



# Every Place Counts Leadership Academy

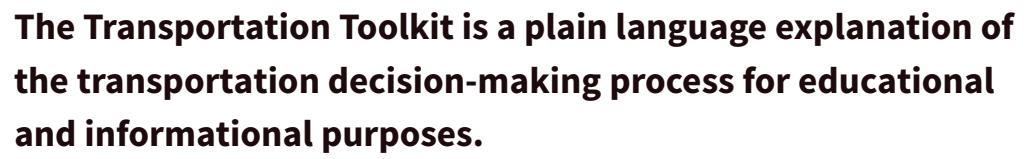
TRANSPORTATION TOOLKIT

**Facilitator Guide**



**LEARN • ENGAGE • MAKE A DIFFERENCE**

 U.S. Department of Transportation



## 2 Transportation Toolkit Facilitator Guide

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# Introduction



Welcome to the Every Place Counts Leadership Academy! By digging into the Every Place Counts Transportation Toolkit (Toolkit) and this Facilitator Guide (Guide), you are well on your way to making a positive difference in the transportation system you use every day, and empowering others to do the same.

The information contained in the Guide will give you all the background you need to start training folks in your own community who want to engage in the transportation decision-making process. Below you will find a short overview of the Academy, why it was created and how the Toolkit fits into the overall Academy concept.

This Guide is intended to provide you with ideas on facilitating the content of the Toolkit and hosting your own Academy. The sections of this Guide correspond with the sections of the Toolkit, with a couple extra activities to assist you in engaging your group with the concepts and content contained in the Toolkit.

## History of the Academy

In May of 2016, the United States Department of Transportation (U.S. DOT) began developing an accessible and easy-to-understand educational tool to help the public learn how to engage effectively in the transportation decision-making process.

On October 5, 2016, more than 100 members of the public attended the inaugural Leadership Academy at U.S. DOT Headquarters in Washington, DC. This first group learned about the transportation decision-making process and also provided comments about the Toolkit. U.S. DOT incorporated participant feedback to improve the Toolkit in advance of posting it online and sharing it at two regional Academy workshops in Kansas City, Missouri and Seattle, Washington.



The Toolkit is the cornerstone of the Academy. It is intended to demystify the transportation decision-making process by using plain language and clear design. U.S. DOT staff from multiple offices collaborated to create a Toolkit that explains complex processes in a simple way. It is available online at **[www.transportation.gov/LeadershipAcademy](http://www.transportation.gov/LeadershipAcademy)**.

This Facilitator Guide was tested at the inaugural Academy event and then adapted for use by members of the public. **Please consider the ideas presented in this Guide to be a suggestion and an inspiration for your own ideas on bringing the Academy experience to your community.**

Your role as the facilitator will be primarily to walk the participants through the Toolkit material by leading learning activities and discussions. This does not require you to be an expert on transportation matters. The ideal facilitator provides clear, easy-to-follow instructions for participants and engages participants in discussions by asking excellent guiding questions and creating a positive group environment where participants can learn and try new things.

Below is a brief list of learning sessions covered in this Guide and a short description of the goals of each session. All of these sessions were facilitated during the inaugural Academy events across the country. You will find detailed descriptions in the next section of the Guide.

- **Icebreaker – Getting to Know You Bingo**

- This activity is meant to help participants meet and mingle with each other and start thinking about the transportation issues that matter to them and their community.

- **Session 1 – An Introduction to Transportation**

- This session is designed to describe concepts of transportation equity and opportunity, and help participants understand the public's right to be involved in the transportation decision-making process.

- **Session 2 – Process of Making Transportation Decisions**

- This session will introduce the five basic steps in the transportation decision-making process and explain where public involvement opportunities exist during that process.

- **Break – Toolkit Scavenger Hunt Worksheet**

- This activity encourages participants to scan the Toolkit for answers, interact with the material in a fun way and refresh their learning.

- **Session 3 – Common Transportation Scenarios**

- This session will walk participants through a sample transportation decision-making scenario. Through roleplay, participants will explore the perspectives of key stakeholders in a transportation decision-making process, from community participants to transportation planning experts and decision-makers, and practice how to interact effectively in that setting.

## Creating a Welcoming Atmosphere

When you host this event in your community, you have an opportunity to create a positive learning atmosphere by the community members you choose to invite and how you structure the experience. We recommend that you invite participants from a variety of backgrounds and groups who do not have specialized or professional knowledge

of transportation decision-making. This Toolkit is a beginner’s guide intended to support participants who are just starting to learn about community engagement in transportation.

We encourage you to find another community member to co-facilitate with you. While one of you is leading an activity or discussion, the other can pay attention to the experience of the participants, find ways to re-engage them when they look confused or bored, and encourage them to step forward with their questions and observations. With all of this in mind, U.S. DOT envisions the following type of atmosphere for the Academy:

- **Welcoming, Warm, and Engaging**
  - The Academy experience thrives on respect for diversity of voices and ideas. As a facilitator, you can acknowledge the merits of an idea or statement made by a participant, even in the midst of disagreement. This sets the example for the group.
- **Open and Relaxed**
  - Your word choice, tone and body language can create an environment that encourages participants to learn new things, think critically and offer constructive feedback. Remain aware throughout the session of how you may be perceived by participants.
- **Collaborative**
  - Participation improves when individuals feel confident that the folks in the room are all on the same team. A collaborative rather than competitive atmosphere will help the participants focus on learning together and on sharing their best ideas to engage in the transportation decision-making process in your community.
- **Constructive and Productive**
  - When a participant offers feedback about their experience or the Toolkit material, you can request that they clearly describe their position or opinion. When participants bring up challenges or problems, encourage them to offer at least one possible solution to address that challenge.

U.S. DOT developed community norms for our Academy sessions, which are intended to promote a shared understanding and responsibility for creating a positive environment. You are encouraged to adapt these norms to fit your community and the atmosphere you want to create for your sessions. You may find that posting the community norms on a large easel paper during any Academy you host will help maintain a supportive atmosphere.

## Community Norms

1. Maintain respect and courtesy for all participants by staying on topic and offering productive dialogue.
2. If you know more about the topic, allow and encourage others to speak first and ask questions, and then offer your thoughts.
3. Offer assistance to fellow participants so they may fully participate in all activities.
4. Reserve judgment about the experiences of others and share your own experiences.
5. Participate to your comfort level.



# Icebreaker

## Goals

You can use this activity to help your participants meet each other and understand how transportation impacts their daily lives. It may be particularly useful when participants may not have met each other or know each other well.

## Activity: Getting to Know You BINGO

### Setup

Ensure that all participants have a BINGO card and a pen. A sample BINGO card is located in **Appendix A** at the end of this guide. Encourage participants to look over the BINGO card and consider which categories describe them, perhaps by setting aside a couple minutes exclusively for them to review the card. You can help spur conversation and participation in the activity by taking part yourself and setting the example.

### Supplies

- ✓ BINGO Card
- ✓ Pens

*If you have a small group, you could consider adapting the activity. Have all participants circle the categories that describe themselves, and then talk to others in the room to find those who have the most categories in common and the fewest categories in common.*

### Debrief

Depending on your time restrictions, you may or may not find that a debrief is useful or necessary. If you want to debrief with your participants, some sample questions are below for consideration.

1. Did you think about all the various methods of transportation listed on the BINGO card before?
2. Were you particularly impressed by anyone's transportation experience, such as driving coast-to-coast?
3. Did you find that there were people in the room who had a very different transportation experience than yours?



### Sample Welcome Statement

*Thank you for joining us for the Every Place Counts Leadership Academy! This session is designed to start the conversation on how transportation intersects with equity and civil rights. We are going to do a round of brief introductions and then participate in an activity designed to help all of us start to understand equity and opportunity and some of the federal laws and policies intended to make transportation decision-making more equitable and effective.*

*This may be a new and unfamiliar environment for some here, and we invite you to challenge yourself today to stay curious, ask questions, take risks and make your voice heard. If at any time during the activities you do not feel comfortable participating, please feel free to pass or just observe. Also, if you are confused by the process, chances are others may be confused as well. Please feel free to ask questions and we will attempt to address them.*

## Introductions

Request a simple introduction: name, hometown, community value from the participants. You can begin with your own introduction to set an example so that the introductions move quickly.

- Name
- Hometown
- Community value or trait the participant believes is important in their community.
  - Some values could be: safe places for kids to play, knowing your neighbors, affordable housing, and opportunities for jobs
  - Does not need to be transportation-related
  - Goal: Everyone in the room understands that there are many important values among all communities, and more similarities in underlying concerns for our communities than there are differences







## Theme C: Civil Rights

1. Drop a candy in your cup if you consider yourself part of a group that receives a lower level of public services than the majority of Americans
2. Drop a candy in your cup if your neighborhood has a transportation feature that you think causes more negative than positive impacts– it could be something like a road, a highway, an interchange, a railroad, a transit maintenance facility, a flight path
3. Drop a candy in your cup if you or someone in your household cannot climb stairs or board a bus or train without assistance
4. Drop a candy in your cup if you have been refused transportation service based on your physical appearance

## Debrief

Once you have completed the activity, you can use the questions below to debrief and guide participants through this section of the toolkit. If your time is limited, you may only want to select one or two questions from each category. If people are not necessarily open to sharing you may decide to start the discussion by addressing some of the observations you had from the activity to get conversation flowing.

### General

1. What do you think the purpose of this activity was?
2. Did this activity help you think of transportation differently than you had before?

### Transportation in Your Community (pages 10 - 13)

1. What are some examples of the vehicles and methods of transporting goods and services?
2. What are some of the types of transportation infrastructure that you can think of?
3. What are some of the opportunities or important places that you have access to because of transportation infrastructure?

### Public Involvement (pages 14 - 17)

1. Do you think your neighbors are aware that they have the right to participate in the process of transportation decision-making? Why or why not?
2. What are the best ways for local agencies to alert the public to transportation decisions and public meetings in your community? Are they currently doing this?









- Before we go through these five steps, we want to give you a chance to see how “intuitive” this transportation process is to you.
  - We’ll give you a number of activities where people like you can get involved in transportation projects. Your job is to put these activities into an order that makes sense to you and your group. You can also match the activities with the five main steps of the transportation process that we’ll learn about in this session.
  - Think about this from the perspective of a regular person – like yourself! – that wants to participate in a transportation decision.
  - You may not know the activities or the five steps – that’s okay! This exercise will help you figure out what you already know and what questions you have. Use the Toolkit to help you – but afterwards we’ll go through the five steps in more detail.
  - You may have been to a public meeting or sent a letter to your elected official about a transportation project – or today may be the first time you’ve ever heard of anything related to transportation decisions. This project is going to help YOU figure out how you might approach a problem.
  - By thinking about how all the steps fit together, you’ll have some great questions lined up when we jump into the Toolkit.
  - Feel free to use pages 22 through 40 of the Toolkit if your group needs help.
- Don’t worry - this isn’t a test, it’s just a game to learn how we think about the process.
- Also, there are more than one “right answer.” While a project must go through each step in a certain order, your involvement can happen at any point and many of the activities listed below can happen at many points throughout the process.
- It might be helpful for you to think about another project with which you’ve been involved and what steps you took at that time.
- [If participants don’t understand the activity] Think about baking a cake. Even if you don’t know how to bake, you probably know that you crack the eggs before you put the cake in the oven—that’s how you should think about this activity.

## Instructions

The following page contains a number of ways the public might get involved in the development of a transportation project. Give your groups 10 minutes to put the activities in the order they believe is “correct.” A sample document you can print and cut out is available in **Appendix B**. Participants can and should reference Part 2 of the



- Read the current Transportation Improvement Program to learn what projects are on the list and already slated for funding
- Review an environmental study
- Review an environmental justice analysis of the neighborhood
- Attend a public meeting hosted by the city or the MPO and speak about the issue
- Submit a comment for the record on a proposed design
- Write a letter to an elected official
- Provide recommendations on how to minimize disruptions from construction
- Notify the managing agency about maintenance or operations concerns
- ADD THREE BLANK STEPS HERE

# Debrief

Ask participants to briefly discuss what they learned. You can open these up for discussion or summarize what you observed from the activity.

1. Which steps were the most confusing?
2. How much did your group know? Was it more or less than you would have expected?



- We have federal, state, and local laws that tell us how the planning process should work. The Toolkit includes information on what the federal laws require for transportation planning – these apply to the whole country. You can contact your state or local transportation agency and ask them what laws guide their planning processes.
- Transportation planning processes also vary by the type of transportation being planned. Transportation on roads and public transit are governed by the same type of planning processes and laws (see pages 25 through 27), while rail and aviation both have their own different planning processes (see page 28).
- There is a graphic on page 27 that shows you some examples of transportation plans and the agencies that develop them:
  - The first is a Metropolitan Transportation Plan, or MTP, which lays out a vision of what a region’s transportation system will look like in about 20 years. Metropolitan Planning Organizations, or MPOs, develop MTPs. They are regional agencies that make transportation decisions in areas with populations greater than 50,000 people. Regional Planning Organizations, or RPOs, also develop MTPs. They make transportation decisions in more rural areas.
  - The next type of plan is a Transportation Improvement Program, or TIP, which includes all of a region’s transportation projects that will be funded, designed and built over the next four years. MPOs and RPOs also develop TIPs.
  - Next is the Statewide Transportation Improvement Program, or STIP, which includes all of the projects that will be funded, designed and built over the next four years in an entire state. State Departments of Transportation, or State DOTs, are responsible for developing STIPs. They must coordinate with the MPOs and RPOs in their state to include the projects they identified in their TIPs into the STIP.
  - And finally, transportation agencies often develop plans that relate to specific topics or areas, including public involvement, transit, bicycling, pedestrians, and corridors. MPOs, RPOs, State DOTs and transit agencies all can develop these specialized plans.
- See Spotlight on page 26 for an example of the Plan step in action.

1. Which federal agencies oversee the laws related to each mode, or type of transportation (pages 25-28)?
  - a. Highway: Federal Highway Administration
  - b. Transit: Federal Transit Administration
  - c. Rail: Federal Railroad Administration
  - d. Aviation: Federal Aviation Administration

## FUND

The next step is **Fund**, which starts on page 29 of the Toolkit. The Fund section explains how transportation is funded and financed, including who funds transportation in your community, why highway and transit funds are so limited and how transportation agencies make decisions to spend funding.

- There is a lot of connection between Plan and Fund. For road and transit projects, once a project is in a plan, it is eligible to be considered for funding. The TIP and STIP, which we talked about in the Plan step, are considered funding decision documents. That means that when a project is included in a TIP or STIP, the local or state government has decided to put funds towards building or operating that project.
- There is a graphic on page 30 that shows you how different sources of money fund the transportation system:
  - Federal funding can go directly into the transportation system, and it also is provided to states for them to decide how to spend it on transportation. There are also federal funding opportunities for local transportation agencies to directly receive federal funding for transportation projects.
  - State funding can also go directly into the transportation system, often supported by federal funding. It can be distributed to local agencies for them to decide how to spend it on transportation.
  - Local funding also goes directly into the transportation system, often supported by federal and state funding.
  - Finally, other funding sources, including transit agency, airport authority, and freight rail company funding, can go directly into the transportation system.
- You have probably realized that there is rarely enough funding to meet all transportation needs. Pages 30 through 31 show some of the traditional and not-



so-traditional ways that we can fund transportation. We encourage you to research more about these funding sources to see which ones your community may already be using and to ask if it makes sense to explore new funding sources.

- See Spotlight on page 29 for an example of the Fund step in action.
- 
2. What are some reasons that the funding for highway and transit is so limited (pages 29 through 31)?
    - a. The federal gas tax has not been increased since 1993 and is not tied to inflation
    - b. More fuel-efficient cars mean people are consuming less gas per mile and paying less in gas taxes
    - c. The cost of land and construction materials has gone up
    - d. The transportation system is larger than in the past

## DESIGN

The next step is **Design**, which begins on page 31 of the Toolkit. This section explains how transportation plans are turned into projects. This step includes the environmental review process, commonly referred to as the NEPA process, and design, engineering and land purchase.

- All projects may impact the environment, the people living near the project, historic resources, or other parts of the community. Laws for making sure that transportation projects do not have negative impacts on the community—or for requiring “mitigation” for these impacts (see definition for mitigation on page 75) differ by state, and some states defer entirely to federal law for this purpose. You can learn from your State DOT what laws (or exemptions) are for your state.
- All projects that use a federal funding source must follow the National Environmental Policy Act (NEPA). Once a transportation agency identifies a funding source for a project, the NEPA process can begin. NEPA – and other environmental laws – can be complicated, but we’ve included a few high-level graphics and ideas in the Toolkit. We’ve also included links if you want to learn more details about NEPA.
- Page 33 includes a graphic that will help you understand when you can influence the NEPA process:

- In Step 1, you'll find more information about the project.
  - In Step 2, you'll find out who is leading the project, such as a local, regional or state transportation agency.
  - In Step 3, you'll reach out to that agency to find out when and how you can get involved and share your comments.
  - In Step 4, you'll participate in those opportunities to provide your comments.
- In addition to the impacts on social, cultural, economic, and natural resources, the Design step also includes considerations about accessibility (including ADA), impacts during construction, purchasing land for new roads/rails/runways, and the physical design and engineering of the transportation system. More details can be found on pages 35 and 36.
  - See Spotlight on page 35 for an example of the Design step in action.

## BUILD

The next step is **Build**, which begins on page 36 of the Toolkit. This section explains how transportation agencies build the projects that were planned, funded, designed and engineered. This step also includes the purchase of vehicles and other elements that are required for the project.

- Many of the decisions that might affect you during the Build step actually happen in the Design step – things like how construction will take place and how any noise, vibration, or traffic impacts will be minimized. Getting involved early during the process is a great way to have a voice in how construction will take place.
- If you learn about the project during construction, you may still ask some of the following questions listed on page 37 to the transportation agency that is managing the project:
  - What areas will be affected by construction?
  - When will construction start and end (dates and times)?
  - What can I expect to see, hear and feel during that time?
  - How will traffic patterns change?
  - How will the lead agency make sure that these effects are minimized throughout the construction period?
- See Spotlight on page 37 for an example of the Build step in action.

## MAINTAIN

The final step is **Maintain**. This step is ongoing and important—maintenance of transportation systems may have been the community issue that brought some of you here today.

- This section explains how transportation agencies keep the transportation system in working order and who collects data on how best to maintain and operate the transportation system.
  - If you turn to page 38, you will see that the Toolkit describes some of the ways maintenance is performed and who is accountable for different types of maintenance.
    - For example, intelligent transportation systems measure traffic patterns, and the data is used by transportation agencies to help prioritize projects and design a transportation system to suit the needs of its users.
    - Some agencies involved in the collection of this data include U.S. DOT, State DOTs, MPOs, county and state governments, and walking/biking organizations.
  - Note that the MAINTAIN step includes the monitoring and maintenance of roads, rail, vehicles, runways and other physical pieces of our transportation system as well as the operation of transit, rail and air service.
  - See Spotlight on page 39 for an example of the Maintain step in action.
3. What are two ways that transportation agencies collect information about how the transportation system is working (pages 38 through 39)?
- a. Conducting surveys
  - b. Gathering data from intelligent transportation systems

## Questions and Answers

You can reserve some time to allow your participants to ask questions about any concepts in Part 2 or the activity, and help guide them to find answers in the Toolkit content. If the answer is not available in the Toolkit, you may refer them to our online library of resources or the U.S. DOT website for further information. The Toolkit is designed to be introductory, and you may find throughout your facilitation that



# Session 3: Common Transportation Scenarios

## Goals

The goals of this activity are:

- Understand who makes decisions for a particular transportation project
- Through a role play activity, rehearse how to make a case
- Gain appreciation for the multitude of ideas, needs, opinions and restrictions that must be considered in making such decisions
- **Section of the Toolkit covered by this Breakout Group:**
  - Some Common Transportation Scenarios

## Sample Agenda

- *Optional:* Introductions (5 min)
- Presentation: Transportation Scenarios (10 min)
- Activity: Roleplay Decision-Making Scenarios (30 min)
- Debrief (10 min)
- Questions and Answers (5 min)
- TOTAL TIME: 60 min

## Supplies

- ✓ Pens
- ✓ Printed maps of EveryPlace, USA
- ✓ Printed and cut character descriptions (optional)

## Introductions

Request a simple introduction from participants: name, hometown, how the participants traveled to the academy. Facilitators should begin the process to set an example so that it moves quickly. **Please ensure that no one offers extraneous information or uses up a lot of time.** Please refer to the first Breakout for some sample language about the introductions.

- Name
- Hometown
- How the participant traveled to the academy
  - **Goal:** Demonstrate that participants used various modes to come to this event



### Sample Script

*So far today, we have covered a lot of topics that probably feel theoretical. In this section, we're going to get more practical—together, we will consider the “who” and “what” of a particular transportation decision, then you will have the opportunity to act out a transportation decision!*

*Please open to page 36 and quickly review the scenarios in case there is something in there that particularly interests you. Since Kansas City recently started operating a new Streetcar, I thought we could discuss the transit scenarios. Take a couple minutes to read over the scenario on page 47 and tell me who you think might be decision-makers for this scenario.*

## Activity: Roleplay Decision-making Scenarios

### Setup

If the room has tables or clusters, ensure that each one has at least one copy of the map found in **Appendix D**. If the room has individual seating, give each seat a copy of the map and the scenario, or make sure both are distributed in a way that it can easily be shared. You may also want to provide large-print or braille copies of the roleplay scenario for individuals with visual impairments.

### Talking Points

Here are a few talking points that may help you lead this activity. Feel free to use these points as much as useful or adapt the activity to your own group. For this activity in particular, you may want to remind participants of community norms, particularly respect, participation, and comfort levels. Also mention the following:

- *Participation in the roleplay is voluntary, please only accept a character if you are comfortable doing so.*
- *These roles are intentionally vague, so you can make up facts, such as who your character voted for, or statistics about the community or transportation system*

use, such as number of non-native speaking citizens or traffic counts during rush hour, as necessary.

- *Some characters do not take sides on the matter at hand, but the role will require you to advocate for your interests regardless of the outcome.*
- *This roleplay is a brief snapshot of one small piece of the transportation process.*
- *Since these scenarios assume that funding is not an issue, they are focused purely on the actual making of decisions, highlighting what concerns and issues must be addressed and considered.*

## Instructions

The following pages contain scenarios that will allow participants to act out roles in the transportation decision-making process—from the average community member, to an interest group representative, to an elected official. Use the PowerPoint slide provided to share the scenario that has been assigned to your group in a way that is clear to your participants.

- Remind participants of community norms, particularly respect, participation, and comfort levels
- Ask for volunteers to take characters in the roleplay (you can print out and cut character descriptions from **Appendix E**)
- Ask participants with decision-making characters to sit together facing the group
- Allow 5 minutes for participants to read their role and think about what they will say
- Allow 10-15 minutes for decision-maker characters to hear from citizen/advocacy characters
- Provide 5-10 minutes for decision-makers to deliberate in front of rest of the group and then “vote” on the issue



### Sample Script

*Now we're going to roleplay a public meeting with decision-makers. This roleplay is a brief snapshot of one small piece of the transportation process. Since these scenarios assume that funding is not an issue, they are focused purely on the actual making of decisions, highlighting what concerns and issues must be addressed and considered. You may have been to meetings like this in the past, but this is an exercise even if you haven't. Like all activities today, participation in the roleplay is voluntary. Please take a character if you are comfortable, and remember that it is part of our community norms to remain respectful of other participants at all times.*

*This roleplay will use your imagination. The roles are intentionally vague, so you can fill in your own details. For example, you may decide that your character voted for a particular decision-maker, or that your neighborhood has certain statistics. Additionally, the roles of some characters do not specifically advocate for one side or another, but for representation in the outcome as a whole. Now, who wants a character to play?*

## Scenario A – Rail Scenario

In Everyplace, USA, two neighborhoods, Ash Grove and Bell Ridge, are separated from town by the railroad tracks. Despite living a quarter mile as the crow flies from the bustling business district or the local school, residents in these neighborhoods must walk over a mile to reach their destinations in those areas, especially if there is a train on the tracks. Walking is difficult at best and dangerous at worst. This barrier keeps families in the Ash Grove neighborhood from accessing all the opportunities that EveryPlace has to offer, such as jobs, entertainment, places of worship, and shopping. In the Bell Ridge neighborhood, it adds 15 minutes of walking time for children who attend the EveryPlace Public Schools across the tracks.

Both Neighborhood Associations add the construction of a pedestrian bridge across the railroad tracks to their formal agendas, and identify residents to represent them and their needs to the County Commission. Ash Grove residents want quicker, safer pedestrian access to the retail district and their places of worship. Bell Ridge residents think that the children in their neighborhood should have a safe, more direct way to walk to school. The County budget will only accommodate one pedestrian bridge, and



Both Neighborhood Associations add extending Bus Route 15 to their formal agendas, and identify residents to represent them and their needs to the Transit Agency Board. Ash Grove residents want to extend Bus Route 15 by two miles, making three stops in the neighborhood center and at other key neighborhood locations. Bell Ridge residents want to extend Bus Route 15 by one mile, running express from the current end of the bus line to the neighborhood center. The Transit Agency budget will only accommodate one extension, and the Board must decide which neighborhood will get the bus route extension. The Transit Agency Board is holding a hearing to get information from all sides of this issue before making a decision.

## Characters

- Ash Grove Neighborhood Association representative: Wants better access to the retail district and areas south, like Commerce Street
- Bell Ridge Neighborhood Association representative: Wants better access to the hospital, a major employer
- Neighborhood business owner: Concerned about losing parking spaces near their business for a bus stop, but wants additional customers
- Transit advocacy group representative: Wants both neighborhoods to have access to transit service, but concerned that extending the route will degrade service
- Disability advocacy group representative: Wants any new service to be accessible to those with disabilities
- Employer in the city center: Wants employees living in Bell Ridge to have additional commuting options
- Transit Agency Board Member A: Believes that a bus route extension would improve neighborhood residents' access to jobs in the city center
- Transit Agency Board Member B: Not convinced that a bus route extension is the answer; would prefer retaining parking spaces in the neighborhood to support the nearby businesses
- Transit Agency Board Member C: Concerned that extending the bus route won't help the residents unless the frequency of the bus service is doubled, which is costly



along Commerce Street

- Disability advocacy group representative: Concerned that widening the street would take away space on the sidewalk for those who use mobility aids
- County transportation planner: Developed design solution for Commerce Street and open to suggestions for design improvements

# Debrief

Briefly discuss how the roleplay went and what participants learned.

1. Did you have an idea of which outcome you wanted before the hearing started? If so, did you change your mind?
2. Were there arguments made that you hadn't previously considered?
3. How was this scenario similar to any real world experiences that you've had? How did it differ?

## Questions and Answers

You can reserve some time to allow your participants to ask questions about any concepts in Part 3 or the activity, and help guide them to find answers in the Toolkit content. If the answer is not available in the Toolkit, you may refer them to our online library of resources or the U.S. DOT website for further information. The Toolkit is designed to be introductory, and you may find throughout your facilitation that questions often become more complex than the information available in the Toolkit. Encourage your participants to begin to do their own research.

## Appendix A: Sample BINGO Card

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Knows what “ADA” stands for	Works on environmental issues	Has never been on a plane	Took a bike to the Academy	Walked to the Academy
Has attended a public hearing or open house	Loves to drive	Has helped to plan or facilitate a public meeting	Has driven coast-to-coast	Has participated in Bike to Work Day
Thinks they traveled farthest to attend the Academy	Has never worked (paid or volunteer) in transportation	<b>Is excited to be here!</b>	Prefers the train to any other mode	Works on improving accessibility
Rode a bus to the Academy	Prefers not to fly	Lives somewhere without public transportation	Uses public transit exclusively	Routinely rides the bus
Walks to subway or light rail from home	Has been involved with transportation decisions before	Wants a new bike lane in their neighborhood	Is active in issues such as health, education, or housing	Has a project in mind for their community

## Appendix B: "Steps in the Process" Pieces



Discuss the transportation issue with friends and neighbors	Brainstorm possible solutions to the issue	Do an internet search about the project area	Research the issue on the internet and see what other cities are doing about it
Get involved with a group that works on local transportation issues	Read the current Transportation Improvement Program to learn what projects are on the list and already slated for funding	Review an environmental study	Review an environmental justice analysis of the neighborhood
Attend a public meeting hosted by the city or the MPO and speak about the issue	Submit a comment for the record on a proposed design	Write a letter to an elected official	Provide recommendations on how to minimize disruptions from construction
Notify managing agency about maintenance or operations concerns	[YOUR IDEA HERE]	[YOUR IDEA HERE]	[YOUR IDEA HERE]

# Appendix C: Toolkit Scavenger Hunt

## Toolkit Scavenger Hunt

We cover a lot of information in the *Transportation Toolkit*. You can use this quick exercise to see how much information you can recall or find in the document. Make sure to note the page numbers where you found the answers!

### Question 1:

What does “MPO” stand for? What are the two documents it is responsible for producing? (page \_\_\_\_ )

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### Question 2:

Sketch three ways you can get involved in transportation decision-making below. You can use our icons as inspiration! (page \_\_\_\_ )

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### Question 3:

Our federal gas tax is tied to inflation. It rises and falls with the economy. (page \_\_\_\_ )

(   ) True                      (   ) False

### Question 4:

Who should you contact first to report aircraft noise near an airport? (page \_\_\_\_ )

( A ) The COG or MPO                      ( B ) The FAA                      ( C ) The airport

### Question 5:

Flip through the *Transportation Toolkit*, and you’ll see a number of icons. Where can you find the following icons – *there are a number of right answers for each* – and what do they mean?



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See more questions on reverse

**Question 6:**

What supports, or “feeds,” environmental justice? (page \_\_\_\_ )

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**Question 7:**

How often do regions have to create a Metropolitan Transportation Plan? (page \_\_\_\_ )

( A ) Annually

( B ) Every 2 years

( C ) Every 4 years

( D ) At their discretion

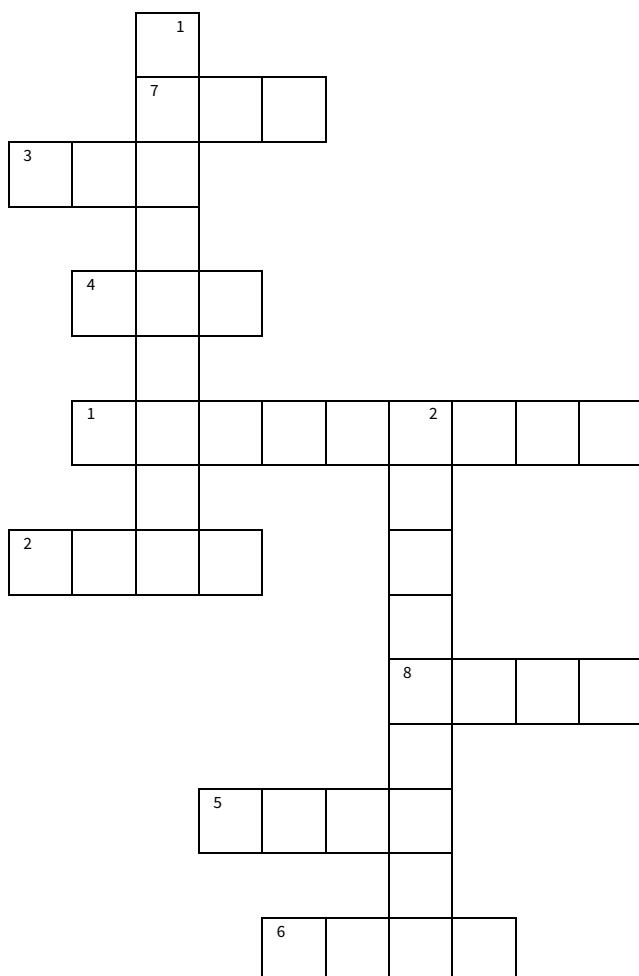
**Question 8:**

What are the responsibilities of the State Rail Transportation Authority (SRTA)? (page \_\_\_\_ )

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**Illustrated Glossary Crossword Puzzle****Across**

1. A type of local or regional agency
2. A type or form of transportation
3. A contract between community groups and a project sponsor
4. Federal agency that promotes safe and environmentally sound rail transportation
5. Regulations that aim to increase the average fuel economy of cars and light trucks
6. Responsible for setting policy for rail within their boundaries
7. Finances about 25% of all public highway and transit spending
8. Covers at 20 years and sets goals and targets for transportation

**Down**

1. An intense period of collaboration with designers
2. Planned, designed, constructed, and maintained to withstand disasters

## Transportation Toolkit Scavenger Hunt Answer Key

**Question 1:** A Metropolitan Planning Organization (MPO) is responsible for producing the Metropolitan Transportation Plan (MTP) and the Transportation Improvement Program (TIP). (page 25)

**Question 2:** Page 64 lists a number of ways you can get involved in transportation decision-making:

- Stay informed
- Work with your neighbors
- Attend public meetings
- Submit comments to the official record
- Talk with decision-makers
- Join a group
- Serve on a committee

**Question 3:** False. The gas tax is a fixed amount. (page 30)

**Question 5:** Multiple correct pages per answer. From top left, clock-wise:

- “How to make a request.”
- The transportation decision-making process: Plan, Fund, Design, Build, Maintain.
- “When to get involved.”
- “What information to know.”

**Question 6:** In the illustration on page 21, three streams “feed” the river named EJ:

- NEPA
- Public Involvement
- Title VI

**Question 7:** (C) Each region is responsible for creating a MTP every four years. (page 25)

**Question 8:** The SRTA is responsible for setting policy for both freight rail and for intercity and commuter passenger rail within their boundaries. The SRTA also coordinates federal and state rail investments within the state. (page 28)

## Crossword Puzzle

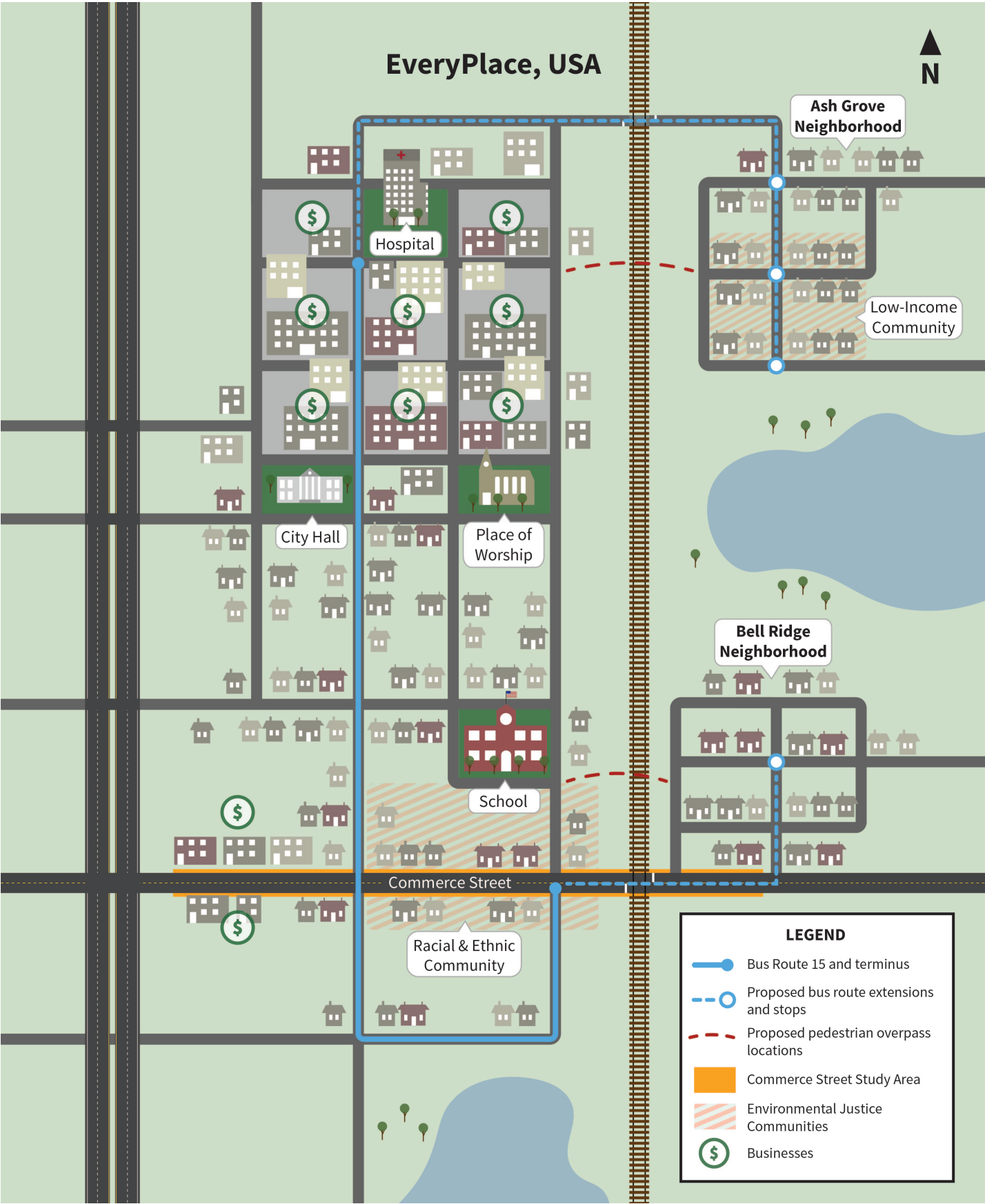
### *Across*

1. Authority (page 69)
2. Mode (page 76)
3. CBA (page 86)
4. FRA (page 68)
5. CAFE (page 73)
6. SRTA (page 70)
7. HTF (page 74)
8. LRTP (page 75)

### *Down*

1. Charrette (page 86)
2. Resilient (page 78)

## Appendix D: Map of EveryPlace, USA



## Appendix E: Scenario Character Descriptions



## **Scenario A – Rail Scenario Characters**

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Ash Grove Neighborhood Association representative: Wants easy access to the retail district

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Bell Ridge Neighborhood Association representative: Wants their child to have safe access to the school

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School Principal: Concerned for the safety of students who walk from Bell Ridge

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Environmental advocacy group representative: Concerned about environmental impacts from construction

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Disability advocacy group representative: Wants any new transportation facilities to be accessible to community members with disabilities

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Business owner in the retail district: Believes that a pedestrian bridge at Ash Grove will improve their business operations

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Commissioner A: Believes that a pedestrian bridge at Ash Grove Neighborhood will spur business in the retail district

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Commissioner B: Not convinced that a pedestrian overpass is the answer; would prefer new lights and crossbar at the railroad crossing

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Commissioner C: Up for reelection in a few months, lives in Bell Ridge neighborhood which carried the vote in the last election

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## Scenario B – Transit Scenario Characters

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Ash Grove Neighborhood Association representative: Wants better access to the retail district and areas south, like Commerce Street

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Bell Ridge Neighborhood Association representative: Wants better access to the hospital, a major employer

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Neighborhood business owner: Concerned about losing parking spaces near their business for a bus stop, but wants additional customers

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Transit advocacy group representative: Wants both neighborhoods to have access to transit service, but concerned that extending the route will degrade service

---

Disability advocacy group representative: Wants any new service to be accessible to those with disabilities

---

Employer in the city center: Wants employees living in Bell Ridge to have additional commuting options

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Transit Agency Board Member A: Believes that a bus route extension would improve neighborhood residents' access to jobs in the city center

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Transit Agency Board Member B: Not convinced that a bus route extension is the answer; would prefer retaining parking spaces in the neighborhood to support the nearby businesses

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Transit Agency Board Member C: Concerned that extending the bus route won't help the residents unless the frequency of the bus service is doubled, which is costly

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## Scenario C – Road Scenario Characters

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Bell Ridge resident who drives on Commerce Street: Wants Commerce Street to be expanded to two lanes of traffic in each direction

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Transit rider who rides bus along Commerce Street: Wants a bus-only lane on Commerce Street

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Bicyclist who rides along Commerce Street: Wants buffered bike lanes along Commerce Street

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Commerce Street day care owner: Concerned about increasing traffic speeds near the day care

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Commerce Street coffee shop owner: Concerned about impacts of construction on business

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Employer in the city center: Annoyed with employees living in Bell Ridge arriving late because of traffic; wants to maximize speeds along Commerce Street

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Livable communities advocacy group leader: Concerned about increasing speeds on Commerce Street; wants to see improved street lights, benches, and landscaping along Commerce Street

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Disability advocacy group representative: Concerned that widening the street would take away space on the sidewalk for those who use mobility aids

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County transportation planner: Developed design solution for Commerce Street and open to suggestions for design improvements

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