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Public Involvement Plan State Route 30



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ADOT

 U.S. Department of Transportation
**Federal Highway
Administration**

 **MARICOPA
ASSOCIATION of
GOVERNMENTS**

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LIST OF ACRONYMS

| | |
|------|--------------------------------------|
| ADOT | Arizona Department of Transportation |
| ADA | Americans with Disabilities Act |
| CEQ | Council of Environmental Quality |
| CFR | Code of Federal Regulations |
| COG | Councils of Governments |
| CRO | Civil Rights Office |

| | |
|------------|--|
| DOT | Department of Transportation |
| EJ | Environmental Justice |
| EP | Environmental Planning |
| FAHP | Federal Aid Highway Program |
| FAST | Act Fixing America’s Surface Transportation Act |
| FAQs | Frequently Asked Questions |
| FHWA | Federal Highway Administration |
| FTA | Federal Transit Administration |
| IAP2 | International Association for Public Participation |
| ISTEA | Intermodal Surface Transportation Efficiency Act |
| LEP | Limited English Proficiency |
| LRTP | Long Range Transportation Plan |
| MAP-21 | Moving Ahead for Progress in the 21 st Century |
| MPO | Metropolitan Planning Organization |
| NEPA | National Environmental Policy Act |
| PIO | Public Information Officer |
| PIP | Public Involvement Plan |
| SAFETEA-LU | Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users |
| STIP | Statewide Transportation Improvement Program |
| TEA-21 | Transportation Equity Act for the 21 st Century |

CHAPTER 1 – REQUIREMENTS FOR PUBLIC INVOLVEMENT

This chapter provides federal statutes and regulations for public involvement. Approaches to the degree of public involvement will vary with the complexity and impact of each project. ADOT will implement public involvement efforts in response to federal guidelines under Title VI of the Civil Rights Act of 1964, Environmental Justice (EJ), Limited English Proficiency (LEP), the Americans with Disabilities Act (ADA) and the National Environmental Policy Act of 1969 (NEPA).

Federal regulations do not specifically define how to perform public involvement. Project teams develop and implement public involvement plans that are relative to the needs of the project and public. This flexibility allows adoption of the following guidance, which seeks to ensure public participation by a comprehensive range of stakeholders. As an agency, project team members will be familiar with the guidance, practices and documentation required as stated in this document and especially with the federal requirements for Title VI, EJ, ADA and LEP outreach and for NEPA, if applicable. All project team members will be familiar with ADOT's PIP and use the tactics required for federal compliance for public participation. The designated ADOT Communications liaison will coordinate with the ADOT Civil Rights Office (CRO) to provide training for any or all team members when public involvement is required.

1.1. AUTHORIZING LEGISLATION

Public involvement has long been an integral part of federal transportation legislation. The initial Federal Highway Act (Federal Aid Road Act of 1916) focused on expanding the highway system, but subsequent bills incorporated multimodal and public involvement elements. The Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 represented a transformation, with an intermodal approach to funding and great emphasis on public involvement and collaborative planning. ISTEA's successor in 1998, the Transportation Equity Act for the 21st Century (TEA-21), expanded public involvement to include transit and freight. The Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) was enacted in 2005 and broadened public involvement requirements. Moving Ahead for Progress in the 21st Century (MAP-21) was enacted in 2012 and public involvement remains a hallmark of the transportation planning process, along with 2016's Fixing America's Surface Transportation (FAST) Act. In addition to the transportation bills, following are other federal regulations that affect how public involvement activities are planned and executed, which will be adopted and documented within ADOT's public involvement procedures.

1.2. TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 and related statutes assure that all individuals are not excluded from participation in, denied the benefit of, or subjected to discrimination on the basis of race, color, national origin, sex, and disability. Executive Order 12898 on Environmental Justice directs that programs, policies, and activities not have a disproportionately high and adverse human health and environmental effect on minority and low-income populations. The implementation of the PIP will ensure that these protected populations are given the opportunity to participate.

Title VI language will be included in meeting collateral as required and will be posted at the all public meeting locations. Text will read:

“Pursuant to Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act (ADA), ADOT does not discriminate on the basis of race, color, national origin, age, sex or disability. Persons who require a reasonable accommodation based on language or disability should contact Gabriella Kemp at 480.215.7178 or gkemp@azdot.gov. Requests should be made as early as possible to ensure the state has an opportunity to address the accommodation.

De acuerdo con el título VI de la Ley de Derechos Civiles de 1964 y la Ley de Estadounidenses con Discapacidades (ADA por sus siglas en inglés), el Departamento de Transporte de Arizona (ADOT por sus siglas en inglés) no discrimina por raza, color, nacionalidad, edad, género o discapacidad. Personas que requieren asistencia (dentro de lo razonable) ya sea por el idioma o por discapacidad deben ponerse en contacto con Gabriella Kemp al 480.215.7178 o por correo electrónico al gkemp@azdot.gov. Las solicitudes deben hacerse lo más pronto posible para asegurar que el equipo encargado del proyecto tenga la oportunidad de hacer los arreglos necesarios.”

1.3. AMERICANS WITH DISABILITIES ACT (ADA) OF 1990

The Americans with Disabilities Act of 1990 (ADA) stipulates that people with disabilities be involved in developing and improving public services. In highway planning, collaboration with persons with disabilities is essential for developing access points beyond those that are required. Public Involvement activities related to State Route 30 are open to the public will be made accessible to everyone, including persons with disabilities.

The following tools will be used throughout the SR30 Public Involvement process to ensure persons with disabilities have access to transportation decision-making processes throughout the project’s lifecycle:

- Develop contacts, mailing lists, and other means to initiate and continue communication with persons with disabilities.
- Conduct research through U.S. Census Bureau’s “American Community Survey” for data on persons with disabilities.
- Include Title VI and ADA language (constructed at a basic literacy level) on all digital or printed material created for public dissemination for special accommodation requests.

1.4. ENVIRONMENTAL JUSTICE

In 1994, Executive Order (EO) 12898 Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations was issued. Environmental justice (EJ) “is the fair treatment and meaningful involvement of all people, particularly minority, low-income and indigenous populations, in the environmental decision-making process.” SR30 will follow the NEPA process (Figure 1), which also includes requirements for identifying and engaging EJ communities to increase equity in transportation throughout the decision-making process.

To engage traditionally underserved communities, the following community engagement tools will be used:

- Develop community contacts, mailing lists and other means to initiate and continue communication.
- Conduct community interviews, including one-on-one meetings with local community groups and community leaders.
- Initiate intergovernmental collaboration.

- Display the Title VI language on all public advertisements.
- Select meeting locations that are accessible by public transportation, if and when possible.
- Share information, with permission, at religious centers and common community meeting places

1.5. LIMITED ENGLISH PROFICIENCY

ADOT's Public Involvement programs strive to be innovative and proactive in engaging individuals from different cultures and backgrounds in the project-development process. Limited English Proficiency (LEP) is a term used to describe individuals who are not proficient in the English language. Title VI and Executive Order 13166 prohibit recipients of federal financial assistance from discrimination based on national origin. Recipients of federal financial assistance are required to take reasonable steps to provide LEP individuals with meaningful access to their programs, activities and services. The LEP guidance included in this PIP is aligned with ADOT's Language Access Plan, prepared by ADOT's CRO.

The resources listed below are some of the tools that help identify and engage impacted LEP communities, early and throughout the life of the transportation project:

- Conduct community interviews to determine LEP needs. Interview staff should have as a resource the United States Census 2000 Language Identification Flashcard, if needed, during outreach efforts.
- Utilize ADOT's Foreign Language Vendor List to engage LEP communities, if needed.
- Initiate intergovernmental coordination or collaborative efforts with service groups that can help identify and engage LEP communities.
- Use the LEP Four Factor Analysis to measure and document LEP needs in relation to the impacted project area. This analysis balances the following four factors:
 - The number or proportion of LEP persons served or encountered in the eligible service population ("served or encountered" includes those persons who would be served or encountered by the recipient if the persons received adequate education and outreach and the recipient provided sufficient language services)
 - The frequency with which LEP persons come into contact with the program
 - The nature and importance of the program, activity or service provided by the program
 - The resources available and costs to the recipient.
- Conduct research through U.S. Census Bureau's "American Community Survey" and the Environmental Protection Agency's EJ page tool, which report data on "language spoken at home" and Linguistically Isolated Households to help identify LEP persons.
- Utilize the Safe Harbor Threshold as a guide to determine when written translation of vital documents for each eligible LEP language group is necessary. Eligibility is met if the LEP language group constitutes five percent (5%) or 1,000 persons, whichever is less, of the total population of persons eligible to be served or likely to be affected or encountered, by the program or activity.
- Develop contacts, mailing lists, and other means to initiate and continue communication.
- Include Title VI language on all advertisements for the public.
- Provide Title VI brochures, poster and the voluntary Self Identification Survey cards in both English and Spanish (or other languages as identified) at all public events hosted by ADOT.
- With reasonable advance notice, provide requested translation services at all public meetings.
- Select meeting locations that are accessible by public transportation.
- Provide digital and printed materials in the language(s) of the identified LEP group(s).
- Use visual images or simulation videos, especially at public meetings, when feasible.

1.6. FEDERAL HIGHWAY ADMINISTRATION (FHWA)

The Federal Highway Administration (FHWA) is an agency within the U.S. Department of Transportation that supports state and local governments in the design, construction and maintenance of the nation's highway system and various federally and tribal-owned lands. FHWA supports state and local governments through the Federal-Aid Highway Program (FAHP) in the design and construction of roads and bridges.

In addition to the stated NEPA requirements for public involvement, the following regulation prescribes the policies and procedures of the FHWA and the Federal Transit Administration FTA (FTA) for implementing NEPA as amended and the regulation of the Council on Environmental Quality (CEQ), 40 CFR 1500-1508. This regulation sets forth all FHWA, FTA and U.S. Department of Transportation (DOT) requirements under NEPA for the processing of highway and urban mass transportation projects.

The Code of Federal Regulations (CFR) Title 23 (referring to Highways) identifies the requirements for public involvement. Pursuant to 23 CFR Section 771.111, ADOT is required to provide the appropriate documentation and implement the following guidance within the PIP for NEPA studies:

- Public involvement in the identification of social, community, economic and environmental impacts, as well as impacts associated with relocation of individuals, groups or institutions.
- Public hearings at convenient times and places for any project that has substantial impact on right of way; layout or functions of roadways or facilities; adjacent properties; or social, community, economic, or environmental resources.
- Reasonable notice of public hearings and other public meetings.
- Explanation during public hearings of the project purpose and need; consistency with local plans; project alternatives and major features; social, community, economic and environmental impacts; relocation assistance and right-of-way acquisition programs; and procedures for receiving oral and written comments from the public.
- Submission of a public hearing transcript to FHWA and certification that a required hearing opportunity was offered.
- Public involvement opportunities in defining the purpose and need and range of alternatives to be considered in an environmental document.
- Public notice and the opportunity for public review and public comment on of Section 4(f) *de Minimis* impact findings.
- Public notice and the opportunity for public review and public comment on impacts to historically significant properties and other resources in accordance with the FHWA Historic Preservation and Archeology Program

FHWA requirements outlined in 23 CFR Section 450.210, specify that for states that are carrying out the statewide transportation planning process, including development of the Long Range Transportation Plan (LRTP) and the Statewide Transportation Improvement Program (STIP), the state shall develop and use a documented public involvement process that provides opportunities for public review and comment at key decision points.

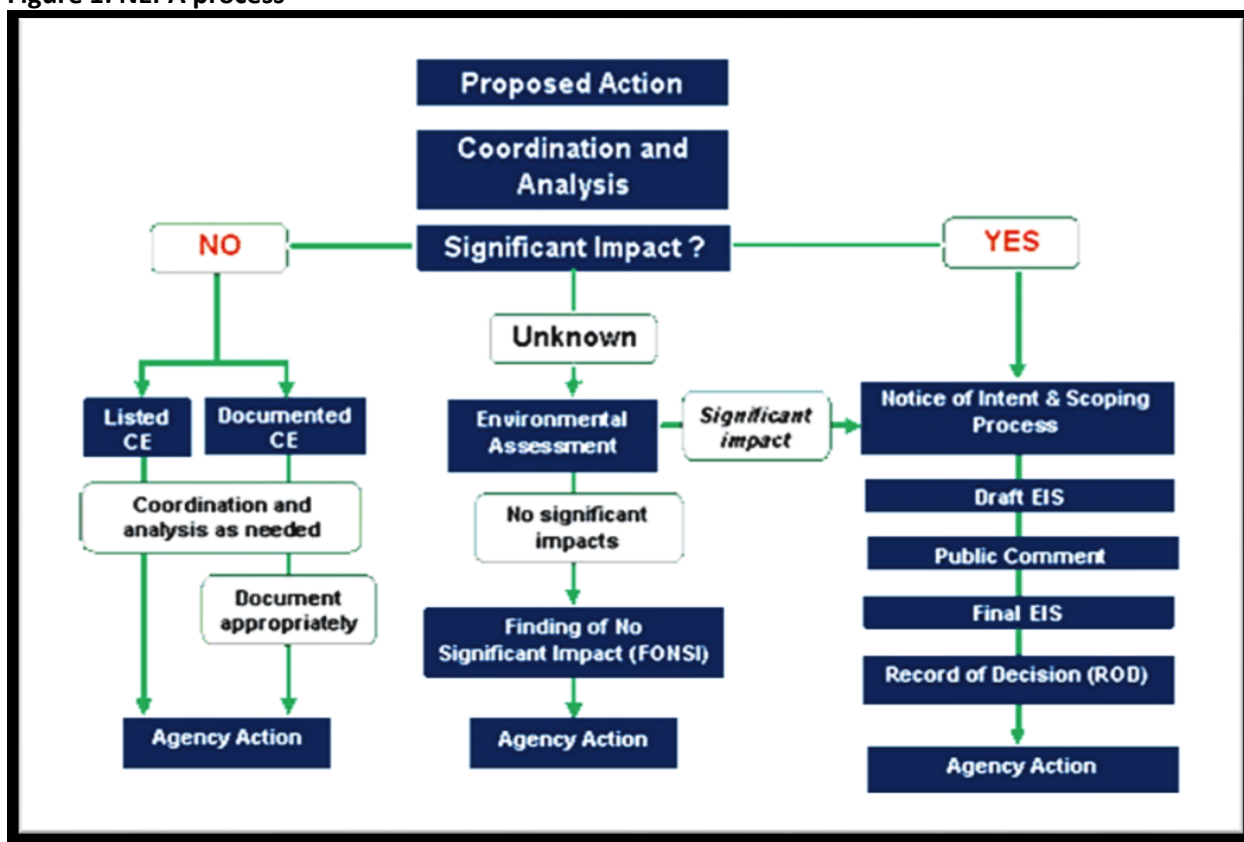
1.7. NATIONAL ENVIRONMENTAL POLICY ACT OF 1969

The NEPA process requires environmental analysis of proposed actions prior to making decisions, including constructing highways and other publicly owned facilities. The FHWA oversees the NEPA process at the federal level to guide the overall process. Using the NEPA process (Figure 1), agencies evaluate the environmental and related social and economic effects of their proposed actions. Agencies must also provide opportunities for public review and comment on those evaluations. In cooperation with FHWA, ADOT must follow the NEPA process for all federally funded projects. ADOT Environmental Planning (EP) will work closely with Communications to ensure NEPA compliance for meaningful public involvement when assessing the environmental effects of the proposed actions.

The following required public involvement guidelines are mandatory for all NEPA studies and will be implemented. Following this Public Involvement Plan will ensure that disabled, LEP and EJ communities are identified and engaged:

- Use of public hearings or meetings when appropriate
- Solicitation of information from the public
- Provide reasonable access to and an explanation of where information about the NEPA process and ongoing environmental documents can be found
- Public review of environmental documents, comments received and any supporting documents
- Providing public notice of NEPA-related hearing(s), public meetings and the availability of environmental documents through direct notice to those who have requested it, publication in the Federal Register (for actions of national concerns) and the following for actions that are primarily of local concern:
 - Notice to Native American Tribes, where appropriate
 - Publication in local newspapers of general circulation
 - Notice through other local media
 - Notice to potentially interested community organizations
 - Publication in newsletters that may reach interested persons
 - Direct mailing to owners and occupants of affected property
 - Posting of notice on and off site in the area where the action is to be located

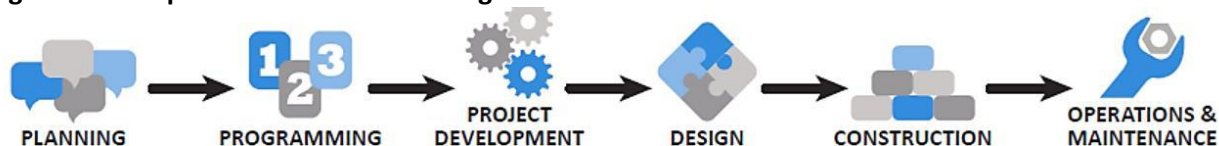
Figure 1: NEPA process



CHAPTER 2 – PUBLIC INVOLVEMENT

The Transportation Decision-Making process (Figure 2) depicts a general overview of how projects move from planning stages to construction. The following content will address the transportation decision-making processes and the standards to be implemented to ensure ADOT or its partnering agencies implement transparent, meaningful public involvement during the Project Development phase.

Figure 2: Transportation Decision-Making Process



2.1. ELEMENTS OF PUBLIC INVOLVEMENT IN PROJECT DEVELOPMENT

Public involvement during the project-development phase might include the following activities (although not all are applicable to every project) and will be documented in a PIP:

- Elected Officials / Agency Kickoff Meeting
- Public Kickoff Meeting
- Scoping Meeting
- Corridor Public Meetings

-
- Alternatives Public Meetings
 - Meetings with local agencies (MPO, city, town, county)
 - Meetings with special-interest groups (businesses and homeowner associations)
 - Tribal meetings
 - Public Hearings
 - Newsletters
 - Project Website

If a PIP is generated during project development, this starts the first of three “chapters” of the overall project specific PIP. At the conclusion of the project-development study, any commitments made to, and recommendations made by, the public will be documented in the environmental document and carried forward into the design phase. All public comments and responses by the project team during project development will be available to the public.

CHAPTER 3 – INTRODUCTION TO SR30 PUBLIC INVOLVEMENT PLAN

This Public Involvement Plan (PIP) has been developed to describe how ADOT Community Relations, the HDR Engineering, Inc. public involvement team, and the project team in general will inform and involve the public, project stakeholders, media, and agencies, and solicit input for the SR 30 Study.

A strategic, flexible, and dynamic process of public outreach and communication is paramount to ensuring that stakeholders have access to study information as well as the opportunity to submit comments and input about the study. This PIP has been developed and will be reviewed and updated as needed to ensure an effective public involvement process is maintained based on the following guiding principles:

- Providing continuous public access to study information as appropriate and opportunities for public input using a variety of outreach tools (e.g., website, survey, newspaper ads, public meetings, etc.)
- Linking public involvement activities to study milestones, technical activities, and decision-making
- Documenting and maintaining a record of all communication received throughout the duration of the study
- Providing accommodations for those with special needs or those who are traditionally underserved to provide input into the overall process
- Reviewing the effectiveness of the PIP periodically to ensure that information is being disseminated in an efficient and effective manner.

The structure of the public involvement program has been designed to encourage public input and comment and provide opportunities for meaningful communication between the study team and the public starting with the identification of key study stakeholders and providing the appropriate mechanisms to disseminate information and gather input.

3.1. PROJECT BACKGROUND, PURPOSE AND NEED

3.1.1. Study Description

The Arizona Department of Transportation and Federal Highway Administration is studying State Route (SR) 30 (previously known as State Route 801), a potential new transportation corridor that could provide additional freeway traffic capacity south of Interstate 10 in the West Valley. The study area is shown in

Figure 3 below and generally extends from Sarival Avenue on the west to 59th Avenue on the east, and Lower Buckeye Road on the north to the Gila and Salt rivers on the south. The project spans about 14 miles and passes through the cities of Goodyear, Avondale, Phoenix, and portion of unincorporated Maricopa County.

In early 2015, after several years of study, ADOT presented four alignment alternatives (North, Center, Hybrid, and South) to the public. All four alternatives were rigorously evaluated using a comprehensive screening process of 24 technical (environmental and engineering) criteria, eight cost and right-of-way criteria, and seven agency and public support criteria. Also under consideration is a no-build option which explores the impacts of not building a transportation corridor in the study area.

Subsequently, several issues were identified with the North, Center and South alternatives including relocation of elementary schools, complex technical and cost challenges, proximity to sensitive ecosystems, and flood control liability requirements. The Hybrid Alternative was chosen as the recommended build alternative (RBA) because it avoids the major issues associated with the North, Center and South Alternatives.

The RBA selection means that if a build alternative is ultimately selected, it would be built within that corridor. The Environmental Assessment is evaluating the RBA as compared to the no-build alternative.

This Public Involvement Plan describes the strategies and activities designed to inform and involve the community regarding the environmental analysis and results thereof while providing an opportunity for comment.

Figure 3: Study Area Map



3.2. PURPOSE & GOALS FOR PUBLIC INVOLVEMENT

An effective public involvement process that engages stakeholders is pivotal to the development and refinement of transportation solutions. The thoughts, concerns, and ideas of the general public on study area transportation needs, challenges, and opportunities are critical to establishing solutions that are practical in meeting transportation needs. Involving the public early on in the process reduces the chance of study delays by identifying, addressing, and resolving issues of concern.

The purpose of this PIP is to provide guidance in order to facilitate a comprehensive public involvement program intended to inform the community about the study purpose and progress, and to actively seek and incorporate input from the public into the decision-making process to assure that the study meets the needs of the community.

Based on the guiding principles described earlier, the goals and objectives to the public involvement program are as follows:

Goal 1. Develop general public understanding of the study

Objectives:

- Develop and evaluate collateral materials and information to be distributed to the public for effectiveness and understandability.
- Inform the public about study progress through meetings with public stakeholders, web sites, exhibits, and/or other techniques.
- Solicit feedback through e-mails, comment cards, question cards, newsletters, and/or informal discussion with stakeholders.

Goal 2. Provide opportunities for public, agency, and local government participation in the decision-making process

Objectives:

- Communicate public involvement activities and study developments through distribution of public information materials to stakeholders in the form of USPS mailers, factsheets, by holding public meetings, and ensure the study website is updated and maintained throughout the study.

Goal 3. Maintain accountability, credibility, and accessibility of the study team

Objectives:

- Implement a documentation and response process to include “action taken” feedback on specific comments received from the public.
- Provide regular opportunities for information exchange with agency representatives, stakeholder groups, and others interested in the study.

Goal 4. Engage the public

Objectives:

- Implement a method(s) of soliciting participation and input by anticipating the most effective ways to communicate information (e.g., public meeting, web site, social media, exhibits, print media, etc.).
- Provide regular and convenient means of communication between the study team and the community.

-
- Encourage active participation at significant study milestones and include public input as part of the decision-making process.
 - Establish an effective means of communicating with special groups (e.g., cultural groups, stakeholders with physical needs, etc.).

3.3. TITLE VI, ENVIRONMENTAL JUSTICE (EJ) AND LIMITED ENGLISH PROFICIENCY (LEP) EVALUATION

In accordance with federal requirements and per the Arizona Department of Transportation Public Involvement Plan of February 2017, a community assessment was conducted to determine Environmental Justice (EJ)¹ and Limited English Proficiency (LEP)² populations within the study area.

This assessment included:

- Records and information from previous phases of this SR 30 study
- Research through U.S. Census Bureau’s “American Community Survey” and the Environmental Protection Agency’s EJ page tool, which reports data on “language spoken at home” and Linguistically Isolated Households to help identify LEP persons.

The results of the assessment were analyzed according to the Safe Harbor Threshold to determine the need to translate vital documents for each eligible LEP language group. Eligibility is met if the LEP language group constitutes five percent (5%) or 1,000 persons, whichever is less, of the total population of persons eligible to be served or likely to be affected or encountered by the program or activity.

Activities to engage impacted EJ and/or LEP communities may include:

- Developing community contacts, mailing lists and other means to initiate and continue communication.
- Conducting community interviews, including one-on-one meetings with local community groups and community leaders.
- Intergovernmental collaboration.
- Display the Title VI language on all public advertisements as follows:

“Pursuant to Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act (ADA), ADOT does not discriminate on the basis of race, color, national origin, age, sex or disability. Persons who require a reasonable accommodation based on language or disability should contact Gabriella Kemp at 480.215.7178 or GKemp@azdot.gov. Requests should be made as early as possible to ensure the state has an opportunity to address the accommodation.

De acuerdo con el título VI de la Ley de Derechos Civiles de 1964 y la Ley de Estadounidenses con Discapacidades (ADA por sus siglas en inglés), el Departamento de Transporte de Arizona (ADOT por sus siglas en inglés) no discrimina por raza, color, nacionalidad, edad, género o discapacidad. Personas que requieren asistencia (dentro de lo razonable) ya sea por el idioma o por discapacidad deben ponerse en contacto con Gabriella Kemp al 480.215.7178 o por correo electrónico al GKemp@azdot.gov. Las

¹ Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, 1994.

² Title VI of the Civil Rights Act of 1964 and Executive Order 13166.

solicitudes deben hacerse lo más pronto posible para asegurar que el equipo encargado del proyecto tenga la oportunidad de hacer los arreglos necesarios.”

- Selecting meeting locations that are accessible by public transportation and ADA accessible when possible.
- Share information, with permission, at religious centers and common community meeting.

3.3.1. Community Assessment

Overview

According to the US Census Bureau’s American Community Survey, 2011-2015, the population in the study area is approximately 125,159 with a total minority population of 93,781, or 75% of the total population. The largest minority population within the study area is Hispanic, making up 58% of the population. Fifty-three percent of the population ages five years or older speaks only English while those in non-English speaking homes total 47%. Linguistically-isolated households within the study area number 2,203 and 89% of those households speak only Spanish. The employed population age 16 years or older is approximately 86,925. The population of people age 65 or over within the study area makes up 5% of the total population; 66% of the population is between the ages of 18 and 65. Gender distribution is 48% male and 52% female. Eleven percent of the population has an income of less than \$15,000 per year, while 32% of the population has an income of \$75,000 or more. Housing units are 63% owner-occupied with 37% renter-occupied. This information was gathered from the Environmental Protection Agency’s Environmental Justice Screening and Mapping Tool on the EPA.gov website and records from previous phases of this SR30 study; they are available in Appendix A.

Minority, Low Income, Disabled Populations

The SR 30 Study Area is characterized by a greater percentage of minority populations (75%) than Maricopa County as a whole (41%). The Study Area percentages of low-income and disabled populations (14% and 19%, respectively) are slightly higher than in Maricopa County (13% and 18%, respectively).

The percentage of the population in the Study Area that is characterized as elderly (age 65 and older) is about 5%, just under half the percentage of the elderly population in Maricopa County as a whole (12%). Female head of household populations within the Study Area are 14%, nearly twice those of the county (7%).

Pedestrian and Multimodal Facilities (Transit Accessibility)

Aside from an area around the intersection of 99th Avenue and Lower Buckeye Road (at the Country Place subdivision), there are no sidewalks along arterial streets in the Study Area. Generally speaking, newer subdivisions contain internal sidewalks while older rural residential areas do not. Bike lanes in the Study Area are limited to Estrella Parkway and Bullard Avenue.

The Agua Fria, Salt, and Gila rivers serve as multimodal corridors in the area. These open-space corridors provide important linkages to the Phoenix metropolitan area by connecting to the north (along the Agua Fria River) and to the east and west (along the Salt and Gila Rivers, respectively). Phoenix and Avondale are actively planning improvements along their respective rivers to accommodate multimodal users. Additional opportunities for trail alignments in the future may take advantage of the system of irrigation canals and laterals in the Study Area.

The largely rural nature of the area, relatively long distances between destinations, and lack of transit service make automobile travel necessary to reach many destinations. Regular transit service is limited to four local bus routes and one neighborhood circulator that operates on the perimeter of the Study Area. This includes Route 10 (Lower Buckeye Road between 59th and 75th Avenues), Route 13 (Buckeye Road between 59th and 75th Avenues), Route 59 (59th Avenue between Van Buren Street and Buckeye Road), and Route 67 (67th Avenue between Van Buren Street and just south of Lower Buckeye Road). It also includes the Avondale Zoom neighborhood circulator, which provides service on Lower Buckeye Road between Avondale Boulevard and 4th Street.

Americans with Disabilities Act requires that complementary paratransit service be provided in all areas within three-fourths of a mile of fixed-route transit service.

Many rural residential areas are zoned to allow horses. These properties are located near Southern Avenue and have benefited from equestrian access to the Gila and Agua Fria Rivers. While vehicular travel to and from destinations in the area would not be greatly affected by a new freeway passing through the region, equestrian connections between the low-density residential areas and the large open spaces should be maintained to preserve the rural lifestyle of the existing developments.

3.4. PUBLIC INVOLVEMENT ACTIVITIES

During the course of the study, there will be two phases of public involvement. The first phase will consist of website information, study printed material, and a public information meeting intended to present updated study information and to gather feedback on the recommended build alternative. The second phase will include updating and maintaining website information, study printed material, and a NEPA qualified public hearing to provide an opportunity to review and comment on the draft environmental assessment and recommended alternative.

3.4.1. Phase 1 – Public Meeting – Mid-November 2017

During the first phase of public involvement, a public information meeting will be held. The comment period will extend from November 1 through December 15, 2017. The purpose of the public meeting will be to provide an update on the study (e.g. study updates from 2005 to present) and introduce the recommended build alternative and the reasons for its selection among the alternatives considered. The meeting format will include an open house, presentation, and question and answer session. The meeting will be held at an ADA-accessible location within or near the study area that is accessible by transit, if possible. The community will be asked to provide input and be given the opportunity to discuss the study with project team members. The concerns and ideas identified by the public during this phase will be included in the draft and final public meeting summaries. The public will be informed of the public meeting in the following ways:

- Newspaper advertisements published 15 days in advance of meeting (in English and Spanish) in the following publications:
 - Arizona Republic
 - La Voz
 - West Valley View
- Newsletter mailings distributed 15 days in advance of meeting (in English and Spanish)

-
- Agency packets distributed to government agency stakeholders about 1 month in advance of meeting
 - Study website updates (updated by ADOT immediately following the public meeting)

3.4.2. Phase 2 – Public Hearing – Fall 2018

A public hearing will be held during the second phase of the study. The purpose of the public hearing will be to provide an opportunity for the public to review and comment on the draft Environmental Assessment, the supporting draft Design Concept Report, and the recommended build and no build alternatives. This feedback will be included in the draft and final public hearing summaries. The meeting format for this hearing will be determined in coordination with the study team. The public will be notified of the hearing in the following ways:

- Newspaper advertisements published 15 days in advance of meeting (in English and Spanish) in the following publications:
 - Arizona Republic
 - La Voz
 - West Valley View
- Meeting invitations mailed 15 days in advance of meeting (in English and Spanish)
- Agency packets distributed to government agency stakeholders one month in advance of meeting
- Study website updates (updated by ADOT immediately following the public hearing)
- Leveraging resources through maintained partnership with adjacent municipalities

3.4.3. Public Meeting and Public Hearing Evaluation and Documentation

When public meetings occur, it is critical that public feedback and input be captured. Not every member of the public will feel comfortable speaking into a microphone. However, providing opportunities to speak into a microphone should be carefully considered since some cultures may have oral traditions. In most cases, it is recommended to hand out question cards for people to write down questions, and for the moderator to read them aloud. To capture all input, it is important to assign note-takers at stations/displays to document input from the public through interaction with the project team. In addition, providing comment cards enables the project team to obtain input in a less formal manner. If appropriate, a court transcriber may be used to document all public comments.

Meeting evaluation forms are useful to continually improve outreach efforts. These forms might ask how the public heard about the meeting, whether they found the time and location convenient, and solicit contact information for a project distribution list.

It is also beneficial for the project team to ‘debrief’ after the meeting. Each project team member should participate in the debriefing with comments captured by the public and provide his or her unique perspective on how to improve future meetings. A representative from ADOT Communications will prepare a written summary of the debriefing meeting and comments collected to be sent to the project team within seven (7) working days.

CHAPTER 4 – PUBLIC INVOLVEMENT ROLES AND RESPONSIBILITIES

A matrix of public involvement roles and responsibilities can be found in Appendix B. This appendix identifies key staff members and clarifies responsibilities to aid in planning and decision-making processes to ensure successful implementation of the Public Involvement Program.

CHAPTER 5 – PUBLIC INVOLVEMENT TOOLS AND TECHNIQUES

5.1. WORKING WITH THE MEDIA

Utilizing multi-lingual media outlets is an effective way to inform the public on transportation projects and generate public involvement at key decision-making milestones. ADOT's Public Information Office (PIO) serves as the lead for all media campaigns, contacts and inquiries. All media inquiries should be directed to news@azdot.gov or 800.949.8057. All media engagement will be documented and activities summarized within this project-specific PIP. Effective media campaigns will target the media outlets the impacted public regularly accesses; therefore, advance research conducted by the project team is needed to tailor media efforts. Media kits can be disseminated through the PIO office for projects as requested.

Media kits may include:

- Fact Sheets
- Talking Points
- Press Releases
- Maps

The project team understands that, despite the effectiveness of media relations in promoting ADOT projects, activities or initiatives, it cannot replace on-the-ground community relations and public involvement efforts.

5.2. SOCIAL MEDIA

Social media has become a cornerstone of effective communication in the past decade. Social media is not a replacement for other forms of outreach, but it can help broaden outreach, increase awareness and education and provide engagement opportunities to the public who traditionally do not participate. Social media should not stand alone and does not supplement the need for customary outreach tools such as public meetings, workshops, local outreach and hard-copy information materials such as fact sheets.

Facebook pages and Twitter feeds are examples of digital project communication. ADOT has its own Twitter (twitter.com/ArizonaDOT), Facebook (facebook.com/AZDOT), Blog (azdot.gov/blog) and YouTube (youtube.com/ArizonaDOT) accounts, and places notifications about project events and activities on these outlets. Social media accounts are generally not created for individual projects in an effort to maximize audience engagement and exposure.

Information about public meetings and hearings will be distributed to residents and community members via social media outlets managed by ADOT. Additionally, ADOT may partner with municipalities to leverage resources and maximize outreach.

5.3. WEBSITES

The SR30 study website, <https://www.azdot.gov/planning/transportation-studies/state-route-30/overview>, will be used to communicate information regarding both the public meeting and the public hearing. All materials developed by HDR will be provided to ADOT in an electronic format for ADOT to upload to the study website. These materials will include:

- Newsletters (English & Spanish)
- Fact sheets (English & Spanish)
- Comment cards (English & Spanish)
- Display Boards
- Roll Plots
- PowerPoint Presentation
- All information on azdot.gov can be translated via Google translate

The website will be updated as the study progresses and will include contact information, public meeting information, and other resources. HDR will work with ADOT to develop content for website updates, while ADOT will have the responsibility of maintaining and updating the website throughout the course of the project.

5.4. COMMUNITY OUTREACH

Public involvement aims to involve the largest possible segment of the population. Yet traditional methods such as meetings and hearings might be attended by only a small group of people compared to the number who are interested or impacted. The study team will work with ADOT to identify what non-traditional outreach methods may work best to maximize public engagement. These methods may include:

- Distributing information about a project or upcoming opportunities for public involvement at transportation hubs, transfer stations or heavily used transit stops; this is especially beneficial for transit projects.
- Setting up a booth at community fairs or events to increase exposure for a project plan and distribute fliers or other information
- Sharing posters or project information at shopping centers, where the project team can reach a large number of people from diverse backgrounds, and at community centers or other common community gathering places (the latter can be highly effective when reaching Native American communities, e.g., coordinating with chapter houses and other locations where other community information is regularly shared)
- Hosting community meetings
- Meeting with members of a community

5.5. ADDITIONAL PUBLIC INVOLVEMENT TOOLS & TECHNIQUES

The HDR team will work with ADOT Communications to develop meeting and outreach material prior to each phase of public involvement. This will include mailers such as newsletters and meeting invitations, and fact sheets. Comment cards and question cards will also be developed and utilized during both phases of public involvement. HDR will also provide support in the development of display boards, meeting

presentations, sign in sheets, and other vital materials needed to meet the goals of the public involvement plan.

Based on the community assessment, translation of meeting materials to Spanish will be necessary. The following items will be translated and made available to members of the community:

- Newsletters/mailers
- Study Fact Sheets
- Comment Cards
- Question Cards

In addition to the public involvement tools and techniques discussed previously, other tools and techniques from the widely accepted International Association for Public Participation (IAP2) public participation toolbox may be used to maximize community engagement, especially for communities traditionally underserved. If utilized, these materials will be concise and contain visuals when possible. Many of these tools and techniques have been sourced from the IAP2 public participation toolbox:

Printed public information materials:

- Fact Sheets
- Newsletters
- Brochures
- Display boards
- Fliers
- Notices
- Social Media Posts
- Webpage
- Project business cards

Frequently asked questions (FAQs):

- A list of common or anticipated study or project-related questions, accompanied by answers

Online public meetings and hearings:

- Project materials are shared online allowing participation to occur at the leisure of the participant

Information Repositories:

- Libraries, city halls, distribution centers, schools and other public facilities are effective locations for providing project-related information, with prior authorization

Technical reports:

- Technical documents reporting research or policy findings

Advertisements:

- Paid advertisements in newspapers and magazines

Newspaper inserts:

- A “fact sheet” within the local newspaper

Feature stories:

- Focused stories on general project-related issues

Bill stuffer:

- Information flier included with monthly utility bill

Information centers and field offices:

- Offices established with prescribed hours to distribute information and respond to inquiries

Briefings:

- Use regular meetings of social and civic clubs and organizations to provide an opportunity to inform and educate. Groups such as these often need speakers. Examples of target audiences: Rotary Club, Lions Clubs, Elks Clubs, Kiwanis, etc. This is also an effective technique for elected officials.

Information hotline/information line:

- Identify a separate line for public access to prerecorded project information or to reach project team members who can answer questions and garner input, with accommodation for LEP audiences

Interviews:

- One-on-one meetings with members of the public to gain information for developing or refining public involvement and consensus-building programs

Response sheets:

- Mail-in forms often included in fact sheets and other project mailings to gain information on public concerns and preferences

Internet surveys:

- Web-based response surveys

Tours:

- Provide tours for key stakeholders, elected officials and the media

Computer-facilitated workshop:

- Any sized meeting when participants use interactive computer technology to register opinions

CHAPTER 6 - STAKEHOLDER ASSESSMENT

Public involvement activities must be accessible to anyone who has an interest in the project, regardless of race, national origin, sex, age, income level or disability. Making sure that all interested members of the public are provided the opportunity to have input helps ADOT comply with federal nondiscrimination regulations, including Title VI, ADA, EJ and LEP. In addition to legal requirements for public involvement, the more that is known about the study area population, the more effective the public involvement will be. ADOT conducts stakeholder assessments as needed to comply with federal regulations and for

projects that will be high impact and/or will impact densely populated areas, businesses or other commercial/industrial areas.

Stakeholder assessments are also a method to empower people by gaining their assistance in identifying engagement strategies that might be most effective within their own communities. In-person stakeholder assessments are ideal; however, phone, email or survey methods may appeal to a larger majority. The following factors/demographics have been addressed and documented in this PIP (*See Section 3.3.1., Community Assessment*):

- Race
- Age
- Sex
- Income levels
- Home ownership and occupancy
- Disability
- Language spoken at home
- Vehicles available/use of transit
- Employment

6.1. STAKEHOLDER INTERVIEWS & OUTREACH

Stakeholders are defined as a person or group who will most likely have an interest in the study. This includes residents and business leaders within the study area, schools within the study area, community leaders and government agencies. Once stakeholders have been identified, they will be notified about study progress and/or milestones via USPS mail, email (through ADOT's GovDelivery System), newspaper publication, and through the updated study website. Through these methods, stakeholders will be invited to provide comments, ask questions, and participate in public meetings.

Communication with key stakeholders will take place in a variety of different methods. Information will be distributed to residents and community members via USPS mail, email through ADOT's GovDelivery System, social media outlets (managed by ADOT), and updated website information. Notices related to public involvement efforts will be communicated directly with government agency stakeholders by ADOT Communications through the intergov network and through the key project contacts from each of the government agencies. The content for government agency communication will be provided to ADOT for distribution to each agency and will be transmitted ideally one month prior to a public outreach activity. Interviews with stakeholders will take place on an as-needed basis. Documentation of stakeholder outreach will be managed by HDR and included in both public meeting and public hearing summary reports.

The following stakeholders have been identified as having an interest in the study:

- The City of Avondale
- The City of Buckeye
- The City of Goodyear
- The City of Phoenix
- The City of Tolleson
- The Maricopa Association of Government
- Maricopa County Department of Transportation
- Littleton Elementary School District

-
- Tolleson Union High School District
 - Fowler Elementary School District
 - Residents & business leaders within the study area (if applicable)

CHAPTER 7 - PUBLIC INFORMATION MEETINGS

7.1. PUBLIC MEETING PLANNING

Before scheduling the public meeting, the study team will work to define objectives and determine the specific purpose of conducting the meeting. Study team meetings will be held to determine what information should be communicated to the public and what information should be collected. Collaboration with the project team will be conducted to determine the project goals and desired outcome of the meeting. A public meeting checklist will be used to help plan and organize the public meeting and public hearing.

7.2. MEETING FORMAT

The public meeting will be setup to allow the meeting attendees to review project information through display boards and roll plots prior to and after a formal presentation by the project team. Both the public meeting and public hearing will allow for the public to provide comments and ask questions. Comments and questions will be documented.

The HDR team will arrange to have at least one interpreter at the public meeting to provide Spanish translation services to members of the community who would benefit from such services.

7.3. MEETING LOCATION

Public meeting locations will be chosen based on several different criteria. HDR will research locations that are central to the study corridor to ensure the meeting location is accessible to the majority of the effected stakeholders. However, in an effort to engage EJ and LEP populations, venues that are easily accessible to transit and ADA compliant may take precedence over more centrally located venues. Venue capacity, cost of reservation, and venue amenities (primarily the availability of audio and visual tools for presentations during meetings) will be evaluated before a selection is made. No selection will be made or agreement/contract signed until possible locations are reviewed with the project team, including ADOT Communications, and a consensus amongst the team is reached.

7.4. MEETING ROOM LAYOUT

The meeting room layout will be arranged to accommodate the number of people expected and the elements according to the purpose of the meeting. Room layouts will be drafted before the meeting is setup and approved by ADOT. The rooms will be ADA compliant and outfitted to accommodate any LEP requests made prior to the meeting.

7.5. MEETING TIME AND DATE

Understanding the community will be critical to determining the right date and time to host both the public meeting and public hearing. Data collected from the Stakeholder Assessment indicates that later afternoon/early evening meetings are ideal to provide convenience for the most people.

When selecting the meeting date, the following conflicts will be considered:

- Local government meetings
- COG/MPO meetings
- Local special vents
- Holidays
- Known religions services
- Local Chamber of Commerce Meetings/Events

7.6. PUBLIC INFORMATION MEETING NOTIFICATION

Information regarding the meeting purpose, date, time and place will be clearly conveyed to intended participants and meet the minimum requirements for meeting notifications that also comply with Title VI and NEPA. Meeting notifications will be provided in both English and Spanish. ADOT's Standard Nondiscrimination language will be included on all notifications for meetings, events, and other opportunities for public input.

HDR will communicate information regarding the public meeting and public hearing through the ADOT study web site, newsletters, letters, invitations, and newspaper advertisements. ADOT will be responsible for coordinating information shared on ADOT social media outlets, press releases for the project, and notification via GovDelivery, while the HDR team will help coordinate paid media (i.e., advertising).

For both phases of public involvement, newspaper advertisements will be placed in The Arizona Republic, La Voz, and West Valley View, three local news publications that serve the study area. At least one advertisement will be translated and published in Spanish. Ads will be placed at least 15 days prior to public meetings.

The ADOT study web site will provide up-to-date study information including maps, the public meeting presentation, meeting summaries, other informational materials, and contact information. HDR will work with ADOT to provide the files and content for web posting. The study web site address is: www.azdot.gov/SR30.

A point of contact will be established for the project, and all calls will be documented and routed to the appropriate public involvement or technical team members to ensure up-to-date, timely, and accurate information is being conveyed. For all public involvement materials, Gabriella Kemp, ADOT, will be listed as the primary contact. The ADOT primary contact will record and log all inquiries received and regularly route the records and logs to HDR for storage, consolidation, and incorporation into public involvement summary (ies).

7.7. PUBLIC INFORMATION MEETING STAFFING

When selecting staff for public information meetings, the following will be considered:

- **Qualifications:** Staff members who have been working on the project and are familiar with the types of issues to be addressed at the event will be utilized.

-
- **Personality:** Because not everybody has the skills necessary to work with the public, it will be important to assign roles to those best suited to their personality type.
 - **Roles:** Specific roles will be assigned to ensure the event runs smoothly and everyone involved feels useful. These roles may include the following:
 - *Greeter/sign-in table:* Assign friendly staff to this task since they provide the first impression and are often the first to encounter individuals with concerns.
 - *Circulators:* These people have the most knowledge about the project, can answer questions or know where to get the answers (project managers or subject-matter experts, e.g. the project manager; representatives from ADOT Environmental Planning or their designated consultant; and project engineers
 - *Media Relations:* If a member of the Office of Public Information is not in attendance, one individual should be assigned to coordinate with the media, preferably someone with ADOT.
 - *Government Relations:* One individual, preferably from ADOT Government Relations, should be assigned to coordinate with elected officials.
 - *Moderator/Facilitator:* Depending on the meeting format, a moderator can be useful in keeping the flow of comments moving in an equitable fashion and maintaining the meeting schedule. Typically the moderator/facilitator will be from the Office of Community Relations.
 - Assignments may also be needed for scribes and photographers-videographers.

The appropriate number of staff working the public meeting will be determined based on the number of anticipated attendees as well as the meeting room layout and goals of the public meeting. In the event attendee turnout is lower than anticipated, extraneous staff will be excused.

7.8. PUBLIC INFORMATION MEETING STAFF BRIEFINGS

To ensure members of the project team are well versed on information being presented and will be able to answer questions anticipated from the public, all project team members will be updated at briefing meetings before attending a meeting with the public. Discussion and preparation will focus on the following:

- Who will be attending
- Review handouts and display materials
- Review/rehearsal of presentation
- Develop internal talking points to be used by team members as a resource
- Agreement regarding roles and responsibilities of ADOT staff and consultant staff
- Determine room setup: direction of flow, where to enter, where displays are located, sign-in table, etc., and identify locations for specialized information stations such as video, comment stations and placement of staff members.

7.9. PUBLIC MEETING DOCUMENTATION AND EVALUATION

Public feedback and input from the public meeting will captured and documented accordingly. Question Cards will be made available for people to write down questions, and for the moderator to read them aloud. In addition, comment cards will be provided to enable the project team to obtain input in a less formal manner. If appropriate, a court transcriber may be used to document all public comments.

A project team ‘debrief’ may be scheduled after both the public meeting and public hearing. Each project team member should participate in the debriefing with comments captured by the public and provide his or her unique perspective on how to improve future meetings. A representative from ADOT Communications will prepare a written summary of the debriefing meeting and comments collected to be sent to the project team within seven (7) working days.

CHAPTER 8 – PUBLIC HEARING

Public hearings are required for federally funded major transportation improvements prior to a decision point. All Environmental Impact Statements require public hearings. A public hearing or an opportunity for a public hearing is required for Environmental Assessments. Public hearings have specific timeframes associated with notice and advertising and comment due dates and also require an official transcription of comments that become a formal part of the public record. This public hearing will be held to comply with NEPA regulatory requirements and be extensively documented for public records.

The HDR team will arrange to have at least one interpreter at the public hearing to provide Spanish translation services to members of the community who would benefit from such services.

8.1. PUBLIC HEARING NOTIFICATION

Notification of the public hearing will be provided by placing advertisements in *The Arizona Republic*, *La Voz*, and *West Valley View*, three local news publications that serve the study area, at least 15 business days, but no more than 30 business days, before the hearing. At least one advertisement will be translated and published in Spanish. Advertisements will include the following:

- The purpose of the public hearing
- Explanation of the format for the public hearing
- Project description (use of location map)
- Date, time and location of the public hearing
- Map of public hearing venue and immediate surrounding area with north directional arrow
- The recommended action (alternative)
- List of locations and other sources (such as web sites) where the environmental documents and other materials are available for public review
- List project information line
- List project email address
- List project mailing address
- List website address
- Include ADOT project number and federal ID number, if applicable
- Comment due date

ADOT’s Standard Nondiscrimination language will be included on all notifications for meetings, events, and other opportunities for public input.

CHAPTER 9 – PUBLIC INVOLVEMENT DOCUMENTATION

Documentation of public involvement activities is critical to measure successes and demonstrate federal and state compliance for public involvement. Appropriate and complete documentation of public

involvement activities, especially public feedback involves not only ADOT Communications' staff but the entire project team who had public interaction. Public involvement documentation provides a history and record of commitments made as a result of the outreach activities throughout each stage of the transportation decision-making process. This documentation will be used for Environmental and Title VI documentation. The public should also have access to such documentation to confirm their input was heard or otherwise received and considered.

Proper documentation includes compiling all materials related to public involvement activities, summarizing and analyzing comments and describing how the comments are being addressed. A robust Public Involvement Summary Report will be developed and included in the draft document.

9.1. PUBLIC INVOLVEMENT SUMMARY

The Public Involvement Summary Report will contain all project components completed in public information and public hearing stages. The report will document all public involvement efforts made, when each was presented to the public, local agencies, elected officials and other stakeholders.

9.2. MANAGING PUBLIC COMMENTS

The public involvement process necessitates consistent procedures for recording and responding to public comments and for relaying public comments to key study team members and decision makers. All comments directed to the study team regarding the study will become part of the record.

Comments can be collected at any time during the decision-making process using the following variety of tool:

- Project Information Line: 855.712.8530
 - Comments received via telephone will be logged, and forwarded to HDR staff by ADOT Community Relations Project Manager, Gabriella Kemp.
 - Comments will be documented
- Project Email: SR30@azdot.gov
 - Comments received via email will be checked daily, logged, and forwarded to HDR staff by ADOT Community Relations Project Manager, Gabriella Kemp.
- ADOT Mail: ADOT Community Relations 1655 W Jackson St MD126F Phoenix, AZ 85007
 - Comments submitted by the USPS will be monitored, logged, and forwarded to HDR staff by ADOT Communications Project Manager, Gabriella Kemp.

All comments forwarded to the HDR team will be combined and compiled into the communications log developed by ADOT staff at the beginning of the comment period. Comments will be logged with the following information:

- **Date** – This is important for documenting the evolution of the project. It also establishes a benchmark for a timely response.
- **Comment** – It is important to document the comment so a sufficient response can be developed and to understand potential trends that could emerge. All comments provided by members of the public should be documented as such (e.g., provided by a member of the public).

- **Name, address, telephone number and email address** – This information is optional and is often redacted within reports or summaries but is valuable information to obtain for the life of the project.
- **Nature of comment** – This data will allow for easy categorization of comments to be submitted for NEPA or Title VI documentation, and to capture and summarize trends.

Comments and questions received during each public meeting and public hearing will be monitored and logged into the communication log by HDR. Compilation will include creating a master spreadsheet of all comments, including date and time of comment, comment method, nature of comment, commenter name, contact information (if provided), and ADOT responses. During the comment period, HDR will work with the ADOT team to develop responses to comments that require follow-up. No replies will be sent without first being reviewed and approved by the ADOT project manager, ADOT environmental planning, and to the extent necessary, ADOT right of way. ADOT Communications will transmit the responses to the original commenters (if required).

CHAPTER 10 – CONCLUSION

Public input offers ADOT an opportunity to understand a community's values so it can better seek to avoid, minimize or mitigate impacts from agency decisions. This PIP addresses ADOT's public involvement practices during decision-making and program implementation activities. The fundamental premise of this plan is that, in all of its programs, ADOT recognizes that it is vital to provide for meaningful public involvement. Openness to the public furthers the ADOT mission by increasing ADOT's credibility and improving agency decision-making.

Willingness to remain open to new ideas from stakeholders, and to incorporate them where appropriate, is essential to achieving the agency Mission of connecting Arizona. Everyone. Every day. Everywhere.

REFERENCES AND RESOURCES

CHAPTER 1 – Requirements for Public Involvement

1. Federal Highway Act (Federal Aid Road Act) of 1916 - <http://www.fhwa.dot.gov/publications/publicroads/96summer/p96su2.cfm>
2. Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 - <http://www.fhwa.dot.gov/publications/publicroads/01novdec/istea.cfm>
3. Transportation Equity Act for the 21st Century (TEA-21) of 1998 - <http://www.fhwa.dot.gov/tea21/factsheets/index.htm>
4. Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) of 2005 – <http://fhwa.dot.gov/safetealu/factsheets.htm>
5. Moving Ahead for Progress in the 21st Century (MAP-21) of 2012 – <http://www.fhwa.dot.gov/map21/factsheets/>
6. The Fixing America's Surface Transportation (FAST) Act of 2015 – <https://www.transportation.gov/fastact>
7. Title 23 of the Code of Federal Regulations (CFR), Part 450.210 - http://www.ecfr.gov/cgi-bin/textidx?tpl=/ecfrbrowse/Title23/23cfr450_main_02.tpl
1. Title 23 of the Code of Federal Regulations (CFR), Part 771.111 - http://www.ecfr.gov/cgi-bin/textidx?tpl=/ecfrbrowse/Title23/23cfr771_main_02.tpl

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8. National Environmental Policy Act (NEPA) of 1969 -
<http://www.epa.gov/Compliance/basics/nepa.html>
 2. Title 40 of the Code of Federal Regulations (CFR), Part 1506.6 -
<http://www.gpo.gov/fdsys/granule/CFR-2010-title40-vol32/CFR-2010-title40-vol32-sec1506-6/content-detail.html>
 9. Americans with Disabilities Act (ADA) of 1990 – <http://www.ada.gov/>
 10. Title VI of the Civil Rights Act of 1964 –
<http://www.justice.gov/crt/about/cor/coord/titlevistat.php>
 11. FHWA's Public Involvement Techniques for Transportation Decision Making 2015 Update -
https://www.fhwa.dot.gov/planning/public_involvement/publications/pi_techniques/fhwahep15044.pdf
 3. National Cooperative Highway Research Program: Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decisionmaking -
<http://www.trb.org/Publications/Blurbs/166872.aspx>
 12. FHWA's Section 4(f) Tutorial –
https://www.environment.fhwa.dot.gov/section4f/use_deminimis.aspx
 13. FHWA's Environmental Review Kit - Historic Preservation Program –
<https://www.environment.fhwa.dot.gov/histpres/index.asp>

CHAPTER 5 – Public Involvement Tools and Techniques

4. International Association for Public Participation (IAP2), Public Participation Toolbox (techniques for sharing information) - <http://www.iap2.org/>

APPENDIX A: ENVIRONMENTAL JUSTICE MAPPING REPORT

(Next Page)

DRAFT

Location: User-specified linear location

Ring (buffer): 1-mile radius

Description:

| Summary of ACS Estimates | | 2011 - 2015 | |
|--|--|------------------------------|--------------------|
| Population | | 125,159 | |
| Population Density (per sq. mile) | | 1,186 | |
| Minority Population | | 93,781 | |
| % Minority | | 75% | |
| Households | | 32,972 | |
| Housing Units | | 36,363 | |
| Housing Units Built Before 1950 | | 531 | |
| Per Capita Income | | 18,216 | |
| Land Area (sq. miles) (Source: SF1) | | 105.57 | |
| % Land Area | | 100% | |
| Water Area (sq. miles) (Source: SF1) | | 0.46 | |
| % Water Area | | 0% | |
| | | 2011 - 2015 ACS Estimates | Percent MOE (±) |
| Population by Race | | | |
| Total | | 125,159 | 100% 1,074 |
| Population Reporting One Race | | 120,505 | 96% 3,659 |
| White | | 90,945 | 73% 1,041 |
| Black | | 14,011 | 11% 812 |
| American Indian | | 3,151 | 3% 735 |
| Asian | | 2,454 | 2% 393 |
| Pacific Islander | | 504 | 0% 235 |
| Some Other Race | | 9,440 | 8% 443 |
| Population Reporting Two or More Races | | 4,654 | 4% 326 |
| Total Hispanic Population | | 72,393 | 58% 945 |
| Total Non-Hispanic Population | | 52,766 | |
| White Alone | | 31,378 | 25% 836 |
| Black Alone | | 13,420 | 11% 812 |
| American Indian Alone | | 2,797 | 2% 734 |
| Non-Hispanic Asian Alone | | 2,371 | 2% 393 |
| Pacific Islander Alone | | 504 | 0% 235 |
| Other Race Alone | | 32 | 0% 111 |
| Two or More Races Alone | | 2,264 | 2% 250 |
| Population by Sex | | | |
| Male | | 60,456 | 48% 632 |
| Female | | 64,703 | 52% 668 |
| Population by Age | | | |
| Age 0-4 | | 12,286 | 10% 339 |
| Age 0-17 | | 42,900 | 34% 459 |
| Age 18+ | | 82,259 | 66% 603 |
| Age 65+ | | 6,602 | 5% 193 |

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race. N/A means not available.

Source: U.S. Census Bureau, American Community Survey (ACS) 2011 - 2015.

Location: User-specified linear location

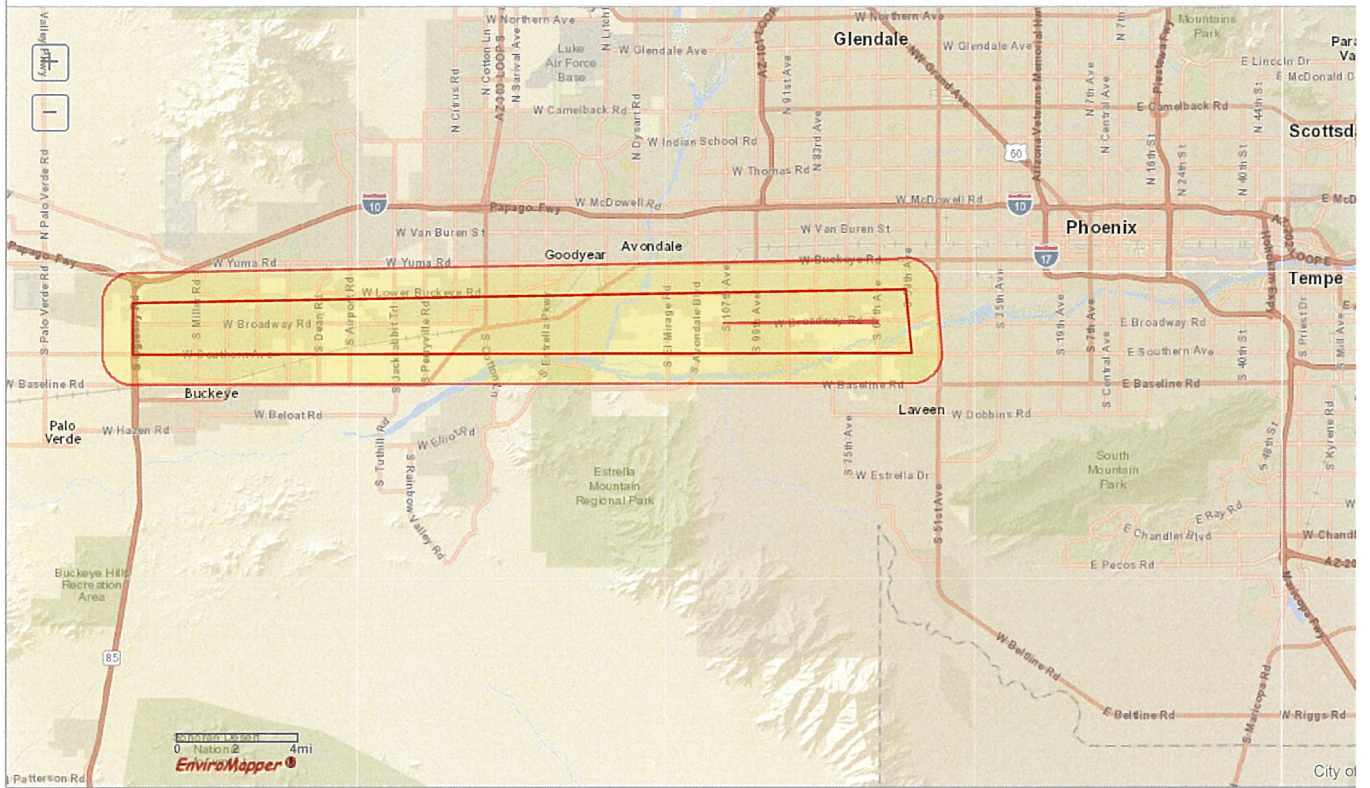
Ring (buffer): 1-mile radius

Description:

| | 2011 - 2015 ACS Estimates | Percent | MOE (±) |
|--|------------------------------|---------|---------|
| Population 25+ by Educational Attainment | | | |
| Total | 68,851 | 100% | 781 |
| Less than 9th Grade | 7,855 | 11% | 246 |
| 9th - 12th Grade, No Diploma | 7,589 | 11% | 268 |
| High School Graduate | 20,098 | 29% | 381 |
| Some College, No Degree | 22,659 | 33% | 393 |
| Associate Degree | 5,111 | 7% | 196 |
| Bachelor's Degree or more | 10,649 | 15% | 273 |
| Population Age 5+ Years by Ability to Speak English | | | |
| Total | 112,873 | 100% | 932 |
| Speak only English | 59,472 | 53% | 660 |
| Non-English at Home ¹⁺²⁺³⁺⁴ | 53,401 | 47% | 860 |
| ¹ Speak English "very well" | 35,597 | 32% | 822 |
| ² Speak English "well" | 7,971 | 7% | 358 |
| ³ Speak English "not well" | 6,519 | 6% | 286 |
| ⁴ Speak English "not at all" | 3,314 | 3% | 255 |
| ³⁺⁴ Speak English "less than well" | 9,832 | 9% | 338 |
| ²⁺³⁺⁴ Speak English "less than very well" | 17,804 | 16% | 375 |
| Linguistically Isolated Households* | | | |
| Total | 2,203 | 100% | 185 |
| Speak Spanish | 1,965 | 89% | 184 |
| Speak Other Indo-European Languages | 51 | 2% | 50 |
| Speak Asian-Pacific Island Languages | 114 | 5% | 59 |
| Speak Other Languages | 73 | 3% | 52 |
| Households by Household Income | | | |
| Household Income Base | 32,972 | 100% | 239 |
| < \$15,000 | 3,607 | 11% | 191 |
| \$15,000 - \$25,000 | 2,391 | 7% | 157 |
| \$25,000 - \$50,000 | 8,492 | 26% | 264 |
| \$50,000 - \$75,000 | 7,867 | 24% | 169 |
| \$75,000 + | 10,615 | 32% | 266 |
| Occupied Housing Units by Tenure | | | |
| Total | 32,972 | 100% | 239 |
| Owner Occupied | 20,931 | 63% | 224 |
| Renter Occupied | 12,041 | 37% | 195 |
| Employed Population Age 16+ Years | | | |
| Total | 86,925 | 100% | 832 |
| In Labor Force | 59,281 | 68% | 821 |
| Civilian Unemployed in Labor Force | 4,865 | 6% | 215 |
| Not In Labor Force | 27,644 | 32% | 464 |

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race. N/A means not available. **Source:** U.S. Census Bureau, American Community Survey (ACS) 2011 - 2015.

*Households in which no one 14 and over speaks English "very well" or speaks English only.



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APPENDIX – A: TABLE 4, SR30 SOCIOECONOMIC REPORT (January 2015)

Table 4 – Percentage of minority, low-income, and other protected populations

| Protected population | City of Avondale | Town of Buckeye | City of Goodyear | City of Phoenix | Maricopa County | State of Arizona | Study Area |
|---|-------------------------|------------------------|-------------------------|------------------------|------------------------|-------------------------|-------------------|
| Minority ^a | 66.0 | 50.1 | 42.0 | 53.5 | 41.3 | 42.2 | 72.4 |
| Hispanic or Latino | 50.3 | 38.3 | 27.8 | 40.8 | 29.6 | 29.6 | 56.5 |
| Black or African American | 8.7 | 6.7 | 6.3 | 6.0 | 4.6 | 3.7 | 9.1 |
| American Indian or Alaskan Native | 1.0 | 1.2 | 1.0 | 1.6 | 1.6 | 4.0 | 1.1 |
| Asian | 3.3 | 1.7 | 4.2 | 3.0 | 3.4 | 2.7 | 2.9 |
| Native Hawaiian or Other Pacific Islander | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 |
| Some other race | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 |
| More than one race | 2.1 | 1.9 | 2.2 | 1.7 | 1.9 | 1.8 | 2.4 |
| Low-income ^b | 14.1 | 11.4 | 7.1 | 18.2 | 13.4 | 14.7 | 13.9 |
| Disabled ^c | 16.3 | 21.4 | 14.8 | 19.1 | 18.0 | 19.3 | 18.8 |
| Elderly ^a | 5.5 | 6.7 | 10.8 | 8.4 | 12.1 | 13.8 | 3.9 |
| Female head of household ^{a,d} | 10.9 | 7.7 | 6.4 | 9.0 | 7.3 | 7.1 | 13.9 |

Sources: U.S. Census Bureau (2000, 2005, 2010)

^a from 2010 Census

^b from American Community Survey (2005–2009)

^c from 2000 Census

^d female heads of household with own children under 18 years of age

APPENDIX B: ROLES & RESPONSIBILITIES MATRIX

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APPENDIX – B: PUBLIC INVOLVEMENT ROLES AND RESPONSIBILITIES MATRIX

| | Task/Activity | Responsible Party |
|--------------------|---|-------------------|
| Pre- meeting Items | Secure Meeting Venue | HDR |
| | Social Media | ADOT |
| | News Releases | HDR |
| | Agency Information Packages | HDR/ADOT |
| | Content for Website Update | HDR |
| | Newsletter Content & Distribution | HDR |
| | Finalize stakeholder and public mailing list | HDR/ADOT |
| | Finalize staff meeting attendance, create name tags | HDR |
| | Meeting room layout | HDR/ADOT |
| | Secure Uniformed Officer for Attendance at Meeting | HDR |
| | Prepare Media Kits | ADOT |
| | Translator for Public Meeting | HDR |
| | Translation of materials to Spanish | HDR |
| Meeting Items | Fact Sheet | HDR |
| | Presentation - PowerPoint | HDR |
| | Display Boards | HDR |
| | Roll Plots | HDR |
| | Question Cards | HDR |
| | Comment form | HDR |
| | Talking Points (For staff attending meeting) | HDR |
| Post Meeting | Content Update for website | HDR/ADOT |
| | Comment Response Management/documentation | HDR |
| | Final Public Information/Hearing Meeting Summary Report | HDR |