

EJ Tool for Analysis

KNOWING THE COMMUNITY

WHAT DO WE KNOW ABOUT THE COMMUNITY?

1. What can quantitative data managed by the US Census Bureau and other sources of similar data tell us about the community?

For the area of interest, what do the following demographic variables tell us?

- percent low income
- percent minority
- percent children
- percent elderly
- median or average income (past and current)

Instructions:

(Provide answers in appropriate spaces.
Use N/A if not applicable.)

What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>a) <i>What is the economic basis of the community? Can an economic profile be developed?</i></p> <p>b) <i>Are there other demographic variables of interest? (For example: education levels attained, median income, etc.)</i></p> <p>c) <i>For areas of interest that are culturally or economically important for ancestral reasons to populations not physically represented in the assessment, are there other sources of data to describe this population?</i></p> <p>d) <i>What (demographic) criteria or thresholds are being used to identify potentially vulnerable populations?</i></p> <p>e) <i>Are there additional demographic indicators regarding vulnerabilities that are important to consider?</i></p>		

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<p>2. What can we learn qualitatively from the community?</p>	<p>What existing information answers this question?</p>	<p>If none exists, how could you determine this information?</p>	<p>If not obvious or readily available, what strategies could be developed to generate this information?</p>
<p>a) <i>What unique knowledge does the community have about itself and the surrounding area?</i></p> <p>b) <i>How, when, and where can decision-makers best learn from the community and gain appropriate information?</i></p> <p>c) <i>Is the community knowledge relevant to the decision being made? Does it represent the community as a whole?</i></p> <p>d) <i>Are different groups or viewpoints included within the community?</i></p>			
<p>3. Are there traditional cultural practices and/or needs that place this community at risk?</p> <p>a) <i>Are there properties that are on the National Register of Historic Places or that are eligible for the Register by virtue of their historic, archeological, architectural, engineering, or cultural significance?</i></p> <p>b) <i>Are there Native American cultural items, human remains, sacred objects or sites, or objects of cultural patrimony that may be related to an Indian tribe or Native Hawaiian group?</i></p> <p>c) <i>If the area of interest is on federal or Indian land, are there archeological resources, (which may or may not be historic properties) which are sites, features or artifacts that are more than 100 years old?</i></p>			

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	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>d) <i>Will the decision impact any Native American religious practices?</i></p> <p>e) <i>Are there cultural uses of the natural environment, such as subsistence use of plants, animals, or ceremonial or other religious use of places, plants, animals, or minerals?</i></p> <p>f) <i>Are there community cultural norms, values, and beliefs, including their expressions in the ways people, work, play, relate to one another, organize to meet their needs, and generally participate in society that may be impacted by the decision?</i></p>			
<p>4. Are there other ways in which the community may be more vulnerable to or subject to greater risk from impacts on its health or environment?</p> <p>a) <i>Are health services available and culturally accessible?</i></p> <ul style="list-style-type: none"> • <i>Can health services be reached by public transportation?</i> • <i>Are the health services multilingual?</i> <p>b) <i>What are health education needs?</i></p> <p>c) <i>Do residents have health insurance? Can and how do residents pay for health services?</i></p> <p>d) <i>What sorts of prevention and support services exist in the community?</i></p>			

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DISPROPORTIONATE IMPACTS

Is THERE AN ACTUAL OR POTENTIAL IMPACT ON THE ENVIRONMENT OR HEALTH OF THE COMMUNITY, AND Is IT DISPROPORTIONATE?

	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>1. Is there information showing actual impacts on the health or environment of the community?</p> <p><i>a) Are there a variety of morbidity, mortality or other public health indicators, such as high levels of asthma, high blood lead levels, low birth weight rates, anemia, cardiovascular disease, cancer rates, and/or inadequate nutrition?</i></p> <p><i>b) Are there adverse health or environmental impacts from existing permitted or unregulated sources? (e.g., facilities or other stressors such as lead-based paint)?</i></p> <p>2. Is there the potential for impacts from single or multiple sources of risk?</p> <p><i>a) Have all facilities or other sources of exposure to impacts been identified within the area of interest? What information is available on release of contaminants from each source of impacts?</i></p> <p><i>b) How often are facilities in the area inspected and by whom?</i></p> <p><i>c) Are all environmental laws being complied with by all regulated facilities in the area?</i></p> <ul style="list-style-type: none"> <i>• If not, what are the violations?</i> <i>• What has been the disposition of recent enforcement actions (e.g., dismissal, settlement, and average amount of fines, compliance schedules, and supplemental environmental projects)?</i> 			

DISPROPORTIONATE IMPACTS

	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>3. Is there the potential for cumulative impacts?</p> <p><i>a) Are there cumulative risks due to exposure from an aggregation of risks? (This is in addition to the facility that's being sited, or the permit that's being sought.)</i></p> <p><i>b) How many different chemicals are being released to the environment under permits in the area?</i></p> <p><i>c) Are there potentially synergistic effects from multiple contaminants, and/or multiple sources of pollution, that may affect health or the environment?</i></p>			
<p>4. Are there exposure pathways and scenarios that may be overlooked unless the specific circumstances of the community are considered?</p> <p><i>a) Are there special pathways of toxic exposure? (For example, reliance on land or water resources that may become pathways of exposure, such as may be experienced by subsistence fishing and farming communities.)</i></p>			

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MEANINGFUL INVOLVEMENT

IS THE AFFECTED COMMUNITY MEANINGFULLY INVOLVED IN THE DECISION MAKING PROCESS?

	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>1. What do we know about how the public participation processes have or have not worked?</p> <p>a) <i>Physical barriers to participation</i></p> <ul style="list-style-type: none">• <i>When are meetings scheduled?</i> <i>(During the work day?)</i>• <i>Where are meetings held?</i> <i>(In accessible locations near public transportation or in the community?)</i> <p>b) <i>Information and language barriers</i></p> <ul style="list-style-type: none">• <i>How has information been made available in the community?</i>• <i>Has information been translated and made understandable and accessible to the community?</i>			

MEANINGFUL INVOLVEMENT

	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>c) <i>Barriers to community involvement</i></p> <ul style="list-style-type: none"> • <i>Does the community know how to get involved in the process?</i> • <i>Has the community had prior negative experiences with decision makers?</i> • <i>To what degree has there been personal contact between the affected community and the entities whose decisions may impact the community?</i> • <i>What opportunity has the community had to participate in decision making around this action(s)?</i> • <i>When/how can/did the community learn about the proposed action?</i> • <i>Do community members have an opportunity to suggest alternatives or other options?</i> • <i>If a decision was made, was the community involved early on?</i> • <i>Were all potentially affected parties heard from?</i> • <i>What has the community said?</i> 			

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BENEFITS AND BURDENS

WHO'S ENJOYING THE BENEFITS AND WHO'S BEARING THE BURDENS OF THE DECISION?

<p>1. What benefits and burdens may result from the decision, and how do they accrue to various groups?</p>	<p>What existing information answers this question?</p>	<p>If none exists, how could you determine this information?</p>	<p>If not obvious or readily available, what strategies could be developed to generate this information?</p>
<p>a) <i>What benefits—direct and indirect, economic, social, cultural, environmental, health—will or may result from the proposed action/decision?</i></p> <p>b) <i>What burdens—direct and indirect, economic, social, cultural, environmental, health—will or may result from the proposed action or decision?</i></p>			
<p>1. How do the benefits and burdens accrue to different groups?</p> <p>a) <i>What stakeholder groups will or may receive the benefits of the proposed action or decision? What stakeholder groups will or may receive the burdens of the proposed action or decision?</i></p> <p>b) <i>Do the stakeholder groups benefiting from the action also bear a fair share of the burdens or impacts? Are burdens placed on groups that do not have a fair share of the benefits?</i></p>			

BENEFITS AND BURDENS

	What existing information answers this question?	If none exists, how could you determine this information?	If not obvious or readily available, what strategies could be developed to generate this information?
<p>c) <i>Who are the decision makers in distributing these benefits and burdens? (e.g., city council or county government)</i></p>			
<p>d) <i>What is the mechanism by which benefits and burdens are distributed? (e.g., court order, market forces, etc.) What mechanisms are available to ensure that fairness is considered, either before or after the decision at issue has been made?</i></p>			

REFERENCES AND RESOURCES

KNOWING THE COMMUNITY

1. NEJAC public participation brochure
2. Focused interviewing with community leaders, members and representatives
3. EPA Document - Social Aspects of Siting RCRA Hazardous Waste Facilities
4. EO 12898 on EJ, CEQ NEPA
5. EJ Guidance, Appendix A
6. Regulations established under the National Historic Preservation Act, Section 106, that call for consultation on the part of the lead agency on undertakings (federal actions) that might impact cultural resources.
7. Regulations established under the Native American Graves and Repatriation Act.
8. Executive Order 13007 calling for the protection of sacred sites on federally managed lands.
9. American Indian Religious Freedom Act
10. Social Impact Assessment, Principles and Guidelines
11. "What should be the "cultural resources" element of an EIA?", Thomas F. King. Environmental Impact Assessment Review, 20 (2000) pp. 5-30.

DISPROPORTIONATE IMPACTS

1. CEQ NEPA EJ Guidance, Appendix A
2. CDC website for data and statistics (www.cdc.gov/scientific.htm, which references the CDC WONDER database.
3. CDC WONDER furthers CDC's mission of health promotion and disease prevention by speeding and simplifying access to public health information for state and local health departments, the Public Health Service, the academic public health community, and the public at large. CDC WONDER can be valuable in public health research, decision making, priority setting, program evaluation, and resource allocation
4. CEQ NEPA EJ Guidance, Appendix A
5. IDEA (Integrated Database on Enforcement Analysis) database on state/EPA enforcement history for regulated facilities need URL
6. Sector Facility Indexing Project (<http://es.epa.gov/oeca/sfi/>) contains information compliance and inspection history, chemical releases and spills, demographics of the surrounding population and production for select industrial sectors and facilities.
7. CEQ NEPA EJ Guidance, Appendix A
8. EPA's Cumulative Impacts Guidance
9. Guidance for conducting a risk assessment? (OSWER?) "Human Health Risk Assessment Protocol for Hazardous Waste Combustion Facilities;" Peer Review Draft (EPA530-D-98-001A; OSWER; July 1998).
10. [Http://www.epa.gov/epaoswer/hazwaste/combust/risk.htm](http://www.epa.gov/epaoswer/hazwaste/combust/risk.htm).

REFERENCES AND RESOURCES (CONTINUED)

MEANINGFUL INVOLVEMENT

1. Statutory and regulatory framework for public participation in the decision-making process at issue.
 2. NEJAC public participation brochure
 3. Social Impact Assessment, Guidelines and Principles
 4. Executive Order on translation

 5. CEQ NEPA EJ Guidance
- * Community involvement coordinators assigned to project teams are a resource depending on the agency or issue.
 - * “Public Involvement in Environmental Permits” (www.epa.gov/permits/publicguide.htm)
 - * Reference guide created by EPA’s Office of Solid Waste and Emergency Response, as a new tool for states. While the Guide is primarily written for state program implementers, a wide variety of stakeholders (e.g., citizen groups, associations, industry) participated in its development and can use it in the permitting process.)
 - * EPA’s Draft Revised Public Participation Policy (December 29, 2000, __ Fed. Reg. ____)
 - * “Guidance on Community Involvement in Risk Assessments.”
 - * Guidance on Community Involvement in Supplemental Environmental Projects (SEPs).
 - * Guide on Consultation and Collaboration with Indian Tribal Governments and the Public Participation of Indigenous Groups and Tribal Members in Environmental Decision Making
 - * <http://es.epa.gov/oeca/main/ej/fgconsult.html>

BENEFITS AND BURDENS

1. Social Impact Assessment, Guidelines and Principles
2. Community Impact Assessment, Federal Highway Administration
3. Social Impacts of Siting [RCRA Hazardous Waste Facilities](#), EPA OSWER