

Environmental Justice for PEL Studies



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July 10, 2020



Transportation Matters

Economy

- Washington is one of the most trade-centric states in the nation

Quality of life

- Affordable housing
- Public health
- Access to nature, recreation

Social equity

- Percentage of family income spent on transportation highest for the least well off
- Approximately 20% of Washingtonians don't hold a driver's license
- Transit and active transportation investments provide access to opportunity

WSDOT

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STATE OF TRANSPORTATION - WSDOT

1/15/20

ROGER MILLAR
SECRETARY OF TRANSPORTATION, WSDOT
FOR MORE INFORMATION VISIT WWW.LEG.WA.GOV





COMMUNITY ENGAGEMENT PLAN

2016 UPDATE



“At WSDOT, inclusive engagement means reaching out to all community members, so that they can choose to have a voice in the process and know their ideas were heard and considered.”

- Secretary of Transportation Roger Millar

Benefits of the PEL Process – for Stakeholders and Public

- **Early** identification and engagement
- Building collaborative working relationships with agencies/public
- Collaborate on purpose and need
- Develop additional potential transportation improvement options / alternatives

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“Planning *is* Community Engagement.”

- Charlene Kay
WSDOT Eastern Region Planner

Health Equity



Access to decision-making
leads to
Opportunity for a healthier life

PEL Milestones

1. Identify transportation need **with the community.**

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2. Determine reason for PEL study & desired outcomes **for whom?**

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3. Identify stakeholders **and then ask: who isn't here?**

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5. Define/refine travel corridors (logical termini/independent utility)
based on what you have heard.

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8. Develop alternatives and define travel modes for all.
9. Identify environmental impacts and potential mitigation.

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10. Document evaluation process **not just outcomes.**

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9. Identify environmental impacts and potential mitigation.
10. Document evaluation process not just outcomes.
11. Finalize planning and environmental linkage documents.

Well - Partnered

Well - Designed [engagement]

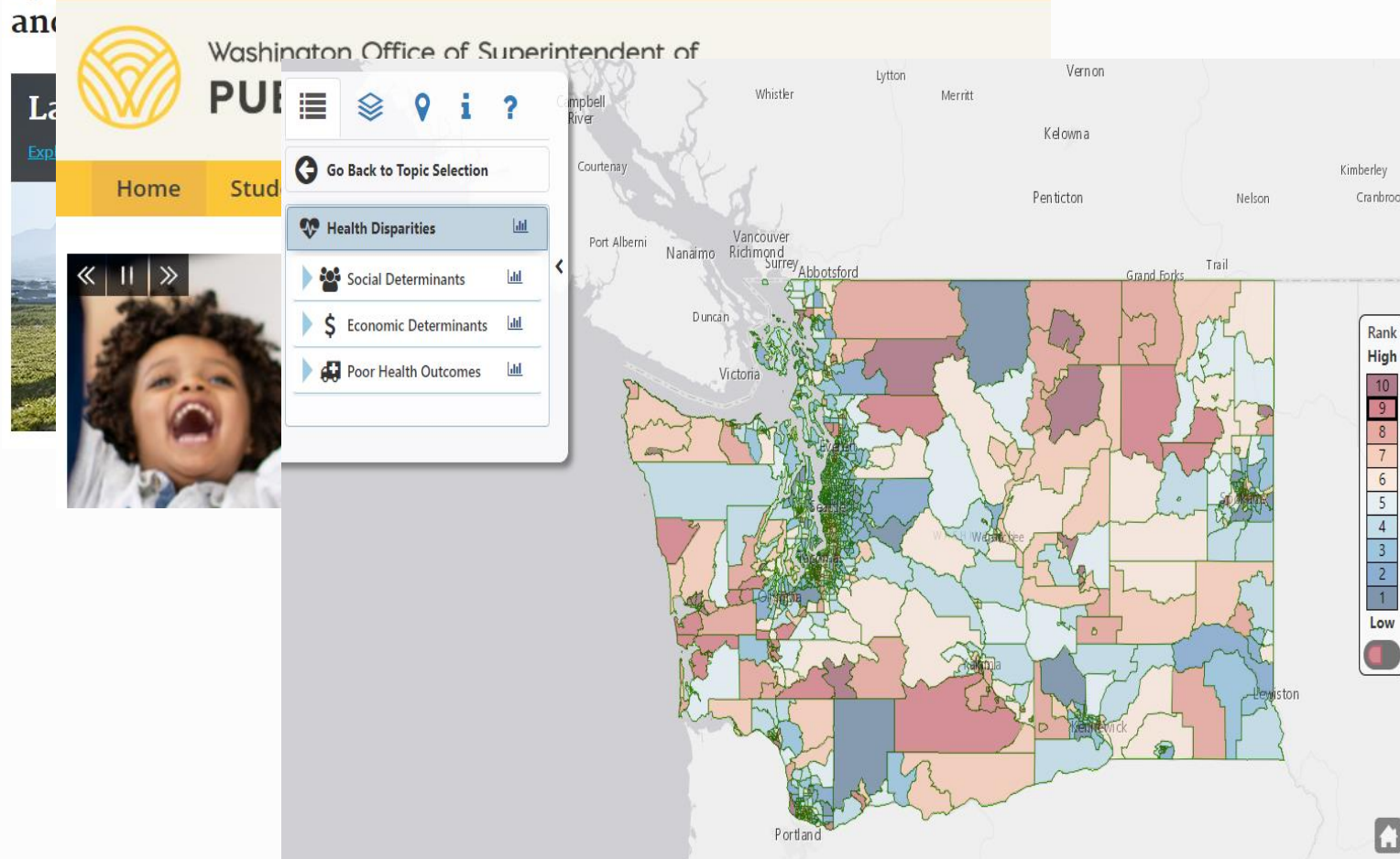
Well - Informed

Well - Documented

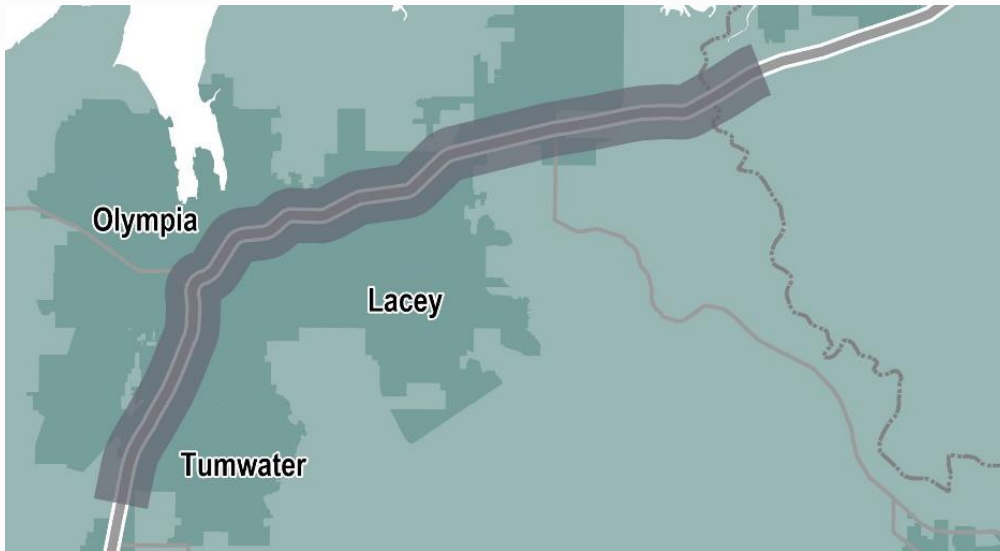
With an emphasis on equity.

Well - Partnered

EJSCREEN: Environmental Justice Screening



Well - Partnered



- I-5 Tumwater to Mounts Road PEL Study

Stakeholders

- 7 cities
- 6 Tribes
- 2 counties
- 3 Transit agencies
- Joint Base Lewis-McCord
- Port of Olympia
- South Sound Military Community Partnership
- Thurston Economic Development Council
- Thurston Regional Planning Council

Well - Partnered



Diverse staff



Well - Designed Engagement

ARABIC
العربية

ARMENIAN
Հայերեն

BENGAZI
بنغازي

CANADIAN
Canadien

CHINESE
中文

SIMPLIFIED
简体中文

TRADITIONAL
繁體中文

CROATIAN
Hrvatski

CZECH
Čeština

DUTCH
Nederlands

ENGLISH
English

FARSI
فارسی

FRENCH
Français

GERMAN
Deutsch

PORTUGUESE
Português

WSDOT

Below is a matrix describing WSDOT's Community Engagement during each planning and project development phase. The purpose of this table is to show how WSDOT's community engagement objectives align within Practical Solutions, which is how we approach this process.

Function: Framework	Function: Description	What is the role at this stage?	How is WSDOT engaging me?	System Impact for Engagement

Note: This table is for informational purposes only.

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Washington State Department of
are that no person shall, on the
as, as provided by Title VI of the
em participation in, be denied the
against under any of its federally
nt activities. Any person who believes his/her Title VI
violated, may file a complaint with WSDOT's Office of
y (OEI). For additional information regarding Title VI
complaint procedures and/or information regarding our non-discrimination
360-705-7099; please contact OEI's Title VI Coordinator at 360-705-7099.

Well - Designed Engagement



Well - Informed Outcomes

PLACE Making...



Well - Informed Outcomes


► **Goal:** Increase the percentage of everyday short trips made by walking or bicycling.

► **Performance measures:** Percentage of trips by walking/bicycling; percentage of adults meeting physical activity recommendations; children walking/biking to school; ferry walk-on/bike trips; transit access by mode [need more data to track some of these]

► **Equity check:** Do certain populations make a smaller percentage of everyday short trips using active transportation? Do we understand why and whether this is due to issues we can seek to address together?


- Active Transportation Plan

Equity Analysis

 Washington State
Department of Transportation

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Menu

Environmental Justice

Section 4(f) evaluation guidance

Environmental Justice

This page provides technical guidance to project teams for complying with Federal Highway Administration (FHWA) Environmental Justice (EJ) requirements during NEPA review at all project levels (EIS, EA, CE). This page also contains information useful to staff in other Washington State Department of Transportation (WSDOT) programs as they identify and engage EJ communities.

Before you start

Read Chapter 458: Social and Community Effects of the [Environmental Manual](#) to learn more about considerations we take to assess social, economic, community, equity, and relocation impacts during the project development process.

For Categorically Excluded Projects

Follow this process for Categorically Excluded (CE) level projects to ensure compliance with Environmental Justice requirements.

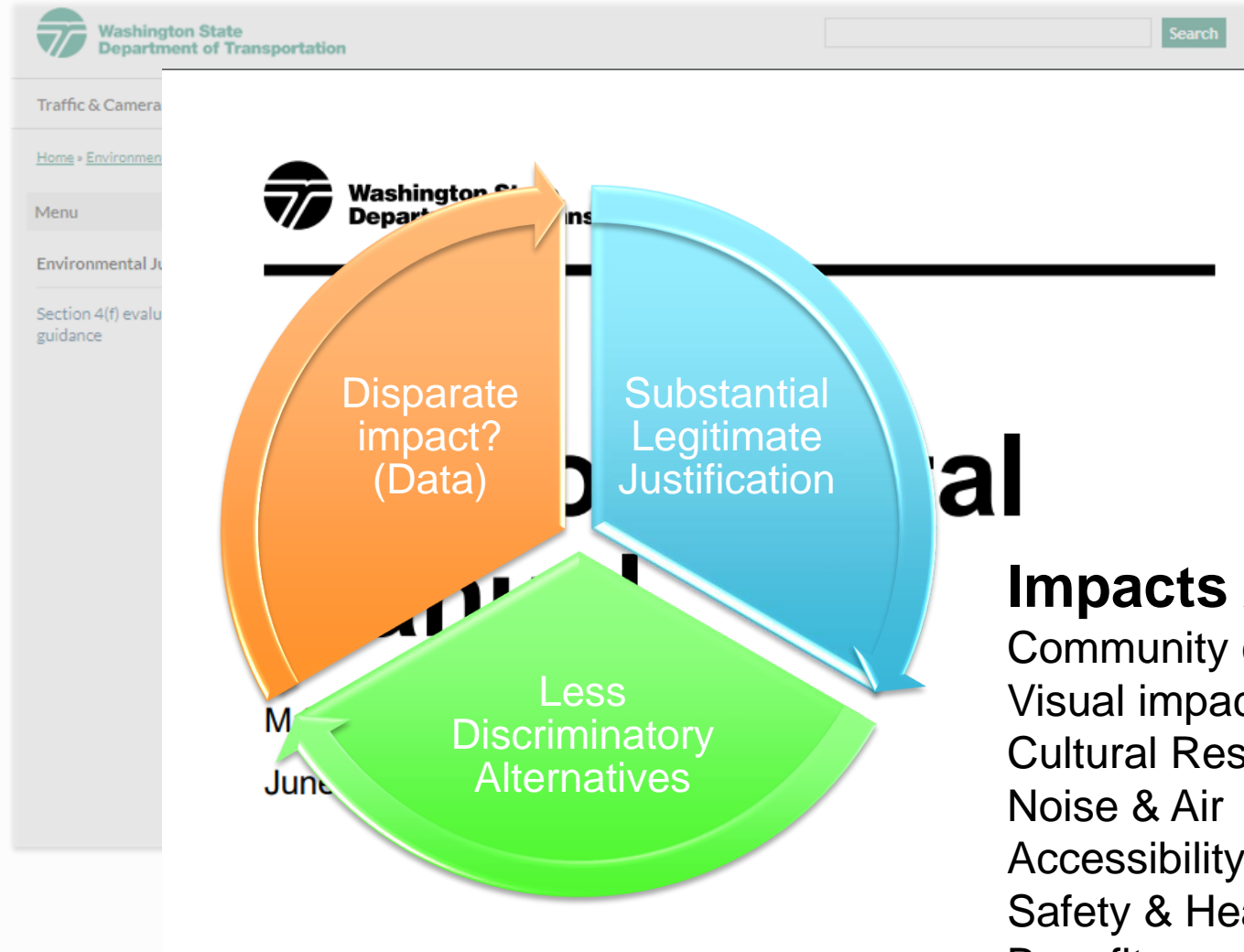
1. Use our list of [Projects Exempt from Detailed Analysis](#) (pdf 446 kb) to determine if your project is unlikely to have an adverse effect that disproportionately impacts a minority or low income population. Fish passage projects are not exempt from detailed EJ analysis because they usually require a detour or have noise and dust associated with them.
2. Use the two FHWA approved websites [EJScreen](#) and [Office of Superintendent of Public Instruction \(OSPI\)](#) to collect demographic data for your project site. See our [EJScreen step by step instructions](#) (pdf 754 kb).
3. Use our guide to [Collect Demographic Data](#) (pdf 680 kb).
4. Define project effects on EJ populations in the [EJ Memo](#) (docx 33 kb) using [Determining Project Effects on EJ Populations](#) (pdf 811 kb). Use the [Fish Passage EJ Memo](#) (docx 18 kb) template to document your analysis.

For Environmental Assessment and Environmental Impact Statement (EA/EIS) Level Projects

The project team should:

1. Follow the steps outlined in this [study area process](#) (pdf 105 kb) to define the project's study area for Environmental Justice.

Equity Analysis

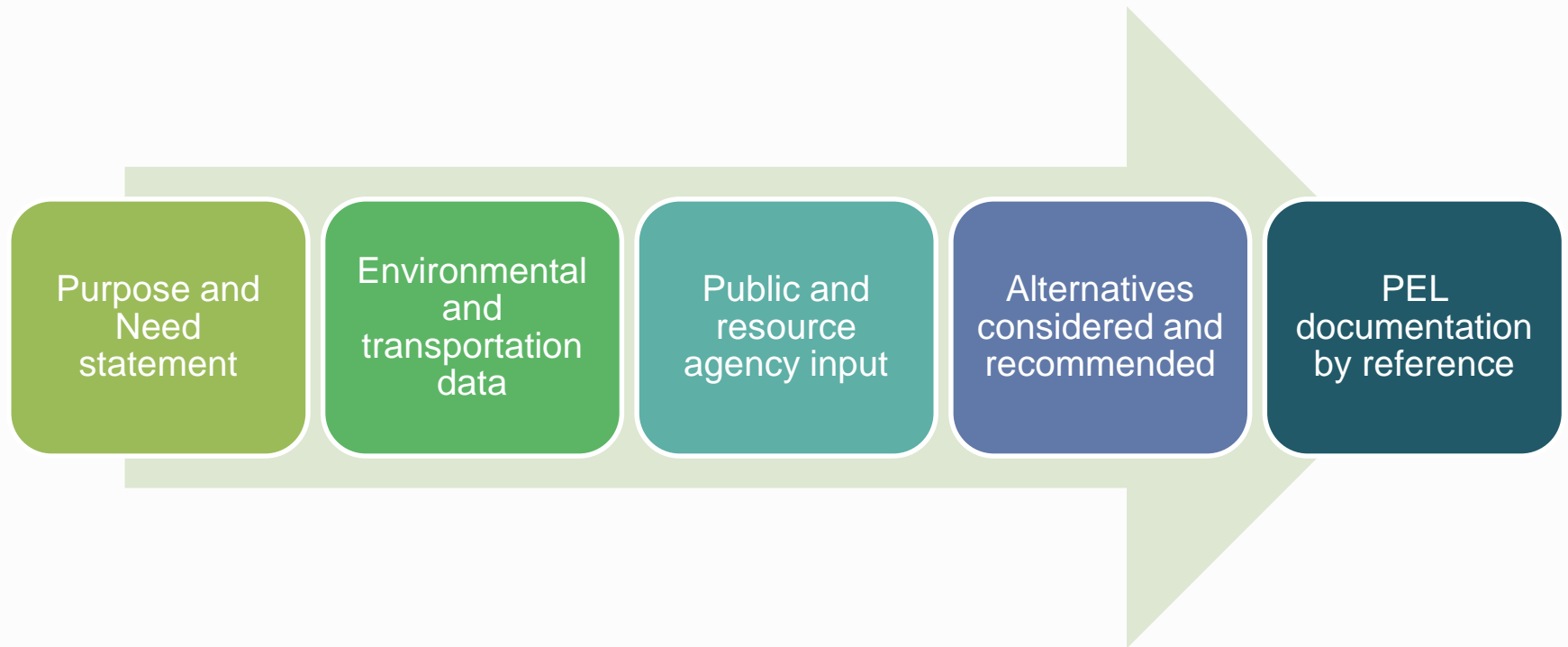


Impacts Analysis:

Community cohesion
Visual impacts
Cultural Resources
Noise & Air
Accessibility
Safety & Health
Benefits and more!

Well - Documented

What carries forward into NEPA? Documentation!





– Tameka Butler, [Why We Must Talk About Race When We Talk About Bikes](#)

Go to: menti.com

Enter code: 75 42 91

Thank you!

Thank you!

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