

DEMOGRAPHICS Factor Sheet

05-05-2025

Wisconsin Department of Transportation

Alternative:	Preferred: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> None identified	Project ID:
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Title 49, CFR part 21 (Department of Transportation Regulations for the implementation of Title VI of the Civil Rights Act of 1964) requires assurances from States that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the recipient receives Federal assistance from the Department of Transportation, including the Federal Highway Administration. Title 23 CFR 200.9(b)(4) directs state highways agencies to develop procedures for the collection of statistical data (race, color, religion, sex, and national origin) of participants in, and beneficiaries of State highway programs, i.e., relocatees, impacted citizens and affected communities. This data collection allows the agency to identify and analyze the interrelated social and economic effects of their programs, policies, and activities on demographic groups in the United States and help ensure full and fair participation by potentially affected communities in every phase of the transportation decision-making process.

If the project development process has identified the potential for adverse effects, seek assistance from the Region Environmental Coordinator (REC), the Bureau of Technical Services Environmental Process and Documentation Section (BTS-EPDS) liaison or the Bureau of Technical Services Environmental Services Section (BTS-ESS) EJ specialist.

Complete a copy of this Factor Sheet for each alternative carried forward for detailed analysis. If more than one alternative will have the same effects demographic groups, the alternatives may be described on the same sheet, but note at the top and throughout the sheet that it is being completed to reflect multiple alternatives.

When applicable, the information on this Factor Sheet should be consistent with what is included on the Environmental Document Template, as well as any other factor sheets, and the attachments to the document. Additionally, if there is an impact to Tribal Factors they will need to be discussed somewhere in the document or on the Other Factor Sheet. If there is discussion of indirect or cumulative impacts on this Factor Sheet, be sure they are also reflected in the indirect impacts and cumulative impacts discussion in the environmental document.

See WisDOT guidance: <https://wisconsindot.gov/Pages/doing-bus/eng-consultants/cnslt-rsrcs/environment/environmental-justice.aspx>, <https://wisconsindot.gov/Documents/doing-bus/eng-consultants/cnslt-rsrcs/environment/EJflashcards.pdf>

See FDM 25 <https://wisconsindot.gov/rdw/fdm/fd-25-00toc.pdf>

1. **Identify and give a brief description of demographic groups that may be affected by the alternative. For each group identified, include the pertinent demographic characteristics and relative size. If an identified group is also identified as living below the federal poverty line, indicate so in the description.**

Demographic Groups

- ☐ White or Caucasian (origins in any of the original peoples of Europe, including, for example, English, German, Irish, Italian, Polish, and Scottish)
Describe:
- ☐ Black or African American (origins in any of the black racial groups of Africa)
Describe:
- ☐ Hispanic or Latino (of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race)
Describe:
- ☐ Asian American (origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent)
Describe:
- ☐ American Indian and Alaska Natives (origins in any of the original people of North America or South America (including Central America), and who maintain cultural identification through tribal affiliation or community recognition)
Describe:
- ☐ Native Hawaiian and Other Pacific Islander (origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands)
Describe:
- ☐ Middle Eastern or North African (origins in any of the original peoples of the Middle East or North Africa, including, for example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli)
Describe:
- ☐ Two or more races including any of the above categories, as defined by U.S. Census
Describe:
- ☐ Individuals living below the federal poverty line, as defined by the Department of Health and Human Services
Describe:
- ☐ Linguistically isolated households (no one 14 or older speaks English “only” or “very well”)
Describe:

Include pertinent demographic characteristics. Indicate, among other things, if demographic subgroups are identified, such as groups living below the federal poverty line, disabled, or elderly populations. Also indicate if limited English proficiency (LEP) was identified and the relative size of these populations.

For FHWA purposes, low-income is a person whose median household income is at or below the Department of Health and Human Services poverty guidelines. The guidelines are updated annually and are available online at: <https://aspe.hhs.gov/poverty-guidelines>. This dollar amount needs to be considered within the analysis, even if additional analysis is also required.

Assistance in identifying minority and other special populations can be found through numerous resources including those identified on the BTS-EPDS website at: <http://wisconsin.gov/Pages/doing-bus/eng-consultants/cns/lt-rsrcs/environment/environmental-justice.aspx>. Metropolitan area long-range plans, if applicable, can also be referenced for information.

Where there are very few displacements, information on race, ethnicity and income levels should not be included in the environmental document to protect the privacy of those affected (FHWA Technical Advisory T6640.8A).

The populations noted here must be consistent with those identified in Question 12 of the ER and EA Template or the Environmental Factors Matrix in the CEC Template.

2. Describe how information on the alternative was communicated to members of all demographic groups in the project area:

Some methods that could be used to communicate project information to groups with unique coordination needs include:

- | | | |
|---|--|---|
| <input type="checkbox"/> Public involvement meetings (PIMs) | <input type="checkbox"/> Brochures | <input type="checkbox"/> Public service announcements |
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Notices | <input type="checkbox"/> Key persons |
| <input type="checkbox"/> Utility bill inserts | <input type="checkbox"/> Emails | <input type="checkbox"/> Direct mailings |
| <input type="checkbox"/> Advertisements | <input type="checkbox"/> Others, identify: | |

The Public Involvement Plan (PIP) should outline various methods for contacting and coordinating with the public. Check the Public Involvement Plan (PIP) to see what it says about outreach to various stakeholders. If outreach was conducted in a language other than English, please include that by selecting "Others" above and describing the outreach. Outreach might be done by contacting any of the following, as appropriate:

- | | |
|--|--|
| <ul style="list-style-type: none">• Local units of government• Business and trade organizations• Civic groups• Civil rights organizations• Clinics• Community or cultural organizations• Employers• Food pantries• Homeowners or tenants• Labor organizations• Legal aid providers | <ul style="list-style-type: none">• Local schools and libraries• Minority business associations• Multi-lingual media outlets• Neighborhood associations or watch groups• Non-profit advocacy groups• Public health and human service agencies• Rural cooperatives• Senior citizen groups• Social services agencies or organizations• Tribal governments• Universities, colleges and vocational schools |
|--|--|

This list is not exhaustive.

For additional guidance on special public involvement considerations see FDM 6-5-20
<https://wisconsin.gov/rdwy/fdm/fd-06-05.pdf#fd6-5>.

Discuss the efforts involved and the input gathered therefrom. This information could come as a memorandum attached to the Factor Sheet.

3. How was input from all demographic groups obtained? Check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Public Information Meeting | <input type="checkbox"/> Focused small group information meetings |
| <input type="checkbox"/> Door-to-door interviews | <input type="checkbox"/> Focused workshop/conferences |
| <input type="checkbox"/> Focus group research | <input type="checkbox"/> Mailed surveys |
| <input type="checkbox"/> Public hearings | <input type="checkbox"/> Key person interviews |

Other, identify:

4. If there is a project advisory committee, identify which demographic groups are represented and by whom.

- ☐ Yes, there was a project advisory committee. Describe:

Examples include: The Director of Centro Hispano served on the committee, a citizen of neighborhood X served on the committee, an Urban League member served on the committee, etc. Don't include the person's name.

- ☐ No project advisory committee was formed, explain:

An advisory committee is not always needed if a demographic group is identified and you meet directly with them.

See the following for assistance in comparing multiple alignments: <https://wisconsin.gov/Documents/doing-bus/eng-consultants/cnslt-rsrcs/environment/EJflashcards.pdf>

5. Will there be potential impacts of any kind (beneficial or adverse) to any demographic group(s) identified above?

☐ No

☐ Yes, describe:

The answer here should be consistent with the information included on the Environmental Document Template.

6. Have issues been identified concerning adverse effects on a specific demographic group(s) related to the alternative?

☐ No issues or concerns related to adverse effects have been raised.

☐ Yes, issues or concerns related to adverse effects have been identified. Describe what the issues or concerns are, who identified the issues or concerns (for example, identify if the issues were raised by the project team, through public involvement, through interagency coordination or by other means), and how the issues or concerns will be addressed:

A numbered list could be helpful when answering 'Yes' to the question above.

Successfully involving demographic groups who are present in the project area and obtaining their input throughout the project development process may be difficult. Project teams should be prepared to go beyond the formal meeting structure to obtain input. See Question 2 for ideas on groups/organizations to contact. Contact the REC, the BTS-EPDS Liaison or BTS-ESS EJ Specialist for additional information.

Demographic groups are not necessarily homogenous. Include in the discussion the relative impacts for any distinct group (as defined in Question 1 of this sheet). Impacts may differ from group to group.

Impact categories or issues that could be identified, both temporary or long-term, may include:

- Changes in accessibility to work, school, shopping, churches, community centers, etc.
- Relocations/displacements
- Changes to transit/bus systems or transit routes/bus stops
- Changes in setting or aesthetics
- Changes in traffic congestion
- Changes in safety
- Changes in community cohesion or make-up
- Changes in noise or vibration
- Changes to economic development or businesses
- Changes to agriculture or agricultural operations
- Impacts on migrant workers
- Changes to natural resources including natural resources used for sustenance or economic viability
- Impacts to public/community gardens/urban garden tracts
- Impacts to wild rice beds, or tribal traditional sugar bushes or other traditional collecting areas
- Impacts to traditional hunting or fishing grounds
- Other concerns may include transportation changes, even temporary changes during construction, changes to the tax base, changes in travel time, changes in accessibility to resources such as groceries, schools, churches, community centers, etc.
- Impacts might not be limited only to direct impacts, but may also include indirect impacts and cumulative impacts

Title VI of the Civil Rights Act of 1964, requires that no person, because of race, color, or national origin, be excluded from participation in, denied the benefits of, or in any other way be subjected to discrimination under any program or activity receiving Federal assistance.

All environmental commitments made to avoid, minimize or compensate for impacts must be included in Question 22 of the ER and EA Template or Question XI of the CEC Template.