

Sociocultural Effects Evaluation Handbook



The Florida Department of Transportation
Central Environmental Management Office

Powell, Fragala & Associates, Inc.

- Janus Research
- Data Transfer Solutions, LLC
- Dyer, Riddle, Mills & Precourt, Inc.



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ACKNOWLEDGEMENTS



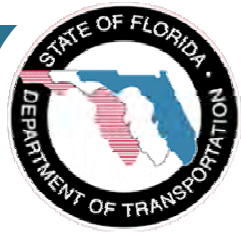
This handbook is produced by the Florida Department of Transportation (FDOT) Central Environmental Management Office (CEMO) and prepared by Powell, Fragala & Associates, Inc. Many dedicated professionals provided on-going reviews and suggestions for earlier versions of the Sociocultural Effects (SCE) Evaluation Handbook and its application. Special thanks is extended to the Metropolitan Planning Organizations' (MPO) staff; FDOT District Community Liaison Coordinators (CLC) and Efficient Transportation Decision Making (ETDM) Coordinators; and the Florida GeoPlan Center. Their commitment and dedication is evidenced throughout this Handbook. Their personal effort and time is greatly appreciated.

A special Sociocultural Effects Task Group was formed to re-examine how sociocultural effects evaluations are conducted and to recommend specific actions for improving the evaluation process. The SCE Task Group provided additional clarity to the process.

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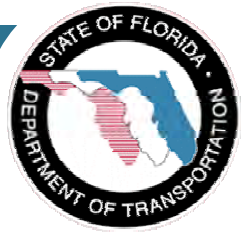
FOREWORD

This Handbook provides guidance and assistance to the Florida Department of Transportation (FDOT) and all others involved in conducting Sociocultural Effects (SCE) Evaluations. The Handbook describes the process of analyzing the potential sociocultural effects of a transportation action on a community, assessing the degree of effect this action may have, and determining if mitigation and/or avoidance measures are warranted. As FDOT continues to adapt and implement the Sociocultural Effects (SCE) Evaluation process, project delivery and the quality of life of affected communities will be enhanced.

HANDBOOK ORGANIZATION

This Handbook is structured to identify the legal mandates supporting SCE Evaluation; enumerate the six sociocultural effects issues; and define the process of SCE evaluation. The Handbook explains the SCE Evaluation process and describes the process for study area identification within which to apply the SCE evaluations. Guidance is included to enable the community analyst to collect, organize and assess data relative to the SCE Evaluation process, and to prepare a Community Characteristics Inventory (CCI). Methods are described to analyze the SCE issues and assess the degree of effect of a proposed transportation action on the community. Finally, techniques are suggested to resolve consequences of the transportation action in cooperation with the affected community.

Throughout the Handbook, certain phrases, tables, figures and sections may be repeated. This repetition is purposeful and provides emphasis for the community analyst to complete the evaluation. SCE Evaluation is an iterative process in which certain steps will be revisited and refined based on the nature and scope of a transportation project and its potential effects.



This Handbook contains the following appendices:

- Appendix A: Glossary
- Appendix B: Legal Authority
- Appendix C: Title VI/Civil Rights
- Appendix D: SCE Considerations
- Appendix E: Resources
- Appendix F: District Presentations

Appendix A: Glossary

This appendix is a list of words, phrases, and acronyms to assist the community analyst in defining and explaining complex transportation jargon.

Appendix B: Legal Authority

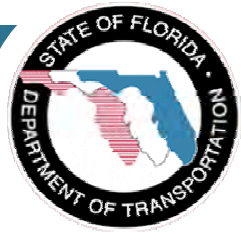
This appendix features federal statutes, regulations, policies, technical advisories, and executive orders relevant to transportation planning and project development.

Appendix C: Title VI/Civil Rights

This appendix provides guidance to the community analyst while performing the SCE evaluation in order to understand the implications of Title VI/Civil Rights issues.

Appendix D: SCE Considerations

This appendix contains a list of 54 considerations developed to provide a basis for addressing social, economic, land use, mobility, aesthetic, and relocation issues.



Appendix E: Resources

This appendix lists applicable resources providing additional information for conducting thorough SCE evaluations. This section also includes guidance for suggested scope elements necessary to evaluate sociocultural effects in the planning and project development phases. Updates to this appendix will be posted on the FDOT website at www.dot.state.fl.us/emo.

Appendix F: District Presentations

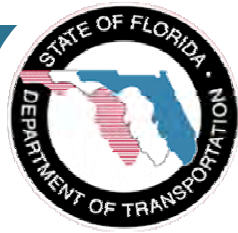
This appendix includes case study presentations that exemplify the role of public involvement and SCE evaluation in the transportation process. These presentations are available on the FDOT website at www.dot.state.fl.us.

- *Indian Street Bridge PD&E Study.* Steve Braun, P.E., FDOT District 4.
- *Strings and Ribbons ~ A Public Involvement Success Story.* Karl Welzenbach, Volusia County MPO.
- *Highlands County Sociocultural Data Collection Effort ~ A Practical Application of SCE Data Collection Principles.* Gwen Pipkin, FDOT District 1.
- *Bridge of Lions Rehabilitation Project.* Bill Henderson, FDOT District 2.
- *Integrating Cultural Resources Into SCE Evaluation.* Ken Hardin, Janus Research.
- *Brickell Avenue Bridge Widening ~ Native American Consultation.* Cathy Owen, FDOT District 6.
- *Overtown ~ An Unfortunate Woman.* Cathy Owen, FDOT District 6.



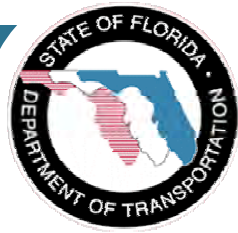
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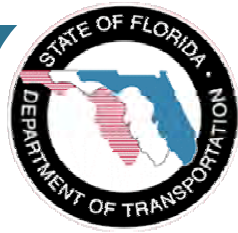
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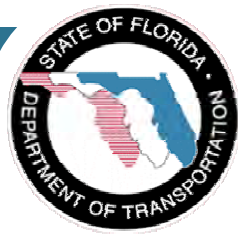
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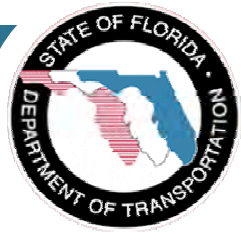
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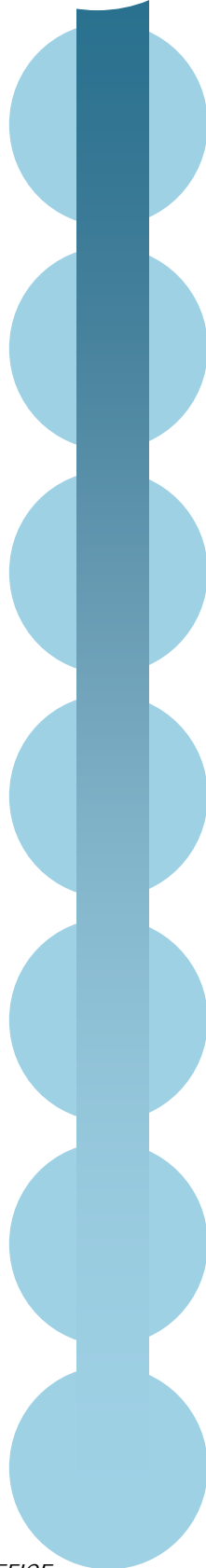
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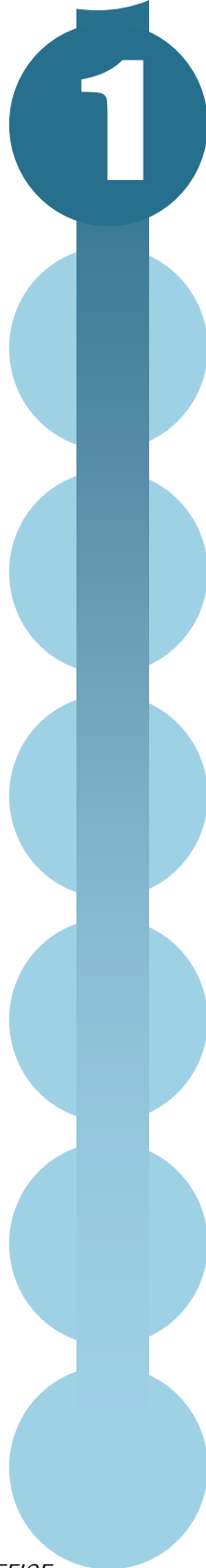
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OVERVIEW

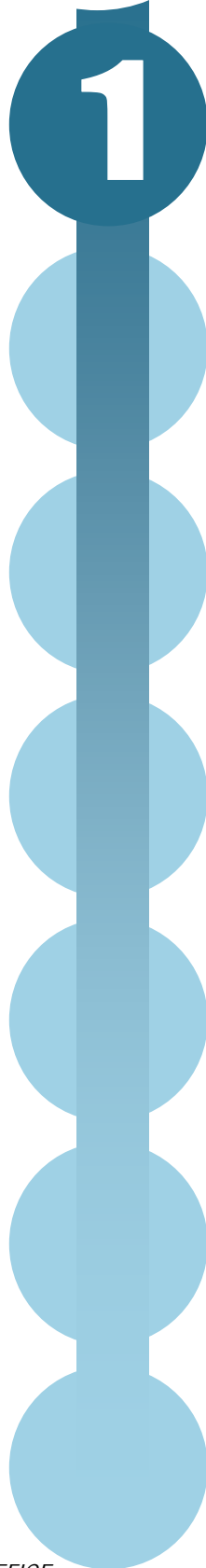
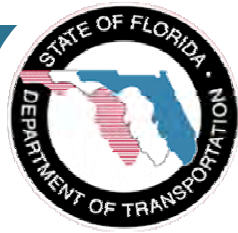
Transportation actions can affect communities and influence the quality of life of its citizens. The significance of these effects must be determined through careful evaluation and professional judgment on a case-by-case basis. This is particularly true because communities view these sociocultural effects from different perspectives. SCE Evaluation is the FDOT's preferred process to evaluate these effects and avoid or mitigate potentially unacceptable consequences of a proposed transportation action.

The process starts at the earliest stages of project planning and continues through project construction and maintenance. Evaluating sociocultural effects yields a better understanding of community concerns and encourages the design of projects that *fit* communities. The SCE Evaluation process also encourages the coordination and integration of transportation plans with land use plans. It identifies and involves all potentially affected populations.

1.1 EVOLUTION OF SCE

In the last decade, federal and state transportation agencies have refocused their efforts to involve communities when evaluating the sociocultural effects of proposed transportation actions. These efforts include more extensive public involvement, better training, and stricter adherence to regulations, instructional manuals, and other guidance for transportation professionals. A variety of techniques and tools have evolved into the SCE Evaluation process. Considerable resources have been directed toward these efforts in Florida.

SCE Evaluation is *the process of determining and evaluating the effects a transportation action may have on a community and the quality of life of the citizenry*. SCE Evaluation is a proactive process to ensure that community values and concerns receive adequate attention during transportation development. The evaluation process is an integral part of project planning and development. The process focuses on a



transportation project's potential effects on social, economic, land use, mobility, aesthetic, and relocation issues. The SCE Evaluation process involves affected communities and citizens, as well as transportation planners and decision-makers, to evaluate the potential effects of a transportation action on a community. In addition, it provides that human values and concerns receive due attention. The success of an SCE evaluation is based largely on the partnerships formed by the FDOT, Metropolitan Planning Organizations (MPOs) and cooperating agencies throughout Florida to collect, analyze, document and evaluate pertinent community information to better understand the effects of transportation plans, programs, and projects on people and their communities.

Data collected through the SCE Evaluation process:

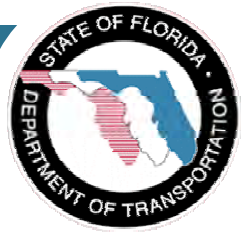
- Supports the Metropolitan Planning Organization Long Range Transportation Planning (LRTP) process;
- Supports the Transportation Improvement Program (TIP) process;
- Supports FDOT's Public Involvement and Transportation Design for Livable Communities (TDLC) policies; and
- Supports the integration of coordinated plans for land use, economics, and transportation to achieve community goals.

Transportation Design for Livable Communities Policy Statement:

It is the policy of the Florida Department of Transportation to consider the incorporation of Transportation Design for Livable Communities (TDLC) on the State Highway System when such features are desired, appropriate, and feasible. TDLC features shall be based upon consideration of the following principles:

- Safety of pedestrians, bicyclists, motorists, and public transit users
- Balancing community values and mobility needs
- Efficient use of energy resources
- Protection of the natural and manmade environment
- Coordinated land use and transportation planning
- Local and state economic development goals
- Complementing and enhancing existing standards, systems, and processes.

(Policy 000-625-060, effective 12/22/98)



1.2 FLORIDA'S PHILOSOPHY

In Florida, the philosophy of SCE Evaluation has developed an inclusionary focus on the community highlighting *comprehensiveness, accommodation, networking, and partnering*.

Community Impact Assessment Policy Statement:

It is the policy of the Florida Department of Transportation to work proactively with communities in implementing the principles, concepts, and philosophy of Community Impact Assessment (SCE Evaluation) throughout the transportation project development process. Transportation facilities and services make an important contribution to a community's economy and quality of life. Understanding the vision, goals and objectives, and the values of a community's citizenry is essential to providing effective, community based solutions to transportation while addressing appropriate community concerns.

(Policy 000-650-015a, effective 8/15/02)

Maintaining a comprehensive perspective...

provides a holistic approach to understanding potential social, cultural, and economic effects of a transportation action. This system-wide perspective evaluates the interrelationship among cumulative transportation actions, rather than viewing each one separately.

Accommodating community values...

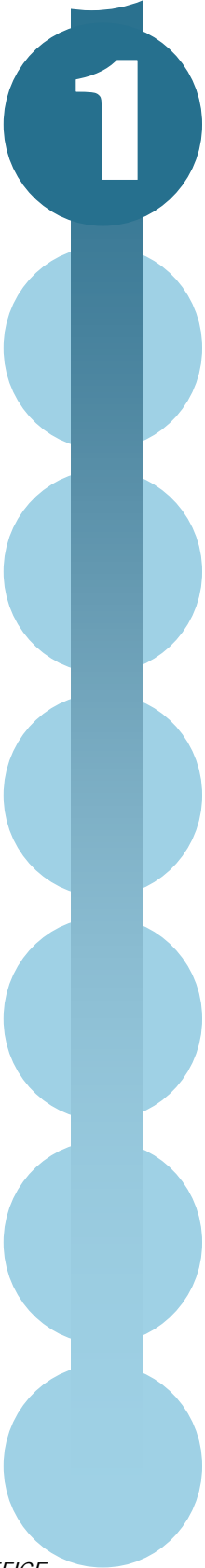
and concerns addresses community issues within the context of the project. SCE Evaluation integrates community involvement into transportation planning resulting in more projects that *fit* better into the communities.

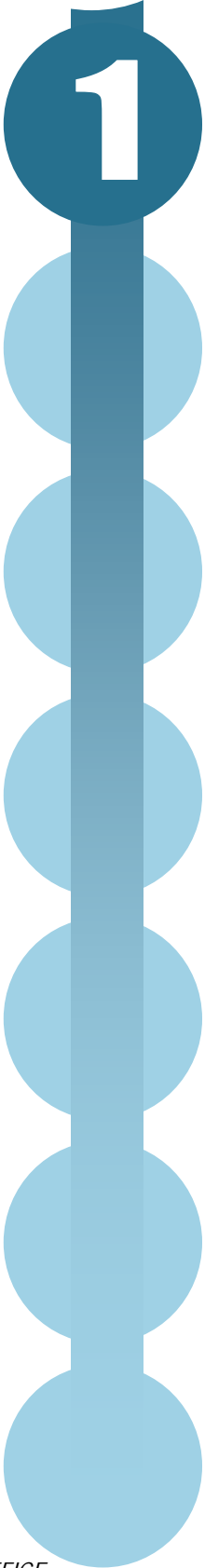
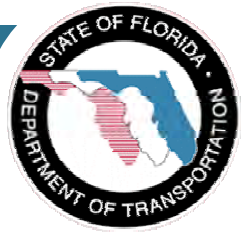
Networking...

with other government agencies and communities establishes a continuing, two-way dialogue that can efficiently facilitate information exchange.

Partnering...

with other government agencies and non-governmental groups enhances the ability to sustain community goals by developing joint use strategies





for the application of limited resources addressing competing community priorities.

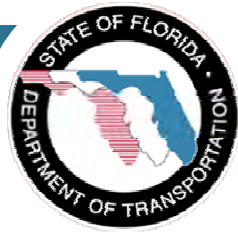
Since its inception in Florida as Community Impact Assessment and the Department's practical evolution of this process into Sociocultural Effects Evaluation, the focus has been to balance natural environmental considerations with those of the human environment.

Realistically, a rigid demarcation of natural versus human environment evaluation is not practical. Professional evaluation of the SCE characteristics of Social, Economic, Land Use, Mobility, Aesthetics, and Relocation will almost certainly open a discussion about interrelated natural environmental systems and linkages.

For example, a discussion of SCE evaluations on land use is not limited to the comprehensive plan and adjacent land use compatibilities but would transcend this narrow evaluation and include human infrastructure (i.e., schools, parks, libraries) as well as natural elements of wetlands, waterbodies, wildlife corridors, and similar land use characteristics.

Likewise, an SCE evaluation of economic factors is not solely a human environmental analysis wherein one typically thinks in terms of jobs created or lost, business displacements, or accessibility to business sites. Other economic factors which warrant study and analysis might include the economic impact of parkland loss on a community's quality of life or the economic impact of health costs due to increased vehicular emissions as a result of a capacity enhancement project.

The SCE Evaluation process of weighing a project's positive and not so positive effects actually is an overarching analytical process tying the human and natural environmental systems analysis into a comprehensive assessment.



This Handbook focuses on the human analytical aspects of SCE evaluations since in many instances in the past, project effects on people have not received adequate attention. Regulations and permitting requirements instituted to protect numerous natural and physical resources tended to emphasize the natural environment versus the human environment.

1.3 LEGAL MANDATES

The *National Environmental Policy Act (NEPA) of 1969* (Appendix B) requires that agencies take into account the potential effects of transportation actions on the human environment. Transportation investments have major influences on society, often with significant economic and social effects.

The FDOT has long recognized and encouraged the use of a community assessment process to provide valuable information for:

- Evaluating the effects of transportation actions on communities;
- Providing a vehicle for conducting effective public involvement; and
- Demonstrating and documenting compliance of state and federal regulations protecting specific populations.

In addition to NEPA, other federal statutes, regulations, policies, technical advisories, and Executive Orders (Appendix B) relevant in transportation planning and project development include:

- Title VI of the Civil Rights Act of 1964;
- Section 106 of the National Historic Preservation Act (NHPA) (1966), as amended;
- 23 USC 109(h), Federal–Aid Highway Act of 1970;
- Uniform Relocation Assistance and Real Property Acquisition Policies Act (1970, referred to as the Uniform Act), as amended in 1987;
- 23 CFR 771, Environmental Impact and Related Procedures (1987);
- Technical Advisory 6640.8A (1987), Guidance for Preparing and Processing Environmental and Section 4(f) Documents;
- FHWA Environmental Policy Statements (1990 & 1994);



1

- Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA);
- Farmland Protection Policy Act (1981), as amended in 1994 (7 CFR 658);
- Executive Order on Consultation and Coordination with Indian Tribal Governments (2000);
- Transportation Efficiency Act for the 21st Century (TEA-21);
- Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) (2005);
- 49 U.S.C. Title 23, Highways; and
- Growth Management (SB360) (2005).

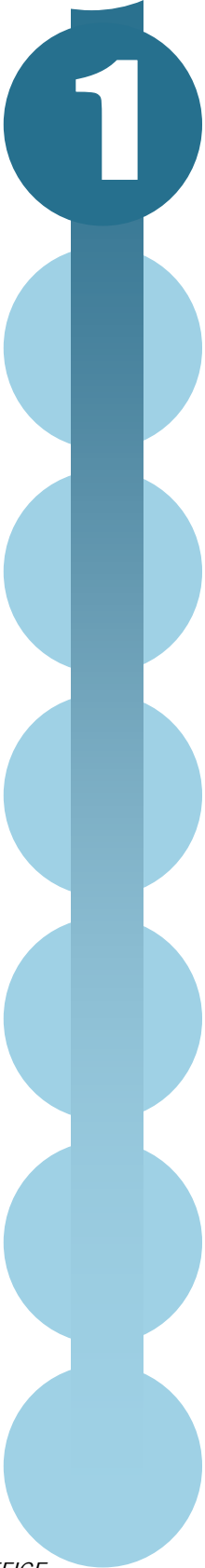
Additional excerpts from the Code of Federal Regulations and Florida Statutes supporting the evaluation of the human environment in relation to transportation planning and project development include the following:

1) 23 USC 109(h), Federal-Aid Highway Act of 1970

Requires FHWA to fully consider the possible adverse economic, social, and environmental effects of any proposed project on any Federal-aid system in developing the project...and stipulates that the final project decisions be made in the best overall public interest.

This determination is made with the consideration of the following:

- The need for fast, safe, and efficient transportation;
- Public services;
- The costs of eliminating or minimizing such adverse effects (the cost of mitigation);
- The potential sociocultural effects, such as
 - Destruction or disruption of man-made and natural resources, aesthetic values, community cohesion, and the availability of public facilities and services;
 - Adverse employment effects, and tax and property values losses; and
 - Injurious displacement of people, businesses and farms; and disruption of desirable community and regional growth.



2) *Section 105, 23 CFR 771, Environmental Impact and Related Procedures (1987)*

It is the policy of the Administration that

- (a) To the fullest extent possible, all environmental investigations, reviews, and consultations be coordinated as a single process, and compliance with all applicable environmental requirements be reflected in the environmental document.
- (b) Alternative courses of action be evaluated and decisions made in the best overall public interest based upon a balanced consideration of the need for safe and efficient transportation; of social, economic, and environmental impacts of the proposed transportation improvement; and of national, state, and local environmental protection goals.

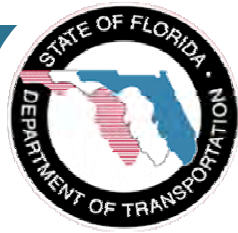
The regulation goes on to set forth public involvement requirements, mitigation policy, documentation requirements, and other process specifics of the project development process.

3) *23 C.F.R. 450.316(a) Metropolitan Transportation Planning Process: Elements.*

The following factors shall be explicitly considered, analyzed as appropriate, and reflected in the planning process: ...13) The overall social, economic, energy, and environmental effects of transportation decisions including consideration of the effects of the plan on the human, natural and man-made environment...

4) *339.175 (5)(b), F.S.*

In developing the long-range transportation plan and the transportation improvement program required under paragraph (a), each MPO must at a minimum, consider ...13) The overall social, economic, energy, and environmental effect of transportation decisions...



1.4 PUBLIC INVOLVEMENT

There is no cookie-cutter approach to informing, educating and involving the public. Every project is different and will require the use of different public involvement strategies. Each public involvement program will outline and incorporate a variety of techniques, some more than others. Each FDOT district and MPO has its own public involvement

Public Involvement Policy:

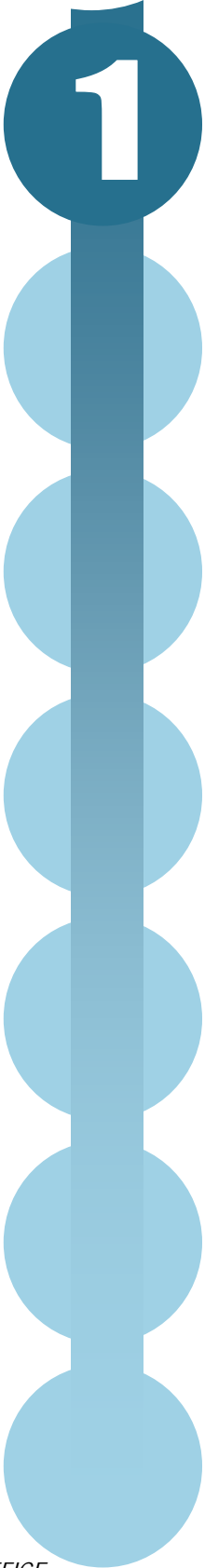
"The Department recognizes the importance of involving the public in information exchange when providing transportation facilities and services to best meet the state's transportation challenges. Therefore, it is the policy of the Florida Department of Transportation to promote public involvement opportunities and information exchange activities in all functional areas using various techniques adapted to local area conditions and project requirements."

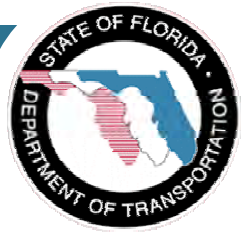
(Policy 000-525-050, effective September, 2001)

procedures that supplement state and federal requirements. Nevertheless, every project has one thing in common: there will be some level of public involvement, ranging from local government notification to formal public hearings. The level of public involvement should be tailored to the nature and scope of the project and its potential effects.

Active public involvement leads to transportation improvements that meet community needs and desires, provide greater acceptance of projects, engender a sense of community and enhance agency credibility. Public involvement builds a credible and trusting relationship between the transportation agency and the community it serves through partnering, outreach, active listening, and two-way communication. Understanding the relationship between transportation decisions and the community needs will minimize conflict and help prevent potential problems.

The FDOT *Public Involvement Handbook* provides guidance for developing and implementing effective public involvement activities to involve the public in transportation decision-making. This Handbook is available on the FDOT website at www.dot.state.fl.us/emo.

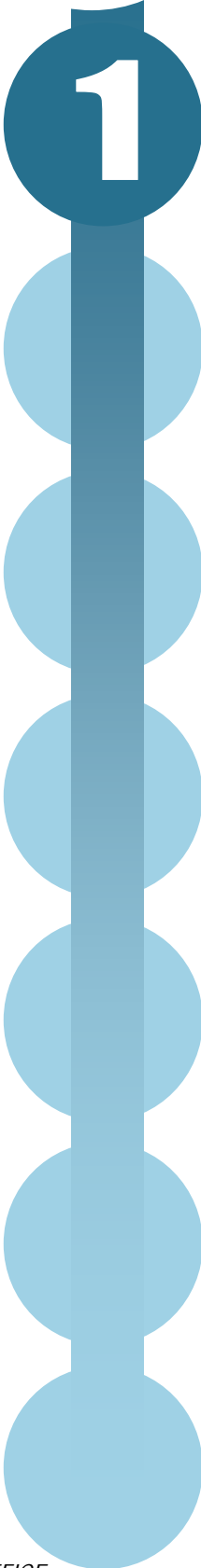


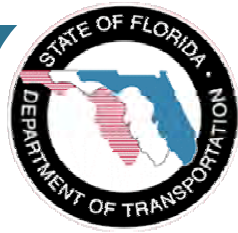


1.5 SUMMARY

The focus areas for the SCE Evaluation process combined with early and meaningful community involvement throughout all phases of project development may provide:

1. Early identification of significant community or sociocultural issues;
2. Enhancements to the community's quality of life through more compatible transportation solutions that complement the community's vision;
3. Assurance that special needs populations are considered;
4. Better documentation that allows FDOT to meet commitments to agencies and the public at various stages of project implementation;
5. Agency-responsive decision making, ensuring transportation policies and investments recognize community goals and plans; and
6. Active public engagement leading to more informed decisions and greater citizen involvement in the transportation planning process while fostering a sense of community ownership.





OVERVIEW

The SCE Evaluation process to adequately analyze social, economic, and cultural effects of transportation actions on communities includes:

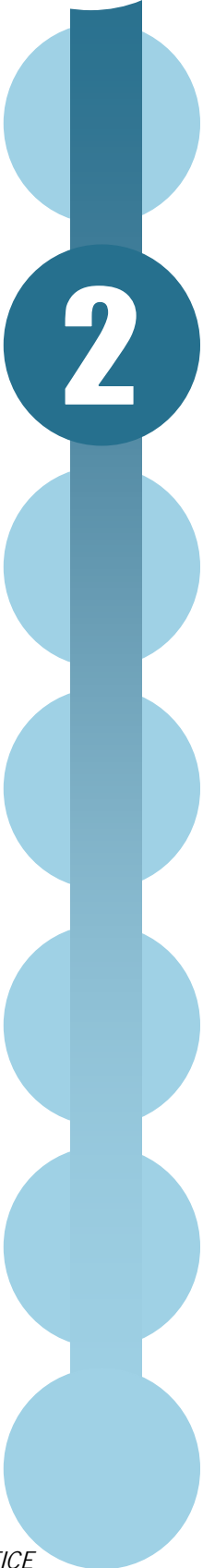
- Collecting community information that includes how the community functions within its setting;
- Working with the community to develop transportation projects that support community goals and preferences; and
- Working with the community to identify, evaluate, and resolve potential effects.

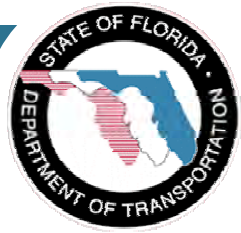
2.1 ORGANIZATION OF THE SCE PROCESS

The SCE Evaluation process is a cooperative effort among FDOT, local government, the public, MPOs, and other government agencies. It is a dynamic and iterative process. Starting with the planning phase of a project, SCE issues are addressed prior to the development of significant project details. Planning at this level requires an understanding of big picture issues related to communities and can require intense public involvement efforts. Engaging affected communities through proactive community outreach efforts is a necessary component of the planning process.

Public involvement is integral to the SCE Evaluation process. It is not intended to be a separate task but rather overarching and fully integrated within all stages of planning and project development. The level of public involvement should be tailored to the nature and scope of the project and its potential effects. Public involvement activities will vary depending upon the purpose and goals of the activities.

For example, public involvement activities to collect and assess data may include one-on-one meetings with local agency officials and community leaders, the data gatekeepers, as they may have access to the necessary data or can authorize interagency sharing of data and information pertinent to an SCE evaluation. Public involvement activities to review the





data and provide additional community data may include public workshops in which the residents are given the opportunity to review the community boundaries, community characteristics inventory, and other information relating to transportation decisions.

The basic steps of the SCE Evaluation process (Figure 2-1) are:

- Define the Study Area;
- Collect/Organize/Assess the Data;
- Prepare the Community Characteristics Inventory;
- Determine Data Sufficiency;
- Perform the SCE Evaluation/Determine Degree of Effect;
- Recommend Ways to Resolve Issues; and
- Document Findings.

Each step of the evaluation process is framed by six separate key sociocultural issues: social, economic, land use, mobility, aesthetics, and relocation. These broad issues have been developed to help the community analyst simplify the evaluation process while ensuring that Title VI/Civil Rights considerations, which cross all six issue areas, are evaluated. (Appendix C)

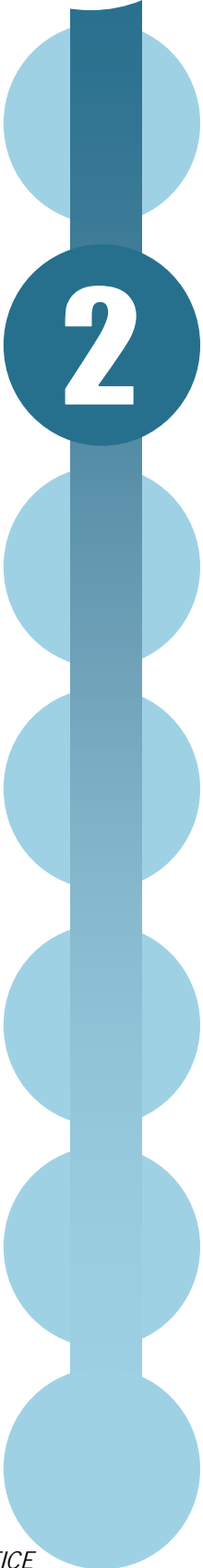
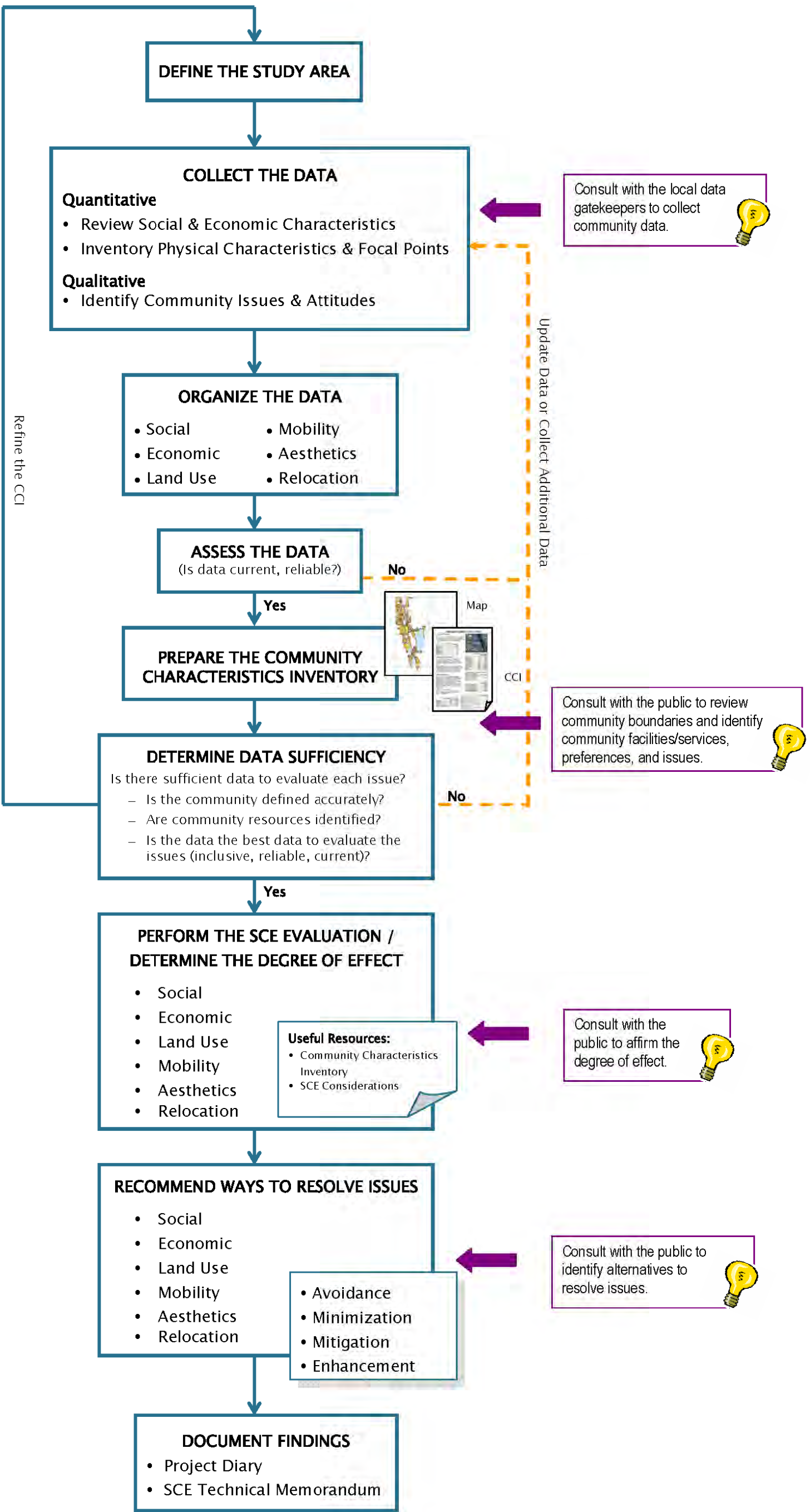


Figure 2-1 SCE Evaluation Process





2.1.1 Define the Study Area

Knowing the geographic limits of the transportation action is fundamental to a preliminary determination of the study area.

The **study area** is a geographic region which incorporates the communities affected by a project.

The community analyst initially will want to define as broad a study area as practical given the project evaluation phase (e.g., planning, programming, or project development).

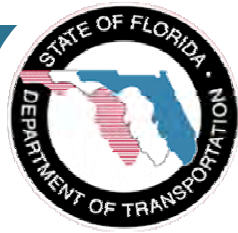
In the early stage of defining the study area, field analysis of the transportation corridor is generally conducted to develop familiarity with existing conditions along the corridor, including communities likely to be affected by the action. Also, particularly in the case of road projects, there may be intersecting transportation facilities that provide connectivity to nearby communities having the potential of being affected by the project.

Communities can either be a well defined geographic area such as a neighborhood or subdivision, or a less physically delineated place such as an unincorporated area with a name recognized by the community but without defined boundaries. The community analyst need not be concerned initially if the study area is amorphous rather than rectilinear, or only includes areas along, adjacent, or parallel to the transportation action. Through the iterative evaluations and public involvement, further definition and refinement of the study area will occur.

2.1.2 Collect / Organize / Assess the Data

Once the study area has been defined, the community analyst begins the task of collecting and organizing the social, economic, land use, mobility, aesthetic, and relocation data. The quality of the sociocultural effects evaluation depends upon the comprehensiveness, currency, and quality of the data collected. Although much quantitative data can be found in databases and GIS libraries, an accurate assessment cannot be completed

2



without geographic verification and public involvement. Public involvement activities will assist the community analyst in determining:

- Community facilities and services not previously noted;
- The importance of community facilities and resources;
- Community preferences and priorities; and
- Community issues.

2.1.3 Prepare the Community Characteristics Inventory

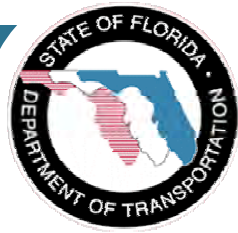
The Community Characteristics Inventory (CCI) is the summary of the historic and present conditions of the community. The purpose of the CCI is to provide the community analyst a focused summary for each of the issues as they relate to specific communities and population segments. As projects progress through the SCE Evaluation process, the CCI (originally developed at the macro level during planning and programming) is refined to the neighborhood, or micro level in project development and later phases.

2.1.4 Determine Data Sufficiency

Prior to performing the SCE evaluation, the community analyst should determine if there is sufficient data to evaluate each SCE issue by considering the following:

- Is the community defined accurately?
- Are community resources identified?
- Is the data the best data to evaluate the issues (inclusive, comprehensive, reliable, current)?

2



2.1.5 Perform the SCE Evaluation/Determine the Degree of Effect

The objective of the evaluation is to identify and evaluate the effects of the transportation action on the social fabric of the affected community. A principal component of the issues identification and evaluation process is community involvement. Effects are interconnected and it is important that the community analyst recognize the relationship of effects. Examining how these effects relate to each other and the counterbalancing effects of various considerations is critical to the resolution of issues.

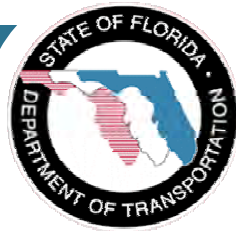
2.1.6 Recommend Ways to Resolve Issues

When adverse sociocultural effects are identified, the community analyst identifies potential strategies to address them. This step involves problem-solving and generating solutions. There are four primary methods for addressing sociocultural effects that should be considered:

- Avoidance – alter the project so an effect does not occur;
- Minimization – modify the project to reduce the severity of an effect;
- Mitigation – undertake an action to alleviate or offset an effect; or
- Enhancement – add a desirable or attractive feature to the project to make it fit more harmoniously into the community.

2.1.7 Document Findings

Documentation of SCE evaluation activities creates a record of commitments made as a result of the activities. Proper documentation includes compiling all materials related to the SCE evaluation and public involvement activities for incorporation or reference in the NEPA reports. The SCE Technical Memorandum and the Project Diary are two suggested methods for documenting the public involvement activities and SCE evaluation findings.



OVERVIEW

The SCE Evaluation process focuses on communities and the potential effects that a transportation action may have on affected communities. Prior to conducting an SCE evaluation, the community analyst should complete the preparatory steps to ensure that the issues identified and the assigned degree of effect are supported by the best available data. This data should be summarized in a Community Characteristics Inventory (CCI) for each defined community within the study area. The CCI is a comprehensive summary of the quantitative and qualitative data used to support the decisions made during the SCE Evaluation process.

The CCI assists the community analyst in acquiring a better understanding of the affected community and potential issues considered in an effort to evaluate the effects of a transportation action on the community. Elements of the CCI continue to be more specific as the study area is refined. A comprehensive CCI is valuable to the identification and resolution of issues.

As identified in Figure 3-1, the community analyst should complete the following steps prior to performing the SCE evaluation and determining the degree of effect:

- Define the Study Area;
- Collect/Organize/Assess the Data;
- Prepare the Community Characteristics Inventory; and
- Determine Data Sufficiency.

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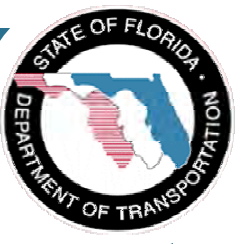
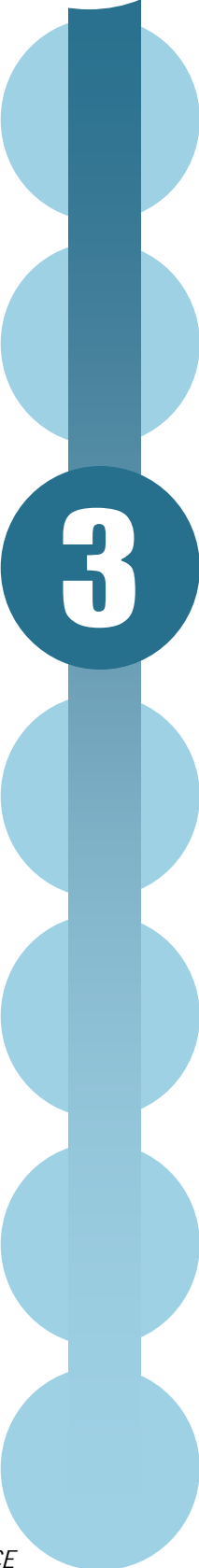
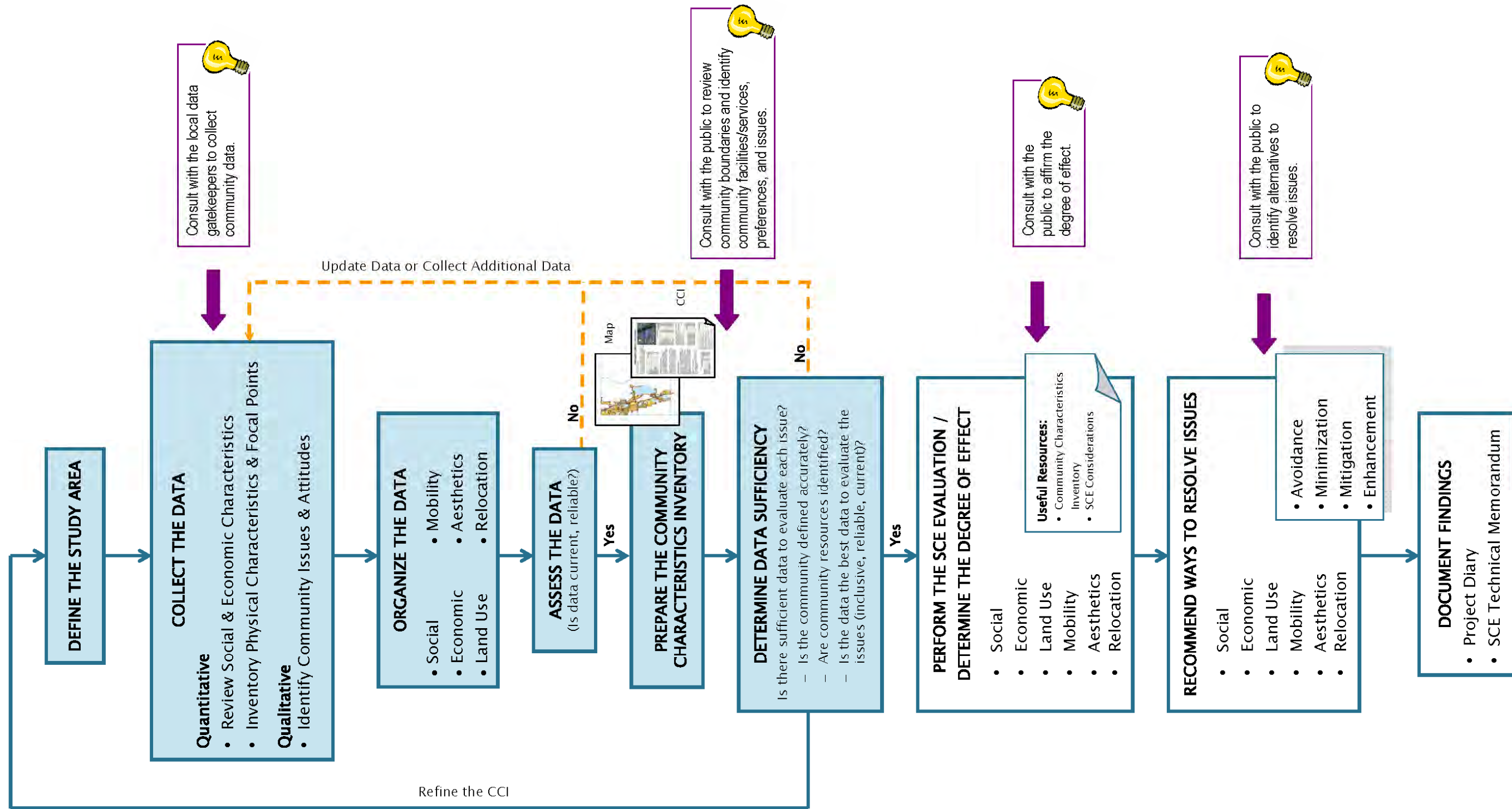


Figure 3-1 SCE Evaluation Process





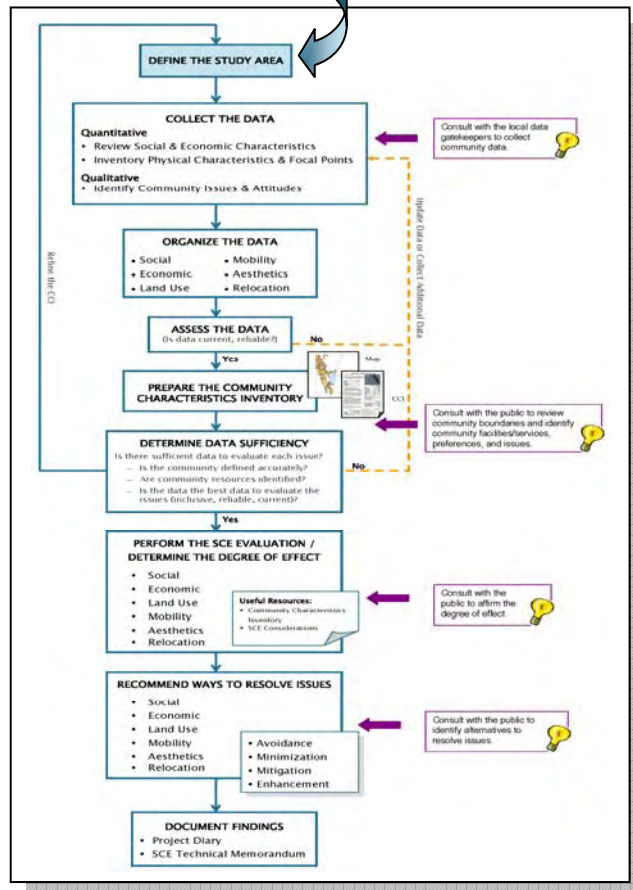
3.1 DEFINE THE STUDY AREA

The first step is to define the study area. The study area can initially be defined as the geographic area that includes all communities with the potential to be affected by a transportation action. During the evaluation process, it may become evident that the sociocultural effects of a transportation action extend beyond the initially defined study area. The size of the study area should be tailored to the nature and scope of the project and its potential effects.

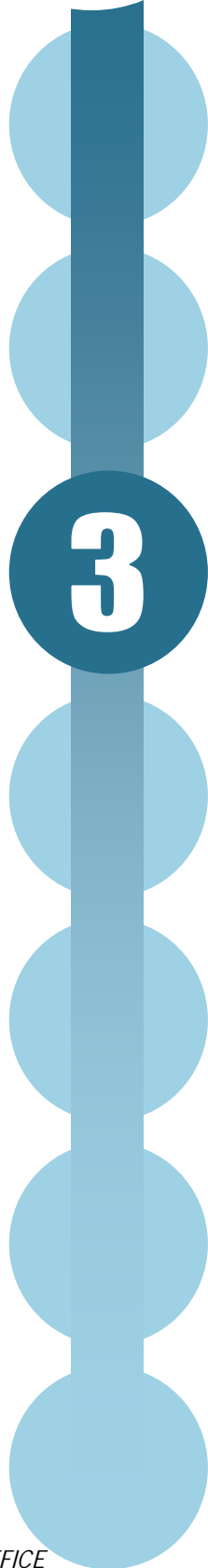
The community analyst selects a geographic area that encompasses all of the potentially affected communities. The study area typically includes communities immediately surrounding the project but may also extend beyond the typical project corridor. This is particularly so when the potential exists for sociocultural effects on communities in these areas.

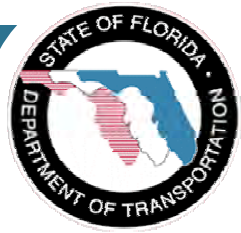
A logical place to begin defining communities and hence defining the study area is by recognizing the following:

- Neighborhood identity;
- Resident perceptions and values;



Community is defined as geographic, manmade, or natural boundaries with respect to both people and places. The people who comprise a community may share similar social, cultural, ethnic, economic, political, or religious characteristics. The people may share common histories, economic profiles, or political interests. They may attend the same schools, churches, or social clubs. These people may intersect in social settings and share similar values.





- Demographic characteristics;
- School districts/legislative boundaries;
- Community facilities/focal points;
- Cultural resources;
- Land use characteristics;
- Physical barriers (e.g., watersheds, waterways, forested areas); and
- Major employment centers.

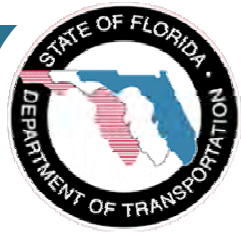
Supplemental information sources to help define the study area can include project plans, commercially produced maps, local planning agencies, and local government comprehensive plans. In addition, information obtained from public involvement strategies should be considered.

Cultural Resource Management (CRM) professionals can provide important background data to assist with defining community boundaries, particularly for communities developed prior to the 1960s. An archival investigation and analysis of historic maps, field surveys, and interviews can provide a comprehensive understanding of the development of a community that may not be readily available in any existing database.

When defining a study area, consider the proximity of the project to historic places, communities, locales, or landmarks. Although some historic places or areas may be obvious on the landscape, their identification can require the specialized skills of a CRM analyst experienced in defining the historic boundaries of communities. Additionally, cultural resource management studies can trace the demographic and social changes that influence the development of a community over time but that are not easily discernible through traditional demographic studies. If the study area includes or is adjacent to tribal lands, please contact the Native American Coordinator at the FDOT Central Environmental Management Office. Tribal contacts and consultation must be conducted according to appropriate communication protocols respectful of tribal sovereignty and culture to avoid potential negative impacts to project development.

3

PREPARING FOR THE EVALUATION



The size and level of detail of the study area depend on the project phase and the types of communities affected. During long range planning activities, the study area may include the entire county or MPO jurisdiction. It may also consist of regional planning subareas. The study area/community boundaries should be affirmed through public involvement.

For example, the SCE evaluation study area for Indian River County's MPO Long Range Transportation Plan (LRTP) included the MPO's jurisdiction area east of Interstate 95 (Figure 3-2). The public was given the opportunity to review the community boundaries and provide additional input regarding community features via key community leader interviews and surveys available at the public library and mall kiosks.

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PREPARING FOR THE EVALUATION

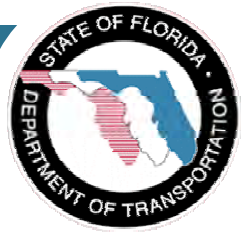
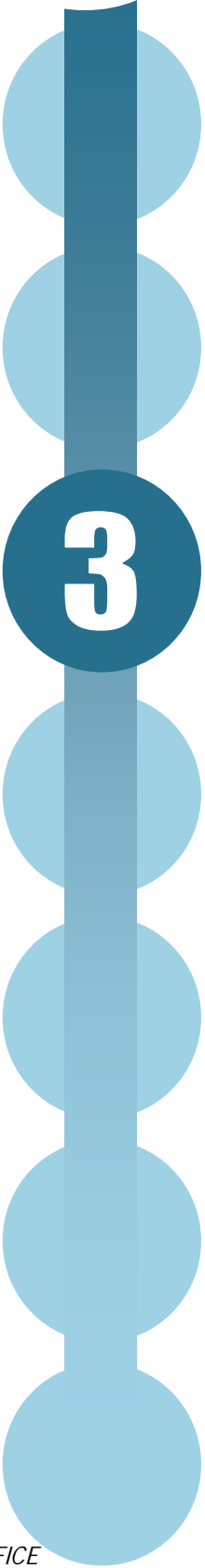
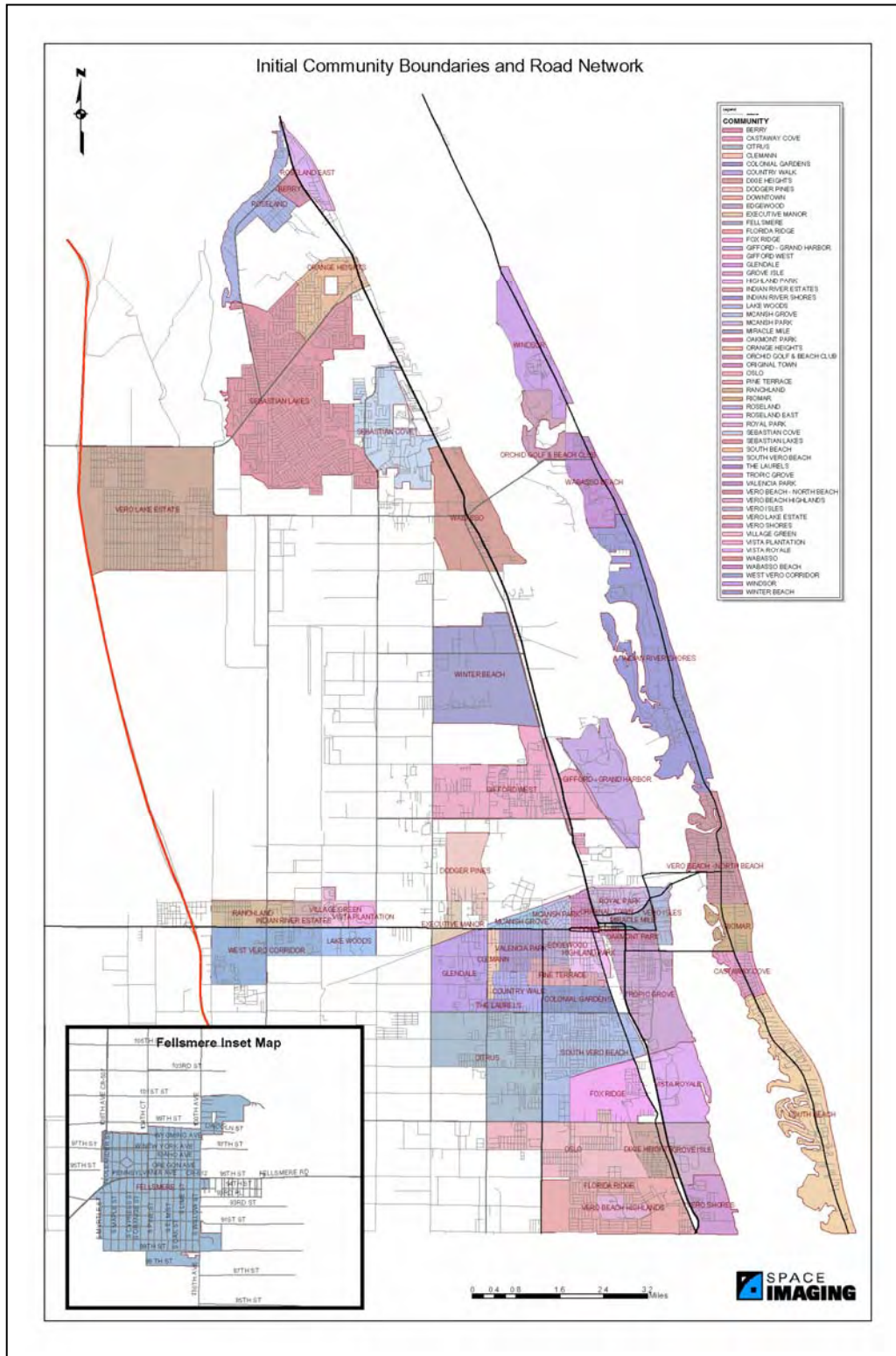
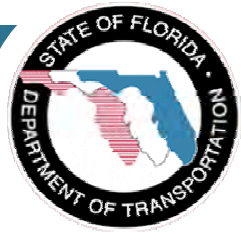


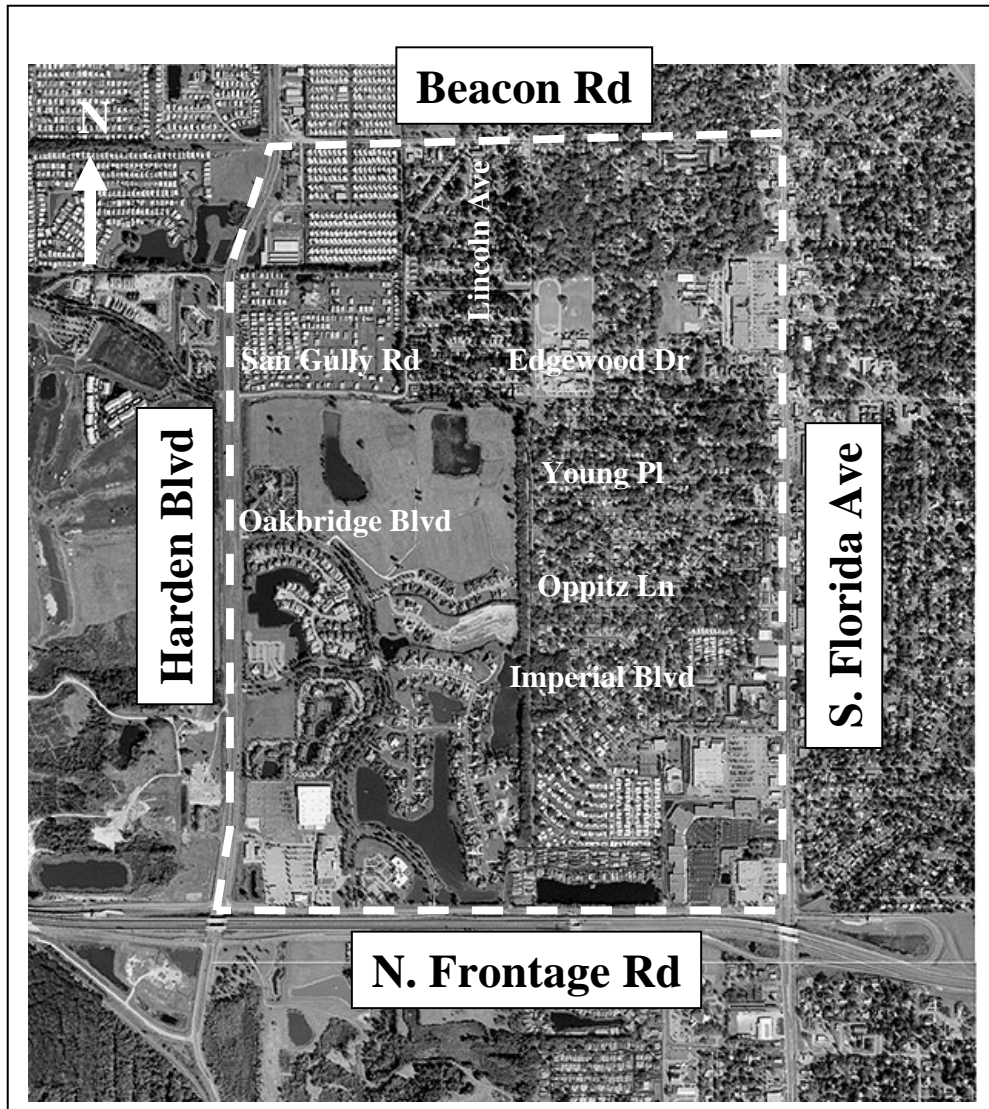
Figure 3- 2 Indian River County MPO L RTP Study Area





As another example, the City of Lakeland conducted an SCE evaluation during the Project Development & Environment (PD&E) phase to determine the best alternative for an east-west connector between two major north/south arterial highways. This resulted in a smaller, highly detailed study area of all neighborhoods adjacent to each proposed alternative. Figure 3-3 identifies the project study area. In the first of three public workshops, the City of Lakeland asked community members to review existing data and provide additional community data.

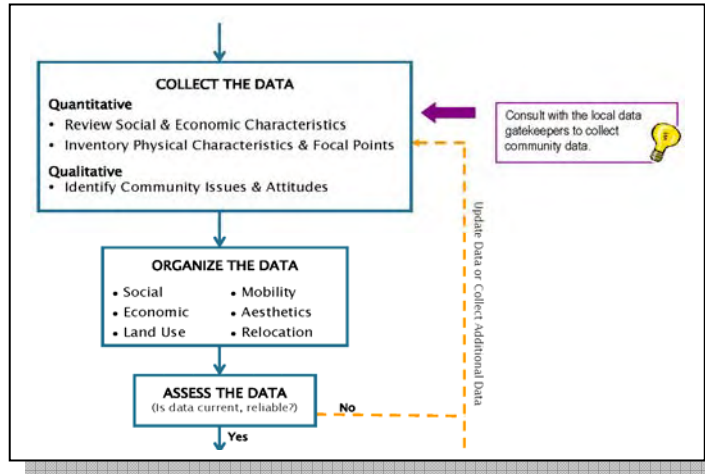
Figure 3-3 Lakeland Study Area





3.2 COLLECT/ORGANIZE/ASSESS THE DATA

Once the study area has been defined, the community analyst begins collecting and organizing the data. After the data has been collected and organized, it should be evaluated and tested. Pending the outcome of the data assessment, the

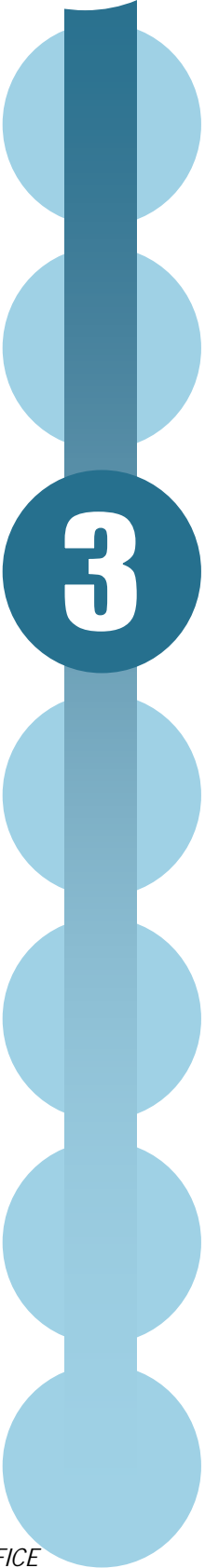


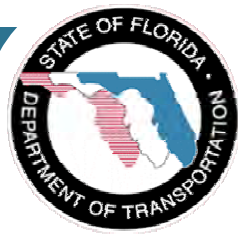
community analyst may have to collect additional data that is more current. SCE evaluations are based on six sociocultural issues: social, economic, land use, mobility, aesthetic, and relocation (Table 3-1). The quality of the sociocultural effects evaluation depends upon the consistency, currency, sufficiency, and quality of the data collected.

Table 3-1 Sociocultural Effects Issues

SOCIAL	ECONOMIC	LAND USE	MOBILITY	AESTHETICS	RELOCATION
<ul style="list-style-type: none"> ■ Demographics ■ Community Cohesion ■ Safety/Emergency Response ■ Community Goals ■ Quality of Life 	<ul style="list-style-type: none"> ■ Business & Employment ■ Tax Base ■ Traffic Patterns ■ Business Access ■ Special Needs Patrons 	<ul style="list-style-type: none"> ■ Land Use - Urban Form ■ Local Plan Consistency ■ Open Space ■ Sprawl ■ Focal Points 	<ul style="list-style-type: none"> ■ Modal Choices <ul style="list-style-type: none"> ■ Pedestrian ■ Bicyclists ■ Transit ■ Transportation Disadvantaged ■ Connectivity ■ Traffic Circulation ■ Public Parking 	<ul style="list-style-type: none"> ■ Noise/Vibration ■ Viewshed ■ Compatibility 	<ul style="list-style-type: none"> ■ Residential ■ Non-Residential ■ Public Facilities

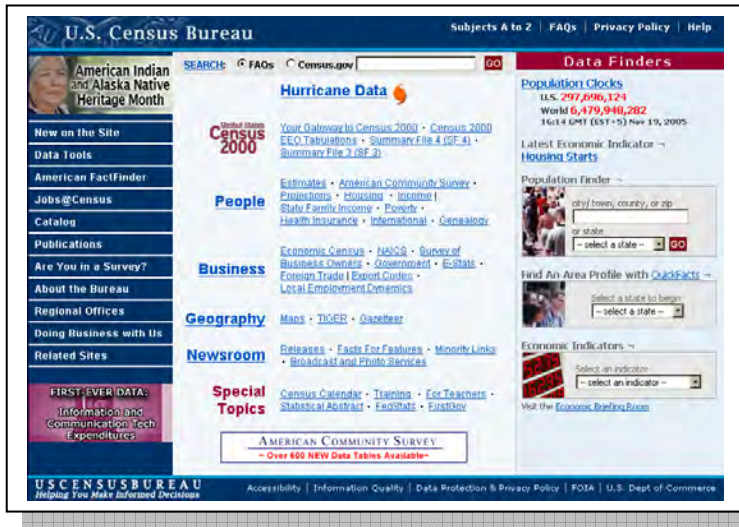
There are two types of data utilized in the SCE Evaluation process, quantitative data and qualitative data and two sources for collecting them, primary and secondary. The experienced community analyst understands that recognition of the types of data and utility of the evaluation suggest some basic structure to an efficient data collection process. Likewise, understanding where the data resides and accessing it will greatly facilitate this step.





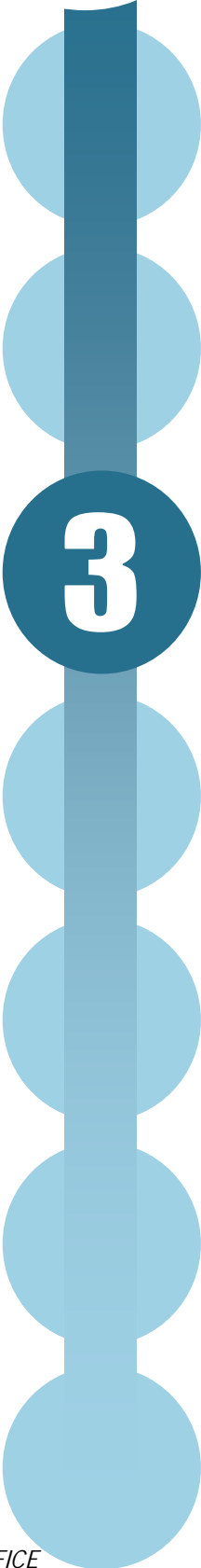
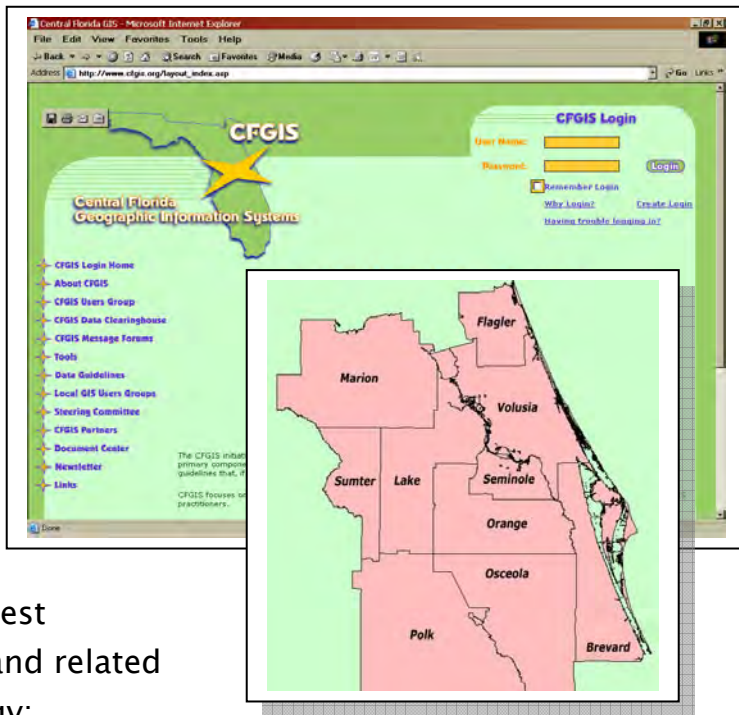
3.2.1 Quantitative Data

This type of data is measurable, often referred to as statistical, and can be displayed in charts and tables. Information such as that collected by the United States Census Bureau (www.census.gov) is quantitative data. This type of data may be formatted for use in Geographic Information Systems (GIS) to display census data on a map.



The Central Florida Geographic Information Systems (CFGIS) Users Group and Data Clearinghouse (www.cfgis.org) focuses on regional coordination in a 10-county area to:

- Facilitate regional data sharing needs;
- Serve as a forum to provide educational information on the latest developments in GIS and related information technology;
- Coordinate GIS information that crosses jurisdictional boundaries; and
- Provide an efficient, cost effective, and centralized location for storing and linking to regional GIS data.





Another source of quantitative data is the Florida Geographic Data Library (FGDL). FGDL is housed at the University of Florida and serves as the GIS data clearinghouse for state agencies. FGDL data is available to download from the website (www.fgdl.org) or for a nominal charge on CD to anyone requesting it. FGDL databases include community focal points (i.e., churches, cultural centers), existing land use, and other information.

Similarly, data collected by the University of Florida's Bureau of Economic and Business Research (BEBR) is quantitative. BEBR's (www.bebr.ufl.edu) statistical files include everything from population to land area of places, agricultural crop statistics, employment and wage statistics, prison populations, and registered motor vehicles.

The following guidance describes types of quantitative data to be considered and documented for the SCE Evaluation process.

1. Community Identification/Statistics;
2. Economics and History;
3. Community Facilities and Services;
4. Major Infrastructure;
5. General Land Use; and
6. Consistency with Local Government Comprehensive Plans (LGCPs).

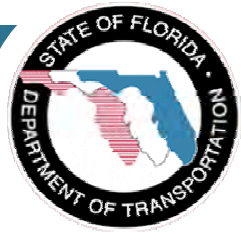
These databases are excellent starting points for an SCE evaluation, but the community analyst is cautioned that relying solely on these databases may not be prudent and that public involvement and field verification are necessary.

3.2.2 Qualitative Data

Qualitative data consists of information related to community dynamics, organizational relationships and networks, cultural contexts, patterns of social activity,

Community Cohesion is defined as the feeling of belonging to a community.

Social Values are defined as what the residents of a community seek in their relationships with other members of the community.



and issues of community satisfaction, connection, and priorities. Qualitative data includes community goals, perceptions, and quality of life. It can be collected through government comprehensive plans, vision statements, and public involvement.

Public involvement is an important component of successfully collecting qualitative data, such as community history, vision, values, and preferences. There are many different public involvement techniques to enable the community analyst to gather relevant data. Public involvement techniques to collect qualitative data include:

- Personal interviews;
- Visual Preference Surveys;
- Electronic Polling;
- Cultural Resource Committees;
- Community Workshops; and
- Focus Groups.

For example, CRM investigations focus on the historical record as well as resident interviews, often yielding two distinct views of a community: the one revealed in the official records and the one held by the members of the community.

This perspective can also yield information on traditional cultural properties that express a community's shared values, reflect its identity and help maintain self respect. Examples include an urban neighborhood that is the traditional home of a particular culture; the location where Native Americans historically conducted ceremonial activities, or a location where a community has traditionally carried out cultural practices important in maintaining its historical identity.

For specific discussion on these tools and techniques to collect qualitative community data, refer to the FDOT *Public Involvement Handbook* located at www.dot.state.fl.us/emo.

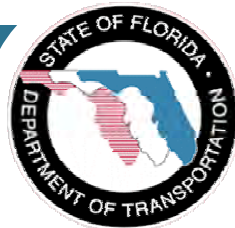


3.2.3 Data Sources

The community analyst should be aware of the quality and quantity of data collected. Without some measure of quality and an idea of the quantity needed, data collection can be an endless task. Likewise, the community analyst must be aware that the reliability and quality of data sources will vary from community to community and should use professional judgment to determine which sources will provide the best available data for use in an SCE evaluation. For example, data regarding the potential for cultural resources within a study area may be obtained from a variety of sources, such as:

- Florida Master Site File;
- Cities and counties with locally listed historic resources and archaeological sites;
- Local historic preservation organizations, historical societies, and archaeological societies;
- General Land Office Township survey maps and surveyor's field notes;
- Historic aerial photography;
- Historic maps showing the locations of Seminole War period forts, battlefields, trails, and encampments;
- Archaeological site probability maps maintained by local governments; and
- Local informants with knowledge of the area.

Table E-1 identifies data attributes and classifications representing the range of data that may be collected and analyzed for the data entities (Appendix E). A data attribute is a value or property that is a characteristic of an entity (i.e., name is an attribute of a school). A data classification is the grouping of features into a set of classes according to certain common attribute values. For example, schools could be classified by Type such as elementary, middle, or high school. Table E-2 identifies additional potential data sources for the data entities and attributes listed in Table E-1 (Appendix E). The community analyst should seek data pertinent to each transportation action and the level of analysis to be performed.



One way to identify and collect pertinent community data is to establish a Data Management Committee. The participants on this committee are decision makers and data *gatekeepers* who can authorize the interagency sharing of data and information pertinent to an SCE evaluation. More importantly, they can ensure the data is included in the evaluation process.

Typically, people who serve on the Data Management Committee include:

- Metropolitan Planning Organization (MPO) staff;
- Chamber of Commerce Executive Officers;
- County or City Historic Preservation Officers;
- Directors of Historic Preservation Boards or Societies;
- Law Enforcement Representatives;
- Others with extensive knowledge of the affected community:
 - City or County Department Heads (i.e., planning, community development, engineering, social services, administration);
 - Elected officials or the Chief Administrator of a Local Government;
 - Property Appraisers;
 - Supervisors of Elections; and
 - Regional Planning Council Executive Directors.

The Data Management Committee may be consulted prior to data collection efforts. Often pertinent data is immediately available to help expedite the data collection process. The Data Management Committee has access to primary and secondary data sources (Table 3-2).

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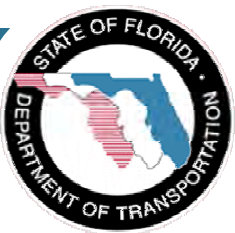
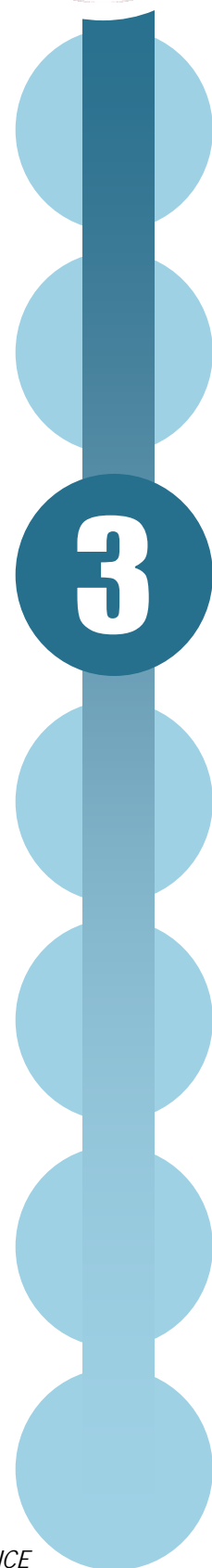
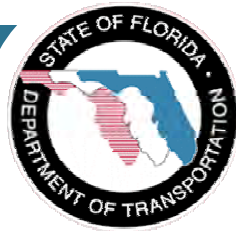


Table 3-2 Primary and Secondary Data Sources

ISSUE	PRIMARY DATA SOURCE											SECONDARY DATA SOURCE				
	Site Visits	Public Outreach	FDOTEST	Florida Geographic Data Library	Census	Water Management District	Regional Planning Council	Metropolitan Planning Organization	Local Government	Public Service Agencies	FDOT	Universities	FDOT Districts	Utilities	Associations	
SOCIAL																
• Demographics			•	•	•		•	•	•				•			
• Community Cohesion	•	•					•	•	•		•	•			•	
• Safety/Emergency Response		•					•	•	•	•					•	
• Community Goals		•					•	•	•						•	
• Quality of Life	•	•							•			•			•	
ECONOMIC																
• Business/Employment		•	•		•			•	•			•				
• Tax Base			•	•	•		•		•			•			•	
• Traffic Patterns	•	•						•	•		•	•				
• Business Access	•	•						•	•		•					
• Special Needs Patrons		•					•	•	•		•					
LAND USE																
• Land Use / Urban Form	•		•	•			•		•			•	•	•		
• Plan Consistency		•	•	•			•		•			•				
• Open Space			•	•					•			•			•	
• Sprawl					•		•	•	•			•				
MOBILITY																
• Modal Choice																
– Pedestrian	•	•							•	•	•	•			•	
– Cycle	•	•						•	•	•		•				
– Transit								•	•	•	•	•				
– Transportation Disadvantaged							•	•	•	•	•	•				
• Connectivity	•	•					•		•	•		•			•	
• Traffic Circulation	•		•	•				•	•		•	•				
• Public Parking	•								•		•	•				
AESTHETICS																
• Noise / Vibration	•	•							•		•	•				
• Viewsheds	•	•				•	•		•		•	•				
• Focal Points	•	•	•	•					•		•					
• Compatibility	•	•					•		•		•	•				
RELOCATION																
• Residential	•	•	•	•	•			•	•			•				
• Non-Residential	•	•	•	•	•			•	•			•				
• Public Facilities	•		•	•	•		•		•		•				•	





3.2.4 Data Assessment

Assessing the data is the first step in determining its utility for the overall SCE evaluation. The following questions are answered by the community analyst to assess the utility of the data:

- Does the community analyst have adequate information to refine and adjust community boundaries?
- Can community characteristics be determined by this data?
- Does the community analyst and the public have a high degree of confidence in the selected data to be used in the evaluation?

If the answer to any of the questions listed above is *No*, the community analyst should continue to collect additional relevant data.

Once the data has been collected and organized, it should be evaluated and tested to determine its:

- Inclusiveness (are all stakeholders in the affected community represented in the data);
- Comprehensiveness (does it reflect all six SCE issues);
- Variety (e.g., oral accounts, maps, photos, and the like);
- Timeliness and Reliability;
- Accessibility (has the right information from the right people been obtained or is more public involvement necessary); and
- Currency (updating and openness to include new sources of data).

For example, the community analyst should verify community features to ensure that locations on the map match the physical locations in the real world. This data can be verified by comparing locations on the map to local data sources (including Property Appraiser Parcel Data), by conducting windshield surveys to drive the area of interest and update inaccurate information, or by collection with field surveying utilizing Global Positioning System (GPS) to update

Remember...

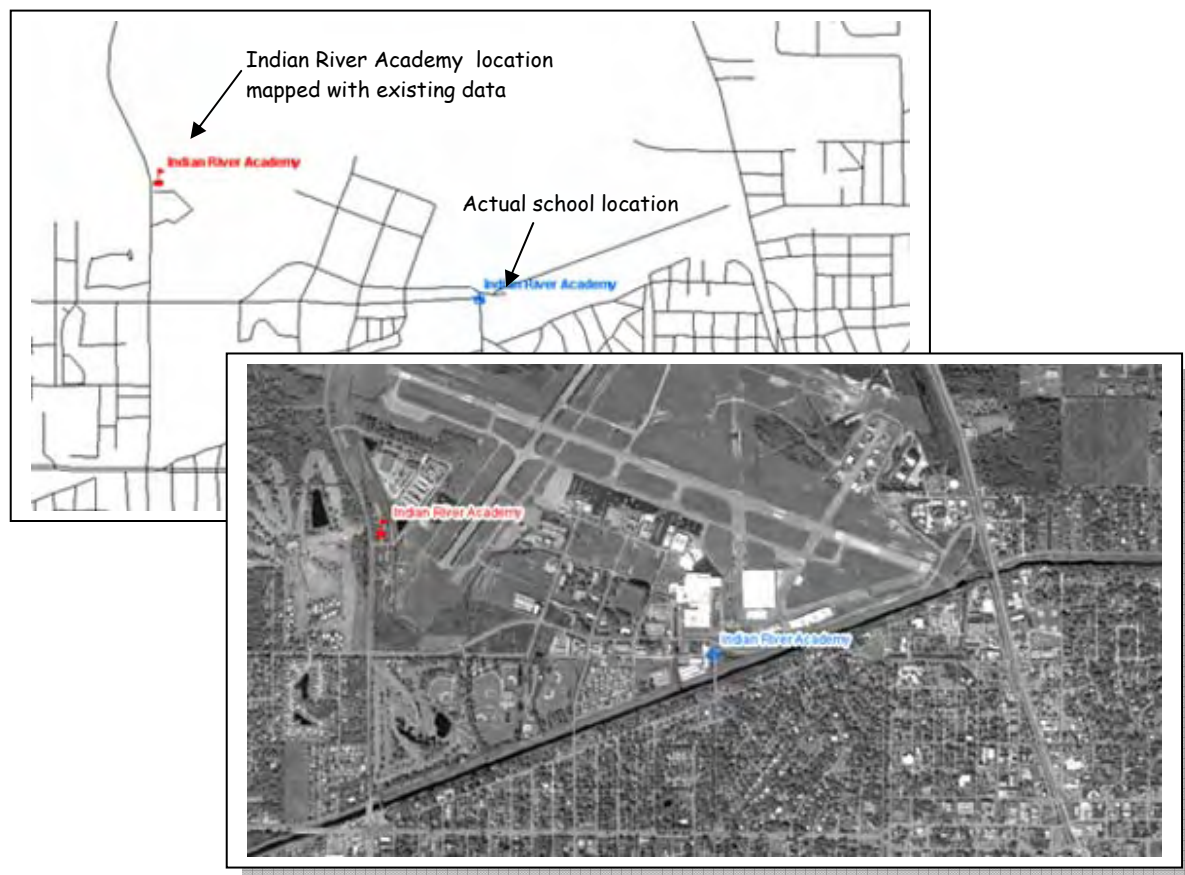
The SCE evaluation is only as accurate as the data used to conduct the evaluation.

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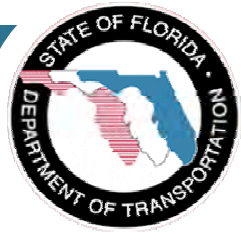
physical locations of community features. Table E-2 identifies potential data sources for community facilities and focal points (Appendix E).

When updating community features with existing data, the user must consider the data source. The data may be available, but it may be out of date or inaccurate. Ask the source for the metadata file to acquire information about the data. If metadata is not available, check for horizontal accuracy (x,y location), ask for the date of the last update, and gather information regarding who created the data and how the data was created. Street addresses can be verified using a local street centerline map in GIS. Verifying community features can be challenging if teamwork and an efficient field plan are not implemented. Figure 3-4 illustrates a community feature update utilizing existing local data sets including a street centerline map or aerial photography.

Figure 3-4 Data Verification



PREPARING FOR THE EVALUATION



In addition, the community analyst should engage the public in assessing the inclusiveness, comprehensiveness, and currency of the data to be employed for the SCE evaluation through the following techniques:

- Focus Groups;
- Community Leader Interviews;
- Community Workshops; and
- Surveys.

Public Involvement activities will identify community features not previously noted; the importance of community facilities and resources; community preferences and priorities; and community issues. For example, personal interviews with community leaders may reveal certain easily identifiable places as community focal points (e.g., churches, shopping districts) while residents participating in focus groups may identify more discrete areas, such as a corner lot with a shade tree, a backyard, or a local restaurant, as important gathering spots.



Citizen Advisory Committee members add community focal points to the preliminary community boundary map.

Local residents identify community values.

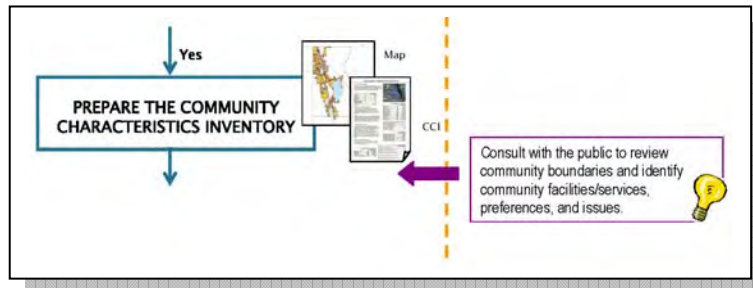


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Specific tools and techniques to involve the community in assessing the data are included in the FDOT *Public Involvement Handbook* available at www.dot.state.fl.us/emo.

3.3 PREPARE THE COMMUNITY CHARACTERISTICS INVENTORY (CCI)

All of these preliminary steps have been employed by the community analyst in order to prepare the Community



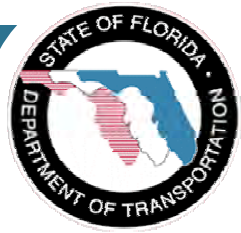
Characteristics Inventory

(CCI). The CCI is the summary of the history, present conditions, and foreseeable future configuration of the community.

The purpose of the CCI is to provide the community analyst with an accurate snapshot of the community. As projects progress through the SCE Evaluation process, the CCI originally developed at the macro level during planning and programming, is refined to the neighborhood, or micro level. The data is synthesized as it relates to the SCE issues: social, economic, land use, mobility, aesthetics, and relocation. The CCI consists of a community boundaries map and a community narrative composed of text, tables, charts, and graphs.

3.3.1 Defining Community Boundaries

Statistical data analysis, physical barriers, and political boundaries should yield a preliminary view of the community boundaries. Community boundaries are initially drawn by summarizing the results of GIS spatial analysis to cluster or group areas where similar population characteristics occur. These boundaries often start at the municipal or city jurisdiction level and are further refined by divisions using physical barriers (including major roads or water bodies) and by Census demographic information.



The methods for defining community boundaries varies based on the density of population in the project study area. For more heavily populated areas, generalized data such as Census Place or Census Block Group boundaries may be used. For more rural or emerging urban areas, refined data such as local property appraiser parcel data or Census Block data can be utilized in developing community boundaries.

After initial boundaries are established, the community boundary can be displayed on a map. The community boundary map(s) should reflect readily available data. In addition to identifying spatial boundaries, the maps should include physical features and graphic or pictorial socioeconomic data, such as community facilities and focal points, generalized land use, transportation facilities, and cultural resources. Neighborhood boundaries, business locations, open spaces, recreation areas, commercial centers, and major employment centers should be displayed as well.

These maps will serve as the basis for testing the data currency and completeness before entering the final stages of the SCE Evaluation process. It should be noted that developing community data for graphic display on a county-wide basis is a large task best performed by social scientists, planners, and GIS specialists. Figure 3-5 provides a sample community boundary map.

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PREPARING FOR THE EVALUATION

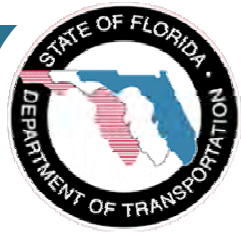
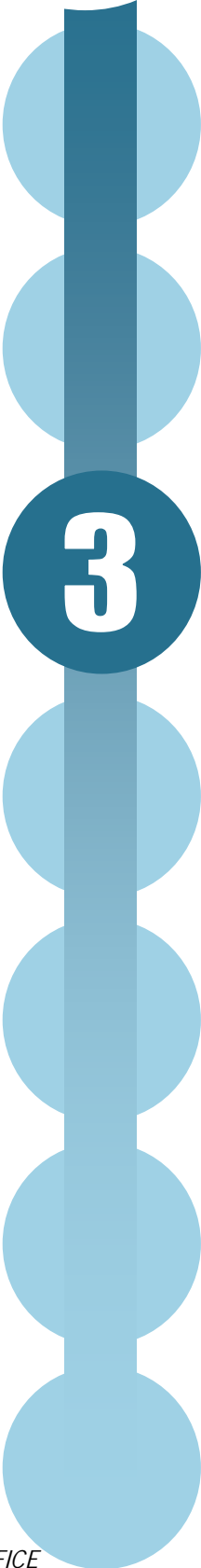
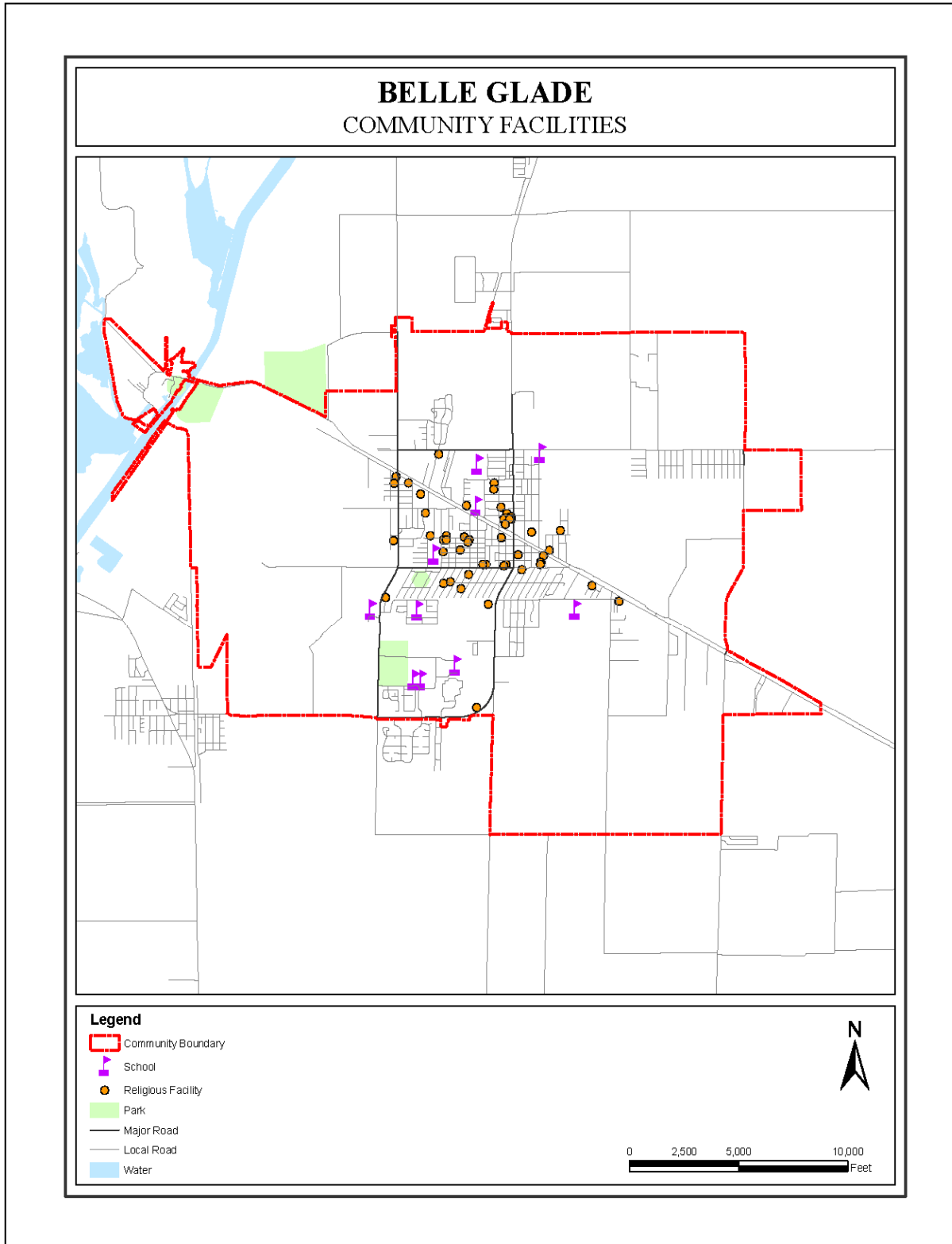
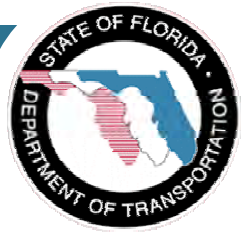


Figure 3-5 Belle Glade Community Boundary Map with Community Facilities and Services





3.3.2 Community Narrative

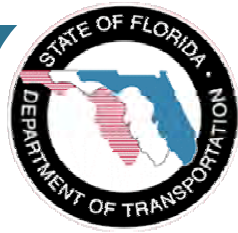
The narrative portion of the CCI describes those aspects that set this particular community apart from all the others. It includes a synthesis of the quantitative data; the demographics, the social and economic history of the community; and the importance of its facilities and services. It includes qualitative data such as community goals and objectives. The CCI should also include aesthetic preferences which may be found in local comprehensive plans, as well as any ancillary issues or concerns uncovered during the collection and analysis of data.

The CCI summarizes the more salient social community characteristics, including:

- Education and skill level of the community's workforce;
- Geographic locations where different work forces reside and work;
- Population characteristics;
- Distribution of types of households;
- Geographic distribution and statistical percentage of two parent homes and single parent homes;
- Geographic distribution and concentration of significant ethnic and minority populations;
- Age distribution;
- Age of housing stock; and
- Immigration and migration trends in the community;

This exercise by the community analyst identifies the social fabric of the community. The community analyst identifies where the elderly reside, where the young people reside, where single family neighborhoods are located, and how these groups interact. The community analyst uses this information to identify potential areas where safety, mobility, or public transit needs may be an issue. The community analyst identifies established communities and if these communities are in a state of flux or deterioration. The community analyst is aware of areas where people have been affected by major improvements or facilities in the past and the

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segments of the population who may be disproportionately affected.

Economic characteristics of the study area are summarized in the CCI, including:

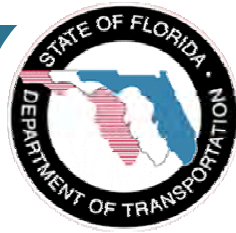
- Per capita income;
- Median income;
- Income characteristics;
- Major contributors to the tax base;
- Major employment centers; and
- Areas identified for redevelopment.

With this data, the community analyst may evaluate the potential effects that transportation improvements may have on the economic vitality of the community. The community analyst is responsible for the community contact and research necessary to identify areas that may benefit from transit initiatives, divided highways, or pedestrian oriented travel ways. It also conceptualizes the types of transportation improvements that compliment the economy of the community as well as those that potentially will have a detrimental effect.

Land Use characteristics are an important component of the CCI. The community analyst compiles and analyzes existing and future land uses by identifying:

- Industrial areas;
- Residential areas;
- Major commercial areas;
- Areas slated for multi-family development and single family development;
- Areas of regional importance and the characteristics that distinguish them;
- Areas used predominantly by tourists;
- Recently permitted projects; and
- Recently developed projects.

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The community analyst evaluates the consistency of the proposed improvements with the existing and future character of the area using this information. It also allows the determination of whether improvements are consistent with comprehensive planning efforts.

Mobility characteristics are integral parts of a CCI. Information considered by the community analyst in assessing the mobility characteristics of a community include:

- The ability of industrial centers to accommodate large truck traffic;
- The potential for roads through residential areas to increase or decrease safety and pedestrian mobility;
- The potential for roads through major commercial centers to attract or discourage traffic; and
- The ability of residents to travel to and from work, school, shopping, etc.

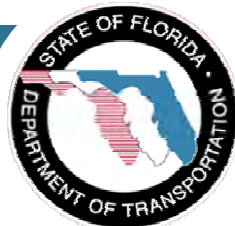
The CCI includes a summary of the community's aesthetic characteristics and values, such as:

- Scenic vistas;
- Scenic corridors;
- Canopy roads;
- Parks;
- Historic sites;
- Benefits from a scenic road or access relative to these vistas;
- Community preferences for their vistas to remain isolated and undisturbed; and
- Noise.

Relocation issues summarized in the CCI include:

- Historical, residential and commercial growth rates;
- Recent influx of residents or businesses;
- Transitional areas;

PREPARING FOR THE EVALUATION



- Immigration to and from the community by population groups (age, race, home ownership characteristics);
- Population groups in fixed or low income categories that may not be able to relocate;
- Low income or publicly subsidized housing areas that may be affected;
- Potential displacements; and
- Rental properties versus owned properties.

The Community Characteristics Inventory is a continuously evolving tool that should be evaluated and updated based on newly available data and public involvement efforts. The CCI is a useful tool for professionals and community members to accurately summarize the sociocultural attributes of the affected area. Figure 3-6 is a sample CCI.

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Figure 3-6 Belle Glade Community Characteristics Inventory

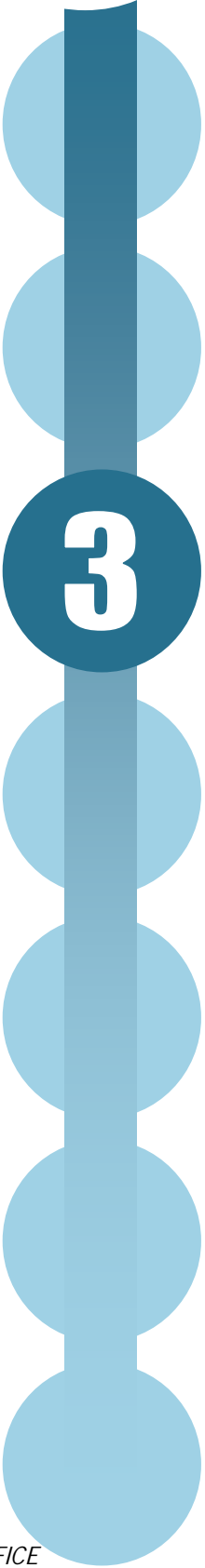
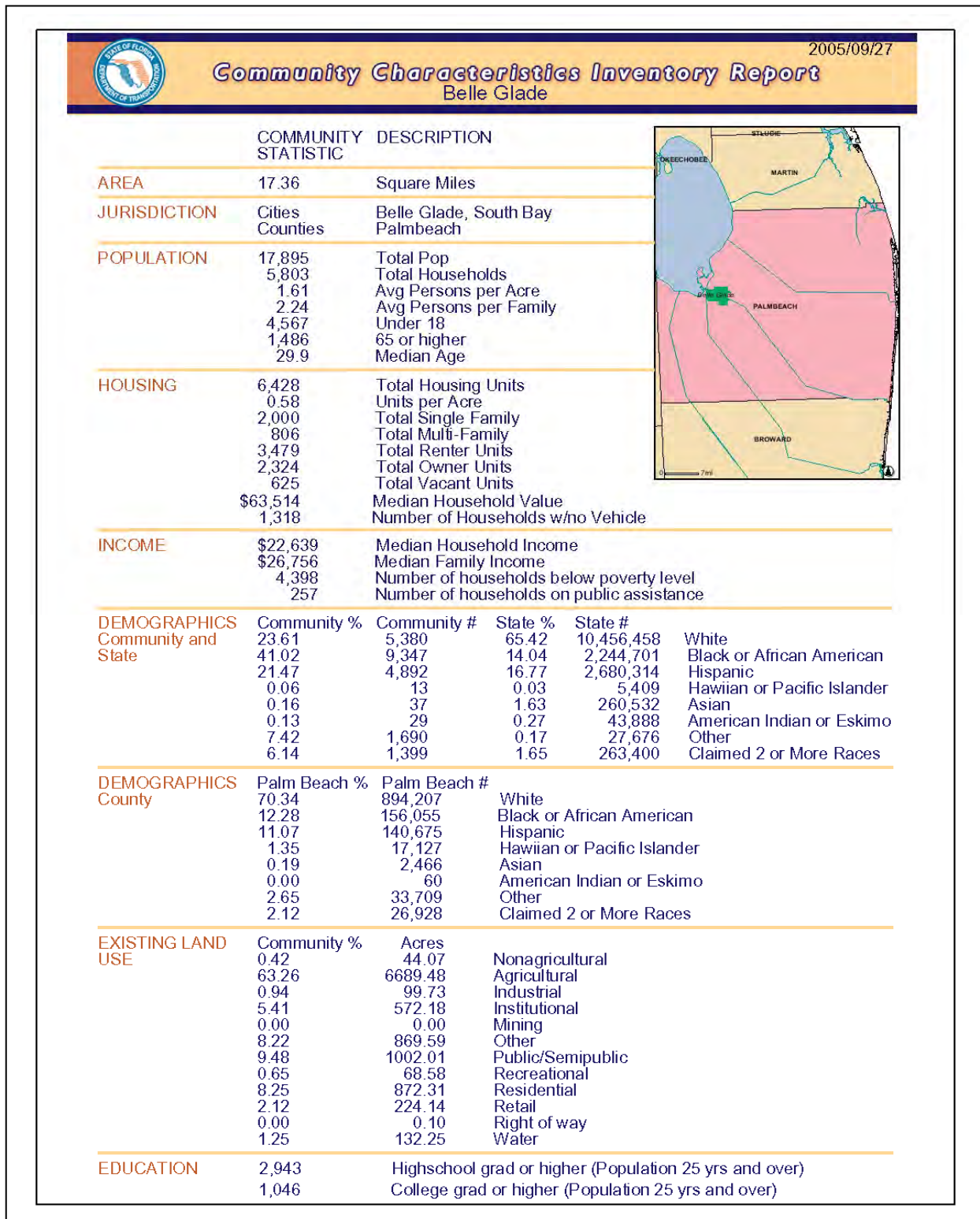




Figure 3-6 Belle Glade Community Characteristics Inventory



Community Characteristics Inventory Report

Belle Glade

2005/09/27

GOALS AND VALUES

Belle Glade City Government Mission: Move into the future by improving the quality of life and promoting growth through economic diversification and development of human and natural resources while providing a safe and healthy environment.

Belle Glade Chamber of Commerce Mission: Promote the growth of economic and community opportunities that enhance our area's quality of life.

HISTORY

Belle Glade is the largest city within the 2,862,00-acre subtropical Everglades in the heartland of Florida. Originally known as Hillsboro, Belle Glade was incorporated in 1928 with a population of less than 500. The earliest known inhabitants of the Belle Glade area were the Calusa Indians. Their prehistoric habitation and burial mounds are located just west of Belle Glade in Chosen which is known by many as the "Indian Mound." These sites were excavated by the Smithsonian Institution during the early 1930's and later by archaeologists from the Florida State Museum in Gainesville.

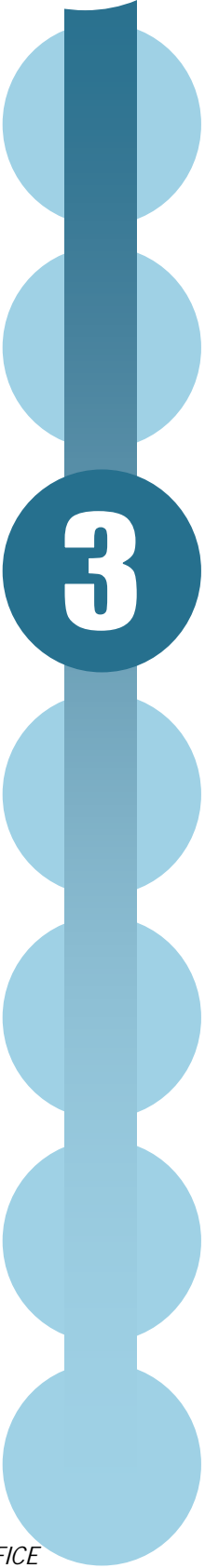
The Seminole Indians generally associated with this part of Florida are descendants of tribes from Georgia and Alabama who moved further and further south as white men pushed for expansion and development of new lands. It was the Seminole who gave the lake region the name of "Okeechobeeland," meaning Land of Big Water. Florida became a territory in 1821 and a state of the union in 1845. Although there was a boom in land sales in this area, many of the purchasers were disillusioned with drainage problems most of the land reverted back to the state. By 1912, construction had begun on three major canals for controlling Lake Okeechobee's floodwaters. Canals completed in 1913 were the Hillsboro, the North New River, and the Miami Canal.

One of the colorful versions concerning the naming of the community tells that a blackboard was placed in a hotel lobby where suggestions could be written on the board. The suggestion receiving the most votes was that it should be called Belle Glade since the settlement was "the belle of the Glades." The Hillsboro Community Council was formed in 1919 and operated as the town's governing body until its incorporation on April 9, 1928. This council was directly responsible for the location here of Everglades Experiment Station, a University of Florida agricultural research and experiment station. The center's name was recently changed to Agricultural Research and Education Center.

On September 16, 1928, a storm more devastating than any other predecessor blew in from the coast and left monumental destruction. The force of the wind simply pushed all of the water from the northern portion of the lake and sent it surging madly through the area, like tipping a giant saucer full of water onto the earth. Approximately 2,500 people died in the hurricane and a statue today commemorates those who perished. The loss of life caused by the storm brought to national prominence the need for Lake Okeechobee flood control. Following President Herbert Hoover's visit in 1929, federal and state governments agreed to undertake the construction of a levee. Today, the Hoover Dike includes approximately 85 miles of levee whose height varies from 34 feet upward. It is 22 feet above sea level and it is at least five feet above the highest point that the lake has ever reached.

Along with flood control, two important activities have contributed to Belle Glade's progress. Existing side by side through good water management, sport fishing and a thriving agricultural industry are each closely tied to Lake Okeechobee. The Belle Glade Marina Campground has become a home away from home for many visitors who want to try their luck catching of the "Big O's" famous wide mouth bass. The campground offers 350 campsites, tent camping, boat ramps, picnic facilities and miniature golf. It is in walking distance to a challenging 18-hole public golf course.

The city motto "Her Soil Is Her Fortune" speaks the truth... The soil is known as Black Gold which also speaks the truth in that the soil surrounding the Glades is rich black humus muck created from thousands of years of subtropical vegetation growth and decay. When early pioneers arrived in the area, they realized that they had discovered a virtual paradise for growing crops. Although green beans led the way at one time in area production, today's most important crops are celery, lettuce, sweet corn (we think the world's best) and sugar cane. Also, the area has become known for its ornamental farms for landscaping and sod farms.



PREPARING FOR THE EVALUATION

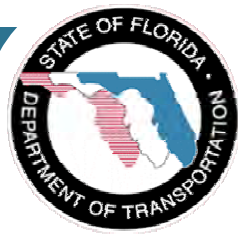
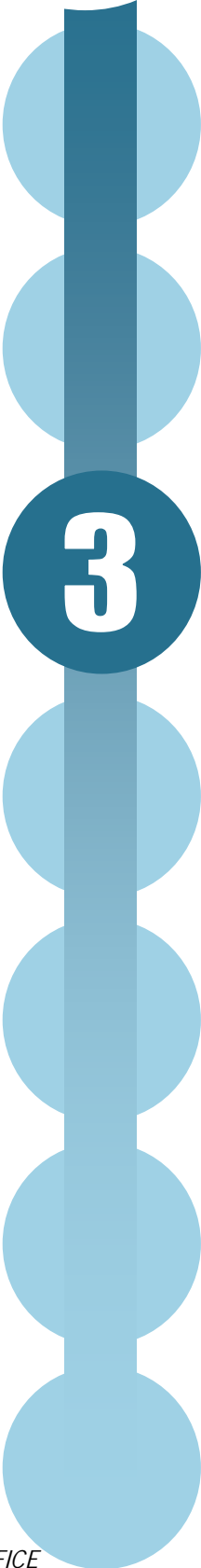


Figure 3-6 Belle Glade Community Characteristics Inventory

STATE OF FLORIDA DEPARTMENT OF TRANSPORTATION		2005/09/27			
Community Characteristics Inventory Report Belle Glade					
COMMUNITY FACILITIES AND SERVICES					
NAME	MAILING ADDRESS	CITY	STATE	ZIP	
SCHOOL					
GOVE ELEMENTARY	900 SE AVE G	BELLE GLADE	FL	33430	
GLADE VIEW ELEMENTARY	1100 SW AVE G	BELLE GLADE	FL	33430	
PIONEER PARK ELEMENTARY	39500 PIONEER PARK RD	BELLE GLADE	FL	33430	
GLADES CENTRAL HIGH	1001 SW AVE M	BELLE GLADE	FL	33430	
BELLE GLADE ELEMENTARY	500 NW AVE L	BELLE GLADE	FL	33430	
LAKESHORE MIDDLE	1101 SW AVE E	BELLE GLADE	FL	33430	
GLADES DAY SCHOOL	400 NE GATOR BLVD	BELLE GLADE	FL	N/A	
PALM BEACH COMMUNITY COLLEGE - GLADES	1977 COLLEGE DR	BELLE GLADE	FL	33430	
BETHUNE-COOKMAN COLLEGE - BELLE GLADE	1001 SW AVENUE M	BELLE GLADE WEST PALM	FL	33430	
LAKESHORE ANNEX ALTERNATIVE SCHOOL	3320 FOREST HILL BLV # C331	BEACH	FL	33406	
RELIGIOUS FACILITY					
FAITH MISSIONARY BAPTIST	PO BOX 1282	BELLE GLADE	FL	33430	
SUTTERFIELD, DOLAN C & MARGARET	5250 HILL DR	ZEPHYRHILLS	FL	33541	
CHURCH OF ST JOHN THE APOSTLE MISSION	PO BOX 444	BELLE GLADE	FL	33430	
PENTECOSTAL HOLINESS CHURCH	1424 W CANAL ST S	BELLE GLADE	FL	33430	
CHOSEN MISSIONARY BAPTIST CHURCH INC	PO BOX 174	BELLE GLADE	FL	33430	
APOSTOLIC CHURCH OF JESUS	PO BOX 882	BELLE GLADE	FL	33430	
YOKEFELLOWS OF PRIMERA	17 NW AVENUE B	BELLE GLADE	FL	33430	
LUTZ, KENNETH E JR	301 NW AVENUE C	BELLE GLADE	FL	33430	
BELLE GLADE CHURCH OF CHRIST	125 NW AVENUE D	BELLE GLADE	FL	33430	
SOUTHEASTERN CONFERENCE ASSN	180 N WESTMONTE DR	ALTAMONTE SPRINGS	FL	32714	
FIRST BAPTIST CHURCH OF BELLE GLADE	17 NW AVENUE B	BELLE GLADE	FL	33430	
ST PETERS EVANGELICAL LUTHERAN	125 E CANAL ST N	BELLE GLADE	FL	33430	
FIRST BAPTIST CHURCH OF BELLE GLADE	17 NW AVENUE B	BELLE GLADE	FL	33430	
CHURCH OF JESUS CHRIST OF LATTER	50 E NORTH TEMPLE FLR 22	SALT LAKE CITY	UT	84150	
NEW BETHEL MISSIONARY BAPTIST	1101 W AVENUE A	BELLE GLADE	FL	33430	
ST PAULS CHURCH OF GOD IN CHRIST INC	PO BOX 1127	BELLE GLADE	FL	33430	
SHTECA INC	217 NW AVENUE D	BELLE GLADE	FL	33430	



PREPARING FOR THE EVALUATION



Figure 3-6 Belle Glade Community Characteristics Inventory

RELIGIOUS FACILITY

MIRACLE TEMPLE EVANGELISTIC ASSN INC	941 WHITAKER RD	BELLE GLADE	FL	33430
CHURCH OF GOD IN CHRIST OF BELLE GLADE	PO BOX 1127	BELLE GLADE	FL	33430
CHURCH OF GOD OF PROPHECY	PO BOX 1928	BELLE GLADE	FL	33430
CHURCH OF GOD BY FAITH INC	1332 SW AVENUE C	BELLE GLADE	FL	33430
SOUTHEASTERN DISTRICT OF CHRISTIAN	PO BOX 624	BELLE GLADE	FL	33430
HOUSE OF GOD	4540 SW 20TH ST	HOLLYWOOD	FL	33023
MT ZION AME CHURCH	PO BOX 1688	BELLE GLADE	FL	33430
CHRISTIAN CHURCH IN BELLE GLADE INC	348 E CANAL ST S	BELLE GLADE	FL	33430
IGLESIA DE DIOS PENTECOSTAL	24 SE AVENUE C	BELLE GLADE	FL	33430
COMMUNITY METHODIST CHURCH OF	401 SW 1ST ST	BELLE GLADE	FL	33430
BELLE GLADE CHURCH OF GOD INC	PO BOX 307	BELLE GLADE	FL	33430
CHURCH OF GOD OF BELLE GLADE	PO BOX 307	BELLE GLADE	FL	33430
CATHOLIC CHURCH	PO BOX 109650	PALM BEACH GARDENS	FL	33410
CHURCH OF GOD OF PROPHECY	8875 ELDORADO DR	PAHOKEE	FL	33476
COMMUNITY METHODIST CHURCH INC	401 SW 1ST ST	BELLE GLADE	FL	33430
SE CONF SEVENTH DAY ADVENTIST	PO BOX 1217	BELLE GLADE	FL	33430
FIRST BORN CHURCH OF THE LIVING GOD	PO BOX 2092	BELLE GLADE	FL	33430
ST JOHNS FIRST BAPTIST CHURCH	600 SW 8TH ST	BELLE GLADE	FL	33430
TRUSTEES OF THE GENERAL ASSEMBLY	701 S 22ND ST	PHILADELPHIA	PA	19146
CHURCH OF GOD OF PROPHECY	PO BOX 48	BELLE GLADE	FL	33430
GLORIOUS COMMUNITY HOLINESS	PO BOX 966	BELLE GLADE	FL	33430
BELLE GLADE CONGREGATION OF	669 SW 16TH ST	BELLE GLADE	FL	33430
ST PHILIP BENIZI CATHOLIC CHURCH	PO BOX 109650	PALM BEACH GARDENS	FL	33410
CHURCH OF GOD TABERNACLE INC	1351 NW 67TH ST	MIAMI	FL	33147
REDEMPTIVE LIFE FELLOWSHIP INC	2101 N AUSTRALIAN AVE	WEST PALM BEACH	FL	33407

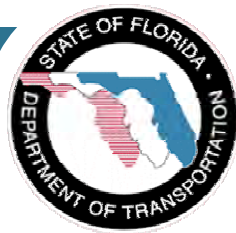
PARKS

BELLE GLADE MARINA & CAMP/BOAT RAMP	PO BOX 24680	WEST PALM BEACH	FL	33416
LAKESHORE PARK POOL	110 SW AVENUE E	BELLE GLADE	FL	33430
GLADES PIONEER PARK	3323 BELVEDERE RD, 503	WEST PALM BEACH	FL	33406
BELLE GLADE COUNTRY CLUB	PO BOX 515	BELLE GLADE	FL	33430

SOURCE

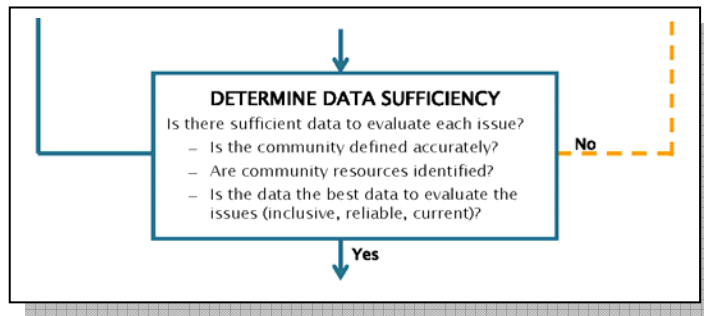
GIS Data and community boundaries initial data source was Census 2000 and Palm Beach County Property Appraiser. The data was then verified by Palm Beach County MPO Staff, MPO CLC and TAC members, community leaders during LRTP Public outreach July 2004, Interviews included the Community Development Manager along with three staff members and the Belle Glade Chamber Executive Director.

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3.4 DETERMINE DATA SUFFICIENCY

In preparing for the SCE evaluation, the community analyst has the opportunity to acquire important knowledge of the affected communities and should have some idea of the potential issues. Public involvement activities may generate the identification of additional community issues.



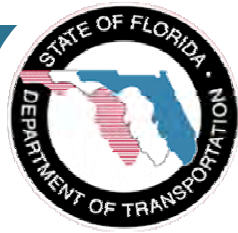
Prior to conducting the SCE evaluation, the community analyst should determine if there is sufficient data to evaluate each identified SCE issue by considering the following questions:

- Is the community defined accurately?
- Are the community resources (including community facilities, services, and focal points) identified?
- Is this data the best data to evaluate the issues (inclusive, comprehensive, reliable, current)?

For example, if a proposed transportation action may affect the community's aesthetics, the community analyst should be able to assess the community's existing aesthetic preferences; identify elements contributing to the community character; and identify the value of aesthetics to the community with data collected. If this is not possible, the community analyst should collect additional data through site visits; additional interviews and community workshops; and further review of community maps, local design criteria, and zoning ordinances, etc.

Identifying a data collection strategy and involving members of the Data Management Committee coupled with early and ongoing public involvement activities will help to ensure that sufficient data has been collected to evaluate the SCE issues.

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OVERVIEW

SCE Evaluation is the process of identifying and quantifying changes in the community that will result from implementing a transportation action. It involves testing various community scenarios that can reasonably be foreseen if a proposed project is (or is not) implemented (Figure 4-1). The community analysts should determine the implications of each projected change – if the change is adverse or beneficial to the community, as well as its significance within the context of the community. This process of evaluation must be conducted for each of the six SCE issues (Table 4-1) for each project alternative considered, including the no-build scenario.

- Establishing the consequences of doing nothing helps to quantify the benefits that can be attributed to the build alternatives.
- Comparing effects between the no-build and build alternatives will quantify the relative degrees of effect attributed to the various build alternatives.
- Tabulating the results will provide a basis for comparing alternatives and selecting a preferred alternative.



Table 4-1 Sociocultural Effects Issues

SOCIAL	ECONOMIC	LAND USE	MOBILITY	AESTHETICS	RELOCATION
<ul style="list-style-type: none"> ■ Demographics ■ Community Cohesion ■ Safety/Emergency Response ■ Community Goals ■ Quality of Life 	<ul style="list-style-type: none"> ■ Business & Employment ■ Tax Base ■ Traffic Patterns ■ Business Access ■ Special Needs Patrons 	<ul style="list-style-type: none"> ■ Land Use – Urban Form ■ Local Plan Consistency ■ Open Space ■ Sprawl ■ Focal Points 	<ul style="list-style-type: none"> ■ Modal Choices <ul style="list-style-type: none"> ■ Pedestrian ■ Bicyclists ■ Transit ■ Transportation Disadvantaged ■ Connectivity ■ Traffic Circulation ■ Public Parking 	<ul style="list-style-type: none"> ■ Noise/Vibration ■ Viewshed ■ Compatibility 	<ul style="list-style-type: none"> ■ Residential ■ Non-Residential ■ Public Facilities

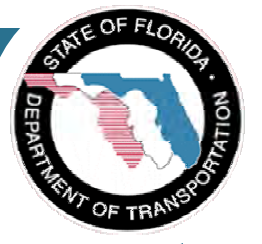
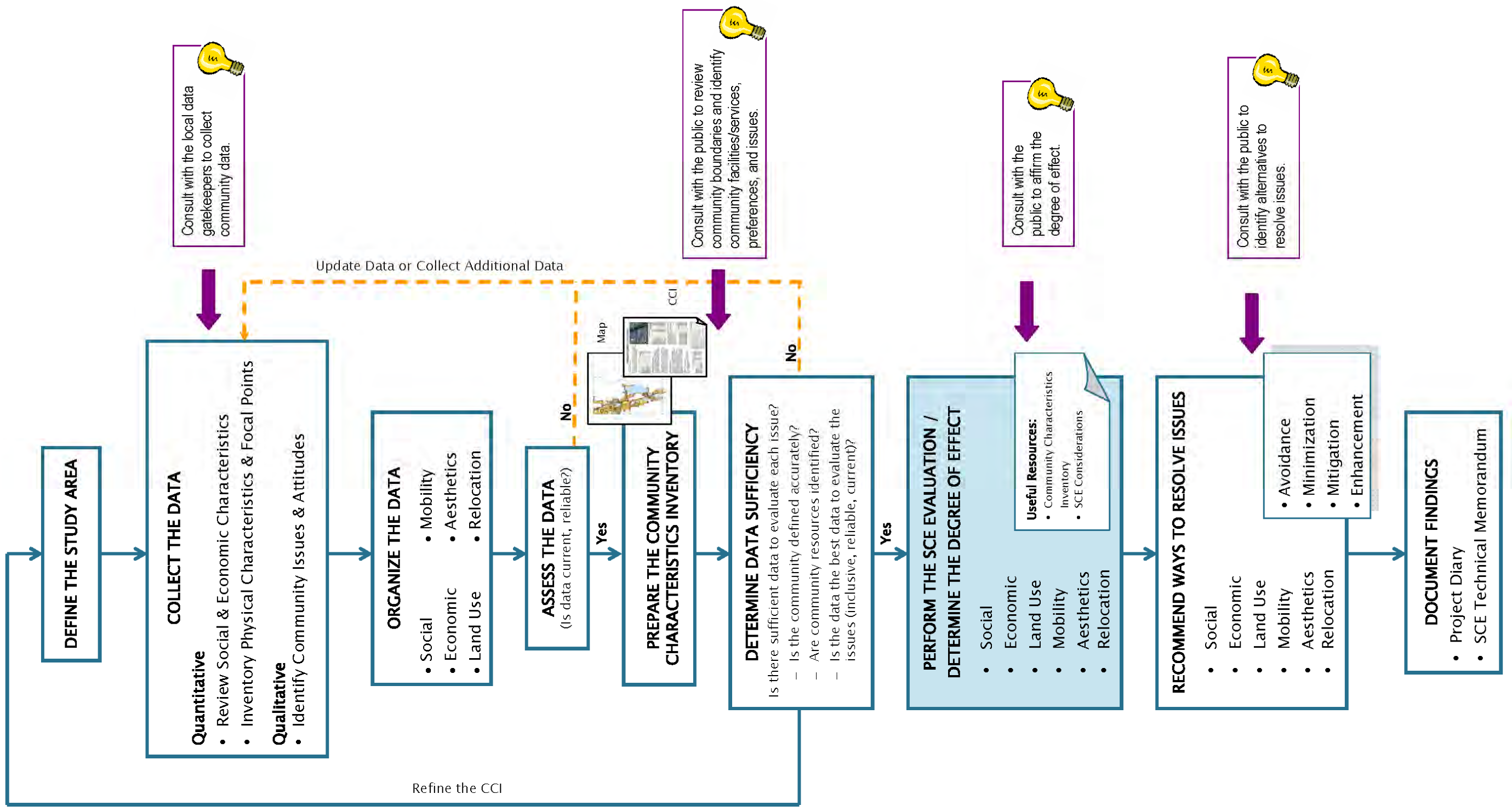


Figure 4-1 SCE Evaluation Process





Unique characteristics of each community and each project can result in myriad of considerations of the sociocultural effects of a transportation action. The items listed under each of the six issues are not intended to be a comprehensive list but rather a generalized key to the most commonly evaluated effects. Public involvement is a key component of issues identification and evaluation.

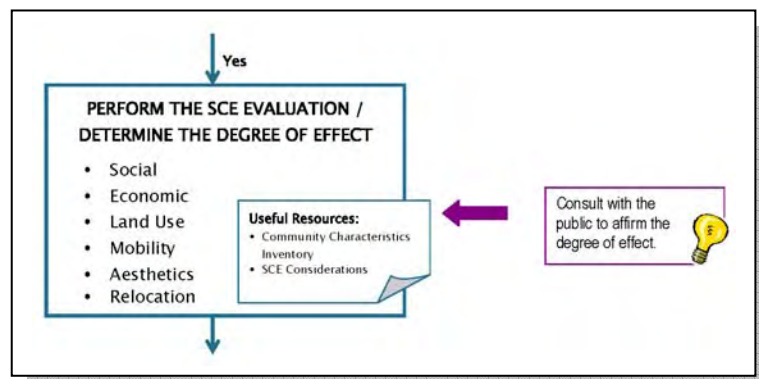
Fifty-four (54) SCE considerations were developed incorporating the metropolitan transportation planning factors, federal guidelines, and standard analysis techniques used by community analysts. The 54 considerations provide a basis to address social, economic, land use, mobility, aesthetic, and relocation issues (Appendix D).

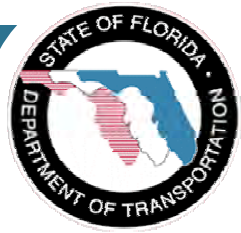
The evaluation of the SCE issues in conjunction with the 54 considerations will allow the community analyst to determine the degree of effect of a project on community resources. Each issue is examined using the available data and supplemental information collected during public involvement activities. There should be a balance between public input (qualitative data) and statistical information (quantitative data) regarding potential effects on a community.



4.1 PERFORM THE SCE EVALUATION

Once all relevant and necessary data is collected, assessed, and deemed sufficient for the evaluation, the information is summarized and mapped in the CCI. The community analyst now has more specific knowledge of the community and its boundaries.





Using the SCE Considerations and the CCI, including the community map(s), the community analyst can evaluate the effects for each identified SCE issue while considering the following:

- Positive and negative effects;
- Short-term and long-term effects;
- Secondary and cumulative effects;
- Community goals;
- Effects identified by the community; and
- Level of controversy.

SCE effects are interconnected and it is important that the community analyst recognize the relationship of effects. The interrelationship of effects varies with the type of transportation action and the affected community. The community analyst should not focus on the considerations separately. Examining how effects relate to each other and counterbalancing effects of various considerations is critical to the resolution of issues.

The community analyst should carefully document all identified effects, the data and data sources used to determine the effects, as well as the degree of effect.

4.1.1 Social Issues

Figure 4-2 illustrates the *Process for Evaluating Social Issues in SCE*. Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects. The evaluation objectives provide necessary guidance to the community analyst.

SOCIAL ISSUES

- Demographics
- Community Cohesion
- Safety/Emergency Response
- Community Goals
- Quality of Life

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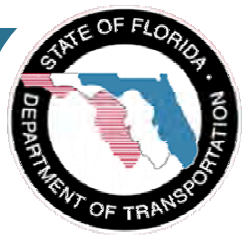
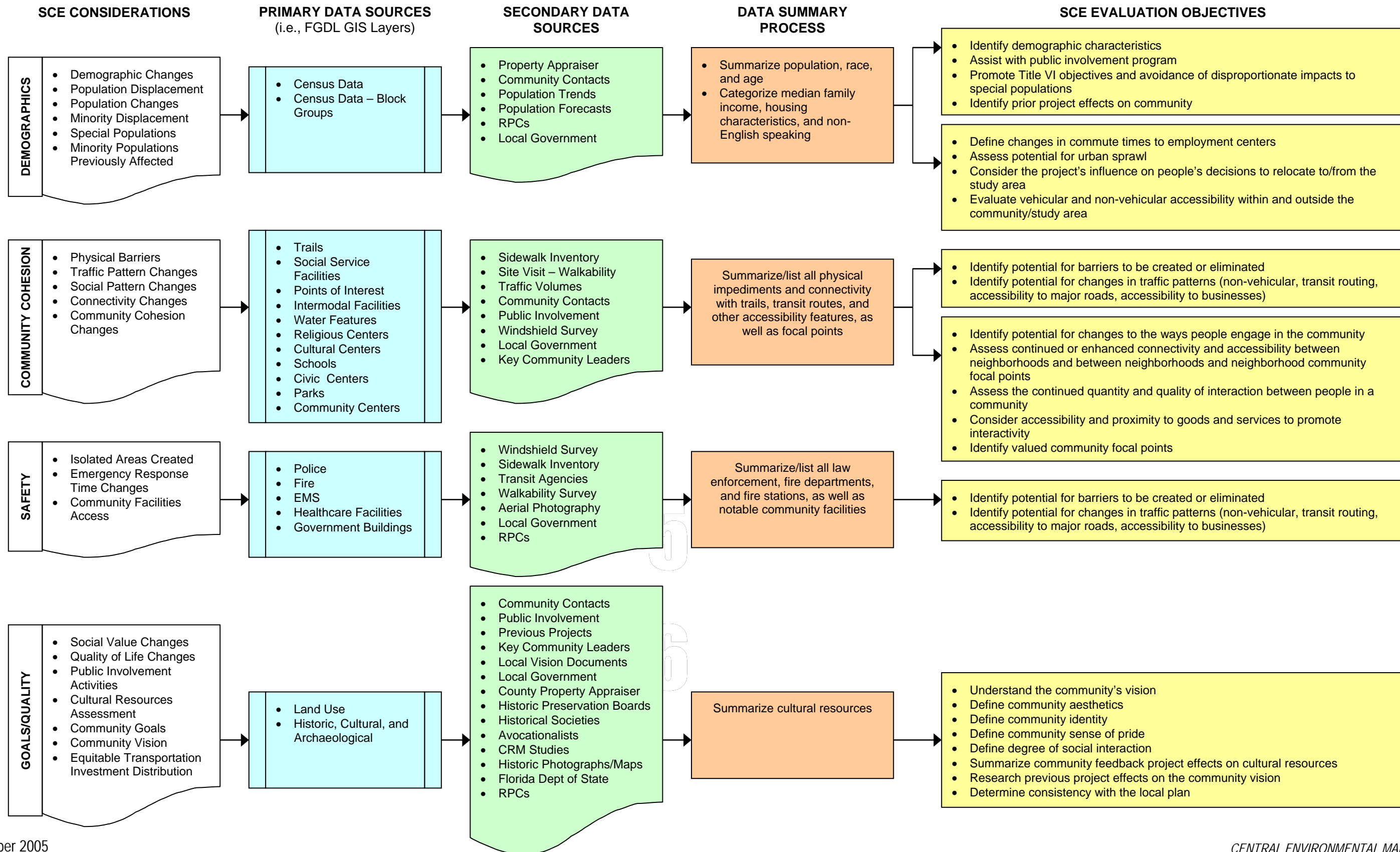
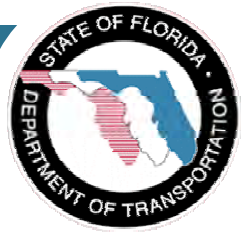


Figure 4-2 Process for Evaluating Social Issues in SCE





Social Issues: Demographics

Demographic data describes the population of the community. It is primarily collected by local, state, or federal agencies such as the Census Bureau and other government departments. It covers a range of topics about people in communities: population size, gender, age composition, ethnic backgrounds, household characteristics, and geographic distribution.

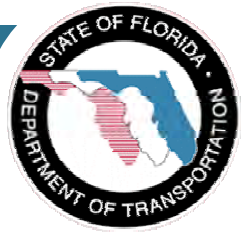
Demographic data assists in designing public participation, outreach, and education strategies that reflect the various age, educational, and economic backgrounds present in the community. For example, different ethnic groups might indicate the need for developing communication materials in additional languages.

The community analyst should use the following SCE Considerations as a starting point for evaluating potential social issues and documenting effects on demographics:

- 1.1 What are the demographics of the potentially affected population?
- 1.2 What displacements of population, if any, would be expected as a result of the project?
- 1.3 Would any increases or decreases in population be expected as a result of the project?
- 1.4 Would any displacement of minority populations be expected as a result of the project?
- 1.5 Are there any disproportionate effects on special populations?
- 1.6 Have minority populations previously been affected by other public projects in the area?

Use demographic information to identify a specific subgroup within a community (e.g., a particular ethnic group, elderly) that might warrant more intensive investigation and targeting of resources. Should the community analyst find community demographic information suggesting

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that Title VI/Civil Rights issues may occur, further evaluation is needed to resolve these issues.

Social Issues: Community Cohesion

Community cohesion is the degree to which residents have a sense of belonging to their neighborhood or community, including commitment to the community or level of attachment to neighbors, institutions in the community, or particular subgroups. Community Cohesion includes the degree of social networking in a community, including the degree to which residents cooperate and interact.

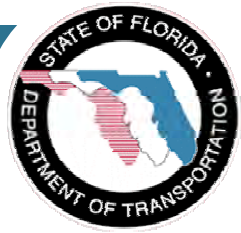
The community analyst should use the following SCE Considerations as a starting point for evaluating potential social issues and documenting potential effects on community cohesion:

- 1.7 Would the project result in any barriers dividing an established neighborhood(s) or would it increase neighborhood interaction?
- 1.8 What changes, if any, in traffic patterns through an established neighborhood(s) would be expected as a result of the project?
- 1.9 Would any changes to social relationships and patterns be expected as a result of the project?
- 1.10 Would the project result in any loss, reduction or enhancement of connectivity to a community or neighborhood activity center(s)?
- 1.11 Would the project affect community cohesion?

Is there evidence of community cohesion in the project study area? Review the CCI for factors suggesting community cohesion (e.g., active community groups and local meeting places). Consult with community leaders and service providers at recreation centers, social services, and community centers.

Cultural Resource Management Investigations can provide information regarding community cohesion. This is particularly true in urban areas that have already been affected by transportation projects. By focusing on

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the historic context and interviewing members of the previously affected community who remain, historic resource studies can uncover focal points not recognizable by any other methods or data.

Does the project include elements that may affect community cohesion? Review the project description to determine if there is a probability it will include physical barriers (e.g., noise walls, fencing, or grade-separated elements) or psychological barriers (e.g., wider roads or higher traffic volumes).

Social Issues: Safety/Emergency Response

SCE requires a broad definition of safety that includes the effects of the transportation project on neighborhood safety. In this context, the evaluation of safety considers whether residents feel safe in their neighborhood and includes issues ranging from emergency services to bicycle/pedestrian safety.

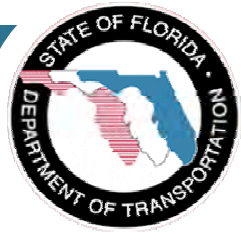
The community analyst should use the following SCE Considerations as a starting point for evaluating potential social issues and documenting potential effects on safety/emergency response:

- 1.12 Would the project result in the creation of isolated areas?
- 1.13 Would any increase or decrease in emergency services response time (fire, police, and EMS) be expected as a result of the project?
- 1.14 Does the project affect safe access to community facilities?

Will the project increase emergency services response time? Consult with local service providers to determine if project elements (e.g., potential barriers or increased traffic volumes) could affect emergency response times.

Will the project reduce travel safety for non-motorists? Review the project description to determine if project elements enhance or decrease pedestrian and bicycle safety. Consider whether traffic volumes and

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speeds increase or decrease. Determine if there are design elements to address safety (e.g., sidewalks, bicycle paths, or crosswalks).

Social Issues: Compatibility with Community Goals and Issues

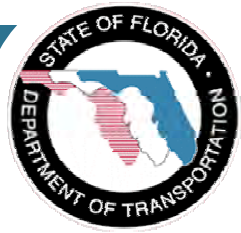
All local governments in Florida are required to adopt a Comprehensive Plan. The Comprehensive Plan includes goals relative to future land use, transportation, housing, recreation, and capital improvements. In addition to the Comprehensive Plan, many communities have more detailed small area plans, neighborhood plans, vision statements or other documents that include goals and issues of the residents of smaller segments of the community.

Pertinent cultural resource issues are also considered in community goal statements. Historic preservation often plays an integral role in neighborhood or vision plans. Historic residential, cultural, and business districts and historic landscapes play an important role in defining community character and shaping future goals. Preservation of cultural resources is important to promoting the quality of life in many communities. Historic resources serve as tangible expressions of shared community values and help define the character of a community or neighborhood. The presence of archaeological resources also fosters a sense of community identity and pride.

The community analyst should use the following SCE Considerations as a starting point for evaluating potential social issues and documenting potential effects on community goals and quality of life:

- 1.15 Would any changes in social value be expected as a result of the project?
- 1.16 Would the project be perceived as having a positive or negative effect on quality of life?
- 1.17 Have community leaders and residents had opportunities to provide input to the project decision-making process in the present and/or past?

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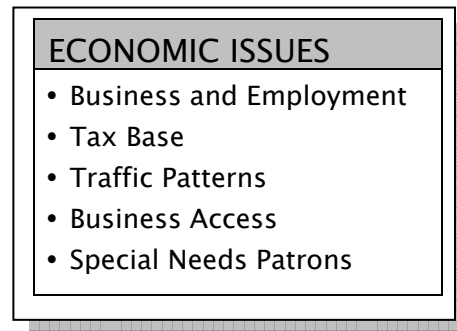


- 1.18 Have previous projects in this area been compatible with or conflicted with the plans, goals and objectives of the community?
- 1.19 Is the proposed project consistent with the community vision?
- 1.20 Are transportation investments equitably serving all populations?

Should the community analyst determine issues regarding incompatibility with the community's quality of life or goals/objectives, more extensive public involvement may be needed to determine the level of controversy and the community's preferences.

4.1.2 Economic Issues

Figure 4-3 illustrates the *Process for Evaluating Economic Issues in SCE*. Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects. The evaluation objectives provide guidance to the community analyst for performing the evaluation.



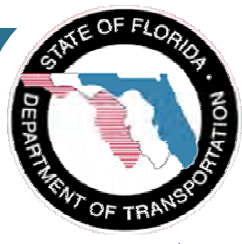
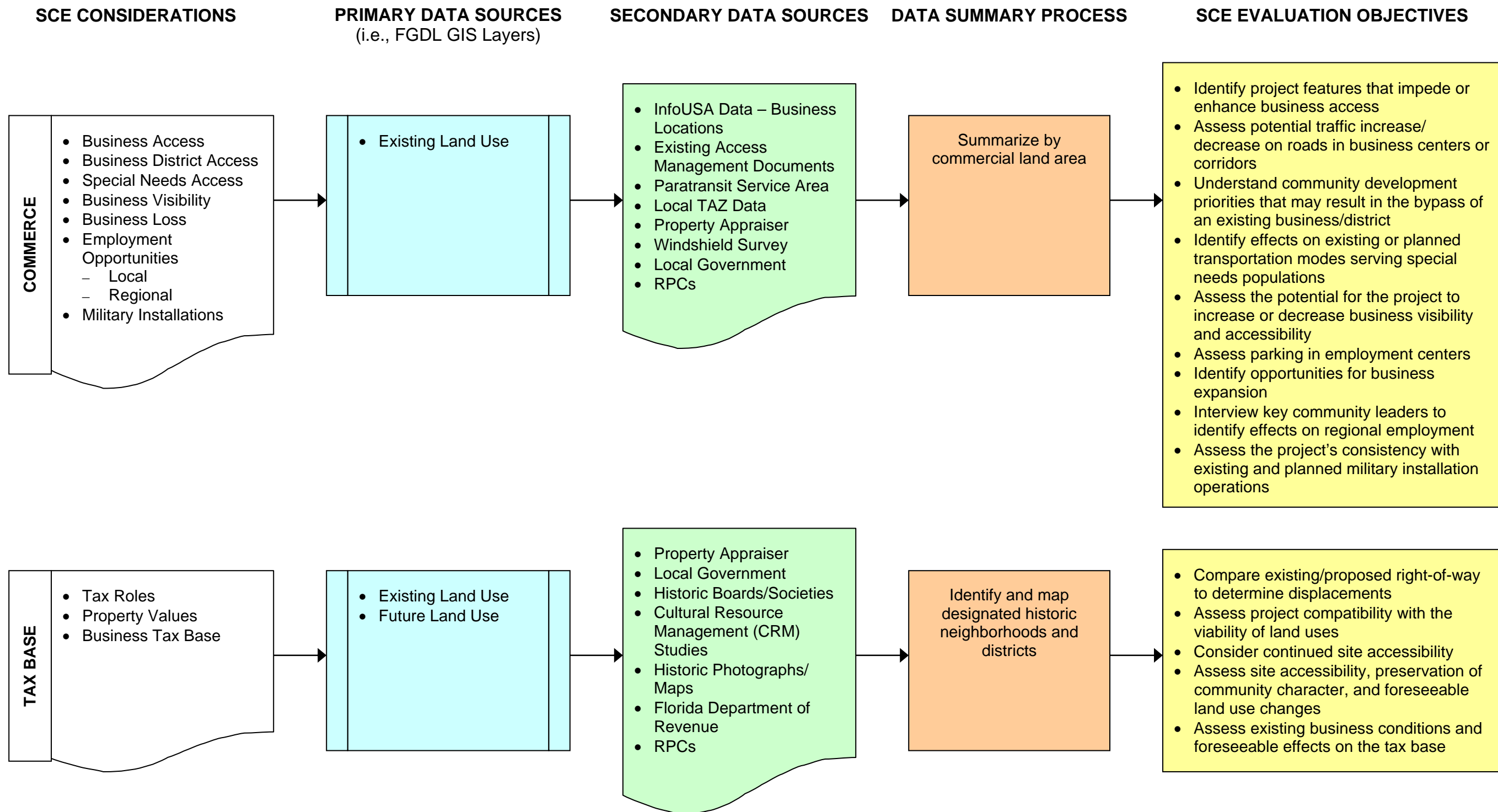
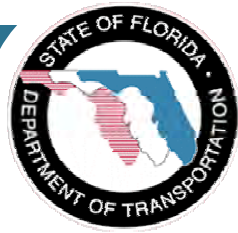


Figure 4-3 Process for Evaluating Economic Issues in SCE





Economic Issues: Business and Employment

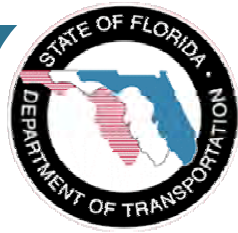
Economic conditions and employment describes a community's economic history, current economic well-being, and future potential. This information takes into account employment levels, types of jobs, per capita income, poverty, unemployment rates, the range of incomes in the community, and trends in employment opportunities (e.g., family-owned businesses versus national chain businesses).

Information about a community's economy can determine employment conditions and help the community analyst anticipate important changes in the employment base, and identify how employment activities might affect or be affected by the local business climate.

The community analyst should use the following SCE Considerations as a starting point for evaluating potential economic issues and documenting potential effects on business/employment:

- 2.1 Would any changes to travel patterns be expected that would eliminate or enhance access to any businesses?
- 2.2 Would any increases or decreases in traffic through traffic-based business areas be expected?
- 2.3 Would any changes in travel patterns be expected that would result in a business or district being bypassed?
- 2.4 Would access for special needs patrons increase or decrease as a result of the project?
- 2.5 Would any increase or decrease in business visibility for traffic-based businesses be expected as a result of the project?
- 2.6 Would the loss of any businesses be expected as a result of the project?
- 2.7 Would any increases or decreases in employment opportunities in the local economy be expected as a result of the project?
- 2.8 Would regional employment opportunities be enhanced or diminished as a result of the project?
- 2.9 What is the effect of the project on military installations?

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Should the community analyst determine that access by special needs patrons is affected; further analysis is needed to determine any Title VI/Civil Rights implications.

Economic Issues: Tax Base

The effect of a project on the tax base of a community may range from negligible to significant. When considering effects on the tax base, many variables are reviewed. These variables include property values, the millage rate of a community, total ad valorem revenue collected by the community, the percentage of the budget of the community that is funded by ad valorem revenue, the percentage of the total ad valorem revenue collected in the study area, and the effect of the project on property values in the study area.

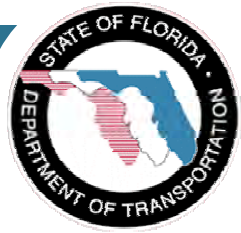
These numbers give the community analyst some perspective on the relative effect an increase or decrease in the tax base may have on the community. An important point to consider is that the tax base is derived from property values of an entire county and/or city.

Generally a study area will be a small percentage of the jurisdiction wide tax base. Effects of an increase or decrease in the tax base will also be jurisdiction wide.

The community analyst should use the following SCE Considerations as a starting point for evaluating potential economic issues and documenting potential effects on business/employment:

- 2.10 Would any real property be removed from the tax roles as a result of the project?
- 2.11 Is it likely that taxable property values would increase or decline as a result of the project?
- 2.12 Would changes in business activities increase or decrease the tax base?

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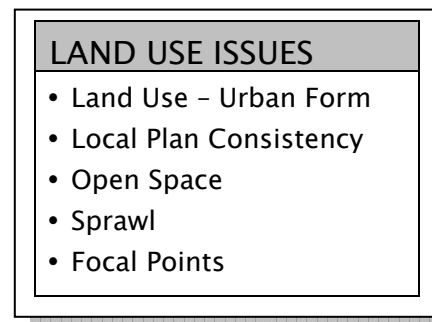
Additional considerations include the land use classification affected by the project. Traditionally, property classified as industrial, commercial or higher density residential has the highest property value. If a community has limited amounts of land in these classifications and large amounts of rural and low density residential land, then projects affecting the industrial, commercial and high density land can have more significant effects on the tax base.

Historic neighborhoods and business districts, particularly those designated as local historic districts or officially listed on the National Register of Historic Places, represent important economic assets to a community. A study of the Economic Impacts of Historic Preservation conducted by the Florida Department of State and the University of Florida demonstrated that historic preservation and rehabilitation help maintain property values. It also showed that historic properties often appreciate at a higher rate than similar non-historic properties. Consequently, the loss of individual historic resources and districts may negatively impact property values and should be considered as part of the SCE evaluation.

Historic sites that are open to the public and serve as *tourist attractions* also need to be considered as part of SCE evaluations. Examples of such places include historic house museums, historic villages, military forts or battlefields, archaeological parks, and roadside attractions.

4.1.3 Land Use Issues

Figure 4-4 illustrates the *Process for Evaluating Land Use Issues in SCE*. Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects. The evaluation objectives provide guidance to the community analyst for performing the evaluation.



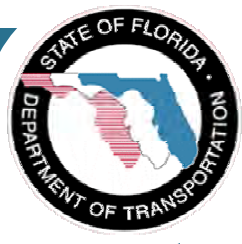
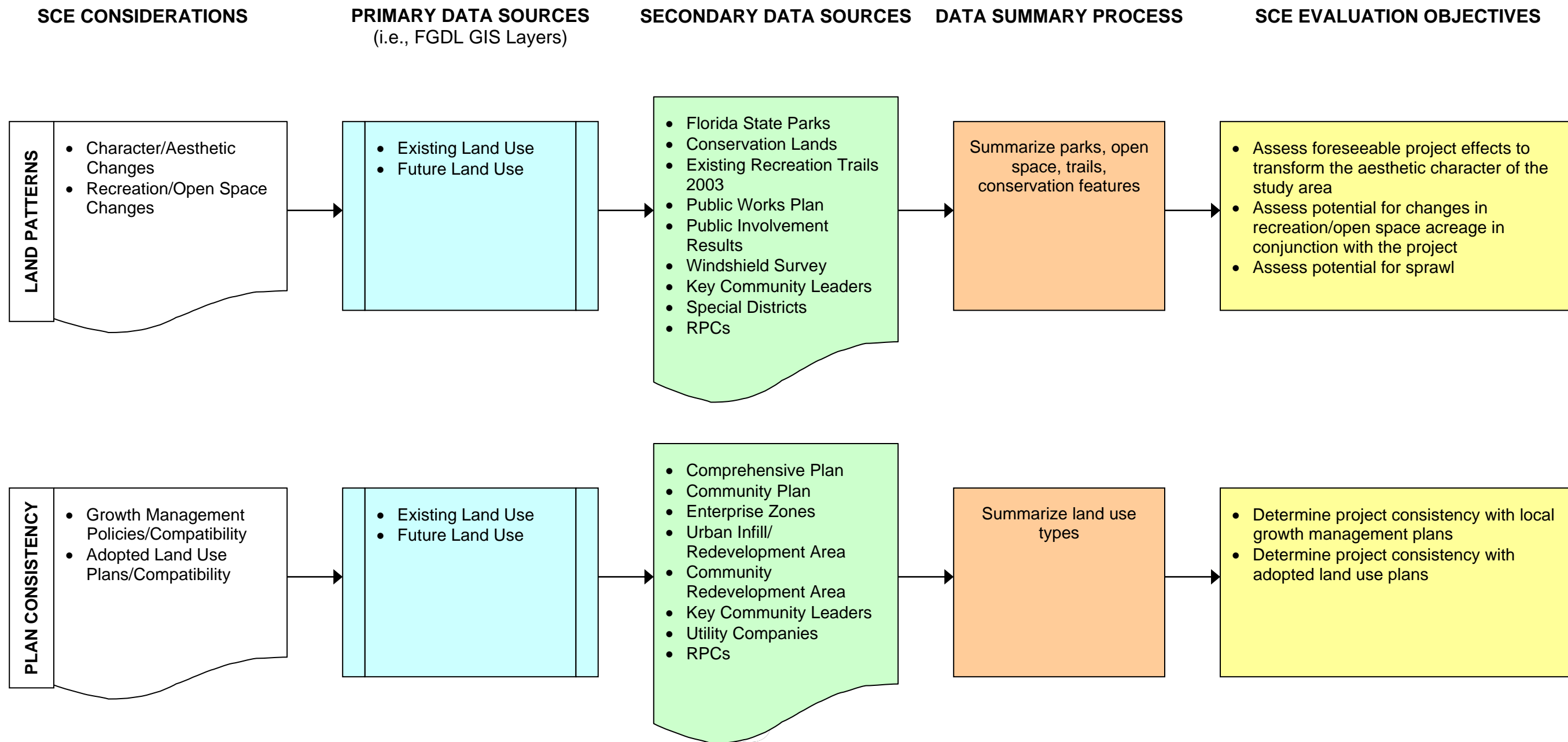
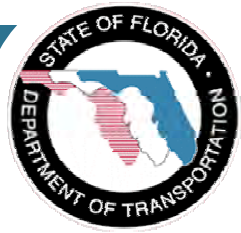


Figure 4-4 Process for Evaluating Land Use Issues in SCE





Land Use Issues: Land Use Patterns

Information about land use and planning describes who owns and manages land (e.g., private land owners, state or federal agencies) as well as who is responsible for land use planning within the community (e.g., the city or county planning agency). This information might also indicate how long landowners and managers have controlled use of the land; what types of development occupy tracts of land; and whether tenants rent, lease, or own the property.

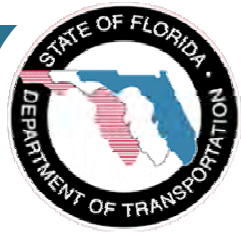
This information describes a community's sense of place and empowerment in terms of ownership and control over current and future land use planning decisions. This information identifies those responsible for managing the land, what types of restrictions limit land use, and whether community members feel a sense of ownership and accountability for the land and resources in the community. This information can also indicate trends in land use over time, as well as the various factors that have contributed to such changes (e.g., economic growth, the urban core, increases in light industrial, commercial, or residential development).

The community analyst should use the following SCE Considerations as a starting point for evaluating potential land use issues and documenting potential effects on land use issues:

- 3.1 Would the project result in a change in the character or aesthetics of the existing landscape?
- 3.2 Would the amount of recreation/open space be expected to increase or decrease as a result of the project?
- 3.3 Would the project be compatible with local growth management policies?
- 3.4 Would the project be compatible with adopted land use plans?

Should the community analyst determine the project is incompatible with adopted land use plans, further analysis is necessary to resolve these issues.

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4.1.4 Mobility Issues

Figure 4-5 illustrates the *Process for Evaluating Mobility Issues in SCE*.

Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects. The evaluation objectives provide guidance to the community analyst for performing the evaluation.

MOBILITY ISSUES

- Modal Choices
 - Pedestrian
 - Bicyclists
 - Transit
 - Transportation Disadvantaged
- Connectivity
- Traffic Circulation
- Public Parking

Mobility is defined as the ability of local residents to move freely about their community. This definition incorporates all modes of transportation and places special emphasis on the ability of non-driving populations (disabled, low-income, elderly, and children) to move freely about the neighborhood and carry out normal daily activities. It is determined by the degree of accessibility of various areas and land uses within a neighborhood.

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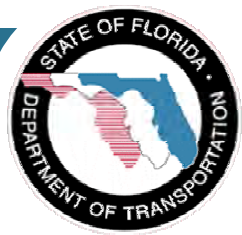
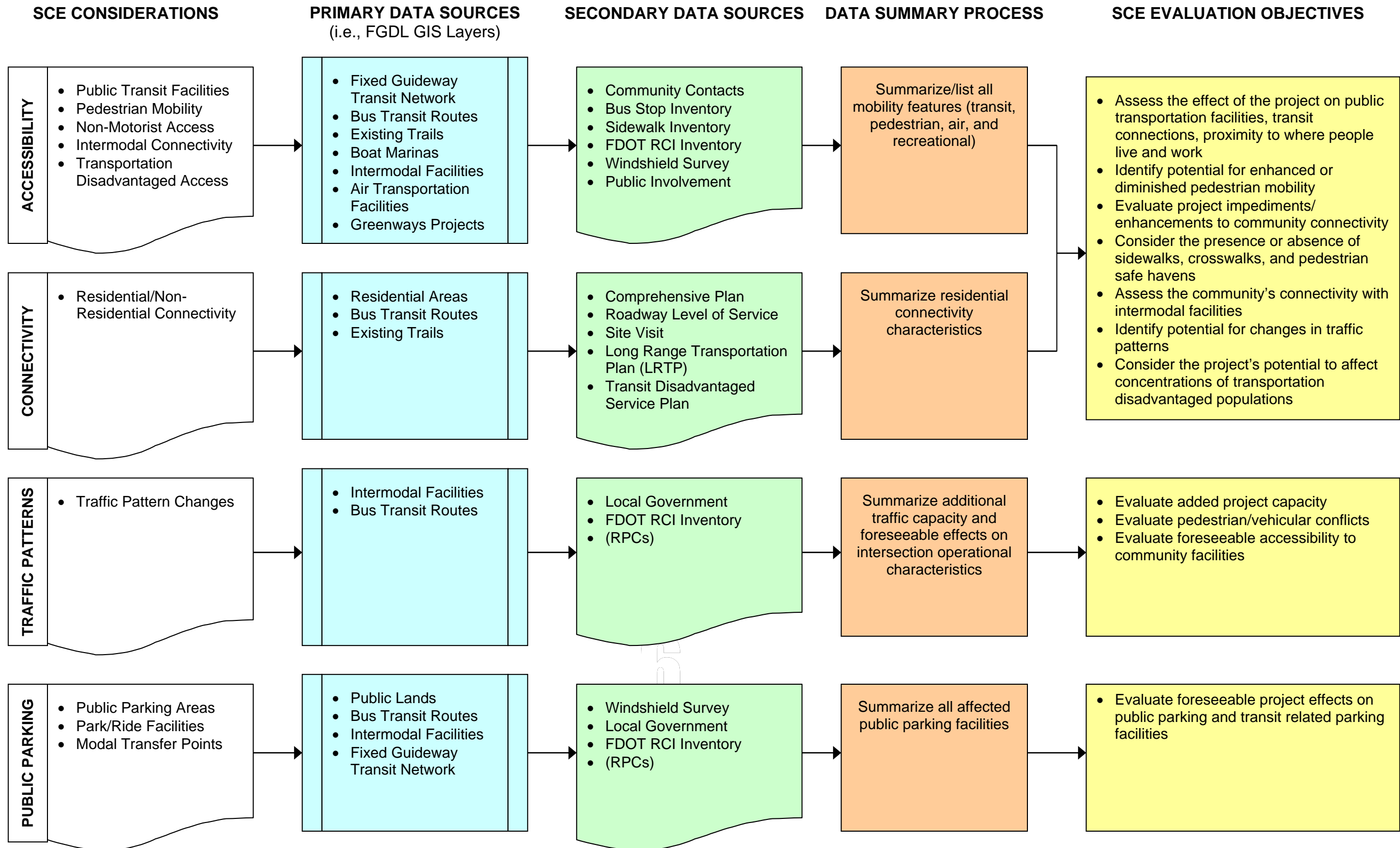
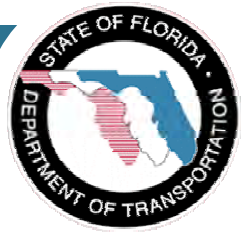


Figure 4-5 Process for Evaluating Mobility Issues in SCE





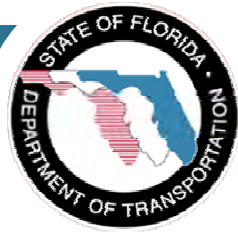
How does the project affect short-term and long-term vehicular access to businesses, public services, and other facilities? Does it affect parking availability? How does the project affect non-motorist access to businesses, public services, schools, and other facilities? Does the project impede or enhance access between residences and community facilities and businesses? Does it shift traffic to streets used by pedestrians? How does the project affect access to public transportation?

The community analyst should use the following SCE Considerations as a starting point for evaluating potential mobility issues and documenting potential effects:

- 4.1 Would access to public transportation facilities be increased or reduced as a result of the project?
- 4.2 Would pedestrian mobility be increased or decreased as a result of the project?
- 4.3 Would non-motorist access to business and service facilities be increased or reduced as a result of the project?
- 4.4 How does the project affect intermodal connectivity?
- 4.5 Would any change in connectivity between residential and non-residential areas be expected as a result of the project?
- 4.6 What are the expected changes to existing traffic patterns as a result of the project?
- 4.7 Would a change in any public parking areas be expected as a result of the project?
- 4.8 Would access for transportation disadvantaged populations be affected?

Should the community analyst determine that access for the transportation disadvantaged population is an issue, further analysis is needed to determine any Title VI/Civil Rights implications (Appendix C).

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4.1.5 Aesthetic Issues

Figure 4-6 illustrates the *Process for Evaluating Aesthetic Issues in SCE*. Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects. The evaluation objectives provide guidance to the community analyst for performing the evaluation.

AESTHETICS ISSUES

- Noise/Vibration
- Viewshed
- Compatibility

For the purposes of an SCE evaluation, aesthetics refers to the collective community vision of what constitutes a pleasing environment. Aesthetic qualities make a community unique among its neighbors and special to its residents.

The community analyst should use the following SCE Considerations as a starting point for evaluating potential aesthetic issues and documenting potential effects:

- 5.1 Are there noise or vibration sensitive sites near the project?
- 5.2 Is the project likely to affect a vista or viewshed?
- 5.3 Does the project blend visually with the area?
- 5.4 Is the project adjacent to any community focal point?
- 5.5 Is the project likely to be perceived as being compatible and in character with the community's aesthetic values?
- 5.6 What feature(s), if any, of the project might be perceived by the community as inconsistent with the character of that community?

Opinions regarding aesthetic qualities are highly subjective and vary within the community. Resources that are generally considered to contribute to the aesthetic quality of a community include tree-lined streets, scenic views, parks, green spaces, water features, historic structures, and local landmarks. Those structures or features that elicit negative reaction generally include landfills, auto salvage yards, abandoned buildings and deteriorating structures.

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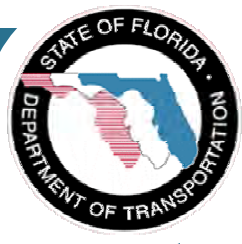
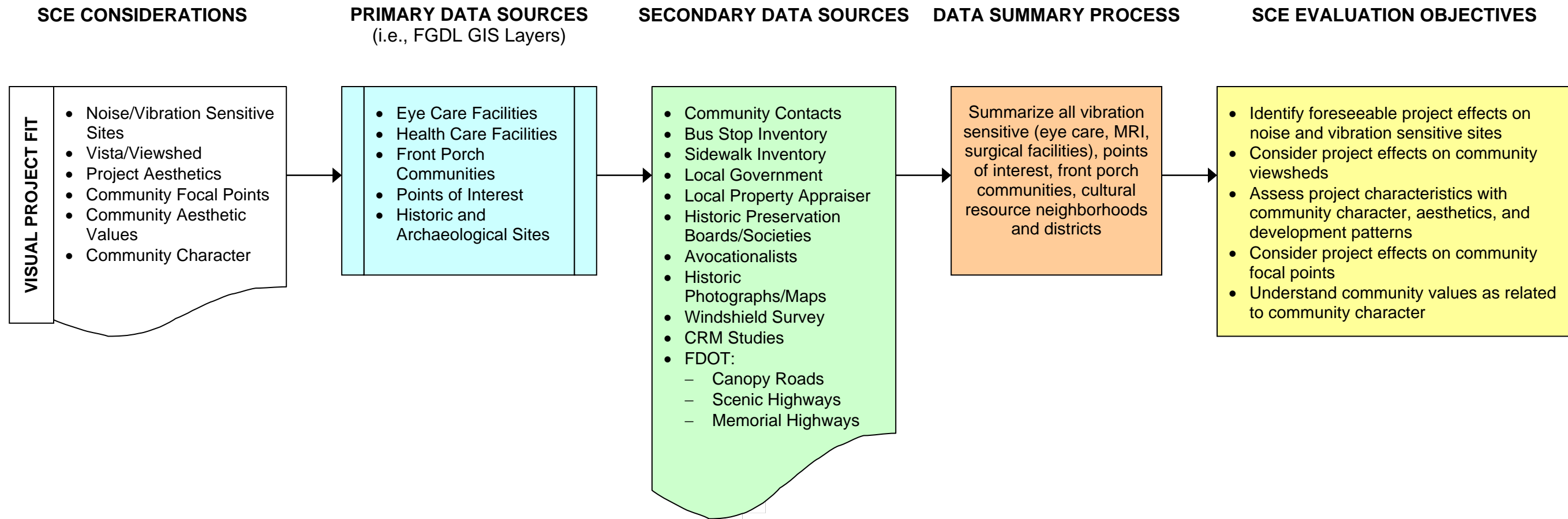
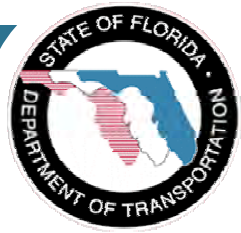


Figure 4-6 Process for Evaluating Aesthetic Issues in SCE





Aesthetics play a prominent role in the community perception of livability. At its most basic level, livability is a measure of the fitness of a place for habitation. In the context of SCE, it refers to the collective qualities of a community that make it a desirable place to live. The placement and design of a transportation facility can diminish the aesthetic character of the surrounding area due to contrasts between natural landforms or existing structures. Engineered roadway elements, blocked views, or a scale that is out of proportion to the surrounding landscape elements are other factors that can interfere with the aesthetic character of an area.

Should the community analyst determine aesthetic issues are present, more extensive public involvement may be needed to determine the level of controversy and the community's preferences.

4.1.6 Relocation Issues

Figure 4-7 illustrates the *Process for Evaluating Relocation Issues in SCE*. Using the SCE Considerations, the community analyst should analyze the primary and secondary data sources to document potential social effects.

RELOCATION ISSUES
<ul style="list-style-type: none">• Residential• Non-Residential• Public Facilities

The evaluation objectives provide guidance to the community analyst for performing the evaluation.

Relocation and displacement in the context of SCE evaluation refers to the action of being removed from an existing location and being re-established in a new place. This action involves modifying the complex spatial relationships between residents, businesses and community facilities, and can involve financial as well as social and psychological considerations.



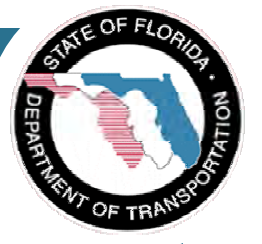
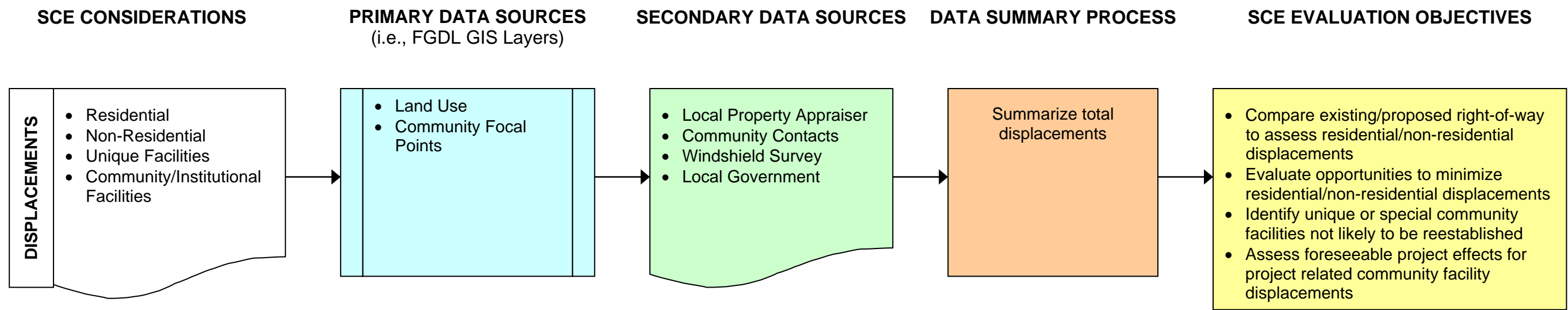
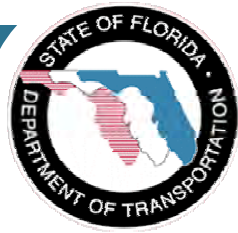


Figure 4-7 Process for Evaluating Relocation Issues in SCE



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The community analyst should use the following SCE Considerations as a starting point for evaluating potential relocation issues and documenting potential effects:

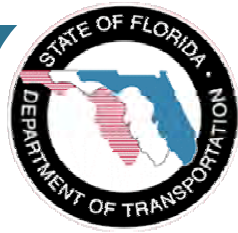
- 6.1 Would any displacement of residences and/or dwellings be expected as a result of the project?
- 6.2 Would any displacement of non-residential land uses be expected as a result of the project?
- 6.3 Do any potentially displaced non-residential uses have any unique or special characteristics that are not likely to be reestablished in the community?
- 6.4 Would any displacement of community or institutional facilities be expected as a result of the project?

For example, the community analyst must ensure that the selection of a roadway alignment does not intentionally follow the path of the lowest property values which take principally low-income or minority neighborhoods, without adequate study and reasonable engineering, economic, and social justification. Should the community analyst identify a specific subgroup within the community disproportionately affected further analysis is needed to determine any Title VI/Civil Rights implications (Appendix C).

4.2 DETERMINING THE APPROPRIATE LEVEL OF EVALUATION

Common sense and logic will guide the determination of the level of evaluation that is needed, how best to approach the evaluation, and what degree of mitigation is appropriate. The level of evaluation and documentation that is reasonable for a project will vary depending upon the size and complexity of the project, the level of controversy involved, and the potential for significant community effects.

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Scenarios that may warrant a more extensive SCE evaluation include transportation projects that:

1. Require large amounts of right of way (ROW) or displace large numbers of people;
2. Cause a substantial increase or decrease in traffic through an area;
3. Conflict with local comprehensive plans;
4. Affect community facilities (e.g., schools, parks, churches);
5. Affect historic districts or community landmarks;
6. Affect aesthetic features (e.g., canopy roads, scenic vistas); or
7. Disrupt or divide an established or cohesive neighborhood.

Recent major shifts in the demographics of a region or the introduction of a community planning initiative (e.g. sustainable development, community redevelopment areas, or Main Street program) may also indicate the need for a more extensive analysis.

Case law has established guidelines for use in determining whether an effect warrants further exploration. Legal principles call for analysis of only those effects that are “reasonably foreseeable.” This has been defined as effects that are both (1) probable, and (2) significant. Guidelines from the environmental evaluation case law include the following questions:

1. With what confidence can you say that the effect is likely to occur?
2. Is there sufficient knowledge about the effect to make its consideration useful?
3. Is there a need to know about the effect, due to controversy or other reasons?

Figure 4–8 illustrates an example of the relationship between sociocultural effects as developed by the Federal Highway Administration in *The Community Impact Assessment A Quick Reference for Transportation*. Sociocultural effects may be interconnected and the community analyst must recognize these relationships.

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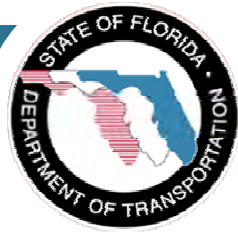
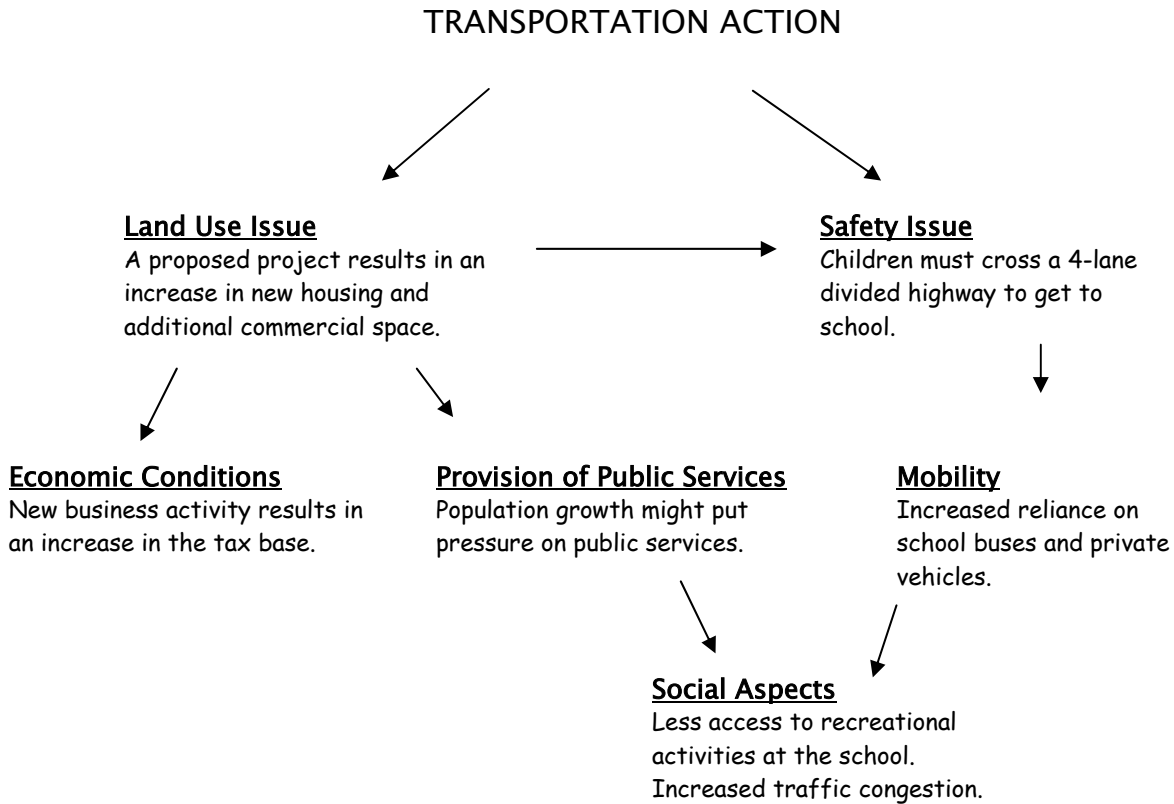


Figure 4-8 Relationship of Effects

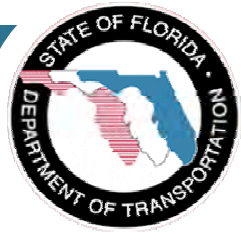


A proposed project may result in changes in land use, such as an increase in housing development or commercial space in certain locations. As a result, enhanced business activity along the corridor may increase the local tax base and create jobs; however, population growth might put additional pressure on public services leading to overcrowding at public facilities.

The project might create safety problems if children now must cross a wider highway to reach parks or schools, leading to increased reliance on school buses and private vehicles. Overcrowded schools and reduced mobility might create other social problems.

The Community Impact Assessment A Quick Reference for Transportation





4.3 DETERMINE THE DEGREE OF EFFECT

It is important to recognize the various types of effects that may result from transportation projects. Direct project effects are changes in the community that principally occur as a result of implementing a transportation project (e.g., acquisition of right of way and business displacement). Indirect effects occur over time and often extend beyond the boundary of a community. Indirect and cumulative effects are much less obvious and can be easily overlooked if the community analyst is not careful. Examples of this type of effect are:

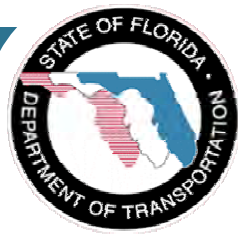
1. The project improves access to a relatively undeveloped area.
2. The improved access stimulates development.
3. The population increases.
4. Nearby schools become overcrowded.

The degree of effect should be affirmed through public involvement activities. The relative magnitude of social and economic effects can vary across communities, neighborhoods, and stakeholder groups due to differing degrees of sensitivity toward a particular issue or impact. An effect that is perceived by one community as significantly adverse might be widely tolerated or even desirable to another. Such variation can make determining the importance of an effect both challenging and unpredictable.

Guidance to making this determination is gained through adaptation of criteria established by the CEQ Regulations for Implementing the Procedural Provisions of the National Environmental Policy Act (40 CFR 1500–1508), including:

1. Probability of the effect occurring;
2. Number of individuals affected;
3. Likely duration of the effect;
4. Relative value of benefits or costs to groups
5. Extent that negative effects can be mitigated;
6. Likelihood and nature of secondary effects;

4



7. Relevance to present and future policy decisions;
8. Level of uncertainty over possible effects; and
9. Presence or absence of controversy.

Another consideration is the balancing of adverse and beneficial effects. For example, the additional lanes constructed as part of a widening project may reduce pedestrian mobility mid-block, but are offset by crosswalk facilities constructed as part of the same project.

The following questions are a useful guide in determining significance:

- What is the nature of the effect?
 - Would the change in the community occur without the project?
 - How many people are affected?
 - Are sensitive demographic groups (e.g., seniors, low-income, disabled) affected?
 - Is the change expected to be short term, long term, or permanent?
- What is the severity of the effect?
 - What is the magnitude of change from baseline conditions?
 - Does the community perceive the change as a threat to their cultural, social, or economic well being?
 - Does this perception vary by stakeholder groups?
 - Will secondary effects strain the capacity of other community resources (e.g., schools and emergency services)?
- What is the potential for mitigation?
 - Can the adverse effect be avoided? Minimized?
 - Is mitigation feasible?
 - What is the cost of mitigation and how soon will funding be needed?
 - Who will bear the cost of mitigation (e.g., state or local government)?

4

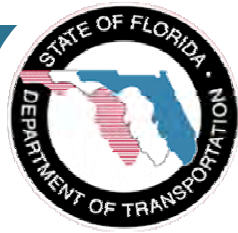
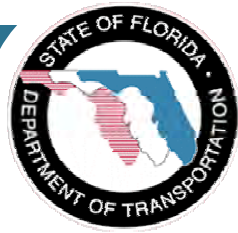


Table 4-2 Degree of Effect provides guidance to the community analyst in determining the degree of effect.

Table 4-2 Degree of Effect

DEGREE OF EFFECT	SOCIOCULTURAL RESOURCES
Not Applicable/No Involvement	There is no presence of the issue in relationship to the project or the issue is irrelevant in relationship to the proposed transportation action.
Enhanced	Project has positive effect on community. Affected community supports the proposed project.
None	Project has no effect on the affected community.
Minimal	Project has minimal adverse effect on elements of affected community. Minimal community resistance to the planned project. Little or no mitigation is needed.
Moderate	Project has adverse effect on some elements of the affected community. There is moderate community resistance to the planned project. Public involvement is needed to seek alternatives more acceptable to the community. Moderate community involvement is required during project development. Some mitigation or minimization is needed to gain support from the community.
Substantial	Project has substantial adverse effects on the affected community and faces substantial community resistance. Intensive community interaction with focused public involvement is required during project development to address community concerns. Project will need substantial mitigation to gain public acceptance.
Potential Dispute (Coordination Required)	Project is not in compliance with approved local government comprehensive plans, and/or affects Title VI compliance.





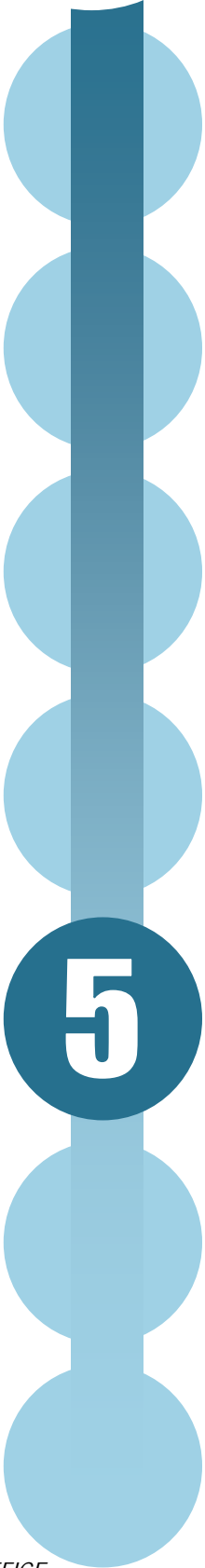
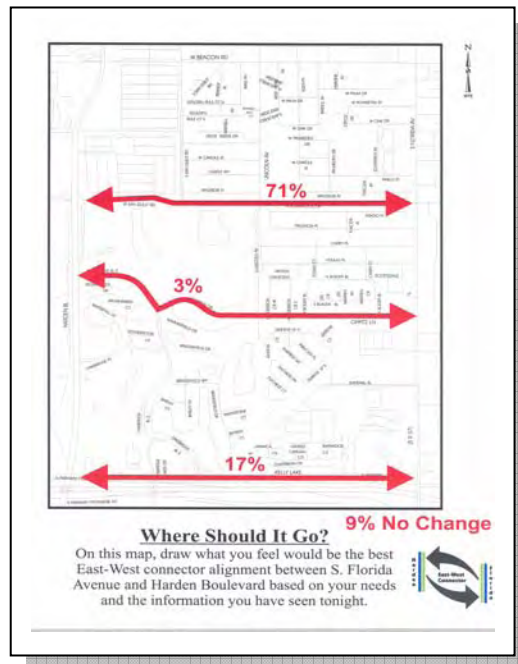
OVERVIEW

As a project moves through the transportation planning process and sociocultural effects are identified, the community analyst develops potential solutions to address the adverse effects. The community analyst actively participates in the role of problem solving through ongoing interaction with the community to ensure that identified community effects are documented and addressed in a manner consistent with community values and desires, as well as FDOT standards and resources (Figure 5-1).

Public involvement will assist the community analyst in identifying solutions to potential effects based on community goals and preferences. The public can provide input to:

- Identify ways the project could be altered to avoid the effects;
- Identify ways the project could be modified to minimize the severity of the effect;
- Identify actions that could be taken to lessen an effect or replace an appropriated resource; and
- Identify ways the project could be enhanced to address the effect.

For example, the City of Lakeland conducted an SCE evaluation during a PD&E study to determine the best alternative for an east-west connector between two major north/south arterial highways. Community members were asked to draw the best alternative for an east-west connector on a basic map. Results were summarized and the alternatives presented in a subsequent workshop. Refer to the FDOT *Public Involvement Handbook* located at www.dot.state.fl.us/emo for additional public involvement techniques to assist the community analyst in resolving issues.



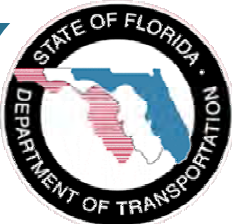
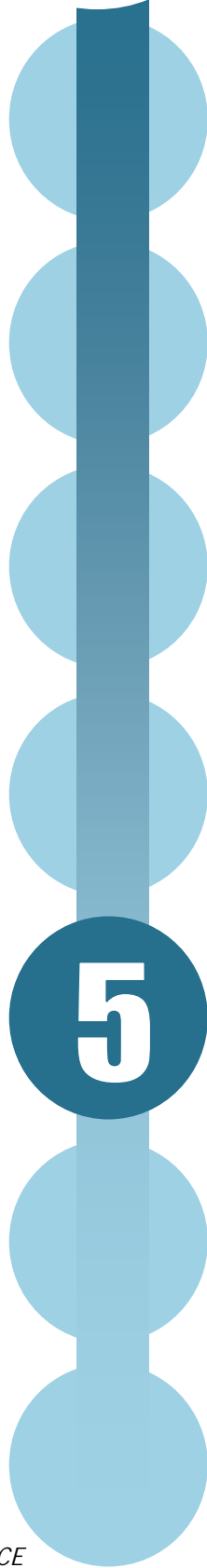
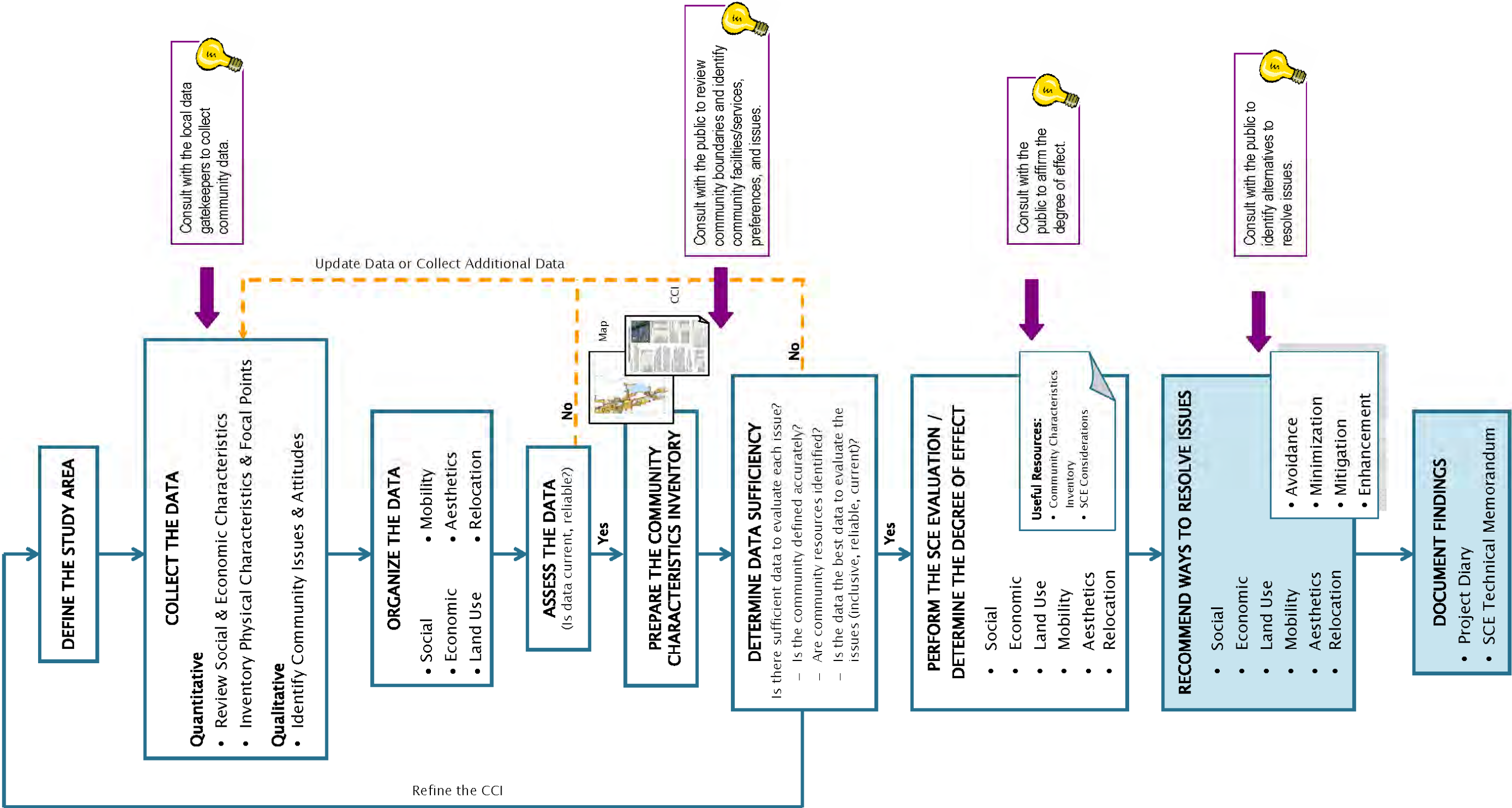
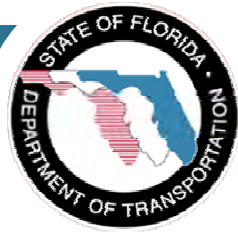


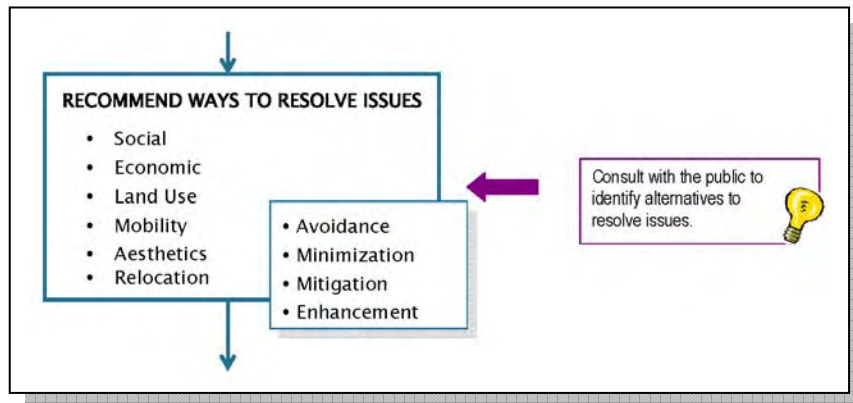
Figure 5-1 SCE Evaluation Process





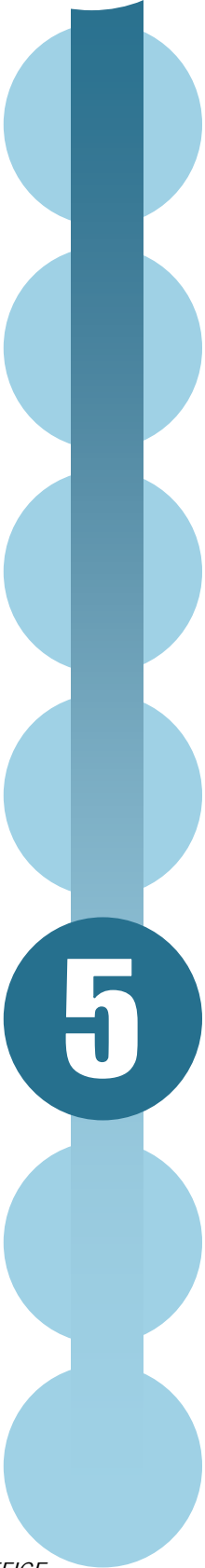
5.1 RECOMMEND WAYS TO RESOLVE ISSUES

Four strategies have emerged as methods for resolving adverse sociocultural effects of a transportation project: avoidance, minimization, mitigation, and enhancement.



Some of the solutions address short-term effects (during construction) and others are implemented to address long-term effects. Additionally, solutions to resolve one effect may create another adverse effect.

The community analyst should consider the potential effects of these measures on the affected community and confirm that the approach supports the project purpose and need. Additionally, the community analyst should review potential solutions with others prior to making a commitment, especially during the early stages of a project. There may be engineering or financial reasons that make a potential solution not feasible. A best practice for dealing with these issues is to commit to further study of the particular issue during subsequent stages. This often satisfies the public without creating a promise that may not be able to be fulfilled.





5.1.1 Avoidance

Avoidance measures are alterations to the project so that an effect does not occur. This may include re-defining the project description. Examples of avoidance include:

- Bridging over a roadway segment to avoid cutting off the main access to a community focal point;
- Shifting a project to avoid displacing a church that serves as the focal point of neighborhood activities;
- Shifting a project to avoid creating a barrier through a cohesive neighborhood; or
- Shifting a project to avoid separating a community facility like a park or a senior center from a cohesive neighborhood.

Sample Economic Issue:

Widening an existing road threatens business activities by eliminating parking.

Potential Solution:

Shift alignment to avoid taking parking areas.

5.1.2 Minimization

Minimization involves modifications to the project to reduce the severity of the effect. Examples of minimization include:

- Providing on-street parking instead of additional travel lanes in a Main Street area;
- Realigning a project from the interior of a tract of land to the perimeter to minimize the effect on productive farmland;
- Locating a transit facility so that vacant land is utilized instead of taking a valued neighborhood business; or
- Realigning a project to limit effects to one side of the roadway and not to both sides to minimize community effects.

Sample Social Issue:

Additional travel lanes threaten community cohesion.

Potential Solution:

Reduce the design speed to allow narrower traffic lanes.

5



5.1.3 Mitigation

Mitigation actions are taken to alleviate or offset an effect or replace a protected resource. Examples of mitigation include:

- Creating an access management system to facilitate access to businesses where driveways were closed;
- Constructing a parking structure to compensate for lost private parking;
- Relocating an affected community facility in a new, easily accessible location within the neighborhood;
- Improving crosswalks, adding traffic calming devices and increasing pedestrian crossing times in areas with high levels of pedestrian traffic;
- Replacing all trees removed as a result of a project on nearby park land;
- Erecting sound or visual buffers to the facility; or
- Eliminating incompatible land uses.

Sample Mobility Issue:

A noise wall threatens mobility by blocking a major pedestrian/bicycle route.

Potential Solution:

Modify the barrier to allow pedestrian/bicycle passage.

5.1.4 Enhancement

Enhancement is the addition of desirable or attractive features to the project to make it fit more harmoniously into the community. However, the feature should not be designed to replace lost resources or alleviate effects caused by the project. Examples of enhancement include:

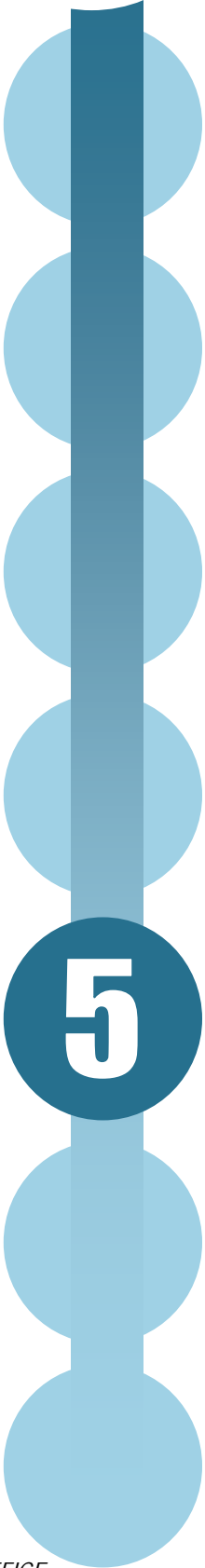
- Providing textured pedestrian crossings in downtown areas;
- Adding landscaping and other amenities to the facility design;
- Incorporating landscaping and street furniture into a project design;

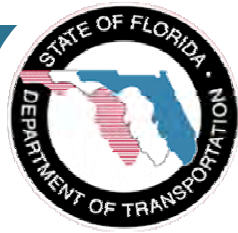
Sample Social Issue:

A new median threatens emergency response times.

Potential Solution:

Provide a median opening with emergency signals.

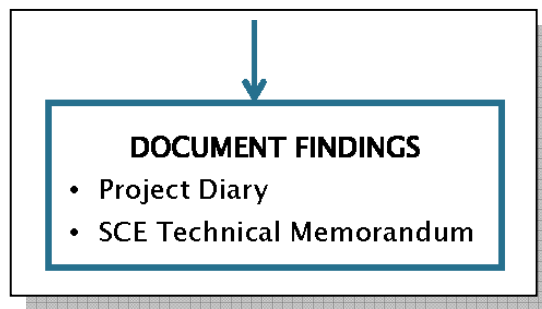




- Providing a small park or recreational use (e.g., fishing pier) along a causeway or under a bridge;
- Providing scenic or rest areas;
- Adding public artwork to a structure;
- Providing bicycle crossings or paths;
- Painting a mural on a sound barrier wall used for mitigation; or
- Providing special amenities to a neighborhood.

5.2 DOCUMENT FINDINGS

The SCE evaluation results are used for decision making throughout the project development process. It is important to preserve this information in a clear and concise manner for reference during Project Development & Environment (PD&E) and future project phases.

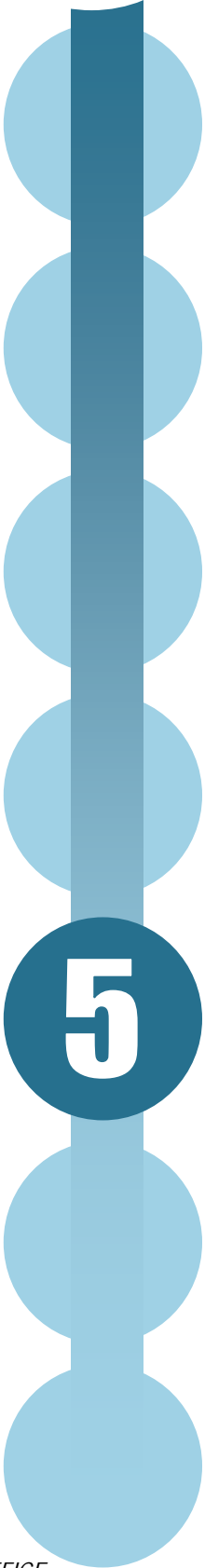


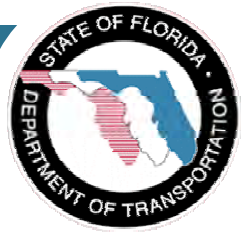
Proper documentation of the public involvement process and SCE evaluation findings ensures accountability. Appropriate and complete documentation provides the guidance for the next project phase and should contain the reasons for commitments along with a description of any assurances given to the community during public involvement activities. Access to the documentation allows the public to see that their input was heard and incorporated.

5.2.1 Project Diary

A project diary or portfolio is an excellent way to document public involvement activities as proposed transportation projects are identified and moved forward to the work program and project development.

The project diary should contain all the project components presented to agencies, elected officials and the public. It should contain the project purpose and need statement, the public involvement plan, contact lists,





schedule of activities, materials, maps, invitations, flyers, and photos of any community interaction relating to the proposed project from planning to construction. A project diary documents data gathered at public involvement activities and provides a repository for meaningful information that accurately assesses the issues and concerns of a community.

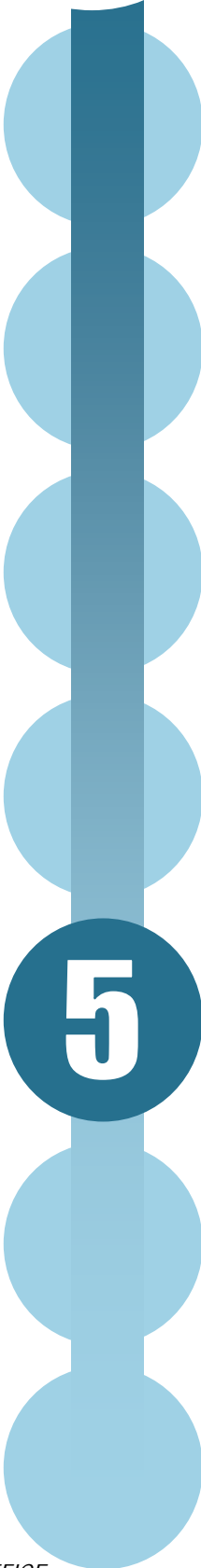
Prepare the project diary by:

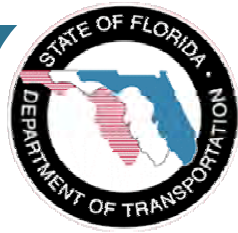
- Compiling outreach activity results such as charts, graphs, summary documents – including photographs, newspaper articles, video clips and other materials; and
- Summarizing and presenting the findings clearly and in non-technical language.

The project diary should be accessible to the public. The information should be clear and easy to understand.

The components of a project diary include:

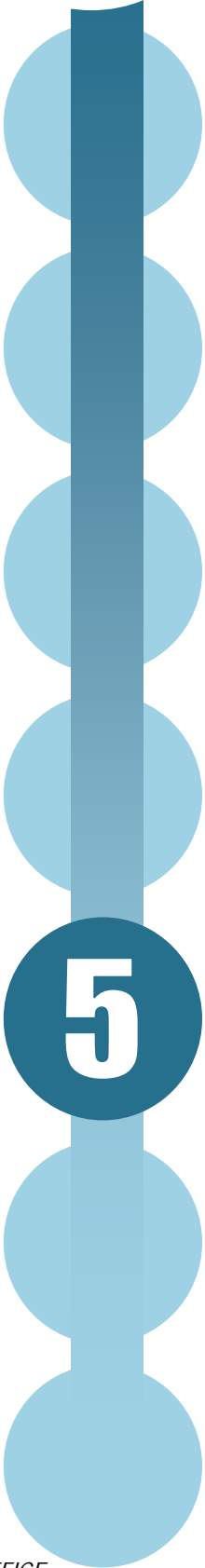
- The Project History
This section should define the affected community. It should include a geographic description of the study area utilizing maps, as well as any demographic information. If a windshield survey or other technique was necessary to provide a clearer understanding of the study area, include any observations made.
- The Public Involvement Plan (PIP)
This section includes the public involvement plan and information to define community attitudes and preferences:
 - The community’s level of understanding of a transportation project;
 - The community’s attitude toward a transportation project;
 - Feedback from the community on an alternative that has been selected;

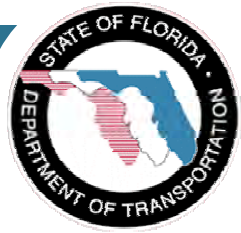




- Ongoing status of plan/project decisions as it becomes more defined; and
 - Maps, diagrams and typical sections.
 - The Notification process
 - This section should include the Master Contact List detailing all methods of notification to invite the public to activities. Include any flyers, posters, letters of invitation, press releases, or legal ads.
- Description of All the Outreach Activities
This section should include the date, time and location of public involvement activities, as well as photographs and samples of all the mailing lists, sign-in sheets, maps, graphs, boards, comment forms, log and summary, meeting notifications, evaluation forms, requests for presentations, meeting minutes (if applicable), etc. Describe the flow and sequence of the activity, i.e., what happened first, second, third, etc. If workstations were utilized, describe each one and what data was gathered. Show any exhibits used. If the activity entailed participating in a local community event by setting up a booth and conducting a survey, include a copy of the survey questions.
 - The Results
Document the event by using percentages and numbers to reflect the number of people invited to the event and the number of people who attended. Compile the issues or concerns. It is not unusual for the data collected at an activity to be completely different from what was expected. If that is the case, it is important to document that information carefully.

When properly maintained, the project diary is a valuable resource for preparing the SCE Technical Memorandum in which the community analyst documents the SCE evaluation findings.





5.2.2 SCE Technical Memorandum

The SCE evaluation findings will be included or referenced in the NEPA documentation. It may also be necessary to prepare a separate technical memorandum if the complexity of the project, severity of the effects, or quality of data justify a specialized technical section. Since environmental documents are usually prepared to comply with NEPA, the community analyst should use a compatible format when developing a separate technical memorandum.

General guidelines for documenting findings include:

1. Keeping a written record of all findings:
 - a. Begin with potential effects suggested by the community characteristic inventory and proceeding to more detailed evaluation as alternatives are refined and evaluated.
 - b. Maintain all SCE evaluation activities and information collected in the project diary for the life of the project.
2. Summarizing all public involvement activities, as well as public concerns and comments.
3. Preparing an executive summary of key findings including public concerns, conclusions of various evaluations, strategies for addressing effects, and any commitments made to the public.
4. Using clear, non-technical language and graphics to help explain evaluation results.

Figure 5-2 Sample Technical Memorandum Format is a sample format for the sociocultural effects evaluation documentation. For specific guidance in preparing NEPA documentation, refer to the *PD&E Manual*.

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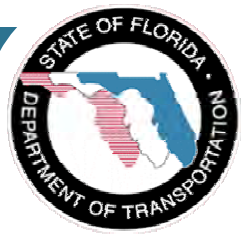
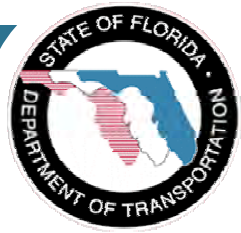


Figure 5-2 SCE Technical Memorandum

- I. Introduction
 - A. Project Summary
 - Project Purpose and Need
 - Conceptual Alternatives
- II. Community Characteristics Inventory/Map
- III. Potential Effects
 - A. Social Issues
 - Demographics
 - Community Cohesion
 - Safety
 - Community Goals/Quality of Life
 - B. Economic Issues
 - Commerce
 - Tax Base
 - C. Land Use Issues
 - Land Use Patterns
 - Plan Consistency
 - Growth Trends and Issues (past and present)
 - D. Mobility Issues
 - Accessibility
 - Connectivity
 - Traffic Circulation
 - Public Parking
 - E. Aesthetic Issues
 - Noise/Vibration
 - Viewshed
 - Compatibility
 - Visual Project Fit
 - F. Relocation Issues
 - Residential
 - Non-Residential
 - Unique Facilities
- III. Conclusion and Recommendations
 - A. Recommendations for Resolving Issues
 - B. Project Commitments
- IV. Appendices
 - A. Data Sources
 - B. Public Involvement

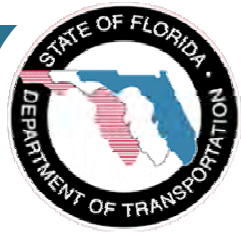


SCE evaluations have become a tool to create projects that fit community needs. Appendix F includes the following case study presentations that exemplify the role of public involvement and SCE evaluation in the transportation process.

- *Indian Street Bridge PD&E Study.* Steve Braun, P.E., FDOT District 4.
- *Strings and Ribbons ~ A Public Involvement Success Story.* Karl Welzenbach, Volusia County MPO.
- *Highlands County Sociocultural Data Collection Effort ~ A Practical Application of SCE Data Collection Principles.* Gwen Pipkin, FDOT District 1.
- *Bridge of Lions Rehabilitation Project.* Bill Henderson, FDOT District 2.
- *Integrating Cultural Resources Into SCE Evaluation.* Ken Hardin, Janus Research.
- *Brickell Avenue Bridge Widening ~ Native American Consultation.* Cathy Owen, FDOT District 6.
- *Overtown ~ An Unfortunate Woman.* Cathy Owen, FDOT District 6.

As FDOT continues to adapt and implement the Sociocultural Effects (SCE) Evaluation process, the decision making process for transportation professionals and all affected communities will be enhanced.

5



OVERVIEW

The Florida Department of Transportation (FDOT), in partnership with FHWA and FTA, has developed and implemented a completely new method for planning and delivering transportation projects. This process, Efficient Transportation Decision Making (ETDM), was developed in response to the *Environmental Streamlining* legislation passed by Congress as part of the Transportation Equity Act for the 21st Century (TEA-21). To date, FDOT and 23 resource agencies have signed a Memorandum of Understanding agreeing to participate in the ETDM process.

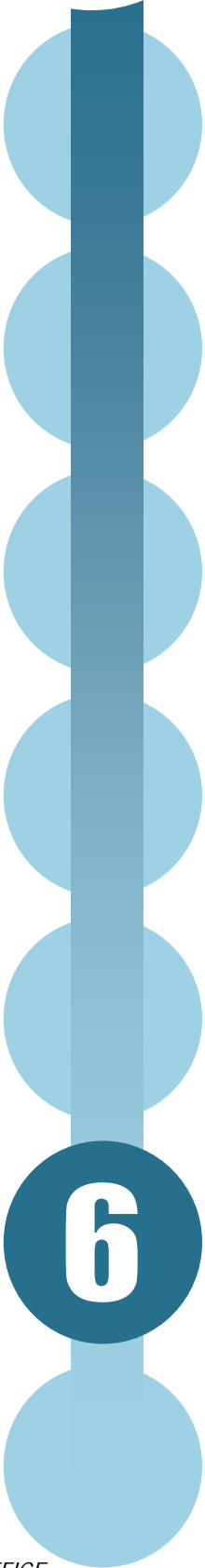
An important feature of the ETDM process is that it will provide the public access to project plans and information about potential sociocultural effects on communities in proximity to transportation projects. The process also provides for effective communication so that agencies and the public can discern how their input influences project concepts.

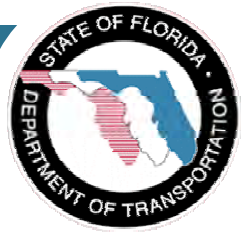
ETDM allows for the identification of readily apparent effects and evaluation of the likelihood of potential sociocultural effects within a project area during the early phases of the transportation planning process, prior to the project entering the FDOT Work Program.

6.1 THE ETDM PROCESS

Florida's ETDM process redefines how the state accomplishes transportation planning and project development within its current statutes and regulations. Public access to the transportation decision making process continues to be through the formal and informal MPO and FDOT mechanisms: calling, writing, or emailing project managers or checking FDOT District and project web sites.

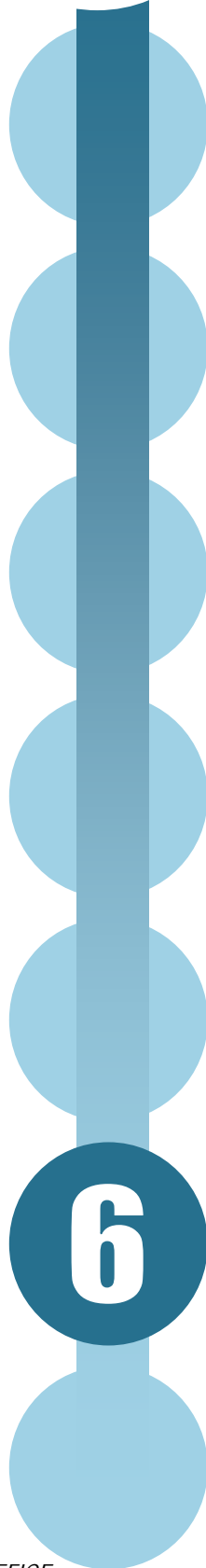
Early public involvement, coupled with continual evaluation of sociocultural effects, is expected to improve the quality of decisions made during planning and reduce legal challenges during the NEPA and permitting processes. This interaction continues throughout the life of a project to ensure that mobility needs are balanced with community preferences,





decisions, values, and mitigation strategies. In this process, resource avoidance, minimization options, and mitigation strategies are identified earlier, and cost implications for these strategies can be considered in establishing transportation plan priorities.

Under this process, sociocultural effects evaluation occurs in both the project long range transportation planning and project development process. Previously, no substantial sociocultural effects evaluation was conducted until after a specific project was programmed into the FDOT Five-Year Work Program and the Project Development and Environment process was well underway. Figure 6-1 illustrates the problems associated with the transportation planning process prior to the implementation of the ETDM process. The upfront inclusion of sociocultural effects evaluation in ETDM allows for decisions to be made regarding avoidance options and mitigation strategies early in the transportation planning process (Figure 6-2).



SOCIOCULTURAL EFFECTS IN ETDM

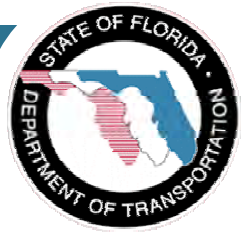
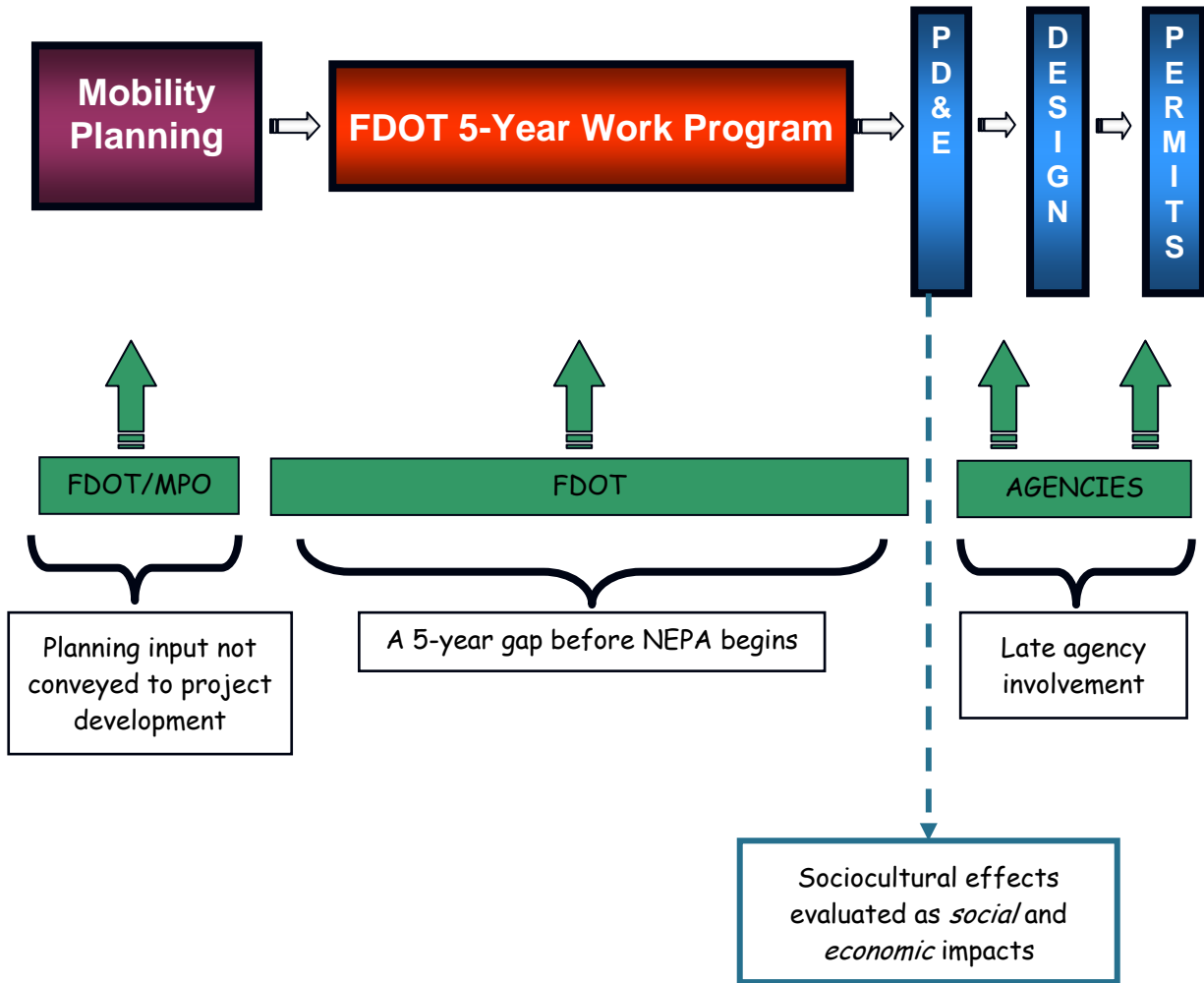


Figure 6-1 The Process Prior to ETDM



SOCIOCULTURAL EFFECTS IN ETDM

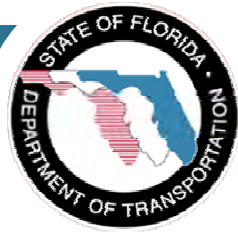
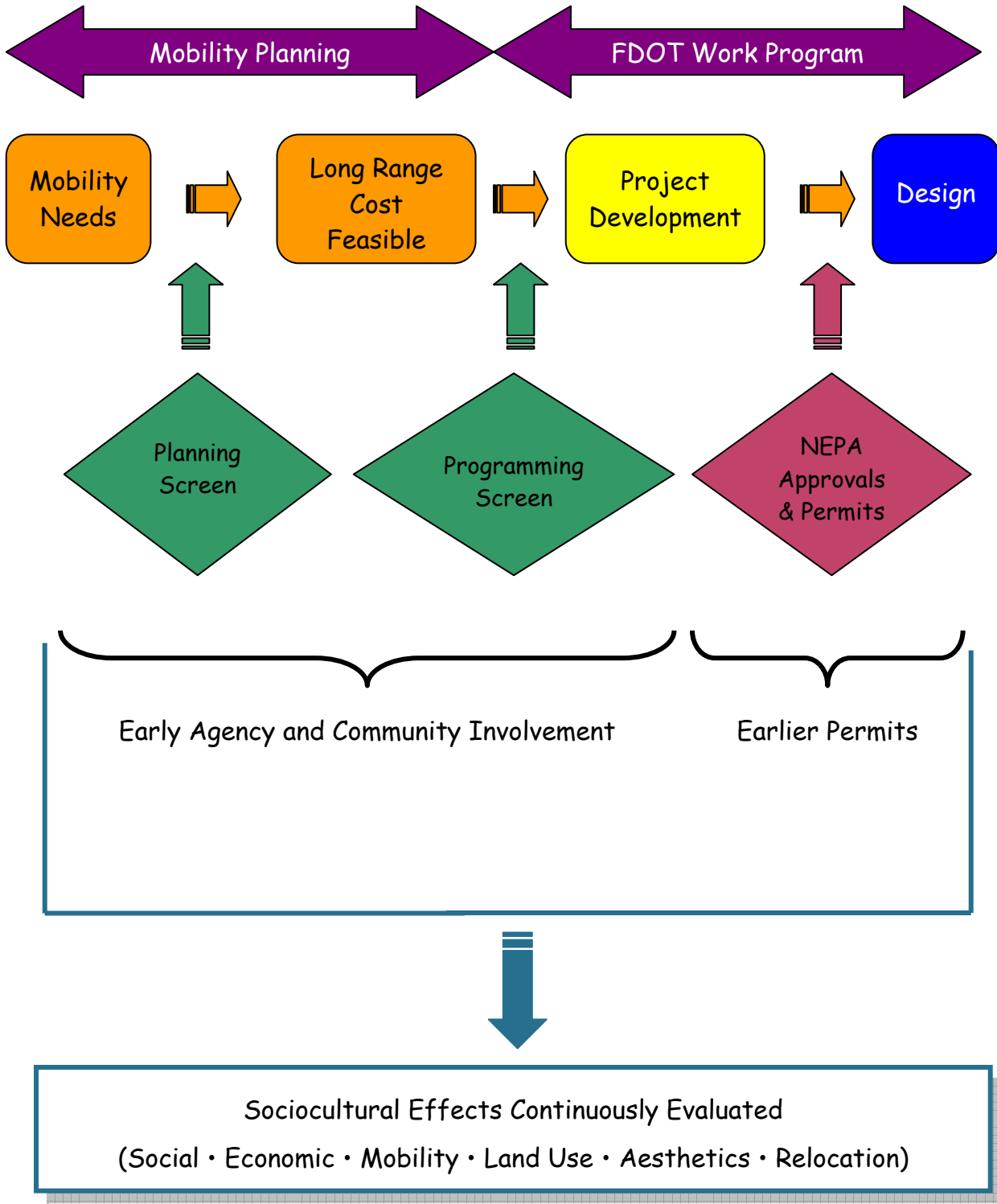
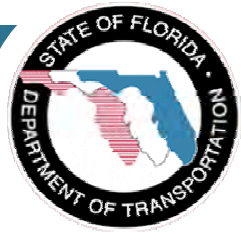


Figure 6-2 The ETDM Process





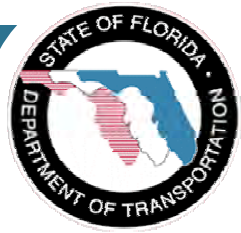
The Environmental Technical Advisory Team (ETAT) and the Environmental Screening Tool (EST) are key components of the ETDM process. Each of FDOT's seven geographic Districts has an ETAT consisting of representatives from agencies which have statutory responsibility for issuing permits or conducting consultation under NEPA. The District's ETAT is responsible for interacting with the FDOT and with MPOs throughout the ETDM Process. Each District and each MPO has designated an ETDM Coordinator who has the responsibility for interacting with agency ETAT representatives and also for coordinating activities within the District. Districts and MPOs have also assigned Community Liaison Coordinators (CLCs) who have the responsibility for interaction with the affected community and for establishing the two-way conduit of communication about project plans.

The EST is an interactive database and mapping application available on the Internet. GIS analyses of previously identified sociocultural resources are performed to evaluate social, economic, land use, mobility, aesthetic, and relocation issues identified as having value to the community. This GIS analysis occurs during the Planning and Programming phases of a project during an event referred to as *screening*. These ETDM screening events (the Planning Screen and the Programming Screen) are conducted prior to project development.

6.1.1 Planning Screen

The Planning Screen allows review of comments on potential sociocultural effects early in the planning process. This opportunity enables planners to adjust project concepts to avoid or minimize potential adverse effects, consider mitigation alternatives, and improve estimation of project costs. Secondary and cumulative effects are evaluated on a project and system-wide basis in connection with the Planning Screen. The interrelationships between sociocultural effects and mobility plans are considered through integrated agency planning. Key recommendations and conclusions regarding potential project effects are published in a Planning Summary

6



Report. This report guides planners to stage transportation priorities in long-range transportation plans and is available electronically or in hard copy format to the public.

6.1.2 Programming Screen

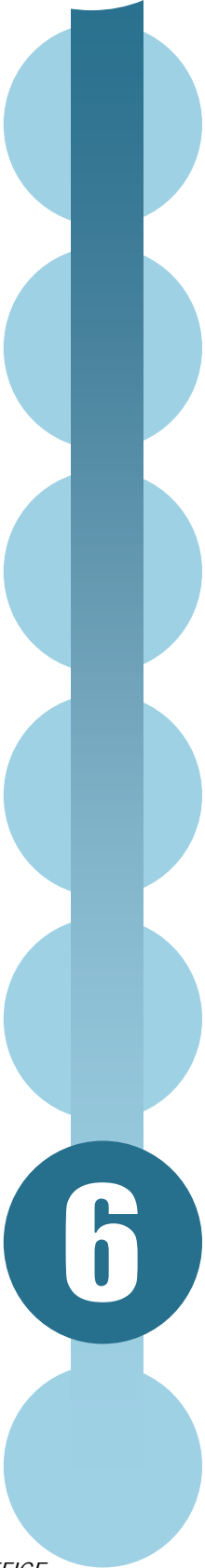
The Programming Screen occurs before projects are funded in the FDOT Five-Year Work Program. It initiates the National Environmental Policy Act (NEPA) process for federally funded projects or the State Environmental Impact Review (SEIR) process for state funded projects. Public input about potential sociocultural effects forms the basis for agency scoping efforts to help ensure compliance with NEPA and applicable federal and state laws, such as Title VI, that are addressed during the NEPA process. Community input, preliminary project concepts, reasonable project alternatives, and agency scoping recommendations are summarized in a Programming Summary Report. This report is used as the transition document to the Project Development phase where all sociocultural issues must be resolved.

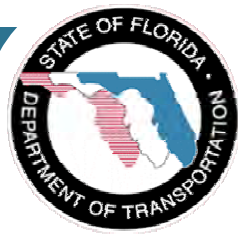
6.1.3 Project Development

In the Project Development phase, each project is developed to the level of detail necessary to accurately evaluate and resolve the sociocultural effects and natural effects in order to obtain environmental permits at the conclusion of the NEPA process. Project features are developed in response to project needs and address input received from the public during the Planning and Programming phases.

6.2 TYPES OF PROJECTS IN ETDM

The types of projects that are being evaluated in the ETDM process include major capacity improvement projects, such as roadway and bridge widening (excluding the addition of auxiliary lanes), new roadways and bridges, and rail transit systems. In MPO areas, the Planning Screen will occur on capacity improvements contained in the Long Range Transportation Needs Plan and prior to the development of the MPO Long Range Transportation Plan (LRTP) with the exception of the Florida Intrastate Highway System (FIHS) facilities.



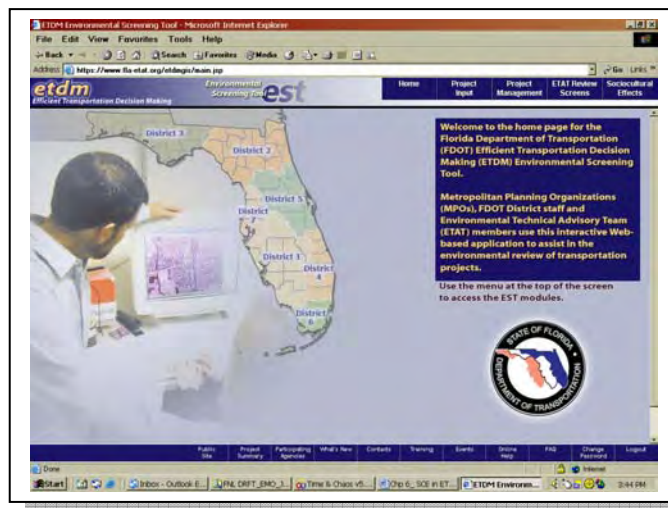


FIHS facilities will be screened during the development of the FIHS Cost Feasible Plan by FDOT for both the MPO and non-MPO areas.

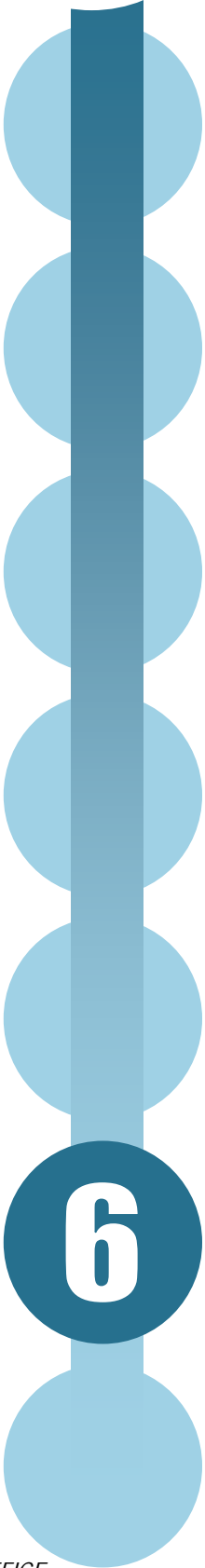
In the ETDM process, most projects that enter the Programming Screen will have already been evaluated in the Planning Screen. The results of these project evaluations of potential effects to the natural and social environment are stored in the EST. Candidate projects that have not been previously evaluated in the Planning Screen, such as bridge replacement projects, L RTP project amendments, and county priorities in non-MPO areas, will be evaluated in the Programming Screen.

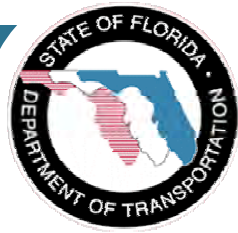
6.3 THE ENVIRONMENTAL SCREENING TOOL

The EST is a statewide Geographic Information System (GIS) application that supports the ETDM process by providing Internet access to project planning information. This Internet-accessible GIS application brings together information about transportation projects and sociocultural resources.



It enables planning professionals and the community to examine potential sociocultural effects. A key component of the application is its use of the Florida Geographic Data Library (FGDL) housed at the GeoPlan Center at the University of Florida. The GeoPlan Center compiles GIS data from federal, state, and local agencies and makes it available to the public through the FGDL.





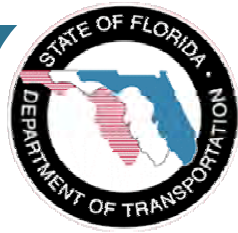
Using the FGDL as the foundation for environmental resource data, the EST provides utilities to input and update information about transportation projects and sociocultural resources, performs standardized GIS analyses, gathers and reports comments by the ETAT representatives, and provides read-only information accessible to the public.

The EST provides results of GIS analyses and affords regulatory and resource agencies the ability to evaluate the sociocultural effects of transportation plans on Florida's resources, including affected communities. The EST enables these regulatory and resource agencies to provide feedback on the degree of effect and recommendations or requirements for project modifications to avoid, minimize, or mitigate adverse effects. FDOT provides public access to these technical evaluations through the Public Access Module available at <http://etdmpub.flas-etat.org/>.

Interactive tools available on the EST provide data for project analysis and assist the community analyst in conducting more detailed public involvement activities. SCE tools available in the EST include the following:

- **Community Characteristics Inventory tool** – This tool provides options for viewing previously loaded CCI reports summarizing features, population demographics, income, and SCE points of interest in the community and digitizing the community boundaries.
- **Custom Print Map tool** – This tool allows the community analyst to print and save customized maps of the project area or any area of interest as displayed in the interactive map viewer. These maps are a valuable tool to provide a visual display of the features surrounding an ETDM project.
- **Automated Mailing Labels tool** – This tool provides an automated mailing label function to assist in reaching the land owners surrounding a project area.

Appendix E includes a step-by-step guide for using these tools.



6.4 THE SOCIOCULTURAL EFFECTS EVALUATION PROCESS

The SCE Evaluation process includes several basic steps as outlined in Chapter 2. Tasks associated with each step are performed by the FDOT designated Community Liaison Coordinators (CLCs) and the MPOs, (collectively referred to as *community analyst*), during the Planning Screen. The steps are repeated during the Programming Screen; however, the process is more detailed because the project details are more defined.

SCE Evaluation Process Steps:

- Step 1: Define the Study Area
- Step 2: Collect/Organize/Assess the Data
- Step 3: Prepare the Community Characteristics Inventory (CCI)
- Step 4: Determine Data Sufficiency
- Step 5: Perform the SCE Evaluation/
Determine the Degree of Effect
- Step 6: Recommend Ways to Resolve Issues
- Step 7: Document Findings

The MPOs have primary responsibility for performing SCE evaluations for non-FIHS projects in MPO areas. The District CLCs have responsibility for FIHS projects in all areas and county priorities in non-MPO areas. The District CLCs and MPOs are encouraged to take a collaborative, team approach in conducting SCE evaluations for their areas of responsibility.

The SCE evaluation is based on best available data included in the EST, *in-house* local data sources, and public involvement activities. In the Planning Screen, the community analyst uses the results of public involvement activities to assist in the SCE evaluation.

As the community analyst prepares to conduct an SCE evaluation, available tools and guidance to assist the effort are reviewed. The community analyst reviews the project information available in the EST to develop an understanding of the proposed transportation action, knowledge of what data sets are available on the EST, other supporting SCE data sets that are not on the EST, and the issues that are considered in an SCE evaluation.

6



The community analyst relies on his/her knowledge of community issues, effective planning practices, and professional judgment to identify potential sociocultural effects. Previous public comments from prior outreach activities are reviewed and considered to supplement the analyst's understanding of public concerns and issues associated with the proposed project. Some initial information may be included in the project Purpose and Need Statement located on both the Public Access ETDM site and in the EST. These comments provide a summary of project history and may outline needs addressed by the community.

The screenshot shows a web browser window titled "ETDM Public Information - Microsoft Internet Explorer provided by Data Transfer Solut...". The page header includes the MyFlorida.com logo and the Florida Department of Transportation logo. Below the header is a search bar and navigation links: "Home | Advanced Search | ETDM Mapper | Contacts | Help | FAQ". The main content area is titled "Project Description Report" and contains three tables:

Project	From	To
Green Blvd Extension	Santa Barbara Blvd	Livingston Road

Plan ID	Planning Organization	Project County
?	Collier County MPO	Collier

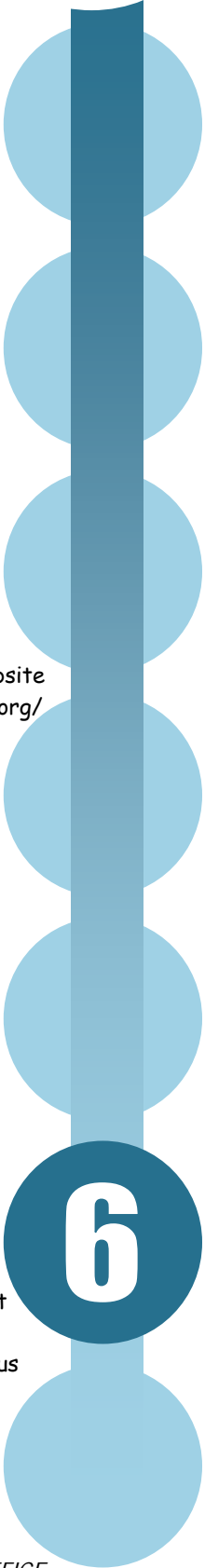
ETDM #	Modification #	ETDM Phase
3270	2	Planning Screen

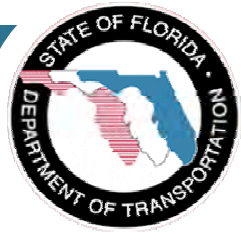
Below the tables is a section titled "Project Description Summary" with the following text:

Four-lane extension of Green Boulevard from Livingston Road to Santa Barbara Boulevard to improve east-west transportation system connectivity. Tasks to be undertaken in the corridor study include the following: -Ascertain the corridor's existing and future transportation demands, including traffic volumes, travel characteristics, and historical trends; facility operation (level of service), conditions of existing facilities and plans for improvements; mobility problems and special considerations; as well as prevailing land use patterns and development trends. -Determine the existing and projected traffic circulation needs for the corridor, including traffic volumes, travel characteristics, future conditions and mobility requirements. -Describe natural, physical, environmental, social, political, operational, and economic constraints within the corridor that could have a negative effect upon any proposed alignments. -Develop and recommend alternative alignments that are consistent with the Collier County Growth Management Plan. -Provide sufficient preliminary engineering and environmental information using standard typical sections and sketch planning techniques to serve as input for future County production activities. -Maximize the public's participation in all phases of the Study process. The study is scheduled to begin in early 2004 and be completed by mid 2005.

ETDM Public Access Website
<http://etdmpub.fla-etat.org/>

Purpose and Need Project Description may include project history or previous involvement



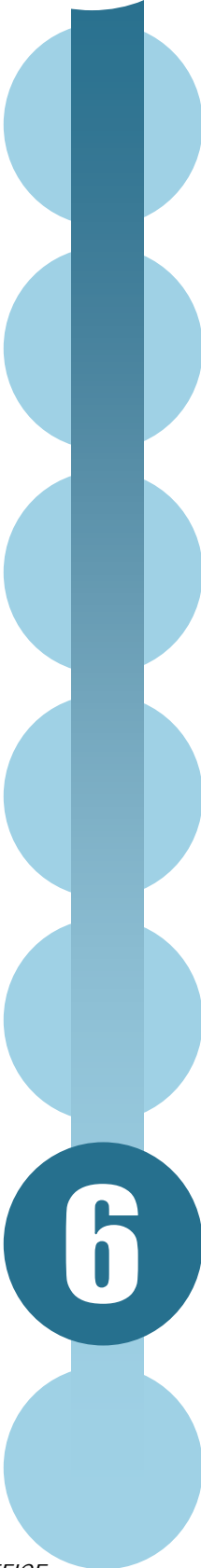


6.4.1 Define the Study Area

Based on available data, the community analyst defines a geographic area that encompasses all of the communities potentially affected by a project. The study area typically includes communities immediately surrounding the project; however, the project may have the potential for social consequences to communities well beyond the immediate project area. Chapter 3 identifies the methodology for defining the study area.

The EST contains preset buffer zones of 100 feet, 200 feet, 500 feet, 1320 feet (1/4 mile), 2640 feet (1/2 mile) and 5280 feet (1 mile). In selecting a buffer zone for SCE evaluation, the EST returns a GIS Summary report of all features located within a buffer distance of the project alignment. These features are limited to the data stored in GIS for the community analyst to conduct a preliminary review of demographic and other data sets available on the EST. Therefore it is also suggested the analyst complete a windshield survey of the project area, consult with other sources of local data, and include personal knowledge of communities in the area.

Figure 6-3 illustrates the amount of area included in varying buffer distances. The first image shows a 300 foot buffer, which is typically used for PD&E project notification mailing, but covers a small area in regards to the surrounding community. The next level is a 1/4 Mile buffer which extends several blocks beyond the project alignment. This 1/4 Mile buffer is the preferred buffer for SCE evaluations to allow for the inclusion of community facilities and address connectivity. The final image illustrates the 1/2 Mile buffer useful in indicating social consequences to surrounding or interconnected communities.



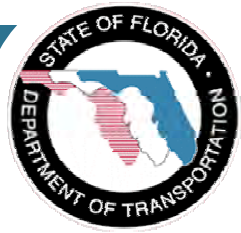
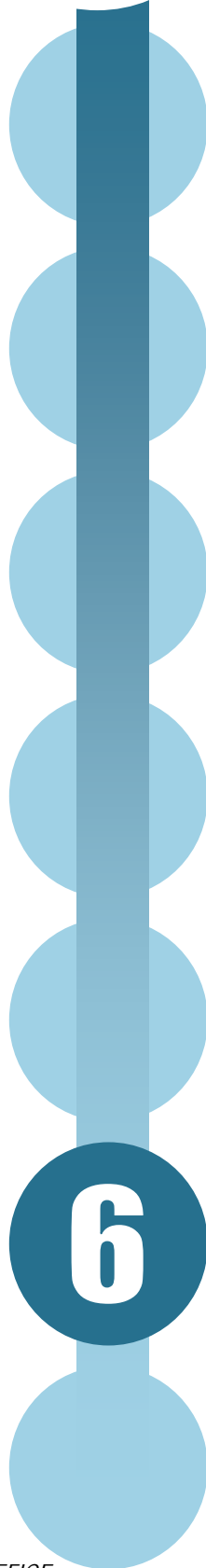
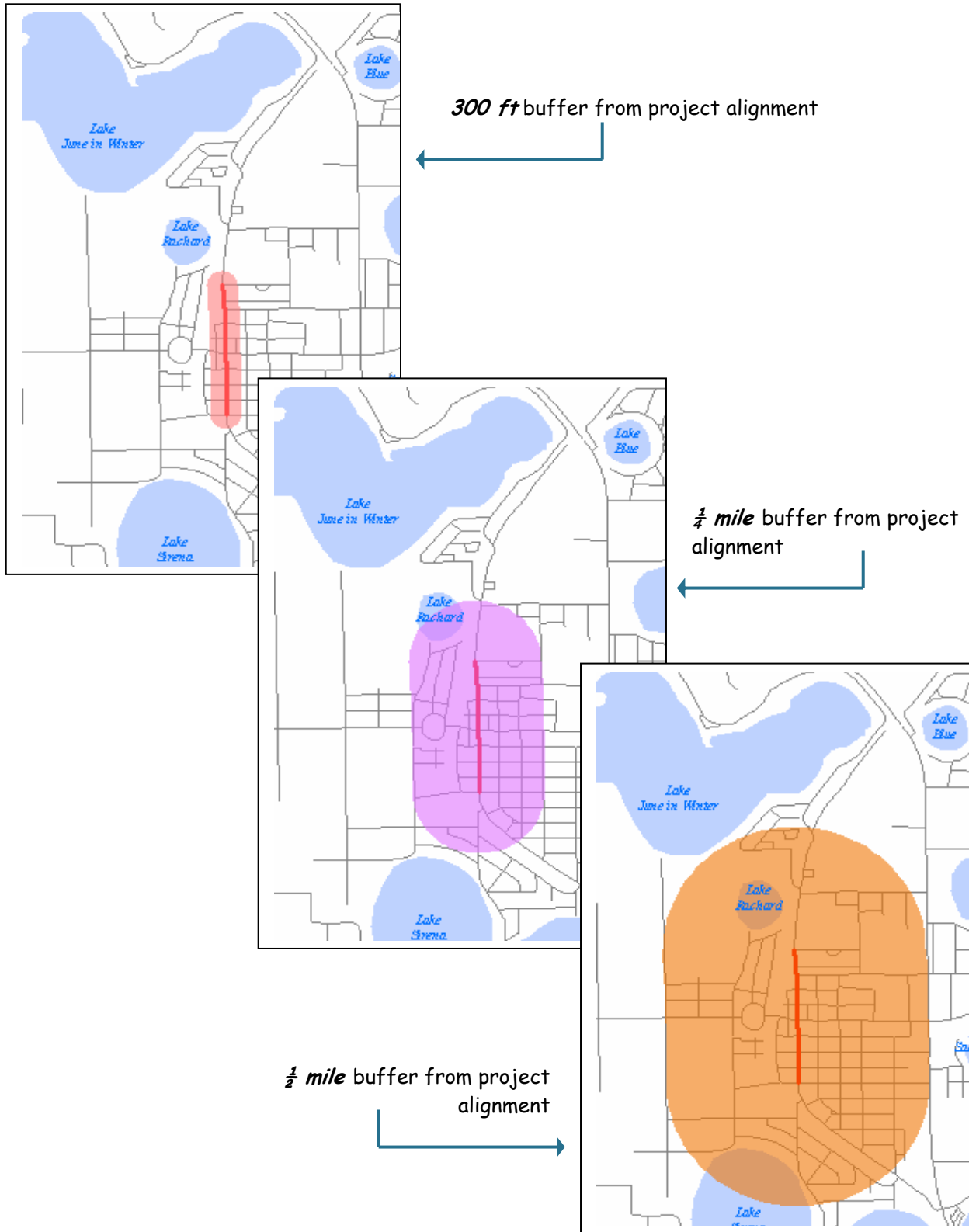
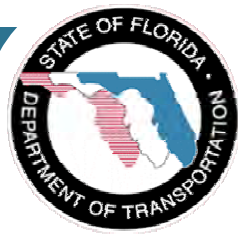


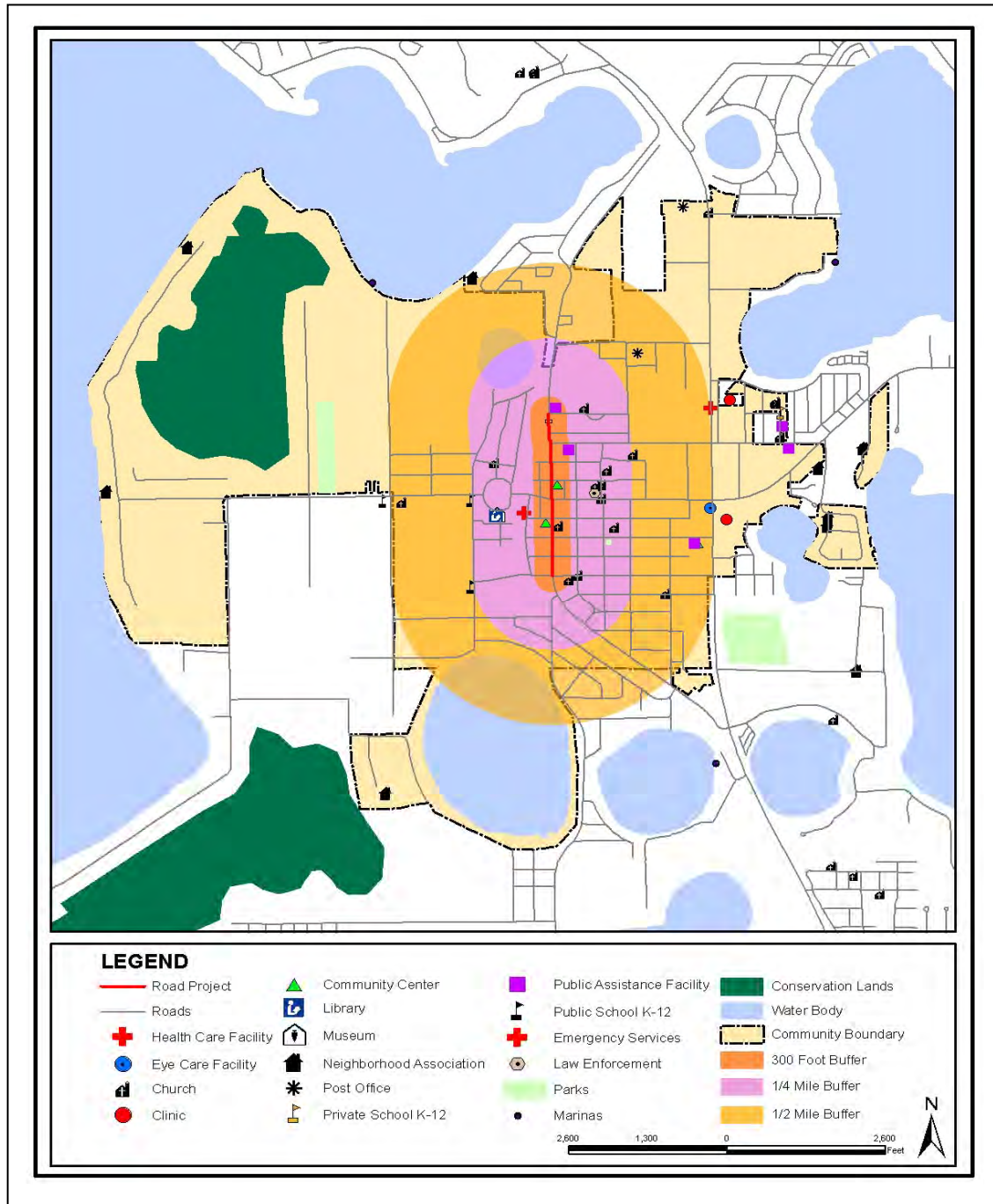
Figure 6-3 Sample Project Buffers

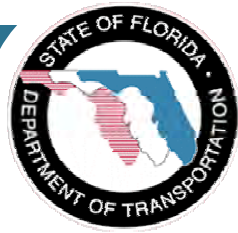




After the GIS analysis is performed for each buffer distance, the community analyst should consider community features surrounding the project alignment as shown in Figure 6-4.

Figure 6-4 Sample Project Buffers Including Community Resources





The District CLCs and MPOs should define community boundaries in their respective planning areas. The community analyst may include these areas collectively or alone as the SCE study area. Communities are defined using quantitative and qualitative analyses (Chapter 3). A logical place to begin defining communities is by recognizing existing neighborhood boundaries such as those reflected in neighborhood plans. When communities are not so clearly defined, the presence of physical barriers, land use patterns, school districts/police precincts, demographic characteristics, and resident perceptions and values can be indicators of community boundaries.

If the community boundaries have not been established, the community analyst may select an analysis buffer zone in the EST which is appropriate to the sociocultural issue being examined.

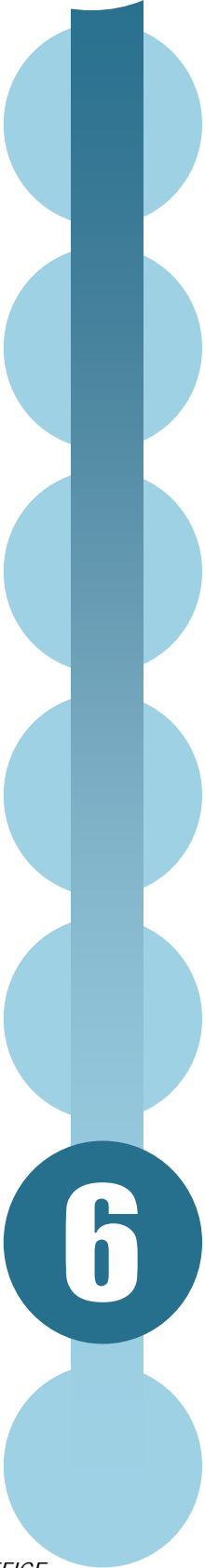
6.4.2 Collect/Organize/Assess the Data

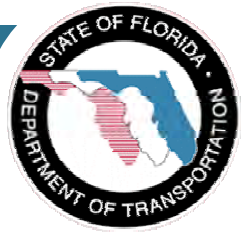
The District CLCs, working closely with the MPOs within their respective Districts, determine which SCE data will most effectively support SCE evaluations (Table 6-1).

Table 6-1 Sociocultural Effects Issues

SOCIAL	ECONOMIC	LAND USE	MOBILITY	AESTHETICS	RELOCATION
<ul style="list-style-type: none"> ■ Demographics ■ Community Cohesion ■ Safety/Emergency Response ■ Community Goals ■ Quality of Life 	<ul style="list-style-type: none"> ■ Business & Employment ■ Tax Base ■ Traffic Patterns ■ Business Access ■ Special Needs Patrons 	<ul style="list-style-type: none"> ■ Land Use - Urban Form ■ Local Plan Consistency ■ Open Space ■ Sprawl ■ Focal Points 	<ul style="list-style-type: none"> ■ Modal Choices ■ Pedestrian Bicyclists ■ Transit ■ Transportation Disadvantaged ■ Connectivity ■ Traffic Circulation ■ Public Parking 	<ul style="list-style-type: none"> ■ Noise/Vibration ■ Viewshed ■ Compatibility 	<ul style="list-style-type: none"> ■ Residential ■ Non-Residential ■ Public Facilities

During the Planning Screen, the community analyst will not always have all of the data needed to perform a full evaluation of potential sociocultural effects. The community analyst relies on best available data to conduct the SCE evaluation during the Planning Screen and develops a data collection





plan for the identified SCE data priorities based on resources available to collect the data. A plan should be identified to collect relevant information to address identified data gaps in the Programming and Project Development phases. The data that is available to support SCE evaluations on the EST and from other sources is evaluated to determine currency and completeness. The data should be checked through field surveys, aerial photography, and communication with data sources and the public. Chapter 3 includes information regarding data collection and assessment.

6.4.2.1 Sociocultural Data in the EST

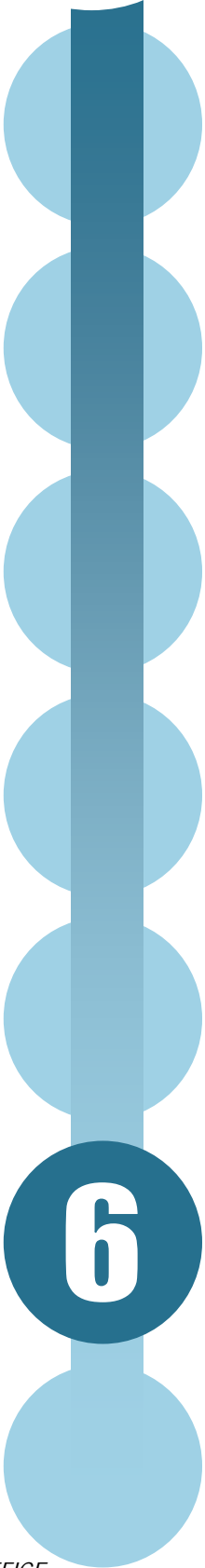
Table E-1 identifies sociocultural data entities, attributes and classifications (Appendix E). A data attribute is a value or property that is a characteristic of an entity (i.e., name is an attribute of a school). A data classification is the grouping of features into a set of classes according to certain common attribute values. For example, schools could be classified by Type such as elementary, middle, or high school.

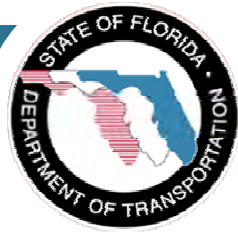
The data attributes and classifications represent the range of data that may be collected and analyzed for the data entities; however, not all of the data are required for SCE evaluation. Most of the data listed in the table is indicated as optional. In these cases, the data would be collected and analyzed at the discretion of the community analyst. The community analyst should consider which data are most useful for the SCE evaluation.

Table E-2 *Sociocultural Data Sources* identifies potential data sources for community facilities and focal points (Appendix E). This table is organized as a matrix since data is often available from a variety of sources.

6.4.2.2 Cultural Resource Data in the EST

The EST also includes information on previously recorded archaeological and historic resources. Cultural resource data in the EST includes datasets maintained by the Florida Master Site File (FMSF). These datasets are based on information provided on FMSF forms. While not as complete or as





current as the raw data contained in the FMSF, they do provide preliminary information on the potential for cultural resources within the study area.

The EST includes the following categories of cultural resource data:

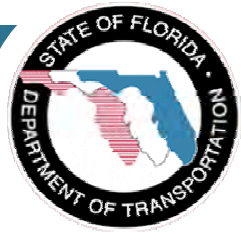
- **Archaeological Sites:** includes pre-contact and historic period archaeological sites; historic roads, ways and trails; historic earthworks such as ditches, earthen dams, dikes, canals, irrigation ditches; and historic landscapes such as historic city plazas, formal gardens, and golf courses;
- **Historic Cemeteries:** includes marked and unmarked graves and landscape elements;
- **Historic Structures:** includes buildings, structures, and objects such as monuments and statues that are generally 50 years of age or older;
- **Historic Bridges:** includes both pedestrian and vehicular bridges;
- **Resource Groups:** includes historic districts, archaeological districts, multiple property listings, and building complexes;
- **National Register of Historic Places (NRHP) Listed Properties;** and
- **State Historic Preservation Office (SHPO) Survey Areas:** includes those areas subjected to some level of cultural resource survey and submitted to the FMSF.

For additional details refer to Chapter 3 of the FDOT *Cultural Resource Management Handbook* located at www.dot.state.fl.us/emo.

6.4.3 Prepare the Community Characteristics Inventory

The Community Characteristics Inventory (CCI) is an important resource for conducting SCE evaluations. It summarizes the history, community features, sociocultural characteristics, and anticipated future development of an area. Details for developing CCIs are included in Chapter 3.

CCIs are developed for each community and become references for use during the SCE evaluation. When completed, CCIs are uploaded to the Sociocultural Effects module of the EST and stored for use in future SCE



evaluations. Appendix E contains step-by-step directions for viewing CCI Reports.

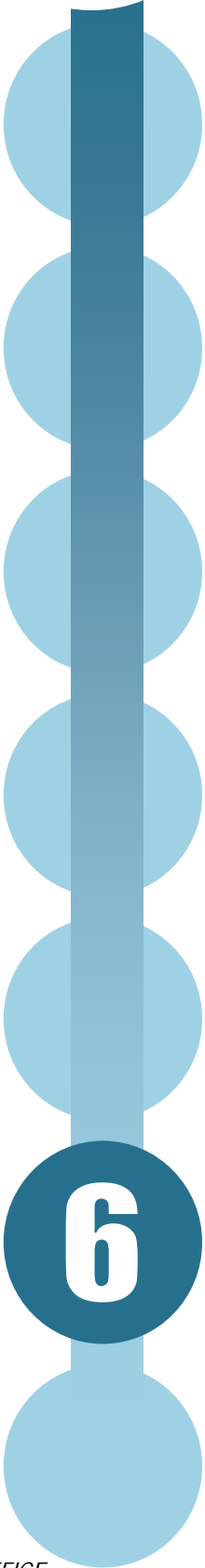
6.4.4 Perform the SCE Evaluation

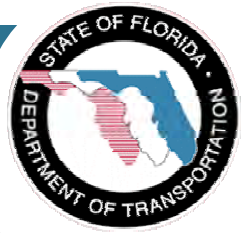
For SCE evaluations, the community analyst examines the relationship between the project and community. This task involves both the identification and investigation of potential effects to the community. The community analyst examines the anticipated future development of the community with and without the project.

Potential effects of a project on the community are a valuable and critical component of an SCE evaluation. Further guidance about effective public involvement techniques that can be used to gain public input is included in the FDOT *Public Involvement Handbook* located at www.dot.state.fl.us/emo and Chapter 3 of this Handbook.

FDOT has developed 54 considerations organized according to the six SCE issues that are used by the ETAT members as guidance when reviewing a project (Appendix D). The considerations are a mental template that guides the reviewer through 1) making decisions regarding sociocultural resources in a community affected by the project; 2) determining the need for a technical study; and 3) assigning a degree of effect. These considerations recognize the issues specific to sociocultural effects and incorporate federal and state guidelines, metropolitan planning factors, and standard analysis used by community analysts.

The process for determining social effects includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data.





The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 1.1 What are the demographics of the potentially affected population?
- 1.2 What displacements of population, if any, would be expected as a result of the project?
- 1.3 Would any increases or decreases in population be expected as a result of the project?
- 1.4 Would any displacement of minority populations be expected as a result of the project?
- 1.5 Are there any disproportionate effects on special populations?
- 1.6 Have minority populations previously been affected by other public projects in the area?

Figure 6–5 illustrates the suggested process for determining social effects regarding demographics. During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Social” to review the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Social Effects – Demographics SCE flow chart outlines several key elements to include in the results.

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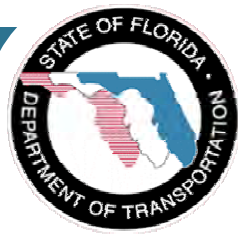
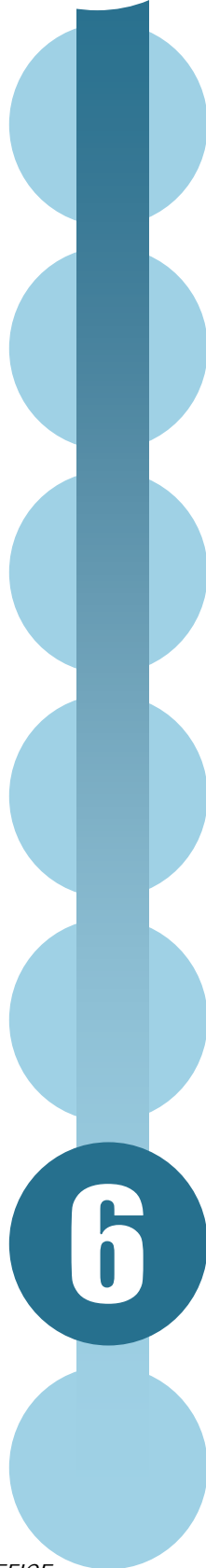
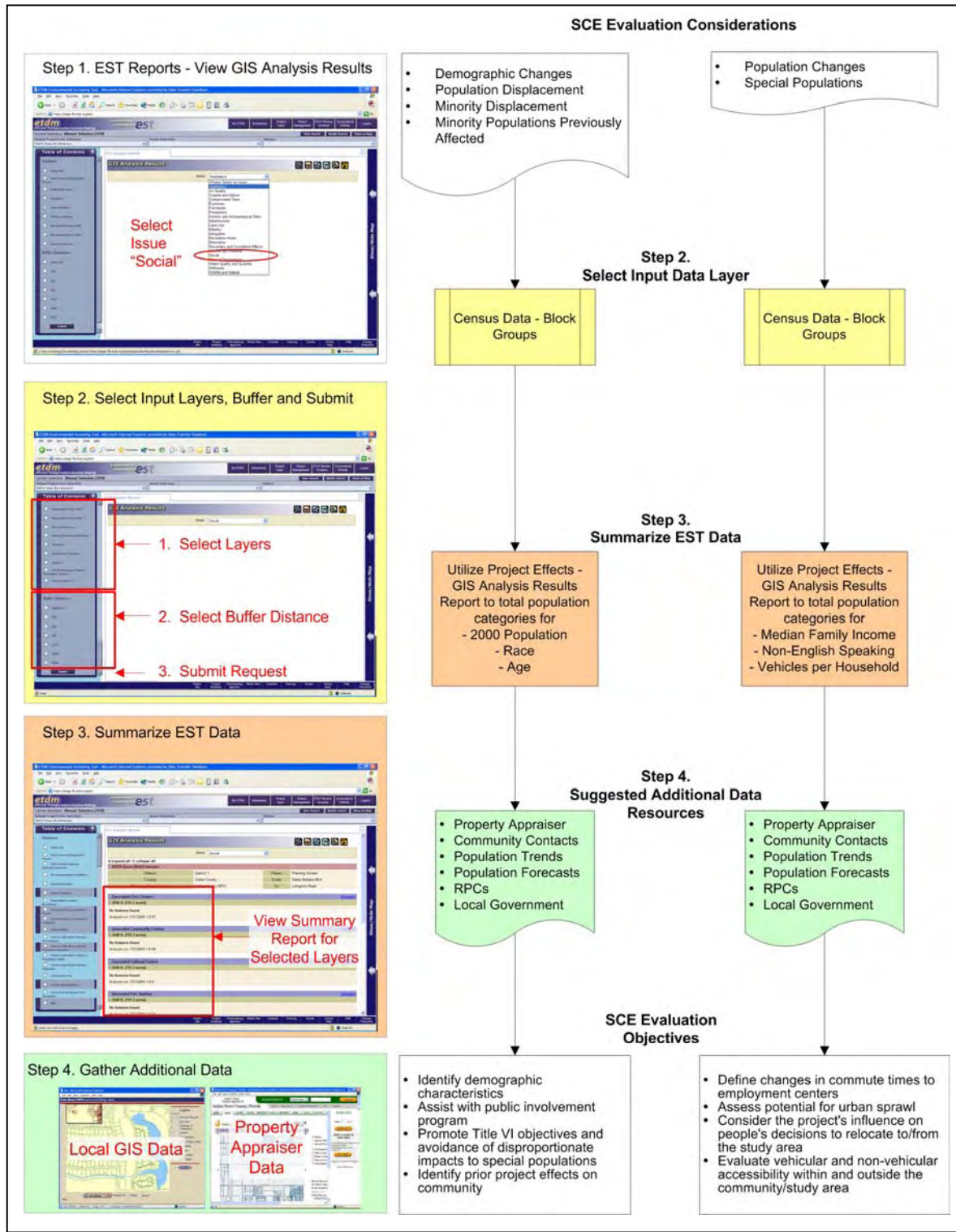


Figure 6-5 Social Effects - Demographics



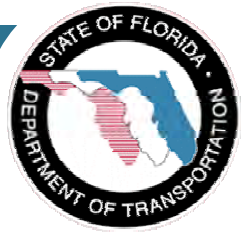
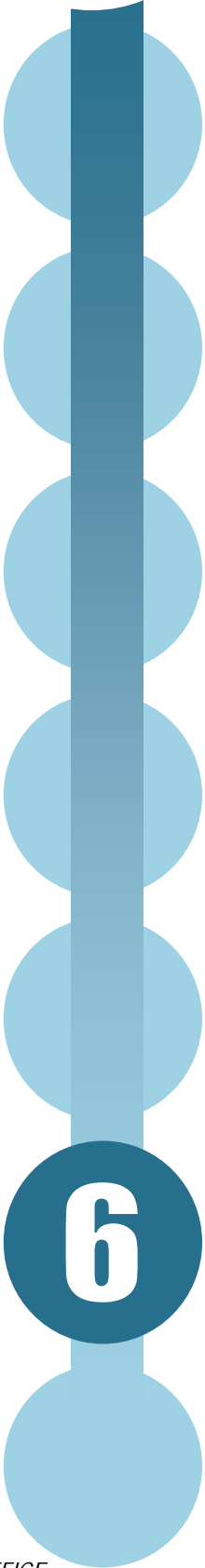


Figure 6–6 illustrates the suggested process for determining social effects regarding community cohesion. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 1.7 Would the project result in any barriers dividing an established neighborhood(s) or would it increase neighborhood interaction?
- 1.8 What changes, if any, in traffic patterns through an established neighborhood(s) would be expected as a result of the project?
- 1.9 Would any changes to social relationships and patterns be expected as a result of the project?
- 1.10 Would the project result in any loss, reduction or enhancement of connectivity to a community or neighborhood activity center(s)?
- 1.11 Would the project affect community cohesion?

During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Social” to review the available data. During Step 2, the user selects input layers of interest, and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Social Effects – Community Cohesion SCE flow chart outlines several key elements to include in the results.



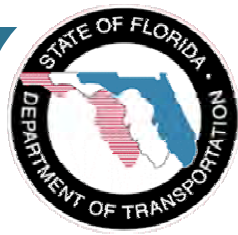


Figure 6-6 Social Effects - Community Cohesion

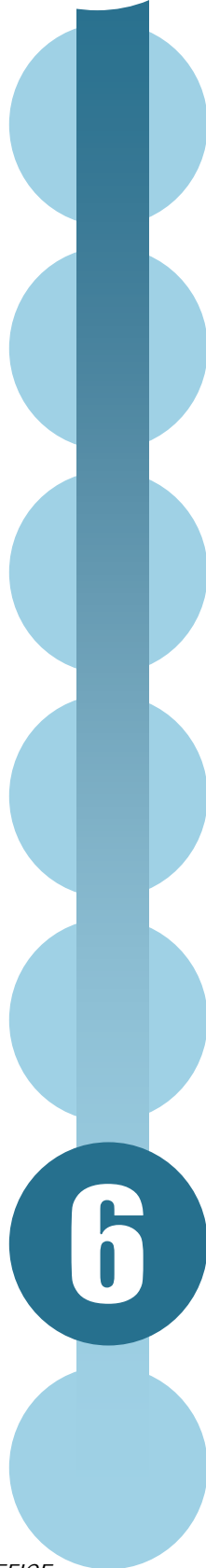
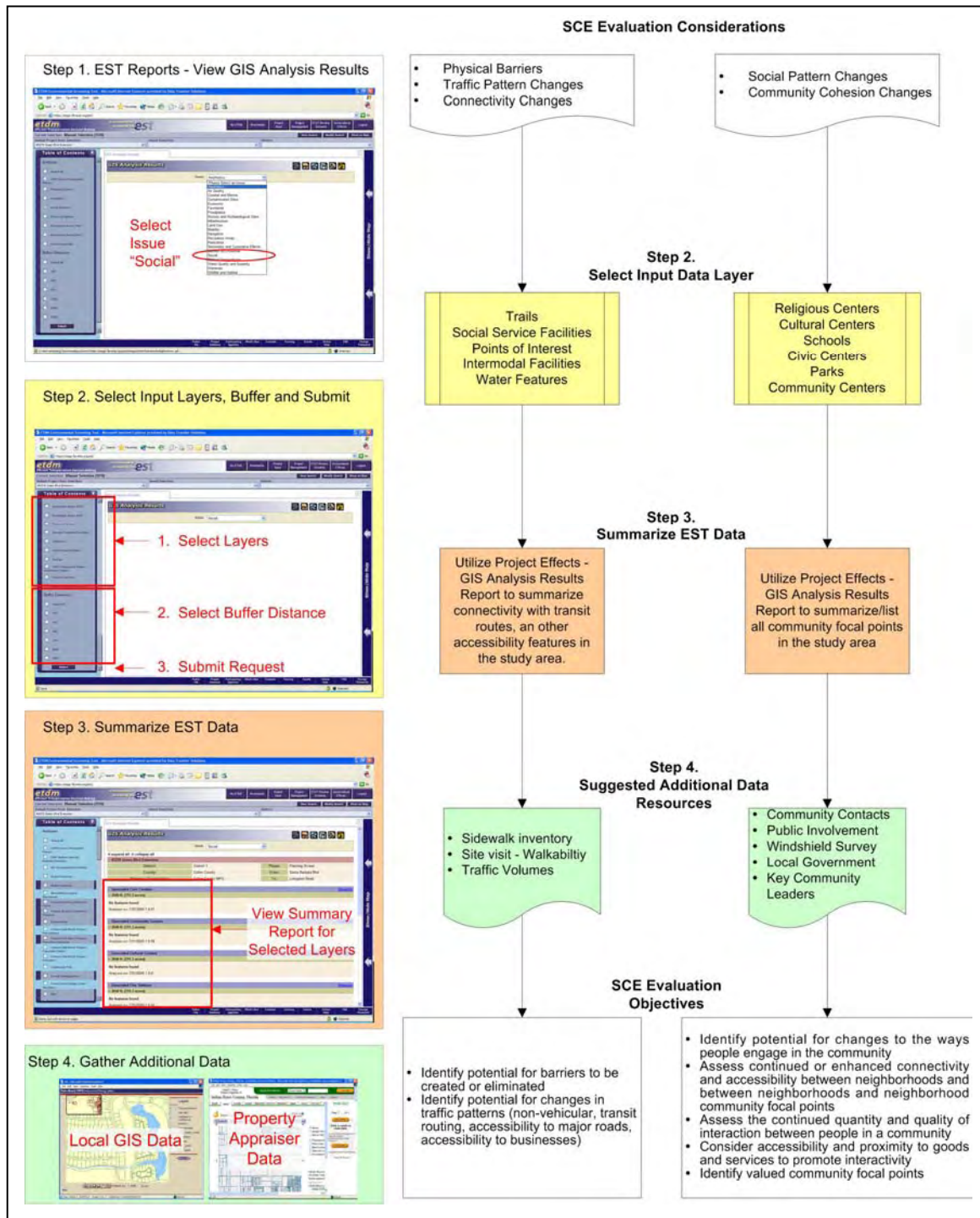
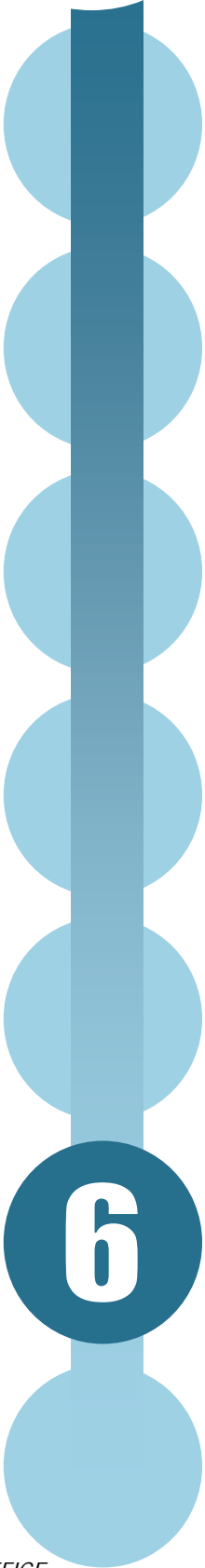




Figure 6–7 illustrates the suggested process for evaluating social effects regarding safety/emergency response and community goals/issues. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 1.12 Would the project result in the creation of isolated areas?
- 1.13 Would any increase or decrease in emergency services response time (fire, police, and EMS) be expected as a result of the project?
- 1.14 Does the project affect safe access to community facilities?
- 1.15 Would any changes in social value be expected as a result of the project?
- 1.16 Would the project be perceived as having a positive or negative effect on quality of life?
- 1.17 Have community leaders and residents had opportunities to provide input to the project decision-making process in the present and/or past?
- 1.18 Have previous projects in this area been compatible with or conflicted with the plans, goals and objectives of the community?
- 1.19 Is the proposed project consistent with the community vision?
- 1.20 Are transportation investments equitably serving all populations?

During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Social” to provide the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Social Effects – Safety/Community Goals SCE flow chart outlines several key elements to include in the results.



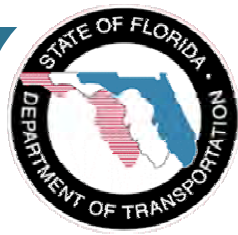
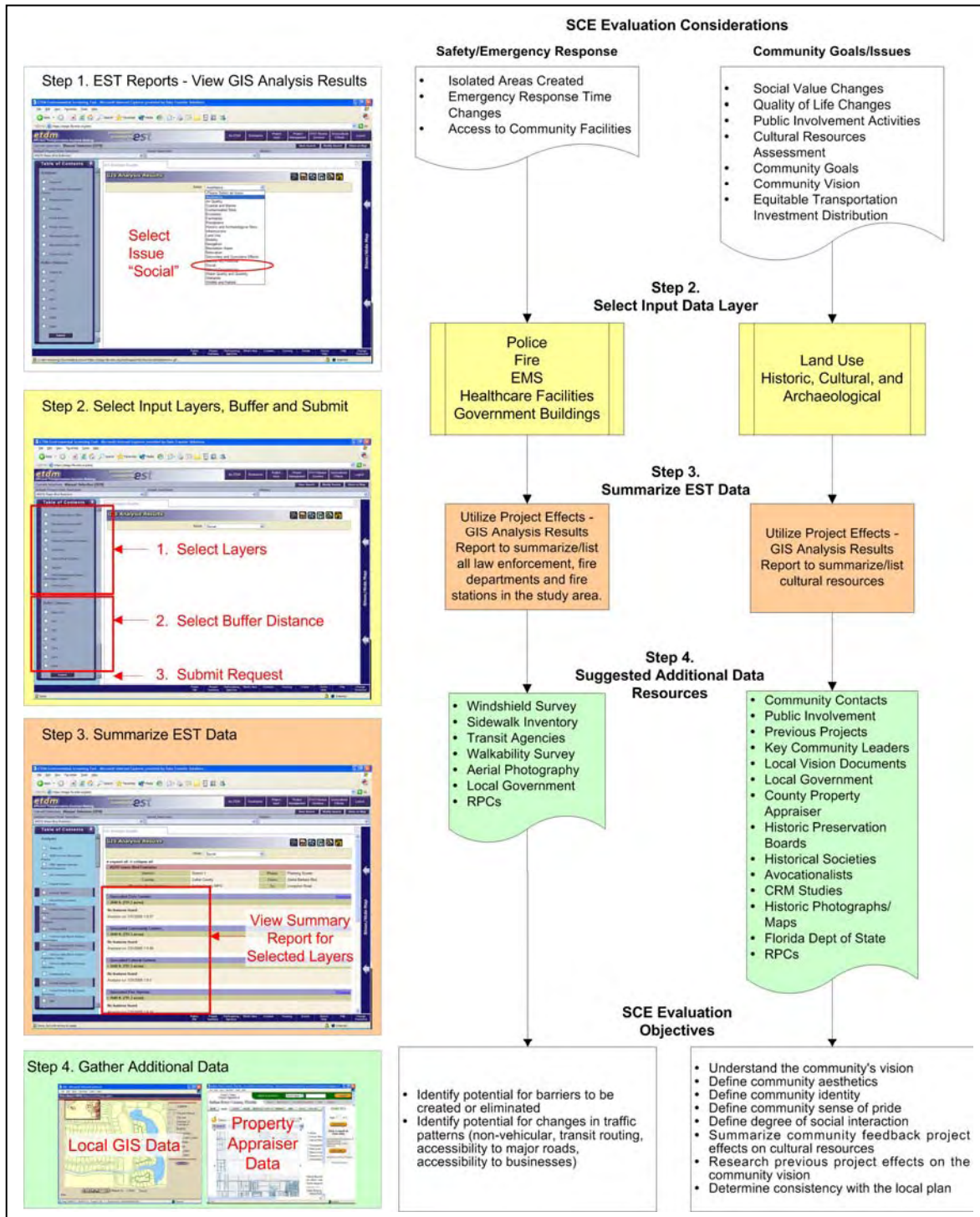


Figure 6-7 Social Effects – Safety/Emergency Response, Community Goals/Issues



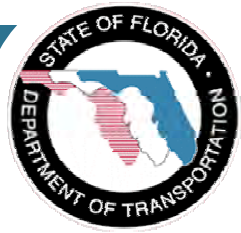
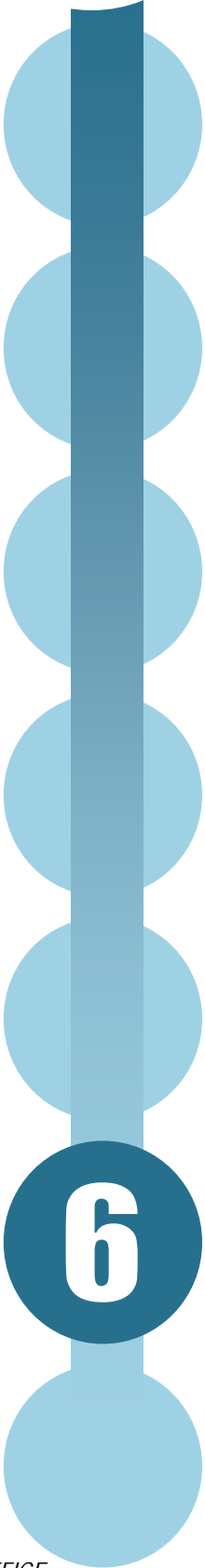
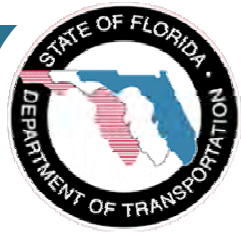


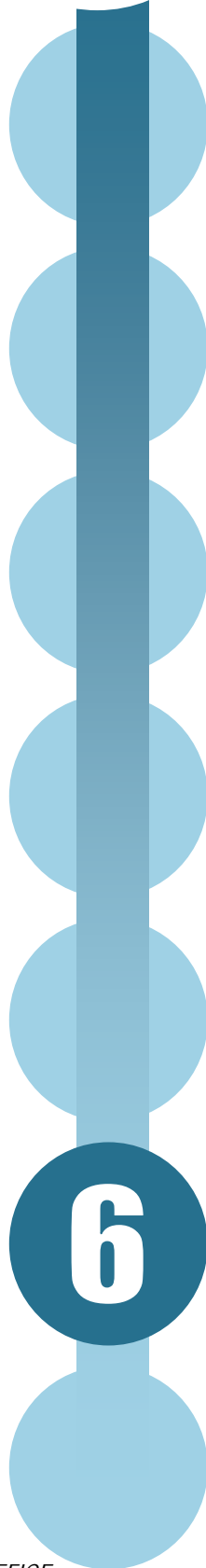
Figure 6–8 illustrates the suggested process determining economic effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 2.1 Would any changes to travel patterns be expected that would eliminate or enhance access to any businesses?
- 2.2 Would any increases or decreases in traffic through traffic-based business areas be expected?
- 2.3 Would any changes in travel patterns be expected that would result in a business or district being bypassed?
- 2.4 Would access for special needs patrons increase or decrease as a result of the project?
- 2.5 Would any increase or decrease in business visibility for traffic-based businesses be expected as a result of the project?
- 2.6 Would the loss of any businesses be expected as a result of the project?
- 2.7 Would any increases or decreases in employment opportunities in the local economy be expected as a result of the project?
- 2.8 Would regional employment opportunities be enhanced or diminished as a result of the project?
- 2.9 What is the effect of the project on military installations?
- 2.10 Would any real property be removed from the tax roles as a result of the project?
- 2.11 Is it likely that taxable property values would increase or decline as a result of the project?
- 2.12 Would changes in business activities increase or decrease the tax base?





During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Economic” to review the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Economic Effects SCE flow chart outlines several key elements to include in the results.



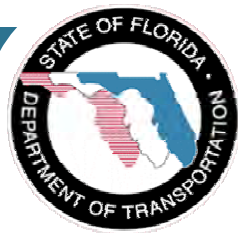
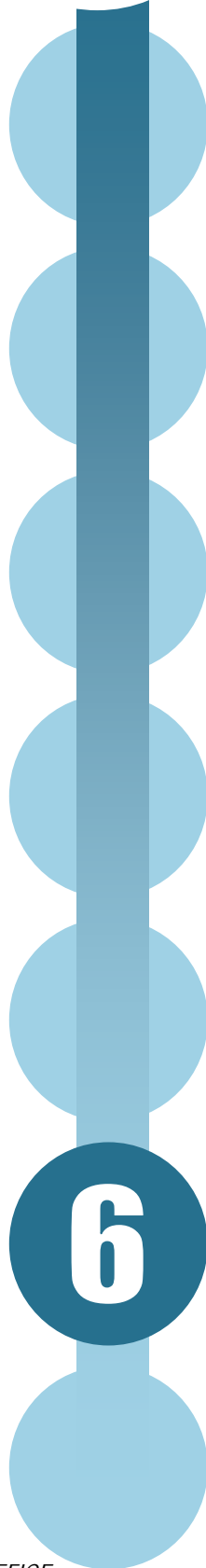
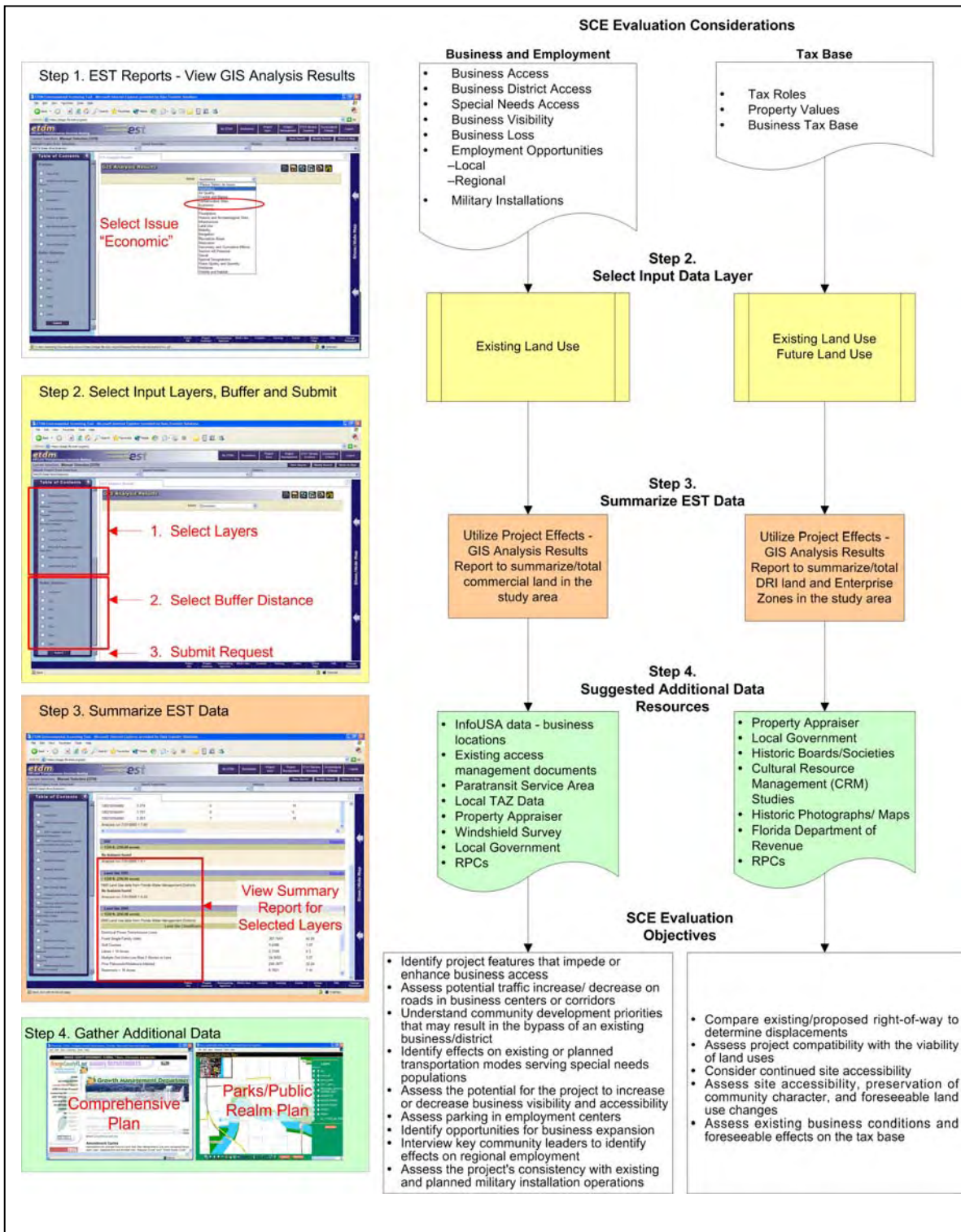


Figure 6-8 Economic Effects



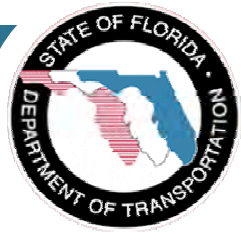
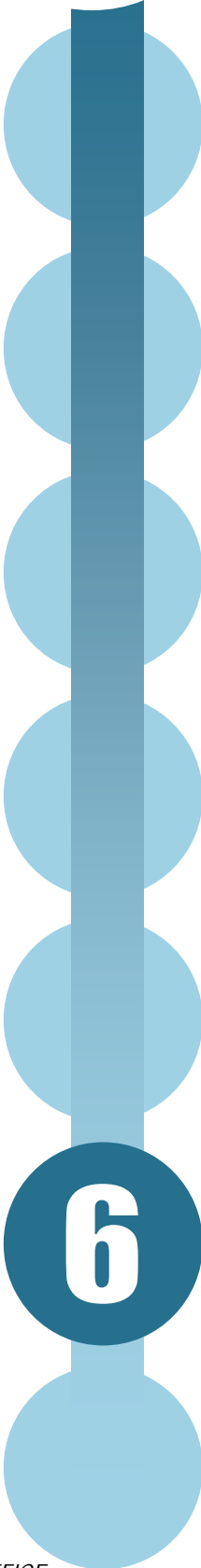


Figure 6–9 illustrates the suggested process determining land use effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 3.1 Would the project result in a change in the character or aesthetics of the existing landscape?
- 3.2 Would the amount of recreation/open space be expected to increase or decrease as a result of the project?
- 3.3 Would the project be compatible with local growth management policies?
- 3.4 Would the project be compatible with adopted land use plans?

During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Land Use” and “Recreation Areas” to review the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Land Use Effects SCE flow chart outlines several key elements to include in the results.



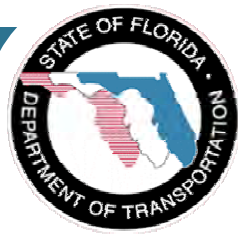


Figure 6-9 Land Use Effects

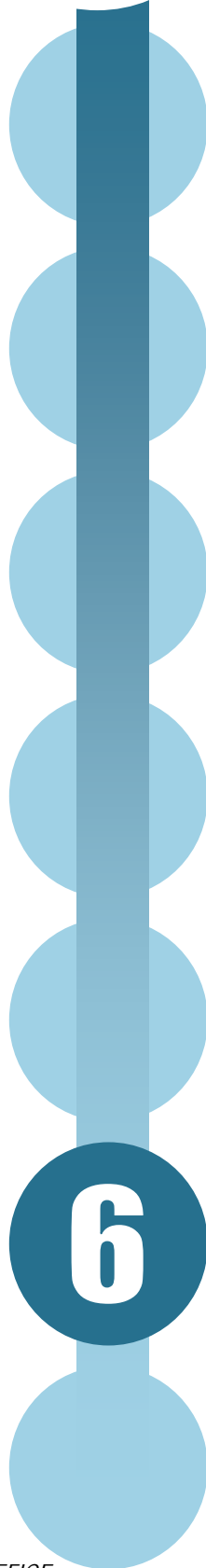
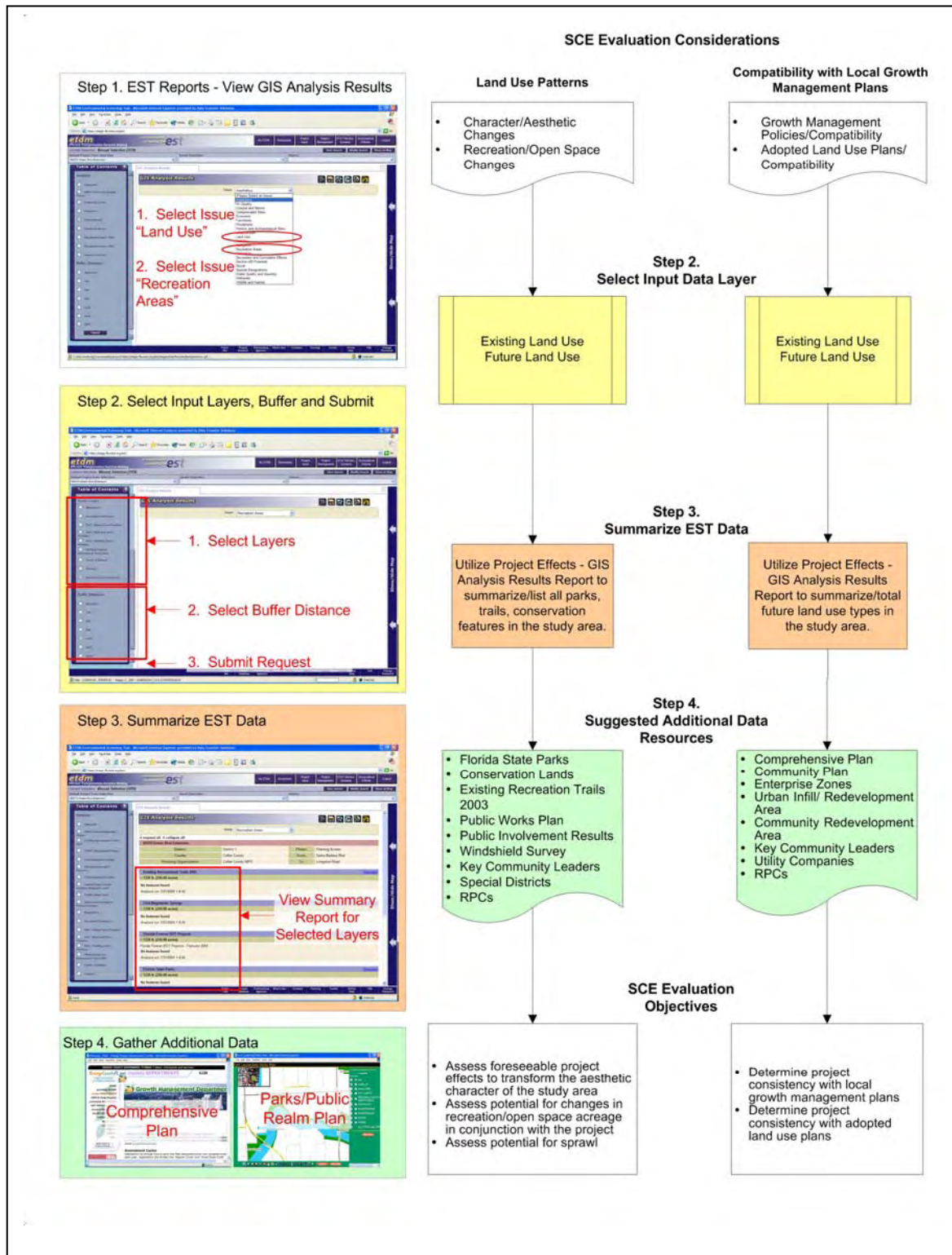




Figure 6-10 illustrates the suggested process for determining mobility effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

- 4.1 Would access to public transportation facilities be increased or reduced as a result of the project?
- 4.2 Would pedestrian mobility be increased or decreased as a result of the project?
- 4.3 Would non-motorist access to business and service facilities be increased or reduced as a result of the project?
- 4.4 How does the project affect intermodal connectivity?
- 4.5 Would any change in connectivity between residential and non-residential areas be expected as a result of the project?
- 4.6 What are the expected changes to existing traffic patterns as a result of the project?
- 4.7 Would a change in any public parking areas be expected as a result of the project?
- 4.8 Would access for transportation disadvantaged populations be affected?

During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Mobility” to review the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Mobility Effects SCE flow chart outlines several key elements to include in the results.

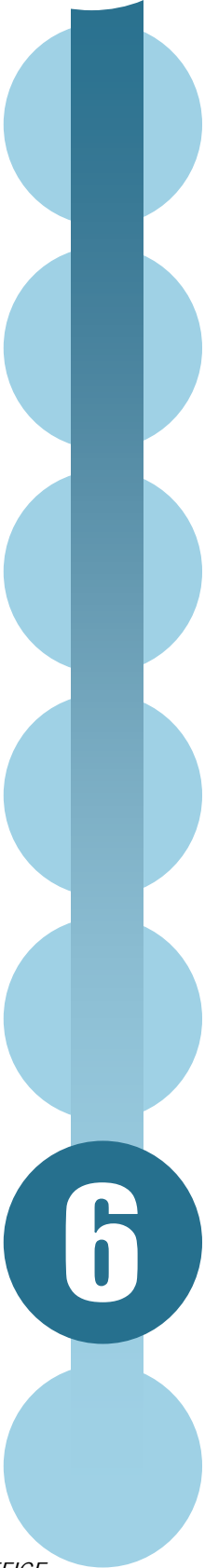
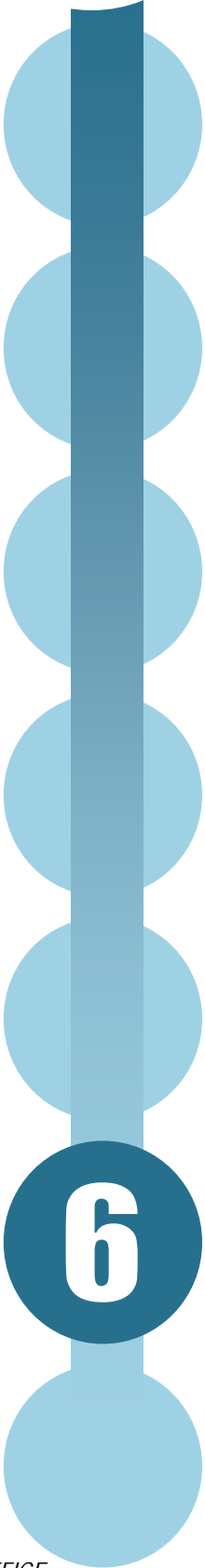
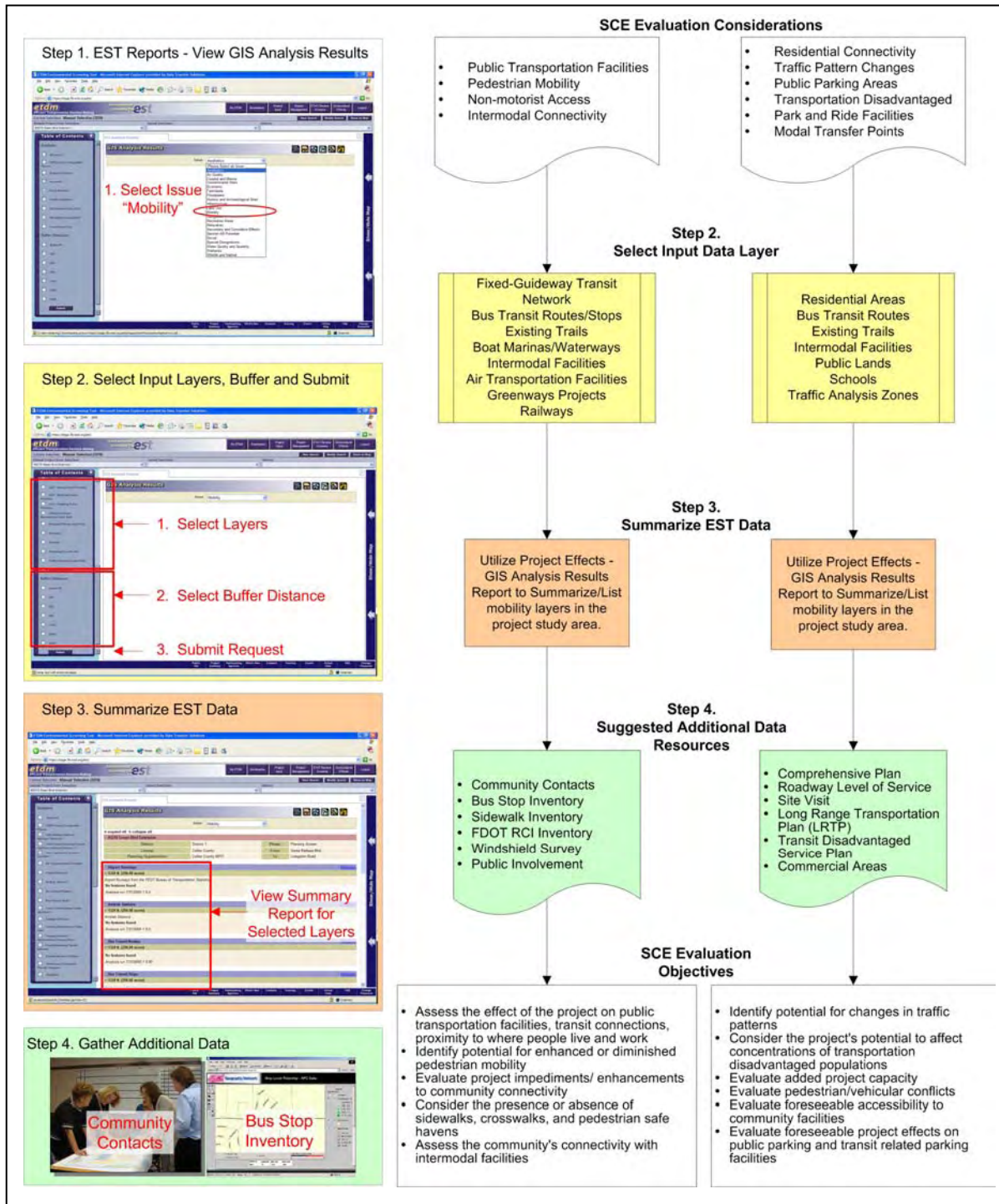




Figure 6-10 Mobility Effects



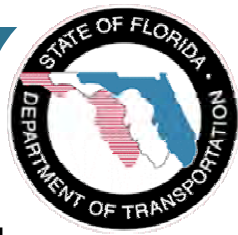


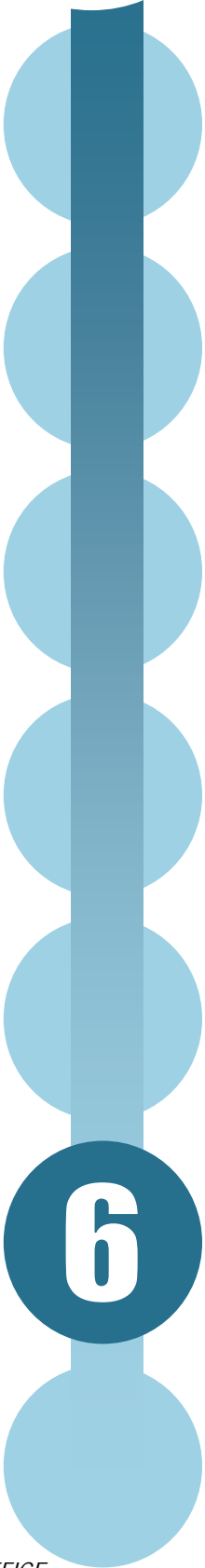
Figure 6-11 illustrates the suggested process for determining aesthetic and relocation effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

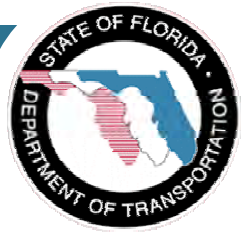
Aesthetic:

- 5.1 Are there noise or vibration sensitive sites near the project?
- 5.2 Is the project likely to affect a vista or viewshed?
- 5.3 Does the project blend visually with the area?
- 5.4 Is the project adjacent to any community focal point?
- 5.5 Is the project likely to be perceived as being compatible and in character with the community's aesthetic values?
- 5.6 What feature(s), if any, of the project might be perceived by the community as inconsistent with the character of that community?

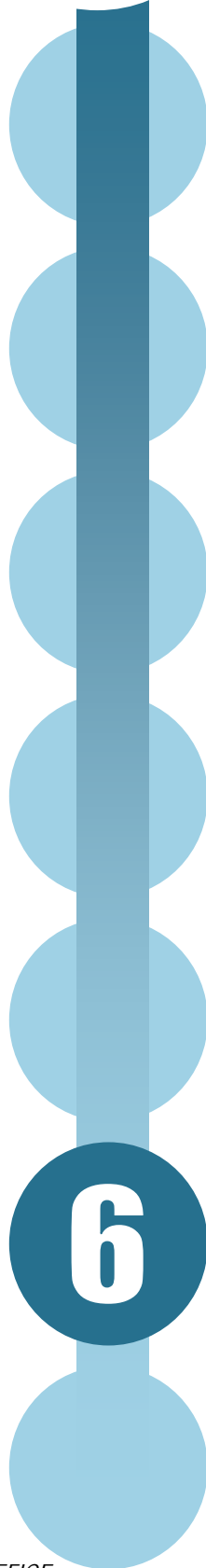
Relocation:

- 6.1 Would any displacement of residences and/or dwellings be expected as a result of the project?
- 6.2 Would any displacement of non-residential land uses be expected as a result of the project?
- 6.3 Do any potentially displaced non-residential uses have any unique or special characteristics that are not likely to be reestablished in the community?
- 6.4 Would any displacement of community or institutional facilities be expected as a result of the project?





During Step 1 the user logs into the EST, navigates to the “Reports” section in the EST, and selects the “View GIS Analysis Results” report. Next, the user selects the issue “Aesthetics” and “Relocation” to review the available data. During Step 2, the user selects input layers of interest and the buffer distance (100, 300, 500, and ¼ Mile, ½ Mile and 1 Mile) prior to submitting the query. After the submit button is selected, the user starts Step 3 by reviewing the summarized list of EST data provided for each layer. Step 4 involves gathering additional data including previous public outreach, community contacts, population trends/forecasts, and information from a windshield survey. The final section in the Aesthetics and Relocation Effects SCE flow chart outlines several key elements to include in the results.



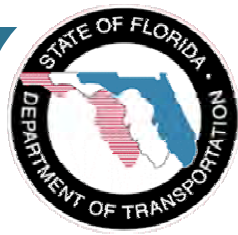
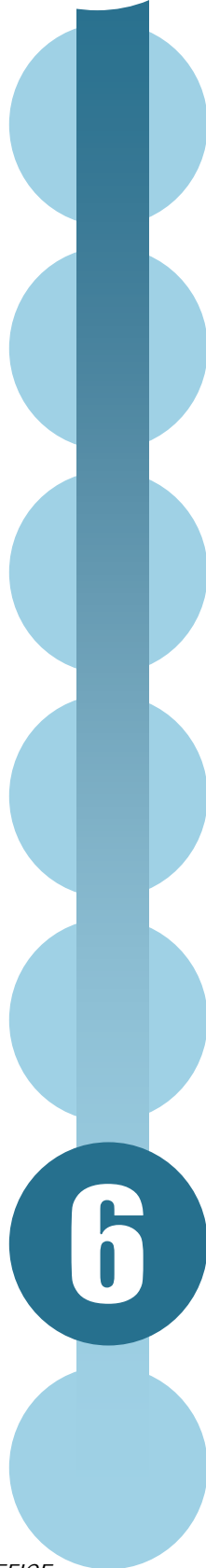
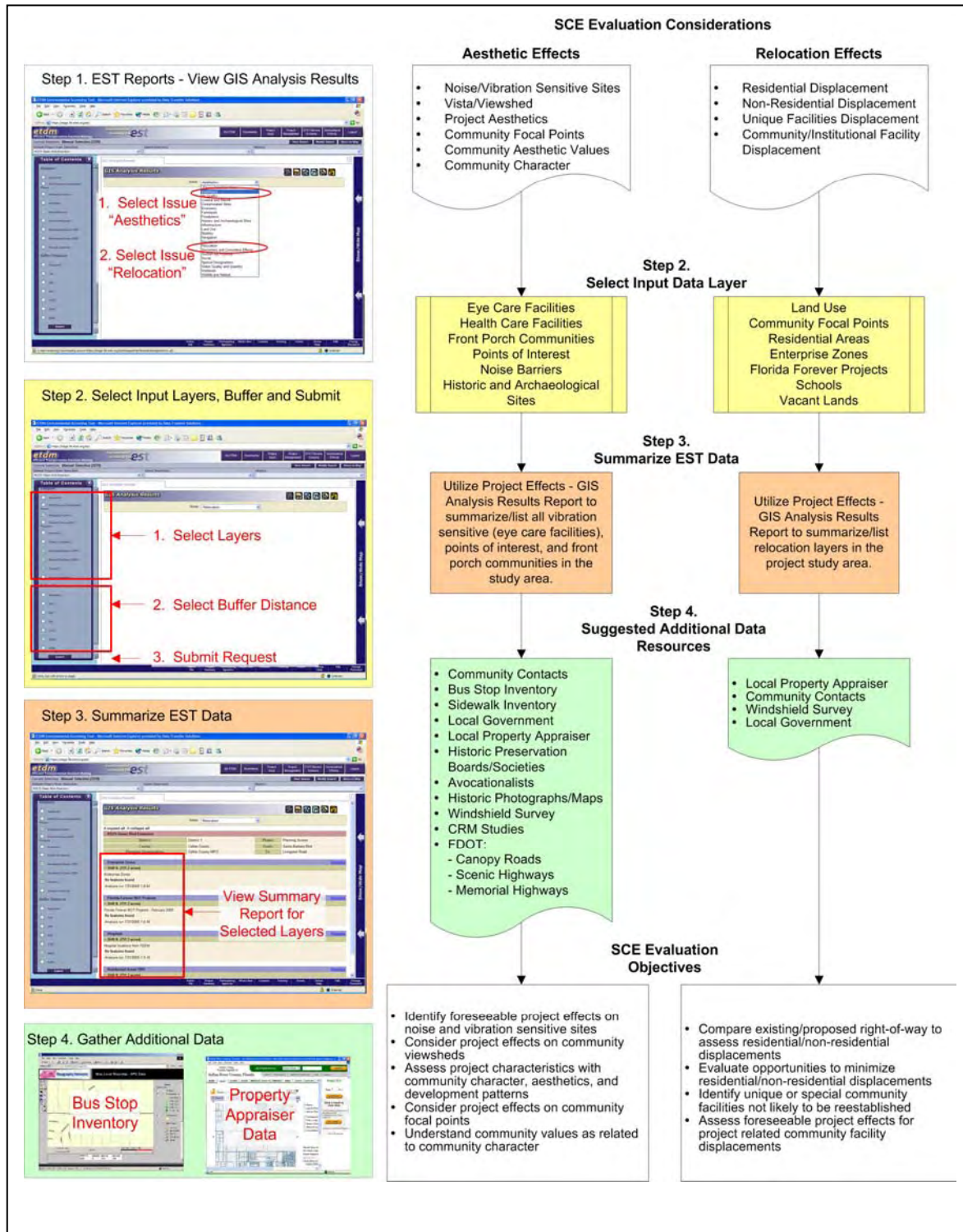
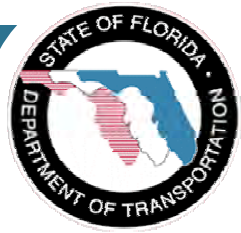


Figure 6-11 Aesthetic and Relocation Effects



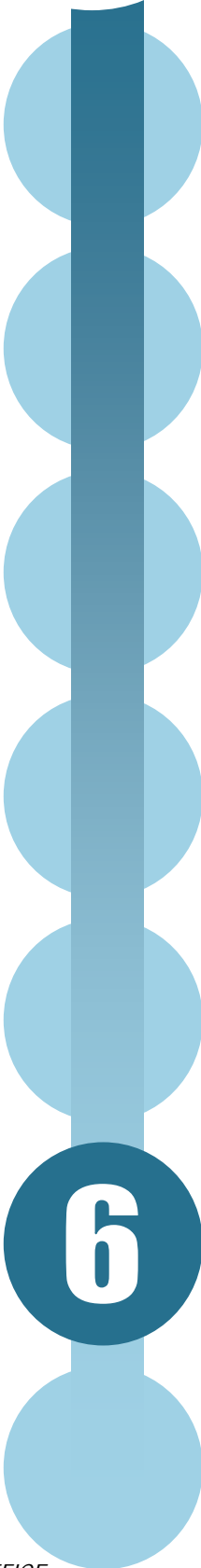


6.4.5 Determining the Appropriate Level of Evaluation

The level of analysis that is performed during each phase of a project should be tailored to the nature and scope of the project and its potential effects. The decision regarding the need for a technical study will vary depending upon the size and complexity of the project, the level of controversy involved, and the potential for significant community effects. For the major capacity improvement projects included in ETDM, this decision takes into account the comments of the ETAT representatives who review the data in the EST and determine the potential effect on sociocultural resources.

6.4.6 Determine the Degree of Effect

Having conducted the SCE evaluation, the community analyst has a greater understanding of the community and the potential for project effects on the community. The next step in the process is to use the findings of the evaluation to assign a degree of effect for each of the six sociocultural issues. Public reaction to proposed projects is not the only basis for assigning the degree of effect. District CLCs and MPOs review demographic information, documented community attitudes and desires, the affect on community focal points, and other information to conduct an analysis of potential sociocultural effects. After considering the public input and the independent analysis of potential sociocultural effects, the MPOs or District CLCs use their best professional judgment to assign a degree of effect. Table 6-2 provides guidance to the community analyst in determining the degree of effect.

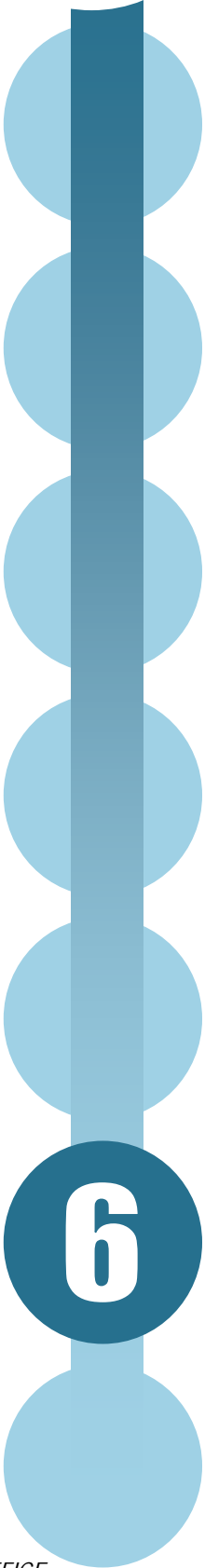


SOCIOCULTURAL EFFECTS IN ETDM



Table 6-2 Degree of Effect

DEGREE OF EFFECT	SOCIOCULTURAL RESOURCES
Not Applicable/No Involvement	There is no presence of the issue in relationship to the project or the issue is irrelevant in relationship to the proposed transportation action.
Enhanced	Project has positive effect on community. Affected community supports the proposed project.
None	Project has no effect on the affected community.
Minimal	Project has minimal adverse effect on elements of affected community. Minimal community resistance to the planned project. Little or no mitigation is needed.
Moderate	Project has adverse effect on some elements of the affected community. There is moderate community resistance to the planned project. Public involvement is needed to seek alternatives more acceptable to the community. Moderate community involvement is required during project development. Some mitigation or minimization is needed to gain support from the community.
Substantial	Project has substantial adverse effects on the affected community and faces substantial community resistance. Intensive community interaction with focused public involvement is required during project development to address community concerns. Project will need substantial mitigation to gain public acceptance.
Potential Dispute (Coordination Required)	Project is not in compliance with approved local government comprehensive plans, and/or affects Title VI compliance.



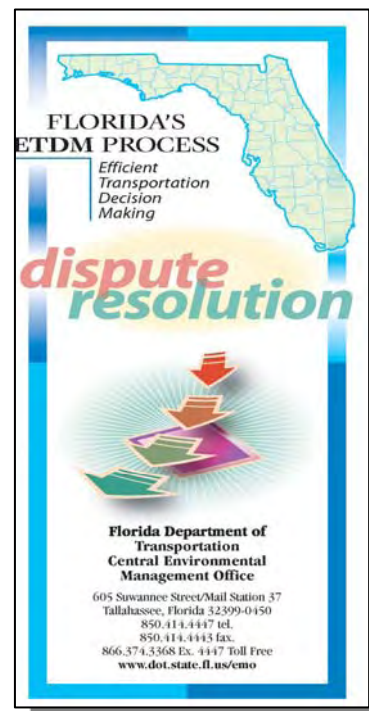


6.4.7 Recommend Ways to Resolve Issues

The community analyst provides recommendations to address any identified adverse effects. Under this task, the community analyst takes on a problem solving role. An effort to address one effect may create another adverse effect. Therefore, the community analyst considers the potential effects of these measures on the community and makes sure the approach supports the purpose and need for the project. Four strategies have emerged as methods for resolving adverse sociocultural effects of a transportation project: avoidance, minimization, mitigation, and enhancement. Methods for addressing adverse effects are included in Chapter 5. There are two major issues that may trigger a dispute resolution: the identification of Title VI/Civil Rights population implications and incompatibility with Local Government Comprehensive Plans.

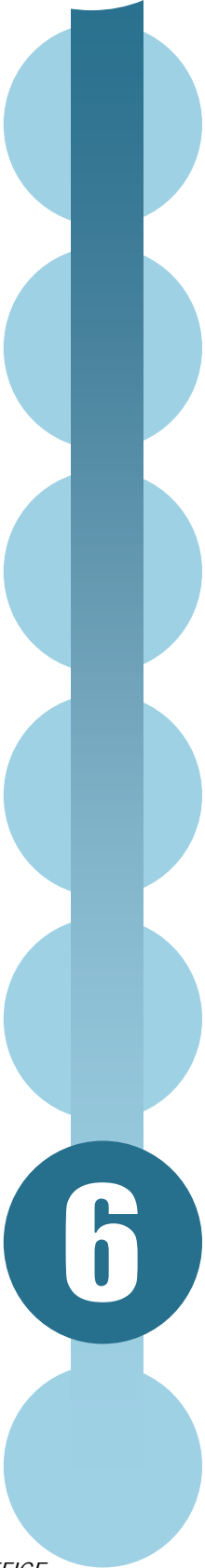
6.5 DISPUTE RESOLUTION

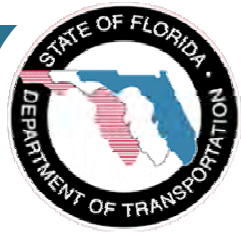
On December 14, 2001 the Efficient Transportation Decision Making (ETDM) Memorandum of Understanding (MOU) was signed by FDOT and 23 agencies. The agencies agreed to establish an effective dispute resolution process as part of the ETDM Process. This process is outlined in the *ETDM Dispute Resolution* brochure and contains the following goals and procedures:



Goals of ETDM Dispute Resolution Process:

- Identify and begin to address disputes at the earliest possible phase of project planning – *Planning Screen Phase*;
- Initiate dispute resolution on a project at the *Programming Screen* to resolve significant issues before advancing a project into the Five-Year Work Program beyond technical studies; and
- Resolve conflicts locally at agency staff level.





The Dispute Resolution Process involves two steps:

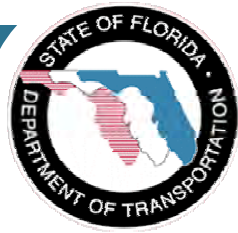
- Step One at Planning Phase – Identification of potential disputes and consultation among District and MPO ETDM Coordinators and ETAT to begin resolving disputes; and
- Step Two at Programming Phase – Informal and/or formal Dispute Resolution Process is initiated before project advances to Project Development Phase

Complete information regarding the Dispute Resolution process is available on the FDOT website at www.dot.state.fl.us/emo.

6.6 DOCUMENT FINDINGS

The Sociocultural Effects utility of the EST includes customized tools that provide: access to the project database, the results of standardized GIS analyses, and forms to enter comments about potential project effects. After the community analyst reviews the SCE Evaluation Guidance, supporting SCE data sets, and public comments, the SCE evaluation findings are documented in the Summary Report on the EST.

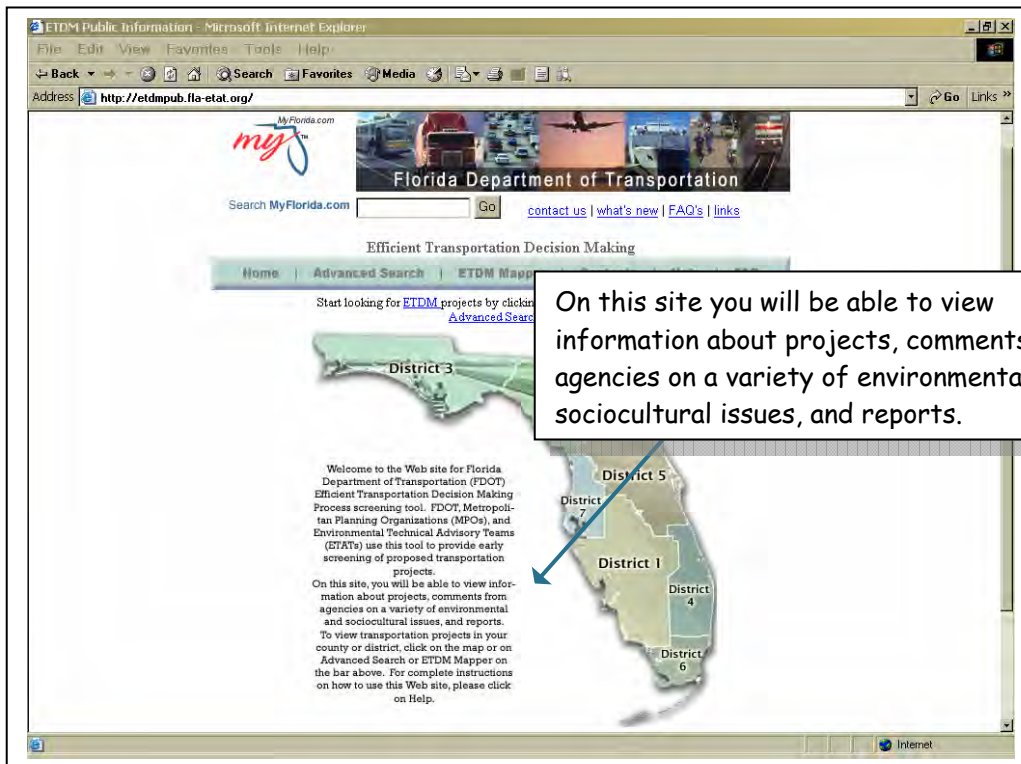
The redesign of the EST interface in 2005, introduces several new tools to capture Public Involvement information associated with an ETDM Project. These tools can be found in the “Project Diary” section in the “Reports” and include viewing Community Desired Features, a Dispute Resolution Activity Log, List of Permits, List of Technical Studies, Project Commitments/ Responses, Project Description, Project Managers, Status of GIS Analysis, and the Transportation Plan Summary Report.

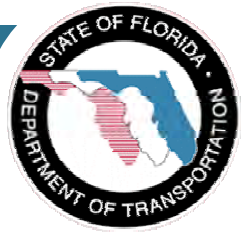


6.7 PUBLIC ACCESS WEBSITE

Access to project information and agency comments is available to the public via the public access website at <http://etdmpub.fla-etat.org/>. The public access website enables the public to review the Project Description Report and the following supporting information for all issues:

- Agency comments regarding project effects;
- Agency comments regarding the project purpose and need;
- Environmental Review Summary Reports;
- GIS analysis results;
- Transportation plan overviews; and
- ETDM Mapper.



**A**

Access/Accessibility – The opportunity to reach a given end use within a certain time frame, or without being impeded by physical, social or economic barriers. Enhancing mobility is one way of improving access.

Activity-Based Parks – Type of park that provides opportunities for active recreation such as softball, basketball, shuffleboard, and soccer.

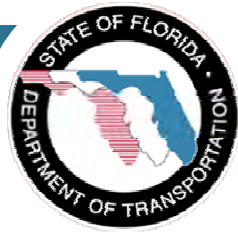
Address – A description of a facility’s physical location providing direction for delivery and provision of emergency services.

Agency Strategic Plan (ASP) – A document which identifies goals and objectives that an individual state will be focusing on over the next five years; adopted annually by individual state agencies in Florida.

American Automobile Association (AAA) – A nonprofit federation of motor clubs providing travel, insurance, financial and auto-related services; publishes various reports on issues such as fuel prices, motoring and travel conditions, and automobile expenses.

American Planning Association (APA) – National organization of professional planners; focus includes policy, lobbying and public information.

A



Americans with Disabilities Act of 1990 (ADA) – Federal law that requires public facilities, including transportation services, to be fully accessible for persons with disabilities. ADA also requires the provision of complementary or supplemental paratransit services in areas where fixed route transit service is operated. Expands definition of eligibility for accessible services to persons with mental disabilities, temporary disabilities, and the conditions related to substance abuse. The Act is an augmentation to, but does not supersede, Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability against otherwise qualified individuals in programs receiving federal assistance.

Annual Average Daily Traffic (AADT) – Daily traffic that is averaged over a year (see ADT).

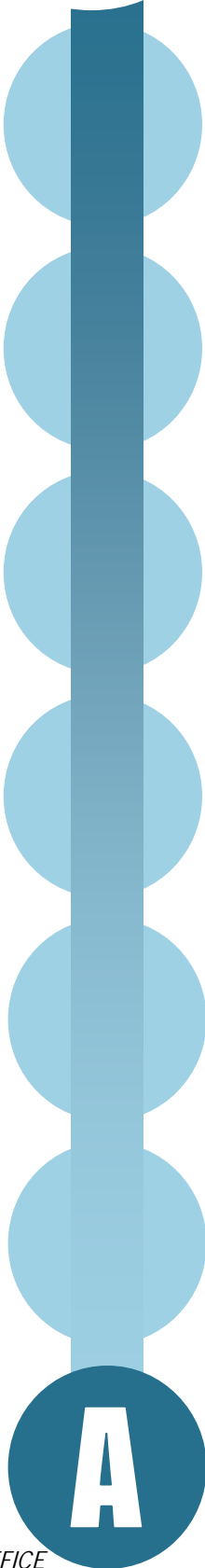
Archaeological Resources – The locations of prehistoric or historic occupations or activities that can be used to reconstruct the lifeways of cultures. They may range from a single artifact to the extensive ruins of a historic military fortification.

Archaeological Site – Site containing artifacts from past human life and activities that may or may not be listed by the Florida Division of Historical Resources on the Florida Master Site File.

Arterial – A class of street serving major traffic movement that is not designated as a highway.

Attendance Zone (Schools) – Designated area(s) within which the student population of a particular school reside.

Attribute – A value or property that is a characteristic of an entity (e.g., name is an attribute of a school).





Automobile Orientation (Business Districts) – Urban form characterized by low intensity/density, single use developments served by a transportation network with few opportunities for non-motorized travel.

Average Daily Traffic (ADT) – The average number of vehicles passing a fixed point in a 24-hour time frame. A convention for measuring traffic volume.

Avoidance – Alter the project to avoid a potential effect.

B

Bikeway – A facility designed to accommodate bicycle travel for recreational or commuting purposes. Bikeways are not necessarily separated facilities; they may be designed and operated to be shared with other travel modes.

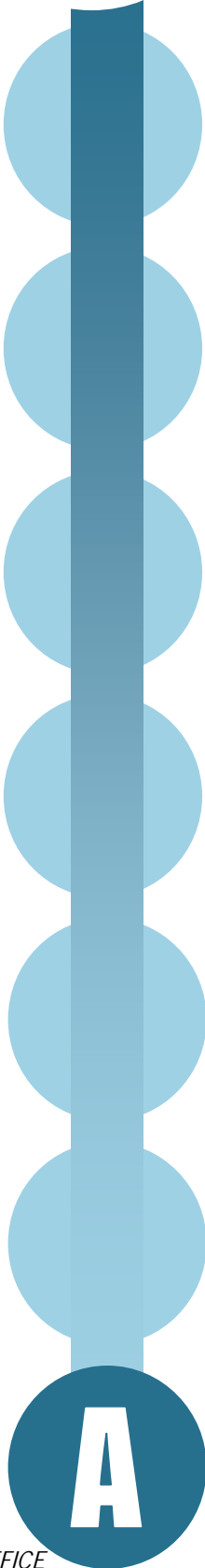
Boundary – The least area of a polygon used to circumscribe or enclose a place (e.g., park or business district) or facility (e.g., school).

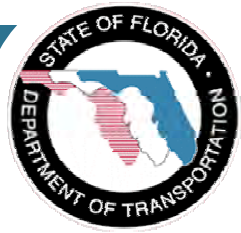
Bridges – A structure carrying a pathway or roadway over a depression or obstacle.

Build/No-Build – Refers to conformity requirement during Interim and Transitional periods whereby Metropolitan Planning Organizations must demonstrate that building or implementing a long range plan (LRP) and Transportation Improvement Programs (TIPs) will provide more emissions reduction than “not building” or not implementing that same long range plan and TIP.

Bus – A rubber-tired, manually-steered transit vehicle.

Bus Lane – A lane reserved for bus use only. Sometimes also known as a “diamond lane.”





Business Districts – An area where a concentration of business activities take place.

C

Campus Boundary (Schools) – The area limits of a campus grounds.

Capacity – Total number of individuals established by code or regulation that a facility can accommodate.

Carbon Monoxide (CO) – A colorless, odorless, tasteless gas that impedes the oxygenation of blood. CO is formed in large part by incomplete combustion of fuel.

Categorical Exclusion (CE) – A technical exclusion for projects that do not result in significant environmental impacts. Such projects are not required to prepare environmental reviews.

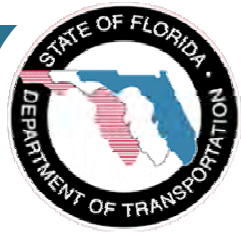
Cemeteries – Area reserved for burial.

Center for Urban Transportation Research (CUTR) – A legislatively created research center, located at the University of South Florida, whose purpose is to conduct and facilitate research and serve as an information exchange on issues related to urban transportation problems in Florida.
www.cutr.usf.edu

Central Business District – The most intensely commercial sector of a city.

Central Environmental Management Office (CEMO) – Represents FDOT in protecting and enhancing a sustainable human and natural environment while developing safe, cost effective, and efficient transportation systems.

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Certified Local Government (CLG) – Any city, town or county which meets the criteria set forth in the National Historic Preservation Act (NHPA) amendments of 1980 (P.L. 96–515). A CLG carries out the requirements of the NHPA at the local level.

Charter (Schools) – Independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. These schools are sponsored by designated local or state educational organizations, who monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools.

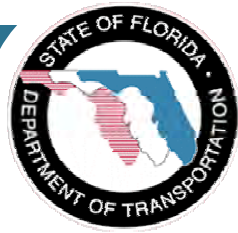
Citizen Advisory Committee (CAC) – Advisory committee utilized by most Metropolitan Planning Organizations (MPOs) for citizen input into the transportation planning process.

Civic Centers / Multi-Use Facilities / Theme Parks / Other Related Major Attractors – Large-scale public venues used for special events or entertainment-based parks.

Classification – The grouping of features into a set of classes according to certain common attribute values (e.g., schools could be classified by type such as "Elementary School," "Middle School," and "High School").

Clean Air Act Amendments (CAAA) – 1990 amendments to the federal Clean Air Act which classify nonattainment (a geographic region of the U.S. that the EPA has designated as not meeting the National Ambient Air Quality Standards) areas and lay out rules for dealing with air pollution in such areas; specifically brought transportation into the context of air quality control.

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Coastal Barrier Resources Act (CBRA) – Enacted October 18, 1982; designated various undeveloped coastal barrier islands, depicted by specific maps, for inclusion in the Coastal Barrier Resources System (System). Areas so designated were made ineligible for direct or indirect Federal financial assistance that might support development, including flood insurance, except for emergency life-saving activities. Exceptions for certain activities, such as fish and wildlife research, are provided, and National Wildlife Refuges and other, otherwise protected areas are excluded from the System.

Code of Federal Regulations (CFR) – Compilation of the rules of the executive department and agencies of the federal government.

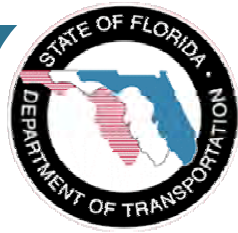
Collector-Distributor Street – A road generally parallel to an expressway which collects and distributes traffic at access points to the expressway involving through lanes.

Colocated Use – Location of two or more uses in one facility or on common grounds so as to share common facilities.

Commercial Market Research Database – Business mailing list databases, such as InfoUSA or Lists Are Us, available for a fee.

Community – A community may be defined by geographic, manmade or natural boundaries with respect to both people and places. The people who comprise a community may share similar social, cultural, ethnic, economic, political or religious characteristics. The people may share common histories, economic profiles or political interests. They may attend the same schools, churches, or social clubs. These people may interact in social settings and share similar values.

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Community Center – A facility for community organization meetings and/or regularly occurring activities, usually serving the needs of a neighborhood.

Community Characteristics Inventory (CCI) – The history of a community with present and future conditions of an area. Includes physical characteristics of an area, narrative text that describes the community, tables or graphics that summarize data.

Community Facilities – A community facility is any public or private organization that a local population relies upon for goods or services.

Community Focal Point – A facility, place, or object in a community which has special value to the people in that community.

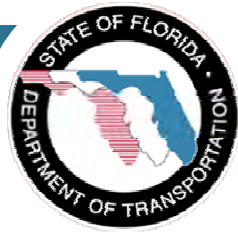
Community Liaison Coordinator – The District person responsible for implementing effective public involvement to identify potential sociocultural effects for transportation projects; responsible for public involvement and assessment of sociocultural effects in the non-MPO areas of the state.

Community Narrative – Summary of current conditions of a community.

Community Redevelopment Area – Under Chapter 163, Florida Statutes, local governments can designate areas as Community Redevelopment Areas (CRA) and develop CRA plans for the purposes of fostering and supporting redevelopment.

Community Transportation Coordinators (CTCs) – People contracted by the Transportation Disadvantaged Commission to provide complete, cost-effective and efficient transportation services to transportation disadvantaged (TD) persons.

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Commuter Student Population – number of students of an upper level educational facility that do not reside on campus.

Commuter Assistance Program (CAP) – Program funded by the U.S. Department of Transportation (DOT) which supports numerous congestion-reducing programs in a community in order to achieve the community's traffic reduction and air quality goals.

Comprehensive Plan – The adopted land use plan that will guide growth and development.

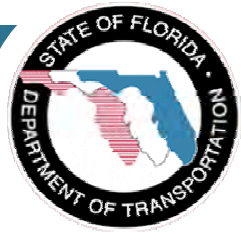
Concurrency Management System (CMS) – A systematic process utilized by local governments to ensure that new development does not occur unless adequate infrastructure (such as public facilities) is in place to support growth; requirements for the CMS are found in Rule 9J-5.0055, Florida Administrative Code (F.A.C.).

Conformity – Process to assess the compliance of any transportation plan, program, or project with air quality control plans. The conformity process is defined by the Clean Air Act.

Congestion Management and Air Quality (CMAQ) – A categorical funding program created under ISTEA which directs funding to projects that contribute to meeting national air quality standards in non-attainment areas for ozone and carbon monoxide.

Congestion Management Systems (CMS) – A systematic process required under ISTEA to provide information on transportation system performance and identify alternative strategies to alleviate congestion and enhance mobility of persons and goods. In Florida, MPOs will take the lead for the CMS in urbanized areas and FDOT will take the lead elsewhere.

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Coordination – When agencies share responsibilities related to transporting clients: carrying others' clients, arranging with other agencies to carry clients, or sharing vehicles or vehicle support services including maintenance, etc. Example: a provider whose major activity is transporting elderly clients may make midday schedule space to serve clients of another program.

Cultural Centers – A facility with cultural offerings in such areas as the arts, humanities, science, and human knowledge, belief, and behavior.

Cultural Resources – All buildings, sites, structures, objects, and districts which are generally more than 50 years of age. Includes archaeological sites as well as historic structures.

D

Degree of Effect – Possible effects transportation action has on environmental and community resources.

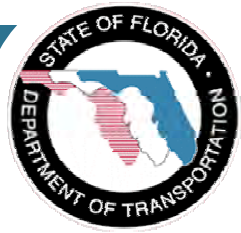
Demand-Responsive – Descriptive term for a service type, usually considered paratransit, in which a user can access transportation service that can be variably routed and timed to meet changing needs on an as-needed basis. Compare with Fixed-Route.

Department of Community Affairs (DCA) – Assists Florida communities in meeting the challenges of growth, reducing the effects of disasters and investing in community revitalization.

Department of Environmental Protection (DEP) – State agency responsible for the implementation of most of Florida's environmental regulations, including air monitoring and assessment; formerly the Departments of Natural Resources and Environmental Regulation.

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Department of Transportation (DOT) – Agency responsible for transportation at the local, state or federal level.

Development of Regional Impact (DRI) – A large-scale development which is required to undergo an extra-local review process; the appropriate regional planning council coordinates the review; the appropriate local government makes the approval decision, with the Florida Department of Community Affairs (DCA) retaining appeal authority.

Dial-a-Ride – Term for demand-responsive systems usually delivering door-to-door service to clients who make requests by telephone on an as-needed reservation or subscription basis.

District – Area or region distinguished by a particular characteristic(s).

E

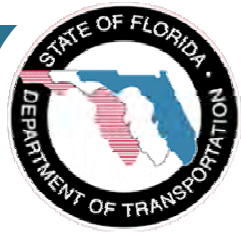
Education Level – Educational grade ranges by category (e.g., elementary, middle, high, etc.).

Efficient Transportation Decision Making (ETDM) – Creates a linkage between land use, transportation and environmental resource planning initiatives through early, interactive agency and public involvement.

ETDM Coordinator – Each district and MPO designates an ETDM Coordinator who is responsible for full implementation of Florida's ETDM process, overall interagency and public involvement coordination, and ensuring compliance with operating agreements between FDOT and agencies.

Employee Transportation Coordinator (ETC) – A person who helps employees at a particular work site use carpooling, vanpooling and other ridesharing programs.

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Employment-Oriented (Business Districts) – District where employment-related uses (e.g., office, industrial, institutional) represent the largest percentage of land uses.

Employment Type – Category for employment (e.g., retail, industrial, service).

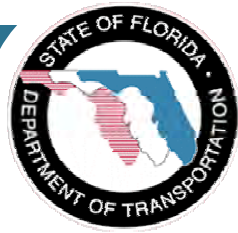
Enhancement Activities – Refers to activities related to a particular transportation project that "enhance" or contribute to the existing or proposed project. Examples of such activities include provision of facilities for pedestrians or cyclists, landscaping or other scenic beautification projects, historic preservation, control and removal of outdoor advertising, archeological planning and research, and mitigation of water pollution due to highway runoff.

Enrollment – Total number of students attending a school.

Enterprise Zone (Business Districts) – An economically depressed area that has been targeted for revitalization by a city or county and state through tax and other incentives given to companies that locate or expand their operations within the zone.

Entity – A distinct class of real-world things about which something is known (e.g., "Community Focal Points" and "Roadways"). Sometimes the characteristics of an entity carry a special significance: it categorizes it into distinct types, and the entity is split to reflect this importance. The new entities are known as subtypes, with the original entity becoming a supertype (e.g., "Community Focal Points" could be broken into the subtypes "Schools," "Hospitals," "Religious Institutions," "Parks," etc.).





Environmental Assessment (EA) – An interim decision document prepared for an action where the significance of social, economic, or environmental impact is not clearly established. If the action is determined to have significant impact, an Environmental Impact Statement is then prepared. If no significant impact is determined, a finding of no significant impact is prepared.

Environmental Impact Statement (EIS) – Report which details any adverse economic, social, and environmental effects of a proposed transportation project for which federal funding is being sought. Adverse effects could include air, water, or noise pollution; destruction or disruption of natural resources; adverse employment effects; injurious displacement of people or businesses; or disruption of desirable community or regional growth.

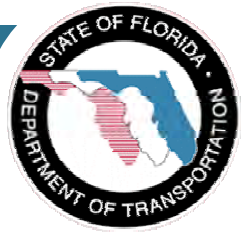
Environmental Land Management Study (ELMS) – Study done by a statewide blue ribbon committee which has convened three different times since the early 1970s, with new members each time; the study provided recommendations to the Governor and Legislature on land and water management issues.

Environmental Protection Agency (EPA) – EPA is the federal source agency of air quality control regulations affecting transportation.

Environmental Screening Tool (EST) – The Internet-based GIS application used by ETAT members to examine potential effects to social, cultural and natural resources.

Environmental Technical Advisory Team (ETAT) – Established with each participating agency appointing a transportation representative with responsibility to coordinate transportation reviews within their respective agency in the ETDM process.

Existing Number of Lanes – Number of travel lanes.

**F**

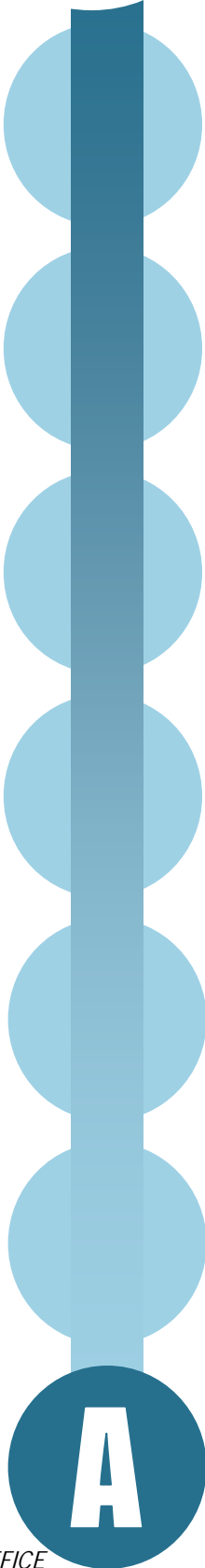
Federal Highway Administration (FHWA) – Division of the U.S. Department of Transportation that funds highway planning and programs.

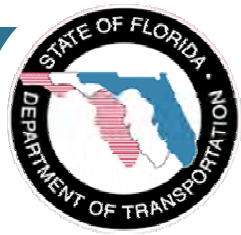
Federal Motor Carrier Safety Administration (FMCSA) – Formerly a part of the Federal Highway Administration, the Federal Motor Carrier Safety Administration’s primary mission is to prevent commercial motor vehicle–related fatalities and injuries. Administration activities contribute to ensuring safety in motor carrier operations through strong enforcement of safety regulations, targeting high–risk carriers and commercial motor vehicle drivers; improving safety information systems and commercial motor vehicle technologies; strengthening commercial motor vehicle equipment and operating standards; and increasing safety awareness. To accomplish these activities, the Administration works with Federal, state, and local enforcement agencies, the motor carrier industry, labor safety interest groups, and others.

Federal Transit Administration (FTA) – Division of the U.S. Department of Transportation that funds transit planning and programs.

Federal Register (FR) – The federal publication where proposed rules, workshops, hearings and adopted rules are advertised for public notice.

Final Environmental Impact Statement (FEIS) – A document, required under the National Environmental Policy Act, prepared for an action that is likely to have significant impact. This document summarizes the major environmental impacts, outlines issues, examines reasonable alternatives, and arrives at a record of decision, identifying the selected alternative for the project.





Financial Capacity, Capability – Refers to U.S. Department of Transportation requirement that an adequate financial plan for funding and sustaining transportation improvements be in place prior to programming federally-funded projects. Generally refers to the stability and reliability of revenue in meeting proposed costs.

Finding of No Significant Impact (FONSI) – A statement indicating that a project was found to have no significant impacts on the quality of the human and natural environment and for which an environmental statement will therefore not be prepared.

Fire Departments – Public service entity that provides fire and emergency rescue.

Fiscal Year (FY) – A budget year; runs from July 1 through June 30 for the state of Florida.

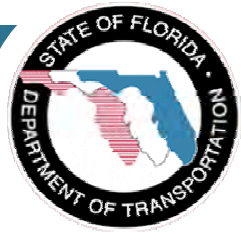
Fixed Guideway (Transit Routes) – A system of vehicles that can operate only on its own guideway constructed for that purpose (e.g., rapid rail, light rail). Also includes exclusive right-of-way bus operations and trolley coaches.

Fixed-Route – Term applied to transit service that is regularly scheduled and operates over a set route. Usually refers to bus service.

Florida Administrative Code (F.A.C.) – Document in which Florida's administrative regulations are found.

Florida Administrative Weekly – The publication in Florida where proposed rules, workshops, hearings and final rules are advertised for public notice.

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Florida Department of Environmental Protection (FDEP) – A state agency responsible for dealing with state environmental issues.

Florida Department of Transportation (FDOT) – State agency responsible for transportation issues and planning in Florida.

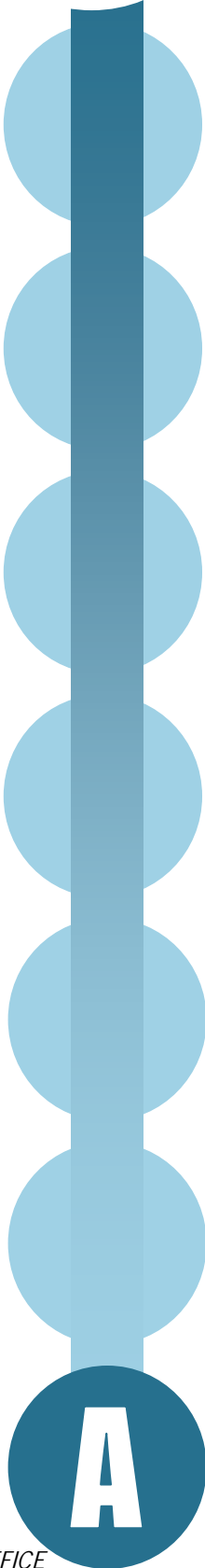
Florida Geographical Data Library (FGDL) – Housed at the GeoPlan Center at the University of Florida, contains GIS data from federal, state and local agencies.

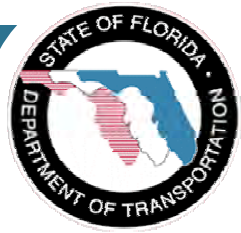
Florida Intrastate Highway System (FIHS) – A statewide network of limited and controlled access highways whose primary function is for high speed and high volume traffic movements; built and maintained by FDOT.

Florida Master Site File (FMSF) – A comprehensive listing of recorded cultural resources in Florida, including archaeological sites, historic structures, bridges and cemeteries. It includes records for resources which are no longer extant. <http://dhr.dos.state.fl.us/preservation/sitefile/>

Florida Standard Urban Transportation Modeling Structure (FSUTMS) – Computer model used in Florida for transportation planning to simulate existing and future travel patterns; developed by FDOT for long-range urban area transportation modeling.

Florida Statutes (FS) – Documents in which Florida's laws are found.





Florida Transportation Commission (FTC) – The Florida Transportation Commission was created by the 1987 Legislature to serve as the oversight board for the Florida Department of Transportation. The Commission is independent of the Department. The Commission's primary functions are to review major transportation policy initiatives or revisions submitted by the department pursuant to law; recommend major transportation policy to the Governor and Legislature (Commission has recommended policies related to public transit, funding, road jurisdiction, truck weights, and penalties, etc.); serve as an oversight body for the FDOT (Commission assesses performance, monitors financial status, and reviews work program, budget requests and long-range plan); serve as nominating commission in the selection of the Secretary of Transportation (Governor appoints Secretary from among three candidates nominated by the commission).

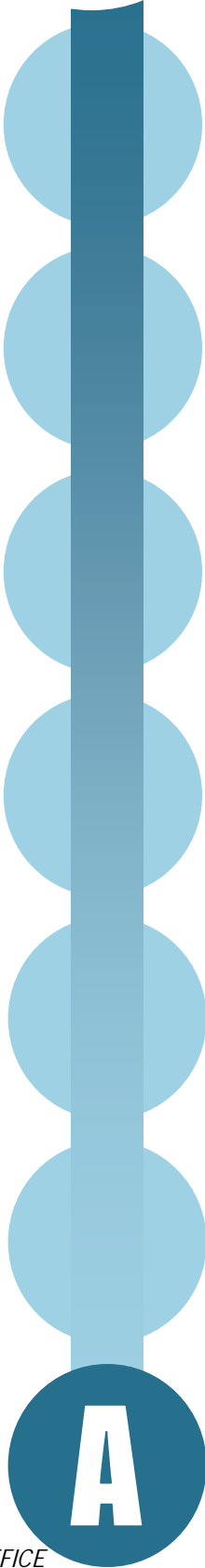
Florida Transportation Plan (FTP) – A statewide, comprehensive transportation plan which establishes long-range goals to be accomplished over a 20–25 year time frame; developed by Florida Department of Transportation (FDOT); updated on an annual basis.

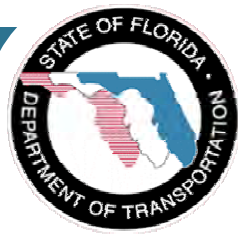
Free-Trade Zone (Business Districts) – Designated area where export-oriented companies located there can enjoy favorable terms and conditions (e.g., exemption from custom duties and reduced taxation).

Frequently Asked Questions (FAQ) – Questions that are asked most often.

Future Land Use Plan Map – Adopted policy map associated with a local government comprehensive plan that illustrates the allocation of future land use categories for a specified planning period (e.g., 10 or 20 years).

Future Land Use Categories (Generalized) – Generalized categories of the future land use plan map that provide summary descriptions of the primary land use and range of density/intensity allowed under the category.



**G**

Gallery (Cultural Centers) – A community facility used for display of artwork, excluding private galleries.

Geocoding – The process that assigns a latitude–longitude coordinate to an address for purposes of displaying on a map.

Government Buildings – Buildings occupied by governmental functions excluding those identified individually as community focal points such as schools and fire departments.

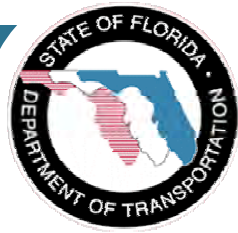
Guaranteed Ride Home – Refers to employer–sponsored program that encourages employees to carpool, use transit, bike or walk to work by guaranteeing them a ride home in case they cannot take the same mode home (e.g., if they need to work late or if an emergency occurs).

H

High Density Residential (Future Land Use Plan Map) – Category in which the predominant use is residential and densities exceed 15 units per acre.

High Occupancy Vehicles (HOVs) – Generally applied to vehicles carrying two or more people. Freeways, expressways and other large volume roads may have lanes designated for HOV use. HOV lanes may be designated for use by carpoolers, vanpools, and buses. The term HOV is also sometimes used to refer to high occupancy vehicle lanes themselves.

High–Speed Ground Transportation (HSGT) – Includes HSR (High Speed Rail) and magnetic levitation, or "Maglev" systems. Examples of HSR include the Japanese Shinkansen, or "bullet trains," and the French TGV, or Train a la Grande Vitesse. HSR systems use continuously–welded track, and range in travel speed from 120 m.p.h. to a maximum tested by TGV of 320 m.p.h. Maglev systems are lifted, guided, and propelled by electrically powered magnets along elevated guideways and can travel securely at 300 m.p.h.



Highway – Term applies to roads, streets, and parkways, and also includes rights-of-way, bridges, railroad crossings, tunnels, drainage structures, signs, guard rails, and protective structures in connection with highways.

Historic District – A significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development.

Historic Structures – Includes bridges, residences, commercial buildings, constructed features, etc. which, with few exceptions, are at least 50 years old.

Home-Based Work Trip – A trip to or from home for the purpose of one's employment.

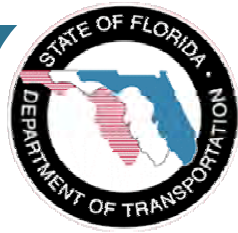
Hours of Operations – The hours in which a facility conducts business or, otherwise, is open to the public.

I

Indian Tribe – As defined by The National Historic Preservation Act, “Indian tribe means an Indian tribe, band, nation, or other organized group or community..., which is recognized as eligible for the special programs and services provided by the United States because of their status as Indian” (36 CFR Part 800 Section 800.16(m)). <http://www.achp.gov/regs-rev04.pdf>

Infrastructure – A term connoting the physical underpinnings of society at large, including, but not limited to, roads, bridges, transit, waste system, public housing, sidewalks, utility installations, parks, public buildings, and communications networks.

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Institute of Transportation Engineers (ITE) – An international society of professionals in transportation and traffic engineering; publishes Trip Generation (a manual of trip generation rates by land use type).

Intelligent Transportation Systems (ITS) – Use of computer and communications technology to facilitate the flow of information between travelers and system operators. Includes concepts such as "freeway management systems," "automated fare collection," and "transit information kiosks."

Intelligent-Vehicle Highway Systems (IVHS) – Narrow grouping of ITS technologies that focus on monitoring, guiding or operating motorized vehicles. See Intelligent Transportation Systems.

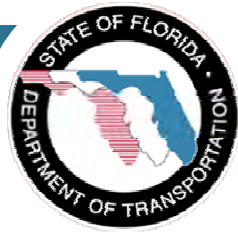
Interchange Justification Report (IJR) – Documentation submitted through the Florida Department of Transportation to the Federal Highway Administration to determine if a new interchange on an interstate is allowed.

Intermodal Facilities – A facility that serves as a connection point between two or more transportation modes, typically transit and some other mode of transport.

Intermodal Management System (IMS) – Systematic process to improve the coordination in planning and implementation of air, water and land-based transportation facilities and services; required for transportation facilities connected to the National Highway System (NHS) as a part of ISTEA; for non-NHS transportation facilities, the extent of an IMS is left to the discretion of state and local officials.

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Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA) – Legislative initiative by the U.S. Congress that restructured funding for transportation programs. ISTEA authorized increased levels of highway and transportation funding and an enlarged role for regional planning commissions and MPOs in funding decisions. The Act also requires comprehensive regional long-range transportation plans extending to the year 2015 and places an increased emphasis on public participation and transportation alternatives.

Interstate System – The system of highways that connects the principal metropolitan areas, cities, and industrial centers of the United States. The Interstate System also connects the U.S. to internationally significant routes in Mexico and Canada. The routes of the Interstate System are selected jointly by the departments of transportation for each state and the adjoining states, subject to the approval of the U.S. Secretary of Transportation.

J

Jurisdiction – A unit of government which exercises certain powers over a place or facility.

K

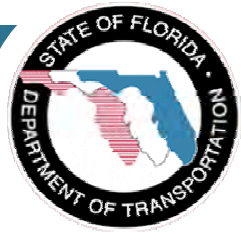
L

Land Use – Refers to the manner in which portions of land or the structures on them are used, i.e., commercial, residential, retail, industrial, etc.

Land Use Legend – Key to land use categories on the Future Land Use Map.

Law Enforcement Agency – A public agency charged with enforcing laws that protect the health, safety, and welfare of the members of a community.

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Legislatively Designated Authority – A public service authority that is legislatively designated (e.g., transit authority, port authority, expressway authority).

Length – Distance of a transportation facility, measured in linear feet.

Level of Service (LOS) – A qualitative assessment of a road’s operating condition; generally described using a scale of A (little congestion) to E/F (severe congestion).

Local Government Comprehensive Plan (LGCP) – An adopted plan of a municipality or county which describes its future development and growth; required by 9J-5.021, F.A.C. and Chapter 163.3177 and 163.3178 of the Florida Statutes (F.S.)

Local Government Planning Unit – Unit or units charged with short- and long-range land planning and community development responsibilities.

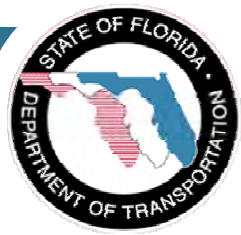
Local Social Advisory Committee (LSAC) – Consists of carefully chosen community representatives who provide insight into transportation projects and community consequences.

Location – Geographic position.

Long Range – In transportation planning, refers to a time span of more than five years. The Transportation Improvement Program (TIP) is typically regarded as a short-range program, since ISTEA has changed the TIP from a five-year to a three-year document.

Long Range Component (LRC) – The part of the Florida Transportation Plan (FTP) that addresses a time span of about 20 years; updated at least every five years to reflect changes in the issues, goals and long range objectives.

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Long Range Plan (LRP) – A 20-year forecast plan required of state planning agencies and MPOs; must consider a wide range of social, environmental, energy and economic factors in determining overall regional goals and consider how transportation can best meet these goals.

Long Range Transportation Plan (LRTP) – A document resulting from a regional or statewide process of collaboration and consensus on a region or state's transportation system. This document serves as the defining vision for the region or state's transportation systems and services. In metropolitan areas, the plan indicates all of the transportation improvement scheduled for funding over the next 20 years.

Low Density Residential (Future Land Use Plan Map) – Category in which the predominant use is residential and densities do not exceed seven units per acre.

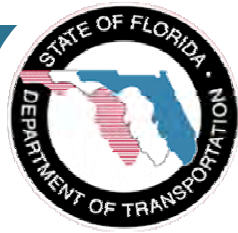
M

Magnet (Schools) – School with a strong emphasis in a particular subject area (e.g., music, science, drama, math). Students are selected through an application process instead of being assigned based on residence.

Major Investment Study (MIS) – A tool to aid decision-making with respect to an identified transportation need; evaluates cost and effectiveness of alternatives; required by ISTEPA when a need for a major metropolitan transportation investment (MMTI) is identified and federal funds are potentially involved.

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Management Systems – Six systems required under ISTEA to improve identification of problems and opportunities throughout the entire surface transportation network, and to evaluate and prioritize alternative strategies, actions and solutions. The six management systems include: Pavement Management System (PMS), Bridge Management System (BMS), Highway Safety Management System (HSMS), Congestion Management System (CMS), Public Transit Facilities and Equipment Management System (PTMS) and Intermodal Management System (IMS).

Medical/Health Facilities – An entity that provides health care.

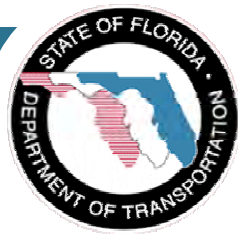
Medium Density Residential (Future Land Use Plan Map) – Category in which the predominant use is residential and densities range between seven units per acre and 15 units per acre.

Metropolitan Planning Area (MPA) – The geographic area within which the metropolitan transportation planning process is carried out.

Metropolitan Planning Organization (MPO) – The organizational entity designated by law with lead responsibility for developing transportation plans and programs for urbanized areas of 50,000 or more in population. MPOs are established by agreement of the Governor and units of general purpose local government which together represent 75 percent of the affected population of an urbanized area.

Metropolitan Planning Organization Advisory Council (MPOAC) – An advisory council (consisting of one member from each MPO) that serves as the principal forum for collective policy discussion in urban areas; created by law to assist the MPOs in carrying out the urbanized area transportation planning process.

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Metropolitan Transportation Plan (MTP) – A transportation plan with a twenty-year planning horizon; developed by each MPO; must be updated at least triennially in non-attainment areas and every five years in attainment areas; should be cost feasible.

Minimization – To modify the project to reduce the severity of the effect.

Mitigation – To undertake an action to alleviate or offset an effect or to replace an appropriate resource.

Mobility – The ability to move or be moved from place to place.

Mobility Management Process (MMP) – Florida's congestion management system (CMS).

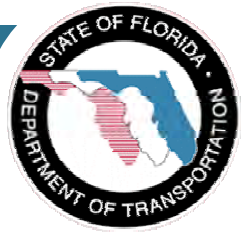
Mode, Intermodal, Multimodal – Form of transportation, such as automobile, transit, bicycle and walking. Intermodal refers to the connections between modes and multimodal refers to the availability of transportation options within a system or corridor.

Mode-Related Religious Practice – Religious practice that limits transportation mode choice, usually observed on holy days (e.g., practice of not driving on Saturdays, the Jewish Sabbath).

Model – A mathematical and geometric projection of activity and the interactions in the transportation system in an area. This projection must be able to be evaluated according to a given set of criteria which typically include criteria pertaining to land use, economics, social values, and travel patterns.

Modes Served – Transportation modes accommodated by an intermodal facility.

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Monument (Cultural Centers) – A structure erected to commemorate persons or events where the structure itself is deemed to be of value to community (e.g., Washington Monument vs. historic marker sign).

N

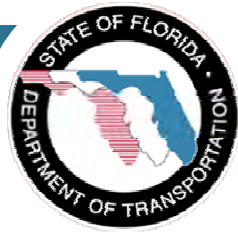
Name – Identity of a data entity.

National Ambient Air Quality Standards (NAAQS) – Federal standards that set allowable concentrations and exposure limits for various pollutants.

National Environmental Policy Act (NEPA) – Federal law passed in 1969 which requires an analysis of environmental impacts of federal actions (including the funding of projects).

National Highway Systems (NHS) – A federal transportation program authorized by ISTEA that designates nationally significant Interstate Highways and roads for interstate travel, national defense, intermodal connections, and international commerce. Other eligible activities include bikeways and park-and-ride lots. The NHS is currently being developed as the first component of a larger, intermodal National Transportation System. See "National Transportation System."

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National Highway Traffic Safety Administration (NHTSA) – The National Highway Traffic Safety Administration (NHTSA), under the U.S. Department of Transportation, was established by the Highway Safety Act of 1970, as the successor to the National Highway Safety Bureau, to carry out safety programs under the National Traffic and Motor Vehicle Safety Act of 1966 and the Highway Safety Act of 1966. NHTSA is responsible for reducing deaths, injuries and economic losses resulting from motor vehicle crashes. This is accomplished by setting and enforcing safety performance standards for motor vehicles and motor vehicle equipment, and through grants to state and local governments to enable them to conduct effective local highway safety programs. NHTSA investigates safety defects in motor vehicles, sets and enforces fuel economy standards, helps states and local communities reduce the threat of drunk drivers, promotes the use of safety belts, child safety seats and air bags, investigates odometer fraud, establishes and enforces vehicle anti-theft regulations and provides consumer information on motor vehicle safety topics. NHTSA also conducts research on driver behavior and traffic safety to develop the most efficient and effective means of bringing about safety improvements.

National Historic Landmark – A historic property evaluated and found to have significance at the national level and designated as such by the Secretary of the Interior. <http://www.cr.nps.gov/nhl/>

National Historic Preservation Act (NHPA) – Law requiring federal agencies to consider the potential effect of a project on a property that is listed in or eligible for the National Register of Historic Places. If effects are identified, federal and state agencies and the public must identify means to mitigate the harm.





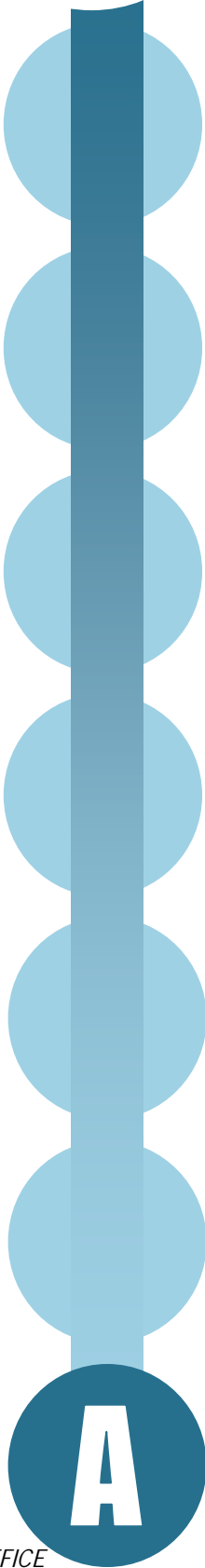
National Register of Historic Places (NRHP) – The national list of districts, sites, buildings, structures, and objects significant in American history, architecture, archaeology, engineering, or culture. It is maintained by the National Park Service on behalf of the Secretary of the Interior under authority of Section 101(a) of the National Historic Preservation Act, as amended. Properties listed may be significant at the national, state, or local level. <http://www.cr.nps.gov/nr/index.htm>

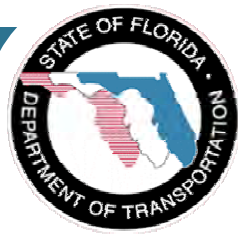
National Transportation System (NTS) – ISTEA called for the development of a "National Intermodal Transportation System that is economically efficient and environmentally sound, provides the foundation for the Nation to compete in the global economy, and will move people and goods in an energy efficient manner." The NTS is intended to allow for the development of transportation planning, program management and investment strategies that will bring about a transportation system that will move people and goods more effectively and efficiently, and thereby advance our economic, environmental and social goals.

Nationwide Personal Transportation Study (NPTS) – A transportation study, periodically undertaken by the Bureau of Census, which looks at travel patterns and frequency, transit use, and other travel characteristics at a national level.

Natural Resource-Based Park – Type of park providing opportunities for recreational activities involving the natural environment such as fishing, water sports, camping and/or picnicking.

Neighborhood – Small geographic units typically bounded by main roadways, natural and manmade features (parks, wooded areas, waterbodies, etc). A neighborhood is a small group of people living in very close proximity to one another. Each neighborhood may have distinctive characteristics such as social, economic, cultural or religious features that distinguish one neighborhood from another.





Network – A graphic and/or mathematical representation of multimodal paths in a transportation system.

Noise Study Report (NSR) – Report that documents traffic noise impacts.

Notice of Intent – Document prepared to inform the general public of the scope of a proposed action or project.

Nursing Home – A hospital-, government-, or privately-operated facility that provides care to a person who is not able to remain home alone due to physical health problems, mental health problems, or functional disabilities.

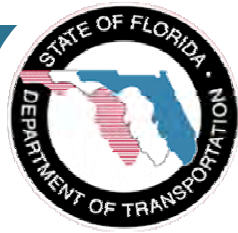
O

Obligations – Commitments made by Federal agencies to pay out money as distinct from the actual payments, which are "outlays." Generally, obligations are incurred after the enactment of budget authority. However, since budget authority in many highway programs is in the form of contract authority, obligations in these cases are permitted to be incurred immediately after apportionment or allocation. The obligations are for the Federal share of the estimated full cost of each project at the time it is approved regardless of when the actual payments are made or the expected time of project completion.

Operating Entity – The responsible organization for management and operation of a facility (e.g., public, private, quasi-public). May be a source of data for Sociocultural Effects Evaluation.

Other – Additional information that may be deemed significant by a community for purposes of impact evaluation.

Outreach – Efforts to offer everyone in a community the opportunity to participate in transportation planning.



Ozone – Ozone is a colorless gas with a sweet odor. Ozone is not a direct emission from transportation sources. It is a secondary pollutant formed when hydrocarbons (HC) and nitrogen oxides (NOx) combine in the presence of sunlight. The ozone is associated with smog or haze conditions. Although the ozone in the upper atmosphere protects us from harmful ultraviolet rays, ground level ozone produces an unhealthy environment in which to live.

P

Paratransit – Alternatively known as special transportation when applied to social services systems. Applies to a variety of smaller, often flexibly scheduled and routed nonprofit-oriented transportation services using low-capacity vehicles, such as vans, to operate within normal urban transit corridors or rural areas. These services usually serve the needs of persons that standard mass transit services would serve with difficulty, or not at all. Common patrons are the elderly and persons with disabilities.

Parent Teacher Organization/Association (PTO/PTA) – A not-for-profit association of parents, educators, students, and other citizens active in their schools and communities.

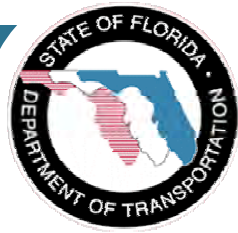
Parks – Grounds used for recreation.

Passive/Open Space – Type of park with un-programmed space providing opportunities for recreation.

Peak Hour – The 60-minute period in the a.m. or p.m. when the largest volume of travel is experienced.

Pedestrian/Transit-Oriented (Business Districts) – Type of urban form that contains a rich mix of residential, retail, and workplaces in setting designed for pedestrian convenience.

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Pedestrian Walkway – A secured path for walking.

Penalty – An action that does not allow a State to use the full amount of its apportioned funds. The action may be a withholding of project approvals or withholding of a percentage of the State's apportionment. The action may be taken when the state does not comply with a required provision of law.

Person-Trip – A trip made by one person from one origin to one destination.

Playground – An outdoor area for children's play, usually equipped with play instruments such as swings and slides.

Population – A group of people or a number of persons that live in a geographically defined area or share particular demographic characteristics.

Population and Employment Forecasts – Predictions of population and manufacturing levels for a specific area and time period.

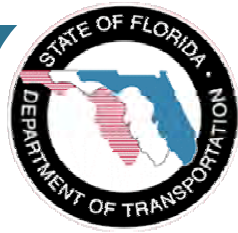
Predominant Type (Business District) – Classification of a business district by its predominant function (e.g., retail or employment).

Predominant Urban Form (Business District) – Urban development form (e.g., building orientation and setbacks) which characterizes a business district as either being pedestrian/transit oriented or automobile oriented.

Private – Owned by private investors (as opposed to the government).

Privatization – The purchasing of traditionally government-supplied goods and services from for-profit business entities.

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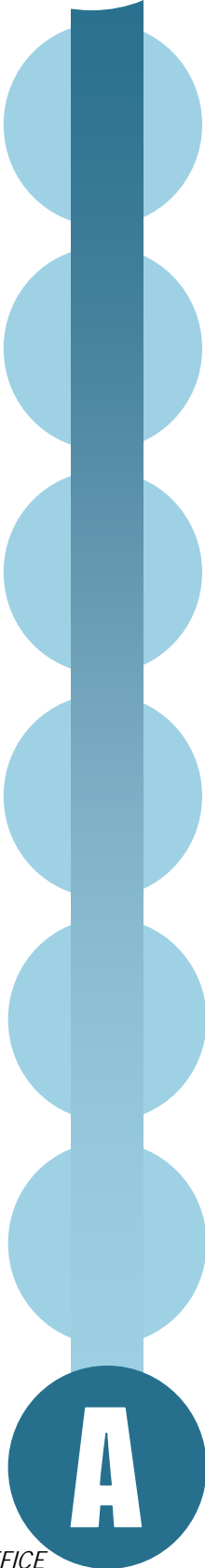
Project – In the context of the ETDM Process, a proposed project is an improvement being considered for inclusion in a Cost-Feasible Long Range Transportation Plan or FIHS Plan. Candidate projects are often referred to as project needs included in a “Needs Assessment” or “Needs Plan”. A project is a transportation improvement that is planned in a Cost-Feasible Long Range Transportation Plan or FIHS Plan, programmed in a Five Year Work Program or TIP, undergoing project development, or in the process of being implemented. There are several phases of a project including Planning, Programming, Project Development, Design, Rights-of Way Acquisition, and Construction.

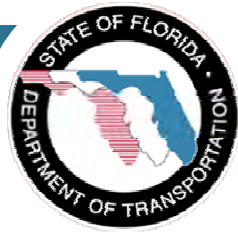
Project Development (PD) – The phase a proposed project undergoes once it has been through the planning process. The project development phase is a more detailed analysis of a proposed project’s social, economic, and environmental impacts and various project alternatives. What comes from the project development phase is a decision reached through negotiation among all affected parties, including the public. After a proposal has successfully passed the project development phase, it may move to preliminary engineering, design, and construction.

Project Development and Environment Study (PD&E) – FDOT’s name for a corridor study to establish conceptual design for a roadway and to determine its compliance with federal and state environmental laws and regulations.

Provider – An agency that causes clients to be transported, as opposed to an agency whose role is limited to funding programs.

Public – The community or people as a whole; owned/operated by government.





Public Authority – A federal, state, county, town or township, Native American tribe, municipal or other local government or instrumentality with authority to finance, build, operate, or maintain toll or toll-free transportation facilities.

Public Comment – A statement of fact or opinion, especially a remark that expresses a personal reaction or attitude, received via a phone call or discussion, e-mail, or letter.

Public Information Officer (PIO) – The individual in an agency or district responsible for disseminating information and responding to inquiries from the media.

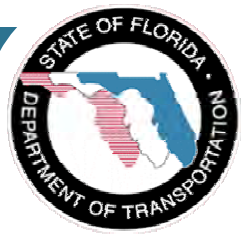
Public Involvement – The process by which public concerns, needs, and values are solicited and incorporated into decision-making.

Public Involvement Coordinator – The individual within the District who coordinates public involvement activities.

Public Involvement Plan (PIP) – A written plan of public involvement strategies and activities for a specific transportation plan or project. The PIP provides a systematic approach to how the outcomes of public involvement activities are integrated into the decision-making process.

Public Participation – The active and meaningful involvement of the public in the development of transportation plans and improvement programs. The Intermodal Surface Transportation Efficiency Act (ISTEA) and subsequent regulations require that state departments of transportation and MPOs proactively seek the involvement of all interested parties, including those traditionally underserved by the current transportation system.

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Public Road – Any road or street under the jurisdiction of and maintained by a public authority and open to public traffic.

Q

Quality Assurance (QA) – An internal FDOT quality control program that relies on their employees to identify and resolve problems related to quality concerns.

Query – Individual questions pertaining to SCE evaluation screen in the transportation planning phases.

R

Record of Decision (ROD) – A concise decision document for an environmental impact statement that states the decision (selected alternative or choice), other alternatives considered, and mitigation adopted for the selected alternative or choice.

Recreational Use Type – Primary focus of recreational activity (activity-based – sports fields; resource-based – beaches.)

Region – An entire metropolitan area including designated urban and rural subregions; may include groups of counties, etc.

Regional Planning Council (RPC) – A multipurpose organization composed of representatives of local governments and appointed representatives from the geographic area covered by the council, and designated as the primary organization to address problems and plan solutions that are of greater than local concern or scope; currently 11 regional planning councils exist in Florida.

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Regionally Significant – A term which has been defined in federal transportation planning regulations as "a project...that is on a facility which serves regional transportation needs...and would normally be included in the modeling of a metropolitan area's transportation network, including, at a minimum, all principal arterial highway and fixed guideway transit facilities that offer a significant alternative to regional highway travel."

Regular Hours – The hours that a facility typically is open to the public (e.g., daylight hours for a park or cultural center).

Religious Facilities – Buildings or grounds used by religious organizations.

Religious Facility Type – Classification of building use (e.g. sanctuary, shrine, retreat, camp).

Residence Facility (Religious Facilities) – Place of residency for religious leaders, caretakers, etc. located in conjunction with a religious facility.

Resident Student Population – Number of students living on-campus.

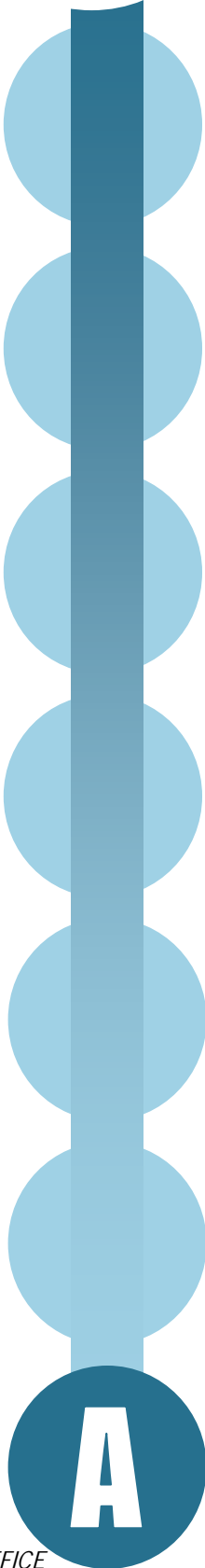
Retail-Oriented (Business District) – District where the retail component represents the largest percentage of land uses.

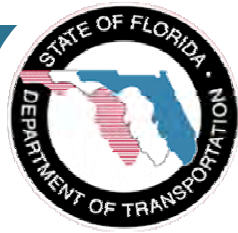
Reverse Commute – Commuting against the main directions of traffic. Often refers to the central city to suburb commute.

Right of Way (ROW) – Priority paths for the construction and operation of highways, light and heavy rail, railroads, etc.; (ROW) real property that is used for transportation purposes; (R/W) defines the extent of the corridor that can be used for the road and associated drainage.

S

Sanctuary (Religious Facilities) – A place for public worship.





Schools – Entities that provides academic or technical instruction.

School Bus Routes – Routes assigned to school buses.

Scenic Byway Program – Program to establish scenic byways which are typically secondary roads having significant cultural, historic, scenic, geological, or natural features. They often include vistas, rest areas, and interpretive sites in harmony with the scenic characteristics of the road.

Section 106 – The portion of the National Historic Preservation Act that requires Federal agencies to consider the effects of their undertakings on cultural resources. The head of any such federal agency is directed to afford the Advisory Council on Historic Preservation a reasonable opportunity to comment with regard to such undertakings.

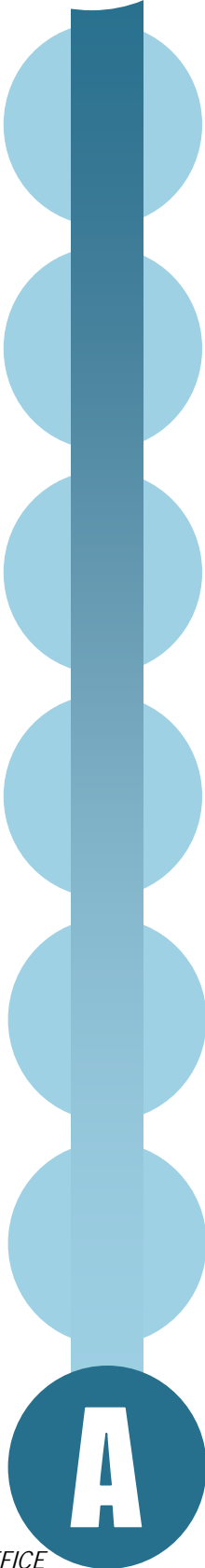
<http://www.achp.gov/work106.html>

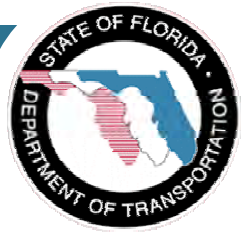
Service Zone – Designated zone or area for which a service is provided by an entity.

Shrine (Religious Facilities) – a place of worship hallowed by association with some sacred thing or person.

Shuttle – Usually a service provided with an up-to-20 passenger vehicle connecting major trip destinations and origins on a fixed- or route deviation basis. Shuttles can provider feeder service to main transit routes, or operate in a point-to-point or circular fashion.

Significant – a prehistoric or historic district, site, building, structure, or object meeting one or more of the Criteria for Evaluation used in considering National Register eligibility. Significance is achieved through association with events or important persons, distinctive physical characteristics, or the potential to yield important information.





Single-Occupant Vehicles (SOVs) – A SOV is a vehicle used to get just one person to a destination.

Site – The location of an event, a prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archaeological value. Examples include battlefields, campsites and shipwrecks.

Site Boundary – The area limits of a building site.

Social Equity – The provision of affordable, efficient and accessible transportation services to all people regardless of race, ethnicity, income, gender, or disability. A socially equitable transportation system provides all people with convenient access to meaningful jobs, services and recreational opportunities.

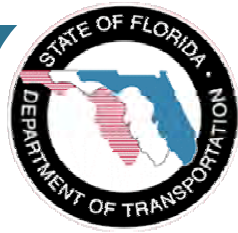
Social Service Facility – A facility that provides public assistance services for persons in the community.

Sociocultural Effects (SCE) – Social, economic, mobility, land use, aesthetic and relocation issues.

Sociocultural Effects Evaluation – The evaluation of social, economic, mobility, land use, aesthetic, and relocation issues that may be affected by transportation decisions.

Special Designation – An official designation of an area (e.g., Community Redevelopment Area).

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Special Education – Instructional activities or special learning experiences designed primarily for students identified as having exceptionalities in one or more aspects of the cognitive process or as being underachievers in relation to general level or model of their overall abilities. Such services usually are directed at students with physical, emotional, cognitive learning disabilities. Programs for the mentally gifted and talented are also included in some special education programs.

Special Program – A program that is distinguishable from the typical program offered by a data entity.

Specialized Service – Services rendered not typical to the entity.

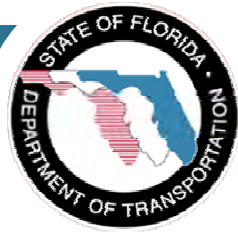
Specialized Vehicle – Vehicles other than fire engines that may be equipped with long ladders, hydraulic platforms and a variety of other emergency equipment and supplies (e.g., hook-and-ladder, snorkel or cherry-picker, rigs, and floodlight trucks, and other specialized units).

Stakeholder – People who may be affected by a project or have an interest in its outcome. They can include residents, employees, travelers, businesses, modal entities, organizations, etc.

Standard Metropolitan Statistical Area (SMSA) – A Census Bureau delineation for major metro areas in the U.S.

State Comprehensive Plan (SCP) – Written goals, objectives and strategies that provide long range guidance for the social, economic and physical growth of the state; contained within Chapter 187, F.S.; regional and local comprehensive plans must be consistent with the SCP.

State Highway Department – The department, commission, board, or official of any state responsible for highway construction, maintenance and management.



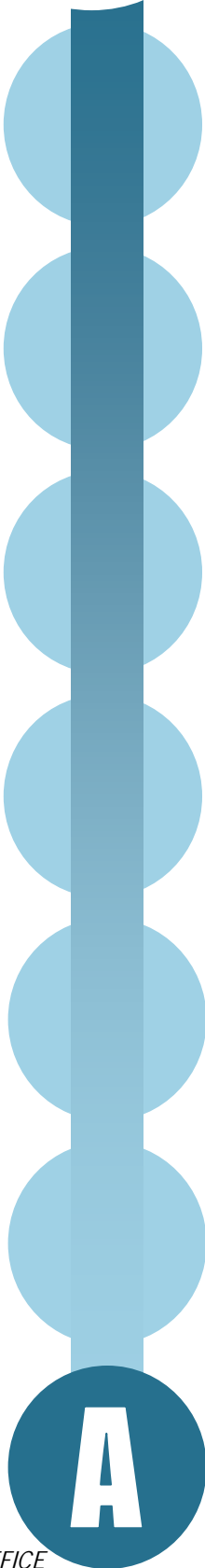
State Highway System (SHS) – A network of approximately 12,000 miles of highways in Florida owned and maintained by the state or state-created authorities; includes interstates, Florida's Turnpike, arterial highways and other toll facilities.

State Historic Preservation Officer (SHPO) – The official appointed or designated pursuant to Section 101(b)(1) of the National Historic Preservation Act to administer the state historic preservation program or a representative designed to act for the State Historic Preservation Officer. The SHPO consults with federal and state agencies during Section 106 review, reviews National Register nominations, and maintains file data on cultural resources.

State Implementation Program (SIP) – A plan mandated by the Clean Air Act that contains procedures to monitor, control, maintain and enforce compliance with the National Ambient Air Quality Standards (NAAQS).

State Licensing Agency – Any state board, commission, department, or agency that issues any occupational or professional license, permit or registration.

State Transportation Improvement Program (STIP) – A staged, multiyear, statewide, intermodal program that is consistent with the state and metropolitan transportation plans; identifies the priority transportation projects to be done over the next three years; is developed by the Florida Department of Transportation (FDOT) and must be approved by the Federal Highway Administration (FHWA) and the Federal Transit Administration (FTA) at least every two years.





Statewide Transportation Plan (STP) – A long-range transportation plan (at least 20 years) which provides direction for developing a statewide transportation system; in Florida, the state transportation plan (STP) and the 2020 Florida Transportation Plan are developed by the Florida Department of Transportation (FDOT); criteria are found in 23 CFR 450.214.

Station Area Neighborhood (Intermodal Facilities) – Local government designated areas generally within ½ mile of a transit station which may be governed by a land use plan, detailed development and design standards, and implementation strategies.

Station Location – Geographic location of an intermodal station (bus, train, rail, etc.).

Strategic Regional Policy Plan (SRPP) – A plan, developed by each regional planning council (RPC), which contains goals and policies addressing affordable housing, economic development, emergency preparedness, natural resources of regional significance, and regional transportation issues; must be consistent with the state comprehensive plan (SCP).

Sunshine Law (s. 119.07(1) and 2.24(a) of article I of the State Constitution) – Legislation enacted in 2002 that exempts certain categories of data. This typically applies to archaeological resource information and sensitive resources, such as government buildings, ports, bridges, or other types of transportation facilities that may require security precautions as part of Homeland Security precautions.

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Surface Transportation Policy Project (STPP) – A national public interest group dedicated to ensuring that transportation policy and investments help conserve energy, protect environmental and aesthetic quality, strengthen the economy, promote social equity, and make communities more livable; emphasizes the needs of people, rather than vehicles, in assuring access to jobs, services and recreational opportunities.

T

Technical Advisory Committee (TAC) – A standing committee of most metropolitan planning organizations (MPOs). The function of a TAC is to provide advice on plans or actions of the MPO from planners, engineers and other staff members (not general citizens).

Timeframe – Increment of time addressed by a long-range plan, typically in 10 or 20 year increments.

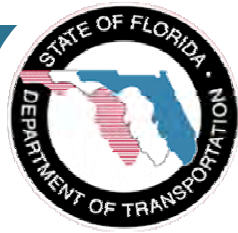
Traditional Cultural Properties – Properties associated with cultural practices or beliefs of a living community. These practices or beliefs must be rooted in that community's history and be important in maintaining the continuing cultural identity of the community.

Traffic Analysis Zone (TAZ) – The smallest geographical area routinely used for computer travel simulation. The number of dwellings, population, employment, etc. per TAZ are estimated for existing and future years, for subsequent use in trip generation. (Rule of thumb, maximum of 10,000 ADT from each TAZ.)

Transit Development Program (TDP) – A short-term (5 years) plan that identifies the intended development of transit, including equipment purchase, system management and operation.

Transit-Oriented Development (TOD) – A mixed use community or neighborhood designed to encourage transit use and pedestrian activity.

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Transit Routes/Service Areas – Data identifying an area served by transit including travel routes and the area from which ridership is generated.

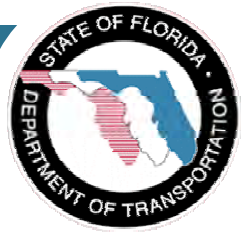
Transportation Demand Management (TDM) – Strategies to reduce peak period congestion which focus on managing travel demand; includes shifting solo drives to carpools or transit, staggered work hours, telecommuting and other similar concepts.

Transportation Design for Livable Communities (TDLC) – A more flexible approach to planning and designing highway projects. Once community values have been identified through public involvement and sociocultural effects evaluation, TDLC provides a way to address or preserve some of those values. The Department’s policy is to consider the incorporation of TDLC when such features are desired, appropriate and feasible. TDLC strategies include landscaping, roadside amenities, pedestrian and bicycle facilities, lighting approaches, interchange designs, and various traffic calming practices.

Transportation Disadvantaged Service Plan Data Layers – Data typically collected for use in developing a Transportation Disadvantaged Service Plan (e.g., density of persons aged 60 and over; density of persons with income to poverty ratio less than 125% of County Average; density of households with no vehicles; employment density; and disadvantaged trip destinations and origins).

Transportation Equity Act for the 21st Century (TEA-21) – A law enacted in 1998; authorized Federal funding for highway, transit and other surface transportation programs.

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Transportation Improvement Program (TIP) – A priority list of transportation projects developed by a metropolitan planning organization that is to be carried out within the three year period following its adoption. The Transportation Improvement Program must include documentation of federal and state funding sources for each project and be consistent with adopted local comprehensive plans.

Transportation Management Area (TMA) – A special designation given to all urbanized areas with a population over 200,000 (or other area when requested by the Governor and MPO). These areas must comply with special transportation planning requirements regarding congestion management systems, project selection and certification; requirements identified in 23 CFR 450.300–.336.

Transportation Research Board (TRB) – A unit of the National Research Council whose purpose is to advance knowledge about transportation systems; publishes the Highway Capacity Manual.

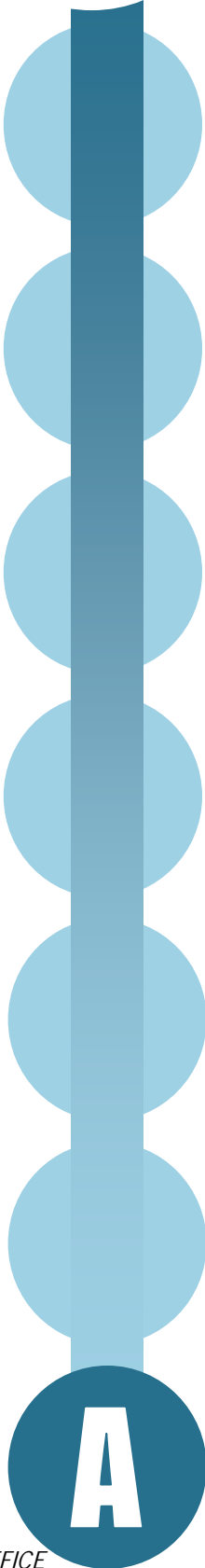
Transportation Systems Management (TSM) – Strategies to improve the efficiency of the transportation system through operational improvements such as the use of bus priority or reserved lanes, signalization, access management, turn restrictions, etc.

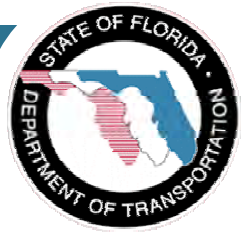
Trip Generators/Attractors – Uses within a community that generate or attract high trip volumes, usually identified in transit plans, transportation disadvantaged service plans, pedestrian/bicycle plans, and long range transportation plans.

Type – Data entity category.

U

U.S. Census – Demographic and population data collected every 10 years for the United States government.





United States Department of Transportation (USDOT) – Agency responsible for transportation at the federal level.

Unified Planning Work Program (UPWP) – Developed by Metropolitan Planning Organizations (MPOs); identifies all transportation and transportation air quality activities anticipated within the next one to two years, including schedule for completing, who is doing it, and products to be produced.

United States Environmental Protection Agency (EPA) – A federal agency responsible for dealing with national environmental issues.

Urban Form (Business Districts) – Characteristic development form of an area (e.g., pedestrian or transit-oriented verses auto-orientated).

Urban Infill and Redevelopment Area (Business Districts) – Local government designated areas to stimulate investment in distressed urban areas and strengthen urban centers, as authorized by the Growth Policy Act (Florida Statutes).

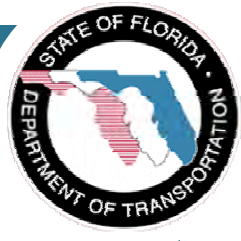
V

W

Water Management Districts (WMD) – Manage the quality and quantity of water; Florida's five water management districts (WMD) include: Northwest Florida WMD, Suwannee River WMD, St. Johns River WMD, South Florida WMD and Southwest Florida WMD

Weight Limits (Bridges) – The maximum weight load a bridge can accommodate

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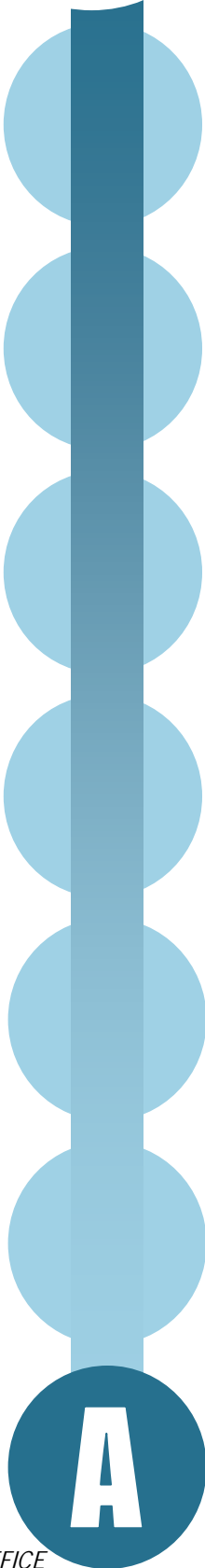
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Y

Year Built – The year a structure was built. Used for determining possible historical significance.

Z

Zone – The smallest geographically designated area for analysis of transportation activity. A zone can be from one to 10 square miles in area. Average zone size depends on total size of study area.





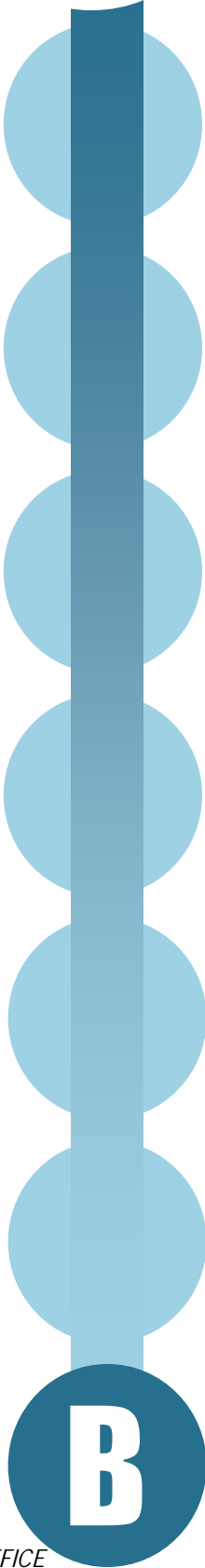
LEGISLATION AND U.S. CODE

The Civil Rights Act of 1866, 42 U.S.C. 1981, provides that "All persons within the jurisdiction of the United States shall have the same right . . . to make and enforce contracts, to sue, be parties, give evidence, and to the full and equal benefit of all laws and proceedings for the security of their persons and property as is enjoyed by white citizens, and shall be subject to like punishments, pains, penalties, taxes, licenses, and exactions of every kind, and to no other." (Equal Rights)

The Civil Rights Act of 1870, 42 U.S.C. 1982, provides that "All citizens of the United States shall have the same right, in every State and Territory, as is enjoyed by white citizens thereof to inherit, purchase, lease, sell, hold, and convey real and personal property." (Property Rights)

The Civil Rights Act of 1871, 42 U.S.C. 1982, provides that "Every person who, under color of any statute, ordinance, regulation, custom or usage, of any State or Territory, subjects, or causes to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceeding for redress." (Deprivation of rights: civil action)

Civil Rights Act of 1964, 42 U.S.C. 2000d-2000d-4 Pub. L. 88-352- Nondiscrimination in Federally Assisted Programs, primary Title VI legislation--mentions race, color, and national origin. Section 601 states that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (Proscribes discrimination in impacts, services, and benefits of, access to, participation in, and treatment under Federal-aid recipients, programs or activities)



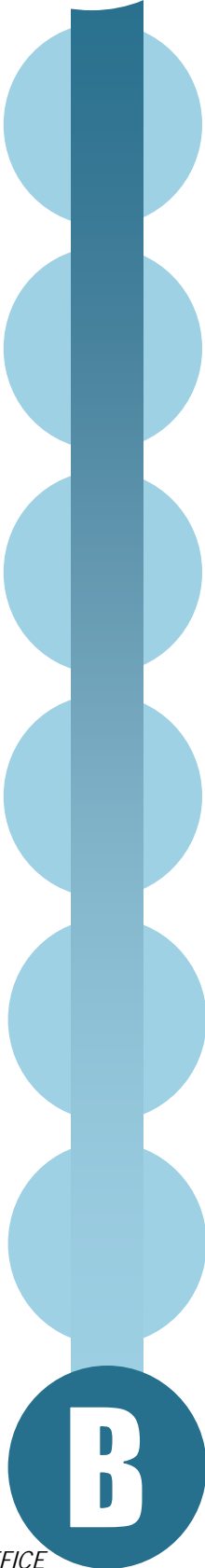


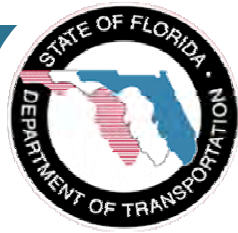
Section 1117 of the Transportation Equity Act for the 21st century (TEA-21) authorized the Secretary to apportion 23 U.S.C.102 funds through FY 2003 to construct Appalachian highways and access roads under section 201 of the 1965 ARDA, and made Title 23 apply to the obligations of funds authorized and other measures.

The Public Works and Economic Development Act of 1965. In cooperation with the States, the Federal government is to assist areas and regions with substantial and persistent unemployment or under-employment to take effective steps in planning and financing their public works and economic development. This includes Federal financial assistance, including grants for public works and development facilities to communities, industries, enterprises, and individuals in areas needing development. It enables such areas to help themselves achieve lasting improvements and enhances domestic prosperity by establishing stable and diversified local economies. Provides that such assistance is preceded by and consistent with sound long-range economic planning.

Highway Beautification Act of 1965--Pub. L. 89-285, Oct. 22, 1965, 79 Stat. 1028, amended by Pub. L. 97-449, Sec. 2(a), Jan. 12, 1983, 96 Stat. 2439.

The National Historic Preservation Act (NHPA) of 1966 is the keystone of historic preservation law. It establishes the basic elements of the Nation's historic preservation program and strongly influences FDOT's transportation planning process. At the heart of the program is the National Register of Historic Places (NRHP), a listing of the historic buildings, sites, districts, structures, and objects that are significant in American history, archaeology, culture, or engineering. Section 106 of the NHPA and its implementing regulations, 36 CFR Part 800, requires federal agencies and their agents to "take into account" the effects that any undertaking may have on significant cultural resources (those listed or eligible for listing in the NRHP) that are located within the "Area of Potential

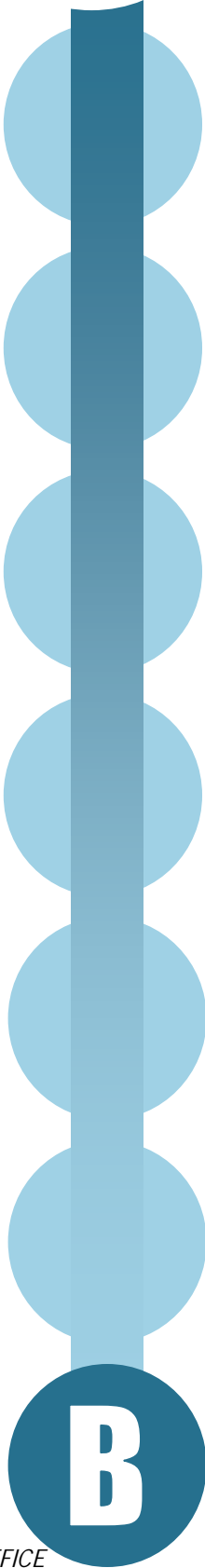


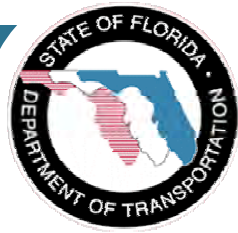


Effect (APE)” for the project. The APE is the geographic area within which project activities could potentially impact the qualities that make a historic resource significant.

The Section 106 regulations mandate consultation, defined as “process of seeking, discussing, and considering the views of other participants, and, where feasible, seeking agreement with them regarding matters arising in the section 106 process”(36 CFR Part 800 Section 800.16(f)). It encourages maximum public participation and requires FDOT to seek and consider the views of the public in a manner commensurate with the nature and complexity of an undertaking and its potential effects on historic properties. It also requires consultation with federally recognized Native American Tribes, especially where the action occurs on tribal lands or involves resources of cultural or religious significance to a tribe on or off tribal lands.

A typical project, therefore, often includes the coordinated efforts of various federal and state agencies, Native American tribes, local governments, historic preservation organizations, local residents, as well as other members of the community. Consequently, the Section 106 consultation effort can provide an entry into a community and an important avenue for identifying issues relevant to SCE evaluations. An advantage of the Section 106 process is its non-threatening nature which can be used to engage people in conversation about their neighborhood or community. Rather than focusing on sensitive areas such as politics, community disruption, or the development process per se, it focuses on cultural resources and history—topics that people generally embrace in a positive and enthusiastic manner. Conversations about history frequently lead to the identification of broader concerns and a more complete understanding of the community’s perspective. For example, consultation with members of an historic church in a low-income urban area revealed concerns about the church itself as well as larger community impacts to safety, parking, disruption of a neighborhood, and aesthetics. It also





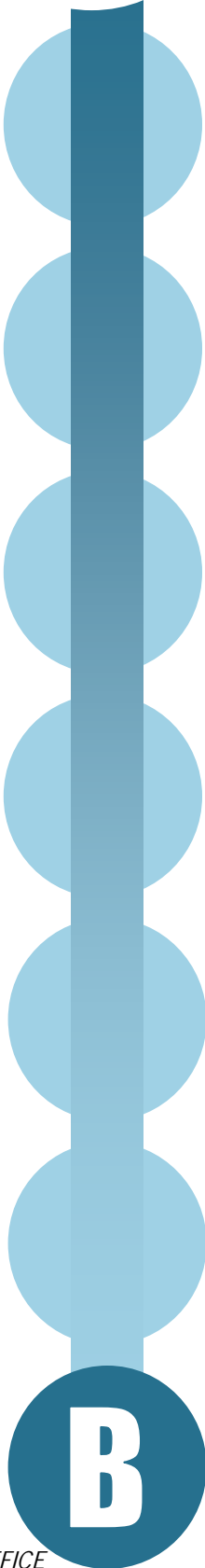
revealed feelings of distrust of the transportation development process. Another informal meeting with tribal representatives regarding a transportation project uncovered concerns about roadside signage and access to remote village sites, that were not apparent in traditional demographic data.

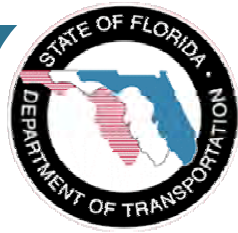
Civil Rights Act of 1968, 42 U.S.C. 3601–3619 Pub. L. 90–284. Title VIII says "It shall be unlawful . . . to refuse to sell or rent after the making of a bona fide offer, or to refuse to negotiate for the sale or rental of, or otherwise make unavailable or deny a dwelling to any person because of race, color, religion or national origin." Prohibits discrimination in the sale or rental of housing.

Fair Housing Act of 1968 (and its Amendments of 1988) (42 U.S.C. 3601–3631) Pub. L. 90–284--makes religion a protected group for relocation purposes with wording similar to Title VI of the Civil Rights Act of 1964.

The Architectural Barriers Act of 1968, Pub. L. 90–480--prescribes standards for the design, construction, and alteration of buildings to insure, whenever possible, that physically disabled persons will have ready access to, and use of, such buildings.

National Environmental Policy Act of 1969, 42 U.S.C. 4321 et seq., declares national policy to encourage harmony between human and the environment, to promote efforts which will prevent or eliminate damage to the environment, and to stimulate the health and welfare of humans; as well as creates the Council on Environmental Quality. The NEPA also requires the consideration of alternatives; including the "no-build" alternative; consideration of social, environmental, and economic impacts; public involvement; and use of a systematic interdisciplinary approach at each decision-making stage of Federal-aid project development.





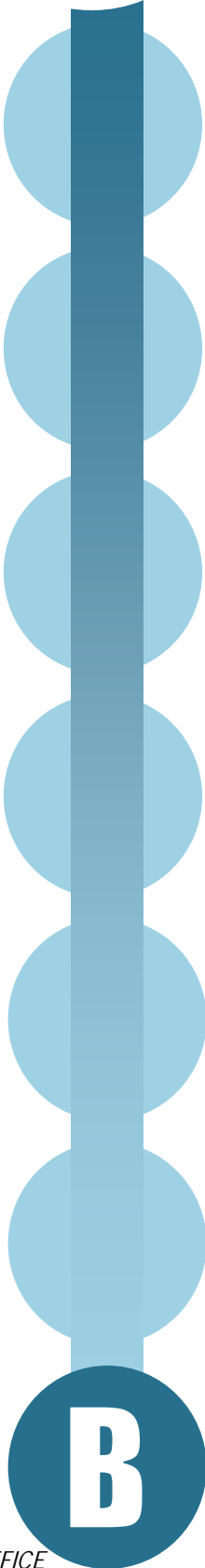
Federal-aid Highway Act of 1970, 23 U.S.C. 109(h) added by Sec. 136(b) of Pub. L. 91-605, 84 Stat. 1734 (Dec. 31, 1970): first appearance of protection for communities/human environment.

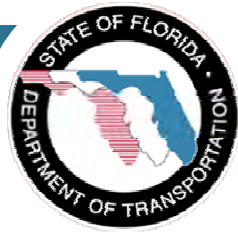
Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, 42 U.S.C. 4601 et seq., as amended by the Surface Transportation and Uniform Relocation Assistance Act of 1987 (STURAA--Pub. L. No. 100-17)--also known as the Uniform Act as Amended--(see 49 CFR Part 24)--provides for uniform and equitable treatment of persons displaced from their homes, businesses, or farms due to Federal-aid programs.--"For the fair and equitable treatment of persons displaced as a direct result of programs or projects undertaken by a Federal agency or with Federal financial assistance." Provides for fair treatment of persons displaced by Federal and Federal-aid programs and projects.

Education Amendments of 1972--Title IX makes financial assistance available to institutions of higher education to: (1) strengthen, improve and, where necessary, expand the quality of graduate and professional programs leading to an advanced degree; (2) establish, strengthen, and improve programs designed to prepare graduate and professional students for public service; and (3) assist in strengthening undergraduate programs of instruction in certain instances.

Federal-aid Highway Act of 1973, 23 U.S.C. 324: "Prohibition of discrimination on the basis of sex"--includes "sex" as a protected group with wording similar to Title VI of the Civil Rights Act of 1964.

Rehabilitation Act of 1973, 29 U.S.C. 794--Section 504 includes "handicapped" (physical or mental) as a protected group with wording similar to Title VI of the Civil Rights Act of 1964 (see also Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978). Section 504 provides "(N)o qualified handicapped person shall, solely by reason of his handicap, be excluded from participation in, be denied the





benefits of, or be subjected to discrimination under any program or activity that receives or benefits from Federal financial assistance." Prohibits discrimination based on physical or mental handicap.

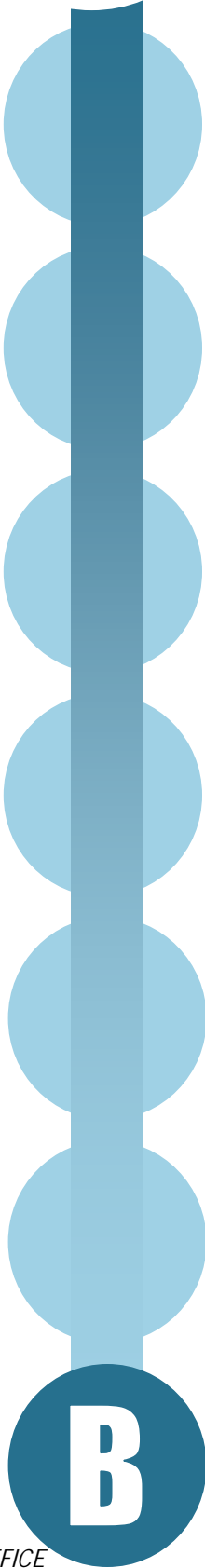
Age Discrimination Act of 1975, 42 U.S.C. 6101 (see also 10 CFR 1040.1 et seq. and 45 CFR 90.1 et seq.)--provides that: "(N)o person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance as a protected group with wording similar to Title VI of the Civil Rights Act of 1964. Prohibits discrimination based on age.

The Equal Access to Justice Act of 1976, 42 U.S.C. 1988, provides that individuals and small businesses can recoup legal fees if they successfully bring an action against the government.

Justice System Improvement Act of 1979, 42 U.S.C. 3711, et seq., as amended—includes race, color, national origin, sex, and religion...primarily employment-related Title VI.

Farmland Protection Policy Act, Title XV of the Agriculture and Food Act of 1981 (Pub. L. 98-98, 7 U.S.C. 4201-09)--directs Federal agencies to identify and take into account the adverse effects of Federal programs on the preservation of farmland; consider alternative actions to lessen adverse effect; and assure, to the extent practicable, such programs are compatible with State and local government, and private programs and policies to protect farmland.

The Civil Rights Remedies Equalization Act of 1986, Pub. L. 99-506, 42 U.S.C. 2000d-7--provides at (a), that: "(1) A State shall not be immune ... from suit in Federal court for a violation of Section 794 of Title 29, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975..., Title VI of the Civil Rights Act of 1964..., or the provisions of any





other Federal statute prohibiting discrimination by recipients of Federal Financial assistance. (2) In a suit against a State for a violation of a statute referred to in paragraph (1), remedies (including remedies both at law and in equity) are available for such a violation to the same extent as such remedies are available for such violation in a suit against a private entity other than a State."

Surface Transportation and Uniform Relocation Assistance Act of 1987 (STURAA--Pub. L. 100-17)--also known as the (1970) Uniform Act as Amended--(see 49 CFR Part 24)--provides for uniform and equitable treatment of persons displaced from their homes, businesses, or farms due to Federal-aid programs. It provides: "(F)or fair, uniform, and equitable treatment of all affected persons; ... (and) minimizing the adverse impact of displacement...(to maintain)...the economic and social well-being of communities; and...to establish a lead agency and allow for State certification and implementation." Updates the 1970 Act and clarified the intent of Congress in programs and projects which cause displacement or other otherwise necessitate acquisition of property.

Civil Rights Restoration Act of 1987 (Pub. L. 100-259)--restores the broad scope of coverage and adds to Title VI of the Civil Rights Act of 1964 by adding a new section--Section 606. Clarifies the original intent of Congress on Title VI of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973. Restores the broad, institution-wide scope and coverage of the non-discrimination statutes to include all programs and activities of Federal-aid recipients, sub-recipients, and contractors, whether such programs and activities are federally assisted or not.

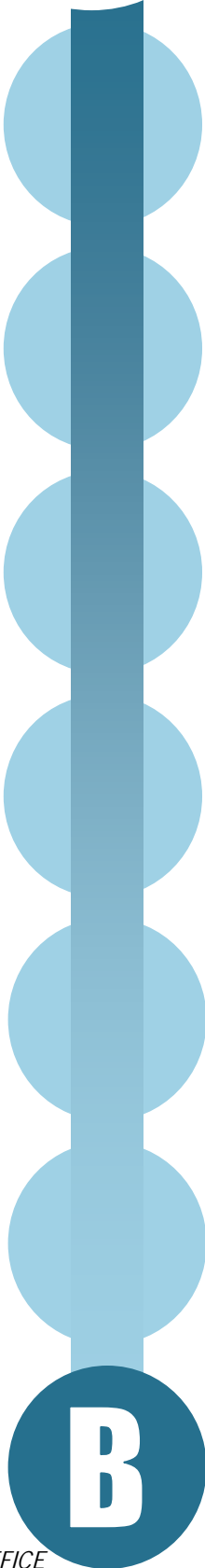
Fair Housing Act Amendments of 1988 (42 U.S.C. 3601-3631)--makes religion a protected group for relocation purposes with wording similar to Title VI of the Civil Rights Act of 1964.

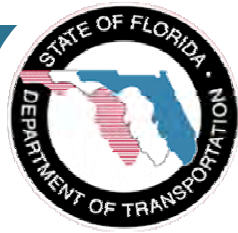


Americans with Disabilities Act of 1990, (Pub. L. 101-336, 42 U.S.C. 12101-12213)-- July 26, 1990, Title II - Public Services; and Title III - Public Accommodations and Services Operated by Private Entities. "No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination by a department, agency, special purpose district, or other instrumentality of a State or a local government." Provides enforceable standards to address discrimination against individuals with disabilities.

Intermodal Surface Transportation Efficiency Act of 1991, Pub. L. No. 102-240, December 18, 1991--also known as ISTEA--provides for flexible funding of modes of surface transportation and supports substantial emphasis on early program planning and environmental consideration, including transportation enhancements, bicycle and pedestrian programs, and a National Trails system. It enables corridor preservation. It also encourages public participation be extended into planning efforts. It mentions Indian tribal government involvement in planning and describes women to be presumed to be socially and economically disadvantaged individuals for purposes of Disadvantaged Business Enterprises section. Its Declaration of Policy includes improved mobility for elderly, disabled, and economically disadvantaged and social benefits must be considered...with particular attention to...other aspects of the quality of life...

The Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), August 10, 2005 is the new federal transportation law that will provide federal funding for highway and transit improvements through 2009. SAFETEA-LU addresses challenges such as improving safety, reducing traffic congestion, improving efficiency in freight movement, increasing intermodal connectivity, and protecting the environment.





The Civil Rights Act of 1991, in part, amended 42 U.S.C. 1981 by adding two new sections: "(b) For the purposes of this section, the term 'make and enforce contracts' includes the making, performance, modification, and termination of contracts, and the enjoyment of all benefits, privileges, terms, and conditions of the contractual relationship. (c) The rights protected by this section are protected against impairment by non-governmental discrimination and impairment under color of State law."

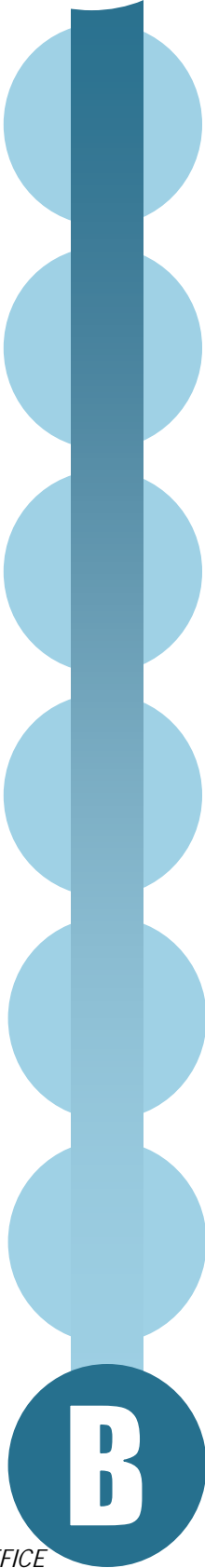
The Religious Freedom Restoration Act of 1993--requires Federal, State, and local governments to demonstrate a compelling interest before substantially burdening an individual's exercise of religion.

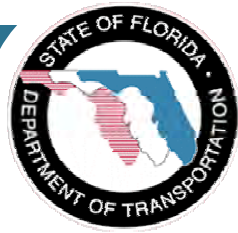
National Highway System Designation Act of 1995, Pub. L. No. 104-59, November 28, 1995--establishes the NHS and its design criteria which, among other things, may take into Account...(A) the constructed and natural environment of the area, (B) the community ...impacts of the activity..., and (C) access for other modes of transportation. It also allows for an advance payment option and credit for donations of funds, materials, and services toward the State match for transportation enhancement activities.

23 U.S.C. 101--Definitions and declaration of policy--(a) 10 eligible transportation enhancement activities stated. Specific monies set-aside under the Surface Transportation Program for TE activities.

23 U.S.C. 109--"Highway"--Standards for the Secretary of Transportation

23 U.S.C. 109(h)--assure that possible adverse economic, social, and environmental effects relating to any proposed project on any Federal-aid system have been fully considered in developing such project. This section states specific potential sociocultural effects that need to be addressed.





23 U.S.C. 109(i)--develop noise standards compatible with different land uses and mentions noise mitigation measures such as acquisition of additional ROW, construction of physical barriers, and landscaping.

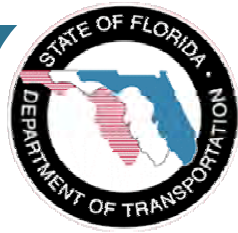
23 U.S.C. 109(m)--no approval for a project that will result in the severance or destruction of an existing major route for nonmotorized traffic and light motorcycles unless the project provides a reasonably alternate route or such a route exists.

23 U.S.C. 128--"Public hearings"--State highway department certification of a public hearing, or opportunity for one, at a convenient location; of allowing persons whose property will be affected or who are contiguous to the project "to express any objections they may have." The State highway department must also certify that it has "considered the economic and social effects" of a project, and that the project is consistent with the goals and objectives of urban planning as promulgated by the community. The certification is accompanied by a report " which indicates the consideration given to the economic, social,...and other effects...raised during the hearing or...otherwise considered."

23 U.S.C. 133--Surface transportation program--(b) makes transportation enhancement activities eligible projects for STP funds and (c) allocates 10 percent of annual apportioned funds under Section 104(b)(3) only for TE activities. Also eligible for funding is mitigation of damage to wildlife, habitat, and ecosystems caused by a transportation project....

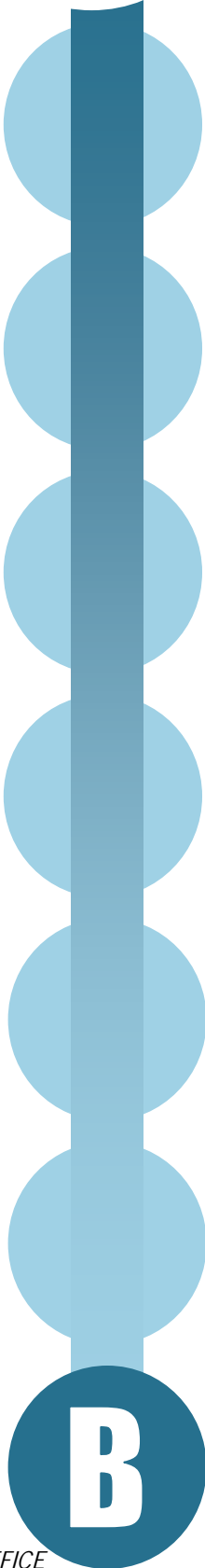
23 U.S.C. 134--"Metropolitan planning"--Transportation Improvement Plan and Long-Range Plan, encourages and promotes use of various modes of transportation; encourages cooperation with State and local officials developing transportation plans and programs; defines urban area as more than 50,000 population; requires projects in urban areas be "based on a

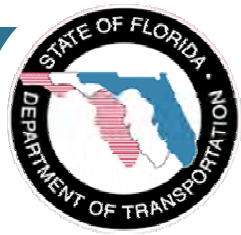




continuing comprehensive transportation planning process;" and requires States to consult with and consider the views of responsible public officials in urban areas. In developing the transportation plan 15 factors to consider include the likely effect of transportation policy decisions on and consistency with land-use and development plans; need to relieve and prevent congestion where it does not yet occur; access to intermodal transportation facilities, national parks, recreation areas, and monuments and historic sites; preservation of rights-of-way; and overall social, economic, energy, and environmental effects of transportation decisions. Plans are to be financially constrained and consistent with Statewide (air quality improvement) Implementation Plans, and Metropolitan Planning Organizations (MPOs) are to provide reasonable notice of and an opportunity to comment on the plans.

23 U.S.C. 135--Statewide planning--Statewide Transportation Improvement Plan, Statewide Long-Range Transportation Plan, and long-range bicycle and pedestrian plan--provides for a continuous planning process for consideration of all modes in solving transportation problems, and incorporates the MPO plans above. State DOTs are to consider 23+ items including transportation needs of non-metropolitan areas; recreational travel and tourism; strategies to include bicycle and pedestrian facilities; effect of transportation decisions on and consistency with land-use and development plans; preservation of rights-of-way; access to intermodal transportation facilities, national parks, recreation and scenic areas, and monuments and historic sites; investment strategies to improve rural economic growth and tourism; concerns of Indian tribal governments having jurisdiction; and overall social, economic, energy, and environmental effects of transportation decisions. Plans are to be financially constrained and consistent with Statewide (air quality improvement) Implementation Plans, and State DOTs are to provide reasonable opportunity to comment on the Statewide transportation improvement and long-range plans.





23 U.S.C. 138--Preservation of parklands--(a.k.a. Section 4(f)) a national policy that special efforts should be made to preserve the natural beauty of the countryside and public park and recreation and historic sites.

23 U.S.C. 140--"Nondiscrimination"--State employment assurances. Refers to race, color, creed, national origin, or sex.

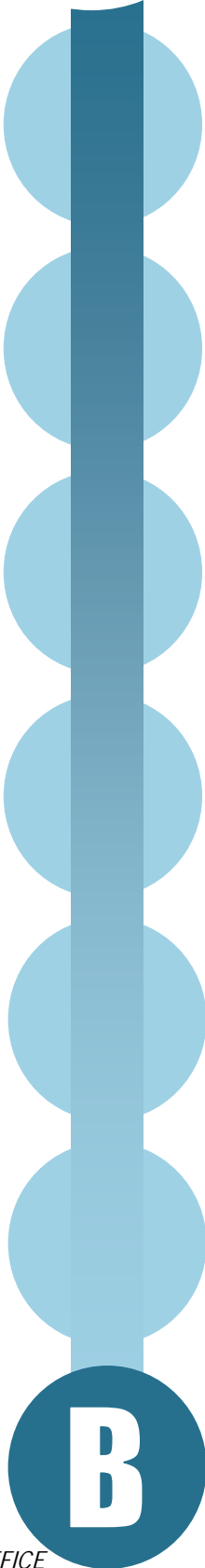
23 U.S.C. 143--Economic growth center development highways--authority to make grants to States for projects which promote desirable development of the Nations natural resources, to revitalize and diversify the economy of rural areas and smaller communities, and to improve living conditions and the quality of the environment.

23 U.S.C. 217--"Bicycle transportation and pedestrian walkway"--encourages energy conservation and multiple use of ROW, including development and improvement of pedestrian walkways.

23 U.S.C. 315--"Rules, regulations and recommendations"--allows Federal promulgation of rules and regulations to carry out Title 23 of the U.S. Code.

23 U.S.C. 324--"Prohibition of discrimination on the basis of sex"--provides that: "(N)o person shall on the ground of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance under this title or carried on under this title." (Prohibits discrimination on the basis of sex with wording similar to Title VI of the Civil Rights Act of 1964.)

29 U.S.C. 794--Nondiscrimination under Federal grants and programs: (a) Promulgation of rules and regulations--individuals with disabilities shall not be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal





financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service; (b) "program or activity" defined; (c) significant structural alterations by small providers; and (d) standards used in determining violation.

42 U.S.C. 2000d-2000d-4--Prohibition against exclusion from participation in, denial of benefits of, and discrimination under federally assisted programs on ground of race, color, or national origin.

42 U.S.C. 3601-3631--Fair Housing Act (Pub. L. 90-284) policy and implementation. Protections afforded against making unavailable or deny, a dwelling to any person "because of race, color, religion, sex, familial status, or national origin"

42 U.S.C. 3608a--enacted as part of the Housing and Community Development Act of 1987--Collection of certain data to assess the extent of compliance with Federal fair housing requirements (including the requirements established under Title VI of Public Law 88-352 (42 U.S.C. 2000d et seq.) and Title VIII of Public Law 90-284 (42 U.S.C. 3601 et seq.)), the Secretary of Agriculture shall collect, not less than annually, data on the racial and ethnic characteristics of persons eligible for, assisted, or otherwise benefiting under each community development, housing assistance, and mortgage and loan insurance and guarantee program administered by such Secretary. Such data shall be collected on a building-by-building basis if the Secretary determines such collection to be appropriate.

42 U.S.C. 4321 et seq.--National Environmental Policy--Congressional declaration of purpose--The purposes of this chapter are: To declare a national policy which will encourage productive and enjoyable harmony between man and his environment; to promote efforts which will prevent or eliminate damage to the environment and biosphere and stimulate the health and welfare of man; to enrich the understanding of the ecological



systems and natural resources important to the Nation; and to establish a Council on Environmental Quality.

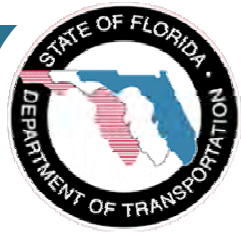
42 U.S.C. 4601 et seq.--Uniform Relocation Assistance and Real Property Acquisition Policies for Federal and Federally Assisted Programs.

42 U.S.C. 12101-12213--Codification of the Americans with Disabilities Act of 1990-- Equal Opportunity for Individuals with Disabilities.

49 U.S.C. 303--(a.k.a. 4(f))--Policy on lands, wildlife and waterfowl refuges, and historic sites (a) special effort should be made to preserve the natural beauty of the countryside and public park and recreation lands, wildlife and waterfowl refuges, and historic sites; (b) cooperate and consult with the DOI, HUD, USDA, and the States in developing transportation plans and programs that include measures to maintain or enhance the natural beauty of lands crossed by transportation activities or facilities; and (c) approve a transportation program or project requiring the use of publicly owned land of a public park, recreation area, or wildlife and waterfowl refuge of national, State, or local significance, or land of an historic site of national, State, or local significance (as determined by the Federal, State, or local officials having jurisdiction over the park, area, refuge, or site) only if: (1) there is no prudent and feasible alternative to using that land; and (2) the program or project includes all possible planning to minimize harm to the park, recreation area, wildlife and waterfowl refuge, or historic site resulting from the use.

49 U.S.C. 306--outlines the responsibilities of the U.S. Department of Transportation and, at (c) outlines the Secretary's authority to decide whether a recipient has not complied with applicable Civil Rights statutes or regulations, requires the Secretary to provide notice of the violation, and require necessary action to ensure compliance.





REGULATIONS

7 CFR Part 658--Farmland Protection Policy; Final Rule--published in Federal Register Vol 59, No. 116, on Friday, June 17, 1994, pp. 31110-31117--implements the Farmland Protection Policy Act.

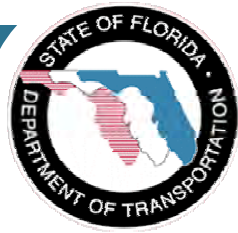
10 CFR 1040.1 et seq.--"Nondiscrimination in Federally Assisted Programs."

23 CFR 200--Title VI Program and Related Statutes--Implementation and Review Procedures--includes race, color, religion, sex, and national origin. The FHWA's regulations implementing Title VI.

23 CFR 200.5--Definitions: (a) Affirmative action; (b) Beneficiary; (c) Public participation; (d) Compliance; (e) Deficiency status; (f) Discrimination; (g) Facility; (h) Federal assistance; (i) Noncompliance; (j) Persons; (k) Program; (l) State highway agency; (m) Program area officials; (n) Recipient; (o) Secretary; and (p) Title VI. Program incorporates subsequent Federal-aid Highway Acts and related statutes; thus, including the Age Discrimination Act and Rehabilitation Act among others.

23 CFR 200.7--FHWA Title VI Policy.

23 CFR 200.9--(State highway agency responsibilities)-- State Title VI assurances and to "Develop procedures for the collection of statistical data...of participants in, and beneficiaries of State highway programs, i.e., relocatees, impacted citizens and affected communities." 23 CFR 200.13-- Certification acceptance--Title VI and related statutes requirements apply to all State highway agencies and FHWA divisions; they shall monitor the Title VI aspects of the program by conducting annual reviews and submitting required reports.



23 CFR 450, Planning Assistance and Standards--Subpart B covers Statewide Transportation Planning and Subpart C covers Metropolitan Transportation Planning and Programming. Designed to achieve a continuing, cooperative, and comprehensive transportation planning process that results in plans and programs consistent with the comprehensive development of urbanized and nonurbanized areas which are to receive Federal-aid funds.

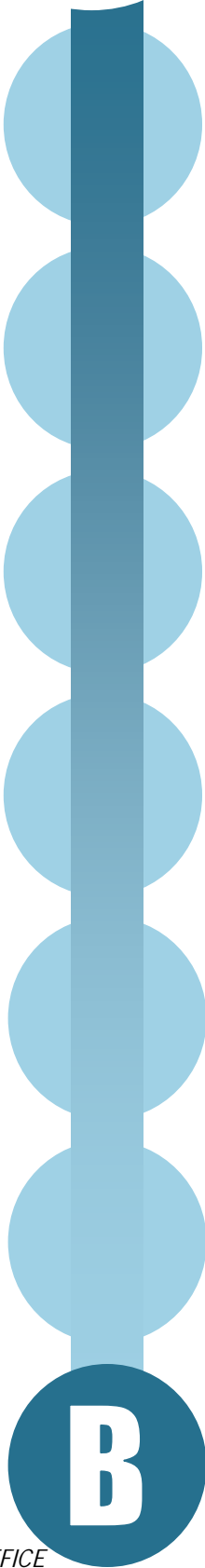
23 CFR 633--Subpart A specifies required contract provisions to be included in all Federal-aid construction contracts, including Title VI and other proscriptions included in Form FHWA 1273. Subpart B, Appendix A specifies the types of contracts to which Title VI of the 1964 Civil Rights Act apply.

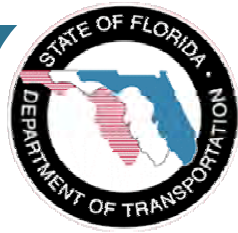
23 CFR 710--Right-of-Way--Subpart B--State Highway Department Responsibilities; Subpart C--Reimbursement provisions; Subpart D--Administrative Settlements, Legal Settlements, and Court Awards; Subpart E--Federal Land Transfers and Direct Federal Acquisition; Subpart F--Functional Replacement of Real Property in Public Ownership; Subpart G--Right-of-Way Revolving Fund (advance acquisition).

23 CFR 750--Highway Beautification--includes outdoor advertising adjacent to the Interstate; directional and official signs; exempt signs; and outdoor advertising control.

23 CFR 771--Environmental Impact and Related Procedures--primary guidance for the evaluation of social, economic, and environmental impacts in project development as well as early and continuing coordination with the public--1980 and 1987

23 CFR 771.105(f)--FHWA Policy on Title VI--expands on 23 CFR 200.7 and names categories covered with wording similar to Title VI of the Civil Rights Act of 1964--race, color, national origin, age, sex, handicap.





23 CFR 771.111--Early coordination, public involvement, and project development. (a) Early coordination with appropriate agencies and the public aids in determining the type of environmental document an action requires, the scope of the document, the level of analysis, and related environmental requirements. (b) The Administration will identify the probable class of action as soon as sufficient information is available. (h) For the Federal-aid highway program: (1) Each State must have procedures approved by the FHWA to carry out a public involvement/public hearing program.

23 CFR 1235--FHWA and NHTSA joint regulation governing Uniform System for Parking for People with Disabilities.

28 CFR 35--The Department of Justice's regulations governing nondiscrimination on the basis of disability in State and local government services.

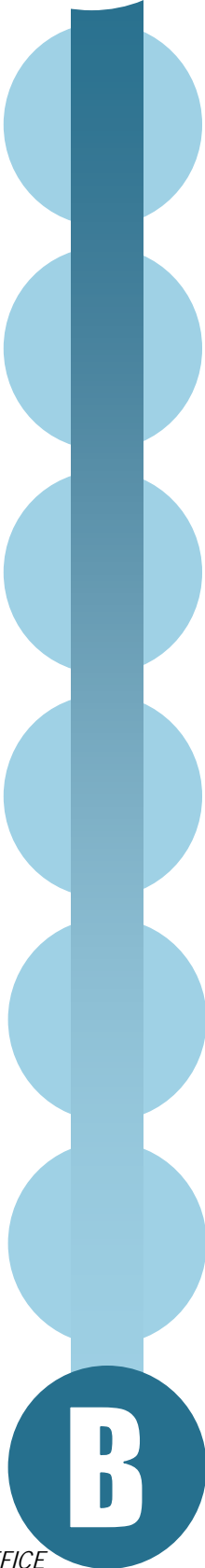
28 CFR 36--The Department of Justice's regulations governing nondiscrimination on the basis of disability by public accommodations and commercial facilities.

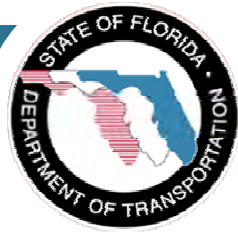
28 CFR 41--Implementation of Executive Order 12250, Nondiscrimination on the basis of handicap in federally assisted programs.

28 CFR 42--Subpart C--The Department of Justice's regulations implementing Title VI of the Civil Rights Act of 1964.

28 CFR 42.200--Subpart D--"Nondiscrimination in Federally Assisted Programs-- Implementation of Section 815(c)(1) of the Justice System Improvement Act of 1979"--Also implements Executive Order 12138.

28 CFR 50.3--The Department of Justice's Guidelines for the enforcement of Title VI, Civil Rights Act of 1964.





40 CFR 1500–1508 (CEQ Regulations on Implementing NEPA), effective July 30, 1979-- Relates primarily to the natural and physical environment with some references to the human environment. Provides for environmental procedures and document format into which social and economic impact assessment can be fitted.

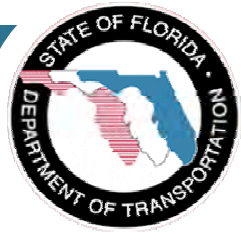
40 CFR 1502.22--"Incomplete or unavailable information"--"When an agency is evaluating reasonably foreseeable significant adverse effects on the human environment in an [EIS] and there is incomplete or unavailable information, the agency shall always make clear that such information is lacking." Provides a procedure if such information is essential to a reasoned choice among alternatives and costs of obtaining it are or are not exorbitant. Applies only to EIS projects.

45 CFR 90.1--Nondiscrimination on the Basis of Age in Programs and Activities Receiving Federal Financial Assistance--Age Discrimination Act of 1975, as amended, also permits federally assisted programs and activities, and recipients of Federal funds, to continue to use certain age distinctions and factors other than age which meet the requirements of the 1975 Act and other regulations.

49 CFR 21--"Transportation"--Nondiscrimination in Federally-Assisted Programs of the Department of Transportation--Effectuation of Title VI of the Civil Rights Act of 1964--includes race, color, national origin.

49 CFR 24--"Uniform Relocation Assistance and Real Property Acquisition for Federal and Federally Assisted Programs"--DOT's regulation implementing the Uniform Act as amended in 1987 for Federal and federally assisted programs requiring compliance with nondiscrimination statutes and executive orders.



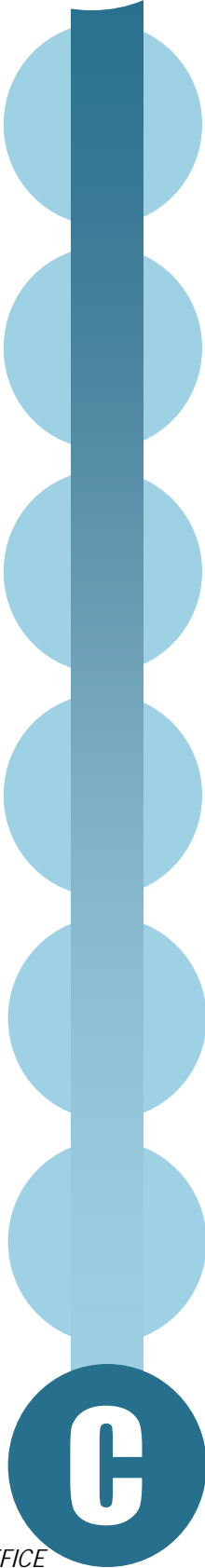


Historically, minority, disadvantaged, low-mobility, and low-income populations have been underrepresented in the transportation planning and project development process. Inadequate access to decision-making and information increases the potential that a specific population will be adversely affected by a transportation project and the likelihood that their specific needs or concerns will not be fully addressed. Since 1964, federal laws and policies have been developed to ensure that the civil rights of minority, disadvantaged, low-mobility and low-income populations will be protected and that the decision-making process for those projects is free from discrimination. Title VI compliance cross cuts all sociocultural considerations.

LEGAL AUTHORITY

Title VI of the Civil Rights Act of 1964 provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. *Title VIII of the Civil Rights Act of 1968* addresses discrimination in regard to the sale or rental of a dwelling, or in the provision of services or facilities in connection with such dwelling on the basis of race, color, religion, sex, disability, familial status, or national origin. *The Civil Rights Restoration Act of 1987* clarified the intent of Title VI to include all program and activities whether they are federally funded or not.

FHWA's *Environmental Impact and Related Procedures [23CFR771]* provides that no person, because of disability, age, race, color, sex, or national origin, be excluded from participating in, or denied benefits of, or be subject to discrimination under any Administration program or procedural activity required by or developed pursuant to this regulation.

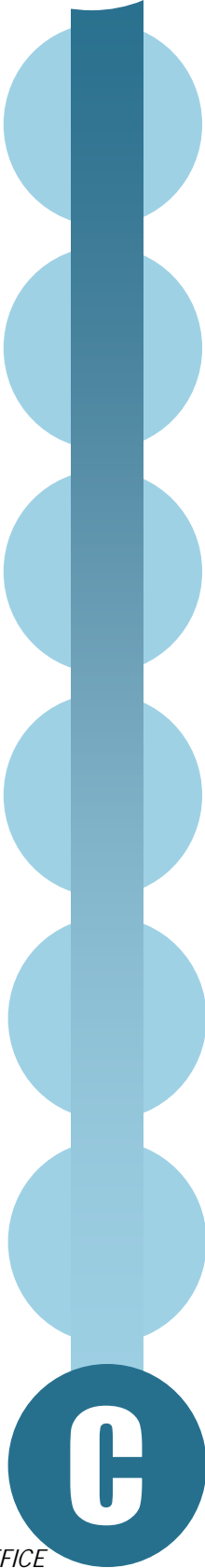


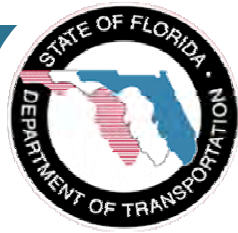


Executive Order 12898: Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations [February 11, 1994] re-emphasizes the intent of the Civil Rights Acts and expands protection to low-income populations. It also requires federal agencies to provide minority communities and low-income communities access to public information and opportunities for community input in the NEPA process, including identifying potential effects and mitigation measures in consultation with affected communities and improving the accessibility of meetings, crucial documents, and notices.

DOT Order 5610.2: Department of Transportation Actions to Address Environmental Justice in Minority *Populations and Low-Income Populations [April 1997]* establishes procedures for the Department of Transportation (DOT) to use in complying with Executive Order 12898 (see above), providing that disproportionate impacts on low-income and minority populations are to be avoided, if practicable, that is, unless avoiding such disproportionate impacts would result in significant adverse impacts on other important social, economic, or environmental resources. Guidance is provided for making determinations regarding disproportionately high and adverse effects on minority and low-income populations, providing that mitigation and enhancement measures be taken into account, as well as the design, comparative impacts, and the relevant number of similar existing system elements in non-minority and non-low-income areas. It also provides guidance for determining whether a mitigation measure or an alternative is *practicable*, providing that the social, economic (including costs) and environmental effects of avoiding or mitigating the adverse effects will be taken into account. (PD&E Manual Part II Chapter 9, Project Development)

DOT Order 6640.23: FHWA Actions to Address Environmental Justice in Minority Populations and Low-Income Populations [December 1998] requires the FHWA to implement the principles of the DOT Order 5610.2





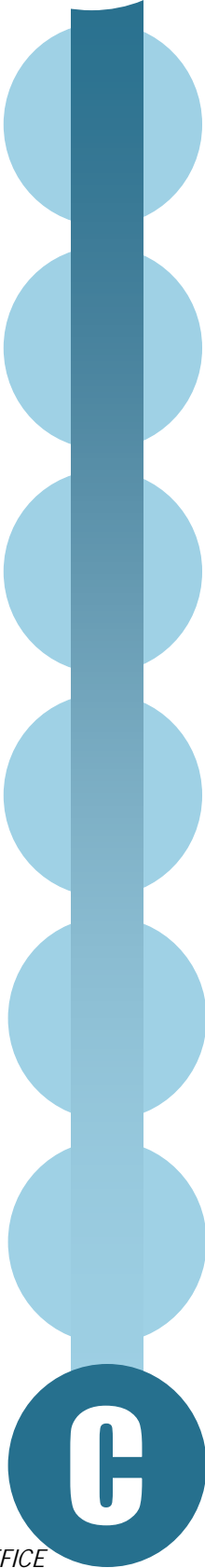
and E.O. 12898 by incorporating environmental justice principles in all FHWA programs, policies, and activities.

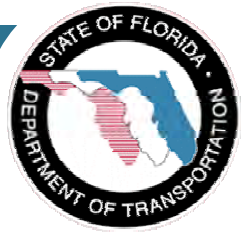
Nondiscrimination Regulations include:

- 28 CFR 35: Department of Justice (DOJ) regulations governing nondiscrimination on the basis of disability in state and local government services.
- 28 CFR 36: DOJ regulations governing nondiscrimination on the basis of disability by public accommodations and commercial facilities.
- 28 CFR 41: Implementation of Executive Order 12250, nondiscrimination on the basis of handicap in federally assisted programs.
- 28 CFR 42, Subpart C Nondiscrimination in federally assisted programs: Implementation of Title VI of the Civil Rights Act of 1964.
- 28 CFR 44: DOJ procedure to address unfair immigration related employment practices and establishes an Office of Special Counsel.
- 49 CFR 21: DOT's regulation implementing Title VI of the 1964 Civil Rights Act.
- 49 CFR 24: DOT's regulation implementing the Uniform Relocation and Real Property Acquisition Act for Federal and Federally-assisted programs requiring compliance with Nondiscrimination Statutes and Executive Orders.
- 49 CFR 27: DOT's regulation implementing Section 504 of the Rehabilitation Act of 1973.
- 23 CFR 200: FHWA's regulation implementing Title VI of the 1964 Civil Rights Act.

Nondiscrimination directives include:

- DOT Order 1000.12 Implementation of the DOT Title VI Program.
- DOT Order 1050.2 Standard Title VI Assurances.
- FHWA Order 4720.1A Civil Rights Responsibilities of Motor Safety Assistance Program (MCSAP). July 16, 1993.





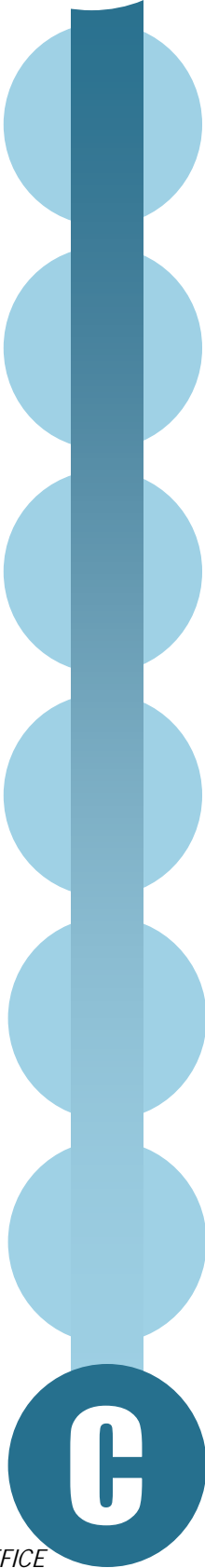
PROCEDURE

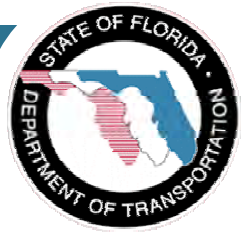
To address Title VI/Civil Rights in the Sociocultural Effects Evaluation process, the community analyst must evaluate the following:

1. Analyze environmental effects on all communities, including human health, economic, and social effects on all citizens, with special considerations for minority and low-income populations;
2. Identify if disproportionately high and adverse environmental effects exist;
3. Ensure that mitigation measures address any disproportionately high and adverse environmental effects on proposed actions on minority populations and low-income populations within the study area; and
4. Provide opportunities for community input throughout the project development process, including consultation with affected communities to identify potential effects and possible mitigation measures, and improving accessibility to public meetings, project documents, and project decision-makers.

For example, the community analyst must ensure that the selection of a roadway alignment does not intentionally follow the path of the lowest property values which take principally low-income housing or minority neighborhoods, without adequate study and reasonable engineering, economic, and social justification. Similarly, the analyst must ensure that the proposed improvement does not discriminate in providing access and egress to adjacent neighborhoods based on race, color, religion, sex, disability, familial status, national origin, or income level.

In short, the analyst must provide reasonable assurance (file documentation) that the selection of a project alternative was not a discriminatory act. Coordination with the FHWA and Environmental Management Office (EMO) in highly controversial situations will aid in providing such assurance.





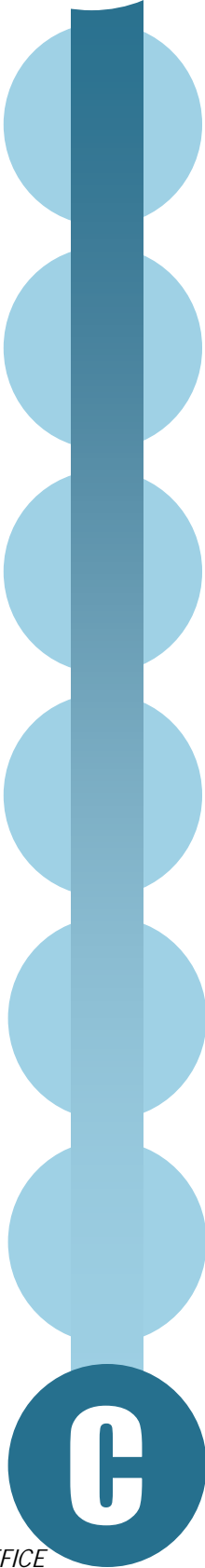
Title VIII guarantees each person equal opportunity in housing. The analyst, in working the District Relocation staff, can ensure that the Department complies with this law.

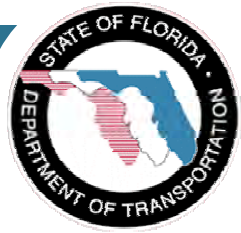
The community analyst must also ensure that all aspects of the Civil Rights Acts have been addressed through additional coordination with the District Minority Programs Coordinator. Consultation with FHWA is necessary in situations where disproportionately high and adverse impacts affecting protected social groups are involved. The Central Environmental Management Office and District Minority Programs Coordinator should also be consulted. The files should be documented to show consideration of Title VI and Title VIII accordingly.

The SCE Evaluation Process promotes access to decision making and project information. Every reasonable effort must be made to involve potentially affected populations *equally* in the transportation decision-making process. Community outreach activities must give special attention to bridging communication barriers.

Are there minority and low-income groups in the community? Review the demographic data included in the CCI to determine the presence of minority and low-income groups. If necessary, consult with local minority leaders, social agencies and/or the property appraiser's office to validate your findings. Have these groups been represented in the planning process to date? Review the public record to date to determine if these groups have effective representation in the process. If available, review attendance records from other transportation projects in the community to determine if group representatives or individuals have been participating.

Disproportionate effects refers to a situation where the adverse affects of the transportation project on minority and low-income groups are substantially more severe or greater in magnitude than the adverse effects suffered by non-minority or non-low-income populations. Conversely, it





can also refer to a situation in which the beneficial effects are not equally shared.

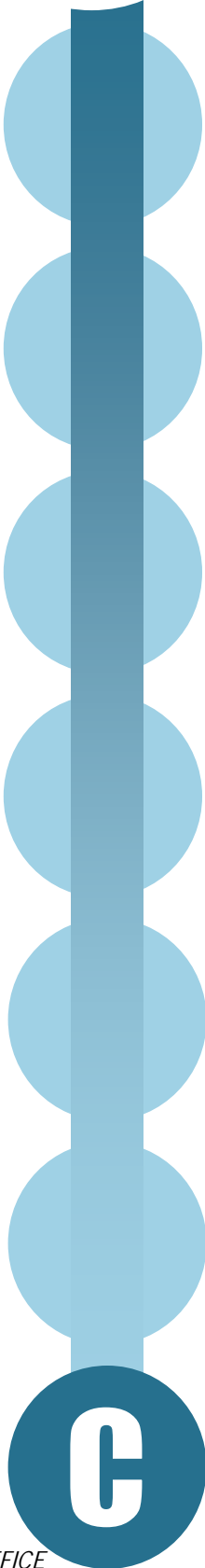
Will the project result in disproportionate effects on minority and low-income neighborhoods? One simple test is to overlay a map showing the proposed right-of-way acquisition areas with a map delineating minority/low-income neighborhoods and businesses. Determine if the number of minority and low-income displacements is high in proportion to total displacements. Consider if other effects (e.g., reduced mobility) affect minority and low-income residents more than other groups. Be sure to consider the cumulative effects of the current project in addition to other public works projects. Consult with minority and low-income leaders or representatives to determine the community perception of potential effects.

Will minority and low-income neighborhoods receive a proportionate share of the benefits? Review the project need statement to determine what benefits are anticipated. Identify the geographic areas that will share in the benefits. Determine if minority and low-income areas are proportionate to the community perception of potential benefits.

Sociocultural effects evaluation promotes:

- Nondiscrimination;
- Equal access to information and decision makers;
- Equal opportunity to participate in the project development process;
- Early, continuous public involvement of all citizens;
- Proactive public outreach to involve traditionally underserved; and
- Recognition and accommodation of citizens' needs, where possible.

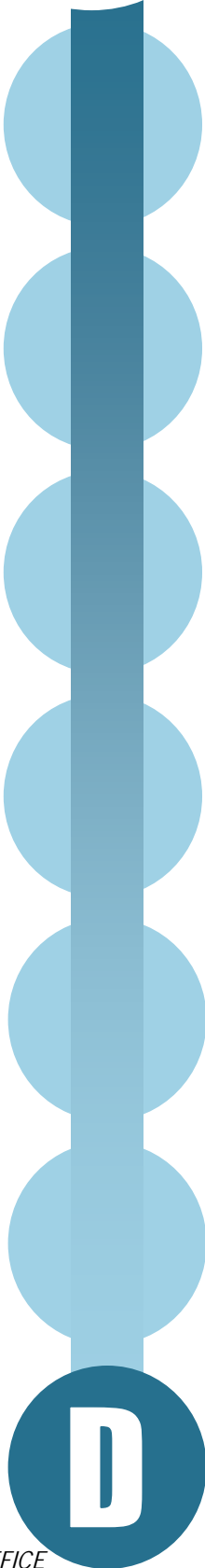
If SCE Evaluation is properly done, Title VI/Civil Rights should not be an issue.

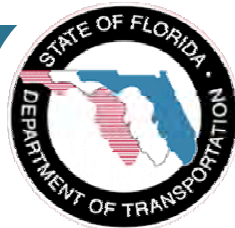




SOCIAL CONSIDERATIONS:

- 1.1 What are the demographics of the potentially affected population?
- 1.2 What displacements of population, if any, would be expected as a result of the project?
- 1.3 Would any increases or decreases in population be expected as a result of the project?
- 1.4 Would any displacement of minority populations be expected as a result of the project?
- 1.5 Are there any disproportionate effects on special populations?
- 1.6 Have minority populations previously been affected by other public projects in the area?
- 1.7 Would the project result in any barriers dividing an established neighborhood(s) or would it increase neighborhood interaction?
- 1.8 What changes, if any, in traffic patterns through an established neighborhood(s) would be expected as a result of the project?
- 1.9 Would any changes to social relationships and patterns be expected as a result of the project?
- 1.10 Would the project result in any loss, reduction or enhancement of connectivity to a community or neighborhood activity center(s)?
- 1.11 Would the project affect community cohesion?
- 1.12 Would the project result in the creation of isolated areas?
- 1.13 Would any increase or decrease in emergency services response time (fire, police, and EMS) be expected as a result of the project?
- 1.14 Does the project affect safe access to community facilities?
- 1.15 Would any changes in social value be expected as a result of the project?
- 1.16 Would the project be perceived as having a positive or negative effect on quality of life?
- 1.17 Have community leaders and residents had opportunities to provide input to the project decision-making process in the present and/or past?
- 1.18 Have previous projects in this area been compatible with or conflicted with the plans, goals and objectives of the community?

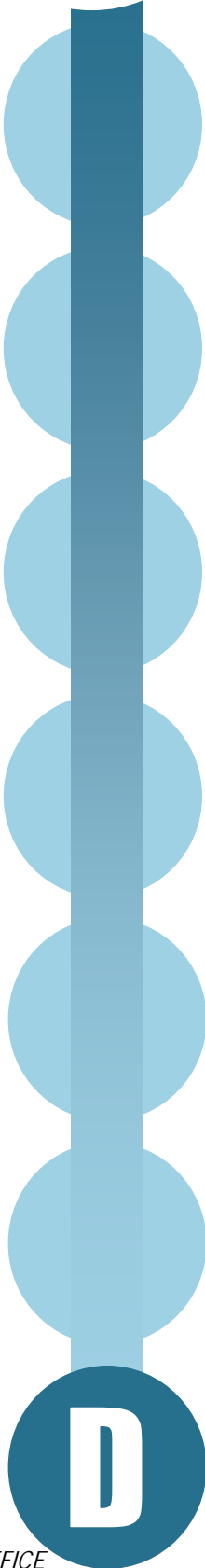


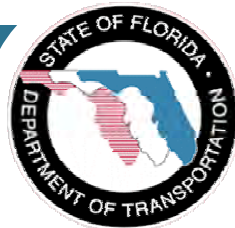


- 1.19 Is the proposed project consistent with the community vision?
- 1.20 Are transportation investments equitably serving all populations?

ECONOMIC CONSIDERATIONS:

- 2.1 Would any changes to travel patterns be expected that would eliminate or enhance access to any businesses?
- 2.2 Would any increases or decreases in traffic through traffic-based business areas be expected?
- 2.3 Would any changes in travel patterns be expected that would result in a business or district being bypassed?
- 2.4 Would access for special needs patrons increase or decrease as a result of the project?
- 2.5 Would any increase or decrease in business visibility for traffic-based businesses be expected as a result of the project?
- 2.6 Would the loss of any businesses be expected as a result of the project?
- 2.7 Would any increases or decreases in employment opportunities in the local economy be expected as a result of the project?
- 2.8 Would regional employment opportunities be enhanced or diminished as a result of the project?
- 2.9 What is the effect of the project on military installations?
- 2.10 Would any real property be removed from the tax roles as a result of the project?
- 2.11 Is it likely that taxable property values would increase or decline as a result of the project?
- 2.12 Would changes in business activities increase or decrease the tax base?





LAND USE CONSIDERATIONS:

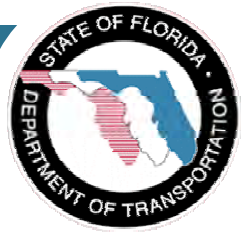
- 3.1 Would the project result in a change in the character or aesthetics of the existing landscape?
- 3.2 Would the amount of recreation/open space be expected to increase or decrease as a result of the project?
- 3.3 Would the project be compatible with local growth management policies?
- 3.4 Would the project be compatible with adopted land use plans?

MOBILITY CONSIDERATIONS:

- 4.1 Would access to public transportation facilities be increased or reduced as a result of the project?
- 4.2 Would pedestrian mobility be increased or decreased as a result of the project?
- 4.3 Would non-motorist access to business and service facilities be increased or reduced as a result of the project?
- 4.4 How does the project affect intermodal connectivity?
- 4.5 Would any change in connectivity between residential and non-residential areas be expected as a result of the project?
- 4.6 What are the expected changes to existing traffic patterns as a result of the project?
- 4.7 Would a change in any public parking areas be expected as a result of the project?
- 4.8 Would access for transportation disadvantaged populations be affected?

AESTHETICS CONSIDERATIONS:

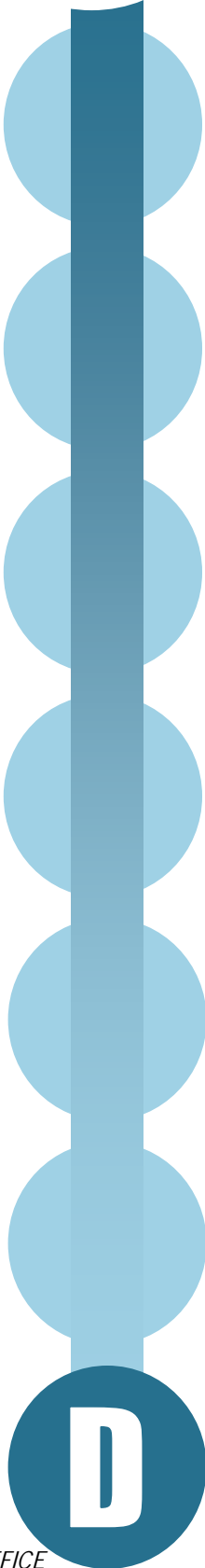
- 5.1 Are there noise or vibration sensitive sites near the project?
- 5.2 Is the project likely to affect a vista or viewshed?
- 5.3 Does the project blend visually with the area?
- 5.4 Is the project adjacent to any community focal point?

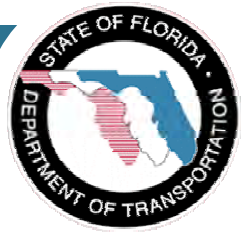


- 5.5 Is the project likely to be perceived as being compatible and in character with the community's aesthetic values?
- 5.6 What feature(s), if any, of the project might be perceived by the community as inconsistent with the character of that community?

RELOCATION CONSIDERATIONS:

- 6.1 Would any displacement of residences and/or dwellings be expected as a result of the project?
- 6.2 Would any displacement of non-residential land uses be expected as a result of the project?
- 6.3 Do any potentially displaced non-residential uses have any unique or special characteristics that are not likely to be reestablished in the community?
- 6.4 Would any displacement of community or institutional facilities be expected as a result of the project?





SOCIOCULTURAL EFFECTS EVALUATION

(Planning, Project Development, Data Sources, Analysis Tools and Techniques, Case Studies, Grants, etc.)

2003 National Assessment of Adult Literacy (NAAL). Web cast can be seen on

<http://www.nifl.gov/niflf/webcasts/20031209/webcast12-08.html>

2005 Pocket Guide to Transportation. This report is a quick reference to the changes in the U.S. transportation system since 1970 and how they have affected the nation's economy, safety, energy use, and the environment. To order a free copy, go to the BTS website at

<http://www.bts.gov> and order copies using the website's "Bookstore" link.

Access Board. A Federal agency committed to accessible design.

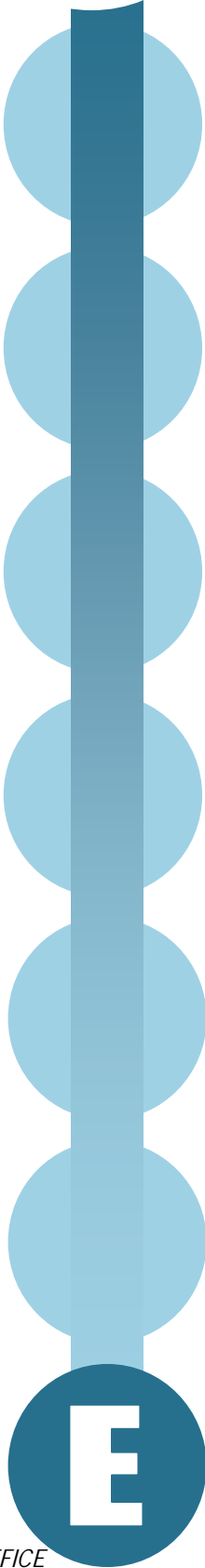
<http://www.access-board.gov>

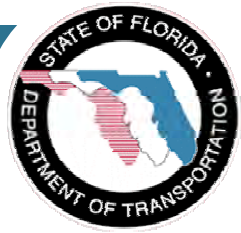
Administration on Aging. <http://www.aoa.gov>

Aesthetic Guidelines for Bridge Design, 1995, Mn/DOT, 77pp. Guide provides useful ideas for creative approaches to bridge design. MNDOT Office (651) 582-1104.

Aging Americans: Stranded Without Options. This report represents new findings based on the National Household Transportation Survey of 2001 and places them in the context of other research on mobility in the ageing population.

<http://www.transact.org/library/reports.html/seniors/aging.pdf>





American Community Survey. The American Community Survey (ACS) is a new approach, designed to collect timely information needed for critical government functions. It is an ongoing survey that the Census Bureau plans to use to replace the long form in the 2010 Census.

<http://www.census.gov/acs/> *A summary of ACS is available on the FHWA EJ website <http://www.fhwa.dot.gov/ctpp/about.htm>

American Fact Finder. This provides a search feature of the Census Bureau's website that helps users locate data quickly and easily from the 1997 Economic Census, the ACS, the 1990 Census, the Census 2000 Dress Rehearsal, and Census 2000. Access to thematic maps and reference maps that include roads and boundary information is available via FactFinders.

<http://factfinder.census.gov/servlet/basicfactservlet>

American Milestones Related to the Socio-Economic Impacts of Surface Transportation (CONVERGE: Where Transportation and the Environment Meet). <http://wwwconverge.ncsu.edu/timelinepages/timeline15>

As population sprawls, so do our waistlines.

<http://seattletimes.nwsourc.com/html/opinion/2001896089valdez05.html>

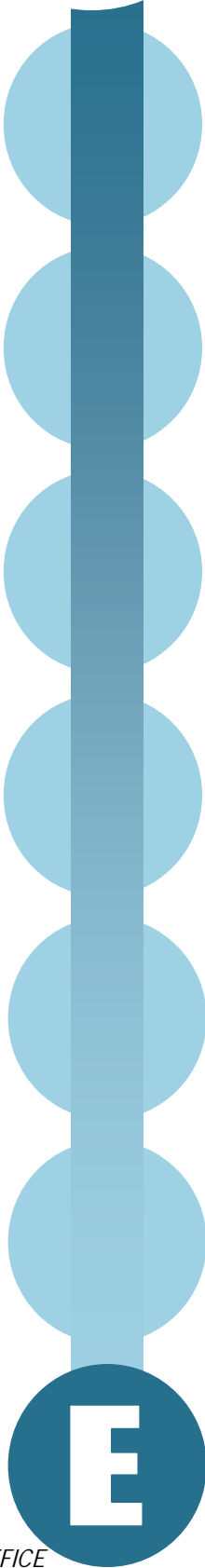
Bicycle Pedestrian Website.

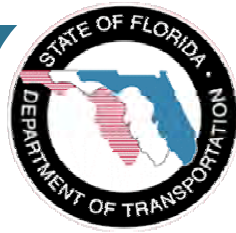
<http://www.fhwa.dot.gov/environment/bikeped/index.htm>

Bicycle Safety Website. <http://safety.fhwa.dot.gov/fourth level//over-b.htm>

Building Roads in Sync with Community Values. Authors: Harold E. Peaks and Sandra Hayes. Published in March/April 1999 Public Roads.

<http://www.tfhr.gov/pubrds/marapr99/flexdsgn.htm>





Bureau of Economic Analysis. The Bureau of Economic Analysis (BEA) prepares regional economic accounts for the United States to provide Estimates of state and local-area personal income and gross state product.
<http://www.bea.doc.gov>

Bureau of Labor Statistics (BLS). BLS provides three types of data for use in place-based and regional planning: labor force status of person by place of residence; jobs and wages by place of work; and prices and living conditions. The local area unemployment statistics program prepares monthly labor force data for 6,700 areas in the United States, including states, metropolitan areas, counties, and cities of more than 25,000.
<http://www.bls.gov/home.htm>

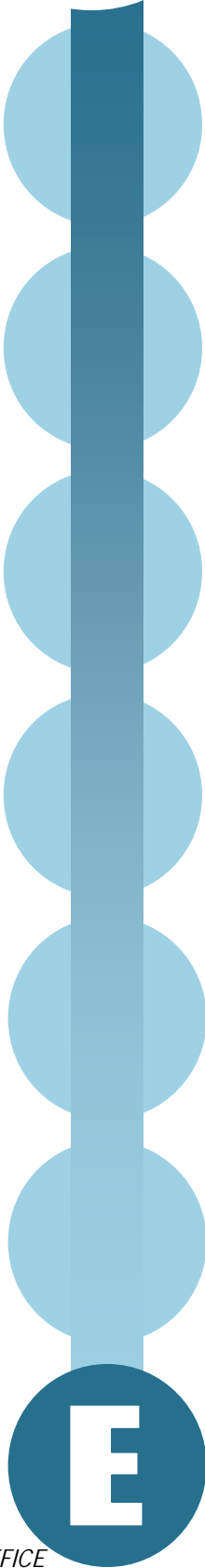
California DOT (CalTrans) Community Impact Assessment, CalTrans Environmental Handbook (1997). Key topics: social, economic and public services impacts, land use, and growth; available as a PDF download at:
<http://www.dot.ca.gov/ser/envhand.htm>

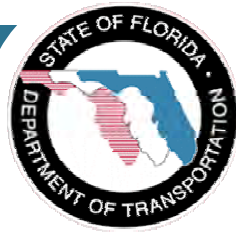
Canadian Guide to Neighborhood Traffic Calming, December 1998. Transportation Association of Canada.
<http://www.ite.org/traffic/tcstate.htm#CanadianGuide>

Census Bureau American Community Survey (ACS) website.
<http://www.census.gov/acs/www>

Center for Urban Transportation Research – Ten Ways to Manage Roadway Access in Your Community, 1998. Educational brochure, available at
<http://www.cutr.usf.edu/research/10ways.pdf>

Model Land Development Regulations that Support Access Management for Florida Cities and Counties, as amended, 1994, available at
http://www.cutr.usf.edu/research/land_reg.pdf





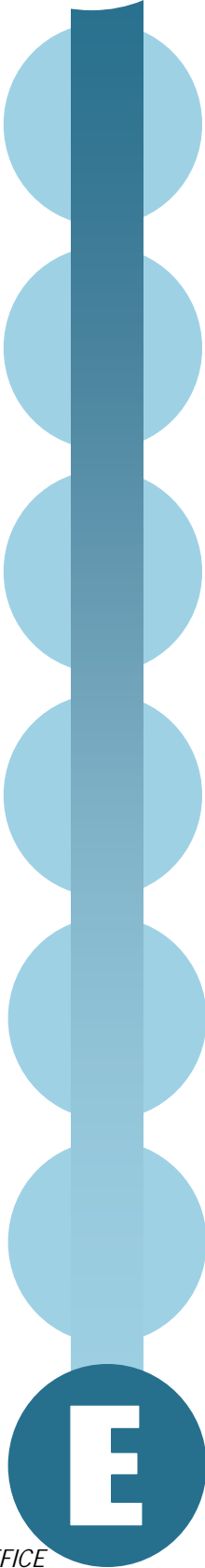
A Manual for the Preparation of Transit Development Plans: Center for Urban Transportation Research, 1993, available at <http://www.cutr.usf.edu>

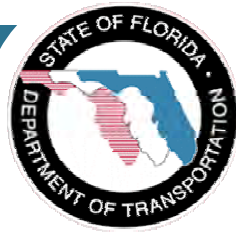
Community Culture and the Environment: A Guide to Understanding a Sense of Place, November 2002. U.S. Environmental Protection Agency. Offers a process and set of tools for defining and understanding social and cultural aspects of a community, especially as related to environmental issues; to obtain copies, contact the National Center for Environmental Publications and Information at (513) 489-8190 or (800) 490-9198 or by e-mail to ncepiwo@one.net.

Community Impact Assessment Website – Federal Highway Administration and the Florida Department of Transportation. Background, activities, and resources, definitions, components, and importance of CIA, background information, and electronic links to other sites on CIA and related subjects. <http://www.ciatrans.net>

Community Impact Assessment and Environmental Justice for Transit Agencies: A Reference, January 2002. Florida DOT and CUTR. <http://www.cutr.eng.usf.edu/index2.htm>

Community Impact Assessment: A Quick Reference for Transportation, Federal Highway Administration, September 1996. FHWA-PD-96-036. “How to” practical guide to the CIA process; downloadable in black and white from the FHWA web site at: <http://www.fhwa.dot.gov/environment/nepa/cia.htm>





Community Impact Assessment Handbook: A Handbook for Transportation Professionals, November 2000. Center for Urban Transportation Research (CUTR), University of South Florida. Expands on FHWA's Community Impact Assessment: A Quick Reference for Transportation and provides methods and indicators that practitioners can use to identify and evaluate the community impacts of transportation projects and strategies for reducing adverse impacts; available online at:

<http://www.cutr.eng.usf.edu/index2.htm>

Community Impact Mitigation Case Studies, May 1998. Federal Highway Administration, FHWA-PD-98-024. Five projects that demonstrate how community impacts were mitigated and community values recognized; a "lessons learned" section in each; coordination and collaboration were a theme. On the CIA web site at: <http://www.ciatrans.net/Casestud.html>.

Community Impact Assessment in Florida Transportation Projects: Case Studies, CUTR. Available online at <http://www.cutr.eng.usf.edu/index2.htm>

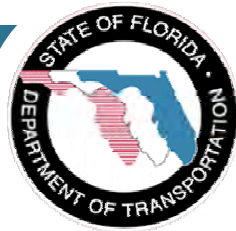
Confronting the Challenges in Reconnecting Urban Planning and Public Health. <http://www.ajph.org/cgi/content/full/94/4/541>

Considering Cumulative Effects Under the National Environmental Policy Act. <http://ceq.eh.doe.gov/nepa/ccenepa/ccenepa.htm>

EPA's Integrated Risk Information System (IRIS) – EPA maintains this electronic database containing information on human health effects that may result from exposure to various chemicals in the environment.

<http://www.epa.gov/ncea/iri.htm>





EPA's Window to My Environment. This website is a prototype web-based tool that provides a wide range of federal, state, and local data. The information provides visual representations of environmental conditions and features by city and zip code. Among the information available are air emissions, superfund sites, hazardous waste information, demographic data, and natural features, which can be selected and viewed in combined layers. <http://www.epa.gov/enviro/wme>

Executive Order Human Service Transportation Coordination, February 24, 2004. <http://www.whitehouse.gov/news/releases/2004/02/print>

FHWA Planning Website – Peer Exchange Program, Planning Excellence Awards, etc. <http://www.planning.dot.gov>

FHWA Transportation and Community and System Preservation (TCSP) Website. <http://www.fhwa.fot.gov/tcsp>

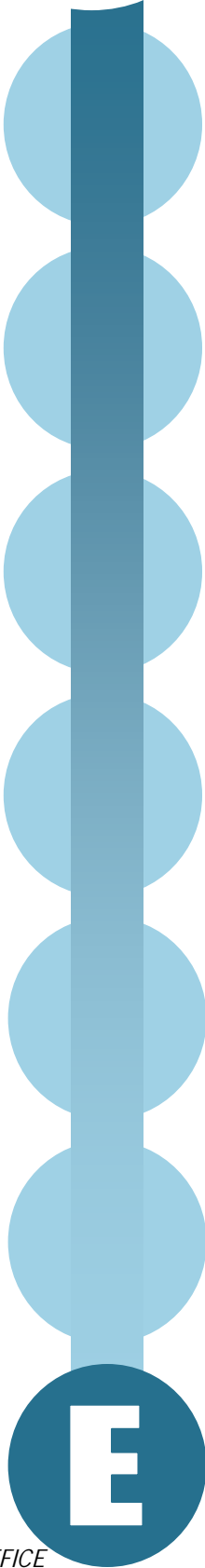
FHWA Transportation Planning Capacity Building Peer Program reports are available online at: <http://www.planning.dot.gov/peer.asp#report>

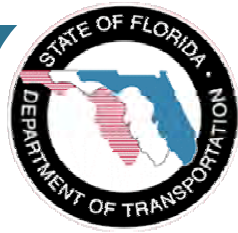
FHWA's Congestion and Traffic Website. <http://fhwa.dot.gov/congestion>

FHWA's Environmental Guidebook Website.
<http://www.environment.fhwa.dot.gov/guidebook/gbvoll.htm>

FHWA's Freight Planning Website.
<http://www.fhwa.dot.gov/freightplanning>

FHWA's Metropolitan Transportation in Rural Areas.
<http://www.fhwa.dot.gov/planning/rural/planningfortrans/index.html>





FHWA's Operations Security Website. FHWA's efforts to help State and local transportation agencies develop initiatives to improve security through effective planning, operation and application of technology.

<http://www.ops.fhwa.dot.gov/OpsSecurity>

FHWA's Planning Assistant Tool, 2004.

<http://www.planning.dot.gov/PublicInvolvement/pitool/getting-started.asp>

FHWA's Planning for Transportation in Rural Areas.

<http://www.fhwa.dot.gov/planning/rural/planningfortrans/index.html>

FHWA's NEPA Website.

<http://knowledge.fhwa.dot.gov/ReNEPA/ReNepa.nsf/home>

FLDOT/FHWA Community Impact Assessment Strategic Plan.

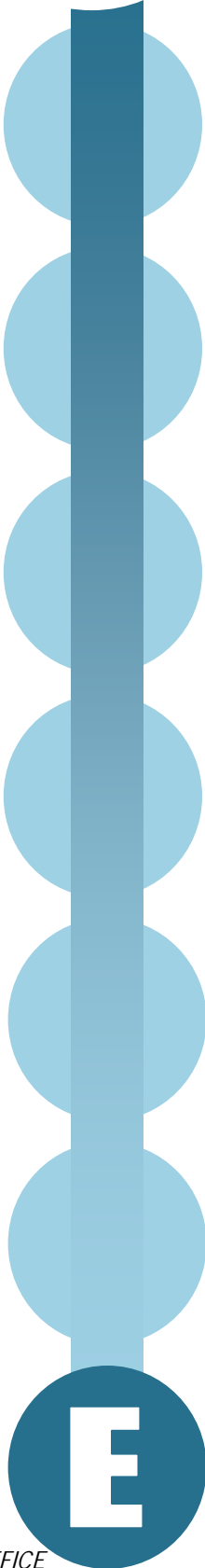
<http://www.ciatrans.net/ciastrategicplan.html>

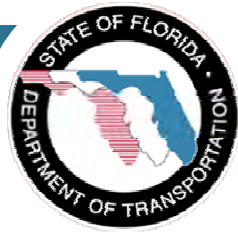
FTA's Community Impact Assessment and Environmental Justice for Transit Agencies: A Reference can be found at:

<http://www.ciatrans.net/ciaejbooklet.html> or

<http://www.nctr.usf.edu/pdf/416-05.pdf>

Federal Highway Administration – Community Impact Assessment: A Quick Reference for Transportation, 1996. Washington, DC: U.S. Department of Transportation. Flexibility in Highway Design, 1997. Washington, DC: U.S. Department of Transportation. Community Impact Mitigation, 1998 Case Studies. Washington, DC: U.S. Department of Transportation. Purpose and Need, 1999. Electronic document. Principles of Context Sensitive Design: Thinking Beyond the Pavement, 2002. Qualities and Characteristics Principles. <http://www.fhwa.dot.gov>





Federal Highway Administration – Office of Human Environment.

<http://www.fhwa.dot.gov/environment/ej2.htm>

FedStats – FedStats offers a range of official statistical information made available to the public by the federal government. The site offers internet links and search capabilities to track economic and population trends, health care costs, aviation safety, foreign trade, energy use, farm production, and more. It is possible to access official statistics collected and published by more than 70 federal agencies without having to know which agency collects them. <http://www.fedstats.gov>

Funders' Network for Smart Growth and Livable Communities – Website.

<http://www.fundersnetwork.org>

GIS for Transportation Symposium. <http://www.gis-t.org>

GIS Tools for Transportation and Community Planning.

<http://www.fhwa.dot.gov/tcsp/case7.html>

Getting Back to Place: Using Streets to Rebuild Communities, Project for Public Spaces, 1997. Call (212) 620-5660 or access

<http://www.pps.org>

Growing Demand for Safe Walking and Bicycling.

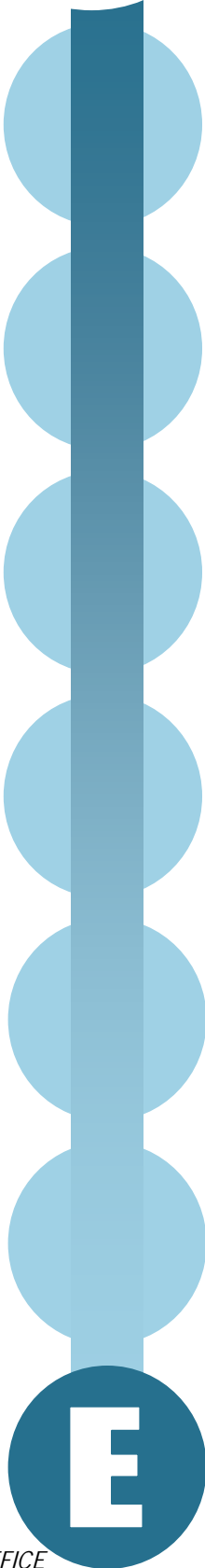
<http://www.pedbikeinfo.org>

Guidance for Preparing and Processing Environmental and Section 4 Documents, October 30, 1987. Technical Advisory T6640.8A, Section F Affected Environment, and G, Environmental Consequences.

<http://environment.fhwa.dot.gov/projdev/impta6640.htm>

Guidebook for Assessing the Social and Economic Effects of Transportation Projects, Parts A and B from NCHRP Project 25-19.

http://gulliver.trb.org/publications/nchrp_rpt_456-a.pdf





Guidebook for Transportation Corridor Studies: A Process for Effective Decision-Making, from TRB's Standing Committee on Planning's Project 8-35 is available for purchase through TRB at

<http://gulliver.trb.org/bookstore>

Guidelines and Principles for Social Impact Assessment, May 1994. U.S. Department of Commerce. Principles of a basic model for, and steps in, the social impact assessment process. Available online at

http://www.nmfs.noaa.gov/sfa/social_impact_guide.htm

HHS Poverty Level Website. <http://aspe.os.dhhs.gov/poverty/index.shtml>

HUD On-line Bibliography Database. The HUD User database is the only bibliographic database dedicated to housing and community development issues, containing more than 10,000 full-abstract citations in housing policy, building technology, economic development, and urban planning.

<http://huduser.org/bibliobd/pdrobdb.html>

Health and Smart Growth: Building Health, Promoting Active Communities.

<http://www.fundersnetwork.org/usrdoc/HealthandSmartGrowth.pdf>

Healthy Communities Websites:

<http://www.research.unc.edu/endeavors/win2004/action.html>

<http://www.cd.gov/healthyplaces>

<http://www.niehs.nih.gov/drcpt/becdtoc.htm>

<http://www.rpa.org/pdf/healthycommunities.pdf>

How Transportation and Community Partnerships Are Shaping America: Part II: Streets and Roads, – Project for Public Spaces, Inc., NCHRP Project 20-7, Task 128, AASHTO, 2000. For copies call (202) 624-5800.

<http://www.aashto.org>



Integrating Tourism and Recreational Travel with Transportation Planning and Project Delivery. NCHRP Synthesis 329.

<http://trb.org/publications/nchrp/nchrpsyn329.pdf>

Keeping the Noise Down: Highway Traffic Noise Barriers, 2001 – FHWA. Brochure; basic information on noise barriers for the layperson, addressing the questions someone might normally ask about noise barriers.

http://www.fhwa.dot.gov/environment/ab_noise.htm

Making Smart Growth Work: Reuse and Revitalization of Vacant and Abandoned Properties. <http://www.epa.gov/smartgrowth/sgvac/htm>

Modern Language Association Website: language mapping by country and zip code by State. <http://www.mla.org>

National Atlas. <http://www.nationalatlas.gov/atlasmap.html>

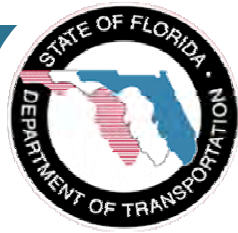
National Center for Educational Statistics. Student race/ethnicity and low-income status per public school. www.nces.ed.gov/ccdschoolsearch

National Environmental Policy Act.

<http://www.fhwa.dot.gov/environment/nepatxt.htm>

National Highway Safety Administration Website. <http://nhtsa.dot.gov>

National Spatial Data Infrastructure (NSDI). The NSDI established by Executive Order 12906 provides for a consistent means of sharing geographic data among all users to produce significant savings in data collection and provides geospatial data throughout all levels of government, private and nonprofit sectors, and the academic community. (NSDI) Community Demonstration Project. <http://www.fgdc.gov/nsdi/html>



The FGDC, National Partnership for Reinventing Government, and five federal agencies conduct the NSDI Community Demonstration projects to demonstrate the utility of geographic data for community decision making and the role that federal agencies play in community information needs.

<http://www.fgde.gov/nsdi/docs/cdp>

National Transportation Library Digital Collection on Social Impacts (various articles from varied sources on a variety of related topics).

<http://ntl.bts.gov/display.cfm>

Neighborhood Survey Pro.

<http://www.enterprisefoundation.org/resources/software/NSP/index.asp>

Noteworthy MPO Practices in Transportation–Land Use Planning Integration.

<http://www.ampo.org/publications/AMPOTranLandUseRPTFinal050604.0df>

Partnerships and Participation in Planning.

<http://www.uap.vt.edu/cdrom/default.htm>

Pedestrian and Bicycle Information Center Image library.

<http://www.pedbokeimages.org>

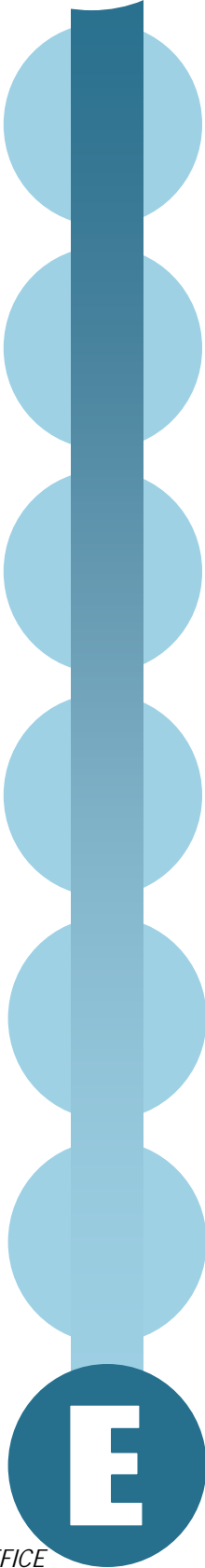
Pedestrian and Bicycle Information Center Website.

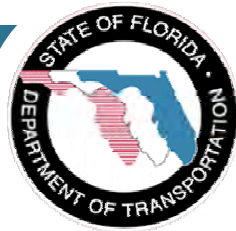
<http://www.pedbikeinfo.org>

Pedestrian Safety Website.

<http://safety.fhwa.dot.gov/fourthlevel//ped.html>

Promising Approaches for Enhancing Elderly Mobility. University of Michigan Transportation Research Institute 2901 Baxter Road Ann Arbor, MI 48109–2150 Phone: 734–763–2466.





Public Value of Urban Parks. Parks have long been recognized as major contributors to the physical and aesthetic quality of urban neighborhoods. But a new, broader view of parks has recently been recreation and visual assets to the communities, and focuses on how policymakers, practitioners, and the public can begin to think about parks as valuable contributors to larger urban policy objectives, such as job opportunities, youth development, public health, and community building.

<http://www.urbal.org/uploadedPDF/311011urbanparkls.pdf>

QuickFacts – State and County QuickFacts provide frequently requested Census Bureau information at the national, state, and county levels. This user-friendly website provides access to multiple datasets.

<http://quickfacts.census.gov/qfd>

Rural Assistance Center. <http://www.raconline.org>

Smart Growth and Brownfield Redevelopment.

<http://www.epa.gov/smartgrowth/RFIPAnnouncement.htm>

Social Capital Website. <http://www.iris.umd.edu/socat/tools/tools.htm>

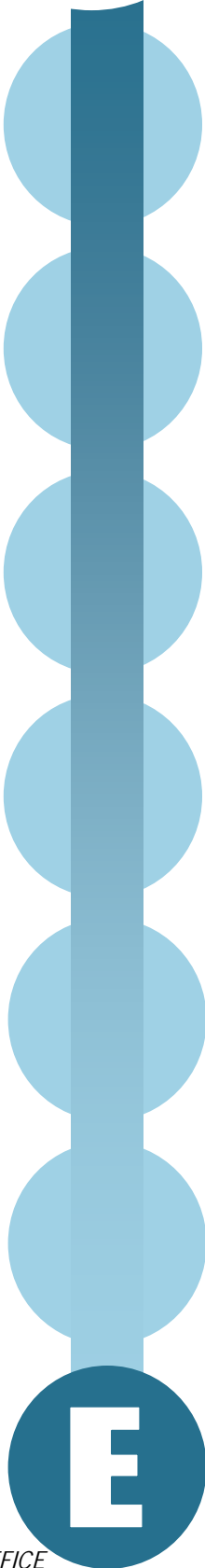
States with NEPA-like Environmental Planning requirements.

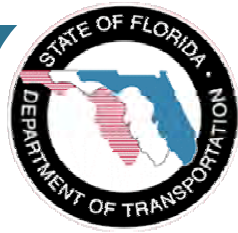
<http://cecq.eh.doe.gov/nepa/regs/states/states.cfm>

Strategic Environmental Assessment of Transportation Plans, Programs, and Projects. ECMT . Organization for Economic Cooperation and Development. <http://www1.oecd.org/publications/e-book/7500071E.PDF>

Strategic Planning and Decision Making in State Departments of Transportation.

<http://gulliver.trb.org/publications/nchrp/nchrpsyn326.pdf>





The State of Literacy in America: Estimates at the Local, State, and National Levels. Information and the database is online at:

<http://www.nifl.gov/readers/reder.htm>

Tool for improving community livability. This brochure from the local government commission helps to show government policy makers how communities around the nation are using GIS software to create more livable, vibrant, resource efficient communities. The following pages highlight six ways communities around the country are using GIS tools to enhance livability.

<http://www.lgc.org/freepub/PDF/LandUse/factsheets/gis/pdf>

Transportation Enhancements Clearinghouse Website.

<http://www.enhancements.org>

Transportation in Rural America: Challenges and Opportunities. This forum explored how rural America is being transformed and the resulting challenges for transportation. It also examined the potential opportunities and new policy directions for transportation in rural and small urban areas.

<http://www.cte.umn.edu/events/oberstarforum>

U.S. Census Bureau FactFinder. <http://www.census.gov>

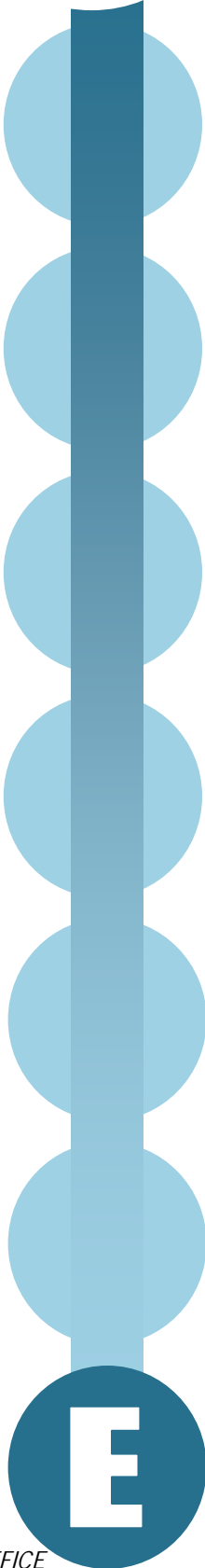
U.S. Department of Agriculture Website. <http://www.usda.gov>

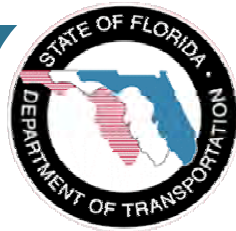
U.S. Department of Agriculture, Food and Nutrition Service FNS state contact–location of all Food Stamp acceptors.

<http://www.fns.usda.gov/cga/contacts/fieldoffices>

U.S. Department of Health and Human Services Website.

<http://www.hhs.gov>





U.S. Department of Housing and Urban Development (HUD). Research Maps (R-MAPS) is a set of HUD products designed to democratize housing and urban data, making the data more accessible and usable to researchers, policy makers, and practitioners. <http://www.hud.gov>

U.S. Department of Housing and Urban Development (HUD) Subsidized Apartment Search-Location, address, type. <http://www.huduser.org/datasets/gis/gisvol3.html>

U.S. Census Bureau's Federal Register of Qualifying Urban Areas for Census 2000. <http://www.ta.dot.gov/library/legal/federalregister/2002/fr5102.pdf>

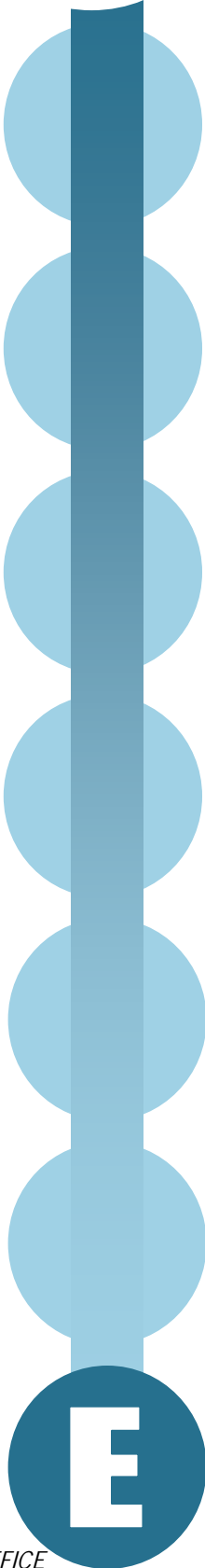
University of Michigan Document Center's Statistical Resources on the Web. <http://www.lib.umich.edu/govdocs/stats.html>

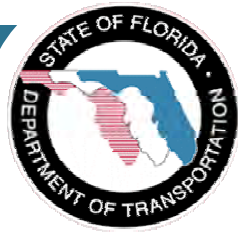
VA Tech Dept. of Urban Affairs and Planning – Partnerships and Participation in Planning website. <http://www.uap.vt.edu/cdrom>

Victoria Transport Policy Institute. Comprehensive information about innovative management solutions to transportation problems; includes Transportation Demand Management (TDM) planning and evaluation techniques/strategies that produce combined economic, social and environmental benefits. <http://www.vtpi.org/tdm>

What's new in economic development assessment and evaluation – Economic Development Research Group, Inc. <http://www.edrgroup.com/index.shtml>

Wisconsin DOT – Building Projects that Build Communities: Recommended Best Practices, can be found at: <http://www.wsdot.wa.gov/biz/csd/BPBC>





CONTEXT SENSITIVE SOLUTION

A guide to Best Practices for Achieving Context Sensitive Solutions from NVHRP Project 15–19 is available online at

<http://gulliver.trborg/publications/nchrp/nchrprpt480.pdf>

CEQ Cumulative Effects Handbook.

<http://www.fhwa.dot.gov/environment/guidebook/vol2/doc6a.pdf>

Consideration of Cumulative Impacts in EPA Review of NEPA Documents.

<http://es.epa.gov/oeca/ofa/cumula.html>

<http://www.fhwa.dot.gov/environment/2ndcml.htm>

<http://gsa.gov/pbs/pt/call-in/update/winter98/wtr981.htm>

<http://gsa.gov/pbs/pt/call-in/factsheet/0399c/0399cfact.htm>

Context Sensitive Design Case Studies, Kentucky Transportation Cabinet and University of Kentucky (1999–2002). Available online at

<http://www.ktc.uky.edu/>

Context Sensitive Design: New Jersey's Experience with CSD, Toth, G. P.E. (2002) (PowerPoint Presentation).

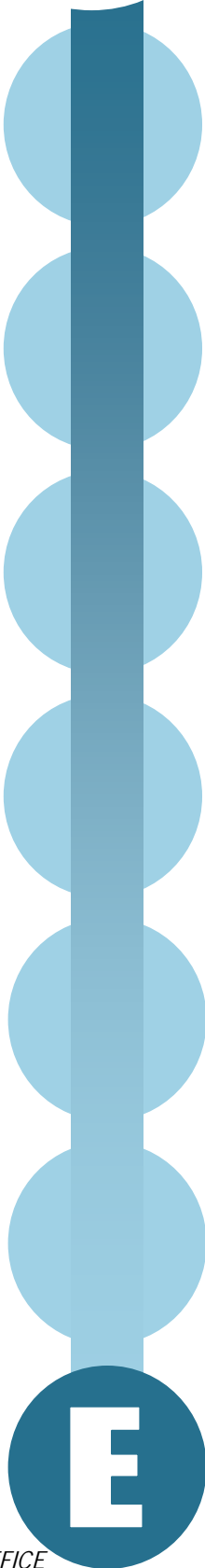
Context Sensitive Design of Bicycle (and Pedestrian) Facilities, Strawser, C., Bicycle Federation of Wisconsin, with photographs provided by Ross, A., City of Madison Bicycle and Pedestrian Coordinator, Madison, Wisconsin (August 2002) (PowerPoint Presentation).

Context Sensitive Design/Thinking Beyond the Pavement. Principles, how to implement, publications, and related links.

<http://www.fhwa.dot.gov/csd/index.htm>

Context Sensitive Design Workshop, Stamatiades, N. Pigman, J. et al, Kentucky Transportation Cabinet and University of Kentucky (1999–2002).

<http://www.ktc.uky.edu/CSDWorkshop.htm>





Context Sensitive Solutions, or CSS, is a collaborative process to achieve solutions so that transportation projects are integrated with the environment and communities they serve. CSS is an interdisciplinary approach in which transportation professionals partner with regulatory agencies, local government, citizens and other stakeholders as part of a solutions team. <http://itre.ncsu.edu/cte/CSS/index.html>

Design Exception Practices NCHRP Synthesis 316.
<http://trb.org/publications/nchrp/nchrpsyn316.pdf>

Design Speed, Operating Speed, and Posted Speed Practices NCHRP Report 504. <http://trb.org/publications/nchrp/nchrprpt504.pdf>

Desk Reference for Estimating the Indirect Effects of Proposed Transportation Projects from NCHRP Project 25-10(2) is available online at <http://gulliver.trb.org/publications/nchrp/nchrprpt446.pdf>

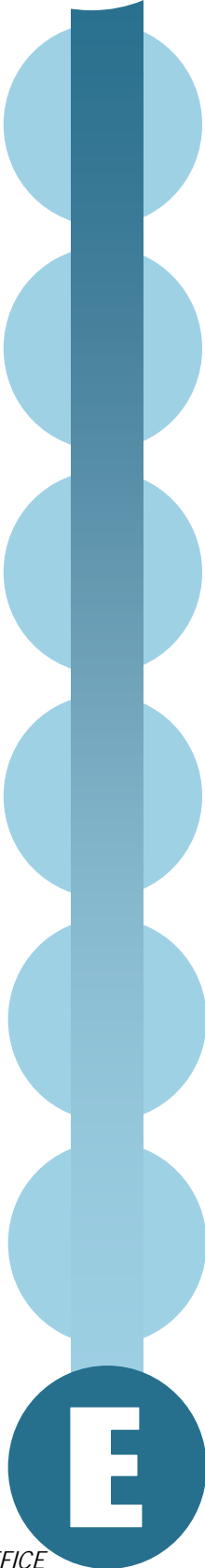
EPA's Characteristics and Performance of Regional Transportation Systems.
<http://www.epa.gov/smartgrowth/performance2004final.pdf>

FHWA Environmental regulations - 23 CFR Part 771.
<http://www.access.gpo.gov/nara/cfr/waisidx/23cfr771.htm>

FHWA Planning regulations - 23 CFR Part 450.
<http://www.access.gpo.gov/nara/cfr/waisidx/23cfr450.htm>

FHWA Traffic Calming Website.
<http://www.fhwa.dot.gov/environment/talm/index.htm>

FHWA's Interactive Highway Safety Design Model (IHSDM) software - a decision support tool. <http://www.tfrc.gov/safety/ihsdm/ihsdm.htm>





Flexibility in Highway Design, FHWA, FHWA-PD-97-062 (1997). Guide to be used as a companion to the AASHTO "Green Book" for fully considering community values and scenic, historic, aesthetic, and other cultural values, along with safety and mobility needs of our highway transportation system.

<http://www.fhwa.dot.gov/environment/nepa/fhd.htm>

Getting It Right in the Right-of-Way: Citizen Participation in Context-Sensitive Highway Design. Myerson, Deborah L, AICP. Scenic America, 1999. Call (202) 543-6200 or access <http://www.scenic.org>.

Guidance for Estimating the Indirect Effects of Proposed Transportation Projects NCHRP Web Document 43, PowerPoint accessed at:

<http://gulliver.trb.org/news/blurbdetail.asp>

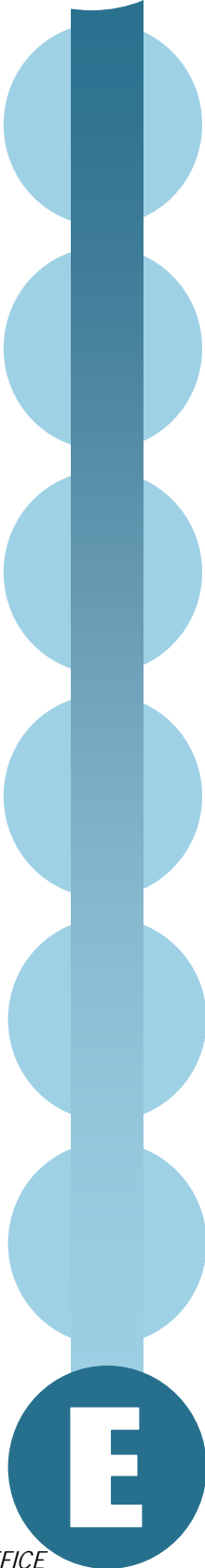
Investing in a Better Future: A Review of the Fiscal and Competitive Advantages of Smarter Growth Development Patterns.

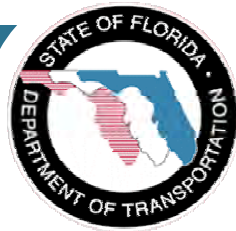
<http://www.brookings.edu/urban/pubs/200403smartgrowth.pdf>

Modern Roundabout Practice in the United States NCHRP Synthesis 264.

<http://trb.org/publications/nchrp/nchrpsyn264.pdf>

Natural Resources Conservation Service (NRCS). Their National Cooperative Soil Survey (NCSS) program is a partnership led by NRCS of federal land management agencies, state agricultural experiment stations, and state and local units of government that provide soil survey information necessary for understanding, managing, conserving, and sustaining the nation's limited soil resources. <http://www.nrcs.usda.gov>





Perspectives on Land Use and Transportation. With changes in society come changes in land use. Today's transportation professional needs to understand these changes and how they influence transportation conditions and characteristics. This website is designed to make recent research findings on the dynamic relationship between land use and transportation broadly available. Research topics includes but are not limited to trip generation, parking, internal capture, on-site circulation and site design. <http://www.perspectives.cutr.usf.edu>

Project for Public Spaces. Parks, plazas, civic squares, transportation and livable communities, public buildings, local economies and web resources to urban parks, community builders and resource center for transportation planning. <http://www.ops.org/index.html>

Secondary and Cumulative Impacts presentation to AASHTO, circa March 2004, provided by FHWA's Lamar Smith.

<http://knowledge.fhwa.dot.gov/ReNEPA/ReNepa.nsf/B/58E6>

*Proceedings can be found at <http://www.environmenttransportation.org>

Sierra Club – Stopping Sprawl Report. <http://www.sierraclub.org/sprawl>

TRB Smart Growth Conference Proceedings Providing a Transportation System to Support Smart Growth: Issues, Practice and Implementation, held Sept. 8–11, 2002, in Baltimore, MD.

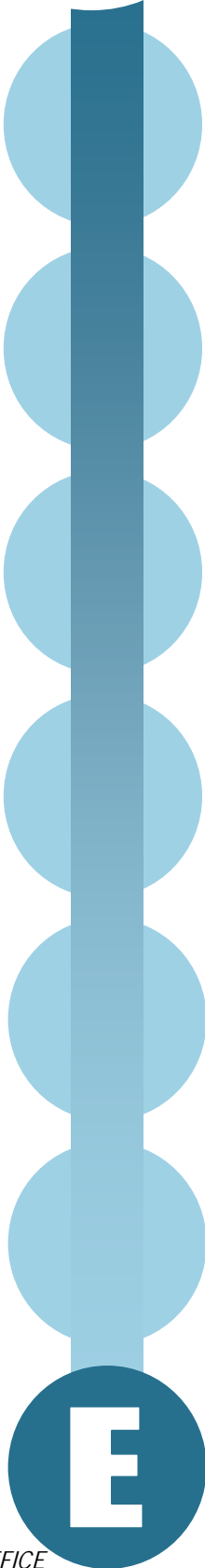
<http://www4trb.org/trb/calendar.nsf/web/smartgrowth>

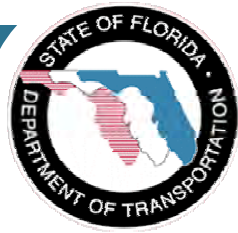
Urban Sprawl: The Big Picture. Science and NASA.

<http://science.nasa.gov/headlines/y2002/11octsprawl.htm>

When Main Street is State Highway – Blending Function, Beauty and Identity. MD SHA's.

<http://www.sha.state.md.us/businesswithsha/projects/ohd/mainstreet/Mainstreet.pdf>





PUBLIC INVOLVEMENT

“Additional Investigations of Driver Information Overload” NCHRP Report 488. <http://trb.org/publications/nchrp/nchrprpt488a.pdf>

Allied Media Corp. African American Newspapers and other Media. <http://alliedmedia.us/Publications/africanamericannewspapers.htm>

Allied Media Corp. Hispanic Newspapers and other Media. <http://alliedmedia.us/Publications/hisp-clipping.htm>

Black newspapers. <http://www.blackfind.com>

Black radio stations throughout the nation. <http://www.radioblack.com>

Chinese Media in America. <http://www.chinasite.com>

EPA’s Public Involvement Policy came out in May 2003. <http://www.epa.gov/publicinvolvement/policy2003/frnlead.pdf>

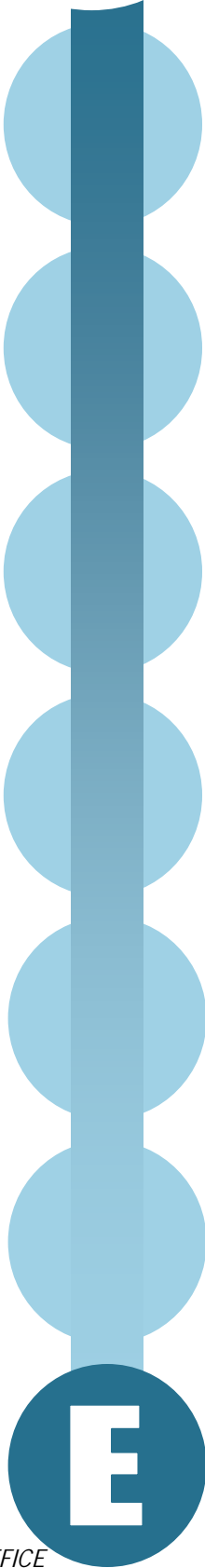
FDOT Public Involvement Handbook. <http://www.dot.state.fl.us/emo>

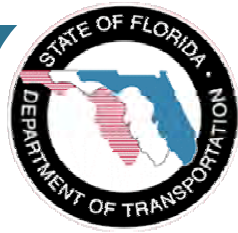
FDOT Public Involvement Handbook for Median Projects. <http://www.cutr.usf.edu/research/pimedian.pdf>

FHWA Native American Website. <http://www.fhwa.dot.gov/environment/natvamrc/index.htm>

FHWA’s A Citizen’s Guide to Transportation Decision Making. <http://www.fhwa.dot.gov/planning/citizen/index.htm>

FHWA’s Interactive Public Involvement Techniques, 2004. <http://www.planning.dot.gov/Pitool/toc-foreword.asp>





Going Public: Involving Communities in Transportation Decisions.

<http://gulliver.trb.org/publications/trnews/trnews220.pdf>

Hear Every Voice. Public Involvement Manual, Minnesota DOT (1997) Approach, techniques, and case studies; environmental Justice guidance, and reports on dialogues with non-traditional stakeholders.

<http://www.dot.state.mn.us/pubinvolve/partner.html>

International Association for Public Participation Toolbox.

<http://www.iap2.org/baordlink/toolbox.pdf>

Lisa Beever and Nancy Wagner's "Planning Games and Public Involvement".

<http://www.ciatransnet/Planning.pdf>

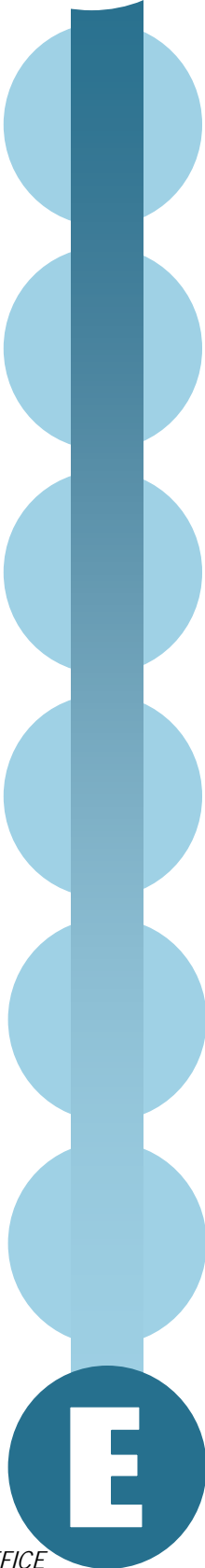
Public Involvement and the Organizational Landscape: State Departments of Transportation Undergo Culture Shift, South, L., TR News No. 200, Transportation Research Board (May-June 2002).

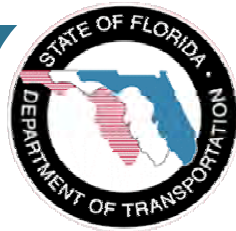
Public Involvement in Long-Range Transportation Planning, Byrd, L. and David, S., TR News No. 220, Transportation Research Board (May-June 2002).

Public Involvement in the Development of the Long-Range Transportation Plan, FHWA and Florida DOT (2001).

Public Involvement in Transportation Planning.

Public involvement in transportation project planning. Why does public involvement in transportation project planning sometimes "go wrong" leading to significant dissatisfaction or even conflict between the planning agency and the very communities that improvements are intended to serve? <http://www.cts.umn.edu/news/renews/2004/05/index.html>





Public Involvement Techniques for Transportation Decision-making, FHWA (1996). Manual of over 100 public involvement techniques.

Available on the FHWA web site at

<http://www.fhwa.dot.gov/reports/pittd/cover.htm>

Public Participation Workshop – Tools, Strategies, Resources.

<http://www.jefferson-center.org>

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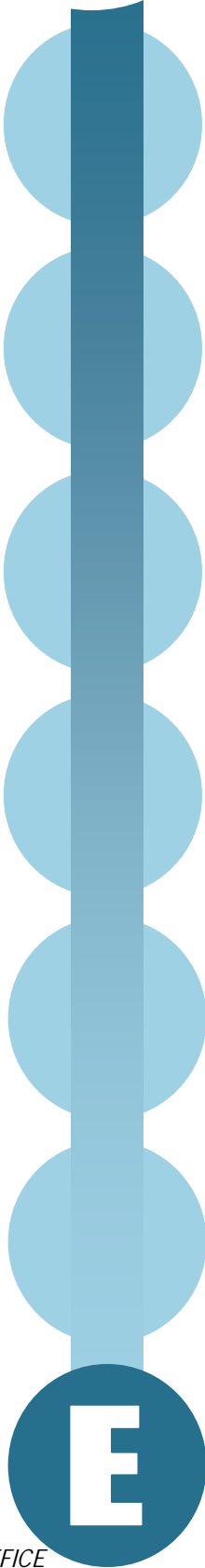
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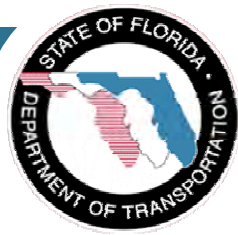
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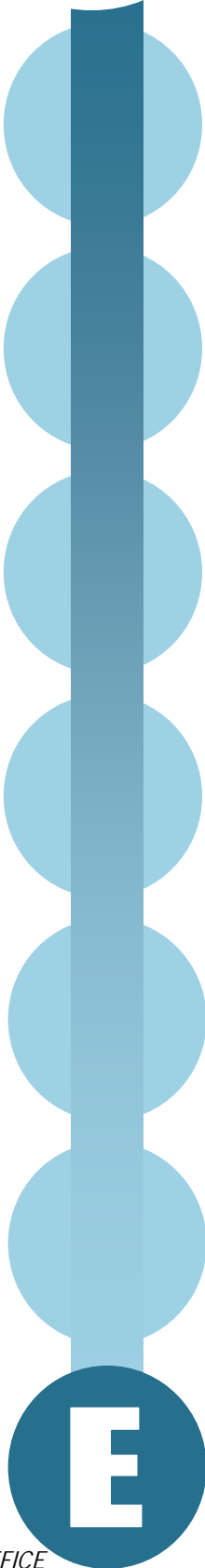
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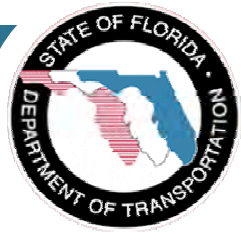
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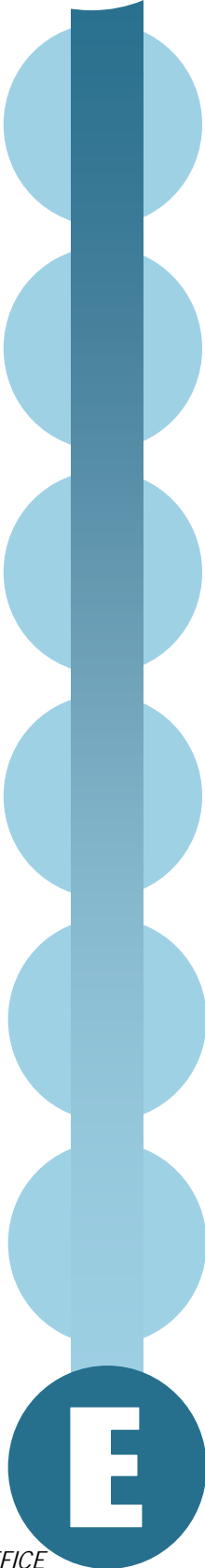
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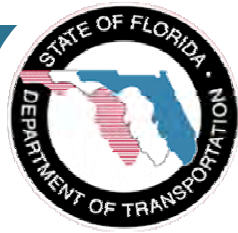
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PBS's companion to a documentary RACE– The Power of an Illusion.
<http://www.pbs.org/race/000General>

Prevention of Discriminatory or Disproportionate Impacts Civil Rights (Title VI, ADA, Executive Order on Environmental Uniform Relocation Assistance and Real Property Acquisition Act).
<http://fhwa.dot.gov/environment/guidebook/chapter/v2ch16.htm>

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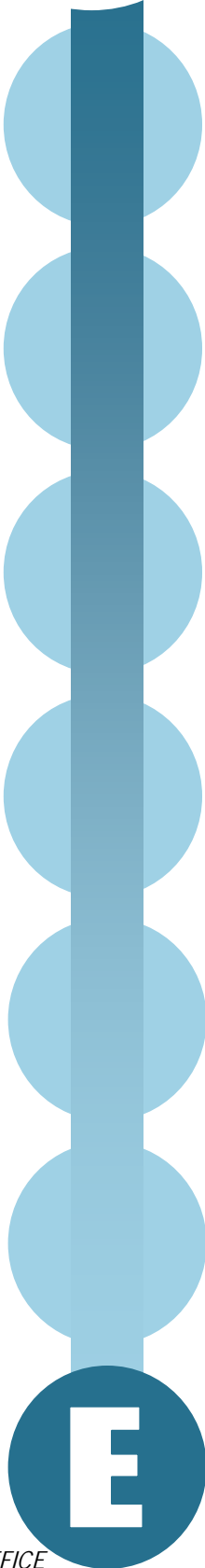
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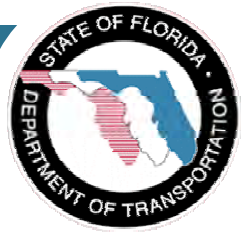
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USC Berkeley's Institute of Transportation Studies. Environmental Justice & Transportation: A Citizen's Handbook, 2003.
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OTHER USEFUL SITES/CONTACTS

Archaeological and Historic Preservation Act (Moss–Bennett).
<http://www.fhwa.dot.gov/environment/guidebook/chapters/v2ch10.htm>





AT&T World Net Services. Services offered by AT&T, family, finance, health, news and technology. <http://www.att.net>

American Association of State Highway & Transportation Officials (AASHTO). Transportation investment and stewardship. Reauthorization deadlines, what's new, weekly transportation report. AASHTO center for environmental excellence, materials reference laboratory and innovative public participation software: Comment Works. <http://www.transportation1.org/aashtonew>

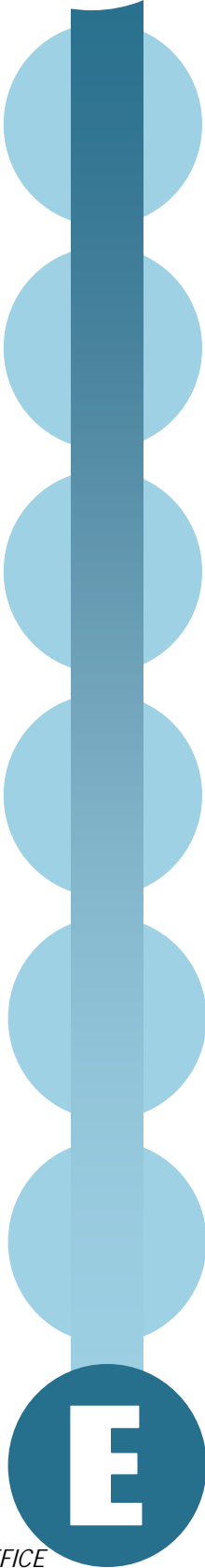
American Institute of Architects. Publications, press releases, service location, education policies, AIA Career Center and employers looking for architects. <http://www.aia.org>

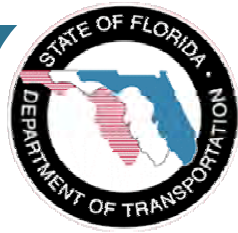
American Planning Association. Legislation and policy, publications, knowledge exchange, research, consultant services and APA services related to your community. <http://www.planning.org>

American Public Transportation Association (APTA). Research and statistics, services and programs, conferences, current transportation news, a transit action center and APTA's reauthorization center. <http://www.apta.com>

American Public Works Association (APWA). Resource center, membership and meetings, government affairs and current information on legislation underway affecting public works. <http://www.apwa.dc@apwa.net>

American Road & Transportation Builders Association (ARTBA). U.S. transportation construction industry's representative in Washington, D.C. with information regarding government affairs, economic and research, legal advocacy, foundation programs, membership, meetings & events, news and press releases. <http://www.artba.org>





American Society of Civil Engineers. <http://www.asce.org>

American Society of Landscape Architects. <http://www.asla.org>

Anywho. Resource for locating people. <http://www.anywho.com>

Asphalt Institute. Superpave, environmental, technical questions information, publications, seminars, technical articles, news releases, lab services and links to member companies. <http://www.asphaltinstitute.org>

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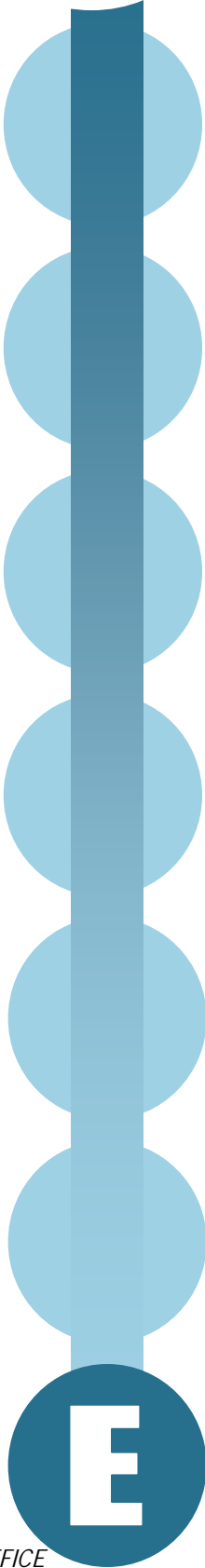
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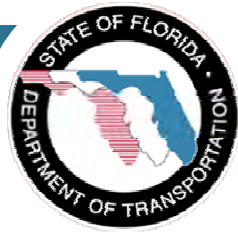
Broward MPO – Transportation planning for Broward County. <http://www.co.broward.fl.us/mpo>

Center for Excellence for Sustainable Development. <http://www.sustainable.doe.gov>

Center for Transportation and the Environment. Searchable database, TRB partnerships, CTE products and services, news and helpful links. <http://www.itre.ncsu.edu/cte>

Center for Transportation Studies. Research information for projects and facilities, education workshops, seminars and courses, news and events, publications and library services and transportation links. <http://www.cts.emn.edu>





Central Florida Regional Planning Council. Information about the council, the region, the SRPP, programs, planning articles, calendar of events and related sites. <http://www.cfrpc.org/related>

Charlotte County/Punta Gorda MPO – Transportation planning information for Charlotte County. <http://www.ccmpto.com>

Civic Practices Network. <http://www.cpn.org>

Civil Engineering Research Foundation. CERF collaborative programs, innovation centers and the corporate advisory board. <http://www.cerf.org/indexis>

Clean Air Clearinghouse. <http://www.narc.org/cleanair/index.htm>

Collier County MPO – Transportation planning information for Collier County. <http://www.co.collier.fl.us/mpo>

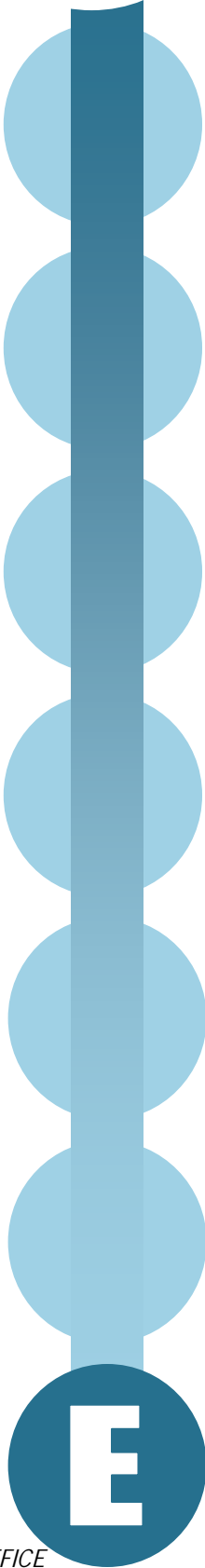
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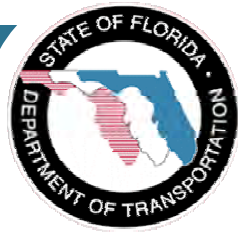
Community-Based Clean Air and Transportation Public Education Initiatives and Partnerships (CTE National Teleconference Broadcast w/Subject Bibliography). <http://www.itre.ncsu.edu/cte/2000teleconferences.htm>

Community Transportation Association. Federal transportation information, publications, training/certification, technical assistance, transit financing, news and links. <http://www.ctaa.org>

Department of Commerce. Locate your local commerce office. <http://www.commerce.gov/statemap2.html>

Divided Highway. <http://www.pbs.org/weta/dividedhighways>





EPA. Envirofacts Database. <http://www.epa.gov/enviro/indexjava.htm>

EPA Office of Enforcement and Compliance Assurance.
<http://www.es.epa.gov/oeca/main/ej/index.html>

EcoJustice Network. <http://www.igc.apc.org/envjustice>

Electronic CFR Beta Test site. <http://www.gpoaccess.gov/ecfr>

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Eleven Steps for Cumulative Effects Evaluation.
<http://www.fhwa.dot.gov/environment/cumeff11.htm>

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<http://www.seattle.baattelle.org/services/e&s/e&shome.htm>

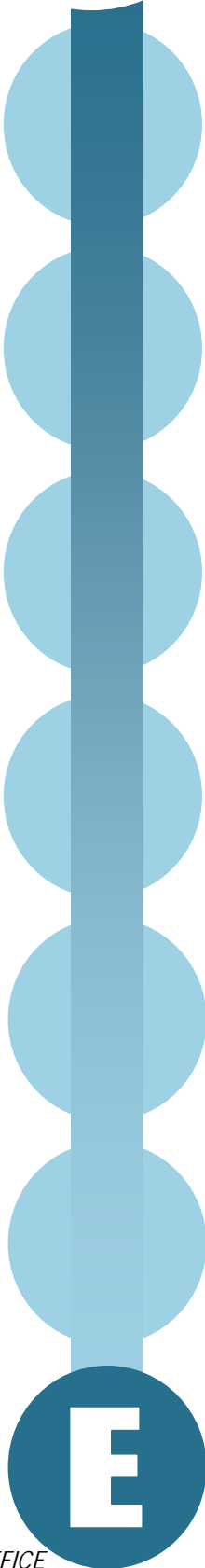
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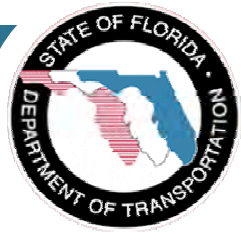
Environmental Considerations. Advisory Council on Historic Preservation.
<http://www.achp.gov>

Environmental Inequality. <http://www.cruzio.com>

Executive Orders.
<http://www.archives.gov/federalregister/executiveorders/dispositiontables.htm>

FHWA Environmental and Planning Calendar of Events.
<http://www.fhwa.dot.gov/hep/calendar.htm>





FHWA Operations Security website.

<http://www.ops.fhwa.dot.gov/opsSecurity>

FHWA Manual on Uniform Traffic Control Devices.

<http://www.mutcd.fhwa.dot.gov>

Federal Geographic Data Committee (FGDC).

<http://www.fistgog.gov>

Federal Register. <http://www.gpoaccess.gov/nara/index.htm>

Federal Transit Administration. <http://www.fta.dot.gov>

First Coast MPO – Definition of an MPO, existing projects and long range transportation plan, members, committees, meeting notices and links related to the FCMPO. <http://www.firstcoastmpo.com>

Florida Association of Counties. Visit county websites, explore advertising, affiliates, calendar of events, corporate opportunities, mission, purpose and history, TEA-21 Resolution, communications, publications, education, training and conferences. <http://www.fl-counties.com>

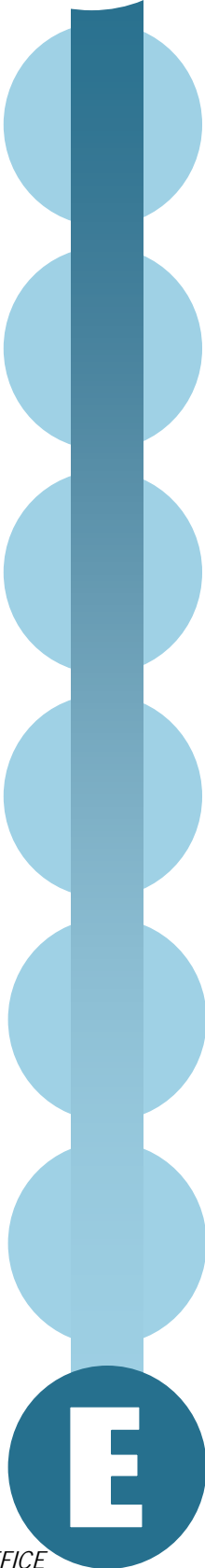
Florida Environmental Resource Listings.

<http://www.envirolink.org/florida/resources.html>

Florida Geographic Information Systems. Cabinet affairs, programs, geology, intergovernmental programs, laboratories, springs, state lands and parks, everglades, wastewater and related links.

<http://www.dep.state.fl.us/gis>

Florida International University. FIU faculty and staff, centers and institutes, government relations. <http://www.fie.edu>





Florida League of Cities. General information regarding city officials united to shape legislation and exchange ideas. <http://www.flcities.com>

Florida Metropolitan Planning Organization Advisory Council (MPOAC). Florida MPOs information. <http://www.mpoac.org>

Florida Transportation Commission. FTC information including meeting agendas, public notices, Commissioners, staff, meeting schedules. <http://www.ftc.state.fl.us>

Gainesville MPO – Transportation planning for Gainesville. <http://www.ncfrpc.org/mtpo/index.html>

Hillsborough County MPO – The Long Range Transportation Planning Organization for Hillsborough County. <http://www.hillsboroughmpo.org>

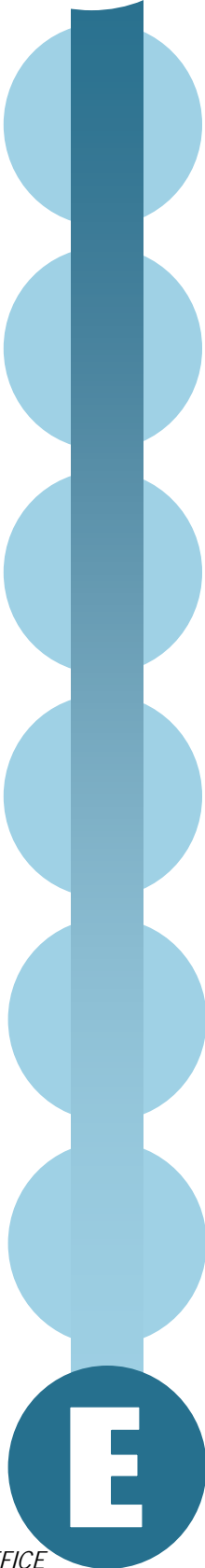
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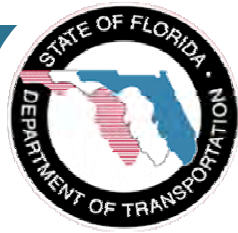
ITS/Operations Resource Guide. <http://www.its.dot.gov/guide.htm>

Institute for Global Communications. <http://www.igc.org>

Institute of Transportation Engineers (ITE). Technical information, professional development, publications, news and links. <http://www.ite.org>

Insurance Institute for Highway Safety. Vehicle ratings, research by topic, news releases, publications, educational videos, top stories and the Highway Loss Data Institute. <http://www.iihs.org>





International Association for Impact Assessment. IAIA is a forum for advancing innovation, development and communication of best practices in impact assessment. <http://www.iaia.org>

International scanning Tour on Highways Geometric Design Practices for European Roads – Modify, safety, community issues, context sensitive design FHWA–PL–01–026– The objective of this scanning tour in June, 2000 was to review and document procedures and practices in highway geometric design and context sensitive design in several European countries. This “Report” gives a brief discussion on practices the scan tour participants found most significant. Please see the full report at the link below.

HTML Version:

http://www.international.fhwa.dot.gov/pdfs/converted_to_html/geometric_design/geometric_design2.htm

PDF Version:

http://www.international.fhwa.dot.gov/Pdfs/Geometric_Design.pdf (2 MB)

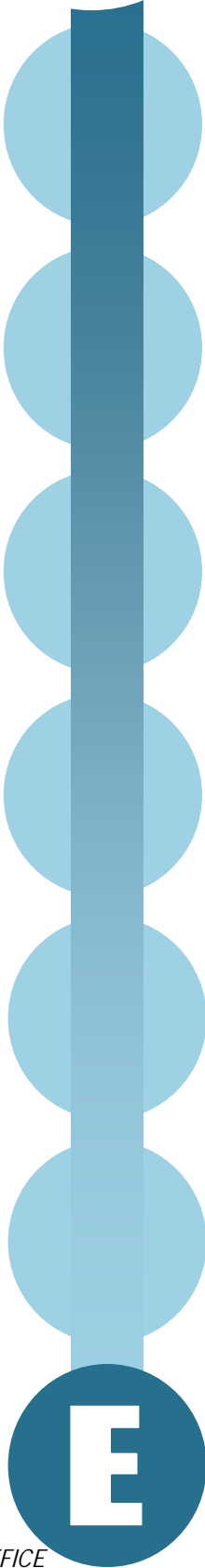
Labor Marketing Information. Florida research and economic database, occupational employment statistics, Florida census data center, Code conversion project, employers, job seekers, finding an agency and employment links. <http://www.labormarketinfo.com>

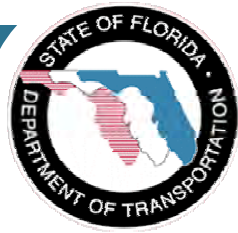
Lee County MPO – Transportation planning for Lee County.

<http://www.srfrpc.org/mpo>

Legislation. <http://www.thomas.loc.gov>

Library of Congress. <http://www.loc.gov>





Local Technical Assistance Program (LTAP). Locate local LTAP center, which provides training to those individuals, who maintain our local streets and roads via workshops, road shows and computer training.

<http://www.ltap.org>

MPOAC General Counsel. General counsel for the (Florida) Metropolitan Planning Organization Advisory Council.

<http://www.mpoac.org/general%20counsel.htm>

MapQuest. Search for street names or addresses.

<http://www.mapquest.com>

Martin County MPO – Transportation planning for Martin County.

<http://www.martin.fl.us/GOVT/depts.gmd/gmt/newindex>

Maryland Department of Planning. Managing Maryland's Growth: Achieving Environmentally Sensitive Design. April 1995.

- Managing Maryland's Growth: Design Characteristics of Maryland's Traditional Settlements, August 1994.
- Managing Maryland's Growth: Regulatory Streaming, February 1994.
- Smart Growth and Neighborhood Conservation, May 1997.
- Smart Growth and Neighborhood Conservation Initiatives, February 1998.

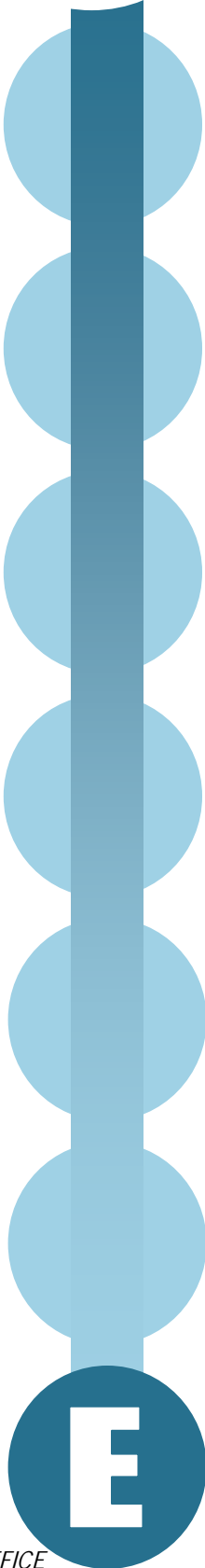
<http://www.mdp.state.md.us/info/library.html>

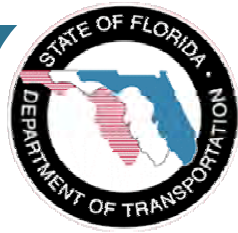
Maryland Department of Transportation – State Highway Administration

<http://www.sha.state.md.us>

Maryland Department of Transportation State Highway Administration
Thinking Beyond the Pavement.

<http://www.sha.state.md.us/oce/thinking.htm>





METROPLAN Orlando – Transportation planning for Orange, Osceola and Seminole counties. <http://www.metroplanorlando.com>

Miami Urbanized Area MPO – Transportation planning in Miami. <http://www.co.miami-dade.fl.us/mpo>

Mobile Home Park Store. Mobile home directories including communities, service companies, product companies, transporters, home retailers and other links to development land for mobile home communities, consulting, appraisers and developers. <http://www.mobilehomeparkstore.com>

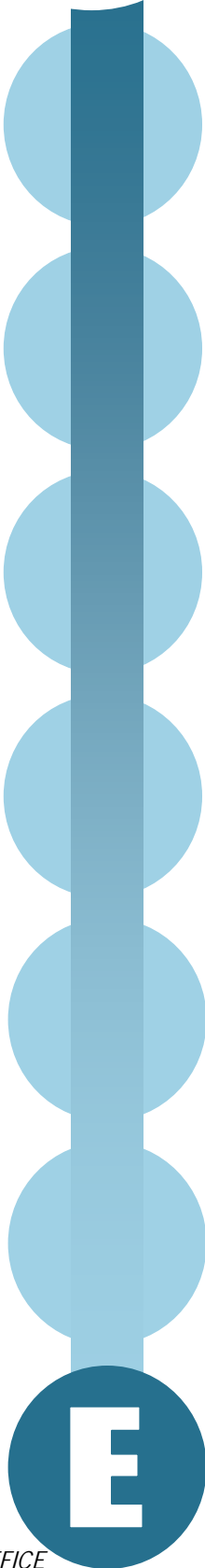
My Florida Information. E-Government Services, E-government Shortcuts, Governor's Initiatives, Unemployment/Reemployment, Business, Visitors and E-Government Links. <http://www.myflorida.com>

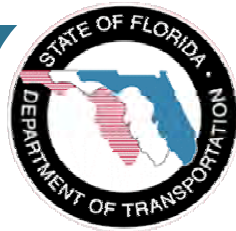
NHS Designation Act: November 1995 – Section 109 of Title 23, United States Code. <http://www4.law.cornell.edu/uscode/23/109.html>

National Archive's Federal Register. <http://www.archives.gov/federalregister/index>

National Association of Counties (NACO) is committed to further communication between national government agencies and counties. NACO sponsors The Joint Center for Sustainable Communities, a collaboration between NACo and the U.S. Conference of Mayors (USCM) to provide a forum for cities and counties to develop long-term policies and programs that lead to environmental stewardship, job growth and social well being. <http://www.naco.org>

National Association of County Engineers. <http://www.nace@naco.org>





National Association of Development Organizations. Provides a regional transportation online center, training information for regional development organizations in small metropolitan and rural America.

<http://www.nado.org>

National Association of Environmental Professionals. To promote excellence in the environmental profession, this site provides information on educational and networking conferences, publications, chapter listings, ethics and committees. <http://www.naep.org>

National Association of Impact Assessment. <http://www.iaia.org>

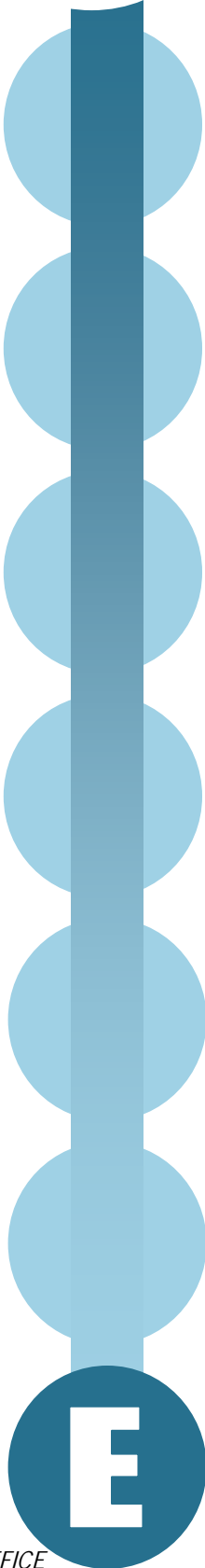
National Association of Regional Councils (NARC). Regional information clearing house, economic development, environment, transportation, publications and membership. <http://www.narc.org/homepage>

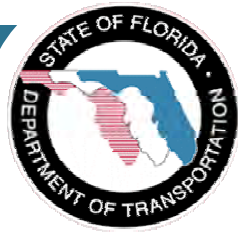
National Governor's Association. Governors, news room, state/federal affairs, multimedia, corporate fellows program, NGA policy positions and reports. <http://www.nga.org>

National LTAP Association. <http://www.ltap.org>

National League of Cities. Leadership, advocacy, programs, membership, conferences, newsroom, US communities purchasing alliance and related links. <http://www.nlc.org>

National Safety Council. Membership. Library, training, events, products workplace, home/community and environment. <http://www.nsc.org>





National Transit Institute. Research and technology programs, implementation methods program area, national program of transit planning and research, small business innovative research program, related resources, related resources, related documents and international mass transportation program. <http://www.fta.dot.gov/research>

National Transportation Library Digital Collection. <http://www.ntl.bts.gov>

National Trust for Historic Preservation. <http://www.nthp.org>

Nevada Department of Transportation, June 2002. Pattern and Palette of Place: A Landscape and Aesthetic Master Plan for the Highway System – http://www.nevadadot.com/pub_involvement/landscape/unlv/MasterPlan-July3.pdf.

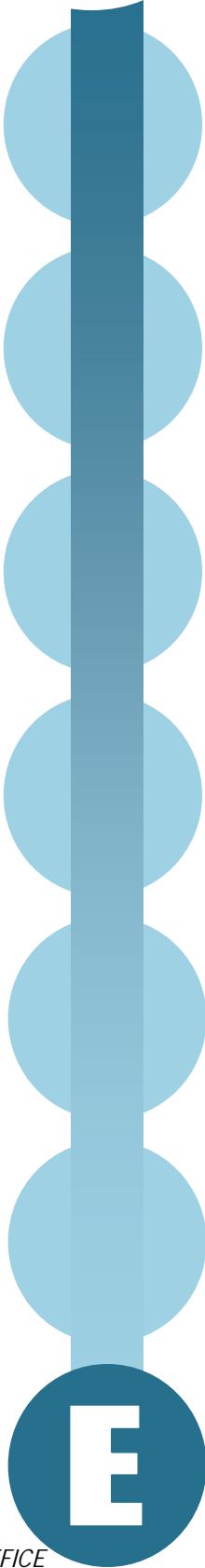
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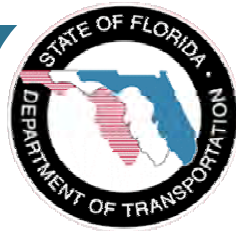
North Carolina's Public Transportation Systems Marketing Toolkit, February 2002. Prepared by the NCDOT Public Transportation Division.
<http://www.ncdot.org/transit/transitnet>

OMB Circulars. <http://www.whitehouse.gov/omb/circulars/index.htm>

Ocala/Marion County MPO – Transportation planning for Ocala and Marion Counties. www.ocalamarion-mpo.org

Okaloosa-Walton TPO – Transportation planning for Escambia, Santa Roas, Okaloosa, Walton, Bay, Washington and Holmes Counties.
<http://www.wfrpc.dst.fl.us>





Organizations interested in federal grants can now visit one web site to find application materials and other related information.

<http://www.grants.gov>

Palm Beach MPO – Transportation planning for Palm Beach County.

<http://www.pbcgov.com/mpo>

Pasco County MPO – Transportation planning for Pasco County and information about the MPO Advisory Council.

<http://www.mpoac.org/pasco%20county>

Pinellas County MPO – Transportation planning for Pinellas County.

<http://www.co.pinellas.fl.us/mpo>

Planning and Environment. <http://www.fhwa.dot.gov>

Public involvement. <http://www.fhwa.dot.gov/environment/ej2.htm>

Preservation of Historical, Cultural and Archaeological Resources
National Historic Preservation Act (Section 106).

<http://www.fhwa.dot.gov/environment/guidebook/chapters/v2ch10.htm>

Public Lands – Department of Transportation Act [Section 4(f)].

<http://www.fhwa.dot.gov/environment/guidebook/chapters/v2ch15.htm>

Prevention of Discriminatory or Disproportionate Impacts.

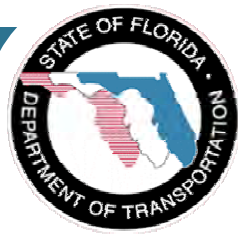
Civil Rights (Title VI, ADA, Executive Order on Environmental Justice):

<http://www.fhwa.dot.gov/environment/guidebook/chapters/v2ch16.htm>

Uniform Relocation Assistance and Real Property Acquisition Act.

<http://www.fhwa.dot.gov/realestate/us.htm>





Polk Transportation Planning Organization – Transportation planning for Polk County. <http://www.polk-county.net/TOP/polk.html>

Roadway Safety Foundation. <http://www.roadwaysafety.org>

Sarasota/Manatee MPO – Transportation planning for Sarasota and Manatee Counties. <http://www.sarasota-manateempo.org>

Scenic America. <http://www.scenic.org>

Smart Travel Resources Database. <http://yosemite.epa.gov>

St. Lucie MPO – Transportation planning for St. Lucie County. <http://www.poac.org/st.%20lucie.htm>

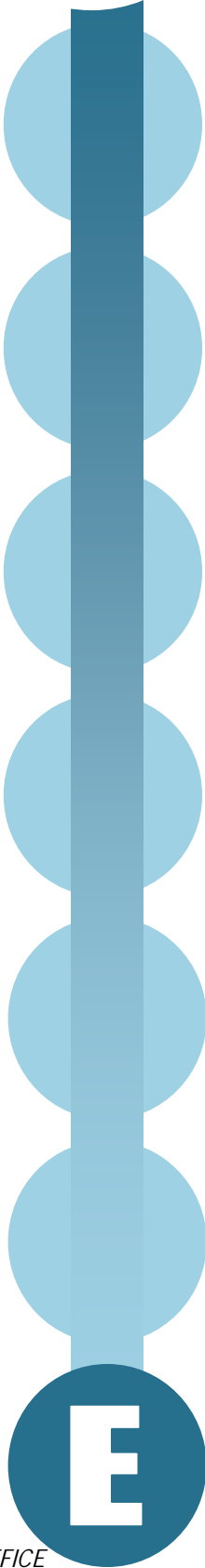
State Data Center Program. Locate local Census State Data Center and explore a wide network of lead, coordinating and affiliate agencies. Demographics, economic and social statistics produce by the Census Bureau. <http://www.census.gov/sdc>

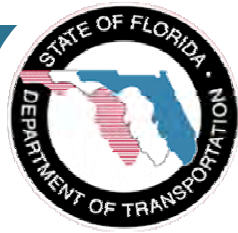
Summary of Federal Laws Affecting Transportation, FHWA. <http://www.fhwa.dot/gov/environment/guidebook/chapters/v2ch9.htm>.

Surface Transportation Policy Project (STPP). The latest reauthorization information, news, pedestrian safety, environmental protection, economic prosperity, equity and livability and other related links. 1100 17th St., NW 10th Floor. Washington, DC 20036. <http://www.transact.org>

Sustainable Economic & Environmental Knowledge. <http://www.mapcruzin.com>

TRB Calendar of Events. <http://www.gulliver.trb.org/calendar>





TRB Committee Structure (see division A).

<http://www.gulliver.trb.org/directory>

TRB Environmental Analysis in Transportation Committee (ADC-10).

<http://www.itre.ncsu.edu/A1F02/default.htm>

TRB website. <http://www.nas.edu/trb/index.htm>

Tallahassee/Leon County MPO – Transportation planning for Leon County.

<http://www.talgov.com/citylh/planning/trans/mpol.html>

The Asphalt Rebellion. Alan Ehrenhalt. Oct. 1997 Governing.

<http://sustainable.state.fl.us/fdi/fsc/news/world/asphalt1.htm>

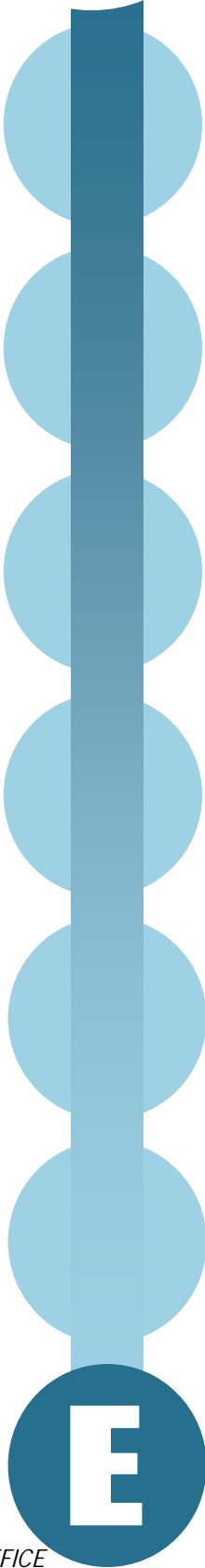
The State Library. Library and Network Services, State Library, Legislative Library Service, archives and records management, international affairs, cultural affairs, historical resources and Florida Government information locator. <http://www.dos.state.fl.us/dlis>

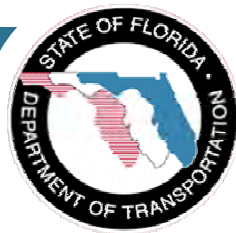
The State of Literacy in America: Estimates at the Local, State, and National Levels. <http://www.nifl.gov/reders/intro.htm>

Thinking Beyond The Pavement Blue Brochure (PDF format, 1.54MB). Maryland National Workshop where transportation professionals worked to identify the qualities and characteristics of successful context sensitive transportation projects. <http://www.fhwa.dot.gov/csd/mdbroch.pdf>

Thurgood Marshall School of Law, Environmental Justice Clinic.

<http://www.tsulaw.edu/environ>





Tiger Files. Topologically Integrated Geographic Encoding and Referencing System including Census Bureau maps, cartographic boundary files, urban/rural classification, statistical area delineation and geography main page. <http://www.census.gov/geo/www.tiger>

Traditional Neighborhood Development: Street Design Guideline. Institute of Transportation Engineers, 1999. Call (202) 554-8050, ext. 130, or access <http://www.ite.org>

Traffic Calming. <http://www.ite.org/traffic/index.html>

Transit City, USA. <http://www.fta.dot.gov/transcity>

Transportation: Environmental Justice & Social Equity Conf. Proceedings. <http://www.transact.org/cf/indexcf.htm>

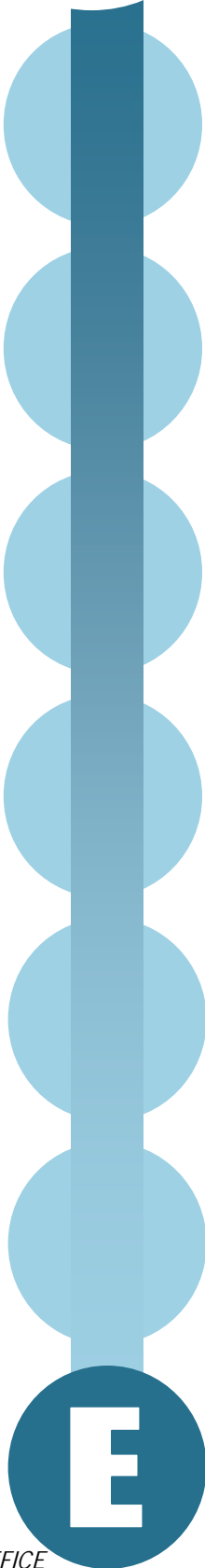
Transportation Research Board. Current projects, programs, resources, conferences and workshops, helpful resources, committees, TRB Divisions, Marine Board and representatives. <http://www.nas.edu/trb>

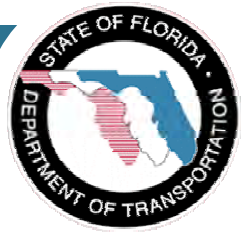
U.S. Census Bureau. Census 2000 data, area profiles, business, economic census, maps, minority links, race and Hispanic origin, estimates, American Fact Finder, publications and related sites. <http://www.census.gov>

U.S. Conference of Mayors. <http://www.usmayors.org>

U.S. Geological Survey (USGS). <http://www.usgs.gov>

U.S. Interagency Working Group on Sustainable Development Indicators. <http://www.sdi.gov>





United Conference of Mayors. Federal grants, doing business with ESCM and its members, best practice database, arts, parks, community policing, sustainable communities, employment training and a Washington update. <http://www.usmayors.org>

University of Iowa, Public Policy Center. <http://www.uiowa.edu>

Urban Institute. <http://www.urban.org>

Urban Land Institute. <http://www.uli.org>

Utah Department of Transportation (located within Utah DOT's Project Development unit). <http://www.udot.utah.gov/esd/css/CSSMain.htm>.

Volusia County MPO – Transportation planning for Volusia County. <http://www.volusiacountympo.com>

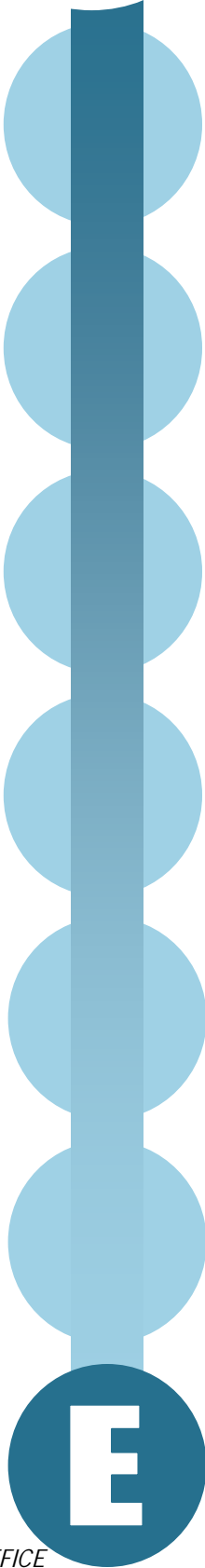
WILMAPCO: Mobility Friendly Design Standards, Wilmington Area Planning Council, 1997. Call (302) 737-6205 or contact wilmapco@ix.netcom.com

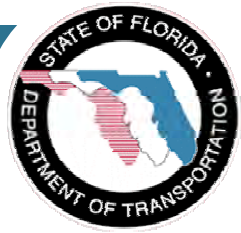
Yellow Pages. Resource to locate businesses, associations etc. <http://www.yellowpages.com>

LEGISLATION, REGULATIONS, GUIDANCE, ETC.

23 U.S.C. 109(h) (from Federal-aid Highway Act of 1970) can be accessed at <http://environment.fhwa.dot.gov/projdev/imp109h.htm>

23 U.S.C. 109 – Title 23 Highway, Chapter 1 Federal-Aid, Subchapter I General Provisions, Section 109 Standards, see (h) (i) and (m) <http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi>





23 U.S.C. 134 – Metropolitan Planning, see (a) (3), (f) (1) – factors, (g) (4)
<http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi>

23 U.S.C. 135 – Statewide Planning, see (a) (3), (c) (1) – factors, (d), and (e)
(3) <http://frwebgate.access.gpo.gov/cgi-bin//getdocdbname=browse>

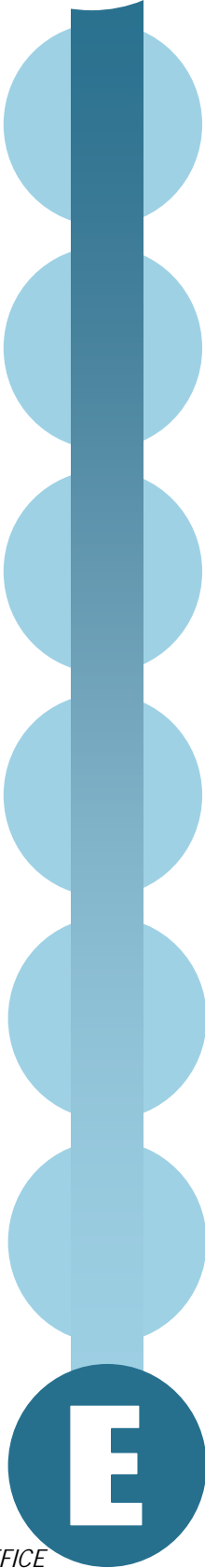
E.O. 13274 – Environmental Stewardship and Transportation Infrastructure Project Reviews; signed Sept. 18, 2002; Federal Register 67 FR 59449, Sept. 23, 2002 <http://frwebgate.access.gpo.gov/cgi-bin/getdoc>

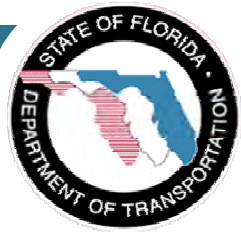
FHWA Legislation, Regulations and Guidance website.
<http://www.fhwa.dot.gov/hep/legreg.htm>

Summary of Environmental Legislation Affecting Transportation.
<http://ww.fhwa.dot.gov/environment/envsum.htm>

TEA-21. <http://www.fhwa.dot.gov/tea21>

Title VI of the Civil Rights Act of 1964.
<http://www.fhwa.dot.gov/environment/titlevi.htm>





SUGGESTED SCOPE ELEMENTS FOR AN SCE EVALUATION

The suggested activities necessary to complete a sociocultural effects evaluation should be tailored to the nature and scope of the project and its potential effects. These activities include the following:

STEP 1: Determining Data Needs

- Define study area
- Review and assess existing data
- Review available community characteristics inventories and community boundaries
- Meet with local planners to identify community data available

Product – Data Needs Matrix

STEP 2: Collect/Organize/Assess Community Data (as described in Step 1)

- Collect/Organize additional data
- Verify data through field surveys, windshield surveys, etc.
- Conduct public involvement activities to collect data

STEP 3: Prepare a Community Characteristics Inventory (CCI)

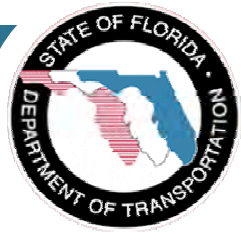
- Organize data according to the six SCE issues
- Create a CCI for each affected community, including a detailed community boundary map (as described in Chapter 3)
- Conduct public involvement activities to assess community data and collect additional data

Product –CCI and Community Map

STEP 4: Determine Data Sufficiency

- Determine if data collected accurately identifies the affected community
- Determine if the data is sufficient to identify SCE issues
- Determine if the data is sufficient to evaluate SCE effects

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STEP 4: Identify Potential SCE Effects

- Identify potential sociocultural effects for the six SCE issues that apply and identify the degree of effect on the community for each alternative identified
- Conduct public involvement to affirm the degree of effect

Product -SCE Issues Matrix

STEP 5: Document Findings

- Prepare SCE Technical Memorandum
- Complete Project Diary

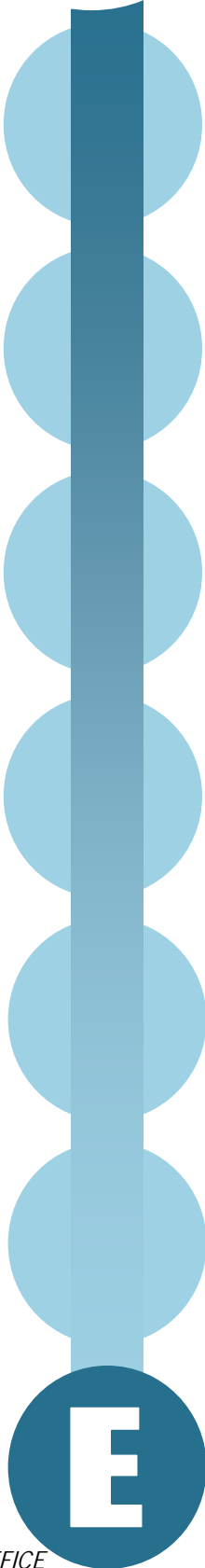


TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
SCHOOLS	<u>Recommended:</u> <ul style="list-style-type: none"> • School Name • Address • Education Level 	<i>Education Level</i> <ul style="list-style-type: none"> • Elementary • Middle • High • College / University <ul style="list-style-type: none"> • Technical / Trade • Other (Describe)
	<u>Optional:</u> <ul style="list-style-type: none"> • Campus Boundary • Operating Entity Name • Operating Entity Type • Enrollment • Special Program • Colocated Use • Year Built 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • Public • Private <i>Enrollment</i> <ul style="list-style-type: none"> • Commuter Student Population • Resident Student Population <i>Special Program</i> <ul style="list-style-type: none"> • Special Education • Charter • Magnet • After School • Other (Describe) <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No
Associated Data Entity:		
ATTENDANCE ZONES	<u>Optional:</u> <ul style="list-style-type: none"> • Zone Name 	
SCHOOL BUS ROUTES	<u>Optional:</u> <ul style="list-style-type: none"> • Route Name 	
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
MEDICAL/HEALTH FACILITIES	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address • Type 	<i>Type</i> <ul style="list-style-type: none"> • Hospital w/Emergency Room • Hospital w/o Emergency Room <ul style="list-style-type: none"> • Nursing Home • Other (Describe)
	<u>Optional:</u> <ul style="list-style-type: none"> • Operating Entity Name • Operating Entity Type • Site Boundary • Colocated Use • Capacity • Year Built 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • Private • Public <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
FIRE DEPARTMENTS	Recommended: <ul style="list-style-type: none"> • Name • Address 	
	Optional: <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Specialized Service • Colocated Use • Year Built 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> • City • County • Special District • Volunteer • Other (Describe) <p><i>Specialized Service</i></p> <ul style="list-style-type: none"> • Specialized Vehicles <ul style="list-style-type: none"> - Ladder Truck - EMT Vehicle - Haz Mat Vehicle • Other (Describe) <p><i>Colocated Use</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No
Associated Data Entity:		
SERVICE ZONE	Optional: <ul style="list-style-type: none"> • Name 	
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
RELIGIOUS FACILITIES (Excludes Schools)	Recommended: <ul style="list-style-type: none"> • Name • Address 	
	Optional: <ul style="list-style-type: none"> • Site Boundary • Religious Facility Type • Special Program • Mode-Related Religious Practice • Year Built 	<p><i>Religious Facility Type</i></p> <ul style="list-style-type: none"> • Sanctuary • Shrine • Retreat / Camp • Residence Facility • Other (Describe) <p><i>Special Programs</i></p> <ul style="list-style-type: none"> • Daycare • After School • Camp • Soup Kitchen • Other (Describe) <p><i>Mode-Related Religious Practice</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
INTERMODAL FACILITIES	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address • Operating Entity Name • Operating Entity Type • Modes Served 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • City • County • Legislatively Designated Authority • Private • Other (Describe) <i>Modes Served</i> <ul style="list-style-type: none"> • Bus • Fixed Guideway • Taxi • Truck • Automobile • Pedestrian <ul style="list-style-type: none"> • Bicycle • Aircraft • Watercraft • Spacecraft
	<u>Optional:</u> <ul style="list-style-type: none"> • Site Boundary • Special Designation • Year Built • Colocated Use 	<i>Special Designation</i> <ul style="list-style-type: none"> • Free-Trade Zone • Enterprise Zone • Station Area Neighborhood • Other (Describe) <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
CULTURAL CENTERS	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address • Type 	<i>Type</i> <ul style="list-style-type: none"> • Museum • Library • Gallery • Performing Arts/Theater <ul style="list-style-type: none"> • Monument • Other (Describe)
	<u>Optional:</u> <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Hours of Operation • Year Built • Colocated Use 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • Public • Private <i>Hours of Operation</i> <ul style="list-style-type: none"> • Regular Hours • Other (Describe) • Special Events <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
LAW ENFORCEMENT AGENCIES	<u>Recommended:</u>	
	<ul style="list-style-type: none"> Agency Name Address 	
	<u>Optional:</u>	
	<ul style="list-style-type: none"> Site Boundary Operating Entity Name Operating Entity Type Type Colocated Use Year Built 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> City County State Federal Other (Describe) <p><i>Type</i></p> <ul style="list-style-type: none"> Headquarters Substation Other (Describe) <p><i>Colocated Use</i></p> <ul style="list-style-type: none"> Yes (Describe) No
Associated Data Entity:		
SERVICE ZONES	<u>Optional:</u>	
	<ul style="list-style-type: none"> Zone Name 	
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
PARKS	<u>Recommended:</u>	
	<ul style="list-style-type: none"> Name Address Type Site Boundary 	<p><i>Type</i></p> <ul style="list-style-type: none"> Local/Neighborhood Community Regional Linear (Greenways/ Trails)
	<u>Optional:</u>	
	<ul style="list-style-type: none"> Recreational Use Type Operating Entity Name Operating Entity Type Hours of Operation Year Established Archaeological Site Colocated Use 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> City County Regional State National Private <p><i>Hours of Operation</i></p> <ul style="list-style-type: none"> Regular Hours Other (Describe) <p><i>Colocated Use</i></p> <ul style="list-style-type: none"> Yes (Describe) No <p><i>Recreational Use Type</i></p> <ul style="list-style-type: none"> Activity-Based Natural Resource-Based Golf Course Playground Passive / Open Space Other (Describe) <p><i>Archaeological Site</i></p> <ul style="list-style-type: none"> Yes No Unknown

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
COMMUNITY CENTERS	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address 	
	<u>Optional:</u> <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Hours of Operation • Special Programs • Year Built • Colocated Use 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> • City • County • Other (Describe) <p><i>Hours of Operation</i></p> <ul style="list-style-type: none"> • Regular Hours • Other (Describe) <p><i>Special Programs</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No <p><i>Colocated Use</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
SOCIAL SERVICE FACILITIES	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address 	
	<u>Optional:</u> <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Type • Year Built • Colocated Use 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> • Public • Private <p><i>Colocated Use</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No <p><i>Type of Service</i></p> <ul style="list-style-type: none"> • Family • Senior • Homeless • Veteran • Housing • Food Bank • Unemployment <ul style="list-style-type: none"> • Crisis Centers (Mental Health) • Minority • Low Income • Other (Describe)

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
CIVIC CENTERS / MULTI-USE FACILITIES / THEME PARKS / OTHER RELATED MAJOR ATTRACTORS	Recommended: <ul style="list-style-type: none"> • Name • Address • Type 	<i>Type</i> <ul style="list-style-type: none"> • Convention • Agricultural • Fair • Sports Arena • Theme Park • Other (Describe)
	Optional: <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Hours of Operation • Year Built • Colocated Use 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • City • County • Other (Describe) <i>Hours of Operation</i> <ul style="list-style-type: none"> • Regular Hours • Other (Describe) <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
GOVERNMENT BUILDINGS	Recommended: <ul style="list-style-type: none"> • Name • Address 	
	Optional: <ul style="list-style-type: none"> • Site Boundary • Operating Entity Name • Operating Entity Type • Colocated Use • Year Built 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • City • County • State • Regional • Federal • Other (Describe) <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
CEMETERIES	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address • Site Boundary 	
	<u>Optional:</u> <ul style="list-style-type: none"> • Operating Entity Name • Operating Entity Type • Cemetery Type • Year Established 	<i>Operating Entity Type</i> <ul style="list-style-type: none"> • City • County • State • Federal • Private <i>Cemetery Type</i> <ul style="list-style-type: none"> • Military • Family • General • Religious Affiliation • Pet
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
MISCELLANEOUS	<u>Recommended:</u> <ul style="list-style-type: none"> • Name • Address 	
	<u>Optional:</u> <ul style="list-style-type: none"> • Site Boundary • Description • Year Built • Archaeological Site • Colocated Use 	<i>Description</i> <ul style="list-style-type: none"> • Special Building • Scenic Road • Pedestrian/Transit-Oriented <i>Development Form</i> <ul style="list-style-type: none"> • Protected Viewshed • Valued Viewshed • Other (Describe) <i>Archaeological Site</i> <ul style="list-style-type: none"> • Yes • No <i>Colocated Use</i> <ul style="list-style-type: none"> • Yes (Describe) • No

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
FUTURE LAND USE PLAN MAP	<p>Recommended:</p> <ul style="list-style-type: none"> • Jurisdiction • Future Land Use Categories (Generalized) 	<p><i>Jurisdiction</i></p> <ul style="list-style-type: none"> • City • County <p><i>Future Land Use Categories</i></p> <ul style="list-style-type: none"> • Low Density Residential • Medium Density Residential • High Density Residential • Mixed Use • Commercial <p>Industrial</p> <ul style="list-style-type: none"> • Institutional • Public/Semi-Public • Recreation • Conservation/Preservation • Agricultural
TRANSIT ROUTES	<p>Recommended:</p> <ul style="list-style-type: none"> • Transit Route Name • Operating Entity Name • Operating Entity Type • Routes • Mode <p>Optional:</p> <ul style="list-style-type: none"> • Transit Stop Amenities 	<p><i>Operating Entity Type</i></p> <ul style="list-style-type: none"> • City • County <p>• Regional</p> <p>• Private</p> <p><i>Mode</i></p> <ul style="list-style-type: none"> • Bus • Fixed Guideway <p><i>Amenities</i></p> <ul style="list-style-type: none"> • Shelter • Bench <p>• Sidewalk</p> <p>• Other (Describe)</p>
Associated Data Entity:		
SERVICE AREAS	<p>Optional:</p> <ul style="list-style-type: none"> • Service Area Name • Operating Entity 	
STATIONS	<p>Optional:</p> <ul style="list-style-type: none"> • Station Name • Operating Entity • Station Amenities 	<p><i>Amenities</i></p> <ul style="list-style-type: none"> • Shelter • Bench <p>• Sidewalk</p> <p>• Other (Describe)</p>
DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
TRANSPORTATION DISADVANTAGED SERVICE PLAN	<p>Optional:</p> <ul style="list-style-type: none"> • Responsible Authority • Responsible Authority Type • Date of Plan 	<p><i>Responsible Authority Type</i></p> <ul style="list-style-type: none"> • City • County • Other (Describe)

TABLE E-1 Sociocultural Data Entities, Attributes and Classifications

DATA ENTITY	DATA ATTRIBUTE	DATA CLASSIFICATION
POPULATION AND EMPLOYMENT FORECASTS	<p>Recommended:</p> <ul style="list-style-type: none"> • Population • Employment Type • Forecast Date 	
BRIDGES	<p>Recommended</p> <ul style="list-style-type: none"> • Name • Location • Year Built <p>Optional:</p> <ul style="list-style-type: none"> • Jurisdiction • Type • # of Lanes • Length • Architectural Significance • Weight Limit • Sufficiency Rating 	<p><i>Jurisdiction</i></p> <ul style="list-style-type: none"> • City • County • State • Other (Describe) <p><i>Type</i></p> <ul style="list-style-type: none"> • Automobile • Rail • Bicycle • Pedestrian • Wildlife Crossing • Other (Describe) <p><i>Architectural Significance</i></p> <ul style="list-style-type: none"> • Yes (Describe) • No
BUSINESS DISTRICTS	<p>Recommended:</p> <ul style="list-style-type: none"> • Name • District Boundary <p>Optional:</p> <ul style="list-style-type: none"> • Estimated Employment • Urban Form (Predominant) • Type (Predominant) • Special Designation 	<p><i>Predominant Urban Form</i></p> <ul style="list-style-type: none"> • Pedestrian/Transit-Orientation • Automobile-Orientation <p><i>Predominant Type</i></p> <ul style="list-style-type: none"> • Retail-Oriented • Employment-Oriented <p><i>Special Designation</i></p> <ul style="list-style-type: none"> • Community Redevelopment Area • Enterprise Zone • Urban Infill and Redevelopment Area • Other (Describe)

TABLE E-2 Sociocultural Data Sources

Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: SCHOOLS											
• Name	●	●	●			●			●	●	●
• Address	●	●	●			●			●	●	●
• Education Level	●		●			●			●		●
• Campus Boundary	●	●	●								
• Operating Entity Name	●	●							●		
• Operating Entity Type	●	●	●						●		
• Enrollment	●		●								
• Special Program	●		●						●		
• Colocated Use			●						●		
• Year Built	●	●	●								
Associated Data Entity: Attendance Zone	●		●								
Associated Data Entity: School Bus Routes			●								
Data Entity: MEDICAL/HEALTH FACILITIES											
• Name	●	●				●			●	●	●
• Address	●	●	●			●			●	●	●
• Type	●		●			●			●		●
• Operating Entity Name	●	●									
• Operating Entity Type	●	●	●			●					
• Site Boundary	●	●									●
• Colocated Use			●						●		
• Capacity	●		●								
• Year Built	●	●	●								
Data Entity: FIRE DEPARTMENTS											
• Name	●	●							●	●	●
• Address	●	●								●	●
• Site Boundary	■	●	●								
• Operating Entity Name	●	●									
• Operating Entity Type	●	●									
• Specialized Service			●								
• Colocated Use			●								
• Year Built		●									
Associated Data Entity: Service Zone	■		●								●

TABLE E-2 Sociocultural Data Sources

Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: RELIGIOUS FACILITIES (Excludes Schools)											
• Name	●	●								●	
• Address	●	●								●	
• Site Boundary	●	●									
• Facility Type	●		●								
• Special Program			●								
• Mode-Related Religious Practice			●					●			
• Year Built	●	●									
Data Entity: CULTURAL CENTERS											
• Name	●	●	●						●	●	●
• Address	●	●	●						●	●	●
• Type	●	●	●						●	●	●
• Site Boundary	●	●									
• Operating Entity Name		●									
• Operating Entity Type		●									
• Hours of Operation			●								
• Year Built	●	●									
• Colocated Use			●					●			●
Data Entity: LAW ENFORCEMENT AGENCIES											
• Name	●	●								●	
• Address	●	●								●	
• Site Boundary		●									
• Operating Entity Name		●									
• Operating Entity Type	●	●									
• Type	●		●								
• Colocated Use			●								
• Year Built		●									
Associated Data Entity: Service Zone	■		●								

TABLE E-2 Sociocultural Data Sources

Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: COMMUNITY CENTERS											
• Name	●	●	●	●							
• Address	●	●	●	●							
• Site Boundary	●	●									
• Operating Entity Name		●									
• Operating Entity Type	●	●									
• Hours of Operation			●								
• Special Programs			●								
• Year Built	●	●									
• Colocated Use			●								
Data Entity: SOCIAL SERVICE FACILITIES											
• Name	●	●				●				●	
• Address	●	●				●				●	
• Site Boundary	●	●									
• Operating Entity Name		●									
• Operating Entity Type		●				●					
• Type	●		●			●					
• Year Built	●	●									
• Colocated Use			●								
Data Entity: GOVERNMENT BUILDINGS											
• Name	●	●								●	
• Address	●	●								●	
• Site Boundary		●									
• Operating Entity Name		●									
• Operating Entity Type	●	●									
• Colocated Use			●								
• Year Built		●									
Data Entity: CEMETERIES											
• Name	●	●	●						●		
• Address	●	●	●						●		
• Site Boundary	●	●							●		
• Operating Entity Name	●	●									
• Operating Entity Type	●	●							●		
• Cemetery Type	●		●						●		
• Year Established	●		●						●		

TABLE E-2 Sociocultural Data Sources

Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: POPULATION AND EMPLOYMENT FORECASTS											
• Population				•							
• Employment Type				•							
• Timeframe				•							
Data Entity: BUSINESS DISTRICTS											
• Name	•		•	•	•				•		•
• District Boundary	•		•	•	•				•		•
• Estimated Employment			•	•		•				•	
• Urban Form			•	•	•				•		•
• Type		•	•	•	•				•		•
• Special Designation	•	•	•	•	•						
Data Entity: PARKS											
• Name	•	•	•	•	•				•		•
• Address	•	•	•	•					•		•
• Type	•		•	•	•				•		•
• Site Boundary	•	•	•								
• Recreational Use Type	•		•	•	•						
• Operating Entity Name		•									
• Operating Entity Type	•	•		•							
• Hours of Operation	•		•								
• Year Established	•		•								
• Archaeological Site	•		•		•						
• Colocated Use	•		•								
Data Entity: CIVIC CENTERS / MULTI-USE FACILITIES / THEME PARKS / OTHER RELATED MAJOR ATTRACTORS											
• Name	•	•								•	
• Address	•	•								•	
• Type	•		•								
• Site Boundary	•	•									
• Operating Entity Name		•									
• Operating Entity Type		•									
• Hours of Operation			•								
• Year Built	•	•									
• Colocated Use			•								

TABLE E-2 Sociocultural Data Sources

Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: FUTURE LAND USE MAP											
• Jurisdiction	■			●							
• Future Land Use Categories	■				●						
Data Entity: INTERMODAL FACILITIES											
• Name	●	●	●								
• Address		●	●								
• Operating Entity Name		●									
• Operating Entity Type	●	●									
• Modes Served	●		●								
• Site Boundary	●	●									
• Special Designation	●		●	●							
• Year Built	●	●									
• Colocated Use			●								
Data Entity: TRANSIT ROUTES											
• Transit Route Name	●						●				
• Operating Entity Name		●									
• Operating Entity Type				●							
• Routes	●						●				
• Mode											
• Transit Stop Amenities											
Associated Data Entity: Service Area							●				
Associated Data Entity: Stations							●				
• Station Amenities	●						●				
Data Entity: TRANSPORTATION DISADVANTAGED SERVICE PLAN											
• Responsible Authority	■			●							
• Responsible Authority Type	■	●		●			●				
• Date of Plan			●				●				
• Sufficiency Rating				●				●			

TABLE E-2 Sociocultural Data Sources

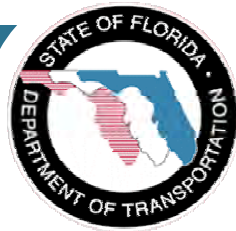
Sociocultural Data	Environmental Screening Tool	Property Appraiser Parcel Data	Operating Entity/Responsible Authority	Local Government Planning Unit	Local Government Comprehensive Plan	State Licensing Agencies	Transit Agency	FDOT (Bridge Division)	Public Involvement	Commercial Market Research Database	Site Visit
Data Entity: BRIDGES											
• Name	●			●				●			
• Location	●			●				●			●
• Year Built	●			●				●			
• Jurisdiction				●				●			
• Type	●			●				●			
• # of Lanes				●				●			●
• Length	●			●				●			
• Architectural Significance	●			●				●	●		
• Weight Limit				●				●			
Data Entity: MISCELLANEOUS											
• Name	●	●			●				●	●	
• Address	●	●							●	●	
• Site Boundary	■	●							●		
• Description	■		●		●				●		
• Year Built	●	●							●		
• Archaeological Site	●								●		
• Colocated Use			●						●		

Notes:

1. Refers to business mailing list databases, such as InfoUSA or Lists Are Us.

Legend

- Recommended Attribute
- Optional Attribute
- Data available in some cases.
- Less than half of the data is available in some cases.



OVERVIEW

Interactive tools available on the EST provide data for project analysis and assist the community analyst in conducting more detailed public involvement activities. SCE tools available in the EST include the following:

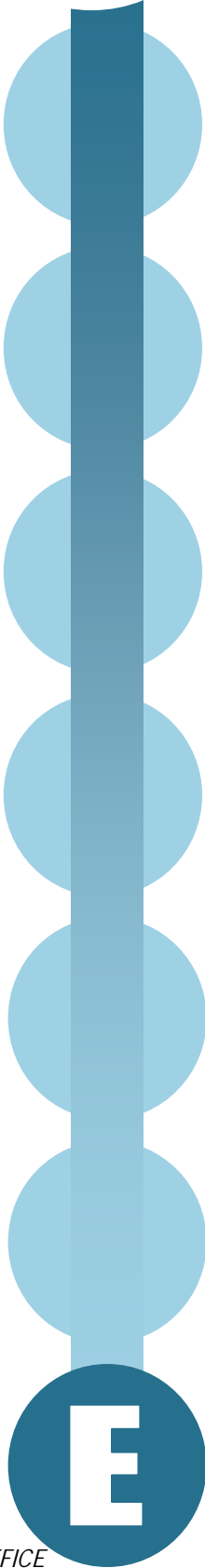
- Community Characteristics Inventory tool
- Custom Print Map tool
- Automated Mailing Labels tool

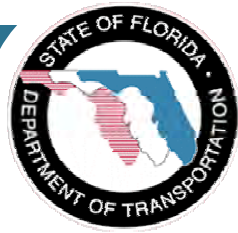
E.1 COMMUNITY CHARACTERISTICS INVENTORY TOOL

The Community Characteristics Inventory Tool allows CLCs and other ETDM project reviewers to access information stored about communities as verified through public outreach, and upload new information about communities including drawing the limits of a community boundary with an interactive map. This CCI tool provides a mechanism to distribute detailed local information about the community to reviewers who may not be familiar with communities surrounding the project area.

Chapter 3 provides guidance in creating the CCI by identifying content as related to the six sociocultural issues. After the communities are defined the CCI tool provides the following options for viewing previously loaded CCI reports and uploading the community boundaries:

- View CCI Reports – This tool allows the user to select a community of interest from a specific district and county to view a PDF report summarizing features, population demographics, income, and SCE points of interest in the community.
- View CCI Reports by Project – This tool allows the user to select a ETDM project of interest and view all CCI reports for communities located within a buffer distance of the project alignment. This option can be used if the reviewer is unfamiliar with the communities surrounding the project alignment.
- Add a Community Boundary – This tool is an interactive map that allows the community analyst to digitize community boundaries

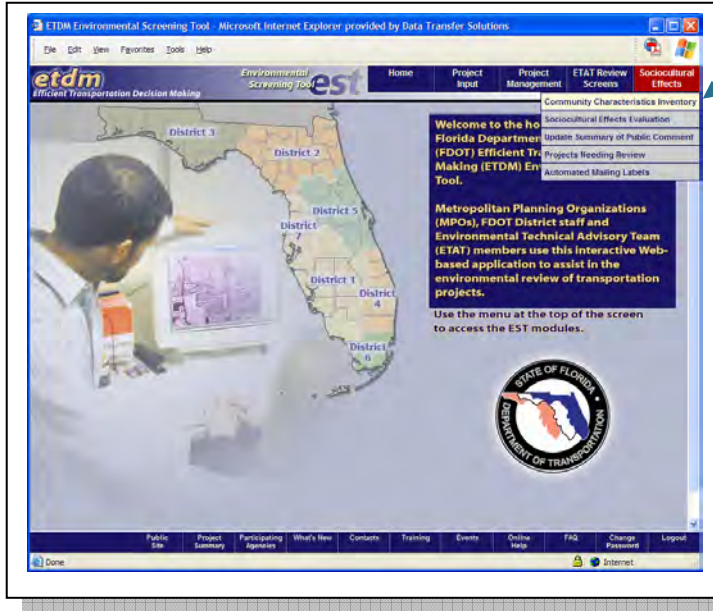




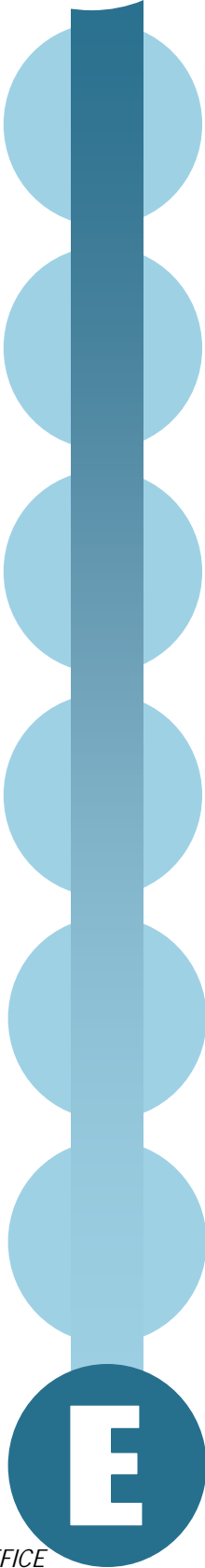
and summarize census information in the area. Chapter 3 identifies the methodology for creating community boundaries.

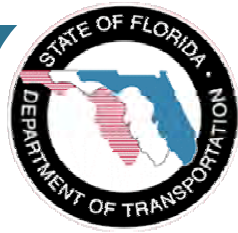
E.1.1 View CCI Reports

STEP 1: From the main screen, select the Sociocultural Effects tab and click on Community Characteristics Inventory.



STEP 2: To *View CCI Reports*, click the respective Go button.



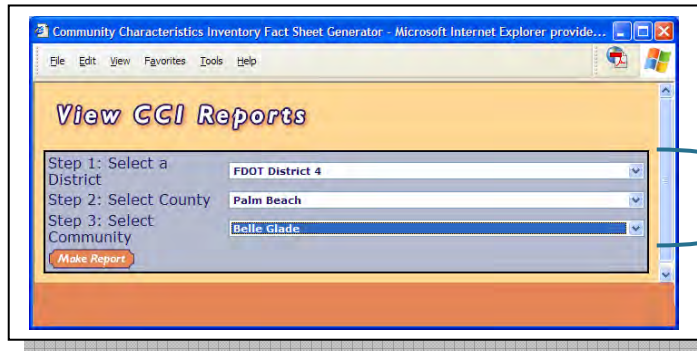


STEP 3: Input the desired District, County, and Community.

STEP 3-1: Select a District – select the applicable district from the drop down list.

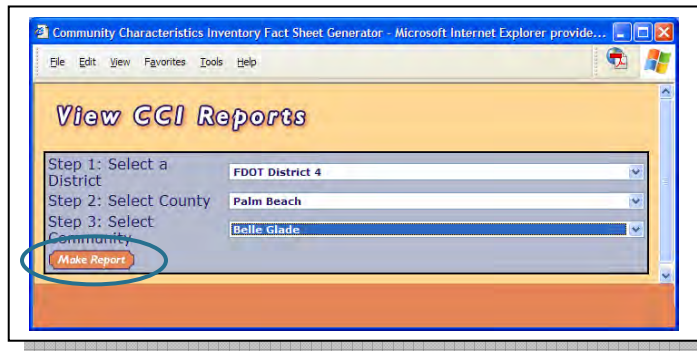
STEP 3-2: Select County – select the applicable county from the drop down list.

STEP 3-3: Select Community – select the desired community from the drop down list.



Click the applicable drop down arrow to make the selection.

STEP 4: Click the Make Report button to view a PDF file containing the CCI for the selected community as shown in Figure E-1.



NEW SCE TOOLS IN THE EST

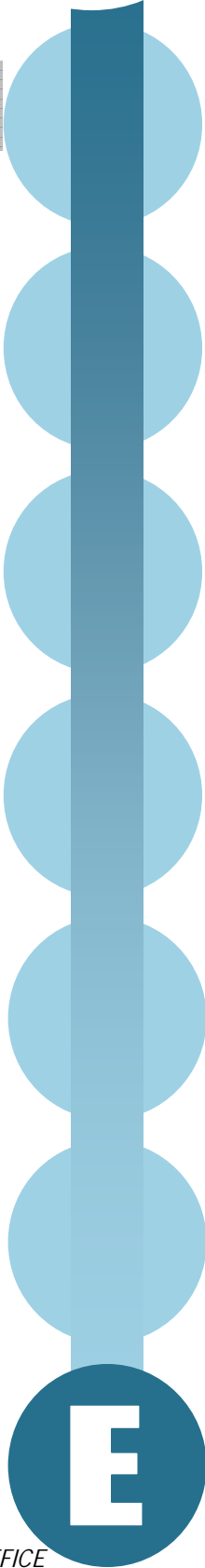


Figure E-1 Belle Glade Community Characteristics Inventory

The title bar contains the name of the selected community and the print date.

This CCI contains 6 pages of content including community history, facilities, and other resources.

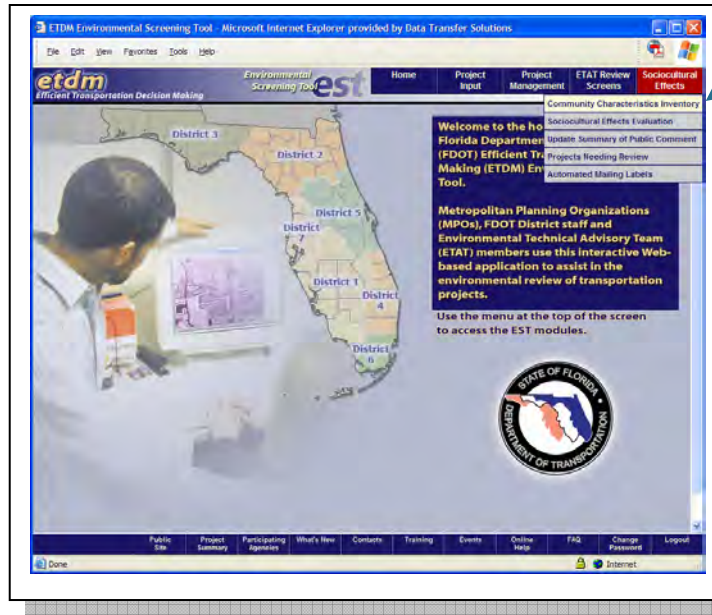
COMMUNITY STATISTIC	DESCRIPTION
AREA	17.36 Square Miles
JURISDICTION	Cities: Belle Glade, South Bay Counties: Palmbeach
POPULATION	17,895 Total Pop 5,803 Total Households 1.81 Avg Persons per Acre 2,2409 Avg Persons per Family 4,567 Under 18 1,486 65 or higher N/A Median Age
HOUSING	6,428 Total 0.58 Units per Acre N/A Total Single Family N/A Total Multi-Family 3,479 Total Renter Units 2,324 Total Owner Units 625 Total Vacant Units N/A Median Household Value N/A Number of Households w/no Vehicle
INCOME	\$298,422 Median Household Income N/A Median Family Income 4,398 Number of households below poverty level N/A Number of households on public assistance
DEMOGRAPHICS	Community % Community # State % State # Race
Community and State	23.81 5,320 65.42 10,456,458 White 41.02 9,347 14.04 2,244,701 Black or African American 21.47 4,892 16.77 2,630,314 Hispanic 0.06 13 0.03 5,499 Hawaiian or Pacific Islander 0.18 37 1.83 280,532 Asian 0.13 29 0.27 43,888 American Indian or Eskimo 7.42 1,650 0.17 27,876 Other 6.14 1,399 1.85 283,400 Claimed 2 or More Races
DEMOGRAPHICS	Palmbeach% Palmbeach# Race
County	70.34 894,207 White 12.28 156,055 Black or African American 11.07 140,675 Hispanic 1.35 17,127 Hawaiian or Pacific Islander 0.18 2,466 Asian 0.00 60 American Indian or Eskimo 2.65 33,709 Other 2.12 26,928 Claimed 2 or More Races
EXISTING LAND USE	% Acres
	0.42 44.07 Nonagricultural 63.26 6689.48 Agricultural 0.94 99.73 Industrial 5.41 572.18 Institutional 0.00 0.00 Mining 6.22 669.59 Other 9.48 1002.01 Public/Semipublic 0.66 68.58 Recreational 8.26 872.31 Residential 2.12 224.14 Retail 0.00 0.10 Right of way 1.25 132.25 Water
EDUCATION	% Highschool grad or higher
	79.8



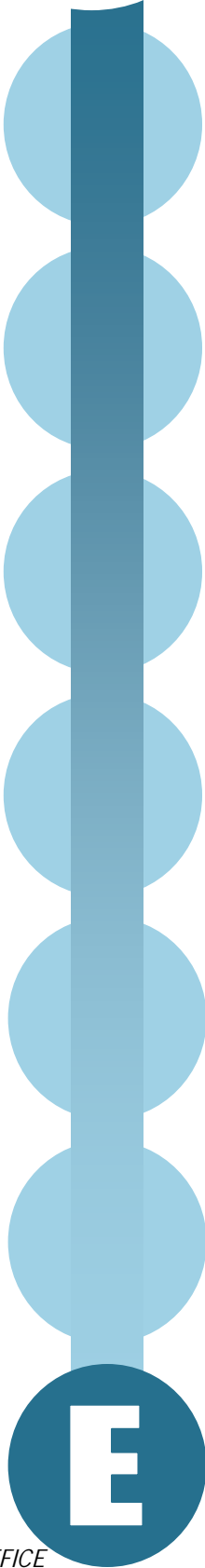


E.1.2 View CCI Reports by Project

STEP 1: From the main screen, select the Sociocultural Effects tab and click on Community Characteristics Inventory.



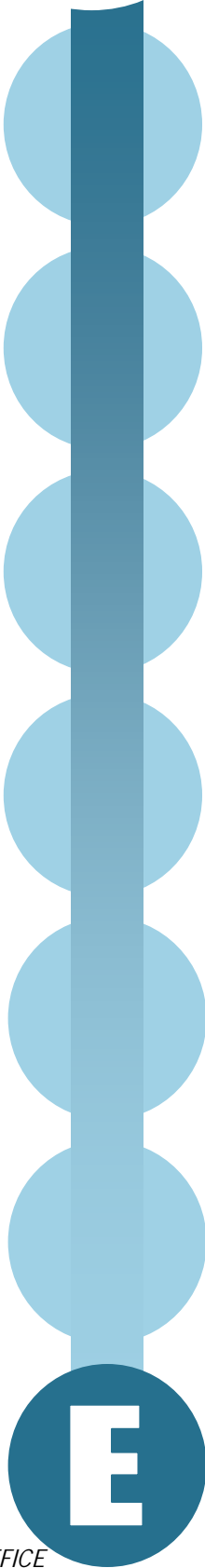
STEP 2: *To View CCI Reports by Project*, click the respective Go button.





STEP 3: Input the desired District, County, Buffer Distance, Project, and Community.

- STEP 3-1: Select a District – select the applicable district from the drop down list.
- STEP 3-2: Select County – select the applicable county from the drop down list.
- STEP 3-3: Select Buffer Distance (in feet) – enter the desired buffer distance.
- STEP 3-4: Select Project* – select the desired project from the drop down list. When selecting a project, only certain projects are available. Some projects in the county may not have community boundaries in the vicinity. To find out which projects do not have communities in the previously selected buffer distance, click on the asterisk next to Select Project*. A message box will appear to indicate that project does not have communities within the buffer distance selected.
- STEP 3-5: Select Community – select the desired community from the drop down list.





STEP 4: Click the Make Report button to view a PDF file containing the CCI for the selected community as shown in Figure E-1.

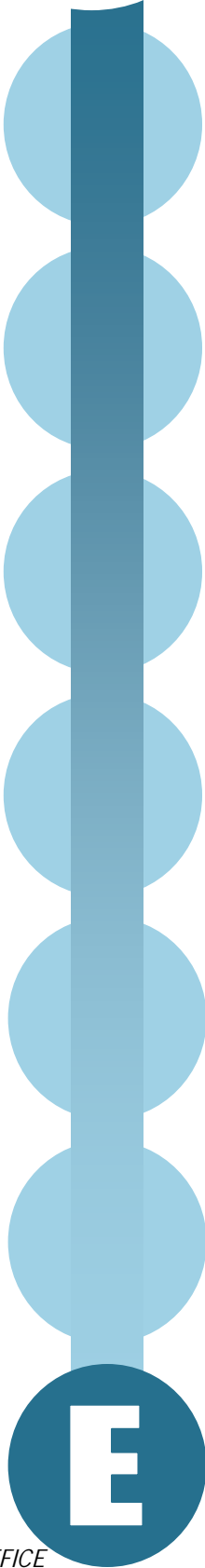
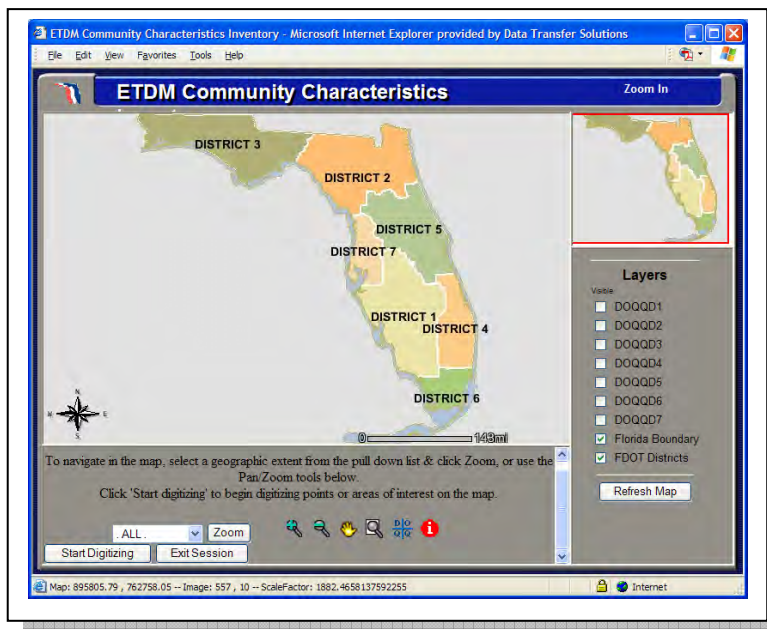
View CCI Reports by Project

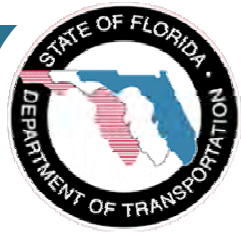
Step 1: Select a District	FDOT District 1
Step 2: Select County	Collier
Step 3: Select Buffer Distance (in feet)	500 Maximum of 2000 feet
Step 4: Select Project*	-Select a Project-
Step 5: Select Community	<div style="border: 1px solid black; padding: 2px;"> <div style="background-color: #4F81BD; color: white; padding: 2px;">-Select a Project-</div> <div style="padding: 2px;">3814 1 Mitigation Bank - SR 84 (Davis Blvd)</div> <div style="padding: 2px;">3270 1 Green Blvd Extension</div> <div style="padding: 2px;">3271 1 Vanderbilt Beach Rd Extension</div> <div style="padding: 2px;">3830 1 Mitigation Bank - I-75 (Golden Gate Pkwy to Lee County Line)</div> <div style="padding: 2px;">3254 1 US 41 Add Lanes</div> <div style="padding: 2px;">3752 1 SR 29 Add Lanes</div> <div style="padding: 2px;">3752 2 SR 29 Add Lanes</div> </div>

Make Report

E.1.3 Add a Community Boundary

The CCI Tool will also enable the community analyst to digitize community boundaries. This option contains an interactive map viewer with tools utilized for digitizing community boundaries. Due to the technical nature of this tool, an on-line training course is recommended for all users who would like to utilize this tool. Training sessions are offered through the Environmental Management Office and posted on the EST Training Schedule.

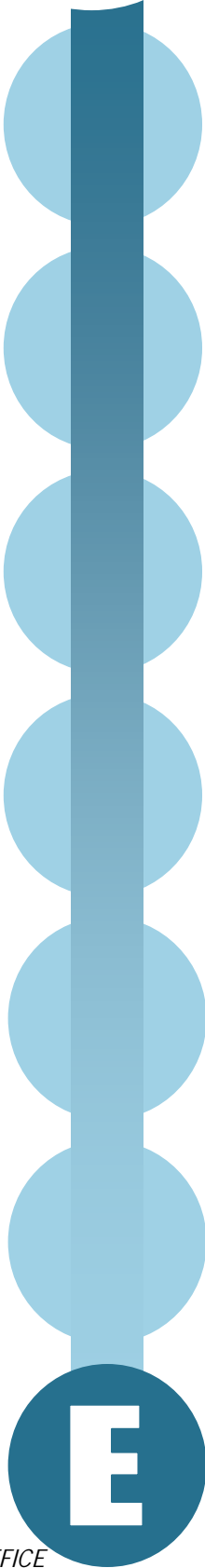
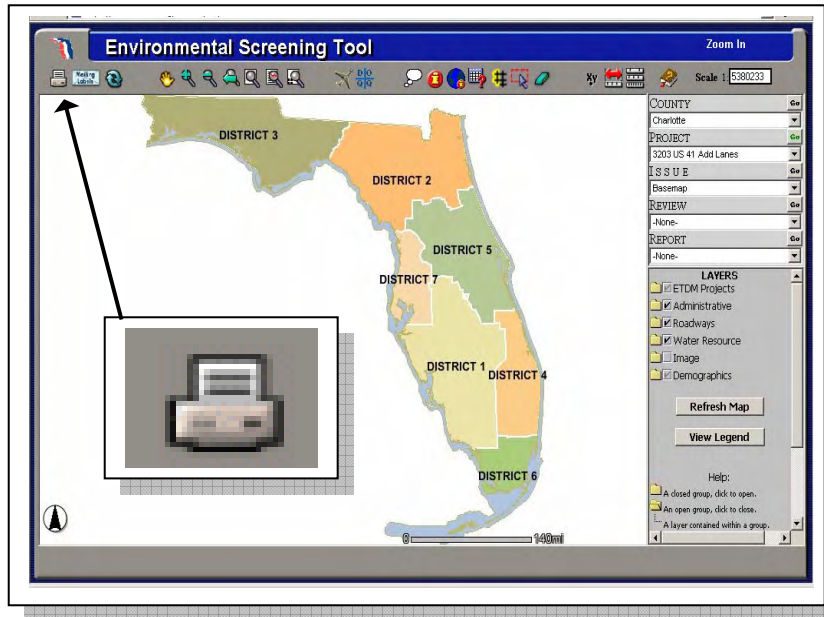


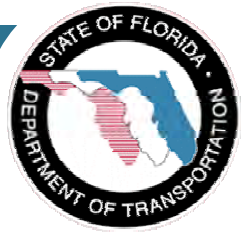


E.2 Custom Print Map Tool

The EST provides tools for users to print and save customized maps of the project area or any area of interest as displayed in the interactive map viewer. These maps are a valuable tool to provide a visual display of the features surrounding an ETDM project and can be used for various platforms including public outreach or documents describing the project.

STEP 1: To Print Maps, click the printer icon in the upper left corner of the EST.





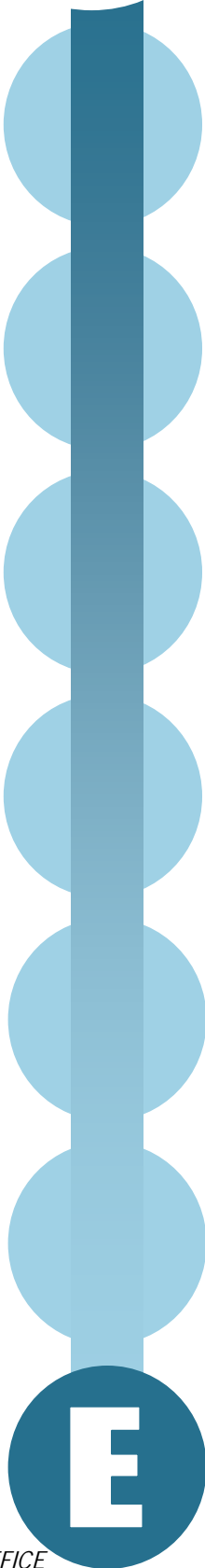
STEP 2: A Print Map dialogue box will display (as shown below). Enter the following information as applicable:

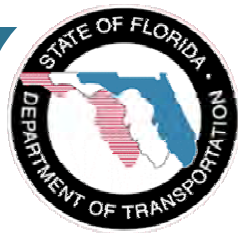
- Map title – Enter an appropriate title for the map.
- Orientation – Choose either Landscape or Portrait printing orientation.
- Size – Choose the paper size for your printer.
- Included Options – Select the applicable options to print on the map: Legend, North Arrow, Scale Bar by clicking on the appropriate boxes.

A screenshot of a web browser window titled "PrintForm - Microsoft Internet Explorer provided by Data Transfer Solutions". The main content area displays a "Print Map" dialog box. The dialog box has a title bar "Print Map" and a "Print Map" button. It contains the following fields and options:

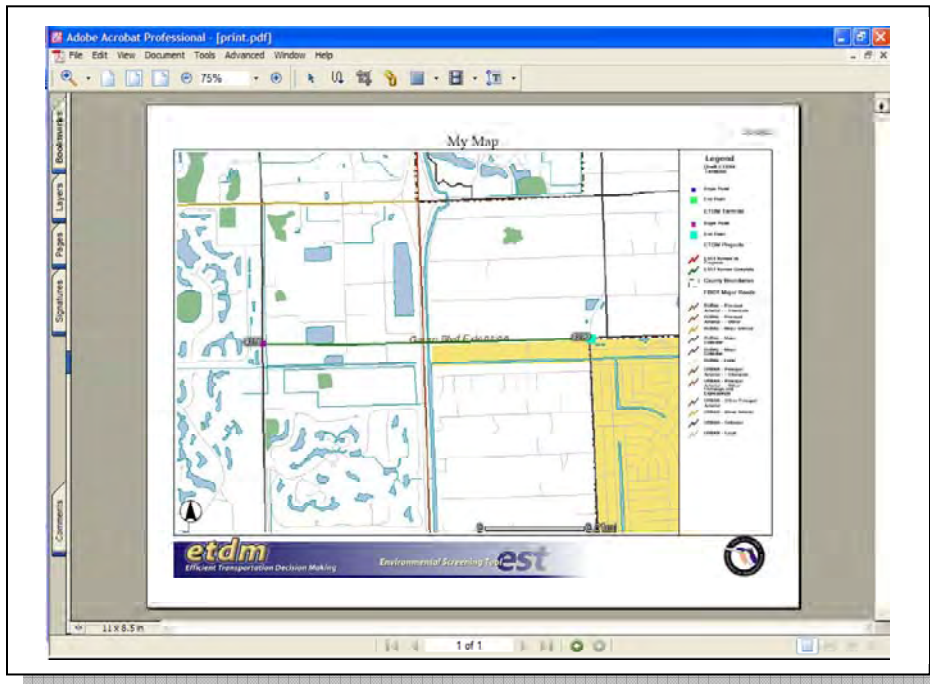
- Map Title: A text input field with the placeholder text "Add Title Here."
- Orientation: A dropdown menu currently set to "Landscape".
- Size: A dropdown menu currently set to "ANSI A - 8 1/2" x 11" (Letter)".
- Included Options: A section with three checkboxes: "Legend" (unchecked), "North Arrow" (checked), and "Scale Bar" (checked).

STEP 3: Click the Print Map button.

A screenshot of the same "Print Map" dialog box as in the previous image. The "Print Map" button, located at the top left of the dialog box, is circled in blue to indicate it should be clicked.



A PDF map will display allowing the community analyst to print, save, or e-mail the map file.



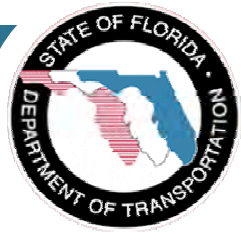
When printing maps from the EST, keep in mind that the size and style of the map will depend on the audience and number of features displayed. Maps for public meetings should be in a large, easy to read format.

E.3 Automated Mailing Labels Tool

The EST provides an automated mailing label function to assist in reaching the land owners surrounding a project area. The tool can also be used to get a better understanding of the project area and to gather contact information for members of the community. This section will describe the following two enhanced features for printing automated mailing labels:

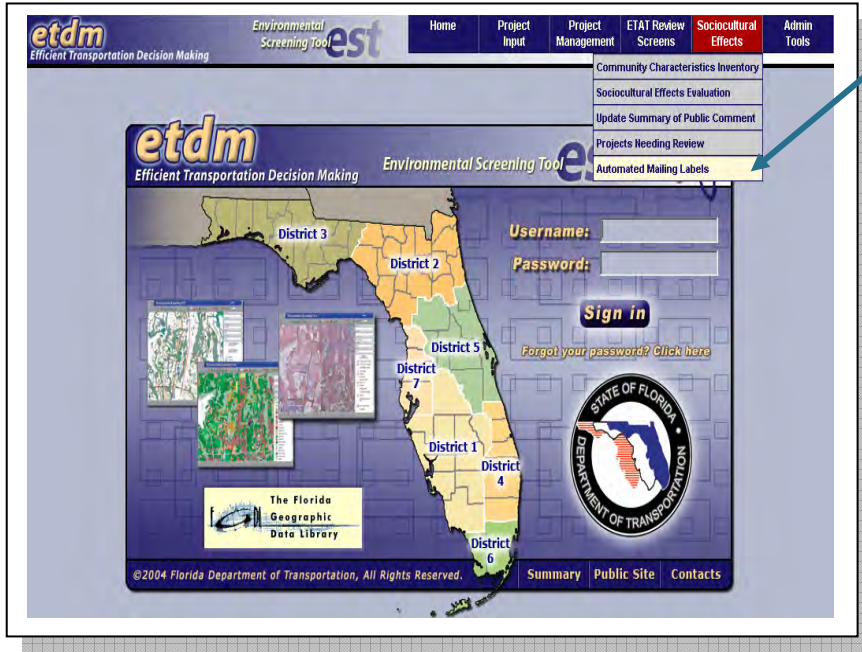
- Project Mailing Labels – This tool allows the user to select an ETDM project of interest, then choose a buffer distance from the project. After the choices are submitted, mailing labels are created for the buffer distance around the study area.
- Map Mailing Labels – This is actually the main map viewer. This allows access to the same functionality through the map viewer.



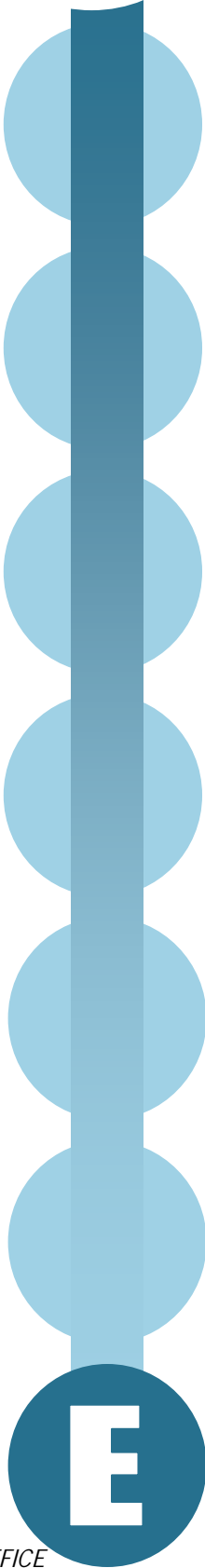


E.3.1 Project Mailing Labels

STEP 1: From the main screen, select the Sociocultural Effects tab and click on Automated Mailing Labels.



STEP 2: To print mailing labels via the *Project Mailing Labels* option, click the respective Go button.





STEP 3: Input the desired District, County, Project, Buffer Distance, and Output Format.

STEP 3-1: Select a District – select the applicable district from the drop down list.

Automated Mailing Label Tool

Step 1: Select a District
 Step 2: Select County
 Step 3: Select Project
 Step 4: Select Buffer Distance (in feet)
 Step 5: Select Output Format

FDOT District 5
 -Pick A District-
 FDOT District 1
 FDOT District 2
FDOT District 3
 FDOT District 4
 FDOT District 5
 FDOT District 6
 FDOT District 7

Make Labels

STEP 3-2: Select County – select the applicable county from the drop down list.

Automated Mailing Label Tool

Step 1: Select a District
 Step 2: Select County
 Step 3: Select Project
 Step 4: Select Buffer Distance (in feet)
 Step 5: Select Output Format

FDOT District 5
 Osceola
 -Pick a County-
 Brevard
 Flagler
 Lake
 Marion
 Orange
Osceola
 Seminole
 Sumter
 Volusia

Make Labels

STEP 3-3: Select Project – select the desired project from the drop down list.

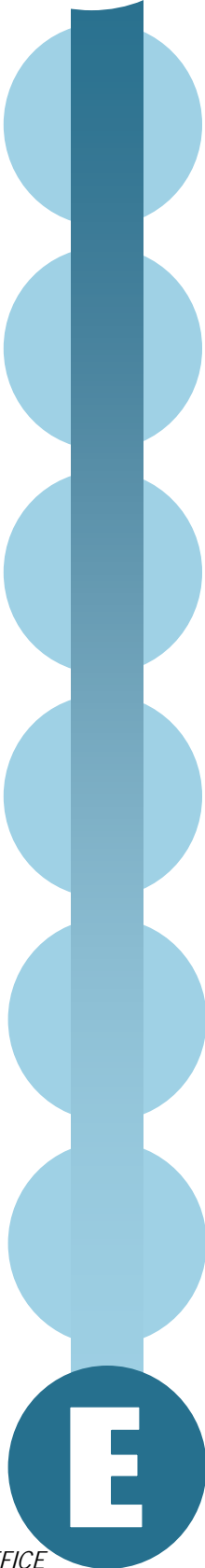
Automated Mailing Label Tool

Step 1: Select a District
 Step 2: Select County
 Step 3: Select Project
 Step 4: Select Buffer Distance (in feet)
 Step 5: Select Output Format

FDOT District 5
 Osceola
312011 US 17/92 from Polk Co. Line to Poinciana
 312111 US 192 (SR 500)
 525211 John Young Parkway

Excel

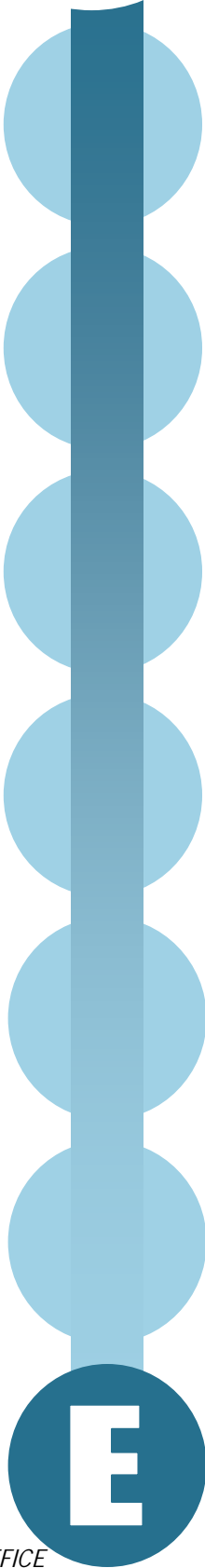
Make Labels





STEP 3-4: Select Buffer Distance (in feet) – enter the desired buffer distance.

STEP 3-5: Select Output Format – select the desired output format. Selecting the Excel format will enable the community analyst to save the data as a spreadsheet and the data can then be merged into mailing labels. The PDF format is set up to print as a mailing label document and does not provide the community analyst the opportunity to save the data as a spreadsheet.



NEW SCE TOOLS IN THE EST



STEP 4: Click the Make Labels button to generate the desired output (Excel or PDF format).

The screenshot shows the 'Automated Mailing Label Tool' interface with the following input fields:

- District: FDOT District 1
- County: Collier
- Project Name/Number: US 41 Add Lanes/3254
- Buffer Distance (in feet): 500
- Output Format: Excel

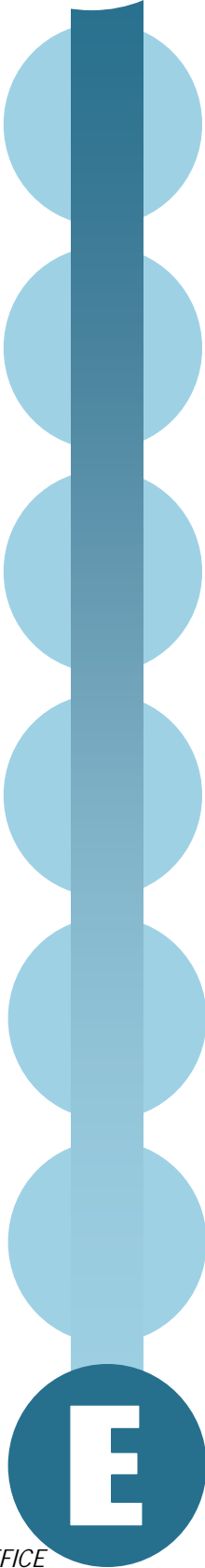
The 'Make Labels' button is highlighted with a blue arrow. Below the interface, two output windows are shown:

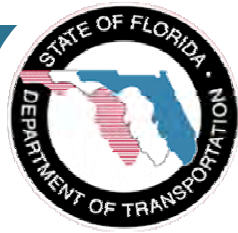
Excel Format: A spreadsheet window showing a table with columns for ONAME, ADDR1, ADDR2, CITY, ZIPCO, and STATE. The data rows are as follows:

1	ONAME	ADDR1	ADDR2	CITY	ZIPCO	STATE
2	Fragala, I. L.	5150 S Florida Ave		Naples	34114	FL
3	ABC Land Holdings	1234 Center Blvd		Lakeland	33813	FL
4	Public, John Q.	2222 Lime St		Naples	34105	FL
5	Powell Investments, Ltd	2500 Golden Gate Pkwy Ste 301		Lakeland	33807	FL
6	AMF Corporation	6323 Main St		Lakeland	33803	FL
7	Nelson, R. H.	3300 Lake Hollingsworth Dr		Michigan City	46316	IN
8	Smith, J. M.	4455 Lake Ave		Naples	34105	FL
9	Brown, P. J.	PO Box 34		East Otis	35561	MA
10	CSF Holdings	PO Box 6478		Houston	35567	TX
11	LFB Investments	PO Box 5448		Gainesville	33965	FL
12	Jones, John	3456 Green St		Clearwater	33895	FL
13	Smyth, Tony	4678 Legends Ave		Brandon	33509	FL
14	Peabody					
15	Mae					

PDF Format: An Adobe Acrobat window showing a PDF document with the same data organized into a grid layout:

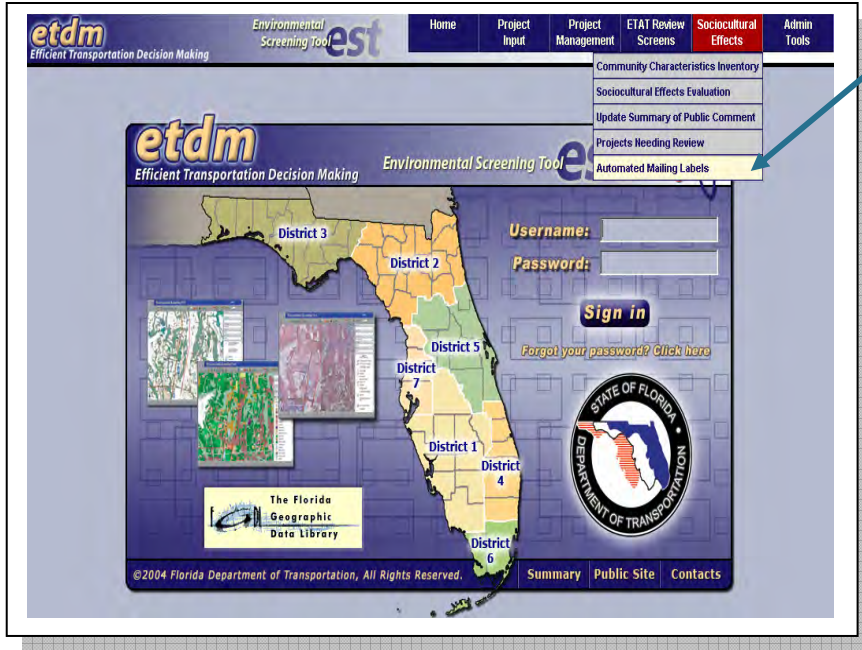
I. L. Fragala 5150 S Florida Ave Naples FL 34114	ABC Land Holdings 1234 Center Blvd Lakeland FL 33813	John Q. Public 2222 Lime St Naples FL 34105
Powell Investments, Ltd 2500 Golden Gate Pkwy Ste 301 Lakeland FL 33807	AMF Corporation 6323 Main St Lakeland FL 33803	R. H. Nelson 3300 Lake Hollingsworth Dr Michigan City IN 46316
J. M. Smith 4455 Lake Ave Naples FL 34105	P. J. Brown PO Box 34 East Otis MA 35561	CSF Holdings PO Box 6478 Houston TX 35567
LFB Investments PO Box 5448 Gainesville FL 33965	John Jones 3456 Green St Clearwater FL 33895	Tony Smyth 4678 Legends Ave Brandon FL 33509
Peyton Peabody 6779 Greenfields Ct Brandon FL 33509	Gracie Mae 4389 Posh Pl Lakeland FL 33816	G. E. Dancer 6440 Lakeside Blvd Naples FL 34105



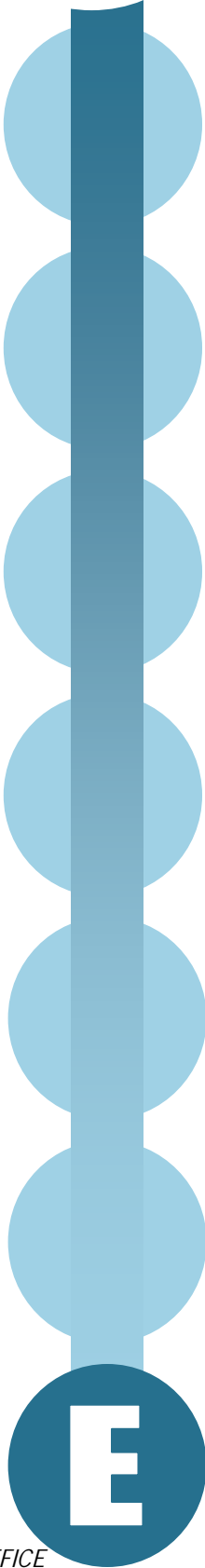


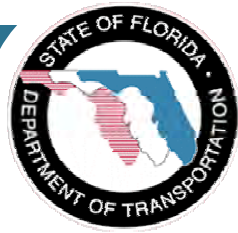
E.3.2 Map Mailing Labels

STEP 1: From the main screen, select the Sociocultural Effects tab and click on Automated Mailing Labels.

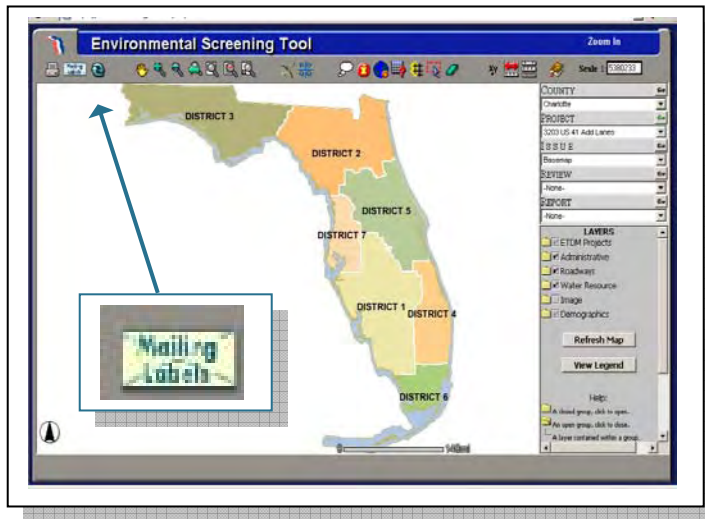


STEP 2: To print mailing labels via the *Map Mailing Labels* option, click the respective Go button.





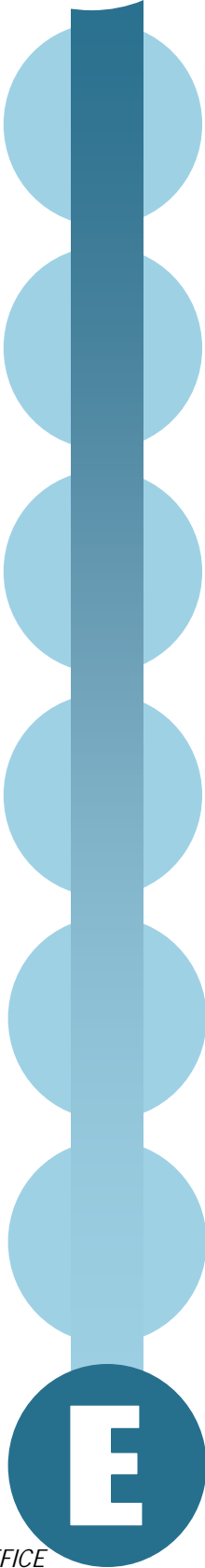
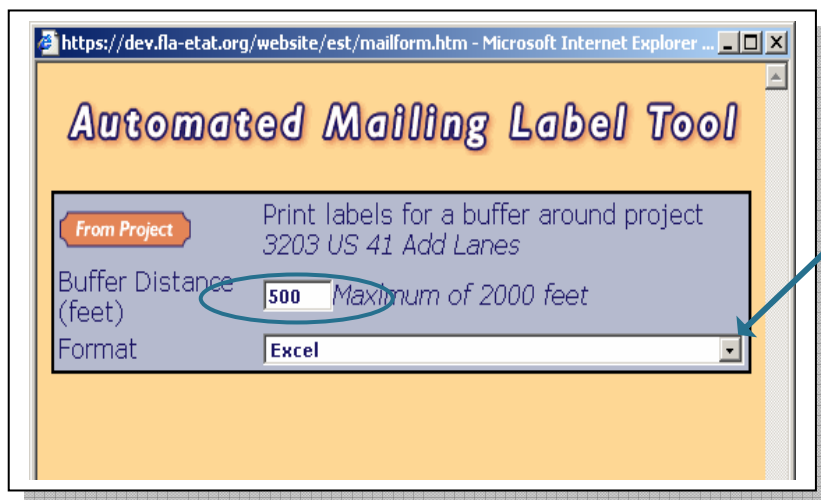
STEP 3: Click the Mailing Labels icon located in the upper left corner on the EST screen toolbar.



STEP 4: Input the Buffer Distance (feet) and Format.

STEP 4-1: Enter a Buffer Distance (feet) – enter the desired buffer distance.

STEP 4-2: Format – select the desired output format. Selecting the Excel format will enable the community analyst to save the data in a spreadsheet and the data can then be merged into mailing labels. The PDF format is set up to print as a mailing label document and does not provide the community analyst the opportunity to save the data as a spreadsheet.





STEP 5: Click the Make Labels button to generate the desired output (Excel or PDF format).

Automated Mailing Label Tool

Print labels for a buffer around project
3270 Green Blvd Extension

Make Labels

Buffer Distance (feet): 500

Format: Excel

Address - Avery 5160 - 2.625"x1" - 30/sheet (PDF)
Large Address - Avery 5161 - 4"x1" - 20/sheet (PDF)
Return Address - Avery 5167 - 1.75"x.5" - 80/sheet (PDF)

Excel Format

1	ONAME	ADDR1	ADDR2	CITY	ZIPCO	STATE
2	Fragala, I. L.	5150 S Florida Ave		Naples	34114	FL
3	ABC Land Holdings	1234 Center Blvd		Lakeland	33813	FL
4	Public, John Q.	2222 Lime St		Naples	34105	FL
5	Powell Investments, Ltd	2500 Golden Gate Pkwy Ste 301		Lakeland	33807	FL
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7	Nelson, R. H.	3300 Lake Hollingsworth Dr.		Michigan City	46316	IN
8	Smith, J. M.	4455 Lake Ave		Naples	34105	FL
9	Brown, P. J.	PO Box 34		East Otis	35561	MA
10	CSF Holdings	PO Box 6478		Houston	35567	TX
11	LFB Investments	PO Box 5448		Gainesville	33965	FL
12	Jones, John	3456 Green St		Clearwater	33895	FL
13	Smyth, Tony	4678 Legends Ave		Brandon	33509	FL
14	Peab					
15	Mae,					

PDF Format

Adobe Acrobat Professional - [Labels address_300ft.pdf]

I. L. Fragala
5150 S Florida Ave
Naples FL 34114

ABC Land Holdings
1234 Center Blvd
Lakeland FL 33813

John Q. Public
2222 Lime St
Naples FL 34105

Powell Investments, Ltd
2500 Golden Gate Pkwy Ste 301
Lakeland FL 33807

AMF Corporation
6323 Main St
Lakeland FL 33803

R. H. Nelson
3300 Lake Hollingsworth Dr
Michigan City IN 46316

J. M. Smith
4455 Lake Ave
Naples FL 34105

P. J. Brown
PO Box 34
East Otis MA 35561

CSF Holdings
PO Box 6478
Houston TX 35567

LFB Investments
PO Box 5448
Gainesville FL 33965

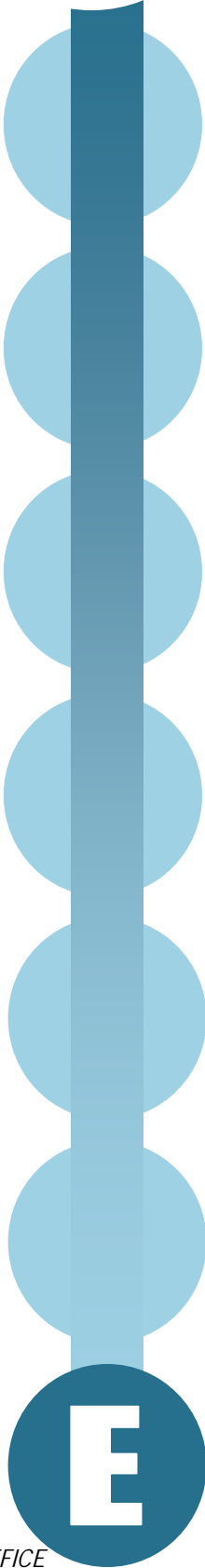
John Jones
3456 Green St
Clearwater FL 33895

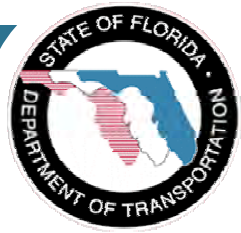
Tony Smyth
4678 Legends Ave
Brandon FL 33509

Peyton Peabody
6779 Greenfields Ct
Brandon FL 33509

Gracie Mae
4389 Posh Pl
Lakeland FL 33816

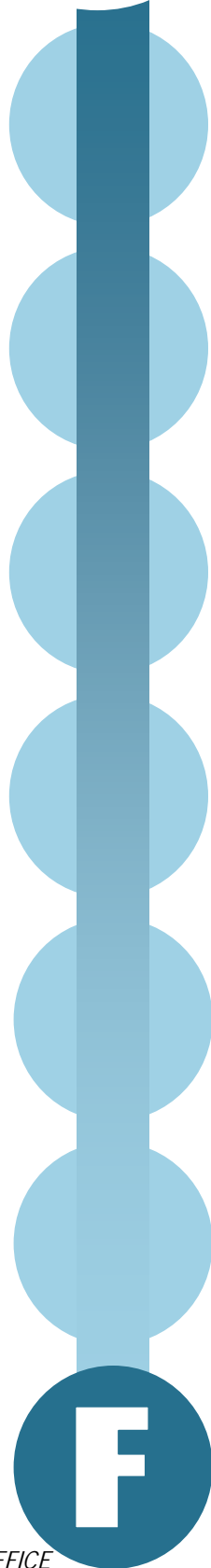
G. E. Dancer
6440 Lakeside Blvd
Naples FL 34105

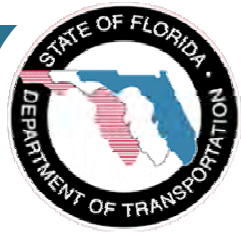




Indian Street Bridge PD&E Study. Steve Braun, P.E., FDOT District 4.

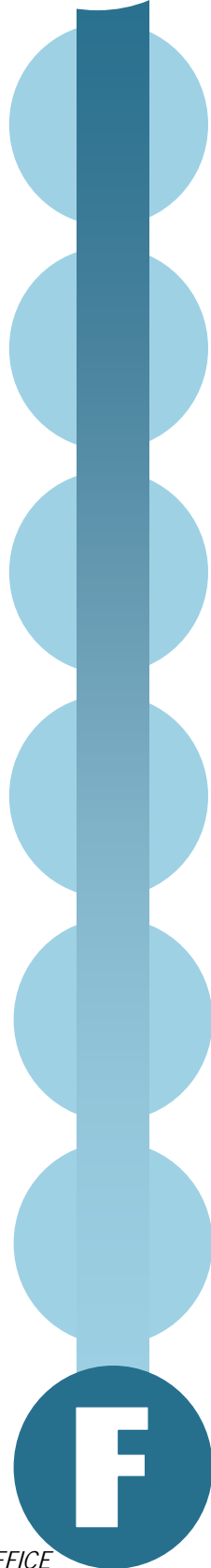
This case study demonstrates the efforts of District 4 and the Community Assessment Task Team (CATT) in working with community stakeholders to identify community values, issues, and feasible solutions for a new bridge crossing of the South Fork of the St. Lucie River in Martin County, to connect Palm City with the City of Stuart.

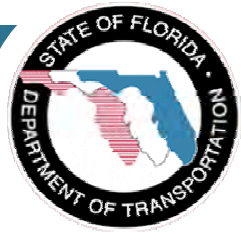




Strings and Ribbons ~ A Public Involvement Success Story. Karl Welzenbach, Volusia County MPO.

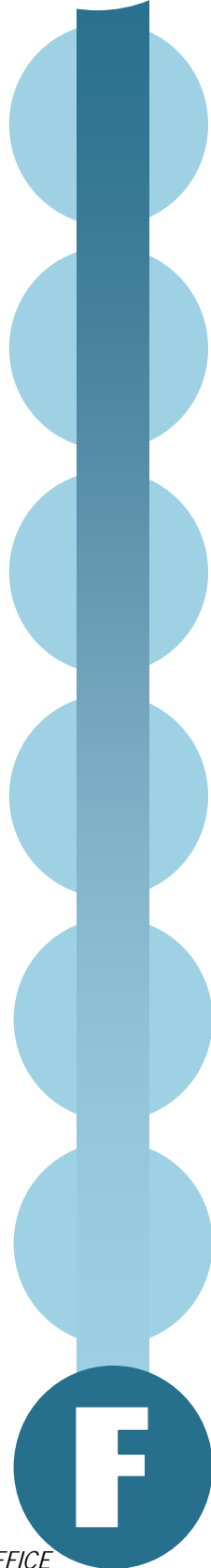
The traditional planning process used by the Volusia County MPO in the past has only used it technical and citizen committees to develop alternative transportation network scenarios to be analyzed. In developing the 2025 LRTP, the Volusia County MPO held 34 games and over 670 citizens spent more than 1,000 hours actively discussing needed improvement projects.



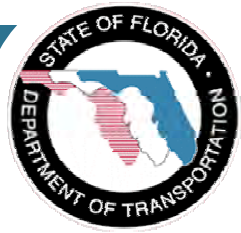


Highlands County Sociocultural Data Collection Effort ~ A Practical Application of SCE Data Collection Principles. Gwen Pipkin, FDOT District 1.

This case study highlights the Highlands County SCE data collection efforts as a two phase approach. Phase one identifies quantitative data collection efforts and phase two focuses on qualitative data collection efforts through key community leader interviews and focus groups to determine community values and attitudes analysis.

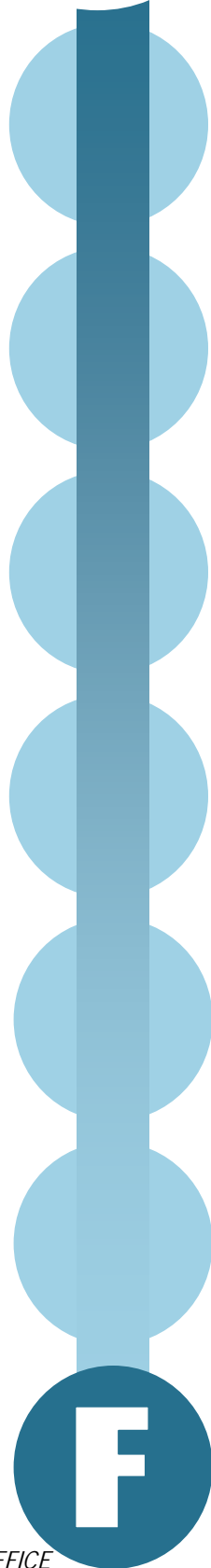


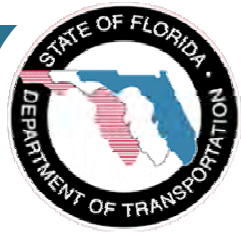
BRIDGE OF LIONS REHABILITATION PROJECT



Bridge of Lions Rehabilitation Project. Bill Henderson, FDOT District 2.

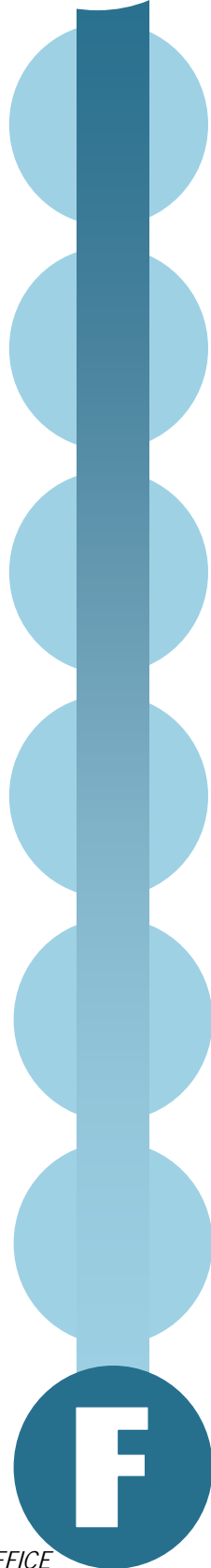
The Bridge of Lions is considered historically important on a local, state and national level and is listed on the National Register of Historic Places. Economically, the bridge provides a critical link between Anastasia Island and the historic downtown area. Without this crossing, the social and economic stability of the city and region could be damaged. Throughout the study of the proposed action, this project generated great interest in the community. Supporters of both the Rehabilitation and Replacement alternatives actively voiced their views and concerns through public meetings and correspondence.



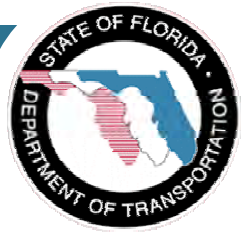


Integrating Cultural Resources Into SCE Evaluation. Ken Hardin, Janus Research.

This presentation identifies cultural resource managers, explains the culture concept, and demonstrates how cultural resource information can be used to understand communities and identify community issues. The Opa-Locka and Holden-Parramore case studies discussed in this presentation emphasize the importance of public involvement and cultural resource management studies in understanding communities and determining project effects.

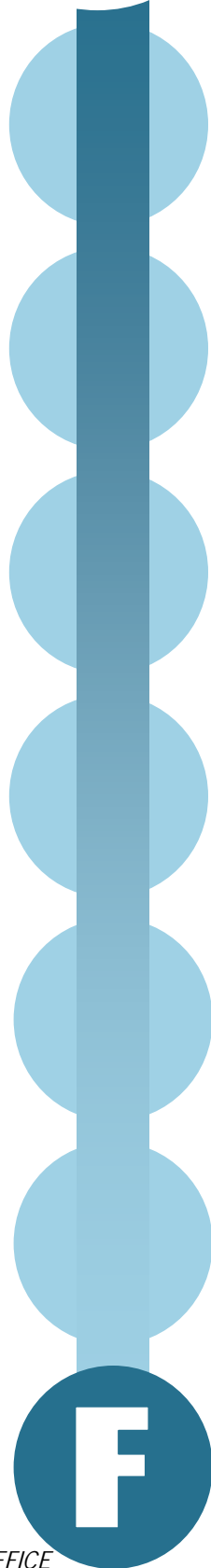


BRICKELL AVENUE BRIDGE WIDENING

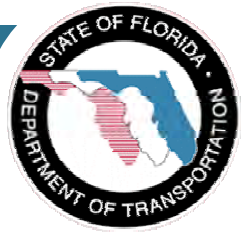


Brickell Avenue Bridge Widening ~ Native American Consultation. Cathy Owen, FDOT District 6.

The Brickell Avenue bridge project, located in downtown Miami, provides a case study of successful Native American consultation. Brickell Avenue Bridge crosses the Miami River at its mouth, an area known to contain significant archaeological sites, including Native American villages and a burial ground. The existing Brickell Avenue Bridge crosses through an archaeological site that is listed in the National Register of Historic Places. Prior to any cultural resource investigations, coordination was conducted with the Seminole Tribe of Florida and the Miccosukee Tribe of Indians of Florida to develop an appropriate scope of work for the archaeological investigations and identify any concerns. This case study demonstrates that early consultation with Native Americans is a critical part of any cultural resource and public involvement program.

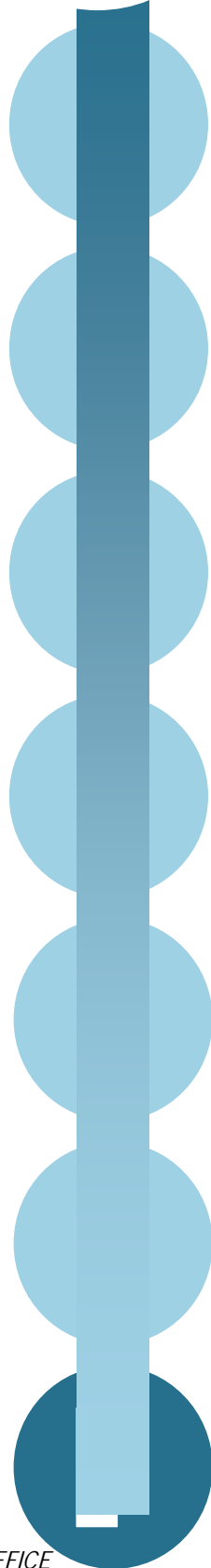


OVERTOWN ~ AN UNFORTUNATE WOMAN



Overtown ~ An Unfortunate Woman. Cathy Owen, FDOT District 6.

Overtown, an important African-American community located in Miami, was known as the “Harlem of the South” during the early decades of the 1900s. Urban renewal, desegregation, and the construction of freeways in the 1960s impacted this community by destroying the business district and disrupting community cohesion. The case study demonstrates the important lessons learned concerning public involvement activities, building trust, understanding community goals and values, and evaluating project effects. This case study also demonstrates how cultural resources can help redefine a community and play a critical role in its revitalization.



Community Assessment Task Team

Who let the CATI out of the bag?

"Purr-fecting" Public Involvement

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Community Assessment Task Team

The secret is out about our Public Involvement

INDIAN STREET BRIDGE PD&E STUDY

State of Florida Department of Transportation

Community Assessment Task Team

PROJECT LOCATION MAP

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Community Assessment Task Team

PROJECT LOCATION MAP

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Community Assessment Task Team

PROJECT DEVELOPMENT & ENVIRONMENT (PD&E) STUDY

- Martin County MPO's #1 Priority
- Engineering & Environmental Analysis
- New Bridge Crossing
- Alternate Route to SR 714 & Palm City Bridge
- Widen Existing Local Roads
- Connecting Palm City with the City of Stuart
- Environmental Impact Statement (EIS)

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Community Assessment Task Team

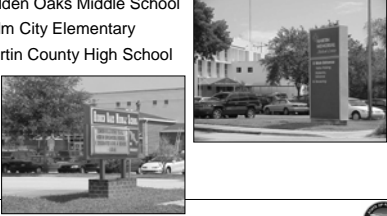
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Meetings with Stakeholder Groups

COMMUNITY SERVICES

- Martin Memorial Medical Center
- Council of Aging / Community Coach
- Coastal Care Medical Transportation Center
- Waste Management
- Martin County School Board

Hidden Oaks Middle School
Palm City Elementary
Martin County High School




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Meetings with Stakeholder Groups

EMERGENCY SERVICES


- Stuart Fire Department / EMS
- Stuart Police Department
- Martin County Sheriff Department
- Martin County Sheriff Marine Patrol
- Martin County Fire Rescue
- Emergency Operations Center



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Meetings with Stakeholder Groups

RELIGIOUS ORGANIZATIONS

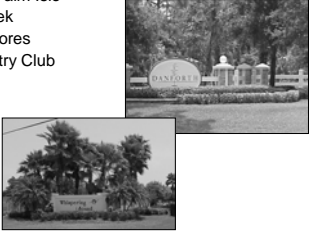


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Meetings with Stakeholder Groups

COMMUNITY ASSOCIATIONS


- Martin Downs Property Owners Association
- Whispering Sound
- Palm Pointe / Palm Isle
- Hammock Creek
- North River Shores
- Monarch Country Club
- Pipers Landing
- Pine Ridge
- Riverland
- Danforth
- Fox Run



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Meetings with Stakeholder Groups

COMMUNITY ASSOCIATIONS




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Meetings with Stakeholder Groups

LOCAL GROUPS

- Stuart / Martin County Chamber of Commerce
- Palm City Chamber of Commerce
- Heritage Square Commercial Development
- Martin County Audubon Society
- Martin County Realtors Association
- Palm City Neighborhood Advisory Committee
- Citizens for Smart Growth



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Meetings with Stakeholder Groups

LOCAL GROUPS



Opponents say bridge data flawed
 Palm City residents Orlan and Kaitlin Smith are not impressed with the statistics used to justify the proposed Indian Street Bridge.

Palm City bridge doesn't add up
 Double bridge numbers, want proof
 Double bridge numbers, want proof
 Double bridge numbers, want proof
 Double bridge numbers, want proof
 Double bridge numbers, want proof

Don't make Palm City too accessible, no bridge
 Don't make Palm City too accessible, no bridge
 Don't make Palm City too accessible, no bridge
 Don't make Palm City too accessible, no bridge
 Don't make Palm City too accessible, no bridge

Citizens for Smart Growth

New group opposed to bridge plan







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Meetings with Stakeholder Groups

LOCAL GROUPS

Palm City Youth Workshop


I HELPED CREATE A NEW FUTURE FOR PALM CITY!
 MY NEIGHBORHOOD SCHOOL
 KACE NEWTON

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Meetings with Stakeholder Groups

COMMUNITY EVENTS

COUNTY FAIR



AIR SHOW



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Meetings with Stakeholder Groups

PUBLIC WORKSHOPS

Held at Various Project Phases

- Corridor Alternatives
- Data Collection
- Typical Sections
- Preliminary Alternatives
- Public Hearing Alternatives

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Meetings with Stakeholder Groups

PUBLIC WORKSHOP #1

April 3, 2002

Indian Street Bridge FH&E Study Public Workshop
 Community Center at Lighthouse Park
 2215 W. US Highway 1, Palm City, FL 32909
 Wednesday, April 3, 2002, 8:00am - 8:00pm
 http://www.floridadepartmentoftransportation.com/indian

You are invited...





Palm City residents weigh in on bridge plan

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Meetings with Stakeholder Groups

Hit the street ...

36th Street Residents Door-to-door Community Workshop Notice and Survey

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Community Assessment Task Team

Hit the street ...
 36th Street Residents Door-to-door
 Community Workshop Notice
 and Survey

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PUBLIC WORKSHOP #2
 November 20, 2002

Presentation Overview
 Interactive Stations
 Initial Alternatives &
 Typical Sections

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PUBLIC WORKSHOPS

Encourage One-on-One Interaction

- Project Overview (in separate room)
- Specialty "Stations"

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PUBLIC WORKSHOPS

Interactive Activities

- "Design your own alignment"

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PUBLIC WORKSHOPS

Interactive Activities

- "Design your own alignment"
- "Prioritize your key concerns"

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PUBLIC WORKSHOPS

Interactive Activities


- "Design your own alignment"
- "Prioritize your key concerns"
- "Select your preferred typical section"

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PUBLIC WORKSHOPS

Interactive Activities

- "Design your own alignment"
- "Prioritize your key concerns"
- "Select your preferred typical section"
- "Make a design suggestion on the preliminary plans"




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PUBLIC WORKSHOPS

Interactive Activities

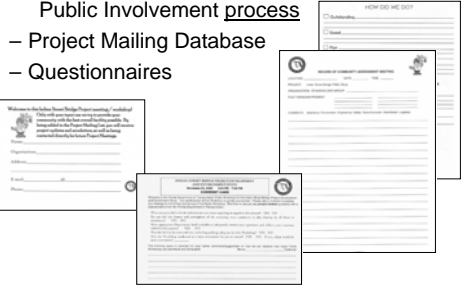
- "Design your own alignment"
- "Prioritize your key concerns"
- "Select your preferred typical section"
- "Make a design suggestion on the preliminary plans"
- "Identify key community amenities / destinations"



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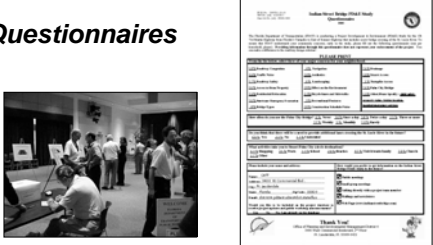

Other Data Collected at Public Workshops:

- Comments regarding the Public Involvement process
- Project Mailing Database
- Questionnaires




State of Florida Department of Transportation

Questionnaires

State of Florida Department of Transportation

Questionnaires



Questionnaire Results:

Major Concerns

- 58% Roadway Congestion
- 30% Traffic Noise
- 28% Access to/from Property
- 27% Roadway Safety
- 24% Effect on the Environment
- 21% Palm City Bridge

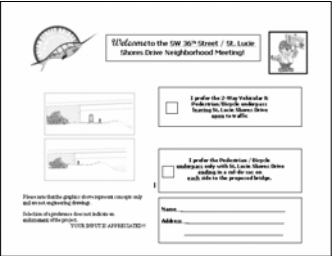
Do you think that there will be a need to provide additional lanes crossing the St. Lucie River in the future?

69% Yes 22% No 9% Undecided

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Surveys

**St. Lucie Shores Drive:
Cul-de-sac or Underpass ??**




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PUBLIC WORKSHOP #3
May 7, 2003

Interactive Stations
Typical Sections
Alignment Alternatives
Evaluation Matrices



3D Visualization



State of Florida Department of Transportation



Community Assessment Task Team

PUBLIC WORKSHOP #3
May 7, 2003

550 Attendees

210 Questionnaires

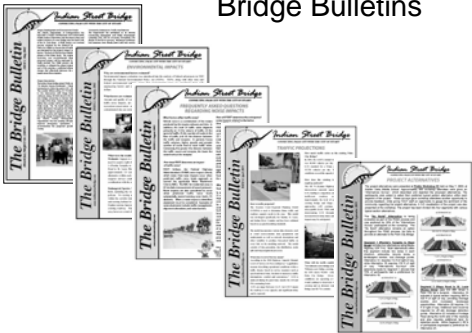
429 Total Surveys

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Bridge Bulletins



State of Florida Department of Transportation

Community Assessment Task Team

WEBSITE
www.indianstreetbridge.com




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Community Assessment Task Team

PUBLIC WORKSHOPS

3-D Visualization




Allowed people to have a better understanding of the project, visualize the alternatives & make constructive comments



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3-D Visualization



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Community Assessment Task Team

PUBLIC HEARING

Collected information prior to the Hearing

- Had an opportunity to address concerns
- Understood the community
- Anticipated the audience
- MPO had the information they needed


- Developed Relationships
- Mailing Database
- Built Consensus



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Community Assessment Task Team


PUBLIC HEARING



State of Florida Department of Transportation

Community Assessment Task Team

PUBLIC HEARING



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Community Assessment Task Team

Final Environmental Impact Statement (FEIS)

Included:

- Commitments based on community comments
- Incorporated ideas received from the community
- A thorough description of the CATT's public involvement activities
- A preferred alternative that addressed impacts to the "human" environment

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Community Assessment Task Team

Thanks!!!

State of Florida Department of Transportation

Volusia County MPO

Strings and Ribbons A Public Involvement Success Story

Karl D. Welzenbach
Executive Director
Volusia County Metropolitan Planning Organization
1190 Pelican Bay Drive
Daytona Beach, FL 32119
(386) 322-5160

BASICS

- Population of Volusia County = 468,000
- Largest City – Deltona
- Most famous City – Daytona Beach
- Size of Volusia County = roughly 1,200 sq. miles
- Last LRTP Update was in 2000
- Average Turn-out at Previous Public Involvement Efforts = 26
- Most of those involved were NIMBY's

WHAT DID WE WANT?

- Wanted to find a way to generate “real” public involvement and avoid the poster and lecture system
- Wanted to avoid DEAD on arrival

Decide – through analysis and research
Educate the public about the solution
Announce the Plan
Defend the Plan

WHY STRINGS AND RIBBONS?

- Educates public on why we develop the LRTP and the process
- Educates the elected officials and professionals as to the perceived needs of the public
- Engages the public beyond traditional “mile-post” meetings
- Provides concrete examples of desired projects

WHY STRINGS AND RIBBONS?

- Avoids lecturing to the public
- Ensures active/true “public involvement”
- Allows immediate hands-on participation



WHAT IS STRINGS AND RIBBONS?

- Created by Dr. Lisa Beever, Charlotte County MPO
- Originally developed to explain and promote involvement in the TIP
- Adapted by the Volusia County MPO for developing the 2025 LRTP



WHAT IS STRINGS AND RIBBONS?



- An easy exercise with universal applications
- A simple format to set up and play
- A process requiring minimum materials and expense
- A concrete feedback mechanism

GAME PIECES



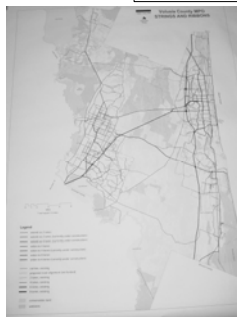
- Small calculator
- Ribbons (different colors)
- Yarn (different colors)
- Ruler

- Play money
- Scissors
- Scotch tape



GAME PIECES

- Large map of area
- Note pad
- Pens or markers
- Mileage conversion sheet
- Price Sheet
- Stickers (buses, landscaping, bridges, interchanges, traffic signals, etc.)
- Project tally sheet



PRICE SHEET

- Bike Lanes--\$600,000 per mile
- Bridges--\$150 million
- Lane Mile of Hwy.--\$7.5 million (expansion or construction)
- Pedestrian Bridge--\$3 million/per overpass
- Traffic Signal--\$150,000/each
- Other—items not listed (cost estimate to be determined by facilitator)

Strings & Ribbons Cost Chart	
Hidalgo County MPO 2011 Public Workshop	
Bike Lanes	\$600,000 per mile
Bridges	\$150 million each
Bus	\$1 million each (20' wide)
Construction cost (per existing road)	\$10 million per mile
Interchange	\$20 million each
Lane Mile of Highway	\$7.5 million (2' x 2' lane expansion)
Lane Mile of Highway	\$1.5 million (8 lanes expansion)
Light Rail	\$50 million per mile
Multi-use trail	\$500,000 per mile
Park and Ride	\$500,000 each
Pedestrian Bridge	\$3 million per overpass
Roundabout	\$500,000 per mile
Signal Interchange	\$200,000 per mile
Interchange	\$2 million per mile
Traffic Signal	\$150,000 each
Other	Price to be determined by facilitator
*Roundabout - 500' dia.	

PRICE SHEET

Strings & Ribbons Cost Chart	
Hidalgo County MPO 2011 Public Workshop	
Costo de bicisetas	\$600,000 por milla
Puentes	\$150 millones cada uno
Autobús	\$1 millones cada uno (20' ancho)
Trayecto	\$10 millones por milla
Intercambio	\$20 millones cada uno
Una milla de carretera	\$7.5 millones de 2' x 2' carriles (expansión)
Una milla de carretera	\$1.5 millones de 8 carriles (expansión)
Tren de conexión	\$50 millones por milla
Centro de uso múltiple	\$500,000 por milla
Estacionamiento para viajeros	\$500,000 cada uno
Punto de parada	\$1 millones por autobús
Carril en sentido único	\$500,000 por milla
Autobús	\$1 millones por milla
Decoración para la calle	\$1 millones por milla
Señales	\$150,000 cada una
Otro	Prezo a ser determinado por el facilitador
*Autobús estándar - 500' diámetro	

Spanish version of Cost Chart

GROUPS THAT HAVE PLAYED

- Churches
- Walking Clubs
- Handicapped and Sight Impaired
- High School Students
- Municipalities
- College Students
- Hispanic Association
- Friends of the Library
- School Board Transportation Dept.
- Transportation Institute Students

CHURCHES



Macedonia
Baptist Church

CHURCHES



Deltona United
Church of
Christ

WALKING CLUBS



Happy
Wanderer's
Walking Club

SPECIAL NEEDS GROUPS



Handicapped
Adults of
Volusia
County
(HAVOC)

HIGH SCHOOL STUDENTS



Atlantic High
School
(Law and
Government
Academy)

LOCAL COLLEGES



Bethune
Cookman
College

HISPANIC ASSOCIATION



Hispanic Association
of Volusia
County

TRANSPORTATION INSTITUTE



Bethune
Cookman
College
Transportation
Institute
(Sponsored
by FHWA)

MUNICIPALITIES



City of Orange City

CREATING A CONTACT LIST

- Make use of existing resources, such as:
 - ✓ Work with Board and Committee Members to promote program and develop contacts
 - ✓ Use and expand existing mailing database
 - ✓ Make use of phone book
- Contact people previously involved with the MPO
- Make announcements at Board and Committee meetings

HELPFUL HINTS

- Be as inclusive as possible - don't worry whether or not a particular group has an agenda
- Maintain flexibility when scheduling sessions
- Stress, reiterate, and then repeat that there is NO COST for hosting a session!
- Distribute MPO literature at the sessions
- Provide food and drinks (optional, but works well)

HELPFUL PRACTICES

- Encourage hosting group to determine who participates
- Stress that the game is fun as well as educational
- Post photos and maps on website within ten days
- Provide photos on CD ASAP to hosting organization (generates more interest)

ADVANTAGES

- Provides a concrete and interactive method of participating in the planning process
- Requires no specific skills to play the game
- Teaches participants there are more transportation needs than money to meet those needs
- Promotes civility and politeness in a relaxed environment

ADVANTAGES

- Helps promote the different modes of transportation
- Reflects the concerns of the different communities
- Offers possible solutions to address the concerns
- Allows the groups to highlight why they selected particular projects

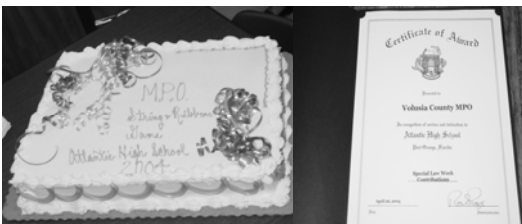
ADVANTAGES

- Provides an excellent tool for developing:
 - Long range plans
 - Short term plans
 - Project specific plans
- Overcomes barriers of literacy and language

BENEFITS

- Removes Department of Transportation and the MPO from the process
- Strongly encourages consensus among the players
- Promotes prioritization
- Provides a formal presentation of decision making
- Is an easy and enjoyable game to play
- Makes the process more personal

BENEFITS



HOW WILL THE INFORMATION BE USED?

- Strings and Ribbons projects have been input into a database
- This database will be used to help select projects for modeling based on frequency of project
- This core set of projects will be tested and reviewed by MPO Policy Board
- The results will be compared to alternatives developed through traditional process

HOW WILL THE INFORMATION BE USED?

- The MPO Policy Board will be presented with 4 alternative scenarios
 - 3 from the traditional technical/citizens committee process
 - 1 from Strings and Ribbons games
- MPO Policy Board will utilize these 4 alternatives in developing final LRTP

OUTCOME OF PUBLIC INVOLVEMENT EFFORTS

- 34 game sessions
- 101 maps were developed
- 1,954 projects were identified
- 671 people participated in the Strings and Ribbons sessions
- 1,007 citizen game hours
- 460 staff hours

OUTCOME OF PUBLIC INVOLVEMENT EFFORTS

- Positive feedback was received from people that played the game
- Interest in the MPO Planning Process was increased significantly

LESSONS LEARNED

- Map should be clear and easy to read
- Clarify if special requirements are needed for the sight impaired and/or disabled
- Facilitators should ensure that all players are involved
- No two sessions will be the same
- Players should be encouraged to help measure and place the game pieces on the map
- Players should sign map or tally sheet
- Extra maps and game pieces should be available

HOW TO PLAY!

Seat 6-8 players and facilitator at a table



HOW TO PLAY!

Explain the purpose of the game and how the information will be used



(Note: do this before distributing maps)

HOW TO PLAY!

Distribute play money equally among the players



HOW TO PLAY!

Provide each player with cost sheet

Strings & Ribbons Cost Chart	
Hawaii County MWD 2017 Public Workshop	
Blue Limes	\$500,000 per mile
Bridge	\$100 million each
Bus	\$5 million each \$20 each model
Commute fee (per working hour)	\$10 million per hour
Exchange	\$20 million each
Large lots of highrise residential units	\$1.5 million / 1, 2, 3, 4 units
Light rail	\$1.5 million / 1 mile \$400,000 per mile
Multi-use trail	\$50 million per mile
Park and Ride	\$500,000 each
Recreation Bridge	\$3 million per concrete
Subway (two sides)	\$400,000 per mile
Simple landscaping	\$400,000 per mile
Complex landscaping	\$800,000 per mile
Stadiums	\$3 million per mile
Traffic Signal	\$100,000 each
Other	Prices to be determined by highway department

HOW TO PLAY!

Lay all game pieces (map, stickers, string, ribbons, etc.) on the table



HOW TO PLAY!

Players measure length of project



HOW TO PLAY!

Players can develop a list of projects prior to purchasing projects



HOW TO PLAY!

Facilitator calculates cost of project and records it on tally sheet



HOW TO PLAY!

Player pays the facilitator



HOW TO PLAY!

Player attaches game piece to map



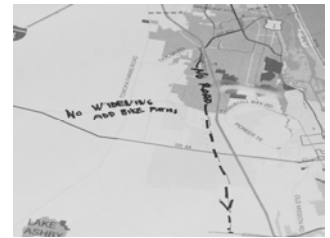
HOW TO PLAY!

Several players may contribute to the cost of a project



HOW TO PLAY!

Players can express their feelings on the maps



HOW TO PLAY!

Final outcome—the money is gone!



HOW TO PLAY!

Group spokesperson explains the projects purchased



LONG RANGE TRANSPORTATION PLAN (LRTP) WEBSITE

- Website was created to display every map and photographs from the sessions
- List every group and date of session
- Provides information on the MPO and a link to our main website
- Provides opportunity to contact us

LONG RANGE TRANSPORTATION PLAN (LRTP) WEBSITE



Visit our LRTP website @ www.vcmpo2025.com

LONG RANGE TRANSPORTATION PLAN (LRTP) WEBSITE



To view the maps and photos from the various sessions
Click on the Strings & Ribbons link
Or
Click on "Citizens Input"

VOLUSIA COUNTY MPO

Strings and Ribbons worked for us!

It can work for you too!



Questions & Answers

VOLUSIA COUNTY MPO

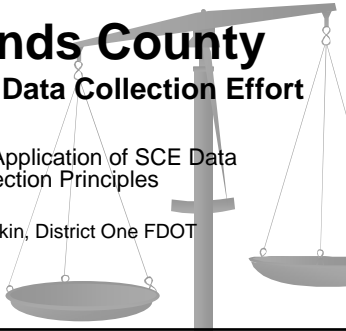


**Transportation
Planning**

Highlands County Sociocultural Data Collection Effort

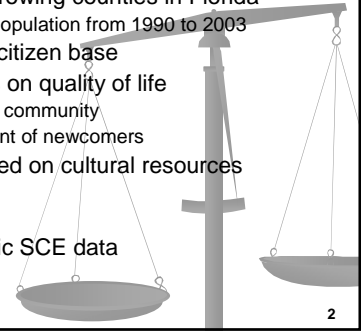
A Practical Application of SCE Data
Collection Principles

Gwen Pipkin, District One FDOT



Why Highlands County?

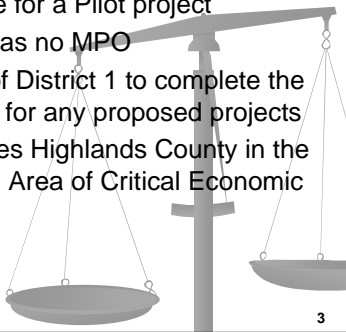
- One of the fast growing counties in Florida
 - 33% change in population from 1990 to 2003
- Politically active citizen base
- Strong emphasis on quality of life
 - Large retirement community
 - Significant amount of newcomers
- High values placed on cultural resources
 - Humanities
 - Recreation
- Existing electronic SCE data



2

Why Collect SCE Data?

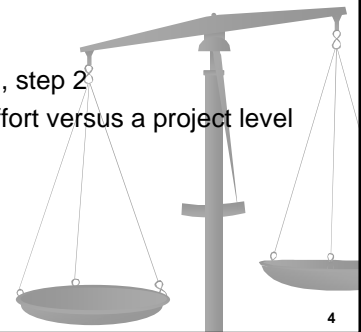
- Prime candidate for a Pilot project
- Rural County, has no MPO
- Responsibility of District 1 to complete the SCE evaluation for any proposed projects
- SIS Plan includes Highlands County in the Heartland Rural Area of Critical Economic Concern



3

Relationship to the Overall Process

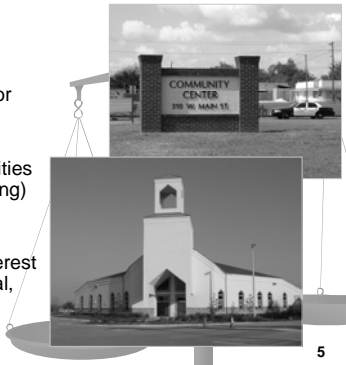
- See Figure 2-1, step 2
- County wide effort versus a project level analysis



4

Defining Community

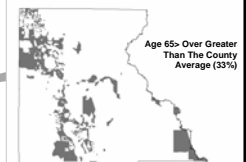
- Common behaviors
- Shared perceptions or attitudes
- Demographic similarities (ethnicity, age, housing)
- Common lifestyle characteristics or interest (e.g., religion, political, economic)



5

Defining Community

- Existing Data Sources
 - FGDL
 - Census data
 - Parcel data
 - Local county data

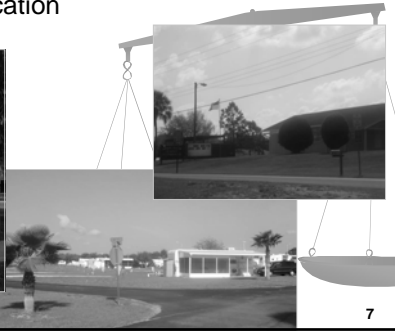


Lake Placid Age Distribution		
Age	Population	Percent of Total Population (%)
Under 5	155	8.50
5 - 17	259	15.87
18 - 21	140	8.60
22 - 29	207	12.68
30 - 39	247	15.13
40 - 49	115	7.05
50 - 64	236	14.46
Over 64	273	16.73
Males	805	49.23
Females	827	50.67

6

Defining Community

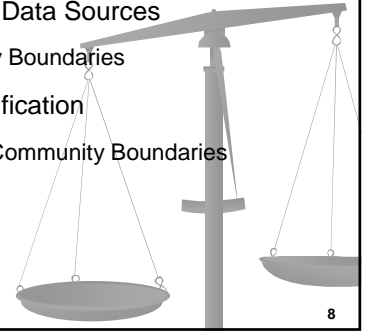
- Field Verification



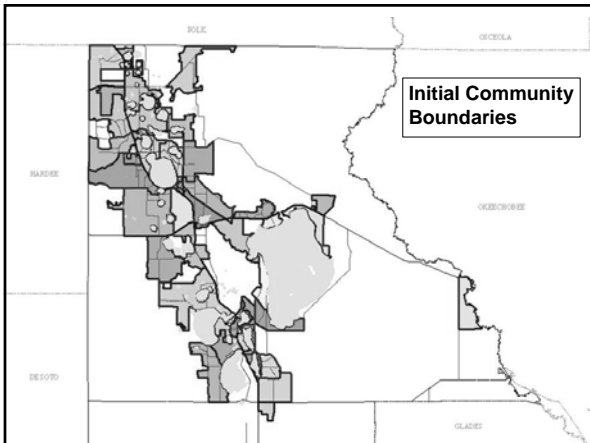
7

Initial Community Boundaries

- Using Existing Data Sources
 - 47 Community Boundaries
- After Field Verification
 - 46 Resulting Community Boundaries

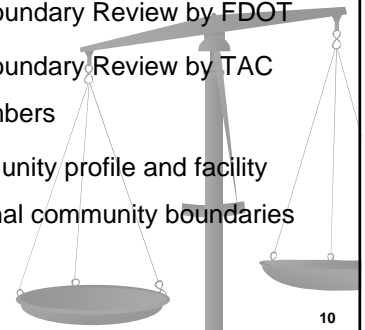


8



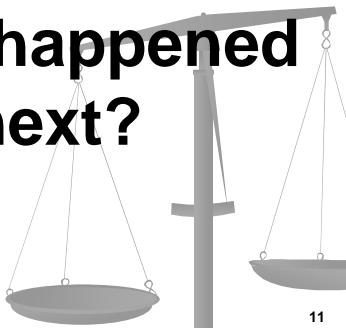
Community Boundary Review

- Community Boundary Review by FDOT
- Community Boundary Review by TAC and CAC Members
- Present community profile and facility reports with final community boundaries



10

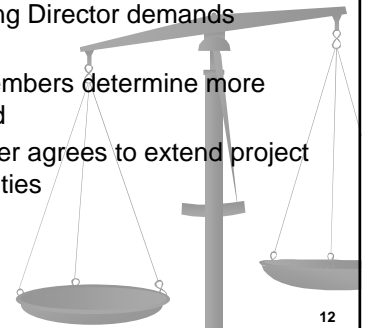
What happened next?



11

Community Response

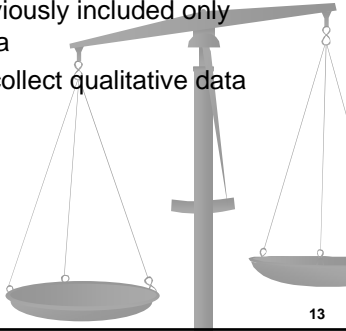
- County Planning Director demands involvement
- TAC / CAC members determine more input is needed
- Project manager agrees to extend project input opportunities



12

Phase 2 Begins

- Work done previously included only quantitative data
- We needed to collect qualitative data



13

What information do we need?

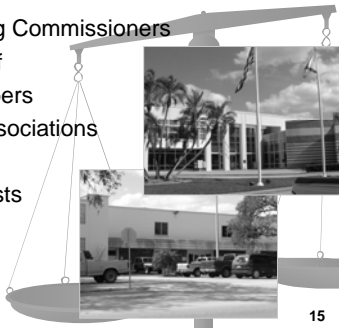
- Community Values
 - Sense of Place
 - Aesthetics
 - Quality of Life
- Community Perceptions
 - Rate of Growth
 - Planning Practices
 - Transportation Needs
- Geographic Assessment
 - Community boundaries
 - Community focal points



14

Who do we need to talk to?

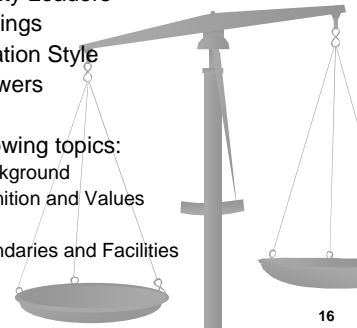
- Elected Officials
- Planning & Zoning Commissioners
- County / City Staff
- CAC / TAC Members
- Neighborhood Associations
- Minority Interests
- Agriculture Interests



15

One-on-One Interviews

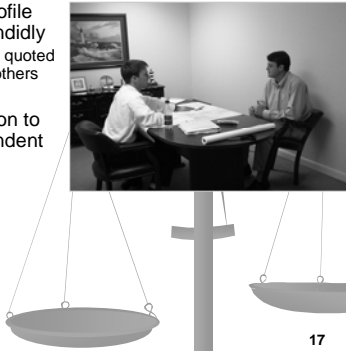
- 17 Key Community Leaders
 - 1 to 2-Hour Meetings
 - Casual Conversation Style
 - Confidential Answers
-
- Covered the following topics:
 - Respondent Background
 - Community Definition and Values
 - SCE Issues
 - Community Boundaries and Facilities



16

Why One-on-One Interviews

- Encouraged high-profile leaders to speak candidly
 - Without fear of being quoted directly or heard by others
 - On their own turf
- Allowed customization to knowledge of respondent
 - Background
 - Past experiences
 - Current position
- Increased ability to schedule meetings



17

Why Focus Groups?

- Originally a Community Meeting Task
- Focus Groups Improved Control Over:
 - Discussion Topics
 - Quality of Discussion
 - Participation Rate
 - Representation of Community
 - Project Resources
- Promoted Exchange and Expansion of Ideas
 - Highlighted points of consensus and contrast
 - Encouraged creativity and problem solving



18

Focus Groups

- 2 Focus Groups
- 23 Neighborhood Representatives
- 2-Hour Meetings
- Structured Discussion Style

- Covered the following topics:
 - Participants' Background
 - Community Definition and Values
 - SCE Issues
 - Community Boundaries and Facilities
 - Existing Transportation Problems
 - Recommended Solutions

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Community Input Findings

20

Community Values

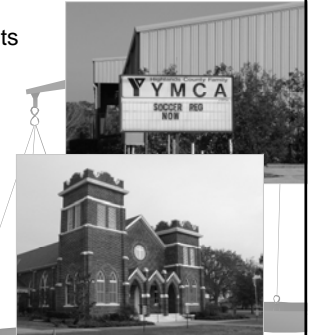
- Definition of Community
 - Social Circles
 - Lifestyle Characteristics
 - Lakefront Communities
 - Mobile-home Parks
 - Golf Communities
- Important Values
 - Religion
 - Family / Friends
 - Small-Town Charm
 - Arts & Culture
 - Recreation
 - Absence of Traffic / Crime



21

Community Values

- Community Focal Points
 - Churches
 - Lakes
 - Parks
 - YMCA
 - Sports Complexes
 - Community Centers
 - Restaurants
 - Lakeshore Mall
 - Wal-Mart



22

Social Issues

- Strengths
 - Low Crime
 - Good Education
 - Relatively Diverse Demographics
 - Representative Leadership
- Weakness
 - Limited Arts and Culture
 - Some Want to Close the Door to Prevent Additional Growth
- Attitudes
 - Need more humanities
 - Growth may diminish quality of life



23

Economic Issues

- Strengths
 - Flourishing Real-Estate Market
 - Increasing Service Sector Jobs
 - Established Agriculture Industry
- Weakness
 - Lack of Other Industries
 - Small Labor Force
- Attitudes
 - Expect growth, but want it slow and controlled
 - Need to diversify economy to keep children around
 - Need to protect historic ties to agriculture



24

Land Use Issues

- Strengths
 - New Development
 - Upper-End Housing Options
- Weaknesses
 - Environmental Pollution by Septic Tanks
 - Lack of Sewer and Utilities Infrastructure
- Attitudes
 - Squeezing out low & moderate income housing
 - Need to think more about transportation issues in land use planning
 - Need greater investment in municipal sewer system



25

Mobility Issues

- Strengths
 - Relatively easy to get around
 - Close Proximity to State Commercial & Recreational Centers
- Weakness
 - US 27
 - Congestion
 - Safety
 - Trucks
 - Elderly Drivers
 - Transportation Disadvantaged
 - Lack of Air / Rail Travel Alternatives



26

Mobility Issues



Mobility Issues

- Identified Solutions on US 27
 - Designated Truck Lanes
 - Consider Service Lanes for Local Traffic
 - Prohibit Left Turns Except by Signal
 - Keep Speed Limit Consistent
 - Enforce Traffic Rules
 - Require Additional Testing for Elderly
 - Lack of Support for Additional Widening
- Other Mobility Needs
 - Need North/South Bypass
 - Widen State Route 70 and US 98
 - Toll Connector to Florida Turnpike
 - Widen Local Streets as Identified
 - Improve Intersections Alignments as Identified
 - Improve Air Travel Options

28

Aesthetic Issues

- Strengths
 - Natural Environment
 - Downtown Sebring
 - Downtown Lake Placid
 - Highlands Hammock State Park
- Weaknesses
 - Urban Blight Along US 27
 - Downtown Avon Park
- Attitudes
 - Be more proactive in creating beautiful communities
 - Improve the feel of US 27
 - Help Avon Park recover
 - Protect the natural environment



29

What we have done so far...

- Created initial community boundaries with quantitative data
- Conducted initial community input by reviewing the initial community boundaries with the FDOT, the TAC and the CAC
- Expanded community input process (qualitative data)
 - Key Community leader interviews
 - Focus groups

30

What is Next?

- Develop final community boundaries
- Develop community profiles
- Upload SCE data to EST
- Identify specific projects
- Repeat / Continue SCE Process
 - Identify Communities
 - SCE Data Collection
 - Evaluation

31

Lessons Learned

- Ensure Identification of True Issues
 - Take the time to do it right
 - Be willing to adapt to the unique circumstances of the county
- Powerful Community Leaders Can Ensure Success
 - Elected Officials were instrumental in conveying importance of project to other leaders
 - County Commissioners helped acquire focus group facilities and participant contacts
 - President of Highlands County HOA helped recruit focus group participants

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Lessons Learned

- Valued Participants Lead to Future Success
 - Make participation enjoyable
 - Get to know participants as people, make them feel comfortable with process
 - Make participants feel important
 - Call on them later when conducting future exercise
- Objectivity Produces Best Results
 - Do not lead respondents during questioning
 - Analyze responses without agenda or bias

33



BRIDGE OF LIONS

REHABILITATION PROJECT







BRIDGE OF LIONS REHABILITATION PROJECT









HISTORIC OVERVIEW



- St. Augustine is the oldest continuous European settlement in North America

- 1895 - A wooden toll bridge served as access to Anastasia Island
- 1927 - The present Bridge of Lions opened connecting St. Augustine with Anastasia Island










HISTORIC OVERVIEW



- 1970's - Over \$2.2 million spent on mechanical and structural repairs
- 1980's - Landscape renovation of park and approaches

- 1982 - Bridge of Lions listed on the National Register of Historic Places






COORDINATION MEETING CHRONOLOGY

PUBLIC MEETINGS / HEARINGS


- May 23, 1991
- June 29, 1992
- July 29, 1993
- July 28, 1994
- March 6, 1995
- June 10, 1996
- June 7, 1999
- March 13, 2002
- March 14, 2002
- June 26, 2003
- June 27, 2003





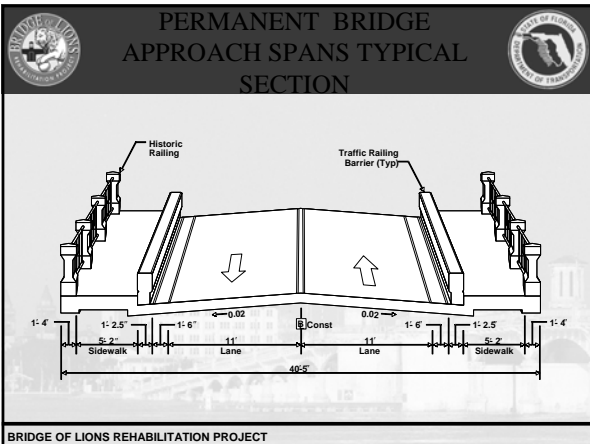
SCOPE OF REHABILITATION




- Remove and replace all approach piers and associated foundations with piers designed for current scour and ship impact requirements
- Remove and replace abutments and associated foundations
- Rehabilitate bascule piers including all concrete surfaces, observation towers, and bearing seats
- Strengthen existing bascule pier foundation to increase load capacity and accommodate current scour and ship impact requirements
- Replace the superstructure and widen the travel lanes from 10 feet to 11 feet




BRIDGE OF LIONS REHABILITATION PROJECT






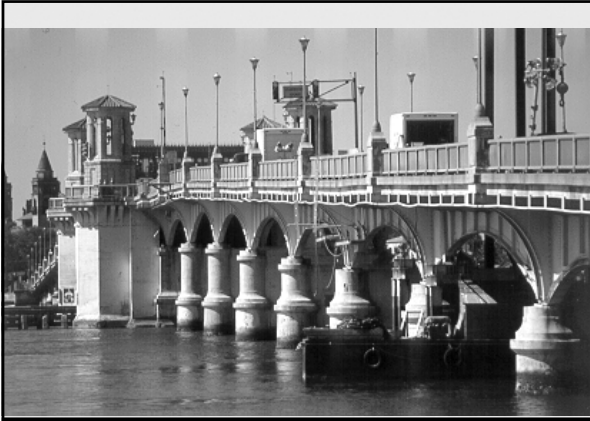
SCOPE OF REHABILITATION



- Remove, rehabilitate, and re-use approach span arched steel plate girders
- Remove and replace existing bascule span steel framing and deck
- Replace existing handrails, light poles, and light fixtures with elements similar to the original elements from 1927
- Replace the bascule machinery and all electrical components and wiring that operates the moveable span
- Provide a safety barrier between the edge of the travel lanes and sidewalk



BRIDGE OF LIONS REHABILITATION PROJECT




BRIDGE OF LIONS REHABILITATION PROJECT




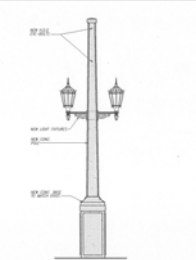
BRIDGE OF LIONS REHABILITATION PROJECT



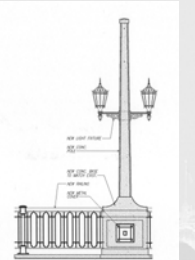


ARCHITECTURAL DESIGN DETAILS






Light Pole with Small Base




Light Pole with Large Base



BRIDGE OF LIONS REHABILITATION PROJECT



SCOPE OF REHABILITATION



- Replace the fender system and add dolphins behind each fender to provide improved resistance to ship impacts
- Re-align the eastern approach roadway to provide a safer alignment for vehicular traffic
- Construct a Temporary Bridge to carry vehicular and pedestrian traffic between Downtown City of St. Augustine and Anastasia Island during construction
- Restore park approaches; create new gateway park on east approach; and enhance overall urban design

BRIDGE OF LIONS REHABILITATION PROJECT

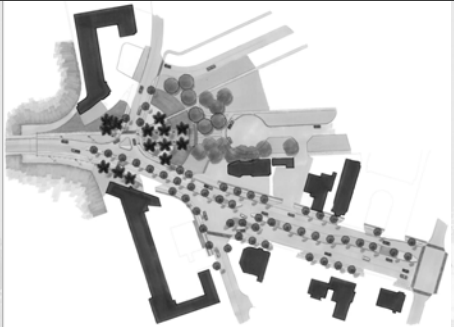


BRIDGE OF LIONS REHABILITATION PROJECT



LANDSCAPE AND URBAN DESIGN EAST APPROACH





BRIDGE OF LIONS REHABILITATION PROJECT



Integrating Cultural Resources



Into SCE Evaluation

Who are Cultural Resource Managers ?

- Anthropologists, Archaeologists, Historians, Preservation Planners, Architectural Historians
- Trained to study human communities through time
- We do this through an analysis of culture

What is Culture?

- Accounts for the huge variety in community values and organization
- Learned behavior (customs and habits)
- Affected by history, place, environment
- Community perceives itself differently than others see it (insider/outsider)
- Culture = people and community; past and present



Why Include Cultural Resources?

- **Historic Perspective**
 - Integrated way to look at community
 - Understand elements not immediately apparent
 - Modern snapshot may not tell the whole tale
- **Proven Technique**
 - Cultural resources studies collect useful SCE data
 - Cultural resource committee
 - Developed effective Native American consultation
- **Experience**
 - 20 years of Section 106 yields proven strategies
 - Identify community issues
 - Successful resolution of effects



Cultural Resources: an Integral Aspect of Livable Communities

- Important to residents as elements of the "good life"
- Inclusion in transportation plans enhances the quality of life
- Historical development defines community
- A community's past often "lost" to development and no longer visible



Ways to Uncover Community Issues Related to Its Past

- Research and surveys to identify archaeological sites and historic resources
- Familiarity with local preservation advocates
- Public meetings to reveal traditional focal points and long-term resident informants
- Informal conversation with residents: door to door fieldwork
- Good entry into identifying issues: non-threatening



Section 106 of the National Historic Preservation Act

- Requires consultation with all affected parties
- NRHP eligibility assessments



Identifying Issues in Historic Communities

- Historical development
- Social foundation of community
- Important community features
- Community values
- Cohesion
- Sense of place



Community Perspective Often Differs from Outside Expectations



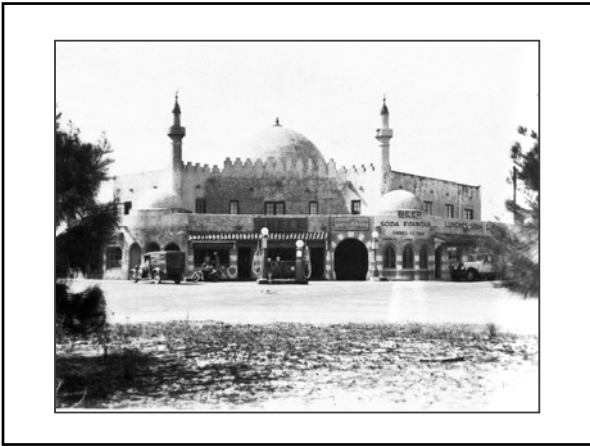
Fantasy Architecture



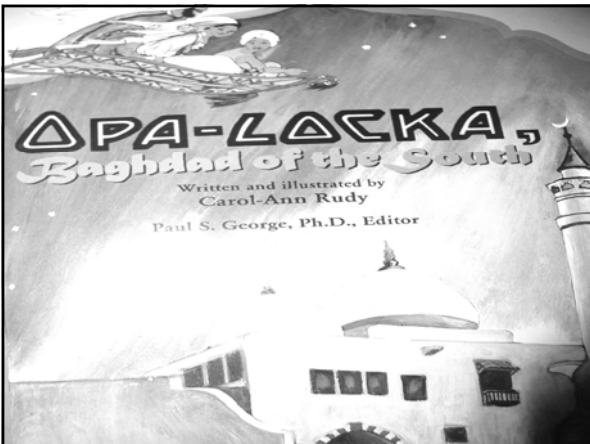
Moorish Revival inspired by 1924 Thief of Baghdad

Developed in 1920s by Glenn Curtiss





Talking with the Community





Cultural Resource Committee

- Best practices
- Community sensitive design
- Resolving effects for two historic communities:
 - Orlando I-4 project/Holden-Parramore
 - Tampa Interstate Study/Ybor City



Holden-Parramore Neighborhood

- Historically black neighborhood in Orlando during first half of 20th Century
- Remains African-American



Holden-Parramore Neighborhood

- Construction of E-W Expressway and I-4
- Demolition and deterioration of historic resources
- Disrupted physical cohesiveness



Cultural Resource Assessment

- Initially documented resources and proposed an overall historic district



Cultural Resources Committee (CRC)



Participants:
 FDOT, FHWA, SHPO, City of Orlando, Orange Co. Historical Museum, Carter Street Neighborhood Assoc., College Park Neighborhood Assoc., Orlando Housing Authority, Downtown Development Board, Griffin Park Residential Assoc., Holden Heights Neighborhood Assoc., Orlando-Orange Co. Expressway Authority, Lake Cherokee Neighborhood Assoc., Preserve Eatonville, Orange Co. Regional History Center, Arlington Heights/Concord Neighborhood Assoc.

Neighborhood Concerns



- Loss of neighborhood cohesion
- Local churches
- Demolition of commercial corridor versus rehabilitation

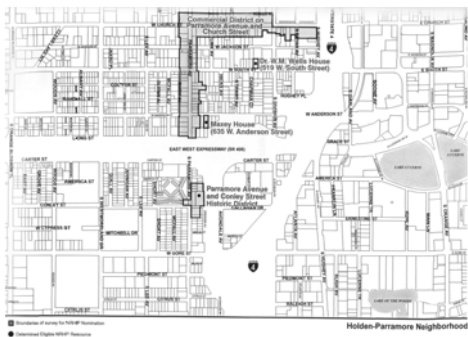


Resolution

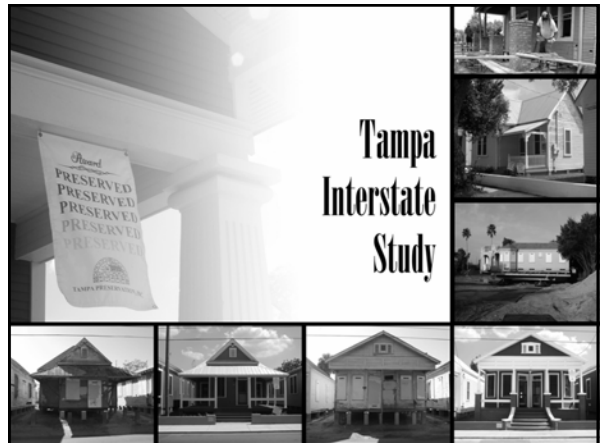
- Commercial District established as part of MPS, which could encourage rehabilitation of commercial resources through financial incentives



Holden-Parramore MPS

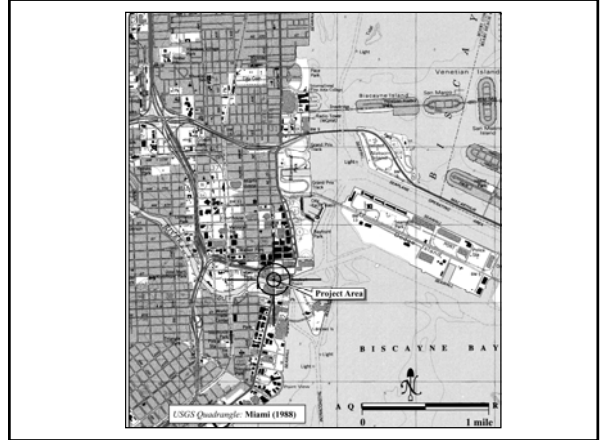


Tampa Interstate Study



Brickell Avenue Bridge Widening

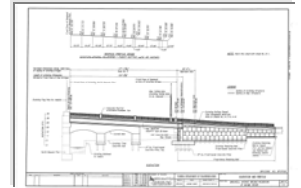
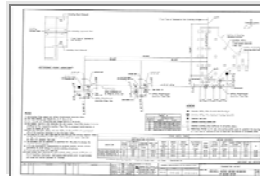
Native American
Consultation



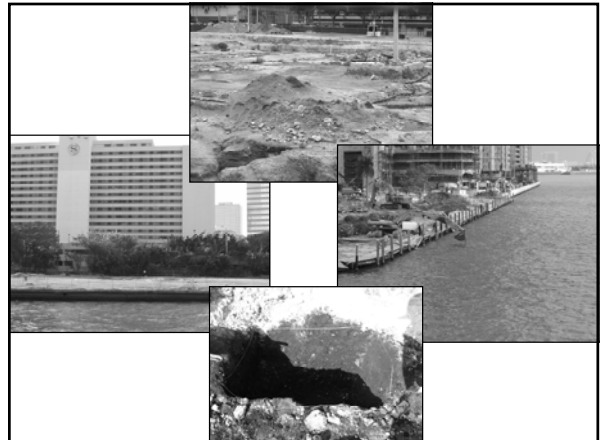
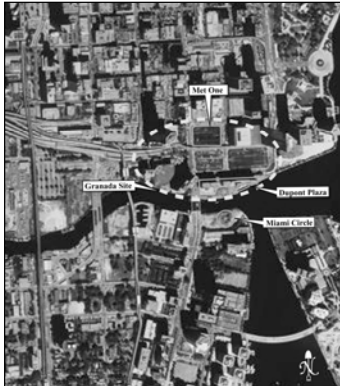
Project Area



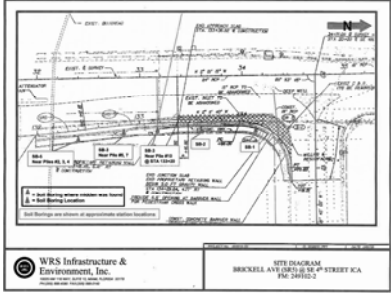
Project Description



Native American Cultural Sites

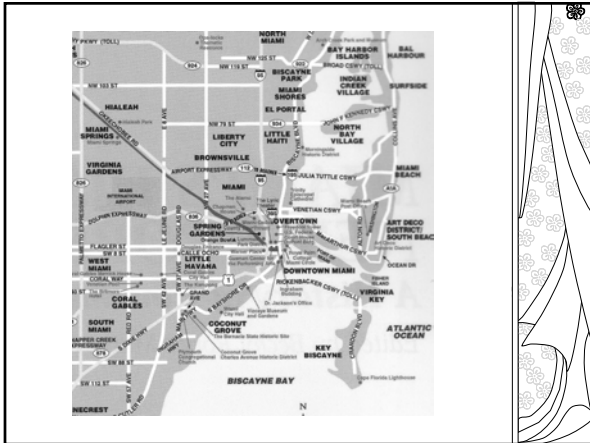


Locations of Soil Borings



Overtown

"An Unfortunate Woman"



Builders of Miami

- ❖ One of Miami's original settlements
- ❖ Named "Colored Town" in 1890s
- ❖ Only area where black residents could purchase land



Builders of Miami

- ❖ Craftsman and labor for tourism industry
- ❖ Home of black workers who built and serviced the railroad, streets, and hotels of Miami
- ❖ Original settlers from Bahamas and southern states
- ❖ Over time, immigrants from Cuba, Haiti, Jamaica, Trinidad, Tobago

“The Great Black Way”

- ❖ Vibrant community despite Jim Crow laws
- ❖ By 1904: numerous businesses, newspaper, public school, cemeteries, and churches
- ❖ Shopping, entertainment and business center of African-American community



“Harlem of the South”

- ❖ Retreat for Thurgood Marshall, Dr. Mary McCleod Bethune (president of Bethune College and National Council of Negro Women), W.E. DuBois
- ❖ Entertainers: Nat King Cole, Lena Horne, Billie Holiday, Louis Armstrong, Bo Diddley, Aretha Franklin (1920s-40s)



Urban Decline

- Urban renewal, desegregation, construction of freeways
- Destroyed the business district
- Disrupted community cohesion



Loss of Community Cohesion

- Freeways bisected the community
- I-95 and I-395 covered 20 square blocks (1960s)
- Metrorail (1980s)



Loss of Community Cohesion

- ❖ Community changed and experienced economic and social decline
- ❖ The past became “lost” and no longer readily visible to non-community members
- ❖ Population declined from 40,000 (1960s) to 10,000
- ❖ 1960-1970: lost 51% population and 33% businesses
- ❖ 55% of Overtown in poverty (2000 census)

“Urban renewal came in and took the land my grandmother left me...” Ann Marie Adkin

Evidence of a Once Vibrant Community



Redefining Community Through Historic Places



Community Revitalization

- Overtown Collaborative
- Historic Churches and Congregations
- Overtown Advisory Board
- Black Archives
- Overtown Folklife Village



Redevelopment Vision

Overtown to get hotel, condos

OVERTOWN REDEVELOPMENT AREA DESIGN CHARRETTE

The Citizen's Vision

Reclaiming A Sense of Place

OVERTOWN



Photograph by Michael Wray



Photographs by Susan Randall

Courtesy of Trust for Public Land

Overview of I-95 Ramps Project



Purpose

- ❖ Provide access from the Port of Miami to SR 836 via I-95/I-395
- ❖ Relieve traffic congestion in the Downtown Miami Business District
- ❖ Provide alternate route for trucks
- ❖ Restore more direct access for Overtown Community
- ❖ Port of Miami and FDOT PD&E study

Current Port Access

Port uses I-395, NE 1st & 2nd Ave & Biscayne Blvd

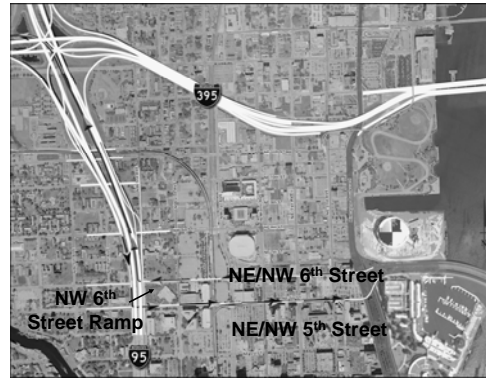


FDOT/Port Proposed Project

Use NE/NW 5th and 6th Streets and Build Ramp to westbound SR836



NW 6th Street Ramp Alternative



NW 8th Street Ramp Alternative



Public Involvement

- Began in June 2002
- Used community liaison
- Over 50 individual, small group meetings
- Overtown Advisory Board Transportation Subcommittee formed



Stakeholders

- ❖ **Government**
 - City of Miami and City Commissioners; City Police and Fire Departments; Miami-Dade Community College and Public Schools; City of Miami Community Redevelopment Agency; U.S. District Court
- ❖ **Business and Trade Organizations**
 - Overtown International Longshoreman; Florida Stevedoring; Overtown Merchants Association
- ❖ **Civic Groups and Non-Profits**
 - Overtown Empowerment Zone; Overtown Advisory Board; Overtown Civic Partnership; YWCA; Black Archives
- ❖ **Homeowners**
 - Poinciana Village Condo Association
- ❖ **Historic Churches**
 - Central Baptist Church; Bethel AME Church; Mt. Zion Baptist Church

Potential Community Enhancements

- Visual barrier walls along I-95
- Landscaping
- Poinciana Village additional access
- Overtown Greenway features
- Mt. Zion Church parking & A/C



A “Done Deal”

- ❖ Fast-track project
- ❖ Location of truck ramp @ NW 8 St.
- ❖ Funded by FDOT for Port of Miami
- ❖ Community support per Miami City Commissioner Teele
- ❖ “Fight DOT tooth and nail...”
- ❖ “Sounds like a class action lawsuit to me.”

Poinciana Village

- ❖ Increased truck traffic
- ❖ Noise and air pollution
- ❖ Pedestrian concerns



Historic Mt. Zion Church

- Hook ramp
- Physical impacts to Church
- Vibration concern
- Adequacy of parking
- Increased traffic

NRHP-Listed Mt. Zion Baptist Church



Section 106

- Required assessment of historic Church
- Analysis of impacts to Church
- Required Public Involvement
- Uncovered attitudes towards FDOT projects
- SHPO No Adverse Effect

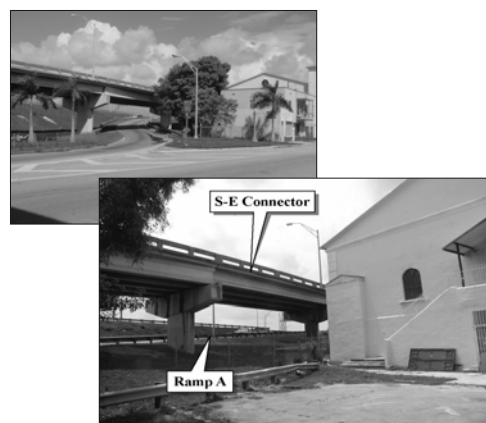
NRHP-Listed Mt. Zion Baptist Church



HOOK RAMP DETAIL



Figure 9 - 16
HOOK RAMP DETAIL



Defining Community through Cultural Resources

- ❖ Cultural resources provided:
 - Historic perspective
 - Sense of place
 - Way to understand community elements and attitudes
 - Avenue for discussion of other concerns
- ❖ Discussion of possible impacts to church revealed attitudes towards FDOT and the project

Listening to the Community

- Changed location of truck ramp from NW 8th Street to NW 6th Street
- Safety and noise concerns due to increased truck traffic
- Many opposition letters received
- Public Workshop in July 2003
- "Environmental Justice" letter to Secretary Abreu (10/03)
- MPO terminated project (12/03)

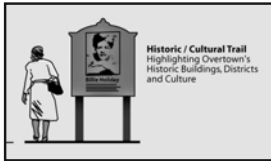
Lessons Learned

- Recognize “Sins of the Past”
- Fallacy of unified perspective
- Role of Community Liaison misinterpreted
- Make genuine effort to build trust
- Cultural Resources/Section 106 is vital to identify community issues and attitudes

Roots in the City



Overtown Greenways



Overtown
Pedestrian Mall