12-Step Social and Community Effects Analysis Process

The study area should be the same as selected for the Economic and Environmental Justice analysis.

You will also need at least preliminary results from the Noise, Air Quality, Section 4(f), Hazardous Materials, Public Services and Utilities, Transportation and Visual Impact analyses. Cultural Resources may also be important if tribal lands or gathering and fishing sites are found within the study area.

The Social Analysis attempts to describe the aggregate effect of the project on the quality of life within the study area. Quality of life includes:

• The ability to move about easily and safely
• Choices about how to travel to important destinations
• Living in pleasant, cohesive community with robust economy

Scale the level of effort to reflect the size and complexity the project and the severity of the impacts. NCHRP Report 456 describes eleven factors that may affect the social network in various ways. The report offers 4 analysis methods for each element, depending on the complexity of the problem and available data. Focus your efforts on the issues of greatest local interest based on the public scoping meetings, feed-back from Public Involvement and interviews with local officials. Be careful to avoid double counting effects when selecting elements for analysis.

The analysis for each element must be conducted separately and results combined to provide a qualitative measure of effectiveness because the units of measurement are not consistent or directly comparable across all elements. An evaluation of the positive and negative effects of the project for all alternatives, including the no-build, is required.

The NCHRP report suggests methods for communicating results of the analysis. FHWA recommends the use of Graphic or tabular displays that allow easy comparison between the alternatives to support the text.

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**Step 1: Collect background data**

- Study Area map -- TSK 458-a (same as for Economic and EJ analysis).
- Demographic analysis – TSK 458-b (same as for Economic and EJ analysis)
- Determine if an EJ and/or LEP population exists
- Collect results from the Noise, Air Quality, Section 4(f), Hazardous Materials, Public Services, Utilities, cultural Resources, Transportation, and Visual Impacts analysis.

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**Step 2: Develop Public Involvement Plan (PIP)**

- Augment the PIP – TSK 458-c if EJ or LEP population exists.

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Step 3: Describe the existing social environment within the study area
- Identify community features & determine existing level of Community Cohesion. TSK 458-e
- Identify the number and location of residential relocations. Use results from the Relocation Report.
- Determine if an EJ and/or LEP population exists. Use results from the Demographic Analysis. Conduct interviews with social and political leaders.

Step 4: Evaluate project effects on human health
Use the data collected from the Noise, Air Quality, and Hazardous Materials analysis.
- Geographic distribution of unavoidable adverse effects and proposed mitigation.
- Include Cultural resources if gathering and fishing sites may be a concern.

Step 5: Evaluate the transportation effects
- Changes in travel patterns. Use results from the Transportation analysis
- Changes in public safety. Use results from the Transportation analysis, or contact WSDOT Statewide Travel & Safety Data Office for safety data and analysis.
- Changes in travel time to important destinations (long detour to reach hospital, or separation from essential services). Use results from the Transportation analysis and study area map showing important destinations.
- Changes in transportation choice (see methodology in NCHRP Rpt 456).
- Change in accessibility (see methodology NCHRP Rpt 456).
- Changes in visual quality (see methodology in NCHRP Rpt 456).

Step 6: Evaluate the effect on Community Cohesion
- Process described in TSK 458-e

Step 7: Incorporate finding from Economic Analysis
- See methodology in NCHRP Rpt 456
Step 8: Evaluate the effect of relocations on the community services.
Evaluate long-term direct and indirect impacts due to the project.
• Impacts to school districts, police, and fire districts by changes in community composition and tax base.
• Impacts to community groups and churches due to changes in community composition.

Step 9: Evaluate construction impacts on the community
• Temporary impact of visual, noise, and air quality on quality of life.
• Temporary impact of detours, road closures, changes in bus routes, and walking routes due to construction.
• Effect of proposed mitigation, public outreach, and project phasing.
• Public perception of proposed construction impacts and mitigation.

Step 10: incorporate findings from EJ Analysis as needed.
Are effects on the EJ community disproportionately high and adverse? Document findings and support conclusions.

Step 11: Evaluate cumulative social effects
Not all projects will require analysis for cumulative effects. Refer to Chapter 412 of the Environmental Procedures manual for guidance.

Step 12: Combine scores and document conclusions
• Assign overall ratings for each alternative including the no-build.
• Write report. State conclusions in clear, defensible language. Include enough detail so the reader can clearly understand the effects. Support your conclusions. Issues with a higher level of controversy should be discussed in more detail.
• Develop graphics to illustrate findings.
• Document sources and methodology.