

FINAL REPORT

SYNTHESIS TOPIC 53-01 PRACTICES TO PROMOTE EQUITY IN TRANSPORTATION FUNDING

NCHRP PROJECT 20-05

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SUMMARY

Practices to Promote Equity in Transportation Funding

State departments of transportation (DOTs) are increasingly acknowledging that communities historically overburdened with health and social inequities have in the past experienced fewer benefits and a greater share of negative impacts associated with our transportation system in both rural and urban geographies. Some of these disparities reflect a history of transportation decision-making, planning, policies, and processes in funding that have resulted in barriers, divided communities, and amplified inequities. These historical and ongoing injustices continue to inhibit access to critical destinations like health care, education, recreation, and more.

The objective of this synthesis is to document state DOT practices to promote equity in programmatic and discretionary funding plans, policies, and processes for both capital and operational projects, potentially through distribution methodologies, formulas, tools, or evaluation criteria. State DOTs' lack of practices as well as limited knowledge on the current practices of other state DOTs related to funding plans and policies require investigation on how state DOTs invested in addressing past injustices. By documenting these current practices, this synthesis provides state DOTs and other transportation agencies with useful information on successful practices that a state DOT may implement to address funding equity.

The information for this synthesis was gathered through a comprehensive literature review, a survey of state transportation agencies (DOTs), and subsequent interviews with five selected states for further study. Twenty-seven DOTs responded to the survey. After reviewing the literature and the detailed survey responses, the study selected and interviewed the states of Arizona, California, Georgia, Maine, and Minnesota as case examples, using the criteria outlined on page 11 of Chapter 1.

The following observations were made based on the DOT survey data, detailed interviews, and literature review.

Federal Requirements and Definitions of Equity

- The DOTs relied on federal (e.g., Title VI, ADA, EEO, and DBE) and state legislation to provide a regulatory framework or the intentional language necessary to operationalize action and sustain organizational support. For many DOTs, federal requirements and programs represent their primary equity-related activities.
- Fewer than a third of DOTs had definitions of equity that extended beyond federal requirements.
- Most of the existing DOT definitions of transportation equity addressed environmental justice legal requirements. A majority of the DOT equity definition included race, income, and ethnicity, and about half of them included urban vs rural dimensions in their definitions.

Current Practices and Actions

- Most DOTs use safety performance measures to evaluate the inclusion of projects within STIP, and fewer than half use equity performance measures. When DOTs use equity performance measures, more than half of those DOTs used measures to seek equitable safety performance, equitable environmental impacts, and equitable funding levels based on geographic regions.
- While many of the DOTs wanted to include equity performance measures in their planning and programming processes, most of them currently did not have formal performance metrics connected to equity. Equity performance measures and tools appeared to be a priority for many of the DOTs; these DOTs had already launched their process for creating performance metrics or continued to refine some of their existing tools and metrics.
- Most DOTs face challenges implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding due to limitations in state resources like staffing, funding, and turnover.

Public Involvement, Training and Collaboration

- The most common ways of communicating with underserved communities are public meetings, website updates, and engagement with community organizations. Most DOTs placed the responsibility for communicating with and engaging underserved populations and protected classes on planning and/or programming staff. Several DOTs ensured transparency with community-building through community partners with residents from vulnerable populations and underserved communities. Some DOTs created community ambassadors or community liaisons to create trust and build relationships with community-based organizations that have historically been excluded or have failed to meaningfully engage in the public process.
- Over half the DOTs provided internal training related to federal requirements, but they did not currently have training specifically created for equity. For the DOTs providing training, it appeared concentrated in a few offices like environmental services, civil rights, communications and/or public engagement, and planning and/or programming. Less than a third of DOTs provided equity training to other offices.
- Many DOTs created formal intergovernmental agreements with tribes within their state. As part of these formal agreements, many states also designated tribal liaisons to engage the tribal governments in all planning and project activities that might impact the tribes. Many DOTs created training to educate their departmental personnel on the importance of addressing consultation requirements and carrying out opportunities for tribal participation and engagement.
- Most of the DOTs communicated their goals and priorities related to equity in transportation to the tribes and MPO/RPOs involved in transportation planning and funding. Many DOTs listed projects selected for implementation and project selection process on their DOT website to ensure the capital and operational project selection process was transparent to the tribes, MPO/RPOs, and other agencies involved in transportation planning and funding.

Case Example Outcomes

- The DOT case examples used different strategies to seek equity in transportation funding and transportation equity; however, all of them aligned with the actions described in the USDOT (2022) Equity Action Plan. The DOT actions included all four focus areas – wealth creation, power of community, interventions, and expanding access.
- Interviews with case example states demonstrated that executive leadership from the DOTs created the opportunity to increase the importance of equity in transportation funding and comprehensive public engagement of disadvantaged groups. The support from the leadership could be in creating task forces and commissions to investigate the challenges and opportunities within the DOT. For others, this leadership assisted in operationalizing action or provided formal support for actions of offices or divisions. Other DOT leadership acknowledged the past harm connected to department projects.
- Interviews also revealed that the DOTs can create support for equity-related practices and goals by emphasizing the need for compliance with federal requirements connected to federal funding to reduce or eliminate the perception of additional burdens for DOT staff.

Based on the findings of surveys and interviews, the following research needs are identified.

- Research is needed to establish and compare the utility and effectiveness of equity-related performance measures. A toolkit may support DOTs in aligning the correct performance measure for a specific equity-related purpose. Some measures may be more effective at an aggregate or disaggregate level.
- While federal requirements and state legislation provide a valuable opportunity to promote equity, following the requirements alone will not necessarily promote equity. Research conducted by parties other than NCHRP may be able to identify the effectiveness of the federal requirements towards achieving significant progress towards equity for the USDOT (2022) Equity Action Plan’s four focus areas.
- While public engagement represents an excellent tool for empowering the voices of underserved and vulnerable populations, research may be necessary to develop methods to translate these voices into DOT action and response.
- While quantitative measures can do an excellent job of identifying disparities in inputs and outputs, qualitative research is required to uncover the institutional and systemic practices and policies within DOTs that allowed and may continue to allow disparities to persist.
- Development of equity training modules for targeted audiences (e.g., executive leadership, administrative staff, engineers, etc.) may create enhanced awareness and knowledge on equity, transparency, and community engagement.
- Research that identifies streamlined collaboration processes and proper communication channels with MPO/RPOs and tribes may support DOTs to facilitate their community engagement efforts to create sustainable and effective working relationships with their local and regional partners.
- Research must distinguish between the practices required to create organizational equity and project outcome equity. In both cases, these practices should focus on reducing the burdens and costs for the targeted groups and creating equitable access to opportunities.

CHAPTER 1

INTRODUCTION

This chapter introduces background information and highlights the importance of equity practices related to transportation funding plans and policies and DOT equity-related training. The chapter also describes the survey and interview processes and the organization of the report.

Background

State departments of transportation (DOTs) are increasingly acknowledging that communities historically overburdened with health and social inequities have in the past experienced fewer benefits and a greater share of negative impacts associated with our transportation system in both rural and urban geographies. Inequality in transportation infrastructure investments has widespread impacts on community members' well-being, including limiting access to healthcare, goods, and services; disparate exposure to air pollution and public health risk; reducing employment opportunities; acquisition of transportation-related debt; even reducing participation in arts and cultural activities and sense of autonomy and personal well-being. Some of these disparities reflect a history of transportation decision-making, planning, policies, and processes in funding that have resulted in barriers, divided communities, and amplified inequities. These historical and ongoing policies continue to inhibit access to critical destinations and opportunities like health care, education, and employment.

Synthesis Objective

The objective of this synthesis is to document the equity practices related to transportation funding plans and policies, public involvement, and equity-related training used by DOTs. For all practices, the study identifies some relevant federal requirements, but the study focuses on documenting practices that move beyond legal compliance. The research team conducted a thorough literature review, a survey of all DOTs, and follow-up interviews with selected agencies for the development of case examples. Selected case examples cover diverse geographic regions and types of activities intending to address equity in transportation funding. The list of DOTs personnel and corresponding interview script was reviewed by the topic panel before detailed interviews are conducted. Based on DOT survey responses, literature review, and in-depth interviews with state personnel engaged in specific case examples, this synthesis showcases noteworthy practices in addressing equity in transportation funding.

Information gathered includes, but is not limited to:

- State DOT definitions of equity in transportation.
- Equity statements, action plans, goals, or stated recognition of the problem or problems.
- Practices or strategies (e.g., methods or formulas for programmatic funding or, tools, or evaluation criteria) to promote equity in transportation funding (federal and state sources, discretionary and formula) and fare/fee structures.
- Community engagement processes related to funding and planning decisions.

- Implementation plans for short-term and long-term efforts to reduce and eliminate systemic/institutional equity problems.
- Performance measures associated with funding and equity
- Communication and training practices related to funding, equity, and demonstrating transparency.

This study provides DOTs and other transportation agencies with useful information on current activities intending to improve equity related to transportation funding in policies, plans, programs, and project development.

Study Approach

This study employs a comprehensive approach to document the various efforts that states have made in recent years to promote equity in programmatic and discretionary funding plans, policies, and processes for both capital and operational projects. The approach to this study includes: (1) literature review, (2) a survey to all state DOT persons responsible for the development and implementation of equity plans and definitions, program funding, and equity-related training and professional development, and (3) selected interviews with state DOTs personnel for case examples. Based on the state DOT survey responses and in-depth interviews with state DOTs personnel, this synthesis report summarizes successful actions, policies, strategic methods, and tools that result in noteworthy practices.

Literature Review

A comprehensive literature review of U.S. sources establishes background information on the scope and impact of equity practices related to transportation funding plans and policies, public involvement, and equity-related training. A number of resources are available to the Consultants including the Transport Research International Documentation (TRID); documents from agencies such as FHWA and DOT, journal publications and conference proceedings, and resources from professional associations to which the investigators belong. The literature review includes available online materials for all DOTs. Chapter 2 of the synthesis includes the results of the literature review. Appendix C includes tables that provide the information gathered from all DOT websites.

Survey of State Departments of Transportation

The survey consisted of 38 questions to establish a qualitative, and in some aspects quantitative, baseline on current DOT practices related to the development and implementation of equity plans and definitions, program funding, and equity-related training and professional development. The survey was sent to all DOT members of the American Association of State Highway and Transportation Officials (AASHTO) Committee on Planning, or an equivalent position identified by the research team to ensure each state was invited to contribute. The survey invitation encouraged the main survey contact person to distribute portions of the survey (if needed) to other members of their organizations in the Office of Funding and Finance, the Office of Civil Rights, the Office of Policy, and/or Chief Engineer's Office for completion. Twenty-seven DOTs,

including the District of Columbia DOT, responded to the survey, and Appendices A and B of this report provide the survey questions and individual responses to the survey.

The survey questions are organized into the following five (5) general topic areas:

- DOT definitions of equity in transportation
- Plans and methods to improve equity in transportation
- Actions to reduce or eliminate institutional, systemic, or historical inequities in the transportation system
- Community engagement and communication and their roles in achieving equity
- Professional development and training in transportation equity

Efforts to Collect Survey Responses

Throughout the survey collection part of this research, the consultants contacted the DOTs through e-mails and phone calls. This section describes the challenges encountered with collecting survey responses.

After multiple emails and phone calls, multiple state DOTs initial contacts remained non-responsive. To address this problem, the consultants selected alternate contacts and systematically sought responses from different DOT contacts. Several of the alternate contacts completed the survey. A portion of states responded to emails initially and showed interest, but became unreachable after this initial success. In one case, a DOT declined to fill out the survey.

The survey was conducted through QuestionPro; however, the link to the survey was inaccessible for many states. Their firewalls and/or other cybersecurity protocols would restrict them from accessing the online survey. To remedy this challenge, the consultant offered DOTs the option of completing the survey using a Word version.

Case Studies

In order to gather more details on the examples of effective state practices and strategies regarding equity to transportation funding, the research team conducted interviews with representatives from case example states. Many criteria from the survey and literature review results were used to select the states to serve as case examples. First, the selected states indicated an emphasis on strong public participation. A further criterion investigated the DOT stage in the development of training (voluntary and compulsory) related to a range of actions to address equity in transportation and transportation funding. In addition, the research team aimed to cover various geographic locations including different population densities. Ultimately, this resulted in a diverse group of states with a range of strategies and practices for promoting equity in transportation funding. Multiple representatives from the organizations were interviewed over video conference and email to gather their input on issues and practices in their state related to equity to transportation funding.

Organization of Report

This synthesis report is organized into five chapters as follows:

Chapter 1 (this chapter) presents the report’s background, objectives, and organization, and defines key terms.

Chapter 2 describes and highlights the literature review on DOT practices to promote equity in programmatic and discretionary funding plans, policies, and processes for both capital and operational projects, as documented in published literature and online state and local resources.

Chapter 3 summarizes the results of the survey as reported by the DOTs. The analyzed topic areas include actions to reduce historical inequities in the transportation system, community involvement, and training. The chapter provides an overview of the various noteworthy practices, approaches, and strategies to promote equity in transportation funding.

Chapter 4 reports the findings from the case study interviews. The chapter provides details on the identified noteworthy and innovative examples of state practices pertaining to approaches to promote equity in transportation funding into policies, programs, plans, and project delivery, challenges faced at the state levels, and the lessons learned on establishing successful actions and activities.

Chapter 5 presents a summary of findings, conclusions, knowledge gaps, and suggestions for further research. This information is based on the literature review, state DOT survey, and in-depth interviews.

This report also includes several chapters of the references, a bibliography, a glossary, and two appendices. Appendix A includes a copy of the survey questions sent to state DOTs and Appendix B presents survey results.

Definitions

Some key terms are defined that pertain to the scope of the synthesis. Additional terms are defined within the context of their relevant sections. A glossary is also included in the report that further defines acronyms and organizations discussed in the report.

- *Asset Management*: a business model that prioritizes funding based on condition and performance to achieve and maintain a state of good repair (SGR) for the nation’s public transportation assets
- *Community-based Partnerships*: private or public agencies that engage with the local community on a direct level to address the social and economic needs of individuals and groups, typically in a defined geographic area
- *Metropolitan Planning Organization (MPO)*: Per Federal Transportation Legislation (23 USC 134(b) and 49 USC 5303(c)), Metropolitan Planning Organization (MPO) is defined as the designated local decision-making body that is responsible for carrying out the metropolitan transportation planning process. An MPO must be designated for each urban area with a population of more than 50,000 people.
- *Regional Planning Organization (RPO) and Regional Commissions (RC)*: An organization that performs planning for multi-jurisdictional areas. MPOs, regional councils, economic development associations, rural transportation associations are examples of RPOs and/or RCs. These organizations are also sometimes referred to as regional transportation planning authority (RTPA), Regional Planning Affiliation (RPA), or other similar designations.

- *Local Public Agency (LPA)*: Any city, county, township, municipality, or other political subdivision that may be empowered to cooperate with the State Transportation Agencies in highway matters (FHWA)
- *Local Technical Assistance Program (LTAP)*: The Local Technical Assistance Program (LTAP) is a Federal Highway Administration technology transfer program that provides technical assistance and training to local highway departments in the USA. It transfers knowledge of innovative transportation technology to both urban and rural local communities in the United States and to American Indian tribal governments. The program is a partnership effort with funding provided from Federal, State, and local agency resources as well as universities and the private sector. Each center is funded by a 50:50 match of state and federal funds, although some states choose to provide more than the minimum required amount.
- *Statewide Transportation Improvement Program (STIP)*: a document that identifies the funding and scheduling of transportation projects and programs
- *System Preservation*: work that is planned and performed to improve or sustain the condition of the transportation facility in a state of good repair
- *Underserved/Historically Disadvantaged Populations*: Americans who have low incomes, live in rural communities, have limited education, or are members of racial or ethnic minorities.

CHAPTER 2

LITERATURE REVIEW

Introduction

Transportation plays a crucial role in defining daily access to resources and overall quality of life. Effective and reliable transportation connects persons to basic necessities, jobs, health, education, food, and recreational activities. Given the importance of transportation in daily life and changes in society's attitudes towards justice, transportation equity has received increasing attention from agencies and researchers. While the simple definition of equity is justice or fairness, transportation equity may be defined in multiple ways considering factors like local community, resources, and populations. Without equitable transportation services, Environmental Justice populations like low income, elderly, disabled, and children face social exclusion due to transportation disadvantage because they face ongoing difficulties associated with accessing transportation, including financial stress related to the initial cost of purchasing a car, inadequate public transportation infrastructure, and/or inadequate disability accommodations (Currie & Stanley, 2007). High transportation costs are often burdensome for low-income households because accessing adequate transportation will prevent households from spending adequately on other needs such as housing, food, health care, and education. Transportation disparities and inequities also limit people's ability to access positive societal outcomes including health, education, employment, and wealth. This study explores the transportation equity plans, policies, and practices followed by DOTs through literature review, surveys, and interviews.

Academic Literature

Over the last two decades, researchers have used a range of equity principles and types in their studies. Litman (2017) considered a horizontal and vertical approach to address transportation equity. Horizontal equity is defined as "equal treatment to equals". Whereas the vertical approach is considered in two ways, one with respect to income and social class, which includes transportation affordability, housing affordability, impacts on low-income communities, fare structures and discounts and industry employment. The second approach considers need and ability, universal design, special mobility services, disabled parking, and service quality for nondrivers. Thomopoulous et al. (2009) considers three fundamental theories to summarize transportation equity. The first definition believes that everyone has equal rights or benefits for a particular service or scheme. The second approach tries to retain the existing status quo between those better- and worse-off, and the third definition requires attempting to improve the situation of those worse-off as much as possible. Walker (2012) defines an equity goal as the service shall be allocated proportionally to the population, which draws complaints from all sides despite being "fair." He also proposes Smith's user-fee paradigm which includes a smart card to calculate the exact cost of a trip based on the "cost of each increment of the trip, divided by the number of people who used that increment. Thomopoulous and Grant-Muller (2013) identify the gap in assessment of transport infrastructure projects and propose the SUMINI approach to assess equity

impacts and study policy objectives. The SUMINI approach addresses the ethical concerns regarding decision making for transportation infrastructure by linking the equity theories with the practice in transport assessment. Figure 1 shows the hierarchical structure of the SUMINI approach. The Analytic Hierarchy Process (AHP) as shown in Figure 1, facilitates stakeholder's participation by allowing each to assign weights for a range of equity types of principles.

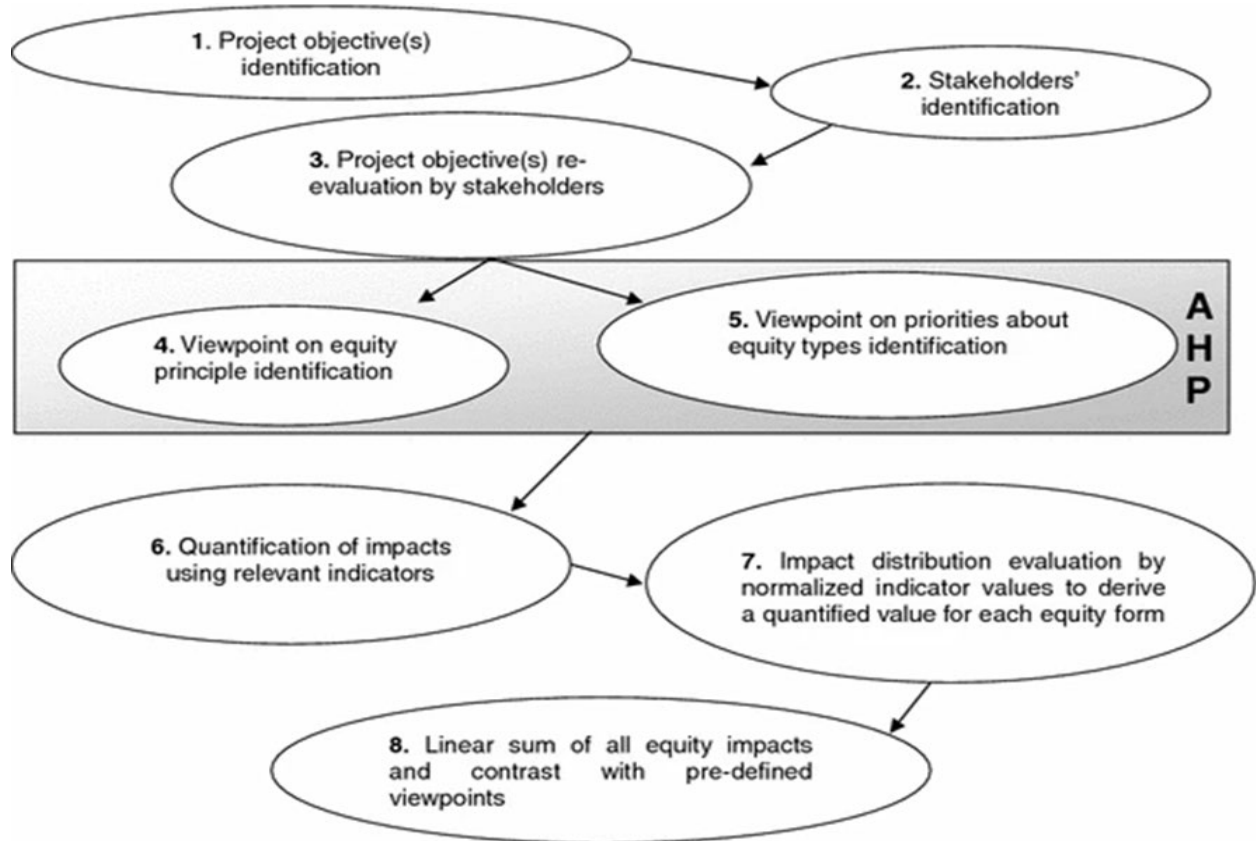


Figure 1: Stages of SUMINI approach
(Adopted from Thomopoulous and Grant-Muller (2013))

Equity Statements

Every DOT must conform with US Department of Transportation (USDOT) non-discrimination requirements (e.g., no discrimination based on race, color, sex, language, disability, income) to qualify for federal funds. These requirements seek to provide guidelines that prevent discrimination in transportation services and transportation projects. Based on the information available on the DOT websites, 31% of DOTs explicitly define equity beyond the federal requirements. Twenty-two state's DOTs have equity statements that extend beyond federal requirements. These equity definitions emphasize different equity-related elements or criteria (Table 1). Thirteen DOTs acknowledge inequities in burdens and benefits among different population groups. Eleven DOTs specifically acknowledge an inequality related to race, ethnicity, and color. Addressing past injustices is one of the practical ways to resolve inequality problems in the future. Six states emphasize recognizing past injustices so that their departments can stop doing activities that will adversely affect people in different communities. Eight of the equity definitions establish that everyone should have an equal opportunity for access to safe and reliable transportation and quality of life. Almost every DOT equity definition mentions equity in employment; however, the Illinois DOT commits to equity in their hiring, purchasing, and planning as well as construction and consulting projects. Maryland DOT wants to engage with communities in a transparent and fair way regardless of race, culture, and income with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies in transportation decision making. Maryland DOT's equity statement also focuses on assessing the total cost to the citizens of Maryland that affect positive change for people and their environment. New Jersey DOT's equity definition seeks to ensure equity in grant distribution by equitably distributing the funds allocated from its grant programs across the state and meeting the needs of their more vulnerable and traditionally underserved populations. Rhode Island includes a tool developed by their Division of Statewide Planning in their equity definition. The Transportation Equity Benefit Analysis (TEBA) identifies and geographically locates Select Population Groups (SPG) in the State of Rhode Island that are protected from discrimination under the law, and groups that may face transportation challenges.

Table 1: Equity elements in DOT equity definitions

State DOT	Acknowledgement of inequities in burdens and benefits	Race, ethnicity, or color	Address past injustices explicitly stated	Access to opportunities, quality of life	Equity in hiring, purchasing, and planning, construction, and consulting projects
California	√	√	√	√	
Connecticut	√	√	√	√	
Florida	√	√		√	
Georgia		√			
Illinois	√	√			√
Iowa	√		√	√	
Maine		√		√	
Massachusetts	√	√			
Michigan			√		
Minnesota	√	√			
Missouri				√	
Oregon	√	√	√		
Pennsylvania	√				
Utah	√	√		√	
Vermont	√			√	
Washington	√	√	√		
Washington DC	√				

In addition to these DOTs, the following states used different elements in equity statements as below:

- Maryland: Engaging with communities in a transparent and fair way regardless of race, culture, and income with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies in transportation decision making
- New Jersey: Equity in grant distribution
- Ohio: Equity across internal policies and operations
- Rhode Island: Transportation Equity Benefit Analysis (TEBA)
- Wisconsin: Equity across internal hiring, policies, and operations

Performance Measures

All the 50 state and District of Columbia DOTs use the general and mandatory performance measures required by the Federal Highway Administration (FHWA) since 2018. The FHWA defines Transportation Performance Management (TPM) as a “strategic approach that uses system information to make investment and policy decision to achieve national performance goals. Table 2 presents the program areas, measure areas, and performance measures for the states.

Table 2: Program areas, measures areas, and performance measures

Program Area	Measure Area	Performance Measures	
Safety	Highway Safety Improvement Program (HSIP) [23 CFR 490.203]	Number of fatalities [23 CFR 490.207(a)(1)]	
		Rate of Fatalities per 100 million vehicle miles traveled [23 CFR 490.207(a)(2)]	
		Number of serious injuries [23 CFR 490.207(a)(3)]	
		Rate of Serious injuries per 100 million vehicle miles traveled [23 CFR 490.207(a)(4)]	
		Number of non-motorized fatalities and non-motorized serious injuries [23 CFR 490.207(a)(5)]	
National Highway Performance Program (NHPP)	Condition of pavements on the Interstate System [23 CFR 490.105(c)(1)]	Percentage of pavements on the Interstate System in good condition [23 CFR 490.307(a)(1)]	
		Percentage of pavements on the Interstate System in poor condition [23 CFR 490.307(a)(2)]	
	Condition of pavements on the non-Interstate National Highway System (NHS) [23 CFR 490.105(c)(2)]	Percentage of pavements on the non-Interstate NHS in good condition [23 CFR 490.307(a)(3)]	
		Percentage of pavements on the non-Interstate NHS in poor condition [23 CFR 490.307(a)(4)]	
	Condition of bridges on the NHS [23 CFR 490.105(c)(3)]	Percentage of NHS bridges classified as in good condition [23 CFR 490.407(c)(1)]	
		Percentage of NHS bridges classified as in Poor condition [23 CFR 490.407(c)(2)]	
	NHS Travel Time Reliability [23 CFR 490.105(c)(4)]	Percentage of person-miles traveled on the Interstate that are reliable [23 CFR 490.507(a)(1)]	
		Percentage of person-miles traveled on the non-Interstate NHS that are reliable [23 CFR 490.507(a)(2)]	
	National Highway Freight Program (NHFP)	Freight movement on the Interstate System [23 CFR 490.105(c)(6)]	Truck Travel Time Reliability (TTTR) Index [23 CFR 490.607]

Congestion Mitigation and Air Quality Improvement Program (CMAQ)	Traffic congestion [23 CFR 490.105(c)(7)]	Annual Hours of Peak-Hour Excessive Delay (PHED) Per Capita [23 CFR 490.707(a)]
		Percent of non-Single Occupancy Vehicle (Non-SOV) Travel [23 CFR 490.707(b)]
	On-road mobile source emissions [23 CFR 490.105(c)(8)]	Total Emissions Reduction for applicable criteria pollutants [23 CFR 490.807]

Adopted from ‘Transportation Performance Management (TPM) 2020 Data Report’ by U.S. Department of Transportation, Federal Highway Administration.

While all DOTs follow federal regulations, few DOTs develop performance measures that include equity in the funding process. The areas of concentration for DOTs to develop performance measures include accessibility, mobility, connectivity, safety, opportunities, and quality of life mostly for bike, walk, and transit. In pursuit of modal equity, most DOTs concentrate on bike and walk statistics as their equity performance measures. Table 3 presents examples of active mode performance measures used by DOTs.

Table 3: Examples of active mode performance measures

DOT	Target	Performance measures
ALDOT (ALDOT, 2019)	Accessibility	<ul style="list-style-type: none"> • a 5-year rolling average of annual pedestrian and bicycle commuting mode share
MassDOT	Performance of shared use path	<ul style="list-style-type: none"> • miles of shared use paths, residents, residents of color • low-income households, and low vehicle households within ½ mile of a shared use path
MnDOT (MnDOT, 2016b)	Pedestrians	<ul style="list-style-type: none"> • total number of people walking to different opportunities • miles and percent of sidewalks with ADA compliance • total walking trips between 1/8 to one mile • number of fatal and serious injuries in walking related crashes
MnDOT (MnDOT 2016a)	Biking	<ul style="list-style-type: none"> • total biking trips • miles of bicycle facilities • number of fatal and serious injuries in biking related crashes
WsDOT (WsDOT, 2019)	Connectivity	<ul style="list-style-type: none"> • level of traffic stress (LTS) • miles of state highway with posted speed above 25 mph in population centers
WsDOT (WsDOT, 2019)	Safety	<ul style="list-style-type: none"> • bicyclist and pedestrian fatalities and serious injuries
WsDOT (WsDOT, 2019)	Access	<ul style="list-style-type: none"> • miles of roads with a bicyclist and pedestrian LTS level of 1 or 2 in neighborhoods with a high percentage of black, indigenous, people of color and high percentage people living in poverty • percent of walking and biking trips • percent of people using walking and biking to reach transit connections

While the active mode performance measures represent many DOTs’ equity-related performance measures, some states include transit performance measures as another modal equity consideration. As a part of their transit performance measures the Virginia Department of Transportation (VDOT) analyzes person hours of congested travel in transit vehicles, transit

crowding and accessibility to jobs (VDOT, 2020). WsDOT calculates operating costs per passenger trip and revenue vehicle hour, passenger trips per revenue vehicle hour and mile, vehicle revenue hours and farebox recovery ratio (WsDOT, 2022). While modal equity represents the primary equity-related performance measures, a one DOT specifically employs other equity performance measures.

The California Department of Transportation (Caltrans) concentrates on underserved populations and quality of life by studying parameters such as access to destinations by income quintile and race, transportation and housing cost burden by income quintile and race, number of communities and community-based organizations (CBO) meaningfully engaged in development of plans and projects, air-quality in low income and disadvantaged communities, access to active modes in low income and disadvantaged communities, and percent of household income spent on housing and transportation costs (Caltrans, 2021).

Equity Related Federal Requirements and DOT Responses

All 50 state DOTs and the District of Columbia follow the federal regulatory policies during the planning and improvement of their transportation infrastructure and services. The federal regulation developed by the FHWA Office of Civil Rights, include the following.

1. Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act of 1973 (504)
2. Contractor Compliance/On-the-Job Training
3. Disadvantaged Business Enterprise Supportive Services (DBE/SS)
4. Disadvantaged Business Enterprise (DBE)
5. Title VI of The Civil Rights Act of 1964 and Additional Nondiscrimination Requirements
6. Anti-Harassment Program
7. Equal Employment Opportunity (EEO)
8. Reasonable Accommodations

For most DOTs, the common plans for short term and long-term efforts to reduce and eliminate systemic/institutional equity problems appear linked to these and other federal requirements; these include recognizing environmental justice concerns with collaborative approaches, encouraging public participation, outreach advertising, maintaining workforce diversity, and handling complaints that allege discrimination. Some Statewide Transportation Improvement Programs (STIP) include projects and programs that help address transportation equity concerns related to environmental justice and ADA compliance. For instance, ALDOT has projects for curb ramp installations from their ADA transition plan as a part of the STIP for FY 2022 and 2023 (ALDOT 2017). The Idaho Transportation Department (ITD) allocates \$500,000 of state funds annually for the curb ramp program (ITD, 2022). Kentucky Transportation Cabinet (KYTC) is conducting a self-evaluation to identify the barriers associated with sidewalks, transit stops, and intersections adjacent to state-maintained roadways as a part of an ADA transition plan (KYTC, 2017). Connecticut Department of Transportation (CTDOT) uses CT pass, a program that offers group rates to eligible organizations to access public transportation services throughout Connecticut, including rail and bus systems. Additionally, CTDOT has a mobility assistance pilot program to help those who are blind or have low vision use public transportation (CTDOT, 2022). The Ohio DOT (ODOT) Elderly & Disabled (E&D) Transit Fare Assistance Program provides grant funds

to reimburse eligible public transportation systems who offer reduced fares to the elderly and people with disabilities. Some other DOTs try to devote funds to meeting local community needs. The Alaska Community Transportation Program (CTP) solicits community input, nominations, and project sponsorship every three years (Alaska DOT & PF, 2020). Most transportation planning efforts related to equity align with federal requirements.

The equity-related wealth creation activities in DOTs occur within their Disadvantaged Business Enterprises (DBE) programs. The Arizona Department of Transportation (ADOT) conducts a DBE Disparity study to study and develop DBE goals for state and federal projects (ADOT, 2017). Indiana Department of Transportation (INDOT) and the Kentucky Transportation Cabinet have a DBE Reciprocity Agreement that allows DBEs certified in one state to work for any transportation federal aid project in the partner state (KYTC, 2018). The North Carolina Department of Transportation's (NCDOT) Business Opportunity and Workforce Development (BOWD) unit provides supportive services to certified Disadvantaged Business Enterprise (DBE) firms through training, education, one-on-one technical assistance, and other services (NCDOT, 2021). Many DOTs use DBE participation goals on federally funded projects to advance wealth creation. The Alaska DOT & PF has a Race Neutral DBE Program with an overall DBE Utilization Goal of 8.46% for Alaska's FHWA Federal-Aid program (Alaska DT & PF, 2017). The Arkansas Department of Transportation (ARDOT) proposes the following goals for participation by DBEs on federally assisted contracts for FFY 2023-2025: Race/Gender – Neutral - 4.01%, Race/Gender – Conscious - 4.46%, Total DBE Goal - 8.47% (ARDOT, 2022). The Maine Department of Transportation (Maine DOT) administers its DBE Program with intent to remedy past and current discrimination against disadvantaged business enterprises, ensure a “level playing field,” and foster equal opportunity in USDOT-assisted contracts; their DBE Program seeks to reduce burdens on small businesses (Maine, 2021). The Massachusetts Department of Transportation (MassDOT) contractors use an online management application called the Equitable Business Opportunity (EBO) Solution to report on their civil rights programs and progress. Some DOTs use their DBE programs as their primary equity-related activities.

DOT Practices and Strategies

DOTs introduce various programs for allocating funds to achieve their established goals towards safety, mobility, accessibility, and connectivity while including some equity factors in their processes. The CTDOT uses Community Connectivity Grants centered on Equity to provide funding for targeted infrastructure improvements that facilitate social and economic opportunities for underserved communities by providing equitable levels of access to safe and affordable transportation (CTDOT, 2022). The Georgia Department of Transportation (GDOT) seeks urban/rural equity through its Rural Development Lump Sum Program as a part of its 2021 Statewide Strategic Transportation Plan which will invest in safety and strategic capital improvements outside of metropolitan areas (GDOT, 2021). Many DOTs focus their equity plans and activities on modal equity. New Jersey Department of Transportation (NJDOT) focuses on development and redevelopment in centers that support public transit, walking and bicycling, and that shorten trips that must be made by car, is essential to achieving a sustainable transportation system as part of Long-range Plan, 2030 (NJDOT, 2009). The District Department of Transportation (DDOT) uses a two-year solicitation cycle for the Transportation Alternatives program (TAP) program that includes 1) Multimodal Transportation Options (with emphasis on non-auto modes 2) Activity Centers 3) Access to Transit 4) Safe Routes to School 5)

Disadvantaged Communities 6) Americans with Disabilities (ADA) Act (DDOT, 2022). The Tennessee Department of Transportation (TDOT) has distributed nearly \$409 million since 1991 through transportation alternative's program (TAP). The money supports hundreds of communities across the Volunteer State to build sidewalks and bike lanes, update ADA accessibility and to renovate historic transportation facilities and other transportation-related structures (TDOT, 2020). The ITD helps urban and rural communities move forward on projects that modernize roads, bridges, transit, rail, ports, and intermodal transportation through the Rebuilding American Infrastructure with Sustainability and Equity (RAISE) program (IDOT, 2022). Limited examples of programs focusing on ethnic and racial equity in funding currently exist, but many DOTs have programs supporting urban/rural and modal equity.

Community Engagement

DOTs have public involvement plans to ensure that public involvement occurs in accordance with Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act and other federal mandates for Environmental Justice and Limited-English Proficiency populations as well as the National Environmental Policy Act of 1969 (NEPA). However, the most successful public involvement plans develop an effective public engagement strategy and implement tools to gather robust input in support of making the best decisions regarding transportation networks. Many DOTs (e.g., Alabama, Alaska, Arizona, California, Florida, Georgia, Hawaii, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Montana, New Jersey, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Virginia, and Wyoming) provide their public participation plan on their website. DOTs place the responsibility for conceiving and delivering their public involvement plans in different offices and divisions. Some examples include the Utah Department of Transportation (UDOT), which employs a public involvement team that includes UDOT communications professionals and their trusted consultants, to keep the general public, community leaders, and local businesses informed about transportation issues (UDOT 2022), the Arizona Department of Transportation's Public Information Office (PIO), which serves as the lead for all media campaigns (ADOT 2021), and the Tennessee Department of Transportation (TDOT) Public Involvement & Communication Office, which is responsible for the enhancement and improvement of communication between TDOT and its stakeholders and customers and for providing accurate and timely information to the public (TDOT 2022). Some DOTs have implemented strategies to support meeting or surpassing federal requirements regarding public participation plans. To improve coordination and collaboration regarding equity, an interagency Equity Advisory Committee(s) (EAC) elevates diverse and historically marginalized voices to advise state agencies including the California State Transportation Agency (CalSTA), California Transportation Commission (CTC), and California Department of Transportation (Caltrans) (Caltrans 2021). Caltrans' community engagement playbook includes best practices and lessons learned from the state, regional, and local agencies and community-based partners. The playbook builds off the California Climate Investments Technical Assistance (CCI TA) Program's Best Practices for Community Engagement and Building Successful Projects report (Caltrans 2021).

A variety of public engagement tools may be used to communicate with the public as well as key stakeholders, such as federal and state agencies, MPOs, Regional Transportation Planning Organizations, local public agencies, tribal governments, community-based organizations, environmental justice organizations, and others. State DOTs use project websites, advertisements,

brochures, direct mailers, email/text messages, newsletters, fact sheets, flyers and posters, social media (Facebook, Twitter, Instagram, YouTube, and LinkedIn), visualization, online survey, online mapping, agency advisory committee, charrettes, community/technical advisory committees, open houses, public hearings, public meetings, virtual public meeting, and public comment as tools and techniques to involve the public in the decision-making process. Some of the state DOTs have more creative public communication opportunities. For example, The Connecticut Department of Transportation (CTDOT) uses brainstorming sessions, community leader interviews, collaborative task forces, focus groups, 3D modeling, and virtual town halls (CTDOT 2020). The Alaska Department of Transportation & Public Facilities (Alaska DOT & PF) uses transportation fairs (Alaska DOT & PF 2016), and the Illinois Department of Transportation (IDOT) uses community context audits (IDOT 2015) combined with other traditional communication opportunities. The Maine Department of Transportation (MaineDOT) includes, Turning Point, public involvement management application (PIMA), and geographic information systems (GIS) with other conventional community engagement tools to enhance their public involvement (MaineDOT 2021). Oklahoma Department of Transportation's (ODOT) innovative tools include pop-up booths, and kiosks (ODOT 2022). The Texas Department of Transportation's (TxDOT) uses crowdsourcing as one of its public engagement tools (TxDOT 2016). DOTs continue to investigate new communication strategies to seek public engagement more easily.

Some DOTs recognize that a reliance solely on websites or email lists for disseminating project information may not be effective in reaching lower-income groups or other segments of the population. INDOT is hiring a Planning Program Outreach Manager whose responsibility and focus will be outreach to the underserved and creating policies/procedures for outreach. According to the ITD (ITD 2022), agencies working with Native American Tribes have noted that some prefer and react better to formal presentations from government officials than open-house formats. The key is to understand the local contexts and tailor an approach that works for the stakeholders. In their guide to public involvement in programs, planning, and projects, approaches for getting public input are divided into four categories; these include printed communication, online communication, small group communication, and large group communication. Louisiana Department of Transportation and Development (LADOTD 2015) also uses Native American Tribe consultation, and advocate presentation meetings which help provide information more efficiently. The practices DOTs for communicating with tribal governments may be considered for adoption by other DOTs looking for strategies for tribal engagement.

Training Processes

Many DOTs provide training related to federal requirements. For example, many DOTs mandate Title VI and ADA training for their employees to reduce the occurrence of discrimination. Ohio DOT uses its Local Technical Assistance Program (LTAP) to conduct Title VI training for every employee (Title VI/Nondiscrimination Policy, 2022). A few DOTs provide transportation equity training for collaborating with tribes and MPOs/RPOs.

DOTs differ in their approaches to diversity, equity, and inclusion (DE&I) training. The Colorado Department of Transportation (CDOT) mandates DE&I training for all employees. Many DOTs provide DE&I training, but do not make it mandatory. Minnesota's DOT conducts an equity training program for their Safety, Operations, Design, Project Development, Funding,

Environmental Services, Asset Management, Financing, Research, Civil Rights, Planning, and Programming staff. The Georgia Department of Transportation (GDOT) and Caltrans also provide optional DE&I training to all employees. The Michigan DOT arranges seminars for the employees to make them aware of transportation equity (Transportation.gov. 2022. DOT Equity Events). The Washington State Department of Transportation (WSDOT) conducts cultural resources training (CRT) and practical solutions training, which covers WSDOT's path to equity and inclusion. While the DE&I training varies across DOTs, most DOTs continue to review and update their training practices.

Summary

Equity statement

The Federal Highway Administration (FHWA) has set regulations on state DOTs towards establishing non-discrimination. While all the state DOTs comply with FHWA requirements, only 31% of the DOTs also consider other criteria beyond the FHWA requirements. From the information gathered through each DOT website, only 15 states have equity statements. Most of these DOTs consider (i) acknowledgment of inequities in burdens and benefits, (ii) race, ethnicity, or color, (iii) explicitly addressing past injustice, and (iv) access to opportunities and quality of life.

Performance measures

The regulated FHWA programs followed by all state DOTs (e.g., Safety, National Highway Performance Program (NHPP), National Highway Freight Program (NHFP) and Congestion Mitigation and Air Quality Improvement Program (CMAQ)) address the issue of highway safety, conditions of pavements and bridges, travel time reliability, freight movement and traffic congestion and emissions. However, transportation equity is not explicitly considered through the funding process.

Equity related federal requirements and DOT responses

All DOTs follow the FHWA policies such as Americans with Disabilities Act (ADA)/Section 504 of the Rehabilitation Act of 1973 (504), Contractor Compliance/On-the-Job Training, Disadvantaged Business Enterprise Supportive Services (DBE/SS), Disadvantaged Business Enterprise (DBE), Title VI of The Civil Rights Act of 1964 and Additional Nondiscrimination Requirements, Anti-Harassment Program, Equal Employment Opportunity (EEO) and Reasonable Accommodations during their planning and improvement process. Most DOTs have their own implementation plans to promote transportation equity such as funding local projects to provide language assistance and enhance the infrastructure for people with disabilities. DOTs collaborate with COGs, MPOs, RPOs and transit agencies to develop equitable plans and policies to reduce any kind of discrimination for infrastructure development.

DOT practices and strategies

Each DOT has their own practices and strategies to promote equity in transportation funding and fare/fee structure while also following the FHWA recommendations. DOTs consult with local

governments before making a project decision to equitably allocate funding, actively reach out to the public, and use DBE programs.

Community engagement

DOTs connect with the public by providing them with information regarding projects, services, and programs and soliciting feedback during planning phases. DOTs use surveys and interviews before, during and after project development to collect public data, and engage with the public through media campaign and websites.

Training process

Many DOTs provide training related to federal requirements. For example, many DOTs mandate Title VI and ADA training for their employees to reduce the occurrence of discrimination. The training provided by DOTs most often targets internal policies and practices related to the internal operations of the department. External DEI training considers equity practices when interacting with the public, advocacy/community organizations, and underserved/protected populations; this type of training appears much less frequently in most DOTs. A few DOTs provide transportation equity training for collaborating with tribes and MPOs/RPOs. Both internal and external training may have DEI components, but most DEI training currently appears internally focused due to federal requirements.

CHAPTER 3

SURVEY ANALYSIS

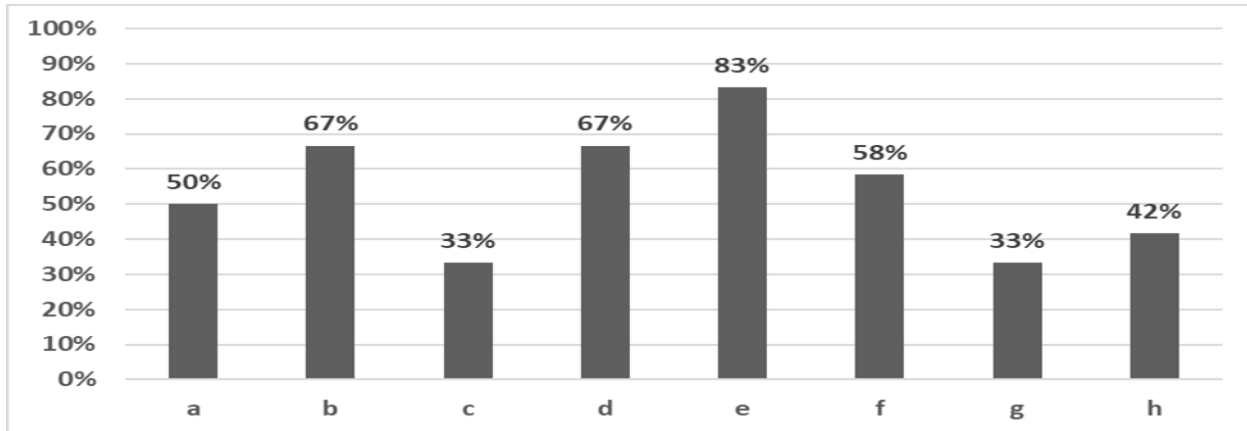
A survey was distributed to staff members at 50 DOTs and the District of Columbia DOT. A total of twenty-seven states responded (53%) to the survey and provided inputs on their current practices to establish transportation equity. While the interdisciplinary nature of the synthesis topic, limited DOT experience with the synthesis topic, and potential legal concerns related to the synthesis topic likely limited survey responses, the consultants secured twenty-three completed survey responses and four partially completed survey responses. The partially completed surveys indicated that the responding DOTs stopped answering all questions in the survey before it was completed rather than selectively choosing the questions to answer. The report bases the percentages in the figures on the actual responses for that question rather than the total number of complete and partially complete surveys.

The survey questions and a summary of survey responses are provided in Appendices A and B. The questions in the survey are organized into the five general topic areas: (1) Definitions of Equity in Transportation; (2) Plans and Methods to Improve Equity in Transportation; (3) Actions to Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System; (4) Community Engagement and Communications; and (5) Professional Development and Training in Transportation Equity. This section provides the analyzed survey outcomes organized into the same five categories.

Definitions of Equity in Transportation

The first section of survey questions was intended to establish some background on the definitions of equity for each DOT. Twelve DOTs (44%) of the twenty-seven responding DOTs have definitions of equity in transportation while fifteen DOTs do not have any such definitions.

Of the states with existing definitions in transportation equity, 83% of them address environmental justice legal requirements. The other prominent dimensions addressed through these definitions include modal equity (67%) such as highways, bicycles, pedestrians, transit, air, and water, and American Disabilities Act legal requirements (67%). In addition, 58% of agencies addressed the historic patterns of investment and inequity in their definitions of equity in transportation. While 50% of the agencies included urban vs rural as one of their dimensions in the equity definitions, 42% of the agencies considered access to opportunities such as healthcare, employment, education, and food for all subpopulations. Figure 2 further illustrates the percentages of states that address various dimensions of transportation equity.



Legend:

- a. Urban vs. rural
- b. Modal (highways, bicycles, pedestrians, transit, air, water, etc.)
- c. Geographic (e.g., by DOT district)
- d. American Disabilities Act legal requirements.
- e. Environmental justice legal requirements
- f. Historical patterns of investment and inequity
- g. Systemic and institutional structures that cause or contribute to an inequitable transportation system across subpopulation.
- h. Access to opportunities (e.g., healthcare, employment, education, and food) for all subpopulations.

Figure 2: Dimensions addressed through transportation equity by states

Figure 3 provides the percentage of DOTs that include different demographic populations in their equity definition. Most of the transportation equity definitions included race (83%), income (83%), and ethnicity (75%). While 67% of agencies included age, and persons with disabilities, 58% of agencies considered persons adversely affected by persistent poverty or inequality in their definitions. While 50% of the agencies included gender in their transportation equity definitions, 25% of them included lesbian, gay, bisexual, transgender and queer (LGBTQ). Only 17% of agencies also considered members of religious minorities.

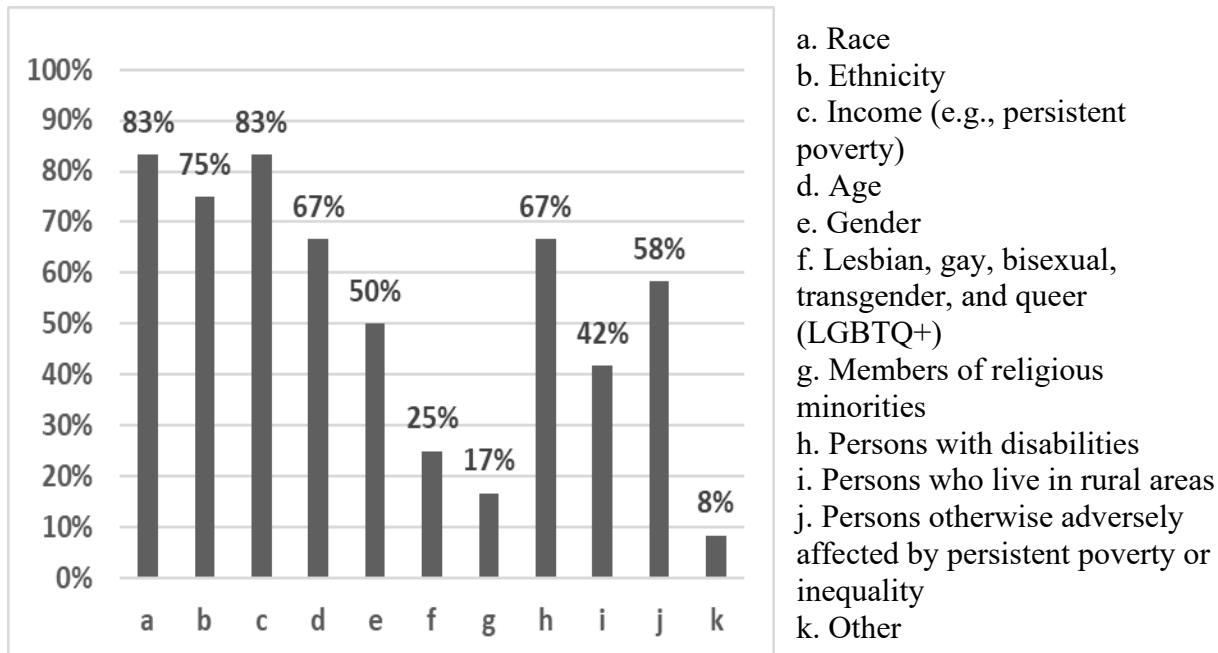


Figure 3: Populations groups included in definitions of transportation equity

The DOTs were further asked to provide either their existing definitions of equity or any links to access such definitions.

The definitions obtained through DOTs are summarized in Table 4.

Table 4: DOT Transportation Equity Definitions

STATE	Transportation Equity Definition
Arizona	The Arizona Department of Transportation (ADOT), as policy assures nondiscrimination compliance on the grounds of race, color, national origin and disability as provided by Title VI of the civil rights act of 1964 (Title VI), the Civil Rights Restoration Act of 1987, Section 504 of the Rehabilitation Act, Americans with Disabilities Act of 1990 (ADA), Executive order 12898 (Environmental Justice), Executive order 13166 (Limited English Proficiency), and the code of Federal Regulations 49& 21 and code of Federal Regulations 23 & 200. https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
California	Caltrans will achieve equity when everyone has access to what they need to thrive — starting with the most vulnerable — no matter their race, socioeconomic status, identity, where they live, or how they travel. To create a brighter future for all Californians, Caltrans will implement concrete

	<p>actions as outlined in our Race & Equity Action Plan, regularly update the Action Plan, and establish clear metrics for accountability in order to achieve the following commitments:</p> <p>People - Caltrans will create a workforce at all levels that is representative of the communities it serves by improving our recruitment, hiring, contracting, and leadership development policies and practices.</p> <p>Programs & Projects - Caltrans will meaningfully engage communities most impacted by structural racism in the creation and implementation of the programs and projects that impact their daily lives by creating more transparent, inclusive, and ongoing consultation and collaboration processes. Caltrans will achieve its equity commitments through an engagement process where everyone is treated with dignity and justice. Caltrans will reform its programs, policies, and procedures based on this engagement to avoid harm to frontline and vulnerable communities. Caltrans will prioritize projects that improve access for and provide meaningful benefits to underserved communities.</p> <p>Partnerships - By leveraging transportation investments, Caltrans also commits to increasing pathways to opportunity for minority-owned and disadvantaged business enterprises, and for individuals who face systemic barriers to employment.</p> <p>Planet - Caltrans commits to combating the climate crisis and its disproportionate impact on frontline and vulnerable communities — such as Black and Indigenous peoples, communities of color, the people experiencing homelessness, people with disabilities, and youth. Caltrans will change how it plans, designs, builds, and maintains its transportation investments to create a more resilient system that more equitably distributes the benefits and burdens to the current and future generations of Californians.</p> <p>https://dot.ca.gov/about-caltrans/equity-statement</p>
Georgia	<p>GDOT has adopted the Statement of Equity in Transportation created by AASHTO in 2021.</p>
Maine	<p>The Maine Department of Transportation (Maine DOT) believes the essence of equity in transportation is to ensure that all Maine people have access to safe and reliable transportation options that support economic opportunity and quality of life regardless of a person’s economic, social, ethnic, racial, age, sexual, physical, mental, or geographic circumstance.</p>
Maryland	<p>The Maryland Department of Transportation (MDOT) is committed to ensuring the equitable delivery of public transportation products, services, and solutions to all its users and stakeholders. MDOT will accomplish this by</p>

	<p>engaging with communities in a transparent and fair way regardless of race, culture, and income with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies in transportation decision making. Environmental Justice is a critical investment for MDOT to ensure the sustainability of its residents, employees, environment, and the diverse communities in which they live. In pursuit of this commitment, MDOT will align its strategic direction with efforts that make environmental justice the way it does business, guided by three pillars.</p> <p>Promoting shovel-worthy, outcome-based, community-uplifting projects. Avoiding disproportionately high and adverse impacts on human health and the environment, while ensuring equitable benefit distribution.</p> <ul style="list-style-type: none"> o Intentionally pursuing all diverse communities and stakeholders to foster meaningful engagement. Developing and implementing innovative methods of meaningful community participation that go beyond providing an opportunity, particularly in marginalized communities. o Focusing on and assessing the total cost to the citizens of Maryland. Considering cumulative impacts and direct impacts when planning projects. With increased positive social and environmental impacts and emphasis on good stewardship of resources that affect positive change for people and the environment, with a focus on the intended outcome, not just a specific project. <p>“Environmental justice” means equal protection from environmental and public health hazards for all people regardless of race, income, culture, and social status.</p>
Michigan	<p>Environmental Justice is the equitable treatment and meaningful involvement of all people regardless of race, color, national origin, ability or income and is critical to the development and application of laws, regulations, and policies that affect the environment, as well as the places people live, work, play, worship and learn.</p> <p>Equitable treatment means:</p>

	<p>-no group of people bears a disproportionate share of the negative consequences resulting from governmental, industrial, or commercial operations and policies</p> <p>-all people benefit from the application of environmental laws and regulations</p> <p>-eliminating barriers such as poverty and lack of access as well as repairing systemic injustices.</p> <p>Meaningful involvement means:</p> <p>-people have an opportunity to participate in decisions that affect their environment and/or health</p> <p>-decision makers seek out and facilitate the involvement of those potentially affected</p> <p>-people’s concerns are considered in decision-making processes</p> <p>-people can influence state agency decisions</p>
Minnesota	<p>Transportation equity means the benefits and burdens of transportation systems, services and spending are fair and just, which historically has not been the case. Transportation equity requires ensuring underserved communities, especially Black, Indigenous and People of Color, share in the power of decision making.</p>
New Hampshire	<p>n/a - definitions are not specifically identified. Areas identified are generally included in NHDOT planning practices.</p>
New Mexico	<p>The equity analysis conducted for the NM Bike Plan highlights areas that typically have higher rates of utilitarian bicycling trips and may be underserved when it comes to existing infrastructure. The equity analysis considers a combination of data related to age, race, income, educational attainment, Limited English Proficiency (LEP), and access to a private vehicle. Based on this analysis, highways that serve areas with high concentrations of historically underserved populations receive points in this criterion.</p>
Oregon	<p>Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual’s or group’s needs to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the</p>

	redistribution of resources, power, and opportunity to those communities.' This does not directly touch on transportation but is used as a framework.
Rhode Island	The State of Rhode Island’s Transportation Equity Benefit Analysis, or TEBA, was developed by the Rhode Island Division of Statewide Planning. The TEBA identifies and geographically locates Select Population Groups (SPG) in the State of Rhode Island that are protected from discrimination under the law, and groups that may face transportation challenges. In compliance with Federal requirements, the TEBA also determines how the state’s transportation investments outlined in fiscally constrained years (FFY 2022-2025) of the FFY 2022-2031 State Transportation Improvement Program (STIP) impact these select population groups. The select population groups within the TEBA are either directly protected under Title VI of the Civil Rights Act of 1964 or can be linked to protected populations under Title VI. http://www.planning.ri.gov/documents/tip/2021/Section%205-Transportation%20Equity%20Benefit%20Analysis.pdf

From all the DOTs with existing definitions of equity in transportation, ten DOTs (83%) made their definition of equity in transportation open to the public. While most DOTs strive to communicate their definition of transportation equity throughout the agency, district technical and non-technical staff may be a lower priority for some agencies.

Figure 4 identifies the percentages of DOTs with equity definitions communicating this definition to different groups within the agency. When DOTs have equity definitions, they often communicate their equity definitions to managers and technical staff at the headquarters. Three DOTs chose “other,” which indicates they either communicate to all of their staff or the equity statement is open to the public and all their departments. After creating an equity definition most DOTs appear to communicate this definition to DOT personnel at headquarters and to a lesser extent at the district level; however, few DOTs currently have created equity definitions.

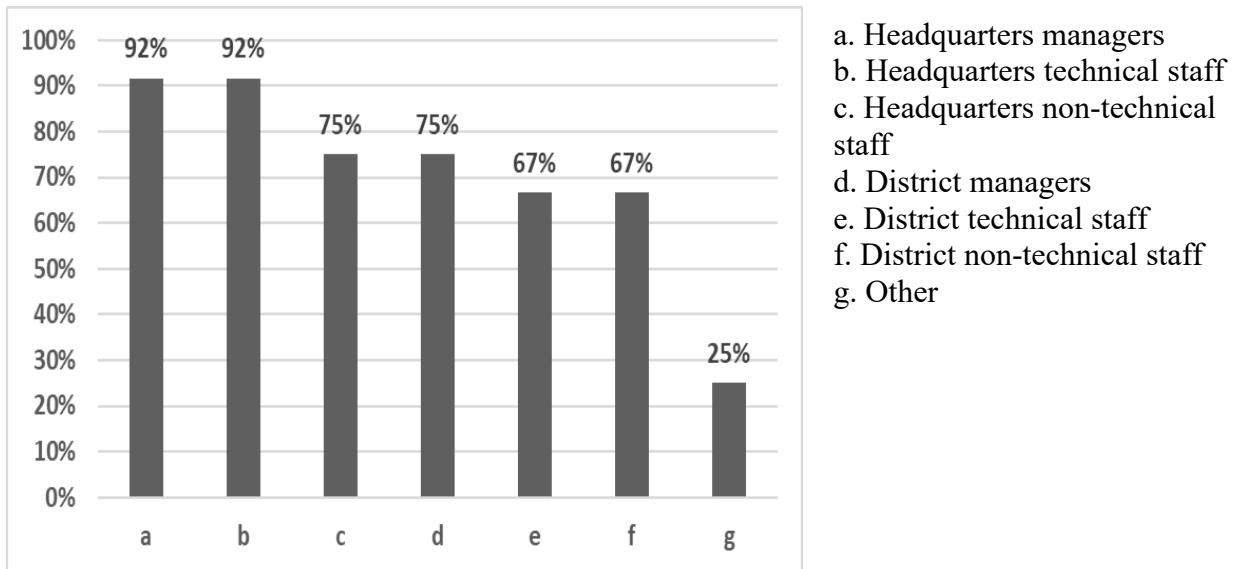


Figure 4: Percentage of DOTs with equity definitions communicating the definitions to different DOT personnel

Plans and Methods to Improve Equity in Transportation

The second section of questions is intended to establish some background on DOT plans, activities, and methods that may impact equity in transportation.

Most DOTs (over 80%) of the twenty-seven responding agencies use their planning and programming, civil rights, or environmental staffs to consider or evaluate the equity in transportation decision-making. In addition, 63% of agencies consider contracted consultants to evaluate equity in transportation and have them deliver the findings to the DOT office. Similarly, 63% of agencies involve communications and/or public engagement staff in the evaluation and decision-making of transportation equity. Of all twenty-seven DOTs, only one state does not consider or evaluate equity in transportation at all. Seven percent of the DOTs responded with other than the suggested staff categories, which is either the research staff or they were not sure about the particular office. Financing, funding, administration, and asset management are the least considered offices in decision-making of transportation equity. Figure 5 indicates the percentages of different offices involved in evaluating equity in transportation. Several DOTs specified that director, general counsel, respective office's engineer, planners, supervisors of the civil rights office, and planning and development office oversee and/or evaluate transportation equity.

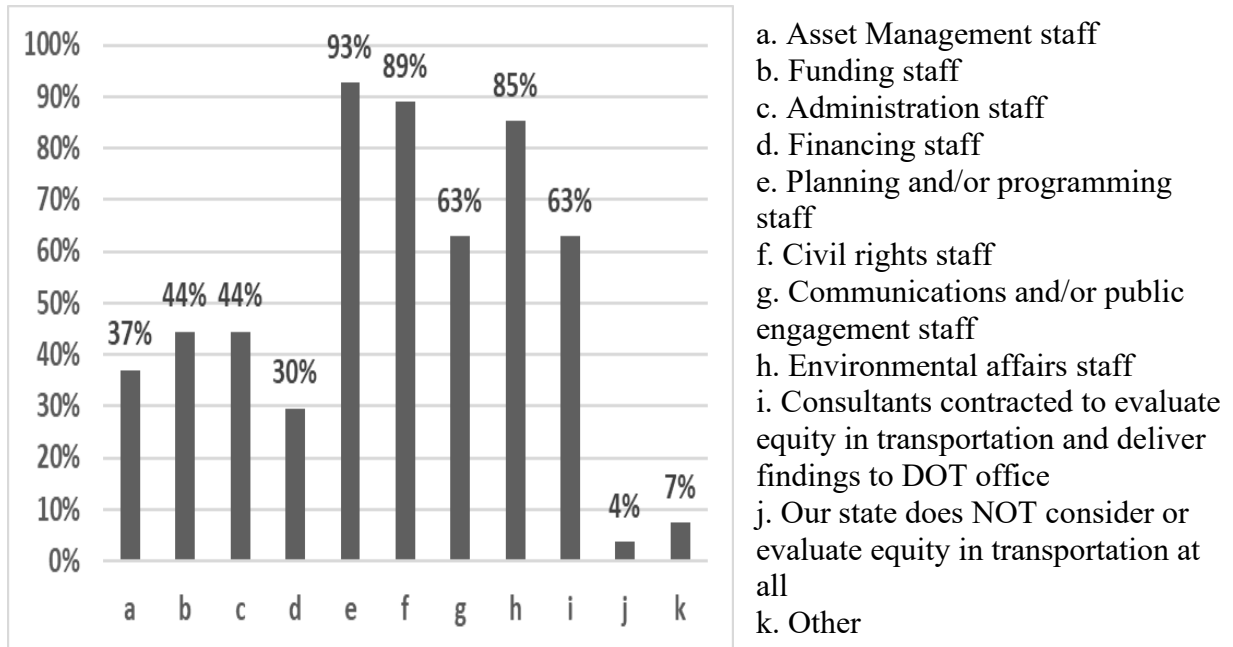


Figure 5: Percentage of DOT offices considering/evaluating equity in transportation.

The key type of data used by all the responding DOTs is census socioeconomic data to evaluate transportation equity. The other types of data commonly collected by DOTs to include in the evaluation of transportation equity are transportation network data (GIS), safety data (DOT or national level), and public engagement. Around 30% of the DOTs consider the data from the National Household Travel Survey or operational performance measures and fewer than 25% of the DOTs use any other survey data collected by the state. The other types of data used by DOTs that are not suggested through the survey are public health data, and EPA’s Environmental Justice Screening and Mapping Tool. Figure 6 identifies the types of data used by DOTs to evaluate equity.

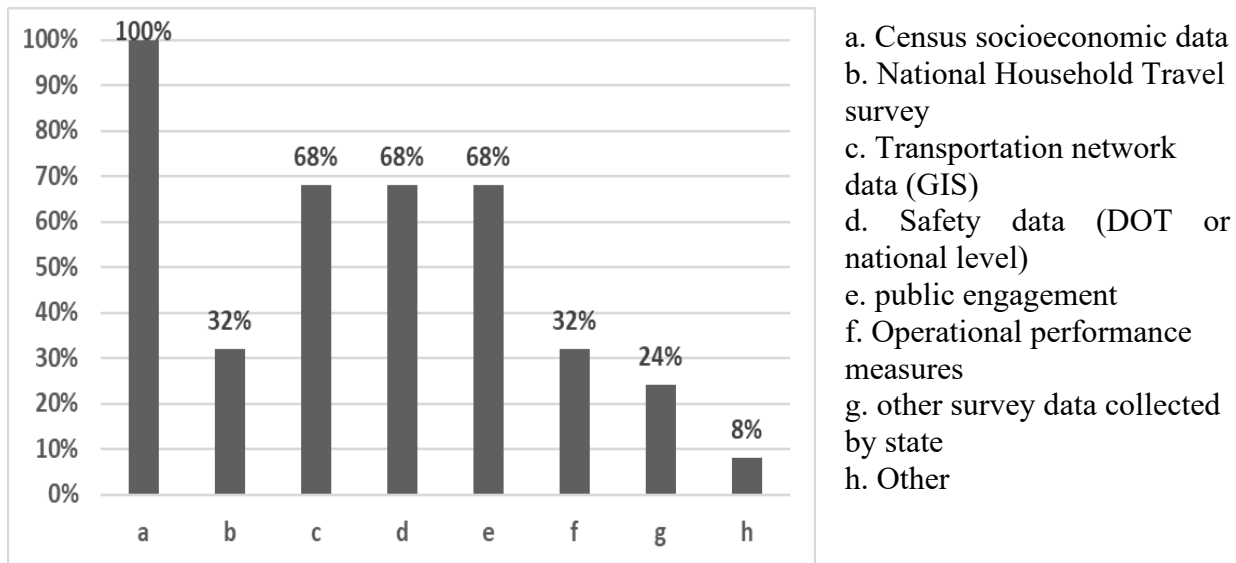


Figure 6: Type of data collected to evaluate equity

The DOTs provide limited similarities in their practices to achieve equity in capital and operational projects and policies. DOTs most frequently (60%) develop transportation policies/plans that support health equity and environmental equality. The second most frequently (40%) followed practice is prioritizing investments in economically distressed regions. No other DOT practice occurs in more than 40% of the responding agencies. Figure 7 provides the DOT methods/practices applied to achieve equity in capital and operational projects and policies. While 73% of the states have civil rights laws that extend the requirements under federal law, 27% of them do not.

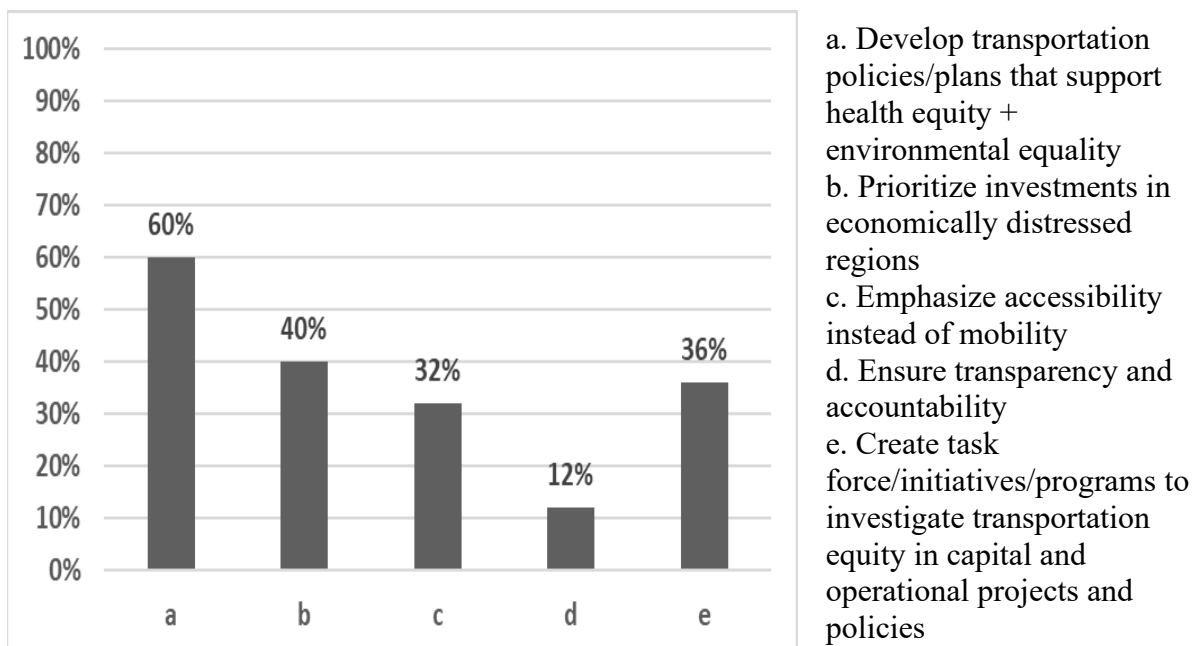


Figure 7: DOT practices to achieve equity in capital and operational projects and policies

The most (76%) adopted method by DOTs to evaluate transportation equity is through public meetings/public engagement. The second frequently adopted method (56%) is through evaluating criteria/performance measures. Only about 12% of the responding DOTs use equity-based funding formulas or tools. Three out of all the responding DOTs either do not have any method to evaluate transportation equity or the respondent is not sure of any such methods. Figure 8 shows the percentages of responding agencies using different methods to evaluate transportation equity.

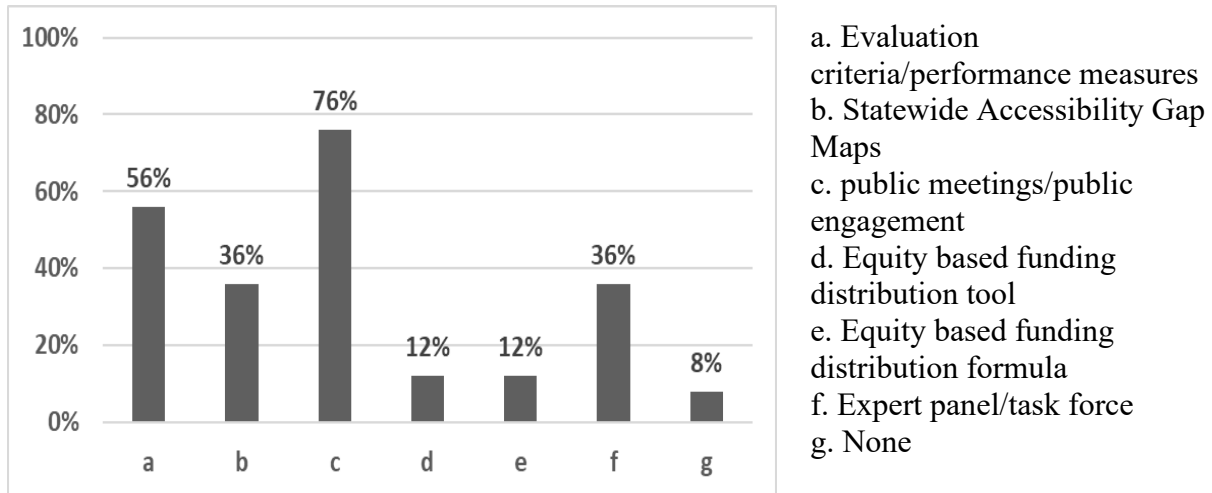


Figure 8: DOT methods to evaluate transportation equity

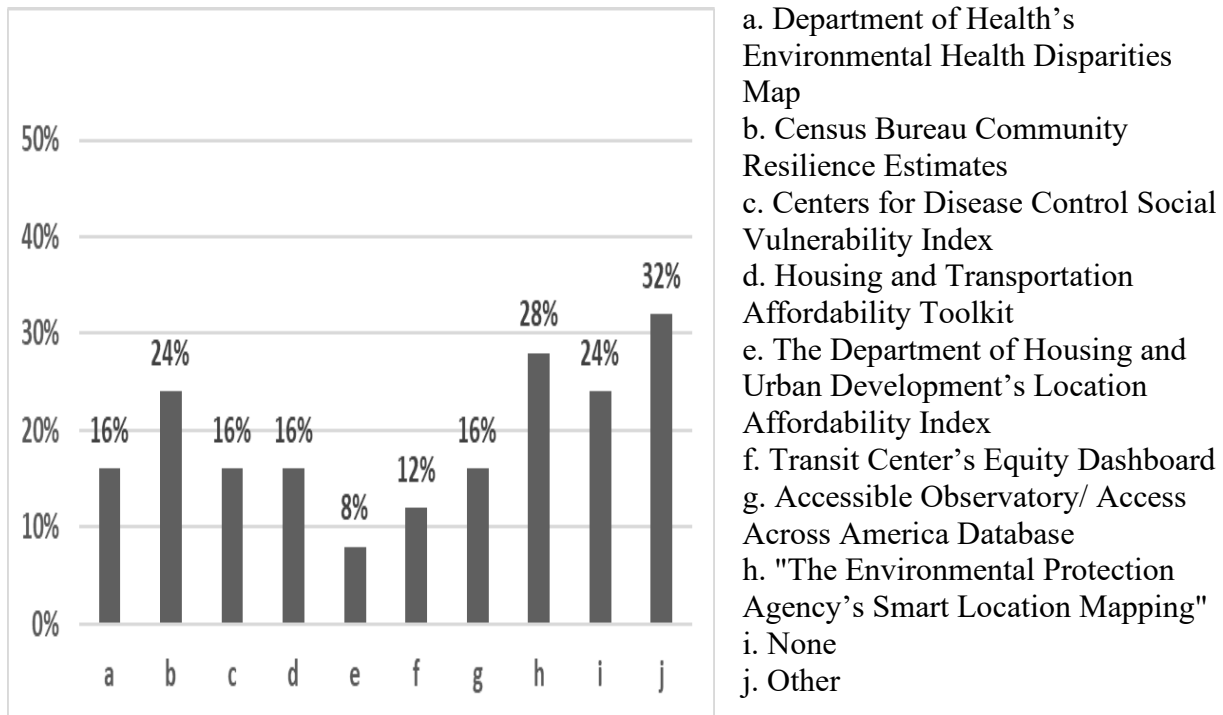


Figure 9: Tools or metrics to evaluate equity

As shown in Figure 9, DOTs use the ‘The Environmental Protection Agency’s Smart Location Mapping’, and ‘Census Bureau Community Resilience Estimates’ tools most frequently, but fewer than 30% of the DOTs use these. However, given the practices of DOTs for selecting tools to evaluate equity, 24% of the agencies do not use any tools or metrics to evaluate equity and 32% of the responding DOTs identify other tools or metrics that they use. The other tools include an EJ screen, demand analysis for walking & biking, healthy places index, or other DOT-developed tools.

The next two questions are intended to gather background on approaches followed by DOTs for selecting the projects to include in State Transportation Improvement Plan (STIP). While states use different performance measures to evaluate projects for inclusion in STIP, safety is the most often (96%) used performance measure followed by infrastructure condition (85%), congestion reduction (81%), and system reliability (77%). Equity is the second least considered performance measure for evaluating projects to include in the STIP, and the least is a potential risk for project delays. One DOT indicated that they use performance measures like better mobility, good health, connected communities, and a strong economy in this evaluation process. Figure 10 illustrates percentages of DOTs adopting each performance measure.

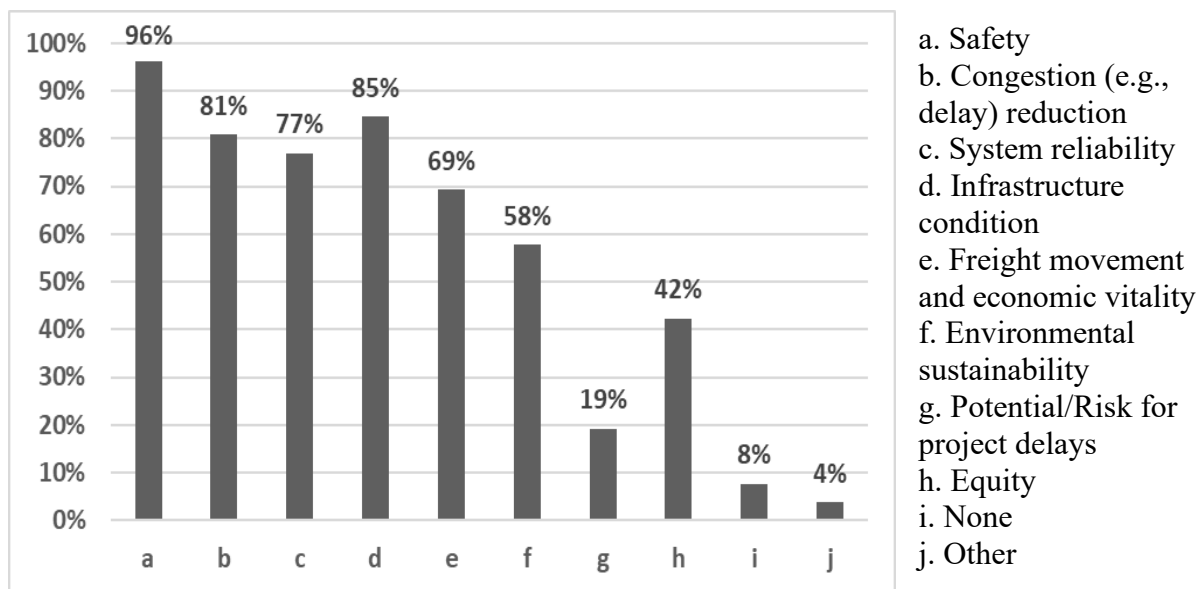


Figure 10: Performance measures used by DOTs to evaluate the inclusion of projects within STIP

The next question is a follow-up question for the 11 DOTs who chose equity in the inclusion procedure. The most frequently used definitions of the equity performance measures used for selecting projects to include in the STIP or other Capital Investment Plans are equitable safety performance (55%), equitable environmental impacts (55%), and equitable funding levels-based on geographic regions (55%). While none of the other performance measures have more than half the DOTs using them, two (i.e., equitable funding levels based on economic impact and equitable system reliability) have fewer than thirty percent of the DOTs adopting them. Two DOTs chose other than the suggested options; one considers environmental justice as their performance

measure and the other DOT has their evaluation procedure in development. Figure 11 shows the distribution of definitions of equity performance measures used by DOTs.

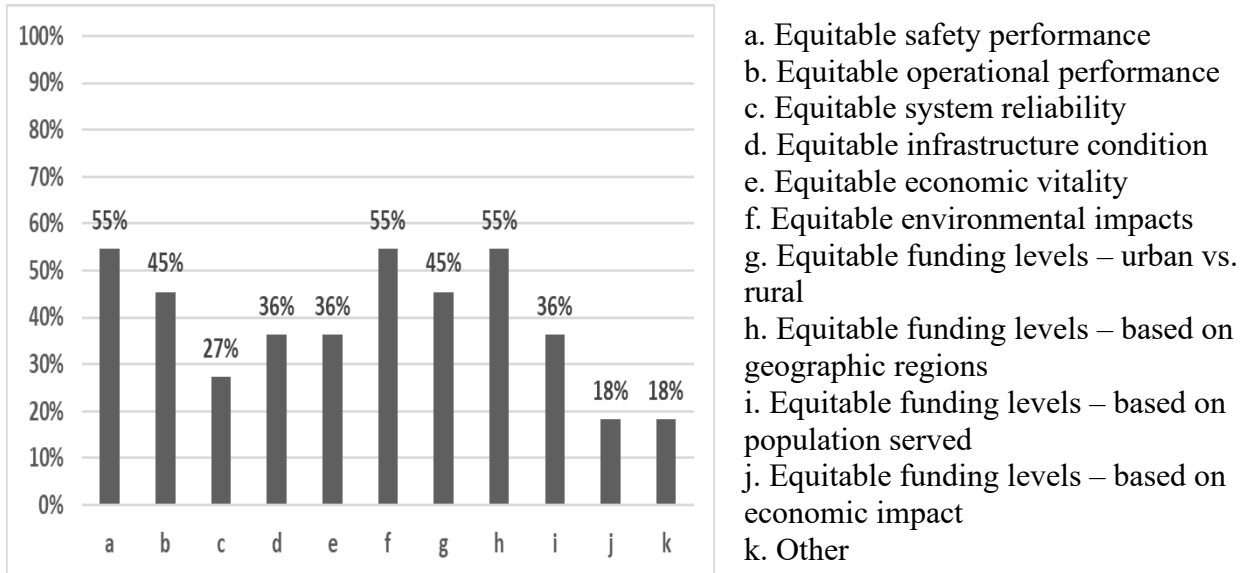


Figure 11: DOT performance measures definitions to select projects in STIP

The responding DOTs have different budget allocations directly or indirectly towards the system preservation/asset management and has limited similarity in the budget allocations. Figure 12 illustrates different DOT budget allocations toward system preservation/asset management; however, given the low values indicated by some responding DOTs, some DOTs may have only considered the portion their new project budget allocated towards system preservation/asset management rather than the overall DOT budget. Forty-three percent of the responding DOTs

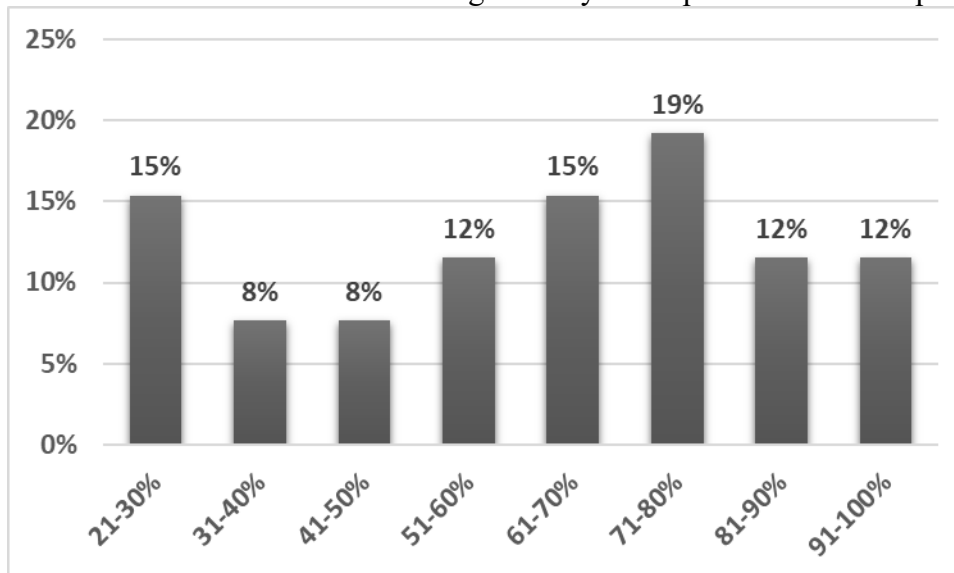


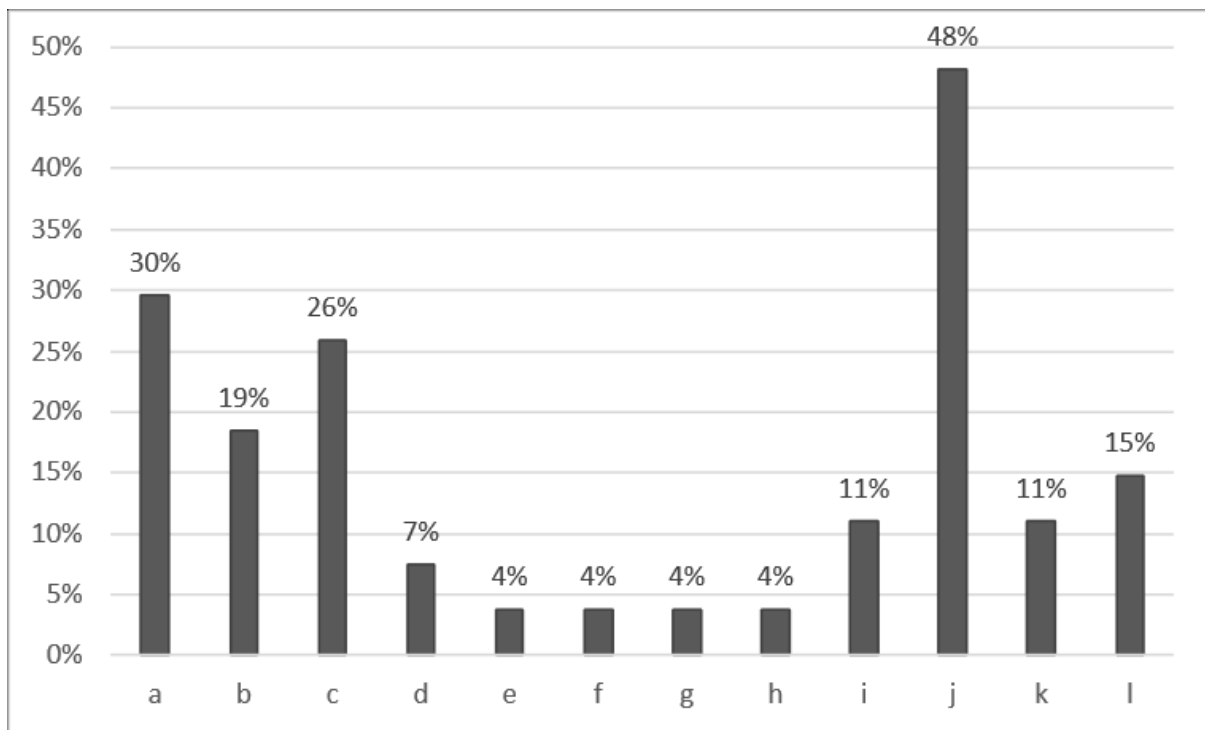
Figure 12: Portion of DOT budget used on system preservation/asset management

commit over 70 percent of their budget to system preservation/asset management, and about 70 percent of DOTs commit over half their budget.

Actions to Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System

The third section of questions is intended to gather information related to the DOTs' current actions including practices, policies, and implementation plans to reduce or eliminate institutional, systemic, or historical inequities in the transportation system.

Among the 27 responding DOTs, almost half (48%) of them used an ADA transition plan for barrier removal to reduce or eliminate institutional, systemic, or historical inequities in transportation funding. The second most common action is creating a task force to investigate/monitor transportation funding equity. Of the ten suggested actions, the least adopted actions by DOTs are formulas for programmatic funding to promote equity in federal discretionary transportation funding, state discretionary transportation funding, and fare/fee structures. While 11% of the DOTs do not take any action to reduce or eliminate institutional, systemic, or historical inequities in transportation funding, 15% of DOTs have taken other actions than those suggested in the survey options. The other actions include the evaluation of equity in funding across the state, partnering with large MPO on studies specific to equity and funding and considering equity as a scoring criterion in program applications like TAP, and CMAQ. Figure 13 provides the percentages of DOTs taking each of the actions.

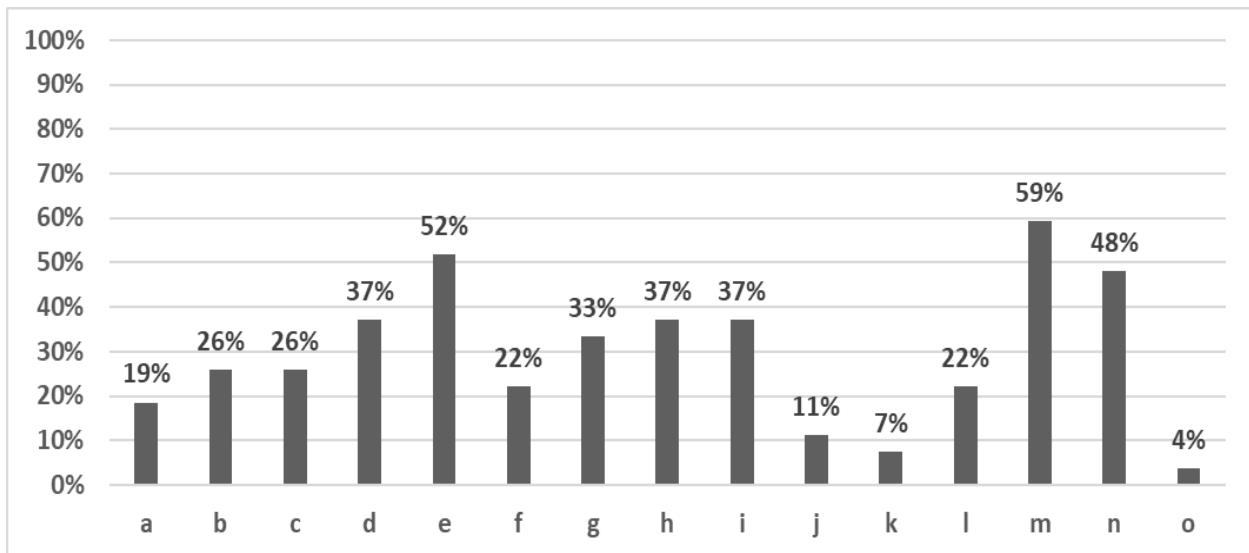


Legend:

- a. Created a task force to investigate/monitor transportation funding equity
- b. Created implementation plans for short-term efforts to reduce and eliminate funding equity problems
- c. Created implementation plans for long-term efforts to reduce and eliminate funding equity problems
- d. Formulas for programmatic funding to promote equity in federal formula transportation funding
- e. Formulas for programmatic funding to promote equity in state formula transportation funding
- g. Formulas for programmatic funding to promote equity in state discretionary transportation funding
- h. Formulas for programmatic funding to promote equity in fare/fee structures
- i. Formulas for programmatic funding based on an evaluation of current access, benefits, and need based on type of transportation (e.g., bike sharing, ridesharing, on-demand transit, etc.)
- j. ADA Transition Plan barrier removal
- k. None
- l. Other

Figure 13: Actions taken by DOTs to reduce or eliminate institutional, systemic, or historical inequities in transportation funding

To reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations, most DOTs (59%) have taken action to ensure transparency and accountability. The other actions often used by DOTs are developing transportation policies/plans



Legend:

- a. Created implementation plans for short-term efforts to reduce and eliminate systemic/institutional equity problems
- b. Created implementation plans for long-term efforts to reduce and eliminate systemic/institutional equity problems

- c. Created a task force to investigate/monitor institutional, systemic, or historical inequities
- d. Created a task force or unit to evaluate current access, benefits, and need based on type of transportation (e.g., bike sharing, ridesharing, on-demand transit, etc.)
- e. Develop transportation policies/plans that support health equity + environmental quality
- f. Prioritize investments in economically distressed regions
- g. Emphasize preservation of all neighborhoods (including low-income) during the planning and placement of new highways and mass public transportation infrastructure and expansion of existing facilities and rights-of-way.
- h. Prioritize motorists, bicyclists, and pedestrians alike, without prioritizing one at the expense of another
- i. Prioritize accommodating travelers with different mobility needs (e.g., individuals with disabilities, individuals with young children)
- j. Alleviating traffic congestion in all parts of town equitably
- k. Ensure multilingual signage
- l. Emphasize accessibility instead of mobility
- m. Ensure transparency and accountability
- n. ADA Transition Plan barrier removal
- o. Other

Figure 14: Actions by DOTs to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations

that support health and environmental quality (52%) and ADA Transition Plans for barrier removal (48%). About a third of the DOTs created a task force or unit to evaluate current access, benefits, and needs based on the type of transportation (37%), prioritizing motorists, bicyclists, and pedestrians alike, without prioritizing one at the expense of another (37%), prioritized accommodating travelers with different mobility needs (37%), and emphasized preservation of all neighborhoods (including low-income) during the planning and placement of new highways and mass public transportation infrastructure and expansion of existing facilities and rights-of-ways (33%). The other actions suggested in the survey are chosen by less than 30% of the DOTs. Figure 14 further illustrates the actions taken by DOTs to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations.

Among the 27 responding DOTs, 12 DOTs (44%) prioritize investments in underserved communities or economically distressed regions. Seven DOTs assess equity program success. The next two questions are follow-up questions for the DOTs who assess their equity program success. Of these seven DOTs, four of them use performance measures to assess the success of the equity program, including efforts to reduce or eliminate institutional, systemic, or historical inequities in transportation funding. And three of the DOTs adopt unsolicited user praise and complaints for the assessment. Two or fewer DOTs adopted the remaining assessment strategies; these included informal feedback from community leaders identified through community building activities (29%), intentional and regular user-based interviews, and focus groups (29%), and intentional and regular community leader-based interviews and focus groups (14%). About 29% of the DOTs identify other measures they take, which include either assessing outcome reports from the awarded projects or not being able to finish the goals due to over population and COVID. Figure 15 illustrates various DOT approaches to assess equity program success.

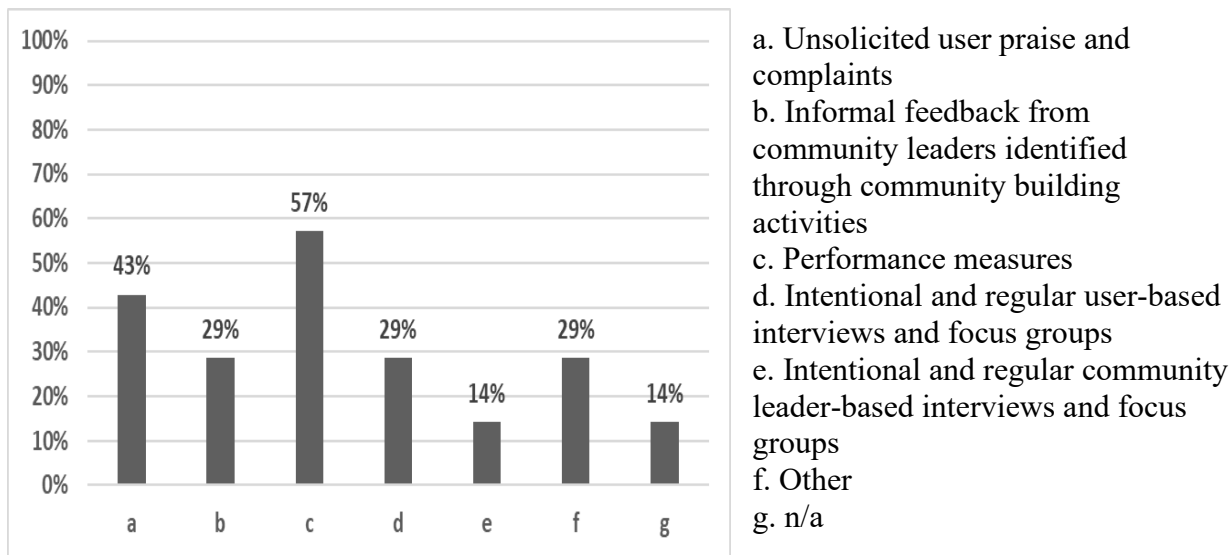
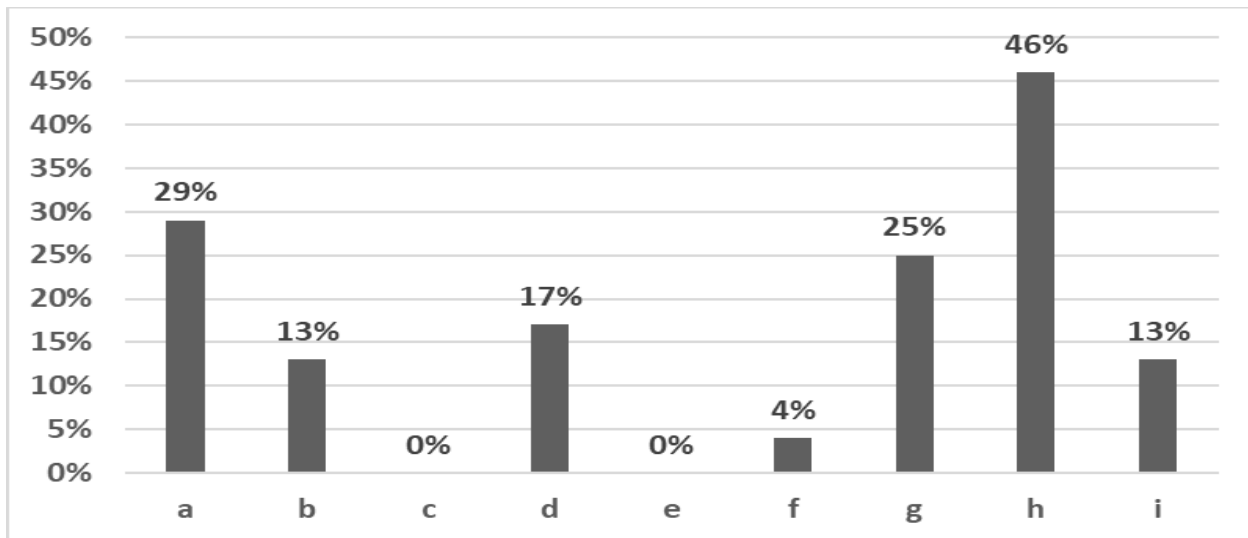


Figure 15: Methods to assess the success of DOT equity programs, including efforts to reduce or eliminate institutional, systemic, or historical inequities in transportation funding

The seven DOTs which assess the equity program success have different frequencies of reviewing or evaluating ranging from 0-5 years. Two of the seven DOTs perform this assessment irregularly.

Some of the remaining survey questions have fewer responding DOTs because a few DOTs did not complete all of the survey questions. Thirteen DOTs of the twenty-four responding DOTs have adopted some performance measures to reduce or eliminate institutional, systemic, or historical inequities in the transportation system and/or transportation funding. The performance measures from the survey are chosen by less than 30% of the DOTs. Improved access to opportunities (e.g., healthcare, education, employment, and food) for protected classes and underserved populations and improved safety outcomes for underserved populations and protected classes are the most often adopted performance measures. One DOT adopted improved travel times for underserved populations and protected classes as a performance measure. Thirteen percent of DOTs are either not sure about the performance measures or they are still in development, one of the other performance measures adopted by DOT is ‘public trust and confidence by demographic segment’. Figure 16 illustrates the percentage of performance measures adopted by DOTs.

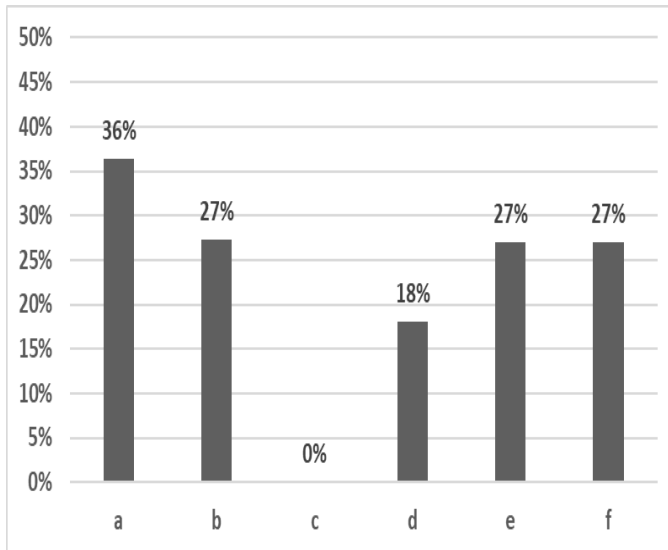


Legend:

- a. Improved access to opportunities (e.g., healthcare, education, employment, and food) for protected classes and underserved populations
- b. Improved transportation system affordability for protected classes and underserved populations
- c. Improved system use rates for protected classes
- d. Fewer complaints
- e. Improved cost recovery for systems serving protected classes
- f. Improved travel times for underserved populations and protected classes
- g. Improved safety outcomes for underserved populations and protected classes
- h. None
- i. Other

Figure 16: Performance measures adopted to reduce or eliminate institutional, systemic, or historical inequities in the transportation system and/or transportation funding

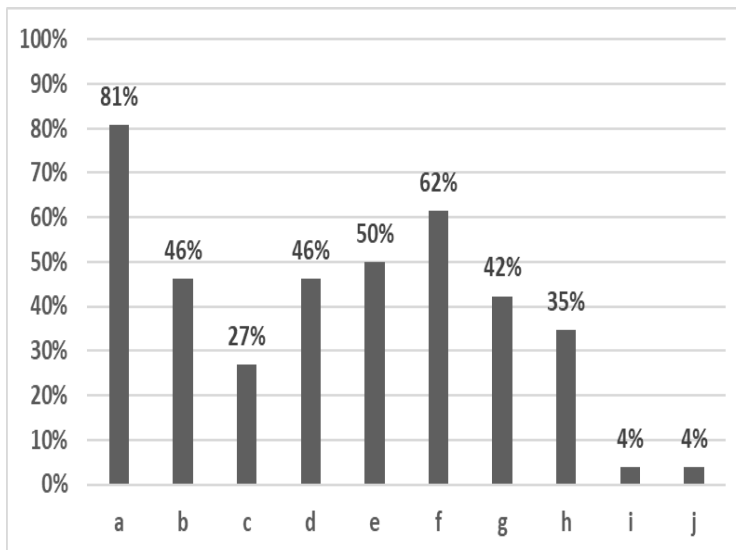
The next question is a follow-up question to the DOTs who have adopted some performance measures to reduce or eliminate institutional, systemic, or historical inequities in the transportation system and/or transportation funding. The question assesses the degree of accountability within the DOT for improving these performance measures or achieving particular equity targets or goals. Funding/resources linked to improvements/meeting targets are chosen by four DOTs (36%), management personnel evaluations linked to improvements/meeting targets (27%), and varying accountability, for example, management may determine and change accountability policies frequently (18%) (Figure 17). While three DOTs have no accountability, three other DOTs chose other than the degrees of accountabilities provided in the survey. The other measures adopted by DOTs are submitting Title VI quarterly reports and adding participation attainment goals (PAT) on projects to encourage contractors to use DBEs through good faith.



- a. Funding/resources linked to improvements/meeting targets
- b. Management personnel evaluations linked to improvements/meeting targets
- c. Limited accountability like failure to improve/meet targets trigger additional mandatory training
- d. Varying accountability, for example management may determine and change accountability policies frequently
- e. None
- f. Other

Figure 17: Accountability to improve performance measures or achieve particular equity targets or goals

Twenty-one out of 26 DOTs (81%) face challenges regarding state resources like staffing, funding, and turnover in implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding. Sixty-two percent of DOTs face challenges due to lack of data and 50% of DOTs due to lack of awareness. While one DOT does not face any such challenges, three DOTs chose other challenges like lack of upper management support and demographics. Figure 18 further illustrates the challenges faced by DOTs.



- a. State resources (staffing, funding, turnover, etc.)
- b. Local resources (staffing, funding, turnover, etc.)
- c. External institutional constraints
- d. Distribution of economic resources
- e. Lack of awareness
- f. Lack of data
- g. Lack of training
- h. Lack of institutional vision/program
- i. None
- j. Other

Figure 18: Challenges in implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding

For the factors supporting the implementation of successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding, 26 DOTs responded (Figure 19). More than half of the DOTs identified strong leadership support (65%) as a critical factor. Many DOTs noted the importance of effective institutional vision/program (46%), state resources (e.g., staffing, funding, turnover) (38%), and data availability (35%) for supporting the implementation of successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding. Some agencies found that effective training (27%), distribution of economic resources (23%), and local resources (e.g., staffing, funding, turnover) (19%), supported successful actions.

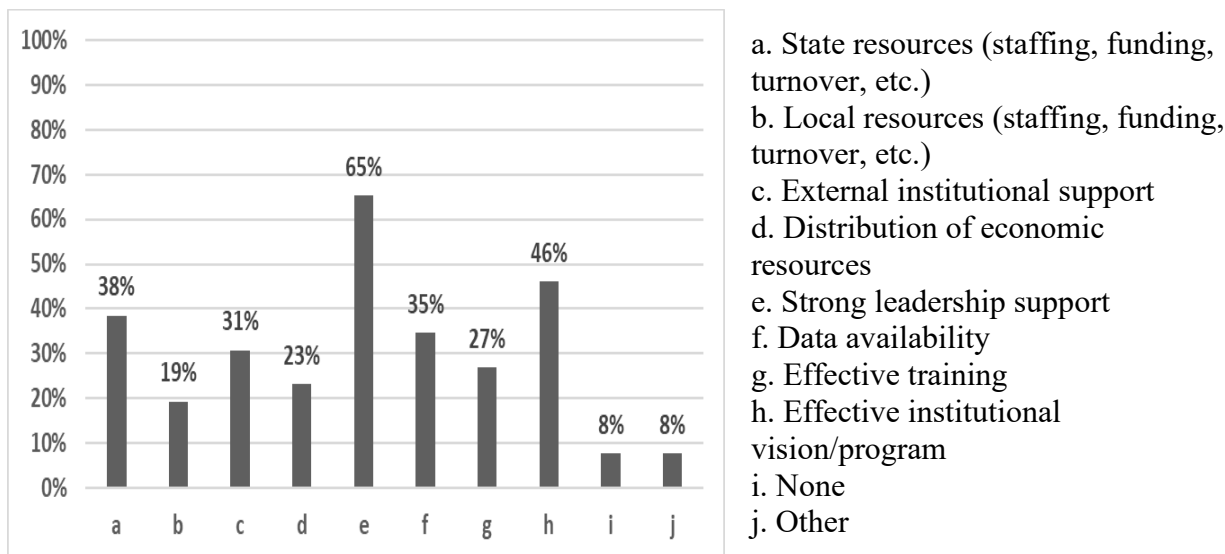


Figure 19: Factors supporting the implementation of successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding

Community Engagement and Communications

Questions in the fourth section are intended to gather information related to the DOTs' current community engagement and communications related to transparency and equity in transportation funding.

Out of the 25 responding DOTs, most (92%) of the states placed the responsibility for communicating with and engaging underserved populations and protected classes on planning and/or programming staff. More than 75% of the responding states indicated that the environmental services, civil rights staff, and communications and/or public engagement staff also shared this responsibility. However, many offices have limited responsibility for communicating with and engaging underserved populations and protected classes; these include finance (0%), risk management (4%), funding (4%), administration (16%), asset management (20%), and research (20%). The outcomes are further illustrated in Figure 20.

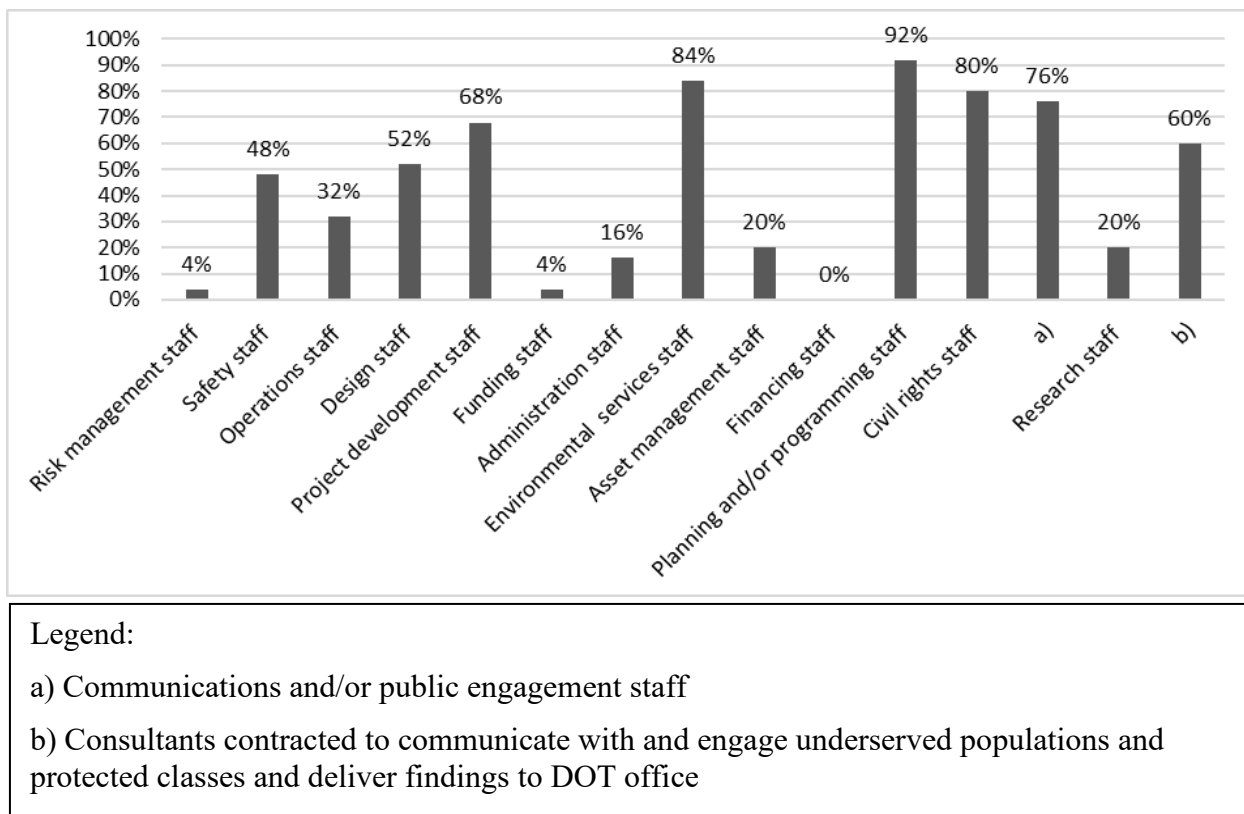
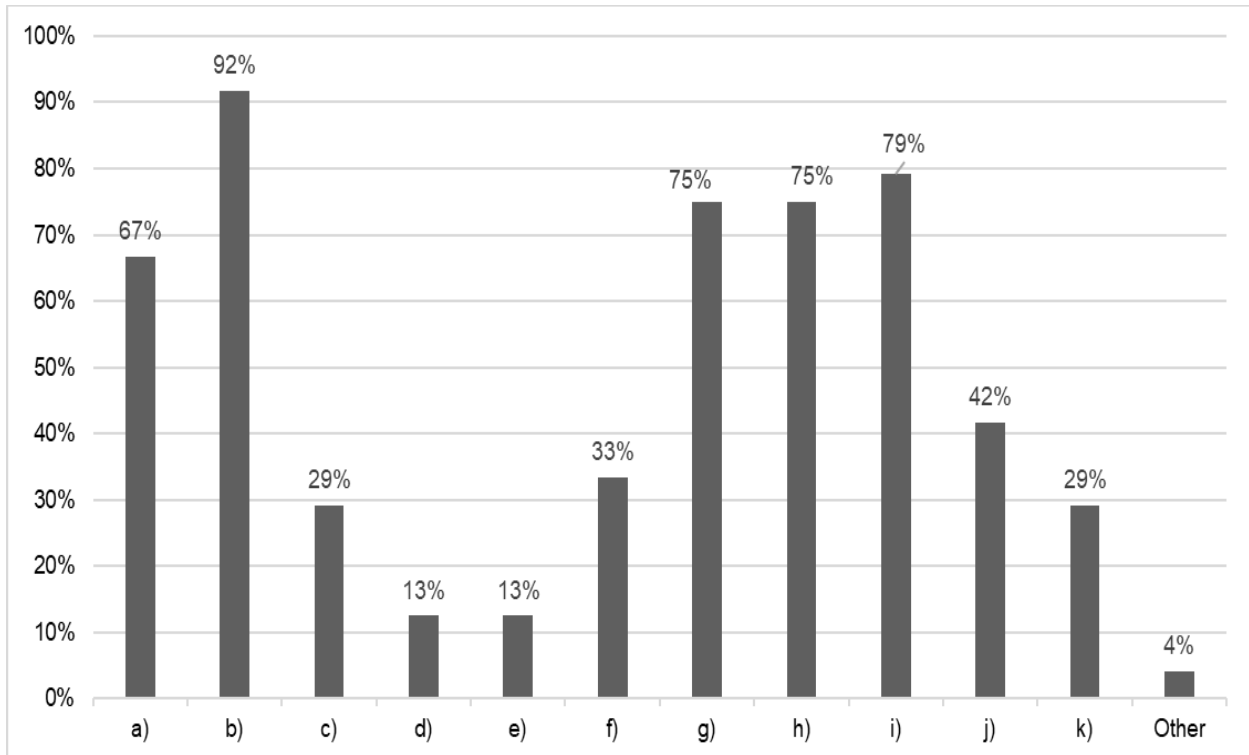


Figure 20: DOT offices responsible for communication with under deserved populations and protected classes.

Although the majority (75%) indicated their DOT developed community-based partnerships with underserved groups, a quarter of the responding DOTs do not. Most (88%) of the DOTs responded that they communicate their goals and priorities related to equity in transportation to the tribes and MPO/RPOs involved in transportation planning and funding.

Out of 24 responding DOTs on what methods they use to ensure that the capital and operational project selection process(es) is/are transparent to the public, 92% of the DOTs chose the selected projects listed on the DOT website (Figure 21). While 79% of the DOTs said that the virtual meetings that present the selected projects are open to the public, 75 % of the DOTs selected proactive engagement with community leaders and in-person meetings that present the selected projects to the public. In one instance, Massachusetts selected other, and stated that their DOT uses their public website (with interactive GIS including all project details). Massachusetts also holds a public comment period for their call for projects and 5-year transportation plan. Limited DOTs include lists of all projects considered (29%), their criteria scores (13%), their criteria data (13%), and the criteria methods (33%) on the DOT website to ensure transparency. A few DOTs ensure transparency with community-building through community partners with residents (42%) and local residents from vulnerable populations and underserved communities (29%).

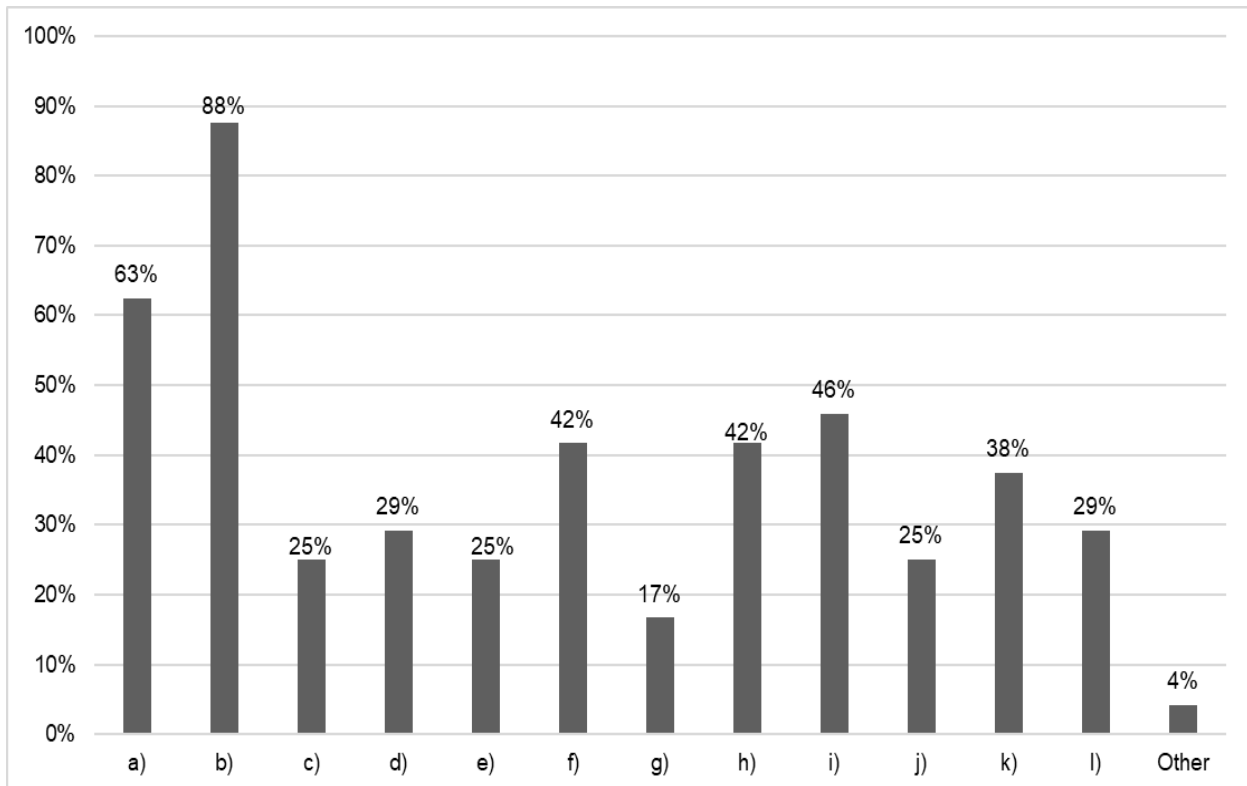


Legend:

- a) Process for project selection is provided on DOT website
- b) Selected projects listed on DOT website
- c) All projects considered listed on DOT website
- d) All projects' criteria scores listed on DOT website
- e) All project criteria data provided on DOT website
- f) All project criteria methods provided on DOT website
- g) Proactive engagement with community leaders
- h) In-person meetings that present the selected projects to the public
- i) Virtual meetings that present the selected projects to the public
- j) Community-building through community partners with local residents
- k) Community-building through community partners with local residents from vulnerable populations and underserved communities

Figure 21: Methods used to create transparency with the public in regard to the capital and operational project selection process(es)

Many DOTs list projects selected for implementation (88%) and project selection process (63%) on their DOT website to ensure the capital and operational project selection process is transparent to the tribes, MPO/RPOs, and other agencies involved in transportation planning and funding. Less than half of the responding DOTs use the other strategies described in Figure 22.



Legend:

- a) Process for project selection is provided on DOT website
- b) DOT lists projects selected for implementation on DOT website
- c) All projects considered for implementation listed on DOT website when they are submitted
- d) All projects' criteria scores listed on DOT website
- e) All projects' criteria data provided on DOT website
- f) All projects' criteria methods provided on DOT website
- h) Project criteria scores provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state
- i) Project criteria data provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state
- j) Training provided to Tribal, MPO/RPO, and other agency personnel in the project selection process
- k) Tribal, MPO/RPO, and other agency personnel included in the decision-making meetings for project selection
- l) Tribal, MPO/RPO, and other agency personnel included and vote in the decision-making meetings for project selection

Figure 22: Methods used for maintaining transparency when selecting capital and operational project(s).

More than half of the 23 responding DOTs (Figure 23) use many different strategies to communicate with underserved communities; these include e-mail campaigns (57%), website updates (96%), public meetings (100%), engagement with community organizations (83%) and disseminating information in multiple languages (74%).

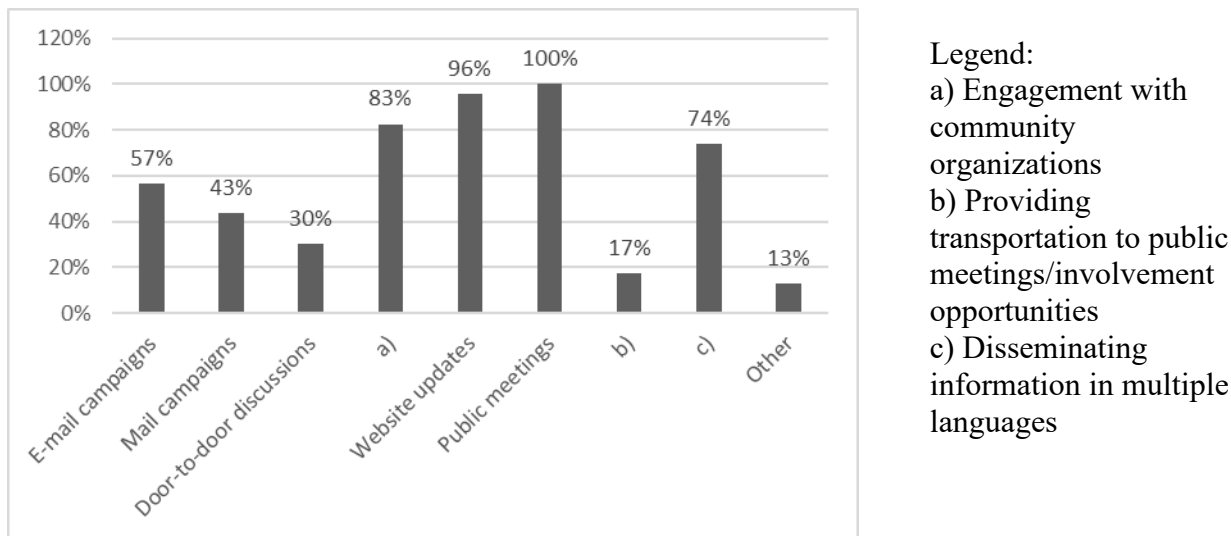


Figure 23: How DOTs communicate with underserved groups.

Professional Development and Training in Equity

The last series of questions focus on your DOT’s efforts to provide professional development and training in equity.

Almost half (52%) of the 23 responding DOTs provide internal training in transportation equity. The 12 DOTs which provide internal training in transportation equity were asked to provide links for the types of internal training provided. There were many DOTs that provided links and statements to provide further information about how their DOT provided internal training in transportation equity. Through the given information, training is given through an Equity in Transportation Seminar (Michigan), FHWA training (Arkansas), and ADA and Title VI training (Indiana).

The twelve DOTs were further asked to indicate their DOT office(s) which currently receive professional development and training in transportation equity. Staff from environmental services, civil rights, communications and/or public engagement, and planning and/or programming received transportation equity training from thirty-nine percent of all participating DOTs or 75% of the DOTs offering transportation equity training (Figure 24). The rest of the DOT offices received equity specific training in 30% or less of the total responding DOTs. Some of all responding DOTs (22%) or 42% of DOTs with training provided transportation equity training to administration, asset management and design staff. Thirteen percent of the total responding DOTs provide training in transportation equity to tribes and MPO/RPOs involved in transportation planning and funding within their state.

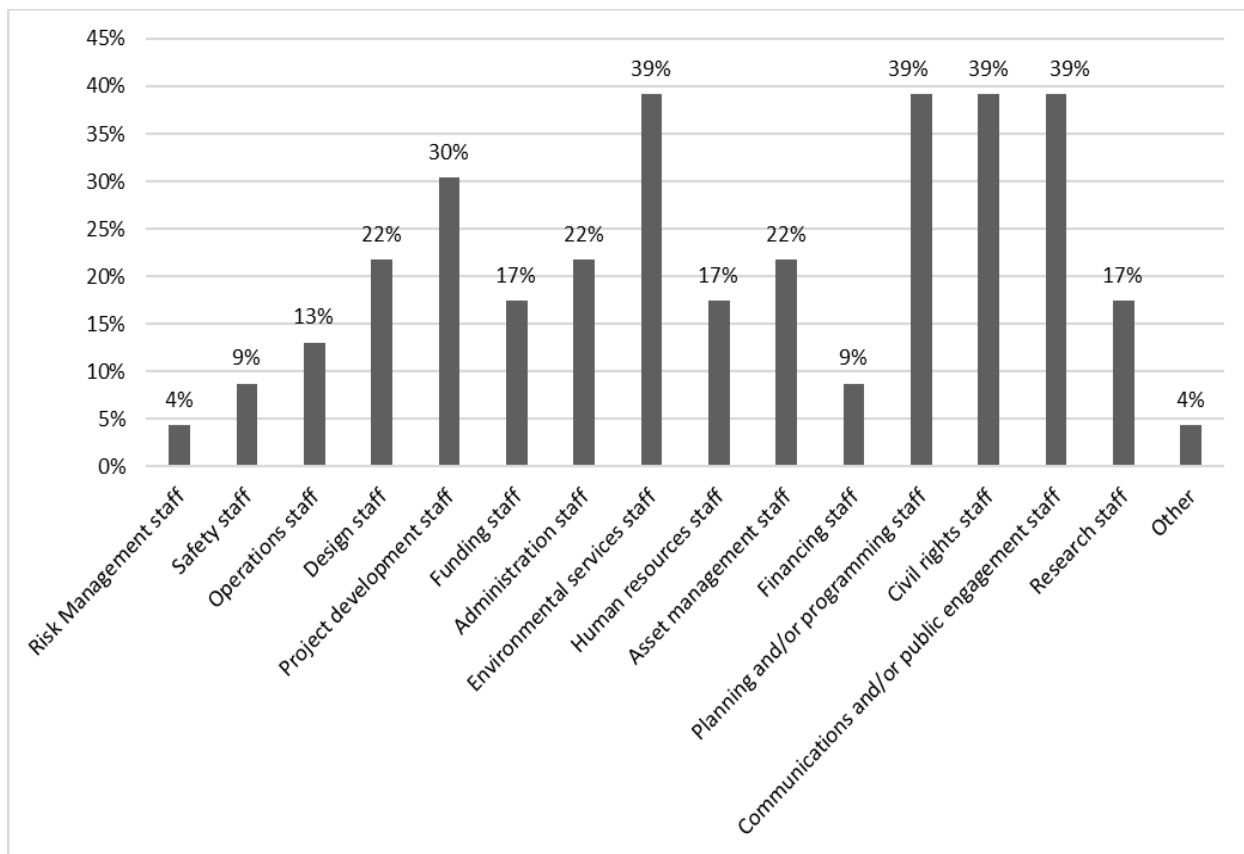


Figure 24: Office(s) who receive training and professional development in transportation equity

SUMMARY

The survey questions and outcomes are organized into the five general topic areas: (1) Definitions of Equity in Transportation; (2) Plans and Methods to Improve Equity in Transportation; (3) Actions to Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System; (4) Community Engagement and Communications; and (5) Professional Development and Training in Transportation Equity. A total of 27 DOTs responded to the survey leaving a 53% response rate. As previously noted, the reported practices of the responding DOTs compared with the likely practices of the non-participating DOTs bias the overall reported results towards higher levels of equity-related activities rather than the actual level of activity across all DOTs.

- Twelve DOTs have existing definitions of equity in transportation. While 83% of the existing DOT definitions of transportation equity address environmental justice legal requirements, 50% of them include urban vs rural dimensions. Race, income, and ethnicity were included in the majority of these definitions.
- Most DOTs use staff from planning and programming (93%), civil rights (89%), and environmental affairs (85%) to evaluate the equity in transportation decision-making.
- With the limited similarities of the DOT practices to achieve equity in capital and operational projects and policies, developing transportation policies/plans that support health equity and environmental equality is the most adopted DOT practice.

- While 96% of the DOTs use safety performance measures to evaluate the inclusion of projects within STIP, only 42% of the DOTs (11 DOTs) use equity performance measures.
- The most common (59%) action taken by DOTs to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations is by ensuring transparency and accountability.
- However, 21 out of 26 DOTs (81%) face challenges regarding state resources like staffing, funding, and turnover in implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding.
- Community-based partnerships with underserved groups were developed by 75% of the DOTs.
- The most common ways of communicating with underserved communities are public meetings, website updates, and engagement with community organizations. Twelve DOTs (52%) provide internal training in transportation equity of which 39% of them provide professional training to staff of environmental services, Civil Rights, Communications and/or public engagement and planning and/or programming.

Chapter 4

CASE EXAMPLES OF PRACTICES TO PROMOTE EQUITY IN TRANSPORTATION FUNDING

Introduction

The information in the following sections was derived from detailed interviews with individuals of five states selected as case examples (Arizona, California, Georgia, Maine, and Minnesota) except for Arizona that provided the information for their case example by responding to the interview questions in writing. This chapter addresses the following four topic areas with each agency: (1) actions to promote equity in transportation funding and reduce institutional, systemic, or historical inequities in the transportation system, (2) community engagement and communication to support transparency and equity, (3) training strategies and efforts to evaluate equity-driven activity success, and (4) challenges, opportunities and lessons learned in addressing systemic/institutional equity.

The states selected to serve as case examples considered numerous criteria. All of the case examples focused on states that indicated an emphasis on strong public participation through the literature review or the survey. Based on the literature review and survey, the case examples provided examples of DOTs at different stages in the development of training (voluntary and compulsory) related to a range of actions to address equity in transportation and transportation funding. In addition, the research team aimed to cover diverse geographic locations including different population densities. Ultimately, this resulted in a group of states with a range of strategies and practices for promoting equity in transportation funding.

Arizona DOT

Actions to Promote Equity in Transportation Funding and Reduce Institutional, Systemic, or Historical Inequities in the Transportation System

Arizona DOT (ADOT) identified that DEI [Diversity, Equity, & Inclusivity program] and its incorporation into leadership discussions is the most effective strategy in reducing or eliminating institutional and systemic inequalities. In addition, compliance with Environmental Justice in project planning and development has added a level of success. ADOT's Environmental Justice team uses a virtual self-identification survey along with other methods to measure equity in public involvement, which ultimately supports achieving equity. For performance measures, ADOT uses several factors such as income, accessibility, location, time, and population to identify disadvantaged groups and eliminate or mitigate the gaps that prevent equity in public meetings.

Community Engagement and Communication to Support Transparency and Equity

- ADOT publishes news releases online and in newspapers to communicate the role of public engagement throughout the organization. The ADOT Public Involvement Plan

(<https://azdot.gov/sites/default/files/2019/05/adot-public-involvement-plan.pdf>) is included in the planning processes for ADOT Communications and Civil Rights, as well as each individual workgroup and division to collect public data and organize public involvement meetings.

ADOT holds training sessions conducted by ADOT Communications to develop community-based partnerships with underserved groups. At the request of four tribes in Arizona, ADOT established formal tribal-state-federal transportation partnerships that are designed to help address transportation issues and needs faced by the tribes in relation to the state highway system and to a certain extent tribal transportation systems. These partnerships were initiated and developed through the support of a 2004 executive order issued by the state governor. The tribes involved in these partnerships include the Navajo Nation, Hopi Tribe, San Carlos Apache Tribe, and White Mountain Apache Tribe. Information on the development of these partnerships is available at the following website link: <http://aztribaltransportation.org/tribal-partnerships.asp>.



Figure 25. Screenshot of Arizona Tribal Transportation Website

In addition, ADOT also partnered with the Inter-Tribal Council of Arizona (ITCA) to enter a contract that provides the ITCA transportation technical assistance and supports a forum titled the ITCA Transportation Working Group. The working group is an effective forum to communicate and disseminate state and federal transportation information and to discuss/receive feedback from tribal transportation officials (see: <https://itcaonline.com/programs/community-development/transportation/>).

Details on the following items can be found below:

- ADOT Tribal Consultation Policy: <http://aztribaltransportation.org/PDF/ADOT-MGT-16-01-Tribal-Consultation.pdf>
- ADOT Tribal Consultation Annual Report: <http://www.aztribaltransportation.org/PDF/FY21-ADOT-Annual-Tribal-Consultation-Report-10012020.pdf>

- ADOT SPR 718 Research Study - The Role of Tribes in Arizona Transportation
- Decision-making:
https://apps.azdot.gov/ADOTLibrary/publications/project_reports/pdf/SPR718.pdf

Training Strategies and Efforts to Evaluate Equity-Driven Activity Success

All ADOT staff are required to take Title VI training on an annual basis. ADOT addresses its responsibilities of nondiscrimination in the transportation decision-making process through the implementation of its FHWA Title VI Program Plan.

<https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi>

Even though ADOT does not specifically have a Tribal Transportation Equity Training Program, ADOT has developed training for the purpose of internally educating its departmental personnel on the importance of addressing consultation requirements and carrying out opportunities for tribal participation in various ADOT programs and processes which incorporate transportation equity considerations. This training is referred to as the “ADOT Tribal Transportation Consultation Online Training Course for ADOT Personnel” (see <http://aztribaltransportation.org/training.asp>). It contains five modules detailing tribal demographics, federal-tribal relations, state-tribal relations, effective tribal consultation, and coordination practices (as utilized throughout the ADOT project development process), and ADOT tribal coordination with tribal-focused organizations.

The development of this training is supported and based upon the following:

- 22 federally recognized tribal governments with federal trust status reservation land are located within Arizona
- 28% of the state’s land base is under the jurisdictions of the tribal governments
- 1,235 miles of the State Highway System traverse tribal land
- 12 tribal airports and 7 tribal transit systems operate within Arizona
- ADOT established a Department-Wide Tribal Government/Native Nation Consultation Policy that guides ADOT in its working relationships with the tribes
- Arizona Revised Statute Section 41-2051(C) Responsibilities of State Agencies was established to assist and support government-to-government relations between the tribes and state agencies within the state boundaries.

In order to assist with carrying out its tribal consultation and outreach processes, the ADOT Multimodal Planning Division (MPD) established a Tribal Planning and Coordination Program utilizing USDOT-FHWA Statewide Planning and Research funding. This ongoing program supports two tribal planning program manager/tribal liaison positions. The individuals in those positions work with other departmental personnel to ensure that tribal governments and tribal community members are given the opportunity to provide input into ADOT’s decision-making

processes involving the planning, programming, design, construction, operation, and maintenance of transportation improvement projects, facilities, and services.

In regard to transportation planning, the tribal governments are invited and encouraged to request consultation sessions during ADOT's statewide and regional planning study processes. Also, tribal community members are invited to attend and participate in the study project's public involvement meetings and other outreach opportunities. With the oversight of ADOT's Civil Rights Office, ADOT-MPD regional and tribal planners/liasons work to ensure the components of Title VI, Environmental Justice, and Nondiscrimination are carried out within the planning process and that any related input received is taken into consideration. Under ADOT's transportation programming processes tribal governments and community members are encouraged to participate in the statewide transportation improvement program and five-year transportation construction program development processes. Tribal attendance and public comment at State Transportation Board meetings are monitored for consideration of follow-up action by ADOT. More recently Board meetings have been conducted in tribal communities to accommodate participation by tribal officials and community members.

To date, there has been no pushback in establishing and implementing the ADOT planning and coordination program or ADOT's tribal-related training course. A few minor challenges regarding training exist. ADOT must continuously ensure through training that ADOT personnel are aware of the importance of addressing tribal transportation equity in its programs and processes, and ADOT must consider the personnel attrition factor and the resulting need to educate newly hired employees who do not have experience in state-tribal working relations.

California DOT (Caltrans)

Actions to Promote Equity in Transportation Funding and Reduce Institutional, Systemic, or Historical Inequities in the Transportation System

Background/Evolution

The California Department of Transportation (Caltrans) has been engaged within the equity space for a lot longer than most other DOTs and benefits from key leadership discussions occurring at least as early as 2016. Even before formal leadership discussions, this leadership has provided space for management teams and even downline teams to center equity in their work. In the division of Transportation Planning, Caltrans had a senior level management position dedicated to federal planning grants, but after those federal dollars dried up in the 2000s that position transitioned to transportation equity management. Over a decade ago, this position began looking at different programs for language and emphasis, geared toward building out equitable outcomes. This early work connected well with other actions happening in the State of California.

The State of California started looking more intently into the climate crisis and created the California Climate Investments program that worked with different community organizations across the state to define what disadvantaged communities meant. The California Climate Investments program also enacted legislation that created other key equity-related definitions like direct and meaningful benefit towards disadvantaged communities, and a more holistic term called priority population. In 2014, two interagency transit programs (Transit and Intercity Rail Capital

and Low Carbon Transit Operations) required coordination between Caltrans and the California Air Resources Board. Through these programs, the department needed to verify their funding directed meaningful benefits towards disadvantaged communities and priority populations outlined by SB535AB1550 (<https://dot.ca.gov/programs/rail-and-mass-transportation/priority-populations-and-disadvantaged-communities>). The emergence of legislation directing transportation investments to deliver meaningful benefit for disadvantaged communities required Caltrans to adapt its practices to meet these requirements.

As Caltrans management started working on this effort to meet legislative intent for these programs, Caltrans middle management could match legislative intent to other programs to work towards equitable outcomes. Middle management launched this effort without any specific directives from the top of the agency. As part of trying to meet these new expectations, a strategic effort emerged within the Caltrans sustainability group called the Director's Office of Sustainability that brought on Caltrans team members more in line with active transportation or people centered transportation, partnered with other agencies connected to meeting the legislative intent from the California Climate Investments program, and partnered with the Governmental Alliance on Race and Equity. This large consortium formed a capital cohort with about a dozen state agencies to initiate an unlearning/learning year. Participation in the capital cohort required executive leadership approval and commitment to partner in the equity space. This effort involved many personnel throughout Caltrans including middle management and deputy directors, but some very strong support also came from district directors which created a cross dynamic leadership team within the agency to lay the foundation for implementation.

In 2018, the cohort began to transition towards implementation and began work on a race and equity action plan (REAP), but this plan more closely resembles a commitment document rather than an action plan. When Caltrans released the REAP in 2019, they created a manager position in the Office of Stainability to lead the effort to deliver the REAP and coordinate with the Executive Board. The Executive Board includes the director, deputy director, all of the district directors and the Division Chiefs within headquarters. The Executive Board needed to present their equity efforts and actions connected to the Caltrans REAP. They positioned these efforts around the four Ps (projects, programs, partnerships, and planet) and collaborations throughout the department. The actions connected to the REAP led to another opportunity for significant change within Caltrans.

In 2020, outside of the REAP, Caltrans was undertaking an update and revision of their Strategic Management Plan, which provides the overarching vision and mission goals for the department. As part of this effort, they created and implemented equity into a value, a goal and multiple strategic actions separate from the REAP. This action ingrained equity throughout its operational framework, but very specifically in a goal and very specifically connected to strategic actions. This process documented Caltrans' commitments to integrating equity across all facets of Caltrans' work.

This progress brought Caltrans to the arrival of the COVID-19 pandemic. As data from the pandemic began to emerge in California, significant health disparities became prominent, and Caltrans began to consider the intersection of health disparities with transportation. The Caltrans group started to investigate the health disparities and tie equity efforts to the governor's creation of a Healthy California for All Commission (<https://www.chhs.ca.gov/healthycforall/>). Health and transportation directly interlink within the concept of thriving based on access to goods,

services, and economic mobility. George Floyd's murder sparked a very large social awareness of injustice and calls to action from the federal and state governments. As a result, Caltrans decided to double down on their commitment to equity established over the previous years. This culminated in the creation of the Caltrans Office of Race and Equity.

Emerging Actions

The new office led implementing and updating the REAP and establish a plan for making continuous progress towards the strategic goals around equity. The office focused on dismantling some inequities and undertaking three years of internal unlearning for the whole department. The Office of Race and Equity kept learning and getting more resources from outside, but it also looked at the intersectionality of structural racism within the transportation space. This included highlighting how redlining played a role in creating injustices, and how the California highway systems were routed through predominantly racialized communities. This strategic effort highlighted the histories of harm and created opportunities to lead some in leadership to the "ah ha" moment when they realized the connection between their field of work and past harm. By carefully developing a solid equity foundation with leadership support, Caltrans seized on a social and political opportunity when it appeared to take a leadership position on prioritizing equity and committing resources towards it.

The unlearning process within the Caltrans organization is on-going and evolving effort grounded in strong leadership commitment. Leadership supported developing a toolkit for understanding race and equity and applying it to transportation. The evolutionary effort that started over seven years ago continues to impact agency commitments, values, and goals. The Office of Race and Equity conducted many consultations with different entities within the department to provide insights on making practices and policies more equitable.

Caltrans is still working at formally incorporating equity metrics into their funding decision making processes, but they set a framework with their equity statements and REAP. They can use the four Ps to help align funding with this framework. Caltrans is also working on policy and decision-making processes to use at a high level for funding, but specific legislative intent may be required to actually implement equity metrics into funding decision-making because of Proposition 209. With legislative intent, like the Infrastructure Investment Jobs Act (IIJA), which calls for Justice 40 or 40% of direct benefit for disadvantaged communities, and the California Climate investments, which require 50% of benefits. Overall, this approach still results in significant investments in disadvantaged communities where almost 90% of the investments are direct and meaningful, meaning they may be within a disadvantaged community with a benefit of at least 70%.

Caltrans is working on an equity index, which is like a transportation equity screening tool, as a more holistic and larger approach for the decision-making processes. While it is still in its beta version, it may be deployed to evaluate all of the Caltrans programs and projects. The index may be updated annually using multiple data sets to create a score to identify transportation equity-based communities. The index may help Caltrans more intentionally target these communities to examine the benefits and burdens. Caltrans anticipates launching the equity index within the next year.

Community Engagement and Communication to Support Transparency and Equity

For Caltrans, leadership demonstrates its commitment to meaningful community engagement by listening to priority communities. Caltrans is participating in statewide Interagency Transportation Equity Listening Sessions with the California Transportation Commission and the California Transportation State Agency. The executive leadership from these agencies is listening to communities throughout the state. These sessions will generate a report in fall 2022 with recommendations on connecting with the community on a regular basis and strategies for responding to the needs of the communities. Caltrans may need to change practices and procedures, or the Interagency Equity Advisory Committee could work to streamline some of the equity efforts across agencies. Other potential strategies include reviewing programs and projects and recommending an overarching policy within equity, determining different funding mechanisms for a community, or evaluating the equity index. The listening sessions provide the management teams with recommendations to further make equitable benefits and reduce the burden on marginalized communities.

Caltrans is trying to bring equitable engagement into all phases of its work. They recognize that this is a big change for some groups within Caltrans who have never done engagement. While the department is familiar with disseminating information, they are testing pilots like co-collaborations with communities. One of Caltrans' greatest challenges is making sure they correctly identify that they need to engage based on communities not traditionally at the table and identifying the most effective methods for reaching them. Caltrans plans to use community liaisons to help with this by making sure to establish on-going connections with communities. The listening session provides a framework for the liaisons to identify trusted community organizations for further discussion. These partnerships seem necessary to start building trust. Caltrans recognizes an opportunity to co-build a model of engagement for program project delivery and for investments.

Caltrans is trying to empower districts to develop their own equitable engagement strategies that align well with the communities that they serve. Some districts have designated equity leads, others conduct listening sessions within their regions, and others focus on health-related efforts and outcomes. The district level empowerment allows the departments to organically engage communities, but districts may not be able to effectively distribute equity roles across the staff. In some cases, all of the equity roles are concentrated into a single position, but this leads to some discrepancies in roles and responsibilities between districts. Caltrans supports this approach to resolve inequities in a timely manner.

The Office of Race and Equity has a group that is responsible for training and education and is providing resources for equitable engagement and community liaisons. This office provides content links for current technical resources. They also conduct monthly district equity lead meetings, which emphasize positive work occurring in one of the districts and sharing new resources. Each district also has an equity working group to share out content as well. The districts need to be accountable for their effort at community engagement, but partnerships with health groups may help create a more holistic approach to equitable engagement.

The training and education try to support all Caltrans staff to take responsibility for equity work. Sometimes, training resources alone may be insufficient because many people may be uncomfortable claiming sufficient expertise to implement the technical resources delivered in the training and may need an apprenticeship and mentor-mentee relationship to help them through the

process. Regardless, equity does not always require new job roles in many cases, equity only requires staff to consider the impacts more clearly on people and communities associated with their work tasks. The resources try to convey the importance of these subtle shifts in perspectives to achieve greater equity.

Caltrans also has a strategic engagement structure in place. The strategic engagement requires a partnership across leadership teams including the EEO Assistant Deputy Director, the Deputy Director of Civil Rights, the Deputy Director of Planning and Modal, and the Deputy Director of Caltrans that meets monthly to discuss equity efforts. The Office of Race and Equity and EEO require a more formalized partnership to coordinate external and internal equity efforts.

Part of this coordination involves training and resources. The EEO Office trains its district EEO personnel and some of them may share equity workforce development or training and partner with HR to evaluate the demographics of hiring practices and develop outreach and engagement strategies for improvement. EEO is also working on implicit bias training that will likely switch from optional to mandatory. The Office of Race and Equity partnered with Equity Engagement and Health group inside the Office of Planning and Modal to develop training for equitable engagement. This training includes a toolkit and a workbook. The training is currently moving into a train the trainer strategy to broaden the impact of the training. Ideally, a district will be able to offer these trainings to units throughout their organization including engineering and project delivery. The next phase will be creating self-directed training personnel throughout the department. Coordination of training can provide more effective learning opportunities for Caltrans staff.

Training Strategies and Efforts to Evaluate Equity-Driven Activity Success

When Caltrans launched the initial REAP, it delivered resources to different divisions and districts to support equity discussions and learning. The Director's Office launched large town hall-like webinars devoted to equity intended to talk about race and identity; the webinars often included bringing in different management to talk about their experiences as maybe a racialized person within Caltrans, key race and equity or mobility justice advocates to provide discussions or talk with the director. The agency also created a list of resources for the library like learning opportunity books connected to race and transportation or mobility. Caltrans also created a glossary of race and equity terms with hundreds of links to terminology that may not be ingrained in Caltrans vernacular or used within typical workspaces. At the same time, EEO developed its own training to advance internally especially connected to upward mobility within Caltrans institution and sharing out resource, launched historic heritage months that all tie back to equity.

Caltrans tries to engage in partnerships with other transportation agencies to learn more about equity strategies and training approaches. Caltrans is observing that the smaller transportation agencies are recommending projects that are more equity driven and more equity aligned than in the past. The Caltrans equity statement encourages other agencies to consider equity because Caltrans is changing their project review and requiring elements discussing community needs. Some larger urbanized MPOs that have created their own equity like prioritization documents. The MTC in the Bay Area has their own way of identifying priority projects. SANDAG has created an equity bench where they are able to do a very large RFP for their regional plan and have community members from this bench of organizations with a justice equity mindset provide

recommendations for their regional plan. Caltrans and the four big MPOs share best practices every other month.

Caltrans does not use a single equity metric to assess the success of their equity related activities and actions because equity metrics are very hard to create and define. Caltrans currently has several different research projects on equity metrics and different working groups on equity metrics but creating a single box for measuring equity does not make sense. Since measuring transportation equity is so difficult, the importance of community engagement increases. If Caltrans documents its methods for engaging different communities, it can try to evaluate the effectiveness of the engagement by evaluating where public information and feedback originate. Caltrans is targeting the creation of metrics that help them measure community-level benefits and burdens more effectively so that they can develop and assess mitigation strategies for burdens. In all cases, Caltrans wants to encourage sufficient flexibility to adapt metrics of success to local contexts.

Challenges, Opportunities and Lessons Learned in Addressing Systemic/Institutional Equity

Opportunities

Caltrans benefits from a high executive committed to equitable changes. They also recognize that change takes time and Caltrans' earlier consideration of equity has helped elevate their ability to respond to changing political and social environments. At the time of the Office of Race and Equity's creation, a deputy director championed the creation of the office and assigning sufficient personnel to the new office.

Challenges

Proposition 209 in California prohibits state agencies from specifically prioritizing one group over another. When considering race and equity, investments become more challenging. For example, after determining inequities specific to black, brown, and indigenous communities based on data analysis, Caltrans may not officially target investments in these communities with state or federal funding. Proposition 209 also prohibits Caltrans from developing programs to target specific communities; therefore, Caltrans must develop creative strategies to develop meaningful benefits for priority populations, but not prioritize the "priority populations."

Resources represent a challenge for districts because they need to find funding to engage and create community liaison positions or designate those tasks or roles within their current staffing. Much of the equity work requires ingraining equity into all facets of the department's work, but in the short-term more resources may need to be committed into equity positions and learning opportunities. Resourcing community engagement faces other challenges.

Ideally, when working with marginalized communities, an agency needs to resource their labor and compensate them for their lived experiences, but state agencies throughout California have great difficulty resourcing engagement work. At this time, no contracting mechanism exists for resourcing the engagement work because an agency cannot sole source with a single entity. At this time, Caltrans relies on consultants to conduct this community engagement because the consultant can pay participants for attending meetings, but the consultant contract often requires six months or more to initiate.

Georgia DOT

Practices, Methods, and Strategies to Promote Equity in Transportation Funding and Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System

To reduce historical inequities, Georgia DOT (GDOT) relies heavily on federal regulations and creates the largest impact through their staff training and communications. Because the requirements are federally driven, the GDOT Equal Employment Opportunity (EEO) Office can emphasize the need for compliance related to the federal dollars at stake rather than be viewed as creating new burdens for department staff. GDOT finds their approaches to federal regulations effective both in terms of internal agency communication and external community impacts. For the external community, compliance with the regulations can positively impact people and industries, which helps GDOT provide benefits to historically marginalized communities. GDOT monitors their activity as it relates to those federal regulations and reports their compliance with them. The reporting provides GDOT an opportunity to evaluate the effectiveness of their training and intradepartmental communications.

GDOT evaluates the success of its equity-related activities and actions using internal and external processes. For programmatic compliance, GDOT relies on its supportive services provider to supply outcome-based data. GDOT tracks the number of work activities that may be subcontracted to disadvantaged business enterprises (DBEs) and have the supported services providers externally verify the work activities and subcontracting progress as anticipated. The EEO Office sets goals for their projects and reviews them every month. By using internal and external processes GDOT evaluates performance from two different perspectives.

Overall, GDOT assesses transportation equity based on transportation investments to ensure the benefits associated with those investments accumulate to DBEs and other entities. When fair shares accumulate to DBEs, GDOT's investments can benefit the populations that have been disadvantaged in the past. GDOT will often conduct project-specific outreach to make sure that GDOT is in alignment with the political forces in that community. GDOT wants to arrive early enough to make local groups aware of the project, the type of anticipated work, and expected expenditures; GDOT can use their supportive service provider to help DBEs get involved in proposing the work they are interested in completing.

GDOT can use performance measures connected to their DBE involvement to evaluate transportation equity. The performance measures include a percentage of investments made in local communities and with DBEs, and the number of entities involved. GDOT also measures investments geographically to link the locations of the projects with the investments. This is a particular concern for GDOT because they need to work particularly hard to identify and include DBEs outside of metro Atlanta. Since the funding element is specific to each project, GDOT sets project-specific goals related to dollar amounts expended with DBEs.

GDOT requires accountability of offices through its internal communications about federal regulations. GDOT also has an EEO officer assigned to each district office to assist with

accountability; organizationally, these district EEO officers report to an assistant administrator for external programs like DBE and a different assistant administrator for internal programs like Title VII, ADA, and Title VI. The EEO officer responds first to the General Office of the GDOT EEO to provide specific direction in terms of both external and internal oversight to those districts and make sure the activities and requirements are consistently applied across all districts. The EEO office establishes internal performance metrics for the district EEO officers to meet and share with their district engineer because the district engineer must understand the equity expectations and plan for conducting civil rights activities to remain in compliance. This intentional investment keeps the General Office and the districts in alignment but allows the districts to also develop their own personalities based on their geography and the communities that they serve.

Community Engagement and Communication to Support Transparency and Equity

GDOT collaboratively communicates the role and importance of public engagement through planning, environmental, and EEO involvement. At the beginning of a project, these offices contribute to the conversation about the communities to engage and the plan/structure of the engagement and ensure that the original engagement plan is occurring throughout the project. This collaboration from the beginning is critical to make sure that the engagement plan considers local context and community impacts and needs. As GDOT adopts the Justice 40 Initiative to make a real positive investment in the community, this early involvement becomes even more important because positive changes and investments cannot occur without meaningful and effective community engagement.

GDOT now seeks to understand their role in making some positive investments in communities while evaluating the impacts associated with each project. For the GDOT EEO office, communication with their colleagues in the department allows them to elevate the importance of the people impacted by the project's work activity, but they do this in the context of following the federally mandated regulations. Using the federal regulations defuses any conflict about the equity practices because following the requirements is necessary to access federal funds. Using this approach, GDOT has seen that the past siloes begin to fade and see other offices throughout the department begin to understand their role as it relates to equity-like fairness in the interview, hiring, and promotion processes. GDOT also understands when to attach DBE goals or other equity-related goals to a particular project. The recent progress by GDOT shows promise for continuing changes in the future.

GDOT uses the regional commissions that exist in certain parts of their state to support the community engagement process because the commissions include politicians, community groups, and civic associations that have this combined interest in the regional economy. These commissions can lay the foundation for engagement by identifying the needs of a community in terms of language, technology, and transportation. For DBE and small businesses, the EEO Office tries to develop and maintain relationships with large industry groups for protected classes like the Georgia Hispanic Contractors Association, Black Constructors Association, African American Airport Concessionaires' Organization, Urban League, and NAACP. GDOT tries to maintain a relationship with them by communicating with those groups on a fairly regular basis, usually quarterly. These relationships create opportunities to quickly identify DBE partners and encourage businesses to consider working with GDOT. GDOT tries to approach equity solutions by looking

at local project level contexts while capitalizing on relationships with larger groups to help engender trust and increased interest.

GDOT finds that developing, maintaining, and nurturing the relationships with the regional commissions, industry groups and other community organizations engenders trust. They have recognized that the department cannot expect strong support within a community without investing in relationship building first. The partners need to want to help because they know and trust the agency will follow through on its commitments. GDOT plans to continue to invest in improving and strengthening their relationships with external partners.

Training Strategies and Efforts to Evaluate Equity-Driven Activity Success

GDOT is currently developing a diversity, equity, and inclusion (DEI) curriculum for the agency. In response to the unrest during the summer of 2020, GDOT recognized that this unrest likely impacted the department and provided an opportunity for GDOT to address DEI concerns within the department. This represented a significant shift from a focus exclusively on federal mandates to helping the department recognize its humanity and responsibilities for the people on its staff and the people that it serves. The workplace needs to nurture and support humanity in the workplace through promotion opportunities and peer groups to make sure people feel heard and have a seat at the table. The training has a goal of fostering a team concept of DEI as a curriculum and as a system of operation within GDOT. GDOT has crafted a scope for their training and its implementation. The training process will launch with a web presence that speaks to DEI. The commissioner will also share a videotaped address with all staff connected to the DEI training. GDOT hopes the training can make the department an agent of change to create a stronger team with good examples of camaraderie and meritocracy.

GDOT communicates the role and importance of transportation equity throughout the department using their policies like Title VI and EEO contract compliance. GDOT also relies on their annual training programs to communicate the importance of transportation equity. For Title VI, GDOT has designated liaison officers for each of the core areas of the department where most of the public interaction occurs. These Title VI liaison officers meet semiannually with the GDOT Title VI Officer to review their activity in terms of consistency and equity in engagement. These core areas include construction, engineering, environmental, planning, right of way, bridge design, and training.

Challenges, Opportunities and Lessons Learned in Addressing Systemic/Institutional Equity

The GDOT commissioner is a strong champion to support the EEO office's efforts to achieve equity and provides guidance and support in all of their equity activities. This support has improved communications between the EEO Office and other units within the department because the commissioner can translate language from civil rights to engineering. As a result, civil rights have become much less siloed within the department and is considered a much more integral part of the department's core values and methodologies. As the deputy also develops the same support, the importance of civil rights and equity is permeating into the hierarchy of the department. Light bulb moments are occurring more frequently where department personnel recognize opportunities

for equity goals and activities. Through its existing practices and internal support, GDOT is well positioned to support the Wealth Creation and Intervention actions discussed in the USDOT Equity Action Plan, January 2022.

GDOT's new DEI training represents a significant opportunity for encouraging future actions and change. GDOT hopes to be able to experiment with curriculum and procedures internally to determine what works and what does not work as well. They hope to share their findings with other DOTs and other agencies within the state.

MaineDOT

Practices, Methods, and Strategies to Promote Equity in Transportation Funding and Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System

The strategies and techniques under development by MaineDOT present some examples of initial steps towards addressing equity. As a rural state, MaineDOT faces its own set of unique challenges. MaineDOT uses federal requirements like Title VI, ADA, EEO, and DBE as a focal point to its equity efforts. The MaineDOT relies on its Civil Rights Office to ensure compliance with these requirements and its Environmental Office to ensure compliance with environmental justice requirements. Both offices inform other departments about what the requirements specifically mean. For NEPA and other environmental justice activities, Maine's rural profile can make reaching population thresholds difficult.

In its equity statement, the MaineDOT extends its commitment to equity in transportation to "ensure that all Maine people have access to safe and reliable transportation options that support economic opportunity and quality of life regardless of a person's economic, social, ethnic, racial, age, sexual orientation, physical, mental, or geographic circumstance." While the equity statement may continue to evolve, it currently represents the key method within the agency to communicate the role and importance of transportation equity within the DOT's operations. This represents a formal way to communicate previous practices, like a transportation system that provides safe and reliable service to all citizens. For MaineDOT, balancing the regional distribution of their investments represents a major goal connected to equity because providing a majority of the funding to the southern portion of the state might not provide equity for northern communities. The agency uses their engagement with communities to make sure that the investments they make align with what communities want.

In particular, MaineDOT is looking for assistance in developing performance measures related to transportation equity in the system or funding. While they have a high-level understanding and a high-level definition of equity, they have not arrived at performance measures for it. However, they have created a DBE participation goal. These goals and consistent messaging from management support seeking a review of equity in all major decisions.

Community Engagement and Communication to Support Transparency and Equity

MaineDOT's public engagement efforts emphasize the importance of trying to reach not just community members, but underserved groups in the community. In Maine like other states, public involvement often finds a repetitive crowd contributing to public feedback, but the regular feedback does not always reflect what the community feels, especially for lower-income populations, people of color, and low English proficiency communities. As a result, the MaineDOT's public engagement efforts emphasize the importance of trying to reach not just community members, but these underserved groups in the community. They make a dedicated effort to reach these communities and to convey the importance of this effort to project managers and other staff. The MaineDOT tribal liaison's success indicates the possibility to support and engage underserved populations.

MaineDOT also emphasizes the importance of their tribal liaison and tribal engagement policy as part of their effort to engage underserved populations. While the tribal liaison has a regional planner title within the DOT, they are dedicated to this role and are involved in all efforts that implicate the tribes regardless of the department or bureau. MaineDOT's policies require that every policy, project, or study that involves or impacts one of Maine's tribal governments, tribal land, or historical/archaeological sites of importance to the tribes include the tribal liaison. This policy can improve the relationships and increase the trust that the department has with Maine's tribal governments. MaineDOT wants to use what they have learned through tribal engagement to connect with other organizations and use what other state DOTs are doing to strengthen engagement and address equity issues.

Previous experience indicates the importance of connecting with the communities through personal relationships and an actual understanding of the struggles and difficulties that people in the target communities face. An effective approach often involves developing interpersonal relationships with key people, especially in smaller communities. To build trust, the agency needs to avoid dictating a solution and concentrate on learning about the needs in communities and understanding individual personalities. For tribes and other underserved communities, the historical relationships between the government and these tribes and underserved communities may make this engagement more challenging. While not every staff member can be an expert on engagement with the tribes and communities, the agency needs to foster positive relationships with the tribes and communities. The tribal liaison seeks to engage with tribes over time in a respectful and productive government-to-government relationship with the tribes to develop institutional trust.

As a first step to supporting trust, MaineDOT emphasizes transparency for all of their decisions and processes. Both internally among different staff as well as externally to members of the public, the agency makes a strong effort to make a policy, project, or major funding decisions transparent. At this stage, MaineDOT is working with other state DOTs to develop an equity dashboard as part of a virtual public involvement tool. The tool will be able to line up the public outreach efforts against the demographics of the census block(s) where the study is taking place. This tool will help the agency to be more equitable because engaging the voices of all groups represents a critical requirement for transparency and equity. This seems even more apparent for online public involvement processes.

Training Strategies and Efforts to Evaluate Equity-Driven Activity Success

MaineDOT's equity working group, which is led by their Deputy Commissioner, is working on both internal and external equity issues within the department. The working group previously codified the DOT's equity statement, and one of the Deputy Commissioner's current priorities for the working group is the development of training opportunities focused on equity for internal staff. MaineDOT aims to find, identify, or create a good training model that aligns with their objectives and outcomes. The working group is also seeking to identify gaps in equity within internal and external operations by increasing their current efforts to engage the public, to try harder to engage underserved communities, and to gather more data about whom they are engaging and where the gaps and challenges appear. Through the training and identification of gaps, the department can develop the internal capacity to have meaningful conversations throughout the organization and dig into developing solution strategies for any equity gaps. MaineDOT hopes to identify or create best practices for creating capacity and solving current challenges.

Challenges, Opportunities, and Lessons Learned in Addressing Systemic/Institutional Equity

MaineDOT has a few elements that support addressing systemic and institutional inequity. MaineDOT's size reduces the levels of bureaucracy and support the review of all major policy and programmatic decisions by higher-level staff. These reviews include an assessment of the public engagement. The commissioner also emphasized that the agency needs to work with external parties to address inequity issues rather than forcing them to accept an agency-driven solution.

For the tribal liaison and other individuals developing interpersonal relationships, staff transitions represent a significant challenge. The importance of the interpersonal relationship means that new staff members often must start redeveloping these connections after entering the position. As a result, finding individuals with preexisting relationships or community familiarity may speed the transition. When possible, an agency may create a transition period to allow the replacement liaison to work with current liaisons to speed the development of relationships.

Minnesota DOT

Practices, Methods, and Strategies to Promote Equity in Transportation Funding and Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System

While Minnesota DOT is actively seeking to reduce or eliminate transportation inequities, they recognize that progress will likely be limited initially. A previous Minnesota DOT commissioner acknowledged the past harm connected to department projects. Specifically, he apologized for splitting the Rondo neighborhood, the center of the black community in Minneapolis – Saint Paul, apart with I-94, and apologized for the disruption of some indigenous burial grounds and acknowledged the harm that it had caused. Minnesota DOT followed up these public apologies by committing the resources necessary to support meaningful change and the work the department designates as important for reducing or eliminating transportation inequities.

The Minnesota DOT Office of Equity and Diversity has worked on the department's organizational culture, which laid a foundation for transportation equity. The need to address transportation equity was further amplified by public feedback in 2015 and 2016 during the update of key statewide transportation plans. As a result, Minnesota DOT created the Advancing Transportation Equity Initiative coordinated by the Minnesota DOT Office of Transportation System Management. This has led the department to commit resources to specific actions targeting transportation inequities. Minnesota DOT has broken projects into smaller pieces and developed some different contracting strategies to help the project funding flow to black, indigenous, and other communities of color-owned or women-owned businesses. They have also developed effective indigenous tribal community collaborations and worked diligently to improve public engagement. The actions within the department also support more discussion about transportation equity, which makes intentionally including transportation equity in conversations about what to include in their statewide multimodal transportation plan possible. The leadership within the department sets an effective tone for adopting equity training for staff and including equity in decision-making. Minnesota DOT has now developed language and foundational elements like a shared definition of transportation equity that clarifies the department's commitment to transportation equity for both internal and external audiences.

The Minnesota DOT Office of Equity and Diversity created an equity lens framework or assessment tool to help assess equity in programming, project, and policy development. The framework's questions ask who is missing from the conversation, who is impacted differently, how they may be impacted differently, and how the department mitigates those challenges. The framework can be customized to any work project. The department is also increasingly looking at how they measure the effectiveness of public engagement efforts because they want to assess the quantity and quality of engagement rather than just quantity.

Minnesota DOT has existing performance measures, but they were created for reporting to the state legislature and not created to look at equity elements. As part of their transportation equity efforts, the Minnesota DOT initiated a research project to look at that existing set of measures and then evaluate which of those existing measures may be improved. The existing measures targeted for improvement include on-time transit performance measures, job accessibility measures, fatalities, and serious injuries (disproportionate impact and inequities), workforce measures and ADA pedestrian compliance measures. The project also considers developing new ways to measure transportation equity by introducing new measures to advance transportation equity. The new measures include multimodal access and impact, community and built environment factors, user experience and local context, zero emission vehicle access and use, and workforce inclusion and representation measures. As part of the recent update of the statewide multimodal transportation plan, Minnesota DOT examines every existing measure to consider them for disaggregation among different communities. They also include a new transportation cost measure about household costs and the cost of transportation. Several units within the department are using environmental justice measures and incorporating them in the 'towards zero death program' where they measure equity in traffic injuries and deaths. Other units look at measuring equity with the usage of managed lanes and rail projects funding to evaluate funding recipients based on environmental justice equity lens components. Minnesota DOT considers the need to have many performance measures available to assess transportation equity rather than trying to rely on a singular measure.

The Minnesota DOT chose their transportation equity performance measures based on studies and conversations with community-based groups and transportation professionals who work on this topic. The community-based organizations specifically include historically underrepresented groups and the department used external parties to collect their input to provide complete freedom and reduce any fear about sharing their perspectives. This engagement with the community appears particularly important to identify any blind spots for the technical personnel that are entrenched in transportation.

Community Engagement and Communication to Support Transparency and Equity

Minnesota DOT has made a significant effort to signal the role and importance of public engagement for the department through coordinated actions. The willingness within the agency to experiment with new approaches, especially connected to some of their statewide plans or some specific projects helped create and support a culture of change. They also recently established an updated public engagement policy (refer to <https://www.dot.state.mn.us/policy/operations/oe008.html>), which sets the expectations for public engagement. Even earlier (around 2018), Minnesota DOT created dedicated public engagement positions within each of their districts and these new positions build relationships with communities on an ongoing basis. The public engagement team meets people in their communities and places they are comfortable with, rather than requiring the community to access department resources. The Minnesota Communications office expanded to address both communications and public engagement with dedicated staff, training, and resources to support public engagement around the state and other staff dedicated to a more traditional inform-based public participation and communications strategy.

Minnesota DOT wants to compensate community members involved in public engagement for their knowledge and expertise, but the department currently faces a moratorium on reimbursements or incentives for participation after an audit. Since the moratorium, they have completed several pilot studies to test out incentives and tools that compensate community members for their expertise. They plan to develop a long-term strategy around how, when, and why they would use incentives or reimbursements for community engagement. Their Office of Equity and Diversity is working to prepare workers at all levels for public engagement. In these contexts, public engagement requires understanding equity components of job tasks and includes encountering civil unrest and having responsibility for public safety like blocking roads and needing to clear encampments for the unhoused with sensitivity. Minnesota DOT is involving multiple offices in their effort to change the approach to public engagement.

The Minnesota DOT recently introduced a Community Ambassador program to build relationships with community-based organizations that have historically been excluded or have failed to meaningfully engage in the public process. For Minnesota, this concept emerged from their tribal work where they have some dedicated staff for tribal affairs and tribal relationship management. The Community Ambassador program seeks to connect with groups that have been historically marginalized or underrepresented by transportation projects and investments. Their job is to help create a bridge in the relationship between those communities and the department where they may help with specific projects, or they may simply build relationships with a long-term vision of repairing the fractured and strained relationships with a lot of these communities. Many of these communities may not feel like they can really trust or feel safe engaging with the agency and

strengthening but repairing these relationships cannot wait until the department needs public collaboration from a community. The new community ambassador and the dedicated tribal staff create a core of staff committed to relationship-building.

Minnesota operates with the expectation that each of their districts has an ongoing relationship with the tribal communities that share their geography; however, they also have dedicated central office staff who work specifically with the recognized tribes in Minnesota. Minnesota DOT provides resourcing to the Advocacy Council for tribal transportation, which has representation from all 11 federally recognized tribes within the state. Minnesota DOT provides staff to coordinate the council's activities and department leadership, specifically, their commissioner, deputy commissioners, and district engineers regularly attend council meetings. Each of these district engineers also has at least one meeting with tribal leadership each year, which the commissioner also regularly attends.

While Minnesota DOT has engagement activities related to workforce and contract development that have been going on for many years, they have recently developed direct contracts with community-based groups to help with engagement as part of some of their planning efforts. They will sometimes use a consultant contract specifically with community-based groups to circumvent challenges that they may face as a state agency when trying to compensate community-based groups for their skills and expertise. These subcontracts have been used several times, but the department does not have an official policy on them even though individual staff viewed creating these contracts as an important equity strategy. The department continues to learn from these activities over the last five years, and recognizes that the more it engages well, the stronger the relationship with those groups becomes.

Minnesota DOT has several activities that they use to strengthen the engagement with underserved communities. The Minnesota DOT's nine employee resource groups specifically connect with nine different communities. The resource groups have signature events that they participate in that include recruitment activities and community engagement activities, which they partner with community groups to complete. As an example, a group of employees from the Asian Employee Resource Group recently traveled to participate in the Bemidji Dragon boat race. They intentionally go visit communities locally to represent the department. After they race their boat, they will have a table with some recruitment materials and engage with the local community. Minnesota DOT is also conducting community conversations or equity interviews (<https://www.dot.state.mn.us/planning/program/advancing-transportation-equity/community-conversations.html>) to develop a better understanding of the type of transportation needs, gaps, challenges, and even sometimes the opportunities that exist in each district. The project conducts 21-question interviews with 30 community-based organizations in each district. The interviews provide a deeper understanding for the department about the gaps that exist so they can look for implementation opportunities to improve some of those transportation challenges that exist. These are examples of community engagement at the ground level to reduce making assumptions about a community's needs or making decisions driven exclusively by asset conditions, by providing more clarity about the transportation challenges that exist.

Through official policies, the creation of new positions, and the commitment of resources, the Minnesota DOT highlights the importance of public engagement internally and externally. Minnesota DOT plans to continue to build on these efforts and improve on their current efforts to communicate what the department heard and the actions that resulted to community groups after

engagement. Their new community ambassador may be able to close the feedback loop to the community partners and provide them with more information about the department's response.

Training Strategies and Efforts to Evaluate Equity-Driven Activity Success

Minnesota DOT is in the process of developing and launching a transportation equity training program. The department has initiated a contract for their new internal training. The training's emphasis is on reaching their project managers, planners, and engineers with material that strengthens the knowledge and support within middle management. The training needs to make department personnel aware of the transportation equity challenges facing the department. In addition to explaining challenges, the training needs to address the role of employees in addressing these challenges in ways that give them a deeper understanding of the significance of their individual daily work contributions. The program will use Minnesota and transportation history to contextualize the training, share knowledge, build resources, and make transportation equity activities easier to implement department wide.

The Minnesota DOT's Office of Equity and Diversity currently provides optional activities and training to help employees understand equity and how they are all part of diversity, equity, and inclusion efforts. The department employee resource groups have connections to many local communities. These groups emphasize recruitment, retention, public engagement, and professional development. This Office supports 16 diversity and inclusion committees and teams and works to make sure that the actions the department takes are useful, effective, and move in the same direction. The goal is making equity part of Minnesota DOT's DNA.

These training efforts will provide the opportunity for all Minnesota DOT employees to become prepared to interact with underserved populations or deal with transportation equity challenges that they may see in their daily job functions. However, they recognize they still have a long-time horizon and a lot of encouragement required to reach all department employees.

Minnesota DOT created and delivered a tribal relations training program (<http://www.dot.state.mn.us/tribaltraining/index.html>) for the entire state enterprise and all state employees. This is a highly successful training that emphasizes government to government consultation and treaties and legal frameworks for the different communities within Minnesota. The training also covers effective strategies for coordination and developing staff to staff relationships.

Minnesota DOT is collaborating with the MPOs, RPOs, and other community-based organizations to address systemic transportation equity challenges through training and development. As a portion of this effort, these partners joined working groups associated with the training and other equity work undertaken by Minnesota DOT; some MPOs are considering adopting the Minnesota DOT transportation equity definition and statement of commitment. Through previous relationships and these more recent activities, Minnesota DOT has recognized the importance of learning from the work and expertise of the other agencies and sharing their knowledge with these agencies. By working collaboratively, the agencies can make a more significant impact on transportation equity because regional and statewide decision-making must work together to examine funding and resource allocation questions.

Minnesota DOT's accountability for engaging in transportation equity practices originates from their Executive Inclusion Council, which includes senior leaders throughout the agency. The

council provides accountability, but they also support professional personnel development and understanding of all the components of equity. The agency uses their equity lens framework to ensure all new policies or policy updates consider equity. They also institutionalize accountability within their statewide transportation plan development using their plan development guidelines. They recently updated these guidelines to not only add an equity section, but to integrate equity elements in all the other sections. While they recently updated these guidelines, the department recognizes the opportunity for continuous improvement as they measure the impacts of their plans. The Minnesota DOT's Planning Management Group reviews all of the scopes for every statewide transportation plan to verify and create accountability for the planning process to consider transportation equity. Other groups within the DOT offer the potential to support accountability efforts or directly try to hold the department accountable; these include the employee resource groups, sustainable transportation advisory council, and diversity and inclusion committees and teams.

Challenges, Opportunities and Lessons Learned in Addressing Systemic/Institutional Equity

Opportunities

Minnesota DOT leadership's commitment to transportation equity through providing resources represents a supporting factor for the department to implement practices, methods, and strategies to promote equity in transportation funding and reduce/eliminate institutional, systemic, or historical inequities in the transportation system. Minnesota DOT has a staff committed to experimenting with new strategies and ideas to break past patterns of inequity. Minnesota DOT's tribal relations training program (<http://www.dot.state.mn.us/tribaltraining/index.html>) may be adapted to serve as a training program for engaging other underrepresented communities.

Challenges

Minnesota DOT recognizes that the middle layers of management and supervision represent a critical challenge for institutionalizing change within the organization. Minnesota DOT indicates that if they embrace foundational elements of equity and inclusion and diversity that the Office of Equity and Diversity provides training to support, then cultural change can become more complete and sustainable. Some of the training the Office of Equity and Diversity is not mandatory because they recognize that forced attendance is not conducive to learning or development for this subject matter; therefore, the agency has strategic plans that encourage department personnel to complete the training opportunities and to provide the management support and resources to make the training accessible for all.

Summary

The interviewees from the five-case example states consistently observed the following items:

- The DOTs relied on federal (e.g., Title VI, ADA, EEO, and DBE) and state legislation to provide a regulatory framework or the intentional language necessary to operationalize action

and sustain organizational support. The DOTs emphasize the need for compliance connected to federal funding to reduce/eliminate the perception of additional burdens for DOT staff.

- Executive leadership from the DOTs created the opportunity to increase the importance of equity in transportation funding and comprehensive public engagement of disadvantaged groups. The support from the leadership could be in creating task forces and commissions to investigate the challenges and opportunities within the DOT. For others, this leadership assisted in operationalizing action or provided formal support for actions of offices or divisions. Other DOT leadership acknowledged the past harm connected to department projects.
- As a method for achieving equity, the DOTs acknowledge the importance of including participation of disadvantaged groups in public involvement, but they faced challenges engaging communities not traditionally actively involved and identifying the most effective methods for reaching them. Many of the DOTs sought to establish ongoing relationships with industry groups and community organizations and partners. Some of the DOTs created community ambassadors or community liaisons to create trust and build relationships with community-based organizations that have historically been excluded or have failed to meaningfully engage in the public process.
- Many of the states created formal intergovernmental agreements with tribes within their state. As part of these formal agreements, many states also had designated tribal liaisons to engage the tribal governments in all planning and project activities that might impact the tribes. Many of the DOTs also created training to educate its departmental personnel on the importance of addressing consultation requirements and carrying out opportunities for tribal participation and engagement.
- While many of the DOT had training related to federal requirements, they did not currently have training specifically created for equity. Many of the interviewed DOTs were in the process of developing equity training for their departments, and the DOTs had interest in targeting organizational culture and external engagement and interactions as part of their new training efforts. Even for DOTs with some equity training materials in place, they viewed the development of training materials and practices as an on-going effort.
- While many of the DOTs wanted to include equity performance measures in their planning and programming processes, most of them currently lacked formal performance metrics connected to equity. Equity performance measures and tools appeared to be a priority for many of the DOTs; these DOTs had already launched their process for creating performance metrics or continued to refine some of their existing tools and metrics.
- Some of the DOTs found compensating marginalized communities for their lived experiences difficult due to barriers within their states.
- The DOTs used different strategies to seek equity in transportation funding and transportation equity; however, all of them align with the actions described in the USDOT (2022) Equity Action Plan. The DOT actions include all four focus areas – wealth creation, power of community, interventions, and expanding access.

Chapter 5

CONCLUSIONS AND KNOWLEDGE AND PRACTICE GAPS

This chapter provides a summary of the synthesis findings as well as gaps in current practice. Based on lesson-learned, this study provides recommendations for future research areas.

Summary

The literature review included a review of 50 state DOTs and the District of Columbia's definitions of equity, equity practices related to transportation funding plans and policies, public involvement, and equity-related training. The survey of state DOTs consisted of 38 questions and was sent to the multimodal planning divisions in all 50 states and the District of Columbia. A total of 27 state DOTs responded. In-depth interviews further discussed current practices, community involvement, and training efforts for promoting equity in transportation funding plans, policies, and processes. The team selected five state DOTs (Arizona, California, Georgia, Maine, and Minnesota) based on the results of the literature review and survey. They provided details on the concerns and effective practices for addressing equity in agency policies, practices, public involvement, and training with other entities. The results of the survey, interview, and literature review aligned well with the following key takeaways.

General Definition and Information on Transportation Equity

- Fewer than a third of DOTs had definitions of equity that extended beyond federal requirements.
- Most of the existing DOT definitions of transportation equity addressed environmental justice legal requirements. A majority of the DOT equity definition included race, income, and ethnicity, and about half of them included urban vs rural dimensions in their definitions.
- Even though limited similarities of the DOT practices in developing capital and operational projects and policies exist to achieve equity, developing transportation policies/plans that support health equity and environmental equality is the most adopted DOT practice.
- Executive leadership from the DOTs created the opportunity to increase the importance of equity in transportation funding and comprehensive public engagement of disadvantaged groups. The support from the leadership could be in creating task forces and commissions to investigate the challenges and opportunities within the DOT. For others, this leadership assisted in operationalizing action or provided formal support for actions of offices or divisions. Other DOT leadership acknowledged the past harm connected to department projects.

Importance of Federal Requirements

- The DOTs relied on federal (e.g., Title VI, ADA, EEO, and DBE) and state legislation to provide a regulatory framework or the intentional language necessary to operationalize action and sustain organizational support. The DOTs emphasize the need for compliance connected to federal funding to reduce/eliminate the perception of additional burdens for DOT staff.

Current Practices and Actions in Funding Plans, Policies, and Processes

- The DOTs used different strategies to seek equity in transportation funding and transportation equity; however, all of them align with the actions described in the USDOT (2022) Equity Action Plan. The DOT actions include all four focus areas – wealth creation, power of community, interventions, and expanding access.
- Many DOTs ensured transparency and accountability to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations. Most agencies relied on public meetings/public engagement to evaluate transportation equity while more than half of the DOTs considered criteria/performance measures for evaluating transportation equity.
- Most DOTs use safety performance measures to evaluate the inclusion of projects within the STIP, and fewer than half use equity performance measures. When DOTs use equity performance measures more than half of those DOTs used measures to seek equitable safety performance, equitable environmental impacts, and equitable funding levels-based on geographic regions.
- While many of the DOTs wanted to include equity performance measures in their planning and programming processes, most of them currently lacked formal performance metrics connected to equity. Equity performance measures and tools appeared to be a priority for many of the DOTs; these DOTs had already launched their process for creating performance metrics or continued to refine some of their existing tools and metrics.
- Most DOTs use their planning and programming staff, civil rights staff, and environmental affairs staff to consider or evaluate the equity in transportation decision-making. Many agencies involve communications and/or public engagement staff or hire contracted consultants to evaluate equity in transportation.
- Most DOTs face challenges implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding due to limitations in state resources like staffing, funding, and turnover. Many DOTs faced challenges due to lack of data and about half of DOTs encountered challenges due to lack of awareness.

Role of Public Involvement

- The most common ways of communicating with underserved communities are public meetings, website updates, and engagement with community organizations. Most DOTs placed the responsibility for communicating with and engaging underserved populations

and protected classes on planning and/or programming staff. Many DOTs also used their environmental services, civil rights, and communications and/or public engagement staff.

- As a method for achieving equity, the DOTs acknowledged the importance of including participation of disadvantaged groups in public involvement, but they faced challenges engaging communities not traditionally actively involved and identifying the most effective methods for reaching them. Some of the DOTs created community ambassadors or community liaisons to create trust and build relationships with community-based organizations that have historically been excluded or have failed to meaningfully engage in the public process. These community ambassadors or community liaisons can also concentrate on providing feedback to these community-based organizations based on the DOT response to their input or the impact of their input on the final project, plan or funding.
- Several DOTs ensured transparency with community-building through community partners with residents from vulnerable populations and underserved communities.
- Some of the DOTs found compensating marginalized communities for their lived experiences difficult due to barriers within their states.

Equity Related Professional Development and Training

- Over half the DOTs provided internal training related to federal requirements, but they did not currently have training specifically created for equity. For the DOTs providing training it appeared concentrated in a few offices like environmental services, civil rights, communications and/or public engagement, and planning and/or programming. Less than a third of DOTs provided equity training to other offices.
- Many of the interviewed DOTs were in the process of developing equity training for their departments, and the DOTs had interest in targeting organizational culture and external engagement and interactions as part of their new training efforts. Even for DOTs with some equity training materials in place, they viewed the development of training materials and practices as an on-going effort.

Collaboration with Other Entities

- Most of the DOTs communicated their goals and priorities related to equity in transportation to the tribes and MPO/RPOs involved in transportation planning and funding. Many DOTs listed projects selected for implementation and project selection process on their DOT website to ensure the capital and operational project selection process was transparent to the tribes, MPO/RPOs, and other agencies involved in transportation planning and funding.
- Several DOTs provided training to Tribal, MPO/RPO, and other agency personnel about the project selection process, and included their personnel in the decision-making meetings for project selection.
- Many DOTs created formal intergovernmental agreements with tribes within their state. As part of these formal agreements, many states also designated tribal liaisons to engage the tribal governments in all planning and project activities that might impact the tribes.

Many DOTs created training to educate its departmental personnel on the importance of addressing consultation requirements and carrying out opportunities for tribal participation and engagement.

- Collaboration with tribes, MPO/RPOs, and other agencies provided an opportunity to learn about other agencies' equity practices, plans, and actions. Most DOTs sought collaborative working relationships with their local partners to create a better exchange of information related to equity, public engagement, and equity-related training.
- To strengthen equity and public engagement, most DOTs formed community-based partnerships with underserved groups. Many of the DOTs sought to establish ongoing relationships with industry groups and community organizations and partners.

Knowledge and Practice Gaps and Future Research

Based on the work carried out in this synthesis, the following information gaps and future activities are suggested:

- DOTs require additional support and guidance for establishing equity related metrics, targets, and definitions/applications. Equity cannot be prioritized in funding decisions until the underlying framework for addressing equity is adopted more universally within DOTs.
- The lack of equity performance measures and performance assessment tools in DOT programming processes make including equity as part of the funding decision-making and project development difficult. Research is needed to establish and compare the utility and effectiveness of equity-related performance measures. A toolkit may support DOTs aligning the correct performance measure for a specific equity-related purpose.
- While federal requirements and state legislation provide a valuable opportunity to promote equity, following the requirements alone will not necessarily promote equity. Research conducted by parties other than NCHRP may be able to identify the effectiveness of the federal requirements towards achieving significant progress towards equity for the USDOT (2022) Equity Action Plan's four focus areas.
- DOTs emphasize the importance of including disadvantaged groups in developing funding plans and policies; however, limited knowledge and action plans create a barrier to engaging with communities. While public engagement represents an excellent tool for empowering the voices of underserved and vulnerable populations research may be necessary to develop methods to create sustainable partnerships with them and translate their voices into DOT action and response.
- While quantitative measures can do an excellent job of identifying disparities in inputs and outputs, qualitative research is required to uncover the institutional and systemic practices and policies within DOTs that allowed and may continue to allow disparities to persist.
- Development of equity training modules for targeted audiences (e.g., Executive leadership, administrative staff, engineers, etc.) may create enhanced awareness and knowledge on equity, transparency, and community engagement.

- Research that identifies streamlined collaboration processes and proper communication channels with MPO/RPOs and tribes may support DOTs to facilitate their community engagement efforts to create sustainable and effective working relationships with their local and regional partners.
- Research must distinguish between the practices required to create organizational equity and project outcome equity. In both cases, these practices should focus on reducing the burdens and costs for the targeted groups and creating equitable access to opportunities.

GLOSSARY

ADA	Americans with Disabilities Act
AHP	Analytic Hierarchy Process
ARP	American Rescue Plan
BOWD	Business Opportunity and Workforce Development
CAG	Citizen Advisory Groups
CARES	Coronavirus Aid, Relief, and Economic Security
CBO	Community Based Organizations
CEE	Citizen Engagement Events
CMAQ	Congestion Mitigation and Air Quality Improvement Program
COG	Council of Governments
CRRSAA	Coronavirus Response and Relief Supplemental Appropriations Act
CTP	Community Transportation Program
DBE	Disadvantaged Business Enterprise
DDOT	District Department of Transportation
DE&I	Diversity, Equity, and Inclusion Training
DOT	Department of Transportation
EEO	Equal Employment Opportunity
EJ	Environmental Justice
FHWA	Federal Highway Administration
FTA	Federal Transit Administration
HCCTP	Highway Construction Career Training Program
HSIP	Highway Safety Improvement Program
IIJA	Infrastructure Investment and Jobs Act
KYTC	Kentucky Transportation Cabinet
LADOTD	Louisiana Department of Transportation and Development
LEP	Limited English Proficiency
LPA	Local Public Agency
L RTP	Long-Range Transportation Plan
LTAP	Local Technical Assistance Program
LTS	Level Of Traffic Stress
MPO	Metropolitan Planning Organization

NEPA	National Environmental Policy Act
NHFP	National Highway Freight Program
NHPP	National Highway Performance Program
NHS	National Highway System
OJT	On-the-Job Training
PDC	Pre-Departure Clearance
PIAP	Public Involvement Action Plan
PIMA	public involvement management application
PIW	Public Informational Webpages
PPP	Public Participation Plan
RAISE	Rebuilding American Infrastructure with Sustainability and Equity
RC	Regional Commissions
REAP	Race and Equity Action Plan
RPA	Regional Planning Affiliation
RPO	Regional Planning Organizations
RTPA	Regional Transportation Planning Authority
SAFETEA-LU	Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users
SCIS	Statewide Capital Investment Strategy
SGR	State of Good Repair
SMP	State Management Plan
SPG	Select Population Groups
SRTS	Safe Routes to School
STIP	Statewide Transportation Improvement Program
SUA	Small Urban Area
TAC	Transportation Advisory Committee
TAP	Transportation Alternatives Program
TEBA	Transportation Equity Benefit Analysis
TMA	Transportation Management Area
TOD	Transit Oriented Development
TPM	Transportation Performance Management
TREDIS	Transportation Economic Development Impact System

TRID Transport Research International Documentation
TTP Tribal Transportation Program
UPWP Unified Planning Work Program

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APPENDIX A

NCHRP Synthesis topic 53-01 DOT Survey

BACKGROUND ON SYNTHESIS SCOPE:

State departments of transportation (DOTs) are increasingly acknowledging that communities historically overburdened with health and social inequities have in the past experienced fewer benefits and a greater share of negative impacts associated with our transportation system in both rural and urban geographies. Some of these disparities reflect a history of transportation decision-making, planning, policies, and processes in funding that have resulted in barriers, divided communities, and amplified inequities. These historical and ongoing Practices continue to inhibit access to critical destinations like health care, education, recreation, and more.

The objective of this synthesis is to document DOT practices to promote equity in programmatic and discretionary funding plans, policies, and processes for both capital and operational projects, potentially through distribution methodologies, formulas, tools, or evaluation criteria. Information will be gathered through a literature review, a survey of all DOTs, and a follow-up interviews with selected agencies for the development of case examples. Selected case examples will cover a range of geographic regions with diverse populations.

Information to be gathered will include, but not be limited to:

- DOT definitions of equity in transportation
- Equity statements, action plans, goals, or stated recognition of the problem or problems.
- Practices or strategies (e.g., methods/formulas for programmatic funding or, tools, or evaluation criteria) to promote equity in transportation funding (federal and state sources, discretionary and formula) and fare/fee structures.
- Community engagement processes related to funding and planning decisions.
- Implementation plans for short-term and long-term efforts to reduce and eliminate systemic/institutional equity problems.
- Performance measures associated with funding and equity; and
- Communication and training practices related to funding, equity, and demonstrating transparency.

The following definitions and terminology are used in this questionnaire:

- **Asset Management** - a business model that prioritizes funding based on condition and performance to achieve and maintain a state of good repair (SGR) for the nation's public transportation assets
- **Community-based Partnerships** – private or public agencies that engage with the local community on a direct level to address the social and economic needs of individuals and groups, typically in a defined geographic area
- **Metropolitan Planning Organization (MPO)** - is the policy board of an organization created and designated to carry out the metropolitan transportation planning process

- **Rural Planning Organization (RPO)** – a voluntary organization of local officials formed through a Memorandum of Understanding (MOU) to work cooperatively with the Department to plan rural transportation systems and to advise the Department on rural transportation policy
- **Statewide Transportation Improvement Program (STIP)** - a document that identifies the funding and scheduling of transportation projects and programs
- **System Preservation** - work that is planned and performed to improve or sustain the condition of the transportation facility in a state of good repair

We respectfully request that you submit a completed questionnaire by **April 8, 2022**. If you have any questions about this survey, or how to obtain a hard copy of the survey questions, please contact:

Stephen Mattingly, Ph.D.

Email: mattingly@uta.edu

Phone: (817) 272-2859 (Office)

Please identify your contact information. NCHRP will email you a link to the online report when it is completed.

Agency: _____

Address: _____

City: _____ **State:** _____ **ZIP:** _____

Questionnaire Contact: _____

Position/Title: _____

In case of questions and for NCHRP to send you a link to the final report, please provide:

Tel: ____ - ____ - _____

Email: _____

Page Break

General Comment

The questions in this survey are organized into the following five (5) general topic areas:

- Definitions of Equity in Transportation.
- Plans and Methods to Improve Equity in Transportation
- Actions to Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System
- Community Engagement and Communications
- Professional Development and Training in Transportation Equity

Definitions of Equity in Transportation

The first series of questions are intended to establish some background on your State Department of Transportation's (DOT) definitions of equity.

Please enter the contact information of **all** respondents who participated in completing the survey

Name:

Title:

Name:

Title:

Telephone:
Email:

Telephone:
Email:

Name:
Title:
Telephone:
Email:

Name:
Title:
Telephone:
Email:

To complete the survey please use **highlighter**, **red ink**, or **bold** to select your answers

1. Does your State have a definition(s) of equity in transportation?

Yes
No

2. [You responded YES to Question 1] What dimensions do these definitions address? (Check all that apply)

Urban vs. rural
Modal (highways, bicycles, pedestrians, transit, air, water, etc.)
Geographic (e.g., by DOT district)
American Disabilities Act legal requirements
Environmental Justice legal requirements
Historical patterns of investment and inequity
Systemic and institutional structures that cause or contribute to an inequitable transportation system across subpopulation
Access to opportunities (e.g., healthcare, employment, education, and food) for all subpopulations
Other (comment box)

3. [You responded YES to Question 1] Who do these definitions include? (Check all that apply)

Race (e.g., Black, Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color)
Ethnicity (e.g., Latino)
Income (e.g., persistent poverty)
Age
Gender
Lesbian, gay, bisexual, transgender, and queer (LGBTQ+)
Members of religious minorities
Persons with disabilities
Persons who live in rural areas
Persons otherwise adversely affected by persistent poverty or inequality
Other (comment box)

4. [You responded YES to Question 1] What is (are) the definitions of equity in transportation? Please provide the DOT definitions of equity in transportation or links to the definitions in the space provided below. Or type "N/A" if not applicable to your DOT. (Comment box)

5. **[You responded YES to Question 1] Are these definitions available to the public?**
 Yes
 No

6. **[You responded YES to Question 1] Are these definitions communicated to the following DOT personnel? (check all that apply)**
 Headquarters managers
 Headquarters technical staff
 Headquarters non-technical staff
 District managers
 District technical staff
 District non-technical staff
 Other (comment box)

Plans and Methods to Improve Equity in Transportation

The second series of questions are intended to establish some background on your State Department of Transportation’s (DOT) plans, activities, and methods that may impact equity in transportation.

1. **Which DOT office(s) consider or evaluate equity in transportation in their decision-making? (check all that apply)**
 Asset management staff
 Funding staff
 Administration staff
 Financing staff
 Planning and/or programming staff
 Civil rights staff
 Communications and/or public engagement staff
 Environmental affairs staff
 Research staff
 Consultants contracted to evaluate equity in transportation and deliver findings to DOT office
 Our state does NOT consider or evaluate equity in transportation at all
 Other (comment box)

2. **[Skip, if you responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1] What is(are) the title(s) of the staff member(s) that oversees and/or evaluates equity in transportation? Please provide a link to the website, if available. If not available, please type “N/A”. (Comment box)**

3. **[Skip, if you responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1] What type of data is collected to support evaluating equity in transportation? (Check all that apply.)**

Census (including American Community survey) socioeconomic data
National Household Travel survey
Transportation network data (GIS)
Safety data (DOT or national level)
Public engagement
Operational performance measures (e.g., travel time)
Other survey data collected by state (comment box)
None
Other (comment box)

4. **[Skip, if you responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1] What methods/practices does your DOT apply for achieving equity in capital and operational projects and policies? (Check all that apply)**

Develop transportation policies/plans that support health equity + environmental equality
Prioritize investments in economically distressed regions
Emphasize accessibility instead of mobility
Ensure transparency and accountability
Create task force/initiatives/programs to investigate transportation equity in capital and operational projects and policies
None
Other (comment box)

5. **[Skip, if you responded “Our DOT does NOT consider or evaluate equity in transportation at all” to Question 1] What methods does your DOT use to evaluate equity? (Check all that apply)**

Evaluation criteria/performance measures
Statewide Accessibility Gap Maps
Public meetings/public engagement
Equity based funding distribution tool
Equity based funding distribution formula
Expert panel/task force
None
Other (comment box)

6. **[Skip, if you responded “Our DOT does NOT consider or evaluate equity in transportation at all” to Question 1] Which common tools on metrics does your DOT use to evaluate equity? (Check all that apply)**

Department of Health’s Environmental Health Disparities Map
Census Bureau Community Resilience Estimates
Centers for Disease Control Social Vulnerability Index
Housing and Transportation Affordability Toolkit
The Department of Housing and Urban Development’s Location Affordability Index
Transit Center’s Equity Dashboard
Accessible Observatory/ Access Across America Database
Mineta’s Commute Duration Dashboard

The Environmental Protection Agency's Smart Location Mapping
None
Other (comment box)

7. **What performance measures does your DOT use for evaluating projects for consideration within your State Transportation Improvement Plan (STIP)? (Check all that apply)**

Safety
Congestion (e.g. delay) mitigation
System reliability
Infrastructure condition
Freight movement and economic vitality
Environmental sustainability
Potential/risk for project delays
Equity
None
Other (comment box)

8. **[You CHECKED THE EQUITY BOX in Question 7] What are the definitions of the equity performance measures used for selecting projects to include in the STIP or other Capital Investment Plans? What performance measures are used for evaluating equity? (Check all that apply)**

Equitable safety performance
Equitable operational (e.g. delay and travel times) performance
Equitable system reliability
Equitable infrastructure condition
Equitable economic vitality
Equitable environmental impacts
Equitable funding levels – urban vs. rural
Equitable funding levels – based on geographic regions
Equitable funding levels – based on population served
Equitable funding levels – based on economic impact
None
Other (comment box)

9. **What portion of your DOT budget is directly or indirectly spent on “system preservation/asset management”?**

0-10%
11-20%
21-30%
31-40%
41-50%
51-60%
61-70%
71-80%
81-90%

91-100%

10. Does your state have civil rights laws that extend the requirements under federal law?

Yes

No

Actions to Reduce/Eliminate Institutional, Systemic, or Historical Inequities in the Transportation System

Questions in this section are intended to gather information related to your DOT's current actions including practices, policies, and implementation plans to reduce or eliminate institutional, systemic, or historical inequities in the transportation system.

1. What actions has your DOT taken to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (Check all that apply)

Created a task force to investigate/monitor transportation funding equity

Created implementation plans for short-term efforts to reduce and eliminate funding equity problems

Created implementation plans for long-term efforts to reduce and eliminate funding equity problems

Formulas for programmatic funding to promote equity in federal formula transportation funding

Formulas for programmatic funding to promote equity in state formula transportation funding

Formulas for programmatic funding to promote equity in federal discretionary transportation funding

Formulas for programmatic funding to promote equity in state discretionary transportation funding

Formulas for programmatic funding to promote equity in fare/fee structures

Formulas for programmatic funding based on an evaluation of current access, benefits, and need based on type of transportation (e.g. bike sharing, ridesharing, on-demand transit, etc.)

ADA Transition Plan barrier removal

None

Other (comment box)

2. What actions has your DOT taken to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations? (Check all that apply)

Created implementation plans for short-term efforts to reduce and eliminate systemic/institutional equity problems

Created implementation plans for long-term efforts to reduce and eliminate systemic/institutional equity problems

Created a task force to investigate/monitor institutional, systemic, or historical inequities
 Created a task force or unit to evaluate current access, benefits, and need based on type of transportation (e.g. bike sharing, ridesharing, on-demand transit, etc.)
 Develop transportation policies/plans that support health equity + environmental quality
 Prioritize investments in economically distressed regions
 Emphasize preservation of all neighborhoods (including low-income) during the planning and placement of new highways and mass public transportation infrastructure and expansion of existing facilities and rights-of-way.
 Prioritize motorists, bicyclists, and pedestrians alike, without prioritizing one at the expense of another
 Prioritize accommodating travelers with special needs (e.g. individuals with disabilities, individuals with young children)
 Alleviating traffic congestion in all parts of town equitably
 Ensure multilingual signage
 Emphasize accessibility instead of mobility
 Ensure transparency and accountability
 ADA Transition Plan barrier removal
 None
 Other (comment box)

3. Does your DOT prioritize investments in underserved communities or economically distressed regions?

Yes
 No

4. Please provide any link(s) related to the following: actions your DOT has taken to reduce inequities in transportation funding, actions your DOT has taken to reduce inequities in the existing transportation system and its operation, and your DOT's prioritization of investments in underserved communities or economically-distressed regions. Please type "N/A" if not applicable to your DOT. (comment box)

NOTE: If the state answers no for Questions #1-3, the survey skips to Question #10.

5. Does your DOT assess equity program success?

Yes (Please provide the link(s) or type "N/A" if not applicable to your DOT.)
 No

6. [You responded YES to Question 5] How is the success of the equity program, including efforts to reduce or eliminate institutional, systemic, or historical inequities in transportation funding, assessed?

Unsolicited user praise and complaints
 Informal feedback from community leaders identified through community building activities
 Performance measures
 Intentional and regular user-based interviews and focus groups

Intentional and regular community leader-based interviews and focus groups
N/A
Other (comment box)

7. **[You responded YES to Question 5] How frequently does the DOT review/evaluate equity program success?**

More frequently than annually (includes continually)

Annually

Every 2 – 3 years

Every 4 – 5 years

Every 6 – 10 years

10 years

Irregularly

Other (comment box)

8. **What performance measures have been adopted to reduce or eliminate institutional, systemic, or historical inequities in the transportation system and/or transportation funding? (Check all that apply)**

Improved access to opportunities (e.g. healthcare, education, employment, and food) for protected classes and underserved populations

Improved transportation system affordability for protected classes and underserved populations

Improved system use rates for protected classes

Fewer complaints

Improved cost recovery for systems serving protected classes

Improved travel times for underserved populations and protected classes

Improved safety outcomes for underserved populations and protected classes

None

Other (comment box)

9. **[Skip, if you responded “None” to Question 8] What degree of accountability do offices within the DOT or the overall DOT have to improve these performance measures or achieve particular equity targets or goals? (Check all that apply)**

Funding/resources linked to improvements/meeting targets

Management personnel evaluations linked to improvements/meeting targets

Limited accountability like failure to improve/meet targets triggers additional mandatory training

Varying accountability, for example management may determine and change accountability policies frequently

None

Other (comment box)

10. **What are some challenges in implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (check all that apply)**

State resources (staffing, funding, turnover, etc.)

Local resources (staffing, funding, turnover, etc.)
External institutional constraints
Distribution of economic resources
Lack of awareness
Lack of data
Lack of training
Lack of institutional vision/program
None
Other (comment box)

11. What are some factors supporting the implementation of successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (check all that apply)

State resources (staffing, funding, turnover, etc.)
Local resources (staffing, funding, turnover, etc.)
External institutional support
Distribution of economic resources
Strong leadership support
Data availability
Effective training
Effective institutional vision/program
None
Other (comment box)

Community Engagement and Communications

Questions in this section are intended to gather information related to your DOT's current in community engagement and communications related to transparency and equity in transportation funding.

1. Which DOT office(s) is/are currently responsible for communicating with and engaging underserved populations and protected classes? (check all that apply)

Risk management staff
Safety staff
Operations staff
Design staff
Project development staff
Funding staff
Administration staff
Environmental services staff
Asset management staff
Financing staff
Planning and/or programming staff
Civil rights staff
Communications and/or public engagement staff

Research staff

Consultants contracted to communicate with and engage underserved populations and protected classes and deliver findings to DOT office

Our state does NOT communicate with and engage underserved populations and protected classes at all

Other (comment box)

2. **[Skip, if you responded “Our state does NOT communicate with and engage underserved populations and protected classes at all” to Question 1] What is the title of the office or staff member that oversees communications and engagement with underserved populations and protected classes? Please provide a link to the website, if available. Or type “N/A” if not applicable to your DOT.** (comment box)

3. **Does your DOT develop community-based partnerships with underserved groups?**

Yes

No

4. **Does your DOT communicate its goals and priorities related to equity in transportation to the tribes and MPO/RPOs involved in transportation planning and funding within your state?**

Yes (Please provide link(s) to where your DOT communicates its goals and priorities to tribes and MPO/RPO’s, or type “N/A” if not applicable to your DOT.) (comment box)

No

5. **What methods does your DOT use to ensure that the capital and operational project selection process(es) is(are) transparent to the public? (check all that apply)**

Process for project selection is provided on DOT website

Selected projects listed on DOT website

All projects considered listed on DOT website

All projects’ criteria scores listed on DOT website

All project criteria data provided on DOT website

All project criteria methods provided on DOT website

Proactive engagement with community leaders

In-person meetings that present the selected projects to the public

Virtual meetings that present the selected projects to the public

Community-building through community partners with local residents

Community-building through community partners with local residents from vulnerable populations and underserved communities

None

Other (comment box)

6. **What methods does your DOT use to ensure the capital and operational project selection process(es) is (are) transparent to the tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state? (check all that apply)**

Process for project selection is provided on DOT website

DOT lists projects selected for implementation on DOT website
 All projects considered for implementation listed on DOT website when they are submitted
 All projects' criteria scores listed on DOT website
 All projects' criteria data provided on DOT website
 All projects' criteria methods provided on DOT website
 Project criteria scores provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state
 Project criteria data provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state
 Project criteria methods provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state
 Training provided to Tribal, MPO/RPO, and other agency personnel in the project selection process
 Tribal, MPO/RPO, and other agency personnel included in the decision-making meetings for project selection
 Tribal, MPO/RPO, and other agency personnel included and vote in the decision-making meetings for project selection
 None
 N/A
 Other (comment box)

7. How does your DOT communicate with underserved groups? (check all that apply)

E-mail campaigns
 Mail campaigns
 Door-to-door discussions
 Engagement with community organizations
 Website updates
 Public meetings
 Providing transportation to public meetings/involvement opportunities
 Disseminating information in multiple languages
 None
 Other (comment box)

Professional Development and Training in Equity

The series of questions in this section focus on your DOT's efforts to provide professional development and training in equity.

1. Does your DOT provide internal training in transportation equity?

Yes (Please provide link(s) or type "N/A" if not applicable to your DOT.)
 No

2. [You responded YES to Question 1] Which DOT office(s) currently receive professional development and training in transportation equity? (check all that apply)

Risk management staff

--

- Safety staff
- Operations staff
- Design staff
- Project development staff
- Funding staff
- Administration staff
- Environmental services staff
- Human resources staff
- Asset management staff
- Financing staff
- Planning and/or programming staff
- Civil rights staff
- Communications and/or public engagement staff
- Research staff
- Other (comment box)

3. Does your DOT provide training in transportation equity to tribes and MPO/RPOs involved in transportation planning and funding within your state?

Yes (Please provide the link(s) or type "N/A" if not applicable to your DOT.)

No

4. Would you be willing and able to participate in a follow-up interview?

Yes

No

Thank you for your willingness to participate in this NCHRP Synthesis 53-01. The survey is complete. All responses will be published in the Appendix of the final report with any identifying information (except the name of the DOT) removed.

APPENDIX B

SURVEY RESULTS

PART I: QUESTION 1

Does your state have a definition(s) of equity in transportation?

State DOT	Yes	No
Alaska		√
Arizona	√	
Arkansas		√
California	√	
Connecticut	√	
Delaware		√
Georgia	√	
Idaho		√
Illinois		√
Indiana		√
Massachusetts		√
Maryland	√	
Maine		√
Michigan	√	
Missouri		√
Minnesota	√	
Montana		√
New Hampshire	√	
New Mexico	√	
Ohio	√	
Oregon	√	
Rhode Island	√	
South Dakota		√
Utah		√
Vermont		√
West Virginia		√
Wyoming		√

PART I: QUESTION 2

(Responded YES to Question 1) What dimensions do these definitions address? (Check all that apply)

State DOT	Urban vs. rural	Modal (highways, bicycles, pedestrians, transit, air, water, etc.)	Geographic (e.g. by DOT district)	American Disabilities Act legal requirements	Environmental justice legal requirements	Historical patterns of investment and inequity	Systemic and institutional structures that cause or contribute to an inequitable transportation system across subpopulation	Access to opportunities (e.g. healthcare, employment, education, and food) for all subpopulations	Other
Arizona				√	√				
California	√	√	√	√	√	√	√	√	

Connecticut	√	√		√	√					
Georgia		√		√	√	√	√			
Maryland					√	√			√	
Michigan		√			√	√				
Minnesota	√	√	√	√	√	√	√	√	√	
Montana										
New Hampshire	√	√		√	√				√	
New Mexico	√	√	√				√			
Oregon				√	√	√	√	√	√	
Rhode Island	√	√	√	√	√					

PART I: QUESTION 3

(Responded YES to Question 1) Who do these definitions include? (Check all that apply)

	Race (e.g., Black, Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color)	Ethnicity (e.g., Latino)	Income (e.g., persistent poverty)	Age	Gender	Lesbian, gay, bisexual, transgender, and queer (LGBTQ+)	Members of religious minorities	Persons with disabilities	Persons who live in rural areas	Persons otherwise adversely affected by persistent poverty or inequality	Other
AK											
Arizona	√	√	√								√
Arkansas											
CA	√		√	√	√			√	√	√	
CT			√	√				√			
DE											
GA	√	√	√	√	√	√	√	√	√	√	
Maryland	√	√	√							√	
Michigan	√	√	√					√		√	
Missouri											
MN	√	√	√	√	√	√	√	√	√	√	
MT											
New Hampshire	√	√		√	√			√	√		

New Mexico	√	√	√	√						√	
Oregon	√	√	√	√	√	√		√			
Rhode Island	√	√	√	√	√			√	√	√	

Others:

Arizona: Limited English Proficiency

PART I: QUESTION 4

(Responded YES to Question 1) What is (are) the definitions of equity in transportation? Please provide the DOT definitions of equity in transportation or links to the definitions in the space provided below. Or type “N/A” if not applicable to your DOT. (Comment box)

State DOT	Definitions of equity in transportation
Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
California	https://dot.ca.gov/about-caltrans/equity-statement
Connecticut	https://portal.ct.gov/DOT/PP_Policy/Documents/Transportation-Equity-Environmental-Justice https://portal.ct.gov/DOT/Business/Contract-Compliance/Title-VI-Page https://portal.ct.gov/DOT/Business/Contract-Compliance/Disadvantaged-Business-Enterprise
Georgia	GDOT has adopted the Statement of Equity in Transportation created by AASHTO in 202 [√] .
Maryland	<p>The Maryland Department of Transportation (MDOT) is committed to ensuring the equitable delivery of public transportation products, services, and solutions to all its users and stakeholders. MDOT will accomplish this by engaging with communities in a transparent and fair way regardless of race, culture, and income with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies in transportation decision making. Environmental Justice is a critical investment for MDOT to ensure the sustainability of its residents, employees, environment, and the diverse communities in which we live. In pursuit of this commitment, MDOT will align its strategic direction with efforts that make environmental justice the way we do business, guided by three pillars.</p> <ul style="list-style-type: none"> o Promoting shovel-worthy, outcome-based, community-uplifting projects. Avoiding disproportionately high and adverse impacts on human health and the environment, while ensuring equitable benefit distribution. o Intentionally pursuing all our diverse communities and stakeholders to foster meaningful engagement. Developing and implementing innovative methods of meaningful community participation that go beyond providing an opportunity, particularly in marginalized communities. o Focusing on and assessing the total cost to the citizens of Maryland. Considering cumulative impacts and direct impacts when planning projects. With increased positive social and environmental impacts and emphasis on good stewardship of resources that affect positive change for people and our environment, with a focus on the intended outcome, not just a specific project. <p>“Environmental justice” means equal protection from environmental and public health hazards for all people regardless of race, income, culture, and social status.</p>
Michigan	<p>Environmental Justice is the equitable treatment and meaningful involvement of all people regardless of race, color, national origin, ability or income and is critical to the development and application of laws, regulations, and policies that affect the environment, as well as the places people live, work, play, worship and learn.</p> <p>Equitable treatment means:</p> <ul style="list-style-type: none"> o no group of people bears a disproportionate share of the negative consequences resulting from governmental, industrial or commercial operations and policies o all people benefit from the application of environmental laws and regulations o eliminating barriers such as poverty and lack of access as well as repairing systemic injustices

	<p>Meaningful involvement means:</p> <ul style="list-style-type: none"> o people have an opportunity to participate in decisions that affect their environment and/or health o decision makers seek out and facilitate the involvement of those potentially affected o people’s concerns are considered in decision-making processes o people can influence state agency decisions
Minnesota	Transportation equity means the benefits and burdens of transportation systems, services and spending are fair and just, which historically has not been the case. Transportation equity requires ensuring underserved communities, especially Black, Indigenous and People of Color, share in the power of decision making.
New Hampshire	n/a - definitions are not specifically identified. Areas identified are generally included in our Planning practices
New Mexico	The equity analysis conducted for the NM Bike Plan highlights areas that typically have higher rates of utilitarian bicycling trips and may be underserved when it comes to existing infrastructure. The equity analysis considers a combination of data related to age, race, income, educational attainment, Limited English Proficiency (LEP), and access to a private vehicle. Based on this analysis, highways that serve areas with high concentrations of historically underserved populations receive points in this criterion.
Oregon	Our definition of equity is this: 'EQUITY – Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual’s or group’s needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.' This does not directly touch on transportation but is used as a framework.
Rhode Island	Several definitions exist, depending on state agencies. RIDOT uses these: http://www.planning.ri.gov/documents/tip/202~/Section%205-Transportation%20Equity%20Benefit%20Analysis.pdf

PART I: QUESTION 5

1. (Responded YES to Question 1): Are these definitions available to the public?

State DOT	Yes	No
Arizona	√	
California	√	
Connecticut	√	
Georgia	√	
Maryland	√	
Michigan	√	
Minnesota		√
New Hampshire	√	
New Mexico	√	
Oregon	√	
Rhode Island	√	

PART I: QUESTION 6

2. (Responded YES to Question 1) Are these definitions communicated to the following DOT personnel? (Check all that apply)

• State DOT	Headquarters managers	Headquarters technical staff	Headquarters non-technical staff	District managers	District technical staff	District non-technical staff	Other
Arizona	√	√	√	√	√	√	
California	√	√	√	√	√	√	
Connecticut	√	√	√	√			
Georgia	√	√	√	√	√	√	
Maryland	√	√	√	√	√	√	

Michigan	√	√		√	√		
Minnesota	√	√	√	√	√	√	√
New Hampshire	√	√	√				√
New Mexico	√	√				√	
Oregon	√	√	√	√	√	√	√
Rhode Island	√	√	√	√	√	√	

Others:

- 1. Minnesota:** Note the transportation equity will be included in our Statewide Multimodal Transportation Plan that will be released for public comment in June 2022
- 2. New Hampshire:** Can't speak to the district/field communications
- 3. Oregon:** All staff

PART II: QUESTION 1

Which DOT office(s) consider or evaluate equity in transportation in their decision-making? (Check all that apply)

	Asset Management staff	Funding staff	Administration staff	Financing staff	Planning and/or programming staff	Civil rights staff	Communications and/or public engagement staff	Environmental affairs staff	Consultants contracted to evaluate equity in transportation and deliver findings to DOT office	Our state does NOT consider or evaluate equity in transportation at all	Other
Alaska		√			√	√	√	√	√		
Arizona					√	√	√	√			
Arkansas	√	√	√	√	√	√	√	√	√		
California			√		√	√	√	√	√		
Connecticut	√	√	√	√	√	√	√	√	√		
Delaware			√		√	√	√	√	√		
Georgia			√		√	√		√	√		
Idaho					√	√	√	√	√		
Illinois		√	√	√	√	√	√	√	√		
Indiana					√	√	√	√			
Massachusetts		√	√		√		√	√	√		√
Maryland		√			√	√		√			√
Maine	√				√	√	√	√			
Michigan	√				√			√	√		
Missouri					√	√	√	√	√		

Minnesota	√	√	√	√	√	√	√	√	√		
Montana						√		√			
New Hampshire	√	√	√	√	√	√	√	√	√		
New Mexico		√			√						
Ohio					√						
Oregon	√	√	√	√	√	√	√	√	√		
Rhode Island	√	√	√	√	√	√	√	√	√		
South Dakota	√	√		√	√	√	√	√	√		
Utah										√	
Vermont					√	√		√	√		
West Virginia	√				√	√	√	√			
Wyoming			√		√	√					

Other:

1. **Massachusetts:** staff
2. **Maryland:** staff

PART II: QUESTION 2

(Skip, if responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1) What is(are) the title(s) of the staff member(s) that oversees and/or evaluates equity in transportation? Please provide a link to the website, if available. If not available, please type “N/A”. (Comment box)

State DOT	Title(s) of the staff member(s) that oversees and/or evaluates equity in transportation
Alaska	Strategic Investment Chief, Planning Chiefs, Planners, NEPA Managers, environmental, Civil Rights Office, Director of Planning, Regional Directors, Commissioner, Deputy Commissioners
Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
Arkansas	Planners, engineers, Environmental Division Impact Analyst, Environmental Division public involvement specialist NA
California	https://dot.ca.gov/programs/planning-modal/race-equity#:~:text=Overview,Department's%20internal%20and%20external%20operations . https://dot.ca.gov/programs/equal-employment-opportunity https://dot.ca.gov/programs/civil-rights https://dot.ca.gov/about-caltrans/executive-biographies/jeanie-ward-waller https://dot.ca.gov/about-caltrans/executive-biographies/ad-equal-opportunity-employment https://dot.ca.gov/about-caltrans/executive-biographies/dd-sustainability https://dot.ca.gov/about-caltrans/executive-biographies/dd-civil-rights

	Caltrans Planning - Equity engagement and health branch Caltrans District Offices- Equity Leads
Connecticut	Marlon Pena - https://portal.ct.gov/DOT/PP_Policy/Documents/Transportation-Equity-Environmental-Justice Debra Goss - https://portal.ct.gov/DOT/Business/Contract-Compliance/Title-VI-Page
Delaware	Division Directors of Planning, Civil Rights, Transportation Solutions
Georgia	Commissioner, Planning Director, EEO Director, HR Director, General Counsel,
Idaho	Senior Planner, Planning Services Manager
Illinois	It is engrained in everything we do so it is difficult to identify one person the oversees equity in transportation.
Indiana	N/A
Massachusetts	Liz Williams (contact info above) Greg Sobeyinski, Office of Diversity and Civil Rights Martha Koch, Office of Performance Management and Innovation Michelle Ho, Director of Capital Planning Jessica Kenney, Highway Division Environmental Office Bonnie Polin, Highway Division Traffic and Safety Office
Maryland	N/A
Maine	Sherry Tompkins, Director, Office of Civil Rights Stacie Haskell, EEO Program Specialist, Office of Civil Rights Jennifer Laliberte, EEO Program Specialist, Office of Civil Rights Matt Drost, Regional Planner and Tribal Liaison Patrick Adams, Active Transportation Planner Dale Doughty, Acting Director, Bureau of Planning Joyce Taylor, Chief Engineer Theresa Savoy, ADA Program Coordinator Kristen Chamberlain, Manager, NEPA Coordination and Permits Todd Pelletier, Assistant Director, Bureau of Project Development Stephen Landry, State Traffic Engineer Andrew Bickmore, Director, Results and Information Office Ian Gorecki, Policy Development Specialist
Michigan	N/A
Minnesota	https://www.dot.state.mn.us/planning/program/advancing-transportation-equity/
Montana	Environmental Services Bureau Chief, Environmental Engineering Supervisor, Project Development Engineer(s), Environmental Engineering Specialist(s), Civil Rights Bureau Chief, Civil Rights Program Supervisor
New Hampshire	N/A
New Mexico	Members of the Active Transportation Programs Team including Active Transportation Programs Team Supervisor, Recreational Trails and Transportation Alternatives Programs Coordinator; Congestion Mitigation and Air Quality Improvement Program Coordinator.
Oregon	Erika McCalpine, Assistant Director for Social Equity

Rhode Island	In Rhode Island, the Department of Administration's Division of Statewide Planning does equity analysis http://www.planning.ri.gov/documents/tip/2021/Section%205-Transportation%20Equity%20Benefit%20Analysis.pdf
South Dakota	N/A
Vermont	N/A

PART II: QUESTION 3

1. (Skip, if responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1) What type of data is collected to support evaluating equity in transportation? (Check all that apply.)

	Census (including American Community survey) socioeconomic data	National Household Travel survey	Transportation network data (GIS)	Safety data (DOT or national level)	Public engagement	Operational performance measures (e.g. travel time)	Other survey data collected by state (comment box)	Other
Alaska	√		√	√				
Arizona	√				√		√	
Arkansas	√	√	√	√	√	√		
California	√	√	√	√	√			
Connecticut	√		√	√	√	√	√	
Delaware	√							
Georgia	√		√	√	√			
Idaho	√			√	√			
Illinois	√		√	√		√		
Indiana	√	√	√	√	√			
Massachusetts	√		√	√	√			
Maryland	√	√	√	√	√	√		
Maine	√							√
Michigan	√		√		√			
Missouri	√	√	√	√	√			
Minnesota	√	√	√	√	√	√	√	√
Montana	√		√		√			
New Hampshire	√		√	√	√	√		
New Mexico	√							
Ohio	√	√					√	
Oregon	√			√	√			
Rhode Island	√	√	√	√	√	√	√	
South Dakota	√		√	√	√	√	√	
Utah								
Vermont	√							

West Virginia								
Wyoming	√		√	√				

Other:

1. Maine Dot: EPA’s Environmental Justice Screening and Mapping Tool
2. Minnesota: Public health data

PART II: QUESTION 4

(Skip, if responded “Our state does NOT consider or evaluate equity in transportation at all” to Question 1) What methods/practices does your DOT apply for achieving equity in capital and operational projects and policies? (Check all that apply)

	Develop transportation policies/plans that support health equity + environmental equality	Prioritize investments in economically distressed regions	Emphasize accessibility instead of mobility	Ensure transparency and accountability	Create task force/initiatives/programs to investigate transportation equity in capital and operational projects and policies
Alaska					√
Arizona				√	
Arkansas	√			√	
California	√	√		√	√
Connecticut	√	√	√		√
Delaware	√	√	√	√	√
Georgia	√	√		√	
Idaho				√	
Illinois		√			
Indiana				√	
Massachusetts	√	√	√		
Maryland	√				√
Maine				√	
Michigan	√			√	
Missouri	√	√		√	
Minnesota	√	√	√	√	√
Montana				√	
New Hampshire	√		√	√	
New Mexico		√			
Ohio	√				
Oregon	√		√	√	√
Rhode Island		√	√	√	√
South Dakota	√		√	√	
Utah					

Vermont	√				√
West Virginia					
Wyoming				√	

PART II: QUESTION 5

(Skip, if responded “Our DOT does NOT consider or evaluate equity in transportation at all” to Question 1) What methods does your DOT use to evaluate equity? (Check all that apply)

	Evaluation criteria/performance measures	Statewide Accessibility Gap Maps	Public meetings/public engagement	Equity based funding distribution tool	Equity based funding distribution formula	Expert panel/task force	None
Alaska	√					√	
Arizona			√				
Arkansas	√	√	√	√	√	√	
California	√		√			√	
Connecticut	√	√	√			√	
Delaware			√				
Georgia			√			√	
Idaho			√				
Illinois	√						
Indiana			√				
Massachusetts	√	√	√	√	√		
Maryland	√	√	√			√	
Maine		√	√			√	
Michigan	√		√				
Missouri			√				
Minnesota	√	√	√			√	
Montana	√						
New Hampshire			√				
New Mexico	√						
Ohio			√				
Oregon	√	√	√			√	
Rhode Island	√	√	√	√	√		
South Dakota	√	√	√				
Utah							
Vermont							√
West Virginia							
Wyoming							√

PART II: QUESTION 6

(Skip, if responded “Our DOT does NOT consider or evaluate equity in transportation at all” to Question 1) Which common tools on metrics does your DOT use to evaluate equity? (Check all that apply)

	Department of Health’s Environmental Health Disparities Map	Census Bureau Community Resilience Estimates	Centers for Disease Control Social Vulnerability Index	Housing and Transportation Affordability Toolkit	The Department of Housing and Urban Development’s Location Affordability Index	TransitCenter’s Equity Dashboard	Accessible Observatory/ Access Across America Database	Mineta’s Commute Duration Dashboard	The Environmental Protection Agency’s Smart Location Mapping	None	Other
Alaska										√	
Arizona										√	
Arkansas	√	√	√	√	√		√		√		
California	√	√		√		√			√		√
Connecticut	√					√	√		√		
Delaware									√		
Georgia			√			√			√		
Idaho											√
Illinois											√
Indiana	√										
Massachusetts			√	√			√				√
Maryland											√
Maine			√		√						
Michigan									√		
Missouri										√	
Minnesota							√				√
Montana										√	
New Hampshire		√									
New Mexico										√	
Ohio											√
Oregon											
Rhode Island		√		√					√		√

South Dakota		√								
Utah										
Vermont									√	
West Virginia										
Wyoming		√								

Others:

1. California: CalEnviroScreen
2. Idaho: I am not aware of any tools at the moment, Idaho is working on developing metrics to evaluate equity.
3. Illinois: Illinois centric metrics such as opportunity zones and Illinois' Environmental Justice
4. Massachusetts: Many others – Streetlight, Conveyal, Massachusetts EEA has their own tool we use too
5. Maryland: MD EJ Screen
6. Minnesota: Several custom applications developed for MnDOT
7. Ohio: Develop plan specific tools such as the demand analysis for walking & biking that was developed for our statewide bike/ped plan, Walk. Bike. Ohio. A report on this analysis can be found at:
[https://www.transportation.ohio.gov/programs/walkbikeohio/existing-future-conditions-analysis/wbo-demand-analysis"](https://www.transportation.ohio.gov/programs/walkbikeohio/existing-future-conditions-analysis/wbo-demand-analysis)
8. Rhode Island: EJ Screen

PART II: QUESTION 7

What performance measures does your DOT use for evaluating projects for consideration within your State Transportation Improvement Plan (STIP)? (Check all that apply)

	Safety	Congestion (e.g. delay) reduction	System reliability	Infrastructure condition	Freight movement and economic vitality	Environmental sustainability	Potential/Risk for project delays	Equity	None	Other
Alaska	√	√		√	√	√	√	√		
Arizona	√	√	√	√	√		√	√		
Arkansas	√	√	√	√	√	√	√	√		
California	√		√		√	√		√		
Connecticut	√	√	√	√						
Delaware	√	√	√	√	√	√		√		
Georgia	√	√	√	√	√	√		√		

Idaho	√	√	√	√	√		√				
Illinois	√	√	√	√	√	√		√			
Indiana	√	√	√	√			√				
Massachusetts	√	√	√	√	√	√	√				
Maryland	√	√	√	√	√	√	√	√			
Maine	√	√	√	√	√	√	√				
Michigan	√	√		√	√						
Missouri	√	√	√	√	√	√	√				
Minnesota	√	√	√	√	√	√					
Montana	√	√	√	√							
New Hampshire	√	√		√			√				
New Mexico										√	
Ohio	√										
Oregon	√	√	√	√		√		√			
Rhode Island	√	√	√	√	√	√	√	√			
South Dakota	√		√	√	√	√	√	√			
Utah	√	√	√	√	√		√				√
Vermont	√	√	√	√	√	√					
West Virginia											
Wyoming										√	

Others:

Utah: Better Mobility, Good Health, Connected Communities, Strong Economy

PART II: QUESTION 8

(CHECKED THE EQUITY BOX in Question 7) What are the definitions of the equity performance measures used for selecting projects to include in the STIP or other Capital Investment Plans? What performance measures are used for evaluating equity? (Check all that apply)

	Equitable safety performance	Equitable operational (e.g. delay and travel times) performance	Equitable system reliability	Equitable infrastructure condition	Equitable economic vitality	Equitable environmental impacts	Equitable funding levels – urban vs. rural	Equitable funding levels – based on geographic regions	Equitable funding levels – based on population served	Equitable funding levels – based on economic impact	Other
Alaska											√

Arizona	√	√		√							
Arkansas	√	√	√	√	√	√	√	√	√	√	
Delaware									√		
Georgia		√	√	√	√	√					
Idaho											
Illinois							√	√			√
Oregon	√				√	√	√				
Rhode Island	√	√	√	√	√	√	√	√	√	√	
South Dakota						√	√	√	√		

Others:

1. Alaska: In development
2. Illinois: Environmental Justice

-
-

PART II: QUESTION 9

What portion of your DOT budget is directly or indirectly spent on “system preservation/asset management”?

State DOT	Portion of budget
Alaska	31-40%
Arizona	71-80%
Arkansas	71-80%
California	71-80%
Connecticut	61-70%
Delaware	21-30%
Georgia	51-60%
Idaho	41-50%
Illinois	61-70%
Indiana	61-70%
Massachusetts	51-60%
Maryland	51-60%
Maine	81-90%
Michigan	91-100%
Missouri	41-50%
Minnesota	61-70%

Montana	91-100%
New Hampshire	71-80%
New Mexico	21-30%
Ohio	81-90%
Oregon	21-30%
Rhode Island	91-100%
South Dakota	81-90%
Utah	21-30%
Vermont	31-40%
West Virginia	
Wyoming	71-80%

PART II: QUESTION 10

Does your state have civil rights laws that extend the requirements under federal law?

State DOT	Yes	No
Alaska	√	
Arizona		√
Arkansas		√
California	√	
Connecticut		√
Delaware	√	
Georgia	√	
Idaho	√	
Illinois	√	
Indiana	√	
Massachusetts		√
Maryland	√	
Maine	√	
Michigan	√	
Missouri		√
Minnesota	√	
Montana	√	
New Hampshire	√	
New Mexico		√
Ohio	√	
Oregon	√	
Rhode Island	√	

South Dakota	√
Utah	√
Vermont	√
West Virginia	
Wyoming	√

PART III: QUESTION 1

What actions has your DOT taken to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (Check all that apply)

State DOT	Created a task force to investigate /monitor transportation funding equity	Created implementation plans for short-term efforts to reduce and eliminate funding equity problems	Created implementation plans for long-term efforts to reduce and eliminate funding equity problems	Formulas for programmatic funding to promote equity in federal transportation funding	Formulas for programmatic funding to promote equity in state transportation funding	Formulas for programmatic funding to promote equity in federal discretionary transportation funding	Formulas for programmatic funding to promote equity in state discretionary transportation funding	Formulas for programmatic funding to promote equity in fare/fee structures	Formulas for programmatic funding based on an evaluation of current access, benefits, and need based on type of transportation (e.g. bike sharing, ridesharing, on-demand transit, etc.)	ADA Transition Plan barrier removal	None	Other
Alaska	√											
Arizona												√
Arkansas	√									√		√
California	√	√	√									
Connecticut	√	√	√						√	√		
Delaware			√	√	√					√		
Georgia						√	√		√	√		
Idaho										√		
Illinois		√	√									
Indiana										√		
Massachusetts											√	
Maryland	√							√	√			
Maine										√		
Michigan										√		

Missouri											√		
Minnesota	√										√		√
Montana				√									
New Hampshire			√										
New Mexico													√
Ohio			√										
Oregon		√								√			
Rhode Island	√	√	√										
South Dakota										√			
Utah												√	
Vermont	√									√			
Wyoming												√	

If other:

Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
Arkansas	Evaluation of equity in funding across the state
Minnesota	Partnering with large MPO on study specific to equity and funding
New Mexico	equity as a scoring criteria in program applications (RTP, TAP, CMAQ)

PART III: QUESTION 2

What actions has your DOT taken to reduce or eliminate institutional, systemic, or historical inequities in the existing transportation system and its operations? (Check all that apply)

State DOT	Created implementation plans for short-term efforts to reduce and eliminate systemic/institutional equity problems	Created implementation plans for long-term efforts to reduce and eliminate systemic/institutional equity problems	Created a task force to investigate/monitor or institutional, systemic, or historical inequities	Created a task force or unit to evaluate current access, benefits, and need based on type of transportation (e.g. bikesharing, ridesharing, on-demand transit, etc.)	Develop transportation policies/plans that support health equity + environmental quality	Prioritize investments in economically distressed regions	Emphasize preservation of all neighborhoods (including low-income) during the planning and placement of new highways and mass public transportation infrastructure and expansion	Prioritize motorists, bicyclists, and pedestrians alike, without prioritizing one at the expense of another	Prioritize accommodating travelers with different mobility needs (e.g. individuals with disabilities, individuals with young children)	Alleviating traffic congestion in all parts of town equitably	Ensuring accessibility of public transportation	Ensuring accessibility of public transportation	Addressing barriers to public transportation	Addressing barriers to public transportation	Other
-----------	--	---	--	--	--	---	--	---	--	---	---	---	--	--	-------

								of existing facilities and right-of-ways.									
Alaska			√	√													
Arizona																	√
Arkansas			√		√		√		√				√	√			
California	√	√	√	√	√		√	√	√				√				
Connecticut	√	√		√	√	√	√	√	√							√	
Delaware					√				√				√	√	√		
Georgia					√				√					√	√		
Idaho									√	√				√			
Illinois	√	√				√											
Indiana				√	√		√									√	
Massachusetts					√				√			√	√				
Maryland			√	√	√												
Maine	√		√	√	√				√					√	√		
Michigan					√									√	√		
Missouri						√	√				√			√	√		
Minnesota		√	√	√	√	√	√		√			√	√	√	√		
Montana														√			
New Hampshire		√		√	√		√	√	√				√	√			
New Mexico						√										√	
Ohio		√															
Oregon	√	√		√	√		√		√				√	√	√		
Rhode Island						√								√			
South Dakota					√		√	√	√	√		√	√	√			
Utah									√								
Vermont			√	√					√	√				√	√		
Wyoming														√			

If other:

Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
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PART III: QUESTION 3

Does your DOT prioritize investments in underserved communities or economically distressed regions?

State DOT	Yes	No
Alaska		√

Arizona	√
Arkansas	√
California	√
Connecticut	√
Delaware	√
Georgia	√
Idaho	√
Illinois	√
Indiana	√
Massachusetts	√
Maryland	√
Maine	√
Michigan	√
Missouri	√
Minnesota	√
Montana	√
New Hampshire	√
New Mexico	√
Ohio	√
Oregon	√
Rhode Island	√
South Dakota	√
Utah	√
Vermont	√
Wyoming	√

PART III: QUESTION 4

Please provide any link(s) related to the following: actions your DOT has taken to reduce inequities in transportation funding, actions your DOT has taken to reduce inequities in the existing transportation system and its operation, and your DOT’s prioritization of investments in underserved communities or economically distressed regions. Please type “N/A” if not applicable to your DOT. (Comment box)

Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
California	https://dot.ca.gov/-/media/dot-media/programs/planning-modal/documents/race-equity/feb2022_reap_combined-a11y.pdf https://dot.ca.gov/programs/rail-and-mass-transportation/low-carbon-transit-operations-program-lctop https://dot.ca.gov/programs/rail-and-mass-transportation/transit-and-intercity-rail-capital-program https://dot.ca.gov/-/media/dot-media/programs/risk-strategic-management/documents/sp-

	2020-16p-web-a11y.pdf https://dot.ca.gov/programs/local-assistance/fed-and-state-programs/active-transportation-program
Connecticut	https://portal.ct.gov/DOT/VisionZeroCouncil/VisionZeroInteragencyPolicy
Delaware	Project Prioritization Process
Idaho	At this time ITD has not taken any actions to reduce inequities in transportation funding. However, I anticipate this will be a top priority within the next few years.
Illinois	https://idot.illinois.gov/about-idot/our-story/governance/index https://idot.illinois.gov/Assets/uploads/files/Transportation-System/Reports/Aero/RBI_ACIP_04_30_21.pdf https://idot.illinois.gov/transportation-system/transportation-management/planning/illinois-port-facilities-capital-grant-program https://idot.illinois.gov/transportation-system/local-transportation-partners/county-engineers-and-local-public-agencies/safe-routes-to-school/index https://idot.illinois.gov/transportation-system/local-transportation-partners/county-engineers-and-local-public-agencies/funding-opportunities/ITEP https://idot.illinois.gov/data-driven-decisions.html
Indiana	N/A
Massachusetts	N/A
Maryland	N/A
Maine	https://www.maine.gov/mdot/completestreets/
Michigan	(NA - we are just beginning to look at expansion of our EJ/Equity analyses into these area's)
Minnesota	See: https://www.dot.state.mn.us/planning/program/advancing-transportation-equity/ MnDOT has also created pilot programs to fund equity-driven projects, launched the Rethinking I-94 study, For the selection of project where MnDOT is confident these types of projects would benefit adjacent environmental justice populations, MnDOT includes environmental justice in the score of candidate projects. These include the selection of urban non-freeway/non-expressway pavement projects, the rehabilitation and replacement of existing non-motorized infrastructure and pedestrian bridges and underpasses, targeted safety improvements, and standalone improvements for non-motorized transportation users. The Transportation Economic Development Program also includes a consideration of whether environmental justice populations will benefit from the jobs created as a result of a candidate project.
New Hampshire	N/A
New Mexico	Under 'Program Resources and Guides' see Active Transportation Programs Call for projects Guide and CMAQ guide for scoring criteria. https://www.dot.nm.gov/planning-research-multimodal-and-safety/planning-division/multimodal-planning-and-programs-bureau/active-transportation-and-recreational-programs/
Rhode Island	http://climatechange.ri.gov/documents/mwg-clean-trans-innovation-report.pdf http://www.planning.ri.gov/planning-areas/transportation/tip.php https://health.ri.gov/data/healthequity/transportation/ http://www.planning.ri.gov/documents/tip/2021/Section%205-Transportation%20Equity%20Benefit%20Analysis.pdf https://www.dot.ri.gov/accountability/index.php https://www.dot.ri.gov/about/who/civil_rights.php

PART III: QUESTION 5

Does your DOT assess equity program success?

State DOT	Yes	No
Alaska		√

Arizona	√
Arkansas	√
California	√
Connecticut	√
Delaware	√
Georgia	√
Idaho	√
Illinois	√
Indiana	√
Massachusetts	√
Maryland	√
Maine	√
Michigan	√
Missouri	√
Minnesota	√
Montana	√
New Hampshire	√
New Mexico	√
Ohio	√
Oregon	√
Rhode Island	√
South Dakota	
Utah	√
Vermont	√
West Virginia	
Wyoming	√

PART III: QUESTION 6

[You responded YES to "Does your DOT assess equity program success?"] Please provide link(s) or type "N/A" if not applicable to your DOT.

California	<p>These two programs evaluate benefit to priority populations (disadvantage and low income communities)</p> <p>https://dot.ca.gov/programs/rail-and-mass-transportation/transit-and-intercity-rail-capital-program</p> <p>https://dot.ca.gov/programs/rail-and-mass-transportation/low-carbon-transit-operations-program-lctop</p>
Georgia	N/A
Maine	<p>MaineDOT's Civil Rights Office completes federal compliance assessments.</p> <p>https://www.maine.gov/mdot/civilrights/</p>
Oregon	NA
Rhode Island	<p>http://www.planning.ri.gov/documents/tip/2021/Section%205-Transportation%20Equity%20Benefit%20Analysis.pdf</p>

PART III: QUESTION 7

[You responded YES to Question 4] How is the success of the equity program, including efforts to reduce or eliminate institutional, systemic, or historical inequities in transportation funding, assessed?

State DOT	Unsolicited user praise and complaints	Informal feedback from community leaders identified through community building activities	Performance measures	Intentional and regular user-based interviews and focus groups	Intentional and regular community leader-based interviews and focus groups	Other	NA
California		√				√	
Georgia			√				
Maine	√		√	√		√	
Oregon	√	√					
Rhode Island			√				
South Dakota	√		√	√	√		
Wyoming							√

Other:

California	Outcome reports from projects awarded
Maine	We do not always meet our DBE Goal - but part of that is due to the population in Maine and this year COVID

PART III: QUESTION 8

[You responded YES to Question 4] How frequently does the DOT review/evaluate equity program success?

State DOT	Frequency	Other
California	8	
Georgia	2	
Maine	1	
Oregon	7	
Rhode Island	4	
South Dakota	3	
Wyoming	7	

PART III: QUESTION 9

What performance measures have been adopted to reduce or eliminate institutional, systemic, or historical inequities in the transportation system and/or transportation funding? (Check all that apply)

State DOT	Improved access to opportunities (e.g., healthcare, education, employment, and food) for protected classes and underserved populations	Improved transportation system affordability for protected classes and underserved populations	Improved system use rates for protected classes	Fewer complaints	Improved cost recovery for systems serving protected classes	Improved travel times for underserved populations and protected classes	Improved safety outcomes for underserved populations and protected classes	None	Other
Alaska									√
Arizona									√
Arkansas	√			√					
California	√	√					√		
Connecticut	√	√		√		√	√		
Delaware	√								
Georgia	√								
Idaho								√	
Illinois								√	
Indiana				√			√		
Massachusetts								√	
Maryland								√	
Maine	√								
Michigan								√	
Missouri								√	
Minnesota							√		√
Montana							√		
New Hampshire								√	
New Mexico								√	
Rhode Island	√	√					√		
South Dakota				√					
Utah								√	
Vermont								√	
Wyoming								√	

Other:

Alaska	In development
Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi
Minnesota	Public trust and confidence by demographic segment. We are also exploring many other measure currently.

PART III: QUESTION 10

[Skip, if you responded “None” to Question 7] What degree of accountability do offices within the DOT or the overall DOT have to improve these performance measures or achieve particular equity targets or goals? (Check all that apply)

State DOT	Funding/resources linked to improvements/meeting targets	Management personnel evaluations linked to improvements/meeting targets	Limited accountability like failure to improve/meet targets triggers additional mandatory training	Varying accountability, for example management may determine and change accountability policies frequently	None	Other
Alaska	√					
Arizona						√
Arkansas						√
California					√	
Connecticut				√		
Delaware		√				
Georgia		√				
Indiana	√	√				
Maine						√
Minnesota					√	
Oregon					√	
Rhode Island	√					
South Dakota	√			√		

Other:

Alaska	Ensure Title VI Programs are implemented & followed. Title VI Quarterly Reports are submitted.
Arizona	Unclear of the options
Maine	Maine's goal is race neutral - but we put a participation attainment goal (PAT) on projects to encourage Contractors to use DBE's. Contractors have to show a good faith effort (GFE).

PART III: QUESTION 11

What are some challenges in implementing successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (check all that apply)

State DOT	State resources (staffing, funding, turnover, etc.)	Local resources (staffing, funding, turnover, etc.)	External institutional constraints	Distribution of economic resources	Lack of awareness	Lack of data	Lack of training	Lack of institutional vision/program	None	Other
Alaska	√	√		√		√				
Arizona										√
Arkansas	√	√	√	√	√	√	√	√		
California	√	√	√	√		√				
Connecticut	√			√	√	√	√	√		
Delaware	√									
Georgia	√				√					
Idaho	√	√		√	√	√		√		
Illinois						√				
Indiana	√	√		√	√		√			

Massachusetts	√	√	√	√	√	√	√	√		
Maryland	√					√				
Maine	√			√	√	√	√	√		√
Michigan	√	√						√		
Missouri	√					√				
Minnesota	√	√	√			√	√			
Montana	√									
New Hampshire	√	√	√		√	√	√			
New Mexico	√			√	√		√	√		
Ohio				√						
Oregon	√		√		√	√	√			
Rhode Island	√					√				
South Dakota		√			√					
Utah		√	√	√	√	√	√	√		
Vermont	√	√		√	√	√	√	√		
Wyoming	√									

Others:

Maine: demographics of Maine’s population

PART III: QUESTION 12

What are some factors supporting the implementation of successful actions to reduce or eliminate institutional, systemic, or historical inequities in transportation funding? (check all that apply)

State DOT	State resources (staffing, funding, turnover, etc.)	Local resources (staffing, funding, turnover, etc.)	External institutional support	Distribution of economic resources	Strong leadership support	Data availability	Effective training	Effective institutional vision/program	None	Other
Alaska			√		√			√		
Arizona					√		√	√		
Arkansas	√	√	√	√	√	√	√	√		
California			√		√		√	√		
Connecticut	√		√	√		√				
Delaware					√					
Georgia	√				√			√		
Idaho		√	√		√	√		√		
Illinois	√	√								
Indiana					√	√	√	√		
Massachusetts	√	√	√	√	√	√	√	√		
Maryland					√			√		
Maine										√
Michigan				√	√					

Missouri	√											√							
Minnesota	√		√	√					√								√		
Montana									√		√								
New Hampshire									√		√		√						
New Mexico									√										
Ohio								√											
Oregon	√				√				√		√		√		√				
Rhode Island	√							√											
South Dakota	√								√								√		
Utah																			√
Vermont																			√
Wyoming																			√

Other:

Maine	Upcoming institutional vision, federal funding requirements
Vermont	N/A - we are just beginning to create a Transportation Equity Framework, intended to identify strategies to weave equity into the planning and implementation of transportation projects and programs. All of the above items are important but we have not yet arrived at the desired outcomes and therefore can't accurately answer this question.

PART IV: QUESTION 1

Which DOT office(s) is/are currently responsible for communicating with and engaging underserved populations and protected classes? (check all that apply)

State DOT	Staff														Consultants contracted to communicate with and engage underserved populations and protected classes and deliver findings	Our state does NOT communicate with and engage underserved populations and protected classes at all	Other		
	Risk management	Safety	Operations	Design	Project development	Funding	Administration	Environmental services	Asset management	Financing	Planning and/or programming	Civil rights	Communications and/or public engagement	Research					

Rhode Island		√			√		√	√	√		√	√	√				
South Dakota		√	√	√	√			√	√		√	√	√	√	√		
Utah								√			√	√	√		√		
Vermont		√	√	√	√			√			√	√			√		
West Virginia																	
Wyoming																	

PART IV: QUESTION 2 [skipped if previous question’s answer contained “not”]

What is the title of the office or staff member that oversees communications and engagement with underserved populations and protected classes? Please provide a link to the website, if available. Or type “N/A” if not applicable to your DOT.

State DOT	Response
Alaska	Communications Director
Arizona	Directors, Supervisors, Project Managers
Arkansas	Environmental Division Public Involvement Section Head and specialists
California	Within the strategic plan, a new strategic imperative is to have equitable and meaningful community engagement across all phases of work. Staff currently but not limited to engagement work: Caltrans Office of Race and Equity; Title VI District Liaisons; Public Informational Officers; Planning Staff; Enviro Staff; Cultural Studies District Liaisons; Native American District Liaisons; Transit Liaison; etc
Connecticut	n/a
Delaware	All division directors
Georgia	Planning, EEO, Communications, Intermodal, Environmental, General Counsel, Commissioner
Idaho	John Tomlinson, Public Affairs Manager
Illinois	This is done throughout the department.
Indiana	INDOT Technical Planning & Programming Division (https://www.in.gov/indot/resources/planning-studies/technical-planning/); Office of Communications (https://www.in.gov/indot/about-indot/central-office/communications/); Office of Equity and Inclusion; ADA Office (https://www.in.gov/indot/accessibility-and-non-discrimination/title-vi-ada-information-and-resources-for-consultants-and-contractors/)
Massachusetts	N/A
Maryland	N/A
Maine	Office of Civil Rights Bureau of Planning, Public Outreach and Planning Bureau of Project Development Creative Services Office Environmental Office Results and Information Office Highway Program
Michigan	(https://www.michigan.gov/mdot/programs/title-vi)

Missouri	N/A
Minnesota	Responsibility is distributed. However, our Civil Rights director and director of Communications and Public Engagement come closest to your question
Montana	
New Hampshire	N/A
New Mexico	Public Involvement Specialist
Ohio	
Oregon	Erika McCalpine, ODOT Assistant Director for Social Equity, and the ODOT Office of Social Equity. https://www.oregon.gov/odot/equity/Pages/default.aspx
Rhode Island	It is a Department-wide process, but mostly led by our Office of Civil Rights https://www.dot.ri.gov/about/who/civil_rights.php
South Dakota	N/A
Utah	
Vermont	https://vtrans.vermont.gov/civil-rights
West Virginia	
Wyoming	

PART IV: QUESTION 3

Does your DOT develop community-based partnerships with underserved groups?

State DOT	Yes	No
Alaska		√
Arizona	√	
Arkansas	√	
California	√	
Connecticut	√	
Delaware		√
Georgia	√	
Idaho		√
Illinois		
Indiana	√	
Massachusetts		√
Maryland	√	
Maine		√
Michigan	√	
Missouri	√	
Minnesota	√	
Montana	√	
New Hampshire	√	
New Mexico		√
Ohio	√	

Oregon	√
Rhode Island	√
South Dakota	√
Utah	√
Vermont	√
West Virginia	
Wyoming	

PART IV: QUESTION 4

Does your DOT communicate its goals and priorities related to equity in transportation to the tribes and MPO/RPOs involved in transportation planning and funding within your state?

State DOT	Yes	No
Alaska	√	
Arizona	√	
Arkansas	√	
California	√	
Connecticut	√	
Delaware	√	
Georgia	√	
Idaho		√
Illinois		
Indiana	√	
Massachusetts	√	
Maryland	√	
Maine	√	
Michigan	√	
Missouri		√
Minnesota	√	
Montana	√	
New Hampshire	√	
New Mexico	√	
Ohio	√	
Oregon	√	
Rhode Island	√	
South Dakota	√	
Utah		√
Vermont	√	
West Virginia		

PART IV: QUESTION 5

What methods does your DOT use to ensure that the capital and operational project selection process(es) is(are) transparent to the public? (check all that apply)

State DOT	Process for project selection is provided on DOT website	Selected projects listed on DOT website	All projects considered listed on DOT website	All projects' criteria scores listed on DOT website	All project criteria data provided on DOT website	All project criteria methods provided on DOT website	Proactive engagement with community leaders	In-person meetings that present the selected projects to the public	Virtual meetings that present the selected projects to the public	Community-building through community partners with local residents	Community-building through community partners with local residents from vulnerable populations and underserved communities	None	Other
Alaska	√	√	√	√	√	√	√	√	√				
Arizona	√	√	√					√	√				
Arkansas		√					√	√					
California	√	√							√				
Connecticut	√						√	√	√	√	√		
Delaware	√	√				√	√	√	√	√	√		
Georgia		√					√		√				
Idaho		√	√			√		√	√				
Indiana	√	√				√		√	√	√			
Massachusetts	√	√	√				√	√	√	√	√		√
Maryland		√					√	√	√	√			
Maine	√	√					√	√	√				
Michigan		√					√						
Missouri	√	√					√	√	√	√	√		
Minnesota	√	√	√	√	√	√	√						
Montana		√					√	√	√				
New Hampshire	√	√				√	√	√	√				
New Mexico		√											

Oregon	1	1				1	1	1	1	1
Rhode Island	1	1	1			1	1	1	1	
South Dakota	1	1					1	1	1	1
Utah	1	1	1	1	1	1	1	1	1	1
Vermont	1	1					1	1	1	1

If other

Massachusetts	(public website (interactive GIS with all project details), public comment period on the call for projects and 5-yr transportation plan)
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PART IV: QUESTION 6

What methods does your DOT use to ensure the capital and operational project selection process(es) is (are) transparent to the tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state? (check all that apply)

State DOT	Process for project selection is provided on DOT website	DOT lists projects selected for implementation on DOT website	All projects considered for implementation listed on DOT website when they are submitted	All projects' criteria scores listed on DOT website	All projects' criteria data provided on DOT website	All projects' criteria methods provided on DOT website	Project criteria scores provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state	Project criteria data provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state	Project criteria methods provided to tribes, MPO/RPOs, and other agencies involved in transportation planning and funding within your state	Training provided to Tribal, MPO/RPO, and other agency personnel in the project selection process	Tribal, MPO/RPO, and other agency personnel included in the decision-making meetings for project selection	Tribal, MPO/RPO, and other agency personnel included and vote in the decision-making meetings for project selection	None	Other
Alaska	√	√	√	√	√	√	√	√	√	√	√	√		
Arizona	√	√		√	√	√				√	√	√		
Arkansas		√							√	√				The options listed

												are conf usin g.	
California	√	√		√	√	√				√	√	√	
Connecticut		√				√			√		√	√	
Delaware	√	√				√		√					
Georgia	√												
Idaho		√	√										
Indiana	√	√				√					√		
Massachusetts	√	√	√	√	√	√							
Maryland				√			√	√	√				
Maine	√	√											
Michigan		√						√					
Missouri	√	√									√	√	
Minnesota	√	√	√	√	√	√	√	√	√				
Montana		√							√	√			
New Hampshire	√	√				√		√	√	√	√	√	
New Mexico		√						√	√				
Oregon	√	√								√			
Rhode Island	√	√	√					√	√				
South Dakota		√									√	√	
Utah	√	√	√	√	√	√							
Vermont	√	√					√	√	√	√	√	√	

PART IV: QUESTION 7

How does your DOT communicate with underserved groups? (check all that apply)

State DOT	E-mail campaign	Mail campaign	Door-to-door discussion	Engagement with community organization	Website updates	Public meetings	Providing transportation to public meetings/involvement opportunities	Disseminating information in multiple languages	None	Other
Alaska	√	√		√	√	√				
Arizona	√	√		√	√	√		√		Email
Arkansas		√	√	√	√	√	√	√		
California	√	√	√	√	√	√	√	√		
Connecticut	√	√		√	√	√	√	√		
Delaware		√		√	√	√		√		
Georgia				√	√	√		√		
Idaho					√	√		√		
Indiana	√			√	√	√				
Massachusetts	√			√	√	√		√		
Maryland	√	√	√	√	√	√		√		
Maine	√		√	√	√	√				
Michigan			√	√	√	√		√		
Missouri			√	√	√	√		√		
Minnesota	√	√		√	√	√		√		Attend community events
Montana				√	√	√		√		
New Hampshire	√	√		√	√	√				
New Mexico	√	√			√	√		√		
Oregon	√			√		√		√		
Rhode Island	√				√	√		√		
South Dakota				√	√	√	√			
Utah			√	√	√	√		√		Reaching out to community groups and events. Go to them, not make them go to you

Vermont	√	√
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PART V: QUESTION 1

Does your DOT provide internal training in transportation equity?

State DOT	Yes	No
Alaska		√
Arizona	√	
Arkansas	√	
California	√	
Connecticut	√	
Delaware		√
Georgia	√	
Idaho		√
Indiana	√	
Massachusetts		√
Maryland	√	
Maine		√
Michigan	√	
Missouri		√
Minnesota	√	
Montana	√	
New Hampshire		√
New Mexico		√
Oregon	√	
Rhode Island	√	
South Dakota		√
Utah		√
Vermont		√

PART V: QUESTION 2

[You responded YES to "Does your DOT provide internal training in transportation equity?"] Please provide link(s) or type "N/A" if not applicable to your DOT.

Arizona	https://azdot.gov/business/civil-rightsexternal-eeo-contractor-compliance/title-vi-nondiscrimination-program/title-vi http://aztribaltransportation.org/tribal-partnerships.asp https://itcaonline.com/programs/community-development/transportation/
Arkansas	No link. FHWA training provided.
California	DEI Training is taking place across the department. Efforts are oftentimes developed in Head Quarters by EEOP/CORE/ADMIN. Training on DEI or cultural heritage is posted to our intranet and in email blasts.
Connecticut	n/a

Georgia	DE& I training, Title VI training provided Agency wide
Indiana	Agency provides ADA and Title VI Training. As noted, INDOT is in the process of hiring a Planning Program Outreach Manager whose responsibility and focus will be on outreach to the underserved, creating policies/procedures for outreach. The INDOT Planning also uses TREDIS. We just received the TREDIS 6.0 update that includes economic equity analysis and quantifying transportation investment impacts to identified economically distressed areas. Staff is gearing up for training on the use of this new feature.
Maryland	N/A
Michigan	Equity in Transportation Seminar, provided awareness and meaning, also identified definition.
Minnesota	No links publicly available currently
Oregon	NA
Rhode Island	https://rilearningcenter.myabsorb.com/#/dashboard

PART V: QUESTION 3 [Skipped if previous question’s response was “No”]

Which DOT office(s) currently receive professional development and training in transportation equity? (check all that apply)

State DOT	Risk Management staff	Safety staff	Operations staff	Design staff	Project development staff	Funding staff	Administration staff	Environmental services staff	Human resources staff	Asset management staff	Financing staff	Planning and/or programming staff	Civil rights staff	Communications and/or public engagement staff	Research staff	Other
Arizona			√	√	√			√	√			√	√	√	√	
Arkansas				√	√	√		√		√		√		√		
California	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Connecticut					√		√	√		√		√	√	√		
Georgia				√			√		√			√	√	√		
Indiana								√	√			√	√			
Maryland														√		
Michigan								√				√				
Minnesota		√	√	√	√	√		√		√	√	√	√	√	√	√
Montana								√					√			
Oregon					√	√	√						√	√		
Rhode Island					√		√	√		√		√	√	√	√	

Island

If Responded "Other"

Minnesota	Note: we are just launching our training program this year - the groups selected in this response are the intended audiences
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PART V: QUESTION 4

Does your DOT provide training in transportation equity to tribes and MPO/RPOs involved in transportation planning and funding within your state?

State DOT	Yes	No
Alaska		√
Arizona	√	
Arkansas	√	
California		√
Connecticut		√
Delaware		√
Georgia		√
Idaho		√
Indiana		√
Massachusetts		√
Maryland		√
Maine		√
Michigan		√
Missouri		√
Minnesota		√
Montana	√	
New Hampshire		√
New Mexico		√
Oregon		√
Rhode Island		√
South Dakota		√
Utah		√
Vermont		√

PART V: QUESTION 5

Would you be willing and able to participate in a follow-up interview?

State DOT	Yes	No
Alaska		√
Arizona	√	

Arkansas	√
California	√
Connecticut	√
Delaware	√
Georgia	√
Idaho	√
Indiana	√
Massachusetts	√
Maryland	√
Maine	√
Michigan	√
Missouri	√
Minnesota	√
Montana	√
New Hampshire	√
New Mexico	√
Oregon	√
Rhode Island	√
South Dakota	√
Utah	√
Vermont	√

APPENDIX C

LITERATURE REVIEW TABLES

These tables all contain material accessed from DOT websites.

Table C.1: DOT Performance measures associated with funding and equity

State	Measure Area	Performance Measure
Alabama	Access	<ul style="list-style-type: none"> • Annual pedestrian commuting mode share (5-year rolling average), • Annual bicycle commuting mode share (5-year rolling average)
	Mobility	<ul style="list-style-type: none"> • Annual consistency with the scheduled right-of-way improvements in current state ADA Transition Plan • Percentage of priority bicycle corridors designated as state bicycle routes, Total number of vision bicycle corridors designated as state bicycle routes.
California	Underserved Population	<ul style="list-style-type: none"> • Access to destinations by income quintile and race • Transportation and housing cost burden by income quintile and race • Number of communities and community-based organizations (CBO) meaningfully engaged in development of plans and projects • Air-quality in low income and disadvantaged communities • Access to active modes in low income and disadvantaged communities
	Quality of life	<ul style="list-style-type: none"> • Percent of household income spent on housing and transportation costs
Maryland	Accessibility & Connectivity	<ul style="list-style-type: none"> • Housing/jobs within walking distance to bus stops

		<ul style="list-style-type: none"> • Bike/pedestrian/multimodal projects vs. pedestrian priorities • Trail Counts • % of commutes by walking/biking
Massachusetts	shared use paths	<ul style="list-style-type: none"> • Miles of shared use paths • Residents • Residents of color • Low-income households • Low vehicle households within 1/2 mile of a share use path.
Minnesota	Bike	<ul style="list-style-type: none"> • Ridership: Bicycle Commuters in Minnesota, Regular Bicycle Ridership, Regular Bicycle Ridership among Women • Safety: Bicyclists at Index Monitoring Sites, Annual Bicycle-Vehicle Crashes, Growth in Cycling Compared to Growth in Crashes • Assets: MnDOT Projects That Address Bicycling Needs, State Bicycle Designation and Mapping
	Walk	<ul style="list-style-type: none"> • Total number of people counted walking, • Percentage of people who walk to work as their primary mode (by district), • Mode split of students walking to school, • Percentage of people who walk at least a few times per week, • Number and percent of schools, school districts, or communities with Safe Routes to School plans, • Percent of programmed projects that benefit the high priority areas for walking,

		<ul style="list-style-type: none"> • Miles and percent of sidewalks that are fully ADA compliant, • Total walking trips between 1/8 mile and 1 mile, • percent of sidewalk gaps filled on MnDOT roadways, • number of fatal and serious injury causing walking-related crashed, • average operating speed within downtown areas/town centers, • number of walking-related active transportation demonstration projects on truck highways
Virginia	Transit	<ul style="list-style-type: none"> • Person hours of congested travel in transit vehicles, • Transit crowding • Accessibility to jobs
Washington	Transit	<ul style="list-style-type: none"> • Operating cost per passenger trip • Operating cost per revenue vehicle hour • Passenger trips per revenue vehicle hour • Passenger trips per revenue vehicle mile • Vehicle revenue hours per employee • Farebox recovery ratio
	Connectivity & Safety (Bike & Walk)	<ul style="list-style-type: none"> • Bicyclists' level of traffic stress (LTS) • Bicyclists' facilities • Pedestrian sidewalk • Level of traffic stress • Pedestrian and bicyclists' fatalities • Pedestrian and bicyclists' serious injuries

		<ul style="list-style-type: none"> • Miles of state highway in population centers with a posted speed above 25mph.
	Opportunity & Participation (Bike & Walk)	<ul style="list-style-type: none"> • Miles of bicyclist and pedestrian LTS 1 or 2 roads in neighborhoods with a high percentage of black, indigenous and people of color • Miles of bicyclist and pedestrian LTS 1 or 2 roads in neighborhoods with a high percentage people living in poverty • Percent of trips taken by walking or biking • Percent of people who use active transportation to reach their transit connection • Percent of children walking/biking to school, percent of adults meeting physical activity recommendations.

Table C.2: Short-term and long-term implementation plans for efforts to reduce and eliminate systemic/institutional equity problems

State	Implementation plans to reduce and eliminate systemic/institutional equity problems
Alabama	Alabama Department of Transportation (ALDOT) has projects for curb ramp installations as ADA transition plan as a part of STIP for FY 2022, 2023.
Alaska	The Community Transportation Program (CTP) is a competitive surface transportation program held every 3 years and administered by the Alaska Department of Transportation & Public Facilities (DOT&PF); it solicits community input, nominations, and project sponsorship. Development of projects includes identifying needs through public outreach and involvement, evaluating, and scoring eligible projects by a board, and prioritizing and selecting projects to award.

<p>Arizona</p>	<p>The public involvement plan is intended for use by all Arizona Department of Transportation (ADOT) staff, all consultants, and all local governments involved with ADOT-administered projects. It helps ensure that public involvement occurs in accordance with Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act and other federal mandates for Environmental Justice and Limited-English Proficiency populations in Arizona, as well as the National Environmental Policy Act of 1969 (NEPA).</p> <p>According to ADOT’s DBE Program Plan, specific to each funding agency, a DBE goal may or may not be established on a federally funded project. All federally funded projects shall be evaluated for a DBE goal. These DBE Goals are established based on the results of a DBE Disparity Study that ADOT conducts every five (5) years. ADOT also conducts an Availability Study every 3 years and can recommend changes to the DBE goal in between the Disparity Study timeframes, as appropriate, based on the Availability Study results.</p>
<p>Arkansas</p>	<p>The Arkansas Department of Transportation (ARDOT) uses a technical assistance manual that addresses the requirements of Title II of the Americans with Disabilities Act (ADA), which applies to the operations of state and local governments. It is one of a series of publications issued by Federal agencies under section 506 of the ADA to assist individuals and entities in understanding their rights and duties under the Act.</p> <p>The primary goal of the Title VI program is to ensure that all Arkansas Department of Transportation employees and sub-recipients are aware of the provisions of Title VI and the responsibilities associated with Title VI of the Civil Rights Act of 1964.</p>
<p>Colorado</p>	<p>Colorado Department of Transportation (CDOT) drafted goals for their 10-year plan as, to hear directly from Coloradans about what they need from their transportation system. To ensure that CDOT prioritizes precious taxpayer dollars in ways that best deliver on those needs and to energize an ongoing statewide conversation about the vitality of transportation in connecting daily lives, CDOT concentrates on four areas: safety, resilience, fix it first, and multimodal.</p>
<p>Connecticut</p>	<p>In addition to the National Environmental Policy Act (NEPA), the Connecticut Department of Transportation (CTDOT) actively ensures that it follows the 1973 Connecticut Environmental Policy Act (CEPA), to provide a public process for state agencies to identify and assess the extent to which their proposed actions may potentially affect the environment, and to evaluate alternatives to avoid or minimize such impacts.</p> <p>CTDOT awarded \$8.2 million in grants in February, 2022 to 17 towns and cities across Connecticut under a state-funded competitive grant program for</p>

	<p>local projects that support improved mobility and accessibility, as well as pedestrian and bicycle safety. The grant program also facilitates social and economic opportunities for underserved communities by providing equitable levels of access to safe and affordable transportation.</p> <p>In 2019 the Department updated its ADA Transition Plan which establishes a baseline and guidance for accessibility to Connecticut's transportation system with the goal of making transportation accessible to all users including those with disabilities.</p>
Georgia	<p>The 2021 Statewide Strategic Transportation Plan introduces two new programs, enabling Georgia Department of Transportation (GDOT) to complete small-scale but critical capital projects that are important for all parts of the State. A Freight Operations Lump Sum Program will help improve the efficiency and reliability of truck movements as well as mitigate truck impacts on communities. The Rural Development Lump Sum Program will invest in safety and strategic capital improvements outside of metropolitan areas, including broadband deployment to support transportation technology opportunities.</p> <p>The Title VI/Environmental Justice Specialist is responsible for carrying out all Title VI considerations within the Department as developed and coordinated by the Director and or Administrator. Specific responsibilities include:</p> <ul style="list-style-type: none"> “Develop and Enforce Departmental Policies on Title VI of the Civil Rights Act of 1964. “ Investigate Title VI Complaints. “ Evaluate Transportation Projects for Consistency with Environmental Justice and Title VI Guidelines. “ Prepare Written Documents on Environmental Assessments and Impact Statements. “ Evaluate the Adverse Impact and Benefits of Transportation Practices on Minority Citizens, Low Income, Elderly and Other Communities.
Hawaii	<p>The Hawaii Department of Transportation (HDOT) released the Hawaii State Driver’s Manual in thirteen languages in addition to the currently available English-language publication. These languages include Hawaiian, Spanish, Marshallese, Chuukese, Japanese, Korean, Simplified Chinese, Traditional Chinese, Samoan, Tongan, Vietnamese, Tagalog, and Ilocano.</p> <p>The U.S. DOT Order (5610.2) on Environmental Justice defines “Minority” in the Definitions section of the Appendix and the HDOT Title VI Plan provides for the racial groups to be used for Hawaii.</p>

Idaho	<p>The Idaho Americans with Disabilities Act (ADA) Curb Ramp Program is a state-administered program that provides funding for projects to address curb ramps on the state highway system. The goal of the program is to provide accessible facilities for pedestrians with disabilities while allowing local jurisdiction flexibility in meeting the required standards. The Idaho Transportation Department (ITD) is allocating \$500,000 of state funds annually for this program.</p>
Indiana	<p>Indiana Department of Transportation (INDOT) ensures contractors provide training and improve the skills of minorities, women, and disadvantaged persons (as defined by federal guidelines) so they have access to skilled trade jobs and journey-level positions in highway construction classifications.</p> <p>Workforce Diversity: Ensures contractors and subcontractors working on INDOT projects comply with nondiscrimination and affirmative action requirements relating to the recruitment, training, and promotion of their workforce.</p>
Kentucky	<p>Indiana Department of Transportation and the Kentucky Transportation Cabinet are participating in a DBE Reciprocity Agreement. DBE's certified in one state may be used for any transportation federal aid project in the partner state.</p> <p>Kentucky Transportation Cabinet (KYTC) shall ensure complete street improvements comply with Title VI/Environmental Justice, ADA requirements and complement the context of the surrounding community.</p> <p>KYTC is in process of conducting self-evaluation to identify the barriers associated with sidewalks, transit stops, and intersections adjacent to state-maintained roadways as a part of an ADA transition plan.</p>
Louisiana	<p>The State Transportation Agency (STA) has the responsibility to develop and implement an Affirmative Action (AA) Program Plan to achieve parity of minorities and females in all major job categories.</p> <p>In order to comply with regulatory mandates, LADOTD has collectively joined with the Louis Armstrong New Orleans International Airport, and the New Orleans Regional Transit Authority to develop and implement uniform procedures for DBE certification. This program eliminates the necessity for DBE firms to complete multiple applications, as certification decisions are reciprocally accepted throughout the Unified Certification program (UCP) membership in Louisiana.</p>

Maine	<p>The primary goal of the on-the-job training (OJT) Program is to provide meaningful training opportunities for Women, Minorities, & Disadvantaged individuals on federal-aid highway & bridge projects and to develop full journeymen.</p> <p>As a recipient of federal funding, it is incumbent on Maine Department of Transportation to ensure that contracts let through the agency adhere to the standards prescribed by federal and state law. The Civil Rights Office is responsible for ensuring that the projects comply with federal and state EEO laws.</p>
Maryland	<p>Environmental justice implementation efforts in Maryland identify agency responsibilities, proactive engagement, recognizing environmental justice concerns with collaborative approaches, and offer solutions in the form of increased public participation and education, public-private partnerships, innovative outreach advertising (social media, newspapers, press releases, outdoor signs), and strategic enforcement.</p>
Massachusetts	<p>Massachusetts Department of Transportation’s (MassDOT) Title VI/Nondiscrimination Program for the Federal Transit Administration oversees civil rights compliance in the Massachusetts Rail and Transit by: Ensuring compliance with civil rights law, helping project partners with oversight and reporting, encouraging public participation, and handling complaints that allege discrimination</p>
Michigan	<p>The Michigan Department of Transportation (MDOT) has ongoing government-to-government communication with 12 federally recognized sovereign Tribal governments whose lands are situated within Michigan. MDOT has a Tribal Affairs Coordinator whose primary role is to serve as a point of contact for Tribal governments and to facilitate communication and problem resolution on transportation-related topics.</p> <p>MDOT, in accordance with the requirements of the U.S. Department of Transportation 49 CFR Part 26, Section 26.39, has developed a race- and gender-neutral Small Business Program (SBP) to ensure that Disadvantaged Business Enterprises (DBE) and SBP owned businesses have opportunities to participate on federally-assisted projects.</p>
Mississippi	<p>Mississippi Department of Transportation (MDOT) has policies for ADA, equal employment opportunity, complaint procedures in case of any discrimination, DBE, and on the job training</p>
Missouri	<p>The Infrastructure Investment and Jobs Act (IIJA) provides funding for on-the-job training activities. Missouri receives approximately \$200,000 annually for this program.</p>

Montana	The Rural Surface Transportation Grant program includes \$1 billion for projects to improve and expand the surface transportation infrastructure in rural areas, increase connectivity, improve the safety and reliability of the movement of people and freight, generate regional economic growth, and improve quality of life. The program will benefit rural, agricultural communities by replacing infrastructure that has reached its useful life and provide for the movement of freight and commodities across eastern Montana.
New Jersey	The New Jersey Department of Transportation (NJDOT) implemented an Asset Management policy detailing the agency’s objectives and measures. This policy is the official institutional approach to managing infrastructure assets and making capital investment decisions related to these assets. This approach serves to support and complement the 10-year Statewide Capital Investment Strategy (SCIS), the 10-year STIP, the annual Transportation Capital Program, and the biennial Study and Development Program.
North Carolina	The North Carolina Department of Transportation’s (NCDOT) Business Opportunity and Workforce Development (BOWD) unit provides supportive services to certified Disadvantaged Business Enterprise (DBE) firms through training, education, one-on-one technical assistance, and other services. The BOWD unit utilizes supportive services funds received from the Federal Highway Administration to provide free or cost-effective services individually or in conjunction with other partner organizations, state agencies and businesses.
Ohio	In order to foster DBE and EDGE participation in accordance with 49 CFR 26.39, the Department has implemented contract specific Development and Participation Goals that will incorporate changes to procedures for consultant selection, fee negotiation, contract administration and performance evaluation. Development and Participation Goals are intended to help DBE and EDGE firms improve long-term development, increase opportunities to participate in a variety of kinds of work, handle increasingly significant projects, and develop their capability to utilize emerging technology.
South Carolina	South Carolina Department of Transportation (SCDOT) as a part of their 2040 Multimodal Transportation Plan approached outreach for the update of this Statewide Public Transportation and Coordination Plan in a streamlined fashion, working primarily through the COGs, MPOs, and transit agencies who are knowledgeable of, and serve, the target populations in their communities.

Tennessee	<p>The Office of Public Transportation offers capital assistance through the Federal Transit Administration's (FTA) Section 5310 Program, which provides transportation services to seniors and individuals with disabilities.</p> <p>Tennessee Accessible Transportation and Mobility Act of 2020 created a new office within the Tennessee Department of Transportation (TDOT), the Office of Mobility and Accessible Transportation. The purpose of the Office of Mobility and Accessible Transportation is to provide resources and expertise for expanding and improving accessible transportation and mobility across the state.</p>
Texas	<p>Title II of the ADA requires state and local governments to make their programs and services accessible to persons with disabilities (28 CFR 35.146-35.151). This requirement extends not only to physical access at government facilities, programs, and events, but also to pedestrian facilities in public rights-of-way.</p>
Virginia	<p>Two Virginia Department of Transportation (VDOT) initiatives pursuing equity in pedestrian and bicycle planning address non-motorized safety issues and help communities create better connected bike and pedestrian networks:</p> <ul style="list-style-type: none"> • Ladders of Opportunity and; • Safer People, Safer Streets <p>The ADA/504 program ensures recipients of federal aid and state and local government entities that are responsible for roadways and pedestrian facilities do not discriminate on the basis of disability in any highway transportation program, activity, service or benefit they provide to the public; and ensures that recipients' and public entities' public rights-of-way system (sidewalks) are accessible to people with disabilities.</p>
Washington DC	<p>District Department of Transportation (DDOT) provides robust language assistance services to Limited English Proficient and Non-English Proficient customers at no cost.</p> <p>DDOT leads the Age-Friendly DC Transportation Domain in collaboration with District agencies, community partners and stakeholders in transportation planning and coordination at the community level.</p>
Wyoming	<p>Wyoming Department of Transportation (WYDOT) will install ADA ramps at all intersections and make the sidewalk portion of the driveway less steep and more ADA accessible as a part of their \$22 million grant in 2019. They will also install a new traffic signal at Main Street and Major Avenue, upgrade the other signals along Main Street and upgrade the pedestrian crosswalk for rails to trails.</p>

Table C.3: Practices or strategies to promote equity in transportation funding and fare/fee structures

State	Strategies to promote equity in transportation funding and fare/fee structures
Alaska	The Department, in coordination with the Federal Highway Administration (FHWA), adopted a Race Neutral DBE Program with an overall DBE Utilization Goal of 8.46% for Alaska’s FHWA Federal-Aid program.
Arkansas	<p>The Arkansas Department of Transportation (ARDOT) proposes the following goal for participation by DBEs on federally assisted contracts for FFY 2023-2025: Race/Gender – Neutral - 4.01% Race/Gender – Conscious - 4.46% Total DBE Goal - 8.47%</p> <p>The On-the-Job Training Supportive Services (OJT/SS) Program has one of the primary objective as to develop outreach services in order to increase women, minorities, and disadvantaged individual’s (trainees) participation in the highway construction industry.</p>
Colorado	Every four years Colorado Department of Transportation (CDOT) assesses the investment priorities and builds transportation plan to achieve their set goals around mobility, safety, and assets management. The 10-Year Vision and Your Transportation Plan were shaped through extensive outreach with historically underrepresented populations.
Connecticut	<p>Through its Complete Streets Policy, the Connecticut Department of Transportation (CTDOT) considers the needs of all users of all abilities and ages in the planning, programming design, construction, retrofit and maintenance of all roads and streets.</p> <p>The Department recently launched a 3rd round of Community Connectivity Grants centered on Equity. The grant program was developed to provide funding for targeted infrastructure improvements that facilitate social and economic opportunities for underserved communities by providing equitable levels of access to safe and affordable transportation.</p> <p>The State of Connecticut recently launched CT pass, a program that offers group rates to eligible organizations to access public transportation services throughout Connecticut, including rail and bus systems. Additionally, the state has created a mobility assistance pilot program to help those who are blind or have low vision use public transportation.</p>
Georgia	Georgia Department of Transportation (GDOT) conducted a study from 2018-21 to identify environmental justice population in STIP area and developed strategies for active public outreach. They have a similar plan for 2021-24 as well.

Idaho	<p>Idaho Department of Transportation (IDOT) awarded with \$30.9 million in August 2022, which comes through the Rebuilding American Infrastructure with Sustainability and Equity (RAISE) program, which helps urban and rural communities move forward on projects that modernize roads, bridges, transit, rail, ports, and intermodal transportation. The Biden-Harris Administration is using RAISE to modernize transportation and make it more affordable, increase safety and strengthen supply chains.</p> <p>IDOT divided the funds to different districts to improve transit-oriented infrastructure, access to opportunities, reconnecting accessibility and improving safety and equity.</p>
Indiana	<p>ACDBE stands for “Airport Concession Disadvantaged Business Enterprise.” It is a companion program to the more familiar Disadvantaged Business Enterprise (DBE) program but targets the concession side of FAA spending.</p> <p>INDOT is required to ensure contractors and consultants who receive federal funds are in compliance with Title VI requirements. Training is provided and we require Title VI Coordinators to receive regular Title VI training at a minimum of every two-three year.</p>
Louisiana	<p>The Louisiana Department of Transportation and Development (LADOTD) goal for this program is to facilitate the education and development of DBE firms so they can compete in the highway construction industry and conduct business outside of the DBE Program. They also use a consultant to provide comprehensive support services to certified disadvantaged business enterprises ("DBEs").</p>
Maine	<p>Maine Department of Transportation administers the DBE Program and certifies all DBEs in Maine in compliance with federal regulations under 49 CFR Part 26. This program is intended to remedy past and current discrimination against disadvantaged business enterprises, ensure a “level playing field,” and foster equal opportunity in USDOT-assisted contracts; improve the flexibility and efficiency of the DBE Program; and reduce burdens on small businesses.</p>
Maryland	<p>The FY2022-2025 Statewide Transportation Improvement Program (STIP) was approved in November of 2021. The STIP is a list of transportation projects requesting funding that includes proposed federal, state, and local money for highway, transit, bicycle, and pedestrian projects throughout the State during the next four years. The funding will go towards maintaining, operating, and expanding the transportation system.</p>
Massachusetts	<p>Massachusetts Department of Transportation (MassDOT) contractors use an online management application called the Equitable Business Opportunity (EBO) Solution to report on their civil rights programs and progress.</p> <p>MassDOT has set its Federal Transit Administration (FTA) proposed goal to 5.5% and the Federal Highway Administration (FHWA) proposed goal to 13.6% for DBE participation on FTA-assisted Federal-aid contracts for federal fiscal years 2019 – 2022.</p>

Michigan	The Michigan State Infrastructure Bank (SIB) loan program was established as a pilot program under Section 350 of the National Highway System Designation Act of 1995 (NHS Act). The NHS Act authorized the creation of the Michigan SIB loan program to provide loans to public entities for eligible transportation improvements. The SIB will take a multi-modal approach to financing transportation projects. Highway, transit, rail, and intermodal projects will be considered.
Mississippi	Mississippi Department of Transportation (MDOT) is committed to ensuring the equitable distribution of transportation resources in rural and small urban areas. To the greatest extent practical, MDOT will make use of competitive application process and procedures, as well as data from available plans, needs assessments or studies to assist in the distribution of federal funds. Chapter V, Part B-D of the most recent version of the approved State Management Plan (SMP) for Federal Transit Administration funded transportation programs describes the considerations, methods, and procedures for annual distribution of funds.
Missouri	Rural and urban public transit agencies benefit from state funded operating assistance. This general revenue fund and/or state transportation fund program helps to defray a portion of the costs those agencies incur in providing mobility services in their communities.
Montana	TranPlanMT, moving Montana Forward. Together, has developed set of strategies for each of their goals, safety, system preservation and maintenance, mobility and economic activity, accessibility and connectivity, environmental stewardship, business operations and management.
New Jersey	The integration of transportation and land use planning, also referred to as smart growth, serves as the foundation for this long-range plan. Focusing development and redevelopment in centers that support public transit, walking and bicycling, and that shorten trips that must be made by car, is essential to achieving a sustainable transportation system.
Ohio	Elderly & Disabled (E&D) Transit Fare Assistance Program provides grant funds to reimburse eligible public transportation systems who offer reduced fares to the elderly and people with disabilities. ODOT's DBE Goals: 15.6% of federally funded highway construction and design contracts (e.g. major highway reconstruction, geotechnical design, environmental consulting) and 7.87% of federally-funded transit contracts in Federal Fiscal Years 20, 21 and 22.
Oregon	In 2017, the Oregon Legislature passed the landmark transportation funding package (HB2017), which dedicates infrastructure funding once again to Safe Routes to School. Funding will flow into the Safe Routes to School Fund (ORS 184.740), guided by Oregon Administrative Rule 737-025. The new funding source for infrastructure money is state highway funds

Tennessee	<p>Nearly \$409 million in grants have been distributed by the Department through transportation alternative’s program (TAP). The money has gone to hundreds of communities across the Volunteer State to build sidewalks and bike lanes, update ADA accessibility and to renovate historic transportation facilities and other transportation-related structures.</p>												
Virginia	<p>Program participants work with Business Opportunity and Workforce Development (BOWD) Center staff, business consultants and industry partners to complete/update business plans and develop work plans designed to improve key business functions leading to lower costs, higher profits, and increased highway related contracts.</p>												
Washington	<p>Launched a diversity, equity, and inclusion plan in August 2022. Environmental Justice and healthy environment for all is one of their goals. This includes community engagement plan update, EJ implementation plan, EJ Interagency workgroup support, EJ assessments and significant actions and equitable budget development.</p> <p>Beginning on July 1, 2023, Washington Department of Transportation (WSDOT) must, where practicable, take the following actions when making expenditure decisions or developing budget requests to the Office of Financial Management and the legislature for programs that address or may cause environmental harms or provide environmental benefits and focus applicable expenditures on creating environmental benefits for historically overburdened communities. WSDOT must also identify goals for vulnerable populations, including reducing or eliminating environmental harms, creating community and population resilience, and improving the quality of life.</p> <table border="1" data-bbox="418 1142 1295 1434"> <thead> <tr> <th data-bbox="418 1142 704 1182">Title</th> <th data-bbox="704 1142 1295 1182">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1182 704 1234">Community Engagement Plan Update</td> <td data-bbox="704 1182 1295 1234">WSDOT Community Engagement Plan; adopt new strategies for meaningful involvement with vulnerable populations; etc.</td> </tr> <tr> <td data-bbox="418 1234 704 1287">EJ Implementation Plan</td> <td data-bbox="704 1234 1295 1287">Adopt WSDOT Environmental Justice Implementation Plan; Incorporate EJ principles into WSDOT strategic plan; etc.</td> </tr> <tr> <td data-bbox="418 1287 704 1339">EJ Interagency Workgroup Support</td> <td data-bbox="704 1287 1295 1339">Participate and advise interagency workgroup; collaborate in the elaboration of strategies and guidelines; etc.</td> </tr> <tr> <td data-bbox="418 1339 704 1392">EJ Assessments and Significant Actions</td> <td data-bbox="704 1339 1295 1392">Identify Significant Actions in consultation with communities; Develop an Environmental Justice checklist (template) for future EJ assessments; etc.</td> </tr> <tr> <td data-bbox="418 1392 704 1434">Equitable Budget Development</td> <td data-bbox="704 1392 1295 1434">Develop an EJ Assessment for future budget development to incorporate EJ principles into budget & expenditure decisions, etc.</td> </tr> </tbody> </table> <p style="text-align: center;">Figure 1: Washington DOT implementation plan</p>	Title	Description	Community Engagement Plan Update	WSDOT Community Engagement Plan; adopt new strategies for meaningful involvement with vulnerable populations; etc.	EJ Implementation Plan	Adopt WSDOT Environmental Justice Implementation Plan; Incorporate EJ principles into WSDOT strategic plan; etc.	EJ Interagency Workgroup Support	Participate and advise interagency workgroup; collaborate in the elaboration of strategies and guidelines; etc.	EJ Assessments and Significant Actions	Identify Significant Actions in consultation with communities; Develop an Environmental Justice checklist (template) for future EJ assessments; etc.	Equitable Budget Development	Develop an EJ Assessment for future budget development to incorporate EJ principles into budget & expenditure decisions, etc.
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Washington DC	<p>The District Department of Transportation (DDOT) is moving to a two-year solicitation cycle for the Transportation Alternatives program (TAP) program. The supporting TAP projects include 1) Multimodal Transportation Options (with emphasis on non-auto modes 2) Activity Centers 3) Access to Transit 4) Safe Routes to School 5) Disadvantaged Communities 6) Americans with Disabilities (ADA) Act</p> <p>67.9%of federal funds are assigned to Washington Metropolitan Area Transit Authority (WMATA)</p>												

Wyoming	WYDOT’s Disadvantaged Business Enterprise Annual Participation Goal through August 1, 2024, will be 0.20% utilizing an all-race- and gender-neutral program.
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Table C.4: State DOT Community engagement processes related to funding and planning decisions

State	Community Engagement processes																								
Alabama	<p>Alabama Department of Transportation (ALDOT) published a Public Involvement Plan to describe the techniques that the ALDOT uses to achieve equitable and timely public involvement in the statewide transportation planning process (ALDOT 2021).</p> <p>ALDOT may ask MPOs and non-MPOs to share their e-mail and mail distribution lists for public outreach to supplement ALDOT’s mailing lists, which provides the state with a more complete database for distributing information to interested parties statewide (ALDOT 2021).</p> <p>ALDOT utilizes a combination of advisory groups, social media, surveys, and public meetings during their various public involvement occurrences. ALDOT has a schedule for hearings, meetings, notices, and online public involvement meetings on its official website. Public can engage in person and online for ALDOT projects (ALDOT 2022).</p> <div style="text-align: center;"> <p>Hearings, Meetings, Notices, and Online Public Involvement Schedule</p> <p>Comment Period: Open Closed</p> <p>Show <input type="text" value="10"/> entries Search: <input type="text"/></p> <table border="1"> <thead> <tr> <th>Comment Period</th> <th>City (County)</th> <th>Description</th> <th>Posted Date</th> </tr> </thead> <tbody> <tr> <td></td> <td>Northport (Tuscaloosa County)</td> <td>In-Person and Online Public Involvement: Main Avenue Improvements</td> <td>10/04/2022</td> </tr> <tr> <td></td> <td>Hartford (Geneva County)</td> <td>In-Person and Online Public Involvement: AL-52 Additional Lanes</td> <td>10/03/2022</td> </tr> <tr> <td></td> <td>Huntsville (Madison County)</td> <td>In-Person and Online Public Involvement: Arsenal East Connector</td> <td>09/21/2022</td> </tr> <tr> <td></td> <td>Thorsby (Chilton County)</td> <td>Online Public Involvement: US-31 Road Diet, Town of Thorsby</td> <td>09/19/2022</td> </tr> <tr> <td></td> <td>Prattville (Autauga County)</td> <td>In-Person and Online Public Involvement: Intersection Improvements on US-82 and CR-29</td> <td>09/01/2022</td> </tr> </tbody> </table> </div> <p>Figure 2: Schedule for hearings, meetings, notices, and online public involvement meetings (from the ALDOT website)</p>	Comment Period	City (County)	Description	Posted Date		Northport (Tuscaloosa County)	In-Person and Online Public Involvement: Main Avenue Improvements	10/04/2022		Hartford (Geneva County)	In-Person and Online Public Involvement: AL-52 Additional Lanes	10/03/2022		Huntsville (Madison County)	In-Person and Online Public Involvement: Arsenal East Connector	09/21/2022		Thorsby (Chilton County)	Online Public Involvement: US-31 Road Diet, Town of Thorsby	09/19/2022		Prattville (Autauga County)	In-Person and Online Public Involvement: Intersection Improvements on US-82 and CR-29	09/01/2022
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Alaska	<p>Alaska Department of Transportation & Public Facilities (Alaska DOT&PF) holds meetings for community engagement.</p> <p>For public participation, Alaska DOT&PF also uses different tools like open houses for individual projects, virtual open houses, transportation fair, mail/email lists, Alaska DOT&PF project website, general public meetings, agency meetings, transportation fair, informational postcard,</p>																								

	<p>comment/response summary, newspaper advertisements, Facebook, Twitter, press releases (Alaska DOT&PF 2022)</p> <p>Alaska state DOT has individual public participation plans for different projects. For example, Alaska DOT&PF published public participation plan for Parks Highway MP 99 to 163 Drainage & Culvert Improvements Design Services on November 19, 2021 (Alaska DOT&PF 2021).</p>
<p>Arizona</p>	<p>Public Involvement Plan of Arizona Department of Transportation (ADOT) provides guidance, techniques, and examples for interacting with the public, informing, and involving all members of the public throughout the transportation planning, design, construction, and operation process. This plan helps ensure that public involvement occurs in accordance with Title VI of the Civil Rights Act of 1964, the Americans with Disabilities Act and other federal mandates for Environmental Justice and Limited-English Proficiency populations in Arizona, as well as the National Environmental Policy Act of 1969 (NEPA) (ADOT 2017).</p> <p>ADOT’s Public Information Office (PIO) serves as the lead for all media campaigns. ADOT has its own Twitter, Facebook, Blog, and YouTube account to place notifications about project events and activities. The ADOT website has a description of their different projects, and the public can comment through email and also provide queries about each project. For projects like the I-10 Benson bypass project (ADOT 2021) and I-10 pavement rehabilitation project (2022), ADOT has individual pages on the website where detailed information is given so that the public can participate by conveying their valuable comments.</p>
<p>Arkansas</p>	<p>Arkansas Department of Transportation (ARDOT) has in-person and virtual meetings with the public to get their opinions. Recent events include a virtual public involvement meeting for the Arkansas Electric Vehicle Infrastructure Deployment Plan and an in-person public involvement meeting to discuss the Highway 64 Study (ARDOT 2022).</p>
<p>California</p>	<p>To improve coordination and collaboration regarding equity, an interagency Equity Advisory Committee(s) (EAC) elevates diverse and historically marginalized voices to advise state agencies including California State Transportation Agency (CalSTA), California Transportation Commission (CTC), and California Department of Transportation (Caltrans) (Caltrans 2021).</p> <p>Caltrans is creating a community engagement playbook that includes best practices and lessons learned from the state, regional, and local agencies and community-based partners. as the playbook builds off the California Climate Investments Technical Assistance (CCITA) Program’s Best Practices for</p>

	Community Engagement and Building Successful Projects report. (Caltrans 2021).
Colorado	The Colorado Department of Transportation (CDOT) is committed to the continual expansion of its public engagement “toolkit” to help inform and educate the public about transportation planning and provide opportunities for input and feedback. (CDOT 2016). For example, CDOT invites Grand Junction business owners and community members for a public meeting on September 15, 2022, to learn more about the Interstate 70 Business Loop south of Rood improvements from south of Rood Avenue to East Main Street (CDOT 2022).
Connecticut	CTDOT usually uses public informational meetings and hearings, newsletters, flyers, fact sheets, variable message boards, public advisory committee (PAC), brainstorming session, charette, visioning/roundtable discussion, community leader Interviews, collaborative task force, focus groups, virtual public involvement, social media (Facebook, Twitter), public informational webpages (PIWs), 3D modeling, radio and television, electronic surveys and polling, virtual town halls, and websites as public involvement tools, strategies, and techniques (CTDOT, 2020). CTDOT conducted a virtual public information meeting concerning the proposed rehabilitation of Bridge on Moosehorn Road over Moosehorn Brook in Granby, Connecticut on September 10, 2022 (CTDOT 2022).
Delaware	The Delaware Department of Transportation (DelDOT) receives public input through public workshops or meetings, virtual workshops, and emails. Recently, they organized a public workshop for the Walnuts Street improvements project (DelDOT 2022). DelDOT uses their website to inform the public about different projects; the website provides details including project descriptions and updates (DelDOT, 2022). They also provide a factsheet for describing their projects’ purposes (DelDOT, 2021).

<p>Florida</p>	<p>The Florida Department of Transportation (FDOT) published a public involvement handbook, which provides techniques and methods to encourage meaningful public participation throughout the transportation decision-making process (FDOT 2018).</p> <p>FDOT has also updated its process for conducting public engagement activities. To provide multiple opportunities for the public to receive information and provide input, they use a hybrid model for all public hearings, meetings, and workshops. (FDOT 2021).</p> <p>Recently, FDOT announced a new public participation website for the development of the Five-Year Work Program (FDOT 2021). For the I-295 at U.S. 17 Construction project, FDOT will arrange a public meeting (open house) on September 25, 2022 (FDOT 2022).</p>
<p>Georgia</p>	<p>Public involvement is an integral part of the Georgia Department of Transportation’s (GDOT) Plan Development Process (PDP).</p> <p>GDOT holds informal meetings, public information open houses and public hearing open house meetings. The public can comment through the GDOT website, and GDOT also uses social media to reach out to people (GDOT 2021). For example, GDOT is seeking feedback by November 14, 2022, about a proposed project to construct a slip lane connecting the exit ramp (255) for Northside Parkway from I-75 North to Howell Mill Road in Fulton County (GDOT 2022).</p>
<p>Hawaii</p>	<p>The State of Hawaii Department of Transportation (HDOT) published a Hawaii Statewide Transportation Plan (2011), which includes a public involvement policy. HDOT holds public meetings and open house meetings for public participation (HDOT 2011).</p> <p>HDOT also invites the public to provide their comments about different projects. Comments on the projects can be made at any time during the public comment period. The public can comment through online (https://forms.office.com/g/u62M6qq3S6), email (HDOT-DBE@hawaii.gov) and regular mail (HDOT Office of Civil Rights, 200 Rodgers Boulevard, Honolulu, HI 96819). Recently, HDOT had a North Shore Community Meeting on June 8, 2022, for their Hanalei River Bridge Repair project (HDOT 2022).</p>
<p>Idaho</p>	<p>According to ITD, reliance solely on websites or email lists for disseminating project information may not be effective in reaching lower-income groups or other segments of the population. Agencies working with Native American Tribes have noted that some prefer and react better to formal presentations from government officials than open-house formats. The key is to understand the</p>

	<p>local contexts and differences and tailor an approach that works for the stakeholders. In their guide to public involvement for programs, planning, and projects, approaches for getting public input are divided into four categories; these include printed communication, online communication, small group communication, and large group communication (ITD 2022).</p> <p>ITD held multiple individual meetings for some individual projects. For example, previously, they had a public meeting for an intersection improvement project (ITD 2021). They are going to have in-person and online meetings for their project improving Idaho 75 between Elkhorn Road and River Street (ITD 2022).</p>
Illinois	<p>The Illinois Department of Transportation (IDOT) believes in partnering with Illinois communities statewide to promote a safer, sustainable, and effective transportation system for Illinoisans. IDOT uses a combination of different tools to receive public input. For example, in rail projects (2015) they used public and/or community advisory group meetings, public hearings, mailing list, community context audit, written comments, website and email comments, telephone comments, and newspaper advertisements to involve the public in in the decision making (IDOT 2015).</p>
Indiana	<p>The Indiana Department of Transportation (INDOT) promotes proactive public outreach and engagement related to agency policies, projects, and programs in serving communities throughout Indiana. Standard Operating Procedures (SOPs) are developed to raise awareness of support services available to ensure the inclusion and engagement of Americans with Disabilities (ADA) stakeholders and persons of Limited English Proficiency (LEP) during the transportation decision-making process.</p> <p>INDOT hosts open houses to solicit public comment on proposed projects before the projects are programmed and funded. Open houses are a part of the Statewide Transportation Improvement Program (STIP), a federally mandated four-year planning document. Open-house events include a brief presentation about project ideas and provide time for stakeholders to have one-on-one conversations with program officials from INDOT (INDOT 2021).</p>
Iowa	<p>The IowaDOT website provides auto-translation tools if anyone has limited English skills.</p> <p>IowaDOT also published public participation plan guidelines for Iowa MPOs and RPAs (Iowa DOT 2021). They are going to hold virtual and in-person public information meetings to discuss the proposed improvements on the U.S. 20 NW Arterial in Dubuque County project and the rebuild of the Boyson Road Interchange project (Iowa DOT 2022).</p>

<p>Kansas</p>	<p>Local Consult is Kansas Department of Transportation’s (KDOT) public engagement process for the 10-year Eisenhower Legacy Transportation Program (IKE). It takes place every two years to get Kansans’ input on a list of potential expansion and modernization projects for each region. (KDOT 2022).</p> <p>KDOT also published a Public Involvement Plan in May 2022. The plan includes public meeting, hearing, virtual meeting, news release, and advertisements as public involvement tools and techniques. KDOT provides project descriptions on their website, and the public can contact them if they have any queries about the projects (KDOT 2022). KDOT is holding two public meetings on November 15, 2022, for the U.S. 50/400 Expansion to Four-Lane Expressway projects in Finney and Gray Counties (KDOT 2022).</p>
<p>Kentucky</p>	<p>Through assistance from the Area Development Districts (ADDs) and Metropolitan Planning Organizations (MPOs), the Kentucky Transportation Cabinet (KYTC) pursues appropriate measures to reach the public including traditionally underserved populations within the state who may face challenges accessing employment and other services through transportation. The ADDs, MPOs, and the KYTC hold public meetings in places where these populations are comfortable gathering. These agencies place advertisement notices requesting public review and comment within statewide, and/or regional newspapers, and/or through digital advertisement notices via online sites and social media outlets as determined most effective to reach a diverse population (KYTC 2020).</p>
<p>Louisiana</p>	<p>The Louisiana Department of Transportation and Development (LADOTD), provides employees and contractors assistance in the public participation/involvement guide for public participation (LADOT 2011).</p> <p>LADOTD involved the public through their website, advisory council meetings, policy committee meetings, and public hearings. LADOTD also received input from the public through interviews, state legislative questionnaires, telephone survey, Native American Tribe consultation, and advocate presentation meetings. (LADOTD, 2015).</p>
<p>Maine</p>	<p>The Maine Department of Transportation (MaineDOT) published its public involvement plan (2021). In that plan, they included virtual public involvement/on-demand public meetings, the MaineDOT website, social media (Facebook, Instagram, and Twitter), MetroQuest, Turning Point, public involvement management application (PIMA), and geographic information systems (GIS) as their public involvement tools and techniques (MaineDOT 2021).</p>

	<p>Recently, they had an on-demand virtual public meeting for their diverging diamond interchange project (2022), and they created a news release on their Freeport Bridge project (2022).</p>
Maryland	<p>The Maryland Department of Transportation (MDOT) has a 2040 Maryland Transportation Plan (MTP) website which acts as a central point for all information related to the plan. The website added the MTP Online Survey in late 2017 to get input from the public on which transportation topics in the state were most important to them and provided a webinar video updating the plan in June 2018. (MDOT 2019). MDOT also arranged meetings to receive public input like the MDOT Bay Bridge Reconstruction Advisory Group (BBRAG) meeting on October 5, 2022 (MDOT 2022).</p> <p>The Draft 2040 MTP was also available for public comment during the comment period. Maryland Department of Planning also encourages people to review the draft through an eblast (MDOT 2019).</p>
Massachusetts	<p>The Massachusetts Department of Transportation (MassDOT) has maintained a collaborative relationship with the community and municipal stakeholders and has strategically developed a Public Participation Plan to foster collaboration in an all-inclusive manner. The MassDOT public outreach effort rests on utilizing multiple communication channels to distribute information to and solicit input from, affected constituencies. MassDOT typically communicates with the public through the MassDOT website, public media, press releases, posters, display boards, and flyers, project fact sheets, brochures, newsletters, public service announcements, mailing and emailing, information stands at local events, social media tools, (including Twitter, a blog, Flickr, and YouTube), legislative briefings, presentations, public meetings, public hearings, open houses, workshops, civic advisory committees, and working groups (MassDOT 2014).</p>
Michigan	<p>The Michigan Department of Transportation (MDOT) values and encourages public involvement throughout its planning processes, from start to finish (MDOT 2022).</p> <p>For receiving public comment, MDOT uses different tools. For example, individuals can submit comments via an online comment form available on the State Transportation Improvement Program (STIP) website or by e-mail. MDOT also welcomes public comment on the draft STIP via social media, including Twitter (@MichiganDOT) and Facebook (@MichiganDOT). MDOT also holds in-person and virtual meetings for the public to get involved in the transportation planning process (MDOT 2023-26).</p>
Minnesota	<p>The Minnesota Department of Transportation (MnDOT) seeks to involve the public in the decision-making process using communications materials,</p>

	<p>website, public workshops, public meetings, advisory committee, media relations, email blasts, online outreach surveys, and meeting in a box as traditional public involvement tools and techniques (2022). MnDOT’s Community conversations project includes a series of one-to-one, in-depth conversations between MnDOT and groups, agencies, and organizations that work with and represent underserved communities in Minnesota (MnDOT 2018). MnDOT staff held “town hall” question and answer sessions, public open houses and met face to face with concerned businesses and residents for their reconstruction project on Highways 28, 29 and 104 in Glenwood (MnDOT 2019).</p>
Mississippi	<p>The Mississippi Department of Transportation (MDOT) is seeking public participation in updating the 2023-2026 Statewide Transportation Improvement Program (STIP) (MDOT, 2022). For public participation, MDOT uses traditional engagement strategies such as public meetings and surveys. However, more creative communication opportunities such as social media, listening sessions, and on-line meetings are also used. This involvement strategy, which depends heavily on graphic-driven materials, will more than double public participation for the 2040 transportation plan update (MDOT 2022). MDOT hosted an in-person open house in Laurel on June 2, 2022, to discuss the upcoming State Route 15 project (MDOT 2022).</p>
Montana	<p>The Montana Department of Transportation (MDT) has a published public involvement plan. They provide early and ongoing public involvement opportunities through newsletters, a toll-free information and comment line, direct mailings to groups and individuals, media releases, paid media, internet, social media, project-specific group meeting, advisory group meeting, public meetings, conferences, and workshops for state, tribal, and local officials throughout the planning and programming process.</p> <p>People participated in multiple virtual meetings for the Billings bypass project. MDT also arranged public and advisory committee meetings for the Billings airport road & main street project of. People can also convey their opinion through comment forms and email for individual projects (MDT 2022).</p>
Nebraska	<p>NDOT utilizes project information materials, mailing, canvassing, meetings and hearings, public notice, media releases, websites, and social media to collect public input (NDOT 2020). NDOT provides updates for the Lincoln South Beltway through websites and social media in order to reach people (NDOT 2022). NDOT is using a virtual open house meeting for the Fremont Southeast Beltway project (NDOT 2021).</p>
Nevada	<p>The Nevada Department of Transportation (NDOT) uses electronic and print media as well as social media and in person live meetings for public</p>

	<p>participation. The current policy intends that the NDOT meetings and hearings utilize an open house format with a formal presentation followed by a brief question and answer session (NDOT 2018).</p> <p>NDOT is holding in person and/or online meetings for the second series of public meetings to discuss long-term needs and a vision for State Routes 160 and 159 (SR 160 and SR 159) in Southern Nevada (NDOT 2022).</p>
New Hampshire	<p>The New Hampshire Department of Transportation (NHDOT) has worked to expand its public participation processes, involving citizens more and more in developing short and long-range transportation plans for federal approval. NHDOT holds public informational meetings, public hearings, and advisory committee meetings for receiving public input about different projects. The NHDOT website, newspaper press releases, and public notices inform the public about scheduled meetings or hearings. The media (television, radio, newspaper) is also used to provide information on NHDOT planning documents (NHDOT 2012). For the Hinsdale-Brattleboro Bridge Work project, NHDOT provided a news release on October 21, 2022 (NHDOT 2022).</p>
New Jersey	<p>Public involvement is an important component of all the New Jersey Department of Transportation (NJDOT) projects. NJDOT has created a comprehensive Public Involvement Action Plan (PIAP) and an outreach program that includes members of the public in the decision-making process in addition to including their comments and concerns throughout the project (NJDOT 2016). In the Public Involvement Action Plan (PIAP 2016), the public involvement strategies and techniques include mailing list, informal and formal meeting, community advisory committee, public meetings and hearings, project-specific websites, project newsletters, project flyers, and media outreach (NJDOT 2016). Recently, NJDOT held virtual public information meetings (2022) for their Drainage and Pavement Rehabilitation and Bridge over Paulins Kill Township of Knowlton projects.</p>
New Mexico	<p>The New Mexico Department of Transportation (NMDOT) has project information on its website. NMDOT holds multiple public meetings for public input. Public participation also uses social media, press releases, emailing, and mailing as tools. NMDOT having virtual public meetings on the Cibola C084 Bridge Replacement Project and the NM 213 corridor from the NM 404 Intersection to the NM/Texas State Line project in October 2022 (NMDOT 2022).</p>
New York	<p>The New York State Department of Transportation (NYSDOT) developed the NYSDOT Public Involvement Manual for Transportation Planning. The Manual was updated to ensure and document NYSDOT's procedural compliance with SAFETEA-LU transportation planning provisions with</p>

	<p>respect to public involvement. Public meetings, visualization, website, email, public notice, and public comment are some of the public involvement processes adapted by NYSDOT (NYSDOT 2010). For example, NYSDOT will host a public information meeting on October 26 pertaining to a proposed project to replace the Red House Bridge that carries Old State Route 17 over the Allegany River and rehabilitate Old State Route 17 from Bunker Hill Road to Breed Run Road to rehabilitate Old State Route 17 as a rural, seasonal road and provide a river crossing (NYSDOT 2022).</p>
<p>North Carolina</p>	<p>The North Carolina Department of Transportation (NCDOT) recognizes the importance of its responsibility to provide active public involvement throughout the decision-making process for transportation projects across the state. NCDOT frequently uses project website, advertisements, brochures, direct mailers, email/text messages, fact sheets, flyers and posters, social media (Facebook, Twitter, Instagram, YouTube, and LinkedIn), visualization, online survey, online mapping, agency advisory committee, charrettes, community/technical advisory committees, open houses, public hearings, public meetings, virtual public meeting, and public comment as tools and techniques to involve the public in the decision-making process (NCDOT 2022).</p> <p>An upcoming public meeting will be held on improvements to Benjamin Parkway and Bryan Boulevard in Greensboro that widen it from a five-lane to a six-lane roadway (2022).</p>
<p>North Dakota</p>	<p>The North Dakota Department of Transportation (NDDOT) published (2021) the ‘Public and Non-Metropolitan Local Official Participation Plan for Statewide Planning and Programing Activities,’ which provides guidance in the public involvement process related to statewide planning and programming activities. NDDOT is considering public meetings, media outlets, focus/stakeholder groups, targeted interviews, charrette, surveys, websites, and social media as forms of public involvement (NDDOT 2021). NDDOT held public information meeting to discuss proposed improvements to 7th and 9th Street from Bismarck Expressway to Front in the city of Bismarck on October 6, 2022 (NDDOT 2022).</p>
<p>Ohio</p>	<p>The Ohio Department of Transportation (ODOT) public involvement (PI) process is designed to go beyond simply meeting legal requirements. From surveys to public meetings, ODOT tries to seriously involve the public in decisions that affect Ohio’s transportation system. ODOT’s public participation tools include public meeting, public hearing, virtual public meeting, social media, website, comment form, fact sheet, and focus group (ODOT 2022).</p>

Oklahoma	<p>The Oklahoma Department of Transportation (ODOT) has published Public Involvement Plan (2022), which outlines all of the ways that the ODOT will make contact with communities impacted by proposed projects. For community outreach, ODOT uses website, direct mailing, canvassing in project area, public notice, media releases, social media, stakeholder meetings, public meetings, public open house, virtual public engagement, public hearings, pop-up booths, workshop, and kiosks. Recently, ODOT hosted a public open house to present information and gather input about the proposed widen and resurface project on SH-82 near Cookson in Cherokee County.</p>
Oregon	<p>Public involvement in the Oregon Department of Transportation’s (ODOT) long-range planning process usually begins with interviewing ODOT staff and stakeholders to identify issues and challenges to be addressed in the plan. A variety of public engagement tools may be used to target the public as well as key stakeholders, such as federal and state agencies, MPOs, Regional Transportation Planning Organizations, local public agencies, tribal governments, community-based organizations, environmental justice organizations, and others. ODOT held an online open house for the Southern Oregon Seismic Resiliency Project, which reinforces key bridges and slopes in southern Oregon (ODOT 2022).</p>
Pennsylvania	<p>The Pennsylvania Department of Transportation (PennDOT) published a public participation plan (2021) that describes PennDOT’s public participation strategy in detail. PennDOT utilizes the combination of public comment, Pennsylvania bulletin, website, social media accounts (Facebook and Twitter), and email to collect public opinions on decision making. For example, PennDOT and the Maryland Department of Transportation State Highway Administration (MDOT SHA) in cooperation with the Federal Highway Administration (FHWA) hosted a public meeting for the U.S. 219 Meyersdale to Old Salisbury Road Project to review the project team's progress (PennDOT 2022).</p>
Rhode Island	<p>Public participation improves the decision-making process whereby lasting contributions will be made to positively impact Rhode Island’s quality of life. The Rhode Island State Planning Council (SPC), the Transportation Advisory Committee (TAC), and the Rhode Island Division of Statewide Planning (RIDSP) staff actively seek public input in the transportation planning process like the Long-Range Transportation Plan, State Transportation Improvement Program (STIP), Unified Planning Work Program (UPWP), and Public Participation Plan (PPP).</p> <p>The Rhode Island Department of Transportation (RIDOT) adopted their Public Participation Plan in 2019 and they revised it in 2022. Their Public Participation Plan recommends public meetings, direct mail, email, social media platforms,</p>

	<p>networking website, division of statewide planning websites, project-specific website, e-newsletter, advertisements or press releases, basic visualization, project or plan logo, posters, and flyers as the public information dissemination methods and materials for their different projects and program (RIDOT 2022). For example, RIDOT hosted a virtual public meeting for the Washington Bridge project (RIDOT 2022).</p>
South Carolina	<p>Public information meetings and public hearings are some of the most effective means that the South Carolina Department of Transportation (SCDOT) uses to obtain feedback from the public. SCDOT also uses public comments, website, social, media, press releases, newspaper editorials/articles, mail, and email to obtain public opinion (SCDOT 2019).</p> <p>The SCDOT also coordinates with all MPOs and councils of governments (COGs) to ensure their local process is consistent with state and federal policies. SCDOT staff is available to relate local and regional needs and concerns to statewide public interests. SCDOT will hold a public information meeting regarding the proposed improvements to Mr. Joe White and 21st Avenue in Horry County (SCDOT 2022).</p>
South Dakota	<p>The South Dakota Department of Transportation’s (SDDOT) Public Involvement Plan (2022) is a guide for all SDDOT staff to develop an effective public engagement strategy and implement tools to gather robust input in support of making the best decisions for South Dakota’s transportation network. SDDOT usually uses website, social media, press release, project collateral (fact sheet, flyer, other), message signs, email, open house/meeting/hearing, comment card/informal survey, stakeholder interview, visualization, virtual opportunity to review and comment, pop-up event/intercept event, interactive commenting map, site visit, intercept event, and charrette as the most important tools and techniques for engaging public in the decision-making process (SDDOT 2022). Recently, SDDOT held a public meeting for the S.D. (South Dakota) Highway 37 from S.D. Highway 28 South 12 miles Improvement Project (SDDOT 2022).</p>
Tennessee	<p>The Tennessee Department of Transportation (TDOT) has formed a Public Involvement & Communication Office, which is responsible for the enhancement and improvement of communication between TDOT and its stakeholders and customers and for providing accurate and timely information to the public. TDOT uses multiple communication tools to carry out its responsibility including the agency website, publications, and social media. TDOT handles internal communication through newsletters and other forms of verbal, written, and electronic communication (TDOT 2022). For the I-40 and 81 Multimodal Corridor Study, TDOT scheduled a series of meetings to allow</p>

	<p>the public the opportunity to provide feedback in all four TDOT Regions of the state (TDOT 2020).</p>
Texas	<p>The Texas Department of Transportation (TxDOT) wants to purposefully involve the public in planning and project implementation by providing access to information and decision-making processes. TxDOT will regularly update public involvement methods to include best practices in public involvement and incorporate a range of strategies to encourage broad participation reflective of the needs of the state’s population. For providing guidance for TxDOT employees on public involvement best practices, TxDOT published a public involvement guidebook in 2016. With a combination of fact sheets, project webpages, comment section website, working groups, workshops, advisory committees, crowdsourcing, text messages, project newsletters, press release, public meetings, public hearings, and social media tools and techniques, TxDOT involves the public in the decision-making process (TxDOT 2016). Recently, TxDOT held a virtual public meeting with an in-person option on May 26, 2022, for US 81/US 287 Intersection Improvement Project (TxDOT 2022).</p>
Utah	<p>The Utah Department of Transportation’s (UDOT) Public Involvement Team, including UDOT communications professionals and their trusted consultants, strives to keep the general public, community leaders, and local businesses informed of transportation issues (UDOT 2022).</p> <p>UDOT communicates with the public using, legal notices, public meetings, outreach materials (brochures, reports, and studies), and community outreach. UDOT’s most often used tools include UDOT website project pages, public meeting notices page, public comment, press release, UDOT website, social media (Facebook, Instagram, Twitter and Tik-Tok), newsletter, and email (UDOT 2022). UDOT hosted a virtual public meeting on Oct. 5, 2021, and an in-person open house on Oct. 6, 2021, for the community to learn more about the conceptual transportation alternatives the Heber Viley Corridor project team has developed for the environmental impact statement (EIS) (UDOT 2022).</p>
Vermont	<p>The development of the 2040 Vermont Long-Range Transportation Plan began in 2016 with the implementation of a statewide transportation public opinion survey. The results of this survey were folded into a report of Existing Conditions and Future Trends, which formed the basis for initial outreach and discussion (VTrans 2020).</p> <p>The State of Vermont Agency of Transportation (VTrans) mostly involves the public through press releases, news, public meeting, emails, phone calls, and</p>

	<p>social media. VTrans held Project Information Meeting on September 14, 2021, for the Shelburne Street Roundabout Project (VTrans 2021).</p>
Virginia	<p>The Virginia Department of Transportation (VDOT) has a documented public involvement process for transportation planning and programming, which provides opportunities for public review and comments at key decision points. To involve the public in decision-making processes, VDOT utilizes public meetings, public hearings, information meetings with MPOs and PDCs, presentations, local government/community public forums, email, phone calls, and meetings with VDOT and DRPT contact persons as tools and techniques (VDOT 2020). Recently, VDOT held a virtual public information meeting on October 17, 2022, for the rehabilitation of the St Louis Road over Goose Creek bridge project (VDOT 2022).</p>
Washington	<p>The Washington State Department of Transportation (WSDOT) develops partnerships with stakeholders, local agencies, communities, organizations, tribes, and businesses to provide an integrated, comprehensive, multimodal approach to transportation decision-making.</p> <p>WSDOT requests that discussions are included on meeting agendas of community-based organizations, agencies, and stakeholder groups such as the Washington State Transportation Commission, MPOs, RTPOs, community cultural events, business associations, and other agencies and organizations with a transportation focus (WSDOT 2016).</p> <p>Telephone polls, electronic surveys through the internet or email, or hard-copy printed surveys distributed at meetings or by mail are used for outreach activities. Web-based surveys may be employed, including those through the Washington Transportation Commission’s “Voice of Washington State” survey and those created using the SurveyMonkey tool (WSDOT 2022).</p> <p>WSDOT arranged virtual open houses (from August 15 to September 9, 2022) and public meetings (on August 23 and 31, 2022) for addressing aviation needs (WSDOT 2022).</p>
West Virginia	<p>The West Virginia Department of Transportation (WVDOT) is currently developing an update to the Statewide Transportation Improvement Program (STIP) covering federal fiscal years 2023 - 2028. To better serve the public and transportation stakeholders, the agency has elected to utilize a virtual platform to facilitate the public involvement process. Virtual Public Workshop #1 will kick off the outreach and public involvement process (WVDOT 2022).</p> <p>Outreach opportunities have remained virtual through the duration of the process so stakeholders and the public can access virtual meeting content. These meetings include the 2050 LRTP Leadership Team (made up of leaders across each WVDOT agency) and the 2050 LRTP Policy and Technical Team</p>

	<p>(made up of subject matter experts within West Virginia state government, Federal partners, and regional partners) (WVDOT 2021).</p> <p>Recently, WVDOT hosted a public meeting to discuss Jefferson Road upgrades (WVDOT 2022).</p>
Wisconsin	<p>Consultants manage local program projects on behalf of the Wisconsin Department of Transportation (WisDOT) with oversight by the region’s local program project manager. The consultant and/or the municipality are in the best position to provide information about the project, including day-to-day inquiries from citizens, media, and the general public. Social media such as Facebook, Twitter and YouTube is used by the department to enhance external communication efforts (WisDOT 2021).</p> <p>Forums for participation include input from the Community Advisory Committee; public involvement meetings; and meetings with neighborhoods, businesses, and other interest groups. The public will also have an opportunity to comment on alternatives at the public hearing, during the public review periods, and on the project website throughout the study. Newsletters, news releases, mailing, and surveys are also used as public participation tools and techniques (WisDOT 2022). Recently, WisDOT hosted two open house style public involvement meetings to discuss the I-94 East-West Corridor Study project's proposed improvements and pending alternatives (WisDOT 2022).</p>
Wyoming	<p>The Wyoming Department of Transportation (WYDOT) welcomes public involvement and accountability and provides a public involvement handbook to facilitate increased participation and transparency. The public involvement handbook promotes to the greatest extent possible, the achievement of WYDOT’s goals of safety, efficiency, and customer service. This book details a variety of methods that enhance communication abilities and facilitate dialogue with the public. WYDOT uses public meetings, open house meetings, virtual meetings, stakeholder meetings, public scoping meetings, and social media for receiving public input (WYDOT 2022). For example, WYDOT hosted an open house on the State Transportation Improvement Plan, and local projects. Recently, WYDOT hosted a self-guided online public meeting for the Statewide Transportation Improvement Program (STIP) (WYDOT 2021).</p>

<p>Washington DC</p>	<p>The District Department of Transportation (DDOT) is dedicated to maintaining open communication and engagement with the community, Advisory Neighborhood Commissions (ANCs), and the Council of the District of Columbia to find solutions for transportation-related matters. DDOT is implementing a web form to connect with the Community Engagement Division (DDOT 2022).</p> <p>Meeting types and styles successfully used by DDOT staff to receive public input include open house, technical presentations, Citizen Advisory Groups (CAG) meetings, Citizen Engagement Events (CEE), tabling at neighborhood events, neighborhood meetings, and public hearings. DDOT uses a number of notification methods to reach citizens such as social media (Facebook and Twitter), press releases, project websites, neighborhood listservs, posters, advertisements in newspapers, flyers, door hangers, postcard mailings, and robocalls (DDOT 2019). Recently, DDOT hosted a virtual public meeting to discuss a multimodal transportation improvement project in the area near the Tenleytown-AU Metro Station (DDOT 2022).</p>
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Table C.5: State DOT training activities related to transportation equity and equity

State	Training processes
Alaska	<p>On-the-Job Training (OJT)</p> <p>ADOT’s holds on the job training to uphold continued funding for federal-aid highway construction projects; however, internal training in transportation equity is not provided to its employees at this time.</p> <p>(Alaska Department of Transportation and Public Facilities, 2022)</p>
Arkansas	<p>In collaboration with Tribes and MPO/RPO’s</p> <p>Arkansas provides transportation equity training to tribes within its state.</p>
California	<p>Diversity, Equity, and Inclusion Training (DE&I)</p> <p>California’s DOT holds DEI Training across the department. It is non-mandatory for all employees to go through the training, while the training is also made available through email communications/blasts, and it is posted on their intranet. The main efforts to hold and create each DEI training are developed in “Headquarters by EEOP/CORE/ADMIN.”</p>
Colorado	<p>Diversity, Equity, and Inclusion Training (DE&I)</p> <p>DEI training in Colorado’s DOT is mandatory for all employees to complete.</p>

	(Gitkind, K., 2020. Update of cdot’s equity, diversity and inclusion initiatives)
Georgia	<p>Diversity, Equity, and Inclusion Training (DE&I)</p> <p>Georgia participates in DE&I training with all their employees.</p> <p>Title VI Training</p> <p>Agency-wide, Title VI training is provided.</p>
Illinois	<p>Specialized Training</p> <p>IDOT provides specialized training to its employees and external participants to help “optimize workforce self-development.”</p> <p>Two examples of Specialized training are</p> <p>“Business Development Program” and “Highway Construction Career Training Program (HCCTP)”</p> <p>(Batty, S., 2022. Specialized Training)</p>
Indiana	<p>ADA and Title VI Training</p> <p>Open to all employees, Indiana’s DOT agency provides ADA and Title VI Training.</p> <p>INDOT is in the process of hiring a Planning Program Outreach Manager whose responsibility and focus will be on outreach to the underserved, creating policies/procedures for outreach. The INDOT Planning also uses TREDIS.</p> <p>Indiana’s DOT recently received the TREDIS 6.0 update that includes economic equity analysis and quantifying transportation investment impacts to identified economically distressed areas. Because of the new feature, every staff member is required to receive training in the use of the new feature.</p>
Iowa	<p>Layered Process Audits (LPA)</p> <p>Iowa holds training on LPA for their employees to understand the steps and procedures a project sponsor and consultant are required to follow when involved in a project. One such training is below:</p> <p>Federal-aid Overview Seminar</p> <p>IDOT hosted a Seminar in 2019, where their Transportation Alternatives Program was discussed under Environmental Review.</p> <p>(2019 Federal-aid Overview Seminar Agenda)</p>
Kansas	<p>Five training courses are supplied by the KDOT in the Executive Development program. Their main purpose is to assist transportation employees in receiving training on how to work together on county roadways. KDOT states “road-related issues and funding” are important and wants their employees to “provide improved service” after training.</p>

	(Stich, K., 2006. Training improves efficiency for counties, KDOT)
Maryland	<p>Title VI Training</p> <p>All employees are required to complete Title Vi Training, however under certain circumstances where a complaint is filed under Title VI, employees mentioned may be subject to additional training.</p> <p>(Title VI complaint procedure)</p>
Michigan	<p>Michigan’s DOT utilizes an “Equity in Transportation Seminar” to all of their employees to “provide awareness and meaning” to handling transportation equity.</p> <p>A similar event to the above:</p> <p>Michigan DOT held an information session on Transportation Equity on May 25th, 2022, where several DOT leaders presented, discussing Michigan's equitable transportation policy. Further discussed was Michigan’s “first-ever Equity Action Plan.”</p> <p>(Transportation.gov. 2022. DOT Equity Events)</p>
Minnesota	<p>Minnesota's DOT is launching a new equity training program for their Safety, Operations, Design, Project Development, Funding, Environmental Services, Asset Management, Financing, Research, Civil rights, Planning and Programming Staff.</p>
Mississippi	<p>Layered Process Audits (LPA)</p> <p>Mississippi holds training on LPA for their employees to understand the steps and procedures a project sponsor and consultant are required to follow when involved in a project.</p> <p>(LPA Project Development Manual Training, 2021)</p>
Montana	<p>In collaboration with Tribes and MPO/RPO’s</p> <p>Montana provides transportation equity training to tribes within its state.</p>
Ohio	<p>Title VI Training</p> <p>Through Ohio’s DOT, Local technical Assistance Program (LTAP), Title VI training is held for every employee.</p> <p>Program-Specific Training</p> <p>Mandatory training for all employees in the agency is supplied by the Transit Ohio Technical Assistancess Program (OTAP).</p> <p>(Title VI/Nondiscrimination Policy, 2022)</p>
Oklahoma	<p>Title VI training</p> <p>Training is provided to as many audiences as possible, internally, and externally to the public. “The training includes a component that details the history and reason for the law to help those antagonistic to the law and its</p>

	<p>purpose to find it more acceptable. This training reduces the occurrence of discrimination.” Each year Oklahoma holds a mandatory training for every Title VI Designee, of which there are at least two.</p>
Oregon	<p>Title VI Training</p> <p>Title VI training is mandatory for every employee's annual compliance training plan. By the end of training all employees will have an understanding on the purpose and intent of Title VI.</p> <p>(2022 Title VI Implementation Plan SUPPLEMENT)</p>
Pennsylvania	<p>Title VI Program Training</p> <p>Title VI training is provided at least once a year for program areas and Engineering Districts. The program covers how to address and provide LEP and ADA accommodation requests.</p> <p>(2021. Title VI Compliance and Implementation Plan)</p>
Tennessee	<p>Title VI - Training</p> <p>Tennessee DOT participates in holding Title VI Training to their employees. Each Title VI Coordinator schedules their training through TDOT.</p> <p>(2022. Title VI – Training)</p>
Washington	<p>Practical Solutions training</p> <p>Washington holds training for its employees and “summarizes WSDOT’s planning and project development process” and how to use the practical Solution approach.</p> <p>The training also covers how WSDOT’s reaches Equity Inclusion.</p> <p>Cultural resources training (CRT)</p> <p>The CRT “promotes awareness, preservation and stewardship of Washington’s cultural resources.” This training is catered towards transportation professionals to help them with how to address cultural resource management issues on transportation projects.</p> <p>(2022. Environmental training, & Practical Solutions training)</p>