

## Participant Training and Stakeholder Education Plan Training Transcript (8-31-21)

**Speaker: Deb Curtis**

So, let us take a few minutes to review the program.

Although most of you are already familiar with it.

Next slide, please.

So, this is a high-level summary of the complete trip ITS4US program.

As you can see there are multiple partners involved with this initiative with the goal of deploying innovative and integrated trips to support mobility for all users with a particular focus on underserved communities.

So, as you can see here, this involves the lead ITS Joint Program Office from the US Department of Transportation, but also involves the Federal Highway Administration and the Federal Transit Speaker: Deb Curtis This will allow us to take revolutionary steps to integrate advanced technologies, especially those that enable Administration. We are looking to make these large-scale deployments that are replicable and address the challenges of planning.

And executing all segments of the complete trip.

We would like to target all users across all modes regardless of location, income, or disability.

Speaker: Deb Curtis

Next slide, please.

So, we have 5 program goals.

And these program goals are spur high impact, integrated complete trip deployments nationwide, this first goal is to assist the transportation industry in tackling the difficult challenge of providing complete trips for all travelers nationwide by streamlining and expediting solution development.

Through pilot deployment.

Yes.

High impact, replicable integrated solutions developed by these pilot deployments.

Will reduce the cost of future deployments of these critical personal mobility enhancements.

The second goal is to identify needs and challenges by populations.

The needs and of the communities to support mobile mobility options for all travelers, regardless of location, income, or disability are important populations within each community have different needs and challenges for accessing transportation options to improve their quality of life.

The third goal is to develop and deploy mobility solutions that meet user needs.

This will allow us to take revolutionary steps to integrate advanced technologies, especially those that enable adaptive and assistive transportation technologies into the management and operations of the transportation network, including non-motorized modes.

Here we are.

Our goal is to engage key partners within the federal government.

The research community, stakeholder organizations, and private industry to support development of potential solutions for all travelers.

The fourth goal is to quantify and evaluate the impact of the integration of these advanced technologies strategies and applications.

The improvement of safety and mobility of all travelers, quantified impact support, communication of technology benefits to future deployers.

And decision makers.

And finally, the fifth goal is to determine which technologies, strategies, applications and institutional partnerships demonstrate the most potential to address identified barriers to providing complete trips to all travelers in a variety of communities and build environments.

This we also.

The goal is to disseminate the lessons learned from replicable solutions developed by the deployment sites to catalyze additional deployment.

The systems engineering process that we are going to talk about is critical to all of these goals.

Next slide, please.

The US Department of Transportation has awarded five teams with Phase One funding to support the development of their deployment concepts. These five deployment sites include the University of Washington, California Association of Coordinated Transportation, Heart of Iowa Regional Agency.

ICF International in Buffalo, NY, and the Atlanta Regional Commission. Next slide please.

There are three deployment phases, and one post deployment phase.

Participants are currently in the first phase concept development where they will develop their ideas to ensure future success in later phases.

They will test and evaluate their projects.

The deployments are expected to sustain operation for at least five years after the program is completed. Next Slide Please.

**Speaker: Dawn Sweet**

Great. So welcome to today's training on task nine in phase one of the Complete Trip - ITS4US Deployment Program.

This training will provide technical assistance for the project teams in developing the Participant Training and Stakeholder Education Plan.

Next slide.

So just a brief introduction.

My name is Dawn Sweet and I'm the director of headquarters of operations for the Federal Transit Administration Office of Civil Rights, and I've had the pleasure of supporting this project since the very beginning at USDOT.

And it's been really exciting watching the five deployment pilots take shape.

The next slide is our agenda. It presents the topics we'll cover today, so we're going to start with just a brief reminder of the task nine participant training and stakeholder education plan activities that were discussed at the kickoff for this project.

Then we'll go over the six major sections of the deliverable templates they represent which are listed here, starting with the introduction down to planning and coordination of training activities, and then the remaining time will be spent on discussing the options the teams have for structuring the plan.

We will also provide some helpful resources that can guide you when developing the plan and we'll end with some Q&A time.

Next slide.

In the next few slides, I'll give an overview of some of the activities that lead up to the creation of the participant training and stakeholder education plan, or PTSEP for short. Though that's not all that short.

Next slide.

So first just a reminder for context and to set the stage on what the plan entails.

It's a document that describes the needs and approaches for recruiting deployment participants, and then second, for training and educating all of the populations that are part of the project, including travelers.

Then others, including any caregivers that may be associated with end users.

Personnel that support the deployment, like operations and maintenance teams and any other stakeholders that you have identified through your work up to this point.

The next slide is a diagram that shows how the PTSEP relates to other key deliverables within the project.

So there are inputs that feed into and inform the development of the training plan.

And then there are outputs where this plan forms other deliverables.

So for the inputs into the PTSEP, we have the agreements and plans documented in the ConOps, the Safety Management Plan, in the Performance Measurement Plan, and the Human Use Approval Plan.

And note that the PTSEP must be consistent with the outcomes and plans associated with both the human use approval plan, which is task 8, and the Safety Management Plan, task four.

So that is specific training may be needed due to the safety management plan and the recruitment should be in line with the human use approval plan, so we need to ensure that there's consistency throughout the various tasks of the BAA for the outputs.

There are two deliverables that that the PTSEP will be used to develop, including the outreach plan in task 11, and later on the integrated complete trip deployment plan and deployment briefing in task 13.

Stakeholder education should align with future outreach and deployment plans.

Next slide.

This slide just shows the two deliverables in Task 9. They include a draft and a final participant training and stakeholder education plan. The draft is due on December 6<sup>th</sup>, with the final due on January 3<sup>rd</sup>.

And so it feels like these are a long ways away, but there's a lot of preparation and coordination involved in developing this plan, which we'll discuss.

Next slide.

So the major components in this task cover the full work stream for participant recruitment and training, and stakeholder education.

Remember, recruitment is for participants that are users of the deployment, while training applies to multiple groups.

So first this plan will identify the training needs based on the scope of the deployment. It will then identify the project stakeholders and then partition them into groups that require training and outreach because not every group is going to need the same thing, it will describe the plans for recruiting potential participants.

It will outline the training approach for each group, which will obviously vary, and then finally it'll describe how stakeholders will be educated. This is an important component because stakeholders need to understand the deployment for it to be successful and sustainable in the long term.

Next slide.

So now we're just going to move into the template sections that will make up the plan.

So to start with the introduction in Section 1, the introduction will provide some context for the reader for the overall purpose of the document and context for the project for those who may not have read the other deliverables. So it's important that it is succinct but still fulsome enough for anybody to pick up this document and get a sense of what this deployment project is.

The PTSEP is the guiding foundational document for developing and delivering training and education efforts through the remainder of the project. So it's important to carefully consider and detail in this document training needs during phase one that can allow the teams to plan for the development and implementation of training in their schedules and then budget for it in phase two.

So you can still make refinements to the plan in in phase two, but it should be a pretty solid plan come this January.

For the project overview, which is section 1.2 of the template, the team should provide a high-level overview of the project. Please note that in the template we do ask you to provide a note to the reviewers for the draft version on what content has previously been used in other ITS4US documents versus what is new text for this document.

We hope that this will help limit comments that conflict with previous reviews, although USDOT may notice the necessary change for prior text during the review, that's just kind of the nature of reviews and editing.

Next slide.

So in Section 2, the objective is to break project participants down into smaller groups which have different roles and responsibilities. And again participants include but are not limited to end users, agency staff, project team members, etc.

These groups should be referenced throughout the remainder of the plan when describing activities and needs in the following sections. It is important to keep the terminology, to the extent that you can, consistent in how you're referencing the group because it is challenging at the reviewer stage, especially when the terminology switches because you're going back to the original part of the document and trying to line things up.

So I definitely recommend doing a kind of a word terminology search before you submit the draft. Make sure that you're referring to groups and other elements as consistently as possible.

It's important to note that those who will train participants, that is train the trainers, should be included as a participant group for the purposes of this plan in this section. That group will have specialized requirements and the development, timing, and depth of their training will differ from those other groups. So it's important to delineate those differences in this section for train the trainers.

And then each subsection (which is heading two of the template) should describe roles and responsibilities assigned to the participant group. In some cases the large groups may need to be further subdivided to reflect needs specific to only a subset of the group and there when you drill down further. You would use heading three.

Next slide.

All right, and we're going to stay with Section 2 here on identification of participants and necessary training. Examples of participants include travelers and caregivers. Caregivers may come into play and will need to be addressed for some populations of people with disabilities.

Personnel involved in the project are also participants in need of training, including personnel from transit agencies, from planning organizations, private sector firms, advocacy groups, disability organizations, etc.

And as I just mentioned, the subgrouping will often be needed for transit agency staff, for example. This might mean dividing personnel into different subgroups based on their operational roles. So you might have dispatch operations, management, vehicle operators, road supervisors, maintenance technicians, etc.

The whole group of people who support the transit component and then from there further subgrouping may be needed. Vehicle operators and road supervisors, for example, may need to be separated because, although they have significantly overlapping roles and responsibilities, they also have some added or different needs that will justify the split in that case.

And note that it is possible that a site has already undertaken some of this work to define groups as part of working with the IRB for gaining Human Use Approval (in Task 8) and some groups may have also been defined in the performance measurements and evaluation support plan (in task five) if there were specific outcomes that teams sought to measure for certain populations.

So these definitions should remain consistent across the three tasks where possible, and again, the terminology should be consistent but additional detail may be necessary in the PTSEP to capture training needs specific to those groups.

Next slide.

Alright, so for Section 3. This section moves into the specific information for the groups that you've outlined in Section 2. So in section three of the template, you'll need to cover the following for each group or subgroup defined in Section 2.

So first is eligibility. The plan here will discuss conditions that must be met for participants to be eligible to participate in the deployment and align with a group. So, for example, participants with disabilities as a condition may need to have current ADA paratransit eligibility.

Just an example eligibility for participation in the deployment should align with information provided as part of your IRB process, and again, the text should remain consistent with materials you're providing as part of that IRB process.

In this section you will also address recruitment and selection and here you'll describe how participants will be recruited by the projects, for example by forming partnerships with community groups, and you likely want to list a few groups that you have in mind.

Does it need to be an exhaustive list? In any selection process it's helpful to limit group size during the demonstration phase so you've got a workable number of participants.

And then next is retention. You will describe any challenges identified with retaining participants during the project and potential solutions. Not all groups require discussion of retention practices. Some, such as transit agency or state employees, are covered by overall agency retention pool policies.

Retention is largely focused on end users of the system, whether at the individual and organizational level, and of course with any project that spans several years, like this one does, retention at the end user level can be a challenge so we want information on your plans for retention in task 9.

Next slide.

So next is Section 4, which covers training methodology, and it discusses the various training approaches needed for training each of the different participant groups.

The plan here will include training objectives where the team will describe any objectives and/or competencies and knowledge the training should have after completing the training. Training objectives identified here should align with other deliverables such as the safety management plan, the data management plan, system requirements, and human use approval summary. So we're definitely looking for that connectivity.

Next this section will cover key content areas and training topics, so you'll provide a brief overview or outline of what topics will be covered during the training session or module.

And then lastly training format and materials to be used. The plan here will describe the anticipated format(s) for the training (for example in person or virtual) and the materials to be used for this group.

Remember that if your teams plan to use any "train the trainer" approaches, again since trainers are a group, they should be included in this section as well, with details on how they will be trained to train other participants.

And then last but not least, given that this project is focused on meeting the needs of underserved communities, we have put a note in the template that asks you to describe how the training materials will be made accessible to all participants, of course, accessibility needs need to be thought of in terms of people with varying disabilities as the needs for people who are blind are very different from the people who are deaf versus the needs for people who have just physical disabilities.

So we'll look for some accounting for that. Also, if relevant to your project, it's important here to note any efforts to ensure engagement from people with limited English proficiency.

Next slide is Section 5, training assessment. This section should describe how participant groups will be tested on their new knowledge, as well as how you're going to solicit feedback from the participants on how the training could be improved.

For the section of this plan titled Knowledge Assessments After Training, the plan will describe the assessment methods planned to be used to determine if a participant has acquired the necessary skills or information to proceed with participating in the deployment, if necessary.

Keep in mind that not all assessments are written or verbally given (for example we tend to think of tests and quizzes and that's those aren't necessarily the best approach) but may look more like successfully completing an observed use of a relevant system or tool.

One example could be a person independently completing a trip while being observed by a travel trainer. Another could be a maintenance technician completing a device repair under supervisor or vendor operator observation. But do keep in mind that some of those assessments may need IRB approval so you want to check for that.

This section will also cover participant feedback and here the plan will discuss how participant feedback will be solicited and how suggestions for improvement may be incorporated in updates to the training.

So you'll discuss whether there are intentions to update the training materials (even if just for some groups) on a regular basis (indicate if you can the cadence for the updates, quarterly/annually) throughout the project lifecycle.

Participant feedback can be covered in a in a high-level way (a few paragraphs and/or you may want to put it in table format), although the sites are encouraged to elaborate and how they will seek feedback, particularly from underserved communities because as we all know, it can be a particular challenge reaching out to certain communities and then getting feedback from them.

Next slide.

And this brings us to the last section of the template, planning and coordination of training activities.

So the purpose of this section is to identify any needs for coordination with other entities like transit agencies, state DOTs, and any known lead times for working with them. So they may have other things they're working on that will potentially impact your ability to move forward as quickly as you'd like. So you want to make sure you have those discussions with them and put the information in this section of the plan.

Any facility or equipment required for training purposes should also be noted in this section since the use of these may need to be coordinated with other entities, even if there's no cost to the project to use the space.

Development of a robust, overall training schedule in phase one is not required, but a detailed schedule for implementing this plan will be developed during phase two.

Next slide.

So that's an overview of the template and I hope that you had an opportunity to at least skim the material that that we provided to offer some additional context for the presentation here.

Now we want to take just a few minutes for final thoughts and how you can structure this document. There is a little more flexibility here than in some of the other tasks, so I want to talk about that a little.

Moving to the next slide.

Alright, so as you may have seen in the instructions section of the template, there are different ways to structure this plan and we've provided one that is organized by content area, which is the approach that I just went through.

It's very much organized topically, but you can also flip the structure to organize it by participant group instead. It's difficult to say which one is better, it depends on organizational preferences and the degree to which there's overlap between the approaches for particular groups.

We've seen both formats done successfully, so before you start drafting the plan, you may want to step back and consider the information you will be providing as a large matrix, and we've provided the matrix on this slide to kind of guide your thinking on this so you can consider each of the template sections or key content areas as the rows and each of the participant groups and subgroups as the columns.

Next slide.

So again, the template that we just went over is modeled after the content or the area-based approach where in every section, each participant group is described in the context of that key content area. Again, very topically approached.

So this is like reading across each row of the matrix. The final section, planning and coordination of training activities is more of a project level and not a group discussion, regardless of which formatting approaches are chosen.

Next slide.

Ok, so the alternate format is a group-based approach where all of the key content areas are discussed for one group at a time before moving on to the next group.

So you may find that this works better when there is a lot of information that is unique to a specific group, so you don't have a lot of opportunity to include a general paragraph that applies to different groups, you're finding that you've got to add a lot of specific information to the groups at the group level discussion.

So if your site chooses this approach, Section 2 would still define all of the groups, but all of the sections between Section 2 and the last one (planning and coordination training activities) would be named after the participant groups.

And then subgroups can either have their own full section, or multiple subgroups can be discussed within the overall group chapter as shown in this graphic.

Next slide.

This slide presents some key references that can be resources in developing your participant training and stakeholder education plan and training materials in future phases, the ITS Professional Capacity Building program website includes numerous trainings that may help shape what formats your site will bring to provide training in.

The National Highway Institute has resources for developing training materials for both in person and web training that you may find helpful.

We also discussed expectations for this PTESP deliverable way back in Webinar 2 of the pre-procurement webinar series. So you may want to revisit that webinar for some helpful information.

And then last but not least, there are examples from the Connected Vehicle Pilot Projects. USDOT published a guidance document for developing the plan under that project, which you may find can be a good supplement to the material provided in the template that we sent yesterday.

For the CV Pilot sites themselves, New York and Wyoming took the area-based approach that I went through today to format their plans, while Tampa took the group based alternate approach.

So you may want to look at their plans to see the flow of each approach and determine which formatting will work best for your project based on the information that you want to present.

Next slide.

So we just want to remind everyone to stay connected. We are here to help, and we encourage you to engage with myself and the technical assistance team as you begin to develop this plan.

If you have any questions or you'd like feedback on your approach before you get too far along, it's always good to check in if you've got a question. It's harder after you've put a lot of work into it for us to redirect you.

So for example, you may want to identify your participant groups early in the process and then vet them with USDOT prior to submitting the draft to try to avoid needing to make any significant revisions if there's a lot of feedback on the groups and subgroups your project team creates.

And while this plan isn't due in draft form until early December, you may also want to consider vetting your groups or an outline of your format in early October to allow you to feel confident as you proceed with developing the remainder of the plan.

And so with that we will move into the Q&A portion.