

Design Partnering Workshop Report

**Continental School Pedestrian &
Bicycle Enhancement Project**

**Project No.: TEA-PPM-0-(204)
TRACS No.: 0000 PM PPM SL600 01C
Pima County No.: 4CEMSR**



Pima County DOT – DMJM Harris

Workshop Date: December 14, 2006

Submitted By:

Russell G. Hanson, Facilitator

TRANSTECH CONSULTING
5902 W. Fetlock Trail
Phoenix, AZ 85085
(623) 572-9417
rg Hanson1@cox.net
www.TransTech-Consulting.com

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Overview of Workshop

Executive Summary

The Continental School Pedestrian and Bicycle Enhancement Project team conducted a Design Partnering workshop on December 14, 2006, at the Green Valley Performing Arts and Learning Center in Green Valley, AZ. The hosts and principal partners were the Pima County Department of Transportation and prime design consultant, DMJM Harris. Also attending the meeting were the design sub-consultants, and representatives from other County departments, ADOT, Green Valley associations, and Continental School District. A Partnering Agreement consisting of 7 major goals with 35 clarifying objectives was developed and signed by the participants. A field review to identify potential design issues was conducted as part of the workshop. Numerous design issues and opportunities were identified during the session. Some issues were discussed and had plans established for follow-up. Others will require further action planning during design. An Issue Resolution Process and Ladder was presented to manage issues as they occur, and a Partnering Evaluation Process was provided to gather feedback during the course of the project. .

Participants

(See Communication Matrix for Contact Info.)

Pima County

Gloria Brown	Environmental Specialist
Gerard Dando	Sr. Civil Engineering Assistant
Rick Ellis	Engineering Division Manager, Project Admin.
Ali Fermawi	Civil Engineering Mgr, Construction Management
Kelley Hall	Real Property Services Supervisor (ROW research)
Laura Lane	Real Property Acquisition Agent
Donna Lewandowski	Safe Routes to Schools Coordinator
Mark Loveridge	Traffic Engineering
George Malesky	Sr. Civil Engineering Assistant
Loy Neff	Program Coordinator, Cultural Resources Office

DMJM Harris (Prime Consultant)

Brian Qualls	Landscape Architect
Bill Schlesinger	Project Manager

Eco Plan Associates

Doug Avann	Environmental Planner
Michael Dawson	Senior Environmental Planner

Arizona Department of Transportation

Natalie Clark	ADOT Project Manager, TE/SR Section
Mary Frye	Environmental Planner, NEPA planner

- Look out for others on the team
- Identify concerns when you see them

Communication

- Active listening – feeding back your understanding of what the other person said in your own words
- Keeping everyone informed – not only with “what” but also “why.”
- Minimizing phone-tag by leaving detailed messages specifying what is needed and by when
- Being professional – focusing on finding solutions, not fault. Being respectful. Dealing in facts, not opinions.
- Being proactive – anticipate needs, provide ample notification

Win-Win Issue Resolution

- Working to assure everyone’s needs are met. Satisfied and supportive of the solutions
- Respectful when agreeing to disagree. Go as partners to the next level of resolution.
- Being empathetic – listening to fully understand your partners

Commitment

- Participate – stay engaged in the process
- Have ownership in the outcome
- Meet your deadlines
- Be a supportive team member – it takes all of us to succeed
- Don’t ignore issues

Continuous Evaluation and Improvement

- Provide regular feedback about how the team is doing
- Constantly look for better ways of getting the project finished on time and within budget

The Issue Resolution Process was provided that will be used for Pima County development projects. It is important to remember the difference between day-to-day problem solving and “formal” Issue Resolution. As long as the team is working on a problem and evaluating alternatives, members can talk to anyone at any level to get information and advice. It is only when the team members at the staff level cannot reach a mutually agreeable decision that the Issue Resolution Process kicks in, and the rules apply. Please review the Resolution Ladder and guidelines which are documented later in this report.

The group went on to develop the Partnering Agreement for the project. Beginning with a draft Mission Statement, the team reviewed, edited and approved its wording and then worked through the specific goals and objectives for the Partnership. The completed Agreement may be found in the next section of the report.

During lunch, Jim Jordan provided some history of bicycle improvements in the area and Bill Voorhees shared information about the school. Jim had retired from Vermont a few years back and moved to Green Valley. As an avid cyclist, he became involved in planning and advocating for bicycle lanes and trails in the area. Eventually, the Santa Cruz Valley Bicycle Advocacy Committee (SCVBAC) was formed to support facilities from Tucson to Nogales. Over the past few years, the SCVBAC has worked with Pima County to write grant applications for a number of improvements. The Committee also does Bike Safety Training,

provides exhibits at safety fairs, and sponsors organized bike rides. They have a website for information at www.scvbac.org.

Bill Voorhees is the Technology Coordinator and a teacher in the Continental School District. He has been assigned as the liaison for this project. Continental School got its start in 1917 in a building that now serves as a Community Center near Whitehouse Road and Campbell St. In 1972, a new facility was constructed on its present site, with the Middle School being built in 1982. Continental gets its name from the Continental Rubber Company, which attempted to grow rubber plants in the area to support the war effort during WWI and WWII. In addition to school activities, the running track is open to the public year round, and the grounds include a community dog park and a soon-to-be community garden. The school is looking to grow. It currently serves 364 students, but the new Madera Highlands development is planned to have 1900 home sites. Currently, almost all students arrive by bus or private vehicle, as pedestrian and bike access is so limited and dangerous. Jim De Vore noted that the Madera Reserve neighborhood has 304 home sites, with an unknown number of students attending the school.

After lunch, the team members prepared for the field review by identifying potential design issues, concerns and opportunities. Members were asked to watch for these items, plus look for other issues during the walk. Upon our return, we added to the list and discussed a number of the issues. Action plans were established for following up on some items. We also established team communication protocols and points of contact for various aspects of the project. A summary of the issues and agreements is documented in a later section of the report.

The Partnering Evaluation Process was established. Russ stressed the importance of providing regular feedback to the team on how well it is working together to achieve its goals. The group agreed to conduct periodic Evaluations at appropriate stages of the project, in conjunction with the progress reports. A description of the process and a copy of the PEP form are included toward the end of the report

The workshop concluded with a written evaluation of the meeting, the results of which may be found in the Appendix.



PARTNERING AGREEMENT



Continental School Pedestrian & Bicycle Enhancement Project

The mission of the Continental School Pedestrian & Bicycle Enhancement partnership is to create a streamlined design process resulting in a safe, comfortable means of pedestrian and bike access to the school and other neighborhood features. To accomplish this within budget and in a timely fashion, our design team will engage in a spirit of cooperation and teamwork to achieve the following goals:

QUALITY

- Strive for best product within budget
- Process and respond to information requests in a timely manner
- Follow IPD checklist to assure all tasks covered
- QC all documents prior to submittal
- Meet Pima County standards for quality

COMMUNICATION

- Open, honest, timely and effective.
- Accept responsibility for your decisions
- Keep efficient records of actions and distribute information to appropriate parties
- Keep neighborhood and school representatives informed and address their concerns
- Follow appropriate communication channels
- Minimize phone tag – state your needs in recorded messages

ISSUE RESOLUTION

- Notify team immediately if critical project issues arise
- Gather appropriate team members for resolution
- Be flexible with difficult solutions. Be open to negotiation.
- Review escalation process before beginning resolution
- Resolve at the lowest possible level
- Once a decision is made, document and support it

TEAMWORK

- Have fun!
- Determine most effective communication methods for each team member
- Establish critical lines of communication
- Feel free to ask questions
- Consider overall project when analyzing specific areas
- Take responsibility for your actions

SCHEDULE

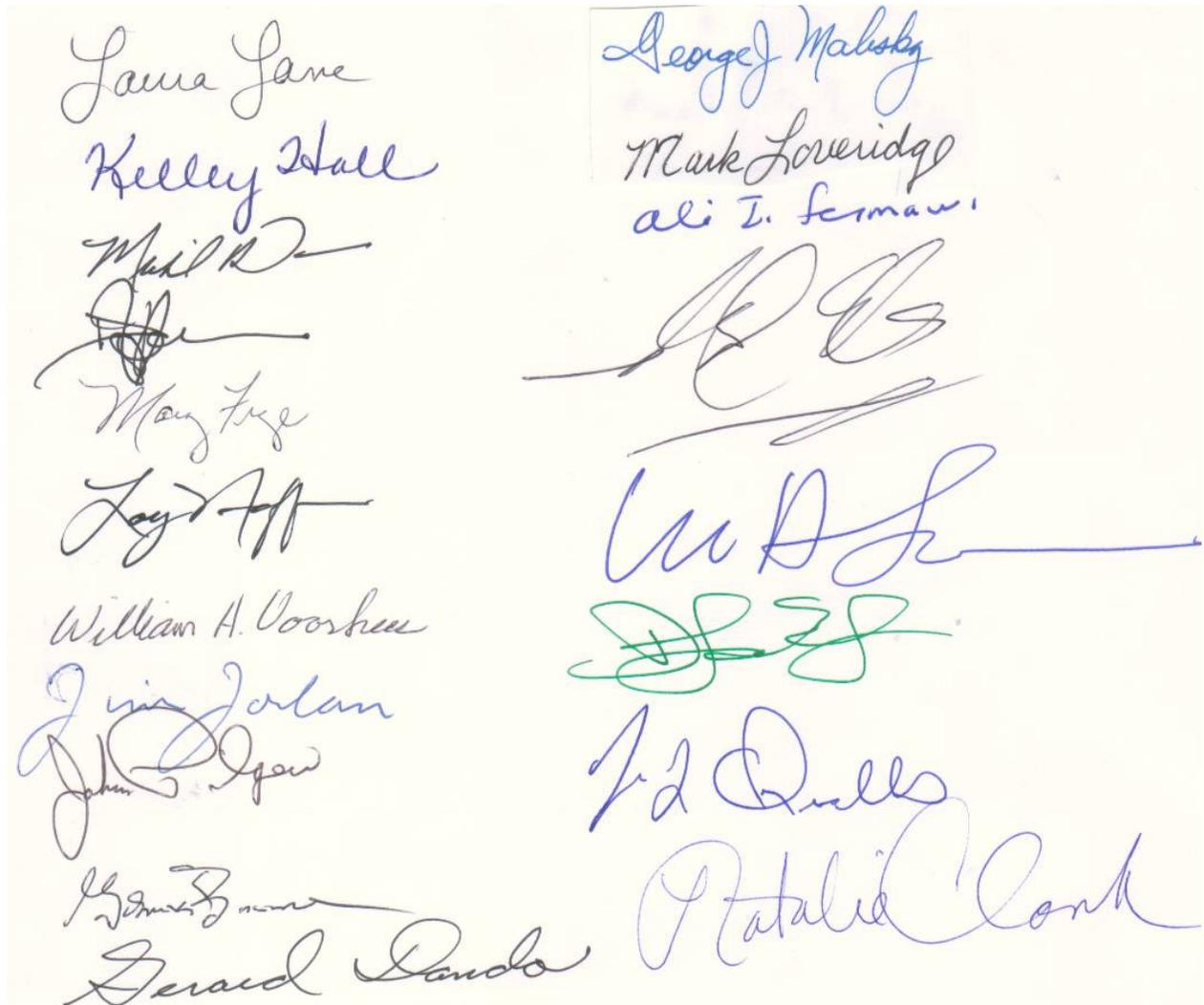
- Provide milestones for critical project tasks
- Communicate schedule to all stakeholders
- Provide adequate notification for requested items and “needed by” dates
- Honestly review and update schedule on a regular basis
- Keep end product in mind from the start
- Troubleshoot when schedule/deadlines lapse, and move forward with greater efficiency

BUDGET

- Review budget at each milestone
- Early identification of potential shortfalls so other funding sources can be considered
- If deficit, determine if it can be made up through VE, savings in other areas or if a change order is necessary

FINAL PRODUCT

- Consider JOC potential vs. low-bid build approach
- Keep in mind, goal of streamlined design
- Final product meets intended needs – avoid scope creep



ISSUES AND ACTION PLANS

Following are the issues, questions, and concerns that were identified during the workshop. We did not have time to discuss all items in depth. Some have initial follow-up actions provided. All of the issues should be put into a Project Action Plan to assure they are addressed during the project design. Also note that the items on the flipchart list from the meeting were reorganized into theme groups and consolidated into the final issue list below. Action items are noted in bold print.

Multi-Use Path / Bicycle Lane Issues:

MUP-1 Right-of-Way / Easements

It was noted that there may be some encroachment into the ROW of the entrance of Madera Reserve. However, it was also stated that this has been previously reported to the County, so it should not be a problem. During the walk-through, it appears there is enough space for the new bike lanes and MUP.

Another concern identified is whether the existing road extends onto private property in an area west of the railroad near the self storage facility.

MUP-2 Obstacles

There are many obstacles that are likely to interfere with the new bike lanes and/or MUP. These include trees/vegetation, utility poles and boxes, and driveways (west end of project between Continental and RR). A number of these are detailed in other issues – see Utilities and RR items and E-1 below.

Drainage Issues:

D-1 Entrance to Madera Reserve

There is a cross drainage problem across Whitehouse Canyon Rd. from the south to the north, on the east side of Madera Reserve Drive. Areas of erosion were noted. Mitigation measures may be needed to protect the new bike lane and MUP in that area.

D-2 The “Dip”

There is a significant wash that crosses Whitehouse Canyon Rd. just west of the RR tracks (affectionately referred to as “the dip” by local residents). The road is closed during heavy flows. Residents would like to have this fixed, although it is recognized that it is beyond the scope of this project. Some mitigation measures may be needed in the meantime to prevent scour and reduce maintenance (e.g., cleaning debris off the bike lanes).

D-3 East of Campbell

The wash parallels Whitehouse Canyon Rd. just east of Campbell St. very close to north side of the road. Adding a 6’ bike lane to the existing alignment may require

extensive fill and scour protection in this area. One suggestion was to modify the roadway alignment and add most or all of the new 12' of pavement to the south side of the road, thus avoiding the wash. **ACTION: See Next Step Action Item #5 below.**

Utilities and Railroad:

URR-1 Railroad Crossing

There is no space at the RR crossing to add the bike lanes without reconstructing the crossing. Given the time it takes to get approval and action from the railroad, it was suggested that the bike lanes be temporarily terminated on both sides of the tracks. They could be added later if and when the RR crossing is reconstructed.

If a gap is left, evaluate to determine the best way to terminate the bike lanes to maximize safety and minimize confusion.

URR-2 Power Poles

There are several power poles in the ROW that may interfere with the addition of the bike lanes and/or MUP. One was noted near the Community Center and several along the road west of the RR tracks. These will need to be evaluated for relocation or possible work-around.

URR-3 Gas Line

There is an underground gas line on the north side of Whitehouse Canyon Rd., along the MUP alignment. This will need to be investigated for depth and possible interference.

URR-4 Other Utility Facilities

Other utility items (boxes, pedestals) were noted adjacent to the roadway or in the vicinity of the MUP alignment. Some relocation work may be needed.

Community & Neighborhood Issues

C-1 Community Center Concerns

During our site visit, an employee at the Community Center expressed concerns about traffic speed in front of the facility, and that children congregate in the area for school bus pickup (3 locations on the south side of the road), but there are no marked bus stop locations, nor a crosswalk at the intersection of Whitehouse and Campbell.

C-2 Signage

Review the needs/opportunities for new signs along the road to better warn drivers to use care and slow down in the vicinities of the Community Center and the School.

School Issues

S-1 Termination Point of Multi-Use Path

There was considerable discussion as to where to end the MUP at the school. Two possible termination points were identified – at the eastern-most entrance to the school, or at the western entrance connecting to the pedestrian gate next to the middle school. **ACTION: See Next Step Action #4 below.**

S-2 Crosswalk?

There was a question as to whether there should be a cross-walk at the school entrance to facilitate bicyclists crossing Whitehouse Canyon Rd from the south to the north side.

S-3 Bus and Parent Drop-Off and Pick-Up

Currently, there doesn't appear to be any conflict with bus and private vehicles entering and exiting the school. However, the group suggested reviewing traffic circulation patterns for possible future changes or improvements. **See Action #4 below.**

Environmental Issues

E-1 Vegetation / Plant Protection

The biological survey will need to identify native trees and plants that should be salvaged and relocated.

There are many plants in the way on the west side of the road between Continental and the RR tracks. **ACTION: See Next Step Actions #1 below**

E-2 Storm Water and 402 Permits

Just a reminder that there will be a need for a Storm Water plan (SWPPP) and a 402 Permit for this project.

E-3 Archeological Survey

It was noted that there are some minor archeological sites in this area and should be included in the Arch. survey work.

Project Administration:

PA-1 Scoping Letter Coverage

It was noted that some groups that can be used to distribute the scoping letter to residents near the project are the Madera Reserve HOA, the School District Superintendent, Green Valley Chamber of Commerce, and the Green Valley Community Coordinating Committee (GVCCC)

Next Step Action Items

1. Begin the survey work and determine right-of-way boundaries and ownership. Identify any ROW encroachment issues (especially from Continental to the RR crossing). Identify at-grade features including utility item and other potential obstacles.
ACTION: DMJM – location; Pima Co. Real Property – ownership
2. Contact the Union Pacific RR to let them know about the project and get an indication of what their process is for any action they may want to take.
ACTION: Bill Schlesinger
3. Determine Jurisdictional Delineations (JD's) for the washes.
ACTION: Eco Plan – Michael Dawson
4. Meet with school officials to discuss traffic patterns, future circulation needs and plans, and where the MUP should be terminated. Include principals, District Superintendent, and person responsible for transportation (school buses).
ACTION: Bill Schlesinger and Bill Voorhees
5. Investigate the feasibility of shifting the horizontal alignment of Whitehouse Canyon Rd. east of Campbell to avoid the wash. If possible, be sure to expand the southern limit for the cultural survey as needed to cover potential ROW addition.
ACTION: Bill Schlesinger and Michael Dawson

TEAM AGREEMENTS

Communication Protocols:

As discussed and noted on the Communication Matrix, most team communication will be via e-mail for both individual and group information solicitations and distribution. One-on-one communication will be either by e-mail or phone. As noted in the Partnering Agreement, please keep a record of phone conversations and any agreements/decisions made by phone. Maintain a history of your e-mail messages as well.

E-mail Subject Lines: Include the words “**Continental SRTS.**” For messages to ADOT, also include the Project TRACS No: **SL600-01C**. For messages to Pima County, include the County Project No.: **4CEMSR** .

Brief Project Progress Reports will be distributed monthly via e-mail. A more extensive report may be generated at the time of the PACE (Project Assessment/Categorical Exclusion) and the 30-50% design. Meetings will be held when there is a need for major

reviews and/or group decisions. These will be scheduled on an as-needed basis, but likely about quarterly or at major project milestones.

There will be 3 public open houses during the course of the project; the first will be in the Spring time frame to discuss the design concept and get public input; a second when the design is being finalized; and the third just before construction to discuss construction plans and operations.

DMJM Harris will be maintaining an FTP (file transfer protocol) website where all project documents will reside. We will try to make most or all of this information accessible to Partnership members.

Primary Points of Contact:

- Bill Schlesinger:** Bill serves both as the Consultant project manager and Pima County's project manager. All general project information should be coordinated through Bill, who will then distribute to other appropriate team members. If Bill is not available, **use Jay Van Echo as backup, or Rick Ellis as #3.**
- Mary Frye:** ADOT's point of contact for information regarding environmental technical documents – NEPA, Categorical Exclusion
- Natalie Clark:** ADOT's point of contact for the Scoping Document, Bid Documents, and the request for construction funds from FHWA. Copy her on all document submittals.
- Bill Voorhees:** Continental School coordination, information and issues
- Jim Jordan:** Santa Clara Valley Bicycle Advocacy Committee and the Green Valley Community Coordinating Council
- Jim De Vore:** Madera Reserve HOA

Any media requests about the project should be handled through the County. Refer requestors to Bill Schlesinger, who will coordinate with Annabelle in Community Relations.

ISSUE RESOLUTION PROCESS

The Issue Resolution Process was discussed during the Partnering overview, but is repeated on the following page as a reminder to the group to follow the Rules if a conflict should occur that is not resolved at the staff/technical leader level. Remember, this process is used when there are disputes, conflicts or agreement cannot be reached in a reasonable time, not for day-to-day problem solving.

Issue Resolution Process – Development



****Time begins as soon as information needed to make a decision is received.**

RULES

Issues need to be clearly defined by all parties. Deal with all pertinent facts; consider alternate options, separate the technical and policy issues from project issues (scope, schedule and budget) maintaining the original definition throughout the resolution process. Once defined, document what the issue is and give a status review for the next level to consider, utilize the appropriate form at every level.

The issue resolution process shall be used to: resolve technical disagreements (philosophical and policy); communication issues (lack of or inadequate); relationships (no one is allowed to impede progress); role and responsibility issues. All issues that change the scope, schedule or budget must go to the Director/Deputy Director for Infrastructure for approval and to the Board of Supervisors for ultimate approval on scope changes.

Any of the parties may initiate “escalation,” but acknowledgment and signatures are required. Once “escalation” is initiated, the issue should be transmitted jointly by those involved from one level to the next level, to eventual resolution. Once an issue is in the process, it should be resolved at the level closest to the issue – no leap-frogging. Keep in mind that resolution requires communication. Communication requires all team members to be kept informed – no surprises.

The person(s) that reached the resolution will contact the Project Manager and communicate the decision in writing, including the rationale (technical, scope, schedule, budget, policy) for the resolution. The Project Manager represents the project team and acts as a resource during escalation for levels 2 and 3. The Project Manager assures that the decision and rationale for the resolution of the issue is communicated in writing to all team members.

Issues are to be resolved in accordance with the resolution process developed at the initial partnering workshop. As appropriate for the project, Partners external to Pima County will identify people to participate in the resolution of issues at each level.

Individuals shall make decisions that are within their expertise, technical authority and comfort level. If you don't feel comfortable with the decision you're being asked to make, escalate it.

Partnering Evaluation Process

The Continental School Pedestrian and Bicycle Enhancement project team has committed to the success of the project and to the Partnering process. The team will assess its progress on at least a **quarterly basis** during the course of the project, using the Partnering Rating Form that follows. Evaluations will be provided to all *actively involved* stakeholders, and the feedback from the report will be provided to team members at the earliest opportunity. The evaluations will be sent out in conjunction with a project progress report.

The Champion for this project is **Bill Schlesinger**. He will make sure copies of the Rating Form are distributed to the appropriate partners and collect the surveys to summarize the results. The team will then review the results and take action on identified issues. The Champion is also responsible for bringing new team members up to speed regarding the Partnering Agreement and commitments of the team.

Partners are encouraged to include written comments on the Rating Form, **both good and bad**. Low ratings on any item should be accompanied by a written comment explaining the issue and any suggested corrective action. Be specific. High ratings also warrant comments in order to provide positive recognition to deserving team members. Check the appropriate box in the comment section for Take Action, Neutral or Provide Recognition.

The categories on the form are based on the goals and objectives defined in the Partnering Agreement, so you are evaluating the performance of the **team's process** to achieve those goals. Please sign the forms so additional information can be gathered and follow-up feedback provided.

Be sure to keep your ratings current. Evaluate only the previous time period since the last evaluation; don't dwell on something that may have happened weeks ago, but has since been corrected or improved.

PARTNERING EVALUATION PROCESS (PEP) RATING FORM - DEVELOPMENT

Project Number: Fed. #.TEA-PPM-0(204) TRACS No. 0000 PM PPM SL600 01C
County #: 4CEMSR

Project Description: Continental School Pedestrian & Bicycle Enhancement

Period Being Evaluated:

Evaluation Goals

Evaluation Criteria and Scores

<p style="text-align: center;">(1) Quality</p> <p>The process to achieve quality has:</p> <p>Sub-Goals: Strive for best product within budget; Process and respond to requests in a timely manner; Follow the IPD checklist to assure all tasks covered; QC check documents prior to submittal; Meet Pima County standards for quality</p>	Significant Problems	Performed Below Expectations	Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(2) Communication</p> <p>The process of communication is:</p> <p>Sub-Goals: Open, honest, timely and effective; Accept responsibility for your decisions; Keep efficient records and distribute to appropriate parties; Keep neighborhood and school representatives informed and address their concerns; Follow appropriate communication channels; Minimize phone tag – state specific needs in messages</p>	Below Levels to Support Project	At Marginally Acceptable Levels	At Expected Levels	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(3) Issue Resolution</p> <p>The process of issue resolution is:</p> <p>Sub-Goals: Notify team immediately if critical issues arise; Gather appropriate members for resolution; Be flexible with difficult solutions – open to negotiation; Review escalation process before beginning resolution; Resolve at lowest possible level; Document and support decisions once made</p>	Not Functioning	Functioning, but Untimely	Established and Functioning	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p style="text-align: center;">(4) Teamwork & Relationships</p> <p>The process of teamwork has:</p> <p>Sub-Goals: Have fun! Determine most effective communication methods for each team member; Establish critical lines of communication; Feel free to ask questions; Consider overall project when analyzing specific areas; Take responsibility for your actions</p>	Not Yet Been Achieved	Occurred in Most Cases	Met Expectations	Exceeded Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p>(5) Schedule The <u>process</u> of timely completion is:</p> <p>Sub-Goals: Provide milestones for critical project tasks; Communicate schedule to stakeholders; Provide notification for requested items and "needed by" dates; Honestly review and update project schedule regularly, Keep end product in mind from the start; Troubleshoot when schedule / deadlines lapse and move forward with greater efficiency</p>	Unresponsive	Marginally Successful	Meeting Expectations	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p>(6) Budget The <u>process</u> to monitor budget has:</p> <p>Sub-Goals: Review budget at each milestone; Early identification of potential shortfalls so other funding sources can be sought; If deficit, determine if it can be made up through VE, savings in other areas, or if change order necessary</p>	Significant Problems	Performed Below Expectations	Met Expectations	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

<p>(7) Final Product The <u>process</u> to assure effective project delivery is:</p> <p>Sub-Goals: Consider JOC potential vs. Low-Bid/Build; Keep in mind goal of streamlined design; Final product meets intended project needs – avoid scope creep</p>	Not Functioning	Marginally Successful	Meeting Expectations	Exceeding Expectations	Don't Know
	0.5 1.0 1.5	2.0 2.5	3.0 3.5	4.0	
	Comments:				
	<input type="checkbox"/> Take Action <input type="checkbox"/> Neutral <input type="checkbox"/> Provide Recognition				

Additional Comments:

<p>Organization Name:</p> <hr/>	<p>Evaluator Type Pima County Development</p>	<table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>				
<p>Consultant/Sub-consultant</p>						
<p>Your Name:</p> <hr/>	<p>Pima County Other</p>					
	<p>Other (School, Utility, Public, etc.)</p>					

Workshop Evaluation Summary:

Note: ✓ = multiple comments of same or similar nature

1. Overall Rating of the Effectiveness of the Workshop: 3.71 out of 4

Comments:

- Excellent workshop – effective use of time
- Well run, on time, and good group communication
- Very helpful for Madera Reserve

2. What was of most value?

- Learning the process and who are the players – how they work together
- Seeing all the different viewpoints on this project, and having a forum for expressing the school's concerns
- Introduction of the team and establishing roles and responsibilities ✓✓✓✓✓
- Having all the players at the table
- Meeting EcoPlan personnel who will be doing cultural resources survey
- Morning introductions – those were fun
- Identifying issues ✓
- Field visit was excellent way to identify significant issues ✓✓
- Getting a better understanding of the project

3. What would have improved the effectiveness of the workshop?

- Better information prior to meeting to help identify whether I need to participate in workshop (cultural resources compliance not a major factor to warrant time commitment).
- More interactive discussion
- Shorter morning session

4. How would you rate the Facilitator's Effectiveness? 3.82 out of 4

Comments:

- Kept it moving – kept it interesting – kept it toward the goal of successful project completion
- Personable and perceptive presenter
- Good at bringing out the people ✓
- Good speaker, clear and engaging
- Great job!
- Excellent. Quickly familiarized himself with subject matter
- Focuses group

5. Initial rating of Project Team's Potential Effectiveness: 3.81 out of 4

Comments:

- Everyone seemed committed to have a great finished project. ✓
- Seems to be a good team. Like the strong element of Green Valley and local involvement
- Not sure. This could be a "trick" question.
- Roles well identified
- Good interaction

6. Other Comments:

- Thank you for including Continental School
- Very impressed with Bill Schlesinger
- Good job on the quiz. That added a lot of fun to this one.
- Great idea – Good to have ADOT reps present
- Appreciate the opportunity to learn and contribute