

Capital Regional District

Victoria, British Columbia

Regional Pedestrian and Cycling Masterplan

Considerations for Community
Engagement, Education and Evaluation

October, 2012



Royal Roads University
Sustainable Community Development

We Honour the First Peoples of the Capital Region

Before this land was called the Capital Regional District, before Europeans came, Coast Salish and Nuuchah-Nulth Peoples hunted and gathered here for thousands of years. We honour the Esquimalt, Songhees, Pauquachin, Tseycum, Tsawout, Tsartlip, Scia'new, T'souke, Malahat and Pacheedaht peoples. They built sustainable communities in harmony with Mother Earth, built and planned for seven generations. Deep respect for this land was part of their lives and cultures. This rich land was a trading center for a diversity of First Peoples. The Lekwungen People, also known as the Esquimalt and Songhees Nations, who spoke Lekwungen, a Coast Salish dialect, had cultivated land and a well-populated community in what is now Victoria when James Douglas arrived in 1864. Active transportation was part of life for all the Original Peoples. They walked everywhere here. Their public transit was the big canoes that could carry thirty or forty people, or tons of cargo. There were no greenhouse gas emissions. Materials were renewable and sustainable. This land was rich and well managed. It supported a healthy, sustainable community. The Coast Salish Peoples combined their art and culture with transportation. Their boats were beautifully decorated with carvings and colours. When they visited other nations, they brought gifts of art and decorated clothing. We have much to learn from the First Peoples, especially how to live in harmony with this part of the Earth, and how to celebrate with art, music, and rich culture, as we move around what we now call the Capital Regional District...

(With thanks to the Victoria Native Friendship Centre for information used here)



Taken from RRU Residency 1 Graphic Record: Telling Our Stories

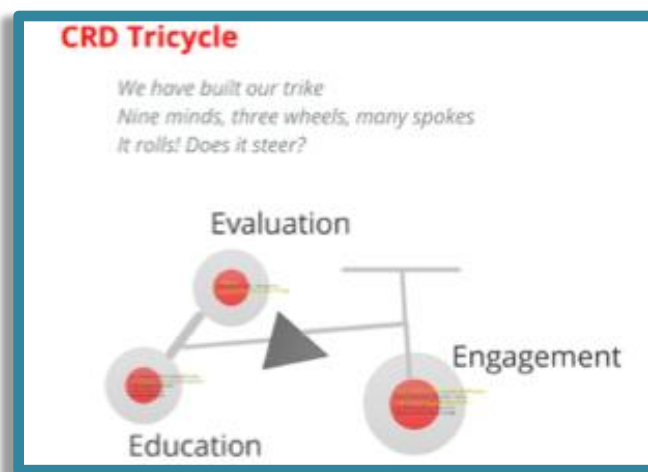
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Executive Summary

This report is the culmination of the research and documentation completed by the Royal Roads University, Sustainable Community Development 2012 cohort. The Collaboration Proposal, submitted by the cohort and endorsed by the Capital Regional District (CRD) planning staff, **identifies three key areas of interest to assist in the implementation of the Regional Pedestrian and Cycling Masterplan (PCMP): Engagement, Education and Evaluation.** A separate toolkit (attached) provides support documentation that relates to the report recommendations and processes. Stated within the initial collaboration proposal: “It is the belief of the RRU cohort that like the wheels of a tricycle, work developed in these areas will move the plan down the road to implementation and community engagement.” The cohort proposes several initiatives that we believe will reinforce “moving the plan down the road”:

1. **Frame implementation of all three E’s within the Appreciative Inquiry Principles.** We believe this is foundational to the success of our recommendations.
2. **Engage participants by conducting asset-based community development.** Participants will celebrate their successes and discover links and bonds of social capital, which will encourage and strengthen the change momentum.
3. **Collect stories about active transportation,** using Appreciative Inquiry techniques to provide a deeper understanding of the values and barriers citizens have toward the PCMP.
4. **Enhance resiliency,** with greater understanding, broad based community support, and an increase in engagement,



which can be expected to positively feed into the momentum.

5. **Recognize safety as a major concern** to citizens considering the switch to active transportation (CRD, 2011).
6. **Educate motorists, cyclists and pedestrians** on safe travel, and provide citizens with the skills and knowledge to travel safely by facilitating a multi-faceted campaign, initiated with a school based pilot program. It is reasonable to assume that this would lead to safer travel and an increase in comfort on the road, which would lead to an increase in the number of people participating in active transportation.
7. **Create a sound evaluation strategy** that will help provide clarity and a sense of shared direction amongst the diverse group of individuals and communities in the CRD collectively implementing the PCMP.

Appreciative Inquiry

Appreciative Inquiry (AI) is a way to inquire, speak, and engage, in work with groups that helps people move forward in their work. “Appreciative Inquiry is the study of what gives life to human systems when they function at their best” (Whitney & Trosten-Bloom, 2010). By placing our focus on positive ideas and thinking, which leads to a vision, AI methods empower individuals and groups to take steps toward their vision. Appreciation of the success of these first steps often makes the next steps easier and more joyful. Several of the learners in this class have tried AI methods in our work during our learning. The results have been remarkable.

One of the challenges the CRD faces moving forward with the PCMP is to grow open and active support across all regions. AI may help to trigger the natural and positive movement toward participation of each community through their own stories. Story-telling and story collection may encourage active transportation, especially if the communities’ stories are understood and acknowledged (Bopp & Bopp, 2011; Whitney & Trosten-Bloom, 2010).

Engagement

Recognizing Values

“Values are central to how we organize, to how we see our place in the biosphere and the space we believe we are entitled to, to how we see our knowledge systems, and to the technologies we design and use” (Dale, 2001, p. 27). Community values are one of the distinguishing characteristics that differentiate one region from another within the CRD, and may explain the various degrees of engagement or indifference toward the PCMP (see Appendix

A). For this reason it is imperative that the CRD work toward developing a comprehensive understanding of the values of all stakeholders, as well as providing the support, infrastructure and sufficient time for community value transformation to occur. “Values reveal the “center of gravity” of the thinking systems...and help identify what decision processes leaders can use” (Hamilton, 2008, p. 121). The following recommendations are concepts and methods designed to facilitate the goals and objectives outlined by the CRD while providing stimulus for transformation of values through positive and participatory action by all stakeholders.

The CRD has outlined several objectives within the PCMP that act as guide lines for encouraging engagement and supporting the cultural shift required for its implementation (CRD, 2011). While the objectives and overall framework for engagement are essential “to ensure that CRD residents have the skills, information, confidence and support they need to walk and bicycle more” (p. 18) relying solely on the dissemination of knowledge may be insufficient for the transformation of community values. This report recommends that the CRD adopt two principle concepts, social networking and story-telling, to facilitate the promotion and widespread adoption of the PCMP by all stakeholders within the CRD. Within this report is a brief explanation of the meanings and relevance of social networking and story-telling, followed by implementation and community assessment strategies.

Recommendations

Story-telling

The CRD has expressed an interest in developing a story bank to celebrate the positive culture of walking and cycling in support of sustainable transportation. Stories are windows into the rich and in-depth cultural reservoirs of knowledge vital to all communities. Story collecting and telling not only enrich the lives of community members but also offer insight into community values and shared meanings, knowledge otherwise difficult to access or comprehend to non-community members. In the case of the CRD story-telling and story collection may incite interest and support of active transportation, motivating community members to take a more participatory role in the community development process, especially if their perceptions are understood and acknowledged (Bopp & Bopp, 2011). The function of AI methodology in reference to the PCMP is to strengthen the system's 'positive core' by gathering and sharing stories that reflect diverse and positive experiences of walking and cycling throughout all regions in the CRD thus resulting in positive community transformation and sustainable success (Whitney & Trosten-Bloom, 2010). In keeping with the CRD's guidelines for public participation, story collecting and story-telling would promote a deeper understanding of the values of those communities not currently aligned with the PCMP including First Nation peoples, rural and isolated communities within the CRD.

There are many examples of best practices such as Anecdote Circles and Appreciative Inquiry interview processes that are designed to assist in story collection and story-telling through the application of AI methodology (see Appendices B and C respectively).

Social capital

There is a strong argument for increasing the social capital already in effect when it comes to transforming values and behaviour; "large-scale social change comes from better cross-sector coordination rather than from the isolated intervention of individual organizations" (Kania & Kramer, 2011, p. 3). Networks between organizations and stakeholders within the CRD should be endorsed for the purpose of strengthening existing social bonds within regions and extending social bridging across communities. Dale and Newman (2005) state that while bonding ties can "create dense network structures and strong but localized trust" (p. 2) it is "bridging social capital [that] allows actors to access outside information and overcome social norms with support from outside the local network...bonding capital provides the group resilience needed to absorb the benefits of bridging capital; the two capitals are complementary" (p. 2). Some integration of existing social networks has already begun as a result of the development of the PCMP, organizations such as the Citizen's Advisory Council and Technical Advisory Committee (CRD, 2011). Increased integration across the CRD will set the conditions for all communities to share knowledge and education strategies while engendering community participation.

Strategies

Asset based community development: building social capital

Asset Based Community Development (ABCD) is a tool applied to community building and revitalization that is focused on "strengthening the capacity of residents, associations, and organizations to work, individually and collectively, to foster and sustain positive neighbourhood change" (The Aspen Institute, 1997). The ABCD method seeks to identify and leverage the resources within a community by first mapping assets, then mobilizing them to facilitate productive and meaningful connections (see Appendix D). The CRD would benefit from embracing the ABCD approach to identify, make visible and facilitate connections between existing community groups and organizations already active within the CRD.

The Constellation method

Maintaining social capital and providing a mechanism for stories to be shared is vital to the resiliency of the PCMP. As such, working groups and task forces of stakeholders from across all municipalities in the CRD will be required. The Constellation model is an organizing framework that can aid with multi-stakeholder collaboration when groups who share common goals wish to work together to carry out specific tasks without formally integrating as partners or promoting changes in policy (Surman, 2006). For these reasons it is recommended that the CRD apply the Constellation model (see Appendix E) to manage existing and develop new social networks throughout the 13 regions, maximizing social capital and support for the PCMP. Appendix E identifies many of the existing stewardship groups and Constellation Partners who already exist within the CRD. The Constellation model offers the flexibility

required in multi-tiered and multi-lateral cooperation and can be modified to adapt to specific circumstances as they arise. By employing this strategy, the CRD will be equipped with the necessary tools to act as a bridge between organizations and provide the space and degree of collaboration this scale requires.

Together, the ABCD method and the Constellation model provide the CRD with strategies that aid in both building and managing social networks essential for successful implementation of the PCMP. This multi-pronged approach optimizes existing assets, provides the platform for the collection and telling of stakeholders' stories, and encourages community participation.

Summary of Engagement

Our recommendations equip the CRD with the tools required to establish strong social networks and participate in the story collection of all stakeholders, increasing its capacity to implement a resilient and successful PCMP. "An integrated sustainable community plan differs from conventional planning by being collaboratively developed in the community through participatory techniques that allow for the full involvement and engagement with the socio-economic life of the community, and the natural system upon which the community depends" (Ling, Dale & Hanna, 2007, p. 1). We can avoid breakdowns in integrated planning by designing the engagement process to be widely inclusive, prevent fragmentation of social networks and create the conditions for responsibility and commitment by all stakeholders.

Education

The principles of AI can provide an effective approach to education for active transportation within the CRD by setting a positive, inclusive framework for discovery. The CRD is by nature, a facilitator, a repository and disseminator of information. The CRD can provide vital support services to community-based groups as they organize and grow their own solutions to sustainable active transportation education.

Education is about raising awareness and making linkages for communication, idea sharing, and developing social capital. Approaches that address the question, “What kinds of tools and training would increase engagement and interaction?” are necessary. Three distinct arenas of education have been identified: *safety education*, *policy education* and *business education*. A brief description of what information each education arena is required to increase their engagement and interaction follows. Appendix F recommends a youth bike safety pilot project with an intergenerational approach that optimizes community engagement and program resilience. Opportunities to learn about Sustainable Communities from a First Nations’ perspective, and the experience of all participants working together in the respectful, positive atmosphere of AI methods have great potential.

Safety Education

Safety education involves informing engaged and potential cyclists, pedestrians and motorists about safety and the benefits of non-motorized transportation through programs, booklets and advertising campaigns. It involves informing each identified group about each other to gain understanding about their patterns and behaviours. Education must be

done in such a way as to inspire individuals to willingly act on the new information, a multi-faceted approach striving to gain maximum understanding of stakeholders and to stimulate civic engagement (Putman, 1995). The key to accomplishing this is to make the information relevant to the stakeholder (Brown, 2005, p. 15).

Bicycle safety education within the school system or with school aged children was emphasized as a priority during the initial meeting between the CRD and RRU cohort in May 2012. The benefits include potential lifelong increase in bicycle use by the students, and decrease in accidents as students learn and retain bike safety skills, both as bike riders and as future auto drivers. In addition, the potential ripple effects within families and communities through school-based education of children and youth could be broad and far reaching. If a sustainable, long-term bike safety program could be delivered to every grade seven student within the CRD, we believe it would be a considerable contribution to Active Transportation as part of the community lifestyle. The recommended Pilot projects would first target grade school students, with expansion to an intergenerational adult education component in year two. This work can be directly applied to other target groups as participants learn AI and story collection techniques. Appendix F outlines the approach recommended by the cohort, for bike safety education.



Policy Education

The second group identified are the policy makers, who will need to hear all stakeholder voices to better understand barriers and benefits to make walking and cycling an ‘irresistible form of travel’ within the CRD (CRD, 2011, Vision Statement). The preliminary survey results from the *Origin and Destination* survey, completed by the CRD, provide a clear picture of perceived barriers for individuals adjusting their transportation modes. Further evaluation and more dialogue are necessary to provide insight into how to overcome these barriers. The CRD needs to understand what motivates each identified stakeholder group in order to address the issues and deterrents, and ensure sustained results.

Two way communication between governing bodies and all citizens through open dialogue formats such as Appreciative Inquiry will

prevent gridlock in the change momentum (Dale & Newman, 2008). To ensure the desired change is sustainable the CRD must engage these groups through multiple perspectives.

Business Education

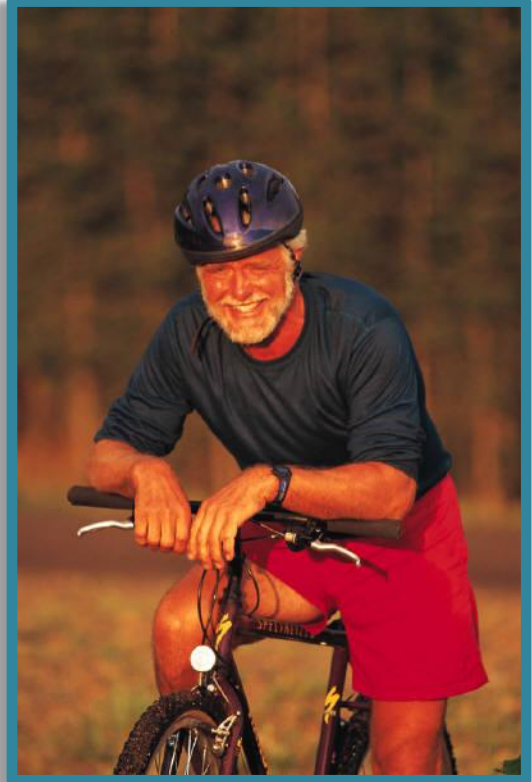
The third target group of stakeholders to be informed is local business owners directly affected by the PCMP. International sustainable development work has discovered that businesses want to help society and the environment while improving their business returns (Sneddon, Howarth & Norgaard, 2006). There are many excellent examples of all parties benefiting from collaboration with local and national businesses, demonstrated in the *Federal Investment in Bicycling Infrastructure* report, and *Trails to Sales* survey results posted on the Bikes Belong website (Bikes Belong, n.d., Statistics and Research).

An example follows of how education could impact this key sector by breaking down perceived barriers through information. Bikes Belong, a national biking organization based out of Boulder, Colorado published 10 success stories on cycling infrastructure investments. Local merchants perceived that their businesses would be negatively impacted by proposed cycling infrastructure projects (Bikes Belong, n.d., 10 Success Stories). However, Bikes Belong research indicates the benefits from increased pedestrian and cycling traffic far outweigh the loss of auto traffic¹. Dialogue with local businesses within the CRD is necessary to realize the benefits of the PCMP vision for the community and their individual businesses.

¹ Valencia Street Redesign San Francisco, 1 year trial auto lane closure, cycling increased by 144%, total collisions decreased by 20%, 10% decrease auto traffic, 66% merchants claimed positive impact

Summary of Education

We build sustainable community and encourage diversity when we encourage a process of multiple groups with different interests and perspectives to self-organize around questions provided by the CRD, as in the pilot example of Kidscan bike education in schools. The Pilot with students, and subsequent adult engagement, can bloom into full CRD engagement, not just for bike safety but also for other initiatives. Using a grass roots approach, with diverse groups pursuing their own passions and interests for active transportation, innovation and engagement can be expected to emerge. This is the principle behind the proposed bike education pilot project. It will demonstrate a dynamic process with much to learn and celebrate through the process.



Evaluation

Value of Evaluation

The CRD can use the evaluation process to bring people together as part of a “collaborative learning process that can help identify methods for improving mobilization and asset-building efforts” (Berkas & Hong, 2000, p. S-1). “Effective evaluation should contribute to the learning and development process, rather than simply ticking boxes and informing managers about where a course program or development project has ‘passed’ or ‘failed’” (Field, n.d., p. 1). The evaluation process can function as an on-going community building exercise, creating a network of individuals with diverse backgrounds, areas of expertise and viewpoints who are interested and committed to the PCMP and/or the CRD.

“[In] many cases evaluation activities add to staff motivation, providing an opportunity to reflect on what has been done, [and] recognize achievements” (Field, n.d., p. 1). Thus, evaluation can play a key role in keeping staff and volunteers engaged, excited and feeling appreciated for their contributions. Furthermore, the CRD could approach evaluation as an opportunity to tell the story of the PCMP (Berkas & Hong, 2000, p. S-33). This would allow the CRD to communicate in its own voice the distinct experiences, outcomes and findings that do not lend themselves to being quantified. These stories will continue to motivate participants and serve as tools to publicize, promote, inspire and educate the PCMP within the CRD. This report proposes a number of education and engagement strategies that support the CRD in creating evaluation opportunities for individuals and groups to monitor changes in pedestrian and cycling perceptions and behaviours.

Evaluation Processes

To conduct a comprehensive evaluation process, the Search Institute recommends starting with the formation of an evaluation team, seeking “representation from the organizations and groups that are most interested in the results of your evaluation” (Berkas & Hong, 2000, p. S-11). Team members should include people with knowledge and experience in evaluation to support technical and methodological aspects of evaluation planning; however, engaging participants with passions for walking and cycling will be critical to the development of measures consistent with community interests. The Queensland Institute (Johnson, 2004) states that when stakeholders are involved in the evaluation process, it contributes to “greater acceptance and cooperation with the evaluation process and uptake of evaluation results” (p. 17), and also helps “build capacity within the public sector and community for undertaking future evaluations” (p. 17). What is evaluated will reflect the interests and requirements of those around the table, and a comprehensive evaluation framework is a direct result of the community engagement process. It is certainly possible that the evaluation team may be comprised of people and stakeholders already involved with the Constellation Model.

The literature also acknowledges that evaluation processes need to be embedded throughout a process or initiative, and while there are a variety of methods and approaches to evaluation, “all involve three main activities: [1] developing an evaluation framework and data collection tools, [2] collecting and

analyzing data, (and) [3] interpreting, sharing, reporting and responding to results” (Johnson, 2004, p. 5). The Queensland Institute (2004) developed a comprehensive four-step evaluation framework that encompasses the following (see details in Appendix G):

- 1) Articulate the program to be evaluated,
- 2) Establish the purpose for evaluation and who to involve,
- 3) Identify key evaluation questions and information requirements, and
- 4) Identify data sources and methods.

Further, a strong evaluation framework requires clarity in scope and purpose

(NeighborWorks America, 2006, p. 4), a shared understanding of language and terminology, and a set of questions, data sources and methods to achieve the collective goals of the framework (Johnson, 2004). Table 1 aptly outlines three key purposes for evaluating community engagement and succinctly describes the concepts of formative and summative evaluation, and the value of evaluation research (Johnson, 2004, p. 4).

Evaluation Methods

The PCMP identifies key engagement strategies that include inter-jurisdictional harmonization and the establishment of an oversight committee (2011, p. 21) – these are

	Purpose	Key Characteristics
Formative Evaluation	Contributes to community engagement project or program management and development	<ul style="list-style-type: none"> · Focused on the question: ‘What can we do better?’ · Examines the progress of community engagement against objectives and identifies unexpected barriers and outcomes · Is integrated into the community engagement program as part of a continuous improvement cycle
Summative Evaluation	Contributes to performance monitoring and reporting for public sector accountability	<ul style="list-style-type: none"> · Focused on the question: ‘Was the activity successful?’ · Examines the achievement of objectives, in terms of both process and outcomes · Used by government to: <ul style="list-style-type: none"> - Report on achievements - Increase accountability - Track progress of programs
Evaluation Research	Contributes to developing a shared evidence and knowledge base for good community engagement practice	<ul style="list-style-type: none"> · Focused on the question: ‘What have we learnt?’ · Explores key research interest, for example: <ul style="list-style-type: none"> - How to adapt community engagement to better meet the expectations and goals of community and government - The links between: the context, methods, practice and outcomes of engagement

Table 1: Concepts of Formative and Summative Evaluation, and Evaluation Research
Adapted from QDCA (Johnson, 2004, p. 4)

forms of community engagement and would be appropriately monitored using formative evaluation methods. “Formative evaluations that are inclusionary and participative, involving local program actors as active contributors and participants in the evaluation process, bring pragmatic benefits in addition to enhancing professional development and organizational capacity” (European Commission, 2003, p. 3).

Engagement strategies proposed by the RRU cohort encourage exploration of the constellation model as a structure for the PCMP oversight, asset-based community development, and storytelling – a form of qualitative evaluation used to gather important information from community members and participants (Field, n.d., p. 1). Formative evaluation will support the CRD in better understanding the effectiveness of its engagement strategies and contribute to knowledge important to meet changing and evolving demands. A comprehensive evaluation framework would seek to gather information about experiences among participants, new information and insights gained, possible changes in behaviour resulting from their involvement, and how the engagement strategies have influenced community beliefs.

The CRD would conceivably use summative evaluation methods to determine the extent that education programs such as bicycle safety are effective. Identifying quantitative data such as number of participants, budgets and successful completions represent what is known as outputs. Outcomes, as opposed to outputs, would measure the extent to which participants are able to think differently about safety, identify behavioural changes in the individuals and, possibly the collective attitudes about cycling safety in the longer term.

Outcome measurement, as a form of evaluation research, is an evaluation method that makes use of tools known as logic models.

Logic models can “clarify and summarize what you plan to accomplish through your effort, along with some of the intermediate steps” (Berkas & Hong, 2000, pg. 14). Additionally, Berkas & Hong (2000) assert that logic models encourage reflection on both long and short-term goals that are desired, and details around what needs to be done to achieve these goals. Upon completion, logic models can be used to build consensus around intentions of the plan, and also to report on accomplishments (see Appendix H for Logic Model Example).

Summary of Evaluation

We can develop evaluation strategies that will allow the CRD to hone in on specific, measurable objectives, and also determine whether the implementation of the plan is meeting these objectives. As a number of key individuals and organizations familiar with evaluation methods and strategies already exist on Vancouver Island (i.e. Victoria Transportation Institute, the Victoria Cycling Coalition and the Victoria Community Foundation), a sound evaluation strategy will also help provide clarity and a sense of shared direction amongst the diverse group of individuals and communities in the CRD collectively implementing the PCMP.

Conclusion

Progress toward the PCMP goals for non-motorized transportation will evolve in a non-linear fashion. As barriers are removed and leverage points are utilized, new barriers and leverage points will become evident. Although we discussed evaluation last in this report, the intention to design and implement evaluation must come at the beginning and be iterated and adapted as Engagement and Education proceed. Evaluation must be continuous to monitor progress and quickly optimize gains from “hot spots” of change. This new information must be distributed effectively and efficiently, being ever mindful of diverse stakeholder values in delivery. As the CRD evolves toward the goals for active transportation, setbacks will create learning opportunities, provided the monitoring system is in place to minimize losses in the change momentum. Ann Dale (2001) refers to this as adaptive management, where she stresses the need for governing bodies to facilitate individuals to be innovative (p. 130). The proposed middle school based bike safety education pilot would start with AI training in order to create a framework for positive story collection in order for themes to be discovered and methodology to be honed.

Once education and engagement initiatives reach more people through the strategies developed by evaluation, the change momentum will speed up. The increased volume in active transportation will reach a carrying capacity for the existing infrastructure and the CRD will need to invest in infrastructure expansion to maintain the change momentum. Budget restraints are a factor in expansion; however, it should be noted that with increased participation in active transportation comes increased voter support to direct funds to this important initiative. Again monitoring trends

and understanding values of those participants of active transportation will provide the tools for decision makers to prioritize these improvements.

Systems analysis is a visual tool to test the thinking about the best way to achieve goals (Jones & Seville, 2003). Figure 2 is an action-to-outcome schematic diagram incorporating the recommendations proposed by the RRU cohort (inputs) with the goals of the PCMP (outputs). Ann Dale suggests that this holistic analysis allows us to better see interconnectedness (Dale, 2001, p. 128).



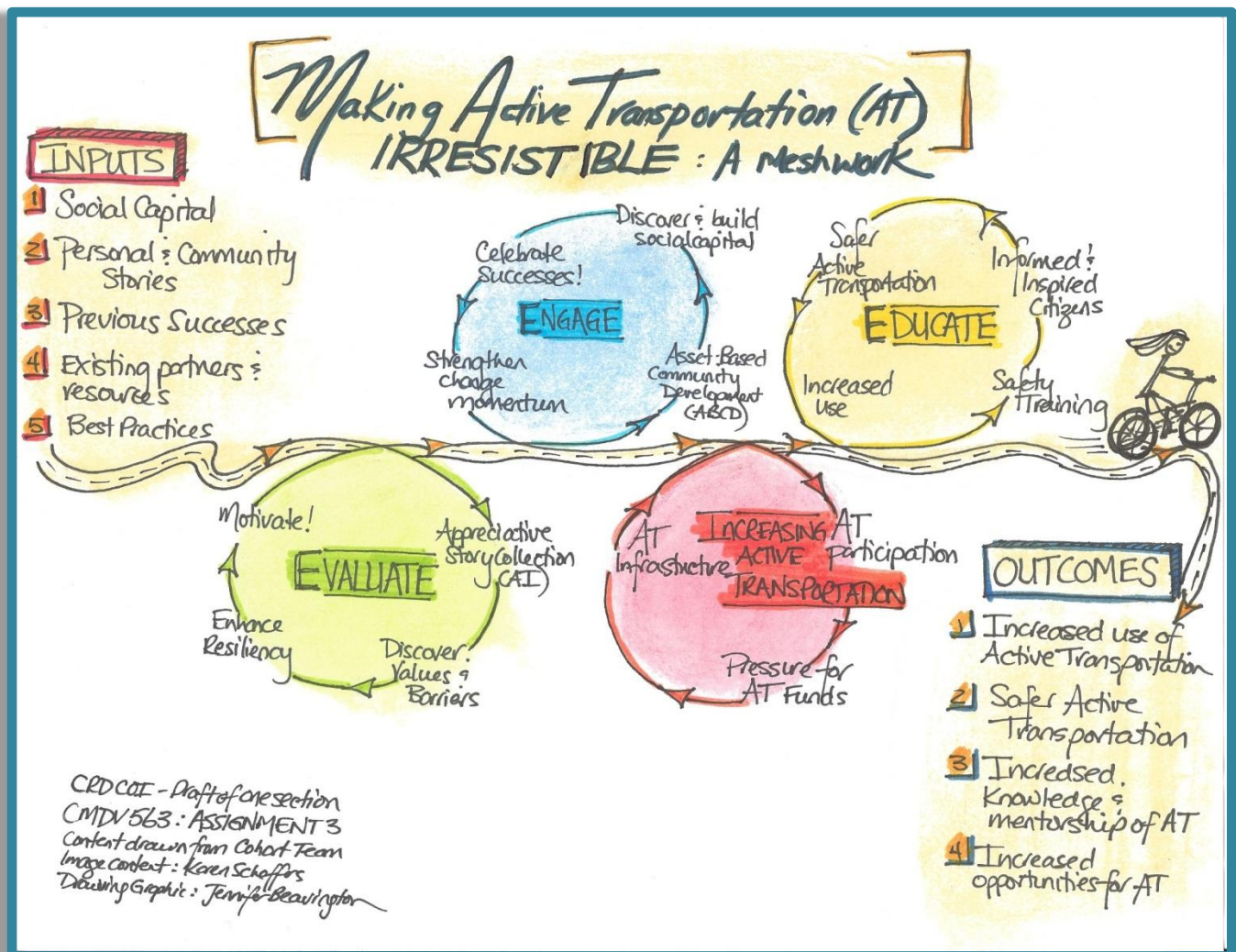


Figure 2.
Making Active Transportation Irresistible

The cohort proposes several initiatives that we believe will reinforce the trend towards an increase in safer active transport:

1. **Frame implementation of all three E's within the Appreciative Inquiry Principles.** We believe this is foundational to the success of our recommendations.
2. **Engage participants by conducting asset-based community development.** Participants will celebrate their successes and discover links and bonds of social

capital, which will encourage and strengthen the change momentum.

3. **Collect stories about active transportation,** using Appreciative Inquiry techniques to provide a deeper understanding of the values and barriers citizens have toward the PCMP.
4. **Enhance resiliency,** with greater understanding, broad based community support, and an increase in engagement, which can be expected to positively feed into the momentum.

5. **Recognize safety as a major concern** to citizens considering the switch to active transportation (CRD, 2011).
6. **Educate motorists, cyclists and pedestrians** on safe travel, and provide citizens with the skills and knowledge to travel safely by facilitating a multi-faceted campaign, initiated with a school based pilot program. It is reasonable to assume that this would lead to safer travel and an increase in comfort on the road, which would lead to an increase in the number of people participating in active transportation.
7. **Create a sound evaluation strategy** that will help provide clarity and a sense of shared direction amongst the diverse group of individuals and communities in the CRD collectively implementing the PCMP.

As mentioned above, an unintended consequence of this increase in active transportation may be the demand for infrastructure investments. It is incumbent on the CRD to be proactive in such investments to achieve their goals.

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Appendices

Appendix A: 2011 PCMP Report Card Indicating Levels of Engagement of Local Governments

Stakeholders	Aligned or Indifferent ¹	Influence ² (1=low 3= high)	Stated Goals or Aspirations ³	Results Based on Tricycle ⁴		
				Engagement Grade	Evaluation Grade	Education Grade
A Central Saanich	Aligned	2		50%	75%	5%
B Colwood	Aligned	1	Trans Mgmt Plan. Funding Application, Trails Plan	50%	75%	8%
C Esquimalt	Aligned	2	OCP, Pedestrian Charter	100%	100%	83%
D Highlands	Aligned	2	Trail Plan, Sustainable Highlands, ICSP	100%	100%	25%
E Langford	Aligned	1	Support in Annual Report, OCP	50%	75%	5%
F Metchosin	Indifferent	2		13%	50%	5%
G North Saanich	Aligned	1	Cycling Committee, Proposed Trails Plan	100%	100%	5%
H Oak Bay	Aligned	2	Active Transp Plan, Complete Streets Initiative, OCP	100%	100%	75%
I Saanich	Aligned	3	Healthy Living Strategy, Take Action Initiatives, Climate Change Initiatives, OCP	100%	100%	50%
J Sidney	Indifferent	2		13%	63%	3%
K Sooke	Aligned	2	Tran Mgmt Plan, OCP, Influence School Course	50%	75%	25%
L Victoria	Aligned	3	To Be the Cycling Capital of Canada, Cycling Plan, , OCP, Tran Mgmt Plan, Bike Park Strategy, Downtown Core Plan	100%	100%	100%
M View Royal	Aligned	2	Trans Mgmt Plan., TOVR (CEEP), OCP	100%	100%	67%
N Juan de Fuca	Indifferent	1		13%	50%	0%
O Sthrn Gulf Islands	Indifferent	1		13%	50%	0%
P Salt Spring Isl	Aligned	1	North Ganges Trans. Plan	75%	50%	17%

Note.

1. Based on actions from council minutes, planning and documentation on websites between the years 2010 and 2011.
2. Influence: 1 = councillor, 2 = mayor, 3 = mayor and councillors.
3. The stated goals or plans relating to the PCMP.
4. Is reflective of the plans and programs in place within each local government as it relates to the focus of the RRU cohort. Percentages were assigned based on achieving the PCMP objectives associated with each of the related E'

Appendix B: Anecdote Circles

The Anecdote Circles practice is a best practice of story collection that encourages engagement through an informal group approach atypical to most interview processes. Anecdote Circles have been found to be extremely effective for gaining insight into the values and beliefs held by individuals and communities. While Anecdote Circles do not produce quantitative data, they do generate a more comprehensive understanding of the participants involved, which in the case of the CRD is essential for successful implementation of the PCMP.

Anecdote Circles: Practice Guidelines

- Neutral location is selected
- Participants are invited (best practice would invite those equal in power & authority)
- Time - no more than 2 hours to ensure engaged participation
- **Facilitator**
 - Sets guidelines for participation (i.e. one person speaking at a time)
 - Permission for recording (audio or video)
 - Asks simple engaging question about walking or cycling in the community
 - Maintains positive dialogue between participants
 - Closes up session recapping highlights and asking for affirmation of themes developed
- **Participants**
 - Offer stories in relation to question
 - Engage in remembrances with group from community perspective
- **Story collection: tools and use**
 - Stories collected can be recorded and/or transcribed and themed to elicit commonalities, values, cultures or perceptions. There are online resources such as <http://www.globalgiving.org/stories/>, which will aid in this process.
 - Stories can be posted on a blog or story collection site such as <http://www.zahmoo.com/> that can house the resource.
 - Stories can be evaluated for world-views or community language that could be utilized to develop effective marketing of the PCMP in that region.

Appendix C: Appreciative Inquiry Examples and Story Collection Best Practices

Interview Guide

Interviewer:

Interviewee:

Date:

Introduction:

Thank you for agreeing to meet and share your thoughts about cycling and walking in the Capital Regional District. This interview is being conducted to support the work of the CRD and will help inform the development of cycling and walking resources, infrastructure and programs across the region.

The questions that I'm going to be asking are consistent with the practice of Appreciative Inquiry. The purpose of the questions is to help you remember and describe experiences about the best of a situation – in this case, cycling and walking in your community. Often we approach things by asking what's wrong in the hope that we can make changes. In this case, we want to hear about your best experiences so that we can help make it happen more often.

To make this work, please think about, remember, and tell me details about the things you've seen, heard of, or imagined that you've enjoyed, felt proud or have really worked well. As we proceed through this interview, I will be jotting down notes to be sure that we capture your thoughts and stories. Is that OK with you?

Do you have any questions for me?

Opening

The greater Victoria area is such a spectacular part of the country. There are so many people out being active. In many ways, the cyclists and pedestrians in this area are the envy of other like-minded Canadians. The Capital Regional District has developed a Pedestrian and Cycling Master Plan to help make the Capital Regional District Canada's cycling and pedestrian capital. We have so much to learn from you and your stories. You are our inspiration.

1. Tell me about one of your greatest cycling or pedestrian moments riding or walking in the region?
 - What picture comes to your mind from that moment?
 - What senses come to life for you in that moment?
 - How does that experience affirm your commitment to cycling and/or walking?
2. I'm interested in learning more about your motivation. Remembering back to some of your earlier experiences as a pedestrian or cyclist, I'm wondering if you can describe the thoughts or feelings that motivated you to start.
3. What keeps you motivated to cycle or walk on a regular basis?
4. In your wildest imagination, what gift would you provide to the community and your fellow citizens to make this region the absolute best place on earth to walk or cycle?

Recording Sheet

(Present situation)

Tell me about one of your greatest cycling or pedestrian moments riding or walking in the region?

What picture comes to your mind from that moment?

What senses come to life for you in that moment?

How does that experience affirm your commitment to cycling and/or walking?

(Past experience)

I'm interested in learning more about your motivation. Remembering back to some of your earlier experiences as a pedestrian or cyclist, I'm wondering if you can describe the thoughts or feelings that motivated you to start?

(Inward focused)

What keeps you motivated to cycle or walk on a regular basis?

(Future dream)

In your wildest imagination, what gift would you provide to the community and your fellow citizens to make this region the absolute best place on earth to walk or cycle?

Closing

Thank you for taking the time to meet with me and for sharing your thoughts and feelings on cycling and walking in the region. This has been such a wonderful chance to learn from your experiences and I'm looking forward to sharing these results with the Capital Regional District. I would like to review some of my notes with you to make sure that I'm capturing your thoughts in the way you had intended. You are welcome to read my notes or I can simply read back what I've written. Regardless, I want to be sure you are comfortable letting me know if there is anything that needs to be changed.

(either read or let the interviewee read the notes...)

You have provided some rich thoughts and quotes. We would like the opportunity to share some of your thoughts as quotes in our public materials using your first name and last initial, or a pseudonym. Would that be OK with you?

If so, I would ask that you authorize our use by signing the recording sheet below.

I agree to the use of material captured on this recording sheet to facilitate transcription and analysis. In addition, I provide my informed and voluntary consent for the Capital Regional District to use quotes from the material recorded on this sheet and attribute the quotes to me using my first name and last initial or pseudonym provided. Use of recorded material beyond the purposes stated above will require additional informed and voluntary consent.

If I chose to withdraw from the interview at any time or determine that the information that I have provided cannot be used for any reason, the information collected will be destroyed without bias. Materials collected through this interview process will remain as property of the Capital Regional District and therefore be subject to current and future privacy legislation and policies.

Print Name: _____ Date: _____

Signature: _____

Interview Summary and Action Sheet

(To be completed within 2 hours of the end of an interview.)

- What stories/quotes did the interviewee share?
- What images or descriptors did the interviewee use to explain their stories?
- What key motivators to cycle/walk were shared by the interviewee?
- What are the reasons given by the interviewee for their passion?
- What were the creative or thoughtful gifts to the community that this interviewee shared?.
- What questions about cycling or walking in the region does this interview inspire you to want to ask – if any?
- What suggestions or ideas emerged from the interview that might be a possible 'quick wins' for the CRD or community to support cycling/walking?
- What suggestions may be more long term, but important to work toward

Appendix D: Asset-Based Community Development (ABCD)

Asset-Based Community Development is a “large and growing movement that considers local assets as the primary building blocks of sustainable community development” (Asset-Based Community Development Institute, 2009, p. 1). Implementation of the ABCD method may help facilitate further integration of the PCMP, specifically in areas of low engagement or indifference. The following steps are general guidelines for applying the ABCD method (Cunningham & Mathie, 2002) and may be adapted to meet specific needs.

Collecting stories:

By taking the time to collect and share stories using best practices such as Anecdote Circles, the CRD will be creating opportunities for individuals and groups to uncover potential skills and knowledge that can be applied to processes of adaptive change.

Organizing core groups:

Through the process of story-telling and story collecting leaders often emerge and identify themselves. It is recommended that these leaders, each representing the interests of organizations, associations or other stakeholders, converge and organize themselves according to strengths and interests.

Asset mapping:

Take inventory and catalogue skills and knowledge of individuals and groups involved so that assets can be mapped and linked with available resources, economic or other. This is an aspect of social networking that has the potential to expand existing bonding ties and creates bridging ties that are essential to meet financial needs of the development plan.

Vision:

Building a community plan that adequately represents the desired goals and outcomes of the stakeholders.

Mobilizing and linking assets:

Encourage networking between organizations and associations for integration of plans into communities. This can be facilitated through the Constellation Model.

Leveraging Resources:

It is important to utilize all assets within a community and at some point resources from outside the community may need to be involved in the development process. In the case of the CRD this includes all stakeholders as well as all institutions, businesses and organizations that will be affected by the PCMP.

Appendix E: The Constellation Model

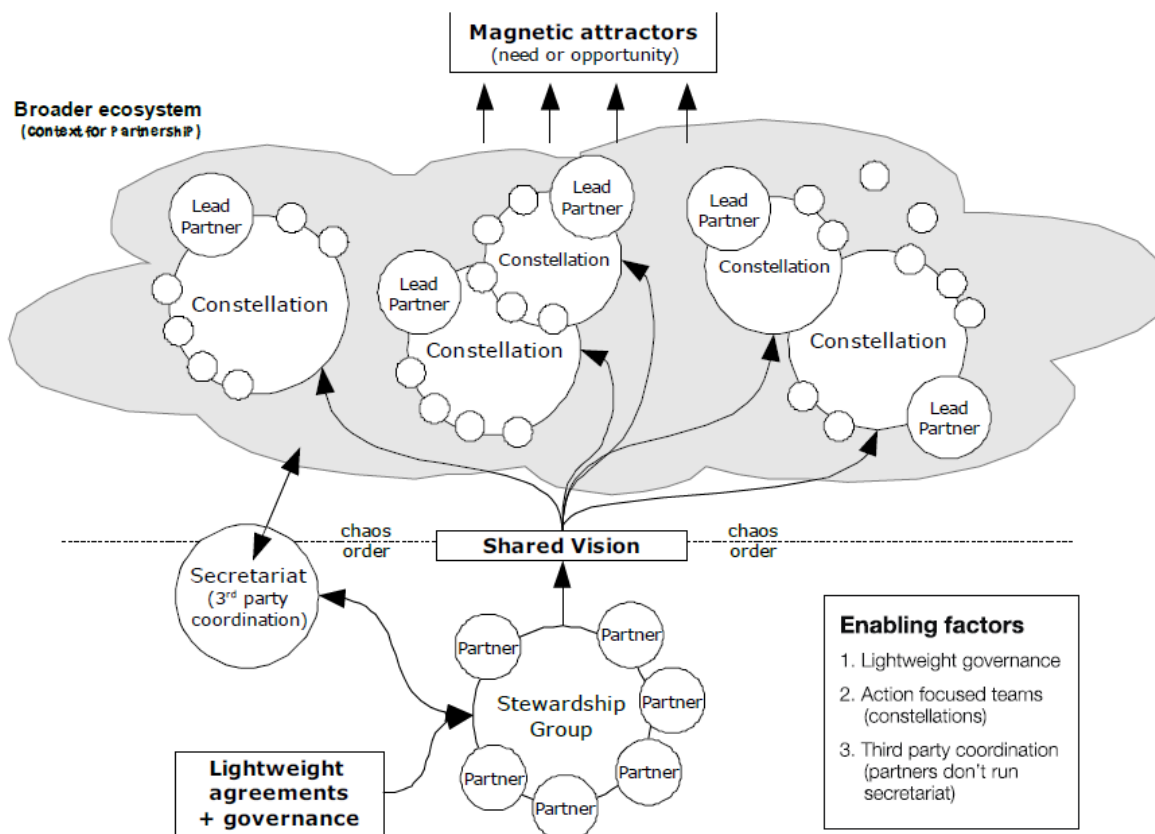


Figure 1. The constellation model is designed for multiple sector collaboration working towards a common goal. This model offers a working framework for multi-stakeholder participation without legal incorporation. Adapted from “Constellation Collaboration: a Model for Multi-Organizational Partnership,” by T. Surman, 2006, Centre for Social Innovation, p. 3.

The following is a list of groups and organizations that exist within the CRD, categorized according to components of the Constellation model.

Stewardship Group Participants:

- Greater Victoria Cycling Coalition
- Cycle Vancouver Island
- Capital Bike & Walk Society
- Volunteer Victoria
- Victoria Walks
- Members from Citizen Advisory
- First Nations
- Universities
- Seniors Association

Constellations:

- *Kidscan Project*
 - *Story Collection*
 - *Walking Groups*
 - *Cycling Groups*
 - *Sustainability Groups*
 - *Community Participation/ Service (Evaluation)*
- by school district
 - by municipality/electoral region/ first nation band
 - story telling groups
 - age/interest/locations
 - active/pleasure/organized
 - University of Victoria/Coalitions/ Royal Roads University
 - Volunteer Victoria/Community Services/Rotary Club

Appendix F: Beyond Kidscan Bike Safety Pilot Project

This pilot project discussion is both an example of the approach to education the RRU cohort proposes, and an actual project recommendation. It outlines a bike safety pilot project which incorporates the principles discussed within this paper, and which enables young citizens to become engaged citizens. Tam Lundy, Founder of “Communities That Can”, defines engaged citizens as those having the capacity to adapt and be ‘response-able’ - that is individuals who are proactive in their approach and not just victims of circumstances (Lundy, 2012).

The CRD’s desire for bicycle safety education is stated as a PCMP goal. In particular, bicycle safety education within the school system or with school-aged children was emphasized as a priority during the initial meeting between the CRD and RRU cohort in May 2012.

Benefits include potential lifelong increase in bicycle use by the students, and decrease in accidents as students learn and retain bike safety skills, both as bike riders and auto drivers. If a sustainable, long-term bike safety program could be delivered to every grade seven student in the CRD, we believe it would be a considerable contribution to Active Transportation as part of the community lifestyle. The recommended Pilot projects first target grade school students, with expansion to an intergenerational adult education component in year two. This work can be directly applied to other target groups as participants learn Affirmative Inquiry and story collection techniques.

One of the contributions the CRD can make to “get the bike rolling” will be to facilitate initial Appreciative Inquiry training with the first group of volunteers. There are people trained in this work in the greater Victoria region; some of them are RRU alumni. Middle school students were selected because it is anticipated that this age group will have better access to grant funding for the project. This demographic was also selected as the initial bike safety program developed by the CRD with promising results. Training and volunteer recruitment developed through the middle schools can then be leveraged for adult Bike Safety programs. There is a flow to these recommendations that can build to engage other groups as success stories are celebrated in the media and with social networking.

The Kidscan bike course was a successful CRD pilot project for bike safety education, however, the 2010 summary report stated that, “Implementing such an ambitious yet elemental program in these days of fiscal restraint will call for support from senior government leadership and partnerships with agencies that span a variety of disciplines”(CRD, 2011). Community development experts are clear in the opinion that dependence upon outside funds or professionals will limit the potential for such initiatives to be sustainable over time (Bopp & Bopp, 2001, p. 95) In view of this, and that fiscal restraints have increased within the CRD since 2010, the RRU cohort proposes a different paradigm to revitalize bike safety education.

By building on the excellent content and practices developed by the CRD bike program and other bike safety resources available through sources such as Bike's Belong, the cohort considers that a sustainable, community based, mostly volunteer, bike safety initiative is attainable. By utilizing these resources as seed stock it is anticipated that a cost effective program would bloom, and will be sustained with community support, through periods of fiscal restraint.

This Pilot will provide a model and training materials, and perhaps volunteers for other groups with interests related to Active Transportation. It may make sense to rebrand the revised curriculum with a name that fits the CRD and its' vision for active Transportation. Groups and companies that use AI training have used various names for their particular initiatives. There are opportunities here for creative branding.

Instead of needing support from senior government leadership, a grassroots sustainable pilot project might provide the template for senior government leadership on how to engage, encourage, and enjoy education associated with active transportation. We suggest that multiple experiments will create more opportunities for success across CRD. As systems thinker, Donella Meadows (2008) said, "Let a thousand flowers bloom and anything can happen!"(p.160).

The idea of grassroots work, encouraged and enjoyed by enthusiast stakeholders, is to create unique communities that will continue through low funding cycles and times of official disinterest. Our example starts with a pilot project, that includes two adult volunteer mentors (carefully chosen bicycle heroes), five volunteer high school students, and ten volunteer grade seven students. (The Kidscan pilot was delivered to grade seven students, and conversations with CRD staff have identified this group.) This example is partly inspired by the Imagine Chicago project of 1992, which started with an inter-generational interview process. Twenty years later, Imagine Chicago is a strong, thriving, positive force in its' community (Imagine Chicago website – Early History).

Our recommendations for a two-year pilot project in CRD are as follows:

1) Year One Recommendation - Sample Pilot Project

In year one, all participants would receive training in Appreciative Inquiry (AI) methods. This training has several purposes. In short, AI is a framework to produce a vision for action, whether the action is to deliver a revised bike safety curriculum, or create a long term plan to increase Active Transportation in the CRD, and to move from that vision to action while building sustainable, joyful community among the participants. AI methods help groups to create and implement action plans. Since this is a pilot project, participants would assess every part of the work, including the training, to produce the best results possible. In the Imagine Chicago project, students who received AI training improved their school performance in all subjects, and reported increased engagement in their communities. During the course of our studies, several of the learners have tried AI methods in their work. The results have been positive and remarkable.

The first task for the student volunteers and mentors would be to review the Kidscan curriculum, and curricula from the many other sources available, then produce a pilot plan to deliver bike safety education to grade seven students. Next step is to work with a middle school to pilot the bike safety course, perhaps first with a group of volunteer learners, or with one physical education class with a teacher who is enthusiastic about the idea. This could be accomplished in year one, hopefully during the regular school year. The student volunteers and mentors would meet and work online through the summer break to assess and refine the work, so that the program could be expanded, perhaps to one entire school for year two.

From the above-described pilot, it is anticipated that a community of student mentors will flourish. These High School mentors can deliver the curriculum with minimal adult supervision. If the CRD can facilitate Appreciative Inquiry training for more High School Students, and others, the program can grow throughout the CRD. An early deliverable would be stories related to active transportation collected from the volunteers. It is hoped that the stories and the project itself would provide material for press releases, and social media posts.

It is pertinent to point out here that public relations and social media are as important to the success of a project as the work of the project. This is part of public education; information about bike use, stories that inspire, news of gatherings, and links to the CRD bike route maps are all part of increasing the profile of bike education and celebration of the high percentage of bike use in the CRD.

Year One First Nations Pilot

While we hope that people of First Nations Heritage will be part of the primary pilot project, we also recognize the special nature of First Nations Cultures, both in urban settings and in outlying areas of the CRD. A First Nations perspective on Sustainable Development would be very valuable to the work. If there is interest and support from a First Nations community, an inter-generational pilot project with First Nations Youth and Elders could begin at the same time as the project described above. Preliminary discussions with Greg Sam, perhaps the Victoria Native Friendship Centre, or other appropriate community sources will provide guidance. Again, Elders, High School age bike enthusiasts, and grade 7 student volunteers would receive training in Appreciative Inquiry methods, then meet together, share and record stories, and propose next steps.

As the First Nations group meets, works and celebrates with the other groups, sharing stories, with attention to the similar and different approaches of each group there will be cross- pollination of ideas. Opportunities to learn about Sustainable Communities from a First Nations perspective, and the experience of all participants working together in the respectful, positive atmosphere of AI methods have great potential.

2) Year Two Recommendation - Sample Pilot Project

The next step in this process can be an intergenerational component: the High School mentors would interview adults to collect their stories and ideas for a bike safety education program geared toward adults. The student volunteers can work with an adult pilot group to modify the curriculum as necessary, and deliver the resulting curriculum to a small group.

In Conclusion

If we encourage a process of multiple groups with different interests and perspectives to self-organize around questions provided by the CRD, as in the example of bike education in schools as a pilot, we build sustainable community and encourage diversity. The Pilot with students and subsequent adult engagement can bloom into full CRD engagement, not just for Bike Safety, but also for other initiatives.

Appendix G: Steps in Developing a Community Engagement Evaluation Framework

Step 1: Clearly articulate the community engagement program to be evaluated, including:

- ☑ the individual community engagement activities to be undertaken
- ☑ the critical success factors for these activities
- ☑ the intended short, medium and long-term outcomes of the activities
- ☑ the potential external factors that may affect the process and outcomes of engagement

Step 2: Establish the purpose for the evaluation and who to involve

- ☑ Decide why you want to evaluate your community engagement program
- ☑ Identify who the audience for the evaluation will be
- ☑ Decide who will conduct the evaluation and who should participate in the evaluation

Step 3: Identify key evaluation questions and information requirements

- ☑ Write a list of the questions that will guide the evaluation
- ☑ Identify the types of information required to answer the evaluation questions including performance criteria and indicators

Step 4: Identify data sources and methods

- ☑ Identify existing data sources
- ☑ Decide how and when new data will be collected and analysed
- ☑ Decide whether the research plan can be implemented
- ☑ Consider the requirements for privacy and ethics approval
- ☑ Develop tools for data collection

Johnson, A. (2004). *Engaging Queenslanders: Evaluating community engagement*. Queensland Government Department of Communities

Appendix H: Logic Model for Pilot Project

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First-Year Goals (Year 1999)	Second-Year Goals (Year 2000)	Third-Year Goals (Year 2001)
Community-wide efforts: <ul style="list-style-type: none">• Have introduced developmental assets to youth organizations through public awareness and training• Leadership team has identified how to increase its diversity (including youth reps)• Minimum of 10 active volunteers in our effort	<ul style="list-style-type: none">• Asset building is being done by at least a few of the youth organizations in our community• Leadership team has increased in its diversity (including youth reps)• Minimum of 20 active volunteers in our effort	<ul style="list-style-type: none">• Asset building is being done by half of the youth organizations in our community• Leadership team reflects the diversity and strengths of the community• Minimum of 50 active volunteers in our effort
Organization-specific efforts: <ul style="list-style-type: none">• Our organization has increased youth input to and youth involvement on our board• Our organization has been able to identify/celebrate its existing asset-building efforts• Our organization has a core group of internal asset trainers	<ul style="list-style-type: none">• Our organization has increased youth involvement on our board• Our organization has expanded and improved its asset-building efforts• Our organization's internal trainers have provided training in assets to all of our staff	<ul style="list-style-type: none">• Our organization is externally recognized for the quality of the youth involvement on our board• Our organization is externally recognized for doing a great job of asset building• Our organization's internal assets trainers are externally recognized for their ability to provide training about asset building

Appendix I: The 4D Song

(to the tune of Kilgarry Mountain)

Start at the beginning. Don't be in a hurry
Sit at the kitchen table. Listen, and share stories.
What would be our finest dreams, the ones we're proud to speak of?
What would you be doing, if you could do that which you most love?

Ch.

Community is work with friends
Community is work with friends
The rainbow stretches far.
When you all have shared a vision, of a path that you might share,
look around and see who's missing. Who really should be here?
And please bring in the children, so they own the work that's doin'?
With young and old together, it's the finest stew we're brewin'

Ch.

When of a plan you're thinking, for an office or a garden,
to the kitchen table go again and have a little party
You don't know where you're going, but you know you're on the way there.
Lift a glass my merry lass, and I will drink to you sir!

Ch.

Keep up the conversation, and learn to trust the each other,
Build for seven generations, for your daughter and your mother.
Respect mother earth who feeds us, and leave her garden greener.
Leave the soil a little richer, and the air a little cleaner.
Community is work with friends
Community is work with friends
The rainbow stretches far.

Baba Rum Fred

Prepared for the Capital Regional District

by

CMDV 563 Cohort Members

Fred Apstein, Sarah Asselstine, Jenn Beavington, Scott Cameron, Tarini Deeley,
Michelle Favero, Savina Kelly, Lara Rooke & Karen Scheffers

Sustainable Community Development
Royal Roads University

October 30, 2012