



NATIONAL INSTITUTE FOR CONGESTION REDUCTION

FINAL REPORT
March 2022

Tampa Bay Citizens' Academy on Transportation

Jason Jackman

Tia Boyd

Kristine M. Williams, FAICP

For:

National Institute for Congestion Reduction

University of South Florida

Center for Urban Transportation Research | University of South Florida



NICR
NATIONAL INSTITUTE FOR
CONGESTION REDUCTION

DISCLAIMER

The contents of this report reflect the views of the authors, who are responsible for the facts and the accuracy of the information presented herein. This document is disseminated in the interest of information exchange. The report is funded, partially or entirely, by a grant from the U.S. Department of Transportation's University Transportation Centers Program. However, the U.S. Government assumes no liability for the contents or use thereof.



Technical Report Documentation Page

1. Report No.	2. Government Accession No.	3. Recipient's Catalog No.	
4. Title and Subtitle Tampa Bay Citizens' Academy on Transportation Final Report		5. Report Date April 2022	
		6. Performing Organization Code	
7. Author(s) Jason Jackman, Tia Boyd, Kristine M. Williams, FAICP		8. Performing Organization Report No.	
9. Performing Organization Name and Address University of South Florida Center for Urban Transportation Research 4202 E. Fowler Avenue, Tampa, FL, 33620		10. Work Unit No. (TRAIS)	
		11. Contract or Grant No. 69A3551947136, USF #79075-09	
12. Sponsoring Organization Name and Address U.S. Department of Transportation University Transportation Centers 1200 New Jersey Avenue, SE Washington, DC 20590 United States National Institute for Congestion Reduction 4202 E. Fowler Avenue Tampa, FL 33620-5375 United States		13. Type of Report and Period Covered	
		14. Sponsoring Agency Code	
15. Supplementary Notes			
16. Abstract Public involvement in local transportation decision-making is key to achieving a safe, equitable, and sustainable transportation system that meets the needs of all system users. Meaningful participation in the transportation decision-making process is best achieved when citizens are empowered with information and knowledge to help them navigate complex topics like transportation policy, multimodal planning best practices, budgeting, and the layered organizational context in which these decisions are made. With new transportation projects being planned and constructed throughout the Tampa Bay region, more education is needed to guide citizens toward a better understanding of how they can engage in the process and how projects can and are being shaped to advance important issues, such as transportation safety, social equity, community return on investment, active mobility for public health, and creating more sustainable cities. The Tampa Bay Citizens' Academy on Transportation introduces citizens in the Tampa Bay region to the information they need to be effective ambassadors for projects that achieve a safe, equitable, and sustainable transportation system in the community. It was designed for interested citizens, advocates, transportation enthusiasts, and people involved or working in transportation.			
17. Key Words Transportation education, public involvement		18. Distribution Statement	
19. Security Classification (of this report) Unclassified.	20. Security Classification (of this page) Unclassified.	21. No. of Pages	22. Price

Table of Contents

Contents

DISCLAIMER.....	i
Table of Contents	iii
Tables	iv
Figures	v
Acknowledgements	vi
Executive Summary	1
Course Overview	1
Identifying a Virtual Platform	1
USF Student Involvement.....	2
Course Evaluation Summary	2
Lessons Learned	3
Introduction.....	4
Project Background	4
Developing Course Content	2
Identifying and Contacting Potential Speakers	3
Identifying a Virtual Platform	3
Marketing and Outreach	4
Course Sessions	6
Week 1: Introduction and History of Transportation in the City	6
Week 2: Transportation Decision-Making, Planning, and Management.....	6
Week 3: The Connection between Land Use, Transportation, & Travel Time.....	6
Week 4: Opportunities & Challenges for a Robust Public Transportation System	7
Week 5: Vision Zero: Getting Home Alive	7
Week 5.1: Walkabout.....	7
Week 6: Taking Action - How can you get involved?	8
Weeks 7 and 8: Project Presentations	8
Office Hours.....	9
Attendance	10
USF Student Involvement.....	12
Course Evaluation Summary	16

Lessons Learned	20
Marketing and Outreach	21
Choosing a Virtual Platform	21
Session Structure	21
Presenters and Panelists	22
Course Projects.....	22
In-Person Engagement	23
References	24
Appendix A 2021 TB-CAT Syllabus.....	25
Appendix B Marketing Materials.....	30
Appendix C TB-CAT Registration Socio-Demographic Data	36
Appendix D Pre and Post Course Evaluation Results	40
Pre-Course Evaluation Results	40
Post-Course Evaluation Results.....	41
Appendix E Weekly Course Evaluation Results	44
Week 1: Introduction and History of Transportation in the City	44
Week 2: Transportation Decision-Making, Planning, and Management.....	44
Week 3: The Connection between Land Use, Transportation, & Travel Time.....	45
Week 4: Opportunities & Challenges for a Robust Public Transportation System	46
Week 5: Vision Zero: Getting Home Alive	46
Week 6: Taking Action – How can you get involved?	47

Tables

Table 1. Pre-Course Evaluation Statements.....	41
Table 2. Post-Course Evaluation Statements	42
Table 3. Participant Experiences and Outcomes after TB-CAT	42
Table 4. Week 1 Experiences and Outcomes	44
Table 5. Week 2 Experiences and Outcomes	45
Table 6. Week 3 Experiences and Outcomes	45
Table 7. Week 4 Experiences and Outcomes	46
Table 8. Week 5 Experiences and Outcomes	47
Table 9. Week 6 Experiences and Outcomes	48

Figures

Figure 1. TB-CAT logo	5
Figure 2. TB-CAT social media compatible graphic	5
Figure 3. Downtown Tampa walkabout	8
Figure 4. Recorded attendance by week.....	10
Figure 5. Sample TB-CAT certificate of participation	11
Figure 6. Understanding of transportation decisions	17
Figure 7. Level of comfort advocating for the community's transportation needs.....	17
Figure 8. Attendance at City Council meetings.....	18
Figure 9. The content was stimulating and interesting.....	19
Figure 10. The information was presented at an appropriate pace	19
Figure 11. The content was clear and understandable.....	20
Figure 12. I found this week's content challenging.....	20
Figure 13. TB-CAT 2-page flyer (page 1).....	30
Figure 14. TB-CAT 2-page flyer (page 2).....	31
Figure 15. TB-CAT 1-page flyer	32
Figure 16. City of Tampa social media post	33
Figure 17. City of Tampa Vision Zero Coordinator social media post.....	33
Figure 18. Hillsborough TPO social media posts	34
Figure 19. Vision Zero social media posts	34
Figure 20. Sulphur Springs Community social media post.....	35
Figure 21. USF CUTR social media post.....	35
Figure 22. Age of TB-CAT registrants.....	36
Figure 23. Gender of TB-CAT registrants.....	37
Figure 24. Race of TB-CAT registrants.....	37
Figure 25. Primary language of TB-CAT registrants	38
Figure 26. Income level for TB-CAT Registrants	38
Figure 27. Level of education for TB-CAT registrants.....	39
Figure 28. TB-CAT projected attendance	40
Figure 29. Attendance type	41

Acknowledgements

The authors wish to thank and acknowledge the following people for their contributions to the 2021 Tampa Bay Citizens' Academy on Transportation (TB-CAT).

City of Tampa Staff

Alana Brasier, Vision Zero Coordinator
Brandie Miklus, Infrastructure and Mobility Coordinator
Danni Jorgenson, Chief Transportation Planning Engineer
Stephen Benson, Director, Planning Department
Vik Bhide, Director, Mobility Department

TBCAT Presenters & Project Panelists

Adelee Le Grand, CEO, Hillsborough Area Regional Transit Authority
Ahmed Elshaer, Civil Engineer, Florida Department of Transportation, District 7
Alana Brasier, Vision Zero Coordinator, City of Tampa
Beth Alden, Executive Director, Hillsborough Transportation Planning Organization
Billy Hattaway, Principal, Fehr & Peers, CNU
Brandie Miklus, Infrastructure and Mobility Program Coordinator, City of Tampa
Christina Barker, All for Transportation
Christine Acosta, Pedal Power Promoters, LLC
David Guttenplan, Civil Engineer, Florida Department of Transportation, District 7
Emily Hinsdale, President, Sidewalk Stompers
Emmeth Duran, Project Engineer, Mirmiran & Thompson
Gena Torres, Executive Planner, Hillsborough Transportation Planning Organization
John Godwin, Member, Walk Bike Tampa
John Lyons, Assistant County Administrator, Hillsborough County, Public Works
Joshua Barber, Planner II, Civil Rights Officer, ADA Coordinator, Transportation Disadvantaged Local Coordinating Board staff liaison, Hillsborough Transportation Planning Organization
Julie Bond, Program Director, Bike/Walk Tampa Bay
Justin Hall, Planning and Environmental Management Office Administrator, Florida Department of Transportation, District 7
Justin Willits, Senior Planner, HART
Sara Hendricks, Senior Research Associate, Center for Urban Transportation Research at USF
Stephen Benson, Director, City of Tampa Planning Department
Steven Schukraft, Planning & Urban Design Manager, HDR
Tia Boyd, Research Associate, Center for Urban Transportation Research at USF
Tyler Hudson, All for Transportation
Vik Bhide, Director, City of Tampa, Mobility Department

USF Students

Claire Kennedy	Mari Nicole Rosales
Daniel Woodhouse	Riyza Jose Morales
Fatima Elkott	Taylor Dinehart
James Lewis	Yleana Baez



Executive Summary

The Tampa Bay Citizens' Academy on Transportation (TB-CAT) was a free eight-week virtual e-learning course to familiarize citizens with transportation in the City of Tampa. This course was developed and implemented in partnership with the City of Tampa in Florida. Faculty from the Center for Urban Transportation Research (CUTR) at the University of South Florida (USF) served as lead facilitators for the course.

Citizen academies have been found to improve citizen engagement and increase opportunities for public participation (Mandarano, 2015; Morse, 2012). Therefore, the goal of this project was to plan, prepare, and implement a transportation course for citizens in the City of Tampa. The project background, process to develop and implement the course, course outcomes at the end of the 2021 TB-CAT sessions, and lessons learned are provided in this report.

Course Overview

One of the primary tasks for this project was to develop the course syllabus. Course content defined in the syllabus included weekly guest lectures on a variety of topics from local transportation leaders, a tour of downtown Tampa, and a course project and presentation. Weekly session topics were derived from five key themes of importance to contemporary transportation. These themes include:

- Equity, diversity, and inclusion
- Livability and affordability
- Community engagement
- Sustainability and resilience
- Innovative technology

Through an exploration of these topics and several brainstorming exercises in collaboration with City of Tampa staff, six sessions were developed. The weekly course topics developed for TB-CAT included the following:

- Week 1: Introduction and History of Transportation in the City
- Week 2: Transportation Decision-Making, Planning, and Management
- Week 3: The Connection between Land Use, Transportation, and Travel Time
- Week 4: Opportunities & Challenges for a Robust Public Transportation System
- Week 5: Vision Zero: Getting Home Alive
- Week 5.1: Walkabout
- Week 6: Taking Action: How can you get involved?
- Weeks 7 and 8: Project Presentations

TB-CAT sessions were made possible through the involvement of local transportation agency leaders and staff, leaders in citizen advocate groups, and grassroots organizations. Presenters spoke from their professional experience, gave participants unique perspectives on their roles in transportation, and shared opportunities for meaningful public involvement.

Identifying a Virtual Platform

The 2021 TB-CAT session was held during the COVID-19 pandemic. To reduce the risk of exposure and provide additional flexibility for participants, TB-CAT was provided as a virtual course. Virtual platforms for online learning have been found to be effective and efficient for several reasons. Two key benefits of online learning

include flexible scheduling options and geographic flexibility (Fischer et al., 2021). Similarly, virtual public involvement tools enhance and broaden the reach of public engagement efforts by making participation more convenient and affordable, providing greater access for more citizens (FHWA, 2020).

Several online platforms were considered for the virtual TB-CAT course. At a minimum, the platform selected needed to provide:

- At least 2-hours for each session,
- Capacity for at least 35 attendees (including presenters),
- The ability for participants to register weekly,
- The option for attendees to participate as audience members and presenters when needed,
- Versatility for presentations with multiple presenters and screen sharing,
- A chat function, and
- The option to record and share sessions.

Microsoft Teams Webinar (Teams Webinar) met these requirements and included some additional features and was therefore used as the platform for the TB-CAT sessions.

USF Student Involvement

Eight USF graduate students with an interest in transportation were involved in TB-CAT. The goal of the student involvement in the course was threefold: 1) to provide technical support to TB-CAT participants as they developed their projects, 2) to expose students to a broad range of transportation issues through course involvement, and 3) to provide students with the experience of working with citizens on transportation issues. The opportunity was open to students pursuing degrees in Urban and Regional Planning, Public Administration, Global Sustainability, Architecture, Engineering, or related fields.

This initiative benefitted both TB-CAT participants and the participating USF students. The students were encouraged to attend the TB-CAT sessions as their schedules allowed and received the weekly session recordings. This access to information provided an invaluable learning experience for students interested in transportation. Additionally, involvement provided opportunities for students to build their resumes, develop professional and technical skills, and work with citizens on transportation planning-related issues.

Course Evaluation Summary

To assess the effectiveness of TB-CAT, the course facilitators developed several evaluations for the 2021 TB-CAT course. The evaluations included a pre-course evaluation, post-course evaluation, and weekly session evaluations. The pre-course evaluation set a baseline for each participant's level of involvement in the City of Tampa's public participation processes, understanding of transportation, and level of comfort serving as a transportation advocate for their community before participating in TB-CAT. The post-course evaluation was used to assess any change in these measures after participating in TB-CAT. The weekly evaluations were developed for weeks 1 through 6 and were used to gather participant opinions on the course content, the pace of information presented in the presentations, clarity, and comprehension of the course content, and content difficulty.

A comparison of the pre- and post-course evaluations demonstrated that most respondents reported:

- An increased understanding of how transportation decisions are made.
- Improved level of comfort advocating for their community's needs.
- That they now plan to attend City Council meetings in the future.

The weekly evaluations demonstrated that most respondents:

- Strongly agreed that the content was stimulating and interesting.
- Agreed that the information was presented at an appropriate pace.
- Agreed that the content was clear and understandable
- Varied in their opinions on how challenging the content was each week.

Lessons Learned

The process of developing and implementing the Tampa Bay Citizens' Academy on Transportation (TB-CAT) revealed several insights. These insights are divided into six sections which include marketing and outreach, choosing a virtual platform, session structure, presenters and panelists, course projects, and in-person engagement. Strategies developed based on these insights are as follows:

- Develop a marketing plan and outreach schedule
 - Hold joint marketing and outreach meetings and activities with partners and stakeholders
- Create a contingency plan for technical issues
 - Identify solutions to limit the delay and distractions resulting from disruptions
 - Share the plan with course facilitators, partners, and presenters
- Assess the course structure
 - Ensure participant introductions are done in week 1
 - Provide an opportunity for an email exchange during week 1
 - Allocate sufficient time for Q&A and discussion
 - Show all questions for the Q&A session in the queue
 - Pre-determine a number of questions per presentation
 - Provide opportunities to continue the questions and discussion after the session
- Prepare presenters and panelists before each session
 - Hold a short preparation meeting with presenters before the session
 - Develop and share a presenters' guide
 - Develop and share a panelists' guide
- Provide multiple avenues of support for course projects
 - Hold office hours starting in week 1 or week 2
 - Provide examples of previously completed projects
- Identify opportunities for hybrid course sessions
 - At least one in-person session
 - A meet and greet
 - In-person presentations
 - Multiple in-person labs over the course of the sessions

Agencies and organizations across the U.S. can use the information provided in this report as they develop and implement their own citizen academy programs.

Introduction

The Tampa Bay Citizens' Academy on Transportation (TB-CAT) was a free eight-week virtual e-learning course to familiarize citizens with transportation in the City of Tampa. This course was developed and implemented in partnership with the City of Tampa in Florida. Faculty from the Center for Urban Transportation Research (CUTR) at the University of South Florida (USF) served as lead facilitators for the course. This report details the project background, the process to develop and implement the course, and the course outcomes at the end of the 2021 TB-CAT sessions. Throughout this process, the facilitators identified a set of lessons learned that can be applied to online citizen academies. These lessons learned are documented at the end of this report.

Project Background

Citizen academies have been found to improve citizen engagement and increase opportunities for public participation (Mandarano, 2015; Morse, 2012). McNeil (n.d.) developed a course curriculum and implementation handbook for citizen transportation academies based on the Portland Traffic and Transportation course. Elements of the Portland Traffic and Transportation course included guest lectures from city transportation leaders, a tour of the city, and problem-solving assignments. Key takeaways from the experiences of the instructor, course participants, and experts in public participation and citizen involvement included the following (McNeil, n.d.):

- Share the history of transportation in the city
- Provide a technical understanding of transportation
- Consider the diversity of participant interests
- Make use of the university setting
- Ask transportation leaders and experts to participate as presenters
- Garner support from city leaders
- Build the course around guest lectures
- Provide an understanding of the roles of various transportation agencies
- Explain how citizens can be advocates and identify resources and opportunities for involvement
- Empower citizens by identifying and harnessing their individual talents and interests
- Encourage a mutual understanding between citizens and agency staff and build trust
- Promote an understanding of transportation as a system
- Encourage dialogue and active listening throughout the course
- Consider strategies to overcome barriers to participation

Building on the key takeaways from the Portland Traffic and Transportation course, the goal of this project was to plan, prepare, and implement a transportation course for citizens in the City of Tampa. The main objectives of this project were to:

- Create a transportation curriculum for the Tampa Bay Citizens' Academy on Transportation (TB-CAT) project.
- Solicit local partners for opportunities for guest lectures and project panel member opportunities.
- Empower citizens with knowledge of how transportation decisions are made so they can be more effective advocates.

- Develop an evaluation method to measure citizen knowledge increase based on transportation curriculum and experience with the course.
- Collect and analyze data from evaluation results.
- Document study results and findings, and provide recommendations to improve future citizen academy learning strategies and engagement.

Learning objectives identified for this course were to:

1. Learn and understand the past, present, and future challenges and barriers to transportation planning.
2. Understand who does what and how transportation decisions are made.
3. Explore options for improving the system and some of the challenges or barriers to improvement.
4. Recognize stakeholder perspectives and explore mutually beneficial solutions.
5. Develop skills for continued learning on planning and sustainable infrastructure as the field evolves.
6. Practice communicating the need for multimodal solutions and sustainable infrastructure to address transportation needs.

A significant part of this process also included soliciting local partners for guest lectures and project panels. Including local partners in this course, such as local agency leadership and staff, citizen advocates, and key persons in grassroots organizations, provided opportunities to connect citizens with persons in these agencies and strengthen the partnership between the agencies/organizations and the communities they serve. More information on the guest lectures and project panels is provided in the [Course Sessions](#) section of this report. Additionally, USF student support through a TB-CAT student lab developed for this project, enhanced the learning experience for participants. More information on student support is provided in the [USF Student Involvement](#) section of this report.

Course facilitators were responsible for designing the course, developing marketing materials and conducting outreach with the City, coordinating with potential presenters, moderating sessions, guiding the question and answer portion of each presentation, and supporting all other aspects of the course and project. To accomplish the goals and learning objectives for this course, facilitators ensured that there was regular communication with participants between sessions. Numerous opportunities were provided for participants to discuss questions or concerns about their class projects and other aspects of the course.

Developing Course Content

One of the primary tasks for this project was to develop the course syllabus. A syllabus provides an overview of a course and can be referenced by course participants to identify course expectations, requirements, and content. Course content defined in the syllabus included weekly guest lectures on a variety of topics from local transportation leaders, a tour of downtown Tampa, and a course project and presentation. The TB-CAT course syllabus is included in [Appendix A](#).

Weekly session topics were derived from five key themes of importance to contemporary transportation. These themes include:

- Equity, diversity, and inclusion
- Livability and affordability
- Community engagement
- Sustainability and resilience

- Innovative technology

Through an exploration of these topics and several brainstorming exercises in collaboration with City of Tampa staff, six sessions were developed. These sessions included the following:

- Introduction and History of Transportation in the City
- Transportation Decision-Making, Planning, and Management
- The Connection between Land Use, Transportation, and Travel Time
- Opportunities & Challenges for a Robust Public Transportation System
- Vision Zero: Getting Home Alive
- Taking Action: How can you get involved?

Once sessions were developed and fleshed out, the next step was to identify potential speakers for each week.

Identifying and Contacting Potential Speakers

A key element of TB-CAT was the involvement of local transportation agency leaders and staff, leaders in citizen advocate groups, and grassroots organizations. These individuals were able to speak from their professional experience, give participants unique perspectives on their roles in transportation, and share opportunities for meaningful public involvement.

To fit the 2-hour time slot and provide adequate time for Q&A and discussion about the course, it was determined that each session could have up to five presenters. The suggested time limit for each presenter was set at 10 minutes, with 15 minutes for sessions with no more than three presenters. Through the experiences each week and feedback collected in the evaluations (see [Post-Course Evaluation in Appendix D](#) and see [Appendix E](#)), the presentation times were reduced to 5 minutes with up to 10 minutes for the Q&A portion. More time was provided if the schedule permitted. This adjustment to the session schedules allowed more time for questions and enabled presenters to give more detailed responses. The participants and presenters were regularly engaged in meaningful discussions that provided the necessary context to better understand transportation in the City. More information on lessons learned for the presentation structure is provided in the [Lessons Learned](#) section of this report.

Identifying a Virtual Platform

The 2021 TB-CAT session was held during the COVID-19 pandemic. To reduce the risk of exposure and provide additional flexibility for participants, TB-CAT was provided as a virtual course. Virtual platforms for online learning are effective and efficient for several reasons. Two key benefits of online learning include flexible scheduling options and geographic flexibility (Fischer et al., 2021). Similarly, virtual public involvement tools enhance and broaden the reach of public engagement efforts by making participation more convenient and affordable, providing greater access for more citizens (FHWA, 2020).

Several online platforms were considered for the virtual TB-CAT course. At a minimum, the platform selected needed to provide:

- At least 2 hours for each session,
- Capacity for at least 35 attendees (including presenters),
- The ability for participants to register weekly,
- The option for attendees to participate as an audience member and presenter when needed,
- Versatility for presentations with multiple presenters and screen sharing,

- A chat function, and
- The option to record and share sessions.

Microsoft Teams Webinar (Teams Webinar) met these requirements and included some additional features and was therefore used as the platform for the TB-CAT sessions. Teams Webinar sessions can last up to 30 hours, which provides more than enough time for the 2-hour TB-CAT sessions and accommodate the potential need to extend session times. Up to 10,000 attendees can attend the sessions, which is more than enough capacity for a course of this nature.

Teams Webinar provides the ability to schedule sessions in advance and provides a registration form for attendees. The registration form was emailed weekly to persons who registered for TB-CAT. Each person who planned to attend the session or wanted a recording of the session filled out that week's registration form. After the form was completed, the session link was automatically generated and sent to attendees. The registration link provided two benefits – it included a registration report, which helped track attendance each week and it served as a reminder for the participants. The reminder emails for registration were reported as being helpful in the post-course evaluation (see [Post-Course Evaluation in Appendix D](#)).

Teams Webinar includes a lobby option that allows facilitators to monitor who is entering the session and admit attendees on a person-by-person basis or all at once. Attendees' microphones and cameras were automatically disabled when they entered the session. This reduced potential distractions during the presentations. TB-CAT was designed to be interactive and two functions of the webinar platform were useful for this purpose. The first was the function that allowed the facilitators to enable and disable mics and cameras. During the question-and-answer segments, participants indicated in the chat or "raised their hand" if they wanted to ask their questions verbally. Facilitators then enabled their mic and camera, which could then be unmuted and turned on. The use of mics and cameras resulted in conversation-style Q&A sessions versus exclusively moderator-style Q&A sessions. The second function that was beneficial to TB-CAT allowed the facilitators to switch the roles of the participants from attendee to presenter. This was especially useful for the course presentations, which included mics, cameras, and screen sharing. These functions increased the comfort level of the participants and allowed the presenters, panelists, and other attendees to become familiar with the participating citizens.

The chat function in Teams Webinar was used throughout each session allowing participants to ask questions, enabling presenters and facilitators to answer questions and provide additional context during discussions, and providing opportunities for participants to communicate with one another. Finally, every session was recorded and shared with those persons who registered that week. Session attendees and participants were notified that the sessions were being recorded. Participants shared that they found the recordings very helpful (see [Post-Course Evaluation in Appendix D](#)).

Although there were many other options for virtual platforms, Teams is widely used by government agencies in Florida and Teams Webinar met the needs of the course and was used successfully for all 8 TB-CAT sessions. Initially, there were some minor technical issues using the platform, but through some troubleshooting, these issues were quickly resolved. More information on troubleshooting technical issues is included in the [Lessons Learned](#) section of this report.

Marketing and Outreach

Several marketing materials, including a logo (see Figure 1), social media compatible graphics (see Figure 2), and flyers (see [Appendix B](#)) were developed to advertise TB-CAT to potential attendees. Additional marketing

materials developed are included in [Appendix B](#). Initially, the course facilitators planned to use an in-person approach to advertise TB-CAT. Due to the effects of the COVID-19 pandemic, marketing and outreach were done exclusively online using various online platforms.

Marketing materials were shared by TB-CAT stakeholders, partners, and interested agencies/groups including the City of Tampa, the Hillsborough Transportation Planning Organization (TPO), CUTR, and various neighborhood groups and associations. To reach underserved neighborhoods, marketing materials were shared with neighborhood groups such as the Sulphur Springs Community via the Sulphur Springs Community Page (see Figure 20 in [Appendix B](#)). The course was advertised on several social media platforms including Nextdoor, Facebook, Instagram, and Twitter.



Figure 1. TB-CAT logo



Figure 2. TB-CAT social media compatible graphic

Course enrollment was limited to 25 participants, but through these outreach efforts, there was an overwhelming amount of interest. The registration period was extended and additional registrations were accepted. A total of 52 persons registered for TB-CAT. Because the course was designed to engage residents of the City of Tampa, persons residing outside of the City were not eligible to participate. An exception was made for persons who commute into the City for work. Registration forms were collected via Qualtrics and raw data was analyzed from the registration forms provided registrant zip codes, residing city and state, and other information. Registrants out of state were not considered for the course and registrants with city zip codes took precedence over registrants with other local Florida zip codes. It should be noted that several registrants were

not able to attend TB-CAT due to scheduling conflicts and other factors. A final total of 28 persons participated in TB-CAT. The weekly attendance rates are described later in this report in the [Attendance](#) section.

Course Sessions

Each TB-CAT session followed a similar structure. The sessions started with greetings and housekeeping for the virtual class sessions. Housekeeping included explaining how the question-and-answer sessions would be moderated. The facilitators provided an explanation of how to mute/unmute, how to use the chat function, and how to turn the cameras on/off. Housekeeping also included reminders to be “courteous, kind, and keep all questions/discussion on-topic”. Participants were reminded that all sessions were recorded and that the weekly class evaluations would be sent to them by email 2 to 3 days after the session.

The content for each session was unique and presentations were provided by a different set of speakers each week. The description of the sessions and the list of presenters are provided in the following sections.

Week 1: Introduction and History of Transportation in the City

This session introduced participants to the Tampa Bay Citizens’ Academy on Transportation (TB-CAT) and the course facilitators. The course facilitators walked attendees through the course agenda, schedule of activities, and class project.

The presentations for this session provided a look at how Tampa’s transportation system evolved, how that has impacted transportation options, and how those decisions have impacted people and communities differently. Presenters included:

- Joshua Barber, Planner II, Civil Rights Officer, ADA Coordinator, Transportation Disadvantaged Local Coordinating Board staff liaison, Hillsborough TPO
- Tia Boyd, Research Associate, CUTR

Week 2: Transportation Decision-Making, Planning, and Management

This session included presentations from representatives from the different transportation agencies that define Tampa’s transportation system. Each presenter discussed their relative roles, how decisions are made, and their sources of funding. Representatives presenting at this session included:

- Justin Hall, Planning and Environmental Management Office (PEMO) Administrator, Florida Department of Transportation (FDOT) District 7
- John Lyons, Assistant County Administrator, Hillsborough County, Public Works
- Vik Bhide, Director, City of Tampa, Mobility Department
- Adelee Le Grand, CEO, Hillsborough Area Regional Transit Authority (HART)
- Beth Alden, Executive Director, Hillsborough Transportation Planning Organization (TPO)

Week 3: The Connection between Land Use, Transportation, & Travel Time

This session explored why widening roads alone won’t necessarily solve congestion, the need to manage demand, and how land use planning affects our options. Presenters discussed the role of transportation in placemaking and how technology is influencing transportation solutions in the City. Presenters included:

- Billy Hattaway, Principal, Fehr & Peers, CNU

- Stephen Benson, Director, City of Tampa, Planning Department
- Sara Hendricks, Senior Research Associate, CUTR

Week 4: Opportunities & Challenges for a Robust Public Transportation System

This session explored different transit modes, what makes public transportation work, what doesn't, and the challenges of providing effective public transportation in the City. The presentations included an overview of the history of transit in Tampa. An update on current and upcoming HART projects, including bus rapid transit (BRT), and the HART transit-oriented development (TOD) pilot program was shared with the attendees. Additional discussions included strategies to improve walking, biking, and first-mile/last-mile access to transit and innovative transportation technology, such as micromobility (e-bikes, scooters, etc.) and Mobility as a Service (MaaS), that are used to connect people to transit. Presenters included:

- Justin Willits, Senior Planner, HART
- Steven Schukraft, Planning & Urban Design Manager, HDR,
- Brandie Miklus, Infrastructure and Mobility Program Coordinator, City of Tampa

Week 5: Vision Zero: Getting Home Alive

This session explored why roadway safety is important, what factors contribute to roadway safety issues, and what local agencies are doing to improve safety. Presenters included agency staff from FDOT, the City of Tampa, Hillsborough TPO, and local advocacy groups Sidewalk Stompers and Walk Bike Tampa. These presenters discussed roadway safety issues, crash trends, and strategies to address safety issues including the FDOT Strategic Highway Safety Plan and Vision Zero at the state, county, and city levels. The presenters from the advocacy groups shared the safety issues that they focus on and how these groups have supported safety for bicyclists, pedestrians, and vulnerable populations, especially children. Presenters included:

- David Guttenplan, Engineer, FDOT, District 7
- Alana Brasier, Vision Zero Coordinator, City of Tampa
- Gena Torres, Executive Planner, Hillsborough TPO
- John Godwin, Member, Walk Bike Tampa
- Emily Hinsdale, President, Sidewalk Stompers

Week 5.1: Walkabout

A walkabout tour of Downtown Tampa provided an excellent opportunity for TB-CAT participants to see and learn about initiatives in the City to improve transportation. The tour was led by City of Tampa staff, Stephen Benson, Director, City of Tampa, Planning Department, and Alana Brasier, Vision Zero Coordinator, City of Tampa, Mobility Department. Additionally, the tour allowed participants to meet in person and discuss their transportation interests with one another, the course facilitators, and City of Tampa staff. Figure 3 shows a group photo taken during the tour.



Figure 3. Downtown Tampa walkabout

Week 6: Taking Action - How can you get involved?

Citizen advocates and grassroots organizations introduced different advocacy groups. These presenters shared various initiatives in the Tampa Bay area, how advocacy groups work with agencies for effective change, and how community members can be engaged through advocacy work. Participants learned how they can get involved, advocate for their needs, and more effectively influence the decision-making process. Presenters included:

- Christine Acosta, Pedal Power Promoters, LLC
- Christina Barker, All for Transportation
- Tyler Hudson, All for Transportation
- Julie Bond, Program Director, Bike/Walk Tampa Bay

Weeks 7 and 8: Project Presentations

Each participant was given the option to complete a class project. The projects were divided into seven assignments. The project assignments were adapted from “Citizen Transportation Academy: Course Curriculum and Implementation Handbook” (McNeil, n.d.). This strategy ensured adequate time to develop projects in steps over time and provided participants the opportunity to identify questions and troubleshoot potential issues they faced during project development. The assignments were divided as follows:

- **Assignment #1:** Identify a transportation problem you would like to solve.
- **Assignment #2:** Collect information on the problem you identified. This could be data collection, in-person observation, interviews, and/ or research into how other communities have handled the problem.

- **Assignment #3:** Continue to collect information and identify possible solutions to your transportation problem. Prepare a map or physical representation of your project, if applicable.
- **Assignment #4:** Propose a solution to your observed problem or issue. Be prepared to briefly discuss your proposed solution.
- **Assignment #5:** Discuss your problem with a responsible public agency representative and report on your discussion of possible solutions and issues. Try to get insight into why the problem exists and what challenges you may face in solving the problem.
- **Assignment #6:** Describe your preferred solution and discuss the key issues in selecting the solution. Identify at least two major barriers that might prevent your solution from being implemented. Identify potential next steps.
- **Assignment #7:** Work on a 3-5 minute presentation of your transportation issue/problem and proposed solution and why your solution will/will not work.

Many of the projects focused on safety and/or increasing mode choice. At least two participants who intended to complete a project found, through their research, that there were already projects being implemented or planned for implementation that would address the transportation issue they identified. These participants were encouraged to explore the proposed or implemented projects. After this additional research, they shared that they were happy with the solutions identified by the implementing agency (state, county, and city) and did not see a need to continue their course project.

There were still many projects that were completed and several participants identified that they wanted to present their projects to their peers and the panelists. To accommodate the number of presentations, the presentation sessions were divided between weeks 7 and 8. Projects presented included the following:

- In the Comfort Zone: Increasing Bicycle Participation in Old Seminole Heights
- Promoting Other Modes of Transportation
- East Tampa CRA Sidewalk Network Analysis
- Ybor City a Safe Place to Visit
- Sharing the Road
- Transportation Matters: Making Transit Better for Children and Families in Tampa Bay
- A Third Option for Commuters: Walk/Bike Paths
- Morrison Avenue Greenway (aka Bicycle Boulevard)
- W. Fortune St. Pedestrian Safety
- Tampa 2040 a Micromobility Mecca

The feedback received for these projects was overwhelmingly positive. Through these presentations, many participants made connections with agency staff and were given the opportunity to share their projects with a broader audience after the course.

Office Hours

The course facilitators were available for questions during sessions, by email, and by appointment, but the weekly evaluations included several questions that indicated a need for pre-scheduled meetings with the participants completing course projects. To provide the much-needed time to discuss projects, virtual office hours were available for two days during week 4 and then on an as-needed basis for the following weeks. The office hours were informal and lasted about 15 to 30 minutes for each participant. During the meetings, the participants and facilitators had in-depth discussions to identify resolutions to possible issues faced during



project development, locate key resources, or narrow down and/or focus project ideas. The office hours were reported to be beneficial for all of the participants who attended.

Attendance

Twenty-eight persons attended TB-CAT. Figure 4 shows the attendance rates for weeks 1 through 8. Week 1 had the highest attendance with all 28 attendees participating. There was a slight dip in attendance during week 3, after which attendance increased to about 85 percent. Between week 5 and week 8, attendance remained steady between 65 percent and 75 percent. It should be noted that in the pre-course evaluation, several respondents shared that they anticipated other obligations preventing them from attending TB-CAT some weeks (see [Pre-Course Evaluation Results in Appendix D](#)).

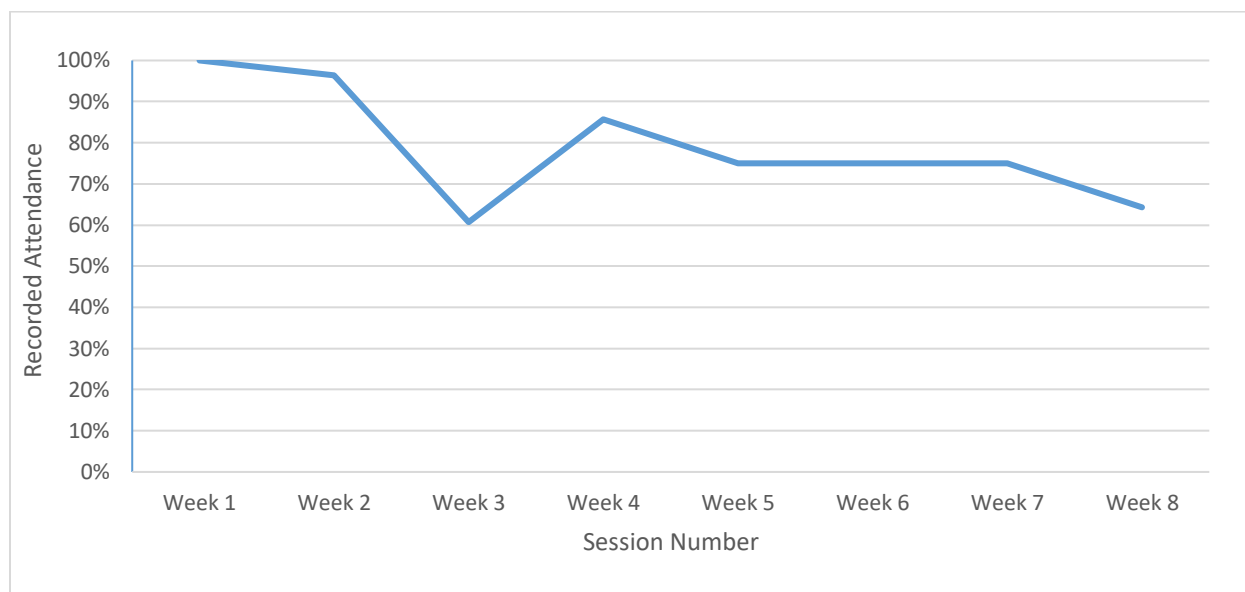


Figure 4. Recorded attendance by week

At the end of TB-CAT, participants received a certificate of participation. The certificate was sent via email and a hard copy was mailed. A sample of the certificate is shown in Figure 5.

CERTIFICATE

OF PARTICIPATION

THIS CERTIFICATE IS PRESENTED TO

Participant Name

FOR PARTICIPATING IN THE 2021 TAMPA BAY CITIZENS
ACADEMY ON TRANSPORTATION (TB-CAT) COURSE.



Jason Jackman

Jason Jackman
Course Facilitator

Tia Boyd

Tia Boyd
Course Facilitator

Figure 5. Sample TB-CAT certificate of participation

USF Student Involvement

Eight USF graduate students with an interest in transportation were involved in TB-CAT. The goal of the student involvement in the course was threefold: 1) to provide graduate student technical support to TB-CAT participants as they developed their projects, 2) to expose students to a broad range of transportation issues through course involvement, and 3) to provide students with the experience of working with citizens on transportation issues. The opportunity was open to students pursuing degrees in Urban and Regional Planning, Public Administration, Global Sustainability, Architecture, Engineering, or related fields.

This initiative benefitted both TB-CAT participants and the participating USF students. The students were encouraged to attend the TB-CAT sessions as their schedules allowed and received the weekly session recordings. This access to information provided an invaluable learning experience for students interested in transportation. Additionally, involvement provided opportunities for students to build their resumes, develop professional and technical skills, and work with citizens on transportation planning-related issues.

Student involvement was coordinated by the course facilitators who identified opportunities to connect USF students with TB-CAT participants. After students were selected, the facilitators held an introductory meeting to discuss their role in TB-CAT and get a better understanding of their skills and interest in transportation. USF students selected for TB-CAT had a variety of skills including:

- Data collection and analysis
- Survey design
- Public speaking
- Community outreach and stakeholder engagement
- ESRI GIS and map development
- Technical writing
- Visualization
- Policy analysis
- Grant administration
- Engineering management
- ArcMAP
- Traffic control design
- AutoCAD
- Rhino
- InDesign
- Photoshop
- Revit

After the initial meeting, students were paired with TB-CAT participants based on proposed project topics and student interests and skills. Students were paired with two to three participants. An email was sent to each participant and the student they were paired with encouraging them to share contact information and identify a meeting structure that would work for their schedules. The USF students and TB-CAT participants were able to collaborate virtually for successful course projects.

A student lab was also created to provide an opportunity for students to collaborate, share skills, and troubleshoot potential project issues with each other and their course facilitators. The lab was set as a recurring meeting in Microsoft Teams allowing students to meet once per week for up to an hour, or more frequently if needed. Skills that were most frequently shared were map development using GIS and illustrative design using AutoCAD and Photoshop. The course facilitators occasionally attended the TB-CAT student labs to answer student questions and provide additional support to the students as needed.



Students were asked to write a report at the end of the TB-CAT sessions. Several of the student reports are featured on the NICR website. These reports documented the following:

- A brief introduction describing their contribution to TB-CAT and what they got out of the experience
- The problem(s) that was/were researched
- The literature that documents the problem
- How the project was approached
- The data collected
- The analysis performed
- Proposed solutions
- Preferred solution identified
- Key issues in selecting the solution
- Examples in other areas that have solved the problem
- What they learned about transportation
- How this experience can benefit their future career

Course Evaluation Summary

To assess the effectiveness of TB-CAT, the course facilitators developed a set of evaluations for the 2021 TB-CAT course. A pre-course evaluation was designed to set a baseline for each participant's level of involvement in the City of Tampa's public participation processes, understanding of transportation, and level of comfort serving as a transportation advocate for their community before participating in TB-CAT. A post-course evaluation was developed and used to assess any change in these measures after participating in TB-CAT. In addition to the pre-and post-course evaluation, the course facilitators developed weekly evaluations for weeks 1 through 6. Participant projects were presented during weeks 7 and 8 and therefore did not include an evaluation.

The evaluation results for the pre- and post-course evaluations were analyzed separately and then compared. The comparison was used to assess if participants were motivated to increase their level of public involvement with the City of Tampa, if their understanding of transportation increased, and if they were more comfortable advocating for their community's transportation needs. The complete pre- and post-course evaluations results are included in [Appendix D](#).

In the pre-course evaluation, 70 percent of the respondents agreed that they understood how transportation decisions are made (20 percent strongly agree and 50 percent somewhat agree). This percentage increased to 91 percent in the post-course evaluation (64 percent strongly agree and 27 percent somewhat agree).

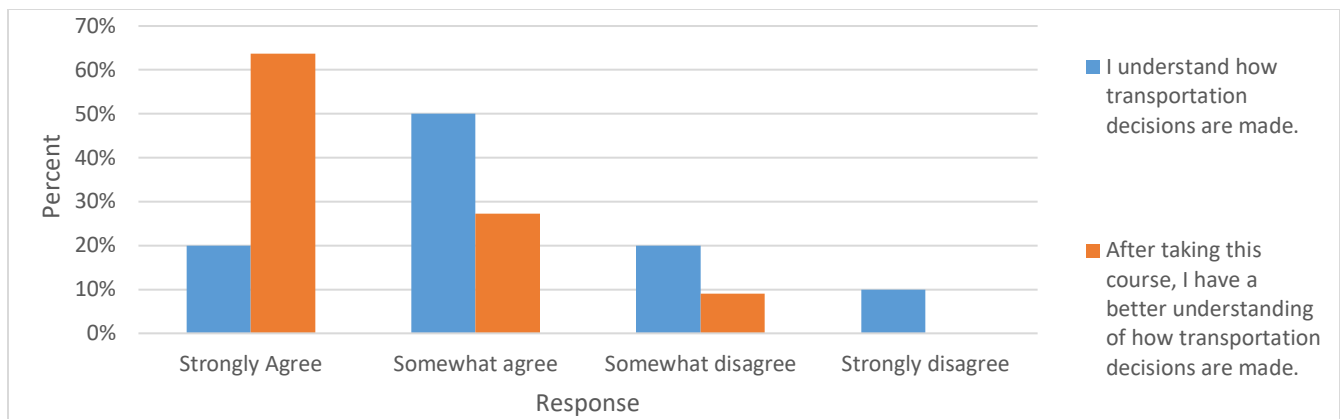


Figure 6. Understanding of transportation decisions

When asked about their level of comfort advocating for their community's needs, most respondents somewhat agreed that they were comfortable advocating for their community's transportation needs (55 percent). Fifteen percent of the respondents reported that they were not comfortable serving as an advocate. In the post-course evaluation, one-hundred percent of respondents reported that the course gave them the confidence to advocate for their community's transportation needs (45 percent strongly agree and 55 percent somewhat agree).

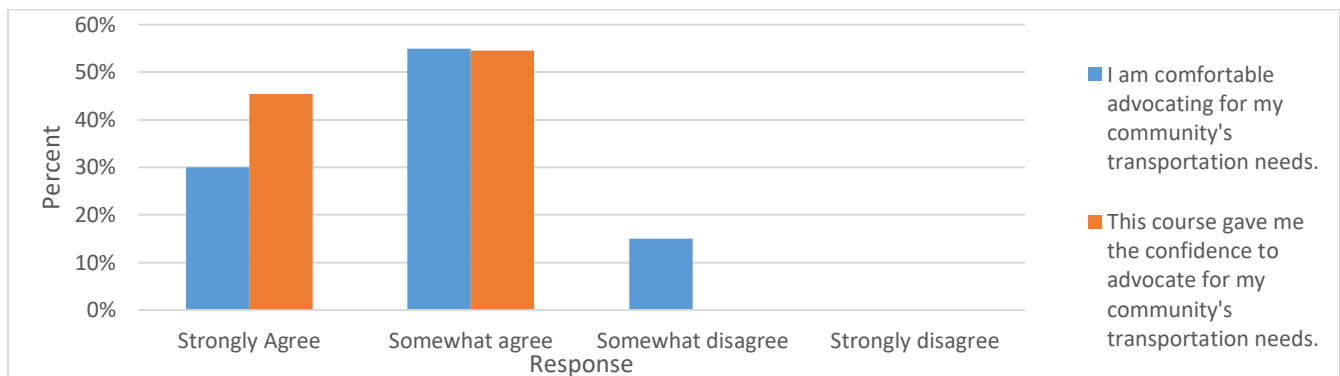


Figure 7. Level of comfort advocating for the community's transportation needs

In the pre-course evaluation, most of the respondents reported that they do not regularly attend City Council meetings (25 percent somewhat disagree and 40 percent strongly disagree). This number decreased in the post-course evaluation (36 percent somewhat disagree and 0 strongly disagree), resulting in a significant increase in respondents who reported that they now plan to attend City Council meetings in the future (45 percent strongly agree and 18 percent somewhat agree).

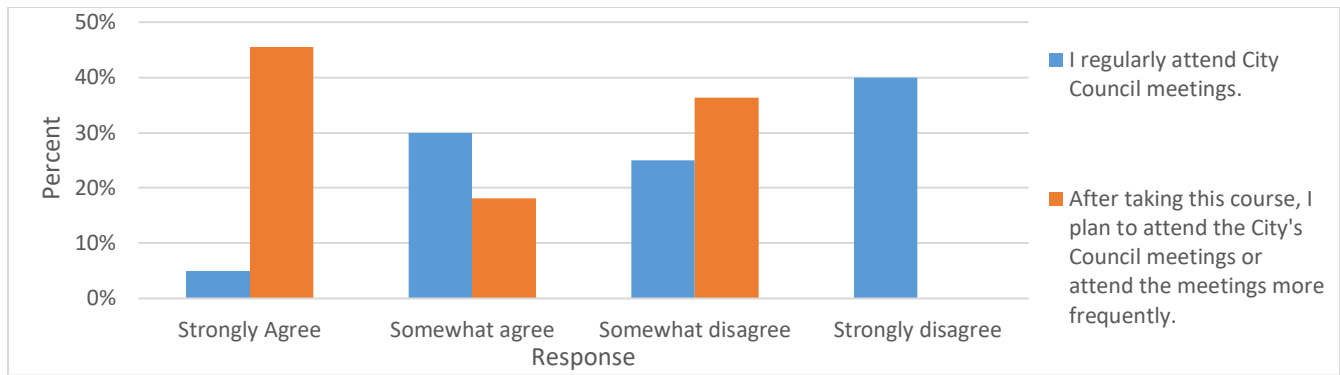


Figure 8. Attendance at City Council meetings

The weekly evaluations were used to gather participant opinions on the course content, the pace of information presented in the presentations, clarity, and comprehension of the course content, and content difficulty. The evaluations included sections for participants to send questions on the course content, share what they liked most about class that week, and let the course facilitators know if they needed additional support.

Additionally, the weekly evaluations were used to support participants in developing their class projects. Each week, the evaluation included questions on the project topic selected and preferences for group projects versus individual projects. Participants were given the opportunity to share questions that they had about their projects.

A Likert scale was used to capture if participants ‘Strongly Agreed’, ‘Somewhat Agreed’, ‘Somewhat Disagreed’, or ‘Strongly Disagreed’ with the set of statements provided each week. The following statements were used for the weekly evaluations:

- The content was stimulating and interesting.
- The information was presented at an appropriate pace.
- The content was clear and understandable.
- I found this week's content challenging.

These statements were the same each week. Figure 9 through Figure 12 summarize the evaluation results for weeks 1 through 6. Each week the evaluation respondents strongly agreed that the content was stimulating and interesting (see Figure 9). Most respondents found the content for week 6 “Taking Action – How Can You Get Involved?” the most stimulating and interesting (87 percent).

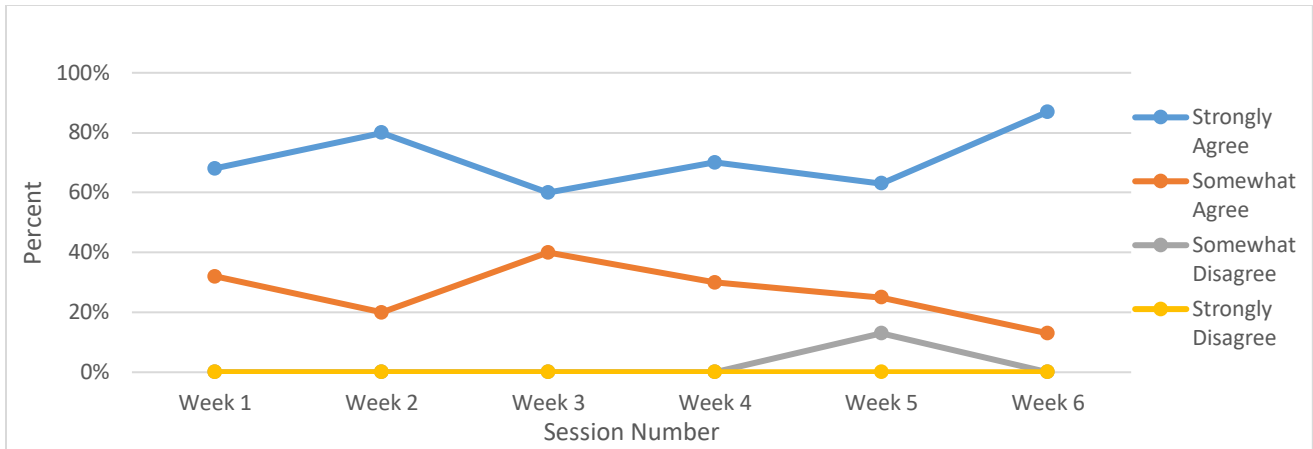


Figure 9. The content was stimulating and interesting

Most evaluation respondents agreed that the information was presented at an appropriate pace (see Figure 10). During week 3 “The Connection between Land Use, Transportation, & Travel Time”, some respondents felt that the information could have been presented at a slightly different pace (50 percent).

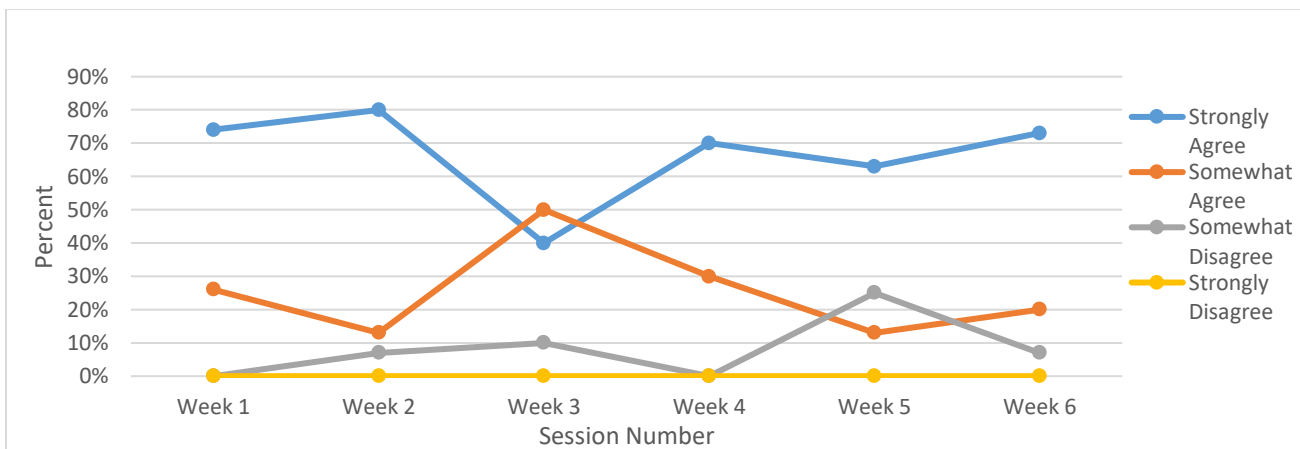


Figure 10. The information was presented at an appropriate pace

Most evaluation respondents agreed that the content was clear and understandable (see Figure 11). Week 3 “The Connection between Land Use, Transportation, & Travel Time” and week 5 “Vision Zero: Getting Home Alive” had the same response rate for “Strongly Agree” (40 percent and 50 percent respectively).

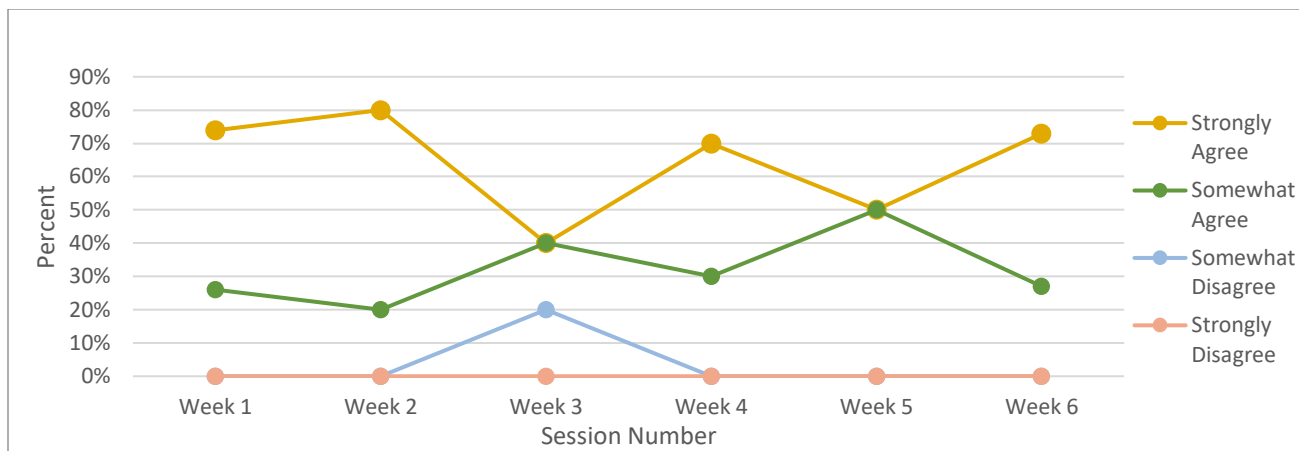


Figure 11. The content was clear and understandable

The weekly responses for how challenging the content was each week were a bit more varied (see Figure 12). Most respondents strongly agreed that week 4 “Opportunities & Challenges for a Robust Public Transportation System” was the most challenging (60 percent).

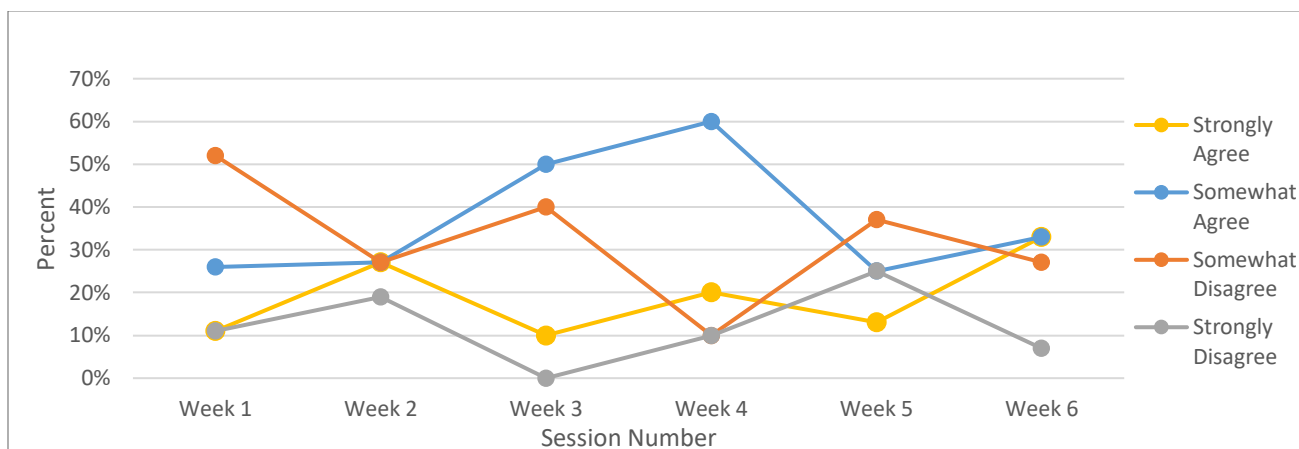


Figure 12. I found this week's content challenging

Lessons Learned

The process of developing and implementing the Tampa Bay Citizens’ Academy on Transportation (TB-CAT) revealed several insights. These insights add to the existing body of knowledge from previous citizen academies (such as the Portland Traffic and Transportation course) by highlighting takeaways for the development implementation of a virtual citizen academy. The information provided in this section and throughout this report is helpful for local agencies and organizations across the U.S. developing and implementing citizen academies.

The insights from TB-CAT are divided into six sections, which include marketing and outreach, choosing a virtual platform, session structure, presenters and panelists, course projects, and in-person engagement. Each of these insights and related strategies for virtual citizen academies are described in the following sections.

Marketing and Outreach

Although the marketing strategies used for TB-CAT were successful, the course facilitators identified several opportunities for improvement. Marketing began the week of September 20th, 2021, but most registrations were received between October 8th, 2021, and October 12th, 2021, after the second round of social media posts advertising the course was shared. This uptick in registrations so close to the course start date of October 13th, 2021, resulted in a need for additional planning and coordination for course projects and presentations. Consistent posting on a pre-determined schedule would have improved overall outreach and may have resulted in interested persons submitting their registration earlier. **A marketing plan and outreach schedule** developed in collaboration with the City of Tampa would have been effective for this purpose.

An effective marketing strategy could have been developed through joint marketing and outreach meetings and activities with City of Tampa communications staff, project liaisons, and other stakeholders such as Hillsborough County, and the Hillsborough TPO. These meetings could have also helped identify opportunities to diversify outreach to identify and implement more strategies targeted toward underserved communities. For example, information about TB-CAT could have been presented at City/County/TPO meetings such as the Citizens Advisory Committee (CAC), Bicycle Pedestrian Advisory Committee (BPAC), Livable Roadways Committee, and the Transportation Disadvantaged Coordinating Board (TDCB). School Districts and the local Parent Teacher Association (PTA) also provide opportunities to share information on TB-CAT with persons who may be interested in learning more about transportation in the City and have a desire to serve as an advocate for their community.

Choosing a Virtual Platform

Microsoft Teams Webinar provided the capabilities to effectively host TB-CAT. As with most, if not all, technology-based platforms, there were some technical issues experienced during the TB-CAT sessions. These technical issues ranged from disruptions in internet access to audio/visual concerns, etc. While these issues are oftentimes unavoidable, a **contingency plan for technical issues** provides solutions to limit the delay and distractions resulting from these disruptions. The contingency plan can be shared with the course facilitators, partners, and presenters so that designated persons with access to the “presenter” features of Teams can run the course, and/or transition between agenda items for the session that day.

Session Structure

TB-CAT sessions were held every Wednesday from 5:00pm to 7:00pm. Several participants shared that they would have liked a slightly later start time to accommodate persons who were leaving work at 5:00pm. Changing the start time may have increased the number of potential participants and/or resulted in more consistent participation. Decisions to change the start time must also be weighed with consideration for the end time. We are unaware of the impact of a later end time on potential participation, but **additional assessments of the course structure** can provide invaluable insight into the effects of session times on registration, attendance, and overall participation.

In the course evaluations, participants shared two key comments related to the course structure. The first comment related to the opportunity for participant introductions and the second related to the time for Q&A/discussion.

In the 2021 TB-CAT session, time was allotted in the class agenda for participant introductions. Participant introductions in week 1 would have allowed participants to get to know each other sooner, facilitated

opportunities for more group projects, and built a stronger sense of community between the TB-CAT participants. Additionally, an email exchange was sent after week 8, allowing participants to continue to communicate with one another after TB-CAT. In retrospect, many of the participants could have benefitted from an email exchange during week 1.

Initially, the suggested time limit for each presenter was set at 10 minutes, with 15 minutes for sessions with three presenters. Through the experiences each week and feedback collected in the evaluations (see [Post-Course Evaluation in Appendix D](#) and see [Appendix E](#)), it was important to allocate more time for Q&A and discussion. Other strategies to address time constraints during the session were to show all questions in the queue using screen sharing and software such as Microsoft Word, determine a number of questions per presentation - all questions beyond that number could be answered by email or during office hours, and collect questions and provide opportunities to continue the conversation after the session (e.g. office hours, follow-up session, etc.)

Presenters and Panelists

Presentations and panelists enhanced the experience of TB-CAT for participants. Participants were able to hear directly from local transportation agency leaders and staff and leaders in citizen advocate groups and grassroots organizations. All of the session and panel presentations went well, but a few additional steps to **prepare the presenters and panelists before each session** could have enhanced the experience for all persons involved. A short preparation meeting with presenters before the session to practice using the audio and video features, and test screen sharing would have addressed some of the technical issues experienced during the sessions. This meeting would have also provided an opportunity to refine the order of presentations and ensure that transitions between presentations were seamless.

A presenters' guide would have also been an effective tool to address potential technical and timing issues during presentations. At a minimum, the guide would include a technical overview of Microsoft Teams Webinar (how to share a screen, how to enable/disable mic and camera, how to use the chat, etc.), reminders for the time allotment for the presentation and Q&A, participant demographics and interests in the topic, and guidance for sending the presentations to the facilitators in advance. A panelists' guide would have also provided the necessary information for invited panelists. The panelists' guide would include similar information as the presenters' guide, but also include information on the participants' level of transportation knowledge to better facilitate Q&A after project presentations.

Course Projects

The course projects were divided into seven assignments. Each week, participants were asked during the session and in the evaluation if they had questions about the assignment. In addition to the questions in the session and evaluations, the course facilitators quickly realized that they needed to identify **multiple avenues of support for participants completing course projects**.

To provide the much needed time to discuss projects, virtual office hours were available for two days during week 4 and then on an as-need basis for the following weeks. Office hours starting in week 1 or week 2 and then at regular intervals would have provided more time for questions and discussions about the projects. Additionally, examples of previously completed projects from the classes that the course facilitators have taught or from other sources could have been shared to address many of the questions from the participants. This strategy would have provided participants with a general starting point for their own projects. It also

would have been particularly useful for participants who were unsure of how to approach the transportation issue they were interested in.

In-Person Engagement

The 2021 TB-CAT session was held during the COVID-19 pandemic. To reduce the risk of exposure and provide additional flexibility for participants, TB-CAT was provided as a virtual course. Although virtual platforms are effective and were successfully used for TB-CAT, when settings and circumstances allow for safe and convenient in-person meetings/classes **hybrid options** can provide opportunities for even more engagement. Hybrid options for a course like TB-CAT may include at least one in-person session, a meet and greet, in-person presentations, or multiple in-person labs over the course of the sessions. For example, the walking tour in week 5.1 was held outdoors and was a safe and fun way for TB-CAT participants to learn about initiatives in the City to improve transportation. When opportunities arise additional opportunities for in-person engagement can enhance participants' experience and increase engagement.



References

- FHWA. (2020). Virtual Public Involvement. Retrieved from https://www.fhwa.dot.gov/planning/public_involvement/vpi/
- Fischer, (2021). Increasing success in higher education: The relationships of online course taking with college completion and time-to-degree. Retrieved from <https://www.edworkingpapers.com/sites/default/files/ai21-427.pdf>
- Mandarano, L. (2015). Civic engagement capacity building: An assessment of the citizen planning academy model of public outreach and education. Retrieved from https://www.researchgate.net/publication/276252376_Civic_Engagement_Capacity_Building_An_Assessment_of_the_Citizen_Planning_Academy_Model_of_Public_Outreach_and_Education
- McNeil, N. (n.d.). Citizen Transportation Academy: Course Curriculum and Implementation Handbook. Retrieved from https://ppms.trec.pdx.edu/media/project_files/TTC_Curriculum_Handbook.pdf
- Morse, R. (2012). Citizen's academies: Local governments building capacity for citizen engagement. Retrieved from https://www-jstor-org.ezproxy.lib.usf.edu/stable/pdf/23484730.pdf?refreqid=excelsior%3A26e66957acfd34f7cff7845d2ba1e07d&ab_segments=&origin=
- U.S. Census Bureau (2019). American Community Survey 5-year estimates. Retrieved from Census Reporter Profile page for Tampa, FL <http://censusreporter.org/profiles/16000US1271000-tampa-fl/>



Appendix A

2021 TB-CAT Syllabus

This appendix includes the syllabus developed for the 2021 TB-CAT course. The syllabus describes the course, outlines the course learning objectives, identifies the key themes, details the course schedule, including topics and speakers, explains the class project and relevant assignments, and includes a list of sources for optional reading.

Tampa Bay Citizens Academy on Transportation

Course Agenda

October 13, 2021 – December 8, 2021

Classes will be held on Wednesdays starting October 13th

Class time: 5:00 p.m. – 7:00 p.m.

Format: Each online session is 2 hours, with 1 hour of panel presentations, 30 minutes for Q&A and open discussion, and 30 minutes to discuss class assignments. Class time will be used for presentations on a topic from guest speakers, activities, and class discussion. *Weekly sessions will be recorded for participants unable to attend the “live” session.

Field Trip (Lab): Students will participate in a guided tour to learn about how the City of Tampa is improving the transportation system and some continuing issues.

Project: Participants will develop a project idea alone or in teams to practice what they are learning.

Research: Participants are encouraged to research current trends in the transportation industry, including new developments in connectivity, complete streets design, green/smart technologies, and meeting the needs of historically underserved populations.

Course Learning Objectives

1. Learn and understand the past, present, and future challenges and barriers to transportation planning
2. Understand who does what and how transportation decisions are made
3. Explore options for improving the system and some of the challenges or barriers to improvement
4. Recognize stakeholder perspectives and explore mutually beneficial solutions
5. Develop skills for continued learning on planning and sustainable infrastructure as the field evolves
6. Practice communicating the need for multimodal solutions and sustainable infrastructure to address transportation needs

Themes: Five main themes that will emerge each week:

1. Equity, Diversity, and Inclusion
2. Livability and Affordability
3. Community Engagement
4. Sustainability and Resilience
5. Innovative Technology

COURSE SCHEDULE

Week 1 (Oct 13): Introduction and History of Transportation in the City

This session will introduce participants to the course agenda and schedule of activities. It will kick off the course with a look at how Tampa's transportation system evolved, how that has impacted our transportation options, and how those decisions have impacted people and communities differently.

- Jason Jackman, Tia Boyd, Kristine Williams, Alana Brasier, Danni Jorgenson, Vik Bhide – Welcome and Introduction to TB-CAT
- Joshua Barber, Planner II, Hillsborough TPO - A Transportation History of Tampa
- Tia Boyd, Research Associate, CUTR – Advancing Transportation Equity in our Community

Assignment #1: Identify a transportation problem you would like to solve.

Week 2 (Oct 20): Transportation Decision-Making, Planning, and Management (Equity and Empathy)

In this panel session, representatives from the different transportation agencies that define Tampa's transportation system will discuss their relative roles, how decisions are made, and their sources of funding. Panelists are:

- David Gwynn, Secretary, Florida Department of Transportation (FDOT) District 7
- John Lyons, Assistant County Administrator, Hillsborough County, Public Works
- Vik Bhide, Director, City of Tampa, Mobility Department
- Adelee Le Grand, CEO, Hillsborough Area Regional Transit Authority (HART)
- Beth Alden, Executive Director, Hillsborough Transportation Planning Organization (TPO)

Assignment #2: Collect information on the problem you identified. This could be data collection, in-person observation, interviews, and/ or research into how other communities have handled the problem.

Week 3 (Oct 27): In Sync: – The Connection between Land Use, Transportation, & Travel Time

This session will explore why widening roads alone won't necessarily solve congestion, the need to manage demand, and how land use planning affects our options. Learn about the role of transportation in placemaking and how technology is influencing transportation solutions in our city. Panelists are:

- Billy Hattaway, Principal, Fehr & Peers, CNU
- Stephen Benson, Chief Planner, the City of Tampa Mobility Department & Planning Department
- Sara Hendricks, Senior Research Associate, CUTR

Assignment #3: Continue to collect information and identify possible solutions to your transportation problem. Prepare a map or physical representation of your project, if applicable.

Week 4 (Nov 3): Taking the Bus - Opportunities & Challenges for a robust public transportation system

Tampa is the largest metropolitan area in the country without a light rail system and the bus service struggles to improve. This session will explore different transit modes, what makes public transportation work, what doesn't, and the challenges of providing effective public transportation in the City.

- Justin Willits, Senior Planner, HART & Chris Cochran, Director of Service Development
- Steven Schukraft, Planning & Urban Design Manager, HDR
- Brandie Miklus, Infrastructure and Mobility Program Coordinator, City of Tampa

Assignment #4: Propose a solution to your observed problem or issue. Be prepared to briefly discuss your proposed solution.

Week 5 (Nov 10) Vision Zero: Getting Home Alive

Roadway safety is a nationwide issue: each year nearly 40,000 people die while traveling on roads, whether by car, bike, walking, or on motorcycles. People walking are particularly vulnerable, and the Tampa Bay region consistently ranks in the top 10 most dangerous metro areas for pedestrians. This panel session will explore why this roadway safety epidemic is important, what factors contribute to this, and what local agencies are doing to fix this. Panelists are:

- David Guttenplan, FDOT District 7
- Alana Brasier, City of Tampa, Vision Zero Coordinator
- Gena Torres, Executive Planner, Hillsborough TPO
- John Godwin, Member, Walk Bike Tampa
- Emily Hinsdale, President, Sidewalk Stompers

Assignment #5: Discuss your problem with a responsible public agency representative and report on your discussion of possible solutions and issues. Try to get insight into why the problem exists and what challenges you may face in solving the problem.

Week 5.1 Field Trip (Lab) (Weekend - Date TBD) Take a walking/transit tour with experts and learn how we can fix problems that we see. More information is coming soon.

Week 6 (Nov 17): Taking Action - How can you get involved?

Learn from agency staff, citizen advocates and policy makers on how you can get involved, advocate for your needs, and more effectively influence the decision-making process. Panelists are:

- Christine Acosta, Pedal Power Promoters, LLC
- City Councilman TBD & County Commissioner TBD
- Christina Barker/Tyler Hudson

Assignment #6: Describe your preferred solution and discuss the key issues in selecting the solution. Identify at least two major barriers that might prevent your solution from being implemented. Identify potential next steps.

Week 7 (Dec 1) Project Presentations. Students will present class projects for discussion and review with a team of course advisers. Limit your presentations to 3 to 5 minutes out of consideration for all participants. *Reporting issues/advocating/discussion and brainstorming for final projects*

Assignment #7: Work on a 3-5 minute presentation of your transportation issue/problem and proposed solution and why your solution will/will not work.

Week 8 (Dec 8) Panel Presentations. Projects will be selected for presentation to a panel of reviewers. Reviewers: TBD

Class Project

We've all seen something in our transportation system that could be improved. But even when you have a great solution in mind, how do you actually get that solution implemented? The purpose of the class project is to break the problem down into a process that you can work through one step at a time. Each week's assignment will take us one step further along the process.

Week 1

Come up with a clearly defined transportation issue that you would like to work on as your project for the duration of this class. "Transportation issue" is broadly defined.

- It could be a discrete, concrete, physical problem in a specific location:
 - A location that needs bus service
 - A place without clear pedestrian or bicycle access
 - A street that is difficult or dangerous to cross
- A conceptual issue:
 - People don't understand what sharrows are or how to drive on roundabouts;
 - Our roads are unsafe with all the driveways and speeding;
 - We need more places for Uber/Lyft drivers to pick-up and drop off people
- A program or process that you think should be adopted or changed:
 - The public meetings on transportation are always inconvenient
 - We need a campaign to make drivers more sensitive to bicycle and pedestrian safety

The most important thing is that you choose something that you care about. Note that you're not being asked to come up with a solution yet - this week we're just focusing on the problem. Your response can be a single sentence or up to a page in length. Please email your idea to the class moderators by noon on class day to give the moderators time to check on your assignment.

Participants are encouraged to research current trends in the transportation industry, including new developments in connectivity, complete streets design, green/smart technologies, and meeting the needs of historically underserved populations



Reading List (Optional)

Week 1 (Oct 13): Introduction and History of Transportation in the City

- No reading

Week 2 (Oct 20): Transportation Decision-Making, Planning, and Management

- Introduction to Multimodal Transportation Planning: Principles and Practices by Todd Litman
https://www.vtpi.org/multimodal_planning.pdf

Week 3 (Oct 27): In Sync: – The Connection Between Land Use, Transportation, & Travel Time

- Rethinking Urban Traffic Congestion to Put People First by Robert Puentes
<https://www.brookings.edu/blog/the-avenue/2015/08/27/rethinking-urban-traffic-congestion-to-put-people-first/>

Week 4 (Nov 3): Taking the Bus - Opportunities & Challenges for a Robust Public Transportation System

- Public Transportation Facts by APTA <https://www.apta.com/news-publications/public-transportation-facts/>

Week 5 (Nov 10): Vision Zero: Getting Home Alive

- Vision Zero Tampa <https://www.tampa.gov/visionzero>
- Vision Zero Hillsborough <http://www.planhillsborough.org/vision-zero/>
- Dangerous by Design 2021 by Smart Growth America <https://smartgrowthamerica.org/wp-content/uploads/2021/03/Dangerous-By-Design-2021-update.pdf>

Week 6 (Nov 17): Taking Action - How can you get involved?

- Hillsborough Public Participation Plan <http://www.planhillsborough.org/public-participation-plan-evaluation-report/>
- The Transportation Equity Toolkit by Kristine Williams, Tia Boyd, Yaye Keita, and Jeff Kramer
<https://www.cutr.usf.edu/2021/09/transportation-equity-toolkit/> (Part 1 & Appendix B)
- Fighting for Equitable Transportation: Why it Matters by Safe Routes to School National Partnership https://www.saferoutespartnership.org/sites/default/files/resource_files/fighting-for-equitable-transportation-why-it-matters_0.pdf
- How to Place Equity at the Center of our Work by Jennifer Toole, Tamkia Butler, and Jeremy Chrzan
https://www.nxtbook.com/ygsreprints/ITE/ITE_February2020/index.php#p/36
- A Citizen's Guide to Transportation Decision Making by FHWA
https://www.pedbikeinfo.org/cms/downloads/CitizensGuide_TransportationDecisions.pdf

Other resources:

- Every Place Counts Leadership Academy Transportation Toolkit by the US Department of Transportation <https://www.transportation.gov/policy-initiatives/leadership-academy/transportation-toolkit>
- Beyond Traffic: 2045 Final Report by the US Department of Transportation
<https://www.transportation.gov/policy-initiatives/beyond-traffic-2045-final-report>

Appendix B

Marketing Materials

This appendix includes several marketing materials developed for TB-CAT. Figure 13 through Figure 15 show the flyers developed for TB-CAT. Figure 16 through Figure 21 show the social media posts shared to advertise TB-CAT.



Figure 13. TB-CAT 2-page flyer (page 1)



Figure 14. TB-CAT 2-page flyer (page 2)

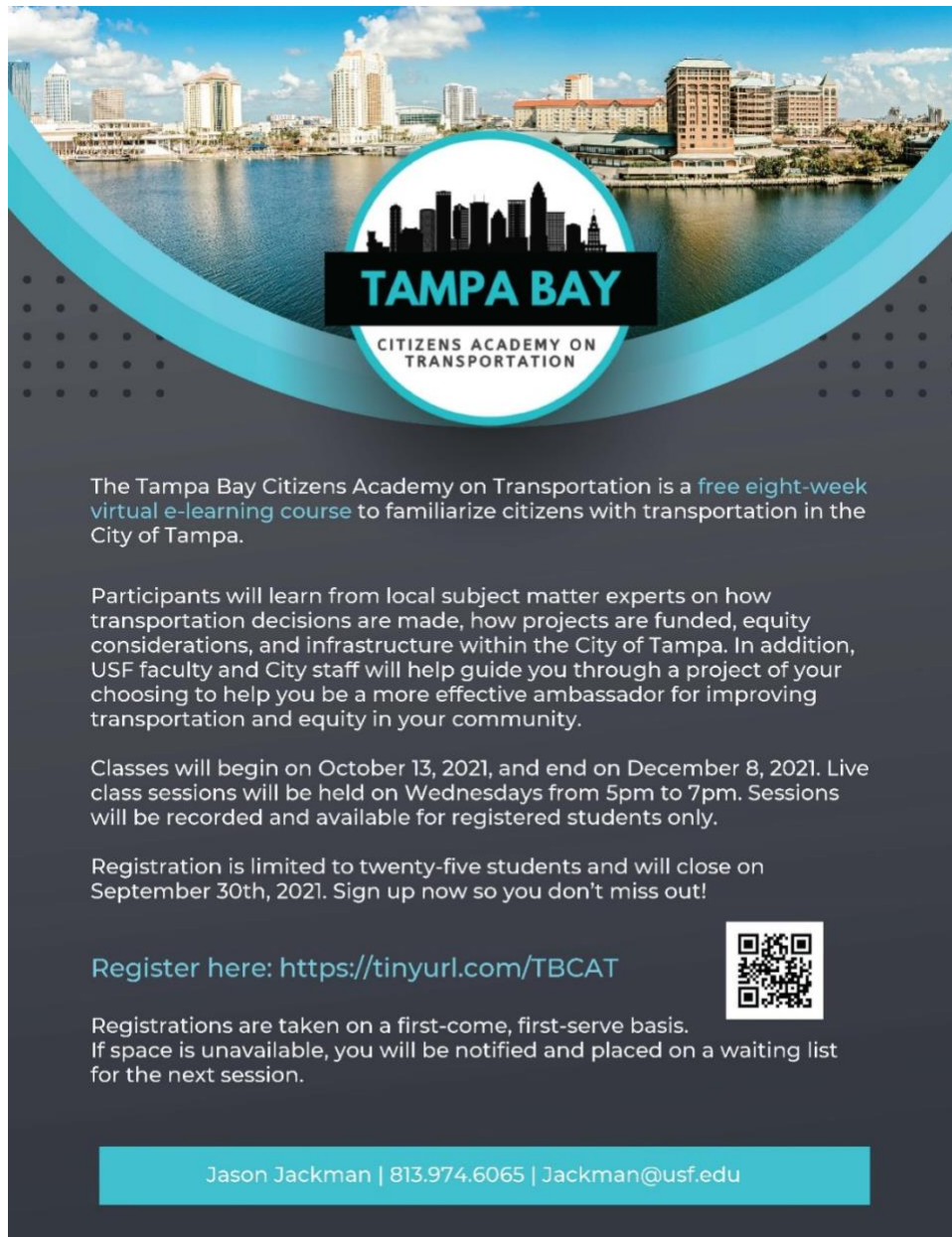


Figure 15. TB-CAT 1-page flyer

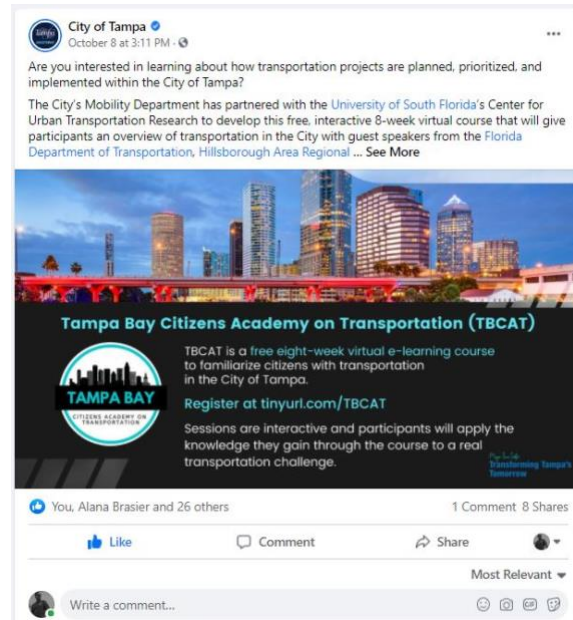


Figure 16. City of Tampa social media post



Figure 17. City of Tampa Vision Zero Coordinator social media post



Figure 18. Hillsborough TPO social media posts

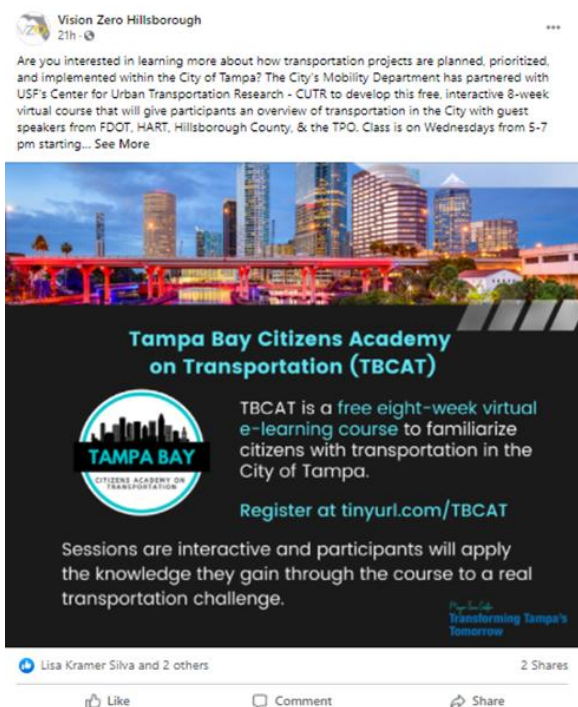


Figure 19. Vision Zero social media posts



Figure 20. Sulphur Springs Community social media post



Figure 21. USF CUTR social media post

Appendix C

TB-CAT Registration Socio-Demographic Data

This appendix provides the socio-demographic composition of persons who registered for TB-CAT. A total of 52 persons registered for TB-CAT. Because the course was designed to engage residents of the City of Tampa, persons residing outside of the City were not eligible to participate. An exception was made for persons who commute into the City for work. Raw data analyzed from the registration survey provided registrant zip codes, residing city and state, and other information. Registrants out of state were not considered for the course and registrants with city zip codes took precedence over registrants with other local Florida zip codes. It should be noted that several registrants were not able to attend TB-CAT due to scheduling conflicts and other factors.

A final total of 28 persons participated in TB-CAT. The twenty-eight TB-CAT participants are captured in these results along with the remaining 24 registrants who were not eligible or opted out of attending TB-CAT. A comparison of the socio-demographic composition of TB-CAT to the City of Tampa was conducted to identify areas and population groups that could benefit from additional outreach efforts for future TB-CAT courses.

Figure 22 shows the age distribution for persons who registered for TB-CAT. Most registrants were 25-34 (27 percent), 45-54 (24 percent), or 55-64 (25 percent) years old. This differs from the median age in the City of Tampa of 36 (U.S. Census Bureau, 2019). Approximately sixteen percent of the registrants were between the ages of 35 to 44.

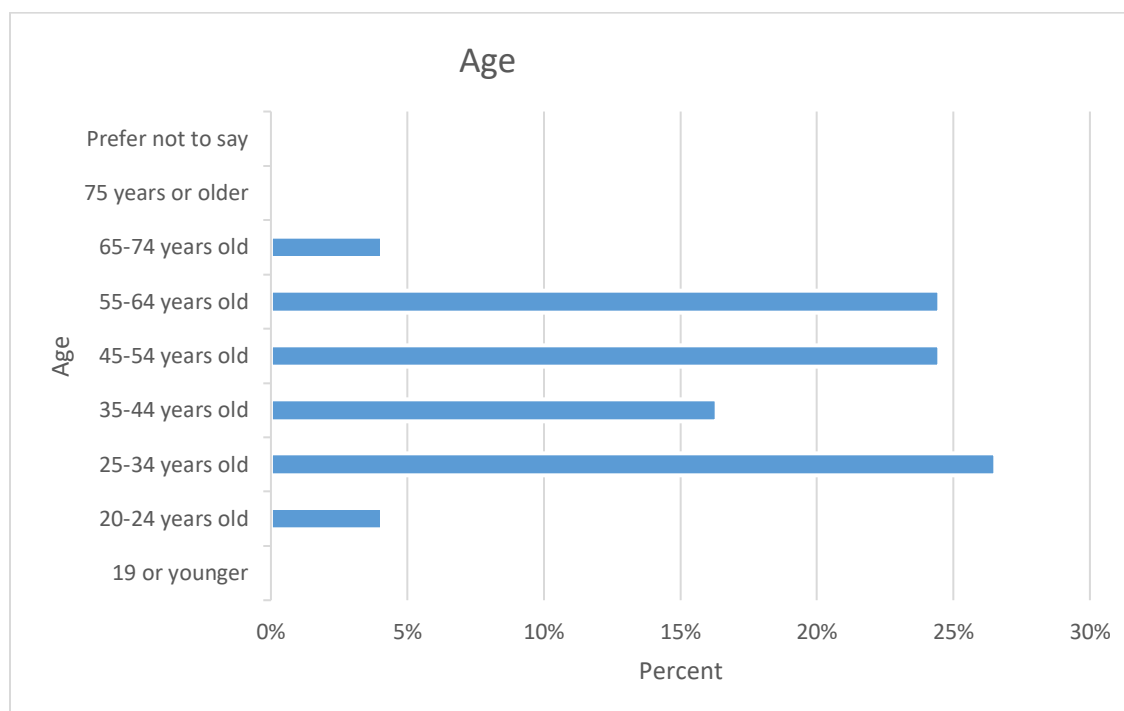


Figure 22. Age of TB-CAT registrants

Figure 23 shows the gender identity of persons who registered for TB-CAT. Most registrants identified as female/woman (53 percent). This number is slightly higher than the percent of females in the City (51 percent) (U.S. Census Bureau, 2019).

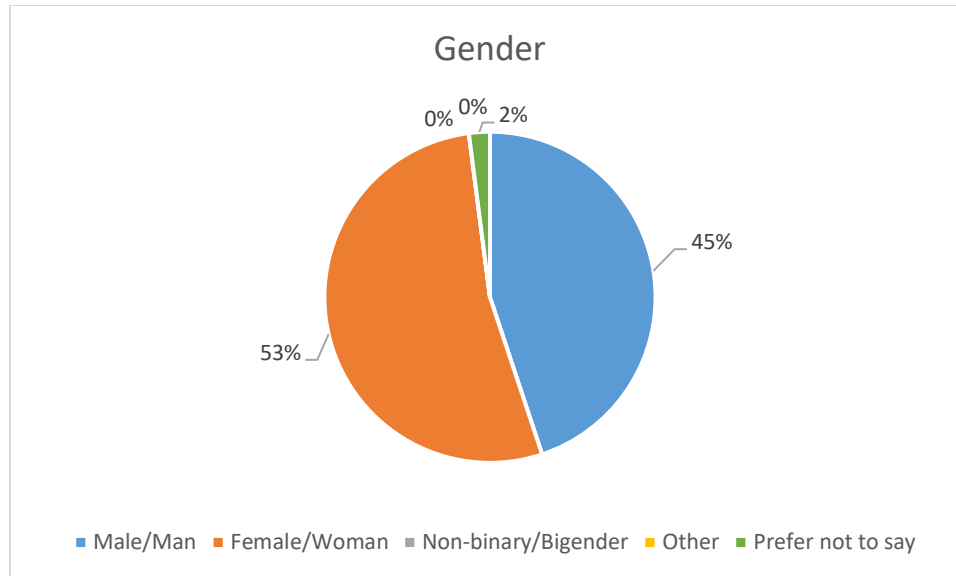


Figure 23. Gender of TB-CAT registrants

Figure 24 shows the race of persons who registered for TB-CAT. The majority of the registrants were White/Caucasian (52 percent), which is higher than the percent of White/Caucasian persons in the City (43 percent). The percent Black/African American registrants (21 percent) and Asian registrants (4 percent) most closely match the percent Black/African American (21 percent) and Asian (5 percent) population in the City (U.S. Census Bureau, 2019). Hispanic/Latino persons were least represented in the TB-CAT registrants (6 percent) compared to the Hispanic/Latino population in the City (28 percent).

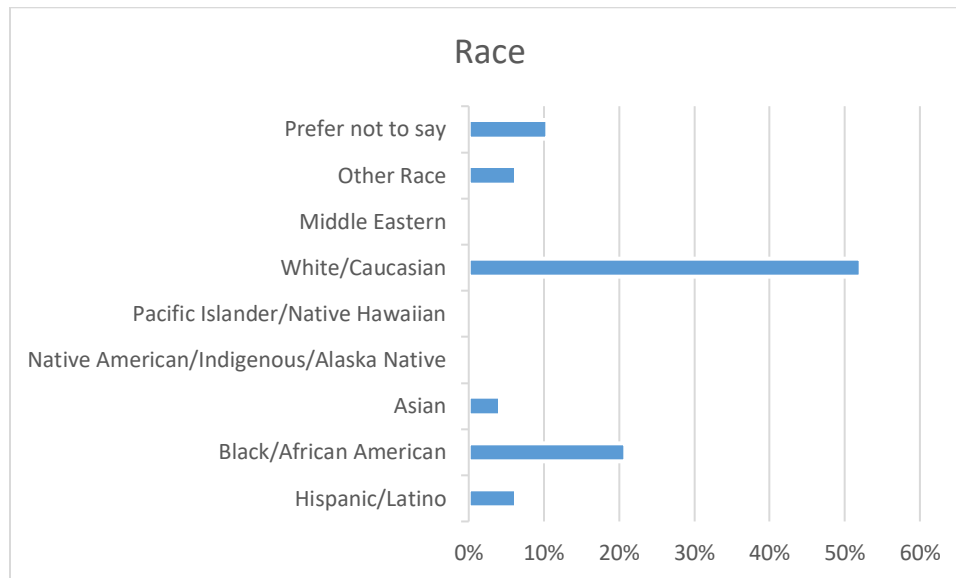


Figure 24. Race of TB-CAT registrants

Figure 25 shows the primary language of persons who completed the TB-CAT registration. Ninety-two percent spoke English, which is more than the sixty-eight percent in the City of Tampa (U.S. Census Bureau, 2019). Four

percent speak Spanish, which is less than the twenty-four percent Spanish speakers in the City. Four percent speak another language, which were identified as German and Portuguese.

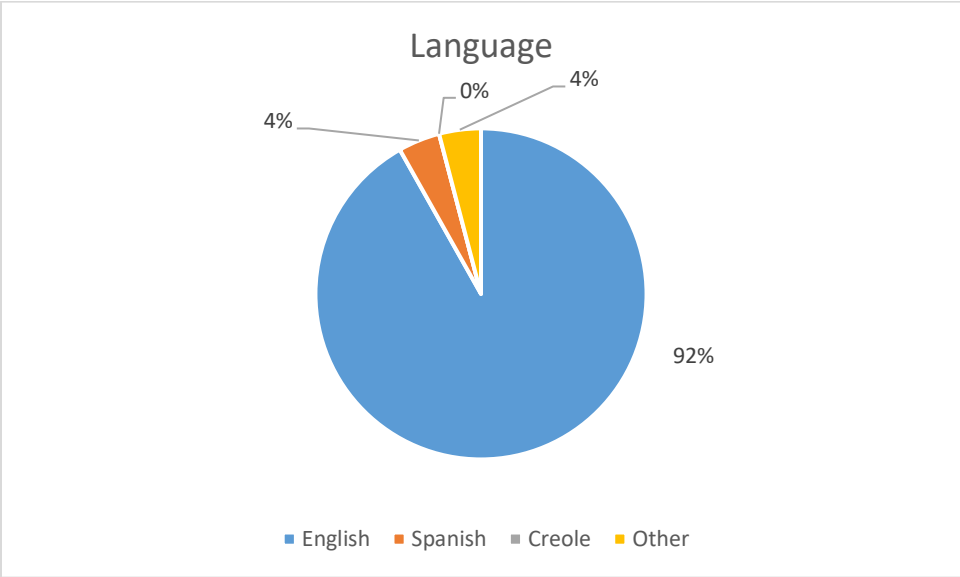


Figure 25. Primary language of TB-CAT registrants

Figure 26 shows the income level for TB-CAT registrants. The majority of respondents preferred not to disclose their income-level. For those who chose to disclose their income-level, most had an income of \$35,000 to \$59,000 (26 percent). This reported income was slightly higher than the median household income in the City (\$57,709) (U.S. Census Bureau, 2019).

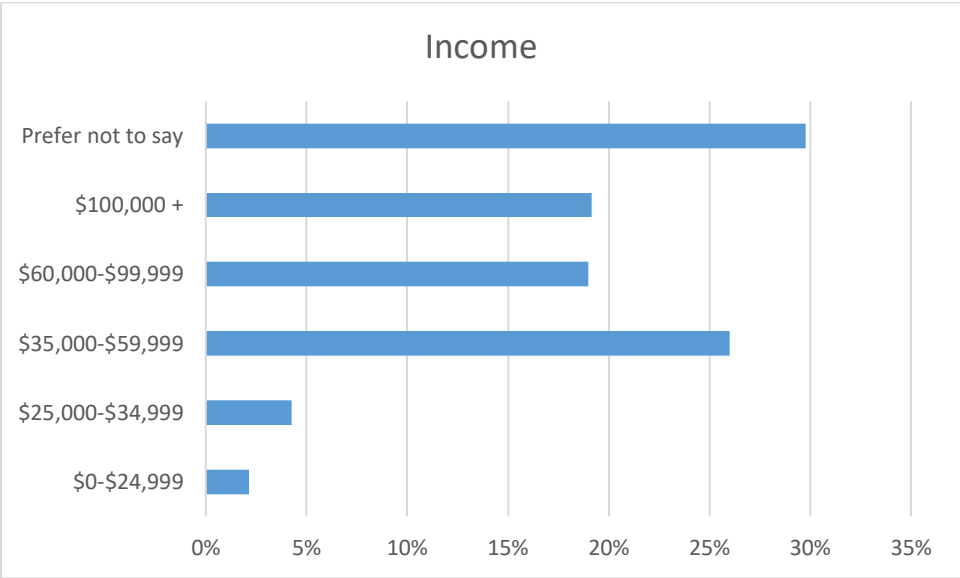


Figure 26. Income level for TB-CAT Registrants

Most persons who registered for TB-CAT had either a bachelor’s degree (42 percent) or a graduate/professional degree (35 percent) (see Figure 27). These percentages are higher than the City’s percentages of twenty-four

percent with a Bachelor's degree and seventeen percent with a graduate/professional degree (U.S. Census Bureau, 2019).

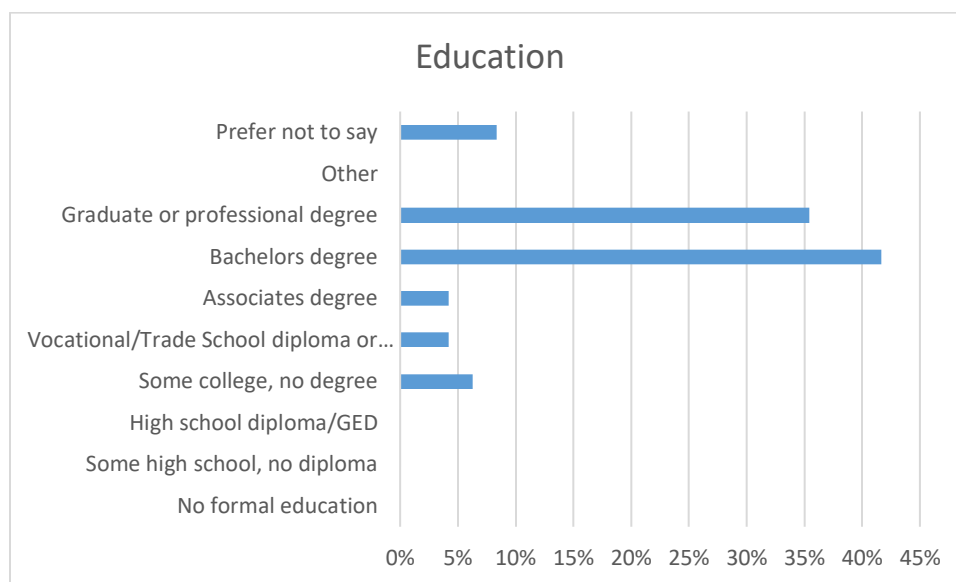


Figure 27. Level of education for TB-CAT registrants

Appendix D

Pre and Post Course Evaluation Results

This appendix includes the results of the pre and post course evaluation results from the 2021 Tampa Bay Citizens' Academy on Transportation (TB-CAT). The evaluations were used to assess participants' level of involvement in the City of Tampa's public participation processes, understanding of transportation, and level of comfort serving as a transportation advocate for their community before and after participating in TB-CAT. To determine the effectiveness of this course, the pre- and post-course evaluations were analyzed separately and then compared. The comparison was used to assess if participants were motivated to increase their level of public involvement with the City of Tampa, if their understanding of transportation increased, and if they were more comfortable advocating for their community's transportation needs. Additional questions were included in the evaluations and are described in the following sections of this appendix.

Pre-Course Evaluation Results

A total of 20 participants completed the pre-course evaluation. Figure 28 shows the respondents' projected ability to attend the weekly TB-CAT sessions. Eighty percent of the respondents reported that they planned to attend all of the weekly sessions. The remaining 20 percent also planned to attend, but anticipated other obligations occasionally preventing them from attending all sessions.

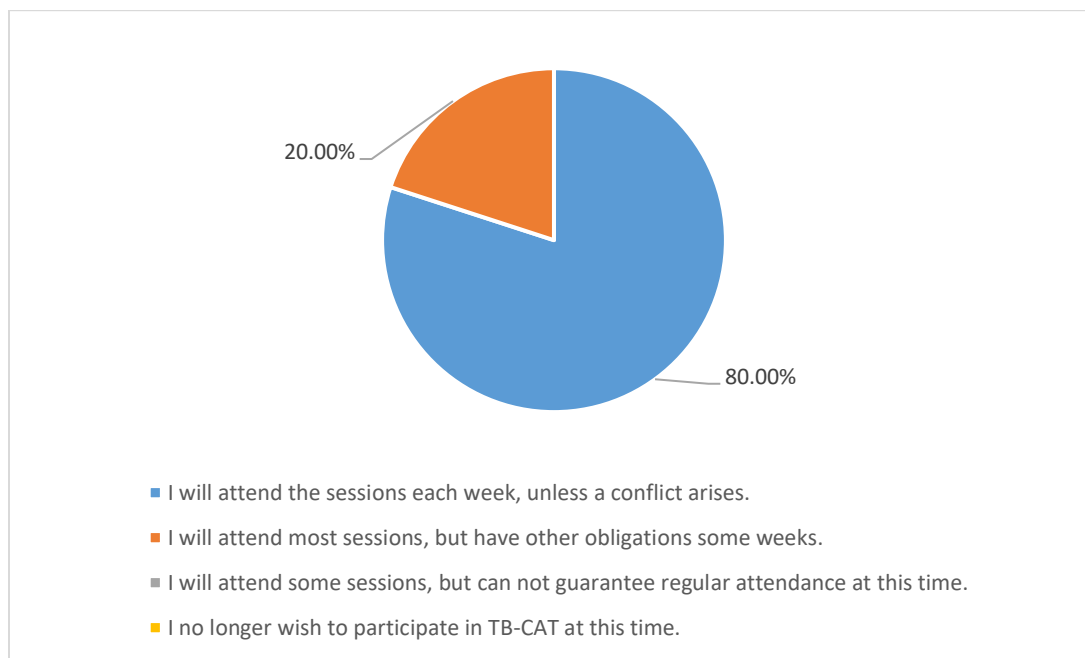


Figure 28. TB-CAT projected attendance

Table 1 shows respondents' opinions on their understanding of how transportation decisions are made, level of comfort advocating for their community's transportation needs, and level of participation at City Council meetings before attending TB-CAT. Most respondents agree that they understand how transportation decisions

are made (29 percent strongly agree and 50 percent somewhat agree). Thirty percent of the respondents strongly agree that they are comfortable advocating for their community's transportation needs, while fifty-five percent shared that they are somewhat comfortable serving as an advocate. Sixty-five percent of the respondents reported that they do not regularly attend City Council meetings (25 percent somewhat disagree and 40 percent strongly disagree).

Table 1. Pre-Course Evaluation Statements

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I understand how transportation decisions are made.	20%	50%	20%	10%
I am comfortable advocating for my community's transportation needs.	30%	55%	15%	0%
I regularly attend City Council meetings.	5%	30%	25%	40%

Post-Course Evaluation Results

A total of 13 participants completed the post-course evaluation. Reported attendance type is shown in Figure 29. Approximately fifty-four percent of respondents reported that they exclusively attended the live sessions online. Approximately 46 percent reported that they attended the sessions online and watched the recorded sessions provided each week.

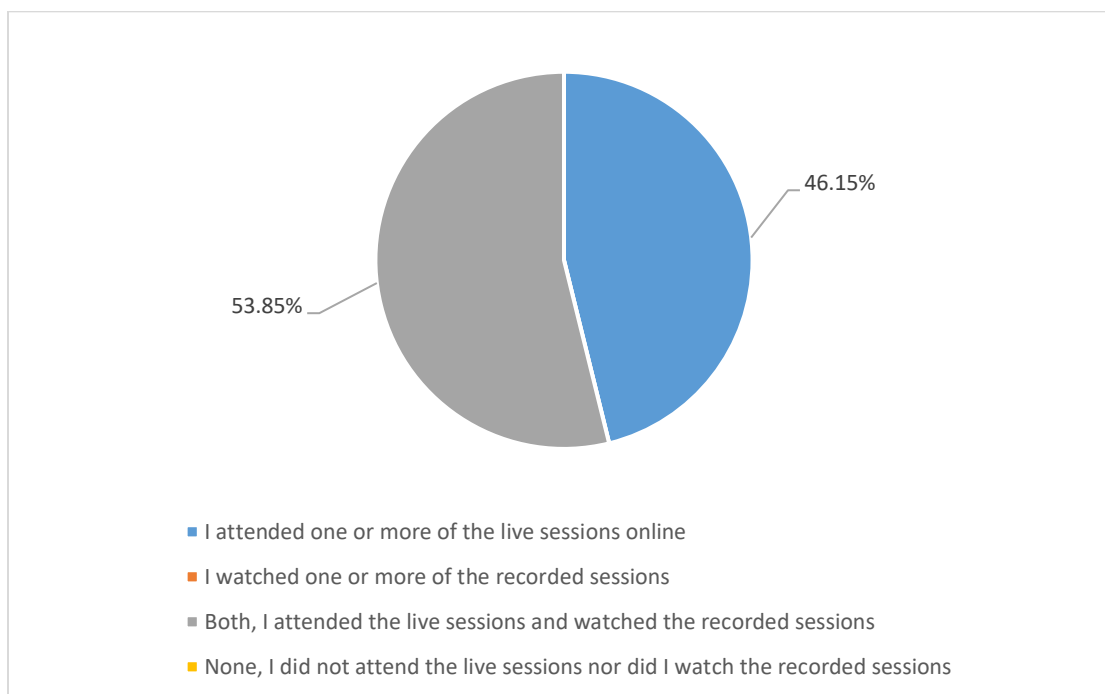


Figure 29. Attendance type

Table 2 shows respondents' opinions on their understanding of how transportation decisions are made, level of comfort advocating for their community's transportation needs, and level of participation at City Council meetings after attending TB-CAT. Most respondents reported that they have a better understanding of how transportation decisions are made (64 percent strongly agree and 27 percent somewhat agree). All of the respondents reported that this course gave them the confidence to advocate for their community's transportation needs (45 percent strongly agree and 55 percent somewhat agree). Sixty-four percent of respondents reported that after taking this course, they plan to attend more City Council meetings (45 percent strongly agree and 18 percent somewhat agree).

Table 2. Post-Course Evaluation Statements

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
After taking this course, I have a better understanding of how transportation decisions are made.	64%	27%	9%	0%
This course gave me the confidence to advocate for my community's transportation needs.	45%	55%	0%	0%
After taking this course, I plan to attend the City's Council meetings or attend the meetings more frequently.	45%	18%	36%	0%

Table 3 shows the experiences and outcomes of the participants who completed the post-course evaluation. Ninety-one percent of the participants agreed that the course increased their interest in transportation (55 percent and 36 percent). Most respondents felt that the expectations for participants were clearly defined (55 percent strongly agree and 36 percent somewhat agree) and the course materials were easy to follow (64 percent and 27 percent). Most respondents also felt that the course met their expectations (55 percent and 36 percent). Additionally, approximately ninety-one percent of respondents agreed that they would recommend this course to others (45 percent strongly agree and 45 percent somewhat agree).

Table 3. Participant Experiences and Outcomes after TB-CAT

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
This course increased my interest in transportation.	55%	36%	9%	0%
Expectations for student learning were clearly defined.	55%	36%	9%	0%
The course materials were easy to follow.	64%	27%	9%	0%
Overall, this course met my expectations.	55%	36%	9%	0%
I would recommend this course to others.	45%	45%	9%	0%

When asked to describe what they learned throughout the course, the following responses were recorded:

- "Participating in this course prepared me to become a better advocate for transportation improvements in Tampa."
- "I learned that many other citizens wish to help advance improvements in Tampa's non-car transportation systems."

- “It was useful to peak behind the curtain and begin to understand how and why changes to transportation infrastructure occur at the rate they do.”
- “I learned how many barriers there are to affecting meaningful change in transportation and planning sectors.”
- “This course helped me understand how the various organizations work together to address transportation.”
- “My hope is that more people who would never think to take this course somehow end up finding it in the future.”

When asked how the course and instructors helped support learning, respondents commented on the:

- Access to faculty, expert panelists, and different speakers within the city and transportation roles
- Virtual class model and access to session recordings
- Using the chat feature for questions and comments, while also having visual presentations
- Weekly reminder emails
- Walking-tour

When asked what could be improved to better support learning, the respondents stated the following:

- Allowing student-to-student chatting during virtual learning
- Providing a bullet list of takeaways from each meeting
- Clearly defining acronyms and technical jargon
- More direct guidance throughout the course on how individuals can enact change
- Utilizing a new platform for presentations instead of Microsoft Teams
- Including the names and emails of presenters shared in weekly emails
- Establishing a Canvas or discussion page to have access to talk with classmates
- Creating mini activities at the end of class to re-inform key learning objectives

Respondents had the option to leave additional comments on the course. These comments included the following:

- Allowing the course to be more accessible so that voters can feel more empowered to act
- The course exceeded expectations and participants felt challenged to solve real-world problems
- Several participants asked if it would be possible to have a continuation of the course to delve deeper into transportation issues

Appendix E

Weekly Course Evaluation Results

The information in this appendix describes the course evaluations results for weeks 1 through 6. Participant projects were presented during weeks 7 and 8, and therefore did not include an evaluation.

Week 1: Introduction and History of Transportation in the City

Twenty-eight participants attended week 1 of TB-CAT and twenty of these participants completed the week 1 evaluation. Table 4 shows respondents opinions on the course content, the pace of information presented in the presentations, clarity, and comprehension of the course content, and content difficulty. Most respondents strongly agreed that the week 1 content was stimulating and interesting (68 percent), presented at an appropriate pace (74 percent), and clear and easy to understand (74 percent). Most respondents reported that the content was not challenging (53 percent somewhat disagree and 11 percent strongly disagree).

Table 4. Week 1 Experiences and Outcomes

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	68%	32%	0%	0%
The information was presented at an appropriate pace.	74%	26%	0%	0%
The content was clear and understandable.	74%	26%	0%	0%
I found this week's content challenging.	11%	26%	53%	11%

When asked what they liked most about the session for Week 1, respondents reported that they enjoyed learning about transportation history, directly addressing racism in historical planning practices, and learning about the historical flaws of transportation and planning. Additionally, several respondents reported enjoying the graphics that accompanied the presentation and learning about potential solutions to historic planning issues.

When asked what could be improved to better supporting learning for the week 1 session, several respondents commented on working to resolve the longer wait times resulting from presentation technical difficulties. Additionally, respondents reported that they wanted better access to presentation information, references to legal challenges and court cases, and to more directly define acronyms.

Week 2: Transportation Decision-Making, Planning, and Management

Twenty-seven participants attended week 2 of TB-CAT and a total of fifteen participants completed the evaluation for week 2. Table 5 shows respondents opinions on the course content, the pace of information presented in the presentations, clarity, and comprehension of the course content, and content difficulty. Eighty percent of respondents strongly agree that the week 2 content was stimulating and interesting, presented at an appropriate pace, and clear and easy to understand. The respondents were split on whether or not the content

was challenging (27 percent strongly agree, 27 percent somewhat disagree, 27 percent somewhat disagree, and 20 percent strongly disagree).

Table 5. Week 2 Experiences and Outcomes

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	80%	20%	0%	0%
The information was presented at an appropriate pace.	80%	13%	7%	0%
The content was clear and understandable.	80%	20%	0%	0%
I found this week's content challenging.	27%	27%	27%	20%

When asked what they liked most about the week 2 session, respondents stated that they enjoyed hearing from the different transportation agency representatives. Additionally, the respondents enjoyed the variety of speakers with different perspectives on transportation funding, as well as learning how decisions are made on various scales.

When asked what could be improved to better support learning for the week 2 session, several respondents shared that the use of acronyms and vague government jargon occasionally made it difficult to understand the presentations. Additionally, respondents reported that they would benefit from more time for question-and-answer sessions, and from having the presenter's contact information shared via a follow-up email.

Week 3: The Connection between Land Use, Transportation, & Travel Time

Seventeen participants attended the week 3 session of TB-CAT and a total of ten participants completed the evaluation for Week 3. Table 6 shows respondents opinions on the course content, the pace of information presented in the presentations, clarity, and comprehension of the course content, and content difficulty. Sixty percent of respondents strongly agree that the week 3 content was stimulating and interesting. Ninety percent of respondents agreed that the information was presented at an appropriate pace (40 percent strongly agree and 50 percent somewhat agree). Eighty percent thought the content was clear and understandable (40 percent strongly agree and 40 percent somewhat agree). Half of the respondents found the week 3 content somewhat challenging and forty percent somewhat disagreed that the content was challenging.

Table 6. Week 3 Experiences and Outcomes

Question	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	60%	40%	0%	0%
The information was presented at an appropriate pace.	40%	50%	10%	0%
The content was clear and understandable.	40%	40%	20%	0%
I found this week's content challenging.	10%	50%	40%	0%

When asked what they liked most about the session for week 3, respondents shared that they enjoyed the comparisons of historic and modern approaches to transportation and discussing factors that influence speed and local housing trends. Additionally, multiple respondents commented that they benefited from the interactive session and enjoyed having the opportunity to meet fellow classmates.

When asked what could be improved to better support learning for the week 3 session, several respondents commented that using layman’s terms more frequently would help them better understand the content. Respondents also commented that it would be beneficial to receive copies of the presentations.

Week 4: Opportunities & Challenges for a Robust Public Transportation System

There were a total of 24 participants during the week four session and twelve of the participants completed the evaluation for week 4. Table 7 shows respondents opinions on the course content, the pace of information presented, clarity, and comprehension of the course content, and content difficulty. All respondents agree that the week 4 content was stimulating and interesting (70 percent strongly agree and 30 percent somewhat agree). All respondents agreed that the information was presented at an appropriate pace (70 percent strongly agree and 30 percent somewhat agree). All respondents thought the content was clear and understandable (70 percent strongly agree and 30 percent somewhat agree). Sixty-percent of the respondents found the week 4 content somewhat challenging.

Table 7. Week 4 Experiences and Outcomes

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	70%	30%	0%	0%
The information was presented at an appropriate pace.	70%	30%	0%	0%
The content was clear and understandable.	70%	30%	0%	0%
I found this week's content challenging.	20%	60%	10%	10%

When asked what they liked most about the week 4 session, respondents shared that they enjoyed the focus on transit, the history of the streetcar, and the discussions about housing and proposals for increased density. One respondent commented, “I’m beginning to understand how I can engage in local efforts so I can advocate for families who rely on public transportation.”

When asked what could be improved to better support learning for the week 4 session, respondents highlighted that the presentations included government jargon, acronyms, and expert-heavy commentary, which made concepts more challenging to understand.

Week 5: Vision Zero: Getting Home Alive

Twenty-one participants attended the week 5 session and eight of the participants completed the evaluation for week 5. Table 8 shows respondents opinions on the course content, the pace of information presented during the presentations, clarity, and comprehension of the course content, and content difficulty. Most

respondents agree that the week 5 content was stimulating and interesting (63 percent strongly agree and 25 percent somewhat agree). Approximately seventy-five percent of respondents agreed that the information was presented at an appropriate pace (63 percent strongly agree and 13 percent somewhat agree). All respondents thought the content was clear and understandable (50 percent strongly agree and 50 percent somewhat agree). Most respondents reported that the week 5 content was not challenging (38 percent somewhat disagree and 25 percent strongly disagree).

Table 8. Week 5 Experiences and Outcomes

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	63%	25%	13%	0%
The information was presented at an appropriate pace.	63%	13%	25%	0%
The content was clear and understandable.	50%	50%	0%	0%
I found this week's content challenging.	13%	25%	38%	25%

When asked what they liked most about the week 5 session, respondents shared that they enjoyed the presentations from the Florida Department of Transportation (FDOT), the Vision Zero coordinator, and hearing the discussion from grass-roots speakers and activists.

When asked what could be improved to better supporting learning for the week 5 session, respondents commented that a summary sheet with links shared by the presenters would be beneficial. Additionally, respondents suggested that a segment explaining the political aspect of policy making may be helpful.

Week 6: Taking Action – How can you get involved?

Twenty-one participants attended the week 6 session for TB-CAT. This evaluation included questions about the project presentation and therefore, all participants, whether they attended week 6 or not, were encouraged to complete the evaluation. Twenty-five participants responded, eight reported that they did not attend the week 6 session nor watch the recorded session. The remaining 15 respondents reported that they attended the class and/or watched the recorded session. The results in this section are based on the 15 people who reported that they attended or watched the week 6 session.

Table 9 shows respondents opinions on the course content, the pace of information presented during the presentations, clarity, and comprehension of the course content, and content difficulty. All respondents agree that the week 6 content was stimulating and interesting (87 percent strongly agree and 13 percent somewhat agree). More than ninety percent of respondents agreed that the information was presented at an appropriate pace (74 percent strongly agree and 20 percent somewhat agree). All respondents thought the content was clear and understandable (73 percent strongly agree and 27 percent somewhat agree). One-third of the respondents thought that the week 6 content was challenging (33 percent strongly agree and 33 percent somewhat agree).

Table 9. Week 6 Experiences and Outcomes

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
The content was stimulating and interesting.	87%	13%	0%	0%
The information was presented at an appropriate pace.	73%	20%	7%	0%
The content was clear and understandable.	73%	27%	0%	0%
I found this week's content challenging.	33%	33%	27%	7%

When asked what they liked most about the session for week 6, several respondents shared that the presentations helped them easily visualize various concepts in transportation. One respondent commented that “the topic and objectives are an essential part of what you’d expect from the course.”

When asked what could be improved to better support learning for the week 6 session, respondents mentioned that they would benefit from an accessible resource with links to the organizations, advocacy groups, and chambers of commerce discussed throughout the session. Additionally, a respondent commented that more publicly accessible course materials could support more informed voting decisions.



NICR

**NATIONAL INSTITUTE FOR
CONGESTION REDUCTION**

The National Institute for Congestion Reduction (NICR) will emerge as a national leader in providing multimodal congestion reduction strategies through real-world deployments that leverage advances in technology, big data science and innovative transportation options to optimize the efficiency and reliability of the transportation system for all users. Our efficient and effective delivery of an integrated research, education, workforce development and technology transfer program will be a model for the nation.



Berkeley
UNIVERSITY OF CALIFORNIA

Texas A&M
Transportation
Institute



UPR
Recinto Universitario de Mayagüez

www.nicr.usf.edu