

COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

JANUARY 2020



Community Transportation Leaders Derek O'Brien and Tyty Chila present to PACTS in 2020

GPCOG
GREATER PORTLAND
COUNCIL OF GOVERNMENTS

PACTS
PORTLAND AREA COMPREHENSIVE
TRANSPORTATION SYSTEM

COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

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The Portland Area Comprehensive Transportation System (PACTS) was designated in 1975 as the federally mandated Metropolitan Planning Organization for the Greater Portland Maine region. The PACTS region encompasses 18 municipalities with a total population of approximately 280,000 people. The region spans two counties and includes rural, suburban, and urban municipalities. It is the largest urbanized area in Maine and home to the State's largest public transit network. PACTS oversees transportation studies, identifies needs, and sets priorities for federal transportation funds available to the area as well as state and local contributions.

This document is included in the 2019 PACTS Public Involvement Plan and is available online at Pactsplan.org. To request translations, printed copies, or in large print, please contact GPCOG at:

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INTRODUCTION

In Fall of 2019, the Greater Portland Council of Governments (GPCOG) engaged 23 older adults, people with disabilities, and people of color in learning about how to get involved with transportation planning and decision-making in Southern Maine.

The Community Transportation Leaders training is part of a larger effort by GPCOG and PACTS (Portland Area Comprehensive Transportation System, the region's metropolitan planning agency) to advance the inclusion of underrepresented communities. The pilot was made possible with special funding from the Transit Planning 4 All initiative (Acttoolkit.com). The pilot included:

- Development of a curriculum that will be used in the future by GPCOG and PACTS.
- Partnership between staff and Mobility Liaisons (volunteers with lived experience of mobility challenges) throughout development and delivery of the training.
- A final presentation to PACTS staff and decision-makers as well as Federal Transit Administration officials in January 2020.



Community Transportation Leaders Patty Averill (left) and Sue Fowler present to PACTS in 2020

This report includes an overview of the program pilot – along with the training program curriculum and the report from the January 2020 presentation.

PROGRAM OVERVIEW

BACKGROUND

In 2018, PACTS and GPCOG began Phase I of the Inclusive Transportation Planning Project (ITP) to advance the inclusion of underrepresented communities in planning and decision-making. In this context, underrepresented communities is defined as older adults, people with disabilities, people of color, people with low incomes and others who have traditionally lacked representation within mainstream planning processes.

To move PACTS toward inclusive decision-making, the Project Steering Committee prepared a set of *Inclusive Transportation Planning Recommendations*. The recommendations were designed to inform the 2019 update of the *PACTS Public Involvement Plan*. The Inclusive Transportation Planning Project Steering Committee presented the recommendations to the PACTS Policy Committee in 2019. The Committee approved the recommendations by unanimous vote.

The recommendations outline six strategies for encouraging more inclusive decision-making across PACTS, its decision-making bodies, and its member communities.

1. Develop protocols and guidance for inclusive engagement in PACTS-funded plans and studies.
2. Strengthen partnerships with local organizations to provide ongoing connections with underrepresented communities.
3. Cultivate champions who can represent the interests of underrepresented communities in transportation planning.
4. Explore approaches for supporting meaningful involvement by underrepresented communities on PACTS Governance Committees.
5. Adjust the PACTS funding decision process to consider the needs of underrepresented communities.
6. Engage PACTS members in opportunities to learn more about the transportation needs and experiences of underrepresented communities.

In spring 2019, PACTS secured funding from the Transit Planning 4 All initiative for Phase II of the ITP project. Phase II focused on addressing recommendations 1 and 3: development of an Inclusive Transportation Planning Toolkit (click this link to access: <https://www.gpcog.org/DocumentCenter/View/1259/PACTS-Inclusive-Transportation-Planning-Toolkit-2019>) and developing and piloting the Community Transportation Leaders Training Program. Both of the resulting tools are included in the 2020-21 goals outlined in the PACTS Public Involvement Plan.

DESIGNING THE PROGRAM

The Community Transportation Leaders Training Program was co-designed by a planning group that included GPCOG staff, consultants, municipal and organizations partners, and GPCOG's Mobility Liaisons. Mobility Liaisons are agency volunteers with lived experience of transportation challenges.

The training program was developed over a six month period and included in-person meetings with the planning group, research on best practices, and collecting feedback over email and phone conversations.

Participation in the planning group by Mobility Liaisons was supported through stipends, transportation support (both providing and reimbursing for rides). Meetings were conducted using inclusive meeting practices that take into consideration language and disability accommodations and accessibility for people who cannot attend in person.

The training program has four goals:

1. Supporting community members to gain the knowledge and tools needed for meaningful participation in transportation planning and decision-making.
2. Providing a peer-to-peer network to assist participants in acting on the goals they set.
3. Enabling decision-makers to hear directly from participants about the transportation needs and experiences of underrepresented communities.
4. Acting as a gateway for participation in transportation decision-making.

The training design was based on a theory of change that is outlined in Figure 1.

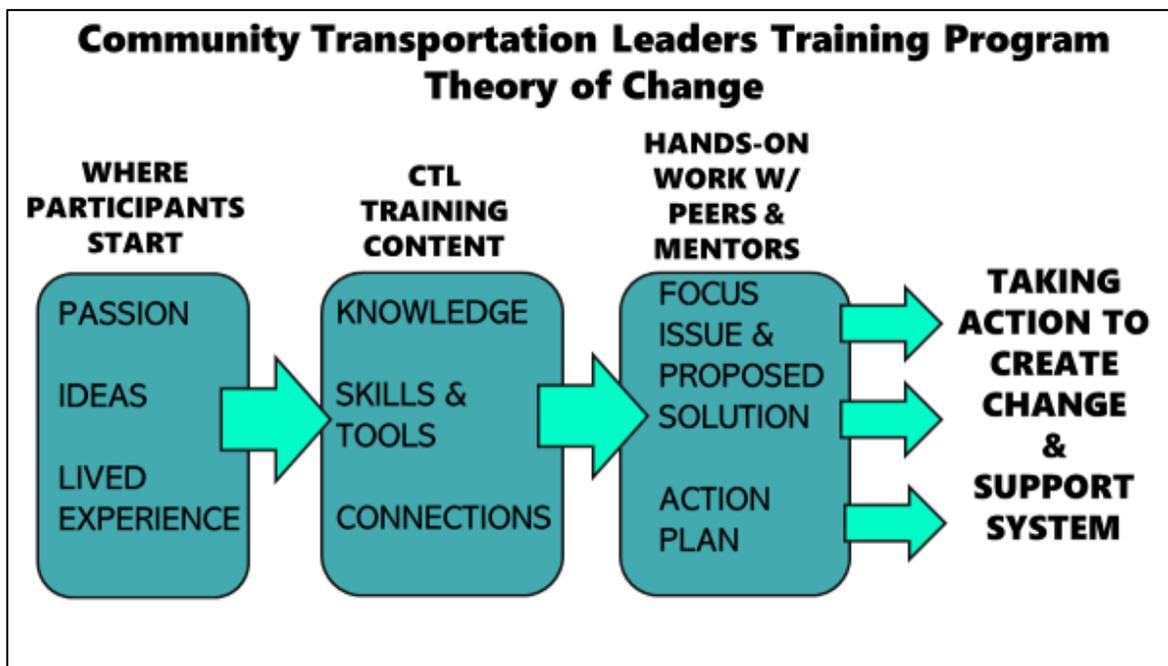


Figure 1: Community Transportation Leaders Training Program Theory of Change

RECRUITING PARTICIPANTS

Planning group members and partner organizations played an integral role in recruiting participants for the training through their networks and relationships. A two-sided flyer was used to promote the program. The flyer was translated into Arabic, French, Portuguese, Somali and Spanish. Interested people were asked to call or email to express their interest and schedule a 20-minute conversation.

Between direct responses and referrals, 46 people applied to participate. Staff and consultants conducted follow up with applicants and narrowed it down to 23 individuals who represented a range of ages, geography, and perspectives on transportation barriers. People who were not selected, were notified and kept on a list to be contacted when future trainings is scheduled.

PILOTING THE TRAINING

Participants in the Community Transportation Leaders training program attended six weekly learning sessions. During the sessions, participants learned about transportation planning and decision-making. They worked individually and in small groups to identify a transportation barrier they felt passionately about, to identify the reasons why it is important, and to develop creative ideas and constructive solutions for addressing it. Participants formed groups based on their top issues and developed brief presentations. The Community Transportation Leaders Training Program culminated with a presentation to

PACTS Committee members and staff from the Federal Transit Administration. (included in this report).

Mobility Liaisons played a facilitation role in each session and attended weekly debriefs to reflect on the session's successes and challenges. Staff and consultants made curriculum and logistical adjustments based on the debriefs. These included changes to the room set-up to allow for accommodating those with hearing loss and those using interpreters; the addition of extra support staff to assist with opening heavy bathroom doors; and adding in content on understanding equity.

NEXT STEPS

After training program participants presented their concerns and ideas to PACTS Executive Committee in January, the PACTS Policy Committee held a discussion about how to continue engaging the participants to provide meaningful input into the MPO's work. The Committee requested that staff prepare a proposed set of actions.

In February, the PACTS Executive Committee voted unanimously to approve two actions:

1. Convening a peer-to-peer network of Community Transportation Leaders graduates that supports participants to take action on the goals they set during the training. (Convening the network through 2020 has funding from PACTS but will require additional fundraising to continue.)
2. Adding seats to PACTS Committees designated for Community Transportation Leaders graduates (older adults, people with disabilities, and racial/ethnic minorities) and provide training and support for leaders joining committees.

PRESENTATION TO PACTS: PARTICIPANTS' CONCERNS & IDEAS

On January 7, 2020, the Community Transportation Leaders training participants presented to the PACTS Executive Committee about their top transportation concerns – including why they matter and their ideas for solutions. The presentation included time for PACTS members to ask questions and share responses. What follows herein is a written record of these presentations, as well as additional concerns and ideas from participants.

EXPANDING FREQUENCY FOR METRO BUS ROUTE 8

Presentation by: Patty Averill, Cecille Bitondo, Alfred Nyarwaya, Susan Fowler

Barrier Highlighted:

We believe all the bus routes could be extended to put one more run on at night. This small change could help many residents to have time to schedule work or plan for family times or activities in the Portland area.

Our group would like to talk about the METRO Route 8 – the peninsula route. The first thing that would be helpful would be for the bus to run until 8-9pm. Right now, the last bus is at 5:30pm and earlier on weekends.

Why It's Important:

Bus 8 has become the busiest bus even beating out the mall in the last few years as our city grows in new businesses and residents. The City of Portland is the place to be.

Bus 8 is the only bus that goes to Franklin Towers, 100 State Street, Harbor Terrace, North School, and Pine Street – all home to senior and handicapped residents. The population of each place is between 400-500 people.

Also, Bus 8 goes to Maine Med and Mercy hospitals and projects on Spring and Danforth St. where 100 or so families of low income live.

With Paul's Food Center gone, the seniors and handicapped residents now need to go to Hannaford and Trader Joe's – the only grocery stores for this area of town.

With all of these changes to our city, it's time to look at some needed changes for transportation for more residents of Portland. And when visitors to our city go around town they want to see the Old Port, the Victoria Mansion, they need the Route 8 as well. We would support a bi-directional circulator loop for Route 8.

Proposed Solution or Idea:

We believe that several changes would help the rider population:

Adding more buses to the routes so that busses come every 15 to 20 minutes. This will mean less wait time in bad weather. Another option is to use double-buses that are used in bigger cities around new England.

Running the busses later so that workers, shoppers and people who live downtown have safe access to the community, and reliable transportation home.

More service will mean new riders who can help pay for the changes. Advertisements for rent inside the buses could also help generate revenue.

Thank you for your time and for listening to us. We are really happy that METRO is demonstrating interest in making changes to bus service on the peninsula so that people can access the community safely.

TRANSPORTATION BARRIERS FACED BY NEW IMMIGRANTS

Presentation by: Guy Mpoyi, Bénédicte Wonganombe

Barrier Highlighted:

We are here to speak today about transportation barriers of immigrants, especially when first arriving here. The specific barrier is access to information about METRO and RTP, and how and when they operate, in languages that new immigrants can understand.

Why It's Important:

This is important because immigrants are arriving in Portland all the time. Immigrants want to learn and improve their English, but it is a process that takes time.

In the immediate time of arrival, and in the transition to getting established here, having access to basic information about METRO and RTP in many languages would be very helpful for immigrants getting around and getting what they need. Bénédicte will give you a couple of examples.

Example 1 – *"When I first arrived here, I encountered a problem that would have been preventable if I had had access to information about RTP. I was staying in the shelter, and the rules in the shelter say that when we wake up, we must leave because they need to clean. So, when I left the shelter on that particular morning, I fell down when I was walking because the sidewalk was slippery due to the weather. If I had known I could call to request an RTP bus to take me to the library, I could have avoided that walk and wouldn't have fallen down. There are many immigrants with disabilities who need to know about the RTP bus, just like I did."*

Example 2 – *"An immigrant friend of mine told me that the first time he rode the bus, when he sat down, people on the bus told him to go to the back of the bus. He didn't understand why. He felt bad, thinking it was due to discrimination, but in reality, he didn't know the rules of the bus. If there were*

information in multiple languages inside the bus about how rules (in this case, the rules about dedicated seating for people with disabilities, where my friend was sitting), it would have helped him understand why he needed to move seats, that it wasn't discrimination, it was about maintaining space for people with disabilities on the bus."

Proposed Solution or Idea:

Solutions we believe would address this barrier include:

- Creating informational materials in many languages for new immigrants
- Create a METRO map in multiple languages besides English
- Create the METRO schedule in multiple languages besides English
- Create and post flyers inside the bus explaining METRO rules (i.e., how fares work, where to sit, getting off, etc.)

Distribute these materials at places where many immigrants go, for example:

- General Assistance office
- Churches (St. Dom's parish, others)
- Any immigrant-supporting organization

Thank you for your time and consideration of these issues. We would love to assist you however we can.

FINANCING STRATEGY TO ADDRESS THE SYSTEM-WIDE NEED FOR METRO BUS SHELTERS

Presentation by: Bukuru Mutima (presenting), Patrick Nyenge, Mireille Kabongo

Barrier Highlighted:

The issue we are here to discuss today is the need for bus shelters across the METRO bus system. The specific barrier we're highlighting is that certain bus stops, especially where there are high volumes of vulnerable populations waiting for the bus, lack a bus shelter.

Why It's Important:

This is important because people need protection from intense weather conditions that are common in Maine in all seasons (snow or rain, sun and heat, wind) while waiting for the bus.

Many people—children, pregnant women, elders, people with disabilities, and many other vulnerable members of our community— have difficulties waiting too long outside, unprotected, in the elements.

This can be especially problematic at times when the bus is full. The driver says it cannot accept any more passengers, and people must wait for the next bus.

We understand that METRO is aware of this bus shelter issue, and has been taking steps to increase the number of shelters across the system over the last few years. I speak for many bus riders when I say "thank you!" for that.

However, there are still many riders waiting without shelters, and we wish financing were not a barrier to fulfilling this need.

Proposed Solution or Idea:

The solution we would like to see is: METRO's development and use of a public-private partnership financing strategy for bus shelters across its system like the one I found out about, which is used by the City of Chicago.

To manage its bus shelters, the City of Chicago has engaged in a renewable five-year contractual agreement (which it has already renewed at least once) with a private company.

The private company provides design, installation, operation, and maintenance of certain street furniture, including bus shelters, all over the city.

The private company also manages advertising on the bus shelters, and pays the City of Chicago a fee for the privilege of selling and maintaining advertisements in keeping with requirements described in the agreement.

The private company's obligation to pay fees is independent of its revenues and all other obligations under the contractual agreement.

The contract also contains a commitment to retaining Minority-Owned and Women-Owned Business Enterprises for work associated with this agreement.

Thank you very much for your time and consideration. We would like to assist you however we can.

A COMPREHENSIVE APPROACH FOR CREATING A SAFER PORTLAND FOR PEDESTRIANS

Presentation by: Ed Ashley, Michael King, Dave Lawrence, Bud Buzzell, Abdigafar Said

Barrier Highlighted:

The barrier we are here to discuss is how the built environment—sidewalks, roadways, and intersections—in Portland is unsafe in many places for pedestrians, especially children, elders, and people with disabilities who use have visual impairment or use mobility devices.

We are grateful for the City of Portland’s process of “piggybacking” on existing development and construction projects to get sidewalks, bike paths, and other improvements built as part of those projects. But we need to go further.

Why It’s Important:

This is important for numerous reasons. Here are just a few that matter to us:

It’s important for elders. Maine is one of the oldest states in the US. Our elder population will continue to get larger. Fewer people have cars. Use of sidewalks is going up.

It’s important for people with visual impairment. Every trip starts and ends with walking. For me, as a person with low vision, improving walkability means adding things like audible pedestrian signals at crossings.

It’s important for people using wheelchairs. Existing sidewalks in places along Congress Street are difficult to navigate in my wheelchair, forcing me to go against traffic in the street.

It's important for everyone. Kids need to get to school. People need to get to work. If we don't get out and about, our physical health can suffer. We can become isolated, and our mental health can suffer.

Proposed Solution or Idea:

We want to see Portland take a more comprehensive approach to creating a safer built environment for people who walk.

We know that Portland has already adopted a "Complete Streets" policy. That is helping to guide our community's future investments in a safer built environment.

Portland could be a real leader by adopting Vision Zero. In cities that have adopted Vision Zero, lowering vehicle speeds has been shown to reduce pedestrian fatalities dramatically.

Thank you for your attention and consideration. We are eager to assist you in pursuing these actions however we can.

BUILDING METRO RIDERSHIP & INCREASING RIDER CAPACITY FOR UTILIZING THE BUS

Presentation by: Leeann Brionez, Karen Perry

Barrier Highlighted:

We want to talk about how to get more people using the trip planning apps. It's great that we have the Transit and Google Apps to plan bus trips but many people have challenges in using them. We are concerned that many people – especially older adults— are not using them because they don't know how or because they find them confusing. Riders get overwhelmed by information on the Apps.

Why It's Important:

This is a missed opportunity because the app is a simple way to understand the schedule.

Many people are still using the paper schedules and have difficulty knowing when the busses are supposed to come.

Without understanding the schedule, people can't also get to their appointments, they can't visit family and friends, and they don't have access to community meetings and events.

Not being able to use the apps, especially for older people, creates obstacles and barriers.

Proposed Solution or Idea:

As a solution, we suggest hosting workshops to teach people how to use the transportation apps. We also suggest that the bus agencies encourage riders to teach other riders how to use the apps. Many of us would be interested in teaching other riders if the bus agencies want our help.

We thank you for hearing our concern.

EXPANDING PUBLIC TRANSPORTATION SERVICE TO PEOPLE & COMMUNITIES SURROUNDING PORTLAND

Presentation by: Jayne Chandler, TyTy Chila, Becky Johnson

Barrier Highlighted:

We'd like to see communities outside of Portland gain access to more reliable public transportation options.

Why It's Important:

Expansion of service is important to many people living outside of Portland proper. Here are examples illustrating why this is important to each of us:

Jayne: As a resident of Gray, I'd like to see Gray & New Gloucester get public transportation to Windham and Portland. As a senior citizen, I have no public transportation options available. RTP only takes to my doctor appointments, but will not take me to pick up my scripts, get groceries, library, etc. I have to depend on a few close friends to give me rides where I need to go because I cannot afford alternative options like Lyft/Uber.

TyTy: I live in Westbrook and bus service in Westbrook is lacking. Infrequent bus service from Westbrook to South Portland has caused major inconveniences for me to be able to find work and keep a job. Either there isn't a bus early enough to get to work, or a bus that runs late enough to be able to leave work and go home. Another concern I have is that Westbrook doesn't have a Metro ticket office where residents can buy bus passes.

Becky: I'm a South Portland resident with an Autistic 5 year-old son, and another one on the way. We need both bus lines (24A, 24B) in SoPo to run hourly, not bi-hourly, with extended night time hours. We also need more frequent 24B service on the weekends. Right now, the 24B has no weekend service. I live in a neighborhood with children and elderly residents, and with the cold weather upon us it makes it more difficult to live with inadequate bus service. No one wants to walk a half mile on the weekend to get the 24A bus, especially in bad weather. It also shouldn't take 4 hours to do a Walmart run

and come home. The South Portland buses from my experience tend to be unreliable and often late. This needs to change.

Proposed Solution or Idea:

Portland has a population of 66,882. The combined populations of SoPo, Westbrook, Gray, and New Gloucester are 57,975. These communities outside of Portland are in need of either new bus routes or expanded bus service, and we hope you will take this into consideration. Thank you.

SUPPORTING SENIORS & MAKING METRO EASIER TO US FOR ALL

Presentation By: Emily Murray, Cheryl Oldfield

Barrier Highlighted:

Seniors and people with disabilities struggle to know how to use public transportation. They don't where to get information about transportation in general. And for those who already use buses, the transition to electronic fare collection is creating confusion.

Why It's Important:

I'm Cheryl, and I live in Falmouth. I just recently moved in a 55 plus facility. I specifically chose that place because it's a place where you can live and still be in the country but get into the city on the bus. My neighbors started asking me what I was doing taking public transportation. I started telling them and soon I was helping my neighbors learn how to use transit. I have one neighbor who gave up her car. Another kept her car but uses the METRO most of the time. I have helped them overcome their concerns about safety.

I'm Emily, and I live in Portland. My concern is that people will have a hard time adjusting to the new electronic fare system. I think it will be especially hard for the elders and for people who aren't comfortable with technology. Right now, a lot of people are confused and worried about how it's going to work.

Proposed Solution or Idea:

Cheryl: I've realized that many people are not going to use transit unless they have another person helping them to figure it out. Older adults and people with disabilities need one-on-one support. You have to work with them to help them be comfortable. I will keep helping my neighbors and next year **I'll be working with GPCOG to develop a regional travel training program. I would like to see PACTS support efforts like this to support seniors in using transit.**

Emily: **I suggest that the bus agencies create videos to help explain how to use the new smart cards and app.** The videos could be played on public access TV and displayed on screens in public places. I think people will need visual cues and reminders at bus stops and on the bus. For example, there could be a sign that says "Do you have your Smartcard today?" I'm going to be a tester for the electronic fare system and I am excited to teach other people how to use the new system.

Thank you for listening to our concerns and ideas.

ADDITIONAL CTL PARTICIPANT CONCERNS AND IDEAS

NAME: Bukuru Mutima

ISSUE/BARRIER: Infrequency of South Portland's Bus 24A & 24B

WHY IT'S IMPORTANT: Many people, especially immigrants, want to move to South Portland because of lower housing costs. Unfortunately, for those who make the choice to live in SoPo for its affordability, the trade-off is a transportation barrier, because bus service is not frequent enough to provide timely and efficient connections to Portland's downtown and other important destinations.

NAME: Karen Perry

ISSUE/BARRIER: There is a lack of compassionate understanding among bus operators of the issues and needs of elders and people with disabilities who use the bus (e.g., not always enforcing rules around able-bodied riders moving to other seating for people in wheelchairs; securing wheelchairs in place before moving; putting the ramp down for each person boarding; etc.).

SOLUTION: Offer a training for bus operators that is delivered by people with disabilities (me and my fellow Mobility Liaisons would love to help!) and involves first-hand stories and context that illustrate the reasons why better, more consistent, more inclusive practices are needed.

NAME: Jayne Chandler

ISSUE/BARRIER: There is no public transportation in Gray/New Gloucester that connects to Portland and Windham.

WHY IT'S IMPORTANT: Right now, seniors who are still active (like me), people with disabilities, families, and anyone who doesn't own a car, are isolated and need transportation to work, study, connect with others, and/or shop. We need options that are safe, affordable, reliable, connected, and time-efficient.

CTL TRAINING

LESSON PLAN

WEDNESDAY, OCTOBER 23, 2019 / 11:00AM – 1:00PM

SESSION 1: AN INTRODUCTION TO THE COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

WELCOME & INTRODUCTIONS: 11:00AM – 11:30AM

Provide welcome and opening remarks to participants. Who are we? Why did we develop this training program? What do we hope it will accomplish near-term and longer-term? (Karen Perry, Mobility Liaison; Zoe Miller and Sara Zografos, PACTS)

BUILDING OUR TEAM: 11:30AM – 12:00PM

Have a Mobility Liaison lead this part of the agenda. Invite participants to play a “get to know you” game.

Preparation: 1) Print “Ice-Breaker Activity” sheets. Cut each of the bulleted statements into strips of paper so each strip of paper contains one single statement. 2) Put all strips of paper into a hat.

Implementation: Allow 30 minutes for this activity. 1) Instruct participants to pass the hat. When a person has the hat, they are to pull out a strip of paper, and read the statement on it aloud. 2) If the statement rings true for any participant, they should raise their hand or call out “yes” for all other

participants to see/hear. 3) Start with a demonstration. The hat should be passed until all strips of paper are exhausted, or until time's up.

LUNCH BREAK: 12:00PM – 12:15PM

Participants break to get their lunch from the buffet. For those with mobility challenges, share the menu options, have them choose, and bring their lunch from the buffet to them. Assist those who need support opening water bottles or seltzer cans. Once settled and eating, move to the next segment to continue the lesson through a "working lunch".

ESTABLISH COMMUNITY NORMS: 12:15PM – 12:45PM

Preparation: On sticky paper or a PPT slide, write up a list of community norms for presentation to and consideration of participants (reference example list at the bottom of this lesson plan).

Implementation: 1) Display list of proposed community norms at the front of the room. Provide hand-outs if necessary. 2) Provide background reasoning for the list of norms, why they are important, and what they help us do when we work in groups. 3) Walk through the list, reading each norm, pausing to elaborate, asking if there are questions, and answering as needed. 4) Ask if there are any norms to be edited or added to the list. Take suggestions, asking for clarification as needed. Ask participants if they agree to suggested addition(s) or edit(s) one by one. If anyone takes issue, continue discussing or clarification until consensus is reached. Add a norm to the list after seeing unanimous assent by raising of hands among participants. Continue until all ideas are recorded, or until time's up.

Sample Community Norms

- Say your name (before you speak your mind)
- Be inclusive
- Emphasize "bottom-up" organizing (not "top-down")
- Let people speak for themselves
- Work together in solidarity and mutuality
- Build just relationships among ourselves
- Commitment to self-transformation
- Respect confidentiality
- Step up / step back / share the air

- Use “oops” and “ouch” as needed

AN INTRODUCTION TO TRANSPORTATION: 12:45PM – 12:55PM

Preparation: Create a slide deck featuring information and visuals from “Every Place Counts” workbook.

Implementation: Walk through information contained in each slide. Ask if there are questions. Address questions as needed.

- Transportation in Your Community
- How We Used to Make Transportation Decisions
- How We Endeavor to Make Transportation Decisions
- Know Your Rights and Responsibilities
 - Public Involvement
 - Equity and Civil Rights
- Understanding Types of Transportation

WRAP-UP & NEXT STEPS: 12:55PM – 1:00PM

Highlight and reiterate expectations around attendance. Offer quick synopsis of next week’s session (learning about the five basic steps of the transportation process) and how it will build toward an individualized focus on each participant’s “passion issue” and their change goal. Hand out optional reading material.

CTL TRAINING

LESSON PLAN

WEDNESDAY, OCTOBER 30, 2019 / 11:00AM – 1:00PM

SESSION 2: AN INTRODUCTION TO THE COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

WELCOME & INTRODUCTIONS: 11:00AM – 11:10AM

Mobility Liaison provides welcome and opening remarks to participants. Round of first-name introductions around the room to reacquaint everyone.

EVERY EXPERIENCE COUNTS: 11:10AM – 11:45AM

Preparation: Gather a collection of small items (poker chips, hard candy, dried beans, etc.), enough so each person can grab a handful of 10-20 pieces to place in front of them on the table. Distribute these along with a paper cup to each participant in the room.

Instructions: Read a select number of statements¹ aloud from the “Every Experience Counts” exercise in the “Every Place Counts” workbook. Instruct

¹ Revise and/or adjust the statements listed as needed so they are reflective and inclusive of the participants in your group (i.e., “I walked here today.” became “I walked, rolled, or took a bus to get here today.” for our group, comprised of mostly elders and people with disabilities who use public transportation almost exclusively.

participants to drop a piece in their cup each time they identify with the statement you're making. Allow participants a bit of time between statements to think about what each one means to them. Once you run through all the statements, facilitate a discussion and debrief about this activity, and the role of transportation in matters of equity and opportunity.

LUNCH BREAK: 11:45AM – 12:00PM

Participants break to get their lunch from the buffet. For those with mobility challenges, share the menu options, have them choose, and bring their lunch from the buffet to them. Assist those who need support opening water bottles or seltzer cans. Once settled and eating, move to the next segment to continue the lesson through a "working lunch".

STEPS IN THE PROCESS: 12:00PM – 12:25PM

Preparation: Review the instructions and activity described on page 17 of the "Every Place Counts" facilitator guide. Print 10 copies of Appendix B (page 40 of the facilitator guide) on card stock. Cut up the pieces and place each complete set in 10 separate envelopes. For groups with participants who speak a first language other than English, translate the list on Appendix B and set aside for that/those group(s).

Ask participants to each join as a group with the other folks seated at their table. Distribute the envelopes and a large sticky note sheet around the room, one to each team. Follow the instructions in the facilitator guide to implement the activity. Facilitators walk around the room to assist teams, decipher terminology, explain a concept, or answer questions as needed. When each group is finished sorting the steps, hang the sheets up on the wall, and walk through the steps in the correct order, answering questions and accepting comments through a facilitated discussion and debrief as time allows.

THE FIVE STEPS OF TRANSPORTATION DECISION-MAKING: 12:25PM – 12:55PM

Preparation: Follow the instructions found on page 22 of the Facilitators Guide for the "Every Place Counts" curriculum. Create a slide deck of visuals to support the delivery of this information if deemed helpful for your group. Following

presentation of material, and as time allows, facilitate a Q&A, discussion, and debrief of the information presented.

WRAP-UP & NEXT STEPS: 12:55PM – 1:00PM

Facilitators highlight and reiterate expectations around attendance. Offer quick synopsis of next week's session (learning about the five basic steps of the transportation process) and how it will build toward an individualized focus on each participant's "passion issue" and their change goal. Mobility Liaison offers closing remarks:

- Jot down (or get some help jotting down) any questions that come up for you about this training or about transportation. Bring them with you next time.
- Prepare for next week's session by thinking about these two things:
 1. What ways there are to get involved in transportation decision-making?
 2. Think hard about your passion transportation issue. Why did you get involved with this training? Your answer to that question will be featured in next week's session.

CTL TRAINING

LESSON PLAN

WEDNESDAY, NOVEMBER 6, 2019 / 11:00AM – 1:00PM

SESSION 3: GETTING INVOLVED IN TRANSPORTATION DECISION-MAKING (PART 1)

WELCOME & INTRODUCTIONS: 11:00AM – 11:10AM

Provide “welcome back” remarks to participants. Go around the room so each person can re-introduce themselves by first name. Ask if there are any questions about the homework reading. Address questions, and steer the group toward diving into the content.

REVISIT THE FIVE STEPS OF TRANSPORTATION DECISION-MAKING: 11:10AM – 11:25AM

Revisit the “five steps” activity begun last session. Make sure every participant in the room knows the correct order of the steps by walking through them one by one.

ICE BREAKER – DEFINING “EQUITY” & “INCLUSION”: 11:25AM – 11:50AM

What do we mean when we say “equity” and “inclusion”? Review these concepts visually, and then discuss with your tablemates. We’ll come back together as one group to share small group discussions and ensure we all share a mutual understanding of these terms.

LUNCH BREAK: 11:50AM – 12:05PM

Participants break to get their lunch from the buffet. For those with mobility challenges, share the menu options, have them choose, and bring their lunch from the buffet to them. Assist those who need support opening water bottles or seltzer cans. Once settled and eating, move to the next segment to continue the lesson through a “working lunch”.

WHAT’S YOUR ADVOCACY ISSUE? 12:05PM – 12:55PM

Preparation: Download the YouTube video of Simon Sinek’s lecture [“WHY YOU SHOULD START WITH WHY”](#). Make sure your room is equipped with sound amplifying equipment, especially if your group contains participants with auditory challenges.

Implementation: Explain to the group that advocacy is an important vehicle for changing hearts and minds that requires deliberate strategy, research, and practice. Invite each participant to sit quietly for 1-2 minutes to think about a transportation issue they care about. Ask each participant to break into pairs and share a short description of their issue to their partner. As each teller completes their sharing, each listener should ask “Why?” and invite the teller to elaborate. write Show the 6-minute video. Then debrief the video, first by asking participants to break into pairs or small groups to discuss the following questions:

- Did the video move you?
- If so, how?
- If not, why not?

At the 15-minute mark, bring the full group back together. Invite each group to ID one person at their table who is willing to report out the result of their discussion(s). Draw connections with making the case for positive transportation-related changes, and the value of starting with why.

WRAP-UP & NEXT STEPS: 12:55PM – 1:00PM

Highlight and reiterate expectations around attendance. Offer quick synopsis of next week’s session (learning about the five basic steps of the transportation process) and how it will build toward an individualized focus on each

participant's "passion issue" and their change goal. Hand out optional reading material.

CTL TRAINING

LESSON PLAN

WEDNESDAY, NOVEMBER 13, 2019 / 11:00AM – 2:00PM

SESSION 4: GETTING INVOLVED IN TRANSPORTATION DECISION-MAKING (PART 2)

WELCOME & INTRODUCTIONS: 11:00AM – 11:10AM

Provide “welcome back” remarks to participants. Go around the room so each person can re-introduce themselves by first name + how you got here today. Provide a brief overview of the day. Steer the group toward diving into the content.

REVISIT YOUR “WHAT & WHY” ICEBREAKER: 11:10AM – 11:30AM

Take a few minutes to review the transportation passion issue “what and why” you wrote down last week. Make any changes you feel are necessary to emphasize your point or clarify your position. Then, going around the room, take turns sharing your “what and why” with the rest of the team. Rather than elaborate, simply read your statement. Your delivery doesn’t have to be “perfect”! This is simply an opportunity to practice sharing your statement with others so our special guests can hear the kinds of things you’re thinking about.

ICE-BREAKER: SHARE YOUR “WHAT AND WHY” WITH THE GROUP: 11:30AM – 12:00PM

Have a Mobility Liaison lead this session. Explain how the group just spent time re-visiting their transportation passion issue, and filling out their worksheet, they

thought about where in the steps of the transportation planning process their passion issue “lives”. Explain that now, everyone is going to have the opportunity to share their passion issue with the whole group. “One by one, we’re going to go around the circle with each person reading from their worksheet. This isn’t time to elaborate—simply read your “WHAT & WHY” STATEMENT; name WHICH STEP IN THE PROCESS your passion issue fits, and share YOUR PROPOSED RESEARCH QUESTION. Your worksheet doesn’t have to be “perfect” or completely filled out. Just do your best to share what you have, and we’ll keep working on this in coming weeks. I will go first to demonstrate how this will go. When we’re all finished, we’re going to break for lunch.”

LUNCH BREAK: 12:00PM – 12:30PM

Participants break to get their lunch from the buffet. For those with mobility challenges, share the menu options, have them choose, and bring their lunch from the buffet to them. Assist those who need support opening water bottles or seltzer cans. Once settled and eating, move to the next segment to continue the lesson through a “working lunch”.

BUILDING YOUR CASE – DOING RESEARCH: 12:30PM – 1:30PM

Our special guests today are librarians from our public library who specialize in research about health & literacy, and business & government. They are here to support our research and data collection process that will help us build our case and bolster our “what and why” statements. Our librarians are here to help us understand how to find the facts and data we need to help others see our point of view, and take action. PowerPoint presentation includes:

- How to develop a topic, narrowing down, developing a research question
- What to look for, and how to begin research (very basic)
- Additional resources (very simple, high-level overview)

GROUP WORK – COMBINING FORCES FOR GOOD: 1:30PM – 1:55PM

Preparation: Facilitators review the worksheets completed by each participant, and then group them into small cohorts of 3-5 people. Each participant will be assigned to a group of people with whom they have a shared or related passion issue, and/or a goal or objective in common.

Implementation: Announce the names of each person and the group they belong to, and the issue(s) they are focused on in common. Offer an invitation for folks to move to the same table as their new fellow group members. Support people with mobility challenges by having able-bodied folks relocate to people who are less mobile. Provide time for each group member to re-introduce themselves and their passion issue. Announce that next week participants will work on finding greater commonality and unity in their passion issue with their group.

WRAP-UP / NEXT STEPS: 1:55PM – 2:00PM

Highlight and reiterate expectations around attendance. Offer quick synopsis of next week's session. Hand out optional reading material.

CTL TRAINING

LESSON PLAN

WEDNESDAY, NOVEMBER 20, 2019 / 11:00AM – 1:30PM

SESSION 5: DOING RESEARCH, DEVELOPING A UNIFIED TEAM MESSAGE ABOUT A BARRIER

WELCOME & INTRODUCTIONS: 11:00AM – 11:10AM

Provide “welcome back” remarks to participants. Go around the room so each person can re-introduce themselves by first name + how you got here today. Provide a brief overview of the day. Steer the group toward diving into the content.

HOW AND WHY WE DETERMINED THE GROUPS: 11:10AM – 11:25AM

Take a few minutes to review the transportation passion issue “what and why” you wrote down last week. Make any changes you feel are necessary to emphasize your point or clarify your position. Then, going around the room, take turns sharing your “what and why” with the rest of the team. Rather than elaborate, simply read your statement. Your delivery doesn’t have to be “perfect”! This is simply an opportunity to practice sharing your statement with others so our special guests can hear the kinds of things you’re thinking about.

WALK THROUGH THE PRESENTATION TEMPLATE: 11:25AM – 11:50AM

Have a Mobility Liaison lead this session. Explain how the group just spent time re-visiting their transportation passion issue, and filling out their worksheet, they thought about where in the steps of the transportation planning process their

passion issue “lives”. Explain that now, everyone is going to have the opportunity to share their passion issue with the whole group. “One by one, we’re going to go around the circle with each person reading from their worksheet. This isn’t time to elaborate—simply read your “WHAT & WHY” STATEMENT; name WHICH STEP IN THE PROCESS your passion issue fits, and share YOUR PROPOSED RESEARCH QUESTION. Your worksheet doesn’t have to be “perfect” or completely filled out. Just do your best to share what you have, and we’ll keep working on this in coming weeks. I will go first to demonstrate how this will go. When we’re all finished, we’re going to break for lunch.”

LUNCH BREAK & LOGISTICS PLANNING FOR PRESENTATION DAY: 11:50AM – 12:15PM

Participants break to get their lunch from the buffet. For those with mobility challenges, share the menu options, have them choose, and bring their lunch from the buffet to them. Assist those who need support opening water bottles or seltzer cans. Once settled and eating, move to the next segment to continue the lesson through a “working lunch”.

SUPPORTED GROUP WORK: DOING YOUR “WHAT & WHY” RESEARCH: 12:15PM – 1:15PM

Our special guests today are librarians from our public library who specialize in research about health & literacy, and business & government. They are here to support our research and data collection process that will help us build our case and bolster our “what and why” statements. Our librarians are here to help us understand how to find the facts and data we need to help others see our point of view, and take action. PowerPoint presentation includes:

- How to develop a topic, narrowing down, developing a research question
- What to look for, and how to begin research (very basic)
- Additional resources (very simple, high-level overview)

“OFFICE HOURS” – SIGN-UPS FOR GROUP PRESENTATION COACHING SESSIONS: 1:15PM – 1:25PM

Preparation: Facilitators review the worksheets completed by each participant, and then group them into small cohorts of 3-5 people. Each participant will be

assigned to a group of people with whom they have a shared or related passion issue, and/or a goal or objective in common.

Implementation: Announce the names of each person and the group they belong to, and the issue(s) they are focused on in common. Offer an invitation for folks to move to the same table as their new fellow group members. Support people with mobility challenges by having able-bodied folks relocate to people who are less mobile. Provide time for each group member to re-introduce themselves and their passion issue. Announce that next week participants will work on finding greater commonality and unity in their passion issue with their group.

WRAP-UP / NEXT STEPS: 1:25PM – 1:30PM

Have a Mobility Liaison lead this wrap-up and next steps. Instruct participants to jot down (or get some help jotting down) any questions that come up for them about this training or about transportation, and to bring them with them next time. Also, to prepare for next week's session:

- Think hard about the work you completed today, the research you did.
- What else will help you/your team deliver your final presentation?
- What additional research or practice will you need to be ready?
- We will be working on this next week.

CTL TRAINING

LESSON PLAN

WEEK OF NOVEMBER 25, 2019 (SCHEDULED 1-HOUR SESSIONS)

SESSION 6: REFINING & FINALIZING YOUR PRESENTATION, PRACTICING YOUR SPEAKING POINTS

COACHING SESSION: 1 HOUR PER GROUP

Ask each person if they have any questions before getting started. Then, begin the coaching session by reading through the team's presentation template. Ask if anything is missing, or if it needs to be edited in any way. Work to ensure each person that wishes to speak has a shortlist of bullet points they feel comfortable with by the end of the coaching session. Double-check any facts, and/or add in citations of relevant information, to ensure a brief, factual, value-add presentation. Each presentation should contain:

- A statement of the transportation barrier(s) the group is focused on
- A statement about why this issue is important (incorporate data and personal stories here for added emphasis and opportunity for audience to personally connect)
- A statement of a solution the group would like to see implemented by decision-makers (emphasis on constructive, can-do suggestions, offers of ideas and successes from other places, etc.)

APPENDIX – LINKS TO TRAINING MATERIALS & SUPPORTING RESOURCES

SESSION 1

- Session 1 Script
- Session 1 Ice-Breaker activity
- Session 1 PPT - "Introduction to Transportation" PPT presentation
- Sample signage for CTL Training Sessions

SESSION 2

- Session 2 Agenda
- Session 2 Script
- Session 2 Handout - "Intro to Transportation" (PPT from Session 1)

SESSION 3

- Session 3 Agenda
- Session 3 Script
- Session 3 Handout - Steps in the Process (English)
- Session 3 Handout - Steps in the Process (French)
- Session 3 Worksheet - "What's Your Why?"
- Session 3 Video - "Why You Should Start with Why"

SESSION 4

- Session 4 Agenda
- Session 4 Script
- Session 4 PPT – "Research 101"
- Session 4 Handout – "Websites for CTL Research"
- Session 4 Worksheet – "Your Transportation Issue"

SESSION 5

- Session 5 Agenda
- Session 5 Script (revised)
- Session 5 – Office Hours Sign-Up Sheet
- Session 5 – Final Presentation Template

FINAL PRESENTATION

- CTL Presentation Agenda
- CTL Packet for Decision Makers – "CTL Concerns & Ideas Summary"

- Line-Up Order for Presentations
- Handout – “How to Stay Involved with PACTS”
- Certificate of Completion
- Participant Feedback Form