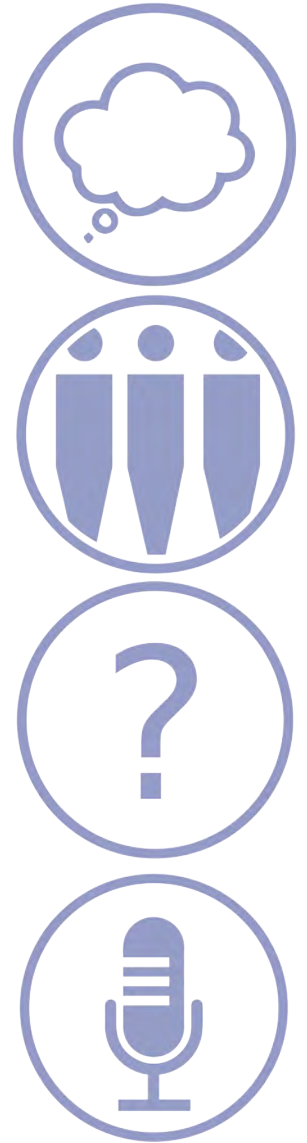


Active Neighbourhoods Canada
Evaluation Guide for Local
Community Projects



Preface

Between 2009 and 2013 (Phase 1) the Montreal Urban Ecology Centre (MUEC) launched a participatory planning project titled “Green, Active and Healthy Neighbourhoods” in response to the need for concerted action in Canadian cities to address the impact that the built environment has on public health. Between 2013 and 2017 (Phase 2), MUEC partnered with the Toronto Centre for Active Transportation (TCAT) and the Sustainable Calgary Society (SCS) on a project called “Active Neighbourhoods Canada” (ANC) to bring this participatory planning approach to 12 communities in Quebec, Ontario, and Alberta. Between 2017 and 2020 (Phase 3), MUEC, TCAT and SCS will scale up efforts to expand the reach and impact of our successful approach to benefit additional Canadian communities. All three phases are funded by the Public Health Agency of Canada (PHAC) “Innovation Strategy: Achieving Healthier Weights in Canada’s Communities.”

The evaluation described in this guidebook provides four tools for the ANC community-level projects taking place in neighbourhoods across between 2017 and 2020. Each individual project is different and is described differently. In this document there are some common terms used to describe the community-level projects consistently:

Project Partners

Within this document, “partners” refers to the local project partners at the community or neighbourhood-level. These are the groups MUEC, TCAT and SCS have partnered with to initiate a participatory urban planning project.

Project Phases

The participatory process used in each local community project has been described as both a three-phased process and a six-phased process. In this guidebook we use the three phased description. You can find a description in the column to the right. When you read Phase 1, Phase 2 or Phase 3 on the pages ahead it refers to the participatory process and not to the three phases of PHAC funding.

Neighbourhood Information

Specifically within Tool 3 (The workshop participant survey), there is a question asking about the “neighbourhood information” presented during the workshop that takes place in Phase 2 of our project process. In some projects this has been described as a Neighbourhood Portrait, in others it is presented simply as data or information on the local neighbourhood. For this evaluation, neighbourhood information here refers to any data or information presented to local professionals within this workshop.

Workshop Activities

Also in Tool 3, “workshop activities” refers to any facilitated design, visioning or planning activities that happen in response to the neighbourhood information presented.

Project Process

Phase 1: PORTRAIT

The goal of the first phase is to understand the current context of the neighbourhood in order to identify potential improvements and constraints related to mobility. Different data collection methods are used to create a ‘Portrait’; including field surveys, review of existing documentation and consultation activities.

Phase 2: VISION

The objective of Phase 2 is to establish a common vision, define priorities for action, and propose solutions that respect the local identity and practices of the neighbourhood. During this phase a Citizens’ Forum and a Professional Workshop are held.

Phase 3: PLAN

Local partners collaborate on a Community Plan outlining goals and design solutions. The plan is used as a tool to strategize and partner with local municipal officials, transit authorities, other levels of government, as well as institutions, retailers and individuals towards the incremental implementation of the goals and design solutions.

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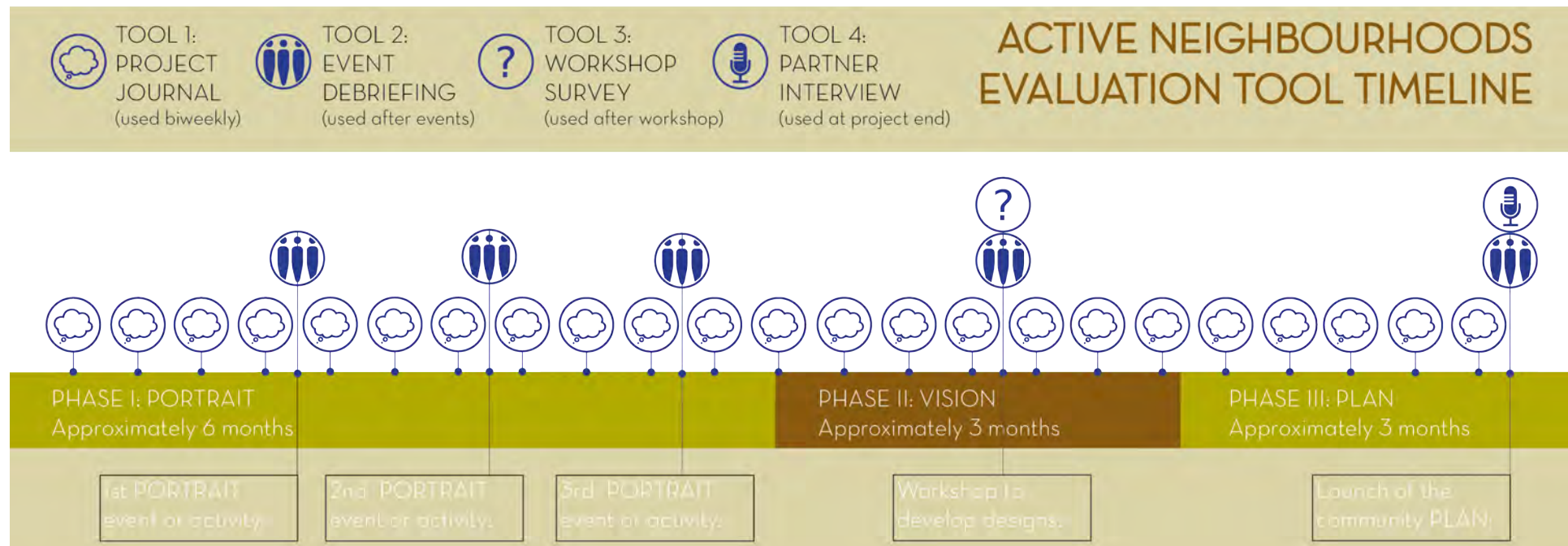
Who collects information using the tools in this guide?

The four evaluation tools in this guide are to be used by the project coordinators hired by each MUEC, TCAT and SCS. These three project coordinators are responsible for collecting the evaluation data using the four tools or for organizing the collection of evaluation data done by other team members or project partners engaged in their local community project.

What is the role of project partners?

Between 2017 and 2020, our goal is to have the community partners be involved in a deeper way in the evaluation process so that we can build a body of knowledge together about what works well, and what doesn't work as well, in participatory planning projects designed to impact the built environment to promote active and healthy neighbourhoods. This is referred to as "empowerment evaluation", an approach that provides communities with tools and knowledge to allow them to monitor and evaluate their own performance (Fetterman, 1994). It aims to understand how organizations engaged as local partners may increase their capacity to impact their neighbourhood built environment (see empowerment evaluation in Appendix A). This means that each of the project coordinators will work together with the local project partners to develop a tailored evaluation plan. This plan could consist of using the four tools as outlined in this guide, or by adapting the tools further, or developing new tools. Please be in touch with Mikey at the Toronto Centre for Active Transportation (mbennington@tcat.ca) for assistance in developing project specific evaluation questions and tools.

When is each tool used?



Project Assumptions

1. That our community projects in Quebec, Ontario and Alberta will impact policy and the local built environment by developing three necessary components: relevant local knowledge, community-engaged action and political will. For more information see our theory of change in Appendix B.
2. That developing local partnerships to engage communities and develop citizen-initiated ideas for streets and public spaces will enable these partners to impact local policy and the built environment.
3. That facilitating the implementation of policy to create healthy neighbourhoods through interventions in public space requires engaging professionals in the development of practices that support healthy built environments.



Primary Evaluation questions:

What have we learned about community empowerment?

What have we learned about challenges or barriers experienced by professionals and partners engaged in this project?

What kinds of partnerships have we developed in these projects?

How has participation in the project created opportunities for partners to learn and build skills or enhance their community?

What are some anticipated impacts of these local community projects?

See the Evaluation Tool Matrix in Appendix C where each question is linked to the different data collected by these tools.

Tool 1: Project Journal

What:

The project journal is a key tool for the management and tracking of each local community project. It was used throughout the ANC projects that took place between 2013 and 2017. This tool proved to be useful for both evaluation purposes and project management. One unique value of the project journal is its ability to help you trace the origins of unforeseen project impacts and also any project spin-offs. Project spin-offs are activities that fall outside of the standard activities of the project (i.e. to develop a local portrait, develop design interventions and finally develop a community plan). Spin-offs can include receiving additional funding to implement interventions developed in your local project and receiving funding to undertake additional activities.

Purpose:

The primary purpose of the journal is to record activities and events in the project. This includes what the event was (for example: outreach, a workshop, etc.), the goal of the event (awareness/promotion, data collection, training or other), roughly how many participants attended, and which partners were involved in the event. In addition to this, there is a column for reflecting on the activity or event. In this section you are free to note any thoughts you have on how the event was successful, challenging, or how it may affect future activities and project outcomes.

In addition to mapping out activities, make entries for any media coverage and conversations or meetings you have if they are noteworthy. This could mean:

- Making an entry when you are contacted by municipal staff interested in the project
- Making an entry for a surprising, tense or confusing meeting with partners
- Making an entry for a networking event you attended outside of work

These entries can be useful later when we review all the evaluation materials to examine the trajectory of each project towards its goal.

Finally, if you applied for funding with new partners to undertake work that is linked to the ANC project, creating an entry for this and including all subsequent activities for this new spin-off project in the journal will help to create a complete map of the project for review.

Remember, the idea with the journal is to record information, but also to help you monitor your own work in a way that is informative for you. It will ideally provide a platform to enrich your own learning about how these complex community projects develop on the ground and how they achieve impact. On the next page you'll find an example page from a project journal and a link to the downloadable Microsoft Word template for your own journal.

Tool 1: Project Journal

Example:



ANC Ontario Projects Journal April 2015 – March 2016

Journal legend:

Project	Partners
Applicable to All projects	N/A
Flemingdon Park & Thorncliffe Park (Toronto)	Flemingdon Health Centre, STEPS (and their Toronto Emerging ARTivists Project)
Stewart St. Neighbourhood (Peterborough)	GreenUp, Stewart St. & Area Community Association, Trent University, Trent Community Research Centre, B!KE
Haliburton Village (Haliburton County)	Communities in Action (Lead contact Sue Shikaze, a health promoter at the Tri-County health unit)
Donovan Neighbourhood (Sudbury)	EarthCare Sudbury (division of the Planning dept. of the City of Greater Sudbury)

Date	Who	What happened - description (Meeting, conversation, email, event, training, decision, and policy/practice related action, etc.)	# of people	Follow-up required?, comments, etc.	Reflections on my practice, lessons learned
April 1 st , 2015	Mikey	Presented at the Ontario Bike Summit on our participatory methodology and how it can improve community engagement in planning for cycling infrastructure.	32	Follow up with Kendra	Short presentation on our process. Felt that the crowd was receptive. I was able to share some of our tools and resources with a Health promoter working in Halton region (Kendra Willard) who was doing similar work in collaboration with Transportation services. Also, the moderator for the session was Sue Shikaze – a health promoter from Haliburton, who mentioned interest in our work as well. Also met a member of the Sudbury Cyclist union who was interested in our tools/process.
April 7,8, 17, 20 th	Car	ICA Facilitation training course	N/A	Use tools in practice	Learned many interesting tools for structuring conversations and meetings, I particularly enjoyed learning the focused conversation method and reading about the theory of deep participation and dialogue
April 23 rd , 2015	N/a	Blog on project in Flemingdon on the ERA Architects Website	Unsure of reach		http://www.towerrenewal.com/active-neighbourhoods-canada-update/
April 30 th	Car and Mikey	Peterborough Partner/ strategy meeting	16	Follow up on tasks to plan portrait activities	Feeling very positive about the progress of the Peterborough project, the partners are a great mix of people with different perspectives and skills.

Template Available at this [Link](#).

Tool 2: Event / Activity Debriefing

The next most frequently used evaluation tool is a facilitated activity debriefing and decision-making protocol. This protocol uses a four-staged focused conversation method (Stanfield, 2000) to engage partners on their experiences of recent project activities. Broadly, this follows a step-by-step process that asks “objective questions” on what happened, “reflective questions” on feelings and reactions to the event, “interpretative questions” that can help us understand how our project relates to principles of community engagement: community capacity, empowerment or self-determination, critical consciousness, relevance, participation and the ultimate goal of health equity (Wallerstein et. al., 2015.). Finally, it asks questions that help the group make decisions on how to incorporate anything learned into future activities (see table below).

This protocol creates an accessible format for guiding the group to contribute information from each person’s perspective and to then review the information together while reflecting on experiences at the event. This is followed by an interpretive review to link the pieces of information together and build a collective sense of what happened. Together, these steps build collective understanding of what happened so that the group can decide on a course of action. This protocol can be done orally with the facilitator taking notes or it can be done visually with sticky notes on a white board. If done visually, make sure to take photos of the visuals you have created to share back with the group as a record of the conversation. For more information on the focused conversation method you can read a resource at this [link](#).

Build your event debriefing dialogue by selecting from these questions in the table below, or developing you own questions specific to the event in question:

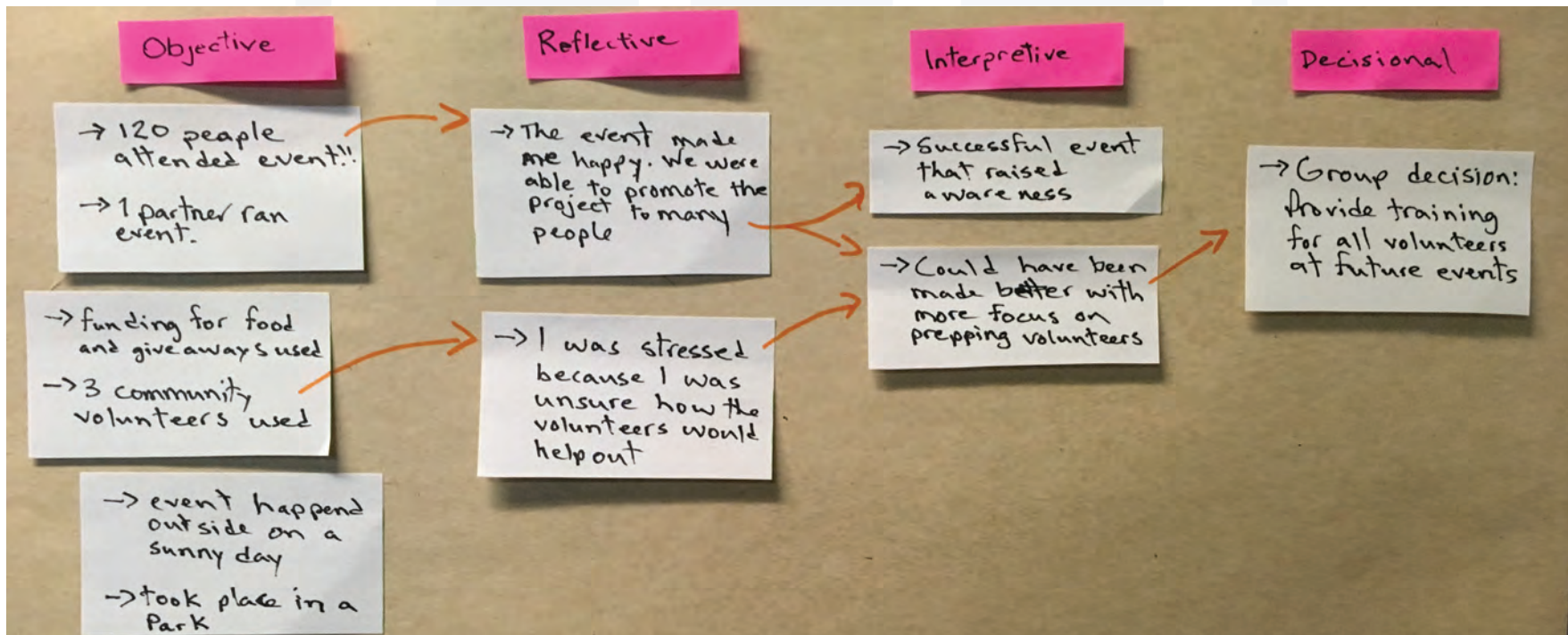
Focused Conversation Method Stage:	 OBJECTIVE Gather facts, data, numbers and statistics to set the context.	 REFLECTIVE Elicit emotions and associations to surface personal reactions to the data.	 INTERPRETIVE Examine assumptions, values, and implications to uncover deeper meanings.	 DECISIONAL Develop options and determine priorities to drive actions.
Sample Questions:	STEP 1: - How many residents did the event engage? - Which partners were involved in running the event? Who was responsible for which aspects? - When and where did the event take place? - What resources were used?	STEP 2: - What do people feel about the event? - Was it fun? Was it stressful? - What other reactions do people have to the facts we’ve just discussed about the event?	STEP 3: - How does this information relate to community <i>Empowerment, consciousness raising, capacity development, participation, and health equity</i> - In what ways were we successful at bringing these 5 principles into the event? - What does this mean for future events?	STEP 4: - Can we apply what we have learned today to a future event? - If yes, how will we do so? - What priorities have we uncovered and how will we incorporate them into the wider project?

Tool 2: Event / Activity Debriefing

Tips for using the focused conversation method:

- Describing the method, and the reason for using this format, before undertaking it for the first time may help get people on board and help them to build their own awareness of this facilitation technique.
- For steps 1 and 2, suggesting that they be rapid fire might be a good way to keep people from explaining things in depth at the start when you are interested instead in capturing the basic information each person retains about the event. The last two steps are where they can provide more depth.
- People often like to jump to the interpretive stage and contribute their ideas on why the event was a certain way. Be mindful of this and gently return the conversation back to the type of question you are interested in asking.
- If you're using a flip chart and sticky notes to map people's answers don't be afraid to move the "data" around in the interpretive process and draw links between relevant pieces of information and experiences while asking the group what they see.

Here is a simple example of what the final product can look like when you use this debriefing protocol:



Tool 3: Design Workshop Participant Survey

The design workshop typically taking place approximately mid way through the project, can be a significant event for achieving impact later. It is the first time the project extends its focus beyond neighbourhood residents to include relevant urban design professionals with expertise on planning, design and the implementation of public space interventions. Developing an understanding of how these diverse players from different positions of power come together in this facilitated workshop is important. The goal of the workshop is to access design expertise, however, the design of the workshop should also provide an opportunity to maintain the empowerment of the community members and community organizations present. An anonymous follow-up survey for this event is emailed out after the event to capture demographics, professionals/sectors engaged (including a category for community organizers). It asks participants to reflect on their ability to contribute during the workshop.

You can review a full copy of the design workshop participant survey in Appendix D. If you would like to host the survey on your own Survey Monkey account so that you can adapt it with your project partners, email Mikey Bennington, ANC Evaluation Lead, at mbennington@tcat.ca to request a copy by providing your account details. If you are satisfied with the survey as is, the Evaluation Lead only needs to know when the workshop is taking place and he will provide you with a specific collector link to share with your participants after the event.



Tool 4: Partner Interview

ANC's project methodology involves many moving parts. The purpose of the partnership participant interview at the end of each project's third and final "Plan Phase" provides local partners an opportunity to consider their entire experience as the community has built momentum towards a final long-term goal of impacting the built environment.

Broadly, the interview questions are grounded in the project's theory of change (see Appendix B). A personal narrative of involvement is encouraged through questions that target experiences and learning as it relates to:

- community engagement
- development of relevant local knowledge
- experience of developing political will

Each interview should take place in a private location either in person, or via video call software, so that participants can speak openly. The interview with each partner can be undertaken by the local project coordinator from each province, unless they feel that it would impact their partners' ability to talk honestly and openly about the project. In this case, the project coordinator can ask the ANC Evaluation Lead to undertake the interview remotely. Project coordinators will still review the interview questions so that they may adapt questions or add additional questions to the interview. The partnership interview tool includes a script to obtain informed consent, 11 questions and a brief guide for undertaking a thematic analysis of the interview transcripts (see Partnership Participant Interview in Appendix E or access online with this [link](#)).

References

- Fetterman, D. M. (1994). Steps of empowerment evaluation: From California to Cape Town. *Evaluation and Program Planning*, 17(3), 305-313.
- Stanfield, R. B. (2000). The art of focused conversation. *Gabriola Island, BC: New Society Publishers*, 17-29.
- Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. *American Journal of Public Health*, 100(S1), S40-S46.

Appendices

A: Empowerment Evaluation

B: Project Process Theory of Change

C: Evaluation Tool Matrix

D: Workshop Participant Survey

Access the survey online at this [link](#).

E: Partnership Participant Interview

Access a template for the partnership participant interview at this [link](#).

Appendix A: Empowerment Evaluation

To align the evaluation with the values of the project, this proposal borrows heavily from empowerment evaluation (Fetterman, 1994) and suggests a participatory approach when partners are interested and able to contribute time and resources to further develop the evaluation aims.

The evaluation will capture unique immediate and intermediate community-level outcomes that emerge while the project stakeholders work to consolidate local knowledge in pursuit of long-term built environment and policy goals for healthy “city-building” . Given that these projects are led by partnered organizations that are part of a broader community coalition, the evaluation will use a working definition of organizational empowerment for community coalitions, which includes the knowledge, skills, perceived competencies, and expectancies for organizational and group accomplishments. It will explicitly seek to evaluate organizational empowerment among the coalition members in the collective as they work together to impact the local built environment by tracking the project and reflecting on experiences after the project has been completed.

WHAT IS EMPOWERMENT EVALUATION?

Empowerment Evaluation is an approach that provides communities with tools and knowledge to allow them to monitor and evaluate their own performance. It was first developed by David Fetterman (1994) who described it as “the use of evaluation concepts, techniques, and findings to foster improvement and self-determination.”

HOW ARE WE USING EMPOWERMENT EVALUATION?

For our projects, we are borrowing from empowerment evaluation by focusing on capacity development among the partners engaged in the project with ready to use tools for monitoring project outcomes, recording partner experiences, their skill development and the knowledge they gained from working together. In terms of the “self-determination” aspect of empowerment evaluation, this will depend on the level to which our partners are interested and able to commit time and resources to developing or adapting evaluation tools, implementing these tools in data collection or participating in the analysis of evaluation data. The more partners are able to participate in the evaluation, the more they stand to gain from their experience in the project. Furthermore, deeper participation in the evaluation process will give them the chance to develop additional skills and knowledge which can promote the sustainability necessary to continue pursuing policy and built environment impacts past the formal ending of the project. Please be in touch with Mikey Bennington, ANC Evaluation Lead, (mbennington@tcat.ca) if you are planning to develop the evaluation of your local community project further by either adapting the tools included here, or developing your own.

References:

Fetterman, D. M. (1994). Steps of empowerment evaluation: From California to Cape Town. *Evaluation and Program Planning*, 17(3), 305-313.

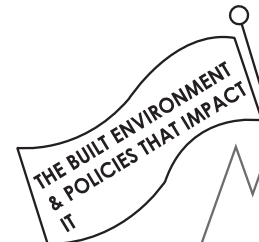
Appendix B: Project Theory of Change

ACTIVE NEIGHBOURHOODS CANADA

Building the *triangle the moves the mountain*:
relevant local knowledge, community engagement/social action, and political will to enable communities to create healthy built environments



Long-term Change



Mechanism

Context

Communities Seeking to Address Health Equity Through the Built Environment

Need: Low-income communities experience higher rates of chronic illnesses related to inactivity & are often marginalized in formal municipal planning processes that affect the built environment. Municipal standards & practices prioritize motor vehicle drivers over pedestrians & cyclists.

Health Equity: Healthy built environments are unequally distributed across cities. Neighbourhood walkability, access to parks and strong community social networks are associated with improved physical and mental health.

Action: Community groups apply to ANC to initiate process in areas of need.

PHASE 1

approx. 8 months

Develop a "Portrait" of the Local Neighbourhood

Community Engagement in workshops, events, mapping activities & research: go out & meet people where they are (e.g. local hubs) to do Asset mapping, visioning, educational workshops on urban planning. Collect secondary demographic information.

Strategic Choices: invite additional organizations to join project, engage youth in local schools.

Outcomes: 1) Creation of local knowledge & its link to evidence on health & the built environment. 2) Community capacity & empowerment through participation, new Skills & consciousness raising. Increased social capital.

PHASE 2

approx. 2 months

Develop & Refine "Design Ideas/urban Interventions"

Urban Design Professionals Contribute to Project: Host workshop for municipal professionals & other design professionals to respond to "Portrait" & propose urban designs & ideas that address community desires. Then, Share Design Ideas Back with Community: Host events for feedback & evaluation of designs.

Strategic Choices: Invite councillors or decision makers to witness project in action.

Outcomes: 1) Relevant professionals learn about community desires, share their expertise & build on the local knowledge 2) community engaged in design review..

PHASE 3

approx. 2 months

Package Final Designs & Ideas in a "Plan" & Engage Decision Makers

Political Engagement: Promote Plan, design interventions & celebrate the community's work.

Strategic Choices: Present plan to city council with community representatives, Host pop-up intervention in public space to celebrate efforts of community, showcase ideas & invite councillor to promote desires of their constituents. Highlight upcoming opportunities to implement Plan: capital projects schedule, community improvement planning.

Outcomes: 1) Increased awareness & ownership of plan within Community & 2) Political recognition & endorsement.

ASSUMPTIONS

MOU's will provide clarity on goals, roles and agreed upon activities within project.

Community groups will have the capacity to apply & participate in defining the project with support from ANC provincial lead organization.

The project partnership will be able to reach community members and able to articulate its relevance throughout activities.

The activities will empower communities as "experts" on their neighbourhoods by validating lived experience.

Activities out in the community will help foster strong social connections.

Professional expertise contributed will link community assets, needs and desires for the future to legitimate design options within professional practice and can provide link to relevant policies.

Community will be able to read & respond to the ideas proposed.

Local politicians will recognize the value of the project and will be inspired to facilitate action on content of the Plan.

Project knowledge will be applied in upcoming municipal decision making.

The community will have enough capacity to take ownership and build on project for future action.

Appendix C: Evaluation Tool Matrix

Primary Research Question	Tool 1: Journal	Tool 2: Event Debriefing	Tool 3: Workshop Survey	Tool 4: Partner Interview	Document review
<i>What have we learned about community empowerment?</i>	Review reflections column in Journal	Review Event debriefings for lessons learned		Q7, Q8	
<i>What have we learned about challenges or barriers experienced by professionals and partners engaged in this project</i>	Review reflections column in Journal	Review Event debriefings for lessons learned	Q9 (workshop specific)	Q4,	
<i>What have the community projects taught us about our logic model and its three necessary components: local knowledge, community engagement and political will?</i>				Q6	
<i>What kinds of partnerships have we developed in these projects? (including what motivates partners to become involved and what role they have)</i>				Q1, Q2, Q3	Review MOUs
<i>How has participation in the project created opportunities for partners to learn and build skills or enhance their communities?</i>	Review reflections column in Journal - Particularly for project spin-offs and trainings	Review Event debriefings for lessons learned		Q7	
<i>What are some of the anticipated impacts of these community projects?</i>			Q4.4	Q8	Review community Plans, verify goals with project leads/coordinators



Post Design Workshop Survey (2017/2018)

1. What is your age?

- ☐ 17 or younger
- ☐ 18-20
- ☐ 21-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or older

2. What is your professional background or role with the community

- ☐ transportation engineer
- ☐ urban planner
- ☐ elected official
- ☐ representative from community organization
- ☐ community member
- ☐ public health professional
- ☐ Other (please specify)

3. What sector do you work in?

- ☐ public sector (municipal, provincial or federal)
- ☐ community or grassroots
- ☐ non-profit
- ☐ academic
- ☐ private
- ☐ Other (please specify)

4. Please rate how much you agree with the following statements about the neighbourhood information that was presented:

	Agree completely	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree Completely
The content was engaging	☐	☐	☐	☐	☐
The content was accessible	☐	☐	☐	☐	☐
The content was relevant to my work	☐	☐	☐	☐	☐
I plan or hope to apply what I learned in future work	☐	☐	☐	☐	☐

5. Do you have any feedback or comments about the neighbourhood information presented?



Post Design Workshop Survey (2017/2018)

6. Please rate how much you agree with the following statements on the workshop activities:

	Agree completely	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree Completely
The process was engaging	☐	☐	☐	☐	☐
I felt I was able to contribute my knowledge or skills	☐	☐	☐	☐	☐
I was satisfied with the results of the group work	☐	☐	☐	☐	☐
I would attend future workshops that use a similar format	☐	☐	☐	☐	☐

7. Do you have any feedback or comments about the workshop activities?

8. What was the most challenging aspect of the workshop?

- ☐ Applying my expertise (e.g. from my profession or my expertise of the neighbourhood)
- ☐ Communication
- ☐ Working in teams consisting of different perspectives
- ☐ N/A (not applicable)
- ☐ Other (please specify)

9. If you have more to describe about these challenges, please do so here:

10. What was exciting or enjoyable about the workshop?

11. If you have more to describe about these challenges, please do so here:

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Appendix E: Partnership Participant Interview

The Introduction and Informed Consent:

Thank you for joining me today to talk. This discussion is part of the evaluation activities focused on the Active Neighbourhoods Project taking place in *(insert community name)*.

I just have a few questions to ask about your experience with the Active Neighbourhoods Project. I wanted to let you know that we will keep your answers anonymous, you do not have to answer any questions that you do not want to and you are free to end the interview at any point. Do I have your consent to begin the interview?

NOTE: It is recommended that you record the interview for transcription. Before doing so, you must obtain consent for this from the participant using this script:

Before we get started, are you comfortable with me recording this so we can create a complete transcript of all your thoughts and feedback? We want to be able to learn from everything that the project partners can provide about their experience. The recording will only be kept until it has been transcribed.

TIP: Do a test of your recording equipment to make sure it can pick up on what is being said. You don't want to run into the situation where you finish your interview and have no usable audio.

Appendix E: Partnership Participant Interview

The Questions:

Question	Response (word for word transcript)	Excerpt	Primary code	Major Theme
Q1. Can you tell me the story of how you came to be involved in this project?				
Q2. What role did you play over the course of the project?				
Q3. These projects often involve new partnerships across sectors. Can you describe your experience of being a part of the project partnership?				
Q4. Can you tell me about an experience in the project that was challenging?				

Appendix E: Partnership Participant Interview

Q5. Can you tell me about an experience in the project that was exciting or fun?				
Q6. This project involved community engagement, the development of local knowledge and the leveraging of political will to try and impact the built environment. How do these 3 components of the project relate to your understanding of how this project worked towards this goal?				
Q7. What kinds of new skills or knowledge were you able to gain through your experience in this project?				

Appendix E: Partnership Participant Interview

Q8. How will your experiences in this project impact the work you do, or the work of your organization in future?				
Q9. That is the end of the interview. Before we wrap up, did you have any other comments you wanted to share with me?				

Appendix E: Partnership Participant Interview

Steps for Analysis:

1. Read through an interview transcript and select excerpts of text that describes a particular point being explained.

The Questions:

Question	Response (word for word transcript)	Excerpt	Primary code	Major Theme
Q1. Can you tell me the story of how you came to be involved in this project?	"Our organization applied to the Toronto Centre for Active Transportation to initiate the project. We felt that it would fit well with our earlier work in the community providing bicycle safety training and walk to school events around a local elementary school. We saw an opportunity in the project to work with our former school partners and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."	"We felt that it would fit well with our earlier work"		
		"We saw an opportunity in the project to work with our former school partners"		
		"and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."		

Once selected, ascribe a short phrase to them to categorize the excerpt. This phrase is your primary code.

The Questions:

Question	Response (word for word transcript)	Excerpt	Primary code	Major Theme
Q1. Can you tell me the story of how you came to be involved in this project?	"Our organization applied to the Toronto Centre for Active Transportation to initiate the project. We felt that it would fit well with our earlier work in the community providing bicycle safety training and walk to school events around a local elementary school. We saw an opportunity in the project to work with our former school partners and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."	"We felt that it would fit well with our earlier work"	Natural extension of earlier projects	
		"We saw an opportunity in the project to work with our former school partners"	Opportunity to leverage past partnership	
		"and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."	Opportunity to install safe infrastructure	

2. Repeat step 1 for all interviews.

3. Review codes from all interviews together and group them conceptually into major themes.

The Questions:

Question	Response (word for word transcript)	Excerpt	Primary code	Major Theme
Q1. Can you tell me the story of how you came to be involved in this project?	"Our organization applied to the Toronto Centre for Active Transportation to initiate the project. We felt that it would fit well with our earlier work in the community providing bicycle safety training and walk to school events around a local elementary school. We saw an opportunity in the project to work with our former school partners and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."	"We felt that it would fit well with our earlier work"	Natural extension of earlier projects	Assets Brought to Project
		"We saw an opportunity in the project to work with our former school partners"	Opportunity to leverage past partnership	Assets Brought to Project
		"and move beyond programming to help address problem areas along certain streets in the neighbourhood by actually changing their physical design to make it safer."	Opportunity to install safe infrastructure	Goal of Physical Changes to built environment

4. Prepare report that lists all major themes and pulls out specific examples (the text excerpts highlighted in step 1) to illustrate and ground the themes in the actual words of the interview subjects.

** Be aware that certain perspectives and comments may be easily attributed to the individual who contributed them. Since the goal of the local evaluations is to share back information with partners, it is important to consider if the excerpts selected in step 4 would jeopardize the participant's anonymity. If you think that an excerpt would identify the interview subject, select a different excerpt to use.*