UNITED COMMUNITY
TRANSIT COALTION

TRANSIT MARKETING TOOLKIT

SOUTH CENTRAL KANSAS

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Contact Information and Participating Organizations

For more information, feel free to contact:

Kansas Mobility Management
Jessica Warren, LMSW
Director of Mobility Management for South Central Kansas
Jessica.Warren@wampo.org
316-779-1322

Wichita Area Metropolitan Planning Organization
Dora Gallo
Transportation Planner
WAMPO@wampo.org
316-779-1313

Thank you to these organizations for their partnership in this project:

Butler County Government
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City of Wichita
Greater Wichita Partnership
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Kansas Department of Transportation
Sedgwick County Government

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United Community Transit Coalition
271 W 3rd St N., Ste 208
Wichita, KS 67202
(316) 779-1322

TABLE OF CONTENTS

INTRODUCTION

On September 29, 2022 nineteen transit, social service, and government staff from Butler, Harvey, and Sedgwick Counties participated in the Kansas Tri-County Transit Workshop, facilitated by Amy Conrick, Director of the National Center for Mobility Management. Attendees spent the day diving into the focus question:

How might we increase collaboration among transportation agencies in Sedgwick, Harvey, and Butler Counties in order to improve transportation for residents in those counties?

By the end of the day the participants had determined: 1) a goal for public transit within the region, 2) challenge questions to meeting said goal, and 3) a means to the goal (see Appendix F for full details of the day).

The resulting goal was simply to increase the reach of transportation systems in the region by creating a coalition to form a toolkit. Thus the United Community Transit Coalition was born.

The intent of the toolkit, the one that you're reading now, was to educate the public on transportation, identify and gather relevant data, and present the information in a way that could be replicated across systems throughout Kansas.

This toolkit has evolved into a sort of how-to guide for transit staff, advocates, and stakeholders to use. Each section describes a different means of sharing information and data. Included in each section are helpful tips and tricks to quickly and efficiently share information with a variety of populations and pointers on how to stay on message. Also included are helpful technology and tools, and very importantly, accessibility features.

The appendices include data that the Coalition gathered during our time working together as well as regional data. Additionally the appendices contain a guide to further your knowledge on effective communication tactics.

The information presented throughout this toolkit is designed to assist transit advocates in creating a regional voice to reach more stakeholders, decision makers, and community members. By reaching more people, we can create more momentum towards the goal of increasing collaboration among providers. Ultimately, transit's goal is to serve those who need it and the best way to do so is by doing it together.

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UCTC Toolkit How-To Section

WEBSITE CONTENT

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials

Description

Websites allow individuals to access information at any time (outside business hours, etc). They allow space for the provision of a high amount of information like videos, pdfs, graphics, and guides. By using a variety of mediums, websites provide the perfect opportunity to effectively reach a wide range of people.

Best practices include:[1]

- Consistent design, including color and font schemes, layout, etc.
- Utilization of effective copywriting:
  - Use powerful action verbs and active voice
  - Get to the point quickly and keep it short but substantive
  - Ask your readers the "hows" and "whys" to keep the conversation going
- Call to action buttons
- Design elements that include visual hierarchy:
  - Use size, scale, spacing, alignment, position, variations in font style/size, color, and contrast to draw the eye to important design elements
- Conventional web design that includes:
  - Main navigation at the top or left of page
  - Logo at the top left corner that will return the user to the homepage when clicked

Transit Specific Factors

When utilizing a website to further the goals of the UCTC, these items are recommended:

- The UCTC Mission and Vision
- Background information (no more than 2-3 sentences for most uses):
  - A general overview of the current state of transit in the region
  - Basic transit usage data and estimation of need

- ○ Gaps in service in the region that the coalition is working to address
- Services provided within the region
- When available, the toolkit

The information should be tailored to the intended audience of that particular website - the goal is to peak the viewer's curiosity and to begin to connect UCTC's mission and vision to their lives in a meaningful way.

Specific Population Factors

Due to the wide-reaching nature of websites, a multitude of populations can be reached. It is important to narrow in on the purpose of the website. Making the purpose and goals the focal point then allows for each population to take away the information that is important to them.

Technology and Tools

National RTAP[2] provides a free website building and hosting tool for transit systems, state transit associations, RTAP programs, transit projects, and anything in between. This tool includes regular support calls, accessibility training, and much more.

Wix and WordPress are also website building tools that have paid features.

Accessibility Features

Some recommended accessibility best practices include:

- Ensure proper use of periods, avoid redundancies, and be succinct. This gives screen readers a better chance to work properly.
- Use semantic HTML with proper headings and landmarks
- Provide meaningful alternative text for images and descriptive link text
- Ensure sufficient color contrast for readability
- Implement keyboard navigation and focus styles
- Use ARIA roles and attributes judiciously for enhanced interactivity
- Sans-serif fonts, like Verdana, Tahoma, and Arial are highly recommended, no smaller than 12pts[3]

All website content should be available in at least English, Spanish, and Vietnamese.

UCTC Toolkit How-To Section

SOCIAL MEDIA

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials

Description

Social media allows for building of relationships between users, organizations, coalitions, and general causes. It's a great tool for building awareness, educating the public, and directing traffic to a website.

Common social media sites include:

- Facebook
- Instagram
- X (formerly known as Twitter)
- LinkedIn
- Reddit
- YouTube
- Pinterest
- TikTok
- Snapchat

Many of the common sites allow for a combination of text, pictures, graphics, or videos to be posted.

Transit Specific Factors

For transit purposes, we will focus more on the use of Facebook and Instagram, as they are connected and can be posted to simultaneously via the Meta Business Suite. Some of the goals of transit specific social media posts are as follows:

- Drive traffic to a website
- Capture attention
- Garner additional allies

In order to do that, share bite sized information in the form of pictures, short videos, and the occasional infographic. Include relevant alternate text or descriptive text whenever possible. The description can also include relevant hashtags (for example, #kansasrides #transit #socialmediatraining), although some sources say that hashtags are becoming outdated and that it is more important to include relevant keywords in the text of your description.

Focus on topics people care about **or** getting others to care about transit related issues in the region. Not all posts need to be about sharing educational information on transit agencies or partners specifically, sometimes posts that are aimed as conversation starters get the best engagement. For example, look at your local news site - chances are, they've recently asked for the public's thoughts on a specific topic.

Specific Population Factors

With social media, it is relatively easy to tailor the material to a variety of intended audiences. Not all posts will be aimed towards all audiences. Some population factors to consider include:

- Decision makers want to know about the *impact* (on lives, economic, budgetary, etc.).
- Caregivers want to know how they can best help those they are caring for.
- Older adults want to see resources and how they can get themselves and their loved ones to their destinations safely.
- Those with a disability often want to see how the service can work for their lives.
- Youth want to see how transit can be fun and non-intimidating. Their guardians want to see how it's safe for the young people in their lives.
- Those with transportation needs want to see how they can get to where they need to go safely and on time.

Information should represent the population each post is targeted towards - this can be done in a variety of ways but including images of people or places they may know is a simple and effective way to connect.

Technology and Tools

Depending on the site and type of post, there are a variety of tools that can be utilized to assist with creating social media content. These include:

- Meta Business Suite (Facebook and Instagram)
- National RTAP Photo Library[4]
- Canva Pro (or free)
- Stock Images, Videos, and Sounds
- Adobe Express

Accessibility Features

Recommended accessibility features for social media posts include:

- Include image descriptions in the post if possible.
- Use alt text for images and videos when possible.
- Use high contrast colors in images, especially when the images include text.
- Use video captioning or provide a transcript when possible.
- Use plain language, avoid jargon and acronyms.
- Create posts in multiple formats. It's likely that there is a way to share the same information through text, an image/graphic, and a video.

UCTC Toolkit How-To Section

VIDEOS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials

Description

Videos provide compelling messages that allow viewers to emotionally connect with the subject matter. Music and sounds are often included to draw the viewer's attention to key moments or to underscore a point.

There are two lengths of videos to consider, short-form and long-form.

The definition of short-form videos varies. For our purposes, we will define short-form videos as those that have a maximum length cap on common social media sites:

- YouTube Shorts, 60 seconds
- Facebook and Instagram Reels, 90 seconds
- TikTok videos created in app, 3 minutes

We'll define the transit short-form maximum length as 3 minutes.

Long-form videos are those that generally do not cap the maximum length (with the exception of TikTok, which only allows uploads of up to 10 minutes). We define long-form videos as those over 3 minutes.

It is also important to consider the thumbnail of the video. If a thumbnail is not interesting or attention grabbing, potential audience members will not view your content. Look at other similar videos and their view counts to get a feel for how to create an image that is engaging and will make the viewer want to click into the video.

Transit Specific Factors

Types of messages that may make captivating transit videos include:

- How-to videos (how to ride the bus/van, how to schedule a ride, etc.)
- Examples of accessibility or other features (show use of the lift, bike rack, etc.)
- Rider stories - "Why I Ride," and the "Impact of Transportation"
- Staff stories or "meet your (driver, dispatcher, etc)" type videos, possibly as a series

How to decide what length of video to use:

- Short-form video:
  - These videos provide quick snippets of information and should get the watcher's attention in the first 1-3 seconds. Short-form content is "often entertaining, informative, and visually appealing, making [it] highly shareable and easily digestible."[5]
- Long-form video:
  - Long-form content allows for in-depth exploration of the subject at hand. It is slower paced and often allows for a more complete story to be told. Long-form content provides time for the viewer to create a stronger emotional connection to the topic as it can provide a more immersive experience.

To capture a wider audience, both short-form and long-form videos should be used to complement each other and provide information on transit in the region.

Specific Population Factors

Videos should include a wide variety of riders in order to relate to various populations - this could be done in one long-form video or a series of short-form videos aimed towards specific populations (caregivers, older adults, those with disabilities, non-English speakers, general public, youth, etc.).

Technology and Tools

Tools may include:

- A camera (phone, tablet, video camera)
- Tripod and/or lighting
- Editing software (CapCut, Adobe Express, Adobe Premier Rush/Pro, Vegas Pro, VSDC, Final Cut Pro, OpenShot, Canva)
- Thumbnail software (Canva, Adobe Photoshop)

Ensure music, sounds, and graphics are royalty-free. YouTube provides creators with a free library of copyright-safe sounds and music.

Accessibility Features[6, 7]

Enabling closed or open captioning is highly recommended. Provide a transcript in the description when captioning is not available. A small series of videos for non-English speakers is also recommended.

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271 W 3rd St N., Ste 208
Wichita, KS 67202
(316) 779-1322

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TESTIMONIALS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials, Businesses/Employers

Description

Testimonials are written or verbal stories about personal experiences, generally describing how a service worked for them. According to BigCommerce[8], 72% of consumers reported that positive reviews and testimonials increase their trust in the organization/business/agency.

Effective testimonials elicit emotional responses and focus on tangible impact. Testimonials that include a name, pictures, or videos tend to stand out more than those that are just text-based. Share testimonials where they are easy to access, like the front page of your website.

Transit Specific Factors

Testimonials should be from a variety of sources and should accurately reflect those served. Gather testimonials from various populations - potential consumers want to see that the service is for them. There are two main types of transit testimonials to focus in on:

- Rider Testimonials:
  - The stories riders tell will often be about the impact transit has had on their lives. This could include stories about:
    - How transit allows them to age in place (staying in rural Kansas versus having to move urban to be closer to services).
    - How they are able to get to/from work without a personal vehicle
    - How parents and caregivers can free up some of their time by placing those their care for on safe transit services.
    - How children can get to and from school safely.
    - How they can get to and from their medical appointments, grocery shopping, etc, without having to rely on others.
  - Often, rider stories focus on the **independence** they gain or keep from having safe and affordable transportation options in their lives.

- Driver/Staff Testimonials:
    - These stories often depict what riders can expect from staff when they interact with an agency. This could include:
        - Staff sharing how they are able to build relationships with riders and how that can lead to referrals for other services.
        - Staff sharing the impact they see in the lives of their riders.
        - Staff sharing how they care about their riders.

It is important to note that permission **must** be granted from individuals to share their stories.

Specific Population Factors

When gathering testimonials, think about the needs and wants of various populations. In addition to those listed in the previous section, consider these populations:

- Businesses/Employers want to see how employees can get to work on time, the dependability of the service, and ease of scheduling. They also want to hear about economic impact - i.e. how reliable transportation can bring customers and increase profit.
- Social Service/Medical Agencies want to see the positive impact in the lives of their clients/patients and how they are overall better able to engage with services.
- All riders want to see that transportation options can get them where they need to go when they need to get there.

Technology and Tools

Depending on if the testimonial is written or video, there are a variety of tools that may be useful to gather and share the stories.

- Written:
    - Surveys through SurveyMonkey, Google Forms, etc.
    - Canva
    - Social media
    - Website submissions
    - Personal interviews
    - A camera for pictures to go along with the written testimonial
    - Stock images
- Video:
    - A camera (phone, tablet, video camera)
    - Tripod
    - Editing software (CapCut, Adobe Express, Adobe Premier Rush/Pro, Vegas Pro, VSDC, Final Cut Pro, OpenShot, Canva)

Accessibility Features

Tailor accessibility features based on how the testimonials are being shared.

- Text based:
  - Gather testimonials in various languages.
  - Use sans-serif fonts when able, with at least a 12 point font.
  - Use proper punctuation and capitalization for screen readers.
- Videos:
  - Enable closed or open captioning when available.
  - Provide a transcript in the video description when captioning is not an option.
  - Don't forget to include videos for those with limited English proficiency.

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Wichita, KS 67202
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UCTC Toolkit How-To Section

INFOGRAPHICS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials

Description

An infographic is a visual representation of data with minimal text attached. Infographics commonly use charts, graphs, timelines, and other visual elements to convey information. The purpose of the visuals is to catch the viewer's attention, but they must do so in a way that is relevant to the content being shared. Infographics should be visually appealing and it may be helpful to keep the information concise to help the audience remember the data later.

Transit Specific Factors

Plan for the possibility that the viewer may only remember one or two data points from the infographic. Common practices include:

- All of the information presented in a single infographic should be relevant and related.
- In order to keep the infographic easily digestible, ensure that plain language is used - avoid technical jargon or phrases that may not translate to another language well, for example, many people are unfamiliar with the terms "paratransit" or "demand response."
- It is often helpful to draw attention to numbers by increasing the text size of the number itself.

Specific Population Factors

When putting together infographics, it is vital to keep the target audience and their wants/needs in mind. Some factors to consider for each population include:

- Decision makers want to know about the impact transportation has. Specific numbers around budget, economic impact, and how many rides are given may be especially significant to this group.
- Parents/Guardians/Caregivers want to know that those they care for are safe and well cared for, so numbers around safety could have a high impact on this group.

17

- Older adults often want to know where they can go and how often. Consider sharing common destinations as well as business hours.
- Those with a disability often think about if a service will be accessible to them. Share accessibility features and any relevant data.
- Youth want to know how to get where they're going. Share relevant destinations and short how-to information.
- Businesses/Employers want to make sure employees can get to work and they want to hear about how customers will get to their business. Share information on scheduling and/or economic impact of transit.
- The general public wants to know that they can get where they want to be on time. Share information on scheduling, destinations, and on-time rides.

Technology and Tools

There are a variety of tools that can be used to make an impactful infographic. These include:

- Canva
- Publisher
- Piktochart
- The National RTAP Marketing Toolkit

Accessibility Features

Infographics include minimal text, but it is important that they:

- Use high contrast colors for images, text, and backgrounds
- Include alt-text for the basic information
- Use sans-serif text, at least 12 points, when applicable
- Use clear language
- Come in multiple languages

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271 W 3rd St N., Ste 208
Wichita, KS 67202
(316) 779-1322

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ONE-PAGERS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials, Businesses/Employers

Description

One-pagers are written summarizations of an agency, services provided, and projects. As the name suggests, the information presented fits onto one page, often the standard 8.5" x 11" letter size. Storydoc[9] refers to one-pagers as written elevator pitches that are effective because "they get to the point quickly, spark initial interest, and establish a conversation." Think of a one-pager as a short, informal sales pitch - what information do you need to include in order to "make the sale" of your project, organization, or service?

Information included in a one-pager will vary based on the purpose, but often they include blocks of text and graphics laid out in an easy to digest format. Don't forget to include a logo, contact information, and call to action when appropriate.

In order to reach a wider audience, one-pagers can also be easy to access websites. Ensure that the website contains the same amount of information as what would fit on a standard piece of paper.

Transit Specific Factors

Transit related one-pagers will generally hone in on a specific service, project, or organization. Effective transit one-pagers will most likely include a mix of relevant data points and short impact reports or testimonial statements from riders or staff.

The impact report or testimonial statements should present a variety of rider ages - school age to 95+ - showing what service looks like for them. Remember that feelings equal impact; we want the audience to create an emotional connection. For example, an agency could show the emotional impact of how transit service allows an older adult to stay in their rural home versus having to move closer to services.

Specific Population Factors

Some factors to consider after the target audience is determined:

- Decision makers are given a lot of information on a wide variety of topics. They tend to want concise, impactful information. This includes relevant data points and short testimonials.
- Parents/Guardians/Caregivers want to know that those they care for are safe and well cared for, so numbers around safety could have a high impact on this group.
- Older adults often want to know how their lives can be improved - share information on common destinations and testimonials that aim to break down any negative preconceptions they may have.
- Those with a disability often think about if a service will be accessible to them. Share accessibility features and any relevant data. This population also commonly wants to know how services assist with or provide independence.
- Youth want to know how to get where they're going. Share relevant destinations and short how-to information. Ensure these one-pagers are fun and engaging.
- Businesses/Employers want to make sure employees can get to work and they want to hear about how customers will get to their business. Share information on scheduling and/or economic impact of transit. Share the benefit to their business.
- The general public wants to know that they can get where they want to be on time. Share information on scheduling, destinations, and on-time rides with relevant data and testimonials.

Technology and Tools

A variety of tools exist to assist with the creation of one-pagers, including:

- Microsoft Word
- Microsoft Publisher
- Canva
- For a virtual one-pager, design the website so that the flow of information is easy to follow and so that all users can interact with the site - this includes ensuring that mobile users can zoom in and out on text and graphics.

Accessibility Features

To make one-pagers more accessible:

- Use high contrast colors for images, text, and backgrounds
- Use sans-serif text, at least 12 points, when applicable
- Use clear language
- Provide them in multiple languages
- Design the website (for virtual one-pagers) so that the flow of information is easy to follow and so that all users can interact with the site - this includes ensuring that mobile users can zoom in and out on text and graphics

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UCTC Toolkit How-To Section

FLYERS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials, Businesses/Employers

Description

Flyers are similar in concept to one-pagers. However a key difference is that flyers contain less variability in information. With one-pagers, think elevator pitch for a project, organization, or service - more like a short sales pitch. Flyers are more narrow in scope, with the goal of providing information or engaging with an audience.

Flyers should be designed in a way where they can be read from a distance. Think large text and attention grabbing graphics during the design process. While designing the flyer, it is helpful to step back and view it from a distance to get the full effect. Additionally, flyers come in a multitude of sizes. Don't forget to include some way for the viewer to get more information - QR codes are particularly useful, but websites or email addresses work as well.

Transit Specific Factors

Flyers are a great way to share eye-catching information and data. Once distributed, they require minimal upkeep as long as they provide a way for the audience to engage further with the information (QR code, website, email). One way to approach flyers is to think of them as the initial contact with the viewer - what information do you need to include to get the intended audience curious enough to engage further?

Specific Population Factors

Information various populations want to know:

- Decision makers tend to want concise, impactful information. This includes relevant data points and/or short testimonials.
- Parents/Guardians/Caregivers want to know that those they care for are safe and well cared for, so numbers around safety could have a high impact on this group.

- Older adults often want to know how their lives can be improved - information on common destinations or numbers of adults who use service could be impactful.
- Those with a disability often think about if a service will be accessible to them. Quick visuals or numbers may be most beneficial here.
- Youth want to know how to get where they're going. Share relevant destinations and short how-to information. Eye-catching graphics/pictures are recommended.
- Businesses/Employers want to make sure employees can get to work and they want to hear about how customers will get to their business. Think quick data on the benefits to their business.
- The general public wants to know that they can get where they want to be on time. Share information on scheduling, destinations, on-time rides, and how they can save money with relevant data and testimonials.

Technology and Tools

What technology or tools are needed to create infographics? Canva, Publisher, Piktochart, etc. Provide a short description of each as well as pros and cons.

- Canva
- Microsoft Publisher
- Vistaprint for designing and printing
- Printing can be done at stores like Office Depot or Staples

Accessibility Features

Ways to make flyers more accessible include:

- Use high contrast colors for images, text, and backgrounds
- Use sans-serif text, at least 12 points, when applicable
- Use clear language, without technical jargon, at no more than a 5th grade reading level
- Provide flyers in multiple languages

UCTC Toolkit How-To Section

TALKING POINTS

Target Population

General Public, Older Adults, Youth, Those with a Disability, Those with Transportation Needs, Decision Makers/Elected Officials, Businesses/Employers

Description

According to George Mason University,[10] "talking points are a set of clear, easily remembered phrases that outline a proposal, project, or idea." Talking points should be short, simple, and capture the main concept the speaker wants to convey. Bullet points on a PowerPoint are a good example of talking points. They do not have to be complete sentences. They just need to provide enough context for the audience to stay on track with the speaker.

George Mason University also provides information on what to avoid with talking points:

- Avoid providing too much information. You don't want to bog down your audience (or your thoughts) with unnecessary detail/background. They'll just stop listening.
- Avoid many lines of text in a single bullet point. Talking points are made to be memorized before a presentation or quickly glanced at while a presentation is being given. Make them easy to read.
- Avoid hiding the main point. Your audience may only remember one or two key things from the presentation. Make sure what they remember are the most important points.

Transit Specific Factors

While the above description focuses on the use of talking points during a presentation, when it comes to transit talking points may be more frequently used in informal presentations or conversations.

Come up with a few key points and memorize them or keep them in an easy to access place when you're in the community (like a notebook). Use these points to guide your conversations with community members, decision makers, and other potential stakeholders. This allows you to provide consistent messaging, which tends to increase the public's trust in an organization or service.

Specific Population Factors

Due to the nature of talking points being short and easily memorized, it may be most effective to memorize a few general statements or data points rather than data and numbers for specialized populations. These could include:

- Information on local services and data for those services
- Basic statements around the importance of transit (like improving quality of life)
- Data on what transit does for the community
- Data and information geared towards dispelling any negative preconceived notions towards what transit is and who it serves

Technology and Tools

Technology and tools will vary depending on if the talking points are used in a visual presentation or more information conversation. Tools can include:

- Microsoft PowerPoint
- Microsoft Word
- A notes application on your phone
- A notebook

Accessibility Features

For talking points that are written for the audience to read:

- Use high contrast colors for images, text, and backgrounds
- Use sans-serif text, at least 12 points, when applicable
- Use clear language, without technical jargon, at no more than a 5th grade reading level

United Community Transit Coalition

271 W 3rd St N., Ste 208
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(316) 779-1322

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APPENDIX A: South Central Kansas County Transit Dependent Demographics, 2023 Estimates

KANSAS COUNTY TRANSIT DEPENDENT DEMOGRAPHICS

2023 ESTIMATES

How to Use this Guide

The purpose of this guide is to help transit agencies with their grant applications to KDOT for operating assistance and provide agencies with an understanding of the transit need and demand in their counties and cities.

The following guide is an easy-to-use resource that provides county by county demographic data for the state of Kansas. The guide consists of three components, a glossary, a table of contents, and demographic data by county.

- **Glossary:** The glossary provides definitions of the categories of demographic data provided. This provides meaningful context and allows the user to have a better understanding of the data presented in the chart.
- **Table of Contents:** The next feature of this guide is the table of contents. The table of contents is separated by county and provides ease of access to the user by allowing them to click on the county name within the table of contents which takes them directly to the corresponding page within the guide.
- **Demographic data by County:** Once a user has navigated to the page with the desired county demographics, the table provided lists the necessary demographic data for a transit agency within that county to complete grant applications and evaluate the transit demand in an area. This data includes the number of people within that demographic in that county and percentage of that demographic from the total population.

> **Tip: Hold CTRL+CLICK on your COUNTY NAME in the table of contents for direct access to your county demographic data chart.**

Glossary

Category	Definition	
Total population (a)	Total number of people within a given county.	
White (a1)	Number of White people within a given county.	Percentage of White people from Total Population.
Black or African American (a2)	Number of Black or African American people within a given county.	Percentage of Black or African American people from Total Population.
American Indian and Alaska Native (a3)	Number of American Indian and Alaska Native people within a given county.	Percentage of American Indian and Alaska Native people from Total Population.
Asian (a4)	Number of Asian people within a given county.	Percentage of Asian people from Total Population.
Native Hawaiian and Other Pacific Islander (a5)	Number of Native Hawaiian and other Pacific Islander people within a given county.	Percentage of Native Hawaiian and other Pacific Islander people from Total Population.
Some Other Race (a6)	Number of people belonging to some other race within a given county.	Percentage of people belonging to some other race from Total Population.
Hispanic or Latino (b)	Number of people who identify as Hispanic or Latino within a given county.	Percentage of Hispanic or Latino people from Total Population.
Pop over 5 years who speak non-english at home(c)	Number of people over the age of 5 who speak a language other than English at home within a given county.	Percentage of Population over 5 years who speak non-English at home from Total Population.
Elderly 60+ (d)	Number of people over the age of 60 years old within a given county.	Percentage of Elderly 60+ people from Total Population.
Elderly 65+ (d1)	Number of people over the age of 65 years old within a given county.	Percentage of Elderly 65+ people from Total Population.
total below poverty (e)	Total number of people living below the poverty threshold* within a given county.	Percentage of total people living below poverty from Total Population.
Adults (18 - 64) below poverty (e1)	Number of adults aged 18-64 living below the poverty threshold* within a given county.	Percentage of Adults (18-64) living below poverty from Total Population.
Elderly 65+ below poverty (e2)	Number of elderly aged 65+ living below the poverty	Percentage of Elderly 65+ living below poverty from Total Population.

	threshold* within a given county.	
Adults (18 - 64) Ambulatory difficulty (f)	Number of adults aged 18-64 with ambulatory difficulty* within a given county.	Percentage of Adults (18-64) with Ambulatory difficulty from Total Population.
Elderly 65+ Ambulatory difficulty (f1)	Number of elderly aged 65+ with ambulatory difficulty* within a given county.	Percentage of Elderly 65+ with Ambulatory difficulty from Total Population.
Total Housing Units (g)	Total number of *housing units within a given county.	
Total Households (h)	Total number of households* within a given county.	
0-vehicle Households (h1)	Number of households without a vehicle within a given county.	Percentage of 0-vehicle Households from Total Households.
1-vehicle Households (h2)	Number of households which have only one vehicle within a given county.	Percentage of 1-vehicle Households from Total Households.

Definitions provided by the U.S. Census Bureau

*Poverty threshold is a metric that accounts for a person's income, and household size to determine poverty status
*Ambulatory difficulty is defined as 'having serious difficulty walking and climbing stairs'.
*A Housing Unit is 'a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied (or if vacant, is intended for occupancy) as separate living quarters'.
*A Household is 'a housing unit which consists of people living in it'.

Disclaimer: These estimates were prepared exclusively to assist Kansas transit agencies in filling out annual applications. Please refer to the notes below for the data source associated with each category.

*All the 2023 estimates are based on estimates from ACS 2018 - 2022, 2017- 2021, 2016-2020, 2015-2019, 2014-2018

- (a1), (a2), (a3), (a4), (a5), (a6) – Race
- (b) - Hispanic or Latino Population Origin
- (c) - Population over 5 years who speak a language other than English at home
- (d), (d1) - Age and Sex
- (e), (e1), (e1) - Poverty Status in the past 12 months
- (f), (f1) - Sex by Age by Ambulatory Difficulty
- (g) - Selected Housing Characteristics
- (h), (h1), (h2) - Household size by vehicles available

Butler County

Category	Numerical	Percentage
Total population (a)	67,909	
White (a1)	63,584	93.63%
Black or African American (a2)	2,663	3.92%
American Indian and Alaska Native (a3)	1,878	2.77%
Asian (a4)	1,693	2.49%
Native Hawaiian and Other Pacific Islander (a5)	161	0.24%
Some Other Race (a6)	4,293	6.32%
Hispanic or Latino (b)	3,908	5.76%
Pop over 5 years who speak non-english at home(c)	4,013	5.91%
Elderly 60+ (d)	15,218	22.41%
Elderly 65+ (d1)	10,772	15.86%
total below poverty (e)	4767	7.0%
Adults (18 - 64) below poverty (e1)	2,599	3.83%
Elderly 65+ below poverty (e2)	718	1.06%
Adults (18 - 64) Ambulatory difficulty (f)	1,844	2.7%
Elderly 65+ Ambulatory difficulty (f1)	2685	3.95%
Total Housing Units (g)	27,081	
Total Households (h)	24,833	
0-vehicle Households (h1)	813	3.28%
1-vehicle Households (h2)	5,100	20.54%

Cowley County

Category	Numerical	Percentage
Total population (a)	34,432	
White (a1)	31,948	92.79%
Black or African American (a2)	2,060	5.98%
American Indian and Alaska Native (a3)	1,847	5.36%
Asian (a4)	809	2.35%
Native Hawaiian and Other Pacific Islander (a5)	51	0.15%
Some Other Race (a6)	3,004	8.72%
Hispanic or Latino (b)	4,067	11.81%
Pop over 5 years who speak non-english at home(c)	1,451	4.22%
Elderly 60+ (d)	8,641	25.09%
Elderly 65+ (d1)	6,434	18.68%
total below poverty (e)	4393	12.8%
Adults (18 - 64) below poverty (e1)	2,629	7.64%
Elderly 65+ below poverty (e2)	422	1.22%
Adults (18 - 64) Ambulatory difficulty (f)	1,409	4.1%
Elderly 65+ Ambulatory difficulty (f1)	1572	4.56%
Total Housing Units (g)	15,499	
Total Households (h)	12,981	
0-vehicle Households (h1)	804	6.20%
1-vehicle Households (h2)	4,394	33.85%

Harper County

Categories	Numerical	Percentage
Total population (a)	**5,404**	
White (a1)	5,196	96.15%
Black or African American (a2)	85	1.58%
American Indian and Alaska Native (a3)	303	5.61%
Asian (a4)	19	0.34%
Native Hawaiian and Other Pacific Islander (a5)	9	0.17%
Some Other Race (a6)	526	9.73%
Hispanic or Latino (b)	397	7.35%
Pop over 5 years who speak non-english at home(c)	110	2.03%
Elderly 60+ (d)	1,692	31.31%
Elderly 65+ (d1)	1,183	21.90%
total below poverty (e)	814	15.1%
Adults (18 - 64) below poverty (e1)	460	8.51%
Elderly 65+ below poverty (e2)	115	2.13%
Adults (18 - 64) Ambulatory difficulty (f)	289	5.3%
Elderly 65+ Ambulatory difficulty (f1)	291	5.39%
Total Housing Units (g)	**3,014**	
Total Households (h)	**2,166**	
0-vehicle Households (h1)	42	1.93%
1-vehicle Households (h2)	627	28.96%

Harvey County

Categories	Numerical	Percentage
Total population (a)	33,812	
White (a1)	31,298	92.56%
Black or African American (a2)	1,244	3.68%
American Indian and Alaska Native (a3)	5,050	14.94%
Asian (a4)	1,017	3.01%
Native Hawaiian and Other Pacific Islander (a5)	24	0.07%
Some Other Race (a6)	5,119	15.14%
Hispanic or Latino (b)	4,325	12.79%
Pop over 5 years who speak non-english at home(c)	1,928	5.70%
Elderly 60+ (d)	9,472	28.01%
Elderly 65+ (d1)	7,064	20.89%
total below poverty (e)	3046	9.0%
Adults (18 - 64) below poverty (e1)	1,766	5.22%
Elderly 65+ below poverty (e2)	334	0.99%
Adults (18 - 64) Ambulatory difficulty (f)	656	1.9%
Elderly 65+ Ambulatory difficulty (f1)	1251	3.70%
Total Housing Units (g)	14,547	
Total Households (h)	13,212	
0-vehicle Households (h1)	556	4.21%
1-vehicle Households (h2)	3,733	28.25%

Kingman County

Categories	Numerical	Percentage
Total population (a)	**7,347**	
White (a1)	7,081	96.38%
Black or African American (a2)	237	3.23%
American Indian and Alaska Native (a3)	2,487	33.86%
Asian (a4)	19	0.26%
Native Hawaiian and Other Pacific Islander (a5)	-	0.00%
Some Other Race (a6)	548	7.46%
Hispanic or Latino (b)	304	4.14%
Pop over 5 years who speak non-english at home(c)	156	2.12%
Elderly 60+ (d)	2,189	29.80%
Elderly 65+ (d1)	1,433	19.50%
total below poverty (e)	588	8.0%
Adults (18 - 64) below poverty (e1)	345	4.69%
Elderly 65+ below poverty (e2)	62	0.84%
Adults (18 - 64) Ambulatory difficulty (f)	262	3.6%
Elderly 65+ Ambulatory difficulty (f1)	238	3.24%
Total Housing Units (g)	**3,627**	
Total Households (h)	**3,108**	
0-vehicle Households (h1)	150	4.82%
1-vehicle Households (h2)	680	21.88%

Sedgwick County

Categories	Numerical	Percentage
Total population (a)	525,395	
White (a1)	428,886	81.63%
Black or African American (a2)	59,427	11.31%
American Indian and Alaska Native (a3)	22,458	4.27%
Asian (a4)	29,385	5.59%
Native Hawaiian and Other Pacific Islander (a5)	2,641	0.50%
Some Other Race (a6)	59,119	11.25%
Hispanic or Latino (b)	82,889	15.78%
Pop over 5 years who speak non-english at home(c)	75,120	14.30%
Elderly 60+ (d)	115,262	21.94%
Elderly 65+ (d1)	81,791	15.57%
total below poverty (e)	70324	13.4%
Adults (18 - 64) below poverty (e1)	40,395	7.69%
Elderly 65+ below poverty (e2)	7,147	1.36%
Adults (18 - 64) Ambulatory difficulty (f)	16,348	3.1%
Elderly 65+ Ambulatory difficulty (f1)	17181	3.27%
Total Housing Units (g)	225,680	
Total Households (h)	204,197	
0-vehicle Households (h1)	12,110	5.93%
1-vehicle Households (h2)	66,468	32.55%

Sumner County

Categories	Numerical	Percentage
Total population (a)	22,348	
White (a1)	21,146	94.62%
Black or African American (a2)	719	3.22%
American Indian and Alaska Native (a3)	1,228	5.49%
Asian (a4)	271	1.21%
Native Hawaiian and Other Pacific Islander (a5)	2	0.01%
Some Other Race (a6)	610	2.73%
Hispanic or Latino (b)	1,347	6.03%
Pop over 5 years who speak non-english at home(c)	355	1.59%
Elderly 60+ (d)	6,160	27.56%
Elderly 65+ (d1)	4,403	19.70%
total below poverty (e)	2497	11.2%
Adults (18 - 64) below poverty (e1)	1,485	6.64%
Elderly 65+ below poverty (e2)	389	1.74%
Adults (18 - 64) Ambulatory difficulty (f)	631	2.8%
Elderly 65+ Ambulatory difficulty (f1)	846	3.78%
Total Housing Units (g)	10,259	
Total Households (h)	8,896	
0-vehicle Households (h1)	442	4.97%
1-vehicle Households (h2)	2,164	24.32%

APPENDIX B: WAMPO Area Transit Data and Maps

Harvey County

2021-2023 Trip Type

Trip Purpose
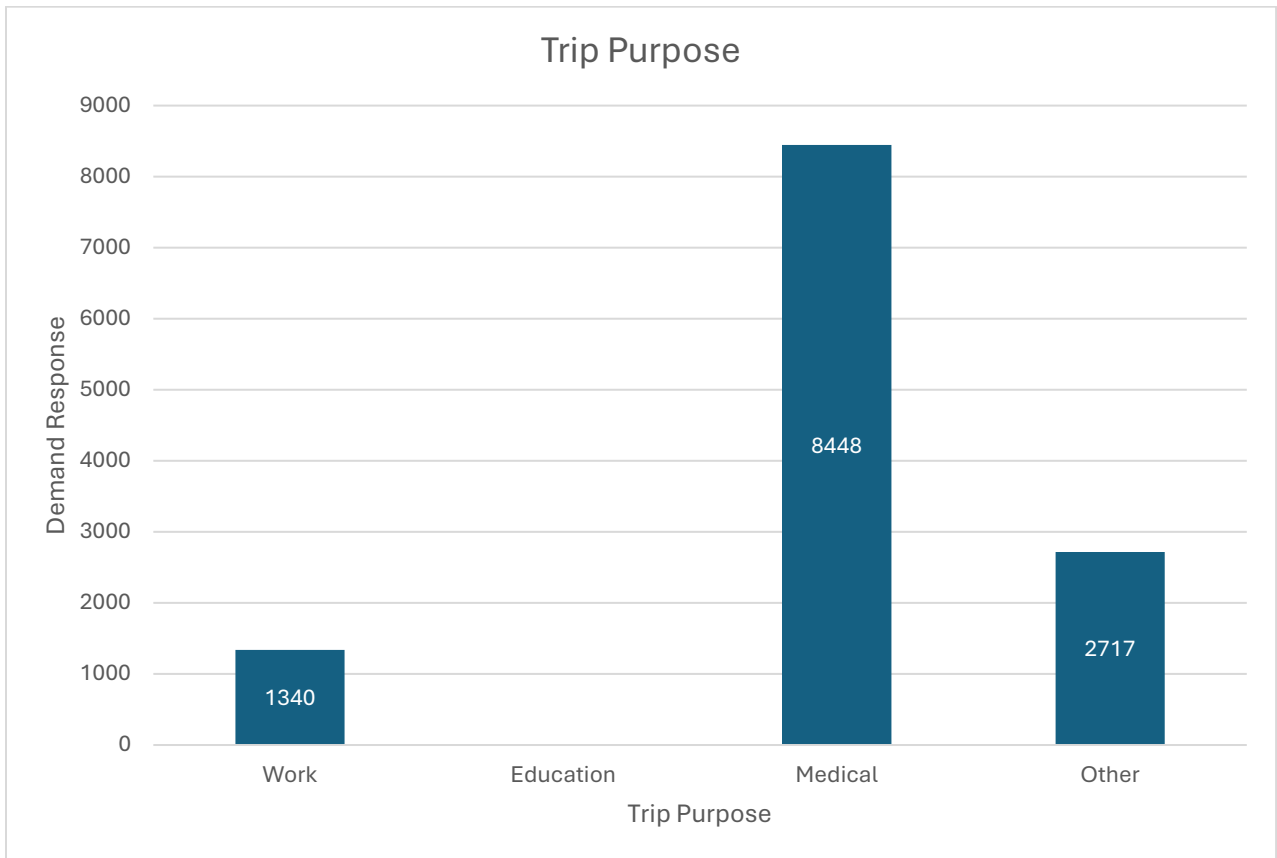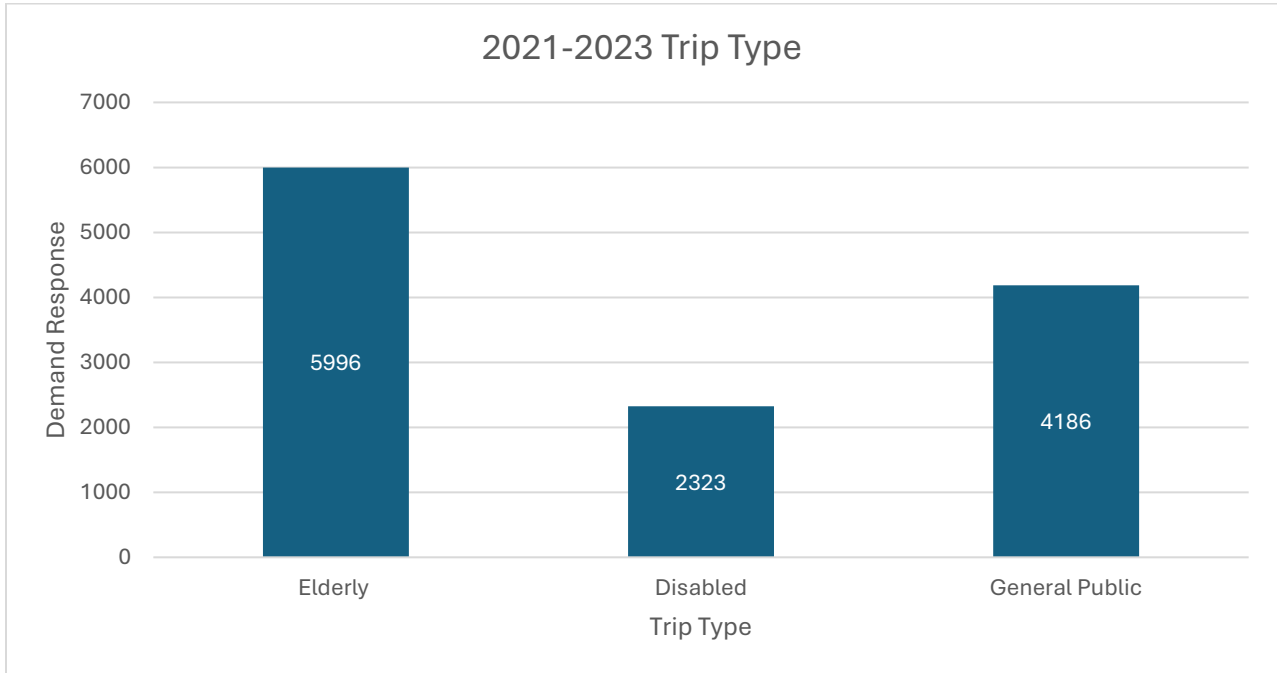
# of Drivers: 6

Butler County

Trip Type

Demand Response by Trip Type:
- Elderly: 7601
- Disabled: 4430
- General Public: 7748

(Y-axis: Demand Response, 0–9000; X-axis: Trip Type)

Trip Purpose

Demand Response by Trip Purpose:
- Work: 3280
- Education: 666
- Medical: 3854
- Other: 11979

(Y-axis: Demand Response, 0–14000; X-axis: Trip Purpose)
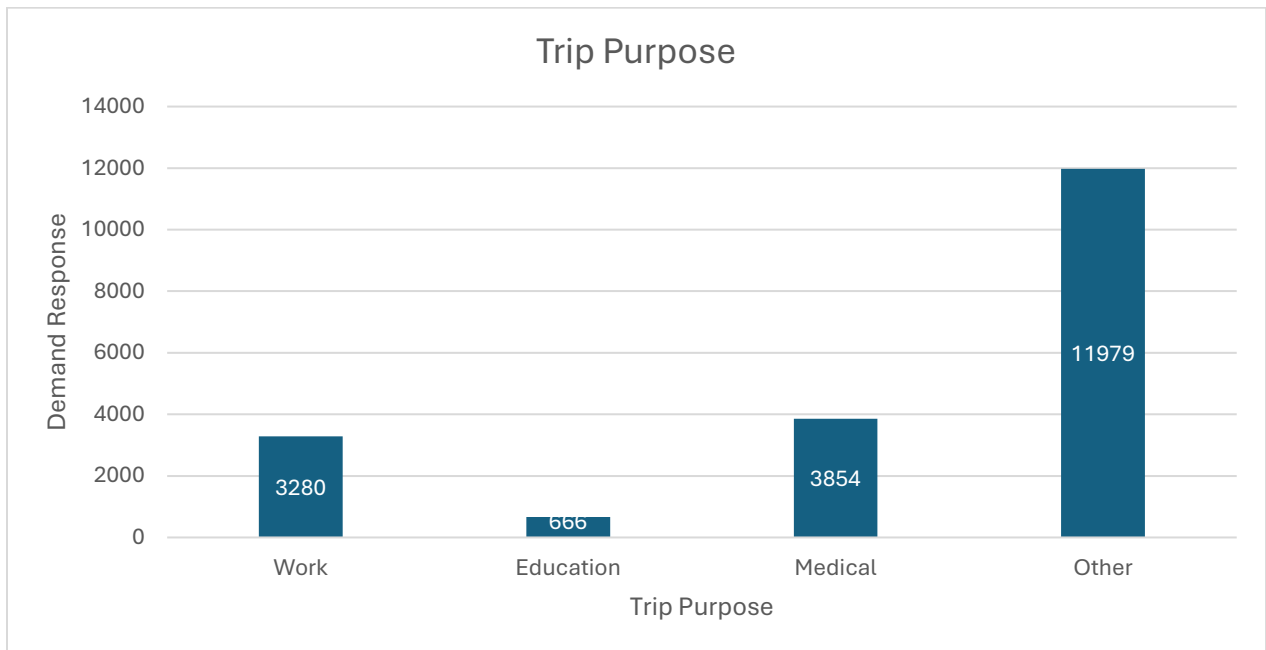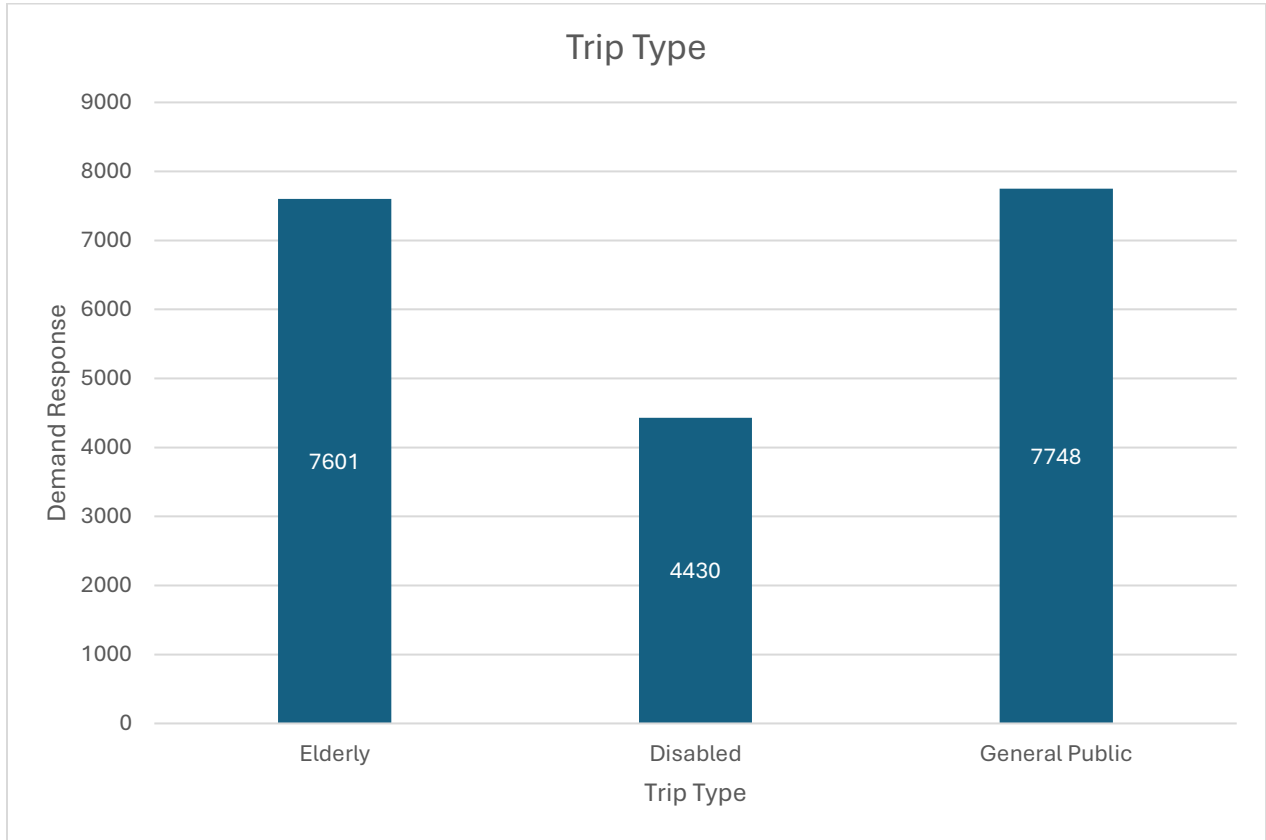
# of Drivers: 7

Haysville

Rides

Demand Response

4500		
4000		
3500		
3000		
2500		
2000		
1500	3021	4112
1000		
500	1118	
0		

Ride 60+   Disable Rides   General Public

Rides
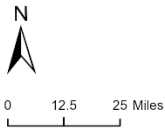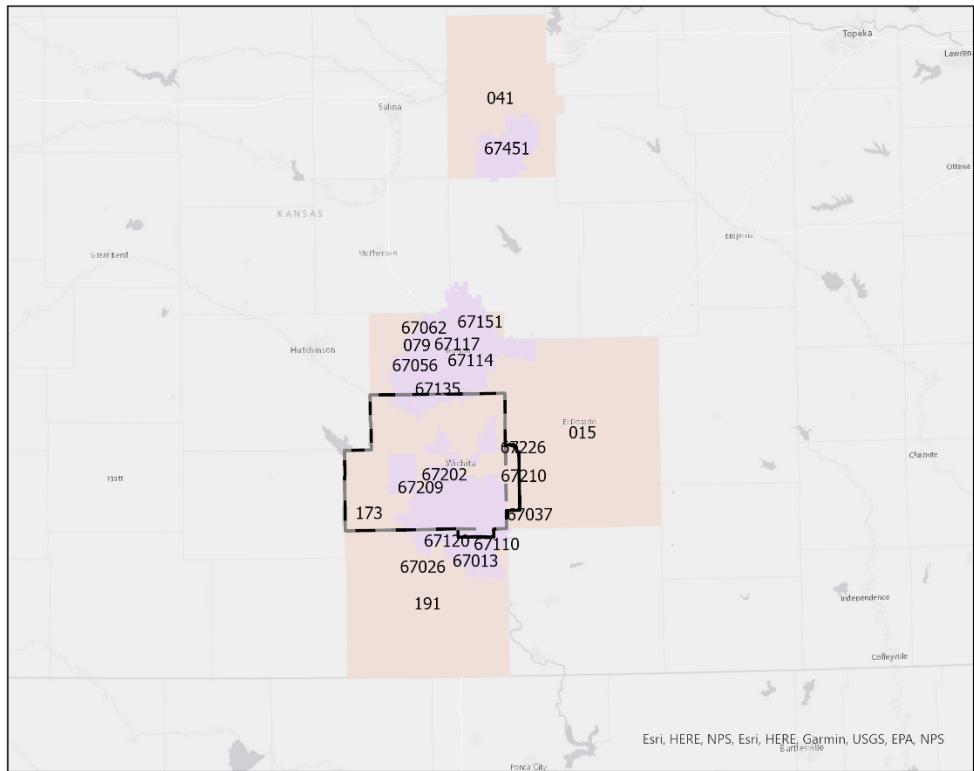
Transit Trips by Zip codes
Harvey & Haysville Travel Patterns

WAMPO Boundary
Zip codes traveled to
Counties traveled to

041
67451

KANSAS

67062 67151
079 67117
67056 67114
67135
015
67226
67202 67210
67209
173 67037
67120 67110
67026 67013
191

N

0   12.5   25 Miles

Esri, HERE, NPS, Esri, HERE, Garmin, USGS, EPA, NPS

APPENDIX C: WAMPO Area Population Forecast, MTP Survey Responses, Population History, and Ridership Data

Population Forecast

City	2020	2025	2030	2035	2040	2045	2050
Andale	941	972	1,006	1,058	1,110	1,170	1,212
Andover	14,892	16,193	17,519	19,170	21,064	22,883	24,652
Bel Aire	8,262	8,995	9,822	10,787	11,788	12,951	14,118
Bentley	560	601	636	671	726	778	832
Cheney	2,181	2,164	2,171	2,232	2,292	2,377	2,431
Clearwater	2,653	2,680	2,710	2,821	2,973	3,103	3,233
Colwich	1,455	1,495	1,523	1,574	1,615	1,667	1,713
Derby	25,625	27,446	29,409	31,828	34,322	37,049	39,921
Eastborough	756	742	716	695	685	675	674
Garden Plain	948	973	997	1,040	1,088	1,137	1,186
Goddard	5,084	6,007	7,025	8,238	9,591	10,929	12,288
Haysville	11,262	11,609	11,952	12,473	13,072	13,657	14,240
Kechi	2,217	2,392	2,560	2,740	2,916	3,101	3,333
Maize	5,735	7,010	8,382	9,969	11,743	13,519	15,308
Mount Hope	806	793	797	803	805	827	849
Mulvane	6,286	6,522	6,813	7,171	7,615	8,025	8,436
Park City	8,333	9,264	10,160	11,138	12,156	13,252	14,387
Rose Hill	4,185	4,332	4,474	4,652	4,863	5,057	5,228
Sedgwick	1,603	1,606	1,615	1,641	1,672	1,683	1,689
Valley Center	7,340	7,538	7,713	8,044	8,450	8,811	9,215
Viola	115	114	113	108	102	99	98
Wichita	397,532	409,293	421,185	433,363	444,719	455,339	468,437
Unincorporated	46,072	44,815	43,336	40,562	37,872	34,776	31,986
WAMPO Region	554,843	573,555	592,634	612,775	633,238	652,864	675,466

Updated: 07/16/2024

Cumulative Growth by 2050

Location	Growth
Andale	28.8%
Andover	65.5%
Bel Aire	70.9%
Bentley	48.5%
Cheney	11.4%
Clearwater	21.9%
Colwich	17.8%
Derby	55.8%
Eastborough	-10.8%
Garden Plain	25.1%
Goddard	141.7%
Haysville	26.4%
Kechi	50.3%
Maize	166.9%
Mount Hope	5.3%
Mulvane	34.2%
Park City	72.6%
Rose Hill	24.9%
Sedgwick	5.4%
Valley Center	25.5%
Viola	-14.8%
Wichita	17.8%
Unincorporated	-30.6%
WAMPO Region	21.7%
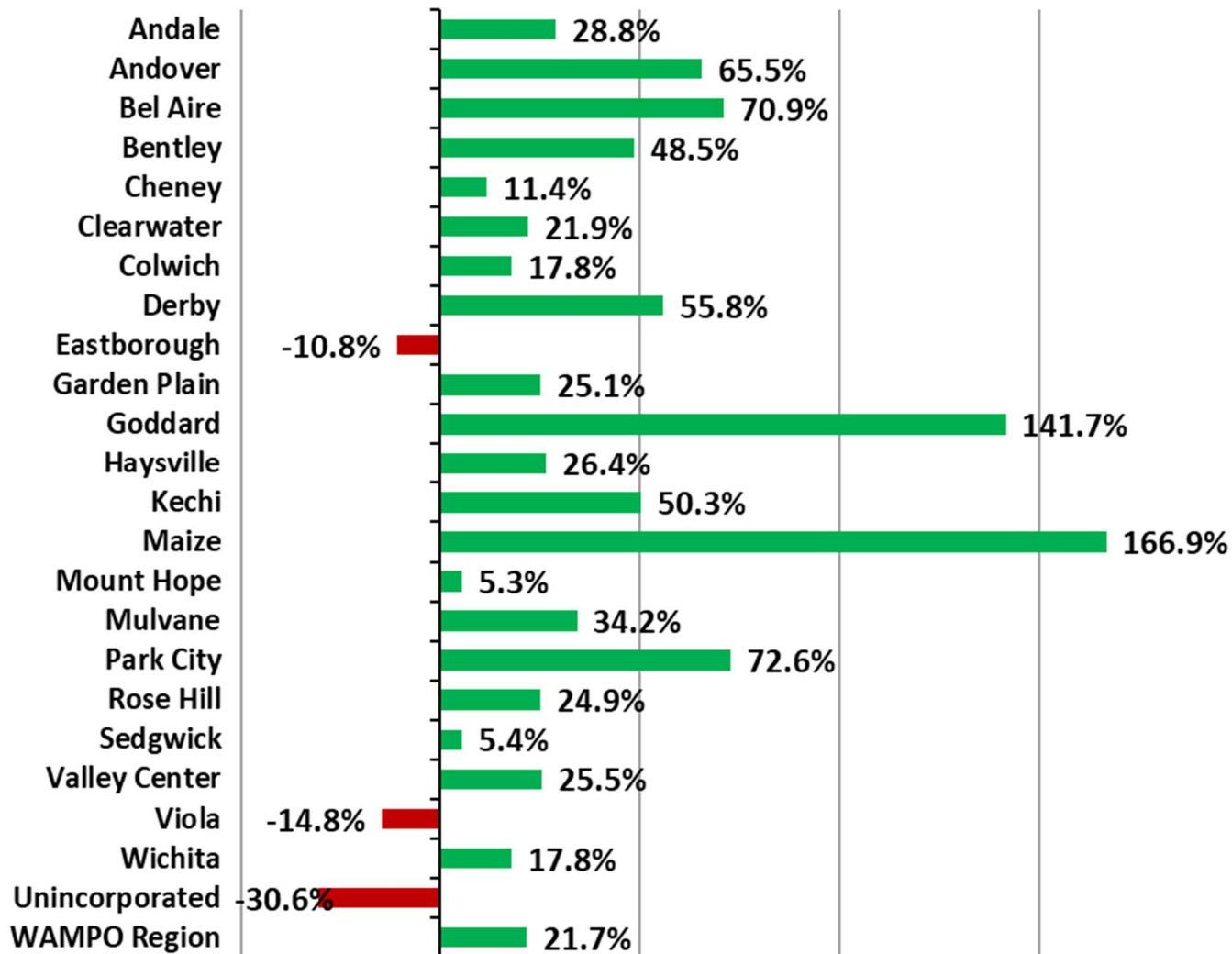
Source: CEDBR

Updated: 07/16/2024

45

WAMPO Transportation Policy Body (TPB) Meeting, 8/13/24

<u>**Agenda Item 5B: Discussion/Updates**</u>
MTP 2050 Public Engagement Round 3 Results Summary
Markey Jonas, Administrative & Public Outreach Coordinator

Most Frequent Responses to Survey Questions

The following table lists each of the non-demographic questions from the MTP 2050 Public Engagement Round 3 survey, the most common response to that question, and the frequency with which that response was chosen.

Survey Question	Most Popular Response	Freq.
During a typical week, which of these forms of transportation do you use? (Select all that apply)	Driving	94%
In your ideal transportation network, which of these forms of transportation would you be most likely to choose? Please rank your top four (4) preferences.	1st Choice: Driving	64%
If you live outside of Wichita but work in Wichita, or live in Wichita but work outside of Wichita, would you use public transit to get to your job if it were available?	Yes, most days (39% of respondents selected 'Not applicable')	24%
When do you typically start and end your workday, if you work outside your home?	Start Time: 8:00 AM- 9:00 AM	36%
	End Time: 5:00 PM – 6:00 PM	42%
Which of the following regional-transit-service alternative concepts do you support most? Please rank your top three (3) preferences.	1st Preference: Develop Wichita Transit express routes connecting Derby, Park City & Valley Center, Andover, and Goddard & Garden Plain.	38%
How would you describe your confidence as a bicyclist?	Somewhat Confident - Will ride on most streets but prefer trails or streets with bicycle infrastructure	32%
In your opinion, which of these is the most important feature of a successful bicycle/pedestrian network?	Safety	59%
In your opinion, which specific planning and policy actions should WAMPO recommend to advance freight-related strategies and improvements in the region? (Select up to three)	Develop strategies to reduce peak-hour goods movement	40%

WAMPO staff also received more than 100 written comments from the general public and stakeholders during the third round of public engagement for MTP 2050. The most common themes in these free-response comments and some examples of received comments related to each of those themes are presented in the attached MTP 2050 Public Engagement Round 3 Summary. All engagement efforts and survey responses will also be discussed in the MTP 2050 public-engagement appendix.

Attachment

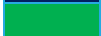» **MTP 2050 Public Engagement Round 3 Summary** – https://bit.ly/MTP2050-Round3-Engagement-Summary

WAMPO-REGION POPULATION TRENDS, 1900-2020

Population	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
Wichita	24,671	52,450	72,217	111,110	114,966	168,279	254,698	276,554	279,272	304,011	344,284	382,368	397,532
Derby	-	235	247	294	256	432	6,458	7,947	9,786	14,699	17,807	22,158	25,625
Andover	-	-	-	-	-	-	186	1,880	2,801	4,047	6,698	11,791	14,892
Haysville	-	-	-	-	-	-	5,836	6,483	8,006	8,364	8,502	10,826	11,262
Park City	-	-	-	-	-	-	2,687	2,529	3,778	5,050	5,814	7,297	8,333
Bel Aire	-	-	-	-	-	-	-	-	-	3,695	5,836	6,769	8,262
Valley Center	343	381	486	896	700	854	2,570	2,551	3,300	3,624	4,883	6,822	7,340
Mulvane	667	1,084	1,239	1,042	940	1,387	2,981	3,185	4,254	4,674	5,155	6,111	6,286
Maize	-	-	189	229	198	266	623	785	1,294	1,520	1,868	3,420	5,735
Goddard	225	225	255	255	248	274	533	955	1,427	1,804	2,037	4,344	5,084
Rose Hill	-	-	-	-	-	-	273	387	1,557	2,399	3,432	3,931	4,185
Clearwater	368	569	647	669	591	647	1,073	1,435	1,684	1,875	2,178	2,481	2,653
Kechi	-	-	-	-	-	-	245	229	288	517	1,038	1,909	2,217
Cheney	429	734	636	669	714	777	1,101	1,160	1,404	1,560	1,783	2,094	2,181
Colwich	225	258	262	260	284	339	703	879	935	1,091	1,229	1,327	1,455
Garden Plain	-	296	361	336	323	323	560	678	775	731	797	849	948
Andale	-	237	259	255	289	316	432	500	538	566	766	928	941
Mount Hope	327	519	513	466	442	473	539	665	791	805	830	813	806
Eastborough	-	-	-	-	312	708	1,001	1,141	854	896	826	773	756
Bentley	-	-	-	-	-	-	204	260	311	360	368	530	560
Sedgwick**	85	86	100	114	101	100	150	149	202	197	211	192	194
Viola	-	156	173	159	131	132	203	193	199	185	211	130	115
Sedgwick County*	16,826	16,076	14,890	19,778	22,998	47,252	61,213	43,035	48,259	48,345	47,447	37,214	36,474
Butler County*	1,316	2,184	2,755	4,073	4,281	6,641	9,795	8,210	6,592	5,613	3,399	2,666	2,344
Sumner County*	107	183	256	531	589	927	1,268	1,269	1,147	1,265	1,436	1,233	1,050
WAMPO Region	45,589	75,673	95,485	141,136	148,363	230,127	355,332	363,059	379,454	417,893	468,835	518,976	547,230

*Unincorporated portion inside WAMPO boundary

**Portion of city inside WAMPO Boundary

■ Last Census year before incorporation

■ El Paso City

Populations of Entire Counties

Population	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
Sedgwick County	44,037	73,095	92,234	136,330	143,311	222,290	343,231	350,694	366,531	403,662	452,869	498,365	523,824
Butler County	23,363	23,059	43,842	35,904	32,013	31,001	38,395	38,658	44,782	50,580	59,482	65,880	67,380
Sumner County	20,812	30,271	25,631	30,654	29,213	23,646	25,316	23,553	24,928	25,841	25,946	24,132	22,382

Source: 1900-2020 US Decennial Censuses

WAMPO REGION 2020 POPULATION
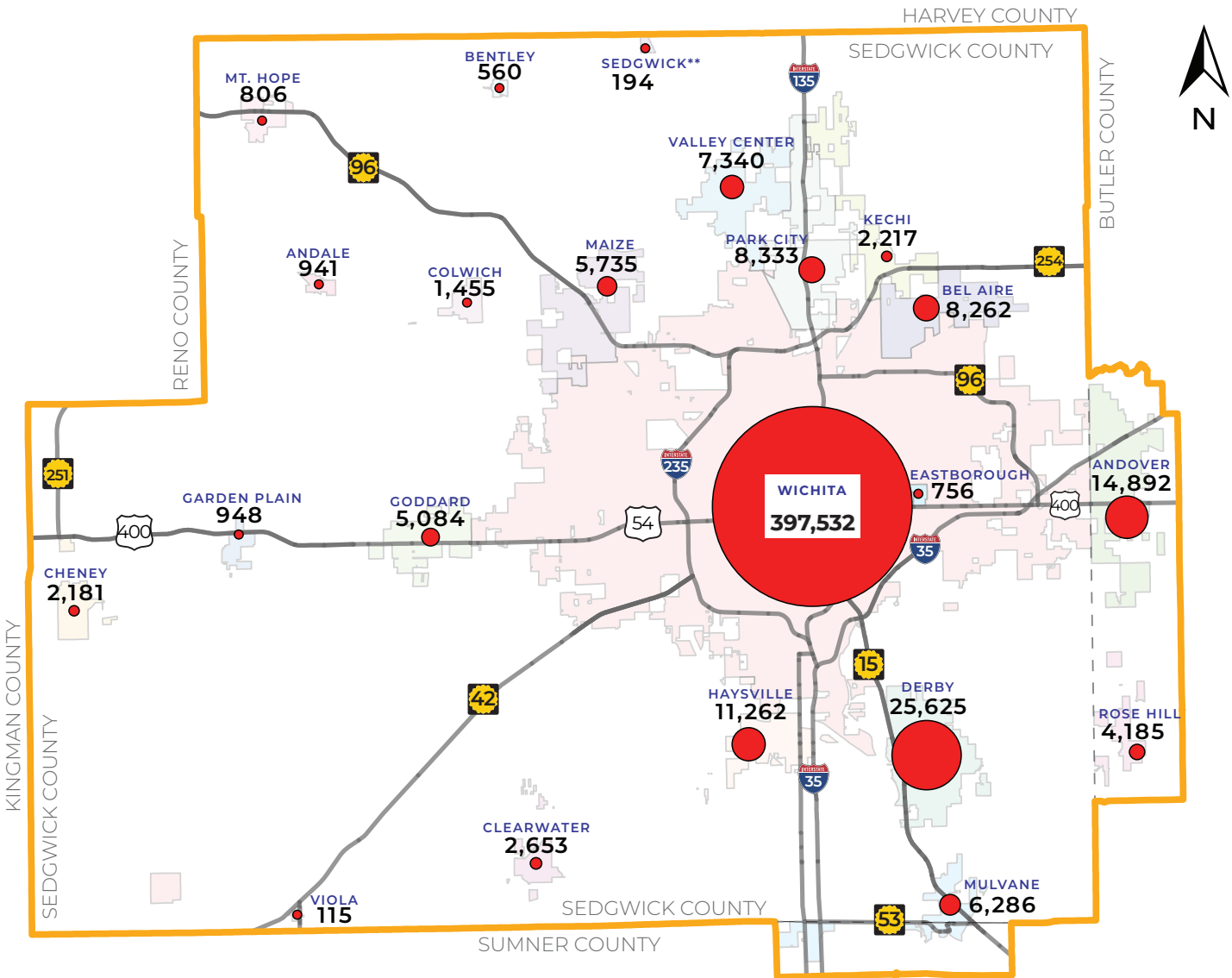
WAMPO Region Total Population: 547,230

Unincorporated Population: 39,868

**Portion of population within WAMPO boundary

Source: 2020 US Decennial Census

WAMPO AREA PUBLIC TRANSIT RIDERSHIP TABLE

There are several government-provided transit services within the WAMPO region including Wichita Transit, Derby Dash, Haysville Hustle, Sedgwick County Transportation, and Butler County Transit. The table below highlights the annual ridership for each of the providers. Haysville Hustle began operations in November 2020, so prior ridership information is not available. Butler County Transit numbers include ridership for the entire county.

Transit Provider	Annual Ridership					
	2018	**2019**	**2020**	**2021**	**2022**	**2023**
Wichita Transit	1,181,807	1,373,944	759,330	768,717	1,011,541	1,269,050
Derby Dash	11,013	10,394	7,098	9,289	8,142	7,799
Haysville Hustle	-	-	31	2,192	3,316	2,993
Sedgwick County Transportation	9,789	11,016	9,692	10,666	9,352	9,564
Butler County Transit	18,422	19,307	17,107	18,681	16,677	18,710

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APPENDIX D: Diversity and Equity in the WAMPO Region, 2021

Diversity and Equity in the WAMPO Region

October 2021

Contents

Transportation projects have long-lasting physical impacts on communities, and it is important to evaluate fairness and equity as part of the development of transportation policies and funding decisions. No group of people – by race, ethnicity or socio-economic status – should bear a disproportionate share of negative impacts as a result of decisions made at the federal, state, regional or local levels. Changes in demographics, lifestyles, and economic prosperity affect the success of our communities. A wide spectrum of voices and perspectives serves to enrich our culture and daily lives, and a thriving cultural scene helps to attract young talent to the region to bolster job creation and retainment. WAMPO, in partnership with our various stakeholders, KDOT, and member jurisdictions, seeks to create a transportation environment that is welcoming, attractive, and inclusive, enhances health and safety, stimulates and sustains the economy, and create a positive impact on how citizens live, work, and play. Current projects show the WAMPO region to grow by 43% by 2050, to a population of over 700,000 residents.

Our goals as an MPO for the region are to:

- Increase mobility and opportunity for diverse populations.
- Increase community engagement.
- Optimize use of regional assets.
- Strengthen partnerships with various communities within the region.
- Address stakeholder concerns regarding diversity and equity.
- Meet federal, state, and local reporting requirements.
- Ensure programs, plans, projects, and investments reduce disparities.

Transportation Accessibility Indicators

Full equity would allow for all residents, regardless of race, ethnicity, age, or ZIP code, to have the same access to resources and opportunities that allow them the full range to take part in the region's economy, politics, and social life. Increasing one's access to transportation helps low-wage workers and other jobseekers connect to more gainful employment. It is important to note that while this report splits up various diversity factors into different sections; it is the combination of these factors and existing institutions that create or perpetuate such differences.

Vehicle Access

Households with No Vehicle Available by Race/Ethnicity via the 2000 Decennial Census (Fig. 1)

Race/Ethnicity	Kansas	Wichita	Rest of WAMPO Region
White	5%	6%	3%
Black	15%	14%	4%
Hispanic	8%	9%	6%
Asian	7%	9%	5%
Native-American	8%	8%	5%
Other	8%	10%	0%

Having access to reliable and affordable transportation is essential to meet daily living needs, such as education, health, and employment. Access to a vehicle is more important in areas without a transit

system, making it even more important to make sure no part of the community is left out. Income and wealth gaps contribute to the difference in vehicle availability seen here. White households across the board are more likely to have consistent access to a vehicle.

Commute Times

Long commute times may serve as a barrier for those who try to improve their station via the chase of the traditional "American Dream." Historically discriminatory and race-driven practices such as the expropriation of land from Indigenous people, Jim Crow laws, redlining, and racially restrictive housing covenants have pushed minority populations away from typical commercial hubs and urban areas, away from their employers. The transportation system within Wichita is working to keep commute times low—the average commute is 20 minutes and is consistent across all race/ethnicity groupings.

Average Travel Time to Work (Minutes) by Race/Ethnicity in Wichita (Fig. 2)
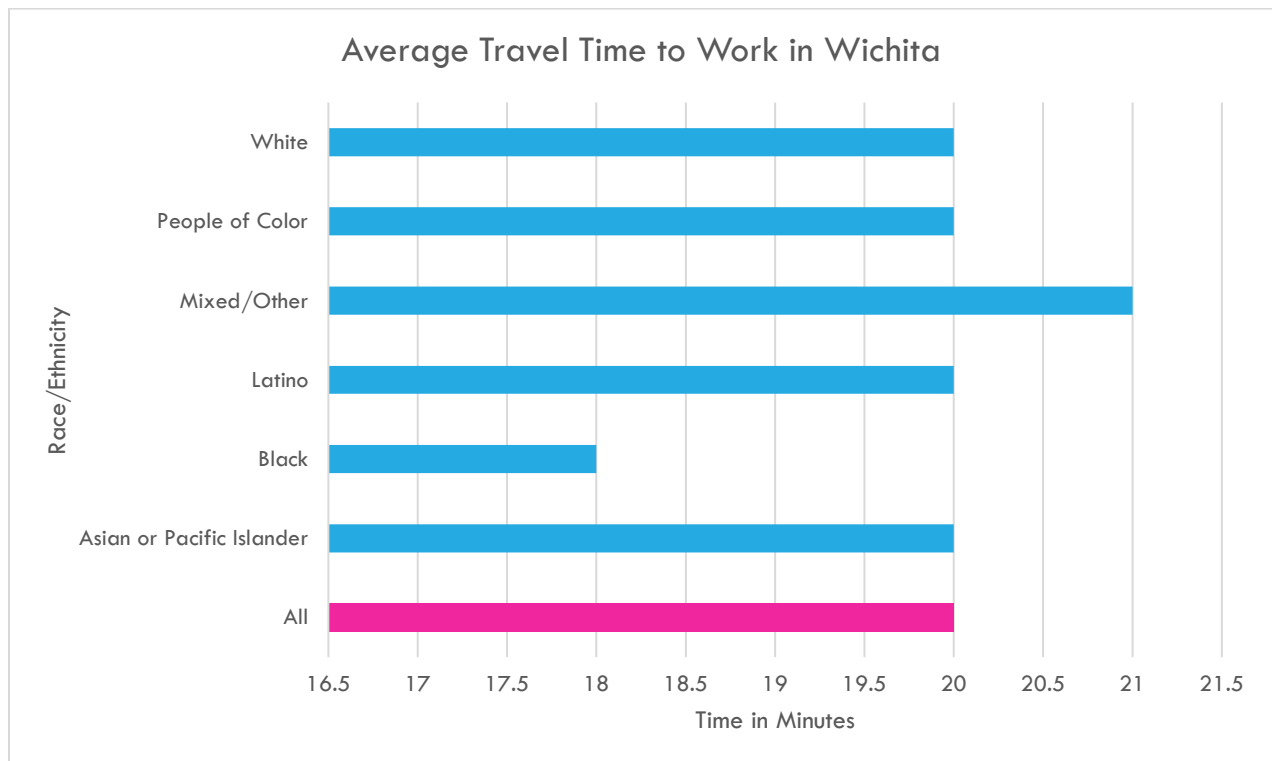
Public Transit Access

Access to public transit is essential to improve mobility and stimulate economic development. People can only contribute their unique perspectives if they have the opportunity and access to our roadways, programs, services, and regional transit system, leading to businesses that represent the communities they're meant to serve.

Economic Indicators

Poverty

Poverty thresholds are updated annually by the US Census Bureau and are determined by comparing one's total household income with the poverty threshold amount appropriate for their household size and composition. Historically, poverty has been associated with large metropolitan centers and rural communities. In the last decade, however, more of the WAMPO region's population that is living in poverty is focused in smaller cities and townships that are home to 25,000 residents or fewer. Wichita's most immediate suburbs—Park City, Derby, Valley Center, Maize, and Bel Aire, all see a significantly higher median household income than Wichita itself. Suburban and small-scale metropolitan areas are growing at a brisk rate nationwide.

Poverty in the WAMPO region is on a slow rise, contrary to the trends of the more populous areas of Kansas. Sedgwick County, Sumner County, the cities of Wichita, Haysville, Park City, and Valley Center, as well as the state of Kansas have seen decreases in the percentage of their population in poverty, while the smaller individual cities in the region have seen an increase.

WAMPO Member City Poverty Percentage Averages from 2012 to 2019 (Fig. 3)
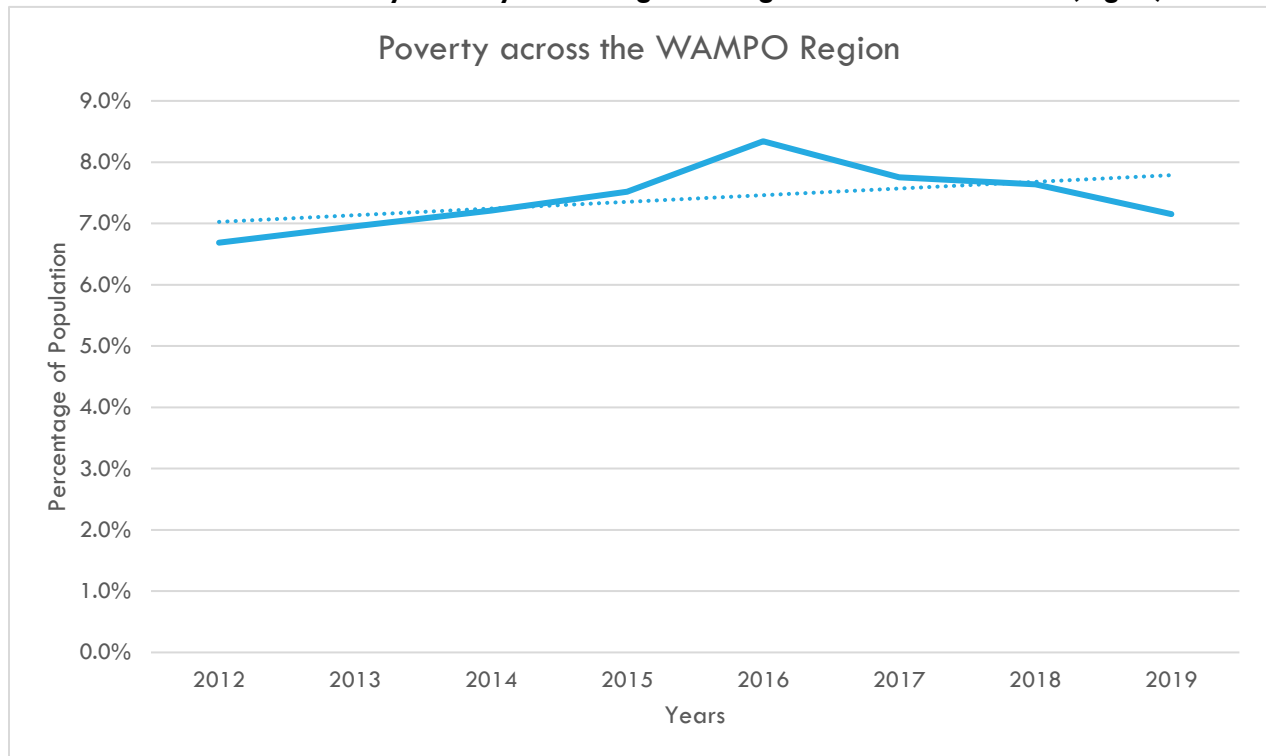
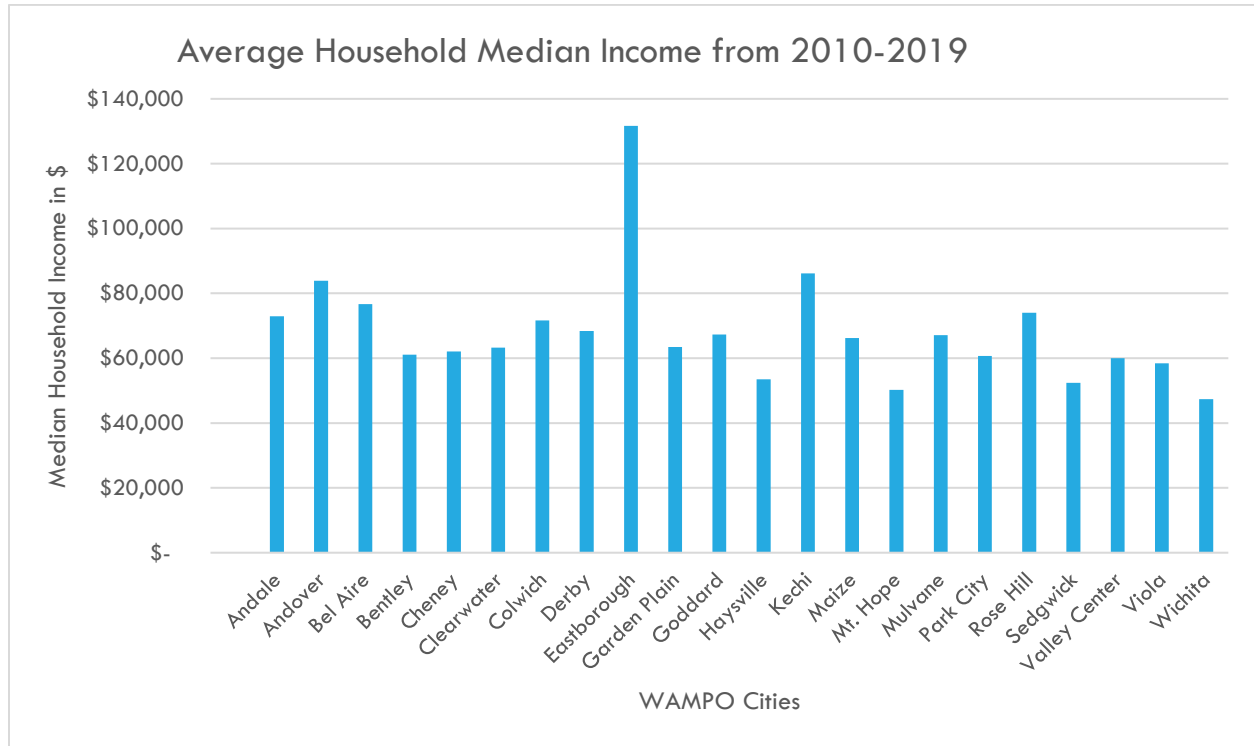# Map of Poverty in the WAMPO Region in 2019 (Fig. 4)
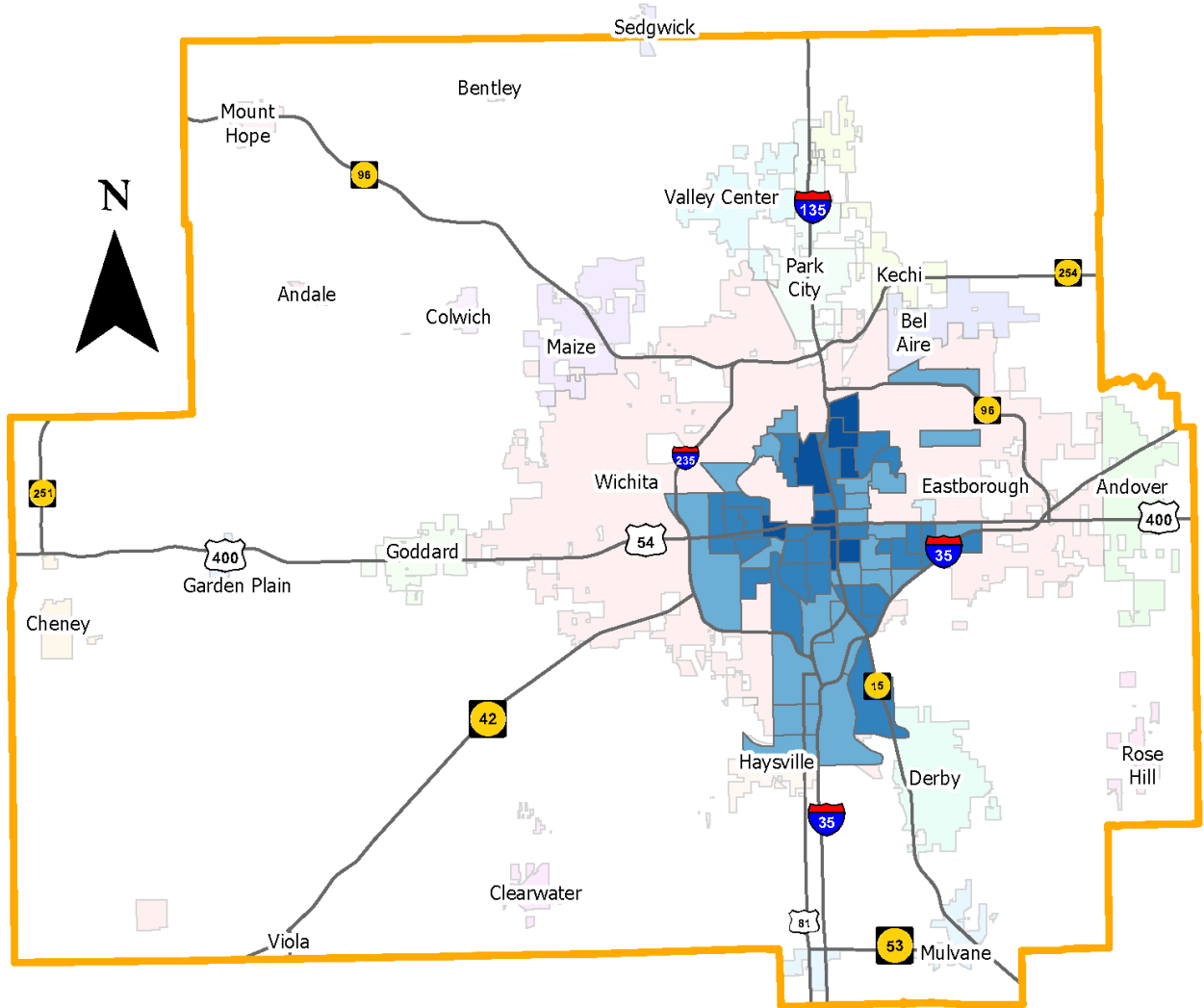
Percentage of Population Living below Poverty Level

- 13.4% - 22.5% (23)
- 22.6% - 36.4% (27)
- 36.5%- 100% (6)

Median Household Income

Average Household Median Income from 2010 to 2019 (Fig. 5)

Racial and economic inclusion drive sustained economic growth by increasing productivity. If some groups only have reliable roadway access to low-wage jobs, they may lack the opportunity for upward growth.

Eastborough, a residential enclave, is an outlier of the WAMPO region, as its ten-year average median household income is significantly higher than the rest of the WAMPO region at $131,712 and 278% greater than Wichita, the city that surrounds it.

**Average Household Median Income from 2010 to 2019 (Fig. 6)**

	US	Kansas	Andale	Andover	Bel Aire	Bentley	Cheney	Clearwater
Income	$55,425	$53,277	$72,974	$83,914	$76,651	$61,112	$62,063	$63,273
	Colwich	Derby	Eastborough	Garden Plain	Goddard	Haysville	Kechi	Maize
Income	$71,655	$68,389	$131,712	$63,489	$67,294	$53,501	$86,127	$66,185
	Mount Hope	Mulvane	Park City	Rose Hill	Sedgwick	Valley Center	Viola	Wichita
Income	$50,197	$67,106	$60,689	$74,007	$52,415	$59,984	$58,444	$47,331

Demographic Indicators

Language (LEP)

Percentage of WAMPO Population with Limited English Proficiency (LEP) from 2010 to 2019 (Fig. 7)
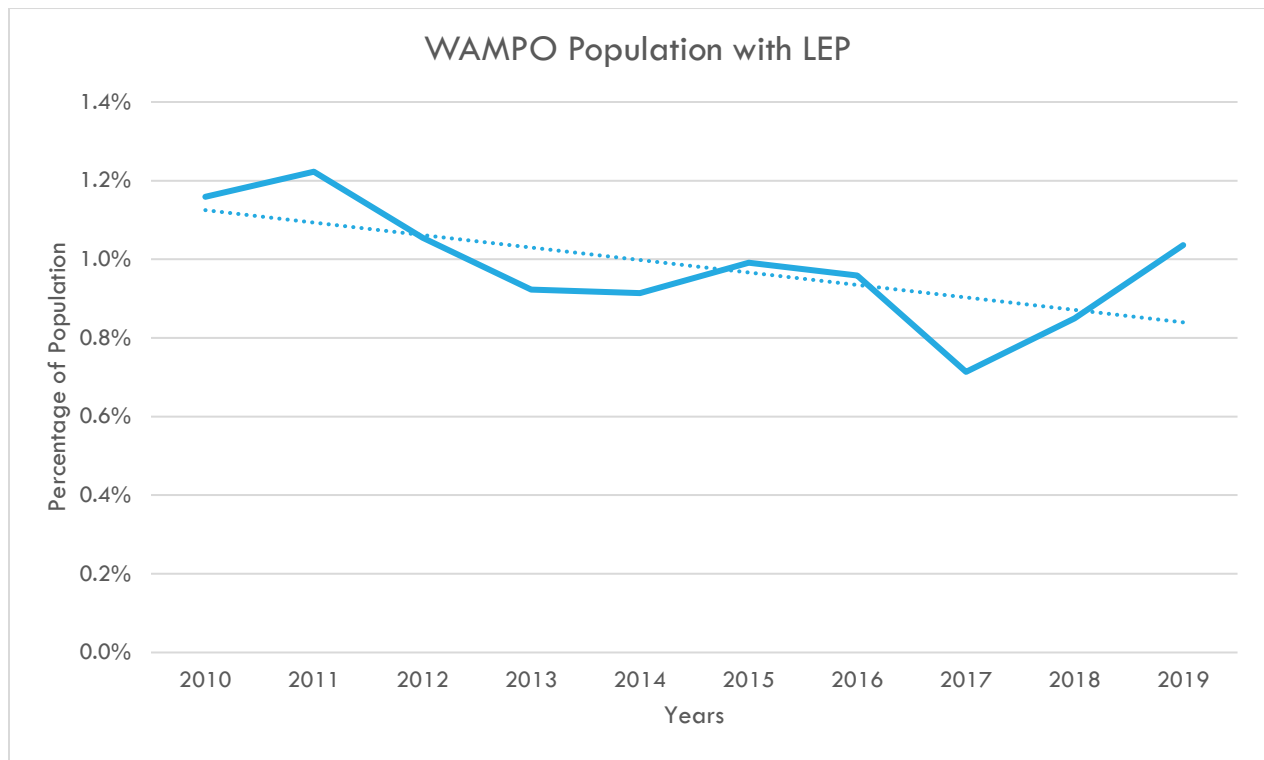
As our cities are becoming more diverse, so too are our languages. English is the language predominantly used in government functions, however, many in the US speak other tongues. This has the potential to interfere with how well they can interact with civic life. Individuals, ages five or older, with Limited English Proficiency (LEP) are identified in the Census data as speaking English less than "very well."

Those who speak English less than "very well" may be assisted via translation services, education, or assistance accessing services. A major contributing factor to the decrease seen in Figure 7 is an aging population—as people get older and acclimatize to the US, it is more likely English will become their main communication. Even though that number is decreasing, that doesn't lessen the importance of providing language-inclusive materials to the WAMPO population. Larger metropolitan areas are more likely to see a greater variety of languages. The city of Wichita has a much larger population that speaks English less than "very well". In 2019, it was 6.4% of the population—the rest of the less urbanized WAMPO region averaged only 0.8%

Race and Ethnicity

Aggregated data showing race and ethnicity was organized into the following five categories (the first four of which are classified as "minority" groups):
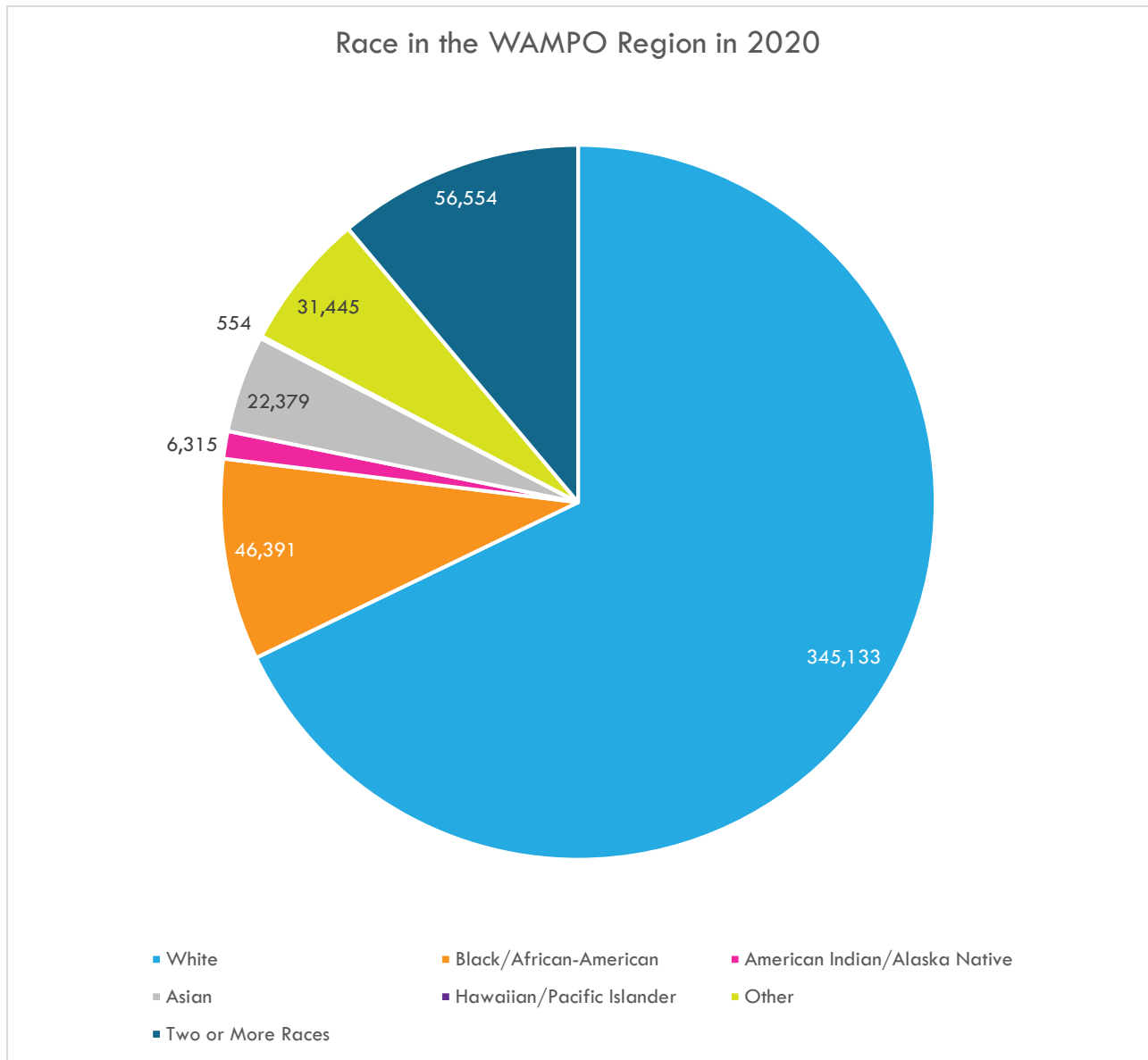
- Asian, which refers to people having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent - including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American, which refers to people having origins in any of the Black racial groups of Africa.
- Hispanic or Latino, which includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Other, which includes:
  - Native Hawaiian or Other Pacific Islander, which refers to people having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - American Indian and Alaska Native, which refers to people having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
  - Other Races, and those identified by two or more races.
- White or Caucasian, which refers to people having origins in any of the original peoples of Europe, the Middle East or North Africa.

The majority of the WAMPO region population in 2020 was white, at 68% of the total population. The largest single minority group is Black Americans at 9%, followed by Other, Asian, and American Indian/Alaska Native. There is a greater community of these minority groups in the more populous cities of the region—Wichita, Bel Aire, Derby, Park City, and Andover.
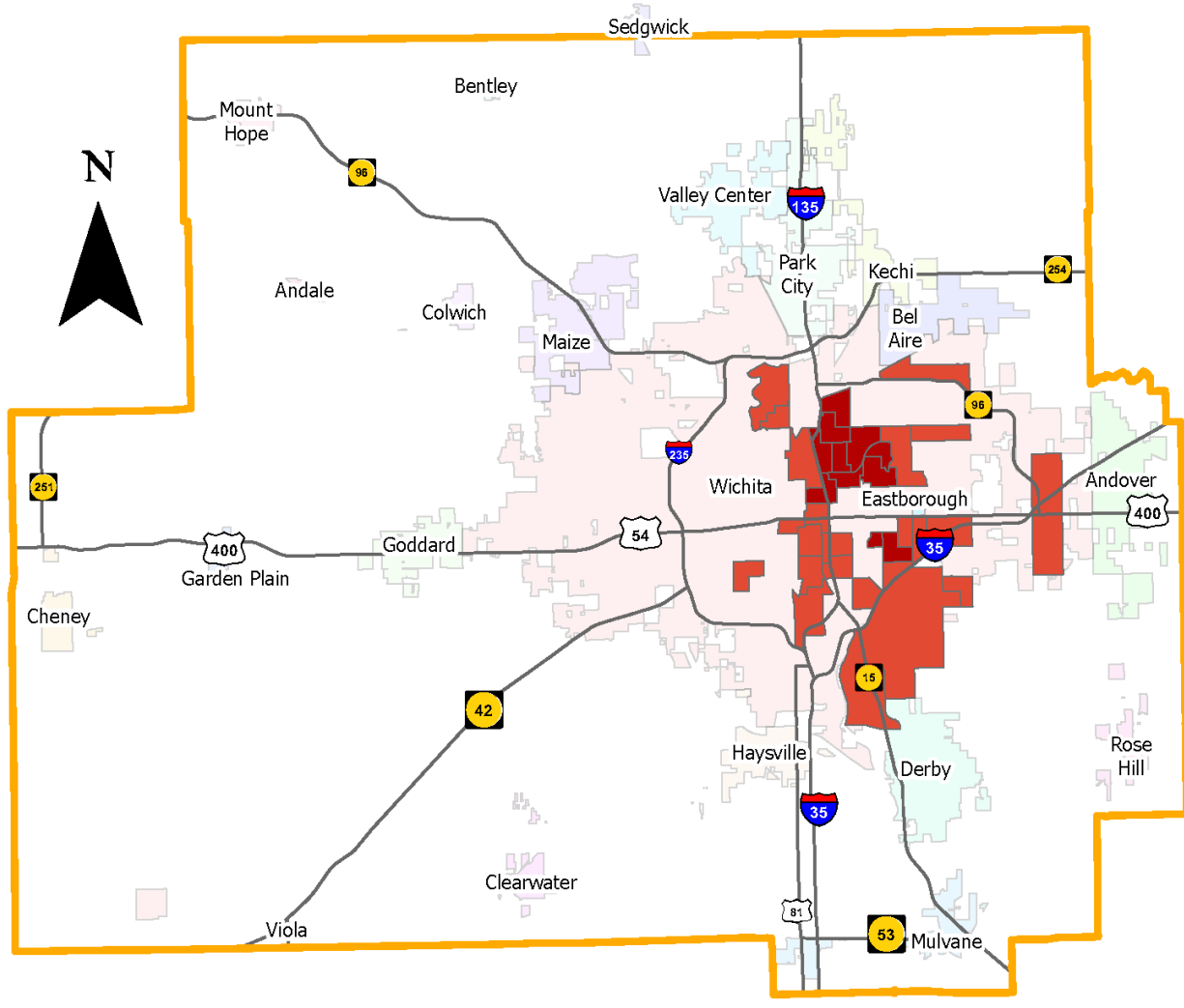
Late-shift workers are disproportionately low-income POC and face fewer options for transit and are often burned with high transportation costs and reduced opportunities. National data gathered by the Pew Research Center show that US adults that are lower income, nonwhite, immigrants, or under 50 are more likely to rely on public transportation.

Race Breakdown for the WAMPO Region in 2020 (Fig. 8)

Race in the WAMPO Region in 2020

Legend:
- White
- Black/African-American
- American Indian/Alaska Native
- Asian
- Hawaiian/Pacific Islander
- Other
- Two or More Races

Values shown: 56,554 · 554 · 31,445 · 22,379 · 6,315 · 46,391 · 345,133

Map of Percent Minority Population in the WAMPO Region in 2019 (Fig. 9)

Percent Minority Population

■ 29% - 50% (24)
■ 51% - 100% (11)

Age & Disability

Percentage of WAMPO Population Living with a Disability from 2012-2019 (Fig. 10)

WAMPO Population with Disabilities
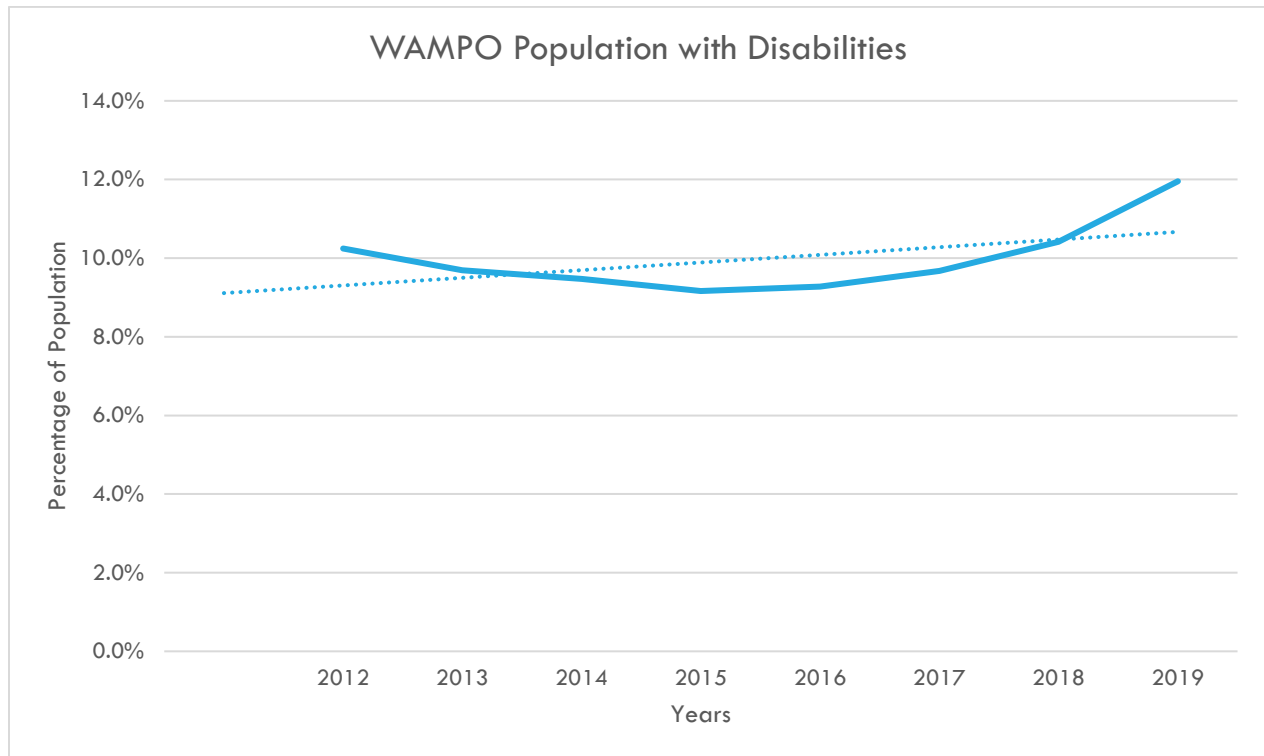
Disabilities as defined by the Census are self-reported and could include one or more of the following:

- Ambulatory difficulty
- Cognitive difficulty
- Self-care difficulty
- Hearing difficulty
- Vision difficulty
- Independent living difficulty

The percentage of the population living with disabilities is on a steady rise. This portion of the population is more likely to be dependent on public transit, and may work irregular schedules. WAMPO's *5310 Enhanced Mobility of Seniors & Individuals with Disabilities* program recognizes this and grants funds to private nonprofit organizations, states or local government authorities, or operators of public transportation that serve the special needs of transit-dependent populations beyond the traditional public transportation services and Americans with Disabilities Act (ADA) complementary para-transit services.

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APPENDIX E: Plain Language Guide, Writing for Readability and Clarity

Plain Language for Rural Transit: Writing for Readability and Clarity

National RTAP
Rural Transit Assistance Program

You probably write and edit many items for your transit agency: schedules, rider guides, delay notices, training materials, web content, etc. But is your writing clear and easy to understand? Can it be understood by people with low literacy or people whose first language is not English? Writing so all people understand is important for safety and operations. It is also the law. This Technical Brief explains Plain Language writing and how you can use it to make your writing simpler and better. The brief is also written in plain language to serve as a model.

Background

According to the federal Plain Language website (plainlanguage.gov), **plain language** is "communication your audience can understand the first time they read or hear it."

The term was introduced in 1970 for government writing when federal law stated that "environmental impact statements shall be written in plain language." A 1998 Presidential Memorandum directed all federal agencies to use plain language in service documents. The memorandum described features of plain language and how to implement it. Executive Order 13166 Improving Access Services for Persons with Limited English Proficiency was issued in 2000. The Plain Writing Act of 2010 required all federal agencies to write clear communication that "the public can understand and use." The United States Department of Transportation (U.S. DOT) created a Plain Language Action Plan and has a senior official to oversee its plain writing function.

Plain language as a concept has been around for a long time. There are documents and articles from the 1700s written in plain language. People have always needed a way to communicate with easy-to-understand words and ideas.

It is a good idea to use plain language even if your transit agency is not required to. According to the National Center for Education Statistics, about 21% of adults in America have low literacy. Literacy means being able to read, write, speak, and communicate well.

Transit agencies need readers of all their materials to be able to understand them so:
- Riders get the services they need
- Laws and safety rules are followed
- Staff can do their jobs well

Writing Plain Language Materials for Riders

People with low literacy have difficulty reading and understanding written material. There are many reasons why people may not be able to read well, such as:

- English is not their first language
- Learning or other disabilities
- Lack of education

People who have trouble reading may feel ashamed. They may not want to ask for help. You can help them by making your written materials as easy as possible.

How do you do this? Use these tips:

Use plain language for these rider materials:

- Rider guides
- Agency policies
- Route schedules
- Forms
- Marketing materials (brochures, flyers, etc.)

- Use the easiest words you can. Use words with fewer syllables (the word rider is shorter than traveler or passenger) or use the word that most people use (the word bus is used by more people than vehicle).
- If you must use a difficult word, explain it the first time you use it. Examples: "Mobility means getting where you need to go," and "We offer a fixed-route service. This means we have a regular schedule for when and where you can get on the bus."
- Use short sentences and paragraphs. "Travel training is free" is a shorter sentence than "We do not charge our passengers any fees for our travel training services." U.S. DOT recommends no more than 15-20 words per sentence and less than 7 lines per paragraph.
- Here is a sentence about commas that may be hard to understand: "If you have sentences with commas, try to break them up into separate sentences." Here is an easier sentence, "Break sentences with commas into more than one sentence."
- Use bulleted lists or tables.
- Include images. Include plain language captions to describe them.
- Use an active voice. Write like you are talking to someone. This sentence uses a passive voice and may be confusing, "Our passengers need to understand our policy that states that they are allowed to bring service animals on the bus." This sentence uses an active voice, "You can ride the bus with a service animal."

Some guidelines recommend writing materials for people who have completed an 8th grade education because that is the average literacy level for the United States. This is especially important for medical information. There are tests to check the grade level of written materials. Microsoft Word's readability checker in their **word count** tool is one example. Readability checkers can give you a basic idea of the reading level of text. The best way to check for readability is to have people of many backgrounds read your text and let you know what they don't understand.

Creating Plain Language Staff Training Materials

Many transit agency staff are experts in their fields and understand high-level concepts. The Federal Plain Language Guidelines advise writers not to "dumb down" training materials to reach a goal of an 8th grade class. Take the audience's level of knowledge into account if you are writing materials for your staff or a presentation.

> **Use plain language for these staff training materials:**
>
> - Manuals
> - Policies
> - Presentations
> - Online learning/eLearning
> - Handouts
> - Tests and evaluations

Many of the concepts explained in the previous section about writing for riders also apply to writing for staff.

Use an active voice in training materials. Be direct. You are showing or telling someone how to do something. "Secure the wheelchair with tie-down straps" uses an active voice. "The wheelchair should be secured using tie-down straps" does not. Someone might read the second sentence and think that a wheelchair could be secured that way, but it does not have to be.

Do not assume that your staff knows an acronym. Put the acronym in parentheses when you first use it. An example is Federal Transit Administration (FTA). Just use FTA for the rest of the document.

People often include too much text in training materials. It is easier to write more than to write less. Think of the top 3-5 things you need your staff to know and how this can be explained in the fewest words and sentences. Start with an outline. Write a few sentences that fully explain each point.

Use the word **must** if your staff needs to comply with something. Do not use should, ought to, shall, could, or can. Write "Staff must take annual U.S. DOT drug and alcohol 60-minute training." There is less chance of misunderstanding this way.

Tables and checklists are good ways of presenting material with more than one concept. Here is an example showing pre-trip inspection training from National RTAP's 2 The Point training:

Front of vehicle	Front curb-side	Front road-side
Tires	Tires, rims and wheel wells	Tires, rims and wheel wells
Turn 4-way signal lights	Front turn 4-way signal lights	Turn 4-way signal lights
Windshield glass not chipped or cracked	Front door glass and passenger windows	Driver's side window

Use the same word throughout. Don't switch between **driver** and **operator** to be more interesting.

Edit materials more than once. Have one or two other people review them. Review them for:

- Slang or jargon (words like pic instead of picture)
- Difficult and unnecessary words – training documents are not the place to show that you know the word ubiquitous
- Long, run-on sentences that can be broken up into separate sentences
- Sentences that do not add anything valuable to the training – remove them or rewrite them

Plain Language for Online Content

Make a special effort to use plain language when you post online because anyone can access it.

People usually visit websites to perform tasks or find information. They expect to be able to use web pages without help. Each web page should have a clear header like **Schedules and Fares**. The written content on that page should explain in the fewest words and sentences possible what people need to know. People do not want to read a long document. People want key facts that are easy to find and understand.

A good practice is to fit content for each web page on one screen. If people have to scroll to read everything on a web page, you may have written too much and need to simplify. Think about how content will look on mobile devices like cell phones too.

> **Use plain language for online content:**
>
> - Websites
> - Social media
> - Blogs
> - Newsletters
> - Applications (Apps)
> - Support tools
> - Audio and video media
> - Emails

Don't copy and paste text from a Word document or from one online source to another. Your online content will be clearer and easier to understand if you start from scratch. Having just a few words or bullet points on a web page is fine if it meets the goals of the page.

Use the easiest and most direct words for links and buttons on your website. Make the links and buttons consistent throughout your website. Ask people what they think links and buttons should say. There are buttons used by many websites because they are in plain language and are very direct. Examples include **About Us**, **Contact Us**, and **News**.

Use simple words in your keywords and tags, including Alt Tags for people with disabilities.

If you get questions from website visitors who don't seem to understand the content on your web page, take that as a sign that you need to rewrite the web page to make it clearer.

Best Practices

Once you start working with plain language everything you write will be clearer. It may never be perfect. Here are tips to make your writing as easy to understand as possible:

- Keep everything short: short sentences, short paragraphs, and (when possible) short words.
- If you have to introduce a long word that people may not know (like infrastructure), explain it in plain language terms.
- Use simple, meaningful headings to break up text. The heading for this section is **Best Practices**. The heading explains exactly what the section contains.
- You can also use short question headings like **How Do I Book a Ride?**
- Use present tense. Don't use past or future tense. "Take the Connector to Main Street" is an example of present tense. "You will take the Connector to Main Street" may make it seem like there are other ways to get there.
- Don't use many words when less will do. "You must undertake the commencement of your test" uses eight words while "Begin your test" uses three. The sentence "Use more extra added caution in extremely or exceptionally cold weather conditions" can be shortened to "Be more careful in very cold weather."
- You can use contractions in plain language writing, such as don't, can't, and driver's side. It may seem more natural to readers than do not, cannot, and side of the driver.
- Review and edit all your rider information and staff training documents regularly. Review them every few years if you can. Terms that worked well in the past may become out-of-date. Newer words or phrases may be available now that more people understand.

Examples of transit materials in plain language:

Rider Information

- Bluefield Area Transit [Rules of Conduct](#)
- JTrans [Reservations Code of Conduct](#)
- Steuben County [Need a Ride Travel Training](#)

Staff Training

- Canadian Transportation Agency [Plain Language Summary of the Accessible Transportation Planning and Reporting Regulations](#)
- Centers for Disease Control and Prevention (CDC) [Distracted Driving at Work](#)
- Minnesota DOT [General Writing Guidelines and Plain Language](#)

Additional Information

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For more information, visit the National Rural Transit Assistance Program website at https://nationalrtap.org, or contact the National RTAP Resource Center at 888-589-6821 or info@nationalrtap.org.

APPENDIX F: UCTC History, Tri-County Transit Workshop Report

REPORT: OCTOBER 2022

TRI-COUNTY TRANSIT WORKSHOP

Prepared by: Jessica Warren, Mobility Manager for South Central Kansas with input from staff at the Wichita Area Metropolitan Planning Organization

Kansas mobility management

ABOUT THE EVENT

On September 29, 2022 nineteen professionals from Butler, Harvey, and Sedgwick Counties participated in the Tri-County Transit Workshop, facilitated by Amy Conrick, Director of the National Center for Mobility Management. Attendees spent the day diving into the focus question (below).

Focus Question:

How might we increase collaboration among transportation agencies in Sedgwick, Harvey, and Butler Counties in order to improve transportation for residents in those counties?

By the end of the day the participants had determined: 1) a goal for public transit within the region, 2) challenges to meeting said goal, and 3) a means to the goal.

TRI-COUNTY TRANSIT WORKSHOP
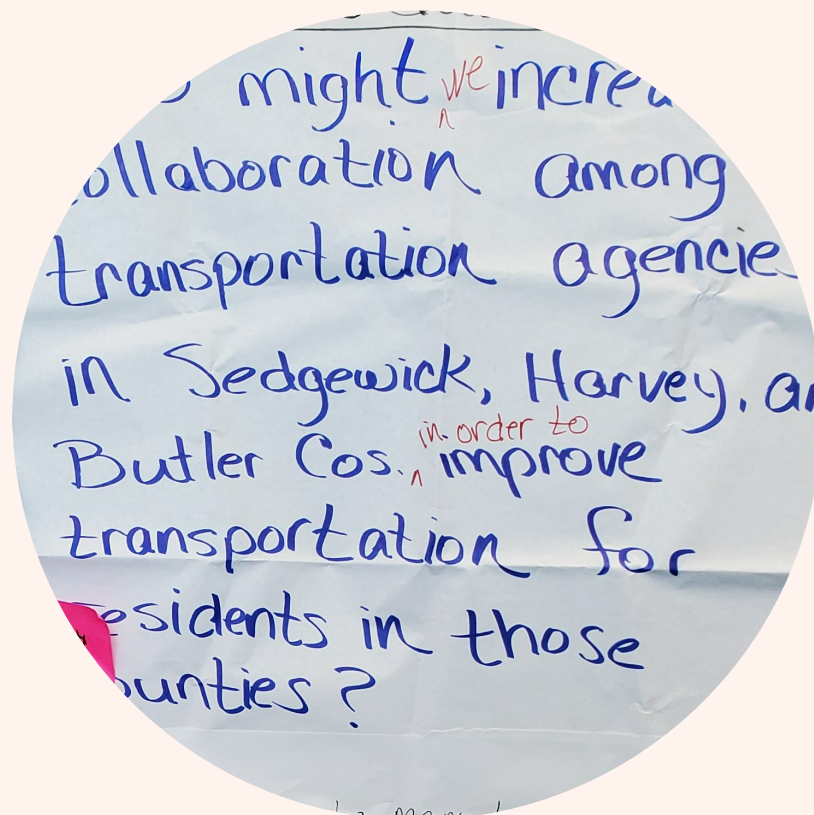
MEETING OBJECTIVES

Create a shared vision and mission for connectivity within Butler, Harvey, and Sedgwick Counties while leaving room for future connections with other regions and systems.

Provide a clear picture of the current connections that exist as well as outline how stronger connections will help residents, communities, and providers.

Discuss and develop draft solutions.

WHY REGIONAL COLLABORATION?

Throughout the day, attendees discussed the value of regional collaboration. It was pointed out that *"cities are built on collaborative wealth"* and that *"jurisdictional boundaries do not reflect travel patterns."*

Two regional coordination plans are in place for the Counties involved:
Coordinated Transit District (CTD) #9, South Central Kansas, 2018:
- Top 3 prioritized needs as indicated by stakeholders:
    - Enhance the perception of transit services
    - Address policy barriers in crossing jurisdictional boundaries
    - Assess fare structures for trips crossing multiple providers/boundaries

Wichita Area Metropolitan Planning Organization, 2018:
- Outlines a targeted approach towards area collaboration

MEETING OUTCOMES

Goal for Future Work:

- Increase collaboration between the transportation systems in various jurisdictions within the Tri-County area

Challenge Questions:

1. How do we get people to care about public transportation?
2. Why should we?
3. Who benefits from increased collaboration and how?

Means to the Goal:

- Form a coalition to create a toolkit that will meet three focus areas:
    a. **Education** - Determine education needs and gaps as well as tools to meet those needs
    b. **Data** - Identify and gather data that will get others invested in collaboration
    c. **Replication** - Outline a clear process that can be shared and replicated
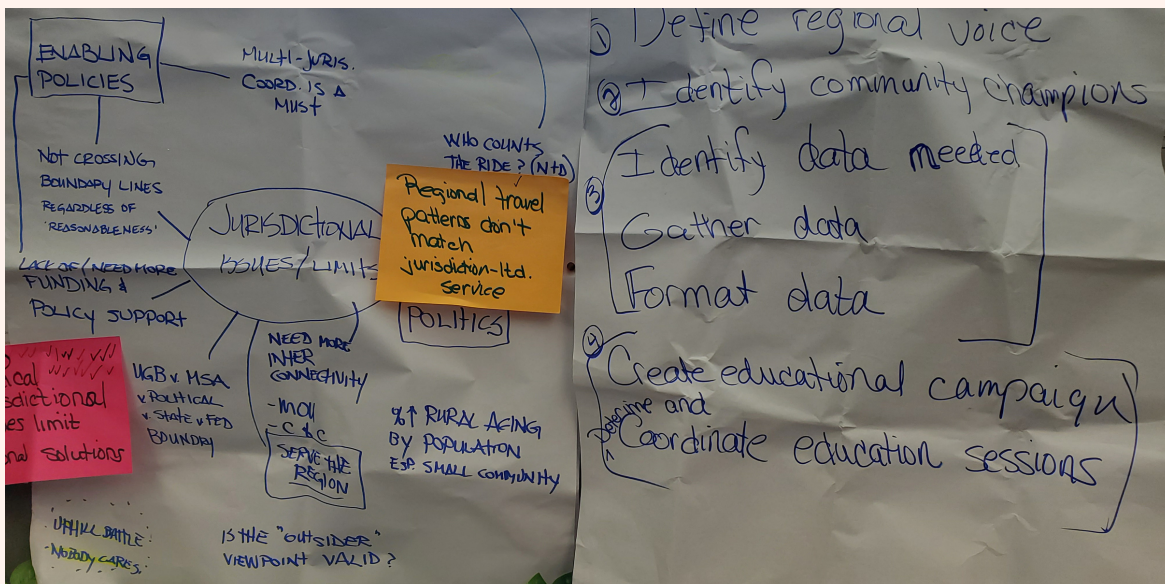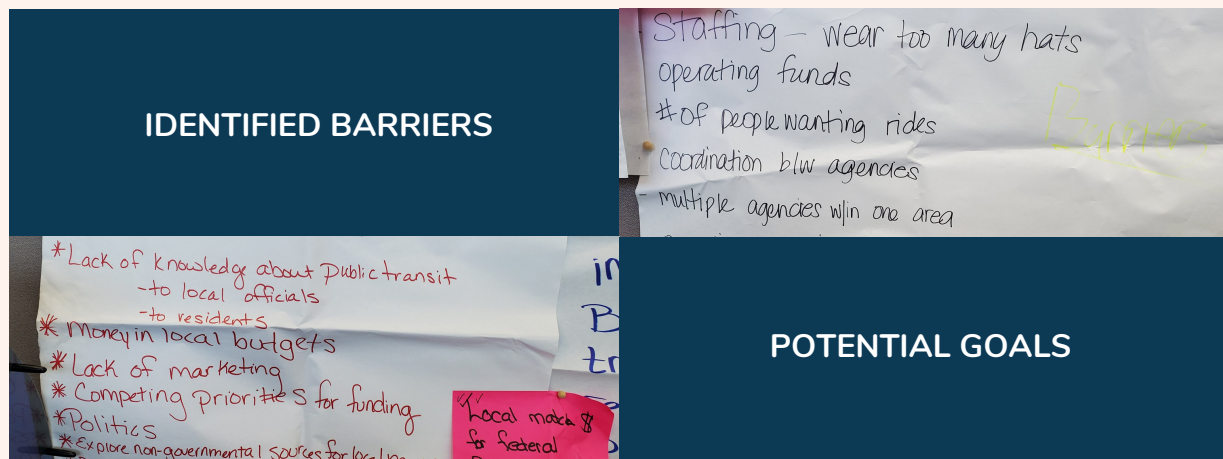
PROPOSED COALITION

The purpose of the proposed coalition is to be a regional champion backed by all of the member agencies. The coalition will become a powerful voice to uplift the goal of collaboration within South Central Kansas.

The coalition will have regular meetings (frequency is yet to be determined) to ensure the work towards collaboration continues to move forward. Identified steps the coalition would like to take include:

1. Define the regional voice
2. Identify community champions
3. Identify data needed
4. Gather data
5. Format data
6. Create educational campaign
7. Determine and coordinate education sessions

Identified goals of the coalition overlap with existing goals of the Wichita Area Metropolitan Planning Organization - due to this, WAMPO will act as the guide for the coalition.

IDENTIFIED BARRIERS

Staffing – wear too many hats
operating funds
# of people wanting rides
coordination b/w agencies
multiple agencies w/in one area

*Lack of knowledge about public transit
-to local officials
-to residents
*Money in local budgets
*Lack of marketing
*Competing priorities for funding
*Politics
*Explore non-governmental sources for local mo...

Local match $ for federal

POTENTIAL GOALS

STEERING COMMITTEE

To ensure the multi-agency coalition stays on track, a smaller steering committee - guided by the region's Mobility Manger - will be formed. Tasks for the steering committee include:

- Guide the coalition towards the goal of increased collaboration
- Set action steps, member responsibilities, and timelines for each step in the process
- Determine how often the full coalition should meet and thoughtfully plan valuable meeting agendas
- Identify small wins and steps that can be taken throughout the process to ensure project momentum is maintained

PROJECTED TIMELINE/TASKS

An 18 month timeline has tentatively been identified to meet the proposed steps in four categories.

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1. **Define the regional voice**	Hold regular coalition meetings to ensure assigned tasks stay true to the coalition's three focus areas.
2. Identify community champions	Develop a detailed list of potential champions that includes contact information and motivating factors for each.
3. Identify, gather, and format data	Gather various data points, including the path of a transit dollar. Gather first-person data through interviews.
4 Create educational campaigns, determine and coordinate education sessions	Determine what educational tools will be most appropriate. Identify those who can be the coalition's storytellers.

ATTENDEES - THANK YOU!

This workshop was only the first step towards connecting South Central Kansas in a meaningful way. Thank you to these agencies for participating in the Tri-County Transit Workshop and for your continued dedication to public transit!
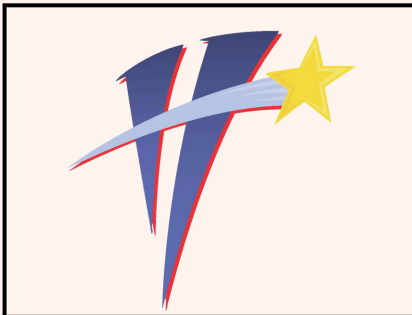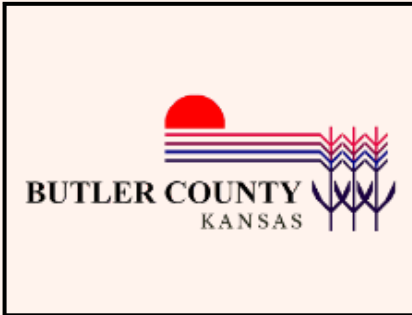
FOR MORE INFORMATION

Jessica Warren, LMSW
Mobility Manager
South Central Kansas
316-660-1923
Jessica.Warren2@sedgwick.gov

Ashley Bryers, AICP
Transportation Planning Manager
WAMPO
316-779-1319
Ashley.Bryers@wampo.org