

SRTD Professional Development Program (FY 08-12)

Final Report

Acknowledgements

Sacramento Regional Transit (RT) thanks the California Department of Transportation (Caltrans) for awarding of grant funds to make this program possible and monitoring of our efforts.

Introduction

Providing sustainable and efficient transit solutions in California requires more skills than ever before. Understanding issues related to land use, environmental impact and economic development are instrumental in meeting the needs of a growing population that requires mobility options. This project was funded by a Caltrans Transit Professional Development Discretionary Grant for FY 2008-09, which contributed to four years of the RT Planning Department's Professional Development Program. This grant provided essential and supplemental training to assist RT staff with expanding and updating policies and programs related to transit.

In 2009 RT updated its Transit Master Plan (*TransitAction*) to support transportation programs identified in the SACOG Blueprint Plan and to develop a more efficient transit system. Providing educational opportunities for transit planning staff has assisted in bringing state-of-the-art information into the implementation of the *TransitAction Plan*.

RT staff participated in courses such as current technologies related to planning, Smart Growth principles, Transit Oriented Development (TOD) strategies, safe pedestrian and bicycle connectivity guidelines and community outreach. The training provided a broad range of educational experiences that RT staff can now use to help develop a sustainable transit system for the region.

Overall Goal

The intent of this grant was to provide a broad range of educational experiences that the transit planning staff could use to help develop a sustainable transit system for the region. The courses for the program were selected to provide a multi-disciplinary context for long-range transportation planning, including multiple modes, land use considerations, private development practices and environmental issues including clean air and greenhouse gas impacts. If the program is deemed successful in achieving its goals, RT would recommend it as a template for other planning staff at the City, County and Regional level.

Program Benefits

The project addressed primarily the education of current and future planning staff in regards to the integration of transit planning with land use planning. RT's *TransitAction Plan* addresses transit growth, in the context of the region's growth and overall transportation needs, but the plan also has to take into account the relationship between land use and transit service. Much development in the region happens without any

transit consideration. There are methods and tools to address this issue, but they are state-of-the-practice, and distributed across several institutions, such as the Urban Land Institute (ULI), the American Public Transportation Association (APTA), Caltrans and the American Planning Association (APA) among others. This project developed an integrated program to take advantage of these training resources, with a view to creating a replicable structure that other transit agencies could use to better integrate their land use and transportation planning.

Organizational Benefits

The staff that received training in this program will be relied upon to lead the RT effort to implement the recommendations of the *TransitAction Plan*, as we strive to support the Blueprint and the Sacramento region's growth over the next decade or more. RT staff reviews all the development applications within its service area; coordinates with local jurisdictions on their general plans, specific plans and transportation plans; prepares transit service plans for the community; and assists with Transit Oriented Development delivery in the Sacramento area. The training prepared RT staff to strategize and deliver plans from both land use and transportation planning perspectives, as well communicate with land use planners and the public.

Staff Benefits

Staff that participated in this program was able to develop specialized skills in land use planning not typically studied by transit planners. This will assist staff in their communications with land use planners and to follow local jurisdictions planning processes. Staff developed an expertise on how to plan transit systems with land use in mind as well as provide consultation to local jurisdictions on developing land use plans that take into consideration transportation amenities. Staff also learned methods to engage the public on this complicated topic.

Scope of Work Completed

Task 1

1.1 Attended ULI Training

Courses Completed:

- Complete Streets, Local Government Commission (Jul 10 2009) 3 staff
- SB375, Local Government Commission (Jul 30 2009) 2 staff
- TOD & Social Equity, UCB (Jun 1 2010) 3 staff
- Nucleus of the Region/Central City, ULI (Oct 28 2010) 1 staff
- Emerging Trends in Real Estate, ULI (Dec 7 2010) 1 staff
- Creating Sustainable Community Strategies, ULI (Mar 25 2011) 2 staff
- Transportation Forum, California Transportation Foundation (Jan 2012) 1 staff
- California Redevelopment Redefined, ULI (Mar 13 2012) 2 staff
- Transportation Choices Summit, Transform (May 2012) 1 staff
- Infrastructure and Public Private Partnerships, ULI (May 18 2012) 2 staff
- Purchased two books: *Professional Real Estate Development, The ULI Guide to the Business*, Richard B. Peiser and David Hamilton; *Finance for Real Estate Development*, Charles Long

Task 2

2.1 Attended UCD Land Use and Environmental Planning Certificate Program

Courses Completed (Jun 2011) 2 staff:

- Financial Aspect of Planning
- Environmental Planning and Site Analysis
- Urban Planning Design Studio
- Planning and Environmental Law
- Planning in CA
- Community Involvement and Communication in Planning
- Planning for Livable Communities
- Bicycle Planning and Designs
- Sustainable Planning and Environmental Site Design and Development
- CEQA: A Step by Step Approach
- Land Use Law Review
- Public Real Estate Transactions
- Downtown Revitalization
- Climate Change
- Climate Change Planning Strategies
- SB 375 What's Its Promise?
- Using Specific Plans to Create Great Communities
- Writing for Planners

2.2 Attended CSUS/Caltrans Planning & Project Management Certificate Program (program was canceled in fall 2010); Tech Transfer (training program was cancelled in 2010)

Course Completed:

- Developing Context Sensitive Solutions, Caltrans/UCB (Mar 19 2009) 2 staff

2.3 Attended National Charrette Institute (NCI) Training

Courses Completed (Oct 2009) 3 staff:

- Charrette Management System Certificate
- Charrette Facilitation Certificate

Task 3

3.1 Attended APTA Training

Course Completed:

- Sustainability and Public Transportation and Multimodal Operation Planning Workshop (Aug 2009) 2 staff
- Rail Conference (Jun 12-15, 2011) 1 staff
- Annual Meeting (Oct 2011) 1 staff
- Bus, Paratransit, Mobility Management Conference (May 6-10, 2012) 1 staff

3.2 *Attended CUTA-ACTU Training (out of country travel not possible). The following courses were substituted.*

Course Completed:

- Place3s, SACOG (Feb 17, 2009) 1 staff
- Paratransit workshop, National Transit Institute (NTI) (Sep 2009) 1 staff
- Sustainability Meeting, Transportation Research Board (TRB) (Jan 2010) 1 staff
- National Conference, APA (Apr 4-12, 2012) 1 staff
- Congress for New Urbanism (May 9-12, 2012) 1 staff; also purchased book: *Human Transit*, Jarrett Walker

Task 4

4.1 *Took on-line ESRI coursework in GIS*

Course Completed:

- Creating, Editing, Managing Geodatabases (Apr 2012) 2 staff

4.2 *Took on-line Planetizen/APA coursework*

Course Completed:

- Effects of TOD on Housing, Parking and Travel, NTI (Feb 5 2009) 3 staff
- Route Planning and Station Placement, American Society of Civil Engineers (Sep 28, 2009) 4 staff
- Public Agencies Running Charrettes, NCI (May 5 2010) 6 staff
- AICP Preparation, Planetizen (Jun 2012) 1 staff
- Guidelines for Providing Access to Public Transportation Stations, NTI (June 2012) 6 staff
- Hi Tech/Hi-Touch Charrettes, NCI (Jun 2012) 8 staff
- Next Generation of Public Involvement, NCI (Jun 2012) 4 staff

Evaluation

Attached are reviews by staff of each course taken, what was learned and if it was applicable to the objectives of the program. Following is a summary.

1.1 *ULI Training*

ULI provides excellent training in regards to TOD. They provide the most up-to-date information on the markets and trends from speakers that are in the field performing the research, creating the policies and conducting the development. Local Government Commission also provides great information on policies and legislation related to TOD issues. The UCB Transportation Center is an excellent resource for in-depth analysis of TOD issues, trends and the latest practices.

2.1 *UCD Land Use and Environmental Planning Certificate Program*

The UCD Extension certificate program was found to be a great program for professionals wanting to learn about the field of land use and environmental planning. Overall it provided a great overview of the planning process for those without traditional planning education. However, the program takes two years to complete (because required courses are only offered once a year). Also, the electives offered are dependent upon level of enrollment, so it is difficult to attend specific courses you may

be interested in that apply to your field (like transportation). The on-line courses the program offered did not have very good instructor interaction – in all cases the material could have been learned by reading a book instead. Despite this, the program was well worth completing as a way for transportation professionals to learn about land use planning and how the two fields are inter-related.

2.2 CSUS/Caltrans Planning & Project Management Certificate Program; Tech Transfer

This program was discontinued during the grant period due to state budget cuts. The one Tech Transfer course, Context Sensitive Solutions, RT staff was able to attend was excellent and staff uses this concept for every planning project.

2.3 NCI Training

After completing the National Charrette Institute's certificate programs RT staff immediately put the training to use by hosting a charrette for developing station design criteria for a future light rail project. The program is very detailed and provides great tools for any planning project.

3.1 APTA Training

Even though APTA conferences don't offer as many sessions specifically about TOD, the topic is addressed at each conference. Staff found the tours of the hosting town to be a great opportunity to see examples of TOD. APTA does offer a sustainability conference, which discusses transit's role in building sustainable communities.

3.2 CUTA-ACTU Training Substitution

CUTA-ACTU was originally targeted for its training opportunities in TOD, which looked more comprehensive and educational than what APTA seemed to offer; however, due to budget issues RT would not allow staff to travel outside the US. Therefore, other conferences were found in the US that focused on TOD issues. NTI and TRB are both transportation-related research organizations that provide training in the most current transit topics. APA and CNU are land use planning organizations that provided perspectives on smart growth. Through all these conferences staff was glad to see the emphasis placed on transit's role in creating sustainable and liveable communities.

4.1 Online ESRI coursework in GIS

GIS is every planner's number one tool and any courses taken in GIS are a valuable skill. Transit companies utilize many types of data tracking software, but ArcGIS provides the opportunity to tie transit data to land use and demographic data.

4.2 Online Planetizen coursework

Webinars were found to be a great training tool – they are inexpensive (many times free), quick and multiple staff can participate at no extra charge. Besides Planetizen, RT staff took advantage of other organizations that offer webinars to share their latest research in order to gain perspectives from multiple sources. Staff recommends participating in live webinars when possible because there is then the opportunity to ask the experts questions.

Program Accomplishments

The staff trained through this program has been given the opportunity to work on a variety of projects including planning a design charrette, working with developers on TOD projects, reviewing development applications and providing comments on general plans and policies. Staff hopes the attached course evaluations will be useful for others pursuing training in TOD.

APPENDICES:

1. Course Evaluations
2. Example Project Completed by Participants

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Appendix 1

Course Evaluations

SRTD Professional Development Program (FY 08-12)

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COURSE EVALUATION FORM

Course Name: **Complete Streets: The Road to Safer, Healthier, Livable Communities**

Provider: Local Government Commission

Course Date(s): July 10, 2009 (all day)

Cost: \$49

Format: Workshop/Seminar

Type of credit earned: none

Attendee/Evaluator: Traci Canfield

Course Objective: Complete Streets is a key part of improving safety, health and livability of a community and has a direct impact on walking, bicycling and transit use. Learn about the laws, policies, measures and processes to help complete streets.

#1 Session Title: What are complete streets and why do they matter?

Presenter's Name: Paul Zykofsky, Local Government Commission

What did you learn? 21% of Americans over 65 do not drive; 50% stay home because they cannot drive

#2 Session Title: What if all our streets were complete? A Health Perspective

Presenter's Name: Teri Duarte, Sacramento County Dept. of Health Services; Peter Jacobsen, Consultant

What did you learn? Some mitigation for particulates

Would you recommend this course to others wanting to learn about transit and land use? Yes, Teri gave a good perspective about the health benefits of Complete Streets

#3 Session Title: Complete streets legislation and policy

Presenter's Name: Chris Morfas, SAQMD

What did you learn? About legislation status on this topic

Would you recommend this course to others wanting to learn about transit and land use? Yes, he was very informative

#4 Session Title: Complete streets in the Sacramento region

Presenter's Name: Ann Geraghty, Walk Sacramento (panel)

What did you learn? Marsha Mason from Caltrans talked about what Caltrans is doing on Complete Streets, creating a guide, has Web site and clearinghouse library

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Would you recommend this course to others wanting to learn about transit and land use? It was not very well organized/facilitated

#5 Session Title: Charlotte's 6-step process for complete streets
Presenter's Name: Tracy Newsome, Charlotte, NC

What did you learn? Their process is similar to Context Sensitive Solutions

Would you recommend this course to others wanting to learn about transit and land use? Not particularly

#6 Session Title: Completing the streets – How do we do it?
Presenter's Name: Matt Carpenter, SACOG (panel)

What did you learn? SACOG (Bruce Griesenbeck) has a Google bike trip planner; they also have a complete street library; TCRP report on unsignalized ped crossings; Fehr & Peers (Meghan Mitman) has a tool to determine the best crosswalk solution for any situation and can do ped safety assessments

Would you recommend this course to others wanting to learn about transit and land use? Meghan's presentation was good

#7 Session Title: Putting the Green in complete streets
Presenter's Name: Phil Erickson, Community Design + Architecture

What did you learn? Environmentally friendly street designs

Would you recommend this course to others wanting to learn about transit and land use? Not particularly for TOD issues; good peripheral info

COURSE EVALUATION FORM

Course Name: Complete Streets: The Road to Safer, Healthier, Livable Communities

Provider: Local Government Commission

Course Date(s): July 10, 2009 (all day)

Cost: \$49

Format: Workshop/Seminar

Type of credit earned: none

Attendee/Evaluator: Chris Pair

Course Objective: Complete Streets is a key part of improving safety, health and livability of a community and has a direct impact on walking, bicycling and transit use. Learn about the laws, policies, measures and processes to help complete streets.

#1 Session Title: What are complete streets and why do they matter?

Presenter's Name: Paul Zykofsky, Local Government Commission

What did you learn?

- Complete Streets are safe and convenient for travel by foot, bike, auto and transit.
- 1/3 of the U.S. population does not drive.
- 1/3 of regional transit users meet minimum daily physical activity requirements during their commute.
- 28% of trips are less than one mile in metropolitan areas.

#2 Session Title: What if all our streets were complete? A Health Perspective

Presenter's Name: Teri Duarte, Sacramento County Dept. of Health Services; Peter Jacobsen, Consultant

What did you learn?

- Roundabouts reduce 30%-40% of crashes and 90% if fatalities. (Peter Jacobsen)
- Social interaction reduces violence. (Peter Jacobsen)
- Vegetation in medians as well as the edges of streets help take away some of the particulate matter. (Teri Duarte)
- Shade trees help reduce the creation of ozone. (Teri Duarte)

#3 Session Title: Complete streets legislation and policy

Presenter's Name: Chris Morfas, SAQMD

What did you learn?

- Complete Streets projects are able to do the most with the smallest amount of money.

#4 Session Title: Complete streets in the Sacramento region
Presenter's Name: Ann Geraghty, Walk Sacramento hosting a panel

What did you learn?

- People we choose are more important than the systems we use. (Jerry Way)

#5 Session Title: Charlotte's 6-step process for complete streets
Presenter's Name: Tracy Newsome, Charlotte, NC

What did you learn?

Items Charlotte considered as part of their process:

- Implementing a crosswalk policy to match bus stop locations
- Develop a bus "level of service"
- Defining types of transit for types of streets
- Develop pedestrian and bicycle "levels of service"

#6 Session Title: Completing the streets – How do we do it?
Presenter's Name: Matt Carpenter, SACOG (panel)

What did you learn?

- Proper behavior can be accomplished through the design of the street. (Paul Zykofsky)
- GIS is a powerful tool to help make analysis of where priorities might be.

#7 Session Title: Putting the Green in complete streets
Presenter's Name: Phil Erickson, Community Design + Architecture

What did you learn?

- Bus stops, transit centers, light rail stations: making them more attractive and "green" to attract users
- Land use policies have to evolve to a point where it makes transit viable
- Complete Streets help people take the mode of their choice.

Would you recommend this course to others wanting to learn about transit and land use? Yes, it gave many examples and reasons to show that a "complete street" helps to provide the choices for people to be able to choose their mode of transportation.

COURSE EVALUATION FORM

Course Name: **Complete Streets: The Road to Safer, Healthier, Livable Communities**

Provider: Local Government Commission

Course Date(s): July 10, 2009 (all day)

Cost: \$49

Format: Workshop/Seminar

Type of credit earned: none

Attendee/Evaluator: Don Smith

Course Objective: Developing better access to transit is a key objective of our proposed TransitAction Plan. Better access equates to eliminating barriers and making transit more attractive to the community.

#1 Session Title: What are complete streets and why do they matter?

Presenter's Name: Paul Zykofsky, Local Government Commission

What did you learn? A system of improvements that make alternative modes of transportation more useable than the automobile.

Would you recommend this course to others wanting to learn about transit and land use? Yes

#2 Session Title: What if all our streets were complete? A Health Perspective

Presenter's Name: Teri Duarte, Sacramento County Dept. of Health Services; Peter Jacobsen, Consultant

What did you learn? Learned that there are significant health issues related to how people live, and that walking, biking can improve your health. Since walking and biking are linked many times to transit, it can also improve transit ridership (and improve air quality).

Would you recommend this course to others wanting to learn about transit and land use? Yes

#3 Session Title: Complete streets legislation and policy

Presenter's Name: Chris Morfas, SAQMD

What did you learn? Not a lot.

Would you recommend this course to others wanting to learn about transit and land use? Not really.

#4 Session Title: Complete streets in the Sacramento region

Presenter's Name: Ann Geraghty, Walk Sacramento (panel)

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What did you learn? About the way different agencies are dealing with air quality, etc, through building better street systems.

Would you recommend this course to others wanting to learn about transit and land use? It was a good panel that would have been better if it were organized differently. The way it was chopped up, did not allow lot the speakers to make strong presentations.

#5 Session Title: Charlotte's 6-step process for complete streets
Presenter's Name: Tracy Newsome, Charlotte, NC

What did you learn? That Charlotte used the context sensitive process when meeting with community groups on complete streets.

Would you recommend this course to others wanting to learn about transit and land use? Yes

#6 Session Title: Completing the streets – How do we do it?
Presenter's Name: Matt Carpenter, SACOG (panel)

What did you learn? How they are working to attain better streets.

Would you recommend this course to others wanting to learn about transit and land use? Yes

#7 Session Title: Putting the Green in complete streets
Presenter's Name: Phil Erickson, Community Design + Architecture

What did you learn? About some of the new ways of building green streets and recycling water through design.

Would you recommend this course to others wanting to learn about transit and land use? Yes

COURSE EVALUATION FORM

Course Name: **SB375 – Climate Change Legislation**

Provider: Local Government Commission

Course Date(s): July 30, 2009 (all day)

Cost: \$75

Format: Workshop/Seminar

Type of credit earned: none

Attendee/Evaluator: Traci Canfield

Course Objective: The goals and objectives for attending this conference were to understand the framework created by SB375 that will help California meet the challenges imposed by AB32 legislation.

#1 Session Title: Keynote

Presenter's Name: Rick Cole, City of Ventura

What did you learn? Integrated planning approach

Would you recommend this course to others wanting to learn about transit and land use? Yes- he was a great speaker

#2 Session Title: Climate Change Legislation

Presenter's Name: Tom Adams, CA League of Conservation Voters; Richard Lyon, CBIA; Seth Litchney, COPR; James Goldstene, CABR; Tom Cosgrove, City of Lincoln

What did you learn? (Adams) specifics about what SB 375 addresses and how it relates to transit; (Lyon) immediate things to do under SB375; (Litchney) regions need climate action plans to implement SB 375

Would you recommend this course to others wanting to learn about transit and land use? Yes (Adams, Lyon) to learn details on SB 375/AB32 and how to get started on it; topic is directly related to TOD

#3 Session Title: Strategies for Reducing Greenhouse Gases

Presenter's Name: Gary Jakobs, EDAW; Judy Corbett, LGC; Terry Rivasplata, Jones & Stokes

What did you learn? (Jakobs) about how transit priority projects can streamline CEQA process; (Corbett) funding sources for related projects

Would you recommend this course to others wanting to learn about transit and land use? Yes- their topics were directly related to transit-related projects

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#4 Session Title: Smart Growth, Smart Financing

Presenter's Name: Stuart Cohen, Transform; John Anderson, Anderson/Kim Arch; Rod Dole, Sonoma County

What did you learn? (Anderson) how to make it easy for developers to build TOD; (Dole) how to market your govt assistance program

Would you recommend this course to others wanting to learn about transit and land use? Yes – all were good

#5 Session Title: Addressing AB 32/SB 375 in Sac

Presenter's Name: Tom Cosgrove, Lincoln; Roger Dickinson, Sac County; Gina Garbolino, Roseville; Desmond Parrington, City of Sac; Cole Roberts, Arup

What did you learn? (Parrington) how to develop a successful project

Would you recommend this course to others wanting to learn about transit and land use? Only Parrington; didn't learn anything from the elected officials

COURSE EVALUATION FORM

Course Name: **SB375 – Climate Change Legislation**

Provider: Local Government Commissions

Course Date(s): July 30, 2009 (all day)

Cost: \$75

Format: Workshop/Seminar

Type of credit earned: none

Attendee/Evaluator: Chris Pair

Course Objective: The goals and objectives for attending this conference were to understand the framework created by SB375 that will help California meet the challenges imposed by AB32 legislation.

#1 Session Title: Keynote

Presenter's Name: Rick Cole, City of Ventura

What did you learn?

Rick Cole is a very enthusiastic speaker, very enjoyable and inspiring.

- The road we are on in California concerning parking and transportation is not sustainable.
- Ca. has more cars than drivers.
- You have to be the change you want to see for the future.
- ABC's for making change happen: **A**ccountability - **B**alanced Budget – **C**ivic Engagement – **S**mart Growth

#2 Session Title: Climate Change Legislation

Presenter's Name: Tom Adams, CA League of Conservation Voters; Richard Lyon, CBIA; Seth Litchney, COPR; James Goldstene, CABR; Tom Cosgrove, City of Lincoln

What did you learn?

- SB375 legislation adds new sustainable community strategy language that relates land use, transportation and climate policy. (Tom Adams)
- You cannot achieve SB375 goals in Ca. unless you give people the opportunity to drive less. (Tom Adams)
- Growth in Ca. still needs to be accommodated. The biggest reduction of GHG (to comply with SB375) will result from less vehicle travel. (Richard Lyon)
- Urban infill projects and changes in land use zoning are two areas that will help the building industry create opportunities for less auto usage. (Richard Lyon)
- Fuel consumption is directly related to CO2 not VMT. (Richard Lyon)
- We need to reduce GHG levels to those we had in 1990 by the year 2020 with a total 8% reduction by 2035. (Richard Lyon)
- To accomplish AB32 and SB375 implementation will require three elements: vehicle technology, low carbon fuel standards and reduction of VMT. (James Goldstene)
- Success of implementation relies on local governments. (James Goldstene)
- 40% of GHG comes from cars and light trucks. (James Goldstene)

#3 Session Title: Strategies for Reducing Greenhouse Gases
Presenter's Name: Gary Jakobs, EDAW; Judy Corbett, LGC; Terry Rivasplata, Jones & Stokes

What did you learn?

- AB32 compliance will take more than just SB375 conformance. (Gary Jakobs)
- Transit Priority Projects for CEQA will include: 20units/acre, 0.75 FAR within ½ mile of stations, and 15-minute stops in a corridor. (Gary Jakobs)
- Two important things to remember are not only “How you grow” but “where you grow.” (Judy Corbett)
- Funding sources that may help will include Prop. 85 (Strategic Growth Council), DOE Energy Efficient Block Grants, HUD Block Grants, Safe Routes to Schools Grants. (Judy Corbett)

#4 Session Title: Smart Growth, Smart Financing
Presenter's Name: Stuart Cohen, Transform; John Anderson, Anderson/Kim Arch; Rod Dole, Sonoma County

What did you learn?

- Getting the parking right is one of the key areas to help increase the density. (Stuart Cohen)
- LA Economic Development is a good example of the right finance approach. (Stuart Cohen)
- Form-based codes are more flexible for what different communities want. (John Anderson)
- It is harder to get financing for mixed-use buildings. (John Anderson)
- AB811 is helping Sonoma County implement AB32 goals, i.e., a bus stop is not just a dirty bus stop anymore, it is an open space, a public space and/or a destination. (Rod Dole)

#5 Session Title: Addressing AB 32/SB 375 in Sac
Presenter's Name: Tom Cosgrove, Lincoln; Roger Dickinson, Sac County; Gina Garbolino, Roseville; Desmond Parrington, City of Sac; Cole Roberts, Arup

What did you learn?

- Streamlining the review process along with City incentives is key to successful implementation of AB32 and SB375. This will include things like use of grants, reduced impact fees, reduced parking requirements, density bonuses and flexible development standards. (Desmond Parrington)

Would you recommend this course to others wanting to learn about transit and land use? Yes, this course helps you to understand how the policies relate to what communities and agencies need to do to help create the changes Ca. needs to make to be able to comply with AB32 and SB375 legislation. Transit Oriented Development will play a key role in providing areas of more intense density and opportunity to reduce VMT. I would recommend this course.

COURSE EVALUATION FORM

Course Name: TOD and Social Equity: An Agenda for Research and Action

Provider: UC-Berkeley Institute for Urban and Regional Development
Transportation Center and Center for Community Innovation

Course Date(s): June 1, 2010 (all day)

Cost: no cost

Format: Conference

Type of credit earned: none

Attendee/Evaluator: Sharon Fultz

Course Objective: To discuss how to plan for and build equitable TOD. Topics to be discussed include TOD, displacement, and environmental justice; obstacles in TOD implementation; and planning for TOD from a regional equity perspective

#1 Session Title: Regional Perspectives on TOD and Social Equity

Presenter's Name: Dena Belzer, Principal, Strategic Economics; Michael Bodaken, President, National Housing Trust; Prof. Robert Cervero, Director, University of California Transportation Center; Jeff Hobson, TransForm/Great Communities Collaborative

What did you learn?

- That mixed-income (MITOD) consists of a range of incomes for people at different stages of life that would live in a transit oriented development of different housing choices.
- That transit oriented development housing projects are no longer targeted consist of only low-income housing.
- Transit Oriented Development no longer has to consist of new development, but preserve older housing by developing existing buildings. To preserve affordability, we must fight to keep existing tax initiatives for low-income housing.
- Is there a correlation between gas prices and housing, can gas price spikes help provide early warning of defaults/foreclosures.

#2 Session Title: Conflicts around TOD

Presenter's Name: Denny Zane, Move L.A.; Michael Woo, Los Angeles City Planning Commission and Dean, CSU-Pomona; Jeanne Dubois, Executive Director, Dorchester Bay Economic Development Corporation; Prof. Rolf Pendall, Dept. of City & Regional Planning, Cornell University

What did you learn?

- Successful tax measures for the development of transit oriented development in LA County.
- Boston's smart growth corridor has completed several TOD projects and is promoting green development through infrastructure improvements.
- To ensure TOD has social equity, projects must be built in areas that would attract mixed income tenants.

- That transit-oriented development creates greater mobility and a variety of housing types/services and enhances surrounding areas. We need to look at long-term development and short-term development. Where should affordable housing go within the community and how should affordable housing be financed. What is the role of new construction versus preservation?

#3 Session Title: Equity Issues in TOD Implementation

Presenter's Name: Ismael Guerrero, Executive Director, Denver Public Housing Authority; Jonathan Sage-Martinson, Coordinator, Central Corridor Funders Collaborative (Twin Cities); Scott Kirkpatrick, Program Manager, Sound Transit; Doug Johnson, Senior Planner, Metropolitan Transportation Commission

What did you learn?

- Denver's development projects are successful because they implement preservation, affordability, market rate units, sustainability and piloting new projects such as solar and green development. Preservation of surplus property can be used for affordable housing
- Health Impact Assessment is the study of health impacts of housing developments built 300 ft near freeways could be hazardous to your health. This ongoing study is to connect health to urban planning developments.

Would you recommend this course to others wanting to learn about transit and land use? Yes, this is an excellent course for people who are a novice to transit oriented development to the most informed transit oriented development person. This course had excellent speakers who gave a clear understanding of the conflicts and social equity issues that exist in developing transit oriented projects.

COURSE EVALUATION FORM

Course Name: TOD and Social Equity: An Agenda for Research and Action

Provider: UC-Berkeley IURD TCCCI

Course Date(s): June 1, 2010 (all day)

Cost: no cost

Format: Conference

Type of credit earned: none

Attendee/Evaluator: Traci Canfield and Chris Pair

Course Objective: To discuss how to plan for and build equitable TOD.

#1 Session Title: Regional Perspectives on TOD and Social Equity

Presenter's Name: Dena Belzer, Principal, Strategic Economics; Michael Bodaken, President, National Housing Trust; Prof. Robert Cervero, Director, University of California Transportation Center; Jeff Hobson, TransForm/Great Communities Collaborative

What did you learn? Providing and preserving affordable housing is very important; connecting to job centers is also very important (40% of TOD demand will be from low income). Planning destinations will leverage bigger changes in travel behavior that providing housing – need to look at corridors, not just station areas.

#2 Session Title: Conflicts around TOD

Presenter's Name: Denny Zane, Move L.A.; Michael Woo, Los Angeles City Planning Commission and Dean, CSU-Pomona; Jeanne Dubois, Executive Director, Dorchester Bay Economic Development Corporation; Prof. Rolf Pendall, Dept. of City & Regional Planning, Cornell University

What did you learn? Form coalitions of support from urban/young voters and from low income/minority organizations anticipating jobs.

#3 Session Title: Equity Issues in TOD Implementation

Presenter's Name: Ismael Guerrero, Executive Director, Denver Public Housing Authority; Jonathan Sage-Martinson, Coordinator, Central Corridor Funders Collaborative (Twin Cities); Scott Kirkpatrick, Program Manager, Sound Transit; Doug Johnson, Senior Planner, Metropolitan Transportation Commission

What did you learn? TOD Funds can help develop projects. Suggested using Healthy Development Measurement Tool. Funders' collaboratives can help develop projects and educate stakeholders.

Would you recommend this course to others wanting to learn about transit and land use?

Definitely – Strategic Economics, Policy Link, Reconnecting America, UC Center for TOD are leaders in social equity TOD and in research for TOD.

COURSE EVALUATION FORM

Course Name: Nucleus of the Region: Ideas & Prospects for Sacramento's Urban Core

Provider: Urban Land Institute

Presenter's Name: Kipp Blewett, Leslie Fritzsche, Bay Miry, Mike Daly

Course Date(s): 10/28/10 (2.5 hours)

Cost: \$25

Format: Workshop

Type of credit earned: none

Attendee/Evaluator: James Drake

Course Objective: Learn about several upcoming development projects in downtown Sacramento and related matters.

What did you learn?

1. Developer has lined up letters of interest from tenants for +60% of spaces in the 700 block of K Street. These are mostly local business people with a hands-on knowledge of the local market.
2. Development community sees four big projects in Downtown Sacramento: Railyards, Downtown Plaza, JKL and a Downtown Arena. Township 9/River District conspicuously not mentioned.
3. Some difference in opinion among panelists in what the downtown market demands, visitors/conventions/retail/urban living versus more traditional office space.
4. Cars on K expected to happen fall 2011. City Economic Dev't Department one of the major proponents.
5. Greyhound relocation expected Late Summer 2011.
6. Auto dealerships in Downtown Plaza? Not unprecedented. See Van Ness in SF.
7. Importance of downtown retail to City for tax revenue.
8. High school Class of 2010 was largest in U.S. History, the "Echo Boom" generation, much higher numbers than Generations X and Y, their tastes and attitudes will determine market for housing, employment and thus transportation options.
9. Double-Income-No-Kids population group also a major population center, expected to sell their large-lot suburban houses and relocate to smaller dwellings in more centralized area.
10. Nationwide, as developers are seeing project budgets become tighter, they are dropping previously ambitious goals for green building and affordable housing.

Would you recommend this course to others wanting to learn about transit and land use? Yes. Considering it was only a couple hours, it was very informative.

COURSE EVALUATION FORM

Course Name: **California Redevelopment Redefined**

Provider: ULI

Presenter's Name: Senator Darrell Steinberg; William Fulton, Policy and Programs for Smart Growth America

Course Date(s): March 13, 2012

Total # hours: 2.5 hours

Cost: \$25

Format: Workshop

Type of credit earned: none

Attendee/Evaluator: Traci Canfield and Chris Pair

Course Objective: What is next for California without redevelopment agencies?

What did you learn?

1. Steinberg gave a good overview of bills he has introduced – SB 1151 and SB 1156 – that would allow cities and other local agencies to form a new redevelopment entity.
2. Public landowners need to step up and help make redevelopment projects happen.

Would you recommend this course to others wanting to learn about transit and land use? I recommend ULI events in general, but this course was a one-time event

COURSE EVALUATION FORM

Course Name: **Infrastructure and Public-Private Partnership Opportunities**

Provider: Urban Land Institute

Presenter's Name: J. Dorsett, R. White, T. Canzoneri, C. Ham, I. Barandiaran, N. Mehehani,
T. Zlotkowski, J. Knight, L. Kelly

Course Date(s); Friday 5/18/12
Total # hours: 3 hours

Cost: \$25

Format: Presentation

Type of credit earned: N/A

Attendee/Evaluator: James Drake

Course Objective: Learn about Public Private Partnerships and about the Elk Grove-Folsom Connector.

What did you learn?

- Public Private Partnerships are more popular in other countries because American governmental bodies move slower due to more democratic process.
- P3's often require legislation at the state level to allow P3 procurement. Caltrans has developed legislation for itself to allow P3 procurement, since they have numerous large projects.
- Like any project delivery method, you have to be aware of who assumes which risks. In a P3, the contractor handles financing. Private investors tend to be most interested in sure-fire moneymaking projects such as toll bridges or toll lanes.
- The Connector project is funded in large part by Measure A and was included in the Measure A ballot measure due to its popularity.

Would you recommend this course to others wanting to learn about transit and land use? N/A.
This was a one-time presentation.

COURSE EVALUATION FORM

Course Name: Financial Aspects of Planning

Provider: UC Davis Extension

Presenter's Name: Russ Branson, Finance Director, City of Roseville

Course Date(s): May 14 &15, June 11 & 12, 2009

Total # hours: 32 classroom hours plus homework

Cost: \$525

Format: Instructor-led Class

Type of credit earned: 4 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Traci Canfield

Course Objective: Gain an understanding of how planning decisions affects the economic feasibility of a proposed project—for the developer and the public agency. Included in the course is a series of guest speakers who cover such topics as: Fiscal impact analysis: how it's done and why it's so important; Public financing: why it's needed and what alternatives are available; Integrating fiscal and financial analysis into the planning process; The developers' perspective; How planning decisions affect the "bottom line"; Striking a balance between the goals and objectives of public and private-sector participants.

What did you learn?

- 1) different types of revenue sources for general funds
- 2) how to figure out net revenue to cost ratios to determine the a development project's impact on a city's general fund
- 3) how to do a financial analysis to compare different land use options

Would you recommend this course to others wanting to learn about transit and land use? Yes- it was very informative

COURSE EVALUATION FORM

Course Name: Financial Aspects of Planning

Provider: UCD Extension

Presenter's Name: Russ Branson, Finance Director, City of Roseville

Course Date(s): May 14 &15, June 11 & 12, 2009
Total # hours: 32 classroom hours plus homework

Cost: \$525

Format: Instructor-led Class

Type of credit earned: 4 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Chris Pair

Course Objective: The objective of this course is to gain an understanding of how planning decisions affects the economic feasibility of a project – for the developer and the public agency.

What did you learn?

- I learned how funding sources are generally tied to very specific uses and that use and control of these funds may be controlled locally or by the state and that it is important to know these details.
- We learned basic strategies of Fiscal Impact Analysis Methodology with its limitations and issues.
- Financial responsibilities vary from city to city and county to county which can lead to funding distribution issues.

Would you recommend this course to others wanting to learn about transit and land use? Yes, it provides some good insight into how monies are distributed throughout the local jurisdictions and the complexities of calculating revenues and expenditures. It relates land use planning to fiscal impacts. Any specific funding for TOD projects will need to be looked at carefully as cities and counties deal with funding sources differently and control over funding sources may also vary.

COURSE EVALUATION FORM

Course Name: Environmental Planning and Site Analysis (092LUP501)

Provider: UCD Extension

Presenter's Name: Aaron Bach

Course Date(s): Sep 17-18, Oct 15-16, 2009
Total # hours: 32 classroom hours plus homework

Cost: \$550

Format: Instructor-led Class

Type of credit earned: 4 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: To have an understanding of the major components of physical planning as they relate to achieving land use policy objectives. Environmental site analysis, appropriate site selection and project development will be the focus. Examine environmental factors that affect landscape planning and analysis at the larger scale of watersheds and regions and how to use these in land use planning.

What did you learn?

1. Planning evolved to help with pollution issues.
2. The history of planning and how the field evolved.
3. Site analysis involves:
 - Due Diligence background research: Zoning, regulations, recorded maps, general and specific plans, assessor's maps, and infrastructure plans
 - Site reconnaissance: Connectivity to and within the site, available utilities, sound and noise observations, special site features, jurisdictional location
 - Site inventory of existing site uses: Hard surface, soft surface, flora, building mass
 - Opportunities/constraints mapping: Adjacent uses, existing land use, topography, access, connectivity, site flora
 - Evaluation Criteria for the site plan: Fatal flaws, drainage, slope analysis, soils analysis, infrastructure, hazards, alternate sites
 - Bubble diagram analysis for the future site plan: Circulation, potential funding, fatal flaws
4. Process of Environmental Planning:
 - Reconnaissance: Perceptions, document all information
 - Inventory: Get all available information
 - Analysis – Feasibility: Opportunities/Constraints, Program/Schematic Planning
 - Synthesis – Feasibility/Planning: Process Planning, Design
 - Project Design: Architectural Plans/Improvement Plans

Would you recommend this course to others wanting to learn about transit and land use? Yes, all aspects of this class describe basic planning analyses, which can be applied to any type of project.

COURSE EVALUATION FORM

Course Name: Urban Planning Design Studio

Provider: UCD Extension

Presenter's Name: Jeff Loux

Course Date(s): Nov 4-5, 19, Dec 10, 2009
Total # hours: 30 classroom hours plus homework

Cost: \$550

Format: Instructor-led Class

Type of credit earned: 3 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE, AICP & REHS hours offered)

Attendee/Evaluator: Chris Pair

Course Objective: This class will provide hands-on practice in professional urban planning and design skills. Class experience includes critiquing land use plans and site designs, preparing site plans along with analyzing and developing staff reports. Emphasis is placed on urban infill and sustainable community design, and the challenges and complexities of planning and urban design in growing communities.

What did you learn?

Planning and Design:

1. Transportation IS a land use.
2. The concept of Sustainability involves having Social Equity, Economic Prosperity and Ecological Integrity all being considered at the same time, but not necessarily in equal proportions.
3. Density requires excellent open space for it to be more acceptable.
4. A grid system of streets provides multiple pathways to the same place and helps to keep streets "smaller."
5. Walkable streets need to have slower traffic.
6. There needs to be a diverse income range for neighborhoods and housing in order for the jobs/housing ratio to work well.

Urban Design vs. Traditional Design Review, Planning, and Design:

1. The relationships between the built uses affect the uses and the corridor; guidelines can get the relationships right.
2. Barriers to infill include:
 - More expensive to build
 - Difficulty in getting financing
 - Fear of reduced marketability
 - Land clean-up issues
 - Lacking infrastructure
 - Community opposition
 - Legal and regulatory hurdles

3. Specific Plans are used to facilitate growth of some kind; they give you predictability with enough detail.
4. CEQA –design positives:
 - Forces us to look at alternatives
 - Puts mitigation measures into a project
 - Forces transparency

Would you recommend this course to others wanting to learn about transit and land use? Yes, this course focuses on Urban Planning at the local level and gives students the opportunity to view planning events as public sector participant and well as planning and designing for the private sector. Basic planning processes are applied to different planning tasks involving land use. This class provides good hands on experience that really help to understand applying the planning process.

COURSE EVALUATION FORM

Course Name: Urban Planning Design Studio

Provider: UCD Extension

Presenter's Name: Jeff Loux

Course Date(s): Nov 4-5, 19, Dec 10, 2009
Total # hours: 30 classroom hours plus homework

Cost: \$550

Format: Instructor-led Class

Type of credit earned: 3 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE, AICP & REHS hours offered)

Attendee/Evaluator: Traci Canfield

Course Objective: This class will provide hands-on practice in professional urban planning and design skills. Class experience includes critiquing land use plans and site designs, preparing site plans along with analyzing and developing staff reports. Emphasis is placed on urban infill and sustainable community design, and the challenges and complexities of planning and urban design in growing communities.

What did you learn?

1. The planning process and how a development application goes through the process – what the obstacles might be in having it approved.
2. What is in a general plan; what a specific plan is; how zoning affects a project; getting through development review.
3. How to prepare a development presentation

Would you recommend this course to others wanting to learn about transit and land use? Yes- for those without a planning degree

COURSE EVALUATION FORM

Course Name: Planning and Environmental Law

Provider: UCD Extension

Presenter's Name: Kathryn Tobias

Course Date(s): Feb 16, 27; Mar 12, 27; Apr 16, 17, 2010
Total # hours: 30 classroom hours plus homework

Cost: \$550

Format: Instructor-led Class

Type of credit earned: 3 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Traci Canfield

Course Objective: Gain the knowledge needed to analyze a case, discuss the salient legal points in a professional manner and communicate legal principles with members of the public, decision-makers, other planners and governmental counsel. Learn about the traditional aspects of planning law-from nuisance and trespass to constitutional law. Study the General Plan, subdivision controls, variations on zoning controls and extractions, eminent domain and the impact of climate change on land use. Discuss environmental law, including a survey of the public trust doctrine, CEQA, NEPA and specific resource issues such as coastal management and wetlands.

What did you learn?

1. How to read cases and prepare briefs.
2. Legal terminology in the planning field.
3. Precedence for planning laws and policies.

Would you recommend this course to others wanting to learn about transit and land use? Yes – because you learn why things are the way they are in the planning and environmental fields. It is also good to learn how to read legal writing.

COURSE EVALUATION FORM

Course Name: Planning and Environmental Law (103LUP515)

Provider: UCD Extension

Presenter's Name: Albert Herson

Course Date(s): Apr 14-15, May 19-20, 2010

Total # hours: 30 classroom hours plus homework

Cost: \$550

Format: Instructor-led Class

Type of credit earned: 3 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Chris Pair

Course Objective: Goals are to gain a comprehensive, practical understanding of planning and environmental law, policy and institutions at state and national levels including common law, statutes, regulations and public trust. Practical skills such as how to read a judicial opinion, work with lawyers, and develop an integrated land use/environmental permitting strategy will be demonstrated. The course will also cover information about pollution control laws regulating air and water quality, climate change, hazardous materials and toxic substances, and laws and cases addressing water resources, fish and wildlife, wetlands, forestry, and surface mining.

What did you learn?

1. The use of "police power" in law is the basis for all land use laws and is in place to protect the public health, safety and welfare.
2. CEQA provides a form of protection of public health, safety and welfare with regard to environmental issues.
 - CEQA does not apply to private projects, only those projects that need some kind of public agency approval.
 - One of the main differences between NEPA documents and CEQA documents is that NEPA has no "fair argument" standard like CEQA does.
 - CEQA documents are more concerned if "impacts are significance" while NEPA documents are less concerned with thresholds of significance.
 - NEPA stresses alternatives in both environmental assessments and environmental impact statements more than CEQA does.
3. I also learned a basic understanding of how the courts work and how to read/brief a court case.

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Court Systems		
Federal Process	Procedure	State Process
US Supreme Court	Step 3	State Supreme Court
District Court of Appeals	Step 2 <i>looks at issues of law</i>	Appellate Court <i>automatic appeal</i>
District Court	Step 1 <i>facts are set</i>	Superior Court (also Trial Court)

4. Legal terms to be aware of that may appear in documents:
- A “tort” is a wrongful act that injures people or property.
 - A “public nuisance” affects a large number of people.
 - A “writ of error” is an appeal.

Would you recommend this course to others wanting to learn about transit and land use? While this class is not geared toward transit at all, it does help you to understand some of the legal perspectives and laws that influence land use, and land uses do affect transit issues. Overall, it is good general legal knowledge that can be applied in many aspects of this job.

COURSE EVALUATION FORM

Course Name: Planning in California, Overview and Update

Provider: UCD Extension

Presenter's Name: William Fulton

Course Date(s): Feb. 24-25 and Mar. 30-31, 2011
Total # hours: 32 classroom hours plus homework

Cost: \$550.00

Format: Instructor-led Class

Type of credit earned: 4 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: Goals and objectives for this class would be to gain a comprehensive understanding of planning practices in California. Learning to unify and integrate the various aspects of planning such as, the General Plan process, specific plans and zoning, redevelopment and to understand their applications would be part of the focus.

Additional topics covered will include:

1. State planning land use regulation,
2. Planning implementation tools
3. The relationship between land use planning to environmental review and transportation
4. Property rights and takings
5. Local government boundary issues
6. Fiscalization of land use

What did you learn?

1. A good understanding of land use planning tools.
2. 80% of the population lives in 20% of the land in CA, 50% of the land in CA is owned by the government.
3. Zoning originally emerged as a tool to keep the "bad stuff" away from where you live.
4. Euclid v. Ambler is the legal precedent on which all land use regulations rest. In this case, the Supreme Court ruled that: Government must have tools to organize life and property for the protection of people. From this case came the "Euclidian Rules" which formed the basis of traditional zoning:
 - Like situations treated alike
 - Zoning must be comprehensive
5. Cars allowed you to separate yourself from other uses. By the 1920's, everyone in CA could have access to a car. This situation created a fundamental shift away from how industrial cities had been set up.
6. CA has 58 counties and 400+ cities.
7. CA policy issues must cover a broad range of issues as well as balance many interests.
8. The General Plan serves as a Constitution for physical development of a community and must cover land use, circulation, conservation, open space, noise, safety and housing.
9. The Zoning plan implements what is in the General Plan.

10. The MPO (Metropolitan Planning Organization) does regional transportation planning and also allocates housing needs.
11. Zoning contains three types of standards:
 - Use – each parcel falls into one “use” district
 - Bulk – “zoning envelope” which creates different envelopes for different uses
 - Impact/Performance – creates standards to minimize side-effects (impacts); improve
 - Standards
12. CEQA is a big part of planning review in CA with its main objective to “lessen significant environmental impacts of a project.”
13. Natural Resource Planning involve two main functions:
 - Protecting Specific Natural Areas
 - Protecting Functions (Endangered Species, Air Quality, Wetlands)

[Would you recommend this course to others wanting to learn about transit and land use?](#) Yes, this class provides the foundation of information and planning structures that helps you to understand the processes described in later classes. This class covers how major planning documents work and how planning processes work, including city, county and regional perspectives. The class introduces several laws and how they affect the planning process. The class gives the student a great overview of the process and allows the student to see where each of the classes in this certificate program fit into the big process of planning in CA.

COURSE EVALUATION FORM

Course Name: Community Involvement and Communication in Planning

Provider: UCD Extension

Presenter's Name: Jeff Loux

Course Date(s): April 7, 21, 29, 2011

Total # hours: 20 classroom hours plus homework

Cost: \$595

Format: Instructor-led Class

Type of credit earned: 2 quarter units in required course towards Certificate in Land Use & Env Planning (MCLE, AICP & REHS hours offered)

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: Goals for this class are to understand the theoretical background that goes with the hands-on practice of involving stakeholders in planning decisions. Class will examine:

- how to assess project and determine correct public process
- strengths and weaknesses of public involvement techniques
- How to communicate complex, technical information to community

Simulated negotiations will be part of the training process and case studies will be analyzed to consider good and bad techniques.

What did you learn?

- It is very important to understand what you want to gain from the public input and what you will end up doing with the input. This information helps you to choose the appropriate type of community involvement:
 - Inform** – Provide balanced, objective information to allow for understanding of the problem, alternatives, opportunities and/or solutions.
 - Consult/Involve** – Work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood, considered, and incorporated into plans and outcomes.
 - Collaborate** – Partner with the various interests throughout the process in assessing needs, developing and evaluating options and creating staff recommended solutions.
- When selecting a Task Force or Advisory Group, keep the group between seven and 20 people in order to be manageable yet diverse.
- Timing of surveys:
 - A survey at the beginning of a project tells you what people care about.
 - A survey in the middle of a project tests a draft idea/policy.
 - A survey at the end of a project shows whether people agree or disagree with a draft idea/policy.
- When naming alternatives for public review, use names that help to describe the differences of the actual alternatives rather than A, B, C (non-descriptive).
- Some key items to remember for all public meetings:
 - Test your technology ahead of time and have a backup.

- Ground rules are important because they keep the group focused, help to keep things orderly, can separate the person from the problem, and define the roles of the participants.
- Meeting recording is a useful “tool in the moment” that
 - Helps people organize their thoughts
 - Lets people know they’ve been heard correctly
 - Reduces redundancy
 - Gives the facilitator and stakeholder the opportunity to summarize and clarify
- Brainstorming is not an appropriate task if there is an item of high controversy, when trying to resolve an issue, or if tensions are high,
- Interest-based negotiation/collaboration requires shared decision-making and shared power with collaborative problem solving and relationship building.
- Developing low-medium-high types of alternatives actually polarizes the decision being made.

Would you recommend this course to others wanting to learn about transit and land use? Yes, because public meetings are a part of any outreach dealing with transit and land use issues. The class covers aspects of dealing with the public that we may have experienced, but now can define and address as to why things were handled in a certain way or should have been handled differently. There are always some surprises when dealing with the community but the information presented in this class shows you how to be prepared for the things you can have control over and on what to focus. Class simulations were not only fun and helpful; they help you to see what types of perspectives could be coming at you in a real public meeting.

COURSE EVALUATION FORM

Course Name: UCD - Planning for Livable Communities

Provider: UCD Extension

Presenter's Name: Blake Roberts

Course Date(s): Jun 29 thru Sep 25, 2009, On-line class
Total # hours: ~8 hours

Cost: \$400

Format: Self-paced On-line

Type of credit earned: 1.2 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: This class will help to understand the connections between land use and transportation, involving a human scaled development of high-quality urban design and infrastructure. Topics include a mix of land uses, inter-connected public space and sustainable approaches to water, energy efficiency, traffic congestion and air pollution.

What did you learn?

1. Livable Communities are necessary because:
 - They protect the environment by fundamentally changing how we live.
 - They can alleviate strain on public infrastructure and services and be more cost effective.
 - Recent growth of urban areas requires different planning techniques.
 - America's housing needs to adapt to changing demographics.
 - People want and need choices in transportation.
 - They provide increased health and safety.
 - There is a public demand for a greater sense of community and sense of place.
 - Communities and developers want a reasonable expectation of what development will probably occur.
2. Characteristics of Livable Communities include:
 - Efficient use of natural resources
 - Being a part of a larger regional planning strategy
 - Compact urban form with easy access to transit
 - A mix of uses which help to create activity around the clock
 - Public spaces and connections as well as incorporation of community level land uses such as city halls, theatres banks, etc.
 - Transportation choices and diverse housing choices.
 - A broad range of employment opportunities that help to sustain economic stability.
 - Attractive design with a strong sense of place.
 - Clear and consistent regulatory structure and are planned with policies that reflect the community's vision.
3. Environments that are easy to understand allow people to feel more comfortable and secure.

Would you recommend this course to others wanting to learn about transit and land use? This class lays out the basics of why livable communities are important and why these types of communities are important to our current environment as well as an interesting history of where the “community” has been and what has caused changes in its evolution. Creating livable communities involves land use and transit planning knowledge. The course gives a great description of planning history and why what the “livable communities” concept is. Transit is a key component.

However, the class would have been better if it were provided in the classroom instead of on-line. Taking the course on-line was equivalent to reading a book – there was no instructor interaction.

COURSE EVALUATION FORM

Course Name: Bike Planning and Design

Provider: UCD Extension

Presenter's Name: Tim Bustos and John Ciccarelli

Course Date(s): Sep 9-10, 2009
Total # hours: 16 hours

Cost: \$360

Format: Instructor-led Class

Type of credit earned: 1.2 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair

Course Objective: Goals and objectives are to gain understanding of the critical elements of planning and design for bicycle circulation. Topics covered include: The legal and statutory bases for bicycle travel, Transit-oriented, "new urbanist" and other livable communities' models and how bicycle systems can fit. Design requirements for bike use in neighborhoods and roadway projects. Funding, financing, permitting and regulations.

What did you learn?

1. Laws regarding bicycle rules are scattered throughout the vehicle codes and that in California, bikes are not vehicles, they are devices. However, bicycle drivers are considered the same as vehicle drivers in that all vehicle code laws apply except those that cannot. Rules of the road are regulated at the state level. If a state law is silent, an action/use is permitted by default unless a local ordinance rules on it.
2. 1-2% mode split for bicycles is generally considered to be high, but in Davis it is 17%. Davis gave up school buses about 20 years ago in favor of great bike paths to school.
3. Most issues/conflicts happen at intersections with bikes and vehicles. Roundabouts really help pump volume through intersections that lights signaling alone cannot accommodate.

Would you recommend this course to others wanting to learn about transit and land use? Yes, transit oriented development encourages alternate modes of transportation including bicycles. This class provides a great understanding of laws and regulations regarding bikes and bike use. It helps to clarify the physical components of biking in an urban environment and what and how many elements need to be considered. The class also talks about why certain design elements do or do not work and along with safety considerations. In addition, the attendee is invited to participate in a half-day bike ride to see and experience many of the topics discussed in class. In addition, there is a good amount of information and resources provided as part of the class materials.

COURSE EVALUATION FORM

Course Name: CEQA – A Step-by-Step Approach (094NAD450)

Provider: UCD Extension

Presenter's Name: Terry Rivasplata

Course Date(s): Apr 1-14, 2010, On-line class
Total # hours: ~8 hours

Cost: \$350

Format: Self-paced On-line

Type of credit earned: .6 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: This class should help to clarify my understanding of the California Environmental Quality Act (CEQA). It will focus on how to apply its guidelines to my role in the compliance process. Class will provide information to:

- Learn how CEQA impacts the planning and development process
- Build your understanding of the procedures CEQA uses
- Discuss the latest changes to the state CEQA guidelines

Topics include:

- CEQA's legislative history
- An overview of CEQA requirements
- Steps in the CEQA process and when projects are exempt
- The threshold decision: is an EIR required?
- Negative declarations and mitigated Neg Decs
- How to determine the scope and content of an EIR
- Public notice and review requirements
- Agency decision-making under CEQA
- Mitigation monitoring and reporting
- When to prepare supplemental EIRs Judicial review of CEQA decisions

What did you learn?

1. This was a very comprehensive guide to all the CEQA steps.
2. CEQA is a process put in place that establishes a procedure and guidelines to help those who do projects in California clearly define, discuss and disclose environmental protection issues, more specifically significant environmental impacts brought about by their project.
3. The Fair Argument Standard is the heart of CEQA's approach.
 - It establishes a low threshold for requiring EIRs.
 - It empowers the public to have their opinions heard.

Would you recommend this course to others wanting to learn about transit and land use? This course was very informative, provides materials that you can refer back to, and gives you a very

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good overview of what the CEQA process is and why it exists. Land use and transit planning in California can both be affected by CEQA.

However, taking the course on-line was equivalent to reading a book (which would have been cheaper) – there was no instructor interaction.

COURSE EVALUATION FORM

Course Name: Annual Land Use Law Review and Update

Provider: UC Davis Extension

Presenter's Name: Matthew Gray, Bingham McCutchen; Cecily Talbert Barclay, Bingham McCutchen; William Abbott, Abbott & Kindermann

Course Date(s): March 4, 2011
Total # hours: 8 hours

Cost: \$355

Format: Instructor-led Class

Type of credit earned: 1.2 continuing education units towards Certificate in Land Use & Env Planning (MCLE & AICP hours offered)

Attendee/Evaluator: Traci Canfield

Course Objective: Update on recent developments in California law affecting land use, planning and environmental compliance. Succinct and practical analysis on recent case law and significant legislative and administrative changes that took effect this year.

What did you learn?

1. Impact fees imposed on a new development in an older, established part of city were invalid for not being reasonably related to the burden created by the development project.
2. Permit limits could not be treated as "baseline" conditions under CEQA where an agency is considering approval of a new permit. CEQA analysis must proceed from baseline of actual existing conditions rather than hypothetical baseline of what could happen.
3. An EIR need not review alternatives that fail to satisfy basic project objectives. An agency must study an alternative that meets most of the basic project objectives.
4. Subsequent studies, which confirm the analysis in a draft EIR, do not constitute significant new information triggering recirculation.
5. Privately financed public improvements and facilities are subject to prevailing wage laws if any improvement within the same project receives public funding.

Would you recommend this course to others wanting to learn about transit and land use? No – this course was geared more towards lawyers needing continuation credit.

COURSE EVALUATION FORM

Course Name: Public Real Estate Transactions

Provider: UCD Extension

Presenter's Name:

Course Date(s): 4/23/2010
Total # hours: 8 hours

Cost: \$290

Format: Instructor-led Class

Type of credit earned: .6 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair

Course Objective: Objectives for this class would be to obtain an understanding of the public real estate transaction process with regard to the acquisition, resale, appraisal or management of public property (RT TODs). In addition, to acquire knowledge pertaining to the fundamental processes that must be followed for these transactions.

Other topics include:

- Case studies on structuring and negotiating acquisition packages
- Managing multiple competing objectives
- Working with multiple jurisdictions and interested parties

What did you learn?

The only thing I really captured from this class was to be sure and coordinate upfront with all the appropriate parties and to keep the line of communication open through the entire process.

Would you recommend this course to others wanting to learn about transit and land use? No, it did not present any real remarkable and noteworthy information.

COURSE EVALUATION FORM

Course Name: Climate Change Planning Strategies

Provider: UC Davis Extension

Presenter's Name: Terry Rivasplata and Rich Walter, ICF International

Course Date(s): June 17, 2010; took again in June 2011 for an update on the topic
Total # hours: 8 hours

Cost: \$290

Format: Instructor-led Class

Type of credit earned: 1.2 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Traci Canfield and Chris Pair

Course Objective: While the state of California is formulating future actions that will reduce statewide contributions to greenhouse gas emissions, there are positive actions local governments can take to help. Learn how to assess your jurisdiction's contribution to global climate change and develop practical means to reduce that contribution through land use plans. This course will help you determine your jurisdiction's current emissions, offer suggestions to measure the effects of future developments and explore methods for reducing your carbon footprint through land use policies.

What did you learn?

1. A Climate Action Plan needs specific goals to be implementable; finding targets is too difficult.
2. Origin Destination counting tied to land uses is recommended versus counting VMT within a jurisdiction (because that is hard to count).
3. GHG Reduction Plans are a good tool that can be adopted by a local jurisdiction for developments to use to show how they can contribute to reducing GHG. Adopted thresholds on the other hand can be challenged.
4. A development project itself will not have a significant impact on the environment; climate change mitigation should reflect how a project can make GHG reductions

Would you recommend this course to others wanting to learn about transit and land use? Yes – this topic is both land use and transportation related

COURSE EVALUATION FORM

Course Name: **SB375 – What’s Its Promise?**

Provider: UCD Extension

Presenter’s Name: Bill Higgins

Course Date(s): October 13, 2010
Total # hours: 8 hours

Cost: \$290

Format: Instructor-led Class

Type of credit earned: 0.6 continuing education units in required course towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: Objectives for this class will be to get a good understanding of the significant SB 375 legislation with this "just the facts" approach to the implementation and application of the law, including how the SB 375 was integrated into the Housing Element Law and the California Environmental Quality Act. This will be one of the first classes offered after the Air Resources Board finalizes regional targets. Class should provide insights on how to examine the availability of implementation resources and how traffic, economic and demographic data will be used as a baseline to measure strategy effectiveness.

What did you learn?

- The course provided great background and description of what SB375 is and what it will mean to CA.
- AB 32 sets a state goal to reduce carbon emissions to the level they were at in 1990. The California Air Quality Board was delegated the authority to adopt regulatory measures to achieve the goal.
- SB 375 is a land use and transportation law that requires regional entities to plan for future transportation and housing projects by developing coordinated land use and transportation plans that meet greenhouse gas emissions targets.
- The instructor described how RTPs, SCSs and housing Elements will all now have to be coordinated on the same update schedule.
- The instructor described what the benefits to developers will be if they follow SB375 criteria: they can use environmental CEQA streamlining in their projects meet certain criteria.
- Four ways to reduce Greenhouse Gases (GHG):
 1. Drive more fuel efficient cars
 2. Use a low carbon fuel
 3. Operate your vehicle efficiently
 4. Drive less
- Less vehicle miles traveled does not always equal less carbon emissions.
- Between 1990 and 2004, car and light truck use was the fastest growth of carbon emissions.
- SB 375 conformity can account for 6% of reductions by 2020 from transportation.

- SACOG goals for the Sacramento region are as follows: Reduce GHG: 7% per person by 2020; 16% per person by 2035

Modeling Discussion (Pete Hathaway):

- Parcel based model analysis tie information to a location, which can present patterns not seen before.
- Travel choices and consequences can be summed up at the parcel level.
- Models represent behaviors and are approximations of reality.
- SB 375 sets targets for only four categories of household-based travel.

[Would you recommend this course to others wanting to learn about transit and land use?](#) Yes, transit and land use planning are key components to working with SB375 and attaining its goals. This course provides a good overview of the bill's objectives and why they were set. The instructor was excellent.

COURSE EVALUATION FORM

Course Name: Using Specific Plans to Create Great Communities

Provider: UCD Extension

Presenter's Name: David Early and Jonathan Stern

Course Date(s): March 18, 2010
Total # hours: 8 hours

Cost: \$295

Format: Instructor-led Class

Type of credit earned: 0.6 continuing education units (CEU) in required course towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Chris Pair

Course Objective: This class will give an overview of Specific Plan preparation, with an emphasis on balancing planning, design and financial considerations. Specific Plans provide detailed planning and design guidance, and by focusing attention on specific development areas, which can jumpstart new development in depressed areas and ensure the public input into new development. This class will also show how to scope and budget a project, hire consulting assistance if necessary and finish the project on schedule and on budget.

What did you learn?

- There are only two kinds of plans covered by California law, the General Plan and the Specific Plan.
- A Specific Plan must contain the following six technical requirements:
 1. Text and diagrams specifying distribution, location and extent of all land uses including open space.
 2. Proposed distribution, location and extent and intensity of major components of public and private transportation, sewage, water, drainage, solid waste disposal, energy and other essential facilities needed to support the land uses.
 3. Standards and criteria by which development will proceed and standards for the conservation, development and utilization of natural resources, where applicable.
 4. Program of implementation measures including regulations, programs, public works projects, and financing measures.
 5. Statement of the relationship to the General Plan.
 6. Any other optional subjects deemed necessary.
- California law says you can charge fees to cover costs of plan preparation, adoption and administration for a Specific Plan.
- The Specific Plan must be consistent with the General plan as it is intended to implement the General Plan.
- With regards to zoning, a Specific Plan can be:
 - A policy plan whereby zoning must be brought into conformance and is typically adopted by resolution.

- A regulatory plan whereby the standards of the plan effectively replace the zoning and are typically adopted by ordinance.
- A Specific Plan requires a CEQA review.
- Any one can prepare a Specific Plan. It involves research, details, guidelines and evaluations to develop a plan for implementation whose concepts are public driven so that adoption of the plan will come to fruition. Sometimes catalyst projects are sited to “jump start” the plan and to show public commitment to the plan.
- A static pro-forma is a rough level of analysis using current market and costs to be used as a go-no go decision tool.
- Specific Plans generally increase the value of land.

Would you recommend this course to others wanting to learn about transit and land use? Yes, it gives you a very good idea of what it takes to put together a Specific Plan, areas of concern, how to make sure all the right groups are involved. There are good examples of information included in the book. It makes it very clear that a Specific Plan is different from other kinds of plans and how to use it. This is something that could be used to help insure that transit oriented planning is considered in specific areas.

COURSE EVALUATION FORM

Course Name: **Writing for Planners, Engineers and Policymakers**

Provider: UC Davis Extension

Presenter's Name: Theresa Amen

Course Date(s): June 29, 2011
Total # hours: 8 hours

Cost: \$290

Format: Instructor-led Class

Type of credit earned: .6 continuing education units towards Certificate in Land Use & Env Planning

Attendee/Evaluator: Traci Canfield

Course Objective: Discover how to increase conciseness and clarity of technical documents by learning skills related to audience needs, document organization, paragraph development and powerful sentences.

What did you learn?

1. Know your audience – so we can take steps that make our writing more effective
2. Before you write, answer five essential questions:
 - Who is the document for?
 - Why should the reader read this?
 - What points do I need to make?
 - When does something need to be done by?
 - If I could say one sentence to my reader, what would I say? (opening statement)
3. Proper writing structure
4. How to write powerful sentences

Would you recommend this course to others wanting to learn about transit and land use? Yes, it is a good refresher course for anyone

COURSE EVALUATION FORM

Course Name: **Developing Context Sensitive Solutions for California**

Provider: UC Berkeley Institute of Transportation Studies/ Caltrans

Presenter's Name: Leslie Regos, Loren Bloomberg, Debra Dugain

Course Date(s): March 18-19, 2009

Total # hours: 16 hours

Cost: free

Format: Instructor-led Class

Type of credit earned: none

Attendee/Evaluator: Traci Canfield

Course Objective: This training should help build the skills and understanding of how to integrate TOD into the fabric of an existing community by working with the goals important to the people who live, work and travel in that community.

What did you learn?

- 1) a new process to bring stakeholders into the decision-making process defining what a problem is before coming up with a "solution"
- 2) how to turn "value laden" descriptions into "value neutral" in order to obtain facts about context; learned that there is a number of different types of context characteristics
- 3) how to develop a problem statement from all the input received
- 4) how to develop an evaluation framework to find a solution every will be happy with

Would you recommend this course to others wanting to learn about transit and land use? Yes –
it presented a great process for project planning

COURSE EVALUATION FORM

Course Name: **Developing Context Sensitive Solutions for California**

Provider: UC Berkeley Institute of Transportation Studies

Presenter's Name: Debra Dugang and Loren Bloomberg

Course Date(s): March 18, 19, 2009

Total # hours: 16 hours

Cost: free

Format: Instructor-led Class

Type of credit earned: none

Attendee/Evaluator: Chris Pair

Course Objective: This training should help build the skills and understanding of how to integrate TOD into the fabric of an existing community by working with the goals important to the people who live, work and travel in that community.

What did you learn?

Instead of basing decisions and solutions on the best-applied practices and theories only, Context Sensitive Solutions approach involves pulling in all the stakeholders to help shape and influence the best solution for the problem identified. CSS is a process and an outcome. There are eight strategic steps to follow and document the process.

- This approach can be used with many kinds of problems from planning to construction issues to maintenance.
- Objective and value-neutral descriptions are key to developing the problem statement that is not already related to a solution.
- Evaluation Framework is another key component that helps to focus the study area and needs to be established before developing any alternatives.

Would you recommend this course to others wanting to learn about transit and land use? Yes, this class would be very helpful because it defines a logical, step by step approach to resolving issues related to many fields including transit and land use planning and TOD development.

COURSE EVALUATION FORM

Course Name: Charrette System Certificate & Management and Facilitation Certificate

Provider: National Charrette Institute

Presenter's Name: Bill Lennertz

Course Date(s): October 19-23, 2009

Cost: \$2,200 (including registration & travel)

Format: Instructor-led Class

Type of credit earned: two certificates from NCI (AIA, AICP, ASLA, CNU continuing education credits also offered)

Attendee/Evaluator: Chris Pair, Traci Canfield and Connie Garcia

Course Objective: To learn the tools and techniques for planning and running a successful project using a charrette. To learn the practical NCI Charrette System™ skills, tools and techniques through interactive, hands-on exercises. To learn the essential tools and techniques required to manage a fast-paced, and constantly changing, multiple day charrette. To learn the essentials of detailed day-to-day charrette management along with the indispensable skills of public meeting planning and facilitation.

What did you learn?

- A new system to use for public participation.
- A charrette is one phase of a dynamic process that requires preparation and follow through for plan approval and implementation; it sets the plan in motion.
- It's very important to establish up-front if a charrette is the appropriate type of outreach for your project.
- The process brings the decision makers and key stakeholders together for a limited period to create win-win decisions.
- Charrettes work best for controversial and complicated urban design and planning problems.
- Set goals and envision the outcome, but be flexible if the charrette process brings you different information and outcomes.
- It's very important to understand the needs of the different stakeholders.
- Establish and publish an outline of events/meetings for the public so they know when to attend and why they are attending the different meetings/events.
- Organization and communication within the charrette team is vital to the flow of the process.
- Always have a back-up plan for equipment failure.

Would you recommend this course to others wanting to learn about transit and land use?

Definitely, the processes and organizational tools learned in the charrette training process are indispensable in many aspects of public outreach, which is an important part of transit and land use planning.

COURSE EVALUATION FORM

Course Name: 2009 Sustainability Workshop

Provider: APTA

Presenter's Name: A variety of presenters including: Bill Millar, President of APTA; Therese McMillan, Deputy Administrator, FTA; Beth Osborne, USDOT; James Lopez, HUD; John Frece, USEPA, John English, GM, UTA

Course Date(s): 8/2/09 – 8/4/09

Total # hours: 20

Cost: \$1205 (including registration and travel)

Format: Conference

Type of credit earned: N/A

Attendee/Evaluator: Don Smith

Course Objective: To learn more about the importance of public transportation in building sustainable communities.

What did you learn? A common thread throughout the workshop sessions was that sustainability relies on appropriate land uses and densities in close proximity to transit. Most regions in the US have incomplete transit networks. They have incomplete coverage, poor schedules, slow operations, no sidewalks or bike lanes, etc. The public would not tolerate incomplete highway networks, but will tolerate poor transit. In order to combat GHG, poor air quality, traffic congestion, reliance of foreign oil, a wasteful economy and better transit needs to be provided.

1. Federal agencies, FTA, EPA, HUD are beginning to work together to coordinate housing, environmental issues and transit in the US. The federal government is realizing that sustainable communities must be build in concert with good transit, supportive land uses that includes with housing in close proximity. The importance of transit as a solution to many of our country's deficiencies is becoming clearer. Some examples are that: VMT, one of the chief measures of GHG emissions, is growing three times the rate of population growth. More emphasis on efficient transit-oriented development and transit use is a key to reducing it. There is only a 40-year supply of oil reserves remaining in the world. One way to reduce our dependence on foreign resources is to rely more on public transportation. Another important point is to make people aware of is that they are using a significant portion of their household funds for travel (commute, recreation, etc.). If households were to eliminate the use of their car(s), their expendable income would increase significantly.
2. Cambridge Systematics and ULI recently completed a report entitled "Moving Cooler." This report is a comprehensive analysis of transportation efficiency. It talks about how transportation contributes to 28% of GHG emissions in the US. Improving miles per gallon will help, but that is only part of the solution because GHG emissions are growing at such a high rate. Transit as part of the solution has been largely ignored when it could have some of the greatest benefits, especially when used with better land use planning. Planners need to plan communities around transit and promote access through complete streets and better design. Other measures are needed: parking pricing and parking restrictions, congestion

pricing, better land use planning, greater use of bikes and improved walking conditions, reduced transit fares, increased transit service are a few.

3. Salt Lake City has built a coalition of planners and business leaders to focus redevelopment downtown (Envision Utah). Their downtown mall with an emphasis on bringing housing downtown was completed within the last few years. Currently there are 25 cranes in the downtown area, which illustrates the amount of building underway. The goal is to rebuild the central city around the existing transit system. Plans include building 15,000 new housing units in the next five years. This equates to over \$1 billion in redevelopment downtown. Currently, 35% of the trips to the local university, and 50% of the commute trips downtown are on transit.
4. There was also a tour to Daybreak Utah which is a mixed-use community built around two light rail stations. It was noted that these communities are sustainable which can also be described as livable communities built with Smart Growth principles.

[Would you recommend this course to others wanting to learn about transit and land use?](#) Yes, there were many good sessions. There was another tour that I was not able to participate in because I went on the tour of the Warm Springs maintenance facility. That tour, of a sustainable community would have been good too.

COURSE EVALUATION FORM

Course Name: **Multimodal Operations Planning Workshop**

Provider: APTA

Presenter's Name: Tim Reynolds, Southwest Ohio RTA (Spoke on Cincinnati TOD)

Course Date(s): 8/1/09, 8/2/09, 8/3/09, 8/4/09, 8/5/09

Total # hours: 24 hours presentations, 36 hours tours, 60 hours total

Cost: \$1,600 (Includes registration and travel)

Format: Conference

Type of credit earned: Not sure

Attendee/Evaluator: James Drake

Course Objective: Share best practices in service planning, operations planning, and scheduling, so as to improve the overall efficiency of transit operations, making a better use of the taxpayer's dollar, improving the agency's sustainability, and making transit more attractive to customers, improving our use of land and other resources.

What did you learn?

1. New techniques for improving the quality of APC data, so it can be used to improve service efficiency.
2. Economic ways to develop airport service.
3. Ways to reduce paratransit cost while still serving the people who need it.
4. Tradeoffs to consider when designing long-distance express routes such as the use and design of park and ride lots.
5. Things to consider when planning for special events such as queuing at ticket machines, gates, and doors, capacity of walkways and waiting areas, etc.
6. Efficient ways to serve large low-density areas
7. Innovative solutions being done by employers to solve transportation challenges
8. Different practices in fare policy and their impact on the customer
9. Different ways to organize Planning and Scheduling departments to promote good planning, customer responsiveness, etc.
10. Impact of CAD-AVL systems on driver misbehavior, specifically running ahead of schedule.
11. Learned about Anderson Township transit center that doubles as a community center and farmer's market on the weekend at a suburban mall in Cincinnati.
12. Learned how capital investments in BRT and LRT helped capture the interest of Salt Lake City mall owners and convince them to redevelop part of their mall as a TOD.
13. Learned about TODs in Boulder near downtown bus transit center.
14. Visited new TODs and site of urban renewal in downtown Denver. Learned about various interests of developers, city, transit authority, freight rail operator.

Would you recommend this course to others wanting to learn about transit and land use? I would highly recommend this course to others.

COURSE EVALUATION FORM

Course Name: **Rail Conference**

Provider: American Public Transportation Association

Presenter's Name: Multiple

Course Date(s): June 12 – 15, 2011
Total # hours: 32 hours

Cost: \$575 registration, \$2,358.11 total travel

Format: Conference

Type of credit earned: Risk assessment session was AICP CEU eligible

Attendee/Evaluator: James Drake

Course Objective: Learn technical, regulatory, financial, and other practices and principles for rail systems

What did you learn?

- Overview and update on New Starts program
- FTA Risk Assessment process for New Starts projects
- Proposed legislation affecting transit including reauthorization, Buy America, CNG rebates, New Starts changes
- Strengths and weaknesses of various project management and delivery techniques such as Design-Build vs. Design-Bid-Build vs. more innovative methods such as DBOM and Public-Private-Partnerships
- Elements and challenges of a LRV/streetcar procurement
- Issues and recommended practices for rail fare collection, especially with smart cards
- Innovative financing methods based on assessment districts and tax-increment
- Interest among land developers in rail transit for mitigating traffic impacts and parking requirements

Would you recommend this course to others wanting to learn about transit and land use? Yes.

COURSE EVALUATION FORM

Course Name: **Bus & Paratransit Operations Conference: Integrating Livability and Sustainability into Transportation Systems Management and Operations---A Proposed Methodology for Conducting Propensity Analyses Identifying Areas of Transit Need**

Provider: APTA

Presenter's Name: Robert E. Busy, AICP HDR Engineering, Raleigh, NC

Course Date(s): May 8, 2012

Total # hours: 2 hours

Cost: \$1,500

Format: Conference

Type of credit earned: N/A

Attendee/Evaluator: Priscilla Vargas

Course Objective: This session outline a standardized approach for how to conduct a transit propensity analysis. The approach is geared for use by transit agencies or consultants, and provides information to other governmental employees and the general public on what characteristics are important. Five areas of discussion are considered:

1. The geographical area to be analyzed
2. The demographic factors to be evaluated
3. The calculation of an index
4. The development of a weighted composite score
5. The organization of the results into meaningful categories

The end product is a GIS map that clearly identifies concentrations of population groups that are most likely to use and need transit service.

What did you learn?

- Women still show a greater tendency to use transit than men – 5.1% vs. 4.1%.
- Transit usage for immigrants was highest for those living in the US for less than five years; as immigrants live in the US for 20 years; their modal usage closely matches native-born residents.
- As a propensity analysis, it is concerned with the characteristics of the residents in an area. As such, it provides information on the home end of a transit trip, but is of no help in identifying areas to be served on the destination end of a trip. Other techniques must be used to highlight employment, educational, and shopping concentrations.

Would you recommend this course to others wanting to learn about transit and land use? Yes

COURSE EVALUATION FORM

Course Name: **Place3s Training**

Provider: SACOG

Presenter's Name: Raef Porter with help from Kacey Lizon

Course Date(s);
total # hours: Feb. 17, 2009
3 hours

Cost: Free

Format: Instructor-led Class

Type of credit earned: none

Attendee/Evaluator: Chris Pair

Course Objective: This served as a refresher course for Place3s and to keep up with any changes or updates to the web-based program.

What did you learn?

1. Refresher on how to get a project started and how it works with the on-line web-based program.
2. Items that were new to IPlace3s:
 - New categories in Assessor's units for "granny flat" scenarios
 - There is a User's Guide on-line that will help to answer questions.
 - Future training sessions will be created for more specific applications such as:
 - Climate action plans
 - Project review
 - General plans updates
 - Travel model
 - CEQA analysis
3. Clarification items/definitions:
 - Financial assumptions are by zip code
 - Travel model and VMT issues use bigger areas than just parcel areas, use a zone or corridor.
 - Development proposal land use review – at parcel level, VMT is "direction of change." not an absolute number.
 - "developed field" means something developed on a particular parcel, used in the case of a tear down and reconstruct scenario
 - Jobs/ Housing Balance = employees per dwelling unit
 - Square foot by sector = per employee
 - SACOG's Base Case = the "trend scenario" pushed out 50 years
 - Parking square footage includes parking space footage and drive aisle footage
1. There is an area where a percentage of the "Places Type Value" can be adjusted by a percentage. Some examples of why you might use this follow:
 - % density – use a percentage of existing land use definitions (% for retail, % housing)
 - % acres – roughly 20% of a parcel is used for ROW, so use 80% for net development

Would you recommend this course to others wanting to learn about transit and land use? Yes. When you've had the opportunity to apply some land use values to a project area and see the resultant number to specific categories, you begin to understand the relationships that exist. Getting a handle of what the categories of the resultant numbers actually mean is probably the most difficult part of understanding how Place3s works. I'm hoping that the User's Guide will help with those definitions.

On a second note, working on a project (real or imagined) fairly soon after the training session, really helps to solidify some of the concepts of how to work with the Place3s model.

Course Evaluation Form

Course Name: **Paratransit Management and Operations**

Provider: National Transit Institute

Presenter's Name: Jim McLary and Mike Glasheen

Course Date(s): September 29 - 30, 2009

Total # hours: 16

Cost: \$400 (travel costs)

Format: Instructor-led Class

Type of credit earned: 1.4 CEUs

Attendee/Evaluator: Priscilla Vargas

Course Objective: Provide transit professionals the skills needed to effectively manage and operate paratransit services geared toward transit oriented development; which in turn promotes increased mobility options for persons with disabilities.

What did you learn?

- Manual techniques for scheduling paratransit trips.
- Obtained some ideas for transfer agreements and policies / procedures.
- Learned specific elements necessary for walkable communities.

Would you recommend this course to others wanting to learn about transit and land use? Yes.

COURSE EVALUATION FORM

Course Name: Multiple courses attended at APA National Event (See attached for details)

Provider: American Planning Association (APA) National Conference

Course Date(s): April 14, 2012 through April 16, 2012
Total # hours: 18

Cost: \$1,965 (\$695 Registration)

Format: Conference

Type of credit earned: AICP Certificate Maintenance

Attendee/Evaluator: J.P. Damon

Course Objective: Enhance knowledge base on transit, land use and TODs

What did you learn? See attached sheet for summary

Would you recommend this course to others wanting to learn about transit and land use? Yes

Summaries of APA National Sessions Attended 4/14/12 through 4/16/12

Transit-Oriented Districts in South LA – F. Ameen (Studio 111), W. Roschen (Architect), F. Roble (City of Los Angeles), and L. Washington (Public Health Foundation, San Fernando, CA)

- Public health concerns are growing for minority populations; TODs present one of many solutions to get residents more active; a good ally for TODs is public health advocates
- Instead of saying “affordable housing”, the title “mixed income/mixed housing” is less of a lightening rod
- Land assembly has been the most difficult aspect of forming TODs in the LA region followed by rents that do not support the market demand or return on investment (ROI) of TODs (low income generates a lot of demand, but ROI fares poorly due to low rents)
- Recommend? Yes

Transit Oriented Development Corridor Action Planning – E. Carbrey (Gruen), L. Schulte (HDR), H. Ikharta (SCAG)

- Focus on the San Bernardino to Redlands rail corridor and investments in corridor station areas by ESRI and others to jump start the transportation investment; project is Metrolink trains in early stages and possibly change to LRT in future
- SANBAG took leadership role in developing land use elements, paying for environmental documents for clearance and taking a “corridor approach” – as opposed to two separate cities approach
- Developed a Transit District Overlay matrix that was multi-modal, identified missing internal connectivity in planning areas, developed a hierarchy of modes – core Area, Key Areas, Supporting Areas with different focus
- Recommend? Yes

Sustainable Transportation Analysis and Rating System (STARS) – S. Adams (PB), P Hurley (STC) and G. Dondero (Santa Cruz County RTC)

- The Sustainable Transportation Council (STC) is based in Portland, OR and has developed a “Performance Dashboard”-driven tool that allows users to assess transportation projects and land use strategies in 7 categories – Process, Access/Mobility, Safety/Health/Equity, Climate and Energy, Ecology, Cost Effectiveness, and Economic Benefit. Tool can be found at www.transportationcouncil.org .
- Is a “backcasting tool” that utilizes an iterative approach to help establish future performance targets and then test and refine strategies to meet the targets?
- Has been used in the development of projects including the RTP for Santa Cruz County
- Recommend? Yes; Tool appears to have significant potential

Tool for Assessing Station Characteristics - A. Yoh Professor and N. Wong (Both of UCLA)

- A “Station Assessment” tool has been developed by UCLA Researchers with funding from Caltrans.
- The tool assesses the importance and priorities of the users in terms of upgrades – what is important to the user and what is not
- Not surprisingly, the “importance” of certain aesthetic items is gender-specific and also ethnic-specific
- Recommend? Yes; Tool appears to have significant potential and could be used for future Community Design or Environmental Justice grant research on RT’s system

Life Cycle Assessment (LCA) of Transportation Options - S. Pinceti (City of LA), D. Gallagher (CA Energy Commission), W. Eisenstein (UC-Berkeley) and M. Chester (ASU)

- Discussed the life-cycle assessments of transit investments from an atypical perspective. As one example, the LA Gold Line may have a 40 year payback in GHG emissions savings – when the emissions associated with constructing the facility and its components and moving all of the materials to the job site is taken into consideration.
- Discussed six policy options for LCA’s implementation in CA. 1). Require the lowest life cycle impact for a project selection (pro-level playing field/con-eliminates other criteria); 2). Provide a preferential funding program similar to CMAQ (pro-incentive/con-funding source?); 3). Implement a planning standard for RTPs (pro-compares across modes/con-RTPs rely on local GP’s and no guarantees regarding future land use); 4). Require a CEQA assessment (pro-technical analysis/con-project-specific basis, not systemwide per se); 5). Utilize as a TCM under the CAA (pro-regulatory action/con-not a TCM); and 6). LCA become a “cap & trade” strategy (pro-regulatory/con-administrative costs/issues).
- LA Metro has developed a sustainability site with multiple forms of info on benefits and costs that are related to sustainability and LCA’s at www.metro.net/sustainability .

Opening Session Speaker (Andrew Weaver, Prof at U of British Columbia and on UN Intergovernmental Panel on Climate Change) noted four key concerns with implementing GHG reductions of significance:

1. Fear of more government regulations
2. Fear of “Uber” Government (e.g., UN Action 21)
3. Vested Interests (e.g., Oil Companies)
4. Religious Beliefs

Public Interest in the Tea Party Era -- J. Henderson (AECOM), D. Cucchi (Yuba County), and K. Meis (Local Gov't Commission, Sacramento)

- Session was attended by 100+ individuals from across the country and included some self-identified "Tea Partiers." Attendees sat at tables of 10-12 with a presentation/speakers and then an exercise.
- It was noted by the presenters that certain elements within the Tea Party have begun a practice/strategy of focusing on disrupting meetings irrespective of the actual issues in play – more of an "anti-government and anti-planning" perspective.
- Thus, in the era of the Tea Party, messaging has become even more crucial. Suggestions were provided to review the website: www.smartgrowthamerica.org for messaging and defining terms in a non-political/non-judgmental way and to review www.digin.org for recommendations for facilitation and conflict resolution with diverse groups. And potential "lessons learned" from www.greenbelt.org as suggestions.
- A "table exercise" occurred with the approximate 100 attendees whereby some 50+ words on printed cards were distributed to each table of 10-12 participants and the group had to cull through the words to come up with definitions of "Sustainability." The table definitions varied from 3 to 5 word simple definitions to 20+ words and complex definitions. The point of the exercise was to reinforce the concept that messaging is very important and means different things to different people. Some words are "hot button" words – yet for others they are "explanatory" words.

Design Literacy for Planners – G. Sheridan and A. Hawkes (Torti Gallas & Partner; LA Design Firm)

- Session focused on design literacy and speakers noted that "some 93% of communication is non-verbal" for most people. Recommendations were made as to what design principles to follow:
 - Speak with 1 "visual voice" (style); have a clear message; communicate – don't decorate; organize/hierarchy (beginning/middle/end)
 - 4 Principles: Contrast (Title Larger Text); Repetition; Alignment; Proximity to Audience
 - Use of a "grid" -- "1/3's is better than 1/2's"
 - Most important item/message – place on top of document
 - Small color/bigger headers; bullets; sub-headers
 - "Negative space is magical" (less is more)
- Say what you need to within 7 Minutes!
- 8 to 12 words per line (more "too much"; less "too jumpy") [Not sure I agree; alternatively 6 bullets/slide and no more than 6 words/line...]
- "More difficult fonts" – people remember later on....
- Fonts and distances to reader....
 - Titles: 150 pt; Headings – 48 pt; Subheadings – 36 pt; Text 32 pt; Captions 24-32 pt
 - 25' – 160 pt
 - 5' – 32 pt
 - 2-4' – 16 pt
 - 1-2' – 8 pt
- Boards – Red/Orange colors are aggressive and noticeable; blue/greens recede
- Grey easier to read than black text
- Headers as Questions? – More engaging of reader than simple statements
- 3D modeling (i.e. Sketch-Up) will become more prevalent
- Resources:
 - CABE – A UK Commission is "a good example"
 - Edward Tufte – "Envisioning Info"

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- “Graphic Design; The New Basic” book
 - “Design Elements” – “A \$25 basic graphics design book”
 - “Before and After” – an on-line resource at : <http://www.bamaqazine.com/default.asp> for graphic design examples and guidance
 - “Color Brewer” (<http://colorbrewer2.org/>) provides interactive “color advice” for cartography and graphics utilizing palettes to try and compare

Regional and Intergovernmental Planning in CA – J. Bridges (AECOM), N. Bragado (City of San Diego), T. Roberts (CA Gov’s Office), C. Clementson (SANDAG), and M. Fitts (Endangered Habitats League)

- Session focused on SB375 and AB32 legislation and implications for planning moving forward and in the context of the San Diego environment (MPO/City/
- AB32 set 2020 AQ targets; did not speak to local land use planning; mostly regulatory perspective
- SB375 set 2020 and 2035 targets for land use; non-regulatory; provides a process for a dialogue and visioning; requires an 8-year housing forecast (different from RHNA which is 4 years)
- Difference between a “Regional Blueprint” (RB) and a “Sustainable Communities Strategy” (SCS)
 - SCS requires working with ARB; focuses on GHG results; SCS is “a whole lot of math”
 - RB is voluntary; more of a “grand vision”; non-regulatory;
 - Both involve “scenario planning”
- “Myths” about SB375 –
 - Answers “every environmental problem”
 - State mandates (local governments still doing planning)
 - Local agencies should (and do) “fear” the legislation (no City or County targets/collaborate for meeting regional targets)
 - Lawsuits (if any) will not be on SCS – but could be on CEQA process
- “Benefits” of SB375
 - Can document and compare regional assumptions and outcomes across the state/between regions
 - Forces need to work more with state Housing and Community Development (HCD) on a more-regional approach on Housing Elements of General Plans and have Housing Elements align with the SCS targets
 - Per capita targets (vs. AB32 Totals)
 - Improvements to regional travel forecasting models to quantify and measure other co-benefits
 - Has raised awareness in regions of “active transportation” and how we pay for it; “all in this together” and “social equity”

Planning & Designing Transit-Ready Corridors – C. Sinclair (Renaissance Planning Grp), H. Rue (ICF Int’l), J. Tumlin (Nelson/Nygaard)

- Session focused on early initiative actions a community could take to have a corridor ready for future high-level transit. Overall concept was/is that transit needs to become more of a “customer delivery mechanism” in a future transit corridor than it is today. By working to make the corridor more transit-ready, this may be more able to be accomplished longer term.
- Suggestion was to utilize the FHWA “Livability in Transportation Guidebook” document as a good guidance source http://www.fhwa.dot.gov/livability/case_studies/guidebook/

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- Additional guidance from FHWA on this subject available at: <http://www.fhwa.dot.gov/livability/>
 - Focus on “understanding the market forces” at work in the corridor with an emphasis on:
 - Making connections efficiently and easily identifiable/located
 - Focus on “doors” (not necessarily stops at the corner) as trips begin and end at doors.
 - Focus on networks and intermodal connectivity – rail to bus to bike to walk to auto
 - “TED” – Transit Engaged Development can assist (meaning the development needs to be “engaged” with the street frontage)
 - ¼-mile walk areas
 - As regions grow and become less center-city oriented, but more multiple activity center oriented an “ideal” spacing of activity centers of 7 to 10 miles seems to be best served by transit linkages

Retrofitting Corridors for Premium Transit -- W. Blanton (Renaissance Planning Group), T. Orosz (MTA, NYC), J. Tumlin (Nelson/Nygaard)

- Session focused on examples and political realities of implementing “premium transit” (i.e. BRT or Bus Lanes) into corridors. Examples in NYC and Santa Monica, CA were noted specifically and discussed.
- Partnerships with the merchants on a corridor, the transit riders and the auto drivers are crucial for success so that each party is communicated to and understands the proposed action, the need and benefits, and the impacts in advance of implementation.
- Need “a lot” of transit activity to “justify” the lane takes to the public (“a lot” was not defined). Focus on “person-capacity” of the system – not “vehicle capacity.”
- In NYC, BRT is loosely defined in this context as “buses that go faster and are more efficient at moving people” as compared to a “local bus.” BRT over LRT because of the lower cost of entry (capital costs) for BRT.
- Two main concepts of BRT bus lane layout within a retrofitted street – “off-set lanes” and/or “interior lanes.”
 - Off-set lanes have the bus lanes one lane away from the curb with the curb lane continuing to operate for parking or drop-off. Deliveries and double-parking (esp. in NYC) needs to be actively managed to ensure the lanes remain open for transit.
 - Interior lanes were viewed as lanes adjacent to the center of the roadway and potentially more than one lane away from the curb and utilized exclusively for BRT with more long-distances between stops. Stops are located at strategic points with transitions to curb bulb-outs or median stops.

COURSE EVALUATION FORM

Provider: Congress for the New Urbanism (CNU)

Course Date(s): May 9-12, 2012
Total # hours: 14 hours

Cost: \$2000

Format: Conference

Type of credit earned: none

Attendee/Evaluator: Chris Pair

Multiple Courses:
Course Name: **CNU/ITE Recommended Practice, Designing Walkable Urban Thoroughfares**

Course Objective: Understanding what makes walkability work and not work and getting an overview of the approach used in the manual developed by CNU.
Designing Walkable Urban Thoroughfares: A Context Sensitive Approach

What did you learn?

Marcy McInelly, AIA, Urbsworks, Inc., President

- The manual takes into consideration economic vitality along the street as well as placemaking.
- A “street typology” was developed for each project/area/city to help understand the descriptions and relationships of the places and economics along the street. Along with the “typology,” a toolbox of treatments (photos) for each typology was created as well as a “user benefit chart.”
- Transportation was not addressed as much as it should be in this manual. Another study will focus on a transit manual and those issues.

DeWayne Carver, Hall Planning & Engin., Senior Project Manager

- There is a specific ratio for street enclosure that makes a street “work” (bldg. height to street width ratio).
- Start with the land use first, then transportation needs; work from the outside in:
Land Use----R/W----transportation----R/W----Land Use
- Walkability speed is 25 mph or less.
- Design streets for two types of vehicles:
- Design Vehicle – daily use (Fed-Ex truck)
- Control Vehicle - 2x per week (beer truck) - this vehicle should be able to maneuver but the entire street is not designed specifically for this vehicle.
- The manual has a “Context Zone” which is a Transect Zone for streets.
- Utilize a “Functional Classification” system and change the road character as needed for a change in functional classification.
- What makes “complete thoroughfares”?
 - Managed traffic speeds of < 30mph
 - Network of streets

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- Walkable context and multi-purpose (don't stop at the R/W)
 - Small blocks are the key (<500')
 - Bicycle mobility:
 - Lane: > 30 mph speeds, no on-street parking, long blocks
 - Route: < 30 mph speeds, many intersections, on-street parking is the norm

Jim Daisa, Transport Planning, ARUP, Assoc. Principal

- Manual focuses on thoroughfares (arterials and collectors) not local streets.
- Any change needs credibility with users, practitioners and organizations (usually the standards setters).
- Context Sensitive Solutions needs to be part of how you do business. It begins top down and requires cultural change.
- A "complete street" should have:
 - Private investment (project)
 - Public investment (streetscape)
 - Neighborhood ownership and pride (helps create a great place)
- Public Investment begins the process/idea, Private Investment creates the place.
- The thoroughfare becomes part of the context.

Would you recommend this course to others wanting to learn about transit and land use? Yes, walkability is a key ingredient to developing successful transit oriented development and this session discusses what the manual provides and how it's laid out along with the ideas behind the guidelines, all very useful planning tools.

Course Name: Smart Growth from A to Z

Course Objective: What is Smart Growth and how is it defined by the New Urbanism movement. Discussion was on these topics and how the new "Smart Growth Manual" is laid out.

What did you learn?

Andres Duany, Duany Plater-Zyberk and Co., Principal

- Two ways to design:
 1. Principle based --- top-down, very efficient
 2. Process based --- bottom-up, inefficient and creates distortion
- New Urbanism = Principle based design + Process based design
Charter Charrette(adjusts the Charter)
- The Smart Growth Manual makes the public process efficient.

Jeff. B. Speck, CNU-A, AICP, LEED AP, Honorary ALSA, Speck & Associates, LLC, Principal
New Urbanist thinking

- Never adequate representation at the charrette
- Neighborhood-based planning is one of the keys to New Urbanism
- Present "Smart Growth" as "expanding choices," not more regulations/restrictions.
- Streetcars generate economic energy where they are adjacent to underdeveloped neighborhoods.
- "Imagine the route in your head" thinking = more successful transit.
- Embed transit stops into the community.
- DOT's need to be convinced that they are part of the "grid."

- The jobs/housing balance works best with great transit between concentrated residential and concentrated destinations.

Stewart Schwartz, Coalition for Smarter Growth, Exec. Director

How the “Smart Growth” movement has been successful in Washington D.C.:

- Think regionally – act locally.
- Need the local non-profits to help make the changes.

Mike Lydon, The Streets Plan Collaborative, Principal

- All neighborhoods, across countries and cultures are about ½ mile across or a five minute walk.
- The network of the streets within a neighborhood defines the “places.”
- Urban Triage:
Establish distinct networks of walkable streets, the walkable network will leave “automotive streets” out of the network.
- Design affects behavior.

Would you recommend this course to others wanting to learn about transit and land use? Yes, “Smart Growth” as defined by New Urbanism is discussed with real world examples. Session presented valuable information that all relates to transit oriented development as well as any planning task.

Course Name: **Where is the Market Taking Us?**

Course Objective: To understand how and why the market is changing and how it affects housing and business plans.

What did you learn?

Kennedy Smith, Community Land Use and Economics Group, Principal

Current Retail Trends:

1. Millennials (ages 16-34) are changing retail market.
2. They like to:
 - have interactivability with peers when shopping
 - Support local businesses
 - Prefer locally made products
 - Buy responsibly
 - Like to know the stories behind the product
 - More likely to repair products
 - More likely to buy used products
 - Buy things that last a long time
 - Share things rather than buy them
 - Rent things rather than buy them
 - Make and re-purpose things
 - Value the shopping experience
 - Live near where they work
 - Create their own jobs
 - Invest locally
 - Prefer unique authentic places

3. Services/groups that Millennials use to capitalize the business they want:
 - Millennials invest in civic/community business.
 - Millennials get help from community kick-start programs for their businesses.
4. Millennials like to touch and feel what they are buying so retailers need to change their ideas about marketing.
5. Some ideas of how retailing trends will change:
 - Fewer big indoor malls
 - Fewer national retail chains
 - Big box gallery will be smaller
 - Business models will change
 - New distribution models (scan photos in subway, or traveling truck)
 - More shared retail space
 - More flexible work space

Lawrence Frank, PH.D, AICP, CIP, ASLA, Urban Design 4 Health, President

- Studies show pedestrian and transit oriented neighborhoods are the new demand.
- FAR (floor area ratio) predicts behavior.

Shyam Kannan, RCLCO, Principal

- Residential trends show a constant trend for more walkability.
- People are migrating away from single family homes to multi-family to achieve walkability. All households, all family sizes, all ages, all income levels all show the same trend.
- Trends show more people are entering the market as renters, not buyers and more people are using bikes and public transportation instead of cars.
- Studies show that 1 in 4 Americans want to walk to fixed rail.
- Millennials will generate 25% of the total US income from professional and management positions.
- This new demographic is going to demand different things and resources from society.

Would you recommend this course to others wanting to learn about transit and land use? Yes, while not directly related to transit oriented development in the form of a land use or transit topic, this session demonstrates how demographics and market trends might affect a product like transit oriented development and what will help to make it successful. Understanding that this kind of information is available and can help to make decisions about creating a transit oriented product (corridor or individual project) is important for a successful project.

Course Name: **Why Did We Stop Walking & How Do We Start Again?
The Dawn of the Motor Age in the American City**

Course Objective: To find out how the US became so auto oriented.

What did you learn?

Eric Dumbaugh, Florida Atlantic University, School of Urban & Regional Planning, Assoc. Professor and Graduate Coordinator

- The street is the fundamental public space where we experience community.

Peter Norton, University of Virginia, Dept. of Science, Technology, and Society, Assistant Professor

- Provided a history of autos in the roads and how the roads changed. In the early 1900's, streets were shared by people, bicycles, horses, carriages, trains, streetcars and automobiles. Subtle images and advertising began to change the perception of the "too fast" and "dangerous" auto in the streets that was a threat to pedestrians moving around in the public realm of the street to an idea that people need to move out of the way of the automobile in its public realm, the street.
 - 1910-1930 was the critical transformative time for the streets.
 - 1922 – slump in automobile sales
 - 1923-24 – Gas tax was approved by 44 states to pay for street improvements for cars.
 - 1924 – Cars = Freedom, this is what America offers
 - Pedestrians must be educated to know the "rights of automobiles."
 - 1935 - Cars were made to go fast.
- Americans "love affair with cars" was not a course of events through the years that evolved into a romantic notion of love for our vehicles. It was a phrase in a 1961 television skit that created this notion and the car industry picked up on it.
- Social norms influence public opinion, change the norms, then change the laws. This is how the auto industry made the streets more about automobiles than any other form of transportation.
- "Freedom" or "Economics" are two areas that get people's attention. Build your campaign with one of these as your basis to sell your idea. This is how the auto industry made the streets more about automobiles than any other form of transportation.

[Would you recommend this course to others wanting to learn about transit and land use?](#) Yes, this session was very interesting and I believe it's important to understand the evolution of our auto oriented society because our society's automobile perceptions affect land use and transit decisions we make today.

Course Name: From Balance Roads to Transit Oriented Development

Format: Open Innovation presentation session at Conference
Several conference participants present projects and related New Urbanism ideas and lessons learned.

Course Objective: To find see how others put New Urbanism into practice and the challenges they face in the real world with New Urbanism ideas.

What did you learn?

William Lindeke

- For gathering information about biking and affect, incorporating "ridealongs" into research develops details and information not normally captured in a survey.

Ian Lockwood

- Change the perception of the car at the center of the street universe, back to people at the center of the universe for all design, not just the streets.

Andy Boneau

- Use humans as the “design vehicle” and create levels of service (LOS) in people terms.

John Moore

- VMT have been dropping since 2008, 1 in 3 Americans do not drive.
- Requests to DOT’s include more multi-modal projects.
- DOT’s need to be more in tune with what the community wants to satisfy its needs.

Jane Linyap

- Link the goals of a scenario to performance measures.
- Urban mixed-use high rise seems to bring in the biggest return on investment.

George Proakis

- TOD in Somerville, 6 things I learned:
 1. Comprehensive Planning doesn’t need to be boring, make it work for the community.
 2. Good Urbanism is worth the wait.
 3. Great TOD requires more than great transit, it requires great streets.
 4. “Let go” of old ordinances, rules and guidelines: try something new.
 5. Adapt the charrette to fit your needs/ goals.
 6. Sustainable Communities and HUD have both been very helpful in the process in small town of Somerville.

Kevin Klinkenburg

- There are approximately 70 rail systems in the US and over 1000 bus systems in the US.
- Overall, the “bus experience is not good. Consider the idea of a “no payment system” as the norm, and paying for enhanced services, i.e., good seats, wifi, BRT routes, etc.

Anne

- Mobility is about the fabric that takes you to your destination.

David

- Community involvement + private investment are both needed to make TOD work.

[Would you recommend this course to others wanting to learn about transit and land use?](#) Yes, this type of open presentation allows you to hear about different real world applications of New Urbanist ideas regarding land use, transit and walkability.

Course Name: Clearer Thinking: Urbanism + Transit

Course Objective: Understanding the connect or disconnect between transit issues and urbanism.

What did you learn?

G.B. Arrington, Parson Brinckerhoff/PlaceMaking, Principal Practice Leader Five principles for Transit and Urbanism

1. “It’s not your father’s rail line”
Rail used to provide relief from congestion for the “work trip,” now, rail needs to provide availability for all trips, all purposes and contribute to community building.

2. Distance matters differently between users. The first 600' really matters; between ¼ to ½ mile, walkers drop by 50%. For every 10% increase in distance, there is a 10% decrease in use.
3. Make the connection work.
4. There are different life cycles for transit oriented development and rail.
5. Mode is not as important as you think, corridor will define the mode. Worry about the performance 1st, then mode.

Jarrett Walker, Jarrett Walker & Assoc., Consultant in Transport Planning and Policy

- Relate public transportation and human freedom. Freedom = spontaneity.
- Spontaneity through transit translates as:
 - Frequency
 - Extensive network
 - Legible network
- Pursue a “map of freedom” that will help people value abundant transit.
- Abundant transit means efficient transit where many technologies can work together in harmony creating the network of freedom.
- Different forms of transit utilized in the network of freedom need to minimize differences that break up the fluidity of the system. Use the same design or similar features so people trust and appreciate the network, not the individual form if transit.
- Use the “Be on the way” principle. Make sure high demand transit destinations are on a direct and operable path between each other.
- A good question to ask yourself when designing is, “How far does transit have to run to serve 1000 people?”
- “T” intersections guarantee inefficiency in transit operations.
- BRT thoughts:
 - Appears to be more cost effective in many cases. BRT is where light rail was 30 years ago, people thought light rail was a good idea, but they weren't sure. It turned out to be a good idea. You need to advance your BRT projects using the fundamentals of good development and let it play out.
- Bus vs. rail problem: the development community sees bus riders as a nuisance and rail riders as an opportunity.
- In New Urbanism, transit oriented development (tod) is a policy related to urban development not a project specifically at a rail station (TOD).
- Bus stops in North America are spaced closely by global standards.
- High frequencies in the off-peak attract high transit use.
- Solving for just the work trip doesn't advance your network.
- What do your city's values require from the transit system?
- Better service on fewer routes = better ridership.
- People are willing to walk further to a service that is worth it.
- Customers need to feel 1st class.
- Find an area where the auto has a disadvantage and build up this area with transit.
- It's better to have easy and efficient transfers than a convoluted system.

Would you recommend this course to others wanting to learn about transit and land use? Yes, this session was one of the most “transit” related forums at the seminar. Topics discussed in the session really pulled together the transit and land use relationship.

Course Name: **Functional Classification: The Least Interesting Policy That Dominates Most Everything**

Course Objective: To understand the importance of functional classification and how it developed.

What did you learn?

Laurence Aurbach, Office of Laurence Aurbach, Editor & Researcher

- As roadways get faster, they get more segregated and funnel large amounts of traffic.
- Arterials, collectors and locals are road designations originating from Dept. of Transportation based solely on automobile use of the road.
- How do we get target volumes for “livability”?
- Congestion is a by-product of prosperity.
Some solutions might be:
 - Perimeter control – control traffic as it enters an area or zone
 - Time flexible pedestrian zone or transit lanes

Richard Hall, Hall Planning & Engin., Inc., P.E., President

- The Complete Streets Coalition found that:
 - 66% of Americans want more transportation options so they have the freedom to choose how they get where they need to go
 - 73% of Americans feel they have no choice.
- Functional classification dominates almost everything. We need very clear definitions for roads vs. streets vs. roadways. The classifications are based on auto use only and do not take other modes using the same roads into consideration.
 - Arterials connect major areas with longer trips
 - Collectors connect arterials, usually medium length trips.
 - Locals serve local access by connecting to collectors with shorter trips.
- New Urbanism would like to augment functional classifications with a new classification called Compact Urban, which could happen within a Suburban setting and would have more intersections per square mile. When determining if an area functions as Compact Urban, check the density of its intersections first; 150-200 intersections per square mile is much better for walkability.
- 17 mph is when transit is most efficient.
- Maybe Transit overlay zones should be considered to work with the standard functional classifications.

Would you recommend this course to others wanting to learn about transit and land use? Yes, this session delves into how roads are classified and problems stemming from the current functional classifications. This session provides an understanding of the road classifications and how they relate to transit on them and the land use beyond the right of way.

Course Name: **Beyond Bike Lanes: Building a Culture of Bicycle Safety**

Course Objective: To gain a better understanding of bicycling issues and culture.

What did you learn?

Eric Dumbaugh, Florida Atlantic University, School of Urban & Regional Planning, Assoc. Professor and Graduate Coordinator

- The 5 E's of Safety for Bicycling
 1. Engineering
 2. Education of Safe Cycling
 3. Enforcement
 4. Encouragement
 5. Evaluation
- The more cyclists there are out there, the more safe it is for everyone.

Wes Marshall, Univ. of Colorado-Denver, Asst. Professor

- The public needs to get past the idea that cycling is not a safe activity; awareness comes in numbers.
- Actual cyclists on the road seem to change the "culture" of the road vs. just the painted areas for cyclists.
- Real people/cyclists change auto user's behavior.
- High bicycling cities show lower fatalities on the roads.

Keri Caffrey, CyclingSavvy, Co-founder

- Promotes safety and Traffic skills for cyclists.
- Create a culture that supports cycling.

[Would you recommend this course to others wanting to learn about transit and land use?](#) Not necessarily, this session was geared more for bicycle riders and safety and creating a culture that accepts and supports cycling on the public roads. However, knowledge of bicycle issues and how to plan for bike use helps to enrich the development of connectivity of a transit oriented development or corridor.

COURSE EVALUATION FORM

Book Name: Human Transit, How Clearer Thinking about Public Transit Can Enrich Our Communities and Our Lives

Publisher: Island Press

Author: Jarrett Walker

Cost: \$35

Attendee/Evaluator: Chris Pair

Course Objective: To find a book that would be informative and descriptive for many different levels of transit understanding that included the importance of land use and density.

What did you learn?

2. How to look at a system's value in terms of mobility. Stop spacing, and peak or all day service priority are some key issues that should not be overlooked in determining the goals of your transit system.
3. Ridership versus coverage are two concepts that work against each other when designing a transit system. You need to understand what you want in or for your system and where it makes sense.
4. Transit allows growth in economic activity without growth in congestion.

Would you recommend this course to others wanting to learn about transit and land use? This book is an easy to read and informative book for all those involved in public transit as well as the public who use or even don't use transit. It describes the complexities of transit travel, challenges in designing efficient and useful transit, and misconceptions people have related to transit. Topics include, but are not limited to land density, transit lingo, connectivity and performance of a system. While the content can get detailed for the planners and schedulers in the business of public transportation, it is presented in a manner that is understandable and reasonable. Those not involved in the transit industry will gain a good background of knowledge to be able to ask questions or vote on transit related topics with some clarity. Highly recommend this read.

COURSE EVALUATION FORM

Course Name: **Creating, Editing, and Managing Geodatabases for ArcGIS Desktop**

Provider: ESRI on-line web course

Presenter's Name: ESRI

Course Date(s);
total # hours: June 2012
approximately 12 hours

Cost: \$96

Format: Self-paced On-line Webinar

Type of credit earned: none

Attendee/Evaluator: Chris Pair and Traci Canfield

Course Objective: The objective of the ESRI on-line classes is to obtain more knowledge and insight into the ArcGis Desktop program.

What did you learn?

1. The functionality of each of the three different geodatabases and what might work best for our situation here at RT.
2. Data added to your file geodatabase:
 - Data from different sources can be added to a file geodatabase in several different ways.
 - Migrating existing data to a file geodatabase you can choose to exclude data not required for the current database.
 - Coordinate systems need to be specified when creating feature classes or f
3. Advantages to using a file geodatabase include:
 - Efficient data structure of a file geodatabase optimizes performance and storage.
 - File geodatabases use about 1/3 of the feature geometry storage required by shapefiles.
 - File geodatabases have less restrictive editing locks, like locking individual tables rather than entire databases.

Would you recommend this course to others wanting to learn about transit and land use?

Hands-on training through these ESRI modules is valuable and can be reviewed several times if needed. This training further enhances GIS knowledge and skills that can be applied to all aspects of land use and transportation planning,

COURSE EVALUATION FORM

Course Name: **Effects of TOD on Housing, Parking and Travel (TCRP Report 128)**

Provider: NTI

Presenter's Name: GB Arlington, PB Placemaking

Course Date(s): February 5, 2009

total # hours: 1.5 hrs

Cost: free

Format: T-Class (teleconference)

Type of credit earned: none

Attendee/Evaluator: Traci Canfield, Planner

Course Objective: This report builds on previous TCRP research into TOD by more closely examining a series of issues through literature review and assessments of 17 TOD projects in Philadelphia/northern New Jersey, Portland, Washington, D.C. and San Francisco's East Bay. The study confirmed the common belief that housing within TOD projects generates less traffic than that produced by traditional development. However, parking requirements have not been reduced for TOD projects, most likely resulting in less TOD development and higher than necessary costs, the study concluded.

What did you learn?

- 1) The demographic profile of TOD residents: 64% are childless; the majority are higher income (because housing is newer and cost more); majority were existing transit users that moved there to live closer to transit
- 2) He recommended that office/retail should be closest to the station and housing further out because people are willing to walk further to get home; surface parking creates TADs
- 3) There is no industry standard for parking ratios around TOD; ITE guidance for trip generation is not accurate/adjusted when applied to TODs
- 4) Benefits of TOD are not being realized because the parking being built isn't reduced for TODs; parking reduction needs to be a requirement, otherwise developers won't chose to do it
- 5) Roads are being overbuilt around TODs because trip generation is adjusted (one side effect is cars have space to travel at higher speeds- counterproductive to a walkable environment).

Would you recommend this course to others wanting to learn about transit and land use? Yes- it was informative in regards to the relationship of parking and TODs

COURSE EVALUATION FORM

Course Name: Route Planning and Street Operations of Light Rail Systems

Provider: ASCE's Transportation & Development Institute

Presenter's Name: Nazir Lalani, President of Traffex Engineers Inc. Ventura, Ca; Wulf Grote, Director of Project Development for Valley Metro Rail, Inc.

Course Date(s): September 28, 2009
total # hours: 1 ½ hrs

Cost: \$299 (ASCE members) per site (paid by Engineering Dept/not grant)

Format: Webinar

Type of credit earned: ASCE Continuing Education available

Attendee/Evaluator: Traci Canfield

Course Objective: This webinar will cover the various configuration options to consider in locating a light rail route, or alignment, and determining station locations, including pros and cons for each one. The webinar will also address how to handle pedestrians that cross light rail tracks on a regular basis and the operation of traffic signals impacted by light rail trains.

What did you learn?

1. Factors to consider when defining an LRT alignment
2. Significance of TOD potential on selection of alignments and station locations
3. Technical issues related pedestrian crossing around stations

Would you recommend this course to others wanting to learn about transit and land use? Yes, it was a good basic course about light rail and TOD

COURSE EVALUATION FORM

Course Name: Public Agencies Running Their Own Charrettes

Provider: NCI

Presenter's Name: Bill Lennertz, Executive Director; Amy Mantay, Baltimore County Planning Department; Karen Minkel, Strategic Planning and Internal Consulting Director, City of Fayetteville; Jennifer L. Carlat, MPP, AICP, Manager, Planning Policy & Design, Metro Planning Department, Nashville

Format: Webinar

Attendee/Evaluator: Traci Canfield and 5 others

Course Objective: How can a planning department continue to plan with ever contracting budgets? How can planners build and maintain the position of champions of healthy community transformation?

There is a growing trend in city and county planning departments of cutting costs by using their own staff to conduct charrettes. Baltimore County, MD, Nashville, TN and Fayetteville, AR have all been running charrettes for some time now. In addition to saving money, these agencies are finding that running their own charrette gives them a more streamlined process with better control and less rework. They also report a better relationship with the communities that they serve. Some of the issues addressed will include:

- How do you build a charrette ready staff?
- What are the different forms of charrettes?
- When should you use a charrette?
- What consultants are needed to augment your staff?

What did you learn?

1. How much it cost to run a charrette in-house.
2. How to save money: use your Web site, use PSAs, use donated services, hire intern volunteers, use cross-divisional staff.
3. Don't choose controversial project for first charrette.

Would you recommend this course to others wanting to learn about transit and land use? Yes – it has some good tips. Charrettes are a good tool for TOD planners.

COURSE EVALUATION FORM

Course Name: Guidelines for Providing Access to Public Transportation Stations (TCRP Report 153)

Provider: NTI

Presenter's Name: Kathryn Coffel and Jamie Parks

Course Date(s): June 21, 2012
total # hours: 2 hours

Cost: no cost

Format: Webinar

Type of credit earned: NA

Attendee/Evaluator: Traci Canfield; 5 others attended

Course Objective: Overview of what is in the study including:

- The 8-step planning process
- Agency case studies and how the planning process is applied
- Station level case studies
- Design guidelines for auto, feeder transit, bicycle, walk, and TOD access modes
- Station typologies
- Derivation of the tool and default values
- How the tool can be tailored to local conditions
- An example application of the tool

What did you learn?

1. The report presents nine elements of station access planning and reviews 11 case study agencies and 22 stations. The researchers categorized how to access stations based on the types of stations and their neighborhoods and provided general station access guidelines.
2. Station isolation was tried in the past (figuring impacts on neighborhoods would be minimized); but use of station was diminished because of its isolation.
3. Collecting data on access patterns is important.
4. Parking fee increases will shift riders to other access modes without affecting ridership.
5. The researchers developed a mode of access planning tool.

Would you recommend this course to others wanting to learn about transit and land use? It looks like the report (TCRP Report 153) would be beneficial to transit and land use planners.

COURSE EVALUATION FORM

Course Name: High Touch/High Tech Charrettes

Provider: NCI

Presenter's Name: Bill Lennertz, Executive Director, National Charrette Institute and Ken Snyder, President, PlaceMatters

Format: Webinar

Attendee/Evaluator: Traci Canfield, Chris Pair, Jeff Damon, Connie Garcia

Course Objective: How social media and web-based tools are increasing the capacity for involvement. This webinar will show how planners are using social media and web-based participation tools to increase the number and diversity of people engaged in charrettes. Using current case studies, we will also show how high-tech tools can improve the traditional “high-touch” or hands-on charrette by gathering more information and providing more feedback—all in real time.

- How can you use Facebook, Twitter, Flickr and blogs to promote meaningful stakeholder involvement?
- How to combine high-tech tools with hands-on workshop exercises?
- How to use social media safely, avoiding uncivil conversations or dominance by any one group?
- How to use the web in concert with social media tools to increase meeting participation?

What did you learn? A neat art project for children participation: Have the children take photos of the project area, print them out on paper and let the children draw in how they would want the place to look.

Would you recommend this course to others wanting to learn about transit and land use? No. The presentation did not provide high tech ideas; they were old methods. The presenters preached using traditional workshop methods instead of new methods.

COURSE EVALUATION FORM

Course Name: Next Generation of Public Involvement

Provider: NCI

Presenter's Name: Bill Lennertz, Executive Director, National Charrette Institute, Mike Cohen, Peak Democracy Inc., Darin Dinsmore, Crowdbrite, Nick Bowden, MindMixer

Format: Webinar

Attendee/Evaluator: Traci Canfield, Chris Pair, Jeff Damon, Connie Garcia

Course Objective: What are the latest on-line tools for the next generation of public participation? This webinar will present three field-tested tools that are changing the way people are involved in community planning. See how MindMixer, Crowdbrite and Open Town Hall are working in communities to increase the quantity and quality of charrette participation.

What did you learn? We learned about three on-line resources:

- 1) Mindmixer – A Web site to provide information about events and projects and solicit on-line participation. It allows for idea submissions and to present ideas for feedback.
- 2) Open Town Hall – An on-line service that helps manage public comments. It will show patterns of comments allow you to search comments, can map where comments were generated, and will show connected comments.
- 3) Crowdbrite – A virtual public meeting. It allows on-line participation in meetings, comments can be added to maps or pictures, immediate responses can be given, and it compiles comments immediately.

Would you recommend this course to others wanting to learn about transit and land use? Yes, it was a great way to become familiar with the resources that are available on-line. All are great resources (in their unique ways) for compiling public comments on projects and could be useful for TOD projects.

Appendix 2

Example Project Completed by Participants

*UCD Land Use and Environmental Planning Certificate Program
Urban Planning Design Studio
Sunrise Station TOD Design*

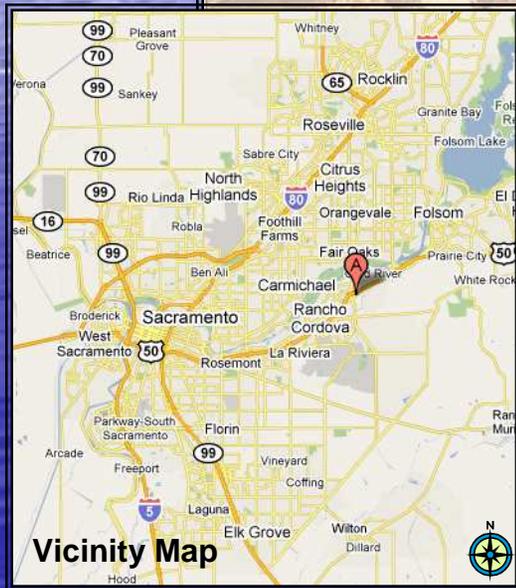


Sunrise Station

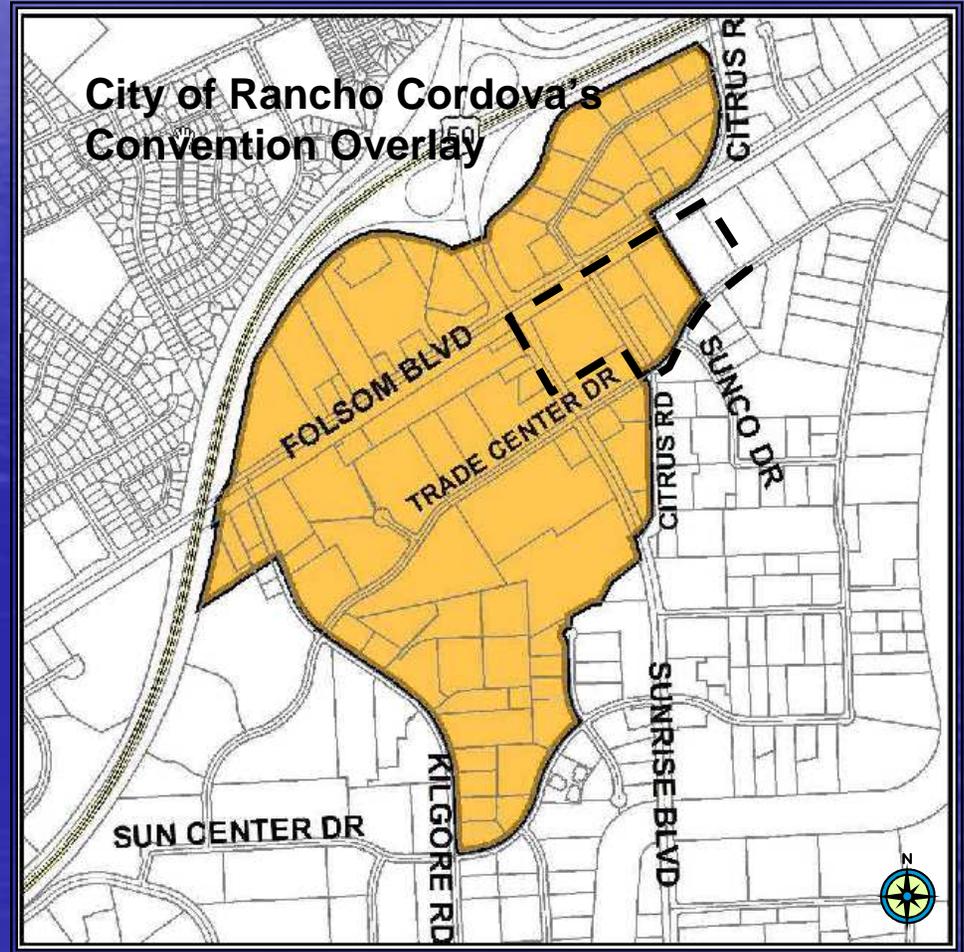


By Chris Pair
and Traci Canfield
12/10/09

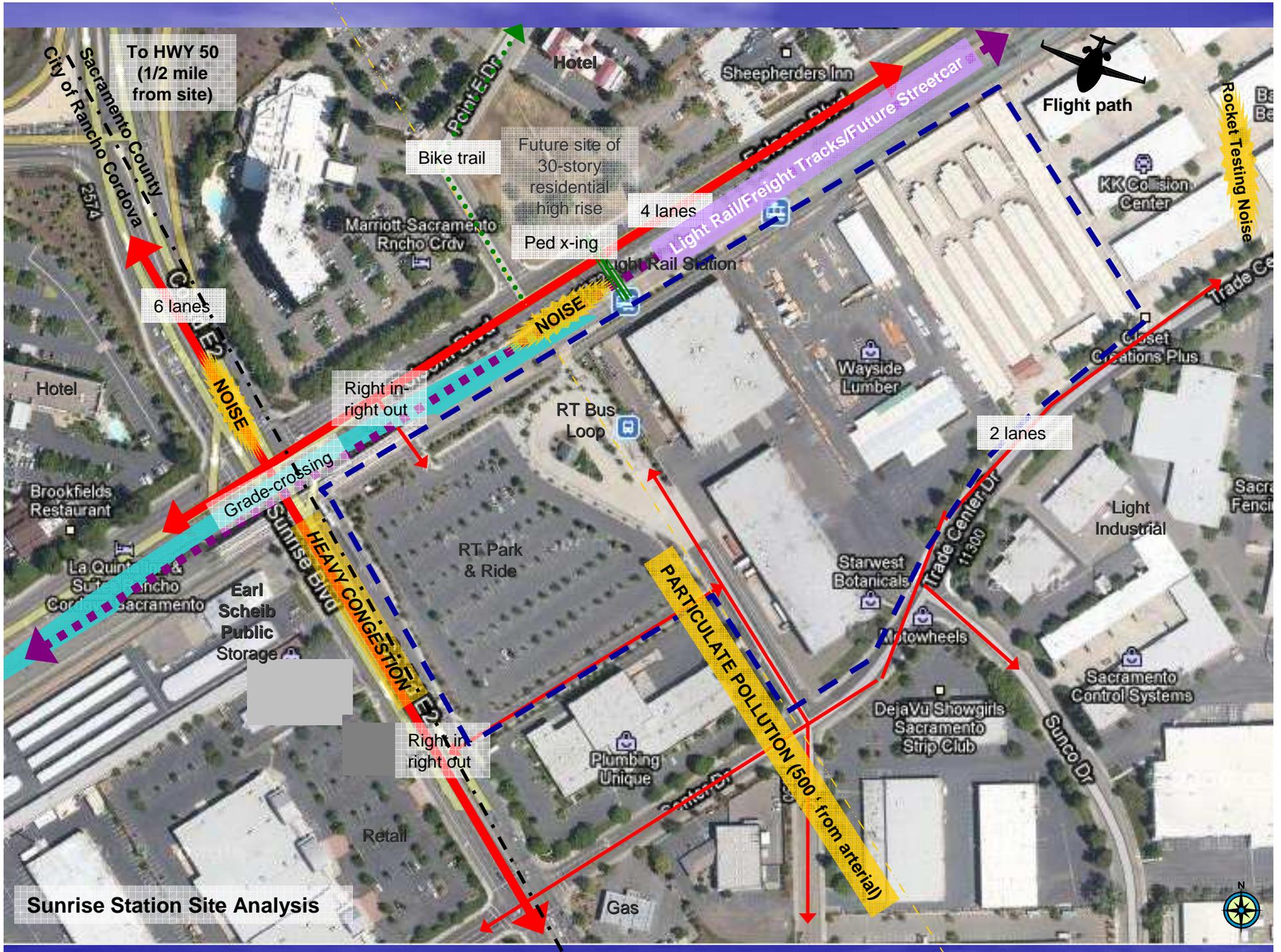
County of Sacramento's Folsom Blvd. Transit Oriented Development Special Planning Area

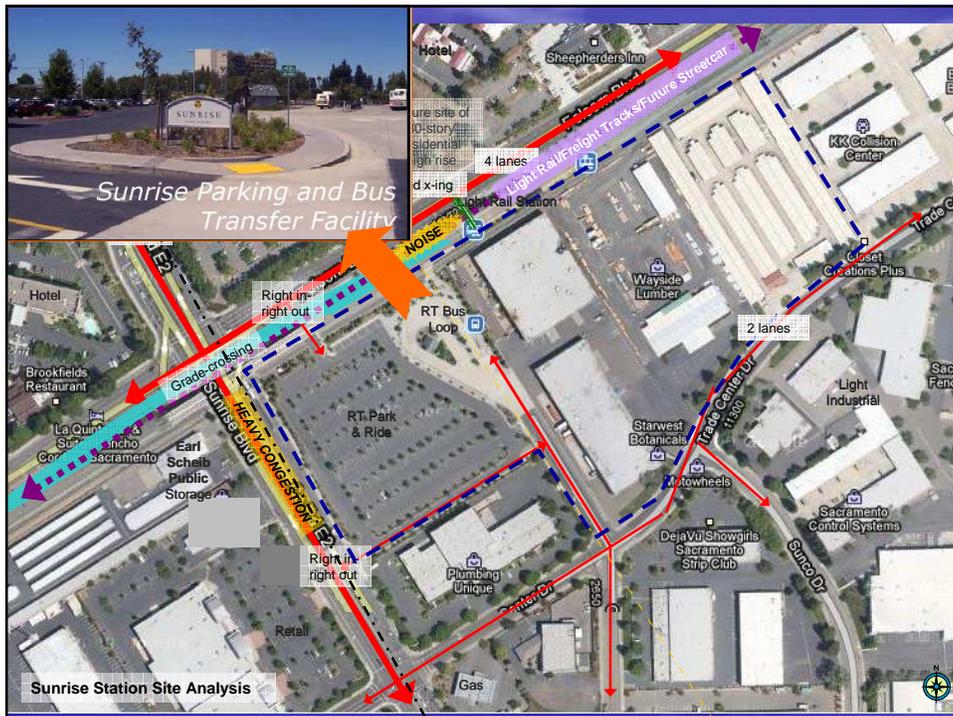


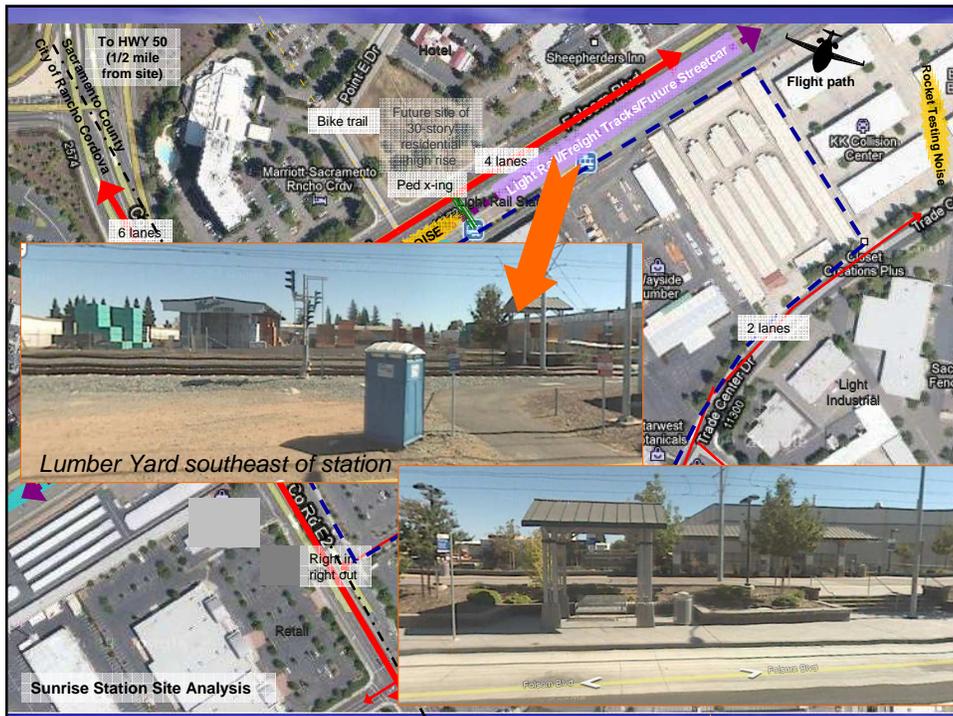
City of Rancho Cordova's Convention Overlay



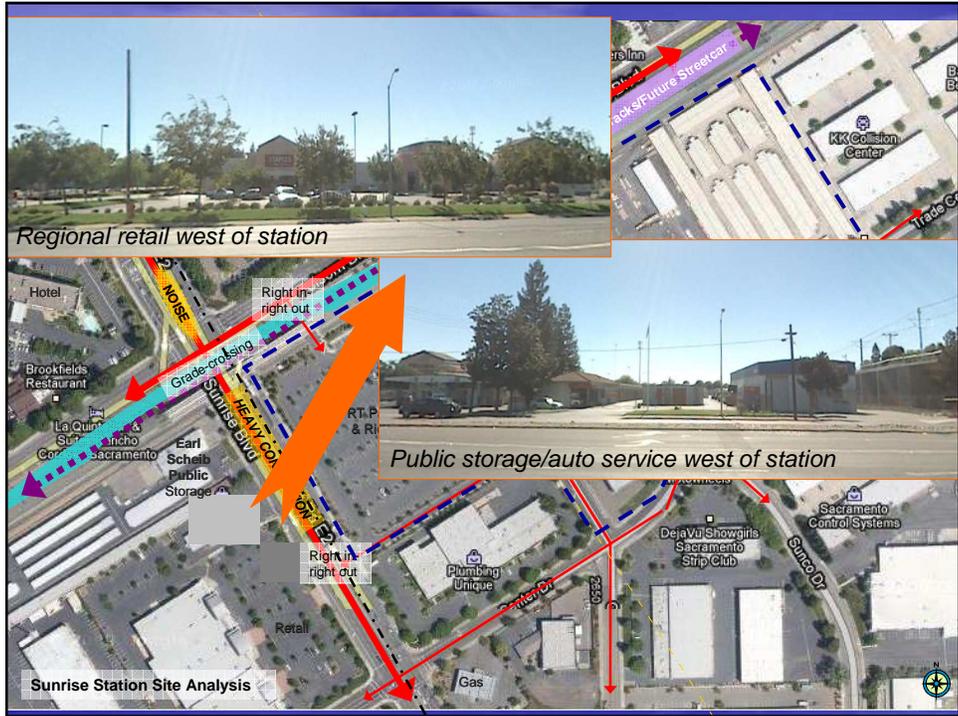














Sunrise Station Land Use Plan

-  Convention Overlay
-  site boundary
-  bike trail
-  major arterial
-  minor road
-  rail road
-  pedestrian path



Public/Commercial Data Summary

	Square Feet	Floors	Floor Area Ratio	Acres
Convention Center	130,320	3	1.25	2.4
Museum	31,700	2	.73	1.0
Retail/ Commercial Space	50,205	1-3 story buildings (mix-use)	1.1	2.6
Office Space	72,230			

Residential/Open Space Data Summary

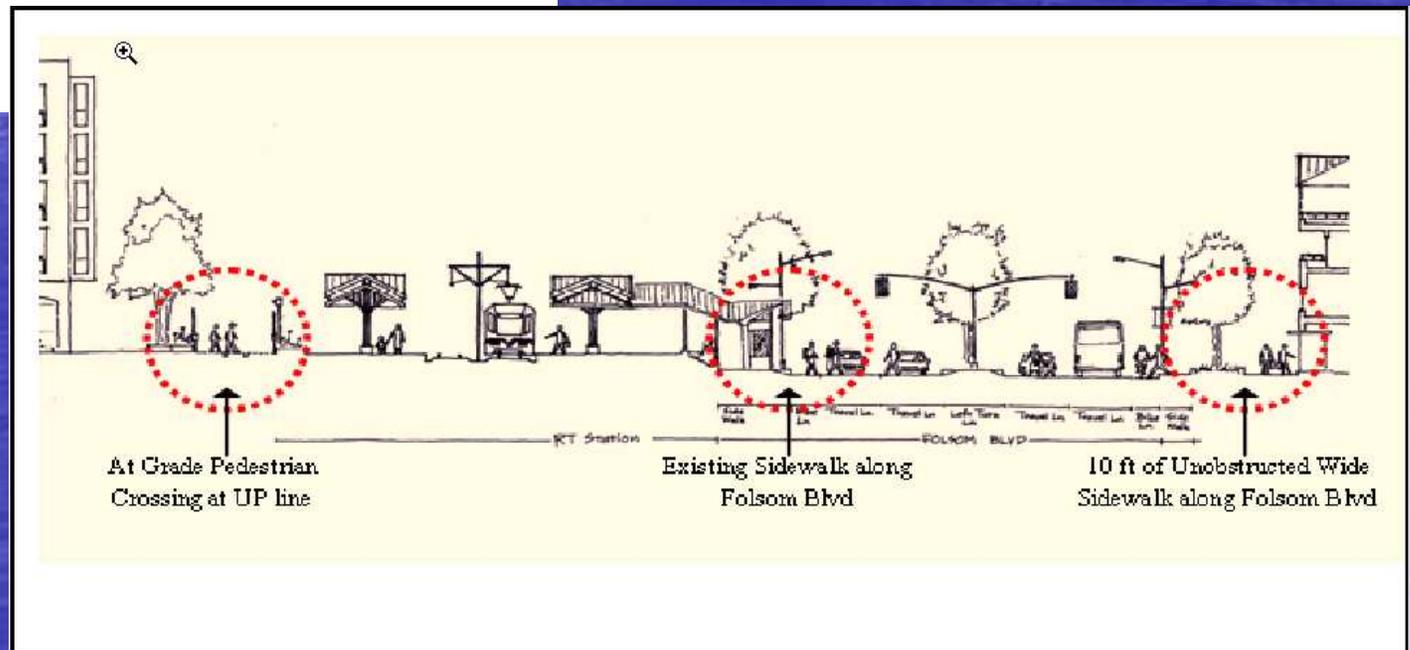
	# units	Size/unit Floors	Density	Total square feet	Acres
Lofts	34	900-1,200 2-stories	14.8	35,700	2.3
Condominiums	89	900-1,200 2-4 stories	44.5	93,450	2.0
Exercise room & common Building	-	-	-	2,025	-
Amphitheater/ plaza	-	-	-	amphitheater: 32,670	2.5
Botanical Garden/ fountain park	-	-	-	-	.5

Parking Data Summary

Residential Units:	123 units	X 1.0=	123 spaces
Office/retail:	122,435 sqft	X 2.5/ 1000 sqft=	306 spaces
Convention Center/ Amphitheater	136,778 sqft	50% commercial space shared=	397
Park & Ride	200 spaces	10% commercial space shared=	169 spaces
Total Spaces:	995 spaces	On-street: 27	-
Bicycle Lockers	60 lockers	X 22 sqft/ space=	1,320 sqft
Garage size:	968 spaces	X 355 sqft/ space + bike space=	344,960 sqft garage (5-stories)



Illustration at Station



Office/Retail Area Adjacent to Station



Paseo Connections Between Buildings



Plazas & Public Space



Amphitheatre



Photo by John Spicer



Convention Center Designs



Solar panel rooftop

East-end Condos



Water Feature and Botanical Garden



Trade Center Live-work Lofts



Illustrative Site Plan



Sunrise Station (pre-application)

Project Description:

The proposed project is 6-acres of convention center and 11-acres of mixed-use residential/office/retail transit oriented development (TOD). The site is located south of Folsom Boulevard and east of Sunrise Boulevard in the unincorporated part of the County of Sacramento, just east of the City of Rancho Cordova. It is in the City's sphere of influence, which is part of a proposed annexation to the City. It is within the County's proposed Folsom Boulevard TOD Special Planning Area, which is rezoning the property and designating design guidelines for the area. The project is also within the City's Convention Overlay, which designates appropriate land uses. Necessary entitlements will be determined after the adoption of the County's Folsom Boulevard TOD Special Planning Area.

The project includes a 130,320 square foot, 3-story convention center; a 31,700 square foot, 2-story museum; 123 units of residential lofts and condominiums (including 34 units affordable); 50,205 square feet of retail/commercial; 72,230 square feet of office; a 186,750 square foot, 5-story parking structure. The project also includes 3 acres of public space (a public plaza with an amphitheater and a botanical garden with a retention pond.)

The site is located adjacent to a light rail station and proposed streetcar and either street tram or bus rapid transit connections.

Justification:

The City of Rancho Cordova designated this area as a convention center overlay in their General Plan with the desire of adding a performing arts venue. As a major crossroad connecting Rancho Cordova to cities north, south, east and west, this convention area will be a major destination spot for the Sacramento region, perfect as a multi-modal transit node. The high density, mix-income housing, mix-use retail and office with a focus on the pedestrian user will create an ideal liveable community, active day and night. It is designed to create a sense of place with the public plaza, amphitheater, museum of modern art, botanical garden and detention pond. Sunrise Station will transform this railroad/industrial area into a pleasant environment for outdoor activity. The public spaces will be connected with pedestrian-only walkways and bike trails that lead to regional amenities.

This project will be designed to be sustainable with the following features:

- Natural drainage (into retention pond)
- Drought tolerant landscaping
- Recycling and on-site composting
- Natural heating and cooling design of buildings
- On-site power generation (roof-top solar panels)
- Roof-top community garden and composting site above parking garage
- Preservation of air and water quality
- Salmon Safe certification
- LEED certified buildings
- Transportation demand management program: free transit passes for residents; car-sharing program; de-coupled parking to require residents to lease or purchase parking spaces in garage; bicycle-sharing program