# Chapter 9

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Chapter 9
SOCIO-ECONOMICS

9.1 SOCIO-ECONOMIC ANALYSIS PROCESS

Socio-Economic Impact Analysis is a process to evaluate the effects of a transportation action on a community and its quality of life. The analysis process is an integral part of project planning and development that shapes the outcome of a project. Its information is used continuously to mold the project and provide documentation of the current and anticipated social environment of a geographic area with and without action. The analysis should include all items of importance to people, such as mobility, safety, employment effects, relocation, isolation, and other community issues.

Transportation investments have major influences on society, with significant economic and social consequences. However, in many instances in the past, impacts on people have not received the attention they deserve. The Socio-Economic Impact Analysis process (Figure 9-A) alerts affected communities and residents, as well as transportation decision makers, to the likely consequences of a project, and ensures that human values and concerns receive proper attention during project development.
ACTIVITY NO. 1: INITIATE SOCIO-ECONOMIC IMPACT ANALYSIS

The Environmental Services Division will monitor proposed projects for potential socio-economic impacts and will provide input into the project purpose and need and the development of project alternatives. Elements that can trigger a socio-economic analysis include:

- population effects/population type (e.g., Native American tribes)
- impacts on neighborhoods or community facilities (e.g., community cohesion or access effects);
- potential impacts to Environmental Justice (EJ) populations (see Chapter 16);
• residential development or displacement effects;
• business development or displacement effects;
• employment effects;
• impacts on business sales levels;
• impacts on community fiscal conditions and public service providers;
• noise impacts on residential communities;
• air quality impacts; and
• aesthetic impacts or issues.

Regulations and Guidance

23 USC 109(h) (Consideration of possible adverse economic, social and environmental effects of Federal-aid highway projects)
National Environmental Policy Act of 1969
23 CFR 771 “Environmental Impact and Related Procedures”
EO 12898 on Environmental Justice (1994)

ACTIVITY NO. 2: DEFINE AFFECTED AREA

The Environmental Services Division will identify the geographic region expected to be affected by the project. Socio-Economic Analysis should identify a geographic region which incorporates the communities expected to be affected by the project based on scoping, public involvement, and interagency coordination. This should include the project study area and may extend beyond it.

The study area typically includes communities within and immediately surrounding the project study area, often delineated by the Census tracts or Census block groups that include the potentially affected neighborhoods or communities. In addition, analysts should recognize that the project might have social consequences to communities well beyond the immediate geographic area. For purposes of the socio-economic impact analysis, this will include recognition that the project might have social consequences for communities beyond the immediate project area and that the scope of the socio-economic impact study area may change as more information is collected and alternatives are introduced.

Regulations and Guidance

FHWA Environmental Guidebook
FHWA Technical Advisory T6640.8A – October 1989
FHWA Community Impact Assessment Website
ACTIVITY NO. 3: CONDUCT DATA COLLECTION AND RESEARCH

The Environmental Services Division will collect data through field surveys, from government sources and private data repositories, or from other sources to adequately describe the characteristics of the project location. Examples of pertinent information include:

- transportation data;
- demographic information;
  + population;
  + age, gender and ethnic distribution;
  + special population subgroups (e.g., disabled persons); and
  + income levels;
- neighborhood boundaries;
- housing;
  + density,
  + multi versus single family,
  + owner versus rental,
  + occupancy rate, and
  + condition;
- community facilities;
  + location and type, and
  + access to and from;
- public services (e.g., police, fire);
- business;
  + number and type,
  + ownership,
  + stability, and
  + number of employees;
- tax base/economy;
  + employment, unemployment, and labor force data,
  + income distribution, and
  + tax base (e.g., sales and property tax revenues).

Regulations and Guidance

*FHWA Environmental Guidebook*
*FHWA Technical Advisory T6640.8A* – October 1987
*FHWA Community Impact Assessment Website*
ACTIVITY NO. 4: DETERMINE AND ANALYZE IMPACTS

The Environmental Services Division will examine the anticipated future conditions with the proposed project in comparison to the anticipated conditions without the proposed project to identify impacts (i.e., positive and negative impacts, temporary and long-term impacts, as well as secondary and cumulative effects). The Analyst will consider community goals when identifying impacts, will review and research issues the public perceives as an impact, and will consider the magnitude of an issue in determining the appropriate level of analysis. Examples of impacts that could be assessed include:

1. **Social Impacts:**
   - changes in neighborhoods or community cohesion;
   - changes in travel patterns and accessibility;
   - impacts on school districts, recreation areas, churches, businesses, police and fire protection, etc.;
   - social groups benefited or harmed by the proposed project (e.g., elderly, non-drivers, transit-dependent, minority and ethnic groups);
   - changes in ethnic or minority employment opportunities;
   - disproportionate impacts to any social groups;
   - noise impacts or air quality impacts; and
   - aesthetic or visual impacts.

2. **Economic Impacts:**
   - impacts on the regional and/or local economy (e.g., effects on development, tax revenues and public expenditures, employment opportunities, accessibility and retail sales);
   - impacts on the economic vitality of highway-related businesses and the resulting impact on the local economy; and
   - impacts on established business districts.

3. **Relocation Impacts:**
   - households to be displaced, including family characteristics;
   - comparison of available decent, safe and sanitary housing in the area with the housing needs of persons displaced;
   - affected neighborhoods, public facilities, non-profit organizations, and families which may require special relocation considerations;
   - measures to be taken where existing housing does not meet the needs of the persons displaced; and
   - numbers, types and sizes of businesses and farms (see Chapter 15) to be displaced and availability of sites for relocation, likelihood of relocation and potential impacts caused by displacement or proximity of the highway, if not displaced.
4. Land Use Impacts:

- impacts on development trends and governmental plans and policies on land use and growth,
- consistency with adopted comprehensive development plans, and
- foreseeable secondary impacts of development induced by the project.

The Environmental Services Division will identify groups that are adversely affected by the project and will identify and address disproportionately high and adverse impacts on minority or low-income populations (see Chapter 16).

Regulations and Guidance


*FHWA Environmental Guidebook*

*FHWA Technical Advisory T6640.8A*

*FHWA Community Impact Assessment Website*

*EO 12898 on Environmental Justice* (1994)

*DOT Order 5610.2a Department of Transportation Actions to Address Environmental Justice in Minority Populations and Low-Income Populations*, May 2, 2012.

*DOT Order 6640.23A FHWA Actions to Address Environmental Justice in Minority Populations and Low-Income Populations*, June 14, 2012.

42 USC 61 Uniform Relocation Assistance and Real Property Acquisition Policies for Federally Assisted Programs, January 1, 2012


**ACTIVITY NO. 5: EXAMINE MITIGATION OPTIONS**

The Environmental Services Division will work with the Project Management Team (PMT) to identify design or engineering options to address adverse socio-economic impacts – starting with avoidance, and then moving on to minimization and mitigation.

Regulations and Guidance


*FHWA Environmental Guidebook*

*FHWA Technical Advisory T6640.8A*

*FHWA Community Impact Assessment Website*

*EO 12898 on Environmental Justice* (1994)

*DOT Order 5610.2a Department of Transportation Actions to Address Environmental Justice in Minority Populations and Low-Income Populations*, May 2, 2012.

*DOT Order 6640.23A FHWA Actions to Address Environmental Justice in Minority Populations and Low-Income Populations*, June 14, 2012.
ACTIVITY NO. 6: DOCUMENT SOCIO-ECONOMIC IMPACT ANALYSIS

The Environmental Services Division will prepare documentation regarding the results of the analysis of socio-economic impacts. Associated avoidance, minimization and mitigation measures will be included in the environmental documentation for the proposed project.

Mitigation commitments will be included in the NEPA document.

See Section 2.3 “Preparing an Administrative Record.”

Regulations and Guidance


*FHWA Environmental Guidebook*

*FHWA Technical Advisory T6640.8A*

*FHWA Community Impact Assessment Website*

ACTIVITY NO. 7: INCLUDE MITIGATION COMMITMENTS IN CONTRACT DOCUMENTS

The Environmental Services Division will coordinate with the PMT to ensure avoidance, minimization and mitigation measures for addressing the project’s adverse socio-economic impacts are reflected in the project design and in the Construction Contract Documents.

ACTIVITY NO. 8: MONITOR MITIGATION COMMITMENTS

The Environmental Services Division will monitor project construction activities to ensure mitigation commitments for addressing adverse socio-economic impacts are implemented as per plans and in accordance with the Construction Contract Documents. The effectiveness of implemented mitigation measures should also be noted in any documentation produced.