



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

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.

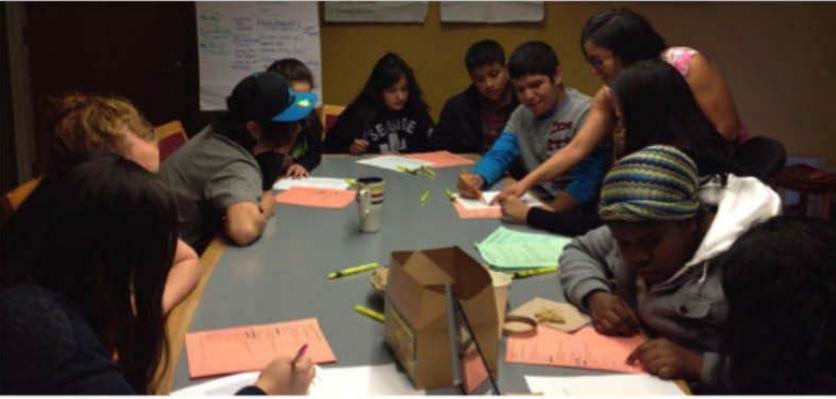
This interest-based problem-solving process starts with developing and preserving a working relationship, having clarity about the decision space and then jointly problem solving to meet identified needs. Ensuring that diverse groups and their historically under-represented perspective were at the forefront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

<p>Easier to get to bus stop from my home Más fácil llegar al paradero del autobús desde mi casa 更容易从家到巴士站 Permitir desplazarse por medio de las bicicletas o patinetes en algunos paradas 在某些車站提供單車或滑板車 Roed to cross Powell Blvd</p>	<p>Bus comes more often Buses que vienen con mayor frecuencia 巴士到站频率更高 Agregar paradas en algunas zonas 在某些区域增加車站 Se busca más con más rutas durante ciertos días</p>
<p>More comfortable bus stop Paradas del autobús más cómodas 巴士站更舒適 Agregar sillas/plaquinillas para personas con discapacidad 為行動不便人士增加座椅/扶手 Big shelters with lights</p>	<p>Predictable amount of time to get me to my destination Cantidad de tiempo predecible para llegar a mi destino 可預測的到達目的地時間 Tener paradas más cercanas a las zonas de destino 在目的地附近增加車站 Quicker trip</p>
<p>On-schedule arrivals Llegadas puntuales 準時到站 Permitir que los autobuses lleguen a las paradas con más frecuencia 增加巴士到站的频率 Fewer or no transfers</p>	<p>Quicker trip Trayectos más rápidos 行程更快 Menos paradas 減少車站 Less crowded bus</p>
<p>If I felt safer Si me sentía más seguro 如果我感到更安全 Agregar más personal de seguridad en los autobuses 增加巴士上的保安人員 Other ideas?</p>	<p>Other ideas? Otras ideas para mejorar el servicio 其他改善服務的想法 Agregar más personal de limpieza en los autobuses 增加巴士上的清潔人員 friendly bus driver response to help to complete the trip Respuesta amigable de los conductores de autobuses para ayudar a completar el viaje</p>

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

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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