

Instructor Module 1: Introduction to Teaching Transportation Planning to Underrepresented Citizens

Outline: Instructor Module 1

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1.1 Introduction to Teaching Transportation Planning to Underrepresented Citizens

This document, Instructor Module 1, is designed to introduce you to the topic of teaching transportation planning to underrepresented citizens. In this case underrepresented is any citizen who lacks transportation that is accessible, reliable, and affordable. These groups may be further defined as vulnerable using health care categories: the economically disadvantaged, racial and ethnic minorities, the uninsured, low-income children, the elderly, the homeless, the disabled, those with human immunodeficiency virus (HIV), and those with other chronic health conditions, including severe mental illness. The Module have been developed with these underrepresented citizens in mind particularly as they are rural residents, who often encounter barriers due to poverty and a lack of opportunities and resources similar to low income urban residents.

Module 1 discusses how to use the accompanying Modules—Modules 2 and 3—that an instructor can use in a classroom to teach underrepresented citizens about the transportation planning process in Morgantown and Monongalia County. Modules 2 and 3 provide the subject matter, or content, that an instructor would teach, as well as learning activities for the training participants.

Module 1 also offers information about who can use the training modules along with recommended instructional strategies for teaching adults. It also provides background information about underrepresented populations, specifically, how they think about transportation planning.

1.2 Goals and Learning Objectives for Module 2 and Module 3

Goals for Module 2 and Module 3

The goals of teaching *Instructor Module 2: The Transportation Planning Process* and *Instructor Module 3: How and Why Underrepresented Citizens Should Get Involved in Transportation Planning* are to help underrepresented citizens understand how the transportation planning process works in Morgantown and Monongalia County, its relevance to their communities and lives, and why it is in their best interest to get involved.

Instructor Module 2 focuses on components of the transportation planning process; the local, state, and federal agencies involved, including the Morgantown Monongalia County Metropolitan Planning Organization (MMMPO); and the public's role. An interactive MMMPO graphic helps to illustrate the process and includes descriptive information about all organizations and entities involved. NOTE TO REVIEWER: THE MMMPO GRAPHIC AND DESCRIPTIONS OF ITS COMPONENTS ARE CURRENTLY ON PAPER ONLY. WHEN THE CONTENT IS APPROVED, WE WILL PUT THE GRAPHIC ONLINE AND MAKE IT INTERACTIVE.

Instructor Module 3 focuses on the importance of participants' involvement in transportation planning. It is designed to help participants understand that there are laws requiring transportation planners to include citizens, including underrepresented populations, in transportation planning; how underrepresented citizens can be involved in the process; why their involvement is important and how their input will help improve both the final transportation plan and citizens' quality of life.

Instructor Modules 2 and 3 both offer activities that allow participants to practice identifying transportation problems, discussing transportation issues, and presenting their thoughts to the group.

Learning Objectives for Module 2 and Module 3

In training and education, learning objectives are brief statements describing what the trainee or learner will be expected to know or do as a result of participating in the training. Learning objectives help focus the training and provide the instructor with guidelines for delivering the training and determining if the trainee/learner is learning the subject matter.

In Modules 2 and 3, both the content and the activities are designed to help achieve the learning objectives.

Learning Objectives for Instructor Module 2: How the Transportation Planning Process Works

As a result of participating in Instructor Module 2 training, participants will be able to:

1. Explain the purpose and importance of the transportation planning process;
2. Identify the key agencies involved and components of the process;
3. Describe the role of the MMMPO in the transportation planning process;

4. Explain why citizen input is important to transportation planning.

Learning Objectives for Instructor Module 3: How and Why Underrepresented Citizens Should Get Involved in Transportation Planning

As a result of participating in Instructor Module 3 training, participants will be able to:

1. Identify the environmental justice and public participation requirements for transportation planners to consider the concerns, comments, and needs of underrepresented populations;
2. Explain why and how their input can impact transportation decisions and projects over the long-term;
3. Identify and describe their own motivations for getting involved in transportation planning;
4. Identify how and at which points they can get involved in the process to voice their transportation needs.

1.3 Who Can Use the Instructor Modules

MMMPO Transportation Planners and others involved in the transportation planning process (i.e. Bicycle Safety Board, Pedestrian Safety Board, City and County Planners, etc.) may find the Modules useful for teaching citizens about the transportation planning process. The modules can also be adapted and used by transportation planners across West Virginia.

Social service agencies and non-profit organizations in West Virginia that want to teach their staff members and/or clients about transportation planning may also find the Modules useful.

Additionally, transportation planners and social service agencies may want to team up to teach the Modules. Transportation planners bring expertise and experience with the relevant transportation processes and policies. Social service agencies and community groups bring expertise and experience communicating and working with community and underrepresented residents. It would be particularly effective to present the Modules in partnership with a social service agency whose staff members understand underrepresented populations and their particular challenges.

COULD ADD A CHECKLIST HERE ABOUT WHAT EXPERTISE OR EXPERIENCE TO LOOK FOR IN A SOCIAL-SERVICE AGENCY PARTNER

1.4 A Few Thoughts about Effective Instructional Strategies for Teaching Adults

To be effective when teaching adults about transportation planning or any topic, it's helpful to follow some fundamental instructional principles. These are to (1) know the learners' characteristics and their attitudes about the topic, (2) make the training "adult learner-centered," i.e. include adults in the training in a meaningful way by pulling in and

building upon their relevant life experiences and knowledge so that they relate to the topic and it more fully enhances their learning; (3) have clear goals and objectives for the training, i.e. clearly identify what the learner will know and be able to do as a result of the training, and then teach to those objectives.

Note that these instructional principles are general recommendations and for the purposes of this training are modified by the observations below about rural, underrepresented populations.

Instructor Modules 2 and 3 are written to help you achieve these three strategies for teaching adults:

- (1) The next section of this “Instructor Module 1” explains some characteristics of underrepresented citizens and how they think about the transportation planning process.
- (2) Instructor Modules 2 and 3 incorporate active learning strategies such as role-playing, case scenarios, small group work, and other activities that strive to engage participants, build upon their knowledge and life experiences, and allow them to apply what they’re learning to situations relevant to the “real world.”
- (3) Clear goals and learning objectives are stated for each Module.

INSERT A PHOTO OR VIDEO HERE OF A SMALL GROUP STANDING TOGETHER FOR A SKIT OR PLANNING AN ACTIVITY

1.5 How the Underrepresented Think About Transportation Planning

How do underrepresented community members think about transportation planning? The short answer is: they don’t. Their primary transportation focus likely has to do with meeting daily needs along with if and how transportation is involved and/or needed.

Many underrepresented and poor community members cannot afford an automobile and do not have one at their immediate disposal. Automobile insurance can be cost prohibitive. If people do have a car, there are times when they cannot afford maintenance or gas. To get to daily destinations, they often rely on buses and other public transportation, share a car with family members, borrow a car or request a ride from neighbors and friends, or walk or bike.

Without a car, getting to work, getting children to school, getting to food and other stores for basic necessities, and getting to medical, dental, and other appointments can become a daily ordeal.

Relying on public transportation means, for example, that you’re at the mercy of the bus schedule. You need to know and track bus routes, times, and transfers. The bus may or may not stop near your home. In fact, the further you live from town (where housing

costs are usually more affordable) the less likely you live near a bus route. If you work the late shift or on weekends, busses may not be running when you need a ride. Transferring from one bus to another to get where you're going can mean spending a lot of time waiting for the next bus and likely travelling an indirect and longer route to your destination.

All in all, taking the bus can increase amount of time and level of effort required to get around town. The undertaking is even more difficult if you're sick, in a wheelchair, or have other medical, physical, or mobility challenges.

ADD SAMPLE STORIES FROM INTERVIEWS

- ABOUT GETTING AROUND
- WHAT IT'S LIKE TO BE POOR

Poor people have many other priorities at the top of their list, in addition to getting where they need to go. Earning an income, working two or three jobs, paying bills and buying food on a limited income, keeping up with childcare and family obligations, negotiating with government and other agencies for assistance—are all immediate and acute needs, and all take concerted time and effort.

1.6 Some Characteristics of Morgantown and Monongalia County Underrepresented Citizens

Below is a summary of underrepresented citizens' characteristics that may impact their participation in transportation planning, as identified by Morgantown and Monongalia County participants in this project's research. Underrepresented citizens:

- May not own a car and rely on public transportation or friends;
- Live under or near the poverty level;
- Have little experience with local government, other than interacting with social service agencies;
- May be intimidated by local authority figures and hesitate to voice their opinions in public;
- May not trust authority figures or those perceived "to be in charge";
- May feel as though they have been let down by those in authority;
- Experience daily/monthly challenges that leave no time for civic involvement;
- Have little knowledge about transportation planning and why their involvement is important or desired.

Be sure to keep these characteristics and attitudes in mind while teaching underrepresented citizens about the transportation planning process. It may help you be more realistic and effective in meeting the learners "where they are," and ultimately help you engage in more meaningful interactions.

END OF INSTRUCTOR MODULE 1 ++++++

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