

# YOUNG LEADERS COLLABORATION TOOLKIT



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# INTRODUCTION

## Introduction to the Young Leaders Collaboration Toolkit

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This toolkit...

<b>Is for public policy writers wanting to:</b>	<b>Includes materials and activities that:</b>
<ul style="list-style-type: none"><li>• Create power-sharing collaboration possibilities with youth through exchanging information and valuing lived experience</li><li>• Center youth voices in public policy</li><li>• Build individual and group capacity for civic engagement</li><li>• Imagine new ways to engage youth and other ages for policy development</li></ul>	<ul style="list-style-type: none"><li>• Span the project timeline from recruitment and relationship-building to youth presenting final recommendations</li><li>• Can be used as an entire curriculum or as separate materials</li><li>• Can be adapted to other contexts</li><li>• Can be used for free (please acknowledge the Met Council as a source)</li></ul>
<b>Was created and implemented by the Metropolitan Council as:</b>	
<ul style="list-style-type: none"><li>• The 2023 Young Leader’s Collaboration, a civic engagement project to inform regional policy for the Regional Development Guide <i>Imagine 2050</i>.</li><li>• A project involving nine organizations over two cycles of the curriculum (2023 and 2024), including 80 participants aged 14-45.</li><li>• A prioritized set of engagement findings to inform regional policy in land use, housing, parks, and transportation.</li></ul>	

# MATERIALS FOR RECRUITMENT OF ORGANIZATIONS



## Recruitment email to organizations



### Project purpose

The Metropolitan Council is a regional body that oversees all the Twin Cities regional wastewater, metropolitan transit, housing projects, and regional planning efforts. The Council is working on the creation of *Imagine 2050*, the long-range plan to guide growth and development through the year 2050. *Imagine 2050* includes the vision for the region and policies designed to meet that vision within the Council's statutory authorities. We are looking for advice from residents who will live in the region in 2050. Young people are these future residents! The Council will partner with six organizations, each connecting with eight to ten leaders aged 14-24. The meetings will be held at the organization's location to reach young people close to where they live. The information/feedback will be shared with Council policy makers and staff.

### Project goals

- Embed young people's perspectives in the 2050 Development Guide Process
- Create relevant, credible engagement to help policy makers understand the future of the region
- Build Council capacity to better include youth leadership, expertise, and experience
- Widely disseminate young leaders' ideas and engagement results
- Further build young leaders' practice of civic engagement and policy work

### To apply:

Complete this online declaration of interest by **December 12, 2022**.

### What will leaders and the organization get from the project?

- Fun activities, a chance to dream about the future, and a way to connect to policy makers
- A central voice in shaping the guiding values of regional policy affecting housing, transportation, parks, and water
- A chance to build engagement and leadership skills in the real world
- A chance to talk to people in your community and make sure their ideas are heard
- A chance to build networks with policy makers and early career mentors
- A stipend for the organization (\$10,000) and each youth leader (\$750)

## Participation eligibility

An organization is eligible to declare interest in participation if it has existing young people’s leadership development. This may include youth development organizations, non-profits, colleges, schools, or other organizations with a young people’s leadership development component.

## Project description

What are young people’s perspectives about the greater Twin Cities region now and in the future? What do they need from the region where they live now and as they become adults?

This project will elevate young leaders’ perspectives to generate high-quality engagement data through a process that their trusted organization and youth leaders help design. Young people will work with early career professionals and have opportunities to meet regional policy makers to share their ideas.

Each organization will recruit a cohort of 8-10 leaders ages 14-24. Meetings will be held at the organization. Total engagement time will be approximately 30 hours (including independent work), but this will be structured to fit the scheduling needs of participating young leaders and the organization.

**Timeline: Primary project activities will occur between February and June 2024**

Date	Action	Result
By January 4	Selection of collaborating organizations.	Planning team in place.
By January 31	Two planning meetings with the Council.	Plan workshop structure.
March 1 to May 30	Activities to understand present and future youth needs, perspectives.	Policy advice from young leaders and organizations.
April 1 – June 30	Collaborative review, presentation to policy makers.	Ensure clarity on young leader recommendations, policy makers understand recommendations.
Summer 2024	Final report, information about how advice was used, future activities based on pilot program.	Accountability by the Council, future ways for interested young people and organizations to connect with the Council.

## Instructions and criteria for selecting organizations

This set of criteria was used to select organizations who submitted a declaration of interest for participation in the 2024 Young Leaders Collaboration.

### Guiding criteria

1. Select the group of organizations based on organization capacity **and** creating geographic and social diversity.
2. Select alternates for each geographic region based on acceptable candidates.

### Organizational criteria

- A. Capacity to successfully recruit 8-10 young leaders ages 14-24 living in the region to complete all activities (about 30 hours of work total).
- B. Contribution to geographic diversity of the project.
- C. Commitment to the outcomes/values of the research project (cultivating young leaders' interest in civic engagement, policy, and research).
- D. Contribution to the social diversity of the project (We seek diverse perspectives to weigh in on regional issues and the Metropolitan Council systems and policies from young people across race, ethnicity, income, national origin, and ability).

### Additional information:

The application was written to create minimum barriers for participation for the organization. As a result, the information on the application is not extensive. I encourage you to review their website and draw on your community knowledge in scoring the applicants.

Once we have selected a cohort of organizations to reflect diverse geographies in the region and they have accepted, each organization will begin the process of recruiting young leaders, solidifying a meeting space and time, and prepared to coordinate with Metropolitan Council staff.

# Outlining responsibilities of the sponsor and participating organizations

Organizations participating in the Young Leaders Collaboration needed to know what was expected of them and the youth participants. At the same time, the government agency needed to be transparent about what it would do, what the organization and youth would receive for participating, and how the agency would be accountable. The procurement process did not have these aspects of accountability and trust building. This document was intended to be the complete contract. However, due to rules within the Metropolitan Council organization, it became an addendum to the contract. The Met Council YLC team discussed this memo with the organization in the “get to know you” meeting.

## Understanding of Collaboration

Between  
Metropolitan Council (Council)  
and  
[Youth Serving Organization] (Contractor)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Council and the contractor to serve as a community partner in the Metropolitan Council Youth Cohort. The relationship between the Council and the contractor aims to facilitate the community organizations’ youth participants to engage in the Youth Cohort curriculum and experiences. The outcome of the youth cohort will be policy recommendations developed from youth participants’ perspectives to help guide the 2050 regional planning process.

### Background

The regional comprehensive planning process takes place every ten years with the purpose of creating a shared regional vision for the Twin Cities seven-county metropolitan area. A comprehensive plan is a long-range planning document that describes the broad vision for the future of a community by addressing key elements such as land use, transportation, water resources, housing, and parks and trails. The comprehensive plan provides the opportunity for a regional approach to solving complex problems, develop programs and policies to address emerging opportunities and challenges, and fostering orderly economic and community development in the Twin Cities region. While the comprehensive planning process engages with a variety of stakeholders in diverse geographies, youth constituencies and their perspectives have been absent in the regional planning process. This project aims to incorporate young leaders’ voices, values, and policy recommendations in the 2050 regional development guide planning process to ensure that youth perspectives are considered in regional planning.

### Purpose

This MOU will help to gather and develop the perspectives and values of young people into policy recommendations. These policy recommendations will assist Council staff in incorporating youth priorities while developing the 2050 comprehensive plan.

The above goals will be accomplished by undertaking the following activities.



## Contractor responsibilities

### Give advice and participate in data analysis:

1. Meet with Council project team members twice before the workshop experience begins and once after the experience.
2. Coordinate with young leaders to ensure participation in all workshop meetings and curriculum.
3. Maintain confidentiality of young peoples' voices within the process as appropriate.
4. Coordinate locations for workshops, and coordinate with Council staff to set dates and times of these meetings. Provide meeting location and at least one staff member onsite during meetings between Council staff and young leaders.

### Provide organizational and logistical expertise:

5. Recruit between 8 and 10 young people, ages 14-22, to participate who are available for all the workshop experiences. The workshops will be held at dates and times that will be finalized with the organization later for an estimated 30-hour total commitment by young leaders.
6. Assist the Council in designating youth leader participants.
7. Recruit members of the community organization to have a staff presence to help with logistics and supporting participants from their youth community organization.
8. Collect signatures for waivers by all participants before the workshop date.
9. Ensure participants are present and engaged in all workshops, activities, and curriculum.
10. Aid in identifying young leaders from the organization's participants to speak to council members, advisory committees, and council staff to present youth perspectives, values, and policy recommendations for the 2050 regional planning process.
11. Present invoice for total consultant fee at the end of the collaboration period. (\$10,000 plus \$750/young leader participant).
12. Distribute \$750 stipend to young participants upon successful completion of the workshops.

## Council responsibilities

13. At the completion of these tasks, the organization will be paid \$10,000 plus \$750/young leader successfully completing their portion of the project. The organization will be paid in two parts. The first will be \$5,000 plus \$750/young leader. The second payment of \$5000 will be made immediately after evidence of successful distribution of young leader funds. Additionally, the Council will attend to details of:

### Curriculum and engagement

14. Organize meetings with each community organization before the start of workshops.
15. Deliver a high-quality workshop experience that provides a space to learn about the Metropolitan Council, the Regional Comprehensive Planning process, and empowers young leaders to provide policy recommendations that reflect their values and priorities.
16. Value youth input and mentor youth on communication, collaboration, and other skills.
17. Allow a space for young leaders to present their policy recommendations and perspectives to relevant council members and staff.
18. Make findings available to stakeholders in ways that are useful and accessible to the community organizations.

### Logistics

19. Maintain attendance and project completion checklist for all young leaders.
20. Present a certificate of completion to each young leader who completes the workshop.
21. Council staff and research team will meet with community organizations before and after the workshops.
22. Arrange food during the in-person workshop events.

23. Provide compensation for organization and youth effort while being good stewards of taxpayer money.
24. Demonstrate a process to ensure the safety of youth through background checks of all Council engagement staff and appropriate protection of participants' rights.
25. Reimburse reasonable expenses for time, expertise, transportation, and food.
26. Deliver youth presentations to Council members, policy experts, and relevant community development staff between April 30 and June 30, 2024. Exact dates to be determined in conversation with community organization.

#### Reporting

A principal council engagement staff member will evaluate effectiveness and adherence to the agreement. Evaluation will happen on or before July 1, 2024.

#### Funding

At the completion of these tasks, the contractor will be paid \$10,000 plus \$750 per young leader completing the program within 30 days of receipt of invoice. Payment will be in two parts, as stipulated above.

# Conversation framework to understand organization needs

## Introduction to the framework

No organization is alike, and youth participating in organizations have different goals, experiences, and identities. This conversation template was used to help the agency tailor the Young Leaders Collaboration to the organizations and youth's goals for participation. The meeting was an opportunity to share the YLC curriculum and answer questions. The Metropolitan Council requested that youth and adult leaders be present at this conversation. The Understanding of Collaboration was shared in this document.

## Get to know you conversation

At our meeting, we'll review the phases of activities we've developed for the collaboration (the pdf sent to you). We are open to modifications from you to help meet the goals of the collaboration.

We want to learn more about the young people in your organization and your goals for participation.

Tell us what you want to get out of our collaboration.

1. What experiences have young leaders in your organization had that they could draw from for this work? What are their strengths? What are they confident about?
2. What would be the best schedule for youth? We need up to 20 hours of together collaboration time, including presentations. This needs to be completed by the end of May. Additionally, youth will work together and in the community on projects independently for 10-15 hours between program start.
3. We work in five policy areas. Are any of these of special interest to your group?
4. What do we need to be aware of to make this a successful collaboration?
5. What do you need to know from us?

**Continued next page...**

## **Go over this information in meeting:**

### Goals of the collaboration:

- Foster youth capacity for civic engagement and policy work.
- Build Met Council capacity to value youth leadership, expertise, and experience.
- Create relevant, credible engagement to understand the future of the region.
- Embed equity in the regional development guide vision process.
- Widely share youth perspectives and communicate how their ideas were incorporated in the regional development guide.

### **Expectations of your organization and of the Met Council:**

Note: some small details may change due to contract requirements in procurement. This is not the contract but provides key details.

### **Your responsibilities:**

#### Give advice to create a successful experience:

- Meet with Council project team members twice before the workshop experience begins and once after the experience.
- Coordinate locations for workshops, and coordinate with Council staff to set dates and times of these meetings. Provide meeting location and at least one staff member onsite during meetings between Council staff and young leaders.

#### Provide organizational and logistical expertise:

- Recruit between 8 and 10 young people, ages 14-22, to participate who are available for all the workshop experiences. The workshops will be held at dates and times that will be finalized with you for an estimated 30-hour total commitment by young leaders. At least ten of these hours will be independent work without Council staff. Collect signatures for waivers by all participants before the workshop date.
- Ensure participants are present and engaged in all workshops, activities, and curriculum. If projects and time in meetings are not completed, the Council will not pay stipend funds for the youth who did not complete the work.
- Provide transportation or ensure youth can go to one visit to Council offices to present to Council members, advisory committees, or Council staff.
- Present invoice for total consultant fee at the end of the collaboration period. (\$10,000 plus \$750/young leader participant).
- Distribute \$750 stipend to young participants upon successful completion of the workshops. Ensure each young leader receives appropriate tax documentation in January 2024.

### **Council responsibilities**

- At the completion of these tasks, the organization will be paid \$10,000 plus \$750/young leader successfully completing their portion of the project. The organization will be paid in two parts (pending Council procurement approval). The first will be \$5,000 plus \$750/young leader. The second payment of \$5000 will be made immediately after evidence of successful distribution of young leader funds. Additionally, the Council will attend to details of:

## Curriculum and engagement

- Convene meetings with each community organization before the start of workshops.
- Deliver a high-quality collaboration experience that provides a space to learn about the Metropolitan Council, the Regional Development Plan process, data analysis, priority setting, and personal experience. Collaboration empowers young leaders to provide policy recommendations that reflect their values and priorities.
- Value youth input and mentor youth on communication, collaboration, and other skills.
- Create a space for young leaders to present their policy recommendations and perspectives to relevant Council members and staff.
- Make findings available to stakeholders in ways that are useful and accessible to the community organizations.

## Logistics

- Maintain attendance and project completion checklist for all young leaders.
- Present a certificate of completion to each young leader who completes the workshop.
- Council staff will meet with community organizations before and after the workshops.
- Arrange food during the in-person workshop events.
- Provide compensation for organization and youth effort while being good stewards of taxpayer money.
- Demonstrate a process to ensure the safety of youth through background checks of all Council engagement staff and appropriate protection of participants' rights.
- Deliver youth presentations to Council members, policy experts, and relevant community development staff between April 30 and June 30, 2023. Exact dates to be determined in conversation with community organization.

## Evaluation

A principal Council engagement staff member (Darcie Vandegrift or Gaby Olvera) will evaluate effectiveness and adherence to the agreement. Evaluation will happen on or before August 1, 2024.

## Funding

At the completion of these tasks, the contractor will be paid \$10,000 plus \$750 per young leader completing the program within 30 days of receipt of invoice. Payment will be in two parts, as stipulated above.



# WORKSHOP 1: KICKOFF AND INTRODUCTION

# Workshop 1 Participant Agenda

## KICK-OFF WORKSHOP

### Agenda

- 5:00 p.m. Dinner
- 5:15 p.m. Introductions, “Fast Name Game”
- 5:25 p.m. “Get to Know Each Other”
- 5:35 p.m. Regional mapping part one: “Your Life on a Map!”
- 6:15 p.m. Project introduction
- 6:25 p.m. Metropolitan Council 101
- 6:30 p.m. Regional Mapping part two: “Plan a Region” activity
- 7:15 p.m. 10- minute break
- 7:25 p.m. Regional mapping part three: “Council Systems in your Neighborhood”
- 7:45 p.m. Strengths and growth areas
- 8:00 p.m. Worries, hopes, and workshop reflection
- 8:15 p.m. Brief feedback session and clean-up

Next workshop: [Put date of next workshop here]

# Workshop 1 Schedule and Script

## Kickoff

This is the complete script for the kickoff workshop one. It includes instructions on how to do each activity and links to the key handouts needed for kickoff workshop one.

### Supplies needed

- Maps of county where workshops will be held.
- Sticky nametags
- Pencils (mechanical or sharpened)
- Tabloid 11x17 paper (one for each participant) for the mapping activities. One activity each side.
- Papermate Felt tip pens – flair porous-point pens, .7mm, assorted ink colors pack of 12 pens. These are used to draw maps.
- Sticky notes for worries and hopes exercise
- Sticky poster paper for worries and hopes exercise
- Projector

### Tasks assigned to team members:

- Coordinating food order
- Printing
- Waivers
- Tracking attendance:
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule and Script:

This schedule offers a summary of each activity. As needed, detailed scripts and handouts are included in the following pages.

**5:00 p.m. Dinner**

**5:15 p.m. Introductions: “Fast Name Game” (activity, 10 minutes)**

Before beginning this activity, have everyone stand in a circle. Disperse staff around the room. Start with the students in the center.” disperse staff team around the room.

The name game uses name association to help us learn each other’s names. Everyone will go around in a circle saying their name and another word with the same first letter. The next person will say the name and association of the previous person, and then their own name and association. If my name is Mulki, I could say, “Mulki Magic.” Then if Sergio is next, he would say, “Mulki Magic”, Sergio Spectacular.”

**[Note to facilitator:** Use your own name and the person next to you in the example.]

**5:25 p.m. “Get to Know Each Other” (activity, 10 minutes)**

- Young leaders and Metropolitan Council staff split up into four groups (3-4 people in each group).
- (For 5-7 minutes) Identify four-to-five things you all have in common and three things you don’t have in common.
- (For 2-5 minutes) If time permits, each group shares the things they have in common and things they do not.

**5:35 p.m. Regional mapping part one: “Your Life on a Map!” (Activity, 45 minutes)**

Goals for this activity:

- Get to know each other and the places we live.
- Think about space and regions.
- Connect our lives with Met Council policy.
- Identify places where we have important relationships with other people.

(Script is available in the “handouts and activities for workshop 1”)

**6:15 p.m. Project introduction**

Introduce the project and give an overview (We used the handout to present the phases of the project.)

**Listen:** What is the topic you are most interested in and why?

**[Note to facilitator:** This question helps get to know the group and plan how to deliver the curriculum based on their interests. Facilitators can refer to individuals as the curriculum moves to topics, they are interested in.]

**6:25 p.m. Met Council 101/ What is the Met Council?**

Introduce young leaders to the work done at the Met Council.

Presentation is available [here](#)

**[Note to facilitator:** This section will be modified for your organization. Explain your agency to the workshop participants.]

**6:30 p.m. Regional mapping part two: “Plan a Region” (Activity, 30 minutes)**

Introduce the topic of regional planning through a hands-on activity where participants design a region, adding elements from the Met Council's policy areas.

**7:05 p.m.**

**10-minute break**

**7:15 p.m.**

**Regional mapping part three: "Met Council Systems in your Community"**

Goals for this activity:

- Learn about regionalism and think regionally.
- Identify ways to manage growth, development, and land use.
- Identify how policies influence urban, suburban, and rural cities.

**7:25 p.m.**

**Strengths and growth areas**

Goals for this activity:

- Identify strengths and growth areas
- Help workshop leaders understand participant strengths and growth areas to enhance collaboration during workshop series

**7:40 p.m.**

**Closing: Worries and Hopes**

Goals for this activity:

- Identify worries and hopes for participants.
- Help workshop leaders understand how to prevent worries.
- Record hopes to celebrate our accomplishments at the end of workshops.

**7:50 p.m.**

**Brief feedback session and clean-up**

- What was good about the workshop tonight? What are things to improve on?



# Workshop 1 Activities Detail and Handouts

## Introduction

This section breaks each activity into individual components. Toolkit users may lift one or several activities to do outside of complete curriculum.

## Regional mapping part one: Your life on a map!

**Total time needed:** 45 minutes

### Materials needed:

- For each participant– tabloid size paper, pencils, and colored fine tip felt markers
- Slide with “Ideas to include” listed in step 1, questions from step 2
- Projector

### Total staff needed:

- One facilitator, one staff member taking field notes in each small group

### Script:

“Let’s talk about why we are starting with a map drawing activity. The Metropolitan Council focuses on our region. All the work we do is focused on planning outcomes for our specific geography. Therefore, neighborhoods and communities are at the heart of what we do. Let’s get to know each other by:

- Getting to know each other and the places we live.
- Thinking about space and regions.
- Connecting our lives with Met Council policy.
- Identifying places where we have important relationships with other people.”

### Step 1: Draw your map (distribute supplies for map) (20 minutes)

Facilitator distributes supplies.

“Draw a map of the town where you currently live. When you think of a map, you might think of an atlas or a roadmap—something that tells you where something is so that you can find it. These maps are slightly different. We don’t want you to worry about making your map super accurate or feel like you must put everything in exactly the “correct” place geographically. That’s not what we care about. We care about is that you draw on your map the places around your town that mean the most to you. What’s most important is that you put these places on the map, more than that they are in the correct spot.”

“Some ideas to include: [project onto screen]

- Your home.
- Anywhere else you have lived before.
- Your important places: 3-5 places that matter most to you.
- Important landmarks, places that you think are important and make the town what it is.
- Sidewalks, trails, roads, or public transit routes that you travel often.
- Other places that are important to you.”

“After we’ve completed the maps, we will take some time to discuss them. Does anyone have questions?” [pause for questions]

**Step 2: Talk about your map with one other participant.** (10 minutes, may extend if discussions are going well)

Ideally, place one staff notetaker with each pair to take notes on key themes from the conversations.

1. Why are these places important to you?
2. Who are the important people or communities in these places?
3. Are there places on this map where you feel most welcomed? Least welcomed?
4. What do your two maps have in common?
5. How many places have you lived? How would you describe these places?
6. After looking at your maps, how would you describe the town to people who don’t know the area? What are they like? How would you describe your neighborhood?

**Step 3: Share with whole group** (10-15 minutes)

We would love to hear what everybody talked about in your groups.

- What are big ideas you’d like to share with the group?
- Is there something your partner said that you liked? What resonated with you?
- What did you learn about your town?
- What questions do you have about your town after making this map? What would you like to know more about?

## Regional mapping part two: “Plan a Region.”

Total time needed: 30 minutes.

Materials needed:

For each participant – Land use map of county where workshop is held, blank regional map template (with different types of communities: urban core, suburban, rural, etc.) pencil, colored fine tip felt markers.

Total staff needed:

- One staff member per group
- One staff member facilitating

NOTE: This activity is policy focused. Connect with staff in your organization who work with a policy area to ensure information is correct and up to date. Be prepared to go off script to answer policy area questions from the group.

### Script:

For this portion of the activity, we will be divided into pairs and/or groups (depending on the ratio of staff to participants)

[Pass out a [regional map template](#) and [land use map \(example in link\)](#) to each pair or group.]

### Step 1: Name your three communities

First, check out the “regional map template” handout. With your partner or group, we will work together to fill in and modify the imaginary regional maps. These maps are an imaginary, simplified version of a region. As a **simplified** activity, we will be working with an imaginary region that has three communities/cities - one urban, one suburban, and one rural. We listed the population for each community on the bottom of the map. I want to note that regions have more cities and therefore we must consider how one city impacts the region.

Before we start, go ahead and name your cities in your region. You have 1-2 minutes.

Everyone can go ahead and share any fun or creative city names.

### Step 2: Regional thinking question – Forecasting

(3-4 minutes)

Discuss with the group: Let’s say a well-known corporation moves their headquarters/offices to the suburban community in your region. What kind of impact will that make on your region?

*Explanation of forecasting, purpose of forecasting, and why it is important:*

- The Met Council has staff who calculate forecasts for 5, 10, 20, and 30 years into the future.
- Some key forecasting information includes regional and local-level data for: population, number of households, and employment.
- Explain how the scenario presented above might impact forecasting and why it is important for us to know this information. Explain how it impacts growth and development across the various policy areas. You’ll have an opportunity to provide more details in policy area discussion below.

### Step 3: Policy area 1: Managing growth, development, and land use (6 minutes)

(2 minutes to discuss with each other, 2 minutes to share aloud.)

Imagine yourself as a regional planner. You must think about how different systems interact with each other and how it impacts both growth of a population and development in a region.

Land Use uses forecasted growth in population, households, and employment in a community to determine what development patterns will happen in the city. Let’s look at the [land use map \(example in link\)](#) that was passed out.

1. What do you notice about this land use map? What do you think the different colors and categories indicate?
2. What do you notice about the difference in land use categories? Why do you think some communities are greener and others more yellow?

Land use maps tell cities where they can develop and what they can develop in those areas. It is important for cities to have land use categories because it helps to protect natural resources, helps to improve transit and transportation, and it even helps a city create land use patterns that provide businesses and industries (like schools) with access to people, materials, and markets. And if forecasting tells us that they will see a growth in population, land use policy and land use maps help guide development and growth in the region. We will be thinking about forecasting and how that will influence our region, and how we can manage that growth and development in the long term for this exercise.

Now let's look at your imaginary regional maps. Today, your task as a regional planner is to consider how land is used and how we guide development in the region. And you will need to keep in mind how rural, suburban, and urban communities land uses differ as you fill in your maps and discussion questions.

Rural communities usually have fewer people and that is because the land in rural areas is used for agricultural purposes. That means that fewer people live on this land and homes are spread farther apart.

Suburban communities are in the middle (between urban and rural). They have fewer people than urban areas, but more than rural.

Urban communities are the most urbanized cities, meaning that they have a lot of people in one area and/or dense development. This means you must accommodate more people in one area of the region than the rest.

Because land use focuses on how development is guided, where people are, and where people need to be. It means that land use policy is part of other areas the Met Council creates policy for. For the Met Council that includes policy around housing, water resources and services, regional parks, and transportation.

#### **Step 4: Policy area 2: Housing (6-7 minutes)**

Let's start with Housing Policy. **3 minutes to discuss with each other, 2 minutes to share.**

1. Where do people live and where do people want to live? (Near work, near parks, etc.). Draw your map.
2. What housing needs do you and other people have? How might that change based on where you live in a region?
3. How does the type of housing and amount of housing built in a city change based on the type of city it is? (rural Vs. urban Vs. suburban) Draw this out and fill in your maps with housing and label what type of housing it is.

Share your thoughts with the group. Why do you think we cannot build the same number of homes in a rural community and an urban community?

Size of population; preserve natural resources; industries that require agricultural land; would not be efficient growth or development of the region (if we added lots of people to a rural area suddenly, we would have to make sure our systems accommodate that growth. That means we would have to ensure we have the right infrastructure to serve a lot of people in a short amount of time like transportation options and infrastructure, water resources, etc.)

Housing is not an area that the Met Council has complete authority over, but there are a few aspects of housing policy that communities must abide by and that includes **land use density**. Parameters exist around the type of community/city in a region. In more urbanized communities with more people like the City of Minneapolis, there is higher density meaning you can build more housing units per acre (apartment buildings, duplexes, houses are closer together, etc.) and in less urbanized areas like some suburbs and rural communities, there are larger homes with more land. That is why in rural communities sometimes we see 1 house every 3 acres or so.

Affordable housing is important in a region because not everyone can afford the same things. The Met Council ensures that cities have specific land guided for affordable housing based on the affordable housing needs of each community that the MC identifies.

#### Step 4: Policy area 3: Water resources (5-6 minutes)

Ok, so there are homes in your region. But what about water? **2-3 minutes: discuss with each other, 2-3 to share aloud.**

1. What role does water play in your life? Where is there water on your map?
2. What role does water play in the region?
3. How do you think we need to think about water on a regional level?

The Met Council's Water Resources Policy Plan focuses on ensuring sustainable water resources in the region. The plan aims to balance the demands of growth with the protection and management of our lakes, rivers, streams, wetlands, and groundwater.

There are three components to water resources: The first is **wastewater and treatment**: the Met Council owns and operates regional wastewater collection and treatment systems for the urbanized portion of the metro area. Essentially, they clean the waste coming in from the sewer system.

Second, we have **water quality**— the Met Council is responsible for ensuring that waste treatment management policies, programs, and facilities are implemented in the metro area to provide wastewater treatment and urban stormwater management to protect water quality in the region. In addition, the Met Council in cooperation and consultation with our many partners fills gaps in monitoring and assessment of the water quality of area lakes, rivers, and streams.

Regional **Water Supply**: The Council's role in water supply planning includes developing the regional Master Water Supply Plan, maintaining a regional database of technical information related to water supply issues and concerns, aiding communities in the development of their local water supply plans, and identifying approaches for emerging water supply issues.

#### Step 5: Policy area 4: Regional parks and trails (5 minutes)

The Met Council oversees the regional parks and trails system in the region and works on making this system equitable and accessible. The Met Council works on expanding, conserving, and maintaining our regional park and trail system while connecting the system to natural resources important to our region, such as lakes. Some of the regional parks and trails planning goals are to preserve high-quality resources, increase climate resiliency, foster health outcomes, connect communities, and enhance quality of life. Currently, there are a total of 56 regional parks and reserves with regional trails totaling over 400 miles. Our system also has recreational features such as the Como Park Zoo located in the Como Regional Park in St. Paul. While the Met Council does the planning for these parks, local agencies are the ones who operate and maintain the regional parks. This includes 10 partnering counties, cities, and special districts.

**2 minutes discuss with each other, 2 minutes to share aloud.**

1. Draw: Add regional parks and trails to your map.
2. Do you ever go to regional parks?
3. Why is it important to have regional parks and trails?

#### Step 5: Policy area 5: Transportation (6 minutes)

At this point, you all have considered housing and water in your region. Now, let's discuss: How are we supposed to get around? **2-3 minutes with each other, 2 minutes to share aloud.**

1. What forms of transportation are important to you?
2. What forms of transportation and transportation infrastructure (roads, highways, etc.) are important for the region? Add a few examples of them to your map.



### 3. Why do you think we plan transportation policy as a region?

People in the Twin Cities metro area are on the move. Every day residents take nearly 10 million trips, whether it's in a car, a bus or train, or by biking or walking. On weekdays, those trips total nearly 70 million miles. Therefore, we need a transportation policy plan that creates goals and objectives for the region to create an accessible multimodal transportation system to meet the demands as the population grows in the region. So, as a metropolitan planning organization, the Met Council is charged under state and federal law with overall planning for the seven-county metro region's transportation system, including highways, transit, aviation, bicycles, and pedestrians. Because efficient movement of people and goods supports a healthy economy, a high-functioning transportation system is essential to a prosperous regional future.

## *Strengths and Growth Areas*

15 minutes.

Handout is available on the next page. Give it to participants now.

“To bring your full potential to this project, it's essential to know what you feel confident about – your strengths- and what you'd like to be able to do better – your growth areas. Here is a list of qualities that people have. What do you see in yourself here? What would you like to see? Take some time to reflect on your strengths, as well as your growth areas. Use this handout and write 1-3 words to describe your strengths and then your growth areas.”

Allow 3 minutes for people to select strengths and growth areas. Facilitator can watch to see when everyone looks finished or if participants have questions about what words mean.

“If you feel comfortable, please share your strengths and growth areas that you want to explore as we work together in the workshops.” (Notetaker records what people say – use to offer encouragement as the workshops progress.”

## *Closing: Worries and Hopes*

**10 minutes**

What do you worry about in this project? What do you hope for? Spend 5 minutes thinking about your worries and hopes for the collaboration project we're doing together.

Find a partner. Share your worries and hopes. When you are ready, write them on the sticky note and stick them on the big poster board.

Make a big circle, select a couple of posts from the wall from both Worries and Hopes. Read out loud, alternating between worry and hope. Start with worry, end with hope.

Alternative activity: Read a worry and a hope out loud. If you feel the same step into the circle. (Give them time to share why is this a hope or worry for you).

- Adaptability:** I adapt easily to new situations.
- Bravery:** I have taken frequent stands in the face of strong opposition.
- Caring:** I know how to comfort others.
- Cautiousness:** I tend to take precautions.
- Competence:** I come up with good solutions.
- Creativity:** I like to solve complex problems.
- Curiosity:** I like to know how things work.
- Good memory:** I can handle a lot of information.
- High achieving:** I do more than what's expected of me.
- Ingenuity:** I am full of ideas.
- Intellectual:** I am quick to understand things.
- Leadership:** I take charge.
- Optimistic:** I look on the bright side.
- Organized:** I keep things tidy.
- Patience:** I am usually a patient person.
- Persistence:** I don't quit a task before it's finished
- Rationality:** I do things in a logical order.
- Romanticism:** I see beauty in things others might not notice.
- Team-player:** I enjoy being part of a group.
- Wisdom:** I have a broad outlook on what is going on.

**Please describe 1-3 strengths of which you can contribute to this project.**

**Please describe 1-3 growth areas where you can learn a new skill during this project.**

To get started:

1. Add your name to this sheet and your Regional Map
2. Work with your partner/group to add a name to the communities in your region. **(At the Metropolitan Council we refer to cities and townships as communities).**

### Regional thinking

Let's say a well-known corporation moves their headquarters/offices to the suburban community in your region. **What kind of impact will that make on your region?** (Think about how the policy areas and systems listed above will be impacted.)

### Policy area 1: Managing growth & development/land use

1. Look at your county's land use map:
  - a. What do you notice about this land use map? What do you think the different colors and categories indicate?
  - b. What do you notice about the difference in land use categories? Why do you think some communities are greener and others more yellow?

### Policy area 2: Housing

1. Where do people live and where do people want to live? (Near work, near parks, etc.).
2. How does the type of housing and amount of housing built in a community (city) change based on the type of community (city) it is? (urban vs. suburban vs. rural)
  - a. Fill in your regional maps with housing and label what type of housing it is.
  - b. Why do you think we can't build the same number of homes in a rural community as an urban community?

### Policy area 3: Water resources (policy area and system)

1. What role does water play in your life?
2. What role does water play in the region?

### Policy area 4: Regional parks and trails (policy area and system)

1. Draw: Add regional parks and trails to your map
2. Do you ever go to regional parks?
3. Why is it important to have regional parks and trails?

### Policy area 5: Transportation (policy area and system)

1. What forms of transportation are important, and important to you?
2. What forms of transportation and transportation infrastructure (roads, highways, etc..) are important for the region? Add a few examples of them to your map.
3. Why do you think we have to plan transportation policy as a region?

# Image of map for "Plan a Region" activity

Use linked file to download high quality layout [here](#).



# WORKSHOP 2: DATA & STORY SESSIONS/ TOPIC PRIORITIZATION



## Workshop 2 Participant Agenda

### Story Sessions and Issue Prioritization

#### Agenda

- 12:00 p.m. Gather for lunch.
- 12:15 p.m. Reconnect activity
- 12:45 p.m. Introduce workshop activities and goals.
- 1:00 p.m. Story sessions: Your data analysis and personal stories
- 2:45 p.m. Topic prioritization activity: What's most important?

Next workshop: [Put date of next workshop here]

## Workshop 2 Schedule and Script

### Story Sessions and Issue Prioritization

This is the complete script for “story sessions and issue prioritization” workshop two. It includes instructions on how to do each activity and links to the key handouts needed for “story sessions and issue prioritization” workshop two.

#### Supplies needed

- Handouts with data and questions for story sessions (see sample in schedule script and in “activities detail” section)
- Computer with internet and connection
- Projector
- Pencils (mechanical or sharpened)
- Sticky notes for prioritization exercise
- Sticky poster paper for prioritization exercise

#### Tasks assigned to team members:

- Coordinating food order
- Printing
- Waivers- some may still need to return them
- Tracking attendance:
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule & Script:

**noon**      **Gather for lunch**

**12:15 p.m.**    **Reconnect (activity, 30 minutes)**

Share your name, pronouns if you choose, and something you're passionate about.

Recap kickoff workshop.

- Tested our memory with the name game, learned what we had in common and not.
- Mapped where we live and have lived, our favorite places, and landmarks like churches, schools, soccer fields, parks, etc.
- Learned about the different Metropolitan Council policy areas.

**Ask participants:** What is something you learned about yourself or others with this activity?

**12:45 p.m.**    **Introduce workshop activities and goals**

**Goals for today:**

- Analyze data about the region and connect it to your individual stories.
- Formulate topic priorities to develop recommendations for the region.

**1:00 p.m.**    **Analyzing data in story sessions. (activity, 1 hour 15 minutes)**

**Goals for this activity:**

- Connect participant experiences to policy areas through exploration of regional data.
- Learn more about Met Council data related to topics of interest to participants.
- Build participant capacity to discuss quantitative data.
- Prepare participants to prioritize topics.

Script for story sessions and topic prioritization activities is in the "Activities Detail" section

**2:15 p.m.**    **Topic prioritization: What's most important? (activity, 1 hour)**

**Goals for this activity:**

- Reflect on lived experience and qualitative and quantitative data about the region.
- Brainstorm and write down issues and policy areas that warrant prioritization.
- Build group consensus and identify the group's top priorities.

Script is available [here](#)

## Workshop 2 Activities Detail and Handouts

### Analyzing Data in Story Sessions Explainer and Script

The purpose of the story session is to introduce statistics from the region that touch participants' lives. Their reflections create opportunity to identify priorities. Their words are recorded in audio and typed as *qualitative data* to quote to policy makers to understand community priorities. These words were shared back to participants as they created their presentations in workshop four.

**Total time needed:** 1 hour 15 minutes

#### Materials:

- Phone app or other way to record audio
- Copies of handouts (Sample handout is available [here](#). **NOTE:** The statistics used in each story session were customized to focus on the policy area of interest specific to each organization.)

#### Total staff needed:

- One staff member per group- interviewing
- One staff member per group- notetaking

The notetaker should be ready to take precise notes resembling a transcription.

**Facilitator should read before the session: How to use empathic listening techniques** (adapted from Patty Mulder):

- **Listening includes being kind and curious and kind.** Let them share as much as they need/want for as long as they need/want.
- **Leaders must be aware of our objective:** Learning from group and including their stories in the creation of the regional development guide. We want them to learn about these stories to choose important aspects to include in vision work and reporting back to Metropolitan Council policy makers.
  - We want to understand a person's thoughts, emotions, and motivations, so that we can better contextualize the data and incorporate their advice into policy work. By understanding how young leaders' lives are affected by the trends discussed in the data, youth can define their needs and advocate for change.
- **Facilitators must be genuine.** Ensure participants understand why we are here and what we hope to accomplish.
- **Transparency:** Let folks know that we will include their ideas and direct quotes of what we heard in the final report we are creating. They can potentially use stories from this session to guide their work.

#### Facilitator role

1. To be an empathetic listener, seeking to understand without judgement. Avoid giving advice or sharing your opinion. Keep the goal of the conversation in mind.
2. Create space for quieter people to have a chance to speak.
3. Ask the speaker to extend or clarify when important.

4. Answer clarifying questions or ask consultant for clarification.
5. Keep process moving, monitoring time so that each topic is covered in the allocated time.

## Story session complete script and process

Begin with a very short introduction of everyone in the room.

### Getting started

Facilitator: "Today, we are going to discuss some important facts about the greater Twin Cities region.

Before we get started, we wanted to let you know to please feel free to get up as you need to use the drinking fountain or restroom. We will be working for about an hour together.

We want to know what you think about the facts related to the Met Council's policy areas. We want to learn how they affect your lives. We want to hear your advice on what needs to happen to have the best possible region going forward into the future.

We want to be able to listen carefully and make sure we can accurately include your ideas in the report. To do this, we would like to record this conversation. The notetaker will use this to revise their notes. No one else will hear the conversation. Is it all right with everyone that we begin recording now?

We will talk about the facts in the handout. These facts are from data analyzed by staff at the Council and by our team. By understanding how your lives connect with the trends discussed in the data, we can understand your views on the region and our future. This conversation will last about 60 minutes.

There are no right or wrong answers. Your ideas are important, and we want to hear them. Are there any questions before we get started?"

**Introductions:** Let's begin getting to know each other.

- To start out, could each of us share our names and a bit of our stories: Tell me a little bit about yourself and the people in your household. Where do you live? How long have you lived in Minnesota? How did your family move to where you live now? [Go around the room].
- Could you please tell me where you go to school and what jobs you do right now?

**Begin the conversation.** Thank you so much. I look forward to hearing more. Next, let's jump into the information we will be talking about today. Please look at the handouts with all the information on them.

We have statistics for the 7-county region and specifically for [participants' community]. These statistics come from the Census Bureau, and the analysis is by the Met Council. We will take a moment to review a topic and its information. Feel free to ask any questions or share doubts about this statistic. We would like to hear your advice on how these facts affect our community and how your experience connects with the information. There are no right or wrong answers.

## Guide to questions:

Numbers correspond to the [handout](#).

After you review the statistic, ask if they have any questions or uncertainties about the data.

Each item has sub questions (for example, Q1A, Q1B, etc.)

### 1. Parks

Regional parks and trails are nature based, focusing on high quality natural resources like forests, lakes, rivers, and prairies. Trails offer biking, walking, and rolling activities. Regional Parks near us include Lebanon Hills, Spring Lake Park Reserve, and Lake Nokomis.

The 2021 park and trail visitor survey analyzed the age demographics of park and trail visitors. This figure shows that young people are the smallest proportion of visitors. They are 10% of park visitors and 7% of trail visitors, even though they are almost 20% of the regional population.

Do you have any questions or uncertainties about these statistics?

- A. What do you think about this figure? What does it make you wonder about?
- B. Why do you think younger people visit parks and trails less often?
- C. How did you develop a strong connection with nature?
- D. As we plan to care for nature through regional parks and trails, what should policy makers consider?

### 2. Transit and future housing.

This figure shows how much of new housing construction was located near sufficient public transportation like buses or trains. The data is not new, but it is still interesting. Permits to build new homes increased between 2010 and 2016. Most years, about  $\frac{1}{4}$  of new home permits were located near public transit. Much more new housing will be built in our region between now and 2050.

Do you have any questions or uncertainties about these statistics?

- A. What do you think about this figure? What does it make you wonder about?
- B. What kinds of transportation is possible from your home? (Think about walking, biking, bus, train, ride share, and car) How do the available transportation options affect your daily life?
- C. As our region makes plans for a good transportation system, what should policy makers keep in mind?
- D. What else should be considered when deciding the best places to build new homes?

### 3. Heat islands and trees

Heat islands are hot spots within a city where the temperatures are hotter in the summer. Benefits from trees include cooler temperatures, improved air quality, cleaner stormwater, improved mental health, and enhanced biodiversity. Enhancing and preserving tree canopy cover is an actionable step to create healthy and resilient places. Areas that are dark orange and brown on this map are hotter (“heat islands”) and have less tree coverage. Greener spaces have cooler summer temperatures and more trees. There is a higher priority to plant trees in the orange-brown areas.

- A. Can you find where you live on this map?

- B. What are the problems with living in an area with hotter temperatures in the summer? How can we make sure that everyone shares the benefits of the tree canopy?
- C. How do you think that the issue of heat islands will affect your community as the climate gets warmer?
- D. What advice do you have for policy makers around heat islands and community health?

**4. Water policy and Mississippi River water quality across time**

Dissolved oxygen (DO) - oxygen molecules dissolved in water - is a major indicator of water quality. The survival of aquatic life depends on a sufficient level of oxygen dissolved in water. Low DO is caused by algae growth caused by phosphorus. Human activities are an important source of phosphorus, including wastewater treatment discharge and urban stormwater runoff. This figure shows the level of DO between 1935 and 2020. In 1928 and 2012, our state enacted major standards to improve water quality. The Metropolitan Council protects the Mississippi River by ensuring wastewater meets standards, monitoring water quality on the river, and reviewing local government plans for water quality.

Data Sources: Met Council Environmental Services, Minnesota Pollution Control Agency

- A. What patterns in summer dissolved oxygen concentration do you see across time?
- B. What relationship do you observe between water quality standards and the health of the Mississippi River?
- C. Why should The Metropolitan Council focus on water quality to protect habitat? Why else is the health of the river important?
- D. What advice do you have for policy makers around water quality and water in the lives of the region's residents?

**5. The future population of the region.**

The region will likely grow by 818,000 people by 2050. Most of the population growth will be Latino, Asian, and Black residents. These groups are the top three boxes in each bar. The average age of the population will get older as people live longer and fewer babies are born. As you look at this information about the next few decades, please share your ideas:

Do you have any questions or uncertainties about these statistics?

- A. What do you wonder when you see these statistics? What does it make you think about?
- B. What are your biggest concerns or worries about how the region will be in 2050?
- C. What do you hope for the future of your community? What do you want to see in 2050?
- D. What do you want policy makers to consider about the future as they plan for land use, transportation, parks, housing, and water use?

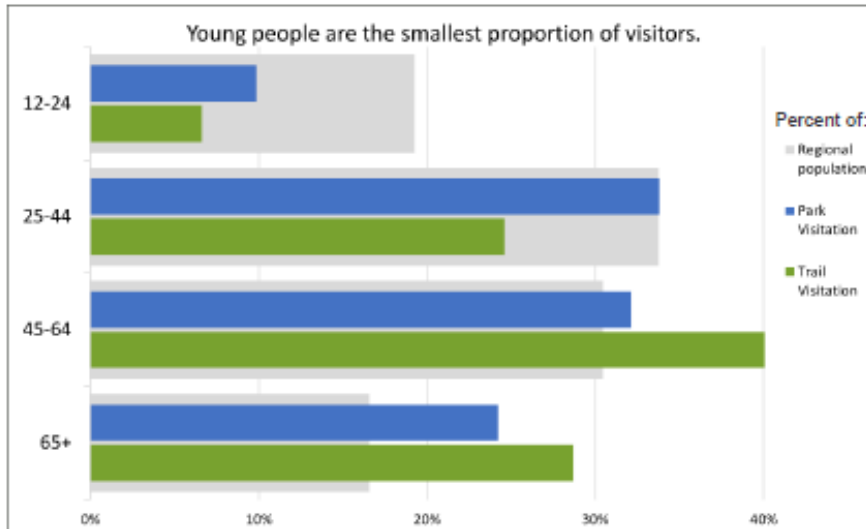




# Sample One STORY SESSION

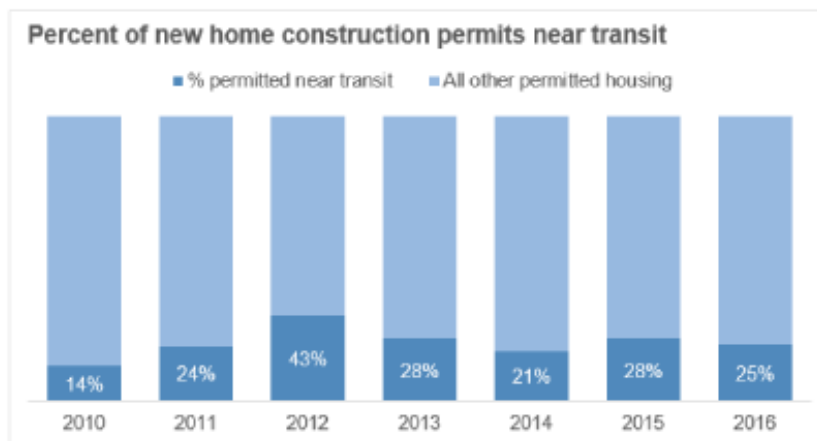
What are the stories behind the statistics? Please bring your real world experience to add perspective about important information.

## 1. Young people and park/trail visits



- A. What do you think about this figure? What does it make you wonder about?
- B. Why do you think younger people visit parks and trails less often?
- C. How did you develop your strong connection with nature?
- D. As we plan to care for nature through regional parks and trails, what should policymakers consider?

## 2. Transit and future housing

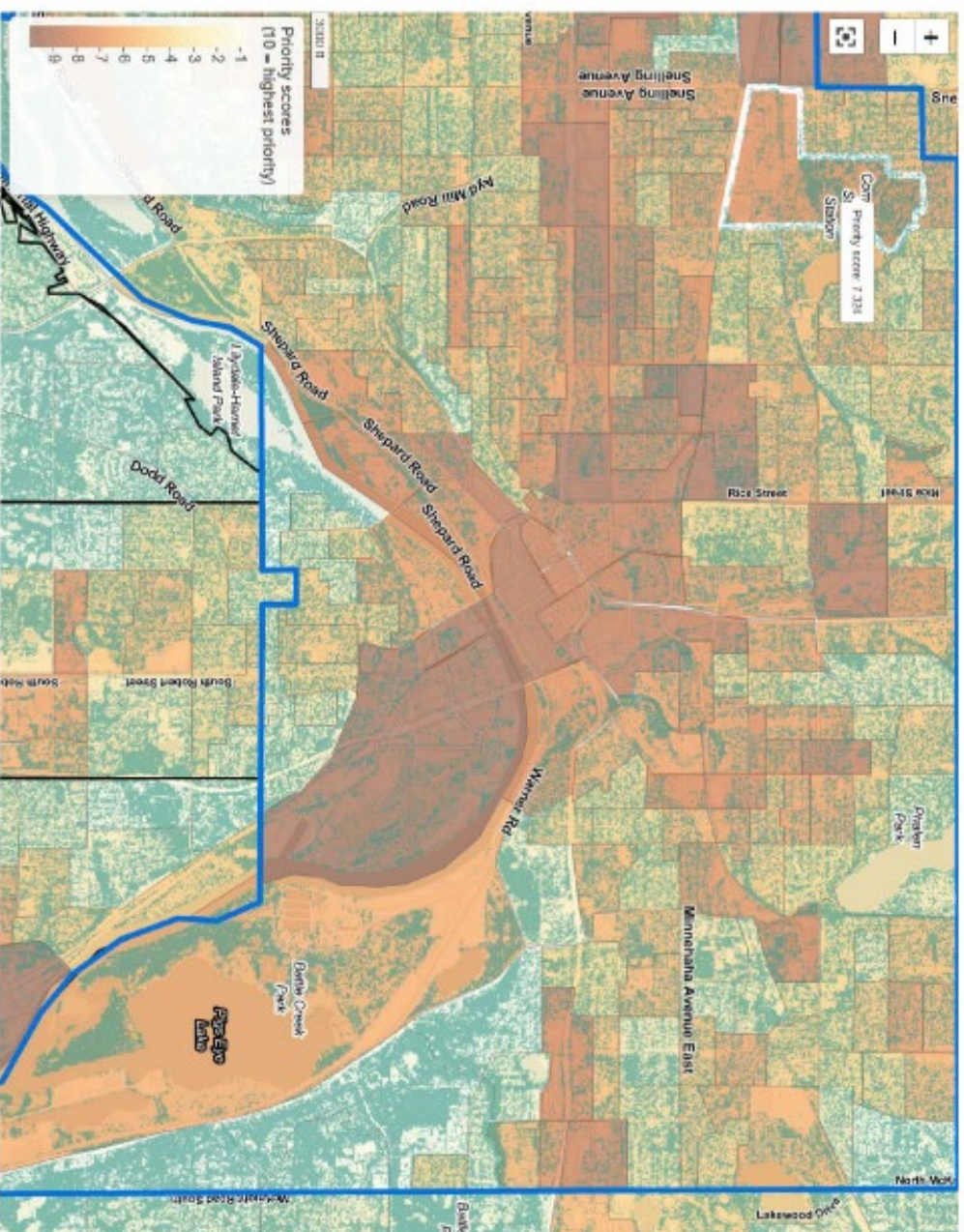


Permits to build new homes increased between 2010 and 2016. Most years, about 1/4 of new home permits were located near public transit. Much more new housing will be built in our region between now and 2050.

- A. What do you think about this figure? What does it make you wonder about?
- B. What are the transportation options near where you live?
- C. As our region plans for housing and the transportation system, what should policymakers consider?

### 3. Heat islands and trees in St. Paul

Heat islands are hot spots within a city where summer temperatures are hotter. Trees cool the temperatures, improve air quality, clean stormwater, improve mental health, and enhance biodiversity. Enhancing and preserving tree canopy cover is an actionable step to create healthy and resilient places. Areas that are dark orange-brown on this map are hotter ("heat islands") and have less tree coverage. Greener spaces have cooler summer temperatures and more trees. There is a higher priority to plant trees in the orange-brown areas.



- A. Can you find where you live on this map?
- B. How do you think that the issue of heat islands will effect St. Paul as the climate gets warmer?
- C. How can we make sure that everyone shares the benefits of the tree canopy?
- D. What advice do you have for policy makers around climate, trees, and community health?

## 5. The future population of the region



The region will grow by 818,000 people by 2050. Most of the population growth will be Latino, Asian, and Black residents. The average age of the population will get older as people live longer and fewer babies are born.

- What do you wonder when you see these statistics?
- What are your biggest concerns or worries about how the region will be in 2050?
- What do you hope for the future of the region? What do you want to see in 2050?
- What do you want policymakers to consider about the future as they plan for land use, transportation, parks, housing, and water use?

## 6. Other ideas?



Before we say goodbye, allow us to ask if there is anything else you want to say or advise about the region as it is or in the future?



## Topic prioritization activity

**Total time needed:** 1 hour

### Materials needed:

- For each participant – five single colored 3” x 5” post it notes, felt tip pen, sheet of paper, dot stickers (5 green, and 3 orange per person).
- 6 sticky poster papers (one for each policy area/topic).

### Total staff needed:

- One staff member facilitating per group/pair.
- One staff member passes out materials.

### Script for topic prioritization activity:

#### Step 1: Introduce activity, brainstorming (7 minutes)

Now that we’ve discussed the current reality, let’s talk about the future. Think about the data that was presented to you, the stories you all shared, and your own life experiences for this exercise.

This activity will help us identify what we all care about and want to have an impact on the future in our region.

We will break up into small groups/pairs (depending on group size) and within each group you will discuss the following question: **What do you want for the future?**

Your group will have **5 minutes** to brainstorm your answers and write **ALL** those ideas down on a sheet of paper. Try to write as much as you can. **While the group is brainstorming, other team members will:**

- put up sticky paper on wall for each policy area + other topics.
- walk around to listen to conversations.

#### Step 2: Narrow down ideas (12-15 minutes)

- **7-10 minutes:** Each person will pick 3-5 ideas mentioned in the brainstorming session that are most important and want to prioritize.
  - Everyone will write their (3-5) prioritized ideas on the 3” x 5” sticky note cards. **One sticky note per idea.**
- **5 minutes:** Categorize sticky notes under the appropriate policy area and/or topic by adding sticky notes to the poster papers.
  - Take a few minutes to skim through everyone’s ideas/sticky notes.

#### Step 3: Begin to review and organize ideas. (5-7 minutes)

- Get into pairs/groups with a facilitator.
  - Each group will be assigned a policy area/topic.
  - Partners/groups will organize cards further into columns and until they are moved logically (ex. ideas around rent control, cost of housing, and production of affordable apartments, would be moved into a column as they relate to affordable housing).

- Facilitator may step in to assist and to answer questions.

#### **Step 4: Prioritization (15-20 minutes)**

Team member(s) pass out dots: 5 green and 3 orange.

- **5 minutes:** Each person will walk around the space, read through the sticky notes, and place **green dots** on sticky notes **they agree with (prioritize)** and **orange dots** on sticky notes **they do not agree/are not priorities**.
- **10-15 minutes:** Report priorities to the group (sticky notes/columns of sticky notes with the most green dots) and work to narrow down group priorities to 3-5 topics.
  - Discuss with the group to reach a consensus within the group.

# WORKSHOP 3: COMMUNITY INTERVIEW DESIGN

## Workshop 3 Participant Agenda

### Designing your community interviews

#### Agenda (3 hours)

- 6:00 p.m.** Dinner
- 6:20 p.m.** Reconnect/Introduction to the workshop
- 6:40 p.m.** Turning Priorities into data: Design your group interview project
  - 10 min Review Prioritized topics
  - 30-40 min Write Interview Questions
  - 15-20 min Revising and finalizing interview questions 3-5 questions (2-3) per theme
- 7:50 p.m.** Break
- 8:00 p.m.** Expected deliverables and more about the process (“about me” consent forms, record interviews, interview write ups **(due Dec 15th)**)
- 8:10 p.m.** Set-up technology for interview documents
- 8:30 p.m.** Practice interviewing each other
- 8:50 p.m.** Feedback/Next Steps

Next workshop: [Put date of next workshop here]

# Workshop 3 Schedule and Script

## Designing Community Interviews

This is the complete script for “Designing Community Interviews” workshop three. It includes instructions on how to do each activity and links to the key handouts needed for “Interview Design Activity.” The script is much more formal than the actual activity, which should be more conversational.

### Supplies needed

Before workshop: Ensure with community organization that all participants have access to mobile phone and preferably a computer to type results.

- For each participant– three copies of [“about me/consent form.”](#), handout “Research activity: Interviews” paper
- Pencils with erasers
- White board or poster paper
- Dry erase or poster markers for writing questions
- Google doc to share with group that contains interview questions
- Google drive set up for all participants to share materials: Folder for each participant, interview writeup document, interview handout.
- Summarized results of previous workshop topic prioritization exercise (sticky notes and team notes from previous exercise)

### Preparation needed:

Advance technology preparation:

#### 1. Ensure Access to Technology:

- Ensure that each member has access to a cell phone or audio recording device, as well as a laptop.

#### 2. Google Drive Setup:

- Ensure that every member has a Google account or create one for them if needed.
- Create a shared Google Drive folder for the organization. This folder should have a copy of the “designing interview research” handout, the consent form, the “about me” handout, and the finalized interview questions created in this workshop. A

#### 3. Share Permissions:

- Share the link to the organization's folder with all members.
- Set permission settings to "Editor" for everyone with the link, so they can upload and edit content.

#### 4. Personal Folders:

- In the organization's main folder, each member should create their personal folder.
- Name the personal folders with the members' names for easy identification and organization.

### Tasks assigned to team members:

- Coordinating food order
- Printing
- Setting up the technology before the workshop (this person can explain the technology at the workshop, too.)
- Typing the questions into the google drive folder



- Tracking attendance:
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule

### 6:20 p.m. Reconnect and Introduction to the Evening (20 mins)

Welcome everyone! Today we will be getting into interviews. The goals for today are to:

1. Finalize your priorities from two weeks ago
2. Work together as a group to decide on interview questions for your priority areas
3. Learn and prepare to conduct effective interviews
4. Set up the technology needed for your interview

Before we start with the interview process, let's start with an icebreaker/opening activity:

#### Scattergories Activity:

Project game on the screen: <https://swellgarfo.com/scattergories/>

There will be a letter displayed on the screen.

Once the timer starts, you will have 140 seconds to come up with an answer that belongs to each of the displayed categories that will begin with the chosen letter.

After the time ends, we will go around the room and ask everyone what they wrote for each category.

The person who has the most categories wins.

### 6:40 p.m. Turning priorities into data: Design your group's interview project

#### Interview Design Activity

**Goal:** Group works with their highest policy priorities and designs an interview protocol with 3-5 effective questions to ask peers in the community. This activity:

- Restates the group's policy priorities.
- Creates interview questions.
- Provides shared knowledge about how-to interview,
- Ensures everyone understands the technology and methodology to create successful interviews.

Total Time Needed: 2-3 hours

#### Staff required:

Facilitator: Guides group through activity and helps group shape effective questions

Question scribe: Types final questions as worded into online document available to all in the group

Notetaker: Takes fieldnotes during activity to learn how participants are thinking, feeling, and recommending related to policy development work.

### Facilitation script for interview question design:

**Note:** This script is written very formally, but this activity will ideally be a back-and-forth conversation.

#### Step 1: Introduce the activity

Give participants the [Designing Interview Research Handout](#).

“We are now in an exciting part of the process for research nerds like me! We are going to design the interview questions for you to bring community voices into your policy recommendations. Let’s review the goals of today’s workshop. You can see these in the first part of your handout”:

#### Today’s Workshop:

Outcome: Identify our research areas and design interview questions. We will cover:

- How can we learn what our community thinks about the priorities we’ve identified?
- Why are interviews a good approach? What questions can we ask our peers to create good recommendations to policy makers?
- How can we ask good questions that will allow peers to tell their stories?
- What technology and tools do we need? How can I use them?
- What are some tips for good interviewing?

#### Step 2: Finalizing priorities (30 minutes)

“First, let’s identify topic priorities to decide on the topic of your research project.” (Facilitator shares priorities from previous exercise.) “We’ve talked about many important things today. Here are the topics that emerged as most important in the prioritization activity. (Read post it notes and summarize top priorities for discussion).”

Discussion questions for the group:

1. Are there initial thoughts around these topics? Can someone describe a little more around why these should be prioritized as top concerns?
2. What are our top priorities for two topics that you will do your interview project about? (Small groups or pairs, participants make a list). Share these back to the group. (20 minutes.)

Write the possible topics up on the butcher paper. Help them get to final two through facilitation.

“We are going to design a project where each of you interviews three people on these topics. Why do you think that interview data might be effective for creating recommendations for policy makers?” Affirm everyone’s answers. (Give participants a few minutes to share answers. Some answers are: evidence is needed to make policy, policy makers can recommend policies based on what they learn hearing these stories, interviews are a way of bringing community priorities to decision makers, etc.)

### Step 3A: Write interview questions for first theme

Write each of two prioritized topics at the top of two fresh sheets of sticky large paper put these up at front of room.

“These are the two highest priority themes. Remember that other themes will also be presented at the Council. These are the highest priority ones that you will present in your key recommendations. Let’s work together to design an interview project for you to interview peers to learn more about what your community is thinking about these topics.”

“Each of you will conduct three interviews. All the interviews together will make a ‘data set’ to talk to a total of (3\*number of participants, e.g., “3\*10 participants=30) people. We’ll talk about how to do this in a minute. For now, let’s focus on questions. Each interview will be short and take between 5 and 10 minutes. Right now, we are going to work together to write some questions to ask in the interviews.

We will start with each of us working on questions on our own. Then, we will go around the room and share our questions out loud. Then, we will work together to edit the questions we have written.”

“Let’s think about how we can ask good questions that will allow peers to tell their stories?” Give people a chance to share some answers, affirming and extending useful comments and encouraging all participation. **Facilitator can also share tips:**

“Here are some tips for writing a good question:

- Simple questions that don’t get answered yes or no.
- Ask questions to invite a story (What does a good neighborhood look like to you? Could you say a bit more about what you mean by \_\_\_\_\_? Why ?)
- Good questions are based on real experiences, not generalities. Ask them to talk about things they know from personal experience.
- Seek out rich detail. “Specificity is the soul of a good story.”

*Start with the topic that is easiest to write questions about (facilitator picks)*

1. “On your own, please write 3 proposed questions that you could ask peers to invite them to talk about the topic you’ve chosen.” *If appropriate, facilitator can start with an example question. (See below)*

*Facilitator waits quietly for up to 5 minutes while people draft questions. Facilitator can watch to see if people need help or if they are finished and ask if people are finished before moving on. Then, facilitator pairs people:*

2. “Now, pair up with the person next to you. Please work quickly. Share your questions with each other. Notice: Do you have any that are similar? Work together to choose two of your best questions from all of those you have created.” (5-10 minutes)

*Facilitator asks people to share questions to the whole group:*

3. “Let’s go around the room. Each pair can share one question. If someone before you has suggested a similar question, it’s okay to share a different question or just tell us that the question is like the ones you’ve written.”

*Facilitator writes all the questions on a butcher paper, using a second sheet if necessary.*

“We’ll finalize these in a minute. Let’s work on the second theme.”

### **Step 3B: Write interview questions for second theme**

“Let’s work together on writing questions for the second theme.

Again, we will start with each of us working on questions on our own. Then, we will go around the room and share our questions out loud. Then, we will work together to edit the questions we have written.”

“Remember the tips on how to write good questions. Keep using them for this second round of writing.”

#### ***Work with the second theme – repeat the theme if needed.***

We will start with each of us working on questions on our own. Then, we will go around the room and share our questions out loud. Then, we will work together to edit the questions we have written.”

1. “On your own, please write 3 proposed questions that you could ask peers to invite them to talk about the topic you’ve chosen.”

*Facilitator waits quietly for up to 5 minutes while people draft questions. Facilitator can watch to see if people need help or if they are finished and ask if people are finished before moving on. Then, facilitator pairs people:*

2. “Now, please pair with the person next to you. Please work quickly. Share your questions with each other. Notice: Do you have any that are similar? Work together to choose two of your best questions from all of those you have created.” (5-10 minutes)

*Bringing questions to the group*

3. “Let’s go around the room. Each pair can share one question. If someone before you has suggested a similar question, it’s okay to share a different question or just tell us that the question is like the ones you’ve written.”

*Facilitator writes all the questions on a butcher paper, using an additional paper if necessary.*

### **Step 4: Selecting and revising 3-5 questions (2-3 per theme) that work together to achieve an effective interview.**

Facilitator: “Now, we will work to choose and edit 3-5 questions that will work well together to give peers a chance to tell their stories on these two different themes. We want to invite them to tell their story to help us understand our community and make policy recommendations.”

1. “Let’s start with the first theme. Which of these questions stand out to you as ones that will work well to achieve our goals?” *Give participants a chance to look at the questions and identify*

ones. Give them feedback on question wording and invite them to give feedback on wording. Work towards a consensus of wording that is effective and that everyone is comfortable with. Try to steer away from too much wordsmithing, but this is also an opportunity to hear how language connected with Council/organization's policy areas works for a particular group.

2. "What order should the questions be in?" If no one has an answer, consider that questions that are more general or more of a warmup can be a good place to start. Think about the order of the story you'd like to invite the interview participants to tell.

**Repeat the process with the second theme. Work towards 3-5 questions (2-3 questions per theme).**

### **Step 5: Practicing the interview**

Explain the ["about me/consent form."](#) "This form is very important. It is both a way for interviewees to make sure they feel comfortable with the process, and you will learn a lot of important things from the "about me" details." Read through the consent form step by step.

Ideally, the facilitator should interview one of the workshop participants using the consent form, about me sheet, and the questions just written so everyone can watch. Debrief to find out if anything was unclear or needed rewording for other reasons.

Next, review the interview tips on the "Designing Interview Research" handout. Ask participants to take turns reading. Ask for responses at the end of the "your role," "follow-up questions" and "interview logistics" sections.

Finally, take 15 minutes or so for participants to pair up and practice the interview process to gain confidence. If there's time, debrief about the experience.

### **Step 6: Expected deliverable and process**

**Participants need to understand that these deliverables for three interviews are required to receive the stipend:**

These steps are listed in the "Designing Interview Research" handout

1. Complete three interviews and write-up of the interviews: [See the details on the "Designing Interview Research" handout.](#)
2. Complete required deliverables (written materials and recordings to put in the google folder, see details in the "Designing Interview Research" handout.)

## Step 7: Technology

Take the necessary steps to set up the technology before the workshop by working through this list and sending reminders that participants need a recording device (often a phone) and a Google account. The facilitation team will need to set up the shared Google Drive folder, the individual folders, set permissions, and share the folder with all members.

### 1. Ensure Access to Technology:

- Ensure that each member has access to a cell phone or audio recording device, as well as a laptop.

### 2. Google Drive Setup:

- Ensure that every member has a Google account or create one for them if needed.
- Create a shared Google Drive folder for the organization.

### 3. Share Permissions:

- Share the link to the organization's folder with all members.
- Set permission settings to "Editor" for everyone with the link, so they can upload and edit content.

### 4. Personal Folders:

- In the organization's main folder, each member should create their personal folder.
- Name the personal folders with the members' names for easy identification and organization.

By following these steps, everyone will have access to the necessary technology, a Google Drive account to collaborate, and their own personal folder within the shared Drive to contribute and manage their interviews and documents efficiently.

### Community Voices to Inform Regional Development

#### Today's Workshop:

Outcome: Identify our research areas and design interview questions. We will cover:

- How can we learn what our community thinks about the priorities we've identified?
- Why are interviews a good approach? What questions can we ask our peers to create good recommendations to policy makers?
- How can we ask good questions that will allow peers to tell their stories?
- What technology and tools do we need? How can I use them?
- What are some tips for good interviewing?

#### Tips for writing effective questions

Writing good questions

- Simple questions – we will work on these together.
- Ask questions to hear a story (What does a good neighborhood look like to you? Could you say a bit more about what you mean by \_\_\_\_\_? Why?)
- Helping avoid abstract descriptions. Ask them to talk about things they know from personal experience.
- Seek out rich detail. "Specificity is the soul of a good story."

#### Assignment before the next workshop.

Outside of the workshops, you will spend about 5 hours on the interview project. This is a requirement for the project. The steps are:

1. **Arrange interviews** with 3 peers.
2. **Paperwork.** At the start of the interview, ask them to sign the consent form and fill out the "about me" sheet.
3. **Interview each person** for 5-15 minutes. Using the exact questions we created in the workshop, Record the interview and take notes during the interview. Feel free to talk for longer if you want to. (1.5 hours total work)
4. **Complete required deliverables (next page)**

## Required deliverables to upload into your Google Drive Folder

**[Due Date ]** two days before the next workshop. Upload this into the folder with your last name.:

1. **Written requirement.** Reviewing your notes and recordings, type 3-5 important things they said for each question. Type these important things into interview notes document. Upload this to google drive. Name this "YOURNAMENOTES". (2.5 hours total work). The format should be:

### For each interview, write:

- A. Question 1 three key ideas
  - B. Question 2 three key ideas
  - C. Question 3 three key ideas
  - D. An important quote, exactly as it was said:
  - E. What worked about the interview? What would you improve?
  - F. **After all three interviews, write:** A summary you would present to Council Members – what do they need to know about your interviews to understand the region as it is and into the future?
2. **Three interview voice recording files** uploaded to google drive. You will name each "YOURNAME1," "YOURNAME2", "YOURNAME3"
  3. **Three about me/consent forms.** Take a picture of the consent form and "about me" within google drive. Name them "YOURNAMEC1.pdf", "YOURNAMEC2.pdf", "YOURNAMEC3.pdf"

## Interview tips

Your role in interview:

- Establish an interview partnership
- Many possible roles the interviewer plays
- Define areas for to explore and ask questions to help the interviewer tell the story
- It's ok to help steer the interview! Help the interview participant focus on relevant topics.
- Check in– "I think you're saying this, am I right?"
- Don't question interviewee choices, motives, opinions, or personal worth. Avoid "cut-offs" ("I understand." "Oh, ok") before they are needed.
- Ask follow-up questions. Be curious. "Anything else I should know?"

Follow up questions: How to help interview participant develop information:

- Extending – How did that start? Could you tell me more? What happened next?
- Filling in detail. Could you walk me through it? What happened then? (Information)
- Emotion is important, too! How do they feel about this topic? How strongly do they feel?

Interview logistics

- Arrange to meet someplace quiet, safe, and good for recording
- Ask them to fill out about me/consent sheet
- Test equipment and make sure recording works
- Listen carefully, jot a few notes in your notebook
- Review the recording and write up interview findings as soon as you can after the interview
- All interview analysis and recordings are due in our google drive by [Due Date]



# Young Leaders Collaboration Interview Consent Form

## Community Voices in the Twin Cities: Informing Regional Development

I am participating in the Regional Development Guide Community Collaboration with the Metropolitan Council. I am doing interviews to help the Council understand what community members in the Twin Cities region think about important issues.

I invite you to participate. This will involve answering questions with me for 20 minutes or less. You have the right not to answer any question, and to stop participation at any time.

Your participation in this research is voluntary. If you choose not to participate or to withdraw from the research at any time, there will be no penalty.

Your answers will be used to help policy makers understand what young people our age need. There are no foreseeable risks or discomforts to your participation.

Your responses will be confidential. The results of this research may be used in reports, presentations, or publications but your name will not be used.

I would like to audio record this interview. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded; you also can change your mind after the interview starts, just let me know.

If you have any questions concerning the research, please contact the research team leader at: (gabriela.olvera@metc.state.mn.us). Please let me know if you wish to be part of the research.

By signing below you are agreeing to be part of the research.

Name:

Signature:

Date:

## About Me (Pre-Interview Questionnaire)

We want to make sure we include many kinds of young people in our research. Please help us understand more about you.

Your age: \_\_\_\_\_ Your gender: \_\_\_\_\_

Where do you go to school? (N/A if not applicable) \_\_\_\_\_

How do you define your culture/ethnicity? \_\_\_\_\_

Do you work for pay? \_\_\_\_\_ What is your job? \_\_\_\_\_

Circle if you were born in:    Minnesota                  Another state                  Another country

What is the best thing about where you live?

What would you like to change about where you live?

# WORKSHOP 4: INTERVIEW DATA ANALYSIS & EXPO PREPARATION

## Workshop 4 Participant Agenda

### INTERVIEW DATA ANALYSIS

#### Agenda

- 4:00 p.m. Dinner
- 4:15 p.m. Check-in and workshop goals
- 4:30 p.m. “What is the Regional Development Guide?” activity
- 4:35 p.m. Identifying findings from your data
- 4:50 p.m. Break
- 5:00 p.m. Defining values and vision part one: “Read and Annotate”
- 5:20 p.m. “Battle of the Bands” game
- 5:30 p.m. Defining values and vision
- 6:30 p.m. Next steps: Get ready for Expo
- 6:55 p.m. Closing reflection

Next workshop: [Put date of next workshop here]

## Workshop 4 Schedule and Script

### INTERVIEW DATA ANALYSIS

This is the complete script for “interview data analysis” workshop 4. It includes instructions on how to do each activity and links to the key handouts needed for “interview data analysis” workshop 4.

#### Before the workshop:

Prepare the interview packet for participants to analyze

The participants have created a significant data set of community interviews. Here’s how to get the interviews ready to share with them:

1. Keep good track for the week leading up to the workshop of who has completed the interviews and who hasn’t. Check in with the organization leader. A set of interviews, assigned in workshop 3, need to be finished and loaded into Google drive. These interviews are converted into an “interview packet.” To prepare the packet:
2. Download all the write ups for the interview questions (the “write up” items required in the interview design activity”. Combine them into one document. Add page numbers to the document.
3. If interview notes are missing but the interview is recorded and uploaded, someone from the team can listen to the interview and take notes to put into the interview packet.
4. Clean the data. Take out any names of interview participants. For each of the three interviews, write “Interviewee name Interview 1”, etc. For example, if Ajani completed three interviews, the top of page of his first interview is “Ajani Interview 1,” etc. This helps the participants refer to data within the interviews.
5. Put the “about me” information into the information for each interview. For example, if “Ajani interview 1” filled out the “about me” information, this will go together with the written-up information so the packet includes the “about me” data.
6. Analyze the “about me forms” to include in the data packet. Tabulate the demographics of gender and race/ethnicity and where they were born. Put this information on the top of the packet. For example, “33 interviews were completed, with 20 women, 10 men, and three non-binary respondents. Respondents were 15-19 years old, and 70% of them were born in the United States. All identified as African American and were born in Minnesota.”

A sample interview packet can be viewed [at this link](#).

## Supplies needed

- Computer with internet connection
- Projector
- Pencils (mechanical or sharpened)
- Highlighters and felt tip pens
- Sticky notes

## Tasks assigned to team members:

- Tracking interview completion and preparing interview packets (the week before the workshop)
- Coordinating food order
- Printing
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule and Script:

**4:00 p.m. Dinner**

**4:15 p.m. Check-in and workshop goals**

### Listen:

1. Share how you felt about your interviews with the group. Did anything surprise you? Were there any challenges?
2. What was something you learned or enjoyed about the interview process?

Goals for today:

- Understand the Metropolitan Council Regional Development Guide process and how to influence the outcomes.
- Analyze interview data. We will identify findings (the conclusions you make based on analyzing the data).
- Create a communication strategy for sharing your recommendations. This is your plan for sharing specific information in a way that persuades your audience(s).
  - Ask the group: When have you communicated with audiences in the past? How did you decide how to target your message?
  - Your audience for this project is Met Council members and staff. The objective is to present the findings that are important to you so it has maximum impact when presented to Met Council. How do we decide what to present in a way that aligns with the ways the Met Council is thinking about these topics. This lens helps your audience hear and understand your recommendations.
  - The Met Council is using three concepts to discuss how to create policies for the future of the region: vision, value, and goals.

**4:30 p.m. “What is the Regional Development Guide”?**

- Learn each step in the process. Their feedback will be implemented in 2024-2025 when the 2050 RDG is adopted by the Met Council.

- Communities will address values, vision, goals, and policy recommendations within their comprehensive plans.
- Communities will formally adopt and implement policies in 2028. Handout available [here](#)

## 4:35 p.m. Identifying findings from your data

### Teaching participants how to analyze data

#### Activity Goals

- Learn qualitative research terminology.
- Learn how to identify findings from data.

Step One: Give presentation on how to turn interview notes into data.

This script goes with the [linked slide deck](#). This presentation should be approximately 10-12 minutes. Note: The coding of themes into “vision and values” as well as “policy areas” would look differently for another organization. This slide deck would need reworking to meet the goals of your organization.

**Slide 0 (Intro):** Now we will work on identifying the key takeaways from the data collection. The key data collection has been in two places. First, the story sessions where you analyzed statistics and told your story. Second, the interviews each of you completed.

#### Slide 1:

All research starts with “raw data,” but what is it? Raw data is the data that hasn’t been processed, coded, formatted, or yet analyzed for useful information.

How do we transform raw data into something useful?

Data analysis, the process of inspecting, coding, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.

As researchers, our job is to analyze the data. How?

1. Review all data carefully. Thematize quotes together under the issues we’re focusing on.
2. Identify patterns in what everyone said.
3. Support these patterns with examples from the data. The goal is to communicate these as clearly and accurately as possible. We also want to help policy makers see what they need to understand about the research to make policies that serve everyone in the region.

Some other terms you will hear us mention are value and vision. Values are “the regard that something is held to deserve; the importance, worth, or usefulness of something. Vision is the ability to think about or plan the future with imagination or wisdom.

Now let’s work through two examples using data from story sessions.

#### Slide 2:

Here we can see a set of notes/data that were taken during our story sessions.

**Listen:** What do you notice from these notes? What questions do you have?

Although this data is very important, it isn’t clear enough for policy makers to understand, therefore we must take it through the data analysis process.

#### Slide 3:

We took the notes from the raw data, cleaned up any typos and identified high-priority quotes.

(Read a couple of quotes)

**Slide 4:**

These arrows point at just some of the quotes that were cleaned up, in the slide I previously showed you. You would “clean” the data in this way to make it more understandable, while being careful to keep the speaker’s original intent.

**Slide 5:**

This slide comprises three key sections: theme, values, and visions. These are the concepts the Met Council is using to identify the *why* behind the Regional Development Guide. Ask the group: When have you communicated with audiences in the past? How did you decide how to target your message?

- a. Your audience for this project is Met Council members and staff. The objective is to present the findings that are important to you, so it has maximum impact when presented to Met Council. How do we decide what to present in a way that aligns with the ways the Met Council is thinking about these topics. This lens helps your audience hear and understand your recommendations.
- b. The Met Council is using three concepts to discuss how to create policies for the future of the region: vision, value, and goals.

These concepts are important because they are being used by Met Council employees during the policy development process to define the *why* behind the policies. By analyzing your data using the familiar language and established processes of the Met Council, your ideas will be more completely integrated into the Development Guide.

Based on quotes from this story session data set, some of the themes that were mentioned were:

- Young people lose educational opportunities because of unaffordable housing.
- Housing is getting more expensive and harder to afford with other costs rising.
- Cultural and community access is important in housing choices.
- Housing unaffordability is tied to low wages.
- Access to Housing Choice vouchers, formerly Section 8 requires a “time tax.”
- Financial education is helpful to be able to afford housing.

The values that were highlighted were:

- Opportunity
- Cultural connection
- Economic equity
- Accessibility

Now it’s your turn to do this process with your data!

**4:50 p.m. Break**

**5:00 p.m. Defining values and vision part one: “Read and Annotate!”**

Goals for this activity:

- Thoroughly review interview notes and story sessions.



- Highlight any noteworthy data through annotations.
1. Pass out interview packets and highlighters
  2. Give instructions: “Today, you all will be working with qualitative data that you all helped produce. Within your small groups, you will be reading through the interview packet. The interview packet has the interview notes and quotes you all compiled. You will be reading through everyone’s notes to find patterns, themes, and quotes you believe are informative for your project. To help you with this process, we will also be providing a worksheet to help guide your work. The worksheet asks you to name at least one theme that you see in the interview data. You will write down the supporting data (quotes and notes) that support your theme. For example, if I find a quote about an interest for increased pedestrian safety in their community, I would write that out as a theme and highlight or write down the quote that explains the theme.

Take a break and continue after the game (optional)

### 5:20 p.m. “Battle of the Bands” game

**Objective:** The objective of this game is for players to quickly come up with items that fit a specific category, starting with a designated letter. The categories could be bands/artists, foods, and animals.

**Setup:** Gather the players in a group. Prepare a list of categories (bands/artists, foods, and animals) and a timer (1 minute per round). You'll also need a way to keep track of the answers provided by each player.

#### Gameplay:

#### Round 1: Bands/artists (Letter: T)

1. Choose a player to start the first round. They will announce the letter, which in this case is "T."
2. Start the timer for 1 minute.
3. All players individually write down as many bands or musical artists that start with the letter "T" as they can think of within the time limit.
4. After the timer expires, the player who came up with the most answers reads their list aloud.
5. The group listens to the answers and decides if each answer is legitimate (fits the category and starts with the designated letter).
6. Tally up the legitimate answers for each player. The player with the most legitimate answers wins the round and receives a candy.

**Examples of legitimate answers for Round 1 (Letter: T):** The Beatles, Taylor Swift, Twenty-One Pilots, The Rolling Stones, The Weekend, etc.

#### Round 2: Foods (Letter: B)

1. Repeat the steps above for the second round, but this time with the category of foods and the letter "B."

**Examples of legitimate answers for Round 2 (Letter: B):** Banana, Burger, Blueberries, Broccoli, Baguette, etc.

#### Round 3: Animals (Letter: L and S)

1. For the third round, you can make it a bit more challenging by using two consecutive letters. Let's say the letters are "L" and "S."
2. Follow the same steps as before, but this time players need to come up with animals that start with either "L" or "S."

**Examples of legitimate answers for Round 3 (Letters: L and S):** Lion, lemur, sloth, squirrel, seal, etc.

**Variations:**

- To make the game more challenging, you can reduce the time limit for each round.
- You can change the categories or add more rounds with different themes.
- In case of ties, you can have a tiebreaker round to determine the ultimate winner.

Remember, the game is all about having fun and being creative under time pressure. Enjoy the friendly competition and the opportunity to discover new things that fit the designated categories and letters!

**5:30 p.m. Defining values and vision part two: “Values, Visions and Themes”**

Goal for this activity:

- Categorize data into themes from interview notes and story sessions.
- Use handout below as a template to categorize data.

Spend more time with the data for participants to familiarize themselves with the information, identify themes. This step three of the process:

3. Divide into groups of 5-8 participants. Assign one facilitator and one notetaker from staff to each group.
  - a. Facilitators: reiterate and assist participants in small groups and start on worksheet. (step 1 + 2) Quiet work time to read through interview notes for **35 – 40 minutes**
  - b. (step 3) Small group discussion (refer to worksheet) for **10 -15 minutes**

**6:30 p.m. Prepare for Virtual Workshop #1**

To prepare for the virtual session some steps must be taken prior to our workshop.

1. Identify leads for presentation and Expo sessions. Participants should have diverse gender identities, leaders active in the research process should be presenters.
2. Entire team works together to create an outline:
  - Introduce your organization in 20 words or less.
  - Who did you interview (summarize the group from “about me” data: gender, age, ethnicity, where born, work)?
  - Define the issue (affordability, community safety, transit safety).
  - Why is it an issue for young people?

- Submit a list of vision statements that align with the priority issues defined above. Use the Values, Vision, and Goals info sheet to help you create vision statements.
- What is our goal for the region around this issue?

Handout of deliverable can be found [here](#)

**6:55 p.m. Closing reflection**

“What is the one vision or value you want to share with the Council?”

# Workshop 4 Handouts

## Identifying Findings from Your Data

Topic: Create research findings about \_\_\_\_\_.



### Part 1:

1. Read all the data in your interview data packet.



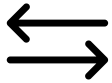
2. Make a list of themes you want to prioritize from the data. What are good examples of these themes from the interview data? (It's okay to bring in themes that are important to you that are not directly in the interviews).

Theme	Example from your story or an interview story
A.	
B.	
C.	
D.	

## Identifying findings, Part 2



1. Continue working on a list of themes on the prior page. What are good examples of these themes from the interview data? (It's okay to use ideas from the interview write-ups and ideas from the story sessions)



2. **Share.** Share your research findings with the group. Identify themes that are most common among all group members.



What's next? You will turn these findings and themes **into issue definition, values, vision statements, and goals** in preparation for the next virtual workshop.

## Sample interview data packet

1. **Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)
2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?
3. **Define safe community:** What does a safe community look like to you? How can we create this community?

### B Int 1

1. **Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Money is paid for different needs, and it affects different parts of her life.
- Offer more support for the youth, more education opportunities that are engaging.
- Neighborhood look the same, middle class and surrounding area are different

2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- Did not see or experience violence, see people yelling at each other at park
- Do not feel safe, and feel scared to be alone in transit but do feel safer in park
- Example provided would be, people shouting on bus, people do not keep their hand to themselves

3. **Define safe community:** What does a safe community look like to you? How can we create this community?

- Safe community, People feel safe to go out and hold people responsible for their actions
- Community should have common goals and work with each other to create new law especially with governmental figure,
- More public spaces that are created, and are more safe

4. An important quote, exactly as it was said:

- "If you are able to have youth who are given resources for support like for mental support, for financial support, while encouraging them in their own independent, I would create different activity and program to help support student to show them that they can do it too"

5. What worked about the interview? What would you improve?

- Something that worked well was that I was able to ask more extended questions to make them extend their thoughts. I could improve on asking the questions one at a time because there were a few times where the interviewee was lost.

## B Int 2

1. **Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Family is not struggling with money, but parents need to build a credit score to buy their own house, which the sibling are helping with the rent
- Live in the east side, because the rent is low
- If money was not an issue, having more playground for children would be nice, fixing the pothole and better education system

2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- Personally have not experienced anything that was threatening or scary to them.
- Interviewee heard that their friend was uncomfortable around people in parks
- Feel like there is no safety concern in transit area

3. **Define safe community:** What does a safe community look like to you? How can we create this community?

- Safe community look like there is bond between people
- Everyone is friendly with each other even if they are stranger
- create more community event/cultural event because most discrimination is based on one's culture

4. An important quote, exactly as it was said:

- "Being more informed of other people without judging others based on what they look or their cultural belief"

5. What worked about the interview? What would you improve?

- I was proud when I was able to tell the interviewee that the pothole situation in Saint Paul was not something that the council were involved in. I suggested explaining what the question was asking before recording, and this calmed the person I was interviewing. I could have asked more extended questions to dig deeper into what my person was thinking about.

## B Int 3

1. **Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Money had more effect in the past, where her family lived in an area that was not as safe and more crime
- Current area is safe because they are more secure with money, she feels safe to go out by herself
- If money was not an issue, she would fix the park because it is run down, and create a recreational area that was shut down, and there is no rec center around her house

2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- She personally has not witnessed any incident but knows that her friend has. Her friend was getting harassed by a random person on a metro transit. Her friend doesn't feel safe.
- It was not only one person she had heard from, it was multiple people that told her similar story.
- The story from her friend made her feel unsafe to ride the transit because she does not want to experience that.

3. **Define safe community:** What does a safe community look like to you? How can we create this community?

- A safe community is a community that communicate
- Having some sorts of bond in case something were to happen is important to community
- Gathering community members, a big figure in the community, to lessen some safety concerns and to build community.

4. An important quote, exactly as it was said:

- "If you don't communicate, how do you know what's going on, you know, if you don't know what's going on how do you know it's safe."

5. What worked about the interview? What would you improve?

- I was able to explain the question beforehand to lessen the nervousness the interviewee had. I asked the question one at a time which felt like it was more comprehensible. Something I would improve would be to converse more and extend my question. Maybe having someone who is in their twenties might have a different response compared to the interviews I have had so far since all of them are still in school.

## CC Interview 1

1. If they had money or money wasn't a problem they would try to make a neighborhood where they can connect with each other and a safe one



2. When they were going on transit, they saw a man pass out and when the cops showed up they felt suspicious and that they might have been arresting them

3. Wants a safe community where everyone can be safe, and they can build connections

**Quote:** "If I was walking alone, I'd rather walk with like group of friends that would be on my side just in case someone tries to attack me, of course."

**Overall:** So for this first person they would like a better community that is safe and where they can build connections, but they also don't want too much policing in the neighborhood. They also think that there should be policing on transit, but there should also be an option where there are less people or security.

## **CC Interview 2**

1. If money wasn't a problem they would live in a better and bigger house and a richer/better neighborhood

2. He hasn't been in any acts of violence, but he has been to the aftermath of the Minneapolis riot. It changed their view of the police and that the police took it too far. It also affects others by not trusting the police. The police should start outside activities so the people of lower and other classes can have a connection with the police.

3. We should educate more people and teach them what is good and what is bad so we can reduce the amount of crimes. So if there is too much policing everyone would be scared, but if there is none then there would be crimes, so there should be a middle ground where there isn't too much policing and not too little policing.

**Quote:** "I don't know, that the policing took it too far. Like they stopped trusting the police I guess."

**Overall:** They want a better neighborhood and a better house with good schooling. They think the police riots were too far and that the police should try to bring connections back to the community. They think that too much policing is bad and everyone but not enough policing is also bad.

## **CC Interview 3**

1. They wouldn't change where they live, however they would change their schooling. They wouldn't change their housing because they like their neighborhood because the neighbors were already nice and they helped them by helping them move and giving them cookies.
2. Police shot a man and that hurt them and they thought it affected others because he couldn't understand them and he was deaf. So they thought the police were at fault however they thought that it could have been avoided.
3. They want a neighborhood where everyone can be together where they can trust each other and have fun and it doesn't matter what race you are.

**Quote:** "I think a safe community is when everyone is caring, no one is judged, food is safe and people are helping each other out"

**Overall:** They want a place where they can eat food with everyone, have fun, be safe and build a community connection.

## **D 1 Interview Findings:**

**Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

**Int 1:** B lived in an apartment complex near Rice Street for many years because it was cheaper than other places and more affordable. The place was very unsafe in terms of violence, and the management of the apartment complex itself but because it was cheaper she lived there despite all the issues.

**Int 2:** R stated how money plays a huge role in where she lives. She currently lives in the apartment complex near Rice Street. She's been living there since she came to the U.S. She talks about how they can't afford to pay for a nice place, especially as immigrants therefore they're living in a place where they don't feel safe. If she had more money, she prefers to live in a safe environment with a nice community.

**Int 3:** M talked about how she lives where she lives because it's more affordable, she states how she can't pay for a nicer place to live in. If money weren't an issue she would also live in a safe neighborhood.

**Overall reflection:** All three of the people I interviewed mentioned how money plays a big role in the area where they live. All three of them have lived in a place only because of its affordability. My key

takeaway from the three interviews is that many people live in unsafe places because they can't afford the nice places. They all would live in a safer place if money weren't an issue.

Safer place= higher cost of living

**2. Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

**Int 1, B:**

Transit: rode public transportation for 2 years to get to college and was concerned about safety due to the things happening around her. She talked about how she would witness people meeting up to sell weed, etc. which made her feel unsafe. She mentioned how she only rode public transportation because she had no other options, she'd not think of riding it otherwise. She further went on to talk about her witnessing violence around the area she lived in. She mentioned that after the death of George Floyd, she witnessed a lot of violence around her neighborhood; people were looting, and walking around with rods and lighters which made her feel helpless and unsafe.

**Int 2:** R talked about how she rode the bus to get to work when she was in Highschool and how scary that was because she witnessed people fighting, arguing, and ganging up. Her experience

Damanta p 2

affected how she views public transportation as unsafe for people traveling alone or even with others. She also went on to talk about another traumatizing experience in which she was walking with friends to soccer practice and how one of her friends got robbed. She explains how this situation was very unsafe and how that has changed her thinking about being out in public. She shared that she feels unsafe being out in public.

**Int 3:** M has not personally had to ride public transit but she talked about how she witnesses things happening around transit or bus stops when she's driving by. She states how she sees people getting physically with each other which makes her feel afraid to be in public transit.

**Overall:** All three of them have witnessed some sort of incident surrounding public transportation and have felt uncomfortable about riding it due to safety concerns. They mentioned experiences of witnessing some sort of fights, arguments, selling weed, etc. and view public transportation as unsafe.

**3. Define safe community:** What does a safe community look like to you? How can we create this community?

**Int 1:** When discussing what a safe community looks like B talked about her traumatic experience as a walker. She believes a safe community has safety measures for walkers, drivers, etc. Transportation

safety looks like an important factor in how she views a safe community. Because she was a walker herself and witnessed her neighbor getting hit by a car she believes that there needs to be more crosswalks and sidewalks for walkers, especially students. Additionally, she talks about how the road conditions are in Minnesota and how we need to change that. She stated how the potholes cause a lot of danger for drivers and that there needs to be a greater focus on that issue to create a safer community.

**Int 2:** R defines a safe community as a place where she feels safe emotionally and physically. She mentions how there should be a sense of freedom as well, and freedom to her means not worrying about what is going to happen next. She talked about her experience living in her apartment complex and how it is a great example of what a safe community doesn't look like, she explained how there is no security so there are random people coming in, breaking doors, etc. Her vision for creating a safe community includes adding extra protection around neighborhoods and apartment complexes. More security and cameras would help create this community.

**Int 3:** M talked about how a safe community would look like to her, and it included no violence, no gunshots, and no broken vehicles. She thinks in order to create this community there needs to be more security and more polices when they need them.

**Overall:** A safe community thinks about all people (walkers, drivers, residents, etc.). Their responses indicate that it is important for people to feel safe and that'd mean less violence, more security, and more safety cautions for people. A safe community can be created by incorporating a safer way in terms of transportation, adding more security around neighborhoods, and apartments, more police.

## **I's WRITE UPS**

### **Interview 1:**

1) Money gives you more options in life, especially with bare necessities. Living in a place that is quiet is important. Does not think that the environment she lives in could get quieter. (For reference she lives in East St Paul)

2) Saw a shooting near where she lives. Went to her aunt's house for safety (Brooklyn Park). Felt like the situation was brushed over in the community. Almost normalized. People in the community doesn't really care much about what happened

3) The idea of a safe community is feeling safe where you are. Freedom to go out without worry and let your kids go out too. The change needed has to do with the people in the community. Growing up with the normalization of the things happening in the community leads to kids being desensitized and doing the acts themselves. Does not think that increased police force would change. Police are an authority figure, and the community just needs education.

Quote: "I wouldn't say that it was normal but it kind of was just washed over"

Was able to answer all necessary questions, need to improve length, need to ask more prying questions.

## I's INT 2

1) Money does affect where you live, especially in Minnesota. Made evident by the minority clusters in the twin cities and the rising poverty level. Hierarchical difference between rich and poor when you go between the cities and suburbs. Wouldn't change where he lives (Used to live in north Minneapolis now in Coon Rapids). Would go to college in another state

2) Park next to the YMCA where a kid got jumped. Was a regular occurrence for him (Northside Lowry St). Was 8-9 when he saw it. Made him think that fighting was normal, kept on high alert that he would need to fight at any time.

3) Safe community is where money isn't an issue for people, and everyone is a close-knit family. As well as no crime as everyone knows each other. Drug use as a problem would be out. Police would not help, they overstep their bounds. For example there are a lot of cops in the city and there is still crime but out in the suburbs there is less crime and less police. The way to fix this is to introduce better education in schools. Make all schools equal from the suburbs to the city. Make events for community members to go to like block parties where people get food and meet each other.

Quote:

"Theres a lot of police in Minneapolis but when you come to the suburbs you don't see any."

Answered all questions well. Did more prying. Did realize though while re-listening that there were some answers I could've gotten more out of.

## I's INT 3

1) More community areas, more stem and science interaction. In the neighborhood there isn't much except for the community center and bowling alley. Everything in the community (East St Paul Sun Ray / Conway) area is walkable. Compared to downtown, walking is harder since you have to cross streets. Less safe area. Having spaces for community members and clubs to meet would foster relationships between community members.

2) People skip fares a lot for public transport. Has seen mostly drug related incidents like people using drugs or drug deals that end in a beating. Specific example with kids arguing with older guy about if they can beat him up. Another example is a guy who whacked a bird on the train.

Thinks drug use is the main issue. Told story of the "WD-40 Lady" which was of a woman who was inhaling WD-40 and falling asleep repeatedly in the train. People also fight the bus driver. I asked if there was more staff would there be less stuff happening. Said people would probably straighten up and act better in transport. Thinks it masks the problem.

3) If people had someone to talk to that could make them not do the act. If things like rehab centers were more widespread that could help too. People don't know where those helpful spaces are. Same with things like food shelves. Better than nothing at all. If someone is doing drugs or something

because they are miserable, surrounding themselves with other miserable people will make them worse. People and humans need constant positive reinforcement.

Quote: "It's not the train that's making them do the drugs at all. It's other things"

Best interview. Got a lot from him. Same critique as the others though, there were some points where I could have pried.

Based On the interviews, safety is a top concern for people. The normalization of violence in certain communities is a major issue, and the interviewees emphasized the need for education and community building to address this problem. Additionally, it is apparent that there is a divide between the city and suburbs in terms of crime rates and police presence. To create a safer and more unified community, it is necessary to focus on education, equal access to resources, and community events that bring people together. The current drug problem needs to be tackled as well. Resources like rehab centers in the city and community mental health initiatives are needed to see necessary change.

## L Interview 1

### Question 1- 3 key notes

- Money is a big thing
- Struggle with their lifestyle
- Move to a more peaceful area

### Question 2- 3 key notes

- Avoids area with violence
- Doesn't feel safe when he was younger
- Seeing violence around him changed his view on things

### Question 3- 3 key notes

- Community that works together
- Stop violence
- Able to engage with another with trust

An important Quote: "focus as one and to stop violence or from it getting too violent from where like the whole neighborhood feels safe, where people can trust or rely on their neighbors"

The interview went well but what can be improved is the setting since we weren't sitting down.

## L Interview 2:

#### Question 1- 3 key notes

- Housing Market increase so it's hard to own homes
- Hard for family that rents houses since the Housing market price increase
- Develop more recreational spaces

#### Question 2- 3 key notes

- His neighborhood isn't safe
- Seen a Lot of homeless people
- A Lot of argument between people

#### Question 3- 3 key notes

- Everyone gets along
- Area where there's a lot of diversity
- Understanding each other

An important Quote: "I think we have much more similarities than differences"

I honestly think the interview went great without much problem, but maybe next time I'll choose a better place to talk without any background noises.

#### L interview 3

#### Question 1- 3 key notes

- Money is a big thing
- Spaces between houses to be bigger
- Increase safety

#### Question 2- 3 key notes

- Seen accidents between cars
- Not much violence seen
- Seen police around

#### Question 3- 3 key notes

- A community with less violence
- More law enforcement less criminal
- If there's more resources less theft and crimes

An important Quote: “protection from the government, law enforcement if there’s lot of them obviously there’s less criminal”

The interview went great but maybe next time I should consider the dog coming to the door and choose a better location to talk.

#### Overall Finding:

What I found out overall is that Youth have seen violence around their area and seeing those types of things changes their perspective, and that they all want to live in a better neighborhood with peace and no sign of violence anywhere. What the council members need to know about the interview is that youth are speaking so their voices can be heard and being able to see that can help them look more into the area and the situations so they can find a solution in the near future.

#### **M Int 1**

1. Money affects where you live due to rent. Having a single room. Neighborhood would be a little better. Shared a room when in Oakdale with brother in apartment
2. Threatening to shoot girl with BB gun 3rd grade. Did not hangout with older kids due to safety reasons. Scared of the Possible gang violence from what was portrayed by the older kids.
3. Resources for people to have a safer life. Lot of domestic abuse was happening. Discussion forms for the community to express their feelings and what they are going through. Our lives are communal.

#### **Quote of the interview.**

“Once we are more open to sharing and helping others the better our lives will end up being.”

#### **Overall feedback of interview:**

Could’ve been longer but offered a different perspective with being a little bit more on the outer skirts of the suburbs.

#### **M Int 2**

1. Habitat for humanity house middle class to low class housing. Safer neighborhood if an option. The place she lives is specifically put for her the amount of people she has in her family kind of feels small. No Gang violence and fights in neighbors. Frogtown next St. Paul



2. The first time took metro by self. Drunk people screaming and making scene open bottle on the train. Traumatized not wanting to go on transit alone due to safety reasons. Feels like she needs to have pepper spray at all times.
3. No gun violence or gang violence. Being able to feel comfortable and you are around your people feeling represented. Making metro transit safer. Police officers make people feel more unsafe in black communities.

### **Quote of the interview.**

“Community to me means you feel comfortable. Not just safe but you feel like you belong.”

### **Overall feedback of interview:**

Great interview and some great insight on what it's like to live in an urban area.

### **M Int 3**

### **Living in the region**

1. Paying her own rent affects where she is living. If she has more money than she would have less roommates. Shared a room with her brother.
2. On train witnessed someone get robbed. Sit away from people. Doesn't take train by herself.
3. Accessible community. Well-lit and during the night. Lots of paths in the neighborhood as well.

### **Quote of the interview:**

“A safe community is a very accessible community.”

### **Overall feedback of interview:**

Shorter interview I think there should be back up questions if they blow through the questions fast.

# Presentation Planning Handout



## PRESENTATION PLANNING

Deliverables + Outline

**DUE March 31**

Upload one copy of this completed document to the shared [Google Drive](#)

Your Name:

1. Introduce your organization.

2. What are two issues you identified through your analysis of the data that your community is facing? Give two examples.

Topic A:

Topic B:

3. For the above examples, provide three quotes from the data (each) that support why you perceive this to be an issue in your community.

Topic A:

- 
- 
- 

Topic B:

- 
- 
- 

4. For each topic, what do you wish to see in the future? What is your goal for the region around this issue?

Topic A:

Topic B:

# VIRTUAL WORKSHOP 1: FINALIZING RECOMMENDATIONS

## Introduction to Virtual Workshops

The next two workshops were conducted virtually. Ideally, the organization invites participants to these workshops using familiar technology. These workshops allow for shorter, more efficient worktime without the need for travel. The virtual format works at this point because participants and the Met Council staff team already have built trust, confidence, and understanding of the topics. Virtual Workshop one focuses on preparing presentations for the Expo. Workshop two focuses on career opportunities at the Met Council, tailored to youth interests. Organizers wishing for a shorter series can omit workshop 2.

By the end of the virtual 1 workshop, the group will have assigned slide deck presenters and poster presenters. We recommend no more than three presenters giving the slide deck presentation, with additional help from slide deck creators. For the posters, we recommend up to five people to present to the organization at the poster session, plus additional design assistants.

## Virtual Workshop 1 Participant Agenda

(Will be distributed by email and shown on screen at the beginning of the meeting)

### Developing Priorities for Expo Presentation

#### Agenda

6:00 p.m.	Welcome
6:05 p.m.	Check-in and workshop goals
	What is your favorite way of displaying your creativity? Why?
6:15 p.m.	Finalizing Ideas and Recommendations (Breakout Rooms)
6:50 p.m.	Presentation on Presenting!
7:05 p.m.	Getting Creative
7:15 p.m.	Closing

**Next workshop:** [List workshop 5 date]

## Virtual Workshop 1 Schedule and Script

This is the complete script for “Presentation Prep” virtual one. It includes instructions on how to do each activity and links to the key handouts needed for “Presentation Prep.”

### Before the workshop:

1. Make sure your organization has host ability so you can make breakout rooms.
2. Keep good track for the week leading up to the workshop of who has completed the presentation planning handout and who hasn't. Check in with the organization leader. Move all the completed handouts to one folder. Be ready to guide the group even if no one or only a few people have completed the handout.
3. Send a reminder of the workshop start time and the need to have the “presentation planning handout” accessible.

### Tasks assigned to team members:

- Technical assist: Setting up the breakout rooms, technology troubleshoot
- The “how to present” presentation is a good opportunity for an intern or other early career staff to present. It is more relatable for youth audiences.
- Tracking attendance
- Look how roles are assigned in script – assign to your team. Switching among many facilitators helps keep interest.

### **6:00-6:05 Welcome/getting settled into the workshop**

#### **6:05 – 6:15 Check-in and workshop goals**

Check in questions (facilitator 1)

- What is your favorite way of being creative? Why?

Facilitator 2: Hello! Today we'll be doing three things:

1. Identifying main recommendations for the Met Council
2. Preparing for the March 20<sup>th</sup> Expo and presentation
3. Identifying next steps

### **6:15 Activity: Breakout Rooms + Finalizing Your Ideas and Recs (Team)**

We will be breaking into two groups. Each group will have 1 facilitator and together you all will review the presentation planning handout that each of you completed.

*Technical assist:* Create 2 breakout rooms, divide group in half.

1. Breakout Room #1: Facilitator + Notetaker
2. Breakout Room #2: Facilitator + Notetaker

#### *Facilitator Role/Tasks:*

Instruct participants to refer to their prioritization worksheet to respond to the following questions:

1. Short introduction of your organization/group
2. Who did you interview? (How many interviews? Summarize the group from the “about me” data)
3. What topics did you include in your prioritization worksheets as your top concerns/priority areas?

4. Why are these topics important? Why is it an issue for your community?
5. For each topic listed, what do you wish to see in the future?

Facilitators: For the following questions ask the group if they have anything to add from their work on the topic in the third workshop or any other ideas around values/vision in general after discussing their values, vision and goals.

End breakout rooms at **6:48PM**

**6:50                    How to present**

Three of you will present your organization's slide deck. Several more will present your poster information. This presentation will give you some tips as you plan your presentation.

Presenter [presents PPT](#) on presentation tips.

Presenter asks: Are there any questions or comments?

**7:05                    Presentation Ideas and Selection of type of presentation for the Expo**

Facilitator show examples of [example 1](#), [example 2](#) and [example 3](#) of expo posters.

Encourage them to watch previous presentations for examples: **Link to past presentations:** <https://www.youtube.com/watch?v=wY3lvjJ53oc&t=2920s>

Main Point: Ensure the group understands that their selection of themes and poster layout will help them to deliver their message in a meaningful and clear manner.

Gaby: What do you all think is the best way to showcase your ideas and recommendations during the expo? Last question, I want to get an idea of who wants to work on the PPT and present to CMs and want to work on the poster.

*Note:* At this point, people have self-assigned to either "presenter" (2-3 people plus slide deck assistants) or "poster session" (up to 4 poster presenters plus design assistants). You may need to help with solidifying these assignments.

**7:10                    Next Steps:** Remind them that the next in-person workshop will be for working on posters and presentations in groups.

**7:15                    End/Closing**

## **No Virtual 1 Handouts**

# VIRTUAL WORKSHOP 2: CAREER LEARNING



## Virtual Workshop 2 Schedule and Script

This is the complete script for “Career Workshop” virtual two. It includes instructions on how to do each activity and links to the email used to recruit presenters.

### Before the workshop:

1. At least two weeks in advance, invite the presenters to the workshop. When they confirm, send them the calendar invite.
2. Make sure the participants have a link to access the workshop. Send them a reminder email the day before the workshop.

### Tasks assigned to team members:

- This is an opportunity for team members to practice facilitation skills. Consider assigning facilitation to a person who is beginning their facilitation experience building.
- Notes are not needed for this workshop
- Early career team members should be ready with questions for the panel if the participants are quiet

**Note:** Participants are not sent an agenda. This agenda is created by time on each task, NOT exact times. The facilitator will monitor time to keep the panel running smoothly. No field notes are needed for this workshop.

Goal: Work through the pre-written questions and youth/intern Q&A in 1:15 (75 minutes)

Before the workshop: Copy and paste the names of panelists from the invite so you have them to refer to panelists.

0:00 **Welcome.** Introduce yourself. Welcome everyone to the career panel. Ask young leaders to please turn on their cameras for the introduction. Ask someone from the organization (e.g., Ibrahim from WYC) to introduce all of their team and tell the panelists a little about the organization.

0:05 **Introduce the workshop.** The purpose of the workshop is for young leaders and Council interns to learn about a range of careers at the Council and how people got there. The panelists were invited to represent a diversity of careers and experiences.

The format will be that we will take about 60 minutes to talk about 6 questions. I will invite a different panelist to start each time, and I ask that the panelists each take a turn answering the question. We will spend about ten minutes on each question. Halfway through, we will take a break for Q&A from the leaders and interns. Then, we'll finish up our discussion and end with a bit more Q&A. Let's get started!

0:07 **Question discussion (10 minute each question):** Call on different panelists for each question so no one has to go first or last all the time.

1. Describe your job at the Council. What are your main responsibilities, and what's the most interesting thing you're working on right now?
2. How did you decide what to do after high school?

3. What job were you doing when you were 24? Did that job help you get to where you are now?

0:37 **First short Q&A from participants listening.**

0:42 **Continue questions (9 minutes each, a bit less time)**

4. What's the hardest thing about your job? What do you wish you could change?
5. What do you like best about your job?
6. What advice do you have for someone who wants to work in a job like yours?

1:08 (or before) **More Q&A.** What other questions do you have for the panelists before we say goodbye?

1:13 **Wrap up.** Thanks to our fantastic Met Council panelists and to WYC for their questions. Leaders will have announcements about next steps.

**Staff leader:** As a reminder, our next meeting is [ ]. You will need [ ]

I would also like to thank all of you. Thank you, panelists, for joining us and sharing your experiences and thank you (organization) for showing up and asking thoughtful questions! And with that I wish you all a good evening. Bye!

## Virtual Workshop 2 Materials

There were no handouts, but this email was sent to invite career panel invitee:

Hello -

I'm writing to invite your participation in a virtual panel on "Careers at the Met Council" as part of the Young Leaders Collaboration for the 2050 Regional Development Guide. In addition to helping the Council shape values and vision for the next Regional Development Guide, young leaders age 14-24 across the Council are interested in learning about careers. And the Council is full of interesting professionals whose stories would be very helpful for young leaders to know. Here are some details:

**What: Participate in a 75-minute virtual panel to share your career story.** Council interns will facilitate the panel. You will be joined by 3-4 additional Council staff.

**When:**

**How:** Via a Teams or Zoom link created by the young leaders' organization. We'll send it to you.

### Panel Questions

1. Describe your job at the Council. What are you working on, and what are your main responsibilities?
2. How did you decide what to do after high school? If you went to college, how did you decide what to study?
3. What job were you doing when you were 24? Did that job help you get to where you are now?
4. What's the hardest thing about your job? What do you wish you could change?
5. What is the most interesting thing you did this week at work? What do you like best about your job?
6. What advice do you have for someone who wants to work in a job like yours?

# WORKSHOP 5: GET READY FOR EXPO

# Workshop 5 Participant Agenda

## Preparing for the Expo

### Agenda

5:45 PM Dinner and Warm-up

6:00 PM Finalize main recommendations: issues, quotes/stories, values, vision and goals (*feel free to eat during this time*)

7:15 PM Break

7:25 PM Expo logistics, tips, and more

7:40 PM Expo and presentation work time

8:50 PM Closing reflection

Optional or at another activity: Evaluation activity “Potholes and Parks”

Upcoming: Practice presentation to get ready for the Expo

# Workshop 5 Schedule and Script

## Finalizing Policy Recommendations

This is the complete script for “Finalizing Policy Recommendations” workshop five. It includes instructions on how to do each activity and links to the key handouts needed for “Finalizing Policy Recommendations” workshop five.

### Before the workshop:

Prepare the information packet for participants to analyze

The participants have completed discussions, prioritization exercises, story sessions, and interviews to determine what they want to recommend to the Council. To bring their ideas back to them in an accessible format, Met Council staff created an “main recommendations packet” that organized their materials into the two topics the group wanted to present on. This packet was branded with the organization’s logo and had X sections. Front material described the packet and how to use it. Each topic included the sections: Define the issue, how this affects the community, quotes (from interviews and story sessions), connections to regional policy, and recommendations/hopes for the future.

Preparing this packet is essentially a data identification and summary process. Staff reviewed all field notes staff took at each workshop, interview notes, story session notes, and prioritization worksheets. From this, the staff used direct quotes, summaries, and synthesis to create the packet. An example of the packet can be found [here](#) and [here](#).

Each participant needs a laptop to work. Coordinate with the organization leader to ensure these are brought to the workshop.

### Supplies needed

- Each workshop participant needs a laptop
- One copy of information packet for each participant and staff
- Pencils and highlighters

### Tasks assigned to staff team members:

- Preparing the packet
- Reviewing and proofreading the packet
- Printing
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

## Schedule and Script:

### 5:45 PM Dinner and Check-in

Share one fun thing you did this week,

### 6:00 PM Finalize main recommendations: Issues, Quotes/stories, policy recs

Goals for this activity

- Review your main recommendations packet. Make revisions answering the three questions on the “revision questions” handout.
- What do you like the most? What needs to be expanded, revised, or changed?

Facilitator hands out the main recommendations packet. “This packet represents the hard work and thoughtful analysis you have done to identify key issues facing your community. Let’s celebrate this accomplishment (facilitator can even clap for the group!) Use the main recommendations packet to think about what policy areas you would like to prioritize in your expo poster and presentation.

Facilitator reviews the packet, including the main recommendations and noting the structure of the document.

1. Divide into groups to review each theme.
  - a. **Facilitator 1 goes with one group**
  - b. **Facilitator 2 goes with one group**

When everyone is divided into groups, facilitator instructs, “As you read the packet, you will highlight the information you believe should be reflected in the expo and presentation. You want to make sure that you have factual information, stick to the main topic, and speak in words that feel authentic to you. Here is a handout on how to do this. Facilitator walks through the handout with the participants.

2. **Facilitator leads:** Review & Revise, answering the questions in the [handout](#). (pass out to group)

7:15 PM Break

7:25 PM Logistics of meeting, presentation tips, and practicality

1. Arrive at 2:30 p.m. and begin to setup and prep
  - a. Free parking with parking passes
  - b. Will everyone be able to attend? Does anyone need any paperwork to ensure that they are excused from school?
2. Expo will have two parts
  - a. 3-3:50pm poster presentation
  - b. 4-6PM Council presentation
3. 6-7pm dinner with the other groups

Send out video - <https://www.youtube.com/watch?v=hl9kJuWEulo>

Tips for when you need to present your poster—write them up and share expectations

**7:40 p.m. Expo and Presentation work time**

**Introduce the groups, and break up into groups**

Slideshow Group – List the facilitators and participants who will work with slideshow

Poster Group - List the facilitators and participants who will work with posters

**Instructions for poster group:** We will work together to create and finalize the organization poster.

1. **What will be included in your poster? (10 minutes)**
  - Take five minutes to look through your recommendations packet and review the most important things you'd like to see reflected in the poster.
  - Take five minutes to share with the group what you'd like to see in your poster.
2. **How do you want to organize your information? (7-10 minutes)**
  - Template examples can be found [here](#).
  - Based on the templates, which sections are missing and/or would you like to add to your posters?
3. **Section assignments (30 minutes)**

**NOTE FOR FACILITATOR: Create a shared Google doc for students working on the expo poster.**

- Decide which sections you would like to work on
  - Open the shared Google Doc
  - Use your recommendations packet to help you type up your assigned section.
  - Start typing your assigned section.
4. **Design (40 minutes)**
    - Use Canva template and customize to your work: <https://www.canva.com/>
      - Sign-up for a free account.
      - Example of handouts [here](#).
      - Select template as a group and start copying work from google doc into assigned sections.

Instructions for presentation: We will work together to finalize your presentation.

We will be breaking into two groups. You all will review the completed presentation planning worksheet. As a group, in breakout rooms, you will work together to answer the questions based on your individual worksheets.

1. **Review Presentation Outline (10 minutes)**
  - This should reflect the main points decided by the group at the beginning of the workshop.
2. **How do you want to organize your information? (7-10 minutes)**
  - Identify sections.
  - Which themes do you want to present in which order?
3. **Assign slides to draft (45 minutes)**
  - Presentation outline can be found [here](#).

**NOTE FOR FACILITATOR: Create a shared Google doc with students working on presentation.**

- Decide which slides you would like to work on.
  - Open the shared Google Doc.
    - Use your recommendations packet to help you type up your assigned slides.
  - Start typing your assigned slides content.
4. **Presentation Design (15 minutes)**



- How do you want to customize the slides? You could use a PowerPoint template or a Canva template to customize your work: <https://www.canva.com/>. Could also use PowerPoint templates.
- Begin putting assigned slide content from Google Doc into presentation.

**8:50 p.m. Closing reflection and clean-up**

What next steps will you take to prepare for the Expo?

## Optional activity: Potholes and Parks

This activity was successfully used to evaluate the project in the first iteration of the curriculum.

### Potholes and Parks

**Total Time Needed:** 30 minutes

**Materials Needed:**

- For each participant – Potholes and Parks Handout
- pencils or pens

**Total Staff Needed:**

- One staff facilitator.

### Script:

Throughout our time together we've accomplished a lot. We've identified the issues that affect your community, we've gathered qualitative data from community members to highlight the importance of the issues. Then we've constructed a set of visions, values, and goals that we want for the community. You all have provided a tremendous amount of information that the Metropolitan Council can reference going forward. This information is a culmination of all the hard work you've done and your expert testimony from your communities. You've helped pioneer a new relationship between the regional government and the local communities. We simply could not have done this without all your hard work and dedication to this project.

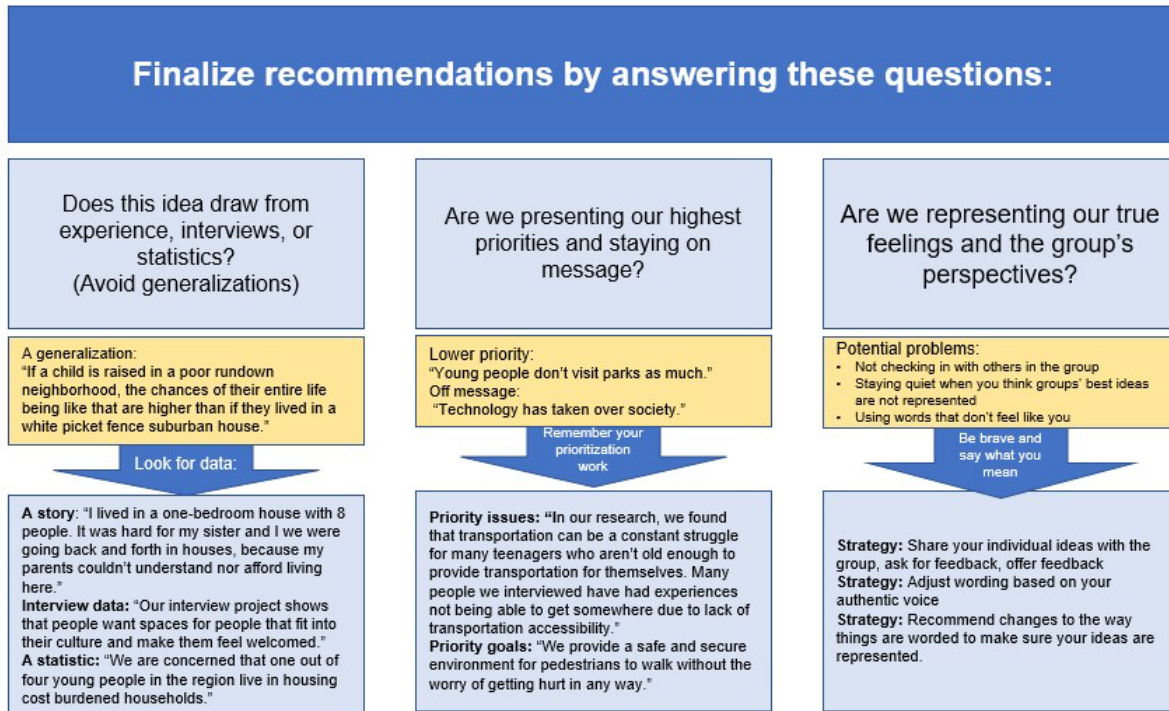
That said, there is one last thing we ask of you. That is to help us refine this process for the next groups that are eager to engage with the Met Council and help create a better future. Your feedback will be paramount to any future workshops. Who knows in 10 years when the Met Council is researching for the 2060 Plan, the youth participants who step up will be working from the blueprint that you help create today.

The task is this. In front of you is a minimal handout. It has a subtle roadmap of our work together in this project. Everything from workshop 1 to the presentations at the Met Council. We made it minimal because we want you to use your creativity to personalize this handout to reflect how you experienced this project. Some things to consider are that potholes on this handout are representative of the real-life ones in the street. They can be minor inconveniences to drive around or if large enough or too many can be catastrophic. Similarly, parks are representative of real-life ones as well. They are enjoyable places that facilitate positive vibes. We would like to see how you see the roadmap of this project. Where did you encounter potholes, where did you encounter parks? Draw a tree for a park and a caution sign for a pothole. The more you draw will tell us the intensity of that event. Also, in your words, write a blurb next to the event to describe how you feel about the event. It's okay if you don't remember the timeline accurately. Just draw one of the two icons and write a blurb about it!

# Workshop 5 Handouts

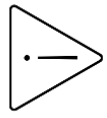
## Finalize recommendations

Note: a full-size handout of this image is [available here](#).




# Potholes and Parks

Note: A printable version of this PDF is [available here](#).




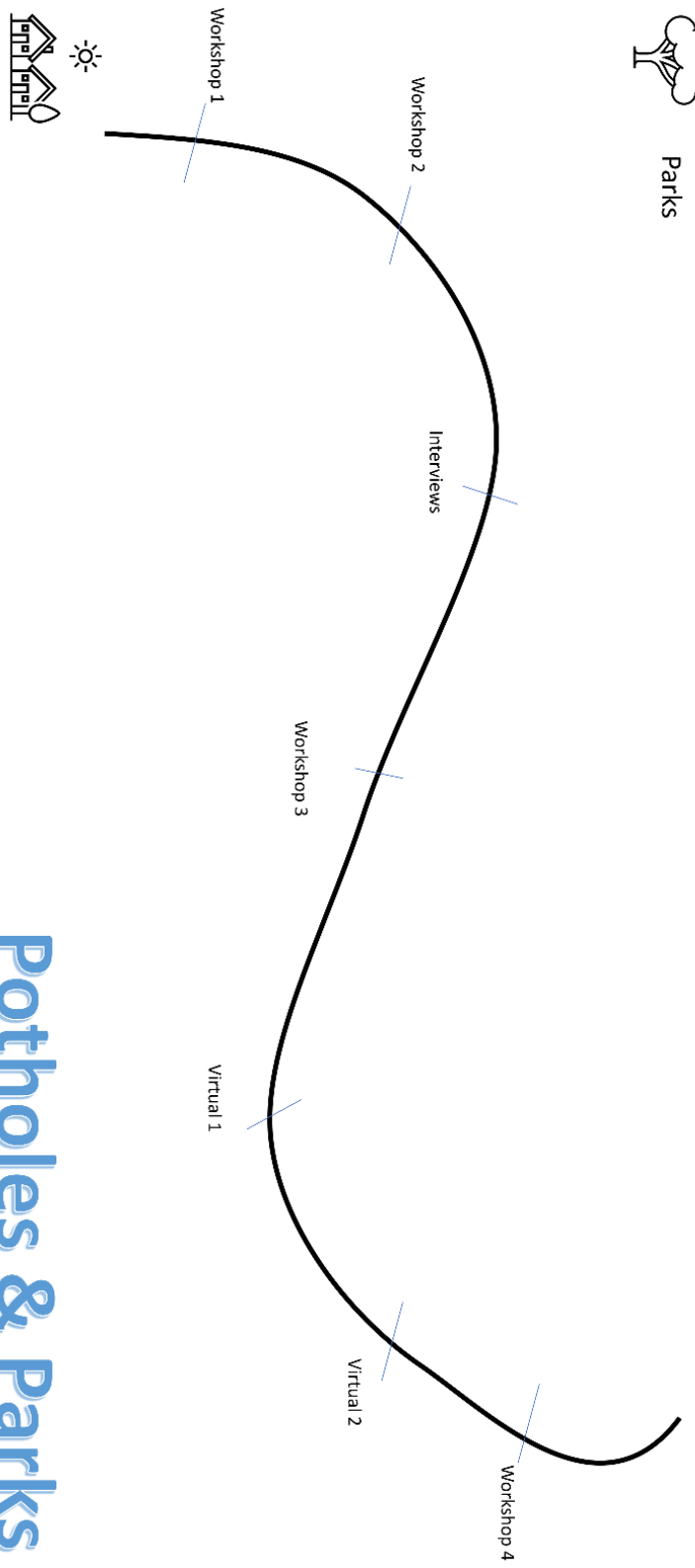
### Potholes

**Instructions:** Draw a Pothole or a Park to illustrate the quality of your experience throughout this project. Potholes are bad, and Parks are good! You can draw up to 3 parks and/or potholes for each event. The more drawings the more higher/lower quality of experience. Write a short blurb about why you picked a pothole or a park for each event. Don't worry if you can't remember the exact workshop for the Park of Pothole where you think it represents your experience. Just be sure to write a blurb to explain.



### Parks





# Potholes & Parks

# CURRICULUM OUTCOMES

The recommendations created by the curriculum resulted in recommendations to all Community Development policy areas of *Imagine 2050*, including land use, parks and trails, and housing. The recommendations were presented by leaders to Council Members.

As of 2024, the Met Council has used the curriculum twice. [A video about the process](#) shares the feelings and energy of the first set of presentations. These presentations were made in May 2023 and [can be viewed here](#). The [second use of this curriculum](#) informed land use policy and included adults of all ages. These presentations [can be watched here](#).

After the presentations, Council staff wrote reports detailing the recommendations from young leaders and adult community leaders. An example of this report can [be read here](#).

Questions about the curriculum? Contact Principal Researcher [Darcie Vandegrift](#)