

**2001
Florida Statewide
Transit Training and
Technical Assistance
Program**

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16. Abstract Under contract with the Florida Department of Transportation (FDOT), the National Center for Transit Research at the Center for Urban Transportation Research (CUTR) managed the Statewide Transit Training Program as well as assisted transit agencies through the short term Technical Assistance Program			
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ANNUAL PROGRESS REPORT

For the Period of January 2001 through December 2001

Florida Transit Training Program (2001)

Florida Technical Assistance Program (2001)

The following progress report is intended to highlight the significant activities of the Florida Transit Training Program and Florida Technical Assistant Program for the 2001 year. Not all requests received are noted below.

The Florida Statewide Transit Training Program

- **Negotiation Strategies in Public Transportation - Understanding the Present and Developing Breakthrough Strategies and Tactics:**
June 27-28, 2001.

This workshop was taught by Dr. Joseph Cronin of the Marketing Institute, Florida State University. Attachment A is the class registration form/announcement. Attachment B is the class roster. Attachment C is the evaluation forms. Unfortunately, Dr. Cronin did not distribute evaluation forms during class. However, evaluation forms were developed by CUTR and later mailed to all who attended.

- **It's A Matter Of..... Quality Customer Service:**
October 7-9, 2001

The Customer Service class a great success. Since there were so many people interested in attending, we had to expand the class size from 20 to 25. Those who attended found it very informative and quite helpful. Several students suggested CUTR offer this class in another location, so that others in their agencies could attend. Several transit agencies have requested that CUTR offer this class in South Florida. Attachment D is the class registration form/announcement. Attachment E is the class roster. Attachment F is the evaluation forms. Attachment G contains copies of the certificates of completion, which were distributed to all the participants.

- **Using Your Emotional Intelligence in Conflict Management:**
December 4-6, 2001

We used this class as a beta test and offered it at the Dr. Alphonso Center on Fowler Avenue in Tampa. Enrollment for this class was slightly lower than usual. However, those who attended were very happy with what they

learned. Attachment H is the class registration form/announcement. Attachment I is the class roster. Attachment J is the evaluation forms. Attachment K contains copies of the certificates of completion for each participant.

UPCOMING TRAINING

- Land Threat Analysis and Incident Management, January 8-11, 2002. Instructed by Frank Montes De Oca. The flier and registration form for this class can be found in Attachment L.
- Technology in Transit, February 12-13, 2002. Instructed by Drew DeCandis. The flier and registration form for this class can be found in Attachment M.
- Managing Today's Transit Employees: The X-ers and the Boomers, June 12, 2002, Instructed by Dave Cyra. The flier and registration form for this class can be found in Attachment N. FPTA/CUTR Professional Development Workshop.
- Alternative Fuels in Transit, Instructed by CUTR, June 10, 2002. FPTA/ CUTR Professional Development Workshop.
- Bus Collision Prevention Awareness, Instructed by the Transportation Safety Institute, June 11, 2002. FPTA/ CUTR Professional Development Workshop.
- The Art of Delegation: Delegating for Results, Instructed by Dave Cyra, June 12, 2002. FPTA/ CUTR Professional Development Workshop.
- Bus System Safety, August 5-9, 2002, Instructed by the Transportation Safety Institute. The flier and registration form for this class can be found in Attachment O.

Potential 2002-2003 Trainings

- Effectively Managing Transit Emergencies (TSI)
- Fatigue Awareness Seminar (TSI)
- Contract Administration (NTI)
- Public Involvement in Transportation Decisions (NTI)
- GIS Application for Transit (CUTR)

Florida Statewide Technical Assistance Program

- **Polk County National Transit Database Reporting:**
February 2001

CUTR provided assistance and training to Polk County regarding National Transit Database reporting. This included record keeping, standards, procedures, and definitions. Additionally, CUTR reviewed all demand responsive trip records for fiscal year 2000 and developed estimates from samples, based on UMTA Circular 2710.2A.

- **Sarasota Area Transit (SCAT):**
May 14-15, 2001

SCAT requested technical assistance in the area of commuter feeder buses. CUTR staff was able to share their expertise and knowledge of similar services. Additionally, CUTR assisted SCAT with special considerations and issues that needed to be addressed.

All of the correspondence/ reports are in Appendix P.

- **PalmTran Citizen Advisory Board- Governance Subcommittee:**
May 2001

Palm Tran requested CUTR's assistance to shape alternatives and suggest improvements for their governance structure in Palm Beach County. CUTR met with the PalmTran Citizen Advisory Board and created a brief report outlining alternatives and suggestions for their consideration (Appendix Q). Additionally, all of the correspondence and notes associated with this project can also be found in Appendix Q.

- **Miami-Dade Paratransit Review:**
June 2001

Intellitran, the primary broker of services for MDT ADA complimentary paratransit services, informed the transit agency that their company was no longer interested in being the paratransit broker for the region. As a result, MDA contacted with Trapeze to conduct an on-site assessment of the paratransit operation. During the site visit, CUTR served as an intermediary between Trapeze and MDA and provided assistance to Trapeze in matters that are intrinsic to the Florida coordinated transportation program (the Trapeze representative was from Canada). CUTR also provided assistance to the Information Technology personnel

of MDT who were charged with recommending new models of service delivery to MDT executive management.

A complete project overview report and all of notes and correspondence can be found in Appendix R.

- **Local Option Fuel Tax:**
July 2001

Due to a number of calls requesting information on local fuel tax options, FDOT requested that we research and create a report of local fuel tax revenue options. Attachment S is a copy of this report. This report was distributed statewide.

- **VOTRAN APTS Peer to Peer:**
July 2001

A number of Florida Transportation agencies are planning to expand their intelligent transportation systems. CUTR provided technical assistance and research in assessing, evaluating and prioritizing such improvements. Attachment T is copy of the Information Mission Report as well as all correspondence.

- **Development of the Florida Public Transit System Anti-Terrorism Resource Guide:**
October 2001.

CUTR staff prepared this resource guide for Florida's transit systems to assist them in preparing counter- and anti-terrorism programs within their agencies. This guide contains information on federal and state anti-terrorism resources, provides documents to assist transit agencies in developing or enhancing security plans and procedures, and identifies upcoming and continuing training programs and seminars on transit system security and anti-terrorism planning.

A copy of this report is provided in Appendix U.

- **Florida Statewide Technical Assistance and Training Program Brochure**

In an effort to make transit agencies aware of the partnership between the Florida Department of Transportation and the National Center for Transit Research at the Center for Urban Transportation Center, and to give insight to the services provided through the Technical Assistance Program, an in-depth, colorful brochure was developed. The brochure was distributed statewide and is typically available at statewide conferences and meetings.

A copy of this brochure is provided in Appendix V.

NEGOTIATION STRATEGIES in PUBLIC TRANSPORTATION

Class Roster

C

Evaluation Forms

D

IT'S A MATTER OFQUALITY CUSTOMER SERVICE

E

Class Roster

F

Evaluation Forms

G

Copies of Certificates of Completion

H

USING YOUR EMOTIONAL INTELLIGENCE in CONFLICT MGT

I

Class Roster

J

Evaluation Forms

K

Copies of Certificates of Completion

L

LAND THREAT ANALYSIS & INCIDENT MANAGEMENT

M

TECHNOLOGY IN TRANSIT

N

MANAGING TODAY'S TRANSIT EMPLOYEES

TRANSIT BUS SYSTEM SAFETY (FT00533)

P

SCAT

Q

PALM TRAN

R

MIAMI-DADE PARATRANSIT REVIEW

S

PUBLIC TRANSPORTATION - LOCAL OPTION FUEL TAXES

T

VOTRAN

U

FLA PUBLIC TRANSPORTATION ANTI-TERRORISM GUIDE

V

FLA STATEWIDE TECHNICAL ASSISTANCE & TRAINING PROGRAM

W

X

Y

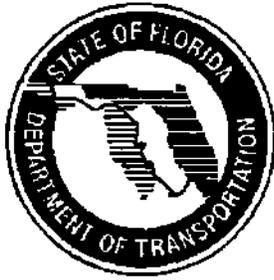
Z





ATTACHMENT A





Negotiation Strategies in Public Transportation: Understanding The Present & Developing Break Through Strategies and Tactics

Florida Statewide Transit Training Program

The Florida Department of Transportation, in cooperation with the National Center for Transportation Research at the Center for Urban Transportation Research and the Florida Transit Association will be sponsoring a two-day negotiation strategies workshop.

This two-day session, taught by Dr. Joseph Cronin of the Marketing Institute, Florida State University will identify challenges and approaches to conducting effective negotiations. The objective is to identify and apply break-through negotiation strategies and tactics for public transportation negotiations.

This course will be held on June 27-28, 2001 from 8:00-4:00 at the Center for Urban Transportation Research at the University of South Florida in Tampa. The workshop is limited to 30 participants so register early.

Registration is \$25 for the workshop. Please provide either check or purchase order made payable to the **Florida Transit Association**. Please mail registration fee along with the attached registration form to Amber Reep:

Florida Transit Association
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375

We have reserved a block of rooms at the Wingate Inn, 3751 E. Fowler Avenue (across from CUTR). The room rate is \$69.00. Specify group code **CUT1** when making reservations to ensure proper rates. Please contact the Wingate Inn at (813) 979-2828.

REGISTRATION INFORMATION

Registration Information: The course fee covers the cost of all course material and breaks. Participants are responsible for their own travel, accommodations, and meals. **Register early to avoid any disappointment, as enrollment is limited to 30 per class.** Directions to the training site will be included with your confirmation materials. This training facility is accessible to those with impairments. Please advise if you require special accommodations.

Refund Policy: Full refunds are possible if cancellation is received at least 14 business days prior to the event. No refunds will be given for cancellations made after June 7, 2001. If you register and are unable to attend, but will be sending a substitute, please advise the training coordinator, Amber Reep @ 813-974-9823 or at e-mail reep@cutr.eng.usf.edu

How to Register:

1. One form per registrant.
2. Please type or print clearly.
3. Send completed registration form and check or purchase order for \$25 to:

Florida Transit Association
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375
ATTN: Amber Reep

4. Registrations will be confirmed by mail.

REGISTRATION FORM

Workshop Title	Location	Dates
----------------	----------	-------

Full First Name	MI	Last
-----------------	----	------

Title/Position

Organization

Address

City	State	Zip Code
------	-------	----------

Business Phone	FAX	E-mail
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Method of Payment

Tuition: 25\$

- Check Enclosed (made payable to the Florida Transit Association - federal identification number 591766032)
- Purchase Order Attached

Type of Agency

- Transit Agency
- MPO
- State DOT
- Consultant
- Other: _____

When Completed, Mail this form and registration fee to:

Florida Transit Association
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375
ATTN: Amber Reep



ATTACHMENT B



Negotiation Strategies in Public Transportation Research

Sign In Sheet- Please Initial Next to your name
June 27-28, 2001

Last	First	Title	Agency	Initial
Brackin	Gregory	Superintendent	Hartline	GBB
Cusak	Hank	Operations Manager	SCAT	
Dorsten	Jim	Finance/HR Office	VOTRAN	
Grieve	Donna	HR Manger	PalmTran	
Lenz	Walter	Division Manager	PSTA	
Loy	Donna	Maintenance Manager	Hartline	
Neal	Steve	General Manager	Suntran	
Penso	Larry	SFEC TMA	TMA	
Robert	Steve	G.M. of Operations	Hartline	
Rossi	William	Assistant County Attorney		
Staes	Lisa	Senior Researcher	CUTR	
Stringer	Thomas	Assistant GM	VOTRAN	
Stutts	Liz	Grant Programs Admn.	FDOT	
Thompson Jr.	Jeffrey	Division Manager	PSTA	
Mercaris	Sohn	Director Dir. OPS	HART	

ck ✓ ✓ ✓ ✓ ✓



ATTACHMENT C



Please take the time to evaluate the training session that you recently attended. You can fax your evaluation form back to CUTR (813) 974-5168

Negotiation Strategies in Public Transportation Evaluation Form
June 27-28, 2001 Center for Urban Transportation Research

DUE DATE

Facility	Excellent	Very Good	Good	Fair Poor	Not Applicable
Geographic location of the course was:			<input checked="" type="checkbox"/>		
Available parking				<input checked="" type="checkbox"/>	
Arrangement of the classroom	<input checked="" type="checkbox"/>				
Temperature of the classroom		<input checked="" type="checkbox"/>			
Quality of food and beverages				<input checked="" type="checkbox"/>	
Sleeping room (if applicable)					<input checked="" type="checkbox"/>
Hotel Staff					<input checked="" type="checkbox"/>

Instructor	Excellent	Very Good	Good	Fair Poor	Not Applicable
Instructor's scope of knowledge			<input checked="" type="checkbox"/>		
Level of instructors abilities			<input checked="" type="checkbox"/>		
Organization of Instructors presentation			<input checked="" type="checkbox"/>		
Appropriateness of handout materials			<input checked="" type="checkbox"/>		
Instructors use of audio and video aids		<input checked="" type="checkbox"/>			
Instructors enthusiasm for subject matter					

General Comments:

Course was on the overview of techniques for negotiation generally but did not meet my expectations of the real intricacies of Transit Labor Negotiations i.e. strategies, pressure points, pattern workup, etc.

Attention: Amber Reep

Please take the time to evaluate the training session that you recently attended. You can fax your evaluation form back to CUJTR (813) 974-5168

Negotiation Strategies in Public Transportation Evaluation Form June 27-28, 2001 Center for Urban Transportation Research

Facility	Excellent	Very Good	Good	Fair/Poor	Not Applicable
Geographic location of the course was:			✓		
Available parking					✓
Arrangement of the classroom		✓	✓		
Temperature of the classroom		✓	✓		
Quality of food and beverages	✓	✓	✓		
Sleeping room (if applicable)	✓				
Hotel Staff	✓				

Instructor	Excellent	Very Good	Good	Fair/Poor	Not Applicable
Instructor's scope of knowledge		✓			
Level of instructors abilities		✓			
Organization of Instructors presentation	✓	✓			
Appropriateness of handout materials	✓				
Instructors use of audio and video aids	✓				
Instructors enthusiasm for subject matter	✓				

General Comments:
 IT WAS A VERY EDUCATIONAL + ENJOYABLE 2 DAYS
 THANKS

Attention: Amber Reep



ATTACHMENT D



It's A Matter Of....Quality Customer Service

The Florida Department of Transportation, in cooperation with the National Center for Transit Research at the Center for Urban Transportation Research and the Florida Public Transit Association will be sponsoring a three-day quality customer service workshop.

This session, offered at the Center for Urban Transportation Research at the University of South Florida on November 7-9, 2001, will address the basic principle behind the phrase, "Quality Customer Service". You will learn to understand what your customers want and expect of your service as well as how to meet those demands. Emphasis will be placed on treating your customers like partners rather than adversaries and designing your service system so it is easy to use.

This workshop will identify many of the criteria required for this culture to be infused into the organization. Some of the topics to be discussed will include:

- § Finding and retaining quality people
- § Knowing customers intimately
- § Focusing work units on customer satisfaction
- § Training and supporting employees
- § Creating easy-to-do-business/delivery systems
- § Involving and empowering employees.

Registration Information

Register early to avoid any disappointment, as enrollment is limited to 20 per class. Directions to the training site will be included with your confirmation materials. Please advise if you require special accommodations for a disability.

Refund Policy: Full refunds are possible if cancellation is received at least 14 days prior to the event. No refunds will be given for cancellations made after October 24, 2001. If you register and are unable to attend, but will be sending a substitute, please advise the training coordinator, Amber Reep, at (813) 974-9823 or reep@cutr.eng.usf.edu.

How to Register: One form per registrant. Please type or print clearly. Registrations will be confirmed by mail. Send completed registration form and check (made payable to the **Florida Transit Association**) or purchase order for \$25 to:

Florida Public Transit Association
ATTN: Amber Reep
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375



Registration Form

Workshop Title	Location	Dates
----------------	----------	-------

Full First Name	M	Last
-----------------	---	------

Title/Position

Organization

Address

City	State	Zip Code
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Business Phone	FAX	E-mail
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Method of Payment

Tuition: \$25

- Check Enclosed (made payable to the Florida Transit Association—federal identification number 591766032)
- Purchase Order Attached

Type of Agency

- Transit Agency
- MPO
- State DOT
- Consultant
- Other: _____

When completed, mail this form and \$25 registration fee to:

Florida Transit Association
ATTN: Amber Reep
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375



ATTACHMENT E



"It's A Matter of.....Quality Customer Service"
Florida Statewide Transit Training Program

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"It's A Matter of.....Quality Customer Service"
Florida Statewide Transit Training Program

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8620 Galen Wilson Boulevard
Port Richey, FL 34668
727.834.3200
727.834.3344 (Fax)

Welcome To
 "IT'S A MATTER OF QUALITY CUSTOMER SERVICE"

NAME	TITLE	TRANSIT LINE
John C. Barton	TRANSIT Director	HARTLINE
JESUS HOPES	SCHEDULE/SUPERVISOR	FLORIDA TRANSPORT
John Higgins	OPERATION SUPERVISOR	SEAT
Charles Schaeffer	OPERATION SUPERVISOR	SEAT
Roger Tillman	SUPERVISOR	RTS
Brian Bobbit	"	"
Talisa Anderson	MARKET COORDINATOR	"
Lorraine Toner	Trans. ops. mgr	FSS
Raul Silva	Ops Mgr	PTC
Melissa L. Krenowalt	SECRETARY II	HARTLINE
Tom Jury	MANUT. MGR.	JTA
EDIE BIRRO	PARATRANSIT OPERATIONS SUP.	VOTVAN
Alvin R. Dugnum	PARATRANSIT	HART
MARLENE YOUNG	TRANSPORTATION MANAGER	ITA
SANDRA GIBAN	PARATRANSIT AIDE	HARTLINE
Eileen Wharfel	Managers Spec. Training	Hills County
HEATHER JACOBS	TRAINING COORD.	Hillsborough County
PEYING ENRILO	ASSISTANT TRAINING MGR	PCAT
PAM YOUNG	SUPERVISOR	PASAD COUNTY
Luigia Schembri	Marketing Rep	Hillsborough
Dick Leavitt	Marketing Supervisor	"
Walter Swenson	Marketing's Rep	" HartLine



ATTACHMENT F



EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable
---	--	---

Please objectively respond to each question in the indicated open box by a rating numeral.

Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		8	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		8	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session? <i>MR. LYRA PRESENTED HIS MATERIALS IN A VERY CONFIDENT WAY. HE WAS WELL PREPARED</i>			

EVALUATION

Rating Method: On a Scale of 1 -10		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Type of Ratings: C = Content A = Applicability I = Instructor			
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		8	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		8	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	Very good program	8	C
2 Will information/skills imparted have some application in your present work assignment?	Some will be useful	8	CIA
3 Will information/skills imparted likely have some application in future benefits for the organization?	Possible	7	CIA
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	Dave: Is a very qualified instructor. He knows his material and has a good way to get everyone involved	10	I
5 Did the instructor/speaker seem well prepared? (Organized)		9	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	Very, Very, Much so	10	IA
7 Was the level of instruction appropriate to your abilities?	yes 100%	10	CIA
8 Was the session content appropriate to your abilities?	yes	8	I
9 If utilized, were training aids (videos, manuals, etc.) effective?	Very effective	10	CIA
10 How can we improve this session? This is a real good program, I just believe you can do much more to improve it. THANKS FOR THE "SARACKS"			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	RELEVANT TO TRANSIT + CUSTOMER SITUATIONS.	10	C
2 Will information/skills imparted have some application in your present work assignment?	VERY HELPFUL + APPROPRIATE	10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?	WILL USE SKILLS LEARNED TO TRAIN OTHERS.	10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	EXCELLENT INSTRUCTOR VERY KNOWLEDGEABLE	10	I
5 Did the instructor/speaker seem well prepared? (Organized)	WELL PREPARED FOR ANY QUESTION OR SITUATION	10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session? A DAY OR TWO LONGER!			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		8	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	GREAT ABILITY Leading Interactive Sessions	8	I
5 Did the instructor/speaker seem well prepared? (Organized)	DEFINITELY	10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	Very much so	10	I/A
7 Was the level of instruction appropriate to your abilities?		8	C/A
8 Was the session content appropriate to your abilities?		8	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		8	C/I
10 How can we improve this session?	NOT RUN OUT OF COFFEE		

EVALUATION

Rating Method: On a Scale of 1 -10		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Type of Ratings: C = Content A = Applicability I = Instructor			
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	<i>THIS SESSION WAS EXCELLENT. ALL MATERIALS PRESENTED WERE GOOD.</i>	10	C
2 Will information/skills imparted have some application in your present work assignment?	<i>THIS INFORMATION WILL INCREASE MY ABILITY TO PERFORM AT A HIGHER LEVEL WITH MY EMPLOYERS</i>	8	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?	<i>YES IT WILL IMPROVE OUR CUSTOMER SERVICE SKILLS AND ALLOW US TO BETTER SERVE OUR PUBLIC.</i>	8	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>DAVE'S DELIVERY WAS EXCELLENT.</i>	10	I
5 Did the instructor/speaker seem well prepared? (Organized)	<i>DAVE WAS WELL ORGANIZED IN HIS PRESENTATION AND MATERIALS PRESENTED. HE KEPT THE CLASS ATTENTION THROUGHOUT THE SESSION</i>	10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	<i>VERY GOOD</i>	10	I/A
7 Was the level of instruction appropriate to your abilities?	<i>VERY GOOD</i>	10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		8	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	<i>Great workshop. Wish everyone could attend at some point</i>	10	C
2 Will information/skills imparted have some application in your present work assignment?	<i>all apply.</i>	10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?	<i>All of them.</i>	10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>Best I have seen seen.</i>	10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?	<i>Not applicable - Best course I have attended. EM.</i>		

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?	Absolutely!	10/10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?	Hopefully	10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	He was able to get <u>everyone</u> involved.	10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session? When I was signed up for the class, I had hoped a few I didn't want, nor did I have time, to attend. My director stated, "if after the 1st day you don't find the session informative, don't go Thursday or Friday." I showed up Thursday & Friday.			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		9	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		9.5	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		8	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		8	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	ENJOYED THE INTERACTION w/ my GROUP	10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		8	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	Excellent ^{in public service} Everyone should take this session	10	C
2 Will information/skills imparted have some application in your present work assignment?	Yes, especially in Paratransit Service	10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?	Yes	10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	Outstanding	10	I
5 Did the instructor/speaker seem well prepared? (Organized)	Very well organized	10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	Excellent	10	I/A
7 Was the level of instruction appropriate to your abilities?	Yes	10	C/A
8 Was the session content appropriate to your abilities?	Yes, especially group interaction	10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?	very effective	10	C/I
10 How can we improve this session?	Nothing keep up the Excellent work!		

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		9	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		9	C/A
8 Was the session content appropriate to your abilities?		9	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session? <div style="font-family: cursive; font-size: 1.2em; padding-left: 20px;"> Perform a flip session + break up material into single or half day sessions </div>			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?	<i>I feel that Dave did a great job, he seems to be very well informed.</i>		

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I A
5 Did the instructor/speaker seem well prepared? (Organized)	yes	10	I A
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I A
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?		10	

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable		
Please objectively respond to each question in the indicated open box by a rating numeral.				
Question	Comments	Rating	Type	
1 Overall, how do you rate the content of this session?	THE INFORMATION IN THIS COURSE IS VERY GOOD	8	C	8
2 Will information/skills imparted have some application in your present work assignment?	THE SKILLS I HAVE PICK UP IN THIS COURSE WILL HELP ME WITH CUSTOMER PROBLEMS	8	CIA	8
3 Will information/skills imparted likely have some application in future benefits for the organization?	THIS WILL HELP ME MAXIMIZE MY CUSTOMER SERVICE skills	8	CIA	8
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	MR CYRA IS A POLISHED AND CONFIDENT SPEAKER WITH THE ABILITY + KNOWLEDGE TO DELIVER INFORMATION	10	I	10
5 Did the instructor/speaker seem well prepared? (Organized)	MR CYRA WAS WELL PREPARED FOR THIS SUBJECT AND PRESENTED IT WELL	10	I	10
6 Did the instructor/speaker project enthusiasm for the subject presented?	MR CYRA PROJECTS SELF-CONFIDENCE AUTHORITY KNOWLEDGE, AND ENTHUSIASM	10	IA	10
7 Was the level of instruction appropriate to your abilities?	THE INSTRUCTION WAS PRESENTED ON THE APPROPRIATE LEVEL.	8	CIA	8
8 Was the session content appropriate to your abilities?	THE CONTENT OF THIS COURSE WAS ON THE APPROPRIATE LEVEL	8	I	8
9 If utilized, were training aids (videos, manuals, etc.) effective?	THE BOOKS AND TRAINING AIDS FOR THIS COURSE ARE USER FRIENDLY	9	CIA	8
10 How can we improve this session?				

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	CIA
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	CIA
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	CIA
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	CIA
10 How can we improve this session? <i>I thought it was excellent. The only aspect that could be improved in the room - it did not facilitate break-out groups.</i>			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>EXCELLENT + ENTERTAINING</i>	10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		8	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		9	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		9	C/A
8 Was the session content appropriate to your abilities?		9	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I
10 How can we improve this session?			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable
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Please objectively respond to each question in the indicated open box by a rating numeral.

Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10 How can we improve this session?

I don't think improvement is necessary

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?	<i>It was worth coming, just a pick Don's brain.</i>	<i>10</i>	C
2 Will information/skills imparted have some application in your present work assignment?		<i>8/8</i>	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		<i>8/8</i>	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>Don is <u>so</u> knowledgeable and has a great sense of humor.</i>	<i>10</i>	I
5 Did the instructor/speaker seem well prepared? (Organized)	<i>always!</i>	<i>10</i>	I
6 Did the instructor/speaker project enthusiasm for the subject presented?	<i>always!</i>	<i>10</i>	I/A
7 Was the level of instruction appropriate to your abilities?		<i>10/10</i>	C/A
8 Was the session content appropriate to your abilities?		<i>10</i>	I
9 If utilized, were training aids (videos, manuals, etc.) effective?		<i>8/8</i>	C/I
10 How can we improve this session? <i>Can't</i> <i>Don is always a treat - he's knowledgeable, personable and an expert. The only</i> <i>time I've been a guest from I have asked that he could not address!</i>			

EVALUATION

Rating Method: On a Scale of 1 -10 Type of Ratings: C = Content A = Applicability I = Instructor		Rating Examples: 1 = "No" or "Poor" 3 = "Weak" 5 = "Average" or "Fair" 8 = "Good" 10 = "Yes" or "Excellent" N/A = Not Applicable	
Please objectively respond to each question in the indicated open box by a rating numeral.			
Question	Comments	Rating	Type
1 Overall, how do you rate the content of this session?		10	C
2 Will information/skills imparted have some application in your present work assignment?		10	C/A
3 Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4 Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
5 Did the instructor/speaker seem well prepared? (Organized)		10	I
6 Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7 Was the level of instruction appropriate to your abilities?		10	C/A
8 Was the session content appropriate to your abilities?		10	I
9 If utilized, were training aids (videos, manuals, etc.) effective?	<i>Appear videos!</i>	10	C/I
10 How can we improve this session?			



ATTACHMENT G

*THIS SECTION CONTAINS COPIES OF THE CERTIFICATES OF COMPLETION ISSUED TO THE PARTICIPANTS OF THE "IT'S A MATTER OF . . . QUALITY CUSTOMER SERVICE" WORKSHOP, NOVEMBER 9, 2001. CONSULT HARD COPY OF REPORT FOR CONTENTS.





ATTACHMENT H



Using Your Emotional Intelligence In Conflict Management

The Florida Department of Transportation, in cooperation with the National Center for Transit Research at the Center for Urban Transportation Research will be sponsoring a two-day conflict management workshop.

In today's transit environment it is not enough to know how to do your job or even to be a very intelligent person. People who are not emotionally smart waste time on personality conflicts and complaining. They lose self-control when faced with tense and stressful situations. "Unsmart" people undermine their own and other's performance and work satisfaction.

This two-day session, taught by Dave Cyra, is all about learning how to manage ourselves through self-awareness, self-regulation and motivation. In addition, we will review those skills that give us social competence—namely, empathy—and groom the individual to be adept at evoking desirable responses in others, especially in conflicting situations. Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work.

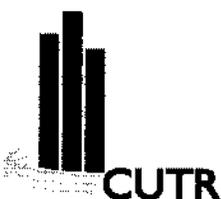
This course will be held on December 4-5, 2001, at the Dr. Blaise F. Alfano Banquet & Conference Center, 11606 Malcolm McKinley Drive, Tampa, Florida. The workshop is limited to 20 participants, so register early.

Registration Information

Participants are responsible for their own travel, accommodations, and meals. A block of rooms have been reserved at the Wingate Inn, 3751 E. Fowler Avenue, Tampa Florida. The rate is \$69.00 a night, please ask for group code "CUT5" when making reservations. **Register early to avoid any disappointment, as enrollment is limited to 20 per class.** Directions to the training site will be included with your confirmation materials. Please advise if you require special accommodations.

How to Register: One form per registrant. Please type or print clearly. Registrations will be confirmed by mail.

Center for Urban Transportation Research
ATT: Amber Reep
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375



Registration Form

Using Your Emotional Intelligence in Conflict Mgt.	Tampa	Dec. 4-5, 2001
Workshop Title	Location	Dates

Full First Name	M	Last
-----------------	---	------

Title/Position

Organization

Address

City	State	Zip Code
------	-------	----------

Business Phone	FAX	E-mail
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Type of Agency

- Transit Agency
- MPO
- State DOT
- Consultant
- Other:

** There is no registration fee for this class.

When completed, mail this form to:

Center for Urban Transportation Research
ATT: Amber Reep
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375



ATTACHMENT I



“Using Your Emotional Intelligence In Conflict Management”
Florida Statewide Transit Training Program

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"Using Your Emotional Intelligence In Conflict Management"
 Florida Statewide Transit Training Program

NAME	TITLE	COMPANY
John Hair	Dispatch Supervisor	Hartline
Sylvester A. Samuels	Dispatch supervisor	Hartline
LEONARD J SWERTFONG	Dispatch Supervisor	Hartline
OSCAR MCDANIELS	Dispatch Supervisor	Hartline
LLOYD C Black Jr,	Dispatch Supervisor	Hartline
FRANK A. GODY	ROAD SUPERVISOR	HARTLINE
Miguel Acevedo	Transit Operations Analyst	Hartline
Avery L. Summers	TRAINING AND DEVELOPMENT DIRECTOR	SON-TRAVEL
DEBBIE THATCHER	TRAINING AND DEVELOPMENT DIRECTOR	SON-TRAVEL
WILLMYER	OPERATIONS MANAGER	NOTRAN
SANDRA T. SLOAN	PARATRANSIT AIDE	HARTLINE
Steve Kidd	PARATRANSIT Supervisor	BCT
Molly Buffington	Project Assistant	CUTR
Bonnie Curry	Para Transit Supervisor	Polk County Transit.
Edgar Martinez	Program Manager, Specialized Transportation	Hillsborough County
Georgy Raskin	TRAINING SUPERVISOR	HARTLINE



ATTACHMENT J



Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?	<i>Good</i>	5	C
2. Will information/skills imparted have some application in your present work assignment?	<i>Yes</i>	5	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?	<i>no</i>	3	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>Good</i>	7	I
Did the instructor/speaker seem well prepared? (Organized)	<i>Yes</i>	6	I
6. Did the instructor/speaker project enthusiasm for the subject presented?	<i>Yes</i>	7	I/A
7. Was the level of instruction appropriate to your abilities?	<i>Yes</i>	6	C/A
8. Was the session content appropriate to your abilities?	<i>Yes</i>	7	I
9. If utilized, were training aids (videos, manuals, etc.) effective?	<i>Seemed dated</i>	4	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION	Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		8	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		8	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		8	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION	Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable
	Type of Ratings: C = Content A = Applicability I = Instructor		

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?	<i>Great</i>	<i>10</i>	<i>C</i>
2. Will information/skills imparted have some application in your present work assignment?	<i>all the time.</i>	<i>10</i>	<i>C/A</i>
3. Will information/skills imparted likely have some application in future benefits for the organization?	<i>Will pass on to employees.</i>	<i>10</i>	<i>C/A</i>
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)	<i>Best</i>	<i>10</i>	<i>I</i>
Did the instructor/speaker seem well prepared? (Organized)	<i>Very well.</i>	<i>10</i>	<i>I</i>
6. Did the instructor/speaker project enthusiasm for the subject presented?		<i>10</i>	<i>I/A</i>
7. Was the level of instruction appropriate to your abilities?	<i>Definitely</i>	<i>10</i>	<i>C/A</i>
8. Was the session content appropriate to your abilities?	<i>Definitely</i>	<i>10</i>	<i>I</i>
9. If utilized, were training aids (videos, manuals, etc.) effective?		<i>10</i>	<i>C/I</i>

10. How can we improve this session?

Available more often so we can send employees.

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		8	C
2. Will information/skills imparted have some application in your present work assignment?		8	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		7	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		9	C/A
8. Was the session content appropriate to your abilities?		9	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		9	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		8	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		9	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		9	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		9	I/A
7. Was the level of instruction appropriate to your abilities?		5	C/A
8. Was the session content appropriate to your abilities?		8	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		8	C/I

10. How can we improve this session?

Update the video.

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION	Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

None, Presentation was Excellent-

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION	Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		8	C
2. Will information/skills imparted have some application in your present work assignment?		6	CIA
3. Will information/skills imparted likely have some application in future benefits for the organization?		6	CIA
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		7	I
Did the instructor/speaker seem well prepared? (Organized)		6	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		8	IIA
7. Was the level of instruction appropriate to your abilities?		7	CIA
8. Was the session content appropriate to your abilities?		6	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		7	CI

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

Make a little slower But it was helpful.

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION		Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		10	C
2. Will information/skills imparted have some application in your present work assignment?		8	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		8	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		10	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		10	C/I

10. How can we improve this session?

A long sleeve shirt with sleeves rolled up appears more professional

Rating Method: On a Scale of 1-10 Type of Ratings: C = Content A = Applicability I = Instructor	EVALUATION	Rating Examples: 1 = "No" or "Poor" 10 = "Yes" or "Excellent" 5 = "Average" or "Fair" 8 = "Good" 3 = "Weak" N/A = Not Applicable

Please Objectively Respond to Each Question in the Indicated Open Box by a Rating Numeral

Question	Comments	Rating	Type
1. Overall, how do you rate the content of this session?		9	C
2. Will information/skills imparted have some application in your present work assignment?		10	C/A
3. Will information/skills imparted likely have some application in future benefits for the organization?		10	C/A
4. Overall, how do you rate the session instructor/speaker's delivery? (Technique)		9	I
Did the instructor/speaker seem well prepared? (Organized)		10	I
6. Did the instructor/speaker project enthusiasm for the subject presented?		10	I/A
7. Was the level of instruction appropriate to your abilities?		10	C/A
8. Was the session content appropriate to your abilities?		10	I
9. If utilized, were training aids (videos, manuals, etc.) effective?		9	C/I

10. How can we improve this session?



ATTACHMENT K

*THIS SECTION CONTAINS COPIES OF THE CERTIFICATES OF COMPLETION ISSUED TO THE PARTICIPANTS OF THE "IT'S A MATTER OF . . . QUALITY CUSTOMER SERVICE" WORKSHOP, NOVEMBER 9, 2001. CONSULT HARD COPY OF REPORT FOR CONTENTS.





ATTACHMENT L



LAND TRANSIT THREAT ANALYSIS AND INCIDENT MANAGEMENT

The Florida Department of Transportation in cooperation with the National Center for Transit Research at the Center for Urban Transportation Research will be hosting a Land Transit Threat Analysis and Incident Management class **January 8-11, 2002**.

Program Overview

Preparation is a property's best defense against threat. This program will cover current issues and developing trends; and present options for the emergency planner and manager to consider when handling assets, property and equipment sites. Case studies and practical activities will be incorporated to allow participants the advantage of proactively developing action plans before an actual event. This four-day program, taught by FRM Associates, is targeted for contingency planners, crisis/consequence managers, safety officers, transit property supervisors and managers. The program will cover both conceptual aspects and practical applications of theory through practical exercises given on the final day of training.

Topics Covered

- Threat Overview and Contemporary Terrorism
- Violence Against Land Transportation-A Historical Perspective
- Bomb Threat Planning Recognition and Response
- WMD Awareness and Response
- Pre-Incident Indicator Awareness
- Transit System Vulnerability Assessment
- Special Events and Emergency Contingency Planning
- Media Relations

To Register: Please fill out the attached registration form and mail it and a \$25.00 (made payable to the Florida Public Transportation Association) to:

Center for Urban Transportation Research
University of South Florida
Attention: Amber Reep
4202 E. Fowler Ave-CUT 100
Tampa, Florida 33620

For additional information please contact Amber Reep at (813) 974-9823

Registration Form

LAND TRANSIT THREAT ANALYSIS AND INCIDENT MGT, Tampa, January 8-11,2002

Workshop Title

Location

Dates

Full First Name

MI

Last

Title/Position

Organization

Address

City

State

Zip Code

Business Phone

FAX

E-mail

Type of Agency

- Transit Agency
- MPO
- State DOT
- Consultant
- Other:

When completed, mail this form and \$25.00 registration fee to: (Checks made payable to Florida Public Transportation Association).

Center for Urban Transportation Research
ATT: Amber Reep
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375



ATTACHMENT M



TECHNOLOGY IN TRANSIT

The Florida Department of Transportation, in cooperation with the National Center for Transit Research at the Center for Urban Transportation Research and the Florida Public Transit Association will be sponsoring a two-day quality technology in transit workshop. This session, will be offered at the Center for Urban Transportation Research at the University of South Florida on February 12 & 13, 2002.

Class Information

Transit systems in the United States today have access to more and more sophisticated technologies to assist them in the management of transit services. These technologies come in the form of computer systems designed to maintain and track data about operations to vehicle location systems which utilize satellites to mobile computer options and commutations technologies which take advantage cellular and radio commutations. Small and medium sized transit systems have few staff on hand who understand technology and therefore must rely on salespeople and vendor staff the to select technologies, procure them and implement them. This places managers at a distinct disadvantage in the procurement process. Often large sums of money are spent by transit staff on technologies the not yet perfected, from vendors who do not have the ability to make them work

This session program is designed to give managers an overview of the technologies available to them in transit, to assist them in evaluating what technologies would assist them in managing their enterprise, to help them evaluate the cost benefits of implementing the selected technologies, and guide them through the procurement and implementation processes. We will provide information so the manager will have an understanding of the issues to make an informed decision about what technologies will benefit his/her agency, how to procure those technologies, and how to implement those technologies..

Registration Information

Register early to avoid any disappointment, as enrollment is limited to 30 per class. Directions to the training site will be included with your confirmation materials. Please advise if you require special accommodations for a disability.

Refund Policy: Full refunds are possible if cancellation is received at least 14 days prior to the event. No refunds will be given for cancellations made after January 29, 2002. If you register and are unable to attend, but will be sending a substitute, please advise the training coordinator, Amber Reep, at (813) 974-9823 or reep@cutr.eng.usf.edu.

How to Register: One form per registrant. Please type or print clearly. Registrations will be confirmed by mail. Send completed registration form and check (made payable to the **Florida Transit Association**) or purchase order for \$25 to:

Florida Public Transit Association
ATTN: Amber Reep
c/o Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa, Florida 33620-5375





ATTACHMENT N



MANAGING TODAY'S EMPLOYEES IN A CHANGING ENVIRONMENT

The Florida Public Transit Association, in cooperation with Center for Urban Transportation Research and the Florida Department of Transportation will be sponsoring an four-hour management workshop at the FPTA/CUTR Professional Development Workshop June 10-12, 2002.

This **four-hour** session, offered at the Embassy Suites at the University of South Florida on June 12, 2002, will cover a trilogy of management training in three parts; Part One reviews the text "The Xers and the Boomers, From Adversaries to Allies - A Diplomat's Guide". In this first part we intend to study the role of a diplomat in working with the generations, helping them understand each other, getting them to communicate better, negotiating differences, resolving conflicts, and suggesting ways that they may better work together. The skills we hope to develop involve a better knowledge of different cultures, empathy, creativity, problem solving, rapport-building, listening, analyzing, and negotiating. With active participation, the attendees should be in a better position to view personnel problems with a new perspective. They should also be ready to negotiate solutions in their transit properties with those who report to them, those they report to, and their peers. With some practice they can become skilled in handling affairs without arousing hostility.

In Part Two, "Some Managerial Guides For Improved Job Performance", the facilitator will review six subjects that can serve as guides in any transit property. These subjects include:

- § Vision Driven and Values Guided;
- § Job Selection;
- § Job Analysis;
- § Personal Performance Contract;
- § Performance Gaps; and
- § Manage with Flexibility.

With very little study, the attendees will be able to take these guides and apply them in their own transit work environment. If information is power, this brief section is very powerful medicine for the ills that plague our transit work forces.

In Part Three, "managing Change", the workshop discusses how the pace of change is accelerating and how the demographic makeup of the workforce bears little resemblance to that of twenty years ago. The relationship between transit employees and their organizations is changing from one based on a long-term agreement to one that acknowledges the temporary nature of most transit liaisons. In the workshop the attendees will be instructed in how to make change work for them by simply facing the facts—to learn to accept the world as it is—

and then to look for ways to make reality serve them. The workshop is designed to help the attendee not only survive, but to thrive on ongoing change. In conclusion, the components of a change transition will be explored. This transition comprises of a preparation stage for oneself; the acceptance stage that includes initiation and support; and the commitment stage dealing with implementation and institutionalizing.

"Change is the only constant". The Greek philosopher, Heraclitus, made this comment 2,500 years ago. Change is the most pervasive influence within today's transit workplace. Profound changes are shaking up our lives and the way we provide transit service. Are you prepared?

Registration Information

Indicate on your FPTA/CUTR Registration forms that you would like to attend this class. Register early to avoid any disappointment, as enrollment is limited to 20 per class. Several weeks before the conference you will receive confirmation by mail.

Cancellation Policy: Since this course is limited to only 20 participation, if you register and don't attend others will have missed an excellent learning opportunity. If you register and are unable to attend, but will be sending a substitute, please advise the training coordinator, Amber Reep, at (813) 974-9823 or reep@cutr.eng.usf.edu.



ATTACHMENT ○



Transit Bus System Safety (FT 00533)

The Transportation Safety Institute (TSI) in cooperation with the Florida Department of Transportation and the Center for Urban Transportation Research will be hosting a Transit Bus System Safety (FT 00533) workshop in Tampa on August 5-9, 2002. This is a new TSI class and we are excited to be hosting it in Florida.

Course Description: This course presents a formalized, standardized approach to bus system safety concepts and program plans. Participants will receive instruction and guidance in developing and implementing a transit bus System Safety Program Plan which is critical to bus system safety.

Course Objective: Best practices in prevention of passenger incidents and vehicle collisions; Behavioral safety concepts; Safety awareness and management; Safety audits and checklists; Operator selection and employee training; Collision data tracking and trend analysis; Hazard analysis and resolution; Facility design; Routing and scheduling; Vehicle design, technology, selection, and maintenance; Facility operations security; Role in transit bus system safety: employees and management; Maintaining program effectiveness.

Registration Information

The course fee covers the cost of all course material and breaks. Participants are responsible for their own travel, accommodations, and meals. **Register early to avoid any disappointment, as enrollment is limited to 20 per class.** Directions to the training site will be included with your confirmation materials. Please advise if you require special accommodations for a disability.

How to Register: To register for this course, mail your registration form (attached) with the appropriate materials fee (\$45) to Amber Reep, Center for Urban Transportation Research, USF, 4202 E. Fowler Ave., Tampa, Florida 33620. Check or money orders must be payable to **TSI Transit Safety & Security Division**. Your materials fee may also be processed with Visa or Mastercard. Registration will not be accepted by telephone.





ATTACHMENT P





Memorandum

Date: June 29, 2001
To: Liz Stutts, Grant Programs Administrator
From: Lisa Staes, Program Director *Lisa*
Copy: Amber Reep, Program Manager
RE: Sarasota County Area Transit Technical Assistance
Summary

*Revised
per Liz:
6/29.*

On May 15, 2001, CUTR staff members Joel Volinski, Bill Morris, and Lisa Staes traveled to Sarasota County Area Transit (SCAT) in response to a technical assistance request. SCAT staff members in attendance included Jay Goodwill, George Kuyper, Hank Cusak, Janet Wigman, Beverly Kent and Phil Leiberman.

SCAT will be instituting new transit service on or about August 1, 2001. Specifically, they are considering a commuter feeder bus service in the Venice area along US 41. They asked CUTR to discuss with them how similar services have been implemented elsewhere as well as identify any alternatives which may exist.

Currently, SCAT has three cutaway type vehicles available, one funded by FDOT, one by Sarasota County, and one funded by the Venice Foundation. The City of Venice and the Venice Foundation will be providing approximately \$100,000 per year for the first two years of the project to assist with the operation of the route(s).

SCAT and CUTR staff discussed a number of service options for the new route, considering the strengths and weaknesses of each option. The options discussed included the following:

- Fixed Route Service with Flexibility (fixed route spine with circulators);
- Two buses with Route Deviation;
- Point Deviation; and
- Route Deviation.

The following weaknesses were identified for the Fixed Route Service with Flexibility scenario:

1. Increased demand potential
2. Forced transfers

The following strengths were identified for the Fixed Route Service with Flexibility scenario:

1. Better use of assets
2. Guaranteed destinations
3. Spontaneous travel in fixed corridor
4. Maintains customer base
5. Convenient travel time
6. Reduced dispatching effort needed
7. Good mix for ADA/fixed route, may lend to good transition

The following weaknesses were identified for the Two Buses with Route Deviation scenario:

1. Few attractors/destinations on east side
2. Longer headways
3. Some trips will not go well
4. Limits points of deviation served
5. More confusing for dispatching.

The following strengths were identified for the Two Buses with Route Deviation scenario:

1. More predictable
2. Permits reservations
3. Timed connections for east to west travel
4. You have all the fixed route advantages.

The following weaknesses were identified for the Route Deviation option:

1. No control over return trip
2. Limited opportunities for customers
3. Potential for idle time if requests are low.

The following strengths were identified for the Route Deviation option:

1. Reliability/schedule confidence for customers
2. Less need for customized scheduling

The following weaknesses were identified for the Point Deviation option:

1. Forced additional transfers for some customers
2. Requires passengers between points to call in
3. May result in overload
4. Dispatching and scheduling heavily taxed
5. Leaves no room for dwell time.

The following strengths were identified for the Point Deviation option:

1. Improved coverage
2. Maximum flexibility

It was concluded that SCAT should design a north/south fixed route with two circulators (fixed/flexed option), one vehicle covering the northern portion of the fixed route area and one vehicle covering the southern area of the fixed route. Items remaining for discussion/determination include how the actual deviation will occur, how dwell time will be handled, how same day service calls will be accommodated, what training will be provided to dispatchers, and the relative impacts to the Transportation Disadvantaged system. SCAT staff will address these issues.

It was suggested that an evaluation of the route be done at the end of the first year of operation.

5:30

Reep, Amber
From: Staes, Lisa
Sent: Monday, April 30, 2001 8:50 AM
To: Volinski, Joel
Cc: Hinebaugh, Dennis; Reep, Amber
Subject: Technical Assistance Request

Joel:

I received a call from Janet Wagman at Sarasota County Area Transit (SCAT) requesting technical assistance. SCAT is going to be implementing "commuter feeder bus" services in July in Venice and would like to sit with us and discuss how similar services have been implemented elsewhere, considerations that need to be made, issues, etc. This might be a great opportunity to take the Tech. Assist. program on the road, as we had planned, meeting with Jay on general issues as well. She was hoping we could meet with them within the next couple of weeks.

Any thoughts?

Lisa

Reep, Amber

From: Staes, Lisa
Sent: Monday, April 30, 2001 9:35 AM
To: Hinebaugh, Dennis
Subject: FW: Technical Assistance Request

Dennis:

Can we schedule a trip to Sarasota County for either the 14th or 15th of May? Who would you suggest go along??

Lisa

-----Original Message-----

From: Volinski, Joel
Sent: Monday, April 30, 2001 9:33 AM
To: Staes, Lisa
Cc: Hinebaugh, Dennis
Subject: RE: Technical Assistance Request

Sounds like a good project and a good opportunity. I am absolutely booked through May 11th, but I could make it May 14th or 15th. We need to get some transit folks involved....the ones that come to mind are Dennis, Jennifer, Bill, and maybe Chris as people with familiarity with transit and with Sarasota. Please discuss with Dennis as well to see his availability and to get his thoughts.

Joel Volinski, Director
National Center for Transit Research at CUTR
University of South Florida - CUT 100
4202 E. Fowler Avenue
Tampa, FL 33620-5375

Phone: 813-974-9847
Fax: 813-974-5168
email: volinski@cutr.eng.usf.edu

-----Original Message-----

From: Staes, Lisa
Sent: Monday, April 30, 2001 8:50 AM
To: Volinski, Joel
Cc: Hinebaugh, Dennis; Reep, Amber
Subject: Technical Assistance Request

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Any thoughts?

Lisa



ATTACHMENT Q



**Research Support for Palm Beach County:
Assessment of Organizational Structure and Functions**

Palm Beach County Citizens Advisory Board Committee for transit has established a Governance Subcommittee to explore alternative structures or other changes that may enable the PalmTran to be more responsive to passenger needs and operate more efficiently.

CUTR will assist in this effort by reviewing the existing structure, developing an understanding of shortcomings that exist today, and identifying alternatives and their implications.

The current expectations of activities include the following but will be updated after an onsite visit in May.

- Survey the body of literature on transit organizational structures
- Meet with the committee and staff on May 24 in Palm Beach
- Refine problem statement and issues
- Review the body of literature on transit organizational structures
- Develop possible strategies for Palm Beach
- Explore options with staff
- Present options to Subcommittee

Research Support					
Category	Hours	Direct Labor Cost	Travel, Expenses	Indirect at 5%	Total
Survey the body of literature on transit organizational structures	16	\$856			\$856
Meet with the committee and staff on May 24 in Palm Beach	8	\$428	\$350		\$778
Refine problem statement and issues	8	\$428			\$428
Review the body of literature on transit organizational structures	40	\$2,140			\$2,140
Develop possible strategies for Palm Beach	16	\$856			\$856
Explore options with staff	8	\$428	\$350		\$778
Present options to Subcommittee	8	\$428	\$350		\$778
Total	104	\$5,564	\$1,050	\$331	\$6,945

The project cost estimate is based on an indirect rate of 5% for FDOT work.

Reep, Amber
From: Staes, Lisa
Sent: Monday, April 30, 2001 9:49 AM
To: 'elizabeth.stutts@dot.state.fl.us'
Cc: Reep, Amber
Subject: FW: Palm Tran Citizens Advisory Board- Governance Subcommittee

Hi Liz:

This is a technical assistance request from Perry. We'll be meeting this afternoon to discuss. As Perry mentioned, this will probably include 3 meetings in West Palm Beach and preparation time. We'll know more about what kinds of "preparation" will need to be made after further discussion with Perry.

Also wanted to let you know we received a tech assistance request from SCAT (Sarasota). They will be implementing a new commuter feeder bus service in Venice in July. They'd like to discuss how others have done this (or something similar); any issues they need to consider; our thoughts on how to implement; etc. I think Joel would do a great job on this one. We'll probably also send one of the folks who worked on their TDP. Tentative dates for this meeting with SCAT is either 5/14 or 5/15.

Lisa

-----Original Message-----

From: Volinski, Joel
Sent: Monday, April 30, 2001 9:38 AM
To: Staes, Lisa; Hinebaugh, Dennis; Polzin, Steve
Subject: FW: Palm Tran Citizens Advisory Board- Governance Subcommittee

Perhaps we could get together sometime today and talk this over a little? Is 3:30 pm possible for everyone?

Joel Volinski, Director
National Center for Transit Research at CUTR
University of South Florida - CUT 100
4202 E. Fowler Avenue
Tampa, FL 33620-5375

Phone: 813-974-9847
Fax: 813-974-5168
email: volinski@cutr.eng.usf.edu

-----Original Message-----

From: Perry Maul [mailto:PMAULL@co.palm-beach.fl.us]
Sent: Thursday, April 26, 2001 2:59 PM
To: gregg@cutr.eng.usf.edu; volinski@cutr.eng.usf.edu
Subject: Palm Tran Citizens Advisory Board- Governance Subcommittee

Joel and Rob, our CAB has established a Governance Subcommittee to look at how transit is governed in Palm Beach County. The subcommittee is chaired by Sid Dinerstein who is also the vice-chair of the CAB.

They met this afternoon and want to discuss at their next meeting on May 24 at 1:30 PM the functions and potential structures that could be used to improve the governance of transit in PBC.

They will then take report to the full CAB in either June or July for endorsement. We have been given time in front of the BCC on August 28th to present recommendations.

I would like to request CUTR's assistance under the FDOT short term technical assistance program to help us shape some alternatives for their consideration. This might require 3 day meetings here and some hours of preparation. I will send you some more thoughts in a bit, but just wanted you to get this in the hopper. Thanks.

Reep, Amber

From: Staes, Lisa
Sent: Wednesday, May 23, 2001 2:03 PM
To: Reep, Amber
Subject: FW: Palm Beach task

-----Original Message-----

From: Polzin, Steve
Sent: Friday, May 18, 2001 9:55 AM
To: Staes, Lisa
Cc: Volinski, Joel
Subject: Palm Beach task

The attached is the current thinking re the palm beach technical support task. I will let you know more next week after I visit with them.

Let me know any other program requirements such as progress reporting or deliverables, caps on spending etc.



alm Beach Technical
Support.wp...

Reep, Amber

From: Staes, Lisa
Sent: Wednesday, May 23, 2001 2:04 PM
To: Reep, Amber
Subject: FW: Palm Beach task

-----Original Message-----

From: Staes, Lisa
Sent: Tuesday, May 22, 2001 10:10 AM
To: 'elizabeth.stutts@dot.state.fl.us'
Subject: FW: Palm Beach task

Liz:

Here's the scope for the Palm Tran project. Steve Polzin will be handling this assignment personally - that's why the time is expensive. He is the most appropriate do to his involvement with TRB and APTA committees looking at transit agency boards (+ he is a transit agency board member). I think he will lend a great deal of professionalism and expertise to this assignment. His first meeting is this Thursday, May 24.

Lisa

-----Original Message-----

From: Polzin, Steve
Sent: Friday, May 18, 2001 9:55 AM
To: Staes, Lisa
Cc: Volinski, Joel
Subject: Palm Beach task

The attached is the current thinking re the palm beach technical support task. I will let you know more next week after I visit with them.

Let me know any other program requirements such as progress reporting or deliverables, caps on spending etc.



alm Beach Technical
Support.wp...



ATTACHMENT R



Miami-Dade Paratransit Review

Statewide Technical Assistance Program

In June 2000, Intellitran, the primary broker of services for MDT ADA complementary paratransit services, informed the transit agency that their company was no longer interested in being the paratransit broker for the region. Intellitran requested a transition that would end their contract with MDT by April 2002. Intellitran has six providers under contract to operate trips for them and, as an interim solution, Intellitran wished to assign the obligations of their contract over to a consortium company that was formed by the six contract providers. This action would enable the six providers to take over the brokerage responsibilities. In its letter to the MDT Board (the Miami-Dade Board of County Commissioners), Intellitran informed the County that this action was mandatory - either the obligations were to be assigned to the consortium or Intellitran would simply cancel the contract outright.

In July, MDT contracted with Trapeze to conduct an on-site assessment of the paratransit operation. The site visit was scheduled for the week of July 16-20, and MDT requested that CUTR participate in the site visit. Bill Morris and Jennifer Hardin were the CUTR faculty who participated. During that week, interviews were scheduled with the following:

- MDT paratransit management personnel
- Reservations
- Information Technology
- Intellitran management and staff
- Transportation providers

During the site visit, CUTR attempted to provide assistance to Trapeze in interpreting interviewees when they spoke of matters that are intrinsic to the Florida coordinated transportation program (the Trapeze representative was from Canada). CUTR also provided much assistance to the Information Technology personnel of MDT who were charged with recommending new models of service delivery to MDT executive management. This posed quite a challenge as the IT staff had to learn about paratransit in its entirety, which is a feat even for paratransit professionals in the field!

Also, during the site visit CUTR noted a huge risk inherent in the interim measures proposed by Intellitran to allow the consortium of transportation providers to take over the brokerage function. Specifically, MDT was going to place control of the client/trip database, which contains client names, addresses, phone numbers, pick-up and drop-off times and locations, and other essential information, in the hands of the providers. CUTR cautioned MDT management that, in the future, if MDT chose to transition the system to a new management structure, it would be in the interest of the providers not to surrender the database, which would mean the loss of their business. Therefore, CUTR strongly urged MDT executive management to modify their contract with the consortium to expressly state that MDT is the exclusive owner of the database, that MDT must be

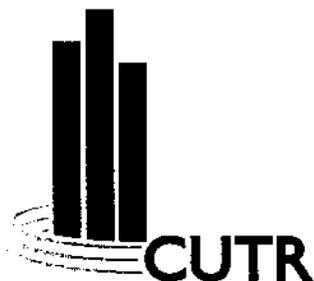
allowed to conduct periodic back-ups, and that the consortium must surrender the database upon demand. MDT staff had not considered this risk and were appreciative of the advice.

Finally, the end result of the site-visit conducted by Trapeze was supposed to yield a report that would identify the most promising options available for an MDT reconstruction of the paratransit system. CUTR was never provided a copy of this report and MDT staff indicated that they never received a product from Trapeze that they felt would meet their needs. The intent was to have CUTR assist in developing cost estimates associated with the service scenarios developed by Trapeze. Since July, MDT has decided that they will issue another RFP for a broker to manage and operate the paratransit system once the term of the interim solution has expired.



ATTACHMENT S



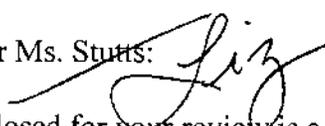


Center for Urban Transportation Research
University of South Florida
4202 East Fowler Avenue, CUT 100
Tampa Florida 33620-5375
(813) 974-3120
SunCom 574-3120
Fax (813) 974-5168
Web: <http://www.cutr.eng.usf.edu>

June 22, 2001

Elizabeth Stutts
Grant Programs Administrator
Florida Department of Transportation
605 Suwannee Street, MS-26
Tallahassee, Florida 32399-0450

Dear Ms. Stutts:


Enclosed for your review is a draft copy of the short term technical assistance report entitled "Public Transportation Revenue Opportunities: Local Option Fuel Taxes." Following your review and the receipt of comments, we will revise the document and submit it in final form to the FDOT Transit Office, the Research Office, and the National Center for Transportation Research (NCTR) program manager as part of the deliverables of that program.

Thank you for your assistance in the compilation and review of this project. If you have any questions or would like to discuss any changes or additions to this product, please call me at 813-974-9787.

Sincerely,



Lisa Staes
Senior Research Associate
Program Manager, Technical Assistance and Training

Enclosure

cc: Amber Reep

DRAFT

**PUBLIC
TRANSPORTATION
REVENUE OPTIONS:**

**LOCAL OPTION
FUEL TAXES**

**National Center for Transit Research
Center for Urban Transportation Research**
University of South Florida
4202 E. Fowler Avenue, CUT 100
Tampa, Florida 33620-5375
(813) 974-3120
Suncom 574-3120
Fax (813) 974-5168

Lisa Staes, Senior Research Associate

**Public Transportation Revenue Opportunities:
Local Option Fuel Taxes
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Public Transportation Revenue Opportunities: Local Option Fuel Taxes

DRAFT

Introduction

Florida's public transportation agencies are having to make adjustments to their budgets due to the limited availability of federal and state operating and capital funds. Various "innovative funding" opportunities have been identified and utilized by a number of the public transportation agencies within the state. Innovative strategies such as State Infrastructure Bank loans; the use of flexible funds such as Congestion Mitigation and Air Quality (CMAQ) program funds and Surface Transportation Program (STP) funds; and the use of Toll Revenue Credits, to name a few are being used by many of the state's transit agencies. While many agencies have met with success in implementing these tools, they still have difficulty in meeting the ever-increasing demands placed on their systems for expanded services. The primary reason for this difficulty - limited funding.

In the state of Florida, public transportation agencies have other avenues available to them to provide additional operating and capital revenues. The following is a brief discussion of a group of options, **local option fuel taxes**, that may be levied by local governments to assist in meeting the capital and operating needs of public services, including public transportation.

The Local Option Fuel Taxes

Local governments are authorized to levy up to 12 cents of local option fuel taxes in the form of three separate levies, as described below (Table 1 identifies by county the amount of each tax levied and an estimate of the revenues generated for each 1 cent of tax. Estimates for FY 1999 were based on FY 1999 distribution percentages obtained from the Florida Department of Revenue, FY 2000 estimates were not yet available when this document was produced):

The First Option

1 to 6 Cents Local Option Fuel Tax - §336.025(1)(a), Florida Statutes authorizes local governments to levy a tax of 1 to 6 cents on every net gallon of motor and diesel fuel sold in a county. This tax may be authorized by an ordinance adopted by a majority vote of the governing body or by voter approval in a countywide referendum. Tax proceeds may only be used for transportation expenditures, including, but not limited to public transportation operations, maintenance, and debt service on transportation capital projects. Counties generally share the proceeds from the fuel tax with local municipalities through established interlocal

agreements. Table 1 also identifies the amount of revenues that would be generated by each county in the state for every \$0.01 diverted to public transportation.

The Second Option

1 to 5 Cents Local Option Fuel Tax - § 336.025(1)(b), Florida Statutes authorizes county governments to levy a tax of 1 to 5 cents on every net gallon of motor fuel sold within a county. This tax is levied by an ordinance adopted by a majority plus one vote of the membership of the governing body or by voter approval in a countywide referendum. The tax proceeds may be used for transportation expenditures needed to meet the requirements of the capital improvements element of an adopted local government comprehensive plan, including those improvements for the public transportation system. Under the same arrangement identified above, counties may share the proceeds from this tax with each of the municipalities within the county. Again, any capital improvement for the public transportation system identified in the local government comprehensive plan is an eligible expenditure.

The Ninth-Cent Fuel Tax

Ninth-Cent Fuel Tax - § 336.021(1)(a), Florida Statutes authorizes county governments to levy a "ninth cent fuel tax" on every net gallon of motor and diesel fuel sold within a county. The tax may be authorized by an ordinance adopted by a majority plus one vote of the governing body. County and municipal governments may use the tax proceeds for transportation expenditures, including, but not limited to public transportation operating and maintenance expenses.

Public Transportation Revenue Opportunities: Local Option Fuel Taxes

Florida's public transportation agencies are having to make adjustments to their budgets due to the limited availability of federal and state operating and capital funds. Various "innovative funding" opportunities have been identified and utilized by a number of the public transportation agencies within the state. Innovative strategies such as State Infrastructure Bank loans; the use of flexible funds such as Congestion Mitigation and Air Quality (CMAQ) program funds and Surface Transportation Program (STP) funds; and the use of Toll Revenue Credits, to name a few are being used by many of the state's transit agencies. While many agencies have met with success in implementing these tools, they still have difficulty in meeting the ever-increasing demands placed on their systems for expanded services. The primary reason for this difficulty - limited funding.

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TABLE 1

Local Option Fuel Tax Rates (Levies) (# of cents per gallon)				
County	Ninth Cent	1 st Local Option	2 nd Local Option	Est. Revenues per 1¢ (in 000s)*
Alachua	1.0	6.0		693.0
Baker	1.0	6.0		131.0
Bay		6.0		796.0
Bradford		6.0		131.0
Brevard		6.0		2,089.0
Broward	1.0	6.0	5.0	6,781.0
Calhoun		6.0		52.0
Charlotte		6.0	5.0	713.0
Citrus		6.0		474.0
Clay	1.0	6.0		582.0
Collier	1.0	6.0	5.0	1,026.0
Columbia	1.0	6.0	5.0	408.0
Dade	1.0	6.0	3.0	8,056.0
Desoto	1.0	6.0	5.0	85.0
Dixie		6.0		60.0
Duval		6.0		3,399.0
Escambia	1.0	6.0		1,285.0
Flagler	1.0	6.0		197.0
Franklin		5.0		60.0
Gadsden		6.0		230.0
Gilchrist	1.0	6.0		48.0
Glades	1.0	6.0		36.0
Gulf	1.0	6.0		48.0
Hamilton		3.0		105.0
Hardee	1.0	6.0		98.0
Hendry	1.0	6.0		188.0
Hernando	1.0	6.0	2.0	542.0
Highlands	1.0	6.0	3.0	346.0
Hillsborough	1.0	6.0		4,424.0
Holmes		6.0		86.0
Indian River		6.0		514.0
Jackson	1.0	6.0		280.0
Jefferson	1.0	6.0		88.0
Lafayette		6.0		23.0
Lake	1.0	6.0		918.0

Local Option Fuel Tax Rates (Levies) (# of cents per gallon)				
County	Ninth Cent	1 st Local Option	2 nd Local Option	Est. Revenues per 1¢ (in 000s)*
Lee	1.0	6.0	5.0	1,981.0
Leon		6.0		1,021.0
Levy		6.0		184.0
Liberty	1.0	6.0		29.0
Madison		6.0		92.0
Manatee	1.0	6.0		990.0
Marion	1.0	6.0		1,334.0
Martin		6.0	2.0	615.0
Monroe		6.0		523.0
Nassau	1.0	6.0		247.0
Okaloosa		5.0		844.0
Okeechobee	1.0	6.0		232.0
Orange		6.0		4,454.0
Osceola	1.0	6.0		941.0
Palm Beach	1.0	6.0	5.0	4,289.0
Pasco		6.0	5.0	1,299.0
Pinellas		6.0		3,410.0
Polk	1.0	6.0		2,140.0
Putnam		6.0		325.0
St. Johns		6.0		621.0
St. Lucie	1.0	6.0	5.0	892.0
Santa Rosa		6.0		525.0
Sarasota	1.0	6.0	5.0	1,363.0
Seminole	1.0	6.0		1,493.0
Sumter	1.0	6.0		321.0
Suwannee		6.0		208.0
Taylor	1.0	4.0		113.0
Union	1.0	5.0		39.0
Volusia	1.0	6.0	5.0	1,998.0
Wakulla	1.0	6.0		105.0
Walton	1.0	6.0		265.0
Washington	1.0	6.0		99.0

Sources: *Local Government Financial Information Handbook*, Florida Legislative Committee on Intergovernmental Relations and the Florida Department of Revenue, September 2000, *Florida's Transportation Tax Sources, A Primer*, Florida Department of Transportation, January 2000.

* Note: County totals and includes dealer collection allowances, refunds, and GR service charge.

Who Is Benefitting?

In Table 1, we identified each county in Florida, the current levy rates for each of the local option fuel taxes, and an estimate of the revenue that would be generated by each cent. Nine counties are at the maximum rate of levy (12 cents), including: Broward, Collier, Columbia, Desoto, Lee, Palm Beach, St. Lucie, Sarasota, and Volusia Counties. Counties who have maximized their levy of the local option fuel taxes would have to redirect those revenues generated to the transit agency to support public transportation operating and capital expenses. However, there are 57 counties that have not maximized the levy of local option fuel taxes. The levy of additional local options could be a future source of revenue for the public transportation systems in these counties.

Those public transportation entities who have benefitted through the levy of local option fuel taxes are identified below. As reflected in Table 2, there are only ten systems who benefit from revenues derived from local option fuel taxes including: Space Coast Area Transit (Brevard County); Broward County Transit; Flagler County Council on Aging; Gainesville Regional Transit System (RTS); LeeTran (Lee County); Martin County Council on Aging; LYNX (Orange, Osceola, and Seminole Counties); Palm Tran; Sumter County Transit; and VOTRAN (Volusia County). A brief summary of the relevant benefits and characteristics of the levy for each system is addressed below.

Space Coast Area Transit (SCAT) - receives 1/3rd of a cent from the first option levied by Brevard County which generates approximately \$850,000 per year. The levy of the second local option was approved by a majority +1 vote of the Brevard County Board of County Commissioners.

Broward County Transit - receives a full cent dedicated specifically for public transportation from the second local option. They also receive 48 percent of a second cent dedicated to public transportation from the second local option. In Broward, each penny generates approximately \$6.5 million. The county primarily uses the funds to offset their operating deficit. The levy of the second local option was approved by a supermajority vote of the Broward County Board of County Commissioners.

Flagler County Council on Aging (the Community Transportation Coordinator for Flagler County) receives ½ cent of local option gas tax revenues (which equates to approximately \$95,000) as an annual appropriation from the Flagler County Commission.

Gainesville Regional Transit System (RTS) - RTS receives 80% of the amount allocated to the City of Gainesville from Alachua County. Currently, this equates to approximately \$2 million per year for RTS.

LeeTran - receives approximately 1/3rd of a cent from the second local option which generates approximately \$500,000 per year. The levy of the second local option was approved by a majority +1 vote of the Lee County Board of County Commissioners.

Martin County Council on Aging (the Community Transportation Coordinator for Martin County) - it is estimated that they receive approximately 1/3rd of a cent from the second local option. A portion of the fuel tax revenues collected for the county are given to the Martin County Public Services Department who allocate approximately \$232,000 per year to the Council on Aging of Martin County. The levy of the second local option was approved by a majority +1 vote of the Martin County Board of County Commissioners.

LYNX - receives varying amounts of local option fuel tax revenues from the local governments within their three county service area.

PalmTran - receives 2 ½ cents of the second local option and ½ cent of the Ninth Cent Tax which together generate approximately \$11.2 million per year. The levy of the second local option was approved by a majority +1 vote of the Palm Beach County Board of County Commissioners.

Sumter County Transit (the Community Transportation Coordinator for Sumter County) - receives ½ cent from the Ninth Cent which generates approximately \$90,000 per year. The levy of the Ninth Cent Tax was approved by a majority +1 vote of the Sumter County Board of County Commissioners.

VOTRAN also receives local option fuel tax revenues. VOTRAN receives approximately 3/4 of a cent per year from the second local option. This generates approximately \$1.5 million per year. The levy of the second local option was approved by a majority +1 vote of the Volusia County Council.

TABLE 2

Local Option Fuel Tax Survey					
County	Entity	Fuel Tax Recipient	Rate (cents/gallon)	For Public Transportation?	Referendum or Majority (+1)
Alachua	RTS	Yes	Varies - RTS receives 80% of the amount allocated to the City of Gainesville. Currently, this equates to approximately \$2 million per year	No	Majority +1
Baker	CTC	No	N/A	N/A	N/A
Bay	Bay Twn Trolley	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Bradford	CTC	No	N/A	N/A	N/A
Brevard	SCAT/CTC	Yes	1/3 cent	No	Majority +1
Broward	BCT	Yes	1.48 cents	Yes for first penny; 48 percent of 2nd penny dedicated to mass transit	Majority +1
Calhoun	CTC	No	N/A	N/A	N/A
Charlotte	CTC	No	N/A	N/A	N/A
Citrus	CTC	No	N/A	N/A	N/A
Clay	CTC	No	N/A	N/A	N/A
Collier	CTC	No	N/A	N/A	N/A
Columbia	CTC	No	N/A	N/A	N/A
Dade	MDTA	No	N/A	N/A	N/A
Desoto	CTC	No	N/A	N/A	N/A
Dixie	CTC	No	N/A	N/A	N/A
Duval	JTA	N/R*	N/R	N/R	N/R
Escambia	ECAT	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Flagler	CTC	Yes	< ½ cent, based on annual appropriation from County Comm. FY 01: \$95,000	No	Majority +1
Franklin	CTC	No	N/A	N/A	N/A
Gadsden	CTC	No	N/A	N/A	N/A
Gilchrist	CTC	No	N/A	N/A	N/A
Glades	CTC	No	N/A	N/A	N/A
Gulf	CTC	No	N/A	N/A	N/A
Hamilton	CTC	No	N/A	N/A	N/A
Hardee	CTC	No	N/A	N/A	N/A
Hendry	CTC	No	N/A	N/A	N/A
Hernando	CTC	No	N/A	N/A	N/A
Highlands	CTC	No	N/A	N/A	N/A

County	Entity	Fuel Tax Recipient	Rate (cents/gallon)	For Public Transportation?	Referendum or Majority (+)
Hillsborough	HARTLINE	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Holmes	CTC	No	N/A	N/A	N/A
Indian River	CTC	No	N/A	N/A	N/A
Jackson	CTC	No	N/A	N/A	N/A
Jefferson	CTC	No	N/A	N/A	N/A
Lafayette	CTC	No	N/A	N/A	N/A
Lake	CTC	No	N/A	N/A	N/A
Lee	LeeTran	Yes	1/3 cent	No	Majority +1
	CTC	No	N/A	N/A	N/A
Leon	TALTRAN	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Levy	CTC	No	N/A	N/A	N/A
Liberty	CTC	No	N/A	N/A	N/A
Madison	CTC	No	N/A	N/A	N/A
Manatee	MCAT/CTC	No	N/A	N/A	N/A
Marion	SunTran	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Martin		Yes	1/3 cent	No	Majority +1
Monroe	KWDOT	Yes	1.5 cent - based on annual allocation out of amount transferred from Monroe Co. to the City of Key West. FY 01: \$800,000	No	Majority +1
	CTC	No	N/A	N/A	N/A
Okaloosa		No	N/A	N/A	N/A
Okeechobee	CTC	No	N/A	N/A	N/A
Orange/Osceola/Seminole	LYNX/CTC	Yes	Varies - LYNX receives from local jurisdictions within each county	No	Majority +1
Palm Beach	Palm Tran/CTC	Yes	2.5 cents of 2 nd local option and .5 cents of the Ninth Cent	Yes	Majority +1
Pasco	CTC	No	N/A	N/A	N/A
Pinellas	PSTA	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Polk	LAMTD	No	N/A	N/A	N/A
	CTC	No	N/A	N/A	N/A
Putnam	CTC	No	N/A	N/A	N/A
St. Johns	CTC	No	N/A	N/A	N/A
St. Lucie	CTC	No	N/A	N/A	N/A
Santa Rosa	CTC	No	N/A	N/A	N/A
Sarasota	SCAT/CTC	No	N/A	N/A	N/A
Sumter	CTC	Yes	1/2 cent	Yes	Majority +1

County	Entity	Fuel Tax Recipient	Rate (cents/gallon)	For Public Transportation?	Referendum or Majority (+)
Suwannee	CTC	No	N/A	N/A	N/A
Taylor	CTC	No	N/A	N/A	N/A
Union	CTC	No	N/A	N/A	N/A
Volusia	VOTRAN/CTC	Yes	3/4 cent	No	Majority +1
Wakulla	CTC	No	N/A	N/A	N/A
Walton	CTC	No	N/A	N/A	N/A
Washington	CTC	No	N/A	N/A	N/A

Source: Center for Urban Transportation Research (CUTR) survey, April 2001.

*N/R - Non Responsive



ATTACHMENT T



**Advanced Public Transportation Systems (APTS)
Information Mission
Ann Arbor Transit Authority Visit
Ann Arbor Michigan - July 22-24, 2001**

Background:

A number of Florida Transportation agencies are planning and/or expanding intelligent transportation system components of their services and related support functions. CUTR is providing technical assistance and research in assessing, evaluating and prioritizing such improvements in an integrated and methodical fashion in conformance with federal and state procedures and standards.

In 1997, the Ann Arbor (Michigan) Transportation Authority (AATA) began deploying advanced public transportation systems (APTS) technologies in its fixed route and paratransit operations. The project's concept is the integration of a range of such technologies into a comprehensive system, termed the "Advanced Operating System" (AOS) that would enable "smart buses", "smart travelers," and a "smart operation center" to benefit from timely and coordinated information on critical aspects of transit operation and maintenance.

Trip Purpose:

To provide a hands-on experience of observing APTS in operation and a peer- to- peer discussion with Ann Arbor's Transit staff to understand technology development issues such as system implementation, O&M impacts, customer reactions, organizational changes in roles & responsibilities, benefits and lessons learned.

Agency Participants (see attached individual list):

VOTRAN SCAT
CUTR LYNX
Broward Transit

Schedule / Travel:

Travel Sunday July 22, 2001 for full day tour and discussion session on Monday July 23, 2001. Return Late Monday or Tuesday morning. Nearby Hotel: Fairfield Inn Ann Arbor.

Ann Arbor (Michigan) Transportation Authority
(AATA) Visit
APTS Assessment Areas Outline
Agenda Discussion Topics

- I. Review/Tour of System Categories: Experience, Benefits, Future Plans**
 - a. Fleet Management Systems
 - b. Traveler Information Systems
 - c. Electronic Payment Systems
 - d. Transportation Demand Management
 - e. Transit Intelligent Vehicle Initiative

- II. System Development Issues**
 - a. Determination of Need / Improvement Justification
 - b. Goals and Objectives
 - c. Funding Approach / Resources
 - d. Procurement Specifications and acquisition process

- III. System Implementation Issues**
 - a. Vendor Implementation Responsibilities & Performance
 - b. Organizational Impacts
 - c. Budget & Schedule experiences
 - d. In the "field" modifications and adjustments.
 - e. Review software enhancements & special programming.
 - f. Hardware improvements.

- IV. Systems Evaluation and Continuous Improvement**
 - a. How, Who, and When of Evaluation Process
 - b. Review of Data Collection / Studies conducted
 - c. New system improvements – What's next?

Advanced Public Transportation Systems (APTS)

Information Mission

Ann Arbor Transit Authority Visit

Ann Arbor Michigan -- July 22-24, 2001

Participant List

LYNX:

Edward Johnson 407-841-2279-x3058
Tori Iffland
Glen Waters
Ricky Sonny
Keith Tillet
Blanche Sherman
Endya Cummings

VOTRAN:

Jim Dorsten 386-756-7496-x128
Tom Stringer

SCAT:

Hank Cusak 941-316-1007

Broward:

Fabian Cevallos 954-357-8338

CUTR:

Rob Gregg 813-974-8383
Mark Mistretta
Ed Bart

Observations and Findings

Advanced Public Transportation Systems (APTS)

Information Mission

Ann Arbor Transit Authority Visit

Ann Arbor Michigan – July 22-24, 2001

Overall Approach to APTS Development:

- 1- Start with the “Big Picture”; vision an entire system before you begin.
- 2- The most important objective was to obtain real time information for customer information benefits.
- 3- Involve Core Staff and capture buy-in from Board and Organizational functions.
- 4- Seek proven technology; pursue cutting edge, do not wander in to “bleeding edge.”
- 5- Identify Core APTS system components and utilize prime vendors to ensure compatibility with tangent components.
- 6- Always be on the cutting edge of technology. Even after implementation, never stop looking for ways to improve the system.
- 7- Make employees aware that technology improvements are to help them do their jobs better, not to “catch” them.
- 8- It is extremely important to have an adequate training system to introduce and maintain new systems.

Procurement Approach:

- 1- Explain overall system approach and provide functional specifications to allow vendor flexibility to address needs.
- 2- Create a Procurement Team of procurement personnel, internal function users, and senior staff with vision and authority.
- 3- Be forceful with the vendors. Explain exactly what you want and get them to customize their product to fit your specific needs.
- 4- Demand customer service orientation from vendors.
- 5- Maintain a close working relation with vendor through installation and start-up. Require team approach so your staff learns from vendor.

Benefits/Technical Notes

- 1- GFI fare-boxes were retrofitted to accept Smart Card options.**
- 2- Multiple "smart" systems were sequenced to power-up in order to avoid sharp power drain and possible power short out.**
- 3- Incorporate a rigorous test phase of systems in real operational environment to work out bugs in system or impact on existing systems.**
- 4- Mobile Data Terminals (MDT) have become an important vehicle to vehicle communications especially with regard to customer transfers.**
- 5- Monitoring engineering and transmission data may not be as significant a benefit as exploring trend analysis of part wear and preventative procedures.**
- 6- Estimated investment with all smart system components = \$25k-\$35k per vehicle.**
- 7- There was a major focus on creating a state of the art training room, which had a operator display of all on vehicle components.**
- 8- ATA staff seemed to be fully aware of system functions and extremely involved and happy with APTS efforts.**
- 9- APTS data was continuously analyzed and used by planning staff to monitor and evaluate system performance.**
- 10- Information System (IS) staff had an overall customer perspective and was responsible for more than just hardware and software installations. They were responsible for overall systems and focused on serving various functions in the organization. IS reported directly to the Executive Director.**

Reep, Amber

From: Staes, Lisa
Sent: Monday, September 10, 2001 8:55 AM
To: Reep, Amber
Subject: FW: Ann Arbor APTS notes

For Tech. Assist. file...FYI

-----Original Message-----

From: Gregg, Rob
Sent: Monday, August 20, 2001 1:28 PM
To: Jay Goodwill (E-mail); Hank Cusak (E-mail); Edward Johnson (E-mail); Jim Dorsten (E-mail); Tom Stringer (E-mail); Mistretta, Mark; Bart, Edward; 'Fabian Cevallos' (E-mail); Glen Waters (E-mail)
Cc: Volinski, Joel; Liz Stutts (E-mail); Staes, Lisa; Ike. Ubaka (E-mail); Tara Barteel (E-mail)
Subject: Ann Arbor APTS notes

Good Day Everybody!

Is anyone ready to go back to Ann Arbor? I hope you all got as much out of this visit as I did! It was great to see a well-organized APTS plan put into action.

Attached are some notes I put together, regarding our trip last month for your reference. Please review the Draft Observations and Findings section. Let me know if you have something to add to this section so I can reissue this section to all of our participant agencies. Please e-mail any comments you may have by next Monday August 27, 2001.

Thanks!

P.S. A special note of thanks is in order for FDOT who supported CUTR's coordination efforts through the State's Technical Assistance Program!



Advanced Public
Transportation...

Rob Gregg

Director of Transit Management
Center for Urban Transportation Research
4202 E. Fowler Avenue, CUT 100
Tampa, FL 33620-5375
Phone: 813.974.8383
Fax: 813.974.5168

Reep, Amber

From: DeAnnuntis, Chris
Sent: Wednesday, November 01, 2000 3:49 PM
To: 'dotpeer@erols.com'
Cc: Staes, Lisa; 'jdorsten@co.volusia.fl.us'
Subject: Request for Site Visit - Ann Arbor, Michigan

Becky:

Thank you for your assistance in securing Messrs. Khaled Shammout and Ahmad Al'akras to act as peers for the VOTRAN technology evaluation. We are looking forward to their site visit to VOTRAN scheduled for November 13, 14 and 15, 2000. In accordance with our discussions, we are requesting that the Peer-to-Peer network incur the expense of flying Messrs. Shammout and Al'akras to Ann Arbor, Michigan to observe the operation and systems employed by the transit agency. Members of the CUTR and VOTRAN staffs will also participate in a site visit and all travel expenses of these staff members will be paid for by CUTR (FDOT) and VOTRAN. We believe that this site visit will be of great value to all parties because Ann Arbor has responded to many of the same organizational issues and has made many of the technological improvements that VOTRAN is interested in implementing. Following your approval of this request, we will establish contact with Ann Arbor to determine appropriate dates for a site visit. Thank you for your consideration of this request.

Christopher P. DeAnnuntis
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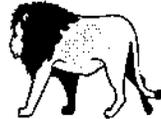


Reep, Amber

From: DeAnnuntis, Chris
Sent: Monday, November 27, 2000 10:47 AM
To: Morris, William
Cc: Staes, Lisa
Subject: Votran Technology

I received a call from Jim Dorsten today. He and Ken would like to hold off the trip to Ann Arbor until after the first of the year. They expect the new Manager of Operations to be on-board at that time.

Christopher P. DeAnnuntis
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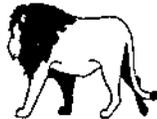
Reep, Amber

From: DeAnnuntis, Chris
Sent: Wednesday, November 01, 2000 3:56 PM
To: Staes, Lisa
Subject: Follow-up - VOTRAN Technology Evaluation

1. I talked to Ken Fischer at the FTA conference and we discussed the timeline of activities and the site visit to Ann Arbor. I asked Ken if he would like to have Rob more involved in the project and he indicated that yes he would. He also indicated that he would be willing to discuss the project team to go to Ann Arbor and that VOTRAN might be willing to kick in some travel expenses for CUTR staff.

2. Today, Wednesday, Bill and I talked to Khaled Shammout of CODA and discussed the site visit and gave him information he will need. He is comfortable at this point that he has everything he needs for the site visit to VOTRAN scheduled for November 13, 14 and 15, 2000. Although Bill and I have a meeting in Ft. Myers on the 13th, we will be able to go to VOTRAN on November 14. As of the end of the site visit, we will confer with Mr. Shammout and Al'akras and at that time come up with a timeline. We spoke to Jim Dorsten today and he is fine with that plan. Becky Trott of the Peer-to-Peer Network is making all of the travel arrangements for the two gentlemen.

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ATTACHMENT U



Florida Public Transportation Anti-Terrorism Resource Guide



Prepared By:
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Sponsored By:
Florida Department of Transportation Technical Assistance Training Program

Florida Public Transit System Anti-Terrorism Resource Guide

INTRODUCTION

The Center for Urban Transportation (CUTR) at the University of South Florida (USF) assembled this guide to provide public transit agencies in Florida with information on current resources available to assist them with improving system security and guard against potential terrorist acts. Specifically, the document contains information on:

- Federal and the State of Florida anti-terrorism resources for public transit agencies;
- Resource documents to assist transit agencies in developing or enhancing security plans and procedures; and
- Training programs and seminars on transit security and anti-terrorism.

The Florida Department of Transportation Technical Assistance Training Program funded this resource guide. For more information or assistance with locating information in the guide, please e-mail Lisa Staes at staes@cutr.eng.usf.edu or Patricia Turner at turner@cutr.eng.usf.edu or telephone at (813) 974-3120.

FEDERAL RESOURCES

In the wake of the September 11, 2001 terrorist attacks, the U.S. Congress unanimously approved September 14 and President Bush signed into law September 18 an emergency supplemental appropriations bill for Fiscal Year 2001 that will provide \$40 billion for disaster and recovery assistance and anti-terrorism initiatives.

The disaster response package will make funds available to federal, state, and local preparedness for mitigating and responding to the attacks; to support counter, investigate, or prosecute domestic or international terrorism; to provide increased transportation security; to repair public facilities and transportation systems damaged by the attacks; and to support national security. (Source: "Federal Emergency Funding Approved in Response to Terrorist Attacks", *Passenger Transport*, Vol. 59, No 38, September 24, 2001, p. 1).

During an October 4, 2001 hearing on transit safety, leaders of the U.S. Senate Banking, Housing, and Urban Affairs Committee pledged support in boosting public transportation agency safety and security. Subcommittee ranking member Sen. Wayne Allard (R-Colo) said that as aircraft become more difficult to attack, public transportation facilities, which carry large numbers of people along predictable routes, could become the next target. Members had a general consensus that transit should become a permanent key component in evacuation plans of cities nationwide.

Federal Transit Administrator Jennifer L. Dorn outlined several important Federal Transit Administration (FTA) activities underway to assist transit agency preparedness and emergency response. These include the distribution of security toolkits containing resources designed to improve transit security; assistance for agencies in conducting vulnerability assessments and refining emergency response plans; and workshops on these issues. Moreover, the agency plans to expand their emergency response training. (Source: "Senate Panel Pledges Support to Enhance Transit Safety, Security", *Passenger Transport*, Vol. 59, No. 41, October 15, 2001).

Federal Transit Administration (FTA)

The FTA maintains a web site that addresses transit safety and security issues. (See the FTA Safety and Security web site at <http://transit-safety.volpe.dot.gov>.) Materials created by the Office of Safety and Security can help transit agencies develop their security plans and establish security procedures. The following excerpts are from the web site.

Safety and Security Program

The Federal Transit Administration's Safety and Security Program goal is to promote public health and safety by working toward the elimination of transit-related deaths, injuries, property damage and the improvement of personal security and property protection. This is accomplished through the promotion of transit safety and security in the transit community. FTA encourages transit systems to collect and disseminate data on safety and security issues,

identify and implement best practices, and develop and implement comprehensive system safety and security program plans covering passengers, transit agency personnel, vehicles, and facilities.

FTA participates in a number of intermodal U.S. Department of Transportation (USDOT) efforts to develop safety and security strategies that promote national transportation interests. In partnership with the transit industry, national security agencies, and international transportation organizations, FTA continues to test and evaluate advanced technologies (including chemical and biological detection systems) to reduce transit crime and counter terrorism targeted at transit patrons, employees and facilities.

The main focus areas of the Safety and Security Program are Railroad Safety, Information Systems Security, Crime Prevention and Anti-Terrorism and Intelligent Vehicle Initiative.

Crime Prevention and Anti-Terrorism Program

(<http://www.fta.dot.gov/research/safe/crimeprev/crimeprev.htm>)

Through this program, the Federal Transit Administration will demonstrate innovative security technologies, system design, and rail and bus vehicle security enhancements.

Consistent with the recommendations of the President's Commission on Critical Infrastructure Protection, the FTA will identify possible key terrorist targets in transit and evaluate the economic consequences of disruption to transit service in those markets. Core systems that may be vulnerable to terrorist acts will need to develop fail-safe interventions.

The FTA will explore other options to improve transit security. Specific actions will include accessing transit vulnerabilities, examining current transit systems' terrorism prevention programs, identifying technologies, developing procedures, and providing appropriate recommendations to enhance transit security. Of particular importance will be a risk assessment of the range of transportation services at airports served by rapid transit lines. The FTA will also develop a computer model for application in field operations that simulates the transit environment, including medical triage, contingency transit, emergency evacuation routes, and vulnerable locations points, which will aid security personnel in responding to catastrophic transit events.

Selected activities under this program include:

Development of an advanced multi-sensor system that incorporates full data fusion: The goal of this program will be to tie together ten or fewer Urban Chemical Release Detector (UCRD) multi-sensor detector instruments that will be installed in a variety of locations within a subway station. The use of this system will result in a significant reduction in the false alarm rate without a concurrent degradation of high probability of detection. The proposed fully integrated system will use a flexible modular architecture so that other instruments and detector types can be included, such as meteorological, fire, smoke, and biological agents. The design focus will be on ease of system deployment in any location without introducing interference with the existing system infrastructure.

Detailed validation of the Subway Environmental Simulation Chemical and Biological (SESCB) numerical modeling code: A fully validated code can be used to confidently predict the possibility of identifying and quantifying the threat created from the release of a variety of chemical and biological agents. Sensor instruments as described above can be used to validate the code predictions in a subway station during simulated chemical and biological releases. This effort will also employ the SESCOB model to access and define consequence assessment and crisis management tools.

Security Survey - Public Perception: Collection and analysis of data on safety and security concerns provides FTA with a basis for identifying key issues. The security survey will: (1) determine concerns of citizens regarding public transit in and around their neighborhoods and (2) assess and evaluate these concerns in conjunction with and relation to transit designs for livable communities. This information will be invaluable for more effectively meeting transportation needs of diverse communities throughout the nation.

Safety/No Tolerance Conference: At transit agencies where the "no tolerance" policy has been in effect, the record indicates that crime is considerably lower than on those systems where minor infractions are tolerated. This conference would explore enforcement of a "no tolerance" policy to discourage minor infractions in public transit which impact the level of criminal activity in transit as well as the public perception of the security of the transit system. The comfort level of transit riders is increased with the awareness that a "no tolerance" policy for minor infractions is imposed and seriously enforced.

The FTA also funds a number of transit safety and security training programs through the Transportation Safety Institute. The listing of courses and seminars in transit security and safety can be accessed online at www.tsi.dot.gov, or by contacting Jim Lopez, manager of TSI's Transit Safety and Security Division, at telephone (405) 954-3682. (Courses are detailed in the training resource section of this guide.)

American Public Transportation Association (APTA)

APTA has a number of safety and security resources to assist transit systems' efforts to enhance safety and security. (See website at <http://apta.com/>). Agencies that have not developed system safety program plans or security plans can obtain information on APTA's system safety programs for bus, rail, and commuter rail operations through APTA's Safety and Security Section at telephone (202) 496-4879, or by e-mail to ghull@apta.com.

APTA also has a transit security committee called the Committee on Public Safety that provides a forum for information sharing and interagency support. Persons interested in participating in the committee can contact APTA's Safety and Security Section at telephone (202) 496-4879.

To be responsive to Congress and the Administration, APTA staff has started preliminary work to identify areas of need for funding support in public transportation safety and security. Initial discussions to identify capital items, operations items, and research and development needs in transit safety and security are underway.

APTA also produces the *Passenger Transport*, a weekly newspaper of the public transportation industry. The paper's resources on terrorism and public transportation include:

Passenger Transport, Volume 59, No 37, September 17, 2001. This edition contains an article on public transit's reactions to terrorist attacks and contains a list of resources regarding the effect of terrorist attacks on public transportation systems. <http://www.apta.com/news/pt/0917-response.htm>

Passenger Transport, Volume 59, No 38, September 24, 2001. This edition contains articles on federal emergency funding in response to terrorist attacks, public transit's response in the aftermath of the terrorist attacks, and transit security programs and resources.

Passenger Transport, Volume 59, No. 41, October 15, 2001. This edition contains an article on the U.S. Senate Banking, Housing, and Urban Affairs Committee pledge to support enhanced transit safety and security.

American Public Transportation Association Information Center Briefing, September 2001: Terrorism and Public Transportation. This special briefing was compiled in response to the heinous terrorist attacks on New York City and Washington D.C. on September 11, 2001. The briefing identifies documents available on the Internet that may be of use to public transportation systems preparing to defend against further acts of terrorism. http://www.apta.com/info/briefings/briefing_4_special.html

The APTA Information Center has compiled 13 complete Emergency Preparedness Plans from small and large transit agencies onto a CD-ROM. Copies are available free to APTA members, and for sale for \$25 to nonmembers. Persons can order a copy of the CD-ROM by sending e-mail to info@apta.com, including their postal address in the e-mail message.

APTA has established a safety and security "list-serv" for members on its web site www.apta.com to share information or discuss concerns on how the terrorist attacks have affected their transit systems or business.

Amalgamated Transit Union (ATU)

The following was posted on the ATU web site (<http://atu.org>).

Recent Assaults on Mass Transportation in the US

- November 4, 2001: A passenger tried to grab the wheel of a Greyhound bus, causing the vehicle to turn on its side and injuring more than 30 people. The bus, carrying 38 people, was about 40 miles south of Phoenix, when a man approached the driver. During the scuffle, the bus drove off the pavement, then back onto the roadway before turning on its side. Thirty three-people were taken to hospitals, none with life-threatening injuries. (Source: CNN.com, November 4, 2001).
- October 17, 2001: A man tried but failed to commandeer a Greyhound bus bound for Nashville, Tennessee. The driver of the bus successfully stopped the vehicle on the side of the road after passengers wrestled the unidentified hijacker away from the driver. The bus was traveling from Portland, Oregon, to Nashville, and had just left Salt Lake City. (Source: CNN.com, October 18, 2001)
- Oct 16, 2001: Passengers subdued a disturbed man who attempted to take control of a Greyhound bus near Oklahoma City. (Source: *The Clinton Courier*, October 16, 2001)
- October 3, 2001: Six people were killed in a disturbance on a Greyhound bus near Manchester, Tenn. A man described as "deranged" slit the throat of the driver on a trip from Chicago to Orlando, Fla. The assailant died in the crash but the bus driver survived.
- August 3, 2001: A Greyhound bus passenger opened fire on a bus arriving at a midtown Manhattan terminal, wounding four other passengers. (Source: *Associated Press*, August 4, 2001)
- July 7, 2001: A man slammed his car into the back of a Metro Transit bus in Washington, D.C., then boarded the bus and attacked the driver, throwing him off the vehicle. The attacker tried to commandeer the bus but fled when he heard sirens approaching. (Source: *The Washington Post*, July 9, 2001)
- May 2, 2001: A shooting suspect hijacked a city bus in Los Angeles and held a gun to the driver's head as police chased the bus through downtown until it crashed into a minivan, killing the minivan driver and injuring seven others. (Source: *The New York Times*, May 2, 2001)
- April 21, 2001: A passenger punched a Metro Transit bus driver as he was exiting the bus in Minneapolis after the bus driver asked the passenger and his friend to move their legs because they were blocking the rear exit. (Source: *WCCO 4 News*, April 30, 2001)
- March 24, 2001: A New York transit bus operator was punched in the face numerous times after five men stopped the bus he was driving by standing in front of it and then pried the front doors open. (Source: New York Metropolitan Transportation Authority)
- March 6, 2001: A SEPTA bus driver was beaten by a group of passengers who boarded his bus in Philadelphia, Pennsylvania. (Source: *The Inquirer*, March 7, 2001)
- February 4, 2001: A woman was sexually assaulted in the bathroom of a New York-bound Greyhound bus. (Source: *The Boston Herald*, February 5, 2001)
- January 30, 2001: Gunmen fleeing a robbery in Hillsdale, Missouri fired at least one shot at a moving bus, injuring a passenger aboard the bus. (Source: *St. Louis Post-Dispatch*, January 31, 2001)
- January 29, 2001: Passengers ducked for cover aboard a Pierce Transit bus in Tacoma, Washington, when gunfire aimed at the vehicle punched a nickel-sized hole in two ventilation windows some 18 inches above the seated passengers. (Source: *Seattle Post-Intelligencer*, January 30, 2001)
- January 24, 2001: Gang members shot at a group of rivals who were riding in a Durham Area Transit Authority bus in Durham, North Carolina, injuring a teenage girl and causing the bus driver to speed away with more than 20 passengers aboard. At least five bullets penetrated a side window of the bus. (Source: *The News and Observer*, January 26, 2001)

- January 13, 2001: A woman stabbed a SEPTA bus driver, Garfield Gilbert, in Delaware County, Pennsylvania after making fun of his Jamaican accent and making ethnic slurs. (Source: *The Associated Press State and Local Wire*, January 15, 2001)
- January 5, 2001: Commuter rail service was suspended for two hours at Waverly Station in Belmont, Massachusetts while bomb squad officers investigated a bomb threat. (Source: *The Boston Globe*, January 6, 2001)
- January 4, 2001: A bus passenger brutally beat a Metro Transit driver, Ismael Ayoub, and drug him off the bus in Minneapolis, Minnesota, after becoming angry at having to wait for police to help Ayoub deal with some women who had refused to pay their fares and refused to get off the bus. (Source: *Star Tribune*, January 22, 2001)
- December 20, 2000: A 29-year-old man hijacked a Metropolitan Area Transit bus in Council Bluffs, Nebraska, ordered the bus driver to drive "expeditiously" to Omaha and assaulted and threatened to kill a female passenger on board the bus. (Source: *Omaha World-Herald*, December 23, 2000)

Major Violent Attacks on Mass Transportation in the US

- August 6, 1927: Two bombs explode in two New York City subway stations, one in the 28th St IRT (Lex Line) station and the 28th St (B'way) BMT station. "[The bombs] injured many persons, one of them it was believed, fatally." (*NYT* 8/6/1927)
- December 7, 1993: Armed gunman, Colin Ferguson, kills 6 and injures 17 passengers aboard a Long Island Railroad train during rush hour.
- December 15 and 21, 1994: Edward Leary explodes two homemade bombs on the New York City subway system, injuring 53 people, in an apparent attempt to extort money from the New York Transit Authority.
- October 9, 1995: "Sons of the Gestapo" sabotage Amtrak's Sunset Limited train, causing a derailment in the Arizona desert, killing one and injuring 65 others.
- November 27, 1998: A deranged passenger on a Seattle Metro bus shot and killed bus operator and ATU Local 587 member Mark McLaughlin, causing the bus to careen off a bridge and resulting in the death of one passenger and injuring 32 others.

Source: <http://atu.org/TransitTerror.htm>

STATE OF FLORIDA ANTI-TERRORISM INITIATIVES



Governor's Office

On September 14, Governor Jeb Bush directed the Florida Department of Law Enforcement (FDLE) and the Division of Emergency Management (DEM) to immediately complete a comprehensive assessment of Florida's capability to prevent, mitigate, and respond to a terrorist attack. Under the state plan, FDLE is the lead agency for crisis management and DEM is the lead agency for consequence management. The Governor directed these agencies to consult with all involved parties and recommend improvements for strengthening the state's anti-terrorism strategy within ten working days. Governor Bush further directed that the assessment examine the State's capabilities regarding training programs, equipment, and execution protocols, focusing particularly on preventing/mitigating a terrorist attack.

To meet these goals four primary workgroups were formed around the State's existing emergency support functions: **Emergency Services, Human Services, Critical Infrastructure, and Public Information & Awareness**. Using the existing networks of law enforcement, firefighters, emergency medical services, and selected private sector partners, these workgroups collected information about Florida's existing capabilities and capacities.

An assessment tool was developed and deployed to collect critical information not already available at the State level. Outstanding response was received from sheriffs, police, fire/Rescue, emergency medical, and State agencies, as well as critical private sector industries. Although this was not a scientific survey, the returned instruments provided valuable insight into the status of Florida's anti-terrorism preparedness. Subject matter experts were asked to join the workgroups to review and analyze the information and develop recommendations for strengthening Florida's safety and security framework. Recommendations of this group were reviewed, validated and approved by the chief executives of State, County, and Municipal agencies with emergency responsibilities in Florida.

The primary recommendations for strengthening Florida's anti-terrorism preparedness are outlined in the *Task Force Report: Assessing Florida's Anti-Terrorism Capabilities, September 2001*. This report can be viewed at <http://www.fdle.state.fl.us/publications/anti-terrorism.pdf>

On October 11, 2001, Governor Jeb Bush signed Executive Order #01-300, (http://www.dca.state.fl.us/fdem/executive_order_01_300.pdf) strengthening the state's capacity to enhance domestic security and to combat terrorist activities. The order directs state agencies to implement safeguards to enhance protection of all Floridians.

The following actions are to be taken immediately, or upon legislative approval of funding if necessary:

Law Enforcement Initiatives (Florida Department of Law Enforcement):

- Creates seven Regional Domestic Security Task Forces, under the auspices of FDLE, to coordinate responses to terrorist incidents, ensure proper training for state and local personnel, and collect and disseminate terrorist intelligence;
- Begins the process of training local law enforcement, fire, emergency and other "first responders;"
- Calls on FDLE to make recommendations on funding, prioritizing and distributing equipment for emergency personnel to safely perform anti-terrorism duties;
- Creates a statewide anti-terrorism database for use by all Florida law enforcement agencies; and
- Reiterates the importance of aggressively combating hate crimes against ethnic groups in coordination with Florida's Attorney General and local law enforcement.
- Chemical and Biological Attack Initiatives (Department of Health (DOH)):
 - Directs DOH to take steps to ensure quick dissemination of medical information about chemical and biological attacks;
 - Directs stockpiling of necessary pharmaceutical treatments for potential attacks;
 - Creates a fully-staffed statewide epidemic intelligence service; and
 - Directs the implementation of a training program for health officials across the state.

Driver's License Initiatives (Department of Highway Safety and Motor Vehicles (DHSMV):

- Provides for electronic sharing of driver's license information with FDLE and other criminal justice agencies;
- Allows issuing 30-day temporary permits when time is needed by the DHSMV to verify an applicant's identity;
- Limits the duration of driver's license to the duration of INS documents; and
- Directs DHSMV to retain electronic copies of any foreign document used to establish identity.

Specialized Anti-Terrorism Personnel:

- Allows the Commissioner of FDLE to serve as, or name a, Chief of Florida Domestic Security Initiatives, and directs FDLE to report to the Governor and legislative leadership by November 1, 2001, on additional efforts needed to combat terrorism; and
- Creates an 11-person Florida Domestic Security Advisory Panel to provide and evaluate recommendations for combating terrorism.

Department of Community Affairs (DCA) – Division of Emergency Management (DEM)

See the bureau web site at <http://www.floridadisaster.org/>.

The Division of Emergency Management, within the Department of Community Affairs, ensures that Florida is ready to handle any emergencies, recover quickly from them, and mitigate against their adverse impact. The DEM administers the State's Comprehensive Emergency Management Plan (CEMP), which establishes the framework to ensure that the State of Florida will be adequately prepared to deal with the variety of hazards that threaten our communities, businesses and environment.

The Division contains the following bureaus:

Compliance Planning & Support

The Bureau of Compliance Planning and Support reviews site plans to enhance first-response efforts at facilities storing hazardous materials, and assists facilities with reporting requirements and compliance verification. Staff also conduct on-site audits of county CEMPs and provide technical assistance for plan development. The bureau also administers the Emergency Management Preparedness and Assistance Trust Fund, county base grants, and incoming federal, state, or private funding through the Finance and Logistics Management Section. This section also works directly with the Bureau of Preparedness and Response to assist with the logistics of disaster response and recovery operations and with all branches of state government to ensure resources are managed efficiently.

Policy & Planning

The Office of Policy and Planning section is primarily responsible for formulating policy for the Division involving all emergency management issues. They are also responsible for developing the division's areas of the Agency Strategic Plan, the Five-Year Strategic Plan, and the State Land Plan. The office develops Executive Orders to engage state resources in disasters, prepares Presidential Disaster Declarations or Emergency Requests, Small Business Administration disaster declaration requests, and others. This office coordinates administration of the U.S. Department of Justice's mass immigration plan.

Preparedness & Response

The Bureau of Preparedness & Response is responsible for developing and maintaining the State's ability to effectively respond to a wide variety of threats. The Bureau has two Sections: Preparedness and Response, and two independent support units: the Technical Support Unit, and the Administrative Support Unit.

Recovery & Mitigation

The Bureau of Recovery and Mitigation works to reduce or eliminate long-term risk to human life and property from disasters. Assistance for recovery from disasters is provided through the federal infrastructure assistance, human services assistance, and the Hazard Mitigation Grant Program. These programs help to rebuild lives and communities that have been impacted by a major disaster, and to reduce the impact of future disasters through mitigation.

The following DEM resources specifically address terrorism.

Comprehensive Emergency Management Plan Annex B - Terrorism Response Plan. This document is one of several hazard specific annexes to the State of Florida Comprehensive Emergency Management Plan. It defines the State's program to prepare for and respond to such a terrorist or cyber terrorist event. Annex B (the Terrorist Incident Response Plan) establishes the policies, programs, and procedures that will be utilized by State agencies and organizations to prepare for, respond to, and recover from a threatened or actual emergency resulting from a terrorist act. It also defines the roles of local and federal government agencies in the development, implementation, and maintenance of the statewide system.
http://www.dca.state.fl.us/fdem/annexb_terrorism.htm

Sample: Local Terrorism Incident Response Annex To a County or City Comprehensive Emergency Management Plan. This sample plan can be utilized as a basis and developmental tool for all counties and municipalities in the State of Florida to formulate their own agency-specific Terrorism Response Annex.
<http://www.dca.state.fl.us/fdem>

Terrorism Web Site. Site dedicated to terrorism, how should Florida prepare for terrorism, what to do before, during, and after a terrorist incident, what the community can do, actions to take to prepare, and where to get more information on bioterrorism, anthrax, guidelines for suspicious packages, federal emergency management agency, American Red Cross, National Domestic Preparedness Office, FDEM Terrorism information, and the FDLE Anti-terrorism capabilities report.
<http://www.floridadisaster.org/bpr/EMTOOLS/Severe/terrorism.htm>

1999 Terrorism Summit

The State of Florida 1999 Terrorism Summit was provided under the authority and funding of the State of Florida, Department of Community Affairs, Division of Emergency Management (DEM) through a grant from the Federal Emergency Management Agency (FEMA). The summit activities built upon the knowledge and experiences of the summit participants.

DEM hosted the Summit on July 27-29, 1999 in Orlando to seek the guidance of numerous "experts," representing a variety of functional disciplines for the development of a draft statewide terrorism strategy. The summit emphasized coordination, integration of capabilities (local, state, and federal), problem identification and resolution, identification of needs, and identification of sources of programs and funding to aid in the development of local and statewide terrorism strategies. The Summit's objectives included:

- Identification of current and proposed federal and state terrorism programs and sources of funding.
- Participant involvement in continuing the development of a draft state terrorism strategy.
- Incorporation of identified strategy components towards the development of a needs assessment.
- Identification of members to serve on a State Working Group for Domestic Preparedness.

Resources produced from the Summit's include:

1999 Terrorism Summit Manual. This manual was developed to address the Summit's objectives and includes materials necessary to draft a statewide terrorism strategy.
<http://www.dca.state.fl.us/fdem/bpr/EMTOOLS/Terrorism/Summit/index.htm>

State of Florida 1999 Terrorism Summit After-Action Report. This After-Action Report (AAR) was produced with the help, advice, and assistance of the State of Florida 1999 Terrorism Summit participants from many local and state agencies and departments. The purpose of publishing this AAR was to document the process that took place for developing the draft statewide terrorism strategy. It serves as a compendium of lessons learned, outlines necessary future actions, and provides the basis for planning future terrorism policies and procedures.
<http://www.dca.state.fl.us/fdem/bpr/EMTOOLS/Terrorism/Summit/A-AAR.html>

RESOURCE DOCUMENTS

The following are resources to assist transit agencies in developing or enhancing security plans and procedures. When available, the full text of these documents can be found at the Internet address provided.

From Volpe National Transportation Systems Center: <http://www.volpe.dot.gov/>

Title: Perspectives on Transit Security in the 1990s: Strategies for Success
Author(s): Boyd, M. Annabelle; Maier, M. Patricia; Kenney, Patricia J.
Year: 1996
Administration: Federal Transit Administration (FTA)
Keywords: Local transit—Security measures
Volpe Report #: DOT-VNTSC-FTA-96-02
DOT Number: FTA-MA-90-7006-96-01
NTIS Number: PB96-185871

Title: Transit Security: A Description of Problems and Countermeasures
Author(s): Mauri, Ronald A.; Cooney, Nancy A.; Prowe, Garry J.
Year: 1984
Administration: Urban Mass Transportation Administration (UMTA)
Keywords: Local transit crime--Prevention; Local transit--Security measures
Volpe Report #: DOT-TSC-UMTA-84-22
DOT Number: UMTA-MA-06-0152-84-2

Title: Transit Security Handbook
Author(s): Boyd, M. Annabelle; Maier, M. Patricia
Year: 1998
Administration: Federal Transit Administration (FTA)
Keywords: Local transit—Security measures
Volpe Report #: DOT-VNTSC-FTA-98-03
DOT Number: FTA-MA-90-9007-98-1
NTIS Number: PB98-157761
URL: <http://transit-safety.volpe.dot.gov/publications/Security/TransitSecurityHandbook.pdf>

The handbook provides both oversight agency and RFGS personnel with an overview of the rail security function, including: the development of a State Security Oversight Program; the establishment of a rail transit police or security department; the development of a system security program plan (Security Plan); the deployment of uniformed and plainclothes police and security personnel; crime prevention through environmental design (CPTED) and situation crime prevention (SCP) techniques for rail facility design and operation; the use and management of security technology; and techniques for crime data collection and analysis. Finally, the handbook contains information that will support the efforts of rail transit agencies to comply with the requirements specified in Part 659.

Title: Transit Security Procedures Guide
Author(s): Balog, John N.; Schwarz, Anne N.; Doyle, Bernard C.
Year: 1996
Administration: Bureau of Transportation Statistics (FTA)
Keywords: Local transit—Security measures
Volpe Report #: DOT-VNTSC-FTA-94-08
DOT Number: FTA-MA-90-7001-94-2

This guide is designed to help transit systems become aware of the procedures used across the country by transit and other programs in their security tasks. The guide includes information on how to apply the systems approach to transit security planning and implementation; proactive materials on the prevention of security incidents; procedures for immediate and follow-up response to security incidents; and specific evaluations of a variety of special security problems including crimes against passengers, crimes against the transit system, crimes against the public (hostages, hijacking, bomb threats), and general security issues. This is a companion to an earlier document entitled "Transit System Security Program Planning Guide" also available from Volpe and FTA.

Title: Transit Security in the 90's
Author(s): Powell, Kathryn C.
Year: 1996
Administration: Federal Transit Administration (FTA)
Keywords: Local transit—Security measures
Volpe Report #: DOT-VNTSC-FTA-96-11
DOT Number: FTA-MA-26-9009-97-01
NTIS Number: PB97-146989

As a result of the Federal Transit Administration's concern for the potential of terrorist attacks on our Nation's transit systems, especially in a year when we are hosting the Olympics, a conference was held in Atlanta, Georgia, on February 27-28, 1996. The purpose of this conference was to assist transit security specialists to recognize, prepare for, and respond to the terrorist threat. This document summarizes the proceedings of the conference.

Title: Transit System Security Program Planning Guide
Author(s): Balog, John N. ; Schwarz, Anne N. ; Doyle, Bernard C.
Year: 1994
Administration: Federal Transit Administration (FTA)
Keywords: Local transit—Security measures
Volpe Report #: DOT-VNTSC-FTA-94-01
DOT Number: FTA-MA-90-7001-94-1
NTIS Number: PB94-161973

The guide discusses each aspect of a security plan to ensure that when complete, the plan document will demonstrate management's commitment and policy regarding security; introduce the concept of a System Security Program; describe the transit system; establish the management of the plan; detail the security program by assigning responsibilities; explain how threats and vulnerabilities will be identified, assessed, and resolved; describe how the plan itself will be implemented to establish or revise the program; and describe how the security plan will be evaluated and modified. Additional information in the appendixes will make the complete security plan a valuable security reference. The guide includes a transit security bibliography of approximately 200 documents.

From Mineta Transportation Institute <http://www.transweb.sjsu.edu/transweb.htm>

Protecting Surface Transportation Systems and Patrons from Terrorist Activities, Brian Michael Jenkins, January 1997 (Out of print)

Full text available at: <http://www.transweb.sjsu.edu/publications/terrorism/Protect.htm>

Contemporary terrorists have made public transportation a new theater of operations. For those determined to kill in quantity and willing to kill indiscriminately, public transportation offers an attractive target. Because it is public and used by millions of people daily, there is necessarily little security. Passengers are strangers, promising attackers anonymity. Concentrations of people in contained environments are especially vulnerable to conventional explosives and unconventional weapons and attacks on public transportation, the circulatory systems of urban environments, cause great disruption and alarm, which are the traditional goals of terrorism.

In order to effectively meet the threat posed by terrorism and other forms of violent crime, it is essential that transportation system operators have a thorough understanding of the security measures employed elsewhere, especially by those transportation entities that have suffered terrorist attacks or that confront high threat levels.

This volume reports on the first phase of a continuing research effort carried out by the Norman Y. Mineta International Institute for Surface Transportation Policy Studies (IISTPS) on behalf of the U.S. Department of Transportation. It comprises a chronology of attacks on surface transportation systems; four case studies of transportation security measures (in Paris, Atlanta, and New York, and at Amtrak); security surveys of nine additional cities in the United States; and an annotated bibliography of current literature on the topic.

Protecting Surface Transportation Systems Against Terrorism and Serious Crime. Brian Michael Jenkins, October 2001 (Available October, 2001)

Contemporary terrorists have made public transportation a new theater of operations. In order to effectively meet the threat posed by terrorism and other forms of violent crime, it is essential that transportation system operators have a thorough understanding of the security measures employed by other operators, and especially by those entities that suffered terrorist attacks or confront a high level of threat.

In a previous Institute project, four case studies were completed (New York, Atlanta, Paris, and Amtrak). The results from this research were combined with the results of a Federal Transportation Agency survey of nine public transportation systems in the United States. The results of the previous study were published by IISTPS as *Protecting Surface Transportation Systems and Patrons from Terrorist Activities*, (IISTPS Report 97-4).

This project will address:

- assessing the credibility of threats,
- the applicability of current policies,
- evacuation decisions,
- legal liabilities,
- the division of responsibility between public authorities and system operators, and
- employee training requirements.

Terrorism in Surface Transportation -- A Symposium. Published March 1996

The topic for this symposium was selected to help satisfy the increased need for awareness of and preparedness for possible terrorism attacks on the surface transportation systems within the United States and the world. A group of experts was assembled to present a summary of their vast experience and concerns in the areas of terrorism to an invited group of delegates drawn from transportation agencies, law enforcement, other government agencies and the private sector. Interactive discussions and panels were also held. The speakers included representatives from the New York Transit Authority, the Federal Bureau of Investigations, Amtrak, and American Medical Response West. Topics included lessons learned from the Oklahoma City Bombing, the World Trade Center Bombing, the Unabomber, and the Arizona Derailment. Emergency medical responses were also discussed.

Source: San Jose University, Mineta International Institute for Surface Transportation Policy Studies

Transit Cooperative Research Program Reports

Improving Transit Security. Jerome A. Needle and Renee M. Cobb, J.D, 1997.

Many transit agencies are experiencing an upsurge in both the incidence and intensity of violence in and around its vehicles and stations. The costs --financial and social --associated with those violent incidents is tremendous. They involve escalating worker's compensation payments and medical expenses; higher levels of assault pay; increased absenteeism and worker anxiety; deterioration of equipment and increased frequency of required repair; decreased ridership, and greater passenger fear for personal safety. A number of issues should be addressed when developing a program to combat an increase in violence, including coordination of efforts with local law enforcement, schools, and community groups. There is also a need for considering engineering and design changes to provide greater structural safety to vehicle operators, station agents, and patrons. This synthesis describes good practices in conflict avoidance.

Source: *TCRP Synthesis 21*, Transportation Research Board, National Research Council.

Web site: <http://nationalacademies.org/trb/publications/tcrp/tsyn21.pdf>

Emergency Preparedness for Transit Terrorism. Annabelle Boyd and John P. Sullivan, 1997.

The threat of terrorism in various forms has been directed in increasing frequency toward bus and rail public transit organizations. Some transit agencies have extensive emergency procedures available for handling fires, accidents, power outages, and so forth; however, there are aspects of potential terrorist acts with which transit systems, and the municipalities and communities in which transit agencies operate, may be ill prepared to deal. Of particular concern is the ability, or lack thereof, of municipalities, transit agencies or other governmental agencies engaged in emergency response or crisis management to detect, classify, and properly react to a range of threats, including chemical, biological, and explosive devices. Key issues such as the following are covered: Internal organization emergency responsibilities; detection, classification, and response procedures; crime prevention through environmental design (CPTED); coordination with first responders to include memoranda of understanding; training for employees and other emergency and responding agencies; interagency training and drills; coordination with other responders, such as state and federal agencies; command and control systems, including communications; and identification of funding sources for technology, training, and research.

Source: *TCRP Synthesis 27*, Transportation Research Board, National Research Council.

Web site: <http://nationalacademies.org/trb/publications/tcrp/tsyn27.pdf>

TR News

Preparing for Transit Terrorism.

The contents of this periodical include: Traffic Estimation and Prediction System; Transportation-Related Noise in the United States; Emergency Preparedness for Transit Terrorism; Annual Meeting Highlights; Research Pays Off: Fiber-Reinforced Polymer Composites for Strengthening Bridges in Oregon; Profiles; News Briefs; TRB Highlights; CRP News; Calendar; and Bookshelf: TRB Publications.

Source: *TR News*, May-June 2000, Number 208

Web site: <http://nationalacademies.org/trb/publications/trnews/trnews208.pdf> - for cover and table of contents.

Transportation Security: Protecting the System from Attack and Theft.

Articles from this issue include:

Transportation Security: Agenda for the 21st Century

Stephen E. Flynn

Criminals plan to exploit and terrorists plot to disrupt the U.S. transportation system. Because both activities are escalating, transportation security must become a national priority, according to this author. The solution requires global initiatives that complement concerns about cost and competitiveness.

Information Systems Security: The Federal Aviation Administration's Layered Approach

Daniel J. Mehan

FAA is establishing a security system reinforced at every level, ensuring the safety of U.S. airspace and airports and protecting one of the world's largest and most complex information-centric critical infrastructures.

Cargo Security: High-Tech Protection, High-Tech Threats

Ed Badolato

Computer-savvy criminals, backed by syndicates and assisted by corporation insiders, are manipulating the new shipping technology for illicit gains. Security professionals must maintain the expertise to anticipate and prevent sophisticated theft at every link in the worldwide supply chain.

U.S. Military Preparedness: Jammed in the Traffic?

Bob Honea

The economic boom has the U.S. transportation system operating near capacity. Can commercial activities afford to make room for military transportation in a national emergency? A panel of military and civilian experts presented insights at two TRB conferences.

Statewide Critical Infrastructure Protection: New Mexico's Model

Daniel J. O'Neil

Programs to protect statewide, regional, and local infrastructure are necessary to complement—and adapt—federal initiatives. New Mexico provides a pioneering example.

Improving Surface Transportation Security Through Research and Development

Daniel F. Morgan and H. Norman Abramson

The federal government must set priorities for research and development to secure the surface transportation system, avoiding duplication of effort, coordinating findings among agencies, and implementing and assessing improvements, according to a National Research Council study.

National Maritime Policy: Reforms Should Boost Trade, Relieve Landside Congestion

A. J. Herberger

The United States must reform its patchwork maritime policy to enhance industry competitiveness in global markets, a retired vice admiral advises. Reforms also should encourage development of coastal routes to relieve highway traffic and introduce travel and shipping alternatives.

Source: November-December 2000, Number 211

Web site: <http://www.nas.edu/trb/publications/trnews/trncws211.pdf>

Other Resource Documents

Public Transit Reacts to Horrific Terrorist Attacks.

With the deadly terrorist attacks on the World Trade Center and the Pentagon on September 11, the nation's public transportation community has had much the same reaction as the general population: shock, anger, sadness, and an overwhelming, immediate desire to help. This article from *Passenger Transport*, that can also be found in full-text on the APTA website, discusses the reaction of public transit in regard to several different transportation agencies in New York, Washington, nationally, and internationally.

Source: *Passenger Transport*, September 17, 2001 (Vol. 59, No. 37)

This article can be found on the web at: <http://www.apta.com/news/pt/0917-response.htm>

Practical Security and Emergency Response Advice From New York and Washington, D.C.

The Federal Transit Administration (FTA) has compiled a "lessons learned" from providers of public transportation in the New York and Washington D.C. metropolitan areas since the devastation of September 11th. A summary of the recommendations is available.

Web site: <http://www.fta.dot.gov/office/public/c1201/attacha.html>

Mass Transit: Target of Terror. Kurt P. Nelson, 1999.

Few local law enforcement agencies are prepared to combat acts of terrorism, and mass transit systems remain particularly vulnerable. This article discusses how in recent years, both domestic and foreign terrorists have been increasingly focused on mass transit. It concentrates on the following topics: preparing for terrorism; defining the terrorist threat; transit system considerations; and prevention strategies.

Source: *FBI Law Enforcement Bulletin* Vol. 68, No. 1 (Jan. 1999). Pages 19-24

Web site: <http://www.fbi.gov/publications/leb/1999/jan99leb.pdf>

Defending Subways Against Biological Terrorism. David Siegrist and Peter Lejeune, 1998.

Transit police may find themselves on the front lines of America's strategic challenge for the 21st century, homeland defense. It is through the underground transport system that a terrorist or rogue nation may find the easiest means to attack the cities of the United States. Field experiments conducted by the US Army in the 1960s using the harmless bacillus globigii stimulant showed that much of New York City could have been infected by an attack on the subway system, with the agent being disseminated through ventilation shafts and station openings. This article discusses this case and its findings on prevention.

Source: *Transit Policing* Vol. 8, No. 2 (Fall 1998). Pages 7-10.

Web site: <http://www.potomacinstitute.org/press/transitpolicing.htm>

Technology and Transit Terrorism: Trends and Possibilities. Robert J. Bunker, 1997.

Transit terrorism has gained heightened attention from the transit police service due to the increased frequency of both threats and actual incidents, which are also growing in severity. This article looks at how terrorism is changing, the specific transit facility/system target sets that can be attacked, and the current technology employed in transit terrorism. Based on this analysis, projections concerning trends and possibilities of technology employment in transit terrorism are made.

Source: *Transit Policing* Vol.7, No. 1 (Spring 1997). Pages 14-23.

Location: This article can be found at the Transportation Library in the Northwestern University Library.

Chemical Terrorism Response in Public Facilities. Susanna P. Gordon, 2000.

The trends of terrorism towards large-scale, high-visibility, high-casualty assaults and towards attacks on public transportation facilities support the rising concern about chemical attacks on public facilities. The incidence of the Tokyo subway being attacked by Aum Shinrikyo in 1995 that resulted in the death of 12 people, caused 5500 casualties, and impacted 15 subway stations is discussed in this article. This article also informs how a well-prepared facility emergency response system can significantly reduce the impacts of a chemical attack and may discourage such attacks from taking place.

Source: *Transit Policing* Vol. 10, No. 1 (Spring 2000). Pages 5-10.

Location: This article can be found at the Transportation Library in the Northwestern University Library.

Cops, Cameras, and Enclosures: A Synthesis of the Effectiveness of Methods to Provide Enhanced Security for Bus Operators. National Center for Transit Research, Center for Urban Transportation Research, 2001.

The safety of operators and passengers is a primary concern of transit systems and has become an increasingly important issue to transit bus operators themselves. A number of transit agencies use different techniques to minimize the possibilities of assaults against bus operators and passengers such as uniformed or plainclothes police officers or security guards, digital cameras, and/or bus operator enclosures. This research surveyed transit agencies that have used these techniques to determine their level of success, cost effectiveness, and acceptance by both bus operators and passengers. The study also identifies other techniques used to ensure the safety of bus operators such as passenger relations training to avoid conflict. The effect of "full wrap advertising" on passenger safety is also explored. The findings are presented in synthesis form.

Web site: <http://www.nctr.usf.edu>

Improving Surface Transportation Security: A Research and Development Strategy. Transportation Research Board and National Research Council, 1999.

The surface transportation system is vital to our nation's economy, defense, and quality of life. Because threats against the system have hitherto been perceived as minor, little attention has been paid to its security. But the world is changing, as highlighted by dramatic incidents such as the terrorist chemical attack on the Tokyo subway in 1995. Research and development can contribute to that response in important ways.

The first step is to develop a better understanding of the problem. The U.S. Department of Transportation (USDOT) has already begun this effort by assessing the surface transportation system's vulnerability to hostile attacks. Further work is needed in some areas, particularly regarding chemical, biological, and cyber attacks, and especially the strategic vulnerability of the surface transportation system as a whole that may result from internal and external interdependencies.

USDOT's first priority in setting up a research and development program for the security of surface transportation should be to define and put in place a clear and comprehensive strategy. That strategy should be founded on a systematic process of five steps: clear definition of the problem and objectives, identification of a wide variety of possible solutions, rigorous evaluation of those alternatives, careful decision making, and effective implementation.

First, a dual-use approach, in which security objectives are furthered at the same time as other transportation goals, can encourage the implementation of security technologies and processes. Second, modeling could be used to develop a better understanding of the scope of the security problem. Third, USDOT can play an important role in

developing and disseminating information about best practices that use existing technologies and processes, including low-technology alternatives. Finally, security should be considered as part of a broader picture, not a wholly new and different problem but one that is similar and closely connected to the transportation community's previous experience in responding to accidents, natural disasters, and hazardous materials.

Web site: http://books.nap.edu/html/improv_surf_transp/

Control of Public Space. Peter Whent, May 1999.

Presents a safety and security strategy as utilized throughout the railway networks of England, Scotland, and Wales, including the London Underground.

Source: APTA 1999 Rapid Transit Conference Proceedings Paper.

Web site: <http://www.apta.com/info/online/whent.pdf>

Transport Safety, Public Safety And Public Transport: Exploring An Intricate Relationship. E. de Boer, 1999.

This paper describes factors impacting public safety in public transportation as related to traffic safety. These issues have been investigated for the Dutch high-speed eastern railway line. Subjects explored include transportation of hazardous materials, terrorism, the use of tunnels in railroad infrastructure, and public perception of safety in railway stations and tunnels.

Source: Second World Congress on Safety of Transportation: Imbalance between Growth and Safety Conference Proceedings.

Available from: Delft University Press, Postbus 98, 2600 MG Delft, Netherlands

Transit Passenger Perceptions Regarding Transit-Related Crime Reduction Measures. Thomas B. Reed, Richard R. Wallace, Daniel A. Rodriguez, November 19, 1999.

Violent crimes against public transit bus operators and passengers in Michigan were studied. The study was funded by the Michigan Department of Transportation and conducted by the University of Michigan in early 1999. A survey approach examined transit passenger perceptions of numerous transit-related crime reduction measures, primarily patrol and security, design actions, and technological innovation. The respondents ranked emergency telephones for passengers and increased lighting as the best crime prevention measures. The survey was part of a wider study that also surveyed transit agencies and transit vehicle operators.

Source: Transportation Research Record - Journal of the Transportation Research Board 173

Available from: <http://nationalacademies.org/trb/bookstore/>

TRANSIT SECURITY TRAINING AND SEMINARS

TSSI, Inc.

Total Security Services International, Inc. offers counter-terrorism training for transit personnel. For more information on their seminar offerings contact TSSI at telephone (770) 509-8800, email tssi1@msn.com, or visit their website www.totalsecurityservices.com.

TSI

Transportation Safety Institute (TSI) conducts seminars on safety around the country. Information on their courses and seminars can be obtain on their website <http://www.tsi.dot.gov> or by contacting Jim Lopez, manager of TSI's Transit Safety and Security Division, at (405) 954-3682.

Selected courses:

Transit System Security. Participants will receive the knowledge and tools to develop a system security program plan and implement the program. They will learn to use resources to reduce crime and improve passenger and employee security. This course provides participants with a uniform format for developing and implementing security policies and procedures through a system security program plan with crime prevention as the major component. Included are basic security terms, the five steps in threat and vulnerability identification, and the resolution process. The course addresses security in system planning, design and construction; agency policies and procedures; managing special security issues; and various types of transit security staffing. In the event of a critical incident, the system security program plan provides for mobilization of transit and other public safety resources to assure a rapid, controlled, and predictable response and resolution.

Objectives: System security program plan and state safety oversight; Developing a system security program plan; Security responsibility, policies and procedures, proactive security activities; Threat and vulnerability analysis, pre-incident indicators; Security by design, crime prevention through environmental design; Proactive procurement; Establishment of a security force; Bomb threat incidents and terrorist acts; Chemical, biological, and nuclear threat awareness; Vandalism, gang activity, fare evasion, and workplace violence; Managing the media; Crime prevention and problem oriented policing; Common security audit deficiencies; Group exercises, site review, quizzes and exam; Group exercise: security assessment.

Transit Explosives Incident Management Seminar. This seminar demonstrates how to prepare for and initially respond to acts of terrorism, implement a plan and procedures to respond to an explosive incident, and manage an incident and the media. Participants are trained in general security awareness in the transit environment, how to identify flaws in facility or vehicle design, and how to discourage criminal activity. Two seminars are usually conducted at the host site; PM on the first day and AM on the next day to encourage agency participation.

Objectives. Identification of vulnerability, potential threats to transit systems, terrorist tactics; Identification of explosive components; How to search for explosives and secondary devices; Development and review of explosives incident plans and evacuation procedures; Media relations; Presentations from local police department bomb technicians

Response to Weapons of Mass Destruction. This course provides information on historical chemical/biological/nuclear terrorist incidents, current events, the nature of chemical/biological/radiological agents, and how to respond to such events in a transit environment. Internal and external resources, transit's role in responding to community incidents, and the roles and cross-jurisdictional responsibilities of emergency responders are identified.

Objectives. Introduction to transit terrorism; Characteristics of response to terrorist incidents; Characteristics of chemical, biological, radiological agents; First responder considerations; Elements of response to a CBN incident: detection, responder protection, scene control, and notification; Planning for a CBN incident response; Managing the incident; Roundtable discussion; Tabletop simulation exercise based on host property's environment and concerns.

Threat Management and Emergency Response to Rail (Train) Hijackings Seminar. Participants will be taught how best to respond to acts of terrorism, including workplace violence, and how to develop and implement a plan and procedure to respond to hijackings. They will learn how to gain access to the rail vehicle and resolve the incident with minimal public endangerment. Two seminars are usually conducted at the host site due to participation of emergency responders.

Objectives. Introduction to terrorism, tactics; Bombs, chemical/biological/radiological incident history, and emergency management planning; Identification of flaws in facility design and operation; Developing an emergency response plan; Rail car accessibility (stopped, in motion); Planning a systematic response; Managing the media; Field exercise: preliminary safety briefing, simulation.

Effectively Managing Transit Emergencies. Participants learn how to develop and implement transit emergency management and response programs.

Objectives. Nature of emergencies and disasters; Emergency management concepts; Development of an emergency management plan; Incident command station and coordination of response efforts and resources; Emergency management training; Acquisition; Managing media relations; Tabletop simulations and group exercises, quizzes, exam.

FLETC

Information on the Land Transportation Anti-Terrorism Training Program can be accessed through the Federal Law Enforcement Training Center's website <http://www.fletc.gov> or by contacting the program specialist at (912) 267-3186.

NTI

The National Transit Institute at Rutgers in New Jersey has awarded Tri-Met a contract to develop a comprehensive training program on how to prevent, respond to, manage, and recover from workplace violence incidents in the transit industry. Tri-Met will develop a resource guide on how to implement an effective workplace violence prevention program, as well as classroom training for front line employees, supervisors, and managers, and produce videos and a CD-ROM. Contact Adrian B. Moy at telephone (503) 631-8341 or e-mail at adrianbmoy@home.com.

ADDITIONAL RESOURCE WEB SITES

Federal Departments/Agencies

Federal Emergency Management Agency

www.fema.gov

FEMA: Rapid Response Information System

www.rris.fema.gov

Federal Bureau of Investigation

www.fbi.gov

National Domestic Preparedness Office

www.fbi.gov/programs/ndpo/default.htm

Department of Health and Human Services

www.hhs.gov

National Disaster Medical System

www.ndrms.dhhs.gov/index.html

Environmental Protection Agency

www.epa.gov

Chemical Emergency Preparedness and Prevention

www.epa.gov/swercepp/

Office of Emergency Response

www.epa.gov/superfund/programs/cr/index.htm

Department of Defense

www.defense.mil

Department of Transportation

www.dot.gov

Department of Energy

www.doe.gov

U.S. Department of Agriculture

www.usda.com

U.S. Army Soldier and Biological Chemical Command

www.sbccom.apgea.army.mil

U.S. Army Medical R&D Command

<http://mrmc-www.army.mil>

U.S. Department of State Warnings

<http://travel.state.gov/travelwarnings.html>

U.S. Department of Justice

www.ojp.usdoj.gov

Medical (Army Surgeon General)

www.nbc-med.org

Department of State (DOS)

www.state.gov

DOS/Counterterrorism Coordinating Office

www.state.gov/www/global/terrorism/index.html

Agency for Toxic Substances and Disaster Registry

www.atsdr.cdc.gov/OFP/terrorism/indterr.html

Centers for Disease Control and Prevention

www.cdc.gov

Disaster Management Central Resource

<http://206.39.77.2/DMRC/dmrhome.html>

Bureau of Alcohol, Tobacco, and Firearms

www.atf.treas.gov

Chemical and Biological Defense Information and Analysis Center

www.cbiac.apgea.army.mil

U.S. Army Medical Research Institute of Chemical Defense

<http://chemdef.apgea.army.mil>

U.S. Army Medical Research Institute for Infectious Diseases

<http://usamriid.apgea.army.mil>

Counter/Antiterrorism

U.S. Information Agency (USIA)

www.usia.gov/topical/po/terror/

Counterterrorism Page

www.emergency.com/cntrterr.htm

National Terrorism Preparedness Institute

<http://terrorism.spjc.cc.fl.us>

Terrorism Research Center

www.terrorism.com

International Association Counterterrorism and Security Profession

www.iacsp.com

Organization for the Prohibition of Chemical Weapons (OPCW)

<http://www.opcw.nl>

Center for Nonproliferation Studies, Monterey Institute

<http://cns.miis.edu>

The Stimson Center

www.stimson.org/

The Joint Program Office for Biological Defense

www.jpobd.net

The Defense Week Domestic Preparedness Site

www.domesticpreparedness.com

Terrorism with C/B Weapons

www.cbaci.org/

Stockholm International Peace Research Institute (SIPRI)

www.sipri.se/projects/chembio.html

Organizational Contacts

Florida Division of Emergency Management

www.floridadisaster.org

American College of Emergency Physicians

www.acep.org

National Association of EMS Physicians

www.naemsp.org

International Association of Fire Chiefs

www.iafc.org

International Association of Firefighters

www.iaff.org

U.S. Fire Administration

www.jusfa.fema.org

Emergency Net

www.emergency.com/

Police Executive Research Forum

www.policeforum.org

ECDIN – Searchable Chemical Database

http://ulisse.etoit.eudra.org/Ecdin/E_hinfo.html

Extension Toxicology Network

<http://ace.orst.edu/info/extoxnet>

Chemical Weapons

www.opcw.nl.ptshome.htm

Medical Web-Emergency

www.gen.emory.edu/medweb/medweb.html

National Research Council

www.nas.edu/nrc

National Sheriffs Association

www.sheriffs.org

SIRI MSDS Collection

<http://hazard.com/msds>

NBC Industry Group

www.nbcindustrygroup.com

International Association of Emergency Managers

www.emassociation.org

National Emergency Management Association (NEMA)

www.nemaweb.org



ATTACHMENT V



STATEWIDE TECHNICAL ASSISTANCE AND TRAINING PROGRAM

For more information contact:

Amber Reep, Program Manager
(813) 974-9823 or (813) 974-3120
reep@cutr.eng.usf.edu

Lisa Staes, Program Director
(813) 974-9787 or (813) 974-3120
staes@cutr.eng.usf.edu

Florida Statewide Technical Assistance and Training Program



National Center for Transit Research
Center for Urban Transportation Research
University of South Florida
4202 E. Fowler Avenue, CUT 100
Tampa, Florida 33620-5350
(813) 974-9823 or (813) 974-3120



Center for Urban Transportation Research
USF College of Engineering



TRANSIT TRAINING & TECHNICAL ASSISTANCE CAN HELP YOU

The Florida Department of Transportation in partnership with the National Center for Transit Research at the Center for Urban Transportation Research (CUTR) has established the **Florida Statewide Technical Assistance and Training Program.**

Technical Assistance

Florida's transit agencies provide an invaluable service to the residents and visitors of the state. This program was established to help transit professionals stay abreast of the ever-changing transit environment. When utilizing the services available through this program, transit professionals will have access to the latest information within transit subject areas, including grants management, administration, maintenance, operations, and overall system management.

Technical assistance includes making presentations to local city or county commissions, transit agency policy boards, and metropolitan planning organizations on a broad range of transit-related subjects. It includes preparing brief technical reports or "white papers" on various subjects. It may also include, but not be limited to, assisting transit agencies with policy or procedure devel-

opment, emerging maintenance issues, route analysis, funding opportunities technology deployment, and data collection.

This program was made possible by a grant from the Florida Department of Transportation. Technical assistance activities are provided at no cost to Florida's transit agencies.

While this program has not been developed to perform more expansive services (such as the development of Transit Development Plans, other long term planning documents, or long-term analysis and consultation) this program can be a "light at the end of the tunnel" for agencies struggling with day-to-day issues.

Training

The Training component was developed to keep Florida's transit systems abreast of:

- ❖ the ever-changing transit environment;
- ❖ management philosophies;
- ❖ grants management and administrative activities;
- ❖ changes in federal transit regulations and requirements; and
- ❖ personnel related issues.

Transit professionals will have access to training opportunities structured to assist them in developing, improving and expanding public transit services within their communities.

What types of transit training are provided?

Grants Management
Operations Planning
PERSONNEL MANAGEMENT
Administration

National Center for Transit Research at CUTR

In October 1999, the U.S. Congress designated the National Center for Transit Research (NCTR) to be located at the Center for Urban Transportation Research at the University of South Florida in Tampa. The theme of NCTR is to increase public participation and awareness of the public transportation industry and to enhance the performance and relevance of public transportation and alternative forms of transportation in urban areas.

