

2015-2017



**SEAGO/NACOG
Coordinated Mobility
Training Plan**

mge

**M. Greene Planning
& Resource Development**

Linking organizations with resources to meet
challenges, direct growth, and build sustainability.



TABLE OF CONTENTS

CONTACTS	3
VERSION HISTORY	3
INTRODUCTION	4
BACKGROUND	4
PURPOSE	4
PLANNING PRINCIPLES	4
TRAINING SCOPE	5
GOALS AND OBJECTIVES FOR TRAINING	5
OVERVIEW	5
STRATEGY	6
RESOURCES	6
ADMINISTRATION	6
DELIVERY METHOD	7
DEPENDENCIES AND LIMITATIONS	7
TRAINING SYNOPSES	8
CORE ADMINISTRATION WORKSHOPS	8
CORE OPERATIONS WORKSHOPS	17
NON-CORE SUPPLEMENTAL WORKSHOPS	21
TRAINING SCHEDULE	26
CONSIDERATIONS	26
CORE TRAINING SCHEDULE TABLE FOR 2015 – 2017 CYCLE	26
ROLES AND RESPONSIBILITIES	27
TRAINING MANAGER	27
TRAINING COORDINATOR	27
TRAINER	27
TRAINEE	27

EVALUATOR _____	28
TRAINING EVALUATION _____	28
PRE- AND POST-TEST MEASURES _____	28
USE OF EVALUATION FORMS _____	28
PERFORMANCE MEASURES _____	28
FOLLOW UP SURVEY OF TRAINEES _____	28
REVIEW TRAINING PROGRAM FOR RELEVANCE _____	28
REVIEW TRAINING PROGRAM FOR FTA AND AZDOT COMPLIANCE _____	28
RECOMMENDATIONS FOR FUTURE CONSIDERATION _____	29
MULTI-REGIONAL TRAINING PLAN _____	29
EXPANSION OF TRAINING TOPICS _____	30
TRAIN THE TRAINER OPPORTUNITIES _____	31
PARTNERSHIPS FOR TRAINING – COMMUNITY COLLEGES _____	31
PARTNERSHIPS FOR TRAINING – COGS & MPOS _____	32
PARTNERSHIPS FOR TRAINING – AZTA AND SWTA _____	32
APPENDIX _____	33
A TRAINING MARKETING TIPS _____	33
B PRE-TRAINING CHECKLISTS _____	34
C AZDOT RTAP PRE-APPROVAL FORM _____	39
D TRAINING ATTENDANCE ROSTER / SIGN-IN SHEET _____	40
E INDIVIDUAL TRAINING PLAN AND LOG _____	41
F STANDARD TRAINING EVALUATION FORMS _____	42
G CERTIFICATES OF COMPLETION FORMS _____	45
H GLOSSARY OF TRANSPORTATION TERMS _____	47
I RESOURCES LIST _____	57

CONTACTS

SouthEastern Arizona Council of Governments (SEAGO)

1403 W. Highway 92
Bisbee, AZ 85603

Chris Vertrees, Transportation Planner and Project Manager

cvertrees@seago.org 520-432-5301 ext. 209

Connie Gastelum, Regional Mobility Manager

cgastelum@seago.org 520-432-5301 ext. 213

Zoya Greene, Assistant Regional Mobility Manager and Project Coordinator

zgreene@seago.org 520-432-5301 ext. 215

Northern Arizona Council of Governments (NACOG)

NACOG Planning
119 East Aspen Avenue
Flagstaff, AZ 86001

Jason Kelly, Transportation Planning Manager

jkelly@nacog.org (928) 830-0127

R.J. Erickson, Regional Mobility Manager

rjerickson@nacog.org (928) 213-5253

VERSION HISTORY

Most recent versions at top of table

Version Number	Date approved	Approved by	Summary of Changes
2015-1 Draft			New Document

INTRODUCTION

BACKGROUND

In 2014, SouthEastern Arizona Council of Governments (SEAGO) was awarded FTA 5310 Mobility Management funding to develop a Coordinated Mobility Training Program pilot. In that same year, Northern Arizona Council of Governments (NACOG) was awarded FTA 5310 Mobility Management funding to provide training for its 5310 providers.

With support from Arizona Department of Transportation's Multi-modal Division, SEAGO and NACOG entered into a Joint Project Agreement to pool their awards and maximize the impact of training opportunities for both organizations' regional transit/transportation providers.

In late 2014, SEAGO issued a Request for Qualifications to develop a Training Plan and Program and awarded a contract to M. Greene Planning & Resource Development in February, 2015.

PURPOSE

- Build the capacity of organizations providing transit/transportation by developing skills and knowledge that will positively affect performance in work roles;
- Meet the compliance requirements associated with funding awards from FTA and AZDOT; and
- Unify accepted training practices across regions.

PLANNING PRINCIPLES

Assumptions

- Rural transit/transportation providers are less likely to have opportunities for capacity building;
- Training opportunities are provided through a number of channels but little guidance is provided in terms of type of training needed and where to find and engage in such training;
- Turnover is high among rural transit/transportation operations making training a frequent request among providers; and
- There are myriad opportunities for regional COGs and MPOs to collaborate on training, thereby increasing effectiveness and reducing development costs.

Constraints

- Training programs and materials are available but may not be applicable to the unique environment of very rural transit programming;
- Arizona rural transit/transportation providers are located throughout the state and often in isolated regions that make training difficult to attend;
- Some providers are limited in staff. If a driver attends a training, the system must be shut down; and
- Travel to central training points can be costly with overnight requirements on both sides of the training.

TRAINING SCOPE

GOALS AND OBJECTIVES FOR TRAINING

Goal:

Improve the overall administrative and operational capability, passenger safety, and procedural and policy compliance of organizations receiving FTA 5310 funding for the provision of transit/transportation.

Objectives:

Elevate performance and increase efficiency in administrative functions as demonstrated by:

- Improved site visit reviews;
- Lower administrative costs;
- Improved knowledge of administrative roles and responsibilities; and
- Improved customer and employee satisfaction.

Maximize passenger and driver safety and reduce incidents of vehicle failure, accidents, and passenger complaints as demonstrated by:

- Improved driver knowledge of proper vehicle and equipment usage and maintenance;
- Improved passenger safety and accident management; and
- Reduced number of reportable incidents.

OVERVIEW

This Training Program is designed to provide a collection of training resources and learning opportunities for transit/transportation related employees and volunteers in a timely and accessible manner that encourages the highest level of passenger and driver safety and access, the greatest efficiencies in managing and administering transit/transportation programs, and the highest level of compliance with FTA and State regulations.

The Training Program is not designed to duplicate efforts of other training programs but rather make existing training modules more accessible to regions' providers and to further customize, adapt, or create training for specific regional and geographical conditions or the specialized needs of provider.

This pilot Training Plan has been developed for use over the course of 24 months. A two year training cycle includes the provision of identified Core Administrative and Core Operations modules in either a classroom setting or independent study mode. Mobility Managers are encouraged to provide access to a full cycle of training at least once in a two year period with some courses identified as best provided on an annual basis. PASS and Defensive driving training shall be provided on an as needed basis. Training can be provided in more than one jurisdiction as travel time, travel costs, lost work time, and other efficiencies dictate.

STRATEGY

The pilot Training Program and subsequent training cycles will incorporate six elements in its strategy to deliver training:

1. Identify regional transit/transportation providers' employees and volunteers who want or are required to receive training and determine their educational priorities;
2. Identify existing training modules and/or the development of new training modules that meet the identified need of regional transit/transportation providers and include all FTA and AZDOT requirements for 5310 and 5311 programs;
3. Identify trainers who are qualified to present training modules and/or provide technical assistance to trainees engaged in independent learning;
4. Develop role based training plans that recommend training modules best suited for persons carrying out particular transit/transportation roles within an organization.
5. Present schedule of training opportunities and conduct training activities; and
6. Conduct and report evaluation of training outcomes.

RESOURCES

Training modules will, to the extent possible, utilize existing training curriculum and resources available from established organizations including but not limited to: Rural Transit Assistance Program (RTAP), Community Transit Association of America (CTAA), South West Transit Association (SWTA), Arizona Transit Association (AZTA), and Easter Seals Project Action (ESPA).

All training resources used in the delivery of training modules is available either to the general public or through agreements (paid membership, purchase, or other use agreement) with the training developer.

The Training Synopsis for each module identifies the source of all training material, copyrights and other restricted uses of materials are outlined in each module curriculum.

ADMINISTRATION

Training activities will be overseen and managed by the Mobility Manager or his/her designee for the region. The Mobility Manager will provide oversight and approval of the schedule, determine training locations, and facilitate marketing, registration activities and general logistics. The Mobility Manager also will be responsible for reporting course completion and issuing certificates when applicable. A Pre-training Checklist and other forms found in the Appendices may be utilized at the discretion of the Mobility Manager.

The Training Synopsis for each module includes requirements for materials, facilities, supplies, technology, equipment, and logistical considerations.

DELIVERY METHOD

Each training module is designed to meet the needs of the greatest number of potential trainees while taking into consideration preferred methods of receiving training (classroom, in person, online, webinar, etc.), regional and geographical considerations, and cost. However, the greatest consideration is the effectiveness of the training in bringing about positive outcomes as defined in the Goals and Objectives statement. As an example: Driver Safety training may be available online for use as an independent study program by any driver at his or her convenience. While adequate and accessible, this training does not provide hands on, experiential instruction afforded by an instructor using a van or bus with other trainees as passengers. This face to face training with actual equipment in hand allows trainees and instructors to maximize their experience and meet learning objectives in ways that will produce lasting outcomes for the organization and its riders.

The Training Synopsis for each module identifies the delivery method best suited for meeting training objectives and also identifies alternative methods for employees and volunteers who may be entering service in the middle of a training cycle or need to review or update their training to meet compliance requirements.

DEPENDENCIES AND LIMITATIONS

While the Training Plan is designed to address transit/transportation needs it is not intended to be prescriptive. Mobility Managers will undertake to update the plan as circumstances require or on the completion of a training cycle; prior to the commencement of the next training cycle.

Additional training topics may be identified to be included in the Training Plan or offered as a single opportunity based on need or relevance to current topics of interest.

Some modules may require obtained knowledge or experience garnered from previous trainings. While trainees will best be served to have this knowledge or experience, the Mobility Manager may waive any pre-requisites at his/her discretion. The Training Synopsis for each module includes any recommended pre-requisites.

While every consideration is to be given to assure training material conveys current conditions, federal and state policy, and best practices, there may be instances in which changes are not incorporated into the curriculum in a timely fashion. Trainers are to be encouraged to verify relevance of materials and to share changes or anticipated changes with the Mobility Manager and trainees.

TRAINING SYNOPSES

CORE ADMINISTRATION WORKSHOPS

Workshop Title	A-BUD101 Determining True Costs: Formulating a Transportation Budget
Length	4 hours
Who Should Attend (Role)	5310 Program Managers, Financial Managers, persons responsible for grant application development, persons responsible for grant management
Pre-Requisites	Access to and knowledge of organizational budget and general math skills.
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Identify budget elements that may be attributed to Transit/Transportation provision including direct and indirect costs; and • Determine proportionate share of organizational budget elements in developing a transit/transportation budget.
Performance Measure	Short term: AZDOT reported improvements in 5310 application budget submissions. Long term: Organization reported improvements in cost based performance.
Overview	This workshop is geared toward organizations which do not have a separate transportation budget but provide transportation services as part of their mission. The information gained will allow personnel to develop a transportation budget for use in applying for FTA/AZDOT 5310 funds.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Formulating Direct costs when there is no Indirect Cost Allocation Plan • Allowable Administrative Direct Costs • Allowable Operations Direct Costs • Allowable Capital Direct Costs • Forecasting budget needs • Establishing cost based performance measures
Materials and References	FTA Circular 9070.1G, Federal Register June 6, 2014, AZDOT 5310 Guidebook, printed course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring organizational budget, writing utensil and calculator.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not suited for viewing of post- training video as instruction includes group exercises.
Evaluation	Pre- Post- test, Standard Training Evaluation, Post- training interviews for improved performance.
Frequency	Once per training cycle for new organizations or organizational personnel

Workshop Title	A-BUD102 5310 Grant Application Budget
Length	4 hours
Who Should Attend (Role)	5310 Program Managers, Financial Managers, persons responsible for grant application development, persons responsible for grant management
Pre-Requisites	Access to and knowledge of the organization’s transportation budget or attendance at A-BUD101 and general math skills
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Understand how to reframe their organization’s transportation budget into a 5310 application budget form; and • Produce a clear and accurate transportation budget for their 5310 application.
Performance Measure	Short term: AZDOT report improvements in 5310 application budget submissions. Short term: Organizations report better understanding of 5310 application budget forms.
Overview	This workshop is for organizations applying for FTA 5310 funds through AZDOT.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Allowable costs in the 5310 budget application • Dealing with indirect costs • Match requirements • Using In-Kind contributions • Estimating future costs • E-Grants Budget pages
Materials and References	FTA Circular 9070.1G, Federal Register June 6, 2014, Office of Management and Budget Circular A-122, “Cost Principles for Non-Profit Organizations,” codified at 2 CFR part 230, Aug. 31, 2005. Office of Management and Budget Circular A-87, “Cost Principles for State, Local, and Indian Tribal Governments,” codified at 2 CFR part 225, Aug. 31, 2005. AZDOT 5310 Guidebook 2015, E-Grants application, printed course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. E-Grants Access. Trainees must bring organizational transportation budget, writing utensil and calculator.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as instruction includes individual exercises and use of E-Grants.
Evaluation	Standard Training Evaluation, Post-training interview with COGs and AZDOT
Frequency	Once annually prior to 5310 application deadline.

Workshop Title	A-BUD103 Identification, Use and Tracking of In-Kind Contributions
Length	4 hours
Who Should Attend (Role)	5310 Program Managers, Financial Managers, persons responsible for grant application development, persons responsible for tracking in-kind contributions
Pre-Requisites	Access to and knowledge of organizational budget and general math skills.
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Identify FTA eligible in-kind contributions within their organization; • Determine value of in-kind contributions using approved valuation tools; and • Be familiar with In-kind Contribution tracking methods.
Performance Measure	Short term: AZDOT reported improvements in 5310 application budget submissions. Short Term: Organization reports use of eligible in-kind contributions that reduce overall cash match requirement.
Overview	This workshop is for transit/transportation providers that can utilize in-kind contributions in meeting grant match requirements.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Eligible In-Kind Contributions • Valuing In-Kind Contributions • Documenting In-Kind Contributions • Maximizing In-Kind Contributions in Transportation Budgets • Reporting In-Kind Contributions in AZDOT E-Grants
Materials and References	FTA Circular 9070.1G, Federal Register June 6, 2014, Office of Management and Budget Circular A-122, “Cost Principles for Non-Profit Organizations,” codified at 2 CFR part 230, Aug. 31, 2005. Office of Management and Budget Circular A-87, “Cost Principles for State, Local, and Indian Tribal Governments,” codified at 2 CFR part 225, Aug. 31, 2005. AZDOT 5310 Guidebook 2015, E-Grants application, printed course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring organizational budget, writing utensil and calculator.
Delivery Format	Classroom. May be delivered in EdTV mode as well. May be suited for viewing of post- training video.
Evaluation	Pre- Post- test, Standard Training Evaluation, Post- training interviews with COGs and AZDOT.
Frequency	Once per training cycle

Workshop Title	A-BUD104 Grant Writing
Length	7 hours
Who Should Attend (Role)	5310 Program Managers, Financial Managers, persons responsible for grant application development.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Know how to search for and identify grant opportunities; • Understand how to create application goals, objectives, and budgets; and • Have the tools necessary to write winning proposals.
Performance Measure	Short term: AZDOT reported improvements in 5310 application and budget submissions. Long Term: Organizations report increased numbers of grant proposals submitted and won.
Overview	This workshop is for organizations seeking to improve their ability to find grant funds and to write successful proposals.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Searching for Grant Opportunities • Planning for Success • Goals, Measurable Objectives and Budgets • Tips and Tricks for Writing Winning Proposals • Writing Exercises
Materials and References	5310 E-Grants Application, 2015 Writing to Win: Grant Writing Workbook
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring copy of most recent 5310 application submission and a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Standard Training Evaluation
Frequency	Once per training cycle

Workshop Title	A-MGM101 FTA/AZDOT Compliance
Length	7 hours
Who Should Attend (Role)	Persons who manage 5310 programs, program managers, grant managers, and persons responsible for compliance monitoring.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Know and understand FTA and AZDOT policies as presented in 5310 contract certifications and assurances; • Be familiar with standard and sample policies and procedures that implement FTA/AZDOT requirements; and • Have a plan of action to assure compliance and a successful site review.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews. Short Term: Organizations report decreased number of site review findings.
Overview	This workshop is for organizations seeking to become compliant with FTA and AZDOT 5310 contract conditions.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Title VI Civil Rights • ADA • DBE and Procurement • Safety • Asset Management and Transfer • Drug and Alcohol Program • Suspension and Debarment • Lobbying • Audits • Private Sector Protections • Accessible Vehicles
Materials and References	Federal Transit Administration Master Agreement, FTA MA(21), October 1, 2014; Federal Transit Administration Grant Agreement, FTA G-21, October 1, 2014; Federal Transit Administration Supplemental Grant Agreement, Attachment to FTA G-21, October 1, 2014; Federal Transit Administration Cooperative Agreement, FTA C-21, October 1, 2014; FTA Fiscal Year 2015 Agreements Compared to Fiscal Year 2014; FTA Transit Programs Fiscal Year 2014 Citations; AZDOT 5310 Guidebook, AZDOT 5310 Contract, course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation
Frequency	Once per training cycle.

Workshop Title	A-MGM102 Data Collection
Length	4 hours
Who Should Attend (Role)	Persons who manage 5310 programs, program managers, grant managers, and persons responsible for collecting and managing data
Pre-Requisites	Should have working knowledge of Microsoft Excel.
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Understand the value of collecting transit/transportation related data; • Be familiar with data collection tools and forms; and • Be able to evaluate transportation services using collected data.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews and data reporting. Short Term: Organizations report improved data collection. Long Term: Organizations report positive impact on measurable objectives and performance analysis.
Overview	This workshop is for organizations that wish to use data collection as a tool to understand their current transportation program's effectiveness, develop data based performance goals, understand cost efficiencies, and build a case for sustainable funding.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Types of data • How data is used to improve programming • Best practices for data collection • Data and performance goals • Bars, Charts, and Graphs; Using data to make a case
Materials and References	<p>National Transit Database Sampling Manual 2009; Handbook of Automated Data Collection Methods for the National Transit Database, October 2003; SEAGO Mobility Management Data Collection Tools; TCRP Report 101 – Toolkit for Rural Community Coordinated Transportation Services 2012; Bitzan, J., Hough, J., An Evaluation Guidebook for Rural and Small Urban Transportation Systems in the Mountain-Plains Region. Mountain-Plains Consortium, North Dakota State University, Fargo, ND (September 1994); Carter, D., Lomax, T., "Development and Applications of Performance Measures for Rural Public Transportation Operators." Transportation Research Record 1338, Transportation Research Board, Washington, D.C. (1992). TCRP Report 136 – Guidebook for Rural Demand-Response Transportation: Measuring, Assessing, and Improving Performance, and course materials</p>
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews

Frequency	Once per training cycle.
-----------	--------------------------

Workshop Title	A-MGM103 Transit Management Best Practices
Length	4 hours
Who Should Attend (Role)	Persons who manage 5310 programs, program managers and grant managers, program assistants.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Be familiar with industry best practice standards for management of small, rural transit/transportation programs; • Be familiar with new or developing practices that encourage coordination; and • Be familiar with management tools, forms, and technology.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews. Long Term: Organizations report improved performance measures attainment.
Overview	This workshop provides an overview and samples of management best practices for rural transit/transportation providers.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Administrative Best Practices • Operations Best Practices • Creating a Management Plan
Materials and References	TCRP Report 82 – Improving Public Transit Options for Older Persons - Volume 2: Final Report; TCRP Report 101 – Toolkit for Rural Community Coordinated Transportation Services; TCRP Report 136 – Guidebook for Rural Demand-Response Transportation: Measuring, Assessing, and Improving Performance; TCRP Synthesis 94—Innovative Rural Transit Services; Expanding Mobility Options for Persons with Disabilities: A Practitioner's Guide to Community-Based Transportation Planning. A CTAA/Easter Seals Project ACTION Publication; TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems; TCRP Report 88 A Guidebook for Developing a Transit Performance-Measurement System, and course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews
Frequency	Once per training cycle.

Workshop Title	A-MGM104 Asset Management
Length	4 hours
Who Should Attend (Role)	Persons responsible for management and maintenance of transit/transportation related assets including facilities, vehicles, equipment, and technology.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Be familiar with FTA/AZDOT recommended and required asset management and state of good repair policies; • Understand the value of asset management in terms of safety, cost, and long term program sustainability; and • Be familiar with asset management tools, forms, and technology.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews. Short Term: Organizations report reduced repair costs and vehicle downtime.
Overview	This workshop provides information on maintaining transit/transportation related assets in good repair and forecasting short and long term asset needs.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • FTA State of Good Repair requirements • Asset Management for Facilities, Vehicles, Equipment, and Technology • Asset Management monitoring tools • Asset Management plans and performance measures
Materials and References	TCRP Report 172 Guidance for Developing an Asset Management Plan; FTA MAP-21 Fact Sheet – Asset Management; TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems, and course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees should bring copy of vehicle and other asset inventories.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews
Frequency	Once per training cycle.

Workshop Title	A-MGM105 5310 Grant Management
Length	6 hours
Who Should Attend (Role)	Persons responsible for management of 5310 grant awards, financial managers, program managers and assistants.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Understand the 5310 grant contract requirements; • Be familiar with reporting, procurement, and invoicing requirements including those of the COG/MPO and AZDOT's E-Grants system. • Be familiar with grant management tools, forms, and technology.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews. Short Term: Organizations report improvements in administrative performance. Long Term: Organizations report reduced time and costs associated with grant management.
Overview	This workshop provides information and tools for comprehensive 5310 grant management including compliance, reporting, invoice, procurement, and other contract requirements.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • AZDOT 5310 Contract requirements • Reporting, Invoicing, and Procurement procedures • Data Collection • Coordination Activities • Management tools, forms, and technology
Materials and References	AZDOT 5310 Guidebook, AZDOT 5310 Contract, E-Grants, TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. Trainees must bring copy of their 5310 contract and a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not well suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews
Frequency	Once per year.

CORE OPERATIONS WORKSHOPS

Workshop Title	O-DRI101 Vehicle Inspections and Maintenance
Length	4 hours
Who Should Attend (Role)	Persons responsible for conducting pre- and post-trip vehicle inspections, persons responsible for asset management, persons responsible for oversight of vehicle maintenance, mechanics, program managers, and drivers.
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Understand what vehicle inspections are required and the value of conducting inspections; • Have practical experience in proper inspection techniques; • Understand how to address and report inspection findings; • Understand maintenance requirements; • Be able to develop a maintenance plan and schedule; and • Be familiar with tools for managing inspection and maintenance reports and records.
Performance Measure	Short term: AZDOT reported improvements in 5310 site reviews. Short Term: Organizations report reduction in vehicle out of service time and improvements in vehicle life span performance.
Overview	This workshop provides information and tools for meeting FTA requirements for maintaining vehicles in good repair, and vehicle safety inspections.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Pre- and Post-Inspections and Techniques • Maintenance Schedules • Developing a Maintenance Plan and Schedule • Records Management
Materials and References	AZDOT 5310 Guidebook, AZDOT 5310 Contract, TCRP Report 172 Guidance for Developing an Asset Management Plan; FTA MAP-21 Fact Sheet – Asset Management; TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. One or more common 5310 vehicle or bus with lift (required) or ramp (optional). Parking facility where trainees can inspect a vehicle. Telescoping mirror for each participant. Clip Board for each participant. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews.
Frequency	Once per training year.

Workshop Title	O-DRI102 Driver and Passenger Safety
Length	4 hours
Who Should Attend (Role)	Drivers, Persons responsible for safety, dispatchers, program managers and assistants
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Identify potential safety hazards and how to remediate them; • Understand the difference between a reportable and non-reportable incident and how to make an incident report; • Be familiar with and understand common safety practices; • Be familiar with and understand basic problem solving techniques for use with passengers; and • Be prepared to develop a safety plan.
Performance Measure	<p>Short term: AZDOT reported improvements in 5310 site reviews. Short Term: Organizations report improvements in safety management. Long Term: Organizations report reduced number of reportable safety incidents. Organizations report reduced number of passenger reported safety concerns.</p>
Overview	This workshop provides information and tools for transit employees to identify, remediate, and report safety incidents and concerns.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Safety Hazards and How to Remediate Them • Dealing with Passengers with Safety in Mind • Incident Protocols and Reporting • Protecting Civil Rights While Assuring Safety • Hazardous Materials • Emergency Response and Evacuation
Materials and References	TCRP Report 174 Improving Safety Culture in Public Transportation; TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems; FTA Transit Safety Management and Performance Measurement - Volume 1: Guidebook; RTAP START Training Guide, and course materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. One or more common 5310 vehicle or bus with lift (required) or ramp (optional). Parking facility where Trainees can access vehicle(s). Hazardous materials kit. First Aid Kit. Telescoping mirror for each participant. Clip Board for each participant. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Pre- and Post-Training Testing, Standard Training Evaluation, Post-training interviews.
Frequency	Once per training year.

Workshop Title	O-DRI103 Defensive Driving
Length	4 hours online
Who Should Attend (Role)	Drivers, dispatchers, relief drivers, persons who manage 5310 programs, program managers and assistants
Pre-Requisites	None required
Benefits - Objectives	<p>At the end of this workshop, participants will:</p> <ul style="list-style-type: none"> • Understand the value of good driver habits; • Identify driver safety hazards and how to mitigate them; and • Understand defensive driving strategies and how to employ them.
Performance Measure	Short Term: Organizations report reduced driver safety incidents and reduced insurance costs.
Overview	This workshop is for transit/transportation workers who drive passengers as part of their job.
Topics Covered	<p>Topics include:</p> <ul style="list-style-type: none"> • Aggressiveness • Fatigue & drowsiness • Driver behavior & mental condition • Defensive driving techniques • Personal driving style evaluation • Emotional impairments • Driving skills inventory
Materials and References	National Safety Council's 9th Edition Abridged Defensive Driving Online Course
Facilities & Equipment requirements	Computer with Internet Access and NSC licenses.
Delivery Format	This is a self study workshop with a post- training test and certificate.
Evaluation	Standard Training Evaluation, Post-training interviews
Frequency	Ongoing through training cycle.

Workshop Title	Passenger Service and Safety (PASS)
Length	8 hours
Who Should Attend (Position / Duties)	Drivers, Dispatchers, program managers, case-workers, assistants
Pre-Requisites	None
Benefits - Objectives	<p>At the end of this training, participants will:</p> <ul style="list-style-type: none"> • Understand ADA policies and best practices with regard to assisting persons with disabilities; • Be prepared to assist in the boarding of persons with mobility equipment and service animals; • Be able to identify forms of harassment and mitigate or manage incidents; and • Be prepared to manage crises and conduct safe evacuations of passengers
Overview	This workshop is for drivers and other personnel who routinely encounter passengers and who may be called upon to safely and lawfully assist passengers with disabilities.
Topics Covered	<ul style="list-style-type: none"> • Professional Conduct • Customer Service and Stress Management • Americans with Disabilities Act • Service Animals • Disability Awareness: Assisting the Visually Impaired; Hidden Disabilities; Stroke; Epilepsy and Seizure Disorders • Bloodborne Pathogens (Hepatitis A,B,C; HIV, Dialysis) • Wheelchairs • Lift Operating Procedures (Hands-On Training) • Wheelchair and Occupant Securement (Hands-On Training) • Emergency and Evacuation Procedures • Harrassment
Materials and References	RTAP and CTAA PASS training materials
Facilities & Equipment requirements	Class room setting, faced forward with center aisle. Power Point Projector, computer, & remote. Flip Charts (2) and markers. One or more common 5310 vehicle or bus. Parking facility where Trainees can access vehicle(s) with lift (required) and ramp (optional). Hazardous materials kit. First Aid Kit. Wheelchair (required) and three wheeled scooter (optional) Clip Board for each participant. Trainees must bring a writing utensil.
Delivery Format	Classroom. May be delivered in EdTV mode as well. Not suited for viewing of post- training video as Trainees engage in exercises and group activities.
Evaluation	Standard Training Evaluation, Post-training interviews.

NON-CORE SUPPLEMENTAL WORKSHOPS

Workshop Title	NC-101 Mobility Management Basics
Length	Approximately 3 hours (spread across 9 separate modules)
Who Should Attend (Position / Duties)	<ul style="list-style-type: none"> • Mobility management • Training customers • Customer service
Pre-Requisites	None
Benefits - Objectives	<ul style="list-style-type: none"> • Provide comprehensive understanding of mobility management • Provide lessons learned and real-world examples • Provide skills necessary to develop custom program
Overview	A concise overview of mobility management, best practices, and real-world examples of success. Provides and develops the steps and skills necessary to begin developing and implementing a tailored mobility management program.
Topics Covered	<p>Nine modules covering the following topics:</p> <ul style="list-style-type: none"> • What is Mobility Management? • Understanding the Customer • Identifying Transportation Services in Your Community • Transportation for People with Disabilities • Transportation for Job Seekers and People with Limited Income • Transportation for Medical Purposes • Transportation for Older Adults • Transportation for Military Veterans • Creating New Service Options
Materials and References	National Center for Mobility Management, online at http://web1.ctaa.org/webmodules/webarticles/anmviewer.asp?a=3179&z=95
Facilities & Equipment requirements	Writing implement and notepad or equivalent.
Delivery Format	Web-based; individual or group viewing

Workshop Title	NC-102 Advanced Mobility Device Securement Skills Development
Length	2 days
Who Should Attend (Position / Duties)	<ul style="list-style-type: none"> • Transit professionals responsible for supervising or training bus operators • Vehicle operations • Vehicle inspections • Customer transportation
Pre-Requisites	Up to date commercial driver certificates and licenses.
Benefits - Objectives	The goal of Advanced Mobility Device Securement Skills Development Workshop is to present, demonstrate, and practice problem-solving skills for securing powered mobility devices.
Overview	Transit agencies have the responsibility to provide safe transportation and respect the civil rights of all passengers, including those who use mobility devices. In order to fulfill this responsibility, bus operators secure mobility devices and place seat belts on the passengers who use mobility devices as transit seating. This important task is becoming increasingly challenging as operators are confronted with a variety of powered mobility devices that often lack traditional securement points and may not have been addressed in basic securement training. This workshop gives transit professionals responsible for preparing operators an opportunity to address these securement challenges, explore related issues with peers, and enhance their knowledge and skills.
Topics Covered	<p>After successfully completing this two-day workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Discuss federal requirements regarding securement and seat belt use • List pre-trip preparation tasks • Identify mobility device securement equipment • Determine effective strap securement locations on mobility devices • Explain the use and placement of seat belts and shoulder belts • Recognize how proper body mechanics and exercise can reduce the risk of on-the-job injuries <p>To accomplish these objectives, the workshop integrates lecture, visual aids, participant discussion and learning activities.</p>
Materials and References	<p>National Transit Institute, Rutgers University.</p> <p>To request a session, download a course request form from http://www.ntionline.com/courses/courseinfo.php?id=107 and email the completed form to Coleen Meyer at cmeyer@nti.rutgers.edu or fax it to 732.932.1707.</p>
Facilities & Equipment requirements	Classroom Writing implement and notepad or equivalent.
Delivery Format	Group/classroom

Workshop Title	NC-103 Understanding ADA
Length	4 hours (CEUs: 0.40)
Who Should Attend (Position / Duties)	<ul style="list-style-type: none"> • Transit professionals • Dispatching • Customer service • Transporting customers
Pre-Requisites	None
Benefits - Objectives	This course is intended for people who work at a transit agency or provide transit service, those who manage or operate paratransit services, and Federal, State, and local representatives who work with the ADA community. It is recommended that you complete this course before attending other ADA-related courses.
Overview	The goal of this course is to teach transit professionals the legal background of ADA and paratransit requirements.
Topics Covered	Topics include: <ul style="list-style-type: none"> • ADA legal requirements that apply to public and private transportation related entities • 14 service provisions documented in 49 CFR Part 37, Subpart G • Requirements to determine if a public or private entity must provide complementary paratransit service • Criteria for complementary paratransit service • Requirements for existing and new transportation facilities • Compliance and enforcement responsibilities of FTA, DOT, and DOJ • Responsibilities and compliance procedures for public and private entities • Enforcement and investigation processes, including hearings, decisions, and notices
Materials and References	National Transit Institute, Rutgers University. Register online at http://www.ntionline.com/courses/courseinfo.php?id=13 or contact msirleaf@nti.rutgers.edu or 848.932.6040.
Facilities & Equipment requirements	Travel to training site required Writing implement and notepad or equivalent.
Delivery Format	<ul style="list-style-type: none"> • Classroom – see website for schedule

Workshop Title	NC- 104 Managing Community Mobility
Length	2 days (CEUs: 1.40)
Who Should Attend (Position / Duties)	<ul style="list-style-type: none"> • Human service professionals, transit providers, transit agency staff and Board members, brokerage firm personnel, workforce professionals, state agency staff, planners, MPOs, TMAs, Council of Governments, and transit managers who coordinate mobility for all people. • Dispatching/record keeping • Transportation of customers • Program development/planning • Developing of policy/procedure
Pre-Requisites	None
Benefits - Objectives	The goal of this course is to help mobility, human service, and transit professionals examine creative approaches to resolve fragmented and/or duplicative transportation systems in order to create a more seamless and cost-efficient network with a customer-focused mindset.
Overview	This course will examine creative approaches to resolving fragmented and/or duplicative transportation systems to create a more seamless and cost-efficient network with a customer-focused mindset.
Topics Covered	<ul style="list-style-type: none"> • Introduce the concept of mobility management and its application to transportation operations at the community level. • Identify funding resources available for implementing and operating mobility management programs. • Describe how to develop the Coordinated Public Transit and Human Service Transportation Plan Coordinated Plan. • Identify the necessary tools and resources to effectively implement a mobility management program. • Present case studies of successful mobility management models. • Discuss the skills of a mobility manager.
Materials and References	National Transit Institute, Rutgers University. Visit www.ntionline.com/courses/courseinfo.php?id=44; for information contact msirleaf@nti.rutgers.edu or call 848.932.6040.
Facilities & Equipment requirements	Writing implement and notepad or equivalent.
Delivery Format	Group/classroom

Workshop Title	NC-105 Transportation Solutions Coordinator
Length	1.5 days
Who Should Attend (Position / Duties)	<ul style="list-style-type: none"> • Current and future mobility managers, coordinators, and specialists • Supervisor-level staff within human service and workforce development agencies, medical services organizations, and education systems • Coordinator-level staff or volunteers within nonprofit community service organizations • Academic staff who wish to incorporate transportation solutions into their curriculum.
Pre-Requisites	Online module: Introduction to Community Transportation
Benefits - Objectives	Essential component of Transportation Solutions Coordinator certification.
Overview	A transportation solutions coordinator-whether a single individual or a position shared among 2-3 individuals-based within your community can provide local human service, workforce development, and nonprofit organization staff with the information and training they need to help match individuals with the appropriate form of transportation. The coordinator works with staff from all disciplines, thus enhancing collaboration among all those invested in improving transportation options in the community.
Topics Covered	<ul style="list-style-type: none"> • Functions of a Transportation Solutions Coordinator • Identifying Transportation Services in Your Community • Programs that Help Individuals Access Transportation • Funding for Community Transportation Services and Individual Riders • Responding to the Transportation Needs of Specific Populations • Developing an Individualized Transportation Plan • Identifying and Giving Voice to Individual's Unmet Transportation Needs • Conducting a Training for Front-Line Staff with the Transportation Solutions Curriculum • An action planning session to determine next steps for implementing transportation solutions coordination in your community
Materials and References	Community Transportation Association of America. Email training@ctaa.org for the latest offerings. Contact Len Cahill at cahill@ctaa.org or 202.415.9653.
Facilities & Equipment requirements	Closed enrollment classes may be requested by a local, regional, or state agency. Open enrollment classes are being offered at regional venues around the country. \$500 per participant in an open-enrollment setting. All inclusive CTAA member rate of \$6,500 for state, local and community transit organizations sponsoring this training workshop. Class size: minimum 10, maximum 20 people.
Delivery Format	Online, classroom Writing implement and notepad or equivalent.

TRAINING SCHEDULE

CONSIDERATIONS

- Contract Cycles - October-September
- Application Cycles – March/April
- Site Visits
- Trainer Availability
- Regional and sub-regional coordination meetings
- Need

CORE TRAINING SCHEDULE TABLE FOR 2015 – 2017 CYCLE

Date	Training Title	Trainer	Location	Notes
June 2015	A-BUD101 Determining True Costs: Formulating a Transportation Budget	M. Greene PRD	SEAGO – Benson NACOG - Flagstaff	Phase I
July 2015	A-BUD104 Grant Writing	M. Greene PRD	SEAGO - Benson	Phase I
October 2015	A-MGM105 5310 Grant Management (annual)	M. Greene PRD	SEAGO – Benson NACOG - Flagstaff	Phase I
November 2015	A-MGM102 Data Collection	M. Greene PRD	SEAGO - Benson	Phase I
January 2016	A-BUD103 Identification, Use and Tracking of In-Kind Contributions			Phase II
February or March 2016	A-BUD102 5310 Grant Application Budget (annual)			Phase II
May 2016	O-DRI101 Vehicle Inspections and Maintenance (annual)			Phase II
July 2016	A-MGM104 Asset Management			Phase II
September 2016	O-DRI102 Driver and Passenger Safety (annual)			Phase II
October 2016	A-MGM105 5310 Grant Management (annual)			
November 2016	A-MGM103 Transit Management Best Practices			
January 2017	A-MGM101 FTA/AZDOT Compliance			
February or March 2017	A-BUD102 5310 Grant Application Budget (annual)			
Ongoing	O-DRI103 Defensive Driving			This is a self study module requiring licenses
Ongoing	O-DRI104 PASS and PASS Recertification			This training is conducted on an as needed basis.

2014-2015 Contract with M. Greene PRD Phase I Deliverables

2015-2016 Phase II Deliverables

ROLES AND RESPONSIBILITIES

The roles and responsibilities described in this section provide guidance in terms of allocation of duties. These duties may be assigned to one or more persons and do not necessarily comprise full time positions.

TRAINING MANAGER

The Training Manager (TM) provides direction and oversight for the regional Training Program. The TM is responsible for:

- Evaluating training needs of Transit/Transportation providers;
- Developing the Training Plan and associated budget;
- Assuring that training modules are relevant and inclusive of all FTA and AZDOT policies and requirements;
- Identifying and engaging qualified trainers;
- Evaluating training outcomes; and
- Reporting training outcomes to interested parties.

TRAINING COORDINATOR

The Training Coordinator (TC) implements the Training Plan and supports the overall training goals and objectives. The TC is responsible for:

- Conducting surveys;
- Correspondence with trainers, trainees, and evaluators;
- Developing a training schedule;
- Marketing training opportunities;
- Registration, facilities, equipment, and training day logistics;
- Evaluation of trainers and training outcomes; and
- Management of Training Budget.

TRAINER

Trainers provide learning opportunities as described in the training plan. The Trainer is responsible for:

- Understanding and assuring relevance of training modules;
- Creating materials and developing training tools for use in achieving training objectives;
- Working with TC to assure all pre-training requirements are met;
- Presenting training modules to trainees;
- Evaluating trainee comprehension; and
- Reporting outcomes to TC and TM.

TRAINEE

The Trainee is also known as the student. Trainees are responsible for:

- Understanding their employment or volunteer role within their organization;
- Obtaining the necessary pre-requisite knowledge required for a training module;
- Reviewing all training material and conducting any required pre-training readiness activities;
- Attending training class or engaging in independent study as outlined in their Training Plan; and
- Evaluating training opportunities as they relate to training goals and objectives.

EVALUATOR

The Evaluator determines the effectiveness of a Training Plan and Training Modules. Evaluators are responsible for:

- Understanding the Training Plan, its goals and objectives, and the desired training outcomes;
- Preparing pre- and post-training evaluation tools;
- Assessing relevance, strengths and weaknesses of training modules;
- Measuring training outcomes; and
- Developing and reporting evaluation outcomes.

TRAINING EVALUATION

PRE- AND POST-TEST MEASURES

For training modules in which knowledge testing is appropriate, and in coordination with the TM, TC, and Trainer, the Evaluator will develop pre- and post-training tests that measure Trainees' knowledge and understanding of policies, procedures, programs, and other course related information. Pre-and Post- test measures may be used to demonstrate knowledge gained and aid in determining the effectiveness of training modules.

USE OF EVALUATION FORMS

Evaluation forms will be made available to Trainees at each training opportunity. Forms will include evaluation of training materials and content, facilities and logistics, trainers, and value as related to training outcomes and job performance. Sample Evaluation forms may be found in the Appendix.

PERFORMANCE MEASURES

Each Training Module identifies performance measures or other outcomes desired in receiving the training. Detailed performance measures should be specific, measurable, attainable, realistic, and timely.

FOLLOW UP SURVEY OF TRAINEES

The TM may identify training modules whereby performance measures are best determined well after training is provided. The Evaluator may solicit post-training job performance information from trained employees or volunteers and their supervisors as well as COG, MPO, and AZDOT staff to assist in measuring training impact over time. This information may be gathered using personal interviews, evaluation or survey forms, or in post-training testing.

REVIEW TRAINING PROGRAM FOR RELEVANCE

The TM will regularly review the training needs of organizations through communications with the Mobility Manager, Transit/Transportation Managers, AZDOT Staff, and others who are familiar with the performance of organizations in meeting transit/transportation needs.

REVIEW TRAINING PROGRAM FOR FTA AND AZDOT COMPLIANCE

The TM will regularly review training modules for relevance to current FTA and AZDOT policies and procedures as well as industry best practices. The TM will work with the Trainer and Evaluator to assure that relevant information is conveyed in a timely manner and that performance outcomes and measures are aligned with changes to curriculum.

RECOMMENDATIONS FOR FUTURE CONSIDERATION

MULTI-REGIONAL TRAINING PLAN

If AZDOT or regional Mobility Managers intend to adopt a state-wide training plan for Coordinated Mobility transit/transportation providers, a phased implementation approach may be useful. Because a typical training cycle is covered in a 24 month period, training can be implemented across additional regions in a phased approach that allows regions to apply for training dollars and also to have training available to personnel from any region to attend who may have missed that same training when it was held in their own region.

The chart below provides a possible schedule of courses should two additional regions decide to incorporate a training program.

Course Number	Course Title	SEAGO	NACOG	CAG SCMPO	WACOG
A-BUD101	Determining True Costs: Formulating a Transportation Budget	15-17	15-17	16-18	17-19
A-BUD104	Grant Writing	15-17	15-17	16-18	17-19
A-MGM105	5310 Grant Management (annual)	15-16-17-18	16-17-18	16-17-18	17-18-19
A-MGM102	Data Collection	15-17	17	16-18	17-19
A-BUD103	Identification, Use and Tracking of In-Kind Contributions	16-18	16-18	17	18
A-BUD102	5310 Grant Application Budget (annual)	16-17-18	16-17-18	17-18	18-19
O-DRI101	Vehicle Inspections and Maintenance (annual)	16-17-18	16-17-18	16-17-18	17-18-19
A-MGM104	Asset Management	16-18	16-18	17	18
O-DRI102	Driver and Passenger Safety	16-17-18	16-17-18	17-18	18-19
A-MGM103	Transit Management Best Practices	16-18	16-18	17	18
A-MGM101	FTA/AZDOT Compliance	17	17	18	19

EXPANSION OF TRAINING TOPICS

The 2015 Coordinated Mobility Training Program Pilot contract required an initial phase of curriculum development. Training identified in yellow in the chart below was not developed as part of the initial contract but may be developed in subsequent years. Training identified in blue may be available from outside resources.

A-BUD101	Determining True Costs: Formulating a Transportation Budget	Developed under current contract
A-BUD102	5310 Grant Application Budget (annual)	Recommended for Phase II development
A-BUD103	Identification, Use and Tracking of In-Kind Contributions	Recommended for Phase II development
A-BUD104	Grant Writing	Developed under current contract
A-MGM101	FTA/AZDOT Compliance	Recommended for future development
A-MGM102	Data Collection	Developed under current contract
A-MGM103	Transit Management Best Practices	Recommended for future development
A-MGM104	Asset Management	Recommended for Phase II development
A-MGM105	5310 Grant Management (annual)	Developed under current contract
A-MM101	Mobility Management Best Practices	Recommended for future development
O-DRI101	Vehicle Inspections and Maintenance	Recommended for Phase II development
O-DRI102	Driver and Passenger Safety	Recommended for Phase II development
O-DRI103	Defensive Driving	Provided on an "as needed" basis online course
O-DRI104	PASS	Provided on an "as needed" basis
NC-101	Mobility Management Basics (for New Mobility Managers)	Available from outside sources
NC-102	Advanced Mobility Device Securement Skills Development	Available from outside sources
NC-103	Understanding ADA	Available from outside sources
NC- 104	Managing Community Mobility	Available from outside sources
NC-105	Transportation Solutions Coordinator	Available from outside sources

Development of five (5) training modules: A-BUD 102 & 103, A-MGM 104, and O-DRI 101 and 102 for Phase II of Training Plan

\$30,000.00

TRAIN THE TRAINER OPPORTUNITIES

The proposed Training Cycle provides a number of modules in which trainers may be trained. Two already have train-the-trainer components: PASS and Defensive Driving. While there are a number of people across the state of Arizona qualified to teach one or more of these modules, it may be beneficial for a region to develop a train the trainer program which may reduce training costs and build the capacity of regions to manage training programs more autonomously and with greater flexibility.

Cost estimate to add Train the Trainer elements to 4 modules (not including PASS and DD):

Development	Delivery
8,000.00	\$600.00 for each session in conjunction with regular course delivery

PARTNERSHIPS FOR TRAINING – COMMUNITY COLLEGES

As transit/transportation programs develop with FTA Funding across Arizona, the need for a trained transit workforce will become more critical, especially in rural areas. Simultaneously, COGs and Mobility Managers may find that a comprehensive training program is better managed at the state level or through partnerships with educational institutions. For these reasons, it may be beneficial to initiate a statewide effort to establish transit/transportation certificate programs in regional community colleges. Benefits may include:

- A training resource both for degree or certificate seeking students as well as for employees wishing to improve job performance;
- A source of employee referral for organizations providing transit/transportation services;
- Internship potential for organizations seeking temporary or short term assistance in their transit/transportation programs; and
- Reduced training time and costs to organizations hiring new employees.

Discussions can begin by inviting Community College representatives to join coordination groups and to meet with program development officers to discuss how Community Colleges might partner with COGs and Mobility Managers to offer both general program training and also workforce development certificates or degrees.

The FTA *Transportation Education Development Program* makes grants to institutions of higher education, in partnership with industry or State DOTs, to develop, test, and revise new curricula and education programs to train individuals at all levels of the transportation workforce.

Initial Discussions with College, SEAGO, Consultant	Program Plan	Grant Writing for FTA TEDP program	Considerations
2,500.00	10,000.00	10,000.00	Curriculum development not included in this estimate.

PARTNERSHIPS FOR TRAINING – COGS & MPOS

This training plan was commissioned through a partnership between SEAGO and NACOG. Both COGs have indicated an interest in allowing other COGs and MPOs to access this training plan and to utilize designed modules. Additional COGs and small MPOs may wish to coordinate efforts to expand training content and regional delivery through a combined application process utilizing a lead applicant for FTA 5310 or RTAP funds administered by AZDOT. The second year of the pilot training program may include continued delivery of Phase I courses, the expansion of topics and the inclusion of an additional COG/MPO region.

Delivery of four(4) Phase I and five (5) Phase II Courses - NACOG	Delivery of one (1) Phase I Course and five (5) Phase II Courses to SEAGO	Delivery of four (4) Phase I Courses to CAG/SCMPO	Eight (8) PASS Trainings
\$22,500.00	\$15,000.00	\$10,000.00	\$20,000.00

PARTNERSHIPS FOR TRAINING – AZTA AND SWTA

Most COGs and MPOs are members of Arizona Transit Association and/or South West Transit Association and/or Community Transit Association of America. Collectively, the Arizona COGs and MPOs may wish to negotiate training opportunities for their regions’ providers at annual conferences or specialized training events, thereby maximizing training potential while reducing overall costs.

Development or purchase of two (2) special workshops	Delivery of two (2) pre or post conference workshops
\$13,300.00	\$4,000.00 plus mileage and conference fees

A TRAINING MARKETING TIPS

Develop Training Opportunity announcements that include the basics:

- Who (who should come – describe roles not just positions),
- What (what will they learn, what requirements will they fulfill),
- When,
- Where,
- Why (what's in it for them),
- How (how do they register), and
- Information on costs, scholarships, and whether the training is RTAP eligible.
- Make your announcement bi-lingual
- Use pictures from previous trainings – people love to see themselves!

Posters/Notices can be hung on community bulletin boards, sent to public access TV, posted in provider organizations' newsletters, emailed to providers' mailing lists.

Ask organizations to post the training opportunity on their website.

Let supervisors and regional directors know that training is offered.

Offer a prize to the first 5 registrants. These can be as simple as a candy bar, mug, or flash drive. Give them out at the training.

Use Social Media. Initiate an event and then share it. Ask others to share it as well. Post pictures of the location, trainer, town, hotel, etc. Offer a prize drawing picked randomly from those who like and share or tweet.

Send regular emails as reminders, each with a different purpose:

- Location highlights and things to see before or after the training;
- The speaker bio;
- Advance materials,
- Surveys,
- Pre-tests, and
- Don't forget to place a notice opt-out at the bottom of every email.

Have registration forms on social media, websites, and providers' websites.

Make it easy to sign up using an online registration program like Constant Contact or Eventbrite.

Send confirmation emails that provide information on dress, food/snacks/coffee, materials to bring, and logistics for the day.

B PRE-TRAINING CHECKLISTS

Training Checklists

Course Title:	
Training Date(s) Needed	
Training Location(s) (cities)	
Instructor(s)	

Training Checklist¹

Task	Date Complete
1. Identify required course(s)	
2. Identify unit coordinator(s)	
3. Identify instructor(s)	
4. Identify potential date(s) for classes	
5. Identify number of students attending	
6. Identify course technical requirements	
7. Identify potential classroom(s)	
8. Contact classroom technical coordinator(s) and obtain complete specifications for each venue ² .	
9. Select classroom for each training session.	
10. Verify that all equipment and support are available at each location.	
11. Create roster ³	
12. Register students	
13. Order or print materials for each registered student ⁴	
14. Send registration email to each student.	
15. Send reminder email to each student.	
16. Reserve staff car (if necessary)	
17. Obtain lodging for instructor (if necessary)	
18. Order refreshments	
19. Verify that students can logon to database(s)	

¹ See worksheets, on separate pages.

² See Facilities worksheet, on separate page.

³ See Roster, on separate page.

⁴ See Materials checklist, on separate page.

Facilities

Needed?	Item	Special Requirements
	Reserve appropriate room	
	Room capacity =	
	Room window coverings?	
	Procure Equipment	
	Podium	
	Microphone(s) for presenter(s) – lavalier	
	Microphone(s) for podium	
	Speaker table and chair(s)	
	Projector (with remote control, as required)	
	Projector screen	
	Instructor computer workstation	
	Instructor laptop	
	Instructor computer workstation software	
	Instructor computer workstation logon	
	Student computer workstation(s) – Number =	
	Student computer workstation software	
	Student computer workstation logons	
	On-site computer support person name & number	
	On-site computer support person availability time	
	Instructor special-height chair	
	White board	
	Flip chart	
	Flip chart paper	
	White board markers	
	White board eraser	
	Overhead projector	
	Refreshments	
	Tech Support Contact(s):	
	Tech Support Availability: From: To:	

Notes on Facilities:

Lodging & Transportation

Transportation

Staff Car

Personal Car

Train

Plane

Lodging

Number

Requirements

Special Needs

Notes on Lodging and Transportation:

Materials checklist

Printed Roster	
Course Materials (Title)	
Vendor	
Price per Unit	
Units Required	
Date Needed	
Tent Cards	
Evaluations	
Shipping	
Database Entries	

Notes on Materials:

Participant checklist or Registration information requirements

Name of Workshop		
Name of Attendee		
Attendee Organization		
Attendee Mailing address		
Attendee Phone and Email		
Attendee Position or Role		
	Date	Information/Notes
Invitation sent?		
Registration received?		
Payment received?		
Reminder Sent?		
Special Needs Accommodation?		
Special Needs Dietary?		

Notes on Registration:

RTAP Pre-approval Request	
<i>Name of Agency:</i>	
<i>Grant Program:</i>	<input type="checkbox"/> 5311 <input type="checkbox"/> 5310
<i>Agency Contact and Title:</i>	
<i>Agency Address:</i>	
<i>Phone:</i>	<i>FAX:</i>
<i>E-mail:</i>	
<i>Name and Title of person attending:</i>	
<i>Name of Training / Event:</i>	
<i>Date of Event:</i>	
<i>Registration Fee \$:</i>	
<i>Estimated Lodging \$:</i>	
<i># of Miles Round Trip:</i>	
<i>Mileage \$:</i>	
<i>Estimated Meals \$:</i>	
<i>PASS Training Workbooks \$</i>	
<i>Estimated Other Transportation \$:</i>	
TOTAL ESTIMATED EXPENSE \$:	
By signing this form I certify that the information is a reasonable estimate of eligible expenses in accordance with the RTAP policy.	
<i>Grantee Authorized Signature:</i>	
Date:	

D TRAINING ATTENDANCE ROSTER / SIGN-IN SHEET

Title	Presenter	Date	Community	Location

#	Attendee	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		

(Workshop title) WORKSHOP EVALUATION FORM (Date)

For each of the following areas, please indicate your reaction:

Content	Excellent	Good	Needs	Not
			Improvement	Applicable
Covered Useful Material	[]	[]	[]	[]
Practical to My Needs and Interests	[]	[]	[]	[]
Well Organized	[]	[]	[]	[]
Presented at the Right Level	[]	[]	[]	[]
Effective Activities	[]	[]	[]	[]
Useful Visual Aids and Handouts	[]	[]	[]	[]

Presentation	Excellent	Good	Needs	Not
			Improvement	Applicable
Instructor’s Knowledge	[]	[]	[]	[]
Instructor’s Presentation Style	[]	[]	[]	[]
Instructor Covered Material Clearly	[]	[]	[]	[]
Instructor Responded Well to Questions	[]	[]	[]	[]

In what ways will this training help you improve job performance?

How could this workshop be improved?

Any other comments or suggestions?

Please leave your evaluation on the table or mail to

(Name and address of sponsoring agent)

Please use your experience in this training to rate the following statements. Your feedback will help us to ensure that we continue to meet your training needs.					
<i>INSTRUCTOR:</i>			<i>DATE:</i>		
<i>COURSE TITLE:</i>					
	Agree		Disagree		
<i>OVERALL RATING</i>					
The training was worth attending.	5	4	3	2	1
<i>TRAINING DESIGN</i>					
The objectives were clearly communicated and met to my satisfaction.	5	4	3	2	1
The topics were well organized and easy to understand.	5	4	3	2	1
The pace of the training was appropriate for the topics covered.	5	4	3	2	1
The level of difficulty of the content was appropriate for me.	5	4	3	2	1
<i>INSTRUCTOR</i>					
The instructor performed well overall.	5	4	3	2	1
The instructor is knowledgeable about the subject matter.	5	4	3	2	1
The instructor practiced effective time management.	5	4	3	2	1
The instructor answered my questions to my satisfaction.	5	4	3	2	1
<i>TRAINING EXERCISES</i>					
I found the exercises valuable in learning how to apply the concepts.	5	4	3	2	1
<i>TRAINING APPLICATION</i>					
I will apply what I learned to my job and/or other areas of my life.	5	4	3	2	1
I will recommend this training to others within my organization.	5	4	3	2	1
<i>LOGISTICS</i>					
The seating arrangements were appropriate for the session.	5	4	3	2	1
I was able to see and hear the presentation without distractions.	5	4	3	2	1
Ample breaks were provided without disrupting the flow of the session.	5	4	3	2	1
Adequate beverages and food were provided.	5	4	3	2	1

COMMENTS

What topics would you have liked to have spent more or less time on?

What did the instructor do that worked well and what would you suggest to improve his or her effectiveness?

What was most useful about the exercises?

What changes would you recommend to improve the course and make it more effective?

G CERTIFICATES OF COMPLETION FORMS

(Form located on next full page)

Certificate of Completion

FOR (X) HOURS OF CONTINUING EDUCATION

COURSE TITLE

Trainee Name

Date

Signature jpg

Name and Title of Official Awarding Certificate

Logo Here

Accessibility: *The extent to which facilities, including transit vehicles, are free of barriers and can be used by people who have disabilities, including wheelchair users.*

ADA complementary paratransit service: The Americans with Disabilities Act (ADA) requires public transit agencies that provide fixed-route service to provide “complementary paratransit” services to people with disabilities who cannot use the fixed-route bus or rail service because of a disability. The ADA regulations specifically define a population of customers who are entitled to this service as a civil right. The regulations also define minimum service characteristics that must be met for this service to be considered equivalent to the fixed-route service it is intended to complement. In general, ADA complementary paratransit service must be provided within 3/4 of a mile of a bus route or rail station, at the same hours and days, for no more than twice the regular fixed route fare.

Administration on Aging (AoA): An agency of the U.S. Department of Health and Human Services. It is headed by an Assistant Secretary for Aging. It is the federal focal point and advocacy agency for older persons, as mandated by OAA, and administers most OAA programs at the federal level. AoA funds six core services: supportive services (among which is transportation); nutrition; preventive health services; National Family Caregiver Support Program; services that protect the rights of vulnerable older persons; and service to Native Americans. AoA provides leadership, technical assistance, and support to the national aging network. (See National Aging Network).

Alternative fuels: Vehicle engine fuels other than standard gasoline or diesel. Typically, alternative fuels burn cleaner than gasoline or diesel and produce reduced emissions. Common alternative fuels include methanol, ethanol, compressed natural gas, liquefied natural gas, clean diesel fuels, hybrid-electric, all-electric, and reformulated gasoline.

American Public Transit Association. An organization that represents the interests of public transit agencies in the U.S., primarily those in large urbanized areas.

Americans with Disabilities Act (ADA): Passed by Congress in 1990, this Act mandates equal opportunities for people with disabilities in the areas of employment, transportation, communications and public accommodations. Under this Act, most transportation providers are obliged to purchase lift-equipped vehicles for their fixed-route services and must ensure system-wide accessibility of their demand-responsive services to people with disabilities. Public transit providers also must supplement their fixed-route services with paratransit services for those people unable to use fixed-route service because of their disability.

Area Agency on Aging (AAA or Triple A): A public or private non-profit agency, designated by the state to address the needs and concerns of all older Americans at the regional and local levels. The term "area agency on aging" is a generic term—specific names of local AAAs [IRS designation of 501(c) (3)].may vary. Triple A's are primarily responsible for a geographic area that is a city, a single county or a multi-county district. Triple As may be characterized as: county, city, regional planning council, council of governments, or private, non-profit. All Triple As perform three important functions: Creating multi-year plans; providing information and referral on available services and programs; and Coordinating OAA and other funds that support their service area.

Bond: A three-party agreement providing legal assurance of contract. A transit provider may request/require prospective contractors to provide a bid bond—a guarantee that the bidding party will fulfill the terms of the bid, and, if not, that a third party (usually an insurance company) will pay any cost difference bond that ensures restitution should the winning contractor fail to perform in accordance with specific contract terms.

Brokerage: A method of providing transportation where riders are matched with appropriate transportation providers through a central trip-request and administrative facility. The transportation broker may centralize vehicle dispatch, record keeping, vehicle maintenance and other functions under contractual arrangements with agencies, municipalities and other organizations. Actual trips are provided by a number of different vendors.

Bus Stop: Pre-defined location for passengers to board and/or alight the transit vehicle, typically on-street, at the curb, or in a median, sometimes with a shelter, sign, or lighting.

Bus testing: Originally drafted in 1989, the Federal Transit Administration (FTA) Bus Testing regulations mandate that all transit vehicle models purchased with FTA money must undergo testing at FTA's Altoona, PA bus testing site.

Busway: A roadway reserved for buses only. Also known as a "bus lane."

Buy America: Federal transportation law which requires that all purchases of vehicles, equipment or any other manufactured item be of U.S.-made and assembled components, unless the purchase price is less than \$100,000 or the U.S. Department of Transportation has given the purchaser a Buy America waiver.

Capital costs: Refers to the costs of long-term assets of a public transit system such as property, buildings and vehicles. Can include bus stop (and furniture), signage, bus overhauls, preventive maintenance, mobility management, and even a share of transit providers' ADA paratransit expenses.

Charter service: A vehicle hired for exclusive use that does not operate over a regular route, on a regular schedule and is not available to the general public.

Circulars: Program management guidelines issued by federal agencies. The Federal Transit Administration (FTA) publishes and updates its circulars to communicate funding program requirements.

Circulator bus: A bus that makes frequent trips around a small geographic area with numerous stops along the route. It is typically operated in a downtown area or an area that attracts tourists or large crowds and has limited parking and congested roads. It may be operated all day or only at times of peak demand, such as rush hour or lunch time.

Clean Air Act: Federal legislation that details acceptable levels of airborne pollution and spells out the role of state and local governments in maintaining clean air.

Commercial Driver's License (CDL): The standardized driver's license required of bus and heavy truck drivers in every state. Covers drivers of any vehicle manufactured to seat 16 or more passengers (including driver) or over 13 tons gross vehicle weight. The CDL is mandated by the Federal government in the Commercial Motor Vehicle Safety Act of 1986. Additional requirements may be needed which vary by state.

Community transportation: The family of transportation services in a community, including public and private sources, that are available to respond to the mobility needs of all community members.

Community Transportation Association of America (CTAA): A national professional association of community transportation providers and supporters, including operators, vendors, consultants, and federal, state and local officials.

Congestion Mitigation and Air Quality Project (CMAQ): A flexible funding program administered by the Federal Highway Administration that funds projects and programs to reduce harmful vehicle emissions and improve traffic conditions. CMAQ funds may be used for transit projects, rideshare projects, high-occupancy vehicle lanes or other similar purposes.

Council of Governments (COG): A voluntary association of local governments that operates as a planning body. COGs collect and disseminate information, review applications for funding, and provide services common to its member agencies.

Coordinated Public Transit–Human Services Transportation Plan: A locally developed plan for coordinating local public transportation and human service agency transportation services that aims to maximize the programs’ collective coverage by minimizing duplication of services. The coordinated plan should be developed through a process that includes representatives of public, private and non-profit transportation and human services providers, and participation by the public. Under SAFETEA-LU, any public agency applying for funding of a new or expanded service under Sections 5310, 5316, or 5317 must show that the be derived from a locally developed, coordinated public transit-human services transportation plan developed through a process that consists of representatives of public, private, and non-profit transportation and human services providers with participation by the public.

Coordination: A cooperative arrangement among public and private transportation agencies and human service organizations that provide transportation services. Coordination models can range in scope from shared use of facilities, training or maintenance to integrated brokerages or consolidated transportation service providers.

Curb-to-curb service: A common designation for paratransit services. The transit vehicle picks up and discharges passengers at the curb or driveway in front of their home or destination. In curb-to-curb service the driver does not assist the passenger along walks or steps to the door of the home or other destination.

Cost allocation: The act of allocating costs among entities. In cost allocation the objective is typically to allocate a known cost among several entities based on the cost per unit of resource.

Demand-response service: The type of transit service where individual passengers can request transportation from a specific location to another specific location at a certain time. Transit vehicles providing demand-response service do not follow a fixed route, but travel throughout the service area transporting passengers according to their specific requests. Can also be called "dial-a-ride." These services usually, but not always, require advance reservations.

Department of Health and Human Services (HHS): The federal agency that funds a variety of human services transportation through the Administration on Aging, Head Start, Medicaid, Temporary Aid to Needy Families, and other federal programs.

Department of Transportation (DOT): The federal department responsible for the funding, efficiency, and safety of the nation’s highway, aviation, transit, pipeline, and maritime transportation infrastructure.

Deviated fixed route: A hybrid of fixed-route and demand-response services. With this type of service, a bus or van stops at fixed points and keeps to a timetable but can deviate its course between two stops to go to a specific location for a pre-scheduled request. Deviated fix route service is often used to provide accessibility to people with disabilities.

Dial-a-ride service: Another common name for demand-response service (see above) where the rider telephones (or “dials”) to request service.

Door-to-door service: A form of paratransit service that includes passenger assistance between the vehicle and the door of the passenger’s home or other destination. A higher level of service than curb-to-curb, yet not as specialized as “door-through-door” service, where the driver actually provides assistance within the origin or destination.

Drug and Alcohol Testing Regulations: The U.S. Department of Transportation implemented the Omnibus Transportation Employee Testing Act in December 1992. The Federal Transit Administration’s drug and alcohol rules address testing of “safety sensitive” employees in its Section 5307, 5309, 5311, 5316, and 5317 programs. Federal Motor Carrier Safety Administration rules address testing of all other employees required to have a Commercial Driver’s License (see above), including many employees of Section 5310– assisted transportation operations.

Easter Seals Project Action (ESPA): Funded through a cooperative agreement with the Federal Transit Administration, Easter Seals Project ACTION promotes cooperation between the transportation industry and the disability community to increase mobility for people with disabilities under the ADA and beyond. It offers resources as well as training and technical assistance in an effort to make the ADA work for everyone, everyday.

Employment transportation: Transportation specifically designed to take passengers to and from work or work-related activities.

Empowerment Zones (EZs)/Enterprise Communities (ECs): These areas, so designated by the U.S. Department of Housing and Urban Development and the U.S. Department of Agriculture, are eligible for preferences and flexibility in many federal grant programs. In the 1990s, EZs/ECs were chosen competitively based on community poverty characteristics and local strategic planning processes.

Environmental Protection Agency (EPA): A Federal agency whose responsibilities include development and enforcement of national air quality standards and support of antipollution activities by state and local governments.

Fare box revenue: A public transportation term for the money or tickets collected as payment for rides. Can be cash, tickets, tokens, transfers or pass receipts.

Fare structure: The basis for determining how fares are charged. Common types of fare structures are *distance-based* (the longer the trip is, the higher the fare will be), *time-based* (higher fares for trips made during peak hour service than during the “off peak”) or *quality-based* (demand-responsive trips are typically charged a higher fare than fixed route trips) or flat fares (the same fare is charged for all trips). In addition to these four methods, a fare structure may differentiate among passengers based on age, income, or disability; for example, often lower fares are charged for older adults, children and youth, Medicaid recipients, people with limited income and people with disabilities).

Federal Highway Administration (FHWA): A component of the U.S. Department of Transportation that is responsible for ensuring that America’s roads and highways are safe and technologically up-to-date. Although State, local, and tribal governments own most of the Nation’s highways, the FHWA provides financial and technical support to them for constructing, improving, and preserving America’s highway system. The FHWA’s annual budget is funded by fuel and motor vehicle excise taxes. FHWA is the lead agency in federal intelligent transportation (ITS) activities and regulated interstate transportation. In addition to ITS, funds under FHWA’s Congestion Mitigation and Air Quality Improvement (CMAQ) Program, Surface Transportation Program (STP), and Federal Lands Highways Program can be used for a variety of transit activities.

Federal Transit Administration (FTA): A component of the U.S. Department of Transportation that administers federal funding to support a variety of locally planned, constructed, and operated public transportation systems throughout the U.S., including buses, subways, light rail, commuter rail, streetcars, monorail, passenger ferry boats, inclined railways, and people movers. FTA provides financial assistance for capital, operating and planning costs of these public transportation systems. It also sponsors research, training, technical assistance and demonstration programs. Up until 1991 the FTA was known as the Urban Mass Transportation Administration.

Fixed route service: Transit services where vehicles run on regular, scheduled routes with fixed stops and no deviation. Typically, fixed-route service is characterized by printed schedules or timetables, designated bus stops where passengers board and alight and the use of larger transit vehicles.

Flexible (Flex) routing and schedules: Flexible route service follows a direction of travel but allows for deviation or rerouting along the way to accommodate specific trip requests. Examples of flexible route systems are route deviation and point deviation. The schedule may be fixed or flexible.

Grant: The award of government funds to an entity. Federal funds are typically awarded either as formula (or “block”) grants, where a predetermined legislative process establishes the level of funding

available to an entity, or discretionary grants, where the funding agency is free to determine how much (if any) funding an entity will be given based on the relative merits of the proposal. Private foundations also give grants based on their own criteria.

Guaranteed Ride Home: A program that encourages employees to carpool, use transit, bike or walk to work by guaranteeing them a ride home in case they cannot take the same mode home (e.g., if they need to work late or if an emergency occurs). Typically implemented as part of an overall ridesharing strategy or program.

Head Start: A program of comprehensive services for economically disadvantaged preschool-age children. Services, including transportation, are provided by local Head Start agencies and are funded by the Administration for Children and Families, part of U.S. Department of Health and Human Services.

Headway: The length of time at a stop between buses following the same route. If buses operating along Route A arrive at Stop 1 at 9:00, 9:30, 10:00, 10:30, and 11:00, it is operating on half-hour headways during the period between 9:00 and 11:00. When headways are short the service is said to be operating at a high frequency, whereas if headways are long, service is operating at a low frequency.

Human services transportation: Transportation for clients of a specific human or social service agency that is usually limited to a specific trip purpose. Human service agency trips are often provided under contract to a human service agency and may be provided exclusively or rideshared with other human service agencies or general public service.

Intelligent transportation systems. Refers to a broad range of wireless and wire line communications-based information and electronic technologies. When integrated into the transportation system's infrastructure and into vehicles themselves, these technologies relieve congestion, improve safety and enhance productivity. ITS is made up of 16 types of technology based systems, divided into intelligent infrastructure systems and intelligent vehicle systems. Examples include real-time vehicle information, trip planning assistance, automated bus stop announcements, etc.

Intercity transportation: Long distance service provided between cities, often as part of a large network of intercity bus operators. Both express and local bus service may be provided. The Greyhound and Trailways systems are examples national intercity bus networks: Under the Federal Transit Administration's Section 5311(f) program, intercity transportation service must receive no less than 15 percent of each state's total Section 5311 funding, unless a state's governor certifies that these needs are already being met.

Jitney: A privately owned, small vehicle that is operated on a fixed route but not on a fixed schedule.

Joblinks: An initiative funded through the Federal Transit Administration and the U.S. Department of Labor and implemented by the Community Transportation Association of America. The Joblinks team works with communities to improve employment transportation opportunities through many types of activities, ranging from demonstration projects to direct, short-term technical assistance to employment transportation-related conferences.

Match: State or local funds required by various federal or state programs to complement funds provided by a state or federal agency for a project. A match may also be required by states in funding projects that are joint state/local efforts. Some funding sources allow services, such as the work of volunteers, to be counted as an in-kind funding match. Federal programs normally require that match funds come from sources other than federal.

Medicaid: Also known as Medical Assistance, this is a health care program for low-income and other "medically needy" individuals. It is jointly funded by state and federal governments. The Medicaid program pays for transportation to non-emergency medical appointments if the recipient has no other means to travel to the appointment. More information is available at www.cms.hhs.gov for more information.

Medical Review Officer (MRO): An accredited physician who can review the results of drug and alcohol tests for transit employees. An MRO is mandatory for certain transit agencies under the Department of Transportation Drug and Alcohol Regulations. The definition and qualifications for an MRO are included in 49 C.F.R. Part 40.

Metropolitan planning organization (MPO): The organizational entity designated by law with lead responsibility for developing transportation plans and programs for urbanized areas of 50,000 or more in population. MPOs are established by agreement of the governor and units of general purpose local government that together represent 75 percent of the affected population of an urbanized area.

Mode, intermodal, multimodal: *Mode* refers to a form of transportation, such as automobile, transit, bicycle, and walking. *Intermodal* refers to the connections between modes, and *multimodal* refers to the availability of transportation options within a system or corridor.

National Center for Senior Transportation (NCST): A resource and technical assistance center funded by the FTA (Federal Transit Administration) and administered by Easter Seals Inc., in partnership with the National Association of Area Agencies on Aging. Additional team members are the National Association of State Units on Aging (NASUA), the Community Transportation Association of America (CTAA), the American Society on Aging (ASA) and the Beverly Foundation. Also guiding NCST work is a national steering committee of experts in senior transportation issues.

National Network on Aging: the network of federal, state, and local agencies (U.S. Administration on Aging, state units on aging, and area agencies on aging) created by the Older Americans Act.

National Resource Center for Human Service Transportation Coordination (NRC): Established in 2007 as a result of SAFETEA-LU and operated by the Community Transportation Association of America (CTAA) through a cooperative agreement with the Federal Transit Administration (FTA). The fundamental purpose of the NRC is to support states and communities in better integrating public transportation services with the services and demands of their human services networks.

National Transit Database (NTD) Reports: Annual reports (formerly known as “Section 15” reports) that provide financial and operating data that are required of almost all recipients of transportation funds under Section 5307. Rural agencies (5311 funding recipients) are also required to report to the NTD.

No-show: A passenger scheduled for a demand-response trip that does not appear at the designated pick-up place and time and does not cancel the trip in advance. Frequent no-shows can hurt the efficiency and effectiveness of the demand-response transportation service. In addition, passengers who repeatedly fail to show for scheduled service may have their right to service suspended, subject to an appeals process.

Older Americans Act (OAA): Federal law first passed in 1965. The act established a national network of federal, state, and local agencies to plan and provide services to enable older persons to maintain their independence in their homes and communities. The Act created the infrastructure for organizing, coordinating, and providing community-based services and opportunities for older Americans and their families.

Operating costs: The sum of all recurring expenses (e.g., labor, fuel, administration) associated with the operation and maintenance of a transit system; excludes capital equipment purchases, loans, depreciation, or leases.

Paratransit: Type of passenger transportation that is more flexible than conventional fixed-route transit but more structured than the use of private automobiles. Paratransit is a broad term that may be used to describe any means of shared ride transportation other than fixed route mass transit services. Paratransit services usually use smaller vehicles (less than 25 passengers) and provide advance-reservation, demand-responsive service that is either curb-to-curb or door-to-door. Paratransit services that are provided to accommodate passengers with disabilities who are unable to use fixed route service and that meet specific service equivalency tests are called *ADA complementary paratransit services*.

Passenger: An individual on board, boarding, or alighting from a revenue transit vehicle. Excludes operators, transit employees and contractors.

Person-Trip/Passenger-Trip: A trip made by one person from one origin to one destination. Many transit statistics are based on "unlinked passenger trips," which refer to individual one-way trips made by individual riders in individual vehicles. A person who leaves home on one vehicle, transfers to a second vehicle to arrive at a destination, leaves the destination on a third vehicle and has to transfer to yet another vehicle to complete the journey home has made four unlinked passenger trips.

Person with Disability: Any person who by reason of illness, injury, age, congenital malfunction or other permanent or temporary incapacity or disability is unable, without special facilities, to use local transit facilities and services as effectively as people who are not so affected.

Pre-Award/Post-Delivery Audit Requirements: Since 1991, FTA has required recipients of Sections 5307, 5309, 5310 and 5311 funds to carry out audits of vehicles and other rolling stock purchased with FTA money. These audits are to ensure that vehicles are manufactured according to specification and comply with applicable Buy America and Federal Motor Vehicle Safety Standards.

Radial network: A public transit route service pattern in which most routes converge into and diverge from a central transfer point or hub, like the spokes of a wheel. Arterial or loop routes may be used. If the routes are timed to arrive and depart at the same time, it is called a pulse system.

Rapid transit: Rail or bus transit service operating completely separate from all modes of transportation on an exclusive right-of-way. Often operates as an express service with a minimal number of stops.

Revenue Time: The hours (miles) those are comprised of running time and layover/recovery time.

Revenue Vehicle: The floating and rolling stock used to provide revenue service for passengers.

Reverse commute: Commuting against the main directions of traffic. Often refers to travel from the central city to suburbs during peak period commuting times.

Rideshare/ride match program: A program that facilitates the formation of carpools and vanpools, usually for work trips. A database is maintained for the ride times, origins, destinations and driver/rider preferences of users and potential users. Those requesting to join an existing pool or looking for riders are matched by program staff with other appropriate people.

Risk management: An element of a transit system's safety management program. Includes identification and evaluation of potential safety hazards for employees, passengers and the public.

Section 5307: The section of the Federal Transit Act that authorizes grants to public transit systems in all urban areas. Funds authorized through Section 5307 are awarded to states to provide capital and operating assistance to transit systems in urban areas with populations between 50,000 and 200,000. Transit systems in urban areas with populations greater than 200,000 receive their funds directly from the Federal Transit Administration.

For more information, go to www.fta.dot.gov/funding/grants/grants_financing_3561.html and www.fta.dot.gov/funding/grants/grants_financing_3561.html.

Section 5309: The section of the Federal Transit Act that authorizes discretionary grants to public transit agencies for capital projects such as buses, bus facilities and rail projects. See www.fta.dot.gov/funding/grants/grants_financing_3557.html for more information.

Section 5310: A formula program that provides capital assistance to states for transportation programs that serve the elderly and people with disabilities. States distribute Section 5310 funds to local operators in rural and urban settings who are either nonprofit organizations or the lead agencies in coordinated transportation programs. Allocation of funding to states is made on the basis of the number of elderly and persons with disabilities in that state.

See www.fta.dot.gov/funding/grants/grants_financing_3556.html for more information

Section 5311: The formula program that provides capital and operating assistance grants to public transit systems in rural and small urban areas with populations of less than 50,000. Funding is apportioned by a statutory formula that is based on the latest U.S. Census figures of areas with a population less than 50,000. The amount that the state may use for state administration, planning, and technical assistance activities is limited to 15 percent of the annual apportionment. States must spend 15 percent of the apportionment to support rural intercity bus service unless the Governor certifies that the intercity bus needs of the state are adequately met. See www.fta.dot.gov/funding/grants/grants_financing_3555.html for more information.

Section 5316 (Job Access and Reverse Commute [JARC]): The section of the Federal Transit Act that authorizes Job Access grants to provide new transportation services to welfare recipients and other low-income individuals for the purposes of attaining jobs, training and childcare. JARC grants help provide transit systems to transport workers to suburban job sites. This program has been integrated into the 5311 program.

See www.fta.dot.gov/funding/grants/grants_financing_3550.html for more information.

Section 5317 (New Freedom): A new program created in 2005 under SAFETEA-LU designed to support improvements to services and facilities for the transportation needs of people with disabilities that exceed those required by the Americans with Disabilities Act. The governor of each State or an official designee must designate a public entity to be the recipient for New Freedom funds. In urbanized areas with populations less than 200,000 and in non-urbanized areas, the State is the designated recipient. Funds are provided to each state using a formula based upon population of persons with disabilities. See www.fta.dot.gov/funding/grants/grants_financing_3549.html for more information. This program has been integrated into the 5310 program.

Service Area: A measure of access to transit service in terms of population served and area coverage (square miles). The reporting transit agency determines the service area boundaries and population for most transit services using the definitions contained in the Americans with Disabilities Act of 1990 (ADA), i.e. a corridor surrounding the routes a three-quarter of a mile on either side, or for rail, a series of circles of radius a three-quarter mile centered on each station.

Service route: Transit routes that are tailored to meet the needs of a specific market segment (such as older adults or people with disabilities) in a community. Service routes often evolve out of a pattern of demand-response travel within a community. Characteristics of a service route include stops at high-density residential complexes or group homes, shopping areas, medical facilities, and destinations specific to the target population such as senior centers or sheltered work sites. Stops are usually positioned near an accessible entrance of a building instead of on the street, and the ride times are typically longer than on a "conventional" fixed route covering the same general area. Vehicles tend to be smaller and accessible to people with disabilities, and drivers usually offer a relatively high level of personal assistance.

Social Service Agency: A public or private nonprofit organization providing specialized programs and transportation service to a specific clientele such as the elderly and persons with disabilities.

State Units on Aging (SUAs): Agencies of state and territorial governments designated by governors and state legislatures to administer, manage, design and advocate for benefits, programs and services for the elderly and their families and, in many states, for adults with physical disabilities. The term "state unit on aging" is a general term: the specific title and organization of the governmental unit will vary from state to state and may be called a Department, Office, Bureau, Commission, Council or Board for the elderly, seniors, aging, older adults and/or adults with physical disabilities. Since 1965 all State Units on Aging have administered the Older Americans Act (OAA) in their respective states. Through a state network of area agencies on aging and service providers, a range of services is provided to older persons

including home-care, congregate and home delivered meals, transportation, information and assistance and advocacy on behalf of individual older citizens. SUAs also have significant policy, planning and advocacy roles in leveraging other federal, state and local public and private funds to support programs on aging.

Subscription service: When a passenger or group of passengers requests a repetitive ride (such as on a daily or weekly service on an ongoing basis), trips are often scheduled on a subscription or “standing order” basis. The passenger makes a single initial trip request, and the transit system automatically schedules them for their trip(s) each day or week. This type of service is frequently used in transporting human service agency clients to regular agency programs.

Telecommuting: The substitution, either partially or completely, of the use of computer and telecommunications technologies (e.g., telephones, personal computers, modems, facsimile machines, electronic mail) for transportation to a conventional place of work. Implies either working at home or at a satellite work center that is closer to an employee’s home than the conventional place of work.

Temporary Aid to Needy Families (TANF): Created by the 1996 welfare reform law, TANF is a program of block grants to states to help them meet the needs of families with limited income. It replaced a selection of federal public assistance programs, including Aid to Families with Dependent Children. Because of TANF-imposed time limits, states try to place TANF recipients in jobs as quickly as possible, often using program funds to pay for transportation, child care, and other activities related to workforce participation.

Title III: A title of the Older Americans Act that authorizes expenditures for nutrition and transportation programs that serve older persons.

Title VI: A title of the Civil Rights Act of 1964 that ensures that no person in the United States will be discriminated against on the basis of race, color, or national origin. The transportation planning regulations, issued in October 1993, require that metropolitan transportation planning processes be consistent with Title VI.

Transportation control measures (TCMs): Local actions to adjust traffic patterns or reduce vehicle use to reduce air pollutant emissions. These may include HOV lanes, provision of bicycle facilities, ridesharing, telecommuting, etc.

Transportation disadvantaged: A term used to describe those people who have little or no access to meaningful jobs, services, and recreation because a transportation system does not meet their needs. Often refers to those individuals who cannot drive a private automobile because of age, disability, or lack of resources.

Transportation improvement program (TIP): A document prepared by states and planning commissions that describes projects to be funded under Federal transportation programs for a full-year period. Without TIP inclusion, a project is ineligible for Federal funding.

Transportation management area (TMA): Defined as all urbanized areas over 200,000 in population. Within a TMA, all transportation plans and programs must be based on a continuing and comprehensive planning process carried out by the Metropolitan Planning Organization (MPO) in cooperation with states and transit operators. The TMA boundary affects the responsibility for the selection of transportation projects that receive Federal funds.

Transportation Management Association (TMA): A voluntary association of public and private agencies and firms joined to cooperatively develop transportation-enhancing programs in a given area. TMAs are appropriate organizations to better manage transportation demand in congested suburban communities.

Trip generator: A place that generates a demand for frequent travel is called a trip generator. Trip generators may be origins or destinations. For example, a high-density residential area generates a

need for all kinds of trips outside of the residential area into commercial areas; a medical center generates trips for medical purposes; and a downtown area may generate trips for retail, recreational, or personal business purposes.

United We Ride: Housed within the Federal Transit Administration, an initiative that supports the federal Interagency Transportation Coordination Council on Access and Mobility (CCAM), implements coordination grants to states and communities, develops tools (such as the Framework for Action community self-assessment guide) to facilitate the transportation coordination process, recognizes exemplary work in transportation coordination by states and communities, and provides technical assistance to states and communities through the United We Ride Ambassador program, a website of best practices, and other resources.

United States Access Board (Formerly the Architectural and Transportation Barriers Compliance Board): The U.S. Access Board is a federal agency that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology.

Urbanized area (UZA): An area that contains a city of 50,000 or more population, plus incorporated surrounding areas, and meets size or density criteria established by the Census Bureau.

User-side subsidy: A transportation funding structure in which qualified users (usually people with limited income) are able to purchase vouchers for transportation services at a portion of their worth. The users then may use the vouchers to purchase transportation from any participating provider. The vouchers are redeemed by the provider at full value and the provider is reimbursed by the funding agency for the full value.

Vanpool: A prearranged ridesharing service in which a number of people travel together on a regular basis in a van. Vanpools may be publicly operated, employer operated, individually owned or leased.

Volunteer Network: A volunteer network matches requests for transportation with a volunteer driver who is typically reimbursed on a per-mile basis for providing the trip. Persons requesting service call the network; the network calls the driver and schedules the trip. Volunteer networks are frequently used in rural areas where resources are scarce, persons needing transportation may live in remote areas, and a sense of community is not uncommon.

"An Evaluation Guidebook for Rural and Small Urban Transportation", Bitzan, J., Hough, J.

AZDOT 5310 Contract

AZDOT 5310 Guidebook 2015

AZDOT 5310 E-Grants application

Community Transit Association of America

"Development and Applications of Performance Measures for Rural

"Public Transportation Operators." Transportation Research Record 1338, Transportation Research Board, Washington, D.C. (1992)

FTA Circular 9070.1G

Federal Register June 6, 2014

Federal Transit Administration Cooperative Agreement, FTA C-21, October 1, 2014

Federal Transit Administration Fiscal Year 2015 Agreements Compared to Fiscal Year 2014

Federal Transit Administration Grant Agreement, FTA G-21, October 1, 2014

Federal Transit Administration MAP-21 Fact Sheet – Asset Management

Federal Transit Administration Master Agreement, FTA MA(21), October 1, 2014

Federal Transit Administration Supplemental Grant Agreement, Attachment to FTA G-21, October 1, 2014

Federal Transit Administration Transit Programs Fiscal Year 2014 Citations

Handbook of Automated Data Collection Methods for the National Transit Database, October 2003

National Transit Database Sampling Manual 2009

National Safety Council

Office of Management and Budget Circular A-122, "Cost Principles for Non-Profit Organizations," codified at 2 CFR part 230, Aug. 31, 2005

Office of Management and Budget Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments," codified at 2 CFR part 225, Aug. 31, 2005

Rural Transit Assistance Program

SEAGO Mobility Management Data Collection Tools

Systems in the Mountain-Plains Region. Mountain-Plains Consortium, North Dakota State University, Fargo, ND (September 1994); Carter, D., Lomax, T.

TCRP Report 54 Management Toolkit for Rural and Small Urban Transportation Systems

TCRP Report 82 – Improving Public Transit Options for Older Persons - Volume 2: Final Report

TCRP Report 88 A Guidebook for Developing a Transit Performance-Measurement System

**TCRP Synthesis 94—Innovative Rural Transit Services; Expanding Mobility Options for Persons with Disabilities:
A Practitioner's Guide to Community-Based Transportation Planning**

TCRP Report 101 – Toolkit for Rural Community Coordinated Transportation Services 2012

**TCRP Report 136 – Guidebook for Rural Demand-Response Transportation: Measuring, Assessing, and Improving
Performance**

TCRP Report 172 Guidance for Developing an Asset Management Plan

**“Transportation Workforce Development at Community Colleges”, University of Vermont Transportation
Research Center, 2010**

“Writing to Win: Grant Writing Workbook”, M. Greene PRD, 2015