Date:

TO: Project File, Communications Office

FROM: [Name Placeholder]

Phone [Placeholder]

SUBJECT: [Project Name] – Environmental Justice Determination

In furtherance of Title VI of the Civil Rights Act of 1964, and in compliance with DOT Order 5610.2 and FHWA Order 6640.23, an Environmental Justice Analysis was conducted for the [Project Name]. The analysis complies with approved WSDOT guidance and procedures.

Project Description

[*Briefly describe project. Example: The project proposes to vertically and horizontally realign SR 112 between MP 6.6 and 6.97. This road segment will also be widened to full standards and the shoulder will be paved. Drainage and safety features will be installed, including culverts and guardrail.*]

[*Include a map/satellite view of the project study area. Unless the project clearly does not have adverse impacts, include a census tract color map to determine proximity of project to populations.*]

Demographics Data

Table 1 summarizes [*year*] census data for the area within ½ mile each side of centerline of the project and number of adversely affected persons by [*insert type of impact*].

**Table 1: Population by Race**

|  |  |  |  |
| --- | --- | --- | --- |
| **Minority** | **Number of persons adversely affected** | **Total # of person** | **% adversely affected** |
| White Alone |  |  |  |
| Hispanic or Latino (of any race) |  |  |  |
| American Indian and Alaskan Native Alone or in Combination |  |  |  |
| Black or African American Alone or in Combination |  |  |  |
| Asian Alone or in Combination |  |  |  |
| Native Hawaiian and Other Pacific Islander Alone or in Combination |  |  |  |
| Some Other Race Alone or in Combination |  |  |  |
| Speak English “less than well” + “less than very well” |  |  |  |
| Low-income | N/A |  |  |
| TOTAL POPULATION |  |  |  |

Source: EJScreen web site Census [*year*] Summary Report attached. Note: numbers have been adjusted to account for rounding.

The closest elementary school is [*school name*]. The school demographic data is summarized in Table 2 and verifies (*or not*) the census data. [*Explain any variance. Differences could be caused by differences in school district boundaries and the census block group boundaries.*

*Example: The project is located within the Waterville School District. This is a rural school district with only one elementary school that serves the entire district and therefore does not reflect conditions within the project limits.*]

Table 2: Big Lake Elementary School Demographic Data

|  |  |  |
| --- | --- | --- |
|  | Enrollment | Percentage |
| White |  |  |
| Hispanic or Latino |  |  |
| American Indian and Alaskan Native |  |  |
| Black or African American |  |  |
| Asian |  |  |
| Native Hawaiian and Other Pacific Islander |  |  |
| Two or More Races |  |  |
|  |  |  |
| Low Income |  |  |
| English Learners |  |  |

Source: Washington State Office of Public Instruction [Washington State Report Card](http://reportcard.ospi.k12.wa.us/Search.aspx?searchTypeId=4&searchStr=Sheridan) website. Report attached. Note numbers have been adjusted to account for rounding.

[*Include LEP languages that were confirmed by school district staff to use for translating project communication materials.*]

Project Effects

[*Describe any negative effects (or lack of effects) on the community (businesses and residents) due to the project and also proposed mitigation. The mitigation must be directly related to the impacts. For example, if the project will result in added noise to adjacent properties, the mitigation needs to be directed at reducing the noise. Discuss acquisitions, relocations, noise, community cohesion, public transportation, parking, access, and temporary construction impacts. If the project is in a low-income area, consider negative effects to bike and pedestrian facilities as well as transit disruptions. This can be done in several short paragraphs as shown in Example 1, or in a single paragraph as shown in Example 2. Choose the format that allows you to clearly and succinctly describe the nature of the impact.*]

*Example 1:*

*This project is located in a rural area with large land parcels and few residents. Most of this road segment is in a steep-gradient canyon. Homes in the project area are concentrated at the southern end. There are two residential parcels in the middle of the canyon. No relocations will be required.*

*At the southern end of the project the alignment is tying back in to the existing road system. The vertical and horizontal shifts will be minor and do not require noise analysis. It is presumed that the noise impacts will be negligible.*

*There are “S” curves in the middle of the project that will require more drastic realignment. There are two residential lots adjacent to this segment on the west side of the road. The road will be shifted eastward, away from the houses. It will be lowered between 5 to 8 feet below the existing road. This design will likely reduce noise impacts to these homes, though modeling is not warranted.*

*Area residents will experience less dust once the project is complete because the new road will have a paved surface. No new capacity will be added, so traffic and air quality will not be affected.*

*During construction short-term increases in noise and dust will impact the adjacent properties. These will be temporary, and are not considered to be highly adverse. All accesses to McGinnis Canyon Road will be maintained during construction. No detour will be required.*

*Transit service is not available in this area.*

*Example 2:*

*There will be an improvement in pedestrian access due to the construction of 150 feet of sidewalk on the north side of Lee Street. There will be no acquisitions or relocations, no operational increase in noise, and no change to public transportation, or parking. Pedestrian and vehicle access will be maintained during construction. No detour will be required. Short-term increases in noise and dust will impact adjacent residences during construction, but these impacts are not highly adverse and will be mitigated through best management practices.]*

*[If there are any relocations or property acquisitions, describe the type and amount of property being acquired, describe how they might affect the property owners and community, and include a statement that they will be conducted in accordance with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 as amended.]*

Project Benefits

*Include any benefits to the community (businesses and residents) such as improved pedestrian safety. The benefit must be directly related to the impacts and may help mitigate the negative effects.*

Determination

[*Use language found in the Determining Project Effects on EJ Populations.*]

Author’s initials: Typist’s initials

Attachments:

Vicinity map [project name]

[*year*] Census Summary Report

[*year-year*] ACS Summary Report

[name] Elementary School OSPI Washington State Report Card Summary Report