



Powell-Division Transit and Development Project

Project of the Year Nominee
Metro

Nominee

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And the many other partners at the cities of Portland and Gresham, Multnomah County, TriMet and Oregon Department of Transportation who contributed time and heart to the effort. Special thanks to the Asian Pacific American Network of Oregon (APANO), Division Midway Alliance for Community Improvement and support from engagement consultants Communitas and the Multicultural Collaborative with Cogan Owens Greene

References

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Title	Powell-Division Transit and Development Project			
Organizing Group	Metro, with the cities of Portland and Gresham			
Location	Portland, Oregon			
Key Question/Problem	Begin planning for the region's first bus rapid transit along an urban 15-mile stretch through the most diverse part of the state where intense and justified public skepticism of government persists.			
Sample Methods	<table border="0"> <tr> <td><u>In-person</u> Multilingual 1-question surveys at bus stops and busy community events, Youth-led business canvassing, issues-of-concern focused work groups</td> <td><u>Online</u> Interactive map comment tool, multilingual surveys, targeted social media campaigns reaching high school and college students to invite input via survey</td> <td><u>Equity</u> Culturally specific project discussions led by leaders within each community, time for these leaders to share what they heard with decision-makers directly</td> </tr> </table>	<u>In-person</u> Multilingual 1-question surveys at bus stops and busy community events, Youth-led business canvassing, issues-of-concern focused work groups	<u>Online</u> Interactive map comment tool, multilingual surveys, targeted social media campaigns reaching high school and college students to invite input via survey	<u>Equity</u> Culturally specific project discussions led by leaders within each community, time for these leaders to share what they heard with decision-makers directly
<u>In-person</u> Multilingual 1-question surveys at bus stops and busy community events, Youth-led business canvassing, issues-of-concern focused work groups	<u>Online</u> Interactive map comment tool, multilingual surveys, targeted social media campaigns reaching high school and college students to invite input via survey	<u>Equity</u> Culturally specific project discussions led by leaders within each community, time for these leaders to share what they heard with decision-makers directly		
Results	There is broad public support for the project. Public input was weighed equally with technical findings by decision-makers. As we conclude the planning phase, the decision-making body, more than half of which are community member, unanimously agreed to continue in their role. Relationships built resulted in community wins, such as a long-awaited community center in the burgeoning multicultural Jade District. Efforts to evaluate engagement were successful, illuminating lessons for the next phase of engagement.			
Impact Level	Regional. From community <i>and</i> agency leaders, the engagement for this project has begun to serve as a model for other regional and local planning, equity and decision-making processes.			
Time Frame	January 2014 to June 2015			
People Engaged	bus riders residents local businesses high school and college students and faculty Latino, Chinese, Vietnamese, Russian-speaking, Tongan, Bhutanese, African American and African immigrant communities environmental justice, housing and health advocates neighborhood leaders elected state and local leaders			
Web Link	www.oregonmetro.gov/powelldivision Engagement activities, findings and evaluation are documented in five engagement reports in the project library tab.			

The Problem and Challenge

Metro, the regionally elected government and metropolitan planning organization in the Portland, Oregon area, is responsible for convening local jurisdictions, state and transit agencies to plan new high capacity transit projects. Public involvement always plays an important role in this process, but the Powell-Division Transit and Development Project faced deep, real challenges and reached beyond conventional methods to engage and empower those most affected by the project.

The 15-mile stretch of Division Street and Powell Boulevard between Downtown Portland and Gresham, the state's first and fourth largest cities, is an auto oriented, often congested, significant east/west route. Transit ridership on the 4-Division and 9-Powell are among the highest in TriMet's system. Many communities of color and people with lower incomes live in this most diverse part of the state. The corridor connects four colleges and many high schools, including the state's two largest, and students regularly take classes at multiple campuses.

Particularly in east Portland, deep resentment and skepticism of government persists dating back to unfulfilled assurances from the city during annexation in the 1990s. *The Oregonian* detailed the current state of east Portland in its series *Broken Promises*, published as we began the transit project.

The Role of Public Participation

Public input was given status and air time equal to the technical analysis and was always presented to decision-makers as such. As we conclude the planning phase of the project, public input played a central role to identify and narrow potential routes, select bus rapid transit as the preferred mode and, most importantly, identify critical improvements people want to see in their community. Participation took the following forms.

- **Decision-making:** More than half the members of the 22-person steering committee are community members and include small business, environmental justice, health, education, and affordable housing interests. This structure institutionalized public engagement, expanded the values brought to bear in decision-making and raised the accountability of the agencies involved.
- **Informing decision-making:** All public input opportunities invited the public to grapple with the issues and tradeoffs the decision-makers would soon consider. Personal experiences and insights were provided to decision-makers at a digest level, with greater detail featuring trends or preferences related to their upcoming decision, and comprehensive summaries of events or surveys with all raw comments, coded by theme.
- **General awareness:** Efforts to inform residents, businesses, transit riders, students and others took the form of in-person, online and equity focused engagement, described in the following section.

The problem: Begin planning for the region's first bus rapid transit along an urban 15-mile stretch through the most diverse part of the state where intense and justified public skepticism of government persists.

The challenge: Provide meaningful opportunities for people of diverse backgrounds, ages, income and physical ability to both influence and make decisions for the project.

Public Participation Methods

Cognizant of the entrenched feelings of public disinvestment and being overlooked within the community, project staff met with community leaders before the project's start to broaden our understanding of how people wanted to be engaged. Between March 2013 and January 2014, an online survey invited people to share what they care about in their community, how they want to receive project information and, in return, give input. The methods below were shaped by that input and reflect activities between January 2014 and June 2015.

	Inform	Consult	Involve	Collaborate	Empower
In-person engagement					
Meet people where they were; nearly all meetings were held at community locations in the corridor			●		
Decision-making body comprised of community members and electeds					●
Public comment opportunities at each decision-making meeting				●	
Engagement findings reported by youth and leaders within cultural communities to decision-makers before they deliberated			●	●	
Briefings to standing committees, neighborhood associations, business organizations, advocacy organizations, and city councils	●	●			
Conversations at open houses, workshops, and roundtable discussions, community events, busy locations, transit stops, businesses, and talk with staff sessions	●	●			
Working groups on the issues people cared most about: equity, safety and security, development and transportation issues			●		
Information sharing through learning sessions		●			
Quick public input opportunities via multilingual dot boards surveys		●	●		
Twice monthly talk-with-staff drop in sessions held at the Division Midway Alliance for Community Improvement (mid corridor)	●		●		
Online engagement					
Input tools included surveys and an interactive map tool	●	●	●		
Project website included decision-making documents, records of past public input, resource libraries and videos	●				
Updates and outreach through email updates, news features and digests, blog posts and social media	●				
Equity engagement					
Cultural community engagement					
Multi-cultural conversations with Latino, Russian-speaking, Tongan, Chinese, Vietnamese, Bhutanese, African immigrant, and African American communities	●	●	●	●	
Conversations at cultural community events	●	●			
Partnerships with community-based organizations				●	

	Inform	Consult	Involve	Collaborate	Empower
Coordination with Portland African American Leadership Forum's People's Plan	●	●			
Liaisons to cultural groups were provided with stipends, played leading roles in the engagement process and generated participation of historically underrepresented groups, such as elders who do not speak English and high school students			●	●	
Translated project materials, input tools and public voting opportunities in Spanish, Russian, Chinese and Vietnamese and use of graphics and illustrations to convey concepts and information	●				
Transit rider engagement Conversations with bus riders at stops and a 1-question multilingual survey ("What would make your bus ride better?")		●			
Youth engagement Youth-led multilingual business canvassing		●		●	
Informational displays and input opportunities at community colleges and busy locations	●				
Briefings to youth leadership organizations	●	●			
Student-led interviews and service learning in the corridor that included Spanish and Chinese engagement		●		●	
Youth engagement through TriMet Service Enhancement Plan that included conversations in Spanish, Somali, Farsi, and Hmong		●			

Uniqueness of the Project

Expanding values through decision-making - An experiment in transit planning, the project empowered community members to directly participate in decision-making. The tangible effects were both immediate and long-term. In early deliberations, the community-based decision-makers advocated to include equity as one of four project goals. The language they got the committee to come to unanimous consensus on is bold. Naturally, the next step was to figure out how to move toward that goal. The project twice convened a working group of equity professionals and community members to grapple with issues of displacement, community stabilization and government action. These directly influenced Metro and the cities' work programs during this and future phases. Examples include prompting Gresham to perform a neighborhood change analysis and Portland to conduct an audit of their bureaus' programs and policies that influence affordable housing and community stabilization.

Equity is one of four project goals created by community and elected decision-makers: Future development and transit improvements reduce existing disparities, benefit current residents and businesses and enhance our diverse neighborhoods. There is a commitment to prevent market-driven involuntary displacement of residents and businesses and to equitably distribute the benefits and burdens of change.

Community partnerships - At the heart of the project's most effective and lasting engagement are partnerships with community organizations. For example, by participating in events hosted by the Asian Pacific American Network of Oregon prior to the start of the transit project, we were able to understand aspirations for the burgeoning Jade District. We connected APANO staff and

board members with Metro's transit oriented development program, which had recently purchased a closed furniture store. Conversations evolved, opening up the opportunity for APANO to develop a much-needed community space, consistent with recent community visioning (www.oregonmetro.gov/news/metro-purchase-closed-82nd-ave-furniture-store-creates-unique-opportunity). Other instances include collaboration with APANO and the Division Midway Alliance for Community Improvement to help plan, publicize and host design workshops in community locations. The results were impressive to community members, staff and elected leaders alike. Through our engagement consultants, the Multicultural Collaborative with Cogan Owens Greene, we partnered with youth leaders and community liaisons of culturally specific groups, who then came to the decision-making meetings to share the input gathered. They shared what the process was like for them and an appreciation for "being asked."

Evaluation of the engagement - One year before starting the project, people were invited to weigh in on engagement goals. Their feedback shaped the measures by which engagement was assessed. Self-evaluation took place at each decision-making milestone and was delivered to the public and decision-makers in public engagement reports (March, June and September 2014, and March and June 2015). This helped us tweak or enhance efforts moving forward. Invitations for external evaluation, even targeted to key stakeholders, did not generate feedback, perhaps indicating satisfaction with engagement efforts to date.

EVALUATION OF ENGAGEMENT TO DATE		Metropolitan Board	Community Advisory	Business Advisory	Transit Advisory	Transit Advisory	Transit Advisory	Total
		public	board	board	board	board	board	score
<p>Legend: [●] = Effort made, score for improvement; [○] = Most impact</p> <p>The following reflects an internal evaluation by project staff of engagement efforts for this reporting phase. Following publication of this report, community members will be invited to provide an external assessment of these efforts. If you are interested in participating, this assessment phase contact Dana Lopez at dana.lopez@oregonmetro.gov or at 503-761-1755.</p>								
Goal 1: Communicate consistently, accurately, understand needs and timely information								
A.	Was the information needed for clarity by others not involved in the project?	●	●	●	●	●	●	●
B.	Was the information assessed for accuracy?	●	●	●	●	●	●	●
C.	Was information deemed a vital document and therefore translated into other languages?	●	●	●	●	●	●	●
D.	Was people informed of the availability of this information (ie, notification through email updates and other channels)?	●	●	●	●	●	●	●
E.	Was the information available at least one week in advance of any decisions based on that information?	●	●	●	●	●	●	●
Goal 2: Gather input by providing meaningful opportunities to participate								
A.	Were efforts made to engage riders of the A and B-line bus?	●	●	●	●	●	●	●
B.	Were efforts made to engage residents and businesses in the corridor?	●	●	●	●	●	●	●
C.	Were efforts made to engage students and employees of the school in the works?	●	●	●	●	●	●	●
D.	Were community groups and organizations in the corridor invited to share their/their organization's information with their stakeholders or members?	●	●	●	●	●	●	●
E.	Were people invited to provide input before each decision-making milestone?	●	●	●	●	●	●	●
F.	Was public input provided to decision-makers in advance of each decision-making milestone?	●	●	●	●	●	●	●
G.	Were people given the opportunity to provide comments directly to decision makers at meetings?	●	●	●	●	●	●	●
H.	Were in-person opportunities to participate held at accessible locations?	●	●	●	●	●	●	●

	Metropolitan Board	Community Advisory	Business Advisory	Transit Advisory	Transit Advisory	Transit Advisory	Total
	public	board	board	board	board	board	score
1.	Were in-person opportunities to participate held at variable times?	●	●	●	●	●	●
J.	Were in-person opportunities to participate supplemented by online opportunities to participate?	●	●	●	●	●	●
K.	Were online opportunities to participate also available in other formats?	●	●	●	●	●	●
L.	Did public involvement activities help build the capacity of people to participate in future public processes?	●	●	●	●	●	●
Goal 3: Provide timely public notice of opportunities to participate							
A.	Were meetings, workshops, surveys and other opportunities to participate clearly advertised on the project website and emailed to the interested persons list?	●	●	●	●	●	●
B.	Were project sponsored meetings advertised on the project website at least two weeks in advance?	●	●	●	●	●	●
C.	Were people made aware of project findings in advance of community meetings (such as neighborhood association)?	●	●	●	●	●	●
D.	Were formal public comment periods advertised per federal requirements?	n/a	n/a	n/a	n/a	n/a	n/a
Goal 4: Facilitate the involvement of low-income populations, communities of color, and people with limited English proficiency							
A.	Were efforts made to engage Spanish language speakers?	○	●	●	●	●	●
B.	Were efforts made to engage Vietnamese language speakers?	○	●	●	●	●	●
C.	Were efforts made to engage Chinese language speakers?	○	●	●	●	●	●
D.	Were efforts made to engage Russian language speakers?	○	●	●	●	●	●
E.	Did meeting materials include Metro's ADA, non-discrimination and language assistance notice?	●	●	●	●	●	●
F.	Were translation services made available upon request?	●	●	●	●	●	●
G.	Was project information made available at accessible locations such as health care clinics, food and ethnic markets, community centers and schools?	●	●	●	●	●	●

For planned engagement opportunities in the next phase of the project, see the next page.

Project Results

Broad support and willingness to participate - The Powell-Division Transit and Development Project has built enthusiastic support. The community decision-makers have all agreed to continue in their role through the beginning of design so they can continue to shape the project. Jurisdictional and agency partners have trust that the public process will make for sustainable decisions that truly represent the interests of the diverse communities the project will serve.

Advancing the practice - Powell-Division is looked to as a model for several important regional initiatives. Engagement practices and the evaluation metrics were incorporated into Metro's Public Engagement Guide, which serves as a toolkit for the region's 25 cities and 3 counties. Metro's Equity Strategy, an effort to cultivate diversity, advance equity and practice inclusion in all of its work, is looking to Powell-Division as a model for empowering community members and developing lasting relationships with community organizations. Lastly, we plan to bring the youth

leaders and community liaisons to cultural groups to other Metro engagement professionals in a round table session to share experiences and lessons learned.

Alignment with IAP2 Core Values

The previous sections provide details of the activities and methods highlighted below. The following is an illustrative set.

- **Ensuring those most affected by decisions are involved** included having community members on the decision-making body and the in-person and online engagement of current bus riders in multiple languages.
- **Influence of public contributions** was demonstrated in the decision-making documents shared in advance of decision and in the engagement reports and evaluations.
- **Sustainable decisions** are reached when substantive, emotional and procedural interests are addressed.

This interest-based problem-solving process starts with developing and preserving a working relationship, having clarity about the decision space and then jointly problem solving to meet identified needs. Ensuring that diverse groups and their historically under-represented perspective were at the forefront of the planning process was critical.



Procedural	Emotional	Substantive
<ul style="list-style-type: none"> • Early input on engagement goals and methods • Input opportunities based on upcoming decisions • Summary of input delivered back to participants as well as decision-makers 	<ul style="list-style-type: none"> • Expanded values based on decision-making members • Direct youth and cultural group communication with decision-makers • Emphasis on equity outcomes • Recognition of the project's role in helping meet other long-standing needs 	<ul style="list-style-type: none"> • Sharing summaries of technical work and decision documents • Public input weighed equally with technical findings • Needs identified as important were incorporated into future work programs

- **Input on how people wish to be involved** was gathered early in the process through conversations with community leaders and a broadly publicized online survey. The input shaped the engagement goals, methods and evaluation measures.
- **Information that supports meaningful participation and linking that input to decision-making** took the form of inviting people to grapple with upcoming decisions and learn how their input would inform those decisions. At the same time, people could review the decisions previously made and how input was used to inform those decisions.





What would improve your bus ride?
 ¿Qué mejoraría su experiencia de desplazarse en el autobús?
 以下哪些方面能够改善您乘坐巴士的体验?
 Что поможет улучшить Ваш проезд на городском автобусе?
 Yếu tố nào có thể sẽ giúp cải thiện trải nghiệm đi xe buýt của quý vị?

Easier to get to bus stop from my home
 Más fácil llegar al punto de parada de autobús desde mi casa
 更容易从家中到达公交车站
 Plus facile d'accéder au point d'arrêt de bus depuis mon domicile
 Dễ dàng hơn khi đi từ nhà tới trạm xe buýt

Bus comes more often
 Autobuses que vienen con mayor frecuencia
 巴士到站频率更高
 Maggiore frequenza autobus
 Xe buýt tới với tần suất thường xuyên hơn

More comfortable bus stop
 Paradas del autobús más cómodas
 巴士下站更舒适/更“舒适”的站点
 Más confortables paradas de autobuses
 Trạm xe buýt thoải mái hơn

Predictable amount of time to get me to my destination
 Cantidad de tiempo predecible para llegar a mi destino
 可预期的到达目的地所需的时间
 Tiempo predecible para llegar a mi destino
 Thời gian để tôi đến đến với phố dự đoán trước

On-schedule arrivals
 Llegadas puntuales
 准时到达
 Puntualidad en las llegadas
 Xe buýt đến đúng giờ theo lịch trình

Quicker trip
 Trayectos más rápidos
 行程更快
 Menor tiempo de viaje
 Thời gian hành trình ngắn hơn

Fewer or no transfers
 Menos o ninguna transferencia
 更少或没有换乘
 Menos transferencias o ninguna
 Không cần phải chuyển xe
 Không cần phải chuyển xe

Less crowded bus
 Autobuses menos abarrotados
 巴士不那么拥挤
 Menos personas en el autobús
 Xe buýt ít người hơn

If I felt safer
 Si me sentía más seguro
 如果我感到更安全
 Si me sentía más seguro
 Nếu tôi cảm thấy an toàn hơn

Other ideas?
 Otras ideas?
 其他想法?
 Otras ideas?
 其他想法?
 Friendly bus driver response to help for bus drivers
 友好司机对司机的帮助

Powell Division Transit and Development Project - www.oregonmetro.gov/powelldivision





2015 CORE VALUES AWARDS

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Signed:  _____

Name: Dana Lucero

Date: June 1, 2015



2015 CORE VALUES AWARDS

Application Checklist

Please attach completed form to each entry

ORGANIZATION NAME: __Metro_____

CONTACT PERSON: __Dana Lucero_____

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EMAIL: __dana.lucero@oregonmetro.gov_____

DATE: __June 1, 2015_____

ITEM	COMMENTS	PLEASE CHECK
Application addresses the criteria for each category		X
A brief summary of the application for posting on the IAP2 website(s) and promotional use.		X
Application Cover Sheet		X
Consent Form to Reproduce Material		X
Application is no longer than 8 typed pages in length		X
Application is under 5MB is size.		X
Additional creative/interactive materials		X
Application Fee		X