

## **Instructor Module 3: Underrepresented Citizens - How and Why to Get Involved in Transportation Planning**

### Notes to Instructor:

*This Module is written to guide an instructor through the process of teaching the Module's content to underrepresented citizens in a classroom setting. It includes directions/recommendations for the Instructor, background information, subject matter/content to be taught, and activities for engaging the learners. The activities provide opportunities for learners to practice and apply the new knowledge and skills they've learned.*

*Module 3 addresses the importance of participants' involvement in transportation planning. It will help participants understand that there are laws requiring transportation planners to include citizens, including underrepresented populations, in transportation planning; how underrepresented citizens can be involved in the process; why their involvement is important and how their input will help improve both the plan and citizens' quality of life.*

**ADD INSTRUCTORS' RESOURCE SECTION THAT IDENTIFIES TOOLS AND PROPS THE INSTRUCTOR NEEDS i.e., POWERPOINT PROJECTOR, SCREEN, FLIP CHART, ITEMS FOR CONDUCTING THE ACTIVITIES, TO BE DEVELOPED/ADDED AFTER CONTENT IS FINALIZED**

### Outline for Instructor Module 3

- 3.1 Introduction to the Topic
  - 3.2 Welcome to the Training and Introductions
  - 3.3 Goals and Learning Objectives for "Instructor Module 3: Underrepresented Citizens: How and Why to Get Involved in Transportation Planning"
  - 3.4 Why Should Underrepresented Citizens Care About and Want to Be Involved in Transportation Planning?
  - 3.5 Why Transportation Planners Want Underrepresented Citizens' Involvement
  - 3.6 Requirements for Involving the Public in Transportation Planning
  - 3.7 Practice Activities for Voicing Transportation Needs
  - 3.8 Access Points for Underrepresented Citizens to (A) Voice Immediate, Short Term Concerns/Problems and (B) Get Involved in Transportation Planning  
-The Recommended Channel Graphic
  - 3.9 What Happens to Citizen Input – How do Transportation Planners Handle Formal and Informal Input?
  - 3.10 Post Assessment: Transportation & Planning Involvement
- Appendix A: Environmental Justice Resources

### **3.1 Introduction to the Topic**

#### Notes to the Instructor:

*Low income and underrepresented populations most affected by government transportation decisions are the least likely to participate in the transportation planning process. Working*

*effectively with underrepresented populations--in this case to help facilitate their engagement in transportation planning--requires understanding their challenges and the daily difficulties they must navigate and solve. (For more details refer back to the “How Underrepresented Populations Think About Transportation Planning” in “Instructor Module 1”)*

*People with low-income prioritize their money and actions to meet most important needs first. Earning income and getting to a job, along with meeting other basic needs related to food, medical care, and family care rank high on the priority list. Underrepresented populations may also feel disenfranchised from local government and civic activities, planning, and governance.*

*Transportation planning that may or may not result in transportation improvements 10 or 20 years down the line most likely does not rank high on their priority list.*

*However, helping participants understand the purpose and importance of transportation planning, and why it’s relevant to their lives, can help spark their interest and engagement. For example, roadways where these citizens drive or walk may be in disrepair. A lack of sidewalks or bicycle lanes where they walk or bike may be compromising their safety. Transit issues, such as bus routes, schedules, and bus stop shelters, may also be of concern. If underrepresented populations are not involved in the transportation planning process, their needs and problems will likely not be identified and therefore not be met.*

*COULD ADD SOME TRAFFIC SAFETY DATA TO ILLUSTRATE PROBLEMS, DEATHS, INJURIES IN WV (EITHER HERE OR IN SECTION BELOW ABOUT SAFETY DATA).*

*Because transportation planning and subsequent transportation projects occur over the long-term, it’s important to manage expectations. Most people will likely not realize the level and extent of time, decision-making, management, communication, and other activities that go into transportation planning. Helping participants appreciate the long-term nature of the process, and that their input can positively impact transportation decisions over time, may help them realize the future benefits their involvement can have for their communities and children.*

### **3.2 Welcome to the Training and Introductions**

Welcome participants to today’s training session, “Underrepresented Citizens: How and Why to Get Involved in Transportation Planning.”

Explain that in this session we want to help spark participants’ interest in transportation planning in Morgantown and Monongalia County, and discuss how they can get involved. Module 2 covered how local transportation planning works. Module 3 will help participants understand that there are laws requiring transportation planners to include citizens, including underrepresented populations, in transportation planning; why they might want to get involved; how to get involved; why their involvement is important and how their input will make the transportation planning process more responsive to their needs and improve their quality of life.

### **3.3 Goals and Learning Objectives for “Instructor Module 3: Underrepresented Citizens: How and Why to Get Involved in Transportation Planning”**

The main goals of Module 3 focus on the importance of participants' involvement in transportation planning. The Module will help participants understand that there are laws requiring transportation planners to include citizens, including underrepresented populations, in transportation planning; how underrepresented citizens can be involved in the process; why their involvement is important and how their input will help improve both the plan and citizens' quality of life.

Present and read the learning objectives for the session.

As a result of participating in Module 3 training, participants will be able to:

1. Identify and describe their own motivations for getting involved in transportation planning;
2. Explain why and how their input can impact transportation decisions and projects over the long-term;
3. Identify the environmental justice and public participation requirements for transportation planners to consider the concerns, comments, and needs of underrepresented populations;
4. Identify how and at which point they can get involved in the process to voice their transportation needs.

Activity #1: Ice-Breaker - "Road & Sidewalk Problems"

Sort participants into groups of three or four, ask each group to identify and write down the top three transportation concerns about roads and sidewalks they encounter in their daily travel. Ask for one volunteer from each group to share those top three concerns with the full class.

Ask participants to keep the list of concerns. They'll refer to them again later in the session (i.e. use these same concerns to help orient participants to the "Recommended Channel Graphic").

### **3.4 Why Should Underrepresented Citizens Care About and Want to Be Involved in Transportation Planning?**

Begin this section by asking participants why they would want to be involved in transportation planning. Be aware that there may be silence here because the underrepresented most likely have never thought about these issues before. It's difficult to imagine what you have no idea about have never been exposed to. As the Instructor, you may need to provide examples of underrepresented issues and then explain how the participants could address or work with these concerns.

For example, you could offer some of the following reasons that might be of concern to underrepresented citizens regarding transportation planning, i.e. what's in it for them. Ask for comments and discussion. Again, you may need to offer guidance in order to get people to respond, or prompt people with more specific questions.

- Underrepresented citizens are being injured and harmed, and have less access to safe routes and fewer transportation options to get to work school, food, healthcare, etc. **ADD DATA**
- Vulnerable populations are affected most by transportation problems: safety, pedestrian walkways, poor people are victims, we have these problems in West Virginia and elsewhere. **ADD DATA**
- Low income and underrepresented populations most affected by government transportation decisions are least likely to participate in the transportation planning process.
- If underrepresented citizens do not identify the transportation problems they deal with, the problems will most likely go unrecognized by transportation planners and never be addressed.
- Once transportation planners know specifically what the problems are, they will hopefully make transportation decisions that are relevant to underrepresented citizens, thereby reducing your transportation challenges and enhancing your quality of life
- By participating in the transportation planning process, you can help ensure that your needs and the needs of your community and your children, now and in the future, are taken into account.

NOTE, STILL NEED TO ADD MMMPO AND OTHER TRANSPORTATION DATA. (*Jing offered to find American Community Survey data and MMMPO data: WV DOT data probably too cumbersome to use*)

- Use socio-economic data for Mon County if available
- Identify injuries if available

### **3.5 Why Transportation Planners Want Underrepresented Citizens' Involvement**

Transportation planners want citizens involved for two reasons: it is compulsory and they are compelled to do so by the law and because of reasons listed below (i.e. reasons identified by transportation planners in West Virginia).

Tell participants about some of the reasons underrepresented citizens' input is important to you (as the instructor and a transportation planner) in the transportation planning process, what you are willing to do to make it happen, and how you would use their input.

Some topics to discuss:

- How would underrepresented communities' participation help your planning to be better and different?
- Why is transportation equity important to you? in your job? as a community member?
- Why you want to know about underrepresented citizen's transportation concerns, challenges, ideas?

- Give some examples of how you would take underrepresented community members' input into account in your decision-making?

### ***Reasons Given by Transportation Officials Interviewed for this Transportation Equity Project About the Need for Citizen Input***

Some transportation planners interviewed for this project readily admit that they want more citizen input and that they need to do a better job of engaging underrepresented citizens. Some reasons they want input from underrepresented populations are listed below. Review some of these reasons with participants and ask for comments and feedback. How might these reasons impact participants' interest in transportation planning.

- Officials may not be aware of underrepresented citizens' concerns and challenges.
- Officials often don't know or realize who is not participating in transportation planning...they need to know who underrepresented citizens are and how to get them involved.
- Officials cannot address a problem if they don't know about it.
- If we never hear from underrepresented communities, we won't know there is support for public transit, bike and pedestrian projects.
- We want to get the most information we can about transportation issues...we may not even know about some of the issues out there...we need as much input and feedback as we can get.
- Agencies know about main roads, but know less about backroads so public input on these areas is helpful.
- Ideally, citizens' concerns should drive the process (although they are weighed against the political realities).

#### **SIDEBAR: One WV Transportation Expert Considers Better Ways to Empower Citizens**

“A key issue is getting the word out in a way that people understand, on a continual basis. The state of West Virginia is providing opportunities for the public to comment—through ads, mailings, the web, meetings, libraries, community locations, schools, churches, with available parking, near bus line...but one issue is getting information out to people *so they feel empowered to make a comment*...[I'm] not sure of the best way to fix that. Is it going to schools so kids can tell parents? Church presentations?”

#### **Activity #5: “Transportation Planners’ ‘To Do’ List”**

Based on the information discussed in this section, ask participants what else they think could and should be done to obtain THEIR involvement. What do transportation planners need to do to involve participants in the process. Record participants' suggestions on a flipchart.

**DEVELOP AND INCLUDE A CASE STUDY EXAMPLE:** “Hal Greer Boulevard Corridor Management Plan/Fairfield Innovation Corridor.” Example of very successful WV effort to engage underrepresented community members in transportation planning. Focus on what worked in those meetings and community engagement efforts.

**“Hal Greer Corridor/Fairfield Innovation Corridor “Case Study to be Developed Here**

**OVERVIEW**

“The Fairfield Innovation Corridor project is a complete and holistic revitalization of the area from 8th Avenue to the Interstate and from 12th Street to 28th Street. The initiative’s success to date relies on involving in the planning process residents, businesses, the faith community, and anchor institutions; strengthening existing community entities that provide services; and developing a master transformation plan that focuses on all challenges that face Fairfield while maintaining the culture and heritage of this traditionally African-American community.”

*Source: City of Huntington, WV (Website). Fairfield Innovation Corridor.*

<http://www.cityofhuntington.com/residents/americas-best-communities/fairfield-innovation-corridor>

**Additional Sources:**

City of Huntington, WV. (2019). Hal Greer Corridor Management Plan. Final Report Part 1.

[https://aead719e-6703-4663-848d-70a14eca5a10.filesusr.com/ugd/d3843c\\_33b86ecca3ce4a22a2e67f353d3a0cda.pdf](https://aead719e-6703-4663-848d-70a14eca5a10.filesusr.com/ugd/d3843c_33b86ecca3ce4a22a2e67f353d3a0cda.pdf)

See Chapter 3: Public Engagement Summary, pp. 40-61

City of Huntington, WV. (2019). Hal Greer Corridor Management Plan. Final Report Part 2.

[https://aead719e-6703-4663-848d-70a14eca5a10.filesusr.com/ugd/d3843c\\_a1d578741c3c4b1abf265da3828604ed.pdf](https://aead719e-6703-4663-848d-70a14eca5a10.filesusr.com/ugd/d3843c_a1d578741c3c4b1abf265da3828604ed.pdf)

### **3.6 Requirements for Involving the Public in Transportation Planning**

As a result of past injustices, when for example low-income and minority communities’ needs were overlooked or ignored and new highways were built through their homes and towns, the federal government now requires public agencies such as the MMMPO to follow federal laws and other requirements for including public participation in transportation planning. According to the MMMPO’s Public Involvement Policy, this means the MMMPO “is committed to providing a proactive, open and transparent public involvement process that actively seeks engagement from stakeholders and the public at large” and that “all public involvement activities should strive to engage underrepresented communities and stakeholders...”

**SIDEBAR:** The MMMPO Public Involvement Policy outlines its plan for engaging citizens, including underrepresented populations, in transportation planning.

[https://docs.wixstatic.com/ugd/613794\\_c3788df06bd843418832522dce6ec9e6.pdf](https://docs.wixstatic.com/ugd/613794_c3788df06bd843418832522dce6ec9e6.pdf)

ADD ONE-SENTENCE DESCRIPTION OF EACH if necessary:

For example, here is a list of some of the laws and requirements for public participation in transportation planning:

- MAP-21: Moving Ahead for Progress in the 21<sup>st</sup> Century
- Title VI of the Civil Rights Act of 1964
- Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations (1994)
- Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency (2000)
- The Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973 (Section 504), and the Rehabilitation Act Amendments of 1998 (Section 508)
- The Clean Air Act Amendments of 1990.

One of these requirements, Executive Order 12898, relates to Environmental Justice. This requirement is part of the federal government's Environmental Justice initiative, which requires every federal agency to treat minority and low-income populations fairly, and prevent adverse effects of its programs and activities on those populations so they do not suffer harm or undue burdens.

The MMMPO's Long-Range Transportation Plan (LRTP) explains the Environmental Justice requirement with which it must comply:

“Environmental Justice addresses fairness of federal actions in regards to disadvantaged persons, particularly low-income and racial minority populations. Environmental justice became an active part of federally-funded planning activities with [Presidential] Executive Order 12898, issued in 1994, that required federal agencies to examine the potential for their programs, policies, and activities to have negative impacts on minority and low-income populations. The environmental justice executive order is based on Title VI of the Civil Rights Act of 1964, which required recipients of federal aid to certify and ensure nondiscrimination.” (LRTP, p. 13-1)

The Federal Highway Administration (FHWA), which oversees the MMMPO, recognizes three fundamental environmental justice principles:

- To 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.
- To ensure the full and fair participation by all potentially affected communities in the transportation decision making process.
- To prevent denial of, reduction in, or significant delay in the receipt of benefits by minority and low-income populations.”

SIDEBAR: Title VI of the Civil Rights Act of 1964

“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.”

### ***Why is Environmental Justice Important?***

According to the U.S. Department of Transportation, which is the agency that oversees the FHWA and federal transportation issues in the country, “Environmental Justice (EJ) is important because it helps to ensure full and fair participation by potentially affected communities in every phase of the transportation decision-making process. When this is accomplished, the development, construction, operation and maintenance of transportation projects should reflect an equitable distribution of benefits and burdens.

([https://www.fhwa.dot.gov/environment/environmental\\_justice/](https://www.fhwa.dot.gov/environment/environmental_justice/))

According to one local transportation expert, “Two key issues are relevant to the Environmental Justice Executive Order. It says (1) there must be no negative impact on communities of color or low income, and (2) communities must ‘receive a benefit.’ In many cases, follow through on ‘receiving a benefit’ is mostly ignored. We should emphasize environmental justice issues and the need to address them.”

Additional information about Environmental Justice is included in Module 3: Appendix A

IF WE NEED EJ CASE STUDIES, SOME ARE HERE:

[https://www.fhwa.dot.gov/environment/environmental\\_justice/resources/ej\\_and\\_nepa/highlights/page04.cfm#Toc343714400](https://www.fhwa.dot.gov/environment/environmental_justice/resources/ej_and_nepa/highlights/page04.cfm#Toc343714400)

### ***Learning Activities that address “Environmental Justice in your Community”***

Conduct the following activities with participants. The goal of the activities is to help participants identify the transportation problems in their neighborhoods or communities and the impacts of those problems, taking into account what they’ve just learned about environmental justice.

You can either ask all learners to conduct the same activity, ask each small group to conduct a different activity, or select the activities the best suit your purposes.

#### **Activity #2: “Roadway Conditions and Safety in Your Community”**

Organize participants into groups of three or four. Ask them to identify two examples of how their community or neighborhood is currently negatively impacted in terms of health or safety by local road, sidewalk, or transportation conditions. Have the group share their ideas with the class.

#### **Activity #3: “Ideal Transportation Scenario”**

Organize participants in groups of three or four. Ask them to imagine the ideal transportation scenario for their own daily lives: what would the ideal daily commute look like. Have the group share their ideas with the class.

#### **Activity #4: “Easy Commute vs. Difficult Commute”**

Organize participants in groups of three or four. Ask them to compare and contrast how their community/neighborhood compares with a community where daily transportation is easier and safer. Have them identify what is missing in their neighborhood or town? What types of

roadway, sidewalk, transit, or other changes would they like to see? How would that improve their ability to get around? Have the group share their ideas with the class.

### **3.7 Practice Activities for Voicing Transportation Needs**

Provide some opportunities for participants to identify their transportation needs and perspectives, then voice them to the group and in a mock public meeting.

#### Activity #6: “Why Your Voice Is Important in Transportation Planning”

Split people into groups of four and ask the group come up with top three reasons they think their voice is important in transportation planning, and why. Report back out to the larger group.

#### Activity #7: “Dinner ‘Transportation Conversations’”

Split participants into groups of three or four. Ask each group to identify the top three things they’ve learned in Module 3 about why it’s important to participate in transportation planning – what would they go home and tell their family and friends. Then role-play a dinner conversation where two of them share the top three things they’ve learned, and the other two respond with questions and comments.

#### Activity #8: “Role-Play Voicing Concerns at a Public Meeting”

Organize participants in groups of six-eight. The group will plan and act out a Public Meeting. The meeting has a facilitator, two-three transportation planners sitting at a panel, and three members of the public who state their transportation concerns. The facilitator calls the meeting to order and invites each member of the public to the podium. The member of the public states their name and address, then states the transportation problem they’d like the planners to consider, and why. After each member of the public speaks, the facilitator asks the transportation planners if they have any questions. Transportation planners ask each speaker some clarifying questions about the transportation issue they present (how will this project help you and your community, what are the problems you are experiencing now, etc.).

The public meeting will serve as the report out to the class. For a variation on this role play, invite some local officials to serve on the panel and engage with the participants.

### **3.8 Access Points for Underrepresented Citizens to (A) Voice Immediate, Short Term Concerns/Problems and (B) Get Involved in Transportation Planning**

#### ***(A) Voicing Short-term Immediate Transportation Problems***

This section (A) helps participants understand where they can take more immediate, short-term transportation concerns/complaints. These include problems like potholes, roadway problems, or transit and bus issues. Sometimes, the MMMPO or other departments who receive the concern/complaint will recommend that short-term problems be considered in long-term planning.

#### For Roadway Complaints, Know Which Agency is Responsible

If your concern is about a street or sidewalk or intersection, you first need to determine which government agency is responsible for the road. In West Virginia, there are four types of roadways: state roads, city street, private roads, and abandoned roads.

#### *State Roads*

State roadway issues should go to the West Virginia Department of Highways. Most roads in WV, ninety percent, are state roads, totaling over 36,000 miles.

#### *City Streets*

City street issues should go to the City of Morgantown or to the appropriate city or town in Monongalia County. A map identifying state and city roads in Morgantown can be found online at the link below. Contact the city for city streets, contact the WV DOH for all other streets.

[https://www.google.com/maps/d/u/0/viewer?mid=1\\_AA0KCl2itUgMIdWxFW3JPaMHhY&ll=39.6241843968886%2C-79.95948350805662&z=12](https://www.google.com/maps/d/u/0/viewer?mid=1_AA0KCl2itUgMIdWxFW3JPaMHhY&ll=39.6241843968886%2C-79.95948350805662&z=12)

#### *Private Roads*

Private roads are privately owned by, for example, homeowner associations. The private road owner is responsible for taking care of the road.

#### *Abandoned Roads*

Abandoned roads are likely owned by defunct homeowner associations, or associations that have neglected their road maintenance responsibilities. In that case, it can be difficult to hold someone accountable for taking care of the road.

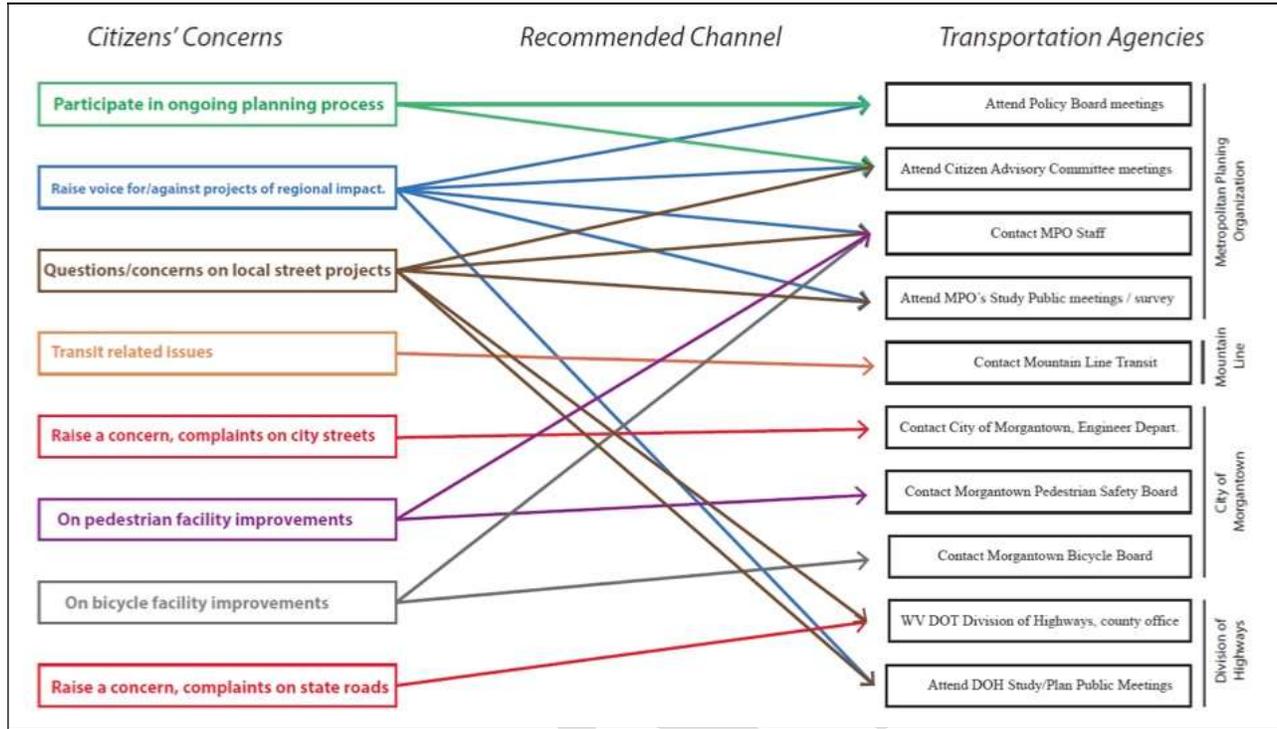
#### ***The “Recommended Channel” Graphic***

The Recommended Channel Graphic identifies which department or agency typically handles which types of concerns. Using this graphic, participants can identify which department or agency to contact, depending on their concern.

It should be noted that if someone is unsure where to register a concern or complaint, they can submit it to any agency or department (as identified in Module 2). Each agency and department strives to forward concerns/complaints to the appropriate personnel in the appropriate department.

GO TO THE NEXT PAGE

Recommended Channel Graphic



Activity #9: “Transportation Bingo”

Pass out a bingo card to everyone. Cards have 9 blocks each, each block has a different “Recommended Channel” type of problem listed. Pull problems/problem types out of a hat, read it to the class. Participants mark off their bingo card if it has that problem, then they use the “Recommended Channel” graphic and/or the MMMPO graphic to identify which department could handle the problem. First person to fill in four blocks wins.

Activity #10: - Ice Breaker Follow Up

Have participants break into same groups they were in for Activity #1 Ice-Breaker “Road and Sidewalk Problems.” Using the problems the group identified, find each type of problem on the Recommended Channel Graphic and trace it to the agency or department identified as the best recipient of the problem.

***(B) Getting Involved in Long-Term Transportation Planning***

The MMMPO Transportation Planning Graphic (in Module 2) can be used to help people to identify which agencies to interact with.

**SIDEBAR: Reminder to Transportation Planners**

For any transportation planning meeting in which underrepresented citizens will be involved, it’s advisable to have appropriate personnel and agency representatives present who can answer questions about underrepresented citizens’ immediate problems.

For underrepresented citizens, one key to getting involved in long-term transportation planning is staying informed about when planning takes place and where public meetings are held. Transportation planning occurs approximately every four to five years. You can sign-up to receive email notifications from the MMMPO, or check its website for transportation planning updates. It's also important to stay up to date on WV Department of Highways schedule for holding public meetings. ID HOW TO DO THIS.

### **3.9 What Happens to Citizen Input – How do Transportation Planners Handle Formal and Informal Input?**

- Any public comments that are part of legal public meetings or proceedings are documented and published in reports.
- For general citizen calls with concerns or complaints, there is no structured process to handle them. The person receiving the call or complaint forwards it to the appropriate department or staff person, such as the city engineer, the city manager for city streets; to DOH if it's a state road issue; to the MMMPO if it relates to planning or projects.
- The MMMPO serves as a clearinghouse of sorts, its meetings are focal points where all departments involved can communicate and share and trade information and citizen concerns and complaints.

### **3.10 Post Assessment: Transportation Planning Involvement**

*Note to Instructor: The post-assessment is designed to determine if the participant's awareness of and knowledge about transportation planning has increased as a result of the training intervention.*

Ask participants to answer the following questions:

- True or False: In the future, I would attend a transportation planning meeting in Morgantown or Monongalia County.
- True or False: I want to add late night service on my bus route. To do this I would appear before city council and make a request.
- True or False: Transportation plans address needs that will not occur for 10 to 15 years.

**Closing Summary:** TO BE DEVELOPED

### **Appendix A: Environmental Justice Information**

What is Environmental Justice (according to US DOT/FHWA)

“Environmental Justice (EJ) at the Federal Highway Administration (FHWA) means identifying and addressing disproportionately high and adverse effects of the agency's programs, policies, and activities on minority populations and low-income populations to achieve an equitable

distribution of benefits and burdens.” (FHWA issued its own EJ Order in 1998)  
([https://www.fhwa.dot.gov/environment/environmental\\_justice/](https://www.fhwa.dot.gov/environment/environmental_justice/))

*Federal Highway Administration - Environmental Justice*

“A 1994 Presidential Executive Order directed every Federal agency to make environmental justice part of its mission by identifying and addressing the effects of all programs, policies, and activities on minority populations and low-income populations. The U.S. DOT's environmental justice initiatives accomplish this goal by involving the potentially affected public in developing transportation projects that fit harmoniously within their communities without sacrificing safety or mobility.” (<https://www.transportation.gov/mission/health/equity>)

*Link to Executive Order 12898 of February 11, 1994 (Federal Register, Vol. 59, No. 32)*  
<https://www.archives.gov/files/federal-register/executive-orders/pdf/12898.pdf>

Federal Highway Administration Environmental Justice Reference Guide (April 1, 2015):  
[https://www.fhwa.dot.gov/environment/environmental\\_justice/publications/reference\\_guide\\_2015/fhwahep15035..pdf](https://www.fhwa.dot.gov/environment/environmental_justice/publications/reference_guide_2015/fhwahep15035..pdf)

US DOT/FHWA Environmental Justice Website:  
[https://www.fhwa.dot.gov/environment/environmental\\_justice/overview/](https://www.fhwa.dot.gov/environment/environmental_justice/overview/)

END MOD 3 & APPENDIX A ++++++

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