



Racial Equity Tool

Prepared by the
Office of Civil Rights,
Equity & Inclusion



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Acknowledgements

Sound Transit's Office of Civil Rights, Equity & Inclusion developed this Racial Equity Tool in partnership with agency staff, including members of the Community Engagement division, Government and Community Relations, and those engaged in Sound Transit's employee-led groups, equity subcommittees, the Equity Steering Committee and equity tool pilots.

Thank you for your contributions, tireless commitment and dedication to ensuring equitable outcomes for all.

Introduction

Throughout history, public agencies, institutions and jurisdictional authorities have played a role in creating, perpetuating and maintaining racial inequity across a variety of social and economic systems, including health, income, education, employment, housing and even transportation. As a regional transit agency, Sound Transit has the privilege of providing an essential service to a diverse community across three of Washington’s largest counties. As such, we have the responsibility to ensure the development of our projects and services with thoughtfulness and an explicit consideration of racial equity at the forefront.

In 2019 Sound Transit reaffirmed its commitment to diversity, equity and inclusion by incorporating these values into the agency’s Five-Year Strategic Plan and adopting the first agencywide Equity and Inclusion Policy. Shortly after, the agency developed the Racial Equity Tool (RET) in an effort to ensure that we proactively address institutional and systemic racism by first acknowledging its existence and furthering our understanding of how systems and structures exclude and adversely affect people of color.

The RET will prompt users to make decisions and take actions to reduce racial disparities and identify new opportunities to advance equity. As we move toward a vision of becoming an anti-racist Sound Transit, the RET will be a critical piece of intervention and accountability to passengers and those in the community who have been most harmed by racist policies and practices.

What is a Racial Equity Tool?

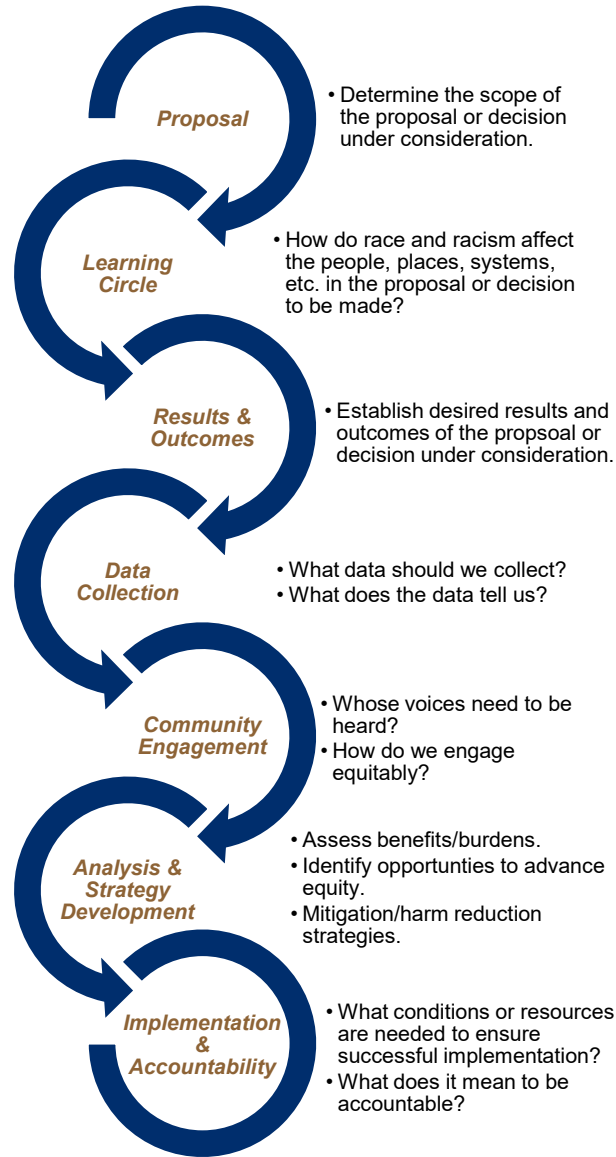
A RET is designed to integrate an explicit consideration of racial equity in decision-making related to projects, policies, programs and practices. It is both a product and a process. The tool includes a set of guiding questions that will prompt teams to:

- Identify clear racial equity goals, objectives and outcomes.
- Examine historic and root causes of racial disparities by understanding how institutional and structural racism operate and manifest in the work we do.
- Collect and interpret data from a variety of sources and use it to inform decision-making aimed at achieving set equity goals, objectives and outcomes.
- Amplify community voices and provide opportunities for the public to inform decision-making.
- Critically examine whom a decision will benefit or burden, identify potential unintended consequences and make decision-makers aware of these potential outcomes in advance.
- Develop and implement strategies to mitigate or eliminate potential harm posed by Sound Transit projects, policies, programs or processes.
- Develop mechanisms to measure and evaluate impact related to the identified racial equity goals, objectives and outcomes.

Using the RET as early as possible in the decision-making process allows you to align your racial equity goals and desired outcomes. If you address racial equity from the beginning, the tool will be more effective in influencing the outcome and will allow for full application of the concepts and practices outlined.

**Note: While you may use this tool to inform a Title VI analysis (or vice versa), it does not replace any of the Federal Transit Administration-required analyses, to include Service & Fare Equity, Environmental Justice or Facility Equity analyses. You must adhere to all federal requirements.*

Racial Equity Tool Outline



It is important to note that the RET is meant to be a guide and framework to aid groups in applying racial equity principles and concepts across a variety of scenarios. It is up to those involved to organize, collect, interpret and act on the information in a way that is relevant to the subject or topic of analysis and in service to the equity outcomes identified.

Due to the ever-evolving nature of this work, it is impossible for the RET to include every relevant question that can or should be asked as each project, program, policy and process

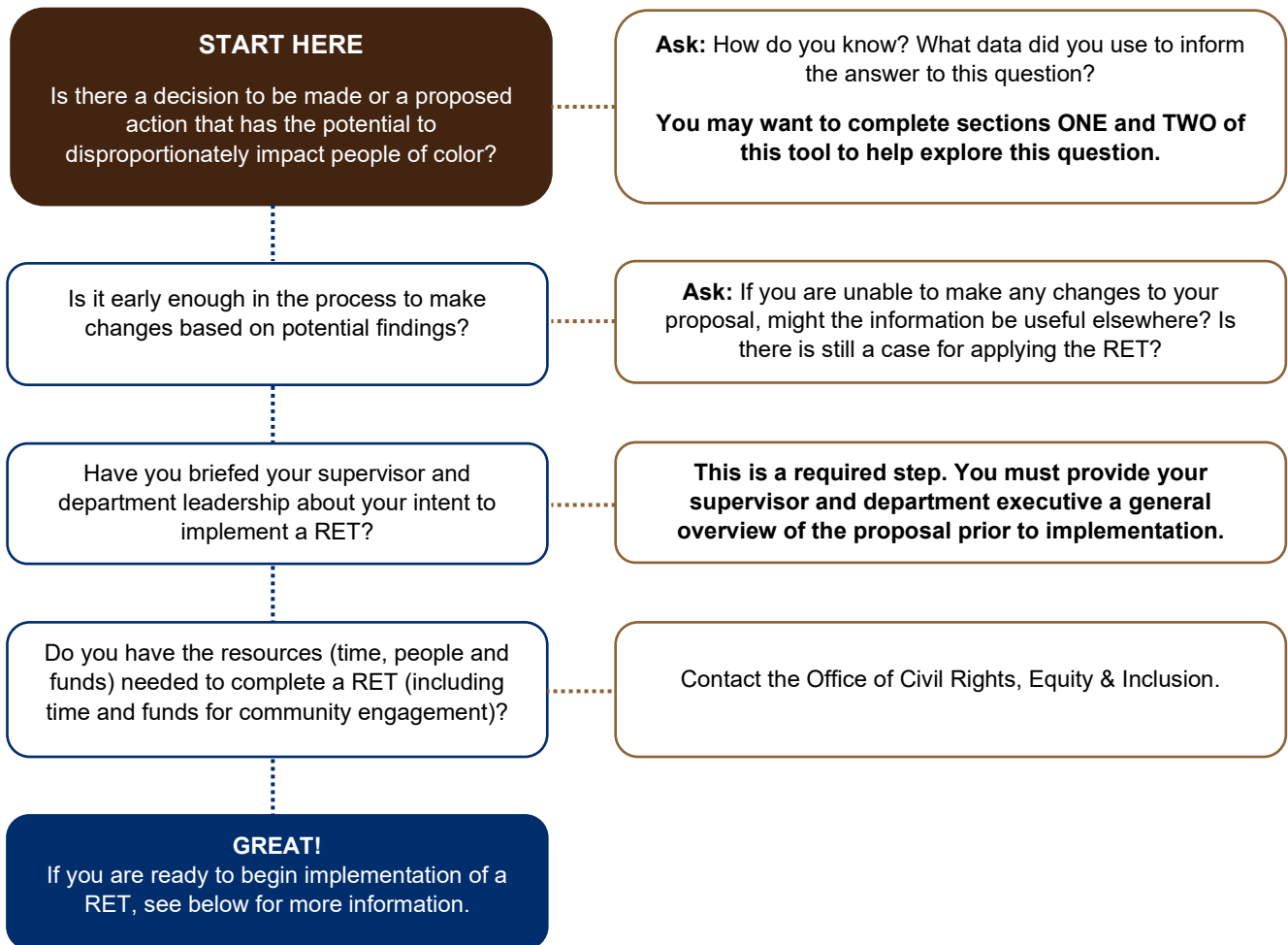
presents a multitude of opportunities to assess the impact of racism and white supremacy culture. For this reason, it is imperative that those involved in the application of this tool do so with an open mind and allow space for new information knowing that it may change the group’s approach or scope of analysis.

Racial injustice is multilayered and deeply entrenched in systems that have existed for centuries. We should not expect that this tool alone will be sufficient to address these harms in their entirety, but it is one step toward incremental change.

How will I know if I should use a RET?

The RET is available for discretionary use by any Sound Transit employee. At this time, there is no requirement for specific programs, projects or policies to undergo a racial equity analysis but this will likely change in the future.

The decision tree below will help you think through whether a proposed project is a viable RET candidate. Begin with the brown box, and, if the answer to the prompt is “yes,” then follow the blue dotted line. If “no,” follow the brown dotted line. If you are still unsure or have questions, please contact the Office of Civil Rights, Equity and Inclusion (see appendix for contact information).



Overview of the RET implementation and planning process

For the purpose of tracking and coordination, anyone who wishes to use the RET must complete and submit the user request form available [here](#).

Upon receiving the form, CREI will notify the executive director of the sponsoring department, and the RET proposer will be free to begin implementation. If the request form notes a need for public engagement, CREI will coordinate with the Community Engagement Division and/or Government and Community Relations (GCR) to ensure that adequate support resources are available. CREI will then follow up with the proposer within two weeks of submission of the request.

In order to ensure maximum visibility and availability of resources, teams or individuals must brief their supervisor and executive director of the sponsoring department prior to submission of the request form.

Six-step process for initiating the RET

1. Review the RET/EET document

- Find it on the [HUB homepage](#) under “Popular Tools and Resources”.
- Ensure full understanding of the inputs required to conduct a racial equity analysis.
- Determine if the necessary resources are available.
- Decide if you want to move forward.
- Brief direct supervisor and department executive.

2. Select RET project manager(s)

- Who has the most working knowledge of the proposal?
- Who has the time and desire to lead this effort?
- Who is best equipped with the knowledge and skills to lead conversations about racial equity?

3. Select RET work group* (members can be added at a later step if needed)

- What perspectives do you need to ensure a well-rounded and representative knowledge base?
- Whose buy-in and/or support will be critical to successful implementation?
- Who has good working knowledge of the proposed topic of analysis?

4. Submit 'User Request Form' found [here](#)

- Email notification sent automatically to CREI and department executive
- System will generate confirmation of submission

5. If needed, CREI coordinates with Communications and Government and Community Relations (GCR)

- Brief them on the proposal.
- Determine if someone is already assigned.
- If not assigned, gauge capacity of Comms/GCR to provide support for engagement.

6. CREI follows up with proposer

- CREI works with proposer to discuss the level of support available from CREI, Comms and GCR.
- Follow up on any other questions or concerns.
- Clarify roles and responsibilities.

RET Team Member Roles & Responsibilities

We recommend the RET work group be fairly small (four to five people) who will actively aid in the analysis and help develop strategies and final recommendations. To reduce the potential for biased decision-making, it is important to ensure that the work group represent diversity in experience, skillsets and perspectives. We highly encourage the use of Sound Transit’s RAPID and RACI model to ensure the clear definition of roles and tasks.

Role	Responsibilities	Knowledge, Skills and Competencies
RET Project Manager(s)	<p>Manage the RET process from planning through execution of final outcomes/deliverables.</p> <ul style="list-style-type: none"> Select RET workgroup members Coordinate, communicate and collaborate regularly with relevant stakeholder groups including CREI. Organize & facilitate RET work group kickoff. Collaborate with work group to determine roles/responsibilities. Coordinate and facilitate regular RET work group meetings. Manage the pilot timeline to ensure RET and proposal-specific benchmarks/milestones are met (as determined by the work group). Submit quarterly progress updates. Share key findings with the appropriate members of Sound Transit’s leadership, key decision-makers and other stakeholders. Create and submit final report with any findings, action items, lessons learned, etc. Complete evaluation upon project close-out. 	<ul style="list-style-type: none"> Working knowledge of the proposed topic of analysis. Foundational understanding of racial equity principles and concepts. Critical thinker with exceptional problem-solving abilities. Genuine desire to lead a group through the RET process. Comfortable facilitating discussions about race (does not need to be a SME). Desire to build self and others’ awareness of racial justice issues. Humility and desire for personal growth and learning. Ability to manage multiple ongoing priorities while ensuring the meeting of deliverables. Can effectively lead groups with diverse experiences and perspectives. Ability to be flexible and trust where the process may lead, while also ensuring the work stays on track. <p>REQUIRED training (to be completed prior to RET kickoff or shortly thereafter) Sound Transit STARTS series</p> <ul style="list-style-type: none"> EEO (mandatory) Check Yourself: Recognizing and Disrupting Implicit Bias The Journey – Inclusion Through Education <p>HIGHLY RECOMMENDED training</p> <ul style="list-style-type: none"> Toward Organizational Equity training (externally facilitated)
RET Work Group Members	<ul style="list-style-type: none"> Provide thought leadership to the RET PMs and work group. Attend and actively participate in regular work group meetings. Complete tasks and meet deliverables as assigned. 	<ul style="list-style-type: none"> Critical thinker with exceptional problem-solving abilities. Comfortable participating in discussions about race. Humility and desire for personal growth and learning.

Role	Responsibilities	Knowledge, Skills and Competencies
	<ul style="list-style-type: none"> Complete evaluation upon project close-out. 	<ul style="list-style-type: none"> Ability to manage multiple ongoing priorities Ability to be flexible and trust where the process may lead. <p>REQUIRED training (to be completed prior to RET kickoff or shortly thereafter) Sound Transit STARTS series</p> <ul style="list-style-type: none"> EEO (mandatory) Check Yourself: Recognizing and Disrupting Implicit Bias The Journey – Inclusion Through Education <p>HIGHLY RECOMMENDED training</p> <ul style="list-style-type: none"> Toward Organizational Equity training (externally facilitated)
<p>Executive Director of Sponsoring Department</p>	<ul style="list-style-type: none"> Schedule regular check-ins with RET PMs monthly, bimonthly or quarterly. Attend RET work group meetings when possible. Provide thought leadership and coaching to RET PMs, especially when challenges arise. Advocate for support and resources when needed. Ensure that the RET process remains on track. 	<ul style="list-style-type: none"> Working knowledge of the proposed topic of analysis. Foundational understanding of racial equity principles and concepts. Critical thinker with exceptional problem-solving abilities. Genuine desire to provide guidance and coach PMs through new and uncharted territory. Comfortable facilitating discussions and building self and others’ awareness of racial justice issues. Humility and desire for personal growth and learning. <p>REQUIRED training (to be completed prior to RET kickoff or shortly thereafter) Sound Transit STARTS series</p> <ul style="list-style-type: none"> EEO (mandatory) Check Yourself: Recognizing and Disrupting Implicit Bias The Journey – Inclusion Through Education <p>HIGHLY RECOMMENDED training</p> <ul style="list-style-type: none"> Toward Organizational Equity training (externally facilitated)

Role	Responsibilities	Knowledge, Skills and Competencies
External Contributors (GIS, PX, etc.)	<ul style="list-style-type: none"> • Provide specific information, support or resources as needed and in a temporary capacity. • May be asked to attend some work group meetings for information sharing. 	NA
CREI	<ul style="list-style-type: none"> • Provide technical support as agreed upon by both parties (maybe ad hoc or on a regular schedule). • Regular check-ins with project manager(s) • Distribute RET evaluations at project close-out. 	NA

**All of the required trainings are available at ST University.*

RET Implementation

Upon submittal of the user request form, you can begin implementation. A recommended first step is to schedule a RET kickoff meeting with your project manager(s) and, subsequently, the entire work group. Here are some suggested topics for the first work group meeting.

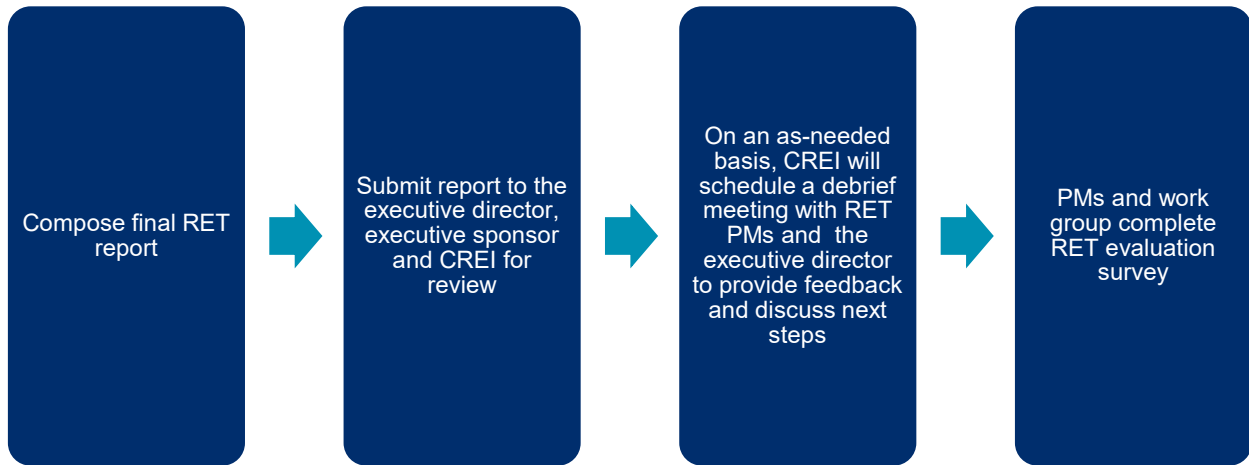
- Introduce the scope of work.
- Provide an overview of the tool and intended RET process.
- Clarify roles and responsibilities.
- Review timeline.
- Develop group charter (if desired).
- Establish meeting cadence.

Quick tips to complete this tool

- Begin using this tool as early in your work as possible, allowing enough time to do the research and incorporate key insights into a decision-making process.
- Be sure to review the entire tool first to ensure a high-level understanding of the RET outline from beginning to end. This will help you to organize your work and the work of the RET work group.
- Document any important pieces of information (especially key decision points) as you go along in case you need to reference it later.

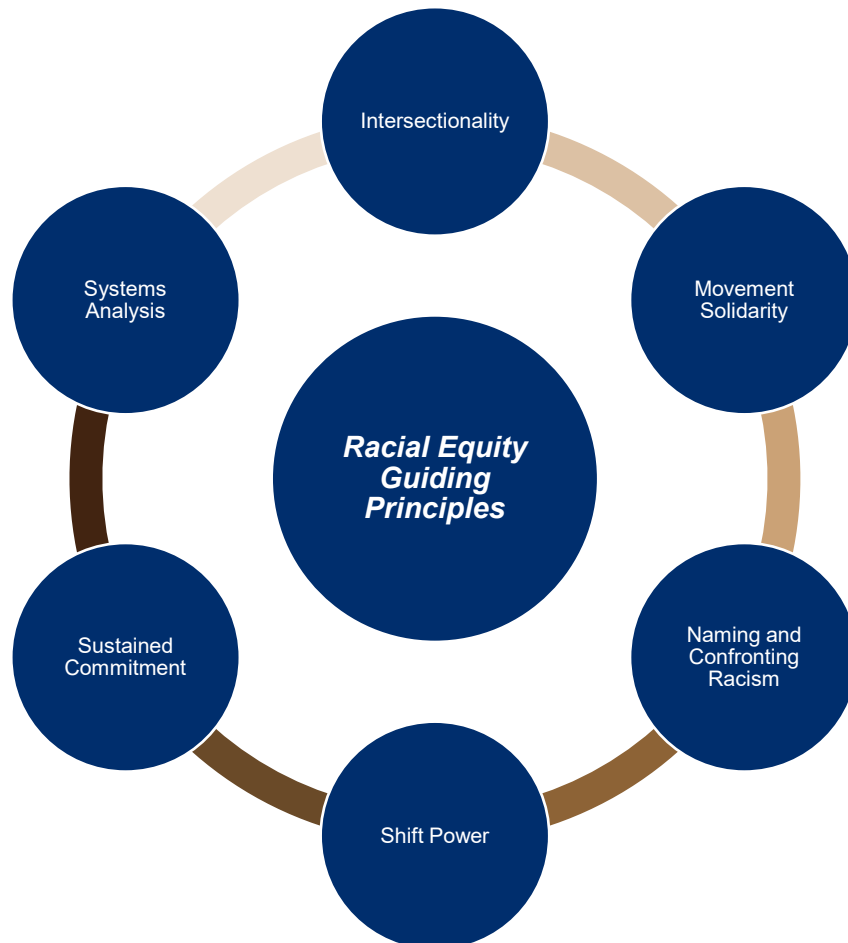
What to do upon completion of the RET

Work with your department leadership to determine a close-out process that best meets the department’s needs. For the sake of posterity, CREI requires a final report. You may develop a report in any format (i.e., Power Point, word document, etc.) of your choosing provided you include the necessary information. An outline of recommended content is available in the Appendix. Upon completion, please submit the report to the department’s executive director and CREI for review.



Racial Equity Guiding Principles

Conducting a racial equity analysis does not require subject matter expertise in equity; however, it does require an understanding of the core principles and concepts of this work. Below are a set of guiding principles that act as moral or ethical values that establish a framework for expected behavior and decision-making. It informs our approach to this work and answers the question: **What do we believe in?**



Guiding Principle	Definition
Intersectionality	We believe analysis and action shaped by the ways that gender, class, sexuality and other forms of oppression intersect with race contributes to a fuller understanding of racial inequities and better-targeted strategies to address them.
Movement Solidarity	Racial equity work must connect and receive guidance by racial justice movements, including movements for Black lives.
Naming and Confronting Racism	We believe deliberate and focused attention on the various manifestations of racism- interpersonal, cultural, institutional and structural- is required to transform the policies, systems, and practices that produce unfair and unjust outcomes by race.
Shift Power	At its core, the practice of racial equity is a practice of prioritizing leadership of and solutions from people and communities most closely affected by the issues and injustices we seek to change.
Sustained Commitment	A commitment to long term, sustained investment in time, resources and people.
Systems Analysis	Racial equity change happens by asking and seeking to understand the ways in which history, the distribution of power and resources, and policies, systems and practices work together to create and reinforce racial inequities and injustices. Racial equity work fundamentally seeks to shift power and resources and transform systems and practices to materially change conditions for Black and brown people.

**Borrowed from Center for Urban and Racial Equity*

***These guiding principles may be adapted/change as Sound Transit works to build out an agency-specific definition and guiding principles of antiracism.*

RET Guiding Questions

The following questions will help guide conversation. While they are organized in a somewhat sequential fashion, you may find that, for your purposes, it makes more sense to begin at a later step and work backward. Regardless, it is important that you allow the dialogue that follows to organically inform your process. Feel free to customize the tool as needed.

Section One: Identifying Issue and Scope

Identifying the topic of analysis may seem like an obvious first step, but it is important for everyone to have a clear and shared understanding of the reason for selecting this particular topic for a racial equity analysis.

As you discuss the scope of your proposed RET, keep in mind that the broader the scope, the more complex and time-consuming the analysis may be. For this reason, CREI recommends that you narrow your focus as much as possible without losing sight of critical equity-related

components. You may also want to leave room for yet-to-be discovered topics that you might add to your scope later in the process.

1. What is the proposed project, program, policy or process for evaluation?

- Why was this topic selected for a RET?
- What assumptions or concerns might already exist about this topic as it relates to racial equity?
- Is there a decision to make? If so, what and by whom?
- What is considered in/out of scope for the RET?
- What level of influence can the RET work group expect to have?

TIP: If narrowing the scope of your RET is challenging, consider what decision milestones are upcoming and how a RET could influence decision-making.

If you find that the scope of your RET is still too large, consider forming two or more subgroups, each applying portions of the RET to different components. Then you can reconvene as needed and consolidate your findings.

Example: *The topic of Fare Enforcement is very broad. Instead of having one work group trying to assess every aspect of Fare Enforcement, you might create two subgroups — one evaluating youth engagement and another evaluating citation resolution.*

Section Two: Learning Circles and Root Cause Analysis

It is human nature to want to jump directly into action; however, it is critically important to slow down and ensure a comprehensive and shared understanding of the topic you are analyzing. We recommend that the RET work group make time to implement Learning Circles or informal discussions about race as it relates to the topic under analysis. Understanding the why (why does this topic matter?) and how (how did this issue come to be?) will aid in more thoughtful and meaningful outcomes. Depending on the topic, the correlation may not be obvious at first, and it may be necessary to conduct some research. (Sound Transit’s Equity and Inclusion Resource Center and library guide are a fantastic source for this!)

Learning Circles should be an evolving dialogue that you revisit throughout the RET process. You’ll find that the topic of race can be far-reaching and, at times, overwhelming, so it is up to the work group to determine how much time you think is necessary to devote to this exercise. At minimum, we recommend a Learning Circle in the very beginning (prior to establishing results and outcomes) and, again, after you’ve collected your data and conducted any engagement.

Here are some prompts to get you started.

2. How has/does race and racism affect the people, places, processes and systems, etc. reflected in the proposal? What inequities or disparities exist?
3. How does the topic or proposal interact with other systems (e.g. policing, housing, education, public health, etc.)?

4. How might systemic racism and other forms of oppression affect passengers’ or the larger community’s relationship with Sound Transit?
5. What are the root causes of the inequities we’ve assumed or identified? How did they come to be in the first place?

TIP: Assign a relevant podcast, news article, video or some other piece of media that the work group can watch/listen to together and discuss. Visit the [CREI hub page](#) to access conversation guides and facilitator guides.

Example: Continuing with our topic of fare enforcement, we will likely want to understand; what does fare enforcement have to do with race? Our conversation might lead us to think about or research the following:

- Why aren’t people paying their fare? Is it lack of knowing how to use the system? Is it because the system is not accessible to non-English speakers? Is it because fares are unaffordable?
- How are Fare Enforcement Officers perceived by communities of color, particularly, Black communities? What is the relationship between fare enforcement and the legal/criminal justice system? How has racism shown up in policing and the criminal justice system historically and presently?

Section Three: Results and Outcomes

As a result of the Learning Circle exercise, there is likely a renewed understanding of what the work group is hoping to accomplish and why. In this section, you will formulate clear and measurable results and outcomes, beginning with a focus on the desired “end” condition. From there you will work backward developing your indicators. This approach emphasizes the importance of beginning with a focus on the desired “end” condition.

6. What are the desired results and outcomes of this proposal?
7. What indicators of success will you use?
8. How, specifically, will you measure progress?

Term	Definition
Results Community condition/population accountability	The end conditions we are aiming to impact at the community level. Prompts: <ul style="list-style-type: none"> • We want employees, riders, communities that are ... • What would this result/condition of well-being look like? What would it physically look like? What would it feel like? • Identify community indicators that measure the desired result.

Term	Definition
	<p>Example:</p> <p><i>“Develop planning and sustainability solutions that eliminate racial disparities thereby creating prosperous, resilient, healthy and affordable communities for all.”</i></p>
<p>Outcomes</p> <p>Performance accountability/outcomes</p>	<p>The “outcomes” are defined as the end conditions at the jurisdiction, department, division or program level.</p> <p>What are the specific project, program or policy outcomes and performance measures? Performance measures respond to three different levels:</p> <ul style="list-style-type: none"> ○ Quantity: How much did we do? ○ Quality: How well did we do it? ○ Is anyone better off? <p>Example:</p> <p><i>“Partner with Black, Indigenous and other communities of color to co-create an anti-displacement policy by January of 2025.”</i></p>

**Borrowed from GARE Racial Equity Toolkit and Results Based Accountability framework*

Section Four: Collect Data

Based on the process thus far, you should have had an opportunity to discuss potential racial equity impacts specific to your analysis. The next step is to collect both quantitative and qualitative data that will either affirm these assumptions or reveal new perspectives to consider.

When assessing for racial equity, it is *important to 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 affect 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.

Data can be incredibly difficult to source and even more difficult to interpret. To help get you started, consider the following:

9. Geographic data: Are there specific geographic areas that will face the most impact?

- If so, what are the demographics of those living, working or recreating in the affected area?

10. Population data: What does this tell you about existing racial inequities?

- **Examples:** Race, gender, income, language, refugee/immigrant, people with disabilities, age, vehicle and home ownership, education, health statistics, employment, etc.

11. Performance data: What relevant information can be sourced from existing policies, programs, etc.?

- **Examples:** Operational costs, employee satisfaction, environmental impact, improvement initiatives, communication, quality, time, scope, etc.

12. What data gaps exist? Unavailable data often indicates that certain populations or issues may have been historically overlooked. Who might you reach out to if you're unable to find something?

13. What does this data tell you? Who does your proposal benefit, and who does it burden?

TIP: Good data is hard to find. 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 Five: Equitable Engagement

The data collected in Step 4 should provide a better idea of who will be most affected by the proposal, but quantitative data alone may not paint a complete or accurate picture. To understand the reality of how your proposal will impact communities of color, you must conduct outreach and engagement early, frequently and using a variety of methods to ensure that communities of color can actively participate. Given the history and role of government in creating and perpetuating racial inequities, we must execute our engagement approach with the purpose of establishing trust and building authentic relationships over time.

This portion of the RET is an integral part of making informed decisions as well as delivering on our public commitment to equity and anti-racism. While this portion of the work may be led by someone in Communications and/or Government and Community Relations, engagement planning should be a collaborative effort among all members of the RET workgroup. Be sure to allow ample time for planning and implementation.

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 establishes **what we believe in** as it relates to equitably engaging the public.

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 all agency decisions, as this is not always possible (decisions that get made by the Sound Transit Board, for example). However, sharing power does require us to identify opportunities where the public can meaningfully participate in shaping a particular outcome. Creating a participatory and inclusive culture is incredibly important to the agency's current and future success.

Equitable Engagement Framework

Building TRUST with Community

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

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.

*“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.”*

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. Not all communities in all situations are ready, able, or interested in taking on a community-owned, community-driven, or even a community-shaped approach (see table below). Community-led approaches are effective when there is 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.

Community-Led
Organization-Led

***Please note that any engagement of Tribal Nations must be coordinated through the Director of Tribal Affairs within GCR. In addition, engagement is not to be planned or conducted without direct support from GCR and/or the Community Engagement division.*



Proceed to the engagement planning portion of the RET using the Equitable Engagement Tool found on the Hub homepage under Popular Tools and Resources.

Section Six: Analysis and Strategy Development

This portion of the analysis is about answering one specific question: What is the data telling us? Once you know the answer, you will form your strategies based on the information that has been collected as well as what you learned through the engagement process.

14. What were the takeaways from the engagement process?

- What did communities of color care about the most (whether directly related to your proposal or not)?
- What were they excited about?
- What did they express concern about?
- Were there topics discussed that may be “out of scope” for this proposal? If so, what? Is there value in adding to the scope?
- How will topics determined to be “out of scope” be documented and/or shared with others so that the feedback does not get lost?

15. Who will your proposal benefit or burden?

- Which racial/ethnic groups are most likely to be positively or negatively impacted by your proposal and how? Be specific not only about who your proposal will affect, but *how* it will affect them.
- What are potential unintended consequences?

16. Inform and revise your strategy by identifying opportunities to advance equity in your proposal. *This is a major decision point.* While the goal is to reduce racial disparities and negative impacts, depending on the circumstance, it may not always be possible. It is important in these scenarios to consider the trade-offs and to be clear about why you have decided upon a particular course of action.

- Based on all of the information collected, will your proposal increase or decrease racial equity? How?
- How might you modify your proposal to enhance existing, or provide new opportunities for, positive impacts?
- How might you modify your proposal to reduce or eliminate negative impacts?
- Do your findings indicate a need for a more comprehensive or systems-level approach? For instance, if you are assessing a program, is there a policy or SOP that needs to be created or revised that would aid you in maximizing your impact on racial equity?

Section Seven: Implementation

Now that you have decided on a course of action, it is important to think about what conditions and/or resources are needed to ensure successful implementation.

17. What is the implementation plan?
18. What additional resources are needed to make it happen (time, money, people, etc.)?
19. Are the resources available? If not, what will you do?
20. Whose approval do you need to revise the plan?

Section Eight: Accountability and Report-Out

Racial equity is not possible without accountability that is in alignment with data and community feedback. Accountability requires creating the necessary conditions to ensure that you implement the recommendations and actions identified to advance racial equity.

While the RET findings are a critical component, it is of equal importance to consider how those findings will be shared as well as *who* will share it.

21. What data or information will be collected after implementation to ensure that the desired outcomes are met? This should include how you plan to assess impact on community.

- How will this be measured and documented?
- How will you know when to course correct?

22. How will the outcomes of the RET be reported/shared with key decision-makers and other stakeholders?

- What is the message you want to convey?
- Who is the most appropriate person to convey the information? (This may vary based on the audience.)
- What strategies will you use to share the information?
- How will you keep stakeholders, including the community, informed after implementation?
- What communication plan have you established with community organizations, groups or individuals that were engaged through this process, should they have questions, concerns or feedback?

TIP: When you present your findings, be clear and concise. When addressing matters of racial justice, it is important that we do not use coded language (language that is very broad or vague that may have multiple interpretations or meanings). Oftentimes we fall back on coded language to mask our discomfort or disconnectedness from a given topic, and/or we use it to make people (particularly white people) feel comfortable in spaces where race is discussed. Part of becoming an anti-racist organization requires us to lean into discomfort, because this is where we experience the most growth.

CONGRATULATIONS! You have come to the end of the analysis. Please refer to [page 10](#) of this document for next steps.

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Appendix A

Glossary of Terms

Don't see the word you're looking for? Check [here](#).

Term	Definition
Anti-racism	The work of actively opposing racism by advocating for changes in political, economic and social life.
Bias a. Explicit bias b. Implicit bias	Prejudice toward one group and its members relative to another group. a. Biases that people are aware of and that operate consciously. Individuals express them directly. b. Biases people are usually unaware of and that operate at the subconscious level. Individuals usually express implicit bias indirectly.
Co-creation	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. 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. Last but not least, co-creation provides an opportunity to deepen the relationships we have with passengers and the community at large.
Diversity	The range of human differences including, but not limited to, race, ethnicity, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values systems, national origin and political beliefs.
Equity	Fairness in process, distribution of resources, opportunity and provision of varying levels of support, based upon need to achieve greater fairness of outcomes.
Ethnicity	A social group that shares a common and distinctive culture, religion, language, history and customs.
Inclusion	Involvement and empowerment, where everyone feels welcomed, respected, supported and valued.
Individual racism	Bigotry or discrimination by an individual based on race.

Term	Definition
Institutional racism	Policies or practices that work better for white people than for people of color, often unintentionally or inadvertently.
Power sharing	A system of governance in which all major segments of society receive a permanent share of power.
Race	A social construct that categorizes people based on physical characteristics and ancestry to justify inequitable distribution of resources and power.
Racial equity	Eliminating race-based outcome gaps so that race cannot predict one's success and improving outcomes for all. This approach centers those who are worse off and moves from a service-based approach toward focusing on policies, institutions and structures.
Racial inequity	Outcome gaps between people of different races based on historical or current factors or structures that benefit white people more than people of color.
Structural racism	A history and current reality of institutional racism across all institutions, combining to create a system that negatively affects communities of color.
White privilege	The unearned, mostly unacknowledged social advantage white people have over other racial groups simply because they are white.
White supremacy	The idea (ideology) that white people and the ideas, thoughts, beliefs and actions of white people are superior to people of color and their ideas, thoughts, beliefs and action.
White supremacy culture	The dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. While these standards may appear mainstream, dominant cultural practices, they have evolved from the United States' history of white supremacy.

Appendix B

RET Resource Guide

Category	Resources
<p>Community Engagement</p>	<p><u>Internal Resources</u> Community Engagement Division</p> <ul style="list-style-type: none"> Deputy directors of Community Engagement Wilbert Santos or Jennifer Lemus wilbert.santos@soundtransit.org jennifer.lemus@soundtransit.org <p>Title VI Public Participation Plan Tribal Relations</p> <ul style="list-style-type: none"> Email Tribal Relations Director Dezeræe Hayes at dezeræe.hayes@soundtransit.org <p><u>External Resources</u> International Association for Public Participation (iap2) Facilitating Power: The Spectrum of Community Engagement to Ownership</p>
<p>Continued Learning by Topic</p>	<p><u>Implicit Bias</u></p> <ul style="list-style-type: none"> Article: NLI Here's Why Having a Brain Means You Have Bias Podcast: NPR: The Mind of the Village; Understanding Our Implicit Biases Video: Unconscious Bias at Work – Making the Unconscious Conscious <p><u>Intersectionality</u></p> <ul style="list-style-type: none"> Article: Vox; The Intersectionality Wars Podcast: NPR: What does Intersectionality mean? Video: What is Intersectionality? <p><u>Psychological Safety</u></p> <ul style="list-style-type: none"> Article: HBR; High Performing Teams Need Psychological Safety Podcast: HBR; Creating Psychological Safety in the Work Place Video: How to turn a group of strangers into a team <p><u>Race</u></p> <ul style="list-style-type: none"> Video: The Myth of Race Article: What We Mean When We Say 'Race Is a Social Construct <p><u>Systemic Racism</u></p> <ul style="list-style-type: none"> Article: Systemic Racism Explained Podcast: NPR: Confronting Racism Video/Article: Race Forward; what is systemic racism?

Category	Resources
	<p><u>White Privilege</u></p> <ul style="list-style-type: none"> • Article: What is White Privilege, Really? • Article: Peggy McIntosh's White Privilege Papers <p><u>White Supremacy Culture</u></p> <ul style="list-style-type: none"> • Article: What Supremacy Culture in Organizations • Podcast: White Supremacy Culture at Work
Disability Justice	<p><u>Internal Resources</u> Accessibility Services Manager Donna Smith donna.smith@soundtransit.org</p> <p><u>External Resources</u> Showing Up for Racial Justice (SURJ) Disability and Access The National Disability Institute; Race, Ethnicity and Disability</p>
Geographic and Population Data	<p><u>Internal Resources</u> Geographic Information Systems (GIS)</p> <ul style="list-style-type: none"> • Email GISservices@soundtransit.org or visit their hub page here <p>Research Group (Passenger Experience)</p> <ul style="list-style-type: none"> • Email Michael Berman or Kelly Dunn Michael.berman@soundtransit.org Kelly.dunn@soundtransit.org <p><u>External Resources</u> U.S. Census Bureau Puget Sound Regional Council Seattle Department of Neighborhoods Washington State Office of Financial Management United Way of King County Racial Disparity Data</p> <p>Additional data sources about specific systems (education, housing, employment, health, etc.) is available on ST's Equity & Inclusion Resource Page.</p>
Language Access	<p><u>Internal Resources</u> Language Access Toolkit Title VI Language Assistance Plan Translation or Interpretation Services Request</p> <ul style="list-style-type: none"> • Questions? Contact Ryan Lescouflair at ryan.lescouflair@soundtransit.org
Office of Civil Rights, Equity & Inclusion Information and Resources	<p>Equity & Social Responsibility Division Deputy Director – Nicole Hill Nicole.hill@soundtransit.org Equity & Inclusion Program Specialist- Simbi Ntahobari Simbi.ntahobari@soundtransit.org</p>

Category	Resources
	<p>All Aboard- Becoming an Anti-Racist Organization Hub Page EEO Assessment of Employment Practices Dashboard Equity & Inclusion Policy Equity & Inclusion Resource Page Facilitating Conversations About Race Discussion & Facilitator Guides (bottom of page) Title VI Program</p>
Training	<p><u>Internal Trainings</u> Sound Transit Anti-Racist Training Series (register on ST University)</p> <ul style="list-style-type: none"> • Equal Employment Opportunity (EEO) and EEO for Supervisors (Instructor-led) • Check Yourself: Recognizing and Disrupting Implicit Bias (e-Learn) • The Journey: Inclusion Through Education (Instructor-led) • Toward Organizational Equity Training (3-day facilitated by D-Fine Consulting) <p><u>External Trainings</u> Government Alliance on Race & Equity (GARE) Racial Equity Curriculum</p> <ul style="list-style-type: none"> • 2- part training • Must create an individual log-in (Sound Transit is a member) • There is a cost associated with this training <p>GARE Annual Membership Meeting</p> <ul style="list-style-type: none"> • Workshops on a variety of topics related to racial justice and government institutions • Dates vary • Free to attend for GARE members <p>Undoing Institutional Racism People’s Institute for Survival and Beyond 3-day workshop \$350/person</p>

Appendix C

RET Final Report Outline

This template is meant to provide a basic overview of what information to include in your RET final report. You may choose to organize and present the required information in whatever format best suits your needs. Feel free to include any attachments, links, maps or other supplementary information that is relevant to this report.

Once your report is complete, please email it to the following people:

- The executive director of the sponsoring department
- The Office of Civil Rights, Equity and Inclusion (CREI) - Nicole.Hill@soundtransit.org

Suggested Content

- I. Executive Summary
 - a. Summarize the key points of this report (purpose, why this topic was chosen, approach, etc.)
 - b. Describe any results, conclusions or recommendations
- II. Topic/Scope of Work
 - a. Detailed description of the project, policy, program, etc. that served as the focus of your analysis
 - b. Goals and outcomes
- III. Data Collection Overview
 - a. What data was collected and why?
 - b. What data gaps, if any, did you encounter?
 - c. What other challenges, if any, did you encounter?
- IV. Outreach and/or Engagement efforts Overview
 - a. Engagement period/timeline
 - b. Who was engaged?
 - c. Level(s) of engagement and methods used
 - d. How will relationships continue to be stewarded/cultivated after the completion of the RET?
 - e. Successes/challenges and lessons learned
- V. Analysis and Implementation
 - a. Data Collection Key Findings
 - i. Who benefits/who is burdened? Were there any unexpected findings? Did we learn anything new?
 - b. Outreach/Engagement Main Themes/Takeaways
 - i. Who benefits/who is burdened?
 - ii. Were there any unexpected findings?
 - iii. Did we learn anything new?
 - c. How did the data and engagement feedback inform or influence this analysis?
 - d. In general, what impact did the RET have on the final outcome or decision(s) to be made?

- i. If it is too early to determine this, what key insights or recommendations were provided to key stakeholders or decision-makers?
 - ii. How will you assess the impact of these decisions after implementation?
 - e. Were you able to meet your identified goals and outcomes? Why or why not?
- VI. Report out
 - a. Aside from this report, how will the information from this analysis be shared internally?
 - b. How will the results of this analysis be shared with the public?