



**TRANSIT PLANNING FOR ALL FORUM:
THE PATHWAY TO INCLUSION
MAY 12, 2022**

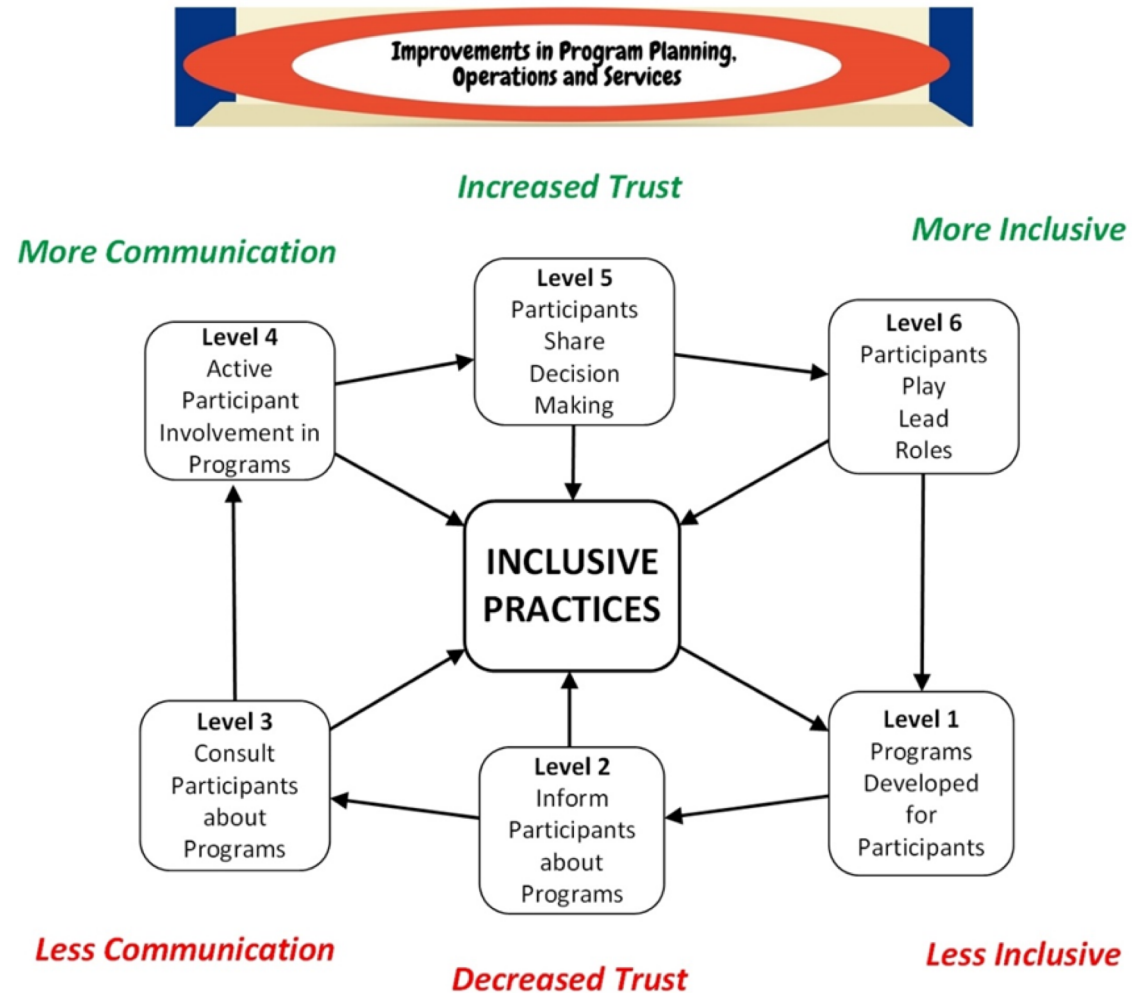
WHAT IS INCLUSIVE PLANNING?

A process in which stakeholders, including participants (people with disabilities and older adults), partner organizations, and coordinated transportation partners are actively and meaningfully involved in transportation planning.

WHY A PATHWAY TO INCLUSION

- Inspired by Sherry Arnstein's Ladder of Citizen Participation (1969).
- Developed with input and experience of grantees, including people with disabilities and older adults
- Invaluable tool in demonstrating what is meant by "inclusion."
- Provides a visual tool for demonstrating the contributions of different aspects of inclusion
- Encourages communication about inclusion.
- Allows measurement and comparison.

PATHWAY TO INCLUSION



PATHWAY LEVEL I

- Programs Developed for Participants
- Little or no involvement of participants
- Few programs are at Level I
- Level I is a context
- It is unlikely that any program will succeed without some participant inclusion

PATHWAY LEVEL 2

- Inform Participants About Programs
- Programs provide information to current and potential participants.
- Communication is generally one-way (from program to participants)
- Purpose: Communicate to stakeholders.
- Examples: Brochures, websites, emails, social media, community presentations by program staff or consultants

PATHWAY LEVEL 3

- Consult Participants about Programs
- Programs engage in individual or group discussions or data collections with people with disabilities and older adults
- Purpose: Collect feedback from participants about current services, unmet needs, and potential services
- Examples: Surveys, focus groups, community meetings

PATHWAY LEVEL 4

- Active Participant Involvement in Programs.
- Participants, through steering committees or other activities, play active, meaningful roles in planning and program activities that serve people with disabilities and older adults
- Purpose: Build credibility; expand resources
- Examples: Participants led person-centered activities; participants review program materials

PATHWAY LEVEL 5

- Participants Share Decision Making
- Participants share in the process of making decisions regarding planning and operations of programs.
- Purpose: Decision-making expands influence (“Nothing about us without us.”)
- Examples: Participants consider program and policy alternatives, share influence in decision-making.

PATHWAY LEVEL 6

- Participants Play Lead Roles
- Individual participants (not representing partner organizations) take on leadership roles in program planning and operations
- Purpose: Programs for people with disabilities and older adults led by participants
- Examples: Participants assume responsibility for planning and carrying out project tasks

LOWER VS HIGHER PATHWAY LEVELS

- Lower levels (Levels 1-3) have less communication, decreased trust: less inclusive
- Higher levels (Levels 4-6) have more communication, increased trust: more inclusive.
- Pathway is a continuum from lower levels to higher levels.
- At any given period of time, activities at different levels may be happening
- The Pathway is not one way. The Pathway is continuous.

ACTIVE AND MEANINGFUL INCLUSION

	Non-Meaningful Inclusion	Meaningful Inclusion
Non-Active Inclusion	<ul style="list-style-type: none"> • Not active. Not meaningful. • Little or no involvement of participants. • Programs serve participants with little or no input from, or perspectives of the populations being served. • <u>Pathway</u>: Level 1. 	<ul style="list-style-type: none"> • Meaningful but not active inclusion. • Participant involvement is passive. • “In the room,” not actively involved. • Well-intended programs gather useful, meaningful perspectives of participants (surveys or research). • Communication is one way. • <u>Pathway</u>: Levels 2, 3.
Active Inclusion	<ul style="list-style-type: none"> • Participants actively included, but do not feel they have an impact on decision-making, leadership, or outcomes. • May lead to “tokenism.” • Participant involvement intermittent/temporary because active input not valued, influential, or does not produce results. • <u>Pathway</u>: Levels 2, 3, 4. 	<ul style="list-style-type: none"> • Participants are actively and meaningfully involved in planning. • Participants play active role in program development, decision making, and leadership. • Participant feel their opinions are heard and make a difference. • <u>Pathway</u>: Some participants involved at Levels 4, 5, 6. Others may be involved at Levels 2, 3.

ASSESSING OVERALL PATHWAY LEVEL

1. **TRACK** Inclusive Activities
2. **REVIEW** Inclusive Activities
3. **SCORE** Pathway Level Inclusively
4. **PLAN** for Inclusion
5. **REPORT** to Communicate & Educate

FOR MORE INFORMATION



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