

State of the Art Transportation Training

A Do-It-Yourself Toolkit

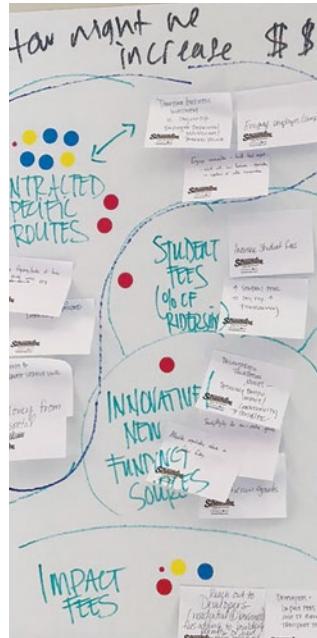
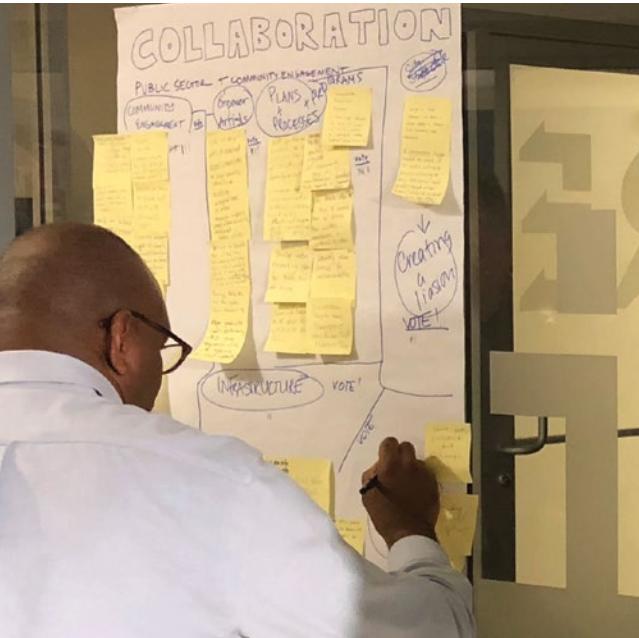


Table of Contents

Overview of the Do-It-Yourself Toolkit.....	1
Background on the State of the Art Transportation Training.....	2
Building Your Training Overview Chart	3
Building Your Training.....	4
The Day Before the Training	12
The Day of the Training.....	12
What To Do Next	13
Appendix A: Sample Agendas	14
Appendix B: Example Site Visit Route	16
Appendix C: Template Project Sheet	17
Appendix D: Projects to Use as Case Studies	18

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Overview of the Do-It-Yourself Toolkit

Welcome to your State of the Art Transportation Training Do-It-Yourself Toolkit! This toolkit will walk you through the steps to design and implement a State of the Art (SOTA) Transportation Training to help address a transportation project in your community by utilizing creative placemaking strategies.

The purpose of the SOTA Transportation Training is to convene professionals from the transportation and arts sectors to find areas of overlapping mission, explain the benefits of incorporating artists into transportation project planning and design, and improve collaboration between sectors on a local level.

SOTA Transportation Training consist of trainings on transportation and arts and culture, case studies relevant to the local transportation project, site visits, brainstorming, meet-'n-greets, and the development of actionable projects over the course of two days.

SOTA Transportation Training can help communities gain a better sense of the role arts and culture can play in a transportation project, identify the local stakeholders and experts in transportation and arts and culture, provide an opportunity to strategize about a transportation project with a group of people who may not typically work together, and develop a series of actionable steps that will help address the project and future collaborations.

This toolkit consists of a checklist of items needed to set up the meeting, a guide to develop the invitation list and the meeting leads, agenda development recommendations and instructions, site visits set up, and brainstorming and project development prompts.

As each community is unique, we encourage you to use this toolkit to develop a training that works for you and addresses your community's unique transportation challenge. We encourage you to share stories from your experience using this SOTA Transportation Training Toolkit with us by visiting www.smartgrowthamerica.org/about-us/contact-us. Additionally, we encourage you to be in touch should you need assistance with facilitating your training. Our contact information is located in the back of the toolkit.

Background on the State of the Art Transportation Training

With funding received from the [National Endowment for the Arts \(NEA\) Our Town](#) grant program for Knowledge Building projects, [Transportation For America](#) (T4America), a program of [Smart Growth America](#), partnered with [Americans for the Arts \(AFTA\)](#) to help communities improve collaboration between their local arts and transportation agencies. State of the Art (SOTA) Transportation Training aims to train communities to use creative placemaking strategies that leverage arts and design to make transportation planning and design processes more equitable, more creative, and more connected to the places and communities in which projects are based. This toolkit is based on the implementation of the trainings in the three pilot communities: Mariposa, CA; Bozeman, MT; and Buffalo, NY.

T4America believes that incorporating participatory artistic and cultural practices into the planning and building of transportation infrastructure results in projects that better serve local communities. Creative placemaking as a new approach avoids doing transportation work to communities. Instead, creative placemaking cultivates a posture of investing in transportation in partnership with communities. There's been a surge of interest around the country in this approach, as communities have developed strategies to be more responsive to their transportation needs, while striving to answer the following questions:

- How can cities and regions turn small- and large-scale transportation investments planned for diverse and rapidly changing areas into assets that improve community stability, economic opportunity, and social equity?
- How can these transportation investments transform neighborhoods in a positive way by building social capital, supporting local businesses, and celebrating the stories, cultural history, and diversity of existing residents rather than displacing them?

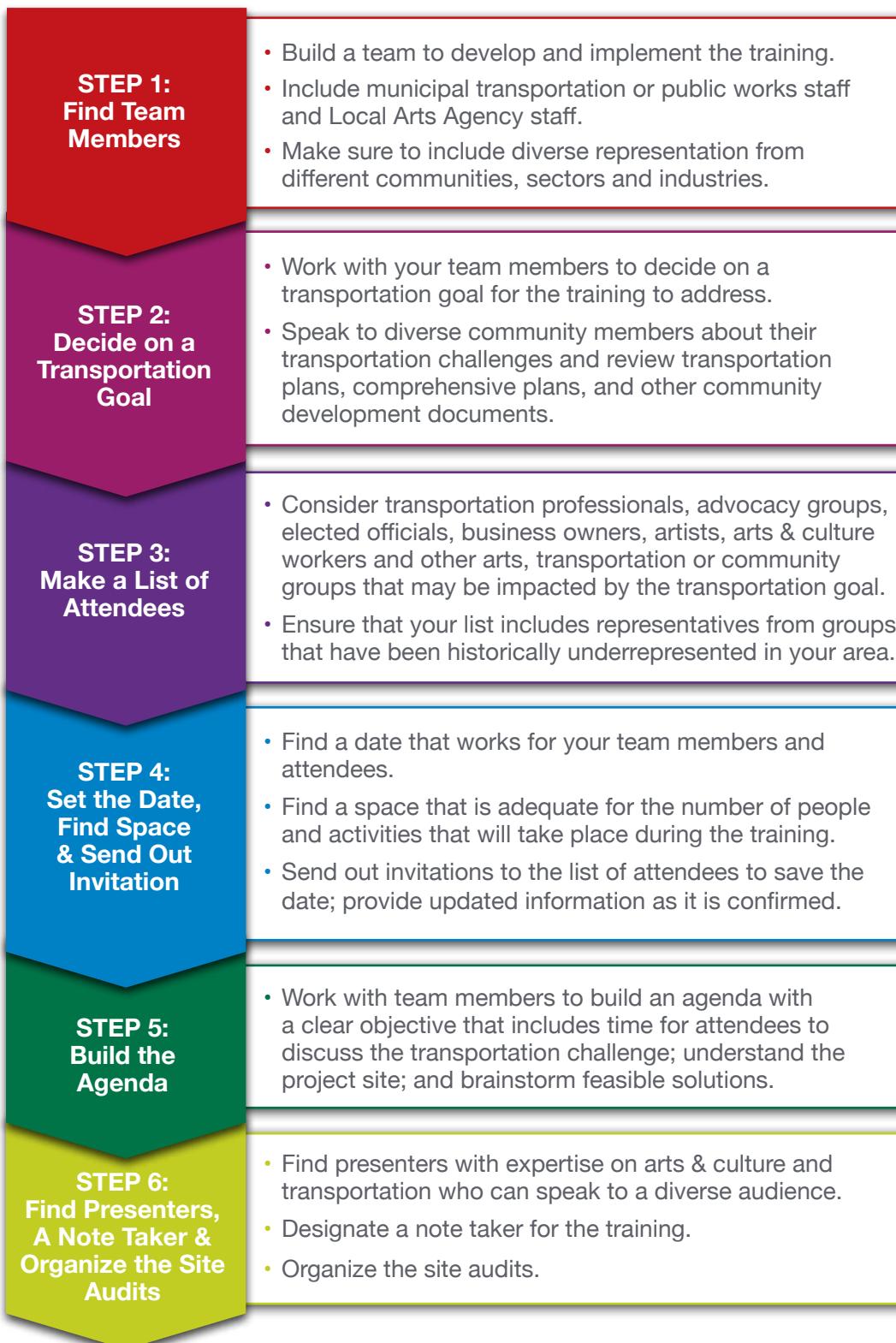
2

Successfully implementing creative placemaking strategies could help answer these important questions by sparking public engagement that facilitates the difficult conversations required to create better projects that more fully serve the needs of a community and reflect what makes it unique in the first place. T4America has been working to educate and support our members on the benefits of community- and culturally-focused approaches by highlighting exemplary projects and funding pilot projects around the country. In 2016, T4America launched [The Scenic Route](#), a guide to creative placemaking in transportation. In 2017, in partnership with ArtPlace America, T4America published [Arts, Culture, and Transportation: A Creative Placemaking Field Scan](#), which served as the basis for the SOTA Transportation Training.

The SOTA Transportation Training build off this work to disseminate knowledge about how to leverage arts, culture, and design as mechanisms for strengthening communities. Ultimately, these trainings are intended to introduce creative placemaking strategies to national and regional professional networks whose work impacts local communities across a variety of sectors (such as economic development, youth education, housing, and public safety). Resulting projects are intended to lay the groundwork for systemic changes that sustain the integration of arts, culture, and design into strategies for strengthening communities.

Building Your Training Overview Chart

This chart is designed to give an overview of what it takes to build and implement a SOTA Transportation Training. It can also be used as a checklist or a way to visualize where you are in the process of designing a training.



3



Building Your Training

Trainings have a lot of moving parts and take months of planning. Here is how to build your SOTA Transportation Training.

Step One: Find Training Team Members

These are the people who will help you develop and implement the training. No one is alone when addressing transportation projects; building a team will help you develop the training necessary for your community.

Suggested people to include on your team:

- Municipal and/or regional transportation or public works staff
- Transit agency staff
- Local arts agency staff
- Relevant leadership from the nonprofit sector
- Community partners/stakeholders (if not inviting, then still confer with this group to determine the transportation challenge you will focus on during the training)
- Other municipal staff
- Elected officials, such as council members, mayor, arts commissioners

Step Two: ➤ Decide on a Transportation Project

With your team members, decide on a clear transportation goal for the training to address. Focusing on a real transportation project will help make the training more grounded in reality rather than a hypothetical exercise. Examples: how to incorporate the arts or creative placemaking practices into a new pedestrian/bike path like Mariposa, CA Creek Parkway or the redesign of a mile-long multi-modal corridor as in Buffalo, NY's Middle Main Street project. For ideas, speak to a wide range of community members about their transportation challenges and get up to speed on your community's transportation plans, comprehensive plans, and other community development documents.

Step Three: ➤ Make a List of Attendees

These are the people who need to attend the training in order to discuss how arts and culture can address that project. When developing your invitation list consider who needs to be in the room when talking about transportation and arts and culture in your community. Consider who are the decision makers and doers in your community. This can range from transportation advocacy groups and other transportation officials to elected officials, business owners, arts groups, and artists. Ensure that your list includes representatives from groups that have been underrepresented in transportation decisions in your area due to racial, ethnic, class, or professional background so that the training includes a group of people who truly represent your community. Recognize that bringing together people from different backgrounds will require the setting of ground rules and the creation of a space that fosters divergent perspectives.

We recommend 25 to 40 training participants depending on the size and needs of your community.

5

Step Four: ➤ Set the Date, Find Space & Send Out Invitations

Set the date

It is never too early to get an event on someone's calendar. Find dates that work well for people in your community and people you would like to have attend your event. Avoid previously scheduled meetings such as town council meetings, arts festivals, or holidays that may take precedence over your training for your prospective attendees. Send invitations to save the date six to eight weeks in advance if possible.

Find space

Now that you have the dates use your network and team members to find a space. The space should be clean and quiet, have natural light, and should be accessible to people with mobility impairments. Make sure that the space can accommodate the number of people you expect to attend and has room for presenters and a space for projection. Consider the location of the site visits and how accessible the site will be from the meeting location: a space that is within walking distance of the project you'll discuss is preferable. In some cases, it may be better to have a different meeting location for each of the days.



Send out invitations

When sending the invitation, consider using a web-based platform such as Eventbrite to help track who can come and who declines. After sending digital invitations, follow up with phone calls or in person invitations, during which you let prospective attendees know why you think it is important that they or someone else from their organization participate.

If the budget allows for food, this can also be a good way to encourage people to attend, so include this information in the invitation.

6

Step Five: ➔ Build the Agenda

With your team start to draft the agenda. Here are some recommendations on how to build out a two-day SOTA Transportation Training agenda. See Appendix A for sample agendas from Buffalo, NY and Mariposa, CA's SOTA Transportation Training.

Day 1:

1. Introductions & overview of training projects (30 minutes)

- a. Welcome everyone as you see fit. Encourage introductions from team members, others who are involved in the leadership of the training, or ask a prominent stakeholder such as the mayor say a few words of welcome. *(10 minutes)*
- b. Around the room introductions. Take this time to have everyone introduce themselves, including names, role/organizations to help attendees get a sense of who they will be working with throughout the next two days. *(10 minutes)*
- c. Provide an overview of the training including the project(s) and what will happen throughout the training. *(10 minutes)*



2. Introductions to arts, culture, and transportation (2 hours)

- This is time for your presenters to provide an overview of the roles arts and culture and transportation within your community.

Remember: Leave time for question and answers from the attendees.

7

3. Lunch & meet-'n-greets (1 hour)

- Time to break for lunch. Where your budget allows, try to feed your attendees over the two days as it will help keep them focused on the task at hand.
- This is also a good time to encourage discussions among the attendees. One of the main reasons people attend work-related events is to grow their network, so help them do so! A way to encourage meet-'n-greets is to pre-determine seating arrangements so those that may not have had a chance to talk can.

4. Site visits (2.5 to 3 hours)

- See step six (below) for how to build the site visits.
- Prepare attendees by spending 10 minutes going over what they will be doing and how the time will be spent. Remember this is the last time you will see the attendees as a group until the second day of the training, so review any details they may need to know for the next day.
- Divide into the three groups. The visit leaders should review the route with the group, address any questions, and do a quick round of introductions.

Remember: Visit leaders and supporters should also listen to the attendees who may have additional insight and recommendations on how to visit the site which can alter the routes for the better.



Day 2:

1. Welcome and overview of day 2 (5 minutes)

- Spend a few minutes welcoming everyone back to the second day of the training and review the agenda.

8

2. Site visit report outs (30 minutes)

- Ask each of the groups to report out on what they learned throughout their site visit. Questions to ask may include:
 - What were some of the transportation challenges found during the visit?
 - Was the site accessible to people with mobility impairments? Seniors? Youth?
 - What were some of the artistic and cultural assets found during the visit?
 - Where do you think there are opportunities for supporting or creating new artistic and cultural assets?
- Have someone write down ideas on a Post-it pad or white board as they arise, which will feed into the next section.

3. Project selection and work time (2.5 hours)

- Through a facilitated process, brainstorm projects to develop during the remainder of the training. The objective of this section is to develop actionable projects that are assigned to real people with project details and estimated budgets. This can be a discussion with the whole group or a guided exercise that presents some overall themes on Post-it Pads and asks attendees to add ideas with Post-it Notes. Then work with the attendees to edit the ideas down to three to five projects with a voting process. Dot



stickers can be used as a way for people to vote without feeling obligated to speak in front of a group.

- Once the projects have been selected, attendees self-assign themselves to a specific project. Help them to build holistic teams that include both representation from the arts and culture sector and the transportation sector as well as people whose roles will cross with the implementation of the project.
- Each project group should identify a facilitator, a note-taker, and someone who will present on the project. See Appendix D for a template project sheet to help guide the discussion and for reporting out on the project.

Remember to collect the project development sheets as they will be beneficial in the implementation of the projects after the training.

4. Lunch break (30 Minutes)

- Groups should break for lunch when they reach a logical point in their brainstorming and, if needed, continue working while eating to ensure that they finish on time for presentations.

5. Project presentations (1 hour)

- Each group presents on their project. Include time for the attendees to ask questions about each of the projects.

6. Next steps & wrap (30 minutes)

- Thank all the attendees and provide an overview of what was learned and what the next steps will be. For recommendations on next steps check out the “What to do next” section.

Things will go wrong

Developing a two-day training isn't easy. The agenda suggestions above provide a framework that can be altered as needed. Anything from weather to illnesses can put a kink in any well laid plans. Remember to consider your audience's perspective and pay attention to the flow of the training when making changes, some of which may be needed in the midst of the training.

Step Six: Find Presenters and a Note Taker & Build the Site Visits

Presenters & presentations

One of the main objectives of SOTA Transportation Training is to provide attendees with an overview of the roles arts, culture, and transportation play within your community. The introductory presentation (day 1, step 2) allows for all attendees to start the training with the same understanding of how each of the sectors operate and how they address community needs.

As a team you will need to determine who will provide an overview of on transportation, arts, and culture in your community. Presenters should inspire the attendees to think differently about transportation and the role arts and culture play in addressing community needs. Select a presenter from each sector. Suggested presenters are the executive director of the local arts agency and the director of the municipal department of transportation. The presenters should include in their presentation a case study that outlines how their work addressed a community need. For example, the director of the local arts agency may present on a mural that helped beautify a local park or discuss an example from another community that addresses a similar project as the training. This is an opportunity to bring in a consultant or colleague from another community to provide a case study as well.

The presentations for each sector should take less than an hour, be engaging yet informative for the attendees, and time should be available to answer any questions from the attendees.

Note taker

There will be a lot of ideas and discussions throughout the training. Identify someone to take notes that can be referenced later when expanding the next steps to take after the training. Consider hiring a visual artist to create visual notes; these types of notes can often capture ideas more efficiently than written notes.

Build the site visits

Below is a list of items needed to build the site visit portion of your training. The number of routes you may need can vary depending on the number of expected guests. Aim to have each route with a small number of attendees. A range of 5-10 attendees per route will help keep the discussions (and people) manageable for the visit leaders and visit supporters.

You will need the following items to build the site visits:

- **Visit leaders.** These people will lead the group and encourage discussion throughout the visit. Ideally, the visit leaders will be people who are familiar with the site and can provide context and answer questions that may arise.



- **Visit supporters.** These people will assist the visit leaders with discussions, take notes, check for directions and help with time management and judging group fatigue.
- **Routes and maps.** Each of the groups can approach the site from different ways or if the site is vast each group can review a different section. For examples of a site route see Appendix B.
- **Audit forms, one for each attendee.** This form should have questions for attendees to consider and space to take notes.
- **Tickets or passes (where applicable).** If your routes take transit or other modes that require payment, figure out a way to pre-pay for the passes or work with the visit leader to pay on the spot and reimburse them later.

11

Site visits are one of the primary reasons to host a SOTA Transportation Training, allowing attendees to understand as a group how the site looks currently, explore opportunities and discuss the challenges facing the area. Site visits will encourage attendees to visualize and formulate actionable projects that may be worked on in the training.

The site visit segment of the training can take two to three hours depending on the site. Paying attention to group fatigue will allow you to avoid burning out the participants. Expect to spend two to three hours on your site visit.

Site visits are typically outdoors and may not operate as planned. Visit leaders in communication with their visit supporter should determine the best way to reach the locations as routes may change. For example, the routes may be disrupted by construction. The visit leaders and supporters should also listen to the attendees who may have additional insight and recommendations on how to navigate the site which can result in altered routes.

The Day Before the Training

As you prepare for the training, it is good practice to gather everything you will need the day before to ensure nothing is left out.

- Laptop, project and project screen/area
- Post-it Pads for taking notes during the brainstorming session
- Post-it Notes for gathering ideas from attendees
- Dot stickers (because it is not a training without ‘em!)
- Markers, lots of markers
- Pens and pencils
- A sign-in sheet—one for each day
- Plenty of copies of the agenda (and more for the second day)
- A table for the sign-in sheet, the agenda, and any other handouts
- Additional handouts

Additional actions to take where applicable include:

- A walk through of the site to make sure the setup is conducive to the event.
- Double checking that you can arrive early enough to allow for set up.
- Calling the caterer and double check the timing and menu is sensitive to dietary restrictions.
- Checking in with the presenters to make sure they are ready to present.

The Day of the Training

The primary objective of the SOTA Transportation Training is to hear from a wide range of people on how to address a transportation challenge which will require you and your team members to be open and receptive to differing opinions and to facilitate difficult discussions.

Throughout the day, check in with your team members to make sure everything is going smoothly and trouble-shoot where possible. Live events rarely go as planned so be prepared to work with your team members to make adjustments when needed.



What To Do Next

13

The precise next steps can be determined by the participants to assess what seems like the most appropriate next step given the challenge at hand. A few possible ideas are below.

Build a Strategy Document

Based on the notes and ideas, build a strategy document that outlines the transportation project, how the arts and culture sector can help address that project, and outline projects and corresponding details. Once the document is complete, use it to follow up with training attendees and begin discussions to identify leads or teams for each of the projects ideas that are developed at the training.

Public Presentation

With the excitement of the training or the development of a strategy, consider finding ways to use the information to engage the public and get them excited about the projects and addressing the transportation project with arts and culture.

Implementing the Projects

Set up meetings with the people indicated as the primary partners and go over the project details. Make edits as needed and develop a fuller plan for implementation.

Appendix A: Sample Agendas

2018 Buffalo, NY SOTA Transportation Training	
Day 1: Thursday, September 20, 2018	
Location: Buffalo Center for Arts & Technology (1221 Main St, Buffalo, NY 14209)	
8:30 a.m. - 9:00 a.m.	Arrivals (coffee and pastries provided)
9:00 a.m. - 9:30 a.m.	Introductions & overview of training projects
9:30 a.m. - 9:50 a.m.	Creative placemaking & transportation
9:50 a.m. - 10:50 a.m.	Intro to arts & culture
10:50 a.m. - 11:00 a.m.	Break
11:00 a.m. - 12:00 p.m.	Intro to transportation planning
12:00 p.m. - 1:00 p.m.	Unprogrammed lunch (please bring your lunch)
1:00 p.m. - 2:30 p.m.	Case studies—presentations and discussion
2:30 p.m. - 4:30 p.m.	Middle Main Street walk & roll audit

Day 2: Friday, September 21, 2018	
Location: Buffalo Center for Arts & Technology (1221 Main St, Buffalo, NY 14209)	
8:30 a.m. - 9:00 a.m.	Arrivals
9:00 a.m. - 9:15 a.m.	Day 2 overview
9:15 a.m. - 9:45 a.m.	Audit recap & report outs
9:45 a.m. - 10:15 a.m.	One on one introductions
10:15 a.m. -10:30 a.m.	Break
10:30 a.m. - 11:30 a.m.	Project development brainstorm
11:30 a.m. - 2:30 p.m.	Work time
12:00 p.m. - 1:00 p.m.	Working lunch
1:00 p.m. - 2:00 p.m.	Rotating group crits
2:30 p.m. - 3:30 p.m.	Project presentations
3:30 p.m.- 4:00 p.m.	Next steps & wrap up

2018 Mariposa, CA SOTA Transportation Training

Day 1: Tuesday, October 23, 2018

Location: Yosemite Bug (6979 CA-140, Midpines, CA 95345)

8:30 a.m. - 9:00 a.m.	Arrivals
9:00 a.m. - 9:30 a.m.	Introductions & overview of training goals
9:30 a.m. - 9:50 a.m.	Introduction to creative placemaking & transportation
9:50 a.m. - 11:20 a.m.	Intro to arts & culture
11:20 a.m. - 11:30 a.m.	Break
11:30 a.m. - 1:00 p.m.	Intro to transportation planning & community planning
1:00 p.m. - 2:00 p.m.	Unprogrammed lunch
2:00 p.m. - 3:00 p.m.	Case studies presentations and discussion
3:00 p.m. - 4:00 p.m.	Project brainstorm and assignments

Day 2: Wednesday, October 23, 2018

Location: Council Chambers (5100 Bullion St, Mariposa, CA 95338)

8:30 a.m. - 9:00 a.m.	Arrivals
9:00 a.m. - 11:30 a.m.	Mariposa Creek Parkway walk & roll audit
11:30 a.m. - 12:30 p.m.	Audit recap & working lunch
12:30 p.m. - 2:30 p.m.	Project development work time
1:30 p.m. - 2:30 p.m.	Rotating group critiques
2:30 p.m. - 3:30 p.m.	Group project presentations
3:30 p.m. - 4:00 p.m.	Next steps & wrap up

Appendix B: Example Site Visit Route

Tour 1: Eastern Medical Route

You've been assigned to the following tour:

Tour 1: Eastern Medical Route

Tour Leader: John Robert Smith

Tour Support: Sophie Schonfeld

Route:

- Walk or roll past Townshend's Bozeman Teahouse and Bozeman Public Library to pick up the 1:56 pm Streamline.
- Ride past Bozeman Deaconess Hospital.
- Get off at S. 7th @ MSU Police to arrive at the Museum of the Rockies via the Orange Line.
- Walk or roll to American Computer Museum.
- Walk or roll to MSU Strand Union Building (SUB) to pick up the 3:33 Redline or 3:35 Blueline Retail Line back to the Masonic Temple.

Highlights: Bozeman Deaconess Hospital, Museum of the Rockies, American Computer Museum, Montana State University

Streamlines: Orange, Blue, and/or Red Lines.

You've been assigned Person A:*

Out Of Town Biking Enthusiast: Lee

Lee is a travel writer visiting the Gallatin Valley from Washington, DC to write a story on tourist activities in the region. Writing stories, taking pictures, and exploring cities are among Lee's favorite hobbies, and she's thrilled for the opportunity to check out all that Bozeman has to offer on her day off before the rest of her team gets to town tomorrow. Lee is planning to stay at the Holiday Inn north of downtown and plans to get around by bike, bus, or foot. Lee has less than 18 hours on her own.

**Each participant should be provided with one of three mock characters that are relevant to your community, and provide a diverse set of perspectives through which to experience the site visit. Each participant should be told to try to think about the site visit as if they were experiencing the space through the eyes of the assigned character.*

Appendix C: Template Project Sheet

Project Development Worksheet	
Project or Program Title & Description	Instructions: Complete the worksheet below for your selected project. Make sure your responses are S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-constrained). Use the back or additional sheets if necessary.
Why is this important? Why is this the right project to propose? What outcomes do you anticipate?	
Immediate first steps What can you do in the next 3 months?	
Longer term steps What will you within a year? Within 3 years?	
How will we judge success? Think about feasible qualitative and quantitative metrics to track.	
Who is leading this effort and who will be involved in pushing it forward? Which people and/or organizations will lead?	
Who supports? Who will be part of the project team and what will be their role(s)? Who else should be included in discussions or planning?	
Estimated Total budget <i>Include staff time, materials, permitting/insurance, and anything else that will be needed to support this project/program in the short and long term.</i>	
Potential funding sources <i>Is this project already funded or will you need to fundraise? Think creatively about potential funding sources.</i>	



Appendix D: Projects to Use as Case Studies

The best projects to present as case studies during SOTA Transportation Training are projects that the training facilitators know personally. Additional exemplary projects that combine the arts and transportation may be found at the following sources:

- T4America's [The Scenic Route: Getting Started with Creative Placemaking and Transportation](#)
- T4America's [Arts, Culture, and Transportation: A Creative Placemaking Field Guide](#)
- AFTA's [Public Art Network Year in Review Online Database](#)

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