

CHAPTER 9

SOCIOCULTURAL EFFECTS EVALUATION

TABLE OF CONTENTS

| | |
|---|------|
| 9-1 OVERVIEW..... | 9-1 |
| 9-1.1 Purpose | 9-1 |
| 9-1.2 Sociocultural Effects Issues..... | 9-2 |
| 9-1.3 Laws, Rules, and Regulations | 9-2 |
| 9-1.4 Application..... | 9-4 |
| 9-1.4.1 Planning Phase..... | 9-4 |
| 9-1.4.2 PD&E Phase | 9-4 |
| 9-1.4.3 Updating SCE Evaluations in Subsequent Phases | 9-5 |
| 9-2 PROCEDURE | 9-5 |
| 9-2.1 Step 1: Review Project Information | 9-10 |
| 9-2.1.1 Collect and Review Project Information | 9-11 |
| 9-2.1.2 Gather Community Information | 9-12 |
| 9-2.1.3 Support the PD&E Public Involvement Program | 9-13 |
| 9-2.1.4 Conduct Field Review | 9-14 |
| 9-2.2 Step 2: Define the Study Area | 9-15 |
| 9-2.2.1 Review Field Notes and Project Information | 9-15 |
| 9-2.2.2 Define SCE Evaluation Study Area | 9-15 |
| 9-2.3 Step 3: Prepare Community Information | 9-16 |
| 9-2.3.1 Supplement the Community Data | 9-17 |
| 9-2.3.2 Summarize Community Information | 9-18 |
| 9-2.4 Step 4: Evaluate Sociocultural Effects..... | 9-19 |

| | |
|---|------|
| 9-2.4.1 Identify Community Resources and Level of Importance | 9-20 |
| 9-2.4.2 Perform Community Outreach | 9-21 |
| 9-2.4.3 Assess Potential Direct Effects | 9-21 |
| 9-2.4.4 Assess Potential Indirect Effects | 9-24 |
| 9-2.4.5 Assess Potential Cumulative Effects | 9-24 |
| 9-2.4.6 Describe the Severity of Effects | 9-25 |
| 9-2.4.7 Identify Adverse Effects on Minority and Low-Income Populations | 9-25 |
| 9-2.5 Step 5: Identify Solutions to Project Impacts | 9-26 |
| 9-2.5.1 Review Previous Recommendations..... | 9-26 |
| 9-2.5.2 Work with Communities to Evaluate/Devise Solutions | 9-26 |
| 9-2.5.3 Focus Outreach on Affected Populations and Neighborhoods..... | 9-27 |
| 9-2.5.4 Document Solutions to Project Impacts | 9-27 |
| 9-2.6 Step 6: Document Findings | 9-27 |
| 9-2.7 Identify Disproportionately High and Adverse Effects..... | 9-28 |
| 9-2.8 Updating SCE Evaluations in Subsequent Phases | 9-29 |
| 9-3 DOCUMENTATION | 9-29 |
| 9-3.1 Update Project File | 9-30 |
| 9-3.2 Prepare Environmental Document..... | 9-30 |
| 9-3.2.1 Type 1 and Programmatic Categorical Exclusions, or Non-Major State Actions | 9-30 |
| 9-3.2.2 Type 2 Categorical Exclusions | 9-31 |
| 9-3.2.3 Environmental Assessments | 9-32 |
| 9-3.2.4 Environmental Impact Statements | 9-32 |

| | |
|---|------|
| 9-3.2.5 State Environmental Impact Reports..... | 9-33 |
| 9-3.3 Documentation for Environmental Justice/Title VI Considerations | 9-34 |
| 9-3.3.1 Federal Highway Administration Guidance | 9-34 |
| 9-3.3.2 Federal Transit Administration Guidance | 9-37 |
| 9-3.4 Develop Conceptual Stage Relocation Plan..... | 9-37 |
| 9-3.4.1 Considerations for Evaluating Relocation Effects | 9-41 |
| 9-3.4.2 Last Resort Housing..... | 9-41 |
| 9-3.4.3 Information Required When a Relocatee Is Involved | 9-42 |
| 9-3.4.4 Information Required When There Are No Relocations | 9-44 |
| 9-4 REFERENCES..... | 9-44 |
| 9-5 INDEX..... | 9-48 |
| 9-6 HISTORY | 9-49 |

LIST OF TABLES

| | |
|--|------|
| TABLE 9.1 Examples of Potentially Underrepresented Populations | 9-1 |
| TABLE 9.2 Sociocultural Effects Evaluation Issues | 9-2 |
| TABLE 9.3 Legislation Pertaining to Sociocultural Effects Evaluation..... | 9-2 |
| TABLE 9.4 Comparison of SCE Evaluations in ETDM Process and PD&E Phase | 9-7 |
| TABLE 9.5 SCE Evaluations Vary Based on Impact Potential..... | 9-9 |
| TABLE 9.6 SCE Considerations..... | 9-50 |

LIST OF FIGURES

| | |
|---|------|
| FIGURE 9.1 SCE Evaluation Process Diagram | 9-53 |
| FIGURE 9.2 Recommended SCE Technical Memorandum Outline | 9-54 |

9 SOCIOCULTURAL EFFECTS EVALUATION

9-1 OVERVIEW

9-1.1 Purpose

This chapter contains the Florida Department of Transportation’s (FDOT’s) procedures for evaluating sociocultural effects (SCE) throughout the transportation project delivery process. The SCE evaluation process, illustrated at the end of this chapter in **Figure 9.1**, identifies and addresses potential effects of transportation projects on communities and community resources. The process is collaborative, involving government agencies, the public, and other stakeholders, to ensure that community values and concerns receive adequate attention during project delivery and that no groups or populations are disproportionately affected. SCE evaluation is called “Community Impact Assessment” in some state and federal policies; these terms can be used interchangeably.

Through this process, FDOT works proactively with communities to provide effective transportation solutions. The SCE evaluation process supports legal requirements during project development to consider and account for sociocultural resources that may be affected by project activities.

The SCE evaluation process devotes attention to potential issues associated with Environmental Justice, Civil Rights, and other nondiscrimination laws. Project benefits and environmental effects on all communities are assessed in the SCE evaluation with special consideration for minority, low-income, and other potentially underrepresented populations (see examples in **Table 9.1**). The SCE evaluation process involves affected communities and residents, as well as transportation planners and decision makers, to evaluate the potential effects of a transportation action on a community. Information gathered through the SCE evaluation process is used as a basis for decision making throughout project delivery.

TABLE 9.1 Examples of Potentially Underrepresented Populations

| Demographic Characteristics | Legal Authority for Protection from Discrimination |
|---|--|
| Race, color, or national origin | Title VI of the Civil Rights Act |
| Disability | Americans with Disabilities Act and Rehabilitation Act |
| Age | Age Discrimination Act |
| Gender | 23 United States Code (USC) 324 |
| Limited English Proficiency | Executive Order 13166 |
| Minority and low income | Executive Order 12898 (Environmental Justice) |
| Handicap, age, race, color, sex, or national origin | 23 Code of Federal Regulations (CFR) 771 |

9-1.2 Sociocultural Effects Issues

The SCE evaluation focuses on the six sociocultural issues listed below in **Table 9.2**. The table also includes examples of topics evaluated for each of the six issues. The issues are described in **Section 9-2.4**. For additional information, see the [SCE Issue Sheets](#) on the [SCE evaluation process website](#) (see **Section 9-4 References** for the internet address to all web sites and links used in this chapter).

TABLE 9.2 Sociocultural Effects Evaluation Issues

| | | |
|---|---|---|
| <p>Social</p> <ul style="list-style-type: none"> • Demographics • Community Cohesion • Safety/Emergency Response • Community Goals • Quality of Life • Special Community Designations <p>Economic</p> <ul style="list-style-type: none"> • Business & Employment • Tax Base • Traffic Patterns • Business Access • Special Needs Patrons | <p>Land Use Changes</p> <ul style="list-style-type: none"> • Land Use – Urban Form • Local Plan Consistency • Open Space • Sprawl • Focal Points <p>Mobility</p> <ul style="list-style-type: none"> • Modal Choices <ul style="list-style-type: none"> ○ Pedestrian ○ Bicyclists ○ Transit • Transportation Disadvantaged • Connectivity • Traffic Circulation • Public Parking | <p>Aesthetic Effects</p> <ul style="list-style-type: none"> • Noise/Vibration • Viewshed • Compatibility <p>Relocation Potential</p> <ul style="list-style-type: none"> • Residential • Non-Residential • Public Facilities |
|---|---|---|

9-1.3 Laws, Rules, and Regulations

Table 9.3 presents the major federal and state laws, rules, and regulations requiring that FDOT considers effects on the human environment during project delivery.

TABLE 9.3 Legislation Pertaining to Sociocultural Effects Evaluation

| Title and Citation | Relevance to Sociocultural Effects |
|---|--|
| Federal | |
| <i>National Environmental Policy Act of 1969 (NEPA) (42 USC § 4331)</i> | Requires analysis of the social, economic, and environmental impacts of projects using federal funds, including the integrated use of the social sciences in assessing impacts on the human environment. |

| Title and Citation | Relevance to Sociocultural Effects |
|---|---|
| <i>Title 23 USC, as amended</i> | Defines specific impacts that must be considered in developing any project on any Federal-aid highway system, including social and economic impacts to communities. |
| <i>Regulations for Implementing the Procedural Provisions of the National Environmental Policy Act (40 CFR §§ 1500-1508)</i> | Requires federal agencies to use all practicable means, consistent with the requirements of NEPA, to avoid or minimize any possible adverse effects of their actions upon the quality of the human environment. |
| <i>Environmental Impact and Related Procedures (23 CFR 771)</i> | Prescribes Federal Highway Administration (FHWA) policies and procedures for implementing NEPA and the Council on Environmental Quality (CEQ) Regulations, among these being early and continuing opportunities during project development for the public to be involved in the identification of social, economic, and environmental impacts, as well as impacts associated with relocation of individuals, groups, or institutions. Also 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 FHWA program or procedural activity required by or developed pursuant to this regulation. |
| <i>Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)</i> | 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. |
| <i>Executive Order 12898: Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations</i> | Addresses Environmental Justice, requiring special attention to addressing disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations. |
| <i>Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency</i> | Improves access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP). |
| State | |
| <i>Section 339.175 (6)(b), Florida Statutes (F.S.) Metropolitan planning organization powers, duties, and responsibilities</i> | Requires the Long Range Transportation Plan and the Transportation Improvement Program to consider the overall social, economic, energy, and environmental effect of transportation decisions. |
| <i>Chapter 187, F.S - State Comprehensive Plan</i> | Establishes statewide comprehensive plans that include goals, objectives, and strategies for the overall transportation system in Florida and which must consider community effects. |
| <i>Section 339.155, F.S - Florida Transportation Plan</i> | Describes requirements of an annual Florida Transportation Plan, including procedures for public participation (subsection 6). |

| Title and Citation | Relevance to Sociocultural Effects |
|--|--|
| <i>Florida Civil Rights Act of 1992 (Sections 760.01-760.11 and 509.092, F.S.)</i> | Secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status. |

9-1.4 Application

The SCE evaluation process starts at the earliest planning stages of a project and continues throughout the project delivery process. Each successive phase builds on the data, analysis, and findings of previous SCE evaluations to achieve the particular objectives of the project phase. The level of analysis required to determine potential project effects varies according to project phase, project nature and scope, level of potential controversy, and potential for project effects. Projects qualifying for screening through the Efficient Transportation Decision Making (ETDM) process receive early consideration of sociocultural effects during the Planning phase. For other projects, SCE consideration begins during the Project Development and Environment (PD&E) phase. Project types qualifying for ETDM screening are identified in [Chapter 2 of the ETDM Manual, Topic No. 650-000-002](#).

9-1.4.1 Planning Phase

In the Planning phase, ETDM projects are evaluated for sociocultural effects in conjunction with two project milestones – the Planning Screen and Programming Screen.

The objectives of the Planning Screen are to consider project feasibility; focus the issues to be addressed during the Programming Screen; and allow for early identification of potential avoidance, minimization, and mitigation opportunities. The Planning Screen is performed for projects being considered for adoption in the Metropolitan Planning Organization (MPO)/Transportation Planning Organization (TPO) Long Range Transportation Plan (LRTP). It is also performed for some projects that have not been previously screened, but are already cited in these plans. See [Chapter 3 of the ETDM Manual, Topic No. 650-000-002](#) for more information about the Planning Screen.

The Programming Screen builds upon the Planning Screen evaluation (if conducted) to further identify, refine, and understand potential project issues while supporting the development of a scope of service to complete the detailed analysis during the PD&E Study. Not all Programming Screen projects are preceded by a Planning Screen review. See [Chapter 4 of the ETDM Manual, Topic No. 650-000-002](#) for more information about the Programming Screen.

9-1.4.2 PD&E Phase

The SCE evaluation process is an important part of the PD&E Study to comply with Council on Environmental Quality (CEQ) regulations **40 CFR §§ 1500-1508**, which

requires federal agencies to use all practicable means, consistent with the requirements of the **National Environmental Policy Act (NEPA)**, to avoid or minimize any possible adverse effects of their actions upon the quality of the human environment. The SCE evaluation process also applies to non-federal projects. The level of assessment during PD&E depends on the potential for significant impacts, as defined by **40 CFR §§ 1500-1508**. The SCE evaluation process is performed in accordance with a PD&E Study schedule by a PD&E project team under the direction of a PD&E Project Manager.

9-1.4.3 Updating SCE Evaluations in Subsequent Phases

Communities may change over time. Therefore, potential sociocultural effects are reevaluated at each phase of project delivery. Typically, in the design phase, community information and concerns are gathered through public involvement activities identified in the Community Awareness Plan (CAP). These activities vary depending on the community context, the nature and scope of the project, and the potential for adverse project effects. If commitments have been made, they are carried out according to FDOT procedure [Project Commitment Tracking, Topic No. 700-011-035](#) and documented in the Environmental Document.

9-2 PROCEDURE

The major steps in the SCE evaluation process, shown in **Figure 9.1** at the end of this chapter, include:

- Step 1: Review Project Information
- Step 2: Define the Study Area
- Step 3: Prepare Community Information
- Step 4: Evaluate Sociocultural Effects
- Step 5: Identify Solutions to Project Impacts
- Step 6: Document Findings

An important consideration for each step in the SCE evaluation process is the potential for project effects on potentially underrepresented population groups protected under **Title VI of the Civil Rights Act of 1964 (Title VI)**, the President's Executive Order on Environmental Justice (**Executive Order 12898**), and related nondiscrimination statutes and regulations. The following definitions apply to these nondiscrimination protections:

- **Disabled/Handicapped person:** any person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.
- **Minority:** Black or African American, Hispanic, Asian American, American Indian/Alaskan Native, and Native Hawaiian or Pacific Islander.
- **Limited English Proficient (LEP) persons:** Persons for whom English is not their primary language and who have a limited ability to read, write, speak, or understand English. It includes people who reported to the U.S. Census that they speak English less than very well, not well, or not at all.
- **Low-Income:** A person whose median household income is at or below the U.S. Department of Health and Human Services (HHS) poverty guidelines. These guidelines are updated annually and are available at the HHS website (see **Section 9-4 References** for the website address).

Thorough demographics for these populations, potential effects on them, and possible solutions to adverse effects must be adequately assessed. The SCE evaluation process incorporates the goals of Environmental Justice throughout the transportation planning and project development process. These goals, as articulated in the US Department of Transportation (USDOT) **Environmental Justice Strategy (USDOT, 2012)**, include:

1. Avoid, minimize, or mitigate disproportionately high and adverse human health and environmental effects, including social and economic effects, on minority populations and low-income populations
2. Ensure the full and fair participation by all potentially affected communities in the transportation decision-making process
3. Prevent the denial of, reduction in, or significant delay in the receipt of benefits by minority and low-income populations

Considerations and guidance to address these concerns are included in the discussion of each of the SCE evaluation process steps in the following sections of this **Chapter**. More information about addressing these issues is available on the SCE evaluation process website on the [Other SCE Resources](#) page.

All six steps of the SCE evaluation process apply whether the evaluation occurs during the Planning Screen, Programming Screen, or PD&E phase. However, the activities within each step may vary. Generally, as a project transitions from the ETDM process to the PD&E phase, the SCE issues receive more detailed consideration. The level of effort in each step is tailored to the project phase, nature and scope, and study area characteristics, including conditions that may have changed between project phases. **Table 9.4** compares the activities that typically occur to support SCE evaluations in Planning Screens, Programming Screens, and PD&E Studies. SCE

reevaluations occur in subsequent phases. Activities during those phases will vary depending on the community context, the nature and scope of the project, and potential for adverse project effects.

TABLE 9.4 Comparison of SCE Evaluations in ETDM Process and PD&E Phase

| STEP 1 REVIEW PROJECT INFORMATION | | |
|--|---|--|
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| <ul style="list-style-type: none"> Review current data [e.g., Environmental Screening Tool (EST) data] Perform community outreach Review prior public input Conduct field review | <ul style="list-style-type: none"> Review Planning Screen Summary Report/Issues and Commitments (if conducted) Review current data (e.g., EST data) Identify/fill data gaps Perform community outreach with local planners and community leaders Review prior public input Conduct field review | <ul style="list-style-type: none"> Review Final Programming Screen Summary Report or other project information, if available Identify/fill data gaps Identify affected populations for Public Involvement Plan outreach Conduct field review |
| STEP 2 DEFINE THE STUDY AREA | | |
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| <ul style="list-style-type: none"> Review field review notes Review EST buffers Review additional data Select appropriate study areas (EST buffers) to evaluate SCE issues | <ul style="list-style-type: none"> Review field review notes Review EST buffers focusing on project alternative(s) Review updated data Select appropriate study areas (EST buffers) to evaluate SCE issues | <ul style="list-style-type: none"> Review/update field review notes Review available project information Review ETDM screening study areas Refine study area to account for project alternative(s) moving forward |
| STEP 3 - PREPARE COMMUNITY INFORMATION | | |
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| <ul style="list-style-type: none"> Review compiled material Acquire additional community data Create Sociocultural Data Reports (SDR) | <ul style="list-style-type: none"> Review data from previous SCE evaluation, if completed Acquire additional data Create or update SDRs | <ul style="list-style-type: none"> Review data from previous SCE evaluation Verify community boundaries, community desired features and demographic data Create or Update SDR as needed |
| STEP 4 - EVALUATE SOCIOCULTURAL EFFECTS | | |
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| <ul style="list-style-type: none"> Identify resources and level of importance Assess potential effects: | <ul style="list-style-type: none"> Identify resources and level of importance Assess potential effects: | <ul style="list-style-type: none"> Identify resources and level of importance Evaluate feasible alternatives and |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> ○ Direct effects ○ Indirect effects ○ Cumulative effects (optional) ● Assign Degrees of Effect ● Review ETAT comments ● Assign Summary Degree of Effect | <ul style="list-style-type: none"> ○ Direct effects ○ Indirect effects ○ Cumulative effects (optional) ● Assign Degrees of Effect ● Review ETAT comments ● Assign Summary Degree of Effect ● Determine PD&E Study scope | <ul style="list-style-type: none"> no-build ● Review ETDM screening issues and public input ● Review PD&E phase public input ● Assess effects: <ul style="list-style-type: none"> ○ Direct effects ○ Indirect effects ○ Cumulative effects ● Assess severity of impacts |
| STEP 5 - IDENTIFY SOLUTIONS TO PROJECT IMPACTS | | |
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| <ul style="list-style-type: none"> ● Identify potential solutions to project effects or project enhancements ● Identify potential recommendations to address potential effects | <ul style="list-style-type: none"> ● Review potential solutions/enhancements identified in Planning Screen ● Identify potential solutions to project effects or project enhancements ● Document recommendations to address potential effects | <ul style="list-style-type: none"> ● Review potential solutions/enhancements from previous screenings ● Work with affected communities to identify viable solutions ● Focus outreach on most affected populations and neighborhoods ● Recommend methods to avoid, minimize or mitigate project effects or enhance the project |
| STEP 6 - DOCUMENT FINDINGS | | |
| <i>Planning Screen</i> | <i>Programming Screen</i> | <i>PD&E Study</i> |
| Record potential effects in EST: <ul style="list-style-type: none"> ● Direct effects ● Indirect effects ● Cumulative effects Create Summary Report | Record/update potential effects in EST: <ul style="list-style-type: none"> ● Direct effects ● Indirect effects ● Cumulative effects Create Summary Report | Document: <ul style="list-style-type: none"> ● Project File ● Environmental Document ● Conceptual Stage Relocation Plan |

The remainder of **Section 9-2** focuses on SCE evaluations conducted during PD&E and subsequent phases. For more information about SCE evaluations in the ETDM process, see the [Practical Application Guides for SCE Evaluations: ETDM Process](#).

In the PD&E phase, project detail is developed to the level necessary to accurately assess and address potential project effects on the natural, cultural, physical, and social environments and support project decisions. The PD&E Study takes into account the potential environmental impacts of a project and the community’s need for safe and efficient transportation. The SCE evaluation is the portion of the study that considers potential effects, both positive and negative, on the sociocultural (or human) environment. It also addresses Environmental Justice, Civil Rights, and related issues.

The SCE evaluation supports the development of an Environmental Document as prescribed by the project Class of Action. Further information on the Class of Action categories is provided in [Part 1, Chapter 2, Environmental Class of Action Determination](#), and [Part 1, Chapter 10, Non-Federal Projects](#). The level of assessment and documentation varies by project depending on the:

- Scale and complexity of the project
- Level of controversy involved
- Potential for significant impacts
- Degree and quality of information available from previous activities

Projects for which SCE evaluations are prepared include those with minimal to no impact potential and those with greater impact potential. While SCE issues are considered, they are not usually evaluated in detail for projects with minimal or no impact. **Table 9.5** compares the difference between SCE evaluations for these different types of projects.

TABLE 9.5 SCE Evaluations Vary Based on Impact Potential

| Projects with Minimal or No Impact Potential | Projects with Greater Impact Potential |
|---|--|
| <ul style="list-style-type: none"> • Classes of action include: <ul style="list-style-type: none"> ○ Type 1 Categorical Exclusion (CE) and Programmatic CE ○ Non-Major State Action (NMSA) • Typically, do not qualify for ETDM screenings • SCE evaluations typically focus on: <ul style="list-style-type: none"> ○ Local traffic patterns ○ Property access ○ Community cohesiveness ○ Planned community growth or land use patterns • SCE evaluations include sufficient detail to affirm the premise for the Class of Action and to rule out any significant community impacts | <ul style="list-style-type: none"> • Classes of action include: <ul style="list-style-type: none"> ○ Type 2 CE ○ Environmental Assessment (EA) ○ Environmental Impact Statement (EIS) ○ State Environmental Impact Report (SEIR) • SCE evaluations include detailed evaluation of issues of concern and methods to avoid, minimize, or mitigate potential project impacts • Level of analysis and documentation will vary based on the project context and intensity of effects • If previously screened as an ETDM project, the project SCE evaluation builds upon the previous evaluation to fill information gaps as needed to evaluate issues of concern and complete the appropriate environmental documentation |

In the PD&E phase, further evaluation of sociocultural effects may be unnecessary if:

- SCE evaluation process steps for each SCE issue (identified in **Section 9-1.2**) were adequately completed and potential sociocultural effects were adequately considered and documented during a previous phase;
- Conditions in the project area have not changed appreciably since the prior SCE evaluation, and
- A community concern is not identified during PD&E.

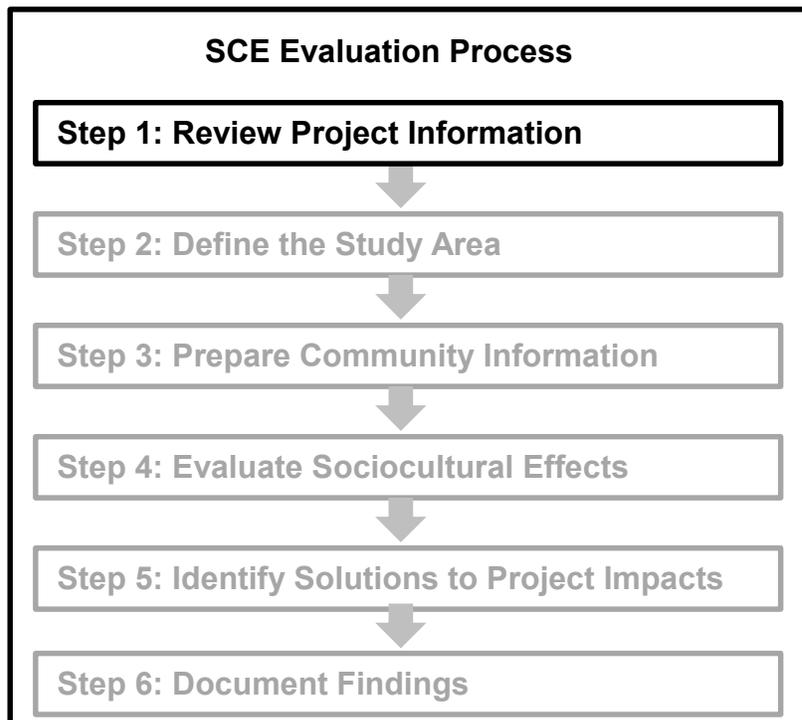
Any SCE issue that was not adequately evaluated and documented in Planning must be evaluated in the PD&E phase. Each of the six SCE issues (**Table 9.2**) must be discussed in the Environmental Document to show when and how they were considered in project decision making. If no involvement for a particular issue is indicated, then a statement to that effect is included in the Environmental Document.

Each step of the SCE evaluation process is described in the following subsections. Refer to the [ETDM Manual, Topic No. 650-000-002](#), the [Practical Application Guides for SCE Evaluations](#), the [Sociocultural Effects Evaluation Handbook](#), and the [Public Involvement Handbook](#) for additional information regarding techniques and methodologies to support the SCE evaluation.

9-2.1 Step 1: Review Project Information

Information from an earlier project phase or acquired in preparation for the PD&E Study can help determine the level of analysis for the SCE evaluation. For some projects, this information may indicate previously identified community concerns or topics requiring additional consideration such as potentially underrepresented populations in the project vicinity.

During this step, existing project information is supplemented and verified through community outreach,



field review of the project area, and data obtained from other sources, as necessary.

9-2.1.1 Collect and Review Project Information

Establish a preliminary understanding of the project by reviewing current project information and information from previous phases (if applicable). Current information will include the project description and purpose and need, Preliminary Environmental Discussion (PED), personal knowledge of the project area, and, in some cases, contextual information including Geographic Information System (GIS) data analyses and maps from sources such as the Environmental Screening Tool (EST) or other GIS-based analysis tools. Information from previous project phases may also include agency and public commentary. Use available project information to:

- Understand the purpose and need of the project to identify anticipated benefits for the affected community.
- Define a preliminary study area for the SCE evaluation.
- Identify any changes in the project area since the prior project phase.
- Identify need for additional/updated information and targeted community outreach to enhance understanding of the project area and potential sociocultural effects.
- Determine the appropriate level of analysis for the SCE evaluation.
- Recognize community issues/preferences identified in prior project phases so adequate attention can be devoted to these results during the PD&E phase.
- Forward commitments and recommendations identified in prior project phases to support subsequent project phases.

In determining the appropriate level of analysis and need for additional information for the SCE evaluation process, consider whether more extensive analysis may be required if the project would:

- Require large amounts of right of way.
- Displace a large number of people.
- Disproportionately affect a population group that has been potentially underrepresented.
- Cause a substantial increase or decrease in traffic through an area.
- Conflict with local government comprehensive plans.

- Impact community facilities, such as schools, parks, or churches.
- Impact historic districts or community landmarks.
- Adversely affect aesthetic features, such as a canopy road or scenic vista.
- Disrupt or divide a cohesive neighborhood.

ETDM Projects

For projects that have completed an ETDM screening, project information is available in the EST. Guidance documents are available on the SCE evaluation process website to help you find this information. Refer to [Environmental Screening Tool Project Information](#) for instructions on locating this project information. For example, the project ETDM screening summary reports, stored in the EST, may include information describing community issues/preferences, as well as any previously identified project recommendations. Also refer to [Defining Context - Useful Environmental Screening Tool Information](#) to find material which may help you establish a contextual overview of the project area. For more details about using the EST, refer to the **EST Handbook**.

Note: Sometimes a project description changes after the Programming Screen but is not updated nor reflected in the EST. Be sure to obtain the most current project information from the PD&E Project Manager.

Non-ETDM Projects

For projects that did not go through an earlier ETDM screening, a planning phase feasibility study may be a source of existing project information. Some Districts upload these projects to the EST to enable a preliminary review of existing information through the standard GIS analyses. Other information may be available from the Project Manager.

9-2.1.2 Gather Community Information

Begin gathering community information describing the sociocultural context of the project area including community facilities/services; presence of certain population groups; and indications of community values, concerns, and preferences. Sources for this information may include:

- Most recent U.S. Census Bureau data
- Environmental Screening Tool
- City/county/regional planners within government planning, transit, economic development, and other departments

- Community plans or studies and related public involvement (e.g., neighborhood plan, redevelopment plan, public infrastructure/service plan, and corridor study)
- County property appraiser (e.g., parcel data)
- State licensing agencies (e.g., social service agency and business data)
- Bureau of Economic and Business Research (BEBR)
- Commercially available data sources (e.g., employment data)
- Local historic society (if the project is in a historic district or historically significant area)
- PD&E Project Manager/team

Review the demographic data to help identify where potentially underrepresented populations are located. In order to support the Environmental Justice assessment of disproportional effects, make reasonable efforts to identify the presence of distinct minority and/or low-income communities residing both within and in proximity to the proposed project. Identify those minority and/or low-income groups who use or are dependent on the natural and community resources within the project area.

9-2.1.3 Support the PD&E Public Involvement Program

Share findings about population groups and potential meeting venues in the project area with the PD&E public involvement coordinator to support the development of the ***PD&E Public Involvement Program (PIP)***. To fulfill the ***PIP's*** purpose in verifying community concerns and preferences for alternatives, inform the public involvement coordinator of any special community outreach needs to support the SCE evaluation. If a project was evaluated during a previous phase, the project information may indicate a population group or neighborhood that should be a focus of the ***PIP***. For example, an ETDM project ***Programming Screen Summary Report*** (Preliminary or Final) may recommend community outreach to a specific neighborhood organization during the PD&E phase. Close coordination between the PD&E team's SCE analyst and public involvement coordinator throughout the SCE evaluation process will help maximize effectiveness and minimize duplication of efforts in obtaining public input.

Identify community contact sources to assist in identifying whether potentially underrepresented populations live, work, or receive services in the project area. If any of these populations have been identified, contact the local government and area leadership organizations for input about the best ways to involve them in the SCE evaluation process. Examples of best practices for reaching potentially underrepresented populations include:

- Identifying community leaders who are willing to help identify common meeting places for people in their communities.

- Conducting a variety of activities to reach people at different times of day and during non-work hours. Also consider methods for increasing participation of people who may work non-traditional hours.
- Ensuring workshops and hearings are located within safe walking distances from public transit stops.
- Providing information in appropriate languages for those with limited English proficiency.

For more information about the development of the *PIP* and public involvement techniques, see [Part 1, Chapter 11, Public Involvement](#) and the [FDOT Public Involvement Handbook](#).

9-2.1.4 Conduct Field Review

Visit the project area to get a first-hand look. The field review allows you to observe the physical conditions in the project area and how people use the project corridor or site. Pay particular attention to indications of low-income areas or communities of minority populations. In preparation for the field review, coordinate with the MPO/TPO, local government planners, and neighborhood groups to identify community/neighborhood boundaries (e.g., local government jurisdiction, delineated neighborhood, and residential subdivision); special districts (e.g., school, legislative, historic, redevelopment, and employment); and community focal points, history, and goals. When possible, include PD&E team members representing other disciplines and MPO/TPO/local government staff knowledgeable about the project area to participate in the field review.

During the field review, check the currency and accuracy of the information you already have identified:

- Inconsistencies between the information and field conditions
- Additional community features or characteristics
- Additional information needed to support the SCE evaluation

View aerial maps to detect community resources, physical features, land use, and other features in the project area. Photograph features in the project area that could be affected by the project, including the existing transportation facility, roadway intersections, community resources, and human activity. Create a photo log as a supplement to the field review notes to enhance the information for the SCE evaluation and PD&E Study documentation. Additional field review guidance is available in the [District 1 ETDM Process Implementation Handbook, Chapter 8, SCE Evaluation](#) and [District 7 Quick Reference Guide](#), located on the [SCE evaluation process website](#).

9-2.2 Step 2: Define the Study Area

The study area for the SCE evaluation defines the geographic area encompassing all of the project alternatives and communities/community resources having the potential for project-related effects. If developed in a previous phase, the study area is further refined in the PD&E phase to encompass only those project alternatives moving forward and potentially affected communities/community resources.

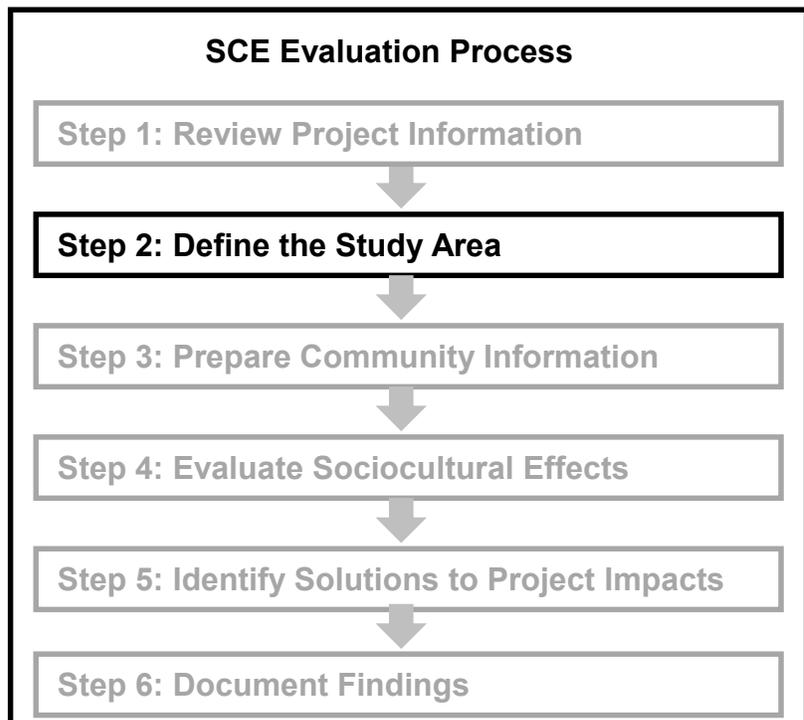
9-2.2.1 Review Field Notes and Project Information

Review the field notes and project information to become familiar with the area encompassing the project alternatives and potentially affected communities/community resources. During the PD&E phase, the study area boundary will reflect the community context and potential sociocultural effects. Make refinements to the study area as needed to delineate a preliminary study area for the SCE evaluation. Make note of community datasets that need to be updated/supplemented to adequately assess project effects. Coordinate with the GeoPlan Center to publish datasets to the Florida Geographic Data Library.

9-2.2.2 Define SCE Evaluation Study Area

The study area for the SCE evaluation may differ from the PD&E project area. The study area may extend well beyond the immediate project area depending on the nature of the project, affected communities, and SCE issue. The evaluation of relocation potential, for example, will likely require a finer level of analysis than the evaluation of land use effects. Consider that community cohesion could span a single neighborhood, multiple neighborhoods, or even a small town. An understanding of the characteristics of the community will assist in determining the extent of the study area.

When establishing the study area boundaries, the area should be large enough to include the area likely to experience adverse effects. Be careful not to choose boundaries that artificially dilute or inflate the affected minority population and/or low-income population. The study area should initially include the potentially



underrepresented populations adjacent to the project and should not be adjusted to exclude these communities.

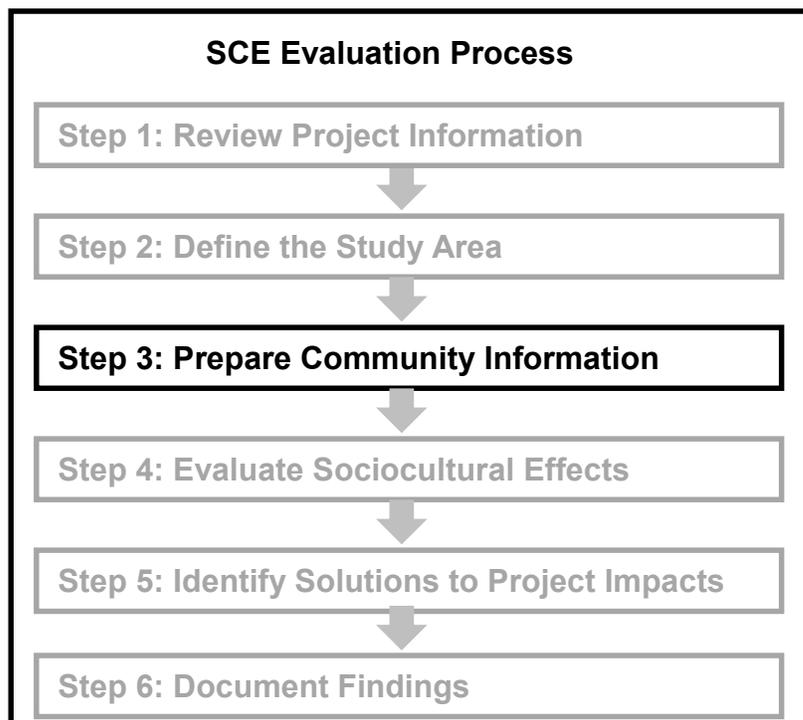
Using maps depicting the conceptual layout of the project alternatives and information collected during Step 1, delineate the area encompassing the communities/community resources having potential for effects. Indicate physical barriers (e.g., highways, waterways, and open spaces), activity centers, special districts and designations, disparate average home values, neighborhood or block boundaries, selected demographic characteristics, and resident perceptions (if known). Other sources which may provide additional information for use in defining the study area include:

- Newspaper and business journal archives
- Community organization websites
- FDOT staff (e.g., District government liaisons)

Document the methodology used in defining the study area relative to Environmental Justice, Civil Rights and other related issues.

9-2.3 Step 3: Prepare Community Information

Community information for the SCE evaluation describes the history, present physical and sociocultural characteristics, and future trends in the study area for use in identifying and assessing sociocultural effects. The compiled information is organized, verified, and summarized for each SCE issue as it relates to specific communities and population segments in preparation for Steps 3-6, including community outreach activities. At this point, identify any population groups in the study area that require additional consideration under the Environmental Justice, Civil Rights, or other nondiscrimination regulations.



9-2.3.1 Supplement the Community Data

In Steps 1 and 2, you reviewed existing project information and field conditions, collected a portion of the community information needed for the SCE evaluation, and defined the study area. In this step, supplement the community information as needed to enable you to identify:

- Community/neighborhood boundaries
- Demographic characteristics of communities within the study area, including minority, low-income, limited English proficiency, elderly, or other population subgroups
- Community focal points including service areas and user groups
- Community value placed on community focal points and resources

The type and extent of community information needed for the SCE evaluation depends on the potential for sociocultural effects. If the project was evaluated in a previous phase, focus on updating previously collected data and collecting more detailed data through field review. If a community narrative was prepared, it may provide insights on community values, concerns, and preferences. Building on previous evaluations to deepen your understanding of potential sociocultural effects in the PD&E phase is particularly important for Environmental Assessments (EAs) and Environmental Impact Statements (EISs).

If community data from a previous phase is not available or significant time has elapsed or change has occurred within the project area, acquire the information needed to identify and evaluate potential sociocultural effects.

Community Information for SCE Evaluation

Again, the type and extent of community information collected will depend on the potential for project effects. Refer to [Data Sources for Sociocultural Effects Evaluations](#) for guidance on where to locate community data (found on the [SCE evaluation process website](#)).

Demographic Information

Analyze the most recent data available from the U.S. Census Bureau to identify:

- Demographic characteristics of the county where the project is located and communities within the study area (Note: Initially look at a 1-mile buffer area for rural areas and a ¼-mile buffer area for urban areas).
- Percentage of each population group relative to the total population of the study area and the county/counties and municipality/municipalities where the project is located, as appropriate.

- Population groups that have been potentially underrepresented in the project development process based on race, color, national origin, age, gender, religion, economic status, and disability present within the study area.
- Number of census blocks adjacent to the project with proportionately large populations of the above-described groups.
- Any of the above-described population groups representing a small proportion of the census block group population but having a concentrated presence in a smaller geographical unit (i.e., census block).

Community Focal Points

The community information should include an inventory of the places that are important to the community, such as:

- | | | |
|------------------------------|-----------------------------|--|
| • Schools | • Health care facilities | • Major attractors/multi-use facilities |
| • Religious facilities | • Cultural facilities | • Bridges |
| • Community centers | • Civic centers | • Cemeteries |
| • Parks | • Social service facilities | • Historic places |
| • Fire stations | • Intermodal facilities | • Other significant quality-of-life features |
| • Law enforcement facilities | • Business districts | |
| • Government buildings | • Theme parks | |

Community/Neighborhood Boundaries

Community/neighborhood boundaries are geographic areas with similar characteristics (e.g., land use, property values, or demographic character) or divided from other areas by natural or constructed boundaries (e.g., water bodies or major roads). Areas of interest that are not official community boundaries, but delineated specifically for the SCE evaluation, should be verified through community outreach.

9-2.3.2 Summarize Community Information

When all relevant and necessary community information for the evaluation is collected, summarize the information you have gathered in a spreadsheet or other informal report. Indicate whether minority, low-income, or other potentially underrepresented populations are located in the study. List any readily identifiable groups or clusters of minority or low-income persons in the study area.

Small clusters or dispersed populations should not be overlooked. The CEQ ***Environmental Justice Guidance under NEPA*** states: "Minority populations should be identified where either: (a) the minority population of the affected area exceeds 50 percent or (b) the minority population percentage of the affected area is meaningfully greater than the minority percentage in the general population or other appropriate unit of geographic analysis" (***CEQ, 1997***). However, it is important to understand that Environmental Justice determinations are based on effects, not population size. It is

essential to consider the comparative impact of an action among different population groups. A very small minority or low-income population in the project study area does not eliminate the possibility of a disproportionately high and adverse effect on these populations.

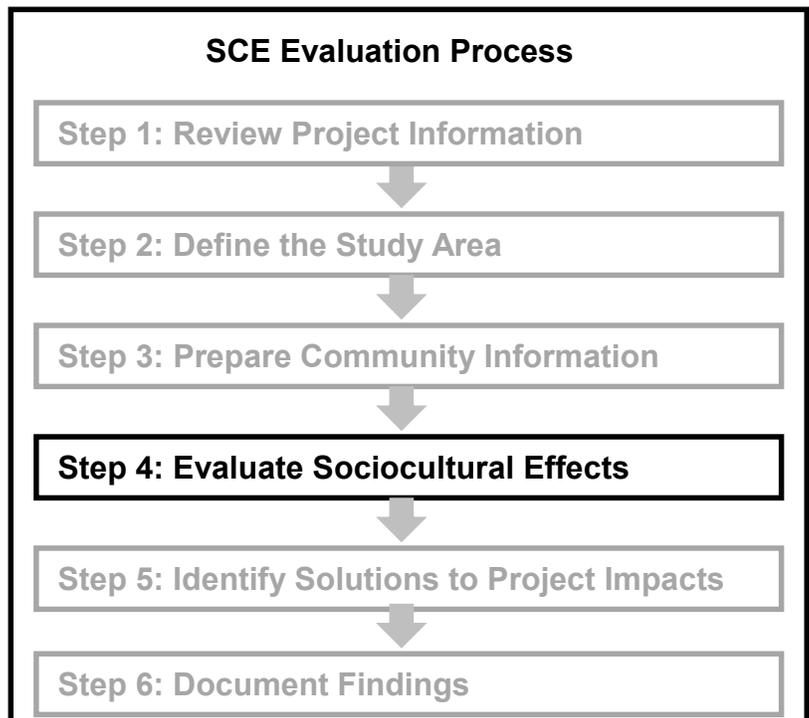
Depending on the complexity of the project and potential for adverse impacts, the summary format may vary. For example, more complex projects such as EAs or EISs will usually include the following:

- Narrative describing community characteristics, such as population demographics, socioeconomic history and community values, valued resources, and plans for the future
- Visual map or map series depicting physical characteristics, such as neighborhood boundaries, land uses, public facilities, and commercial/employment centers
- Tables, charts, and graphs summarizing important findings, such as the presence of population groups, employment, and trends

9-2.4 Step 4: Evaluate Sociocultural Effects

The inventory of community data and public commentary are examined relative to each SCE issue to evaluate potential project effects. Three general types of effects are evaluated as defined by CEQ regulations **40 CFR §§ 1500-1508**:

- **Direct effects** are caused by the action and occur at the same time and place.
- **Indirect (or secondary) effects** are caused by the action and are later in time or farther removed in distance but still reasonably foreseeable.



- **Cumulative effects** result from the incremental effects of an action when added to other past, present, and reasonably foreseeable actions regardless of which agency or person undertakes the action.

The SCE evaluation also analyzes interrelationships among the SCE issues and how various considerations contribute to the avoidance, minimization, or mitigation of project impacts. This analysis becomes a part of the section of the Environmental Document that discusses potential effects of the project. Details about the analysis may also be provided in a **SCE Technical Memorandum**. See **Section 9.3** for guidance about documenting the SCE evaluation results.

Project issues identified during previous project phases and review of current data and local knowledge are assessed relative to the reasonable project alternatives, including the no-build alternative (refer to [Part 2, Chapter 6, Alternatives](#) for further guidance on procedures relative to project alternatives). The project Class of Action will determine the appropriate level of analysis and documentation for the SCE evaluation.

- **Type 2 Categorical Exclusion** – The evaluation must be in sufficient detail to demonstrate that no significant impacts are likely to occur as the result of the project. Consideration of multiple build alternatives during the screening process is typically not required for Type 2 CEs unless project impacts necessitate consideration of additional alternatives. Refer to [Part 1, Chapter 5, Type 2 Categorical Exclusion](#) for further guidance.
- **Environmental Assessment** – The evaluation requires a succinct analysis and evidence of resources or features which may be significantly impacted for use in determining whether an EIS or a Finding of No Significant Impact (FONSI) is prepared. Refer to [Part 1, Chapter 6, Environmental Assessment](#) for further guidance.
- **Environmental Impact Statement** – Consideration, analysis, and documentation of appropriate issues for reasonable build and no-build alternatives must be sufficiently detailed in the evaluation as required by the CEQ regulations. Refer to [Part 1, Chapter 8, Draft Environmental Impact Statement](#) and [Chapter 9, Final Environmental Impact Statement](#) for further guidance.
- **State Environmental Impact Report** – Sufficient detail is required to describe project impacts in the evaluation, including the level of impact on the affected community. The range of alternatives evaluated, including the no-build alternative, is determined by the FDOT. Refer to [Part 1, Chapter 10, Non-Federal Projects](#) for further guidance.

9-2.4.1 Identify Community Resources and Level of Importance

Identify potentially affected community resources and the level of importance placed on those resources by the community. The Sociocultural Effects Considerations included in **Table 9.5** provide guidance on identifying community resources relative to the six SCE issues (**Table 9.2**).

9-2.4.2 Perform Community Outreach

In coordination with the PD&E public involvement coordinator, perform community outreach throughout the SCE evaluation process to provide opportunity for input on the project purpose and need, verify community data, and identify community concerns and preferences for project alternatives/features. The focus of PD&E phase community outreach is specific to community groups and neighborhoods with potential for project effects. The methods and level of community outreach should be tailored to the specific community, the nature of the project, and the potential for project effects. Special considerations may be necessary to effectively involve potentially underrepresented populations.

Coordinate with the PD&E public involvement coordinator to identify any special community outreach needs for the SCE evaluation that could be accommodated during *PIP* activities (e.g., outreach materials tailored to a limited English proficient population). Suggest refinements to the *PIP* to ensure adequate participation and consultation of affected community groups and neighborhoods.

More information on community outreach for PD&E projects is provided in [Part 1, Chapter 11, Public Involvement](#) and in the [FDOT Public Involvement Handbook](#).

9-2.4.3 Assess Potential Direct Effects

Assess the potential for both positive and negative direct effects on the community, as well as the greater local and regional areas. An example of a direct effect is increased customer exposure to a grocery store due to a higher level of vehicle traffic on a widened road. The widened road might also make it more difficult for a local transportation-disadvantaged population to walk across the road to access the grocery store.

Use information from any previous project phases, community data, community commentary, and **Table 9.6 Sociocultural Effects Considerations** (provided at the end of this **Chapter**) to assist in identifying direct effects for each SCE issue. Also refer to the [Practical Application Guides for SCE Evaluation: PD&E](#), and [SCE Evaluation Aids](#) available on the [SCE evaluation process website](#).

If an evaluation of direct effects was performed in a previous phase, verify those results and update as needed. If considerable time has passed since the prior evaluation, conditions have changed appreciably in the project area, or additional impacts are identified, additional study may be required in the PD&E phase. Affirm the results of the direct effects evaluation through community outreach.

Social

Determine the potential for effects on community groups and community resources. Analyze the demographics of the study area and the potential for

disproportionate impacts on populations addressed in **Title VI** and related nondiscrimination statutes. Consider whether the project could influence a significant influx or departure of residents. Look for signs of community cohesion. Assess the quantity and quality of human interaction and potential for the project to create/eliminate barriers to interaction. Be alert to potential changes in the environment affecting the safety of pedestrians, bicyclists, and motorists, and delivery of emergency services. Consider whether the project complements or detracts from the community's goals or special designations (e.g., community redevelopment area). Investigate the community's history, community goals, community focal points, unique attributes, and quality of life features to help identify potential project effects. The **Cultural Resource Assessment Survey Report** prepared for the PD&E Study is a good source for learning about the community's history.

Useful information for this evaluation includes census data, public commentary, field review notes, local planner interviews, established community/neighborhood boundaries, community plans, special designations, and datasets for emergency services, transportation facilities, and community focal points.

Economic

Identify potential project effects on economic activity in the study area, local area, and region. Note potential project effects on business and employment activity in the study area, including industries with special needs (e.g., freight distributor) or significance (e.g., regional employer). Identify economic-oriented land uses/designations, economic development plans/goals, special designations (e.g., truck routes), and community development priorities in the study area. Consider potential impacts on property values and the local government tax base. Identify changes to routes, access, parking, or visibility that could benefit or impair businesses, employment centers, or community facilities. Note transportation modes serving special needs populations and identify potential effects on these populations, including any disproportionate economic effects.

Useful information for this assessment includes public commentary, field review notes, local planner interviews, community plans (e.g., local strategic economic development plan), datasets for existing/future land uses, special designations (e.g., community redevelopment area, enterprise zone, or brownfield), major employers, and freight-related features.

Land Use Changes

Evaluate the project's consistency with the physical character of the area and applicable community plans. Consider the project's compatibility with the community's land use vision and existing/planned land use patterns and urban form. Review the local government comprehensive plan(s) and any special area plans to assess the project's consistency with community goals. Evaluate the potential for changes in the acreage devoted to recreational/open space and rural lands. Assess the project's potential to

facilitate or deter urban sprawl. Explore the potential for effects on unique community features (e.g., historic landmarks/structures, water features, parks, landscaping, and natural vegetation).

Useful information for this evaluation includes public commentary, field review notes, local planner interviews, community plans (e.g., local government comprehensive plan), planned and approved development information, datasets for existing/future land uses and special designations (e.g., overlays, brownfields, and historic districts).

Mobility

Identify potential project effects on mobility and accessibility in the study area with emphasis on non-driving population groups (i.e., elderly, young, disabled, and low-income individuals). Identify existing and planned transportation modes (e.g., pedestrian, bicycle, transit, and vehicle) and services (e.g., public bus routes, school bus routes, and transportation disadvantaged services), and examine the project's relationship to those modes and potential for effects. If a transportation-disadvantaged population is present in the study area, consider potential effects on the transportation system serving this population. Examine the travel behavior of residents, workers, shoppers, and others in the study area, and evaluate how the project could impede or enhance mobility and access. If changes to existing traffic patterns, circulation, or access are envisioned, consider who might benefit or suffer as a result. Identify potential effects on public parking. Verify that the project is consistent with local and regional transportation plans.

Useful information for this evaluation includes public commentary, field review notes, local planner interviews, census data, transportation plans, community plans, and datasets for mobility features and community focal points.

Aesthetic Effects

Assess the project's compatibility with the community's aesthetic values relative to noise, vibration, and physical appearance. Examine the type and intensity of project impacts on noise sensitive sites (e.g., residential areas, hotels, nursing homes, and parks); vibration sensitive sites (e.g., residential uses, eye clinics, dentist offices, and hospitals); special viewsheds and vistas; community focal points; historic structures, districts, and landmarks; and community character (e.g., existing and planned streetscaping, highway beautification, canopy roads, and development patterns). See [Part 2, Chapter 15, Aesthetic Effects](#) for further guidance on evaluating aesthetic effects.

Useful information for this evaluation includes public commentary, field review notes, local planner interviews, community plans, special designations, and datasets for historical/archeological sites, healthcare facilities, and points of interest.

Relocation Potential

Identify residences, businesses, and institutional or community facilities that may require relocation to accommodate the project. Some facilities such as hospitals, sports arenas, and those involving industrial activities can be difficult to relocate. Estimate the number of parcels located in the project right-of-way that are occupied by residential, non-residential, institutional, and other community facility uses.

Useful information for this evaluation includes public commentary; field review notes; right-of-way maps; property appraiser parcel information; **Conceptual Stage Relocation Plan**; and datasets for existing land use, points of interest, and historical structures/archaeological sites. See **Section 9-3.4** for more information about the **Conceptual Stage Relocation Plan** and how to include the information it contains into the Environmental Document.

9-2.4.4 Assess Potential Indirect Effects

Assess the potential for both positive and negative project-related indirect effects on the community, greater local area, and region. Indirect effects are caused by other actions that have an established relationship or connection to the project. These related actions would not or could not occur without the original project. For example, the displacement of an anchor tenant in a business complex as a result of a new road alignment could cause other tenants in unaffected buildings to relocate.

Use information from any previous project phases, community data, community commentary, and **Table 9.6 Sociocultural Effects Considerations** to assist in identifying indirect effects. Methods for analyzing indirect effects include quantitative methods, such as travel demand models and integrated land use and transportation models, and qualitative methods, such as scenario writing, focus groups, and expert panels. Additional guidance for evaluating indirect effects is available on the **American Association of State Highway and Transportation Officials (AASHTO) Center for Environmental Excellence** website (See **Section 9-4 References** for website).

9-2.4.5 Assess Potential Cumulative Effects

Consider whether project effects, when combined with the effects of other actions, will contribute to cumulative effects on a community. Cumulative effects can result from individually minor but collectively significant actions taking place over time. If a cumulative effects evaluation (CEE) is indicated, it is important to document the consideration of cumulative effects and the rationale for determining the level of analysis. Refer to the [**FDOT Cumulative Effects Evaluation Handbook**](#) for considerations and guidance.

9-2.4.6 Describe the Severity of Effects

Information from the previous steps helps to identify the potential for project effects on the community/community resources, the community's values/desires, and the public's reaction to the proposed project. The next step in the process is to use this information, along with public input, to describe the severity of effects for each of the six SCE issues. Consider both positive effects (benefits) and adverse effects (burdens). When potentially underrepresented populations are located in the affected area, describe the effects relative to these populations. Describe the severity of the effects in terms of the following factors:

- Magnitude – size or amount of effect
- Geographic extent – how widespread the effect may be
- Duration and frequency – whether the effect is a one-time event, intermittent, or chronic

When characterizing the severity of the effect, consider the project context. The severity of the effect may vary according to the setting, or community context, of the project. Community input will help with this assessment.

9-2.4.7 Identify Adverse Effects on Minority and Low-Income Populations

If minority or low-income populations are located in the affected area, the next step of the process identifies adverse effects to those populations. This sub-step is not necessary if minorities or low-income populations are not affected by the project.

For the purposes of Environmental Justice, consider all effects, not just the six SCE issues. Coordinate with other members of the PD&E project team to obtain information about other potential effects. The **USDOT Order 5610.2(a)**, defines adverse effects as: “the totality of significant individual or cumulative human health or environmental effects, including interrelated social and economic effects, which may include, but are not limited to: bodily impairment, infirmity, illness or death; air, noise, and water pollution and soil contamination; destruction or disruption of man-made or natural resources; destruction or diminution of aesthetic values; destruction or disruption of community cohesion or a community's economic vitality; destruction or disruption of the availability of public and private facilities and services; vibration; adverse employment effects; displacement of persons, businesses, farms, or nonprofit organizations; increased traffic congestion, isolation, exclusion or separation of minority or low-income individuals within a given community or from the broader community; and the denial of, reduction in, or significant delay in the receipt of, benefits of DOT programs, policies, or activities” (**USDOT, 2012**).

When evaluating whether a potential effect is “adverse,” consider input from the affected community. What one group perceives as an adverse effect may be considered a benefit by another group. It is also possible for different individuals within a community

to perceive the effect differently. Some may see it as a benefit, others as a burden. A robust public involvement program will assist with this part of the assessment. See [Part 1, Chapter 11, Public Involvement](#) for more information about public involvement.

9-2.5 Step 5: Identify Solutions to Project Impacts

One of the functions of the PD&E phase SCE evaluation is to recommend methods to avoid, minimize, or mitigate potential project impacts or enhance the project's fit in the community. Recommendations to address potential project impacts may be carried forward from previous project phases or may originate during the PD&E phase. Refer to [Resolving SCE Issues Guidance Sheet](#).

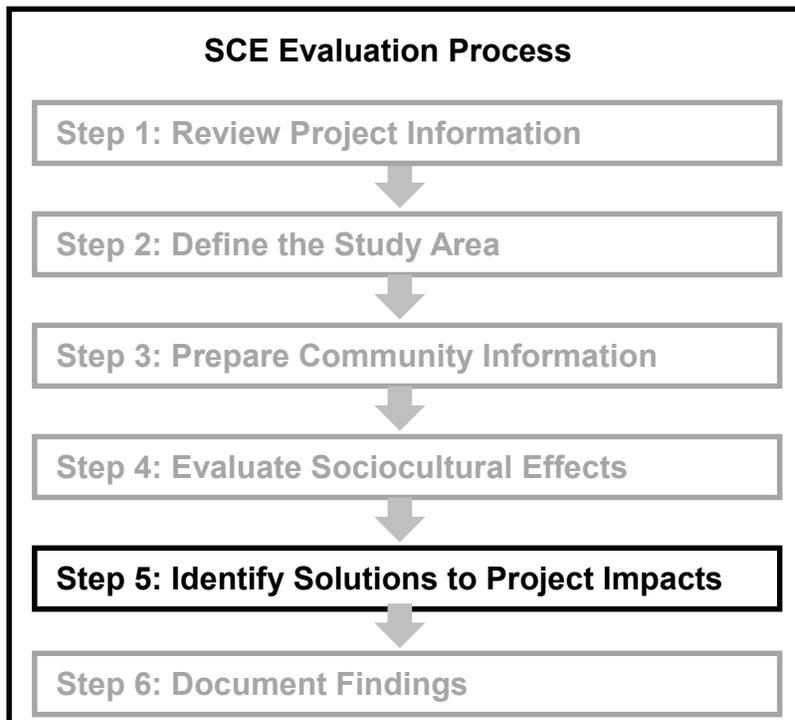
9-2.5.1 Review Previous Recommendations

Review any recommendations made during a previous project phase to address project impacts or enhance the project. Evaluate whether the recommendations are still acceptable in light of any changes the community may have experienced since the previous project phase. This information will be the starting point for further discussion with the community about the continued acceptability/viability of solutions or enhancements.

9-2.5.2 Work with Communities to Evaluate/Devise Solutions

Work with community stakeholders to evaluate and/or devise transportation solutions and design features to address project impacts. This can happen through targeted group meetings with project stakeholders, homeowners' associations, affected businesses, etc. The range of solutions to address adverse project impacts fall into the following four categories:

1. **Avoidance** – Alterations to the project so that an adverse effect does not occur (e.g., minor alignment shifts or reduced cross-sections to avoid a community resource)
2. **Minimization** – Modifications to the project to reduce the severity of the effect (e.g., timing construction to coincide with the tourism off-season)



3. **Mitigation** – Actions to alleviate or offset an effect or replace a protected resource (e.g., replacement of impacted property or facilities)
4. **Enhancement** – Additional desirable or attractive features added to the project to make it fit more harmoniously into the community (e.g., landscaping to complement the existing or planned community aesthetics, placement of crosswalks, refuge areas, and transit stops to improve pedestrian mobility and accessibility)

Consider avoidance solutions first, moving sequentially to other approaches if initial solutions appear unviable (e.g., creates other impacts or is inconsistent with the project purpose and need, community preferences, or FDOT standards and requirements).

9-2.5.3 Focus Outreach on Affected Populations and Neighborhoods

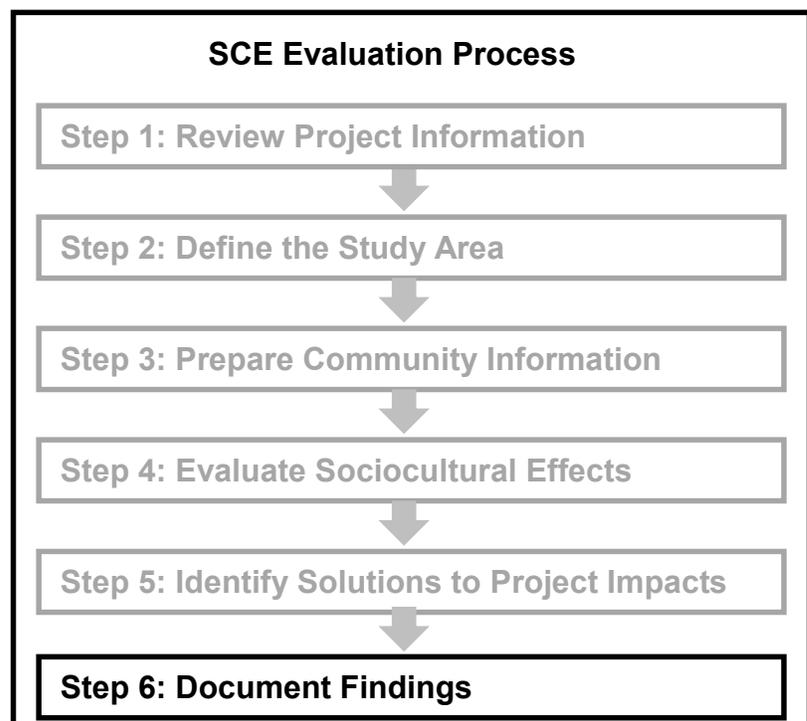
Obtain public input on potential project solutions through community outreach. Focus outreach on populations and neighborhoods that may be potentially affected by the project. Refer to [Part 1, Chapter 11, Public Involvement](#) and the [FDOT Public Involvement Handbook](#) for additional guidance.

9-2.5.4 Document Solutions to Project Impacts

Work with the PD&E Project Manager and team to identify solutions to project impacts, incorporating community values and preferences as appropriate and feasible. When considering project commitments to address sociocultural effects, refer to FDOT Procedure, [Project Commitment Tracking, Topic No. 700-011-035](#), for requirements. The Project Manager is responsible for the coordination, documentation, and transmission of project commitments.

9-2.6 Step 6: Document Findings

Refer to **Section 9-3 Documentation** for instructions about documenting the SCE evaluation results.



9-2.7 Identify Disproportionately High and Adverse Effects

If the effects remain adverse after mitigation is considered, then a determination must be made whether those effects are disproportionately high and adverse with respect to minority and/or low-income populations. This sub-step is not necessary if minority or low-income populations are not affected by the project.

Per **USDOT Order 5610.2(a)**, a disproportionately high and adverse effect on a minority or low-income population means the adverse effect is predominantly borne by such population or is appreciably more severe or greater in magnitude on the minority or low-income population than the adverse effect suffered by the non-minority or non-low-income population.

Compare the impacts on the minority and/or low-income populations with respect to the impacts on the overall population within the project area. Consider the findings of the SCE evaluation as well as other topics such as air, noise, water pollution, hazardous waste, and construction. Fair distribution of the beneficial and adverse effects of the proposed project is the desired outcome.

If there are no disproportionately high and adverse effects on minority and/or low-income populations once mitigation and benefits are considered, that determination should be stated in the document. This completes the Environmental Justice evaluation.

If there is a disproportionately high and adverse effect on minority or low-income populations, after taking benefits and mitigation into account, evaluate whether there are practicable mitigation measures or alternatives that would avoid or reduce the disproportionately high and adverse effects [**USDOT Order 5610.2(a)**]. (When determining whether these options are possible, take into account the social, economic, and environmental effects as well as the cost of the options.) Use appropriate outreach techniques to involve the affected communities in the decision-making process. For projects where Federal Highway Administration (FHWA) or Federal Transit Administration (FTA) is the lead agency and when disproportionately high and adverse effects exist, FHWA/FTA will only approve the proposed action if it determines no such practicable measures exist (**FHWA, 2011 and FTA, 2012**).

In addition, **Title VI** prohibits discrimination on the basis of race, color, and national origin. Accordingly a project that results in a disparate impact to one of these groups may be carried out only if: 1) there is a substantial legitimate justification for the project; and 2) there are no reasonable alternatives that would be less adverse on protected population. See FHWA guidance (**FWHA, 2011**) and FTA guidance (**FTA, 2012**) for specific guidance regarding these factors.

9-2.8 Updating SCE Evaluations in Subsequent Phases

Communities may change over time. When they do, the potential effects and the community's perception of those effects may also change. Therefore, the SCE evaluation must be reviewed and updated as needed. This occurs through SCE reevaluations which follow procedures according to [Part 1, Chapter 13, *Reevaluations*](#).

The extent and complexity of the reevaluation is contingent upon the project's status, changes to the affected environment, and the purpose of the reevaluation (e.g., design change).

SCE reevaluations focus on describing changes in the affected community and ensuring the community concerns about project effects have been identified and addressed. Use the most appropriate tools based on the project scope, community context, and potential for project effects. Typical activities include:

- **Desktop data analysis** – Compare the previous SCE evaluation findings with current information. For example, the project team can use the EST to update and review standard GIS analyses. Contact the ETDM Help Desk for assistance (help@fla-etat.org).
- **Windshield survey** – Review aerial photographs and drive through the project area to identify new community features or changes in the community characteristics.
- **Public Involvement** – Identify community concerns and potential solutions during public involvement activities conducted during subsequent phases and through the ***Community Awareness Plan***. If potentially underrepresented populations will be affected by the project, special considerations may be necessary to fully engage the community. See [Part 1, Chapter 11, *Public Involvement*](#) for more information about public involvement.

Requirements for conducting reevaluations and documenting the findings vary by Class of Action. See [Part 1, Chapter 13, *Reevaluations*](#) for details.

9-3 DOCUMENTATION

In the PD&E phase, the SCE evaluation findings, recommendations, and supporting information are used to update the project file and prepare appropriate sections of the Environmental Document. Information from the ***Conceptual Stage Relocation Plan***, which supports the evaluation of potential relocation effects, is also used to prepare the Environmental Document.

All documentation for PD&E projects must comply with ***Florida's Plain Language Initiative, Executive Order 07-01***, including all public communications and

reports. The Executive Order emphasizes presentation of only necessary information in a logical sequence, using short sentences and an active voice. For more information, refer to [Part 1, Chapter 11, Public Involvement](#).

9-3.1 Update Project File

Include information from the SCE evaluation in the project file and in the Administrative Record, demonstrating that the SCE issues were given full consideration and support project decisions. Appropriate information for the project file includes:

- All information compiled and assessments performed for the SCE evaluation (e.g., demographic data, maps, analyses—including the **Conceptual Stage Relocation Plan**—and public comments)
- Community outreach materials (e.g., contact lists, description of activities, project information handouts, and correspondence)

Documents in the project file provide justification for project recommendations, demonstrate that public input was solicited and considered in project decisions, and provide guidance for subsequent project phases and future projects.

9-3.2 Prepare Environmental Document

Keep a written record of all findings, beginning with the potential sociocultural effects suggested by the compiled community information and proceeding to more detailed analysis as alternatives are refined and evaluated. Prepare an executive summary of key findings, including public concerns, conclusions of various analyses, strategies for addressing impacts, and any commitments made to the public.

Summarize the findings and recommendations of the SCE evaluation in the appropriate sections of the project's Environmental Document or a separate **SCE Technical Memorandum** (see **Figure 9.2** for an example outline). If a separate **SCE Technical Memorandum** is prepared, summarize the findings in the Environmental Document. These memorandums may be used at any time, and are recommended when there are substantial concerns about community effects. Documentation of the SCE evaluation in the Environmental Document varies by Class of Action and complexity of the project. However, all Environmental Documents include a summary of the SCE evaluation regardless of Class of Action.

Results of the SCE evaluation are documented in the Environmental Document as described below.

9-3.2.1 Type 1 and Programmatic Categorical Exclusions, or Non-Major State Actions

Minimal documentation on sociocultural effects is required for Type 1, Programmatic Categorical Exclusions, and Non-Major State Actions. The SCE

evaluation results are recorded by checking Yes or No next to items 1, 7, and 8 on the ***Type 1 and Programmatic Categorical Exclusion Checklist*** found in [Part 1, Chapter 2, Environmental Class of Action Determination](#).

9-3.2.2 Type 2 Categorical Exclusions

The Environmental Document for a Type 2 Categorical Exclusion (also referred to as Type 2 CE documentation) includes the [Type 2 Categorical Exclusion Determination Form, Preliminary Engineering Report \(PER\)](#), and if applicable, the public hearing transcript.

Impact Evaluation - To document sociocultural effects on the ***Type 2 Categorical Exclusion Determination Form***, place an "X" in the appropriate column indicating the level of impact in the Impact Evaluation section. Most of the SCE evaluation issues are documented in section A Social and Economic of the ***Type 2 Categorical Exclusion Determination Form***. Aesthetics considerations are documented in section D Physical, Item 5. If an SCE issue is not in any way involved with the project, mark the column indicating "NOINV." If an issue exists but there is little or no impact, mark the column indicating "NONE." If a perceived impact is not significant, mark the column "NotSig" and provide documentation. If a perceived impact is significant, mark the column "SIG" and provide documentation.

Provide documentation in the Basis for Decision column and supplement with attachments as necessary to substantiate the impact determination. Summarize any required minimization and mitigation actions or features that were developed in response to community impacts. Include summaries and analyses of community outreach and public involvement activities that supported the SCE evaluation. Describe any ideas implemented in the preferred alternative that addressed community concerns.

To record that the project has fully considered effects to minorities and other groups under the ***Civil Rights Acts of 1964***, Environmental Justice, and other nondiscrimination laws and regulations, the following standard statement must be included above the reviewers' signatures in section 4 on the ***Type 2 Categorical Exclusion Determination Form***:

This project has been developed without regard to race, color, national origin, age, sex, religion, disability, or family status.

Commitments and Recommendations – Summarize commitments to address sociocultural effects or controversies for the selected alternative during design and/or construction in the Commitments and Recommendations section of the ***Type 2 CE Determination Form***. Note: This summary should match the related content included in the ***PER***.

Preliminary Engineering Report - Compare sociocultural impacts in the Evaluation Matrix section of the ***PER***.

For additional guidance on documenting **Type 2 Categorical Exclusions**, including the **PER**, refer to [Part 1, Chapter 4, Project Development Process and Engineering Considerations](#) and [Part 1, Chapter 5, Type 2 Categorical Exclusion](#).

9-3.2.3 Environmental Assessments

Impacts – Summarize the results of the SCE evaluation in items 1-6 of the Social and Economic sub-section, and item 5 of the Physical sub-section. The summary should be commensurate in scope with the impact analysis findings and should provide sufficient information to briefly describe the communities and community resources that have the likelihood to be significantly impacted by the project; descriptions of foreseeable impacts to the six SCE issues; and recommended avoidance, mitigation, minimization, or enhancement actions.

To record that the project has fully considered effects to minorities and other groups under the **Civil Rights Acts of 1964**, Environmental Justice, and other nondiscrimination laws and regulations, the following standard statement must be included in this section of the document:

This project has been developed without regard to race, color, national origin, age, sex, religion, disability, or family status.

Comments and Coordination – Include a summary of community outreach activities used in the SCE evaluation. Documentation of this section will be in accordance with the public involvement requirements found in [Part 1, Chapter 11, Public Involvement](#).

Commitments and Recommendations – Provide any commitments to address sociocultural effects or controversies for the selected alternative during design and/or construction in the Commitments and Recommendations section. Note: This summary should match the related content in the **PER**.

Depending on the significance of the impacts, an EA will result in a FONSI where the analysis of the technical studies indicates that no significant environmental impact will result from the proposed project or an EIS if significant environmental impacts are identified. The processing of an EA and a FONSI are discussed in [Part 1, Chapters 6, Environmental Assessment and 7, Finding of No Significant Impact](#). EIS documentation for SCE evaluations is discussed below.

9-3.2.4 Environmental Impact Statements

Summary - To record that the project has fully considered effects to minorities and other groups under the **Civil Rights Acts of 1964**, Environmental Justice, and other nondiscrimination laws and regulations, the following standard statement must be included in this section of the document:

This project has been developed without regard to race, color, national origin, age, sex, religion, disability, or family status.

Affected Environment – Provide a concise summary of the existing sociocultural environment for each of the six SCE issues in the Affected Environment Section of the EIS by using the compiled community information for the project. Include information demonstrating that special populations have received full consideration.

Environmental Consequences – Summarize the potential adverse community impacts for each alternative and strategies for resolving adverse impacts in the Social and Economic Impacts sub-section of the Environmental Consequences section. A separate section addressing Environmental Justice is recommended for projects where this may be an issue.

Comments and Coordination – Indicate project features developed in conjunction with community outreach and coordination with government agencies, private groups, and the public and provide documentation of coordination efforts.

Commitments and Recommendations – Summarize commitments to address sociocultural effects or controversies for the selected alternative during design and/or construction. Note: This summary should match the related content in the **PER**.

EISs addressing a significant SCE issue typically include a separate **SCE Technical Memorandum**. See **Figure 9.2** for a recommended outline.

See [Part 1, Chapter 11, Public Involvement](#) for additional information related to **Title VI** and **Americans with Disabilities Act (ADA)** Compliance. Refer to [Part 1, Chapters 8, Draft Environmental Impact Statement, and 9, Final Environmental Impact Statement](#) for more information about preparing EISs.

9-3.2.5 State Environmental Impact Reports

Impact Evaluation – Include the SCE evaluation results in this section of the SEIR and place an "X" in the appropriate column indicating the level of impact in the Impact Evaluation section. Most of the SCE evaluation issues are documented in section A Social Impacts. If an SCE issue is not in any way involved with the project, mark the column indicating "NOINV." If an issue exists but there is little or no impact, mark the column indicating "NONE." If a perceived impact ranges in level of magnitude from minor to substantial, mark the column "MIN" and provide documentation. If a perceived impact is significant, mark the column "SIGN" and provide documentation. Provide documentation in the Basis for Decision column and supplement with attachments as necessary to substantiate the impact determination.

Commitments and Recommendations - Discuss all project commitments made in coordination with the community in this section of the SEIR.

Note: When the District determines that a project will have a significant environmental impact, the District may opt to prepare the SEIR similar in scope and format to an EIS. In these cases, the SCE evaluation findings are documented as outlined above for an EIS.

For more information about developing SEIRs, see [Part 1, Chapter 10, Non-Federal Projects](#).

9-3.3 Documentation for Environmental Justice/Title VI Considerations

FHWA and FTA have published guidance for documenting findings related to Environmental Justice. Both guidance documents cover the same concepts, but FHWA provides more specific instructions. The guidance from both agencies is provided below for use when developing Environmental Documents for approval by these agencies. When developing a SEIR, either of these methods may be used.

When this is a major issue for the project, it is often addressed in a separate section of the Social and Economic sub-section titled Nondiscrimination Considerations of the Environmental Document. Otherwise, it may be incorporated into the discussion of the six SCE issues as appropriate.

9-3.3.1 Federal Highway Administration Guidance

NEPA documents prepared for FHWA should include the following information (*FHWA, 2011*):

1. Briefly describe *Executive Order 12898*. See the example below:

EXAMPLE

Describing Executive Order 12898 in the Environmental Document

“Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations, signed by the President on February 11, 1994, directs federal agencies to take appropriate and necessary steps to identify and address disproportionately high and adverse effects of federal projects on the health or environment of minority and low-income populations to the greatest extent practicable and permitted by law.”

2. Provide Demographic Information

Provide demographic information on the general population in the project study area in the appropriate section of the **NEPA** document. Describe the ethnicity, age, mobility, and income level of the population.

When minority or low-income populations will not be adversely affected by the proposed project, the Environmental Document should reflect that determination (see example text below).

EXAMPLE

Determination of No Adverse Effects

“No minority or low-income populations have been identified that would be adversely impacted by the proposed project, as determined above. Therefore, in accordance with the provisions of **Executive Order 12898** and **FHWA Order 6640.23a**, no further Environmental Justice analysis is required.”

3. Explain Coordination, Access to Information, and Participation

In the appropriate section of the Environmental Document, discuss the major proactive efforts used in the project to ensure meaningful opportunities for public participation, including activities to increase participation of low-income and minority populations. Include in the document the views of the affected populations about the project and any proposed mitigation, and describe what steps are being taken to resolve any controversies that exist. Document the degree to which the affected groups of minority and/or low-income populations have been involved in the decision-making process related to the alternative selection, impact analysis, and mitigation.

4. Describe Project Effects

Summarize the direct, indirect, and cumulative effects of the project on the community. References to other sections in the Environmental Document can be cited, as appropriate. The beneficial and adverse effects on the overall population and on minority and low-income populations, in particular, need to be addressed under the applicable topics such as air, noise, water pollution, hazardous waste, aesthetic values, community cohesion, economic vitality, employment effects, displacement of persons or businesses, farms, accessibility, traffic congestion, relocation impacts, safety, and construction/temporary impacts.

Discuss what measures are being considered for alternatives to avoid or mitigate the adverse effects. Any activity that demonstrates sensitivity to special needs should be highlighted, such as accommodations for transit dependency and/or addressing the need for translators.

If there are no disproportionately high and adverse effects on minority and/or low-income populations once mitigation and benefits are considered, that determination should be stated in the document (see example below).

EXAMPLE

Statement of a Determination of No Disproportionately High and Adverse Effects

“Based on the above discussion and analysis, the XYZ alternative(s) will not cause disproportionately high and adverse effects on any minority or low-income populations in accordance with the provisions of **Executive Order 12898** and **FHWA Order 6640.23a**. No further Environmental Justice analysis is required.”

5. Document Decision to Proceed when Disproportionately High and Adverse Effects Exist, if applicable

When there is a disproportionately high and adverse effect on minority or low-income populations, FHWA will only approve the project if no practicable measures exist to avoid or reduce these effects. The FHWA determination should be stated in the Environmental Document. Furthermore, the Environmental Document should describe how the impacted populations/communities were involved in the decision-making process. The document also needs to identify what practicable mitigation commitments have been made. In addition, if the affected population is a minority population protected under **Title VI**, the document must include the following FHWA determinations, as appropriate:

- There is a substantial need for the project, based on the overall public interest; and
- Alternatives that would have less adverse effects on protected populations have either:
 - Adverse social, economic, environmental, or human health impacts that are more severe; or
 - Would involve increased costs of an extraordinary magnitude

9-3.3.2 Federal Transit Administration Guidance

EISs and EAs prepared for the FTA should describe the following (*FTA, 2012*):

1. Minority and/or low-income populations within the study area affected by the project, if any, and a discussion of the method used to identify this population (e.g., analysis of Census data, minority business directories, direct observation, or a public involvement process).
2. Adverse effects of the project both during and after construction that would affect the identified minority and low-income populations.
3. Positive effects that would affect the identified minority and low-income populations, such as an improvement in transit service, mobility, or accessibility.
4. Mitigation and environmental enhancement actions incorporated into the project to address effects, including, but not limited to, any special features of the relocation program that go beyond the *Uniform Relocation Act* and address adverse community effects such as separation or cohesion issues; and the replacement of the community resources destroyed by the project.
5. Any remaining effects and why further mitigation is not proposed.
6. For projects that travel through predominantly minority and low-income and predominantly non-minority and non-low-income areas, a comparison of mitigation and environmental enhancement actions that affect predominantly low-income and minority areas with mitigation implemented in predominantly non-minority or non-low-income areas.

FTA recommends that the discussion describes the consideration of the affected community's views on the project and the potential benefits and burdens of the project, and alternatives that have less impact on Environmental Justice (EJ) populations. In selecting the preferred alternative, the *NEPA* document should include a discussion of the magnitude and distribution of disproportionately high and adverse human health or environmental effects on EJ populations for all reasonable alternatives.

9-3.4 Develop Conceptual Stage Relocation Plan

Whenever relocations are anticipated for a project, a *Conceptual Stage Relocation Plan (CSRP)* is prepared by District Right of Way Relocation Office at the same time that the Environmental Document is being prepared by the District environmental staff. The plan should include detailed data about the demographics of the households and businesses being relocated, replacement property, and relocation assistance. [Chapter 9 of the Right of Way Procedures Manual, Topic No. 575-000-000](#) contains a wide range of methods for addressing potential impacts, including financial, design, replacement/restoration, planning/programmatic assistance, and regulatory strategies.

To comply with the **FHWA Technical Advisory T6640.8A** and **Section 9.1.3** of the **Right of Way Manual**, the data from the plan must be incorporated into the Environmental Document (Type 2 CE, EA, EIS, or SEIR). When relocations are involved, a **CSR**P must also be prepared for Type 1 or Programmatic CEs. If there are no displacees, or if relocation services are not going to be provided on the project, then a **CSR**P is not required.

It is the responsibility of District environmental staff to coordinate with the District Right of Way Office to ensure that the preparation of the **CSR**P coincides with project scheduling and that delays are avoided. Close coordination will also ensure that all alignment alternatives have been properly assessed and efforts are accurate but not duplicated.

The **CSR**P serves as a principal data source used in the SCE evaluation when discussing relocation effects in the Environmental Document; and therefore, supports compliance with **23 CFR 771**. Upon receipt of the plan from the District Right of Way Office, District environmental staff will summarize the data contained in the **CSR**P in the relevant sections of the Environmental Document to address anticipated relocation effects. The Environmental Document must reference the **CSR**P. It must accompany the Type 2 CE, EA, or Draft Environmental Impact Statement (DEIS) Environmental Documents when provided to FHWA. FHWA acceptance of the **CSR**P as adequate supporting documentation occurs when the Type 2 CE is approved or the EA or DEIS is approved for public availability. The **CSR**P is then placed in the project file for the administrative record. The **CSR**P contains sensitive information and is generally not published with the Environmental Document.

The **CSR**P is updated at each project reevaluation phase as the project progresses through Design, Right of Way, and Construction, consistent with [Part 1, Chapter 13, Reevaluations](#). This update must show how the relocation effects originally evaluated, if any, have changed, and determine if these changes are considered to be significant. Any commitments made in the **CSR**P and incorporated into the Commitments and Recommendations section of the Environmental Document must be addressed for commitment compliance purposes. Project files must contain sufficient documentation to substantiate all reevaluation updates.

The development of information in the **CSR**P should correspond to the level of complexity of the project. In areas where there is little or no involvement with homes or businesses, and relocations are limited to signs only, the information provided in the plan and the Environmental Document should state this fact.

Sources of information in the **CSR**P should be documented. Information provided should be secondary type information (for example, Census data or other published survey research data) in combination with a windshield survey to verify the reasonableness of the secondary source information.

The **CSRP** must address each build alternative under consideration by FDOT for additional study. When an alternative has been dismissed, the plan must support the rejection of the alternative if relocation effects are a principal reason for dismissal. In discussing each alternative for the proposed action, the **CSRP** must include the following information, consistent with [Section 9.1.6 of the Right of Way Manual, Topic No. 575-000-000](#):

1. An estimate of types of households to be displaced, including an estimate of:
 - a. The percentage of minority (racial, national origin, and ethnic) households to be displaced
 - b. The income range (in dollars) of the affected neighborhoods or community
 - c. The tenure (or age) of the structures which are being displaced, taking into consideration the types, and effective and chronological age
 - d. The percentage of elderly households to be displaced in relationship to the total households being displaced
 - e. The percentage of households containing five or more family members
 - f. The number of disabled residential occupants for whom special assistance services may be necessary
2. A discussion comparing available (decent, safe, and sanitary) housing in the area with the housing needs of displacees. The comparison should include price ranges, size, number of bedrooms, and occupancy status (owner or tenant).
3. A description of special relocation advisory services that will be necessary for identified unusual conditions or unique problems. This description should identify special cases involving disabled, elderly, low-income, racial and/or ethnic populations, and governmental and social agencies available to serve these particular needs.
4. A discussion of the actions proposed to remedy insufficient relocation housing, including a commitment to Last Resort Housing, if necessary.
5. An estimate of the number, type, and size of businesses to be displaced, including special business characteristics such as services to specialized clientele or cultural orientation. The approximate number of employees for each business should be included, along with the general effect of the

business dislocation(s) on the economy of the community. Additionally, the discussion should identify:

- a. Sites available in the area to which the affected businesses may relocate
 - b. Likelihood of such relocation
 - c. Impacts on remaining businesses
 - d. On-premises sign relocations (unless the sign has been acquired)
6. A discussion of the results of early consultation with the local government(s) and any early consultation with businesses subject to displacement, including any discussions of potential sources of funding, financing, planning for incentive packaging (for example, tax abatement, flexible zoning, and building requirements), and advisory assistance which has been or will be furnished, along with other appropriate information.
 7. A description of the actions proposed to remedy insufficient relocation housing, including, if necessary, Last Resort Housing. If Last Resort Housing is anticipated, the plan should address how this housing could be provided; that is, whether newly constructed housing must be made available, or if there is sufficient replacement housing on the resource market to handle these Last Resort Housing situations.
 8. The results of discussions with local officials, social agencies, and such groups as the elderly, disabled, non-driver, transit-dependent, and minorities regarding the relocation effects.
 9. A statement that:
 - a. *The acquisition and relocation program will be conducted in accordance with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended; and*
 - b. *Relocation resources are available to all residential and business relocatees without discrimination.*
 10. A summary of any potential hazardous waste concerns.
 11. An identification of any publicly owned lands, as defined in [Chapter 7, Section 11 of the Right of Way Manual, Topic No. 575-000-000](#) which may require consideration for functional replacement of real property in public ownership. Discussion of the results and decisions of any meetings with property owners or jurisdictional agencies where the potential for "functional replacement" exists pursuant to **23 CFR 712** and [Chapter 7,](#)

[Section 11 of the Right of Way Manual, Topic No. 575-000-000](#) must be documented and may include the land or facility or both.

9-3.4.1 Considerations for Evaluating Relocation Effects

Listed below are some important points to keep in mind in developing the information from the **CSRP** for inclusion in the Relocation Potential section of the Environmental Document:

- All relocation information must be quantifiable (i.e., a general statement such as “There are sufficient resources available for residential displaces” is not acceptable as quantifiable data).
- The **CSRP** must document the sources of information utilized in developing the plan. Since most of the information provided in the **CSRP** is secondary-type information, these figures are estimates. Take care to ensure that the information provided in the Environmental Document is accurate, timely, and reasonably adequate with respect to identifying and discussing relocation effects and problems within the project area.
- All pertinent data in the **CSRP** must be incorporated into the Environmental Document. All substantive issues identified in the **CSRP** should be discussed.
- A brief discussion of Last Resort Housing must be provided when comparable replacement housing is not available. **Section 9-3.4.2** of this chapter provides standard information to be incorporated into the Environmental Document.
- A brief summary of FDOT’s Relocation Assistance Program must also be provided. **Sections 9-3.4.3** and **9-3.4.4** of this chapter provide standard information to be incorporated into the Environmental Document depending on whether there is involvement with relocatees or not.
- If “functional replacement” pursuant to **23 CFR 710.509** may be provided, the results of discussions and decisions concerning “functional replacement” must be included in the Environmental Document. Any commitments must also be listed in the appropriate sections.

9-3.4.2 Last Resort Housing

The discussion on Last Resort Housing is generally limited to an estimate of the number of households that will likely require Last Resort Housing and the inclusion of the following standard paragraph in the Relocation Potential section of the Environmental Document (Type 2 CE, EA, EIS, SEIR):

Comparable replacement housing for sale and rent is available in (Any City). However, there may be some last resort rent supplements and last

resort replacement housing payments necessary. Last resort housing payments would be used in order to place the relocatees in decent, safe, and sanitary housing, if necessary. Should last resort housing be constructed, the housing would be available before the displacees are required to vacate their dwellings. There are numerous residential lots available for new construction within the (Any City) area. Lot sizes range from ___ square feet to ___ square feet and are priced from \$___ to \$___.

FDOT will ascertain exactly how many households actually require Last Resort Housing or rent supplements during the development of the Relocation Needs Assessment Survey during the Right of Way acquisition phase of project development.

9-3.4.3 Information Required When a Relocatee Is Involved

The following standard information must be included in the Relocation Potential section of the Environmental Document when there is involvement of a relocatee:

In order to minimize the unavoidable effects of Right of Way acquisition and displacement of people, the Florida Department of Transportation will carry out a Right of Way and Relocation Program in accordance with Florida Statute 339.09 and the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (Public Law 91-646 as amended by Public Law 100-17).

The Florida Department of Transportation provides advance notification of impending Right of Way acquisition. Before acquiring Right of Way, all properties are appraised on the basis of comparable sales and land use values in the area. Owners of property to be acquired will be offered and paid fair market value for their property rights.

No person lawfully occupying real property will be required to move without at least 90 days written notice of the intended vacation date, and no occupant of a residential property will be required to move until decent, safe and sanitary replacement housing is made available. "Made available" means that the affected person has either by himself obtained and has the right of possession of replacement housing, or that the Florida Department of Transportation has offered the relocatee decent, safe and sanitary housing which is within his financial means and available for immediate occupancy.

At least one relocation specialist is assigned to each highway project to carry out the Relocation Assistance and Payments program. A relocation specialist will contact each person to be relocated to determine individual needs and desires, and to provide information, answer questions, and give help in finding replacement property. Relocation services and payments are provided without regard to race, color, religion, sex, or national origin.

All tenants and owner-occupant displacees will receive an explanation regarding all options available to them, such as (1) varying methods of claiming reimbursement for moving expenses; (2) rental replacement housing, either private or publicly subsidized; (3) purchase of replacement housing; and (4) moving owner-occupied housing to another location.

Financial assistance is available to the eligible relocatee to:

- *Reimburse the relocatee for the actual reasonable costs of moving from homes, businesses, and farm operations acquired for a highway project.*
- *Make up the difference, if any, between the amount paid for the acquired dwelling and the cost of a comparable decent, safe and sanitary dwelling available on the private market, as determined by the department.*
- *Provide reimbursement of expenses, incidental to the purchase of a replacement dwelling.*
- *Make payment for eligible increased interest cost resulting from having to get another mortgage at a higher interest rate. Replacement housing payments, increased interest payments, and closing costs are limited to \$31,000 combined total.*

A displaced tenant may be eligible to receive a payment, not to exceed \$7,200, to rent a replacement dwelling or room, or to use as down payment, including closing costs, on the purchase of a replacement dwelling.

The brochures that describe in detail the Florida Department of Transportation's Relocation Assistance Program and Right of Way acquisition program are "Residential Relocation Under the Florida Relocation Assistance Program", "Relocation Assistance Business, Farms and Non-profit Organizations", "Sign Relocation Under the Florida Relocation Assistance Program", "Mobile Home Relocation Assistance", and "Relocation Assistance Program Personal Property Moves". All of these brochures are distributed at all public hearings and made available upon request to any interested persons.

Title VIII of the Civil Rights Act of 1968 guarantees each person equal opportunity in housing. The District Right of Way Office ensures that FDOT complies with this law.

9-3.4.4 Information Required When There Are No Relocations

The following standard information must be included in the Relocation Potential section of the Environmental Document whenever the proposed action does not involve a residential or business relocation:

The proposed project, as presently conceived, will not displace any residences or businesses within the community. Should this change over the course of the project, the Florida Department of Transportation will carry out a Right of Way and Relocation Program in accordance with Florida Statute 339.09 and the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (Public Law 91-646 as amended by Public Law 100-17). The brochures that describe in detail the FDOT's Relocation Assistance Program and Right of Way acquisition program are "Residential Relocation Under the Florida Relocation Assistance Program", "Relocation Assistance Business, Farms and Non-profit Organizations", "Sign Relocation Under the Florida Relocation Assistance Program", "Mobile Home Relocation Assistance", and "Relocation Assistance Program Personal Property Moves". All of these brochures are distributed at all public hearings and made available upon request to any interested persons.

9-4 REFERENCES

American Association of State Highway and Transportation Officials (AASHTO), Center for Environmental Excellence website. Accessed at <http://environment.transportation.org/> on 7/2/2013.

Americans with Disabilities Act of 1990. Accessed at <http://www.ada.gov/pubs/ada.htm> on 7/9/2013.

Code of Federal Regulations (CFR) Title 23, § 712 (23 CFR 712). The Acquisition Function. 1999. Accessed at <http://www.ecfr.gov> on 7/2/2013.

Code of Federal Regulations (CFR) Title 23, § 771 (23 CFR 771). Environmental Impact and Related Procedures. 1987. Accessed at <http://www.ecfr.gov> on 7/2/2013.

Code of Federal Regulations (CFR) Title 40, §§ 1500-1508 (40 CFR 1500-1508). Regulations for Implementing the Procedural Provisions of the National Environmental Policy Act. 1978. Accessed at <http://www.ecfr.gov> on 7/2/2013.

Council on Environmental Quality. 1997. Environmental Justice Guidance Under NEPA. Accessed at http://www.epa.gov/environmentaljustice/resources/policy/ej_guidance_nepa_ceq1297.pdf on 11/22/2013.

Executive Order no. 12898, "Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations," *Federal Register* 59, no. 32 (February 1994). Accessed at <http://www.archives.gov/federal-register/executive-orders/pdf/12898.pdf> on 7/2/2013.

Executive Order no.13166, "Improving Access to Services for Persons with Limited English Proficiency," *Federal Register* 65, no. 159 (August 2000). Accessed at <http://www.gpo.gov/fdsys/pkg/FR-2000-08-16/pdf/00-20938.pdf> on 7/2/2013.

Federal Aid Highway Act, U.S. Code 23. Accessed at <http://www.gpo.gov/fdsys/> on 7/2/2013.

Federal Highway Administration. 1987. Technical Advisory T6640.8A. Accessed at <http://environment.fhwa.dot.gov/projdev/impta6640.asp> on 7/9/2013.

Federal Highway Administration. 2011. Guidance on Environmental Justice and NEPA. Accessed at http://environment.fhwa.dot.gov/projdev/guidance_ej_nepa.asp on 7/2/2013.

Federal Highway Administration. 2012. Order 6640.23a. Accessed at <http://www.fhwa.dot.gov/legsregs/directives/orders/664023a.cfm> on 7/9/2013.

Federal Transit Administration. 2012. FTA Circular 4703.1, "Environmental Justice Policy Guidance for FTA Recipients." Accessed at http://www.fta.dot.gov/documents/FTA_EJ_Circular_7.14-12_FINAL.pdf on 7/9/2013.

Florida Civil Rights Act of 1992, Florida Statutes, Chapter 760, Title XLIV. Accessed at http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0700-0799/0760/0760PARTIContentsIndex.html on 7/9/2013.

Florida Department of Transportation. Right of Way Procedures Manual. 1999 (rev 2008). Topic No. 575-000-000. Accessed at <http://www.dot.state.fl.us/rightofway/ProceduresManual.shtm> on 7/9/2013.

Florida Department of Transportation. 2011. Public Involvement Handbook. Accessed at http://www.dot.state.fl.us/emo/pubs/public_involvement/pubinvolve1.shtm on 7/9/2013.

Florida Department of Transportation. 2005. Sociocultural Effects Evaluation Handbook. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/SCE-Handbook-2005.pdf> on 7/9/2013.

Florida Department of Transportation. 2006. District 1 Quick Start Handbook. Accessed at http://www.dot.state.fl.us/emo/pubs/sce/D1_SocioculturalEffects.pdf on 7/9/2013.

- Florida Department of Transportation. 2007. District 7 Quick Reference Guide. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/DRAFT-QR-Guide-How-to-Conduct-Enter-an-SCE-Eval-6-1-07.pdf> on 7/9/2013.
- Florida Department of Transportation. 2012. Cumulative Effects Evaluation Handbook. Accessed at <http://www.dot.state.fl.us/emo/pubs/CEE/CEE-Handbook-2012-1218.pdf> on 7/9/2013.
- Florida Department of Transportation. 2013. Data Sources for Sociocultural Effects Evaluations. Accessed at http://www.dot.state.fl.us/emo/pubs/sce/SCE_DataSources-2013-0403.pdf on 7/9/2013.
- Florida Department of Transportation. 2013. Defining Context – Useful Environmental Screening Tool Information. Accessed at http://www.dot.state.fl.us/emo/pubs/sce/DefiningContext_Useful_EST_Info-2013-0315.pdf on 7/11/2013.
- Florida Department of Transportation. 2013. Efficient Transportation Decision Making Manual. Accessed at <http://www.dot.state.fl.us/emo/pubs/etdm/etdmmanual.shtm> on 11/22/2013.
- Florida Department of Transportation. Environmental Screening Tool website. Accessed at <https://www.fla-etat.org/est/> on 7/9/2013.
- Florida Department of Transportation. 2013. Environmental Screening Tool Handbook, Accessed at etdmpub.fla-etat.org on 7/9/2013.
- Florida Department of Transportation. 2013. Environmental Screening Tool Project Information. Accessed at http://www.dot.state.fl.us/emo/pubs/sce/EST_Project%20InformationSheet-2013-1010.pdf on 7/9/2013.
- Florida Department of Transportation. 2013. Practical Application Guides for SCE Evaluations: PD&E Phase. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/sce1.shtm> on 7/9/2013.
- Florida Department of Transportation. Project Commitment Tracking Procedure. Topic No. 700-011-035-a. Accessed at <http://www2.dot.state.fl.us/proceduraldocuments/procedures/bin/700011035.pdf> on 7/9/2013.
- Florida Department of Transportation. SCE Evaluation Process website. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/sce1.shtm> on 7/9/2013.
- Florida Department of Transportation. 2013. SCE Evaluation Charts. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/SCEIssueCharts2012.pdf> on 7/9/2013.

- Florida Department of Transportation. 2013. SCE Issue Sheets. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/sce1.shtm> on 7/9/2013.
- Florida Department of Transportation. Other SCE Resources. Accessed at <http://www.dot.state.fl.us/emo/pubs/sce/otherSCE.shtm> on 7/9/2013.
- Florida Statutes, Chapter 187. State Comprehensive Plan. Accessed at http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0100-0199/0187/0187ContentsIndex.html on 7/9/2013.
- Florida Statutes, Chapter 339. Transportation Finance and Planning. Accessed at http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0300-0399/0339/0339ContentsIndex.html&StatuteYear=2012&Title=%2D%3E2012%2D%3EChapter%20339 on 7/9/2013.
- National Environmental Policy Act (NEPA) of 1969.
- State of Florida, Office of the Governor, Executive Order 07-01. Florida's Plain Language Initiative. 2007.
- Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, Public Law 91-646 (as amended by Public Law 100-17), U.S. Code, Chapter 61.
- U.S. Age Discrimination Act of 1975, U.S. Code 42, §§ 6101-6107. Accessed at http://www.dol.gov/oasam/regs/statutes/age_act.htm on 7/9/2013.
- U.S. Civil Rights Act of 1964, Public Law 88-352, Title VI. Accessed at <http://www.justice.gov/crt/about/cor/coord/titlevistat.php> on 7/9/2013.
- U.S. Civil Rights Act of 1968, Public Law 90-284, Title VIII (Fair Housing Act), U.S. Code 42, §§ 3601-3631. Accessed at <http://www.gpo.gov/fdsys/pkg/USCODE-2011-title42/html/USCODE-2011-title42-chap45.htm> on 7/9/2013.
- U.S. Civil Rights Restoration Act of 1987.
- U.S. Department of Health and Human Services (HHS). Poverty Guidelines, Research, and Measurement website. Accessed at <http://aspe.hhs.gov/poverty/index.cfm> on 7/11/2013.
- U.S. Department of Transportation. 2000. An Overview of Transportation and Environmental Justice (Publication No. FHWA-EP-00-013). Accessed at http://www.fhwa.dot.gov/environment/environmental_justice/overview/ on 7/9/2013.
- U.S. Department of Transportation. 2012. Environmental Justice Strategy. Accessed at http://www.fhwa.dot.gov/environment/environmental_justice/ej_at_dot/dot_ej_strategy/ on 7/9/2013.

U.S. Department of Transportation Order 5610.2(a). 2012. Updated Environmental Justice Order, Accessed at http://www.fhwa.dot.gov/environment/environmental_justice/ej_at_dot/order_56102a/ on 7/9/2013.

U.S. Rehabilitation Act of 1973, U.S. Code 29, § 701.

9-5 INDEX

Aesthetics, 9-5, 9-14, 9-25, 9-27, 9-28, 9-36, 9-51, 9-52, 9-54

Categorical Exclusion, 9-12, 9-21, 9-22, 9-31, 9-32, 9-38, 9-39, 9-42

Community focal point, 9-17, 9-19, 9-20, 9-23, 9-25, 9-52

Cumulative effects, 9-10, 9-11, 9-11, 9-21, 9-26, 9-36, 9-46

Demographic, 9-4, 9-5, 9-9, 9-10, 9-15, 9-18, 9-19, 9-20, 9-21, 9-23, 9-31, 9-35, 9-38, 9-50

Direct effects, 9-10, 9-11, 9-11, 9-21, 9-23

Economic, 9-5, 9-6, 9-9, 9-15, 9-19, 9-24, 9-27, 9-29, 9-33, 9-34, 9-36, 9-37, 9-50, 9-54

Environmental Assessment, 9-12, 9-19, 9-21, 9-22, 9-33, 9-37, 9-38, 9-39, 9-42

Environmental Impact Statement, 9-12, 9-19, 9-21, 9-22, 9-33, 9-34, 9-35, 9-37, 9-38, 9-39, 9-42

Environmental Justice, 9-4, 9-6, 9-8, 9-9, 9-11, 9-15, 9-18, 9-20, 9-27, 9-29, 9-32, 9-33, 9-34, 9-35, 9-45, 9-46, 9-48

Indirect effects, 9-10, 9-11, 9-11, 9-25, 9-26

Land Use Changes, 9-5, 9-24, 9-51, 9-54

Low-income, 9-4, 9-6, 9-9, 9-15, 9-18, 9-20, 9-27, 9-29, 9-36, 9-37, 9-38, 9-45

Minority, 9-4, 9-6, 9-9, 9-15, 9-16, 9-18, 9-19, 9-20, 9-27, 9-29, 9-36, 9-37, 9-38, 9-40, 9-45, 9-50

Mobility, 9-5, 9-24, 9-25, 9-35, 9-38, 9-51, 9-54

Planning screen, 9-7, 9-9, 9-10, 9-11

Programming screen, 9-7, 9-9, 9-10, 9-11, 9-15, 9-16

Public Involvement, 9-8, 9-13, 9-15, 9-16, 9-23, 9-28, 9-30, 9-32, 9-33, 9-38

Public Involvement Coordinator, 9-16, 9-22

Public Involvement Program, 9-16, 9-22

Relocation, 9-5, 9-6, 9-11, 9-18, 9-25, 9-30, 9-31, 9-36, 9-38, 9-39, 9-40, 9-41, 9-42, 9-43, 9-44, 9-45, 9-48, 9-52, 9-54

Social, 9-5, 9-6, 9-9, 9-15, 9-20, 9-23, 9-27, 9-29, 9-33, 9-34, 9-37, 9-40, 9-41, 9-50, 9-54

State Environmental Impact Report, 9-12, 9-34, 9-35, 9-38, 9-42

9-6 HISTORY

11/10/2003, 11/09/2009

SCE CONSIDERATIONS

Social

1. What are the demographics of the potentially affected population?
2. What displacements of population, if any, would be expected as a result of the project?
3. Would any increases or decreases in population be expected as a result of the project?
4. Would any displacement of minority populations be expected as a result of the project?
5. Are there any disproportionate effects on special populations?
6. Have minority populations previously been affected by other public projects in the area?
7. Would the project result in any barriers dividing an established neighborhood(s) or would it increase neighborhood interaction?
8. What changes, if any, in traffic patterns through an established neighborhood(s) would be expected as a result of the project?
9. Would any changes to social relationships and patterns be expected as a result of the project?
10. Would the project result in any loss, reduction or enhancement of connectivity to a community or neighborhood activity center(s)?
11. Would the project affect community cohesion?
12. Would the project result in the creation of isolated areas?
13. Would any increase or decrease in emergency services response time (fire, police, and EMS) be expected as a result of the project?
14. Does the project affect safe access to community facilities?
15. Would any changes in social value be expected as a result of the project?
16. Would the project be perceived as having a positive or negative effect on quality of life?
17. Have community leaders and residents had opportunities to provide input to the project decision-making process in the present and/or past?
18. Have previous projects in this area been compatible with or conflicted with the plans, goals and objectives of the community?
19. Is the proposed project consistent with the community vision?
20. Are transportation investments equitably serving all populations?

Economic

1. Would any changes to travel patterns be expected that would eliminate or enhance access to any businesses?
2. Would any increases or decreases in traffic through traffic-based business areas be expected?

**TABLE 9.6 SCE Considerations
(Continued on next page)**

3. Would any changes in travel patterns be expected that would result in a business or district being bypassed?
4. Would access for special-needs patrons increase or decrease as a result of the project?
5. Would any increase or decrease in business visibility for traffic-based businesses be expected as a result of the project?
6. Would the loss of any businesses be expected as a result of the project?
7. Would any increases or decreases in employment opportunities in the local economy be expected as a result of the project?
8. Would regional employment opportunities be enhanced or diminished as a result of the project?
9. What is the effect of the project on military installations?
10. Would any real property be removed from the tax roles as a result of the project?
11. Is it likely that taxable property values would increase or decline as a result of the project?
12. Would changes in business activities increase or decrease the tax base?

Land Use Changes

1. Would the project result in a change in the character or aesthetics of the existing landscape?
2. Would the amount of recreation/open space be expected to increase or decrease as a result of the project?
3. Would the project be compatible with local growth management policies?
4. Would the project be compatible with adopted land use plans?

Mobility

1. Would access to public transportation facilities be increased or reduced as a result of the project?
2. Would pedestrian mobility be increased or decreased as a result of the project?
3. Would non-motorist access to business and service facilities be increased or reduced as a result of the project?
4. How does the project affect intermodal connectivity?
5. Would any change in connectivity between residential and nonresidential areas be expected as a result of the project?
6. What are the expected changes to existing traffic patterns as a result of the project?
7. Would a change in any public parking areas be expected as a result of the project?
8. Would access for transportation disadvantaged populations be affected?

**TABLE 9.6 SCE Considerations
(Continued on next page)**

Aesthetic Effects

1. Are there noise or vibration sensitive sites near the project?
2. Is the project likely to affect a vista or viewshed?
3. Does the project blend visually with the area?
4. Is the project adjacent to any community focal point?
5. Is the project likely to be perceived as being compatible and in character with the community's aesthetic values?
6. What feature(s), if any, of the project might be perceived by the community as inconsistent with the character of that community?

Also see requirements in ***Part 2, Chapter 15, Aesthetic Effects***.

Relocation Potential

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

See additional requirements in ***Section 9-3.4, Conceptual Stage Relocation Plan***.

**TABLE 9.6 SCE Considerations
(Concluded)**

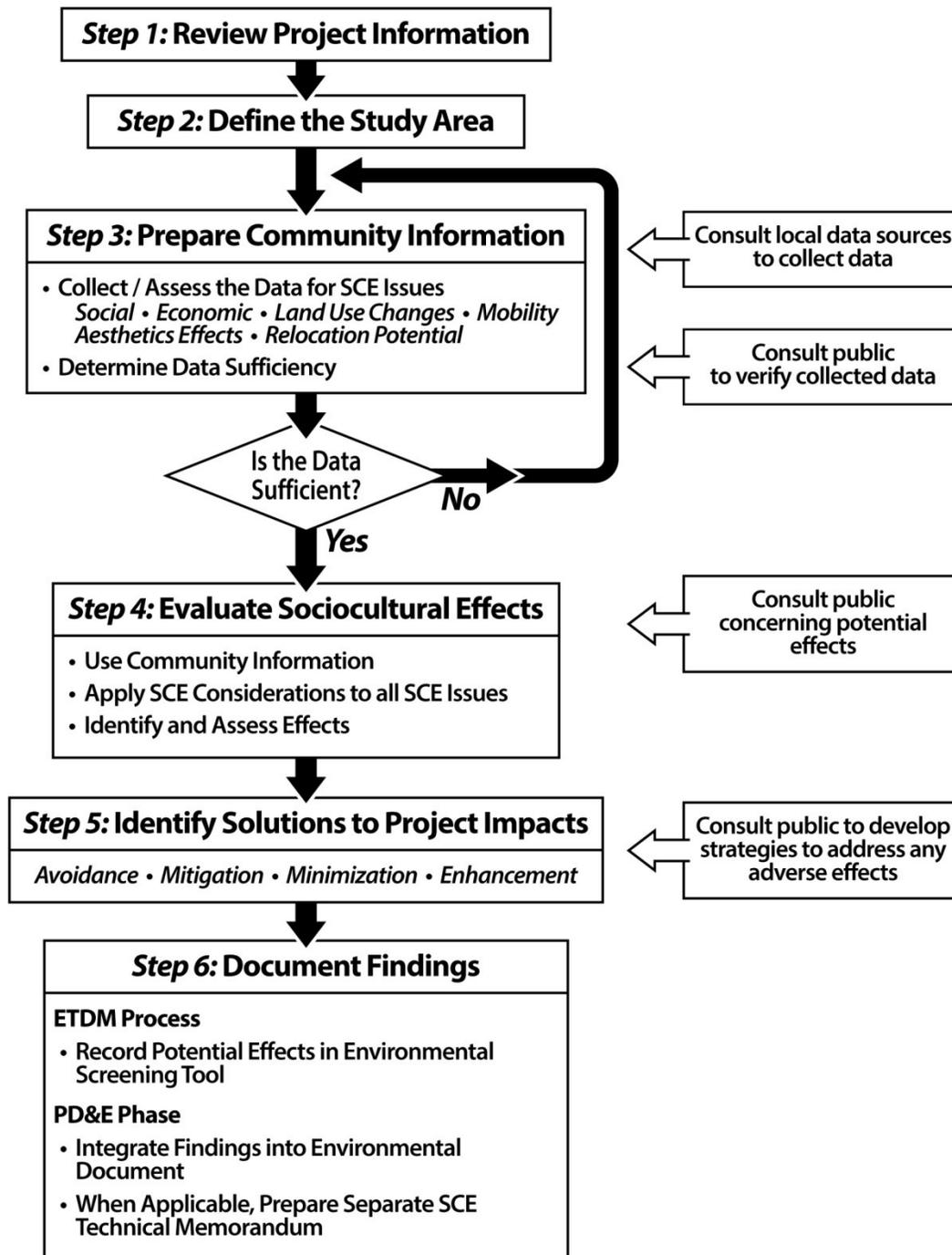


FIGURE 9.1 SCE Evaluation Process Diagram

SCE Technical Memorandum

- I. Introduction
 - A. Project Summary
 - Project Purpose and Need
 - Conceptual Alternatives
- II. Community Characteristics Summary and Map
- III. Potential Effects
 - A. Social
 - Demographics
 - Community Cohesion
 - Safety
 - Community Goals/Quality of Life
 - Special Community Designations
 - B. Economic
 - Business and Employment
 - Tax Base
 - Traffic Patterns
 - Business Access
 - Special Needs Patrons
 - C. Land Use Changes
 - Land Use – Urban Form
 - Plan Consistency
 - Growth Trends and Issues (past and present)
 - Focal Points
 - D. Mobility
 - Mobility Choices
 - Accessibility
 - Connectivity
 - Traffic Circulation
 - Public Parking
 - E. Aesthetic Effects
 - Noise/Vibration
 - Viewshed
 - Compatibility
 - F. Relocation Potential
 - Residential
 - Non-Residential
 - Public Facilities
- IV. Recommendations and Commitments
 - A. Recommendations for Resolving Issues
 - B. Project Commitments
- V. Environmental Justice, Civil Rights, and Related Issues
 - A. Protected Populations in Study Area
 - B. Coordination and Participation
 - C. Summary of Project Effects
 - D. Mitigation and Enhancement Actions
 - E. Findings Regarding Disproportionate Adverse Effects
- VI. Appendices
 - A. Data Sources
 - B. Public Involvement Summary and Analysis

FIGURE 9.2 Recommended SCE Technical Memorandum Outline