

ADAPTING THE COMMUNITY CAPITALS FRAMEWORK

AN EVALUATION RESOURCE GUIDE FOR
THE SAINT PAUL DISTRICT COUNCILS



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Acknowledgements

First and foremost, we would like to thank all of the District Council staff, board members, and volunteers who participated in the impact mapping sessions. This work would not be done without them, and their voices were crucial to the success of this project.

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Executive Summary

The Saint Paul District Councils represent a diverse group of neighborhoods, yet all are tasked by the City with the same mission of fostering participation and communication, and ensuring the inclusion of all community members. Faced with great challenges and limited resources, the District Councils collaborate on a number of projects related to their shared interests and efforts to serve their communities.

In the summer of 2014, the District Councils completed a project that assessed their current evaluation landscape and explored ways to better demonstrate their impact on their communities. As part of the study, District Council staff participated in a facilitated impact mapping session based on the Community Capitals Framework (CCF). This session introduced the group to evaluation techniques and produced a visual representation of their work.

District Council staff initiated the current project to build on findings of the previous study. The CCF and impact mapping are used to identify key areas for evaluation and potential indicators.

Process

In order to further detail the District Councils' impacts, three District Councils participated in separate impact mapping sessions based on programming and desired outcomes specific to each District. Board and community members were included to build evaluation capacity and ensure meaningful results.

The three resulting impact maps were synthesized into one overarching map, which was presented to District Council staff in a debriefing session. Thirteen staff members, representing 11 District Councils, reviewed and discussed the content of the overarching map as it relates to their work separately and as a whole. The session concluded with a discussion of their evaluation needs and wants, and how they would begin to move forward.

Findings

Although each individual impact map was unique, all of the maps shared common impact statements and indicators. Both staff and community members valued the process and hoped to follow-up with their map.

District 2 Community Council

As a whole, the group was engaged throughout the process and provided positive feedback, despite some confusion regarding instructions and content. Board and community members reported gaining a new perspective on the work in their District, as well as a desire to follow-up with the map. Participant feedback led to adjustments in the process to reduce confusion and improve efficiency in future sessions.

The content of District 2's impact map aligned well with their list of programs and activities, and indicated an emphasis on the social, human, and cultural capitals.

West Side Community Organization

Participant engagement levels and feedback were similar to that of District 2. Those present appreciated learning a new skill and approach to their work, as well as hearing their colleagues' ideas. The primary complaint was that there was not enough discussion of action steps.

The impact map produced by the West Side suggested an emphasis of their work in the social, civic/political, and natural capitals.

St. Anthony Park Community Council

Unfortunately, due to last minute scheduling issues, St. Anthony Park was unable to go through the entire process. However, the group was able to complete the impact statement exercise and expressed interest in completing the process in a future meeting. Moreover, the group was engaged and posed pertinent questions related to measurement strategies and data analysis.

The St. Anthony Park is currently in a state of transition. They recently experienced substantial board turnover and are currently overhauling their programming. As such, it is difficult to draw any conclusions from their impact map. With that in mind, the impact statements they did produce are well-aligned with their current programming.

Discussion

The combination of the CCF and impact mapping repeatedly proved to be an effective learning and development tool for the St. Paul District Councils. The CCF framework promoted systematic thinking among participants and encouraged them to more clearly define their goals.

Each District Council produced a unique impact map, which highlights the flexibility of these tools. Each District Council's impact map reflects the focus of their work, which is also seen in and aligned with their program lists. Overall, the social, civic, and human capitals were the most concentrated, a finding supported by the District Council staff survey results from previous project. Moreover, there are impact statements and indicators on each of the maps that correspond with the values and programs from the previous survey

Board members from both District 2 and the West Side reported learning more about the work of their District Council and gaining a new perspective.

By the conclusion of the second phase of research, most of the District Councils had adopted a new outlook on evaluation and established a base of knowledge about the primary concepts and various approaches.

Next Steps

Each District Council will need to decide for itself what the most appropriate next step is, as they are all at different places along the readiness continuum. This section and the resource guide in Part 2 of this report, were created to assist District Councils in making this assessment and taking the appropriate next step.

Part 1

Learning More Through Impact Mapping

Introduction

The Saint Paul District Councils represent a mix of unique neighborhoods across the City that vary geographically, demographically, and culturally (see Figure 1). At the same time, they are all charged by the City with the same mission—to foster community participation, improve communication between the City and its residents, and ensure the inclusion of all community members (Wanner, n.d.). For many District Councils, City funding is their primary, or only, source of funding. Even though some District Councils receive substantial outside funding, they all face great challenges with limited resources. Accordingly, they collaborate on a number of projects regarding their shared interests.

In recognition of the increasing importance of evaluation as a means to demonstrate impact and acquire funding, a coalition of District Council staff began a project in the summer of 2014 to learn more about the current District Council evaluation landscape. The comprehensive study utilized multiple data collection methods, including: a survey, stakeholder interviews, and a facilitated group impact mapping session.

First, District Council staff were surveyed regarding their community's top values and programs. The following are the District Council's overall priorities, as identified by the survey, which framed the remainder of the project:

Values:

1. Unite community and foster relationships.
2. Facilitate cooperation and collaboration.
3. Provide an open forum for communication.

Programs:

1. Educate and inform residents.
2. Advocate for community on relevant issues.
3. Promote a healthy and sustainable environment.

Following the survey, stakeholder interviews included District Council staff from 16 of the 17 District Councils, City of St. Paul officials, and representatives from two local foundations. The interviews sought to uncover current evaluation practices and standards, as well as funders' expectations of grantees. Finally, a facilitated group impact mapping session based on the Community Capitals Framework (CCF) introduced District Council staff to a new evaluation technique (see Appendix A – Community Capitals Framework Overview).

Overall, District Council staff understood the potential value in evaluation and were interested in learning how to incorporate more systematic evaluation procedures into their work. Most of all, they appreciated the impact mapping session and the resulting visual representation of their work. Although the group had a positive outlook, they also expressed several concerns. Their primary concerns included: taking on new responsibilities with limited capacity; finding appropriate, meaningful measures; and being compared to each other despite vast differences among them. In the end, the District Councils further developed a shared vision for their evaluation goals and laid the foundation for a more in-depth analysis regarding their capacity needs.

Soon thereafter the District Council staff outlined a plan to use impact mapping and the CCF to identify key areas for evaluation. Moving forward, the group sought to delve deeper into mapping their impacts on their communities. The group saw both of these two tools as sufficiently flexible to adapt to the needs of each individual District Council, while simultaneously highlighting common goals and the potential for collaboration.

Thus began the second phase of research, the current study, seeking to answer the following research questions:

1. In what ways can the District Councils use the CCF and mind mapping as tools to further define the values and activities identified in the previous study?
2. Which community capitals in the CCF are most important to further detail for District Council work?
3. What are common impacts and promising indicators that are relevant to effective District Council work, particularly in areas related to racial and economic equity and inclusive involvement?
4. How can the CCF be applied to identify impacts and indicators at the individual District Council level?

Process

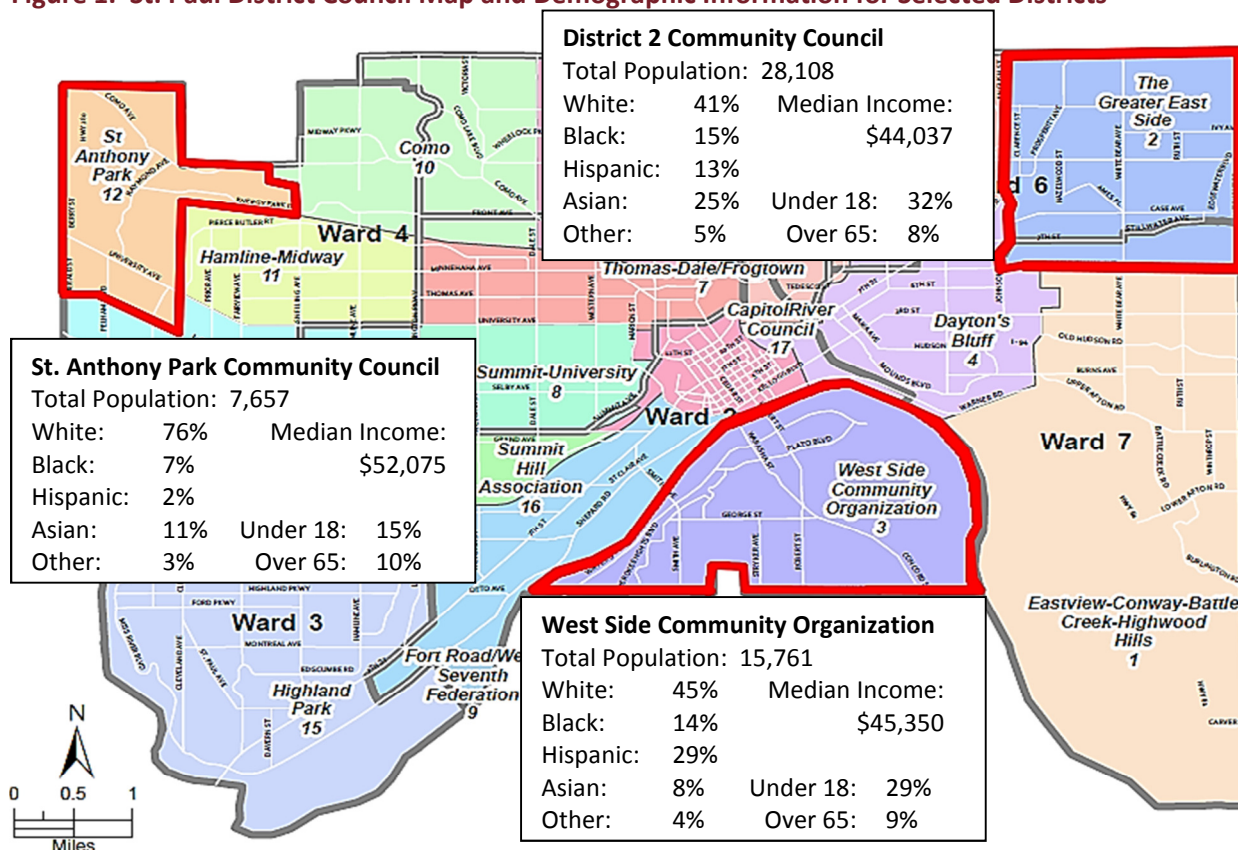
First, three District Councils participated in separate impact mapping sessions. Through these individual sessions, additional details regarding the District Councils' programs, activities, and corresponding goals were obtained. Next, the results from each individual mapping session were synthesized into one overarching impact map and presented to District Council staff to collectively review and revise. Finally, the overarching impact map served as the foundation for a literature review to compile the resource guide found in Part 2, which includes evaluation tools appropriate for the District Councils' evaluation needs.

Individual Impact Mapping Sessions

The primary objective of the impact mapping sessions was to develop a more comprehensive picture of the District Councils' work and goals, which would in turn serve to identify both common and distinct evaluation needs. A secondary, though equally important, objective was to build evaluation capacity and teach participants new skills. Three District Councils were selected to capture a variety of demographic, geographic, and environmental characteristics:

1. District 2 Community Council
2. West Side Community Organization
3. St. Anthony Park Community Council

Figure 1. St. Paul District Council Map and Demographic Information for Selected Districts



Source: Minnesota Compass, Wilder Foundation

In addition to District Council staff, stakeholders from the community were invited to participate in each event. Staff were encouraged to invite board members and volunteers, or any other stakeholders, whom they felt would provide rich information, and would also benefit from learning new evaluation skills.

SPECIFIC
MEASURABLE
ACHIEVABLE
RELEVANT
TIME BOUND

The complete agenda consisted of two parts, totaling two and one half hours (see Appendix B – Individual District Council Impact Mapping Agenda). Upon arrival, participants received a packet including the agenda, worksheets, and supplemental reference materials. A one-page summary of four common measurement strategies developed by Dr. Scott Chazdon, a member of the research team, was added to the materials for the second and third mapping sessions (see Appendix C – Measurement Strategies Overview). Despite the number of activities common to all District Councils, a standard template was not used in order to maximize the benefit to each District Council and capture the diversity of each programming. Prior to each event, staff were asked to prepare a list of their organization’s primary programs, projects, and activities.

The first half of the impact mapping session was designed to help community members identify their desired outcomes for their District Council’s work. Because such an important part of building the District Councils’ evaluation capacity is defining and conceptualizing evaluation in each District’s own terms, it was crucial that they had the freedom to set and measure the goals and outcomes that are meaningful to them. This process would empower them to define their own learning goals, rather than goals being defined for them (Dewar, 2013). Furthermore, engaging community members in this process increases buy-in and the commitment to evaluation (Leviton, 1994). Participants were asked to consider both short- and long-term impacts, to encourage them to think more systematically through the process by which they hope to achieve their ultimate goals, and how the more immediate outcomes serve as steps toward the long-term condition changes they strive for (W. K. Kellogg Foundation, 2004).

Each event began with an introduction to the concept and purpose of evaluation, as well as the CCF. Following the introduction, participants were given instructions for writing impact statements. During this time, the research team reviewed the qualities of an impact statement that make it amenable to evaluation and presented the “SMART” acronym. They encouraged participants to consider each of the five principles the acronym represents —specific, measurable, achievable, relevant, time bound—as they drafted impact statements.

For the first exercise, participants were divided into pairs or small groups (depending on the number present) and each group was assigned to a program or set of programs. Groups were instructed to write at least one short-term and one long-term impact statement per program, or group of programs, and identify the corresponding capital for each impact statement. As the participants worked, research team members answered questions and helped groups through the writing process. Upon completion, participants submitted their impact statements to the research team, who entered them into the mind mapping software (Xmind.net). To create the map, the District Council was placed in the center of the map with branches leading to each of the 7 community capitals, and impact statements branching off of each designated capital.

Following a short break, the preliminary impact map was displayed to show the group the work they had done that evening, and to give them a visual representation of the work they do in their communities.

Part two of the agenda began with an overview of four measurement strategies commonly used for evaluations: surveys, interviews, observation, and secondary sources (see Appendix C – Measurement Strategies Overview). Participants were again divided into pairs or small groups, but instead were assigned to one of the community capitals to brainstorm potential indicators and measurement strategies for each of the impact statements in their assigned capital. They submitted their completed lists to the research team to be entered as the next level in the impact map.

Before leaving, all participants were asked to complete a brief questionnaire to provide feedback regarding the content and process of the event. The feedback was used to improve the process and facilitation throughout the project, and to learn whether the participants valued the process.

After all three individual mapping sessions were completed the individual impact maps were combined to create one large map. Impact statements collected from the individual District Councils were generalized as needed to make them relevant to more District Councils, although as little as possible was altered to maintain authenticity. For instance, details such as the name of specific locations, or references to neighborhood characteristics were removed. The combined map was created to identify common areas of work and desired outcomes for which multiple, or all, District Councils could collaboratively design an evaluation plan and pool resources. In addition, this map also showed areas where they differed and would have the freedom to customize their evaluation approach.

District Council Staff Debriefing

All District Council staff were invited to attend a debriefing session to discuss the research findings and implications (see Appendix D – District Council Staff Debriefing Agenda). This event was purposefully less structured than the mapping sessions to permit a free-flowing, open discussion amongst staff members and to gauge their evaluation wants and needs, as they perceive them.

Following a brief overview of the previous and current projects, the combined impact map was presented to the attendees. The group was divided into pairs and each pair was assigned to a community capital to reflect on the corresponding impact statements and measurement strategies. Several points were suggested to guide their discussions, including whether the impact statements were relevant or representative of the work in their District, what they thought was missing from the map, and whether they thought the measurement strategies were feasible and appropriate. Dividing the process this way allowed everyone to focus on smaller pieces of information, thus permitting the deepest review possible within the limited time. After a brief period, each pair shared their reactions with the entire group as they engaged in a discussion of the content of each capital.

The last portion of the meeting was dedicated a discussion of what the District Councils believed they would need to utilize the research findings. The following three questions were posed to the entire group at this time:

1. How will you prioritize the programs that you hope to evaluate?
2. What are the resources your District Council needs to begin evaluation?
3. How can you use the data you gather?

Findings

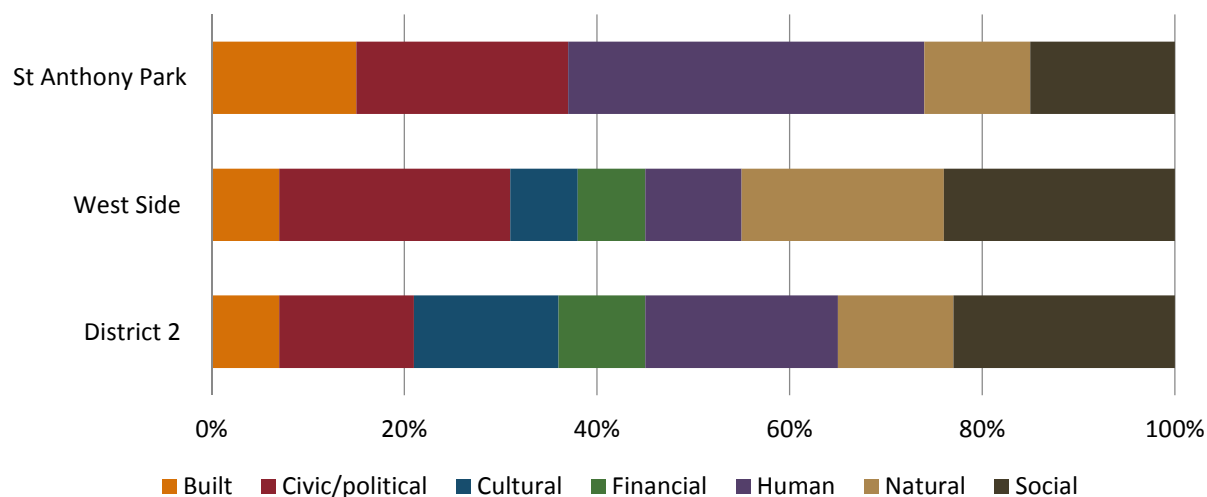
Overall, the individual District Council mapping sessions and the staff debriefing event were well received by staff and community members. Additionally, the data collection process produced rich information regarding evaluation goals and potential strategies.

Below, Table 1 provides an interesting overview of the “identities” and strengths of the three participating District Councils. Each organization slightly varied in its emphasis of the different community capitals. Table 1 shows the total number of impact statements created by each District Council and the proportion of impact statements in each of the community capitals, while Figure 2 provides a visual representation. The bold, red numbers highlight the most frequently reported capitals. In District 2, the highest percentage of impact statements fell under social capital, followed by the human and cultural capitals. In the West Side, social and civic/political capitals had equally high percentages of impact statements. In St. Anthony Park, the highest percentage was in human capital.

Table 1. Distribution of Individual District Council Impact Statements Across Community Capitals

	District 2	West Side	St Anthony Park
Total Number of Impact Statements	74	42	27
<u>Social capital</u>			
Strengthened or expanded trust or connections among people, groups and organizations and their resources.	23%	24%	15%
<u>Human capital</u>			
Changes in knowledge, attitudes, or skills among organization or community members. Includes leadership skills.	20%	10%	37%
<u>Cultural capital</u>			
Strengthened ability of organizations or communities to support diverse worldviews, and to transmit knowledge of spiritual, cultural heritage, artistic expression and traditions to future generations. Recognize and build on cultural strengths. Systems accepting that there may be different frames.	15%	7%	-
<u>Financial capital</u>			
Increased private and public wealth that is invested in the well-being of organizations, individuals / households, and communities.	9%	7%	-
<u>Civic/political capital</u>			
Increased ability of organizations or communities to mobilize public engagement or influence the distribution of public resources. Community leaders influence policies and distribution of resources.	14%	24%	22%
<u>Built capital</u>			
Improvement and creation of structures (e.g. housing, retail, etc.) and infrastructures, such as transportation, that contribute to the well-being of organizations, individuals, or communities.	7%	7%	15%
<u>Natural capital</u>			
Strengthened ability of organizations or communities to provide local food sources, as well as protect landscape, air, water, soil and biodiversity of both plants and animals.	12%	21%	11%

Figure 2. Distribution of Impact Statements Across Community Capitals



District 2 Community Council

As the first District Council to go through the impact mapping process, the District 2 Community Council session served as a pilot test for the process. District 2 staff recruited community stakeholders to participate through both emails and phone calls. A total of 18 participants attended, including board members, volunteers, and staff members. In addition, all 6 members of the research team were able to attend.

The instructions for the first exercise were unclear, while others were unsure of the content of their assigned program areas (see Appendix E – District 2 Community Council Program List). Some board members were assigned to programs outside their purview, were new to the District, or were unfamiliar with newer programs. The instructions for the impact statement exercise were also confusing for some, which made writing impact statements difficult for them. The researchers floated between groups to clarify instructions, provide examples, and help participants draft impact statements. After some one-on-one guidance, most participants were able to write clear, specific impact statements without any additional assistance.

Going into the second half of the evening participants seemed to be more comfortable with the new language and concepts. They were generally less resistant to being assigned to a content area they were less familiar with. The research team continued to answer questions and assist groups in developing indicators, though the participants seemed to move through this exercise more easily.

Before the end of the evening, participants began sharing very positive feedback. Most board member participants expressed a desire to follow-up with the impact map in some capacity. Some suggested reviewing and discussing the map at the next board meeting, while others felt that a separate meeting should be entirely dedicated to the map and how to take action based on what they learned. Many participants also reported having both a new perspective and better understanding of the work of the District 2 Community Council. The District 2 staff members were pleased to see the board members so excited and hear their motivation to take

action. The few complaints that were heard were related to the unclear instructions and lack of sufficient information regarding the programs.

Impact Map

The content of each capital on District 2's impact map is generally well-balanced (see Appendix F – District 2 Community Council Impact Map). As Table 1 shows, most of the content fell under the human and social capitals, with the built and financial capitals having the least amount of content. This distribution corresponds well with District 2's program list (see Appendix E – District 2 Community Council Program List). Much of their work is related to outreach, education, and relationship building within the District. At first glance, some of the goal areas' names indicate that the corresponding activities would neatly fit within one specific capital, but a closer look reveals that each goal area contains informative and social aspects. For example, 3 out of 11 goal areas are dedicated to business interests or infrastructure and land use. However, specific items listed under these goal areas include partnering with other organizations, reaching out to community members, and informing them of various plans. Although such activities may have goals specific to the financial and built capitals, it is likely that a number of impacts under the social, civic, and human capital areas stem from these activities.

Lessons Learned

Several lessons were learned from the first impact mapping session and, as a result, some changes were made before the second event. First, having all team members available proved to be valuable in the production of quality impact statements. The ability to provide one-on-one assistance to those with no previous exposure to evaluation concepts was critical to getting everyone up to speed. Second, as a result of the confusion surrounding program content, West Side and St. Anthony Park staff were asked to coordinate work groups for the first activity based on the program areas participants would be most familiar with, or interested in, prior to the event. Additionally, staff were asked to provide a brief description for each of the program areas on their list. Third, in response to District 2 participant feedback, additional time was allotted to explain the impact statement exercise. The team decided to walk future groups through an example prior to the small group work. Fourth, the measurement strategies overview (Appendix C – Measurement Strategies Overview) was added to the packet for participants to refer to during the indicator and measurement strategies exercise. Finally, more structure was added to the worksheets to streamline data collection and entry.

West Side Community Organization

The West Side Community Organization staff also recruited participants from the community via phone and email. Fifteen participants attended, including staff, board members, and volunteers; and five of the six research team members were present to assist.

The process improvements helped the event run more smoothly and reduced some of the confusion that previous participants experienced. The program descriptions gave participants the necessary background information to spend more time on the exercises. Although fewer researchers were able to attend, the improved efficiency permitted extra time for those who were there to work with participants.

Overall, feedback was again very positive and similar to that of District 2. Board members enjoyed the group work and hearing more about their colleagues' perspectives and ideas. Some enjoyed learning new evaluation approaches and setting more focused goals for their work. As in the case of District 2, many participants also reported gaining a new perspective as a result of learning more about West Side's work. The most common complaints were that there was not sufficient time to go through the process thoroughly, and that there was not enough discussion of future action steps.

Impact Map

The content of the West Side Community Organization impact map (see Appendix H – West Side Community Council Impact Map) was concentrated in the civic, natural, and social capitals, while each of the other four capitals had a similar number of impact statements. Although the language used to describe the West Side's programs emphasizes participation rather than relationship building (see Appendix G – West Side Community Council Program List), their impact map indicates that relationships are very much a part of their work. The Mississippi River, a significant natural resource that forms three boundaries of the West Side, and the programming dedicated to food justice, are two factors that contribute to the long list of impact statements under natural capital.

St. Anthony Park Community Council

Unfortunately, due to last minute scheduling issues, the St. Anthony Park Community Council was only able to complete the first half of the impact mapping session. Their one hour session was held during one of their regularly scheduled board meetings; therefore, the recruiting process was different. There were a total of 12 participants at the event, including board members and staff, as well as three members of the research team.

Following the introduction and impact statement instructions, the group still had a number of questions and requested that they go through an additional example using one of their own programs (see Appendix I – St. Anthony Park Community Council Program List) before breaking into smaller groups. After writing several impact statements as a whole group, they felt comfortable enough to begin the small group work. Despite the time restriction, participants were able to develop several impact statements for each group of programs on the list. Before wrapping up the evening, the research team quickly reviewed the four common measurement strategies and how to develop indicators.

Although participants were unable to go through the entire process, they were generally pleased with the event and said they learned from the process. The primary concern raised during the closing discussion was the feasibility of quality evaluations and data analysis, given the limited resources of the St. Anthony Park Community Council. Several board members were particularly interested in measurement strategies and expressed an interest in learning more about the subject.

Impact Map

When reviewing St. Anthony Park’s impact map (see Appendix J – St. Anthony Park Community Council Impact Map), it is important to note that their organization is currently in a state of transition. The board has had substantial turnover during the last year, and they are overhauling their current programming. This transition, coupled with the limited time participants had to develop the impact map, makes it difficult to draw conclusions regarding the alignment of St. Anthony Park’s work and their desired outcomes. Moreover, it is unlikely that the distribution of their impact statements across capitals (see Table 1), is representative of their full-range of goals, as they are not fully defined. However, both the staff and board members agreed that learning to think more systematically about their work was valuable and well-timed with their current strategic planning efforts.

District Council Staff Debriefing

The District Council staff debriefing session was well-attended, with 13 District Council staff present, representing 11 of 17 different District Councils.

After processing their assigned capital areas, almost every pair suggested impact statements or indicators, or both, to add to the overarching impact map. Suggestions ranged from broad impacts that were relevant to all District Councils to more specific impacts drawn from their own work and communities. The group also challenged several indicators and measurement strategies on the map with respect to their construct validity, or ability to accurately capture the outcome of interest.

During the larger group discussion important nuances surfaced as each person shared his or her own perspective. This conversation again underscored a recurring theme—the St. Paul District Councils share many values and a broad mission, *but there are contextual differences that prevent a one-size fits all approach from working*. A number of important points were raised during the discussion as staff members considered how they would adapt impact statements and measurement strategies to better fit their work:

- In addition to the quantity of participation, how can the quality or intensity of participation be measured?
 - The concern that quantitative data inadequately represents the District Councils’ work was also raised during the previous research project. There may be times when measuring the quantity of participation will not sufficiently represent the success of an initiative and measuring quality is more important, and vice versa. However, this may vary among District Councils, as they are often in different implementation stages of different programs. For situations in which a more established program is being evaluated, evaluating participation quality may make more sense. However, for a newer, still developing program, evaluating participation quality may be jumping ahead, as the definition of quality may not yet be fully understood or defined.
- Why don’t people move into our District? What attracts new residents to our District?

- During a discussion of housing needs within a district, this issue was raised as an important contextual consideration, and to highlight the complex nature of some of the problems facing District Councils. Contextual information that is not fully understood may require additional research, if it is pertinent to the work or a particular evaluation.
- What attracts new investors/businesses to our District? How do you measure interest in investment as compared to actual investment?
 - Again, an issue of context, see response above.
- What is the definition of community?
 - District Council staff noted that the word community may refer to different groups of people for different Districts, programs, or events, and that it is critical to specify who the target population is in each instance.

After discussing the impact map as a representation of their work and understanding its role as a first step in developing an evaluation plan, the group was asked to consider how they would begin to move forward. Below are the questions that the District Councils were asked to consider, both as individual organizations and collectively, and their responses:

1. How will you prioritize the programs that you hope to evaluate?
 - Ask board members to reflect on why they got involved, what they hoped to achieve, and what each of them identify as priorities.
 - Use the CCF and impact map to guide a conversation with the board that considers all dimensions of their work and impact.
 - Ask committees how their work fits into the CCF, and how it relates to their desired outcomes.
 - Consider the feasibility and resources required for different evaluation projects—particularly with respect to measurement strategies and analysis.
 - Form working groups of District Council staff to assess their needs as a whole, as they relate to each capital.
2. What are the resources your District Council needs to begin evaluation?
 - Additional resources, including staff or volunteers, who can dedicate time to evaluation.
 - Technical assistance to design and implement measurement strategies and analyze data.
 - Guidance as to how to gather and present qualitative data as a supplement to quantitative data, in order to tell the *whole* story.
 - Information on how current data collection strategies and available data can be leveraged.
3. How can you use the data you gather?
 - Evaluation findings can be used to refocus the work plan in those areas in which we would like to have the greatest impact.
 - Establish indicators and measurement tools more meaningful than those currently used to provide information to the City.

- Use indicators common to all District Councils to produce a comprehensive report for the City of St. Paul.

Many of the District Councils are currently engaged in programs or projects with a focus on equity and social justice. Therefore, an important part of this discussion specifically addressed this work and how it is represented on the map. Although the word equity was not explicitly stated on any of the impact maps, the group agreed that there was a clear undertone of inclusion and social justice in all of the capitals on all of the maps. For example, many impact statements include language such as “ensuring the inclusion of all community members,” “better representation of traditionally underrepresented populations,” and “the availability of culturally appropriate goods and services.” Agreeing that equity is a cornerstone of their work, they decided that the map should explicitly name equity as a desired outcome in every capital area. Consequently, one impact statement emphasizing capital relevant equity was added to each of the capitals. These equity statements are the only items on any of the maps that did not originate directly from participants at the impact mapping sessions.

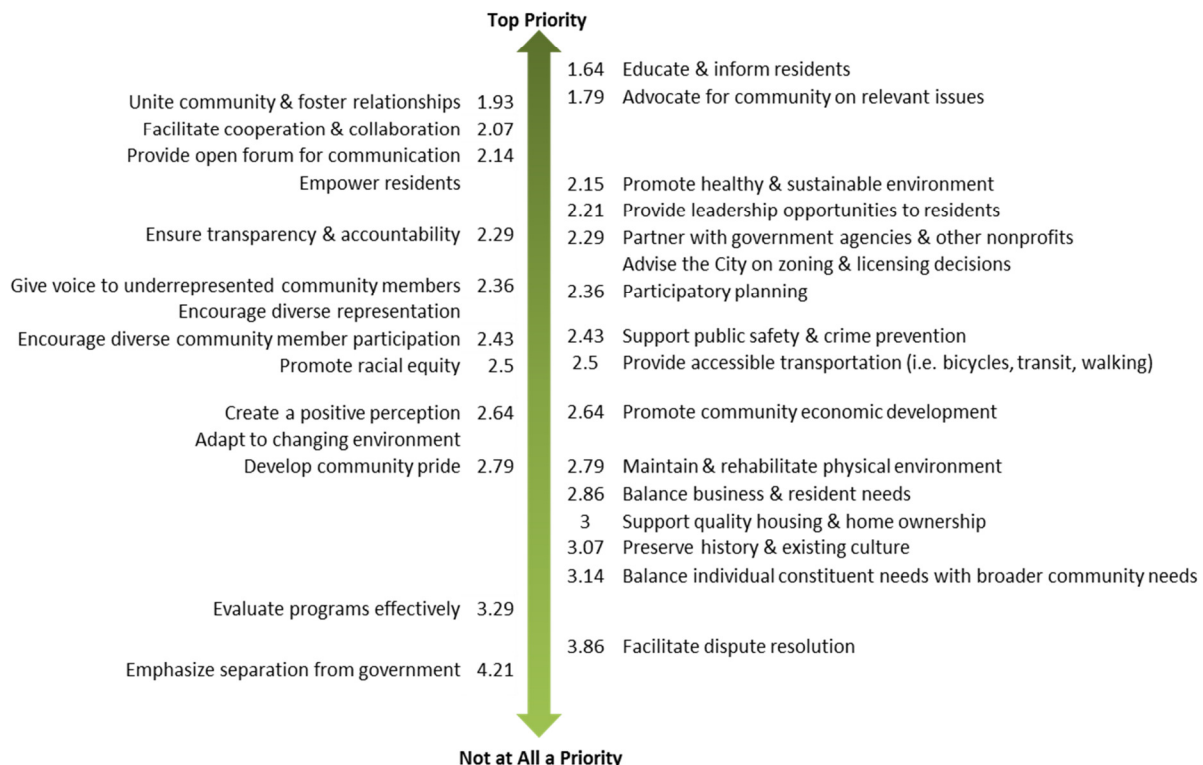
Discussion

Throughout this project, the combination of the CCF and impact mapping repeatedly proved to be an effective learning and development tool for the St. Paul District Councils. Not only did the CCF framework promote systematic thinking among participants, but it also encouraged them to more clearly define the goals that are most important to their communities. Participant feedback confirmed that going through the process helped many of them clarify their vision by identifying concrete and observable outcomes (Patton, 1999, p. 108).

The fact that each individual District Council produced a unique impact map highlights the adaptability of these tools. Each of the three District Council's impact maps reflects the focus of their work, which is often driven by their location within the City and the demographics of their neighborhoods. Even though each of the three individual impact maps looks slightly different, there are similarities that signal common areas for potential collaborative evaluation efforts. For example, the social, civic, and human capitals are key areas of impact for all three of the District Councils, as evidenced by the percentage of impact statements in each one (Table 1). In addition to similar distribution patterns, each of the three individual impact maps shares similar impact statements, particularly in the social, civic, and human capitals. Seeing that much of their work centers on these capitals, there are likely more outcomes in these areas that all of the District Councils are working toward, but did not surface during the impact mapping sessions.

The significance of the social, civic, and human capitals is further supported by the District Council staff survey results from the first phase of research, which are displayed in Figure 3.

Figure 3. District Council Staff Priority Values and Programs Survey Results from Previous



The survey results represent District Council staff responses, whereas the impact statements largely come from community members. The alignment of the results from both phases of research further attests to the validity of the findings. The top three values, and the top two programs, are all directly related to the core concepts of the social, civic, and human capitals. The program ranked as the third highest priority, “promote a healthy and sustainable environment,” also corresponds well with the findings of the current study, as each of the District Councils ended up with a substantial number of impact statements falling into the natural capital.

The values and programs listed in Figure 3 are very broad categories that can encompass many specific items. Although none of the District Council program lists for the current study were identical, there are impact statements and indicators on each of the maps that correspond with the values and programs from the previous survey. Below are examples of both impact statements and indicators pulled from the maps that fall under the top values and programs identified in the previous study:

Top 3 Values

1. Unite community and foster relationships

- a. ST - Residents know their neighbors
 - i. Observe - block club events
 - ii. Survey - annually re: residents connections to neighbors
- b. Business owners' relationship with police is improved
 - i. Observe - Bus. Assoc. relationship & communications with police
 - ii. Observe - new business association/police initiatives to collaborate

2. Facilitate cooperation and collaboration

- a. Community members work with police and elected officials to improve response to crime and increase safety.
 - i. Interview/Survey - community members over time to track perception of safety & police response to crime

3. Provide open forum for communication

- a. Residents share positive experiences, activities, and events in the District
 - i. Data - website traffic/information from Google analytics
 - ii. Data - posts on Facebook or other social media sites
 - iii. Survey - at events, how attendants learned about it
- b. Communication is improved through more frequent town hall meetings

Top 3 Programs

1. Educate and inform residents

- a. Business owners are informed of ordinances, regulations, and available resources
 - i. Survey/Interview - business owners re: knowledge of laws, resources, etc.
 - ii. Data - business association membership
 - iii. Data - track # business fines/citations over time
 - iv. Observe - # business education events and/or disseminated publications
- b. Community members gain and share knowledge about code violations
 - i. Data - DSI data re: code enforcement complaint, citations
 - ii. Observe - amount of info in newsletter

2. Advocate for community on relevant issues

- a. District Council will promote safe green space for residents

- i. Observe - committee campaigns & projects
 - ii. Observe - newsletter & local publications for promotion of green spaces
- 3. **Promote healthy and sustainable environment**
 - a. Community garden will expand to more areas of District and include more participants
 - i. Observe - # gardens
 - ii. Observe - # new participants over time
 - b. District Council Committee will provide environmentally sound framework to potential developers in District
 - i. Observe - committee products
 - ii. Observe - developer communications with District Council

At all of the events, board and community members, as well as District Council staff, expressed apprehension regarding their capacity to conduct both qualitative and quantitative data analysis. While some caution is appropriate, it is also important to recognize that good evaluation does not require a scientific or experimental approach. When planning for a specific evaluation, it will be important to consider the purpose. Based on the findings from the previous study, by and large, the purpose of evaluation for the District Councils is to learn more about their programs' outcomes and the community's satisfaction levels. Because the District Councils will generally be using the data they collect for their own purposes, it is not crucial to draw random samples or produce statistically significant results. More importantly, they will want to conduct evaluations that are feasible and result in utilization, given their limited organizational means.

In addition to producing information regarding the District Councils' evaluation needs, another positive outcome of the impact mapping session was that board members from both District 2 and the West Side (the only two District Councils who were able to complete the entire mapping process) reported learning more about the work of their District Council and gaining a new perspective. This suggests that they may be focused only on specific projects and are unaware of the resources required for their organizations to operate all programs and fulfill all obligations. However, their engagement and positive response also suggests buy-in and that more information may lead to an increase in their involvement. Board members will need to know the full scope of programming and activities in order to be informed participants as the District Councils begin evaluation efforts.

By the conclusion of the second phase of research, most of the District Councils had adopted a new outlook on evaluation and established a base of knowledge about the primary concepts and various approaches. Here, one District Council staff member shares her perspective on this shift and how it has occurred:

Evaluation has become integrated into thought processes and lexicon when it comes to planning and acquiring funding, especially in relation to collaborative projects. Although it has always been in the back of our minds, it is now at the forefront of processes. Recent grant applications now include more planning related to evaluation.

This was evident in the attitudes, as well as comments and feedback of participants and staff. As previously mentioned, participants at all of the mapping events reported learning new skills

and hoped to apply those skills within the context of their organizations. Many staff members who attended the debriefing event were impressed by the overarching impact map. As in the previous study, they valued having a visual representation of their work, but due to the additional detail were more able to see how it could be put to use more immediately. One staff member who participated in her District's impact mapping session explained that prior to going through the impact mapping process, her board primarily pushed for quantitative data. However, following the mapping event, they better understood the nature of the work and how more qualitative data and stories can demonstrate important outcomes.

The following pages include potential next steps and resources based on the findings from the previous and current studies.

Next Steps

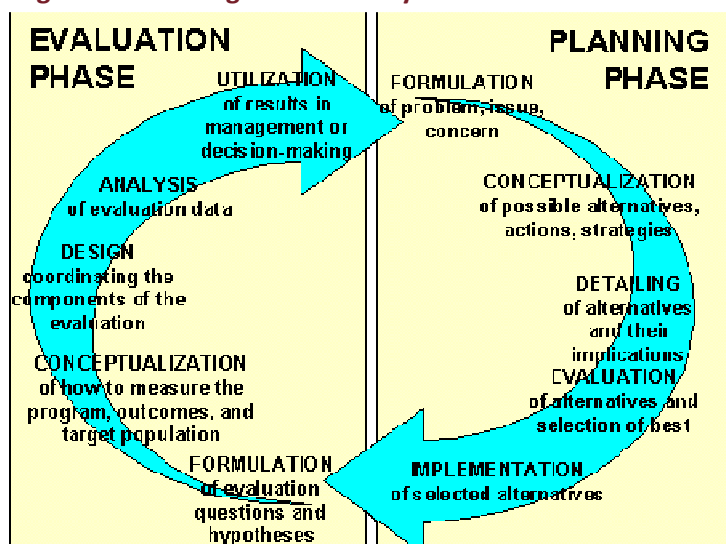
Each organization's next steps will vary depending on a host of contextual factors that have been discussed throughout the previous and current studies. This section provides guidance to District Councils at different points along the continuum to begin incorporating evaluation practices into their everyday work.

The three District Councils who went through the impact mapping process for the current study are well-positioned to begin prioritizing and planning evaluation projects. They now have a visual representation of the theory of change for much of their work, demonstrating how their work is linked to their desired outcomes. However, as Fraser, Kick and Williams (2002) argue, a theory of change may not include community members who are forced to the margins, and may also overlook unintended consequences. For this reason, District Councils may need to go beyond this theory of change in order to honor their values of equity and social justice. This will entail a thorough context evaluation, as described in the *Components of Project Evaluation* section of this report.

Acting sooner rather than later will be crucial to capitalize on the motivation of community members present at the mapping session and to maintain momentum. One of the participating District Councils shared several ways they plan to utilize the information:

- Ask committees to further detail projects that fall within their purview.
- Revisit the map in November to gauge their progress and develop their 2016 work plan.
- Begin to enter names into a spreadsheet to track attendance and follow-up for future events.

Figure 4. Planning-Evaluation Cycle



Source: www.socialresearchmethods.net

Once District Councils have established clear priorities, Part 2 of this report, the *Evaluation Resource Guide and Toolkit*, can serve as a starting point. The planning guides listed in the *Resources* section are also excellent, and more comprehensive, resources.

A well-developed evaluation plan and management strategy will help ensure the success of District Councils that are ready to move forward. The process of planning for evaluation can enhance current program and project planning, as

there is much overlap between the two processes. The image in Figure 4 depicts the ongoing planning-evaluation cycle, and how general program or project planning supports evaluation, and vice versa (Trochim, 2006). Furthermore, in a survey of evaluation capacity among non-profit organizations, Carman and Fredericks (2010) found that nonprofits of any size have the

ability to successfully implement evaluation plans, and those that were doing it successfully incorporated evaluation and measurement strategies into their broader management and strategic planning systems (p. 95). Moreover, as District Councils begin to collect data, the strategic planning process will further benefit from the additional information.

Participants at the mapping events had already begun to brainstorm ways to use impact mapping for planning purposes. One suggestion overheard during an impact mapping session was to *use the map to identify where resources are being spent and where resources are needed*. This strategy echoes the idea of integrating evaluation into strategic planning, or more specifically, developing their work plan. Keeping in mind that the combination of CCF and impact mapping were chosen by the District Councils for their flexibility, there is room for staff and board members to be creative in their application of these tools. For example, a District Council could use this framework to focus on one program or project, mapping out the impacts it has in the different community capitals, or, together the District Councils could use the map to showcase the impacts the entire system has on the City of Saint Paul.

District Councils that have not yet had the opportunity to go through the mapping process, or otherwise develop a theory of change, should consider doing so before moving forward. Feedback from staff and board members who were able to attend the mapping events indicated that they gained more than evaluation skills. Many board members reported learning more about all of the work the staff are doing, some appreciated hearing their peers' perspective and team building, while others reported that it helped them more clearly see what their priorities are. In fact, their participation ignited motivation and created buy-in, as predicted by Leviton (1994). The process can be started from scratch, with their own list of programs, as described in the *Process* section of this paper, or the combined impact map can be used as a starting point from which they can further detail the outcomes associated with their specific programming.

Common goals present an opportunity for the District Councils to work together on designing more meaningful system-level evaluation tools. For instance, they could devise a plan to demonstrate their impact as a whole, or develop a common set of measures that each District Council can use on their own. The previous study revealed that a majority of District Council staff are not happy with the current system of demonstrating outreach and inclusion, and that they would like to find a new way to do so. During both the previous and current studies, the idea of conducting a City-wide survey was raised. In the first phase, it was suggested to determine residents' knowledge of and interactions with District Councils; more recently, it was suggested as a way to establish a baseline for measures that are relevant to the work of all District Councils and their community members. Staff recognize that they do not have the capacity to administer such a survey, but expressed an interest in pursuing outside help.

An insufficient level of resources persists as one of the staff's greatest concerns regarding evaluation. During the debriefing session, staff and the research team suggested resources for affordable evaluation assistance:

- Engage local youth on a volunteer basis to assist with evaluation design and implementation. Often times, this is mutually beneficial, as students are in need of new skills and experience.
- Leverage free or low-cost online resources to conduct surveys or manage data.
- Consult with local colleges to find student consultants. For example, the Humphrey School of Public Affairs seeks work with local organizations for Capstone projects for Master's students approaching graduation. The Minnesota Evaluation Studies Institute hires graduate students to conduct evaluations.

During the first phase of research, District Council staff identified a number of evaluation practices they are currently using. In most cases, there was no formal process or procedure, however, there is potential for these practices to yield useful data. The following is a list of practices that were mentioned and how they can be institutionalized to ensure the information can be used to benefit the organization:

- Post-event debriefings – record and catalog successes, challenges, and other observations to refer back to for future events. A form with standard questions could be created to make the process simple and consistent. Using Google Drive to store information can allow many to have access to the information from any location.
- Sign-in sheets

Figure 5. Sample Excel Template for Tracking Participation and Contact Database

and
attendance –
electronically
store contact
information
for community

Name	Event 1			Event 2			Event 3			Event 4			Event 5		
	P V B			P V B			P V B			P V B			P V B		
	P	V	B	P	V	B	P	V	B	P	V	B	P	V	B
Jane Doe	x				x			x			x				x
John Doe	x			x			x				x		x		

members present all events. A simple spreadsheet can be used to track attendance, frequency of participation, and participation levels, such as the role in which an individual participated. Figure 5 is an example of a format that could be used for this type of spreadsheet, with names and contact information stored in a separate sheet.

- Ask for feedback at events - short paper surveys could be handed out to people as they leave. Staff or a volunteer could carry a clipboard and record answers, or an electronic handheld device could be used, which would also save time on data entry.
- Occasionally tracking progress against work or community plans – similar to the post-event debriefings mentioned above, a form or checklist could be designed to standardize the process. Regular reviews would allow staff to determine which type of projects are more time consuming, are stalled, or are running smoothly.
- Observing events and meetings to assess engagement levels – this could also be standardized with a simple form including how many people spoke, or a scale to record the amount of excitement or depth of conversation.

The subsequent *Resource Guide and Toolkit* was compiled from a variety of sources, both online and in print, and tailored to meet the current needs of the District Councils. All references and resources are included, so that District Councils may further explore those that they are most interested in.

Part 2



Evaluation Resource Guide and Toolkit

Components of Project Evaluation

Adapted from the W.K. Kellogg Foundation Evaluation Handbook, p. 20-46



1. Context Evaluation

- This piece is key to identify all of the stakeholders, organizations, and systems that may affect your project. All contextual factors should be considered as you define your evaluation questions, as well as identify indicators and measurement strategies.
- Answers the questions:
 - *What about our community and partner organizations hinders or helps us achieve project goals?*
 - *Which contextual factors have the greatest bearing on project successes or stumbling blocks?*
- The focus of context evaluation will shift throughout the course of a project:
 - Examples of context evaluations during the early phase of a project:
 - Assessing the needs and resources of your community to plan appropriate interventions
 - Identifying the political atmosphere and past interventions in your community to determine the expected level of support from community members.
 - Examples during later phases of a project:
 - Collecting contextual information to adjust project implementation and respond to problems
 - Examining the impact of changing policy climates on project operations

2. Implementation Evaluation

- An examination of how the actual activities compare to the original project plans, and what changes had to be made to adapt to the environment. The goal is to improve project success through an improved understanding of what happened and why.
- Answers the questions:
 - *What are the critical components/activities of this project (both implicit and explicit)?*
 - *How do these activities connect to the goals and intended outcomes of this project?*
 - *What aspects of the implementation process are facilitating success or acting as stumbling blocks for the project?*
- Similar to context evaluation, the purpose of implementation evaluation may change as implementation strategies change. Examples of implementation evaluation purposes :
 - Identifying and maximizing strengths in development
 - Identifying and minimizing barriers to implementation activities
 - Determining if goals match the community's needs

- Assessing whether resources are sustainable
- Measuring the performance and perceptions of staff
- Assessing the quality of services provided
- Documenting systemic change
- Tracking stakeholder's responses and level of satisfaction with the project

3. Outcome Evaluation

- Outcomes for both the short- and long-term should be considered for evaluation, and should seek to uncover unanticipated outcomes in addition to expected outcomes. Additionally, project outcomes can occur at different levels, such as the individual or community, and should be considered for assessment.
- Answers the questions:
 - *What are the critical outcomes you are trying to achieve?*
 - *What impact is the project having on the community, staff, and partner organizations?*
 - *What unexpected impact has the project had?*
- Again, the focus of outcome evaluation is likely to shift during the course of the project:
 - Examples of outcome evaluation goals during the early phases of a project:
 - Determining the expected outcomes for the project
 - Considering the relationship between target population and system-level outcomes
 - Examples of goals during the later phases of a project:
 - Demonstrating the impact of a project and securing funding
 - Determining who the program works for and what contextual factors improve or impede its effectiveness
 - Identifying areas for improvement
- Community-based initiatives are often complex and aim to achieve more long-term system changes. Such outcomes, can be difficult to measure and may take years to achieve, and thus require additional flexibility and creativity throughout the evaluation process. Short- and mid-term, or interim, outcomes are therefore crucial to identify. One category of interim outcomes to consider are changes in the community and/or the organization's ability to attain the ultimate long-term goals.
- Logic models are a useful tool to map out a project's inputs, activities, short- and long-term outcomes; they are also helpful in clarifying the underlying assumptions and the relationship between activities and the expected outcomes. There are many variations of logic models, including outcomes, activities, and theory models. Impact mapping, the process used throughout the current study, can also be thought of as a variation of a logic model and is helpful to identify desired outcomes and evaluation priorities.

Planning for Evaluation

This checklist was adapted from Stufflebeam (1999) and Volkov and King (2007)

Conceptualize the Evaluation
<input type="checkbox"/> What purpose(s) will the evaluation serve? <input type="checkbox"/> What values underlie the evaluation? <input type="checkbox"/> What questions will the evaluation answer? <input type="checkbox"/> What information will be necessary? <input type="checkbox"/> Who will conduct the evaluation? <input type="checkbox"/> How will the evaluation be conducted? <input type="checkbox"/> What is the expected timeline for the evaluation? <input type="checkbox"/> What will be the final product?
Define the Context
<input type="checkbox"/> Who are all of the stakeholders? <input type="checkbox"/> Whose support is necessary and how will it be obtained? <input type="checkbox"/> Will the evaluation be fair and unbiased? <input type="checkbox"/> What are realistic expectations regarding information needs? <input type="checkbox"/> What are the external mandates? <input type="checkbox"/> Is the external environment supportive of change? <input type="checkbox"/> How will all stakeholders stay informed? <input type="checkbox"/> What existing data is currently available and accessible?
Technical Design
<input type="checkbox"/> What are the necessary variables or classes of information (e.g. inputs, processes, outcomes)? <input type="checkbox"/> What will be data collection framework (e.g. survey, interview, observation, case study)? <input type="checkbox"/> What data collection tools and techniques will be employed? <input type="checkbox"/> What will the samples consist of and how will they be selected? <input type="checkbox"/> What will be the mode of data collection (e.g. online, mail, in person)? <input type="checkbox"/> How will the data be stored? <input type="checkbox"/> How will the data be analyzed? <input type="checkbox"/> Who will interpret the findings and what will be the basis for interpretation (e.g. values, standards, reference group)? <input type="checkbox"/> What will be the best way to communicate the findings to all audience members?
Management Plan
<input type="checkbox"/> Who will serve as the primary evaluator? <input type="checkbox"/> How can the evaluation findings influence policy and decision-making? <input type="checkbox"/> Will the evaluation staff be sensitive to stakeholder concerns? <input type="checkbox"/> Who will provide oversight over the evaluation staff and how closely will it be monitored? <input type="checkbox"/> What equipment and materials are necessary and available? <input type="checkbox"/> How will the evaluation be funded and is the budget reasonable? <input type="checkbox"/> Have evaluation resources been appropriately distributed across all evaluation needs?

Utilization
<ul style="list-style-type: none"><input type="checkbox"/> Will the evaluation meet utility criteria (e.g. relevant, scope, credibility, timely)?<input type="checkbox"/> Are there realistic expectations regarding the utility of findings?<input type="checkbox"/> Is the evaluation plan sufficiently flexible to adapt to unexpected questions and audiences?<input type="checkbox"/> What values and perspectives are most important to stakeholders?<input type="checkbox"/> Does the evaluation plan address trade-offs, such as comprehensiveness versus specificity, or cost versus quality?<input type="checkbox"/> How will evaluation findings be disseminated to all stakeholders?<input type="checkbox"/> What is the plan to utilize the findings?

Original Data Collection Methods

*This section was adapted from the University of Kansas online Community Tool Box**

Original data collected directly from the target population is often critical to a successful evaluation. This section provides an overview of several different approaches to gathering original data directly from the people you are interested in.

Writing Survey Questions

Surveys are a good way to collect information about a whole community or a specific group of people within the community. The first step in designing a survey is to clearly define your purpose. The purpose of your survey will help you decide what types of questions you include. Common types of questions include:

- **Open-ended questions** are useful in learning why people behave in certain ways, what their attitudes on a specific issue are, or how much knowledge they have about a program or service. A variation of this type of question is fill-in-the-blank questions. This type of question also allows for an open-ended response from individuals. Although open-ended questions are useful in collecting detailed information, it is harder to compile and interpret the data. An example open ended question is: *Why do you attend monthly district council meetings?*
- **Closed-ended questions** are questions that seek yes or no answers. These types of questions are useful when you want to know whether individuals know about or are satisfied with particular programs and services. Responses to closed-ended questions are easy to tabulate and analyze. True/False questions also fit into this category. An example closed-ended question is: *Do you attend monthly district council meetings?*
- **Multiple choice questions** are questions provide individuals with many pre-determined choices when answering a particular question. These types of questions are useful when you want to know more information than closed-ended questions provide, but also desire easily compilable results. An example multiple choice question is: *I attend monthly district council meetings: a) every month, b) every other month, c) once a year, d) never.*
- **Likert scale** questions generally provide about 5 response options on a scale, ranging from strongly disagreeing to strongly agreeing to a particular statement. These questions may or may not include a neutral, or “neither agree nor disagree” option for respondents. Omitting a neutral response forces respondents to declare an opinion on the given statement. An example of a Likert scale question is: *I find monthly district council meetings to be beneficial. Circle one of the following: Strongly Disagree, Disagree, Agree, Strongly Agree.*

Finally, there are a few general considerations when developing a survey and questions. The first question should be related to the overall topic of your survey, should be easy to answer, and nonthreatening. All questions should be sensitive and well thought out to avoid leading respondents to choose specific answers. An example of a bad survey question might be: *Wouldn't you agree that district council meetings are valuable for the community?* Similar questions should be placed together to ensure the survey is clear and easy to follow. A cover

letter describing the survey's purpose, how results will be used, and explaining confidentiality of responses helps to ensure that people respond to your survey.

Conducting Interviews

Interviews are helpful when you need detailed information about people's perceptions and assumptions. Interviews may also be helpful in gathering information and insights into program development. For example, before starting a community gardening program in the neighborhood, interviewing the organizers of other community gardening projects to discuss opportunities and obstacles may provide useful information.

Interviews take a variety of forms depending on their purpose. Interviews can be conducted face-to-face, via telephone, or in focus groups (discussed in the next section). Conducting a successful interview depends on many factors, but a few general guidelines may be useful. First, writing interview questions is a process similar to that discussed in the *Writing Survey Questions* section above. Interview questions should be open-ended and motivate the person being interviewed to answer the questions with as much detail as possible. Therefore, research questions that put the interviewee on the defensive should be avoided. Additionally, questions should be clear and specific, avoiding two-in-one questions such as: Did you find the district council meeting to be welcoming and productive? This type of two-in-one question makes it difficult to interpret the interviewee's answer as attributable to the meeting being welcoming, productive, both, or neither. Easier questions should come at the beginning of the interview, with more sensitive questions placed toward the middle and end of the interview. This allows the interviewer to build rapport with the interviewee before diving into the interview.

Organizing Focus Groups

Focus groups follow a similar process to interviews, but rather than interviewing one person at a time, allows for a discussion among multiple individuals around a specific topic of interest. For example, a focus group may gather a group of residents together to discuss the effectiveness of district council meetings and suggestions on how to improve meeting attendance.

Leading a focus group differs from the previous strategies, in that they are often guided by a trained facilitator, include a recorder, and the group's composition and discussion questions are carefully planned. The facilitator(s) generally lead the group through a series of questions and create a space that is safe and encourages participation by all group members. A recorder takes notes of responses and makes written observations of such things as group dynamics, nonverbal communication, and participation patterns. There are many approaches to developing and conducting successful focus groups, but in general, focus groups are structured conversations that explore a topic and discuss ideas for future action.

*This website provides a comprehensive discussion on each of the topics in this section, as well as many more resources for community groups. Additionally, Appendix C – Measurement Strategies Overview provides brief details and useful resources for each activity mentioned above.

Sample Questions

This section includes sample questions and suggested response format for impact statements from each community capital that were found to be common themes for all District Councils. In addition to being used for surveys, all questions can be adapted for use in interviews and focus groups. This list was compiled from existing resources that specialize in measuring community impacts. A list of the resources used here, as well as others, can be found in the Resources section.

Built Capital

There is sufficient and affordable housing to meet the needs of district residents

- 1 Do you feel that your housing is suitable? Check all that apply:
No, it is expensive and unaffordable
No, it is too small for my needs or the needs of my family
No, it is located too far from work opportunities or other amenities (grocery stores, health care, etc.)
No, the housing is unsafe
No the housing is in need of maintenance
Yes housing is adequate for my needs
Other _____
Multiple choice, Likert scale
- 2 Which of the following factors would you say is the primary reason you have not yet bought a home in this community?
Houses that are available in the community
Physical conditions in the community
Crime or other safety issues
Quality of public services and/or schools
Convenience to work, school, and/or shopping
My personal financial situation
State of the economy
Something else Please specify: _____
Multiple choice, Likert scale
- 3 Please indicate how you would rate the physical condition of each of the following aspects of this community. (Very good, Good, Fair, Poor, Very poor)
Streets and sidewalks
Public spaces, such as parks and playgrounds
Houses, apartments, and condominiums
Other buildings in the community
Likert scale

Business districts are safer

- 1 What are the reasons for shopping at your local business district?
I live nearby/convenience
Large variety of stores and unique shops
The atmosphere (safe, fun, etc.)
I do not shop at my local business district
Multiple choice, true/false

- | | | |
|---|--|---|
| 2 | My district is a safe place during the day.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure | Likert scale,
multiple choice,
true/false |
| 3 | My district is a safe place after dark
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure | Likert scale,
multiple choice,
true/false |
| 4 | Vandalism is a problem for my business
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure | Likert scale,
multiple choice,
true/false |
| 5 | Shoplifting is a problem for my business
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | Likert scale,
multiple choice,
true/false |

New transit developments serve all community members' needs

- | | | |
|---|--|---|
| 1 | What is your primary means of transportation? (Please check all that apply.)
Personal automobile
Friend, relative, or neighbor
Volunteer driver
Public Transportation
Private van service
Medicaid transportation
Other _____ | Open-ended,
multiple choice |
| 2 | How often do you use public transportation each week?
Every day of the week
3-4 times a week
1-2 times a week
I do not use public transportation | Open-ended,
Likert scale,
multiple choice |
| 3 | If you use public transportation, does it meet your needs?
Yes
No | Open-ended,
multiple choice |
| 4 | If you <u>do not</u> use the public transportation regularly, why not? (<i>Please check all that apply.</i>) | Open-ended,
multiple choice |

No service where I am or where I want to go
 Poor connections or transfers
 I don't know how to ride the bus
 Limited hours of operation
 I don't feel safe on the bus
 I can't afford it
 I don't know about it
 I don't need it
 Other_____

Civic/Political Capital

Community members work with police and elected officials to improve response to crime and increase safety

- | | | |
|---|--|---|
| 1 | The police should spend more time working with community members and groups to solve problem.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Neutral | Open-ended,
Likert scale,
multiple choice |
| 2 | The police do not make enough contact with citizens.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Neutral | Open-ended,
Likert scale,
multiple choice |
| 3 | In general, St. Paul police officers treat all citizens equally according to the law.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Neutral | Open-ended,
Likert scale,
multiple choice |

Whole community engages in a civic act of voting and voter turnout increases

- | | | |
|---|---|---|
| 1 | What would you say is the main reason(s) you're not registered to vote? | Open-ended,
multiple choice |
| 2 | I sometimes feel I don't know enough about the candidates to vote.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Neutral | Open-ended,
Likert scale,
multiple choice |
| 3 | It's complicated to register to vote where I live. | Open-ended, |

	Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Likert scale, multiple choice
4	I'm pretty interested in following local politics. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Open-ended, Likert scale, multiple choice
5	Most issues discussed in Washington don't affect me personally. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Open-ended, Likert scale, multiple choice
6	It's difficult for me to get out to the polls to vote. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Open-ended, Likert scale, multiple choice

Business owners are more connected and better able to support each other

1	How connected are you with other businesses in your community?	Open-ended, Likert scale, multiple choice
2	How often do you collaborate with other businesses?	Open-ended, Likert scale, multiple choice
3	Are you a member of the local business association?	Yes/no

District Council staff maintain communication with other local organizations/project leaders

1	Agencies in our community have a history of working together. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Open-ended, Likert scale, multiple choice
2	A culture of collaboration is fostered between the District Council and neighborhood organizations. Strongly Agree Somewhat Agree	Open-ended, Likert scale, multiple choice

	Somewhat Disagree Strongly Disagree Neutral	
3	All the organizations that we need to be members of this collaborative group have become members of the group. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Neutral	Open-ended, Likert scale, multiple choice
4	Trying to solve problems through collaboration has been common in this community. It's been done a lot before. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Not Sure/No Answer	Open-ended, Likert scale, multiple choice

More people participate in District Council programs/efforts

1	In the past 12 months, how many times did you participate in District Council programs and activities? I go to all District Council events. I attend District Council meetings each month. I attend District Council events, but do not go to meetings. I do not attend District Council programs or events. I was not aware that the District Council held programs and events.	Open-ended, Likert scale, multiple choice
2	Can you please state why you do not actively participate in District Council events?	Open-ended
3	Can you say why you usually participate in District Council programs?	Open-ended
4	Which type of District Council events are you most likely to attend?	Open-ended, multiple choice

Residents are supported in their advocacy efforts at City Hall

1	In the past 12 months, did you engage in any of the following activities: Attended a town meeting, public hearing or public affairs discussion group Met with, called, or sent a letter to any local politician Joined a protest or demonstration Signed a petition Became a member of a civic group or organization	Open-ended, multiple choice
2	How responsive would you say local government is to the needs of this community? Very responsive	Open-ended

Somewhat responsive
 Not very responsive
 Not at all responsive

Cultural Capital

Board members reflect the diversity of the district

- | | | |
|---|---|--------------------------------|
| 1 | Do the members of your board include... | Open-ended,
multiple choice |
| | Neighborhood residents | |
| | Business community | |
| | Other nonprofit leaders | |
| | Government officials | |
| | Clients and others who benefit from your services | |
| | In your opinion, someone in the community “who matters.” | |
| | In your opinion, someone with extensive external connections. | |
| | Other _____ | |

District council establishes an outreach committee to encourage new members from underrepresented populations

- | | | |
|---|---|--------|
| 1 | Does your organization provide services in languages other than English? | Yes/no |
| 2 | Is there active orientation of new residents, for instance, a welcome packet or welcoming team? | Yes/no |

Neighborhoods become more inclusive as a result of learning about their neighbors' culture

- | | | |
|---|--|---|
| 1 | My neighbor respects my culture and values. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 2 | Getting to know neighbors with racial/ethnic backgrounds different from my own has been easy in my neighborhood. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 3 | The District Council has done a good job providing training programs that promote multicultural understanding among community residents. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |

Not Sure/No Answer

Diverse neighbors feel they have an active role in community functioning

- | | | |
|---|---|---|
| 1 | Neighbors of different cultural backgrounds are encouraged to participate in neighborhood activities.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | Open-ended,
Likert scale,
multiple choice |
| 2 | Neighbors of different ages are valued equally by the District Council.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | Open-ended,
Likert scale,
multiple choice |
| 3 | The District Council provides an environment for the free and open expression of ideas, opinions and beliefs.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | Open-ended,
Likert scale,
multiple choice |
| 4 | I feel that my voice is valued in my community.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | |

Financial Capital

Residents shop locally as a result of improved perceptions of built environment

- | | | |
|---|--|---|
| 1 | My local business district/neighborhood is my primary neighborhood for shopping.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
Not Sure/No Answer | Open-ended,
Likert scale,
multiple choice |
| 2 | What are your typical reasons for shopping locally? Choose all that apply:
Recreation/Visiting
Restaurants/Dining
Coffee/Snacks | Open-ended,
multiple choice |

- | | | |
|---|---|---|
| | Grocery Shopping | |
| | Other Shopping | |
| | Events/Entertainment | |
| | Other _____ | |
| 3 | The District Council provides an environment for the free and open expression of ideas, opinions and beliefs. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 4 | I feel that my voice is valued in my community. | |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |

Human Capital

District Council works with community partners to develop leadership skills

- | | | |
|---|--|---|
| 1 | Leadership development opportunities are available in my community. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 2 | The District council provides multiple opportunities for community leaders to utilize their leadership skills. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |

Newly elected board members receive training regarding their responsibilities to the board and community

- | | | |
|---|---|---|
| 1 | I feel well prepared for my board position. | Open-ended,
Likert scale,
multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 2 | I can list District Council programs and their intended goals for the | Open-ended, |

community.	Likert scale, multiple choice
Strongly Agree	
Somewhat Agree	
Somewhat Disagree	
Strongly Disagree	
Not Sure/No Answer	
3 How often do you receive board member training?	Open-ended, Likert scale, multiple choice
Once after I was elected	
Once per year since being elected	
Twice per year or more since being elected	
I have not received board member training	
4 The orientation and initial board member training I received was helpful.	Yes/no, Likert scale

Seniors stay in the community, pass down knowledge, and share talents

1 I know the skills, talents, and knowledge that my neighbors have to offer.	Open-ended, Likert scale, multiple choice
Strongly Agree	
Somewhat Agree	
Somewhat Disagree	
Strongly Disagree	
Not Sure/No Answer	
2 What skills, knowledge and resources do you have that you may be willing to share with your neighbors? Check all that apply.	Open-ended, multiple choice
Tools / Equipment Sharing	
Fundraising (planning special events to help with HCNA fundraising)	
Writing	
Social Media Knowledge	
Web Site Development	
Computers and Technology	
Membership Recruitment	
Planning Special Neighborhood Events	
Grant writing	
Artistic	
Gardening / Horticulture	
Other_____	

Kids who live in the district have higher achievement rates

1 There are high quality academic after school programs available to children in the community.	Open-ended, Likert scale, multiple choice
Strongly Agree	
Somewhat Agree	
Somewhat Disagree	
Strongly Disagree	

- Not Sure/No Answer
- 2 The District Council offers youth development programs that serve children in the community. Multiple choice, open-ended
- Yes
- No
- I don't know

Community members gain and share knowledge about code violations

- 1 There are high quality academic after school programs available to children in the community. Open-ended, Likert scale, multiple choice
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- Not Sure/No Answer
- 2 The District Council offers youth development programs that serve children in the community. Multiple choice, open-ended
- Yes
- No
- I don't know
- 3 I talk to my neighbors (in person, phone call/text, online) about important community issues. Open-ended, Likert scale, multiple choice
- Everyday
- A few times a week
- A few times a month
- Rarely
- Never
- 4 People in the neighborhood can receive alerts about community issues via email or text messages. Open-ended, multiple choice
- Yes
- No
- I don't know
- 5 The District Council has a method for distributing information to all neighborhood residents about community concerns. Open-ended, multiple choice
- Yes
- No
- I don't know

Natural Capital

Businesses become supportive of natural resource concerns

- 1 Neighborhood/My businesses are concerned with the community's natural resources. Open-ended, Likert scale, multiple choice
- Strongly Agree
- Somewhat Agree

- | | | |
|---|--|---|
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 2 | How important is the quality of the natural environment to your business (for example, air, water, open space, cleanliness)? | Multiple choice, Likert scale, open-ended |
| | Very important | |
| | Somewhat important | |
| | Somewhat unimportant | |
| | Very unimportant | |

Community gardens will expand to more areas of the District and include more participants

- | | | |
|---|--|---|
| 1 | I am involved in community gardening in my neighborhood. | Open-ended, multiple choice |
| | Yes | |
| | No | |
| 2 | How active are you in community gardening? | Multiple choice, Likert scale, open-ended |
| | Very active | |
| | Somewhat active | |
| | Somewhat inactive | |
| | I am not active | |
| 3 | I live within walking distance (1 mile or less) to a community garden. | Open-ended, multiple choice |
| | Yes | |
| | No | |
| | I don't know | |
| 4 | What benefits do you see in belonging to a community garden? | Open-ended |
| 5 | What resources would make your community garden experience more rewarding? | Open-ended |

Residents maintain and enjoy green space

- | | | |
|---|---|---|
| 1 | My neighborhood has adequate parks and green space. | Open-ended, Likert scale, multiple choice |
| | Strongly Agree | |
| | Somewhat Agree | |
| | Somewhat Disagree | |
| | Strongly Disagree | |
| | Not Sure/No Answer | |
| 2 | How important is the quality of the natural environment to your overall quality of life (for example, air, water, open space, cleanliness)? | Multiple choice, Likert scale, open-ended |
| | Very important | |
| | Somewhat important | |
| | Somewhat unimportant | |
| | Very unimportant | |
| 3 | I take responsibility for the quality of parks and green space in my neighborhood. | Open-ended, Likert scale, multiple choice |
| | Strongly Agree | |

	Somewhat Agree Somewhat Disagree Strongly Disagree Not Sure/No Answer	
4	I participate in community cleanup events in my neighborhood. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Not Sure/No Answer	Open-ended, Likert scale, multiple choice
5	The parks in my neighborhood are well maintained. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Not Sure/No Answer	Open-ended, Likert scale, multiple choice
6	The District Council offers opportunities for neighbors to maintain green space in the community. Yes No I don't know	Open-ended, multiple choice

Social Capital

Residents and families feel safer in the community

1	Do you feel safe in your neighborhood?	Yes/no, Likert scale
2	How safe from crime would you say your neighborhood is?	Likert scale
3	During the past week (month, year, etc.), how often did you feel unsafe in your home (community, school, etc.)?	Multiple choice
4	Tell me if you strongly agree, agree, disagree or strongly disagree with the following statement: People in my neighborhood can be trusted?	Likert scale
5	Tell me if you strongly agree, agree, disagree or strongly disagree with the following statement: People in my neighborhood help each other out.	Likert scale
6	Tell me if you strongly agree, agree, disagree or strongly disagree with the following statement: There are people I can count on in this neighborhood.	Likert scale
7	Rank the following on a scale of 1 to 10, 1 being Rarely/Not Worried and 10 being Frequently/Very Worried. How worried are you about the following things in your neighborhood? Drug Dealers or users hanging around Having property stolen Walking alone during the day	Likert scale

- Letting children go outside during the day
 - Letting children go outside during the night
 - Being robbed
 - Being murdered
- 8 Rank the following on a scale of 1 to 10, 1 being Rarely and 10 being Frequently. How often these things are a problem or are found in your neighborhood:
- Litter or trash on the sidewalks or street
 - Graffiti on buildings and walls
 - Abandoned cars
 - Vacant, abandoned or boarded up buildings
 - Houses and yards not kept up
 - Drunks hanging around
 - Unemployed adults hanging around
 - Young adults hanging around
 - Gang activity
- Likert scale, multiple choice

Residents know their neighbors

- 1 Do you know your neighbors? Yes/no
- 2 On average, how often do you interact with your neighbors each week? Multiple choice, Likert scale
- 3 Do you feel that you can rely on your neighbors? Yes/no, multiple choice, Likert scale
- 4 Do you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the statement:
 You are interested in knowing what your neighbors are like
 You enjoy meeting and talking with your neighbors
 It's easy to become friends with your neighbors
 Your neighbors always borrow things from you and your family
 Likert scale, rank order
- 5 How many of your neighbors do you know well enough to ask them to: Multiple choice, open-ended
 - Keep watch on your house or apartment?
 - Ask for a ride?
 - Talk with them about a personal problem?
 - Ask for their assistance in making a repair?

Block Club participation increases and new block clubs form

- 1 Does your block have a Block Club? Yes/no
- 2 Are you a member of your Block Club? Yes/no
- 3 Would you be a member of a Block Club if it were offered on your block? Yes/no, Likert scale
- 4 How many Block Club meetings did you attend this year? Multiple choice, open-

ended

Schools and community partners collaborate on projects to enhance the community

- | | | |
|---|---|-----------------------------|
| 1 | Is collaboration between schools and community partners common in this neighborhood? | Yes/no |
| 2 | In the past year, how many times has the school partnered with the District Council (neighborhood association/group) on a community project? | Multiple choice, open-ended |
| 3 | For the following questions, state whether you strongly agree, agree, neutral or no opinion, disagree or strongly disagree:

Agencies in our community have a history of working together.
Trying to solve problems through collaboration has been common in this community. It's been done a lot before.
All the organizations that we need to be members of this collaborative group have become members of the group | Likert scale |

District Council staff maintain communication with other local organizations/project leaders

- | | | |
|---|---|--------|
| 1 | Neighborhood organizations are well represented on the District newsletter email/ mailing list. | Yes/no |
|---|---|--------|

Resources

The following list includes resources cited throughout the current report, as well as additional resources for evaluation and community organizations. A brief description of each resource is provided to assist you in determining which is most suitable for your needs.

Comprehensive Guides and Websites

Community Tool Box - University of Kansas

<http://ctb.ku.edu/en>

Evaluating Your Community-Based Program—Part 1: Designing Your Evaluation

<https://www2.aap.org/commpeps/httpcp/evalguide1.pdf>

Evaluating Your Community Based Program—Part 2: Putting Your Evaluation Plan to Work

<https://www2.aap.org/commpeps/httpcp/EvalGuide2.pdf>

University of Wisconsin Extension

<http://www.uwex.edu/ces/pdande/index.html>

Western Michigan University – The Evaluation Center

<http://www.wmich.edu/evalctr/>

W.K. Kellogg Evaluation Handbook

<http://wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

Data

Built Capital

Code violations and complaints:

Property Lookup System -

https://www.stpaulonestop.com/AMANDA5/eNtraprise/StPaul/m3list/a_PickProperty.jsp?lid=ReadOnlystpaul

Vacancy data:

DSI website - <http://www.stpaul.gov/index.aspx?NID=2272>

Property sales information, including dates and prices:

MetroGIS - <http://datafinder.org/metadata/ParcelsCurrent.html>

Crime statistics:

St. Paul Police Department (SPPD) - <http://www.stpaul.gov/index.aspx?NID=2399>

St. Paul LEED certification contact: Kurt Schultz, 651-266-6590, kurt.schultz@ci.stpaul.mn.us

Civic/Political Capital

Voter turnout and participation rates:

MN Secretary of State Election results - <http://mnvotesinfo.sos.state.mn.us/election-results/>
MN Legislative GIS website - <http://www.gis.leg.mn/html/download.html>
Park preservation: <http://www.stpaul.gov/index.aspx?NID=4080>
Playgrounds: <http://www.stpaul.gov/index.aspx?nid=243>
St. Paul Public Libraries: <http://www.sppl.org/>
Bus and Transit Routes: <http://www.metrotransit.org/>
Housing information:
St. Paul PED: <http://www.stpaul.gov/index.aspx?NID=354>

Cultural Capital

Existing business information
Dun & Bradstreet Million Dollar database, ESRI Business Analyst -
<http://www.lib.umn.edu/get/11162>
Local area demographic information:
MN Compass - <http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul#!areas>
Block level census data
MN Compass - <http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul#!areas>
Social Explorer - <http://www.socialexplorer.com/>
American Factfinder - <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
Local garden locations:
Gardening Matters - <http://www.gardeningmatters.org/garden-directory>

Financial Capital

Amount of business taxes collected, by area:
MN Department of Revenue, Geospatial Commons - <https://gisdata.mn.gov/dataset/econ-mdor-sales-tax>
Home ownership rates:
Census Parcel Data - <http://datafinder.org/metadata/ParcelsCurrent.html>
Social Explorer: <http://www.socialexplorer.com/>
Neighborhood income information:
MN Compass - <http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul#!areas>
Social Explorer - <http://www.socialexplorer.com/>
American Factfinder - <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
Employment/unemployment rates:
MN Compass: <http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul#!areas>
Social Explorer: <http://www.socialexplorer.com/>
American Factfinder: <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
Crime statistics:
St. Paul Police Department (SPPD) - <http://www.stpaul.gov/index.aspx?NID=2399>

Human Capital

Code violations and complaints:

Property Lookup System -

https://www.stpaulonestop.com/AMANDA5/eNtrprise/StPaul/m3list/a_PickProperty.jsp?lid=ReadOnlystpaul

City garbage collection information:

City of St. Paul - <http://www.stpaul.gov/index.aspx?NID=5241>

Age of residents (and other demographic information):

MN Compass - <http://www.mncompass.org/profiles/neighborhoods/minneapolis-saint-paul#!areas>

Social Explorer - <http://www.socialexplorer.com/>

American Factfinder - <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

School-level information, including attendance, achievement, and testing data:

MN Department of Education - <http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>

Code violations and complaints:

Property Lookup System -

https://www.stpaulonestop.com/AMANDA5/eNtrprise/StPaul/m3list/a_PickProperty.jsp?lid=ReadOnlystpaul

Natural Capital

St. Paul LEED certification contact: Kurt Schultz, 651-266-6590, kurt.schultz@ci.stpaul.mn.us

Local garden locations:

Gardening Matters - <http://www.gardeningmatters.org/garden-directory>

Shelter reservations and park usage information:

St. Paul Parks & Rec permits & reservations -

<http://www.stpaul.gov/index.aspx?NID=3561>

Solid waste collection:

City of St. Paul - <http://www.stpaul.gov/index.aspx?NID=5241>

Social Capital

Business association membership and resources:

St. Paul Area Chamber of Commerce - <http://www.saintpaulchamber.com/>

Youth programming and events:

<https://stpaulyouthservices.wordpress.com/>

<http://www.stpaul.gov/index.aspx?NID=3083>

https://www.gtcuw.org/our_impact/in_my_community/st_paul_youth_services_inc/

Planning

Bryson, J. M., Patton, M.Q., & Bowman, R. A. (2011). Working with evaluation stakeholders: A rational, stepwise approach and toolkit. *Evaluation and Program Planning*, 34, 1-12.

This article includes 12 different stakeholder analysis techniques and describes how they relate to evaluation design. The authors give careful consideration to contextual factors and how they may affect stakeholders' interests.

Cockerill, R., Myers, T., & Allman, D. (2000). Planning for Community-based Evaluation. *American Journal of Evaluation*, 21(3), 351-357.

This brief article provides an overview of the planning process and lists five categories with about 5 questions each to assist your evaluation planning.

Evaluating Your Community-Based Program—Part 1: Designing Your Evaluation

<https://www2.aap.org/commpeps/httpcp/evalguide1.pdf>

Measurement Tools

Booth, J., Ayers, S. L., & Marsiglia, F. F. (2012, December). Perceived Neighborhood Safety and Psychological Distress: Exploring Protective Factors. *Journal of Sociology & Social Welfare*, 39(4), 137-156. Retrieved from

http://www.wmich.edu/hhs/newsletters_journals/jssw_institutional/institutional_subscribers/39.4.Booth.pdf

Irma T. Elo, Laryssa Mykyta, Rachel Margolis, & Culhane, J.F. (2009, December). Perceptions of Neighborhood Disorder: The Role of Individual and Neighborhood Characteristics. *Social Science Quarterly*, 90(5), 1298-1320. Retrieved from

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2822409/>

Researchers developed surveys and asked neighborhood residents about various aspects of their neighborhood environment to assess resident's perceptions of crime and safety, physical disorder and social disorder. The report includes example survey questions, statistical analyses and findings from the study.

Measuring Cultural Participation

<http://www.uis.unesco.org/culture/Documents/fcs-handbook-2-cultural-participation-en.pdf>

The Measuring Cultural Participation report was created by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and contains an extensive list of cultural participation surveys conducted throughout the world. The document identifies the commissioning organization for each survey, the methods used to conduct the survey, the objectives of the survey, important details about the survey, and websites for each study.

Metamorphosis Project Measures: A Step-by-Step Guide for Measuring Communication Connections and Civic Engagement. (n.d.). In MetaConnects. Retrieved April 29, 2015, from <http://metaconnects.org/belonging>

The Metamorphosis Project is an initiative of the University of Southern California's School for Journalism and Communication. The project has studied levels of connection and communication across many diverse neighborhoods in Los Angeles. The website includes multiple survey tools designed to measure neighborhood communication, belonging, civic participation, and collective efficacy.

The Office of Measurement Services, University of Minnesota

<https://oms.umn.edu/index.php>

Housed at the University of Minnesota, this office acts as a strategic measurement and assessment consultant to clients inside and outside of the University. They offer a variety of services, including online and paper surveys, as well as focus groups.

NeighborWorks Success Measures

<http://www.successmeasures.org/sites/all/files/ABBREVIATEDOnlineCITReportMarch2012.pdf>

This is an excellent resource for that includes neighborhood case studies and sample evaluation questions to measure community image, physical conditions, community health characteristics, resident confidence in the community, community safety and community change.

Results Data Initiatives

<http://initiatives.marketsforgood.org/>

The Results Data Initiatives project created by IdealWare acts as a repository for program results data initiatives around the world. The website allows visitors to download Excel lists of organizations (by sector and activity) that are collecting, standardizing, and publishing information on how programs are measuring results. The downloadable lists include each initiative's title, location, governing organization, description of activities, website address, Google search terms, and more. This is a helpful resource for organizations interested in identifying initiatives that may be doing research and evaluation on an issue/program of interest.

Seattle Neighborhood Business District Surveys

http://www.seattle.gov/transportation/intercept_survey.htm

The Seattle Department of Transportation (SDOT) conducts regular in-person surveys in neighborhood business districts throughout the city. The survey results help neighborhoods and businesses better understand how often people visit business districts, why they visit the districts, and how they arrived at the districts. The SDOT website includes full survey reports and survey questions.

Smart Policing Initiative - Philadelphia Community Response Survey

<http://www.smartpolicinginitiative.com/sites/all/files/Community%20survey%20summary.pdf>

The Philadelphia Community Response Survey was conducted through a collaborative partnership between the Philadelphia Police Department and Temple University. The survey was mailed to households within a designated geographic region and includes survey questions and participant responses.

Twin Cities Equitable Development Principles & Scorecard – Alliance for Metropolitan Stability

http://metrostability.org/efiles/Final_draft_Equitable_Development_Principles_June_2014.pdf

This guide includes the template for a scorecard to rate an initiative or organization's equity efforts along several dimensions. A checklist for each dimension outlines clear expectations for consistency in ratings.

Wilder Foundation. (2001, May). The Wilder Collaboration Factors Inventory. In Wilder Foundation. Retrieved April 29, 2015, from <http://www.wilder.org/Wilder-Research/Publications/Studies/Forms/Study/docsethomepage.aspx?ID=877&List=5ffe87fb-8c61-4035-86cc-db1b1907fa0a&FolderCTID=0x0120D52000F239CA0ED16F9A49B139AA140266458000333>

The Wilder Foundation website contains various research tools that are free to the public. One of the tools is the Wilder Collaboration Factors Inventory, which is a survey tool to help organizations assess their collaboration efforts based on 20 research-tested success factors. The Wilder Foundation website also contains multiple program evaluation reports for their programming that may help generate evaluation ideas.

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Measuring Success in Communities: The Community Capitals Framework

Cheryl Jacobs, Extension community development educator

INTRODUCTION

The community capitals framework reveals the interactions between different parts of a community. Communities are systems that have inflows and outflows, ups and downs, progression and regression.

For example, when money is invested in a new factory in the community, the system is affected either positively or negatively; more jobs, increased populations, increased pollution, decrease in unemployment, new housing developments, increased crime rates, and new immigrant populations are just a few of the new issues to be dealt with. From an economic development perspective, bringing a new factory to town seems like a great solution, but it must be understood that the factory will affect other facets of the community.



Diwan, David P. 2006. *Factors Contributing to the Growth of a Small Town*. Ph.D. dissertation, Department of Rural Sociology, South Dakota State University, Brookings, SD. Adapted from Cornell Flier's presentation slides (2005).

Figure 1. Seven types of community capital

Communities actively looking to the future can use community capitals to measure current resources and identify the potential for improvements. Researchers have listed seven types of community capital that can be used as a gauge of how community resources are being used (fig. 1):

1. **Natural Capital** – The environment, natural beauty, lakes, rivers and streams, forests, wildlife, soil, the local landscape.
2. **Cultural Capital** – Ethnicity, generations, stories and traditions, spirituality, habits, and heritage.
3. **Human Capital** – All the skills and abilities of people, leadership, knowledge, and the ability to access resources.
4. **Social Capital** – Groups, organizations, networks in the community, the sense of belonging, bonds between people.
5. **Political Capital** – Connections to people in power, access to resources, leverage, and influence to achieve goals.
6. **Built Capital** – Buildings and infrastructure—schools, roads, water and sewer systems, and main streets—in a community.
7. **Financial Capital** – Money, charitable giving, grants, access to funding, and wealth.

UNDERSTANDING THE COMMUNITY CAPITALS

One way to understand the capitals in a community is to think of them as a community bank with

seven accounts (fig. 2). Each bank account holds the strengths, skills, and opportunities available to and residing within community members. The contents of each account may be spent, invested, squandered, or used up, depending on how people choose to use these resources.



Figure 2. Community capitals "accounts"

INVESTING IN COMMUNITIES

While the capitals are separated into seven separate categories, each of them has a connection with each other. If a community wants to build a new swimming pool, for example, it must be able to invest several of the community capitals to reach their goal. Here's how it could work:

Interested community members form a "Build Our Pool" group to work on the project, and they partner with several local civic clubs to hold fundraisers (this utilizes *human, social* and *financial capital*). The mayor and city council agree to support the project with funding and an available vacant lot with access to the city water system (this utilizes *political, built*, and *financial capital*). The community pool project becomes a success!

Five of the seven capitals were needed in this example to reach the goal, and the two remaining capitals could easily be added to the equation. For instance, *cultural capital* could be included by holding

fundraisers that promote the local heritage or traditions, such as a German supper or a Native American wacipi. *Natural capital* could be added by including improvement of the local landscape, where the vacant lot that was once an eyesore can become welcoming and attractive by adding trees and grassy areas around the pool.

HOW DOES YOUR COMMUNITY MEASURE UP?

Once you have identified the capitals in your community, you can use them as a tool for planning for the future. You find where your strengths are. You can identify where you need assistance and where to develop partnerships if community capitals are lacking. To learn more, read about each of the seven community capitals in the Community Capitals Series of Extension Extras:

- ExEx16006, Natural Capital
- ExEx16007, Cultural Capital
- ExEx16008, Human Capital
- ExEx16009, Social Capital
- ExEx16010, Political Capital
- ExEx16011, Built Capital
- ExEx16012, Financial Capital

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EXEX16005 Access at http://pubstorage.sdstate.edu/AgBio_Publications/articles/ExEx16005.pdf

Appendix B – Individual District Council Impact Mapping Agenda

I. Introductions and Brief Overview (10 min)

CURA is facilitating this session to encourage St. Paul District Council staff to think creatively about the long-term impacts of their work, and to begin thinking about evaluation strategies for documenting these impacts.

II. Community Capitals Framework & Impact Statement Overview (10 min)

The Community Capitals Framework is a conceptual model for evaluating a community's overall capacity for community and economic development. The University of Minnesota Extension has used this framework for analysis of the impacts of its programs.

III. Paired Work Writing Impact Statements (45 min)

- a. Participants will be paired and assigned several programs.
- b. As a pair, review the community capital definitions and think about which capitals are **most impacted** by your assigned programs.
- c. As a pair, write at least one short- and one long-term impact statement **related to each of your assigned programs** using attached format.
- d. Turn-in completed worksheet to be entered into the mind map.

Break (15 min)

IV. Review Mind Map (10 min)

As a group, we will review the impact statements and resulting mind map.

V. Measurement Strategies Overview (15 min)

Facilitator will provide a brief overview of four common measurement/evaluation strategies, and lead the entire group through the process of developing indicators.

VI. Group Work – Ways to Measure (45 min)

- a. Participants will be divided into groups and assigned community capitals.
- b. Each group will brainstorm potential indicators for the impact statements listed in their assigned capital(s).
- c. Turn-in completed worksheet to be entered into the mind map.

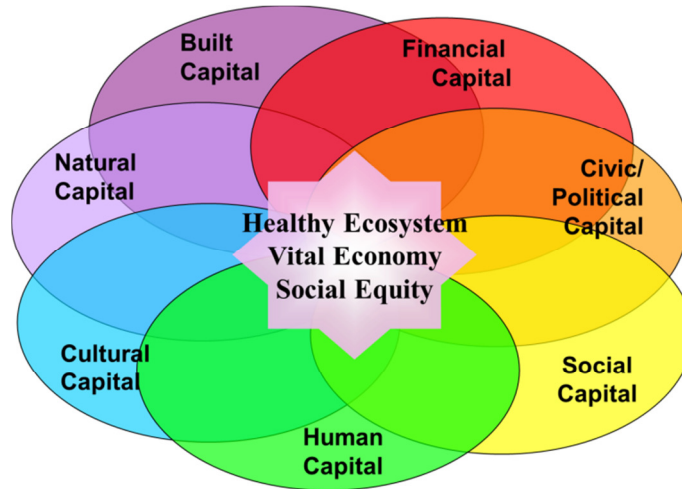
VII. Feedback

We need your input! Before you leave, please fill out the short survey about your experience.

Thank you for your participation!

The Community Capitals Framework

Adapted from Flora, CB. And Flora, J.L. 2008. *Rural Communities: Legacy and Change*, Third Edition. Boulder, CO: Westview Press, p. 19.



Definitions of the Community Capitals – *edited to better fit the District Council context*

Domains of Community Impacts	Definitions
Social capital effects	Strengthened or expanded trust or connections among people, groups and organizations and their resources.
Human capital effects	Changes in knowledge, attitudes, or skills among organization or community members. Includes leadership skills.
Cultural effects	Strengthened ability of organizations or communities to support diverse worldviews, and to transmit knowledge of spiritual, cultural heritage, artistic expression and traditions to future generations. Recognize and build on cultural strengths. Systems accepting that there may be different frames.
Financial effects	Increased private and public wealth that is invested in the well-being of organizations, individuals / households, and communities.
Civic/political effects	Increased ability of organizations or communities to mobilize public engagement or influence the distribution of public resources. Community leaders influence policies and distribution of resources.
Built capital effects	Improvement and creation of structures (e.g. housing, retail, etc.) and infrastructures, such as transportation, that contribute to the well-being of organizations, individuals, or communities.
Natural environment effects	Strengthened ability of organizations or communities to provide local food sources, as well as protect landscape, air, water, soil and biodiversity of both plants and animals.

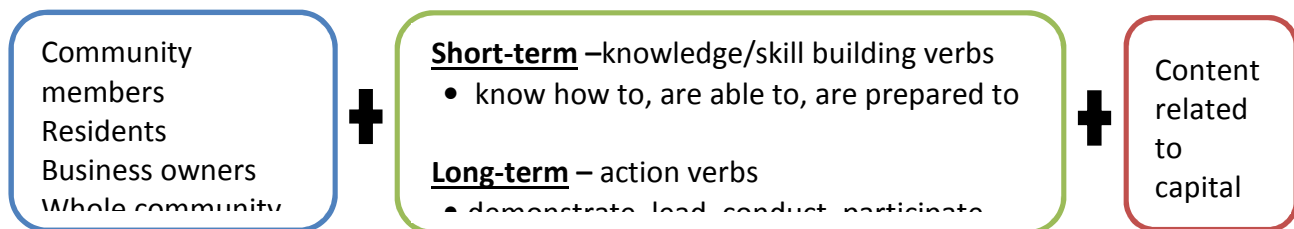
Impact Statement Exercise

Your Name _____

Your Assigned Programs _____

Writing impact statements – Each impact statement should include a group of community members and a description of how they will be affected by the District Council's actions.

Remember to make your impact statements as **SMART** as possible!



Short-term impact statement (Up to 1 year - knowledge, attitudes, skills, aspiration changes)

Civic capital example . . . Community members know what the District Council does for them.

1. Capital:
Impact Statement:

2. Capital:
Impact Statement:

3. Capital:
Impact Statement:

4. Capital:
Impact Statement:

Long term impact statement (One or more years - condition change)

Built capital example . . . Community has access to additional bus lines and bike paths due to improved transportation infrastructure.

1. Capital:
Impact Statement:

2. Capital:
Impact Statement:

3. Capital:
Impact Statement:

4. Capital:
Impact Statement:

Developing Measurement Strategies

Your Name _____

Your Assigned Capital(s) _____

Ways to measure impact – Consider the 4 measurement strategies: survey, interview, observation, and secondary sources, to come up with ways to measure the impact in your assigned capital(s). Each measurement strategy should be specific to a particular impact statement.

Examples are provided on page 6 of your packet.

Short-term

Impact Statement	Ways to Measure
------------------	-----------------

1.

2.

3.

4.

5.

6.

Long-term

Indicator	Ways to Measure
-----------	-----------------

1.

2.

3.

4.

5.

6.

Impact Statements – Examples

You do not have to select from this list – it is only intended to help you brainstorm.

Natural Capital

- Leaders act to enhance green space
- Community organizations support sustainable economic development
- More residents recycle
- Community members collaborate with agencies to protect natural environment
- Residents maintain community garden
- Parks are clean and well-maintained
- Community produces less solid waste to enter the solid waste disposal system

Cultural Capital

- District Council is more inclusive - new people come to the table
- Youth are more frequently engaged
- Board member and volunteer demographics reflect that of the community
- Community members know local history
- Community members feel empowered
- Residents have equitable access to opportunity due to organizational framework accounting for cultural, educational, spiritual, and socio-economic diversity.

Human Capital

- Community members report increased skills
- Volunteers commit more time to D2
- New professionals move into community
- Youth programs promote positive skill development for children
- Community unemployment rate decreases
- Local students have higher attendance rates
- Students attain higher achievement rates
- Adult and child residents are healthy
- Board and community have tools to evaluate their effectiveness.

Built Capital

- The District has a prosperous local economy
- Residents have access to sufficient quality, affordable housing that meets their needs
- Local businesses thrive and serve residents
- Community has adequate and affordable multi-modal transportation options

Social Capital

- Community overcomes historical conflicts
- Community members work together more, demonstrated by team projects
- More organizations and groups within the community are linked together
- Local businesses are linked to agencies for technical support
- Residents are more interested in community events (newsletter readership increases)
- Residents feel they can trust community leaders
- Residents feel safe
- Residents can recognize or identify more neighbors by first name
- Community members feel fulfilled by the resources and relationships their local community networks provide
- Residents primarily frequent local businesses and institutions because they have relationships with the people who own, manage, and work there

Political Capital

- People feel they have an active role in making community function
- Residents and business owners are able to access and navigate city process that impact them.
- Residents try to influence what goes on in the larger surrounding areas
- Residents participate in local electoral politics
- Residents participate in local neighborhood organizations
- Residents engage in local politics at various levels

Financial Capital

- More District residents own homes
- District Council is financially sustainable and able to meet the needs of its constituency
- Local businesses offer new job opportunities
- Businesses sponsor programming for neighborhoods

Measurement Strategies – Examples

You do not have to select from this list – it is only intended to help you brainstorm.

Natural Capital

- Eureka recycling participation rate
- Monthly observations/clean-up by high school students
- Number of parks in the district and/or percentage of land area covered by parks
- Number of community gardens and/or increase in number of gardens

Cultural Capital

- Number of youth events in the District
- Compare board member demographics to community demographics (census)
- Compare volunteer and program participant demographics to community demographics

Human Capital

- State test scores at local schools
- Local high school graduation rates
- Total number of volunteer hours at District Council
- Number of local stores carrying fresh food
- Percent of residents with health insurance
- School attendance rates

Built Capital

- Number/percentage of properties vandalized
- Percentage increase/decrease in graffiti on local businesses
- Commercial/industrial lots as a percentage of all lots
- Residential lots as a percentage of all lots
- Average family size compared to average number of bedrooms for all housing units
- Number of affordable housing developments in the district
- Number of educational buildings, government buildings, community buildings, businesses, housing, rec facilities, places of worship, sidewalks, street lights, streets, etc.

Social Capital

- Degree to which residents report feeling safe in a survey
- Number of block clubs
- Community members report number of friends they have in their neighborhood
- Number of connections District Council has with other organizations

Political Capital

- Number/percent of adults registered to vote
- Number/percent of registered adults who voted in recent elections
- Percent of community members that voted in recent board elections
- Average number of community members that attend general meetings
- Percent change in District Council meeting attendance
- Number of new community and government connections
- Number/percent increase in resident participation and representation at city council, planning and zoning, and other government affiliated meetings
- Number of new business owners represented at community meetings

Financial Capital

- Number of fundraising efforts
- Percent increase in monetary donations to the District Council by year
- Tracking changes in neighborhood poverty levels over time (census data)
- Amount/percentage increase in resident income
- Number of new businesses
- Number of empty storefronts and vacant lots

Appendix C – Measurement Strategies Overview

Quick guide to measurement strategies for documenting program outcomes or impacts

Surveys



Surveys are the most common tool for collecting outcome or impact data. Surveys are helpful for measuring individual knowledge or attitudes. You can use a retrospective survey to ask people questions about their knowledge or attitudes before and after a program or activity. Surveys can be conducted in-person or online. Online surveys tend to have very poor response rates, so **try to take advantage of situations where people are already gathered** and create a quick one-page paper

survey to collect the data you need. Writing good survey questions can be difficult, so don't try to do it alone. Have several people think about the questions and their wording, and only ask the questions you really need to ask!

Great resource: University of Wisconsin Extension, Collecting Evaluation Data: Surveys
<http://learningstore.uwex.edu/assets/pdfs/G3658-10.PDF>

Example of an impact statement with a survey-based measurement strategy: *Community members feel safe when shopping in community business districts, as measured by face-to-face surveys conducted quarterly on Saturdays.*

Interviews

Sometimes surveys don't allow us to capture the meaning of a situation or event. In addition, some participants may not be comfortable completing surveys, either because they are not native English speakers or because survey questions tend to minimize the importance of cultural differences. Interviews allow you to go into more depth about a situation with participants. Interviews can be conducted with individuals or with groups of people. Focus groups are a particularly valuable type of group interview in which a relatively small number of people (usually six to eight) from similar backgrounds are interviewed about a specific topic. Group interviewing may be particularly important for learning about attitudes, outcomes or impacts from non-native English speaking audiences in the community.



Great resource: Better Evaluation website -- <http://betterevaluation.org/evaluation-options/interviews>

Example of an impact statement with an interview-based measurement strategy: *Diverse participation in the neighborhood is promoted and encouraged, as measured by focus group interviews with residents from different cultural backgrounds.*

Surveys and interviews are considered “obtrusive” methods for collecting data. You have to bother someone to get your information! There are two approaches for collecting data that are “unobtrusive” and worth thinking about.



Observation

For outcomes that are about behavior, observations can be an important way to collect data. Counting is an important type of observation! The tricky part is setting up systems for doing observations systematically. Making observations during regular time intervals (like monthly or quarterly) can produce powerful data on outcomes or impacts over time. Think clearly about what needs to be observed, how you would document the observations, and who from your community could make the observations. Strive for consistency in the way you collect the data. Think about engaging local youth through K-12 schools or universities. Build relationships with teachers who may want to incorporate

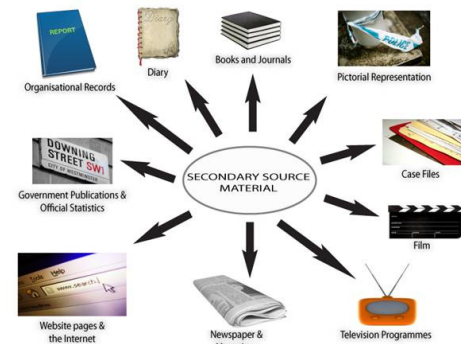
observational data collection as a service-learning activity.

Great resource: University of Wisconsin Extension, Collecting Evaluation Data: Direct Observation. <http://learningstore.uwex.edu/assets/pdfs/g3658-5.pdf>

Example of an impact statement with an observation-based measurement strategy: *The number of vacant storefronts in the district is reduced, as measured by quarterly inventory.*

Secondary sources

Secondary data sources include information that has already been collected for a different and/or broader purpose. Examples include information from administrative records, vital records, and surveys that are conducted for purposes other than program evaluation. In some cases, secondary data sources may be helpful as measures of outcomes or impacts. For example, data on recycling in the District might be available from Eureka Recycling. Data on the percentage of children who live in the neighborhood and attend neighborhood schools may be available from the school district.



Great resource: Research Methods Knowledge Base, Secondary Measures: <http://www.socialresearchmethods.net/kb/unobtrus.php>

Example of an impact statement with a secondary data-based measurement strategy: *Board membership reflects the diversity of the district, as measured by comparison of board demographics to district demographic data.*

Developed by Scott Chazdon, Evaluation and Research Specialist, Extension Center for Community Vitality, schazdon@umn.edu.

Appendix D – District Council Staff Debriefing Agenda

District Council Impact Mapping... Now What?

I. Introduction and Overview (12:00 – 12:10)

Following up on the first phase of this project, we are using the Community Capitals Framework to dive deeper into the work and impacts of the District Councils. We have helped three different District Councils, including board members, volunteers, and staff, to create a more detailed map of their programs and impacts.

II. Review and Discuss Mind Map (12:10 – 12:50)

The data gathered from the three individual District Council mapping sessions was combined to create one overarching map, with the goal of capturing the work common to all District Councils and potential measurement strategies.

III. Now What? (12:50 – 1:20)

During this time we will discuss how District Councils can prepare to begin evaluation:

- a) How will you prioritize the programs that you hope to evaluate?
- b) What are the resources your District Council needs to begin evaluation?
- c) How can you use the data you gather?

IV. Wrap-up (1:20 – 1:30)

Discussion of the final steps for this phase of the project and what should be included in the report.

Appendix E – District 2 Community Council Program List

Goal 1: Promote Effective Communication within the District

- A. Continue annual District Council Newsletter
- B. Media & marketing campaign - website/social media/monthly news in local newspaper
- C. Promote positive image of East Side through media – with Districts 2, 4, & 5
- D. Publish weekly e-newsletter

Goal 2: Enhance Quality of Life within District

- A. Promote equitable access to programming through work with Parks Department, volunteers and individual recreation centers
 - 1. Revitalize Hayden Heights recreation center
- B. Neighborhood sweeps for code violations
- C. Promote equitable access to healthy food through Mobile Market, home gardening and creation of neighborhood farmers' market
- D. Cross Cultural Dialogue Project
- E. Equity Task Force
- F. Heroes and Helpers-partnership with Target and area businesses - provides a healthy Holiday meal to the families of students on the East Side.
- F. Neighborhood garage sale
- G. Grand opening of Furness Parkway Event
- H. White Bear Avenue Parade

Goal 3: Address Business Concerns and Business Impact

- A. Participate in White Bear Avenue and Phalen Village Business Association
- B. Administer associations (community organizer)
- C. Outreach and marketing for development in Phalen Village with North East Neighborhoods Dev. Corporation
- D. Small Area Plan with White Bear Avenue Business Association
- E. Crime prevention education – include business associations

Goal 4: Build Relationships with Community Partners

- A. Communicate with and engage school district and neighborhood schools
 - 1. Participate in Hazel Park Community Coalition (community organizer)
- B. Create cooperative ventures using District 2 area resources
- C. Annual School Supply Drive

Goal 5: Efficiently Manage Operations of District 2

- A. Professional development for board members and staff to improve leadership skills

Goal 6: Outreach to All Residents

- A. Actively recruit new members, especially among under-represented District 2 populations, to participate on committees, task forces, and board

Goal 7: Encourage Environmental Stewardship with the District

- A. Partnership with Eureka Recycling for community recycling and education
- B. Co-host park clean ups in spring and fall
- C. Investigate and promote reclamation of Frost Lake
- D. Investigate and promote reclamation of Hazel Park wetland
- E. Demonstration garden for the promotion of pollinator/butterfly habitat
- F. Develop a community library of education resources
- G. Explore available resources for water management garden(s) along Furness Parkway

Goal 8: Increase Crime Prevention Activities within the Neighborhood

- A. Work with St. Paul East Team in block club education and community policing efforts
- B. Increase number of block clubs/contacts and participation in all District 2 activities
- C. (Co)sponsor block parties/events for National Night Out
- D. Garage door numbering program-provides address numbers to seniors for garage doors

Goal 9: Respond to Ongoing Zoning and Land Use Issues and Promotion of Area Plans

- A. Implement Phalen Village Plan
- B. Update District 2 Area Plan
- C. Provide community feedback and recommendations to governmental bodies: City Council, Board of Zoning Appeals, Planning & Economic Development, Planning Commission, etc.

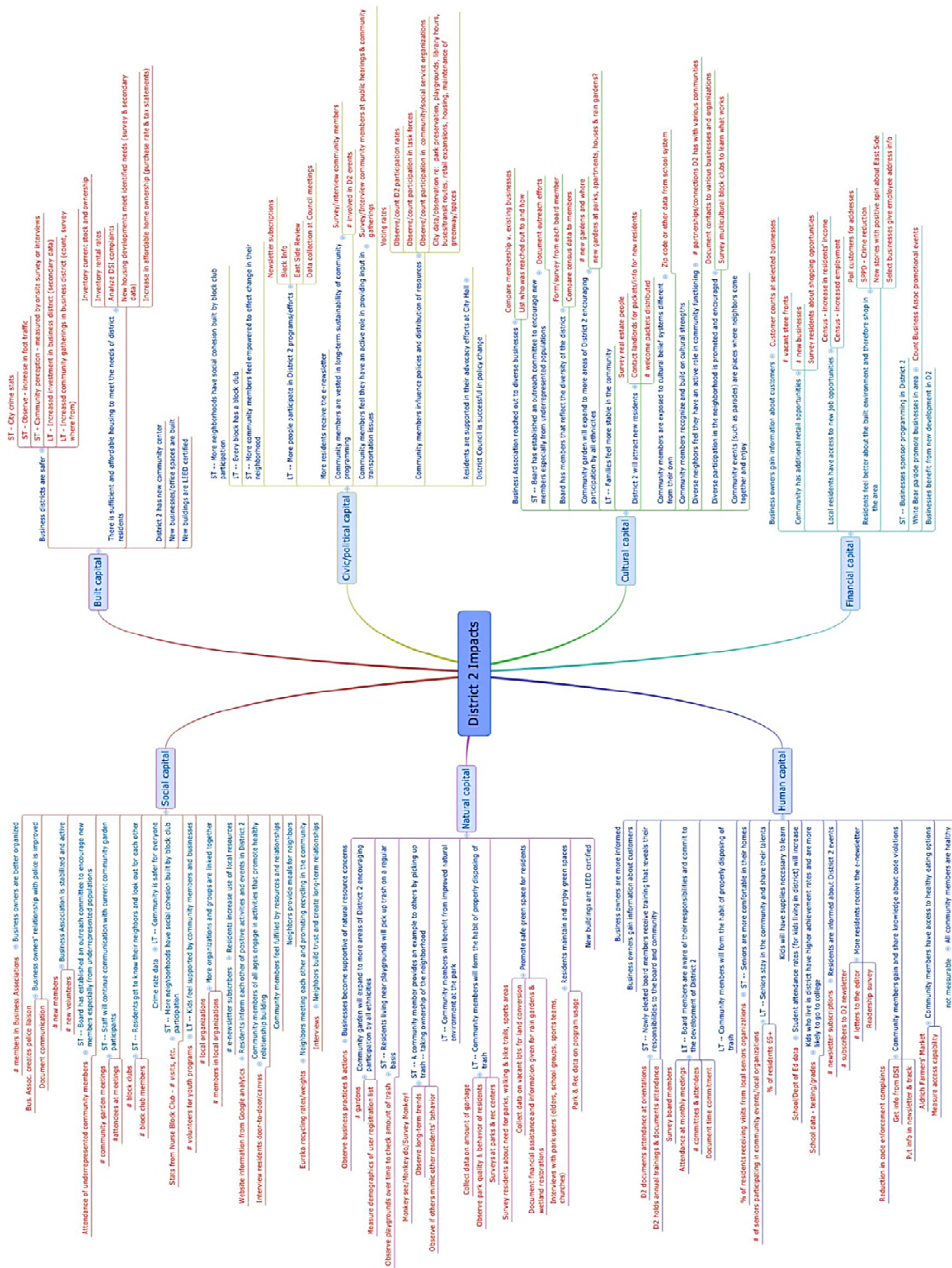
Goal 10: Respond to Ongoing Transportation Issues

- A. Create transportation committee
- B. Outreach for St. Paul Bike Plan
- C. Partnership in St. Paul Healthy Transportation for All Collaborative
- D. Advocate for pedestrian friendly and more walkable neighborhood
- E. Outreach for Met Council Bus Shelter Plan

Goal 11: Community Garden Ongoing Administration

- A. Maintain current (2) sites

Appendix F – District 2 Community Council Impact Map



District 2 Impact Map – Excel Version

Built Capital

- Business districts are safer
 - ST - City crime stats
 - ST - Observe - increase in foot traffic
 - ST - Community perception - measured by onsite survey or interviews
 - LT - Increased investment in business district (secondary data)
 - LT - Increased community gatherings in business district (count, survey where from)
- There is sufficient and affordable housing to meet the needs of district residents
 - Inventory current stock and ownership
 - Inventory rental rates
 - Analyze DSI complaints
 - New housing developments meet identified needs (survey & secondary data)
 - Increase in affordable home ownership (purchase rate & tax statements)
- District 2 has new community center
- New businesses/office spaces are built
- New buildings are LEED certified

Civic/Political Capital

- ST -- More neighborhoods have social cohesion built by block club participation
- LT -- Every block has a block club
- ST -- More community members feel empowered to effect change in their neighborhood
- LT -- More people participate in District 2 programs/efforts
 - Newsletter subscriptions
 - Block Info
 - East Side Review
 - Data collection at Council meetings
- More residents receive the e-newsletter
- Community members are vested in long-term sustainability of community programming
 - Survey/interview community members
 - # involved in D2 events
- Community members feel they have an active role in providing input in transportation issues
 - Survey/Interview community members at public hearings & community gatherings
- Community members influence policies and distribution of resources
 - Voting rates
 - Observe/count D2 participation rates
 - Observe/count participation in task forces
 - Observe/count participation in community/social service organizations
 - City data/observation re: park preservation, playgrounds, library hours, buses/transit routes, retail expansions, housing, maintenance of greenway/spaces
- Residents are supported in their advocacy efforts at City Hall

District Council is successful in policy change

Cultural Capital

Business Association reached out to diverse businesses

- Compare membership v. existing businesses

- List who was reached out to and how

ST -- Board has established an outreach committee to encourage new members especially from underrepresented populations

- Document outreach efforts

Board has members that reflect the diversity of the district

- Form/survey from each board member

- Compare census data to members

Community garden will expand to more areas of District 2 encouraging participation by all ethnicities

- # new gardens and where

- New gardens at parks, apartments, houses & rain gardens?

LT -- Families feel more stable in the community

District 2 will attract new residents

- Survey real estate people

- Contact landlords for packets/info for new residents

- # welcome packets distributed

Community members are exposed to cultural belief systems different from their own

- Zip code or other data from school system

Community members recognize and build on cultural strengths

Diverse neighbors feel they have an active role in community functioning

- # partnerships/connections D2 has with various communities

Diverse participation in the neighborhood is promoted and encouraged

- Document contacts to various businesses and organizations

- Survey multicultural block clubs to learn what works

Community events (such as parades) are places where neighbors come together and enjoy

Financial Capital

Business owners gain information about customers

- Customer counts at selected businesses

Community has additional retail opportunities

- # vacant store fronts

- # new businesses

- Survey residents about shopping opportunities

Local residents have access to new job opportunities

- Census - increase in residents' income

- Census - increased employment

Residents feel better about the built environment and therefore shop in the area

- Poll customers for addresses

- SPPD - Crime reduction

- New stories with positive spin about East Side
- Select businesses give employee address info
- ST -- Businesses sponsor programming in District 2
- White Bear parade promote businesses in area
- Count Business Assoc promotional events
- Businesses benefit from new development in D2

Human Capital

- Business owners are more informed
- Business owners gain information about customers
- ST -- Newly elected board members receive training that reveals their responsibilities to the board and community
 - D2 documents attendance at orientations
 - D2 holds annual trainings & documents attendance
- LT -- Board members are aware of their responsibilities and commit to the development of District 2
 - Survey board members
 - Attendance at monthly meetings
 - # committees & attendees
 - Document time commitment
- LT -- Community members will form the habit of properly disposing of trash
- ST -- Seniors are more comfortable in their homes
 - % of residents receiving visits from local seniors organizations
- LT -- Seniors stay in the community and share their talents
 - # of seniors participating in community events/local organizations
 - % of residents 65+
- Kids will have supplies necessary to learn
- Student attendance rates (for kids living in district) will increase
 - School/Dept. of Ed data
- Kids who live in district have higher achievement rates and are more likely to go to college
 - School data - testing/grades
- Residents are informed about District 2 events
 - # newsletter subscriptions
- More residents receive the e-newsletter
 - # subscribers to D2 newsletter
 - # letters to the editor
 - Readership survey
- Community members gain and share knowledge about code violations
 - Reduction in code enforcement complaints
 - Get info from DSI
 - Put info in newsletter & track
- Community members have access to healthy eating options

Aldrich Farmers' Market
Measure access capability
All community members are healthy
not measurable

Natural Capital

Businesses become supportive of natural resource concerns
Observe business practices & actions
Community garden will expand to more areas of District 2 encouraging participation by all ethnicities
gardens
Measure demographics of user registration list
ST -- Residents living near playgrounds will pick up trash on a regular basis
Observe playgrounds over time to check amount of trash
ST -- A community member provides an example to others by picking up trash -- taking ownership of the neighborhood
Monkey see/Monkey do/Survey Monkey!
Observe long-term trends
Observe if others mimic other residents' behavior
LT -- Community members will benefit from improved natural environment at the park
LT -- Community members will form the habit of properly disposing of trash
Collect data on amount of garbage
Observe park quality & behavior of residents
Surveys at parks & rec centers
Promote safe green space for residents
Survey residents about need for parks, walking & bike trails, sports areas
Collect data on vacant lots for land conversion
Document financial assistance and information given for rain gardens & wetland restorations
Residents maintain and enjoy green spaces
Interviews with park users (elders, school groups, sports teams, churches)
Park & Rec data on program usage
New buildings are LEED certified

Social Capital

Business owners are better organized
members in Business Associations
Business owners' relationship with police is improved
Bus. Assoc. creates police liaison
Document communication
Business Association is stabilized and active
new members
new volunteers
ST -- Board has established an outreach committee to encourage new members especially from underrepresented populations

Attendance of underrepresented community members

ST -- Staff will continue communication with current community garden participants

- # community garden meetings
- # attendees at meetings

ST -- Residents get to know their neighbors and look out for each other

- # block clubs
- # block club members

LT -- Community is safer for everyone

- Crime rate data

ST -- More neighborhoods have social cohesion built by block club participation

- Stats from Nurse Block Club - # visits, etc.

LT -- Kids feel supported by community members and businesses

- # volunteers for youth programs

More organizations and groups are linked together

- # local organizations
- # members in local organizations

Residents increase use of local resources

- # e-newsletter subscribers

Residents inform each other of positive activities and events in District 2

- Website information from Google analytics

Community members of all ages engage in activities that promote healthy relationship building

- Interview residents door-to-door/canvas

Community members feel fulfilled by resources and relationships

Neighbors provide meals for neighbors

Neighbors meeting each other and promoting recycling in the community

- Eureka recycling rates/weights

Neighbors build trust and create long-term relationships

- Interviews

Appendix G – West Side Community Council Program List

Development and Planning

- Development plans - Revitalize George Stryker area plan and begin community conversations around community development opportunities; West Side Flats Master Plan adoption and promotion, and implementation
 - **Partners:** Riverfront Development Land Use (RDLU) Committee of WSCO, community members, NeDA, WSCO board, West Side Flats Task force, City of Saint Paul
- Equity in Place Community Meetings
 - **Partners:** Alliance for Metro Stability, EIP partners, West Side Community/organizations, County and City representatives
- Transportation Organizing – engage community through listening sessions and collaboration with Transit leaders to make recommendations to Met Council and Metro Transit regarding routes and service.

Business/Economic Development

- Develop database of West Side Business and create directory
 - **Partners:** NeDA, Business Owners, WSCO Board
- Explore West Side business association or more informal network to support and collaborate on creating a vibrant business sector
 - **Partners:** NeDA, business owners, WSCO Board
- Develop and implement plan to fill vacant business lots such as former Jerabek's, Mazatlan, and West Side Groceries along Stryker Avenue
 - **Partners:** WSCO RDLU Committee, NeDA, community members
 - **Possible Partners:** Neighborhood Development Center
- Art on the Avenue – continue to develop and attract visitors from the region, celebrate the West Side Community, and provide economic opportunities for local artists and business owners
 - **Partners:** Art on the Avenue Planning Committee- West Side Business Owners, Artists, City of West Saint Paul, West Side Nonprofits
 - **Possible Partners:** CHAT, Wet Paint, ArtStart, Fort Road Federation

Community Engagement

- West Side Transit Group - support in community engagement activities around transportation investment (bicycle scavenger hunt, block club engagement, bus-rider interviews)
 - **Partners:** Wilder Foundation, Smart Ride, Women on Bikes, Cycles for Change, City of Saint Paul, Center for Democracy & Citizenship, Sprockets
- Block clubs – maintain and promote active participation
 - **Partners:** Springboard for the Arts, Wilder, community members, others TBD
- Voter education - disperse voter guides, hold candidate forums, and register new voters

- **Partners:** League of Women Voters, SPPS, WSCO board, other Ward 2 District Councils, others TBD
- Community Leadership Development – provide leadership development opportunities to at least 20 community members, focusing on food access, education, and arts as tool for community building

Food Justice

- Urban Farm at 76 Baker - fundraising and awareness raising to purchase vacant lot at 76 Baker and develop plan for programming for urban farm at 76 Baker
 - **Partners:** Neighborhood Development Alliance (NeDA) , Youth Farm, SPPS, City of Saint Paul, Growing West Side, community members
- Growing food on rental properties - work with rental units to organize around use of rental property for growing food
- Food policy – work with City officials to promote and implement healthy policies around food production/urban agriculture (i.e. policies that make it difficult for low income/people of color/immigrants, other communities to grow their own food efficiently)
- West Side Food Security Coalition – create and connect it with regional partnerships
 - **Partners:** Neighborhood House, Loaves and Fishes, Ce Tempoxcalli, Growing West Side, churches, community members, others TBD

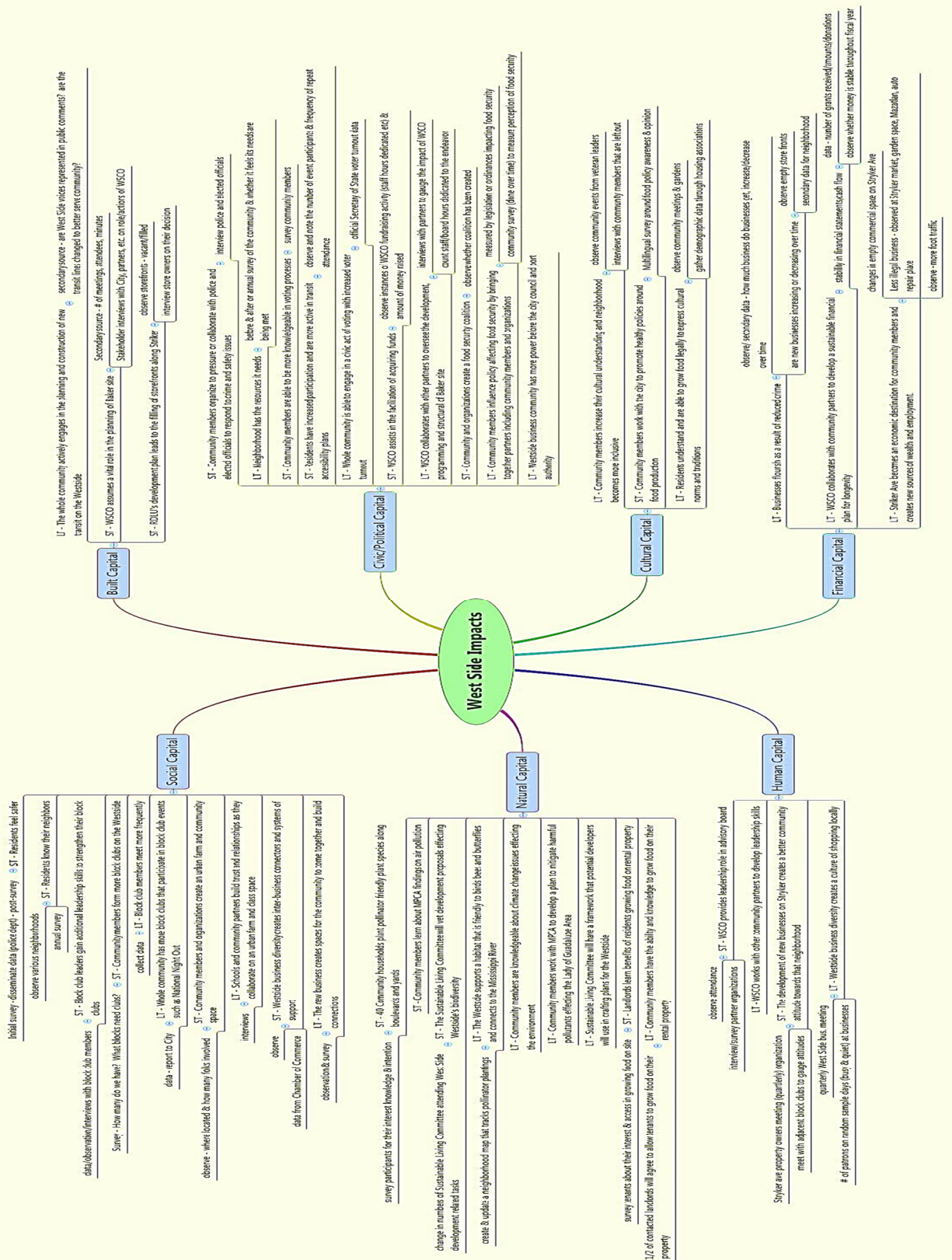
Youth Programming

- Collaborate with West Siders for Strong Schools to develop community programming at Humboldt High School
- Youth Advisory board – work with West Side youth to develop leadership skills, become more involved in community
- Work with SPPS, FAB and community around re-development of Baker Rec Center, work with partners to create community programs and use of re-designed building
- Circulator – work with community partners to re-instate circulator , addressing transportation issues for West Side youth

District Council- Collaborative projects

- Healthy Transportation for All (Staff Development and organizing around health and transportation)
- Intergenerational Cross-Cultural Dialogues – Creating opportunities for many ages to have meaningful dialogues
- From Dialogue to Action: Dialogues with SPPD, SPPS Staff, community, and youth
- DC Program Evaluation Project – Next step in developing evaluation strategies for district councils

Appendix H – West Side Community Council Impact Map



West Side Impact Map – Excel Version

Built Capital

- LT - The whole community actively engages in the planning and construction of new transit on the Westside
 - Secondary source - are West Side voices represented in public comments? Are the transit lines changed to better serve community?
- ST - WSCO assumes a vital role in the planning of Baker site
 - Secondary source - # of meetings, attendees, minutes
 - Stakeholder interviews with City, partners, etc. on role/actions of WSCO
- ST - RDLU's development plan leads to the filling of storefronts along Stryker
 - observe storefronts - vacant/filled
 - interview store owners on their decision

Civic/Political Capital

- ST - Community members organize to pressure or collaborate with police and elected officials to respond to crime and safety issues
 - interview police and elected officials
- LT - Neighborhood has the resources it needs
 - before & after or annual survey of the community & whether it feels its needs are being met
- ST - Community members are able to be more knowledgeable in voting processes
 - survey community members
- ST - Residents increase participation and are more active in transit accessibility plans
 - observe and note the number of event participants & frequency of repeat attendance
- LT - Whole community is able to engage in a civic act of voting & voter turnout increases
 - official Secretary of State voter turnout data
- ST - WSCO assists in the facilitation of acquiring funds
 - observe instances of WSCO fundraising activity (staff hours dedicated, etc.) & amount of money raised
- LT - WSCO collaborates with other partners to oversee the development, programming and structural of Baker site
 - interviews with partners to gauge the impact of WSCO
 - count staff/board hours dedicated to the endeavor
- ST - Community and organizations create a food security coalition
 - observe whether coalition has been created
- LT - Community members influence policy affecting food security by bringing together partners including community members and organizations
 - measured by legislation or ordinances impacting food security
 - community survey (done over time) to measure perception of food security
- LT - Westside business community has more power before City Council & Port Authority

Cultural Capital

- LT - Community members increase their cultural understanding and neighborhood becomes more inclusive

- observe community events from veteran leaders
- interviews with community members that are left out
- ST - Community members work with the City to promote healthy food production policies
 - Multilingual survey around food policy awareness & opinion
- LT - Residents understand & are able to grow food legally to express cultural norms & traditions
 - observe community meetings & gardens
 - gather demographic data through housing associations

Financial Capital

- LT - Businesses flourish as a result of reduced crime
 - observe/ secondary data - how much business do businesses get increase/decrease over time
 - are new businesses increasing or decreasing over time
 - observe empty store fronts
 - secondary data for neighborhood
- LT - WSCO collaborates with community partners to develop a sustainable financial plan for longevity
 - stability in financial statements/cash flow
 - data - number of grants received/amounts/donations
 - observe whether money is stable throughout fiscal year
- LT - Stryker Ave becomes an economic destination for community members and creates new sources of wealth and employment.
 - changes in empty commercial space on Stryker Ave
 - Less illegal business - observed at Stryker market, garden space, Mazatlan, auto repair place
 - observe - more foot traffic

Human Capital

- ST - WSCO provides leadership role in advisory board
 - observe attendance
 - interview/survey partner organizations
- LT - WSCO works with other community partners to develop leadership skills
- ST - The development of new businesses on Stryker creates a better community attitude towards that neighborhood
 - Stryker Ave property owners meeting (quarterly) organization
 - meet with adjacent block clubs to gauge attitudes
- LT - Westside business diversity creates a culture of shopping locally
 - Quarterly West Side bus. meeting
 - # of patrons on random sample days (busy & quiet) at businesses

Natural Capital

- ST - 40 Community households plant pollinator friendly plants along boulevards and yards
 - survey participants for their interest knowledge & intention
- ST - Community members learn about MPCA findings on air pollution
- ST - The Sustainable Living Committee will vet development proposals affecting Westside's biodiversity

change in numbers of Sustainable Living Committee attending West Side development related tasks

LT - The Westside supports a habitat that is friendly to birds bees and butterflies and connects to the Mississippi River

create & update a neighborhood map that tracks pollinator plantings

LT - Community members are knowledgeable about climate change issues affecting the environment

LT - Community members work with MPCA to develop a plan to mitigate harmful pollutants effecting the Lady of Guadalupe Area

LT - Sustainable Living Committee will have a framework that potential developers will use in crafting plans for the Westside

ST - Landlords learn benefits of residents growing food on rental property

survey tenants about their interest & access in growing food on site

LT - Community members have the ability & knowledge to grow food on their rental property

1/2 of contacted landlords agree to allow tenants to grow food on their property

Social Capital

ST - Residents feel safer

Initial survey - disseminate data (police dept.) - post-survey

ST - Residents know their neighbors

observe various neighborhoods

annual survey

ST - Block club leaders gain additional leadership skills to strengthen their block clubs

data/observation/interviews with block club members

ST - Community members form more block clubs on the Westside

Survey - How many do we have? What blocks need clubs?

LT - Block club members meet more frequently

collect data

LT - Whole community has more block clubs that participate in block club events such as National Night Out

data - report to City

ST - Community members and organizations create an urban farm and community space

observe - where located & how many folks involved

LT - Schools and community partners build trust and relationships as they collaborate on an urban farm and class space

interviews

ST - Westside business diversity creates inter-business connectors and systems of support

observe

data from Chamber of Commerce

LT - The new business creates spaces for the community to come together and build connections

observation & survey

Appendix I – St. Anthony Park Community Council Program List

SAPCC Communications:

Yahoo List Serve

Newsletter

SAPCC website resource hub with local non-profits and small businesses

Community Services:

Kasota Ponds clean-up

Rain garden clean-up

Environment Committee

The people that make up our Environment Committee focus on protecting and enhancing the quality of natural resources in St. Anthony Park through public involvement and advocacy. This committee works on everything that has to do with the environment, from planning, planting and caring for rain gardens, to advocating for recycling and much more.

Land Use Committee

People who sit on the Land Use Committee guide, evaluate, and monitor issues related to neighborhood development and preservation that influence the physical and economic wellbeing of St. Anthony Park and surrounding communities.

Transportation Committee

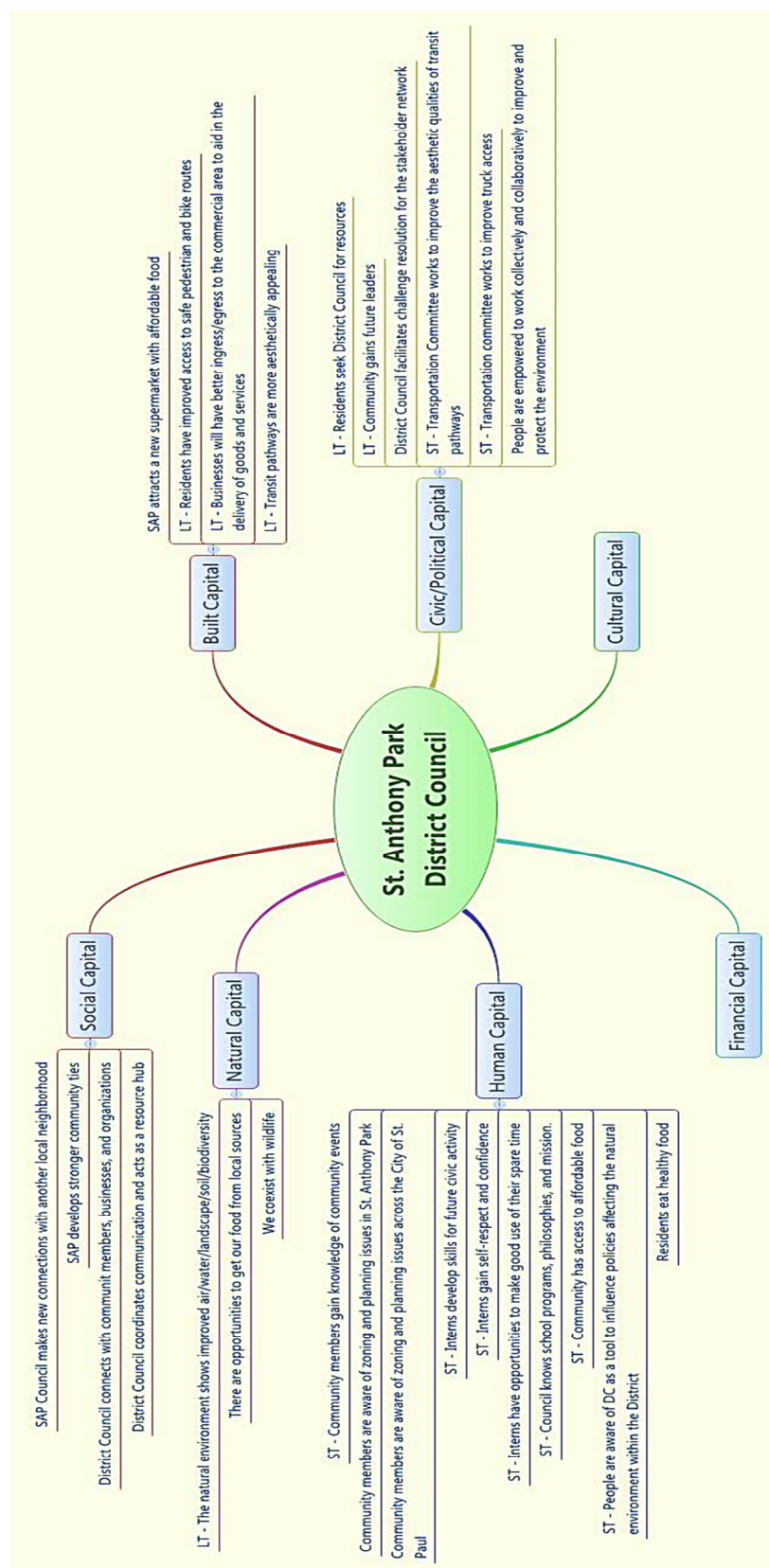
Transportation Committee members recognize the environmental and health benefits of walking, biking, and reduced reliance on cars, and support sustainable development opportunities posed by the new light rail Green Line and industrial land conversion. St. Anthony Park envisions a healthy balance of transportation options. Such options will encourage transit, bicycle, and pedestrian connections between homes and workplaces and between workplaces and commercial services.

Civic Stewardship Apprentice Program CSAP

The Civic Stewardship Apprentice Program (CSAP) is an initiative of the St. Anthony Park Community Council geared toward connecting aspiring youth to the neighborhood by taking ownership of and participating in their community in positive ways. Through various action-applied learning activities and one-on-one mentoring with SAPCC staff, participants will experience local government and democracy in action. Students will work with various community stakeholders on local- and city-level issues that interest them, learning firsthand how to positively affect the communities in which they live. The CSAP will empower and foster our future and emerging leaders to positively contribute to and improve local outcomes in a growing social movement of participatory civic stewardship.

Community Garden: The community garden hosts a location for neighbors to grow vegetables and herbs during the summer. Last year, the community garden donated 550 pounds of food to a food shelter.

Appendix J – St. Anthony Park Community Council Impact Map



St. Anthony Park Impact Map – Excel Version

St. Anthony Park District Council

Built Capital

- SAP attracts a new supermarket with affordable food
- LT - Residents have improved access to safe pedestrian and bike routes
- LT - Businesses will have better ingress/egress to the commercial area to aid in the delivery of goods and services
- LT - Transit pathways are more aesthetically appealing

Civic/Political Capital

- LT - Residents seek District Council for resources
- LT - Community gains future leaders
- District Council facilitates challenge resolution for the stakeholder network
- ST - Transportation Committee works to improve the aesthetic qualities of transit pathways
- ST - Transportation committee works to improve truck access
- People are empowered to work collectively and collaboratively to improve and protect the environment

Cultural Capital

Financial Capital

Human Capital

- ST - Community members gain knowledge of community events
- Community members are aware of zoning and planning issues in St. Anthony Park
- Community members are aware of zoning and planning issues across the City of St. Paul
- ST - Interns develop skills for future civic activity
- ST - Interns gain self-respect and confidence
- ST - Interns have opportunities to make good use of their spare time
- ST - Council knows school programs, philosophies, and mission.
- ST - Community has access to affordable food
- ST - People are aware of DC as a tool to influence policies affecting the natural environment within the District
- Residents eat healthy food

Natural Capital

- LT - The natural environment shows improved air/water/landscape/soil/biodiversity
- There are opportunities to get our food from local sources
- We coexist with wildlife

Social Capital

- SAP Council makes new connections with another local neighborhood organization
- SAP develops stronger community ties
- District Council connects with community members, businesses, and organizations
- District Council coordinates communication and acts as a resource hub



Combined Impact Map – Excel Version

Built Capital

The built environment and infrastructure is well-maintained in all areas of the community and contributes equitably to the well-being of all community members.

There is sufficient, affordable, and quality housing to meet the needs of current and future district residents

- Data - track DSI complaints

- Survey - residents (owners & renters) re: housing needs and availability

- Data - track affordable housing stock (purchase rate & tax statements)

Business districts are safer

- Data - track SPPD crime stats

- ST - Observe - increase in foot traffic

- Survey/Interview - conducted onsite to gauge community perception

- Observe - # community gatherings over time

New businesses/office spaces are built

- Observe - count office spaces and track over time

New transit developments serve all community members' needs

- Observe - development of new transit

- Survey - community members- does new transit meet your needs?

New buildings are LEED certified and meet other health and environmental safety standards

- Data - verify certification of new buildings through City data/builders

The District has a community center that serves the needs of all community members

- Survey/Interview - ask community members if the community center meets their needs

Community participates in the development and implementation of plans to fill vacant storefronts

- Observe - count vacant storefronts and track over time

- Observe - attendance at development meetings/hearings

Community members are pleased with the aesthetic qualities of their community

- Survey - community members

Civic/Political Capital

All community members have equitable access to the knowledge and resources necessary to influence policies and the distribution of resources

Community members work with police and elected officials to improve response to crime and increase safety.

- Interview/Survey - community members over time to track perception of safety & police response to crime

Community members are more knowledgeable in voting processes

- Data - count attendance at voter education workshops or # materials sent out

- Survey - community members regarding knowledge of voting process

Residents are more active in transit planning

- Data - track # community meetings, # community participants

Community members feel they have the ability to influence transit planning and issues

- Survey/Interview community members at public hearings & community gatherings

Whole community engages in a civic act of voting & voter turnout increases

- Data - Secretary of State voter counts

District Council collaborates with community partners in planning and community development.

- Interview - partners to gauge the impact of DC partnerships

- Data - count dedicated staff/board hours

ST - Community and organizations establish a food security coalition

- Observe - whether coalition is established & active

LT - Community members positively influence food policy
 Data - # positive legislation/ordinances

LT - District business community has sufficient power to influence City Council and regulatory bodies at all levels of government

Community members participate in creating development plans for new and existing sites
 Data - record # of meetings, # community attendants

ST - More neighborhoods have social cohesion through increased block club participation
 Data - track # active block clubs & membership over time
 Survey/Interview - community members regarding perception of social cohesion

LT - Every block has a block club
 Data - track new & existing block clubs

ST - More community members feel empowered to affect change in their neighborhood

LT -- More people participate in District Council programs/efforts
 Data - #Newsletter subscriptions
 Data - block club membership info
 Data - track attendance at Council meetings

More residents receive the newsletter
 Data - track # newsletter subscribers

Community members are vested in long-term sustainability of community programming
 Survey/interview - community members regarding long-term plans
 Data - track # active District volunteers/board members

Community members influence policies and distribution of resources
 Data - voting rates in government elections, as well as other local organizations
 Observe/count - DC participation rates
 Observe/count - participation in task forces
 Observe/count - participation in community/social service organizations
 Data/observation - re: expansion/accessibility to resources, including park preservation, playgrounds, library hours, buses/transit routes, retail expansions, housing, maintenance of greenway/spaces

Residents are supported in their advocacy efforts at City Hall
 Survey - residents re: participation in campaigns/gov't processes
 Survey - active residents re: perception of support from gov't & DC

District Council is successful in policy change
 Data - track policy efforts & successful change

LT - Board members are actively involved in the development and success of District
 Survey - board members re: participation/commitment levels
 Observe - attendance at monthly meetings
 Observe - # committees & attendees
 Data - document & track board members' time commitment

Communication is improved through more frequent town hall meetings

Cultural Capital

All cultures, traditions, and spiritual practices within the community are mutually respected and considered assets.

ST - Community members gain more cultural knowledge
 Interview/survey - community members regarding knew cultural knowledge
 Data - track attendance at cultural events
 Observe - level of diversity at cultural events

LT - Neighborhoods become more inclusive as a result of learning about their neighbors culture
 Data - track block club membership
 Observe - level diversity at cultural events

LT - Residents are able to grow food legally to express cultural norms and traditions

- Survey - translated into appropriate languages - re: food policy awareness & opinion
- Observe - gardens and participation
- Business associations reach out to diverse businesses and owners
 - Data - compare business association membership to existing businesses
 - Data - document who was reached out to & how
- ST - District Council establishes an outreach committee to encourage new members from underrepresented populations
 - Data - document outreach efforts
 - Data - demographics of board members, volunteers, etc.
 - Survey/Interview - members of underrepresented populations regarding perception of inclusion
- Board members that reflect the diversity of the district
 - Data - request board members to report race, ethnicity, etc.
 - Data - compare board member demographic data to Census/Wilder data
- Community gardens will expand to include more neighborhoods and ethnicities
 - Observe - new participants & new garden locations
- District will attract new residents
 - Survey real estate people
 - Contact landlords for packets/info for new residents
 - # welcome packets distributed
- Community members are exposed to cultural belief systems different from their own
 - Observe - attendance & interactions at community events
 - Data - track block club membership & demographics
 - Survey/Interview - community members regarding the extent of their experiences with diverse groups of residents
- Community members recognize and build on cultural strengths
- Diverse neighbors feel they have an active role in community functioning
 - Data - board member/volunteer demographics
 - Data - # partnerships/connections District Council has with diverse organizations
 - Survey/Interview - community members from all backgrounds regarding their perception of inclusion/efficacy
- Community events (such as parades) are places where neighbors enjoy each other's company
- Residents are able to access culturally appropriate goods and services
 - Observe - # culture specific businesses
 - Survey - community members re: where they get their goods
- Residents of diverse backgrounds feel valued and appreciated
- Community events incorporate relevant cultural aspects (food, art, traditions, etc.)
- Community events are brought to the neighborhoods of diverse and traditionally underrepresented residents

Financial Capital

- Personal income and wealth disparities are reduced and there is an equitable distribution of public funding
- District Council assists in the acquisition of financial resources for the community
 - Observe - District fundraising activity (staff hours dedicated, # projects, etc.) & amount of money raised
- LT - Businesses flourish as a result of reduced crime
 - Observe - traffic in business district & increase/decrease over time
 - Data - track amount business taxes collected
 - Observe - increase/decrease of # empty storefronts over time
 - Survey - businesses & owners regarding activity
 - Survey - residents re: perception of crime levels
- Businesses benefit from new development in District
 - Observe - traffic in business district & increase/decrease over time

- Data - track amount business taxes collected
- Observe - increase/decrease of # empty storefronts over time
- Survey - businesses & owners regarding activity
- District Council collaborates with community partners to develop a sustainable financial plan
 - Data - stability in financial statements/cash flow
 - data - number of grants received/amounts/donations
- LT - District and local businesses attract customers and economic investment
 - Observe - # empty storefronts/office spaces
 - Data - crime statistics (should decrease as a result of more economic activity)
 - Observe - traffic in business district
- LT - Flourishing businesses create new sources of wealth and employment
 - Survey - businesses regarding staffing level changes
 - Data - homeownership rates in District
 - Data - Census/Wilder data re: income
- Community has additional retail opportunities
 - Observe - # vacant store fronts
 - Observe - # new businesses
 - Survey - residents regarding shopping habits/destinations
- Local residents have access to new job opportunities
 - Census - increase in residents' income
 - Census - (un) employment rates
- Residents shop locally as a result of improved perception of built environment
 - Data - poll customers for addresses
 - Data - SPPD crime statistics
 - Observe - publicity, news, & # positive articles re: District
- Businesses sponsor District programming
 - Data - District funding sources/business donations
- Community events promote local businesses
 - Observe - business promotion at events
- New business development creates a better community attitude towards that neighborhood
 - Survey - residents regarding attitudes
 - Interview - adjacent block clubs to gauge attitudes
- LT - Increased business diversity creates a culture of shopping locally
 - Survey/Interview - quarterly business association meetings
- Community members are aware of all accessible funding sources to support their business or non-profit endeavors
 - Observe - attendance at workshops re: funding
- District Council supports neighborhood leaders in their fundraising efforts for community projects
 - Observe - # neighborhood projects with outside funding
 - Survey - neighborhood leaders re: support from DC
- Businesses in the community are preferred by community members and fit within neighborhood plan
- The District has a marketing plan to promote a positive image and unique qualities of the neighborhood
- Targeted initiatives support traditionally underrepresented business owners
 - Survey - business owners of cultural businesses

Human Capital

- All community members have equal access to education and training to acquire the resources and skills needed to live the lifestyle they desire.
- District works with community partners to develop leadership skills
 - Observe - # development opportunities offered
- Business owners are informed of ordinances, regulations, and available resources
 - Survey/Interview - business owners re: knowledge of laws, resources, etc.

- Data - business association membership
- Data - track # business fines/citations over time
- Observe - # business education events and/or disseminated publications
- ST - Newly elected board members receive training regarding their responsibilities to the board and community
 - Observe - attendance at orientations
 - Observe - annual trainings & document attendance
- Board members are aware of their fiduciary responsibilities for the District Council and their community
- District Council staff receive quality training to increase their capacity to serve the community
- ST - Community members learn how to properly dispose of waste
 - Data - # trainings & educational materials sent out
- LT - Community members properly dispose of waste
 - Observe - trash/recycling habits in District
 - Data - Eureka participation rates, amount of garbage collected, compost participation
- Seniors are more comfortable in their homes
 - Data - % of residents served/visited by local seniors organizations
 - Survey/Interview - local seniors regarding quality of life
- LT - Seniors stay in the community, pass down knowledge, and share talents
 - Observe - # of seniors participating in community events/local organizations
 - Data - Census/Wilder # of residents 65+
- Kids will have resources (supplies, clothing, books) necessary to learn
 - Survey - local schools re: kids' access & preparation for school
- Student attendance rates (for kids living in district) will increase
 - Data - local school/Dept. of Ed attendance rates
- Kids who live in district have higher achievement rates
 - Data - local school testing/grades info
- Residents are informed about District events
 - Data - # newsletter subscriptions
 - Survey/Interview - residents regarding awareness of local events
- More residents receive the newsletter
 - Data - # subscribers to newsletter
 - Observe - # letters to the editor
- Community members gain and share knowledge about code violations
 - Data - DSI data re: code enforcement complaint, citations
 - Observe - amount of info in newsletter
- Community members have access to healthy eating options
 - Observe - traffic at local farmers' markets
 - Observe - local stores with fresh food
- All community members are healthy
 - not measurable
- District residents learn the economic benefits of shopping locally
 - Observe - traffic at local establishments
 - Survey - residents re: shopping destinations
- District Council supports residents in obtaining employment through skill development and search assistance

Natural Capital

- All community members live in safe and clean environments and have equal access to safe and clean natural resources
- Households plant pollinator friendly plant species along boulevards and yards
 - Survey - residents re: knowledge & plants

ST - Community members are aware of MPCA data on air pollution levels
 Observe - # postings & website activity, articles in newsletter & subscribers

ST - District Council Committees will vet development proposals for potential environmental effects
 Observe - # relevant committee members & tasks

LT - The District supports a habitat that is friendly to birds, bees, and butterflies.
 Observe - biodiversity in District

ST - Community members are knowledgeable about climate change issues

ST - Community members have greater awareness of the natural resources in their district

LT - Community members work with MPCA to develop a plan to mitigate harmful pollutants

ST - District Council Committee will provide environmentally sound framework to potential developers in District
 Observe - committee products
 Observe - developer communications with District Council

LT - Developers will adopt more environmentally conscious practices for projects within the District
 Data - new buildings are LEED certified
 Observe - developer practices and products
 Survey - developers re: change in practices

ST - Landlords learn benefits of residents growing food on rental property
 Survey - landlords re: gardening policy

LT - Community members have the ability and knowledge to grow food on their rental property
 Survey - landlords report policies re: gardening policies
 Survey - tenants re: awareness & gardening practice

Businesses become supportive of natural resource concerns
 Observe - business practices & actions
 Survey/Interview - business owners re: practices

Community garden will expand to more areas of District and include more participants
 Observe - # gardens
 Observe - # new participants over time

ST - Residents living near playgrounds will pick up trash on a regular basis
 Observe - regular visit to playgrounds to check amount of trash

LT - Community members benefit from improved natural environment at local parks
 Observe - usage of parks
 Data - # shelter reservations at local parks
 Survey - re: usage/appreciation of parks

LT -- Community members will properly dispose of waste
 Data - amount of solid waste over time
 Observe - litter at local parks
 Data - track Eureka recycling participation rates

District Council will promote safe green space for residents
 Observe - committee campaigns & projects
 Observe - newsletter & local publications for promotion of green spaces

Residents maintain and enjoy green spaces
 Interview - park users on site
 Data - from Parks & Rec on program usage

ST - Community members know how to file complaints regarding noise, pollution, and dumping violations

Residents participate in community clean-ups
 Observe - # participants
 Observe - amount of waste collected at clean-ups

Social Capital

All community members have equitable access to organizations and networks and the opportunities they provide.

ST - Residents and families feel safer in the community

Survey - pre-survey - disseminate data (police dept.) - post-survey

ST - Residents know their neighbors

Observe - block club events

Survey - annually re: residents connections to neighbors

LT - Block club participation increases and new block clubs form

Observe - registration of new block clubs & membership rates

LT - Block club members meet more frequently

Observe - # block club meetings before/after

LT - Block clubs actively participate in community events such as National Night Out

Data - report to City

Observe - block club members at events

LT - Schools and community partners collaborate on projects to enhance the community

Interview - school administration re: local projects

LT - Business owners are more connected and better able to support each other

Data - track business association membership

Data - from Chamber of Commerce

Survey/Interview - business owners re: connections with other businesses

Business owners' relationship with police is improved

Observe - Bus. Assoc. relationship & communications with police

Observe - new business association/police initiatives to collaborate

District Council staff maintain communication with other local organizations/project leaders.

Observe - communications

Survey - local organizations/project leaders re: communication with staff

LT - Kids feel supported by community members and businesses

Observe - # volunteers for youth programs

Data - # youth programs/events in community

Survey - kids at events

Seniors are connected with youth and other volunteers to help with household chores and stay in their homes

More organizations and groups are linked together

Data - # members in local organizations

Residents share positive experiences, activities, and events in the District

Data - website traffic/information from Google analytics

Data - posts on Facebook or other social media sites

Survey - at events, how attendants learned about it

Community members feel fulfilled by local resources and relationships

Survey - annual satisfaction survey

Interview - canvas neighborhood and talk with community members

Neighbors build trust and create long-term relationships

Interview - residents

Survey - annual satisfaction survey

Data - block club membership rates & # new block clubs

District Council collaborates with local cultural organizations to better serve the community