



Hear Every Voice Final Report

Minnesota
Department of
Transportation

**RESEARCH
SERVICES**

Office of
Policy Analysis,
Research &
Innovation

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Hear Every Voice Public Engagement Initiative

Closing Report

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CENTER FOR TRANSPORTATION STUDIES



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Purpose of this Report

The Minnesota Department of Transportation (Mn/DOT) has pursued the incorporation of effective public participation and stakeholder/partner involvement into their organizational culture and mission-driven practices for several decades. The organization's Core Values, Vision, and Mission provide testimony of this commitment and serve as the springboard for continued enhancement efforts.

Between the years 1997 and mid- 2010, Mn/DOT engaged in an initiative to explore how public engagement best practices could be incorporated within the organization. Findings revealed several key factors including:

- Championship of engagement as essential to Mn/DOT effectiveness is required
- Demonstrated leadership commitment and flexibility to support engagement
- Incorporation of best practice public engagement principles throughout Mn/DOT
- Comprehensive training of employees and partners in multiple phases and techniques of public engagement
- Access to tools to efficiently plan and manage engagement programs.

The purpose of this report is to provide an overview of that period of public involvement and stakeholder engagement activity and products.

Core Values

- Maintain safety as a priority
- Enhance trust with transparency and accountability
- Promote collaboration, research and innovation
- Value diversity and cultural capital through inclusion and opportunity
- Commit to employee well-being, development and success
- Recognize that employees are integral to Mn/DOT's success

Vision

Global leader in transportation, committed to upholding public needs and collaboration with internal and external partners to create a safe, efficient and sustainable transportation system for the future.

Mission

Provide the highest quality, dependable multi-modal transportation system through ingenuity, integrity, alliance and accountability.

Background of Hear Every Voice II

During the past two and a half decades, the need for sustainable transportation system management and public insistence for involvement has increased. Contributing factors include:

- Allocation of public funds to transportation are declining.
- Funding must deliver long term solutions.
- The public demands meaningful engagement with an opportunity to influence decisions.
- There is increased awareness of environmental justice issues and the validity of local context within transportation.

Transportation professionals in government, private, and non-profit sectors have been challenged to respond.

Mn/DOT is recognized as a leader in its commitment to public engagement. Over recent years the Department has provided processes and resources to assist Mn/DOT employees and partners to be more effective.

In 2006, Mn/DOT reviewed the needs and interests of Minnesota customers and Mn/DOT employees and partners related to public engagement. Results affirmed that Minnesota reflected escalating demands for engagement similar to those identified by other states and federal organizations. The review clearly indicated Minnesota needs were aligned with federal legislation including:

- Civil Rights Act of 1964
- Safe Accountable, Flexible, Efficient Transportation Equity Act (SAFETEA-LU) (2005 and subsequent renewals)
- Environmental Justice initiatives (1994 to present)
- National Environmental Policy Act
- Americans with Disabilities Act
- Title VI of the Civil Rights Act of 1964
- Context Sensitive Solutions initiatives (1998 to present)

In the fall of 2006, Mn/DOT launched an initiative known as *Hear Every Voice II* to renew and re-energize public participation and stakeholder involvement effectiveness within the Department via:

- Process enhancement;
- Availability of tools and other resources;
- Training.

I. Where Have We Been? – 1997 to 2009

1. Hear Every Voice Handbook – 1999

Prior to 1999, for nearly a decade Mn/DOT provided employee training on public participation topics. Between 1997 and 1999, Mn/DOT reviewed federal and state requirements and developed guidance related to public participation through a 25-member internal task force. In addition to considering Mn/DOT employee input, two reports provided critical background information. These reports were:

- Mn/DOT's Non-Traditional Transportation Stakeholder/Dialogue Project Final Report
- The Minnesota 1997/98 Omnibus Report – University of Minnesota

A summary of each report appears in the 1999 *Hear Every Voice Handbook*.

In an effort to disseminate information on participation and provide a resource of available tools, a handbook was developed internally. *Hear Every Voice* was selected as the name of the handbook to reference awareness that the public and transportation partners have input to share. Content included task force findings, an overview of the Mn/DOT planning approach, the Highway Project Development approach, tools, techniques, worksheets, and case studies.

2. External Enthusiasm High, Internal Awareness Low – 1999 to 2007

Enthusiasm from transportation organizations across the country and in some other countries was high for the work Mn/DOT was doing. State, local and federal entities acknowledged the value of the 1999 *Hear Every Voice Handbook* by incorporating its content into their practice. Mn/DOT was sought out as a resource for information and leadership contributing to best practices.

Internally, the 1999 *Hear Every Voice Handbook* languished. Most Mn/DOT employees did not realize the potential value of the handbook to their work. In hindsight, the lack of a Mn/DOT champion and assignment of staff responsibility within the organization marginalized the awareness and application of the handbook content. Additionally, a comprehensive deployment strategy and training program were not considered at the time.

3. Selection of Public Participation Model – 2007 to 2008

Rising interest in public participation and its benefits led to sponsorship of an internal conversation by the Office of Technical Support within the Department centered upon renewal and expansion of a public participation initiative. A multi-disciplinary team, including the Office of Investment Management (planning), Research Office, Communications, and the specialist in the project development process HPDP, joined the Office of Technical Support in its efforts. The University of Minnesota – Center for Transportation Studies and Beacon Associates Int'l assisted as consultants. This group became known as the Public Participation Effectiveness Initiative Team.

Selection of a public participation group upon which to build Mn/DOT's approach ensued. The model from the International Association for Public Participation (IAP2) was chosen as the foundation. IAP2 was selected, in part, because the model:

- Reflects both underlying philosophy and practices derived from global experience;
- Is proven effective as applied to U.S. transportation work, as well as land use planning, sustainable community development, environmental work and multiple other disciplines;
- Is systematic and can be duplicated;
- Offers best practice strategies and techniques;
- Is supported by a body of research, training and case studies; and
- Is recognized as the premier organization globally serving the practice of public engagement.

4. Updating of the Hear Every Voice document – 2009

The Office of Technical Support-led initiative progressed toward resurrection and updating of the 1999 *Hear Every Voice Handbook*.

The new document, entitled *Hear Every Voice II*, was written to reflect the evolution of public engagement since the previous handbook edition, provide guidance and understanding of the Mn/DOT approach to engagement, and serve as a platform for ongoing improvement of engagement activity within the Department.

Completed content includes:

- Catalysts to Mn/DOT engagement initiatives
- Best Practices – Foundations, Core Values, Levels of Participation, and Techniques and Evaluation

Incomplete content at the 2009 publication date included these items to be prepared by employees:

- Revised explanation of the transportation planning processes (major plans, State Transportation Improvement Plan (STIP), multi-modal);
- Revised explanation of the HPDP process including engagement benchmarks; and
- Multi-modal project development processes (aeronautics, freight, rail and waterways, and transit, bicyclists and pedestrians).

It was recommended content be added in the form of separate explanations of construction, operations, and maintenance processes including:

- Identification of public participation and stakeholder involvement opportunities and benchmarks;
- Proven engagement tools, techniques and approaches.

5. Development of Basic HEV Curricula and Piloting – 2007 to 2009

The public participation team led by the Office of Technical Support continued to build the initiative by developing and piloting a basic *Hear Every Voice II* training curricula.

With significant contribution of the Public Participation Effectiveness Advisory Group (a multi-discipline 38-member body), the needs and interests for training were identified. Additionally, the group provided insights into improved training logistical considerations.

A package of 13 courses was identified to serve as the basic HEV curricula. Course titles are:

	Course Number	Course Title
1.	01	Introduction to Hear Every Voice
2.	101	Stop the Pain and Increase the Gain: Public Participation and Mn/DOT
3.	102	Effective Public Participation within Mn/DOT: Core Curriculum: Overview for Upper Management
4.	201	How to Determine the Need for and Level of Participation
5.	202	How to Design an Effective Participation Plan within a Project
6.	203	Designing as if Stakeholders Matter: Engaging Under-Represented Stakeholders
7.	301	Overview and Selection of Participation Tools and Techniques
8.	302	Improving Participation Meetings
9.	303	Productive Advisory Groups
10.	304	Participation Over Time and Distance
11.	401	Enhancing Your Personal Communication with Participants
12.	402	How to Develop a Mn/DOT Communication Plan (CIP)
13.	501	Setting Expectations with Consultants (Re: Public Participation)

Due to considerable response by Mn/DOT employees, the Initiative Team decided to repeat offerings of Courses 01, 101, and 102 more than originally scheduled. The result of this action was that not all courses were piloted as of December 31, 2009.

6. Public Engagement Web site Revision Initiated – 2008

Disseminating information and providing access to the materials developed via the initiative was an expectation of the research funding provided by the Mn/DOT Office of Research and Federal Highway Administration (FHWA). Additionally, the initiative team recognized the value of a central repository and encouraged the creation of a public participation Web presence within the Mn/DOT Web site.

II. What Have We Done in 2009-2010?

1. Realization of Recommended Public Engagement Position

Upon the recommendation of the Public Participation Effectiveness Initiative Team, a participation/engagement specialist position was created within the Department in 2009. The position was placed within the Policy, Safety and Strategic Initiatives Division, and Office of External Partnering. The position was filled in July 2009.

With the advent of this position, the Hear Every Voice Initiative Team re-formed with membership including the new Public Engagement consultant, the Office of External Partnering leader, the University of Minnesota-Center for Transportation Studies and Beacon Associates Int'l.

2. Continue Public Engagement Web site Improvement – 2009

In response to review of the initial Web presence, it was recommended that an external study of the usability/user-friendliness of the site and materials be conducted. The University of Minnesota Center for Transportation Studies and the U of M Usability Lab were engaged to conduct a usability evaluation of the site, identifying whether users can find information quickly and easily and whether the site is useful to Mn/DOT project managers. The evaluation summary report offered 24 specific recommendations to address the 10 most significant usability issues identified in the evaluation. CTS also prepared a wireframe outline to demonstrate how the recommendations could be incorporated into the Web site.

3. Continue Training - Selections from the Basic HEV Curricula – 2010

- a. An evaluation summary for all HEV courses held to date appears in Appendix B, *Summary of Basic HEV Courses*, including Description, Objectives, Target Audience, Training Method, Satisfaction Scores, and Recommendations. Comments of participants are included.
- b. Two (2) – Core Courses #101: *Stop the Pain – Increase the Gain of Public Participation* and *How to Design an Effective Participation Plan* were offered at the Arden Hills Training Center in early 2010. A combined total of 70 participants registered. The average attendee satisfaction score was 4.6 on a 5-point scale with 5 being the highest.

It is interesting to note that one attendee expressed interest on the evaluation form in shortening the course to a half day, which contrasts sharply with less experienced attendees comments indicating the pace and length of the course met their learning needs. For the less experienced staff, the opportunity to work with a relevant case study for the full day allocated reinforces learning and conforms to best practices for adult learners. See Appendix A, *How People Remember Information*.

- c. Two (2) – Course #202 - *How to Design a Public Participation Plan* were also offered. Each of these courses was held the day following Course 101 to maximize benefits of

travel for attendees. A total of 66 participants attended. The average attendee satisfaction score combined for the two classes was 4.6 on a 5-point scale with 5 being the highest.

See Appendix C, *Summary of the Spring 2010 Course Evaluations*.

4. Emphasis on HEV: Minimizing Impacts to Small Business – Spring 2010

In response to Mn/DOT's evolving commitment to working effectively with businesses, the Department refocused its approach to *minimizing* impacts on businesses, especially those of construction, rather than mitigating impacts. The Hear Every Voice initiative redirected its supportive efforts.

A panel of consultants with successful experience working with small businesses and transportation projects was engaged. One representative each from Beacon Associates Int'l, Howard R. Green Company, Kimley-Horn and Associates, Inc. and ZAN Associates joined the University of Minnesota - Center for Transportation Studies and Beacon Associates Int'l on the panel.

Four actions resulted from the panel's efforts.

a. *Peer Exchange Series – Spring 2010*

The panel determined that neither a traditional classroom training program nor a traditional communication campaign would be effective in transferring information and learning to the targeted audience of construction managers and teams. An innovative approach was developed to deploy a series of presentations and discussion of case studies. The series was entitled the *Minimizing Impacts to Small Business: Peer Exchange*.

The kick-off peer exchange featured leadership from the Operations Division providing background on the Minimizing Impacts to Small Businesses initiative, perspectives on approaches and resources, and announcement of the peer exchange series. Fourteen individuals and six presenters attended the session in person and 63 attended via remote technology.

An impromptu evaluation captured thoughts of in-person attendees. The attendees' feedback included:

- Value was received for their time investment;
- Content was a good introduction to movement toward minimizing (rather than mitigating) impacts;
- Tone was informal and conversational; and
- Personal stories of presenters were highly valued.

The May 13 peer exchange presented the case of St. Peter, MN, Highway 169. Lessons learned and techniques for working effectively with businesses were presented by

Mn/DOT, City of St. Peter, and project consultant staff. Questions and answers, as well as contributions from the experiences of participants created a lively and interactive learning event. Twenty-one individuals attended the session in-person and 45 attended remotely via Webinar technology.

The evaluation of the May 13 event indicated considerable average satisfaction score in using a 5-point scale with 5 being the highest, including:

- A. Provided helpful insights for my job **4.3**
- B. Showcased “real world” learning **4.5**
- C. Was a valuable use of my time **4.2**

See Appendix D, *Evaluation Summary of May 13, Minimizing Small Business Impacts Discussion*.

The success of the initial peer exchanges resulted in the Public Engagement consultant announcing that additional sessions will be added under the auspices of her section, the Office of External Partnering and the Operations Division.

b. Tools Developed - Spring 2010

The consultant panel included assistance to the Department in the form of two tools that offered immediate benefits.

The first, *Business Needs Checklist*, is an easily completed checklist that aids project personnel in considering activities that reflect best practices leading to more effective work with businesses. See Appendix E, *Business Needs Checklist*.

The second, *Tool: Matrix of Business and Mn/DOT Needs - A Guide to Understanding*, encourages consideration of what is needed by both businesses and Mn/DOT related to construction. See Appendix F, *Tool: Matrix of Business and Mn/DOT Needs - A Guide to Understanding*.

Both tools were presented at the kick-off peer exchange and received a welcoming response from attendees. Tools have been made available on the Web for easy access. Continued promotion of the tools via future peer exchanges and training events will advance the use of these aids.

c. Recommendation to Include Small Business Best Practices and Tools in HPDP

The consultant panel recognized that the HPDP provides the primary guidance for project development from Mn/DOT. The panel strongly recommended that the small business best practices and tools developed within this contract be incorporated and sanctioned within the HPDP.

The panel suggested a joint meeting between the Mn/DOT Public Engagement Consultant, the lead for the HPDP and members of the panel to discuss this recommendation. However, the offer was declined in favor of an internal conversation. To date, the recommendation is awaiting review.

d. *Coaching – Resource Access Recommendation – Spring 2010*

As it was initially conceived, the contract amendment was to develop a program to provide personnel with access to consultants with demonstrated success in working with small businesses (coaching). However, as the need for a flexible and immediate method of applying best practices was acknowledged, the peer exchange program was developed within the amendment instead.

e. *Policy Discussion with Mn/DOT – Spring 2010*

The consultant team also recommended a joint meeting of the leadership of the Office of Operations, the Public Engagement Consultant, and the consultants to begin answering these questions: *How do Mn/DOT policies contribute to effectively working with small businesses? Are there policies that could be more supportive? If so, how might they be addressed?* To date, this recommendation is awaiting review.

5. External Enthusiasm Continues to Grow

- a. The Transportation Research Board (TRB) and FHWA events continue to include positive comments about HEV and Mn/DOT's innovative guidance and strong training program for engagement. North Carolina and Michigan DOTs have acknowledged adapting their participation programs heavily from HEV. Other states including Vermont, Georgia, Florida, Kentucky, Illinois, Nebraska, Missouri, Colorado, Utah and Idaho have inquired about HEV and are adapting components.
- b. Consultants serving Minnesota transportation have attended HEV courses and arranged internal training events for their staff. Consistently they voice an appreciation for the direction and guidance provided by HEV.
- c. Minnesota Transportation Partners including cities, counties and partner organizations participation continues to grow in HEV training. Some of those attending include:
 - i. Cities: Duluth, Minneapolis, St. Paul and several others within the metropolitan area
 - ii. Counties: Anoka, Dakota, Hennepin, Ramsey, and Washington
 - iii. Organizations: Metropolitan Council, Metro Transit, and Minnesota Bicycle and Pedestrian Alliance (Mn/BPA)

The following comment is typical of those received from partner organizations:

*I've had little to no formal training in public participation even though I have done many city projects over the years. This course is timely and relevant.
Thanks. City of St. Paul employee*

- d. Consultants and transportation employees (many from other countries, including Canada, Mexico, Sweden, India, Malaysia, Thailand, South Africa, Ghana, Italy and Singapore) have expressed interest in adapting the Mn/DOT model.

III. What Could Be Done? – Recommendations

1. Develop and Deploy a Plan for New Mn/DOT Employees to Become Aware of HEV Expectations in Their Jobs

As new employees and appointed staff are oriented to Mn/DOT, they need to understand guidelines and job expectations regarding engagement. It is recommended that the Office of External Partnerships initiate an inquiry into how new staff and appointees are oriented and undertake an effort to incorporate public engagement information.

2. Establish and Schedule a Two-Year Cycle of Basic HEV Curriculum Offerings

A consistent comment heard from the HEV Advisory Group, supervisors and other personnel has been the need to post training information far enough ahead to allow staff to schedule the dates for trainings. This is especially important as HEV courses may be offered only once or twice per year. Consequently, it is recommended a two-year cycle of HEV courses be scheduled and posted.

Suggestions on how frequently to offer courses appear in Appendix B, *Summary of Basic HEV Courses* including Description, Objectives, Target Audience, Training Method, Satisfaction Scores, and Recommendations. However, because there remains an unmet need to bring existing employees up to speed, the Basic HEV Courses 101 (Stop the Pain), 201 (Determine Need & Level), and 202 (Participation Plan) might be offered three times in 2010-2011. A suggested schedule appears as Appendix H, *Proposed 2010/2011 HEV Learning Schedule*.

3. Seasonally Offer the Minimizing Impacts to Small Business Peer Exchange

Comments from within the Department indicate there may be an optimum timeline for the *Minimizing Impacts to Small Business Peer Exchange*. It has been suggested an annual kick-off event to reinforce the Department's commitment and expectations, plus a review of the two tools (*Business Needs Checklist* and *Tool: Matrix of Business & Mn/DOT Needs - A Guide to Understanding*) be held earlier than April.

4. HPDP Encompass Engagement and Minimizing Small Business Impacts

It is recommended that HEV and the practices and tools that support minimizing small business impacts be incorporated in the HPDP.

5. Review Internal Policies and Guidance to Assure Support of HEV and Minimizing Small Business Impacts

It is recommended that a review of Department policies be framed to ensure that policies support rather than inhibit public participation, stakeholder involvement, and minimizing business impacts.

6. Update Selected HEV Courses to Reflect Dynamic Nature of the Marketplace

It is strongly recommended that a course on non-traditional stakeholder engagement be tailored to Mn/DOT and Minnesota needs and interests. The course held in 2009 was too generic.

7. Adapt Course Tools for Online Access and Application

Both the HEV Advisory Group and training attendees indicate that access to materials, especially tools related to HEV, need to be available and interactive on the Web site. To do so will require two efforts:

- a. Interactive technology to allow users to complete worksheets and tools online.
- b. Adaptation of materials and tools for the Web.

It is recommended the Department move forward as quickly as possible with these efforts. Interest is high in using tools now. Momentum will be lost if the delay is too great.

8. Evaluate and Respond to Unmet Needs for Tools, Training, and Expertise

Several unmet needs have been identified, including:

- *Training and Tools* – As mentioned, the need for a Mn/DOT specific non-traditional stakeholder engagement course (a new course 203) with supportive tools is imperative. Additionally, a need has been expressed for a course in how to deal with challenging conversations and comments (difficult people) by several attendees. A survey of employees would reveal additional unmet needs for training and/or tools.

It is recommended that a peer exchange (similar to the *Minimizing Small Business Impacts*) be initiated on the topic of public engagement. Several training attendees have indicated this format would be useful in both planning and problem-solving.

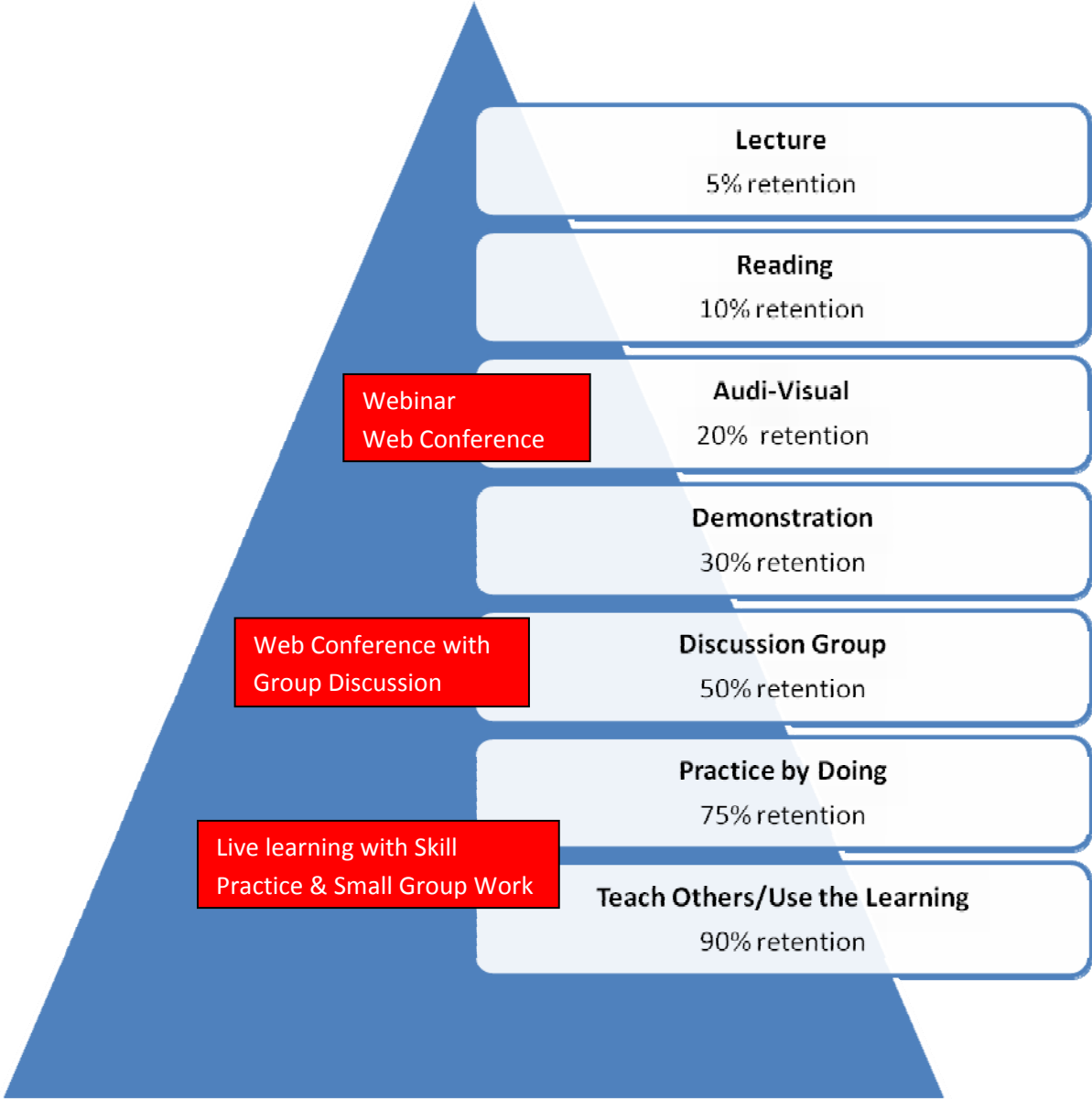
- *Access to Small Business Impact Expertise (coaching)* – It is suggested that this be revisited.

9. Refresh the HEV Document to Reflect Current Planning and HPDP Processes as Related to Public Participation and Stakeholder Engagement

The HEV document is incomplete. In the transfer from hard copy to Web, a portion of the document was lost. The missing sections have been replaced. However, two sections of the document need attention.

- *Mn/DOT Planning* – In summer of 2009, it was identified that the current document content does not reflect the planning processes as they now exist. This section needs to be rewritten.
- *HPDP* – At the time the document was being updated, HPDP was in transition and being redeveloped. The HPDP process needs to be inserted into the document.

Appendix A. How People Remember Information



Research also indicates that people remember information better if it is presented in more than one way.

Appendix B. Summary of Basic HEV Courses

Item	Course #	Title	Learning Track	Description	Learning Objectives		Schedule: Pair with
1	01	Introduction to Hear Every Voice	Business Case	Understanding the business case for participation	<ol style="list-style-type: none"> 1. Mn/DOT employees are introduced to the new HEV II as a program with tools. 2. Participants are exposed to the Mn/DOT commitment to HEV and the benefits to the initiative. 	3 hours	N/A
2	101	Stop the Pain and Increase the Gain: Public Participation and Mn/DOT	Core Curriculum (1st Essential Course of Core Series)	Productive participation is the result of basic foundational principles and core values guiding the planning and implementation process. Experience how these elements enhance your participation efforts. This is the core course in Mn/DOT's Hear Every Voice initiative. Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	<ol style="list-style-type: none"> 1. Understand the foundational principles of public participation and stakeholder consultation with the Mn/DOT context. 2. Practice applying foundation principles to case studies that mirror their work. 	6 hours	Pair with 201
3	102	Effective public participation within Mn/DOT: Core Curriculum Overview for Upper Management	Managers Overview	An overview of the Core Curriculum for upper management. Emphasis on the business case and the management support needed to follow through effectively. Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	<ol style="list-style-type: none"> 1. Understand the foundational principles of public participation and stakeholder consultation with the Mn/DOT context. 2. Understand the training and support needs of personnel charged with engaging the public. 	3 hours	N/A
4	201	How to determine the need for and level of participation.	Core Curriculum (2nd Essential Course in Core Series)	Answer questions such as: How much participation is enough? How is that determined? What kind of participation is appropriate? Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged. This course is recommended as a prerequisite to courses 202 – planning and 203 - non-traditional stakeholder engagement.	<ol style="list-style-type: none"> 1. Understand the key indicators that define <i>risk</i> within the public participation context. 2. Apply <i>The IAP2 Spectrum of Participation</i> to determining the level(s) of participation recommended for projects – use case study. 	3 hours	Pair with 101

Appendix B. Summary of Basic HEV Courses

Item	Course #	Audience	Student Satisfaction Score (average)	Vendor	Instructor	Status 6/10	Recommendations (6/2010)	Recommended Learning Mode
1	01	All transportation staff that interact with stakeholders, partners and/or the public & supervisors of employees who do.	N/A	Beacon Associates Int'l	Patricia Van Gorp	Course developed and deployed. Materials complete	Need Has Been Met – Do Not repeat	N/A
2	101	same	4.74	IAP2 licensed agent Beacon Associates Intl	Patricia Van Gorp, IAP2 Master Trainer	Course materials purchased from IAP2	<p>1. 1st of Essential 3 Courses. Continuing Need – Offer four (4) times per year, once per quarter.</p> <p>2. Do NOT reduce in length. Less experienced participants indicate a full day to absorb and practice concepts and material new to them is needed.</p>	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.
3	102	Members of Mn/DOT Divisional and upper management by invitation	N/A	Beacon Associates Int'l	Patricia Van Gorp with Tom Sorrel, Mn/DOT Commissioner	Course developed and deployed. Materials complete & transferred to Mn/DOT.	<p>Initial need met. However, a plan to provide awareness and publicize the Hear Ever Voice philosophy and initiative for new upper management employees needs to addressed.</p>	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
4	201	Transportation staff responsible for project effectiveness	4.8	Beacon Associates Int'l	Patricia Van Gorp	Course developed and deployed. Materials complete & transferred to Mn/DOT	<p>Recommendation: 2nd of the Essential 3 Core courses . Continue four (4) times per year quarterly. Schedule with Core Course, #101.</p>	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.

Appendix B. Summary of Basic HEV Courses

5	202	How to design an effective participation plan within a project	Core Curriculum (3rd Essential Course in Core Series)	Learn and apply a proven planning process. Discover tools and strategies for increased efficiency. This course is recommended as a prerequisite to the course on non-traditional stakeholder engagement (203). Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	1. Learn and apply to case studies the best practice for developing an engagement plan.	6 hours	Pair with NEW 203
6	203	Engaging NonTraditional Stakeholders (Designing as if Stakeholders Matter: Engaging Under-represented Stakeholders)	Planning & Techniques	Explore effective strategies for involving non-traditional groups. Expand understanding of unique needs of under-represented populations. Courses 201: How to determine the need for and level of participation and 202: How to design an effective participation plan within a project are imperative prerequisites. 2009 offering was a generic course content.	1. Learn to identify under-represented stakeholders. 2. Understand the challenges to participation including the artificial barriers transportation professionals often overlook. 3. Examine effective techniques. 4. Apply learning to case study.	6 hours	Can be paired with 202 - or any courses numbered after 203.
7	301	Overview and selection of participation tools & techniques	Tools & Techniques for Participation	Explore a wide variety of tools & techniques to engage participants. Learn how to select tools & techniques that can achieve your goals – and which may be counter-productive. Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	1. Be introduced to over 40 best practice tools and techniques. 2. Sample selected techniques through mini enactments. 3. Understand how to select techniques that meet specific participation objectives. 4. Apply learning to case study.	6 hours	Pair with with any 303
8	302	Improving Participation Meetings	Tools & Techniques for Participation	There will always be meetings. Learn how to enhance meeting effectiveness and various meeting techniques such as World Café and Open Space. Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	1. Understand effective meeting planning including setting objectives and expectations. 2. Learn a variety of techniques that can transform the traditional public meeting into a meaningful and productive experience. 3. Apply learning to case study.	6 hours	Pair with 304
9	303	Productive Advisory Groups	Tools & Techniques for Participation	Stakeholder, public officials and/or technical advisory groups are frequently used tools that under achieve. Learn how to improve the productivity of advisory groups. Tailored for Mn/DOT operations and use of Minnesota examples. Participant contributions to examples is encouraged.	1. Learn planning and implementation strategies that lead to more effective advisories groups. 2. Apply learning to case study.	3 hours	Pair with 301

Appendix B. Summary of Basic HEV Courses

5	202	same as above	4.71	Beacon Associates Int'l	Patricia Van Gorp	Course developed and deployed. Materials complete & transferred to Mn/DOT	Recommendation: 3 rd of the Essential 3 Courses. Continue offering four (4) per year – shortly after 101 and 202.	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.
6	203	same as above	4.6	CarrollFranck & Associates	Ann Carroll	Course materials are property of the vendor	NOTE: This course was highly repetitive of material in the Essential Core course. A more FOCUSED and TAILORED course needs to be designed and deployed to meet the specific needs of MnDOT and build upon the principles within HEV. – offer twice (2 x) per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
7	301	Same as above. And, <i>especially</i> for those Transportation staff responsible for selection and implementation of engagement activities.	4.8	Beacon Associates Int'l	Patricia Van Gorp	Course developed and offered. Materials complete & transferred to Mn/DOT.	Offer twice (2 x) per year.	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.
8	302	Same as above. And, <i>especially</i> for those Transportation staff responsible for selection and implementation of engagement activities.	4.8	Beacon Associates Int'l	Patricia Van Gorp	Course developed and offered. Materials complete & transferred to Mn/DOT.	Offer twice (2 x) per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
9	303	Same as above. And, <i>especially</i> for those Transportation staff responsible for selection and implementation of engagement activities.	4.9	Beacon Associates Int'l	Patricia Van Gorp	Course developed and offered. Materials complete & transferred to Mn/DOT	Offer 1 time per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.

Appendix B. Summary of Basic HEV Courses

10	304	Participation over time and distance	Tools & Techniques for Participation	Projects that take years to plan, design and implement and initiatives in which a major segment of the stakeholders are physically distant from the projects present unique participation challenges. Explore best practices to enhance participation in these instances. Tailored for DOT operations and use of DOT examples. Participant contributions to examples is encouraged.	<ol style="list-style-type: none"> 1. Identify the challenges time and distance add to project participation. 2. Learn strategies to address these challenges and minimize the impact on the project. 3. Apply learning to case study. 	3 hours	Pair with 302
11	305	Minimizing Impacts on Small Business: Discussion Group Series	Tools & Techniques for Participation	A discussion-based peer learning opportunity available for live attendance or via webinar. Topics are case studies, best practices and learnings from within Minnesota.	<ol style="list-style-type: none"> 1. Learn from peers and Minnesota case studies re: best practices and lessons learned in working with businesses. 2. Communicate the imperative nature of effectively working with our many publics. 3. Reinforce awareness of the drivers of such an initiative. 4. Highlight support and tools to assist project personnel. 	Max. 2 hours	N/A
12	306	NEW RECOMMENDATION: Public Participation Discussion Group Series	Tools & Techniques for Participation	A discussion-based peer learning opportunity available for live attendance or via webinar. Topics are case studies, best practices and learnings from within Minnesota.	<ol style="list-style-type: none"> 1. Learn from peers and Minnesota case studies re: best practices and lessons learned in working with diverse publics. 2. Communicate the imperative nature of effectively working with our many publics. 3. Reinforce awareness of the drivers of such an initiative. 4. Highlight support and tools to assist project personnel. 	Max. 2 hours	N/A
	401	Enhancing Your Personal Communication with Participants	Communication and Participation	Effectively working with participants requires that outstanding personal communication practices. Understand participants' needs for communication and improve your ability to convey and receive messages.	<ol style="list-style-type: none"> 1. Identify challenges to personal communications within the participation context. 2. Learn effective techniques and tools to overcome these common challenges. 3. Apply learning to case study. 	6 hours	Do not pair as this is an intensive course
13	402	How to develop a Mn/DOT Communication Plan (CIP)	Communication and Participation	Learn how to develop a Mn/DOT Communication Implementation Plan or CIP			
14	403	NEW RECOMMENDATION How to deal with challenging conversations & comments.	Communication and Participation	Learn effective methods of dealing with difficult communications i.e. hostility, inaccuracy, untruths, grand standing, etc.	<ol style="list-style-type: none"> 1. Review the most common challenges and understand what motivates the behaviors of the speaker and ourselves. 2. Learn effective methods of dealing with those challenges. 3. Skill practice 	6 hours	Do not pair as this is a very intensive course

Appendix B. Summary of Basic HEV Courses

10	304	Same as above. And, especially for those Transportation staff responsible for selection and implementation of engagement activities.	4.2	Beacon Associates Int'l	Patricia Van Gorp	Course developed and offered. Materials complete & transferred to Mn/DOT	Offer 1 time per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
11	305	Any Mn/DOT and partner staff working with the public and stakeholders.	Comments by participants are positive	Mn/DOT	Vanessa Livingston	2 Events held to date...	Review the frequency and seasonal timing to best needs the of the participants, especially as related to construction season. . Kick-off prior to April 1 Construction Season and offer 3-4 times per year have been suggested.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
12	306	Any Mn/DOT and partner staff working with the public and stakeholders.	N/A	Mn/DOT	Vanessa Livingston	N/A	Model upon the successful Small Business Discussions. Offer as a series with, perhaps, 4-5 sessions per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
	401	Yet to be scheduled	4.6	Beacon Associates Int'l	Patricia Van Gorp	Course developed . Materials complete & transferred to Mn/DOT.	Offer 1 time per year. This course could be modified and taught by the Mn/DOT Communications Office.	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.
13	402		This course was to be designed and delivered Mn/DOT communications. To the knowledge of the consult no action has been undertaken	Mn/DOT	Donna Lindberg		Review the need for this course. While the representative from the Communications Office, as the time, indicated it was needed... the HEV Advisory Group did not identify it among their priorities.	
14	403	Repeatedly, participants in HEV courses as well as the Advisory Group identified this was very needed.	N/A	Unassigned	Unassigned	Common behaviors can be identified from past notes	Offer 1 x per year.	Live Attendance - the interactive nature of the course and the small group work does NOT achieve full effectiveness with remote modes.

Appendix B. Summary of Basic HEV Courses

15	501	Setting Expectations with Consultants (re: public participation)	Administration	How to seek, select and work with consultants related to participation	<ol style="list-style-type: none"> 1. Identify consultant qualifications and experience essential to effective participation. 2. Review potential RFP language related to participation. 3. Apply learning to exercise. 	2.5 hours	Offer within same week as 502
15	502	Meeting Expectations of transportation agencies (re: public participation)	Administration	Understand transportation agency expectations related to participation & review hints to doing so	<ol style="list-style-type: none"> 1. Identify consultant qualifications and experience essential to effective participation. 2. Review potential RFP language related to participation. 3. Apply learning to exercise. 	2.5 hours	Offer within same week as 501

Appendix B. Summary of Basic HEV Courses

15	501	This course was identified by the Advisory Group, in initiative team, project managers and consultants as strongly advised. However, to design maximum quality, a special team should be assembled to flesh out content and confirm internal Mn/DOT policy & practice.	N/A	Unassigned	Unassigned	An draft outline was prepared. Specific content TBA.	Offer 1 x per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.
15	502	This course was identified by the Advisory Group, in initiative team, project managers and consultants as strongly advised. However, to design maximum quality, a special team should be assembled to flesh out content and confirm internal Mn/DOT policy & practice.	N/A	Unassigned	Unassigned	An draft outline was prepared. Specific content TBA.	Offer 1 x per year.	Live and Remote - Ideally, remote participants can see and hear the live audience using web conferencing. A webinar with live audience is a second choice.

Appendix C. Summary of the Spring 2010 Course Evaluations

I. Stop the Pain – Increase the Gain – Core Course - March 23, 2010

Evaluations Received: 23 Registration: 30 Overall Course Score: 4.44

Evaluation Methodology:

- All respondent baseline information is reported.
- Scored questions #1-15 – standard methodology applied (throw out one highest and one lowest score to obtain percentage.
- All comments are included.
- Not all respondents replied to each question.

BASELINE INFORMATION

Which of the following most accurately reflects your level of responsibility working with the public or stakeholder organizations? (Indicate any that apply.)

- 1 My direct role with the public and/or stakeholder organizations is none to minimal.
3 I supervise employees who have public and/or stakeholder responsibilities. However, my direct contact is limited.
9 I am a project manager with a significant role with the public and/or stakeholder organizations.
19 As a member of a team, I have a role with the public and/or stakeholder organizations.
1 Other:

Indicate your number of years of experience in public participation (circle):

0-3 yrs – 25.9% (8) 4-6 yrs - 18.5% (4) 7-10 yrs - 22% (2)
11-15 yrs - 11% (3) 16+ yrs – 22% (5)

PERSONAL EXPECTATIONS / OBJECTIVES FOR COURSE

Please identify your expectations and objectives for this course to help the trainer(s) and IAP2 Training Committee better understand participant needs and expectations, as well as help you evaluate how well the course meets your needs.

(Check all that apply, and identify any additional expectations or objectives you may have)

- 22 Expand my knowledge/skills
20 Develop an understanding of the best practices for public participation
12 Network with / learn from others in public participation
7 Share my personal experiences with others
13 Discuss Public Participation challenges with others
4 Meet the requirements of my job (my supervisor expected it of me)
14 Rejuvenate/refresh my understanding
0 Other _____

TRAINER PERFORMANCE

5 = Strongly agree 1 = Strongly disagree

	5	4	3	2	1	Not sure	Average
Trainer was knowledgeable about the subject	22	4					4.85
Trainer was prepared and organized for the class	12	10	2				4.42
Trainer encouraged participants to take part in discussions	15	8					4.65
Trainer was responsive to participant's needs and questions	15	8					4.65
Trainer shared personal experiences	17	7					4.41
Trainer made the course interesting and enjoyable	9	16					4.36
Trainer's style was conducive to learning	12	10					4.48

COURSE CONTENT

The scope of the material was appropriate to my needs.	4.30
The material was organized and presented logically.	4.22
The examples presented and opportunity to practice helped me understand the content.	4.20
The participant materials (manual, presentation, handouts, etc.) will be useful on the job.	4.48
The pace of training was: Too slow Well paced 91% Too fast _____	

COURSE EFFECTIVENESS AND VALUE

The course met my expectations.	4.24
I learned new knowledge and skills by participating in this course.	4.48
The course was a worthwhile investment in my career development.	4.44
I would recommend to my colleagues and others that they take this course. 100% Yes ___ No	

What aspects of this course were the most useful to you?

- Pat did a good job of breaking info down to key phrases.
- Preliminary Participation Needs Scan
- I liked the variety of discussion and involvement.
- The Orbits of Participation - 2
- Case studies – to work from - 5
- The techniques tool box & discussions – advantages and disadvantages of each. – 4
- IAP2 Public Participation Spectrum – 6
- Manual - 3
- The Planning Process & handout - 2

- Examples from instructor & participants - 2
- Entire curriculum was useful
- Visuals
- Evaluation throughout the process
- Good overview in a short period of time
- Consistent, good
- How to contact and common problems

What aspects of this course were the least useful to you?

- Course was very project oriented rather than examples of long-range planning. - 2
- Assessment matrix – challenging
- Self-evaluation – too vague.
- Better outlining of course schedule to set the day's expectation.
- I think core values are useful in themselves. However, the IAP2 Core Value presentation was not so much.
- Trainer had very good examples. It might be useful to do more small group discussion w/ examples by class attendees.
- I was interested all items/aspects.
- Not sure what to do about it, but there were a lot of steps to keep straight.
- None – 3
- Some stories were long – 2
- Bossy?
- I found everything useful
- Open discussion did not result in much meaningful information
- For people less experienced the pas was probably right. For me... a bit slow

What changes or improvements, if any, would you suggest to make the course more effective?

- More conducive room
- More interactivity spread throughout the day.
- Maybe do one more case study.
- Maybe a conversation about how to present all this to co-workers and get them to buy-in to spending time up front on the process.
- Instructions to the participation needs scan need to be more clear.
- Provide a few real life transportation participation plans – 2
- Provide power point slides (even if they are in the manual/handouts)
- Provide a file or notebook for handouts with labeled tabs.
- Possible time to discuss specific issues that we may be encountering in our current jobs – 2
- Offer small group sessions for particular problem projects would be great for office project teams to all et on the same page.
- Even more small group projects and maybe, more role-play.

Please provide any other comments you may have regarding the course, *including any reflections on how your personal contribution affected the outcome* and why you feel this is the case.

- Examples/stories were good. It was easy to take general messages and apply to my work. Greta Alquist, Mn/DOT
- Good to hear other ideas and reaffirm participation value. Ron Bray, Vice President, WSB & Associates
- Exceeded my expectations. Jessica Wiens, Mn/DOT
- Project Managers should be required to take this course. Kristin Calliguri, Mn/DOT
- Well done. Ross Harris, HR Green Company
- Exceptional! –Aaron Carroll

Registration Breakdown

Mn/DOT	15
City/County Transportation Partners	9
Not-for-Profit Organizations	1
Consultants	5
Total	30

II. Stop the Pain – Increase the Gain – Core Course - March 30, 2010

Evaluations Received: 31 Registration: 40 Overall Course Score: 4.77

Evaluation Methodology:

- All respondent baseline information is reported.
- Scored questions #1-15 – standard methodology applied (throw out one highest and one lowest score to obtain percentage.
- All comments are included.
- Not all respondents replied to each question.

BASELINE INFORMATION

Which of the following most accurately reflects your level of responsibility working with the public or stakeholder organizations? (indicate any that apply)

- 1 My direct role with the public and/or stakeholder organizations is none to minimal.
- 2 I supervise employees who have public and/or stakeholder responsibilities. However, my direct contact is limited.
- 19 I am a project manager with a significant role with the public and/or stakeholder organizations.
- 18 As a member of a team, I have a role with the public and/or stakeholder organizations.
- 3 Other:

Indicate your number of years of experience in public participation (circle):

0-3 yrs – 25.9% (8) 4-6 yrs - 18.5% (18) 7-10 yrs - 22% (10)

11-15 yrs - 11% (3) 16+ yrs – 22% (4)

PERSONAL EXPECTATIONS / OBJECTIVES FOR COURSE

Please identify your expectations and objectives for this course to help the trainer(s) and IAP2 Training Committee better understand participant needs and expectations, as well as help you evaluate how well the course meets your needs.

(Check all that apply, and identify any additional expectations or objectives you may have)

- 30 Expand my knowledge/skills
- 29 Develop an understanding of the best practices for public participation
- 16 Network with / learn from others in public participation
- 13 Share my personal experiences with others
- 19 Discuss Public Participation challenges with others
- 12 Meet the requirements of my job (my supervisor expected it of me)
- 15 Rejuvenate/refresh my understanding
- 0 Other _____

TRAINER PERFORMANCE

5 = Strongly agree 1 = Strongly disagree

	5	4	3	2	1	Not sure	Average
Trainer was knowledgeable about the subject	21	5	1				4.72
Trainer was prepared and organized for the class	18	7	2				4.52
Trainer encouraged participants to take part in discussions	21	5	1				4.67
Trainer was responsive to participant's needs and questions	19	6					4.81
Trainer shared personal experiences	21	5	1				4.68
Trainer made the course interesting and enjoyable	20	4	3				4.66
Trainer's style was conducive to learning	17	8	2				4.55

COURSE CONTENT

The scope of the material was appropriate to my needs.	4.19
The material was organized and presented logically.	4.19
The examples presented and opportunity to practice helped me understand the content.	4.19
The participant materials (manual, presentation, handouts, etc.) will be useful on the job.	4.0
The pace of training was: Too slow ____ Well paced <u>100%</u> Too fast ____	

COURSE EFFECTIVENESS AND VALUE

The course met my expectations.	4.26
I learned new knowledge and skills by participating in this course.	4.20
The course was a worthwhile investment in my career development.	4.24
I would recommend to my colleagues and others that they take this course. 100% Yes ____ No	

What aspects of this course were the most useful to you?

- All
- Handouts
- Case studies – to work from - 5
- Exercises - 4
- Learn new methods or meeting types for participation
- Technique evaluation form/exercise to select techniques to meet objectives.
- The techniques tool box & discussions – advantages and disadvantages of each. - 5
- Small group work & peer comments/perspectives - 7
- IAP2 Public Participation Spectrum - 4

- Orbits of Participation - 2
- The Planning Process handout
- Examples from instructor & participants - 4
- Entire curriculum was useful
- Learning Mn/DOTs expectations regarding the importance of P2
- Meeting room ideas

What aspects of this course were the least useful to you?

- Orbits of Participation – 1
- Spectrum Walk – 2
- none

What changes or improvements, if any, would you suggest to make the course more effective?

- More comfortable room and chairs - 2
- Class too large for the room
- More info on public that is interested, but not isolated or to invited into the process.
- I learned new things taking the course a 2nd time. Good additions. Shona Lee
- Keep the interaction!
- Consider reducing to a ½ day
- Enjoyed Pat's personality
- More rigid agenda and connection between topics

Please provide any other comments you may have regarding the course, *including any reflections on how your personal contribution affected the outcome* and why you feel this is the case.

- All project managers, project engineers, District Management teams should take this course. John Bray, MN/DOT
- I've had little to no formal training on public participation even though I have done many city projects over the years. This course is timely and relevant. Thanks. Elizabeth Stiffler, City of St. Paul
- Great job! I really liked the case study and working w/ my group. I love all the examples. It really helps to connect the dots for me. Sara Aultman

Registration Breakdown

Mn/DOT	24
City/County Transportation Partners	12
Not-for-Profit Organizations	1
Consultants	3
Total	40

III. How to Design an Effective Participation Plan - March 24, 2010

Evaluations Received: 22 Registration: 30 Overall Course Score: 4.65

Evaluation Methodology:

- All respondent baseline information is reported.
- Scored questions #1-15 – standard methodology applied (throw out one highest and one lowest score to obtain percentage.
- All comments are included.
- Not all respondents replied to each question.

BASELINE INFORMATION

Which of the following most accurately reflects your level of responsibility working with the public or stakeholder organizations? (indicate any that apply)

- 1 My direct role with the public and/or stakeholder organizations is none to minimal.
3 I supervise employees who have public and/or stakeholder responsibilities. However, my direct contact is limited.
10 I am a project manager with a significant role with the public and/or stakeholder organizations.
13 As a member of a team, I have a role with the public and/or stakeholder organizations.
2 Other: Community Relations

Indicate your number of years of experience in public participation (circle):

0-3 yrs – 25.9% (9) 4-6 yrs - 18.5% (4) 7-10 yrs - 22% (2)
11-15 yrs - 11% (3) 16+ yrs – 22% (6)

PERSONAL EXPECTATIONS / OBJECTIVES FOR COURSE

Please identify your expectations and objectives for this course to help the trainer(s) and IAP2 Training Committee better understand participant needs and expectations, as well as help you evaluate how well the course meets your needs.

(Check all that apply, and identify any additional expectations or objectives you may have)

- 24 Expand my knowledge/skills
21 Develop an understanding of the best practices for public participation
16 Network with / learn from others in public participation
5 Share my personal experiences with others
14 Discuss Public Participation challenges with others
3 Meet the requirements of my job (my supervisor expected it of me)
16 Rejuvenate/refresh my understanding
0 Other _____

TRAINER PERFORMANCE

5 = Strongly agree 1 = Strongly disagree

	5	4	3	2	1	Not sure	Average
Trainer was knowledgeable about the subject	21	5	1				4.73
Trainer was prepared and organized for the class	18	7	2				4.5
Trainer encouraged participants to take part in discussions	21	5	1				4.77
Trainer was responsive to participant's needs and questions	19	6					4.76
Trainer shared personal experiences	21	5	1				4.43
Trainer made the course interesting and enjoyable	20	4	3				4.43
Trainer's style was conducive to learning	17	8	2				4.43

COURSE CONTENT

The scope of the material was appropriate to my needs.	4.32
The material was organized and presented logically.	4.32
The examples presented and opportunity to practice helped me understand the content.	4.18
The participant materials (manual, presentation, handouts, etc.) will be useful on the job.	4.26
The pace of training was: Too slow ___ Well paced 99% Too fast ___	

COURSE EFFECTIVENESS AND VALUE

The course met my expectations.	4.10
I learned new knowledge and skills by participating in this course.	4.38
The course was a worthwhile investment in my career development.	4.48
I would recommend to my colleagues and others that they take this course. 100% Yes ___ No	

What aspects of this course were the most useful to you?

- Handouts & manual
- Case studies – to work from - 2
- Exercises - 4
- The techniques tool box & discussions – advantages and disadvantages of each - 7
- IAP2 Public Participation Spectrum
- The Planning Process & handout - 5
- Examples from instructor & participants
- Early contact
- Objectives – work by plan

- Writing the purpose and need – called the project description
- All good

What aspects of this course were the least useful to you?

- Orbits of Participation
- Not enough new with Spectrum today
- Improve outline of course agenda/timeline
- None
- Objectives were difficult to understand.
- Small group time seemed rushed
- All good

What changes or improvements, if any, would you suggest to make the course more effective?

- Short manual for how to use the planning steps
- Course was too similar to the previous day. Too repetitive. (NOTE: This course is NOT designed to be scheduled/paired with the “Stop the Pain” Core Course. Doing so did leave a gap in student learning and did not provide the distance for review the course calls for.)
- Opportunity to work on our own projects (rather than case studies)
- Glad to have as much time as possible to interact w/ others
- Wish more engineers had been in attendance.
- More techniques
- Some real world examples of P2 plans – 2
- Overly complicated case study – small group needed to focus on process, not details.
- Access to Tool Kit on-line and useable worksheets
- Lunch not arriving caused distraction. Pat had to deal with the problem.
- More focus on statewide plans

Please provide any other comments you may have regarding the course, *including any reflections on how your personal contribution affected the outcome* and why you feel this is the case.

- Increase info on how to handle hostile crowds and difficult people
- Great instructor
- It was very useful to get such a wide base of knowledge on public participation. I will be able to use this information in my job. Becky Alper, Mn/DOT

Registration Breakdown

Mn/DOT	14
City/County Transportation Partners	11
Not-for-Profit Organizations	1
Consultants	4
Total	30

IV. How to Design a Effective Participation Plan - March 31, 2010

Evaluations Received: 27 Registration: 36 Overall Course Score: 4.49

Evaluation Methodology:

- All respondent baseline information is reported.
- Scored questions #1-15 – standard methodology applied (throw out one highest and one lowest score to obtain percentage.
- All comments are included.
- Not all respondents replied to each question.

BASELINE INFORMATION

Which of the following most accurately reflects your level of responsibility working with the public or stakeholder organizations? (indicate any that apply)

- 1 My direct role with the public and/or stakeholder organizations is none to minimal.
- 2 I supervise employees who have public and/or stakeholder responsibilities. However, my direct contact is limited.
- 18 I am a project manager with a significant role with the public and/or stakeholder organizations.
- 11 As a member of a team, I have a role with the public and/or stakeholder organizations.
- ___ Other:

Indicate your number of years of experience in public participation (circle):

0-3 yrs – 25.9% (7) 4-6 yrs - 18.5% (5) 7-10 yrs - 22% (6)
11-15 yrs - 11% (3) 16+ yrs – 22% (6)

PERSONAL EXPECTATIONS / OBJECTIVES FOR COURSE

Please identify your expectations and objectives for this course to help the trainer(s) and IAP2 Training Committee better understand participant needs and expectations, as well as help you evaluate how well the course meets your needs.

(Check all that apply, and identify any additional expectations or objectives you may have)

- 27 Expand my knowledge/skills
- 24 Develop an understanding of the best practices for public participation
- 18 Network with / learn from others in public participation
- 10 Share my personal experiences with others
- 18 Discuss Public Participation challenges with others
- 10 Meet the requirements of my job (my supervisor expected it of me)
- 21 Rejuvenate/refresh my understanding
- 0 Other _____

TRAINER PERFORMANCE

5 = Strongly agree 1 = Strongly disagree

	5	4	3	2	1	Not sure	Average
Trainer was knowledgeable about the subject	21	5	1				4.8
Trainer was prepared and organized for the class	18	7	2				4.64
Trainer encouraged participants to take part in discussions	21	5	1				4.8
Trainer was responsive to participant's needs and questions	19	6					4.4
Trainer shared personal experiences	21	5	1				4.8
Trainer made the course interesting and enjoyable	20	4	3				4.85
Trainer's style was conducive to learning	17	8	2				4.26

COURSE CONTENT

The scope of the material was appropriate to my needs.	4.24
The material was organized and presented logically.	4.32
The examples presented and opportunity to practice helped me understand the content.	4.33
The participant materials (manual, presentation, handouts, etc.) will be useful on the job.	4.35
The pace of training was: Too slow ____ Well paced <u>100%</u> Too fast ____	

COURSE EFFECTIVENESS AND VALUE

The course met my expectations.	4.3
I learned new knowledge and skills by participating in this course.	4.3
The course was a worthwhile investment in my career development.	4.42
I would recommend to my colleagues and others that they take this course. 100% Yes ____ No	

What aspects of this course were the most useful to you?

- All
- Handouts 21
- Examining ways to think about public participation and that time and effectiveness is up to us.
- Case studies – to work from - 3
- Exercises
- Learn new methods or meeting types for participation
- Technique evaluation form/exercise to select techniques to meet objectives.
- The techniques tool box & discussions – advantages and disadvantages of each. - 3

- Small group work - 3
- IAP2 Public Participation Spectrum
- The Planning Process handout
- Examples from instructor & participants
- Entire curriculum was useful

What aspects of this course were the least useful to you?

- ??
- None – 2
- Shorter class?
- Sometimes pace was too fast.

What changes or improvements, if any, would you suggest to make the course more effective?

- More conducive room
- Even more small group projects and maybe, some role-play.
- More flow from topic to topic
- Additional clarity to instructions
- Pick a personal/work example to work from instead of generic hwy scenario
- For the most part, nothing.
- The training line-up calls for the Core course, then the Needs Assessment and then the Design Plan classes in that order. Skipping the Needs Assessment course made for some repetition. I think the refresher might be useful if the Needs Assessment course was held before the Design Plan class.
- Good as is
- Seek opportunity to make this a ½ day class.

Please provide any other comments you may have regarding the course, *including any reflections on how your personal contribution affected the outcome* and why you feel this is the case.

- Enjoyed Pat's personality and sense of humor.
- Great job!
- Would be nice to have techniques summarized on one sheet for quick reference.
- Very strong handouts and useful.
- All district project managers, district management team should be afforded and encouraged to take this course. John E Bray

Registration Breakdown

Mn/DOT	22
City/County Transportation Partners	6
Not-for-Profit Organizations	3
Consultants	5
Total	36

Appendix D. Evaluation Summary of May 13, Minimizing Small Business Impacts Discussion

HEV: Minimizing Small Business Impact Discussion

(19 Responses)

Date: May 13, 2010

Topic: Learnings from Hwy 169 St. Peter Project – 2009

Evaluation

Directions:

- Please score this event below.
- Web participants: please send your scores and comments to Vanessa.Levingston@state.mn.us
- On-site participants: please leave a completed evaluation at the back of the room as you exit.

1. The event today (average scores for 1 to 5 scale shown):

A. Provided helpful insights for my job	4.26
B. Showcased “real world” learnings (= & -)	4.52
C. Was valuable use of my time	4.15

2. What do you suggest to improve the Mitigating Small Business Impacts Discussion series?

- More details on the programs first- then Q&A.
- Rural projects- how are small, remote communities affected
- Early contact- good information
- Maps
- Utilizing PR firms- how & when?

- Include a business owner on the panel
 - Case studies are helpful
 - Better presentation of different project types/best practices across a wide range of projects.
 - Would be good to cover more than one specific project
 - More before/after photos
 - More projects- maybe 35W bridge
3. What topics would you like to see covered in future discussions?
- Perspective of these impacted businesses
 - Perspective of different types of projects
 - More info about the new law and grant program
 - Better guides- list for what to do when
 - Projects in other communities in the metro to make it more applicable to issues that we face.
 - How to best use the media to broaden communication
 - Resources for cities and businesses
 - Design Bid Build Business Liaison best practices and experiences
 - Public community involvement in traditional and DB decision structure and how that enables buy-in as well as ops and maint arrangements.
 - Signing
 - Other examples from a variety of projects.

Appendix E. Business Needs Checklist

T.H.	S.P.
Federal Proj. No.:	
Project Name:	
Project Limits:	
Project Manager:	Business Liaison:
Date Done	Planning thru Scoping & Early Detail Design
	Compile list of potentially-affected businesses and their contact information. Include property owners and tenants.
	Identify potential impacts to businesses (use Business Impacts Questionnaire)
	Identify a Business Liaison (direct contact for businesses). <ul style="list-style-type: none"> • Small projects: Could be the Project Manager, Construction Engineer or Public Affairs Coordinator. • Large projects may need person/team dedicated to work with businesses, community, media.
	Consider initial contact with representative organizations (e.g., Chamber of Commerce, other local business organization, local governments).
	Consider special outreach for certain business populations, such as tenant-operated, recently-located, immigrant-owned, or employers of low-income or minority populations.
	Contact the MN Department of Employment and Economic Development: Request list of business resource organizations in the project area: (Madeline Harris, Business Advisor, Madeline.Harris@state.mn.us 651-259-7474)
	Prepare information packet; include: <ul style="list-style-type: none"> • Contact information (Business Liaison and Project Manager) • Overview of project • Schedule information • Potential impacts, including changes in parking, traffic, and access
	Determine when to send information packet.
	Send information packet.
	Identify measures to reduce business impacts, such as: <ul style="list-style-type: none"> • Signing and detours (typically start planning 3 to 9 months before project turn-in). • Accommodations for peak periods, events, unique situations (e.g., modifications to project schedule, traffic control, etc.). Involve internal decision-makers (District Traffic Engineer, Construction Engineer, Design Engineer, Public Affairs Coordinator, etc.) to ensure feasibility of mitigation commitments. Use input from business owners, local governments, and construction personnel.
	Document outcomes - design modifications and mitigation commitments for inclusion in contract documents (plans, specs, spec. provisions).

Detail Design thru Pre-Letting	
	Update assessment of impacts to businesses (use Business Impact Questionnaire).
	Research if there is concurrent construction planned (including private development) that might impact roadways in the area. If yes, notify Construction Engineer and other project partners. Consider possible complications with the other projects and consider changes to reduce impacts.
	Inform designers and Construction Engineer of mitigation measures committed to in pre-construction, including commitments made in the environmental review process.
	Provide more detailed project information to businesses, including the current construction schedule.
	Document outcomes – detailed engineering plans, special provisions, and related bid items to address business needs.
Construction Phase	
	Update assessment of impacts to businesses (use Business Impact Questionnaire).
	Verify who will be the Business Liaison during construction.
	At Pre-Construction meeting tell Contractor: <ul style="list-style-type: none"> • Importance of keeping businesses informed during the project. • Changes to construction or schedule must be approved by the Construction Engineer, who will assess impacts on businesses and notification procedures for impacted businesses.
	Keep businesses up-to-date on construction progress and timing of impacts. Work with contractor to provide schedule information to businesses.
	Keep current on other construction work in the area (including private work).
	Update assessment of business needs periodically (use Business Impact Questionnaire). Evaluate effectiveness of communication with businesses and make necessary adjustments.
	Notify business owners when project is complete.
	Document outcomes: Effective of communication with businesses; how well were business impacts and needs addressed; status of claims
After Construction	
	Provide business owners an opportunity to give feedback: <ul style="list-style-type: none"> • What worked well? • What could be improved? • Were communication methods effective? • Were businesses able to plan around construction activities? Document outcomes. Give this feedback to project staff. If appropriate, also give to HPDP Engineer and External Partnering Office to improve guidance for future projects.

Appendix F. Tool: Matrix of Business and Mn/DOT Needs – A Guide to Understanding

Project Development - PLANNING -		
Topics	What Business Needs	What MN/DOT needs
1	Parking	
2	Customer entry	
3	Signage	
4	Noise	
5	Dirt, dust	
6	Lighting	
7	Delivery & Hauling	
8	Utilities	
9		
10		

Project Development - DESIGN -		
Topics	What Business Needs	What MN/DOT needs
1	Parking	
2	Customer entry	
3	Signage	
4	Noise	
5	Dirt, dust	
6	Lighting	
7	Delivery & Hauling	
8	Utilities	
9		
10		

Construction -		
Topics	What Business Needs	What MN/DOT needs
1	Parking	
2	Customer entry	
3	Signage	
4	Noise	
5	Dirt, dust	
6	Lighting	
7	Delivery & Hauling	
8	Utilities	
9		
10		

Post Construction		
Topics	What Business Needs	What MN/DOT needs
1	Parking	
2	Pedestrian entry	
3	Signage	
4	Noise	
5	Dirt, dust	
6	Lighting	
7	Delivery & Hauling	
8		
9		
10		

Appendix G. Proposed 2010-2011 HEV Learning Schedule

Proposed timeframe is August, 2010 through December, 2011 – 17 months

The Advisory Group suggested that a concentrated offering of training would be necessary to achieve sufficient coverage for existing staff (and partners and consultants) for HEV. The proposal below reflects that recommendation. It would be anticipated that beginning in January 2011 the cycle of HEV training could be reduced to meet the needs of new or repositioned employees.

The Advisory Group, supervisors and participants have indicated that the posting of a year schedule (or more) creates the opportunity for training to be incorporated in employee development plans and schedules held for attendance.

The Arden Hills Training Center indicates it is typically booked by the end of May or June each year. Course participants found the basement rooms at the Center inadequate and unsatisfactory for a multiple day event.

The proposed schedule, also, clusters, or pairs, courses into effective learning chunks. This builds learning in a strategic manner. Additionally, significant travel expense savings are gained both for the attendees and the trainers.

The Advisory Group, supervisors and attendees have also indicated that locating training out in the Districts would be beneficial.

1. The following schedule is proposed:

Course Number	Title	Duration	Number offering within 17 months	Proposed Dates	
				Budget YR 2011	Budget YR 2012
101	Stop the Pain, Increase the Gain	6 hrs	7	August 10, '10 September 14, '10 November 16, '10 March 8, '11 June 7, '11	September, 13, '11 November 17, '11
201	How to Determine Need for & Level of Participation	3 hrs	7	August 11, '10 September 15, '10 November 17, '10 March 9, '11 June 8, '11	September, 14, '11 November 18, '11
202	How to Design a Participation Plan	6 hrs	5	August 12, '10 September 16, '10 March 10, '11 June 9, '11	September, 15, '11
203	NEW Non-	6 hrs	3	September 17, '10 March 11, '11	September 16, '11

	Traditional Stakeholder Engagement				
301	Overview & Selection of Engagement Techniques	6 hrs	2	August 13, '10 June 10, '11	
302	Improve Meetings	6 hrs	3	November 18, '10 January 6, '11	November 15, '11
303	Productive Advisory Groups	3 hrs	3	September 13, '10 January 7, '11 June 8, '11	
304	Over Time & Distance	3 hrs	2	November 19, '10 January 7, '11	
401	Become a Better Communicator (personal communication)	6 hrs	1		November 16, '11
403	Dealing with Challenging Conversations and Comments	3 hrs	1	November 18, '10	
501	Setting Expectations with Consultants for staff	2.5 hr Live & webinar	1	January '11	
502	Meeting Public Engagement Expectations for consultants	2.5 hr Live & webinar	1	January '11	

2. Proposed Schedule by Month With Pairings

Year	Month	Date	Duration	Course Number	Title
2010	August	10	6 hr	101	Stop the Pain
		11	3 hr	201	How to Determine Need & Level
		12	6 hr	202	Design the Plan
		13	6 hr	301	Overview of Techniques
	September	14	6 hr	101	Stop the Pain
		15	3 hr	201	How to Determine Need & Level
15		3 hr	303	Productive Advisory Groups	

		16	6 hr	202	Design the Plan
		17	6 hr	203	Non-Traditional Stakeholder Engagement
	November	16	6 hr	101	Stop the Pain
		17	3 hr	201	How to Determine Need & Level
		17	3 hr	403	Dealing with Challenging Conversations and Comments
		18	6 hr	302	Improve Meetings
		19	3 hr	304	Over Time & Distance
2011	January	4	6 hr	101	Stop the Pain
		6	6 hr	203	Non-traditional Stakeholder Engagement
		5	6 hr	302	Improved Meetings
		7	3 hr	303	Productive Advisory Groups
		7	3 hr	304	Over Time & Distance
	March	8	6 hr	101	Stop the Pain
		9	3 hr	201	How to Determine Need & Level
		10	6 hr	202	Design the Plan
		11	6 hr	301	Overview & Selection of Techniques
	June	7	6 hr	101	Stop the Pain
		8	3 hr	201	How to Determine Need & Level
		8	3 hr	303	Productive Advisory Groups
		9	6 hr	202	Design a Plan
		10	6 hr	301	Overview & Selection of Techniques
	September	13	6 hr	101	Stop the Pain
		14	3 hr	201	How to Determine Need & Level
		15	6 hr	202	Design a Plan
		16	6 hr	203	Non-Traditional Stakeholder Engagement
	November	15	6 hr	302	Improve Public Meetings
		16	6 hr	401	Personal Communications – become a better communicator
		17	6 hr	101	Stop the Pain
		18	3 hr	201	How to Determine Need & Level
		18	3 hr	403	Dealing with Challenging Conversations & Comments