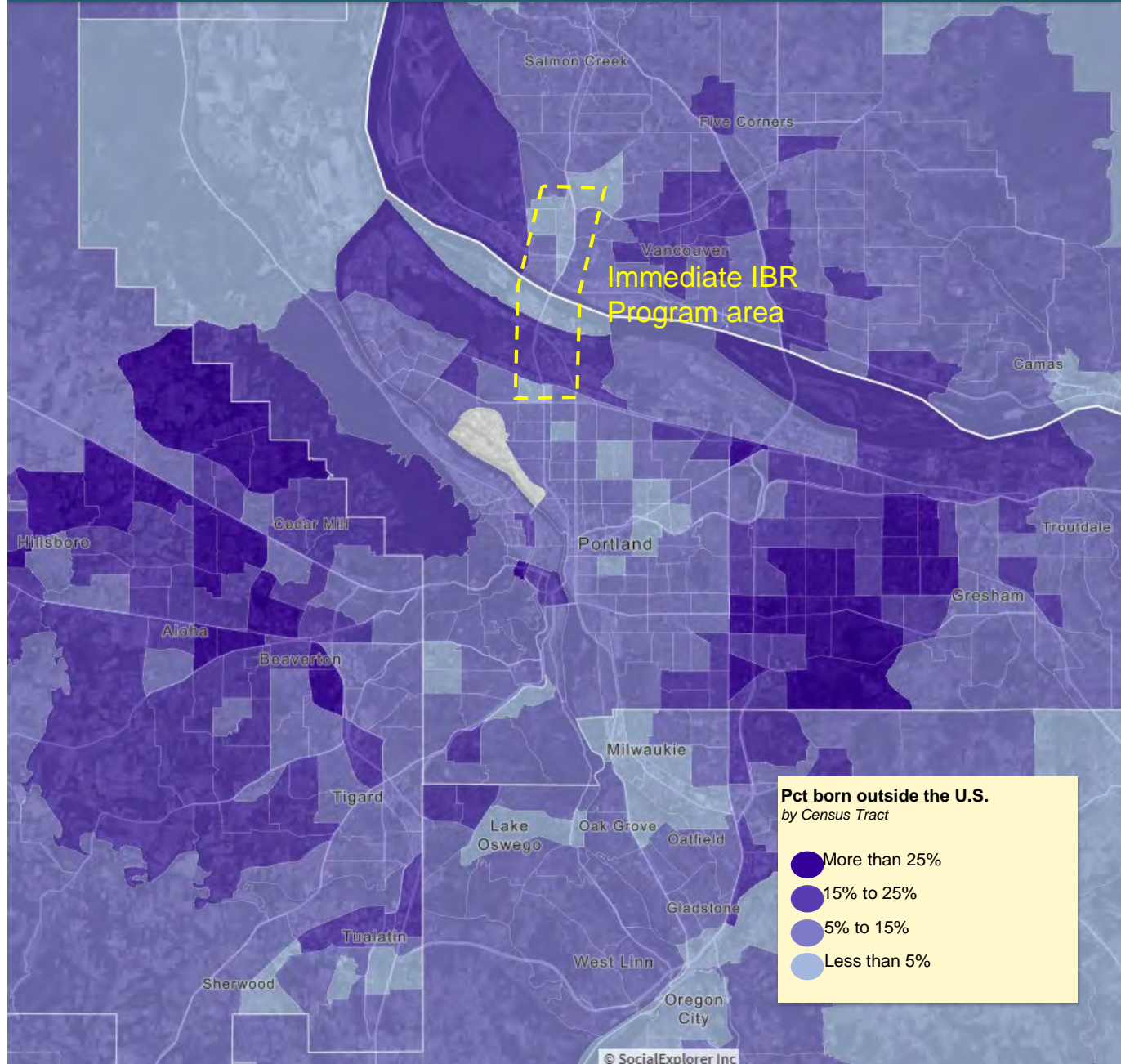
# Foreign Born Population in the Portland-Vancouver region

## 2010 American Community Survey (5-year)



# Foreign Born Population in the Portland-Vancouver region

## 2018 American Community Survey (5-year)



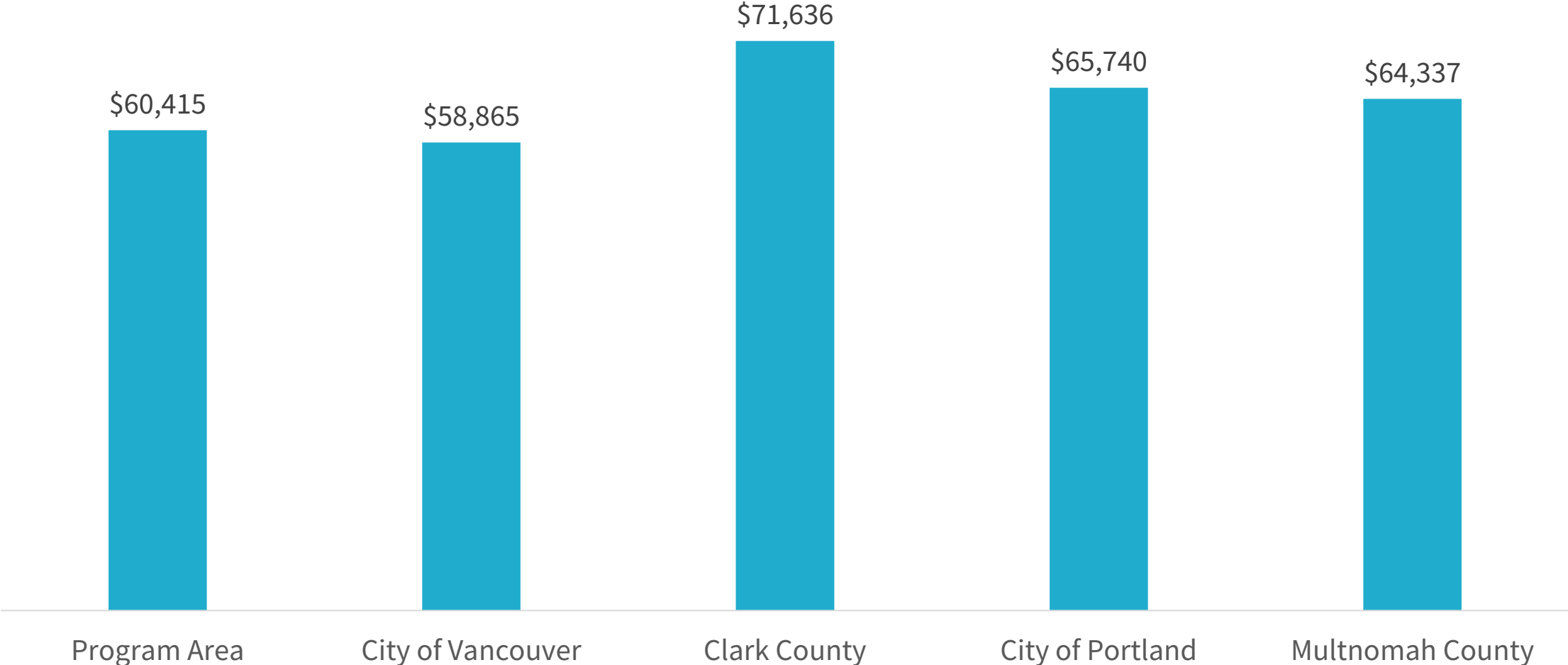


	Project Corridor	City of Portland	City of Vancouver	Portland-Vancouver-Hillsboro MSA
Spanish speakers	5,823	41,193	13,093	159,313
Pct LEP	43%	42%	44%	43%
Russian speakers	656	6,922	3,899	14,807
Pct LEP	42%	50%	54%	45%
African language speakers	434	5,677	154	8,076
Pct LEP	25%	48%	48%	47%
Vietnamese speakers	399	12,682	1,657	21,146
Pct LEP	79%	69%	61%	66%
Chinese speakers	313	10,448	1,602	21,846
Pct LEP	28%	60%	54%	52%
Korean speakers	138	1,466	553	8,341
Pct LEP	47%	48%	56%	50%
Source: 2011-2015 5-yr American Community Survey, US Census Bureau (more recent language data is not available from the Census Bureau)				

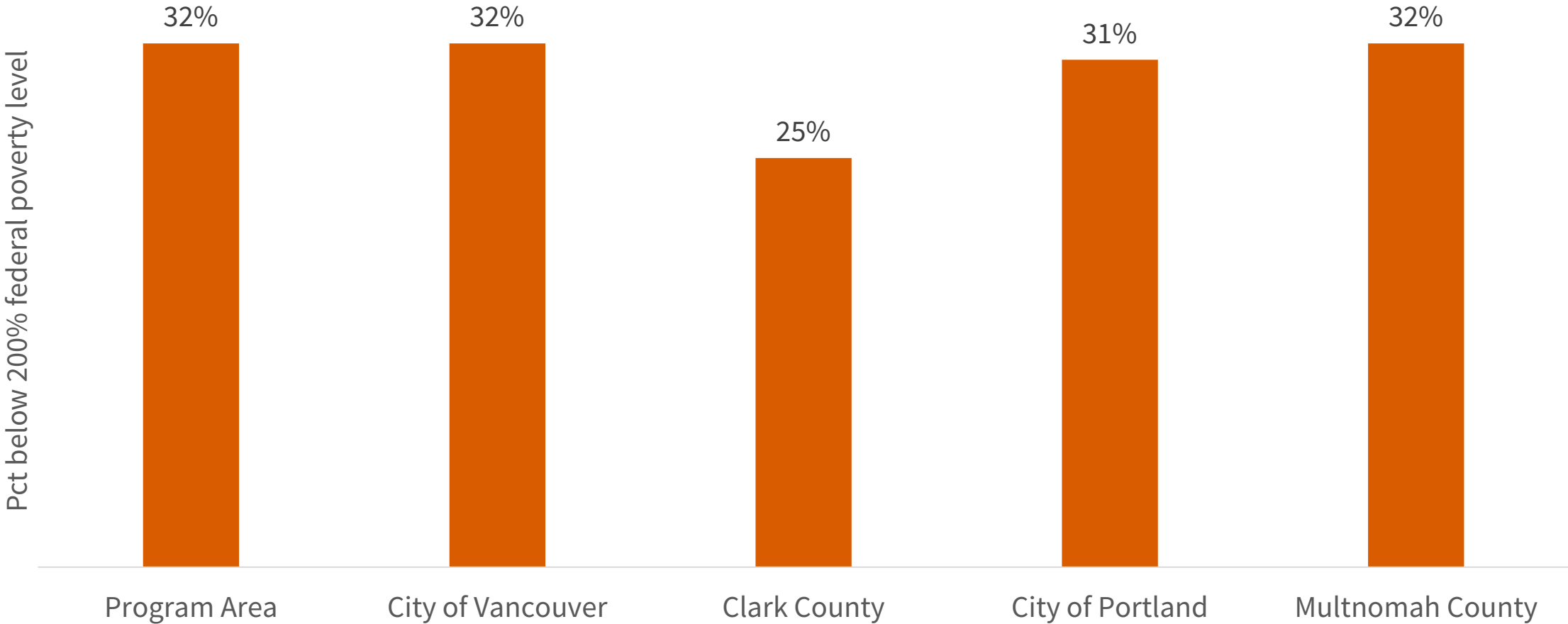
A person's hands are shown holding a camera, with a blue overlay across the image. At the top, there is a decorative geometric pattern in shades of green and yellow. The text "Household income" is centered in white.

# Household income

# Median Household Income



# Low-income Households



A person's hands are shown holding a camera, with the lens and various controls visible. The image is overlaid with a semi-transparent blue filter. At the top, there is a decorative horizontal band with a low-poly, geometric pattern in shades of yellow, green, and blue. The text "Older adults" is centered in white on the blue overlay.

# Older adults

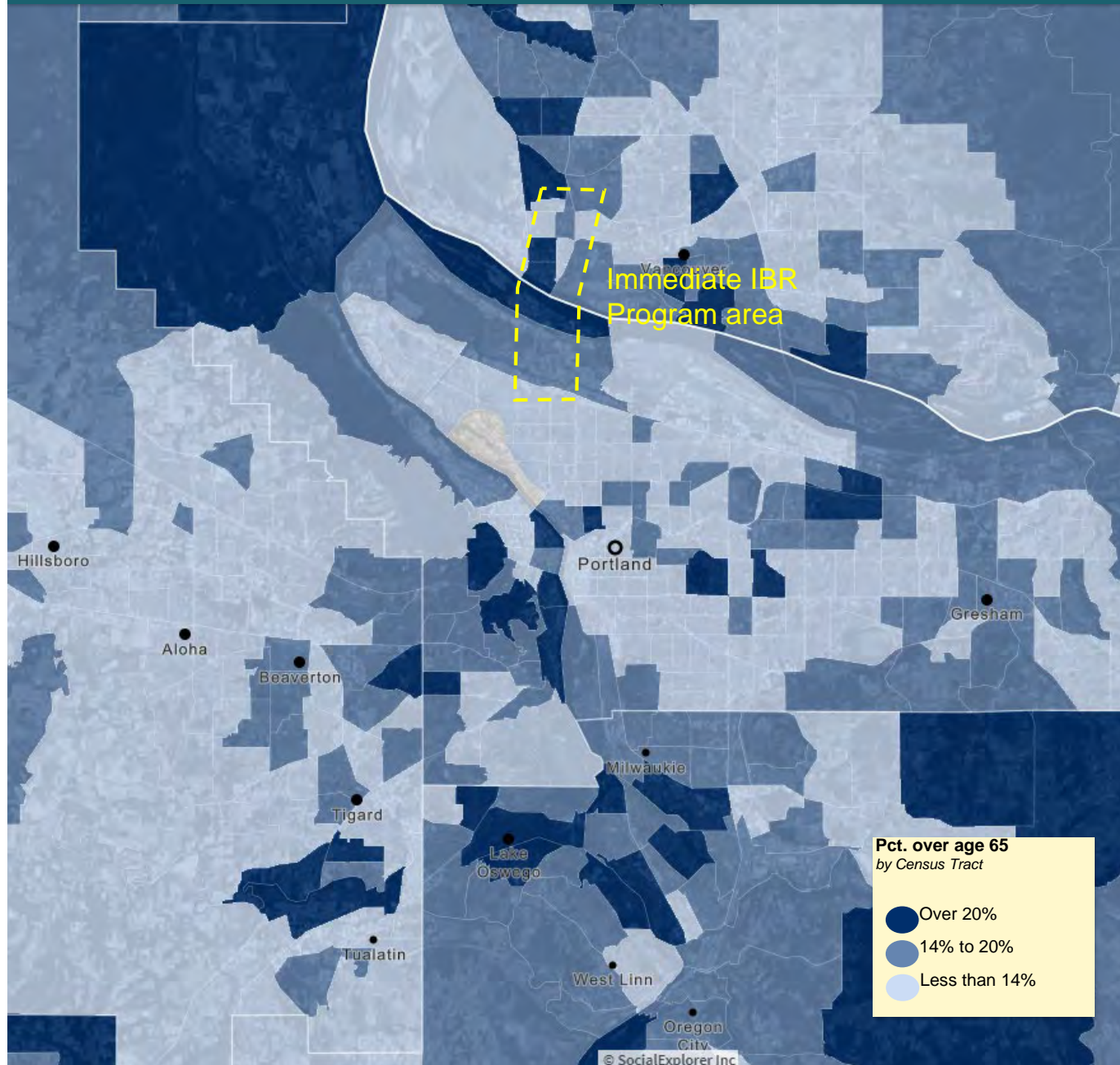
## Older Adults (65+)

2015-201 American Community Survey

Program Area	13%
City of Vancouver	16%
Clark County	15%
City of Portland	13%
Multnomah County	13%

# Older Adults in the Portland-Vancouver region

## 2018 American Community Survey (5-year)





# People with disabilities

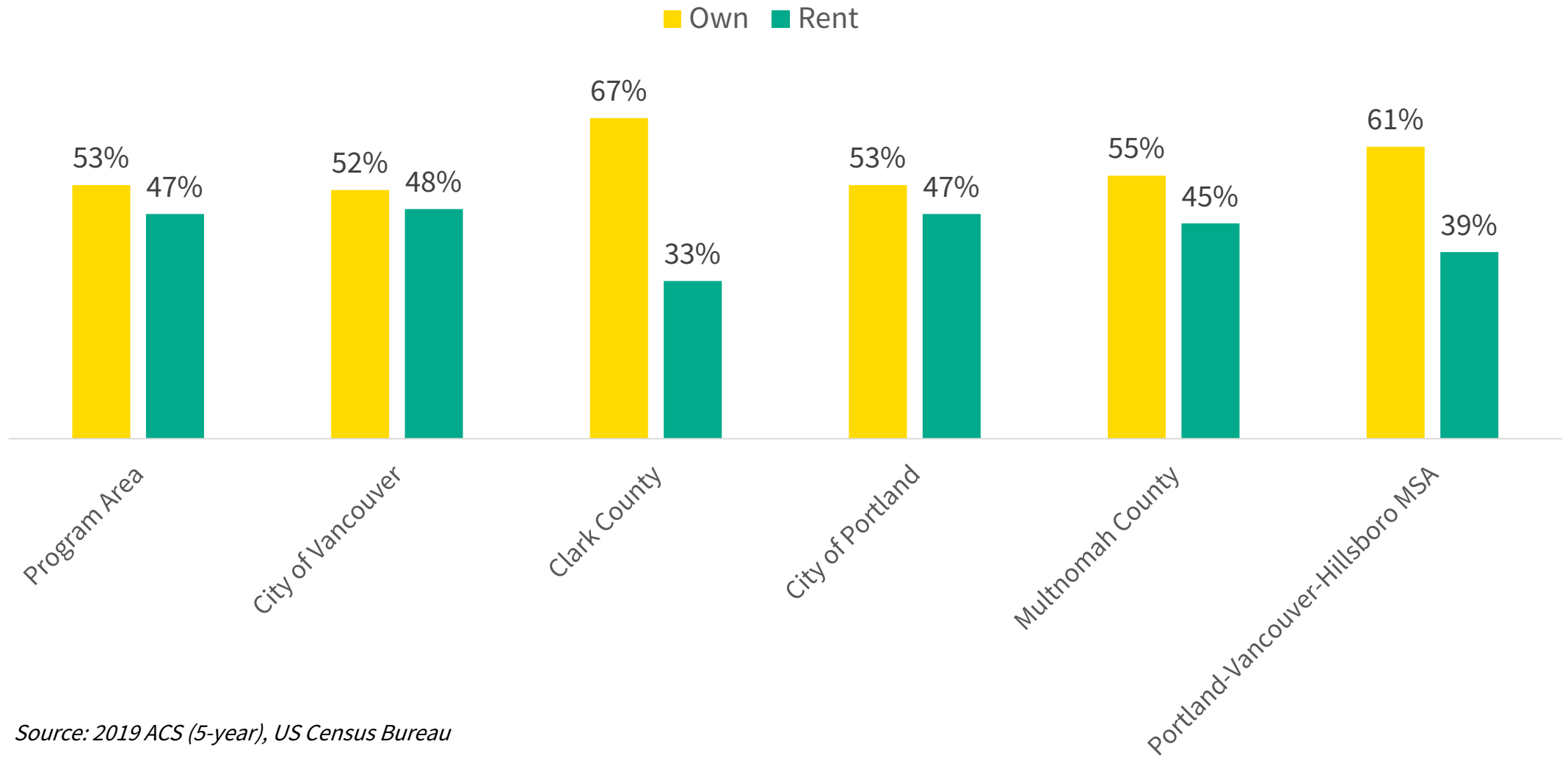


	<b>City of Portland</b>	<b>City of Vancouver</b>	<b>Portland- Vancouver- Hillsboro MSA</b>
<b>Pct with a disability</b>	10%	12%	10%

*Source: 2014-2018 5-yr American Community Survey, US Census Bureau*

# Housing

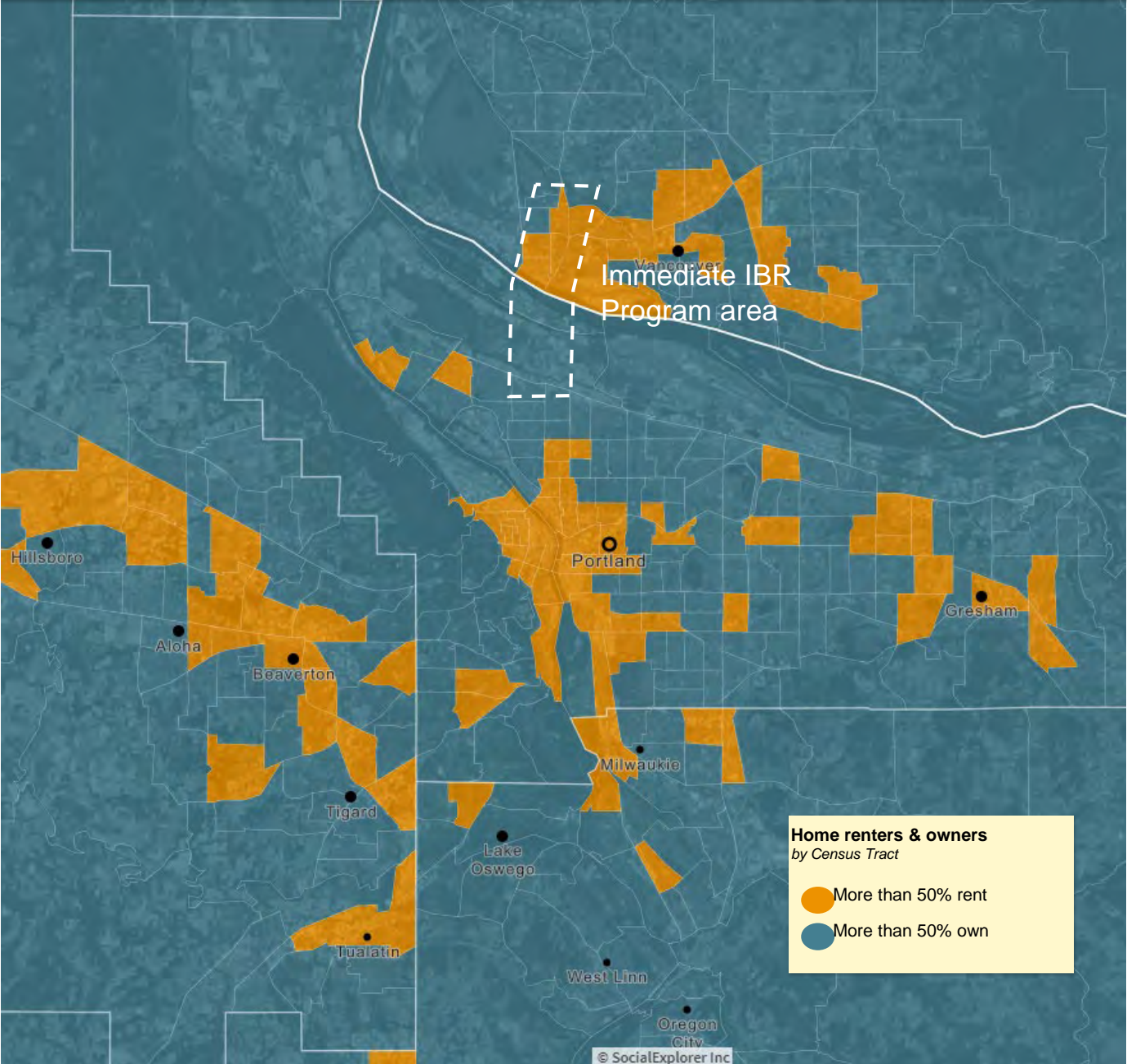
## Owner/renter split by geography



Source: 2019 ACS (5-year), US Census Bureau

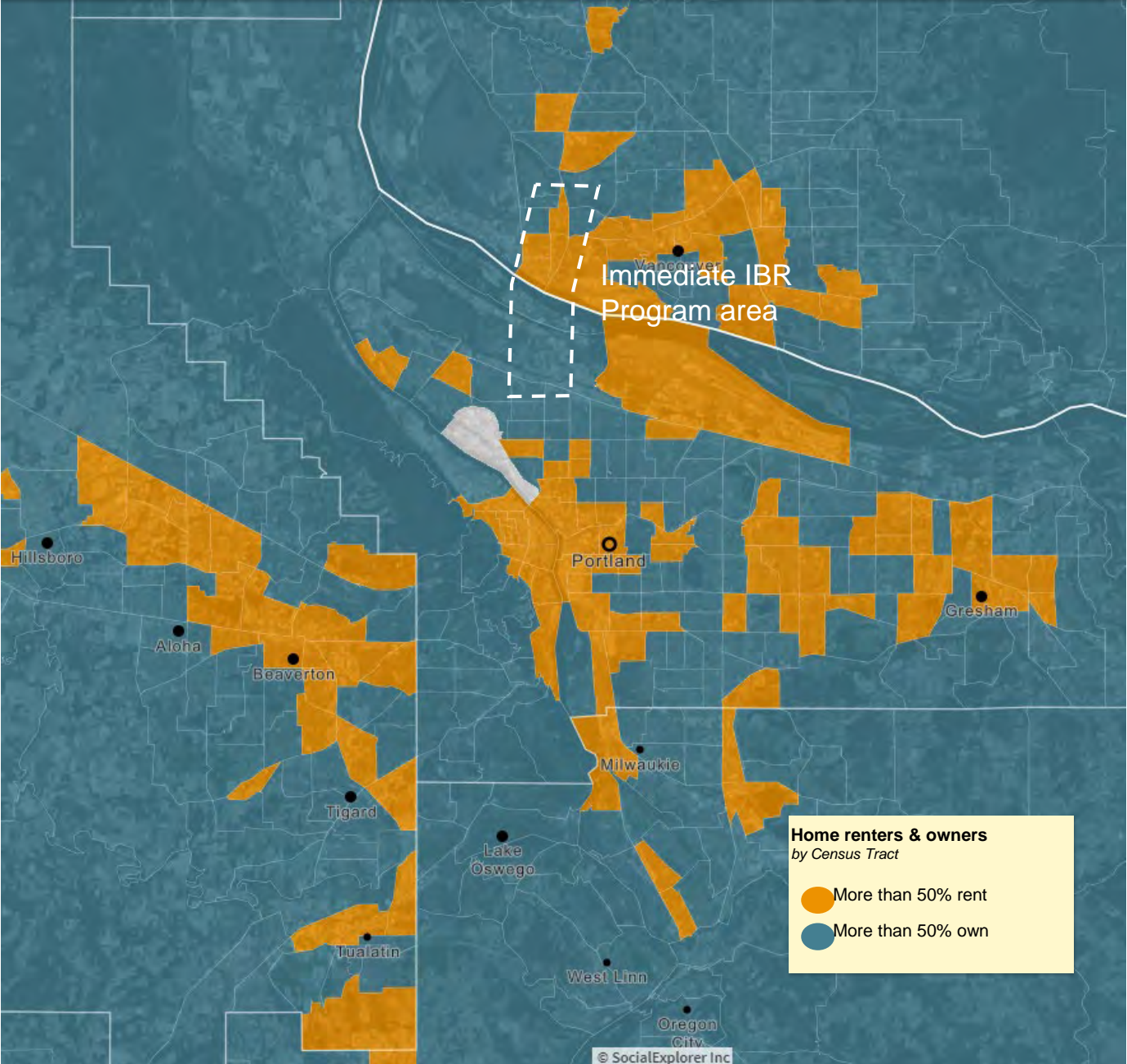
# Renters & Owners in the Portland-Vancouver region

## 2000 Census



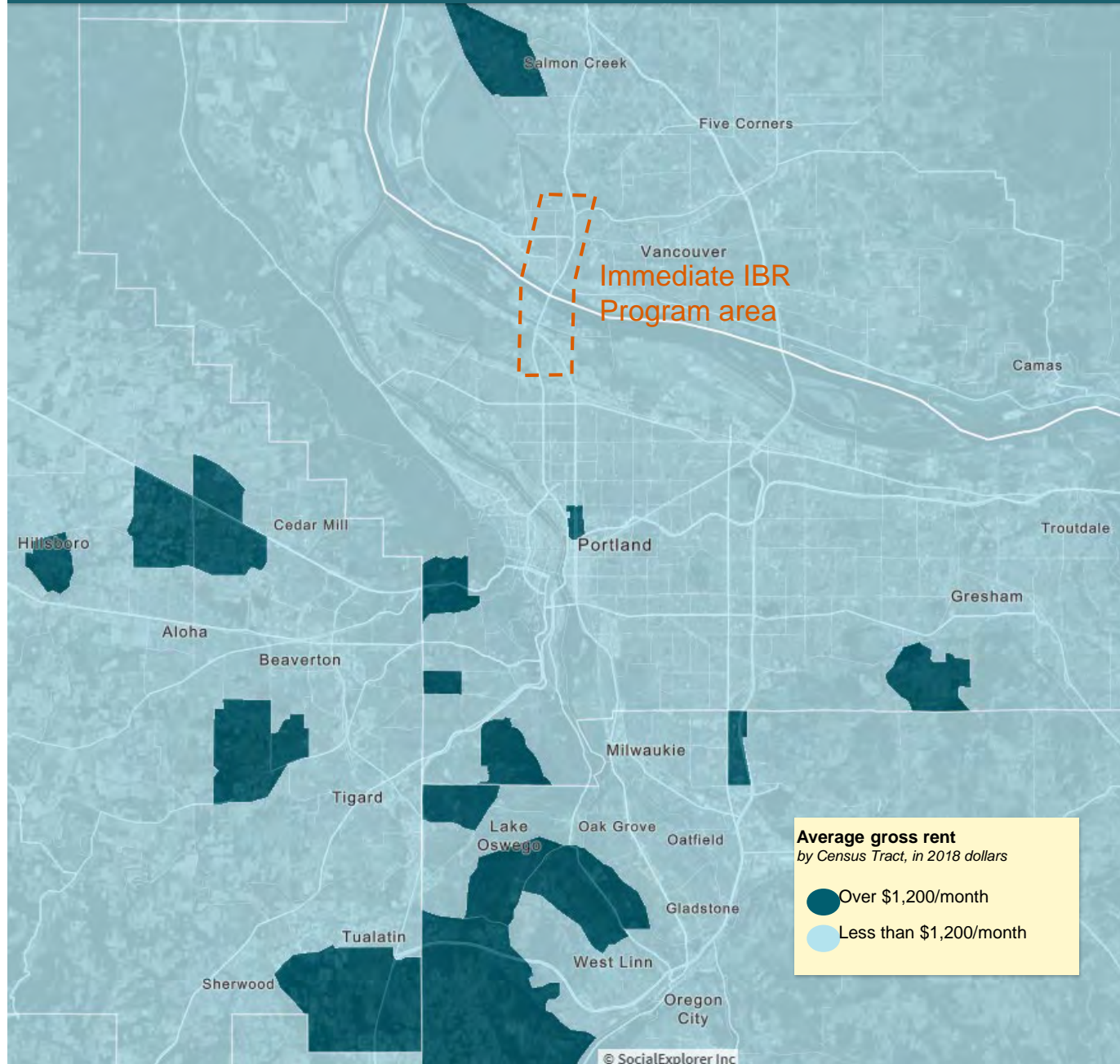
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2018 American Community Survey (5-year)



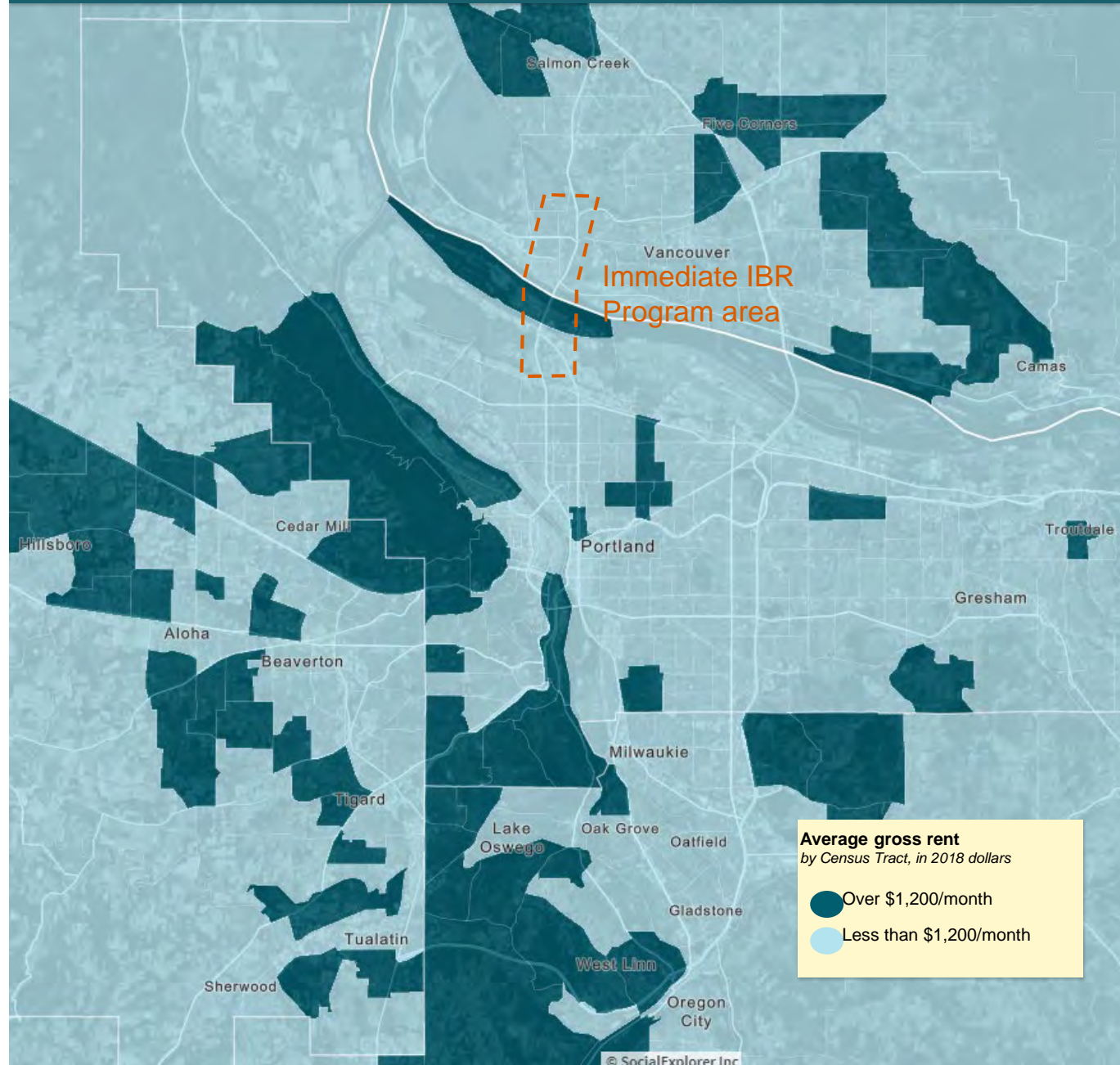
# Average Rent in the Portland-Vancouver region

## 1990 Census



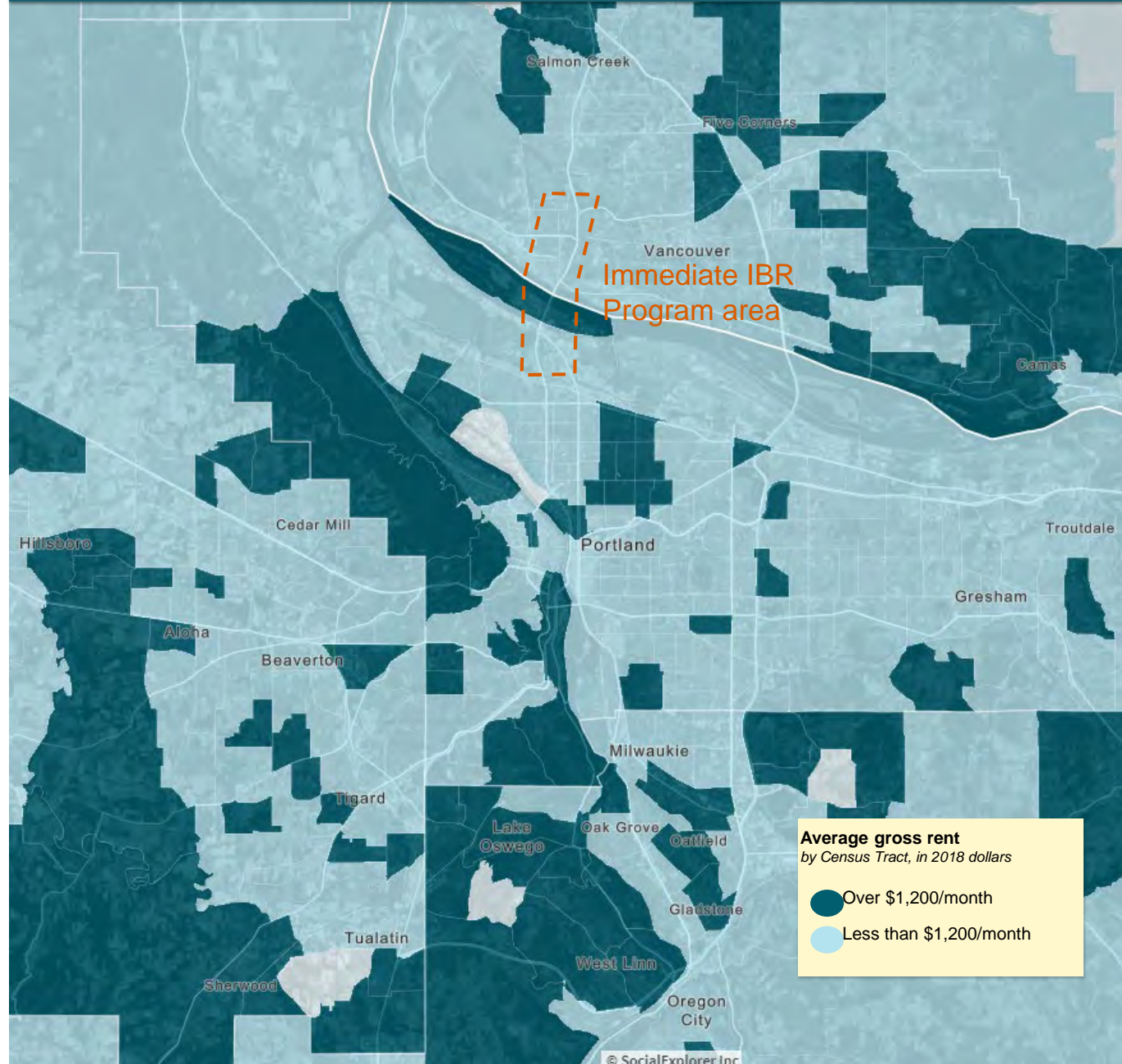
# Average Rent in the Portland-Vancouver region

## 2000 Census



# Average Rent in the Portland-Vancouver region

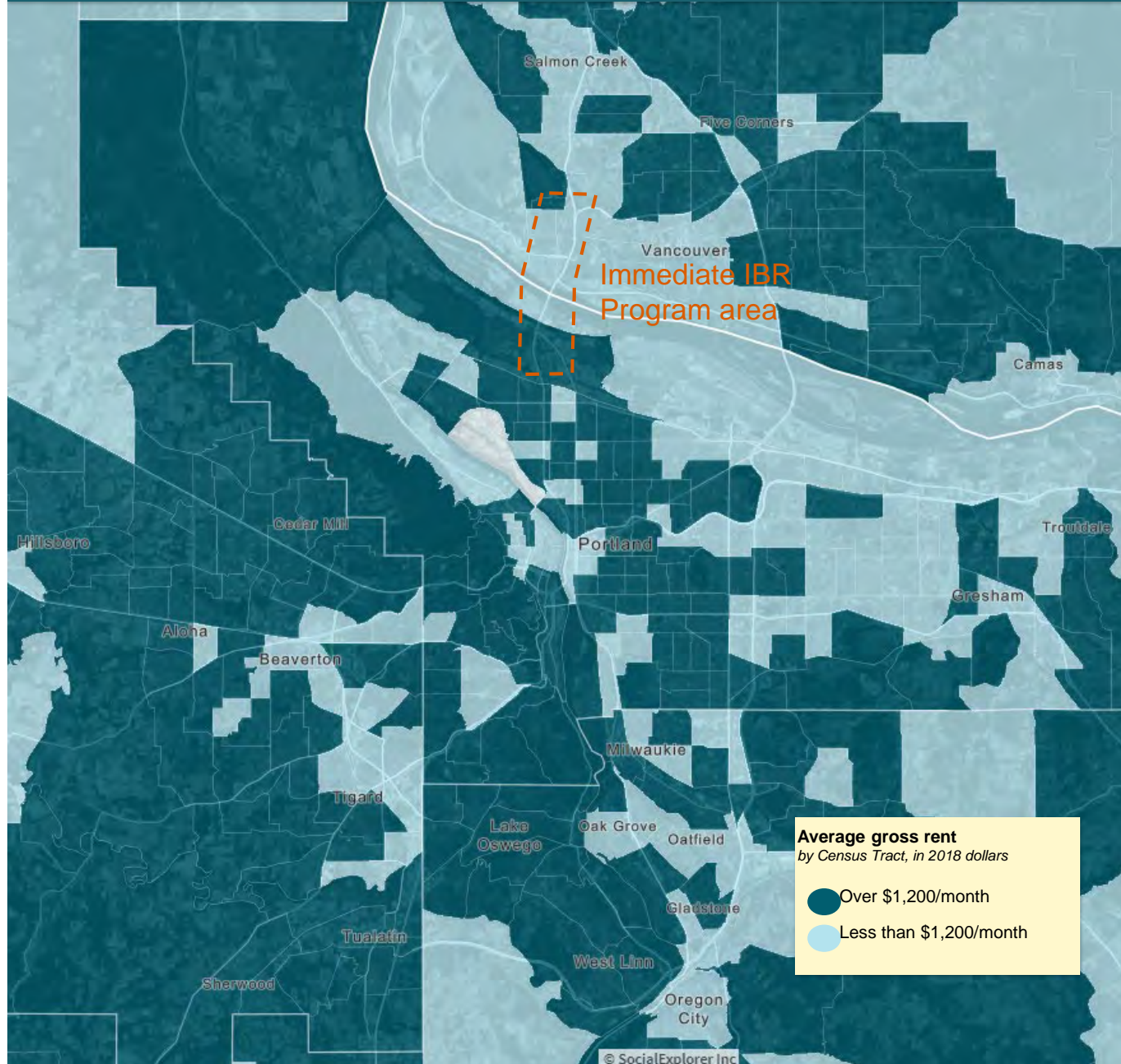
## 2010 American Community Survey (5-year)





# Average Rent in the Portland-Vancouver region

## 2018 American Community Survey (5-year)



# How do we operationalize equity?

# Transportation Equity

- ▶ More than just compliance with federal requirements
- ▶ About access:
  - To the **system itself** (i.e. physical, financial)
  - To the **services & opportunities** (e.g. jobs) that the system connects users to (e.g. transit service levels & coverage)
  - For **all users**, with a particular focus on those most historically transportation disadvantaged



*Image credit: civilrightsteaching.org*

# Environmental Justice in Transportation

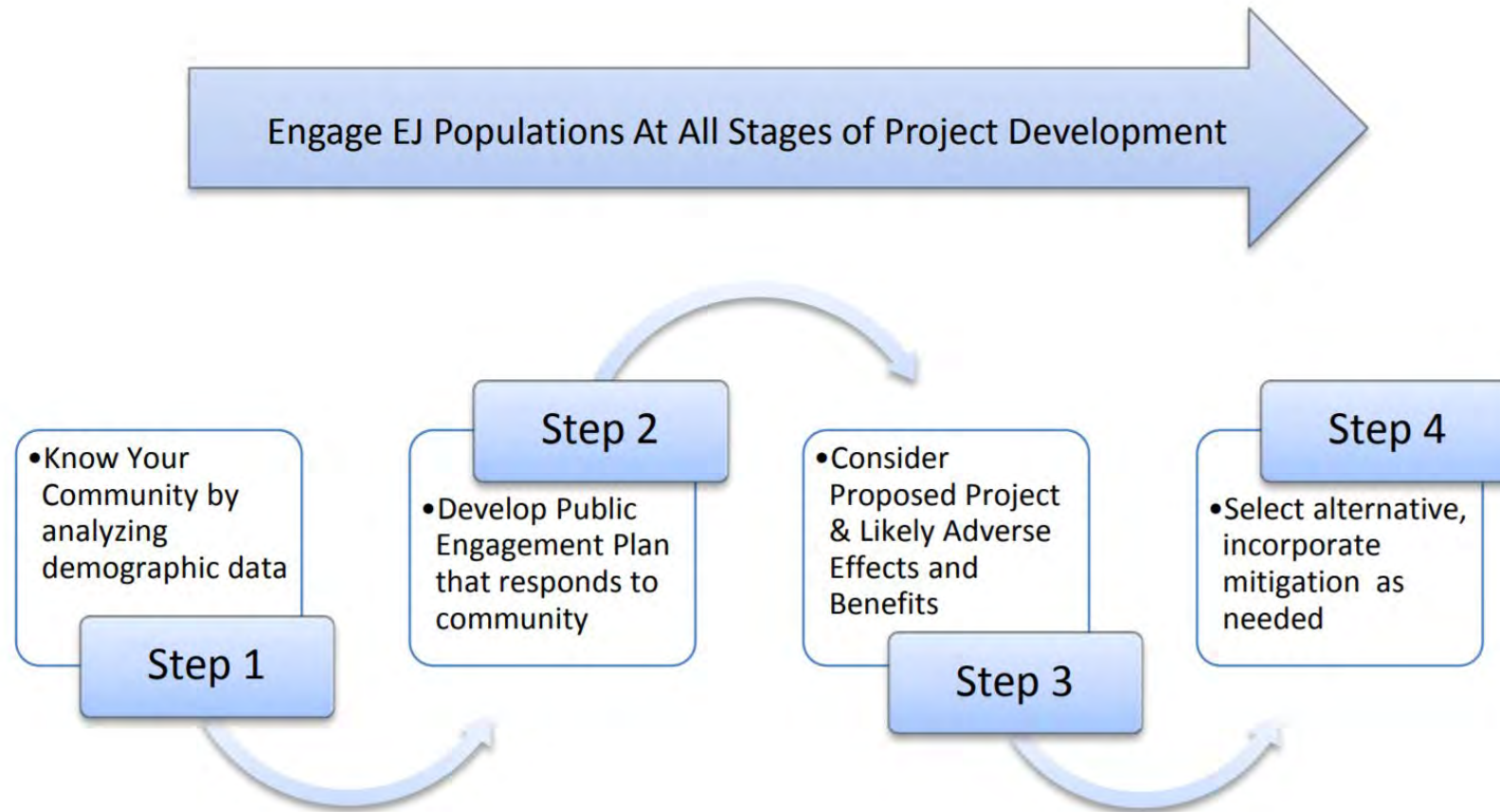
## DOT Guiding Principles:

- To ensure the **full and fair participation** by all potentially affected communities in the transportation decision-making process;
- To **avoid, minimize, or mitigate** disproportionately high and adverse human health and environmental effects, including social and economic effects, on minority or low-income populations; and
- To prevent the denial of, reduction in, or significant delay in the **receipt of benefits** by minority or low-income populations.



*Image credit: blog.mass.gov*

# FTA Environmental Justice Circular



# Changing the frame

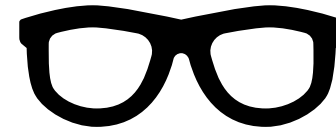
- ▶ How might a project look if...
  - It **disproportionately benefited** historically marginalized communities?
  - It **centered** the voices of historically marginalized communities?
  - The **processes** (planning, engagement, etc.) were considered concrete outcomes?

# Applying an “equity lens”



**Formal**

“A transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.”



**Informal**

A general mindset: Are we considering how communities of concern might be impacted? How so?

–Multnomah County Equity & Empowerment Lens

## People

Who is positively and negatively affected and how?  
How are people differently situated in terms of the barriers they experience?  
Are people traumatized/re-traumatized by you in this area?  
People you are not serving, unmet needs?  
Does your strategy offer simplistic analyses that ignores complexity of the situation?



## Place

How are you accounting for people's emotional and physical safety?  
How are you considering environmental impacts?  
How are public resources distributed geographically?  
How do you know?  
Is there a triggering problem or opportunity? What is the history of this situation or issue? Has the problem been "fixed" before?

## Issue/Decision

## Process

How are you meaningfully including the people most affected by the issue?  
What policies, processes, social relationships contribute to the exclusion of communities most affected?  
Are there empowering processes at every human touchpoint?  
What processes are traumatizing and how do we improve them?  
What brought this situation to your attention?

## Power

What are the barriers you are facing?  
What are the benefits and burdens the community experiences?  
Who is accountable?  
What is your decision making structure?  
What drivers are contributing to this issue?  
What kind of data are you using to make your decisions?  
What if we don't do anything?  
Why is this a priority now?

## PURPOSE



# Lunch break

- ▶ Group members are having lunch and getting to know one another. Key takeaway's will be shared after lunch.



# Decision making

Reaching consensus.

# Consensus decision-making?

- ▶ Participants develop and decide on proposals with the aim of acceptance by all.
- ▶ Including the input of all committee members results in better proposals that helps to address all potential concerns.
- ▶ Fosters a collegial group resulting in cohesion and interpersonal connection.
- ▶ Requires active participation and working through differences
  - From Latin, “agreement accord”.



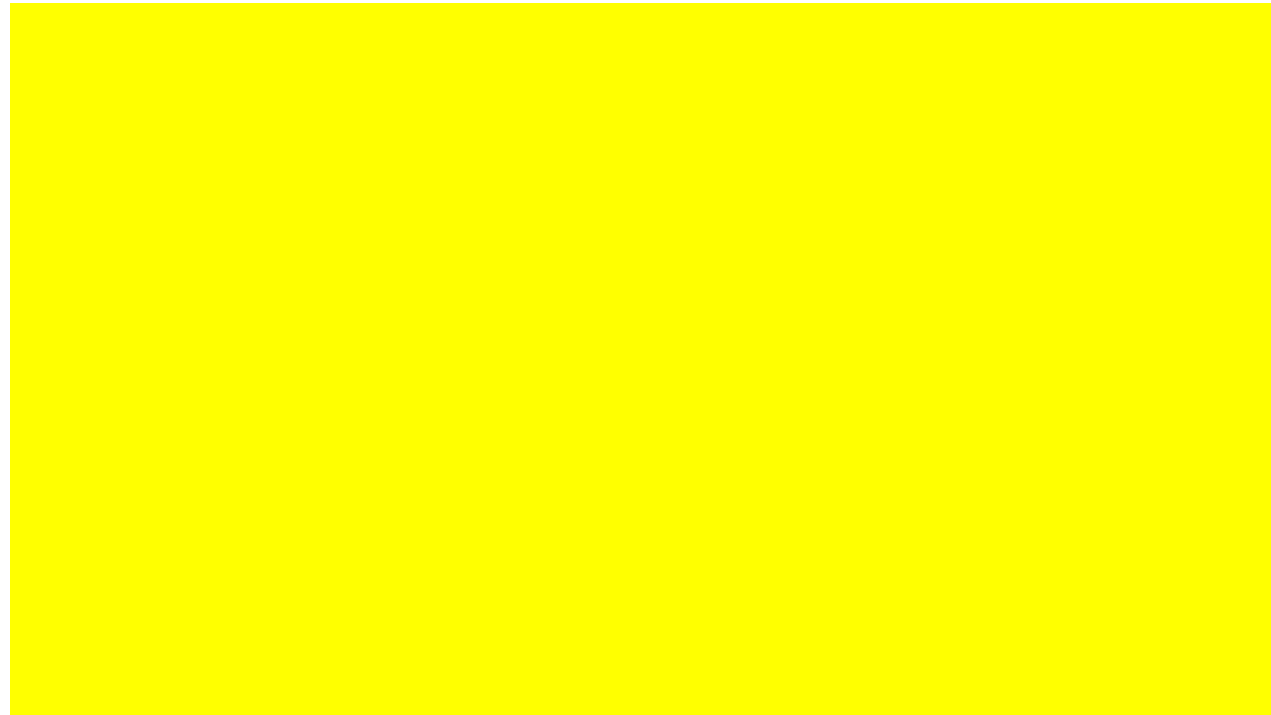
# Consensus Cards

To be used during discussions

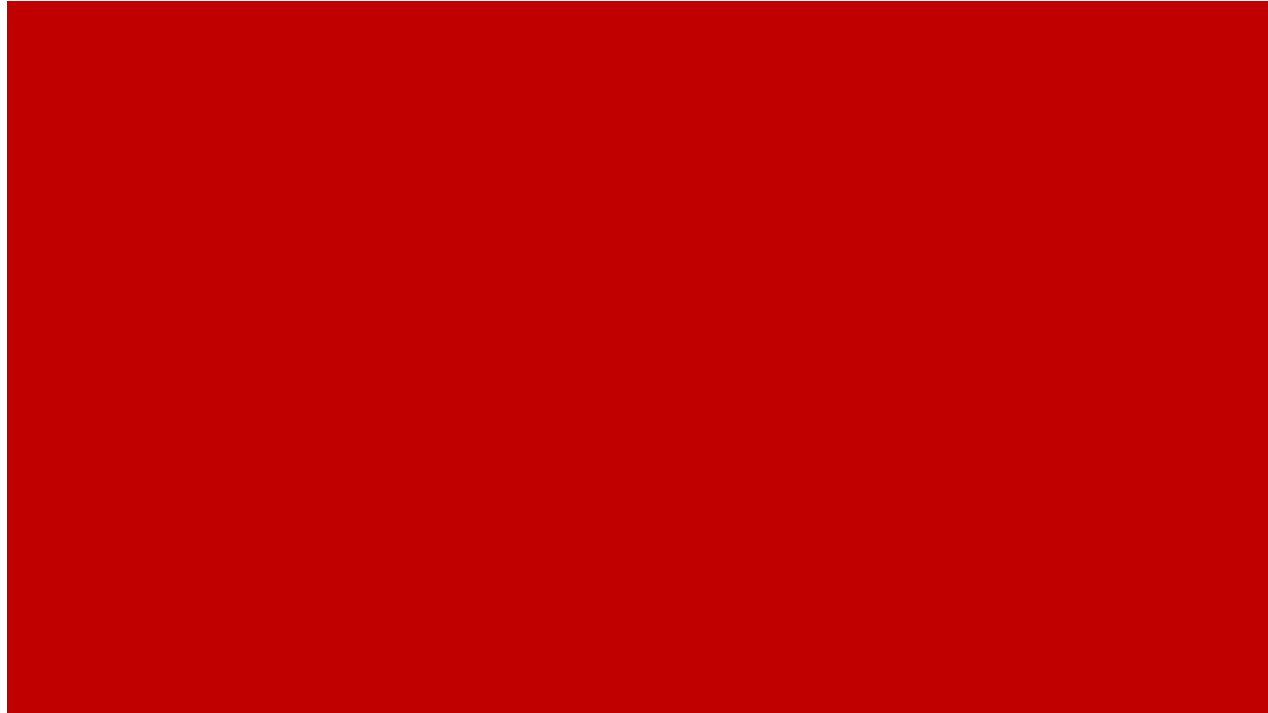
**Answer:** I can provide clarification, by providing information that I feel is pertinent to a question raised.



**Question:** I have a question or need clarification.



**Process:** I have a process observation  
(e.g., discussion is off-topic).



# Consensus Cards

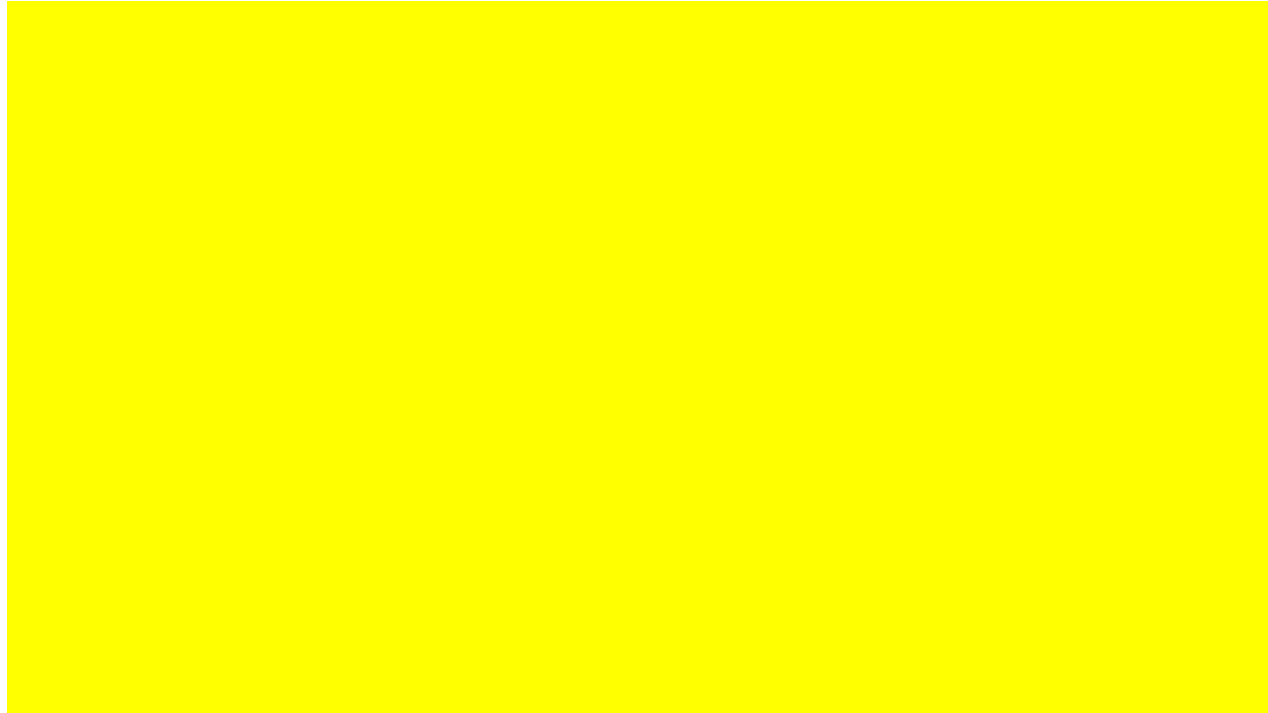
To be used during a call for consensus



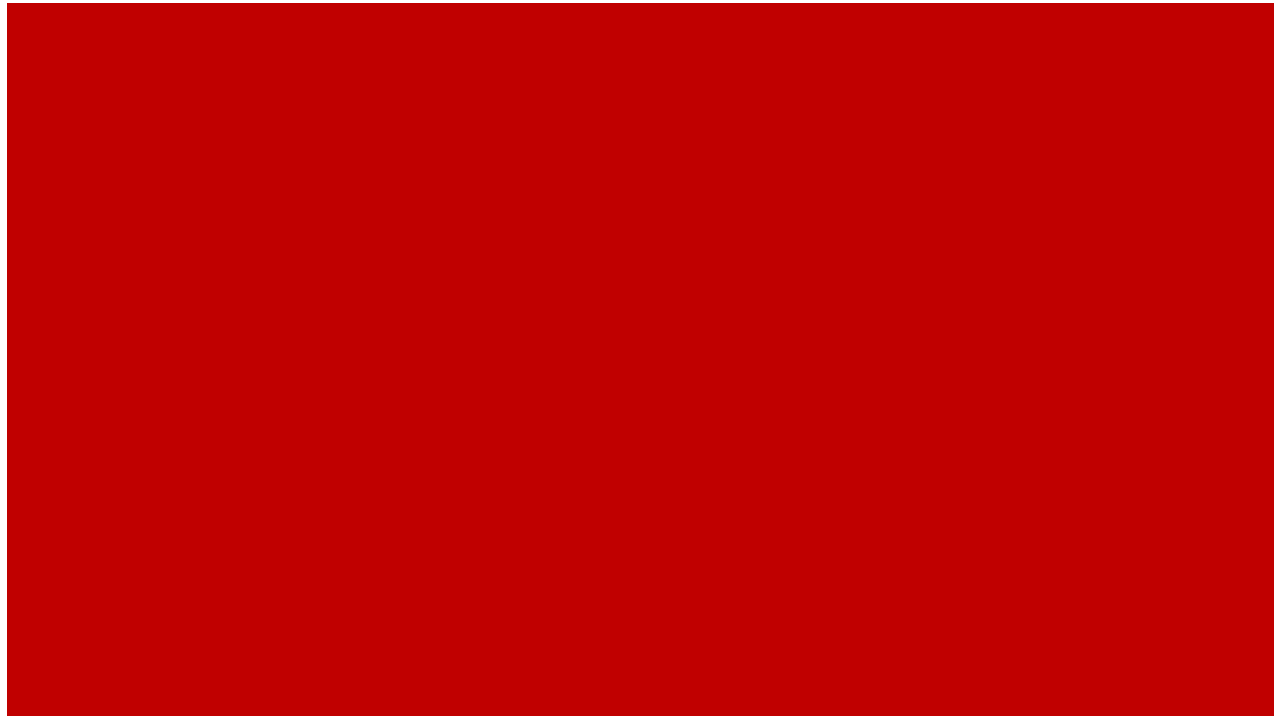
**I agree with the proposal.**



I have a **question** that must be answered before I decide.



I **oppose** the proposal, but I commit to work with the group to find a solution that works for all.



# Small group discussion

- ▶ What does consensus mean to you?
- ▶ How will we create an inclusive climate in our work together?

# Group members are in a breakout session.

- What does consensus mean to you?
- How will we create an inclusive climate in our work together?

Please re-join for a report out from the break-out session at 1:05 pm.



# Shaping the Program

National Environmental Protection Act (NEPA)  
Purpose and Need | Vision and Values

# Program timeline



# The two pillars of NEPA



The NEPA process was created to ensure that, for any given project, the public has a voice and the environmental impacts are studied.

Community engagement

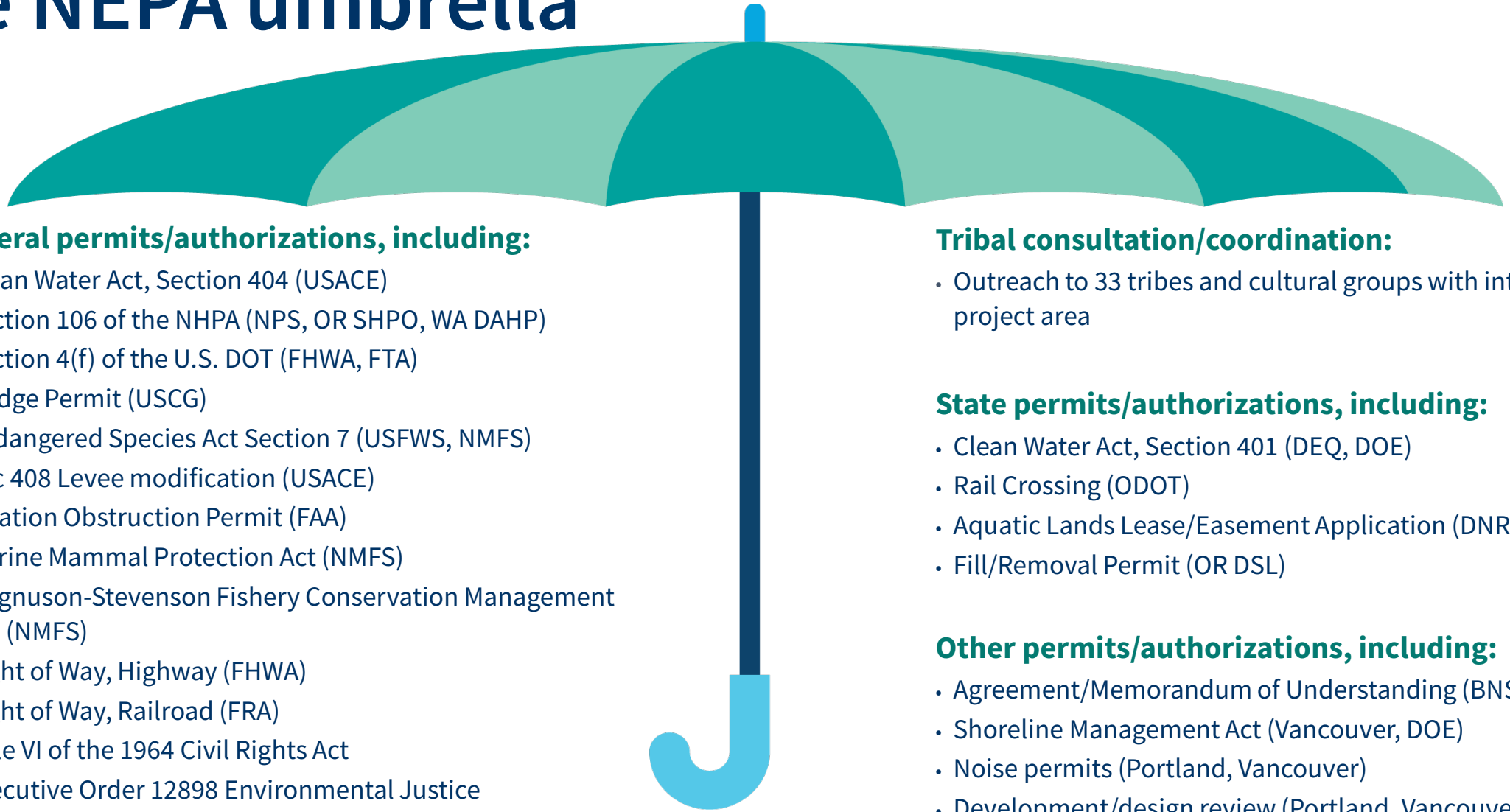
Environmental impact



Photo credit: [The Freeway Revolt](#)



# The NEPA umbrella



## **Federal permits/authorizations, including:**

- Clean Water Act, Section 404 (USACE)
- Section 106 of the NHPA (NPS, OR SHPO, WA DAHP)
- Section 4(f) of the U.S. DOT (FHWA, FTA)
- Bridge Permit (USCG)
- Endangered Species Act Section 7 (USFWS, NMFS)
- Sec 408 Levee modification (USACE)
- Aviation Obstruction Permit (FAA)
- Marine Mammal Protection Act (NMFS)
- Magnuson-Stevenson Fishery Conservation Management Act (NMFS)
- Right of Way, Highway (FHWA)
- Right of Way, Railroad (FRA)
- Title VI of the 1964 Civil Rights Act
- Executive Order 12898 Environmental Justice
- American Disability Act of 1990

## **Tribal consultation/coordination:**

- Outreach to 33 tribes and cultural groups with interest in project area

## **State permits/authorizations, including:**

- Clean Water Act, Section 401 (DEQ, DOE)
- Rail Crossing (ODOT)
- Aquatic Lands Lease/Easement Application (DNR)
- Fill/Removal Permit (OR DSL)

## **Other permits/authorizations, including:**

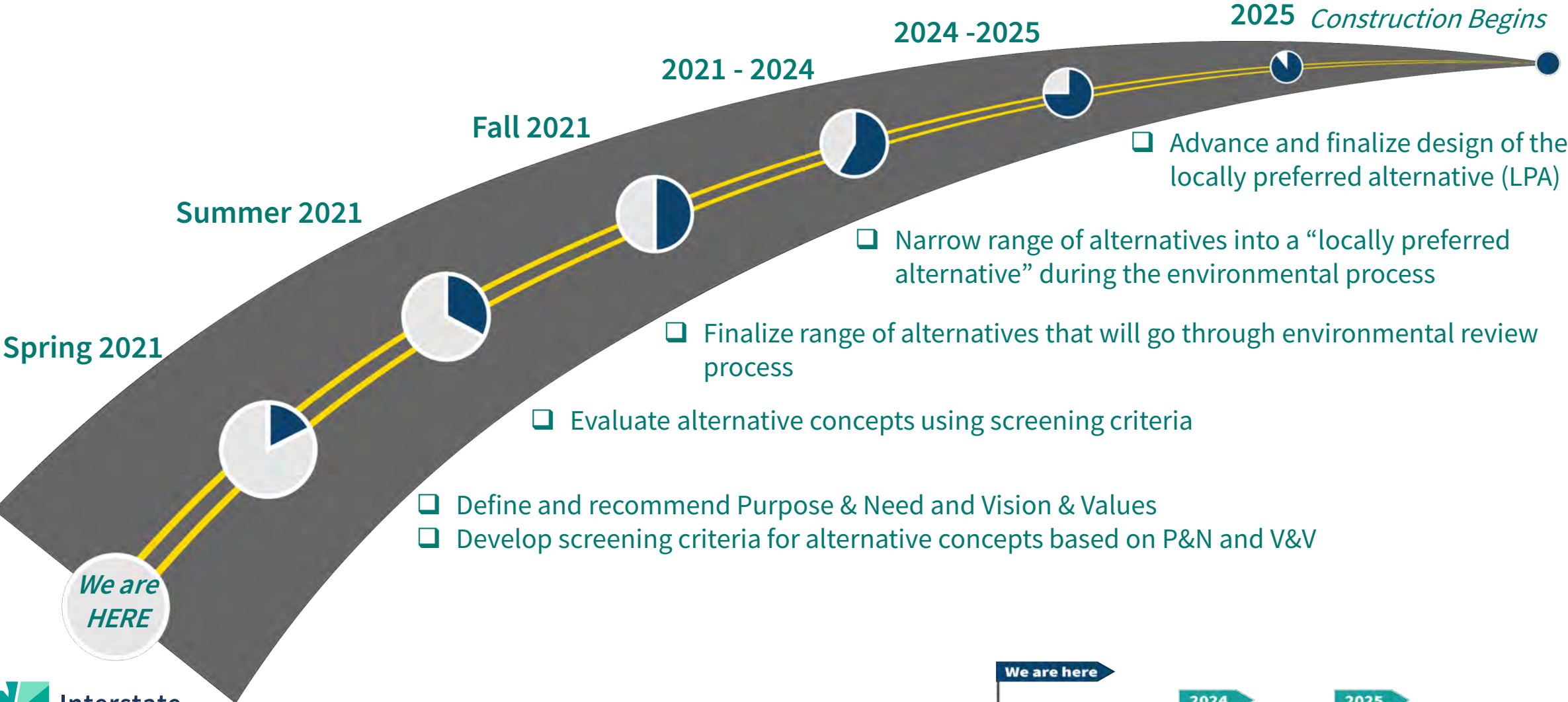
- Agreement/Memorandum of Understanding (BNSF)
- Shoreline Management Act (Vancouver, DOE)
- Noise permits (Portland, Vancouver)
- Development/design review (Portland, Vancouver)

# NEPA strategy

Before we can start NEPA for IBR, we need to...

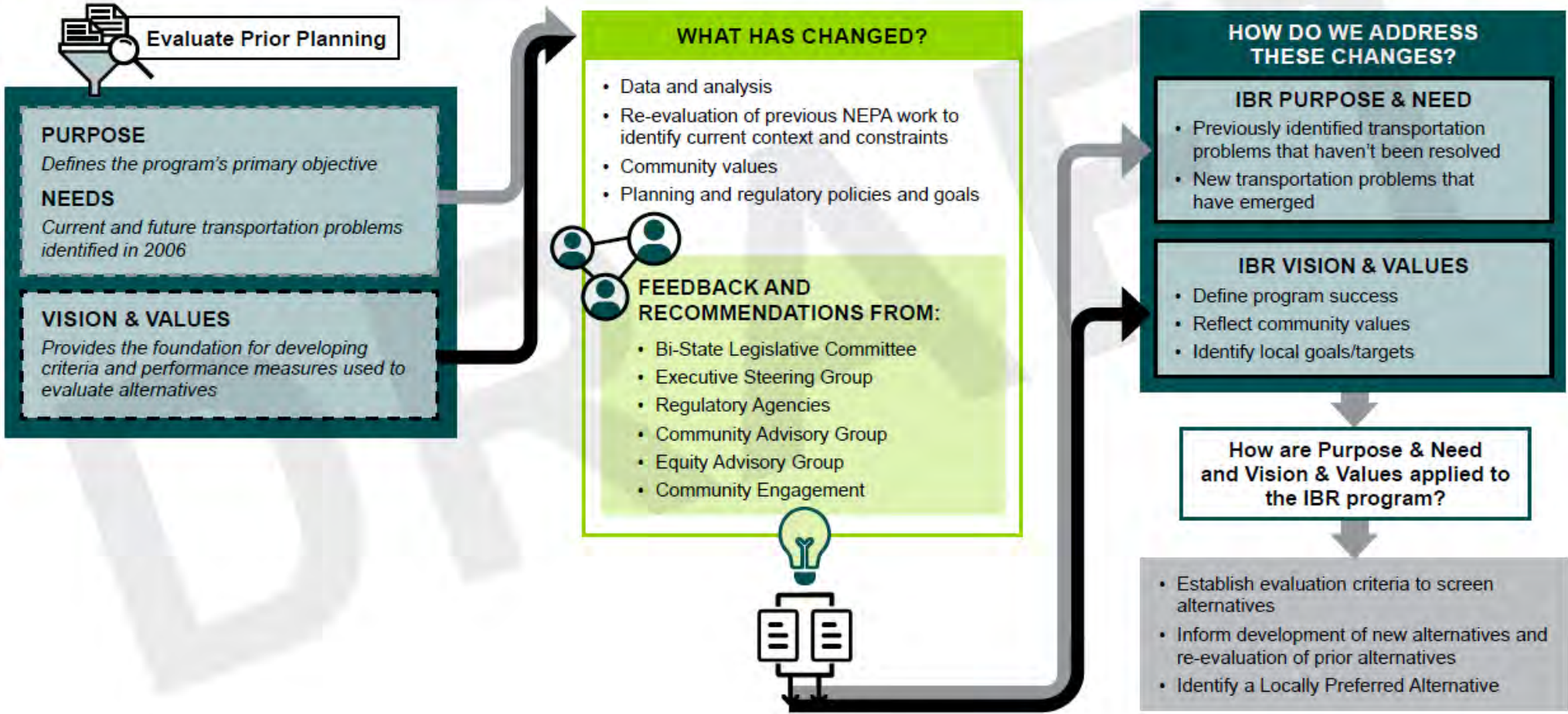
- ▶ Evaluate the current context for the IBR program:
  - New regulations
  - Funding and transit considerations
  - Contextual analysis
  - Long-lead permitting restart
- ▶ Seek input from the CAG and EAG as we work with ESG to:
  - Update Purpose and Need and establish community Vision and Values
  - Establish screening criteria and a range of alternatives
  - Formally begin community engagement
- ▶ Begin mitigation planning
- ▶ Begin resource agency and tribal coordination efforts

# Key milestones for alternatives development



# Purpose and Need | Vision and Values

**Gather feedback to update the Purpose & Need and establish community Vision & Values**



# Purpose and Need

## Purpose

- Concisely identifies what the proposed action is intended to accomplish
- Stated as a positive outcome
- Stated broadly enough that more than one solution can be considered

## Needs

- Evidence of deficiencies, problems
- Explains why the proposed action has been undertaken
- Identifies existing or expected future problems within a defined area

## Previously identified Purpose and Need

- Seismic vulnerability
- Substandard bicycle and pedestrian facilities
- Limited public transportation operation, connectivity, and reliability
- Growing travel demand and congestion
- Safety and vulnerability to incidents
- Impaired freight movement

# Vision and Values

## Vision and Values

- Values that guide program development
- Foundation for developing criteria and performance measures to evaluate alternatives

## Previously identified Vision and Values

- Community Livability
- Mobility, Reliability, Accessibility, Congestion Reduction and Efficiency
- Modal Choice
- Safety
- Regional Economy and Freight Mobility
- Stewardship of Natural and Human Resources
- Distribution of Impacts and Benefits
- Cost-effectiveness and Financial Resources
- Bi-state Cooperation

# Previous vision statement

*The Columbia River Crossing Vision provides the foundation for developing criteria and performance measures that will be used to evaluate the I-5 Bridge Influence Area alternatives. The Columbia River Crossing Project NEPA process will include consideration of: crossing infrastructure; multimodal transportation; connectivity; high-capacity transit; land use; funding; community and business interests; under-represented, low income, and minority communities; commuter and freight mobility; maritime mobility; and the environment.*

# Meeting break.

Group members are taking a short break.



# The role of CAG and EAG in alternatives development

- Screening criteria for bridge replacement alternatives
- Bridge replacement alternatives development
- The role of CAG in alternatives development

# What is an *Alternative*?

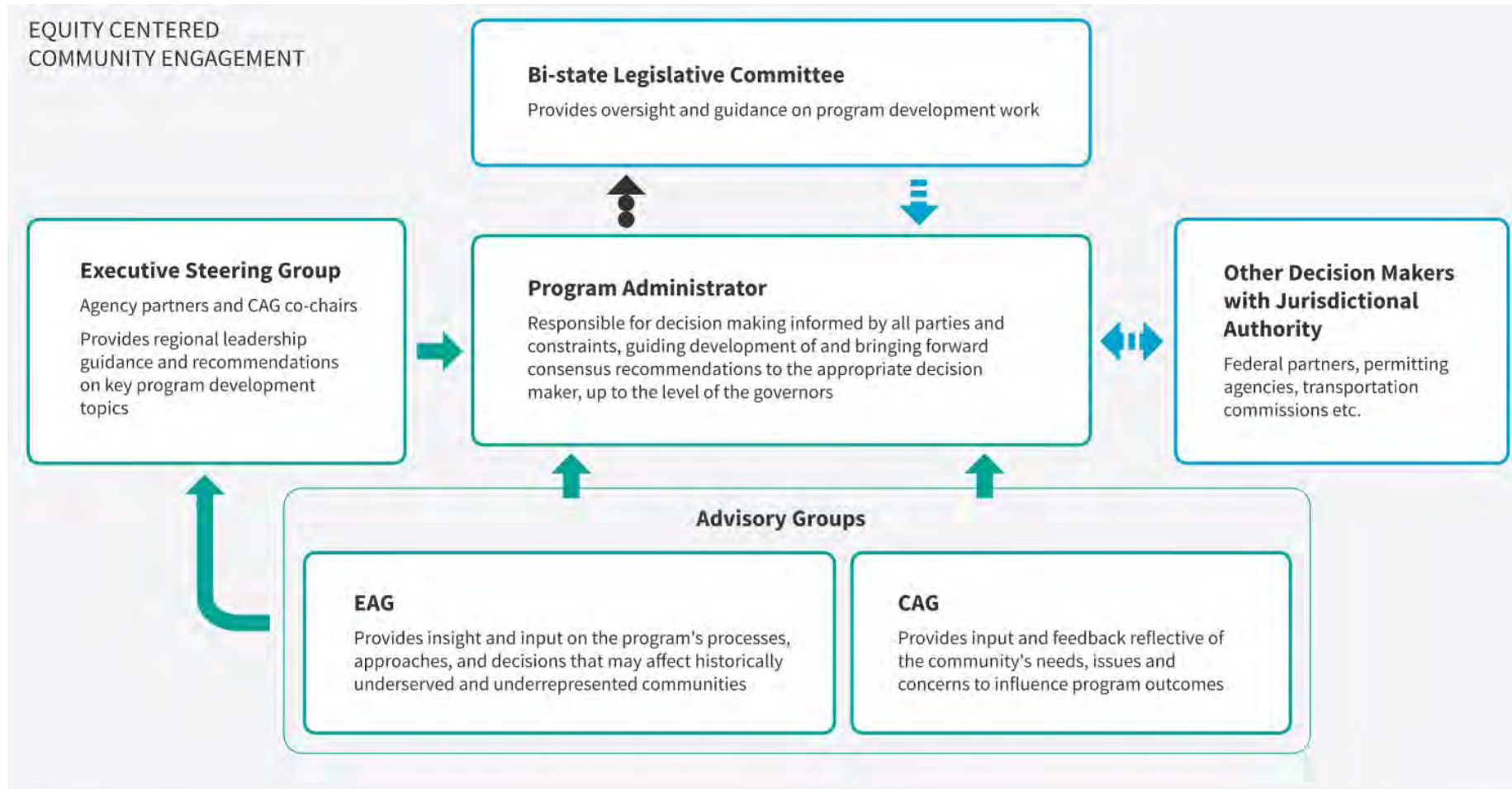
- ▶ Simply put, an “alternative” is an option.
- ▶ For example:
  - One bridge replacement alternative might be a bridge, while another may be a tunnel.
  - One bridge replacement alternative might have light rail, while another may have bus rapid transit.
  - One bridge replacement alternative might be a bridge downstream of the current bridge, while another may be upstream.
- ▶ Each bridge replacement alternative has multiple components that can be modified.
- ▶ We start out with many alternatives and, with your and others’ input, narrow it down to one, the Locally Preferred Alternative, during the environmental review process.
- ▶ The Locally Preferred Alternative will then go forward into Design and Construction.

# What are *Screening Criteria*?

- ▶ Together, we will develop and use “screening criteria” to evaluate preliminary bridge replacement alternatives.
- ▶ Evaluation criteria will be:
  - based on the Purpose & Need and Vision & Values.
  - developed in Spring 2021.
  - used for evaluating alternative concepts.
  - developed with the CAG, EAG, and other stakeholders.
- ▶ Example criterion: *Constructability*
- ▶ For Constructability, we would screen each bridge replacement alternative using questions such as:
  - Does this require a larger area to store materials and prepare work?
  - What would be impacts to properties, current transportation systems, or the waterway be during construction?
  - Will this alternative’s materials or components be difficult to procure or fabricate?

# The role of CAG and EAG

## Decision making framework



KEY: ●●● Recommendations    <==> Oversight/Guidance  
 → Regular briefings on program work and advisory group recommendations

**NOTE:** Location on graphic does not indicate hierarchy. This diagram is intended as a high-level overview and does not show all engagement points.

# The role of CAG and EAG

## Purpose and Need | Vision and Values

### 2021

- Reevaluate prior planning efforts' Purpose and Need and Vision and Values and finalize IBR program definition
- *For example: Is safety still part of our Purpose and Need? If yes, do we mean Seismic Safety or Roadway Safety? Are both part of our Purpose and Need?*

### 2022-2024

- Ensure that we incorporate Purpose and Need and Vision and Values into IBR program planning, environmental review, and design
- *For example: Does this bridge replacement alternative continue to fulfill our purpose and need and conform to our vision and values as it progresses into design?*

# The role of CAG and EAG

## Screening criteria for bridge replacement alternatives

### 2021

- Reevaluate prior planning efforts' screening criteria
- Develop screening criteria for IBR program
- Use screening criteria to provide input on project elements for multiple alternatives
- *For example: How can we integrate P&N and V&V into screening criteria?*

### 2022-2024

- Continue to use screening criteria to evaluate alternatives as they are advanced through the planning and environmental process
- *For example: As we develop this alternative, does it still adhere to the screening criteria that led us to select it?*

# The role of CAG and EAG

## Bridge replacement alternatives development

### 2021

- Provide input on preliminary concepts for river crossing alternatives , including location and operational configuration
- *For example: How do we want to cross the river?*
- Start thinking about multimodal elements such as vehicles, freight, transit, micro-mobility, and active transportation options
- *For example: What kind of high-capacity transit?*
- Start thinking about freeway access and local roads access
- *For example: How do we want to get on and off the river crossing alternative?*

### 2022-2024

- Provide input on the development of guidelines for river crossing configuration, type, and aesthetics
- *For example: If we choose a bridge, where do we want it to be placed?*
- Provide input on aesthetics, design, transit, local road, and highway design elements, as well as surrounding environment
- *For example: How do we want commuters to access transit to get across the river?*
- *For example: Do we want a park? An interpretive history site? Where? What should those look like?*
- *For example: How wide do we want sidewalks to be on a certain local access road?*

# Alternatives development

## Preliminary range of bridge replacement alternatives

- ▶ *This is a drawing for a preliminary alternative for a different project.*
- ▶ This is the kind of drawing you can expect to see in 2021.
- ▶ The CAG and EAG will use evaluation criteria to guide the range of preliminary alternatives.
- ▶ The CAG and EAG will help guide which preliminary alternatives go to environmental review.

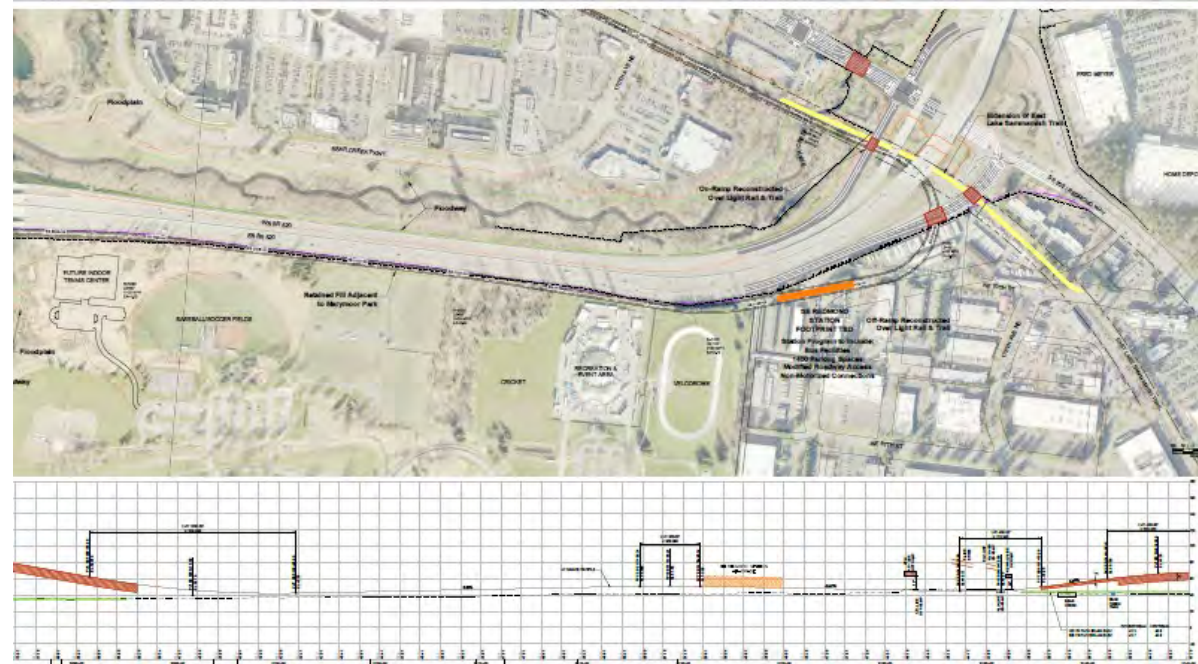




# Alternatives development

## Locally Preferred Alternative for bridge replacement

- ▶ *This is a drawing of a locally preferred alternative for a different project.*
- ▶ This is the kind of drawing you will see when we determine the Locally Preferred Alternative, in 2023.
- ▶ The CAG and EAG will play a major role in developing the Locally Preferred Alternative during planning and environmental review.
- ▶ The Locally Preferred Alternative will go into Design and ultimately Construction.



We are here

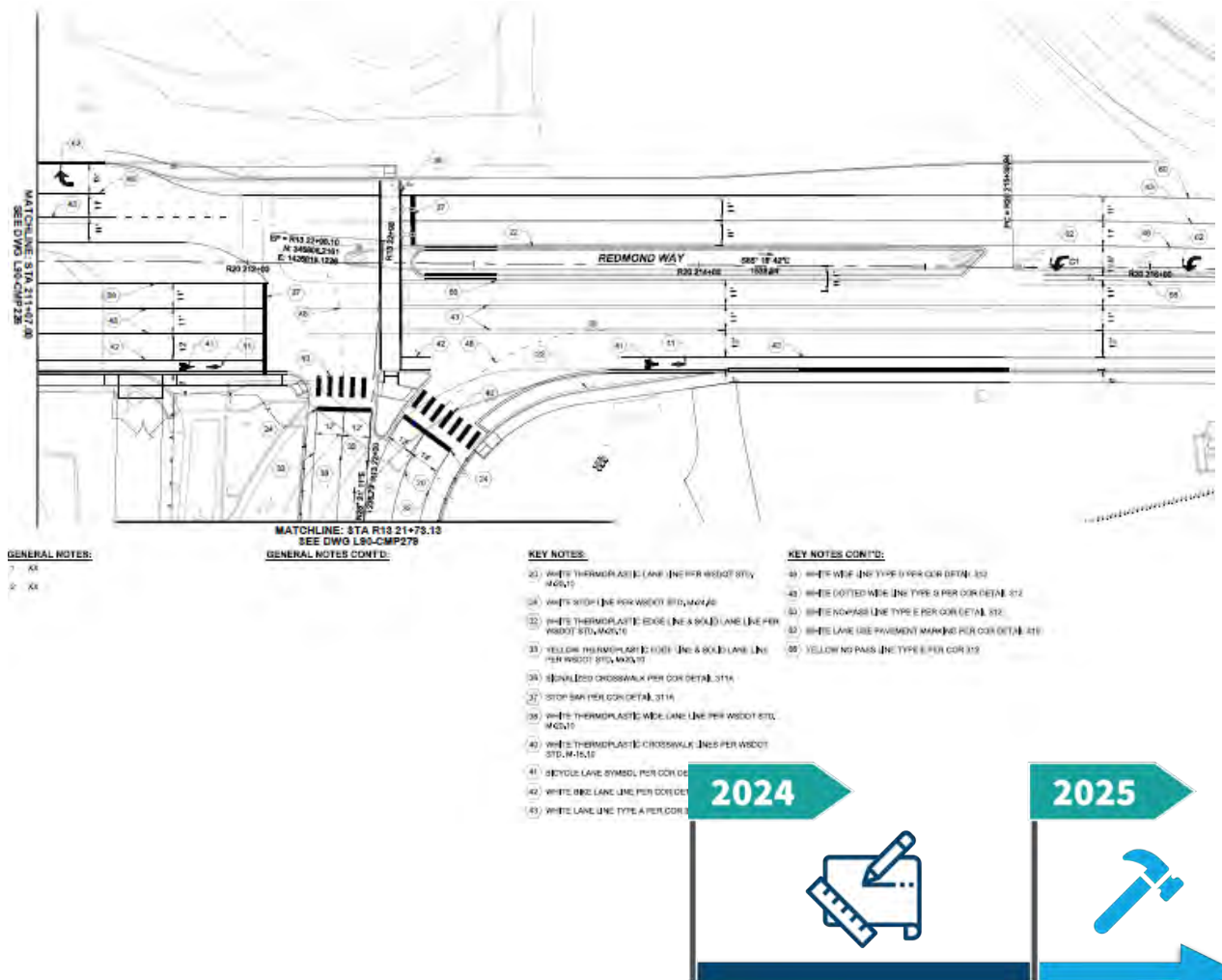
2024



# Alternatives development

## 30% design of the Locally Preferred Alternative

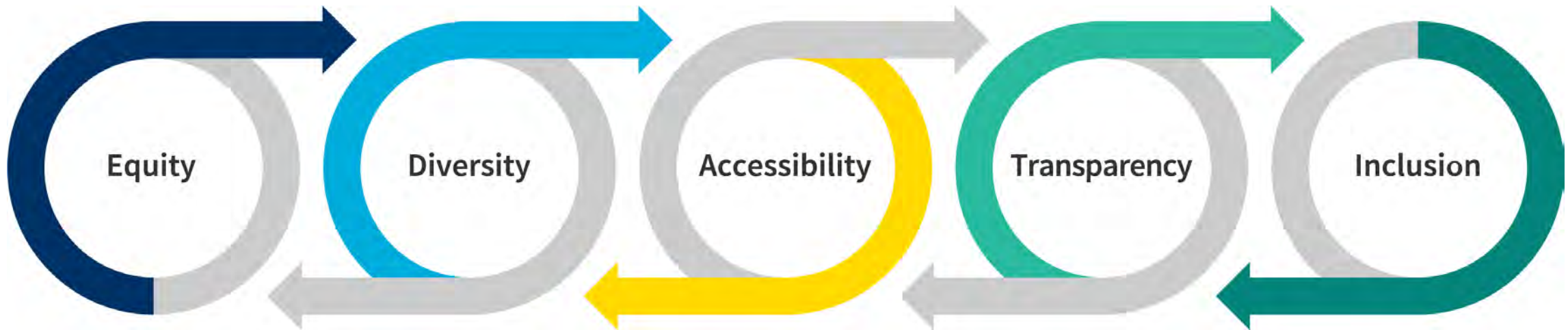
- ▶ *This is a 30% design drawing for a different project.*
- ▶ You will likely see parts of the IBR program at 30% design in 2024 or 2025.
- ▶ The CAG and EAG will have played a major role in different aspects of the IBR program's design:
  - Location, configuration, and connections
  - Aesthetics and type
  - Parks and recreation spots
  - Multimodal and transit elements





# Community engagement

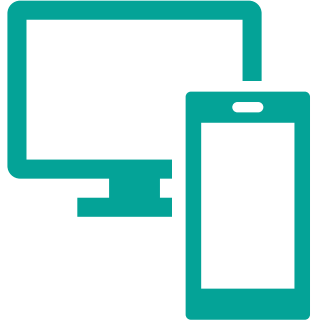
# Community Engagement Program



# Key community engagement goals

- ▶ Seek feedback from a diverse range of stakeholders
- ▶ Include underrepresented and/or underserved populations
- ▶ Embrace innovation
- ▶ Minimize barriers to engagement
- ▶ Demonstrate accountability through transparency and feedback
- ▶ Establish credibility and trust with stakeholders and the community
- ▶ Provide opportunities to meaningfully shape program work

# 2021 Outreach and Engagement



- ▶ **Virtual Public Meetings:** ESG, CAG, and EAG meet monthly and sometimes 2x a month in 2021.
- ▶ **Online Open Houses:** These will occur in connection to key milestones, currently scheduled for February, June, and October.
- ▶ **Video Storytelling:** Video storytelling will occur throughout the year, and the public can stay updated on when new videos are released by signing up for program updates or following us on YouTube, Facebook, Twitter and Instagram.
- ▶ **Social Media Engagement:** The program will actively use social media to share information, listen to community ideas, and engage in the local online community.

# 2021 Outreach and Engagement



- ▶ **Multi-Cultural Outreach Liaisons:** The program team is directly working with six multicultural liaisons who are fluent in other languages and deeply connected within their local communities to help spread the word about the program directly.
- ▶ **Community Conversations:** Community conversations will allow our program to provide detailed program information and collect live feedback from participants.
- ▶ **Community Briefings:** Community briefings will occur throughout 2021. Please contact the program to schedule for your organization or community group.
- ▶ **Community Input Surveys:** Surveys will seek public input to inform program decisions at key milestones.

# 2021 Outreach and Engagement



- ▶ **Digital and Print Advertising:** Advertising will be used to help promote program events and engagement opportunities
- ▶ **Media Outreach:** The program will use proactive media outreach to keep local and regional media sources informed on key program activities and events
- ▶ **Podcast Series**



# 2021 Outreach and Engagement

Purpose and Need  
Vision and Values  
(Spring)

Screening Criteria and  
Initial Range of Alternatives  
(Summer/Fall)

Narrow Range  
of Alternatives  
(Fall/Winter)

Environmental and Design  
Work and Construction  
(2020-2025)

Community Engagement



Engagement  
Events  
(February)



Engagement  
Events  
(Summer)



Engagement  
Events  
(Fall)

# Small group discussion

- ▶ How do we encourage engagement with broad representation of our community?
- ▶ What outreach strategies and approaches have you seen work well?

# Group members are in a breakout session.

- How do we encourage engagement with broad representation of our community?
- What outreach strategies and approaches have you seen work well?

Please re-join for a report out from the break-out session at 2:50 pm.

# Wrap up

- CAG Meeting #2, February 10, 4:00 – 6:00 p.m.
- EAG Meeting #2, February 25, 2021: 4:00 – 6:00 pm (tentative)
- CAG Meeting #3, February 24, 4:00 – 6:00 p.m.



Thank you!