



Rethinking I-94

Public Engagement Toolkit

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RETHINKING I-94

MnDOT's Public Engagement Toolkit for I-94 between St. Paul and Minneapolis

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EXECUTIVE SUMMARY

Rethinking I-94 involves transportation planning and design that:

- Engages communities early and continuously
- Is inclusive and interactive
- Best addresses transportation infrastructure and modal needs while balancing community needs and impacts

Rethinking I-94 puts listening and collaboration at the center of the work of project teams and considers the effect transportation assets have on the vibrancy of a community and its “sense of place.” This Rethinking I-94 Public Engagement Toolkit outlines an adaptable process that project teams can use to develop project-specific plans for public engagement in the Interstate 94 corridor. The Toolkit supports projects of all sizes and types, and can be used for other projects or studies. It features a variety of engagement tools, as shown in Table 1, and explains how each tool can be used.

TABLE 1: TOOLKIT ROADMAP

DOCUMENT SECTION	RELATED TOOLS	PAGE
Introduction	Public Engagement Process	3
Project Corridor	Zone Map	4
Principles for Effective Engagement	Guiding Commitments	5
	Livability Framework	6
Research Tools	Literature Review	8*
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*Tools not included in the Toolkit are maintained on MnDOT's website: <http://www.dot.state.mn.us/>

The Rethinking I-94 project supports a vision where communities are engaged in all stages of planning and design, helping to shape project outcomes that are important to them. Accomplishing this goal calls for a people-centered, adaptable approach to planning and implementation through community engagement tailored to each project. A glossary of terms used in this Toolkit can be found in the Appendix.

INTRODUCTION

Rethinking I-94 involves transportation planning and design that:

- Engages communities early and continuously
- Is inclusive and interactive
- Best addresses transportation infrastructure and modal needs while balancing community needs and impacts
- Puts listening and collaboration at the center of the work of project teams
- Considers the effect transportation assets have on the vibrancy of a community and its “sense of place”

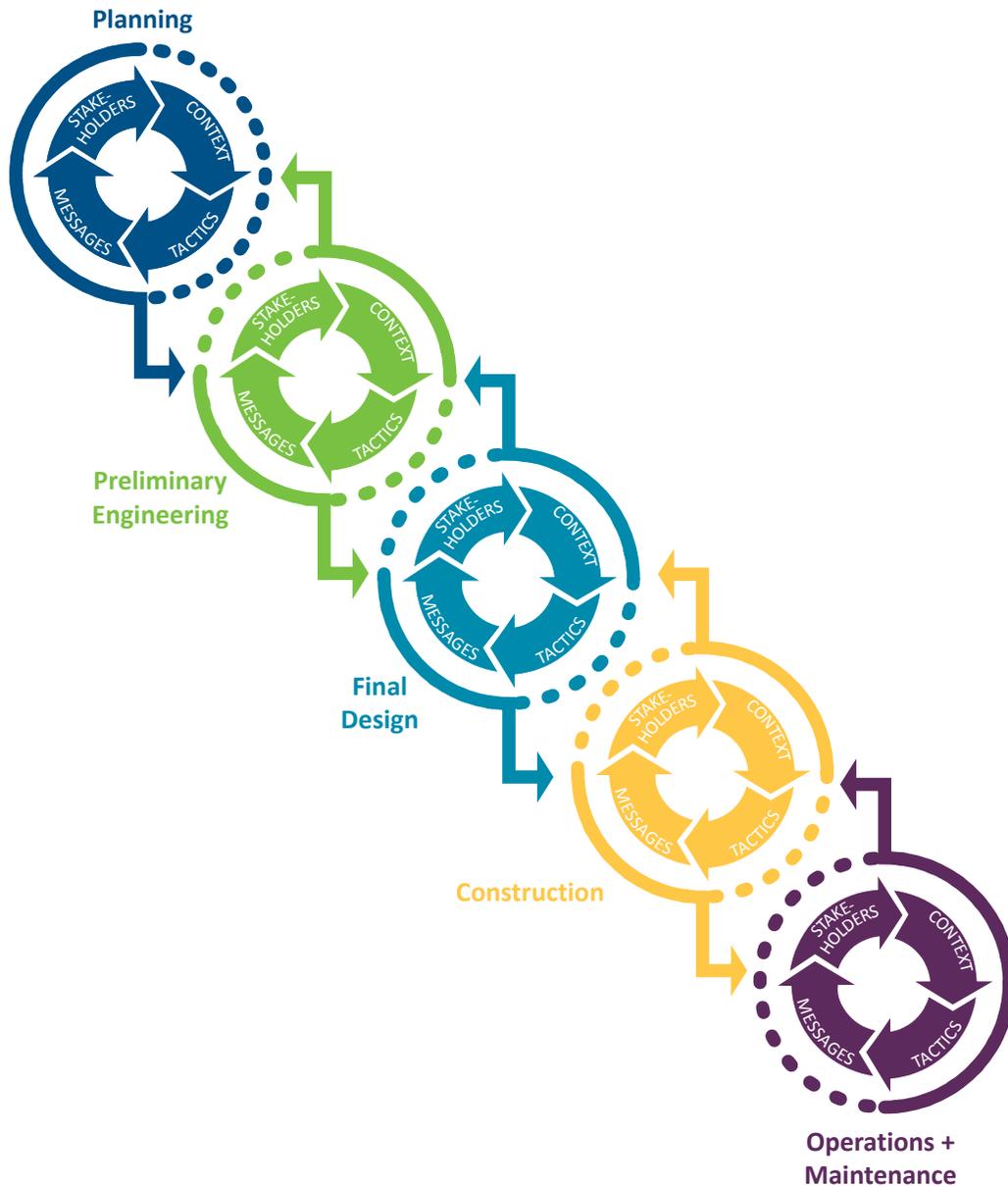
Rethinking I-94 seeks to support public engagement that:

- Engages MORE voices in transportation planning and design
- Focuses on those IMPACTED by the project—communities in the area
- Improves diversity and INCLUSION of underrepresented voices
- Engages the impacted EARLIER in the process
- Engages with purpose to build RESILIENT relationships

The Toolkit outlines an adaptable process that project teams can use to plan for public engagement in the I-94 corridor. It supports projects of all sizes and types, and can be used for other projects and studies.

There is no “one-size-fits-all” approach to engagement, so this Toolkit provides a jumping off point for teams to customize engagement plans for various communities, geographies and projects. The Toolkit includes chapters describing the “Project Corridor,” “Principles for Effective Public Engagement,” and “Research Tools.” Finally, the “Using the Toolkit to Build an Engagement Plan” chapter describes key topics for consideration when planning for project-specific engagement—context, stakeholders, tactics, and messages. The topics are iterative, but follow a general arc from planning to construction and beyond, as shown in Exhibit 1.

EXHIBIT 1: PUBLIC ENGAGEMENT PROCESS



The Toolkit helps project teams understand communities along the I-94 corridor. It supplements existing Minnesota Department of Transportation tools like the “Conflict Scoping Process” and “Hear Every Voice.” Research efforts with the I-94 corridor’s diverse stakeholders helped inform the Toolkit’s development. Each research tool is described in further detail on pages 8-9. These tools informed engagement during the research phase of Rethinking I-94. The project team then used the “pilot” engagement efforts to refine the tools as they are now presented in the Toolkit.

The vision of Rethinking I-94 positions communities as engaged in all stages of planning and design, helping to shape project outcomes that are important to them. Accomplishing this goal calls for a people-centered, adaptable approach to engagement planning and implementation through tailored community engagement.

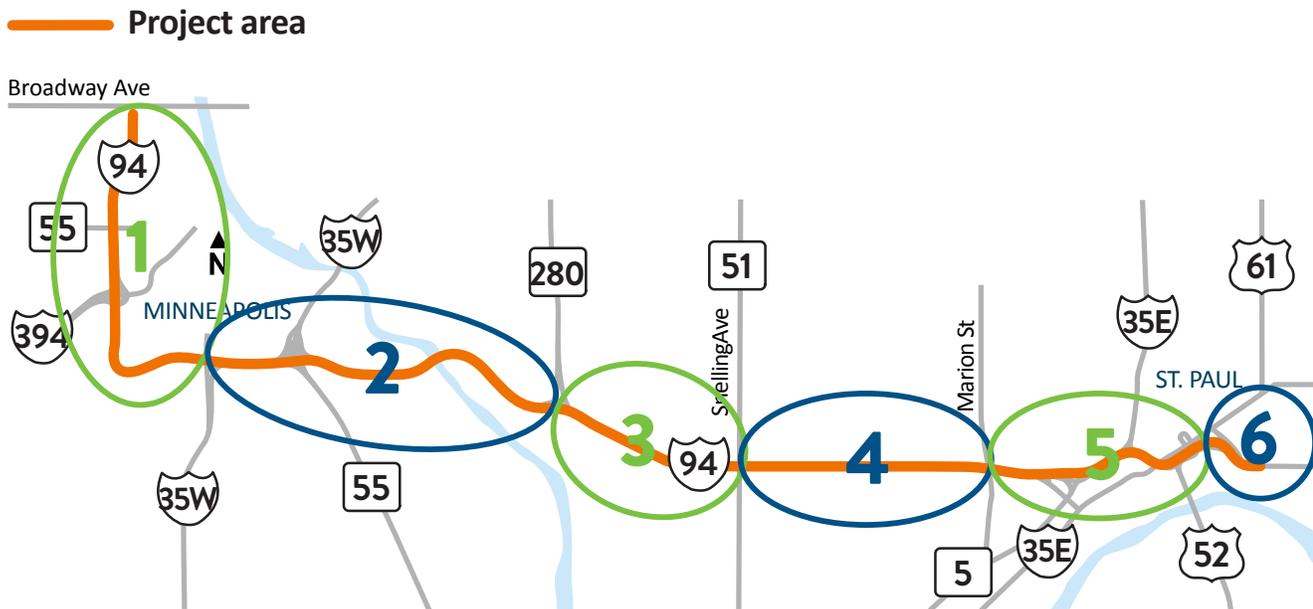
PROJECT CORRIDOR

The Rethinking I-94 project focuses on the area within one-half mile of I-94, between West Broadway Avenue in Minneapolis and Highway 61 in St. Paul. For planning purposes, the team defined six zones in the corridor based on anticipated future design and construction projects, as shown in Exhibit 2:

- Zone 1: Broadway Avenue to I-35W
- Zone 2: I-35W to Highway 280
- Zone 3: Highway 280 to Snelling Avenue
- Zone 4: Snelling Avenue to Marion Street
- Zone 5: Marion Street to Mounds Boulevard
- Zone 6: Mounds Boulevard to Highway 61

Zone-specific information about the corridor communities can be found in the Zone Profiles. The MnDOT Metro District's Office of Communications and Engagement can provide project teams with technical information that describes the physical condition of infrastructure, transportation uses and other features of the corridor.

EXHIBIT 2: ZONE MAP



1. Broadway Ave to I-35W
2. I-35W to Hwy 280
3. Hwy 280 to Snelling Ave

4. Snelling Ave to Marion St
5. Marion St to Mounds Blvd
6. Mounds Blvd to Hwy 61

PRINCIPLES FOR EFFECTIVE ENGAGEMENT

Guiding Commitments for Project Teams

Much of the research for Rethinking I-94 provides insight into what people along the corridor believe, need and want. The Guiding Commitments, as summarized in Table 2, direct how project teams should work with those affected by their projects. These principles should guide every engagement process and reflect meaningful engagement practices.

The Guiding Commitments emerged from both the qualitative listening sessions and the quantitative assessment completed for Rethinking I-94. Project teams must embrace these principles to be effective in working with any community. Teams also must make genuine commitments to how they will conduct their community engagement activities to successfully achieve a collaborative and inclusive engagement process.

TABLE 2: GUIDING COMMITMENTS FOR PROJECT TEAMS

COMMITMENT	DESCRIPTION
VISION	Understanding a community's underlying values and issues of importance, now and into the future, to articulate common ground; building toward that vision with each project and demonstrating that commitment to communities over time
TRANSPARENCY	Communicating realistic timelines, participation impact, funding realities, decision-making processes and levels of authority; making visible the context of the whole process at each step
RESPECT/AUTHENTICITY	Providing timely, accessible information as well as multiple options for participation; acknowledging issues and constraints communicated by stakeholders
CO-POWER	Cultivating joint ownership of each stage of the process; acknowledging that local knowledge is valid and valuable expertise; including communities in identifying criteria for prioritizing decisions and being partners in problem solving
INCLUSIVITY	Creating inclusive partnerships and teams, from vision to construction; ensuring multiple voices are engaged and reflected in decision making

Livability Framework for Communities

The concept of livability is very broad, encompassing the physical, social and human characteristics of a community. Thus, tangible factors such as the amount of green space are important, but so is the degree of trust people have in their neighbors, their leaders and the organizations that serve them.

The engagement activities and research for Rethinking I-94 strongly reinforced the importance of livability to the communities and neighborhoods along the I-94 corridor. This also is consistent with feedback MnDOT receives when engaging with people in many other transportation corridors. People repeatedly emphasized how important livability-related values are to them. It is important for project teams to understand how transportation projects can impact livability values. Furthermore, it also is imperative to understand how community-based knowledge and values can inform transportation projects to improve livability.

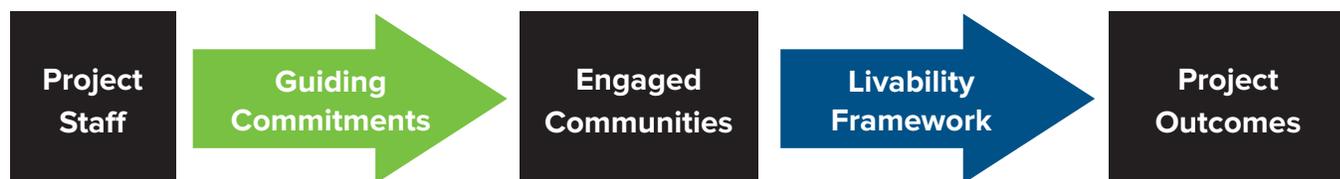
Engagement and research in the I-94 corridor generated the Livability Framework described in Table 3. These values and their descriptions offer a foundation for understanding communities, but are not intended to be prescriptive or exhaustive. Understanding these values will help project teams gain insights about the priorities of people who live in the corridor. It will be important to validate these values—informed by engagement throughout the corridor—through project-specific engagement. However, the Livability Framework is offered as a starting point for developing project alternatives and evaluation criteria. Resilient relationships can evolve through continual collaboration in defining and refining these concepts, leading to mutually acceptable outcomes.

TABLE 3: LIVABILITY FRAMEWORK FOR COMMUNITIES

CATEGORY	DESCRIPTION
HEALTH AND ENVIRONMENT	Quality of life, comfortable environment, well-being, sustainability, green space, land use, health, communication, tangible benefits
SAFETY	Personal security, freedom from danger, risk or harm
SENSE OF PLACE AND LEGACY	Vibrancy, sense of identity, cultural pride, our future
ECONOMICS	Jobs, business vitality/opportunities and development, wealth generation, revenue generation, affordability over time
TRUST	Familiarity, cohesion, stakeholder involvement, good faith collaborations, collaborative work with an interdisciplinary and multijurisdictional team, resilient relationships
CONNECTIONS	Infrastructure aligning with meaningful physical, social and cultural community connections
EQUITY	Inclusive of all people—all races, ethnicities, incomes and abilities—with extra effort to ensure that historically under-represented populations are included and past inequities are addressed to the extent possible

Exhibit 3 illustrates the relationship between the Guiding Commitments and the Livability Framework. The Guiding Commitments for engagement lay out expectations for how project teams should interact with people. It also describes values that staff should bring to their engagement activities. The Livability Framework provides insights about the values and expectations that communities will typically use to evaluate project engagement and outcomes.

EXHIBIT 3: APPROACH FOR EFFECTIVE ENGAGEMENT



Livability values should continually evolve through engagement with community members. This helps enhance a project team's understanding of what is important to that particular community. **It is the responsibility of project teams to understand how these values might translate into design alternatives, evaluation criteria or modifications of design features.** A broader understanding of community values and a reflection of those values in project designs will lead to more resilient and collaborative relationships in the future.

Developing Transportation Objectives

Every project will have stated transportation objectives. Initially, some objectives may not appear to be related to, or may appear to conflict with, the Livability Framework. Led by the Guiding Commitments, project teams should facilitate discussions with affected communities to explore how transportation objectives may have a positive or negative impact on livability. Messages about transportation objectives should be framed around livability values. Finally, project teams should be open to suggestions from the community about modifications or enhancements to a project that would achieve closer alignment between transportation objectives and livability values.

RESEARCH TOOLS

The following tools utilize qualitative and quantitative research conducted for Rethinking I-94. They should be referenced by project teams developing project-specific engagement plans. The goal is to build an overall understanding of the corridor's diverse communities and their needs. These tools highlight types of methods to use, questions to ask and priorities to focus on while designing project-specific engagement. Tools not included in the Toolkit are maintained at the MnDOT website linked in the Executive Summary.

Literature Review

The Literature Review samples existing toolkits and policies relevant to Rethinking I-94 in order to inform future efforts. It features sources gathered via academic journals, outreach to organizations and partners, and suggestions given in expert interviews. The Literature Review examples illustrate the types of sources project teams should consider to better inform their approaches.

Desk Research

The Desk Research tools include:

- [An analysis and mapping of demographic census data](#)
- [A database of organizations and contacts](#)
- [Additional literature review of various community plans and previous studies about that corridor](#)
- [Mapping of community assets](#)

This data changes frequently and should be verified before it is used.

Community Overviews and Culture Maps

The Community Overviews provide historical and cultural background about key groups of stakeholders along the I-94 corridor. These summaries emphasize the need for cultural competency and exemplify the type of information one might seek out to become more effective and equitable in engaging these communities. The Community Overviews can inform the design of project-specific engagement plans for this historically, socially and geographically complex corridor as well as guide project teams in the implementation of ongoing engagement.

Culture Maps accompany each community's overview to highlight significant cultural and historical characteristics of the corridor. These maps offer MnDOT project teams a different perspective of the communities they interact with and help facilitate future engagement opportunities.

Baseline Quantitative Survey

The Baseline Quantitative Survey establishes baseline quantitative measures of awareness, engagement and brand trust around MnDOT activities and their impact. This allows change to be measured in the future after the implementation of engagement programs.

Qualitative Assessment

The Qualitative Assessment provides information collected through one-on-one and small group listening sessions with people who:

- Work and live along the I-94 corridor
- Are familiar with MnDOT and past projects
- Practice engagement work in the corridor

Recommendations focused on listening, creating dialogue and building stronger relationships along the corridor.

Quantitative Assessment for Segmentation and Values Laddering

The Quantitative Assessment provides information collected through telephone and online surveying to identify key target segments and size those segments. Segmenting follows civic engagement behaviors and attitudes as well as familiarity with I-94 plans and expectations about engagement. The survey includes a laddering exercise to relate specific activities and benefits to emotions and values. Survey questions also refer to media usage and preferences.

An accompanying “common themes summary” describes similarities and differences in concerns expressed by different population segments when these groups provided open-ended comments about the I-94 corridor.

Case Studies

Case Studies document community engagement processes, strategies and tactics used in six recent transportation projects in Minnesota. They represent a variety of project types, scales, and steps in the project development and community engagement processes. Each case study describes issues and engagement challenges, outcomes and pivotal outreach activities.

Zone Profiles

The Zone Profiles divide the project or study area into zones based on anticipated future design and construction projects, present demographic data for each zone and identify key organizations, destinations, festivals and/or events within each zone by neighborhood. This data changes frequently and should be verified before it is used.

USING THE TOOLKIT TO BUILD AN ENGAGEMENT PLAN

Five key topics are described in the Toolkit for developing project-specific community engagement plans:

1. Context—Understanding the project’s physical, historical and political context
2. Stakeholders—Identifying the people who should be engaged in the project
3. Tactics—Determining how, when and where to engage affected communities
4. Messages—Developing messages that will resonate with affected communities
5. Evaluation—Assessing the plan's effectiveness

This section of the Toolkit provides a framework for addressing these five key topics when preparing and implementing an effective community engagement plan (Exhibit 4). It is important to note that, while described sequentially, these phases are iterative and should be revisited throughout the project development process. The tools described above translate a project’s vision into outcomes through informing identification of stakeholders, messages and tactics. Evaluation of this process occurs throughout. **Project managers should work with MnDOT Metro District's Office of Communications and Engagement to identify the appropriate resources to create project-specific engagement plans.**

Establishing Context

Understanding Project Context

Projects commonly start by understanding the physical context of a project area. However, project teams also need to develop a thorough understanding of the historical, cultural, economic and social context of the affected communities within a project area. In this corridor, that means understanding the history of adjoining neighborhoods and the history of I-94. Much of the history of the I-94 corridor has been divisive. Construction of the I-94 freeway in the 1960s destroyed neighborhoods and severed communities, intensifying feelings of distrust within those communities. This sentiment grew and hardened over time. Miscommunication and misunderstanding persisted, eroding relationships between MnDOT and the people who live and work in the area.

This corridor is diverse ethnically, economically and socially. It has a long history as a place of entry for various immigrant communities, thus various languages are spoken throughout the corridor. Respecting and understanding communities in the corridor is critical to building relationships, gaining trust and collaborating on solutions. The Toolkit provides several resources for initiating this work. However, building a true understanding of community values and establishing trust that leads to collaborative solutions will only occur by listening and partnering with the people who live and work in project areas.

EXHIBIT 4: TOOLS AND PROCESS FOR DEVELOPING AN ENGAGEMENT PLAN



Determining Process and Structure

Project teams should consider what processes or structures will be most useful for engaging decision-makers, organizations, individuals and businesses. This will vary depending on the decisions that are needed as well as the desires of local communities.

- What formal processes are required; for example, municipal consent or environmental review?
- How should elected and appointed officials be involved?
- Would an advisory committee(s) be helpful? If so:
 - Who should participate?
 - How will members be selected?
 - What will their responsibilities be?
 - How often will they meet?
 - Will they be compensated?

Building a Timeline

A timeline for engagement that includes duration and frequency should be established for both formal and informal processes. The timeline should allow for input into any known decision-making processes and provide stakeholders with accurate and timely information.

Determining Purpose of Engagement

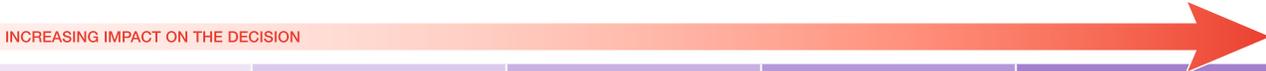
The project team should have a clear understanding of the purpose of engagement. This will help in the selection of appropriate tactics and in creating the content and exercises used to engage people. The International Association of Public Participation has developed a “Public Participation Spectrum,” as shown in Exhibit 5, that is helpful in understanding the distinctions among engagement purposes.

EXHIBIT 5: PUBLIC PARTICIPATION SPECTRUM

IAP2'S PUBLIC PARTICIPATION SPECTRUM



The IAP2 Federation has developed the Spectrum to help groups define the public's role in any public participation process. The IAP2 Spectrum is quickly becoming an international standard.

		INCREASING IMPACT ON THE DECISION 				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
	PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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Engaging Stakeholders

There are a number of broad potential categories of stakeholders to consider when developing a community engagement plan, including:

- Decision-makers and community leaders
- Organizations—neighborhood, business, non-profit bicycle/pedestrian advocacy groups, social service institutions, schools, arts, ethnic, faith, etc ...
- Businesses
- Individuals—residents, workers and visitors
- Internal staff from other departments
- Media

Table 4 summarizes key questions that project teams should ask to identify stakeholders when developing an engagement plan and to fully understand the range of people and organizations that make up a project area. Historically underrepresented populations may be key stakeholders within a given project area, calling for heightened and targeted outreach during the engagement process.

TABLE 4: DETERMINING “WHO” SHOULD BE INVOLVED

KEY QUESTIONS TO ASK	QUESTIONS TO GO DEEPER	TOOLKIT RESOURCES TO USE	ADDITIONAL WORK TO DO
Who are the decision-makers?	<ul style="list-style-type: none"> Who are the elected officials? Who will make decisions on the project? Who are the local opinion leaders who will influence decisions? How will they be involved in decisions? What local agencies need to be involved? Will there be decisions involving recommendations from neighborhoods? 	<ul style="list-style-type: none"> Desk Research – Organizations and contacts 	<ul style="list-style-type: none"> Gather current data on elected officials and organization leadership
What organizations are here?	<ul style="list-style-type: none"> What neighborhood organizations? What business associations? What economic development groups? What cultural groups? What special interest groups? What local media? 	<ul style="list-style-type: none"> Desk Research – Organizations and contacts Zone Profiles – Organizations 	<ul style="list-style-type: none"> Update information
Who lives here?	<ul style="list-style-type: none"> What are the demographics? Which underrepresented groups live in the project area and where do they live? Who will be impacted the most? 	<ul style="list-style-type: none"> Zone Profiles – Demographics Desk Research – Demographics Community Overviews 	<ul style="list-style-type: none"> Update demographic information
Who works here?	<ul style="list-style-type: none"> Who are the major employers? What types of jobs? Are there areas where jobs are clustered? 	<ul style="list-style-type: none"> Desk Research – Small area plans 	<ul style="list-style-type: none"> Identify major employers and employee concentrations
Who visits here?	<ul style="list-style-type: none"> What attracts people to the project area, where and when? Are there special events that occur in the project area, where and when? 	<ul style="list-style-type: none"> Zone Profiles – Key destinations Desk Research – Community facilities; Small area plans 	<ul style="list-style-type: none"> Update key destinations, festivals and community facilities
What under-represented communities need special attention?	<ul style="list-style-type: none"> Are there areas where underrepresented groups are clustered? What languages are spoken? Are there multicultural media? Are there other special needs? 	<ul style="list-style-type: none"> Zone Profiles – Demographics Desk Research – Demographics Community Overviews 	<ul style="list-style-type: none"> Update information Discuss needs with local agencies and/or local organizations
What specialized expertise is needed?	<ul style="list-style-type: none"> What skills does the project need to develop or obtain? Is local and neighborhood knowledge represented on the project team? 	<ul style="list-style-type: none"> Technical project data Desk Research – Small area plans 	<ul style="list-style-type: none"> Evaluate project team for inclusivity of skills, local knowledge, special needs

Decision-Makers and Community Leaders

There are many state, regional and local agencies active in the I-94 corridor. Project teams should clearly understand what decisions need to be made and who will be involved in making these decisions. Most often, major decisions are tied to the municipal consent process. There can be many other decisions that require involvement of local and regional agencies and even members of the Legislature.

Local partner agencies—particularly city staff—are knowledgeable about their elected officials, neighborhoods and community opinion leaders. They are an excellent first stop in determining who should be engaged. Local partner agencies also may have knowledge of past strategies and recommendations for effective engagement processes aimed at their decision-makers and opinion leaders. Elected officials and community leaders are conduits to their constituents as well.

Organizations

Organized community groups can often be conduits to their membership or the people they serve. Project teams should determine how to engage these groups and identify organizations that can reach constituent populations. Many have other priorities as well as have limited staff and financial resources. Tools linked in Table 1 provide an extensive list of active organizations; however, project teams should update organization contacts as they develop a project-specific engagement plan. Examples of organizations include:

- [Neighborhood organizations](#)
- [Business associations](#)
- [Cultural organizations](#)
- [Social service organizations](#)
- [Arts-based organizations](#)
- [Faith-based organizations](#)

Individuals and Businesses

Some individuals and businesses can be reached effectively through organized community groups; however not all participate in these channels. It is important for project teams to understand population demographics in the project area. This includes the businesses, employers and workers in the project area as well as the visitors to the area. Part of the purpose of this exploration is to identify concentrations of population groups, particularly groups that have traditionally been underrepresented in transportation discussions. This research also will yield information on language needs, accessibility needs and preferred methods of communication. The Toolkit provides resources to help project teams understand who should be engaged in specific project efforts in the I-94 corridor.

Media

Members of the media may be overlooked as stakeholders since it is not typical to ask them for input when developing transportation plans or designs. However, they are important stakeholders when considering messages about projects. The media can serve as a conduit to transportation users, particularly those who are regional rather than local. Local media are also a conduit to those who live in the area and are impacted by any type of planned construction. Social media is an increasingly important means of communication. Additionally, multicultural media can be an essential means of diverse ethnic populations, particularly those individuals who are not proficient in English or for whom English is not a primary language. The Minnesota Department of Health annually produces the Diverse Community Media Directory, which can be found at <http://www.health.state.mn.us/>.

Community Values and Visions

A review of a city's comprehensive plans, relevant small area plans and neighborhood plans provide significant insight into community values and vision for the future. Further discussion with people who live, work and visit in the project area also helps the project team to understand individual, corporate, small-business and neighborhood perspectives. Fostering discussion about how the project can support these values and visions is an important aspect of community engagement.

Selecting Tactics

Developing Understanding

Community engagement strategies and tactics selected for a project can vary greatly depending on a number of factors, such as:

- Phase of the project in the project development process
- Extent of potential changes to the environment of existing infrastructure
- Degree of potential controversy
- Concentrations and demographics of underrepresented populations, particularly immigrant communities
- Engagement expectations and desires of the community and elected officials
- Available financial and staff resources

Early engagement should be focused on developing an understanding of community values and visions. This knowledge should inform all later engagement activities. Project teams should think carefully about and articulate clearly what is being asked of the community. This will change depending on the stage of project development. For example, community input and discussion around early visioning or design elements will require more interactive and collaborative engagement strategies than communications focused on providing information about construction activities already underway. The selection of engagement strategies and tactics also should be based on a thorough understanding of community expectations and desires related to engagement. Questions to consider in selecting tactics are included in Table 5.

Selecting Engagement Channels and Tactics

There are no “right” answers on community engagement. More engagement is almost always better than less. Project teams should feel empowered to use a variety of engagement tactics, both old and new. It is important to recognize that different people engage and get information in different ways. Thus, a robust community engagement effort includes a variety of approaches. Using a combination of channels and tactics will likely reach the most people:

- Electronic media—mobile, digital, social
- Meetings—community meetings, meetings with groups and individuals, standing organization meetings
- Mass media—television, print, radio
- On-street engagement—events, pop-ups, door-to-door

The specific tactics that are selected for community engagement should first address basic questions such as:

- What are you trying to achieve?
- Who do you want to engage?
- What resources do you have available—financial, staff, community, time?
- Are there special needs?
- What opportunities are available?
- Are a variety of tactics being used?

Selecting Locations

The selection of a venue or general location for a public meeting or community engagement activity should consider several factors, including:

- Is it known to the community and recognized as a community gathering spot?
- Is it accessible—transit, auto parking, ADA, walking, bicycling?
- Is it welcoming to all cultures, ages, languages, etc ...?
- Is the space large enough for the event and does the room layout accommodate desired activities?
- Does it provide audio-visual needs?
- Is it in the project area and convenient to the people you want to participate?
- Are the costs within your budget and is it available at an appropriate date and time?
- Is it easy to find the building and the room?

TABLE 5: DETERMINING COMMUNITY ENGAGEMENT TACTICS

KEY QUESTIONS TO ASK	QUESTIONS TO GO DEEPER	TOOLKIT RESOURCES TO USE	ADDITIONAL WORK TO DO
When should community engagement occur?	<ul style="list-style-type: none"> When does this project begin? When are the project milestones? When will decisions be made and by whom? What is the timeline for the project? 		<ul style="list-style-type: none"> Conduct additional discussion with partner agencies and local communities to answer these questions
How much engagement is needed?	<ul style="list-style-type: none"> What do stakeholders already know? How significant are potential changes? How controversial is the project? What is local and agency—financial and staff—capacity? What is the history in the corridor related to this project? 	<ul style="list-style-type: none"> Desk Research – Small area plans; Previous studies Community Overviews Qualitative Listening Sessions Quantitative Survey 	<ul style="list-style-type: none"> Conduct additional discussion with partner agencies and local communities to answer these questions
What input is needed?	<ul style="list-style-type: none"> Is input needed on the development and/or evaluation of alternatives? Is input needed on design concepts or design features? Is input needed on process? Is input needed on benefits and/or impacts? Is formal input needed during an environmental review process? Is municipal consent needed? 	<ul style="list-style-type: none"> Technical studies Qualitative Listening Sessions Quantitative Survey 	<ul style="list-style-type: none"> Conduct additional discussion with partner agencies and local communities to answer some of these questions
What process will be used?	<ul style="list-style-type: none"> Have stakeholders been made aware of how they can provide input? Do stakeholders understand the timeline and their capacity, given the timeline? How will alternatives be evaluated and scored? How will consensus be built? How will local issues be resolved? 	<ul style="list-style-type: none"> Best practices Case Studies Qualitative Listening Sessions Quantitative Survey 	<ul style="list-style-type: none"> Conduct additional discussion with partner agencies and local communities will be needed to answer some of these questions
Where should community engagement activities occur?	<ul style="list-style-type: none"> What are the project area limits? Has the project team walked the project in person? Where are the best places to meet in the project area? Where are the sites of significance to the stakeholders? What locations are near known transportation problems or proposed design changes? 	<ul style="list-style-type: none"> Zone Profiles Desk Research – Community centers; Organizations; Community facilities 	<ul style="list-style-type: none"> Update information as needed

Developing Messages

Considering Community Values

The qualitative and quantitative research results in the Toolkit provide extensive information about the values, issues and concerns of the people living along the I-94 corridor. Validating these findings for individual projects and project areas will increase the likelihood that messages will resonate with the people who need to be engaged. Project teams should work to understand impacted communities' histories, values and vision for the future as well as community issues and concerns specific to I-94. Each project's needs and benefits can be weighed against these values and visions to help direct project study, engagement activities and key messages. Some key questions to ask are outlined in Table 6.

History

Project teams should develop messages with knowledge of the histories of communities in the project area. More specifically, understanding the history of transportation and community planning can provide significant insights into community reactions to a proposed project. It also can provide insights into how neighborhoods and businesses function, who community opinion leaders are and how community engagement should be conducted. Project teams should learn about the history of the area and its communities through engagement with local agencies and officials as well as neighborhood organizations and other community leaders.

Knowing Your Audiences

Project teams working on transportation projects must typically communicate with multiple audiences. The same messages will not resonate equally with all audiences. It is important for project teams to think about who their primary, secondary and additional audiences are to determine what messages should be emphasized with each. Segmentation research conducted during the project can help project teams better determine how to reach different market segments:

- Market segmentation research identifies levels of engagement—or “civic participation”—among the population. The segments shown below in Exhibit 6 reflect people’s responses to questions with regard to the importance of and their involvement in civic matters.
- Messages tied to public values can foster successful communication. “Laddering” information helps to show the relationship between what people see as functional benefits and how those benefits relate to their personal values, as shown in Exhibit 7.
- The “common themes summary” of the Quantitative Assessment can be helpful in developing and targeting key project-specific messages.

These corridorwide findings inform engagement for specific projects, but like other tools, should be validated in a specific project area to be most relevant. In developing messages, project teams should consider the values of the targeted audience(s) and how tangible and intangible project benefits relate to those values.

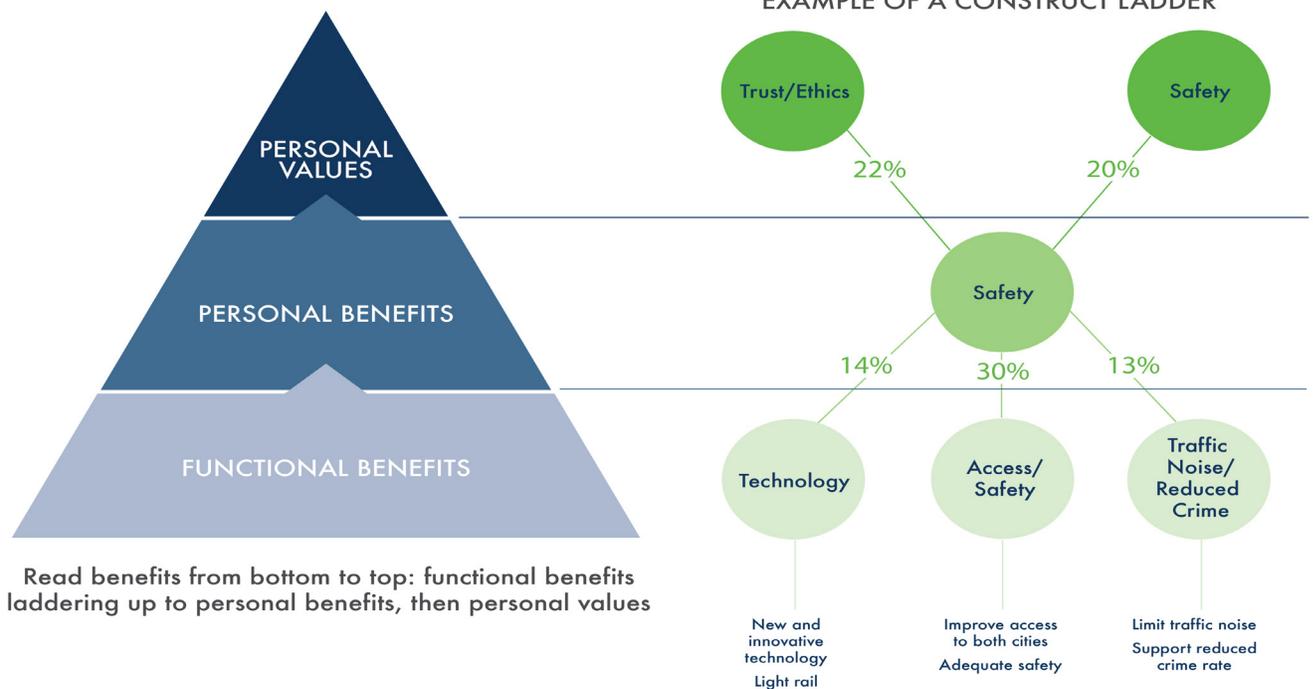
TABLE 6: DEVELOPING KEY MESSAGES AND “ASKS”

KEY QUESTIONS TO ASK	QUESTIONS TO GO DEEPER	TOOLKIT RESOURCES TO USE	ADDITIONAL WORK TO DO
<ul style="list-style-type: none"> What do stakeholders care about? 	<ul style="list-style-type: none"> What are their concerns? What do they want to see done? What does the community have already—tangible and intangible? What are the topics that get people to show up—and stand up—within each community? 	<ul style="list-style-type: none"> Qualitative Listening Sessions Quantitative Survey Common Themes Desk Research – Small area plans Community Overviews 	<ul style="list-style-type: none"> Supplement toolkit resources with additional inquiries where needed
<ul style="list-style-type: none"> What is the community's history? 	<ul style="list-style-type: none"> What is the community's cultural history? Are there past issues related to the project? What studies have already been done? What plans are already in progress? 	<ul style="list-style-type: none"> Desk Research – Small area plans Community Overviews Desk Research – Previous studies 	<ul style="list-style-type: none"> Update information and supplement toolkit resources with additional inquiries where needed
<ul style="list-style-type: none"> What are the community's values? 	<ul style="list-style-type: none"> How do values vary by demographics? How do values link to project benefits? How do values link to potential impacts? Are there conflicting or competing values? How could the project be modified to better reflect community values? 	<ul style="list-style-type: none"> Qualitative Listening Sessions Quantitative Survey Common Themes Desk Research – Small area plans Community Overviews 	<ul style="list-style-type: none"> Supplement toolkit resources with additional inquiries where needed
<ul style="list-style-type: none"> What is the community's vision(s) for its future? 	<ul style="list-style-type: none"> How does the community's vision relate to its values? How does the community's vision relate to the project and its potential benefits and impacts? How does the project relate to the community's vision? Are there conflicting or competing visions? How could the project be modified to better reflect the community vision(s)? 	<ul style="list-style-type: none"> Desk Research – Small area plans Visioning Workshops 	<ul style="list-style-type: none"> Conduct additional visioning exercises as design concepts are developed and evaluated
<ul style="list-style-type: none"> What are the benefits of the project? 	<ul style="list-style-type: none"> What are the transportation benefits? What are the environmental benefits? What are the economic benefits? What are the community or social benefits—tangible or intangible? Are there other benefits? 	<ul style="list-style-type: none"> Technical data; environmental impacts studies 	<ul style="list-style-type: none"> Conduct additional technical, environmental and design studies
<ul style="list-style-type: none"> What are the potential impacts of the project? 	<ul style="list-style-type: none"> What are the transportation impacts? What are the environmental impacts? What are the economic impacts? What are the community or social impacts—tangible or intangible? Are there are other impacts? 	<ul style="list-style-type: none"> Technical data; environmental impacts studies 	<ul style="list-style-type: none"> Conduct additional technical, environmental and design studies
<ul style="list-style-type: none"> What are the messages that will resonate with different stakeholder groups previously identified? 	<ul style="list-style-type: none"> Why does/should this project matter to the community? How can this project help deliver the community's vision(s) and reflect the community's values? 	<ul style="list-style-type: none"> Qualitative Listening Sessions Quantitative Survey Common Themes 	<ul style="list-style-type: none"> Develop potential messages for testing with key stakeholders

EXHIBIT 6: LEVELS OF ENGAGEMENT BY MARKET SEGMENT

	 INFORMED OBSERVER	 ACTIVE CONTRIBUTOR	 HANDS - ON PARTICIPANT	 UNREACHED OBSERVER
GENDER	Mostly Men			Mostly Women
RACE		Mostly White	Whites, Blacks	Multiracial
INCOME		Higher Income	Income not a barrier	
GENERATION	Boomers, Students	Boomers (retirees)	Boomers, Millennials	Gen X
EDUCATION	Education Varies			Bachelor's Degree
REGION			Prevalent in Hennepin County	Prevalent in Ramsey County
EXAMPLES OF VALIDATED ENGAGEMENT STATEMENTS	<p>Everyone should stay informed about community, local and state news on a regular basis.</p> <p>Every citizen needs to know how local and state government functions.</p> <p>Everyone should provide regular input when asked by local officials or representatives.</p> <p>All citizens have a responsibility to their community.</p>	<p>Each resident currently has the opportunity to be involved in their local neighborhood/community decisions.</p> <p>Contribute to charitable organizations within my community.</p> <p>It is important to financially support charitable organizations.</p>	<p>I volunteer in my community. I help members of my community.</p> <p>I am involved in structured volunteer position[s] in the community.</p> <p>I believe that each resident currently has the opportunity to be involved in their local neighborhood/community decisions.</p>	<p>State agencies should seek public opinion on key issues and projects that affect the public.</p> <p>Each resident DOES NOT currently have the opportunity to be involved in their local neighborhood/community decisions</p>

EXHIBIT 7: LADDERING TO DETERMINE RELATIONSHIP BETWEEN FUNCTIONAL BENEFITS AND PERSONAL VALUES



Evaluation

From the beginning, planning should consider what outputs and effects will result from engagement as well as how efforts will be evaluated. Stakeholders generally expect creativity, variety and high participation levels in community engagement activities. Project teams should not be afraid to try new or different tactics and should not be afraid of failing. Some tactics may work well in one location and not in another; others may work well at one stage of project development, but not at another; some may work well with one population group and not another. Documenting observations, results and lessons learned is important. All efforts will build a more robust understanding of best practices to share and implement in the future.

Engagement Plan Document

Engagement planning efforts such as understanding context, identifying stakeholders, selecting tactics and developing messages should be documented in a project-specific engagement plan. The plan needs to provide a consistent roadmap for project-specific engagement activities. Project managers should work with MnDOT Metro District's Office of Communications and Engagement to identify the appropriate resources to create project-specific engagement plans.

Communication of Results

Once an engagement plan is implemented, there may be additional communication, tracking or documentation efforts necessary. These efforts are either for internal purposes or for stakeholders and partner organizations/agencies. Fulfilling the Guiding Commitments ensures an engagement process proceeds along a logical path, rather than one built around a potentially random selection of tactics aimed at stakeholders.

Project teams should make clear to communities how their input can or cannot influence projects. Project teams should document and communicate to stakeholders how their input influences project planning and design. The Livability Framework provides a sample set of topics that project teams can use to frame project adjustments that have community impacts.

Documenting Lessons Learned

Evaluation should not be something given thought to and completed only at “the end” of a project.

Documenting lessons learned and redesigning engagement processes to address them is integral to building organizational capacity and ensuring public accountability. Evaluation methods and intervals should be planned from the outset of a project. Additionally, evaluation results should be used for continual improvement.

APPENDICES

A. Glossary

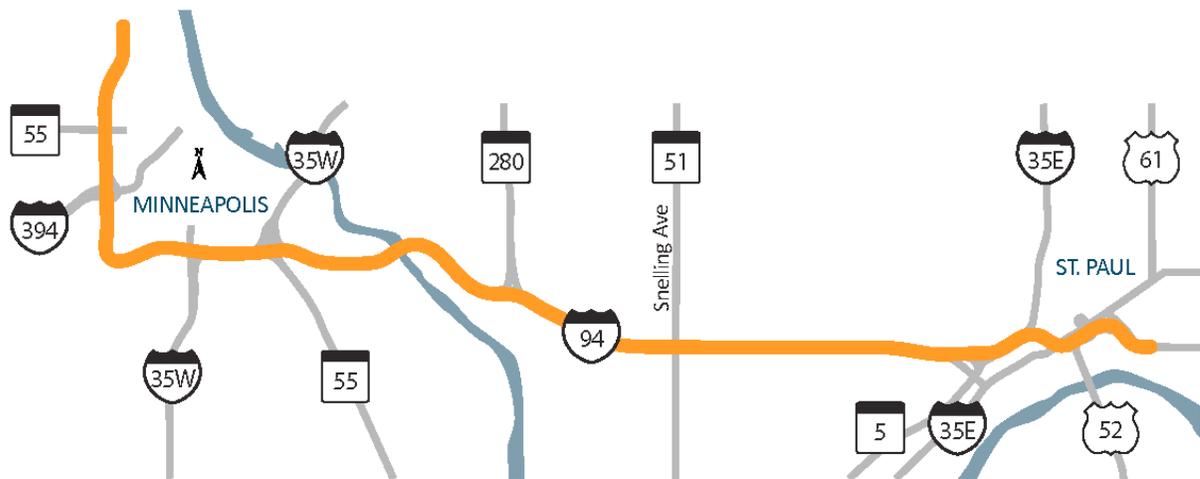
TERM	DEFINITION
Authenticity	Worthy of acceptance or belief, sincere, real
Baseline	Initial set of observations or data used for comparison or a control
Collaborate	To work jointly with others
Community Engagement	Type of public participation that involves people collaboratively in problem-solving or decision-making processes
Community Leader	Person who leads public opinion through their position in their political, social, ethnic, business or faith community
Comprehensive Plan	A document that states the community's goals, aspirations and policies related to land use, transportation, recreation, housing, utilities and other public facilities and programs
Consult	To ask the advice or opinion of
Context	The interrelated conditions within which something exists or occurs
Co-power	Share expertise and knowledge
Culture Map	Map that highlights significant cultural and historical assets and characteristics
Empower	To give official authority or power to
Engage	To involve or bring together
Engagement Plan	A roadmap to the intentional efforts of government to facilitate meaningful dialogue with all members of the public in its work.
Equitable	Dealing fairly with all concerned
Equity	Freedom from bias or favoritism
Goal	The end toward which an effort is directed
Holistic	Relating to or concerned with complete systems or whole rather than individual parts
Inclusive	Broad engagement of all people, regardless of race, ethnicity, income, age, or disabilities
Inform	To communicate knowledge to
Interactive	Two-way communication that involves the input of users
Involve	To engage as a participant
Iterative	Involving repetition such as repeating an action
Laddering	A research interview technique that elicits goals and values from attributes and behaviors
Legacy	Something transmitted by or received from the past or from an ancestor
Livability	Suitability for human living
Municipal Consent	A legal requirement in Minnesota for official local government approval of certain transportation projects
Neighborhood Plan	A document that states the goals and aspirations for public facilities and programs in a single neighborhood of a city
Objective	Measurable goal
Qualitative	In research, refers to methods of evaluation that cannot be measured numerically
Quantitative	In research, refers to factors and methods that are measured numerically
Segmentation	In marketing, the process of dividing an entire market into different customer groups based on demographics, activities and values
Sense of Place	Identity and character of an area
Small Area Plan	A document that states the goals and aspirations for public facilities and programs in a single zone of a city such as a commercial node, a light rail station, or an area of new development
Stakeholder	One who is involved in or affected by an action
Strategy	A careful plan or method
Tactic	A device for accomplishing an end
Transparency	Readily understood, visible and accessible information, free from pretense or deceit
Values	Something (such as a principle or quality) intrinsically valuable or desirable
Vibrancy	Pulsating with life, vigor or activity
Vision	An aspirational view of the future

B. Project Brief

Rethinking I-94 Project (Updated July 2017)

St. Paul, Minneapolis

Study area



Project description

MnDOT is working with partners on a two-year project to develop a vision for the Interstate 94 corridor between St. Paul (Highway 61) and Minneapolis (Broadway Avenue). The vision will connect issues identified through a comprehensive public engagement process relevant to today and beyond. Stakeholders along the corridor, as well as MnDOT's partners, will help define and develop an effective and efficient plan for the corridor.

This vision should:

- Protect the corridor's role as a local, regional, state and national connection by preserving the roads, bridges, walls and tunnels along the corridor
- Support and advance additional needs identified for I-94 through the public engagement process with regard to transportation system performance
- Enhance connectivity to and across the I-94 corridor
- Enhance corridor safety
- Incorporate existing right of way and infrastructure investments
- Improve opportunities for people using transit, carpools and drivers willing to pay

“Imagine bridges and overpasses that are more than just north/south throughputs. Imagine unleashing the ingenuity of our nation's land use planners and engineers and decision-makers to make those facilities more inviting and approachable and maybe even complimentary of the surroundings on the east and west sides of them. Imagine meaningful public input processes that use technology and capture the views of the public at a stage of planning where that input can actually be incorporated into a project...”

- Former U.S. Transportation Secretary Anthony Foxx



St. Paul to Minneapolis

**150,000 - 170,000
vehicles per day**

80+ lane miles of pavement

Four tunnels

145 bridges

**Retaining walls, lighting
structures and signage**

**Average 4+ hours of
congestion each day**

**More than two million transit
riders use I-94 every year**

**Varying condition and
timeline for repairs**

**\$1.5 billion (estimate) to
replace I-94 infrastructure**

- *What works well on the I-94 corridor?*
- *What do you want to know about the I-94 corridor?*
- *How could I-94 better reflect the needs of your community?*

How can you help

- *Legislative support*
- *Funding advocacy*

Project goals

This work will develop an implementation schedule that guides future project development efforts and identifies construction projects. Some project funding is identified in 2022. However, for those locations that will need rehabilitation in the short term, funding will need to be identified and secured. The goals of this project include:

- Developing a comprehensive, long-term and community-based approach to address corridor needs
- Better understanding who uses I-94, how they use it and what parts of the corridor work/do not work for people
- Gaining a stronger understanding of the condition of I-94 including bridges, walls and tunnels along the corridor
- Determining how to best address the mobility needs on I-94

Scope of work

- Develop project alternatives
- Comprehensively evaluate condition of I-94 including bridges, walls and tunnels along the corridor
- Forecast travel demands
- Analyze origin-destination and transit operation data
- Conduct benefit-cost analysis
- Develop short- and long-term recommendations for I-94 including a phased implementation plan
- Identify/target I-94 stakeholders (market segmentation)
- Develop engagement strategies and tactics

For More Information

Visit: www.mndot.gov/I-94minneapolis-stpaul/

Contact:

Brenda Thomas, MnDOT Metro District
651-234-7858 or
brenda.thomas@state.mn.us

C. Description of Methods Used to Develop Tools

This section describes the research methods used by MnDOT's consultant team under the engagement contract of Rethinking I-94. These methods developed tools for informing future project-specific engagement plans. In conducting early engagement related to developing research materials, the consultant team sought to use best practices for engagement. The team continued to hone these methods as the project progressed in a process of continual learning. In this way, Rethinking I-94 piloted and began to validate some of the approaches supported by the Toolkit materials. The process used to develop the Toolkit is illustrated in Exhibit 8; Table 7 provides a summary of the methods used to develop each tool.

The consultant team completed work in collaboration with several working groups and advisory committees that include both internal and partner agency staff, including:

- Rethinking I-94 Project Team
- Transportation Advisory Committee
- Engagement Working Group
- Land Use Working Group
- Traffic Working Group
- U.S. Department of Transportation
- Urban Land Institute
- Metropolitan Council Equity Grants

EXHIBIT 8: APPROACH AND METHODS – LISTENING FOR RETHINKING ENGAGEMENT

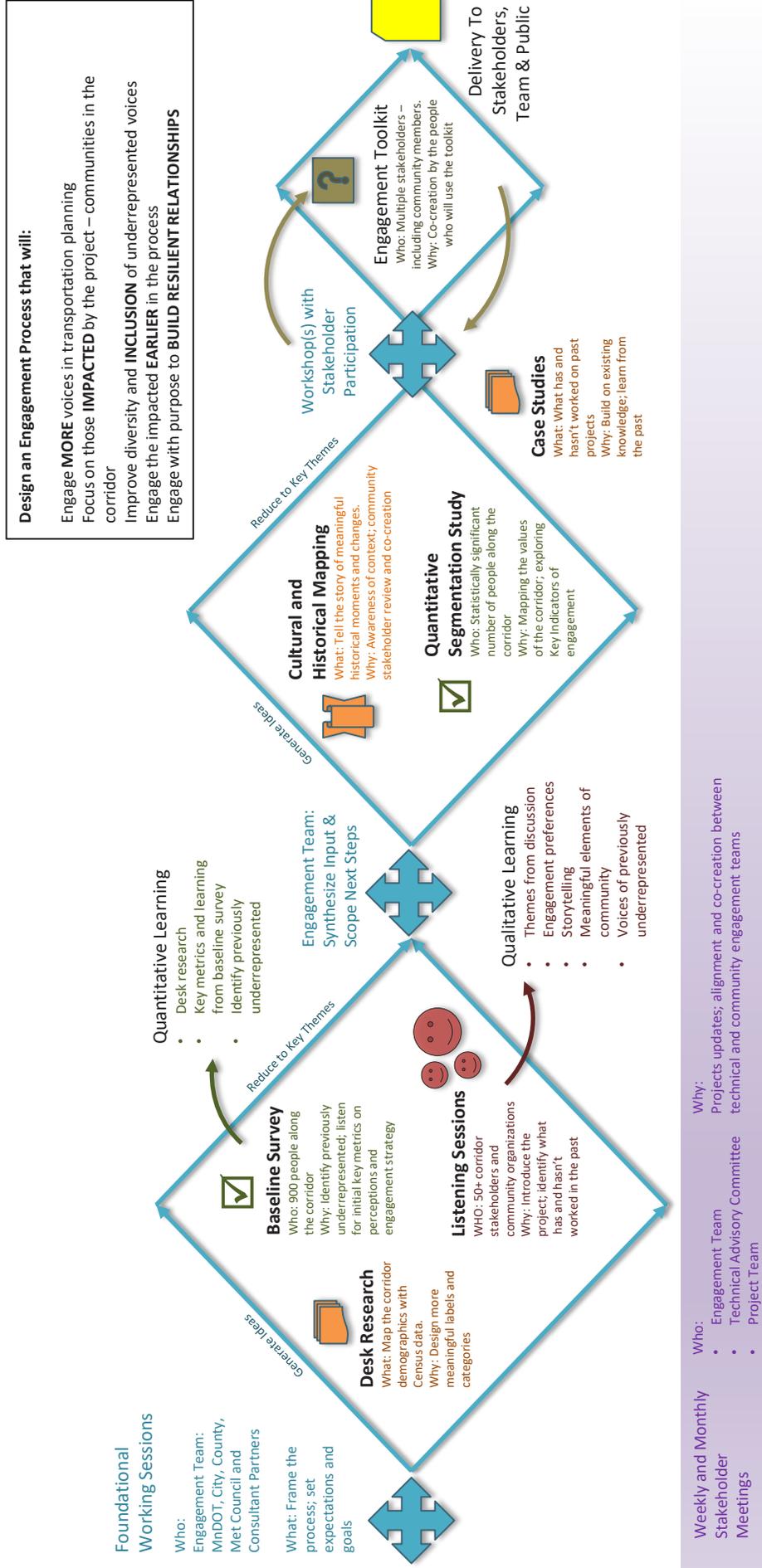


TABLE 7: SUMMARY OF METHODS USED TO DEVELOP RESEARCH TOOLS

RESEARCH TOOL	RATIONALE	EXECUTION
Literature Review	<ul style="list-style-type: none"> Learn from the past 	<ul style="list-style-type: none"> Search for academic and best-practice literature as well as policy documentation that informed work in the I-94 corridor
Desk Research	<ul style="list-style-type: none"> Organize and analyze existing data Learn from the past and present 	<ul style="list-style-type: none"> Gather analyses and map demographic census data Identify organizations and contacts Conduct literature review of various community plans and previous studies about the corridor Map community places of interest and landmarks
Baseline Quantitative Study	<ul style="list-style-type: none"> Create a baseline for measurement of key metrics. 	<ul style="list-style-type: none"> Conduct quantitative survey of residents and commuters in I-94 corridor
Qualitative Assessment	<ul style="list-style-type: none"> Use resident and commuter input to understand their values and engagement needs, evaluate ways to connect with traditional and new audiences Gain stakeholder buy-in 	<ul style="list-style-type: none"> Lead individual and small group conversations Interview community experts Participate in visioning workshops
Community Overviews & Cultural Maps	<ul style="list-style-type: none"> Listen to cultural communities about where and what is important to them. 	<ul style="list-style-type: none"> Review secondary sources with a focus on materials authored by and sourced from members of the subject communities
Quantitative Assessment	<ul style="list-style-type: none"> Use resident and commuter input to assess engagement impact 	<ul style="list-style-type: none"> Conduct quantitative survey of people “impacted by” and “users of” the I-94 freeway both within the study area and expanded to include those who self-identified as impacted Utilize engagement segmentation and values laddering
Case Studies	<ul style="list-style-type: none"> Understand successes and areas of improvements from similar projects in other areas 	<ul style="list-style-type: none"> Evaluate six examples of community engagement at various steps in project development and addressing different community values and issues
Zone Profiles	<ul style="list-style-type: none"> Apply research information to corridor zones 	<ul style="list-style-type: none"> Break down research results to corridor zones for easier use by project teams

Literature Review

The consultant team conducted a limited literature review of previous studies and policies relevant to the project. Sources included academic journals, outreach to organizations and partners, and suggestions given in expert interviews. All reviewed sources are shown in Table 8.

TABLE 8: KEY SOURCES

DOCUMENT/REPORT	AUTHOR	TYPE OF SOURCE
Increasing Engagement with Communities of Color: A Toolkit	UMN Capstone RCP Project; Fall 2016	Student research
Equitable Development Principles & Scorecard	Various Twin Cities Organizations; January 2016	Checklist for evaluation
Transportation Policy Plan	THRIVE MSP 2040; Metropolitan Council	Policy plan
THRIVE MSP 2040 Summary	THRIVE MSP 2040; Metropolitan Council	Policy plan
Public Engagement Plan	THRIVE MSP 2040; Metropolitan Council	Policy plan
ULI MN MnDOT TAP Findings	ULI	Technical assistance panel
Engagement Streams Framework	National Coalition for Dialogue & Deliberation	Article
Designing Public Participation Processes	Bryson, et. al.	Article
Conflict Scoping Process	MnDOT	Project management tool
Hear Every Voice: A Guide to Public Involvement at Mn/DOT	MnDOT	Handbook
Methods and Approaches to Enhance Involvement in Non-Traditional Transportation Stakeholder Communities and Neighborhoods	MnDOT	Handbook
Context Sensitive Solutions	MnDOT	PowerPoint presentation
Developing Your Public Involvement Plan	MnDOT	Handbook
Hear Every Voice Webinar: Demographics, the Customers We Serve	Vanessa Levingston	PowerPoint presentation
U.S. Public Participation Playbook	U.S. Government	Project management tool

Desk Research

The consultant team completed the following desk research tasks:

- Analyzed and mapped demographics for the I-94 corridor using the 2014 American Community Survey from the US Census Bureau. Assembled and mapped both block group and census tract data including race/ethnicity, country of origin, primary language and income.
- Identified organizations, agencies and other stakeholders along the corridor were identified and assembled contact information through websites, email contacts and telephone calls.
- Identified and mapped community facilities using a Geographic Information System (GIS) database. Conducted additional field research to identify additional community facilities and neighborhood gathering spots.
- Reviewed existing documents about the corridor including transportation studies, adopted comprehensive and small area plans as well as other historical reports and news articles about the corridor. Obtained documents through Minneapolis and St. Paul planning departments, online searches and library searches.

Community Overviews and Culture Maps

Community Overviews provide historical and cultural background about key groups of stakeholders along the I-94 corridor, including American Indian, Euro-American, African American, Asian American, Latino and African immigrant communities. These overviews used secondary sources, often authored by and sourced from members of the subject communities.

Based on information in the Community Overviews, Culture Maps accompany each community’s overview to highlight significant cultural and historical assets of the corridor. Elements portrayed on the maps include high-level demographics, historically and culturally significant sites, neighborhoods and other important aspects of the natural and built environment.

Baseline Quantitative Survey

The 2016 MnDOT Rethinking I-94 baseline survey used a multimodal data collection methodology in English, with the following groups:

- 786 online interviews of panel members
- 300 phone interviews of landline and cell phone users among specific ethnicities

The data is shown in total and, to add to further detail, as separate groups:

- People living within one-half mile of the freeway—Impacted by the freeway
- People living more than one-half mile away from the freeway—Users of the freeway
- People self-identifying with various racial groups

The consultant team gathered data among Hennepin and Ramsey County residents who are “Impacted By” changes to the I-94 freeway. The October/November 2016 data collection also included an oversample of “Non-Caucasian” residents to ensure the results were inclusively reflective of the demographic makeup of residents living along the I-94 corridor. The ending base sizes are listed in Table 9.

TABLE 9: BASELINE RESPONDENTS BY THE NUMBERS

BASELINE RESPONDENTS	QUANTITY
Impacted by the freeway	411
Users of the freeway	675
RESPONDENTS BY RACE	QUANTITY
Caucasians	668
Hispanic	118
Black/African Americans	170
Asians	101
All Others	29
Total Respondents	1086

Qualitative Assessment

One-on-one and small group listening sessions gained stakeholder insight while also piloting engagement practices. The purpose of these meetings was twofold: to listen to people who work and live along the corridor and are familiar with MnDOT and past projects and to learn from those who practice engagement work in the I-94 corridor themselves. Using this method, MnDOT and its consultant team practiced the overarching guiding principle of co-powering with local knowledge and applied it to the planning of the engagement work itself at a neighborhood level. They reached out to over 50 organizations spread throughout the corridor in two rounds of engagement, and participated in a combination of formal and informal small-group and one-on-one listening sessions with over 100 people in total. A MnDOT Community Engagement Specialist also conducted one-on-one conversations with these and other organizations and citizens throughout the corridor. In addition, Rethinking I-94 project staff and consultant team members met with three MnDOT Employment Resource Groups (ERGs)—African American, Asian, and Indigenous. ERG members provided input on how to reach various underrepresented populations and shared their perspectives as community members and MnDOT employees. The team introduced Rethinking I-94 to participants before sharing information about their neighborhoods and communities. In the sessions, the team asked participants what elements of engagement were important to them, how they thought MnDOT could better engage with them—and other communities in their area—and what else MnDOT might need to know to create an engagement toolkit focused on listening, creating dialogue and building stronger relationships along the corridor. Participants selected the meeting location, including their offices, neighborhood coffee shops and even at a kitchen table.

Quantitative Assessment for Segmentation and Values Laddering

This phone study used targeted polygon dialing and supplemented with online data gathering among Twin Cities residents who live within one mile of I-94. Respondents were screened on the following criteria:

- Must be 18 years old
- Not employed by state or marketing research agencies
- Reside in Hennepin and Ramsey counties
- Use I-94 frequently—At least four times a week

The questionnaire included the following sections:

- Familiar information with regard to I-94 corridor plans
- Expectations from MnDOT and how to participate and provide feedback
- Civic engagement behaviors and attitudes
- Media usage for news and weather-related items
- Laddering exercise that captured desires and expectations from living around the corridor; personal benefits and values of impacted residents
- Demographics and other relevant questions

The consultant team collected interviews using a convenience sample among registered landline and cell phone numbers as well as an online opt-in sample:

- 1,256 total interviews
- The team contacted 801 individuals using the telephone using polygon dialing.
- The team contacted 455 individuals using an online panel.
- The team employed English and Spanish in the interviews.
- Fielding took place between February 2017 – March 2017

The team identified market segments and used survey data to complete values laddering. In addition, a report documented common themes for various market segments based on open-ended responses to certain questions.

Case Studies

Case Studies document community engagement processes, strategies and tactics used in six recent transportation projects in Minnesota. The selected projects represent a variety of project types, scales, and steps in the project development and community engagement processes. Each case study describes issues and engagement challenges, outcomes and pivotal outreach activities.

Zone Profiles

The consultant team assembled information about demographics, organizations, key destinations, festivals and events for each of the six zones in a document called “Zone Profiles.” This information uses data collection in the Desk Research and supplements information about known festivals and events based on online research.