

LAFLA Public Transportation Public Participation Pilot Program: Final Technical Report

DECEMBER 2012

FTA Report No. 0032
Federal Transit Administration

PREPARED BY
Legal Aid Foundation of
Los Angeles (LAFLA)



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Metric Conversion Table

SYMBOL	WHEN YOU KNOW	MULTIPLY BY	TO FIND	SYMBOL
LENGTH				
in	inches	25.4	millimeters	mm
ft	feet	0.305	meters	m
yd	yards	0.914	meters	m
mi	miles	1.61	kilometers	km
VOLUME				
fl oz	fluid ounces	29.57	milliliters	mL
gal	gallons	3.785	liters	L
ft³	cubic feet	0.028	cubic meters	m ³
yd³	cubic yards	0.765	cubic meters	m ³
NOTE: volumes greater than 1000 L shall be shown in m ³				
MASS				
oz	ounces	28.35	grams	g
lb	pounds	0.454	kilograms	kg
T	short tons (2000 lb)	0.907	megagrams (or "metric ton")	Mg (or "t")
TEMPERATURE (exact degrees)				
°F	Fahrenheit	5 (F-32)/9 or (F-32)/1.8	Celsius	°C

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13. ABSTRACT This report documents and presents the results of a pilot project conducted by the Legal Aid Foundation of Los Angeles (LAFLA). LAFLA identified that there is a perception among those living in and providing services to low-income communities that transportation planning processes have not been responsive to their needs as compared to more affluent areas. LAFLA proposed that one way to address this issue might be to look for ways to improve the level of education in low-income communities about how to effectively participate in transportation planning processes. To test this hypothesis, LAFLA developed a popular education curriculum focusing on the transportation planning process as it relates to low-income communities and organized four workshops in conjunction with local community groups representing low-income people in Los Angeles County. The workshops trained more than 80 participants from 11 different organizations. LAFLA used these workshops to develop and refine a transportation planning curriculum that can serve as a model for and be implemented in similar efforts across the nation. This curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes. Evaluation methodologies included using pre- and post-workshop surveys, three-month phone follow-up surveys, and observation during workshops. Overall, the workshops were successful in improving the ability of low-income communities to effectively communicate their needs to decision-makers.			
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FOREWORD

The following final technical report documents and presents the results of a pilot project conducted by the Legal Aid Foundation of Los Angeles (“LAFLA”) with funding provided by a U.S. Department of Transportation grant. LAFLA identified that there is a perception among those living in and providing services to low-income communities that transportation planning processes have not been responsive to their needs as compared to more affluent areas. LAFLA proposed that one way to address this issue might be to look for ways to improve the level of education in low-income communities about how to effectively participate in transportation planning processes.

To test this hypothesis, LAFLA developed a popular education curriculum focusing on the transportation planning process as it relates to low-income communities and organized four workshops in conjunction with local community groups representing low-income people in Los Angeles County. The workshops trained more than 80 participants from 11 different organizations.

LAFLA used these workshops to develop and refine a transportation planning curriculum that can serve as a model for and be implemented in similar efforts across the nation. This curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes.

Evaluation methodologies included using pre- and post-workshop surveys, three-month phone follow-up surveys, and observation during workshops. Overall, the workshops were successful in improving the ability of low-income communities to effectively communicate their needs to decision-makers.

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The Legal Aid Foundation of Los Angeles would like to thank the following staff attorneys and student law clerks who were instrumental in the success of this project: D. Malcolm Carson, Nona Randois, Serena Lin, and Alexander Harnden. In addition, we would like to thank our community partners: Strategic Concepts in Policy Education, Coalition for Environmental Health and Justice, Long Beach Alliance for Children with Asthma, Eastyard Communities for Environmental Justice, Communities for a Better Environment, Labor/ Community Strategy Center, Bus Riders Union, South Central Planning Alliance, Alameda Corridor Jobs Coalition, United Jobs Creation Council, “FixExpo,” and the East Los Angeles Community Corporation.

Background

The Legal Aid Foundation of Los Angeles (LAFLA) is the frontline law firm for low-income people in Los Angeles. LAFLA works to promote access to justice, strengthen communities, fight discrimination, and effect systemic change through representation, advocacy, and community education. To achieve its mission, LAFLA's team of attorneys, paralegals, and support staff work in the community in a variety of ways, including counseling clients; advocating for clients before courts, agencies, and elected officials; representing community-based organizations; and providing community education through workshops and seminars.

Over the years, LAFLA became aware of a serious disconnect between transportation planning processes and low-income community residents. LAFLA represented community groups in several pieces of litigation against local transportation planning agencies where it was alleged and sometimes proven that agency planners overlooked important safety, service, access, funding, and displacement issues with respect to planned projects. In addition, LAFLA also represented community service providers and community-based organizations that observed that many low-income people were poorly served by local transportation networks, rendering significant employment, education, health, and recreational resources inaccessible.

Recent statistics bear out the common understanding that low-income people are the heaviest users of public transportation. According to a Los Angeles County Metropolitan Transportation Authority (LACMTA) survey in 2001, the average bus rider in L.A. had a family income of \$12,000, and the average rail user \$22,000. LAFLA's extensive experience in working with low-income populations has shown that one of the biggest obstacles to improving mobility and access to public transportation is a lack of the requisite skills and information necessary to effectively participate in transportation decision-making processes. In turn, transportation decisions made without input from low-income communities result in transportation projects that do not serve the needs of the users or, in some cases, actually have negative impacts on communities that the projects are intended to serve. This can result in, among other things, inefficient or underused projects, underutilization of resources, litigation, stalled projects, and environmental injustices.

Existing models of public participation, for the most part, do not adequately address the issues of popular education and technical assistance. Effective public participation in the decision-making process starts and ends with the ability of residents to take advantage of the opportunity to participate. Without an educated, aware, and capable citizenry, any attempt to improve public participation will not be satisfactory to either transit agencies or low-income transit users. To achieve effective public participation, agencies need to reach out and tap into existing networks of agencies, organizations, and low-income

community leaders to educate low-income communities and advocates about transportation planning issues, how the process works and what rights they have to participate, and how they are impacted by transportation decisions.

In other areas of practices, LAFLA has responded to these kinds of issues by engaging in community legal education. LAFLA has longstanding workshops that help low-income community members to start and maintain non-profit organizations, build affordable housing, create job training and placement programs, protect their rights within the workplace, participate in local zoning decisions, prevent evictions, etc. LAFLA's model of popular legal education is to present technical legal information to the community in a format that can be understood and utilized by low-income residents and community-based organizations. In 2006–2007, LAFLA became interested in finding support to develop similarly appropriate curricula and workshops for use in the transportation planning context.

In 2008–2009, with funding provided by a U.S. Department of Transportation grant, LAFLA was able to develop a popular education curriculum focusing on the transportation planning process as it relates to low-income communities and to organize four transportation planning community education workshops in conjunction with local community groups representing low-income people in Los Angeles County. The workshops trained more than 80 participants from 11 different organizations. In most of the workshops, the turnout was considered good by the organizers. The last workshop focusing on South L.A. suffered from a relatively low turnout, due to the fact that there was not a pre-existing community-based organization focusing on these issues for that community.

LAFLA used the workshops to develop and refine a transportation planning curriculum that can serve as a model for and be implemented into similar efforts across the nation. This curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes. Effectiveness in this context is defined from the subjective point of view of community members. The purpose of this pilot project was to, at a minimum, give residents of low-income communities a better sense of connection to and empowerment within transportation planning decision-making processes.

The curriculum consisted of a *Guide to Public Participation in Transportation Planning*, a Transportation Planning PowerPoint presentation, and a *Transportation Planning Trainer's Manual*. The *Guide* and the *Trainer's Manual* were the same for all workshops, but the PowerPoint presentation is organized into modules so that it can be tailored to address more specifically the particular concerns in each community and cut to fit the amount of time available. Each workshop varied as presenters addressed specific transportation planning issues that interested participants. According to the post-workshop evaluations, contextualizing

the curriculum for each workshop to address issues that were of interest to each group was key in deepening the understanding of and involvement in the transportation planning process. Length of workshops varied between two and four hours and included PowerPoint presentations and group discussions.

The target audiences for the workshops were residents of low-income communities that were facing significant impacts from transportation planning processes over the coming years. It was intended that these workshops would be just the beginning of a sustained period of involvement in these issues for the people and organizations that were a part of them. The target audience of the curriculum is similarly-situated community organizations and local residents in other parts of the region, state, and nation. The curriculum is written in such a way as to clearly delineate those parts that are generic to all places and processes from the more place- and process-specific sections.

The target audience for the research project was government agencies and non-profit organizations that are interested in improving the quality of public participation in transportation planning process.

Evaluation Overview

LAFLA became involved in transportation planning through its work providing legal representation, advocacy, and community education to residents of low-income communities. Through that work, LAFLA became increasingly aware of the centrality of transportation planning to quality of life for low-income people, as well as the sense of disconnect between low-income people and transportation planning processes. After working with several community groups litigating cases where the process had been clearly “broken” as it related to low-income communities, LAFLA sought resources to develop a community education program to assist residents to more effectively participate in transportation planning processes.

To ensure a measure of objectivity in evaluation and to facilitate the transfer of best practices from this pilot project to other places, a third-party evaluation was done by Strategic Concepts in Organizing & Policy Education (SCOPE), attached as Appendix A. The evaluation and this final report are intended to present the conclusions of the research in a manner that will help in the process of duplications and transfer to other places. The SCOPE evaluation methodologies included using pre- and post-workshop surveys, three-month phone follow-up surveys, and observation during workshops. Overall, the workshops improved the ability of low-income communities to effectively communicate their needs to decision-makers. Participants in the four workshops felt that the workshops deepened their interest in transportation planning issues.

The workshops were successful in reaching community members who were already interested in transportation issues but had limited experience in participating in the transportation planning process. Three-month follow up surveys showed an increase in participant involvement in transportation planning process. Almost all of the participants (91%) said that the workshops prepared them to participate in transportation advocacy. Translated materials, particularly Spanish-language materials and interpretation, were important for participants. Suggestions for improvement were mostly focused on workshop methodologies, including integrating more interactive components, extending the one-day workshop to multiple workshops, and involving more public agency officials.

Recommendations for replicating this pilot program include working with community-based organizations to build upon their existing advocacy efforts, contextualizing the workshop curriculum to relevant local transportation planning issues, translating materials and providing simultaneous interpretation, and incorporating popular education techniques into workshop facilitation.

SECTION
1

Introduction

Organizational Background

The Legal Aid Foundation of Los Angeles (LAFLA) is the frontline law firm for low-income people in Los Angeles (L.A.). LAFLA works to promote access to justice, strengthen communities, fight discrimination, and effect systemic change through representation, advocacy, and community education. To achieve its mission, LAFLA's team of attorneys, paralegals, and support staff work in the community in a variety of ways, including counseling clients; advocating for clients before courts, agencies, and elected officials; representing community-based organizations; and providing community education through workshops and seminars.

Over the years, LAFLA became aware of a serious disconnect between transportation planning processes and low-income community residents. LAFLA represented community groups in several pieces of litigation against local transportation planning agencies where it was alleged and sometimes proven that agency planners overlooked important safety, service, access, funding, and displacement issues with respect to planned projects. In addition, LAFLA also represented community service providers and community-based organizations that observed that many low-income people were poorly served by local transportation networks, rendering significant employment, education, health, and recreational resources inaccessible.

Recent statistics bear out the common understanding that low-income people are the heaviest users of public transportation. According to a Los Angeles County Metropolitan Transportation Authority (LACMTA) survey in 2001, the average bus rider in L.A. had a family income of \$12,000, and the average rail user \$22,000. LAFLA's extensive experience in working with low-income populations has shown that one of the biggest obstacles to improving mobility and access to public transportation is a lack of the requisite skills and information necessary to effectively participate in transportation decision-making processes. In turn, transportation decisions made without input from low-income communities result in transportation projects that do not serve the needs of the users or, in some cases, actually have negative impacts on communities that the projects are intended to serve. This can result in, among other things, inefficient or underused projects, underutilization of resources, litigation, stalled projects, and environmental injustices.

In other areas of practice, LAFLA has responded to these kinds of issues by engaging in community legal education. LAFLA has longstanding workshops that help low-income community members to start and maintain non-profit organizations, build affordable housing, create job training and placement

programs, protect their rights within the workplace, participate in local zoning decisions, prevent evictions, etc. LAFLA's model of popular legal education is to present technical legal information to the community in a format that can be understood and used by low-income residents and community-based organizations. In 2006–2007, LAFLA became interested in finding support to develop similarly-appropriate curricula and workshops for use in the transportation planning context.

Problem Statement

Existing models of public participation, for the most part, do not adequately address the issues of popular education and technical assistance. Effective public participation in the decision-making process starts and ends with the ability of residents to take advantage of the opportunity to participate. Without an educated, aware, and capable citizenry, any attempt to improve public participation will not be satisfactory to either transit agencies or low-income transit users. This research project intended to test the effectiveness of strategies to improve the quality of public participation in transportation planning processes by tapping into existing networks of agencies, organizations, and low-income community leaders to educate low-income communities and advocates about transportation planning issues, how the process works and what rights they have to participate, and how they are impacted by transportation decisions.

Goal

The goal of the pilot project was to identify and test the effectiveness of public participation strategies based on a popular legal education model. Assuming success in doing so, the project would demonstrate a solution to the problem statement by identifying an effective means of improving the quality of public participation in transportation planning processes. The targeted audience of the research project was twofold. Directly, the pilot project addressed itself to residents of low-income communities and the organizations that serve and advocate for those communities. LAFLA worked directly with these residents and organizations to design, promote, and host the workshops, and low-income residents and these organizations attended them exclusively. Having completed the workshops, however, the wider audience was not only other similarly-situated residents and organizations in other jurisdictions, but also transportation planning agencies engaging in public participation processes. Although it was originally planned to engage such agencies in the pilot project itself, there was a real lack of interest on their part in becoming involved. Hopefully, however, given the results of the evaluations described below, a case will have been made by this pilot project for support by transportation agencies for this kind of community education for communities that will be impacted by proposed projects.

Organizing Structure and Scope of Report

This final report outlines a research project to test the effectiveness of popular legal education in preparing residents of low-income communities to participate in transportation planning decision-making processes. It first covers the methodology and approach, summarizing each of the workshops, their locations, the issues covered, and data about participation. It then analyzes the results of the workshops, discussing them and their importance and presenting key findings. The last sections delve into lessons learned and recommendations.

SECTION
2

Research Methodology

Approach

LAFLA's pilot project set out to test the premise that community legal education with respect to the transportation planning process could be an effective way of improving the connection between transportation planning processes and low-income communities. Through this project, LAFLA developed a popular education curriculum focusing on the transportation planning process as it relates to low-income communities and organized four transportation planning community education workshops in conjunction with local community groups representing low-income people in Los Angeles County. The curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes. The popular education methodology focuses on being responsive to the actual issues and concerns of the local communities where the workshops were being held, with ample space for dialogue and questions. LAFLA used the workshops to develop and refine a transportation planning curriculum that can serve as a model for and be implemented in similar efforts across the nation. Effectiveness was defined from the subjective point of view of workshop participants.

Logic Model

The technical approach was to use an applied research process drawing on legal research and community education capacities to develop curricula that would best communicate to low-income community residents what they need to know to most effectively participate in the transportation planning process and the importance of doing so. The goal of the curriculum was to increase the effectiveness and level of public participation in transportation planning through all phases. With the involvement of our strategic partner, SCOPE, we were able to evaluate the curriculum to determine the extent to which it met that goal and make recommendations on improvements throughout the period of performance to be incorporated into the final version of the product.

Methodology

LAFLA designed a project intended to test a model of improving the ability of low-income communities to effectively participate in the planning process through the development and implementation of a popular education curriculum focusing on transportation planning issues directly affecting local residents. The curriculum consisted of a residents' *Guide to Public Participation in Transportation Planning* (the Guide), a Transportation Planning PowerPoint

presentation, and a *Transportation Planning Trainer's Manual* (the Manual). The Guide and the Manual were the same for all workshops, but the PowerPoint presentation is organized into modules so that it can be tailored to address more specifically the particular concerns in each community and cut to fit the amount of time available. Each workshop varied as presenters addressed specific transportation planning issues that interested participants. Length of workshops varied between two and four hours and included PowerPoint presentations and group discussions.

The target audiences for the workshops were residents of low-income communities that were facing significant impacts from transportation planning processes over the coming years. It was intended that these workshops would be just the beginning of a sustained period of involvement in these issues for the people and organizations that were a part of them. The target audience of the curriculum is similarly-situated community organizations and local residents in other parts of the region, state, and nation. The curriculum is written in such a way as to clearly delineate those parts that are generic to all places and processes from the more place- and process-specific sections.

Workshops

LAFLA conducted four workshops, each focusing on different issues and different communities. The primary audiences for the workshops were low-income residents and community-based organizations in low-income neighborhoods. Each of the workshops was co-hosted by one or more community groups from each targeted neighborhood. The context for these workshops was to give participants the information and skill sets requisite to participating in current and planned transportation planning processes that directly affect the quality of life in their neighborhood.

The workshops trained more than 80 participants from 11 different organizations. In most of the workshops, the turnout was considered good by the organizers. The last workshop focusing on South L.A. suffered from a relatively low turnout due to the fact that there was not a pre-existing community-based organization focusing on these issues for that community. The flip side of that, however, was that each of the attendees was a leader in his or her respective organization, hopefully amplifying the impact of the workshop.

Southeast Los Angeles Workshop

The first workshop focused on Southeast Los Angeles County communities in the I-710 Corridor stretching from East Los Angeles at the north end through a myriad of diverse, low-income communities such as Commerce, Bell Gardens, Huntington Park, South Gate, and Compton, all the way to Long Beach at the south end. These are the communities most directly impacted by the

phenomenal growth and development of international trade in terms of public health, traffic, safety, and local economic development. More international cargo passes through the Ports of Los Angeles and Long Beach than any other U.S. port, and much of that cargo ends up on the Long Beach Freeway. For these reasons, among others, the I-710 Corridor was designated by the federal government as a Project of Regional and Nationwide Significance.

Table 2-1
Southeast Los Angeles
Workshop

Target Transportation Area Neighborhoods	Commerce
	Bell Gardens
	Huntington Park
	Long Beach
	South Gate
	Compton
Transportation Planning Issues	I-710 Freeway Corridor Improvement Project
	Public health issues related to diesel emissions on local residents
	Air quality
Attendance	25
Demographic	Hispanic
	African-American
	Asian
	White
Community Organizations Involved	Coalition for Environmental Health and Justice
	Long Beach Alliance for Children with Asthma
	Eastyard Communities for Environmental Justice
	Communities for a Better Environment

Figure 2-1
 I-710 Major Corridor Study
 Study, Hybrid Design
 Concept

**I-710 Major Corridor Study
 Hybrid Design Concept**

- 10 General Purpose Lanes
- 4-Lane Truckway
- Interchange Improvements
- Direct Truck Ramps

LEGEND	
	Add One Mixed Flow Lane (Each Direction)
	Add Two Mixed Flow Lanes (Each Direction)
	Exclusive Truck Facility
	Interchange Improvement
	New Interchange
	Eliminate Interchange
	Truck Ramps
	Truck Ingress/Egress

Preliminary Concepts, Subject to Change

Source: Jerry Wood, Consultant, in association with MMA, Inc. and Nolan Consulting, Inc., April 2004

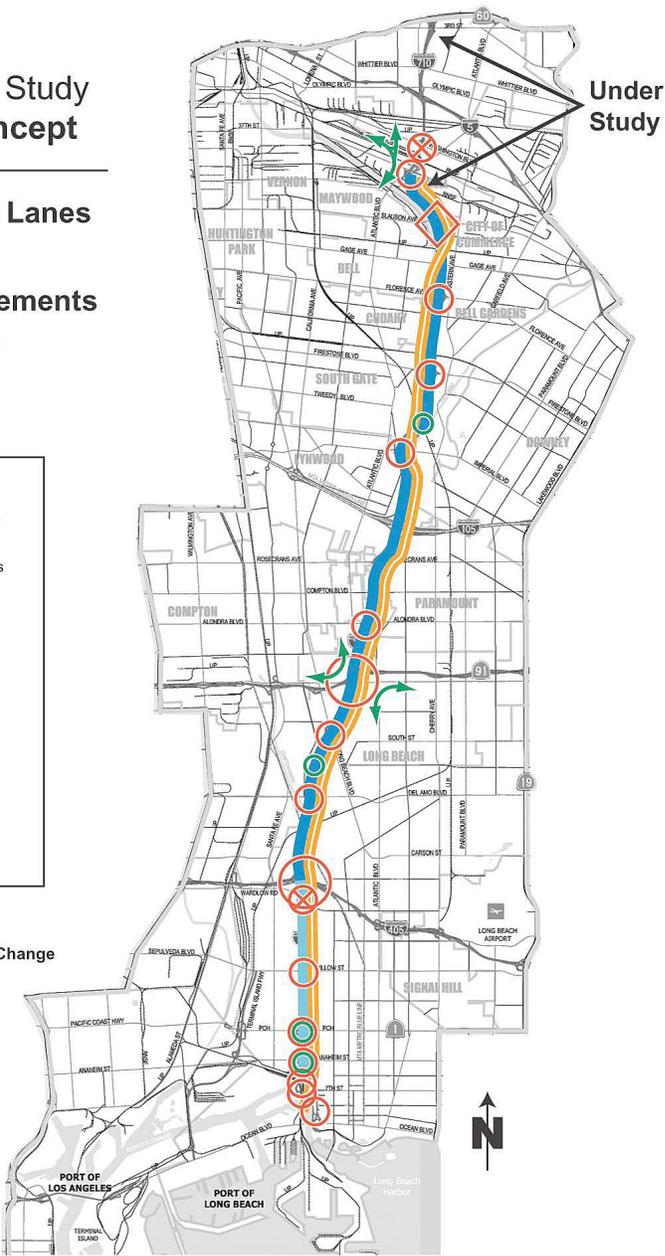


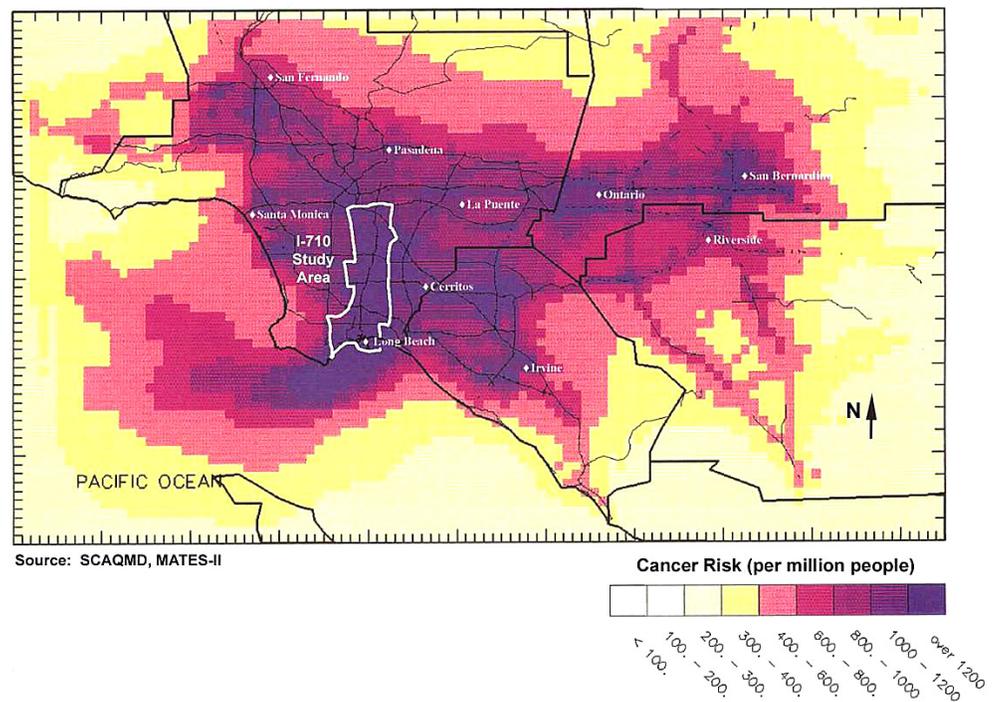
Figure 2-2

Children’s playground
in shadow of
I-710 freeway



Figure 2-3

Cancer risk in I-710
study area



The communities adjacent to the I-710 Freeway suffer some of the highest cancer risks in the Southern California region.

The communities that are adjacent to the 710 Freeway have gone through considerable demographic changes over the past several decades, transitioning from mostly white, working class communities to low-income communities of color. Part of this is the result of economic changes in the region, with hundreds of thousands of relatively stable and well-paying manufacturing jobs being replaced with more unstable, lower-paying jobs in the service sector and international trade. The communities at the north end of the Corridor—East Los Angeles, Commerce, Bell,

Bell Gardens, Huntington Park, Maywood and South Gate—are almost entirely Hispanic and range economically between low-income and working-class. In the middle of the Corridor are several communities—Lynwood, Compton, Paramount and North Long Beach—that are more African-American and more economically diverse, while still tilting toward the lower end of the economic spectrum. At the south end of the Corridor are the communities within Long Beach and Wilmington, which are Latino, Asian, and white, and mostly low-income.¹

The community organizations that assisted with the planning and hosting of the workshop included the Coalition for Environmental Health and Justice, Long Beach Alliance for Children with Asthma, Eastyard Communities for Environmental Justice, and Communities for a Better Environment. LAFLA had working relationships with these organizations prior to the planning period for the workshop through its participation in the coalition of organizations and legal advocates that cooperated to improve public participation in the I-710 improvement planning process starting in 2002. There was no need to provide any particular incentives for these organizations to participate due to their prior existing relationship with LAFLA, high level of interest in the subject, and opportunity to work with LAFLA to tailor the workshop to their specific issues. The workshop attendees reflected the demographics of the 710-adjacent communities, with the exception of an under-representation of African-Americans due the lack of a community-based organization serving that community that focuses on these issues. Many of the attendees were monolingual Spanish speakers, and simultaneous translation was provided.

The workshop focused on transportation planning issues in the context of the planning process for the I-710 Corridor Improvement Project. The I-710 Corridor Improvement Project represents a major challenge and opportunity for transportation planning in adjacent communities. Because of the heavy impact of diesel emissions on local residents, public health has emerged as a primary factor in transportation planning. There is an active air-planning process that is proceeding along with the transportation plans, and it is hoped by members of the community that the combination of these two efforts will help improve not only air quality but also public transit options.

Central Los Angeles Workshop

The second workshop drew most of its attendees from the central Los Angeles communities of Koreatown, Pico-Union, and Westlake/MacArthur Park. These communities are very densely-populated, low-income, and transit-dependent. The demographic profile of these communities is mostly Hispanic and Asian, which was mirrored by the workshop attendees. Some of the workshop attendees were monolingual Korean speakers, and simultaneous translation was provided.

¹http://www.gatewaycog.org/I710/Tier_2_Report_v1-small-Final.pdf.

Table 2-2
Central Los Angeles
Workshop

Target Transportation Area Neighborhoods	Koreatown
	Pico-Union
	Westlake/ MacArthur Park
Transportation Planning Issues	Planning and implementation of a federal Congestion Reduction Demonstration Project on the I-10 and I-110 freeways in and out of Downtown Los Angeles
	Outlining the California Environmental Quality Act (CEQA)
	Outlining opportunities to use CEQA to ensure that quality of life of low-income communities are adequately considered within the transportation planning context
Attendance	30
Demographic	Hispanic
	Asian
	Low-income
	Transit-dependent
Community Organizations Involved	Labor/ Community Strategy Center
	Bus Riders Union

A constant theme in these communities has been improving the bus system to relieve problems such as overcrowding and erratic service. From 1996 until 2008, in fact, there was a federal consent decree requiring LACMTA to commit additional resources to address these kinds of problems that were the result of a civil rights lawsuit filed by a number of different groups in Los Angeles spearheaded by the Bus Riders Union (BRU). The lawsuit was a major aspect of a larger debate within the Los Angeles transit community between those favoring improved bus service and others favoring an expanded rail network. The BRU argued in its filings, and the court generally agreed, that the MTA was diverting funds from the bus services relied upon by the transit-dependent in order to fund expensive rail projects aimed at the discretionary rider. The bus/rail debate has also been reflected within national transit circles in debates about the relative cost-effectiveness of the competing modes in terms of new riders per dollar spent. It has been argued that scarce transit dollars should be primarily directed toward improving bus service.² Others have argued that rail projects represent a long-term investment in transit that is essential to reshaping physical development and behavior to become more transit-oriented.

The BRU lawsuit resulted in substantial changes in Los Angeles' transit system. The MTA bought a new fleet of compressed natural gas (CNG) buses, replacing its aging fleet of unreliable and polluting diesel buses. A Rapid Bus system was established on major arterials, resulting in substantial improvements in travel times and ridership on many routes. The public participation challenges embedded in this conflict

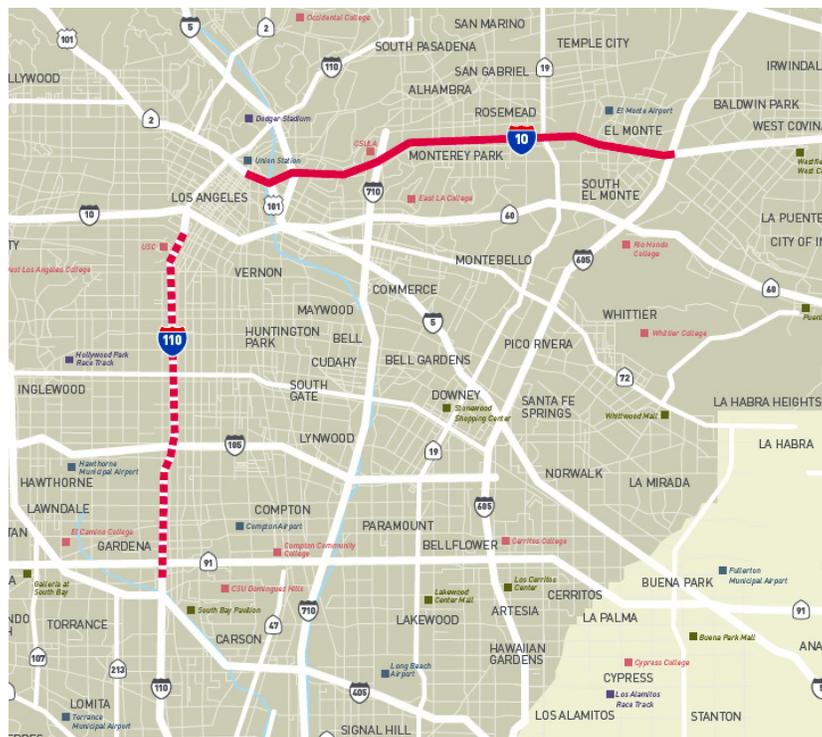
² See Brian D. Taylor, "Bus vs. Rail, How Do We Get the Most Bang for Our Transit Investment Buck?" April 2006, <http://www.hhua.org/BrianTaylor4-06.pdf>.

continued, however, as the MTA struggled to meet the demands of both the consent decree and politicians and voters who had been promised an expanded rail system in approving two transit tax measures.

Two of the plaintiffs in the original lawsuit that resulted in the consent decree, the Labor/Community Strategy Center and the BRU, helped to plan and host the second LAFLA workshop.³ LAFLA had no formal relationship with either of these groups prior to the workshop, but had collaborated with them loosely on several transportation policy efforts. There were no particular incentives offered to entice their involvement other than, again, the privilege of having a legal team prepared to specifically design a workshop around issues of particular concern to them.

The workshop's substantive focus was on opportunities to improve transit in central Los Angeles presented by the planning and implementation of a federal Congestion Reduction Demonstration Project, to be conducted on the I-10 and I-110 Freeways coming in and out of downtown Los Angeles. The Congestion Reduction Demonstration Project will experiment with conversion of existing High-Occupancy Vehicle (HOV) lanes into ExpressLanes on the two freeways in question. The introduction of toll lanes on local freeways has obvious significant implications for low-income communities, as does the opportunities presented by the funds generated from said tolls to improve transit services, which served as part of the local justification for going forward with the Demonstration Project.⁴

Figure 2-4
Proposed Los Angeles ExpressLanes



³ <http://thetransitcoalition.us/BRUtruth/TC-ConsentDecree-II-2005-12-19ServiceCutFinalOrder12-05.pdf>.

Another substantive portion of the workshop was a presentation outlining the California Environmental Quality Act (CEQA) and the opportunities for the community residents to use that legal framework to ensure that quality of life for low-income communities was adequately considered within the transportation planning context.

East Los Angeles Workshop

The geographical locus of the third workshop was the community of Boyle Heights/East Los Angeles, due east of downtown Los Angeles. Boyle Heights/East Los Angeles is the historic heart of Los Angeles' sizeable Hispanic community, with more than 95 percent of the current residents of Hispanic descent,⁵ and that breakdown was also reflected in the workshop attendees. Most of the attendees of this workshop were also monolingual Spanish speakers. This area is relatively transit-dependent for Southern California.

Table 2-3
East Los Angeles
Workshop

Targete Transportation Area Neighborhoods	Boyle Heights
	East Los Angeles
Transportation Planning Issues	Transit-oriented development
	Opening of the Edward R. Roybal Metro Gold Line Eastside Extension light rail transit project
Attendance	15
Demographic	More than 95% of current residents of Hispanic descent
Community Organizations Involved	East Los Angeles Community Corporation (ELACC)

The East Los Angeles Community Corporation (ELACC) helped to plan and host this workshop. LAFLA had a longstanding pre-existing relationship with ELACC, but not in the transportation planning context. ELACC is known in the community far more for its work in the housing context than transportation, and LAFLA has assisted ELACC with corporate and real estate matters over the years, as well as provide community education to its membership on development and organizational issues. There were no particular incentives provided to ELACC for its participation other than, again, lawyers on-call to specifically tailor the workshop to their needs.

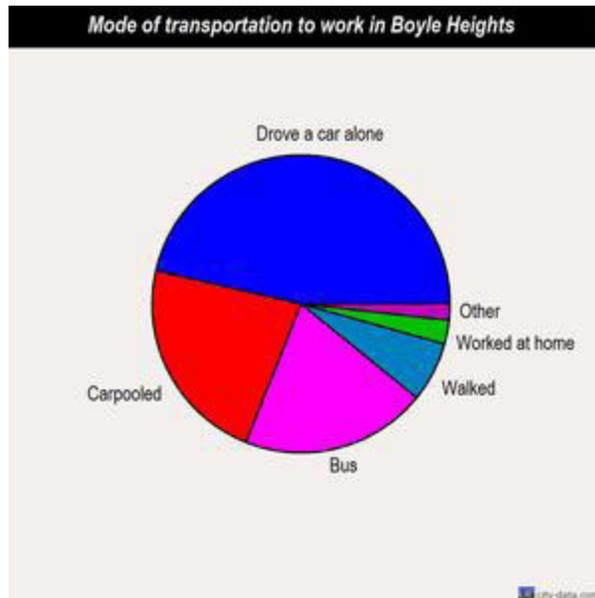
The substantive focus was the issue of transit-oriented development as it relates to the opening on November 15, 2009, of the long-anticipated Edward R. Roybal Metro Gold Line Eastside Extension light rail transit project. Several of the light rail stations on that line are located in the heart of predominantly low-income, Spanish-speaking communities. Residents learned about what transit-oriented development and the opening of new rail light lines and stations might mean to their quality of life, in terms of both transit and mobility and also for local economic development.

⁴ http://www.metro.net/projects_studies/expresslanes/index.htm.

⁵ http://en.wikipedia.org/wiki/Boyle_Heights,_Los_Angeles,_California.

Figure 2-5

Mode of transportation to work in Boyle Heights



South Los Angeles Workshop

The fourth workshop focused on communities in South Los Angeles. A number of organizations helped to plan the workshop, which was hosted by LAFLA itself, including the South Central Planning Alliance, Alameda Corridor Jobs Coalition, United Jobs Creation Council, and “FixExpo,” a coalition of local neighborhood groups focused on improving safety on the Exposition Light Rail Line currently under construction in South Los Angeles. South Los Angeles is the historic heart of Los Angeles’ African-American community, although demographically the community is now almost evenly split between blacks and Hispanics. The attendees at the workshop were mostly African-American.

Figure 2-6

Royal Metro Gold Line Eastside Extension



LAFLA had prior and extensive relationships with all of the organizations that sent members to the workshop. LAFLA was a founding member of the South Central Planning Alliance and worked with the Alameda Corridor Jobs Coalition to help create job training and placement opportunities for low-income residents living in the communities adjacent to the \$2.5 billion Alameda Corridor project that consolidated and placed into a trench a network of freight rail lines in South Los Angeles communities. LAFLA helped to form the United Jobs Creation Council and assisted it in creating local hiring opportunities in connection with public projects in South Los Angeles. Finally, LAFLA found *pro bono* counsel to represent FixExpo in its efforts for

Table 2-4
South Los Angeles
Workshop

Target Transportation Area Neighborhoods	South Los Angeles
Transportation Planning Issues	Reauthorization of the federal transportation bill (SAFETEA-LU) to create new jobs in South LA
	Planning and construction of two new light rails in the community
	Safety and transit accessibility
	Transit-oriented development opportunities
Attendance	10
Demographic	African-American
	Hispanic
Community Organizations Involved	South Central Planning Alliance
	Alameda Corridor Jobs Coalition
	United Jobs Creation Council
	“FixExpo”

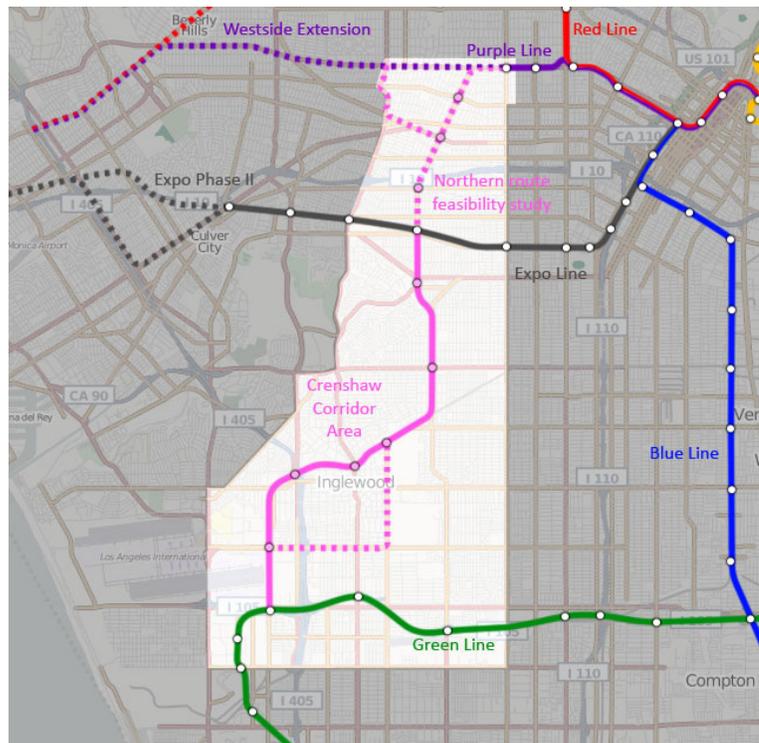
improved safety measures on the Exposition Light Rail line through South Los Angeles. There were incentives offered for their participation, in that LAFLA took on most of the responsibility for planning, hosting, providing food and refreshments, etc.

The workshop focused on a relatively disparate set of issues. One major issue was the potential for the reauthorization of the federal transportation spending bill (SAFETEA-LU) to create new jobs in South Los Angeles through the local hiring and small business development provisions that are included in preliminary drafts of the bill. The workshop also focused on issues relating to the planning and construction of two new light rails in the community. The workshop covered some of the safety and transit accessibility issues related to whether the two light rail lines would be grade-separated in South Los Angeles, as well as the transit-oriented development opportunities presented by the new lines.

This element, however, depended on the prior existence in a given community of at least one organization with the capacity and interest to host a workshop focusing on the transportation planning workshop. For three of our four

Figure 2-7

Exposition
Light Rail lines



workshops in Los Angeles, we were fortunate that there already existed such organizations. In South Los Angeles, however, there did not exist a community partner with the capacity to physically host a workshop. There were limited capacity organizations with a high degree of interest in transportation planning issues, as well as more capable organizations with a low degree of interest in transportation planning.

LAFLA staff felt, however, that it was important to include a workshop in South Los Angeles in the series for a number of reasons, including (1) LAFLA's CED Unit is located there, (2) South L.A. has the largest concentration of low-income people in the Los Angeles region, (3) several very significant transit improvements were planned for the area, and (4) accessibility to sources of good quality jobs, food, and open space are particularly acute issues in South Los Angeles. Therefore, LAFLA decided to vary from the general design of the other workshops in planning and hosting the South L.A. workshop. This workshop was actually hosted by LAFLA, and several organizations from the South Los Angeles community were invited to help plan and attend the workshop. The results were that, as one might expect, there were fewer residents at this workshop as compared to any of the others, yet those who did attend were community leaders with a higher level of sophistication generally, which resulted in an elevated level of discussion and dialogue at the workshop itself. In other words, participants came into the workshop with more knowledge and experience about transportation issues relative to the other three workshops, and the discussion

occurred at a greater level of detail about specific aspects of the process and of transportation policymaking.

The key elements of the first three workshops were the strong partnerships that were formed with community-based organizations that had an interest in deepening their understanding of and involvement in transportation planning issues. The fourth workshop was different in that there was not the same kind of community partners available. The result of this difference was that the turnout was better for the first three workshops, particularly with respect to residents as opposed to advocates/leaders of CBOs. Nearly all of the attendees at the first three workshops were low-income community residents who were not staff or advocates at local CBOs, whereas the attendees at the fourth were leaders/advocates at local CBOs. The level of discussion was significantly different between the two kinds of audiences. With the first three workshops, the focus was much more on understanding the planning process and how to effectively participate, whereas at the fourth, the discussion was more about the various policy alternatives and community improvement opportunities that were available. In future workshops, it may be important to be very clear as to whether the audience will be composed primarily of relatively unsophisticated residents, or more knowledgeable and prepared advocates and professional staff. The basic structure of the workshops, however, was well-suited to either group, so long as there was sufficient space in the agenda for dialogue and/or questions.

Curriculum

Each of the workshops had an agenda that was decided upon jointly between the community organization partners and LAFLA staff. A sample agenda is included in Appendix B. The workshops were structured loosely around the PowerPoint presentation, with “Putting It into Practice” exercises in which participants had the opportunity to apply some of the lessons from the workshop to issues in their own communities. Sometimes that would involve starting to identify the issues and players with respect to a particular proposed project; other times, it was to practice drafting a comment letter. The end of the workshop usually involved announcements and next steps where there was an opportunity for participants to consider what they might or might not want to do next in terms of engaging with potential processes.

Materials

Three separate, but related, documents were produced in the process of completing this pilot project: (1) a *Guide to Public Participation in Transportation Planning*, (2) a Transportation Planning PowerPoint presentation, and (3) a *Transportation Planning Trainer’s Manual* for professionals, government agencies, and others leading workshops on transportation planning.

Guide to Public Participation in Transportation Planning

The *Guide to Public Participation in Transportation Planning*, English and Spanish versions, which can be found on LAFLA's website at <http://www.lafla.org/service.php?sect=ced&sub=useful>, was provided to each workshop participant. For the most part, it was intended as a reference material, as opposed to something to be focused on during the workshops themselves. The Guide is relatively long and detailed, so the main purpose during the workshop was to describe what was in it so that participants could consult relevant parts of it as needed. The Guide is intended as a resource that can be used by community groups throughout the process of public participation in transportation planning. The Guide covers topics such as getting information, points of intervention, redevelopment, the environmental review process, governmental agencies and programs, community benefits agreement, transportation policy issues, open meetings laws, and federal transportation funding issues. Although some of the information is specific to Los Angeles city or county or the state of California, much of it is either directly applicable or analogous to other areas of the state and country.

Transportation Planning PowerPoint Presentation

A master PowerPoint was specifically tailored to the particular interests and concerns of each of the community workshops. The bilingual master PowerPoint is available at <http://www.lafla.org/service.php?sect=ced&sub=useful>. There are a total of 166 slides that can be selected and arranged according to the particular needs for any particular workshop. The PowerPoint presentation was used both as an outline and a visual cue and reinforcement for the workshop content. The slides were printed, with adjacent space for note taking. This allowed people to focus more on participation in the workshop rather than recording the content. There is a considerable amount of information in the Guide that is not in the PowerPoint presentation. Some is in the Manual, and it is up to the presenter to decide how much information to present to the workshop participants.

Transportation Planning Trainer's Manual

The Transportation Planning Trainer's Manual can be used by presenters to prepare for the workshops. A copy is available at <http://www.lafla.org/service.php?sect=ced&sub=useful>. It includes all of the modules and slides in the master PowerPoint presentation, but, in addition, it includes notes that provide additional information and guidance for the benefit of the trainer. Organizations in other parts of the state and country could use the Trainer's Manual to put together their own transportation planning workshops, tailored to the local concerns of their respective communities.

The LAFLA workshops were all presented by licensed attorneys who could both explain the process and answer technical legal questions about the rights of the community to participate and the obligations of planning officials to engage

community residents and conduct transparent decision-making processes. It may not always be necessary to have licensed attorneys give these kinds of presentations, but it was our experience that many of the questions from audience members did implicate specific legal rights and obligations such as notice requirements and open meetings laws.

Costs

Most of the incidental costs of putting together workshops have to do with language access. Translating the 100+ page Guide was very expensive (about \$5,000), and the cost of hiring an interpreter and translation equipment for each workshop was significant as well (about \$300 per workshop). There were also basic logistical costs such as food and beverages. Working with existing community organizations helped with the cost of space, as that was usually covered.

SECTION
3

Results/Discussion/ Key Findings

LAFLA conducted four workshops, each focusing on different issues and different communities. The primary audiences for the workshops were low-income residents and community-based organizations in low-income neighborhoods. Each of the workshops was co-hosted by one or more community groups from each targeted neighborhood. The context for these workshops was to give participants the information and skill sets requisite to participating in current and planned transportation planning processes that directly affect the quality of life in their neighborhood. Some of the participants in each workshop also participated in the planning of the workshop for their area.

The workshops trained more than 80 participants from 11 different organizations. The participants varied from long-time transit activists to monolingual Spanish-speakers brand new to the transportation planning process. The vast majority of them were recruited directly by the community organization partners themselves; a minority was invited through LAFLA's own networks and contacts. In most of the workshops, the turnout was considered good by the organizers. The last workshop focusing on South L.A. suffered from a relatively low turnout due to the fact that there was not a pre-existing community-based organization focusing on these issues for that community. The flip side, however, was that each of the attendees was a leader in his or her respective organization, hopefully amplifying the impact of the workshop.

Evaluation

SCOPE evaluated and measured the impact of LAFLA's curriculum on improving the state of the practice of public participation in public transportation planning by collecting and analyzing the following information:

- Effectiveness of outreach to and education of residents with language and cultural barriers
- Effectiveness of multi-media strategies in communicating with and outreaching to low-income populations
- Level of public participation (e.g., members of the public attending or testifying at a public hearing, written comments submitted) in transportation planning processes

The evaluation methodology included collecting quantitative and qualitative data on program process, participant outcomes, and impact on participation

processes. Information on process outcomes included the communications/outreach contact rate, the program participation rate, and demographics of participants. A copy of the evaluation is included as Appendix A.

Pre- and post-workshop surveys collected quantitative and qualitative data on the effectiveness of the curriculum and methodologies on increasing the knowledge and skills of participants. Samples of the pre- and post-workshop surveys in English, Spanish and Korean are included in Appendix A. Three-month follow-up telephone surveys collected quantitative and qualitative data on level of involvement in transportation planning issues and measured the impact of the workshops in motivating participants to become involved.

Surveys included both open-ended and scaled questions. A copy of the telephone script for the survey is included in Appendix A.

Key Findings

Overall, participants in the four workshops felt that the workshops deepened their interest in transportation planning issues. The three-month follow-up surveys showed an increase in participant involvement in the transportation planning process. Almost all of the participants (91%) said that the workshops prepared them to participate in transportation advocacy. Because the survey responses were fairly uniform across the different workshops, the results are discussed together, and differences between the workshops are noted as appropriate.

Effectiveness in Outreach and Education

A total 80 people attended the 4 workshops. While the total number is modest, the size of the workshops (20–25 persons) provided the opportunity for effective dialogue between the presenters and the participants. All participants were involved in community-based organizations that were interested in or already working on transportation planning issues in low-income communities. Length of workshops varied between two and four hours and included PowerPoint presentations and group discussions. All workshops were held during evenings or weekends to provide opportunities for workers to participate. Workshops were facilitated by two attorneys from LAFLA.

Overall, 47 percent of the participants were non-English speakers. The translated materials, use of headsets and hiring Spanish-speaking and Korean-speaking translators for each session were important in ensuring full participation. Staff from community organizations that recruited participants worked with LAFLA staff to coordinate translation services.

The workshops were successful in reaching community members who were already interested in transportation issues but had limited experience in

participating in the transportation planning process. Prior to attending the workshops, most of the participants had limited involvement in participating in transportation planning advocacy—34 percent had attended public hearings to learn more about transportation issues. Fewer than one-quarter of participants had presented testimony or submitted written comments at a public hearing on transportation issues. More than half of workshop participants surveyed said they had never participated in any transportation planning meetings.

Eight-five percent of the participants surveyed at the beginning of each workshop said that they “strongly agree” that transportation issues are very important to them and their community. However, only 63 percent felt that they “strongly agreed” that they knew how public transportation impacted their community. Only 26 percent said they felt knowledgeable about public transportation issues. Pollution was the most important transportation-related issue that participants cared about. Bus lines and accessibility were also issues that participants cared about.

Translated materials, particularly Spanish-language materials and interpretation, were important and necessary for participants. Eighty-eight percent felt that the translated materials helped to deepen their understanding of the concepts. Because several of the workshops were attended by primarily monolingual Spanish-speakers, participants suggested that workshops be conducted in Spanish and translated to English. One participant said, “It may have been better for the presentation to be done in Spanish, since the majority of the participants were monolingual and there is always something lost in translation.”

These types of workshops really help to empower our low-income communities.

—Attendee

Effectiveness of Communication Strategies to Diverse Participants

Based on curriculum from LAFLA’s Public Participation in Planning and Development workshops, the curriculum for this workshop pilot program was tailored to address transportation planning issues. Facilitators provided a background of the history of public participation in transportation planning decisions, followed by an overview of the transportation planning process and the process for public participation in transportation planning decisions (notices, comment periods, hearings, Brown Act, etc.). The basic transportation planning curriculum remained the same for each workshop but varied according to the specific transportation planning issue that each workshop was focused around.⁶ According to the post-workshop evaluations, contextualizing the curriculum for each workshop to address issues that were of interest to each group was key in deepening understanding of and involvement in the transportation planning process.

⁶The master PowerPoint presentation including all of the modules can be found at <http://www.lafla.org/service.php?sect=ced&sub=useful>.

For example, in the first workshop, the Coalition for Environmental Health and Justice was interested in engaging decision-makers on the expansion of a local freeway. They were interested in advocating for more transparency in transportation infrastructure citing decisions that affect public health. As a result, the focus was on explaining how CEQA works and the structure for public input during the CEQA process. South Los Angeles advocates were interested in public mass transportation development issues surrounding the construction of a new light rail line and so the workshop highlighted federal SAFETEA-LU legislation. Contextualizing the curriculum for each workshop to address issues that were of interest to each group was key in deepening understanding of the transportation planning process. Participants felt that learning about specific policies and laws that affect their neighborhood transportation planning decisions was the most useful component of the workshop. Handouts that included definitions of technical terms were also helpful for participants.

After the workshops, most participants felt that they had a clear understanding of the concepts presented (94%) and felt that the multi-media presentation clarified key points (93%). Presenters used analogies and examples that were specifically relevant to local and commonly known areas, and refrained from using unreferenced acronyms. By giving presentations that were not overly technical and by soliciting comments and questions, presenters were able to clearly explain complex subjects.

Because of the relatively long-term commitment of some audience members to public transportation issues, it was found that this segment of the workshop was very useful to the groups sponsoring the workshop.

Workshop materials included handouts for participants—a manual, a list of technical terms, and a PowerPoint presentation. The handouts and PowerPoint presentation were translated for monolingual Spanish and Korean participants.

Level of Public Participation in Transportation Planning Processes

Based on the survey responses, it is likely that the workshops resulted in an increase in public engagement and interest in the transportation planning process on the part of participants. Almost all participants (95%) expressed an increase in their level of motivation to become more involved in the transportation planning process. Almost all of the participants said that, after the workshop, they felt comfortable participating in the transportation planning process and felt that the workshop contributed to the feeling that transportation planning issues were extremely important to their community (98% for both). Almost all participants (98%) felt that overall the workshop they attended was a useful session.

The three-month follow-up surveys showed an increase in participant involvement in transportation planning processes. The follow-up surveys

reached most, but not all, of the participants. Over three-quarters of those who responded said they had participated since the workshop in advocating for transportation issues. This shows a significant increase in participation compared with the pre-workshop surveys. While many had attended community meetings on transportation planning issues, a handful of participants from the three workshops had also engaged in a variety of public input processes, including submitting written comments, testifying at public hearings, and attending meetings organized by public agencies. Anecdotally, participants also commented on the desire to become more involved with the community-based organization that had worked with LAFLA to organize the workshop.

Participants also reported in the surveys having communicated their knowledge with neighbors, friends, or family members and asked them to attend public meetings to advocate for transportation issues. The workshops not only motivated participants to become involved in these issues but also to reach out to those around them. One participant said that the workshop “gives you the tools you need so that you can share with others.” Another participant said, “We were given so much information and that’s important because we can then turn around and pass this information to others.”

Almost all of the participants (91%) said that the workshops prepared them to participate in transportation advocacy. Information on how community members can participate in transportation decisions as well as explanations of the technical terms and concepts related to their particular neighborhood transportation planning issue were most useful to participants.

The goal of the project itself was not to create better supporters of “transportation advocacy” but to build their capacity to better participate in public processes and articulate their own interests, although it is also true that many of the community-based organizations with which LAFLA partnered do have a more clearly-defined policy agenda. This might be a relatively unique feature of LAFLA’s workshop series and curriculum, insofar as they are not directly tied to any particular transportation policy outcomes, in contrast to many other transportation advocacy training programs. There is a significant difference between the two approaches and, for low-income people who so often lack a voice in matters affecting their own neighborhoods and quality of life, an approach that focuses on giving them the tools to articulate their own interests free of a predetermined agenda could be important.

SECTION
4

Lessons Learned/ Recommendations

LAFLA learned a great deal about of useful information about the transportation planning process. Overall, we believe that a popular education model provides an excellent framework for creating more inclusive and participatory transportation planning processes. There are several important lessons and recommendations that we believe should be replicated in other communities that want to follow this model.

I. Work through existing community-based organizations to reach participants who are interested in the issues and have the capacity to act upon their interest.

One of the key elements that made the workshops as successful was being able to work closely with community-based organizations in the planning and hosting of each workshop, which occurred with respect to the first three workshops. At the most basic level, these relationships ensured a turnout of interested residents to the workshops that would be sufficient to create a cohort of educated and prepared residents who might have an impact in local processes. More deeply, however, by consulting with local community organizations throughout the planning of the workshops, we were able to tailor the curriculum to focus on issues that were of particular interest in local communities. The local communities could then use the workshop as a springboard for efforts to actually participate in ongoing transportation planning processes. Based on the feedback from the workshops, this appears to have been a successful strategy. There was a solid turnout of interested residents at each of these workshops, nearly all of whom felt that they were more interested and better prepared to participate in transportation planning processes after having attended the workshops.

One of the issues with “contracting out” the management and administration of public participation workshops will likely be the tension between participation and advocacy. LAFLA’s curriculum and materials are unbiased with respect to particular policy and funding priority outcomes, but clearly community-based organizations, to the extent that they are actively involved in these questions, are not—CBOs frequently have their own agendas. It was our experience in these workshops, however, that the CBOs were willing to put aside these agendas for the purposes of the workshops in order to allow their memberships and constituents to acquire information about the process and skills that will be applicable regardless of the particular policy agenda that might emerge as the goal during the process. It is also the case that it would

be exceedingly difficult to find a critical mass of community residents who are interested enough in these issues to complete a fairly involved and dense curriculum and then follow up with participation in actual processes, but who are, at the same time, unconnected to actual community organizations that are working on these issues. For these reasons, LAFLA believes that the benefits of working with CBOs to engage in education around transportation planning processes outweigh the tensions that inevitably will arise relating to the particular agendas that these groups bring to the table.

2. Schedule meetings during evenings and weekends in order to reach community residents who typically have work or other responsibilities during business hours.

All of the workshops were scheduled for evenings or weekends.

3. Ensure that workshop materials are translated into the languages that attendees speak.

Several of the workshops included people who primarily or exclusively spoke a language other than English—principally Spanish. A critical part of the ability to effectively reach that group was the fact that all of the materials and PowerPoint presentations were translated into Spanish and that there was simultaneous interpretation provided. Although this can be an expensive and time-consuming part of the process, in any community where there are significant numbers of people who are monolingual non-English, this is an essential part of any public participation education effort. Much of our presentations and materials would not have been understood by the participants without the benefit of these translations.

In addition to holding the workshops in Spanish, other suggestions for improvements based on participant comments and evaluation were focused mostly on workshop methodologies.

4. Expand the timeframe/reduce the number of topics.

Because of the amount of material that was covered at each workshop, some participants often felt that the workshops could be expanded to a few sessions that were shorter and covered fewer topics but that were conducted in more detail. More interactive components rooted in popular education were also suggested, such as more visual aids and skits to illustrate the concepts. An additional suggestion was to involve public officials in the workshops.

5. Conduct a pre-survey to identify priority areas to be covered.

An additional step before conducting the workshops would be to facilitate pre-surveys with the audience members in advance of the workshop. Such a survey

could become time-consuming to prepare, but it could be limited in scope and in numbers of people interviewed or surveyed. A pre-survey would help with identifying the priority areas of interests for audience members as well as help those giving the workshop tailor the information to the level of knowledge and experience that audience members already have. Such a survey would also increase audience interaction with the workshops and give audience members an opportunity to self-evaluate the knowledge they already have. It would likely be easier to facilitate a pre-survey with groups that already have an organized base of members interested in transportation planning issues.

6. Provide resources to enable legal services organizations and other technical assistance providers to provide workshops on transportation planning processes to low-income residents.

Based on the experience in Los Angeles, providing resources to non-profit legal services and/or technical assistance providers to be able to work with community-based organizations to provide workshops on transportation planning processes to low-income residents would be a fruitful means of improving public participation and the quality and effectiveness of public transit.

7. Recruit already-active community organizations in targeted communities to assist in the planning and hosting of the workshops.

Ideally, community organizations based in the targeted places would be recruited to assist in the planning and hosting of the workshops, and each workshop would be tailored, in consultation with those community organizations, to the particular and current issues and interests in each of those places. The result can be a workshop that attracts a good turnout of community leaders, provides them with useful and immediately “actionable” information, and establishes a springboard from which both governmental agencies and community-based organizations can launch effective public participation efforts.

The experience in Los Angeles also demonstrates the usefulness of these workshops when practically applied to build capacity around already-existing transportation planning campaigns. While the workshops had their usefulness in increasing general participant knowledge, community organizations had, for the most part, determined their specific campaigns and general priorities separately from or prior to the planning of the workshops. Audience members tended to be more receptive and attentive when they directly observed a link between the disseminated information and the current goals they were trying to achieve.

The organizations and audience members would also benefit from the opportunity to have post-presentation discussions about what they learned and how to build new campaign strategies or modify existing campaign strategies.

8. Contextualize workshop materials using transportation planning issues that community members are interested in and/or working on

This recommendation builds on other recommendations that focus on planning the workshops in conjunction with community-based organizations that are already active in the field. By tailoring sessions to address current transportation planning issues, advocates are able to motivate participants to become involved and promote a deeper understanding of how to advocate around transportation issues.

9. Integrate a variety of popular education techniques into the facilitation materials.

Popular education techniques can ensure that participants are internalizing the material. Role-playing and situational exercises can help participants practice how to engage with transportation agencies and officials so they can be prepared to effectively communicate their concerns in the formal setting of a public hearing or meeting.

SECTION 5

Conclusion

LAFLA sincerely hopes that legal services providers, transportation agencies, and community-based organizations come together around the idea of educating members of low-income communities about how to effectively participate in transportation planning processes. The history of transportation planning in low-income communities is replete with examples of how a lack of effective participation led to either bad projects that did not effectively serve the needs of the community or projects that never got off the ground due to a lack of community support. As of the writing of the final draft of this technical report in September 2011, each of the projects on which we focused has borne fruit for Los Angeles. The Long Beach Freeway is nearing the end of its environmental review process, and it appears likely that a ground-breaking zero emissions goods movement technology will be introduced. In Boyle Heights, transit-oriented development projects are in the works around the newly-opened light rail stations. The congestion pricing demonstration project, also ground-breaking nationally, in central L.A. County has been approved and will begin operations in early 2012. The Crenshaw Light Rail line is entering the final stages of approval, with construction expected to begin shortly. As a sign of general broad support of all of these projects, in November 2008, the voters of the L.A. County passed by a two-thirds majority a \$40-billion sales tax increase for transportation projects, with heavy support from low-income precincts. Without overstating the causal effect of our pilot project, it is fair to say that we have been a part of the development of a broad and deep consensus within Los Angeles County around substantial public investment in transportation infrastructure projects that serve the needs of local communities, including low-income communities.

There were a number of successes and challenges with the project that should be considered by other jurisdictions seeking to replicate it. We believe that that the model of working through existing community-based organizations to reach participants who are interested in the issues and have the capacity to act upon their interest is a key element. This is an excellent way to ensure turnout, make sure the content is relevant, and provide a springboard for strong and effective participation by the community throughout the planning process. Other key elements sometimes overlooked included scheduling meetings during evenings and weekends in order to reach community residents who typically have work or other responsibilities during business hours and translating materials. Probably the most significant challenge from our perspective involved finding ways to effectively engage agency officials. These workshops were “bottom-up,” community-driven affairs, and from the agency perspective, it may have been unclear exactly how they fit into their existing planning processes.

For that reason, we did not have the level participation from those officials that we might have liked. A project such as this conducted by a public agency as part of a comprehensive planning process might not have this issue.

We would also recommend pre-surveys and meetings with representatives of the participants to identify priority areas to be covered. The degree of responsiveness of the material to the issues facing the local community was closely related to the success of the workshops in achieving their objectives. Although it may be difficult to find others with similar capacity, we do believe that providing resources to legal services organizations is a great way to provide the community with legal resources and information on public participation. Other technical assistance providers could fill the same role, but we believe it is important to have some sort of intermediary organization between the community-based organizations and the public agencies. Finally, the best recommendation that we can make would be to reach out to and build upon the work of those organizations that are already active in the area of public participation in transportation planning processes. Ultimately, there will always be a relatively small subset of “transit nerds” in the community who are willing and able to spend hours at public meetings providing input on projects that will take years and sometimes decades to come to fruition. By starting with those who are already active, we can help them “take it to the next level” and, more importantly, be more effective in their advocacy.

In sum, LAFLA had a wonderful experience with the PTP Pilot Project and, based on the feedback we received, we firmly believe that our example should be replicated in other similar communities across the country.

Public Transportation Participation Pilot Program Evaluation

Prepared by SCOPE (Strategic Concepts in Organizing and Policy Education) for Legal Aid Foundation of Los Angeles, September 30, 2009

Executive Summary

In 2008–2009, with funding provided by a U.S. Department of Transportation grant, the Legal Aid Foundation of Los Angeles (LAFLA) conducted four workshops in conjunction with community groups representing low-income people in Los Angeles County, using these workshops to develop and refine a popular education transportation planning participation curriculum that can serve as a model for and be implemented in similar efforts across the nation. This curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes. The workshops trained 80 participants from 11 different organizations to participate more effectively in the transportation planning process.

This report evaluates the effectiveness of this pilot program. Evaluation methodologies included using pre- and post-workshop surveys, three-month phone follow-up surveys, and observation during workshops. Overall, the workshops improved the ability of low-income communities to effectively communicate their needs to decision-makers. Participants in the four workshops felt that the workshops deepened their interest in transportation planning issues.

Based on curriculum from LAFLA's Public Participation in Planning and Development workshops, the curriculum for this workshop pilot program was tailored to address transportation planning issues. Each workshop varied as facilitators addressed specific transportation planning issues that interested participants. Contextualizing the curriculum for each workshop to address issues that were of interest to each group was key in deepening understanding of the transportation planning process. Length of workshops varied between two and four hours and included PowerPoint presentations and group discussions.

The workshops were successful in reaching community members who were already interested in transportation issues but had limited experience in participating in the transportation planning process. Three-month follow-up surveys showed an increase in participant involvement in transportation planning process. Almost all of the participants (91%) said that the workshops prepared

them to participate in transportation advocacy. Translated materials, particularly Spanish language materials and interpretation, were important for participants. Suggestions for improvement were mostly focused on workshop methodologies, including integrating more interactive components, extending the one-day workshop to multiple workshops and involving more public agency officials.

Recommendations for replicating this pilot program include working with existing community-based organizations to build upon their existing advocacy efforts, contextualizing the workshop curriculum to relevant local transportation planning issues, translating materials, and providing simultaneous interpretation and incorporating popular education techniques into workshop facilitation.

Introduction

LAFLA developed curriculum and conducted four workshops on Public Participation in Transportation Planning between the fall of 2008 and the summer of 2009 for 80 participants associated with community-based organizations that work in the poorest communities in Los Angeles.

The purpose of this report is to measure the effectiveness of LAFLA's applied research project that seeks to increase community education about participating in the transportation planning process. This report will help to inform the refinement of curriculum and measure the impact of the project. The primary audience for this evaluation is LAFLA, the U.S. Department of Transportation, state and local transportation agencies, and other interested groups and stakeholders who may seek to duplicate this project. This report provides a project background, describes the evaluation methodology, provides an analysis of the results, and provides recommendations for replicating this pilot program.

Project Background

LAFLA is a non-profit community-based organization that has provided legal services to poor people in Los Angeles for over 75 years. It is one of the country's largest legal services programs, providing services and representation to more than 14,000 low-income clients per year and aiding an additional 50,000 through referrals, distribution of brochures and self-help materials, and community outreach and education.

LAFLA has a long history of community involvement in Los Angeles, including establishing a specialized Community Economic Development Unit (CED unit) to provide training, technical assistance, legal assistance, and other services to community-based organizations, faith-based organizations, and other non-profits in order to promote a comprehensive and coordinated grassroots approach to addressing housing and community development needs. The CED unit provides valuable workshops on organizational development, leadership development, and

legal issues of importance to community-based organizations and low-income communities.

Recognizing that transportation is vital to the economic development of a community, the CED unit has worked with communities on transportation issues including, but not limited to, starting a non-profit school bus organization, starting a car-ownership program for the working poor, ensuring transportation access for Temporary Assistance for Needy Families (TANF) recipients, and participating in a variety of transportation planning processes.

To continue this work in ensuring that low-income people can meaningfully participate in transportation planning, LAFLA was awarded funding from the Federal Transportation Administrative (FTA) Innovative Small Research Projects to Advance Public Participation Related to Public Transportation Planning to conduct an applied research project in the area of community education about participating in the transportation planning process, with an emphasis on low-income communities.

To achieve effective public participation, agencies need to reach out and tap into existing networks of agencies, organizations, and low-income community leaders to educate low-income communities and advocates about transportation planning issues, how the process works and what rights they have to participate, and how they are impacted by transportation decisions. LAFLA conducted an applied research project that tested this model of community outreach and education and resulted in the Guide to Public Participation in Transportation Planning for transit agencies and other interested groups to use to help provide low-income transit users and communities with the information and skills necessary to effectively participate in transportation planning processes.

In 2008–2009, with funding provided by this grant, LAFLA conducted four workshops in conjunction with community groups representing low-income people in Los Angeles County, using these workshops to develop and refine a popular education transportation planning participation curriculum that can serve as a model for and be implemented in similar efforts across the nation. This curriculum focused on giving participants the tools and information necessary to effectively participate in transportation decision-making processes.

Project goals included:

- Improve transportation access to users of the public transportation system by improving the ability of low-income communities to effectively communicate their needs to decision-makers.
- Develop a popular education transportation planning curriculum that can serve as a model for and be implemented in similar efforts across the nation.

Evaluation Methodology

SCOPE evaluated and measured the impact of LAFLA's curriculum on improving the state-of-the-practice of public participation in public transportation planning by collecting and analyzing the following information:

- Effectiveness of outreach to and education of residents with language and cultural barriers.
- Effectiveness of multi-media strategies in communicating with and outreaching to low-income populations.
- Level of public participation (e.g., members of the public attending or testifying at a public hearing, written comments submitted) in transportation planning processes.

Methodology for evaluation included collecting quantitative and qualitative data on program process, participant outcomes and impact on participation processes. Information on process outcomes included the communications/outreach contact rate, program participation rate, and demographics of participants.

Pre- and post-workshop surveys collected quantitative and qualitative data on the effectiveness of the curriculum and methodologies on increasing the knowledge and skills of participants. Three-month follow-up phone surveys collected quantitative and qualitative data on level of involvement in transportation planning issues and measured the impact of the workshops in motivating participants to become involved. Surveys included both open-ended and scaled questions. Samples are included in the appendices.

There are limitations to the data that were collected for this report. Because the final workshop was completed in August 2008, three-month follow up surveys were not conducted for the final group of participants. The three-month follow up surveys were conducted in English and Spanish; feedback from monolingual Korean participants from workshop #2 was not included in this final report because of lack of Korean interpretation.

Analysis of Results

Overall, participants in the four workshops felt that the workshops deepened their interest in transportation planning issues. Community members increased their participation in transportation planning issues and almost all felt that the workshops enhanced their capacity to participate in the transportation planning process.

Effectiveness in Outreach and Education with Diverse Participants

These types of workshops really help to empower our low-income communities.

—Attendee

A total of 80 people attended the 4 workshops. All participants were involved in community-based organizations that were interested in or already work on transportation planning issues in low-income communities. Length of workshops varied between two and four hours and included PowerPoint presentations and group discussions. All workshops were held during evenings or weekends to provide opportunities for workers to participate. Workshops were facilitated by two attorneys from LAFLA.

Overall, 47 percent of the participants were non-English speakers. The translated materials, use of headsets, and hiring Spanish-speaking and Korean-speaking translators for each session were important in ensuring full participation. Staff from community organizations that recruited participants worked with LAFLA staff to coordinate translation services.

The workshops were successful in reaching community members who were already interested in transportation issues but had limited experience in participating in the transportation planning process. A total of 85 percent of the participants surveyed at the beginning of each workshop said that they “strongly agree” that transportation issues are very important to them and their community. However, only 63 percent felt that they “strongly agreed” that they knew how public transportation impacted their community. Only 26 percent said they felt knowledgeable about public transportation issues. Participants had limited involvement in participating in transportation planning advocacy; 34 percent had attended public hearings to learn more about transportation issues. Fewer than one-quarter of participants had presented testimony or submitted written comments at a public hearing on transportation issues. Over half of workshop participants surveyed said they had never participated in any transportation planning meetings. Pollution was the most important transportation-related issue that participants cared about. Bus lines and accessibility were also issues that participants cared about.

Translated materials, particularly Spanish-language materials and interpretation, were important for participants. A total of 88 percent felt that the translated materials helped to deepen their understanding of the concepts. Because several of the workshops were attended by primarily monolingual Spanish-speakers, participants suggested that workshops be conducted in Spanish and translated to English. One participant said, “It may have been better for the presentation to be done in Spanish, since the majority of the participants were monolingual and there is always something lost in translation.”

Effectiveness of Communication Strategies to Diverse Participants

Based on curriculum from LAFLA’s Public Participation in Planning and Development workshops, the curriculum for this workshop pilot program was tailored to address transportation planning issues. Facilitators provided

a background of the history of public participation in transportation planning decisions, followed by an overview of the transportation planning process and the process for public participation in transportation planning decisions (notices, comment periods, hearings, Brown Act, etc.). The basic transportation planning curriculum remained the same for each workshop but varied according to the specific transportation planning issue that each workshop was focused around.

For example, in the first workshop, representatives from the Coalition for Environmental Health and Justice were interested in engaging decision-makers on the expansion of a local freeway. They were interested in advocating for more transparency in transportation infrastructure siting decisions that affect public health. As a result, the focus was on explaining how CEQA works and the structure for public input during the CEQA process. South Los Angeles advocates were interested in public mass transportation development issues surrounding the construction of a new light rail line and so the workshop highlighted federal SAFETEA-LU legislation. Contextualizing the curriculum for each workshop to address issues that were of interest to each group was key in deepening understanding of the transportation planning process. Participants felt that learning about specific policies and laws that affect their neighborhood transportation planning decisions was the most useful component of the workshop. Handouts that included definitions of technical terms were also helpful for participants.

After the workshop, most participants felt that they had a clear understanding of the concepts presented (94%) and felt that the multimedia clarified key points (93%).¹

Workshop materials included handouts for participants—a manual, a list of technical terms, and a PowerPoint presentation. Handouts and the presentation were translated for monolingual Spanish and Korean participants.

In addition to holding the workshop in Spanish, other suggestions for improvements based on participant comments and evaluation were mostly focused on workshop methodologies. Because of the amount of material that was covered at each workshop, some participants often felt that the workshops could be expanded to a few sessions that were shorter and covered fewer topics but in more detail. More interactive components were also suggested such as more visual aids and skits to illustrate the concepts. An additional suggestion was to involve public officials in the workshops.

Level of Public Participation in Transportation Planning Processes

Public participation outcomes generally showed an increase in public engagement and interest in the transportation planning process. The workshops motivated almost all participants (95%) to become more involved in the transportation

¹See Workshop Evaluation Report in Appendix B.

planning process. Almost all of participants said that after the workshop that they feel comfortable participating in the transportation planning process and felt that the workshop contributed to the feeling that transportation planning issues were extremely important to their community (98% for both). Almost all participants (98%) felt that, overall, the workshop they attended was a useful session.

Three-month follow up surveys² showed an increase in participant involvement in transportation planning processes. Over three-quarters said they had participated in advocating for transportation issues. This shows a significant increase in participation compared with the pre-workshop surveys. While many had attended community meetings on transportation planning issues, a handful of participants from the three workshops had engaged in a variety of public input processes, including submitting written comments, testifying at public hearings, and attending meetings organized by public agencies. Anecdotally, participants also commented on the desire to become more involved with the community-based organization that had worked with LAFLA to organize the workshop.

Participants also communicated their knowledge with neighbors, friends, or family members and asked them to attend public meetings to advocate for transportation issues. The workshops not only motivated participants to become involved in these issues but also to outreach to those around them as well. One participant said that the workshop “gives you the tools you need so that you can share with others.” Another participant said, “We were given so much information and that’s important because we can then turn around and pass this information to others.”

Almost all of the participants (91%) said that the workshops prepared them to participate in transportation advocacy. Information on how community members can participate in transportation decisions as well as explanations of the technical terms and concepts related to their particular neighborhood transportation planning issue were most useful to participants.

Recommendations and Conclusion

Based on observation and surveying of participants, following are recommendations for replicating LAFLA’s Public Transportation Participation Pilot Program:

- I. Program administrators should leverage existing relationships with community-based organizations who work with individuals interested in transportation planning issues. CBOs that are involved in engaging community members on transportation issues can work with facilitators to make sure the workshop content is timely and relevant and can follow up with participants after the workshop to become engaged in the process. Because

²Three-month evaluations were administered for the first three workshops, but because the last workshop was held August 8, 2009, the final 3-month evaluation was not available.

of LAFLA's experience and history working with a variety of CBOs in low-income communities, they were able to effectively outreach to interested groups.

- II. Translating materials and providing simultaneous interpretation is important for increasing access to public processes for non-English speaking residents. In Los Angeles, many of the residents in low-income neighborhoods are not English-speaking. Providing workshops and materials in other languages increases participation in areas that are most impacted by public transportation issues.
- III. It is important to contextualize workshop material using transportation planning issues that community members are interested in and/or working on. Tailoring sessions to address current transportation planning issues motivates participants to become involved and promotes a deeper understanding of how to advocate around transportation issues. LAFLA's deep understanding of the transportation planning issues that affect low-income communities in Los Angeles was critical to making each workshop relevant for participants and CBOs.
- IV. A variety of popular education techniques should be integrated into facilitation materials. Popular education techniques can ensure that participants are internalizing the material. Role-playing and situational exercises can help participants practice how to engage with transportation agencies and officials so they can be prepared to effectively communicate their concerns in the formal setting of a public hearing or meeting.

The workshops and curriculum developed by LAFLA were highly successful in empowering community-based organizations and their members to become effective advocates around public transportation planning issues. Workshop participants gained knowledge and confidence to effectively communicate with decision-makers concerning transportation issues. While public participation in transportation planning is mandated by law and regulation, barriers such as lack of legal knowledge and technical expertise exist that prevent community members from full engagement. LAFLA's work to engage community-based organizations and their members is a first step toward genuine participation.

Pre-Workshop Survey in English

LAFLA
Legal Aid Foundation of Los Angeles

Pre-Workshop Survey: Public Participation in Transportation Planning

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	N/A 0
1 Transportation issues are very important to me and the community.					
2 I know how public transportation impacts my community.					
3 The transportation issues I care the most about are: <i>(please mark all that apply)</i>					
a. Fares					
b. Accessibility					
c. Pollution					
d. Rail Lines					
e. Bus Lines					
f. Freeways					
4 Public transportation agencies do a good job at involving the community in transportation planning decisions.					
5 I/my organization know(s) how to participate in the transportation planning process.					
6 I/my organization currently participate(s) in the transportation planning process.					
7 I have attended public hearings to learn more about public transportation issues.					
8 I have presented testimony at a public hearing on transportation issues.					
9 I have submitted written comments at a public hearing on public transportation issues.					
10 I feel knowledgeable about public transportation issues.					

Thank you!

8/8/2009

Pre-Workshop Survey in Spanish

LAFLA

Fundación de Ayuda Legal de Los Angeles

Encuesta de Pre-Taller: La Participación Pública en la Planificación del Transporte

	Estoy Fuertemente de Acuerdo 4	Estoy de Acuerdo 3	Estoy en Desacuerdo 2	Estoy Fuertemente en Desacuerdo 1	No Se Aplica 0
1 Las cuestiones de transporte son muy importantes para mi y para la comunidad.					
2 Yo sé como el sistema de transporte público afecta mi comunidad.					
3 Las cuestiones de transporte que son mas importante para mi son: <i>(Por favor marque todo lo que se aplica)</i>					
a. Tarifas					
b. Accesibilidad					
c. Contaminación Ambiental					
d. Líneas Ferroviarias					
e. Líneas de Autobús					
f. Autopistas (Freeways)					
4 Las agencias de transporte públicos hacen un buen trabajo de involucrar la comunidad en las decisiones de planificación de transporte.					
5 Yo/ mi organización sabemos como participar en el proceso de planificación de transporte.					
6 Yo/ mi organización actualmente participamos en el proceso de planificación de transporte.					
7 Yo he asistido a audiencias públicas para aprender más sobre cuestiones de transporte público.					
8 Yo he presentado testimonio en una audiencia pública sobre cuestiones de transporte públicos.					
9 Yo he presentado comentarios escritos en una audiencia sobre cuestiones de transporte públicos.					
10 Yo siento que tengo bastante conocimiento sobre las cuestiones de transporte públicos.					

Gracias!

8/8/2009

Pre-Workshop Survey in Korean

엘에이 법률 보조재단
Legal Aid Foundation of Los Angeles

강습회 이전의 설문조사: 대중교통계획의 대중참여

	매우 동의함 4	동의함 3	반대 2	매우 반대 1	응답거부 0
1 대중교통 이슈는 나와 우리 지역사회에 매우 중요하다.					
2 대중교통이 우리 지역사회에 끼치는 영향을 알고 있다.					
3 다음 대중교통이슈중 내게 가장 중요한 문제는: <i>적용되는 모든 사항에 표시해 주세요.</i>					
a. 사용료					
b. 편리					
c. 공해					
d. 열차노선					
e. 버스노선					
f. 고속도로					
4 지역사회 교통계획 결정하는 공공교통기관이 일처리를 잘 처리했다					
5 나 혹은 내가 참여한 단체는 교통계획 수립 절차에 참여하는 방법을 안다.					
6 나 혹은 내가 참여한 단체는 교통계획 수립 절차에 현재 참여하고 있다.					
7 대중교통 이슈에 대해 더 많이 알기 위해 공공 청문회에 참석한적이 있다.					
8 나는 공공 청문회에 나서서 대중교통에 대해 증언한적이 있다.					
9 나는 공공 청문회에 대중 교통 이슈에 대해 서면으로 작성한 의견서를 접수한적이 있다.					
10 나는 대중교통 이슈에 대해 알고있다고 생각한다.					

감사합니다!

8/8/2009

Post-Workshop Evaluation in English

LAFLA Legal Aid Foundation of Los Angeles

Workshop Evaluation: Public Participation in Transportation Planning

	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	N/A 0
1 I have a clear understanding of the concepts presented.					
2 After the workshop, I now consider transportation planning issues extremely important to my community.					
3 I am satisfied with the transit agencies' public participation process.					
4 After this workshop, I know how to participate in the transportation planning process.					
5 My organization will use the information presented in the workshop to advocate for transportation issues. <i>(ie: holding meetings on transportation planning issues, organizing people to participate in public input processes, etc.)</i>					
6 After attending this workshop, I feel comfortable participating in the transportation planning process. <i>(ie: attending and/or testifying in public meetings).</i>					
7 The presenter effectively used multi-media to clarify key points. <i>(ie: PowerPoint, Pictures, Diagrams)</i>					
8 The translated materials helped to deepen my understanding of the concepts.					
9 Overall this was a useful session.					

- 1) What was most useful about this workshop?

- 2) What was least useful about this workshop?

- 3) What would improve the workshop?

- 4) Will you become more involved in transportation issues? If so how?

Thank you. We appreciate your feedback.

9/28/2009

Post-Workshop Evaluation in Spanish

LAFLA Fundación de Ayuda Legal de Los Angeles

Evaluación de Taller: La Participación Publica en la Planificación del Transporte

	Estoy Fuertemente de Acuerdo 4	Estoy de Acuerdo 3	Estoy en Desacuerdo 2	Estoy Fuertemente en Desacuerdo 1	No Se Aplica 0
1) Tengo un entendimiento claro de los conceptos presentados.					
2) Después del taller, considero que la planificación de transporte es una cuestión sumamente importante para mi comunidad.					
3) Yo estoy satisfecho con el proceso de participación pública de la agencias de tránsito.					
4) Después de este taller, sé como participar en el proceso de planificación de transporte.					
5) Mi organización usará la información presentada en el taller para abogar en referencia de las cuestiones de transporte. <i>(Por ejemplo: tener reuniones de planificación de transporte, organizar a la comunidad para que participe en el proceso publico, etc.)</i>					
6) Después de asistir a este taller, me siento comodo en participar en el proceso de planificación de transporte. <i>(Por ejemplo: asistir o/y testificar en reuniones públicas).</i>					
7) El presentador usó medios comunicativos de manera eficaz para clarificar los puntos claves. <i>(Por ejemplo: PowerPoint, Dibujos Diagramas)</i>					
8) Los materiales traducidos ayudaron a profundizar mi entendimiento de los conceptos.					
9) En general esta sesión fue útil.					

- 1) ¿ Qué considera usted que fue lo mas útil de este taller?

- 2) ¿ Qué considera usted que fue lo menos útil de este taller?

- 3) ¿ Qué pudieramos hacer para mejorar este taller?

- 4) ¿ Se involucrara mas usted en la cuestiones de transporte? ¿ Como lo hara?

Gracias. Apreciamos su participación.

8/8/2009

Post-Workshop Evaluation in Korean

엘에이 법률 보조재단 Legal Aid Foundation of Los Angeles

강습회 평가: 교통계획에 대한 대중의 참여

	매우 동의함 4	동의함 3	반대 2	매우 반대 1	응답 거부 0
1 나는 설명된 개념을 분명히 이해했다.					
2 강습회에 참여한 이후 교통 계획 이슈가 우리 지역사회에 매우 중요하다는 생각이 들었다.					
3 나는 교통 기관의 참여 과정에 만족한다.					
4 이번 강습회 이후로 나는 교통 계획 과정에 참여하는 방법을 알게됐다.					
5 우리단체는 강습회에서 설명된 정보를 이용해서 교통 이슈를 옹호할 것이다. <i>(예: 교통 계획 이슈에 대한 모임열기, 대중 의견 수렴 과정에서 사람들의 참여를 조직하기 등등.)</i>					
6 이 강습회에 참석 한 이후, 나는 교통 계획 과정에 참여하는데 불편함이 없다는 느낌을 받았습니다. <i>(예: 공공 집회에 참석하거나 증언하기).</i>					
7 강사는 주요 논점을 분명하게 설명하기 위해 멀티미디어를 효과적으로 사용했습니다. <i>(예: 파워포인트, 사진, 도표)</i>					
8 번역된 자료들은 개념을 더욱 깊게 이해하는데 도움이 됐습니다.					
9 전반적으로 이번 강습은 성공적이었습니다.					

- 1) 이번 강습회에서 가장 유용한 내용은 무엇이었습니까?

- 2) 이번 강습회에서 가장 필요 없었던 내용은 무엇이었습니까?

- 3) 무엇이 강습회를 발전시키겠습니까?

- 4) 교통 이슈에 더 참여 하시겠습니까? 그렇다면 어떻게 하시겠습니까?

감사합니다. 여러분의 참여 감사드립니다.

8/8/2009

Three-Month Follow-Up Phone Survey

LAFLA PTP Post-Survey (English)

Hello [name],

I am calling because you attended a workshop organized by the Coalition for Environmental Health and Justice on Saturday, September 27, at Drake Park in Long Beach. I am doing a brief survey with everyone who attended the workshop to find out how that workshop affected your participation in transportation issues. Do you have 10 minutes?

Respondent Name:	Age:	Occupation:
Interviewer:	Date:	Ethnicity:
Organizational Affiliation:		

- I. How did you hear about the Public Participation in Transportation Planning workshop?
- II. Before the workshop, had you participated in any transportation planning meetings? If so, which ones and when?
- III. In last three months, have you attended any workshops to learn more about transportation issues? If yes, how many workshops or meetings have you attended?
- IV. In the last three months, have you participated in advocating for transportation issues? If so, what have you done? (i.e., holding meetings on transportation planning issues, organizing people to participate in public input processes)
 - Attended community meetings on transportation planning issues.
 - Attended meetings organized by public agencies (MTA, Caltrans, etc.) on transportation planning issues.
 - Submitted written comments.
 - Testified at a public hearing.
 - Attended other events to advocate for transportation issues.
- V. What type of event?
 - Shared what I know about transportation issues with my neighbors, friends, or family members to come to meetings.
 - Asked my neighbors, friends, or family members to go to public meetings to advocate for transportation issues.

- Other (please ask for specifics).

VI. If you didn't participate in any advocacy efforts, why not?

- Did not hear about any events/meetings.
- Was working.
- Lack of childcare.
- Was no longer interested in the topic.
- No access to transportation.
- No access to translation.

[If they participated in the transportation process in the past 3 months, ask the following:]

1. Did the workshop in September better prepare you to participate in the transportation planning process? If yes, then how? If not, then why?
2. What information from the workshop was most useful to you when attending transportation meetings?
3. Did the workshop motivate or empower you to get more involved with transportation advocacy?
4. Is there anything that you would change about the workshop?
5. Would you recommend the workshop to others interested in learning more about public participation in transportation planning? Why?

Thank you for sharing your experiences with me!

LAFLA PTP Post-Survey (Spanish)

Hola [nombre],

Le estoy llamando porque usted asistió al taller organizado por la Coalición para Salud y Justicia Ambiental el sábado, 27 de septiembre en el Parque “Drake” en Long Beach. Estoy conduciendo una breve encuesta con los participantes de el taller para averiguar como el taller afectó su participación en cuestiones de transporte. ¿Tiene usted 10 minutos disponibles para esta encuesta?

Nombre:	Edad:	Profesión:
Entrevistador:	Fecha:	Pertenencia étnica:
Afilación Organizativa:		

1. ¿Cómo oyó usted sobre el taller de Participación Pública en el Planeamiento de Transporte?
2. ¿Antes del taller había participado usted en alguna otra reunion de planeamiento de transporte? ¿De ser así, cuáles y cuando?
3. ¿En los ultimos tres meses pasados, ha asistido usted a algún taller para aprender más sobre cuestiones de transporte? ¿De ser asi, cuántos talleres o reuniones ha asistido usted?
4. ¿En los ultimos tres meses pasados, ha participado usted en algun tipo de actividad para abogar sobre cuestiones de transporte? ¿De ser así, qué tipo de actividad? (es decir: organizar reuniones sobre cuestiones de planeamiento de transporte público, organizando a la gente para participar en procesos de planeamiento público)
 - Asistir a reuniones comunitarias sobre cuestiones de planeamiento de transporte público
 - Asistir a reuniones organizadas por agencias públicas (MTA, Caltrans, etc.) sobre cuestiones de planeamiento de transporte público
 - Ha presentado comentarios escritos
 - Ha hecho una declaracion en una audiencia pública
 - Asistido a otros eventos para abogar sobre cuestiones de transporte público.
5. ¿Que tipo de evento?
 - Ha compartido lo que sabe sobre cuestiones de transporte con sus vecinos, amigos, o miembros de familia para que asistan a reuniones
 - Invitado a vecinos, amigos o miembros de familia para ir a reuniones públicas para abogar sobre cuestiones de transporte
 - Otro (por favor pida datos especificos)
6. ¿Si usted no ha participado en algún esfuerzo para abogar sobre estas cuestiones, por qué no?

- No oyó sobre ningún acontecimiento/reunión
- Estaba trabajando
- Falta de cuidado de niño
- ???
- Ya no está interesado en el tema
- Ningún acceso a transporte
- Ningún acceso a traducción

[Si ellos participaron en el proceso de transporte en los 3 últimos meses pasados, pregunte estos]

- I. ¿El taller en septiembre le ayudó a prepararse mejor para participar en el proceso de planificación de transporte? ¿Si es así, entonces cómo? ¿Si no, entonces por qué no?
- II. ¿Qué información del taller fue más útil para usted cuando asistió a la reunión de transporte?
- III. ¿El taller le motivó o le ha capacitado para involucrarse más en abogar sobre cuestiones de transporte?
- IV. ¿Hay alguna cosa que usted cambiaría sobre el taller?
- V. ¿Recomendaría usted el taller a otros interesados en aprender más sobre la participación pública en la planificación de transporte? ¿Por qué?

¡Gracias por compartir sus experiencias conmigo!

LAFLA Final Evaluation Report— All Workshops

LAFLA Public participation in transportation planning workshop evaluation report

# of participants	70
# of non-English speakers	33
Primary other language	Spanish, (2-3 were Korean speaking)

#1: 9/27/08	Coalition for Environmental Health & Justice
#2: 2/12/09	Bus Riders Union
#3: 4/30/09	East Los Angeles Community Corporation
#4: 8/9/09	South LA CBOs

Materials provided	powerpoint presentation	Handbook
	Glossary of terms	List of decisionmakers

Participating organizations

Coalition for Environmental Health and Justice Bus Riders Union East Los Angeles Community Corporation South Central Planning Alliance	H.O.P.E. United Jobs Creation Council Alameda Corridor Jobs Coalition Fix Expo Campaign
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PRE-WORKSHOP SURVEY RESULTS (TOTAL #S)		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	N/A 0
1 Transportation issues are very important to me and the community.	59	85%	10%	2%	3%	0%
2 I know how public transportation impacts my community.	58	63%	27%	3%	2%	3%
3 The transportation issues I care the most about are:						
a. Fares	46	65%	24%	4%	4%	2%
b. Accessibility	43	77%	16%	0%	2%	5%
c. Pollution	56	48%	3%	0%	4%	2%
d. Rail Lines	52	30%	10%	6%	6%	0%
e. Bus Lines	49	43%	6%	0%	0%	0%
f. Freeways	50	29%	12%	2%	5%	2%
4 Public transportation agencies do a good job at involving the community in transportation planning decisions.	56	5%	9%	18%	17%	7%
5 I/my organization know(s) how to participate in the transportation planning process.	57	28%	10%	9%	3%	7%
6 I/my organization currently participate(s) in the transportation planning process.	56	22%	13%	7%	7%	7%
7 I have attended public hearings to learn more about public transportation issues.	56	19%	16%	6%	5%	10%
8 I have presented testimony at a public hearing on transportation issues.	55	13%	8%	7%	7%	20%
9 I have submitted written comments at a public hearing on public transportation issues.	58	19%	9%	22%	10%	40%
10 I feel knowledgeable about public transportation issues.	58	15%	16%	12%	5%	10%

WORKSHOP EVALUATION (TOTAL #S)		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	N/A 0
1 I have a clear understanding of the concepts presented.	50	35%	12%	2%	1%	1%
2 After the workshop, I now consider transportation planning issues extremely important to my community.	51	43%	7%	0%	1%	0%
3 I am satisfied with the transit agencies' public participation process.	50	14%	15%	11%	7%	3%
4 After this workshop, I know how to participate in the transportation planning process.	50	27%	20%	1%	2%	0%
5 My organization will use the information presented in the workshop to advocate for transportation issues. (ie: holding meetings on transportation planning issues, organizing people to participate in public input processes, etc.)	50	54%	40%	2%	4%	0%
6 After attending this workshop, I feel comfortable participating in the transportation planning process. (ie: attending and/or testifying in public meetings).	50	33%	16%	0%	1%	0%
7 The presenter effectively used multi-media to clarify key points. (ie: PowerPoint, Pictures, Diagrams)	49	66%	32%	0%	2%	0%
8 The translated materials helped to deepen my understanding of the concepts.	50	26%	23%	1%	0%	0%
9 Overall this was a useful session.	49	52%	46%	2%	0%	0%

APPENDIX
B

Workshop Agenda

Coalition for Environmental Health and Justice,
Workshop #3: The Transportation Process

- | | | |
|------|--|-------------------|
| I. | Pre-Workshop Survey | 10:00–10:10 AM |
| II. | Introduction by CEHAJ: Updates on the 710 | 10:10–10:35 AM |
| III. | Introduction: Participating in decisions that determine quality of life in your community. | 10:35–11:15 AM |
| | A. How does transportation planning impact your community? | |
| | B. Examples of community impacts. | |
| | C. What can we win? | |
| IV. | What do you need to know to participate? | 11:15 am–12:00 PM |
| | A. How do you find out what’s going on? | |
| | B. Planning rules and processes | |
| | Lunch | 12:00–12:30 PM |
| | 710 Jeopardy | 12:30–12:45 PM |
| V. | The “Nitty-Gritty”: Players and Policies | 12:45–1:10 PM |
| | A. Government agencies | |
| | B. Transportation policy issues | |
| VI. | The 710: Putting it into Practice | 1:15–1:50 PM |
| | A. Analyzing the I-710 Major Corridor Study | |
| | B. Moving Forward | |
| | C. Letter Template: Request to Participate on LAC | |
| VII. | Post-Workshop Survey | 1:50–2:00 PM |



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