

# Evaluation Planning Examples and Template

Regardless of what you are doing to increase safer routes through your community, you need to identify what your more specific goals are. For example, if you are installing a new sidewalk connection, what do you hope that will achieve in the long term? Perhaps it will make people feel safer walking by the park, but you may also want to build support for similar projects in other areas of your community. Both of those goals may need different evaluation methods. Below are two examples of how two very different communities could think through evaluation based on their goals. You can fill out your own table using this [fillable template](#) to identify the objectives for your project and metrics to measure success during each phase of evaluation. Prioritize the approaches that best reflect your goals and the story you want to tell at the end of the project.

**Example 1.** Community A is focused on physical improvements to their park that increase users' sense of safety and comfort, but they also want to improve residents' perceptions of the park and, ultimately, boost investment in ongoing improvements.

COMMUNITY A			
GOAL	BASELINE EVALUATION	PROCESS EVALUATION	OUTCOME EVALUATION
<b>Safer access to trail and park amenities</b>	<b>Direct observation</b> at multiple sites, including along planned trails and/or along unsafe street routes that future trails will replace	N/A	Repeat <b>direct observation</b> at the same location(s) and time(s)  Analysis: Compare the change in people moving along safe versus unsafe routes either visually on a graph or by calculating the percentage change.
<b>Perceived safety when accessing trail and park amenities</b>	<b>Online and/or intercept surveys</b>  Q1: How safe do you feel walking to the park?  Q2: How safe do you feel walking across the neighborhood? - Answer choices for Q1-2: Very safe; Somewhat safe; Neither safe nor unsafe; Somewhat unsafe; Very unsafe  Q3: What if any safety concerns do you have walking to or along the park? Answer: open-ended	<b>Feedback audit:</b> Read through the responses to Q3 and think critically about whether the planned improvements will address these concerns. If not, how can plans be modified to respond to community concerns?  If collecting demographic information from survey respondents (i.e., age, race/ethnicity, disability, etc.) check for noticeable differences in how safe people feel. If any group(s) report feeling less safe compared to other groups, think critically about how project design can be adjusted to prioritize those groups.	Repeat <b>online and/or intercept surveys</b>  Repeat Q1-Q2 from baseline  Q3: Has the new trail through the park changed how safe you feel walking to the park?  Q4: Has the new trail through the park changed how safe you feel walking across the Southeast quadrant?  Answer choices for Q3-4: Yes, I feel much safer; Yes, I feel a little safer; No, I don't feel any more or less safe; Yes, I feel a little less safe; Yes, I feel much less safe

COMMUNITY A			
GOAL	BASELINE EVALUATION	PROCESS EVALUATION	OUTCOME EVALUATION
<b>Increased investment in the park</b>	<p><b>Record keeping</b> (grant tracking)</p> <p>Begin keeping track of financial investments in the park, including grants, financial or in-kind contributions from other the city or community organizations, etc. If possible, record the amount of funding, who procured/ provided it, and how the contribution was used to improve or maintain the park</p>	<p><b>Informal record audit:</b> As you record this information, think critically about gaps and opportunities you might be seeing. For instance, have you identified new community partners to engage on future projects, grants, or investments? Are there previous grant opportunities that might be worth applying to again? Are there unmet needs in park improvements or maintenance?</p>	<p>Ongoing <b>record keeping</b></p> <ul style="list-style-type: none"> <li>- Continue recording investments</li> </ul> <p>Analysis: Either quantitatively (through the amount of investment or the number of discrete grants/investments) visually (through graphs or infographics), or qualitatively (through pictures of improvements) display investments in the Park over time</p>
<b>Changing perceptions of the park (Storytelling)</b>	N/A	<p><b>Semi-structured interviews:</b> Use open-ended questions to hold conversations with community partners</p> <ul style="list-style-type: none"> <li>- What comes to mind when you think of the park? How do you feel about the park?</li> <li>- Has your perception of the park changed? Why or why not?</li> <li>- Have the changes to the park impacted how you feel about the Southeast quadrant? If so, how?</li> </ul> <p>Analysis: With permission, record or take notes during conversations to identify recurring themes and highlight meaningful, direct quotes</p>	N/A

## Evaluation Planning Examples and Template (continued)

**Example 2.** Community B wants to improve the community engagement process to ensure that they are reaching all segments of the population, not just the groups that typically show up to meetings. They are going to evaluate how well they are doing and try new approaches to engage with segments of the population that are not being engaged based on their data. One new approach is a community liaison program.

COMMUNITY B			
GOAL	BASELINE EVALUATION	PROCESS EVALUATION	OUTCOME EVALUATION
<p>Successfully connect with target population(s) so that they attend community engagement events.</p>	<p><b>Survey:</b> Distribute paper surveys during engagement events and/or online surveys following engagement events to collect demographic data.</p> <p>Q1: Which of the following identities describe you? Select all that apply:</p> <ul style="list-style-type: none"> <li>- Black or African American</li> <li>- Hispanic or Latino/a/x</li> <li>- Native American</li> <li>- Asian or Pacific Islander</li> <li>- LGBTQIA+</li> <li>- Disabled</li> </ul>	<p><b>Feedback Audit:</b> Review Q1 answers to compare the percentage of attendees who self-reported various identities to the community more broadly and identify the group(s) that are underrepresented at events.</p> <p>Expand or adjust outreach methods to reach these group(s) more effectively. Work with local community leaders to ensure outreach strategies and messaging are culturally appropriate and that they resonate with the target group(s)</p> <p>Survey: Distribute paper surveys during engagement events and/or online surveys following engagement events to understand the efficacy of different outreach methods.</p> <p>Q2: How did you learn about this [event/opportunity]?</p> <ul style="list-style-type: none"> <li>- Email/social media post from [organization(s) who helped distribute information]</li> <li>- Paper flyer</li> <li>- Word of mouth</li> <li>- Other: _____</li> </ul> <p>Q3: Why did you decide to [attend this event/apply for this opportunity]? (Open-ended)</p> <p>Based on the frequency of responses, identify the outreach method(s) that reached the most participants. Compare these responses across various demographic and identity groups, keeping in mind that there may not be a single one-size-fits-all approach. Apply these lessons to the next outreach effort by focusing on methods with proven success and identifying opportunities for improvement.</p>	<p>Repeat <b>survey</b> from baseline to measure changes to meeting demographics.</p>

COMMUNITY B			
GOAL	BASELINE EVALUATION	PROCESS EVALUATION	OUTCOME EVALUATION
Use engagement activities that resonate with the target population(s) so that they actively participate in and enjoy the events, and feel their time was well spent.		<p><b>Survey:</b> Distribute paper surveys during engagement events and/or online surveys following engagement events</p> <p>Q1: Do you agree or disagree with the following statements?</p> <ul style="list-style-type: none"> <li>- The time I spent at this event was worthwhile.</li> <li>- I believe the input I shared at this event was heard and valued.</li> <li>- Responses: Strongly agree / Slightly agree / Neutral or unsure / Slightly disagree/Strongly disagree</li> </ul>	
Pilot a community liaison program to strengthen community connections.	<p><b>Asset mapping:</b> Before recruiting community liaisons, create a diagram of local leaders and organizations, focused on entities that can support ongoing partnership and engagement on Safe Routes to Parks.</p>		<p>Repeat <b>asset mapping</b> exercise.</p> <p>Compare the level of detail in the asset maps before versus after involving community liaisons. For example, are there grassroots organizations, mutual aid groups, and other community leaders or organizations you were not aware of before enlisting the local expertise of community liaisons?</p>