



## TRANSIT EQUITY ADVISORY COMMITTEE MEETING

Tuesday / March 12 / 2019/ 4:30 p.m.-6:30 p.m.

TriMet – Columbia Conference Room, 1800 SW 1st Ave, Suite 300 Portland, OR 97201

### TEAC:

Anneliese Koehler, Nellie Salvador, Tristan Isaac, Gabrielle Phan, Ray Atkinson, Emily Nelson, Enrique Zegarra, Ana Muños, Stephen Butler

### Staff:

John Gardner, Tia York, Mariya Klimenko, Carl Green Jr, Wendy Serrano, Martin Gonzalez

### Absent:

Jai Singh, Mariam Admasu, Jonath Colon, Coi Vu, Kevin Sheehan, Arianna Perez Garcia, Albert Lee, Ricah Poudyal

### Welcome & Intros

Anneliese Koehler opened the meeting at 4:30 pm.

### Service Performance Update: Carl Green Jr Title VI Analysis – Fall 2018 Service Monitoring Report

**Carl:** Presented Title VI Service Performance Monitoring Report. FTA requires on-going monitoring of performance and service every three years - TriMet performs this analysis annually. Carl reviewed TriMet Business Plan metrics used to assess TriMet's performance with regard to equity. Target disparate Impact is 5%. Metrics include: revenue hours being allocated to bus lines, on time performance, vehicle loads, service availability, stops and amenities, vehicle assignments.

### Questions:

**Anneliese:** About service frequency and span - how do you determine if a bus is considered serving a low-income community? **Carl:** Reviewed census data/metrics used. A minority line is defined by the FTA as having at least one-third of its revenue vehicle hours in census block groups with above-average minority populations. A low-income line is defined as having at least one-half of its revenue vehicle hours in census block groups with above-average low-income populations

**Emily:** are old busses being retired or moved into higher income lines and switching them?

**Carl:** Buses are generally retired after 16 years of service. However, the retirement of buses can be delayed depending on a number of factors (e.g., service increases). The vehicle assignment metric has vastly improved due to the relocation of bus series from one garage to the other, buses being retired, and newer buses to replace older buses.

**Anneliese:** TriMet has said newer busses run on every single line – no predetermined assignment. Is that not true? Buses are distributed and domiciled at 3 garages (Center, Powell, and Merlo) by series (i.e., grouped by

bus model and year built). Yes, newer buses can run on every single line, but the assignment of buses can hinge on what garage they are domiciled, which routes are assigned to each garage, older buses being retained in service, and the bus maintenance procedures **Ozzie**: How does this information get used? Both the Service Planning and Service Delivery departments utilize these metrics to improve equity targets as well as to factor in Title VI and equity as a high priority consideration when developing annual service proposals.

### Access Transit - High School Program: John Gardner

**John**: Folks know by now 1% of HB2017 budget is set aside to be spent on high schools for transportation. We've agreed to set up a grant program. Introduces/explains draft application and process. Defines eligibility requirements. Final version goes to committee Friday. **Anneliese**: to clarify - you are doing this based off location of high school and not high school service district? **John**: We don't want to use the equity areas – too

many students will not be eligible. The physical location of the school is not in the equity zone. Whatever the committee decides, we hope the resources will be communicated early April. **Stephen**: I would hope we have a mechanism in place to remember that despite what the maps read, we have a very small demographic that's very transients/homeless. Those children are in schools nowhere near qualifying for this program. How will this be taken into consideration when equitably allocating these resources? **Anneliese**: I sit on the committee that will be looking at this so if you have thoughts or comments, please find me.

### Public Comment:

YEJA member and (David Douglas High School student): Youth guidelines/criteria handed out - developed in collaboration with MYC. We want to make sure this program is equitable. Discussion over criteria. **YEJA member and Roosevelt High School student**: Equity over equality when distributing funds.

**Gaby**: MYC designed a survey for Reynolds High to see what the need/demands would be for funds. If there's a need for a pre-survey, possibly use the Reynolds survey as a template. What is going to be done to ensure the implementation of the criteria by YEJA recommendations?

### Youth Subcommittee Framework: Wendy Serrano

**Wendy**: Going to be covering the pilot program for youth subcommittee. I have a meeting with Multnomah Youth Commission on Thursday. Will be hearing feedback from youth on the framework and application process for the youth subcommittee. We want to understand if TEAC is interested in this work. We are thinking of representing all three counties. 9 member subcommittee. This will be a subcommittee of TEAC. Goal overall is to provide a youth voice to the TriMet leadership. Meetings would be monthly. Feedback should be from the schools that the youth represent. Youth members should be connected to a bigger, broader group that is already involved in doing engagement for youth – we don't want someone without the connection because this individual will need the support from the other groups. Requirements to join subcommittee covered. **Stephen**: Recognizing the demands already put upon our youth, asking for a year of commitment for this subcommittee is a big ask. Can they be acknowledged or given credit from their schools to help promote what they are doing?

**Gaby**: Where would these meetings be held? Is tele-communication an option? **Anneliese**: Do you have a definition of 'youth'? **Carl**: What kind of ideas or suggestions do youth have as far as tools that you would use to call in? **Ozzie**: point of feedback – be mindful of the fact that youth need to move not just to and from school

and not just during the school year. We shouldn't limit the conversation just to 'how are we getting you to school'? Next steps are to meet Thursday with youth and then report back to TEAC with findings.

### Targeted Community Engagement Framework: Wendy Serrano

**Wendy:** shared powerpoint presentation. Defined what community engagement at TriMet is. Hoping to tap into the LEP participants fitting into the Safe Harbor threshold within TriMet's service district. **John:** Our department (TEICA) is not taking on TriMet's community outreach efforts – we are talking about engaging LEP, minority and low-income communities.

**Wendy:** Data we have is centered around census but we're also using qualitative data by the way of community based organizations. We want to focus on at least 70 community-based organizations. We want to build relationships. Support from community based organizations is important. There's a lot of progress we need to make in certain areas. Having a presence where we historically haven't. We have been deploying a new way of

contracting – multi-cultural contracting. We want to make sure we are aligning our information internally.

**Stephen:** We've addressed 12 languages of Safe Harbor. But Rockwood Community in Gresham has over 88 languages spoken. Are we reaching out to different translation services? Brail is also significantly important.

**Nellie:** For big cultural groups the process is so complicated – so many languages need translation.

### Legislative Updates: John Gardner

**John:** Summary of legislative updates covered. John to send full bill language to members. HB 2506, HB 5030, HB2770, HB2020, HB2007, HB2599, HB2219, HB2880, HB3335, HB3377, SB10, SB747. This is not the full list but the ones we will be watching carefully. **Ozzie:** Is it customary for TriMet to take a position aside from tracking bills at this stage? Helpful to committee members to know what the agency supports/doesn't support and why.

### Adjournment.