



Chapter 3

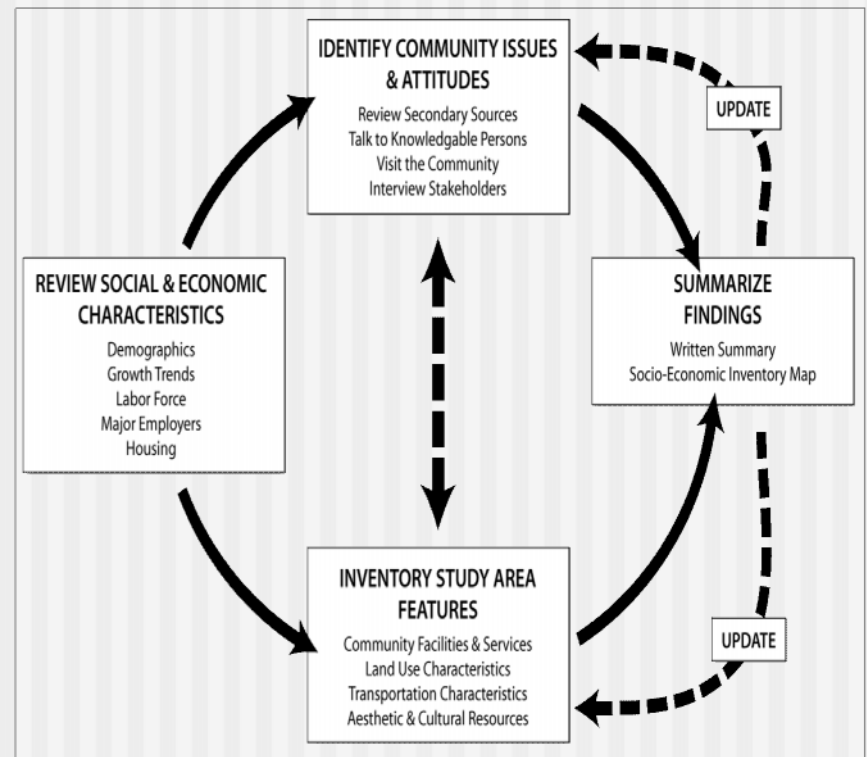
Prepare the Community Profile



Prepare the Community Profile

“Identify, Evaluate, and Document the Effects of a Proposed Action on the Social and Economic Fabric of the Affected Community”

- Context-Setting Investigation
- Identify Issues of Concern that May Require Further Examination or Changes to Alternatives or Design Options
- New Tools for NJDOT Practitioner
- Contributes to Determining the Level of Environmental Effort





Preparing the Community Profile

Step 1: Define the Study Area

- Review the Physical Location of the Proposed Project in Relation to Surrounding Communities
- Size of Study Area should be tailored to the nature and scope of the project and its potential effects.
 - Primary Study Area
 - Secondary Study Area

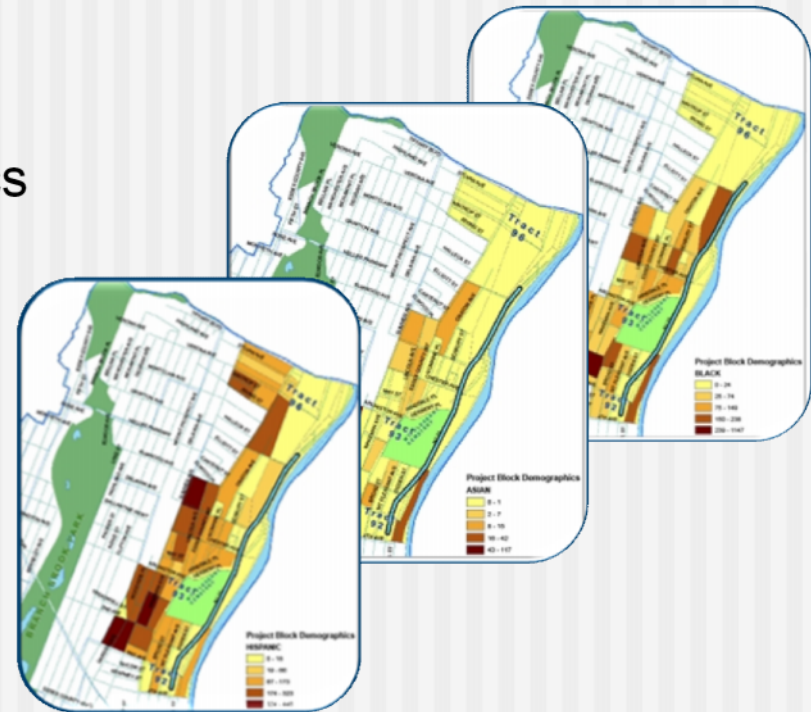


Preparing the Community Profile

Step 2: Review Social and Economic Characteristics

- Community Profile
 - Population and Demographics
 - Income & Poverty
 - Housing Characteristics
 - Employment

- Key Input for Developing Public Outreach Strategies



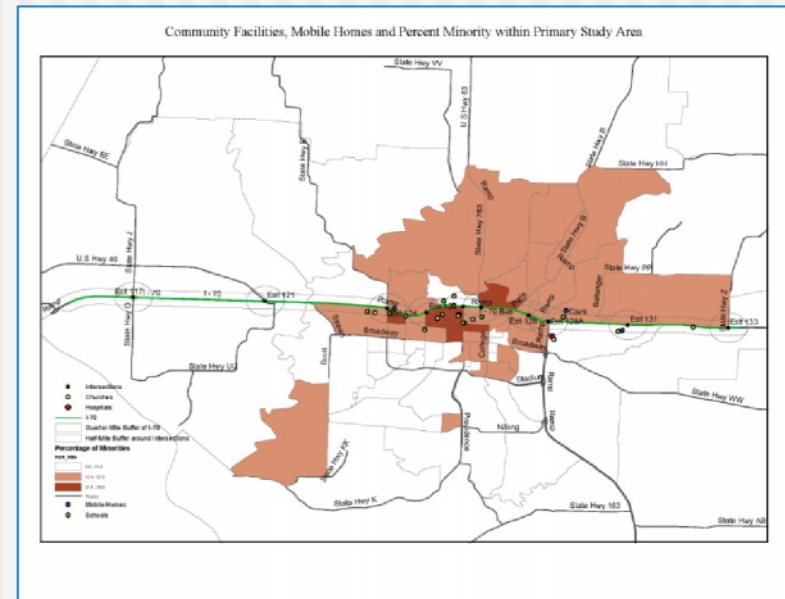
*Racial and Ethnic Characteristics
Route 21 Viaduct – City of Newark*



Preparing the Community Profile

Step 3: Inventory Features

- Community Facilities and Services
- Business Activity and Employment Centers
- Land Use, Zoning, and Growth Trends
- Transportation Characteristics
- Other Notable Features





Preparing the Community Profile

Step 4: Identify Community History, Issues and Attitudes

- Review Secondary Sources
- Talk to Knowledgeable Persons
- Visit the Community
- Interview Stakeholders





Preparing the Community Profile

Step 5: Prepare Documentation and Appropriate Level of Assessment

- Field Visit Checklist Is Tool for Initial Stages of Project Development (e.g., Problem Screening, Concept Development)
 - Used to Define Appropriate Level of Effort and Type of Environmental Processing
 - May Suffice for Categorical Exclusions on Small and Non-Controversial Projects
- Socioeconomic Screening Form
 - Initiated in Concept Development or Preliminary Engineer Stage
 - Demonstrates Analytic Support for Findings along with CE Documentation
 - Good Start for Socioeconomic Technical Study for EA/EIS
- Prepare EA or EIS Document – When Screening Reveals that Socioeconomic Issues May Be Affected Adversely

Potential Community Impacts		TEMPORARY	PERMANENT
N	COMMUNITY COHESION Is the project likely to alter the overall functioning of an identifiable district (e.g. interactions between persons and groups, isolation of persons or groups, change in social values, or change in the physical makeup of the community including residential displacement)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
O	ADJACENT SOCIOECONOMIC RESOURCES Are there any notable socioeconomic resources adjacent to the project area that may be impacted (e.g. churches, schools, employment centers, community facilities, historic districts or buildings, named neighborhoods, or other traffic/pedestrian generators)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
P	ECONOMIC AND BUSINESS RESOURCES Are there any direct effects on area businesses or economic conditions likely to result from this project (e.g. displacements, business viability)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Q	COMMUNITY SAFETY Is the project likely to interact with any area crime issues (e.g. lighting, isolated areas, existing crime hotspots)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
R	RECREATIONAL RESOURCES Will the project affect recreational resources (e.g., parks, playgrounds, community gardens)? Will the project affect access to these resources? Will the project affect National Wildlife Refuges?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
S	VISUAL IMPACTS Will the project have long term aesthetic effects (e.g. visual changes to the structure itself and/or on adjacent view-sheds)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
T	MOBILITY AND ACCESS Are there any mobility or access effects likely to be associated with the project (e.g. barrier effect, multi-modal accommodation, available detours, unclear and likely user interaction, emergency response, non-motorist access to properties and facilities)?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
U	NON-MOTORIST SAFETY Will the project affect safety of non-motorists?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
V	OTHER Are there any other potential impacts associated with the project?	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

Economic Information:
The following information can be retrieved from the SF3 Data Tables provided by the U.S. Department of Commerce, Bureau of Census, U.S. Census of Population and Housing, 2000.

% Below the Poverty Line (take P01 of SF3 Data Files): _____

% of Renter-Occupied Households (take H7 of the SF3 Data Files): _____

% of Owner-Occupied Households (take H7 or H8 of SF3 Data Files): _____

% of Zero-Car Households (take H44 of the SF3 Data Files): _____

VISUAL OBSERVATIONS

Does the area surrounding the project appear to be low-income? Yes No Don't Know

Does the area around the project appear to have minority populations? Yes No Don't Know

People of the following populations observed (check all that apply):

White Black or African American Hispanic
 Asian Native American Other

Does the project area have a considerable number of individuals from the following populations?

Elderly Children Disabled / Handicapped Don't Know

IV. COMMUNITY FACILITIES

Are the following facilities located within a 1/4 mile of the proposed project? Check all that apply:

School Hospital Fire Station Community / Recreation Center Religious Institution
 Bank Transit or Bus Station / Stop Police Station Public Housing Grocery Store
 Library Laundromat Senior Center Community Pool
 Parks/Playground Passive Open Space
 Other Cultural Resources (i.e., town gathering spot, historic building/house)



Field Visit Checklist

- When to Use the Field Visit Checklist?
- Complete Checklist During Site Visit Taken with Other Subject Matter Experts (SMEs)
- Prepare Short Summary
- Review Findings / Next Steps with Supervisor
 - Proceed to Categorical Exclusion
 - Prepare a Socioeconomic Screening Form if the Potential for Socioeconomic Effects Cannot be Excluded.
 - EA/EIS

BRING ON SITE VISIT

- Field Visit Checklist
- Camera
- Maps
- Clipboard and Pens
- Project Scope
- Paper for Note-taking



Using the Field Visit Checklist

DESKTOP ELEMENTS

- Demographic Information
 - ❑ Population, Race & Ethnic, Poverty and “Zero Car”, Linguistic Isolation
- Prepare GIS or Other Maps
 - ❑ Community Facilities
 - ❑ Transportation Access
 - ❑ Notable Features
- Review Municipal Plans / Secondary Sources

SITE VISIT ELEMENTS

- ❑ Visual Observations / Photo Log
- ❑ Community Characteristics and Cohesion
- ❑ Pedestrian and Bicycle Safety
- ❑ Contact Municipal Officials, if Necessary

Economic Information:

The following information can be retrieved from the SF3 Data Tables provided by the U.S. Department of Commerce, Bureau of Census, U.S. Census of Population and Housing, 2000.

% Below the Poverty Line (Table P87 of SF3 Data Files): _____

% of Renter-Occupied Households (Table H7 of the SF3 Data Files): _____

% of Owner-Occupied Households (Table H7 of the SF3 Data Files): _____

% of Zero-Car Households (Table H44 of the SF3 Data Files): _____

VISUAL OBSERVATIONS

Does the area surrounding the project appear to be low-income? Yes No Don't Know

Does the area around the project appear to have minority populations? Yes No Don't Know

People of the following populations observed (*check all that apply*):

White Black or African American Hispanic

Asian Native American Other

Does the project area have a considerable number of individuals from the following populations?

Elderly Children Disabled / Handicapped Don't Know

IV. COMMUNITY FACILITIES

Are the following facilities located within a ¼ mile of the proposed project? *Check all that apply.*

School Hospital Fire Station Community / Recreation Center Religious Institution

Bank Transit or Bus Station /Stop Police Station Public Housing Grocery Store

Library Laundromat Senior Center Community Pool

Parks/Playground Passive Open Space

Other Cultural Resources (*i.e., town gathering spot, historic building/monument*)



Socioeconomic Screening Form

- When to Use the Socioeconomic Screening Form?
- Provides Comprehensive List of Socioeconomic Considerations
- Requires Review of Municipal Reports and Conversations with Other SMEs, Local Officials and Other Knowledgeable Persons
- Contributes to Recommendations for Environmental Processing
 - Allows for the Practitioner to Consider Potential Effects of Incorporating Mitigation Measures, if Necessary
 - Supports Filing of Categorical Exclusions
- Speak with Your Supervisor if Potential Impacts to One or More Attributes is of Concern



Using the Socioeconomic Screening Form

DESKTOP ELEMENTS

- Compile Demographic Information
- Prepare Aerial and GIS Maps
- Review Municipal Plans and Speak with Local Officials

SITE VISIT ELEMENTS

- Take Photographs / Photo Log
- Confirm the Location of Community Features
- Identify Notable Features Not on Maps
- Speak with People in the Neighborhood

<i>Potential Community Impacts</i>		TEMPORARY		PERMANENT	
N	COMMUNITY COHESION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is the project likely to alter the overall functioning of an identifiable district (e.g. interactions between persons and groups, isolation of persons or groups, change in social values, or change in the physical makeup of the community including residential displacements)?	YES	NO	YES	NO
O	ADJACENT SOCIOECONOMIC RESOURCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any notable socioeconomic resources adjacent to the project area that may be impacted (e.g. churches, schools, employment centers, community facilities, historic districts or buildings, named neighborhoods, or other traffic/pedestrian generators)?	YES	NO	YES	NO
P	ECONOMIC AND BUSINESS RESOURCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any direct effects on area businesses or economic conditions likely to result from this project (e.g. displacements, business visibility)?	YES	NO	YES	NO
Q	COMMUNITY SAFETY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Is the project likely to interact with any area crime issues (e.g. lighting, isolated areas, existing crime issues)?	YES	NO	YES	NO
R	RECREATIONAL RESOURCES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Will the project affect recreational resources (e.g., parks, playgrounds, community gardens)? Will the project affect access to these resources?	YES	NO	YES	NO
	Will the project affect National Wildlife Refuges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	VISUAL IMPACTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Will the project have long term aesthetic effects (e.g. visual changes to the structure itself and/or on adjacent view-sheds)?	YES	NO	YES	NO
T	MOBILITY AND ACCESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any mobility or access effects likely to be associated with this project (e.g. barrier effect, multi-modal accommodation, available detours, detour and likely user interaction, emergency response, non-motorist access to properties and facilities)?	YES	NO	YES	NO
U	NON-MOTORIST SAFETY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Will the project affect safety of non-motorists?	YES	NO	YES	NO
V	OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Are there any other potential impacts associated with the project?	YES	NO	YES	NO



Using the Socioeconomic Screening Form

COMPLETING THE FORM

- Executive Summary
- Regulatory Applications Inventory and Screening of Topics
- Community Characteristics
- Recommendations
- Discuss Questions or Concerns with Your Supervisor



VI. RECOMMENDATIONS			
A	AVOIDANCE Alter the project so an impact does not occur.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
B	MINIMIZATION Modify the project to reduce the severity of an impact.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
C	MITIGATION Undertake an action to alleviate or offset an impact or to replace an appropriated resource.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
D	ENHANCEMENT Add a desirable or attractive feature to the project to make it fit more harmoniously into the community (Not designed to replace lost resources or alleviate impacts caused by the project.)	<input type="checkbox"/> YES	<input type="checkbox"/> NO
E	COMMUNITY OUTREACH & PUBLIC INVOLVEMENT Provide opportunities for early and continuing communication between the community and project staff. In Appendix A, list community groups or leaders that you know of who should be contacted.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
F	FURTHER DOCUMENTATION The scope and nature of potential impacts warrant additional analysis (e.g. an indirect (secondary) effects and cumulative impact analysis).	<input type="checkbox"/> YES	<input type="checkbox"/> NO
G	OTHER Any other recommendations based on potential impacts discovered.	<input type="checkbox"/> YES	<input type="checkbox"/> NO