NHTSA

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

Public Participation and Engagement

Part 1

Bipartisan Infrastructure Law

Presenters: Rita Hill, Shannon Hughes, Andrew Dentamaro

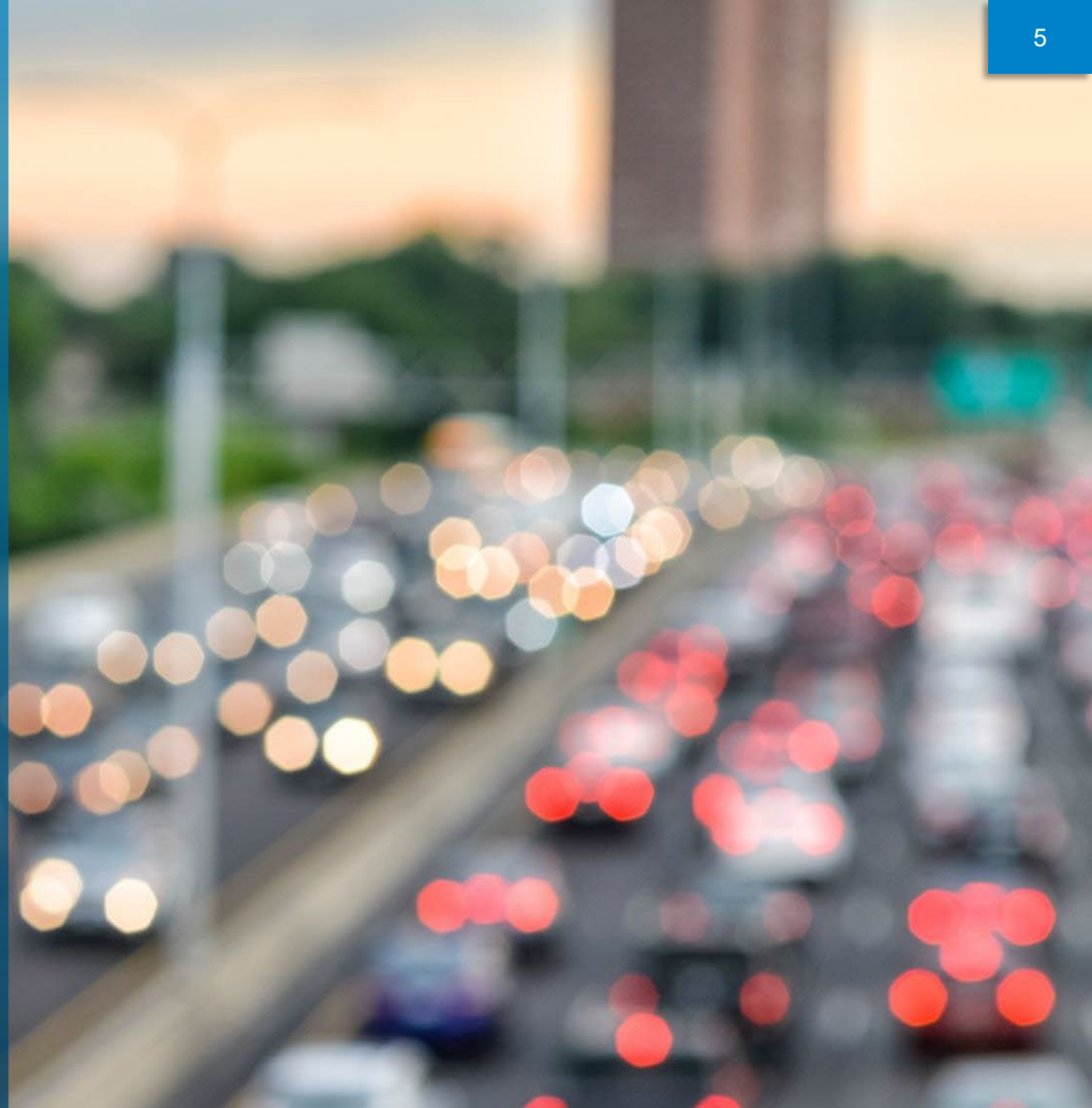
AGENDA

1. Introduction and Objectives
2. Public Participation and Engagement Background
3. Key Terms
4. Triennial HSP Requirements and Examples
4. Steps Toward Public Engagement
6. Additional Resources

Objectives

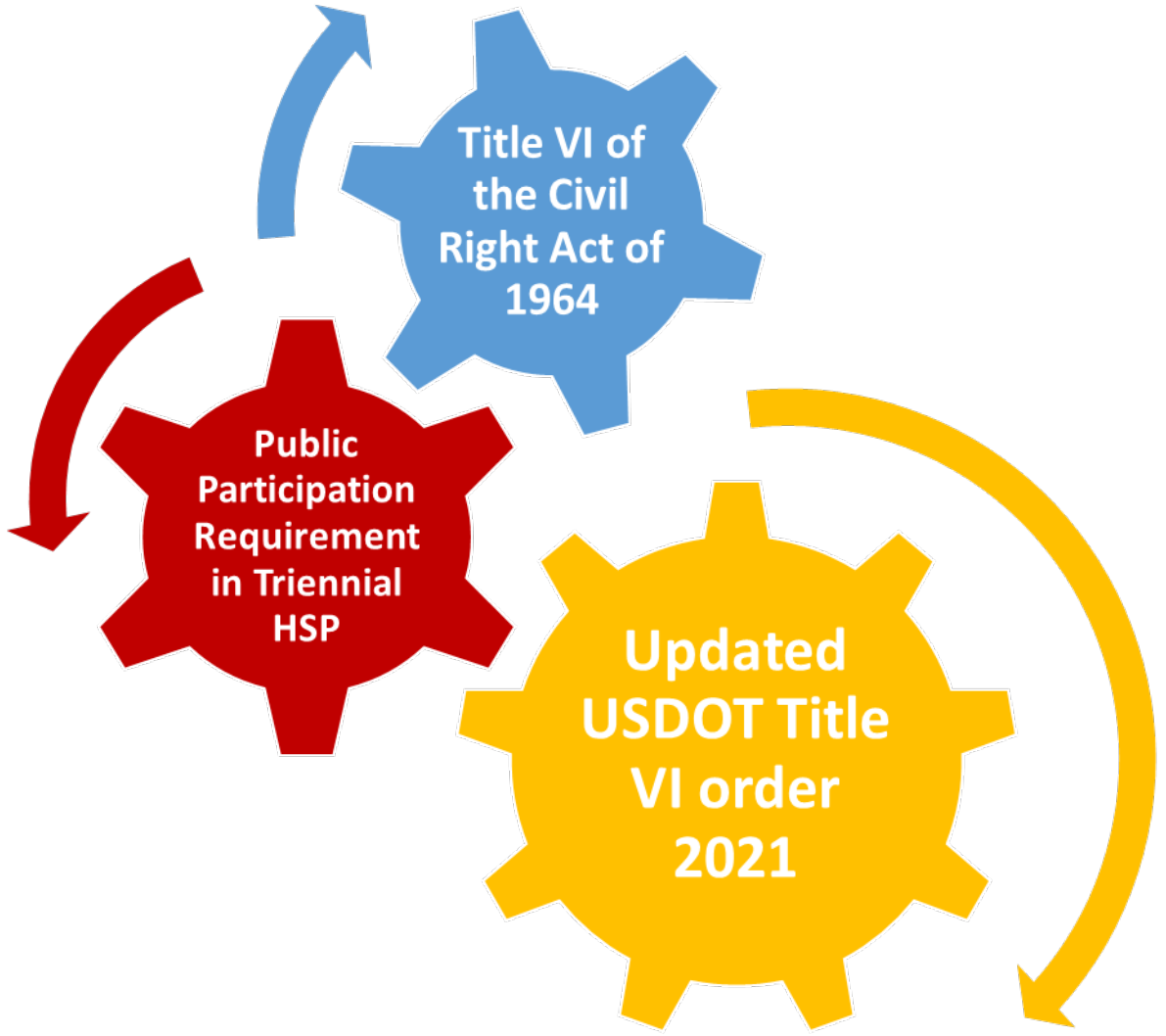
- Describe the importance of public participation and engagement in traffic safety programs
- Understand the relationship between public participation and new requirements in the BIL
- Understand how to meet Public Participation and Engagement requirements

Public Participation and Engagement Background and Key Definitions



Public Participation and Engagement Requirements

In BIL, Congress added a requirement that State highway safety programs result from meaningful public participation and engagement from affected communities, particularly those most significantly impacted by traffic crashes resulting in injuries and fatalities. 23 U.S.C. 402(b)(1)(B).



Why This Matters

Safe System Approach and NRSS

Zero Deaths

Prevention

Title VI and EO 13985

Diversify Countermeasures

Community Matters

Key Terms

Public Participation and Engagement- is a process that proactively seeks full representation from communities, considers public comments and feedback, and incorporates that feedback into a project, program, or plan.

Source: Promising Practices for Meaningful Public Involvement in Transportation Decision-making

Key Terms

Community: populations sharing a particular characteristic or geographic location.

The Public: Anyone who resides, works, visits, has an interest in, or does business in an area potentially affected by transportation decisions.

- traditional transportation stakeholders, i.e. local government agencies and organizations; advocacy groups
- individuals and organized groups of community members, i.e. neighborhood, homeowner, and civic associations; community-based organizations that serve communities

Source: Promising Practices for Meaningful Public Involvement in Transportation Decision-making and 23 CFR 1300.3

Key Terms

Equity: Consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, including:

- Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities;
- lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons;
- persons with disabilities;
- persons who live in rural areas;
- and persons otherwise adversely affected by persistent poverty or inequality.

Source: Executive Order 13985

Key Terms

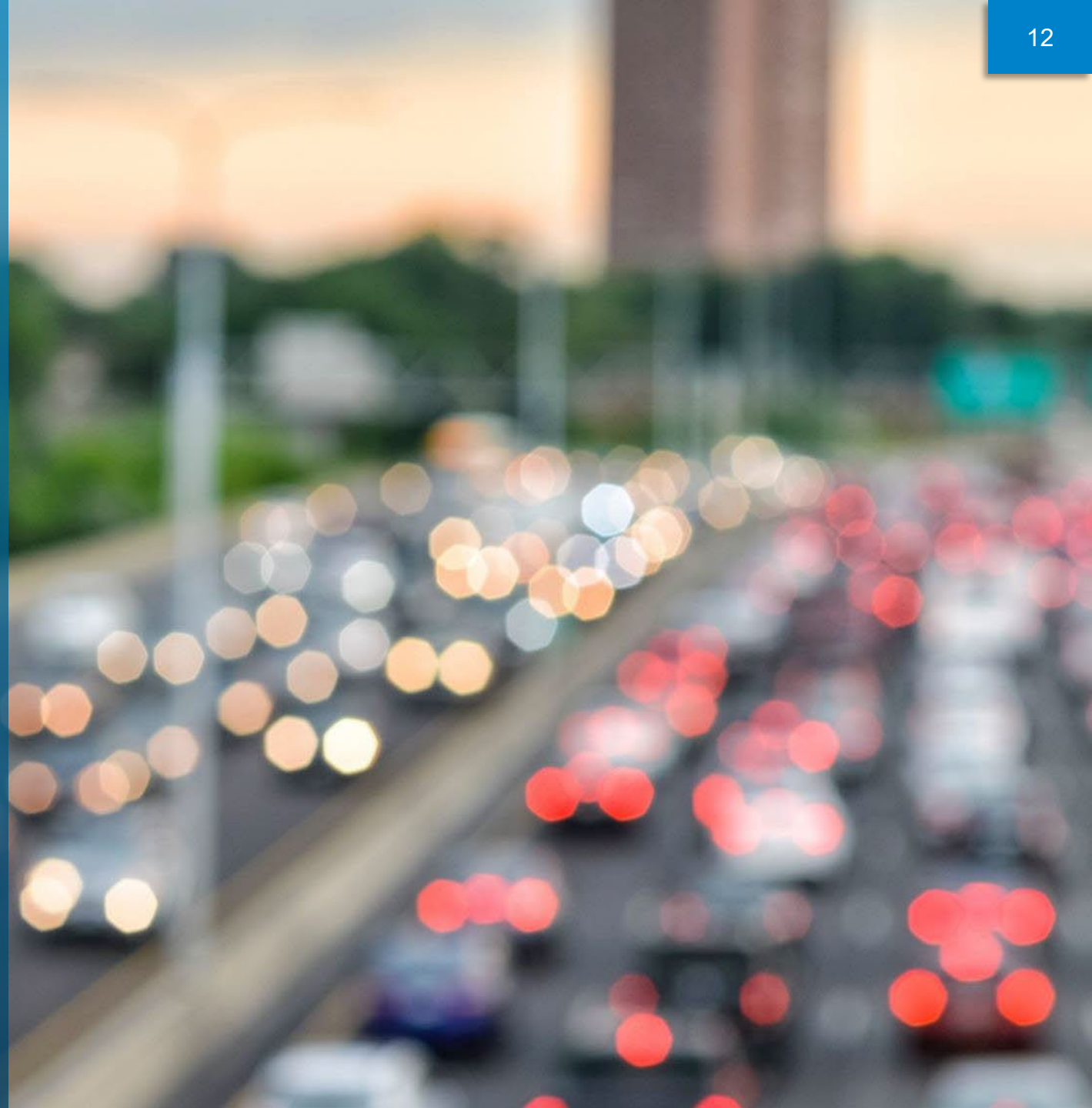
Underserved Populations: Populations sharing a particular characteristic or geographic location, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.

Equitable Data: Data that allow for rigorous assessment of the extent to which programs and policies yield consistently fair, just, and impartial treatment of all individuals.

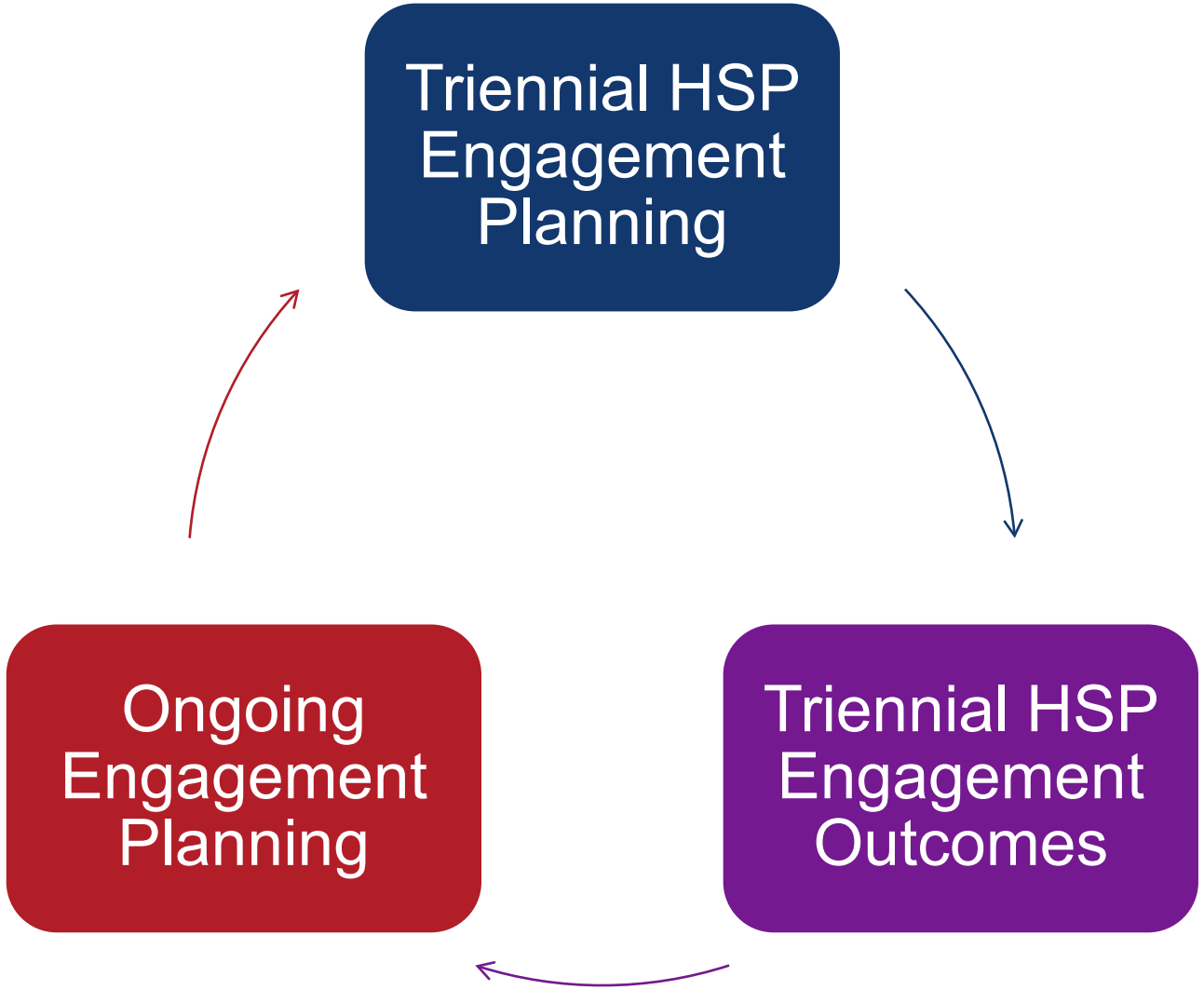
Overrepresented: a disproportionately large number of a particular category or type of person shown impacted through data, especially when compared to the general population or statistical average

Sources: Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government; 'Overrepresented' is adapted from Oxford Languages, part of Oxford University Press

Triennial HSP Requirements and Examples



Triennial HSP Requirements



Source: 23 CFR 1300.11

Triennial HSP Engagement Planning *1300.11(2)(i)*

(2) *Public participation and engagement.*

(i) Triennial HSP engagement planning. Description of the State's public participation and engagement planning efforts in the highway safety planning process and program, including:

(A) A statement of the State's starting goals for the public engagement efforts, including how the public engagement efforts will contribute to the development of the State's countermeasure strategies for programming funds;

(B) Identification of the affected and potentially affected communities, including particular emphasis on underserved communities and communities overrepresented in the data, (i.e., what communities did the State identify at the outset of the process) and a description of how those communities were identified;

Planning:
Starting Goals for Public Engagement Efforts

(A) starting goals for the public engagement efforts, including how the public engagement efforts will contribute to the development of the State's countermeasure strategies for programming funds

-Start with end in mind
-Link to data
-Share how engagement will contribute to program

Key Factor: How public engagement efforts will contribute to the development of the program (use data, connect to Problem ID, connect to Countermeasure Strategies)

Illustrative Example

- Novice drivers ages 15-18 are affected community
- High crash rate across several census tracts

Start with end in mind

Through consistent engagement, we will improve our understanding of risk factors contributing to teen impaired driving. We will also conduct detailed data analyses to understand which novice drivers in the identified age range are most affected.

Link to data

The HSO will engage novice drivers in the 15-18 age range, as well as their caregivers, in the tracts identified with higher crash rates.

Describe how engagement will contribute to program

By further understanding these risk factors we will develop appropriate teen safety countermeasure strategies and implement projects that will help us reduce this trend.

We will leverage our teen driver safety program to expand our engagement with affected communities and adjust our teen safety countermeasures based on their feedback.

Planning:
Identification of Affected Communities

(B) Identification of the affected and potentially affected communities and a description of how those communities were identified

Key Factor: Demonstrate that you used the best available data to identify communities and describe how those sources were used, especially to idenitfy underserved and overrepresented communities

Examples

Example affected community:

- Novice drivers ages 15-18 are overrepresented in traffic fatalities based on FARS and driver license data.
- High crash rate of drivers in this age range occur in a particular neighborhood crossing 2 census tracts.

Example potentially affected community:

- Prominent racial and ethnic demographics within these tracts that are historically underserved may also be impacted
- Historic demographic trend show large East African community

Image courtesy of the Ugandan Community in Greater Chicago (www.ucigc.org)

Triennial HSP Engagement Outcomes

1300.11(2)(ii)

(ii) *Triennial HSP engagement outcomes.* A narrative description of the outcomes of the State's engagement efforts in the highway safety planning process, including—

(A) The steps taken by the State to produce meaningful engagement with affected communities, including—

(*1*) Engagement opportunities conducted and a description of how those opportunities were designed to reach the communities identified in paragraph (2)(i)(B);

(*2*) Accessibility measures implemented by the State in its outreach efforts and in conducting engagement opportunities;

(B) The results of the engagement opportunities conducted, including—

(*1*) A description of attendees and participants, and, to the extent feasible, whether those participants are members of the affected communities identified in paragraph (2)(i)(B);

(*2*) A summary of the issues covered; and

(C) How the affected communities' comments and views have been or will be incorporated into the development of the triennial HSP.

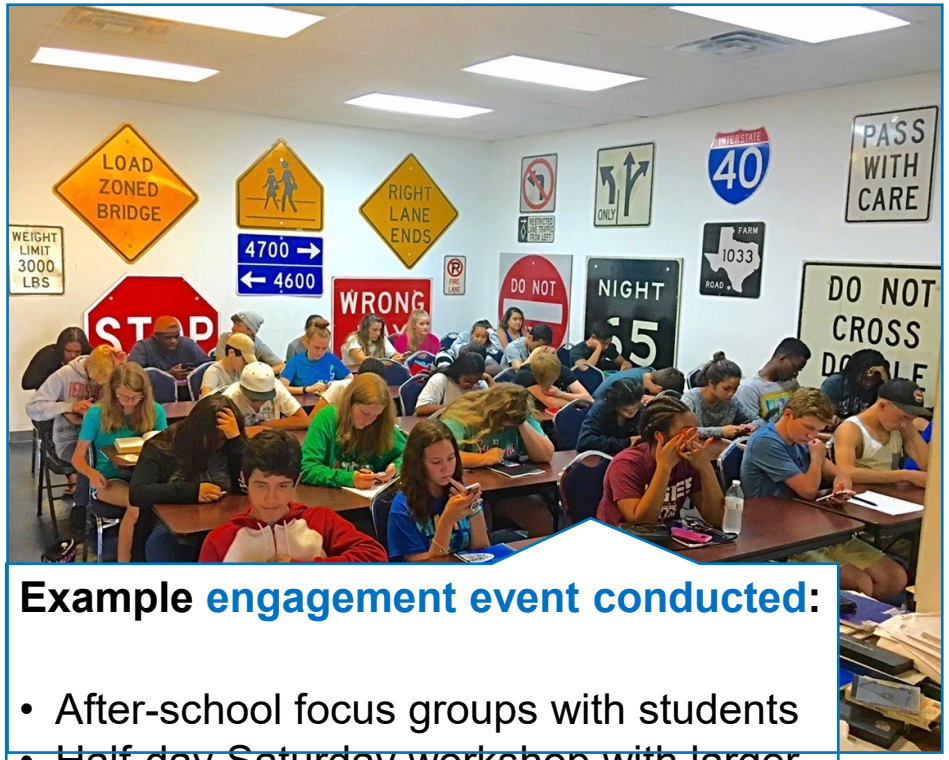
Outcomes:

Engagement Opportunities and Accessibility Measures

(A)(1) Engagement opportunities conducted
(A)(2) Accessibility Measures Implemented

Key Factor: Demonstration of active effort that strives to obtain tangible results that can be reflected in the program.

Examples



Example engagement event conducted:

- After-school focus groups with students
- Half-day Saturday workshop with larger student/family/community in school zone

Image courtesy of the All American Driving School (allamericandrivingschool.com)

Example accessibility measures implemented:

- ADA compliance
- Translation services
- Accessible location, time of day

Image courtesy of the Center for Disability Resources (www.cdrlibraryblog.blogspot.com)

Outcomes:

Description of Attendees and Summary of Issues

(B)(1) A description of attendees and participants, and whether those participants are members of the affected communities

(B)(2) A summary of the issues covered

Attendees:	**Issues Covered:**
--80% of students who participated in our focus group and workshop lived within the census tract --20% were students who lived outside of these tracts but commute on the same roads to get to school --Workshop attendees included residents who live in high crash areas, and parents whose children have been involved in recent crashes	--Participants in the focus group noted humor as a primary mechanism to reach drivers their age through messaging --At the community workshop, many participants supported organizing a student-led campaign around teen driver risks and safety measures. --Parents and caregivers noted a desire for more detailed, in-person education

Outcomes:

Affected Communities' Comments and Views

(C) How the affected communities' comments and views have been or will be incorporated into the development of the 3HSP

--New problem ID or countermeasure strategy

--Funding adjustments

--New or expanded partnerships (ongoing engagement)

--Pilot new project

Triennial HSP Ongoing Engagement Planning

1300.11(2)(iii)

(iii) *Ongoing engagement planning.* - A description of the public participation and engagement efforts in the State highway safety program that the State plans to undertake during the three-year period covered by the triennial HSP, including—

(A) A statement of the State's goals for the public engagement efforts;

(B) Identification of the affected and potentially affected communities, including particular emphasis on underserved communities and communities overrepresented in the data, (i.e., what communities did the State identify at the outset of the process) and a description of how those communities were identified; and

(C) The steps the State plans to take to reach and engage those communities, including accessibility measures implemented by the State in its outreach efforts and in conducting engagement opportunities.

(D) How the affected communities' comments and views will be incorporated into the decision-making process.

Ongoing Engagement Planning

Key Factor: Demonstration that you are thinking ahead and making thoughtful program adjustments

(A) Adjust starting goals based on additional analysis	**(B)** Rethink to expand reach or strategically target	**(C)** Explore new strategies; enhance accessibility measures	**(D)** Plan on how to use feedback

Tips on how to describe your engagement activities

Tell your story!

Include successes, challenges, & areas for growth

Connect the dots

Demonstrate linkages between requirements

Utilize data

Especially when discussing communities identified

Quality over Quantity

No minimum or maximum word count, just the details

Where to capture your Public Participation and Engagement Efforts?

Year 1

- **Results**: Analyze prior cycle, adjust, improve
- **Outcomes:** Describe the results of activities already conducted prior to completing the 3HSP
- **Ongoing Planning:** Describe goals and activities for future PP&E efforts over next 3-years:
- **Annual Report activity report:** Describe the results of activities completed within a grant year

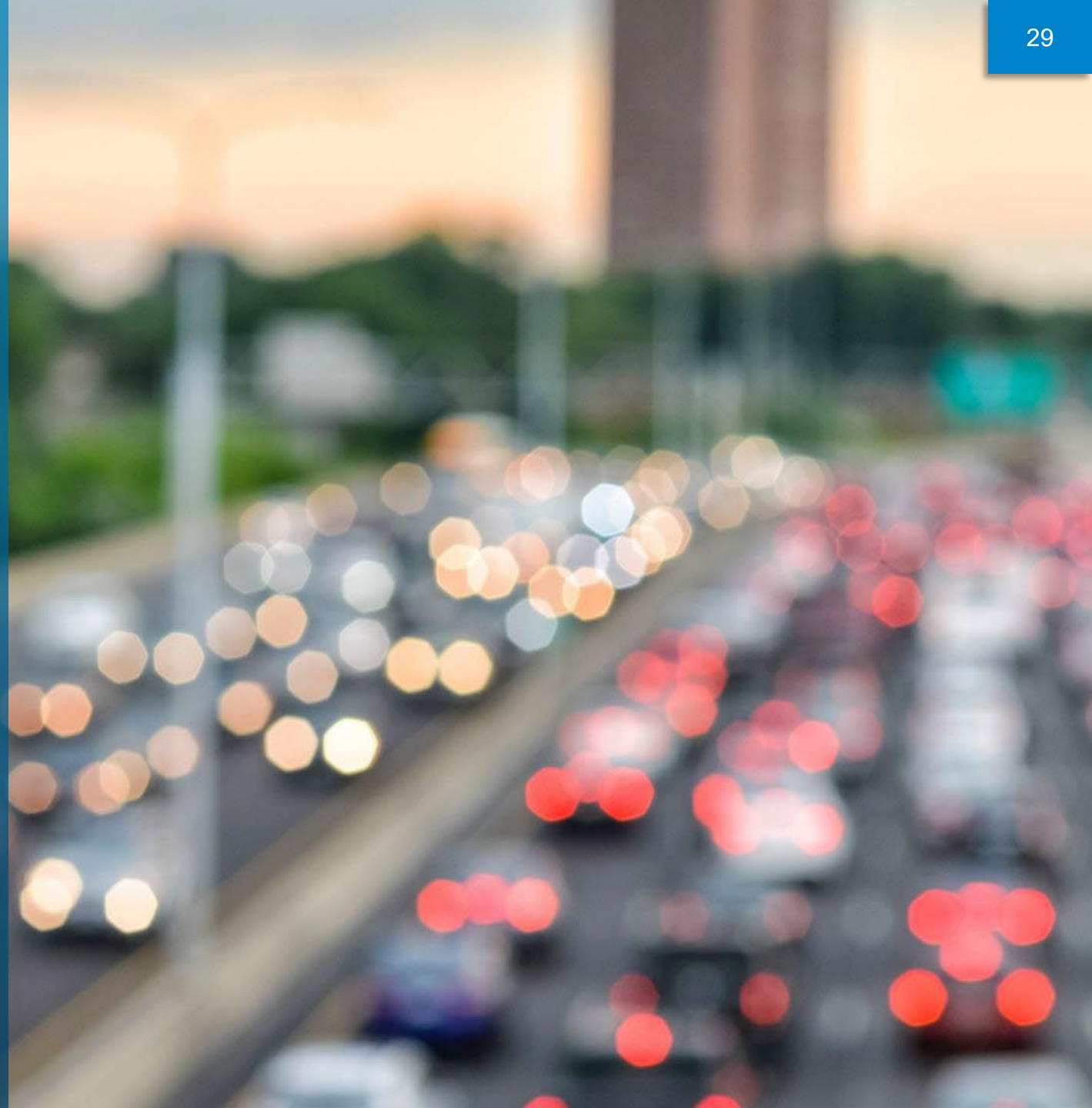
Year 2

- **Update to 3HSP in AGA:** Describe update to PP&E efforts based on results of AR.
- **Annual Report activity report:** Describe the results of activities completed within a grant year

Year 3

- **Update to 3HSP in AGA:** Describe update to PP&E efforts based on results of AR.
- **Annual Report activity report:** Describe the results of activities completed within a grant year
- **Prepare for next 3HSP**: Transition to next cycle

Action Steps Toward Public Engagement



Action Steps Toward Public Engagement

01

Plan
1300.11(2)(i)

02

Engage

03

Evaluate & Report
1300.11(2)(ii)

04

Look Ahead
1300.11(2)(iii)

Step 1: **Plan**

1300.11(2)(i)

Reflect

For longstanding projects in your program, Who are these projects designed for?

Identify communities/conduct data analysis

Develop Goals

Identify communities/conduct data analysis

Example:

- HSO tracking increase in pedestrian fatalities and serious injuries in crash data, but not sure who is overrepresented.
- To find who is overrepresented, the HSO utilized the following data sources alongside their crash data analysis:
  - Census
  - Pedestrian count/volume
  - Behavioral surveys
  - Partner perspective

Start with end in mind

HSO will identify and connect with the underserved and overrepresented communities across the state. We will ensure equal and accessible opportunity to engagement activities and use the results of our engagement to inform how we develop our Statewide plan, countermeasures, and program funds.

Link to data

Based on our analysis of fatality, driver license, and census data, the HSO will engage young drivers and their caregivers in the southwest region of the state. We will prioritize our engagement within the East African population living in this area who are overrepresented in crashes.

Describe how engagement will contribute to program

Engaging this group will help us determine which teen driver safety countermeasures and resources are most effective and culturally relevant to this community and identify potential grantees to support safety in this region.

Step 2: **Engage** – where to begin in strategy selection

Reflect

- Agency history with group
- Establish objectives
- Key messages

Assess Resources

- Time
- Funding
- Partners

Emphasize Inclusion & Accessibility

- Language
- ADA
- Location
- Time of day

Unique Factors

- Communication channels
- Cultural relevance
- Audience size

Step 2: **Engage** - Public Engagement Activity Spectrum

Figure 2 – PE Spectrum Activities

Source: Newfoundland Labrador Office of Public Engagement 'Public Engagement Guide'

Funding

- Use 402 P&A, which is subject to 18% cap
- Allowability is context specific
- Check state rules first

- Examples for how P&A might be used for engagement include:
  - contractor fees to support data analysis
  - personnel costs
  - travel to communities
  - printed supplies used during engagement opportunities

Step 3: **Evaluate and Report**

1300.11(2)(ii)

Output:

- How many people attended?
- Who participated/provided comments?
- Was your intended community reached?
- Presence of Community Leaders at each event?
- Accessibility measures implemented

Outcomes:

- What info did you receive?
- How did that info inform your HSP planning process?
- Did the participants feel they had adequate notice of the public engagement activity?
- Did they think the location, time, and/or primary language used were accessible?
- How did the engagement activity help meet your PP&E goals?

Source: Promising Practices for Meaningful Public Involvement in Transportation Decision-making

Step 4: **Look Ahead**

1300.11(2)(iii)

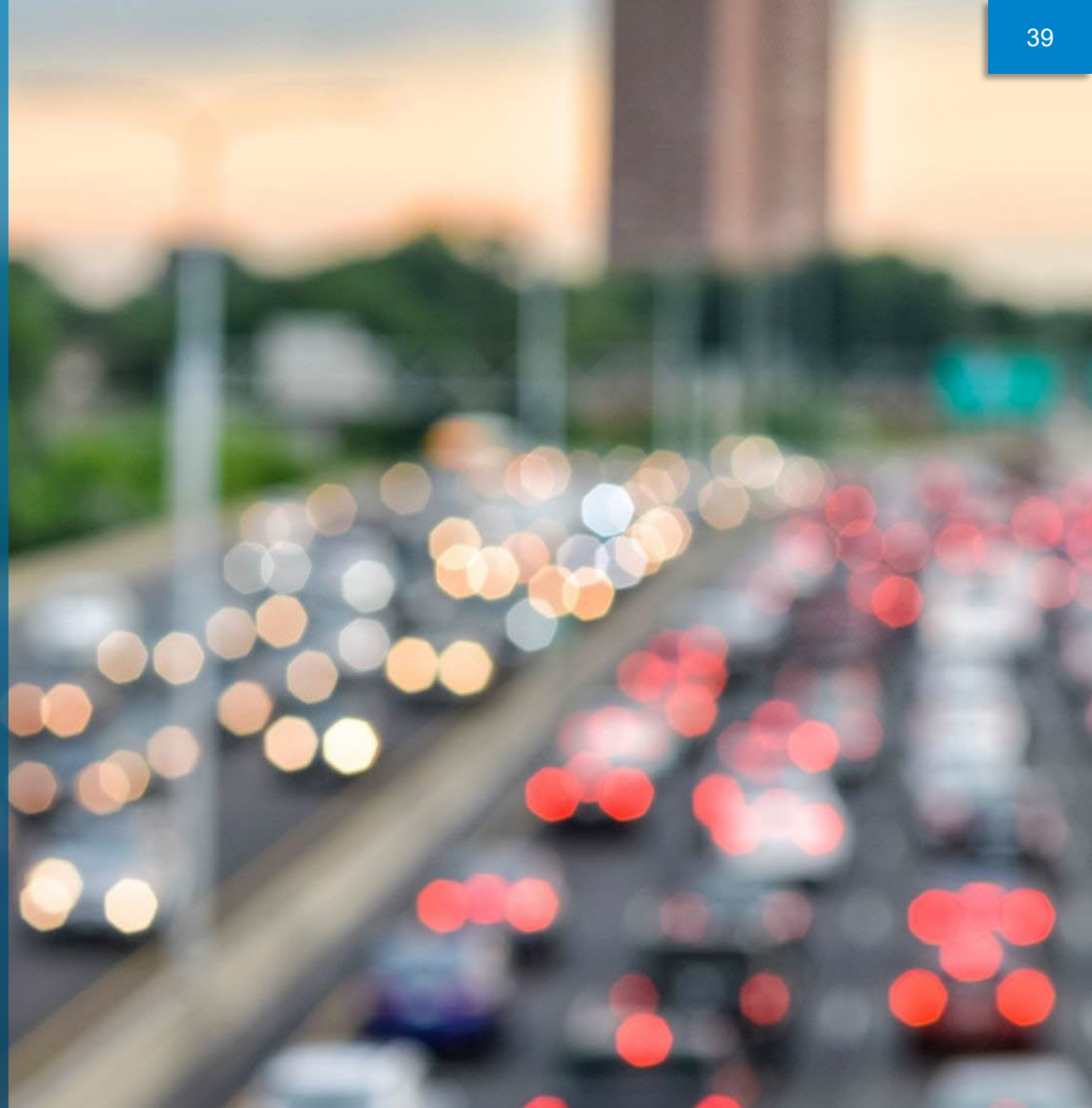
Review starting goals

Reassess communities identified

Identify engagement strategies

Describe potential impacts on decision-making process

Additional Resources



Upcoming Sessions

Public Participation and Engagement Part 2- Thursday, 2/16/23 at 3pm EST

Public Participation and Engagement Part 1- Wednesday, 2/22/23 at 12:30pm EST

Public Participation and Engagement Part 2- Tuesday, 2/28/23 at 3pm EST

NHTSA

Questions

Email:
nhtsaropdprogramquestions@dot.gov