

Northgate Pedestrian/Bicycle Bridge Project

Environmental Justice Technical Memorandum

Prepared for
**Seattle Department of Transportation
Washington State Department of Transportation
Federal Highway Administration**

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1 Description of the Proposed Action

This memorandum has been prepared to evaluate the potential of the Northgate Pedestrian and Bicycle Bridge Project to impact minority and low-income residents within a 0.5-mile study area. Additionally, this report documents the public outreach efforts conducted, and opportunities provided to minority and low-income populations, and populations with limited English proficiency (LEP) to participate in the planning process in compliance with Title VI of the Civil Rights Act of 1964 and Executive Order 13166.

This analysis will accompany a Documented Categorical Exclusion (DCE) pursuant to 40 CFR 1508. The Washington State Department of Transportation (WSDOT) and the Federal Highway Administration (FHWA) are the state and federal lead agencies responsible for reviewing the proposal for compliance with the National Environmental Policy Act (NEPA).

1.1 Purpose

The purpose of the Northgate Pedestrian and Bicycle Bridge project is to provide a non-motorized transportation corridor between the east and west sides of the Northgate community, helping knit together a neighborhood historically divided by a 10-lane interstate highway. The project will provide a link to the King County Metro Transit Center that currently serves over 6,000 passengers a day, and the planned Sound Transit Link Light Rail station that is expected to serve over 15,000 passengers per day. The project will connect transit, retail and office uses on the east side of Interstate 5 (I-5) with residential neighborhoods and the North Seattle College (NSC) on the west side.

1.2 Project Location

The project is located in the Northgate area of Seattle, Washington (Figures 1 and 2). The project area is generally bounded by College Way N on the west, 1st Avenue NE on the east, Northgate Way on the north and N 92nd Street on the south. This area is bisected by I-5. The western portion of the project lies within lands owned by the NSC.

1.3 Description of Proposed Project

The key elements of the Northgate Pedestrian and Bicycle Bridge Project include:

- A 16-foot wide and 1,900-foot long pedestrian/bicycle facility, including a 360-foot crossing over I-5.
- An east approach ramp located within the WSDOT Park and Ride on the east side of I-5, that will connect to grade level at 1st Avenue NE and NE 100th Street.
- A bridge connection over 1st Avenue NE connecting the Northgate Link Light Rail station.

- A west approach consisting of an earthfill embankment with retaining walls that touches down on the NSC campus.
- A 16-foot wide multi-use path on the NSC campus linking the facility with College Way N.
- A 10-foot wide protected bike lane along the west side of 1st Avenue NE from NE 92nd Street to NE 103rd Street. A multi-use path on the east side of 1st Avenue NE Street from NE 103rd Street to Northgate Way.

Construction of the project will involve clearing and grading for site preparation, excavation for bridge piers and footings, erection of the bridge structure, paving for the bicycle lane/shared use path and for curb and gutters, and landscape planting. Staging for the Project will be within the north WSDOT Park and Ride lot on the east side of I-5. On the west side of I-5, staging will occur within vacated N100th Street on the NSC campus.

Construction is proposed to commence in 2019 and will require about 18 months to complete. Opening is scheduled for Fall/Winter 2020. Portions of I-5 will be temporarily closed on one or multiple occasions to facilitate installation of bridge trusses.

2 Regulatory Framework

Executive Order (EO) 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations (February 11, 1994), requires each Federal agency to “make achieving environmental justice part of its mission by identifying and addressing, as appropriate, disproportionately high and adverse human health or environmental effects of its programs, policies, and activities on minority populations and low-income populations.” The EO directs each Federal agency to develop an agency-wide EJ strategy to implement these requirements. DOT issued its original EJ Strategy in 1995.

Adverse effects as described in EO 12898 is the totality of significant individual or cumulative human health or environmental effects, including interrelated social and economic effects, which may include, but are not limited to:

- Bodily impairment, infirmity, illness or death
- Air, noise, and water pollution and soil contamination
- Destruction or disruption of:
 - man-made or natural resources
 - aesthetic values
 - community cohesion or a community’s economic vitality
 - the availability of public and private facilities and services
- Adverse employment effects
- Displacement of persons, businesses, farms, or non-profit organizations
- Increased traffic congestion

- Isolation, exclusion or separation of minority or low-income individuals within a given community or from the broader community
- Denial of, reduction in, or significant delay in the receipt of benefits of federally funded programs, policies, or activities

In 2012, the US Department of Transportation issued DOT Order 5610.2(a), Department of Transportation Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, updating the original order issued in 1997. It sets forth procedures and guidance for the Department to implement EO 12898.

The DOT guiding EJ principles are briefly summarized below:

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

3 Methodology

The WSDOT Environmental Manual (WSDOT 2017a), and specific guidance for Environmental Justice analysis (WSDOT, 2017b and c), EO 12898, the FHWA and DOT Order 5610.2(a) and the United States Environmental Protection Agency's (EPA) online Environmental Justice resources were used to guide this analysis (EPA 2017).

As outlined in WSDOT's demographic data collection standards (WSDOT 2015), a 0.5 mile radius around the edge of the project was used as the demographic area of analysis (Figure 3).

In keeping with WSDOT's methodology for evaluating environmental justice resources, a review of equity effects was conducted, assessing the potential for the project to generate disproportionately high and adverse environmental effects to minority or low-income populations. For this analysis, two sources of data were used and assessed as per WSDOT's environmental justice demographic data collection methods (WSDOT 2012).

3.1 Data Sources

Data sources used for this evaluation are listed below:

- 1) *US Census Bureau*, 2010 Census and 2016 American Community Survey (ACS) Data (2011 – 2015 average), which serves as the primary data source for this analysis. The EPA's *EJSCREEN* online mapping tool was used to generate the Census 2010

Summary Report (Appendix A) and the ACS Summary Report (Appendix B). These data are at the census block level, from census blocks within a 0.5 mile radius of the project (see Figure 3), and provide a summary of representative populations in the project vicinity which includes ethnicity, income, languages spoken, etc.

2) *Washington State Report Card* online database (a program of the Washington State Office of Superintendent of Public Instruction) was used to gather demographic for schools in the project vicinity. These data serve as a secondary source for this analysis, as outlined in *TSK 458-b Demographic Data Collection: For a Social Analysis and to Determine if an EJ Population Exists* (WSDOT 2012). Given the proximity of three elementary schools to the project site, data was gathered from each of the following schools and used to verify US Census and ACS data (Figure 4):

- Olympic View Elementary School 504 95th Street (approximately 0.40 Mile from project site)
- Viewlands Elementary School 10525 3rd Avenue NW (approximately 1.25 Mile from project site)
- Northgate Elementary School 11725 1st Avenue NE (approximately 0.80 Mile from project site)

In combination, the area covered by the US Census Bureau data and elementary school attendance boundaries comprises the environmental justice study area.

This report contains analyses initially performed by Environmental Science Associates for SDOT in 2015 and updated by Leon Environmental in 2018.

3.2 Demographics

The project area is fairly diverse (see Table 1). Of the nearly 16,000 people in the study area, 67% are white, 17% are of Asian descent, 10% are Hispanic and 5% are Black or African Americans comprise 5% of the study area's population. The breakdown of the US Census information is shown in Appendix A.

Student demographic data from the Washington State School Report Card further demonstrates this diversity (Table 1). Three schools with enrollment boundaries within the study area: Olympic View, Northgate, and Viewlands Elementary Schools (see Figure 4) show high percentages of minority populations. Northgate Elementary School has the highest percentage of minority students of all three schools: 18.5% are with, 23.1% are Black or African American 8.2% are Asian and 37% are Hispanic. A breakdown of school data from the Washington State School Report Card is shown in Appendix C.

The demographic variations reported among the three elementary schools and between the schools and the US Census Data are most likely explained in part by the differences in size and location of the school attendance boundaries and the census block area (Figures 3 and 4).

Table 1 Population by Race

Minority	US Census – American Community Survey (ACS)		Olympic View Elementary School		Viewlands Elementary School		Northgate Elementary School	
	Number	Percentage	Student Enrollment 2016-17	Percentage***	Student Enrollment 2016-17	Percentage***	Student Enrollment 2016-17	Percentage***
TOTAL POPULATION	15,987	---	494	---	388	---	281	---
White Alone	10,764	67%	240	48.6%	178	45.9%	52	18.5%
American Indian and Alaskan Native	101	1%	3	0.6%	5	0.3%	1	0.4%
Black or African American	841	5%	71	14.4%	42	10.8%	65	23.1%
Asian	2,642	17%	60	12.1%	36	9.3%	23	8.2%
Native Hawaiian and Other Pacific Islander	44	1%	1	0.2%	1	0.3%	4	1.4%
Hispanic**	1,552	10%	59	11.9%	76	19.6%	104	37.0%
Some Other Race Alone	707	4%	NA	NA	NA	NA	NA	NA
Two or More Races	729	5%	60	12.1%	50	12.9	32	11.4%
<p>Sources:</p> <ul style="list-style-type: none"> • US Census Bureau American Community Survey (ACS) Data (2011 – 2015 average), (see appendix B) • Washington State Report Card, Office of Superintendent of Public Instruction (see appendix C) <p>**The US Census Bureau reports the Hispanic population as a separate and distinct category and may include other races. Consequently, the population numbers may be double-counted within other reported races.</p> <p>***Some groups are combined in the school data. Reported school data does not sum to 100 percent.</p>								

3.3 Low-Income Populations

Low-income status is determined by the poverty threshold, which is set annually by the US Department of Health and Human Services. The 2017 national poverty level for a 4-person household is \$24,600 (HHS, 2017). The ACS Summary Report data shows that approximately 31% of households in Census block groups within the study area are reported as earning less than \$25,000 per year. A breakdown of the US Census information is shown in Appendix B.

Another metric used to identify income level is reviewing the number of students participating in the free or reduced-price meals program. To qualify for this school program, a family of four must earn \$45,510 or less annually, as set by the 2017 USDA Income Eligibility Guidelines. The Washington State Report Card reported that 36.9% of Olympic View Elementary School students, 43.3% of Viewlands Elementary School, and 75.5% of Northgate Elementary School students participated in the free or reduced-price meals program for the 2016-2017 academic year (Appendix C). The disparity between the Census data and the school program data is likely due to the school boundaries covering a larger and different geographic area than the census block areas. In addition, the income threshold for eligibility in the reduced-price meal program is almost twice that of the poverty level, resulting in a greater number of qualifying families.

There are a number of community service organizations within the study area that serve low-income populations:

- Facilities on the NSC campus
 - Opportunity Center for Employment and Education
 - Worksource North Seattle
 - Department of Social and Health Services (DSHS) King North Community Services Office
 - Catholic community Services Housing and Essential Needs
 - Associated Student Body (ASB) Child Care Center
- Lutheran Community Service Northwest
- Crisis Clinic
- Abused Deaf Women's Advocacy Services

3.4 Limited English Proficiency (LEP)

The project is located in zip codes 98125 and 98103 and in census tracts 12, 13 and 19 (see Figure 3). These census tracts are racially and ethnically diverse, with a particularly high concentration of Asian populations.

Translation needs are noted when more than 5% of the population in a census tract indicates speaking English “less than very well.” Limited English proficiency data for each census tract is shown below.

- Census Tract 12 (Population 5,967)
 - Arabic (8%)
 - Spanish (4%)
 - Tagalog (4%)
 - Chinese (4%)
- Census Tract 13 (Population 4,348)
 - Spanish: 7%
- Census Tract 19 (Population 4,398)
 - Spanish: 4%
 - Chinese: 4%

Based on this information, project materials are translated into Chinese, Spanish, and Arabic. A project folio was developed and fully translated into Chinese (traditional), Arabic, and Spanish. Project overview and critical information sections are translated into Amharic. All materials include boilerplate language in English, Chinese, Spanish, and Arabic to indicate how to access full translation of materials or request an interpreter. Interpreters are provided upon request.

4 Public Outreach

An element of determining whether a federally-funded program, policy, or activity is likely to have disproportionately high and adverse human health or environmental effects on minority or low-income populations includes providing timely and meaningful opportunities for participation and comment by representatives of potentially affected communities.

Separate from the project outreach efforts, in the fall of 2012, the City of Seattle Department of Planning and Development (DPD), in collaboration with Public Health Seattle King County and the Growing Transit Communities project of the Puget Sound Regional Council, launched a focused outreach effort in Seattle's Northgate neighborhood. The overall purpose was to receive input from neighborhood stakeholders underrepresented in broader planning efforts and events. Participants were asked their thoughts about community-wide Health and Livability, with focus on two specific topics: urban design and the light rail station. Fourteen focus groups were held from December 2012 through February 2013 and included a total of 152 participants who represented a diverse range of ages, race and ethnicities, gender, and backgrounds.

Discussions about public transportation resulted in a list of facility needs and desires, including a more direct routing to NSC (such as the pedestrian bridge) to make it easier for students and college staff to choose light rail. Related to traffic and transportation, participants primarily discussed pedestrian and bicycle safety. Groups wished to see more and better pedestrian connections to build a complete network that meets today's needs. King County and Sound Transit also held meetings and did other public outreach for a Bridge Feasibility Study they prepared and as part of the Northgate Station Access Plan.

SDOT's separate public outreach efforts for the project were initiated in 2014. On September 10, 2014, SDOT held a stakeholder briefing at Olympic View Elementary School. Over 23,690

mailers were sent out to residences and businesses inviting the community to the meeting. It was also advertised on the City's website and posted on 10 online calendars. This public meeting was intended to update neighbors and other interested parties on the design progress and process for the Project. The project design team presented the bridge type and alignment alternatives being considered and described the process for evaluating them. The feedback from the participants was positive. Approximately 70 people attended the meeting. There were no requests for translation services.

Since that time, SDOT has engaged the NSC, stakeholders, governmental agencies and the public on many occasions. Table 2 lists these meetings and open house events. Information provided at these events can be found on the project website at:

<http://www.seattle.gov/transportation/projects-and-programs/programs/bridges-stairs-and-other-structures/bridges/northgate-pedestrian-and-bicycle-bridge>.

Table 2 Northgate Bike and Pedestrian Bridge Public Outreach Meetings

Meeting Date	Audience
March 21, 2018	Drop-in session at Neighborcare Health at Meridian
March 20, 2018	Drop-in session at Aljoya Thornton Place
March 19, 2018	Drop-in session at North Seattle College
February 8, 2018	Sierra Club
November 28, 2017	North Seattle College campus meeting
November 2, 2017	Haller Lake Community Club
August 13, 2017	Idriss Mosque BBQ
August 9, 2017	Seattle Pedestrian Advisory Board Walking Tour
August 3, 2017	Public Open House
July 26, 2017	Maple Leaf Summer Social
July 22, 2017	Live in D5!
June 30, 2017	Department of Neighborhoods Community Conversation Meridian Manor
June 14, 2017	Maple Leaf Community Council
June 14, 2017	Seattle Pedestrian Advisory Board
June 7, 2017	Seattle Bicycle Advisory Board

Meeting Date	Audience
May 18, 2017	Seattle Design Commission
May 6, 11 AM-1 PM	King County Metro Transit Oriented Development Public Meeting
April 29, 2017	Housing Affordability and Livability Community Open House (sponsored by Dept. of Neighborhoods)
June 22, 2016	North District Council
May 25, 2016	Feet First
May 18, 2016	Licton Springs Community Council
May 17, 2016	Victory Heights Community Council
May 16, 2016	North Seattle College (Campus meeting)
May 5, 2016	North Seattle College (students)
October 15, 2015	Public Open House
September 17, 2015	Seattle Design Commission Briefing
August 18, 2015	Seattle Design Commission Subcommittee Meeting
July 29, 2015	Maple Leaf Summer Social
July 15, 2015	North Seattle Chamber of Commerce
June 17, 2015	Licton Springs Community Council
June 17, 2015	Seattle Pedestrian Advisory Board
June 24, 2015	Pinehurst Community Council
May 27, 2015	Northwest District Council Briefing
May 26, 2015	Cascade Bicycle Club: Connect Northgate
May 22, 2015	Seattle Neighborhood Expo
May 12, 2015	Meadowbrook Community Council
May 2015	Seattle Pedestrian Advisory Board
April 29, 2015	Maple Leaf Community Council
April 22, 2015	North Seattle College Earth Day Symposium
October 21, 2014	North Seattle College

Meeting Date	Audience
September 10, 2014	Public Briefing
June 3, 2014	Open house
March 2014	Sound Transit Open House
February 2014	Seattle Bicycle Advisory Board
February 2014	Seattle Pedestrian Advisory Board

5 Project Effects

In evaluating potential environmental justice effects, overall environmental effects from the project are evaluated. Findings for each discipline along with mitigation measures are considered together to determine potential effects to environmental justice populations.

Whether an adverse effect is “disproportionately high” on minority and low-income populations depends on whether that effect is

- (1) predominantly borne by an Environmental Justice (EJ) population, or
- (2) will be suffered by the EJ population and is appreciably more severe or greater in magnitude than the adverse effect that will be suffered by the non-EJ population.

Table 3 summarizes the likely project effects to various elements of the environment.

Table 3 Impact Summary Table

Element	Short-term Effects	Long-term Effects	Beneficial Effects	Proposed Mitigation
Air Quality	Exhaust emissions & fugitive dust from construction equipment & activity could temporarily decrease air quality	None	Minimize cross-neighborhood dependency on cars by providing non-motorized alternative; reduction in emissions	Short Term: Construction BMPs to minimize emissions from equipment & control fugitive dust
Wildlife & Vegetation	Construction activity could disturb wildlife in the area; minimal vegetation clearing may be required for bridge landing and foundations	Increased human presence may cause wildlife to avoid the area	Landscaped areas would be added	Short Term: Restoration of temporarily disturbed areas and enhancement of surrounding areas

Element	Short-term Effects	Long-term Effects	Beneficial Effects	Proposed Mitigation
Cultural Resources	Potential to disturb known & unknown resources	None	None	None. Implementation of an Inadvertent Discovery Plan
Water Resources	Erosion, debris and fugitive dust from construction could enter surface waters increasing turbidity	Temporary effects to wetland & buffer from construction of the bridge & protected bike lane Permanent impacts – fill and rechannelize wetlands	None	Short Term: Wetland effects would be mitigated as per permit requirements Long Term: Provide wetland enhancement/mitigation to ensure no net loss of functions
Hazardous Materials	Excavation activities could uncover unknown contaminated soils; potential spills of hazardous materials from construction equipment	None	None	Short Term: Construction BMP's to control spills and implementation of a Spill Pollution Control & Countermeasures Plan
Noise	Noise from construction equipment & traffic	None	None	Short Term: Construction BMPs per Seattle Noise Control Ordinance. The Contractor will develop a noise control plan.
Recreation	Access to some trails on the NSC Campus would be curtailed during construction	Bridge would cross perimeter trails on NSC campus, changing the character of the open space experience somewhat The west approach would displace the North Berm Trail	Provide access from the west side of I-5 to regional trails on the east side of I-5 Multi-use path will improve the western portion of trail through vacated N 100 th Street	Short Term: Place signage to route pedestrian traffic around construction areas Long Term: replace the displaced North Berm Trail
Land Use	Noise, dust, vibration, glare & visual effects from construction activities including easements that could temporarily alter or limit access to a portion of the North Seattle	None	Provide better access to multi-modal transportation options and to surrounding land uses	Short Term: Construction BMPs; maintain access to surrounding properties at all times

Element	Short-term Effects	Long-term Effects	Beneficial Effects	Proposed Mitigation
	Community College property			
Aesthetics	Construction equipment & activity would be visible from the surrounding roadways and residences	The bridge would be a new visual element. Bridge design is unlikely to be seen as a substantial intrusion into the character of the area given the character of I-5 which it crosses.	Bridge design may be viewed as a landmark and a visually interesting feature to traffic on I-5 and from surrounding neighborhoods	Short Term: Construction screening for staging areas Long Term: will place plantings in front of retaining wall structure on NSC campus. Will add landscaping along trail.
Transportation	Construction vehicles would temporarily add to congestion in the project area. Construction parking for employees would temporarily add to parking demand in the project area	East bridge landing will displace 4 parking in the north WSDOT Park & Ride lot West side parking will displace 32 parking spots on the NSC campus	Enhance non-motorized transportation alternative and better connections to transit	Short Term: Construction traffic and parking management plan will be developed to reduce disruptions; SDOT will work with the City and WSDOT to locate replacement Parking Long Term: will provide funding for security gate for NSC campus north parking lot

5.1 Short-term Effects

Construction activities would be temporary and would have minor negative effects in the study area. They are summarized in Table 3. These effects would be localized within a block or two of the boundaries of the project and within the NSC campus. They include:

- **Noise:** On the west side of I-5, the area of bridge construction would be more than 500 feet from single-family residences along College Way N that would be subject to proximity impacts such as noise. However, there are few single family residences along

College Way N from N 100th Street to N 92nd Street. A low level of proximity noise during sidewalk construction could be heard near College Way N and on the NSC campus. On the east side of I-5 there are 18 single-family dwellings and by 84 multi-family units within 500 feet along 1st Ave NE between NE 96th Street and NE 92nd Street. Most of the work in this area will be limited to clearing, grading, and placement of concrete and asphalt.

Construction noise will be controlled by the City of Seattle Noise Ordinance (SMC 25.08.425), which regulates construction noise levels activities within the city. To satisfy the Noise Ordinance, the Contractor will develop a noise control plan. A Noise Variance from the Seattle Department of Construction and Inspections will be required for night-time construction.

- Transportation – Long term transportation impacts consist of removal of four parking spaces from the WSDOT Park and Ride lot on the east side of I-5 and 32 parallel parking spaces from the western edge of vacated N 100th Street. It is anticipated that the project will increase demand for all-day parking on the NSC campus.

Construction traffic and parking management plans will be developed to reduce disruptions. SDOT will work with the City and WSDOT to locate replacement parking. SDOT will provide funding for a security gate for NSC campus north parking lot to limit public use of the parking lot.

- Recreation – Several trails on the NSC Campus will be temporarily closed. Mitigation during temporary trail closure for staging areas and for bridge crossings will include signing for pedestrian detours to provide safe routes to access other portions of the trail system within the campus. After construction is completed, trails closed for staging will be restored to existing conditions.

5.2 Long-term Effects

The long-term effects of this project are largely beneficial, as shown in Table 3. All impacts would be localized. Impacts to wildlife, passive recreation facilities, and parking would be localized and mitigated to the extent practicable. The new facilities will improve circulation and safety for pedestrian and bicycle users and improve connectivity between the local neighborhoods and transit service in the project area.

There are no projected long-term negative effects from this project that will be disproportionately high and adverse or will be experienced disproportionately by minority populations and low-income populations.

6 Determination

Analysis of demographic information shows that minority and low-income populations are

present within the vicinity of the project. However, there are no residential uses in the immediate vicinity of the project that have been identified as centers of minority or low-income populations. Several community organizations serving low income and minority populations operate within the study area. However, access to and the services of these facilities will not be impacted by the project.

Analysis of potential project effects shows that the majority of adverse effects associated with this project would occur during construction and be minor and temporary in nature. There will be no short-term or long-term negative effects from this project that will be disproportionately high and adverse or will be experienced disproportionately by minority populations and low-income populations.

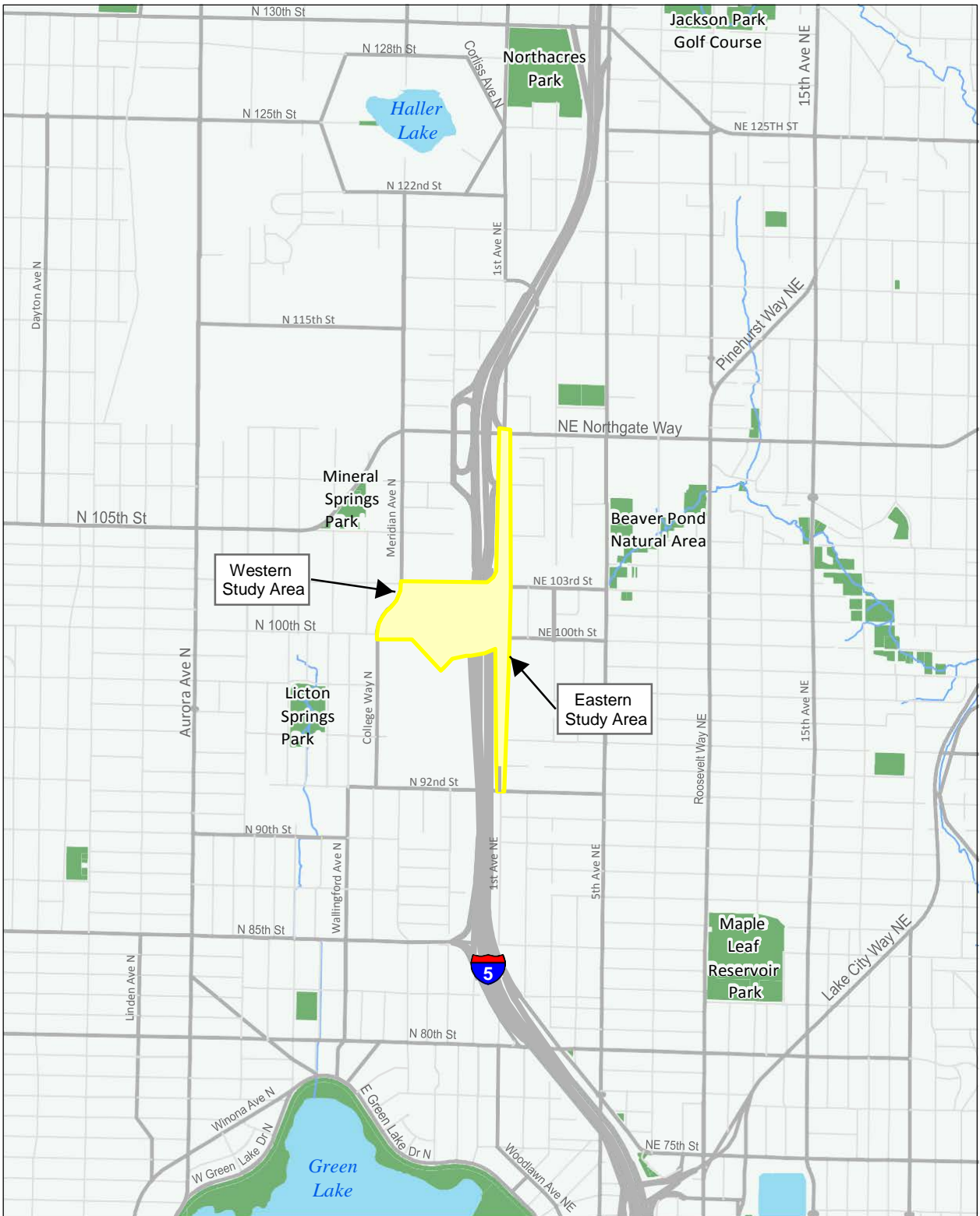
The long-term project effects would include beneficial effects of providing additional access to safe bicycle and pedestrian routes and connections to multi-modal transportation options in neighborhoods with diverse communities. This will benefit minority populations and low-income populations as well as the larger communities.

No minority or low-income populations have been identified that would be adversely affected by this project as determined above. Therefore, this project has met the provisions of Executive Order 12898, as it is supported by Title VI of the Civil Rights Act.

A concerted effort was made to identify and engage minority, low-income, and LEP populations in development of the project and will continue throughout construction.

References

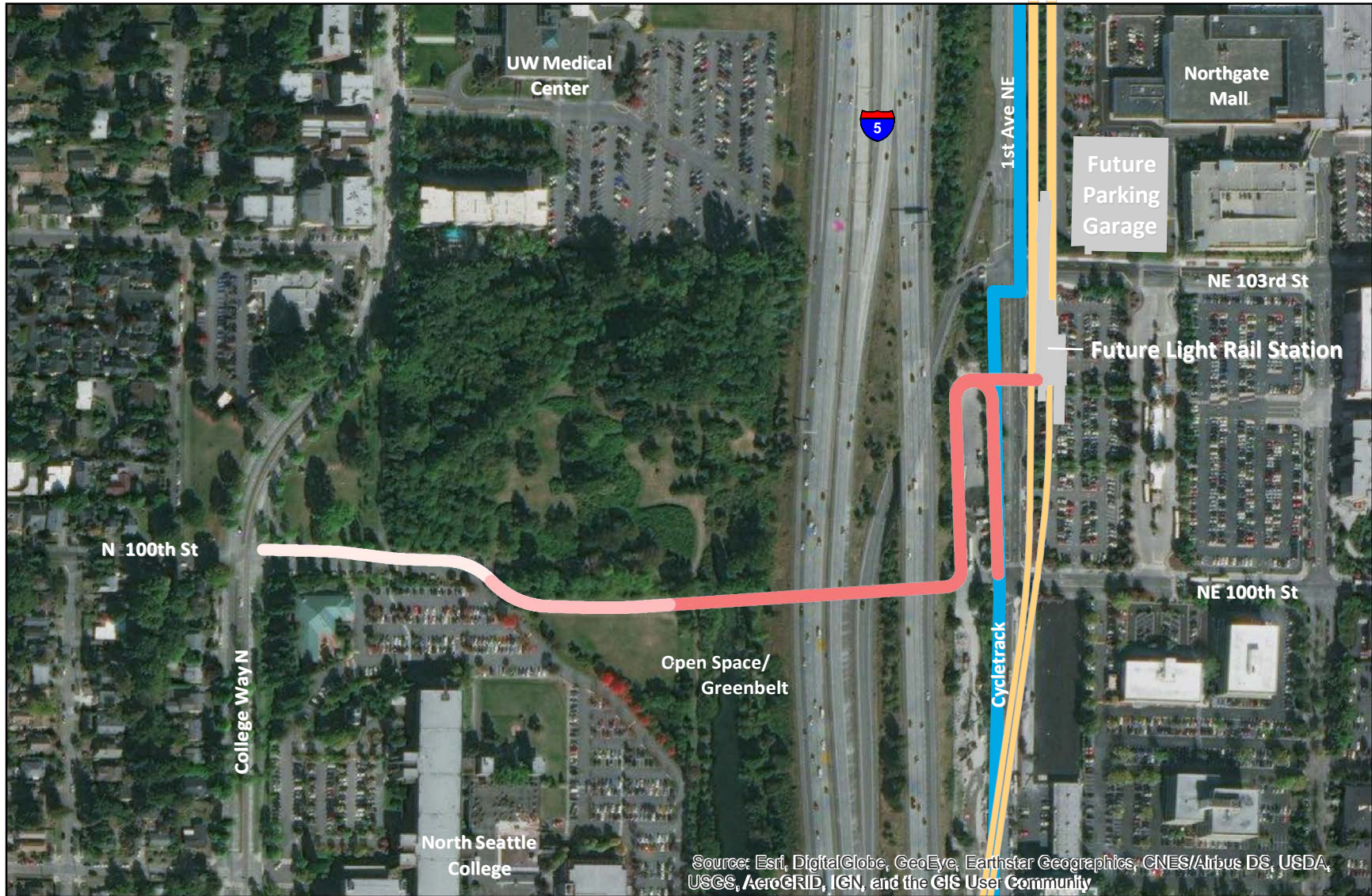
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SOURCE: City of Seattle 2017

Northgate Pedestrian Bridge Project

Figure 1
Project Vicinity

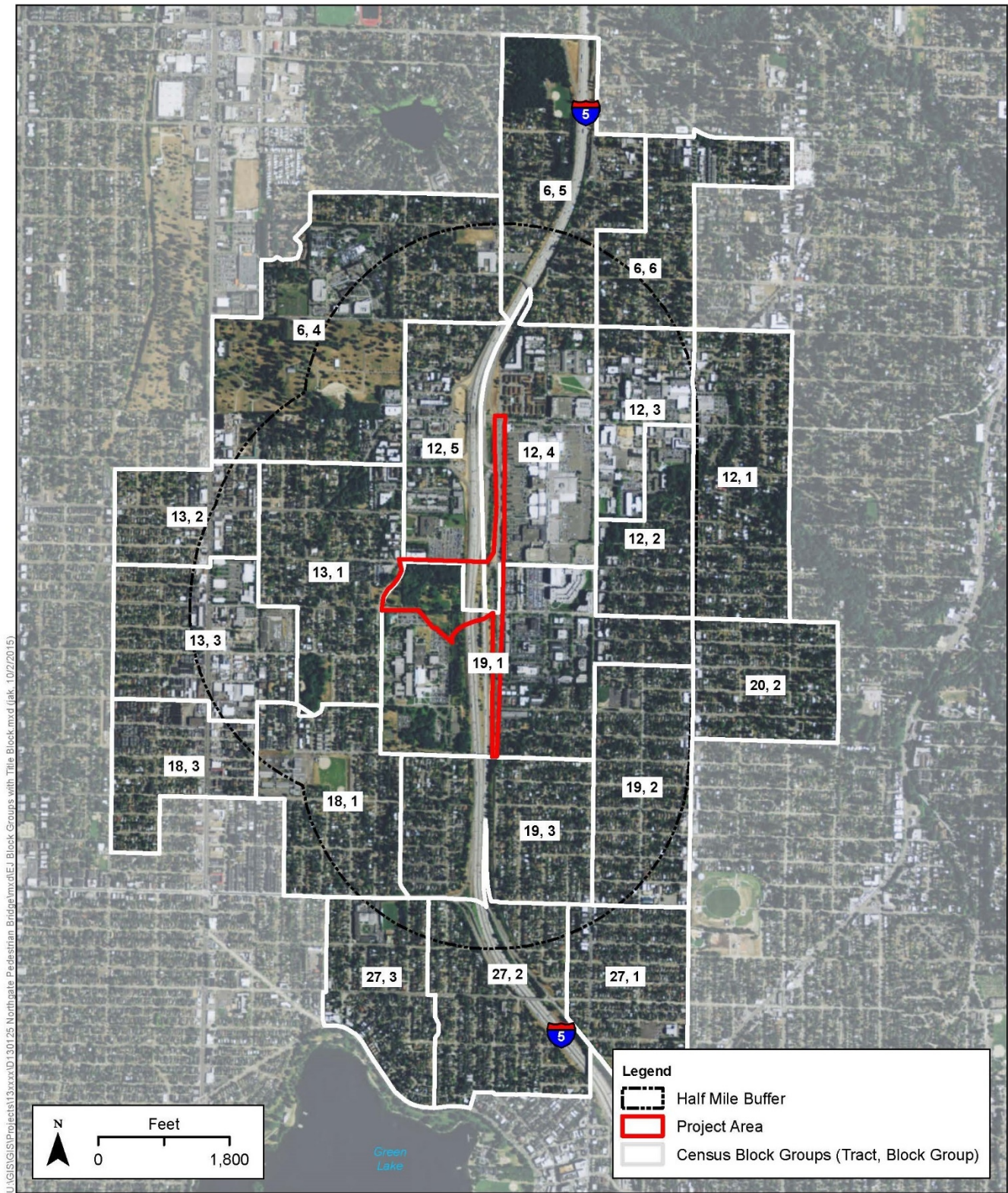


SOURCE: City of Seattle 2017; Sound Transit 2017; Esri 2016

Northgate Pedestrian Bridge Project. 130125

- Bridge Structure
- Earthfill Section
- 16' Wide Multi-Use Path

Figure 2
Project Site

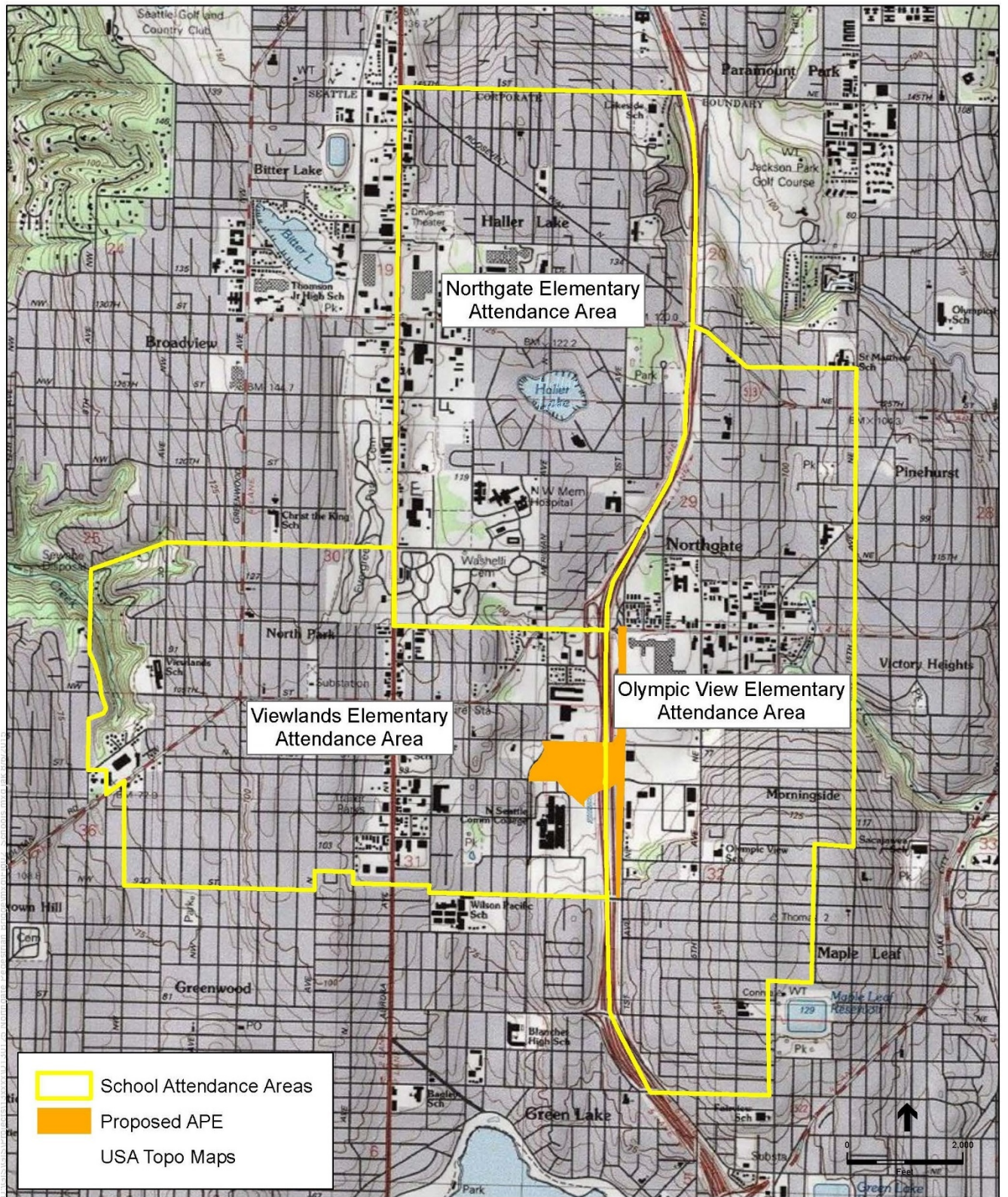


SOURCE: King County, 2010; US Census, 2010, 2012; Microsoft Bing, 2011 (Aerial)

Northgate Pedestrian Bridge . 130125

Figure 3

Census Block Groups
Seattle, WA



SOURCE: City of Seattle 2014; ESA 2014; OSM 2014

Northgate Pedestrian Bridge Project . 130125

Figure 4
Elementary Schools in Vicinity of APE

APPENDIX A EJSCREEN
Census 2010
Summary Report



Location: User-specified polygonal location
 Ring (buffer): 0.5-mile radius
 Description: Northgate

Summary	Census 2010
Population	15,097
Population Density (per sq. mile)	8,083
Minority Population	5,718
% Minority	38%
Households	7,528
Housing Units	8,303
Land Area (sq. miles)	1.87
% Land Area	100%
Water Area (sq. miles)	0.00
% Water Area	0%

Population by Race	Number	Percent
Total	15,097	-----
Population Reporting One Race	14,196	94%
White	9,954	66%
Black	1,030	7%
American Indian	156	1%
Asian	2,456	16%
Pacific Islander	89	1%
Some Other Race	511	3%
Population Reporting Two or More Races	901	6%
Total Hispanic Population	1,270	8%
Total Non-Hispanic Population	13,827	92%
White Alone	9,379	62%
Black Alone	996	7%
American Indian Alone	124	1%
Non-Hispanic Asian Alone	2,432	16%
Pacific Islander Alone	89	1%
Other Race Alone	42	0%
Two or More Races Alone	764	5%

Population by Sex	Number	Percent
Male	7,386	49%
Female	7,711	51%

Population by Age	Number	Percent
Age 0-4	841	6%
Age 0-17	2,195	15%
Age 18+	12,902	85%
Age 65+	1,728	11%

Households by Tenure	Number	Percent
Total	7,528	
Owner Occupied	3,051	41%
Renter Occupied	4,477	59%

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race.

Source: U.S. Census Bureau, Census 2010 Summary File 1.

APPENDIX B
EJSCREEN AC Summary Report
2011-2015



EJSCREEN ACS Summary Report



Location: User-specified polygonal location
 Ring (buffer): 0.5-mile radius
 Description:

Summary of ACS Estimates		2011 - 2015		
Population				15,987
Population Density (per sq. mile)				7,975
Minority Population				5,829
% Minority				36%
Households				7,996
Housing Units				8,271
Housing Units Built Before 1950				1,535
Per Capita Income				40,742
Land Area (sq. miles) (Source: SF1)				2.00
% Land Area				100%
Water Area (sq. miles) (Source: SF1)				0.00
% Water Area				0%
		2011 - 2015	Percent	MOE (±)
		ACS Estimates		
Population by Race				
Total		15,987	100%	565
Population Reporting One Race		15,099	94%	1,481
White		10,764	67%	430
Black		841	5%	238
American Indian		101	1%	81
Asian		2,642	17%	426
Pacific Islander		44	0%	36
Some Other Race		707	4%	270
Population Reporting Two or More Races		887	6%	142
Total Hispanic Population		1,552	10%	415
Total Non-Hispanic Population		14,435		
White Alone		10,158	64%	418
Black Alone		841	5%	238
American Indian Alone		9	0%	19
Non-Hispanic Asian Alone		2,641	17%	426
Pacific Islander Alone		44	0%	36
Other Race Alone		14	0%	22
Two or More Races Alone		729	5%	140
Population by Sex				
Male		7,859	49%	463
Female		8,128	51%	257
Population by Age				
Age 0-4		709	4%	129
Age 0-17		2,081	13%	190
Age 18+		13,906	87%	434
Age 65+		2,146	13%	159

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race. N/A means not available.
 Source: U.S. Census Bureau, American Community Survey (ACS) 2011 - 2015.



Location: User-specified polygonal location
 Ring (buffer): 0.5-mile radius
 Description:

	2011 - 2015 ACS Estimates	Percent	MOE (±)
Population 25+ by Educational Attainment			
Total	11,729	100%	406
Less than 9th Grade	344	3%	248
9th - 12th Grade, No Diploma	564	5%	134
High School Graduate	1,553	13%	177
Some College, No Degree	3,512	30%	197
Associate Degree	981	8%	124
Bachelor's Degree or more	5,755	49%	241
Population Age 5+ Years by Ability to Speak English			
Total	15,278	100%	560
Speak only English	10,957	72%	338
Non-English at Home ¹⁺²⁺³⁺⁴	4,321	28%	373
¹ Speak English "very well"	2,173	14%	270
² Speak English "well"	1,369	9%	200
³ Speak English "not well"	652	4%	152
⁴ Speak English "not at all"	127	1%	86
³⁺⁴ Speak English "less than well"	779	5%	159
²⁺³⁺⁴ Speak English "less than very well"	2,148	14%	237
Linguistically Isolated Households*			
Total	920	100%	147
Speak Spanish	107	12%	100
Speak Other Indo-European Languages	152	17%	93
Speak Asian-Pacific Island Languages	357	39%	91
Speak Other Languages	304	33%	107
Households by Household Income			
Household Income Base	7,996	100%	178
< \$15,000	1,434	18%	165
\$15,000 - \$25,000	1,004	13%	130
\$25,000 - \$50,000	1,579	20%	138
\$50,000 - \$75,000	1,312	16%	125
\$75,000 +	2,668	33%	163
Occupied Housing Units by Tenure			
Total	7,996	100%	178
Owner Occupied	3,210	40%	156
Renter Occupied	4,786	60%	175
Employed Population Age 16+ Years			
Total	14,134	100%	555
In Labor Force	9,761	69%	542
Civilian Unemployed in Labor Force	792	8%	151
Not In Labor Force	4,373	31%	246

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race. N/A means not available. **Source:** U.S. Census Bureau, American Community Survey (ACS) 2011 - 2015.
 *Households in which no one 14 and over speaks English "very well" or speaks English only.



EJSCREEN ACS Summary Report



Location: User-specified polygonal location
 Ring (buffer): 0.5-mile radius
 Description:

	2011 - 2015 ACS Estimates	Percent	MOE (±)
Population by Language Spoken at Home*			
Total (persons age 5 and above)	15,278	100%	560
English	N/A	N/A	N/A
Spanish	N/A	N/A	N/A
French	N/A	N/A	N/A
French Creole	N/A	N/A	N/A
Italian	N/A	N/A	N/A
Portuguese	N/A	N/A	N/A
German	N/A	N/A	N/A
Yiddish	N/A	N/A	N/A
Other West Germanic	N/A	N/A	N/A
Scandinavian	N/A	N/A	N/A
Greek	N/A	N/A	N/A
Russian	N/A	N/A	N/A
Polish	N/A	N/A	N/A
Serbo-Croatian	N/A	N/A	N/A
Other Slavic	N/A	N/A	N/A
Armenian	N/A	N/A	N/A
Persian	N/A	N/A	N/A
Gujarathi	N/A	N/A	N/A
Hindi	N/A	N/A	N/A
Urdu	N/A	N/A	N/A
Other Indic	N/A	N/A	N/A
Other Indo-European	N/A	N/A	N/A
Chinese	N/A	N/A	N/A
Japanese	N/A	N/A	N/A
Korean	N/A	N/A	N/A
Mon-Khmer, Cambodian	N/A	N/A	N/A
Hmong	N/A	N/A	N/A
Thai	N/A	N/A	N/A
Laotian	N/A	N/A	N/A
Vietnamese	N/A	N/A	N/A
Other Asian	N/A	N/A	N/A
Tagalog	N/A	N/A	N/A
Other Pacific Island	N/A	N/A	N/A
Navajo	N/A	N/A	N/A
Other Native American	N/A	N/A	N/A
Hungarian	N/A	N/A	N/A
Arabic	N/A	N/A	N/A
Hebrew	N/A	N/A	N/A
African	N/A	N/A	N/A
Other and non-specified	N/A	N/A	N/A
Total Non-English	N/A	N/A	N/A

Data Note: Detail may not sum to totals due to rounding. Hispanic population can be of any race. N/A means not available. **Source:** U.S. Census Bureau, American Community Survey (ACS) 2011 - 2015.

*Population by Language Spoken at Home is available at the census tract summary level and up.

APPENDIX C

Washington State Schools Report Cards: Olympic View Elementary School Northgate Elementary School Viewlands Elementary School

Olympic View Elementary School

Principal Andrew Bean
2062525500 ([more info](#))

504 NE 95 ST SEATTLE 98115-2128 Grade Span: K-5
Seattle Public Schools

Select a year: 2016-17 90

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	49.2%	60.9%
4th Grade	66.6%	58.6%
5th Grade	73.8%	63.6%

Grade Level	MSP Science
5th Grade	76.9%

English Language Arts

Grade	2014-15 SBA	2015-16 SBA	2016-17 SBA
3rd	58%	68%	48%
4th	62%	68%	65%
5th	82%	78%	72%

Math

Grade	2014-15 SBA	2015-16 SBA	2016-17 SBA
3rd	60%	72%	60%
4th	58%	68%	58%
5th	62%	60%	62%

Science

Year	Percent Meeting Standard
2014-15 MSP/HSPE	78%
2015-16 MSP/HSPE	78%
2016-17 MSP/HSPE	76%

Student Demographics

Enrollment		
October 2016 Student Count		494
May 2017 Student Count		491
Gender (October 2016)		
Male	258	52.2%
Female	236	47.8%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	59	11.9%
American Indian / Alaskan Native	3	0.6%
Asian	60	12.1%
Black / African American	71	14.4%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	240	48.6%
Two or More Races	60	12.1%
Special Programs		
Free or Reduced-Price Meals (May 2017)	181	36.9%
Special Education (May 2017)	33	6.7%
Transitional Bilingual (May 2017)	98	20.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	6	1.2%
Foster Care (May 2017)		N<10

Information on Homeless Students may be found [here](#)

Teacher Information (2016-17) (more info)

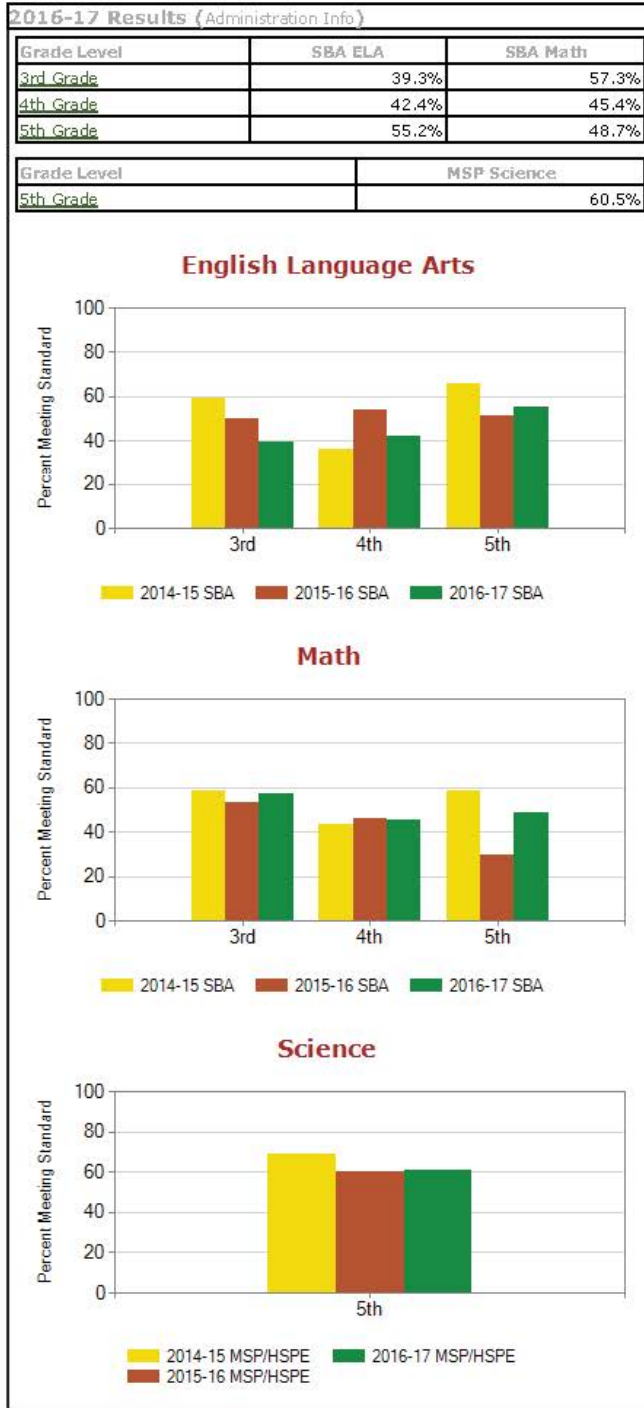
Classroom Teachers	29
Asian	1
Black / African American	1
White	25
Two or More Races	2
Average Years of Teacher Experience	14.4
Asian	18.2
Black / African American	7.7
White	13.9
Two or More Races	21.6
Teachers with at least a Master's Degree	51.7%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

Viewlands Elementary School

Principal Amy Klainer
206.252.4400 ([more info](#))

10525 3 AV NW SEATTLE 98177-4809 Grade Span: PK-5
Seattle Public Schools

Select a year: 2016-17 90



Student Demographics

Enrollment	
October 2016 Student Count	388
May 2017 Student Count	395
Gender (October 2016)	
Male	191 49.2%
Female	197 50.8%
Race/Ethnicity (October 2016)	
Hispanic / Latino of any race(s)	76 19.6%
American Indian / Alaskan Native	5 1.3%
Asian	36 9.3%
Black / African American	42 10.8%
Native Hawaiian / Other Pacific Islander	1 0.3%
White	178 45.9%
Two or More Races	50 12.9%
Special Programs	
Free or Reduced-Price Meals (May 2017)	171 43.3%
Special Education (May 2017)	83 21.0%
Transitional Bilingual (May 2017)	82 20.8%
Migrant (May 2017)	4 1.0%
Section 504 (May 2017)	3 0.8%
Foster Care (May 2017)	N<10

Information on Homeless Students may be found [here](#)

Teacher Information (2016-17) (more info)

Classroom Teachers	29
Hispanic / Latino of any race(s)	2
Asian	3
Black / African American	1
White	22
Two or More Races	1
Average Years of Teacher Experience	8.3
Hispanic / Latino of any race(s)	6.7
Asian	6.2
Black / African American	10.1
White	8.4
Two or More Races	15
Teachers with at least a Master's Degree	75.9%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

Northgate Elementary School

Principal Dedy Fauntleroy
2062524180 [\(more info\)](#)

11725 1 AV NE SEATTLE 98125-4713 Grade Span: PK-5
Seattle Public Schools

Select a year: 2016-17

2016-17 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	40.5%	50.0%
4th Grade	47.5%	45.2%
5th Grade	20.6%	28.5%

Grade Level	MSP Science
5th Grade	32.1%

English Language Arts

Grade	2014-15 SBA	2015-16 SBA	2016-17 SBA
3rd	38%	32%	40%
4th	52%	60%	48%
5th	42%	18%	20%

Math

Grade	2014-15 SBA	2015-16 SBA	2016-17 SBA
3rd	38%	40%	50%
4th	40%	52%	45%
5th	40%	25%	30%

Science

Year	Percent Meeting Standard
2014-15 MSP/HSPE	45%
2015-16 MSP/HSPE	22%
2016-17 MSP/HSPE	32%

Student Demographics

Enrollment	
October 2016 Student Count	281
May 2017 Student Count	269
Gender (October 2016)	
Male	133 47.3%
Female	148 52.7%
Race/Ethnicity (October 2016)	
Hispanic / Latino of any race(s)	104 37.0%
American Indian / Alaskan Native	1 0.4%
Asian	23 8.2%
Black / African American	65 23.1%
Native Hawaiian / Other Pacific Islander	4 1.4%
White	52 18.5%
Two or More Races	32 11.4%
Special Programs	
Free or Reduced-Price Meals (May 2017)	203 75.5%
Special Education (May 2017)	36 13.4%
Transitional Bilingual (May 2017)	113 42.0%
Migrant (May 2017)	1 0.4%
Section 504 (May 2017)	0 0.0%
Foster Care (May 2017)	N<10

Information on Homeless Students may be found [here](#)

Teacher Information (2016-17) (more info)

Classroom Teachers	23
Hispanic / Latino of any race(s)	4
Asian	3
Black / African American	1
Native Hawaiian / Other Pacific Islander	1
White	14
Average Years of Teacher Experience	11
Hispanic / Latino of any race(s)	6.9
Asian	12.1
Black / African American	34.9
Native Hawaiian / Other Pacific Islander	5
White	10.7
Teachers with at least a Master's Degree	65.2%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%