



Community Transportation Leaders Program Handbook

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The Community Transportation Leaders Program was designed and piloted by Catalyst Collaboratives and the Greater Portland Council of Governments with funding from the Administration for Community Living's Transit Planning 4 All Initiative and the Federal Transit Administration.



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Photographs are courtesy of Tom Bell and Kathryn Violette.

This document is available online at gpcog.org. To request translations, printed copies, or in large print, please contact GPCOG.



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Dedication

The CTL Team dedicates this handbook to the memory of Susan Fowler who passed away in 2021. Sue was a beloved member of the inaugural cohort of Community Transportation Leaders from 2019-2021. She was a dedicated participant, a supportive peer, and a devoted advocate for the needs of people who rely on public transportation. In 2020, she worked hard to bring the voices of her neighbors into the planning process for changes to bus service in downtown Portland. Her efforts led the Greater Portland Metro to adjust plans for their proposed new route. Sue will live on in our hearts.



Susan Fowler (right) with fellow CTL member, Patty Averill. Photo: Tom Bell

Special Thanks

The CTL Team wishes to express gratitude to Karen Perry and Mireille Kabongo, who pioneered the role of Mobility Liaisons at GPCOG. Without their boldness, passion, and generosity of time, the Community Transportation Leaders Program would not exist. We also wish to thank the other Mobility Liaisons who assisted in developing and implementing the CTL Program: Bud Buzzell, Michael King, David Lawrence, and Derek O'Brien. Finally, we express special thanks to the stakeholders both within GPCOG and from other organizations who assisted in designing and implementing the program: Williams Bandoma, Christian Bisimwa, Myriam Campbell, Sara Devlin, Bruce Hyman, Simane Ibrahim, Rick Langley, Mandy Levine, Jasmine Olins, Ryan Neale, Rebecca Starr, Kevin Sutherland, Liz Thompson, and Julia Trujillo.

About the Greater Portland Council of Governments

Greater Portland Council of Governments (GPCOG) is the regional planning agency for 25 member municipalities in Cumberland County. The agency serves its members and the region by helping communities achieve things together that they cannot do by themselves. GPCOG works to create greater prosperity for everyone through stronger economies, more sustainable environments, and more equitable treatment of every person in the Greater Portland region. It promotes regional initiatives including transportation and land use planning, public health, economic development and clean energy.

GPCOG operates the region's Metropolitan Planning Organization – the Portland Area Comprehensive Transportation System (PACTS) – which coordinates funding decisions across 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.

About Catalyst Collaboratives

Catalyst Collaboratives is a change management consultancy that supports and builds the capacity of teams aspiring to realize equitable social change. Whether transforming organizational culture, behaviors, policies and practices, or systems, Catalyst Collaboratives team members bring decades of adaptive leadership experience to their work, along with thoughtfulness, strategic vision, cultural competency, emotional intelligence, and collegiality. From process design and project management, to facilitation, visioning, and action planning, Catalyst Collaboratives aligns its team members and clients around a deep and shared commitment to the pursuit of equity and justice. For more information, please visit www.catalystcollaboratives.com.

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Introduction

Equitable Outcomes Require an Inclusive Culture and Process

The Community Transportation Leaders (CTL) Program is much more than a training. The CTL Program is a gateway to meaningful involvement by underrepresented communities in decision-making about the transportation system. The success of the program in Greater Portland, Maine – demonstrated through policy, systems, and environmental changes – is the result of an intentional approach that is equal parts skill-building, relationship-building and opportunity-creation. In short, if you want to achieve equitable outcomes, you must engage in an inclusive process.

Successful implementation of the CTL Program requires more than simply following the curriculum. It depends on adopting a philosophy and approach infused with power-sharing, openness to feedback, and attention to individual and group needs.

It goes without saying that this philosophy is markedly different from the bureaucratic organizational culture of most planning agencies and governmental jurisdictions. As such, implementing the CTL Program requires internal organizational champions who are committed to the intentional work and cultivation of necessary buy-in. The CTL approach engenders co-creation and bottom-up process. Ultimately, it involves changing the status quo, and therefore is likely to elicit some resistance or strong reactions. Our advice: center the needs and wants of the people with the greatest transportation barriers and keep going.

As the pilot phase of the CTL Program neared completion in Spring 2021, the project team spent time gathering feedback from the first cohort of participants and reflecting together on our experience. We sought to capture and codify the steps, practices, and approach we took in



Creating the Handbook

Reflect

- ▶ What do we wish we'd known or realized before we began?
- ▶ What do we want others to know before they begin?

Capture

- ▶ What 'invisible' and unanticipated labor went into planning and implementation?
- ▶ What non-negotiables must be included and/or avoided?
- ▶ What prevailing norms, assumptions, and biases do program managers need to actively guard against?
- ▶ What practices and language can we use to cultivate helpful mindsets, expectations, and buy-in amongst administrators and managers who play supporting roles?

Codify

- ▶ What guidance can we offer to help others implement our participant-centered approach to program design & management?

designing and implementing the pilot. This handbook serves as a toolkit to support the ongoing implementation of the CTL Program in Greater Portland, Maine by the Metropolitan Planning Organization, PACTS. We hope it will also encourage replication of the program in other communities.

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.

decision-making bodies, and its member communities. In early 2019, project steering committee members from underrepresented communities presented the Inclusive Transportation Planning recommendations to the PACTS Policy Committee (see sidebar). The Committee voted unanimously to approve using the recommendations to inform the 2019 update of the PACTS Public Involvement Plan. The subsequent plan includes the goal to “Advance the Inclusion of Underrepresented Communities.”

Background

How We Began

In 2018, GPCOG launched the Inclusive Transportation Planning Project with the goal to advance the inclusion of underrepresented

GPCOG convened a project work group that included 16 members and met monthly for six months to identify and prepare recommended strategies for encouraging more inclusive decision-making across PACTS, its

Inclusive Transportation Planning Recommendations

- 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 (available at <https://www.gpcog.org/159/Mobility-for-All>) 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.

Developing the Program

The Community Transportation Leaders Training Program was co-designed by a planning group that included GPCOG staff, consultants, municipal and organizational 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.

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 interviews 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 training sessions are scheduled.

CTL Pilot

In Fall of 2019, GPCOG launched the pilot with 23 older adults, people with disabilities, and people of color. Participants 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 feel passionately about, to identify the reasons why it's an important issue for them, and to develop creative and constructive solutions. Participants formed groups based on their top issues and developed brief presentations. The training culminated with a presentation to PACTS Committee members and staff from the Federal Transit Administration. See Appendix A for the transcript from their presentation.



CTL member and Mobility Liaison, Karen Perry, speaking at a CTL training session. Photo: Tom Bell

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 accommodate 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.

- An audible pedestrian signal was installed at a key location in Portland.
- The long range transit plan for the region, Transit Tomorrow, has recommendations with a strong focus on improving door-to-door transportation services.
- The Greater Portland Metro will maintain service to specific housing locations after an outpouring of input that CTL members helped solicit and collect.



Bus Ambassadors Program

Program Results



Seats at Decision-Making Tables

In February 2020, the PACTS Executive Committee voted to add seats to PACTS Committees designated for Community Transportation Leaders graduates. In 2021, PACTS launched its new Regional Transportation Advisory Committee which includes two seats for Community Transportation Leaders. Mireille Kabongo and Leeann Brionez were appointed as the first CTL members to hold those seats. Since then, PACTS has begun including seats for CTL members on project advisory groups. CTL members have seats on several current advisory groups. CTL members have also been tapped for local and state committees

Two CTL members, Guy Mpyoi and Cheryl Oldfield, initiated the Bus Ambassadors program and are working on implementing it in partnership with GPCOG staff and transit agencies. The Bus Ambassadors Program aims to support new riders better understand the region's transit system and reduce their confusion and stress surrounding transportation.



Personal Benefits for Members

CTL members expressed gains in self-confidence and a strong sense of belonging. Members developed good relationships with one another and a strong teamwork spirit. CTL members reported pride in taking leadership roles within the program and promoting it to others.



Results of CTL Advocacy

Individually and as groups, CTL members pursued specific policy, systems, and environmental changes. They achieved the following results:

- The region's largest bus service is now using the best practices training program for bus operators Passenger Assistance, Safety and Sensitivity (PASS).

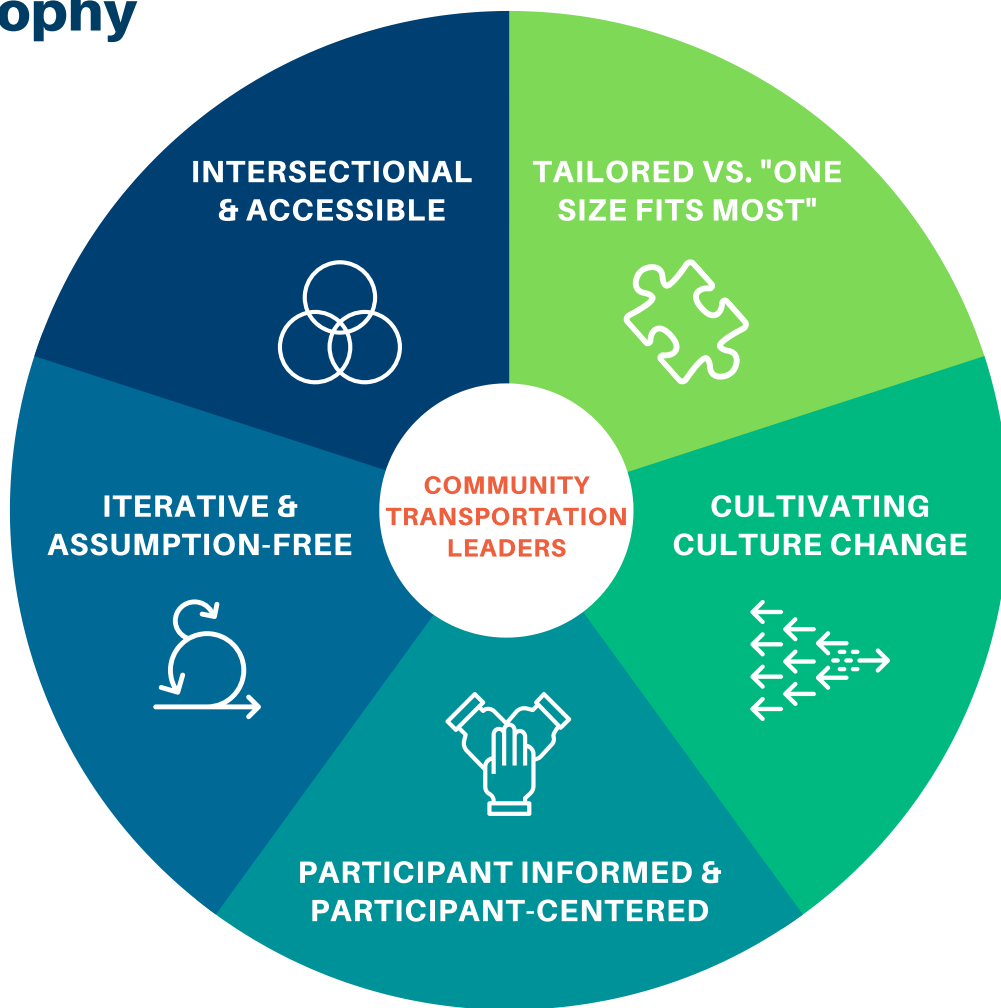


Systems Change

Over the course of the project, Mobility Liaisons were invited to rate progress along the "Pathway to Inclusion." This is a rubric used by the Transit Planning 4 All Initiative to evaluate initiatives. The graphic included below depicts the movement along the pathway according to the Mobility Liaisons from a 2.5 to a 5.5.

Program Overview

Philosophy



Graphic 1: Philosophy and approach of the CTL program.

Goals



Support community members to gain the knowledge and tools needed for meaningful participation in transportation planning and decision-making.



Enable decision-makers to hear directly from participants about the transportation needs and experiences of underrepresented communities.



Provide a peer-to-peer network to assist participants in acting on the goals they set.



Act as a gateway for participation in transportation decision-making.

Timeline

August - October

Recruitment of cohort members and Mobility Liaisons

- Staff work with partners to recruit older adults, people with disabilities, people of colors, and people with limited incomes to participate in the program.
- Past CTL members are recruited to serve as Mobility Liaisons and co-facilitate with staff.
- Stakeholders from municipalities and regional organizations are recruited to provide expertise and mentoring.

November - January

Training and presentation

- Over six weeks, members engage in the training curriculum which is co-facilitated by Mobility Liaisons and staff.
- Cohort members work in teams to develop and deliver a presentation to the PACTS Policy Board.

January - May

Coaching sessions and cohort meetings

- Staff convenes monthly meetings of all members in current cohort offer time for connection and support among CTL members.
- Monthly member-led monthly coaching sessions with staff help build member skills and expand their networks to include key transportation contacts.
- Members receive peer-to-peer support through members working on group projects.

June

Graduation celebration

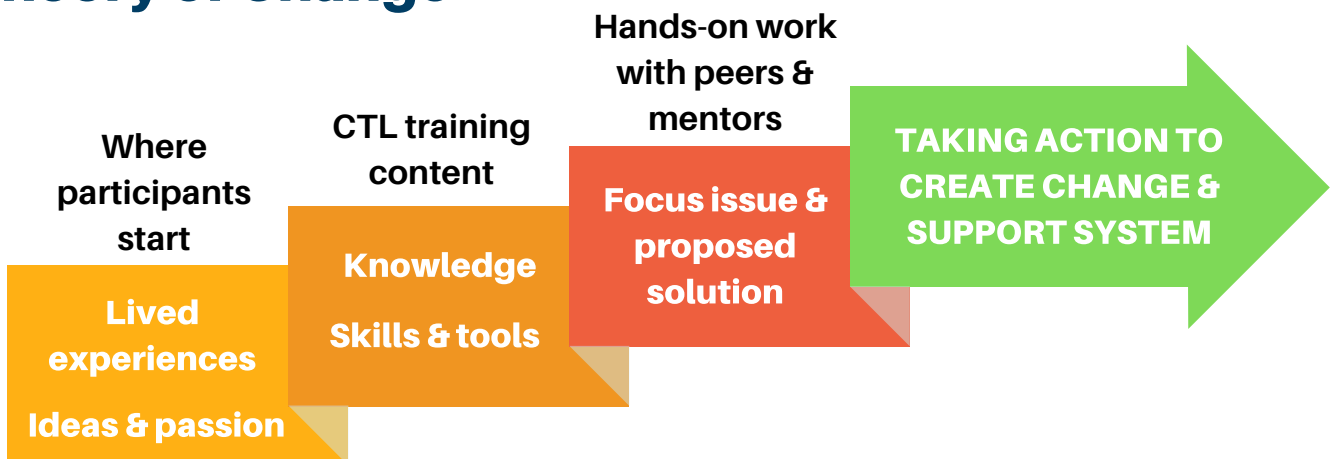
- An in-person event marking the transition from current program member to graduate.

September - May

Community of practice meetings

- Staff convene occasional meetings open to all past and current members of CTL cohorts.

Theory of Change



Graphic 2: Theory of change of the CTL program.

Foundations of the Program

Philosophy & Approach



Intersectional and Accessible

Our program was designed to recruit people who have first-hand experience encountering all kinds of barriers to the transportation they need to live their lives with dignity. In our region, people who fit this profile predominantly include elders; people with physical, cognitive, or other disabilities; new and recent immigrants; and BIPOC (Black, Indigenous, and other People of Color).

With so many identities in one room and one program, the onus is on us as program designers and implementers to take an intersectional approach to considerations of access. Rather than a binary either/or approach to our work, our team viewed our work through a lens of intersections and spectrums of accessibility, and as such, we employed and standardized universal design principles in our program implementation. Below are just a few examples of practices we came to use as a result of regular real-time feedback from program participants:

- ▶ All materials are printed in a font no smaller than 18pt to ensure ease of legibility for most.
- ▶ Water is offered in bottles and cans so that people with physical disabilities can open a beverage of their choosing with ease and independence.
- ▶ During the recruitment and candidate screening process, ask participants to tell you about:
 - Their preferred language
 - Needs related to literacy
 - Dietary restrictions and preferences
 - Sensory/mobility/cognitive limitations
 - Where they live and how they currently get around
 - With whom they live – especially any companions, family members, or dependents whose care may affect their participation
 - Caregivers or support workers who they want to have included in communications
 - Any other issues that they are concerned will infringe on their capacity to fully participate in the program.



UNIVERSAL DESIGN is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs. Simply put, universal design is good design (from the Center for Excellence in Universal Design website: <http://universaldesign.ie/what-is-universal-design/>).

Maintain openness throughout the course of the program so your team continues to hear about barriers that crop up here and there. That way, your team can actively troubleshoot, work around, and/or eliminate those barriers that were previously unanticipated, to maintain continuous involvement of all participants in the program from beginning to end.



Participant- Informed / Participant- Centered

From the moment the CTL program was just a kernel of an idea, our team understood and desired to take an approach to program design and implementation that sought, centered, and was wholly informed by the perspectives, insights, and opinions of people who experience marginalization based on their identity, disability, mobility, gender,

immigration status, etc. Toward that end, our team engaged Mobility Liaisons, people with disabilities with whom our team had, through previous work and networking, long been cultivating relationships. Early in the program design phase, the Mobility Liaisons met with our team to review and provide feedback on curriculum drafts. Later, as we neared our recruitment and program launch phase, the Mobility Liaisons helped our team refine the curriculum, and provided support

thinking through logistics for how each session would run, centering again the participant experience.



Tailored vs "One Size Fits Most"

From our early conversations with the Mobility Liaisons, our team gained a deep understanding of the nuanced needs amongst people who experience barriers to transportation, and marginalization in general. Although it ran counter to the perceived sense of efficiency that would come from a "one size fits most" approach, our engagement with the Mobility Liaisons in the planning phase helped us embrace a tailored approach that started from an assumption of an intersection of shared experiences amongst those from marginalized communities. We came to realize, as we thought about recruiting program participants from across the spectrum of marginalized identities and lived



INTERSECTIONALITY

The concept was coined in 1989 by professor and legal scholar Kimberle W. Crenshaw. "Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects," said Crenshaw in a 2017 interview for News from Columbia Law (www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later). The Oxford English Dictionary defines intersectionality as "the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage."

experiences, that designing and implementing a flexible program structure would enable our team to take a responsive, customized stance to ensuring full participation of all participants. While assuming there is an intersection of the lived experiences of people who experience barriers and marginalization, it was critical for us to acknowledge, embrace, and respond to the specific needs of each individual engaged in the CTL program. Creating space where all identities felt welcomed and included helped us ensure full participation throughout the program pilot.

Iterative and Assumption-Free

To do this tailored approach justice, our team needed to assume an iterative stance during program implementation. Such an approach required our team members to set aside our egos, never assuming we knew best, and always deferring to the feedback presented by program participants about their experience. In real life, this meant we developed a “flexible structure” for our CTL program curriculum that we set out to deliver each week,



CTL member and Mobility Liaison, Dave Lawrence, speaking at a CTL training session. Photo: Tom Bell

and would in real time following each program session, would debrief the session down to each detail with the Mobility Liaisons, and then course-correct and refine our approach week after week. By the end of the program, we had developed an iterative rhythm that deepened the level of involvement and investment in the program amongst the Mobility Liaisons, and the program participants themselves.

Key to this approach was maintaining an openness to all feedback. Program participants shared their needs and vision with us, and taking this humble stance helped us maintain consistent attendance and participation amongst all 23 participants and the Mobility Liaisons throughout the program. “We

found out about all sorts of things we never imagined would be barriers,” said Zoe Miller, in reflecting on our team’s pilot program experience. “I credit our openness to hearing about participants’ challenges, and our team’s responsive and persistent trouble-shooting until we found resolution, to our 100% retention rate amongst participants,”.

Cultivating Culture Change

One of the most powerful things about the CTL pilot program experience was our team’s realization that our approach could be responsive to the needs of each participant, and that in doing so, we were actively creating a new culture and expectations for how transportation planning is done. In designing and

implementing a flexible and responsive program aimed at coaching participants to navigate and influence the world of transportation planning, our team developed and emboldened a cadre of leaders who came to expect that the culture of committees, organizations, government, and institutions can and should evolve in response to those who experience the greatest barriers to transportation, and to participation in the planning process. On the flip side, designing a program that culminated with participants presenting the transportation issues of importance to decision-makers meant that our team was also cultivating a culture of willingness amongst those leaders to be proactive in ensuring transportation planning and decision-making within their domain was truly responsive to the needs and lived experiences of those who frequently encounter barriers to transportation and planning its systems.

"Change cannot be put on people. The best way to instill change is to do it with them. Create it with them."

Lisa Bodell



CTL member, Becky Johnson, at a CTL training session. Photo: Tom Bell

Running an Inclusive and Accessible Program

Planned responsiveness is a critically important posture you and your team can take when implementing the CTL Training Program. If there's one single take-away we wish to share from our pilot experience, it is that it is a nearly impossible expectation for a person who is actively facilitating an in-person training to also manage logistics concurrently. A team approach on training days is essential for achieving a smooth and successful experience. Toward that end, take time up front to identify a person on your team who will be devoted to managing and overseeing logistics in parallel to program manager(s) / facilitator(s). On days when the training is taking place,

the logistics staff person will spend time on any number of tasks, including: monitoring multiple Uber apps to ensure drivers find their riders; watching out for text messages to help ensure trainees arrive at the right location, navigate a known heavy door at the entrance, etc.; grabbing new batteries for auditory assistive devices; setting up catered lunch; propping doors for people using mobility devices; and any other logistical tasks that can (and inevitably will) pop up unexpectedly.

Training Location

To host a training program that is truly inclusive, there are a number of considerations that must inform the process of selecting your training location. Our team prioritized several factors in our initial

process, and came to prioritize additional factors as a result of what we learned while piloting the program. Our recommended factors to consider when selecting a training location include the following:

- ▶ ADA accessible public building
- ▶ Few steps as possible between main point of entry and training room
- ▶ Centrally located within the selected geographic service area
- ▶ At a transit hub
- ▶ Elevator-equipped (especially if training room is not on the ground floor / entry level)
- ▶ Flexible floor plan (to set up and move tables, chairs, A/V equipment, mobility devices, etc. as needed)
- ▶ Consistent availability and use of the same room for all program weeks
- ▶ Reservations that include a buffer of time both before and after the training itself (to enable ease of room set-up, real-time debrief, and room break-down after training day concludes)

Even with these factors listed here, it is important to implement a dress rehearsal before your team's first training

day. This will help you figure out unknown and potentially avoidable barriers for people with disabilities (i.e., heavy doors; doors requiring passcodes for entry; buildings with multiple entry points; etc.), and will help ensure you have enough staffing devoted to support implementation on training days.

Transportation of Participants

Some CTL training program recruits are frequent public transit users, while many others experience one or more barriers to getting the transportation they need in their day-to-day lives. As we anticipated the transit challenges many CTL participants face, our team worked to ensure the CTL training sessions took place in a location fully accessible to public transportation. For those participants who took the bus, we offered free bus passes each week as reimbursement for their costs out-of-pocket.

However, some scenarios required us to arrange carpooling between a few participants who live outside the reach of the METRO bus system and own a vehicle. For participants whose disabilities made door-to-door transportation necessary, we

encouraged ride-sharing via family members, companions, or care providers, and arranged Uber rides for those who needed them. As a result of our steep learning curve about arranging transportation for participants, we want to share a few important tips to consider as you're planning your program:

- ▶ When booking third-party rides using an app such as Uber, be sure you have an Uber app-equipped phone for each ride you need to arrange (Uber doesn't allow users to book more than one ride at a time).
- ▶ Once you've booked those third-party Uber rides, be sure to monitor those phones for possible driver or passenger communications (i.e., driver cannot locate passenger; passenger needs to change pickup location or communicate an ETA; etc.).
- ▶ Be sure there is ample parking (and parking validation!) available nearby for family members, companions, and care providers who transport participants to and from training

sessions. Consider enriching your cohort's conversation by extending an invitation to family members, companions, and care providers involved in participants' lives to listen in and participate in discussions. These people hold rich first-hand perspective that is valuable to our efforts to make transportation more accessible for all.

- ▶ To the extent possible, arrange the timing of your training sessions to take advantage of transit arrival and departure clusters, and at the same time, to avoid the need to book ride shares during high demand times (i.e., lunch hour; before or after school) which are more expensive.

Room Setup, Flow, & Assigned Seating

Our team spent a significant amount of time over the course of the program thinking about and refining our room layout to maximize space and movement of bodies, especially factoring in the necessary width and turning radius of different mobility devices. We also considered what would make for optimal locations within the room for each participant given their particular needs, including their use of a mobility device (or not), sensory and cognitive disabilities, their first language, and more. Here are a few examples of how assigned seating worked well for our first cohort:

- ▶ People using mobility devices were placed in the rear of the room, where space for turning and for seating was most ample.
- ▶ French speakers were clustered together at two different nearby tables, each with a simultaneous interpreter present to convey information shared by the training facilitators, in dialogue between participants at their own tables, and in dialogue at other tables around the room.
- ▶ Folks with auditory and cognitive disabilities who requested it were placed on the opposite side of the room from simultaneous language interpretation to minimize their distraction.
- ▶ Although the room we used was A/V equipped, the audio capacity was limited, especially for those with hearing impairment. When projecting videos from our computers, we amplified the sound using a microphone and accessory speakers. We also borrowed sound amplifier headsets from the City of Portland's Disability Advisory Committee.



CTL member, Derek O'Brien, at a CTL training session. Photo: Tom Bell

Interpretation & Translation

Build your program budget in the planning phase with an expectation that linguistic interpretation and translation services will be required. Our team included a multilingual staff person who provided written and spoken French translation and interpretation during each training session.

Tools, Supplies, & Materials

Our team designed a program that took place once weekly, at an off-site location separate from the GPCOG offices, over a six-week period. As such, we found it helpful to develop a routine and a set of kits that allowed us to ensure we had everything we needed at each training, in addition to print copies of each week's agenda and materials. Below we share "key essentials" for implementing a training that worked seamlessly for our team:

- ▶ Create a **"facilitation kit"** that contains markers, flip chart paper, tape, portable easels, reusable name tags, place markers, sticky notes, index cards, and extra pens and pencils.
- ▶ If serving food during your training sessions (which we highly recommend for community-building), create a **"catering kit"** that contains paper goods (plates, napkins, cups), utensils for eating and serving, a knife, non-perishable condiments and seasonings, etc.
- ▶ Plan a **bulk purchasing trip** before your program begins to get the best pricing on water (cans are easier to open than plastic bottles for most people, and are far more readily recyclable), paper goods, snacks, and other supplies.



INTERPRETING VERSUS TRANSLATION

We supplemented our on-staff interpretation capacity by engaging in partnership with the House of Languages, which provided interpreters for program participants whose first language is not English. We prioritized, and recommend, simultaneous interpretation because that enables participants to hear and share not only communications between themselves and presenters, but also between themselves and fellow participants during discussions and small group work.



GPCOG staff, Marcel Ntagora, providing French interpretation at a CTL training session. Photo: Tom Bell

Responsive, Topic-Specific Coaching

As our program progressed, our team prepared participants to identify, and progressively refine, the transportation issue that was their highest priority; in other words, the issue that compelled them to join the Community Transportation Leaders program. As participants began drilling down into their respective priority issues, our team prepared to support them in an individualized fashion. While more time-intensive than facilitating down to consensus on one or two issues, this individualized topic-specific approach meant participants lifted up a more authentic set of issues coming out of the program, and ultimately promoted higher levels of participant engagement and ownership of advocacy outcomes overall.

Administrative Practices

There are a number of considerations that arose for our team as we managed the CTL program. Because some of these practices initially ran counter to internal organizational culture, procedures, and practices of our organization, we wish to name them up front so others anticipate the necessary practice of cultivating willingness among administrators indirectly involved in supporting the program. These practices went a long way toward our team ensuring 100% retention of all participants throughout the course of the program.

- ▶ **Recruiting** – We actively tapped existing networks and partnerships to recruit program participants, and cultivated relationships with organizations whose missions focused on serving and engaging our target participant

population. We engaged Mobility Liaisons (previously involved equitable transportation advocates) in sharing their perspective on the importance of the CTL program, and invited them to recruit and submit prospective participant nominations from their own networks.

- ▶ **Communication Method** – At the outset of the program, we asked participants for their preferred method of communication (i.e., phone call, text, email, USPS, etc.) and utilized that preferred method throughout the program’s duration. Remain open to hearing changes in preferred communication methods, especially as people move, change addresses, etc.
- ▶ **Ongoing Communication Practices** Throughout the program, our default practice was to reach each individual participant via their preferred communication method a few days in advance of each session to ensure attendance, head off transportation mix-ups, collect any feedback from the previous week’s session, gather new intel about programmatic barriers to their participation, and more. We also reached out a few days after each session to keep lines of communication open and ensure ongoing connection with each participant. We frequently reached out in between meetings, especially informally via text and phone, to maintain those relationships and convey our openness to each participant. We recognized that we needed to repeat information, such as re-sending meeting invitations, agendas, opportunities to offer input, etc.

- ▶ **Communication Post-Training** – We recommend budgeting sufficient staff time and resources to support the post-training coaching-to-action work with CTL participants, and the work of cultivating and maintaining an actively engaged cohort of CTL leaders.
- ▶ **Note-Taking in Sessions** – Our team used large sticky notes on the walls with markers to take note of feedback and content discussed in each session. This helped participants see that their remarks and ideas were heard in the moment, and invited ongoing feedback as participants saw our follow-through responsiveness to their feedback with each passing week. We took notes in a similar fashion in each post-meeting debrief with the Mobility Liaisons who advised our on-staff team members.
- ▶ **Reporting** – Our team ritualized monthly reporting in response to the requirements of our philanthropic funder. In addition to jotting down agenda summaries, action items, feedback received, and discussions that took place in each session, we engaged participants in rating on a session-by-session basis how our program progressed along the Path to Inclusion.
- ▶ **Stipends** – Our team planned stipends to be paid to each participant who completed the full program (with exceptions made for illness or unavoidable absences). Though the stipend amount was relatively small (\$250 for each participant), there were some unanticipated impacts including concerns about disruption of disability and other benefits payments due to adjustments to the calculation of benefits. To address these concerns, our team gave individuals the option of donating their stipend to an organization of their choice or receiving the payment as cash.
- ▶ **Budgeting** – In retrospect, we recommend including flexibility in your program budget planning in order to be able to address unanticipated barriers and needs that arise as a result of ensuring participant involvement in the program. When creating a budget for a dynamic program like CTL, we cannot anticipate all the issues that will come up and need resolution. An example of an unanticipated cost is door-to-door transportation via Uber for participants who could not take public transportation due to multiple barriers, or simultaneous interpretation in multiple languages.
 - Additional consideration should be made in the budget to support the post-training coaching, and the work of cultivating and maintaining an active cohort of leaders.



Consultant Kate O'Brien, facilitating a CTL training session.
Photo: Tom Bell

Building Leadership & Team Cohesion

The Role of Mobility Liaisons

Before each CTL program session, our team engaged a core team of Mobility Liaisons to review draft agendas, curriculum, and lesson plans. We sought their feedback in terms of ensured accessibility, and sought to brainstorm with the Mobility Liaisons ways to make program materials, framing, and messaging accessible to everyone in the room.

Immediately following each CTL session, this same Mobility Liaison team gathered to debrief what happened during the day's session, talk through challenges encountered, and set plans for course-correction the following week. This active participation in planning and debriefing by program participants meant our team was more highly attuned to issues of access and belonging, thereby resulting in a more responsive program.

Assigned Seating

At the outset of the program, our team assumed that participants would sit wherever they choose upon arriving and entering the room. However, by the end of our first program training session, our team realized that there were certain intersections, or "clusters", of needs amongst program participants that would be better suited to addressing as such. For instance, there were several French speakers in the pilot cohort who required simultaneous interpretation during program sessions. Upon receiving feedback from several other program participants, our team realized that for those non-French speakers with auditory and cognitive disabilities, the

noise associated with simultaneous interpretation served as a distraction. This scenario of one solution causing an unforeseen barrier became commonplace in our implementation experience. As such, we determined that assigned seating would enable us to address needs in common to several participants simultaneously.

Interactive Work

Our approach maintained an open stance regarding the variety of learning styles and preferred forms of engagement amongst program participants. We recognized early on that some participants would be extroverted, while others introverted. We also saw that some participants felt comfortable speaking up when the full cohort was together in the room, while certain other participants never offered their voice in that "whole group" space. To manage these differences, our team approached program implementation by frequently changing up the format in which participants engaged. This meant giving folks with different comforts and needs the time to engage in a way that felt comfortable



CTL member and Mobility Liaison, Mireille Kabongo presenting to the PACTS Executive Committee in January 2020. Photo: Tom Bell

for sense-making together. In real life, this meant some program work was completed in all-group space, some in randomized pairs, some in small, pre-determined groups, and others clustered in topic-specific groups.

The Role of Mentors from the Field

Another intention our team had was to engage in program implementation a variety of practitioners, decision-makers, and experts from the field of transportation planning and decision-making. This would serve multiple purposes: 1) it would enable networking to happen between program participants— aspiring transportation leaders —and those vocationally involved in transportation leadership; 2) it would enable vocationally involved transportation leaders in deepening their understanding of the needs and lived experiences of those who face barriers to transportation and its planning processes; and 3) it would cultivate a willingness amongst leaders and program participants to co-create more inclusive committee and governmental culture that enabled ample space for different kinds of leaders and leadership.

Unfortunately, our intention to engage transportation leaders from the field as mentors in the pilot program was not something our team fulfilled as robustly as we had intended. Because so much of our team's time became consumed with maintaining a responsive approach to the needs of participants, we found we had little extra time to devote to recruiting and cultivating the involvement of field practitioners.

Coaching & Managing the Cohort Community

From the design phase of the CTL program, we envisioned creating a cohort community that would allow for peer learning and support. This community yielded results far beyond our vision. After the training and presentations, staff convened monthly meetings of all members in the cohort to offer time for connection and support among CTL members. Staff also convened monthly member-led monthly coaching sessions focused on moving to action.

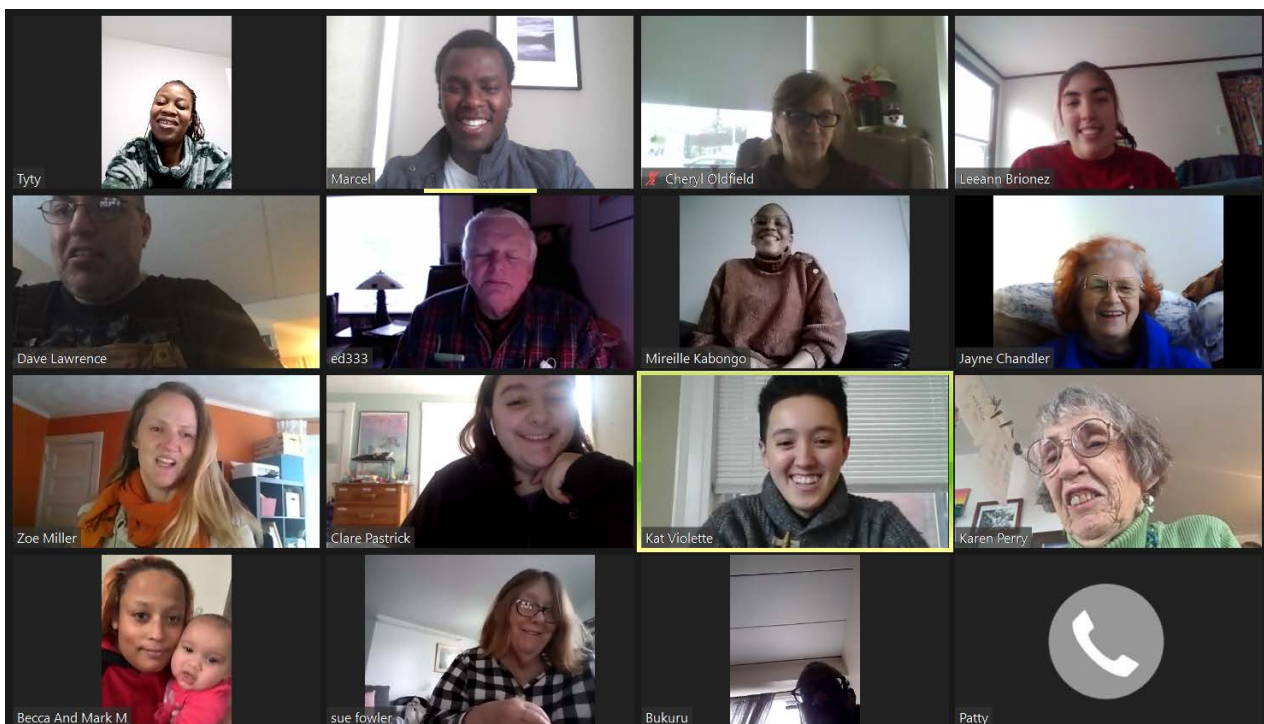
Through the cohort connections, members received peer-to-peer support, build friendships, and often came to support one another outside of the group meetings.

Perhaps just as impactful as the advocacy and project outcomes achieved is the sense of pride and belonging that resulted from membership in the cohort.

Special Considerations Given the COVID-19 Pandemic

One important note our team wished to share in this handbook was the impact of the COVID-19 pandemic on the latter portion of our pilot program experience. As planned, pilot CTL program participants were meant to have completed the training and given their presentation to the PACTS Policy Committee by early January 2020, with an intention to coach participant teams from issue identification through development and implementation of a strategy and action plan for advocacy. Unfortunately, shortly after the pilot cohort made their presentations to decision-makers, the COVID-19 pandemic lockdown had gripped the entire world. As a result, our planned “coaching through implementation” portion of the CTL program experience was placed on hold for several months (as was much of the rest of society!).

Once staff resumed our work, we reengaged CTL program participants via Zoom at X frequency intervals to reestablish peer-to-peer connections and provide much-needed socialization amongst group members. Our team extended our engagement and coaching of CTL participants into early 2021 as a result of the slower pandemic-influenced pace of life. In parallel, GPCOG staff began recruiting and placing willing CTL participants on decision-making committees as those opportunities became available. Finally, the CTL graduation took place in June 2021, nearly one year later than planned.



One of the monthly ZOOM meetings convening all CTL members. Photo: Kathryn Violette

Program Curriculum and Materials

- APPENDIX A** Cohort 1 Profiles **22**
- APPENDIX B** Recruitment Sheets in 6 Languages **25**
- APPENDIX C** CTL 2020 Curriculum with Attachments **37**



ALFRED NYARWAYA

Town/City: Portland, ME

Transit use: Shopping, medical appointments, other human service appointments

Transportation services used: the bus system

Why did you decide to join the CTL program?

Alfred wanted to be useful for his community and share his viewpoint that could help improve our transportation system. He has been attending a driving school to become a bus driver, which is a personal goal of his. By joining this program, I thought it would help me better understand the region's transportation system and networks.

When did you get interested in transportation advocacy?

It started when Alfred learned about the CTL program. He felt that as an avid transit rider he could contribute to the cause.

How has the CTL program impacted you? What did you gain from the CTL program that you didn't know before?

He gained a lot of knowledge about the transportation system and learned about the transportation decision-making process. The program made him realize that he can contribute to community and be useful to others in such a way. Most importantly, he got to meet new people in the community that he may not have gotten to know without the program.

What was your focus in the CTL program?

His focus was to advocate for improvement in the bus services on the peninsula. He helped gather public input for Metro's Peninsula Loop Reboot Project.

What has made you proud to be a CTL member?

"The contribution that I was able to make for other riders." Now, he views himself as someone useful to the community he lives in.

To read all the cohort 1 profiles, visit: <https://www.gpcog.org/372/Community-Transportation-Leaders-Program>



JAYNE FLORENCE CHANDLER

Town/City: Gray, ME

Transit use: Groceries, doctor appointments, visiting friends, other meetings

Transportation services used: her car, paratransit services

Why did you decide to join the CTL program?

Jayne's first reaction was "to get answers. I had spent a year after a medical appointment and there was no public transportation available. So, it was fresh in my mind." Jayne knows what it is like to live in a rural area without a car. Rather than continue to be frustrated she thought she could be part of the conversation and bring more public transportation to rural areas.

When did you get interested in transportation advocacy?

"About halfway through the CTL training I had a transformation from a person who is angry to a person who is an advocate for a transportation system that is equitable, diverse and inclusive."

How has the CTL program impacted you? What did you gain from the CTL program that you didn't know before?

"I never would have been a member of the DASH committee if I hadn't been a part of the CTL program." Jayne gained an understanding of how complicated public transportation is. "I used to think that things were so simple as we need a bus here, so add a bus." Although Jayne was aware of the idea of equity and diversity, she had never been able to put words to her feelings. "I now understand the complexity of my passion."

What was your focus in the CTL program?

"My focus was bringing public transportation in Gray that is equitable, inclusive and diverse."

What has made you proud to be a CTL member?

"All of the above!" More specifically Jayne said "I now have a good understanding of how public transportation works."

To read all the cohort 1 profiles, visit: <https://www.gpcog.org/372/Community-Transportation-Leaders-Program>



LEEANN BRIONEZ

Town/City: Portland, ME

Transit use: Doctor appointments, grocery shopping, social activities, school

Transportation services used: the bus system

Why did you decide to join the CTL program?

"I joined because improving public transportation is very important to me. I also want to improve the safety for riders. I use public transit a lot, so when I heard about the CTL program I was very excited because it gave me the opportunity to make changes in public transit."

When did you get interested in transportation advocacy?

Leeann's interest in transportation advocacy started when she saw safety issues and also heard others concerns about safety on public transportation.

How has the CTL program impacted you? What did you gain from the CTL program that you didn't know before?

"I learned how to plan and research. I also learned how to work in a group and more information about the transportation system. I was able to talk to the Metro people about PASS training which got approved. I also was appointed to the PACTS Regional Transportation Advisory Committee (RTAC)."

What was your focus in the CTL program?

Leeann's focus was to get the Passenger Assistance, Safety and Sensitivity (PASS) driver training approved by transit services.

What has made you proud to be a CTL member?

"I am proud that I got the chance to work with Zoe, Kat and Marcel of the GPCOG staff. Being able to improve public transportation makes me very happy and advocating for what needs to be done feels amazing."

To read all the cohort 1 profiles, visit: <https://www.gpcog.org/372/Community-Transportation-Leaders-Program>

APPENDIX B Recruitment Sheets in 6 Languages

Starting on the following page.

Do you want to help improve transportation across Greater Portland?



We need your help recruiting older adults, people with disabilities, and people of color to join the inaugural **Community Transportation Leaders Training Program!**

- **Get trained** in how to effectively champion changes to our transportation system.
- **Connect and work with decision-makers** to create a better mobility system that works for everyone.
- Participation is free!
- Receive **\$250 stipend and certification** upon completion.
- Rides to + from all sessions are arranged, free, and/or reimbursed—even longer regional trips!



ALL TRAINING DATES @ PORTLAND CITY HALL:



Session 1: Wed, Oct 23 @ 11am – 1pm

Session 2: Wed, Oct 30 @ 11am – 1pm

Session 3: Wed, Nov 6 @ 11am – 1pm

Session 4: Wed, Nov 13 @ 11am – 2pm

Session 5: Wed, Nov 20 @ 11am – 2pm

Session 6: Week of Nov 25 (small group presentation prep sessions)

Final Presentations & Gallery Walk:

Tues, Dec 3 @ 10:30am – 12pm

(at GPCOG – light refreshments)

Learn more, and quick-start your application process with a brief 20 minute consultation by phone or in person.

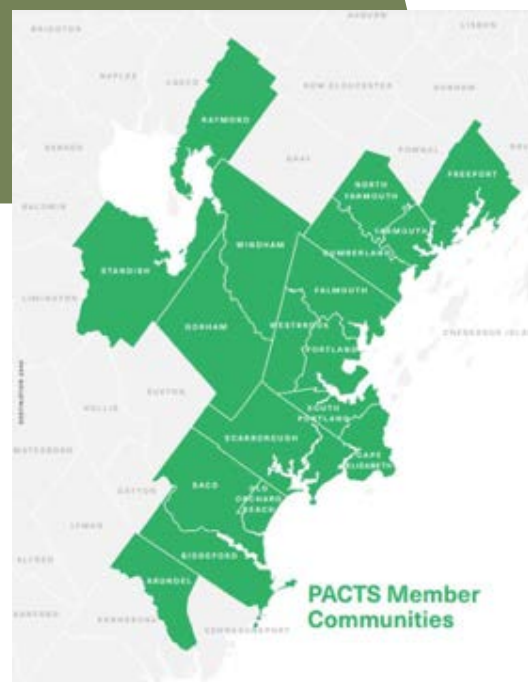
Contact Zoe Miller:

207-200-3963

ctlgreaterportland@gmail.com

www.gpcog.org

Placements will happen on or after September 30.



We are seeking people who represent all PACTS Member Communities!



Sponsored by the Greater Portland Council of Governments (GPCOG) and the Portland Area Comprehensive Transportation System (PACTS) with support from Transit Planning 4 All and Community Transportation Association of America (CTAA).



Voulez-vous nous aider à améliorer les moyens de transport qui desservent la zone métropolitaine de Portland ?



Nous avons besoin de votre aide pour recruter des personnes âgées, des personnes handicapées et d'autres groupes de personnes sous-représentées qui pourraient se joindre à notre programme inaugural de formation de leaders en transport au sein de la communauté (*Community Transportation Leaders Training Program*) !

- **Recevez une formation** pour soutenir efficacement le changement de nos moyens de transport.
- **Établissez des contacts avec les personnes dirigeantes** et travaillez avec elles afin de créer un meilleur système de transport pour tous.
- La participation au programme est **gratuite** !
- Recevez **250 USD et un certificat** à la fin du programme.
- Les allers et retours pour assister aux sessions seront organisés, gratuits et/ou remboursés – même pour les trajets régionaux plus longs !





- Session 1 : mercredi 23 octobre de 11 h 00 à 13 h 00
- Session 2 : mercredi 30 octobre de 11 h 00 à 13 h 00
- Session 3 : mercredi 6 novembre de 11 h 00 à 13 h 00
- Session 4 : mercredi 13 novembre de 11 h 00 à 14 h 00
- Session 5 : mercredi 20 novembre de 11 h 00 à 14 h 00
- Session 6 : semaine du 25 novembre
(sessions en petit groupes pour préparer les présentations)

Présentations finales et visite de la galerie d'exposition

Mardi 3 décembre de 10 h 30 à 12 h 00
(à GPCOG – collations légères)

Obtenez plus d'informations et accélérez les démarches d'inscription avec une consultation rapide de 20 minutes au téléphone ou en personne.

Contactez Zoe Miller :
207-200-3963
ctlgreaterportland@gmail.com
www.gpcog.org

La sélection des candidats aura lieu au plus tôt le 30 septembre.



Nous recherchons des personnes représentatives de toutes les communautés membres de PACTS!



Sponsorisé par les Conseils régionaux de la zone métropolitaine de Portland (GPCOG) et le Réseau de transport global de Portland et sa région (PACTS) avec le soutien du projet de Planification des transports pour tous et de l'Association américaine des transports communautaires (CTAA).



Você deseja ajudar a melhorar o transporte na Grande Portland?



Nós precisamos de sua ajuda para recrutar adultos mais velhos, pessoas com deficiência e outros grupos de pessoas sub-representadas para participar do *Programa Inaugural de Treinamento para Líderes no Transporte da Comunidade!*

- **Receba treinamento** para apoiar efetivamente as mudanças em nosso sistema de transporte.
- **Conecte e trabalhe com os tomadores de decisão** para criar um melhor sistema de transporte que funcione para todos.
- A participação é **grátis!**
- Receba uma **bolsa de \$250 e um certificado** após conclusão do treinamento.
- Os percursos de ida e volta para todas as sessões são providenciadas, de graça, e/ou reembolsadas – mesmo nas viagens regionais mais longas!



DATAS DE TREINAMENTO NA PREFEITURA DE PORTLAND (CITY HALL):



Sessão 1: Quarta-feira, 23 de Outubro das 11:00 às 13:00 horas

Sessão 2: Quarta-feira, 30 de Outubro das 11:00 às 13:00 horas

Sessão 3: Quarta-feira, 6 de Novembro das 11:00 às 13:00 horas

Sessão 4: Quarta-feira, 13 de Novembro das 11:00 às 14:00 horas

Sessão 5: Quarta-feira, 20 de Novembro das 11:00 às 14:00 horas

Sessão 6: Na semana de 25 de Novembro

(Sessão com pequenos grupos para preparação da apresentação)

Apresentação Final e Exposição na Galeria:

Terça-feira, 3 de Dezembro

das 10:30 às 12:00 horas

(No GPCOG – refeições leves)

Obtenha mais informações, e inicie rápido o processo de aplicação com uma breve consulta de 20 minutos por telefone ou pessoalmente.

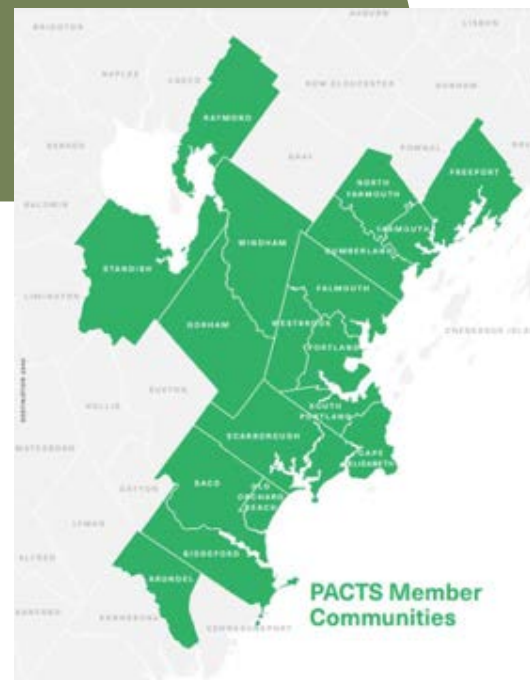
Contate Zoe Miller:

207-200-3963

ctlgreaterportland@gmail.com

www.gpcog.org

As convocações acontecerão em ou após 30 de Setembro.



Estamos procurando por pessoas que representem todos os Membros da Comunidade da PACTS!



Promovido pelo Conselho de Governo da Grande Portland (GPCOG) e Sistema de Transporte Abrangente da Área de Portland (PACTS) com apoio de Planejamento de Trânsito para Todos e Associação de Transporte Comunitário da América (CTAA).





Waxaan u baahanahay kaalmadaada shaqaaleysiinta dadka waaweyn, dadka naafada ah, iyo dadyoowga matalaad weyn ku laheyn bulshada si ay kaga soo qeeb galaan xaflada *Barnaamijka Tababarka Hogaamiyayaasha Gaadiidka Bulshada!*

- *Hel tababar* sida si hufan loogu noqdo horyaalka isbedelka nidaamka gaadiidkeena.
- *Ku xiran oo la shaqee go'aan sameyayaasha* si loo abuuro nidaam gaadiid oo qof kasta u shaqeeya.
- Ka qeebgalku waa **bilaash!**
- Hel gunno **\$250 iyo shahaado** markay dhamaato.
- Babuur ku imaanshaha + iyo bixitaanka kullamada oo dhan ayaa la diyaariyey, bilaash, iyo/ama lacag celin - xitaa safar goboleedyada!





- Qeebta 1: Arbaco, Oktobar 23 @ 11am – 1pm
- Qeebta 2: Arbaco, Oktobar 30 @ 11am – 1pm
- Qeebta 3: Arbaco, Nov 6 @ 11am – 1pm
- Qeebta 4: Arbaco, Nov 13 @ 11am – 2pm
- Qeebta 5: Arbaco, Nov 20 @ 11am – 2pm
- Qeebta 6: Isbuuca, Nov 25 (kalfadhiyada diyaarinta bandhiga koox yar)

Bandhiga ugu danbeeya iyo u awood u yeelashada Sahminta macluumaadka:
Talaado, Deseember 3 @ 10:30am – 12pm
(goobta GPCOG – cabitaano iyo cunno fudud)

Wax dheeri ah baro, iyo si dhaqsa ah u billow habka codsigaaga adigoo helaayo watashi 20-daqiiqo qadka telefoonka ama si shaqsiyan ah.

La xiriir Zoe Miller:
207-200-3963
ctlgreaterportland@gmail.com
www.gpcog.org

Meelaynta ayaa dhici doonta Setembar 30 ama ka bacdi.



Waxaan rabnaa dadka matalaya dhamaan Xubinta Bulshada PACTS!



Waxaa kafaalo qaaday Golaha Dawlada Hoose ee magaalada Weynta Portland (GPCOG) iyo Nidaamka Gaadiidka Guud Deeganka Portland (PACTS) iyaagoo taagera ka helaayo Qorsheenta Gaadiidka dhamaan iyo Ururka Gaadiidka Bulshada ee Mareekanka (CTAA).



¿Le gustaría ayudar a mejorar el transporte en el área metropolitana de Portland?



Necesitamos que nos ayude a reclutar adultos mayores, gente con discapacidades y personas de color para el nuevo *Programa Comunitario de Capacitación de Líderes para el Transporte*.

- ***Aprenda*** cómo impulsar efectivamente cambios en nuestro sistema de transporte.
- ***Póngase en contacto y trabaje con los responsables*** de crear un mejor sistema de transporte para todos.
 - La participación es **gratis**.
 - Reciba ***un estipendio de \$250 y una certificación*** cuando termine de capacitarse.
 - Los traslados de ida y vuelta a todas las sesiones se organizan, son gratis o se reembolsan - incluso los traslados regionales distantes.



TODAS LAS FECHAS DE CAPACITACIÓN EN LA SEDE DEL AYUNTAMIENTO DE PORTLAND:



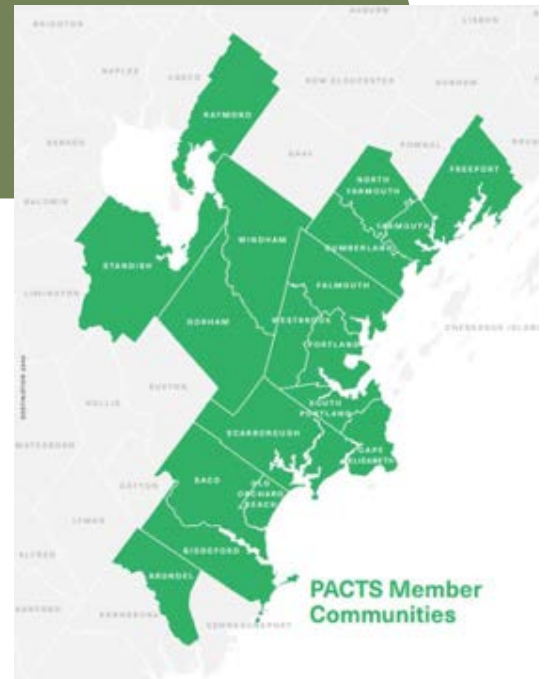
- Sesión 1: Miércoles, 23 de octubre, 11 a.m. - 1 p.m.
- Sesión 2: Miércoles, 30 de octubre, 11 a.m. - 1 p.m.
- Sesión 3: Miércoles, 6 de noviembre, 11 a.m. - 1 p.m.
- Sesión 4: Miércoles, 13 de Noviembre, 11 a.m. - 2 p.m.
- Sesión 5: Miércoles, 20 de Noviembre, 11 a.m. - 2 p.m.
- Sesión 6: Semana del 25 de noviembre (sesiones de preparación de grupos pequeños para las presentaciones)

Presentaciones finales y recorrido por la galería:
martes, 3 de diciembre, 10:30 a.m. - 12 p.m.
(en Greater Portland Council of Governments –
habrá refrigerios)

Obtenga más información y agilice su proceso de solicitud con una breve consulta telefónica o personal de 20 minutos.

Contacto Zoe Miller:
207-200-3963
ctlgreaterportland@gmail.com
www.gpcog.org

Las asignaciones se darán el 30 de septiembre o posteriormente.



Buscamos representantes en todas las comunidades de PACTS.



Patrocinado por Greater Portland Council of Governments (GPCOG) y Portland Area Comprehensive Transportation System (PACTS) y la asistencia de Transit Planning 4 All y Community Transportation Association of America (CTAA).





هل ترغب في تحسين النقل على امتداد بورتلاند العظمى؟

نحن بحاجة لمساعدتك في توظيف كبار السن والأشخاص من ذوي الإعاقة والفئات الناقصة التمثيل للانضمام إلى افتتاح برنامج تدريب قادة النقل في المجتمع المحلي!

■ احصل على التدريب حول كيفية مناصرة التغييرات على نحو فعال لنظام النقل لدينا.

■ قم بالتواصل والعمل مع صانعي القرار لإنشاء نظام تنقل أفضل يعمل للجميع.

■ المشاركة مجانية!

■ احصل على راتب قدره ٢٥٠ دولار وشهادة إتمام عند الانتهاء.

■ الرحلات إلى ومن جميع الجلسات مرتبة ومجانية، و/أو يتم تسديدها—حتى الرحلات الإقليمية الطويلة المسافة!





جميع تواريخ التدريب في بلدية (City Hall) بورتلاند:

- الجلسة ١: الأربعاء، ٢٣ أكتوبر/تشرين الأول، الساعة ١١ صباحاً - ١ بعد الظهر
الجلسة ٢: الأربعاء، ٣٠ أكتوبر/تشرين الأول، الساعة ١١ صباحاً - ١ بعد الظهر
الجلسة ٣: الأربعاء، ٦ نوفمبر/تشرين الثاني، الساعة ١١ صباحاً - ١ بعد الظهر
الجلسة ٤: الأربعاء، ١٣ نوفمبر/تشرين الثاني، الساعة ١١ صباحاً - ٢ بعد الظهر
الجلسة ٥: الأربعاء، ٢٠ نوفمبر/تشرين الثاني، الساعة ١١ صباحاً - ٢ بعد الظهر
الجلسة ٦: أسبوع ٢٥ نوفمبر/تشرين الثاني (جلسات عروض تحضيرية لمجموعات صغيرة)

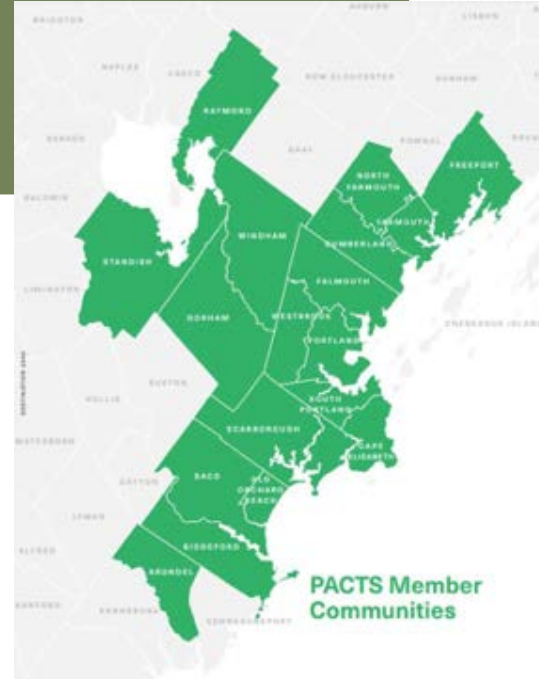
عروض تقديمية ومعرض للناس:

الثلاثاء، ٣ ديسمبر/كانون الأول، الساعة ١٠:٣٠ صباحاً - ١٢ ظهراً
(في GPCOG - تُقدّم مرطبات ووجبات خفيفة)

تعرفّ على المزيد، وابدأ عملية تقديم طلبك بسرعة من خلال
استشارة قصيرة مدتها ٢٠ دقيقة عبر الهاتف أو شخصياً.

اتصل بـ زوي ميلر (Zoe Miller):
207-200-3963
ctlgreaterportland@gmail.com
www.gpcog.org

سيتم التعيين في
أو
بعد ٣٠ سبتمبر/أيلول



نحن نبحت عن أشخاص يمثلون جميع نظام
بورتلاند الشامل للنقل (PACTS)



برعاية مجلس حكومات بورتلاند الكبرى (GPCOG) ونظام النقل الشامل
لمنطقة بورتلاند (PACTS) بدعم من تخطيط النقل العام ٤ ورابطة النقل
المجتمعي الأميركية (CTAA).



Starting on the following page.

COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

PRESENTATION & CURRICULUM | 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

This report was developed for PACTS by the Greater Portland Council of Governments and Catalyst Collaboratives. The program was made possible with funding from the Administration for Community Living's Transit Planning 4 All Initiative. Photographs are by Tom Bell.



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 (Actoolkit.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.

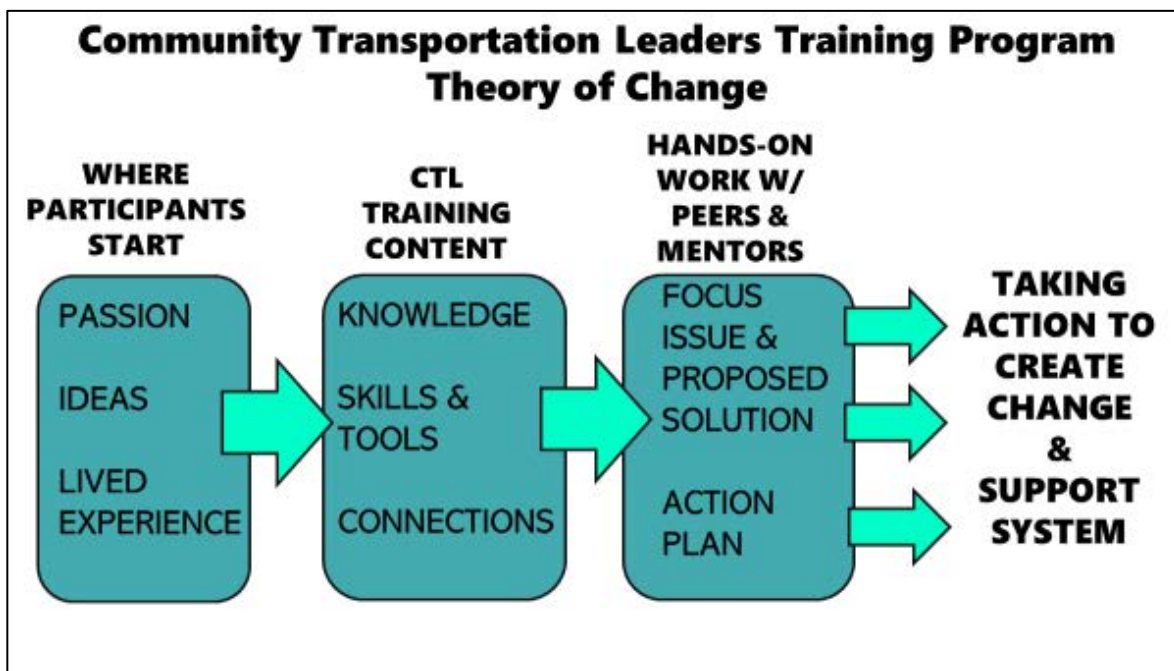


Figure 1: Community Transportation Leaders Training Program Theory of Change

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 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 – TRAINING MATERIALS & SUPPORTING RESOURCES

Appendix files are saved here:

https://www.dropbox.com/sh/vwwnqka4i9z7iqa/AAAUKdarGeYPjYyd7SeVT_Qna?dl=0

EVERY PLACE COUNTS MATERIALS

Available online at <https://www.transportation.gov/leadershipacademy>

RECRUITMENT

- CTL_info_sheet Arabic
- CTL_info_sheet English
- CTL_info_sheet French
- CTL_info_sheet Portuguese
- CTL_info_sheet Somali
- CTL_info_sheet Spanish

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 Handout - Steps in the Process (English)
- Session 3 Handout - Steps in the Process (French)

SESSION 3

- Session 3 Agenda
- Session 3 Script
- Session 3 Slides
- 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

CELEBRATION

- Handout – “How to Stay Involved with PACTS”
- CTL Certificate of Completion
- CTL Participant Feedback Form

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 1 – SCRIPT

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

Karen (script):

- Thank you for coming today, and for your interest in joining the Community Transportation Leaders Training Program!
- My name is Karen Perry, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- I became involved in transportation issues because...
- And now I'd like to introduce GPCOG's Transportation Director **Sara Zografos**. [Sara speaks]
- [After Sara is done speaking] And now I'd like to introduce the leader of our Training Program, **Zoe Miller**. [Zoe speaks]
 - This is where Zoe reiterates the terms of engagement (i.e., you must attend all 6 sessions to get the stipend, how we'll meet each week for the next 6 weeks, how we culminate with a presentation to decision-makers at GPCOG first week December)
- And now I'm going to turn it over to my fellow Mobility Liaison Mirielle Kabongo, who is going to lead us through a getting-to-know you exercise.

BUILDING OUR TEAM: 11:30AM – 12:00PM

Mireille (script):

- We are going to play a get-to-know-you game.
- This hat is filled with slips of paper with different statements printed on each one.
- We will pass this hat around the room, and each person (who chooses to) will draw a slip of paper from the hat.
- When you pull yours out, either read it out loud to the group, or hand it to a neighbor to read it out loud for you.
- Then, when a statement is read that is true for you, please raise your hand or call out 'yes'.
- The game will continue until all slips of paper have been drawn, or until time is expired.
- We have 30 minutes set aside for this activity.

LUNCH BREAK: 12:00PM – 12:15PM

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

Kate (script):

- 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.

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 1 – SCRIPT

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

(Zoe-- I'm creating a few simple slides that replicate the content from this section of the Every Place Counts guide. I'm happy to lead this section if you don't feel comfortable, and/or swapping our leadership of the community norms section and this section. Let me know what you think.)

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

Zoe (script):

- Highlight and reiterate expectations around attendance.
- Hand out reading material (explaining it is optional, not required).

Mike (script):

- Thank you for coming today.
- My name is Mike King, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- In closing for today, I invite you to think about some things between now and next week's training session...
- First, if you can, 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.
- Second, to prepare for next week's session, think about what steps might be involved in making transportation decisions. What kinds of things need to happen when decision-makers decide to change the route of a bus line, for instance?
- Of course, if you have any questions or concerns, please don't hesitate to reach out to our training leader Zoe Miller, and her colleagues Marcel and Kate.
- See you next week!

ICE-BREAKER ACTIVITY

Instructions and Materials for the Activity

Instructions: Tell everyone in the room: *“We are going to play a get-to-know-you game. This hat is filled with slips of paper with different statements printed on each one. We will pass this hat around the room, and each person (who chooses to) will draw a slip of paper from the hat. When you pull yours out, either read it out loud to the group, or hand it to a neighbor to read it out loud for you. Then, when a statement is read that is true for you, please raise your hand or call out ‘yes’.”* The game will continue until all slips of paper have been drawn, or until time is expired. We have 30 minutes set aside for this activity. The statements below can be cut into strips of paper and dropped into a hat or other container.

Know what “ADA” stands for

Work on environmental issues

Have never been on a plane

Have attended a public meeting about transportation

ICE-BREAKER ACTIVITY

Instructions and Materials for the Activity

Miss being able to drive

Have helped to plan or facilitate a public meeting

Think you traveled farthest to attend this training

Have never worked (paid or volunteer) in transportation

Are excited to be here!

Have travelled coast to coast

Walk or roll to the bus from home

ICE-BREAKER ACTIVITY

Instructions and Materials for the Activity

Enjoy riding a bike

Want better sidewalks in your neighborhood

Work on improving accessibility

Live somewhere without public transportation

Use public transportation exclusively

Routinely ride the bus

Is active in issues such as health, education, or housing

ICE-BREAKER ACTIVITY

Instructions and Materials for the Activity

Have a transportation project in mind for your community

Have done advocacy work at the State House or City/Town Hall

An Introduction to Transportation

When and why you should get involved in transportation decisions

- How we used to make transportation decisions
- How we endeavor to make transportation decisions
- What is public involvement
- What to do if you don't get the outcome you want
- What should you know about civil rights: Title VI, Environmental Justice, Americans with Disabilities Act (ADA) and the Air Carrier Access Act (ACAA)

Do you have
any questions
about these
terms?

Terms to Know

- Decide-announce-defend
- Disparate impact
- Disparate treatment
- Equitable development
- Goods
- Infrastructure
- Paratransit
- Transit agency
- Transportation agencies
- Transportation system
- Underserved
- Underrepresented

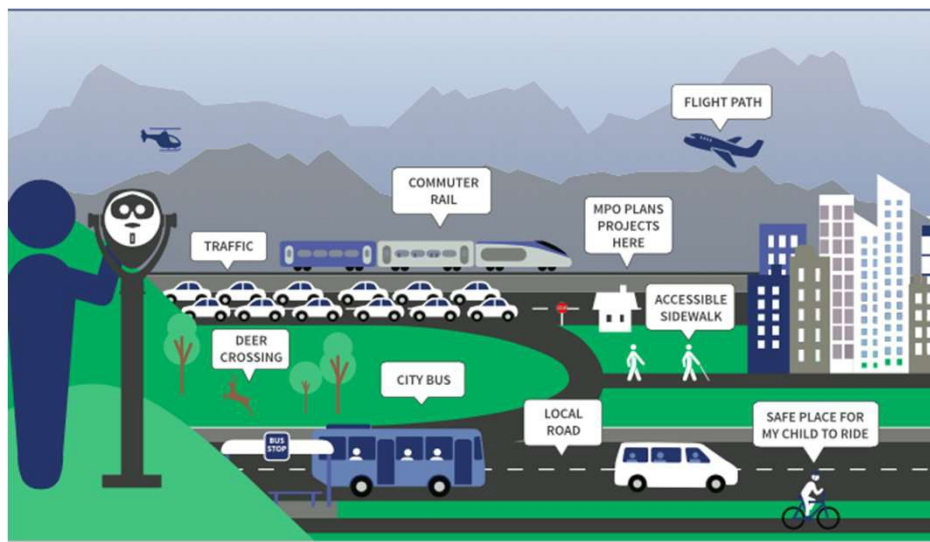
Transportation in Your Community

Transportation moves people and **goods**. We use all kinds of vehicles — cars, trucks, bicycles, buses, planes, ferries and trains — to go from place to place, connect with people and opportunities, and move the supplies and equipment needed to survive and thrive as individuals and communities.

Our **transportation system** is made up of **infrastructure** including roads, walkways, bikeways, airports, airways, railroads, waterways and pipelines that have evolved over many decades. The system can seem so large, complex and established that some people forget that you can — and should — take part in its development and maintenance.

This system is so deeply woven into the way our communities are built and the way we move that we often don't really notice it or think much about it. However, you can train yourself to observe and appreciate how transportation shapes our communities.

Seeing the Transportation System Through a New Lens





Why should you get involved in transportation decisions?



Transportation plays an essential role in your community. It connects you to the places you need to go and the people you need to see. The transportation system gives you access to key places and opportunities:

- work
- school
- family and friends
- food
- health care
- social services
- libraries
- recreation
- worship

And you play an essential role in your community. You don't have to stand on the sidelines and watch transportation grow and change. Since you live and work there, you know your community well. You can help define your community's transportation needs and share your ideas about what may or may not best serve the community as a whole. You can ask important questions and share vital information based on your experience using the transportation system. When your voice is part of the process, you can improve your access to transportation and opportunities.



When should you get involved in transportation decisions?

You can get involved at many points in the process — and getting involved early and often is best. Some routine and emergency repair projects can move quickly, while other complicated projects may need significant planning and phased funding. Recognize that your involvement may need to take place over the many months or even years it can take to proceed from a plan to a project.

- Find out where public meetings are announced and held in your community.
- Follow news about transportation issues.
- Attend a public meeting.
- Look for ways to provide comments online or in person by visiting a transportation agency's website.

Note: If you notice a safety problem, notify the responsible agency right away. This agency might be your local government, transit agency or State Department of Transportation.

Public Involvement



When public involvement is required for a transportation plan or project, then the agency must reach out to all interested groups in the community.

- Racial and ethnic communities
- Low-income communities
- Older adults and young people
- People with limited English proficiency
- People with low literacy
- People with disabilities
- Tribal communities
- Immigrant and refugee communities



Effective engagement includes a combination of written and non-written communication to reach out to you, such as:

- Graphics and mapping tools to allow you to visualize information
- Personal interviews and audio/video recordings to gather your input



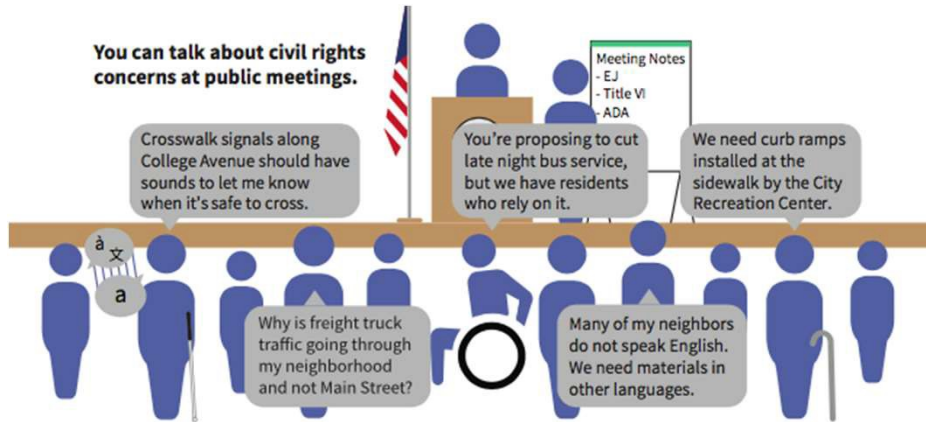
Public involvement requirements and plans may specify where and how many days in advance of public meetings materials should be made available to the public.



Agencies should hold meetings and hearings in places where the community naturally gathers that are:

- Accessible to people with disabilities and compliant with the [Americans with Disabilities Act](#) (ADA)
- Conveniently located
- Reachable by transit and [paratransit](#).

Know Your Rights and Responsibilities: Equity and Civil Rights



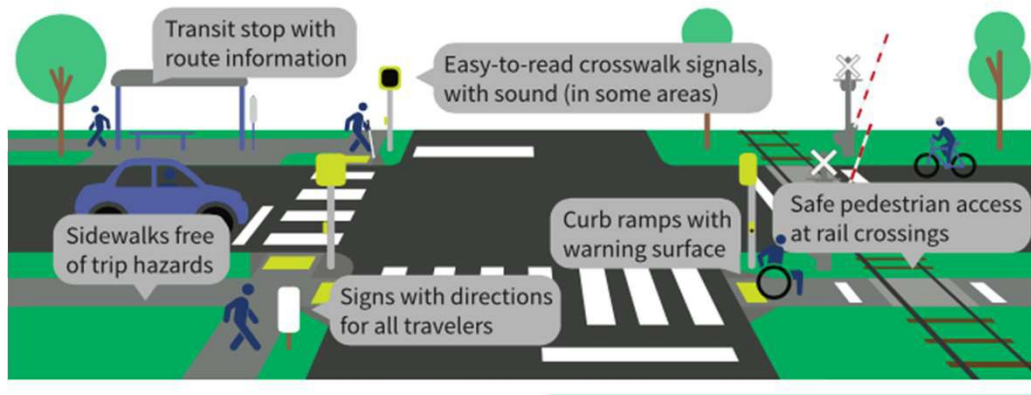
Know Your Rights and Responsibilities: Equity and Civil Rights

Title VI is part of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color and national origin. DOT Title VI regulations offer protections against two types of discrimination: 1) policies that cause

intended or unintended racial and ethnic disparities for groups (called **disparate impact**), and 2) decisions or laws that use race and/or ethnicity to discriminate against individuals (called **disparate treatment**).

ADA

What are some elements of an accessible intersection?






The Executive Order on **Environmental Justice (EJ)** directs federal agencies to identify and address disproportionately high and adverse environmental and health impacts on low-income populations and racial and ethnic communities. EJ creates a set of guiding principles rather than legal rights. It sets an expectation that federal agencies will promote and enforce **nondiscrimination** as one way to make sure that benefits and burdens of transportation programs, projects and policies are equitably distributed in a way that is fair.

Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities and ensures equal opportunity and

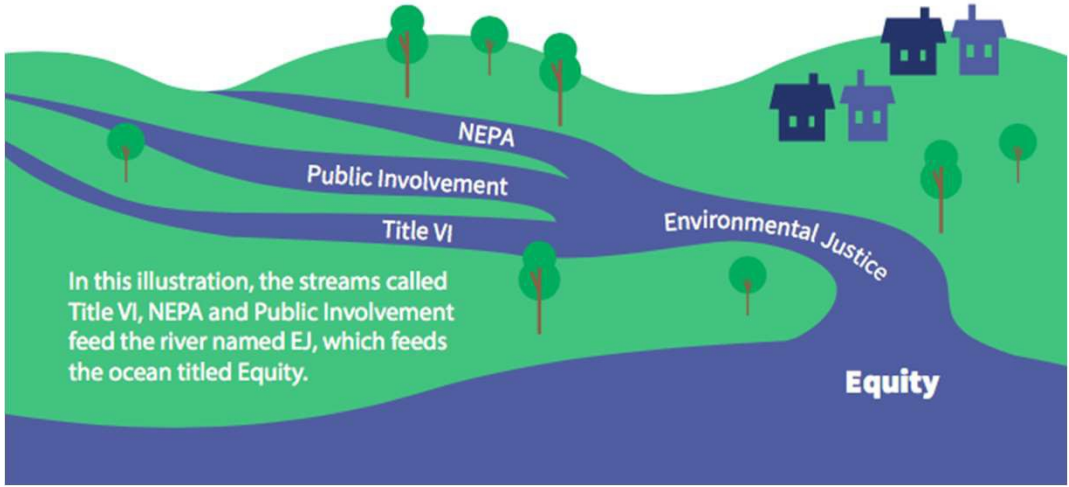
Accessible describes transportation that allows people of any ability to participate in life's basic activities by traveling on our nation's streets, sidewalks, crosswalks, buses, trains, ferries and planes.

access for this community. Accessible transportation systems further the goal of independence for people with disabilities. Areas that are intended to be pedestrian access routes must be accessible to persons with disabilities.

The **Air Carrier Access Act (ACAA)** applies to the accessibility of planes. It prohibits discrimination by U.S. and foreign air carriers on the basis of physical or mental disability.

	Americans with Disabilities Act (ADA)	Title VI	Environmental Justice (EJ)
Who must follow? 	<ul style="list-style-type: none"> • State and local governments • All public organizations 	<ul style="list-style-type: none"> • State and local governments that receive grants or other assistance from federal agencies • Governmental organizations that receive federal assistance • Any organization that receives federal assistance 	<ul style="list-style-type: none"> • Federal agencies
What are agencies required to provide? 	<ul style="list-style-type: none"> • Accessible buildings, buses, trains, sidewalks, and more • When agencies provide transportation options, they must be accessible for persons with disabilities 	<ul style="list-style-type: none"> • Title VI Plan • Notice to the public • Translation and interpreters for persons who are limited English proficient 	<ul style="list-style-type: none"> • Meaningful public participation • Adopt the DOT EJ Guiding Principles (see pg. 83)
Where can you get involved? 	<ul style="list-style-type: none"> • At public meetings for new projects • Through state or local disability councils • By filing a complaint with a local, state or federal agency if something is not accessible 	<ul style="list-style-type: none"> • At public meetings when governmental organizations do transportation planning • At public meetings during the NEPA process for a project • By filing a complaint with a local, state or federal agency if you feel that a project discriminates 	<ul style="list-style-type: none"> • At public meetings for projects affecting your community

Coming Together for Equity



Looking for the
GPCOG COMMUNITY TRANSPORTATION
LEADERS TRAINING PROGRAM ?

Please find us at:

City Hall
389 Congress Street
Room 24 (on the ground floor)

Participant(s) au
PROGRAMME DE FORMATION DES LEADERS
EN TRANSPORT COMMUNAUTAIRE DE
GPCOG ?

S'il vous plaît retrouvez-nous au :

City Hall
389 Congress Street

Room 24 (on the ground floor)

**COMMUNITY TRANSPORTATION LEADERS TRAINING
SESSION #2**

CITY HALL – ROOM 24

11:00AM – 1:00PM

AGENDA

Welcome & introductions:

11:00am – 11:10am

Activity - Every experience counts:

11:10am – 11:45pm

Lunch break:

11:45am – 12:00pm

Activity - Steps in the process:

12:00pm – 12:25pm

Review - 5 steps of transportation decision-making:

12:25pm – 12:55pm

Wrap-up & next steps:

12:55pm – 1:00pm

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 2 – SCRIPT

Welcome & introductions: 11:00am – 11:10am

(Derek)

- Thank you for coming today, and welcome back to the Community Transportation Leaders Training Program!
- My name is Derek O’Brien, and I’m a Mobility Liaison with the Greater Portland Council of Governments
- I became involved in transportation issues because... _____
- Ask everyone to go around the room so each person can re-introduce themselves by first name ONLY.
- Ask if there are any questions about the homework reading?
- And now I’d like to turn it over to Zoe and Kate to answer any questions you might have, and get us going in our training session.

(Zoe, Kate)

- Address questions.
- Steer the group toward diving into the content.
- Pivot to the “Every Experience Counts” exercise.

Activity - Every experience counts: 11:10am – 11:45pm

(Dave)

- Now we are going to play a game called “Every Experience Counts”.
- I’m going to read a series of statements aloud.
- Please drop a _____ in your cup each time you identify with the statement I am making.
- I’m going to allow a bit of time for you to think about each statement and what it means to you.

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 2 – SCRIPT

- Once we run through all the statements, we'll discuss and debrief about this activity, and the role of transportation in matters of equity and opportunity.
- Now Zoe and Kate will facilitate the debrief about this activity.

Lunch break: 11:45am – 12:00pm

Participants break to get their lunch from the buffet. Once settled and eating, move to the next segment to continue the lesson through a “working lunch”.

Activity - 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.

Ask the group of participants to each pair up with a partner. With a group of 20 people, there should be 10 pairs. Distribute the envelopes you prepared around the room, one to each team. Follow the instructions in the facilitator guide to implement the activity.

Review - 5 steps of transportation decision-making: 12:25pm – 12:55pm

(Zoe)

Wrap-up & next steps: 12:55pm – 1:00pm

(Bud)

- Thank you for coming today.
- My name is Bud Buzzell, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- In closing for today, I invite you to think about some things between now and next week's training session...
- First, if you can, 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.
- Second, to prepare for next week's session, think 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.
- Of course, if you have any questions or concerns, please don't hesitate to reach out to our training leader Zoe Miller, and her colleagues Marcel and Kate.
- I want to remind you that in order to receive your stipend for participating in this training, you must attend every single session.
- See you next week!

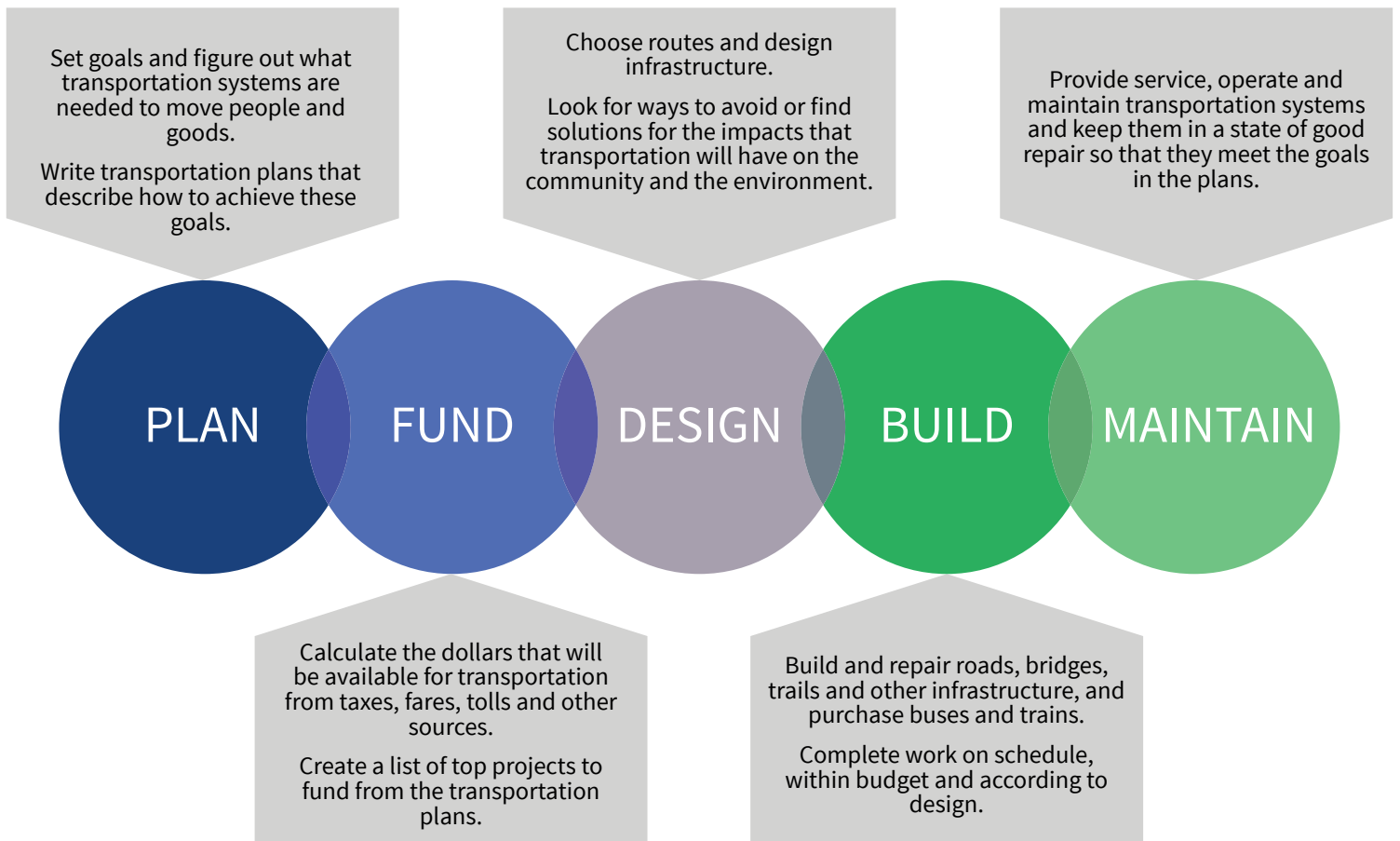
The Five Steps

Part 2 shows you the transportation decision-making process in five basic steps: Plan, Fund, Design, Build and Maintain. These will help you understand what activities and decisions help move a project from an idea to a reality. You can find out who manages each step and how you can get involved. Remember, equity and accessibility principles from Part 1 should be considered at every part of the process.

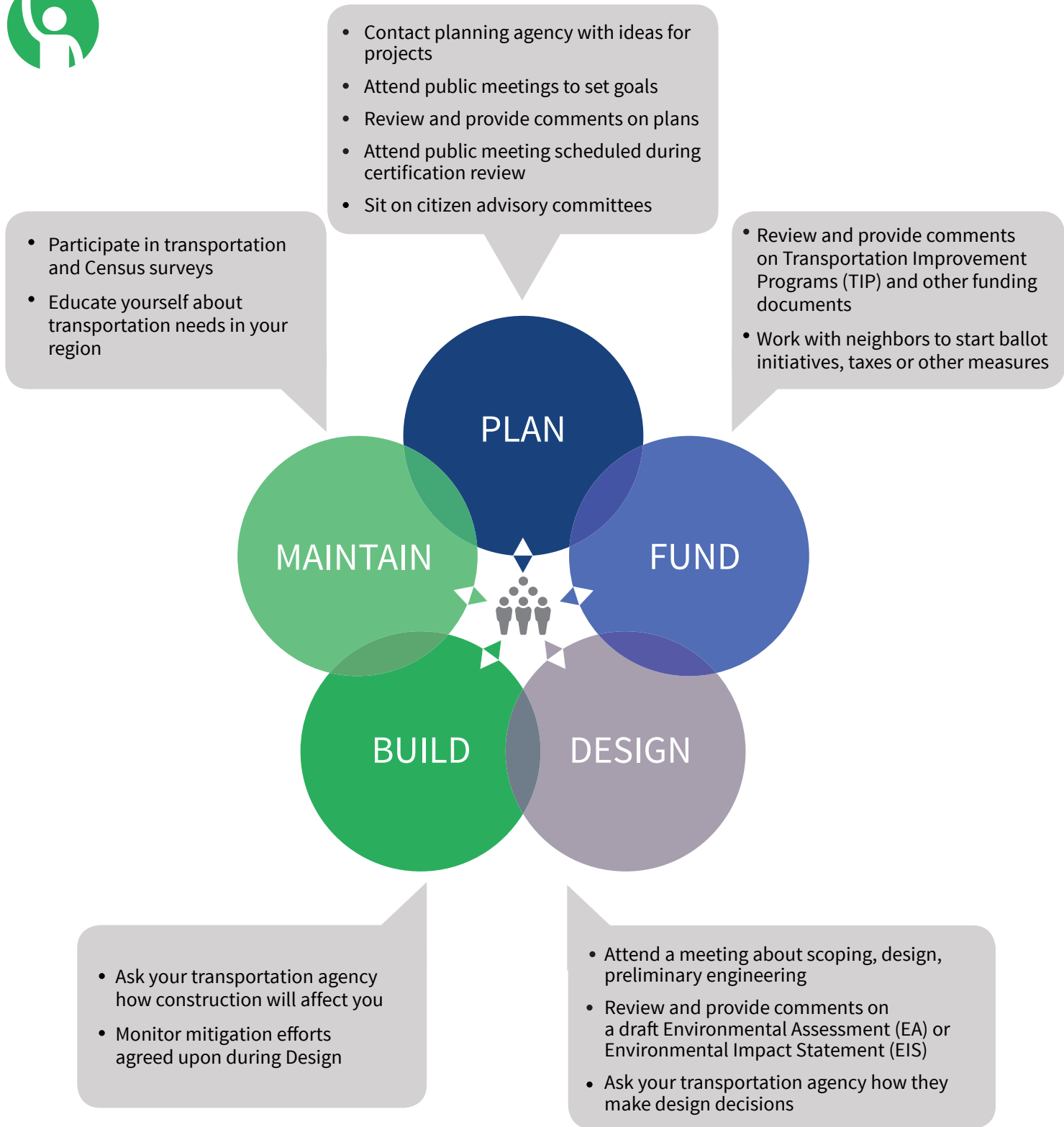
If the Process Doesn't Go As Planned

Part 2 can help you understand how the process is intended to work, but you may recognize that the process doesn't always work perfectly. Part 4 of this Toolkit contains some checklists and ideas to help you make your case, even when the process doesn't go as planned.

Here is a summary of the five steps:



Opportunities to Influence Transportation Decisions

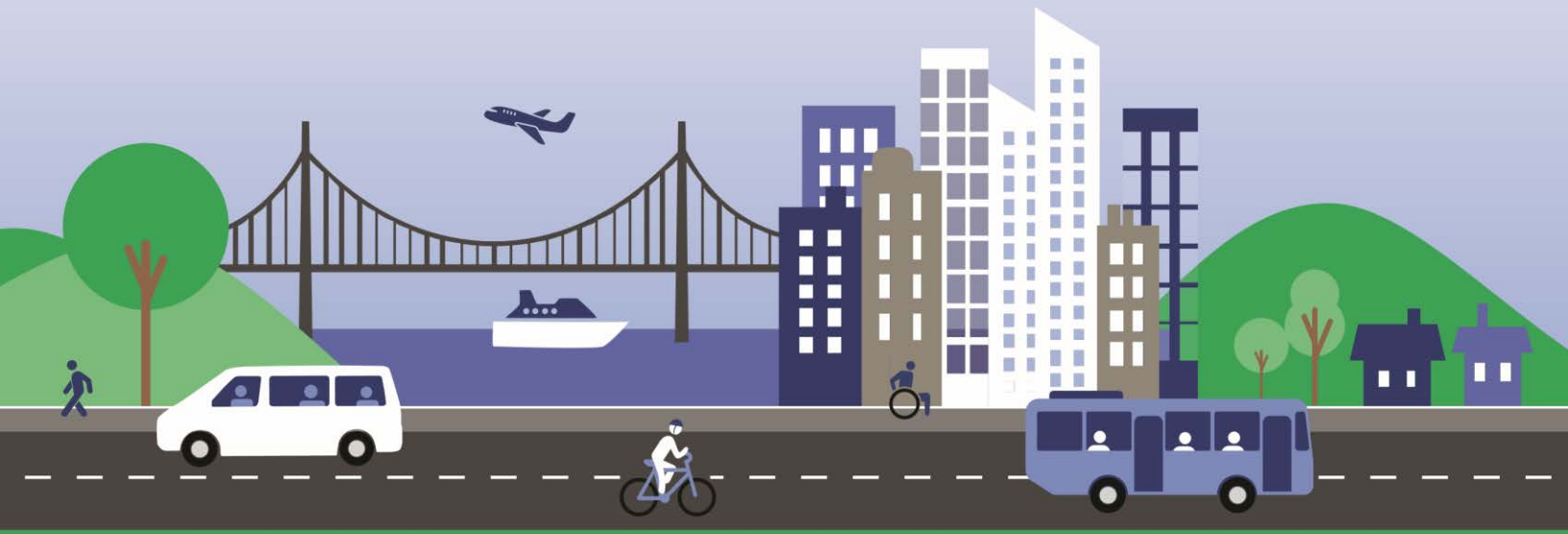


Many, but not all, of these opportunities are required by federal law.



Every Place Counts Leadership Academy

TRANSPORTATION TOOLKIT



LEARN • ENGAGE • MAKE A DIFFERENCE

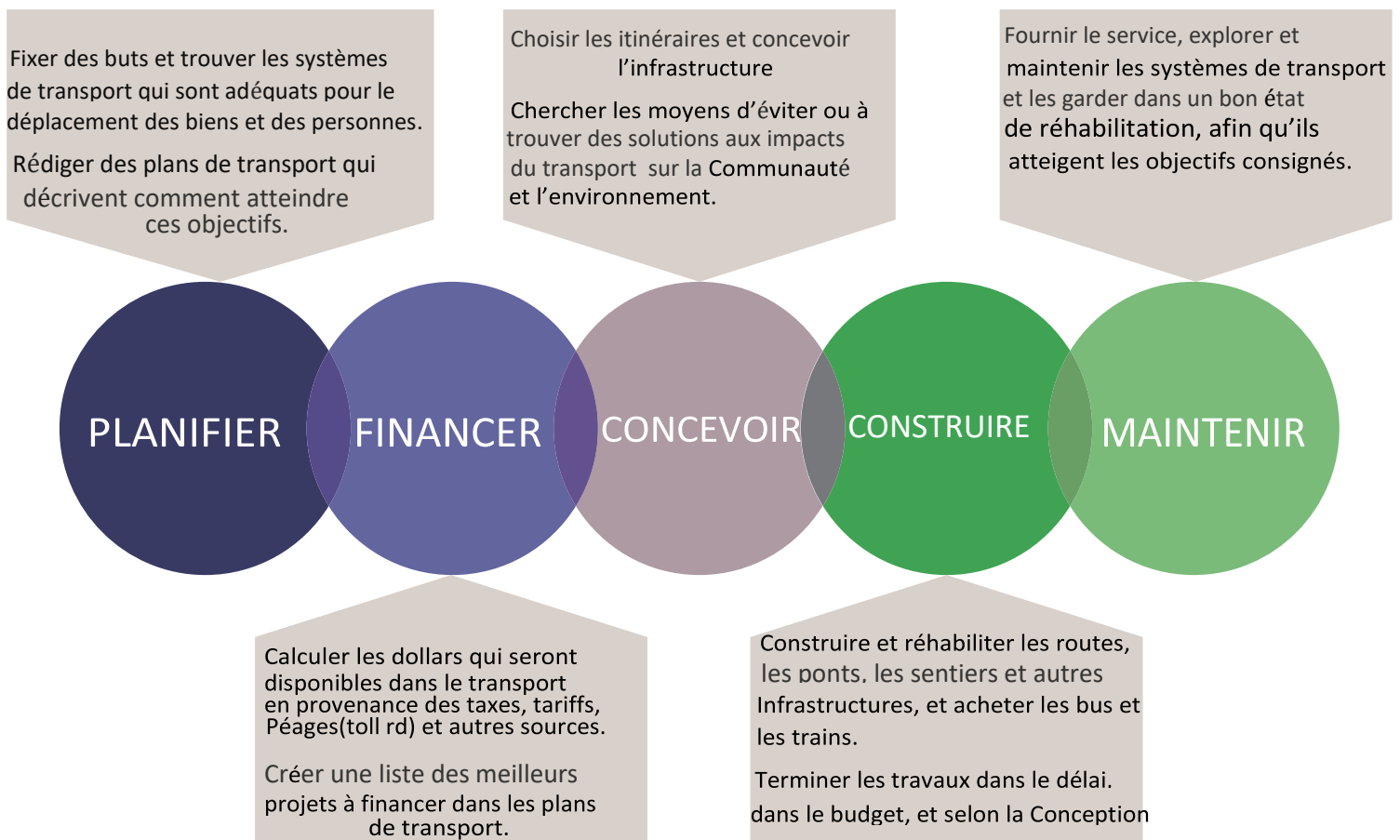
Les cinq étapes

La Partie 2 vous montre le **processus de prise de décisions dans le domaine du transport en cinq étapes de base** : Planifier, Financer, Concevoir, Construire, et Maintenir. Cela vous aidera à comprendre les activités et décisions qui font qu'un projet passe de l'état conceptuel à la réalité. **Vous pouvez savoir qui gère chaque étape** et comment vous pouvez vous impliquer. Rappelez-vous que les principes d'équité et d'accessibilité de la partie 1 devraient être considérés à chaque partie du processus.

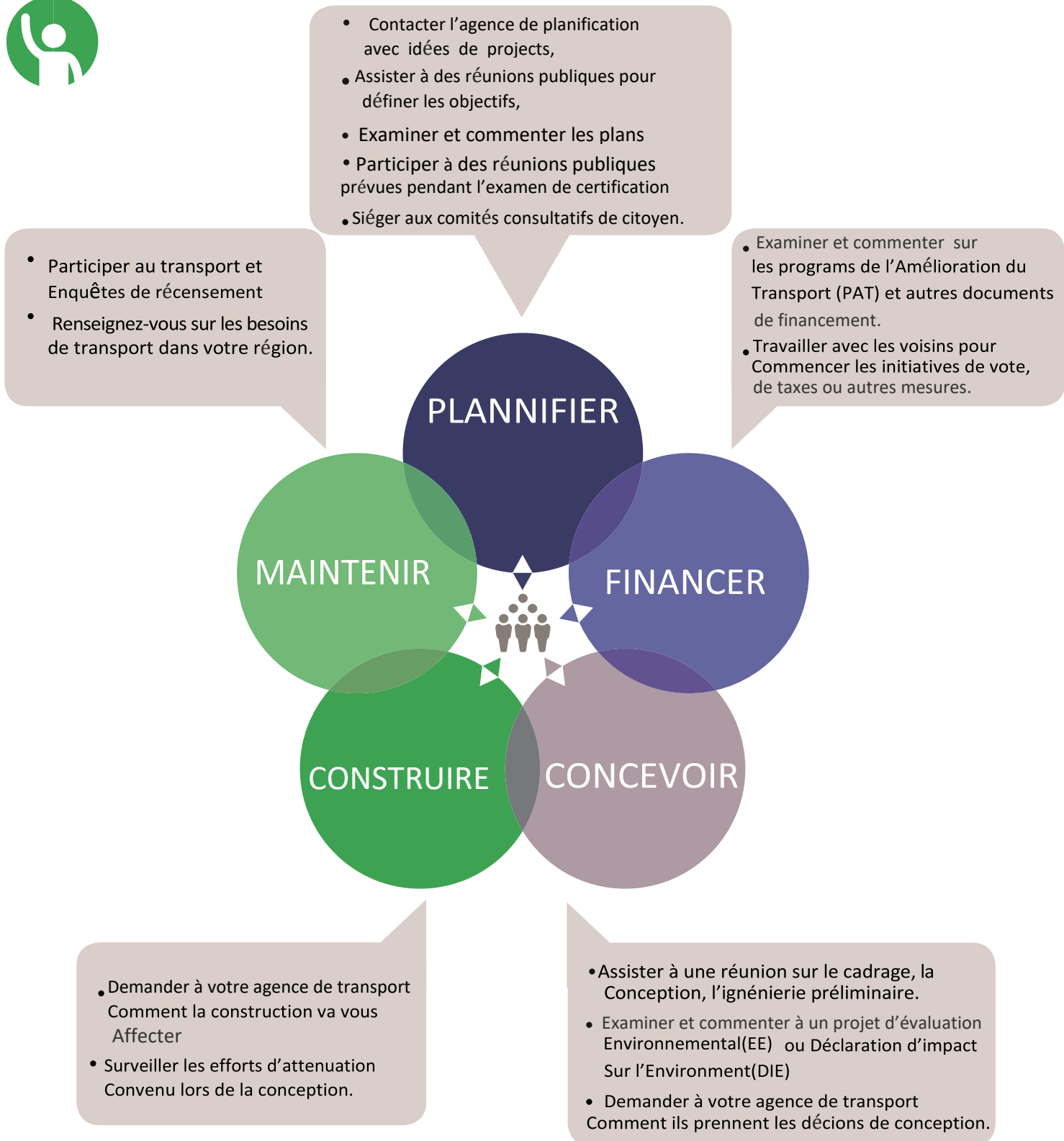
Voici le résumé de cinq étapes :

Si le processus ne se déroule pas comme prévu

La Partie 2 peut vous aider à comprendre comment le process est censé fonctionner, mais vous pouvez reconnaître que le processus ne fonctionne pas toujours parfaitement. La partie 4 de cette boîte à outils contient des listes de contrôle et d'idées pour vous aider à faire le plaidoyer, même lorsque le processus ne se déroule pas comme prévu.



Opportunités d'influencer les décisions de transport



Nombreuses, mais pas toutes, de ces opportunités sont requises par la loi fédérale.

**COMMUNITY TRANSPORTATION LEADERS TRAINING
SESSION #3**

CITY HALL – ROOM 24

11:00AM – 1:00PM

AGENDA

Welcome & Introductions

11:00am – 11:10am

**Activity – Revisit the 5 Steps Involved in Transportation
Decision-Making**

11:10am – 11:25pm

Activity – Ice Breaker / Defining Equity & Inclusion:

11:25am – 11:50pm

Lunch Break

11:50am – 12:05pm

Activity – What's Your Advocacy Issue?

12:00pm – 12:55pm

Wrap-up & Next Steps

12:55pm – 1:00pm

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 3 – SCRIPT

Room Set-Up & Fielding Q's: 10:00am – 11:00am

- **Kate & Marcel**
 - Set up tables & chairs & name tents
 - Group up to 6 people around both sides of each table
 - Pre-assigned seating will help us ensure that participants cross-pollinate (will have a 2nd French interpreter)
 - Hang up last week's "5 Steps" sticky notes for convenient access later in the session
 - Get laptop set up and connected to PPT projector
- **Zoe & Janel**
 - Field, gather, write down participant Q's as they are arriving
 - Not necessarily answering them all, but definitely getting a feel for what the Qs / needs are

Welcome & introductions: (11:00am – 11:10am)

(DAVE – Zoe backup)

- Thank you for coming today, and welcome back to the Community Transportation Leaders Training Program!
- My name is Dave Lawrence, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- I became involved in transportation issues because... _____
- Let's quickly reintroduce ourselves—everyone to go around the room and say: YOUR FIRST NAME + HOW YOU GOT HERE TODAY.
- And now I'd like to turn it over to **Zoe** to get us going in our training session.

Activity – Revisit the 5 Steps Involved in Transportation Decision-Making (11:10am – 11:25am)

(ZOE)

Activity – Ice Breaker / [Defining Equity & Inclusion](#): (11:25am – 11:50pm)

[Slide deck can be found here.](#)

(KAREN – Kate backup)

- I’m Karen Perry, and I’m a Mobility Liaison. I’m going to help get us kicked off with our ice-breaker activity.
- We are going to review and discuss a visual that conveys two important concepts in our work: “equity” and “inclusion”. Now I’ll call on Kate, who will describe this visual and these concepts.
- [KATE SHOWS VISUAL & DESCRIBES IT.]
- Now take a bit of time to think about these concepts and what they mean to you.
- Next, we’ll turn to our tablemates to discuss. Your first step as you turn toward each other is to ID a report-out person. That person will report out one important point from the conversation you share (your group will decide together which point will be reported out).
- Now that you’ve identified your report-out person, here are the questions:
 1. What do these images and definitions make you think about?
 2. How do you think they relate to the goals of our training?
 3. What are some steps each of us can take to sure our training sessions—and what we do and say here together—are

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 3 – SCRIPT

equitable and inclusive of every single person?

- Now **Zoe and Kate** will facilitate the debrief about this activity.

Lunch break: (11:50am – 12:05pm)

Participants break to get their lunch from the buffet.

Once settled and eating, move to the next segment to continue the lesson through a “working lunch”.

Activity – What’s Your Advocacy Issue? (12:00pm – 12:55pm)

(KATE)

[Video: “Why You Should Start with Why”.](#)

- 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 the transportation issue they care about. Invite them to jot down some notes if they feel like it.
- Show the 7-minute video.
- Invite participants to debrief the video at their tables. (10 mins)
- ID a different report-out person before you begin discussing.
- Here are the questions:
 - Did the video move you? If so, how? If not, why not?
- Bring the full group back together. Invite each report-out person to share their “high level” one-minute report out of their discussion highlights. Draw connections with making the case for positive transportation-related changes, and the value of starting with why. (10 mins)

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 3 – SCRIPT

- After the discussion, invite participants to group up with table-mates to **share their transportation passion issue starting with why**. Each person should take about 4 minutes to describe their issue. Jot down notes on the index cards. (You will be handing these in, so put your name on your index cards! You will see these again next session.)

Wrap-Up / Next Steps (12:55pm – 1:00pm)

(MIREILLE – Kate backup)

- I'm Mireille Kabongo, and I'm a Mobility Liaison with GPCOG.
- Thank you for attending our training session today.
- First, before you go, I want to invite you to **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.
- Second, to prepare for next week's session, think about this:
 - **Think hard about the passion transportation issue you described today. Where do you think it fits into the “Steps in the Process”? Your answer to that question will feature in next week's session.**
- Of course, if you have any questions or concerns, please don't hesitate to reach out to our training leader **Zoe Miller**, and her colleagues **Marcel and Kate**.
- I want to remind you that in order to receive your stipend for participating in this training, you must attend every single session.
- See you next week!

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 3 – SCRIPT

KATE – BRING INDEX CARDS

AS MEETING ENDS...

1. HAND OUT BUS PASSES
2. GET UBER FOR BECKY & BENEDICTE
3. DEBRIEF (15 MINS) W/ MOBILITY LIAISONS
 - a. (MARCEL – Kate backup)
 - b. Plus / Delta
 - c. Path to Inclusion – ask ML's to rate our project
4. PACK UP AND GET OUT OF THE ROOM
 - a. (JANEL – Marcel & Kate backup after debrief)

WHAT DO WE MEAN
WHEN WE SAY
"EQUITY" AND
"INCLUSION"?

STEPS IN THE TRANSPORTATION DECISION- MAKING PROCESS

1. **Plan:** How decisions are made about which projects will get built in future
2. **Fund:** How transportation is funded and financed
3. **Design:** How ideas are turned into transportation projects
4. **Build:** How transportation projects are built
5. **Maintain:** How the transportation system is kept in working order

Set goals and figure out what transportation systems are needed to move people and goods.

Write transportation plans that describe how to achieve these goals.

Choose routes and design infrastructure.

Look for ways to avoid or find solutions for the impacts that transportation will have on the community and the environment.

Provide service, operate and maintain transportation systems and keep them in a state of good repair so that they meet the goals in the plans.

PLAN

FUND

DESIGN

BUILD

MAINTAIN

Calculate the dollars that will be available for transportation from taxes, fares, tolls and other sources.

Create a list of top projects to fund from the transportation plans.

Build and repair roads, bridges, trails and other infrastructure, and purchase buses and trains.

Complete work on schedule, within budget and according to design.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

EQUITY = FAIRNESS

Equality

Everyone benefits from the same supports. (Assumes everyone starts in the same place.)

Equity

Everyone benefits from getting the supports they need. (Meet you where you are.)

Inclusion / Justice

Everyone benefits because the barrier(s) that cause the inequity have been removed.

"EQUITY" & "INCLUSION" QUESTIONS FOR TABLE DISCUSSION:

1. What do these images and definitions make you think about?
1. How do they relate to the goals of our training?
1. What are some steps each of us can take to sure our training sessions (what we do and say here together) are equitable and inclusive of every single person?

"START WITH 'WHY?'" QUESTIONS FOR TABLE DISCUSSION:

Did the video move you?

If so, how?

If not, why not?

NOW IT'S YOUR TURN:

“Start with why” to tell your table-mates about your transportation passion issue.

- What's the issue?
- Why is this issue important to you?
- Why should other people care about it?

**COMMUNITY TRANSPORTATION LEADERS TRAINING
SESSION #4**

CITY HALL – ROOM 24

11:00AM – 2:00PM

AGENDA

Welcome & Introductions

11:00am – 11:10am

Re-Visit Your “What & Why” Passion Issue

11:10am – 11:30pm

Ice Breaker: Share Your “What & Why” With the Group

11:30am – 12:00pm

Lunch Break

12:00pm – 12:30pm

Presentation by PPL Librarians: Research 101

12:30pm – 1:30pm

Group Work – Combining Forces for Good

1:30pm – 1:55pm

Wrap-up & Next Steps

1:55pm – 2:00pm

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 4

– SCRIPT

Room Set-Up & Fielding Q's: 10:00am – 11:00am

- **Kate & Marcel**
 - KATE – BRING INDEX CARDS!!
 - Set up tables & chairs & name tents
 - Group up to 6 people around both sides of each table
 - Pre-assigned seating will help us ensure that participants cross-pollinate (will have a 2nd French interpreter)
 - Hang up last week's "5 Steps" sticky notes for convenient access later in the session
 - Get laptop set up and connected to PPT projector
 - Hand each person the "why" statements they wrote out last week
- **Zoe (& Janel)**
 - Field, gather, write down participant Q's as they are arriving
 - Not necessarily answering them all, but definitely getting a feel for what the Qs / needs are
- **Zoe**
 - Greet Kit Harrison and welcome her into the room. Mental note to introduce her as we open up today's session.

Welcome & introductions: (11:00am – 11:10am)

(BUD – Zoe backup)

- Thank you for coming today, and welcome back to the Community Transportation Leaders Training Program!
- My name is Bud Buzzell, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- I became involved in transportation issues because... _____
- Let's quickly reintroduce ourselves—everyone to go around the room and say: YOUR FIRST NAME + HOW YOU GOT HERE TODAY.
- And now I'd like to turn it over to **Zoe** to get us going in our training session.

Revisit Your "What & Why" Passion Issue (11:10am – 11:30am)

(ZOE)

[Before the session begins, hand out the "why" statements folks wrote out last week.]

Introduce the worksheet to everyone. Explain that everyone should do their best to fill out the worksheet using the "why" statement they wrote out last week. Raise your hand if you need assistance. You can refine, add to, or change your passion issue if it feels important to you. Remember, it doesn't have to be "perfect". Just do your best to complete the worksheet, and remember that this is a work in progress.

Ice Breaker – Share Your "What & Why" with the Group (11:30am – 12:00pm)

(MIKE – Kate backup)

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 4

– SCRIPT

- I'm Mike King, and I'm a Mobility Liaison. I'm going to help get us kicked off with our ice-breaker activity.
- You just spent time re-visiting your transportation passion issue, and filling out your worksheet, you thought about where in the steps of the transportation planning process your passion issue "lives".
- Now, you're going to have the opportunity to share your passion issue with our 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.
- Kate, Zoe, and I will go first to demonstrate how this will go.
- When we're all finished, we're going to break for lunch.

....

- Now we're going to break for lunch.
- Since we have a longer session today (we end at 2pm instead of our usual 1pm), we won't have a "working lunch".
- Instead, we'll take time to enjoy our lunch together over informal conversation.
- We will have 30 minutes, so we can take time to stretch our legs, use the restroom if needed, before we reconvening at 1pm to continue our work.
- Zoe, Kate, and Janel will take food orders from those who have challenges moving around. Then we'll call tables one by one.

Lunch break: (12:00pm – 12:30pm)

Participants break to get their lunch from the buffet. Participants are free to engage in informal conversation, take movement or restroom breaks as needed, etc. We will reconvene at 12:30pm.

Presentation by PPL Librarians: Research 101 (12:30pm – 1:30pm)

(KATE)

- Our special guests today are librarians from Portland Public Library who specialize in research. They are here to support our research and fact-finding process that will help us build our case and bolster our "what and why" statements. Becca and Will are here to help us understand how to use the library, and what they have to support our search for information about our transportation passion issue.
- They will explain how to develop a research topic. They will give us tips for narrowing down our topic, developing a research question, knowing what to look for, and learning how to begin doing research.
- Becca and Will have built ample time for Q&A into the end of their presentation. So, let's give them both our full attention, and save our questions for when they're finished.

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 4

– SCRIPT

Group Work – Combining Forces for Good

(ZOE and KATE)

During the Research 101 presentation, Kate & Zoe will review the worksheets and cluster them into kindred/complementary groups.

Wrap-Up / Next Steps (12:55pm – 1:00pm)

(DEREK – ZOE backup)

- I'm Derek O'Brien, and I'm a Mobility Liaison with GPCOG.
- Thank you for attending our training session today.
- First, before you go, I want to invite you to **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.
- Second, to prepare for next week's session, think about this:
 - **Think hard about the worksheet you completed today, and the presentation we heard from Becca and Will.**
 - **Think about: What kinds of facts would help support your passion issue?**
 - **What research will you need to do to get a hold of those facts?**
 - **We will be working on this next week.**
- Of course, if you have any questions or concerns, please don't hesitate to reach out to our training leader **Zoe Miller**, and her colleagues **Marcel and Kate**.
- I want to remind you that in order to receive your stipend for participating in this training, you must attend every single session.
- See you next week!

AS MEETING ENDS...

1. HAND OUT BUS PASSES
2. GET UBER FOR BECKY & BENEDICTE
3. DEBRIEF (15 MINS) W/ MOBILITY LIAISONS
 - a. (MARCEL – Kate backup)
 - b. Plus / Delta
 - c. Path to Inclusion – ask ML's to rate our project
4. PACK UP AND GET OUT OF THE ROOM
 - a. (JANEL – Marcel & Kate backup after debrief)

RESEARCH 101

PORTLAND PUBLIC LIBRARY

Four branches

- Main: 5 Monument Square
- Burbank: 377 Stevens Ave.
- Riverton: 1600 Forest Avenue
- Peaks Island: 129 Island Avenue



WHAT WE HAVE

- Books, books, and more books!
- Magazines
- Newspapers
- CDs and DVDs
- Computers
- Printers (scanning and faxing)
- eBooks
- Online research databases

WHAT WE'LL COVER

- Steps to start your research
- Tips for research
- Some suggested resources
- Questions



KEEP IN MIND

- You can always ask for help! If we don't have it, we may be able to get it for you.
- If the public library doesn't have it, somebody else probably does.
- There are great websites for research, if you know where to find them.



STARTING YOUR RESEARCH

STEP 1: IDENTIFY YOUR TOPIC

It should be broad, but not too broad!

- Broad topic: Ice cream
- Better topic: Vanilla ice cream



STEP 2: DO SOME (VERY BASIC) RESEARCH



Read a newspaper or magazine article



Find an encyclopedia entry



Skim a book on the topic



Ask yourself:

What stands out?
What interests you?
What is in dispute about the topic?

STEP 3: DEVELOP YOUR RESEARCH QUESTIONS

These are your educated guesses in question form.

They may also be basic questions to help you form your argument.

Examples:

- Does access to public transit affect our health?
- If we had improved sidewalks in Portland, what positives might emerge?

TIP: USE THE 5 W'S

- Example: The buses in Portland should run more frequently.
 - **Who** is involved in transportation planning in Portland?
 - **What** has been done to address this issue, and **what** were the outcomes?
 - **When** and **where** are these issues being addressed - city council meetings, in state legislation, or someplace else?
 - **Why** should the buses run more frequently? How would this impact Portland?



TIME TO RESEARCH!

BOOKS

- Use the table of contents and the index to find information related to your topic.
- Many books will have a bibliography or a source list - use this to find related research.
- Encyclopedias are also very helpful to find quick information and more resources.



DIGITAL MAINE LIBRARY



library.digitalmaine.org/



Find articles from newspapers, magazines, and journals.

WEBSITES

Is it a reliable website?

- When was the last time the website was updated? This will often be located toward the bottom of the page.
- Look for an “About” page to find information about the source
- If the content you want to cite has a specific author, try Googling their name to see if you can learn more about them.

FUN GOOGLE SEARCH TIPS

- To find an exact phrase, use quotation marks.
 - Example: “accessible public transportation”
- Find results from a certain type of web domain
 - Example: “transportation site:.gov” will show results from websites that all end in “.gov” (United States government)



HELPFUL RESOURCES

MAINE RESEARCH

- Maine State Library: www.maine.gov/msl
 - Resources and librarian assistance for Maine information
- Maine Legislative Law and Reference Library: legislature.maine.gov/lawlibrary
 - Open to the public
 - Provides current and historical information on Maine law
- Maine.gov
 - Maine's official governmental website

GENERAL RESEARCH

- U.S. Census Community Factfinder: factfinder.census.gov/
 - Find data about communities, including factors like age, race, education, and much more
- U.S. Department of Transportation: www.transportation.gov/
 - News, resources, and information related to public transportation
- U.S. DOT Resources: www.transportation.gov/mission/health/literature-and-resources
 - Studies and resources related to public health and transportation access
- Bureau of Transportation Statistics: www.bts.gov/
 - Your place for all the transportation numbers you'll need!

QUESTIONS?



THANK YOU!

Rebecca Starr, Health and
Literacy Librarian

- starr@portlib.org
- 207-871-1700 x.728

Williams Bandoma, Business
and Government Librarian

- bandoma@portlib.org
- 207-871-1700 x.727

Community Transportation Leaders Resource Sheet

Shared Use Mobility Center sharedusemobilitycenter.org

The Center's Mobility On Demand Learning Center learn.sharedusemobilitycenter.org has modules and case studies on a wide range of topics including:

- Rural and Small Town Transportation
https://learn.sharedusemobilitycenter.org/learning_module/rural-and-small-town-transportation/ RURAL BUS SERVICE
- Vermont's Flexible Trip Planner
<https://learn.sharedusemobilitycenter.org/casestudy/vermont-flexible-trip-planner-bringing-fixed-and-flexible-transit-together-on-a-single-platform/> TRIP PLANNING APPS

Transportation 4 America <http://t4america.org/>

This national advocacy organization is focused on creating a transportation system that is safe, affordable, and convenient. They produce maps and tools on topics including:

- State funding and policy <http://t4america.org/maps-tools/state-policy-funding/>
- The business case for more transit <http://t4america.org/chambers4transit/>
- Federal transit funding delays <http://t4america.org/transitfundingdelays/>

FUNDING TRANSIT

Fight for Your Ride <http://t4america.org/maps-tools/transit-advocates-guide/download/>

An advocate's guide for improving and expanding transit (from Transportation 4 America)

FUNDING TRANSIT

Next City <https://nextcity.org/>

Produces articles and ebooks on topics including:

- How to Win the Fight for Fair and Equitable Transit
<https://nextcity.org/features/view/how-to-win-the-fight-for-fair-and-equitable-transit>
FUNDING TRANSIT

Community Transportation Leaders Resource Sheet

Streetsblog <https://www.streetsblog.org/>

Articles and podcast “informing the movement to improve walking, biking, and transit.”

This is a timely article about the debate in Congress over transportation funding:
<https://usa.streetsblog.org/2019/11/06/its-progressives-vs-labor-over-our-transportation-future/> **FUNDING TRANSIT**

Planetizen <https://www.planetizen.com/>

Articles and training modules on all things planning related. GPCOG has a subscription if people are interested in doing trainings.

- A recent article on a fare discount program that may be relevant:
<https://www.planetizen.com/news/2019/11/107079-two-years-look-twin-cities-fare-discount-program#disqus-comments> **LOW INCOME BUS FARE**

Project for Public Spaces <https://www.pps.org/>

This nonprofit planning, design, and educational organization is dedicated to helping people create and sustain public spaces that build stronger communities.

- Their Portals to Places Initiative is “thinking beyond stops and stations to community mobility hubs” <https://www.pps.org/portals-to-places> **BUS STOPS, SHELTERS**

Better Block Foundation <http://betterblock.org/how-to-build-a-better-block/>

A nonprofit that helps communities make streets safer and build community.

SAFE CROSSINGS

National Center for Mobility Management <https://nationalcenterformobilitymanagement.org/>

Resources on customer-centered mobility strategies including:

- Travel Training <https://nationalcenterformobilitymanagement.org/by-topic/by-topic-travel-instruction/>
- Rural Transportation <https://nationalcenterformobilitymanagement.org/by-topic/by-topic-rural-transportation/>

Community Transportation Leaders Resource Sheet

National Transit Safety and Assistance Center

https://www.transitsafetycenter.org/?page_id=1125

A comprehensive transit safety resource for the public transportation industry.

TRANSIT DRIVER TRAINING

Center for Transportation Research

This internationally recognized transportation research, education and technology transfer/training/outreach center has a transit safety and workforce development program:

<https://www.cutr.usf.edu/programs-1/transit-safety-workforce-development/>

TRANSIT DRIVER TRAINING

Bicycle Coalition of Maine <https://www.bikemaine.org/>

Maine's statewide bicycle and pedestrian advocacy organization. They have the Community Spokes program that trains and supports advocates to work in their local communities:

<https://www.bikemaine.org/advocacy/community-spokes/>

SAFE CROSSINGS

What is your transportation passion issue? Why is it important to you? Why should others care about it? Write your answer in the box below.

Circle the step (or steps) in the transportation decision-making process where you think your transportation passion issue fits best:

PLAN

FUND

DESIGN

BUILD

MAINTAIN

Write down a research questions that will help you gather facts and data that will help you better understand your transportation passion issue, and help you speak about it more convincingly with others.

**COMMUNITY TRANSPORTATION LEADERS TRAINING
SESSION #5**

CITY HALL – STATE OF MAINE ROOM

11:00AM – 1:30PM

AGENDA

Welcome & Quick Round of Introductions

11:00am – 11:10am

How & Why We Determined the Groups

11:10am – 11:25pm

Walk-Thru: The Presentation Template

11:25am – 11:50pm

Lunch Break (and Dec. 3 Logistics Planning)

11:50am – 12:05pm

Supported Group Work: Doing Your “What & Why” Research

12:05pm – 1:15pm

“Office Hours” Sign-Ups

1:15pm – 1:25pm

Wrap-up & Next Steps

1:25pm – 1:30pm

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 5 – SCRIPT

Room Set-Up & Fielding Q's: 10:00am – 11:00am

- **Kate & Marcel**
 - Set up tables & chairs & name tents
 - Group up to 6 people around both sides of each table
 - Pre-assigned seating will help us ensure that participants cross-pollinate (will have a 2nd French interpreter)
 - Hang up last week's "5 Steps" sticky notes for convenient access later in the session
 - Get laptop set up and connected to PPT projector
 - Hand each person the "why" statements they wrote out last week
- **Zoe (& Janel)**
 - Field, gather, write down participant Q's as they are arriving
 - Not necessarily answering them all, but definitely getting a feel for what the Qs / needs are

Welcome & introductions: (11:00am – 11:10am)

(DEREK – Zoe backup)

- Thank you for coming today, and welcome back to the Community Transportation Leaders Training Program!
- My name is Derek, and I'm a Mobility Liaison with the Greater Portland Council of Governments
- Let's quickly reintroduce ourselves—we all are familiar with each other by now, so let's have everyone to go around the room and simply say: YOUR FIRST NAME.
- And now I'd like to turn it over to **Zoe** to get us going in our training session.

**COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 5
– SCRIPT**

How & Why We Determined the Groups (11:10 – 11:25am)

(ZOE)

Walk-Thru: The Presentation Template (11:25am – 11:50am)

(ZOE & KATE)

Lunch break (and Dec. 3 Logistics Planning) (12:00pm – 12:15pm)

(KATE)

Participants break to get their lunch from the buffet. Participants are free to engage in informal conversation, take movement or restroom breaks as needed, etc. We will reconvene as everyone is settled, around 12:15pm, to do logistics planning for December 3. Logistical Q's include:

- Need to be at City Hall on Dec 3 by 8:15am-- can you make it?
- Who needs a ride to City Hall arranged for them on Dec 3?
- How are YOU getting to City Hall for Dec 3?

Supported Group Work: Doing Your “What & Why” Research (12:15pm – 1:15pm)

(KATE KICKS OFF)

THE FOLLOWING 7 PEOPLE ARE “SUPPORTERS” OF GROUP WORK (ONE PERSON PER GROUP): ZOE, JANEL, SARA, RYAN, KATE, BECCA, WILLIAMS

- Using the presentation template we walked through earlier, groups will be supported through internet searches for facts and answers to

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 5 – SCRIPT

the research questions ID'd last week (and perhaps refined here at the kick off of this portion of the agenda, if needed).

- Help your group complete the template.
- If sufficient info is gathered and written down, begin discussions amongst group members about who will deliver this presentation (and if more than one person, how to divide up each portion of the shared presentation?).
- Run through practice presentation(s) as time allows, until time expires.
- If a group work “supporter” must leave before time expires, group continues its own practice runs until end of class.

“Office Hours” Sign-Ups (1:15pm – 1:25pm)

(ZOE)

Before leaving the session, each person (each team) in the room must sign up for their “office hours” for either Nov 25 or 26. Sign-up sheet will be passed around during this time.

Wrap-Up / Next Steps (1:25pm – 1:30pm)

(DAVE – ZOE backup)

- I’m Dave Lawrence, and I’m a Mobility Liaison with GPCOG.
- Thank you for attending our training session today.
- First, before you go, I want to invite you to **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.
- Second, to prepare for next week's session, think about this:

COMMUNITY TRANSPORTATION LEADERS TRAINING – SESSION 5 – SCRIPT

- **Think hard about the work you completed today, the research you did.**
- **Think about: What else will help you/your team deliver your presentation on Dec 3?**
- **What additional research or practice will you need to be ready?**
- **We will be working on this next week.**
- Of course, if you have any questions or concerns, please don't hesitate to reach out to our training leader **Zoe Miller**, and her colleagues **Marcel and Kate**.
- I want to remind you that in order to receive your stipend for participating in this training, you must attend every single session.
- See you next week!

AS MEETING ENDS...

1. HAND OUT BUS PASSES
2. GET UBER FOR BECKY & BENEDICTE
3. DEBRIEF (15 MINS) W/ MOBILITY LIAISONS
 - a. (MARCEL – Kate backup)
 - b. Plus / Delta
 - c. Path to Inclusion – ask ML's to rate our project
4. PACK UP AND GET OUT OF THE ROOM
 - a. (JANEL – Marcel & Kate backup after debrief)

Group	Members	First Choice	Second Choice	Third Choice
1				
2				
3				
4				

Group	Members	First Choice	Second Choice	Third Choice
5				
6	Ty Ty, Jayne, and Becky			
7				

Office Hours Options			
Mon	10-11:30am	11:30am-1pm	1-2:30pm
Tues	10-11:30am	11:30-1pm	1-2:30pm

Community Transportation Leaders
TRANSPORTATION PASSION ISSUE PRESENTATION WORKSHEET
November 2019

Please complete this worksheet by yourself. This worksheet builds on the one you completed last week and will help you focus on creating a compelling argument. Your group will use these worksheets to craft a group presentation. The worksheets will also be compiled into a booklet and given PACTS Members.

1. The barrier I'm focused on is:

This should be a broad statement like:

“The lack of pedestrian crossings on many major routes in Portland.” Or
“Most bus stops do not have a place to sit or shelter from sun and rain.”

2. This matters because: (This is your “Why”)

This should be a specific statement like:

“Children, older adults, and people with disabilities feel unsafe walking for transportation in Portland.”

Or “Many people with disabilities are not able to wait standing at the bus stop and therefore cannot use the bus.”

**Community Transportation Leaders
TRANSPORATION PASSION ISSUE PRESENTATION WORKSHEET
November 2019**

3. The solution I want to see is:

This will be informed by your research and may have more than one piece.

Examples: “Based on my research, I think Portland should adopt a Vision Zero Campaign and designate safe routes to schools and parks.”

Or, “I think a low-cost solution is for METRO and South Portland Bus Service to install a bench at every bus stop”

COMMUNITY TRANSPORTATION LEADERS

PRESENTATION OF IDEAS & CONCERNS

9:30-10:30AM, JANUARY 7, 2020

STATE OF MAINE ROOM, PORTLAND CITY HALL

- Welcome: Zoe Miller, GPCOG's Director of Community Engagement
- Opening: Mireille Kabongo, GPCOG Mobility Liaison
- Presentations:
 - Group 1 – Patty Averill, Cecile Bitondo, Alfred Nyarwaya, Susan Fowler
 - Group 2 – Guy Mpoyi, Bénédicte Wonganombe
 - Group 3 – Bukuru Mutima, Patrick Nyenge (Mireille Kabongo)
 - Group 4 – Ed Ashley, Mike King, Dave Lawrence, Bud Buzzell, Abdigafar Said
 - Group 5 – Leann Brionez, Karen Perry
 - Group 6 – Jayne Chandler, Tyty Chila, Becky Johnson
 - Group 7 – Emily Murray, Cheryl Oldfield
- Closing Remarks: Derek O'Brien, GPCOG Mobility Liaison
- Q&A with PACTS Executive Committee and guests

THE INAUGURAL COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

PRESENTATION OF IDEAS &
CONCERNS FROM PARTICIPANTS

JANUARY 7, 2020

GPCOG
GREATER PORTLAND
COUNCIL OF GOVERNMENTS

PACTS
PORTLAND AREA COMPREHENSIVE
TRANSPORTATION SYSTEM

INTRODUCTION

THE INAUGURAL COMMUNITY TRANSPORTATION LEADERS TRAINING PROGRAM

In Fall of 2019, GPCOG staff worked with 23 engaged and energized participants who are learning about how to get involved with transportation planning and decision-making. The training is part of a larger effort by GPCOG and PACTS to advance the inclusion of underrepresented communities – including older adults, people with disabilities, and people of color. The pilot, including development of a curriculum for future use, was made possible with special funding from the Transit Planning 4 All initiative. Training program goals include:

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

The Community Transportation Leaders training participants are excited to present to PACTS about their top transportation concerns – including why they matter and their ideas for solutions. The presentation will be followed by 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.

CTL CONCERNS & IDEAS

1. EXPANDING FREQUENCY - METRO BUS #8

JANUARY 7, 2020

PRESENTATION BY:

Patty Averill, Cecile 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.

CTL CONCERNS & IDEAS

2. TRANSPORTATION BARRIERS FACED BY NEW IMMIGRANTS

JANUARY 7, 2020

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.

CTL CONCERNS & IDEAS

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

JANUARY 7, 2020

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.

CTL CONCERNS & IDEAS

4. A COMPREHENSIVE APPROACH TO CREATING A SAFER PORTLAND FOR PEDESTRIANS

JANUARY 7, 2020

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.

CTL CONCERNS & IDEAS

5. BUILDING METRO RIDERSHIP & INCREASING RIDER CAPACITY FOR UTILIZING THE BUS

JANUARY 7, 2020

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.

CTL CONCERNS & IDEAS

6. EXPANDING PUBLIC TRANSPORTATION SERVICE TO PEOPLE & COMMUNITIES SURROUNDING PORTLAND

JANUARY 7, 2020

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.

CTL CONCERNS & IDEAS

7. SUPPORTING SENIORS & MAKING METRO EASIER TO USE FOR ALL

JANUARY 7, 2020

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 & 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.

Line up order:

1. Janelle
2. Kate
3. Derek
4. Cheryl
5. Emily
6. Becky
7. TyTy
8. Jayne
9. Karen
10. Leeann
11. Abdi
12. Bud
13. Dave
14. Mike
15. Ed
16. Mireille
17. Mutima
18. Marcel
19. Cecille
20. Alfred
21. Patty
22. Susan
23. Guy
24. Bénédicte
25. Zoe

Community Transportation Leaders

The training is over but this is just the beginning of your involvement in the region's transportation planning and decision-making!

Stay Involved with PACTS!

- Join the Transportation & Community Network – meeting the third Thursday of the month from 10:30am-noon at Portland Public Library (next meeting is January 16th)
- Assist with the Travel Helpers Pilot – led by GPCOG and PACTS
- Give input and get involved on new projects and as opportunities arise

Actions You Can Take on Your Own

- Find and join your local bicycle/pedestrian group or start one!
- Join a municipal or regional committee
- Sign up for See Click Fix in Portland and give your feedback https://seeclickfix.com/portland_2
- Write letters to the editor of your local newspapers
- Stay informed about transportation planning through books, articles, and podcasts like *the Future of the City* <https://sidewalklabs.com/podcast/>

Certificate of Completion

PRESENTED TO:

CONGRATULATIONS ON SUCCESSFULLY COMPLETING
THE COMMUNITY TRANSPORTATION LEADERS TRAINING

PRESENTED BY THE GREATER PORTLAND
COUNCIL OF GOVERNMENTS ON JANUARY 7, 2020

SARA ZOGRAFOS,
GPCOG TRANSPORTATION DIRECTOR



Community Transportation Leaders (CTL) Training Program

PARTICIPANT FEEDBACK

1. Do you think you have more knowledge about transportation planning than you had before you started the CTL Program?

Yes

No

Please explain:

2. Do you think the training helped strengthen your communication, facilitation, and advocacy skills?

Yes

No

Please explain:

3. If you could re-design the CTL program, what would you change?

4. What are the three most important things you learned during this training?

5. PACTS wants to stay in touch with you and help you stay connected with one another. Which of the following would you participate in? (Check all that apply to you)

Group emails

Group texts (through WhatsApp or similar)

In-person meetings

Phone meetings

Video meetings

Your idea: _____

THANKS FOR TAKING THE TIME TO PROVIDE YOUR FEEDBACK!