

## [Connect & Share Lunchtime Webinar Series: Placemaking as an Economic Development Tool](#)

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### **Webinar Transcript**

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[Lisa Assenmacher, CEDAM]

Good afternoon and thank you for joining us today for Connect & Share, our monthly lunch time webinar series. My name is Lisa Assenmacher, and I am a communications and training specialist here at CEDAM. Connect and share is a monthly webinar series hosted on a variety of topics during the lunch hour. All webinars are recorded and are available at our archives library. This particular recording will be e-mailed to you since you registered for the event, along with copies of the slides and any other complementary material. I am pleased to introduce today's topic and speaker, Mark Wyckoff is the Senior Associate Director of the MSU Land Policy Institute and is here today to introduce the newly published Placemaking Guidebook. This new research is currently only available to a select group of people in the state of Michigan, and you are among the first to see it. Over the next few months it will become more available to the public nationwide for a fee. Welcome Mark and thank you for being here today.

[Mark Wyckoff, MSU Land Policy Institute]

Thank you Lisa. Thank you so much and good afternoon to everyone that's on the call on the webinar. Very much appreciate the opportunity to give you a quick overview of the guidebook, and hopefully to give you an opportunity to give you an opportunity to ask some questions and get some answers, so that it can be the most effective tool possible as you engage in and/or expand upon your existing placemaking activities in your community. The presentation is divided into basically two separate parts and the second part we'll get to if we have enough time. And the first part is the overview of the guidebook and the second part, if we have time, is to show you that we have also significantly updated the curriculum and the PowerPoint associated with that. I'm presuming that a significant number of folks who are on board with today's call have already been to one or more of the training programs on Placemaking offered by CEDAM over the last couple of years. Since CEDAM has been one of the most aggressive Sense of Place Council members at offering the Placemaking training to its members. If not, you will be interested to know that through our office you could arrange additional placemaking training based on the curriculum.

[Lisa]

I would also like to add a plug in right now, we're planning to host all six modules as a webinar series later this year, so I will promote that to you all as well as CEDAM in general if you are interested.

[Mark]

Great, thanks a lot. Glad to hear that's coming Lisa. So the five parts of the presentation, the first three we'll get through for sure, is the brief history of the whole project, then a walkthrough of the guidebook.

Then how to use it, because there is a variety of different ways we tried to design it with a lot of different users in mind. Then an overview of the curriculum and time for action if there is time for those.

In terms of the history of the particular project, this is a project that was initiated by the Sense of Place Council, which is a group of about 40 different organizations in Michigan that for the last six years have worked together to promote place-based activities to improve quality of life in neighborhoods and downtowns and whole communities. And Michigan State Housing Development Authority was generous enough to provide funding to Michigan State and Michigan Municipal League, Michigan State University Extension, to develop this curriculum which has six modules, hopefully you are already familiar with these. There is now a new 7<sup>th</sup> module that's not illustrated. This was prepared by state agencies, and that module is only presented by state agencies, and what it does is it goes through a variety of different tools that already exist in the state of Michigan to help promote placemaking. Things like how to use brownfield development as a placemaking tool and so on.

The logic flow of the modules in the guidebook is shown on the screen here. And this particular flow is a little bit different than the flow that we have in the guidebook itself. And we have done some mixing and matching in order to hopefully make it easier to use and reference for a user, but the curriculum itself, and Lisa mentioned this, with 6 modules comes in a variety of different forms. We have the 100-, 200-, 300-level. They have been available since 2013 and some of this slide is actually not 100% up to date, particularly on the bottom there, some of the elements in red. But, at the top it's still generally consistent with what we are trying to accomplish there.

In the guidebook we took the modules, which you see on the graphic at the top, and then divided them into the 13 chapters as you see in the table below. So, if you are already familiar with the curriculum and where things are there, this will be a quicker way for you to discover where material is in the guidebook. That's probably not the case since most people were passive participants at training programs. But, for any of you that are on board that are also trained trainers in the curriculum this might be a useful tool for you. We have a 100, about 115 persons, who have gone through all six of the modules and then trained to be trainers in the curriculum and they are available to help you wherever you are in the state if you have an interest in the program being offered in your locale.

This slide we're thanking some of the folks I already mentioned who either provided money or guidance or actually helped write portions of the curriculum or the guidebook. The guidebook was authored by myself and 3 members of MSU Extension. The same folks put together the original curriculum, Sense of Place Council provided a lot of guidance in terms of topics to address and material for us to use, especially examples. I want to put in a special thank you here to CEDAM as one of the original members of the Sense of Place Council, it's been with this particular initiative right from the beginning. Jamie has been incredible in terms of giving up her time and insights, and not only as a member of the Sense of Place Council but she has been on the executive team for the last three years, that has met every Wednesday morning to exchange information, collaborate, and help shape this into something that will be useful for an awful lot of people. There is a number of staff at CEDAM who are trained trainers on the curriculum, and CEDAM as an organization has probably offered the curriculum on Placemaking more than any other organizations. They certainly have helped introduce the curriculum to a large number of organizations, and even brought others organizations into the Sense of Place Council. We are very fortunate that early on CEDAM offered hundreds of photos to us to use which are found throughout the curriculum and the guidebook. Those on the ground photos have helped personalize it. I didn't mention

the guidebook was written with a very, very, very strong Michigan focus, almost all of the examples are drawn from Michigan municipalities and we hope that it will make people comfortable with using it and understanding that the techniques and ideas contained therein are already being used in large parts of the state.

CEDAM members have also been engaged in a variety of different Placemaking projects in their own communities, and in many cases long before this particular project came along. Let's take a tour now of the guidebook. This slide says "Fun Numbers", so these are some of the basic facts and figures that you'll find there. Nearly 600 pages long, and you know if you're falling off your chair I appreciate that. One of the challenges when you have 70 different people providing guidance on the development of a guidebook is that it never gets shorter, it only gets longer as people offer ideas to incorporate. I think that the content has been strengthened significantly because of that though, it is also created a real challenge, in a way, to make it easy for people to use. And I think we have done that, and certainly appreciate any feedback that you have in that regard.

There are four key parts, I'll show you those in just a minute. And I will give you examples of the other things that you see here on this screen in terms of fun numbers as I get to those slides. So, this the first of 2 slides showing you the basic chapters and their organization, and in the guidebook it starts with a long Preface and Table of Contents. Then there are four parts, two to four chapters in each one of those parts, and you'll see the titles of each of those there. The titles are quite reflective of the contents, the second and third chapters are very much research-based and they're the most technical chapters, if you will, in terms of providing support from research for placemaking activities. That first chapter is an overview of literally everything that's in the guidebook, and for anyone that knows very little about the topic they're going to want to read the first chapter first. Part 2 gets into form and structure and neighborhoods, and why that's critical for effective placemaking. Part 3 gets into the variety of different ways to get collaboration from public and stakeholders and development placemaking projects and plans. And then how do you go about preparing placemaking plans or elements of existing plans. Then what kind of regulatory structure can be put in place to facilitate placemaking with a special focus on form-based codes.

The last part goes into much more detail on the four types of placemaking, which are introduced in the first chapter and reference throughout the work. Each one of these chapters' focuses on one of the four types of placemaking. That last chapter has a lot of material that just didn't fit well somewhere else. Each of those major topics listed there is dealt with in a relatively short number of pages, if you have an interest in how placemaking could be used in the negative way to create new social problems such as with gentrification and so on, you'll find a fairly lengthy section describing that. And I had a lot of folks, including Jamie, that have reviewed multiple drafts of that chapter to ensure that we have the best concepts and approaches to try and avoid gentrification incorporated in the guidebook. There's five, six different appendices there, I'll give you an overview of those in a few minutes.

So, let's dive into the guidebook so you can see what's there, because "Placemaking as an Economic Development Tool" is something that Governor Snyder promoted from as soon as he entered office, in fact three of the first four addresses, special address, that he gave to the legislature incorporated placemaking. And, his primary interest is in talent attraction and retention. We know from experience around the country and a lot of data that if you are a talented worker, and they come in a large number of different sizes, shapes, backgrounds, ages, sexes, religions, ethnic origins, and so on, that you can

choose to work where you want to. And that if the community that you choose, or the communities you have options in, do not have the kinds of things you are looking for, you're probably gonna look somewhere else. So, he was kind enough to pen this introduction to the guidebook and we have used that as a way to continue the help focus on the talent attraction and retention issue, which is very critical for Michigan's long term success in the global new economy.

These are just a couple of pages out of the preface, the preface is fairly long compared to most; it gives a very thorough history of the Sense of Place Council and particular project and how it fits into their activities and talks about the relevance of the guidebook to various target audiences and thanks to an awful lot of folks who made contributions to the guidebook, and without them which would have never come to fruition or have the quality that it does. Our table of contents is also very long because instead of just going at one level we went to two levels in terms of description. We did that so that you could very quickly find something that you are looking for, and a guidebook as long as this one it's very easy to have thumbed through it and found something of interest and then not remembered where it was. Hopefully the detail we have in the table of contents will make it easier for you to discover that. And there is also a list of all of the sidebars and figures, tables and so on, so that you can again find one that you are looking for even if you can't remember what chapter it was in. Each one of the four parts has a divider that makes it easy to discover what part you are in, as does the footer on each page. And you can see a summary or list of the titles of each of the chapters on each one of those parts. There is a description, very generalized, at the bottom of the divider pages of the contents of that particular chapter as well.

Each chapter opens with a title and a high quality photo. And that photo is tied to the case study that is the last one or two pages in the chapter. All of these case studies are from Michigan communities. We opened with Campus Martius in Detroit, in no small measure, because it's probably what most experts would say is one of the top 10 most significant, most effective placemaking projects ever engaged in in the United States, let alone in Michigan. So, we have called that one out as our first case study, you'll find though if you look through those that they're from large cities as well as very small towns. And we think that is important, because placemaking is a tool that can be used in any size of community. These next two pages, and each time what you are seeing is facing pages, and if you choose to fill out a Limited Use Agreement and we send you the link so you can download your own free copy, you're going to find that it comes up in facing pages like you would with a regular book. Internal content, high quality layouts, you see lifts as you see on the left drawing attention to a particular issue or topic. On the right hand side in this particular page is a graphic, which is dissected into various parts so you can quickly see in this case examples of the four different types of placemaking, all illustrated on the same graphic. At the end of each chapter as I mentioned is a case study, this one is two pages showing Campus Martius project, giving a number of facts associated with it and photos that try and give you a sense as to what is going on there.

Chapters 2 and 3 are chock full of numbers and tables and charts based on research that supports placemaking. We ended up having to get nearly 100 permissions for, I think it was 300 or 400 graphics that alone were already published somewhere else that we have gotten permission to remake and put into this guidebook, because of their strong support for the work that you are doing in your communities in the area of placemaking. We hope that this will make it easier for you to understand and apply placemaking. At the end of every chapter is a "key messages" section. And this nothing more than one or two sentences about each of the key messages that are found throughout the chapter. So, if

you're sort of thumbing through and interested in some things and you can't immediately find it you might find a reference to it here, or if you don't want to read the 30 to 40 pages in the chapter you can come and just read the key messages and get a strong sense of the content that is incorporated in the chapter.

I mentioned earlier that there is lots of maps and graphics to illustrate various points. Here are two examples from facing pages in Chapter 4 and every page is a color page, there is probably not more than 15 pages in the entire body of the guidebook that don't have a photo, a figure, or a graphic. That I think makes it more interesting to the reader, the user and may make it easier for you to find things if you have been thumbing through it once and you are trying to find something again. The summary to each of those is listed in the table of contents by their title as well. We also have also taken a lot of photos and marked them up so that you can see various, in this case terms on the right hand side on Figure 4-16 that illustrate terms that are used in that particular chapter and/or are important to form elements, in this case of placemaking. And the idea here is that we're trying to seek a common denominator where everyone has at least a rudimentary understanding of key elements and issues associated with placemaking. Form is one that we have found, from the feedback of a lot of people, in fact we have had almost 15,000 people now have been through parts of the placemaking curriculum. Yes I said 15,000 people. One of the key feedback points is that a very, very large portion of these people had no previous background or understanding of form so we pay more attention to that terminology in those chapters than we do others.

I should also mention that we define a lot of words, the first time that we use it we define it, and then if it is very significant word it also shows up in the back in the appendices, in the glossary. Here is another example of a page showing different types of alleys and community infrastructure. Again, Michigan examples as well as some examples of public spaces and public markets. Those are all very important to understanding opportunities that may exist for using placemaking and the form in which it can be applied. This set of pages is examples of large and small Michigan communities with placemaking elements that have already been incorporated into their local master plans. There are many more examples than this, these are ones that we have previously called out in the curriculum. Here you see some of the contents from those plans. And then as you'll see if you go through the guidebook, extensive, extensive links that, because you're getting it electronically, you can immediately link onto and go to those websites for more information.

I should mention and probably should have right at the outset that there are no published or printed versions of the guidebook, it is only available electronically. And that has a lot to do with how long it is, the fact that it is all color, and the cost that would be associated with providing it in a printed form. The second thing about that is you don't have that space on your bookshelf being taken up by a big publication and you can quickly open it on your computer anytime you want to use it. But, the PDF that you have will permit you to print individual pages, whole chapters, the whole guidebook, whichever you choose to do so that, once you've received your free copy, if you want to run your printer all day, you can do that; and we purposefully made that opportunity available to you. The Limited Use Agreement, you'd have to sign that and says that you won't be printing it and then turning around and selling it to other people. That would be a violation of the copyright that MSU has on the guidebook.

Here you see two facing pages where there are examples of form-based codes. One is from Michigan in Birmingham, the other is from Metro Nashville, it's one of the few examples of that type of form-based

code, which is transect-based. We have no examples we could find of a transect-based form-based code in Michigan, so where we couldn't find a Michigan-based example then we used an example from out of state but they are pretty few and far between.

Here's some examples of Creative Placemaking in Michigan, and the table on the left again there's a link there so you can go to find out more about that particular example. And we know that communities oftentimes want to see what other communities have done and hope that those references will be really useful to you.

This particular chart fills an entire page, it's really for those communities that are very, very apt at going in an innovative way. This particular graphic suggests that if you're going to update your master plan to incorporate placemaking, why not do so in a manner that allows you to save resources by concentrating not only the plan development but also the form-based regulations at the same time. And the text that goes along with this shows you how to do that. So we've tried to give you a wide range of options on most of the topics that are included in there, including some very innovative approaches to getting some things done.

This particular Figure, 7-9, is one that if you work on projects that are particularly placemaking projects you're going to want to run that page off, study it, use it and the accompanying text. Because this was really put together by state agency staff, they did an excellent job of going through all the steps that are typically involved in creating, and then implementing a placemaking project. And for some of you who may not be really familiar with all the steps this lays it out into a three-phase sort of process, first planning, then pre-development, then actual development. And the text that accompanies this particular chart in the guidebook explains each one of those steps.

At the end of the guidebook is about 100 pages of appendices, appendices that are incorporated there. Pretty standard stuff for appendices but some of it is incredibly useful. The definitions will probably help you out more than once, and acronyms, you know when planners are involved, we create far too many of them, and believe me there are hundreds in the book so we tried to list them there to make it easier if you weren't reading the chapter where it was first introduced. State agency assistance is an important section as is the community revitalization toolkit, each of these provide you with links to existing state programs and initiatives that may be directly applicable to a project that you're engaged in in your community. Appendix 3 is already incorporated in its entirety on the MIplace.org website, which has now been out for I think three-and-a-half years, so there isn't anything new there, although we did update it significantly, because there were a lot of links that were in the original that have been changed and so on. The last appendix there is a Request for Qualifications for Developers, there was a lot of interest in that and I'll show you an example of that in a minute.

So here's two facing pages out of definitions, mostly text but there are some graphics incorporated in this section. The state agency assistance is a really long table that shows you what the tool or program is, then what entity and state government level is the lead, what the project types are that could be used to use that tool, what area or part of the community might you use it, and then information about it on the facing page. There is also a very long section on resources, we looked at hundreds of different already-published materials related to placemaking before we developed the curriculum, and then again as we were developing the guidebook. We've tried to take the very best of that and put it into this resource list, and it's really a bibliography but we've tried to organize it in ways that you'll find useful.

And then I mentioned that Request for Qualifications for Developers, MSHDA's been getting a number of requests from communities that are trying to use the task line that you saw illustrated earlier and that task line walks people through the steps to take a project from concept fully to implementation. And MSHDA strongly advocates, and we certainly support, that communities use a qualifications-based process to hire the private sector developers that are going to implement projects. So that first you determine who's got the qualifications for what you've got done, and then after you get that information and you sort through it, you hire a developer to carry it out. So, there is a sample RFQ in Appendix 6 to show communities how to go about that process.

Then I'm going to give you a quick overview of the new look and format of the curriculum, as was mentioned earlier, there is six modules involved in that. I guess I've got one more section to go through first. That's a very critical section. So, my apologies I've leapt ahead of myself here.

Let's talk about how to use the guidebook first. There is a couple of different ways. Number one, by topic, and much of what I've talked about so far was organized that way. So, you see on your screen there that your table of contents and your overview, you would be going to those, because you had a topical interest. Chapters 2 and 3 you'd be going to those, because you're interested in data and research that supports some type of the demographic or other placemaking research that's out there. Topically, if you had interest in physical space and form elements you'd look at Chapters 4 and 5. For public engagement it would be Chapter 6. If you were interested in tools to make placemaking effective you'd look at seven and eight. Then the four types of placemaking in detail and then issues associated with their barriers, that's a topical approach to Chapters 9 through 13.

If you want to focus on using the guidebook and you weren't familiar with placemaking at all you would need to read that first chapter. That gives an overview of everything associated with placemaking. You could then skim through the key messages in all of the chapters in the guidebook, and if you were just interested in particular case studies you could look at the major case studies which are at the end of each chapter. If you were interested in developing a project in collaboration with others, we have 55 sidebars that are just organizational sidebars, and by that I mean we highlight organizations that belong to, or interact regularly with, either the Sense of Place Council, or are national organizations that provide technical assistance to their members on a variety of aspects associated with placemaking. If your use interest is in nuts and bolts, that's again Chapters 9 through 13.

If you want to assess various activities within your community or places, you are going to find assistance in Chapter 7 and 13, and Appendix 5. If you are looking for funding from state agencies we have 81 state resources listed in Appendix 3. And I already mentioned that if you don't have the time to read the whole guidebook, read that Chapter 1 and look at the Key Messages in each of the key chapters. These Case Examples also are not only the ones at the end of each chapter, but in Chapters 9, 10, 11, and 12 there are tables that have Case Examples from Michigan communities utilizing that type of placemaking. I mentioned the 55 Organizational Sidebars, the nuts and bolts you are going to find in Part 4, and that also includes a whole set of common barriers and possible barrier busters so that you can make the best use of that.

We also have examples by means of photos throughout the guidebook, and they're attributed to particular locations. So, that may give you other ideas in terms of places to go for more information on particular types of placemaking. Then in Chapter 8, which is dealing with form-based codes and other forms of local regulations, we've got a summary of key points that you're going to want to address in

those regulations, whether or not you've used form-based codes. If your community isn't focusing on those things you will find that the form elements of development are probably missing significant opportunities that could make your community a significantly better place than it presently is. Here is another one of those lists related to 10 things every zoning ordinance should have. These are also talked about in more detail in those chapters. Some slides related to here that are based on content in the guidebook, on how to get it done!

Very few of these projects are able to be implemented by a single person or single organization. Most of them require a collaborative approach among multiple stakeholders and often times the use of resources from multiple places. So, the guidebook does focus on that and provides some guidance on how to do so. The common policy actions that need to be taken, if you are a policy wonk, you're not the kind of guy that wants to build a project or implement a project in a neighborhood, but you want to establish some policy for a similar project like that all over the community, you are going to be interested in how to do that. And there are at various places through the guidebook, particularly in Chapters 9 through 13, guidelines on policy actions that can be taken to help implement placemaking, or in some cases, to help incentivize it in the first place.

Our office here at MSU, and I'm with the Land Policy Institute, is the entity that created the curriculum and the guidebook with the other partners I've already mentioned, maintaining it and distributing it, so if you want to get a hold of the guidebook you're going to have to reach out to us and we'll be happy, if you haven't already gotten your copy, to send you a one page brochure that describes it and then a Limited Use Agreement for you to sign so that we can send you the link to download it. One of the benefits of filling out the agreement is that in the event that we ever update the guidebook we can send you a notice that we have done so and give you the opportunity to get any updates as well.

Now, it looks like some questions have come in, Lisa.

[Lisa]

I took care of it.

[Mark]

Ok, great. Then let me dive into a really fast overview of the updated look and feel of the curriculum. You have already seen some of that, so those of you who remember the previous training, the base slide looks a lot different than the present one here. We hope that this updating is pleasing to you. One of the things we've done is taken a tremendous amount of material off of the page. Now this looks like a mess, but what it is, is that every one of those photos comes on in an animated way and so you can see the whole photo before you get to the collage at the end. And the speaker has notes instead of allotted text that was previously on the screen to explain things. We used a lot short captions with effective photos to try and illustrate various points. Again, to try and reduce the amount of text on the page. We often times have a sentence at the top that defines something, in this case quality places, and then how and what they're like, and how they can be characterized. And when we divide things up so that we use illustrations that you can focus on, explain various points, and I think that we hit that far too glossily in the first four versions of the curriculum. But, now that we are two versions later I think that we've improved this for anyone observing the curriculum.

We have contrasts that we are trying to show, we found that some of the most effective slides in our first four versions were ones where we had either before or after, or a contrast to the way something is,

and how it might be different from some other place. So, here you have walkable downtown compared to an auto-oriented suburban strip. And those pictures probably communicate better than the words we were previously trying to use. Because we use some phrases like talented workers a lot, we have tried to illustrate those and explain those in more detail than perhaps we did in the past. This particular graphic is one that wasn't in the first four versions of the curriculum, but it's something that the Sense of Place Council developed and the governor has subsequently gone on to use, which I think is a very, very effective way of explaining the relationship of business to talent to place, and why placemaking is so critical for talent attraction and retention. You may have seen this in other places, but because it is being fairly widely used, but really this is a graphic that was developed out of input from the Sense of Place Council.

Concentrations of talented workers is really key, and we have tried to explain that not only with the photos and graphics but also where it's important to emphasize the really important content, we use words to highlight it. The rural to urban transect, that was in there right from the beginning. We do have some updated graphics associated with that.

The 'centers, nodes, and corridors' focus of the original placemaking curriculum remains there, although we have updated graphics on that so that you can see the relationship between large towns, suburban townships, and small towns as well.

The relationship of proper physical form to a mix of uses and functions to social opportunity are all illustrated here, and if you get the right mixes of those things, and it requires, if you're going to have quality places, you have to have the right mix of all 3 of those. And in the past in Michigan we have tended to have two of the three, but not all 3 and that's one of the reasons that we keep coming up short. We hope that the guidebook will provide assistance to folks.

I've mentioned many times the four types of placemaking here: Standard Placemaking, and within it you have Strategic, Creative, and Tactical. This is a graphic that tries to illustrate those relationships.

And then we have new slides that try and define and illustrate those more simply. And new icons for each one. So that you can see in the illustration how you take a fairly drab place and through physical improvements and new programmed activities you make it into a much more lively place. Photos again are used to illustrate those points. Definitions for each one of the types. This particular graphic, you can see a lot of low-cost, short-term initiatives, everything from new recreational opportunities to striping bike lanes on roadways to food trucks, are common examples of Tactical Placemaking that are illustrated in that icon. Again, photos in the curriculum to illustrate that.

Creative Placemaking, the new icon is trying to get at how wonderful the arts can be in making a place attractive, desirable, bring people to visit and take advantage of whatever creativity is going on there.

The Strategic Placemaking is the type of placemaking whose primary reason of being is talent attraction and retention. A perfect example of that would be transit-oriented-development, so that you've got a node on the major corridor that has a new transit line, for example. And you're providing new housing for people who want to live there and take advantage of the transit and perhaps jettison the car for some new housing opportunities. Here is an example of different types of placemaking projects, they can be used. All of these are illustrated in the guidebook as well. And the value and benefits of particularly utilizing those in concert, not just one of those but multiple at the same time.

This last section here is a new focus that we've put into our three-hour version, which is a summary of a summary of a summary of the curriculum that tries to get people to get motivated to go out and do something, not simply to listen and learn. So, the contents of this section focus on the elements you see on the screen here, and were trying to get people to understand that yes, they can make a difference. If they understand what is involved in placemaking there is a role for them. And those roles vary, they could vary from project to project, from community to community, but they are important that we get a lot of stakeholders involved. And that people take advantage of the opportunities that exist to make a difference in their community.

Where should you start? On the right is a map that we've had in the curriculum from the beginning. It's a really, really critical map, because the communities are embraced in those brown blobs, which are census-defined urban areas. Those are super critical to have very effective placemaking going on. As well as in those sort-of little goldenrod colored areas, which are urban clusters. Because in both of those cases what you have are the communities in Michigan where the density is 1,000 persons per square mile or more, or contiguous places at 500 persons per square mile. That means they are either already very walkable or could, at relatively low cost, be made walkable. And, if we are going to succeed with placemaking, it's only going to be to the greatest extent in those places which are already walkable or are newly created as walkable places.

So, if you are located in a county for example, in a rural area, it's not worth a lot of your time to focus on placemaking in the forested areas, there may be some things that you can do there. Particularly related to access to a particularly beautiful recreation area, or to connect trails or something. But most of your placemaking opportunities are going to fall in those cities and villages that are already dense enough to have a pedestrian infrastructure in place. That's what's attempted to be illustrated with this particular map.

This slide shows you the four types of placemaking and how you can either engage in multiple types of placemaking sequentially or at the same time. And it might be that all of that is one effort in the same place or it could be 4 or less multiple efforts in the same location. Either way, you could be using a variety of different types of placemaking. They are flexible enough to be able to be utilized that way.

What we have here is just one of many illustrations that are now in the curriculum to show transformation, before and after sort of shots, this happens to be an after shot of a section in a suburban township just outside of East Lansing where it goes from a suburban strip to a pedestrian-oriented place. Here is the after shot vision of an area along Michigan Ave. in Lansing, adjacent to Sparrow Hospital. If you are familiar with that area, right now the hospital is set back quite a distance and there are whole new buildings there in front that are mixed-use on both sides of the street to make a very much more urban environment that lends itself to a lot of pedestrian activity, not just people who are there for hospital-related purposes.

So, those are the slides that I wanted to share with you today, Lisa where are we at relative to questions.

[Lisa]

I just wanted to ask a quick question myself, I want to make sure this isn't designed to substitute the placemaking curriculum, correct? It's meant to complement it?

[Mark]

Thanks, great question! Something I should have addressed right at the beginning. We did a lot of survey work of people who attended curriculum training and there were 2 comments that came back over and over again. One of them was that people wanted a guidebook, because it is one thing to sit in a class and get exposed to the information, and even if you could take the handout materials back with you, you don't have all the background the speaker was going over. So, what we did is incorporate the most important elements of the curriculum and the background and content and put that into the guidebook, so that at your own leisure you can review that material. And then the second most frequent request we got was for an online version of the curriculum where people could go online and at their own leisure take the curriculum or enjoy the curriculum. What we're going to do on that is, we're on the early stages of developing the design for an online curriculum that is based on the guidebook. So, for those folks going forward, that want to self-teach and/or if you've ever had the same annoying circumstances come up that I have where there's no program they go to, and it's offered not at a time you can participate, then you would be able to take advantage of the online curriculum. We are probably a year away from that being offered, assuming that everything goes right. But that is to address the second most frequent request from people who have been through training programs.

[Lisa]

Ok, so it is meant to serve as another medium for the curriculum.

[Mark]

That is correct.

[Lisa]

So, you can call whatever they're interested in so they can always access the material.

[Mark]

That's right, we are still making the curriculum available in the updated form through all of our existing trainers and Sense of Place Council members.

[Lisa]

Another question that I have relates to the accessibility of the materials, so right now only a limited pool of people are being introduced to this guidebook and then there are plans for it to become more widely available. Will Michigan residents always have free access to the material, or is it during this limited time only?

[Mark]

At this point, it is during the 1 year limited time only. That could change before that period of time is up, depending on what kind of distribution we get. But we really want to encourage you, if there are folks you know, that would benefit from this material, send them our way so that they can take advantage of this. We don't anticipate ever making it available for free to folks outside of Michigan. The reason for that is that exclusively resources that are generated by Michigan taxpayers were used to create the curriculum and guidebook, and MSHDA felt very strongly that we should make it available to Michigan folks for free.

[Lisa]

Ok. That's wonderful, I'll make sure that we get that word out. With that I will conclude this Connect & Share Lunchtime Webinar, discussing topics that help you help your communities. Please remember that members can access past recordings at the "connect and share" page of our website at [cedam.info/training](http://cedam.info/training) on any of our past webinars. If you ever have any ideas for topics or suggestions for resources that can help you please feel free to contact me anytime at [lisa.cedam.info](mailto:lisa.cedam.info) or 517-485-3588. Thank you so much for your time today, Mark, I appreciate you going through this guidebook, what a valuable resource for our members. I can't wait to share it more widely, have a wonderful day everyone and we'll talk with you soon.

[Mark]

Thank you!

End Transcript