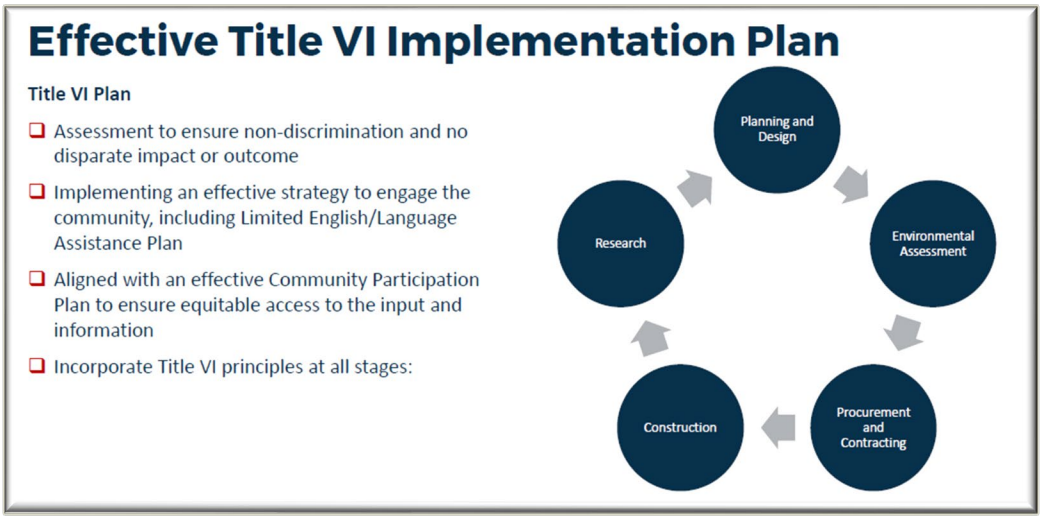
Research & Technology Transfer

Alaska DOT&PF Title VI & Equity Best Practices

FINAL REPORT



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This report provides a detailed summary of the training activities conducted, the topics covered, and a set of strategic recommendations aimed at improving civil rights engagement. The Accessibility Plan outlines a series of actionable strategies designed to improve accessibility for all individuals, especially for those with disabilities, the elderly, and other vulnerable populations. A Sample Risk Management Plan in Appendix C details the methods and actions necessary to identify, assess, and mitigate various risks associated with the transportation equity planning efforts conducted by AKDOT.

Recommendations for improving community engagement for Title VI compliance involve several key strategies: Effective Communication; Partnerships with Community Organizations; Inclusive Public Participation; Training and Education on Title VI requirements and the importance of nondiscrimination; Feedback Mechanisms; Regular Monitoring and Evaluation.

This report addresses AKDOT&PF's primary goal to offer comprehensive guidance, support, and oversight to ensure that all activities comply with relevant civil rights laws and regulations. This includes adhering to federal, state, and local guidelines that prohibit discrimination based on race, color, national origin, sex, age, or disability.

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Alaska DOT&PF
TITLE VI & EQUITY FINAL REPORT:
Best Practices and Strategies for Implementation

WSP USA

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Alaska Department of Transportation Civil Rights Engagement Overview

The Alaska Department of Transportation and Public Facilities (Alaska DOT&PF) is dedicated to fostering an environment of equal opportunity for all individuals and businesses involved in its projects. This commitment reflects a belief that diversity and inclusion are essential components of effective community engagement and project success.

AKDOT&PF's primary goal is to offer comprehensive guidance, support, and oversight to ensure that all activities comply with relevant civil rights laws and regulations. This includes adhering to federal, state, and local guidelines that prohibit discrimination based on race, color, national origin, sex, age, or disability.

In pursuit of this mission, AKDOT&PF actively engages with the community through multiple outreach efforts. In 2023, WSP was contracted to further these initiatives which included conducting a digital survey to gather feedback and perspectives from a broad cross-section of the AKDOT&PF population. Additionally, WSP develop and delivered community and partner training sessions, both in person and online, to educate stakeholders on their rights and responsibilities.

About the Report

This comprehensive report provides a detailed summary of the training activities conducted, the topics covered, and a set of strategic recommendations aimed at improving civil rights engagement. The content of the training was heavily informed by feedback gathered from *meetings with the* AKDOT&PF *staff, and* a *WSP designed* stakeholder survey, which allowed *the team* to tailor the sessions to address the specific needs and concerns of the participants *that live and work in the community*. The report includes in-depth discussions and analyses of the questions raised during the training sessions, ensuring that all participants' queries are thoroughly addressed. WSP has made a concerted effort to respond to these questions both during the sessions and within this written report to promote clarity and understanding.

In addition to the main content, WSP has enhanced the report by incorporating three important appendices: Appendix B, Appendix C, and Appendix D. These appendices offer further guidance on crucial topics such as Accessibility and Risk Management. The Accessibility Plan contained in Appendix B outlines a series of actionable strategies designed to improve accessibility for all individuals, especially for those with disabilities, the elderly, and other vulnerable populations. This plan aims to create an inclusive environment where everyone can participate fully. Appendix C features a Sample Risk Management Plan that details the methods and actions necessary to identify, assess, and mitigate various risks associated with the transportation equity planning efforts conducted by AKDOT. This plan is vital for ensuring that potential challenges are proactively addressed, promoting the overall success and sustainability of these initiatives. Appendix D contains the presentation slides used for the training sessions.

The engagement strategy plan was started by AKDOT, and WSP assisted in developing the specifics such as the design and delivery of survey to determine needs, design and delivey and training (in person and virtual). The staff is listed below:

Project Staff

NAME OF TEAM MEMBER	ORGANIZATION
Anna Bosin	AKDOT
Rashaud Joseph	AKDOT
Robespierre Howard	AKDOT
Latonia Viverette	WSP, Project Manager
Alex Junge	WSP, Assistant Project Manager

In Person and Online Training

Learning Objectives

- **Review** local **Title VI Plan** and **Expand** knowledge of Title VI and Equity requirements.
- **Understand** the role and responsibilities of **all DOT stakeholders** in advancing Title VI and Equity practices and compliance.
- **Explore** the expectations and guidance related to Meaningful Public Involvement:
- **Explore** the expectations and guidance related to the USDOT Equity Action plan.
- **Explore** the expectations, guidance, and practices related to Justice 40
- **Provide** insight and knowledge using **case scenarios** about best practices and lessons learned related to civil rights, equity, and public involvement.
- **Recommend** strategies and cultivate collaborative solutions from the participants about local solutions to create more equitable outcomes
- **Develop** actionable steps to **Implement and Execute** more equitable practices.

Title VI Basics

- **Title VI** was passed in 1964 as part of the Civil Rights Act of 1964. It falls under the same umbrella as ADA, Age Act of 1975, and Title IX.
- **Who is protected**:
    - Title VI applies to all "persons" and applies to direct and indirect effects on those persons.
- **What is a recipient/subrecipient**?
    - Any entity that receives financial assistance from a federal agency including primary and subrecipients, contractors, and local public agencies
    - Applies to everybody if $1.00 of federal funds was provided.
- **What are Local Public Agencies** (LPAs) required to do:
    - Required to provide "methods of administration" to give FWA a "reasonable guarantee" of compliance.

Discussion

What is your organization doing?

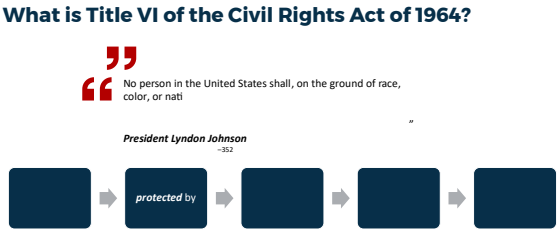
- Adopt and implement a Title IV plan
- Tend to do what they can to avoid triggering NEPA

Example: People are advocating to be re-included in planning. What is most important is to talk to the people who are living in the communities where transportation work is being done.

Recommendation

See Appendix B and C

CIVIL RIGHTS RESTORATION ACT OF 1987



It applies to ANY entity that has received ANY federal money regardless of the solicitation(s)/activities.

State and Local Government

The following instrumentalities of a state or local government may constitute a "program or activity" under Title VI:

[A]ll of the operations of
(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or
(B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;
… any part of which is extended Federal financial assistance.

Educational Institutions

In the educational context, Title VI provides that the following institutions constitute a "program or activity":

[A]ll of the operations of
(2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or
(B) a local educational agency (as defined in Section 7801 of Title 20), system of vocational education, or other school system;
… any part of which is extended Federal financial assistance

Key Elements for Compliance

Internal training

For AKDOT Personnel and any subrecipients, it can be taken in person or virtually.

Responsible Title VI Coordinator

The coordinator should have easy access to leadership. 23 CFR 200.9(b), as well as key Title VI Liaisons

AKDOT & PF Title VI Liaisons:

Rashaud Joseph, Civil Rights Office Manager, Robespierre Howard, Title VI Specialist, ADA Officer and other Title VI Liaisons

Implementation Plans

States "shall annually submit an updated Title VI implementing plan to the Regional Federal Highway Administrator for approval or disapproval" per 23 CFR 200.9(b)(11)

*Subrecipient Reviews (*28 CFR 42.410)

"Each state agency administering a continuing program which receives federal financial assistance shall be required to establish a Title VI compliance program for itself and other recipients which obtain federal assistance through it."

Data Collection Reporting and Analysis 23 CFR 200.9(b)(4-5)

How Title IV can be enforced/monitored/proved

Work with legal at every level to avoid issues later down the line

Example: New Orleans- basement flooding

Effective Monitoring and Compliance Review Process

Disparate Treatment

Disparate Impact

Compliant Processing 23 CFR 2009(b)(3)

Limited English Proficiency Plan/ Language Assistance Plan

Executive Order 13166 (implementing Lau v Nichols 414 US 563 (1974), which held disparate impact based on language access can constitute national origin discrimination)

Requirements

Subrecipients

Local public agency requirements

- Submit annual signed Title VI Assurances to the State DOT
- Have to show you tried even if you didn't get it all right
- Collect demographic data on their programs and activities

It can be hard to capture accurate demographics

Public participation can help with capturing everyone, no matter their fluidity. Reach out to communities that EPA Environmental Justice Screening suggests as possible EJ communities.There may be populations that haven't been included in the past, so they may not be inclined to show up.

Confirm policies and procedures and coordinate with the risk-based review process

Contractors - Contractors/Consultants are private entities contracted with a state, local, or federal entity to perform services or furnish goods. See 2 C.F.R.§ 200.

Contractors/consultants are still prohibited from discrimination under Title VI through **USDOT Order No. 1050.2A** and enforced through contract sanctions by Alaska DOT&PF or its subrecipients. Also, FHWA may find the recipient/subrecipient non-compliant if it fails to monitor and enforce Title VI through contract remedies.

For entities receiving funding (grant money) directly from FHWA/USDOT, your **contractors/consultants are also subject to Title VI**, and you must monitor and enforce.

Discussion: What do you do to meet Title IV requirements?

Check which demographics are represented in the census and source employees to attempt to have a workforce representing the population.

What do you do if you are not getting participation from all groups? Utilize the community partners

Would holding meetings in rural communities encourage participation? It would help those without transit get involved. Involvement with rural community leaders can help to get everyone involved

We need to do this consistently in all three regions and document that these actions are taking place

What are your most creative ways to get people engaged and conduct outreach?

Contractor example: Reaching out to communities and ensuring that job postings are reaching underrepresented groups; Use sandwich boards to advertise meetings and events; Place adds out on the bus system QR codes (People Mover); the app asks for feedback when you buy a bus ticket

See what can be done to knock out certifications, requirements, etc., to get people qualified for those jobs. Go through requirements and partner with agencies and colleges to get people trained; Partner with the Department of Labor

-

Example: There are educational/training barriers to being qualified for roles

Implementation Plan

Incorporate Title VI principles at all stages: Research, planning and design, environmental assessment, procurement and contracting, construction, ROW, research, M&O

Discussion

- *Have summits for the implementation plan been considered?*
  - *Summits or workshops could be an opportunity to share plans and break down silos between departments.*
- *Do you have the staff to analzye and understand the plan?*
  - *Participants generally expressed the need for funding and education on the plan.*
  - *Some do not have the necessary training for the liaisons*

Recommendation

Improving community engagement for Title VI compliance involves several key strategies: Effective Communication: *Use clear, accessible language and multiple communication channels to reach diverse community members. This includes translating materials into various languages and using culturally appropriate messaging.*

Partnerships with Community Organizations: *Collaborate with local organizations that have established trust within the community. These partnerships can help bridge gaps and ensure that outreach efforts are more effective.*

Inclusive Public Participation: *Create opportunities for meaningful participation by holding public meetings at convenient times and locations, providing childcare, and offering virtual participation options. Ensure that all voices, especially those from underserved communities, are heard and considered.*

Training and Education: *Provide training for staff and community members on Title VI requirements and the importance of nondiscrimination. This helps build awareness and empowers the community to engage actively.*

Feedback Mechanisms: *Establish clear and accessible ways for community members to provide feedback and report concerns. This can include surveys, hotlines, and online platforms.*

Regular Monitoring and Evaluation: *Continuously monitor and evaluate engagement efforts to identify areas for improvement and ensure that the strategies are effectively promoting equity and inclusion.*

Examples of Discrimination

Disparate Treatment

- Indirect evidence
  - Example: McDonnell Douglas case
    - Prove in a protected class
    - Prove qualified for the job
    - Prove that you were not hired and that the job posting was still up
    - It would help if you held the burden until you show you are in the right
- Nobody came to the meeting. Nobody is complaining, so it's ok
- Indirect and direct
  - Example: Arlington Heights
- Direct
  - Ex: Redlining
- Document what steps were taken to avoid disparate treatment

- An indication of a need for further work in this area is when a public meeting is organized, but no attendees are present.

Discussion

- *What do you do if you have a meeting, invite everyone, and no one shows up?*
  - *Provide evidence that you have done everything you can*
  - *We need to have childcare*
  - *Reach out to community councils to schedule feasible time to meet the community where they are most comfortable.*
- *Is any percentage of the project budget that should go to public participation? Public involvement aspects of scope are often the first to get cut.*
  - *When applying for grants, add language indicating the need for a larger budget for public involvement tasks such as meetings and possible food options for folks who require accommodation.*
- *What are other methods to include more people?*
  - *Use language that laypeople understand.*
  - *Utilize social media based on the audience uses and choice site.*
  - *Consider setting up task forces, which could be through colleges, community centers, ect.*
- *Participant success story:*
  - *Sent out mailers utilizing language that everyone could understand.*

Recommendation

Getting stakeholders involved early on helps to avoid issues later on. This speaks to the importance of Meaningful Engagement. See Appendix B

Disparate Impact

- Excluded from benefits or services based on race, color, or national origin
- Inflicts disproportionate share of harm based on race, color, or national origin

LEP

Factor 1	Factor 2	Factor 3	Factor 4
• The number or proportion of LEP persons eligible to be served or likely to be encountered in the eligible service population.	• Frequency LEP persons come in contact with Alaska DOT&PF or its sub-recipients' programs, activities/services.	• Nature and importance to LEP persons' lives of programs, activities/services.	• Resources available and overall cost to provide language assistance.

Discussion:

- *Utilize special tools to establish the data*
- *Documentation is critical: We can not stress the importance of documentation. Document, document, document*
- *Participant examples:*
    - *Language line that people call into, live interpreters at meetings, etc*
    - *There is a cost barrier to these items, so it is important to write to the grants to get funding for these items*

Recommendation

There is an opportunity to have a technical assistance program for every community to help with grant writing. The value in communities in Alaska getting technical assistance for grant writing is significant. Technical assistance can help communities navigate the complexities of grant applications, ensuring they meet eligibility requirements and effectively communicate their needs and project goals. This support is particularly valuable in Alaska, where many communities may be remote and have unique challenges and opportunities. For example, the Alaska Municipal League (AML) offers consultation services to discuss members' interests, eligibility, and processes for upcoming funding opportunities. They provide essential information on preparing for grant applications, including organizational details, community demographics, and previous grant management experience.There are various state and federal grant opportunities relevant to Alaskans, such as those from the United States Department of Agriculture (USDA), Department of Energy (DOE), and others, which can be accessed with the right technical assistance. Organizations like APSI offer grant writing and project management services tailored to the needs of Tribes, nonprofits, and municipalities in Alaska, emphasizing cultural relevance and a practical approachThis kind of assistance is crucial for communities to secure funding that can lead to improvements in infrastructure, education, healthcare, and other vital areas.

- *Grant Writing Tools - Alaska Federal Funding. https://akfederalfunding.org/resources/grant-writing-tools/*
- *Grant Opportunities - Alaska Federal Funding. https://akfederalfunding.org/grant-opportunities/.*
- *Grant writing, grant project management, grant writing training .... https://www.alaskaprojectsolutions.com/.*

Data Collection

- States must provide for administration methods to reasonably guarantee compliance.
- States must collect statistical data on affected persons.
- Recipients collect and make available to FHWA racial and ethnic data showing the effects of programs and activities.
- Internal and external program reviews.
- Separate Questions for "Race" and "Ethnicity"
    - Must document. Can use the tools listed below to help with this task
- Data is the foundation for disparate impact analysis
- Demographic data is crucial, but it must be paired with other information on impacts
- Systemic reviews require more than one year of study

Discussion

Not only do you need to collect the data, but you need to be able to communicate the collection results

Participant concerns: It wasn't enough to send an email. I need to follow up with a text or a phone call

- *As documentation: use photos, sign-in sheets (double check emails, be straightforward and clear),*
- *Consider Google Forms – resend the link whenever someone enters the (virtual) room*
- *Hybrid meetings are good for everyone – disabled people, people who can't travel, etc*
- *If the information shareed digital oronline, it needs to comply under 508, needs to be accessible to everyone (read out loud, high contrast colors, translation, and low bandwidth)*
- *Federal recordings can be shared by DOT*

What about villages with no wifi?Contact local radio station, can replay the meeting or a summary (free). ADA compatible meetings - Translating, interpreting, transcripts

Ensure there is budget to cover all tasks
Other concerns:
Does DOT has contacts with signers, translators, ect that others can utilize?
Is there a list of locations that are desirable/compliant and accessible with costs associated?

Access the Climate and Economic Justice Screening Tool here:
https://screeningtool.geoplatform.gov/en/#3/33.4

Screening Tools

- **The Climate and Economic Justice Screening Tool (**CEJST) is part of the Biden-Harris Administration's environmental justice efforts. Under Executive Order 14008, President Biden tasked the White House Council on Environmental Quality (CEQ) with developing a geospatial tool to identify disadvantaged communities facing environmental challenges. This interactive mapping tool uses various datasets as indicators. Federal agencies will implement it as part of the Justice40 Initiative, which requires that 40% of benefits from relevant programs be directed to these communities, focusing on climate change and clean energy support.
- **EPA EJ Screening Tool** - EJScreen is EPA's environmental justice mapping and screening tool that provides EPA with a nationally consistent dataset and approach for combining environmental and socioeconomic indicators. EJScreen users choose a geographic area; the tool then provides socioeconomic and environmental information for that area. All of the EJScreen indicators are publicly-available data. EJScreen simply provides a way to display this information and includes a method for combining environmental and socioeconomic indicators into EJ and supplemental indexes.

Discussion: *How do you know that the data is accurate?*

- Go to the community and *talk to the leaders in the community and write it in the plan (show that you have used all those modes)*
- *Look for correlations between online data and observed data*

Recommendation: *Validating data from the EPA's Environmental Justice Screening and Mapping Tool (EJScreen) involves several steps to ensure accuracy and reliability.*

*1.**Data Source**: EJScreen uses data from reliable sources such as the U.S. Census Bureau's American Community Survey (ACS) and the Centers for Disease Control and Prevention (CDC). Ensuring these sources are up-to-date and accurate is crucial*

*2. **Technical Documentation**: The EPA provides detailed technical documentation that outlines the methods used to select indicators and create indexes. Reviewing this documentation helps understand the data processing steps and any potential limitations (Ejscreen-tech-doc).*

*3.**Cross-Verification**: Compare EJScreen data with other environmental and demographic datasets to check for consistency. This can include local environmental reports, health data, and other national databases.*

*4. **Public Feedback and Training**: The EPA encourages public feedback and regularly updates EJScreen based on user input and new data. Participating in these feedback sessions can help identify and correct any discrepancies The EPA offers training sessions and resources to help users understand how to use EJScreen effectively. Utilizing these resources can enhance your ability to validate and interpret the data (https://www.epa.gov/ejscreen).*

Resources: CEJST links

Communities list data

Shapefile

Technical support document

Instructions to Federal agencies on using the CEJST

How to use the list of communities

Census Geographics

Geographical Unit	Geographical Properties	Approximate Population Size
Tract	Area roughly equivalent to a large neighborhood below city/county level	Between 1,200 and 8,000 people, with 4,000 considered optimum
Block Group	• Each tract contains at least one Block Group (BG)	Between 600 and 3,000 people, with 1,500 considered optimum
Block	• Smallest area unit, but large variations, No smaller than 30,000 square feet, but some very large in unpopulated areas • Large variation inpopulation • Size can change between decennial Census	Between 0 and 600 people

Discussion: *How to deal with census block data and collaboration with the community ?*

Recommendation

- **Difficult to have data at a Census Block level because people are spread out**. To address the Census Block data challenge Census website offers various training tools to help users understand how to utilize the data.
- **Share information**. To promote collaboration, it is important to share the methodology and results of studies so that everyone can benefit from each other's work.
- **Consider adding qualitative data**. Incorporating qualitative data can provide deeper insights to the community.

More on Census Data uncertainty: Dealing with the uncertainty of census block data involves several strategies to ensure the data's reliability and accuracy:

1. Understand Sampling Error: Census block data often comes with a margin of error (MOE) due to sampling. This MOE indicates the range within which the true value lies with a certain level of confidence, typically 90%. Understanding and using these MOEs can help you gauge the reliability of the data.
2. Use Aggregated Data: Aggregating data over multiple years or combining data from several blocks can reduce the uncertainty. This approach increases the sample size, which generally improves the precision of the estimates. (arcgis living-atlas/analytics/acs-summarization).
3. Cross-Verification: Compare census block data with other data sources, such as local surveys or administrative records, to verify its accuracy. This can help identify any discrepancies and provide a more comprehensive picture (Duke Press: Evaluating-the-Accuracy-of-2020-Census-Block-Level).
4. Consider Non-Sampling Errors: Be aware of non-sampling errors, such as data entry mistakes, nonresponse bias, and issues with data processing. These errors can affect the accuracy of the data and should be considered when interpreting results (https://www.census.gov/content/dam/Census/library/publications/2018/acs/acs_general_handbook_2018_ch07.pd
5. Use Confidence Intervals: When presenting data, use confidence intervals to show the range of possible values. This helps convey the uncertainty and provides a clearer picture of the data's reliability (https://www.census.gov/content/dam/Census/library/publications/2018/acs/acs_general_handbook_2018_ch07.pd
6. Stay Informed on Methodological Changes: The Census Bureau periodically updates its methodologies, such as the introduction of differential privacy techniques to protect respondent confidentiality. Staying informed about these changes can help you understand their impact on data accuracy. (2020/census-briefs)

Title VI Plans and Programs

Case Studies

Colorado DOT – Central 70 project

"The Colorado Department of Transportation successfully addresses key transportation needs and provides equitable benefits within low-income and minority communities through its Central 70 Project. The Colorado Department of Transportation (CDOT) decided to collaborate with the affected neighborhoods to find a solution. CDOT, in an unprecedented manner, worked closely with the local community to understand, from their perspective, how to address the major concerns. After 14 years in the National Environmental Policy Act (NEPA) process (between 2003 and 2017), with countless hours spent evaluating different alternatives, CDOT developed a mitigation plan with the surrounding community to ensure that they would have equitable access to the benefits offered by the highway improvements. Ultimately, CDOT committed to replacing the I–70 viaduct with a tunnel and a 4-acre community park built over the interstate." CDOT did all these things to such a high degree, and the outcome is a world-class I–70 facility not only for use by more than 220,000 vehicles a day but also for use by the communities that have the interstate in their backyard. The new I–70 facility reduces noise and dust pollution for these communities and restores connectivity and community cohesion.

More Information on this Project can be found here:

https://linkhouston.org/news/press-release-civil-rights-complaint-against-txdot-to-fhwa/

Texas DOT – NHHIP – I45

"The Texas Department of Transportation (TxDOT) is engaged in ongoing discrimination against Black and Brown populations that will be most adversely affected by the proposed highway expansion in North Houston Highway Improvement Project (NHHIP) according to an administrative complaint filed today with the Ad (F A)… The complaint was filed by Air Alliance Houston, LINK Houston, Stop TxDOT I-45, Texas Houser's, and Texas Appleseed.

More Information on this Project can be found here:

https://highways.dot.gov/sites/fhwa.dot.gov/files/Public%20Roads%20Spring%202023.pdf#page=30

The complaint outlines a historic and continuing pattern of destroying the health, safety, homes, and businesses of Black and Brown populations in Houston by building and expanding highways through their generational neighborhoods that constitute discrimination based on race, color, and national origin in violation of Title VI of the Civil Rights Act of 1964. Title VI bars agencies who receive federal funds from using them to discriminate. This additional complaint is necessary because TxDOT has continued to discriminate on the basis of race, color, and national origin — even after FHWA initiated a Title VI investigation — and has retaliated against persons and groups for filing previous civil rights complaints by threatening to remove

funding from the Houston-Galveston region altogether if the agency is not allowed to construct its preferred version of the NHHIP."

Alaska DOT – Kake Access Project

July 6, 2021, a complaint under investigation by the FHWA Office of Civil Rights, alleging discrimination based on race, color, or national origin by the DOT&PF, in violation of Title VI of the Civil Rights Act of 1964 (Title VI), concerning the Kake Access Project.

Specifically, the investigations focus on the following allegations:

1. Whether DOT&PF's Kake Access Project disproportionately impacts the local Alaskan Native population by harming native cultural and historical sites. (DBE complaint)
2. Whether the DOT&PF's Kake Access Project creates disproportionate impacts on the local Alaskan Native population by harming the Kupreanof Island ecosystem that Alaskan Native residents rely on for their subsistence lifestyle.
3. Whether DOT&PF violated Title VI for inadequate public outreach and community engagement related to the Kake Access Project

Recently awarded a $10 Million RAISE Grant from USDOT to address this issue.

Discussion:

- *The KAKE project is an example of where engaging the community is essential.*
- *ODOT has to tell the community that they can complain about the work they are doing.*
- *It is essential to understand that people are becoming more educated and involved to know they can file complaints.*

Participan wants to know more about having the project meet the community's needs rather than just the consequences.

- *Another example is a project in **King Cove**.*
- *Often, there is no road in communities, and the question is whether we build the road.*
    - *Sometimes, communities don't want a road*
    - *We need to go out into communities more and get the public involved*
    - *Need to prioritize including people in the decisions*
- *It took a long time for the community to trust liaisons and to trust that things will happen*
- *Who is responsible for public outreach and communications? – Everyone*
- *Fairview community council*
- *Scheduling for community outreach is important, not during holiday weeks or hunting/fishing season.*
    - *During the KAKE project, outreach occurred when the community wasn't there due to leaving for fishing/hunting (sustenance-based community)*
    - *Cognizant of gaps to hold public outreach – because there are so many gaps it adds to the schedule of the project, how does that gap get bridged?*
        - *Consider how that community communicated during those times.*
        - *Engage people sooner so that people are involved from the beginning – add the equity lenses from the very beginning of the project.*
- *Is there a bias in public meetings? Many people show up to complain, not to support the project.*
    - *Take public engagement to the next level and try to go to underserved communities.*
- *NEPA process is pretty regimented.*
- *When writing RFPs, allow some flexibility regarding what is involved in public involvement.*
    - *If you're limited partnering with others*
        - *AK DOT has a list of potential partners*
    - *Even if the RFP is limited, you can add more to it*
    - *Collaborate with more minor construction and consulting companies*
- *There can be big hold-ups as lots of community councils take breaks during the summer*
    - *Resolution of public notes*
- *The Federation of Community Councils (FCC) is one of the best ways to disseminate information, but information needs to be sent out early.*
    - *Under an $80,000 grant, they can take the time to get information to suitable locations, record their meetings, and disseminate notes.*
- *Opportunity to flush out stakeholders and stakeholder task force*

Multi-Modal Implementation and Interpretations of Title VI

Basics

- Only had one Title VI report (airports fall under DOT)
    - FAA wants to see Creed in their plan, but FHWA doesn't need to see it
        - FHWA needs race, color, national origin
        - FAA also includes creed, sex, age, disability
    - FTA is incorporated in the operations of the entity, especially as it relates to:
        - Fares, routes, vehicle usage, adequate notification (LEP and effective communication plan)

Environmental Justice

Basics

- EJ was designed to prevent disproportionately high and adverse impacts on minority and low-income communities.
- EJ was designed to ensures meaningful involvement of all people regardless of race/ethnicity, income, national origin, and education level
- EJ is not Title VI
- EJ was designed to ensure non-discrimination related to the development, implementation and enforcement of environmental laws, regulations and policies
- **Fully Protected**: Protected from disproportionate and adverse human health and environmental effects (including risks) and hazards, including those related to climate change, the cumulative impacts of environmental and other burdens, and the legacy of racism or other structural or systemic barriers; and
- **Equitable access**: Access to a healthy, sustainable, and resilient environment in which to live, play, work, learn, grow, worship, and engage in cultural and subsistence practices.



Executive Order 12898 of February 11, 1994, Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations



Executive Order of April 21, 2023, Revitalizing Our Nation's Commitment to Environmental Justice for All.

Key Requirements

- When is it applicable?
- Who is protected by the law?
- Effective Data Collection and Analysis
- What is covered in the law?
- Who must enforce the law?
- Executive Order 14008 – Justice 40 Initiative

Best Practices

- Example of effective implementation is the WSDOT HEAL Act

- The state's environmental justice law (RCW 70A.02) referred to as the Healthy Environment for All (HEAL) Act. Washington lawmakers passed the Healthy Environment for All Act (also known as the HEAL Act) Senate Bill 5141, HEAL Act, effective July 25, 2021. The HEAL Act was signed into law to reduce environmental and health disparities in vulnerable populations, racial or ethnic minorities, low-income populations and populations disproportionately impacted by environmental harms and improve the health of all Washington state residents, among other purposes.

Impacts of Non-Compliance of EJ

- Loss of and access to funding
- Fines and penalties
- Profit ceased or delayed.
- Public shame

Case Studies

Texas DOT – Harbor Bridge Project (Corpus Christi)

The Texas Department of Transportation (TxDOT) and the Federal Highway Administration (FHWA) plan to relocate and rebuild the Harbor Bridge in Corpus Christi to address safety and maintenance concerns. The preferred route from the environmental review process — known as the Red Alternative — cuts through the historic African-American neighborhoods of Washington-Coles and Hillcrest on the city's north side. Hillcrest and Washington-Coles, surrounded by heavy industrial sites, Interstate 37 (I-37), the Port of Corpus Christi and a wastewater treatment plant, are already disproportionately burdened by the city's pollution, hazards, and noise. The bridge will not only bring more noise and pollution to these disinvested neighborhoods but will effectively isolate the Hillcrest neighborhood from the residential part of the city.

CALTRANS – I710 (Los Angeles/Long Beach)

After more than 15 years of planning, transportation agencies in California had to sideline a project that would have expanded the 19 mi long, southern portion of Interstate 710 between East Los Angeles and the ports of Long Beach and Los Angeles. This is one of the busiest heavy truck and commuter traffic corridors in the nation. Multi-agency assessment but not compliant and EPA shutdown the project.

In addition to the air quality concerns, the groups opposed the project because it would cost people their homes. LA Metro and Caltrans officials estimated that plans to widen the freeway would displace 436 people in 109 homes and 158 businesses in the predominantly Black and Latino communities along the freeway. With these issues in mind, Laura Cortez, executive director of East Yard, called the project a "clear depiction" of "environmental racism," according to a Los Angeles Times report.

Fairview – Gambell/Ingra corridor

The Gambell-Ingra corridor serves as the connection between the Seward and Glenn Highways, but it is a dangerous, high-speed corridor. It does not have to be this way. One of the goals for the new study is to "**Put environmental justice first.** Address ongoing environmental injustices, including health and economic inequities." Another goal is to "**Better public engagement.** Improve outreach by working with residents of all backgrounds. Meet them where they are at."

On February 28, 2023, the Fairview community was awarded a **Reconnecting Communities Pilot Program Grant** from the U.S. Department of Transportation. This is the first-ever Federal program to reconnect communities previously cut off from economic opportunities by transportation infrastructure.

*Awarded to the Community: 1) **The Fairview Community Council** is one of 38 community councils across the Municipality of Anchorage working to improve the quality of life of residents in the Fairview neighborhood. The neighborhood motto is, "Where people make the difference." For more information on the Fairness for Fairview initiative, visit www.FairviewAK.org and 2) NeighborWorks Alaska is a community development organization whose mission is to improve the quality of life for families and individuals by preserving homes, creating new housing opportunities and strengthening neighborhoods. www.nwalaska.org*

Additionally, the Alaska Department of Transportation (DOT) is leading a Planning and Environmental Linkages (PEL) study for the highway connection for the Seward and Glenn highways, including 5th & 6th Avenue and Gambell & Ingra Streets. "PEL studies are a collaborative and integrated approach to transportation decision making that considers environmental, community, and economic goals and impacts."

Equity

Equity: The term "equity" means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment.

Underserved communities: The term "underserved communities" refers to populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.

- **Underserved communities include**: Individuals who belong to communities of color, individuals that face discrimination based on sex, sexual orientation, and gender identity, persons who face discrimination based on pregnancy or related conditions, individuals who belong to communities that face discrimination on religion or disability, first generation professionals, individuals with limited English proficiency/immigrants, individuals who belong to communities that may face employment barriers based on older age or former criminal conviction, persons who live in rural areas, veterans/military spouses, and persons otherwise adversely affected by persistent poverty, discrimination, or inequality.
    - Moving in the direction of identifying people missing from reporting groups

Federal Definition of Equity

- Executive Oder 13985
    - Advancing racial equity and support for underserved communities through the federal government

Underserved Communities	• Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life
Diversity	• The practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.
Equity	• The consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment
Inclusion	• The recognition, appreciation, and use of the talents and skills of employees of all backgrounds
Accessibility	• The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

Key Elements of Equity

- Includes underserved populations.
- Internal Expectations for equitable practices to be determined
- Agency Personnel
- Department policies
- External expectations for equitable practices
- Contractor requirements
- Contractor and consultant practices
- Community impacts and input
- Equity and civil rights programs are two different things but pointing in the same direction
- New focus on equity with BIL and IIJA and Executive orders

Justice 40 - 40% of money awarded by these grants needs to go to underserved communities

USDOT Equity Action Plan

Good time to utilize EJ tools

Alaska is currently building EJ tools specific to Alaska

Laws and initiates include BIL, Inflation Reduction Act, USDOT and other federal agency equity action plans, local laws and ordinances, equity assessment tools in decision making.

Summary of Equity Executive Orders (EO)

1. EO 13985 – Advancing Racal Equity and Support for Undeserved Communities through Federal Government (2021)
2. EO 14008 -- Tackling the Climate Crisis at Home and Abroad (Justice 40!) (2021)
3. EO 14035 – Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce (2021)
4. EO 14049 – White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities (2021)
5. EO 14091 – Further Advancing Racial Equity and Support for Underserved Communities Through the Federal (2023)

Focus areas

Key Performance Indicators

- Increase in the number of State Departments of Transportation (DOTs) officially adopting a quantitative Equity Screening component to their funding development processes to incorporate community vision and need in project selection and design.
- Increase the number of meaningful and representative public participation engagements by MPOs and State DOTs in developing STIPs and TIPs in rural and urban communities.
- Increase in the number of USDOT discretionary grant applicants from disadvantaged communities in urban and rural areas who have never applied for USDOT funding.
- Increase new projects in disadvantaged communities utilizing formula funds added to Statewide Transportation Improvement Programs (STIPs) and Transportation Improvement Programs (TIPs).

Focus on wealth creation, power of community, interventions, expanding access, and workforce development

Public Involvement

- Focus on transportation practitioners have the power and obligation to incorporate the voices of their communities in decision-making
- It starts with an agency commitment for meaningful engagement

Grants Through an Equity Lens

Reconnecting Fairview Neighborhood Revitalization through Community-Led Highway Redesign

Objective: To support economic analysis, traffic modeling, greenway design, and robust public engagement, including civic dialogues and visualization processes for revitalizing the Gambell/Ingra Corridor in Anchorage.

This project will study options to narrow the corridor and reduce community barriers, land use for housing, and converting parking lots into community gardens. The application emphasizes the importance of adequately considering public input in planning for revitalization efforts in the East Downtown and Fairview neighborhoods.

Discussion:

FairviewAK.org - Air quality indicators – made through a grant from the EPA. The study found that areas with high equity indicators correlate to areas with poor health indicators. Background: The Fairview neighborhood in Anchorage, Alaska, has been the focus of an air quality monitoring project funded by an Environmental Justice Small Grant from the U.S. Environmental Protection Agency (EPA). This project, part of the "Fairness for Fairview" initiative, aims to address environmental justice issues and improve community health through detailed air quality monitoring and public engagement.

Recommendation

When it comes to advocationg for the health of your community it is imperative to organize to build capacity. The the information needed to support your case. In this instance, collecting air quality data to provide updated analyses and identify trends over time. The community advocacy underscores the importance of addressing environmental justice and health disparities through community-driven initiatives and ongoing monitoring.

Additonal Points:

- *Air Quality Monitoring: The study involved placing numerous air monitors throughout Fairview to measure fine particulate matter (PM2.5), which can come from sources like vehicle exhaust, home heating emissions, and wildfire smoke. PM2.5 particles are particularly concerning because they can enter the lungs and bloodstream, leading to various health issues such as heart attacks, aggravated asthma, and decreased lung function.*
- *Community Involvement: The project engaged local residents in the monitoring process, helping to increase public understanding of air quality issues and empowering the community to take action.The Fairview Community Council and NeighborWorks Alaska played significant roles in organizing and supporting these efforts.*
- *Findings: The study found that areas with high equity indicators, such as lower income and higher minority populations, often correlated with poorer health indicators. Although the study did not find significant PM2.5 levels that violated air quality standards, it highlighted the need for continued monitoring and further investigation into specific sources of pollution.*

RAISE Grants

- Alaska DOT & PF received 4 grants in 2023
- RAISE grants need to be incorporated through the STIP

Statewide Equitable Community Connectivity Action Plan (SECCAP) Alaska DOT

- We are searching for a consultant to develop an equity plan
- The Equity Plan to incorporate comments into the projects in the future
- Project Deliverables

Discussion: *Transportation equity metrics concerns*

- *The concern is that this is a statewide plan; how will the plan address a diverse group of residents*
- *Make sure that scoping includes all of this*

Recommendation

To ensure that a statewide Department of Transportation (DOT) equity plan in Alaska includes its diverse and most vulnerable populations, the creators can take several key steps:

1. *Community Engagement and Outreach*
   Inclusive Participation: Actively involve diverse communities, including Indigenous groups, low-income residents, and people with disabilities, in the planning process. This can be achieved through public meetings, workshops, and surveys tailored to reach these groups.
   Partnerships: Collaborate with local organizations, tribal governments, and community leaders who have established trust and communication channels within these communities.
2. *Data Collection and Analysis*
   Equity Indicators: Use data to identify areas with high equity indicators, such as economic disadvantage, health disparities, and limited access to transportation.
   Disaggregated Data: Collect and analyze data disaggregated by race, income, age, and disability status to understand the specific needs and challenges of different populations.
3. *Policy and Program Development*
   Equity-Focused Policies: Develop policies that prioritize investments in underserved and disadvantaged communities. This includes ensuring that at least 40% of benefits from transportation projects flow to these areas, in line with the Justice40 initiative.
   Accessibility Improvements: Implement programs that improve accessibility, such as better public transit options, safer pedestrian pathways, and infrastructure that accommodates all modes of transportation.
4. *Monitoring and Evaluation*
   Performance Metrics: Establish clear metrics to evaluate the impact of transportation projects on equity. Regularly monitor and report on these metrics to ensure accountability and continuous improvement.
   Feedback Mechanisms: Create channels for ongoing community feedback to adjust and improve plans based on real-world impacts and community experiences.
5. *Education and Awareness*
   Public Education Campaigns: Raise awareness about the importance of transportation equity and how it benefits the entire community. This can help garner broader support for equity-focused initiatives.
   Training for Planners and Officials: Provide training on equity issues for transportation planners and government officials to ensure they understand and can effectively address these challenges.

- Final SECCAP
- Integration into DOT&PF Planning & Project Selection

Examples of Lack of Equity Action

Discussion

- *Road sweeping priorities are applied in an alternating fashion (N Anchorage first vs. S Anchorage first) when it could be argued that the communities who use the sidewalks, bus stops, etc, the most should have priority*
- *Sidewalk maintenance*

  Participants discussed that in the city's densest parts, the maintenance of sidewalks during the winter is poor and nearly impossible for people to get around, especially those who are disabled. What should be done, and who should concerns be raised?

Recommendation

When a community identifies instances of inequity within its transportation systems or available programs, it is imperative for its members to understand their right to voice concerns about these disparities. Empowering individuals to raise their voices and articulate their experiences fosters a culture of advocacy and ensures that their needs are recognized and addressed.

To effectively communicate these inequities, local stakeholders—including residents, advocacy organizations, and community leaders—should be provided with guidance on various strategies. This could involve organizing community meetings where members can collectively discuss their concerns and strategize their approach. Drafting formal letters to relevant authorities, detailing specific inequities and their impacts on the community, is another effective way to articulate their issues. Additionally, engaging in public forums or city council meetings can provide a platform for community members to share their experiences, ask questions, and demand accountability.

AKDOT has a legal and ethical responsibility to respond to these community concerns. An appropriate response should go beyond mere acknowledgment; it must include a comprehensive plan that outlines how the DOT intends to investigate the reported inequities and the steps it will take to address them. This plan should detail specific actions, timelines, and methods for community involvement in the resolution process.

By maintaining transparency and accountability in its operations, the AKDOT can build and nurture trust within the community it serves. This transparent communication not only reassures community members that their voices matter but also encourages ongoing collaboration between the AKDOT and the community to improve transportation equity and accessibility for all.

Appendix A: Attendee Sign-in Sheets

3 trainings (2 in person and one online)
*Redacted from this report for citizen privacy.

Appendix B: Accessibility Recommendations for Stakeholders

Ensuring accessibility in transportation planning is crucial for creating inclusive and equitable communities. This guidance document aims to provide actionable strategies to enhance accessibility for all individuals, including those with disabilities, the elderly, and other vulnerable populations. By prioritizing accessibility, stakeholders can help eliminate barriers, promote independence, and improve the overall quality of life for everyone. This document serves as a vital resource for AKDOT policymakers, planners, and community leaders committed to fostering a more accessible and inclusive transportation system. Listed below are critical key actions:

A. Document Issues

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B. Know Your Rights

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C. Raise Awareness and Form a Coalition

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D. Engage with the AKDOT and other local agencies

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E. **Advocate for Sufficient Budget Allocation**

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Appendix C: Sample Risk Management Plan

Sample Risk Management Plan for AKDOT Transportation Equity Planning

1. Introduction

This risk management plan outlines the strategies and actions to identify, assess, and mitigate risks associated with the AKDOT Transportation Equity planning efforts. The goal is to ensure the successful implementation of equity-focused transportation projects that benefit all communities, especially the most vulnerable populations.

2. Risk Identification

Identify potential risks that could impact the equity planning process. These can be categorized into four key areas:

- **Stakeholder Engagement Risks**: Lack of community participation, miscommunication with stakeholders and resistance from local communities
- **Operational Risks**: Insufficient resources (staff, funding), delays in project timelines and inaccurate data collection
- **Policy and Regulatory Risks**: Changes in federal or state regulations, non-compliance with equity guidelines and legal challenges
- **Environmental Risks**: Natural disasters (earthquakes, floods) and other adverse weather conditions affecting project timelines

3. Risk Assessment

Risk Category	Risk Description	Likelihood	Impact	Priority
Stakeholder Engagement	Lack of community participation	High	High	High
Operational	Insufficient resources	Medium	High	High
Policy and Regulatory	Changes in regulations	Low	Medium	Medium
Environmental	Natural disasters	Low	High	Medium

4. Risk Mitigation Strategies

Develop strategies to mitigate the prioritized risks:

Stakeholder Engagement Risks: Conduct extensive outreach and engagement activities to involve diverse communities, use multiple communication channels (social media, community meetings, surveys) to reach all stakeholders and build partnerships with local organizations and community leaders.

Operational Risks: Secure adequate funding and resources through grants and partnerships, develop a detailed project timeline with contingency plans for potential delays and ensure accurate and comprehensive data collection by using reliable sources and methodologies.

Policy and Regulatory Risks: Stay informed about changes in regulations and adjust plans accordingly, ensure compliance with all equity guidelines and legal requirements and engage legal experts to address potential challenges.

Environmental Risks: Develop emergency response plans for natural disasters, monitor weather conditions and adjust project timelines as needed and implement resilient infrastructure designs to withstand adverse conditions.

5. Monitoring and Review

Establish a process for ongoing monitoring and review of risks:

Regular Risk Reviews: Conduct regular risk assessment meetings to review and update the risk management plan.

Performance Metrics: Track key performance indicators (KPIs) to measure the effectiveness of risk mitigation strategies.

Feedback Mechanisms: Create channels for continuous feedback from stakeholders to identify new risks and improve mitigation efforts.

6. Conclusion

This risk management plan provides a structured approach to managing risks associated with the AKDOT Transportation Equity planning efforts. By proactively identifying, assessing, and mitigating risks, AKDOT can ensure the successful implementation of equitable transportation projects that serve all Alaskans.



Alaska Department of Transportation

Title VI & Civil Rights Equity: Best Practices and Strategies for Implementation

April 2024

wsp

Our mission is to ***Keep Alaska Moving*** through service and infrastructure.



Introductions

Meet the Team



Latonia Viverette, PhD
Facilitator/Trainer



Aida Berduo Berry
Trainer

Areas of Expertise

- Civil Rights Program Compliance
  - Title VI
  - Environmental Justices
    - Long Range Project & Funding Prioritization
    - Public Engagement
  - DBE/ACDBE
    - Contract Compliance
    - Contract Administration
- Environmental Sustainability
- Equity Business Case for Grants
- Social Equity Business Case
- Organizational Transformation



Agenda

- ✓ Introductions
- ✓ USDOT Agencies Compliance Overview: AC/DBE, Title VI and EJ- Requirements
- ✓ What does Equity mean how is Equity implemented within DOT&PF
- ✓ Public Participation/Community Engagement: The importance of Meaningful Public Participation
- ✓ Strategies to Create More Equitable Outcomes

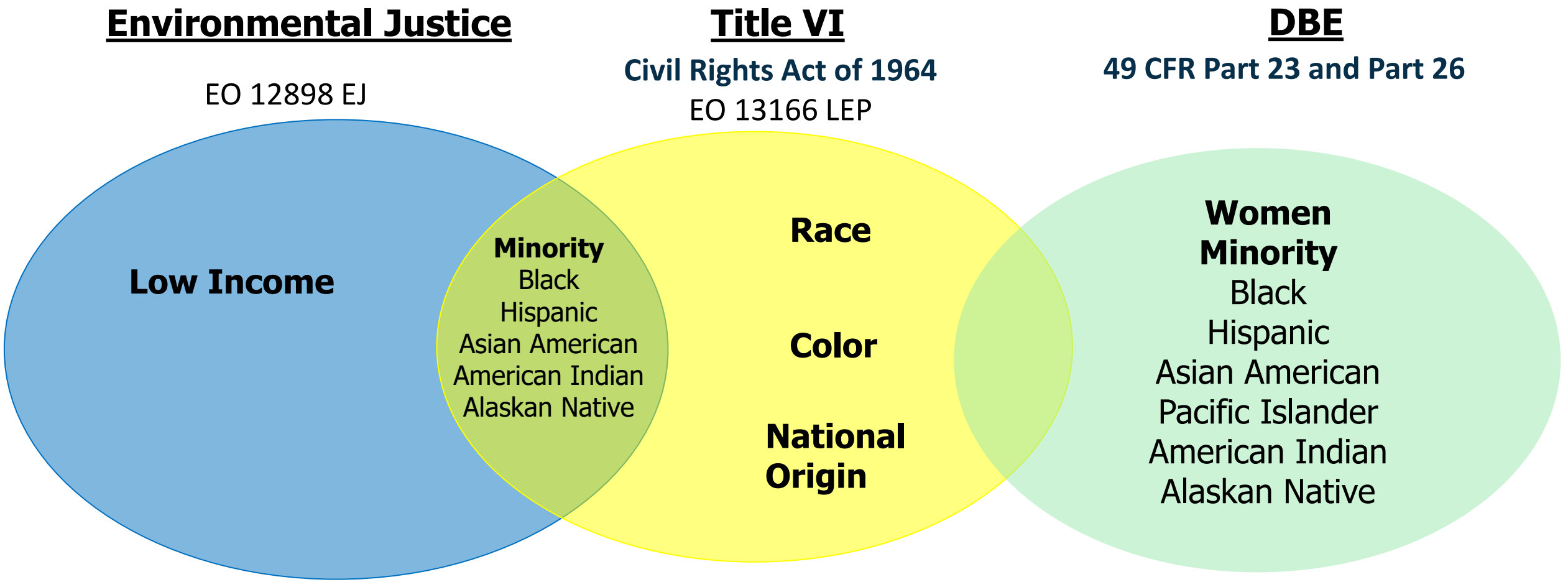


Learning Objectives

- **Understand** the role and responsibilities of ***all DOT stakeholders*** in advancing ***AC/DBE, Title VI, EJ and other Equity practices compliance***
  - ***FTA***
  - ***FHWA***
  - ***FAA***
- **Review** the expectations and guidance related to Meaningful Public Involvement:
- **Review** the expectations and guidance related to the ***USDOT Equity Action plan***
- **Review** the expectations, guidance, and practices related to ***Justice 40 and Environmental Justice***
- **Recommend** strategies and cultivate collaborative solutions from the participants about local solutions to create more equitable outcomes
- ***Implement and Execute*** more equitable practices



Intersection to Other Civil Rights Laws: EJ, Title VI and DBE





Title VI of Civil Rights Act



What is Title VI of the Civil Rights Act of 1964?

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
> ***President Lyndon Johnson***
>
> Pub. L. 88–352, title VI, §601, July 2, 1964, 78 Stat. 252.

Who is impacted by the law? → Who is ***protected*** by the law? → Who is covered by the law? → Who must enforce the laws? → How does it complement state and local laws?



Title VI: the Basics

What is a recipient/subrecipient?

A recipient is an entity that *receives financial assistance from a federal agency.*

- Primary and Subrecipients
- Contractors
- Local Public Agencies

Who is protected?

Title VI applies to **all persons**. Courts have interpreted the Equal Protection Clause of the Fourteenth Amendment and analogous language in civil rights laws to mean that Title VI protects all persons in the United States. This applies to **direct and indirect effects** on those persons.

What are Local Public Agencies required to do?

Regulations do **not** provide many express requirements for Local Public Agencies (LPAs); however, like **Recipients are subject to 49 C.F.R. Part 21**, LPAs are also required to provide "**methods of administration**" to give FHWA a "**reasonable guarantee**" of compliance. 49 C.F.R. § 21.7(b).



Civil Rights Restoration Act of 1987

Amended Title VI definition of "programs and activities" to restore expansive coverage

APPLIES TO ANY ENTITY THAT HAS RECEIVED ANY FEDERAL MONEY REGARDLESS OF THE SOLICITATION(S)/ACTIVITIES

State and Local Government

The following instrumentalities of a state or local government may constitute a "program or activity" under Title VI:

> [A]ll of the operations of
> (A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or
> (B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government;
> … any part of which is extended Federal financial assistance.

Educational Institutions



Key Requirements for Agencies

1. **Internal training** for DOT personnel and any subrecipients.
2. **Responsible Title VI Coordinator** with easy access to leadership as well as key Title VI Liaisons
3. **Implementation Plans**: States shall **annually** submit an **updated** Title VI implementing plan to the Regional Federal Highway Administrator for **approval** or **disapproval**."
4. **Subrecipient Reviews** "Each state agency administering a continuing program which receives federal financial assistance shall be required to establish a Title VI compliance program for itself and other recipients which obtain federal assistance through it."
5. **Internal program area reviews**
6. **Data Collection, Reporting and Analysis**.
7. **Effective Monitoring and Compliance Review Process**
    a. Disparate Treatment
    b. Disparate Impact
8. **Complaint processing**.
9. **Limited English Proficiency Plan/Language Assistance Plan**. Executive Order 13166 (implementing *Lau v. Nichols*, 414 U.S. 563 (1974)



Key Title VI Requirements: Training and Liaisons

- ✓ Title VI of Civil Rights Act **mandatory training**



In-Person



Virtually

- ✓ **Do you know who the Alaska DOT&PF Title VI Liaisons are?**

Overall

Rashaud Joseph, Civil Rights Office Manager- (907) 269-0848

Robespierre Howard, Title VI Specialist, ADA Officer, (907) 269-0852

Agency departments and sub recipients (contractors, if applicable):

Designated Title VI Liaisons within the Department (including other agencies)sub-recipients



USDOT Title VI Enforcement by Agency

FAA	FHWA	FTA
Title VI Program update required every three years (Environmental Justice compliance included)	Title VI Program update required every three years (Environmental Justice compliance included)	Title VI Program update required every three years per guidance on Circular 4702.1B
Program template and checklist provided for compliance	Program template and checklist provided for compliance	Triennial Review Compliance Reviews
LEP Four-Factor Analysis	LEP Four-Factor Analysis	LEP Four-Factor Analysis
Public Participation Plan	Public Participation Pla	Public Participation Plan



Key Title VI Requirements

Subrecipients - Local Public Agencies Requirements

Regulations do not provide any express requirements for LPAs. However, just as **Recipients** are subject to the regulations, as subrecipients, LPAs must provide "**methods of administration**" to give FHWA a "**reasonable guarantee**" of compliance.

LPAs must:

- Submit annual signed **Title VI Assurances** to the State DOT
- Insert **language from DOT Order 1050.2A** into all contracts and agreements.
- Designate a **responsible point of contact** to coordinate Title VI efforts.
- **Route complaints**
- Collect **demographic data** on their programs and activities.
- Conform to state (primary) recipient's **policies and procedures**
- Coordinate with the **risk-based review process**.



CONTRACTORS/CONSULTANTS… are they subject to Title VI?

What is a Contractor?

Contractors/Consultants are private entities [either contractors or consultants] under contract with a state, local, or federal entity to perform services or furnish goods. See 2 C.F.R.§ 200.330.

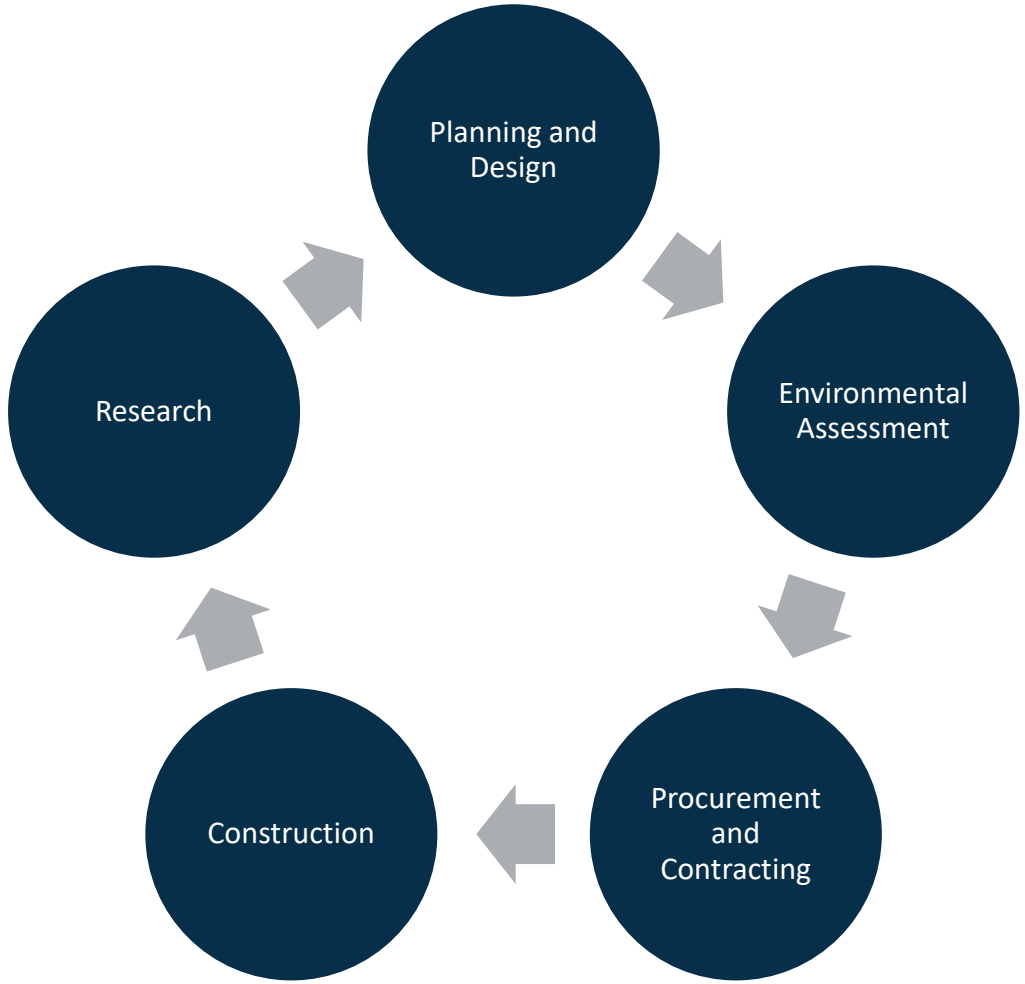
- Contractors/consultants are still prohibited from discrimination under Title VI through USDOT Order No. 1050.2A. Enforced through contract sanctions by Alaska DOT&PF or its subrecipients. Also, FHWA may find the recipient/subrecipient non-compliant if it fails to monitor and enforce Title VI through contract remedies.
- For entities receiving funds directly from FHWA/USDOT, your contractors/consultants are also subject to Title VI, and you must monitor and enforce.



Effective Title VI Implementation Plan

Title VI Plan

- Assessment to ensure non-discrimination and no disparate impact or outcome
- Implementing an effective strategy to engage the community, including Limited English/Language Assistance Plan
- Aligned with an effective Community Participation Plan to ensure equitable access to the input and information
- Incorporate Title VI principles at all stages:





Prohibited Discrimination under Title VI

Disparate Treatment

- Direct Evidence
- Direct and Indirect *Arlington Heights*
- Indirect Evidence McDonnell-Douglas

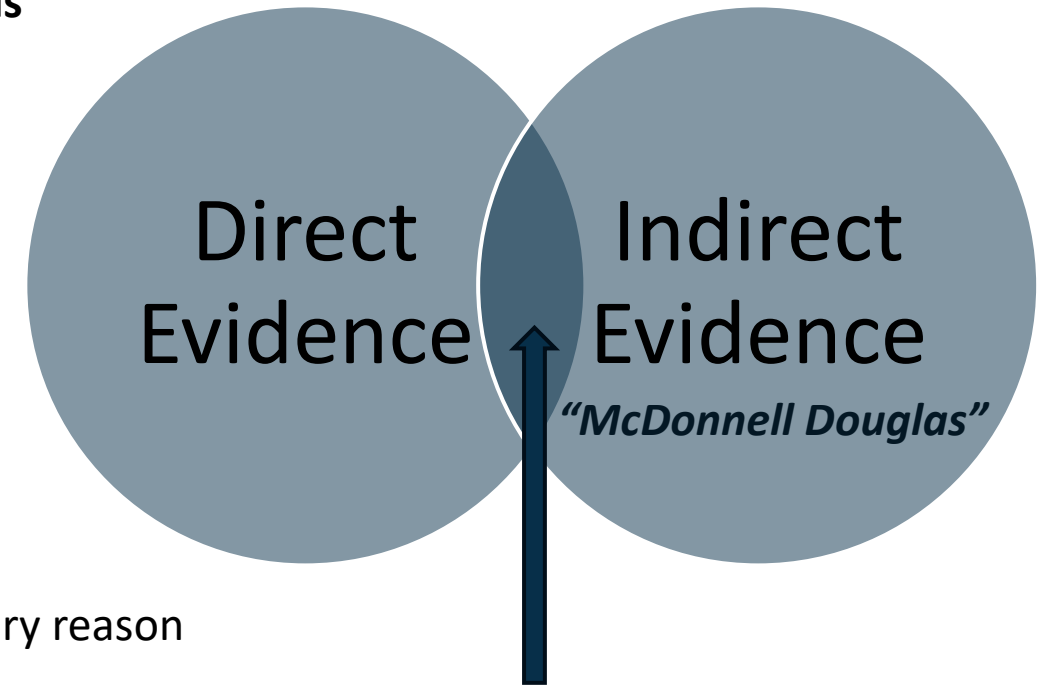
Disparate Impact

- Disparately excludes from benefits or services based on race, color, or nat'l origin
- Inflicts disproportionate share of harm based on race, color, or nat'l origin

Disparate Treatment – Indirect Evidence

Two other indirect methods can be used if the direct evidence is unavailable. McDonnel Douglas test:

1. Essential Elements (prima facie case):
    a. Member of a protected class.
    b. Eligible as beneficiary for federally-assisted program.
    c. Rejected despite eligibility.
    d. Similarly situated beneficiaries received benefits.
2. The agency determines whether legitimate, nondiscriminatory reason exists.
3. The investigating agency must determine whether the reason offered is a pretext for discrimination and whether a less discriminatory alternative exists.

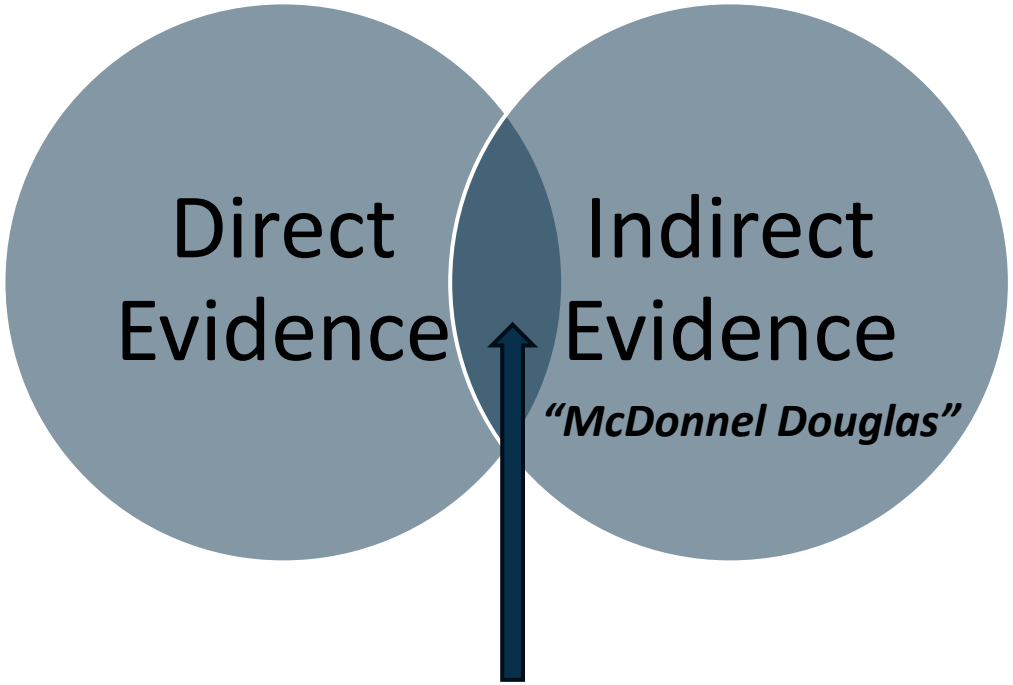


Direct and Indirect Evidence
"Arlington Heights"

Disparate Treatment : Direct + Indirect Evidence

What is Disparate Treatment – Direct + Indirect Evidence, the Arlington Heights standard?

- Examination of “totality of relevant facts” and factors, including, but not limited to:
- Statistics showing pattern of discriminatory effects;
- Historical background of the decision and other decisions on comparable matters;
- Sequence of events leading to the decision, compared to other decisions on comparable matters;
- Departures from normal procedures or substantive conclusions;
- Relevant legislative or administrative history; and
- Consistent pattern of actions of decision-makers that impose much greater harm on one group.

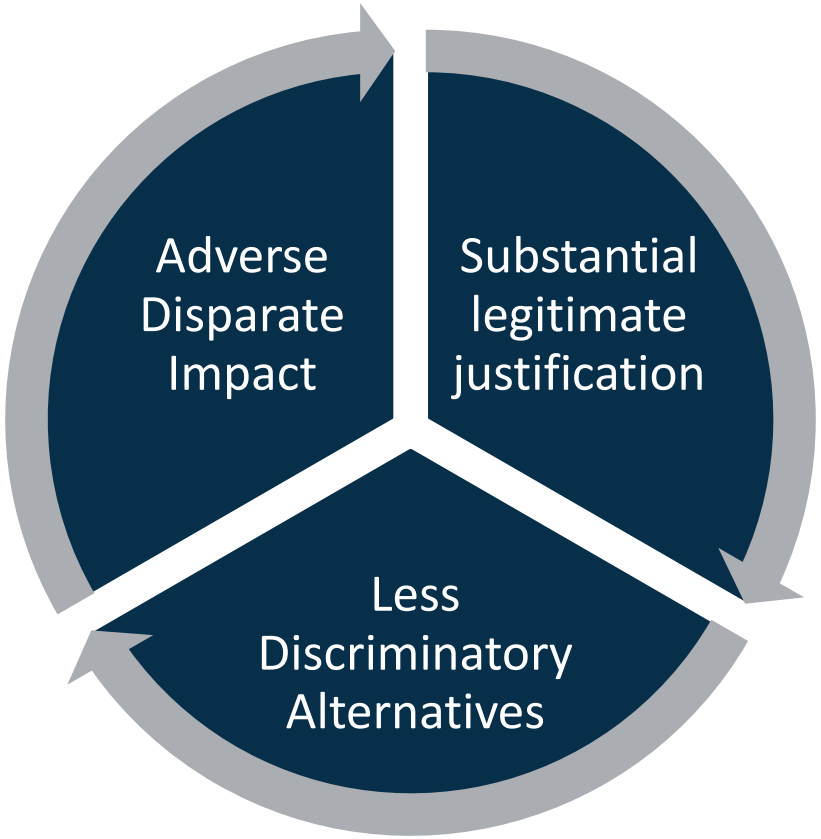


Direct and Indirect Evidence
“Arlington Heights”



Key elements of Disparate Impact

1. Facially neutral procedure or practice
2. Disproportionate, adverse impact based on race, color, or national origin on a population or populations
3. Practice lacks a substantial legitimate justification
    - Causal connection between policy and the impact. Often through statistical data.
    - No less discriminatory alternative.





Disparate Impact

Title VI analysis involves pairing two things: **Demographics** **+** **Impact** or **Benefit**

For example:

1. Decennial Census + Noise Impacted Residences
2. ACS + Vital Documents to be Translated
3. Relocate Demographic Surveys + Relocation Financial Data
4. Public Meeting Demographics + Overall Area Population

General Application - *Applies to benefits and burdens*.

Analysis not sequential: substantial legitimate justification can be determined at any time. FHWA-funded state actions frequently entail multiple potential impacts.

- Air Quality
- Right-of-Way / Relocation
- Noise
- Public Comments
- Public Meeting Solicitation
- Contracting
- Environmental Mitigation
- Community Cohesion
- Temporary traffic and pedestrian
- Safety route



DATA COLLECTION

2024



Data Collection

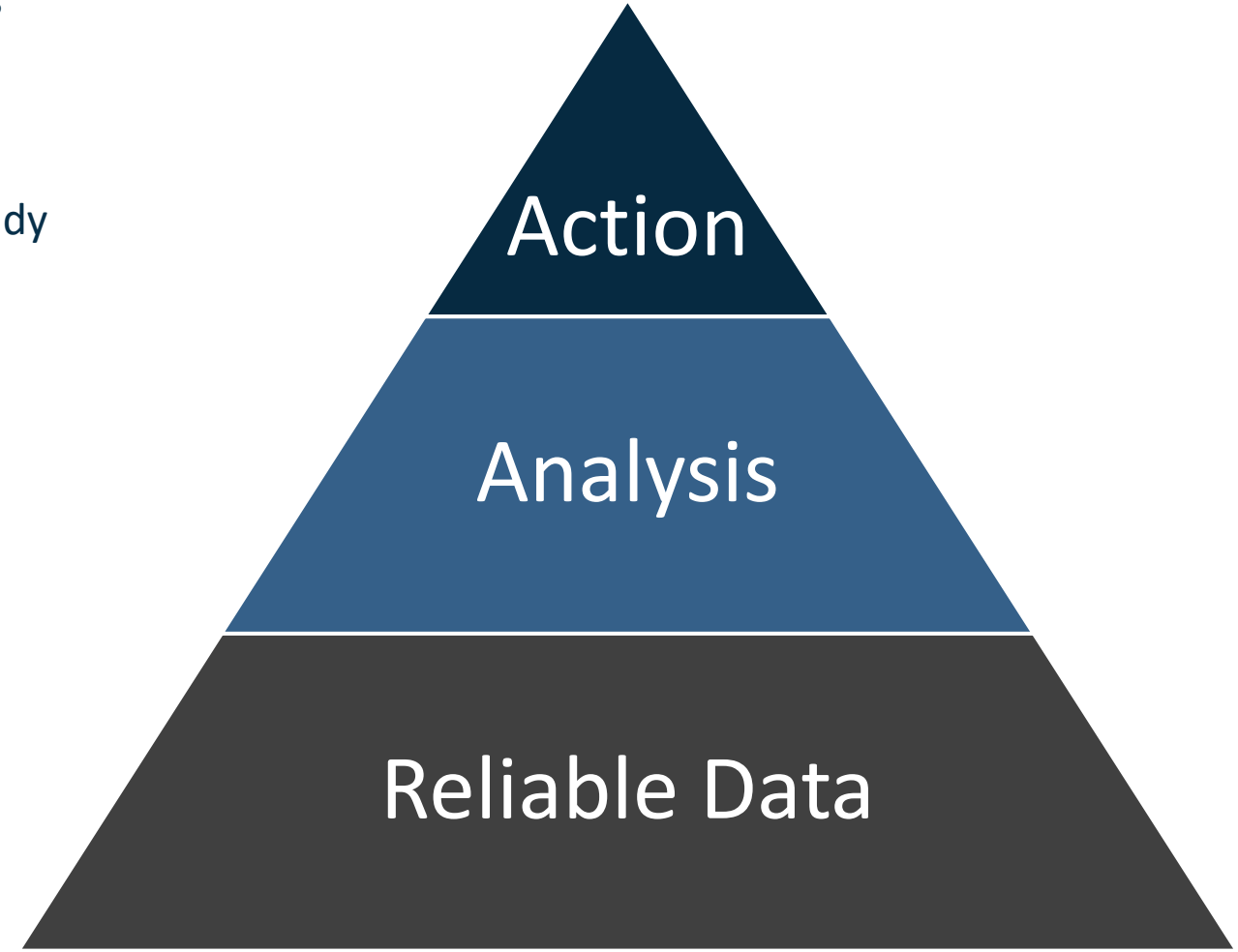
Required Data

- States must provide for such methods of administration . . . to give reasonable guarantee of compliance.
- States must collect statistical data on affected persons.
- Recipients collect and make available to FHWA racial and ethnic data showing effects of programs and activities.
- Internal and external program reviews.
- Separate Questions for “Race” and “Ethnicity”



Data Collection: Why do we need it?

- Data is the foundation for disparate impact analysis
- Demographic data is crucial, but it must be paired with other information on impacts
- Systemic reviews require more than one year of study





Census Geographies

Geographical Unit	Geographical Properties	Approximate Population Size
Tract	Area roughly equivalent to a large neighborhood below city/county level	Between 1,200 and 8,000 people, with 4,000 considered optimum
Block Group	• Each tract contains at least one Block Group (BG)	Between 600 and 3,000 people, with 1,500 considered optimum
Block	• Smallest area unit, but large variations, No smaller than 30,000 square feet, but some very large in unpopulated areas • Large variation in population • Size can change between decennial Census	Between 0 and 600 people



Effective Review Of Title VI Plans

Title VI **covers all the programs and activities** of recipient agencies, and recipients are required to provide a **reasonable guarantee of compliance** with Title VI.

Objective: Review activities and programs to determine if the current processes and practices:

- measure risk
- mitigate risk

Once complete:

1. Document and align processes and practices from the information and findings of the review
2. Encourage stakeholders and policymakers to make policy and decisions justified by the data collected

Review Plan Elements	
Overall Objectives	What program requirements will be reviewed? What recipient processes will be tested?
Scope	Who, what, when where, how? What is the time period being reviewed?
Resources	Which personnel are necessary? Is travel required? Are any software programs needed?
Data and Information	What parts of the agency have the data? What format is the data? How must the data be prepared for analysis?
Analysis	What analytical techniques are appropriate? What is the best way to present results for decisionmakers?
Schedule	When will key aspects of the review occur? What is the target date for completion?



USDOT Conflicting Interpretations

Title VI is not the same within the Operating Administrations.

Federal Highway Administration (FHWA) and Federal Transit Administration (FTA)

Traditional Title VI Interpretation

Only applicable to issues regarding

- Race
- Color
- National Origin

Federal Aviation Administration FAA- Broad Interpretation

Expanding the covered populations to align with the current Non-Discrimination Clause

Applicable to the following protected classes:

- **Race, Color, National Origin** (Including Limited English Proficiency) but also Includes:
  - Creed
  - Sex (Including Sexual Orientation And Gender Identity)
  - Age
  - Disability



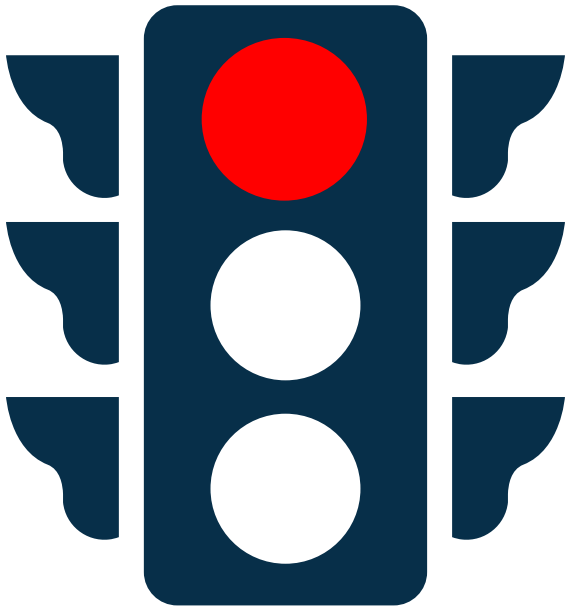
Title VI Program Areas

- Alaska Marine Highway
- Construction
- Contracting
- Maintenance And Operations (M&O)
- Preliminary Design & Environmental (PD&E)
- Planning
- Research
- Right-of-way (ROW)
- Statewide Equipment Fleet
- Metropolitan Planning Organizations
  - Anchorage Metropolitan Area Transportation Solutions (AMATs)
  - Fairbanks Area Surface Transportation Planning (Fast Planning)



Impacts of Non-Compliance of Title VI

- ✓Loss of and access to funding
- ✓Projects ceased or delayed
- ✓Public shame



Case Study – Best Practices and Ineffective Title VI Program

National and Local Best Practices and Lessons Learned

Colorado DOT- Central 70 project



Texas DOT- NHHIP – I 45



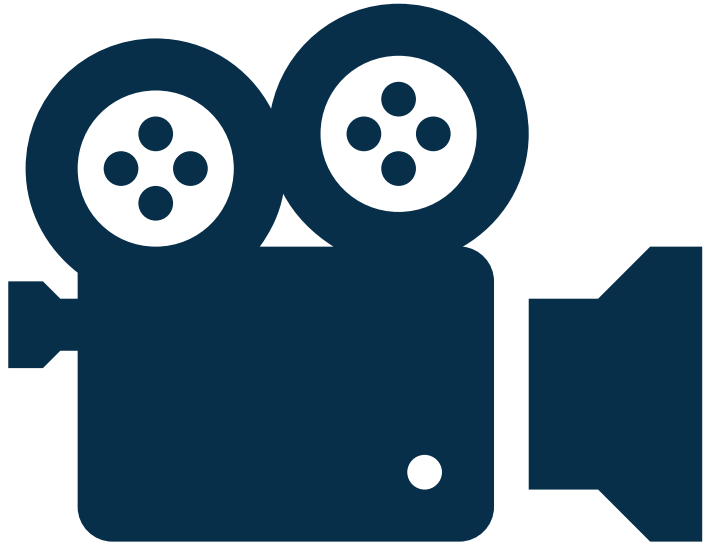
Case Study – Best Practices and Ineffective Title VI Program

National and Local Lessons Learned

Alaska DOT- KAKE ACCESS PROJECT







BREAK - LUNCH



Environmental Justice



What is Environmental Justice (EJ)?

- Environmental justice means the just treatment and meaningful involvement of all people, regardless of income, race, color, national origin, Tribal affiliation, or disability, in agency decision-making and other Federal activities that affect human health and the environment so that PEOPLE:

Fully Protected

Protected from disproportionate and adverse human health and environmental effects (including risks) and hazards, including those related to climate change, the cumulative impacts of environmental and other burdens, and the legacy of racism or other structural or systemic barriers

Equitable access

Access to a healthy, sustainable, and resilient environment to live, play, work, learn, grow, worship, and engage in cultural and subsistence practices.

EJ is NOT Title VI

Executive Order 12898 of February 11, 1994, Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations

Executive Order of April 21, 2023, Revitalizing Our Nation's Commitment to Environmental Justice for All.



What is Environmental Justice (EJ)?

- ✓ EJ was designed to **prevent disproportionately high and adverse impacts** on **minority and low-income communities**.
- ✓ Ensures meaningful involvement of all people regardless of:
  - Race/Ethnicity
  - Income
  - National Origin
  - Education Level
- ✓ **EJ is NOT Title VI:** Executive Order 12898 (1994)
- ✓ EJ was designed to ensure non-discrimination related to developing, implementing, and enforcing environmental laws, regulations, and policies.



Key Requirements of Environmental Justice

1. When is it applicable?
2. Who is protected by the law?
3. Effective Data Collection and Analysis
4. What is covered in the law?
5. Who must enforce the law?

Recent Response

Executive Order 14008 - Justice 40 Initiative



Best Practices: Washington DOT- Environmental Justice

July 25, 2021, the HEAL Act was signed into law to reduce environmental and health disparities in vulnerable populations, racial or ethnic minorities, low-income populations and populations disproportionately impacted by environmental harms and improve the health of all Washington state residents, among other purposes.

WSDOT acknowledges that **Environmental justice** must be integrated in all areas of our agency to address the unfairly high and harmful human health or environmental effects of our programs, policies, rules, budget decisions, and actions.



Impacts of Non-Compliance of EJ

- Loss of and Access to Funding
- Fines and Penalties
- Project Ceased or Delayed
- Public Shame

A Year Advancing Environmental Justice | The White House

Case Study – Ineffective EJ Program (National)

Texas DOT- Harbor Bridge Project (Corpus Christi)



CALTRANS- I-710 (Los Angeles/Long Beach)

Diesel death zone



Case Study – Corrective Practices (EJ Program)

Local Lessons Learned

Fairview- Gambell/Ingra corridor





Disadvantaged Business Enterprise (DBE)
Airport Concessions DBE Program



What is the Disadvantaged Business Enterprise?

Disadvantaged Business Enterprise (DBE) program is designed to remedy ongoing discrimination and the continuing effects of past discrimination in federally-assisted highway, transit, airport, and highway safety financial assistance transportation contracting markets

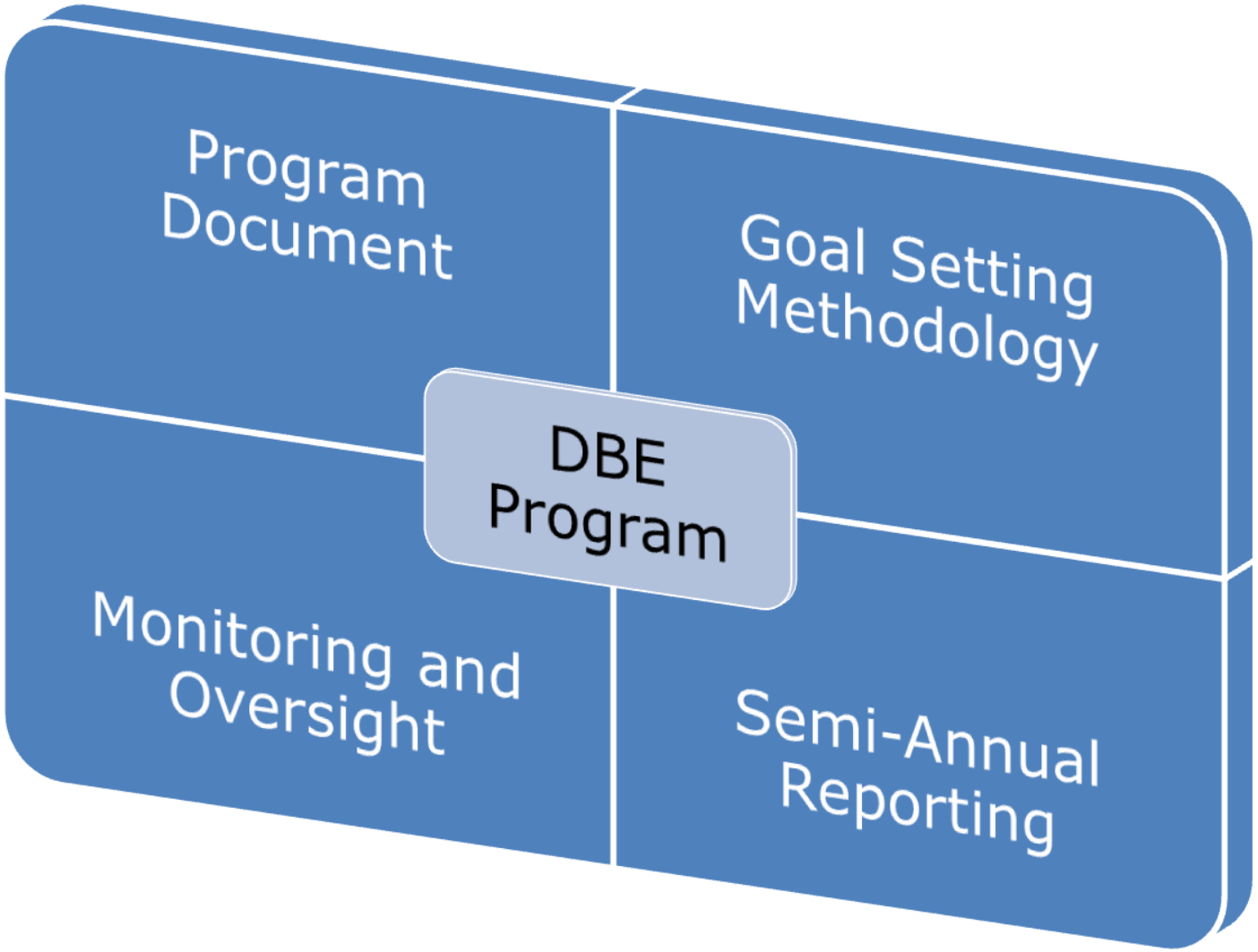


How is the Disadvantaged Business Enterprise implemented at Airports?

DBE Program: Requires airports that receive FAA AIP grants, who will award prime contracts with a cumulative total value exceeding $250,000 in FAA funds in a Federal fiscal year, to have a DBE program and meet other related requirements as a condition of receiving these funds.

ACDBE Program: Requires primary/commercial service airports that receive AIP funding, and that have concession revenues of $200,000 or more from either car rental or non-car rental concessions, to have an ACDBE program and meet other related requirements as a condition of receiving these funds.

DBE Program: 4 Key Elements





USDOT DBE Enforcement by Agency

FAA	FHWA	FTA
Airport Concessionaire DBE Goal Setting and DBE Program following 49 CFR part 23	DBE Goal Setting and DBE Program following 49 CFR part 26	DBE Goal Setting and DBE Program following 49 CFR part 26
DBE Program template and checklist provided for compliance	Program template and checklist provided for compliance	Triennial Review Compliance Reviews
DBE Goal every three years	DBE Goal every three years	DBE Goal every three years
Small Business Program	Small Business Program	Small Business Program



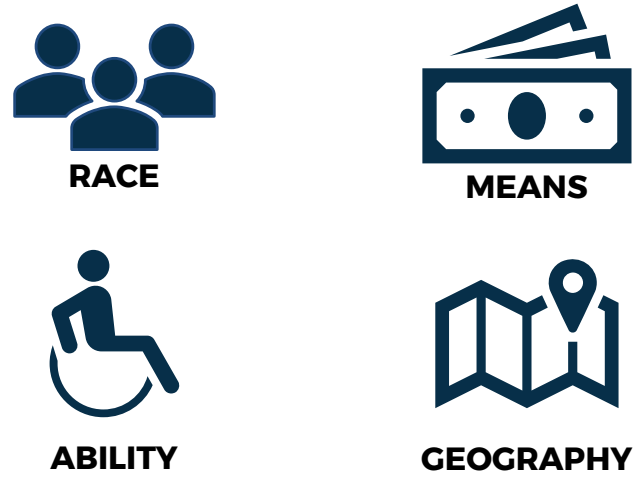
What is Equity?



Federal Definition of Equity

- Equity means the consistent and systematic fair, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment.

Executive Order 13985:
Advancing Racial Equity and Support for Underserved Communities Through the Federal Government



Underserved Communities	• Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life
Diversity	• The practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.
Equity	• The consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment
Inclusion	• The recognition, appreciation, and use of the talents and skills of employees of all backgrounds
Accessibility	• The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.



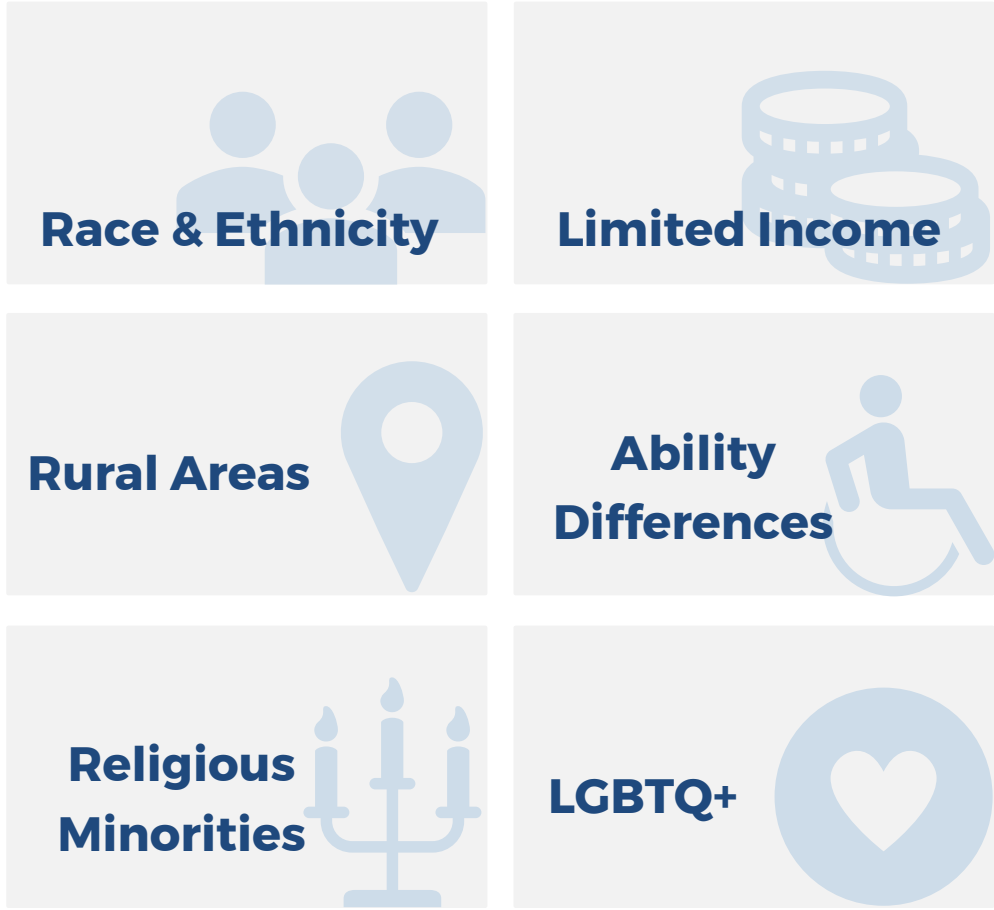
Federal Definition of Equity: Underserved Communities

- Individuals who belong to communities of color, such as Alaska Native and Indigenous, Asian American, Black and African American, Hispanic and Latino, Native Americans, Native Hawaiian and Pacific Islander, Middle Eastern, and North African persons.
  - individuals who face discrimination based on
    - sex, sexual orientation, and gender identity (lesbian, gay, bisexual, transgender, queer, gender non-conforming, and non-binary (LGBTQ+)
    - pregnancy or pregnancy-related conditions; parents; and caregivers
    - religion or disability;
  - Individuals classified as first-generation professionals or first-generation college students;
  - individuals with limited English proficiency and immigrants;
  - Individuals who **face employment barriers** based on older age or former criminal conviction or incarceration;
  - Persons who live in rural areas
  - Veterans and military spouses
  - Persons otherwise adversely affected by persistent poverty, discrimination, or inequality.



Key Elements of Equity

- Includes underserved populations
- Internal Expectations for Equitable Practices
  - Agency Personnel
  - Departmental Policies
- External Expectations for Equitable Practices
  - Contract Requirements
  - Contractor and Consultant Practices
  - Community Impacts and Input



Traditional Civil Rights Laws and Regulations



The Civil Rights Act of 1964

- Title VI, Nondiscrimination in federally assisted programs, as amended
- Title VII, Equal Employment Opportunity, as amended
  - Equal Employment Opportunity Act of 1972
- Executive Order 11246- Affirmative Action EEO
  - Employment Goals
- Executive Order 12898- Environmental Justice
- Americans with Disabilities Act of 1990 (ADA)
- Executive Order 13166- Limited English Proficiency



Equity

New Focus on Equity

The Biden Administration has instituted an emphasis on EQUITY through significant legislation, Executive Orders, and regulations:

- **The "BIL"- Bipartisan Infrastructure Law or the Infrastructure Investment and Jobs Act (IIJA)**
- **Executive Orders**
  - Justice 40
  - USDOT Equity Action Plan

Laws and Initiatives to Promote Equity

1. Bipartisan Infrastructure Bill (BIL) Infrastructure Investment and Jobs Act – IIJA)
2. The inflation Reduction Act (August 2022)
3. USDOT and other Federal Agency Equity Action Plans
4. Local Laws and Ordinances – conflicting
5. Equity Assessment Tools in Decision-making



Key Laws and Initiatives to Promote Equity

1. Bipartisan Infrastructure Bill (BIL) *(Infrastructure Investment and Jobs Act- IIJA)*
2. Inflation Reduction Act (August 2022)
3. USDOT and other Federal Agency Equity Action Plans
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Summary of Equity Executive Orders (EO)

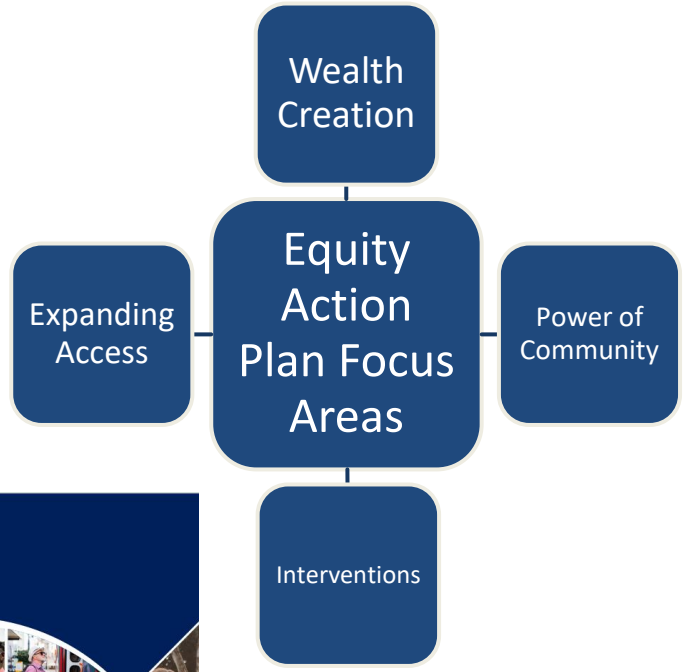
1. EO 13985 – Advancing Racal Equity and Support for Undeserved Communities through Federal Government (2021)
2. EO 14008 -- Tackling the Climate Crisis at Home and Abroad (Justice 40!) (2021)
3. EO 14035 – Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce (2021)
4. EO 14049 – White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Native Americans and Strengthening Tribal Colleges and Universities (2021)
5. EO 14091 – Further Advancing Racial Equity and Support for Underserved Communities Through the Federal (2023)

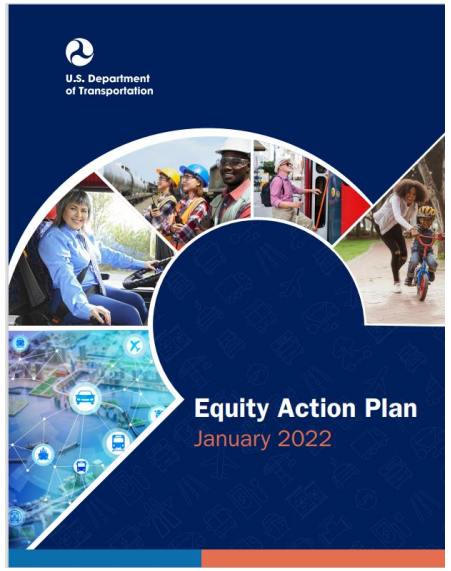
Equity Action Plan Focus Areas



Key Performance Indicators

- Increase in the number of State Departments of Transportation (DOTs) officially adopting a quantitative Equity Screening component to their funding development processes to incorporate community vision and need in project selection and design.
- Increase the number of meaningful and representative public participation engagements by MPOs and State DOTs in developing STIPs and TIPs in rural and urban communities.
- Increase in the number of USDOT discretionary grant applicants from disadvantaged communities in urban and rural areas who have never applied for USDOT funding.
- Increase new projects in disadvantaged communities utilizing formula funds added to Statewide Transportation Improvement Programs (STIPs) and Transportation Improvement Programs (TIPs).

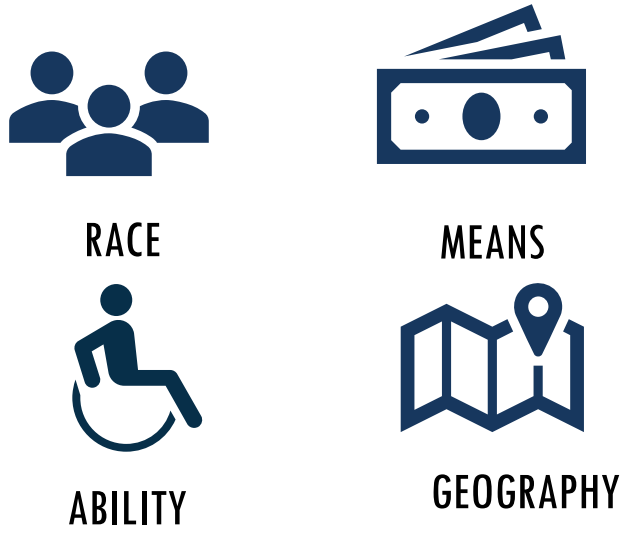




ENVIRONMENTAL INDICATOR

EJ indicators are based on measurements of different types of pollution or other environmental factors
Purpose

Executive Order on Advancing Racial Equity… Jan 2021



EQUITY

The EPA EJScreening Tool is a web-based tool to provide easy access to reports and maps without installing software.

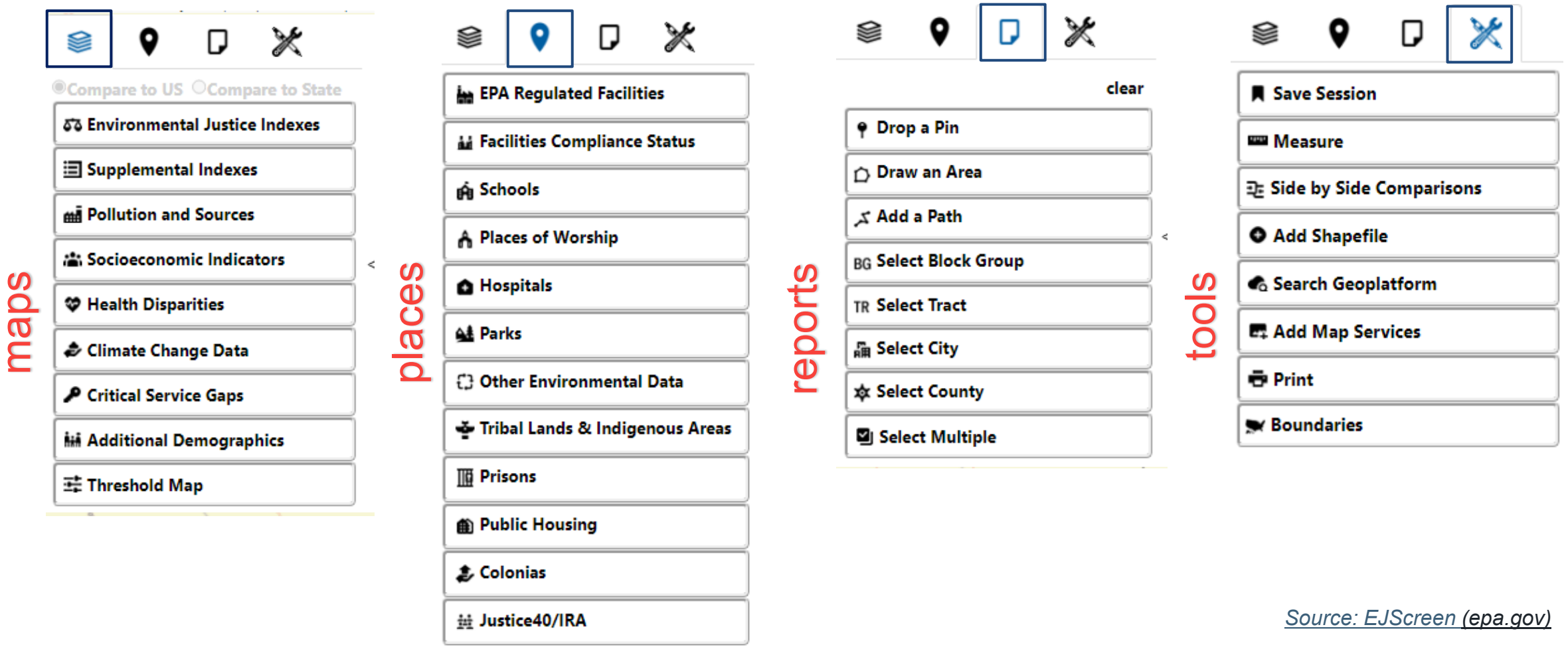
An interactive map uses datasets that indicate burdens in eight categories: climate change, energy, health, housing, legacy pollution, transportation, water and wastewater, and workforce development.



EPA EJ Screen 2.2

Used to identify areas with:

- People of color and/or low-income populations
- Potential environmental quality & Climate Change issues
- A combination of environmental and demographic indicators



Source: EJScreen (epa.gov)

EPA EJ Screen - Indicators

EJScreen includes:

1. **Map**

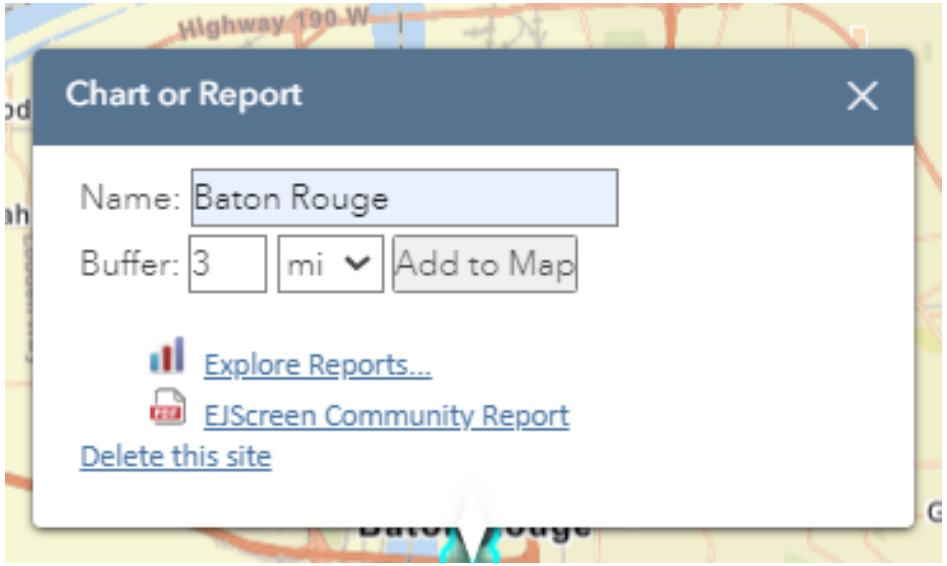
2. **Community Information**
   a. Breakdown by Race
   b. Breakdown by Age
   c. Limited English-Speaking Breakdown
   d. Languages Spoken at Home

3. **Environmental Justice & Supplemental Indexes**
   a. EJ Indexes
   b. Supplemental Indexes

4. **EJScreen Environmental and Socioeconomic Indicators Data**
   a. Pollution and Sources
   b. Socioeconomic Indicators
   c. Additional Area Information
      - Sites reporting to EPA
      - Other community features
      - Other environmental data
      - Tribal and disadvantaged status

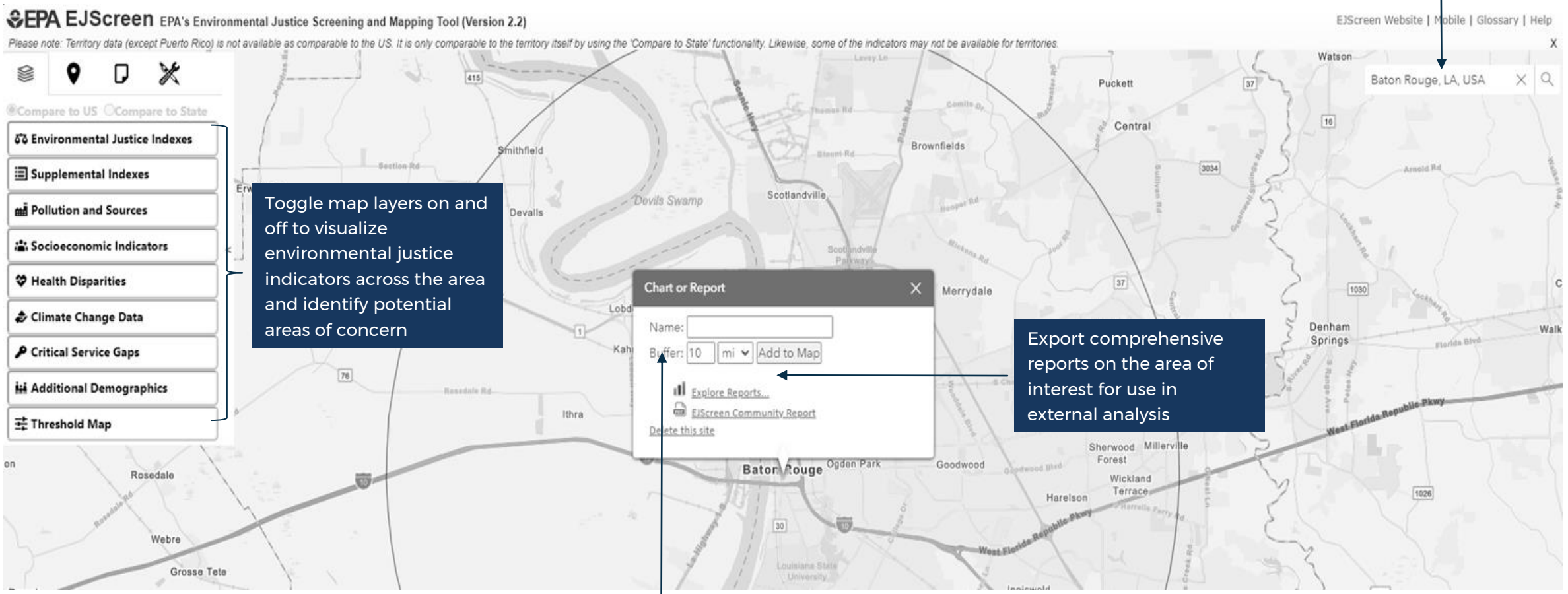
Additional Climate And Socioeconomic Indicators

- Health Indicators
- Climate Indicators
- Critical Service Gaps



Using the EPA EJ Screen 2.2

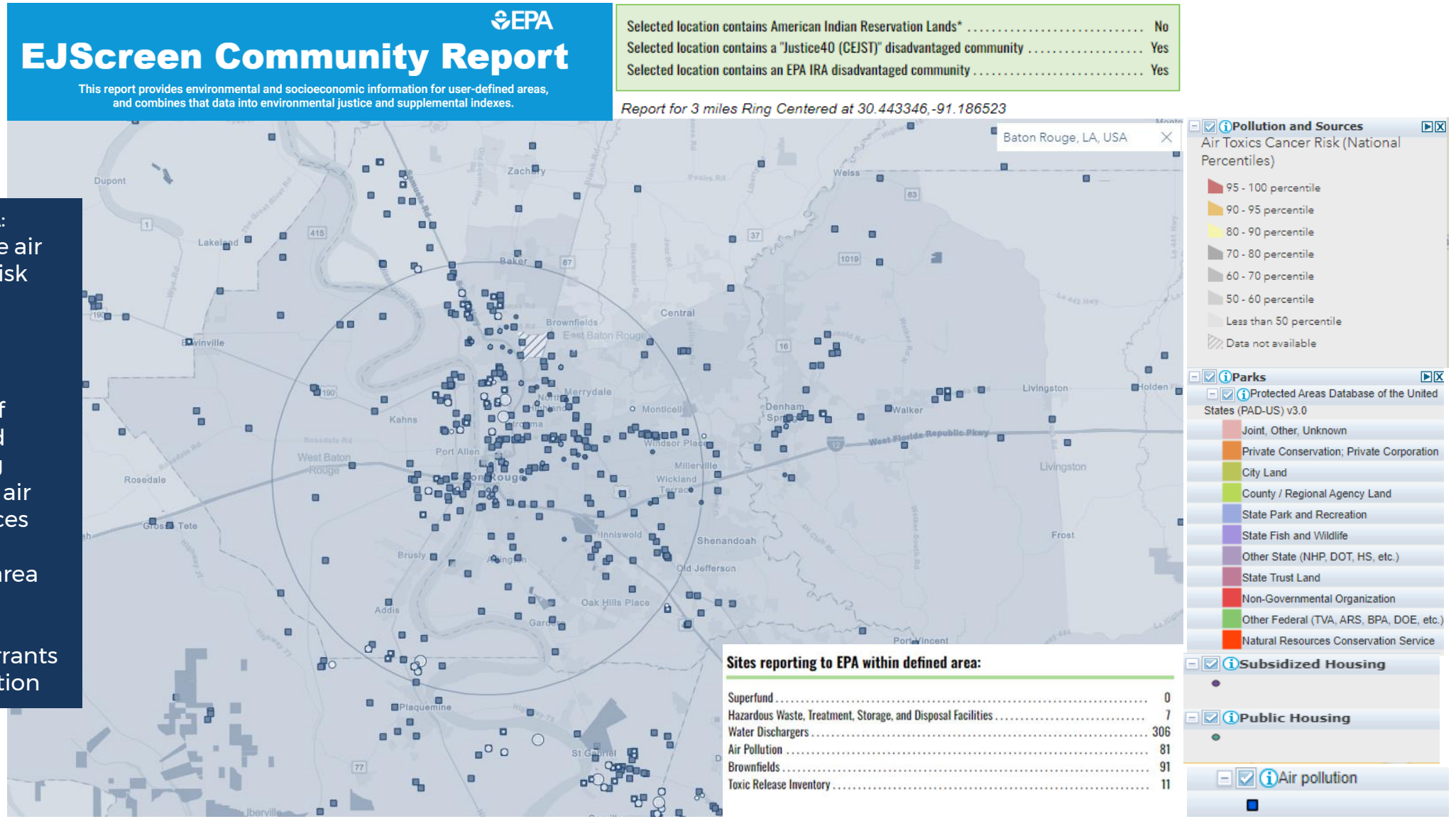
Navigate to point of interest



Sample Data Exports: Baton Rouge, Louisiana

Baton Rouge, LA:
- 95th percentile air toxics cancer risk nationally
- 91 Brownfields
- Low density of public parks
- High density of subsidized and public housing
- High density of air pollution sources

Takeaway: This area has indicators of environmental injustice and warrants deeper investigation



Source: EJScreen Community Report (epa.gov)



Meaning Public Involvement & Community Participation



Stakeholder and Community Engagement

- Engage the right people
- Educate about requirements
- Address local context
- Iteration with feedback
- Include in the process early

Culture And Values Drive Behavior



Transportation practitioners have the power and obligation to incorporate the voices of their communities in decision-making



It starts with an agency commitment for meaningful engagement



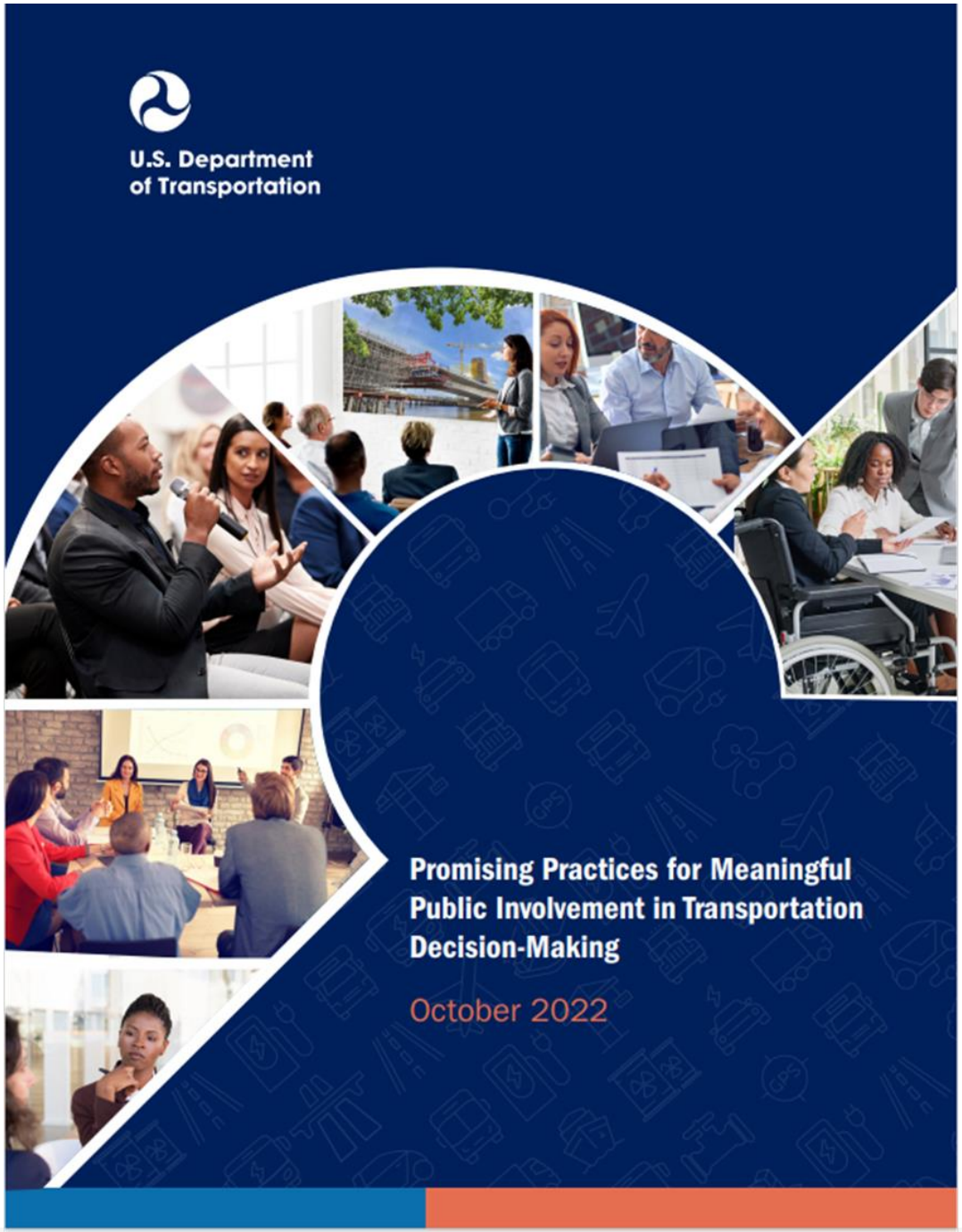
CRITICAL GAPS in PUBLIC ENGAGEMENT

- Have we used a one-size-fits-all approach?
- Have we considered who has a stake in the outcomes?
- Are we engaging the public “early and often”?
- Does our engagement involve two-way communications?
- Are physical meetings and locations limiting participation?
- Do we measure the success of our public involvement?





BREAK



Public Participation/ Community Engagement: The Importance of Public Participation



Key Concepts of Meaningful Participation

Achieving meaningful public involvement requires:

- ❑ Creating and implementing equitable programs and plans
- ❑ Using a diverse and inclusive range of communications tools that covers
  - outreach tools,
  - methods throughout the lifecycle.
- ❑ Making Public involvement a core tenet
- ❑ Addressing barriers to meaningful public involvement
- ❑ Meeting compliance requirements for
  - **Title VI**
  - **EJ**
  - **Community Participation Plan**

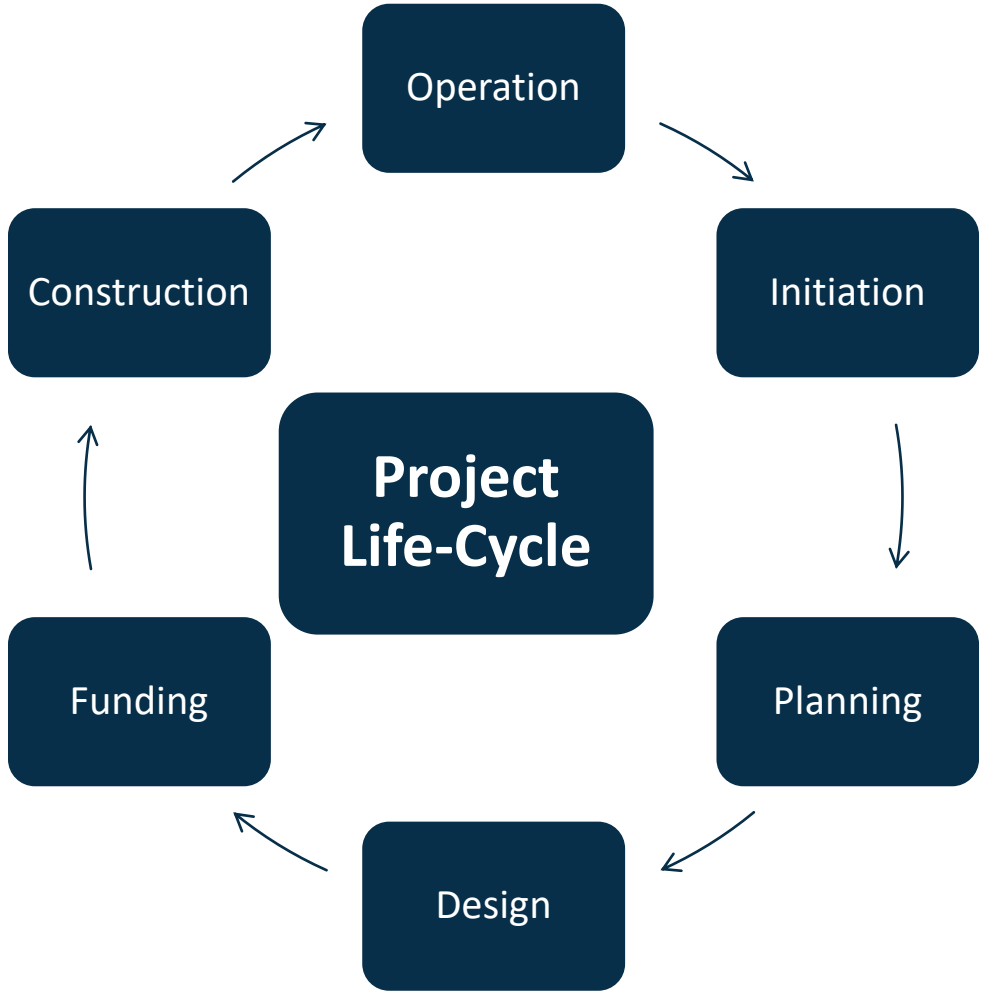


What is Meaningful Public Involvement?





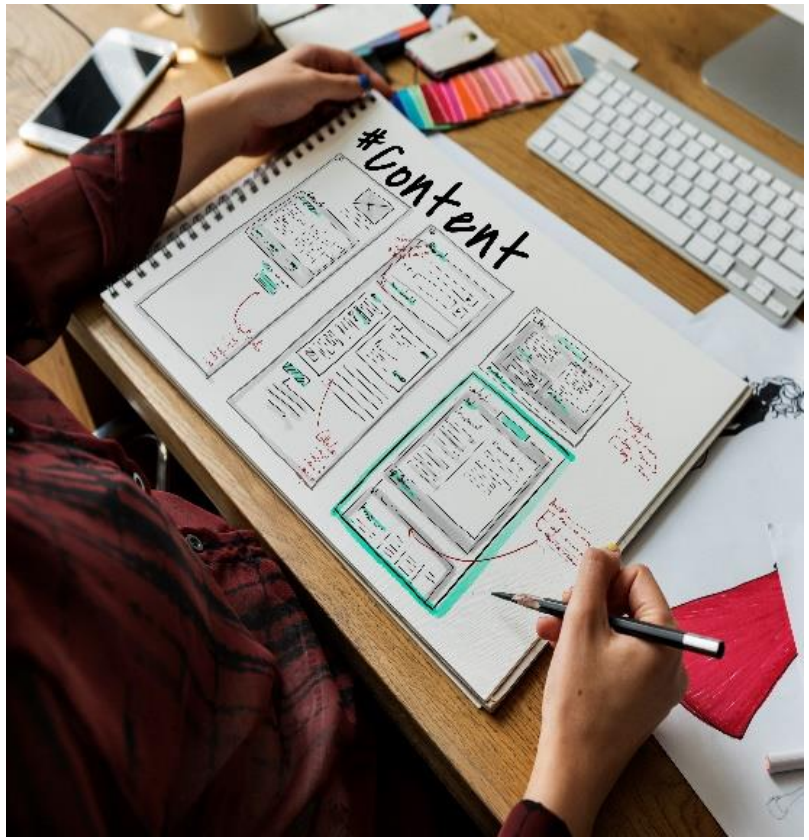
When Should Public Engagement Start?



Meaningful Public Involvement is Critical for Community Participation Plans (CPP)

A well-constructed CPP is meaningful, purposeful, grounded, specific, and productive.

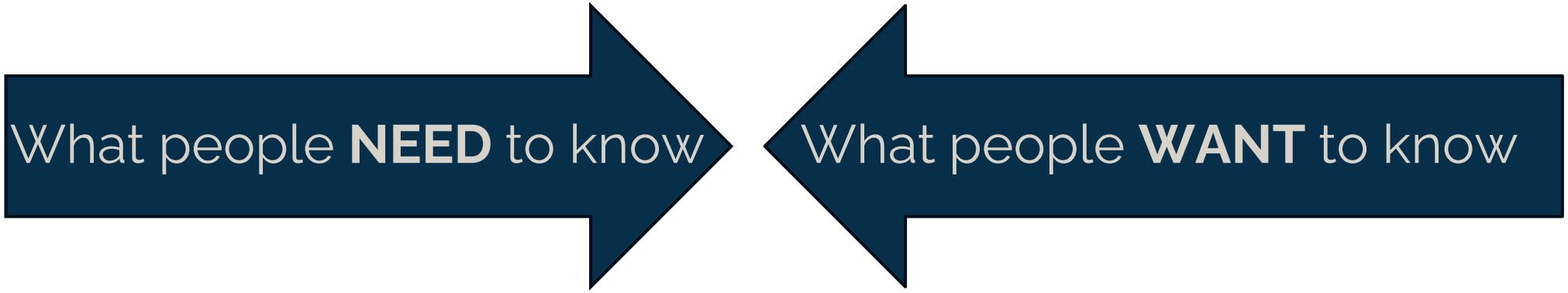
- Cleary defines goals that include
  - Needed input
  - Involves the appropriate segments of the public
  - Engage traditionally underserved and disadvantaged groups
  - Metrics to evaluate success.
- Helps demonstrate how an organization meets or exceeds the public involvement requirements





Know your Audience

The goal of communication



What you say is not as important as what people hear!

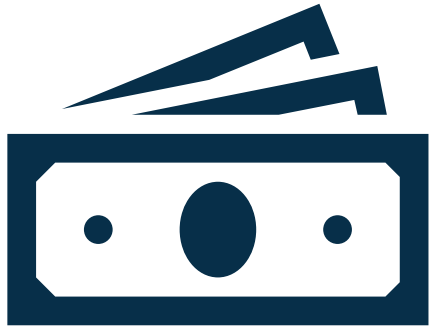


Six key indicators important to the success of a community engagement

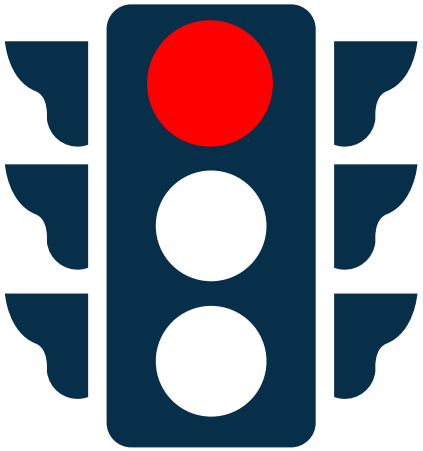
- **Influence and Impact:** Public feedback has an impact on the project decisions and ensures that organizations are not just eliciting feedback from the public as part of a “checklist.”
- **Transparency and Clarity**: Trust of government agencies has increased or improved as a result of the public involvement processes, and agencies were appropriately transparent about the project.
- **Timing:** Public involvement started early enough and was of sufficient length and frequency to be valuable.
- **Inclusion:** Public involvement was inclusive and representative of all targeted and affected populations.
- **Targeted Engagement:** Public involvement included locations relevant to the targeted and affected populations.
- **Accessibility:** Public involvement activities used multiple methods for participation



Consequences of Not Including Equity or Inclusive Engagement Practices



✓ Loss of federal and some local funding



✓ Lack of project trust and support



✓ Perpetuates Injustices



Examples of NON -Inclusive Engagement

Excluding segments of the population from Community meetings

Not providing Language Assistance to assist LEP communities

Limited number of community meetings at inconvenient times



HOW to Building Public Involvement Capacity

Provide public involvement throughout all phases of the project

Dedicate roles to the community

Staff development and training in techniques

Develop a Community Participation Plan

Include the public staff in decision-making

Include a budget line item for public involvement



Implementation and Practical Application



Implementing Equity Tools in Transportation

All modes throughout the USDOT for various aspects

- Policies, Grants, Contracts, Compliance

Highway

- Michigan DOT- Incorporation in Agency Transportation Plan
- Colorado DOT- Evaluation factor(s) in grants and funding
- District DOT- Equity Statement
- Washington DOT- Laws

Transit

- LA Metro- Equity Assessment
- Aviation

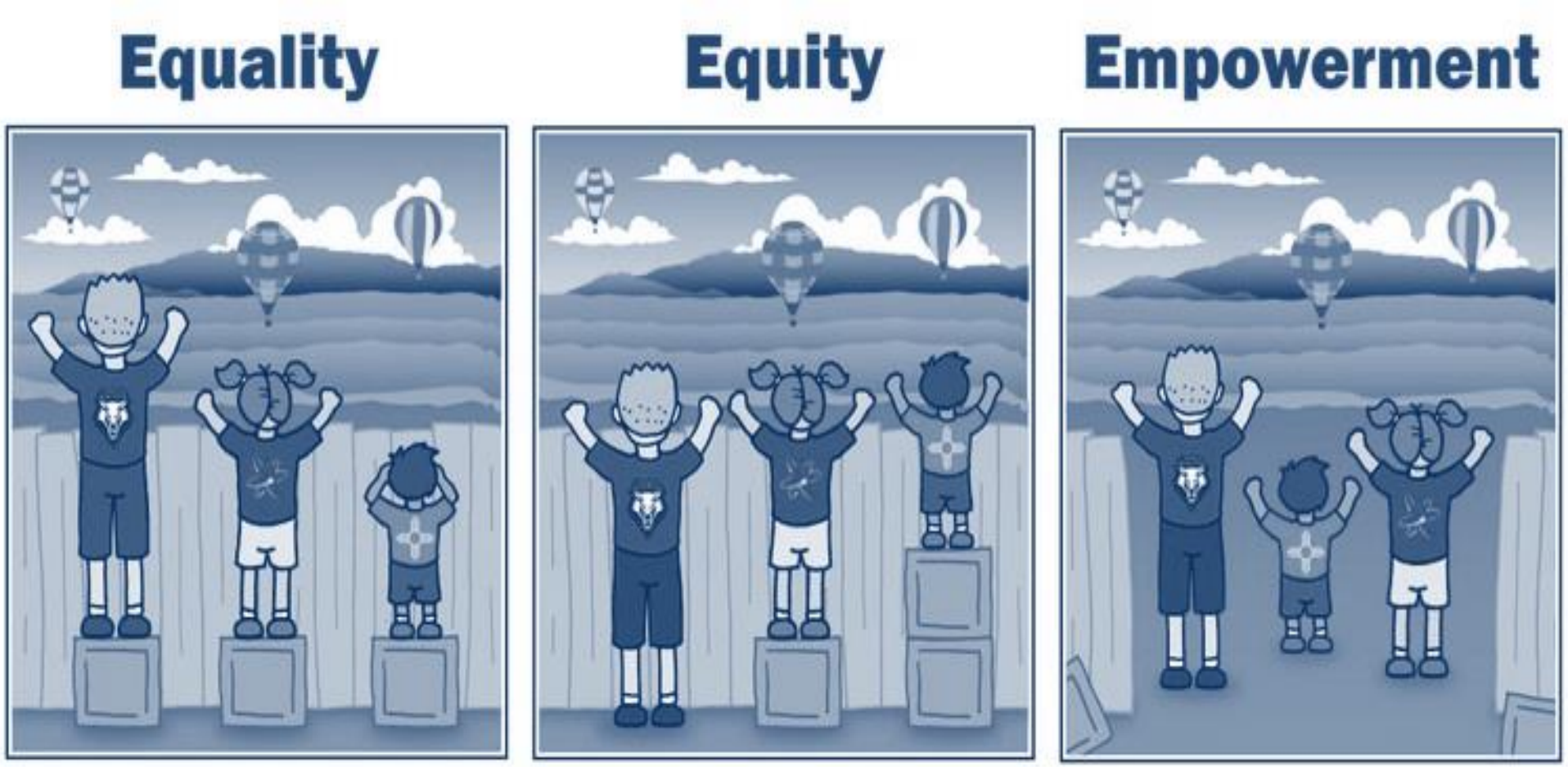


Best Practices of Equity Tools

All USDOT modes

- **Policies, Grants, Contracts, Compliance**
  - Highway
  - Michigan DOT- Incorporation in Agency Transportation Plan
  - Colorado DOT- Evaluation factor(s) in grants and funding
  - District DOT- Equity Statement
  - Washington DOT- Laws
  - Transit
  - LA Metro
  - Aviation

Equity Best Practices

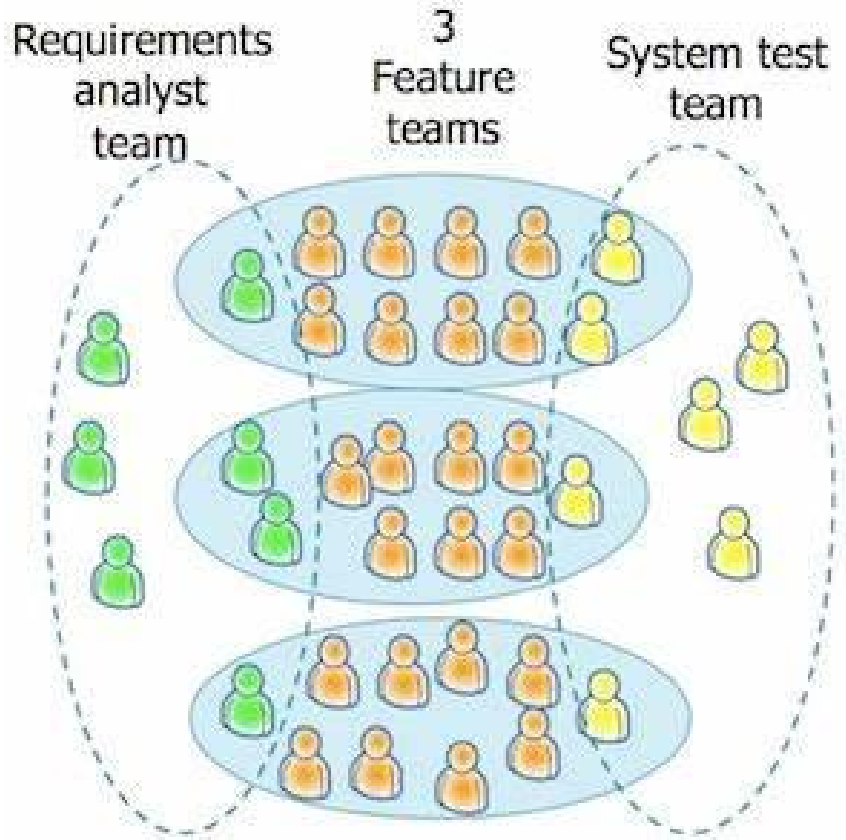


Decision Making

SILOS



Collaborative Solutions





Assessing Equity Tools In Transportation Decision-making

Threshold or Representation Analysis	Barrier Analysis	Selection Analysis
• Compares demographics to the actual distribution of benefit/burden • Example: *project alternative route selection*	• Tests for disproportionate, adverse impact actions • Example: *venue for public meetings*	• Determines if the selection rate for one demographic group of beneficiaries is lower than other groups • Example: *selection of consultants*





BREAK



Grants Through Equity Lens

Reconnecting Fairview: Community-Led Highway Redesign ($537,660)



- To support economic analysis, traffic modeling, greenway design, and robust public engagement for revitalizing the Gambell/Ingra Corridor in Anchorage.
- Study options
  - Narrow the corridor and reduce community barriers, land use for housing, and parking lot conversions into community gardens.
  - Emphasizes the importance of adequately considering public input in planning for revitalization efforts in the East Downtown and Fairview neighborhoods.



RAISE Grants

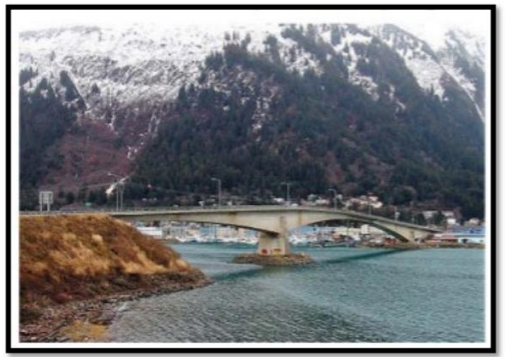
The ***Rebuilding American Infrastructure with Sustainability and Equity***, or **RAISE Discretionary Grant** program, provides a unique opportunity for the DOT to invest in road, rail, transit, and port projects that *promise to address transportation challenges* through analysis to identify and *document barriers* to mobility and access created by the existing transportation system across multiple modes and system owners.

CONGRATULATIONS!!!

Alaska DOT & PF were the recipients of four grants in 2023!!

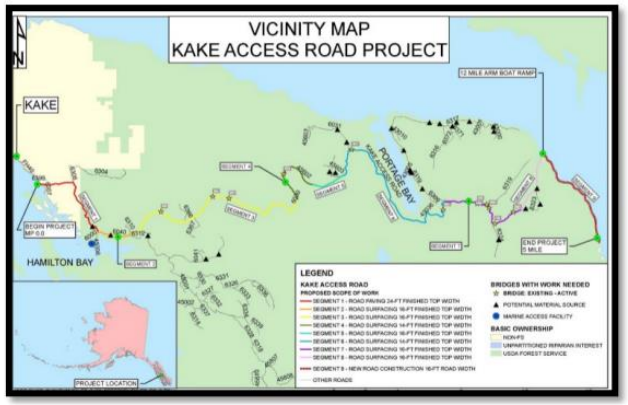
Alaska RAISE Grants

CBJ – Juneau North Douglas Bridge for $16.5M.
Complete final design and document development for the Juneau Douglas North Crossing



Kake – Kake Access Road for $10M.
Complete planning and design activities for roadway improvements between Kake and Petersburg.

- Resurfacing approximately 2.7 miles of surfaced road,
- Reconditioning and resurfacing ~43.5 miles of existing unimproved roads
- Constructing ~7 miles of new roads

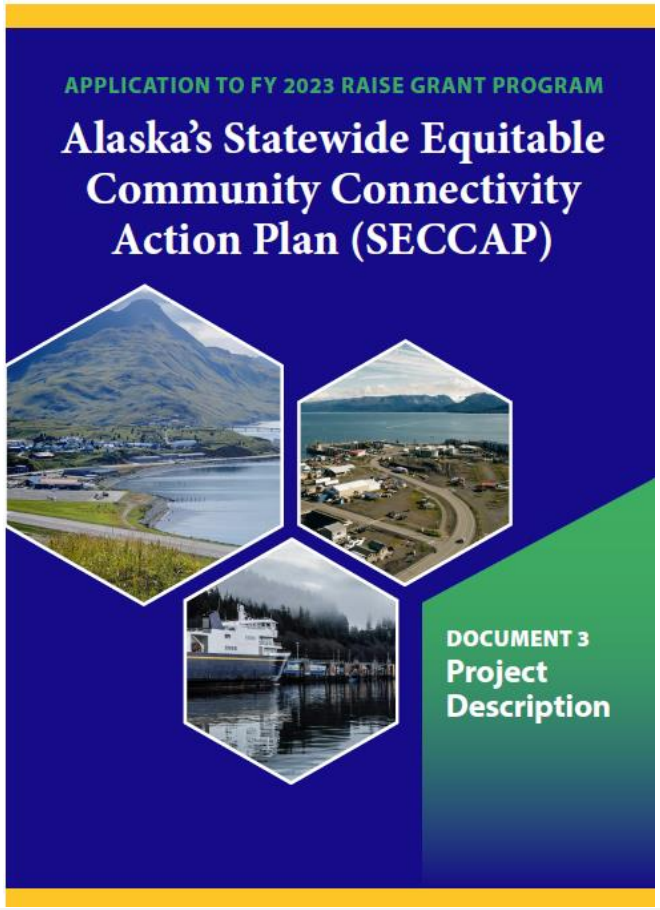


Bristol Bay Native Association (BBNA) – Koliganek Road Study for $380k.

- Evaluate the development of ~ 110 miles of road connecting the communities of Aleknagik, Ekwok, Koliganek, and New Stuyahok.
- Evaluation of geotechnical, civil, land ownership, and environmental requirements.
- Development of a preliminary geotechnical report, an economic analysis, and an Environmental Assessment (EA).



Statewide Equitable Community Connectivity Action Plan (SECCAP) $934,867



SECCAP supports an assessment of what "equity" means in Alaska, particularly for its small, rural, and disadvantaged communities.

Project Benefits:

- **Improve** environmental sustainability, quality of life, and mobility.
- **Improve** intermodal or multimodal freight mobility, facilitate tourism,
- **Promote** wealth-building and long-term economic growth.
- **Identify** current or projected system vulnerabilities.

Project Deliverables:

1. Transportation Equity Metrics
2. Final SECCAP
3. Integration into DOT&PF Planning & Project Selection



Strategy and Solutions with Actions

Benefit Cost Analysis is key criteria reviewed by USDOT

- If you said it….you better do it!

Coordination

- Right people at the table. Meaningful Public Involvement- talking to the right people and communities per the guidance

Documentation

- Correct information collected?
- Appropriate framework to gather the information?

“Don’t Reinvent the Wheel”

- Utilize Best practices and Customize…L

Engagement
Equity Approaches

Enforceable Policy

Evaluation
Metrics of Success





Questions & Discussion





Thank you!

Title VI & Equity: Best Practices and Strategies for Implementation