

OVERVIEW

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

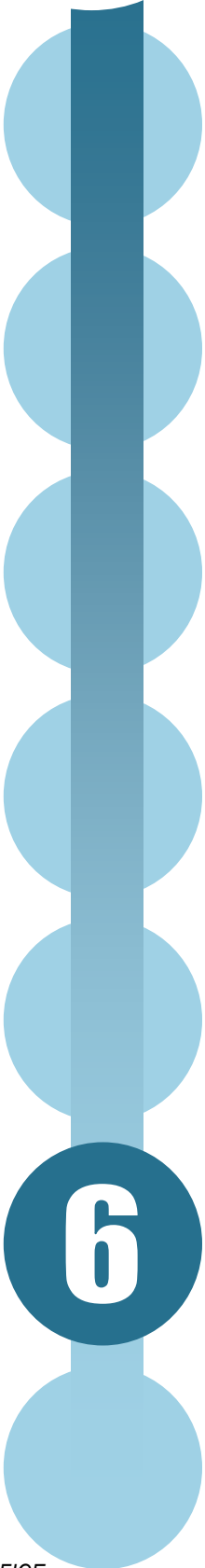
An important feature of the ETDM process is that it will provide the public access to project plans and information about potential sociocultural effects on communities in proximity to transportation projects. The process also provides for effective communication so that agencies and the public can discern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

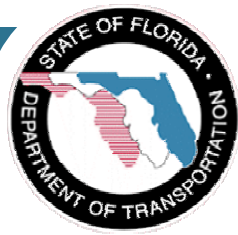
ETDM allows for the identification of readily apparent effects and evaluation of the likelihood of potential sociocultural effects within a project area during the early phases of the transportation planning process, prior to the project entering the FDOT Work Program.

6.1 THE ETDM PROCESS

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

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





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

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

SOCIOCULTURAL EFFECTS IN ETDM

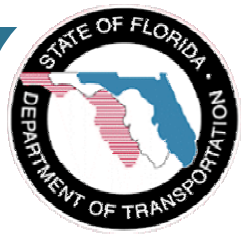
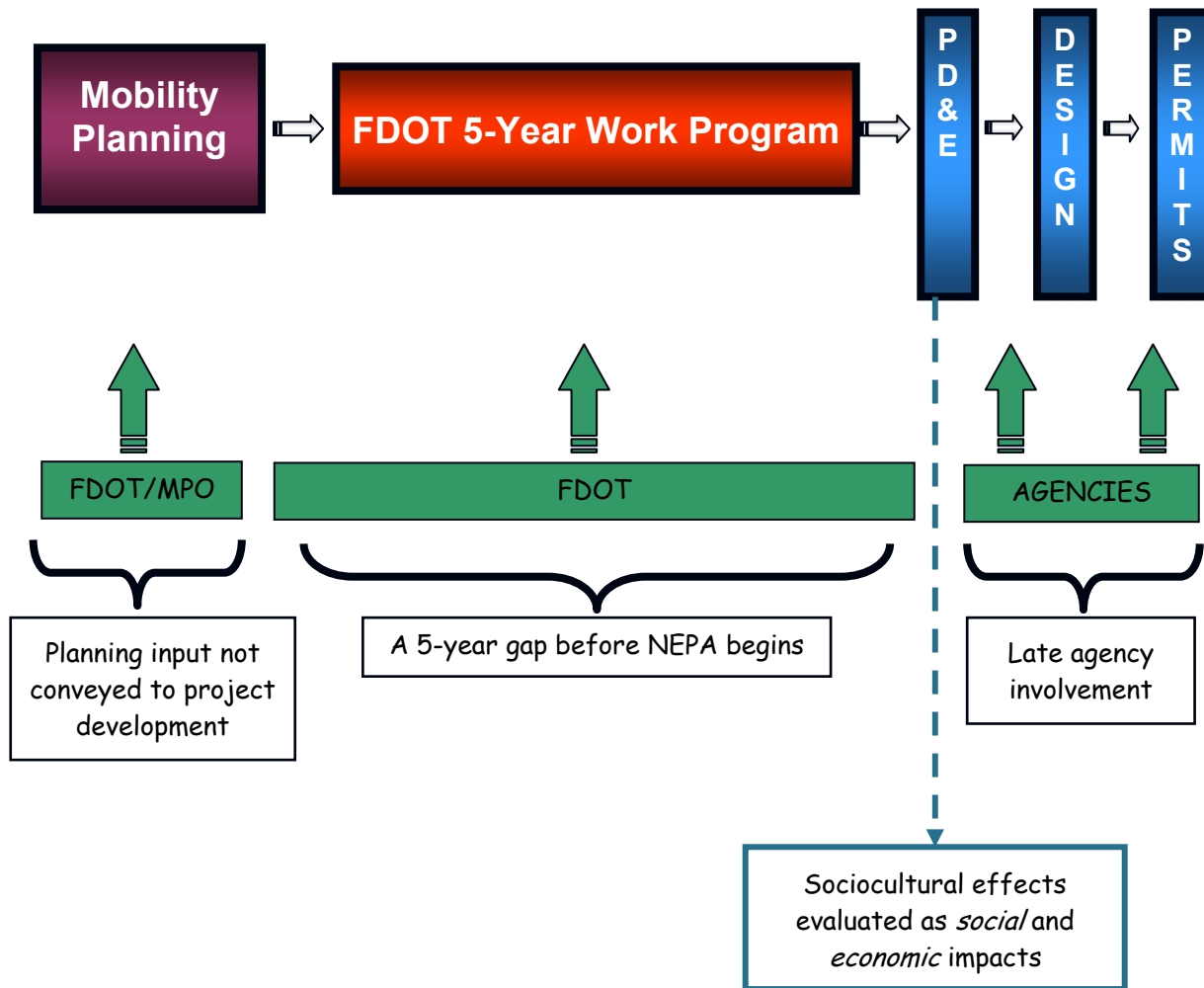


Figure 6-1 The Process Prior to ETDM



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SOCIOCULTURAL EFFECTS IN ETDM

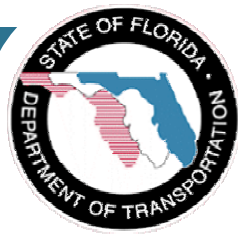
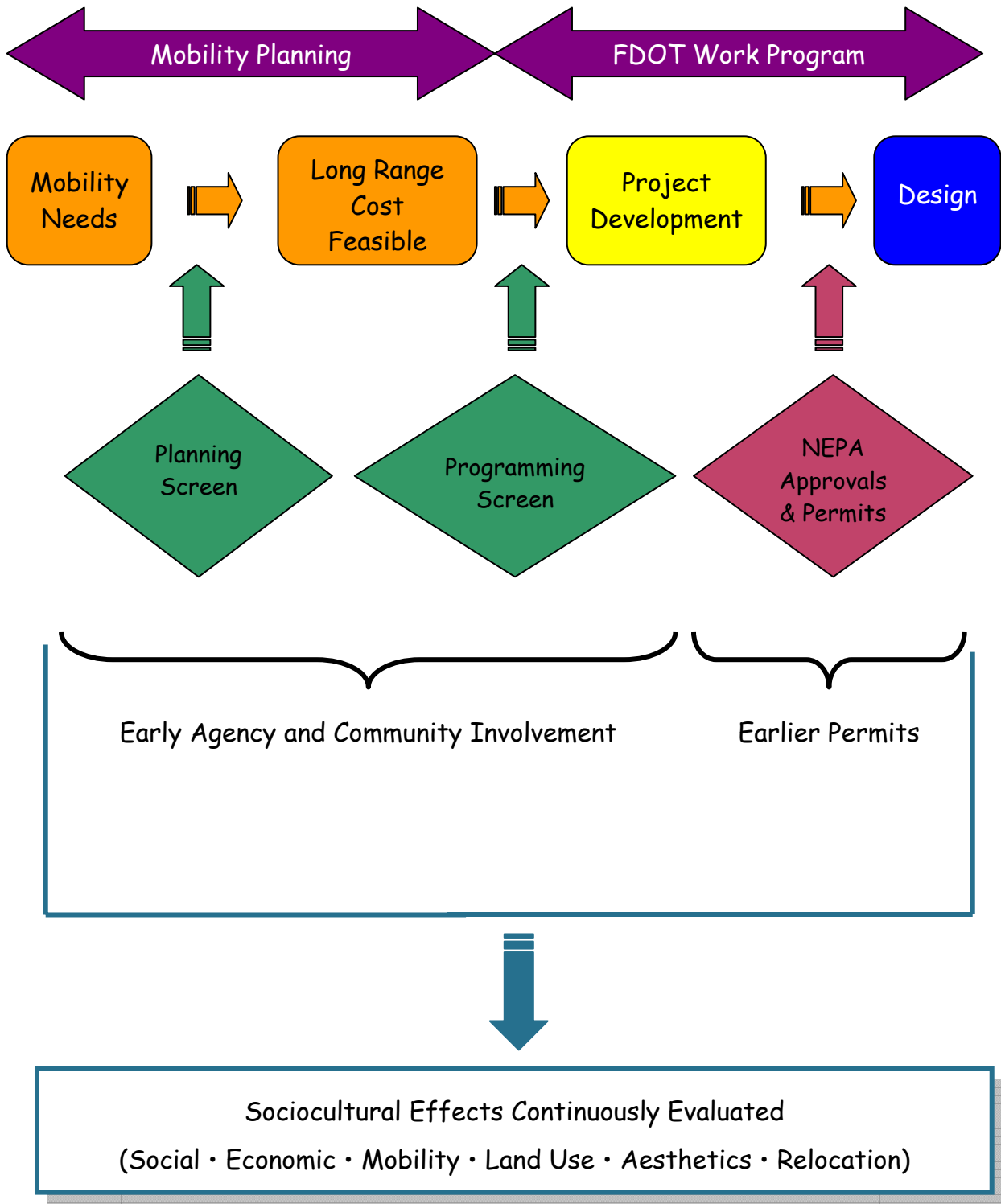
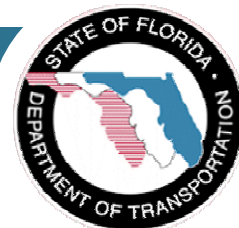


Figure 6-2 The ETDM Process



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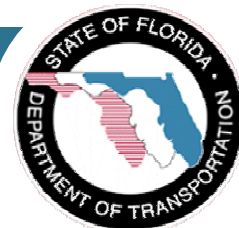
The Environmental Technical Advisory Team (ETAT) and the Environmental Screening Tool (EST) are key components of the ETDM process. Each of FDOT's seven geographic Districts has an ETAT consisting of representatives from agencies which have statutory responsibility for issuing permits or conducting consultation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

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

6.1.1 Planning Screen

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





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

6.1.2 Programming Screen

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

6.1.3 Project Development

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

6.2 TYPES OF PROJECTS IN ETDM

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

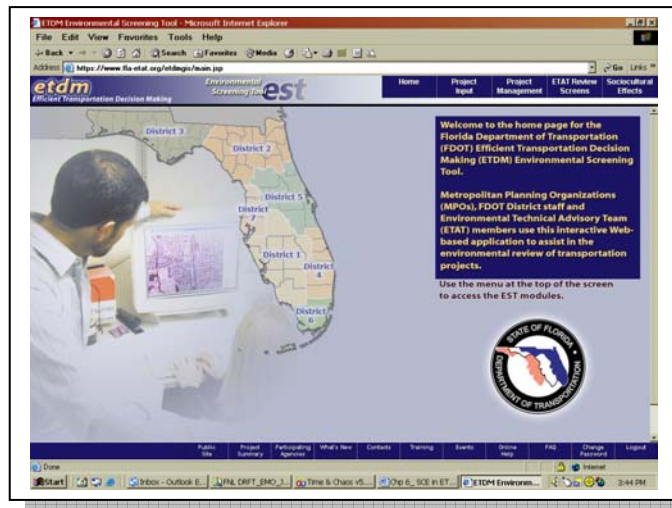
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FIHS facilities will be screened during the development of the FIHS Cost Feasible Plan by FDOT for both the MPO and non-MPO areas.

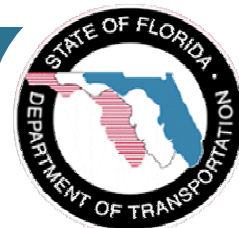
In the ETDM process, most projects that enter the Programming Screen will have already been evaluated in the Planning Screen. The results of these project evaluations of potential effects to the natural and social environment are stored in the EST. Candidate projects that have not been previously evaluated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

6.3 THE ENVIRONMENTAL SCREENING TOOL

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



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



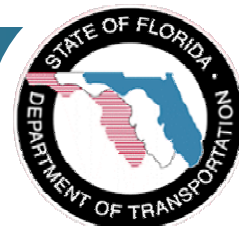
Using the FGDL as the foundation for environmental resource data, the EST provides utilities to input and update information about transportation projects and sociocultural resources, performs standardized GIS analyses, gathers and reports comments by the ETAT representatives, and provides read-only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

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

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

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

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



6.4 THE SOCIOCULTURAL EFFECTS EVALUATION PROCESS

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

SCE Evaluation Process Steps:

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


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

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

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

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



Project Description Report

Project	From	To
Green Blvd Extension	Santa Barbara Blvd	Livingston Road

Plan ID	Planning Organization	Project County
?	Collier County MPO	Collier

ETDM #	Modification #	ETDM Phase
3270	2	Planning Screen

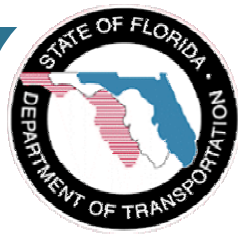
Project Description Summary

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

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

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

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6.4.1 Define the Study Area

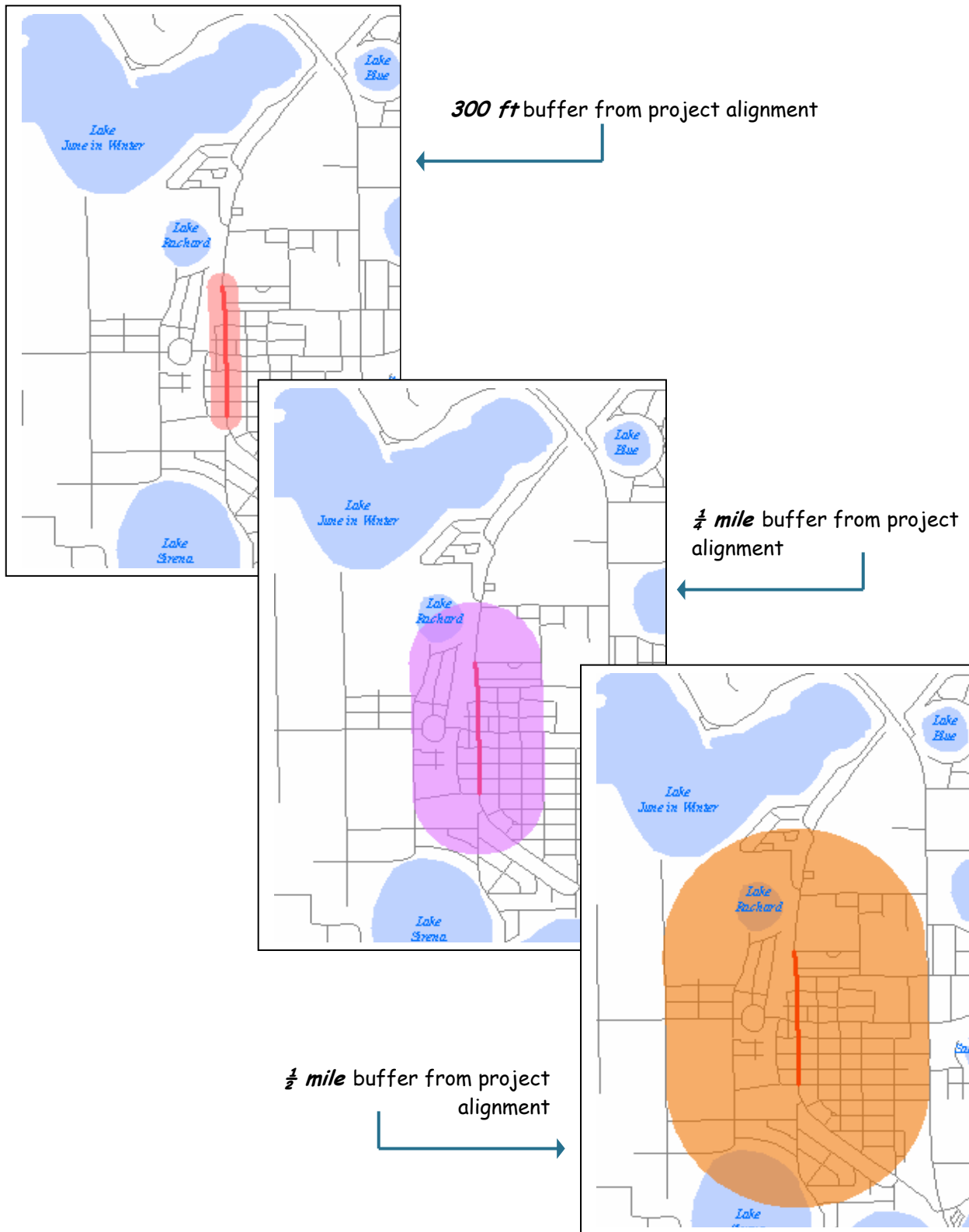
Based on available data, the community analyst defines a geographic area that encompasses all of the communities potentially affected by a project. The study area typically includes communities immediately surrounding the project; however, the project may have the potential for social consequences to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

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

Figure 6–3 illustrates the amount of area included in varying buffer distances. The first image shows a 300 foot buffer, which is typically used for PD&E project notification mailing, but covers a small area in regards to the surrounding community. The next level is a ¼ Mile buffer which extends several blocks beyond the project alignment. This ¼ Mile buffer is the preferred buffer for SCE evaluations to allow for the inclusion of community facilities and address connectivity. The final image illustrates the ½ Mile buffer useful in indicating social consequences to surrounding or interconnected communities.

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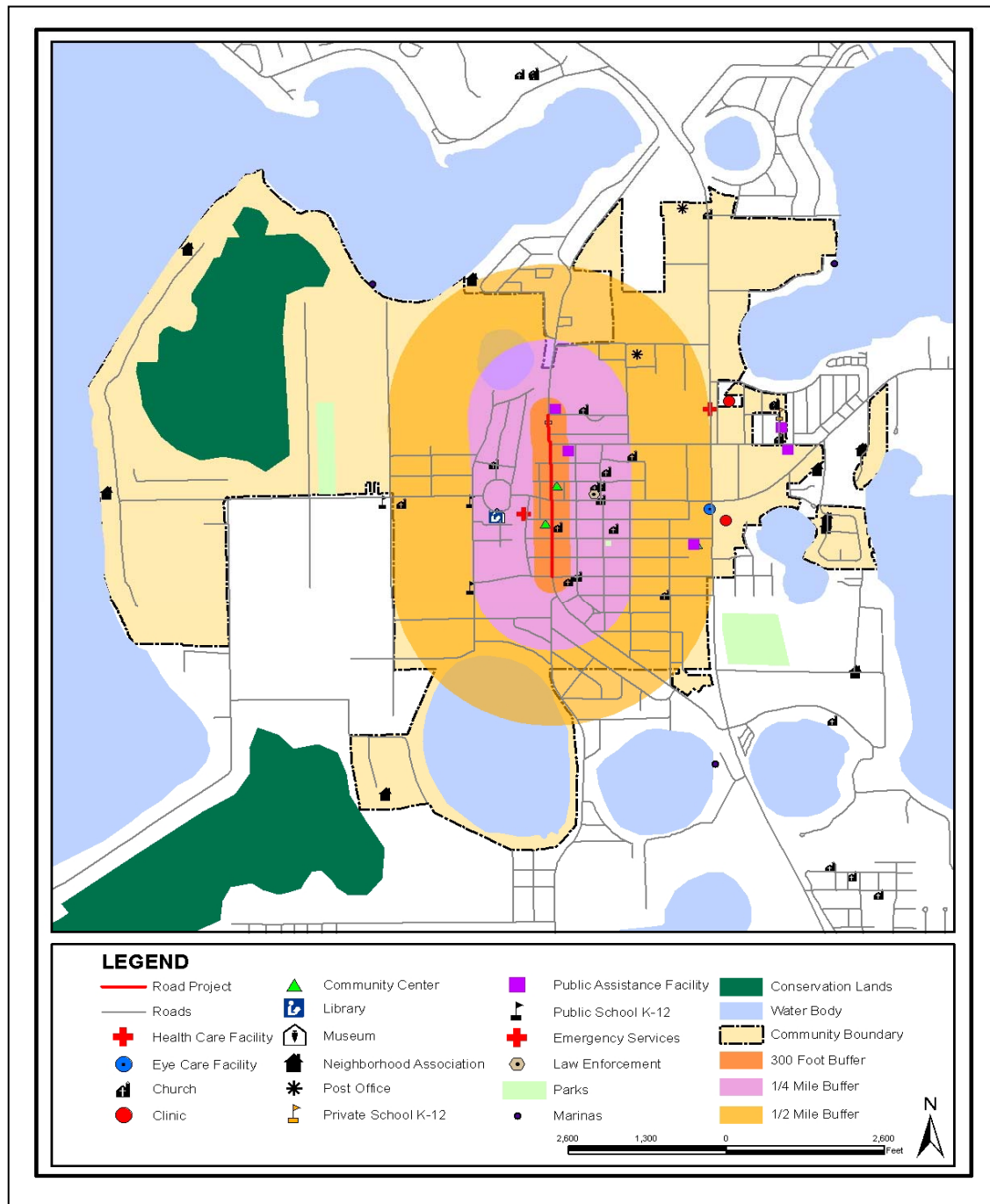
Figure 6-3 Sample Project Buffers



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

Figure 6-4 Sample Project Buffers Including Community Resources



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

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

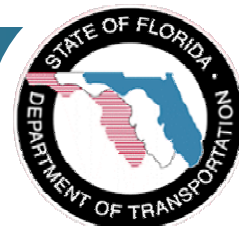
6.4.2 Collect/Organize/Assess the Data

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

Table 6-1 Sociocultural Effects Issues

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

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



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

6.4.2.1 Sociocultural Data in the EST

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

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

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

6.4.2.2 Cultural Resource Data in the EST

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

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

The EST includes the following categories of cultural resource data:

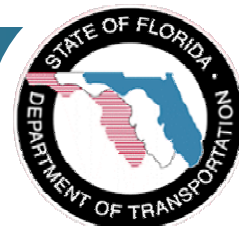
- Archaeological Sites: includes pre-contact and historic period archaeological sites; historic roads, ways and trails; historic earthworks such as ditches, earthen dams, dikes, canals, irrigation ditches; and historic landscapes such as historic city plazas, formal gardens, and golf courses;
- Historic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

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

6.4.3 Prepare the Community Characteristics Inventory

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

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



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

6.4.4 Perform the SCE Evaluation

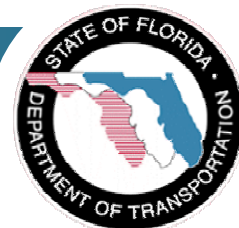
For SCE evaluations, the community analyst examines the relationship between the project and community. This task involves both the identification and investigation of potential effects to the community. The community analyst examines the anticipated future development of the community with and without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

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

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

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

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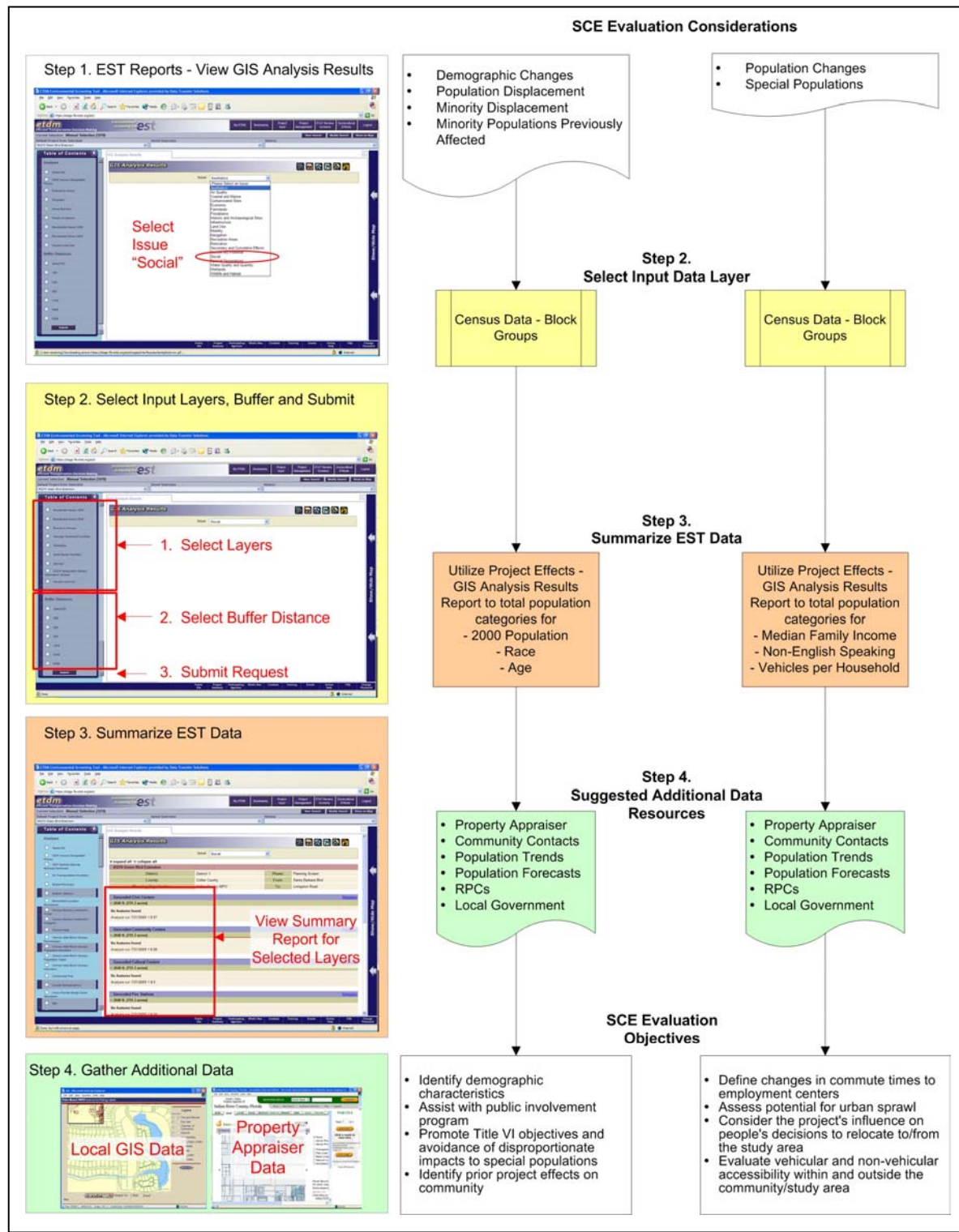
The process begins by reviewing data available in the EST to provide data to answer the following SCE considerations (Appendix D):

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

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

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Figure 6-5 Social Effects - Demographics



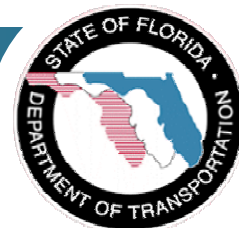


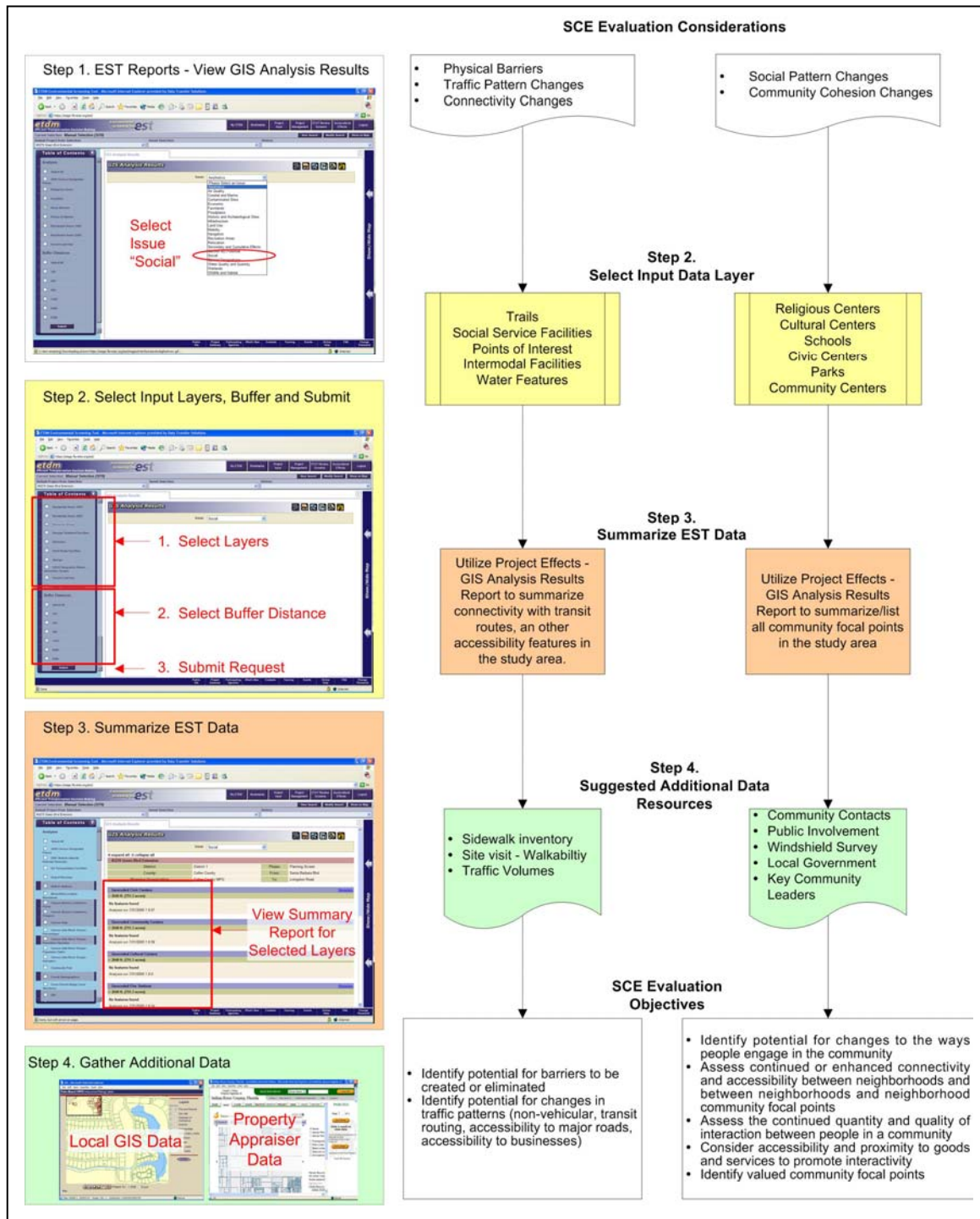
Figure 6–6 illustrates the suggested process for determining social effects regarding community cohesion. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available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

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

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

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Figure 6-6 Social Effects – Community Cohesion



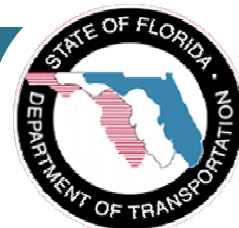
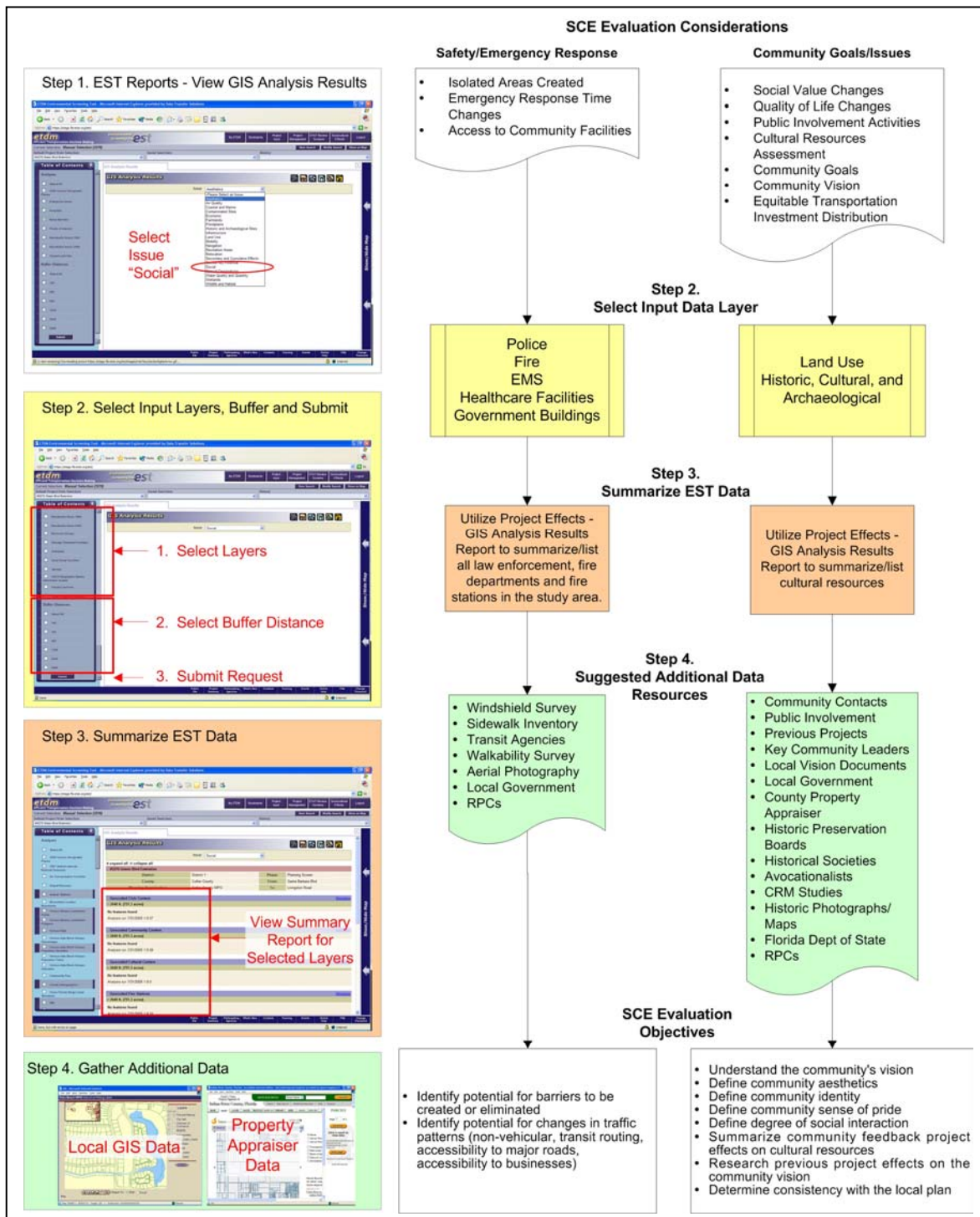


Figure 6–7 illustrates the suggested process for evaluating social effects regarding safety/emergency response and community goals/issues. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins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

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

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

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



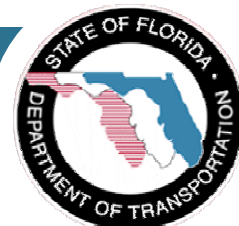
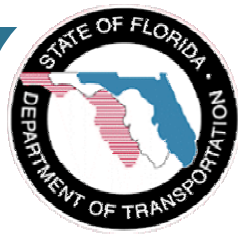


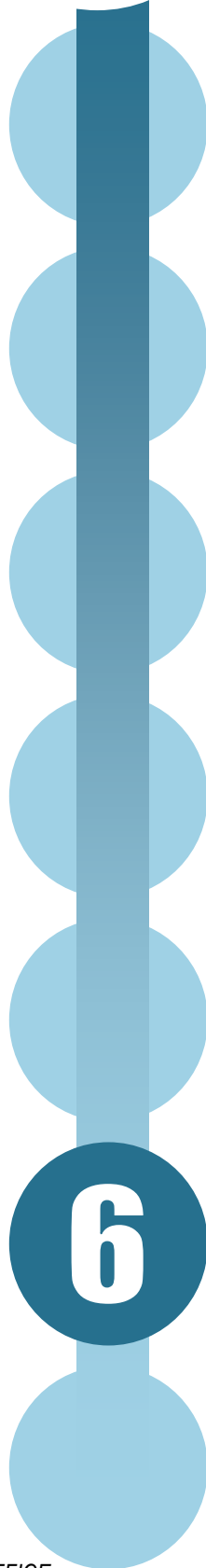
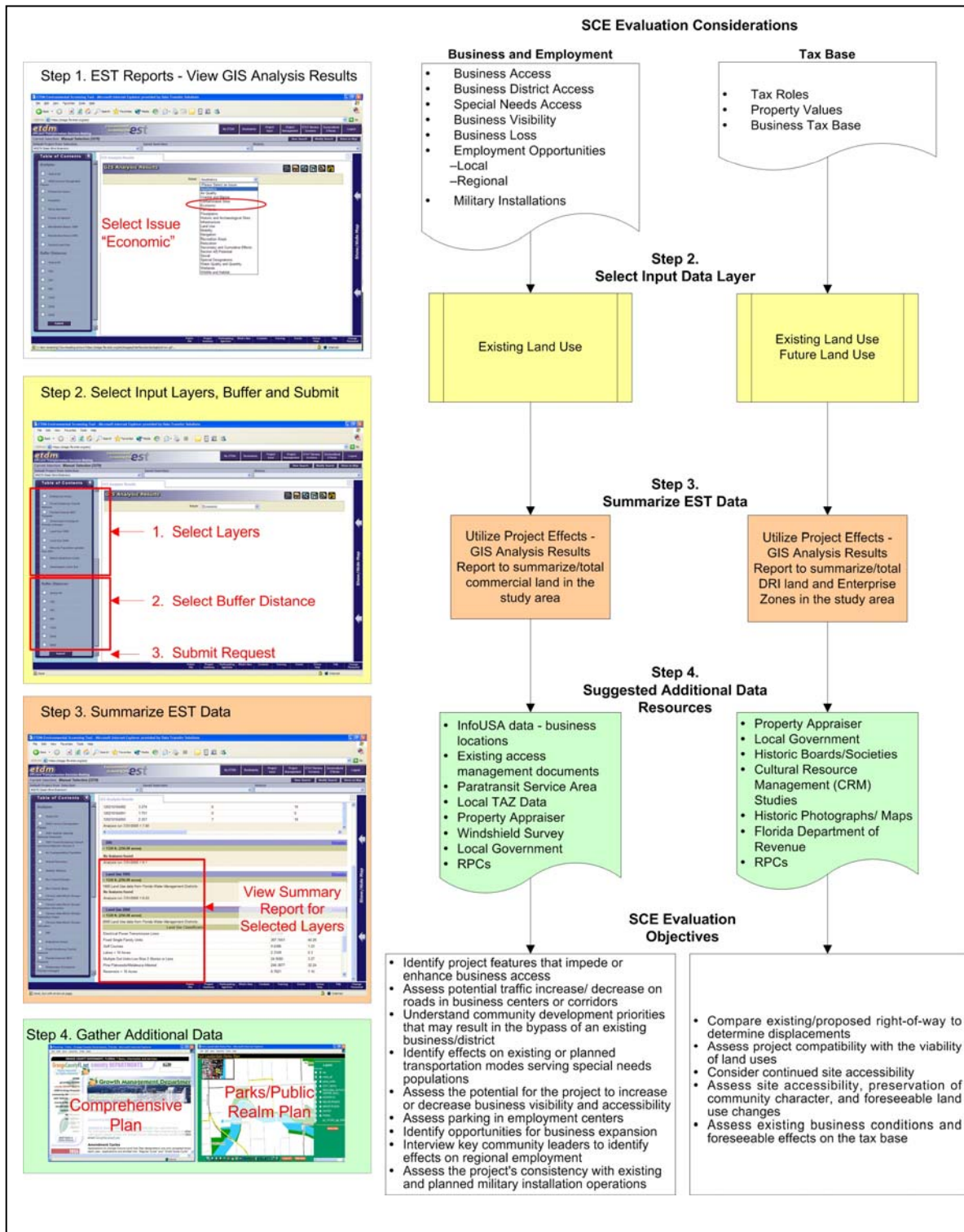
Figure 6–8 illustrates the suggested process determining economic effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to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

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



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

Figure 6-8 Economic Effects



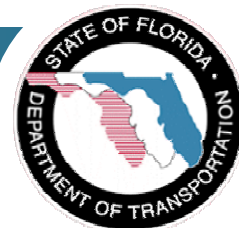
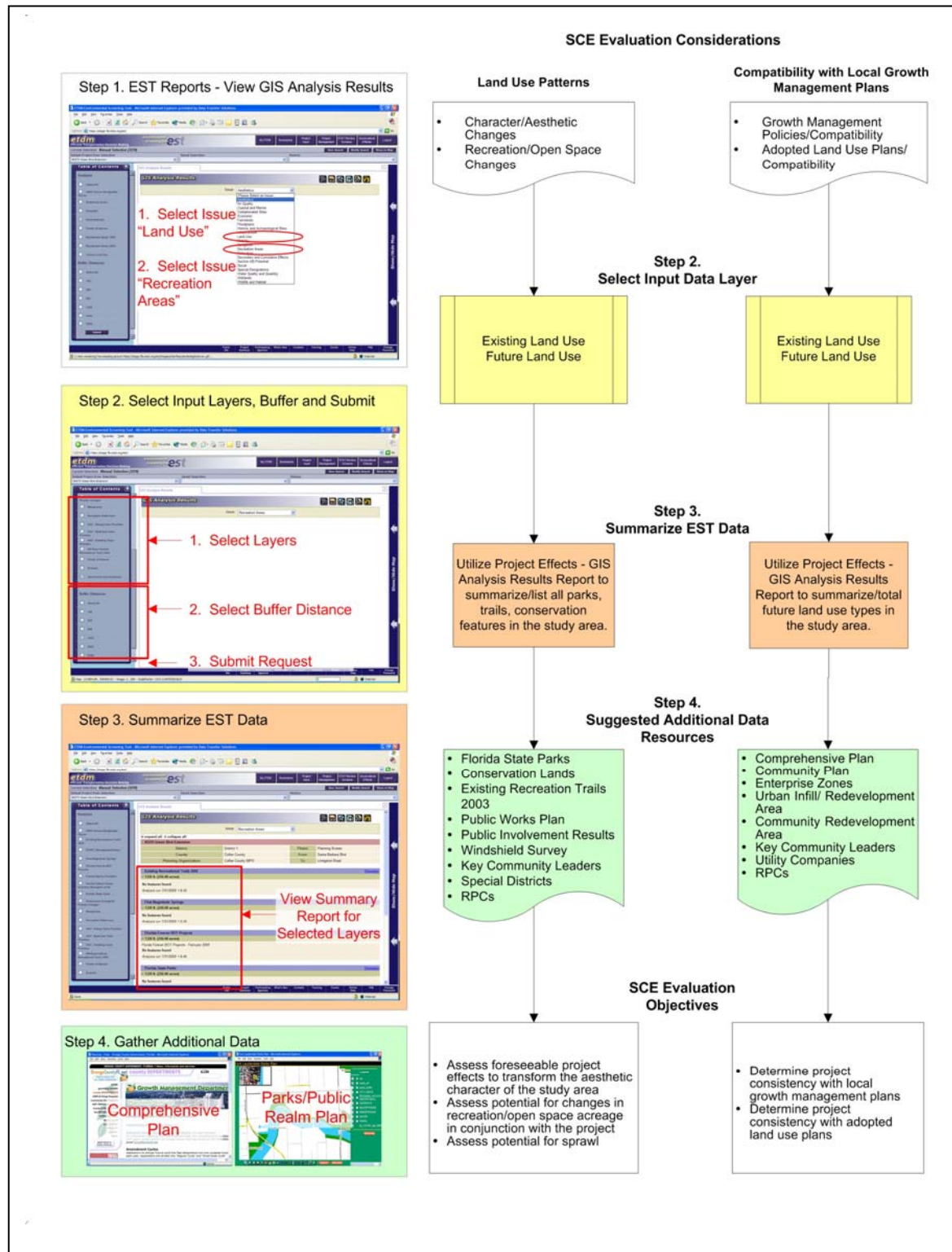


Figure 6–9 illustrates the suggested process determining land use effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data to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

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

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

Figure 6-9 Land Use Effects



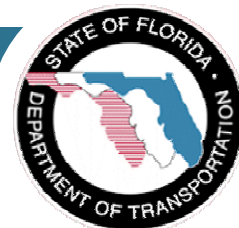
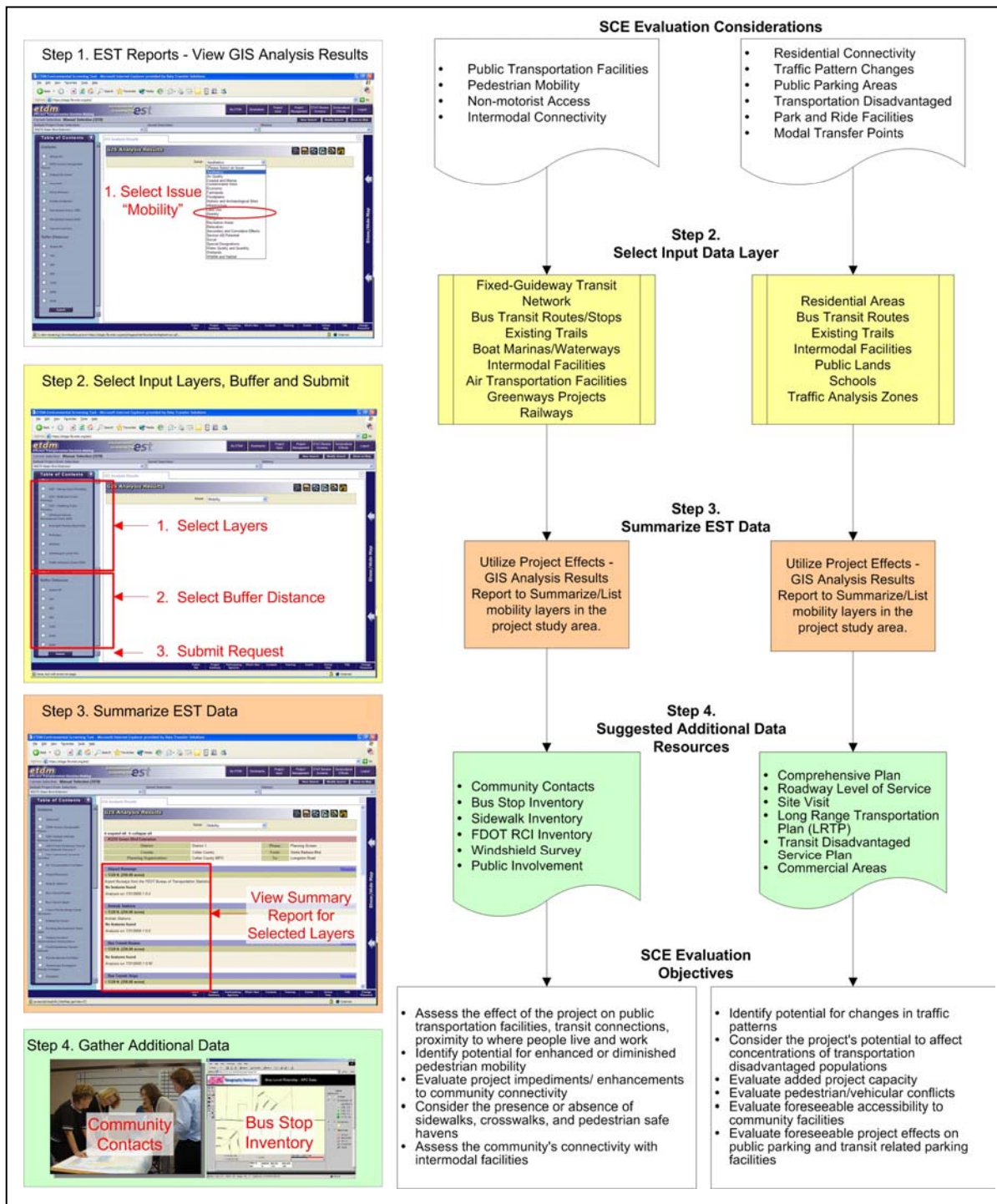


Figure 6–10 illustrates the suggested process for determining mobility effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST to provide data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

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

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

Figure 6-10 Mobility Effects



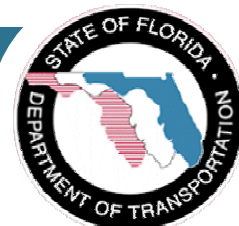


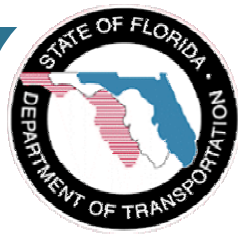
Figure 6–11 illustrates the suggested process for determining aesthetic and relocation effects. This process includes using the EST to analyze existing GIS data and suggests additional resources for summarizing local level and qualitative data. The process begins by reviewing data available in the EST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

Aesthetic:

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

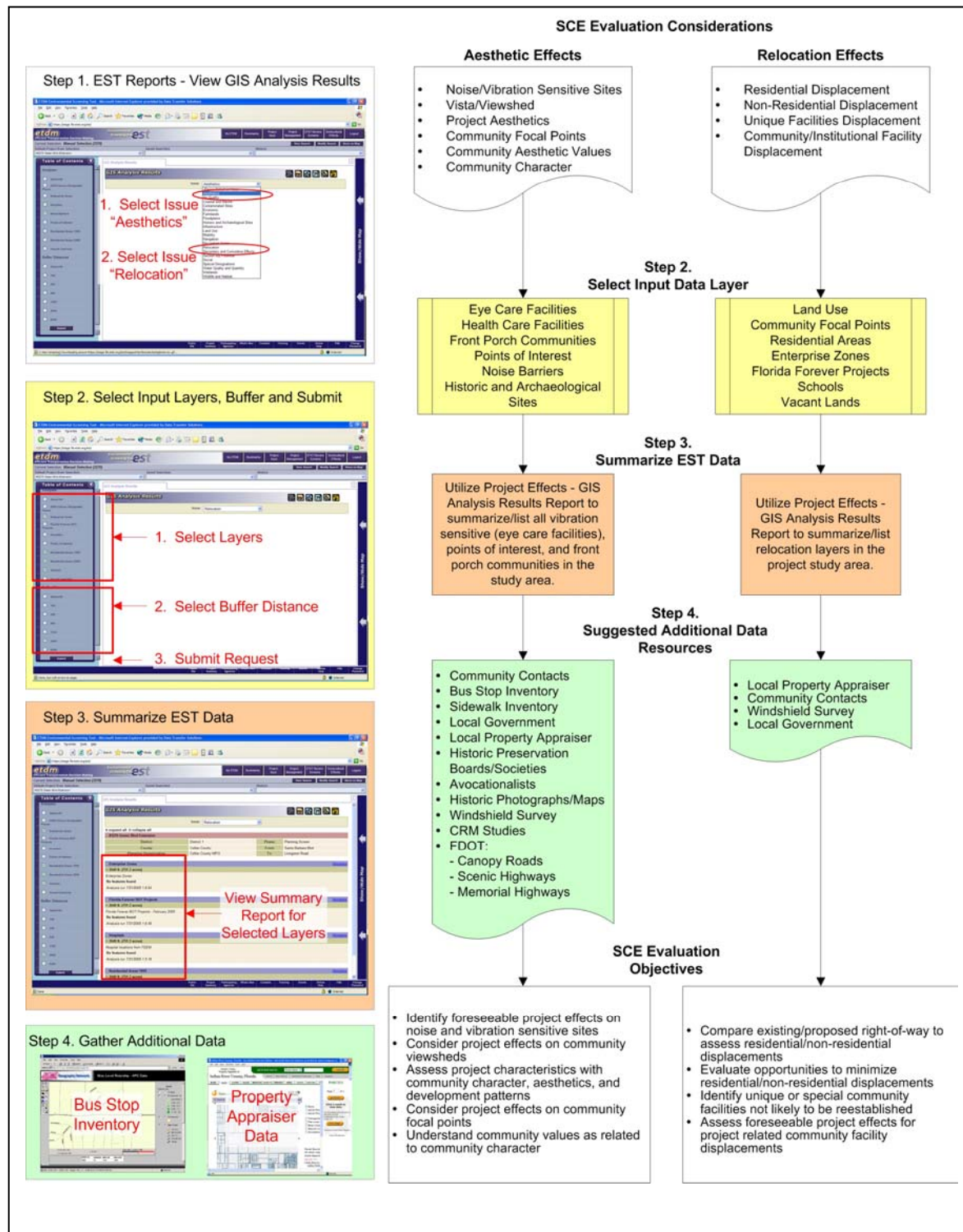
Relocation:

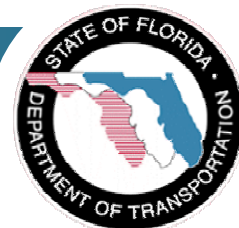
- 6.1 Would any displacement of residences and/or dwellings be expected as a result of the project?
- 6.2 Would any displacement of non-residential land uses be expected as a result of the project?
- 6.3 Do any potentially displaced non-residential uses have any unique or special characteristics that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



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

Figure 6-11 Aesthetic and Relocation Effects





6.4.5 Determining the Appropriate Level of Evaluation

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

6.4.6 Determine the Degree of Effect

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

Table 6-2 Degree of Effect

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

6.4.7 Recommend Ways to Resolve Issues

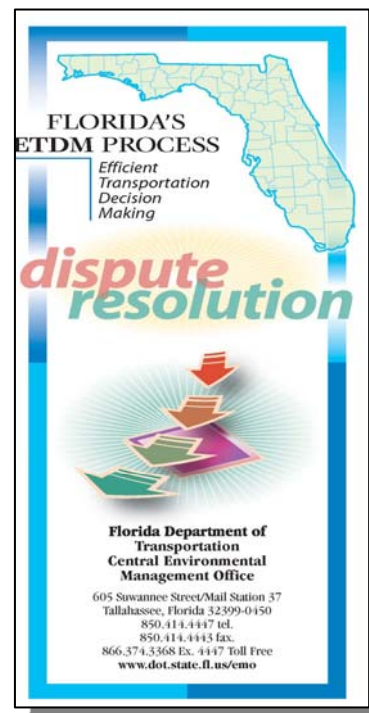
The community analyst provides recommendations to address any identified adverse effects. Under this task, the community analyst takes on a problem solving role. An effort to address one effect may create another adverse effect. Therefore, the community analyst considers the potential effects of these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

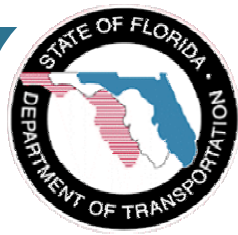
6.5 DISPUTE RESOLUTION

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

Goals of ETDM Dispute Resolution Process:

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





The Dispute Resolution Process involves two steps:

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

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

6.6 DOCUMENT FINDINGS

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

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

6

6.7 PUBLIC ACCESS WEBSITE

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

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

