



Guide for Public
Involvement
Highways Division



June 29, 2012



Aloha!

The people of Hawai'i value our many cultures, our environment, and our unique communities. The Hawai'i Department of Transportation strives to reflect those values in our work.

This is why we are pleased to present the Highways Division's updated *Guide for Public Involvement*. The Guide will be used as we engage with the public and transportation stakeholders as we plan, design and implement our transportation system. It will help us to facilitate effective public involvement so that we can be successful in our efforts to address Hawai'i's growing transportation needs.

Mahalo to the many people who have worked over the last year to create this Guide. They include members of our Technical Advisory Committee and representatives of our partner transportation agencies and community organizations. We promise that your hard work will pay off with public involvement efforts and projects that serve the needs of our communities. Our sincerest thanks also goes to the Federal Highway Administration for providing support and funding for this effort.

Sincerely,

A handwritten signature in black ink, appearing to read 'Glenn Okimoto'.

Glenn Okimoto

Director

Hawai'i Department of Transportation

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How to Use This Document

This guide presents best practices for incorporating public involvement in the Highways Division's planning, programming, and project development processes. This information is provided to help planners, engineers, and other transportation practitioners better gather information from, distribute information to, and coordinate with the Highways Division's stakeholders.

The information presented in this guide may not address all public involvement issues and situations, but it provides resources for Highways Division staff to adapt to fit each project's unique context and apply in conjunction with applicable federal, state, local, and regional requirements and guidelines.

The resources in this Guide should be used in coordination with other applicable Departmental and Divisional guidance, such as the Departmental Staff Manual, Highways Division Procedures Manual, Project Development Manual, Public Involvement and Public Hearings Process for Federal Aid Highway Actions, and Work Zone Safety Plan.

Chapter 1

When done well, public involvement makes projects better, avoids costly delays, and builds public trust. But it's also the law! Chapter 1 provides a brief introduction to the legal and policy requirements for public involvement and discusses how public involvement supports the Highways Division planning, program development, and project delivery activities.

Chapter 2

In Hawai'i, respect for cultural diversity is a fact of life, evidenced in our customs, our families, and our workforce. Chapter 2 introduces the concept of environmental justice and provides tools to help build a public involvement plan that will meet the information needs of Hawai'i's diverse communities, including Native Hawaiian, low-income, and minority populations.

Chapter 3

After learning in the previous chapters about why public involvement is important, Chapter 3 explains how to plan and implement public involvement activities that will add value to a plan, program, or project. It presents a step-by-step approach to developing a public involvement plan.

Chapter 4

Chapter 4 provides resources to support a variety of outreach tasks.

Chapter 5

Chapter 5 provides an appendix of reference materials.

What is informed consent?

Informed consent occurs when the public understands that there is a need to be addressed, that the HDOT Highways Division is the right agency to address the need, and the approach to be taken is reasonable, sensitive, and responsible. – Institute for Participatory Management & Planning

Introduction

Welcome to the new edition of the Guide for Public Involvement for the State of Hawai`i Department of Transportation Highways Division!

We all know there is no place in the world like Hawai`i. We live and work in a unique community that has been shaped by the many cultures that live side by side on our islands. And just as residents of our state take pride in and embrace the spirit of Aloha, we at the Highways Division must also remember and apply these values to our work as we interact with Hawai`i's communities.

The desire for meaningful public involvement in the Highways Division's plans, programs, and projects is steered by Guiding Principles (see page 6). They were developed based on existing public involvement guidance, including the HDOT's Public Involvement Policy (May 2009), the 2003 Guide for Public Involvement, federal and state requirements, and the Highways Division Context Sensitive Solutions Policy.

The Highways Division's mission is to provide a safe, efficient, and accessible highway system that ensures the mobility of people and goods and enhances and preserves economic prosperity and quality of life. This is achieved through planning, designing, constructing, operating, and maintaining State Highway facilities for all modes of transportation.

Each of these phases requires interaction and/or coordination with the public, community groups, other government agencies, and other transportation stakeholders, but in very different ways. For example, during planning and design, public outreach can build **informed consent** and assure that projects are built in the public's best interest. During construction and maintenance, communication is focused more on minimizing physical impacts and helping people cope with disruption to their daily routine, in addition to meeting commitments made during previous project delivery phases.

These efforts are carried out by points of contact from various branches, but from the perspective of many stakeholders, the work is done by one department. Members of the public are not always familiar with these project phases and subtle differences. As a result, Highways Division personnel, who are on the front line of public interaction, are challenged to address this through their public involvement implementation.

Public involvement is required by federal and state law, as well as HDOT policy. When done well, public involvement makes projects better, avoids costly delays, and builds public trust.

The Highways Division is responsible for a broad spectrum of efforts ranging from long-range policy planning to the planning and implementation of roadway improvements. Therefore, this guide identifies and expresses the Highways Division's commitment to public participation at planning, programming, and each phase of the project delivery process. It will provide the Highways Division's project managers with tools and strategies to optimize communications with the public and stakeholders.

Mahalo to everyone who has contributed to the development of this Guide for Public Involvement, including internal and external HDOT stakeholders, as well as the Guide for Public Involvement Technical Advisory Committee.

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Highways Division Public Involvement Guiding Principles

Build public trust

Build public trust in the Highways Division through public involvement that is honest, transparent, and that demonstrates a sincere interest in community values.

Early and continuous information and input

Throughout each phase of project delivery, provide early and continuing opportunities to share information with and/or gather input from a wide range of stakeholders.

Consistency and coordination

Conduct consistent public involvement for similar efforts throughout the Highways Division and provide an appropriate level of coordination and consideration for each project and its stakeholders that uses resources effectively.

Public involvement strategies, techniques, and methods

Utilize a wide range of public involvement strategies and techniques to meet the diverse needs and characteristics of the Highways Division's plans, programs, projects, and stakeholders.

Documentation

Support accountability and coordination by documenting public involvement activities, input, and follow up responses throughout the life of the effort.

The background of the page is a repeating pattern of stylized green leaves. Each leaf is filled with fine, parallel lines radiating from the base, creating a textured effect. The leaves are scattered across the page in various orientations and sizes. A solid dark green horizontal band is positioned in the upper middle section of the page, containing the chapter title.

Chapter 1 | **Public Involvement Framework**

This chapter provides:

The ability to interact with the public is an essential ingredient in successfully planning, designing, constructing, operating, and maintaining State Highway facilities. In addition, public involvement is required by state and federal laws and HDOT policy.

This chapter is intended to provide background and context for staff engaged in public involvement delivery, including a(n):

- Introduction to state and federal requirements for public involvement and HDOT public involvement policy;
- Overview of the Highways Division's Planning, Program Development, and Project Delivery Approach; and,
- Discussion of how public involvement supports the Highways Division's activities.

Guidance on how to implement these requirements is discussed in Chapter 2 and the Public Involvement Workbook (Chapter 3).

Public Involvement: It's the Law

State and federal laws set requirements for involving the public in transportation decision-making. Furthermore, the Highways Division has established departmental policies to assist project teams in developing and implementing public involvement. Implementation support is provided by this Guide for Public Involvement and departmental manuals. Combined, these elements make up the policy framework guiding delivery of public involvement in the Highways Division's planning, programming, and project delivery processes, as shown in Figure 1. These requirements represent a starting point for developing a public involvement program. The level of effort, resources required, and strategies used will vary from project to project.

Figure 1: Policy Framework



Chapter 5 contains a complete description of the laws, regulations, and policies shown in Figure 1. Additional information about environmental justice and anti-discrimination requirements and culturally sensitive outreach is provided in Chapter 2 – Culturally Sensitive Outreach and Environmental Justice.

Federal Requirements

Federal requirements for public involvement illustrate the important role it plays in understanding, assessing, and addressing the effects of transportation investment decisions on individuals and communities.

The **Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users** or **SAFETEA-LU**, the current federal transportation authorization act which governs federal surface transportation and **23 CFR 450, Subpart B**, that addresses development of long-range transportation plans call on the Highways Division to provide for early, continuous public involvement prior to adopting plans or programs, give explicit consideration and response to public comment, provide timely information, offer convenient and accessible public meeting locations, and engage a wide variety of stakeholders in transportation decision-making. Stakeholders include citizens, public agencies, public and private transportation providers, persons with disabilities, and bicycle and pedestrian facility users.

The **National Environmental Policy Act of 1969 (NEPA)** requires consideration of the environmental and social impacts of a project and outlines minimum standards for public involvement. **Section 106 of the National Historic Preservation Act (NHPA)** requires federal agencies to take into account the effects that federally-funded activities and programs have on significant historic properties. Consultation with the public is required. Under both acts, Native Hawaiian Organizations and Island Burial Councils should be consulted if the proposed project might affect properties of traditional religious and cultural importance that are listed on or eligible for the **National Register of Historic Places**.

Federal laws and regulations specifically require inclusion of historically underserved populations (including low-income populations and minority populations) and prohibit discrimination based on race, color, national origin, or disability status. In addition, Native Hawaiians have a unique legal status that requires consultation with Native Hawaiian organizations and individuals on state undertakings. These requirements are discussed in greater detail in Chapter 2.

State Requirements

Several state laws also address public involvement. **Hawai`i Revised Statutes 279A** requires a comprehensive, multi-modal statewide transportation planning process and establishes statewide transportation plan requirements for a balanced transportation system.

Hawai`i Revised Statutes 343 (HRS 343) establishes Hawai`i's state-level environmental review process. Patterned after NEPA, HRS 343 requires that environmental documents be made available for public review and sets requirements for collecting and responding to public comment on environmental documents. These requirements are discussed in greater detail later in this chapter. Hawai`i Administrative Rules Title 11, Chapter 200 implements HRS 343 by providing details on the processing of environmental review documents and their contents.

In 2005, the Hawai`i Legislature passed **SB 1876 (codified in HRS 264-20)**, directing the HDOT to establish guidelines that provide for flexibility in highway design to consider environmental, scenic, aesthetic, historic, and community impacts, with a particular emphasis on protecting the unique identities of Hawai`i's rural communities. Public involvement is an integral component in meeting the intent of this legislation.

HDOT Policy

The HDOT adopted a public involvement policy in 2009 which guides project teams in developing and implementing public involvement programs.

HDOT Public Involvement Policy (Adopted 2009)

The State of Hawai`i Department of Transportation (HDOT) recognizes the value of public involvement as a programmatic measure that strengthens and solidifies its transportation programs. The HDOT thus encourages the integration of public involvement activities within its projects, beginning with the development of project plans and continuing throughout the life of the projects.

The HDOT Public Involvement Policy supports and encourages broad based public involvement in the conception, development and enhancement of transportation plans, programs and projects. The policy is directed at the implementation of activities that solicit the involvement of the appropriate target communities. These citizen involvement activities should be open, honest and non-threatening, providing timely public notice, full public access, comprehensive project information, as well as the requisite schedule for early, continuous, and active involvement.

This policy encourages partnerships between the HDOT and the communities affected by its projects. The partnerships formed by properly implemented public involvement activities produce comprehensive community concerns. Thus enabling project managers' informed decision-making. Citizens benefit by the timely dissemination of program requirements, restrictions, budgets, alternatives and the consequences of each alternative. Traditionally underserved and silent populations are provided the opportunity to voice their vital concerns. The partnerships are envisioned as enhancing the public's sense of project ownership and the establishment of vocal, community-based project proponents (i.e., support for the projects).

This public involvement policy is in effect for all programs operating under the auspices of the Hawai`i Department of Transportation.

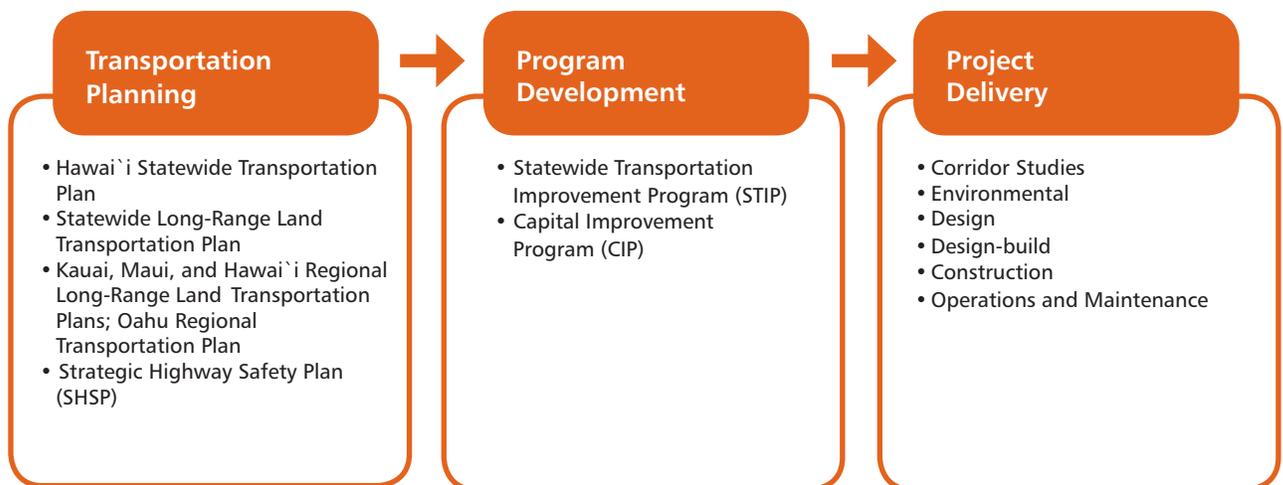
The Highways Division recognizes that the public has an interest in the design of the roadways on which they travel and live near. There is increasing awareness of the potential adverse impacts to cultural, aesthetic, historic, and environmental resources of new roadways and major roadway improvements on the landscape. This recognition is captured in the Highways Division's adoption of Context Sensitive Solutions Interim Procedure No. 06.16 (which implements SB 1876). It compels project teams to utilize a context sensitive design approach that incorporates the community's goals and vision while considering the total context within which a transportation improvement will exist. These transportation solutions are driven by early, effective, and continuous public involvement, open collaboration, and exchange of information.

Overview of the Highways Division's Planning, Program Development, and Project Delivery Approach

The Hawai'i Department of Transportation Highways Division is responsible for the planning, design, construction, operation, and maintenance of state land transportation facilities. To accomplish this, the Highways Division undertakes a wide range of activities, from long-range policy planning to the design, construction, and maintenance of projects.

Transportation planning is the process of developing the broad vision and policies that guide the provision, operation, management, maintenance, and financing of Hawai'i's transportation system to support and advance long-term goals relating to economic development, social equity, and quality of life. Program development identifies the projects that are needed to address the specific transportation system needs identified in the long-range planning process. Project delivery refers to the work of implementing transportation projects. Figure 2 shows the relationship between planning, program development, and project delivery.

Figure 2: The Highways Division's Planning, Program Development, and Project Delivery Activities



Transportation Planning

Transportation planning in the State of Hawai'i begins with the Hawai'i Statewide Transportation Plan (HSTP). The HSTP identifies the broad transportation policies, directions, and range of key elements to be considered in the development, management, and operation of Hawai'i's transportation systems.

Long-range planning is also done at the regional level. The Highways Division works in partnership with planning officials, public works officials, and emergency service providers in the Counties of Kauai, Maui, and Hawai`i to develop a regional-level long-range land transportation plan. The long-range plans identify unmet transportation needs for each County and develop and assess potential solutions and direction for meeting those needs. The regional long-range plans are developed to achieve consistency with the goals of the Hawai`i Statewide Transportation Plan.

Long-range transportation planning for Oahu is conducted by the Oahu Metropolitan Planning Organization or OahuMPO. Metropolitan Planning Organizations (MPOs) are established in all metropolitan areas with a population of more than 50,000. OahuMPO is currently the sole MPO in the State of Hawai`i. OahuMPO leads the preparation of the long-range plan and planning work program for the island of Oahu. The Highways Division is an integral partner of OahuMPO and a direct partner in development of the long-range transportation plan for Oahu.

Program Development

The Statewide Transportation Improvement Program (STIP) is a fiscally-constrained programming document that demonstrates which State and County transportation projects are intended to be funded with Federal Highway and Transit funds. The STIP also includes regionally significant projects requiring action by the Federal Highway Administration (FHWA) or Federal Transit Administration (FTA) even when FHWA or FTA funds are not used.

The STIP must be updated every four years. All STIP projects are required to be consistent with the HSTP and regional long-range land transportation plans. OahuMPO leads development of the Transportation Improvement Program for the island of Oahu.

The Capital Improvement Program (CIP) identifies state-funded projects.

Project Delivery

Corridor Studies

The purpose of public involvement during a corridor study is to ensure that the full range of community issues, opportunities, and ideas are understood by the study team and decision-makers. Public involvement should be early and continuous throughout the development of a corridor study. Public involvement activities should be coordinated so the input generated can be used to inform key decision-points, including definition of the issue and development and evaluation of alternatives.

Elected officials, resource agencies, and the media are important stakeholders in the development of corridor studies, as well as community members potentially impacted by the project. Because the purpose of a corridor study may be unknown or confusing to many stakeholders, it is important to build understanding of the purpose and how it differs from other phases of the project delivery process. Equally important is to build understanding for how decisions will be made and how public and stakeholder input will inform decision-making.

The National Cooperative Highway Research Program's Report 435, *Guidebook for Transportation Corridor Studies: A Process for Effective Decision-Making* is a helpful resource for developing public involvement plans to support corridor studies.

Environmental Review

Project delivery begins by determining the complexity, potential impacts and anticipated level of controversy of a project. At this stage in the project delivery process, the project team identifies the level of environmental documentation required.

During environmental review, the project team analyzes the environmental impacts of the project alternatives; determines which alternative best meets project needs while avoiding, minimizing, or mitigating adverse impacts; states what can be done to avoid, minimize, or mitigate environmental impacts; and identifies who will likely be affected by a proposed project.

As described earlier in this chapter, environmental review is governed by federal law (NEPA) and state law (HRS Chapter 343). NEPA environmental review is required for all federally funded actions, when work is performed by the federal government, or for permits issued by a federal agency. State level environmental review under HRS Chapter 343 applies to both private and government agency actions. Nine types of actions “trigger” state level environmental review (see box below)¹:

Triggers for State Level Environmental Review

1. Use of state or county lands or funds other than for feasibility or planning studies or the purchase of raw land.
2. Use of land classified as a Conservation District by state law (Chapter 205).
3. Use within a shoreline area (as defined in section 205A-41).
4. Use within any historic site as designated in the National Register or Hawai'i Register, as provided for in the Historic Preservation Act of 1966, Public Law 89-665, or Chapter 6E.
5. Use within the Waikiki Special District as designated by the County.
6. Any amendments to county general plans that would designate land as other than agriculture, conservation, or preservation, except actions proposing any new county general plan or amendments to any existing county general plan initiated by a county.
7. Reclassification of state Conservation District lands (per Chapter 205).
8. Construction or modification of existing helicopter facilities within the State that may affect conservation land, the shoreline area, or historic properties.
9. Wastewater treatment unit (except an individual wastewater system or a wastewater treatment unit serving fewer than fifty single-family dwellings or the equivalent); waste-to-energy facility; landfill; oil refinery; or power-generating facility.

For NEPA projects, there are three types of environmental documents: **Categorical Exclusion (CE)**, **Environmental Assessment (EA)**, or **Environmental Impact Statement (EIS)**. For projects requiring a state level environmental process, there are two types of environmental documents: Environmental Assessment (EA) or Environmental Impact Statement (EIS).

Table 1 provides an overview of NEPA documents and minimum public involvement requirements for each document type; Table 2 provides an overview of state level environmental documents and minimum public involvement requirements for each document type.

Table 1: NEPA Document Overview

Class of Action (23 CFR 771.115)	Class I	Class II	Class III
Environmental Document	Environmental Impact Statement (EIS)	Categorical Exclusion (CE)	Environmental Assessment (EA)
Description	A full disclosure document that details the impacts of a proposed action. It considers a range of alternatives and analyzes potential impacts of alternatives on the environment.	A category of actions which do not individually or cumulatively have a significant effect on the natural and built environment (40 CFR 1508.4).	Concise public document that: <ul style="list-style-type: none"> • Provides sufficient evidence and analysis for determining whether to prepare an EIS or a Finding of No Significant Impact (FONSI) • Aids an agency’s compliance with NEPA when no EIS is necessary • Facilitates preparation of an EIS when one is necessary
Level of Impact	Major action that significantly affects the quality of the natural and built environment. Class I actions are the projects that are the most complex and potentially controversial.	Actions which do not induce significant impacts to planned growth or land use in the area; do not require the relocation of significant numbers of people; do not have a significant impact on any natural, cultural, recreational, historic, or other resource; do not involve significant air, noise, or water quality impacts; do not have significant impacts on travel patterns; and do not otherwise, either individually or cumulatively have any significant environmental impacts (23 CFR 771.117(a)).	The significance of impacts of a proposed action is uncertain.
Minimum Legal Requirements for Public Involvement	<ul style="list-style-type: none"> • Early agency and public coordination process • Issue Notice of Intent in Federal Register • Public scoping meeting • Issue Notice of Availability of Draft EIS in Federal Register • Draft EIS public hearing • 45-day comment period on Draft EIS and Record of Decision (ROD) • Comprehensive outreach program tailored to the level of action, issues, and potential impacts • Project mailing list of interested parties • Summary of public involvement activities and results to be included as part of EIS 	<ul style="list-style-type: none"> • Early agency and public coordination process • No prescribed public involvement/ public hearing process 	<ul style="list-style-type: none"> • Early agency and public coordination process • Issue notice of EA availability and opportunity for hearing • Public hearing (if required) • 30-day public comment period for EA and issuance of FONSI (if no significant impacts) • Summary of public involvement activities and results to be included as part of EA

Table 2: Hawai`i State Environmental Document Overview – HRS Chapter 343²

Agency Assessment:	Finding of No Significant Impact (FONSI) Anticipated	Significant Impacts Anticipated or Significant Impacts Identified in the EA	Project is Exempt
Environmental Document:	Environmental Assessment (EA)	Environmental Impact Statement (EIS)	Declaration of exemption
Description:	Written evaluation prepared for a proposed action that evaluates the potential impacts. The information and analysis within an EA is used to determine if the impacts of a proposed action are significant enough to warrant the preparation of an Environmental Impact Statement. If not, then a FONSI is issued.	The environmental impact statement (EIS) is a disclosure document that analyzes the effects of a proposed project or program on the environment. This in-depth study must provide mitigation measures to prevent or reduce the project’s negative effects and must present alternative methods, modes or designs of the proposed action.	Documentation of why project is exempt. Activities that are exempt from preparation of an EA include: <ol style="list-style-type: none"> 1. Operation, repairs, or maintenance of existing structures, equipment, or topographical features 2. Replacement or reconstruction of existing structures and facilities
Public Notification Requirements:	<ul style="list-style-type: none"> • 30-day comment period on Draft EA. • If FONSI is issued: <ul style="list-style-type: none"> • 30-day legal challenge period after publication of notice of Final EA and FONSI. • If significant impacts are identified in the EA, Environmental Impact Statement Preparation Notice (EISPN) is issued: <ul style="list-style-type: none"> • 30-day comment period on EISPN. 	<ul style="list-style-type: none"> • 30-day comment period on EISPN. • 45-day comment period on Draft EIS. • If Accepting Authority accepts Final EIS as complete and technically adequate: <ul style="list-style-type: none"> • 60-day legal challenge. • If Accepting Authority rejects Final EIS: <ul style="list-style-type: none"> • 60-day appeal period. 	<ol style="list-style-type: none"> 3. Construction and location of single, new, small facilities or structures 4. Minor alterations in the conditions of land, water, or vegetation 5. Basic data collection, research and experimental management 6. Construction or placement of minor structures accessory to existing facilities 7. Interior alterations 8. Demolition of structures except historic sites
Recommended Public Involvement:	<ul style="list-style-type: none"> • Pre-assessment consultation: Prior to preparing draft EA, consult with the community and agencies regarding the proposed activity, including groups, individuals and organizations that have expertise in the field, have an interest in or will be affected by the proposed activity. Immediate neighbors or neighboring landowners must be contacted. • Depending on the nature of the proposed activity, certain agency consultations are required and must be documented in the EA. 	<ul style="list-style-type: none"> • At a minimum, must meet public involvement requirements for an EA. 	<ol style="list-style-type: none"> 9. Zoning variances except shoreline setback variances 10. Continuing administrative activities such as purchasing supplies 11. Acquisition of land and existing structures for the provision of affordable housing 12. Reconstruction, restoration, repair, or use of any Hawaiian fishpond.

Design

After completion of the environmental documentation and selection of a preferred alternative, the project moves into the design phase. Early and continuous public involvement can guide design of the selected alternative to minimize cost, impacts, and best fit within the social and environmental context.

Pre-design research and preliminary design consultation can tap knowledge of key stakeholders and help identify any concerns and unique needs, such as site access needs, parking, delivery schedules, noise-related concerns, burial sites, and geologic challenges that could potentially inform the project design. It can also help with early identification of issues during project construction and operation. Engaging the community in collaboration on specific aesthetic elements of design can help ensure that the completed project fits well with the neighborhood in which it is located. During design, the project team also works to implement the commitments outlined in the environmental document.

As the project moves into final design, the public conversation often shifts to construction-related communication. As this shift occurs, outreach activities should support gathering information to aid in the development of construction mitigation plans, detour route planning, and preferred communication strategies for sharing construction-related information, such as closures and detours.

Design-Build

The public involvement process for design-build projects is similar to the public involvement process for design-bid-build projects. The key difference is who leads public involvement. Public involvement on design build projects is typically conducted by the design-build contractor. As such, it is important that the project owner clearly identify the public involvement activities the contractor is responsible for carrying out in the contract documents. The project manager should hold regular meetings with the contractor to review the status of public involvement plan implementation – including activities conducted and outcomes – to ensure consistency with Highways Division and HDOT public involvement policies and practices.

Construction

During construction, the Highways Division follows through on commitments made to the public during previous project phases and earns the trust of the community. Failure to do this can break down any earned trust or goodwill that the Highways Division has built with stakeholders throughout project development. During construction, information should be provided to the public about how these commitments are being met.

In addition, construction-period public involvement should provide timely, accurate, and easily accessible information to help the public plan for and cope with construction and traffic flow changes. Through well-crafted communications and outreach strategies, those affected by the project will understand what is happening, why it is happening, how it impacts them, and most importantly, that it is temporary.

Operations and Maintenance

During operations and maintenance, the Highways Division continues to follow through on commitments made to the public during previous project phases. Public involvement is focused on collecting and responding to public generated maintenance requests via a telephone hotline. For scheduled and emergency maintenance activities, staff members communicate lane closure information through the Office of Public Affairs, the HDOT website, and the HDOT's Facebook and Twitter pages.

Public Involvement in Highways Division Activities

The Highways Division embraces the philosophy that transportation facilities are to be integrated into the communities they are located in and serve. It also recognizes that a project can have far-reaching impacts, both positive and negative, beyond its traffic or transportation function.

Each project has a context as defined by the terrain and topography, community, users, and surrounding land use that affect the design decisions engineers and planners must make. For example, a project's terrain and topography may be quite steep, requiring the project team to consider steeper grades on the roadway. In other cases, the community's desire for sidewalks to improve safety for children walking to school and recreational walkers might require that designers consider wider sidewalks and crosswalks at appropriate locations.

Public involvement plays an important role in understanding this context, making projects better, avoiding costly delays and building public trust. This helps the Highways Division solve transportation issues, providing lasting value to the community.

How much public involvement is needed?

It is important to understand that public involvement is scalable and the level of effort, resources required, and individual tasks involved in delivering public involvement will vary from project to project.

It should always be assumed that some level of public involvement is needed. Public involvement activities should be tailored to address the level of interest and/or difficulty of the project to be completed. For example, the public involvement effort for a relatively straightforward project such as a resurfacing project may involve only periodic updates on the HDOT's web site and mailings to affected landowners. On more complex and potentially controversial projects that may involve right of way impacts or impacts to cultural sites, the project may be better served by a more aggressive public involvement program with an advisory group, public meetings, or newsletters.

It can be helpful to think of public involvement as a continuum of the following four strategies – inform, consult, involve, and collaborate—designed to support projects as they increase in their complexity and public impact.³ As a continuum, these strategies build upon each other.

When the potential public impact and project complexity is lower, it may be appropriate to focus primarily on tools that support information or consultation strategies. Projects with higher levels of public impact and/or complexity are more likely to require a more intensive level of involvement and collaboration, but they will still require activities that inform and consult the public.

Figure 3: Public Involvement Continuum

Increasing Level of Public Impact and Project Complexity



	Inform	Consult	Involve	Collaborate
Goal:	Information from the project team to assist the public/stakeholders in understanding issues, alternatives, opportunities, and/or solutions.	Two-way flow of information between the project team and the public to obtain feedback on analysis, alternatives, and/or decisions.	In-depth dialogue between the project team and the public to ensure that concerns and aspirations are consistently understood and considered.	Coordination between the project team and key stakeholders to reach consensus.
Division Activity:	<ul style="list-style-type: none"> • Planning • Program development • Project Delivery: <ul style="list-style-type: none"> • Corridor studies • Environmental • Design • Design-build • Construction • Maintenance 	<ul style="list-style-type: none"> • Planning • Program development • Project Delivery: <ul style="list-style-type: none"> • Corridor studies • Environmental • Design • Design-build • Construction • Maintenance 	<ul style="list-style-type: none"> • Planning • Program development • Project delivery: <ul style="list-style-type: none"> • Corridor studies • Environmental • Design • Design-build 	<ul style="list-style-type: none"> • Planning • Program development • Project delivery: <ul style="list-style-type: none"> • Corridor studies • Environmental • Design • Design-build
Example Technique:	<ul style="list-style-type: none"> • Website • Visualization • Information Kiosk • Media • Newspaper ads and legal notices • Electronic message boards • Print materials • Public service announcements (PSAs) • Video 	<ul style="list-style-type: none"> • Open house • Roundtable discussion • Site tour • Stakeholder briefing • Surveys • Hotline • 24-hour construction pager • Social Media • Email • Outreach tables • Public hearings 	<ul style="list-style-type: none"> • Neighborhood briefings • Door-to-door outreach • Citizen’s Advisory Committee (Level 1) • Interactive workshop • One-on-one and small group meetings 	<ul style="list-style-type: none"> • Citizen’s Advisory Committee (Level 2) • Professional meeting facilitation • Interagency meetings

For a complete description of these tools, see the Outreach Tools and Tactics Glossary on pages 122-126

As shown in Figure 3, these four public involvement strategies can be appropriate for any effort. For example, providing basic project information (Inform) should be a component of every activity the Highways Division undertakes as it provides a solid baseline level of information about the nature, seriousness, and scale of the proposed activity – whether it is a plan, program, or project. In short, it is the first step in building public trust and ensuring the public has the information they need to participate in the public involvement process. Moving along the continuum, the level of public involvement needed will depend on a number of factors including:

- Magnitude and duration of plan, program, or project effects on the affected community.
- Legal requirements for public involvement such as NEPA or those required by HRS 343.
- Previous interactions with the affected community and/or previous impacts of other projects on the affected community.
- Other potential issues, such as the political environment or environmental sensitivities.

It is important to realize that there is no single formula that can apply to all public involvement efforts. As work on a plan, program, or project evolves, new issues may emerge that require a change in strategy or new stakeholders may emerge that were previously not engaged in the process. In these instances, it will be necessary to adapt to the changing nature of the activity being undertaken.

The Public Involvement Workbook included in this Guide provides tools to aid in structuring a public involvement process that makes sense for various types of the Highways Division's initiatives.

References

- ¹ Environmental Impact Statements, Chapter 343-5, Hawai'i Revised Statutes. Available at: http://www.capitol.hawaii.gov/hrscurrent/Vol06_Ch0321-0344/HRS0343/HRS_0343-0005.HTM
- ² The State of Hawai'i Office of Environmental Quality's Guide for Hawai'i Environmental Policy Act is a helpful resource for information about the Hawai'i Environmental Policy Act. Available at <http://hawaii.gov/health/environmental/oeqc/index.html>.
- ³ Adapted from Creighton (2005) and the International Association for Public Participation. Available at: http://www.iap2.org/associations/4748/files/IAP2%20Spectrum_vertical.pdf.

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Chapter 2 | **CULTURALLY SENSITIVE OUTREACH
AND ENVIRONMENTAL JUSTICE**

This chapter provides:

- A description of why a culturally sensitive approach is important in any Highways Division planning, programming, or project development activity;
- Information about the concept of environmental justice and tools for achieving it;
- Information about Native Hawaiians' unique legal status and the perspective they can bring to a project; and,
- Some helpful tools to use in effectively engaging environmental justice communities, the Native Hawaiian community, and other multicultural groups.

This chapter is not intended to:

- Provide legal or technical guidance for complete compliance with State and Federal regulations related to consultation with Native Hawaiian organizations (such as Section 106 of the National Historic Preservation Act of 1966, National Environmental Policy Act of 1969, Native American Graves Protection and Repatriation Act of 1990, HRS 343, and Hawai`i Burial Laws)
- Serve in any way as a substitute for legal expertise or expertise in Native Hawaiian cultural affairs that may be required for a particular project.

Why Do We Need To Do Culturally Sensitive Outreach?

Hawai`i is fortunate to be one of the most culturally diverse places in the United States. In Hawai`i, respect for cultural diversity is a daily fact of life, evidenced in our customs, our families, and our workforce. In addition, state and federal law mandates that government agencies take into account and mitigate disproportionate impacts to low income and protected class populations. This concept is known as **environmental justice**. In Hawai`i, the concept of environmental justice is extended to include impacts to Native Hawaiian people and cultural resources.

In Hawai`i, where the host culture is Hawaiian, it is especially important to develop culturally sensitive methods of communications. These methods can assure legal compliance, reduce costly project delays, and help to address many culturally sensitive issues such as impacts to potential burial sites and access for traditional and customary gathering rights. But above everything else, implementing culturally sensitive outreach for all people is the right, or *pono*, thing to do.

Failure to effectively engage the community can impede or even result in the abandonment of valuable public transportation projects. This chapter is designed to assist project teams in addressing these challenges by:

- Identifying potential barriers to effectively communicating with the community.
- Providing tools and tactics to effectively communicate with Hawai`i's diverse communities.

History of Environmental Justice

Environmental justice is a federal and state requirement designed to assure the fair treatment and meaningful involvement of all people, regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

There are three fundamental principles of environmental justice:

1. To avoid, minimize, or mitigate disproportionately high and adverse human health or environmental effects, including social and economic effects, on minority populations and low income populations.
2. To ensure the full and fair participation by all potentially affected communities in the transportation decision-making process.
3. To prevent denial of, reduction in, or significant delay in the receipt of benefits by minority populations and low income populations.

The concept of environmental justice is rooted in Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. Environmental justice became an important consideration in the 1990s as a response to growing concern that low-income and minority populations bear a disproportionate amount of adverse health and environmental effects of public projects.

In 1994, President Clinton issued Executive Order 12898, “Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations.” It directs each federal agency to make environmental justice a part of its mission by preventing low-income and minority populations from being disproportionately negatively affected by federal programs.

Following Executive Order 12898, the U.S. Department of Transportation (USDOT) issued Order 5610.2, “USDOT Order to Address Environmental Justice in Minority Populations and Low-Income Populations” (1997, updated 2012). It provides guidelines for how environmental justice analyses should be performed and how environmental justice should be incorporated into the transportation decision-making process. The USDOT Order requires federal agencies to do the following:

- Explicitly consider human health and environmental effects related to transportation projects that may have a disproportionately high and adverse effect on low-income or minority populations (USDOT 2012, §5[b][1]);
- Implement procedures to provide “meaningful opportunities for public involvement” by members of those populations during project planning and development (USDOT 2012, §5[b][1]);
- Provide the public with access to public information concerning the human health or environmental impacts of programs, policies, and activities (USDOT 2012, §5[b][2]);
- Consider alternatives that avoid and/or minimize disproportionately high and adverse human health or environmental impacts (USDOT 2012, §7[c][3]); and,
- Consider mitigating or taking steps to enhance projects to off-set disproportionately high and adverse impacts (USDOT 2012, §8[b]).

FHWA issued a similarly worded order, Order 6640.23, “FHWA Actions to Address Environmental Justice in Minority Populations and Low-Income Populations” (1998). According to this order, when determining whether a particular program, policy, or activity will have disproportionately high and adverse effects on minority and low-income populations, FHWA managers and staff should take into account mitigation and enhancement measures and potential offsetting benefits to the affected minority or low-income populations. Other factors that may be taken into account include design, comparative impacts, and the relevant number of similar existing system elements in non-minority and non-low-income areas.

Title VI and Executive Order 12898 are typically addressed during the NEPA environmental review process.

Hawai`i’s first Environmental Justice bill, Act 294, was passed in 2006. Act 294 aimed to provide guidance to ensure the principles of environmental justice are included in all phases of the environmental review process.

Environmental Justice Populations

Environmental justice includes low-income and minority populations. It is important to recognize that race or ethnicity and income-level must be considered separately. There are minority populations of all income levels, and low-income populations may be minority, non-minority, or multiple races or ethnicities. Limited-English proficient (LEP) populations are not necessarily considered to be environmental justice populations. However there is often overlap between LEP and environmental justice populations. For guidance on defining and identifying these populations, see Workbook pages 60-65.

Low-income populations

A person is considered to be low-income if the individual's household income falls at or below the federal poverty guidelines, as defined by the U.S. Department of Health and Human Services. For 2012, the federal poverty guideline for the annual income of a household of four in Hawai'i is \$26,510.¹

Federal law (FHWA Order 6640.23) defines a low-income population as "any readily identifiable group of low-income persons who live in geographic proximity, and, if circumstances warrant, geographically dispersed/transient persons (such as migrant workers or Native Americans) who would be similarly affected by a proposed FHWA program, policy, or activity."

Minority populations

Federal law (FHWA Order 6640.23) defines "minority" as a person who is: Black, Asian, American Indian and Alaskan Native, Native Hawaiian or Pacific Islander, and Hispanic. A minority population is defined as "any readily identifiable groups of minority persons who live in geographic proximity, and if circumstances warrant, geographically dispersed/transient persons (such as migrant workers or American Indian) who will be similarly affected by a proposed FHWA program, policy, or activity."

The federal definition of minority reflects the national experience. The HDOT uses an expanded definition of minority, defining a minority as an individual who identifies himself or herself as²:

- Black (a person having origins in any of the black racial groups of Africa)
- Hispanic (a person of Mexican, Puerto Rican, Cuban, Central American or South American, or other Spanish culture or origin, regardless of race)
- American Indian/Alaskan Native (a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition)
- Japanese
- Chinese
- Filipino
- Korean
- Samoan
- Vietnamese
- Hawaiian/Part Hawaiian
- Some other race or multiple races

OahuMPO has done extensive work identifying environmental justice populations on Oahu. Its 2004 report, *Environmental Justice in the Planning Process: Defining Environmental Justice Populations* is a useful resource. This report is available online at <http://www.oahumpo.org/reports-docs/2004Update.pdf>.

Native Hawaiian Individuals and Organizations

Native Hawaiians are considered to be an environmental justice population. Native Hawaiians also have a unique legal status rooted in other federal and state laws that require state agencies to consult with Native Hawaiian organizations and individuals on state undertakings. However, it is Native Hawaiians' cultural heritage as the indigenous peoples who inhabited these lands that give them a unique perspective and interest in being consulted on proposed projects that could impact cultural resources or their ability to continue to exercise traditional and customary practices. Further, kupuna, or elders, are a tremendous resource for information that can help a project team understand the community and key issues that should be considered when developing a project.



Planning For Culturally Sensitive Public Involvement: It Helps To Be Proactive!

Public involvement, in general, needs to be both proactive and sensitive to the communities the project team is interacting with. Outreach is sensitive when it is done in a way that is responsive to the needs of the people or group. An example is a meeting time, place, or format chosen by the community. This is particularly true for the Native Hawaiian community and other disadvantaged groups.



Early engagement assures that any information, comments, or concerns about the project can be addressed in a timely manner and mitigated to avoid unnecessary delays or, in extreme cases, litigation.

More importantly, proactive and sensitive community outreach conveys a respect for the community that will be directly affected by the proposed project. Early consultation, especially with the Native Hawaiian community, indicates that the community's voice and participation is valued and an important part of the overall project process. Essentially, it comes down to building respect and trust.

For most projects, legally mandated procedures for environmental justice or Native Hawaiian consultation will not be required. Early research and outreach will help to determine whether there is a likelihood that there will be an impact on environmental justice populations or Hawaiian people and culture.

As described later in this chapter, state law requires consultation with the Office of Hawaiian Affairs (OHA) and the Department of Hawaiian Home Lands (DHHL) as Native Hawaiian organizations. Consultation with OHA staff should occur early in the planning process on any project that may impact Native Hawaiian or cultural resources. The project team should also consult with Native Hawaiian organizations, such as the Hawaiian Homestead Association or Hawaiian Civic Clubs nearest to the proposed project area, Aha Kiole, and Island Burial Councils.

Native Hawaiian Cultural Values and Principles

Purposeful or Mākia

The initial communication or consultation with the community is proactive outreach based to listen, discuss, understand, and develop appropriate mitigation measures (formal and informal).

Respectful or Mahalo

In general, this means “asking permission” before acting and the outreach must be genuine.

Trust or Hilina`i

As with any relationship, trust is fundamental. Thus, the communication should be transparent and regular, not just when a decision needs to be made.

Humility or Ha`aha`a

This involves recognizing that in the past, the Highways Division may not have communicated with the community as sensitively as it could have; thus, it is important to acknowledge that concern before being able to move on to the next project.

Responsibility or Kuleana

Responsibility is reciprocal. If the Highways Division wants informed decision making, then it needs to provide the community with accurate and current information. It also means taking responsibility for scheduling meetings in locations, times, and using formats that are convenient for the community, not necessarily for the government officials, and for taking responsibility for follow through on commitments.

Culturally sensitive outreach does not simply mean more outreach. The outreach program should be tailored to match the specific context and complexity of the project and the community's information needs.

While proactive public involvement will not guarantee a successful, unchallenged process, it will:

- Provide the community an opportunity to be informed and provide comments in a timely manner, particularly during the project planning process;
- Provide the project team the opportunity to address the community's comments and make appropriate modifications to the project to ensure improvements are context sensitive;
- Enable the project team to comply with state and federal requirements that govern outreach to minority, low-income, and Native Hawaiian communities;
- Establish an administrative record documenting the community consultation process in the event a lawsuit is filed; and,
- Help reinforce a positive relationship between the community and the Highways Division.

What are culturally sensitive outreach strategies?

One Size Does Not Fit All

A key principle of environmental justice is to ensure the full and fair participation by all potentially affected communities in the transportation decision-making process. Outreach strategies that are culturally sensitive and tailored to the affected community can help achieve full and fair participation.

If you have determined that an environmental justice population resides in your project area, you must ensure that your project's public involvement plan includes strategies to involve minority, low-income, Native Hawaiian, and limited-English proficient populations in your project area. Pages 60-65 of the Workbook provides guidance on how to identify environmental justice populations.

In Hawai`i, where the host culture is Hawaiian, it is especially important to develop culturally sensitive methods of communications in addition to the required consultations outlined later in this chapter. There are many culturally sensitive issues such as impacts to potential burial sites or access for traditional and customary gathering rights.

Keep in mind that not all affected communities have the same level of understanding regarding public processes and related environmental reviews or community consultation processes. Accordingly, a public involvement process for Hawai`i Kai on O`ahu may be very different from the process for Ka`u on Hawai`i Island. It is critical that the project team develop an outreach process that seeks to acknowledge the level of understanding that the community has regarding public participation and tailors the public engagement to that level of understanding and preferences for public involvement, thus providing the opportunity for meaningful participation.

When Conducting Outreach with Native Hawaiian Communities

Introductions

In the Hawaiian context, it is usually a statement of one's genealogical connection, but it can also be where a person grew up, what high school was attended, or a personal connection to the land.

Asking permission

It is important to ask permission to do the project in the community. While it may be a project that has valid and legitimate public interest, it still has an impact on the affected community.

Respecting the Kūpuna or elders

Generally, it is important to acknowledge the elders, and this crosses cultural lines.

Food

Generally, providing light refreshments is appreciated.

Opening Pule

When appropriate, opening with a Pule by an elder sets a positive tone for the meeting.

Small talk story sessions

Not everyone feels comfortable participating in large public forums. Therefore, small talk story sessions in more comfortable settings may generate information and public participation that would normally not occur in a large public forum.

Professional Facilitation

It may be of value to engage a professional facilitator with cultural expertise to facilitate the culturally sensitive consultation meetings with the Native Hawaiian community, such as meetings about Native Hawaiian burials, trail access, or impacts to cultural resources.

Hawaiian Language Resources

- The University of Hawai`i style guide is a resource for Hawaiian language. Go to: <http://www.hawaii.edu/offices/ear/styleguide.html>
- To determine when diacritical marks should be used, refer to *Hawaiian Dictionary and Place Names of Hawai`i* published by the University of Hawai`i Press.

In developing a public involvement approach, it is important to recognize that various ethnic groups and communities may have existing social networks or non-traditional methods of communicating within their groups. The traditional methods of community outreach, including public meeting notices for a public hearing, is for some ethnic groups, a very uncomfortable and foreign concept. Thus, their lack of participation does not necessarily represent a lack of interest or concern but rather a discomfort with the form of the meeting notice, setting, or method of engagement.

To genuinely and effectively engage “local” communities, the outreach approach may be non-traditional in the sense that it requires staff or consultants to explore and utilize a variety of sources and means of communicating. In many communities there are existing social networks that can assist in identifying the most effective means of engaging these communities.

How to Involve Environmental Justice Populations

Some environmental justice and limited-English proficient populations experience multiple barriers to participating in public meetings or tracking websites and e-mail updates. Low-income residents may not have reliable transportation to bring them to a public meeting, or they may have an irregular work schedule or child care demands that prevent them from attending. Limited-English proficient residents may be uncomfortable speaking up in a large public meeting setting or have language barriers that prevent them from understanding or engaging in the process. Newcomer and refugee residents may be uncomfortable engaging with government because of traumatic experiences in their country of origin or during the emigration process, or they may have concerns about being targeted as undocumented.

This section introduces some strategies to help overcome some of these barriers and ensure meaningful opportunities for public participation.

Language translation and interpretation

In Hawai`i, nearly one-quarter of households statewide speak a language other than English at home. Of those, 19 percent of households report some difficulty speaking English. The top languages spoken at home in Hawai`i include, in descending order: Tagalog, Japanese, Ilocano, Chinese, Spanish, Hawaiian, Korean, other Pacific Island languages (Chuukese, Marshallese, Yapese), Samoan, and Vietnamese.³ Depending on the community, it may be necessary to translate project-related materials and provide interpreters at no cost to the requestor. In addition, sign language interpretation must be provided at no cost to the requestor.

Keep in mind that people may not be comfortable requesting an interpreter or translation. Reaching out to a community based organization is a good way to determine if there is a need for translation and interpretation services.

The HDOT’s Language Access Plan provides specific guidance regarding the written translation of documents and interpretation services based on demographic data. Sources for demographic data are provided in the Resources section.

It is typically not necessary to print environmental documents, such as EIS, EA and discipline reports, in languages other than English. However, if it is requested, the best way to provide equal access to the information must be determined. In this case, it may make more sense to have an interpreter work with the person requesting the information.

When writing program materials, be mindful that Hawaiian is the official language in Hawai`i. As such, all public notices and informational materials should use proper Hawaiian spelling including diacritical marks. In addition, when developing project materials for translation, keep in mind that certain phrases, especially technical jargon, may not translate well. Ideas relating to infrastructure require some base knowledge that newcomers to the United States may not have. For example, sewer systems in the United States are very different from those in some developing countries. Words that seem commonplace like *sewer* or *stormwater runoff* may not translate well and require some understanding of basic infrastructure. Therefore, it is best to keep language and concepts simple, using common words and images whenever possible.

A strategy that is sometimes relied upon is expecting children and young people to interpret for their parents and grandparents. This may not be an ideal approach because it could set up a difficult power dynamic between parent (or grandparent) and child. Also, some subject matter may be difficult for children to understand or may not be developmentally appropriate.

Keep in mind that printed materials, even if translated, are not always an effective way to communicate project information with certain communities. Print materials are somewhat of a “Western” way of communicating with the public.

For more information about language translation and interpretation, including how to access interpretation services for a project, consult the HDOT’s Language Access Plan: <http://Hawaii.gov/dot/administration/ocr/title6/>.

Citizen Advisory Committee

One of the best ways to engage with environmental justice and limited-English proficient populations is to establish a Citizen Advisory Committee (CAC) composed of local residents. If possible, it is a good idea to recruit individuals who are trusted and well-known in the community and who represent a wide range of stakeholder viewpoints that may be affected by a project. CAC members can serve as a good liaison between the project team and the community. They can also advise the project team on messaging and outreach tactics.

While they can be effective, advisory groups require a substantial amount of initial planning to determine the role of the CAC and the frequency and content of meetings. Serving on a CAC also involves a substantial commitment for stakeholders. Therefore, each meeting should be carefully planned to maximize value to the Highways Division, the project team, and CAC members.

Questions about environmental justice?

- Contact the HDOT Office of Civil Rights

Partnering with community-based and social service agencies

Various ethnic groups and communities may have an existing social network or non-traditional method of effectively communicating within their groups. The traditional methods of community outreach, including public meeting notices and public hearings, can be very uncomfortable and a foreign concept for some ethnic groups.

In many communities there are existing social networks that can assist in identifying the most effective means of engaging their communities. Consult with key community leaders in the project area who can assist in identifying existing community social networks such as churches, social groups, area Hawaiian Civic Clubs, Homestead Associations, or school principals, to name a few. Be sure to ask key community leaders for appropriate places to convene public meetings.

Community-based and social service agencies may be willing to support the public involvement process if they feel that it will help their constituents or clients. They may offer meeting space and staff, or they may have other effective ways of conveying information. If the project team enlists their help, it is important to remember that these organizations are typically over-extended and rarely have the capacity and resources to take on new responsibilities.

In some communities, effective outreach may require some relationship building over time. This is particularly true when working on projects with a long-range planning horizon or on programmatic, rather than project-level environmental processes, and in areas where previous projects left stakeholders with anger or distrust of the HDOT. Some communities or organizations may view the project team with suspicion if only one attempt is made to share project information. The project manager or communications lead may, for example, need to consider dropping by during lunch time at a local senior center or other gathering place on a more regular basis, to become a familiar face within a community before conducting outreach specific to a project.

Sensitively-designed workshops and meetings

Some residents may be uncomfortable participating in large public meetings or speaking up in group settings. Therefore, it is important to design meetings and workshops that are sensitive to those differences and offer a variety of methods of interaction. For example, some people may be more comfortable engaging in a small group and then communicating through a spokesperson.

It may be a good idea to provide food at community meetings, and it is especially appreciated when the food comes from a local business or restaurant. To reach out to families, setting up a table with coloring or other child-friendly activities is an effective way to draw more people to a meeting. If the target audience is likely to have irregular work schedules or other scheduling challenges, it helps to hold multiple meetings at various times or host an all-day open house. That way, people who work night shifts can attend during the day. Always select meeting venues that are served by transit and ADA accessible.

Consider language interpretation needs when designing a workshop. When working in a community where multiple languages are spoken, it may be more manageable and comfortable for participants and staff alike if sessions are specific to one language, rather than conducting simultaneous interpretation as part of a large meeting where multiple languages are spoken. It is also necessary to make provide reasonable accommodation for people with disabilities, including visual, hearing, or mobility impairments.

Resources for Accessible Meeting Planning

- FHWA and FTA, Public Involvement Techniques, People With Disabilities (Chapter 1.A.b): http://www.planning.dot.gov/PublicInvolvement/pi_documents/1a-b.asp
- U.S. Department of Justice, Accessible Information Exchange: Meeting on a Level Playing Field: <http://www.ada.gov/business/accessiblemtg.htm>

Dealing with limited literacy

Some language groups may have limited literacy in their native languages. Literacy may also be an issue for native English-speakers as well. When working in a community where there is limited literacy, it may be valuable to use alternative ways to communicate information. Again, consulting with community organizations and leaders can help assess if limited literacy is an issue.

To accommodate limited literacy participants at community meetings it may be helpful to ask a community member or staff member to write down names and addresses for participants instead of asking people to sign in when they arrive. In lieu of or in addition to written comments, provide large flip chart pads on easels and designate staff members to record verbal comments. A court reporter can also facilitate this process.

Preparing videos to convey project information may also be an effective strategy for some communities. It may be possible to partner with a local ethnic television station to produce a video for a relatively low cost, and then to broadcast the video via their media outlets.

Identify popular communication methods

Various language groups may have a variety of preferred methods of communications. For example, Vietnamese speakers may prefer Vietnamese-language newspapers, whereas Spanish-speakers may get most of their information from Spanish-language radio and television. Once a demographic analysis has been completed, target audiences should be evaluated to determine which communications methods are most favored and appropriate. Community organizations and churches can be a good source of information to aid in understanding the preferred methods of communication in the project area. As standard practice, public notices should be published in the major newspapers and Office of Hawaiian Affairs' monthly publication - *Ka Wai Ola*.

Consultation with Native Hawaiian Communities

Formal consultation may be required if the project has potential to impact Hawaiian Home Lands or Native Hawaiian cultural resources and interests.

This section provides a brief overview of federal and state laws that trigger a formal consultation process. Please note that this information is not intended as a substitute for legal or technical guidance related to consultation with Native Hawaiian Organizations. Rather, it provides helpful resources to identify the requirements for a project.

Federal requirements

Section 106 of the National Historic Preservation Act of 1966 (NHPA)

requires consideration of the effects of an undertaking on any district, site, building, structure, or object that is included or eligible for inclusion on the National Register of Historic Places. As part of this, consultation with Native Hawaiian organizations that attach religious or cultural significance to properties eligible for inclusion in the **National Register of Historic Places** is required. NHPA applies to proposed federal or federally assisted undertakings in any State. The Island Burials Councils, **Office of Hawaiian Affairs**, and **Hui Mālama I Nā Kūpuna `O Hawai`i Nei** shall be consulted on projects with potential impacts to Native Hawaiian burials. Resources relating to the Section 106 process include:

- The Advisory Council on Historic Preservation's "Protecting Historic Properties: A Citizen's Guide to Section 106 Review"
- The Advisory Council on Historic Preservation's "Consultation with Native Hawaiian Organizations in the Section 106 Review Process: A Handbook" (2011)
- Advisory Council on Historic Preservation, www.achp.gov

Consultation is required for projects that impact Department of Hawaiian Home Lands (DHHL), under the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA). Resources relating to this process include:

- National NAGPRA Program, www.nps.gov/nagpra/

Consultation with Native Hawaiian Organizations is an important step in assessing potential impacts on cultural resources for projects undergoing NEPA review. As with Section 106, NEPA is essentially a compliance statute, and the Advisory Council on Historic Preservation encourages coordination of Section 106 of NHPA and NEPA responsibilities, including consultation with Native Hawaiian organizations.

The U.S. Department of the Interior maintains a list of Native Hawaiian Organizations. The list is available on the Department of Interior website: www.doi.gov/ohr/nativehawaiians/list.cfm

State requirements

Cultural Impact Assessments (Act 50, Hawai`i Session Laws 2000)

For projects undergoing state level environmental review under HRS Chapter 343, a cultural impact assessment (CIA) shall be prepared to assess the impact of development on traditional and customary Native Hawaiian rights and cultural practices. For projects requiring a CIA, the following strategies are recommended:

- Engage a cultural consultant or archaeological firm to prepare a comprehensive CIA that will provide the necessary information to adequately satisfy the Ka Pa`akai⁴ analysis;
- Identify key cultural Kūpuna (elders) or cultural practitioners in the affected community to assist in the identification of valued cultural resources;
- Consult with State Historic Preservation Division (SHPD) and the Office of Hawaiian Affairs (OHA).

Resources relating to this process include:

- Department of Health, Office of Environmental Quality Control's "Guidelines for Assessing Cultural Impacts" (1997)

HRS 6E and State Burial Laws

HRS Chapter 6E relates to Historic Preservation and State Burial Laws. HRS Chapter 6E requires the State Historic Preservation Division (SHPD) to review all public state and local projects for their effects on historic property, including burial sites. In 1990, the State Legislature amended HRS, § 6E- 43, to preserve and protect Native Hawaiian burials. There are five island burial councils that have the sole authority to decide permanent disposition of "previously identified native Hawaiian burials," generally those Native Hawaiian burials discovered during an archaeological inventory survey.

The State Burial Laws require consultation with the Office of Hawaiian Affairs, Hui Mālama I Nā Kūpuna `O Hawai`i Nei, and recognized lineal and cultural descendants regarding disposition of previously identified burials. On the other hand, SHPD shall have the authority to decide permanent disposition of "inadvertently discovered human burial remains." These are burials generally found during construction.

To identify historic properties, burial sites, and other sensitive areas, in accordance with HRS, Chapter 6E:

- Engage a cultural consultant or archaeological firm that will prepare an archaeological literature review to identify potentially sensitive areas in the proposed project area;
- To the extent possible, conduct an archaeological inventory survey to identify potential subsurface human burial remains or historic sites that can be preferably avoided if possible;
- Conduct early consultations with SHPD and the island burial councils;
- Do an early publication in the island general circulation newspaper and the OHA *Ka Wai Ola* announcing the proposed project and seek information about potential resources or families who may have an association with the area.

Consultation with other state agencies

In developing the public outreach plan for your project, it is important to assess if formal consultation with **Department of Hawaiian Home Lands (DHHL)** or the **Office of Hawaiian Affairs (OHA)** is needed.

Department of Hawaiian Home Lands (DHHL) is charged with implementing the federal **Hawaiian Homes Commission Act of 1920**.⁵ Taking responsibility for management of that trust was a condition of statehood for Hawai`i in 1959. A key element of outreach to the Native Hawaiian community should include identifying proximity or relevance of a particular transportation project to existing Hawaiian Home Land communities or other lands held by DHHL. If a project has the potential to have an effect on these lands or communities, DHHL and its beneficiaries are a critical set of stakeholders to consult with in the outreach process. Consultation should include the DHHL Commission, DHHL staff, and homesteaders in the vicinity of your project.

The Office of Hawaiian Affairs (OHA) was established in 1978 with the mandate to better the conditions of Native Hawaiians. OHA supports implementation of many of the state and federal laws that govern engagement with Native Hawaiian communities, including Section 106 consultation and nominating members of the Island Burial Councils.

Unlike DHHL, OHA's beneficiaries include all Native Hawaiians, regardless of blood quantum. While consultation with DHHL may be more geographically based, OHA should be regularly consulted on any project that may impact Native Hawaiian or cultural resources.

OHA maintains an active program to review nearly every kind of proposed development or project that may affect the interests of Native Hawaiians, including the effects a project may have on natural resources, traditional and customary practices which depend on the use of those resources, historic sites, burial sites, and other matters. OHA staff members regularly interact with local, state, and federal bodies (legislative, executive, and judicial) as well as Native Hawaiian community members to formulate official OHA positions on proposed projects. Consultation with OHA staff should occur early in the planning process.

References

- ¹ For the latest poverty guidelines, consult the U.S. Department of Health and Human Services website, <http://aspe.hhs.gov/poverty/index.shtml#latest>.
- ² Hawai`i Department of Transportation, Title VI FAQ. Available at: <http://hawaii.gov/dot/administration/ocr/title6/title-vi-faq>.
- ³ State of Hawai`i Department of Transportation Language Access Plan, <http://Hawaii`i.gov/dot/administration/ocr/title6/language-access-plan-2011.pdf>.
- ⁴ The Hawai`i Supreme Court in *Ka Pa`akai O Ka`Aina v. Land Use Commission*, 94 Haw. 31, 7 P.3d 1068 (2000) provided government agencies with an analytical framework to help ensure the protection and preservation of traditional and customary Native Hawaiian rights while reasonably accommodating competing private development interests. The proper analysis of cultural impacts should include: (1) The identity and scope of valued cultural, historical, or natural resources in the petition area, including the extent to which traditional and customary Native Hawaiian rights are exercised in the petition area; (2) The extent to which those resources – including traditional and customary Native Hawaiian rights – will be affected or impaired by the proposed action; and (3) The feasible action, if any, to be taken by the LUC [or in this case the HDOT] to reasonably protect Native Hawaiian rights if they are found to exist.
- ⁵ The Hawaiian Homes Commission Act of 1920 (HHCA) was signed by the United States Congress in 1921. The HHCA set aside approximately 200,000 acres of land that was ceded by the Republic of Hawai`i for homesteading by Native Hawaiians with 50% or more Hawaiian blood. The DHHL is headed by an eight member commission.

The background of the page is a repeating pattern of stylized green leaves. Each leaf is filled with fine, parallel lines radiating from the center, creating a textured effect. The leaves are scattered across the page in various orientations and sizes. A solid dark green horizontal band is positioned in the upper middle section of the page, containing the chapter title.

Chapter 3 | **Workbook: Developing your
Public Involvement Plan**

Welcome to the Guide for Public Involvement Workbook

The previous two chapters of the Guide for Public Involvement focused on *why* public involvement is important. The Workbook is intended to help project teams determine *how* to successfully plan and implement public involvement activities that will add value to a plan, program, or project.

The Workbook presents a step-by-step approach to developing a public involvement plan that fits each project's unique context, while meeting applicable federal, state, local, and regional requirements and guidelines.

Specifically, it is designed to:

- Provide project managers the tools needed to conduct effective public involvement to support the Highways Division's planning, programming, and project delivery activities.
- Assure that public involvement initiatives are consistent with Highways Division policies and public involvement guiding principles (see box below).
- Assure consistent and high quality design and implementation of Highways Division public involvement initiatives.

Highways Division Public Involvement Guiding Principles

Build public trust

Build public trust in the Highways Division through public involvement that is honest, transparent and that demonstrates a sincere interest in community values.

Early and continuous information and input

Throughout each phase of project delivery, provide early and continuing opportunities to share information with and/or gather input from a wide range of stakeholders.

Consistency and coordination

Conduct consistent public involvement for similar efforts throughout the Highways Division and provide an appropriate level of coordination and consideration for each project and its stakeholders that use the Highways Division's resources effectively.

Public involvement strategies, techniques, and methods

Utilize a wide range of public involvement strategies and techniques to meet the diverse needs and characteristics of the Highways Division's plans, programs, projects, and stakeholders.

Documentation

Support accountability and coordination by documenting public involvement activities, input, and follow up responses throughout the life of the effort.



Developing a Public Involvement Plan

Introduction

Just as any Highways Division’s project starts with a plan, it is necessary to create a public involvement plan as a first step of public outreach. The Highways Division has many types of projects in a variety of communities. Some last for several years, evolving through the Project Delivery Process—Environmental Review, Design, Construction and on to Operations and Maintenance (see Chapter 1 for a description of the Project Delivery Process). Some projects are small and of a short duration. Some projects have broad community support, while others are hotly contested.

The process and materials contained in this chapter are scalable and intended to be helpful regardless of the complexity or contentiousness of a project. Nine steps are outlined, and the first step is to determine the level of public involvement that is most appropriate for the project in question.

Step 1	How much is enough? Determine appropriate investment in public involvement	Page 40
Step 2	Who needs to be at the table? Identify stakeholders	Page 42
Step 3	Inform? Consult? Involve? Collaborate? Determine public involvement strategy	Page 47
Step 4	What are the key issues? Conduct Situation Analysis	Page 49
Step 5	What do we need to accomplish? Develop public involvement objectives	Page 54
Step 6	What do we need to communicate? Develop “elevator speech” and key messages	Page 56
Step 7	What is the need for cultural outreach? Determine need and actions for culturally sensitive outreach	Page 60
Step 8	How will we know if we did well? Develop Evaluation Plan	Page 66
Step 9	What needs to be done, by when? Develop Work Program	Page 74

How much is enough?

How to determine the appropriate investment to make in a public involvement program

As discussed in Chapter 1, state and federal regulations may prescribe public involvement requirements. In addition to meeting these requirements, the public involvement plan should be tailored to address the specific context and needs of the project to be completed. Complex or controversial projects typically require a higher level of investment in public involvement. This worksheet will help determine whether a minimum level of involvement is adequate or if a higher level of public involvement is needed.

If in the worksheet on the following page, you rated issue areas as:

- Mostly 1's and 2's, you will likely require a minimal level of public involvement, and should budget and develop the project schedule accordingly.
- Mostly 3's, you will likely require a modest level of public involvement, and should budget and develop the project schedule accordingly.
- Mostly 4s and 5's, you will likely require a robust public involvement program, and should budget and develop the project schedule accordingly.

Issue Area	Considerations	Intensity of Concern				
		1.....2.....3.....4.....5				
		Not Applicable				Most Severe
Level of stakeholder consensus	<input type="checkbox"/> Is there active opposition to this project?	1	2	3	4	5
	<input type="checkbox"/> Will the project cause people to give up something they think of as a right?	1	2	3	4	5
	<input type="checkbox"/> Will stakeholders have concerns about alternative(s)?	1	2	3	4	5
	<input type="checkbox"/> Does the project have a have a negative history in the community?	1	2	3	4	5
	<input type="checkbox"/> Is there another project in the community that has active opposition or a negative history in the community?	1	2	3	4	5
Potential environmental impacts	Do you anticipate any of the following impacts?					
	<input type="checkbox"/> Stormwater	1	2	3	4	5
	<input type="checkbox"/> Wetlands	1	2	3	4	5
	<input type="checkbox"/> Air and water quality	1	2	3	4	5
	<input type="checkbox"/> Plants and animals (including endangered species)	1	2	3	4	5
	<input type="checkbox"/> Cultural resources	1	2	3	4	5
Potential community and business impacts (community context)	<input type="checkbox"/> Historic or scenic resources	1	2	3	4	5
	Do you anticipate any of following impacts?					
	<input type="checkbox"/> Noise	1	2	3	4	5
	<input type="checkbox"/> Odors	1	2	3	4	5
	<input type="checkbox"/> Aesthetic resources	1	2	3	4	5
	<input type="checkbox"/> Construction impacts (such as dust, fumes, night work, disrupted access to business district/neighborhood, disruption of daily travel patterns or special event traffic)	1	2	3	4	5
	<input type="checkbox"/> Future ongoing/long-term impacts (such as a new facility)	1	2	3	4	5
	<input type="checkbox"/> Traffic operations or travel time	1	2	3	4	5
	<input type="checkbox"/> Right-of-way	1	2	3	4	5
	<input type="checkbox"/> Parking impacts	1	2	3	4	5
Project duration	<input type="checkbox"/> From start to finish, will the project last over six months?	1	2	3	4	5
Project cost	<input type="checkbox"/> Will the public perceive the project cost as above average or resulting in an increase in taxes?	1	2	3	4	5
Drivers for public involvement	<input type="checkbox"/> Is public involvement required by law (NEPA, HRS 343, Native Hawaiian consultation, etc.)?	1	2	3	4	5
	<input type="checkbox"/> Do any permitting processes (e.g. noise variance, work hours) require public involvement?	1	2	3	4	5
	<input type="checkbox"/> Are there other ordinances or policies requiring public involvement?	1	2	3	4	5
Political interest	<input type="checkbox"/> Are there political sensitivities to be considered?	1	2	3	4	5
Media interest	<input type="checkbox"/> Has there been interest from the news media in this or similar projects?	1	2	3	4	5
Other	<input type="checkbox"/> _____	1	2	3	4	5
	<input type="checkbox"/> _____	1	2	3	4	5
	<input type="checkbox"/> _____	1	2	3	4	5

2. Who will be affected by this project?

Keep in mind that “affected” stakeholders are those who may be affected by the project and those who think they may be affected. For example, stakeholders could include those adjacent to the project area, users, service providers, elected officials, government agencies, and community or advocacy organizations. (Add more lines as needed to the table below).

Stakeholder	Are there any organizations that represent this group?	Issues, concerns, and types of impacts	Level of Impact: 1...2...3...4...5 low high
Stakeholders Adjacent to the Project Area			
Residents			1 2 3 4 5
Property owners			1 2 3 4 5
Adjacent business owners			1 2 3 4 5
Utilities			1 2 3 4 5
Neighborhood organizations			1 2 3 4 5
Schools or parks			1 2 3 4 5
Interest group #1			1 2 3 4 5
Interest group #2			1 2 3 4 5
Roadway Users or Services			
Drivers			1 2 3 4 5
Bicyclists/ Pedestrians			1 2 3 4 5
Transit agencies			1 2 3 4 5
Freight companies			1 2 3 4 5
Emergency services			1 2 3 4 5
Private transportation companies and taxis			1 2 3 4 5

2. Who will be affected by this project? *(continued)*

Stakeholder	Are there any organizations that represent this group?	Issues, concerns, and types of impacts	Level of Impact: 1.....2.....3.....4.....5 low high
Elected Officials (consider city, county, state, and federal elected officials)			
Elected Official #1			1 2 3 4 5
Elected Official #2			1 2 3 4 5
Elected Official #3			1 2 3 4 5
Non-Permitting Government Agencies			
Agency #1			1 2 3 4 5
Agency #2			1 2 3 4 5
Agency #3			1 2 3 4 5
Others			
Other #1			1 2 3 4 5
Other #2			1 2 3 4 5
Other #3			1 2 3 4 5

3. Who are the likely project supporters? Why?

Supporter	Why?

Thoughts about how to increase project support:

4. Who might oppose this project? Why?

Opponents	Why?

Thoughts about how to address project opposition:

Inform? Consult? Involve? Collaborate?

How to determine what public involvement strategies should be used

In Chapter 1 (pages 18-20), four basic public involvement strategies were presented to help analyze the appropriate type of influence key stakeholders and the public should have on the decision process. Multiple strategies may be used for the same project. The type of strategies required will fundamentally determine the types of tools to include in your public involvement plan:

- **INFORM:** No decision is being made, but there is information the public needs to know.
- **CONSULT:** Public comment may influence the decision, but interaction between stakeholders is not expected.
- **INVOLVE:** The public has information that is important to making good decisions. The decision involves trade-offs and interaction between stakeholders who can weigh the importance of various values.
- **COLLABORATE:** Consensus and public support is needed before a decision can be made.

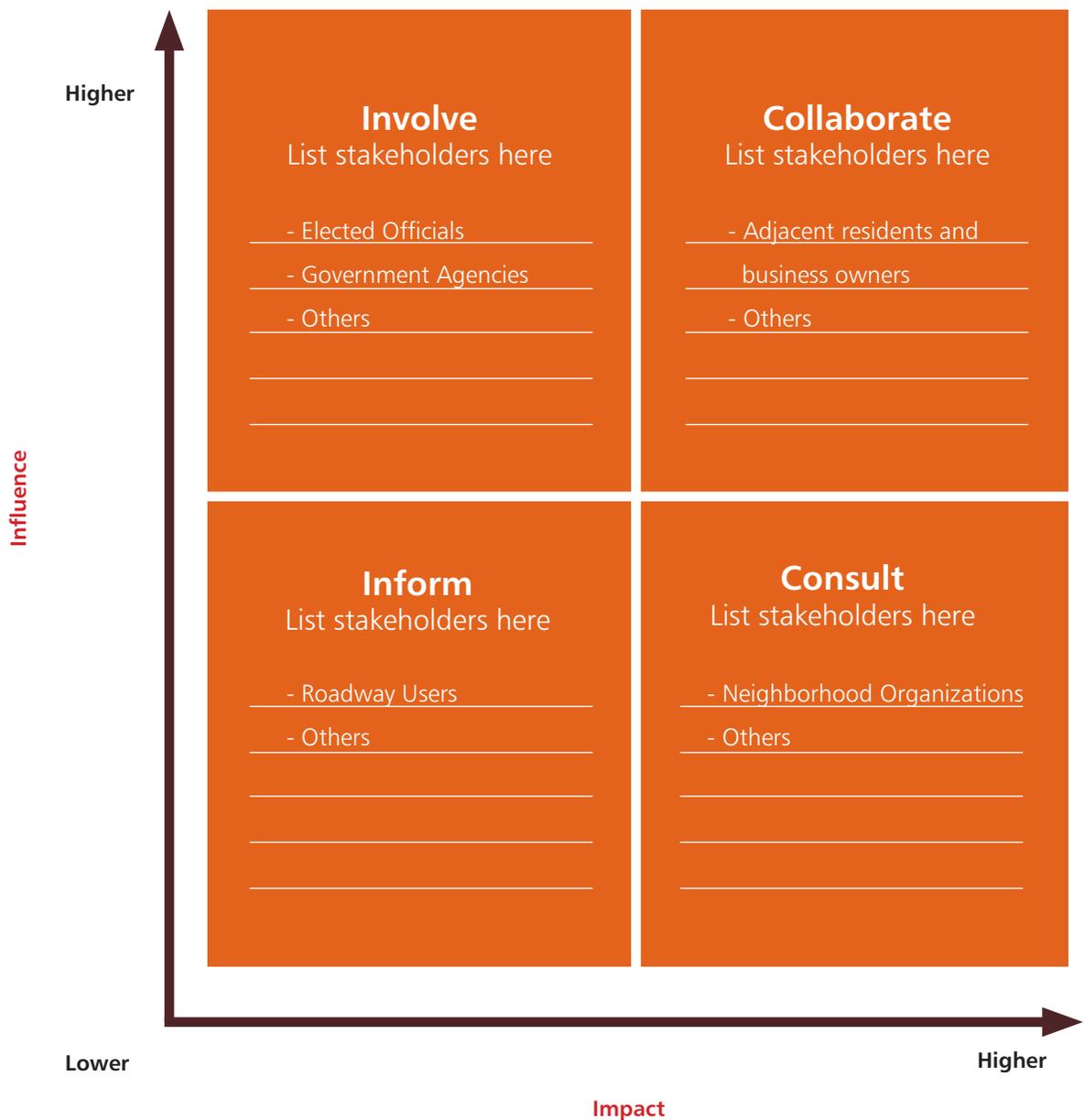
	Inform	Consult	Involve	Collaborate
Goal:	Information from the project team to assist the public/ stakeholders in understanding issues, alternatives, opportunities, and/or solutions.	Two way flow of information between the project team and the public to obtain feedback on analysis, alternatives, and/or decisions.	In-depth dialogue between the project team and the public to ensure that the public's concerns and aspirations are consistently understood and considered.	Coordination between the project team and key stakeholders to reach consensus.
Tools and Techniques:	<ul style="list-style-type: none"> • Website • Visualization • Information kiosk • Media • Newspaper ads and legal notices • Electronic message boards • Print materials and direct mail • Public service announcements (PSAs) • Video 	<ul style="list-style-type: none"> • Open house • Roundtable discussion • Site tour • Stakeholder briefings • Surveys • Hotline • 24-hour construction pager • Social Media • Email • Outreach tables 	<ul style="list-style-type: none"> • Neighborhood briefings • Door-to-door outreach • Public hearings • Interactive workshop • One-on-one and small group meetings 	<ul style="list-style-type: none"> • Citizen Advisory Committee • Professional meeting facilitation

For a complete description of these tools, see the Outreach Tools and Tactics Glossary on pages 120-124.

The tables completed in Step 2 display a list of people and organizations that are affected by the project as well as their key issues. Some of these may have the power either to block or advance the project. Some may be interested, while others may not care.

Those who have the highest level of interest in the project, those who are most greatly impacted by the project, and those who have a role in influencing project decisions, are most likely to require a more intense level of involvement.

The following template has been developed to assist in determining the appropriate level of public involvement (Inform, Involve, Consult, or Collaborate) and the strategies to deploy in order to effectively engage stakeholders, depending on their level of influence and interest in the project and the level of impact the project may have on them.



Step
4

What are the key issues?

Conduct Situation Analysis

A Situation Analysis is conducted to take a “snapshot” of current external realities and internal capabilities at the time the public involvement plan is written. External factors are the opportunities and threats presented by the project’s external environment. Internal factors are the strengths and weaknesses internal to the project, such as availability of HDOT resources to support the project.

The Situation Analysis provides a framework to consider such factors as the political volatility of a project, the HDOT’s reputation within a project area, or how the project relates to other transportation or public works projects in an area. This basic tool helps to prioritize your target audience and messages, and aids in determining appropriate outreach tools to reach the project’s target audiences.

A Situation Analysis is conducted so that you can develop targeted communications strategies that are informed by the realities of the political and social environment of the relevant communities.

There are many information sources that can be used to conduct a Situation Analysis. Tactics include conducting stakeholder interviews or reviewing past media coverage, census data, or public participation outcomes of prior phases of this project or other projects in the area. In fact, the Stakeholder Identification process (Step 2) should provide much of the information needed for a Situation Analysis.

Part One: Understanding Community Characteristics

What is the project's history?

- Who has been involved with this project or related issues in the past?
- Are there any existing citizen advisory committees or working groups directly concerned with transportation issues?
- Has the HDOT interacted with stakeholders in the area previously? IF YES: Was the interaction positive?
- Have other HDOT projects been discussed or constructed in the area?
- Do members of the community perceive the HDOT has made prior commitments? IF YES: Were those commitments honored?
- Are other projects happening in the same area (such as other HDOT projects or projects led by another agency)?

What are the demographic and geographic characteristics of the community?

- How many people may be affected by the project? _____
- Are there any environmental justice or limited-English proficient populations living in the affected area? If yes, please consult Chapter 2, discussing culturally sensitive outreach and environmental justice.
- What are the individual neighborhoods that may be affected (such as a subdivision adjacent to a highway)?

Conduct a “windshield survey” of the affected neighborhood. Are there any:

- Community centers
- Business districts
- Faith-based organizations (including temples, mosques, or ethnic churches)
- Schools
- Hospitals
- Parks and recreational facilities
- Libraries
- Community resources (such as parks, community gardens, or beaches)
- Neighborhood services and community gathering places.

Notes and findings of windshield survey:

Communications Networks

Use internet research and conversations with those who are familiar with the community to complete the following information. This will be an important resource in developing the public information element of your Public Involvement Plan.

Medium	Description (name, perspective)	Deadlines, Frequency of Issuance, Advertising Rates, Reporters typically assigned to the HDOT or to the relevant neighborhood.
Key media outlets (radio, television)		
Local blogs/ websites/other social media and blogs		
Local newspapers, ethnic newspapers, and magazines		
Local fairs, festivals, and farmers markets		
Informal gathering places and communications networks		

Sample Agenda Situation Analysis Workshop

1. Project overview
2. Review of Stakeholder Analysis
3. SWOT Exercise
 - a. What is a SWOT Analysis?
 - b. SWOT Matrix Discussion
4. Discussion: Public Involvement Objectives
5. Next Steps

Part Two: Strengths/Weaknesses/ Opportunities/Threats

Armed with this background information, one of the simplest and most powerful tools to conduct a Situation Analysis is through a methodology known as a SWOT Exercise. “SWOT” is an acronym for Strengths, Weaknesses, Opportunities, and Threats. The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieving the objective. A SWOT groups key pieces of information into two categories:

- Internal factors—strengths and weaknesses internal to the project
- External factors—opportunities and threats presented by the project’s external environment

Often, SWOT exercises are conducted with the support of a one- to two- hour internal workshop for the project team. It may be appropriate to involve people from outside the project team who understand the project and its community environment. A more detailed sample agenda for a Situation Analysis Workshop is provided on page 87.

Whether done as part of a group exercise or by the project manager, the SWOT attempts to answer the following types of questions:

Sample SWOT Discussion Questions

	Internal	External
Positive	<p>Strengths</p> <ul style="list-style-type: none"> • What are the project’s transportation benefits? • Who will benefit from the project? • What are the project’s economic benefits? • What are the project’s community benefits? • Who supports the project? 	<p>Opportunities</p> <ul style="list-style-type: none"> • Are there upcoming opportunities to highlight the project benefits? • Are there potential endorsements for the project? • How will we engage the community? • Are there opportunities to coordinate with other community priorities?
Negative	<p>Weaknesses</p> <ul style="list-style-type: none"> • What are the impacts of the project? • Who will bear the impacts of the project? • Is there a low level of community awareness about the project? • Is there confusion or controversy about the purpose of the project? • How long will it be before the community sees benefits from the project? 	<p>Threats</p> <ul style="list-style-type: none"> • What factors could pose a risk to the project schedule or budget? • Is there a potential for litigation? • Are there upcoming elections or other changes in political leadership that could force the project to change directions? • Who opposes the project?

The information generated by the Stakeholder Identification Worksheet and Situation Analysis should be helpful in developing the Objectives and Messaging Public Involvement Plan, which is discussed in Step 5.

What do we need to accomplish?

Develop Public Involvement Objectives

A public involvement plan cannot be successful without clear objectives that present what the Plan is trying to accomplish. Well crafted objectives should follow the S.M.A.R.T criteria. That is, they should be:



The effort put into well-crafted objectives will help assure that activities identified in the public involvement plan are productive and meaningful. They also provide the framework for evaluating the public involvement program.

Part One: What are we trying to accomplish?

Objectives are actions. Which of the following actions describe the most important needs of your Public Involvement Program?

- Raise awareness
- Provide information
- Obtain input
- Assure access to project information
- Facilitate informed consent
- Create acceptance/ support
- Build consensus
- Build community ownership
- Motivate behavior change
- Other _____

Part Two: Building Objectives

For each of the priority actions checked above, how would you define success? The following matrix is presented to help refine public involvement objectives. The third column of this matrix is a “reality check” to make sure that the public involvement objectives will truly advance the interests of the project.

Action	How will you know when you have succeeded?	How important is this to the success of the Project?
Example: Assure access to project information	Example: Assure that every resident of the XXX neighborhood is informed about his or her opportunities to provide input to the XXX project.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
2.		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
3.		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
4.		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

What do we need to communicate?

Develop “elevator speech” and key messages

“Elevator speeches” and key messages are an often overlooked element of public involvement planning, but they are one of the most important and useful tools in any communications program.

What is an “elevator speech?”

The term “elevator speech” comes from the time it takes to complete a normal elevator ride from the top to the bottom floor (about 30 seconds). It is an opportunity to easily describe your project in a quick and memorable manner. In fact, an “elevator speech” should include what you most want people to remember about the project.

What is a key message?

A key message is what you want the public to know and remember about a given issue. The key messages will be reinforced in all project communications, to assure consistent understanding about the project, and to reinforce the messages in the minds of your audiences.

For public involvement plans, key messages have the following purposes:

- Explain the purpose of a project
- Explain project benefits
- Explain opportunities for public involvement

A key message is the core content for all project communications. It is important to limit the number of key messages to only three or four because they are what the audience should remember after they’ve heard a presentation, read a brochure, or visited a website.

Why are key messages necessary?

People are busy, bombarded by thousands of messages each day by radio, television, and newspapers. It is difficult for a project team to compete with multi-million dollar marketing budgets of private corporations. Therefore, it is important to rely on well-conceived and memorable messages to make an impact, and to make the most of limited resources.

Key messages are also very useful for the communicator because they are a ready and consistent resource that should be utilized through the life of the project. It will no longer be necessary to “reinvent the wheel” or, worse, to invent messages at the spur of the moment.

How are “elevator speeches” and key messages created?

A successful “elevator speech” and key messages are both easy to say and easy to remember. Most important, they must be true—it is important to be able to back your messages with “proof points,” which are facts and statistics that demonstrate the truth of the key message.

Here are some guidelines for key messages:

- Make it memorable.
- Use active language that will make an impact on the listener.
- Make sure the message can be understood by your audience.
- Be positive—say what you can do, not what you can’t do.
- Keep it short—one sentence, if possible. Don’t try to say too much.
- Avoid jargon or acronyms.

Here are some guidelines for proof points

- Be specific. Use statistics or examples everyone can relate to.
- Use proof points that will be meaningful to your priority audiences.
- Make sure there is a clear connection between your proofs and your key messages.

Messaging Platforms

Messaging platforms bring together the “elevator speech,” key messages, and proofs into a one page document that will be a reference for all project communications.

Objectives • • • This is where the communications objectives are summarized		
Theme Write adjectives that express the “voice,” or tone, of the communications	Elevator Speech Write a short statement describing what the audience should know about the project.	
KEY MESSAGES		
(short descriptor)	(short descriptor)	(short descriptor)
Insert message #1	Insert message #2	Insert message #3
PROOFS		
<ul style="list-style-type: none"> • Insert data and other proofs of the above message • etc • etc 	<ul style="list-style-type: none"> • Insert data and other proofs of the above message • etc • etc 	<ul style="list-style-type: none"> • Insert data and other proofs of the above message • etc • etc

The follow page includes a sample messaging platform.

Sample Messaging Platform:

Kamehameha Highway Improvements Project

Objectives

- Assure that all stakeholders are given timely and useful information so they can engage in constructive dialogue with each other and the Highways Division.
- Keep the project on schedule by identifying and addressing community concerns and controversial issues as early as possible.
- Build partnerships with the diverse interests who have a stake in the project, including elected officials, business leaders, and community groups.

Themes Competent, respectful, responsive, transparent.	Elevator Speech The Kamehameha Highway Improvements Project will improve safety and ease traffic chokepoints on the 5.5-mile section between Pearl City and Center Drive (near Hickam AFB) for pedestrians, drivers, transit, cyclists, and freight. It will also evoke the culture and history of the area.	
KEY MESSAGES		
Congestion and Safety	Aesthetic Improvements	Respects Community Values
The project addresses some of the worst traffic chokepoints on Kamehameha Highway and improves pedestrian safety.	The project will beautify Kamehameha Highway and remind us of the community's agricultural history.	The project design has been built on partnerships and extensive community input.
Proofs		
<ul style="list-style-type: none"> • Removes bottlenecks at key locations where four lanes merge to three. • Gets traffic flowing with optimized traffic signal times. • New signage and painting will better define parking restrictions so traffic doesn't back up behind parked cars. • Pedestrian countdown signals will be set at 15 locations to give pedestrians adequate time to cross the street. 	<ul style="list-style-type: none"> • Images of rice, sugarcane, and kalo will be featured on walls, fences, and planters to celebrate the area's rich agricultural history. • The project will remove unsightly overhead utilities at key locations. • Landscaping will create a sense of place and visual connectedness. • The project creates a welcoming portal from Kamehameha Highway to the Pearl Harbor historic sites. 	<ul style="list-style-type: none"> • The project is the result of over 10 years of planning and community involvement. • Planning has included intensive dialogue and coordination between community groups, state and federal agencies, major employers and elected officials. • Regular town meetings and meetings of the Project Task Force will be the compass for every aspect of the Project. • A project website has been set up to provide detailed information about the project and public involvement opportunities.

What is the need for cultural outreach?

Determine Need and Actions for Culturally Sensitive Outreach

As we have stated in Chapter 2, respect for cultural diversity is a daily fact of life in Hawai`i, as evidenced in our customs, our families, and our workforce. If only for this reason, the Highways Division's public involvement programs should demonstrate respect for different cultures. It is also the law. State and federal law mandate that public projects consider and mitigate disproportionate impacts to low income and protected class populations. This concept is known as environmental justice. In Hawai`i, the concept of environmental justice is extended to include impacts to Native Hawaiian people and cultural resources.

Developing culturally sensitive methods of communication has several benefits. In addition to legal compliance, these methods can reduce costly project delays and help to address many culturally sensitive issues such as impacts to potential burial sites and access for traditional and customary gathering rights. But above everything else, implementing culturally sensitive outreach is the right, or *pono*, thing to do.

Not all projects are of a scale that requires an in-depth cultural sensitivity analysis. Projects such as a simple repaving project, for example, may only require notification to impacted property owners. On the other hand, the following types of projects would merit an assessment of culturally sensitive issues:

- NEPA Environmental Assessment
- NEPA Environmental Impact Statement
- HRS 343/Cultural Impact Assessment
- Corridor Study
- Roadway widening in an area that may have been historically populated by Native Hawaiians as evidenced by Land Commission Awards or other documents or in areas where human burials remains are known to have been discovered.
- Projects that may use federal funds requiring consultation with Native Hawaiian Organizations under Section 106 of the National Historic Preservation Act.

This worksheet provides a simple step by step tool to help project managers determine whether a project requires action for culturally sensitive outreach; and if so, what types of outreach might be appropriate. Chapter 2 provides more detailed guidance in responding to the questions below.

Note to User:

This worksheet is not intended to provide legal or technical guidance for complete compliance with State and Federal regulations related to consultation with Native Hawaiian organizations (such as Section 106 of the National Historic Preservation Act of 1966, National Environmental Policy Act of 1969, Native American Graves Protection and Repatriation Act of 1990, Hawai`i Environmental Policy Act, Hawai`i Burial Laws) nor is it to serve in any way as a substitute for legal expertise or expertise in Native Hawaiian cultural affairs that may be required for a particular project.

Step One: Is this a project that triggers the need for action to assure culturally sensitive outreach?

If any of the following boxes are checked, there is a likelihood that culturally sensitive outreach will need to be included in the project's public involvement plan. Please consult Chapter 2 for more detailed guidance.

Check demographic data (see pages 94-96 for guidance on accessing census data)

- Is there a proportionately higher percentage of people living below the poverty level?
- Are there persons who are limited-English proficient in the project area?
- What languages are spoken in the project area?
- Is there a proportionately higher percentage of Native Hawaiian residents in or near the project area?

If any of the following boxes are checked, there is a likely need to consult with project records, the Office of Hawaiian Affairs (OHA) or a cultural specialist.

- Is there a probability of burial sites?
- Does the project include places of historic or cultural importance to the Hawaiian people?
- Does the project have the potential to impact natural resources, or traditional and customary practices which depend on the use of those resources?
- Is the project adjacent to Hawaiian Home Land communities? (The State of Hawai'i Office of Planning GIS Program provides interactive online maps that can be used to identify Hawaiian Home Lands: http://hawaii.gov/dbedt/gis/census_online_maps.htm)

Native Hawaiian Cultural Values and Principles

Purposeful or *Makia*

The initial communication or consultation with the community is proactive outreach based to listen, discuss, understand, and develop appropriate mitigation measures (formal and informal).

Respectful or *Mahalo*

In general, this means "asking permission" before acting and the outreach must be genuine.

Trust or *Hilina`i*

As with any relationship, trust is fundamental. Thus, the communication should be transparent and regular, not just when a decision needs to be made.

Humility or *Ha`aha`a*

This involves recognizing that in the past, the Highways Division may not have communicated with the community as sensitively as it could have, thus, it is important to acknowledge that concern before being able to move on to the next project.

Responsibility or *Kuleana*

Responsibility is reciprocal. If the Highways Division wants informed decision making, then it needs to provide the community with accurate and current information. It also means taking responsibility for scheduling meetings in locations and times that are convenient for the community, not necessarily for the government officials, as well as taking responsibility for follow through on commitment that was made.

When Conducting Outreach with Native Hawaiian Communities

Introductions

In the Hawaiian context, it is usually a statement of one's genealogical connection, but it can also be where a person grew up, what high school was attended, or a personal connection to the land.

Asking permission

It is important to ask permission to do the project in the particular community. While it may be a project that has valid and legitimate public interest, it still has an impact on the affected community.

Respecting the Kūpuna or elders

Generally, it is important to acknowledge the elders, and this crosses cultural lines.

Food

Generally, providing light refreshment is appreciated.

Opening Pule

Opening with a Pule by an elder in the room sets a positive tone for the meeting.

Small talk story sessions

Not everyone feels comfortable participating in large public forums. Therefore, small talk story sessions in more comfortable settings may generate information and public participation that would normally not occur in a large public forum.

Professional Facilitation

It may be of value to engage a professional facilitator with cultural expertise to facilitate the culturally sensitive consultation meetings with the Native Hawaiian community, such as meetings about Native Hawaiian burials, trail access, or impacts to cultural resources.

Step Two: How should culturally sensitive outreach be incorporated into the public involvement plan?

The types of culturally sensitive outreach should be appropriate to the project's level of complexity and controversy. The outreach should also be appropriate to the specific community in which the project is occurring.

In some instances the project simply requires translation of materials; but for projects that touch upon culturally significant resources, there will be a need for a carefully managed cultural outreach process.

Accessibility

When making this judgment, consider what is needed to provide someone with the opportunity to participate equally in the public process.

- Transit dependent?
- Childcare?
- Limited access to computers?
- Non-traditional work schedule (shift workers, etc)
- Limited literacy?
- Visual, hearing, or mobility impairments?
- Other? _____

Translation

In Hawai`i, nearly one-quarter of households statewide speak a language other than English at home. Of those, 19 percent of households report some difficulty speaking English. The top languages spoken at home in Hawai`i include, in descending order: Tagalog, Japanese, Ilocano, Chinese, Spanish, Hawaiian, Korean, other Pacific Island languages (Chuukese, Marshallese, Yapese), Samoan, and Vietnamese.¹

Even for those individuals who speak English, the technical language of transportation planning and engineering can be daunting. Not all affected communities have the same level of understanding regarding public processes and related environmental reviews or community consultation processes. A public involvement process for Manoa on O`ahu may be very different from the process for K`au on Hawai`i Island. Therefore, it is best to keep language and concepts simple, using common words and images whenever possible. Avoid technical language or acronyms that might not be easily understood by a lay audience.

It is typically not necessary to print environmental documents, such as EIS, EA and discipline reports, in languages other than English. However, if it is requested, access to the information must be provided in the most effective way. It may make sense to have an interpreter work with the person requesting the information. Interpretation services must be provided free of charge to the requesting member of the public.

When writing program materials, be mindful that as Hawaiian is the official language in Hawai`i, all public notices and information should have proper Hawaiian spelling including diacritical marks.

Identify which of the following outreach tools should include professional translation and interpretation. This could include:

- Meeting notifications to include translated information
- Presentations to local organizations that represent the interests of Native Hawaiian or limited English proficient residents
- Translated project fact sheets to provide in depth information about the project
- Informal meetings/coffees conducted in languages other than English
- Special workshop conducted in languages other than English
- Providing sign language interpretation at public meetings or community briefings

Native Hawaiian outreach

- Conduct early consultation with the Office of Hawaiian Affairs or community-based organizations to connect with the appropriate Native Hawaiian Organizations and/or elders to inform them about the project.
- Conduct informal “talk story” outreach with elders and representatives of Native Hawaiian organizations to identify issues and concerns.
- Consider appointing an Outreach Advisory Committee or a Stakeholder committee to provide guidance regarding appropriate outreach methods.
- Consult with DHHL if the project is adjacent to Hawaiian Home Land communities.
- Publish meeting notices in the Office of Hawaiian Affairs’ monthly publication - *Ka Wai Ola*.

Step Three: Culturally sensitive implementation

Developing culturally sensitive methods of communication is particularly important in Hawai`i, where the host culture is Hawaiian.

The box on page 62 provides some suggestions for working with Native Hawaiian communities. In truth, many of these suggestions should apply to all community outreach.

It should also be kept in mind that trust and open communication do not happen overnight. To every extent possible, especially for projects to be planned and implemented over a long period of time, it is important to cultivate trusting relationships with community leaders and community organizations.

Some ways that have worked for other project managers include:

- Attending Neighborhood Board, city and county council meetings to learn more about the community, even if you are not on the agenda.
- Participating in community fairs, possibly by sponsoring a booth where project information can be provided.
- Budgeting for a small contract with an individual who already has strong roots in the community.
- Participating in a volunteer activity or community event with the community you are working in.
- Providing regular updates to established organizations, i.e. Homestead Associations, Hawaiian Civic Clubs, area Neighborhood Boards, etc.
- Requesting an opportunity to do an early presentation on a proposed project before filing the formal public notice. It may be necessary to do more than one presentation, depending on community preferences.

Step Four: Documentation

Documenting culturally sensitive outreach efforts is an important aspect of any outreach program. It should be called out to demonstrate the actions and outcomes taken to assure full and fair participation by low income and protected class populations. Finally, the comprehensive documentation of the outreach will provide an administrative record in the event of future legal challenge. Guidance on documentation is addressed on the following page.

How will we know if we did well?

Documenting and Evaluating Your Public Involvement Program

Documentation and evaluation are two different things, but they are related. Documentation records what public involvement activities were completed. Evaluation helps assure that the project team is accomplishing what it set out to do. A public involvement program is not complete unless the project manager has developed specific methods for both documenting and evaluating that program. Step 8 presents a framework for how to think about documentation and evaluation, and suggests some tools that can be used for different types of evaluation. This section also includes templates that project teams may adapt to fit the evaluation needs of the particular public outreach effort.

Documentation

+

Evaluation

ACCOUNTABILITY

Documentation

Documentation should occur throughout the various phases of the project delivery process so that there is a historic record to inform future project managers as the project moves through the phases of project delivery. Documentation provides a record that protects the Highways Division by demonstrating that appropriate outreach was conducted. This is particularly important during the environmental process, or if there is litigation.

Documentation can be as simple as keeping a project outreach folder. The public involvement plan should be the first item that goes into this folder. Folder tabs should be organized around the public involvement plan, and then materials should be inserted once tasks are completed. Completed worksheets from this Workbook are also appropriate to include in the project outreach folder.

For example, if the project is in its environmental review phase, materials under a “Scoping” tab might include the following:

- The scoping notice
- The list of publications and addresses to which the scoping notice was sent
- The scoping meeting agenda
- Copies of the displays or handouts from the scoping meeting
- The sign in sheet from the scoping meeting
- A summary of public comment received at the scoping meeting

Similar information should be collected for every meeting or presentation conducted for the project, including open houses, public hearings, workshops, community advisory group meetings, and stakeholder briefings. Keeping a log of phone conversations and email correspondence is also recommended.

Keeping your outreach notebook in an organized and up-to-date manner assures that each step of the outreach process is documented. This is a demonstration of accountability, and allows tracking of the conduct and response to public input. It is also a very helpful resource for developing a public involvement program for a similar project.

Evaluation

Evaluation can be simple or complex. The ultimate test of its effectiveness is whether the evaluation data are helpful in making improvements to the program and in demonstrating the Highways Division's accountability to its Public Involvement Guiding Principles (page 38).

This section of the Workbook presents a general overview of the philosophy and tools that may be useful in evaluating a public involvement program and its elements. As part of the evaluation, look for ways to evaluate how outreach is going (called Process Evaluation), as well as whether the public involvement program achieved desired outcomes (called Outcome Evaluation). These two types of evaluation are discussed in detail on pages 68-69 of this section.

Evaluation tools can be of a quantitative or qualitative nature. Quantitative evaluation involves the analysis of numerical data to determine whether the objectives have been met. Qualitative evaluation is more subjective, and relies on the individuals' interpretation of events. Both types of tools have valid uses for various purposes.

Evaluation does not need to be complicated, but the evaluation design and tools do need to be carefully thought through and appropriate to the public involvement objectives. Evaluation is not meaningful unless it is clear what should be accomplished, with a clear understanding of the right questions to determine whether objectives have been achieved. Quantitative measures are always helpful, but not if the wrong thing is measured. For example, it does not really matter how many people were met with during public outreach if they don't understand the information that is provided.

Why do we evaluate?

- An evaluation strategy can guide the implementation of the outreach plan
- Evaluation demonstrates accountability
- Evaluation can be used as a learning tool

Examples of quantitative evaluation tools	Examples of qualitative evaluation tools
<ul style="list-style-type: none"> • Responses to closed ended questions in a questionnaire 	<ul style="list-style-type: none"> • Responses to essay questions in a questionnaire
<ul style="list-style-type: none"> • Numbers of participants at a meeting 	<ul style="list-style-type: none"> • An assessment as to whether the meeting resulted in a high level of participation
<ul style="list-style-type: none"> • Data from questionnaires reporting participant level of satisfaction 	<ul style="list-style-type: none"> • A debrief about what went well or poorly at a meeting

Developing an Evaluation Plan

It all starts with the development of an evaluation plan, which should be prepared as a chapter of the public involvement plan, before actual outreach begins. Up front development of an evaluation plan makes it much easier to use the selected evaluation tools to gather information as the project advances.

The Highways Division will be evaluating various elements of the public involvement initiative. It is not necessary to conduct a formal evaluation of every element of the public involvement plan, just the priority elements. These elements might include evaluation of a round of public meetings, a project website, or door to door outreach for neighborhood businesses.

As the project moves through the project delivery process, the types of public involvement and indicators of success change accordingly. As a result, there is no “one size fits all” evaluation process. Furthermore, every project is unique, and therefore needs evaluation criteria that are appropriate to the needs of that project.

Typical Evaluation Plan Outline

- | | |
|--|--|
| <p>1) Project description</p> | <p>5) Evaluation element #3</p> <ul style="list-style-type: none"> • Evaluation tools • Evaluation Measures • Observations |
| <p>2) Project objectives</p> | <p>6) Evaluation element #4</p> <ul style="list-style-type: none"> • Evaluation tools • Evaluation Measures • Observations |
| <p>3) Evaluation element #1</p> <ul style="list-style-type: none"> • Evaluation tools • Evaluation Measures • Observations | <p>7) Summary and conclusions</p> |
| <p>4) Evaluation element #2</p> <ul style="list-style-type: none"> • Evaluation tools • Evaluation Measures • Observations | |

Types of Evaluation

During the implementation of the public involvement program, it may be necessary to make course corrections, and so it is useful to have tools in place that allow the Highways Division to evaluate progress. This is called a **process evaluation**. Are the right people being reached? Did they understand what was presented? Were they satisfied with the quality of a public meeting?

After a project is complete, it is important to make sure that the communications program hits its mark. This is called an **outcome evaluation**. How did the public involvement program enhance or advance objectives? Consider not just the immediate outcomes, but also how the communications program supports the longer term objectives of the department.

How to Conduct a Process Evaluation

How are we doing? How can we do better?

A process evaluation is conducted to allow for course corrections during the implementation of the public involvement plan. This is the Quality Control (QC) or Quality Assurance (QA) component of the communications program. Its purpose is to continually improve the quality and impact of a project's public involvement.

It is therefore useful to incorporate evaluation tools into your communications plan. Here are the types of questions that might be posed as part of a Process Evaluation for any particular communications tactic:

- Are the right people being reached?
- Did they understand what is being presented?
- Were they satisfied with the quality of public outreach?
- What worked? What didn't work?
- Were their questions answered?

Based on the responses to these types of questions, a corrective action plan would be developed:

- Is there additional outreach that needs to be done to reach those who have not participated? What would be the best way to reach those audiences?
- Are there internal QC processes that can be instituted to make communications tools more effective?
- Should changes be made in meeting format?

One of the most straightforward tools for process evaluations is a simple questionnaire that allows for feedback from audiences about the quality of an event, or materials at an event. The Resources section includes sample questionnaires. Debrief sessions with members of the project team immediately after an event are also very useful, as is simply asking members of the audience for feedback.

Process Evaluations are done to help the Highways Division do a better job reaching the communities and stakeholders who have an interest in the project.

Process Evaluation Worksheet (for the project manager)

Assessment to be completed by project manager

PROJECT: _____

DATE: _____

EVALUATION TOPIC: (Select one)

- Informational materials
- Open house
- Media event
- Public meeting
- Advisory group meeting
- Charrette or workshop
- Other: _____

Date(s) of activity: _____

1. What were the objectives of this activity?

Objective #1	
Objective #2	
Objective #3	
Objective #4	
Objective #5	
Objective #6	

2. Was the intended target audience(s) reached?

Target Audience	How many people participated in this activity?	What was their level of satisfaction with the nature of their participation? What follow up actions are necessary?

3. What tools were used to reach the priority audiences?

Communication Tool	Quality	Did it achieve its objectives?
	1.....2.....3.....4.....5 Poor Excellent	1.....2.....3.....4.....5 Poor Excellent
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5

4. Other comments?

Outcome Evaluations are done to help determine if the objectives presented in the Public Involvement Plan were met, and to assist in planning outreach for the next phase of project delivery.

How to Conduct an Outcome Evaluation

In both the public and private sectors, stakeholders want to know if the programs they are experiencing, funding, or implementing are actually having the intended effect. Answering this question can be difficult, but this is the job of the Outcome Evaluation. Although the Outcome Evaluation is conducted at the end of a public involvement activity or program, the tools to measure the outcome evaluation should be in place so that measurement can occur during implementation of the program.

An Outcome Evaluation helps to determine whether the communications program achieved the objectives presented in the Evaluation Plan. It is possible to use a whole range of complicated statistics to answer these questions, but that typically falls outside the budget or skill set of most projects. Project managers must use tools that are affordable and comprehensible.

Findings of the Outcome Evaluation should be incorporated into final project documentation. The following table provides a few samples on how to evaluate the outcomes of a public involvement program:

Sample Public Involvement Objective	Potential Tools/ Indicators
Increase public awareness of project	<ul style="list-style-type: none"> Coverage in news media Coverage in community/neighborhood media Numbers participating at public events Public opinion survey questions about project awareness
Achieve community consensus	<ul style="list-style-type: none"> Report of Community Advisory Group Letters of endorsement Public opinion survey questions on level of project support Review of DEIS comments
Respond to inquiries from public in a timely manner	<ul style="list-style-type: none"> Compliance with performance objectives for response turnaround Average length of time for problem resolution
Improved project, based on public input	<ul style="list-style-type: none"> Responses to DEIS comments Documentation of how public comment influenced the project

Outcome Evaluation Worksheet (for the project team)

This worksheet could guide a debrief or closeout discussion with other members of the project team.

1. What were the original objectives of this public involvement effort?
(insert from evaluation plan)
2. Overall, how well were these objectives achieved?
3. What were the quantitative, or measurable, indicators that the objectives were achieved?
4. What are the qualitative indicators that the objectives were achieved?
5. As the project moves into its next phase, what advice would be given to the next project team?
6. Are there any other observations or bits of advice important to offer to Highways Division employees who may be working on this project in the future?

What needs to be done, by when?

Develop Work Plan

It is essential that planning for public involvement be done as early as possible. To implement a public involvement plan effectively, public outreach activities must be coordinated with decision points and project milestones. Public outreach activities should be timed so that public input can be factored into the decision process.

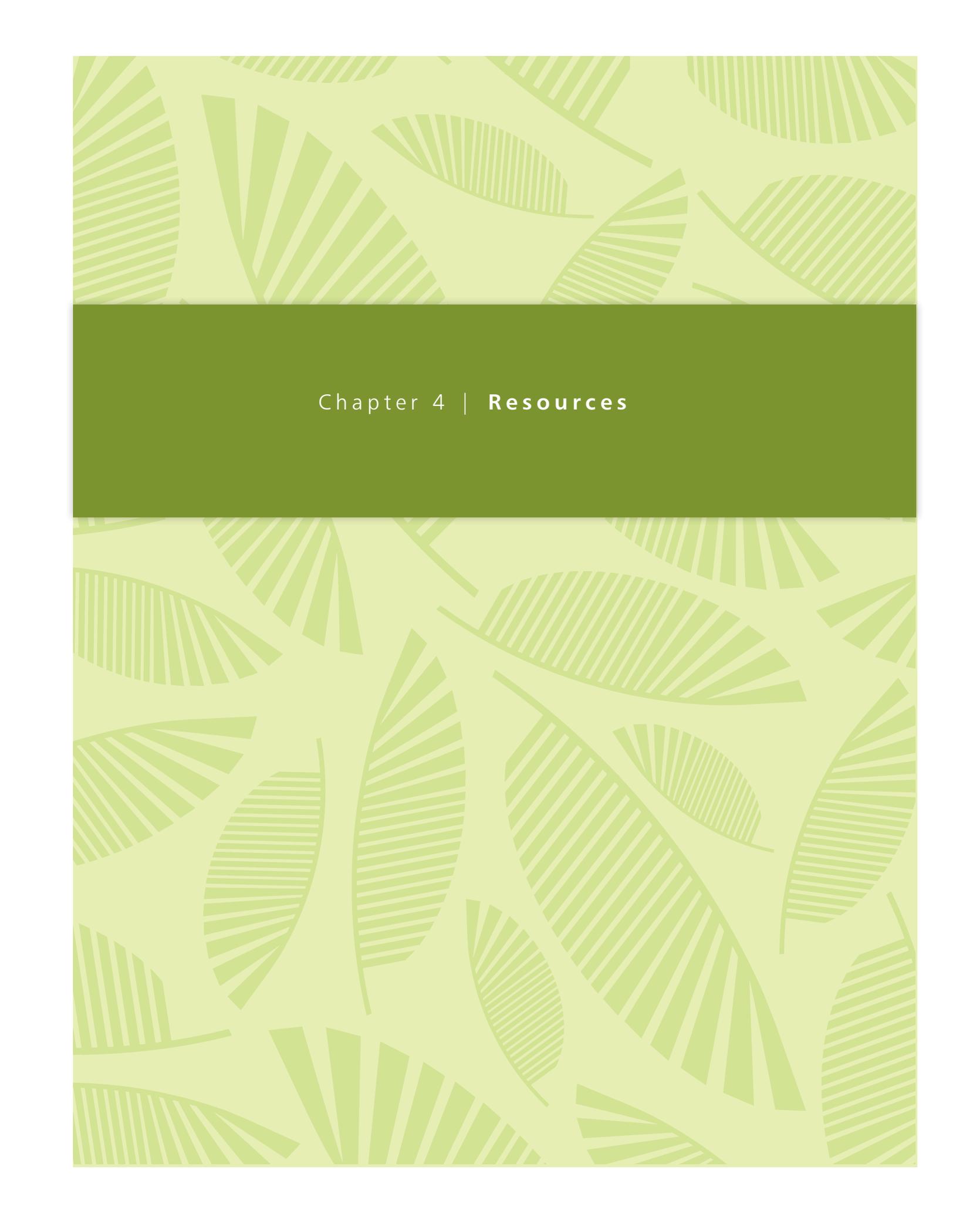
Below is a list of questions to consider when developing a work plan:

- Are there any fixed milestones in the decision process that staff must meet?
- Are there any legal or budget deadlines the project must meet? (such as NEPA or HRS 343 notification requirements)
- Are there any elections or other political factors that affect timing?
- Is there a need for lead time to hire public involvement staff to support the process (such as consultants or identifying community members to augment staff resources)?
- How much lead time is needed to plan and implement the desired outreach activity (such as lead time for mailings, facility rental, materials development, and printing and advertising deadlines)?
- When will technical information (data, studies, etc.) be available to use to generate public information?
- How much time is needed to respond to inquiries? Can the schedule be adjusted if the public asks for a longer comment period?
- Does the schedule for making decisions provide sufficient time for the public to become meaningfully involved? If not, can the schedule be changed to achieve the project's public involvement goals?

Work Plan

Use the following chart to develop a schedule of public involvement activities to support each project milestone or stage in the decision-process. This chart can also be used for planning efforts.

Project Delivery Phase	Milestone	Public Involvement Activities	Deadline	Responsibility
<input type="checkbox"/> Corridor Study <input type="checkbox"/> Environmental <input type="checkbox"/> Design <input type="checkbox"/> Design-Build <input type="checkbox"/> Construction <input type="checkbox"/> Operations and Maintenance	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
	11.			
	12.			
	13.			
	14.			
	15.			
	16.			

The background of the page is a repeating pattern of stylized green leaves. Each leaf is filled with fine, parallel lines, creating a textured effect. The leaves are scattered across the page, overlapping each other. A solid dark green horizontal band is positioned in the center of the page, containing the chapter title.

Chapter 4 | Resources

Bringing it all together

With the public involvement plan in hand, it's time to implement it. This section provides additional resources to help conduct a variety of outreach tasks, including:

- Guidelines for writing and making presentations
- Tips for using social media
- Guidance on managing risk
- How to conduct stakeholder interviews
- How to collect demographic data
- Tips for preparing a media and materials audit
- What to include in a media kit
- Sample media protocol
- Resources for planning public meetings
- Templates for common public involvement tasks:
 - Sign-in sheet
 - Fact sheet
 - Comment form
 - Process evaluation template
 - Postcard
 - Display ad
 - Sample PowerPoint presentation

Appropriate approvals should be obtained when developing presentations and web content, working with social media, or before contacting the media.

In addition to these resources, consult with the Departmental Staff Manual, Highways Division Procedures Manual, Project Development Manual, Public Involvement and Public Hearing Process for Federal Aid Highway Actions, the Work Zone Safety Plan, and other applicable Departmental and Divisional guidance.

Writing and Presenting Tips and Tools

Writing for the Public

When writing for the public, it is important to take a plain talk approach. Written documents should be clear and understandable from the reader's perspective – not the writer's perspective.

Some helpful tips include:

- Use clear language that is commonly used by the intended audience. For example, a group of engineers will understand the term *vertical profile*, but the public may not.
- Avoid words that confuse readers. This includes abbreviations, acronyms, and jargon.
- Provide only the information needed by the recipient, presented in a logical sequence.
- Write short sentences. Express only one idea in each sentence. Anything over 20 words is usually too long.
- Write sentences in active voice. Active voice: *We did it*. Passive Voice: *It was done*.
- Avoid unnecessary words. For example, use *now* instead of *at this point in time*.
- Write short sections to break the material into easily understood segments. Limit paragraphs to one issue.
- Use headings to help the reader find their way through a document and tell the reader what the section is about.
- Use an appropriate tone. A disconnected tone may appear cold or condescending.
- Use layout and design that help the reader understand the meaning on the first try. This includes adequate white space, bullet lists, helpful headings, and other proven techniques.
- Use concrete examples to which people can relate. Tell readers how they will be affected.

Written documents should be clear and understandable from the reader's perspective – not the writer's perspective.

Adapted from:

- *University of Hawai'i Style Guide*. 2011 ed. (University of Hawai'i).
- *WSDOT Communications Manual*. 2009 ed. (Washington State Department of Transportation).
- Plain Language Action and Information Network, www.plainlanguage.gov

Research suggests as few as 16% of people read web pages word for word.

Writing for the Web

People rarely read web pages word for word. In fact, this number may be as low as 16%. Instead, they scan the page, picking out individual words and sentences. People visit a website to complete a task as quickly as they can. That means that writing for the web is writing for scanners.

When writing for the web:

- Write chunks of information that can stand alone.
- Use headings and subheadings that describe content.
- Use bulleted lists.
- Write short sentences.
- Limit paragraphs to about three sentences.
- Use simple words and phrases in plain English. Avoid acronyms, jargon, and bureaucratic language.
- Use links to connect to content on other pages or sites rather than working up the same material on your page.
- Link your project page to the HDOT and/or Highways Division home pages

Resources:

- Jakob Nielson, <http://www.useit.com/jakob/>.
- Planning a Plain-Language Website: <http://www.plainlanguage.gov/webPL/index.cfm>
- Washington State Department of Transportation Web Toolkit: <http://www.wsdot.wa.gov/Communications/WebToolKit/Default.htm>

Presentations

The best presentations provide relevant information in a concise, engaging, and interesting way. Delivering an effective presentation requires thoughtful planning. When planning a presentation, ask yourself the following questions.

Identify the purpose

Every presentation is given for a purpose, even if that purpose is to share information.

- What do I want the audience to *know* when I've finished the presentation?
- What do I want the audience to *believe* when I've finished the presentation?
- What do I want the audience to *do* when I've finished the presentation?
- What does the audience need/want to *know* from the presentation?

Information collected as part of Workbook Step 5 - Public Involvement Objectives (pages 54-55) and Step 6 - Key Messages (pages 56-59) is a helpful resource.

Research the audience

Knowing the audience is an important part of planning for a presentation, and will help to tailor a presentation to the interests and concerns of the group. Refer to Workbook Step 2 - Stakeholder Analysis (pages 42-46) for additional guidance.

- How much does the audience know about the topic?
- Is the audience likely to be hostile or friendly?
- What concerns, fears, or objections might the audience have?
- Are there subgroups in the audience that might have different concerns or needs?
- What questions could the audience ask about this topic?

Developing content

Here are some questions to help better develop the content of a presentation:

- What is the Highways Division doing and why?
- What background information does the audience need to understand the effort?
- How will the effort benefit the public, stakeholders, and the overall transportation system?
- What are the two or three most important things people should know?
- How will the effort impact the public and stakeholders?
- Are other agencies involved or supporting the project?
- Where can the public get more information? Is there a website? Reports or other background materials?
- What should the audience do? Become informed? Provide comment? Talk to their neighbors?
- What are the possible outcomes?
- If everything goes as planned, what happens next?
- If it doesn't go as planned, then what?

Presentation Structure

- The opening of the presentation sets the stage for what is to follow. The presenter introduces him/herself and any co-presenters and provides a very brief summary or outline of the points the presentation will cover.
- The body of the presentation is where the subject matter is presented. Develop an outline and stick to it. Consider the following when using PowerPoint:
 - When presenting controversial information or working with a group that is hostile, it can be helpful to begin presentations with ideas or concepts the group will approve and understand.
 - Break ideas down into short phrases. Eliminate all extraneous information. All information needs to be readable.
 - Use only the images needed to reinforce your message. Simplify drawings, charts, and tables. The job of the presenter is to explain. If drawings require detail, provide it in a handout.

Knowing the audience is an important part of planning for a presentation. It will help to tailor a presentation to the interests and concerns of the group.

- Use a simple background. Busy backgrounds will make the text hard to read.
- Use a large font, and limit the amount of text on each slide.
- Avoid ALL CAPS. All caps can look like shouting.
- Close the presentation with a brief and simple summary. Emphasize the key points of the presentation and reinforce next steps and the call for action (what you want your audience to do).
- Always provide contact information.

Advice for the Speaker

- Don't read from the slide – vary your choice of words.
- Don't talk to the screen. Maintain eye contact with the audience.
- Use a laser pointer to highlight key features of the slide as you speak.
- Speak loudly enough to be heard and understood.
- Speakers must never lose their temper in front of an audience or get defensive. Listening and showing sincere concern for negative feelings will gain the speaker more credibility. Speak to the issue rather than responding to the audience member's anger.
- Pay attention to audience feedback. Try to recognize changes in atmosphere and act on it. Adjust the presentation if needed.
- Make presentation slides available to audience members after the presentation.

Adapted from:

- *WSDOT Communications Manual*. 2009 ed. (Washington State Department of Transportation).
- *The Short Guide to Effective Presentations*. George Mason University School of Management: <http://classweb.gmu.edu/WAC/somguide/presentationguidelines.htm>

Using Design Visualization

Whenever possible, incorporate design visualization techniques into documents, websites, and presentations. Design visualization is a way to show information in clear and easily understood formats such as maps, pictures, or displays. Visualizations can be simple or complex, and include charts, graphs, photos, artist renderings, 3D images, interactive maps, and drive-through animations.

Visualizations can be an effective way to help stakeholders understand what a project or plan will actually look like when implemented. It can overcome misconceptions about a project and provide a common reference point for soliciting public comment on a project or plan.

Social Media

Social media can be a powerful communications tool. Some of the most commonly used are:



Facebook is a social utility that connects people with friends and organizations. Users can create a profile, add people as “friends,” join common-interest groups and follow organizations. Facebook is a great place to build a community of interest and spread content.



Twitter allows an instant connection with stakeholder networks– whether about news, traffic circulation tips, or public meeting notifications. Users can create a profile, follow people they know or are interested in and share short status updates (140 characters or less). Twitter is an ideal tool to share information quickly and in real-time.



YouTube is a video sharing website that allows users to upload and watch video content including TV clips, video blogs, and original short videos. YouTube can be beneficial for distributing compelling and educational videos and allows for sharing across multiple channels.

Setting Up Social Media Channels

The HDOT maintains agency-wide Facebook and Twitter accounts. For projects that are short-term, require a minimum level of public involvement, or if staff resources are limited, it may be most appropriate to use these existing agency accounts to share information, such as meeting notices, updates when major milestones are reached, or to share news about upcoming construction.

Appropriate approvals should be obtained when working with social media.

Existing HDOT Facebook Pages

- **Hawai`i Department of Transportation:**
<http://www.facebook.com/HawaiiDepartmentOfTransportation>
- **Hawai`i Scenic Byways Program:**
<http://www.facebook.com/HawaiiScenicByways>
- **Hawai`i Statewide and Regional Long-Range Land Transportation Plans:**
<http://www.facebook.com/pages/Hawaii-Statewide-and-Regional-Long-Range-Land-Transportation-Plans/215467528470686>
- **Motorcycle, Scooter, and Moped Safety:**
<http://www.facebook.com/pages/Hawaii-Department-of-Transportation-Motorcycle-Scooter-and-Moped-Safety/197080430326544>
- **Stormwater Hawai`i:**
<http://www.facebook.com/StormWaterHawaii>
- **STIP Hawai`i:**
<http://www.facebook.com/stip.hawaii>
- **Walk Wise Hawai`i:**
<http://www.facebook.com/WalkWiseHawaii>

What's a Tweet?

Twitter is an information network made up of 140-character messages called Tweets.

Facebook Page

- Visit <http://www.facebook.com/pages/create.php> to create a new page
- While a Facebook Page is completely separate from a personal Facebook profile, the account administrator is required to create the page from his or her profile
- Once the page is established:
 - Choose the appropriate type of page (most likely Company, Organization or Institution)
 - Select a profile photo: Choose an image that can easily be recognized by project fans. This can be the project logo or a compelling image that represents the project.
 - Add Basic Info: Add the project website address and put basic information about the project in this section.
 - Select preferences under the privacy settings tab
 - Select a user name to correspond to your Facebook web address (i.e. www.facebook.com/username) under the account settings tab
 - Connect with other HDOT Facebook pages by “liking” their pages or sending a Friend request.

Twitter Account

- Visit <http://www.twitter.com> to create a Twitter account
- A couple things to keep in mind when choosing a username:
 - This is what the audience will use to communicate on Twitter so choose carefully
 - Capitalization does not matter – you will be able to type it either way, for example: @dothawaii or @DOTHawaii
 - User names can only be 15 characters in length
- From the main page of your Twitter account, the administrator can:
 - Create content to share with followers
 - Talk to others by replying to their tweets or retweeting them
 - Discover other people/organizations by using the menu bar at the top of the page
- Here are a few basic tips on how to share information:
 - Tweets are messages of 140 characters or less (including punctuation, spaces and links)
 - To talk directly to another Twitter user or to mention them in a Tweet (this can be seen publicly), you place the @ before their user name - @DOTHawaii for the HDOT.
 - You will see the # sign used throughout Twitter - this is known as a hashtag. Hashtags are used to mark keywords or topics within a tweet. Anyone can create a hashtag by placing the # before the word(s). ie: #H-1Traffic
 - Hashtags help to categorize tweets and will show up more easily in a Twitter search

- Clicking on a hashtagged word in any tweet will show you all other tweets with the same hashtag, whether you follow the user or not
- Hashtags can be placed anywhere in the tweet
- Keep up with other HDOT programs by following their tweets

YouTube Channel

YouTube allows people to discover, watch and share originally-created videos.

- A Google Account is needed to upload videos to YouTube. To set up an account visit: <https://accounts.google.com/SignUp>
- With a free account, you can upload HD videos up to 15 minutes long

What to post

Communicating simple, clear messages on social media channels is the most effective way to expand one's reach and engage with audiences.

Content schedule and posting timeline

- Determine how often to post
 - Facebook: 1-2 posts per week
 - Twitter: 3-4 tweets per week
 - YouTube: As needed
- Create a resource list for content
 - Resources on the website
 - Key messages from the Messaging Platform
 - Local jurisdictions with related content
 - News clips and videos
- For projects that do not generate enough new information or content to meet the recommended posting schedule, consider using agency-wide Facebook and Twitter accounts.



Posting recommendations

Facebook

- Posts to Facebook should be 250 characters or less
 - Utilize mixed media for maximum reach: links, photos, videos
 - Whenever possible, tag another organization to expand reach
- Post examples for Facebook:
 - Kauai motorists are advised that the south leg of Kapaa Temporary Bypass Road, between Kuhio Highway and Olohena Road is expected to reopen Monday, March 12, weather-permitting.
 - Forecasters predict heavy rains for Tuesday morning. Oahu commuters should be extra careful; watch for water on roads.
 - Kamehameha Highway Improvements Project information on display at Pearlridge Shopping Center March 21 – April 18, 2010. Visit our display to see the latest design plans and learn about upcoming construction.

Twitter

- Posts to Twitter have to be 140 characters or less
 - Utilize mixed media for maximum reach: links, photos, videos
- Mention or retweet other users whenever possible
- Post examples for Twitter:
 - Kauai motorists beware! The south leg of the Kapaa Temporary Bypass Rd is closed. Check out the DOT Facebook site: <http://ow.ly/9tXa>
 - Kamehameha Highway project information on display March 21 – April 18, 2010 at Pearlridge Shopping Center.

YouTube

- Videos posted to YouTube must be original content or be attributed to the original source
 - Keep videos short whenever possible. Audiences have a short attention span on YouTube and you want to keep them engaged
 - Create a descriptive title, a thorough description and tag any potential keywords that someone would search for to find your video

Situation Analysis Workshop Sample Agenda

Following is a detailed agenda for a Situation Analysis Workshop, an exercise introduced in Step 4 of the Workbook (page 53).



Agenda

Sample Agenda Situation Analysis Workshop

Date - Time

HDOT Punchbowl Office
869 Punchbowl St. 5th fl.
Honolulu, HI 96813

HDOT Hawaii District Office
50 Makaala Street
Hilo, HI 96720
(videoconference)

HDOT Kauai District Office
1720 Haleukana Street
Lihue, HI 96766
(videoconference)

HDOT Maui District Office
650 Palapala Drive
Kahului, HI 96732
(videoconference)

Time	Agenda Item	Facilitator(s)
5 minutes	Welcome and Introductions <ul style="list-style-type: none"> • Introductions • Meeting Goals & Agenda 	
15 minutes	Project Overview	
15 minutes	Review of Stakeholders Analysis	
45 minutes	SWOT Exercise <ul style="list-style-type: none"> • What is a SWOT exercise • Swot Matrix Discussion 	
30 minutes	Discussion: Public Involvement Objectives	
10 minutes	Next Steps	

EXAMPLE

Managing Risk

Controversial projects present unique challenges to project managers and project teams. Here are some common risks project teams may encounter and strategies to address them.

Risk	Mitigation Strategy
<p>Stakeholders who oppose the project demand that decision-makers stop or drastically alter the project.</p>	<p>Before</p> <ul style="list-style-type: none"> Pro-actively identify project opponents and their concerns. Brief decision-makers about these concerns and how they are being addressed. If their concerns cannot be addressed, provide decision-makers with clear, defensible reasons for why their concerns cannot be addressed. Refer to Workbook Step 2 - Stakeholder Analysis (pages 42- 46) and Step 4 - Situation Analysis (pages 49-53) for guidance. <p>During</p> <ul style="list-style-type: none"> Clearly communicate the decision-making process for the project at its beginning, including who makes decisions, how and when the public will have an opportunity to provide input, and how their input will be considered and addressed. Brief decision-makers at each project milestone about the public involvement process, participation levels, what was heard from the public, and how that input was considered and addressed.
<p>Some members of the public may not agree that the proposed project is the right solution for their transportation problems. Some people may feel that other solutions are more effective.</p>	<p>Before</p> <ul style="list-style-type: none"> Key messages and materials must include evidence-based language in plain talk about why this project/measure is an important part of addressing transportation issues, such as traffic or safety concerns. Develop a graphic that shows how your project works together with other transportation strategies aimed at addressing transportation challenges. Use this graphic on program materials and share with other divisions, community groups, and partners. <p>During</p> <ul style="list-style-type: none"> Do not assume that any project is a “done deal.” Continue to reinforce key messages during presentations and in project material about the project benefits and the rationale for the project decisions.
<p>Stakeholders may be confused about the relationships between state, federal, or local agencies in making this project happen.</p>	<p>Before</p> <ul style="list-style-type: none"> Coordinate with other public agencies on key messages and work with them to identify how respective program elements may impact other projects. <p>During</p> <ul style="list-style-type: none"> Develop displays, handouts, and website content to explain the different role of each agency and how the agencies are working together. Have representatives from other agencies attend relevant public meetings to answer questions and share program information. Coordinate briefing schedules and when possible conduct briefings that are jointly sponsored with other agencies.

Risk	Mitigation Strategy
<p>Conflicting interests among stakeholders, such as Native Hawaiian Organizations, environmental groups, business owners, elected officials, and neighbors may prevent consensus around a feasible alternative.</p>	<p>Before</p> <ul style="list-style-type: none"> Do your homework on the community and/or issue before “going public” by reviewing past media coverage and conducting one-on-one stakeholder interviews to get advice on priorities and perceptions of each major stakeholder group. Refer to Step 2 - Stakeholder Analysis (pages 42-46) and Step 4 - Situation Analysis (pages 49-53) for guidance. <p>Tips for interviewing stakeholders are provided on Page 92. A media audit template is provided on page 98.</p> <p>During</p> <ul style="list-style-type: none"> Outreach must be early and frequent, with the objective of identifying and engaging every potential stakeholder at the beginning of the process. Create public engagement opportunities that allow different stakeholders to interact with each other and better understand the variety of needs that a given project needs to meet. Tools and tactics for this type of engagement include charrettes, interactive community workshops, facilitated decision processes, random sample surveys, and focus groups. See the Outreach Tools and Tactics Glossary for more information. Facilitate constructive dialogue between stakeholders to encourage mutual understanding of different perspectives, issues, and concerns.
<p>A project is delayed, or goes over published budget figures.</p>	<p>Before</p> <ul style="list-style-type: none"> Discuss project costs and timeline in terms of estimates, rather than hard numbers. Outline the factors that could negatively impact budgets and timelines. <p>During</p> <ul style="list-style-type: none"> As part of a “no surprises” communications policy, provide early warning to decision-makers about emerging issues that can impact budget or schedule. Acknowledge earlier estimates and explain the reasons for changes. If possible, communicate how the Highways Division will address the impacts to budget or schedule.
<p>Rumors about the HDOT condemning private property or destroying a treasured landmark may derail a public involvement process.</p>	<p>Before</p> <ul style="list-style-type: none"> Introduce and maintain a single, consistent Highways Division staff member for the duration of the project to build a trusted relationship with the community. Assure easy access to factual and current information through project website and easy access to Highways Division. <p>During</p> <ul style="list-style-type: none"> Conduct outreach early in the project and frequently throughout the project, to build trust with neighbors, and so they will always know who at the Highways Division to contact if they have questions or concerns about a project. Always tell the truth.

Risk	Mitigation Strategy
<p>A newspaper or television program reports incorrect or speculative information about the project, fueling and providing credence to project opponents.</p>	<p>Before</p> <ul style="list-style-type: none"> • In coordination with Highways Division policy, establish a Media Protocol or Partnering Agreement that provides clear direction on authorized project spokespersons. A sample protocol is provided on page 99. • Create media packets for reporters that include key project information, reproducible graphics, and media contacts for the project. • Working with the HDOT Public Affairs Office, conduct project tours and/or media briefings to educate and establish a relationship with reporters before a newsworthy (e.g. controversial or provocative) event occurs. • On all project print materials, encourage people to go to the project website and/or call a designated project team contact. • Develop an FAQ (Frequently Asked Questions) sheet that responds to the most common issues and concerns related to the project. • Create and maintain a project website where members of the public can go to get accurate information about the project. <p>During</p> <ul style="list-style-type: none"> • Coordinate with the team leader and the HDOT Public Affairs Office to determine the most appropriate response. • Refer to the Messaging Platform to assure that the public gets accurate and consistent information about the project (See pages 58-59). <p>After</p> <ul style="list-style-type: none"> • Project team works with the HDOT Public Affairs Office to follow up with reporter to clarify information and provide information on how to get accurate information in future.

Stakeholder Interviews

A stakeholder interview is a one-on-one meeting with individuals or representatives of groups that are likely to affect or be affected by a proposed action. The main purpose of a stakeholder interview is to obtain information about perceived issues and concerns, level of interest in a project, ways to involve stakeholders in a project, and to identify other stakeholders that should be included in the public involvement program. Stakeholder interviews are a useful strategy to help gather the information needed to conduct the situation analysis discussed in Step 4 of the Public Involvement Workbook (pages 49-53).

Stakeholder interviews are typically conducted at the beginning of a project, though it may be beneficial to conduct interviews prior to key decision-points. Interviews should include a broad cross-section of viewpoints.

While interviews can produce valuable information, they can be time consuming. Therefore, build adequate time into the work plan (Step 9 of the Workbook, starting on page 74). A good rule of thumb is to allow 4-6 weeks in the work plan to complete a series of 10-15 interviews. The number of interviews you conduct will vary by project.

Why do interviews take so long? It can take several phone calls to reach the stakeholder and secure an appointment. While it takes just 30-60 minutes to conduct the interview, an additional 2-3 hours will be needed for each interview for scheduling, travel time, and to prepare an interview summary.

Scheduling interviews

The first step is to contact stakeholders to schedule interview appointments. When scheduling the interview, provide a brief explanation of the purpose of the interview and the project it is supporting and why the stakeholder was selected. The elevator speech created as part of Step 6 in the workbook (pages 56-59) is a good starting point.

Once an interview is scheduled, the interviewer should follow up to confirm the meeting date, time, and location. It can also be helpful to provide the stakeholder a list of topics or questions to be covered during the interview in advance. The interviewer may also want to remind the stakeholder with a call or e-mail the day before the interview to confirm the appointment.

Interview length and location

Most interviews last 30 – 60 minutes. Anything longer will depend upon how interested the person being interviewed is in the topic or project. Interviews are typically conducted in person and at a place and time the stakeholder chooses. However, if distance or travel time is a concern, interviews can be conducted by phone. Some stakeholders may even prefer a telephone interview, so it is helpful to offer a phone interview as an option. It may be necessary to schedule an interview in the early evening outside of normal work hours.

Conducting the interview

Project team members usually conduct the interviews. The person conducting the interview should be comfortable with one-on-one contact, personable, a good listener, good at probing for details, and knowledgeable enough about the project to be able to respond to questions.

It may be more appropriate to have a senior project team member conduct an interview as a sign of respect. For example, a senior staff member should conduct an interview with a Mayor or City Councilmember or a business leader. Sometimes, it may be appropriate to have someone outside the project team conduct the interviews, such as when working with ethnic or minority stakeholders or when interviewing someone who has had a negative experience with the HDOT in the past. When using an interviewer from outside the project team, the interviewer should be well briefed on the project and trusted by the person being interviewed.

Sometimes a stakeholder will ask a question or request information during the interview that requires additional research. Be sure to follow up with the stakeholder after the interview to address any outstanding questions, concerns, or information requests raised during the interview. Sending a thank you letter, e-mail, or phone call after the interview is a nice gesture.

Documentation

Upon completing the interview, the interviewer should draft a summary of the discussion, while the information is still fresh. Confidentiality is often important to stakeholders. If summary notes will be distributed outside of the project team, it is advised to report on findings without tying specific comments to any one person.

Sample Questions

It is important to develop a list of questions to use for each interview. This enables the project team to compare the results of the interviews and to find areas of agreement and disagreement. This is particularly important if more than one person is conducting interviews. However, it is important to remember that interviewing is more art than science, so the interviewer may need to adjust questions on the spot, to meet the needs of the person being interviewed. It can be helpful to record the interview, though the interviewer should always ask the stakeholder if they are comfortable with being recorded.

- What is your interest in the project? Are you a property or business owner? Commuter? Interested citizen? Other?
- What do you see as the benefit of this project? What concerns do you have about the project?
- How does this project affect you, your business, or the organization you represent?
- Do you have a personal experience with transportation problems in the project area?
- What environmental issues should the project team know about? Historic sites? Cultural resources? Plant or animal species? Noise or air quality? Etc.
- What should we know about the context or characteristics of the community the project is located in? Where do people get information about things that matter to your community?
- How would you like to get information about this project?
- What is the best way to communicate with members of your community?
- What are some important things to keep in mind with regards to outreach to your community?
- Who else should we be talking with about this project? (any other affected groups, organizations that represent them, or individuals)

Accessing Demographic Data

Demographic data will show if minority or low-income populations are present in the project area and will help determine if language translation and interpretation will be needed.

Consistent with the data collection policy outlined in the HDOT's Title VI Program Plan, U.S. Census data should be used as the initial basis for demographic analysis. As Census data is collected only every 10 years in some instances, it is important to verify Census data with at least one other information source.

Comparing the Decennial Census and American Community Survey

	Decennial Census	American Community Survey
Description:	Provides an official count of every person in a community or town in the United States. Conducted once every 10 years.	Annual survey providing an up-to-date portrait of a community's characteristics. It replaces the long-form that used to be part of the decennial census.
How Data is Collected:	A point-in-time count of 116,716,292 addresses. Describes the characteristics of an area on a specific date (e.g. the 2010 Census was taken on April 1, 2010).	Based on a sample of 3.54 million addresses each year. Describes the average characteristics over a specified period (1-, 3-, and 5-year estimates are available).
Available Data:	<ul style="list-style-type: none"> • Race • Ethnicity 	<ul style="list-style-type: none"> • Race • Ethnicity • Income • Limited English-Proficiency • Language Spoken at Home

Census Data Sets

The U.S. Census Bureau provides a variety of data sets. The decennial Census and American Community Survey are two data sources needed to identify environmental justice populations. The table above explains the difference between the decennial Census and American Community Survey.

Explaining U.S. Census Geography

The U.S. Census divides geographic areas into census tracts. Census tracts are subdivided into block groups. These units are not uniform in size. A census block group typically contains between 300 and 3,000 people. In urban areas, like downtown Honolulu, census block groups may be very small in size, perhaps as small as a few city blocks, whereas in a rural area, a block group could be comprised of just one city. When conducting demographic research on environmental justice populations, it is important to use the smallest geography possible, which is typically the block group level. The State of Hawai'i Data Book provides maps of census tracts. The most recent edition of this publication can be accessed at <http://hawaii.gov/dbedt/info/economic/databook/>.

Minority and low-income data is available at the block group level. Data that quantifies the number of limited-English proficient individuals in an area is available at the block group level, but detailed information on the specific languages that residents of an area speak at home is available only at the census tract level.

Accessing U.S. Census Data

American Community Survey and 2010 Census data are accessed using the U.S. Census Bureau’s American Fact Finder, at www.factfinder2.census.gov. Census data can also be accessed from the State of Hawai`i Department of Business, Economic Development and Tourism’s Hawai`i State Data Center (<http://Hawaii.gov/dbedt/info/census>) and the State of Hawai`i Office of Planning GIS Program (<http://hawaii.gov/dbedt/gis/>). Interactive Census maps are also available at http://hawaii.gov/dbedt/gis/census_online_maps.htm.

Identifying Hawaiian Home Lands

The State of Hawai`i Office of Planning GIS Program provides interactive online maps that can be used to identify Hawaiian Home Lands: http://hawaii.gov/dbedt/gis/census_online_maps.htm

Verifying Census Data

Verifying U.S. Census data with at least one other information source is recommended. Information sources include city, county, and federal agencies, social service organizations, and local health organizations to name a few.

Schools can be a great source of information about a community, as they collect data about limited-English proficiency, country of origin for recent immigrants, and the percentage of students on reduced and free lunch programs (which is a proxy for household income).

It is best to use elementary school data as elementary schools typically have a smaller attendance boundary than middle and high schools, which provides a more focused look at neighborhood characteristics. The State of Hawai`i Department of Education Accountability Resource Center and the U.S. Department of Education’s National Center for Education Statistics are helpful data sources.

Accountability Resource Center

The State of Hawai`i Department of Education Accountability Resource Center produces School Status and Improvement Reports for each elementary school in Hawai`i on an annual basis. The Student Profile section of the report provides detailed data on the number and percent of students by race and ethnicity, the number and percent of students participating in the Free Lunch Program (which means the student came from a family with a household income below 130 percent of the federal poverty level), and the number and percent of students that are limited-English proficient.

To access School Status and Improvement Reports:

- Go to <http://arch.k12.hi.us/school/ssir/ssir.html#>
- Select the report year and district (Honolulu, Central, Leeward, Windward, Hawaii, Maui, Kauai, and Charter Schools) from the menu on the left side of the screen.
- Select the elementary school from the list provided

National Center for Education Statistics (NCES)

NCES provides data for the past school year for all schools in a state by county or city, as well as for each school individually. NCES provides contact information for each school and data on the total number of students, number of students by race and ethnicity, and number of students participating in the Free Lunch Program (which means the student came from a family with a household income below 130 percent of the federal poverty level). Information about the number of limited-English proficient students is available only at the school district or county level. NCES data is collected on an annual basis. Historic data is available for many schools going back as far as the 1986-1987 school year.

To search for data for an individual school:

- Select “Search for Public Schools” (<http://nces.ed.gov/ccd/schoolsearch/>)
- Enter the school name or, just the city name to find a list of all schools in a particular area

Information can also be generated for download in Excel. Go to the “Build a Table” tool at <http://nces.ed.gov/ccd/bat/>. This tool can also be accessed from the main page of the NCES website via the following pathway: Data and Tools > Custom Datasets and Tables > CCD Build a Table.

What to include in a media kit

A media kit (also called a press kit) is a collection of information and graphics about a project that can be used by members of the media to prepare a story. Traditionally, media kits are presented in hard copy in a folder. Media kits can also be posted online on the project website. Another option is to create a digital media kit, and distribute it on a disk or a flash drive. It is helpful to have copies of the media kit available at public meetings to provide to reporters who attend to cover the meeting.

Basic media kit:

- Fact sheet – A quick one to two page reference sheet of useful information.
- Two business cards – One for the reader and one to pass on.
- Frequently asked questions – A compilation of common questions.
- Recent articles – What is the press saying about the topic?
- Press releases – Be sure they are recent and relevant.

Work with the HDOT's Public Affairs Office and obtain appropriate approvals when developing media kits or before contacting the media.

Sample Media Protocol

(INSERT PROJECT NAME) Communications Protocol

Draft (INSERT DATE)

The HDOT will be working with numerous partners during the (INSERT PROJECT NAME) process, such as engineering consulting firms and their sub-consultants, and project advisory groups and stakeholders. The purpose of this media protocol is to describe the partners' expectations and responsibilities, and provide guidance when working with the public or media and for reference to the (INSERT PROJECT NAME) in public communications about the project. The HDOT holds high standards for the application of its name and logo, as well as for communication about the (INSERT PROJECT NAME). Accurate and positive communication about the HDOT's programs is critical to successful project delivery. Careful adherence to these guidelines will help ensure the project is accurately and positively presented to the public.

HDOT Project Manager is available to assist with project communications and must approve these prior to finalization and external distribution. For example, any press release or other press material announcing, describing or mentioning the (INSERT PROJECT NAME) requires prior approval by the HDOT Project Manager and Public Affairs Office. In addition, prior to initiating any media contact or whenever a partner is contacted by the media regarding (INSERT PROJECT NAME), the HDOT Project Manager and Public Affairs Office must be consulted.

The following key messages should be supported in (INSERT PROJECT NAME) public communications:

- (insert)
- (insert)
- (insert)
- (insert)

HDOT Project Manager for the (INSERT PROJECT NAME):

- INSERT NAME AND CONTACT INFORMATION

Signed:

Name, title

Date

Planning for Public Meetings

Public meetings are an important part of any public involvement program. They provide an opportunity for the community to meet the project team, so they see that the Highways Division is not just a faceless bureaucracy, but rather an agency comprised of real people trying to develop the best possible project given various constraints. Public meetings also give the project team the opportunity to respond directly to questions and correct misinformation.

There are many different public meeting formats. The type of meeting format used depends on the purpose of the meeting and who will be attending. Unless a public hearing is required (such as a Draft EIS public hearing), it is typically better to use a more interactive meeting format, such as an open house or workshop.

Whatever meeting format is used, it is important to be clear about:

- What participants can expect
- What participants can influence
- What participants cannot influence
- How their comments will be considered by the project team

Meeting Formats

This section provides an overview of the most common types of meetings and some tips about how to advertise public meetings.

Meeting Type	What it is:	How it's done:
Small group meetings	<p>A meeting with a small group of stakeholders. Participants could be a group of small business owners or a group of residents who live near a project.</p> <p>Useful format for distributing information and engaging in dialogue with participants to identify project issues and respond to questions.</p> <p>Appropriate at any project stage.</p>	<p>Small group meetings should be held at a venue chosen by participants. Venues could range from a library or community center, a local business (if meeting with a group of business owners), or even at a private home (if meeting with a group of neighbors). Small group meetings can be scheduled during regularly scheduled meetings or as separate meetings.</p>
General public meeting	<p>A meeting that shares project information with stakeholders. The public involvement goals of this type of meeting are usually focused on the "inform" segment of the public involvement continuum.</p>	<p>A structured meeting at which the project team shares project information through a presentation followed by a question and answer session.</p>

Planning for Public Meetings *(continued)*

Meeting Type	What it is:	How it's done:
Open House	<p>Open houses are usually informal in nature. Participants can drop in at any time during a set timeframe.</p> <p>The purpose of an open house is to share information with and gather feedback from the affected residents and stakeholders.</p> <p>Open houses can be used at the beginning of a project to build understanding for the project purpose and need and to get an initial read on community issues and concerns.</p> <p>Open houses are also useful to share information at major project milestones, such as at the completion of 30% or 60% design, or prior to the start of construction to let people know what to expect during construction.</p>	<p>Open houses are typically held in a large venue with space for stations organized by specific topics.</p> <p>Meeting participants are usually invited to sign in upon arrival and provided with handouts – such as a project fact sheet and a comment form. After signing in, participants are encouraged to visit information stations at their own pace. Project team members are available at each station to respond to questions. Large easel pads can be set up at each station to capture participant comments.</p> <p>Sometimes, the project manager gives a brief 15-30 minute overview presentation. The presentation should be repeated a few times during the open house to accommodate newcomers.</p> <p>Tables and chairs should be provided where participants can complete comment forms.</p>
Workshops	<p>Workshops engage stakeholders in hands-on, collaborative tasks to generate ideas and alternative solutions to a problem. Workshops are useful on projects where community members have competing wants or needs, because they provide an opportunity for community members to hear and better understand their neighbor's perspective. A well-designed and facilitated interactive workshop can build consensus and help participants recognize and address trade-offs.</p> <p>Workshops are often used early in a project to provide ideas and perspectives from concerned stakeholders. If used mid-way through a project, workshops can help resolve conflicts. If used later in a project, workshops can help resolve an impasse between groups.</p>	<p>A workshop is typically a few hours in length, sometimes as long as a full day. A typical workshop agenda involves a presentation by the project team to provide background on the project or problem to be addressed. Participants then break out into smaller groups to complete an assignment or exercise. After completing the breakout exercise, it is helpful to have each group report back to the larger group. Ideas generated in workshops are not usually tested for technical viability and should be considered to encourage thinking about better approaches.</p> <p>Workshops are staff intensive. It is important to use an experienced facilitator to run the workshop. Additional support will be needed to facilitate breakout tables and to manage other tasks.</p>

Planning for Public Meetings *(continued)*

Meeting Type	What it is:	How it's done:
Charrette	<p>A charrette is a collaborative planning process that brings together experts from multiple disciplines, key stakeholders, and the general public to develop a feasible plan to address a specific planning or design issue. The goal of a charrette is to solve complex design issues with multiple stakeholders in a focused and efficient setting. A charrette allows all involved to understand the opportunities and constraints from each other's perspective and work toward a synergistic, positive outcome.</p>	<p>Charrettes can last anywhere from two to three days or as long as a week depending on the complexity and scale of the project. Some charrettes incorporate picnics, tours and interactive exercises, in addition to the work accomplished within the charrette studio. Some things to keep in mind when considering a charrette for your project:</p> <ul style="list-style-type: none"> • A charrette has the best chance of success when the team is fully committed to uninterrupted participation – no phone calls, e-mails, or partial participation. • Checking in with key players at multiple points in the charrette is critical to garnering support for the design solution that results from the charrette. • Charrettes require extensive preparation, including collection of base data and stakeholder outreach completed in advance of the charrette. • A charrette is just one step in the process of identifying a transportation design solution. The role of the charrette is to set the framework that enables the development of an appropriate solution; it isn't the final solution. After the charrette, the project team continues to test and refine the charrette plan to assure its feasibility. A post-charrette public meeting is recommended, usually four to six weeks after the charrette, to present revised plans for final public review and input. <p>For more information about charrettes, visit the National Charrette Institute website at www.charretteinstitute.org.</p>

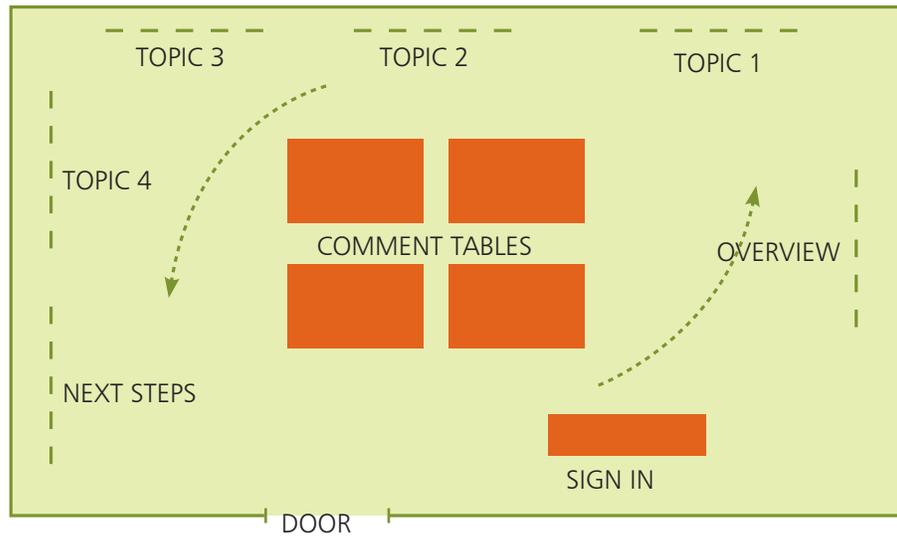
Planning for Public Meetings *(continued)*

Meeting Type	What it is:	How it's done:
<p>Public hearings</p>	<p>A public hearing is a formal meeting used to satisfy legal requirements for public involvement (such as upon release of a draft EA or EIS).</p> <p>A public hearing has specific timeframes associated with advertising, notice, and deadlines for receiving written comments.</p> <p>Public hearings can be intimidating for participants who are uncomfortable speaking in front of a large group. They also occur later in the project often after key decisions have been made. Therefore, public hearings should be part of a comprehensive public involvement program that includes other methods to involve the public.</p> <p>23 CFR 771 sets public notification requirements for public hearings for projects requiring a NEPA EA or EIS (described on page 15 of this Guide). Public hearings are not required for Categorical Exclusions unless requested by the lead federal agency or one is requested by interested parties.</p> <p>Additional information on public hearings is provided in other Departmental and Divisional guidance.</p>	<p>Public hearings are typically held in the evening on a weekday (Monday – Thursday). The meeting venue should be set up with a podium and presentation screen at the front of the room and auditorium style seating. If possible, the podium and presentation screen should be on a raised stage for greater audience visibility.</p> <p>Hearings are facilitated by a moderator. The project manager typically gives a presentation using PowerPoint (or recorded on video) covering the following:</p> <ul style="list-style-type: none"> • Hearing purpose • Project purpose and need • Project scope and location • Project history • Description of the hearing process and how to comment (written comments by stated comment deadline or orally to the court reporter) • Description of alternatives and outcomes of environmental review <p>Following the presentation, participants offer comments by speaking into a microphone. Comments are recorded by a court reporter. The moderator may choose to time limit comments to ensure that everyone wanting to comment has the opportunity to do so.</p> <p>Participants wishing to speak should sign up prior to the beginning of the comment period. This lets the moderator know how many people wish to speak. Participants who do not sign up to comment are allowed to speak after the last registered speaker has commented.</p> <p>Comments may also be submitted in writing during the official comment period.</p> <p>The room layout includes a sign-in table and information gallery with tables containing materials, handouts and displays, in addition to the auditorium seating and presentation area. Project team members should be available in the information gallery to answer questions. The formal presentation and comment portion of the hearing should begin 30-60 minutes after the scheduled start time to allow participants time to sign in and review project information prior to the start of the presentation and comment time.</p>

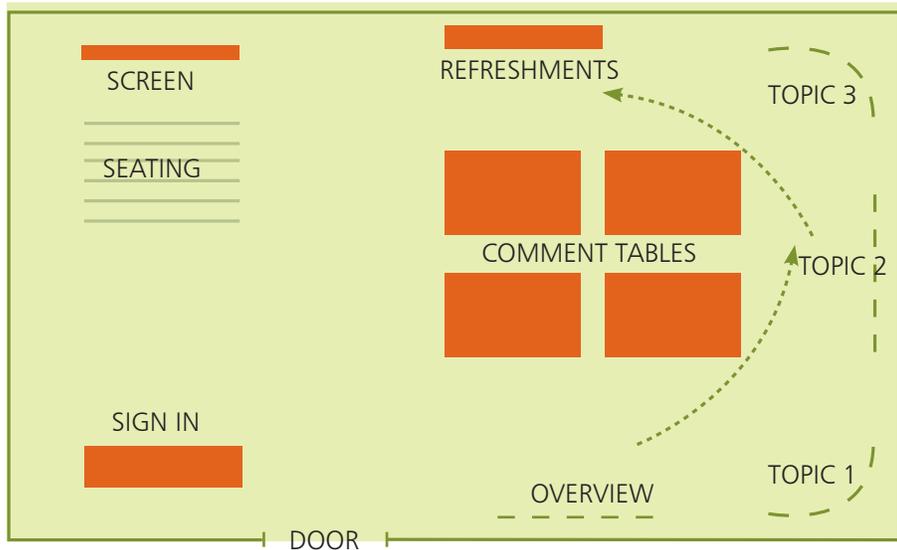
Configuring the Room for Public Meetings

Here are some possible room configurations for open houses, workshops and public hearings.

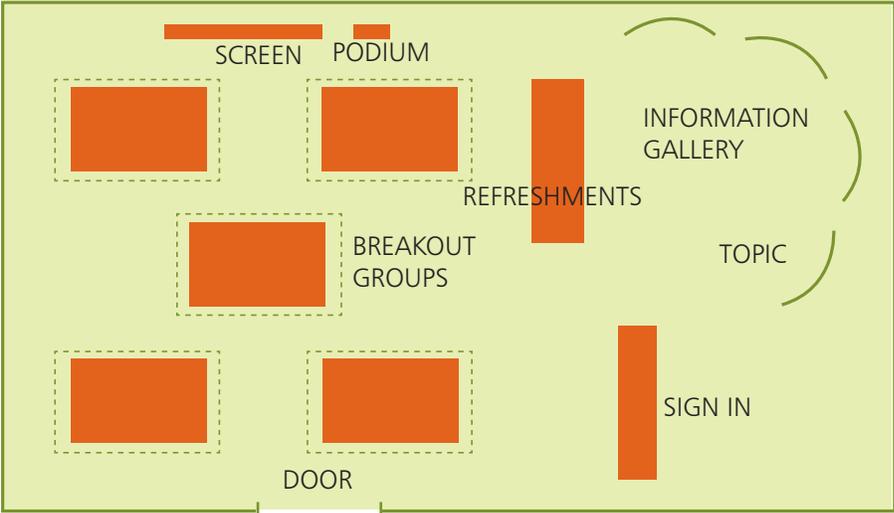
Open House without presentation



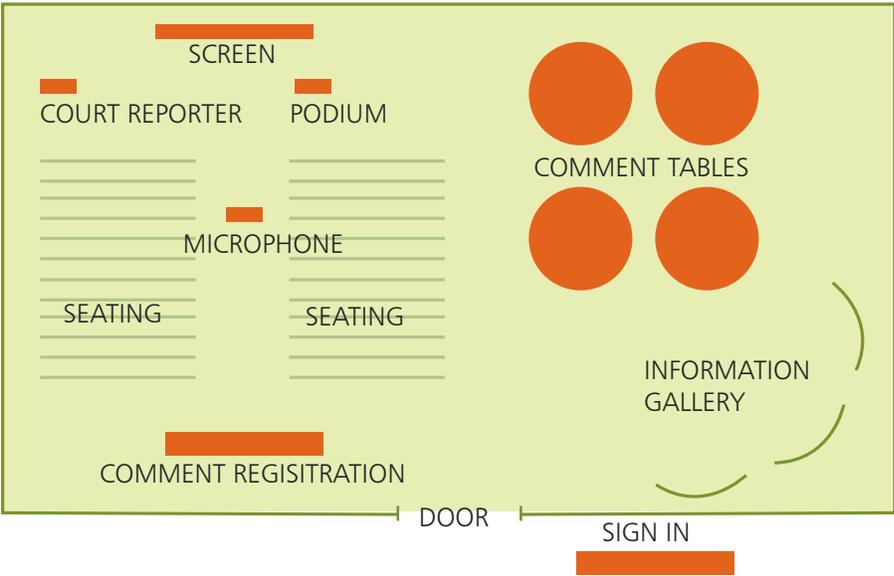
Open House with Presentation



Workshop



Public Hearing



Selecting a Meeting Venue

When choosing a venue for a public meeting, look for a venue that:

- Is accessible to everyone, including people with disabilities.
- Is served by public transit (be sure that transit service is available during the scheduled meeting time).
- Has meeting rooms that are large enough to allow enough wheelchair clearance around tables and display materials.
- Provides adequate lighting in the elevators, hallways, stairwells, and outside the facility.
- Provides tables, chairs, and audio equipment. While equipment can be rented, it can be expensive and makes meeting set up more complicated.
- Allows refreshments to be served if this is an important aspect of the meeting.

Getting the Word Out About Public Meetings

Meeting Notices and Announcements

Public meetings should be advertised at least two weeks prior to the event date. Meeting notices can take the form of postcards mailed to homes and businesses; paid ads in local newspapers or neighborhood newsletters; posters in libraries, supermarkets, or community centers; postings on HDOT or Highways Division website or social media pages; event notices in e-newsletters, community calendars, and blogs; e-mails to project listservs; or fliers. Remember to invite Highways Division staff members as well, especially those who will be involved in future project phases.

Meeting notices do not need to be fancy, or highly designed, but they should be developed with a clear call to action, using easy-to-understand, concise language. Basic information to include includes:

- Date, time, and location of the event
- Brief description of the format and purpose of the meeting
- Meeting or event sponsor(s)
- Contact information – name, title, e-mail, and telephone number
- Project website address

See Templates for a postcard template.

Display Advertisements

The only way to guarantee a media outlet will present information about your project to the public is through paid advertising. Because you create the ad, you are able to control what is said and when the ad will run.

A paid advertisement in a newspaper is called a display ad. The ad should be visually attractive and provide enough information about the event so that the reader can decide whether or not to participate. See Templates for a display ad template.

Legal Notices

More information on required legal notifications for Federal EAs and EISs, see the document *State of Hawai`i, Public Involvement/Public Hearing Procedures for Federal-Aid Highway Actions*.

Fact Sheet Template



Project Masthead

Want to learn more?

For the latest news and information, contact:

INSERT NAME
Project Manager
 (xxx) xxx-xxxx
 INSERT E-MAIL ADDRESS

Project Website:
 INSERT URL

Date | Issue

Project Description

Limit text to 2-3 short paragraphs. Topics to include:

- What is the project purpose and need?
- Where will the project occur?
- How will the project affect the public?
- When will it take place?
- What is the environmental impact?

Project Benefits

Provide bulleted list of 3-5 project benefits

- Benefit 1
- Benefit 2
- Benefit 3

Project Funding

- What is the project cost?
- How is the project being funded?

Map of project area

Insert photo or artist rendering

Project Timeline

Comment Form Template

Front



Project Masthead

Date:

Thank you for attending today's meeting. We value your input – please take a few moments to share your thoughts and ideas about the project. Feedback collected at today's meeting will help the project team as they move forward with the project.

1. What are your comments about the project information presented today?

2. What else should we consider as we move forward with the project?

3. Do you have any other thoughts or questions for the project team?

Comment Form Template *(continued)*

Back

Questions? Contact: INSERT NAME, Project Manager

(xxx) xxx-xxxx | INSERT E-MAIL ADDRESS

Would you like to receive future project information? Yes/No (circle one)

If yes, please provide your contact information:

Name

Address

City

State

Zip Code

E-mail Address

Affix First
Class
Postage
Here

**Addressee
Address
City State Zip**

Process Evaluation Worksheet (for participants)

This worksheet supports the Process Evaluation discussed in Step 8 of the Workbook (pages 66-73). Use this questionnaire to get feedback from public meeting participants about the quality of an event or materials at an event.

Questionnaire to be completed by participant

Project name and activity: _____
(insert project name)

Date: _____

Mahalo for participating in _____ . In
(insert project name)
our effort to continuously improve the quality and effectiveness of our outreach, please take a minute to answer the following questions.

1. How did you hear about the _____ ? (insert project name)

- Direct mail notice
- Newspaper article
- Advertising
- Radio/Television
- Neighbor or friend
- Neighborhood flyer
- Other: _____

2. Which of the following describes your reasons for participating in _____ ? (insert event name)

(CHECK ALL THAT APPLY)

- I want to find out what the _____ is about
(insert project name)
- I want to know more about the options being considered
- I live near _____
- I travel through _____
- I have an interest in the potential environmental impacts of _____

Process Evaluation Worksheet *(continued)*

- I am concerned about potential impacts on cultural resources
- Other: _____

3. On a scale of 1-5, with 1 meaning “low quality” and 5 meaning “high quality,” please rate the quality of the following elements of the

<small>(insert event name)</small>					
	LOW QUALITY			HIGH QUALITY	
	1	2	3	4	5
Quality of displays	1	2	3	4	5
Quality of handouts	1	2	3	4	5
Quality of presentations	1	2	3	4	5
(Other?)_____	1	2	3	4	5

4. Do you feel that the questions you have about _____ were adequately addressed? (insert project name)

- YES
- NO

If not, why?

Process Evaluation Worksheet *(continued)***5. Would you be interested in getting further information about the project?**

If yes:

- Put me on your e-mail list-serve.
Your e-mail address: _____
- Subscribe me to your twitter-feed: _____
- Send me text alerts at: _____
- Send me information about the following topic(s):

6. Do you have any other comments or suggestions?**Mahalo for your comments! For more information, contact**

Name

Phone

Email

Public Meeting Postcard Announcement Template

 <h1 style="margin: 0;">Project Masthead</h1>	
<p><i>Insert photo or artist rendering</i></p>	<p>Public Meeting PROJECT NAME</p> <p>2-3 sentence project description and meeting purpose.</p> <p>Month, Date, Year Time Venue Name Venue Address City, State, Zip</p> <p><small>For more information, contact NAME, at (xxx) xxx-xxxx or INSERT EMAIL ADDRESS. To request language interpretation, an auxiliary aid or service (i.e. sign language interpreter, accessible parking, or materials in an alternative format), contact (indicated name and telephone) (voice only) fourteen (14) days prior to meeting date. TTY users may use TRS to contact our office.</small></p>

<p>Public Meeting PROJECT NAME</p> <p>Day, Month, Date, Year Time Venue Name Venue Address City, State, Zip</p> <p>Attend a public meeting to:</p> <ul style="list-style-type: none"> • Reason 1 • Reason 2 • Reason 3 <p>Web address.com</p>	<p>RETURN ADDRESS</p>	<p>PRST STD US POSTAGE PAID CITY STATE PERMIT NO. ____</p>
---	---------------------------	---

*Please refer to the HDOT Director’s memo dated 8/1/08, Subject: Special Needs Notification - Change of Telephone Interpreter Vendor, OCR-T 1.6701 for more information.

Display Ad Template

Project Masthead



Public Meeting

PROJECT NAME

2-3 sentence project description and meeting purpose.

Day, Month, Date, Year
 Time
 Venue Name
 Venue Address
 City, State, Zip

Attend a public meeting to:

- Reason 1
- Reason 2
- Reason 3

Contact info:

Phone
Web address.com

***Insert photo or
artist rendering***

Map of project area

For more information, contact NAME, at (xxx) xxx-xxxx or INSERT EMAIL ADDRESS. To request language interpretation, an auxiliary aid or service (i.e. sign language interpreter, accessible parking, or materials in an alternative format), contact (indicated name and telephone) (voice only) fourteen (14) days prior to meeting date. TTY users may use TRS to contact our office..

*Please refer to the HDOT Director’s memo dated 8/1/08, Subject: Special Needs Notification - Change of Telephone Interpreter Vendor, OCR-T 1.6701 for more information.

Sample Presentation Template

(INSERT PROJECT NAME)

Hawaii State Department of Transportation
Highways Division

(Meeting title and date)

(Include project logo if available)

1

Presentation Checklist

- ✓ Are the text and images visible?
- ✓ Are the information needs of the audience being met?
- ✓ Has the jargon been scrubbed out?
- ✓ Will it be clear to the audience why the presentation is being made?
- ✓ Has the decision process been clearly communicated?
- ✓ Will it be clear to the audience how they can stay engaged in the project?

INSERT PROJECT NAME IN SLIDE MASTER

2

Welcome

- Welcome everyone to the meeting
- Introduce the project team
- Go over meeting ground rules

INSERT PROJECT NAME IN SLIDE MASTER

3

Presentation Objectives

- Insert discussion topics and the desired outcome of this presentation
- Go over the agenda

INSERT PROJECT NAME IN SLIDE MASTER

4

Project Background

- Insert “elevator speech” and/or key messages
- Insert other information such as project budget or funding source

INSERT PROJECT NAME IN SLIDE MASTER

5

Project Benefits

- Be as quantitative as possible
- Refer to messaging platform for this project

Insert visuals

Insert visuals

INSERT PROJECT NAME IN SLIDE MASTER

6

Workplan

Milestone #1 Milestone #2 Milestone #3



INSERT PROJECT NAME IN SLIDE MASTER

7

Key Project Elements

- Insert element 1
- Insert element 2
- Insert element 3

Insert map of project area



INSERT PROJECT NAME IN SLIDE MASTER

8

Current Status

- Project status
- Key issues



INSERT PROJECT NAME IN SLIDE MASTER

9

Key Issues/Challenges

- Provide a context of the parameters within which the project must be conducted, i.e.:
 - Schedule (lapsing funds or legislative deadlines)
 - Funding (limited amount of funding to address all the issues)
 - Balancing project or stakeholder needs.



INSERT PROJECT NAME IN SLIDE MASTER

10

Community Feedback

- Insert the topics that require public input



INSERT PROJECT NAME IN SLIDE MASTER

11

Get Involved!

- Insert public involvement decision milestones and opportunities, such as:
 - Upcoming dates
 - How to join the project’s mailing list
 - Links to the project website
 - Project team contact information



INSERT PROJECT NAME IN SLIDE MASTER

12

Next Steps

- Insert next steps in the project process



INSERT PROJECT NAME IN SLIDE MASTER

13

Public Involvement Plan Documentation Template

Date:

Project Name:

Project Team

(Indicate contact person for public involvement plan in bold)

Name, Division	Office	Pager/Cell	E-mail

Project Overview & Background:

Project Phase:

- Corridor Study
 Environmental
 Design
 Construction
 Operations and Maintenance
 Design Build

Start Date: _____ End Date: _____

Anticipated level of public involvement:

Refer to Workbook Step 1 (Pages 40-41) for more information on assessing the level of public involvement

- Minimal (rated 1 or 2)
 Moderate (rated 3)
 Robust (rated 4 or 5)

Public Involvement Plan Documentation Template *(continued)*

Stakeholder Summary: *(note contact specifics in separate stakeholder mailing list)*

Refer to Workbook Step 2 (pages 42-46) for information about conducting a stakeholder analysis

Stakeholder Group	Primary Interests/Issues	Outreach Tools

Public Involvement Objectives & Approach

Refer to Workbook Step 5 (pages 54-55) for more assistance on defining objectives

Key Messages

Refer to Workbook Step 6 (pages 56-59) for more assistance on how to create key messages

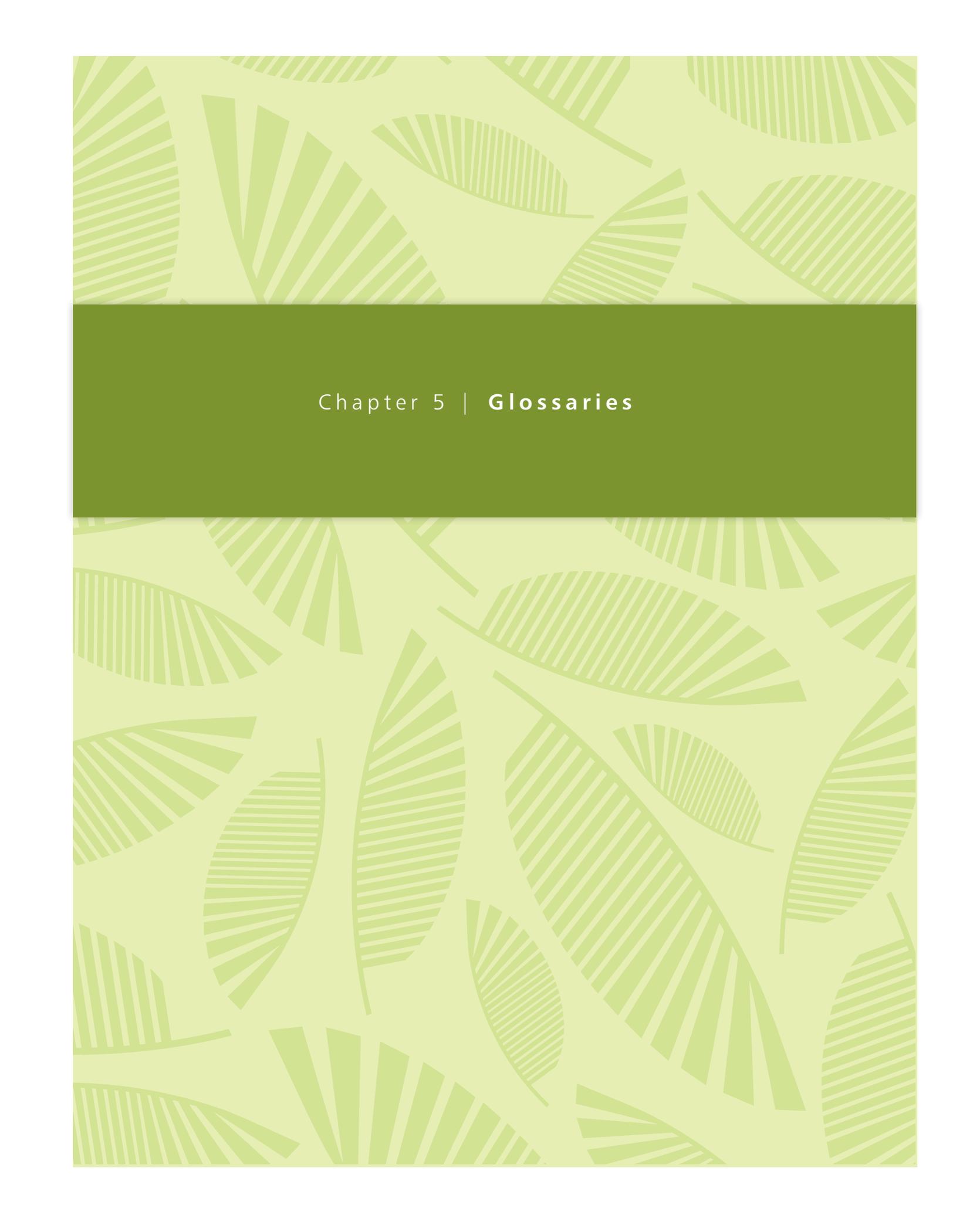
Elevator Speech:

Key Messages:

- 1.
- 2.
- 3.

Is the project likely to need culturally sensitive outreach?

Refer to Workbook Step 7 (pages 60-65) for information about assessing the need for culturally sensitive outreach

The background of the page is a repeating pattern of stylized green leaves. Each leaf is filled with fine, parallel lines radiating from the central vein, creating a textured effect. The leaves are scattered across the page in various orientations and sizes. A solid dark green horizontal band is positioned in the upper middle section of the page, containing the chapter title.

Chapter 5 | **Glossaries**

Outreach Tools and Tactics Glossary

Inform

One-way flow of information from the Highways Division to the public to assist in understanding issues, alternatives, opportunities, and/or solutions.

Community-based media

Distribute project information through community newsletters, blogs, Facebook pages, and websites managed by organizations in the project area.

Design visualization

Illustrations or animations that help people visualize a project or concept. Design visualizations can show a community how different project alternatives may impact their community during construction or look once they are constructed.

Direct Mail

Print materials mailed directly to homes and businesses such as postcards to announce upcoming public meetings or open houses, newsletters, to share more detailed project information, or a project flier or fact sheet. Direct mail pieces should always include a designated contact person's name, phone number, e-mail, website, and information on how to obtain translated project information or information in alternate formats.

Electronic message board

An electronic sign that allows delivery of important project information, such as upcoming road closures, detours, or to announce public project meetings.

Information kiosk

Information booths with project information placed in visible locations in an affected neighborhood. Can be located on existing bulletin boards at parks, libraries, and community centers or they can be kiosks set up by the project team. Information kiosks are a good tool for reaching audiences who may not attend public meetings or check the project website.

Listserv

Database of project stakeholders used to distribute information via e-mail such as surveys; meeting invitations, agendas, and summaries; and other project-related information. Stakeholders can sign up for the project listserv by e-mailing a designated e-mail address or via a link on a project website.

Media relations

Outreach to print and online newspapers, radio and television stations to disseminate key messages about HDOT programs and projects. Can be used to help prevent misconceptions about a project or inform the public about the public involvement process and upcoming public involvement activities.

Newspaper ads and legal notices

Newspapers are the primary medium for required public notification of required environmental process comment periods, hearings, and announcements. Local newspapers may provide added opportunity for public notification through display ads (paid advertising).

Radio public service announcements (PSA)

A public service announcement is a type of advertisement featured on television, radio, print or other media. Whereas the objective of a standard advertisement is to market a product, a PSA is intended to raise awareness of an issue, affecting public attitudes, and potentially stimulating action.

Video

Video can be used to share information about a project. An important benefit of video is that all audiences receive the same consistent, accurate message. It is a good medium for sharing design visualizations or explaining complex design ideas. Videos can be distributed via the project website, through partner agency websites, and to television stations.

Website

The project website is a primary means of sharing project information with the public. Website content typically includes the purpose of the project and project benefits, a description of the project, project schedule and timeline, public meeting information and summaries, presentations, frequently asked questions, a library of project materials, and project team contact information

Consult

Two-way flow of information between the Highways Division and the public to obtain feedback on analysis, alternatives, and/or decisions.

Construction hotline

A telephone number that people can call with questions or concerns about construction. The phone number should be visible on signage placed at the construction site and on printed materials and distributed to all project stakeholders, especially those living or doing business in close proximity to construction. Calls should be returned within one business day. It is important to maintain a log of calls received and responses provided.

E-mail

E-mail can help facilitate comment collection and information sharing. It can be helpful to establish a project e-mail address that is advertised on all project materials. It is also common practice to include the project manager's e-mail address on project materials. A log of e-mails received and responses provided should be maintained.

Open House

Open houses are an opportunity for the public to speak one-on-one with project staff and provide comments on a project. The purpose of an open house is to share information with and gather feedback from the affected residents and stakeholders. Materials, including display boards, fact sheets, and PowerPoint presentations translate complex and detailed information about the project into language and graphics that are easily understood by the public. Key project team members are available to answer questions and address individual issues and concerns. Often, the project manager gives an overview presentation. Public comments are collected and included in the project record.

Outreach tables

Project staff can host outreach tables at parks, in front of grocery stores, malls, at community fairs and festivals, and farmers markets. This is a great way to reach community members who are not yet engaged in the project. This is an effective strategy at the beginning of a project to inform community members about the project purpose and need, decision-making process, alternatives under consideration, and public involvement opportunities. One-on-one outreach can also take place during alternatives analysis, to gather feedback on each alternative. One-on-one outreach is also a good tactic in advance of construction, to prepare the community for construction impacts.

Public hearings

A formal meeting that is required in the Environmental Assessment (EA) or Environmental Impact Statement (EIS) processes. A court reporter is required to take official public comment. Comments may also be submitted at the meeting using a comment form. Hearings will be held at ADA- and transit-accessible, publicly-owned facilities in the affected neighborhood.

Roundtable discussion

Facilitated discussions with community or opinion leaders or advocacy and neighborhood groups. Roundtable discussions are an opportunity to present the project purpose and need, decision-making process, and alternatives under consideration and gather feedback from representatives of key stakeholders.

Site Tour

Staff can hold site tours of the potential sites under consideration for a project or of existing similar projects, to help community members visualize the potential impacts of construction and what the project might look like when completed. It is also an opportunity to gather input from community members about the site.

Social media

Social media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media include blogs, podcasts, wikis, and video. Popular social media tools include Twitter, Facebook, and YouTube.

Stakeholder briefing

Provides information to stakeholder groups about the project purpose and need, range of alternatives under consideration, decision-making process, and upcoming public involvement opportunities. Presentations are typically conducted during the host organization's regularly scheduled meetings.

Surveys

Surveys are used to assess community perceptions and preferences concerning a project or program. Surveys are administered to a sample group of people via a written questionnaire or through interviews in person, by phone, or online. The limited sample of people is considered representative of a larger group. Surveys can be formal (scientifically administered) or informal.

24-hour construction pager

A trained staff member carries the pager and responds to calls immediately, triages the situation, and determines an appropriate response. It is a useful tool during periods of intensive construction activity. The phone number for the pager should be visible on signage at the construction site, on printed materials, and distributed to project stakeholders. A log of calls received and responses provided should be maintained.

Involve

In-depth dialogue between the Highways Division and the public to ensure that public concerns and aspirations are consistently understood and considered.

Community/Neighborhood Briefings

Briefings or presentations to groups of residents and businesses in the affected neighborhood in a more intimate setting than a larger public meeting. Briefings in advance of a public meeting also allow the project team to surface potential concerns early, so they can be addressed and do not derail the public meeting. Briefings are effective early in the project to introduce the project purpose and need and decision-making process. In communities where multiple projects are underway, offering briefings focused on multiple projects can be an effective way to show inter-project coordination.

Charrette

A charrette is a collaborative planning process that brings together experts from multiple disciplines, key stakeholders, and the general public to develop a feasible plan to address a specific planning or design issue. The goal of a charrette is to solve complex design issues with multiple stakeholders in a focused and efficient setting. A charrette allows all involved to understand the opportunities and constraints from each other's perspective and work toward a synergistic, positive outcome. Charrettes can last for only two to three days or as long as a week depending on the complexity and scale of a project. Some charrettes incorporate picnics, tours, and interactive exercises, in addition to the work accomplished within the charrette studio.

Some things to keep in mind when considering a charrette for your project:

- A charrette has the best chance of success when the team is fully committed to uninterrupted participation – no phone calls, e-mails, or partial participation.
- Checking in with key players at multiple points in the charrette is critical to garnering support for the design solution that results from the charrette.
- Charrettes require extensive preparation, including collection of base data and stakeholder outreach completed in advance of the charrette.

- A charrette is just one step in the process of identifying a transportation design solution. The role of the charrette is to set the framework that enables the development of an appropriate solution; it isn't the final solution. After the charrette, the project team continues to test and refine the charrette plan to assure its feasibility. A post-charrette public meeting is recommended, usually four to six weeks after the charrette, to present revised plans for final public review and input.

Door-to-door outreach

This is often a good first step in a potentially controversial project. Door-to-door outreach offers the HDOT the opportunity to introduce the project and designated staff and/or consultants as the primary point of contact, should residents or businesses have concerns or questions. Door-to-door outreach should also be conducted before and during construction.

Interactive Workshop

Workshops are a way to engage the community through hands on, collaborative tasks that help to inform the project team on the community's ideas for design, mitigation and/or a preferred project alternative. Workshops are also a good tool on projects where community members have competing wants or needs, because they provide an opportunity for community members to hear and better understand their neighbor's perspective. A well-designed and facilitated interactive workshop is a good tool for building consensus and recognizing and addressing trade-offs. A workshop is typically a few hours in length, sometimes as long as a full day.

Collaborate

Coordination between the Highways Division and key stakeholders to reach consensus.

Citizen's Advisory Committee (CAC)

A group of stakeholders that meets regularly to address concerns and issues on a controversial project or a project with high impacts. CACs are also effective in creating project champions and building trust within the community. CACs work well when there is some flexibility or choice amongst alternatives. When the range of alternatives is highly constrained by technical and/or financial issues, CACs may not be a good choice, because the participants will ultimately become frustrated that their input will not have much influence over the project outcome. It is also very important to manage the CACs expectations by carefully explaining the decision-making process and their role in it. Whenever possible, the CAC should be established early in the project so members can have the opportunity to influence decisions from the beginning and take real ownership of the project.

Professional Facilitation

Participants work toward mutual understanding with the help of a leader. The facilitator works toward building consensus within a meeting. Using a meeting facilitator is different than mediation. Meeting facilitation starts at beginning of the process, while mediation is usually employed when an impasse is reached.

Legal Requirements, Policies & Guidance Glossary

Federal

TITLE	DESCRIPTION
23 CFR 450	Joint FHWA and FTA regulations guiding the development of statewide transportation plans and programs; requires early and continuous public involvement. www.fhwa.dot.gov/hep/23cfr450.htm
23 CFR 771 Environmental Impact and Related Procedures	Outlines Federal Highway Administration (FHWA) and Federal Transit Administration (FTA) policies and procedures for implementing the National Environmental Policy Act (NEPA) of 1969. Addresses early coordination, public involvement, and project development. www.fhwa.dot.gov/hep/23cfr771.htm
28 CFR 36 Americans with Disabilities Act	Requires government programs to be accessible to people with disabilities. www.usdoj.gov/crt/ada/adahom1.htm
40 CFR, Chapter I, Part 93.105	Guides Federal, State, and local intergovernmental consultation, resolution of conflicts, and public involvement concerning environmental protection. http://edocket.access.gpo.gov/cfr_2003/julqtr/pdf/40cfr93.105.pdf
40 CFR, Volume 31, Chapter V, Parts 1500 1508	Addresses availability of information to public officials and citizens prior to decisions being made. www.access.gpo.gov/nara/cfr/waisidx_07/40cfr1500_07.html
49 CFR 24 Uniform Relocation Assistance & Real Property Acquisition Policies Act	Ensures property owners and people displaced by Federal aid projects are treated fairly, consistently, and equitably. www.fhwa.dot.gov/realestate/49cfr.htm
23 USC 109(h)	Ensures that adverse effects of decisions have been fully considered on Federal highway projects. www.environment.fhwa.dot.gov/projdev/imp109_h.asp
23 USC 128	Requires public hearings or the opportunity for public hearings for plans for Federal aid highway projects. www.fhwa.dot.gov/environment/128.htm
23 USC 135	Requires each state to develop a statewide transportation plan and Statewide Transportation Improvement Program (STIP). Provides for reasonable opportunity for the public and stakeholders to comment on proposed plans. http://www.fhwa.dot.gov/hep/legreg.htm
Age Discrimination Act of 1975	Prohibits age discrimination. http://www.fhwa.dot.gov/civilrights/programs/tvi.htm
Civil Rights Restoration Act of 1987	Prohibits discrimination by agencies receiving Federal financial assistance. http://www.fhwa.dot.gov/legsregs/directives/notices/n4720-6.htm
Executive Order 12898 on Environmental Justice	Addresses avoidance of actions that can cause disproportionately high and adverse impacts on minority and low income populations. www.fhwa.dot.gov/environment/ejustice/facts/index.htm

TITLE	DESCRIPTION
Executive Order 13166 on Limited English Proficiency	Improves access to services for people with limited English proficiency. www.fhwa.dot.gov/hep/lowlim/index.htm
FHWA Order 6640.23	Establishes policies and procedures for the Federal Highway Administration (FHWA) to use in complying with Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations. http://www.fhwa.dot.gov/legsregs/directives/orders/6640_23.htm
Hawaiian Homes Commission Act of 1920	Provides a government-sponsored homesteading program and is intended to provide for economic self-sufficiency of Native Hawaiians through the provision of land. http://hawaii.gov/dhh/laws/Hawaiian%20Homes%20Commission%20Act%201920.pdf
National Environmental Policy Act (NEPA)	Requires consideration of impacts on human environments. http://ceq.hss.doe.gov/ http://environment.fhwa.dot.gov/projdev/index.asp
National Historic Preservation Act of 1966 (Section 106)	Describes the rights of Native American Indians and Native Hawaiian organizations who can show a relationship of lineal descent or cultural affiliation with respect to the treatment, repatriation and disposition of human remains and cultural items that may be found on tribal lands.
Native American Graves and Repatriation Act of 1990	Provides for the rehabilitation of the native Hawaiian people through a government-sponsored homesteading program and is intended to provide for economic self-sufficiency of native Hawaiians through the provision of land. http://www.nps.gov/nagpra/
Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU)	Current federal transportation authorization act which governs federal surface transportation. Continued and enhanced emphasis on strong planning processes and public involvement. www.fhwa.dot.gov/safetealu/legis.htm
Section 504 of the Rehabilitation Act of 1973	Prohibits discrimination on the basis of disability in any highway transportation program, activity, service, or benefit they provide to the general public. http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=browse_usc&docid=Cite:+29USC794
Technical Advisory 6640.8A	Guidance for preparing and processing Environmental and Section 4(f) documents. http://www.environment.fhwa.dot.gov/projdev/impTA6640.asp
Title VI of the Civil Rights Act of 1964	Declares that no person shall be excluded from participating in any program receiving federal assistance on the basis of race, color or national origin. www.fhwa.dot.gov/environment/title_vi.htm
USDOT Order 5610.2	Establishes procedures for the United States Department of Transportation to use in complying with Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations. http://www.fhwa.dot.gov/environment/environmental_justice/ej_at_dot/order_56102a/

State

TITLE	DESCRIPTION
HRS 279A – Statewide Transportation Planning	Requires a comprehensive and multi-modal statewide transportation planning process, and establishes statewide transportation plan requirements for a balanced transportation system. http://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0279A/HRS_0279A-.htm
Hawai`i Revised Statutes 343 (HRS 343)	Establishes a system for an environmental review in the State of Hawai`i. Requires environmental documents be made available for public review and sets requirements for collecting and responding to public comment on environmental documents. http://www.capitol.hawaii.gov/hrscurrent/Vol06_Ch0321-0344/HRS0343/HRS_0343-.htm
Hawai`i Administrative Rules Title 11, Chapter 200	Implements HRS 343 by providing details on the processing of environmental review documents and their contents. http://gen.doh.hawaii.gov/sites/har/AdmRules1/11-200.htm
SB 1876 –Flexible Highway Design	Directs the HDOT to establish guidelines that provide for flexibility in highway design to consider environmental, scenic, aesthetic, historic, and community impacts. http://www.capitol.hawaii.gov/session2005/Bills/SB1876_.htm
HRS 6E	Requires the State Historic Preservation Division to review all public state and local projects for their effects on historic property, including burial sites. http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/HRS0006E/HRS_0006E-.htm
Article XII, Section 7 of the Hawaii State Constitution	The State reaffirms and shall protect all rights, customarily and traditionally exercised for subsistence, cultural and religious purposes and possessed by ahupua`a tenants who are descendants of Native Hawaiians who inhabited the Hawaiian Islands prior to 1778, subject to the right of the State to regulate such rights. [Add Const Con 1978 and election Nov 7, 1978] http://hawaii.gov/lrb/con/constitution/CONST%200012-0007.html
HRS, § 1-1	The common law of England, as ascertained by English and American decisions, is declared to be the common law of the State of Hawai`i in all cases, except as otherwise expressly provided by the Constitution or laws of the United States, or by the laws of the State, or fixed by Hawaiian judicial precedent, or established by Hawaiian usage; provided that no person shall be subject to criminal proceedings except as provided by the written laws of the United States or of the State. [L 1892, c 57, §5; am L 1903, c 32, §2; RL 1925, §1; RL 1935, §1; RL 1945, §1; RL 1955, §1-1; HRS §1-1] http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/HRS0001/HRS_0001-0001.htm
HRS, § 7-1	Building materials, water, etc.; landlords' titles subject to tenants' use states that "where the landlords have obtained, or may hereafter obtain, allodial titles to their lands, the people on each of their lands shall not be deprived of the right to take firewood, house-timber, aho cord, thatch, or ki leaf, from the land on which they live, for their own private use, but they shall not have a right to take such articles to sell for profit. The people shall also have a right to drinking water, and running water, and the right of way. The springs of water, running water, and roads shall be free to all, on all lands granted in fee simple; provided that this shall not be applicable to wells and watercourses, which individuals have made for their own use. [CC 1859, §1477; RL 1925, §576; RL 1935, §1694; RL 1945, §12901; RL 1955, §14-1; HRS §7-1] http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001-0042F/HRS0007/HRS_0007-0001.htm

Glossary of Key Terms

23 CFR 450, Subpart B – Federal regulation requiring each State to carry out a continuing, comprehensive, and intermodal statewide transportation planning process, including the development of a statewide transportation plan and transportation improvement program, that facilitates the efficient, economic movement of people and goods in all areas of the State.

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

Department of Hawaiian Home Lands (DHHL) – Manages the Hawaiian Home Lands Trust lands, water, and related resources and develops and delivers program services that meet the housing needs of native Hawaiians.

Environmental Assessment (EA) – An interim decision document prepared for an action where the significance of social, economic, or environmental impact is not clearly established. If it is found that significant impacts will result, the preparation of an environmental impact statement (EIS) is required. If no significant impact is determined, a finding of no significant impact is prepared.

Environmental Impact Statement (EIS) – An EIS is a full disclosure document that details the process through which a transportation project was developed, includes consideration of a range of reasonable alternatives, analyzes the potential impacts resulting from the alternatives, and demonstrates compliance with other applicable environmental laws and executive orders.

Environmental Justice – Concept requiring government agencies to take into account and mitigate disproportionate impacts to low income and protected class populations. In Hawai`i, it is extended to include impacts to Native Hawaiian people and cultural resources.

Hawai`i Revised Statutes 343 (HRS 343) – State law establishing the state-level environmental review process. HRS 343 is patterned after the National Environmental Policy Act of 1969 (NEPA).

Hawai`i Statewide Transportation Plan (HSTP) – A policy document that establishes the framework to be used in the planning of Hawai`i's transportation system. The goals and objectives identified in the HSTP provide the keys to the development of an integrated, multi-modal transportation system for the safe, efficient and effective movement of people and goods throughout Hawai`i.

Hawaiian Homes Commission Act of 1920 – Passed by Congress and signed into law in 1921, it provides for the rehabilitation of the native Hawaiian people through a government-sponsored homesteading program and is intended to provide for economic self-sufficiency of native Hawaiians through the provision of land.

Hui Malama I Na Kupuna `O Hawai`i Nei (Group Caring for the Ancestors of Hawai`i) – A Native Hawaiian Organization dedicated to the proper treatment of ancestral Native Hawaiians. The organization's goals are to provide ancestral and living Native Hawaiians with traditional interment and re-interment services; provide cultural and legal oversight of Federal, State, and County laws affecting Native Hawaiian burial sites, skeletal remains, and burial goods; help nourish the overall growth of traditional Native Hawaiian cultural beliefs and practices so as to plant the seeds for our future; and repatriate all ancestral Native Hawaiian remains, burial objects, sacred objects, and cultural patrimony.

Informed Consent – Acceptance of a particular action, with a clear appreciation and understanding of the facts, implications, and future consequences.

Metropolitan Planning Organization - The organizational entity designated by federal law with lead responsibility for developing transportation plans and programs for urbanized areas of 50,000 or more in population.

National Environmental Policy Act of 1969 (NEPA) – NEPA establishes the broad national framework for protecting the environment. NEPA's basic policy is to assure that all branches of government give proper consideration to the environment prior to undertaking any major federal action that significantly affects the environment.

National Register of Historic Places – The official list of historic places in the United States worthy of preservation; part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect America's historic and archeological resources.

Office of Hawaiian Affairs (OHA) – Agency charged with protecting Hawai'i's people and environmental resources to ensure perpetuation of the culture, the enhancement of lifestyle and the protection of entitlements of Native Hawaiians; mandated to provide opportunity for a better life and future for all Hawaiians.

Outcome Evaluation – The evaluation process that follows the close of public involvement program to determine if communication and engagement efforts were successful.

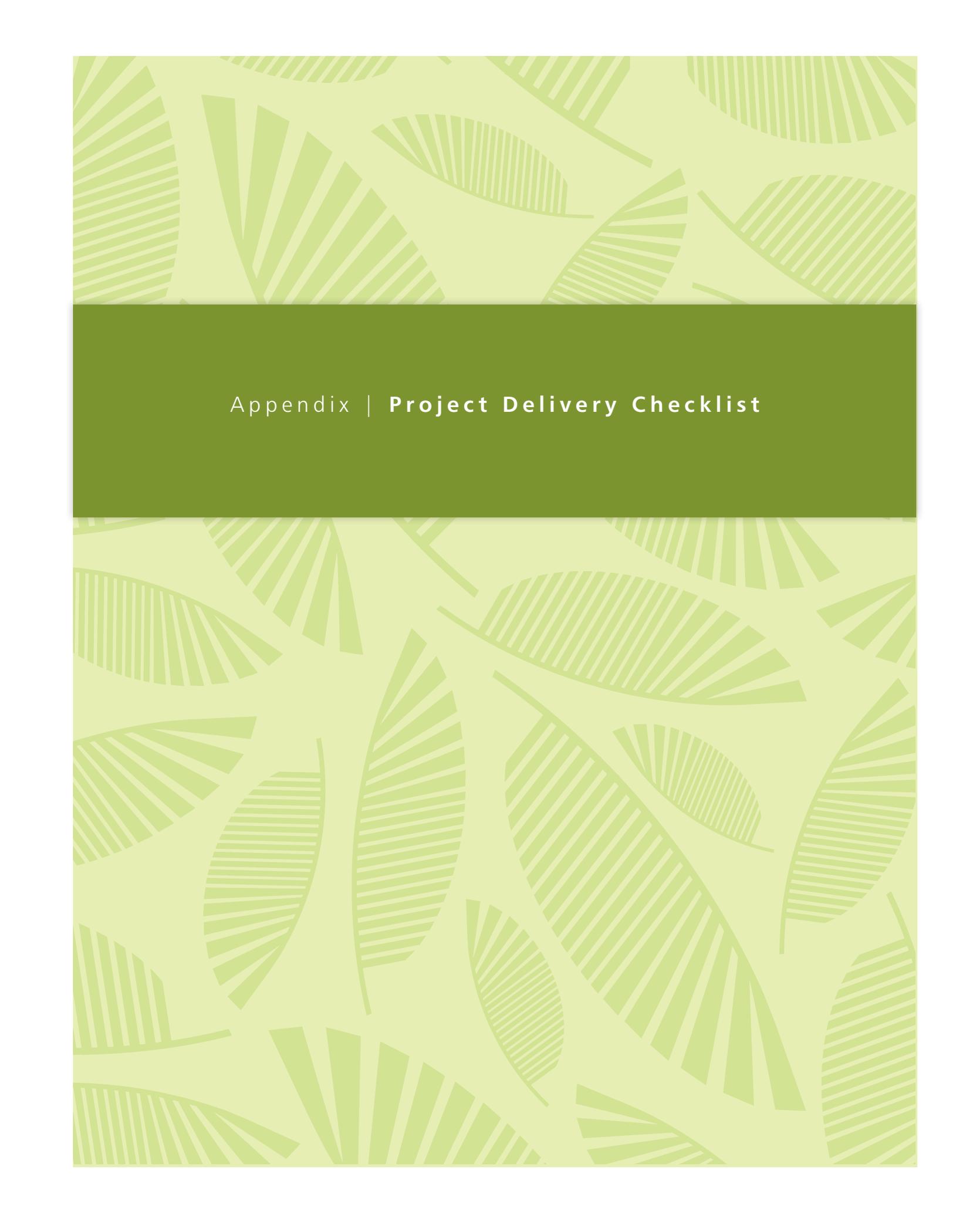
Process Evaluation – An ongoing evaluation of whether a particular public involvement program requires adjustment or corrections during implementation.

Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users or SAFETEA-LU – Current federal transportation authorization act which governs federal surface transportation. SAFETEA-LU calls on the Highways Division to involve the public in the transportation decision-making process.

SB 1876 – Legislation passed by the State of Hawai'i in 2005 directing the Highways Division to establish guidelines providing flexibility in highway design to consider environmental, scenic, aesthetic, historic, and community impacts, with a particular emphasis on protecting the unique identities of Hawai'i's rural communities.

Section 106 of the National Historic Preservation Act (NHPA) – Requires federal agencies to take into account the effects that federally funded activities and programs have on significant historic properties.

Statewide Transportation Improvement Program (STIP) – A four-year fiscally constrained programming document that demonstrates which state, city, and county transportation projects are to be implemented using current revenues.

The image features a decorative background with a repeating pattern of stylized green leaves. Each leaf is filled with fine, parallel lines radiating from the center. A solid, dark green horizontal band runs across the middle of the page, containing the title text.

Appendix | **Project Delivery Checklist**

Highways Division Guide for Public Involvement



Project Delivery Checklist

This document is a companion to the Highways Division Guide for Public Involvement. It is a tool to help you begin to assess your project's public involvement needs, highlighting some of the key steps for incorporating public involvement in the project delivery process. It also serves as an introduction to the resources contained in the Guide for Public Involvement.

Guiding Principles

Build public trust

Build public trust in the Highways Division through public involvement that is honest, transparent, and that demonstrates a sincere interest in community values.

Early and continuous information and input

Throughout each phase of project delivery, provide early and continuing opportunities to share information with and/or gather input from a wide range of stakeholders.

Consistency and coordination

Conduct consistent public involvement for similar efforts throughout the Highways Division and provide an appropriate level of coordination and consideration for each project and its stakeholders that uses resources effectively.

Public involvement strategies, techniques, and methods

Utilize a wide range of public involvement strategies and techniques to meet the diverse needs and characteristics of the Highways Division's plans, programs, projects, and stakeholders.

Documentation

Support accountability and coordination by documenting public involvement activities, input, and follow up responses throughout the life of the effort.

Project Information

Project Title: _____

Project Delivery Phase:

- Environmental Design Design-Build Construction

Purpose and Need:

Project Description/Scope:

Identify scope and assess the benefits and risks internal/external to the process that should be accounted for in the public involvement program.

Public Involvement Requirements

Which of the following requirements is this project likely to trigger? (refer to pages 7-36 for more information)

- NEPA
- HRS 343
- Section 106
- HRS 6E
- Title VI/
Environmental Justice
- NAGPRA
- HRS 264-20/Flexibility in
Highway Design

Technical Considerations

What technical considerations do you anticipate? (refer to pages 40-41 for more information)

- Cost
- Social
- ROW
- Economic
- Present/Future LOS
- Environment
- Parking
- Safety
- Construction impacts/
duration

Community Context

Stakeholders

Who are the primary stakeholders likely to be affected by or interested in this project? (refer to pages 42-46 for more information)

- Those adjacent to the project area
- Users or service providers
- Elected officials
- General public
- Community organizations
- Others _____

Likely supporters include:

Likely opposition includes:

Culturally Sensitive Outreach

Identify considerations for culturally sensitive outreach: (refer to pages 60-65 for more information)

- Minority populations
- Low income populations
- Burial sites
- Limited literacy populations
- Limited-English proficient populations
- Proximity to DHHL lands or communities
- Potential impacts to natural resources or places of historic or cultural significance

Project Risks & Benefits

Categorize project risks and benefits by completing a S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats Analysis (refer to page 53 for more information)

Strengths – internal factors that are strengths of the project

Weaknesses – internal factors that are weaknesses of the project

Opportunities – external factors that provide opportunities for the project

Threats – external factors that are threats to the project

	Internal	External
Positive	Strengths	Opportunities
Negative	Weaknesses	Threats

Based on the assessment of the project, identify the public involvement strategies, objectives, and techniques.

Strategies

Public Involvement Continuum

It is helpful to think about public involvement as a continuum of four strategies – inform, consult, involve, and collaborate — designed to support projects as they increase in their complexity and public impact. As a continuum, these strategies build upon each other. The type of strategy required for a project will help determine the techniques to include in a public involvement plan. Multiple strategies may be used in the same project. (refer to pages 18-20 for more information)

	Inform	Consult	Involve	Collaborate
Goal:	Information from the project team to assist the public in understanding the issues, alternatives, opportunities and/or solutions.	Two-way flow of information between the project team and the public to obtain feedback on analysis, alternatives, and/or decisions.	In-depth dialogue between the project team and the public to ensure that concerns and aspirations are consistently understood and considered.	Coordination between the project team and key stakeholders to reach consensus.
Example Technique:	<ul style="list-style-type: none"> • Website • Visualization • Information Kiosk • Media • Newspaper ads and legal notices • Electronic message boards • Print materials • Public service announcements (PSAs) • Video 	<ul style="list-style-type: none"> • Open house • Roundtable discussion • Site tour • Stakeholder briefing • Surveys • Hotline • 24-hour construction pager • Social Media • Email • Outreach tables • Public hearings 	<ul style="list-style-type: none"> • Neighborhood briefings • Door-to-door outreach • Citizen’s Advisory Committee (Level 1) • Interactive workshop • One-on-one and small group meetings 	<ul style="list-style-type: none"> • Citizen’s Advisory Committee (Level 2) • Professional meeting facilitation • Interagency meetings

Objectives

What is the primary objective of the project’s public involvement program? (refer to pages 54-55 for more information)

- Raise awareness
- Build consensus
- Obtain input
- Provide information
- Create acceptance/support
- Build community ownership
- Facilitate informed consent
- Assure access to project information
- Other _____

Techniques

List likely techniques* on the public involvement continuum that are appropriate for the project’s stakeholders, objectives, and issues: (refer to pages 47-48 for more information)
