



Public Involvement Handbook

Florida Department of Transportation

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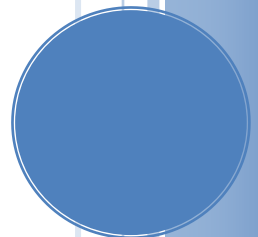


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List of Acronyms

ACS	American Community Survey
ADA	Americans With Disabilities Act
AN	Advance Notification
App	An application, especially as downloaded by a user to a mobile device
CAC	Community Advisory Committee
CAP	Community Awareness Plan
CE	Categorical Exclusion
CEQ	Council on Environmental Quality
CFR	Code of Federal Regulations
CMT	Communications Media Technology
FDEP	Florida Department of Environmental Protection
DOT	Department of Transportation
EA	Environmental Assessment
EIS	Environmental Impact Statement
EPA	Environmental Protection Agency
EST	Environmental Screening Tool
ETAT	Environmental Technical Advisory Team
ETDM	Efficient Transportation Decision Making
FAC	Florida Administrative Code
FAR	Florida Administrative Register
FDOT	Florida Department of Transportation/ the Department
FHWA	Federal Highway Administration
FTA	Federal Transit Administration
FTP	Florida Transportation Plan
FS	Florida Statutes
GIS	Geographic Information System
ISTEA	Intermodal Surface Transportation Efficiency Act
LDCA	Location and Design Concept Acceptance
LEP	Limited English Proficiency
L RTP	Long Range Transportation Plan
MAP-21	Moving Ahead for Progress in the 21 st Century
MOT	Maintenance of Traffic
MPO	Metropolitan Planning Organization
NEPA	National Environmental Policy Act
NOAA	National Oceanic and Atmospheric Administration
OPP	Office of Policy Planning
PD&E	Project Development and Environment
PDF	Portable Document Format; a file format used to present documents in a manner independent of application software, hardware, and operating systems
PIC	Public Involvement Consultant
PIO	Public Information Officer
PIP	Public Involvement Plan
PIPM	Public Involvement Performance Measurement
PM	Project Manager
PPP/P3	Public Private Partnership
PPM	Plans Preparation Manual

PSA	Public Service Announcement
RFP	Request for Proposals
ROW	Right of Way
RRR	Resurfacing, Restoration, and Rehabilitation
SAFETEA-LU	The Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users
SCE	Sociocultural Effects
SEIR	State Environmental Impact Report
SIS	Strategic Intermodal System
STIP	State Transportation Improvement Program
TEA-21	Transportation Equity Act for the 21 st Century
TIP	Transportation Improvement Program
USC	United States Code
VMS	Variable Message Sign

How to Use This Handbook

Engaging the public in the transportation decision-making process can pose a significant challenge. Many people either do not understand or are skeptical about their ability to influence the decision-making process. Others may have more immediate concerns that occupy their attention and time, making it difficult to focus on issues that they may perceive as being abstract or too far in the future. People may want to participate but are unable to make the time in their already busy schedules.

The challenge for transportation agencies and public involvement practitioners is to capture the public's interest in the transportation decision-making process. The key is to convince the public that their active involvement and participation provides them an opportunity to have meaningful input into decisions affecting them and their communities.

This Public Involvement Handbook provides techniques and methods to encourage meaningful public participation throughout the transportation decision-making process. The handbook is intended for use by the Florida Department of Transportation (FDOT/Department) staff, FDOT consultants, and any others interested in designing effective public involvement plans (PIPs). It provides guidance for developing and implementing effective public involvement activities that meet and may, in some cases, exceed federal and state requirements.

The handbook is in compliance with FDOT public involvement and community engagement policies and other legal foundations for public involvement.

There are ten chapters in this handbook, which are summarized below.

Chapter Number	Chapter Title	Summary of Chapter Contents
1	Introduction	Guiding principles and values of public involvement
2	Requirements for Public Involvement	Federal and state laws on public involvement
3	Public Involvement during the Decision-Making Process	Guidelines for projects, from planning to maintenance
4	Identifying the Public	Identifying the audience and being inclusive
5	Public Involvement Tools and Techniques	Public involvement strategies for engaging people and working with the media
6	Public Meetings	Minimum standards and recommendations for public meetings
7	Public Hearings	Minimum standards and recommendations for Public Hearings
8	Documentation of Public Involvement Activities	Requirements and recommended practices for recording outreach efforts
9	Evaluating the Effectiveness of Public Involvement Programs	Ways to determine if you are reaching the right audience and achieving your goals
10	Maximizing Equity in Transportation	Equity (nondiscrimination) and methods to achieve equitable outcomes for transportation improvements

There are five appendices, which contain the following.

Appendix	Summary of Contents
A	References and Resources
B	Glossary of Terms
C	Federal and State Requirements for Public Involvement
D	Examples of Best Practices in Public Involvement
E	Public Meeting Layouts and Checklists
F	Public Hearing Scripts

As noted above, **Appendix A** provides references and resources used in the development of this handbook while **Appendix B** provides definitions. **Appendix C** provides an abbreviated summary of the federal and state legal requirements for public involvement. **Appendix D** provides some recent examples of best practices, organized by handbook chapter. **Appendix E** provides a public meeting supplies checklist and sample room layouts for different meeting types. **Appendix F** provides the scripts for PD&E and Design public hearings.

Chapter 1 – Introduction

Transportation affects everyone. It is an integral part of our daily lives and its effects encompass economic, social, environmental, and public health dimensions. Yet, engaging the public in the transportation process can be challenging. People may not perceive engagement opportunities as a worthwhile investment of their time. Uncertainty about the ability to influence transportation decisions is a factor that can discourage participation. Some people may not be aware of the project or opportunities to participate. Others may face obstacles to participation related to physical abilities, work or school schedules, childcare needs, or access to reliable transportation.

Overcoming such challenges and fostering meaningful public involvement is crucial to fulfilling the Florida Department of Transportation (FDOT or Department) vision, mission, and policies. The Department acknowledges the value of continuous and effective public involvement and community engagement in the project planning and delivery process. This process can extend over many years, during which communities and constituencies can dramatically change. Engagement activities spanning all phases of a project ensures that all affected and interested individuals and groups have opportunities to participate in the process and help shape key transportation decisions. This handbook provides specific techniques, ideas, and examples that embody best practices in public involvement and community engagement. By adhering to the principles outlined here and following the FDOT community engagement policy, Department project managers, consultants, and other transportation partners can foster a collaborative environment, strengthen community trust and relationships, and ensure the successful delivery of transportation projects that meet the needs of the community.

Public Involvement and Community Engagement

Public involvement and community engagement are related but have distinct differences:

Public involvement generally refers to the process of actively engaging and involving the public in decision-making. It focuses on soliciting input, receiving feedback, and considering public perspectives in the transportation planning, design, and implementation processes.

Community engagement encompasses a broader approach that goes beyond specific projects or decisions. It involves building relationships, fostering collaboration, and establishing ongoing dialogue between the Department and the community. Community engagement aims to develop partnership-based relationships where the community's aspirations and values are integrated into transportation policies, programs, and initiatives.



Public involvement is needed in all phases of a transportation project, from initial planning through operations and maintenance. The public involvement effort should be scaled to match the magnitude or complexity of the project, including the potential issues or challenges of a project, such as right-of-way acquisition, relocations, access modifications, or providing a new type of transportation service.

Flexibility is essential, and the plan for public involvement should be adjusted as needed to ensure effectiveness and updated as the project progresses and conditions change.

Transportation professionals should avoid preconceived notions about the level of public involvement needed solely based on their own perceptions of the project's complexity. What seems like a beneficial project to a planner or engineer may be perceived as a burden by the community. Early public involvement provides valuable insight about potential controversy.

Understanding who constitutes the public and the affected community is vital. It is in the best interest of the project to examine the various groups that will be involved and employing the most appropriate strategies for engaging each of them. The public encompasses anyone outside of the immediate project team, including elected and appointed officials and staff of government agencies, business operators, residents, commuters, advocacy groups, and others. The affected community is a subset of these entities that could be directly impacted by a project.

1.1 Guiding Principles for Public Involvement and Community Engagement

The following guiding principles reinforce the [FDOT Community Engagement Policy Topic No. 000-525-050-j](#). Throughout this handbook, these principles are explored, and specific project examples that illustrate best practices in the implementation of these principles are provided.

Early and Continuous Engagement

Develop and promote effective and efficient opportunities for public engagement at every stage of the plan or project, starting from the early phases and continuing throughout the entire process.

Community-Centric Approach

Emphasize a community-centric approach that incorporates the views and local preferences of the community when making key decisions.

Established Procedures

Rely on established procedures outlined in relevant handbooks and manuals such as the Metropolitan Planning Organization (MPO) Program Management Handbook, FDOT Public Involvement Handbook, FDOT Project Development and Environment Manual, and FDOT Design Manual. Develop a Project Record that describes the public process used to guide key project decisions and community-based outcomes.

Relationship Building

Enhance relationships with all transportation partners, including affected residents, businesses, state agencies, statewide organizations, community leaders, and other stakeholders.

Tailored Engagement Methods

Utilize a diverse mix of methods to engage and collaborate with the community and public, providing multiple opportunities for participation and input.

Effective Communications

Use plain language to effectively communicate information and ensure community understanding, making the information accessible and easy to understand by the public.

Strengthening Partnerships

Proactively and collaboratively strengthen partnerships with all those involved in the transportation process, fostering constructive relationships and mutual cooperation.

1.2 Why Public Involvement And Community Engagement Are Important

Effective public involvement and community engagement through all phases of the transportation decision-making process are essential in transportation decision-making for several reasons:

Inclusive Decision-Making: Public involvement and community engagement ensures that the diverse voices and perspectives are taken into account. It allows for a more inclusive decision-making process

that reflects the needs, preferences, and concerns of the community members who will be directly impacted by the Department's transportation projects and programs.

Improved Decision Quality: Engaging the public provides valuable insights, local knowledge, and expertise that can enhance the quality of decisions. By incorporating input from the community, the Department can make more informed choices (technical aspects, feasibility, costs, and potential impacts) and well-rounded choices (balance different interests and priorities) to create outcomes that are acceptable and beneficial to a wide range of stakeholders.

Building Trust and Credibility: Community engagement fosters trust and credibility between the Department and the communities it serves. When community members feel that their opinions are valued and considered, it strengthens the relationship between stakeholders and leads to greater support and acceptance of transportation projects and initiatives.

Minimizing Conflict: By involving the public from the early stages of a project, potential areas of disagreement or conflict can be identified and addressed proactively. Community engagement provides an opportunity to mitigate concerns, find common ground, and develop mutually beneficial solutions, reducing the likelihood of contentious disputes later in the process.

Ensuring Sustainable Outcomes: Community engagement promotes long-term sustainability by incorporating community perspectives on environmental, social, and economic factors. It helps identify potential impacts, assess alternatives, and develop transportation solutions that align with community values, aspirations, and goals.

1.3 Involvement Roles and Responsibilities

Public involvement and community engagement often necessitate a substantial team of professionals, particularly for complex projects. While the contributions of all team members are valuable, there are four key roles essential to the process: the District Communications Manager, the District Public Involvement Coordinator, the District Project Manager, and the Consultant Project Manager. It is important to note that each district may have its own unique approach to public involvement activities, and this section aims to complement existing effective practices rather than mandate changes. The primary goal is to foster a comprehensive understanding of how these different positions can collaborate to successfully achieve public involvement and community engagement objectives.

- ④ **District Communications Manager** – Each District has a Communications Manager who is responsible for delivering credible, factual information, while interacting with the media, government officials, and the public. The main goal of the Communications Manager is to deliver a consistent message that promotes open communication and builds trust. The PIO is responsible for distributing press releases and public service announcements (PSAs), having project-related interviews and press conferences, posting meeting notices on the Department's Public Meetings website, posting information on the Department's social media sites, writing project-related articles and opinion columns, and responding to questions regarding FDOT efforts. When the media contacts any member of a project team, the Communications Manager must be informed. Depending upon the District, the Communications Manager may or may not be directly involved in the review of project-specific public involvement materials.

- ④ District Public Involvement Coordinator/Team – Some Districts have a Public Involvement Coordinator or team who works directly with the FDOT environmental, design, or construction staff to ensure compliance with Department requirements for public involvement materials and activities, and to assist with meeting locations, notifications, and logistics. All public involvement materials, including Public Involvement Plans, are reviewed by the coordinator prior to publication, especially if the District Communications Manager is not fulfilling that role. If there is no designated District Public Involvement Coordinator, the Project Manager fills that role.
- ④ District Project Manager – The assigned Project Manager from the District is typically the point of contact for project-specific questions and comments from the public, media, and government officials. Further, the District Project Manager works closely with the Consultant Project Manager and the District Public Involvement Coordinator to ensure the public involvement materials and activities comply with all appropriate regulations. To the extent possible, the District Project Manager should take the lead at public meetings and activities in terms of introducing the project and explaining the process and Department policies.
- ④ Consultant Project Manager – The role of the Consultant Project Manager is to lead the public involvement efforts of the consultant team, coordinate closely with the District PM on public involvement activities, and maintain the documentation and records of involvement activities for the District. At the District’s discretion, the Consultant PM can also be a point of contact for project-specific questions and comments; however, this should be limited to questions or comments from the public, as interaction with the media and government officials should be handled directly by the District. The Consultant Project Manager, at the District’s discretion, may be the primary presenter during public meetings (following an introduction by the District Project Manager) and during other public involvement activities, and may assist the District Project Manager with responding to questions and comments.

The first step of any project should involve a meeting between the appropriate District and consultant staff to establish a clear understanding of the District's approach to public involvement and community engagement. This meeting aims to determine the most effective strategies for handling public involvement in the specific project, as well as to define the roles and responsibilities of each team member involved. By engaging in this collaborative discussion, the project team can ensure a cohesive and well-coordinated approach that aligns with the District's practices and maximizes the effectiveness of public involvement and community engagement efforts.

Chapter 2 – Requirements for Public Involvement

This chapter provides requirements of federal and state legislation regarding community engagement. It also provides a summary of the Department’s policies, procedures, and manuals that identify requirements and guidelines for community engagement in each phase of the project development process.

2.1 Federal Requirements

Community engagement 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 greater 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. Metropolitan Planning Organizations (MPOs) are now required to prepare a public participation plan in collaboration with interested parties (including bicycle and pedestrian groups and the disabled); public meetings are to be held at convenient times and in accessible locations; and visualization techniques and electronic methods are encouraged for conveying project information. Moving Ahead for Progress in the 21st Century (MAP-21) was enacted in 2012 and carries forward all of these advancements in public participation.

The current public involvement requirements for state, local, and metropolitan plans and programs established by federal legislation are found in Title 23 of the Code of Federal Regulations (CFR), Parts 450.210 and 450.316. For specific details, consult the regulations directly, which can be found online at www.gpo.gov. The objectives identified by these regulations that FDOT promotes for its public involvement programs and activities are summarized as follows:

Public Involvement Objectives

- Early and continuous public involvement
- Inclusionary practices in activities and notification
- Consideration of the needs of the traditionally underserved
- Collaboration with other agencies, local governments, private sector transportation entities, and non-MPO officials
- Convenient meeting times and locations
- Reasonable access to information
- Timely notice of public involvement activities, including appropriate review and comment periods
- Acknowledgement and consideration of public comments

In addition to the transportation bills, there are other federal regulations that affect how public involvement activities are planned and conducted. **Appendix C**

Federal and State Requirements for Public Involvement

summarizes all of the federal requirements regarding public involvement. The most relevant to FDOT’s projects and programs are briefly described, as follows:

United States Code or USC contains the laws of the United States adopted by Congress.

The Code of Federal Regulations (CFR) contains the rules developed by the executive departments and agencies of the federal government to implement the laws contained in the USC.

Americans with Disabilities Act of 1990 (ADA)

- ⦿ Title II of this Act, 42 United States Code (USC) Sections 12131-12134, prohibits the exclusion of persons with disabilities from participation in services, programs, or activities of a public entity. This is the basis for the Department’s standard language (see Part 1, Chapter 11, Section 11-2.4 of the Project Development and Environment [PD&E] Manual) regarding accommodating persons with disabilities for such issues as hearing or visual impairment.
- ⦿ Title III of this Act, 42 USC Sections 12181-12189, requires public accommodations to provide equivalent access to individuals with disabilities. This is important for community engagement activities, as the locations of public meetings, workshops, and hearings should be accessible.

Title VI of the Civil Rights Act of 1964 and Other Nondiscrimination Laws

- ⦿ Title VI, 42 USC Sections 2000d-2000d-1, prohibits federally assisted programs from discrimination based on race, color, or national origin. Since public funds are comprised of contributions from taxpayers of all races, colors, and national origins, fairness requires that federal activities receiving such funds be conducted in a manner that discourages racial discrimination.
- ⦿ Age Discrimination Act of 1975, 42 USC Sections 6101-6107, prohibits federally assisted programs from discrimination based on age.

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

- ⦿ Directs federal agencies to identify and address any disproportionately high and adverse human health or environmental effects of their actions on minority and low-income populations.
- ⦿ Requires each agency to develop a strategy for evaluating environmental justice.
- ⦿ Promotes access by minority and low-income communities to public information and public participation.

Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency

- ⦿ Requires agencies to develop plans so that people for whom English is not their native language or who have a limited ability to read, speak, write, or understand English can have meaningful access to the services provided.
- ⦿ Requires recipients of federal funding to also provide meaningful access.
- ⦿ Factors for determining when meaningful access is necessary include:
 - Number or proportion of limited English proficiency (LEP) persons in the affected area,

- Frequency of contact with LEP persons,
 - Importance of the service provided to LEP persons, and
 - Resources available.
- Ⓢ What methods of communication constitute meaningful access?
- Translation* of vital documents into languages other than English
 - Oral interpretation* through translators or other interpretive services
- *These services must be provided free of cost to the recipient

Federal Laws Relating to Highways

23 USC, Highways

- Ⓢ Section 109(h) requires the consideration of possible adverse effects on the human and natural environment as part of the project development process.
- Ⓢ Section 128 requires public hearings and consideration of environmental impacts as part of planning projects for Federally-aided highways.
- Ⓢ Section 135 requires participation by interested parties in the development of statewide and nonmetropolitan transportation planning.

23 CFR, Federal Highway Administration (FHWA), Department of Transportation (DOT)

- Ⓢ Part 450, Section 210 states that interested parties, public involvement, and consultation, requires the state to “develop and use a documented public involvement process that provides opportunities for public review and comment at key decision points.” This is the basis for the Department’s public involvement program.
- Ⓢ Part 771, Section 111 establishes the importance of early agency coordination and public involvement in the environmental review process. Specifically, Section 111 requires:
 - Coordination throughout the entire National Environmental Policy Act (NEPA) process;
 - Public involvement in the identification of social, community, economic, and environmental impacts;
 - Public hearing(s) at convenient times and places for any project that has a 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;
 - Explanation during the public hearing of: 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 public comments;
 - Submission of a public hearing transcript to FHWA;
 - Public involvement opportunities in defining the purpose and need and range of alternatives to be considered in an Environmental Impact Statement (EIS); and
 - Public notice and opportunity for review of Section 4(f) *de minimis* impact finding.

National Environmental Policy Act (NEPA) of 1969

- Ⓢ Codified in 42 USC, Chapter 55, Sections 4321-4370, this law:
 - Established the Environmental Protection Agency (EPA), the National Oceanic and Atmospheric Administration (NOAA), and the Council on Environmental Quality (CEQ), which oversees the implementation of NEPA;

- Requires federal agencies to consider environmental impacts as part of their planning and decision-making processes; and
- Established requirements for environmental impact reviews.
- ④ 40 CFR, Chapter V, Parts 1500-1508 implement the requirements of NEPA, providing procedural provisions and administration of the NEPA process, including preparation of environmental documents, the process for inviting and documenting comments, addressing interagency disputes, and defining roles and responsibilities of agencies.
- ④ Section 1506.6 establishes the requirements for public involvement during the NEPA process, including:
 - Use of public hearings or meetings when appropriate,
 - Solicitation of information from the public,
 - Explanation of where information about NEPA and ongoing environmental documents can be found,
 - Public review of EISs, comments received, and any supporting documents, and
 - Provision of public notice of NEPA-related hearings, 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 concern), and the following for actions that are primarily of local concern:
 - Notice to state and areawide clearinghouses,
 - Notice to Native American Tribes, where appropriate,
 - Implementation of the state's public notice procedures,
 - 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, and
 - Posting of notice on and off site in the area where the action is to be located.

Uniform Relocation Assistance and Real Property Acquisition Policies Act

- ④ Codified in Title 49 USC, Part 24, this Act establishes the requirements for fair, equitable, and consistent treatment of owners of real property to be acquired and persons displaced by federal or federally-assisted projects.
- ④ Section 24.5 requires that notices provided to property owners or occupants be written in plain language or provided in an alternate manner for persons unable to read or understand a written notice.

2.2 State Requirements

The State of Florida's requirements for public involvement are found in the Florida Statutes (FS), which are available online at www.flsenate.gov/Laws/Statutes. There are several chapters that address public involvement for transportation plans and programs, which are summarized in **Appendix C**. The following are the most frequently referenced statutes and requirements.

Executive Order 07-01, Section 2 - Plain Language Initiative

- Ⓢ The purpose of this initiative is to ensure that announcements, publications, and other documents provided by state agencies contain “clear and concise” information. Specific requirements include:
 - Use of common language instead of technical jargon,
 - Providing only the pertinent information in an organized manner,
 - Use of short sentences and active voice, and
 - Layout and design that are user friendly.

Section 120.525, FS, Administrative Procedures Act

- Ⓢ Requires notice of public meetings, hearings, and workshops by publication in the Florida Administrative Register (FAR) and on the agency’s website, no less than seven (7) days prior to the event.
- Ⓢ Includes the general subject matter to be considered.
- Ⓢ Requires an agenda (containing the items to be considered in order of presentation) to be prepared and published on the agency’s website.

Section 286.011, FS, Public Business (Government in the Sunshine)

- Ⓢ Declares all meetings of any board or commission of any state, county, municipal, or political subdivision, agency, or authority to be public meetings that are open to the public at all times.
- Ⓢ Requires reasonable notice of all such meetings.
- Ⓢ Requires minutes of any such meeting to be available for public inspection.
- Ⓢ Prohibits public meetings from being held at a facility or location that discriminates on the basis of sex, age, race, creed, color, origin, or economic status or that otherwise restricts public access.
- Ⓢ Establishes penalties for violation of these provisions and exceptions for specific situations.

Section 286.29, FS, Public Business (Green Lodging)

- Ⓢ Requires state agencies to contract for meeting and conference space only with hotels or conference facilities that have been designated as Green Lodging facilities by the Florida Department of Environmental Protection (FDEP).

Section 335.199, FS, State Highway System (Access Modification)

- Ⓢ Requires notification of all affected property owners, municipalities, and counties at least 180 days prior to design finalization of any project on the State Highway System that modifies or otherwise affects access to the facility.
- Ⓢ Requires at least one public meeting in the jurisdiction where the project is located.

Section 339.155, FS, Transportation Finance and Planning

- Ⓢ Requires the development of a statewide transportation plan, the Florida Transportation Plan (FTP).
- Ⓢ Establishes procedures for public participation in transportation planning, including:
 - Providing an opportunity for comment on the FTP,
 - Requiring one or more public hearings to be held during the development of major transportation improvements, and
 - Notification requirements for design hearings.

Jessica Lunsford Act

- Codified in Title XLVIII K-20 Education Code, Chapter 1012 Personnel, §1012.465-1012.468, this law requires background checks of any person entering school grounds when children are present. As a result of this, FDOT adopted a policy that K-12 educational facilities should not be used for public meetings and hearings. There is a provision for exceptions. For more information, see **Chapter 6** - Public Meetings.

2.3 Department Procedure

FDOT promotes community engagement through all phases of transportation project development. Several manuals and handbooks are available that provide guidance on developing community engagement programs and activities that comply with both state and federal legislation. Some of these are summarized in **Appendix C**.

The PD&E Manual establishes the Department's procedures for complying with state and federal laws for public involvement. Guidance for the PD&E phase and beyond is provided in Part 1, Chapter 11, Public Involvement. The Districts are responsible for conducting community engagement activities for plans (such as the District Work Program) and projects following the procedures and processes established in the PD&E Manual. Individual projects may have unique circumstances that require special approaches to public involvement, and Districts are encouraged to establish Public Involvement Plans (PIPs) that meet these needs. However, all PIPs and procedures must comply with the Department's minimum requirements and reflect the Department's principles of being consistent, predictable, and repeatable.

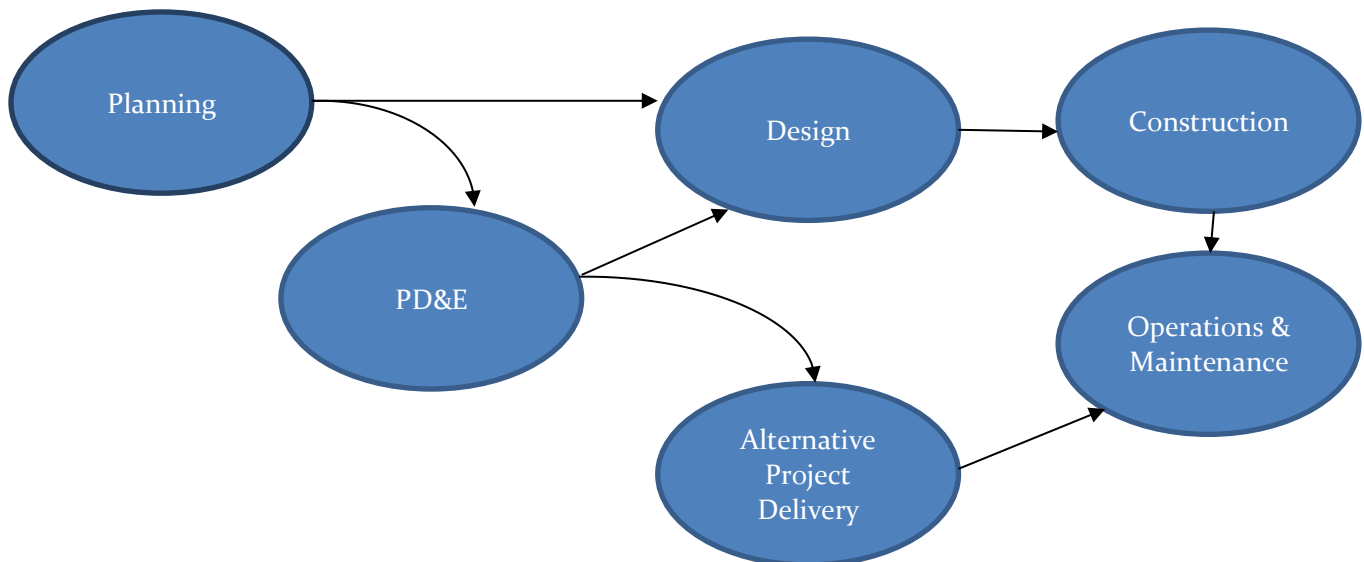
In addition to District plans and projects, each district planning office has staff that serves as liaisons with their local MPOs. The MPO Program Management Handbook provides guidance to MPOs on their role; how MPO areas are designated, formed, and modified; and on federal and state transportation planning requirements. These requirements are specifically for the plans and programs for which MPOs are responsible, namely the Unified Planning Work Program, the Long Range Transportation Plan (LRTP), and the Transportation Improvement Program (TIP). Details about the community engagement requirements for each of these plans and programs are provided in the Handbook, which can be found online at www.dot.state.fl.us/planning/Policy/metrosupport/mpohandbook/.

Chapter 3 – Public Involvement during the Decision-Making Process

The transportation decision-making process includes the following phases, which are also depicted in **Figure 3.1**.

- 🌀 Planning
- 🌀 Project Development and Environment
- 🌀 Design
- 🌀 Construction
- 🌀 Alternative Project Delivery
- 🌀 Operations and Maintenance

Figure 3.1: Transportation Decision-Making Process



The first phase starts with “big picture” discussions regarding policy and moves towards more detailed systemwide planning. Once a project is selected or programmed to receive funding, it moves into the preparatory phases including environmental studies and preliminary and final design. The last step involves the physical implementation of the project, otherwise known as construction, operations, and maintenance. An alternative project delivery phase may be used, which includes Design-Build activities, as well as public private partnerships (PPP/P3), and occurs before construction, operations, and maintenance.

Community engagement is essential throughout each major phase, as well as the individual steps and processes. The entire transportation decision-making process can take many years, and since the implementation step involves many ongoing activities, some form of community engagement should always occur.

Understanding these phases is vital for an accurate understanding of the complex processes that are undertaken by FDOT, MPOs, and other agencies in order to move an idea or plan to reality. The public and

project stakeholders can benefit from awareness and knowledge of the process to better understand when and where to become involved, and what constraints are faced by state, regional, and local agencies in making decisions during the various phases. Practitioners can benefit from understanding phases of the project in which they are not directly involved and how they can collaborate and partner with the public and fellow practitioners at each phase of the transportation decision-making process.

The goals of this chapter are to inform practitioners about the community engagement requirements in each phase of the transportation decision-making process, how they are connected, and how they should be carried forward to other phases. No matter the phase, each has a well-defined purpose and the need for continual public engagement, outreach, and information.

3.1 Public Involvement during Planning

Community engagement during planning brings diverse viewpoints and values to the surface early in the decision-making process and consists of activities and actions that both inform and involve the public so they can help influence decisions that affect their lives. There are generally three types of plans that are completed during this phase: policy, systemwide, and corridor plans.

3.1.1 Policy Planning

Policy planning is the first step in the transportation decision-making process and can involve a wide range of planning, policy, and research-related activities. For FDOT, the Office of Policy Planning (OPP) oversees a wide range of these activities to advance Florida’s statewide transportation system. These activities include the development of the Florida Transportation Plan (FTP), the Strategic Intermodal System (SIS) Strategic Plan, and collecting information and data about trends and conditions that may influence future transportation efforts. More information about these activities is available on the OPP website at www.dot.state.fl.us/planning/policy/.

3.1.2 Systemwide Planning

Transportation issues represent a significant component of planning at all levels, including the state, regional, and county level. Systemwide planning is a way to approach and study a transportation problem or issue in advance of any funding decisions, helping to link visions to financially realistic plans for multimodal transportation systems. It also provides strategic direction for investment decisions when examining transportation improvements and usually involves many different local and regional units of government.

As previously mentioned, systems planning can be applied to a variety of different geographies and a variety of different

Florida Transportation Plan

The state transportation plan, otherwise known as the Florida Transportation Plan (FTP), establishes a policy framework for spending federal and state transportation funds in Florida. It is a policy-driven document and not project-specific. Every five years FDOT updates this plan to meet the future mobility needs of Florida’s residents, visitors, and businesses.

FDOT works with partners and stakeholders to develop the plan, including a steering committee, advisory groups, and regional and local groups. The public involvement activities used to develop the FTP typically include:

- Regular meetings of a steering committee
- Web-based meetings of advisory groups
- A statewide summit
- Multiple statewide web meetings
- Regional workshops
- Briefings at regularly scheduled meetings of transportation partners
- An interactive website to gather public comments and suggestions

transportation modes. The most common example of a system plan is the LRTP, which is adopted by an MPO every five years. Other types of systems plans include countywide comprehensive plans or regional transportation master plans. Examples of systemwide plans can be found in **Appendix D**.

A variety of methods can be used to inform the public that a long-range planning effort is underway. These include, but are not limited to:

- ☉ Agency and project-specific websites (such as the MPO and LRTP websites)
- ☉ Social media
- ☉ Flyers, brochures, and advertisements
- ☉ Newsletters
- ☉ Community events
- ☉ Outreach to the traditionally underserved/underrepresented
- ☉ “Before and After” (“Today and Tomorrow”) photo simulations and visualizations
- ☉ Radio, television, and video

In addition to getting the word out about the development of a long range plan or planning effort, a variety of public participation opportunities should be employed for persons to get involved, have their voices heard. Some examples include:

- ☉ Advisory committees
- ☉ Public surveys and comment cards
- ☉ Community meetings and presentations
- ☉ Open houses
- ☉ Telephone/electronic/televised “Town Hall” meetings
- ☉ Advertised public hearing

Other examples of community engagement activities associated with LRTPs can be found in **Appendix D**.

State Transportation Improvement Program (STIP)

The STIP is a federally mandated document that includes a listing of projects planned with federal, state, and local funding in the next four fiscal years. The STIP includes priority projects from MPO Transportation Improvement Plans (TIPs) and local government projects from non-MPO areas. The projects in the STIP are a subset of the first four years of the Adopted Work Program.

The community engagement activities for the MPO projects included in the STIP are generally conducted by the MPOs during development of the LRTP. For non-MPO areas, community engagement activities for these projects are conducted by the local government that identified the project.

The STIP is accessible in several ways. It may be viewed online at www.dot.state.fl.us/ProgramDevelopmentOffice/federal/stip.shtm, in portable document format (PDF),

Long Range Transportation Plan

Metropolitan Planning Organizations (MPOs) are required to develop Long Range Transportation Plans (LRTP) that address the expenditure of federal, state, and local transportation funds over a 20-year period. MPOs must allow public review and comment on the LRTP during development of the plan. The MPO hosts public workshops to provide comments on the LRTP.

Agencies and groups that are typically involved represent land use, natural resources, environmental protection, historic preservation, neighborhood associations, transit riders, residents, business groups, public agencies, etc. **Everyone** within the MPO’s jurisdiction should have the opportunity to participate in the transportation planning process.

Most public involvement activities during planning are conducted by the MPO in accordance with their adopted Public Participation Plan. The MPO Program Management Handbook provides guidance on the public involvement requirements for LRTPs.

downloadable from the same page, or via the STIP Report, a spreadsheet available for download. The STIP Report, www2.dot.state.fl.us/fmsupportapps/stipamendments/stip.aspx, enables the STIP to be viewed by the specific county, MPO, item segment, or project description. The complete statewide STIP can also be downloaded as a spreadsheet.

3.1.3 Plans and Studies

FDOT Work Program

In the development of the FDOT Five-Year Work Program, the MPO provides its priority list of projects, which feeds the creation of the FDOT Work Program (fifth year). In addition, projects come from non-MPO areas and local boards to create the FDOT Five-Year Work Program.

Each District office is required to hold a public hearing regarding the Five-Year Work Program in at least one urbanized area within its jurisdiction. Non-MPO counties are also invited to these public hearings. These hearings provide an opportunity for the public to be involved in the transportation decision-making process, but are typically attended by local government officials, transportation professionals, and persons with land development interests in the area.

In addition to the public hearing, each District office makes a presentation at a meeting of each MPO in the district to determine if changes (additions, deletions, or revisions) are necessary to projects contained within the District Work Program. This provides an opportunity for the District to update attendees about other District projects and activities.

The Florida Transportation Commission conducts annual public hearings on the Work Program.

Feasibility Studies

A Feasibility Study is an evaluation or analysis of the potential impact of a proposed project. The Feasibility Study helps determine if a PD&E study needs to be conducted and to what level of detail. During the Feasibility Study, community engagement should be included and documented (through public workshops, small group meetings, etc.). This helps determine the type of community engagement activities that may be needed in future phases of the project. Results of the Feasibility Study may feed back into the LRTP Cost Feasible Plan in order to be programmed.

3.1.4 Corridor Planning

While systemwide plans focus on an entire city, county, region, or state, corridor plans are more narrowly focused on either a specific facility, such as a roadway, or the transportation needs for a defined area, such as a corridor, street, or neighborhood. This is typically the step between a systemwide plan and the more detailed evaluation done during the PD&E phase. The focus is to identify the transportation needs and potential

Transportation Improvement Program

The MPO's Transportation Improvement Program (TIP) is a five-year plan that identifies, prioritizes, and allocates funding for transportation projects. The TIP is updated annually, with adoption by the MPO Board in June of each year.

The MPOs provide opportunity for comment on the TIP by holding a public meeting before submitting the program to FDOT for inclusion in the State Transportation Improvement Program (STIP). The MPO is required to provide all interested parties reasonable opportunity to comment on the TIP (23 CFR 450.316). These "interested parties" include:

- All persons,
- Affected public agencies,
- Representatives of public transportation employees,
- Freight shippers,
- Providers of freight transportation services,
- Private providers of transportation,
- Representatives of users of public transportation,
- Pedestrians,
- Bicyclists, and
- the disabled.

solutions. The solutions are further developed through an appropriate mechanism, such as a PD&E study, or completed in the design phase.

Corridor planning has two different meanings. In one sense it is the planning of new corridors to provide for the future mobility needs of a region or community. Alternatively, it is the identification of improvements to existing corridors in order for them to continue to serve as vital elements of a community's transportation system. Corridors may be identified for further study from plans created during systemwide planning. Examples of corridor planning include comprehensive/master plans for a street or corridor, congestion management plans, and needs plans.

For corridor-specific studies and plans, small-scale meetings and informal public meetings at the beginning (to identify stakeholders) and end (to share findings) of the study may be the most effective. Similarly, the creation of technical and citizen advisory groups can help ensure that a broader range of individuals is included and a variety of issues are covered. If technical and citizens advisory groups are already in place, the formation of specific stakeholder and citizen forums can help ensure an explicit need or concern is covered. Examples include forums or groups focused on economic development, land use, environment, or other special interests that may have surfaced at the beginning of the study.

Throughout corridor planning, extensive effort should be made to reach out to as many groups as possible to receive comments directly from the people who will benefit from and be impacted by the transportation project or system in the future. These opportunities offer the public and interested stakeholders a chance to learn about the planning process, possible outcomes, and project milestones, as well as provide an opportunity to form relationships and show members of the public the importance of their participation.

It can be challenging to engage the public in planning-level studies that are either not scheduled for implementation within a short time frame (five to 10 years) or that are system-level plans that do not directly impact a specific area and therefore do not directly affect them. It can be more effective to utilize community engagement activities that are easy for people to access, such as information available in locations where people already are (see **Chapter 5** - Public Involvement Tools and Techniques). Engagement and involvement activities that encourage in-person dialogue and that are held outside formally scheduled public meetings and online activities can offer quality interactions and foster long-lasting relationships between citizens and practitioners. Examples of corridor planning studies can be found in **Appendix D**.

3.1.5 Efficient Transportation Decision Making Planning and Programming Screen

The Efficient Transportation Decision Making (ETDM) process is Florida's method for providing early review of transportation projects to identify potential environmental effects. State and federal regulatory agencies are able to view proposed projects and comment on potential effects. The ETDM process is consistent with the streamlining objectives of recent federal transportation legislation. More information about the ETDM process is available online at www.dot.state.fl.us/emo/ETDM.shtm.

The intent of ETDM is to:

- ② Integrate ecosystem preservation with land use planning and social considerations,
- ② Involve agencies earlier in the transportation planning process, and
- ② Allow resource and regulatory agencies and the public to comment on potential impacts of candidate transportation projects during the development of long range plans (in coordination with the appropriate FDOT District office).

A key component of the ETDM process is the Environmental Screening Tool (EST), an internet-accessible interactive database and mapping application. The EST allows participating agencies (known as the Environmental Technical Advisory Team, or ETAT members) the opportunity to provide input on proposed projects. Project information is made available to the public through the ETDM Public Access Site at <https://etdmpub.flas-etat.org/est/>.

The public cannot submit project comments directly through the public access site. However, comments can be submitted to the project sponsor in writing or verbally at a workshop, hearing, or other local community engagement activity conducted to receive ideas and comments from the public. These comments are then summarized in the EST and made available to the public. The public can sign up to receive emails concerning projects of interest.

The ETDM process connects the Planning and PD&E phases by carrying forward planning products, previous analyses, and decisions supporting transportation project implementation during subsequent project development phases. During the development of the LRTP, the MPOs should screen the proposed projects using the ETDM Planning Screen. The MPO should input public comments from LRTP outreach activities into the ETDM Planning Screen as documentation for future phases of a project. District offices provide support for non-MPO areas. Comments provided through the Planning Screen portion of the EST evaluate and inform decisions about the alternatives developed during a PD&E study to ensure consistency with community needs and concerns.

The Programming Screen portion of the EST builds upon the Planning Screen evaluation, if conducted, to further understand project issues and inform decisions related to project scoping prior to priority projects being considered for adoption in the FDOT Five-Year Work Program or prior to initiation of the PD&E study. The Advance Notification (AN) occurs during the Programming Screen and results in a Class of Action determination for the project. At this time, if appropriate, the project enters into the PD&E phase.

3.2 Public Involvement during PD&E

Community engagement activities are most extensive during the project development phase, which is also referred to as the environmental, or NEPA, process. FDOT refers to the NEPA phase as the PD&E phase. This phase is critical because it links the planning process with the actual project location, design, and eventual construction and operation.

For federally funded projects, FDOT, on behalf of either the FHWA or Federal Transit Administration (FTA), addresses and assesses compliance with more than 40 laws related to safety and the environment. These laws cover social, economic, and environmental concerns ranging from cohesion with the community to the impact on threatened and endangered species. FDOT works closely with other federal agencies; state, local, and tribal governments; public and private organizations; and the public to understand the potential impacts of the project. This process requires a delicate balance between many important factors, including:

- ☉ Mobility needs,
- ☉ Economic prosperity,
- ☉ Health and environmental protection,
- ☉ Community and neighborhood preservation, and
- ☉ Quality of life for present and future generations.

The PD&E process is based on FHWA's requirements and FDOT's process for completing NEPA requirements; and therefore, the public involvement process outlined in the PD&E Manual, Part 1, Chapter 11 Public Involvement reflects FHWA's policies and guidance for community engagement, as well as the Department's procedures.

During the PD&E phase, community engagement activities are undertaken by FDOT Districts with the goal of soliciting comments about the proposed project. Depending on the Class of Action for the project, different community engagement actions are undertaken to meet federal and state requirements. Key activities may include the following:

- ② PIP developed in accordance with state and federal requirements and reflecting the context and complexity of the proposed project
- ② Public Information Meetings
- ② Formal Scoping Meeting (Draft EIS)
- ② Community Advisory Committee (CAC) (optional)
- ② Alternatives meetings and workshops
- ② Public meetings and hearings at a convenient and accessible location and time
- ② Transcript of the public hearing available to the public and the Lead Federal Agency

Not all projects require a PD&E study. For the ones that do, the project team often holds several public meetings, including kickoff meetings, information meetings and workshops, and public hearings. Other community engagement techniques include newsletters, brochures, and websites. Not every Class of Action requires a formal public hearing, but it should be noted that public hearings have specific legal requirements for how they are advertised and conducted (see **Chapter 6** - Public Meetings for more details).

During the PD&E phase, the community engagement effort uses a variety of information to more clearly identify and delineate a project's stakeholders and affected communities. The scope of community engagement differs with each PD&E study and is adapted to the complexity of the project, as well as local area conditions. Input from the public helps engineering and environmental decisions and ensures an open and transparent decision-making process.

3.2.1 Public Involvement for FTA-Funded Projects

The FTA does not have special policies or guidance governing community engagement for transit projects separate from the general NEPA requirements; however, there are several reasons and suggestions for developing a PIP for transit planning:

1. Transit funding is discretionary, and there are always more projects than there is funding available. Having full public and political support is vital and is generally the focus of community engagement activities for transit projects.
2. Local funding is necessary to construct, operate, and maintain transit. As part of the capital grant process, FTA considers the amount of local funding committed to the project. Usually, new transit service requires a new source of funding. Involving the public early on in the project development process helps to establish a base of public support that will be needed if a new funding source is required, especially if public approval in the form of a referendum is necessary.
3. Certain types of transit, especially fixed guideway rail improvements, are new to many areas of Florida and may create apprehension. Unless people in the community are familiar with forms of premium transit from other regions, they may be reluctant to accept new types of transit service. Even those

who have experience with transit in other parts of the country may not have pleasant memories or experiences and may speak out against proposals they think will degrade their quality of life. Visual references, especially photographs and videos from other areas with similar systems, are very effective to help alleviate concerns about community context.

4. Some populations may not see the proposed project as a benefit. Even communities with high transit use may be concerned about the direct or secondary impacts that may result with premium transit improvements, such as increased foot traffic, property acquisition, or eventual displacement as property values rise. It is helpful to have representatives from the local planning department or other agencies that control land use and zoning attend these meetings so they can hear these concerns firsthand.

When FDOT is leading the transit study, it is important to involve the local transit provider(s) in the community engagement efforts. In fact, it is best to include the transit agency in the development of the PIP. This will allow both parties to capitalize on existing and planned involvement activities. Further, it is advantageous to have a representative from the transit agency present at any community engagement activity in high transit-use areas, as these participants will likely have questions that go beyond the project. Establishing a good working relationship with the transit agency is critical for advancement of the project, beyond the public realm, as the FTA will consider the agency's financial capacity to support the project. It is important for the project to be a priority for the transit agency so that they reaffirm the position communicated by FDOT to the FTA.

3.2.2 Public Involvement Plan (PIP) Guidelines

A comprehensive PIP is crucial to the success of any community engagement effort, regardless of whether it is a roadway, environmental or transit project. The requirements and specific details for PIPs for PD&E projects can be found in the PD&E Manual, Part 1 under Chapter 11, Public Involvement, Section 11-2.1. The PD&E Manual is accessible on the FDOT website at www.dot.state.fl.us/emo/pubs/pdeman/pdeman1.shtm.

The purpose of a PIP is to develop, implement, and document methods used to reach the people who may be affected by or are interested in a proposed project. The PIP should include the following, depending on the scope of the project:

1. Project background and the purpose and need for the project;
2. Community engagement goals;
3. Affected public (includes affected communities, users of the facility, and other interested or affected audiences);
4. Community engagement activities that should be implemented;
5. Summary reports from the EST, if available; and
6. Methods for documenting and evaluating the community engagement for the project/project area.

The ultimate goal of the PIP is to allow the public opportunities to be involved in the decision-making process. The PIP outlines ways to identify and contact the community affected by the plan or project (for more information refer to **Chapter 4** - Identifying the Public); informs them of the need for the plan or project; and helps them be involved in decision-making. Thorough and well-thought-out PIPs simplify the community engagement process by providing a systematic approach, maximizing the use of available resources, and minimizing delays by ensuring that community engagement activities are coordinated with other project tasks and milestones.

The PIP should outline how the community engagement efforts will be undertaken and what methods will be used, including:

- ② Number and types of meetings that are expected;
- ② Formation of a CAC/project advisory group, if any, and who those members may include; and
- ② How the activities will be advertised or how stakeholders will be notified.

The PIP is a living document and should be flexible enough to be adapted to changing conditions and situations. A sample PIP can be found in the PD&E Manual, Part 1, Chapter 11, Figure 11.5.

3.2.3 Elements of Public Involvement in PD&E Meetings

Community engagement during the PD&E phase may include the following activities, although not all are applicable to every project:

- ② Elected Officials/Agency Kickoff Meeting
- ② Public Kickoff Meeting
- ② Scoping Meeting
- ② Corridor Public Meeting(s)
- ② Alternatives Public Workshops/Meeting(s)
- ② Meetings with local agencies (MPO, City, County)
- ② Meetings with special interest groups (such as businesses and homeowner associations)
- ② CAC
- ② Public Hearing
- ② Newsletter(s)
- ② Project Website

Additional information about these activities can be found in the PD&E Manual, Part 1, Chapter 11.

At the conclusion of the PD&E study, any commitments and recommendations made to the public should be documented in the environmental document and carried forward into the design phase for implementation. Those commitments and recommendations should be tracked and monitored for adherence and for building community trust.

3.3 Public Involvement during Design

For federally funded projects, when Location and Design Concept Acceptance (LDCA) is received, the next step in the process is the design phase. When the design phase begins, it is important to keep in mind that not all projects have gone through an ETDM screening or PD&E study. Projects such as resurfacing, sidewalks, and other enhancements generally do not go through the PD&E process or do not require an ETDM screening. If the project had a PD&E phase, the design team should meet with the PD&E team to collect useful information such as mailing lists, issues that arose during public meetings or with local officials, and commitments made.

Community engagement activities during the design phase typically begin with the preparation of a Community Awareness Plan (CAP) and may involve activities such as public information meetings or design public hearings. Right of way (ROW) acquisition may overlap with the design phase. FDOT's staff typically deals with property owners and businesses on a one-on-one basis. This is when previous community engagement activities can really become crucial. During the PD&E phase, affected property owners should

have been involved and received information about acquisition and relocation procedures. If the affected property owners feel they have been involved through the previous phases, they are more likely to be understanding and knowledgeable about the process and project as a whole.

When a project moves into the design phase, any information and potential solutions developed and analyzed during prior phases should be carried forward into this phase, including recommendations and commitments. Modifications made during the design phase are fed back to the Planning and Programming phase, to inform the development of plan or TIP updates and/or amendments.

Community engagement during the design phase is discussed in the Plans Preparation Manual (PPM) Volume 1, Chapter 1. The most current PPM can be accessed online at www.dot.state.fl.us/rddesign/PPMManual/PPM.shtm. Community engagement during the design phase is also discussed in the Project Management Handbook, in Part 2, Phase Specific Project Management Items (the Design Project Management chapter and the Design-Build Project Management chapter). The Project Management Handbook is available online at www.dot.state.fl.us/projectmanagementoffice/PMHandbook/pmhandbookindex.shtm.

3.3.1 Community Awareness Plan (CAP)

A CAP is an effective way of identifying appropriate outreach activities based on the type of project and potential community concerns. The CAP is developed by the design team and should be specific to each project. Most importantly, the CAP should provide a strategic plan to maintain support and achieve the following:

- ④ Determine design implications in relation to community impacts
- ④ Ensure commitments are met
- ④ Allow for additional community engagement when necessary to address public concern
- ④ Develop Maintenance of Traffic (MOT) plans for use during construction

FDOT CAP Guidelines for design and construction identify four levels of community engagement based on the type of project:

Level 1: Project is noncontroversial, causes negligible accessibility impacts, and causes minimal traffic disruption.

Level 2: Project has general public acceptance, little impact on accessibility or traffic, and a moderate degree of traffic disruption. Examples include urban resurfacing, bridge repair projects, and other construction activities that may require lane closures.

Level 3: Project may be controversial, will significantly impact traffic flow, or will significantly affect accessibility to properties (temporarily or permanently). Examples are parking removal, median openings/closures, access management issues, traffic signal removal, roadway widening, major reconstruction, and projects including detours.

Level 4: Project involves interstate work, including maintenance work, road widening, temporary ramp closures, constructing a new interchange, and major reconstruction. Also included are projects that require temporary closure (i.e., for the duration of the construction or maintenance work) or permanent total closure of the roadway, bridges, and railroad crossings.

CAP ACTIVITIES

Below is a summary of activities expected to occur during the design phase under each CAP level:

- ④ Level 1
 - Provide opportunity for city and county staff to review and comment on proposed plans
 - No public notices or meetings are required.
- ④ Levels 2, 3, and 4
 - Provide opportunity for city and county staff to review and comment on proposed plans
 - Presentation(s) to local government(s) and/or organized community groups
 - Send notice of access impacts to affected property owners
 - Public information workshop(s)
- ④ For all CAP levels:
 - Handoff meeting between PD&E and design phases to transfer community engagement activities, comments, and commitments
 - Public meeting required for projects involving access management changes

CAP FORMAT

The CAP is composed as a report and typically includes the following information:

1. A brief, but detailed, description of the project, including:
 - a. Typical section;
 - b. Description of the community and properties affected by the project;
 - c. Major issues/community concerns and what action has been, or will be, taken to address them. Discussion of special issues such as removal of on-street parking (if any) and how it will affect adjacent properties and businesses;
 - d. Special features/amenities that will be included in the project, including, but not limited to, landscaping, by whom, and who will maintain it; and
 - e. Special commitments that the Department has made to the community (it is important to note that commitments and activities must be coordinated with the District Construction Office to ensure their compliance with the CAP);
2. A brief, but detailed, description of issues/impacts, including:
 - a. Construction schedule, possible seasonal impacts;
 - b. Contract time;
 - c. MOT plan, including restrictions to lane closures (peak/non-peak), detours, and maintenance of access; and
 - d. A brief description of access impacts;
3. The community engagement level and reasons for the designation;
4. The activities and timeline chosen, including:
 - a. A portion of the project schedule (initial engineering, constructability, bidability, production, and letting); and
 - b. A current timeline for the project, showing all CAP activities to date, as well as proposed activities.

3.3.2 Design Concept Changes

When substantial changes to the design concept occur after LDCA by FHWA, a public hearing may be required. Changes are considered to be substantial and a subsequent public hearing is held if (1) the changes cause social, economic, or environmental impacts that are substantively different from those previously determined or (2) there is significant controversy regarding a specific issue that needs to be resolved. Any design change should be coordinated through FHWA to determine the appropriate level of community engagement. In addition, a public information meeting is recommended if enough time has passed for there to be considerable changes in adjacent property ownership.

3.3.3 Access Management Changes

In accordance with Section 335.199 F.S., a public meeting must be held when the Department plans to build new medians or modify existing medians. These public meetings must be held a minimum of 180 days before the design is finalized. This applies to all types of projects, including reconstruction, resurfacing, standalone safety projects, and design-build. This does not apply to permit applications.

3.4 Public Involvement during Construction

During construction, community engagement takes on more of a public information role, informing people about lane closures, median changes, business access impacts, work hours and work zones, detours, and grand openings.

The public's ability to influence the overall construction phase is limited, but the Department is responsible for engaging with the public to provide up-to-date information and solicit concerns in order to minimize the disruption to businesses and residents during the construction phase.

Some districts may hold pre-construction open houses, which can either be formal meetings held in enclosed spaces or informal activities conducted within the project corridor. Regardless of the location, all meetings, open houses, or hearings held during the construction (or pre-construction) phase must be noticed in the FAR and on the Department's website, pursuant to Section 120.525, FS (for more information, see **Chapter 2 - Requirements for Public Involvement** of this handbook). The CAP levels for construction are the same as for the design phase; however, the activities conducted are different.

Below is a summary of activities expected to occur during the construction phase under each CAP level:

- ☉ All CAP Levels:
 - Mass mailing of project information flyer/brochure (two to four weeks prior to construction)
 - Construction notices should be included in District Communications Manager weekly traffic report (one week prior and throughout construction)
 - Presentation(s) to local government(s) and/or community groups, as needed
- ☉ Level 2:
 - Handoff meeting from design to construction (after letting)
- ☉ Levels 3 and 4:
 - Handoff meeting from design to construction (after letting)
 - Determine need for Public Involvement Consultant (PIC) prior to scope for construction engineering and inspection

- Project information meeting/open house (two to four weeks prior to construction), with appropriate public notice in the FAR

In addition to traditional public information meetings, some projects may benefit from other methods such as one-on-one meetings, an up-to-date project website, and social media. Variable message signs (VMS) are routinely used to communicate lane closures and changes in access.

3.5 Public Involvement during Alternative Project Delivery

The traditional project delivery approach is that a project moves into construction after completion of the design phase. The alternative approach combines design and construction into one phase, known as Design-Build. Design-Build projects with a financial component are typically P3s.

The alternative project delivery process typically begins with the preparation of a Request for Proposal (RFP) package. During the development of the RFP, one or more community meetings and workshops are held, as the RFP may include the preparation of preliminary engineering plans. As part of the RFP package, a preliminary CAP should be developed to provide the competing design-build teams an understanding of the community engagement level of effort before bids are submitted.

Some projects are large enough that the Department may elect to hire a separate Public Involvement Consultant (PIC) to represent the Department as a Communications Manager. Not all projects warrant the need for a PIC.

When preparing the CAP for a design-build project, it should be prepared with sufficient flexibility to adapt to the dynamic nature of the project, and specific roles and responsibilities should be outlined. The CAP guidelines discussed in **Sections 3.3 Public Involvement during Design** and **In** accordance with Section 335.199 F.S., a public meeting must be held when the Department plans to build new medians or modify existing medians. These public meetings must be held a minimum of 180 days before the design is finalized. This applies to all types of projects, including reconstruction, resurfacing, standalone safety projects, and design-build. This does not apply to permit applications.

3.4 Public Involvement during Construction should be followed, as for any design or construction project.

Meetings and methods for reaching the public during the preparation of the RFP package and during the design-build project may include the following:

- ☉ Kickoff or introductory meeting
- ☉ MPO meetings
- ☉ Public information meetings
- ☉ Local Government Council or Commission meetings
- ☉ Elected and appointed official coordination
- ☉ Meetings with special interest groups (private groups, homeowners associations, environmental groups, minority groups, and individuals)
- ☉ Newsletters
- ☉ Website
- ☉ Facebook
- ☉ Twitter
- ☉ TV/radio

- 📍 VMS
- 📍 Stakeholder surveys

3.6 Public Involvement during Operations and Maintenance

Like construction, community engagement during the operations and maintenance phase is typically focused on informing people about lane closures, work zones, detours, and temporary access impacts, if any.

Examples of operations activities include improvements to traffic signals, pavement marking, and signage. Example maintenance activities are roadside mowing/landscaping, pavement repairs, and drainage system upkeep. Community engagement during operations and maintenance activities may be limited to the use of VMS and the District Communications Manager weekly traffic report. However, there may be times when public meetings are necessary to address the concerns of adjacent property owners or neighborhoods. For more information, see the Poinciana Gardens example in **Appendix D**.

Chapter 4 – Identifying the Public

Community engagement activities must be accessible to anyone who has an interest in the project, regardless of race, age, income level, or disability. Since different involvement techniques may be required to ensure inclusion, it is important to have an understanding of the different populations that work, live, and play in the study area, so that communications methods can be tailored to their needs and preferences. Making sure that all interested members of the public are provided the opportunity to have input into our projects also helps FDOT comply with federal nondiscrimination regulations, including Title VI and environmental justice.

In addition to legal requirements, the more that is known about the study area population, the more effective the community engagement will be. For example, Wednesday night is popular for religious activities in some neighborhoods. Therefore, holding public meetings on Wednesday nights will not be effective if most of the people are already committed to another activity. This type of information is not available from the U.S. Census, but can be gleaned through fieldwork and demographic analysis.

Creating a project contact list is crucial for being able to notify affected people of community engagement activities. If the project had community engagement in an earlier phase, there may be a contact list that can be built upon. However, if this is the initial community engagement effort undertaken for the project, collecting names and contact information can be more challenging. This chapter provides guidance on how to create the initial project contact list. Before the contact list is finalized, the demographic analysis or review of study area demographics should be completed. This effort allows the project team to ensure that all populations within the study area are represented. Keep in mind that the contact list is dynamic and should change and grow as you identify new and interested parties.

4.1 Identifying Study Area Demographics

Knowing the following factors/demographics aids in the creation of an effective PIP:

- ☉ Gender
- ☉ Age
- ☉ Race
- ☉ Ethnicity
- ☉ Income Levels
- ☉ Home Ownership and Occupancy
- ☉ Disability
- ☉ Language
- ☉ Vehicles Available
- ☉ Employment

The Sociocultural Effects (SCE) Evaluation is the Department's process for identifying and addressing potential effects of transportation projects on people, communities, and community resources. More information is available on FDOT's SCE Evaluation Process website at www.dot.state.fl.us/emo/pubs/sce/sce1.shtm

Information on minority and low income populations helps determine if disproportionate impacts will result from one or more of the alternatives. This is required by regulations concerning environmental justice. The effort required to complete this review of demographics will depend upon several factors, the two most important of which are:

1. The location of the study area in relation to being part of an MPO; and
2. Previous work completed for the SCE Evaluation.

Four potential scenarios that may be encountered are listed, as follows, and the following sections provide guidance on handling each scenario.

1. Scenario 1: Within an MPO area and an SCE Evaluation completed
2. Scenario 2: Within an MPO area and no SCE Evaluation completed
3. Scenario 3: Outside an MPO area and an SCE Evaluation completed
4. Scenario 4: Outside an MPO area and no SCE Evaluation completed

4.1.1 Scenario 1: Within an MPO Area and an SCE Evaluation Completed

This is the best possible scenario, especially if the SCE Evaluation was completed within the previous five years. Reviewing the community data compiled as part of the SCE Evaluation should provide information about all of the community factors listed in **Section 4.1 Identifying Study Area Demographics**. If the SCE Evaluation is more than five years old, the MPO staff should be able to assist in providing updated demographic information. Alternatively, the project team can conduct their own demographic analysis utilizing appropriate data available from the U.S. Census and other sources. For more information on this approach, see **Section 4.1.4 Scenario 4: Outside an MPO Area and No Previous SCE Evaluation Completed**.

Transportation Outreach Planner Tool

In southeast Florida, the MPOs use the Transportation Outreach Planner Tool that provides updated demographic and socioeconomic data, which is customizable by study area. Information available from this tool includes:

- Demographic reports,
- Community background reports by municipality and for some neighborhoods, and
- Outreach strategies for different populations.

4.1.2 Scenario 2: Within an MPO Area and No SCE Evaluation Completed

In this scenario, the MPO staff should be able to assist the project team in developing the demographic analysis. Resources available to the MPO include the regional travel demand model, which includes information about demographic and socioeconomic conditions. The model is updated along with the LRTP every five years, so the information should be relevant. The MPO may have access to other studies conducted in their area that provide demographic details or may have contacts with local agencies that are able to provide information the project team requires.

4.1.3 Scenario 3: Outside an MPO Area and an SCE Evaluation Completed

For this scenario, the SCE Evaluation would have been completed as part of a previous FDOT study, such as an ETDM Planning or Programming Screen or a corridor study. If it is relatively recent (not more than five years old), it can be relied upon for the new project. Whenever feasible, the project team should perform field assessments to ensure that the SCE data are still current. More information on conducting demographic field assessment is provided in **Section 4.1.4 Scenario 4: Outside an MPO Area and No Previous SCE Evaluation Completed**.

4.1.4 Scenario 4: Outside an MPO Area and No Previous SCE Evaluation Completed

In this situation, the project team will be required to conduct its own demographic analysis of the study area. The level of detail and depth of this analysis will depend in part upon the complexity of the project, and the project budget. The SCE page of the Department’s website provides a recorded presentation of the demographic analysis training session offered by FDOT at <https://www.fdot.gov/environment/pubs/sce/Videos-SCE.shtm>.

The following is a summary of the information provided in this presentation combined with other recommendations for completing a demographic analysis.

Step 1: Define the Study Area

If the study area is not predefined by the project scope, the boundaries should be defined to include the entire project limits. The size of this study area will depend upon the type of project and its complexity. For planning studies, the general rule of thumb is one-half mile on either side of the corridor. For a design project, this area can be reduced to 300 feet from the edge of the right of way. The boundary may be defined by the U.S. Census geography, such as Census Blocks or Block Groups, in order to avoid having to clip and interpolate spatial data from the U.S. Census data or use spatial data from the census that does not accurately portray the study area (see inset: *Reconciling Spatial Data*).

Step 2: Identify Available Resources

There are a number of resources available for demographic and SCE data. The most common is the U.S. Census Bureau, including information from both the decennial censuses and the American Community Survey (ACS), which provides information on a one-year, three-year, and five-year basis, in between 10-year decennial censuses. Selecting the right source and appropriate census geography is critical. **Table 4.1** provides an overview of the types of information and geographies available for both the decennial census and the ACS.

Additional information may be available from:

- ☉ County and/or municipal government
- ☉ University of Florida
 - Bureau of Economic and Business Research
 - Institute of Food and Agricultural Sciences
 - Florida Geographic Data Library
- ☉ Local chambers of commerce
- ☉ National Urban League
- ☉ National Council of La Raza
- ☉ Local school district
- ☉ United States Department of Housing and Urban Development
- ☉ United States Department of Agriculture
- ☉ National Center for Education Statistics
- ☉ Local or regional transportation agencies
 - County or municipal traffic engineering or transportation planning division
 - MPO
 - FDOT's EST
- ☉ Social service agencies
- ☉ Transit service providers

Reconciling Spatial Data

Intersection – Uses totals from all census geographies that touch the study area boundary. Hazard is overestimation.

Interpolation – Clips the census geographies to the study area. Hazard is potential for both overestimations and underestimations. May be reduced by comparison to aerial photography.

Containment – Uses only those census geographies contained entirely within the study area. Hazard is underestimation.

Table 4.1: U.S Census Data Resources

	Decennial Census	American Community Survey
Frequency	Every 10 years	Every year for areas ≥ 65,000 population Every three years for areas ≥ 20,000 population Every five years for all areas
Data Available	Demographic: <ul style="list-style-type: none"> • Total Population • Race • Ethnicity • Age • Sex Households/Families/Group Quarters: <ul style="list-style-type: none"> • Total number • Type • Size • Relationship Housing Units: <ul style="list-style-type: none"> • Total number • Occupancy • Tenure 	Includes decennial census data, plus the following that may affect community engagement strategies: <ul style="list-style-type: none"> • Economic Characteristics: <ul style="list-style-type: none"> ○ Income ○ Employment status ○ Place of work and journey to work ○ Work status in previous year ○ Vehicles available • Social Characteristics: <ul style="list-style-type: none"> ○ Marital status ○ Ancestry ○ Place of birth, citizenship, and year of entry ○ Language spoken at home ○ Educational attainment and school enrollment ○ Disability • Housing Characteristics: <ul style="list-style-type: none"> ○ Units in structure ○ Telephone service available • Financial Characteristics: <ul style="list-style-type: none"> ○ Housing value ○ Rent
Geography	County County Subdivision Place Census Tract Block Group Block	County County Subdivision Place Census Tract* Block Group*

*Five-year estimates only

Step 3: Determine which Census Geography to Use

If utilizing data from the U.S. Census Bureau, whether it is from the decennial census or the ACS, the most useful geography to use is the Block Group level, as most of the demographic and socioeconomic information is available at this level. Other geographies are useful for either providing comparisons (at the County or “Place” level) or for facilitating a more detailed analysis of race, income, or age (at the “Block” level).

Step 4: Conduct a Field Review

It is beneficial for the project team to visit the study area to conduct a field review to verify the demographic data collected. During this field review, note who is observed in the study area, the types of community services provided, and if there is evidence of languages other than English being used. Where possible, try to speak with people in the study area at local businesses, religious institutions, or government agencies.

Step 5: Develop the Study Area Profile

Using the data collected and observations from the field, generate a profile of the study area that includes:

- Ⓢ Total population
- Ⓢ Age cohorts or collapsed categories that are appropriate for the project, such as ages under 5, under 15, 16 to 21, 21 to 64, and 65 or older

- ② Gender
- ② Ethnicity
- ② Income levels
- ② Home ownership and occupancy
- ② Languages and proficiency
- ② Employment
- ② Vehicle availability
- ② Disability

This profile should include maps, where appropriate, to show the relationships of different demographic characteristics and identify any concentrations of certain features, such as languages, disability, and transit dependency (reflected by zero vehicles available). It is helpful to include comparisons of the study area to a larger geography such as municipal or county-level data. Describe social characteristics, special populations, and growth trends. Consider the project and include information about those aspects of the study area that may be significant to the project, such as vehicle ownership and disability for a transit study, or prevalence of languages other than English that may affect community engagement strategies.

4.1.5 Using the Demographic Analysis to Tailor the PIP

Once the demographic profile of the study area is complete, the information should be used to create a Public Involvement Plan (PIP) specific to the area. Several examples of strategies to accommodate different demographic categories are provided in **Table 4.2**. More information is available online at www.mpotransportationoutreachplanner.org or in the Transportation Research Board's National Cooperative Highway Research Program (NCHRP) Report 710, Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decisionmaking, available at (http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_rpt_710.pdf). For more information, see the PD&E Manual, Part 1, Chapter 11, Public Involvement, Section 11.2.1.

Table 4.2: Public Involvement Strategies by Demographic Category

Strategies	Demographic Category									
	Seniors	Youth	Hearing Impaired	Sight Impaired	Physically Challenged	No High School	Low Income	Non-English Speakers	Transit Dependent	Shift Workers
Provide extended or special meeting hours	✓	✓							✓	✓
Plan a special meeting in a convenient location	✓	✓		✓	✓		✓		✓	✓
Incorporate games or similar activities		✓				✓				
Provide written materials			✓							
Provide American Sign Language interpreters			✓							
Use Plain Language guidance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Post meeting notices and project information in convenient locations					✓		✓		✓	
Contact via telephone				✓						
Ensure meeting location meets ADA requirements					✓					
Place display materials at an accessible level during meetings					✓					
Provide extra staff to assist with conveying the written information displayed at meetings				✓						
Provide translated materials								✓		
Ensure bilingual staff is available at public meetings								✓		
Hold the meeting at a location that is on or within ¼ mile of a fixed route transit line					✓		✓		✓	

4.2 Creating a Project Contact List

The effort required to identify the public to involve in a project will depend upon the phase of the decision-making process and the complexity of the project. The budget available will also impact the effort. Projects in early planning stages may require more effort to identify the public than those in the final stages. The following subsections provide suggestions for ways to identify the public, depending upon the phase of the decision-making process the project is in.

4.2.1 Projects or Studies in the Early Planning Phase

Typically, these studies do not have specific corridors or project limits defined and may require less effort in identifying the public; however, they may require more effort in community engagement techniques to ensure all members of the community are aware of the project and have equal opportunities to participate. The MPO may be able to assist in identifying the different communities within the study area, or data from the U.S. Census can be utilized.

4.2.2 Project Development and Environment Phase

The starting point for most of these projects is property owner information obtained from the property appraiser's office. In addition to property owners, it is recommended that the project team work with local planners to identify individuals active in their communities, neighborhood or homeowner associations, or civic groups. The community engagement professional on the project team may have knowledge of key stakeholders or groups to include on the contact list. Other resources are provided in **Table 4.3**.

4.2.3 Design Phase

If available, use information from previous phases and ensure that property owner information is updated through the property appraiser's office. Depending upon the length of the corridor, it may be feasible to collect the names of businesses and residential communities to ensure all affected individuals are included on the contact list.

4.2.4 Construction Phase

Information from the design phase may be used but should be verified. During this phase, and depending upon the type of improvements being constructed, it is very important to obtain accurate property owner information. As there is often a delay in updates to property appraiser records, it is advisable to send project team representatives into the field to verify the current uses and owners, when feasible. In addition to notifying property owners, tenants of residential and non-residential properties should be made aware of the upcoming project, the length of time it is anticipated to occur, and any other pertinent information that may affect their travel plans or decisions.

Public Hearings

Regardless of the phase of the project, if a Public Hearing is being conducted, property owners within a minimum of 300 feet of the centerline of each proposed project alternative must be notified in writing about the hearing. More information about the specific information required to be included in these notifications can be found in the PD&E Manual, Part 1, Chapter 11, Section 11.2.5.

4.2.5 Operations and Maintenance Phase

Routine operations and maintenance do not always require public notice in the form of letters or other written notifications. In most instances, providing notification via VMS for a few days up to a few weeks prior, depending upon the nature of the maintenance, may be sufficient.

Table 4.3: Community Resources

Elected Officials

- Board of County Commissioners
- State Representatives and Senators
- MPOs
- City Councils or Commissions
- Florida Congressional Delegation
- Native American Tribes

Agency Representatives

- Florida Department of Economic Opportunity
- Florida Fish and Wildlife Conservation Commission
- Florida Department of Health
- Florida Department of Children and Families
- Florida Department of Environmental Protection
- Federal Agencies
- Regional Planning Councils
- Regional Transportation Agencies
- Water Management District
- City/County Agencies
- Housing Authorities/Agencies
- MPO Technical Advisory Committees
- Florida Department of Highway Safety and Motor Vehicles

Special Interest Groups

- Florida Farm Bureau Federation
- Florida League of Cities
- Florida Association of Counties
- Florida Retail Federation
- National Federation of Independent Business
- Florida Association of Community Developers
- Florida United Business Association
- Florida Petroleum Council
- Florida Association of Home Builders
- Florida Restaurant Association
- Floridians for Better Transportation
- Florida Petroleum Marketers & Convenience Store Association
- Florida Transportation Builders Association, Inc.

Recreational Groups

- Track and Bicycle Groups
- Sports Associations
- Pedestrian Groups
- Trail Associations
- Campers Associations
- Greenway Organizations

Tourist Industry

- Visitor Council/Bureaus
- Welcome Centers and Rest Areas
- Festival Organizers
- Tourist Development Agencies
- Tourist Attractions
- Car Rental Agencies
- Travel Agents
- Hotel and Restaurant Associations

Appointed Officials

- Planning Boards
- Historic Preservation Boards
- MPO Citizens Advisory Committees
- Florida Transportation Commission

Business Community

- Chambers of Commerce
- Economic Development Councils
- Builders Associations
- Merchants Associations
- Major Employers

Professional Organizations

- Realtors
- Planners
- Developers
- Contractors
- Bankers
- Surveyors
- Engineers
- Attorneys
- Appraisers
- Healthcare Providers

Non-Profit Organizations

- Churches
- Libraries
- Colleges and Universities
- Community and Senior Centers
- American Association of Retired Persons
- The Arc
- Urban League
- National Association for the Advancement of Colored People
- Elder Associations
- Meals on Wheels
- Homeless Shelters
- Advocacy Groups

Transportation Professionals

- Safety Groups
- Emergency Medical Services
- Trucking Associations
- Transit/Paratransit Service Providers
- Public Transportation Planners
- AAA/Other Auto Associations
- Community Traffic Safety Teams

Environmental Community

- 1000 Friends of Florida
- Audubon Society
- Ducks Unlimited
- Sierra Club

Residential Associations

- Homeowners
- Condominium Owners
- Neighborhood Associations

Chapter 5 – Public Involvement Tools and Techniques

This chapter focuses on methods for sharing information about the project and promoting community engagement activities, provides guidance on working with the media (print, radio, television, and social), and explores innovative techniques.

5.1 Working with the Media

Utilizing media sources is the most effective way to communicate and provide updates on transportation projects. While one theory is that “all news is good news,” that is not always the case, especially when news relates to large investments of public funds. Achieving positive media exposure requires a certain degree of knowledge and expertise in tailoring messages that are factual and meet the media’s standards for newsworthiness. It is important to formulate a clear, uniform message for the media from the onset of the project to reduce the chance that misinformation will be spread.

Establishing a professional, one-on-one relationship with key reporters and editors who cover the transportation or government sectors is one of the best ways to enhance the chances of getting positive media coverage. Involving the District Communications Office in community engagement efforts can be effective, as District Communications Office staff have established media relationships and a solid understanding of how and when to engage the media.

Another key to positive media coverage is the content of the message. The media is more likely to pick up a story if it is simple to report, easy to understand, contains personal experiences, and is linked to a current or enduring theme, such as creating jobs, preserving the environment, or moving people and goods. We can be so involved in the details of a project that it can be challenging to take a step back and remember the bigger picture. This is where community engagement professionals and the District Communications Office can work together to craft simple, easy-to-understand messaging for the media. Personal experiences from members of the public or local government officials are effective for explaining, in general terms, the need for the project and the benefits the project may bring to the community.

5.1.1 Press Kits/Press Releases

Reporters typically look for ways to get a story out quickly and appreciate press releases and other prepared materials about the project. If appropriate, a press kit should include facts about the project, a press release with quotations from key agency representatives, information on future community engagement activities, whom to contact for more information, and photographs, graphics, or videos of the project. All materials provided to the press should be carefully proofread, double checking that the dates, times, locations, and contact person(s) are correct. Incorrect information will diminish the credibility of the Department with the media.

Issuing press releases at milestones is common in major long-term transportation projects. Press kits/releases should be clear and concise following the Plain Language Initiative Guidelines, which can be found at www.plainlanguage.gov/howto/guidelines/FederalPLGuidelines/TOC.cfm. In general, press releases should address the five “W’s”:

- ☉ Who: Identify the agency sponsoring the project and provide a contact name and phone number.
- ☉ What: Describe what is currently happening either with the project or at the public event.
- ☉ When: Indicate the timeline of the subject announced. If the press release is announcing a public meeting or workshop, be sure to include start and end times.
- ☉ Where: Identify the location of the community engagement activity, including the full street address with city, state, and zip code.
- ☉ Why: Explain why the community engagement activity or project milestone is taking place.

Press release templates are maintained by each District, in coordination with Central Office (CO) Communications Office. Formatting tips for a press release include using an easy-to-read font, leaving at least one and a half spaces between each line of text, providing a concise headline that captures the essence of the release, including the date of the release, and including the required nondiscrimination language. It is important to include a sentence or two describing the project, its background, and its purpose or goal. If the project is being conducted in coordination with other agencies, these agencies should be recognized in the press release. This standard format for a press release can be used for a variety of media sources. A sample press release is available in **Appendix D**. All media materials should be cleared with the District Communications Office before dissemination.

5.1.2 Media Sources

While the majority of Americans have access to the Internet, media resources should be selected for their ability to reach all affected communities and people and groups who may have an interest in the project. Understanding the community characteristics and needs in the affected area is essential to inclusive public outreach.

Develop a list of media contacts in coordination with the District Communications Office and maintain it throughout the life of the project. To involve traditionally underserved communities, additional effort may be required to identify community-specific and/or community-based media sources. Working with a community leader to identify these media sources may be necessary. It is important to share those contacts with the District Communications Office.

In developing a media strategy, the following questions should be asked:

- ☉ What is the appropriate level of involvement effort that should be used for the particular project?
- ☉ How will people react to the particular media source?
- ☉ How many people can be reached by that source?
- ☉ How implementable is the media strategy, from a resource and complexity perspective?

All media sources have different deadlines. Knowing these deadlines may influence the decision to include a particular source in the overall strategy. It is important to respect media deadlines to maintain a positive relationship. There may be preferences for how the information is received (e.g., email or a website form). Print/digital quality standards may be applicable. All of this information should be compiled and included as part of the media list.

The following are examples of different media sources that can be utilized for transportation projects.

Print Media

Print media should be considered for more than posting a legally required advertisement about an upcoming public meeting. There are several types of print media outlets for promoting community engagement

activities. These include general circulation newspapers, community-specific newspapers, organizational newsletters or bulletins, community-based magazines, and school-based publications. While advertising in a general circulation newspaper is both a requirement (see **Chapter 6** - Public Meetings and **Chapter 7** - Public Hearings for minimum requirements) and a reliable resource for delivering project news and updates, additional options can broaden the potential audience and promote participation by traditionally underserved communities. It is important to consider using print media provided in non-English languages or oriented to specific communities (e.g., *El Sentinel*, the Spanish version of the *Sun Sentinel*, or the *Caribbean Voice*, a newspaper in Broward County whose large readership includes the South American and Caribbean populations); homeowner association newsletters, special interest publications, or business organization newsletters or bulletins; and school-based publications such as student newspapers at local universities.

Some communities have lifestyle or other types of magazines that are distributed on a monthly or quarterly basis to inform residents about recent and upcoming events. These publications can be useful for projects that have longer time frames or involve large geographic areas. Including meetings in the community calendar of events in newspapers and newsletters is also effective. Volunteer-coordinated publications usually welcome prepared articles about topics of community interest.

Print media also includes any project-generated materials, such as fact sheets, newsletters, business cards or palm cards, brochures, and flyers. After obtaining necessary permission, these materials can be:

- ☉ Delivered to a project mailing list
- ☉ Posted at local gathering spots such as grocery stores, government offices, libraries, parks, community centers, or places of worship
- ☉ Distributed to transit riders by community engagement teams at transit stops or on transit vehicles
- ☉ Delivered to residences using door hangers
- ☉ Sent to property managers of rental communities and major employers for distribution
- ☉ Sent home with school children

Radio and TV

Even with the advent of streaming services, radio and television remain powerful media sources that capture a local audience. News channels may conduct newsworthy interviews which could be an effective way to distribute project information. Additionally, public service announcements (PSAs) are often used as a formal method of announcing meetings, workshops, and milestones. Local television channels, which cost significantly less than paid network advertising, are particularly useful for reaching and relating to a local audience. Local cable channels offer news clips and interviews that can specifically cater to a project. Local TV and radio stations often have community calendars announcing local events such as public meetings.

Web-Based Media

Social media has become a cornerstone of effective communication in the past decade. Facebook pages and Twitter feeds are examples of social media platforms used for online project communication. Mobile device applications (apps) are also increasingly being used to communicate project news. FDOT and its Districts have their own social media accounts on platforms such as Twitter, Facebook, Instagram, and YouTube, and the District Communications Office can place notifications about project events and activities on these outlets. Stakeholders and team members can spread project information through links on personal and professional social media feeds (e.g., LinkedIn). Special interest groups also may be willing to share updates and notifications about the project on their social media platforms. Another way that social media can be used is for gauging public interest in the project through social media engagement, commentary, and analytics.

Websites are an effective method of communication that can provide a central, consistent source of updates on the project. Websites are also useful for keeping track of public interest in the project through website tracking analysis tools. Web surveys and polls can be conducted through the project website at critical milestones to efficiently gauge public opinion during the decision-making process. Websites can provide ways to sign up for an email list, submit a comment, or request a presentation. Depending on the complexity of the project, a project website may not be required. For projects that do not have a website, posting information about the project and public meetings on websites of partner agencies or affected municipalities can be an effective means of notification. FDOT requires the use of the Department's template for project websites. More information about these requirements can be found at www.fdot.gov/it/consultantsites.shtm.

Use of web-based media is an integral part of modern public engagement. Our challenge is to learn about the appropriate way to interact with web-based media, how it can be used to spread information quickly and efficiently, and its time and cost-saving advantages over traditional means of disseminating information and involving the public. Social media and related tools present considerable savings where they make sense; and is vital to how Public Information Officers communicate with the public. Simple to setup and largely free to use, social media is an effective way to share information in a range of formats (e.g., video) with the public.

A diversified public engagement strategy, including digital and print information, and ability for people to speak to project representatives in person can expand the reach of our community engagement activities. However, it is important to keep in mind there will always be people who feel most comfortable with in-person interaction or tangible media that does not require Internet connectivity.

Other Media Sources

The rapidly changing world of technology provides new opportunities on a regular basis for different approaches for effective communication. Other communication modes for sharing information about projects and community engagement activities, includes videos, out-of-home advertising (i.e., billboards), Dynamic Message Signs (DMS), email blasts, text alerts, and digital advertising on websites. Depending upon the scale of the project, some of these broader involvement methods may be beneficial. For more information on media resources, consult with FDOT's Communication Office <https://www.fdot.gov/info/default.shtm>.

5.2 Innovative Involvement Methods

The approaches to community engagement using traditional and social media discussed in **Sections 5.1.2 Media Sources** largely involve one-way communication with the public. Opportunities for two-way communication are most frequently provided through public meetings. Some additional ways of engaging the public in discussion about a project or providing outreach for a community engagement activity are identified below. Traditional public meetings are discussed in **Chapter 6 - Public Meetings**.

5.2.1 Speakers Bureau

Putting together a speakers bureau has proven to be effective in garnering project support and sharing project information at major milestones. Project experts, including the District Project Manager, District Communications Office, and consultant team can be part of the Speakers Bureau. The Speakers Bureau should consist of experts with diverse backgrounds to cover different facets of the project. Speakers Bureau members can present at a variety of public meetings and events, including community gatherings, professional organizations, and transportation committees. Training is typically provided for Speakers Bureau members to convey project details and ensure delivery of consistent messaging. More information about the use of Speakers Bureaus is located in **Appendix D**.

5.2.2 Public Involvement Teams

To maximize public engagement, some agencies put together community engagement teams (or traveling information centers) to attend public events or find public places to disseminate information pertinent to the project, either by simply distributing flyers or by setting up kiosks to discuss details of the project. These teams can diversify involvement efforts to maximize public attendance. The following are examples of non-traditional places where community engagement teams can be used:

- ④ *Shopping malls and other retail centers* are places where the team can reach out to a large number of people from diverse backgrounds.
- ④ *Community fairs and sports events* offer opportunities for public information events to increase exposure of a project or plan. Booths can be set up or flyers can be handed out at these events.
- ④ *Community focal points*, such as public libraries, parks, and community centers, are locations where teams can market project information.
- ④ *Transportation hubs*, especially for transit projects, provide a particularly appropriate locale where the team can be stationed at major transfer centers or heavily used stops to distribute information about the project or upcoming community engagement activities.

5.2.3 Drive-Thru Project Display

A drive-thru open house is typically a tent(s) set up in the project area to hand out project information to passersby. This approach is a good way to distribute information to the motoring public about upcoming lane closures or detours during construction.

5.2.4 Games, Puzzles, Rewards

Research has shown that productivity increases when activities use game-like applications. With technological advancements, social media, and cultural shifts, gaming can be an effective technique to increase participation, especially from younger populations. Games can be used in public meetings by tying the meeting's goals to the game's approach in order to motivate people to interact and contribute to the meeting and to encourage friendly collaboration.

The following are examples of games, puzzles, or other activities used in public meetings, particularly during the planning phase:

- ④ *Strings and Ribbons*, where strings, ribbons, and travel mode cutouts are used to illustrate transportation funding allocations and restrictions.
- ④ *Project Selection Survey*, where survey participants get to allocate transportation funding, given a certain budget and project horizon, or select preferred images of alternatives.
- ④ *Color Dots Survey*, where a flip chart, markers, and various colored dots are used to identify and prioritize community issues.

Related to the game concept is offering rewards. Whether as part of a game or to encourage people to participate, offering nominal rewards or giveaways can be a motivator. Rewards can relate to the project, such as free bus passes at a public meeting for a transit project or free bicycle helmets to children during an open house. For a resurfacing or sidewalk project, giveaway items can include flashlights, pedometers, and blinking lights for pedestrians/bicycles. These giveaway items may be available from the FDOT Safety Office.

5.2.5 Surveys and Polls

Conducting periodic surveys and polls throughout the life of the project can help keep the public engaged and establish a baseline of public perceptions of a particular project. Surveys can collect both qualitative and quantitative information about public opinion concerning the project, and can be conducted via phone, online, text messaging, smartphone applications (apps) and at in-person meetings. User-friendly tools such as Poll Everywhere, and SurveyMonkey®, or others can be customized to fit the input sought. Non-monetary incentives, such as transit passes or event tickets, can motivate people to complete a public opinion survey.

Surveys can also be handed out in person and collected for analysis. Hardcopy surveys require significant staff time for printing, dissemination, collection, data entry, and analysis, whereas an online survey platform like those listed above automatically tally and cross tabulate responses and generate reports. Meetings provide an ideal opportunity to survey attendees on a variety of topics.

5.2.6 Printed Materials and Maps

Printed materials, including display maps, can be posted on a website, uploaded to an online meeting platform for virtual meetings, and distributed/displayed at face-to-face meetings, to inform the public about the project and stimulate dialogue and feedback. Participants can indicate their preferences (or dislike) for specific solutions by putting marks or stickers on printed materials. Display maps are useful for engaging participants in the identification of existing community features and potential issues. Positioning a Where do you live? Where do you work? map with colored dots by the meeting sign-in-table is a good way to get participants interacting at the meeting and also learn something about the attendees.

5.2.7 Technology in Public Meetings

Virtual public meetings can serve as a means to increase access to project information for the affected communities. These types of meetings may appeal to people with busy schedules, small children, or limited transportation options. They provide an opportunity for people to either attend the meeting at a host location or view on-line presentation on project details from a convenient location through internet access.

5.2.8 Hybrid Public Meetings

A hybrid public meeting or hearing is provided virtually and in-person at a physical location allowing the public choices in how they participate. The virtual meeting must have telephone dial-in capabilities to provide a way for people to participate in the manner that they feel most comfortable. It is important to be diligent about providing multiple opportunities for people to participate, receive information, interact with staff, and provide comments.

5.3 Federal Highway Administration's (FHWA) Every Day Counts Initiative

In 2009, the FHWA launched the "Every Day Counts" program to help state departments of transportation, metropolitan planning organizations, and local public agencies advance practice-ready innovations into everyday use. In 2019-2020, the program showcased Virtual Public Involvement as one of the featured innovations: https://www.fhwa.dot.gov/planning/public_involvement/vpi.

The following virtual community engagement tools are located on FHWA's website.

- ② [Mobile applications](#) allow users to get information or submit their own text and images. An app can serve as a digital clearinghouse for project planning and development, community engagement opportunities, and contact information.

- ② [Project visualization](#) techniques include photo simulations, three-dimensional images, videos, aerial footage, and augmented reality, providing a mockup of what a proposed project would look like.
- ② [Do-it-yourself videos](#) shot with tablets, smartphones, and digital cameras are an affordable and accessible way to reach stakeholders with content about plans, projects, and events.
- ② Digital [crowdsourcing tools](#) gather suggestions and provide a forum for others to weigh in on ideas. They enable stakeholders to engage in the early stages of a project in a quick, easy way.
- ② [Mapping tools](#) communicate information in a visual format. Their interactive capabilities allow users to search, click, and query their way across a project site, neighborhood, or region to gather details not easily accessible in other formats.
- ② [All-in-one tools](#) combine crowdsourcing features, mapping, visualization, file sharing, and survey instruments, offering a one-stop-shop for information on a topic.
- ② [Digital tools to enhance in-person events](#) include live polling via mobile devices, collecting and sharing ideas with tablets, and using social media to stream public meetings in real time.

Real-time polling is an audience response system that allows a meeting facilitator to ask a series of questions and provide real-time results of the responses on presentation slides that everyone can see. At the beginning of the meeting, each participant is provided a handheld remote control or “clicker” that enables them to select their preferred response to the question posed. Once all participants have responded, the facilitator displays a chart or graph that shows the results in real time.

Renting or purchasing this equipment can be costly, depending on the number of remote controls needed. Online audience response interfaces, like Poll Everywhere[®], allow participants to use their own smartphones, tablets, or laptops via text messages, Twitter, or a website. Subscriptions for these interfaces offer a variety of features and lengths of service with affordable options.

Simple yes or no questions work best with this approach as one of the challenges is properly phrasing the questions and answers to limit the range of interpretation. However, the use of multiple choice or more complex questions can encourage participants to ask questions and may lead to fuller discussions about project issues or potential solutions.

Chapter 6 – Public Meetings

The purpose of this chapter is to provide guidance on the types of public meetings, including hybrid meetings, as well as steps for planning and implementing a public meeting and strategies for dealing with conflict during meetings.

The term “public meeting” encompasses a wide variety of meeting formats and is used to distinguish less prescriptive forms of outreach from public hearings. Public meetings can take the form of advisory committees/groups, workshops, focus groups, forums, open houses, or charrettes. They can include individual meetings, small groups, or the larger community. The overall goal of any public meeting is to share information between parties, initiate or continue a dialogue about the project, and start building consensus regarding the most appropriate solution(s).

In order to address emergency situations that may restrict how a public meeting or hearing will be held, the Department has developed a hybrid approach to public meetings and hearings that will be described in this chapter and **Chapter 7 - Public Hearings**. The hybrid meeting format combines face-to-face and virtual meeting components with the goal of increasing engagement opportunities, convenience, and access for the public while allowing flexibility in developing meeting plans.

The guidance is also mindful of the need to provide a variety of methods for the public to receive information and provide input on plans and projects, while meeting public health guidelines and protecting vulnerable populations and civil liberties.

Further guidance about hybrid and virtual meetings and hearings are available on the Departments [Public Involvement website](#) including:

- 📍 [A Guide to Hybrid Public Meetings and Hearings](#)
- 📍 [How to Set Up and Host a Virtual Public Meeting Using GoToWebinar - YouTube](#)
- 📍 [Attendee Guide to Virtual Meetings](#)
- 📍 [Addressing Accessibility Challenges for Virtual Meetings](#)

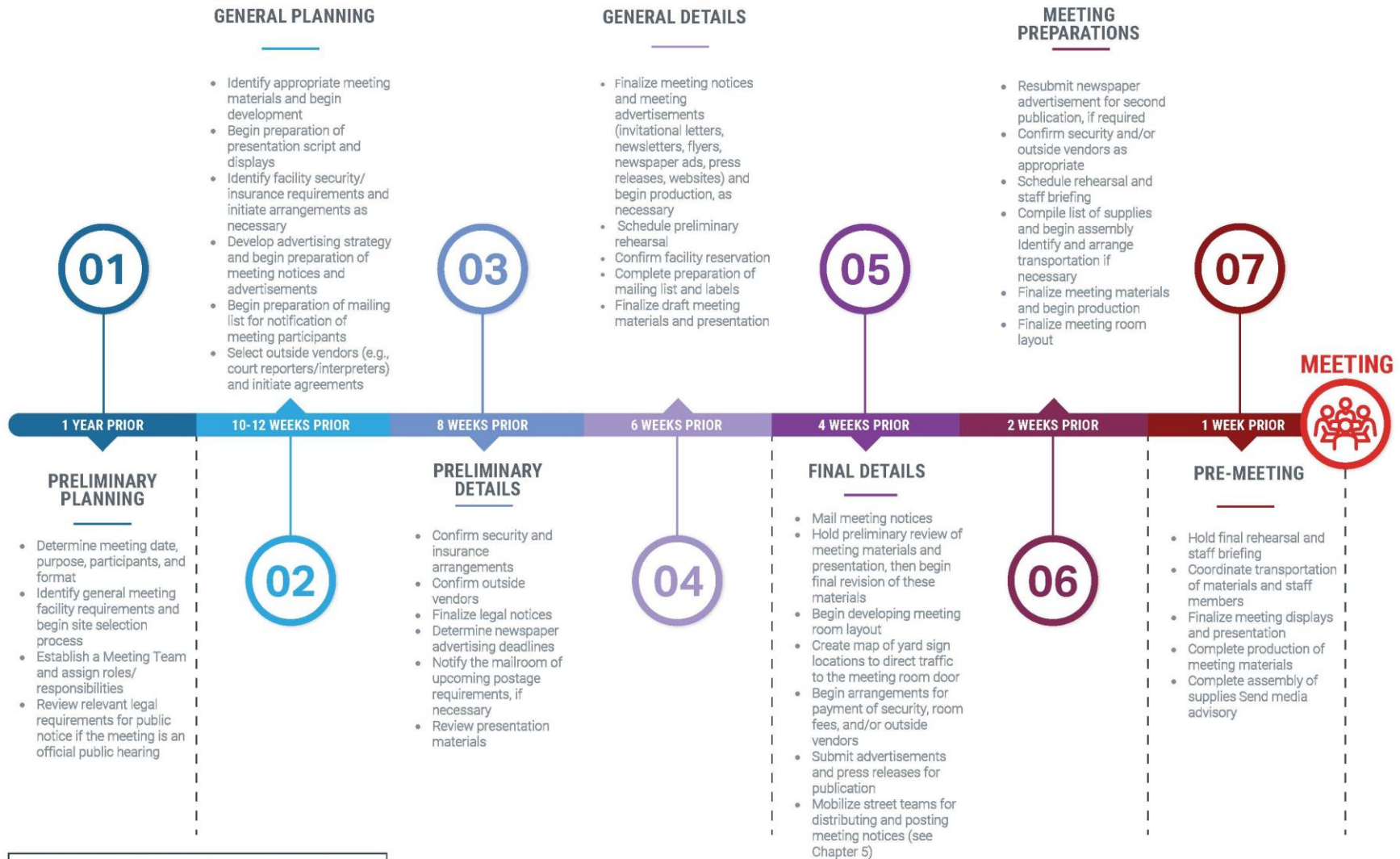
6.1 Preparing for a Meeting

6.1.1 Meeting Planning Timeline

Consider using the following seven-step process as a timeline to plan for effective meetings as described in the following graphic.

Steps for Planning and Implementing a Public Meeting

1. Determine the meeting purpose, audience, appropriate format, time, and location.
2. Select an appropriate meeting facility.
3. Provide notification of the meeting.
4. Select an appropriate number of qualified staff and assign roles.
5. Brief staff thoroughly and rehearse for meeting.
6. Conduct meeting utilizing innovative techniques when appropriate.
7. Communicate effectively during the meeting.
8. Record and evaluate the meeting.



Once the location is selected and reserved, the general planning activities can begin. It takes 10 to 12 weeks to effectively plan a public meeting.

Call the meeting facility a month prior, a week before, and a day before to confirm that the room is reserved as well as who will provide access to the room. It is a good practice to make arrangements for an employee of the meeting facility to be on hand for the meeting (the custodian or building manager, for instance) to handle any last minute emergencies, such as electrical or plumbing issues.

6.1.2 Meeting Purpose and Format

Perhaps the most conventional or familiar format for public meetings is a setup in which the audience is allowed to review project information that is on display prior to a presentation by the project team, and informal discussion occurs both before and after the presentation. Depending upon the purpose of the meeting, this format can be very effective. There may be instances when more direct participation is necessary to address a specific issue or deal with controversy. In those cases, a different meeting format can be more productive, such as a small group meeting or one-on-one meetings. Sometimes public information meetings do not have a formal presentation but will have information about the proposed project on boards or on a looping video or electronic slide presentation, with staff available to answer questions.

To determine the best format, ask the following questions:

Why is this meeting being held? To fully answer this question, think about:

- 1) The information that the project team needs to share with the audience:
 - a. Is this meeting to introduce a project, to review alternatives, or to explain an action?
 - b. Are there specific concerns or issues that need to be discussed?
 - c. Is there potential for controversy or opposition? Remember to consider alternative points of view. Often what transportation professionals perceive to be beneficial can be perceived by the community as useless, or worse, detrimental.
- 2) The type of information, response, or action desired from the audience:
 - a. Can they provide insight or information that will help with project development or evaluation?
 - b. Does the discussion need to get into details about specific issues or concerns?
 - c. Does the audience need to take the information provided and share it with others?
 - d. Does approval or funding of the project require community support?
 - e. The current phase of the project development process: Do you need the participants to stay engaged for several weeks, months, or years?
 - f. How soon will the benefits or impacts of the project affect the community?
 - g. Does the opportunity still exist for modifications to be made based on public comment?

Who needs to attend this meeting to accomplish the purpose? This can include local and state agency representatives, elected/appointed officials, special interest groups, neighborhoods that are directly affected, business owners, or those who have an interest in the proposed action. If the audience includes the general public, consider the following demographic characteristics of the project area population, as they may impact the meeting format, location, and time:

- 1) Age
- 2) Transportation availability or dependency
- 3) English language proficiency
- 4) Disabilities

What format will be most appropriate to the purpose and participants? Table 6.1 includes descriptions of different meeting formats. It is not meant to be an exhaustive list, and practitioners should not be discouraged from trying alternative or new approaches.

Table 6.1: Public Meeting Formats

Meeting Type	Description
Advisory or working committee/group	A representative gathering of individuals brought together to focus on either specific issues or geographic areas, or to provide overall guidance or comment on a project. Common examples are technical advisory groups that include professionals from agencies (other than FDOT) and committees/groups that include one representative from each neighborhood or community group.
Charrette	Charrettes are intensive daylong or multiple day meetings, where transportation professionals interact with the public in facilitated tasks to address specific concerns or issues and develop alternative solutions.
Workshop/ community forum/ open house	This refers to an informal gathering, held at a designated location, where individuals review project-related materials, talk with project team members, and provide comments.
Virtual Public Meetings (VPM)	A VPM is a meeting where the public is engaged in a virtual environment and not in-person. A VPM uses technology that allows a group of people to communicate through an internet, telephone connection or both. On-line meeting platforms generally offer audio and screen sharing and two-way communication components. Participants can see and hear the meeting proceedings and use messaging and/or a microphone to communicate with others in the meeting.
Hybrid Public Meetings	This meeting format combines face-to-face and virtual meeting components. In a hybrid meeting, a subset of the people attending the meeting is located together at a physical location and another subset is participating virtually.
Public Hearing	These are formal meetings designed to comply with specific state and federal requirements. Specific notifications, as well as transcripts of the hearing provided by a court reporter, must be provided. A designated comment period is provided after a formal presentation. See Chapter 7 - Public Hearings for more information about public hearings.

Where is the appropriate location for the meeting based on the purpose, participants, and format?

Meetings are most often held at designated locations and times within the project area. Consider taking the meeting to where people are, such as shopping areas, employment centers, community festivals, or fairs. Also consider attending established meetings, such as homeowner association meetings, business group breakfasts, or church group meetings.

When is the most appropriate time to conduct the meeting based on purpose, participants, and format?

Knowledge about the community is critical to answering this question. For example, if the project study area includes a large population of retirees, it may be beneficial to hold meetings during the morning or afternoon. Similarly, if the community or audience includes individuals with regular working hours (such as 8 AM to 5 PM), holding meetings at night or on weekends may better fit their schedules, especially if they have school-aged children. In contrast, if the project affects a facility that relies on shift workers, such as a hospital or industrial factory, it may be more appropriate to hold the meetings at times that accommodate these schedules. In this case, meetings should be longer and extend across the break of two shifts. Most FDOT-sponsored public meetings are held in the late afternoon/early evening to provide convenience to the most people. Some districts have discovered that Wednesday nights are often reserved for religious services, thus scheduling meetings on that night is avoided.

Table 6.2 is designed for use by the community engagement practitioner to determine the most appropriate type of meeting or community engagement activity. This table is not meant to be prescriptive or imply that these different meeting formats can only be utilized if all the checked criteria exist; rather it offers guidance in determining when an alternative format may be appropriate.

Table 6.2: Meeting Format Matrix

Meeting Format	Advisory or Working Group	Charrette	Focus Group	Interviews/ One-on-One Meeting	Small Group Meeting	Workshop/ Community Forum/ Open House	Virtual Public Hearing	Public Meeting (Hybrid)
Meeting Purpose								
Introduce a project	✓		✓	✓	✓	✓	✓	
Project update	✓			✓	✓	✓	✓	
Resolve conflict		✓		✓	✓	✓	✓	
Build consensus	✓		✓	✓	✓	✓	✓	
Improve community relations				✓	✓	✓	✓	
Identify project issues	✓	✓	✓	✓	✓	✓	✓	
Evaluate project alternatives	✓		✓	✓	✓		✓	
Develop alternative solutions	✓	✓	✓	✓	✓	✓	✓	
Present preferred program/plan/ project alternative(s)							✓	✓
Focus on specific issues	✓	✓	✓	✓	✓	✓	✓	
Share project information	✓		✓	✓	✓	✓	✓	✓
Satisfy legal mandates for community engagement								✓
Meeting Participants								
Individuals	✓	✓	✓	✓	✓	✓	✓	✓
Elected/appointed officials	✓	✓		✓	✓	✓	✓	✓
Special interest groups	✓	✓	✓	✓	✓	✓	✓	✓
Agency representatives	✓	✓		✓	✓	✓	✓	✓
General public		✓			✓	✓	✓	✓
Meeting Location								
Community center	✓	✓	✓	✓	✓	✓		✓
Place of worship				✓	✓	✓		
Project office			✓	✓				
Library	✓				✓			✓
College/University <i>(Kindergarten through High School requires special approvals)</i>		✓			✓	✓		✓
Shopping mall						✓		
Community fair/event						✓		
Government center	✓	✓		✓	✓	✓		✓
Council/Commission chamber	✓				✓			✓
Internet/TV/telephone	✓			✓				
Meeting Elements								
Agenda	✓	✓	✓	✓	✓	✓	✓	✓
Exhibits	✓	✓	✓		✓	✓	✓	✓
Moderator/Facilitator	✓	✓	✓	✓	✓	✓	✓	✓
Scribe/Court Reporter	✓	✓		✓	✓	✓	✓	✓
Large open space		✓				✓		

Meeting Format	Advisory or Working Group	Charrette	Focus Group	Interviews/ One-on-One Meeting	Small Group Meeting	Workshop/ Community Forum/ Open House	Virtual Public Hearing	Public Meeting (Hybrid)
Comment table						✓		
Breakout areas		✓				✓		
Formal seating							✓	✓
Microphone		✓					✓	✓
Webcasting capabilities								
Audio/video recording/transcript			✓				✓	✓

6.1.3 Meeting Facility

It is important, but not always easy, to find a location for a public meeting that is in the project area, familiar to the public, easy to reach (on a public transit route, if possible), complies with the requirements of the Americans with Disabilities Act (ADA) and the Jessica Lunsford Act, complies with the Department's policy on Green Lodging (for hotels only), has sufficient parking, and is appropriate to the meeting purpose and format.

Facility Considerations

Consider the capacity limit of the venue and follow any local ordinances. Before reserving the location, schedule an appointment with the facility manager to visit the facility. Take pictures of the room, check the audio/visual equipment, electrical outlets, and furniture options. Ask to meet the person who will be on duty at the facility during the meeting. Consider the following when selecting a meeting location:

- ☉ If a sound system is needed, does the facility provide such equipment?
- ☉ Will the facility allow entry into the space early enough for set up? Likewise, is there a closing time that restricts breakdown time?
- ☉ Are there enough tables and chairs available?
- ☉ Is there plenty of parking and is handicapped parking available?
- ☉ Are the restrooms handicap accessible?
- ☉ Is the parking lot well-lit for a night meeting?
- ☉ Is there a place for signage directing people to the correct room and will you be allowed to place signs on the roadway leading to the meeting location?
- ☉ Can people walk easily from transit?
- ☉ Is there a custodian or property manager on duty at the time of the meeting for emergency purposes?
- ☉ Are there local sign regulations that require permits for way-finding signs?

Make sure all of the following are considered before final approval of a location.

ADA Compliance: All public meetings must be held at a site that provides reasonable accommodation and access to disabled persons wishing to attend and participate. When notified at least seven days in advance of a person's disability, the Department must reasonably accommodate the person's disability to provide an equal opportunity for participation. While the Department cannot provide transportation for disabled persons, every effort should be made to accommodate special needs, such as wheelchair access and seating, materials for visual impairment (through the use of large print materials, for example), or referral to a transportation service that may suit their needs.

Jessica Lunsford Act: Public school facilities for grades K-12 should not be used for public meetings. School facilities may be used, however, if there are no other feasible options in the area, and with approval from the Department's Assistant Secretary of Engineering and Operations. Alternate educational facilities to consider include colleges, universities, and private schools.

Green Lodging Hotels: Any hotel used by the Department for a public meeting must be designated by the FDEP as a Green Lodging hotel. More information about Green Lodging hotels is available on the FDEP website at <https://floridadep.gov/osi/green-lodging>.

When selecting a public meeting venue, utilize common sense and logic:

- ☉ If the purpose of the meeting is simply to impart information to the public, an auditorium setting is adequate.
- ☉ If a variety of information is to be communicated with the purpose of receiving feedback, look for a room large enough to accommodate multiple workstations and some seating.
- ☉ If a large crowd is expected, find a location with a room large enough to set up two identical sets of display boards, allowing people to move about freely.

6.1.3.2 Facility Layout

The meeting room layout should be arranged to accommodate the number of people expected and the elements according to the purpose of the meeting. Ideally, a layout of the room, particularly for the more formal meetings, will be drafted before the meeting is set up. Several examples of different room layouts are provided in **Appendix E**.

6.1.4 Meeting Notification

Information regarding the meeting purpose, date, time, and place should be clearly conveyed to the intended participants. The minimum requirements for notification are:

- ☉ Publishing an advertisement in a newspaper with local circulation in the project area; at least one advertisement is suggested prior to the meeting;
- ☉ Publishing a notification in the Florida Administrative Register (FAR) at least seven days prior to the meeting;
- ☉ Posting the meeting on FDOT's Public Meeting Notices website at least seven days prior to the meeting;
- ☉ Issuing a press release at least seven days prior to the meeting; and
- ☉ Sending or delivering notification letters to elected officials, property owners, and renters/tenants within the affected area.

There are a variety of methods for notifying the affected community about an upcoming public meeting. Each method and corresponding requirement are discussed in the following sections. It is important to note that the following nondiscrimination standard statements must be included for all notification methods:

- ☉ *Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability, or family status.*
- ☉ *Persons who require special accommodations under the Americans with Disabilities Act or persons who require translation services (free of charge) should contact _____ at _____ at least seven days prior to the meeting.*

Similarly, the following standard statement related to project development must be included for all PD&E outreach and community engagement notification methods for projects with federal funding or federal involvement:

- ☉ *The environmental review, consultation, and other actions required by applicable federal environmental laws for this project are being, or have been, carried-out by FDOT pursuant to 23 U.S.C. § 327 and a Memorandum of Understanding dated December 14, 2016, and executed by FHWA and FDOT.*

With the audience in mind, there are many creative ways to approach meeting notification. Remember that outreach to traditionally underserved and LEP populations (see **Chapter 4** - Identifying the Public, **Table 4.2**: Public Involvement Strategies by Demographic Category) is critical. For the traditionally underserved, bringing information to their communities helps increase their awareness of public meetings. Further, engaging several of the community leaders (not necessarily elected leaders) and seeking their help to spread the word or provide ideas about how best to reach their community can be beneficial.

For communities where English is not the primary language, translating meeting notifications may improve awareness. If the community is large enough, there may be a non-English language newspaper or radio station where a meeting notification could be placed. Other suggestions are posting the translated notice on the project website and establishing telephone numbers with voicemail for individuals to leave messages in their native languages for the project team. To be effective, information about these options should be provided in the most prevalent languages in the required meeting notifications, such as the letters and newspaper advertisement. **Figure 6.1** shows sample public hearing announcements in English and Spanish from District 4 for the SW 10th Street Connector PD&E and SR 9/I-95 PD&E. Further guidance is available on the Department's [Public Involvement website](#) under Quick Start Resources entitled "[Engaging People with Limited English Proficiency \(LEP\)](#)".

6.1.4.1 Notification Samples

A variety of notification materials can be tailored for use with the array of public outreach opportunities. Examples that can be modified to match any need are provided in **Appendix D**.

Figure 6.1: Sample PD&E Public Hearing Announcements

Public Hearing Location

PUBLIC HEARING LOCATION
 FDOT District Four Office
 3400 West Commercial Blvd
 Ft. Lauderdale, FL 33309

How To Make Comments:

- Submit your comments or questions to one of the project websites shown below
- Make a verbal statement during the public comment period at the Public Hearing (virtual or in-person)
- Complete a comment form and drop it off in the comment box for the in person Public Hearing
- Enter your comment in the chat window during the virtual Public Hearing
- Mail or email your comments to the FDOT Project Manager, Robert Bostian at the address shown below

All comments received postmarked on or before **November 4, 2020** (20 days after the last Public Hearing) will be included in the Project Administrative Record.

Contact Information

Robert Bostian, PE
 FDOT Project Manager
 Florida Department of Transportation, District Four
 3400 West Commercial Boulevard
 Ft. Lauderdale, Florida 33309
 (954) 777-4427 or Toll free (866) 336-8435, ext. 4427
Robert.Bostian@dot.state.fl.us

For additional project information, visit us at:
www.sw10street.com or www.fdot.gov/projects/sr9/index.html

Stay Involved. @MyFDOTSEFL @MyFDOTSEFL @MyFDOT_SEFL

Public Hearing Schedule

This Public Hearing is a combined event for these two separate PD&E studies. A PD&E study is FDOT's process to evaluate the social, economic and environmental impacts associated with a planned transportation improvement project. The purpose of the SW 10th Street Connector is to provide connectivity between Florida's Turnpike/Sawgrass Expressway and I-95 and improve safety in conjunction with changes to the existing access management classification and median opening configuration. The purpose of the I-95 project is to increase capacity and improve various existing operational and safety deficiencies along I-95 between and including the interchanges at SW 10th Street and Hillsboro Boulevard. The purpose of these Hearings is to give interested persons an opportunity to comment and provide input on the refined transportation improvement alternatives.

The Public Hearing will be offered in two different formats: virtual and in-person. Both formats will have several different date / time options or sessions so we can accommodate all interested persons. Draft project documents will be available for public review starting on **September 21, 2020** on the project websites and at FDOT – District Four, 3400 West Commercial Boulevard, Ft. Lauderdale, FL 33309. Please make an appointment to view the project documents by calling (954) 486-1400. FDOT is open from 8 a.m. to 4:30 p.m. for appointments.

Draft project documents will be available for public review starting on **September 21, 2020** on the project websites and at FDOT – District Four, 3400 West Commercial Boulevard, Ft. Lauderdale, FL 33309. Please make an appointment to view the project documents by calling (954) 486-1400. FDOT is open from 8 a.m. to 4:30 p.m. for appointments.

Option 1: Virtual (online) Public Hearing

The Virtual (online) Public Hearing will be held over three days with three sessions per day as shown below. Additional days may be added if warranted:

- October 12, 2020
- October 13, 2020
- October 14, 2020

Open House Sessions		Formal Hearing Sessions		
Session Begins	Session Ends	Presentation Begins	Comments Start	Comments End (approx.)
11:00 a.m.	12:00 noon	12:00 noon	12:45 p.m.	1:30 p.m.
2:30 p.m.	3:30 p.m.	3:30 p.m.	4:15 p.m.	5:00 p.m.
6:00 p.m.	7:30 p.m.	7:30 p.m.	8:15 p.m.	9:00 p.m.

Note: In the event that the Public Hearing cannot be held on the dates listed above, it will be held at the same times on the alternate dates of October 26th, October 27th, and October 29th.

Option 2: In-Person Public Hearing

The in-person Public Hearing will be held after the virtual Public Hearings and will accommodate 4 sessions. See below for a detailed table showing the in-person Public Hearing sessions per day. The in-person Public Hearings will be held on one day on **October 15, 2020*** at FDOT District Four located at: 3400 West Commercial Boulevard, Ft. Lauderdale, FL 33309. The Public Hearing is in compliance with all current COVID-19 guidelines. Social Distancing Guidelines and ordinances will be followed.

Open House Sessions		Formal Hearing Sessions		
Session Begins	Session Ends	Presentation Begins	Comments Start	Comments End (approx.)
9:00 a.m.	10:00 a.m.	10:00 a.m.	10:45 a.m.	11:30 a.m.
12:00 noon	1:00 p.m.	1:00 p.m.	1:45 p.m.	2:30 p.m.
3:00 p.m.	4:00 p.m.	4:00 p.m.	4:45 p.m.	5:30 p.m.
6:00 p.m.	7:00 p.m.	7:00 p.m.	7:45 p.m.	8:30 p.m.

* In the event that the Public Hearing cannot be held October 15, 2020, it will be held at the same times on the alternate date of October 30, 2020.

Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability or family status. Persons who require special accommodations under the Americans with Disabilities Act (ADA) or persons who require translation services (free of charge) should contact Robert Bostian at least seven (7) days prior to the Public Hearing. If you require further information, please do not hesitate to contact Robert Bostian at (954) 777-4427 or toll free at (866) 336-8435, ext. 4427, via email at Robert.Bostian@dot.state.fl.us, or visit the project websites at www.fdot.gov/projects/seff/future/95/sr9 and www.sw10street.com. The environmental review, consultation, and other actions required by applicable federal environmental laws for this project are being, or have been, carried out by FDOT pursuant to 23 U.S.C.327 and a Memorandum of Understanding dated December 14, 2016 and executed by the FHWA and FDOT.

For more information: FDOT Project Manager
 Robert Bostian, P.E.
 (954) 777-4427
 Toll Free (866) 336-8435, ext. 4427
Robert.Bostian@dot.state.fl.us

FDOT Project Websites:
www.sw10street.com
www.fdot.gov/projects/seff/future/95/sr9
 @MyFDOTSEFL

Programa de Audiencia Pública



Esta audiencia pública es un evento combinado para estos dos estudios de PD&E separados. Un estudio PD&E es el proceso del FDOT para evaluar los impactos sociales, económicos y ambientales asociados con un proyecto de mejora del transporte planificado. El propósito del SW 10th Street Connector es proporcionar conectividad entre la autopista Turnpike/Sawgrass Expressway de Florida y la I-95 y mejorar la seguridad junto con los cambios en la clasificación de administración de acceso existente y la configuración de apertura mediana. El propósito del proyecto de la I-95 es aumentar la capacidad y mejorar varias deficiencias operativas y de seguridad existentes a lo largo de la I-95 entre e incluyendo los intercambios en SW 10th Street y Hillsboro Boulevard. El propósito de estas Audiencias es brindar a las personas interesadas la oportunidad de comentar y proporcionar información sobre las alternativas de mejora del transporte refinados.

La audiencia pública se ofrecerá en dos formatos diferentes: virtual y en persona. Ambos formatos tendrán diferentes opciones de fecha/hora o sesiones para que podamos acomodar a todas las personas interesadas. **Se requiere preinscripción para la Audiencia Pública (virtual y en persona); visite cualquiera de los sitios web del proyecto (que se muestran a continuación) para registrarse.** Para garantizar que los representantes puedan manejar adecuadamente las preguntas y comentarios, cada sesión de Audiencia Pública tendrá límites de asistencia. La inscripción se realizará por orden de llegada. Las personas interesadas solo pueden atender a una Audiencia Pública (virtual o en persona). Si tiene alguna pregunta o problema para registrarse para una sesión de Audiencia Pública, llame al: **1-800-418-0524**.

Los borradores de los documentos del proyecto estarán disponibles para revisión pública a partir del **21 de septiembre de 2020** en los sitios web del proyecto y en el FDOT - Oficina del Distrito Cuatro, 3400 West Commercial Boulevard, Ft. Lauderdale, FL 33309. Para ver los documentos del proyecto, por favor llame al (954) 486-1400 para sacar una cita. Las oficinas del FDOT están abiertas de 8:00 a.m. a 4:30 p.m.

Opción 1: Audiencia Pública Virtual (en línea)

La audiencia pública virtual (en línea) se llevará a cabo durante tres días con tres sesiones por día como se muestra a continuación. Se pueden agregar días adicionales si se justifica:

- 12 de octubre de 2020
- 13 de octubre de 2020
- 14 de octubre de 2020

Horario de Sesión de Audiencia Pública Virtual				
Sesiones de Casa Abierta		Sesiones de la Audiencia Formal		
Comienza la Sesión	Termina la Sesión	Comienza la Presentación	Comienzan los Comentarios	Terminan los Comentarios (aproximadamente)
11:00 a.m.	12:00 del mediodía	12:00 del mediodía	12:45 p.m.	1:30 p.m.
2:30 p.m.	3:30 p.m.	3:30 p.m.	4:15 p.m.	5:00 p.m.
6:00 p.m.	7:30 p.m.	7:30 p.m.	8:15 p.m.	9:00 p.m.

*Aviso: En caso de que la Audiencia Pública no puedan ocurrir en las fechas mencionadas anteriormente, se llevará a cabo a las mismas horas y en las fechas alternativas del 26 de octubre, 27 de octubre y el 29 de octubre.

Opción 2: Audiencia Pública en Persona

La audiencia pública en persona se llevará a cabo después de las audiencias públicas virtuales y tendrá capacidad para 4 sesiones. A continuación se presentan los detalles que muestran las sesiones de audiencia pública en persona por día. Las audiencias públicas en persona se llevarán a cabo solamente un día **el 15 de octubre de 2020*** en la **Oficina del Distrito Cuatro del FDOT** ubicada en: 3400 West Commercial Boulevard, Ft. Lauderdale, FL 33309. La audiencia pública está en conformidad con todas las normas actuales de COVID-19. Se seguirán las normas y ordenanzas del distanciamiento social.

Horario de Sesión de Audiencia Pública en Persona (15 de octubre de 2020)				
Sesiones de Casa Abierta		Sesiones de la Audiencia Formal		
Comienza la Sesión	Termina la Sesión	Comienza la Presentación	Comienzan los Comentarios	Terminan los Comentarios (aproximadamente)
9:00 a.m.	10:00 a.m.	10:00 a.m.	10:45 a.m.	11:30 a.m.
12:00 del mediodía	1:00 p.m.	1:00 p.m.	1:45 p.m.	2:30 p.m.
3:00 p.m.	4:00 p.m.	4:00 p.m.	4:45 p.m.	5:30 p.m.
6:00 p.m.	7:00 p.m.	7:00 p.m.	7:45 p.m.	8:30 p.m.

* En caso de que la Audiencia Pública no pueda ocurrir el 15 de octubre de 2020, se llevará a cabo a las mismas horas en la fecha alternativa del 30 de octubre de 2020.

La participación pública está solicitada sin distinción de raza, color, nacionalidad, edad, sexo, religión, discapacidad o condición familiar. Quienes requieran acomodaciones especiales bajo la Ley sobre Estadounidenses con Discapacidades o aquellos que requieran servicios de traducción (sin cobro) deberán contactar a Robert Bostian al menos siete (7) días antes de la Audiencia Pública. Si necesita más información, comuníquese por favor con Robert Bostian al (954) 777-4427 o al número gratuito (866) 336-8435, ext. 4427, por correo electrónico a Robert.Bostian@dot.state.fl.us, o visite las páginas web de los proyectos en www.fdot.gov/projects/sefl/future/95/sr9 y www.sw10street.com. La revisión ambiental, la consulta y otras acciones requeridas por las leyes ambientales federales aplicables para este proyecto están siendo o han sido realizadas por FDOT de conformidad con 23 U.S.C.327 y un Memorando de Entendimiento con fecha 14 de diciembre de 2016 y ejecutado por La Administración Federal de Carreteras (FHWA) y FDOT.

Para más información: FDOT Gerente de Proyecto
Robert Bostian, P.E.
(954) 777-4427
Toll Free (866) 336-8435, ext. 4427
Robert.Bostian@dot.state.fl.us

Páginas Web de los Proyectos:
www.sw10street.com
www.fdot.gov/projects/sefl/future/95/sr9

@MyFDOTSEFL



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FDOT Project Manager
3400 West Commercial Boulevard
Ft. Lauderdale, Florida 33309



SW 10th Street Connector PD&E Study
State Road 869 / SW 10th Street from Florida's Turnpike /
Sawgrass Expressway to SR 9 / I-95
Financial Project ID Numbers: 439891-1-22-02

SR 9 / I-95 PD&E Study
from SW 10th Street to Hillsboro Boulevard
Financial Project ID Numbers: 436964-1-22-02

Public Hearing Announcement



You are invited to a Public Hearing for the SW 10th Street Connector PD&E Study and the I-95 from SW 10th Street to Hillsboro Boulevard Project Development and Environment (PD&E) Studies.

There are two options to select from in order to participate in the Public Hearing:

- Option 1: Virtual (online); or
- Option 2: In-Person

Pre-registration is required to attend the Public Hearing (virtual or in-person); visit either of the project websites (www.fdot.gov/projects/sefl/future/95/sr9 or www.sw10street.com) or call 1-800-418-0524 to register.

Specific information on the date, time, and location for the Public Hearings is contained on the inside of this notification. Para español, vea el folleto interior.

SW 10th Street Connector and I-95 PD&E Studies

6.1.5 Display Materials

Displays

Displays should clearly and prominently advise the public of the purpose of the project and the purpose of the meeting. Project display boards such as location and limits, typical sections, alternatives, etc. are very useful in conveying project information. Examples are available in **Appendix D**.

Presentations

Presentations usually use PowerPoint slides and can be live or recorded and describe the process being proposed to address the problem, including:

- ☉ Relationship to the local planning process
- ☉ Alternatives
- ☉ How alternatives were chosen
- ☉ Assumptions governing studies
- ☉ Kinds of studies being done
- ☉ Approvals by state and local and state agencies and other permitting agencies
- ☉ Tentative time schedule

Handouts

Individuals should be given written handout material outlining the basic problem being solved, the process for solving it, the alternatives being proposed, and how individuals may provide additional comments. Handouts may also be required in alternative formats to aid those individuals with disabilities and in the predominant non-English language(s) in the project area. An example handout is included in **Appendix D**.

6.1.6 Staff Briefings

During every stage of planning a public outreach activity, keep the meeting or workshop staff completely briefed and up to date on the project. A thorough briefing will help eliminate the possibility of someone providing incorrect information. During the briefing meeting, review questions anticipated from the public and allow the staff assisting with the event to ask their own questions. Make sure everyone understands the answers to these questions to ensure everyone answers the public's questions consistently during the meeting. Fact sheets are useful for both staff and attendees.

Though the public looks to the staff on site to be knowledgeable, it is better to let them know that you do not know an answer and will find someone to help, rather than provide misinformation. For example:

- ☉ "I don't know that information, but if you will leave your name and a phone number or email, I'll be happy to find out and get back to you."
- ☉ "That is an excellent question. Let me find someone who can answer that for you."
- ☉ "I don't know, but will you please record your question on the comment form, and we will have someone contact you."

If possible, include staff rehearsal time at the meeting facility to ensure a smoothly run meeting. Particularly if the facility has never been used, getting a feel for the room is important. If a formal presentation is to be given, determine the efficiency of the sound system, decide if the power supply is adequate (are extension cords needed?), and run through the presentation to make any necessary changes.

6.1.7 Meeting/Hearing Checklist

Use a meeting/hearing checklist to ensure all meeting details are considered. **Figure 6.2** shows the Public Meeting/Hearing Planning Checklist used by District 4 to organize the activities related to planning for a public meeting and ensuring notifications are completed within the required time frames. A Meeting Location Checklist can be found in **Appendix E**.

Create a “Meeting Tool Box” that is filled with extra pens, note pads, extension cords, tape, highlighters, markers, batteries, an umbrella, tools, a small first-aid kit, and push pins. The Meeting Supplies Checklist, which provides a detailed list of items to include, can be found in **Appendix E**. Ultimately, it is important to be prepared and have a backup plan. Creativity, common sense, and “thinking outside the box” are key to successful public meetings.

Figure 6.2: Example Public Hearing Planning Checklist

Project Name: _____ Meeting/Hearing Date: _____

Task	Person Resp.	Target Start	Target Complete	Date Complete	Comments
Meeting Facility					Ensure ADA compliant; consider technology needs for virtual participation. Public Hearing must use a hybrid format.
Identify meeting/Hearing facility options and availability					
Reserve/confirm facility					
Newspaper Ads and Press Release					<p>Newspaper Ads: OPTIONAL FOR PUBLIC MEETINGS</p> <p>If needed, publish one time 10-14 days before public meeting</p> <p>PUBLISH TWICE FOR PUBLIC HEARINGS</p> <p>First Notice at least 15 days but not more than 30 days prior to Public Hearing</p> <p>Second Notice 7-12 days prior to Public Hearing</p>
Draft newspaper ad and press release					
Submit draft Ad and press release to FDOT for review					
FDOT review of draft Ad and press release					
Final revisions to Ad and press release					
Submit Ad to newspaper					
First print date at least 15 calendar days prior to Hearing					
Second print date 7 to 12 calendar days prior to Hearing					
Send press release to media 5 days prior to meeting/Hearing					
Obtain affidavit of publication from newspaper - forward to FDOT					
FAR AD (Publish Not Less Than 7 Days Prior to Meeting/Hearing)					<p>FAR Ad</p> <p>Required for all public meetings, hearings, and workshops</p> <p>FAR notice to be printed no less than 7 calendar days prior to Meeting or Hearing</p>
Draft Florida Administrative Register Ad					
Submit draft FAR Ad to FDOT for review					
FDOT review of draft FAR Ad					
Final revisions to FAR Ad					
FAR Ad to FAR - to be received on or before 3:00 p.m. on: _____					
FAR Ad published					
Mailing Lists					<p>Public Mailing Lists</p> <p>Update Mailing List for Elected/Appointed Officials, ETAT representatives, and Native American Tribes</p> <p>Update to include any new elections/appointments and new property owners</p>
Update mailing list for elected/appointed officials, ETAT representatives, and Native American Tribes					
Update property owners/tenants/interested citizens mailing list(s)					
Submit mailing lists to FDOT for review					
FDOT review of mailing lists					
Make final revisions to mailing lists					
Letters to Elected/Appointed Officials and Agencies					<p>Letters to Elected/Appointed Officials and Agencies</p> <p>Officials/Agencies to receive notification at least 25 days but no more than 30 calendar days prior to Public Hearing</p>
Draft letter to officials and agencies					
Submit draft letter to FDOT for review					
FDOT review of draft letter					
Make final revisions to letter and merge with officials mailing list					
Send letters to FDOT for signature					
Letters to be mailed no later than: _____					
Newsletters (or Letter) to be Sent to Property Owners					<p>Newsletter (or Letter) to Property Owners</p> <p>Property Owners to receive notification no less than 20 calendar</p>
Draft newsletter (or letter)					
Submit draft newsletter to FDOT for review					
FDOT review of draft newsletter					
Make final FDOT revisions to newsletter					

Prepare newsletter for distribution - print, fold, address, stamp					days prior to Public Hearing or 14 days for Public Meeting
Drop newsletter at post office					
Task	Person Resp.	Target Start	Target Complete	Date Complete	Comments
Public Hearing Documents for Public Review					
Identify location to display PD&E documents for public review					Documents to be available for public review 21 days prior to the Public Hearing
Print PD&E documents for display					
Drop-off PD&E documents					
Pick-up PD&E documents					
Presentation Materials					
Engage court reporter for public meeting/Hearing					Meeting materials should be prepared well in advance of the Public Meeting or Public Hearing to allow for reviews and revisions
Secure off-duty police (if required)					
Prepare PowerPoint or video presentation					
Prepare narration script and moderator's script					
Sign-in sheets					
Comment forms					
Project facts sheet (for team members)					
Handouts and/or brochures					
Speaker cards					
List of project team attendees and name tags					
Table signs					
Directional signs (outdoor/indoor)					
Welcome sign					
Title VI display board and complaint forms					
FDOT/FHWA MOU statement sign					
Typical sections					
Comparative evaluation matrix					
Aerial photograph display boards					
First briefing meeting with FDOT – meeting/Hearing preparation review					First Briefing Meeting with FDOT
FDOT review of meeting/Hearing materials					
Revisions to meeting/Hearing materials					
Second briefing meeting with FDOT					Finalize Materials in Preparation for Meeting/Hearing
Finalize Materials for Public Hearing					
Post Public Hearing Activities and Tasks					
Obtain Hearing transcript from court reporter					
Review transcript and prepare errata if necessary					
Submit transcript, errata, and for FDOT to prepare certification form in SWEPT					
Public Involvement Summary					
Prepare Public Involvement Summary containing transcript, errata, and signed certification, as well as documentation for all community engagement activities conducted throughout the project					Community engagement activities may be summarized in the Environmental Document. Method used for documentation should be provided within the Public Involvement Plan.
Submit community engagement summary to FDOT for review					
FDOT review of community engagement summary					
Make revisions to community engagement summary					
Finalize community engagement summary					

6.2 During the Meeting

6.2.1 Staffing

When selecting staff for public activities, it is important to consider staff member experience and knowledge of the project and their skill at dealing with the public. The roles typically held by those staffing a public meeting may include:

- ☉ Greeter/sign-in table: Assign people-friendly staff to this task since they provide the first impression, are often asked questions about the plan for the event and are often the first to encounter individuals with concerns.
- ☉ Moderator/Facilitator: The project manager should oversee running the meeting and maintaining the meeting schedule. Often, an FDOT representative will introduce the consultant project manager to present information about the project and manage the comment period. It's helpful if the moderator is skilled in public speaking and tactful when speaking to a group.
- ☉ Media: If the District Communications Office staff is not in attendance, one individual should be assigned to coordinate with the media, preferably somebody from the Department. See **Chapter 5 - Public Involvement Tools and Techniques** for additional information regarding the media.
- ☉ Subject matter experts: Depending on the project, skilled subject matter experts knowledgeable about right of way, noise, natural environment, and traffic studies can address questions about those issues.
- ☉ Facilitator: Particularly controversial projects may require a trained facilitator who can moderate the conversation.
- ☉ Audiovisual (AV) Technician: AV technicians will help with set-up of computers, operating them, and addressing any technical problems.
- ☉ Troubleshooter: Similar to the technician, assign somebody to deal with non-technical problems that may arise with the meeting facility, materials, or other general issues.
- ☉ Assignments may also be needed for scribes, photographers, setup, cleanup, and placement of directional signage.

Staffing for a Virtual Meeting

The number of staff working the event should be based on the number of anticipated attendees, as well as the meeting room layout. This can be one of the more difficult parts of planning a meeting, as it is not always known how many attendees will appear. However, if the attendee turnout is lower than anticipated, extraneous staff can be excused.

6.2.2 Communication during the Meeting

Especially with controversial projects, how staff handles conflict and objections from participants influences people's perception of both the project and the Department. While a facilitator may be assigned to handle this type of contentious interaction, make sure all staff members are trained. People are more willing to collaborate and stay engaged if they are properly informed, kept in the loop, and treated fairly. This process begins at the start of the project when the public is being identified. At that time the project team should:

- ☉ Identify any potential objectors;
- ☉ Understand their reasons for objecting;
- ☉ Seek ways to accommodate their needs;
- ☉ Be transparent in working with them to show that their needs are being considered and solutions are being identified; and

- ☉ Attempt to fulfill their needs without compromising the project goals.

During a meeting, whether a one-on-one, small group meeting, or a larger event, the following suggestions can defuse tense or heated situations.

1. Reframe the conversation by:
 - a. Actively listening;
 - b. Staying focused on the speaker;
 - c. Showing that you understand their concerns through body language and facial expressions;
 - d. Filtering out any unproductive comments, such as threats, demands, and hostility; and
 - e. Searching for the underlying interest or need being expressed.
2. Rephrase the concern using neutral language, such as:
 - a. “Is it your concern that...?”
 - b. “Do I understand correctly that you...?”
 - c. “I think you said... Is that correct?”
3. Respond to the question or concern to the entire audience.
4. Transition to the next question and avoid going back to the first question.
5. Focus on the transportation problem that is trying to be solved.
6. Emphasize the need for the participants to help find the right solutions. If the interaction is one-on-one, redirect the conversation by asking the participant to complete the survey, view the displays, or write their concerns on a flip chart set up at the meeting.

6.3 Meeting Record and Evaluation

Make arrangements for scribes well in advance of the meeting. If a number of stations are to be used, consider having a scribe at each station to record public comment. Not everyone likes to speak at a microphone but might be more comfortable speaking directly to a scribe who will record their comments for the record. Also consider providing comment cards so that people can write their comments. The virtual component of a hybrid meeting must be recorded, and the recording must be maintained in accordance with records retention policies.

Meeting evaluation forms are very helpful to continually improve outreach efforts. Ask if the workshop/meeting was useful or beneficial, and for suggestions to improve the meeting. You might ask how the person heard about the meeting and whether they found the time and location convenient. Generally, the public will provide their thoughts. If designed appropriately, an evaluation form can give the project team vital and interesting information. See **Chapter 9** - Evaluating the Effectiveness of Public Involvement Plans, Evaluating the Effectiveness of Public Involvement Programs, for additional information regarding evaluation methods. An example of an evaluation form is provided in **Appendix D**.

Staff Debriefing

A staff debriefing after the public meeting is equally important as the briefing prior to the meeting. All project team members should participate because each individual will bring a different perspective and provide valuable insights on how to improve future public outreach efforts.

The debriefing is an opportunity to review evaluation and comment forms and discuss comments heard by the project team. This discussion provides additional insight into community values and concerns. Assign somebody to prepare a written summary of the debriefing meeting. Here are some questions you can consider during a debriefing session:

- ② Were the community engagement goals met?
- ② Were the community engagement objectives met?
- ② How closely did the process follow the Public Engagement Plan?
- ② What modifications had to be made, and were those modifications effective?
- ② Were changes documented and the plan updated, if needed?
- ② Participants preferences concerning:
 - Overall anecdotal thoughts of the activity
 - Timing of community engagement
 - Method and how often contact is made
 - Opinion on whether their involvement was meaningful
 - Meeting's convenience: time, place, accessibility
 - Meeting format and effectiveness of communication tools
 - Improvements that could be made
- ② Staff impressions concerning:
 - Questions/comments on event location and timing
 - Attendance
 - Tone of the meeting:
 - Did the format meet expectations?
 - Were questions/comments relevant/focused?
 - Was outreach tailored to specific community needs?
 - Were participants able to overcome their self-interest and work toward an overall solution?

Chapter 7 – Public Hearings

This chapter discusses public hearing requirements for both federally funded and non-federally funded projects. For specific detailed public hearing requirements for PD&E projects, see the PD&E Manual, Part 1, Chapter 11, Public Involvement, Section 11.2.5.

7.1 Preparing for a Public Hearing

7.1.1 Difference between a Public Meeting and Public Hearing

Public hearings are required for all federal and state funded major transportation improvements prior to a decision on a proposed action. A major transportation improvement is defined in state law as a project that increases capacity, builds new facilities, or provides new access to limited-access facilities (Chapter 339.155, FS).

All Environmental Assessments (EAs) and Environmental Impact Statements (EISs) require public hearings. For other environmental documents, such as Type 2 Categorical Exclusions (CE) and State Environmental Impact Reports (SEIR), a public hearing is only required if the project meets the definition of a major transportation improvement. If a public hearing is not required, FDOT may elect to offer the public an opportunity to request a public hearing.

The primary differences between a public meeting and a public hearing are that public hearings have specific time frames associated with advertising and notifying elected officials and the public, and hearings include a formal public comment period. Public hearings also require the transcription of comments, which become a formal part of the public record. Public hearings are generally held to satisfy regulatory requirements. They might also be scheduled when there is a high level of controversy with a project or when there is a substantial change in design since the PD&E phase.

Beginning in 2020, all public hearings are required to include a virtual component which makes it be a hybrid meeting as described in **Chapter 6 - Public Meetings**.

Public Hearing	Public Meeting
A public hearing records comments from the public into an official Public Record.	A public meeting has discussion. While comments are documented, they are not entered into an official Public Record.
Public hearings are required by regulations.	A public meeting is not required.
A public hearing is a comment format	A public meeting is a question-and-answer format.
A hearing officer and court reporter are present to officially open, close, and document the public comment period. For the virtual broadcast, the same information is presented to an audience joining the hearing on-line, replicating the in-person meeting as much as possible. For more information on how to conduct the virtual component of the hearing, see FDOT's Public Involvement website.	Public meetings do not require a hearing officer or court reporter but may utilize a facilitator.

A public hearing must also meet formal requirements for the way it is conducted. Typically, project information is presented and then members of the public, elected officials, and other interested persons can provide oral or written comments which become part of the project record. Public hearings are usually held at

the end of the PD&E process and prior to the submittal of the Environmental Document to Office of Environmental Management (OEM).

Public meetings are often scheduled at intervals leading up to the public hearing, allowing for early input. In short, a public hearing should not be the only opportunity to involve the public.

7.1.2 Notification of Public Hearings

Public hearings have specific requirements for advertising per state law.

7.1.2.1 Newspaper Display Advertisement

FDOT must advertise the public hearing twice in a local, general circulation newspaper, with the first notice appearing at least 15 days, but no more than 30 days, before the hearing. The second advertisement should run seven to twelve days prior to the hearing (Chapter 339.155, FS). The advertisement should be a display ad and contain the following, at a minimum:

1. Purpose of the public hearing
2. Explanation of the format for the public hearing
3. Project description (use of location map is suggested, if applicable)
4. Date, time, and location of the hybrid public hearing and how to participate in the virtual component
5. List of places, dates, and times where environmental documents and other materials are available for public inspection, if applicable
6. The following nondiscrimination statements:
 - a. Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability, or family status.
 - b. Persons who require special accommodations under the Americans with Disabilities Act or persons who require translation services (free of charge) should contact __ (person's name) _____ at __ (the organization) ___ at __ (phone number) _or by email at __ (email address) _____ at least seven (7) days prior to the meeting.
7. Explanation of how written comments about the project can be entered into the public record.

7.1.2.2 Notification to Elected Officials, Agencies, and Property Owners

FDOT requires a letter of invitation to be sent to elected officials and to local governments and agencies within the project study area at the time of publication of the newspaper advertisement. These letters must be sent 25 to 30 calendar days prior to the public hearing date but no more than 30 calendar days prior to the public meeting date.

Chapter 339.155 (6), FS, requires that all property owners, in whole or part, within at least 300 feet of the centerline of each transportation alternative, must receive notification of the public hearing no less than 21 calendar days prior to the hearing. Property owners should be notified through invitational letters by regular mail. Since the affected community can extend beyond 300 feet, using the Sociocultural Data Report and contact networks will help determine others to be contacted. The addresses for this notification can be obtained from the county property appraiser. Because property owners may live elsewhere, be sure to include tenants at the site addresses as well in all notifications.

The invitational letters for officials, agencies, and property owners must contain, at a minimum, the following:

1. Purpose of the hearing
2. Description of the project
3. Statement of the places, dates, and times where environmental documents are available for inspection
4. The date, time, and in-person location of the public hearing, including a map and instructions on how to participate in the virtual broadcast
5. Nondiscrimination statements

Florida Administrative Register (FAR) and FDOT Website Notifications

Florida Administrative Register Notice

Section 120.525, F.S., requires that notices for all public meetings, workshops, and hearings must be published in the *FAR* at least seven calendar days prior to the event. All notices to be published in the *FAR* must be submitted electronically through the Florida Department of State's e-rulemaking website at www.flrules.org.

The *FAR* is published each weekday except on those days observed as official state holidays designated by Section 110.117, F.S. All materials to be published must be uploaded to the *FAR* website by 3:00 p.m. on the day prior to publication. For publication on Mondays, the ad must be uploaded to the website by 3:00 p.m. on the previous Friday. See the PD&E Manual, Part 1, Chapter 11 for an example of a *FAR* notice.

Florida Department of Transportation Public Notice Website

To comply with Section 120.525, F.S., notice of all public meetings, workshops, and hearings must be published on [FDOT's Public Meeting Notices website](#) at least seven days before the meeting. Meeting notices are typically added to the website by the District Communications Office. The information to be provided to the District Communications Office includes the meeting title, District number, meeting type, Financial Management (FM) Number, meeting date and time, address of the in-person location, information on how to participate virtually, project website, and contact names and contact information. Include the standard nondiscrimination statement, NEPA Assignment statement (if applicable) and information about ADA requests.

The form for publishing these notices is located on the FDOT Intranet under E-Forms. Once the form is submitted online, the District Communications Office will review and publish it to the website if approved. A copy of the notice should also be sent to the District Communications Office for their information and possible further distribution.

7.2 Scheduling a Public Hearing

Public hearings are typically held on a weekday, Tuesday through Thursday, generally in the early evening. When selecting a hearing location, the same considerations as stated in **Chapter 6** - Public Meetings for public meetings should be taken into account. Public hearings usually begin at 5:00 or 5:30 in the evening and last two hours. However, consider the ages of the anticipated audience, transportation availability, location, access, distance, and complexity of the project when determining the day and time of the hearing. Consideration should be given to selecting and securing an alternate date during the hurricane season. District representatives are present before the hearing to answer questions.

All hearings must be held at a site that provides access to all persons who wish to attend and participate, preferably in the project area. As stated in the hearing advertisement, when notified of a citizen's disability at least seven days in advance or the need for translation services, the Department must reasonably

accommodate the person's request to participate in a meaningful manner. The same considerations detailed for preparing for and conducting public meetings in **Chapter 6 - Public Meetings** should be applied to public hearings.

7.3 Public Hearing Requirements

The primary objective of a public hearing is to provide the maximum opportunity for the public to participate in the decision-making process by expressing their views and concerns on the record at the hearing. Innovation in expanding the basic public hearing format and proceedings is encouraged, as long as it enhances the required communication between the Department and the public. However, for federally-funded projects, make sure that all Department procedures as outlined in the PD&E Manual, Part 1, Chapter 11, are carefully followed.

7.3.1 Schedule and Room Setup

Public hearings are traditionally held in auditorium-style rooms. If a large audience is expected, consider using a room that offers an elevated stage and podium to ensure that the audience has a clear view of the speakers and presentation. The public hearing schedule should allow at least one hour for interested persons to review and discuss project information with the project team prior to the official start of the public hearing.

The room selected should be large enough and offer sufficient open space to accommodate several display areas for project information. Please refer to **Chapter 6 - Public Meetings** for room setup details.

7.3.2 Elements for Public Hearings

The following are the elements that are required to be included in a public hearing.

1. A presentation (the contents of which are covered in **Section 7.3.2.1 Project Presentation**) that is given either live or using a voiced-over presentation or video at a time specified in the public hearing notifications
2. Project handouts (more details are provided in **Section 7.3.2.2 Project Handouts**)
3. Speaker registration cards
4. One or more microphones for attendees to address the hearing officer directly with comments and questions following the presentation
5. Court reporter(s) or method of recording to prepare a verbatim transcript. Court reporter(s) are required for PD&E hearings.
6. Written comment forms for those not wishing to make a verbal statement

7.3.2.1 Project Presentation

Presentations are usually provided through a voiced-over video or slides, after which a representative from the Department opens the formal public comment period. The presentation script and graphics should be easy for a lay person to understand, in plain language with minimal legal and engineering terms. For PD&E public hearings, specific script language is provided in **Appendix F** of this document. This script applies to both in-person and virtual components of the hybrid public hearing. The presentation, whether recorded or spoken, should include, at a minimum, the elements listed below. Those with an * are specifically required by [23 CRF 771.111](#) - Early Coordination, Public Involvement, and Project Development.

1. Introduction and purpose of hearing

2. Purpose and need for the project, and consistency with local planning goals *
3. Project scope and location
4. Project history
5. A description of the project's alternatives, including the No Build Alternative, with their advantages and disadvantages, features, and costs *
6. A statement indicating that the hearing is in compliance with all applicable laws, such as, "This hearing is being conducted in accordance with all applicable federal and state laws." Specific legal citations, such as 23 USC 128, do not need to be included in the presentation, but may be provided on a display board or handout.
7. Description of the formal hearing process and how attendees can comment on the project (orally to the court reporter, written statement at the hearing, or written statement for a minimum of 10 days after the hearing date) *
8. Reference to the published hearing notice
9. Reminder of the due date for written statements
10. Statement that a verbatim transcript is being made
11. Reference to handouts available, including information related to the project and Department Relocation Program materials
12. Any social, environmental, air quality, noise, floodplain, wetlands, archaeological/historic, or endangered/threatened species impacts; right-of-way acquisitions or needs; access management issues; or residential or business displacements*
13. A discussion of any potential right-of-way acquisitions or relocations, information about the Department's Right of Way Acquisition and Relocation Assistance programs, any right-of-way handouts, and reference to right-of-way staff in attendance
14. The following statement: "This project has been conducted without regard to race, color, national origin, age, sex, religion, disability, or family status."

7.3.2.2 Project Handouts

Project handouts or brochures are required for public hearings. The same information found in the presentation is conveyed in the handouts. Information contained in the handouts may generally include:

1. Project location map showing the project's start and end points
2. Federal and financial project numbers
3. Explanation of the public hearing's purpose, process, how comments are received, and the due date for receiving the comments
4. Date, time, and location of hearing
5. Project summary, including the justification/need, alternatives considered, typical roadway sections and potential right-of-way relocation, environmental impacts, Title VI programs, and project status and schedule.

7.3.2.3 Public Hearing Officer and Moderator

All public hearings require a public hearing officer, which is typically a Department employee. If a consultant is leading the public hearing, that person should be introduced by the Department employee. A public hearing should never be held without the attendance of the FDOT Project Manager and other staff, as necessary. The role of the hearing officer is to ensure that the public knows how and when their comments can be recorded and to certify the official record of the hearing. The same individual can serve as both the public hearing officer and the moderator, or different people can fulfill each role. If a separate moderator is used, the role of

that individual is to ensure that the hearing runs smoothly by directing attendees to appropriate staff or displays for information, facilitating the use of the microphone by collecting speaker cards and calling individuals to speak, and providing general information to participants.

7.3.2.4 Public Comment Period

The primary purpose of a public hearing is to provide an opportunity for the public to provide comments on the project prior to a final decision. All public hearings have a minimum ten-day public comment period that starts with the public hearing date and ends 10 calendar days following the public hearing. Meeting attendees are given the opportunity to speak into a central microphone and address the Department directly with comments. The public's oral comments may be time restricted at the discretion of the moderator. Time restrictions are typically employed only to allow each person an opportunity to speak when attendance is large. This time limit should be announced at the beginning of the hearing. Those wishing to speak are registered by completing speaker cards provided either at the registration table or by staff circulating throughout the hearing. This gives the moderator an idea of the number of people wishing to speak at the microphone and ensures accurate records of speakers' names and any organizations being represented. Based upon the size of the audience and the time available, the moderator may decide to take and respond to questions during the hearing.

For members of the public who do not wish to speak either through the microphone provided or to a court reporter, written comments may be submitted. These comments may be submitted either on the comment form supplied during the public hearing or in the form of a letter, email, or other prepared document submitted by an interested person or organization. Virtual attendees can type their comments in the Questions box or request to make a verbal statement. In addition, some projects include the ability to provide comments through their websites.

Written comments may be provided on the day of the public hearing and for a minimum of 10 calendar days following the public hearing date. The District may decide to extend the comment period beyond 10 days but cannot reduce the comment period to less than 10 days.

7.3.2.5 Official Record

The public hearing proceedings, including the presentation, are recorded and transcribed into a written verbatim transcript. At a minimum, the public hearing presentation script should be provided to the court reporter for insertion into the transcript; however, it will be best for the court reporter to transcribe the presentation in real time. The public record remains open throughout the public comment period described in **Section 7.3.2.4 Public Comment Period** so that all written comments received during that period become a part of the public record and are included in the hearing transcript. After the ten-calendar-day comment period, the public hearing is officially closed, and the hearing officer certifies the transcript.

For state and federally funded projects for which a public hearing is held, a transcript of all proceedings is made, which includes the script of the Department's oral and recorded presentation, all testimony received, and all handouts and informational brochures used. Display material should be retained in the project file as part of the hearing record and provided to OEM if required or requested. For federally funded projects, the transcript of both the oral and the recorded presentation must be transmitted with the environmental document to OEM.

7.4 Public Hearing Format

7.4.1 Hybrid Public Hearings

Public hearings must follow a hybrid format that allows the public to participate either in person or virtually. The Department promotes the use of hybrid meetings to provide multiple opportunities for the public to receive information and provide input. A hybrid meeting uses both an in-person and virtual component.

For the in-person location, the layout of the public hearing venue is generally divided into three areas. The first area includes registration and sign-in tables. All in-person attendees are invited to sign in at a registration table upon entering the room and names and addresses are taken as part of the public record.

The second area includes maps, exhibits, and project documents for review. Tables or areas for special interests or concerns (such as right of way acquisition, noise, and access management) may be set up at specific locations depending upon the type of project issues and/or potential impacts involved. Tables should be staffed by appropriate District and or consultant technical staff. Right of Way Office personnel should be present to answer questions regarding FDOT's Right of Way Acquisition and Relocation Programs if right of way acquisitions and/or relocations are anticipated. The Title VI Coordinator should also be available to address questions on **Title VI Compliance** under the **Civil Rights Act of 1964** and related statutes. The third area includes seating for the formal presentation.

For participants interested in providing oral comments, an opportunity to speak is provided for comment purposes. The length of time for the public comment period is at the District's discretion but is usually two to three minutes per speaker depending on the number of people who wish to speak. The public also has the opportunity to provide their comments in writing or directly to a court reporter. It should be mentioned that all comments carry equal weight. For the virtual broadcast, the same information is presented to an audience joining the hearing on-line, replicating the in-person hearing as much as possible. Further guidance about hybrid and virtual meetings and hearings are available on the Department's [Public Involvement website](#).

7.4.2 Design

Public hearings held during the design phase of a project must meet the same requirements noted in previous sections regarding notice, locations and facilities, and available formats. **Appendix F** provides a presentation script for design phase hearings.

Subsequent Public Hearings

A subsequent public hearing is held if:

1. The design for a project substantially changed from what was shown at a previous public hearing or from what was approved by the Department.
2. The design changes will cause substantial social, economic, or environmental impacts different from those previously determined.

If there is any doubt as to whether a subsequent public hearing is warranted, a hearing should be scheduled. A subsequent public hearing should be notified and conducted in the same manner as the previous public hearing. The notification by letter may focus on the area affected by the design change, depending on the project length and the extent of impact. The decision to hold a subsequent public hearing should be made in consultation with OEM.

Chapter 8 – Documentation of Public Involvement Activities

Community engagement activities are part of every phase of the transportation decision-making process. A typical FDOT project can take many years to move through the project development process, which is why documenting community engagement in each of these phases is important to provide a thorough record for subsequent phases. While **Chapter 3** - Public Involvement during the Decision-Making Process discusses the community engagement activities associated with each phase of project development, the goal of this chapter is to provide guidance on how to keep a record of these activities and how to respond to comments received¹.

Appropriate and complete documentation of community engagement activities creates a history and record of commitments made as a result of the activities. Access to the documentation allows the public to see that their input was heard and considered. Proper documentation includes compiling all materials related to the community engagement activity, summarizing and analyzing the public comments that result, and describing how the comments are being addressed. This can be done in a community engagement activities report.

8.1 Public Involvement Activities Report

A report is an excellent way to document community engagement activities as proposed transportation projects are identified and carried through the project development process. In an environmental document, this report can serve as a standalone appendix or can be summarized in the Comments and Coordination section of the report.

The report should contain each of the project components presented to agencies, elected officials, and the public. It should contain the project purpose and need, the PIP contact lists, schedule of activities, materials, maps, invitations, flyers, and photos of any community interaction relating to the proposed project from Planning through Construction. This report compiles data gathered at community engagement activities and provides a repository for meaningful information that accurately assesses the issues and concerns of a community. Prepare the report by:

- ② Compiling community engagement activity results such as charts, graphs, and summary documents, including photographs, newspaper articles, video clips, and other materials
- ② Summarizing and presenting the findings clearly and in non-technical language

¹ This chapter does not address documentation of project commitments, which is also important since throughout the life of a project there will be a number of both FDOT and Consultant PMs. Commitments should be documented according to the Department's Commitment Tracking Procedure, Procedure No. 700-011-035. Similarly, this chapter is not meant to address the federal documentation requirements of the NEPA or PD&E phase or other project development phases. More information about these specific requirements can be found in the PD&E Manual, on the FHWA website at <http://www.environment.fhwa.dot.gov/projdev/pd4document.asp>, or in the various FDOT publications referenced in Appendix A.

The report should be accessible to the public upon request or can be posted on a project website. The information should be simple and easy to understand. The components of a report include:

- ② Project History
- ② The PIP
- ② The Notification Process
- ② Description of all Public Involvement Activities
- ② Results
- ② Compilation of Data

The Project History

This section should include the project background, including the purpose and need, previously completed phases, and any other relevant information that describes the project. It should also define the affected community using maps, as well as any demographic information. If a windshield survey or other technique was conducted to provide a clearer understanding of the study area, include any observations made.

The PIP

This section includes the Public Involvement Plan, which does not necessarily mean the PIP document prepared for a PD&E study, but can include the CAP or other plan for involvement, and information to define community characteristics and sociocultural data.

The Notification Process

This section should include the master contact list detailing all methods and dates of notification to invite the public to activities. Include any flyers, posters, letters of invitation, press releases, or legal advertisements.

Description of all Public Involvement Activities

This section should include the date, time, and location of community engagement activities, as well as photographs and samples of all the mailing lists, sign-in sheets, maps, graphs, boards, comment forms, logs and summaries, meeting notifications, evaluation forms, requests for presentations, meeting minutes (if applicable), etc. It should describe the progression of the activities. If workstations were utilized, describe each one and what data was gathered. The description should show any exhibits used. If the activity entailed participating in a local community event by setting up a booth and conducting a survey, include a copy of the survey questions. If the involvement activities included internet or other technology-based activities, include a description of these as well.

Results

The following information can be gleaned from comments made about the project.

- ② The community's level of understanding of a transportation project
- ② The community's attitude toward a transportation project
- ② Feedback from the community on an alternative that has been selected
- ② Ongoing status of decisions as the plan/project becomes more defined

The results section should document each event by using percentages and numbers to reflect the number of people invited to the event and the number of people who attended. The results section should compile the issues or concerns. It is not unusual for the data collected at an activity to be completely different from what was expected. If that is the case, it is important to document that information carefully.

Compilation of Data

Compile all the information collected for each activity into the report.

This documentation may be posted on a website for public review.

8.2 Processing Public Comments

The primary objective of any community engagement activity is to inform the public and solicit their comments as they relate to transportation improvements. Public comment will help build an understanding of community issues and needs that should be considered in designing transportation solutions that fit community needs. The most common way for the public to relay their ideas and input is through submitting verbal or written comments.

Effective community engagement activities produce public comments. The comments provide documentation for the community engagement activities; and the information gleaned from them, if correctly synthesized and catalogued, will serve as an excellent record for future project phases. The amount and types of comments received will help in evaluating the success of the individual community engagement activities, as well as the overall PIP.

The ETDM process requires a summary of public comments as part of the Summary Report for each phase. The ETDM Manual, which can be found online at www.dot.state.fl.us/emo/pubs/etdm/etdmmanual.shtml, can provide additional information. These comments can be helpful in later phases to gauge public awareness and interest in the project.

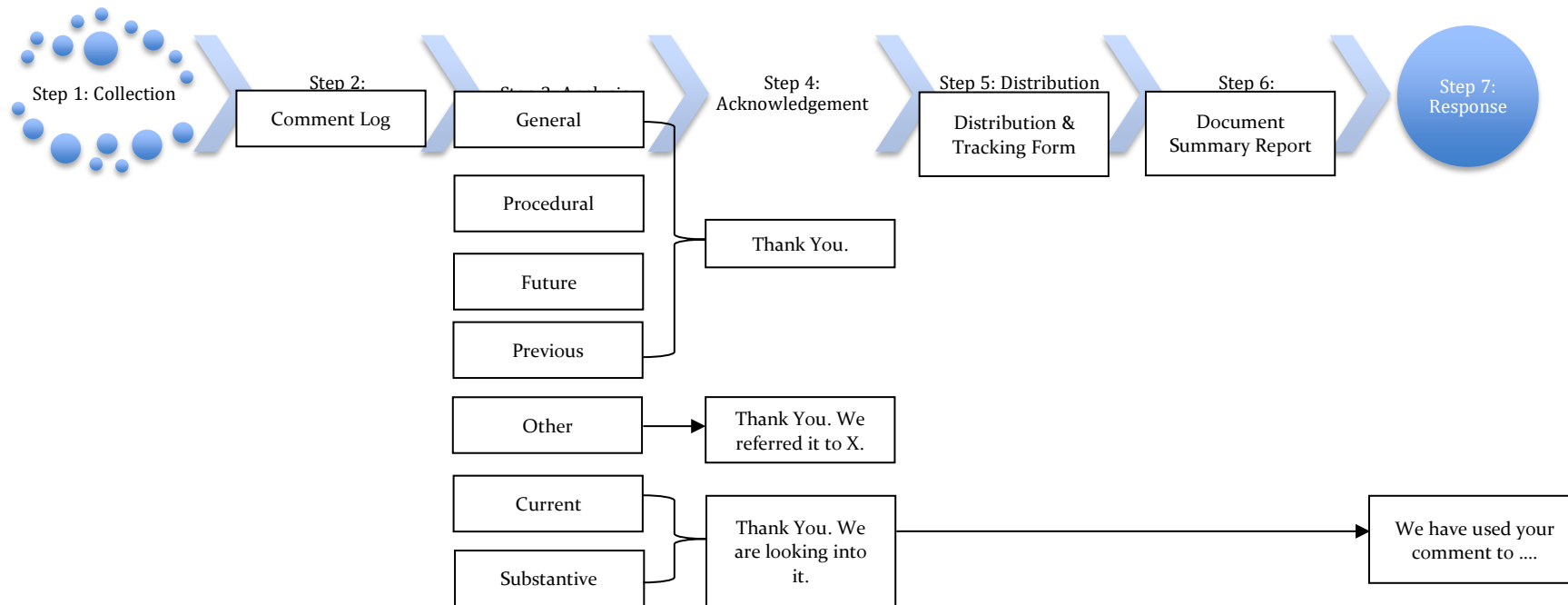
Depending on the scope of the PIP, as well as the level of controversy or interest surrounding the project, a tremendous volume of comments can be generated. A protocol is needed to handle these comments.

The public comment process contains the following seven steps:

1. Collection
2. Documentation
3. Analysis
4. Acknowledgement
5. Distribution and tracking
6. Incorporation
7. Response

Figure 8.1 demonstrates the overall flow of public comment processing

Figure 8.1: Public Comment Processing Flow



Step 1: Collection

Comments can be collected at any time during the decision-making process using a multitude of tools that include, but are not limited to, the following:

- ② Surveys or questionnaires (print and electronic)
- ② Comment forms (print and electronic)
- ② Real-time polling
- ② Other activities that involve games or puzzles

The method of delivery and receipt of these comments can vary, and include:

- ② Mail
- ② Telephone (voice and text message)
- ② Fax
- ② Email
- ② Project website
- ② FDOT social media sites or smartphone applications
- ② Public meetings or hearings

Comments are collected throughout the community engagement process and analyzed at project milestones. A typical strategy includes collecting comments at the beginning of the project, at the midpoint, and during the final steps of the project. It is important to specify a closing date by which all comments must be received, where appropriate. Include an address for mailing or emailing completed print surveys and comment forms.

Step 2: Documentation

The second step in the comment process is to catalog all the responses.

It is suggested that public comments be logged with the following information, at a minimum, recorded for each comment:

- ② **Date:** This is important for documenting the evolution of the project. It also establishes a benchmark for a timely response.
- ② **Comment:** The essence of the comment is critical for responding in an appropriate manner.
- ② **Name, address, telephone number, and email:** This is optional information, but is necessary for a proper response.
- ② **Tracking number:** This is optional but will ensure that comments are not lost. This is especially useful for projects with large volumes of comments. A recommended syntax for tracking numbers includes a year (XX), month (XX), and then number for the comments (in chronological order). For example, the 25th comment received at the October 2003 public workshop will have a “031025” tracking number.

Step 3: Analysis

Once all the comments have been received and logged, they should be analyzed. This may seem like a daunting task when potentially faced with hundreds of responses. To help manage this task, the comments should be sorted into categories.

1. **General:** Comments that relate directly to the project, but do not require a detailed response.
2. **Procedural:** Comments that are related to the community engagement process.
3. **Substantive:** Comments that relate directly to project development and require further analysis.
4. **Other:** Comments beyond the scope of the project that may relate to another Department project or be completely out of the Department’s influence.

Once sorted, the comments can be analyzed, including identification of trends; and a summary report of the comments can be prepared. Comments can usually be sorted by a few key issues. The report should identify the issues raised and include the number of comments received and details about each issue.

Step 4: Acknowledgement

Each comment received should be acknowledged.

Acknowledging all of the comments encourages continued involvement and confirms that each individual’s comment has been considered. Those who comment should be thanked and acknowledged regardless of the type of comment. Acknowledging and thanking people for their comments also helps facilitate future communication and builds trust and credibility within the community. **Figure 8.2** offers suggestions for acknowledging comments based on the type of comment received and the comment’s timeliness. Public comments should be acknowledged within 10 working days after receiving the comment. As noted in **Figure 8.2**, some comments require only an acknowledgement, while others require detailed information or feedback and may take some time to analyze and research. It is important to acknowledge the comment even if research is ongoing for an appropriate response. The public is usually willing to wait for an answer as long as they know their comment was received and is being considered.

Analyzing Public Comments

When analyzing public comments, consider the following:

- Ⓢ Are most respondents concerned with a particular issue (i.e., aesthetics or safety)? This indicates an area to focus on in the next meeting or newsletter.
- Ⓢ Are comments lengthy? This indicates much interest in the project.
- Ⓢ Are comments brief? Are comment forms left incomplete? This suggests/indicates that the public does not have enough information to provide significant, meaningful input.

Figure 8.2: Acknowledgement Suggestions

- ④ Respond to “**general**” comments by acknowledging interest in the project.
- ④ Respond to “**procedural**” comments by acknowledging interest in the project and provide information regarding the action that has been/will be taken.
- ④ Respond to “**substantive**” comments upon determining whether the comment pertains to the current, previous, or future project phase as follows:
 - Current project phase: respond by acknowledging interest in the project. Include a brief description of the action being taken to address the comment and when to expect resolution. Determine if the comment can be included in the project concept.
 - Previous project phase: respond by acknowledging interest in the project. Include an overview of the project history and decisions that have been made earlier in the process and information on how to become involved in current or future project decisions.
 - Future project phase: respond by acknowledging interest in the project. Include a brief overview of the future project schedule, indicating when the decision will be made and that the comment will be passed on to the appropriate personnel. Document the comment. See *Step 2: Documentation*.
- ④ Respond to “**other**” comments by acknowledging interest in the project and how the comment has been handled. These comments should be routed to appropriate FDOT personnel or non-FDOT personnel. See *Step 5 Distribution*.

Step 5: Distribution

Occasionally people submit comments that are not relevant to the project. Comments that pertain to other projects and issues should be distributed to the appropriate personnel for processing. It should be noted in each comment’s acknowledgement to whom the comment was distributed and why.

Step 6: Incorporation

Any comment directly related to the current project should be considered for incorporation into the decision-making process. Careful analysis of public comments can lead to innovative solutions that address the community’s needs without compromising the Department’s goals.

Step 7: Response

All comments that require detailed information or feedback should be answered as soon as possible. A complete answer addressing issues submitted in the comment should be provided. A clear and easy-to-understand explanation of any research or analysis that forms the basis for the answer should also be included. Additional information explaining how the individual can continue to be involved in the decision-making process is always appropriate.

By compiling all this information into the report, project history is maintained. By keeping the report current, issues, concerns, and commitments made in addressing these issues can be more relevant to the decision-making process.

Chapter 9 – Evaluating the Effectiveness of Public Involvement Plans

Community engagement and its related activities may be evaluated systematically, or in the context of specific projects or activities. Community engagement is effective if the objectives of the community engagement plan or activity are achieved. These objectives may be broad, ranging from informing the public about long-term plans to ensuring that public input is carefully considered for a specific project. They may also be narrower, such as soliciting input from a certain group of stakeholders. A variety of methods and measures can be used to gauge an agency's progress in meeting its community engagement objectives.

This chapter outlines how to evaluate whether a plan or activity is achieving agency community engagement objectives. Included is guidance on basic concepts, key steps in the evaluation process, a sample performance measurement framework, and potential data sources and evaluation techniques. The chapter concludes with strategies for applying a performance measurement framework to improve the community engagement process.

9.1 Background and Resources

The examples in this chapter draw upon a performance measurement framework developed by a working group of FDOT and Florida MPO staff with experience in community engagement. The Public Involvement Performance Measures (PIPM) Working Group developed the framework based upon a series of research projects conducted for FDOT on evaluating the effectiveness of community engagement in transportation. Details on these examples or copies of the final research reports can be found online at www.dot.state.fl.us/emo/pubinvolvement.shtm.

9.2 Important Terms and Concepts

The following terms and concepts are important to understand when undertaking a performance measurement effort:

- ④ Goal: The overarching purpose of the program or activity
- ④ Objective: Specific statement of how the agency plans to achieve its goal
- ④ Indicator: A variable selected and defined to measure progress toward an objective
- ④ Target: A realistic, measurable criterion for evaluating an indicator
- ④ Performance measurement: A process of defining and monitoring indicators of organizational performance in relation to specified targets.

Indicators of performance are defined based on organizational goals (what the agency wants to achieve) and objectives (how the agency proposes to achieve the goal). A good indicator is one that lends itself to establishing measurable performance targets. For community engagement, qualitative data obtained through surveys will be a primary data source for measuring targets, as discussed further in **Section 9.4 Data Collection** and Evaluation Methods.

Indicators should not only be relevant to a stated objective, but generally understandable to staff and the community at large. Although results may not always be communicated to the public, doing so is one way to demonstrate the agency’s commitment to effective and meaningful community engagement. A set of indicators, rather than any single indicator, is often needed to obtain an accurate picture of performance in relation to an objective.

Targets establish a desired level of performance at a given point in time. Agency or individual progress in meeting the target provides insight into how well the community engagement activity is performing. Together, the goals, objectives, indicators, and targets serve as a framework for community engagement performance measurement, as illustrated in **Figure 9.1**.

Figure 9.1: Example Public Involvement Performance Measures Framework

Goal:	All interested parties have an opportunity to participate fully in the decision-making process and public input is carefully considered
Objective:	Provide equitable access to transportation decision-making/Use a variety of methods to involve and engage the public
Indicator:	Convenience of meetings and events to public transportation/Access to information by persons with disabilities
Target:	80% of meetings are within one-eighth of a-mile of a transit stop/100% of electronic material is Section 508 compliant/100% of meetings and events are located at ADA compliant facilities

9.3 Establishing an Evaluation Framework for Public Involvement

The PIP or CAP typically consists of community engagement goals, policies, objectives, and descriptions of community engagement techniques. Therefore, the goals and objectives of a PIP or CAP should be written before attempting to define appropriate performance indicators.

Figure 9.2 is an example of a public involvement goal and objectives developed by the FDOT PIPM Working Group. They are typical of PIPs and programs and could form an initial basis for an effective performance measurement framework.

Figure 9.2: Example Public Involvement Goal and Objectives

Goal:	Ensure that all interested parties have an opportunity to participate fully in the transportation decision-making process and that public input is carefully considered.
Objectives:	<ol style="list-style-type: none"> 1. Provide equitable access to transportation decision-making. 2. Inform the public early, clearly, and continuously. 3. Use a variety of methods to involve and engage the public. 4. Carefully consider public input in transportation decisions.

9.3.1 Identifying Appropriate Indicators—Outputs versus Outcomes

Indicators are those items used to measure or “indicate” progress toward an objective. When identifying indicators, consider whether the indicator addresses what really counts in regard to community engagement and not just what can be easily counted. Too often, evaluating the community engagement process becomes an exercise in counting heads at a public meeting or hits on a website. This is because it is easier to monitor products and services delivered (outputs) rather than results of the PIP or activity (outcomes). It is no surprise, therefore, that national studies of agency PIPM often find an overabundance of output-oriented indicators and evaluation efforts, as opposed to outcomes or results

In order to know if what is getting counted really counts, begin by preparing a set of performance indicators that help to explain whether or not a community engagement objective has actually been met. These indicators should attempt to monitor outcomes and not just outputs. Sets of indicators addressing both outcomes and outputs may be needed to obtain an accurate picture of performance.

For example, Objective 1 (**Figure 9.1**) suggests providing equitable access to transportation decision-making. Performance on this objective can be understood in relation to a variety of potential indicators. One indicator may be whether project information is available in languages other than English. However, this indicator provides only limited information and is not applicable in areas with a mostly English-speaking population. Additional indicators, such as those in Error! Reference source not found., would provide a more complete picture of performance on this objective.

9.3.2 Example Indicators

As mentioned, Error! Reference source not found. provides example indicators for the objectives in **Figure 9.1**. These indicators are designed to address desired outcomes, with some addressing outputs important to achieving those outcomes. Although some indicators relate to more than one objective, they are organized under the most closely related objective. Consider which indicators focus on outcomes and which address outputs.

9.3.3 Potential for Bias

One issue that complicates any evaluation of PIPMs is that results may be biased by influences outside an agency’s control. For example, a group that opposes a transportation project may report dissatisfaction with the agency’s community engagement process, regardless of the quality of that process or the efforts made to address their concerns. Compounding this issue is the fact that controversial projects may draw more opponents than supporters to a community engagement event.

The potential for bias in evaluating community engagement activities can be reduced, or at least better understood, by evaluating performance systematically and by using sets of indicators, rather than relying on a single indicator or evaluation effort. Evaluation results can also be categorized by level of controversy, level of environmental review, or other characteristics that indicate whether a potential for bias may exist. Categorizing evaluation results also provides insight into the possible need for refinements to the community engagement approach by size of project or level of controversy expected.

Table 9.1: Example Public Involvement Indicators for Sample Objectives

Equity: Provide equitable access to transportation decision-making.
Indicator E-1: Access to information and participation opportunities by persons with disabilities
Indicator E-2: Convenience of meetings and events to public transportation, where available
Indicator E-3: Geographic dispersion of community engagement opportunities
Indicator E-4: Convenience of meeting or event time
Indicator E-5: Convenience of meeting or event location
Indicator E-6: Availability of information in languages other than English
Information: Inform the public early, clearly and continuously.
Indicator I-1: Clarity and adequacy of project information
Indicator I-2: Response time to inquiries from the public
Indicator I-3: Awareness of affected parties of the proposed transportation action
Indicator I-4: Affected parties impression that ample notice was provided of public meetings
Methods: Use a variety of methods to involve and engage the public.
Indicator M-1: Participants are involved using multiple techniques
Indicator M-2: Affected parties feel they had an adequate opportunity to participate
Indicator M-3: Perception of the value of methods used
Responsiveness: Carefully consider public input in transportation decisions.
Indicator R-1: Agency partners feel that their input was considered

9.3.4 Setting Targets

A target establishes a desired level of performance for an indicator. As such, it should be both realistic and measurable. One way to determine a reasonable target is to conduct a baseline study of current performance. Another way is to consider the performance of peer agencies. Given that few agencies routinely evaluate their community engagement efforts, one way to get started is to simply choose a target based on past experience or best practices. The target can then be refined when sufficient data becomes available through the performance monitoring process.

A complete set of example targets for the indicators noted in **Section 9.3.4 Setting Targets** is provided in the report Performance Measures to Evaluate the Effectiveness of Public Involvement Activities in Florida. For the purpose of illustration, consider the following examples. Indicator R-1 (Agency partners feel that their input was considered) is an indicator of agency responsiveness. A reasonable target might be for a majority of agency partners (i.e. 75%) to feel their input was considered. Setting the target at 75% rather than 100% recognizes that it may be unrealistic to attempt to satisfy all participants, given limited resources and the potential for bias noted previously.

Targets might be further broken down by type of respondent, as follows. A short follow-up survey of those who participated or commented would be needed to determine the result, as shown in **Section 9.4.1 Surveys and Questionnaires**.

Indicator R-1: Agency partners feel that their input was considered.

Target: [75%] of government units feel that their input was considered.

Target: [75%] of organizations feel that their input was considered.

Target: [75%] of user groups feel that their input was considered.

Target: [75%] of individuals feel that their input was considered.

Where an indicator is monitoring something that is required by law, then an appropriate target would be to achieve 100% compliance. For example, the ADA requires government meeting locations and information to be accessible to persons with disabilities. In this situation, it would be reasonable to set targets at 100%, as shown in the example below.

Indicator E-1: Access to information and participation opportunities by persons with disabilities

Target: [100%] of meetings, events and project-related information sources are accessible to persons with disabilities.

Note that this target would involve documenting whether agency meeting and event locations are ADA accessible. It would also involve evaluating whether project information is provided in a manner that is accessible to those with disabilities, when requested.

9.4 Data Collection and Evaluation Methods

PIPM relies in large part on qualitative information, as opposed to quantitative data. How participants feel about the quality of the efforts made to involve them tells us more about an agency's performance than the number of people who participated. The degree of public satisfaction with a community engagement process or activity can only be understood by asking participants and, in some cases those who chose not to participate, for their opinion.

Data needed to measure indicators should also be cost-effective to collect. Ideally, such data would be routinely collected by the agency. Although data on meeting attendance and other outputs may be routinely collected or readily available, data on the outcome of community engagement activities will involve other methods of gathering information.

Comment forms, questionnaires, and short surveys are all cost-effective methods that can be employed for this purpose. Geographic information system (GIS) analysis, internet tools, and staff debriefings or logs are other useful and relatively low-cost methods for collecting data needed to evaluate community engagement performance.

9.4.1 Surveys and Questionnaires

Surveys and questionnaires are essential data collection tools for evaluating community engagement. They are often the only way to obtain the qualitative data needed from the public for the evaluation. Surveys can be conducted in person, by phone, via internet, mailed, or emailed, and can either target specific groups or be a random sample.

Surveys can be distributed at meetings to be turned in, mailed back, inserted into publications, or mailed directly to potential respondents. Return postage for mail surveys is typically prepaid, as this leads to higher response rates. An advantage of email surveys is little or no reproduction or distribution costs. To use email surveys, it is necessary to have email addresses for the targeted respondents, and random distribution is generally not an option. Alternatively, questions may be asked by telephone or in person, allowing for follow-up questions and more in-depth discussion.

Figure 9.3 is an example survey relating to Indicator R-1: "Agency partners feel that their input was considered." See **Appendix D** for examples of initial and follow-up surveys used by FDOT District Five in assessing community engagement for the SR 600/John Young Parkway Project.

Figure 9.3: Example Survey of Agency Responsiveness to Public Input

We are committed to providing interested parties with the opportunity to participate in our transportation decision-making processes. We want to ensure that those who have taken the time to participate are aware of what we did with their input.

Our records indicate that you have participated in some way in the following project. We appreciate your time in answering a few brief questions.

Project: 1234567

Project Description:

Which of the following best describes your role?

- **Interested individual**
- **Government representative** (examples include public officials or staff of local governments, transit agencies, water management districts, metropolitan planning organizations, regional planning councils, etc.)
- **Representative of a state, regional, or local organization** (examples include neighborhood associations, environmental organizations, or the Chamber of Commerce)
- **Representative of a user group** (examples include bicycle/pedestrian groups, freight movers, and commuters)

I was given the opportunity to participate in the decision-making process:

Strongly Agree
 Agree
 Disagree
 Strongly Disagree

My ideas were considered in the decision-making process:

Strongly Agree
 Agree
 Disagree
 Strongly Disagree

Comments:

9.4.2 Statistics

Basic statistics, such as percentages, can be useful in evaluating and monitoring the effectiveness of a community engagement program or activity. Survey responses can be calculated and compared to preset targets to determine performance in relation to a given indicator. **Figure 9.4** illustrates an example report for a fictional project. It compares “actual” findings on community engagement performance to agency targets for a range of indicators. Some of the items are simply fulfilled or not, whereas others involve a percentage of responses that support the target for that indicator.

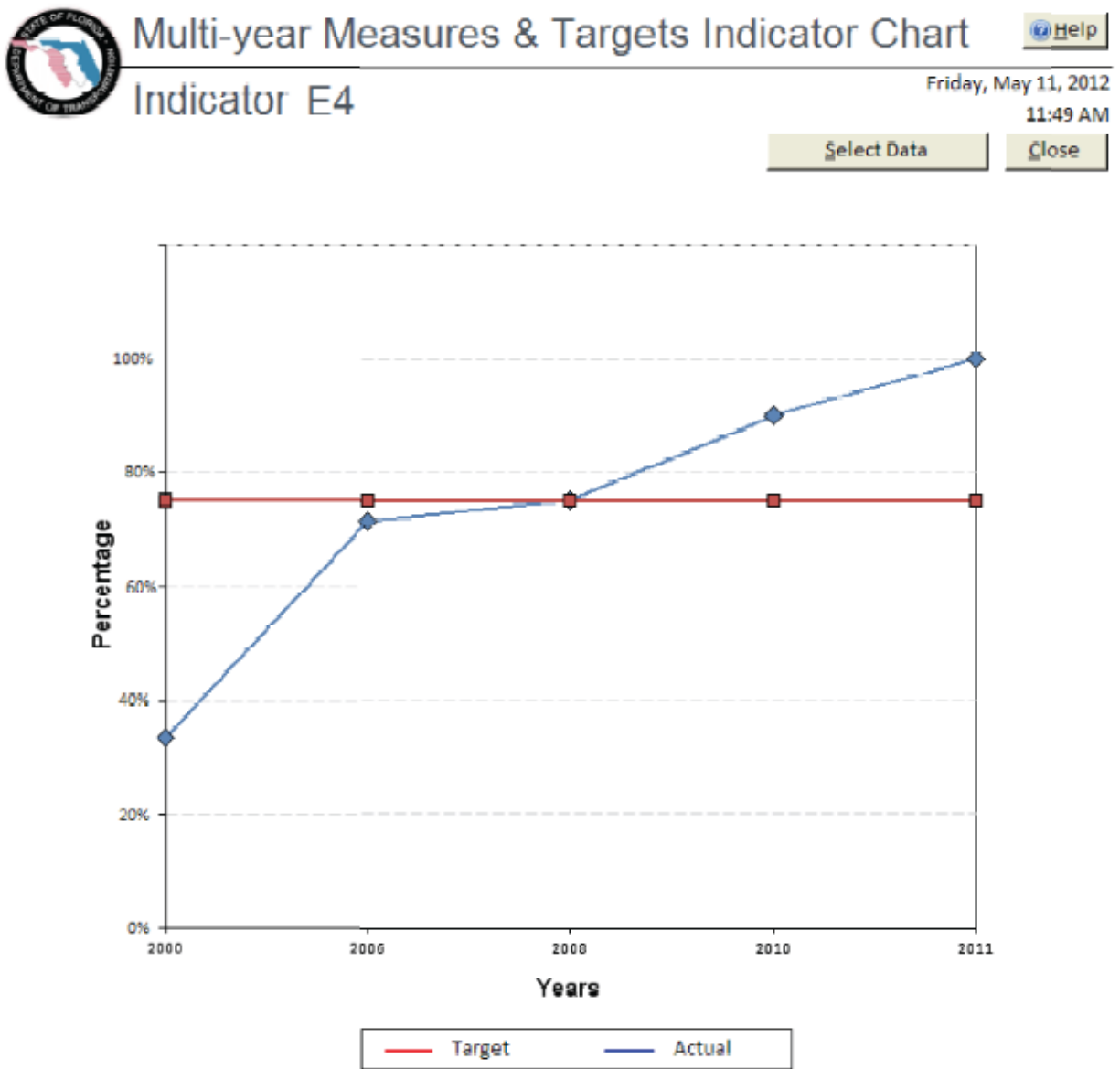
Figure 9.4: Example Results of a Project Public Involvement Evaluation

<u>Indicator</u>	<u>Actual</u>	<u>Target (Set by administrator, 2000)</u>
<u>E-1 A</u> Participant satisfaction with efforts to accommodate persons with disabilities	<u>60%</u>	<u>100%</u>
<u>E-1 B</u> Accessibility of meetings, events, and information to persons with disabilities	<u>60%</u>	<u>100%</u>
<u>E-2 A</u> Community engagement events within walking distance of fixed-route transit service	<u>0%</u>	<u>30%</u>
<u>E-2 B</u> Community engagement events are accessible via paratransit service	<u>100%</u>	<u>20%</u>
<u>E-3</u> Geographic dispersion of involvement opportunities	<u>Unfulfilled</u>	<u>Fulfilled</u>
<u>E-4</u> Participants and invitees felt meetings were held at a convenient time	<u>100%</u>	<u>50%</u>
<u>E-5</u> Participants and invitees felt meetings were held at a convenient location	<u>100%</u>	<u>100%</u>
<u>E-6 A</u> Information provided in languages other than English	<u>Fulfilled</u>	<u>Fulfilled</u>
<u>E-6 B</u> Translators made available at public meetings	<u>Fulfilled</u>	<u>Fulfilled</u>

Once documented, evaluation results may be tracked over time to assess whether performance has improved, remained steady, or declined. They may also be aggregated across a number of projects for a sense of agency-wide performance over a specified period of time.

Figure 9.5 is one example of how results can be communicated in chart form. In this fictional example, it is clear that meeting participants have become more satisfied with the timing of public meetings in recent years than they had been in the past. Possible explanations for this improvement might include a change by the agency in when meetings are held in response to early survey results indicating that a meeting time was not convenient.

Figure 9.5: Example Multi-Year Indicator Tracking Chart



The purpose of this indicator is to achieve a better understanding of participant needs regarding timing of public meetings. This indicator tracks whether those participating or invited but not participating feel that the public involvement opportunities of the agency were offered at a convenient time.

For this target, the tool calculated the percent of respondents that felt the meeting or event was held at a convenient time, finding the share of total responses per project that were marked "Strongly Agree" or "Somewhat Agree." The above graph compares performance levels with predefined targets.

9.4.3 GIS and Internet Tools

GIS and internet tools are useful in evaluating indicators and targets with geographic elements. For example, Indicator E-2 provides the following example targets:

Indicator E-2: Convenience of meetings and events to public transportation, where available

Target: [60%] of community engagement events are within one-eighth of a-mile of a transit stop.

Target: [60%] of community engagement events are within paratransit service areas.

To evaluate this indicator and its targets, begin by obtaining the transit schedules and hours of operation for the affected areas. This information can typically be downloaded directly from the area transit agency's website. In most cases, the distance from an event location to a transit stop can be determined by using one of various available web applications.

A useful tool for this purpose is Google Transit[®], a web-based application that maps public transit and other transportation systems, as part of Google Maps[®]. Some transit agencies also provide detailed information on their websites detailing transit stop locations in the service area.

9.4.4 Staff Debriefings

Staff debriefings are an opportunity to reflect on the effectiveness of a community engagement process or activity in relation to agency objectives. A debriefing session following a specific involvement activity can help staff identify effective practices and potential areas to improve prior to the next event. Below are a few questions to contemplate during in-house debriefings.

1. *In general, what seemed to work well? What didn't?*

Staff perceptions and general comments received from the public can be valuable in beginning to identify the strengths and weaknesses of a process or technique.

2. *Are enough people in the affected community participating in the community engagement activities? Were those who participated representative of the affected community? Did the audience include those who were expected to have an interest in the project?*

A common problem for transportation agencies is lack of attendance at public meetings. If key segments of the community are not attending a public event, this may indicate a variety of issues. The timing and/or locations may be inappropriate for some audiences. The notifications may not be reaching the intended audience. Area residents may not believe their comments are important or will be considered. They may simply prefer other ways to be informed and involved in the decision-making process. A follow-up survey with those invited and interviews with key stakeholders can provide insight into the reasons for low attendance and how to address the issue in the future.

3. *What type of feedback did you receive from the public about the event?*

Consider the results of any surveys, comment forms, questionnaires, or personal comments received by staff in relation to the meeting or event. If many people indicated that the meeting was not at a convenient location, consider whether there is another potential meeting site closer to the affected area. Another alternative might be to attend scheduled meetings of interest groups in the area, or to provide updates via newsletters with information on how interested parties can provide comments or get involved. Alternatively, positive

comments about meeting format provide reinforcement that the format is appropriate for reaching the intended audience.

4. Did the public seem to understand the information they were provided? Are the right communication techniques being employed?

When providing information to the public it is important to keep the message clear, simple and informal. If the comments received are irrelevant to the project, this indicates people do not understand the information they were provided or what information/input is being sought. The public may have unrealistic expectations about how they can influence the project, their role in the decision-making process, or the type of decisions being made during the current phase of project development.

5. Are there significant unresolved issues on the project?

The level of involvement needed will vary according to the nature of a project and the level of public interest or concern. If significant opposition to a project remains following the community engagement effort, then it is likely that all relevant issues have not been identified and resolved to the satisfaction of the community. Continued dialogue and additional involvement opportunities are needed to develop acceptable solutions. Additional efforts may also be needed to demonstrate to the public how their input is being used.

9.5 Improvement Strategies

Performance measurement is a valuable management tool, as it provides essential information on how to improve upon past results. A common saying is “what gets measured gets done.” Certainly, there is some truth to this saying. However, it is only true if the results of the performance measurement effort are translated directly into improvements to the community engagement process or techniques evaluated.

Each time a community engagement evaluation is performed a list of improvement strategies should be identified and then implemented in subsequent activities. When the targets for performance are not met, this is an indication that improvements are needed. Positive results help to inform what activities or approaches work best and should be used again. **Appendix D** provides two cases of how performance measurement has been used by FDOT to improve community engagement.

Insight into potential ways to improve community engagement may also be obtained by considering the findings of a detailed assessment of community engagement in Florida’s transportation decision-making process. This Statewide Assessment of Public Involvement Findings was conducted across FDOT functional areas and among MPOs in Florida and provided the following suggestions for potential improvement:

Involvement and Outreach

- ② Maximize opportunities for one-on-one or small group dialogue.
- ② Create opportunities for staff to build relationships with the public and to provide education on transportation issues, both within and outside of project development.
- ② Provide opportunities other than public meetings for people to have input in project decision-making.
- ② Look for ways to coordinate and communicate with other agencies on community engagement or outreach activities.

Continuity and Commitments

- ② Establish a process for passing project information on public concerns and comments from phase to phase.

- ② Increase communication between functional units within FDOT Districts on project development issues of importance to the public. Consider instituting regular cross-functional debriefing meetings and cross-functional area attendance at key project meetings.
- ② Consider a project management approach or a single point of contact for the public who has the necessary technical knowledge and would follow a project from planning or project development through to construction.

Training and Information Exchange

- ② Provide regular community engagement training and target the training, where appropriate, to specific topics of interest or concern and to specific functional units or responsibilities.
- ② Provide organized opportunities for FDOT Districts, as well as MPO staff, to share experiences, ideas, and best practices in working with the public.

Performance Measures and Evaluation

- ② Develop a systematic method, based on defined performance measures, which can be used by FDOT functional units and MPOs for evaluating the effectiveness of their community engagement process.
- ② Develop performance measures that focus on desired outcomes and that correspond with and advance the business plan of that functional unit.

The last two items above were addressed through the community engagement performance measurement research discussed in **Section 9.1** Background and Resources. The full report is available on the FDOT Environmental Management Office website.

9.6 Conclusion

Seeking public input is vital to the success of transportation planning and project development. Evaluation of community engagement efforts identifies what is being done well and where improvements need to be made. Alternative strategies for improvement may then be identified, implemented, and evaluated to determine what strategies provide the best results. Communicating evaluation results to the public and any changes made in response to the evaluation is one way to demonstrate the Department's commitment to community engagement.

This chapter provides guidance on how to establish an effective PIPM framework for community engagement. It emphasizes the importance of an outcome-oriented approach to evaluation which draws upon qualitative data from surveys, questionnaires, and comment forms. The framework is intended for use as a management tool and to diagnose and improve upon existing practices, rather than for quality assurance purposes. The tools and resources identified in **Section 9.1** Background and Resources may be adapted for this purpose.

Chapter 10 – Maximizing Equity in Transportation

Equity, in a broad sense, can be thought of as fairness, or nondiscrimination. In the transportation world, equity implies giving as much consideration, latitude, advantage, or fairness to one group or community (potentially affected by a proposed transportation project), as given to another. FDOT’s goal is to maximize equity and consider and involve all population groups, through all phases of transportation decision making. This means prioritizing equity in planning and corridor studies, throughout the entire life of the project, and even through operations and maintenance. Equity is also a legal requirement, enforced through various acts, orders, policies, and legislation to ensure nondiscrimination.

The purpose of this chapter is to provide an overview of equity, or nondiscrimination, and discuss community engagement methods aimed at achieving equitable outcomes for transportation improvements.

This chapter contains the following sections:

- ④ 10.1 Relevant Legislation
- ④ 10.2 Public Involvement and Equity
- ④ 10.3 Equity Analysis
- ④ 10.4 Resources

10.1 Relevant Legislation

This section briefly summarizes some of the acts, orders, policies, and legislation aimed at achieving equity in transportation decisions.

10.1.1 National Environmental Policy Act

The National Environmental Policy Act (NEPA) was signed into law January 1, 1970, and was a “pioneer act” for community engagement, considering the natural, physical, and human environments. NEPA requires the use of all practicable means to assure for “all Americans safe, healthful, productive, and esthetically pleasing surroundings.” NEPA also uses a “systematic, interdisciplinary approach” to decision making that may have an impact on the human environment. In summary, NEPA requires the consideration of environmental effects and reasonable alternatives.

10.1.2 Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 (Title VI) is a federal law that prohibits discrimination. Title VI applies to every person, and requires each federal agency to ensure that “*no person on the grounds of race, color, or national origin, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*” Under this law, all Federal aid recipients must prevent discrimination and ensure nondiscrimination in all their programs and activities. Title VI is considered throughout transportation decision making, from planning, through project development and to operations and maintenance. The Department’s Title VI Nondiscrimination Policy Statement is provided for reference.

Title VI/Nondiscrimination Program – Policy Statement

“It is the policy of the Florida Department of Transportation, under Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Section 324 of the Federal-Aid Highway Act of 1973; Civil Rights Restoration Act of 1987; and related statutes and regulations, that no person in the United States shall, on the basis of race, color, national origin, sex, age, disability/handicap, or income status, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination or retaliation under any federally or non-federally funded program or activity administered by the Department or its sub-recipients.”

To comply with this policy, the Department civil rights and program area specialists are tasked with implementing their mutual nondiscrimination program responsibilities. Other parties responsible for making a good faith effort at ensuring this policy is carried out in their respective program areas include each Assistant Secretary, District Secretary, Florida's Turnpike Enterprise Executive Director, Director, Manager, and Section Head of the Department's major program areas (Planning, Project Development / Environmental, Design, Right-of-Way, Construction, Maintenance, Public Transportation, and Research), as well as the Department's sub-recipients.

A list of Title VI contacts for the Central Office, FDOT District offices, and Florida's Turnpike Enterprise is located on the FDOT website:

Display Equity Commitment in Public Hearings – *FDOT conveys our commitment to Title VI, and equity by providing non-discrimination statements referencing Title VI on posters, handouts, or presentations at public meetings.*

Title VI

The Florida Department of Transportation is required to comply with various non-discrimination laws and regulations, including Title VI of the Civil Rights Act of 1964.

Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability or family status.

Persons wishing to express their concerns about Title VI may do so by contacting either:

<div style="background-color: #004a7c; color: white; padding: 5px;"> <p>District #</p> <p>Name, Title VI Coordinator</p> <p>Florida Department of Transportation</p> <p>Address</p> <p>City, FL Zip</p> <p>Phone</p> <p>Email</p> </div>	<div style="background-color: #004a7c; color: white; padding: 5px;"> <p>Tallahassee Office</p> <p>Aldrin Sanders, State Title VI Coordinator</p> <p>Florida Department of Transportation</p> <p>605 Suwanee Street, MS 65</p> <p>Tallahassee, FL 32399-0450</p> <p>(850) 414-4753</p> <p>Aldrin.Sanders@dot.state.fl.us</p> </div>
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<http://www.fdot.gov/equalopportunity/titlevicontacts.shtm>.

Intentional and unintentional conduct can form the basis of a Title VI violation. Intentional discrimination (or disparate treatment) involves less favorable treatment or inconsistent application of rules or policies to a person or group based on race, color, or national origin. Unintentional discrimination (or disparate impact) occurs when a neutral policy or practice has the unintended consequence of disproportionately excluding or adversely affecting members of a protected group under Title VI, without substantial justification. Examples of intentional and unintentional discrimination are provided below.

Example of Intentional Discrimination

An example of intentional discrimination is construction of an overpass to improve access to and from a highly populated white community. Meanwhile, the project fails to consider the opportunity to improve access to an African American community, which could have been accomplished with the same project. Involving the population groups of the more highly populated, white community, and not including the African American community in public outreach, shows disparate treatment.

Example of Unintentional Discrimination

In the same project example above, assume access to the African American community was not an issue and could not be improved by the project. Then assume the project was constructed and the residents of the African American community were exposed to an increase in noise levels, due to the new expressway overpass elevating traffic above a barrier of buildings and trees that were previously reducing the noise. This would be unintentional discrimination (or a disparate impact), since the consequence of increased noise levels were an unintentional consequence and not properly assessed in the project's early phases.

10.1.3 Executive Order 12898 – Environmental Justice

Executive Order 12898 was signed in 1994 by President Bill Clinton, identifying Environmental Justice (EJ) as a national policy. The order requires each federal agency to identify and avoid disproportionately high and adverse effects on minority and low-income populations in the administration of and through the implementation of programs, policies, and activities that could affect human health or the environment.

Definition and Examples of Adverse Effects

Relative to EJ analysis, an adverse effect refers to “the totality of significant individual or cumulative human health or environmental effects.” Examples of adverse effects include, but are not necessarily limited to:

- ☉ Bodily impairment, infirmity, illness, or death
- ☉ Air, noise, and water pollution, soil contamination, and vibration
- ☉ Destruction/disruption of man-made or natural resources
- ☉ Destruction/diminution of aesthetic values
- ☉ Destruction/disruption of community cohesion or economic vitality
- ☉ Increased traffic cohesion
- ☉ Destruction or disruption of availability of public and private facilities and services
- ☉ Adverse employment effects
- ☉ Displacement
- ☉ Isolation, exclusion, or separation of people within a given community or from the broader community
- ☉ Denial of, reduction in, or significant delay in receipt of benefits of DOT programs, policies, or activities

In EJ analysis, the goal is to determine if any effects, either individually or collectively, might rise to the level of disproportionately high and adverse.

Definition of Disproportionately High and Adverse

Executive Order 12898 defines a disproportionately high and adverse effect as “an adverse effect that is predominately borne by a minority population and/or low-income population or will be suffered by these populations and is appreciably more severe or greater in magnitude than the adverse effect that will be suffered by the non-minority population and/or non-low-income population.” For more information and explanation on adverse effects, and equity-related definitions, please refer to the video titled: *Facilitating Equitable Outcomes (EJ Analysis) – Part 2: Scope & Definitions*, found on the [FDOT SCE website](#).

Difference between Executive Order 12898 and Title VI

Executive Order 12898 seeks to protect minority and low-income populations from disproportionately high and adverse effects of federally supported actions. Title VI seeks to prevent discrimination on the basis of race, color, and national origin in the delivery of programs, policies, and activities of Federal-aid recipients. Low-

income and minority populations are specifically identified in Executive Order 12898, and within any EJ analysis, it is important to address low-income and minority populations separately. It is also worth noting the standard for Title VI is higher than that of the executive order (Title VI considers any adverse impact, not just disproportionately high and adverse effects). In addition, Executive Order 12898 carries no private rights of action in court.

10.1.4 Other Nondiscrimination Legislation

Other nondiscrimination legislation includes:

- ☉ *Age Discrimination Act* – addresses discrimination based on a person’s age
- ☉ *Americans with Disabilities Act and Rehabilitation Act* – addresses discrimination to persons with disabilities
- ☉ *23 United States Code (USC) 324* – addresses discrimination based on gender
- ☉ *23 Code of Federal Regulations (CFR) 771* – addresses discrimination based on handicap, age, race, color, sex, and national origin
- ☉ *Executive Order 13166* – addresses discrimination based on limited English proficiency
- ☉ *USDOT Order 5610.2(a)* – updates the Department's original Environmental Justice Order, which was published April 15, 1997; is a key component of the Department's strategy to promote the principles of environmental justice in all Departmental programs, policies, and activities

For more information and details associated with the various legislation discussed in this section, please refer to the video titled: *Facilitating Equitable Outcomes (EJ Analysis) – Part 1: Foundation of Environmental Justice*, found on the [FDOT SCE website](#).

10.2 Public Involvement and Equity

Successful community engagement is the key to facilitating equitable outcomes for transportation projects. This is accomplished by identifying populations potentially affected by a project, soliciting input from these groups, and keeping them informed through the various planning and project phases. It is critical to periodically make sure that all potentially affected populations have been considered, including traditionally underserved communities such as those with limited English proficiency, the disabled, etc. It is also important to maintain records of the community engagement activities, update the Public Involvement Plan (PIP) with project changes, and document the analysis, outreach activities, and outcomes. These activities are discussed in more detail later in this section.

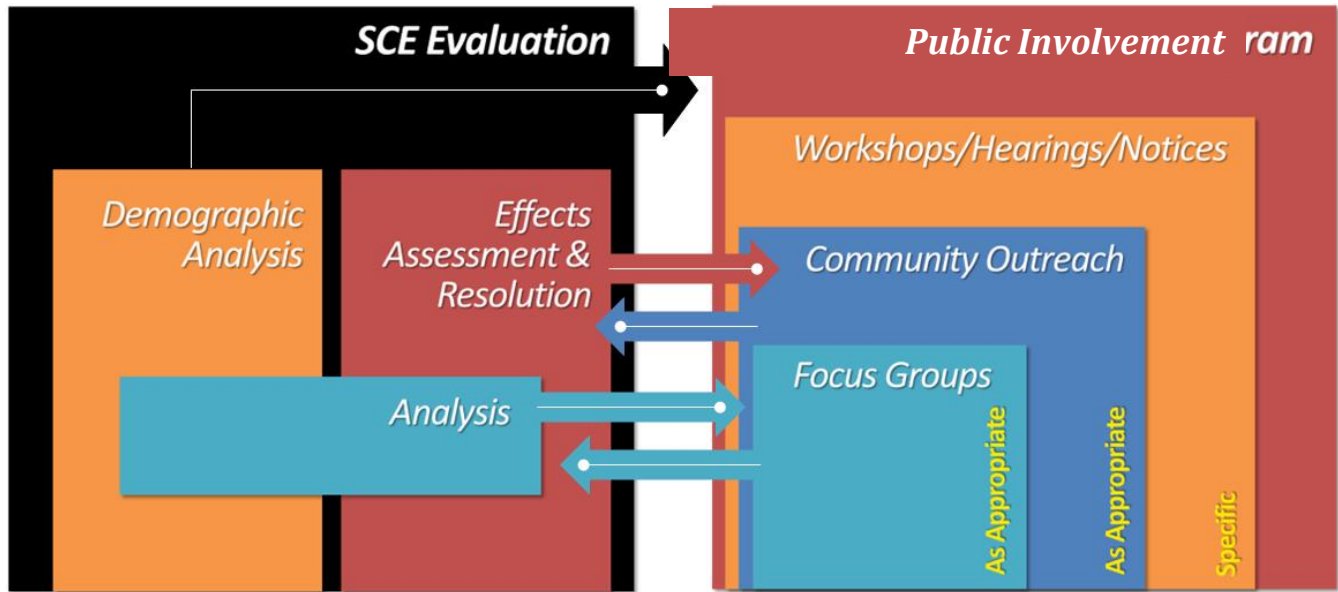
Keys to Equitable Outcomes

1. Identify affected populations
2. Inform affected populations
3. Provide opportunity for feedback
4. Was anybody missed?
5. Keep the public informed as project progresses
6. Update PIP as needed
7. Document

Part of FDOT’s compliance with Title VI and EJ requirements occurs through the Sociocultural Effects (SCE) Evaluation process. This process is part of a project’s environmental review and includes equity analysis. The equity analysis supports community engagement, and community engagement supports the equity analysis. Each is informed by and responds to the activities and outcomes of the other. **Figure 10.1** shows the transfer of information between the SCE Evaluation and the community engagement activities. The results of the demographic analysis conducted in the study area can be conducted by or shared with the staff responsible for community engagement. If issues affecting traditionally underserved populations are present during the SCE

Evaluation, the community engagement team will identify what additional community outreach may be necessary. For example, focus group meetings with an affected community could be a strategy for vetting potential mitigation strategies to address a potential adverse effect. For further explanation on the relationship between the SCE Evaluation and community engagement, please refer to the video titled: *Facilitating Equitable Outcomes (EJ Analysis) – Part 3: Methodology*, found on the [FDOT SCE website](#).

Figure 10::1: Relationship of the Equity Analysis to Public Involvement



10.2.1 Principles of Public Involvement Support Equitable Outcomes

Community engagement throughout the transportation decision-making process is critical for equitable outcomes by:

- 📍 Informing affected populations
- 📍 Providing opportunity for feedback
- 📍 Identifying missing population groups
- 📍 Keeping the public informed as the project progresses

When preparing for community engagement activities with the aim of facilitating equitable outcomes, it is helpful to remember the following four guiding principles (previously introduced in **Chapter 1 –**

Introduction):

1. **Two-way communication** – Community engagement is **two-way** communication aimed at incorporating the views, concerns, and issues of the public into the decision-making process. This is important in equity analysis because getting feedback from the public (two-way communication) is just as important as making the public aware of the project. The public needs to feel like their opinions are being heard and considered throughout all project phases.
2. **Ongoing** – Community engagement is **ongoing in all phases**. It allows the public to hear and be heard. Continuous community engagement will keep the public informed and solicit input as the project progresses, and changes are made.

3. **Include all stakeholders** – Community engagement should be **inclusive of all decision makers and stakeholders**. It should include as many groups and individuals as possible, especially those who will be most affected. This facilitates equitable outcomes by emphasizing the inclusion of all populations.
4. **Understand the community** – **Know your community context** to determine the most appropriate outreach techniques and establish the measures you are going to use to evaluate those techniques. This is especially important when the affected area includes traditional underserved or hard-to-reach populations.

It is important to be aware of potential barriers that may unintentionally exclude a particular group or community (prevent disparate impact discrimination). For example, some groups may be distrustful of government-sponsored meetings. In those cases, it can be helpful to involve a respected community leader or group early in the process to help encourage public participation. During community engagement activities, ask the question: Have we missed anyone? If so, identify how to reach these missing groups.

The community engagement strategy will vary based on the specific community context. Ask these questions when figuring out the best way to communicate:

- ☉ How does the community prefer to be contacted?
- ☉ What language do they speak?
- ☉ Do they live and/or work in the area?
- ☉ When is the best time to meet with them?
- ☉ Are there groups that represent the community?

Chapter 3 - Public Involvement during the Decision-Making Process and **Chapter 4** - Identifying the Public of this handbook provide information on a variety of community engagement strategies, aimed at engaging the public throughout the different transportation delivery phases. For more information on community engagement performance measures, see **Chapter 9** - Evaluating the Effectiveness of Public Involvement Plans of this handbook.

10.2.2 Early Public Engagement Supports Equity Analysis

Community engagement should begin early, during the transportation planning process. Transportation planning begins with a community vision. From this vision, strategies are developed for addressing mobility and the area's long-term goals. The planning phase is also when strategies are developed to help guide future development, identify and resolve community problems, promote public health and safety, and protect other important resources. The process needs to be cooperative and encourage participation from the business community, community groups, environmental organizations, freight operators, visitors, and the general public. During the planning process, stakeholders such as civic leaders, business representatives, property owners, and residents are engaged. From an equity perspective, this is a good point to begin making sure all populations are included, and begin asking "who have we missed?"

Planning activities help identify project priorities to address future transportation needs. These are identified in long range planning documents like the Strategic Intermodal System (SIS) Plan or a Metropolitan Planning Organization (MPO) or Transportation Planning Organization (TPO) Long Range Transportation Plan (LRTP). As these plans are being developed or updated, the MPOs, TPOs, and FDOT organize community engagement activities to provide information and gather input from the public. Extra efforts may be needed to make sure information gets to all populations in the area and their concerns are addressed in the plans.

The transition from systems planning to project planning and development is made when a funding source is identified, and priority projects are advanced into project implementation phases through either the State Transportation Improvement Plan (STIP), or in MPO/TPO areas, the Transportation Improvement Plan. At this point in the process, the Planning Screen in the Efficient Transportation Decision Making (ETDM) Process is available to Districts and MPOs to aid community engagement activities. Input received during the Planning Screen enables transportation planners to refine the project’s concept and purpose and need, identify mitigation opportunities, and consider resource management plans and community values. Community engagement activities conducted before and during the Planning Screen are documented in a Planning Screen Summary Report.

Please refer to the *Efficient Transportation Decision Making (ETDM) Manual* and training for more information on the ETDM Planning Screen: <http://www.fdot.gov/environment/pubs/etdm/etdmmanual.shtm>.

Community engagement efforts are influenced by the current transportation delivery phase, scope, and potential for project effects. However, early, effective public engagement is extremely important for reliable analyses and recommendations, especially when related to:

- Distribution of beneficial and adverse effects
- Severity of adverse effects
- Identifying solutions acceptable to the community
- Identifying population groups who may have been missed

Early public engagement helps those involved in later phases by allowing the affected public to have early input and influence.

10.2.3 Determining Who’s Affected and Who’s Interested

This section provides some guidance and helpful tools aimed at identifying the public. For more information and resources on identifying stakeholders, please refer to **Chapter 4 - Identifying the Public**, of this handbook.

In order to engage the public, the first step is to ask the question: “who is out there?” It is important to realize that the public includes many different groups of people, and within these groups are subgroups, which all may have differing needs. Therefore, be careful about lumping groups of people together. For example, minorities may or may not be low income. Likewise, low-income people might not be minorities.

To assess what population groups make up the public, and how these groups overlap, also ask the questions: “who might be affected?” and “who is interested?” FDOT uses a three-pronged approach for identifying affected populations:

- Desktop Demographic Analysis
- Windshield Surveys or Field Reviews
- Community engagement

Consider all populations, including:

- General public
- Underrepresented populations:
 - Low-income
 - Minority
 - Children and elderly
 - Disabled
 - Transit dependent
- Business community
- Environmental groups
- Local governments and organizations
- Other interested stakeholders

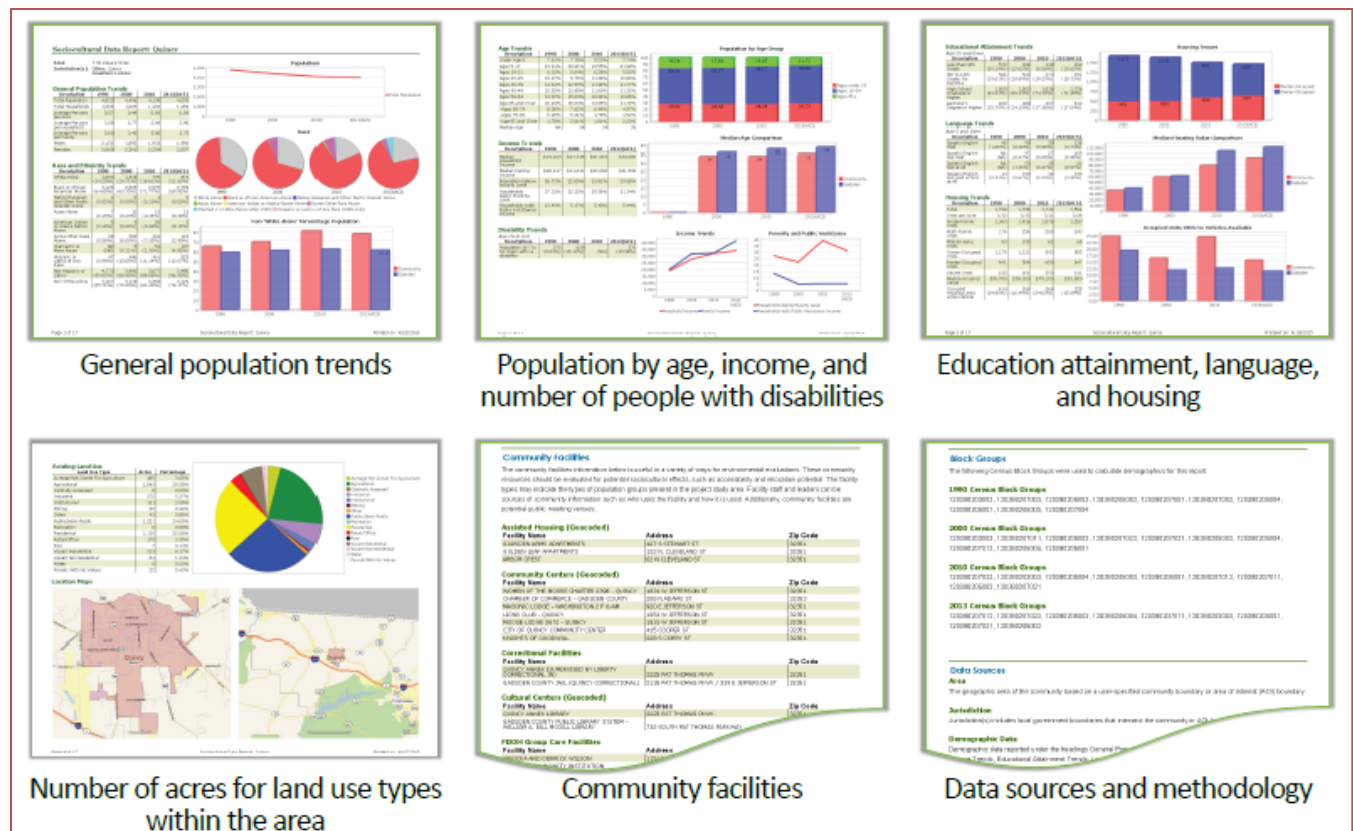
Desktop Demographic Analysis

Demographic analysis is the first step in determining who is present in the community, including those who own property, who live in the area, or who regularly occupy the area for work, study, or other purposes. The analysis will also provide information on special concern populations that are addressed in Title VI of the Civil Rights Act, and other nondiscrimination laws.

To help determine who is out there, start with a desktop review of socioeconomic and GIS data. The US Census is a large source of data; however, most cities and counties also have GIS data available that are more detailed than the census data.

To get a feel for the general layout of the area, consider using Google Earth or another on-line mapping tool. One of the tools offered by FDOT to identify the demographic makeup of an area is the Sociocultural Data Report (SDR). The SDR uses data from the US Census Bureau’s decennial census and the most recent American Community Survey to provide a summary of statistics and trends for a selected geographic area. It also provides a list of community facilities within a given area that can be very helpful in planning community engagement and outreach events. Examples of information provided by the SDR are presented on **Figure 10.2**.

Figure 10.2: Example of Information Provided by SDR



The SDR is available for:

- 📍 *User defined areas* – boundaries identified by project teams and stored in the Environmental Screening Tool (EST) database
- 📍 *Census places* – areas identified in the census (such as incorporated cities or unincorporated villages)
- 📍 *Counties*
- 📍 *Project alternatives* – areas within 500 feet of a selected transportation improvement project alternative

The tool for SDRs can be found on [FDOT's Efficient Transportation Decision Making public website](#). After opening the website, click on the Project Information menu, and then select Surrounding Resources. Then, click on Sociocultural Data Report (SDR). The tool will provide options for creating reports by county, place, or project. FDOT personnel or project team members may also request access to FDOT's Area of Interest Tool to create customized SDRs. For more information, email the help desk at help@fla-etat.org or call 850-414-5334.

A helpful video on how to use the SDR to research demographics is titled: Who is the Public: Using the SDR to identify Stakeholders, and is located on the [FDOT SCE website](#).

Other potential sources of demographic information include transportation agencies, school boards, social service agencies, housing agencies, and health departments. Sources within the community can be used to obtain anecdotal information.

Understanding a community's values, preferences, concerns, and how their goals for the future relate to the project are important. Some resources where this information may be found include:

- 📍 MPO and local government planners
- 📍 Government advisory boards and committees
- 📍 Community and resource user groups
- 📍 Regional planning organizations

For more details on conducting a demographic analysis, please refer to the following three videos located on the [FDOT SCE website](#).

- 📍 *Demographic Analysis Role*
- 📍 *Demographic Analysis Data*
- 📍 *Demographic Analysis Steps*

Windshield Survey or Field Review

Personally visiting the study area is key to learning about the potentially affected communities, businesses, and residents. While driving through or visiting the study area, try to get a feel for what the neighborhoods are like, and what grocery stores are available (for example, Whole Foods or Piggly Wiggly?). Are there locally-owned restaurants or a predominance of chain restaurants, or both? Are signs written in multiple languages? This may be an indication of limited English proficiency. Remember to take good field notes. Also use this field visit to verify or update the GIS data collected during the desktop study.

Public Involvement

Finally, speak with local planners, leaders, residents, and community groups. When planning community engagement activities, it is helpful to identify group leaders and community contacts to connect you with potentially affected populations.

Also consider who can affect the proposed project or plan. This could be political leaders, business leaders, public agencies, or organized community groups. Remember to expand discussions beyond those who may seem to represent the community.

10.2.4 Documentation

The Department's records should include documentation about community engagement activities and outcomes. When documenting, consider the following:

- ☉ Who was involved in the analysis?
- ☉ How were low-income and minority population groups considered?
- ☉ What was the public input?
- ☉ What commitments were made (if any)?

Remember to update the PIP throughout the study when identifying additional demographic groups who may be affected by the project, and when new community engagement opportunities are needed. Other updates to the PIP may include, but not be limited to, documentation of outreach activities, groups contacted, and comments received.

10.3 Equity Analysis

Additional equity analysis occurs as part of the SCE Evaluation when project effects are evaluated. When conducting equity analysis for a plan or project, it is helpful to ask the following six questions about the project and surrounding community:

- ☉ Who are potentially impacted populations and where are they?
- ☉ What is the adverse effect footprint, if any?
- ☉ How is the adverse effect distributed among the populations?
- ☉ If disproportionate, how severe is the adverse effect?
- ☉ Can disproportionately high and adverse effects be resolved?
- ☉ What are the conclusions/solutions?

This section provides a brief overview of the major steps involved in answering these questions. More information about the SCE Evaluation process can be found in *Part 2, Chapter 4 of the Project Development and Environment (PD&E) Manual*. The following link can be used to access the PD&E Manual: <http://www.fdot.gov/environment/pubs/pdeman/pdemani.shtm>. The steps of equity analysis briefly outlined below are summarized and described in the video titled: *Facilitating Equitable Outcomes (EJ Analysis) – Part 3: Methodology*, found on the [FDOT SCE website](#).

10.3.1 Who is Out There and Where?

This question should be familiar because it was discussed earlier in the chapter as the first question to ask when beginning community engagement during equity analysis. This step is a key link between community engagement and the SCE Evaluation. Remember the relationship from **Figure 10:1– Relationship of the Equity Analysis to Public Involvement** - the SCE Evaluation supports community engagement and vice versa.

This first step of the equity analysis determines what populations are in the study area, and where they are located. This is achieved by researching the demographics of the study area. Demographic analysis is a process used to understand the aspects of a population, in a particular area, at a particular time.

Again, FDOT's goal is to consider all populations. Demographic characteristics considered in the analysis include:

- ☉ Race, color, or national origin
- ☉ Disability
- ☉ Age
- ☉ Gender
- ☉ Limited English proficiency
- ☉ Low-income

10.3.2 What is the Adverse Effect Footprint, if any?

First, identify the areas of potential adverse effects. Remember to include past actions. Resources include city or county governments, metropolitan planning organizations, state and federal agencies, and documentation from any previous community outreach. Another helpful resource is a United States Environmental Protection Agency (USEPA) website called EJ View, which can be found at: <https://www.epa.gov/ejscreen>. Identify where the areas of adverse effects coincide wholly or partially with the population groups identified in the previous step. These are the areas of interest. A windshield study or site visit is also highly recommended during this step, to confirm areas of interest or verify that no areas of interest were identified. Use this information to map the footprint of any potential adverse effects, within the study area.

10.3.3 How is the Adverse Effect Distributed among Who’s There?

By comparing the responses to the two questions above, get a sense for how the adverse effects are distributed among the populations within the study area. More specifically, assess the relative distribution of adverse effects, including direct, indirect, and cumulative effects among the various populations within the area(s) of interest. Remember to pay particular attention to those populations that may be traditionally underserved or underrepresented. Identify if there are any disproportionate distributions of adverse effects.

10.3.4 If Disproportionate, How Severe is the Adverse Effect?

Assess the severity of potential adverse effects found to be disproportionately distributed to an EJ population. To assess the severity of the adverse effect(s), consider:

- ☉ Totality of potential effects (beneficial and adverse)
- ☉ Scale or extent of effect
- ☉ Past adverse actions
- ☉ Duration of effect

Reminders:

- Involve the public!
- Who have we missed?

Remember that potential effects are required to be analyzed for severity, even if they are not disproportionate.

10.3.5 Can the Disproportionately High and Adverse Effect be Resolved?

To resolve potential adverse effects, consider the following solution categories:

- ☉ **Avoidance** – what actions can we consider so the adverse effect does not occur?
- ☉ **Minimization** – what can we do to reduce the severity of the effect?
- ☉ **Mitigation** – what actions can we take to offset or alleviate an effect, or replace a protected resource?
- ☉ **Enhancement** – what desirable or attractive features can be added to the project to make it fit more harmoniously into the community?

Reminder: Update the PIP when identifying additional population groups, or offering more public involvement opportunities.

The four solution categories to resolve adverse effects should be considered in the order they are presented above. Also, all proposed solutions must be practicable. Community engagement plays a key role in this step of the equity analysis. It is important to know your community to figure out the best ways to communicate. For example, homeowners associations, elected officials, elderly, and seasonal residents will all have different communication needs.

10.3.6 What are the Conclusions?

Conclusions from the equity analysis are documented and maintained in the Department’s files. The files should include documentation of the analysis, findings that support the conclusions, and documentation of community engagement opportunities. The conclusions may also be summarized and published. For example, in the PD&E phase, the conclusions are summarized in the environmental document.

10.4 Resources

Table 10.1 provides a list of resources related to community engagement, equity, and SCE. Many of the FDOT resources listed in **Table 10.1** are available on FDOT’s SCE Evaluation Process website.

Table 10.1: Resources

Reading Materials from FDOT Website: http://www.fdot.gov/environment/pubs/sce/sceReading.shtm
Demographic Analysis – Data Sources for Demographic Analysis
Demographic Analysis – Useful US Census Bureau Data Tables for Demographic Analysis
Demographic Analysis – Commonly Used Terms
Demographic Analysis – Demographic Analysis for SCE Evaluations (slides)
Demographic Analysis – Stepping Beyond Census Data for Community Impact Assessments (poster)
General Resources – A variety of general resources associated with SCE
SCE Issue Sheets – Includes issue sheets for social, economic, land use, mobility, aesthetics, and relocation
SCE and EST Videos from FDOT Website: http://www.fdot.gov/environment/pubs/sce/sceVideos.shtm
Facilitating Equitable Outcomes (EJ Analysis) – Part 1: Foundation of Environmental Justice
Facilitating Equitable Outcomes (EJ Analysis) – Part 2: Scope and Definitions
Facilitating Equitable Outcomes (EJ Analysis) – Part 3: Methodology
Demographic Analysis for SCE Evaluations – Demographic Analysis Data
Demographic Analysis for SCE Evaluations – Demographic Analysis Role
Demographic Analysis for SCE Evaluations – Demographic Analysis Steps
Demographic Analysis for SCE Evaluations – Who is the Public: Using the SDR to Identify Stakeholders
SCE and EST Videos from FDOT Website: http://www.fdot.gov/environment/pubs/sce/sceVideos.shtm
Instructional Videos for Environmental Screening Tool (EST) Users – Part 1: Area of Interest Tool
Instructional Videos for EST Users – Part 2: Area of Interest Tool with Sociocultural Data Report Overview

Table 10.1: Resources (Continued)

Environmental Screening Tool (EST) – Includes informative and instructional videos on the EST
Sociocultural Effects Process – Variety of videos on the SCE Process
EJ Resources from FDOT Website: http://www.fdot.gov/environment/pubs/sce/otherSCE.shtm
Environmental Justice: Guidance Under the National Environmental Policy Act (CEQ, 1997)
Guidance on Environmental Justice and NEPA (FHWA 2011)
Federal Highway Administration (FHWA) Website on Environmental Justice
Circular FTA C 4703.1: Environmental Justice Policy Guidance for Federal Transit Administration Recipients (FTA, 2012)
Report 532: Effective Methods of Environmental Justice Assessment (NCHRP, 2004)
Report 710: Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decision Making (NCHRP, 2012)
Pursuing Equity in Pedestrian and Bicycle Planning (FHWA 2016)
Other Resources from FDOT Website and Others
Community Impact Assessment Website: https://www.fhwa.dot.gov/livability/cia/index.cfm
Cultural Resources Management Handbook: http://www.fdot.gov/environment/pubs/cultmgmt/Handbook_11-04.pdf
Environmental Justice Screening & Mapping Tool (USEPA): https://www.epa.gov/ejscreen
Environmental Screening Tool (EST) Handbook: https://etdmpub.flas-estat.org/est/index.jsp?url=library.jsp
FDOT’s Efficient Transportation Decision Making (ETDM) Process Manual: http://www.fdot.gov/environment/pubs/etdm/etdmmanual.shtm
FDOT’s Efficient Transportation Decision Making website – Published Sociocultural Data Reports (SDRs): https://etdmpub.flas-estat.org/est/
FDOT’s Limited English Proficiency (LEP) Guidance: http://www.fdot.gov/equalopportunity/InvestigationsandCompliance/FDOT%20Limited%20English%20Proficiency%20(LEP)%20Guidance.pdf
FDOT’s Office of Policy Planning – MPO Program Management Handbook: http://www.fdot.gov/planning/policy/metrosupport/FDOT%202017%20MPO%20Handbook.pdf
FDOT’s Project Development & Environment (PD&E) Manual: http://www.fdot.gov/environment/pubs/pdeman/pdeman1.shtm
FDOT’s Public Involvement Website: http://www.fdot.gov/environment/pubinvolvement.shtm
FDOT’s Title VI Contacts: http://www.fdot.gov/equalopportunity/titlevicontacts.shtm
Gloria M. Shepherd Memorandum – Guidance on Environmental Justice and NEPA (December 16, 2011): https://www.environment.fhwa.dot.gov/env_topics/ej/guidance_ejustice-nepa.aspx
Title VI of the Civil Rights Act of 1964: https://www.justice.gov/crt/title-vi-1964-civil-rights-act

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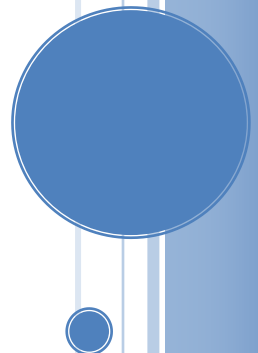
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Public Involvement Handbook

Appendix A References & Resources



Chapter 1 – Introduction

1. FDOT Environmental Management Office - <http://www.dot.state.fl.us/emo/>
2. US DOT Public Involvement Techniques for Transportation Decision Making - http://www.fhwa.dot.gov/planning/public_involvement/publications/techniques/
3. US DOT Guide to Transportation Decision Making - http://www.fhwa.dot.gov/planning/publications/transportation_decision_making/

Chapter 2 – Requirements for Public Involvement

1. Moving Ahead for Progress in the 21st Century (MAP-21) Act - <http://www.dot.state.fl.us/planning/map21/>
2. Title 23 of the Code of Federal Regulations (CFR), Part 450.210 - <http://www.gpo.gov/fdsys/granule/CFR-2011-title23-vol1/CFR-2011-title23-vol1-sec450-210/content-detail.html>
3. Title 23 of the Code of Federal Regulations (CFR), Part 450.316 - <http://www.gpo.gov/fdsys/granule/CFR-2011-title23-vol1/CFR-2011-title23-vol1-sec450-316/content-detail.html>
4. Americans with Disabilities Act (ADA) - <http://www.ada.gov/>
5. Title VI of the Civil Rights Act of 1964 - <http://www.justice.gov/crt/about/cor/coord/titlevi.php>
6. Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations - <http://www2.epa.gov/laws-regulations/summary-executive-order-12898-federal-actions-address-environmental-justice>
7. Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency - <http://www.lep.gov/13166/eo13166.html>
8. National Environmental Policy Act (NEPA) of 1969 - <http://www2.epa.gov/laws-regulations/summary-national-environmental-policy-act>
9. Uniform Relocation Assistance and Real Property Acquisition Policies Act - <http://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter61&edition=prelim>
10. State of Florida Statutes (F.S.) - <http://www.flsenate.gov/Laws/Statutes/>
11. Jessica Lunsford Act - http://www.fldoe.org/edstandards/background_screening.asp
12. FDOT Project Development & Environment (PD&E) Manual - www.dot.state.fl.us/emo/pubs/pdeman/pdeman1.shtm
13. FDOT Metropolitan Planning Organization (MPO) Program Management Handbook - <http://www.dot.state.fl.us/planning/Policy/metrosupport/mpohandbook/>

Chapter 3 – Public Involvement during the Decision-Making Process

1. Florida Transportation Plan (FTP) - <http://www.dot.state.fl.us/planning/policy/>
2. Strategic Intermodal System (SIS) Strategic Plan - <http://www.dot.state.fl.us/planning/policy/>
3. Pocket Guide to Florida Transportation Trends and Conditions - <http://www.dot.state.fl.us/planning/policy/>
4. Hillsborough County “Plan Hillsborough 2040” - <http://www.planhillsborough.org/plan2040/>
5. Tampa Bay Area Regional Transportation Authority Master Plan - <http://www.tbarta.com/en/master-plan>
6. FDOT MPO Program Management Handbook - <http://www.dot.state.fl.us/planning/Policy/metrosupport/mpohandbook/>
7. MetroPlan Orlando’s 2030 Long Range Transportation Plan -

- <http://www.metroplanorlando.com/plans/long-range-transportation-plan/>
8. MetroPlan Orlando’s 2030 Public Involvement Plan - <http://www.metroplanorlando.com/public-involvement/>
 9. Florida’s State Transportation Improvement Programs - <http://www.dot.state.fl.us/ProgramDevelopmentOffice/federal/stip.shtm>
 10. FDOT 5-Year Work Program - <http://www.dot.state.fl.us/programdevelopmentoffice/>
 11. FDOT Efficient Transportation Decision Making Manual (ETDM) - <http://www.dot.state.fl.us/emo/pubs/etdm/etdmmanual.shtm>
 12. FDOT Project Development & Environment (PD&E) Manual - www.dot.state.fl.us/emo/pubs/pdeman/pdemani.shtm
 13. FDOT Plans Preparation Manual (PPM) - www.dot.state.fl.us/rddesign/PPMManual/PPM.shtm
 14. FDOT Project Management Handbook (PMH) - www.dot.state.fl.us/projectmanagementoffice/PMHandbook/pmhandbookindex.shtm

Chapter 4 – Identifying the Public

1. FDOT’s Sociocultural Effects (SCE) Evaluation Process - www.dot.state.fl.us/emo/pubs/sce/sce1.shtm
2. Southeast Florida Transportation Planner Outreach Tool - <http://mpotransportationoutreachplanner.org/>
3. U.S. Census Bureau and American Community Survey (ACS) Demographic Data - <http://www.census.gov/>
4. University of Florida Bureau of Economic and Business Research - <http://www.bebr.ufl.edu/>
5. University of Florida Institute of Food and Agricultural Sciences - <http://ifas.ufl.edu/>
6. Florida Geographic Data Library - <http://www.fgdl.org/metadataexplorer/explorer.jsp>
7. National Urban League - <http://nul.iamempowered.com/>
8. National Council of La Raza - <http://www.nclr.org/>
9. United States Department of Housing and Urban Development - <http://portal.hud.gov/hudportal/HUD>
10. United States Department of Agriculture - <http://www.usda.gov/wps/portal/usda/usdahome>
11. National Center for Education Statistics - <http://nces.ed.gov/>
12. National Cooperative Highway Research Program (NCHRP) Report 710: Practical Approaches for Involving Traditionally Underserved Populations in Transportation Decision Making - http://onlinepubs.trb.org/onlinepubs/nchrp/nchrp_rpt_710.pdf

Chapter 5 – Public Involvement Tools and Techniques

1. Plain Language Initiative Guidelines - <http://www.plainlanguage.gov/howto/guidelines/FederalPLGuidelines/TOC.cfm>
2. Global Development Research Center Media Toolbox - <http://www.gdrc.org/ngo/media/index.html>

Chapter 6 – Public Meetings

1. Americans with Disabilities Act (ADA) - <http://www.ada.gov/>
2. Jessica Lunsford Act - http://www.fldoe.org/edstandards/background_screening.asp
3. FDOT Green Lodging Policy - http://www.dep.state.fl.us/mainpage/programs/green_lodging.htm
4. National Highway Institute Course #142059: Effective Communications in Public Involvement - http://www.nhi.fhwa.dot.gov/training/course_search.aspx?tab=o&key=public+involvement&sf=o&course_no=142059

5. SurveyMonkey® - <https://www.surveymonkey.com/>
6. MetroQuest® - <http://metroquest.com/>
7. MindMixer® - <http://www.mindmixer.com/>
8. WebEx® - <http://www.webex.com/>
9. Florida Administrative Code (FAC), Chapter 28-109 - <https://www.flrules.org/gateway/ChapterHome.asp?Chapter=28-109>
10. Title VI of the Civil Rights Act of 1964 - <http://www.justice.gov/crt/about/cor/coord/titlevi.php>
11. Federal Highway Administration (FHWA) Visualization in Planning Website - http://www.fhwa.dot.gov/planning/scenario_and_visualization/visualization_in_planning/

Chapter 7 – Public Hearings

1. FDOT Project Development & Environment (PD&E) Manual - www.dot.state.fl.us/emo/pubs/pdeman/pdeman1.shtm
2. State of Florida Statutes (F.S.) - <http://www.flsenate.gov/Laws/Statutes/>
3. Florida Administrative Register (FAR) - <https://www.flrules.org/>
4. Title 23 of the Code of Federal Regulations (CFR), Part 771.111 - <http://www.fhwa.dot.gov/hep/guidance/superseded/23cfr771.cfm#sec.771.111>
5. Title VI of the Civil Rights Act of 1964 - <http://www.justice.gov/crt/about/cor/coord/titlevi.php>
6. Florida Administrative Code (FAC), Chapter 28-109 - <https://www.flrules.org/gateway/ChapterHome.asp?Chapter=28-109>

Chapter 8 – Documenting Public Involvement Activities

1. FDOT Project Commitment Tracking Procedures - <http://www2.dot.state.fl.us/proceduraldocuments/procedures/bin/700011035.pdf>
2. FDOT Project Development & Environment (PD&E) Manual - www.dot.state.fl.us/emo/pubs/pdeman/pdeman1.shtm
3. Federal Highway Administration (FHWA) Guide to NEPA Documentation - <http://www.environment.fhwa.dot.gov/projdev/pd4document.asp>
4. FDOT Efficient Transportation Decision Making Manual (ETDM) - <http://www.dot.state.fl.us/emo/pubs/etdm/etdmmanual.shtm>

Chapter 9 – Evaluating the Effectiveness of Public Involvement Programs

1. FDOT Public Involvement Resources - <http://www.dot.state.fl.us/emo/pubinvolvement.shtm>
2. Center for Urban Transportation Research (CUTR) Report: Performance Measures to Evaluate the Effectiveness of Public Involvement Activities in Florida - <http://www.cutr.usf.edu/pdf/PIPM%20Final%20Report%206-26.pdf>
3. Americans with Disabilities Act (ADA) - <http://www.ada.gov/>
4. Google Maps – Transit® - <http://maps.google.com/intl/en/landing/transit/#mdy>
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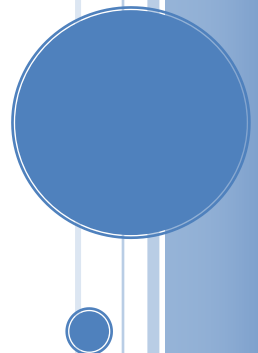
Chapter 10 – Maximizing Equity in Transportation

1. FDOT SCE Evaluation Process - <http://www.fdot.gov/environment/pubs/sce/sce1.shtm>
2. FDOT Demographic Analysis, SCE General Resources, and SCE Issue Sheets Reading Materials - <http://www.fdot.gov/environment/pubs/sce/sceReading.shtm>
3. FDOT Environmental Justice and Demographic Analysis Videos - <http://www.fdot.gov/environment/pubs/sce/sceVideos.shtm>
4. FDOT Environmental Screening Tool and SCE Process Videos - <http://www.fdot.gov/environment/pubs/sce/sceVideos.shtm>
5. FDOT Environmental Justice Resources - <http://www.fdot.gov/environment/pubs/sce/otherSCE.shtm>
6. Community Impact Assessment Website - <https://www.fhwa.dot.gov/livability/cia/index.cfm>
7. Cultural Resources Management Handbook - http://www.fdot.gov/environment/pubs/cultmgmt/Handbook_11-04.pdf
8. Environmental Justice Screening & Mapping Tool (USEPA) - <https://www.epa.gov/ejscreen>
9. Environmental Screening Tool (EST) Handbook - <https://etdmpub.fla-etat.org/est/index.jsp?url=library.jsp>
10. FDOT's Efficient Transportation Decision Making (ETDM) Process Manual - <http://www.fdot.gov/environment/pubs/etdm/etdmmanual.shtm>
11. FDOT's Efficient Transportation Decision Making website – Published Sociocultural Data Reports (SDRs) - <https://etdmpub.fla-etat.org/est/>
12. FDOT Efficient Transportation Decision Making Website Help Desk - help@fla-etat.org
13. FDOT's Limited English Proficiency (LEP) Guidance - [http://www.fdot.gov/equalopportunity/InvestigationsandCompliance/FDOT%20Limited%20English%20Proficiency%20\(LEP\)%20Guidance.pdf](http://www.fdot.gov/equalopportunity/InvestigationsandCompliance/FDOT%20Limited%20English%20Proficiency%20(LEP)%20Guidance.pdf)
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15. FDOT's Project Development & Environment (PD&E) Manual - <http://www.fdot.gov/environment/pubs/pdeman/pdeman1.shtm>
16. FDOT's Public Involvement Website - <http://www.fdot.gov/environment/pubinvolvement.shtm>
17. FDOT's Title VI Contacts - <http://www.fdot.gov/equalopportunity/titlevicontacts.shtm>
18. Gloria M. Shepherd Memorandum – Guidance on Environmental Justice and NEPA (December 16, 2011)- https://www.environment.fhwa.dot.gov/env_topics/ej/guidance_ejustice-nepa.aspx
19. Title VI of the Civil Rights Act of 1964 - <https://www.justice.gov/crt/title-vi-1964-civil-rights-act>



Public Involvement Handbook

Appendix B Glossary of Terms





Access/Accessibility - The opportunity to reach a given end use within a certain period of time, or without being impeded by physical, social or economic barriers. Enhancing mobility is one way of improving access.

Alternative Project Delivery – A means of providing design and construction services, and in some cases financing and/or operating and maintenance, for a project outside of the traditional separate FDOT phases of design, construction and operations. In many cases, this approach is utilized to identify an alternative means of financing a project, such as a public-private partnership, to allow it to be completed more quickly than if relying on the traditional approach. Common alternative project delivery methods include design-build, design-bid-build, design-build-operate-maintain (DBOM), or design-build-finance-operate-maintain (DBFOM).

Americans with Disabilities Act of 1990 (ADA) - Federal law that requires public facilities, including transportation services, to be fully accessible for persons with disabilities. ADA also requires the provision of complementary or supplemental paratransit services in areas where fixed route transit service is operated. Expands definition of eligibility for accessible services to persons with mental disabilities, temporary disabilities, and the conditions related to substance abuse. The Act is an augmentation to, but does not supersede, Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability against, otherwise qualified individuals in programs receiving federal assistance.



Categorical Exclusion (CE) - A technical exclusion for projects that do not result in significant environmental impacts. Such projects are not required to prepare environmental reviews.

Citizen Advisory Committee (CAC) - Advisory committee utilized by Metropolitan Planning Organizations (MPOs) for citizen input into the transportation planning process.

Code of Federal Regulations (CFR) - Compilation of the rules of the executive department and agencies of the federal government.

Color Dots Survey – An activity that allows the participants to create a list of issues important to them and then individually vote on the relative importance of the issues through the use of colored dots/stickers. Each color is assigned a value, such as green = high priority, blue = medium priority, and yellow = low priority.

Communications Manager - The individual in an agency or district responsible for disseminating information and responding to inquiries from the media.

Community - Behavior patterns which individuals or groups of individuals hold in common, usually expressed through daily social interaction, the use of local facilities, participation in local organizations, and involvement in activities that satisfy the population's economic and social needs.

Community Awareness Plan – Used during the design and construction phases of project development, this document explains the activities that will take place to keep the community informed of the project and to minimize negative impacts. Projects are categorized into one of four levels of public concern they are likely to generate.

Contact Network – A database of residents and key community leaders who provide feedback to and from broad-based community organizations.



Efficient Transportation Decision Making (ETDM) - Creates a linkage between land use, transportation and environmental resource planning initiatives through early, interactive agency and community engagement.

Environmental Assessment (EA) – An interim decision document prepared for an action where the significance of social, economic, or environmental impact is not clearly established. If the action is determined to have significant impact, an Environmental Impact Statement is then prepared. If no significant impact is determined, a finding of no significant impact is prepared.

Environmental Impact Statement (EIS) - Report which details any adverse economic, social, and environmental effects of a proposed transportation project for which federal funding is being sought. Adverse effects could include air, water, or noise pollution; destruction or disruption of natural resources; adverse employment effects; injurious displacement of people or businesses; or disruption of desirable community or regional growth.

Environmental Justice (EJ) – As defined by the Environmental Protection Agency, it is the “fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations and policies. Fair treatment means that no group of people, including racial, ethnic, or socioeconomic group, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal, and commercial operations or the execution of federal, state, local, and tribal programs and policies.”

Environmental Screening Tool (EST) - The Internet-based GIS application used by ETAT members to examine potential effects to social, cultural and natural resources.

Environmental Technical Advisory Team (ETAT) - Established with each participating agency appointing a transportation representative with responsibility to coordinate transportation reviews within their respective agency in the ETDM process.



Federal Highway Administration (FHWA) - Division of the U.S. Department of Transportation that funds highway planning and programs.

Federal Transit Administration (FTA) - Division of the U.S. Department of Transportation that funds transit planning and programs.

Federal Register (FR) - The federal publication where proposed rules, workshops, hearings and adopted rules are advertised for public notice.

Five-Year Work Program/Work Program – The statewide project-specific list of transportation activities and projects scheduled for implementation during the ensuing five-year period. It is developed through extensive coordination with local governments, Metropolitan Planning Organizations, regional planning groups, and the public. It is based on a balanced financial plan that maximizes available revenue sources and achieves equitable geographic distribution.

Florida Administrative Register - The publication in Florida where proposed rules, workshops, hearings and final rules are advertised for public notice.

Florida Department of Transportation (FDOT) - State agency responsible for transportation issues and planning in Florida.

Florida Geographical Data Library (FGDL) – Housed at the GeoPlan Center at the University of Florida, contains GIS data from federal, state and local agencies.

Florida Intrastate Highway System (FIHS) - A statewide network of limited and controlled access highways whose primary function is for high speed and high volume traffic movements; built and maintained by FDOT.

Florida Statutes (FS) – The documents in which Florida’s laws are found.

Florida Transportation Plan (FTP) - A statewide, comprehensive transportation plan that establishes long-range goals to be accomplished over a 20-25 year time frame; developed by Florida Department of Transportation (FDOT); updated on an annual basis.



Geographic Information System (GIS) - A computer system capable of capturing, storing, analyzing, and displaying geographically referenced information; data identified according to location.



Land Use - Refers to the manner in which parcels of land or the structures on them are utilized, i.e., commercial, residential, retail, industrial, etc.

Letting - An event at which a FDOT staff person opens and reads all bids for specific proposals, determines the winning bidders, and awards contracts.

Limited English Proficiency (LEP) – The US Department of Health and Human Services defines this as “persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language. A person with Limited English Proficiency may have difficult speaking or reading English.”

Long Range - In transportation planning, refers to a time span of more than five years. The Transportation Improvement Program (TIP) is typically regarded as a short-range program.

Long Range Transportation Plan (LRTP) - A document resulting from a regional or statewide process of collaboration and consensus on a region or state’s transportation system. This document serves as the defining vision for the region or state’s transportation systems and services. In metropolitan areas, the plan indicates all of the transportation improvement scheduled for funding over the next 20 years.



Metropolitan Planning Organization (MPO) - The organizational entity designated by law with lead responsibility for developing transportation plans and programs for urbanized areas of 50,000 or more in population. MPOs are established by agreement of the Governor and units of general-purpose local government

that together represent 75 percent of the affected population within an urbanized area.

Mobility - The ability to move or be moved from place to place.

Mode, Intermodal, Multimodal - Form of transportation, such as automobile, transit, bicycle and walking. Intermodal refers to the connections between modes and multimodal refers to the availability of transportation options within a system or corridor.



National Environmental Policy Act (NEPA) - Federal law passed in 1969 that requires an analysis of environmental impacts of federal actions (including the funding of projects).



Outreach - Efforts to offer everyone in a community the opportunity to participate in transportation planning.



Project Development – The phase a proposed project undergoes once it has been through the planning process. The project development phase is a more detailed analysis of a proposed project’s social, economic, and environmental impacts and various project alternatives. What comes from the project development phase is a decision reached through negotiation among all affected parties, including the public. After a proposal has successfully passed the project development phase, it may move to preliminary engineering, design, and construction.

Project Development and Environment Study (PD&E) – FDOT’s name for a corridor study to establish conceptual design for a roadway and to determine its compliance with federal and state environmental laws and regulations.

Project Selection Survey – An activity that provides participants with information about different aspects of a project along with the associated costs and asks them to define their preferred approach within the context of available funding. The original concept was developed for a cost feasible plan and was single page survey that contained demographic information, space to add projects to the needs list and a return address/stamp area on one side. The other side of the survey asked, “You have \$200 million dollars to spend in the next 20 years. What projects would you undertake with that money?” A list of projects was provided along with costs and the respondent simply had to circle their preferences.

Public Comment - Once a community engagement program is underway, extensive information begins to accumulate about the views of the public and interest groups in the form of public comment.

Public Hearing – A formal public meeting, often required by law, where comments are recorded and a transcript of the proceedings prepared to document a proposed action.

Public Involvement - The process by which public concerns, needs, and values are solicited and incorporated into decision-making.

Public Involvement Coordinator - The individual responsible for implementing effective public involvement to identify potential sociocultural effects for transportation projects and responsible for public involvement and assessment of sociocultural effects in the non-MPO areas of the state.

Public Involvement Plan (PIP) - A written plan of public involvement strategies and activities for a specific transportation plan or project. The PIP provides a systematic approach to how the results and outcomes of public involvement activities are integrated into the decision-making process.

Public Meeting – Any type of meeting that is used to convey information and engage the public in a discussion about a project. Although the Department has specific requirements that must be met anytime a public meeting is held, the conduct of these meetings is not specified by law and formal proceedings are not required.

Public Participation - The active and meaningful involvement of the public in the development of transportation plans and improvement programs. Federal and state law require that state departments of transportation and MPOs proactively seek the involvement of all interested parties, including those traditionally underserved by the current transportation system.

Public Record – The Florida Department of State defines this as “all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.”

Public Service Announcement (PSA) - An announcement (including network) which promotes services, programs, or activities that serve community interests.



Regional Planning Council – A multipurpose organization composed of representatives of local governments and appointed representatives from the geographic area covered by the council, and designated as the primary organization to address problems and plan solutions that are of greater than local concern or scope; currently 11 regional planning councils exist in Florida.



Section 4f De Minimus Impact – A de minimis impact is one that, after taking into account any measures to minimize harm (such as avoidance, minimization, mitigation or enhancement measures), results in either a finding of no adverse effect on historic properties; or a determination that the project would not adversely affect the activities, features, or attributes qualifying a park, recreation area, or refuge for protection under Section 4(f).

Section 508 Access Standards – Standards enacted by the United States Access Board as a part of the Rehabilitation Act to ensure that technology procured by the federal government, including computer hardware and software, websites, phone systems, and copiers, meets technical criteria that ensures access for people with physical, sensory, or cognitive disabilities.

Social Media – Defined by Merriam Webster as “forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.” Examples

include Facebook, Twitter, Instagram, Google+, Pinterest, and YouTube.

Sociocultural Effects Evaluation (SCE) – The effects a transportation action has on social, economic, aesthetic and livability, relocation and displacement, civil rights and land use issues.

Speakers Bureau – A group of volunteers who make presentations about a project, with guidance from the technical project team, to different groups and organizations. This is a way to expand the resources and reach of a project.

Stakeholder – A person, community or organization that has an interest in or may be affected by a transportation decision.

State Environmental Management Office (CEMO) – Represents FDOT in protecting and enhancing a sustainable human and natural environment while developing safe, cost effective and efficient transportation systems.

State Transportation Improvement Program (STIP) - A staged, multiyear, statewide, intermodal program that is consistent with the state and metropolitan transportation plans and identifies the priority transportation projects to be undertaken over the next three years. The STIP is developed by the Florida Department of Transportation (FDOT) and incorporates the MPOs’ TIPs. The STIP must be approved by the Federal Highway Administration (FHWA) and the Federal Transit Administration (FTA) at least every two years.

Strings and Ribbons – An activity that uses different lengths of string and ribbon to represent one year of funding for different types of transportation improvements. Participants are provided information about the funding available and are allowed to trade their strings and ribbons for other transportation improvements provided they stay within the available funding. At the end, the stings and ribbons are pasted onto a map to show where the improvements should occur.



Technical Advisory Committee (TAC) - A standing committee of most metropolitan planning organizations (MPOs). The function of a TAC is to provide advice on plans or actions of the MPO from planners, engineers

and other staff members (not general citizens). Also known as Transportation Technical Committee (TTC).

Title VI – Refers to Title VI of the Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color and national origin in programs and activities receiving federal financial assistance.

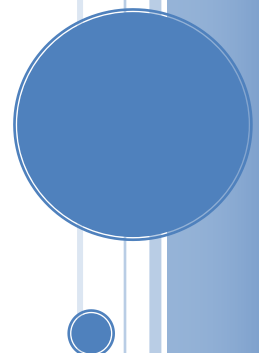
Transportation Improvement Program (TIP) - A financially-constrained list of prioritized transportation projects developed by a metropolitan planning organization. The TIP covers a period of at least three years but may cover a longer period for informational purposes. The TIP must include documentation of federal and state funding sources for each project and be consistent with the Long Range Plan and adopted local comprehensive plans.

Transportation Research Board (TRB) - A unit of the National Research Council whose purpose is to advance knowledge about transportation systems; publishes the Highway Capacity Manual.



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Appendix C Federal and State Requirements for Public Involvement



Federal Requirements for Public Involvement

Code	Title	Description
Code of Federal Regulation		
23 CFR, Section (S.) 450.316	Interested parties, participation, and consultation	Conducting meetings at convenient accessible locations, reaching the underserved, maintaining coordination, allowing ample public review comment period.
23 CFR, S. 771.111	Early coordination, public involvement, and project development	Early coordination with stakeholders and the public should be maintained. For projects funded by the federal-aid highway program, states must have a FHWA-approved public hearing program that should provide for public engagement activities and reasonable notice of public hearings throughout the entire NEPA process.
23 CFR, S. 139	Efficient environmental reviews for project decision-making	Agencies should provide ample opportunity for public involvement in the environmental review and alternatives analysis processes as early as possible.
23 CFR, S. 128	Public Hearings	Projects funded by the federal-aid highway program should include public hearings at a convenient location and time, and an analysis of the economic and social effects of the proposed improvement project. These activities must be fully documented.
23 CFR, S. 450.210	Federal Highway Administration, DOT: Interested Parties, Public Involvement, and Consultation	In carrying out statewide transportation planning activities such as the State Transportation Improvement Program (STIP), the state shall apply and document a public involvement process early on that is transparent, accessible, with sufficient notice, where public meetings are held at convenient locations and times, utilizing visualization techniques, and should seek out traditionally underserved populations.
40 CFR, S. 93.105	Consultation	Requires public involvement activities during intergovernmental consultation. The public involvement process should follow 23 CFR 415.316(a).
49 CFR Part 24	Uniform Relocation Assistance and Real Property Acquisition for Federal and Federally Assisted Programs	Ensures that property owners displaced by federally-assisted projects receive fair treatment and entitlement.

Code	Title	Description
United States Code		
23 United States Code (USC) 109 (h)	Highway, Standards	As part of the NEPA implementation process, this rule assures that potential economic, social, and environmental impacts of proposed transportation projects are addressed.
23 USC 128	Highways, Public Hearings	Any entity implementing a federal-aid highway project must conduct a public hearing that considers potential economic and social effects of the implementation of the project.
23 USC 135	Statewide Transportation Planning	Statewide transportation plans should involve all interested parties and hold public meetings at convenient and accessible locations, and provide public information electronically and utilize a variety of techniques. In developing the statewide transportation program, the State shall provide sufficient opportunity for public comment.

Code	Title	Description
Federal Laws		
MAP-21	Moving Ahead for Progress in the 21 st Century (2012)	Public involvement remains a hallmark of the public transportation process.
NEPA	National Environmental Policy Act of 1969	Requires the consideration of potential impacts on natural, human, and physical environment during transportation decision-making.
40 CFR, Title 40	Protection of the Environment	Establishes public involvement requirements as per the Environmental Protection Agency (EPA).
Technical Advisory 6640.8A	Guidance for Preparing and processing Environmental and Section 4(f) documents.	Emphasizes early coordination with agencies and the public in carrying out section 4(f) documents and processes

Code	Title	Description
Nondiscrimination Regulations		
Title VI	Title VI of the Civil Rights Act of 1964	Prohibits federally-assisted programs from discrimination based on race, color, or national origin.
Executive Order 12898	Federal Actions to Address Environmental Justice in Minority and Low-Income Populations	Federal actions should address environmental justice concerns in low-income and minority communities.
Executive Order 13166	Improving Access to Services for Persons with Limited English Proficiency (LEP)	Federally-funded programs should identify and address LEP needs.
Section 504 of the Rehabilitation Act of 1973	Americans with Disabilities Act (ADA)	Prohibits discrimination and ensures equal opportunity for persons with disabilities.
42 USC Sections 6101-6107	Age Discrimination Act of 1975	Prohibits federally-assisted program from discrimination based on age.

State Legal Requirements, Policies & Guidance

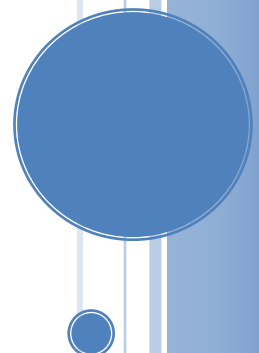
Code	Title	Description
Florida Statutes		
S. 120.525, F.S.	Meetings, hearings, and workshops	Requires at least seven days notice for public meetings, hearings, and workshops in the Florida Administrative Register and on the agency’s website.
S. 286.011, F.S.	Government in the Sunshine Law	All meetings of public boards and commissions should be open to the public, with no discrimination, and with sufficient notice. Meeting minutes should also be publicly accessible.
S. 286.29, F.S.	Green Lodging	If using a hotel for a public meeting, requires using a Green Lodging hotel for public meetings. Exceptions require approval.
S. 335.02, F.S.	Authority to designate transportation facilities and rights-of-way and establish lanes; procedure for re-designation and relocation; application of local regulations	Prior to re/designating transportation facilities into the State Highway System, a public hearing should be conducted, with reasonable notice at least 14 days prior to the event.
S. 335.199	Transportation projects modifying access to adjacent property	Requires holding a meeting within the jurisdiction (city/county) of the project when the Department proposes to change or add a median.
S. 339.135, F.S.	Work program; legislative budget request; definitions; preparation, adoption, execution and amendment	District offices must hold a public hearing prior to submitting the District Work Program. Public hearing minimum advance notification requirements are also provided.
S. 339.155, F.S.	Transportation planning	Stipulates public involvement procedures for the transportation planning process. Ample opportunity should be provided to inform all stakeholders during the development of the Florida Transportation Plan, prior to major changes, through publishing notice in the Florida Administrative Register and in the local newspaper. In the event of a major transportation improvement, a public hearing should be held prior to selecting the project site and the improvement alternative.
S. 339.175, F.S.	Metropolitan planning organizations	Metropolitan transportation planning activities such as the transportation improvement program must provide reasonable opportunity for public comment. The annual list of prioritized projects prepared by the MPO must include public involvement procedures. Additionally, the MPO must publicly provide the annual list of federally-obligated projects from the previous year.
S. 341.051, F.S.	Administration and financing of public transit and intercity bus service programs and projects	Requires conducting public involvement activities during the development of public transit plans.

Code	Title	Description
Other State Laws		
1012.465. F.S.	Jessica Lunsford Act	FDOT policy prohibits holding any public meetings at public school facilities (K-12). For exceptions, approval from the Department’s Assistant Secretary of Engineering and Operations is required. Alternate venues include colleges, universities, and private schools.
Executive Order 07-01	Plain Language Initiative	Requires the use of clear plain language in public meetings to ensure an understandable format.



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Appendix D Examples of Best Practices in Public Involvement



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Chapter 9 – Evaluating the Effectiveness of Public Involvement Programs

FDOT Construction Customer Satisfaction Surveys D-25
 SR 600/John Young Parkway Public Meeting Surveys D-27

Examples for Chapter 3

Public Involvement during the Decision–Making Process

Systems Plans

Project Name:		Blueprint 2040 for transportation (Long Range Transportation Plan)					
Agency & FDOT District:		Metropolitan Orlando, FDOT District Five					
Year Completed:		2014					
Project Phase:		Planning	If Planning, type of project:		System-Wide Planning		
Highlights/Key Points:		Variety of involvement methods, including involving youth					
Project Summary:		Taken from "Blueprint 2040 for transportation Board Adoption Packet"					
<p>The 2040 Long Range Transportation Plan is a guide for the region's transportation system for the coming decades. The plan identifies current and future transportation needs in Orange, Osceola, and Seminole counties. Projects included in the plan must be cost feasible, based on currently available or new funding sources. The long range plan is updated every five years.</p> <p>Putting together the Long Range Transportation Plan, which is a federally-required process, has three phases:</p> <ol style="list-style-type: none"> 1) Developing models to project future travel demand; 2) Identifying transportation needs and funding options; 3) Matching transportation needs with anticipated funding to determine which projects are cost feasible. <p>The 2040 Plan includes elements that address:</p> <ul style="list-style-type: none"> • Public Involvement • Safety • Bicycle and pedestrian • Congestion management • Transit • Highway • Financial resources <p>For more information: http://www.metroplanorlando.com/plans/long-range-transportation-plan/</p>		  					
Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input checked="" type="checkbox"/>	Radio and/or TV		
<input checked="" type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input checked="" type="checkbox"/>	Website		
<input checked="" type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input checked="" type="checkbox"/>	Other: Video shared via website and social media Interactive games		
Meeting Formats:		Refer to Chapter 6 - Public Meetings for more information.					
<input checked="" type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input checked="" type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input checked="" type="checkbox"/>	Virtual	<input checked="" type="checkbox"/>	Public Hearing

Corridor Plans

Project Name:	I-75 Master Plan Study		
Agency & FDOT District:	FDOT Districts Four and Six		
Year Completed:	2006		
Project Phase:	Planning	If Planning, type of project:	Corridor Plan
Highlights/Key Points:	Intergovernmental coordination due to multijurisdictional nature of project		

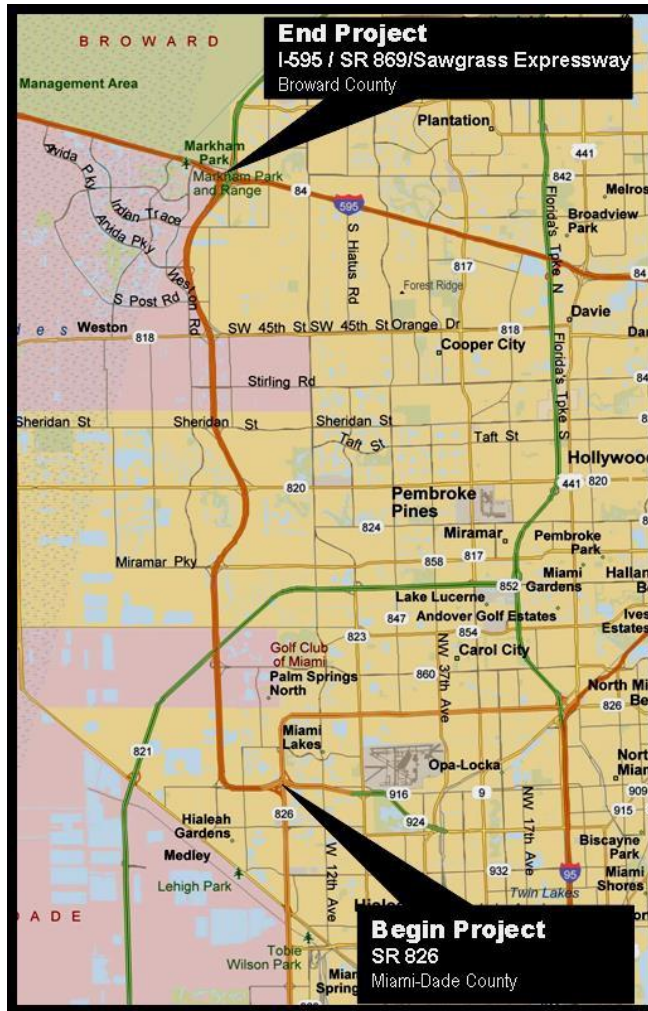
Project Summary:

The Florida Department of Transportation prepared this Master Plan for the year 2020 needs of the I-75 Corridor in Broward and Miami-Dade Counties. The study's recommended alternatives were presented and approved by the local Metropolitan Planning Organizations (MPO).

The I-75 Master Plan Study, managed by District Four, was a joint effort of Districts Four and Six. The Study was conducted to address growing congestion in the 18-mile study segment between I-595 in Broward County and SR 826/Palmetto Expressway in Miami-Dade County. The Study was undertaken as the result of explosive growth that has occurred in Southwest Broward and Northwest Miami-Dade in the late 1990's and early 2000's. The intent of this long-range study is to be proactive at identifying needed improvements that would be consistent with the adjacent community visions and that could possibly be constructed at the time congestion becomes critical, not afterwards.

The recommendation in this study came as a result of working with the local municipalities to address, essentially, local traffic problems. One result of this effort was to extend the southern project limits from the I-75/SR-826 interchange to the interchange of SR-826 and NW 103rd Street to address capacity issues that affect I-75.

The intent of this Master Plan was to separate local issues from the mainline improvement concepts in order finalize the Master Plan Study. The Department has made a commitment to the local municipalities to assist them in resolving the local traffic issues after completing the Master Plan Study.



Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input checked="" type="checkbox"/>	Radio and/or TV		
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input checked="" type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input type="checkbox"/>	Advisory/Working Group	<input checked="" type="checkbox"/>	Charrette	<input checked="" type="checkbox"/>	Focus Groups	<input checked="" type="checkbox"/>	Interview/One-on-One
<input checked="" type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Operations & Maintenance

Project Name:		US 41 Widening from SR44 to Withlacoochee Trail bridge					
Agency & FDOT District:		FDOT District Seven					
Year Completed:		Estimated 2026					
Project Phase:		Design	If Planning, type of project:		Choose an item.		
Highlights/Key Points:		Required public meeting for access changes					
Project Summary:							
<p>Widening US 41 from two-lanes to four-lanes has been a topic of discussion in the Inverness, Florida community since the 1990s. In 2022, funding was acquired for widening a one-mile stretch of US 41 between SR 44 and the Withlacoochee Trail bridge. The new four-lane divided roadway will include bike lanes and sidewalks, as well as new traffic signals at the intersections of US 41 and Montgomery Avenue and US 41 and the Inverness Regional Mall.</p> <p>To reach as broad an audience as possible, a decision was made to hold a hybrid open house with two options for attendees: an in-person drive-up and an online virtual tour. The drive-up was held from 4:00pm to 6:00pm on September 20, 2022 at Liberty Park, a centrally located recreational facility just north of downtown Inverness. For the online virtual tour, project staff members were made available from 1:00pm to 6:00pm on September 20, 2022 to answer questions from the public. After this session, the virtual tour materials remained online for anyone who couldn't attend the meetings to view. Additionally, outreach materials included the URL and QR code for the project website, which featured a link to the online virtual tour.</p> <p>The online virtual tour featured an interactive 3-D virtual room set up to resemble a real-life open house, with a series of large posters conveying project information spread around the room. Instructions on how to navigate the room were provided at the beginning of the tour while a link to frequently asked questions was provided at each "poster." Links to the project website and social media pages were provided as well as instructions on how to sign-up for email alerts related to the project.</p> <p>More information about this project can be found here: 257165-3-52-01 US 41 Widening from SR 44 to Withlacoochee Trail bridge (fdottampabay.com)</p>							
Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media		<input type="checkbox"/>	Radio and/or TV	
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau		<input checked="" type="checkbox"/>	Website	
<input checked="" type="checkbox"/>	Social Media	<input checked="" type="checkbox"/>	Drive Thru Display	<input checked="" type="checkbox"/>	Other: Online virtual tour		
Meeting Formats:			Refer to Chapter 6 - Public Meetings for more information.				
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input checked="" type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Examples for Chapter 5

Public Involvement Tools and Techniques

Project Name:	Central Broward East-West Transit Study		
Agency & FDOT District:	FDOT District Four		
Year Completed:	Ongoing		
Project Phase:	Planning	If Planning, type of project:	Corridor Plan
Highlights/Key Points:	Use of public involvement teams to distribute workshop notices in neighborhoods with large percentage of rental units as well as at transit stops		

Project Summary:

The Central Broward East-West Transit Study is evaluating alternatives for providing premium transit service from the western portions of central Broward County to the eastern areas, including the cities of Sunrise, Plantation, Davie, Dania Beach, Hollywood and Fort Lauderdale, as well as unincorporated areas of the county. The alternatives considered were more than 20 miles in length and passed through a variety of land uses, including commercial and residential areas.

Portions of these areas were comprised of apartment communities and rental housing that were not being effectively noticed by the traditional letters. Even property owners in the area recommended alternative notification measures as they did not find the letters to be effective.

As a result, the study team developed a series of flyers advertising the upcoming public workshops and distributed throughout the study area as follows:

- As door hangers in specific neighborhoods (flyers were placed in plastic bags specifically designed to be hung on door knobs)
- At local businesses and community facilities along the corridors
- At bus stops during peak use
- At HOA meetings

premium transit.
Central Broward County.

The Florida Department of Transportation, District Four, is holding two Community Update Meetings to share information on the **Central Broward East-West Transit Study**. This is a great opportunity to review and comment on proposed routes and stations. The meetings will be held on the dates and locations shown below.

Community Update Meetings

Tuesday, October 11, 2011 at 5:30 p.m.
West Regional Library, Multi-Purpose Room
8601 W. Broward Boulevard, Plantation, FL
Brief presentation - 6:00 p.m.

Thursday, October 13, 2011 at 6:00 p.m.
IGFA Fishing Hall of Fame & Museum, Events Hall
300 Gulf Stream Way, Dania Beach, FL
Brief presentation - 6:30 p.m.

The purpose of this study is to provide high-quality, high-capacity transit service on an east-west axis in central Broward County to connect the developing western side of the county to the highly dense coastal area. The study is being conducted in partnership by Florida Department of Transportation, Broward County Transit, Broward Metropolitan Planning Organization and South Florida Regional Transportation Authority. We look forward to hearing your comments and opinions to plan a better future for public transit. For more information about this study, please visit our website at: www.centralbrowardtransit.com

Public participation is solicited without regard to race, color, religion, sex, age, national origin, disability or family status. Persons who require special accommodations under the Americans with Disabilities Act or persons who require translation services (free of charge) should contact the Project Manager, by phone or in writing at least seven (7) calendar days before the meeting date. For more information, you may contact Ms. Khalilah French, PE, Project Manager, Florida Department of Transportation, District Four, 3400 West Commercial Boulevard, Fort Lauderdale, FL 33309, (954) 677-7898, toll free at 1(866)336-8435, extension 7898 or by email: khalilah.french@dot.state.fl.us

An Kreyòl
Pou resevwa Pwojè Enfòmasyon ou byen pou ou pozè kesyon an Kreyòl, souple sonnen li'n Pwojè Enfòmasyon nan limeo (954)246-1249.

En Español
Para recibir información sobre el proyecto o hacer una pregunta en español, por favor llame a nuestra línea de información (954)246-1248.

CENTRAL BROWARD
TRANSIT STUDY

Attendance at public workshops increased significantly as a result of these efforts. The same approach will be used as the study progresses to a public hearing for the NEPA document.

Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input checked="" type="checkbox"/>	Radio and/or TV		
<input checked="" type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input checked="" type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input checked="" type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input checked="" type="checkbox"/>	Focus Groups	<input checked="" type="checkbox"/>	Interview/One-on-One
<input checked="" type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Project Name:	“Drive-Thru” Open House		
Agency & FDOT District:	FDOT District Two		
Year Completed:	Used as needed		
Project Phase:	Construction	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Captures people in places they are already going instead of asking them to come to you		

Project Summary:

From time to time District Two sets up “Drive-Thru” open houses to provide information about upcoming construction projects to the community. Instead of asking the public to come to them, the District goes out to the public, setting up these mobile project booths in well-traveled areas in or near the project.

Representatives work with a facility or property owner to set up a tent for a few hours. Under the tent are a couple of tables for displaying project information that people can either walk or drive up to view. When selecting a location, it is important to choose one that allows for free access and a safe flow of traffic.

Another component often used is some type of give-away to encourage participation. For example, during an open house for a bicycle trail, children were fitted and provided with free bicycle helmets. Other give-away items include flashlights, pedometers and blinking safety lights for pedestrians or bicyclists.



Public Involvement Techniques Used:		<input type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV		
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input checked="" type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Project Name:	Multiple projects including planning, PD&E and construction phases		
Agency & FDOT District:	FDOT District Five		
Year Completed:	2013		
Project Phase:	Choose an item.	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Use of a single article to bring attention to multiple events		

Project Summary:

The District Five office worked with a local business journal reporter to have an article promoting several upcoming public meetings published. The meetings included:

- An open house for an upcoming construction project on US Highway 192;
- A public kickoff meeting for the US 441 Corridor Study;
- An informational meeting on a corridor planning study for Orange Avenue;
- A series of community workshops focused on the Multi-modal Corridor Planning Guidebook; and
- Two public kickoff meetings for the Poinciana Parkway Southport Connector PD&E study

7/3/2014 FDOT to hold 11 public meetings on transportation projects, studies - Orlando Business Journal
From the Orlando Business Journal
<http://www.bizjournals.com/orlando/news/2013/08/27/transportation-updates-fdot-to-hold.html>

Aug 27, 2013, 3:34pm EDT Updated: Aug 28, 2013, 9:54am EDT

Transportation updates: FDOT to hold 11 public meetings on projects, studies



Anjali Fluker
 Senior Staff Writer- Orlando Business Journal
[Email](#) | [Twitter](#) | [Google+](#)

It's going to be a busy few weeks for folks interested in the future of transportation in Central Florida.

The Florida Department of Transportation is hosting 11 public information meetings on projects and corridor studies — those that could bring more projects and jobs to the region — through mid-September.

Here's a list of some of those:

- An open house is being held on Aug. 29 in Kissimmee to discuss the \$10.2 million widening of U.S. Highway 192 along the Orange and Osceola counties border. The project involves widening the road from four to six lanes along with roadway reconstruction, rebuilding of three major intersections, milling and resurfacing, installing a curbed median plus sidewalks and a drainage system. Construction is expected to start on Sept. 3. The meeting will be from 5:30-7:30 p.m. at **Lighthouse Key Resort** and Spa, located at 8545 W. Irlo Bronson Memorial Highway in Kissimmee.
- Also on Aug. 29, the transportation department is hosting a public kickoff meeting for the U.S. 441 Corridor Study, which is evaluating options for transit service and improved mobility along the corridor. The study includes the cities of Eustis, Mount Dora and Tavares in Lake County, as well as northwest Orange County, the city of Apopka and downtown Orlando. The meeting will be from 6-8 p.m., with a formal presentation scheduled at 7 p.m. at the Rosemont Community Center at 4872 Rose Bay Drive in Orlando.
- The department plans to hold an informational meeting on Sept. 12 on a corridor planning study for Orange Avenue from Sand Lake Road to Hoffner Avenue — a study expected to enhance multi-modal travel and better access to the new SunRail commuter rail station that is under construction. The meeting will be from 5:30-7:30 p.m. at the Pine Castle Woman's Club at 5901 S. Orange Ave. in Orlando.
- The first of six districtwide community planning workshops is scheduled for Sept. 4 in Orlando. The workshops are focusing on corridor planning and will examine the district's newly adopted Multi-modal Corridor Planning Guidebook. The first meeting will be from 8:30 a.m. to 3 p.m. in the Lake Apopka Conference Rooms A and B at the transportation department's District 5 Urban Office, 133 S. Semoran Blvd. in Orlando.
- The department has two public kickoff meetings planned in September connected to the Poinciana Parkway Southport Connector project development and environmental study. The study is evaluating corridors for a limited-access expressway from Pleasant Hill Road to Florida's Turnpike in Osceola County. The first meeting will be 5:30-7:30 p.m. on Sept. 10 at the Association of Poinciana Villages Inc., 395 Marigold Ave. in Poinciana. The second is from 5:30-7:30 p.m. on Sept. 12 at the Church of St. Luke and St. Peter, 2745 Canoe Creek Road in St. Cloud.

See details on those meetings on the [department's website](#) and click on District 5.

Public Involvement Techniques Used:				<input checked="" type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV
<input type="checkbox"/>	Public Involvement Teams			<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:				<i>Refer to Chapter 6 - Public Meetings for more information.</i>			
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Examples for Chapter 6

Public Meetings

Fact Sheet Example

Project Name:	I-10 Master Plan		
Agency & FDOT District:	FDOT District Three		
Year Completed:	2014		
Project Phase:	Planning	If Planning, type of project:	Corridor Plan
Highlights/Key Points:			

Project Summary:


District Three updated the master plan for I-10 for the portion between the Santa Rosa/Okaloosa County line east to the Jackson/Gadsden County line. The purpose of the master plan was to develop an integrated transportation system that is:

- Economically efficient,
- Environmentally sound, and
- Moves people and goods in an energy-efficient manner.


The plan recommended mobility enhancement alternatives to serve high speed, high volume travel, including long trips and regional commerce as well as protected right-of-way to accommodate future needs.

Public kickoff meetings were held and the image to the right is a copy of the project fact sheet that was distributed.

PROJECT FACT SHEET



I-10 Master Plan (Middle Section):
from the Santa Rosa/Okaloosa County Line to the Jackson/Gadsden County Line
Okaloosa, Walton, Holmes, Washington, and Jackson Counties, Florida
Financial Management Number: 42583211201

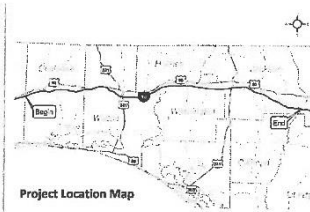


STUDY PURPOSE:

The Florida Department of Transportation (FDOT) District Three Planning Department, in coordination with agency partners and the public, is developing the I-10 Master Plan from the Santa Rosa/Okaloosa County Line to the Jackson/Gadsden County Line.

The objective of this Master Plan is to outline a long-term course of action for improving mobility along I-10 that will include the following activities:

- Identify and recommend Conceptual Mobility Enhancement Alternatives to provide the mobility to accommodate high speed, high volume travel, thus facilitating long distance travel and interstate/regional commerce;
- Define and analyze the conceptual alternatives to determine the most appropriate solutions;
- Identify corridor preservation measures needed to accommodate the future implementation of recommended improvements.



Project Location Map

TENTATIVE PROJECT SCHEDULE:

TASK DESCRIPTION	2013					2014						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Public Involvement and Outreach												
Data Collection												
Data Analysis												
Prepare and Evaluate Conceptual Mobility Enhancement Alternatives												
Development of Master Plan Report												

CONTACT INFORMATION:

<p>Sarah Walker, AICP Consultant Project Manager 1725 Capital Circle NE, Suite 201 Tallahassee, FL 32308 (850) 878-9777 SaWalker@HNTB.com</p>	<p>Virgie Bowen, AICP FDOT District 3 Project Manager Highway 90 East Chipley, FL 32428-0607 (888) 638-0250 ext. 1530 Virgie.Bowen@dot.state.fl.us</p>	<p>Jan Satter Public Information Director FDOT District 3 Highway 90 East Chipley, FL 32428-0607 (888) 638-0250 ext. 1205 Jan.Satter@dot.state.fl.us</p>
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The Florida Department of Transportation Complies with Various Non-Discrimination Laws and Regulations, including Title VI of the Civil Rights Act of 1964. Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability or family status. Persons wishing to express concerns about Title VI may do so by contacting:

<p>FDOT Interim Statewide Title VI Administrator Jacqueline Paramore, FDOT Equal Opportunity Office 605 Suwannee Street, MS 65 Tallahassee, FL 32399-0450 (850) 414-4753 Jacqueline.Paramore@dot.state.fl.us</p>	<p>DISTRICT 3 Title VI/Title VIII Coordinator John Smith - FDOT, District 3 1074 Highway 90 East Chipley, FL 32428-0607 (888) 638-0250 x 520 John.Smith@dot.state.fl.us</p>
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Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV		
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing

Notification

Project Name:	State Road 968/W Flagler Street and SW 1 Street		
Agency & FDOT District:	FDOT District Six		
Year Completed:	Ongoing		
Project Phase:	Design	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Example of a Design phase public meeting notification		


Project Summary:

District Six is preparing design plans for four segments of SR 968/W Flagler Street and SW 1st Street. These projects are:

- Reconstructing the roadway to extend the life of the road;
- Installing new lighting, signalization and pavement markings
- Providing additional on-street parking spaces
- Adding exclusive bicycle lanes along most of W Flagler St and SW 1st St and shared bike lanes in other segments
- Improving pedestrian facilities including sidewalks and ramps
- Drainage, curb and gutter reconstruction
- Coordinating new water main line installation done by Miami-Dade County

Construction on these projects is scheduled to being in 2016 and the notification shown on the right hand side was for public workshops to preview the design plans.

PROJECT MEETING NOTIFICATION
FLORIDA DEPARTMENT OF TRANSPORTATION DISTRICT SIX



State Road (SR) 968/W Flagler Street and SW 1 Street

Project Identification Numbers:

418091-1-52-01: W Flagler Street from NW/SW 27 Avenue to NW/SW 14 Avenue

414633-1-52-01: W Flagler Street from W 14 Avenue to W 2 Avenue

414633-2-52-01: SW 1 Street from SW 24 Avenue to SW 17 Avenue

418312-2-52-01: SW 1 Street from SW 17 Avenue to SW 6 Avenue

The Florida Department of Transportation (FDOT) District Six is developing the design for four roadway projects along SR 968/W Flagler Street and SW 1 Street in the City of Miami.

PROJECT DETAILS

- Reconstructing the roadway to extend the life of the road
- Installing new lighting, signalization and pavement markings
- Providing additional on-street parking spaces
- Adding exclusive bike lanes along most of W Flagler Street and SW 1 Street within the project limits, and shared bike lanes on SW 1 Street from SW 17 Avenue to SW 6 Avenue
- Improving pedestrian facilities including sidewalks and ramps
- Drainage, curb and gutter reconstruction
- Coordinating new water main line installation done by Miami-Dade County throughout the project corridor, with the exception of SW 1 Street from SW 17 Avenue to SW 6 Avenue

PROJECT DATES AND ESTIMATED CONSTRUCTION COST

Construction of each project is expected to last about 18 months with estimated total cost of \$28.6 million.

- 418091-1-52-01:** Scheduled to begin in January 2016 with an estimated construction cost of \$8 million
- 414633-1-52-01:** Scheduled to begin in February 2016 with an estimated construction cost of \$6.6 million
- 414633-2-52-01:** Scheduled to begin in June 2016 with an estimated construction cost of \$6.5 million
- 418312-2-52-01:** Scheduled to begin in August 2016 with an estimated construction cost of \$7.5 million

MAINTENANCE OF TRAFFIC

Work will be done in phases to reduce the effects of construction on the community.

Driveways and entrances to homes and businesses will remain open at all times. Any driveway work will be coordinated with each property owner and done at a mutually convenient time.

A Public Information Specialist will be available at the job site during the duration of the construction to and answer questions or comments.

PUBLIC MEETING NOTICE

In order to offer you the opportunity to review the project designs and answer your questions, we invite you to join us:



TIME AND DATE: 6 p.m. to 8 p.m., Tuesday, January 22, 2013
PLACE: Manuel Artime Theater, 900 SW 1 Street, Miami, FL 33130

The meeting will be held as an open house and attendees are welcome to arrive any time between 6 p.m. and 8 p.m., to view the proposed plans and project displays. FDOT representatives will be available to discuss the projects, answer questions, and receive comments on the proposed improvements. Your participation is encouraged and will give us the opportunity to listen to your comments and address any concerns that you may have.

Public participation at this meeting is solicited without regard to race, color, national origin, age, gender, religion, disability or family status. Persons who require special accommodations under the American with Disabilities Act of 1990 or persons who require translation services (free of charge) should contact, at least seven days prior to the meeting, Brian Rick at (305) 470-5349, in writing at FDOT 1000 NW 111 Avenue, Miami, FL 33172, or by email at: brian.rick@dot.state.fl.us.

FOR MORE INFORMATION

If you have any questions or comments, please contact FDOT Public Information Specialist Marilyn Marrero by telephone at (305) 254-8598 or by email at mmarrero@myfloridatransportation.com. Please let us know how you prefer to receive information about future projects (mail, email, or other). Your comments are important to us. Please visit our website: www.fdotmiamidade.com. Thank you for your participation.

 Follow us on Twitter: @MyFDOT_Miami
 

Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>			
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Public Hearing

Meeting Evaluation Form

Project Name:	SR 434 (Alafaya Trail)		
Agency & FDOT District:	FDOT District 5		
Year Completed:	2011		
Project Phase:	Design	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Public hearing evaluation form		
Project Summary:	The following images are the public hearing evaluation form utilized by the project team.		



Attendee Questionnaire



Financial Management Number: 428952-1-32-01

Hearing Date: 9/13/2011

Project Description: SR 434 (Alafaya Trail)

From North of SR 50 (Colonial Drive) to South of Centaurus Drive/
Westinghouse Drive

Hearing Purpose: Access Management Improvements

Hearing Location: Spirit of Joy Lutheran Church

1801 Rouse Road, Orlando, Florida 32817

(Circle One)

Was this hearing held at a convenient time?	YES	NO
If No, What times would be better for you?	11 AM-1 PM	3 PM-5 PM 6 PM-8 PM
Was this hearing held at a convenient location?	YES	NO
Was there ample notice of this hearing?	YES	NO
Was the information at the hearing provided to you in a clear manner?	YES	NO
Was the information at the hearing provided to you adequate?	YES	NO
Were you given adequate opportunity to participate?	YES	NO
Was the hearing of value for conveying project information?	YES	NO
Was the hearing of value for capturing your input?	YES	NO
Do you feel that your input was considered?	YES	NO

Special Accommodation Requests (ONLY For those that made a request prior to the hearing)

If you requested special accommodation, were your expectations met?	YES	NO
Were ADA accessible features satisfactory?	YES	NO
Was ADA project information satisfactory?	YES	NO

For NO answers, please add comments on page 2.



Attendee Questionnaire



Financial Management Number: 428952-1-32-01

Hearing Date: 9/13/2011

We encourage your general comments regarding this hearing and project.

Please provide Special Accommodation / Accessibility Comments here.

So that we may respond to you regarding your comments, would you please provide the following:

Name:

Address:

Address:

City, State, Zip:

Email:

Preferred method of contact: U.S. Mail Email

FDOT Invitee Follow-up Survey

You are receiving this survey because you were recently invited to the SR 434 (Alafaya Trail) Public Hearing. We would like to receive feedback from you about this meeting. Please complete the form below and Mail it back using Address on Back or leave it with your Apartment Complex's Front Office in the envelope provided to them. This will help us find out how we can better serve for future FDOT public meetings. Thank you!



Project Description: SR 434 (Alafaya Trail)

From North of SR 50 (Colonial Drive) to South of Centaurus Drive/
Westinghouse Drive

Financial Management Number: 428952-1-32-01

Hearing Purpose: Access Management Improvements

Hearing Location: Spirit of Joy Lutheran Church

1801 Rouse Road, Orlando, Florida 32817

Hearing Date: Tuesday, September 13, 2011

Hearing Time: 5:00 PM to 7:00 PM

Did you receive a notice of this Hearing either in the mail or in an email prior to the Hearing?	YES
	NO
Did you attend this Hearing?	YES
	NO
Was this Hearing held at a convenient time?	YES
	NO
If No, What times would be better for you?	11 AM-1 PM 3 PM-5 PM 6 PM-8 PM
Was this Hearing held at a convenient location?	YES
	NO
Was there ample notice of this Hearing?	YES
	NO
Was the information at the Hearing provided to you in a clear manner?	YES
	NO
Was the information at the Hearing provided to you adequate?	YES
	NO

If you would like to be added to our distribution list please provide your Name and Email address:

You can access information about all Central Florida Road projects including this one at the following website:
<http://CFLRoads.com>



Affix Postage
Here or Return
to Apartment
Complex Office

Ghyabi & Associates
C/O Rebecca Zawadski
1459 North US Highway 1, Suite 3
Ormond Beach, Florida 32174

FOLD HERE

Public Involvement Techniques Used:		<input type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV		
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input checked="" type="checkbox"/>	Public Hearing

Effective Use of Maps

Project Name:	SR 15/600 (US 17/92) PD&E		
Agency & FDOT District:	FDOT District Five		
Year Completed:	2006		
Project Phase:	PD&E	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Reader-friendly map that displays the study area and its features.		

Project Summary:
 This map from a PD&E Study shows an effective way to identify and verify with the public:

- Community features
- Potential issues/concerns
- Community resources and facilities

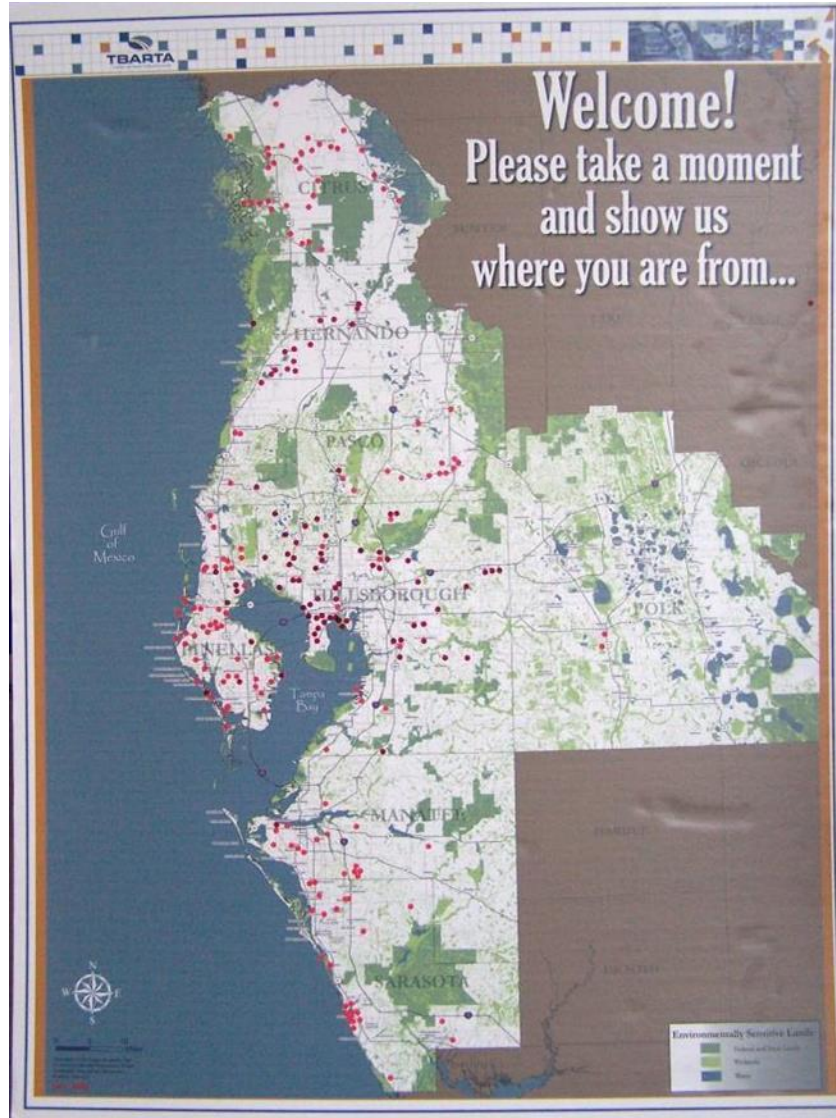


Public Involvement Techniques Used:		<input type="checkbox"/> Print Media	<input type="checkbox"/> Radio and/or TV
<input type="checkbox"/> Public Involvement Teams	<input type="checkbox"/> Speakers Bureau	<input type="checkbox"/> Website	
<input type="checkbox"/> Social Media	<input type="checkbox"/> Drive Thru Display	<input type="checkbox"/> Other:	
Meeting Formats: Refer to Chapter 6 - Public Meetings for more information.			
<input type="checkbox"/> Advisory/Working Group	<input type="checkbox"/> Charrette	<input type="checkbox"/> Focus Groups	<input type="checkbox"/> Interview/One-on-One
<input type="checkbox"/> Small Group	<input type="checkbox"/> Workshop/Community Forum/Open House	<input type="checkbox"/> Virtual	<input type="checkbox"/> Public Hearing

Project Name:	TBARTA Master Plan		
Agency & FDOT District:	Tampa Bay Area Regional Transportation Authority, FDOT Districts One and Seven		
Year Completed:	2009		
Project Phase:	Planning	If Planning, type of project:	System-Wide Planning
Highlights/Key Points:	Regional systems plan with substantial public outreach		

Project Summary:

The image shown here is a map from one of the public meetings that was used to document where participants live. This is a good way to show both the public and the project team where participants are coming from.



Public Involvement Techniques Used:		<input checked="" type="checkbox"/>	Print Media	<input checked="" type="checkbox"/>	Radio and/or TV		
<input checked="" type="checkbox"/>	Public Involvement Teams	<input checked="" type="checkbox"/>	Speakers Bureau	<input checked="" type="checkbox"/>	Website		
<input checked="" type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input type="checkbox"/>	Other:		
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>					
<input checked="" type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input checked="" type="checkbox"/>	Public Hearing

Sign-In Sheets

SR 659 (Combee Road) PD&E Study from US 98 to North Crystal Lake Drive		FDOT	
Financial Project ID No.: 440274-1-22-01		Public Kickoff Meeting August 23, 2018	
PLEASE SIGN IN			
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	
Name _____	Address _____		
Email _____	Phone _____	Representing _____	

Note: All information provided on this sign-in sheet becomes a public record and is subject to public records request.

Handouts

Combee Road (State Road 659) PD&E Study
From US 98 to North Crystal Lake Drive

Financial Project ID No.: 440274-1-22-01

Alternatives Public Workshop - March 7, 2019

PROJECT OVERVIEW

The Florida Department of Transportation (FDOT) is conducting a Project Development and Environment (PD&E) study to determine how to improve Combee Road from US 98 to North Crystal Lake Drive. The recommendations from this study will be used to guide future design and construction activities. Potential improvements to Combee Road include a two-way center turn lane, designated bicycle lanes, and sidewalks on both sides. Other improvements are proposed at the intersections to help the flow of traffic and reduce crashes. Throughout the study, a no-build or "do-nothing" alternative is also considered and will remain an option until the end of the process.

PROJECT LOCATION MAP

PROJECT SCHEDULE

- August 2018 Kickoff Meeting
- March 7, 2019 Alternatives Workshop
- Late Summer 2019 Public Hearing
- Early 2020 Study Complete

HOW TO PARTICIPATE

We welcome your comments on how to improve Combee Road. Share your thoughts and ideas and help identify areas of the roadway that need our attention. Please complete the comment form and leave it with us this evening, or you can take it home, complete it, and mail it to us by March 18, 2019. You can send your comments to the contact provided below.

CONTACT INFORMATION

Patrick Bateman, EI
FDOT District One Project Manager
P.O. Box 1249, Bartow, FL 33831
Ph: (863) 519-2792
Email: Patrick.Bateman@dot.state.fl.us

POTENTIAL IMPROVEMENTS

Study website: www.swflroads.com/sr659/us98toncrystallakedr

ALTERNATIVES EVALUATION MATRIX

	No-Build	Build
ENVIRONMENTAL IMPACTS		
Adverse Impacts (Potential)	None	Low
	0	0.16
	0	0.24
	0	0
Beneficial Impacts (Potential)	None	Low
	None	None
Impacts (Medium)	None	2/12
RESOURCES		
Roadway Improvements (Acres)	0	0.15
Storm Water Ponds (Acres)	0	1.0
	0	0
	0	0
COSTS		
	\$ 0	\$2,750,000
	\$ 0	\$48,177
	\$ 0	\$595,000
	\$ 0	\$740,000
	\$ 0	\$11,821,385
Construction (10% of Construction Cost)	\$ 0	\$1,182,139
Total Construction Cost	\$ 0	\$17,136,701

FDOT Adopted 5-Year Work Program (July 1, 2018 to June 30, 2023)

PD&E	Ongoing
Design	Funded
Right-of-Way (Land) Acquisition	Not Funded
Construction	Not Funded

Public participation is solicited without regard to race, color, national origin, age, sex, religion, disability or family status. Persons wishing to express their concerns relative to FDOT compliance with Title VI may do so by contacting Cynthia Sykes, Title VI Coordinator, at (863) 519-2287 or by email at Cynthia.Sykes@dot.state.fl.us.

The environmental review, consultation, and other actions required by applicable federal environmental laws for this project are being, or have been, carried-out by FDOT pursuant to 23 U.S.C. § 327 and a Memorandum of Understanding dated December 14, 2016, and executed by FHWA and FDOT.

Combee Road (State Road 659) PD&E Study from US 98 to North Crystal Lake Drive

Press Release Template



Florida Department of Transportation

RON DESANTIS
GOVERNOR

605 Suwannee Street
Tallahassee, FL 32399-0450

KEVIN J. THIBAUT, P.E.
SECRETARY

For Immediate Release

Date XX, 2020

Contact: Your Name

(XXX) XXX-XXXX | Your.Name@dot.state.fl.us

Headline

Sub-headline

YOURCITY, Fla. – Most important information goes here.

Paragraph 2: “Quote, if used, goes here.”

Paragraph 3: Body, information here. All press releases should be only page. If we have to go over one page, we’ll deal with it but let’s try to keep it short.

Paragraph 4: Please make sure your release/ advisories are answering the 5Ws of journalism: Who, What, Where, When and Why.

Closing Paragraph: Closing paragraph: with social media contact information here. E.g. follow up on Twitter @MyFDOT for updates on the road closure.



###

Improve Safety, Enhance Mobility, Inspire Innovation
www.fdot.gov | Twitter: @MyFDOT | Facebook: @FLDOT

The Florida Department of Transportation's mission is to provide a safe transportation system that ensures the mobility of people and goods, enhances economic prosperity, and preserves the quality of the state's environment and communities. The department is committed to building a transportation system that not only fits the current needs of Florida's residents and visitors, but also enhances mobility throughout the state to accommodate its consistent and rapid growth. The unique nature of the Sunshine State and its year-round warm climate provides numerous opportunities to achieve the department's mission through multiple transportation modes including highways/streets, air, rail, sea, spaceports, transit, and the ever-expanding deployment of bicycle & pedestrian facilities.

Media Release Template



Florida Department of Transportation

RON DESANTIS GOVERNOR 605 Suwannee Street Tallahassee, FL 32399-0450 KEVIN J. THIBAUT, P.E. SECRETARY

MEDIA ADVISORY

For Immediate Release

Date XX, 2020

Contact: Your Name

(XXX) XXX-XXXX | Your.Name@dot.state.fl.us

Headline

Sub-headline

What: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque viverra aliquet suscipit. Vestibulum sit amet blandit ex. Nunc vitae semper nisi. Maecenas aliquam est vel dolor pharetra, sit amet sagittis sem pretium. Donec condimentum malesuada condimentum. Aliquam condimentum mauris elit, et placerat lacus consectetur nec. Quisque nec sollicitudin tortor. Aenean rhoncus mattis ligula eget mattis. Ut venenatis tortor sit amet finibus porta. Fusce in eleifend elit.

Who: Lorem ipsum dolor sit amet, consectetur adipiscing elit.

Where: Location
Street Address
City, State, ZIP

When: Date and Time

###

Improve Safety, Enhance Mobility, Inspire Innovation
www.fdot.gov | Twitter: @MyFDOT | Facebook: @FLDOT

The Florida Department of Transportation's mission is to provide a safe transportation system that ensures the mobility of people and goods, enhances economic prosperity, and preserves the quality of the state's environment and communities. The department is committed to building a transportation system that not only fits the current needs of Florida's residents and visitors, but also enhances mobility throughout the state to accommodate its consistent and rapid growth. The unique nature of the Sunshine State and its year-round warm climate provides numerous opportunities to achieve the department's mission through multiple transportation modes including highways/streets, air, rail, sea, spaceports, transit, and the ever-expanding deployment of bicycle & pedestrian facilities.

Examples for Chapter 9

Evaluating the Effectiveness of Public Involvement

Project Name:		FDOT Construction Customer Satisfaction Surveys							
Agency & FDOT District:		FDOT statewide							
Year Completed:		Ongoing							
Project Phase:		Construction	If Planning, type of project: Choose an item.						
Highlights/Key Points:		Improvement surveys for residents and businesses in FDOT construction areas.							
Project Summary:									
<p>Since 2004, the FDOT Office of Construction has conducted customer satisfaction surveys statewide on ongoing and completed construction projects. Since 2008, all seven districts have participated in the surveys. Two completed projects and three active projects are selected from each District, and property owners (resident and business) around those areas are selected and surveyed. FDOT has selected Florida State University to conduct the survey, analyze the results, and prepare the final report.</p> <p>The questions, shown below, evaluate public satisfaction with the construction process and with FDOT staff and contractors. The results are used to make adjustments in the District-wide and statewide Work Plan and to define best practices for Districts to implement. A meeting is held three times a year with each District construction manager to discuss the results and how to improve customer satisfaction.</p>									
<table border="1"> <tr> <td>A. I was provided advance notification of the FDOT construction project.</td> </tr> <tr> <td>B. Information I received prior to the construction project was easy to understand and accurate.</td> </tr> <tr> <td>C. I was notified in advance when construction activities would begin.</td> </tr> <tr> <td>D. I was provided with the names and phone numbers of contact people for questions about the construction project.</td> </tr> <tr> <td>E. When contacted, FDOT personnel satisfactorily answered my questions.</td> </tr> <tr> <td>F. I was provided timely notice of lane closures/restrictions.</td> </tr> </table>				A. I was provided advance notification of the FDOT construction project.	B. Information I received prior to the construction project was easy to understand and accurate.	C. I was notified in advance when construction activities would begin.	D. I was provided with the names and phone numbers of contact people for questions about the construction project.	E. When contacted, FDOT personnel satisfactorily answered my questions.	F. I was provided timely notice of lane closures/restrictions.
A. I was provided advance notification of the FDOT construction project.									
B. Information I received prior to the construction project was easy to understand and accurate.									
C. I was notified in advance when construction activities would begin.									
D. I was provided with the names and phone numbers of contact people for questions about the construction project.									
E. When contacted, FDOT personnel satisfactorily answered my questions.									
F. I was provided timely notice of lane closures/restrictions.									
Public Involvement Techniques Used:		<input type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV				
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website				
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input checked="" type="checkbox"/>	Other: Surveys				
Meeting Formats:		<i>Refer to Chapter 6 - Public Meetings for more information.</i>							
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One		
<input type="checkbox"/>	Small Group	<input type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing		

Project Name:	SR 600/John Young Parkway		
Agency & FDOT District:	FDOT District Five		
Year Completed:	2011		
Project Phase:	Construction	If Planning, type of project:	Choose an item.
Highlights/Key Points:	Survey of public meeting participants at and after the meeting		
<p>Project Summary: FDOT District Five involved a consultant to evaluate a public involvement meeting conducted for the SR 600/John Young Parkway project. Initial and follow-up questionnaires were developed for this purpose, drawing upon those provided in the FDOT PIPM research report. Copies of the questionnaires used in the evaluation are provided on the following pages. These surveys were anonymous unless participants chose to provide their name and responses to demographic items were voluntary.</p> <p>During a project presentation at a public meeting on the project, attendees were asked to complete the attendee questionnaire. A follow-up survey was also distributed to all those invited to attend on the original notification mailing list. This survey was emailed to all elected officials and stakeholders and mailed to all property owners and tenants. The emails were sent by the project consultant and included an electronic version of the survey with check boxes for easy return. Mail surveys included pre-addressed and stamped return envelopes.</p> <p>Forty percent of those who responded indicated that the meeting time was not convenient, suggesting the need to reconsider the normal meeting time of 5 PM to 7 PM. A demographic analysis of the results indicated that no one under the age of 35 attended the meeting, suggesting a potential need for alternative methods to engage young people in the decision-making process.</p> <p>The consultant developed a series of recommendations based upon the analysis. Among these was a recommendation to notify the public two or three weeks in advance to provide people more time to fit the meeting into their schedule. Another recommendation was to add a website link to the mailed flyers and notices where those unable to attend the meeting at the scheduled time could see the materials at a specific period of time and comment via a message board. Several other improvement strategies were also identified for future consideration.</p>			

Attendee Questionnaire

Financial Management Number: 418403-2-52-01

Meeting Date: 5/26/2011

Project Description: SR 600 (John Young Parkway) ~ from Portage Street to Vine Street

Meeting Purpose: Public Information Meeting

Meeting Location: Kissimmee Civic Center, 201 East Dakin Ave., Kissimmee, FL 34741

Was this meeting held at a convenient time?	YES	NO
If no, what times would be better for you?	11 AM-1 PM	3 PM-5 PM 6 PM-8 PM
Was this meeting held at a convenient location?	YES	NO
Was there ample notice of this meeting?	YES	NO
Was the information at the meeting provided to you in a clear manner?	YES	NO
Was the information at the meeting provided to you adequate?	YES	NO
Were you given adequate opportunity to participate?	YES	NO
Was the meeting of value for conveying project information?	YES	NO
Was the meeting of value for capturing your input?	YES	NO
Do you feel that your input was considered?	YES	NO

Special Accommodation Requests (for those that made a request prior to the meeting)

If you requested special accommodation, were your expectations met?	YES	NO
Were ADA accessible features satisfactory?	YES	NO
Was ADA project information satisfactory?	YES	NO

Attendee Demographics

- Racial/Ethnic: American Indian; Asian; Black/African American; Hispanic/Latino; Caucasian
- Age: Under 18; 18-24; 25-34; 35-44; 45-54; 55-65; 65+
- Income: Less than \$15,000; \$15,001-30,000; \$30,001-50,000; \$50,001-75,000; \$75,000-100,000; Over \$100,000
- Gender: Male; Female; Other
- Employment: Employed-Full Time; Employed-Part Time; Unemployed; Retired

We encourage your general comments regarding this meeting.

Please provide Special Accommodation/Accessibility Comments here.

FDOT Invitee Follow-up Survey

You are receiving this survey because you were recently invited to the SR 600 (John Young Parkway) Public Information Meeting. We would like to receive feedback from you about this meeting. Please complete the form below and mail it back in the pre-addressed and stamped envelope provided. This will help us find out how we can better serve you for future FDOT public meetings. Thank you!

Project Description: SR 600 (John Young Parkway) from Portage Street to Vine Street Financial

Management Number: 418403-2-52-01

Meeting Purpose: Public Information Meeting

Meeting Location: Kissimmee Civic Center, 201 East Dakin Ave., Kissimmee, FL 34741 Meeting

Date: 5/26/2011

Meeting Time: 5:00 PM to 7:00 PM

Did you receive a notice of this meeting either in the mail or in an email prior to the meeting?	YES NO
Did you attend this meeting?	YES NO
Was this meeting held at a convenient time?	YES NO
If no, what times would be better for you? (11 AM-1 PM 3 PM-5 PM 5 PM-7 PM)	
Was this meeting held at a convenient location?	YES NO
Was there ample notice of this meeting?	YES NO
Was the information at the meeting provided to you in a clear manner?	YES NO
Was the information at the meeting provided to you adequate?	YES NO
If you would like to be added to our distribution list please provide your Name and Email address:	

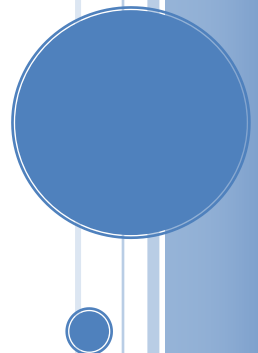
You can access information about all Central Florida Road projects, including this one, at the following website:
<http://CFLRoads.com>

Public Involvement Techniques Used:		<input type="checkbox"/>	Print Media	<input type="checkbox"/>	Radio and/or TV		
<input type="checkbox"/>	Public Involvement Teams	<input type="checkbox"/>	Speakers Bureau	<input type="checkbox"/>	Website		
<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Drive Thru Display	<input checked="" type="checkbox"/>	Other: Surveys		
Meeting Formats:			<i>Refer to Chapter 6 - Public Meetings for more information.</i>				
<input type="checkbox"/>	Advisory/Working Group	<input type="checkbox"/>	Charrette	<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Interview/One-on-One
<input type="checkbox"/>	Small Group	<input checked="" type="checkbox"/>	Workshop/Community Forum/Open House	<input type="checkbox"/>	Virtual	<input type="checkbox"/>	Public Hearing



Public Involvement Handbook

Appendix E Public Meeting Layouts and Checklists



Public Meeting Site Selection Checklist

Location-Specific Criteria	<input type="checkbox"/> Green Lodging policy compliant (hotels only)
	<input type="checkbox"/> Jessica Lunsford Act compliant
	<input type="checkbox"/> Americans with Disabilities Act (ADA) compliance
	<input type="checkbox"/> Circulation space for wheelchairs/walkers
	<input type="checkbox"/> Ample ADA parking
	<input type="checkbox"/> Transit accessibility (e.g. on bus route)
	<input type="checkbox"/> Adequate, safe and convenient parking
	<input type="checkbox"/> Easy to find/provide directions
	<input type="checkbox"/> Recognized as a meeting place
	<input type="checkbox"/> Proximity to project subject area
	<input type="checkbox"/> Sufficient number of tables/chairs
	<input type="checkbox"/> Insurance requirements
	<input type="checkbox"/> Cost of site rental/discount for government use
	<input type="checkbox"/> Sufficient room occupancy capacity
Room-Specific Criteria	<input type="checkbox"/> Space is adequate for meeting format
	<input type="checkbox"/> Audio-visual capabilities
	<input type="checkbox"/> Projector
	<input type="checkbox"/> Sound system/microphone
	<input type="checkbox"/> Power supply
	<input type="checkbox"/> Break-out room(s), if needed
	<input type="checkbox"/> Lighting

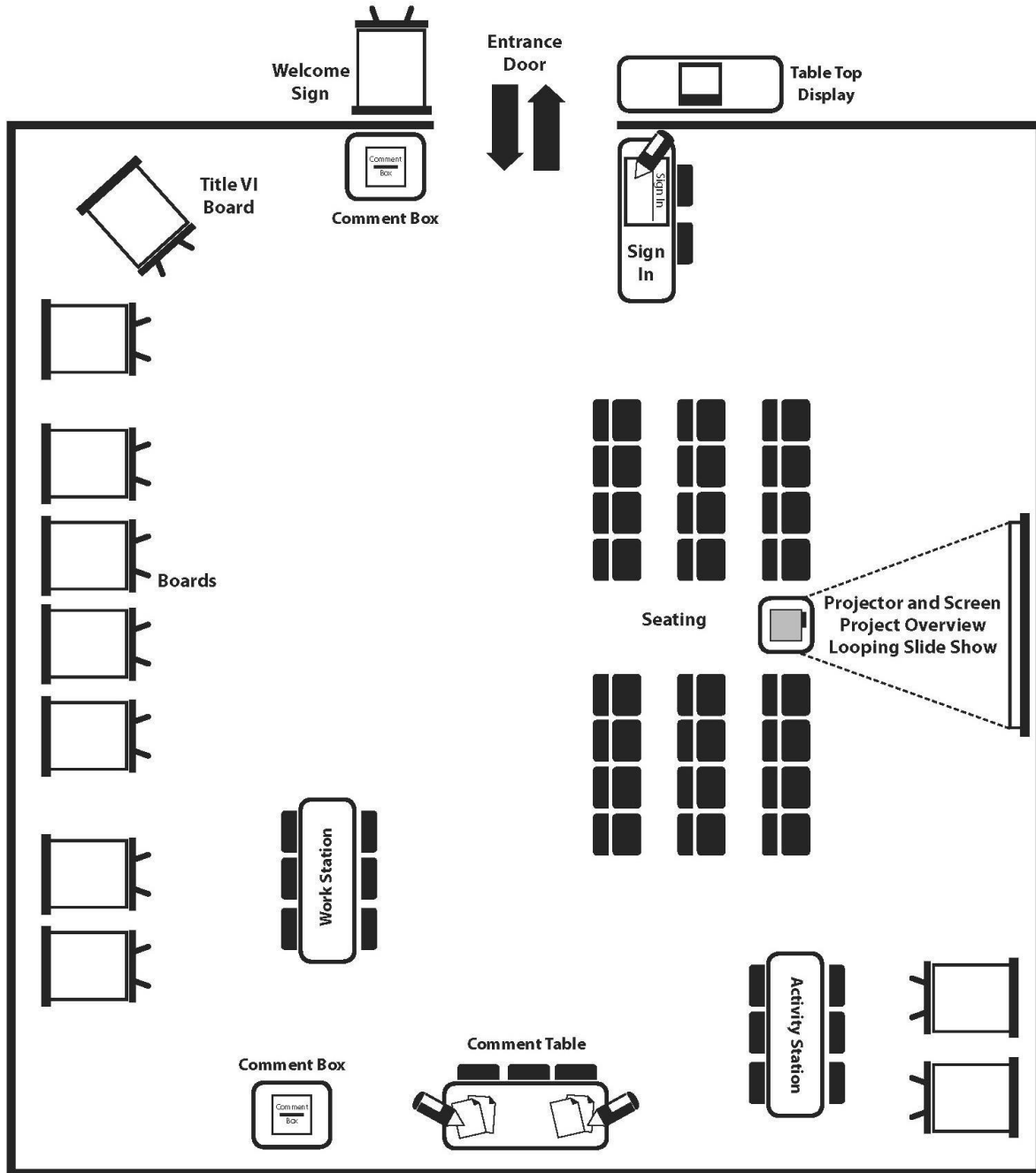
Public Meeting Supplies Checklist

	Items	Complete
Project-specific Materials	Agenda/Instructions	
	PowerPoint Presentation (if needed)	
	Room Layout	
	Sign-in Sheets	
	Handouts	
	Station Number Signs	
	Boards/Maps	
	Meeting Evaluation Forms	
	Name Tags	
	Meeting Directional Signs	
	Comment Forms	
	Comment Box(es)	
	Games or Puzzles	
AV Equipment	Laptop	
	Wireless Mouse	
	Remote Presentation Clicker	
	Laser Pointer	
	Projector	
	Audience Response System Equipment	
	Recording Devices	
	Camera	
	Microphones	
	Screen	
	TV/VCR	
Extension Cords		
Office Supplies	Pens & Pencils	
	Markers	
	Post It Notes	
	Sticker Dots	
	Stapler	
	Tape (Scotch, Masking, Duct, Double-Sided)	
	Scissors	
	Rubber Bands	
	Paper Clips/Binders	
	Tools - Screwdriver, Hammer	
	Extra Notepads	
	Flashlights and Batteries	
	Flip Charts	
Easels		
Additional Supplies	Safety Vests (for posting signs and directing traffic)	
	Umbrella	
	Door Stop	
	Air Freshener	
	Table Cloths	
	Hand Wipes/Antibacterial Gel	

Public Meeting Room Layout Examples

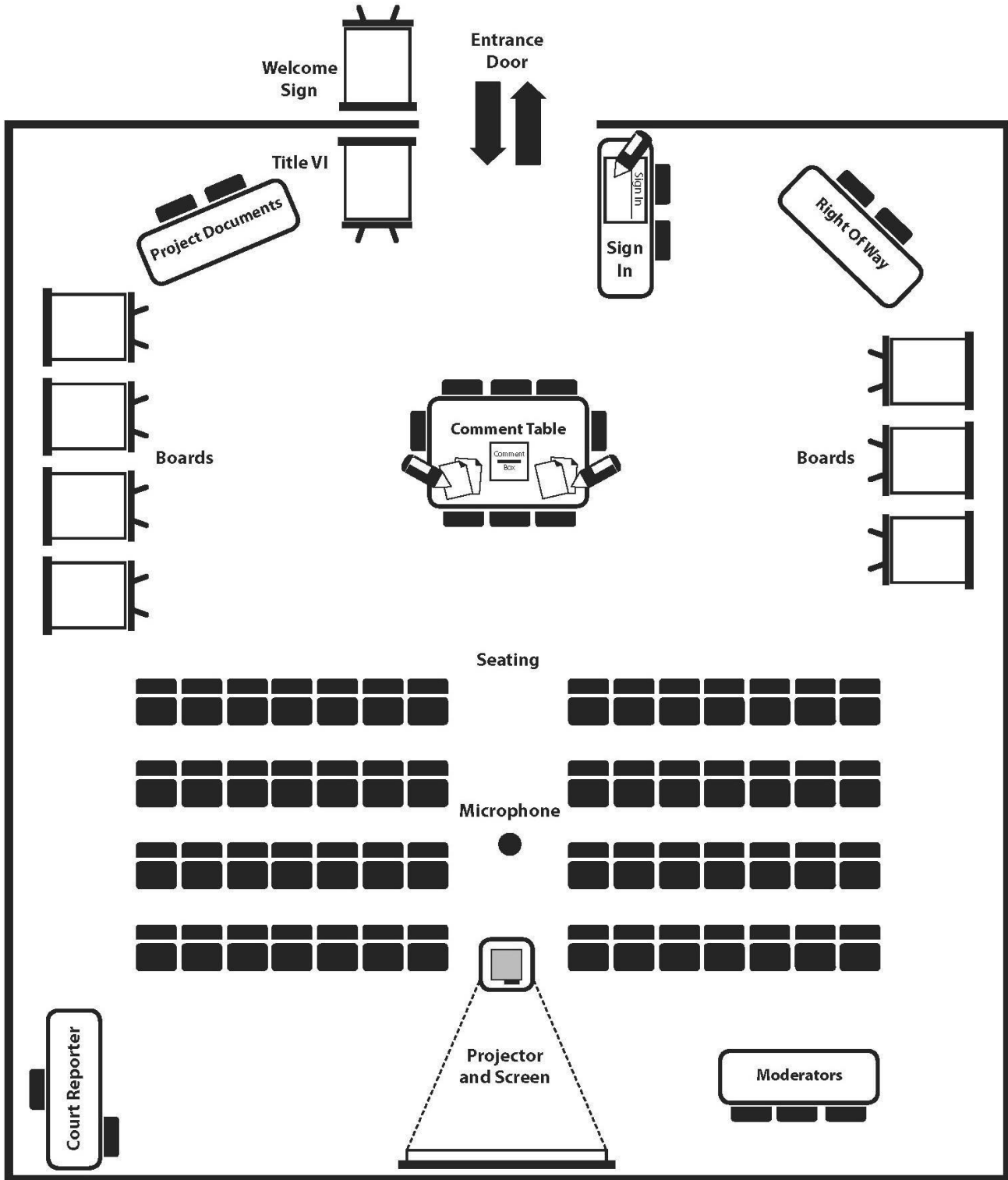
Public Meeting/Workshop Layout

The figure below is from a corridor workshop conducted throughout the community in Northwest Orange County. Each person visited the workstations on a rotating basis at their own pace. Since each venue was different, this layout plan was adapted to each workshop.



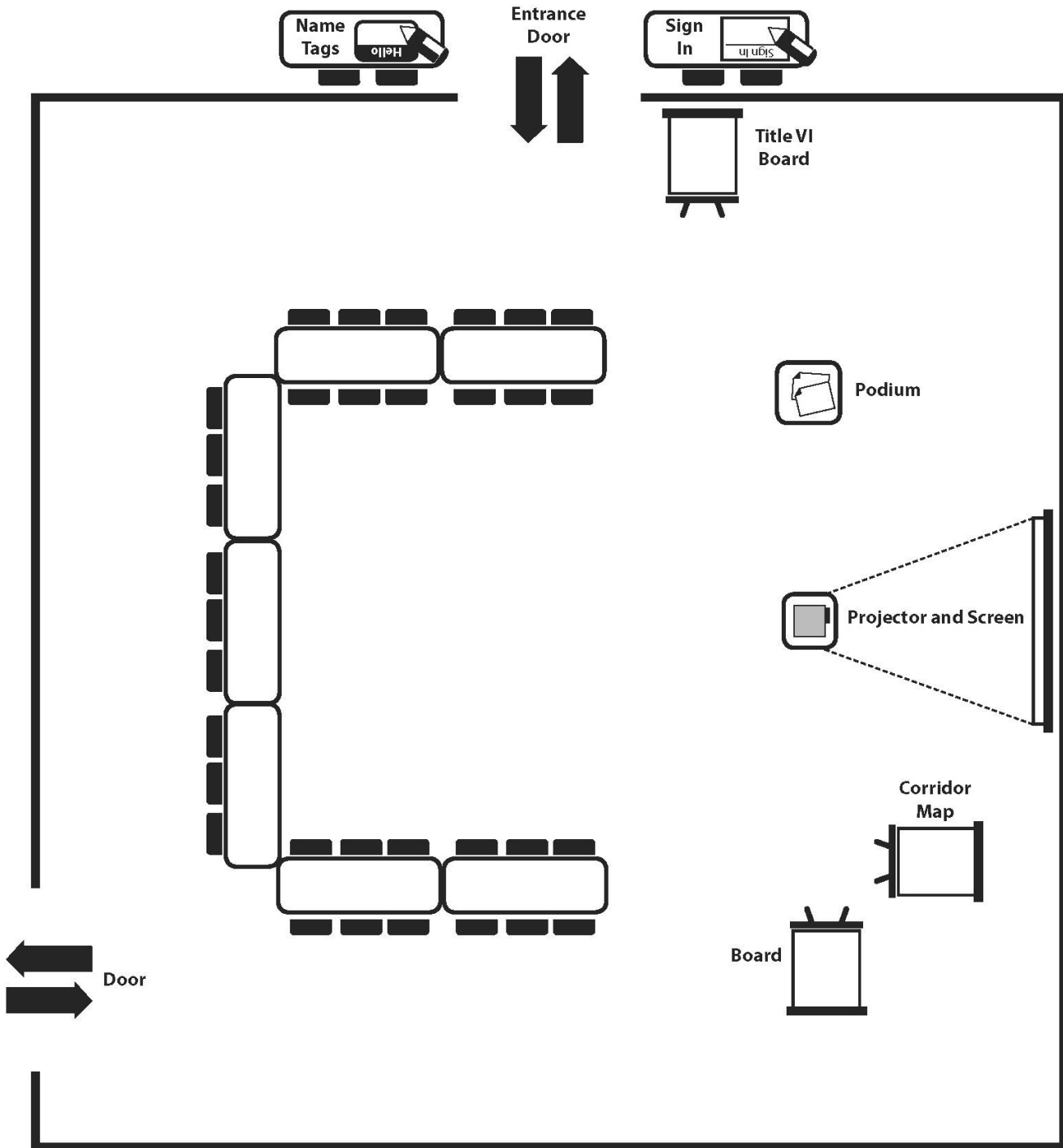
Public Hearing Layout

These are formal meetings designed to comply with specific state and federal requirements. Specific notifications, as well as transcripts of the hearing, must be provided. A designated comment period may extend beyond the actual meeting date.



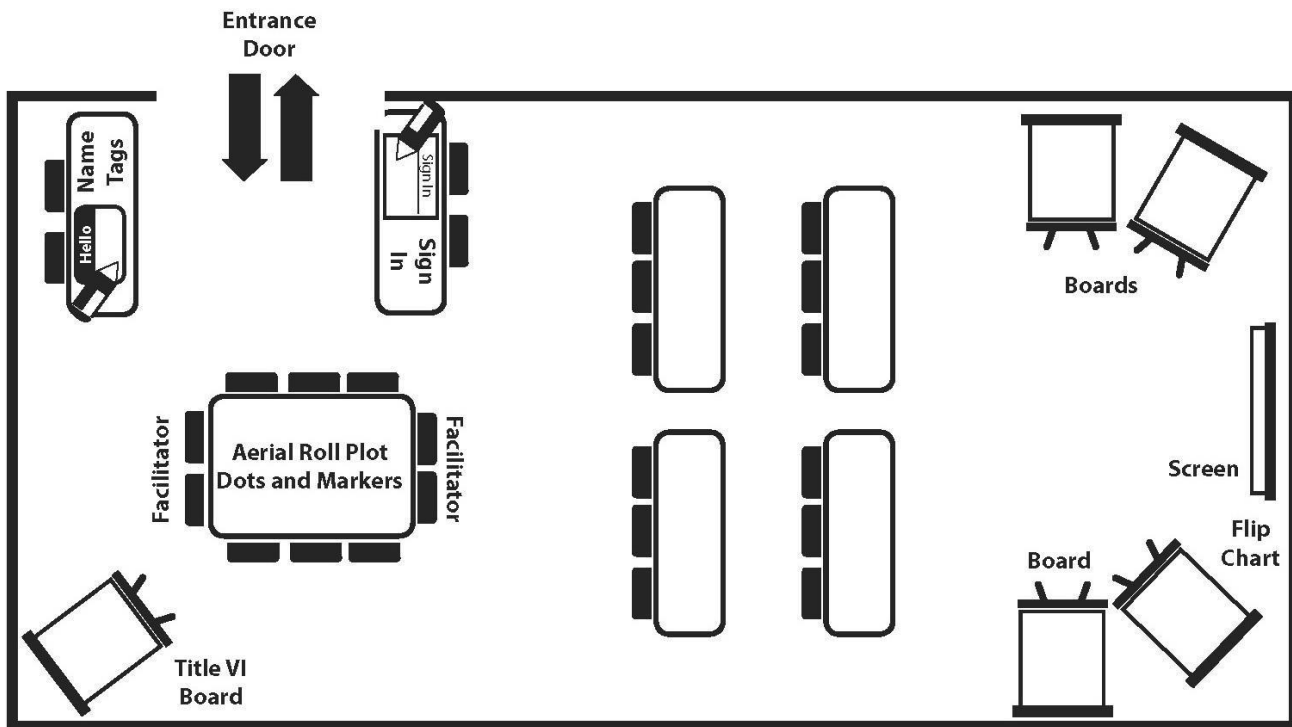
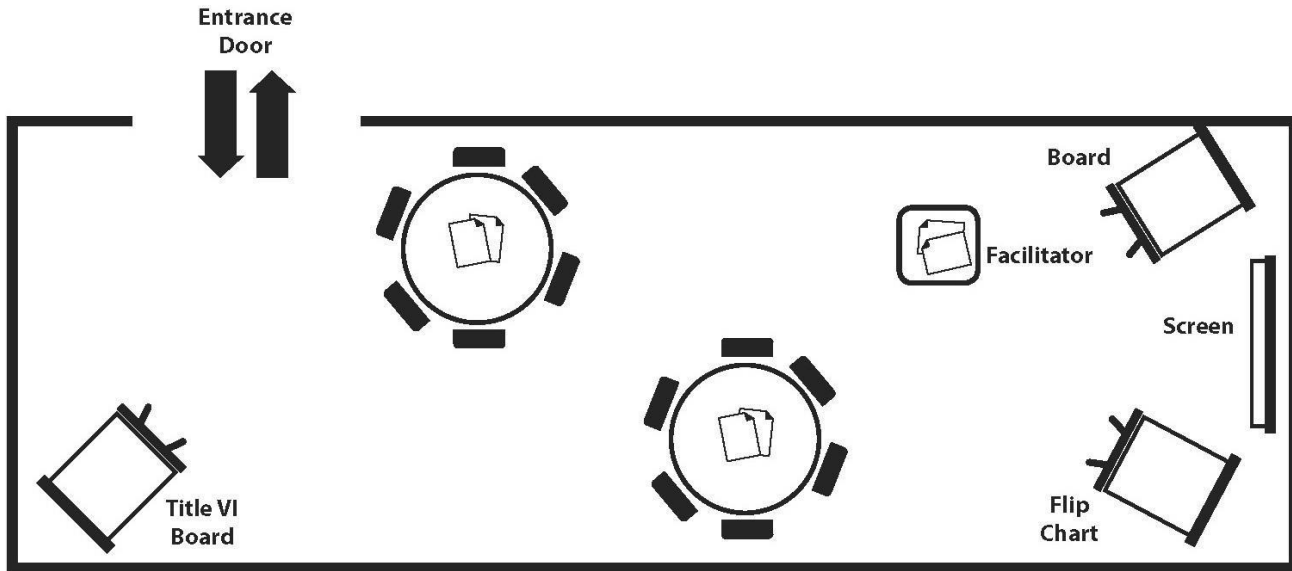
Advisory Committee Meeting Format

A representative gathering of individuals brought together to focus on either specific issues or geographic areas, or to provide overall guidance or comment on a project. Common examples are technical advisory groups that include professionals from agencies (other than FDOT) and committees/groups that include one representative from each neighborhood or community group.



Small Group/Focus Group Meetings

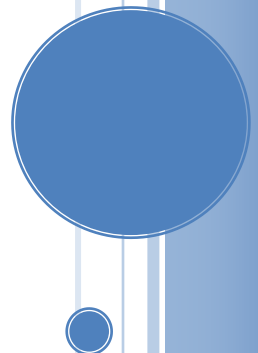
While this can include focus groups, in this context it is meant more for self-identified groups, such as homeowner associations, special interest groups, civic associations or standby committees of local organizations such as the citizens advisory committee of the local MPO.





Public Involvement Handbook

Appendix F Public Hearing Scripts



PD&E Public Hearing Script

The formal proceedings for the public hearing are officiated by the moderator and include a live or voiced-over presentation followed by the public testimony portion of the hearing. The moderator is generally an FDOT employee. The following information is included in the presentation. The information shown in *italic*, and modified as applicable, **must** be contained in the public hearing presentation, either as a specific citation or as a content item tailored to the specific topic within the script and/or supplemental handout. Adjust accordingly for state-funded projects with no Federal Highway involvement.

Introduction

Good evening. The Florida Department of Transportation would like to welcome you to the public hearing for the (name of project). My name is _____. I am the District Project Development Engineer (or insert other title) for the Florida Department of Transportation. This public hearing is relative to State Project Number _____ and Federal Aid Project Number _____. The proposed improvement involves (describe the project action including the location and limits). This hearing is being held to provide you with the opportunity to comment on this project.

Here with me tonight are:

- *(Name and position of persons(s) sitting next to moderator)*
- *And other representatives of the FDOT and consultant project team.*

At this time, we would like to recognize any federal, state, county, or city officials who may be present tonight. Are there any officials who would like to be recognized?

We now will begin the presentation.

After the live introduction by the moderator, the rest of the presentation may be live or recorded, but the content generally follows the outline and standard statements provided below. This portion of the presentation can be conducted by the moderator, other FDOT staff, consultant representative, or pre-recording.

Purpose of the public hearing and nondiscrimination compliance

The purpose of this public hearing is to share information with the general public about the proposed improvement; its conceptual design; all alternatives under study; and the potential beneficial and adverse social, economic, and environmental impacts upon the community. The public hearing also serves as an official forum providing an opportunity to the public to express their opinions and concerns regarding the project. Public participation at this hearing is encouraged and solicited without regard to race, color, national origin, age, sex, religion, disability, or family status.

There are three primary components to tonight’s hearing by the Department:

- *First, the open house, which occurred prior to this presentation where you were invited to view the project displays and to speak directly with the project team and provide your comments in writing or to the court reporter;*
- *Second, this presentation, which will explain the project purpose and need, study alternatives, potential impacts, both beneficial and adverse, and proposed methods to mitigate adverse project impacts; and*
- *Third, a formal comment period following this presentation, where you will have the opportunity to provide oral statements at the microphone or you may continue to provide your comments to the court reporter or in writing.*

This public hearing was advertised consistent with federal and state requirements. Persons wishing to express their concerns about Title VI may do so by contacting either the Florida Department of Transportation, District ___ office, or the Tallahassee office of the Florida Department of Transportation. This contact information is also provided in the project brochure and on a sign displayed at this hearing.

Purpose and need and project’s consistency with local and regional plans

Provide a brief summary of the project’s purpose and need and consistency with the Long Range Transportation Plan, Transportation Improvement Program (TIP), State TIP, and other regional plans.

Discussion of alternatives

All alternatives studied, including the No-Build option, must be briefly discussed; with additional information provided on the recommended alternatives that have been studied in further detail and documented in the environmental document. The advantages and disadvantages of each alternative must be provided, including major design features and estimated costs.

Discussion of potential access management changes

Chapter 335.199, FS requires a public meeting whenever access management changes are proposed. These include the modification, addition, or closure of existing median openings, intersections, or interchanges. When access management changes are proposed, specific impacts must be discussed in the public meeting presentation. Additional information is available in **FDOT Procedural Topic No. 625-010-021-h, Median Openings and Access Management**.

Discussion of social, economic, and environmental impact

The potential social, economic, and environmental impacts of the project must be briefly outlined. Key factors to be discussed include impacts on air quality, noise, floodplain impacts, wetlands, endangered and threatened species, archaeological or historical resources, residential

and business displacements or relocations, right-of-way requirements, and any other pertinent issues. Information regarding these specific issues can be found in Part 2 of the PD&E Manual.

Explanation of FDOT’s right-of-way acquisition process

Property owners and tenants are given certain rights under federal law. During a public hearing, the following information must be provided to explain the right-of-way acquisition process to the public and describe some of the compensation requirements during public hearings. If no acquisition or relocation will take place, the script does not need to be used.

One of the unavoidable consequences on a project such as this is the necessary relocation of families or businesses. On this project, we anticipate the relocation of families and businesses. All right-of-way acquisition will be conducted in accordance with the federal Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, commonly known as the Uniform Act.

If you are required to make any type of move as a result of a Department of Transportation project, you can expect to be treated in a fair and helpful manner and in compliance with the Uniform Relocation Assistance Act.

If a move is required, you will be contacted by an appraiser who will inspect your property. We encourage you to be present during the inspection and provide information about the value of your property.

You may also be eligible for relocation advisory services and payment benefits. If you are being moved and you are unsatisfied with the Department's determination of your eligibility for payment or the amount of that payment, you may appeal that determination.

You will be promptly furnished necessary forms and notified of the procedures to be followed in making that appeal.

A special word of caution – if you move before you receive notification of the relocation benefits that you might be entitled to, your benefits may be jeopardized.

The relocation specialists who are supervising this program are (NAME) and (NAME). They will be happy to answer your questions and will also furnish you with copies of relocation assistance brochures.

(NAME) and (NAME), please stand (pause) so that anyone who is involved in relocation on this project will know that they need to see you regarding their property.”

Explanation of how the public can provide their comments

There have been various opportunities for the public to provide input on this project. Several public meetings have been held, dating from _____ until tonight. We welcome any oral or written comments you might have that will help us make this important decision. At the

conclusion of this presentation our personnel will distribute speaker cards to those in the audience who have not received one and would like to make a statement. A court reporter will record your statement and a verbatim transcript will be made of all oral proceedings at this hearing. If you do not wish to speak at the microphone, you may present your comments in writing or directly to the court reporter at the comment table. Each method of submitting a comment carries equal weight.

Written comments received or postmarked no later than ten days following the date of this public hearing will become a part of the public record for this public hearing. All written comments should be mailed to the address shown on the slide or in your handout.

Next steps and concluding statement

The next step is to incorporate your input on this Public Hearing into our decision-making process. After the comment period closes and your input has been considered, a decision will be made and the Final PD&E document will be sent to the Federal Highway Administration for location and design concept acceptance (if applicable).

This project has and will continue to be undertaken within all applicable state and federal rules and regulations.

This concludes our presentation. We will now offer you the opportunity to make a public statement.

At the conclusion of the live or voiced-over presentation, attendees who completed a speaker's card upon registering at the door will be given an opportunity to speak into a microphone. Project staff will also distribute speaker's cards to additional attendees who wish to make a verbal statement.

Anyone desiring to make a statement or present written views and/or exhibits regarding the location; conceptual design, or social, economic, and environmental effects of the improvements will now have an opportunity to do so. If you are holding a speaker's card, please give it to a member of the project team. If you have not received a speaker's card and wish to speak, please raise your hand so you can receive a card to fill out.

Written statements and exhibits may be presented in lieu of or in addition to oral statements. All written material received at this public hearing and at the Florida Department of Transportation District office located at _____ (street address) _____, postmarked no later than 10 days following the date of this public hearing will become a part of the public record for this hearing. All written comments should be addressed to _____ (contact person's name). Comments may also be emailed to _____ (e-mail address).

We will now call upon those who have turned in speaker's cards. When you come forward, please state your name and address. If you represent an organization, municipality, or other public body, please provide that information as well. We ask that you limit your input to minutes. If you have

additional comments, you may continue after other people have had an opportunity to comment (optional). Please come to the microphone so the court reporter will be able to get a complete record of your comments.

After everyone has been given the opportunity to speak, the moderator may close the public hearing with the following statement:

Does anyone else desire to speak? If you have completed a speaker’s card, please repeat your name and address. If not, state your name and address and complete a speaker’s card after you’ve given your statement for the public record.

The verbatim transcript of this hearing’s oral proceedings, together with all written material received as part of the hearing record and all studies, displays, and informational material provided at the hearing will be made a part of the project decision-making process and will be available at the District Office for public review upon request.

Thank you for attending this public hearing and for providing your input into this project. It is now

(state the time) . I hereby officially close the public hearing for.....(project name). Thank you again and have a good evening.