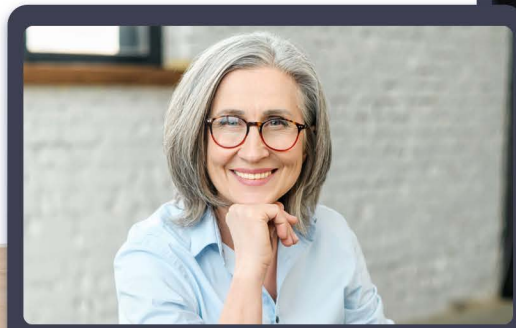
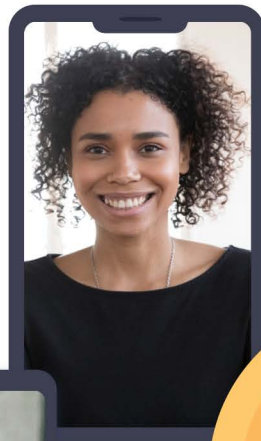
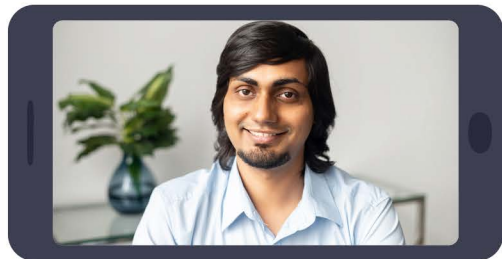
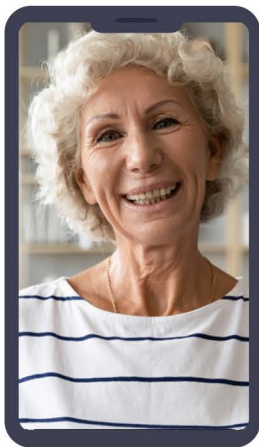


A Guide for Developing Virtual Citizens Academies



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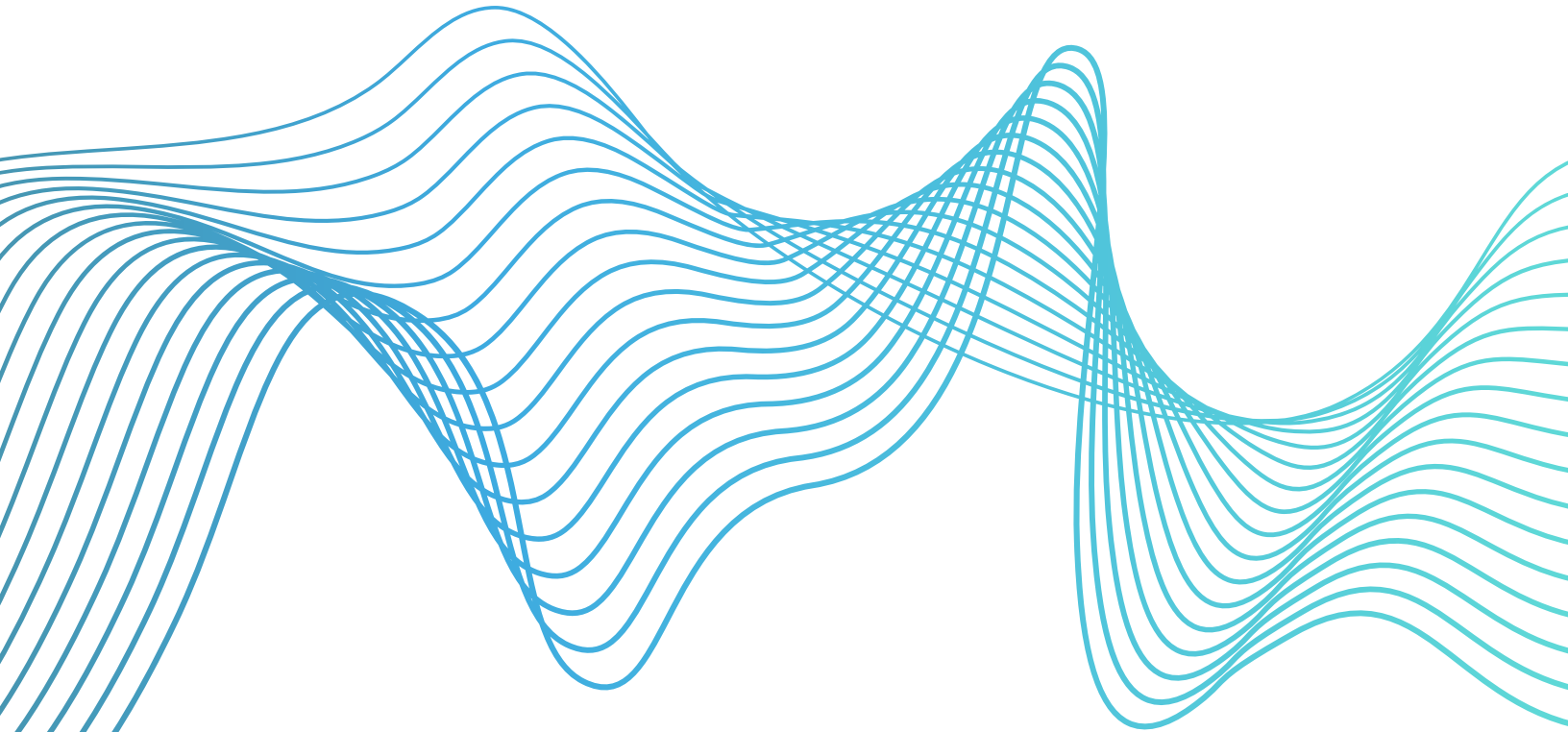
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16. Abstract Public involvement in local transportation decision making is key to achieving a safe, equitable, and sustainable transportation system that meets the needs of all system users. Meaningful participation in the transportation decision-making process is best achieved when citizens are empowered with information and knowledge to help them navigate complex topics like transportation policy, multimodal planning best practices, budgeting, and the layered organizational context in which these decisions are made. Furthermore, many agencies are expanding their outreach using various virtual platforms and tools and shifting to hybrid models (virtual and in person) for public participation. The 2021 Tampa Bay Citizens Academy on Transportation (TB-CAT) course used a virtual model to introduce residents in the City of Tampa to the information they need to be effective transportation ambassadors in their community. In 2022, the TB-CAT course was refined and introduced additional citizens to a wealth of transportation-related information. Using lessons learned during TB-CAT in 2021 and 2022, and to further support citizen empowerment through education, a guidebook for virtual citizen academies was developed. This guidebook can be used by facilitators from any agency or organization across the nation, in a variety of disciplines, to support their efforts to engage and empower citizens using a proven approach for a virtual citizens academy.			
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Introduction



Time availability, accessibility, and knowledge, among various other factors, affect people's willingness and ability to participate in the processes that directly affect them and the communities where they live. Recognizing that citizen education is a critical component of public participation, agencies in various disciplines host citizen academies with the goal of enhancing citizen knowledge. Although many of these academies were traditionally held in person, the COVID-19 pandemic introduced an accelerated need to host academies on virtual platforms.

While virtual platforms present certain challenges and limitations, they can also enhance outreach efforts. For example, the Federal Highway Administration (FHWA) describes the benefit of using virtual public involvement tools as follows, "Using virtual public involvement tools enhances and broadens the reach of public engagement efforts by making participation more convenient, affordable, and enjoyable for greater numbers of people" (FHWA, n.d., para. 2). These benefits can also be applied to citizen academies. As many in-person activities are resuming, people are still continuing to take increasing advantage of the benefits that virtual spaces offer.

This guidebook was developed with funding from the National Institute for Congestion Reduction (NICR). It is designed to support the development and management of virtual citizens academies using strategies and lessons learned during the development and implementation of the Tampa Bay Citizens Academy on Transportation (TB-CAT) in 2021 and 2022. TB-CAT is a free eight-week virtual e-learning course to familiarize City of Tampa residents with various aspects of transportation in the city. The academy facilitators and partners successfully hosted two years of TB-CAT, documenting their activities. This guidebook uses that information to support the processes and considerations outlined in this document.

The guidebook is designed for facilitators of citizen academies who want to switch to a virtual model, incorporate virtual elements into an in-person model, or develop a virtual citizens academy from scratch. Academy facilitators may include faculty of local universities and colleges, staff of local agencies, personnel of local community organizations, or other similar groups. This document provides a framework within which facilitators can:

- Lead the development of a virtual citizens academy,
- Evaluate and improve the citizens academy, and
- Support local community members in becoming advocates for transportation in their community.

How to use this guidebook



This guidebook is organized into two processes. The first focuses on developing the virtual citizens academy and the second focuses on implementing the virtual citizens academy. Within each of these processes, a series of steps provide instructions on how to execute the step. The Appendix includes several templates to support the development and implementation of virtual citizens academies.

You can use this guidebook like you would use any other how-to guide.

Keep in mind that these are only recommended processes and steps. Based on your available funding, resources, and other factors, you can use some or all of the steps as described in this guidebook, modifying them as appropriate to meet your needs.

Throughout this document, the terms academy and course are used interchangeably.

Process 1 **Developing a virtual citizens academy**

Process 2 **Implementing the virtual citizens academy**

Process 1: Developing a virtual citizens academy



This section outlines key steps to developing a virtual citizens' academy. The two focus areas of this process are (1) **establishing and/or strengthening relationships** and (2) **course design**.

Note: Once the intent to develop a virtual citizens academy is established, it is important to identify appropriate funding sources. Funding sources are diverse with varying requirements, therefore, this document does not outline how to fund the academy or provide any project management support.

Step 1.1

Establish a relationship with partners and stakeholders.

Successful citizen academies happen through collaborative efforts. One of the first steps for the citizen academy is identifying the agency or agencies that will co-lead the course with the facilitators.

The facilitators may include staff from an educational institution, consulting firm, advocacy group public agency, community group, public agency, or other similar group, agency, or organization.

The activities the facilitators participate in may include the following:

- Develop outreach materials and course registration forms
- Track registration and contact course participants, lecture materials
- Produce the instructional elements for the course including the syllabus, course project descriptions, weekly agenda, etc.
- Host the course sessions
- Create the course evaluation and conduct subsequent analysis
- Provide participant support

A key goal for the facilitator is to identify and reach out to individuals or groups that are well-connected with community members and local agency leadership and staff. These individuals or groups will serve as partners for the academy.

It is important for the facilitators to discuss the roles and expectations of the partners early in this process. Through this discussion, the partners will be able to clearly communicate the level of involvement that they can commit to the academy. The activities the partners may participate in may include the following:




- Identify specific communities and community members who may benefit from the academy
- Share information about the community's educational needs and interests related to the academy topic(s)
- Provide resources for advertising and outreach
- Identify potential speakers within the agency/organization and from partner agencies/oragnizations
- Present to the course participants

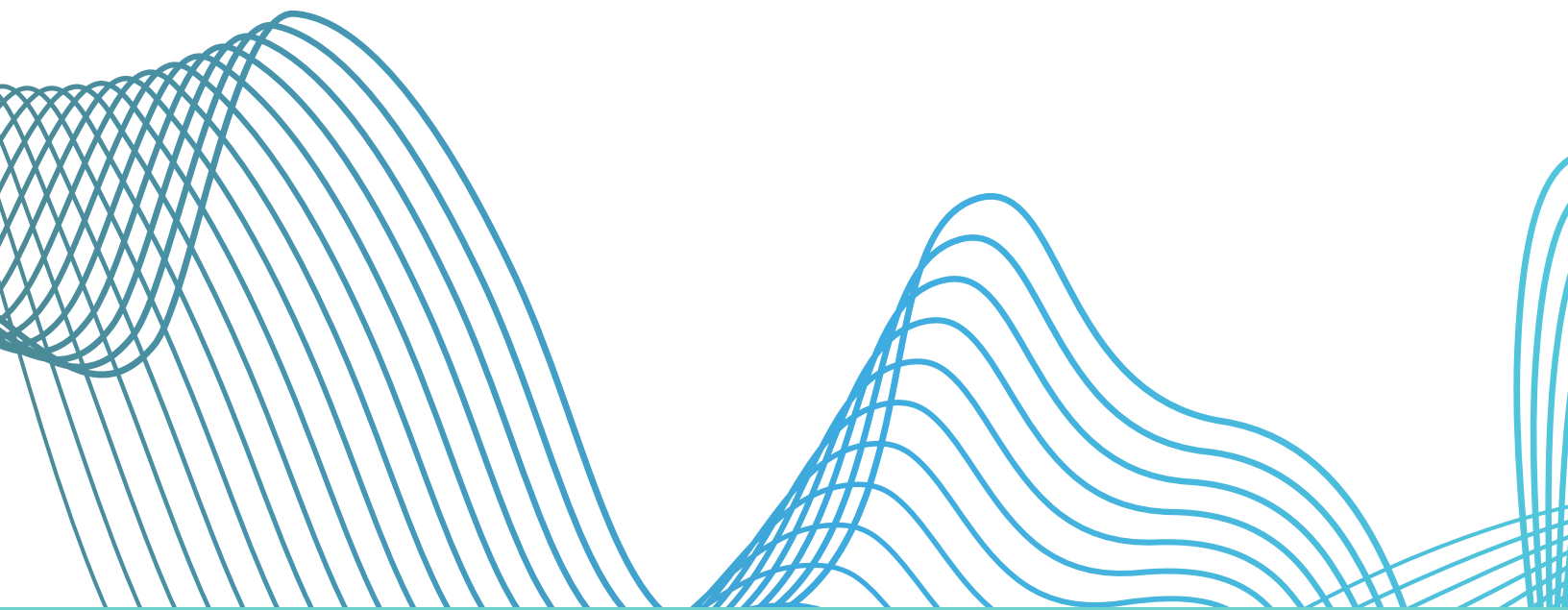


Step 1.2

Decide on the course delivery method

The way the course is delivered to participants requires careful consideration. This guidebook focuses on virtual citizen academies and three options for online academies are outlined in this document: (1) fully virtual synchronous, (2) hybrid synchronous, and (3) asynchronous.

-  **fully virtual synchronous**
-  **hybrid synchronous**
-  **asynchronous**



Fully Virtual Synchronous

The first option is a completely virtual synchronous course. For this course type, each session is hosted live, online using only a virtual platform selected by the course facilitator and/or partners. This option provides real-time interaction between participants, facilitators, and presenters. Depending on the software selected, the sessions may be recorded for future viewing and may be used in an asynchronous application as described later in this section.

Benefits of virtual courses

It allows participants and presenters to attend sessions without needing to travel.

The online course accommodates various personal schedules and availability, increasing the potential for more geographic diversity. The virtual session allows for more flexibility for participants to attend using their cell phones, laptops, tablets, desktops, or other devices. Some attendees may choose to call in via mobile phone to listen to the sessions.

There is no need to reserve a space for sessions.

The virtual sessions do not require reserving an in-person meeting space. However, inviting participants to meet in small groups at a local library or another easily accessible public location may offer an opportunity for them to watch the session together and encourage more interaction and discussion.



Things to consider when hosting a virtual course

There are limited opportunities for relationship-building.

When everything is completely online, there is less time for networking and socialization before or after the course. Additionally, there is no face recognition, unless cameras are on. Creating opportunities for icebreakers and allowing opportunities for camera time can potentially address this issue.

For presenters, there is no sense of how well the audience understands the content or if they are fully engaged.

For online presentations, there is no way to truly read the room and assess engagement and reactions such as agreement, confusion, disinterest, or excitement. These cues allow presenters to adjust their presentations accordingly by, for example, stopping to clarify information or emphasize a point that strongly resonates with their audience. In the virtual session, there is no way to do this unless the cameras are on, and even then, it is difficult to effectively scan all of the screens.

Requiring participants to turn on the camera may increase a presenter's ability to assess the audience, but it may also be a source of distraction. If available, the chat function may be helpful for questions. One of the facilitators and/or partners can monitor the chat. Keep in mind that it may not be used by the less engaged participants or those who would not typically speak up otherwise.

The online course format may exclude certain population groups.

One significant drawback of the fully virtual academy is its potential to perpetuate the digital divide. This format limits access to information for persons who don't own or have access to a phone, laptop, desktop, or other similar device, who may not have access to the internet, or those who may have access to these things, but may not be "tech-savvy."

The hybrid option described in the next section may be useful in addressing this gap. Sharing information about community resources that provide access to technology, such as a library or community center, may also be helpful.

Hybrid Synchronous

The second option is a hybrid course. This course type uses a combination of virtual and in person sessions that can be offered in two ways.

The first includes in person sessions with an online option for persons who cannot attend in person.

The second option includes a combination of fully virtual and fully in person sessions. For example, the first 50% of sessions may be virtual and the remaining sessions may be in-person.

These session types provide flexibility to meet various needs. For the online offerings of the course, many of the benefits and considerations are identified in the fully virtual course described in the previous section. The hybrid course provides an opportunity for face-to-face interaction as well as multiple options for attendance.

Benefits of hybrid courses

Flexibility is provided for participants who can attend in-person and those who can not due to time or travel limitations.

Participants, facilitators, and presenters are able to meet face-to-face, which supports networking and relationship building. Keep in mind that participants who attend online-only may miss out on these opportunities to build connections with their cohort.



Things to consider when hosting a hybrid course

A location will need to be identified for the in person sessions.

- A physical location may have room reservation fees
- Room availability may affect scheduling

A laptop or computer will need to be provided by the facilitators or by the facility.

- The facility will need to have internet access
- Online participants will need to be able to hear the session and interact with those attending in person

Participants and presenters will need to travel to attend the in person sessions resulting in potential conflicts with schedules and commute times

- Access to the venue by various modes and parking accommodations needs to be considered



Aynchronous

The third option is an asynchronous course. Asynchronous learning is described as follows:

“Asynchronous learning is time-delayed and allows flexibility so that student participants in an online classroom need not engage in a discussion at the same time. It is also referred to as online learning in a computer-based learning modality, where geographically separated learners interact on a given subject, independent of time and place. This modality, or online course management platform, offers an Internet-based network of learners an opportunity to share information in multiple electronic threaded communication formats including, but not limited to, email, threaded discussion groups, and blogs. (Carr, 2012, para. 1)”

Benefits of asynchronous courses

Course content is pre-recorded, participants would view presentations and other content at their own pace.

Course materials are available online and can be accessed at any time, enabling self-paced learning.

Presenters are able to pre-record their presentations, providing flexibility for presenters and reducing potential scheduling conflicts.



Things to consider when hosting an asynchronous course

There are no naturally occurring opportunities for real-time interaction.

Scheduled office hours may address this issue by providing opportunities for participant support and for building or strengthening the facilitator-participant relationship.

Facilitators will need to develop mechanisms to ensure participants stay on track and are watching sessions.

These may include some of the methods listed in the definition for asynchronous learning described earlier in this section, “email, threaded discussion groups and blogs” (Carr, 2012, para. 1) or may include other approaches identified by the course facilitators and partners.

This mode of learning may be difficult for persons who thrive with more structured learning environments or prefer opportunities to participate and be engaged during the course (Ravizza et al., 2023).



Step 1.3

Develop course content in collaboration with partners and stakeholders.

Effective citizens academies address topics of importance to the local population. Brainstorming sessions with partners and stakeholders is helpful in selecting themes, determining the session structure, and identifying opportunities to engage citizens. While the facilitator has primary responsibility for producing and managing the course, input from partners and stakeholders ensures that the course is useful for potential participants.

Step 1.3.1

Identify and select key themes to focus the course session topics.

Themes are short phrases that focus course content development and are used to streamline the process of identifying appropriate topics and speakers. Appropriate themes address current and emerging trends, as well as broad societal issues that are relevant to the local community. These themes are selected by the course facilitators but should be shared with partnering agency staff for feedback. Potential themes may be identified and refined during brainstorming sessions between the facilitators and partners.

Step 1.3.2

Determine the number of sessions and session dates.

The session structure heavily depends on the course delivery method. This section describes the process for synchronous courses, but can be applied to an asynchronous structure when determining how many recorded sessions to produce.

The number of sessions is determined by the available resources of the facilitator and partners as well as community trends for meeting attendance. If available, local knowledge of the typical availability of community members is also useful when making this determination. Consider variable days and times to accommodate persons who may not be available during “usual” hours. Sessions can range from 1-2 hours and can be held during a weekday or on the weekend. Consider if morning, midday, afternoon, or evening hours are more appropriate.

Step 1.3.3

Brainstorm potential session topics and learning objectives.

The number of sessions informs the number of topics. When identifying potential session topics select topics that are important to the local communities. These topics can be identified through existing information collected during a wide range of activities such as surveys, public meetings, local news stories, through discussions with community groups, etc. These topics may address:

- Complex topics that typically cause confusion or uncertainty for the public
- Existing policies and programs
- Upcoming policy changes (local, state, federal) and programs
- New development/infrastructure

Learning objectives state the purpose of a course, outlining what participants should be able to do or what they should know after completing the course (Orr et al., 2022). Effective learning objectives state the condition (e.g., at the end of this course) and describe the observable and measurable outcome that is anticipated (e.g., participants will be able to define multimodal transportation). More information on developing learning objectives can be found online through a variety of sources including the following:

- Instructor Checklist – Learning Objectives (Orr et al., n.d.): https://lse.ascb.org/wp-content/uploads/sites/10/2022/11/EBTG-LO-Checklist_RO-JO-Edit-4.pdf
- Revised Blooms Taxonomy of measurable verbs

The brainstorming session provides opportunities to discuss and refine the course topics and learning objectives cyclically. During this session, it is also helpful to discuss logistical items such as class size (*to limit or not to limit, that is the question!*)



Step 1.3.4

Generate a list of potential speakers.

Once the number of sessions and session topics are identified, a list of potential speakers can be generated. For a two-hour session, a maximum of three speakers with up to fifteen-minute time slots is recommended. Based on the experience in TB-CAT, the number of speakers and time limit ensures that adequate time is available for questions and discussion after each presentation.

Potential speakers include subject matter experts representing public and private agency staff and leadership, key members of advocacy groups and community organizations, and college and university faculty. Contact potential speakers early to identify their availability and to hold the session date on their calendars in advance. Speakers may be contacted by the course facilitator or the agency partner. Who contacts the speakers depends on a variety of factors such as pre-existing working relationships or a desire to standardize speaker outreach.

Step 1.3.5

Create and refine the course syllabus.

The syllabus is a key element of the course. It includes pertinent information such as the course format (session day(s) of the week and time, duration, etc.), information about projects or assignments, course learning objectives, themes, course schedule, including weekly topics and descriptions (if speakers are confirmed, they can be included here), reading list, and other relevant information. The syllabus can be very detailed or simple. A sample syllabus is provided in the **Appendix**.

Step 1.3.6

Select a virtual platform.

The virtual platform is key to the success of the virtual academy. The functionality of the virtual platform determines the course capacity, session delivery, opportunities for in-session engagement, presenter capabilities, and many more factors. When selecting a virtual platform consider if the platform can accommodate the desired format and style of the academy. For example, when developing TB-CAT, the following factors were prioritized (Jackman et al., 2022):

- At least 2 hours for each session
- Capacity for at least 35 attendees (including presenters)
- The ability for participants to register weekly
- The option for attendees to participate as audience members and presenters when needed
- Versatility for presentations with multiple presenters and screen sharing
- A chat function
- The option to record and share sessions

Once the platform is selected, it is important to run at least one test session. Reach out to other personnel as well as the course partners to test the various functions of the platform. A few things that are important to test include the following:

- Sending, receiving, and opening the registration link
- Registering for the session
- Joining the session
- Using the chat
- Enabling and disabling mics and cameras
- Screen sharing
- Recording the session
- Viewing, saving, and sharing the session recording
- Downloading and reviewing the registrants and attendees (if available for the platform selected and if required for communications or metrics and other needs)

Depending on course needs, the test session can also be used to assess other functions such as closed captions, session transcripts, etc. Document any issues and create a contingency plan for technical difficulties (*because they will happen*).

Note: A contingency plan can be as simple as "facilitators share cell phone numbers so that they can communicate if someone loses their internet connection" or "ask all presenters to send their presentations so the materials are visible if the presenter is unable to share their screen."



Step 1.3.7

Create the academy registration form.

An event site or online survey platform can be used to create the registration form. For example, the registration form for TB-CAT was created using Qualtrics, an online survey platform. The following information was included in the registration form:

- Introduction
 - A brief description of the course,
 - The course dates and times and a note about the course recordings,
 - The class size limits, and
 - Other important information.
- Personal information:
 - First and last name
 - Email address
 - Mobile number
 - Home address
- Questions collected information on the following:
 - The registrant's ability to participate in the course, or if additional accommodations were needed
 - Emergency contact information
 - Interest in the program and course themes
 - Ability to participate in the live sessions or watch recorded sessions
 - Suggestions for additional days and times for future sessions
 - Ability to participate in the walking tour
 - Sociodemographic information

A sample of the complete registration form is provided in the **Appendix**.

Step 1.3.8

Advertise the academy and register attendees.

Once the course is developed, the next step is to announce the course and garner interest. Partners that have a relationship with the local community and established outreach platforms can help promote the academy through their platform.

Other partners may have the resources to create outreach materials or may have suggestions on where outreach efforts would be the most effective.

Sample outreach materials are provided in the **Appendix** and include the following:

- Course registration form,
- Outreach plan,
- Welcome email, and
- Reminder email before the first session.



Process 2: Implementing the virtual citizens academy



Once the course is developed using the steps outlined in the previous section, the facilitators and partners can begin to host the academy. Hosting the academy may seem like a fairly self-explanatory task, but there are several steps involved in this process including speaker outreach, creating, disseminating, and evaluating the course evaluations, class project support, participant engagement activities, and various post-course activities. The three focus areas of this process are (1) **hosting the course**, (2) **evaluating the course**, and (3) **engaging with participants**.

Step 2.1

Host sessions.

There are several elements involved with hosting sessions. Many of these elements are interrelated and may occur at the same time.

Step 2.1.1

Reach out to speakers and help them prepare for their presentation

The potential speakers identified during **Step 1.3.4** should have been contacted during that step. If the presenter has already confirmed that they will be participating in the academy, send a reminder email with a presenter's guide no less than two weeks before their session. This will give them enough time to review the guide, ask any questions, and, if needed, adjust their presentation for the presenters. A template of the presenter's guide is provided in the **Appendix**.

A few days before the session, ask presenters to send their presentations and provide them with an opportunity to test the virtual platform. Practice making them a presenter (if this option is available), screen sharing, turning cameras on and off, muting and unmuting microphones, and other functions identified as necessary for the presentation.

During the session, allocate time to introduce presenters and share their contact information. For example, in TB-CAT, facilitators typically introduced all presenters at the start of the session and allowed them to briefly elaborate on the introduction during their portion of the session. This format allowed participants to become familiar with the presenters without the introductions consuming too much time in the session.

Step 2.1.2

Explain the structure of the academy at the first session and provide updates at each subsequent session

At the first session, provide a detailed explanation of the academy. Remind participants of the time commitment, review the syllabus, explain the course project, and provide any other vital information.

At each session, provide course project updates, interesting findings from the weekly evaluations (see **Step 2.2** for more information), and share plans for the next session.

Step 2.1.3

At the first session (or no later than the second session) take a few minutes for a virtual meet and greet.

Provide an opportunity for participants to turn on their camera and introduce themselves. This is also a great opportunity for participants to share facts such as their interest in the course, what they hope to gain from the academy, or other interesting tidbits about themselves. This activity helps to build comradery between participants and lessen the feeling of disconnect that is oftentimes experienced in virtual spaces. It also supports a more familiar environment where participants are more likely to engage in the sessions during discussions and Q&A.



Step 2.1.4

At each session, provide adequate time for questions and discussion.

There are several ways that questions can be tackled during the session. For example, (1) participants can type questions in the chat, these question can then be read aloud by a facilitator or designated moderator, (2) participants can signal that they want to ask a question (e.g., by providing a note in the chat or raising their hand if this function is available) and then verbally ask the question directly to the presenter.

The timing of Q&A should also be considered. Typically, Q&A will happen during the presentations or after each presentation. The option selected depends on the presenter's and participants' preferences.

Things to consider when selecting a question format

Questions during the presentation

The primary benefit of this option is the opportunity for participants to ask questions and receive answers in real-time. It may spur additional discussion and allow presenters to incorporate other relevant information based on the types of questions or feedback that they are receiving. However, this approach may be distracting for some presenters, and it may make timing the presentations difficult.

Questions after the presentation

This option allows all questions to be asked at once and reduces potential distractions during the presentation. It allows facilitators to monitor the presentation time to assess how much time is available for the questions and discussion. The primary drawback of this approach occurs when questions relate to a specific slide, graphic, text, or other content in a presentation. At the end of a presentation, it can be time-consuming or difficult to circle back to a specific point in the presentation, especially if slide numbers or other identifiers are not provided in the question.

Note: Regardless of the approach selected, it is important to clearly communicate time restraints or question limits for Q&A, monitor the time closely, and if needed, provide an opportunity for any remaining questions to be answered later in the session or by email.

Step 2.2

Develop and distribute the course evaluations and conduct the analysis.

To assess the effectiveness of the academy, evaluations are recommended at multiple points during the course. Pre- and post-course evaluations can serve as a great starting point for assessing the course; the addition of weekly evaluations provides opportunities for questions and to identify needed adjustments to the course.

Step 2.2.1

Select survey software or other appropriate software to develop, share, and assess the evaluations

A wide variety of survey and evaluation software are available. Software that includes multiple functions can support ease of use for facilitators and participants. Some of the functions that may be helpful include:

- Options for multiple question types (e.g., text box, multiple choice, Likert, etc.)
- The ability to specify survey behavior (e.g., display or skip logic)
- The ability to specify response requirements (e.g., force response or request response)
- Mobile device compatibility
- Automatic analysis or downloadable results
- Other features as decided by the facilitators

Step 2.2.2

Create evaluation questions.

The response rate for the evaluation is influenced by a few factors including the number and type of questions. Similar to surveys, shorter evaluations may have better response rates (Hatley & Kennedy, 2022, para. 1). According to Hatley and Kennedy (2022) The rule of thumb is to limit survey length to no more than 15 minutes.

Because the evaluations may be sent weekly, short surveys (3 to 5 minutes maximum) with easy-to-answer questions will likely get more responses.

Multiple-choice questions are usually easy and quick to answer, whereas open-ended questions may take longer to answer (Hatley & Kennedy, 2022, paras. 5–8). It is important to limit the number of open-ended questions and ensure that those included are easy to answer and/or made optional.

Pre-course evaluations may ask participants about:

- Their understanding, experience, or comfort with the topic
- Any specific areas of interest related to the academy
- Expectations for the course
- Commitment to the course/ability to attend sessions

Post-course evaluations may ask participants about:

- If more than one mode was provided, how they attended the sessions (see *Step 1.2*)
- Which sessions they attended or watched
- Their experience overall and/or for each session
- What they learned
- What they liked about the course and what could be improved

Weekly evaluations may ask participants about:

- Their general thoughts and experience with the session
- Questions that they may have about the presentation(s)
- What they liked about the session and what could be improved

If conducting weekly evaluations, distribute in the session follow-up email and review responses regularly.

A quick review of the weekly evaluations can indicate if there are any modifications needed for the sessions. For example, in TB-CAT, the week 2 evaluations indicated that participants wanted more time for questions and discussion. In each of the subsequent sessions, the facilitators adjusted the session schedule accordingly to provide more time for Q&A and discussions.

Compare pre- and post-course evaluations to assess the overall effectiveness of the course.

The pre-course evaluation asks participants about their level of knowledge before attending the academy. The post-course evaluation asks about their level of knowledge and overall experience. Comparing the two evaluations is useful for future course improvements, and if required, provides metrics for reporting.

Step 2.3

Assign class projects and monitor progress

Course projects keep participants engaged and give them the opportunity to apply what they have learned throughout the academy.

Step 2.3.1

Decide on the project.

Projects can be simple or complex. For example, the Portland Traffic and Transportation Course includes weekly assignments that build toward a final project. According to the Citizen Transportation Academy: Course Curriculum and Implementation Handbook:



The course assignment is designed to achieve a few goals. These include having the student observe how transportation works (or doesn't) in their community, and identify a transportation problem or issue (no matter how big or small), collect information about the identified issue, and interact with city staff regarding the concern. Finally, students are expected to propose a solution and identify whether their proposed solution can or will work.

(McNeil, n.d., p. 15)



TB-CAT used a similar model for the Year 1 and Year 2 course projects.



Step 2.3.2

Determine if and how project support will be provided.

Depending on the level of complexity of the projects, it may be necessary to provide participant support either during the sessions, during office hours, by email, or through other approaches.

The facilitators can provide support by answering questions, sharing resources, or putting the participants in contact with appropriate agency staff. For example, at the mid-point of the academy, TB-CAT facilitators held virtual office hours. Participants scheduled a 15-minute time slot and joined a Microsoft Teams meeting to ask questions and get feedback on their projects.

Additional support can be provided in the form of a lab. The TB-CAT student lab is a great example of this approach. The student lab consisted of graduate students at the University of South Florida who were tasked with providing project support to TB-CAT participants. Students were paired with participants based on their skills, interests, and the project needs. Key skills of interest included GIS, graphic design, data analysis, and research. The student lab held virtual meetings to provide updates and share skills and resources based on project needs. Many of the students helped develop presentations and were even provided opportunities to present alongside the TB-CAT participants that they were paired with.



Step 2.3.3

Select a format and schedule for project presentations.

If projects are being presented, determine if presentations will be given live on the virtual meeting platform used for the course, in person if the academy is a hybrid, or pre-recorded if an asynchronous class model is used.

Determine how much time is needed to accommodate the presentations. Time needed depends on various factors including:

- The number of presentations
- If participants are working alone or as a group
- How much time each presentation is expected to take

Note: Consider setting a time limit for presentations, keeping in mind that participants may go over their time limit. Depending on the number of participants and anticipated presentations, one or more sessions may be reserved for presentations. Additionally, a session may be reserved for office hours to discuss projects and/or practice presentations.



Step 2.4

Identify opportunities to engage with participants

The virtual academy format has a multitude of benefits, but it cannot replicate the level of engagement and opportunities for relationship building that happen in person. If time and resources allow, it is helpful to designate time for in-person engagement to overcome the limitations of virtual platforms. Some examples of these strategies include the hybrid schedule, described in more detail in **Step 1.2: Decide on the course delivery method**. Other options include a field trip or tour, a meet and greet, or an educational event (workshop, panel presentation, seminar, etc.). These events can be held during the academy or after the academy to keep participants engaged.

A field trip or tour

A field trip or tour provides the benefit of in-person engagement and an opportunity for academy participants to explore their local area. This type of activity can inform participants about history, innovation, or needed intervention and is most effective when led by local agency staff or other local experts. The activity can also be combined with a meet and greet, described next.

A meet and greet

A meet and greet is an informal event that allows participants to gather and network with other participants, facilitators, presenters, agency staff, and other persons.

An educational event

An educational event (workshop, panel presentation, seminar, etc.) allows participants to engage in an in-person learning experience. These events can be led by local experts, facilitators, or academy participants. Topics can include those discussed in the academy or other relevant topics outside of the scope of the academy.

Step 2.5

Follow-up after the course.

Certificates commemorate participants' time spent during the academy. A certificate template is provided in the appendix.

Earlier in this guidebook, **Step 2.1** discussed an email group to support continued communication between participants in a cohort. This can be done at any point in the session, but it can also be done as a part of the post-course follow-up. Additionally, this email group can be used to maintain communication between former participants and facilitators, as well as serve as a resource to share future academy sessions via a referral system.



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Appendix



Syllabus Template

Academy Name

Start Date – End Date

Class day

Class time

Format: Describe the course format. E.g., Each online session is 2 hours, with 1 hour of panel presentations, 50 minutes for Q&A and open discussion, and 10 minutes to discuss class assignments. Class time will be used for presentations on a topic from guest speakers, activities, and class discussions. *Weekly sessions will be recorded for participants unable to attend the “live” session.

Optional: Field Trip, Lab, or Tour: If conducting a lab, field trip, or walking tour describe the purpose of the lab. E.g., Participants will attend a guided tour to learn about how the City of Tampa is improving the transportation system and some continuing issues.

Project: Provide a brief description of the project. E.g., Participants will develop a project idea alone or in teams to practice what they are learning.

Research: Describe research expectations, including examples of suggested research topics. E.g., Participants are encouraged to research current trends in the transportation industry, including new developments in connectivity, complete streets design, green/smart technologies, and meeting the needs of historically underserved populations.

Course Learning Objectives

Provide a few learning objectives using measurable action verbs such as those described in Bloom’s Taxonomy. The framework for Bloom’s taxonomy is described here:

<https://www.usf.edu/atle/documents/handout-backward-design-bloom-verbs.pdf>

E.g., At the end of this academy, participants will be able to:

1. Learning Objective 1
2. Learning Objective 2
3. Learning Objective 3
4. Learning Objective 4
5. Learning Objective 5

Themes: Describe the themes that will be addressed in the academy:

E.g., Five main themes that will emerge each week:

1. Equity, Diversity, and Inclusion
2. Livability and Affordability
3. Community Engagement
4. Sustainability and Resilience
5. Innovative Technology

COURSE SCHEDULE (Subject to change)

Week 1 (Date): Week 1 session title

Provide a brief description of the goals and objectives of the session.

Assignment #1: *Provide a brief description of assignment #1.*

Week 1 (Date): Week 2 session title

Provide a brief description of the goals and objectives of the session.

Assignment #2: *Provide a brief description of assignment #2.*

Week 1 (Date): Week 3 session title

Provide a brief description of the goals and objectives of the session.

Assignment #3: *Provide a brief description of assignment #3.*

Week 1 (Date): Week 4 session title

Provide a brief description of the goals and objectives of the session.

Assignment #4: *Provide a brief description of assignment #4.*

Week 1 (Date): Week 5 session title

Provide a brief description of the goals and objectives of the session.

Assignment #5: *Provide a brief description of assignment #5.*

Week 5.1 Field Trip, Lab, or Tour (Date): *If conducting a field trip, lab, or tour, provide details here.*

Week 6 (Date): Week 6 session title

Provide a brief description of the goals and objectives of the session.

Assignment #6: *Provide a brief description of assignment #6.*

Week 7 (Date) Project Presentations/Project Review Session: *If hosting presentations this week, describe the presentation and time limits. If hosting a project review session, describe the format of the session.*

Assignment #7: *Provide a brief description of assignment #7.*

Week 8 (Date) Project Presentations: *Describe the presentation and time limits.*

Assignment #7: *Provide a brief description of assignment #7.*

Class Project

Describe the class project and provide a detailed description of the assignments used to build the project over the course of the academy.

Reading List (Optional)

Provide a list of reading materials for each week. Include full citations and links where available. These materials may include textbooks, journal articles, reports, federal, state, or local agency documents, or any other relevant documents or literature.

Registration Form Template

[Insert Academy's Name]

Introduction and Description: [Describe the academy].

Directions: Please complete the registration form below.

Personally identifying information will not be distributed. Information collected for reporting purposes will be anonymized

Q1 Full Name

First Name _____

Last Name _____

Q2 E-mail Address: _____

Q3 Mobile Number: _____

Q4 Home Address:

Address: _____

City: _____

Zip Code: _____

Q5 This course is offered online. Do you have access to the internet and a computer/laptop?

Yes

No

Display This Question:

If This course is offered online. Do you have access to the internet and a computer/laptop? = No

Q5a Do you have a mobile phone that can access online meeting applications (e.g. Microsoft Teams or GoTo Meeting)?

Yes

No

Display This Question:

Do you have a mobile phone that can access online meeting applications (e.g. Microsoft Teams or GoTo Meeting)? = No

Q5a1 Would you like to continue with the registration?

Yes

No

Skip To: End of Survey If Would you like to continue with the registration? = No

Q6 Where do you usually access the internet? (select all that apply)

Home

Library

Community center

School

Other (please specify)

Q7 Do you need special accommodations to take this course? If yes, please describe.

Yes. Please describe: _____

No

Q8 Emergency Contact Information:

Name _____

Relationship _____

Phone Number _____

Q9 How did you hear about this program?

Q10 Why are you interested in this program?

Q11 Please select the themes that interest you (select all that apply):

- Theme 1
- Theme 2
- Theme 3
- Theme 4
- Theme 5
- Other (please specify): _____

Q12a Classes will begin on *[insert start date]* and end on *[insert end date]*. Live class sessions will be held on *[insert session day]* from *[insert session time]*.

Will you be available for the live class sessions?

- Yes
- No

Display This Question:

Classes will begin on [start date] and end on [end date]. Live class sessions will be held on [session day] from [session time]= No

Q12a1 I will not be available for the live class sessions, but would like to receive recorded sessions.

- Yes
- No

Display This Question:

If I will not be available for the live class sessions, but would like to receive recorded sessions. = No

Q12a2 I would like more information about future *[insert academy name]* sessions.

- Yes
- No

Display This Question:

If I will not be available for the live class sessions, but would like to receive recorded sessions. , No Is Displayed

Q12a3 Please suggest additional days and times for future *[insert academy name]* class sessions:

Q12b To learn about *[insert purpose for field trip, lab, or tour]*, one weekend during the session, participants will be given the option to participate in a *[identify activity type]* (date and time to be determined).

Will you be available to meet in person for the *[identify activity type]*?

Yes

No

Display This Question:

To learn about [insert purpose for field trip, lab, or tour], one weekend during the session, participants will be given the option to participate in a [identify activity type] (date and time to be determined). = Yes

Q12b1 Will you need special accommodations to participate in the *[identify activity type]*?

Yes. Please provide additional information:

No

Q13 Age:

18 or younger

20-24 years old

25-34 years old

35-44 years old

45-54 years old

55-64 years old

- 65-74 years old
- 75 years or older
- Prefer not to say

Q14 Gender

- Male/Man
- Female/Woman
- Non-binary/Bigender
- Other
- Prefer not to say

Q15 Race

- Black/African American
- Asian
- Native American/Indigenous/Alaska Native
- Pacific Islander/Native Hawaiian
- White/Caucasian
- Middle Eastern
- Other Race (please specify) _____
- Prefer not to say

Q16 Income

- \$0-\$24,999

- \$25,000-\$34,999
- \$35,000-\$59,999
- \$60,000-\$99,999
- \$100,000 +
- Prefer not to say

Q17 Level of Education

- No formal education
- Some high school, no diploma
- High school diploma/GED
- Some college, no degree
- Vocational/Trade School diploma or certificate
- Associate's degree
- Bachelor's degree
- Graduate or professional degree
- Other
- Prefer not to say

Q18 What is your primary language?

- English
- Spanish
- Creole

Other _____

Q5a2 Please contact [lead facilitator's name] at [lead facilitator's contact information] for assistance identifying resources that may help you access this course.

Outreach Plan Template

A key element to the success of the academy is its outreach. A strong outreach plan and easy-to-follow schedule ensures that citizens are aware of the opportunity to take the academy and secures interest in the course. The approach to outreach depends on a variety of factors including the size of the target area, the academy partners and their networks, and resources available for outreach. While in-person advertising is effective, social media, websites, and other online platforms are useful for spreading the word. A general outreach plan may include the following:

- Identifying and understanding the outreach audience,
- Developing marketing materials,
- Identifying platforms, events, and other areas to distribute marketing materials,
- Developing a schedule for promoting the academy,
- Distributing marketing materials, and
- Follow-up with registered participants (see welcome email and reminder email)

Welcome Email

Good Afternoon *[insert participant's name]*,

Congratulations! You have been selected to participate in *[insert academy name]*. We are so excited that you will be a part of this free 8-week course and we hope by the end of this virtual series you will have gained an understanding of the importance of *[insert some highlights about the course and what participants will learn]*. Our course instructors will be *[insert facilitators' name(s)]*. We will send the course syllabus to all participants on *[insert date]* and review it with you during the first class on *[insert first session day and time]*. Let us know if you have any questions. If by any chance you cannot participate in the course, please let us know as soon as possible and we'll be sure to remove you from the participant list. Thank you for registering and we look forward to meeting you.

Sincerely,

[insert facilitator's name]

Reminder email before the first session.

[insert greeting],

Thank you again for registering for [insert academy name].

IMPORTANT: To access the class session this week, you must sign up using the link below.

Sign-up form: [insert link for session sign up form or registration]

[add instructions to sign-up for the session. See the example used for TB-CAT below:

The link will take you to a short registration page. Follow the steps below to access the class session.

- Enter your name and email address
- Click "Register Now"
- Shortly after, you will receive an email from Microsoft Teams <noreply@teams.registration.microsoft.com> with a link to the class session
- You can also add a reminder to your calendar
- At 5 PM click the link and join the class!

**If you do not receive an email from Microsoft Teams after 15 minutes, check your spam folder.
If you still do not receive the an email, contact [add facilitator's name and email address]*

We will provide a unique link weekly for each class session. After signing up for the class session, you will receive an email with a class meeting link. You must sign up each week to attend class.

We look forward to meeting you!

[insert facilitator's name]

Evaluation Template

Pre-Course Evaluation

Introduction and Description: *[Describe the academy and the purpose of the evaluation].*

Q1 Name and Email Address

First Name (1) _____

Last Name (2) _____

Email Address (3) _____

Q2 Please read the following statements and indicate if you strongly agree, agree, disagree, or strongly disagree.

	Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree
<i>[Optional: insert statement about knowledge level. E.g., I understand how transportation decisions are made.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Optional: Insert statement about comfort level on using knowledge. E.g., I am comfortable advocating for my community's transportation needs.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Optional: Insert statement about level of involvement. E.g., I regularly attend City Council meetings.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 *[Describe the session format including days, times, length, etc. and anticipated outcomes. For example, the description used for TB-CAT is as follows:*

TB-CAT is an 8-week course with classes on Wednesdays from 5pm to 7pm. Each week you will learn from local subject matter experts on how transportation decisions are made, how projects are funded, equity considerations, and infrastructure within the City of Tampa. Live class sessions will be held on Wednesdays from 5pm to 7pm. Sessions will be recorded and available for registered]

[insert link to academy syllabus]

Q5 Please select the statement that best reflects your commitment to this course.

- I will attend the sessions each week unless a conflict arises.
- I will attend most sessions, but have other obligations some weeks.
- I will attend some sessions, but can not guarantee regular attendance at this time.
- I no longer wish to participate in the academy at this time.

Post-Course Evaluation

Introduction and Description: *[Describe the academy and the purpose of the evaluation].*

Q1 Name and Email Address

First Name _____

Last Name _____

Email Address _____

Q2 How did you attend or view sessions for *[insert academy name]*?

- I attended one or more of the live sessions online
- I watched one or more of the recorded sessions
- I attended the live sessions and watched the recorded sessions
- I did not attend the live sessions nor did I watch the recorded sessions

Skip To: End of Survey If How did you attend [insert academy name]? = I did not attend the live sessions nor did I watch the recorded sessions

Q3 Select which sessions you attended live and/or watched using the recorded video:

- Week 1 [insert date]: [insert session title]
- Week 2 [insert date]: [insert session title]
- Week 3 [insert date]: [insert session title]
- Week 4 [insert date]: [insert session title]
- Week 5 [insert date]: [insert session title]
- Week 6 [insert date]: [insert session title]
- Week 7 [insert date]: [insert session title]
- Week 8 [insert date]: [insert session title]

Q4 Read the following statements and indicate if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

	Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree
[Optional: insert statement about knowledge level after the course. E.g., After taking this course, I have a better understanding of how transportation decisions are made.]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Optional: Insert statement about comfort level on using knowledge after the course. E.g., This course gave me the confidence to advocate for my community's transportation needs.]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Optional: Insert statement about the planned level of involvement after attending the course. E.g., After taking this course, I plan to attend the City's Council meetings or attend the meetings more frequently.]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Optional: Insert statement about interest in the academy topic. E.g., This course increased my interest in transportation.]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Optional: Insert one or more statements about course experience. E.g., Expectations for student learning were clearly defined, the course materials were easy to follow, and overall, this course met my expectations, I would recommend this course to others]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Write a few sentences describing what you learned in this course (approximately 3-5 sentences).

Q6 What are three things about the course or instructors that helped to support your learning?

- #1 _____
- #2 _____
- #3 _____

Q6 What are three things about the course that could have been improved to better support your learning experience?

- #1 _____
- #2 _____
- #3 _____

Q7 Please share any additional comments:

Weekly Evaluation

Please complete this brief session evaluation.

Q1 Name and Email Address

- First Name _____
- Last Name _____
- Email Address _____

Q1.1 Did you attend class on *[insert date of session]* or watch the recorded video of this session?

- Yes, I attended the class
- Yes, I watched the video
- No, I didn't attend the class or watch the video

*Skip To: Class Project if Did you attend class on [insert date of session] or watch the recorded video of this session?
= No, I didn't attend the class or watch the video*

Q2 Read the following statements and indicate if you strongly agree, agree, disagree, or strongly disagree.

	Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree
<i>[Optional: insert statement about the overall session experience. E.g., The session was stimulating and interesting.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Optional: insert statement about presentation timing. E.g., The information was presented at an appropriate pace.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Optional: insert statement about how information was presented. E.g., The information presented was clear and understandable.]</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.1 Do you have any questions about the topics or content presented during [insert week number]?

Yes. Please describe: _____

No

Q2.2 What did you like most about class this week?

Q2.3 What about the class this week could be improved to better support your learning?

Class Project Participants will develop a project idea alone or in groups to practice what they are learning. Click [insert link to project description and schedule] to download the project description and schedule.

Click [insert a link to a project template] to download the project template.

Note: The template is designed to help you develop your project. Using the template is optional and it does not need to be submitted to the course facilitators.

Q3 Are you interested in completing a project for this class?

Yes

No

Skip To: End of Survey If Are you interested in completing a project for this class? = No

[insert assignment number correlated with the session week and describe the assignment]

Q4 [Optional: Insert questions about the assignment. For example, TB-CAT included the following question for Week 1: What transportation issue did you select for your class project? Please provide a brief description.]

Q4.1 Would you like to work on the project alone or in a group?

If you identify that you want to be placed in a group, we will do our best to pair you with other participants with similar interests. We cannot guarantee that we will be able to place you in a group.

- I want to work alone
- I want to be placed in a group
- I already have a group for this project (Please provide the names of the other participants in your group) _____

Q4.2 Do you want to present your project at the virtual panel presentation?

Projects will be presented on [insert presentation weeks and dates]. Slots for the virtual panel presentation are limited.

- Yes
- No

Q4.3 Do you have any questions about the assignment this week?

- Yes. Please describe: _____
- No

Presenter Guide Template

[Thank the presenters for their participation in the academy. Describe the purpose of the guide. Provide background information about the academy. See the TB-CAT example below:

Thank you for presenting at this year's Tampa Bay Citizens' Academy on Transportation (TB-CAT). This document contains information to help you as a presenter and provides information on navigating Microsoft Teams Webinar.

TB-CAT is an eight-week virtual course that introduces citizens in the Tampa Bay region to the information they need to be effective ambassadors for projects that achieve a safe, equitable, and sustainable transportation system in the community. It is designed for local citizens, advocates, transportation enthusiasts, and people involved or working in transportation.]

Week #: [Insert the week #]

Session Title: [Insert the session title]

Session Date: [Insert the session date]

Session Time: [Insert the session time]

Your role as a presenter: [Describe the presenters' roles and responsibilities. Remind presenters that this is a citizen's academy and that their role may include lecturing, answering questions, providing resource, etc. Include information about the participant's skills and knowledge so that panelists can tailor their presentation accordingly.]

All sessions are recorded and made available to participants who register for the weekly sessions.

Questions about this topic we have received from the participants: [Make a note about any questions related to the presenter's expertise or the session topic and add them here]

What has been presented so far and what's to come

[Provide a brief overview of the topics discussed in previous sessions]

Week 1:

Week _____ 2:

Week 3:

Week _____ 4:

Week _____ 5:

Week 6:

Week 7:

Week 8:

About the participants

This year's course has a total of [insert number of registered participants] registered participants. On average, we expect about [insert the average number of participants that attend the sessions] participants to attend the live sessions each week.

Demographic Data: [Insert the demographic data collected during the registration. See Figure 1 for an example.]

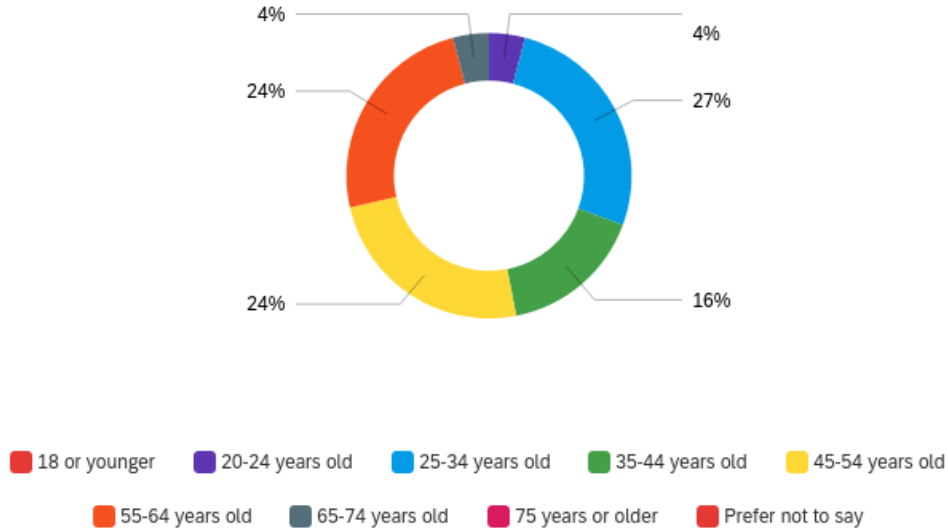


Figure 1. Example: age of registered participants.

Themes of interest: [Insert the themes of interest collected during the registration. See Figure 2 for an example.]

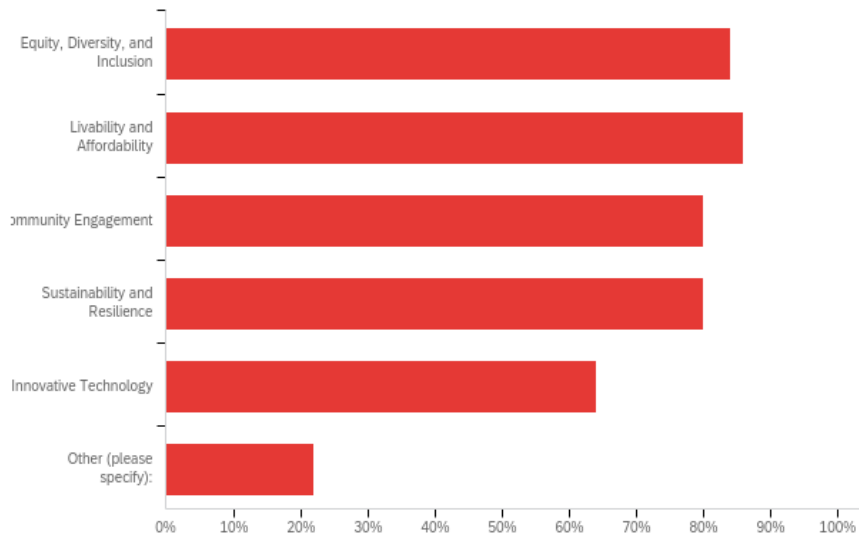


Figure 2. Example: themes of interest.

Knowledge and Experience: *[Insert the information about knowledge, comfort (optional), and experience (optional) collected during the pre-course evaluation. See Figure 3 for an example.]*

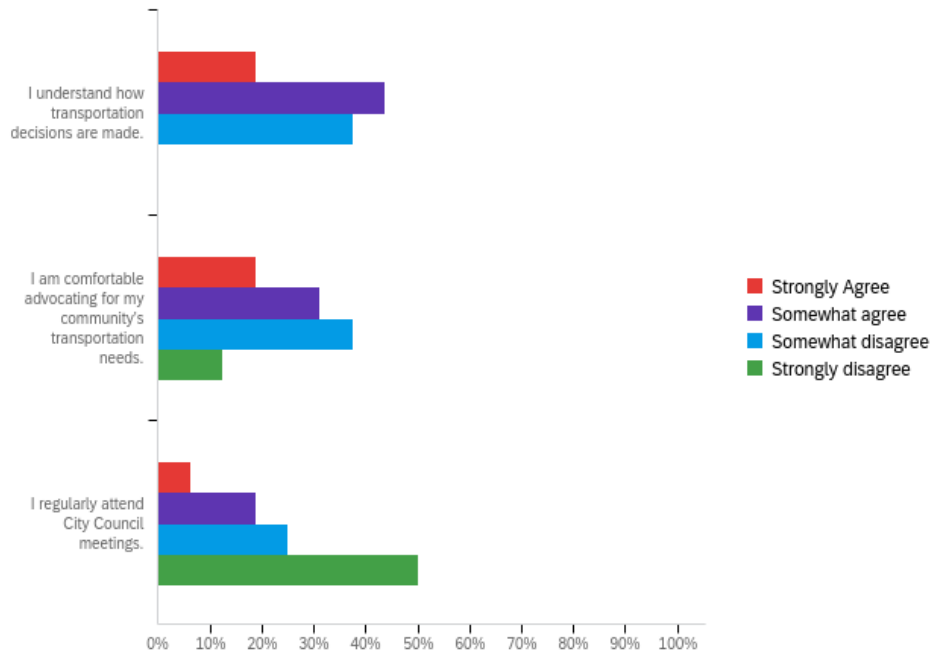


Figure 3. Example: participant's knowledge.

About the online meeting platform

[Here you will describe the meeting platform being used and provide clear directions on how to use the platform. Directions may include how to access the session, how to share your screen, how to access your camera and mic, how to access the chat, and how to use any other important features included in the platform. Include visual aids or links to supporting videos or websites where needed.]

Reminders

[Include a few important reminders for presenters. Some reminders may include "Limit the use of acronyms and jargon", a description of how questions and answers are handled, the date and time of practice sessions, etc.]

Panelist Guide Template

[Thank the panelists for their participation in the academy. Describe the purpose of the guide. Provide background information about the academy. See the TB-CAT example below:

Thank you for participating as a panelist at this year's Tampa Bay Citizens' Academy on Transportation (TB-CAT). This document contains information to help you as a panelist and provide information on navigating Microsoft Teams Webinar.

TB-CAT is an eight-week virtual course that introduces citizens in the Tampa Bay region to the information they need to be effective ambassadors for projects that achieve a safe, equitable, and sustainable transportation system in the community. It is designed for local citizens, advocates, transportation enthusiasts, and people involved or working in transportation.]

Presentation Date: *[Insert the session date]*

Presentation Time: *[Insert the session time]*

All sessions are recorded and made available to participants who register for the weekly sessions.

Your role as a panelist

[Describe the panelists' roles and responsibilities. Remind panelists that this is a citizen's academy and that their role may include providing feedback, addressing additional considerations for participants, sharing information about available resources, etc. Include information about the participants' skills and knowledge so that panelists can tailor their comments accordingly.]

Presentation topics and descriptions

Presentation 1: *[provide the presentation title, presenters names, and a brief description of the presentation provided by the participant]*

Presentation 2: *[provide the presentation title, presenters names, and a brief description of the presentation provided by the participant]*

Presentation 3: *[provide the presentation title, presenters names, and a brief description of the presentation provided by the participant]*

Presentation 4: *[provide the presentation title, presenters names, and a brief description of the presentation provided by the participant]*

Presentation 5: *[provide the presentation title, presenters names, and a brief description of the presentation provided by the participant]*

What participants learned each week

[Provide a brief overview of the topics discussed in previous sessions]

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

About the participants

This year's course has a total of [insert number of registered participants] registered participants. On average, we expect [insert the average number of participants that attend the sessions] participants to attend the live sessions each week.

Demographic Data: [Insert the demographic data collected during the registration. See Figure 4 for an example.]

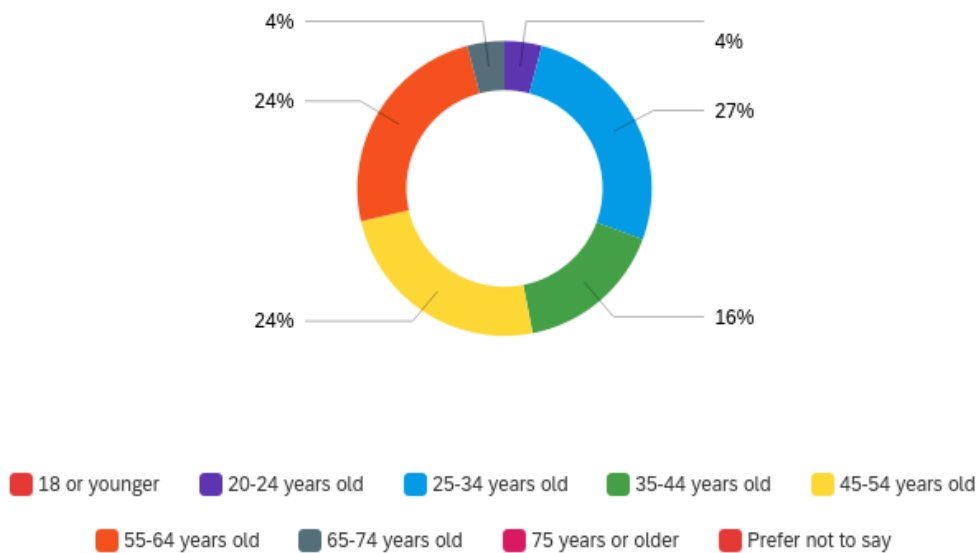


Figure 4. Example: age of registered participants.

Themes of interest: [Insert the themes of interest collected during the registration. See Figure 5 for an example.]

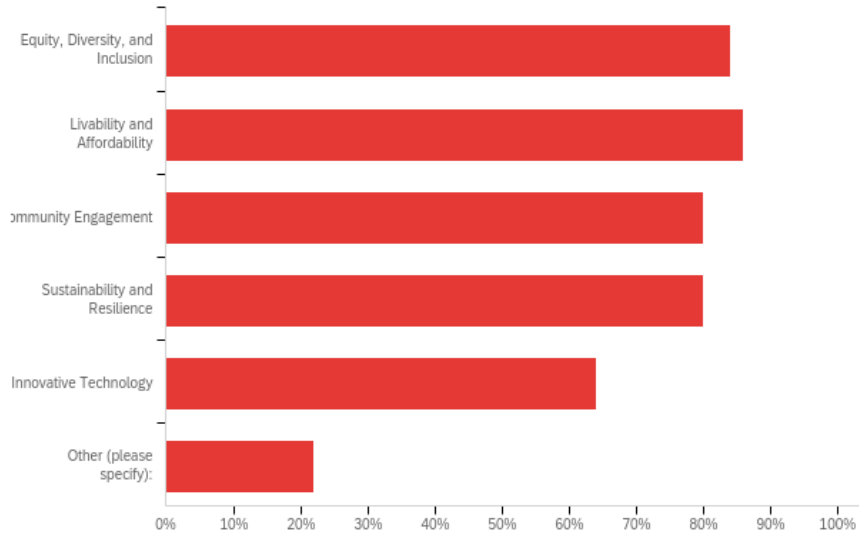


Figure 5. Example: themes of interest.

Knowledge and Experience: [Insert the information about knowledge, comfort (optional), and experience (optional) collected during the pre-course evaluation. See Figure 6 for an example.]

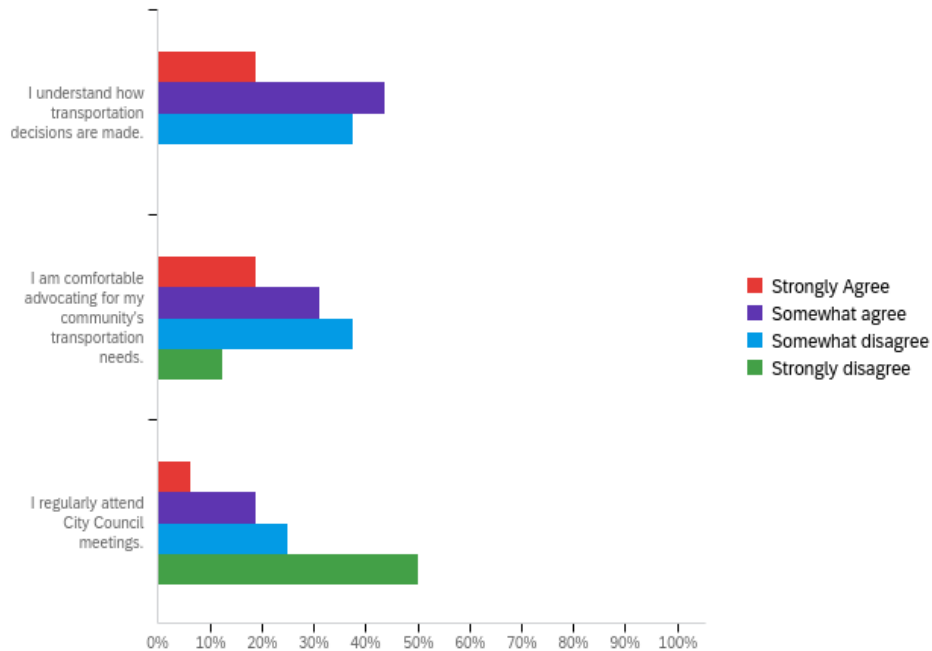


Figure 6. Example: participant's knowledge.

About the online meeting platform

[Here you will describe the meeting platform being used and provide clear directions on how to use the platform. Directions may include how to access the session, how to access your camera and mic, how to access the chat, and how to use any other important features included in the platform. Include visual aids or links to supporting videos or websites where needed.]

Reminders

[Include a few important reminders for presenters. Some reminders may include “Limit the use of acronyms and jargon”, when Q&A happens during the session, a description of how questions and answers are handled, the date and time of practice sessions, etc.]

Certificate Example

Certificates can be designed using any software and designs determined to be appropriate by the facilitators. At the end of the academy, the certificates can be emailed to the participants. Additionally, if funds are available a hard copy of the certificate can be mailed to participants. An example certificate is provided in Figure 7.



Figure 7. Example certificate of participation.

Agenda Example

Every week, draft agendas containing the schedule and details of upcoming sessions were sent to the guest speakers who were scheduled to participate in the TB-CAT (Tampa Bay Citizens Academy on Transportation) program. Once these guest speakers confirmed the order that they would be presenting and their estimated presentation times, the finalized agenda was distributed to the list of participants several days before the class session. By sending out the agenda to the participants a few days ahead of the class date, several objectives were achieved. Firstly, it served as a reminder about the upcoming class. Secondly, it allowed participants to have a brief overview of the guest speakers and their respective topics. Finally, it provided participants with the necessary information, such as the virtual meeting link, to join the class online. Figure 8 shows the weekly class agenda template developed for TB-CAT.

Week 3: Week 3 session title

(DATE) / (TIME)



5:00 PM

Welcome to TB-CAT

- Housekeeping & Agenda

5:10 PM

Presentation 1 (10 - 15 minutes)

- Speaker introduction (please introduce yourself)
- Speaker name (Agency)
- Q&A (10 minutes)

5:35 PM

Presentation 2 (10 - 15 minutes)

- Speaker introduction (please introduce yourself)
- Speaker name (Agency)
- Q&A (10 minutes)

6:00 PM

Presentation 3 (10 - 15 minutes)

- Speaker introduction (please introduce yourself)
- Speaker name (Agency)
- Q&A (10 minutes)

6:25 PM

Syllabus and Class Project Review

- Class schedule review
- Discuss class project assignment #3
- Next session overview

6:45 PM

Wrap up

Figure 8. Template of weekly class agenda.