WORKSHOP 4: INTERVIEW DATA ANALYSIS & EXPO PREPARATION

Workshop 4 Participant Agenda
INTERVIEW DATA ANALYSIS

Agenda

4:00 p.m.	Dinner
4:15 p.m.	Check-in and workshop goals
4:30 p.m.	"What is the Regional Development Guide?" activity
4:35 p.m.	Identifying findings from your data
4:50 p.m.	Break
5:00 p.m.	Defining values and vision part one: "Read and Annotate"
5:20 p.m.	"Battle of the Bands" game
5:30 p.m.	Defining values and vision
6:30 p.m.	Next steps: Get ready for Expo
6:55 p.m.	Closing reflection

Next workshop: [Put date of next workshop here]

Workshop 4 Schedule and Script

INTERVIEW DATA ANALYSIS

This is the complete script for "interview data analysis" workshop 4. It includes instructions on how to do each activity and links to the key handouts needed for "interview data analysis" workshop 4.

Before the workshop:

Prepare the interview packet for participants to analyze

The participants have created a significant data set of community interviews. Here's how to get the interviews ready to share with them:

1. Keep good track for the week leading up to the workshop of who has completed the interviews and who hasn't. Check in with the organization leader. A set of interviews, assigned in workshop 3, need to be finished and loaded into Google drive. These interviews are converted into an "interview packet." To prepare the packet:
2. Download all the write ups for the interview questions (the "write up" items required in the interview design activity". Combine them into one document. Add page numbers to the document.
3. If interview notes are missing but the interview is recorded and uploaded, someone from the team can listen to the interview and take notes to put into the interview packet.
4. Clean the data. Take out any names of interview participants. For each of the three interviews, write "Interviewee name Interview 1", etc. For example, if Ajani completed three interviews, the top of page of his first interview is "Ajani Interview 1," etc. This helps the participants refer to data within the interviews.
5. Put the "about me" information into the information for each interview. For example, if "Ajani interview 1" filled out the "about me" information, this will go together with the written-up information so the packet includes the "about me" data.
6. Analyze the "about me forms" to include in the data packet. Tabulate the demographics of gender and race/ethnicity and where they were born. Put this information on the top of the packet. For example, "33 interviews were completed, with 20 women, 10 men, and three non-binary respondents. Respondents were 15-19 years old, and 70% of them were born in the United States. All identified as African American and were born in Minnesota."

A sample interview packet can be viewed at this link.

Supplies needed

- Computer with internet connection
- Projector
- Pencils (mechanical or sharpened)
- Highlighters and felt tip pens
- Sticky notes

Tasks assigned to team members:

- Tracking interview completion and preparing interview packets (the week before the workshop)
- Coordinating food order
- Printing
- Archiving materials (collecting & scanning materials; uploading into folder)
- Field notes to capture what participants said (should be done by someone not facilitating)
- Documenting insights from participants (notetaker sits with participants as they work on mapping exercise and other small group discussions)

Schedule and Script:

4:00 p.m.   Dinner

4:15 p.m.   Check-in and workshop goals

        Listen:

1. Share how you felt about your interviews with the group. Did anything surprise you? Were there any challenges?
2. What was something you learned or enjoyed about the interview process?

Goals for today:

- Understand the Metropolitan Council Regional Development Guide process and how to influence the outcomes.
- Analyze interview data. We will identify findings (the conclusions you make based on analyzing the data).
- Create a communication strategy for sharing your recommendations. This is your plan for sharing specific information in a way that persuades your audience(s).
  - Ask the group: When have you communicated with audiences in the past? How did you decide how to target your message?
  - Your audience for this project is Met Council members and staff. The objective is to present the findings that are important to you so it has maximum impact when presented to Met Council. How do we decide what to present in a way that aligns with the ways the Met Council is thinking about these topics. This lens helps your audience hear and understand your recommendations.
  - The Met Council is using three concepts to discuss how to create policies for the future of the region: vision, value, and goals.

4:30 p.m.   "What is the Regional Development Guide"?

- Learn each step in the process. Their feedback will be implemented in 2024-2025 when the 2050 RDG is adopted by the Met Council.

- Communities will address values, vision, goals, and policy recommendations within their comprehensive plans.
- Communities will formally adopt and implement policies in 2028.
  Handout available [here](#)

4:35 p.m.   Identifying findings from your data

Teaching participants how to analyze data

Activity Goals

- Learn qualitative research terminology.
- Learn how to identify findings from data.

Step One: Give presentation on how to turn interview notes into data.

This script goes with the [linked slide deck](#). This presentation should be approximately 10-12 minutes. Note: The coding of themes into "vision and values" as well as "policy areas" would look differently for another organization. This slide deck would need reworking to meet the goals of your organization.

Slide 0 (Intro)*:* Now we will work on identifying the key takeaways from the data collection. The key data collection has been in two places. First, the story sessions where you analyzed statistics and told your story. Second, the interviews each of you completed.

Slide 1:

All research starts with "raw data," but what is it? Raw data is the data that hasn't been processed, coded, formatted, or yet analyzed for useful information.

How do we transform raw data into something useful?

Data analysis, the process of inspecting, coding, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.

As researchers, our job is to analyze the data. How?

1. Review all data carefully. Thematize quotes together under the issues we're focusing on.
2. Identify patterns in what everyone said.
3. Support these patterns with examples from the data. The goal is to communicate these as clearly and accurately as possible. We also want to help policy makers see what they need to understand about the research to make policies that serve everyone in the region.

Some other terms you will hear us mention are value and vision. Values are "the regard that something is held to deserve; the importance, worth, or usefulness of something. Vision is the ability to think about or plan the future with imagination or wisdom.

Now let's work through two examples using data from story sessions.

Slide 2:

Here we can see a set of notes/data that were taken during our story sessions.

Listen*:* What do you notice from these notes? What questions do you have?

Although this data is very important, it isn't clear enough for policy makers to understand, therefore we must take it through the data analysis process.

Slide 3:

We took the notes from the raw data, cleaned up any typos and identified high-priority quotes.

(Read a couple of quotes)

Slide 4:

These arrows point at just some of the quotes that were cleaned up, in the slide I previously showed you. You would "clean" the data in this way to make it more understandable, while being careful to keep the speaker's original intent.

Slide 5:

This slide comprises three key sections: theme, values, and visions. These are the concepts the Met Council is using to identify the *why* behind the Regional Development Guide. Ask the group: When have you communicated with audiences in the past? How did you decide how to target your message?

> a. Your audience for this project is Met Council members and staff. The objective is to present the findings that are important to you, so it has maximum impact when presented to Met Council. How do we decide what to present in a way that aligns with the ways the Met Council is thinking about these topics. This lens helps your audience hear and understand your recommendations.
>
> b. The Met Council is using three concepts to discuss how to create policies for the future of the region: vision, value, and goals.

> These concepts are important because they are being used by Met Council employees during the policy development process to define the *why* behind the policies. By analyzing your data using the familiar language and established processes of the Met Council, your ideas will be more completely integrated into the Development Guide.

Based on quotes from this story session data set, some of the themes that were mentioned were:

- Young people lose educational opportunities because of unaffordable housing.
- Housing is getting more expensive and harder to afford with other costs rising.
- Cultural and community access is important in housing choices.
- Housing unaffordability is tied to low wages.
- Access to Housing Choice vouchers, formerly Section 8 requires a "time tax."
- Financial education is helpful to be able to afford housing.

The values that were highlighted were:

- Opportunity
- Cultural connection
- Economic equity
- Accessibility

> Now it's your turn to do this process with your data!

4:50 p.m.   Break

5:00 p.m.   Defining values and vision part one: "Read and Annotate!"

> Goals for this activity:
>
> - Thoroughly review interview notes and story sessions.

- Highlight any noteworthy data through annotations.
1. <u>Pass out</u> interview packets and highlighters
2. Give instructions: "Today, you all will be working with qualitative data that you all helped produce. Within your small groups, you will be reading through the interview packet. The interview packet has the interview notes and quotes you all compiled. You will be reading through everyone's notes to find patterns, themes, and quotes you believe are informative for your project. To help you with this process, we will also be providing a worksheet to help guide your work. The worksheet asks you to name at least one theme that you see in the interview data. You will write down the supporting data (quotes and notes) that support your theme. For example, if I find a quote about an interest for increased pedestrian safety in their community, I would write that out as a theme and highlight or write down the quote that explains the theme.

Take a break and continue after the game (optional)

5:20 p.m.   **"Battle of the Bands" game**

Objective: The objective of this game is for players to quickly come up with items that fit a specific category, starting with a designated letter. The categories could be bands/artists, foods, and animals.

Setup: Gather the players in a group. Prepare a list of categories (bands/artists, foods, and animals) and a timer (1 minute per round). You'll also need a way to keep track of the answers provided by each player.

Gameplay:

Round 1: Bands/artists (Letter: T)

1. Choose a player to start the first round. They will announce the letter, which in this case is "T."

2. Start the timer for 1 minute.

3. All players individually write down as many bands or musical artists that start with the letter "T" as they can think of within the time limit.

4. After the timer expires, the player who came up with the most answers reads their list aloud.

5. The group listens to the answers and decides if each answer is legitimate (fits the category and starts with the designated letter).

6. Tally up the legitimate answers for each player. The player with the most legitimate answers wins the round and receives a candy.

Examples of legitimate answers for Round 1 (Letter: T): The Beatles, Taylor Swift, Twenty-One Pilots, The Rolling Stones, The Weekend, etc.

Round 2: Foods (Letter: B)

1. Repeat the steps above for the second round, but this time with the category of foods and the letter "B."

Examples of legitimate answers for Round 2 (Letter: B): Banana, Burger, Blueberries, Broccoli, Baguette, etc.

Round 3: Animals (Letter: L and S)

1. For the third round, you can make it a bit more challenging by using two consecutive letters. Let's say the letters are "L" and "S."
2. Follow the same steps as before, but this time players need to come up with animals that start with either "L" or "S."

Examples of legitimate answers for Round 3 (Letters: L and S): Lion, lemur, sloth, squirrel, seal, etc.

Variations:

- To make the game more challenging, you can reduce the time limit for each round.
- You can change the categories or add more rounds with different themes.
- In case of ties, you can have a tiebreaker round to determine the ultimate winner.

Remember, the game is all about having fun and being creative under time pressure. Enjoy the friendly competition and the opportunity to discover new things that fit the designated categories and letters!

5:30 p.m.   Defining values and vision part two: "Values, Visions and Themes"

Goal for this activity:

- Categorize data into themes from interview notes and story sessions.
- Use handout below as a template to categorize data.

Spend more time with the data for participants to familiarize themselves with the information, identify themes. This step three of the process:

3. Divide into groups of 5-8 participants. Assign one facilitator and one notetaker from staff to each group.
   a. Facilitators: reiterate and assist participants in small groups and start on worksheet. (step 1 + 2) Quiet work time to read through interview notes for **35 – 40 minutes**
   b. (step 3) Small group discussion (refer to worksheet) for **10 -15 minutes**

6:30 p.m.   Prepare for Virtual Workshop #1

To prepare for the virtual session some steps must be taken prior to our workshop.

1. Identify leads for presentation and Expo sessions. Participants should have diverse gender identities, leaders active in the research process should be presenters.
2. Entire team works together to create an outline:
   - Introduce your organization in 20 words or less.
   - Who did you interview (summarize the group from "about me" data: gender, age, ethnicity, where born, work)?
   - Define the issue (affordability, community safety, transit safety).
   - Why is it an issue for young people?

- Submit a list of vision statements that align with the priority issues defined above. Use the Values, Vision, and Goals info sheet to help you create vision statements.

- What is our goal for the region around this issue?

Handout of deliverable can be found [here](#)

6:55 p.m.   Closing reflection

"What is the one vision or value you want to share with the Council?"

Workshop 4 Handouts

Identifying Findings from Your Data

Topic: Create research findings about _____.

Part 1:

1. Read all the data in your interview data packet.

2. Make a list of themes you want to prioritize from the data. What are good examples of these themes from the interview data? (It's okay to bring in themes that are important to you that are not directly in the interviews).

Theme	Example from your story or an interview story
A.	
B.	
C.	
D.	

Identifying findings, Part 2

1. Continue working on a list of themes on the prior page. What are good examples of these themes from the interview data? (It's okay to use ideas from the interview write-ups and ideas from the story sessions)
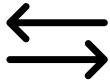
2. **Share.** Share your research findings with the group. Identify themes that are most common among all group members.

? What's next? You will turn these findings and themes **into issue definition, values, vision statements,** and **goals** in preparation for the next virtual workshop.

Sample interview data packet

1. **Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)
2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?
3. **Define safe community:** What does a safe community look like to you? How can we create this community?

B Int 1

1.**Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Money is paid for different needs, and it affects different parts of her life.
- Offer more support for the youth, more education opportunities that are engaging.
- Neighborhood look the same, middle class and surrounding area are different

2. Safety incident: Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- Did not see or experience violence, see people yelling at each other at park
- Do not feel safe, and feel scared to be alone in transit but do feel safer in park
- Example provided would be, people shouting on bus, people do not keep their hand to themselves

3. Define safe community: What does a safe community look like to you? How can we create this community?

- Safe community, People feel safe to go out and hold people responsible for their actions
- Community should have common goals and work with each other to create new law especially with governmental figure,
- More public spaces that are created, and are more safe

4. An important quote, exactly as it was said:

- "If you are able to have youth who are given resources for support like for mental support, for financial support, while encouraging them in their own independent, I would create different activity and program to help support student to show them that they can do it too"

5. What worked about the interview? What would you improve?

- Something that worked well was that I was able to ask more extended questions to make them extend their thoughts. I could improve on asking the questions one at a time because there were a few times where the interviewee was lost.

B Int 2

1.**Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Family is not struggling with money, but parents need to build a credit score to buy their own house, which the sibling are helping with the rent
- Live in the east side, because the rent is low
- If money was not an issue, having more playground for children would be nice, fixing the pothole and better education system

2. Safety incident: Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- Personally have not experienced anything that was threatening or scary to them.
- Interviewee heard that their friend was uncomfortable around people in parks
- Feel like there is no safety concern in transit area

3. Define safe community: What does a safe community look like to you? How can we create this community?

- Safe community look like there is bond between people
- Everyone is friendly with each other even if they are stranger
- create more community event/cultural event because most discrimination is based on one's culture

4. An important quote, exactly as it was said:

- "Being more informed of other people without judging others based on what they look or their cultural belief"

5. What worked about the interview? What would you improve?

- I was proud when I was able to tell the interviewee that the pothole situation in Saint Paul was not something that the council were involved in. I suggested explaining what the question was asking before recording, and this calmed the person I was interviewing. I could have asked more extended questions to dig deeper into what my person was thinking about.

B Int 3

1.**Affordability:** How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

- Money had more effect in the past, where her family lived in an area that was not as safe and more crime
- Current area is safe because they are more secure with money, she feels safe to go out by herself
- If money was not an issue, she would fix the park because it is run down, and create a recreational area that was shut down, and there is no rec center around her house

2. Safety incident: Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

- She personally has not witnessed any incident but knows that her friend has. Her friend was getting harassed by a random person on a metro transit. Her friend doesn't feel safe.
- It was not only one person she had heard from, it was multiple people that told her similar story.
- The story from her friend made her feel unsafe to ride the transit because she does not want to experience that.

3. Define safe community: What does a safe community look like to you? How can we create this community?

- A safe community is a community that communicate
- Having some sorts of bond in case something were to happen is important to community
- Gathering community members, a big figure in the community, to lessen some safety concerns and to build community.

4. An important quote, exactly as it was said:

- "If you don't communicate, how do you know what's going on, you know, if you don't know what's going on how do you know it's safe."

5. What worked about the interview? What would you improve?

- I was able to explain the question beforehand to lessen the nervousness the interviewee had. I asked the question one at a time which felt like it was more comprehensible. Something I would improve would be to converse more and extend my question. Maybe having someone who is in their twenties might have a different response compared to the interviews I have had so far since all of them are still in school.

CC Interview 1

1. If they had money or money wasn't a problem they would try to make a neighborhood where they can connect with each other and a safe one

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2. When they were going on transit, they saw a man pass out and when the cops showed up they felt suspicious and that they might have been arresting them

3. Wants a safe community where everyone can be safe, and they can build connections

Quote: "If I was walking alone, I'd rather walk with like group of friends that would be on my side just in case someone tries to attack me, of course."

Overall: So for this first person they would like a better community that is safe and where they can build connections, but they also don't want too much policing in the neighborhood. They also think that there should be policing on transit, but there should also be an option where there are less people or security.

CC Interview 2

1. If money wasn't a problem they would live in a better and bigger house and a richer/better neighborhood

2. He hasn't been in any acts of violence, but he has been to the aftermath of the Minneapolis riot. It changed their view of the police and that the police took it too far. It also affects others by not trusting the police. The police should start outside activities so the people of lower and other classes can have a connection with the police.

3. We should educate more people and teach them what is good and what is bad so we can reduce the amount of crimes. So if there is too much policing everyone would be scared, but if there is none then there would be crimes, so there should be a middle ground where there isn't too much policing and not too little policing.

Quote: "I don't know, that the policing took it too far. Like they stopped trusting the police I guess."

Overall: They want a better neighborhood and a better house with good schooling. They think the police riots were too far and that the police should try to bring connections back to the community. They think that too much policing is bad and everyone but not enough policing is also bad.

CC Interview 3

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1. They wouldn't change where they live, however they would change their schooling. They wouldn't change their housing because they like their neighborhood because the neighbors were already nice and they helped them by helping them move and giving them cookies.

2. Police shot a man and that hurt them and they thought it affected others because he couldn't understand them and he was deaf. So they thought the police were at fault however they thought that it could have been avoided.

3. They want a neighborhood where everyone can be together where they can trust each other and have fun and it doesn't matter what race you are.

Quote: "I think a safe community is when everyone is caring, no one is judged, food is safe and people are helping each other out"

Overall: They want a place where they can eat food with everyone, have fun, be safe and build a community connection.

D 1 Interview Findings:

Affordability: How does money affect where you live? If money weren't an issue, what would you change? (your home and the neighborhood you live in)

Int 1: B lived in an apartment complex near Rice Street for many years because it was cheaper than other places and more affordable. The place was very unsafe in terms of violence, and the management of the apartment complex itself but because it was cheaper she lived there despite all the issues.

Int 2: R stated how money plays a huge role in where she lives. She currently lives in the apartment complex near Rice Street. She's been living there since she came to the U.S. She talks about how they can't afford to pay for a nice place, especially as immigrants therefore they're living in a place where they don't feel safe. If she had more money, she prefers to live in a safe environment with a nice community.

Int 3: M talked about how she lives where she lives because it's more affordable, she states how she can't pay for a nicer place to live in. If money weren't an issue she would also live in a safe neighborhood.

Overall reflection: All three of the people I interviewed mentioned how money plays a big role in the area where they live. All three of them have lived in a place only because of its affordability. My key

takeaway from the three interviews is that many people live in unsafe places because they can't afford the nice places. They all would live in a safer place if money weren't an issue.

Safer place= higher cost of living

2. **Safety incident:** Describe an incident where you witnessed violence on transit or in parks. How did it affect your perspectives?

Int 1, B:

Transit: rode public transportation for 2 years to get to college and was concerned about safety due to the things happening around her. She talked about how she would witness people meeting up to sell weed, etc. which made her feel unsafe. She mentioned how she only rode public transportation because she had no other options, she'd not think of riding it otherwise. She further went on to talk about her witnessing violence around the area she lived in. She mentioned that after the death of George Floyd, she witnessed a lot of violence around her neighborhood; people were looting, and walking around with rods and lighters which made her feel helpless and unsafe.

Int 2: R talked about how she rode the bus to get to work when she was in Highschool and how scary that was because she witnessed people fighting, arguing, and ganging up. Her experience

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affected how she views public transportation as unsafe for people traveling alone or even with others. She also went on to talk about another traumatizing experience in which she was walking with friends to soccer practice and how one of her friends got robbed. She explains how this situation was very unsafe and how that has changed her thinking about being out in public. She shared that she feels unsafe being out in public.

Int 3: M has not personally had to ride public transit but she talked about how she witnesses things happening around transit or bus stops when she's driving by. She states how she sees people getting physically with each other which makes her feel afraid to be in public transit.

Overall: All three of them have witnessed some sort of incident surrounding public transportation and have felt uncomfortable about riding it due to safety concerns. They mentioned experiences of witnessing some sort of fights, arguments, selling weed, etc. and view public transportation as unsafe.

3. **Define safe community:** What does a safe community look like to you? How can we create this community?

Int 1: When discussing what a safe community looks like B talked about her traumatic experience as a walker. She believes a safe community has safety measures for walkers, drivers, etc. Transportation

safety looks like an important factor in how she views a safe community. Because she was a walker herself and witnessed her neighbor getting hit by a car she believes that there needs to be more crosswalks and sidewalks for walkers, especially students. Additionally, she talks about how the road conditions are in Minnesota and how we need to change that. She stated how the potholes cause a lot of danger for drivers and that there needs to be a greater focus on that issue to create a safer community.

Int 2: R defines a safe community as a place where she feels safe emotionally and physically. She mentions how there should be a sense of freedom as well, and freedom to her means not worrying about what is going to happen next. She talked about her experience living in her apartment complex and how it is a great example of what a safe community doesn't look like, she explained how there is no security so there are random people coming in, breaking doors, etc. Her vision for creating a safe community includes adding extra protection around neighborhoods and apartment complexes. More security and cameras would help create this community.

Int 3: M talked about how a safe community would look like to her, and it included no violence, no gunshots, and no broken vehicles. She thinks in order to create this community there needs to be more security and more polices when they need them.

Overall: A safe community thinks about all people (walkers, drivers, residents, etc.). Their responses indicate that it is important for people to feel safe and that'd mean less violence, more security, and more safety cautions for people. A safe community can be created by incorporating a safer way in terms of transportation, adding more security around neighborhoods, and apartments, more police.

I's WRITE UPS

Interview 1:

1) Money gives you more options in life, especially with bare necessities. Living in a place that is quiet is important. Does not think that the environment she lives in could get quieter. (For reference she lives in East St Paul)
2) Saw a shooting near where she lives. Went to her aunt's house for safety (Brooklyn Park). Felt like the situation was brushed over in the community. Almost normalized. People in the community doesn't really care much about what happened
3) The idea of a safe community is feeling safe where you are. Freedom to go out without worry and let your kids go out too. The change needed has to do with the people in the community. Growing up with the normalization of the things happening in the community leads to kids being desensitized and doing the acts themselves. Does not think that increased police force would change. Police are an authority figure, and the community just needs education.

Quote: "I wouldn't say that it was normal but it kind of was just washed over"

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Was able to answer all necessary questions, need to improve length, need to ask more prying questions.

I's INT 2

1) Money does affect where you live, especially in Minnesota. Made evident by the minority clusters in the twin cities and the rising poverty level. Hierarchical difference between rich and poor when you go between the cities and suburbs. Wouldn't change where he lives (Used to live in north Minneapolis now in Coon Rapids). Would go to college in another state

2) Park next to the YMCA where a kid got jumped. Was a regular occurrence for him (Northside Lowry St). Was 8-9 when he saw it. Made him think that fighting was normal, kept on high alert that he would need to fight at any time.
3) Safe community is where money isn't an issue for people, and everyone is a close-knit family. As well as no crime as everyone knows each other. Drug use as a problem would be out. Police would not help, they overstep their bounds. For example there are a lot of cops in the city and there is still crime but out in the suburbs there is less crime and less police. The way to fix this is to introduce better education in schools. Make all schools equal from the suburbs to the city. Make events for community members to go to like block parties where people get food and meet each other.

Quote:

"Theres a lot of police in Minneapolis but when you come to the suburbs you don't see any."

Answered all questions well. Did more prying. Did realize though while re-listening that there were some answers I could've gotten more out of.

I's INT 3

1) More community areas, more stem and science interaction. In the neighborhood there isn't much except for the community center and bowling alley. Everything in the community (East St Paul Sun Ray / Conway) area is walkable. Compared to downtown, walking is harder since you have to cross streets. Less safe area. Having spaces for community members and clubs to meet would foster relationships between community members.
2) People skip fares a lot for public transport. Has seen mostly drug related incidents like people using drugs or drug deals that end in a beating. Specific example with kids arguing with older guy about if they can beat him up. Another example is a guy who whacked a bird on the train.

Thinks drug use is the main issue. Told story of the "WD-40 Lady" which was of a woman who was inhaling WD-40 and falling asleep repeatedly in the train. People also fight the bus driver. I asked if there was more staff would there be less stuff happening. Said people would probably straighten up and act better in transport. Thinks it masks the problem.

3) If people had someone to talk to that could make them not do the act. If things like rehab centers were more widespread that could help too. People don't know where those helpful spaces are. Same with things like food shelves. Better than nothing at all. If someone is doing drugs or something

because they are miserable, surrounding themselves with other miserable people will make them worse. People and humans need constant positive reinforcement.

Quote: "It's not the train that's making them do the drugs at al. It's other things"
Best interview. Got a lot from him. Same critique as the others though, there were some points where I could have pried.

Based On the interviews, safety is a top concern for people. The normalization of violence in certain communities is a major issue, and the interviewees emphasized the need for education and community building to address this problem. Additionally, it is apparent that there is a divide between the city and suburbs in terms of crime rates and police presence. To create a safer and more unified community, it is necessary to focus on education, equal access to resources, and community events that bring people together. The current drug problem needs to be tackled as well. Resources like rehab centers in the city and community mental health initiatives are needed to see necessary change.

L Interview 1

Question 1- 3 key notes

- Money is a big thing
- Struggle with their lifestyle
- Move to a more peaceful area

Question 2- 3 key notes

- Avoids area with violence
- Doesn't feel safe when he was younger
- Seeing violence around him changed his view on things

Question 3- 3 key notes

- Community that works together
- Stop violence
- Able to engage with another with trust

An important Quote: "focus as one and to stop violence or from it getting too violent from where like the whole neighborhood feels safe, where people can trust or rely on their neighbors"

The interview went well but what can be improved is the setting since we weren't sitting down.

L Interview 2:

Question 1- 3 key notes

- Housing Market increase so it's hard to own homes
- Hard for family that rents houses since the Housing market price increase
- Develop more recreational spaces

Question 2- 3 key notes

- His neighborhood isn't safe
- Seen a Lot of homeless people
- A Lot of argument between people

Question 3- 3 key notes

- Everyone gets along
- Area where there's a lot of diversity
- Understanding each other

An important Quote: "I think we have much more similarities than differences"

I honestly think the interview went great without much problem, but maybe next time I'll choose a better place to talk without any background noises.

L interview 3

Question 1- 3 key notes

- Money is a big thing
- Spaces between houses to be bigger
- Increase safety

Question 2- 3 key notes

- Seen accidents between cars
- Not much violence seen
- Seen police around

Question 3- 3 key notes

- A community with less violence
- More law enforcement less criminal
- If there's more resources less theft and crimes

An important Quote: "protection from the government, law enforcement if there's lot of them obviously there's less criminal"

The interview went great but maybe next time I should consider the dog coming to the door and choose a better location to talk.

Overall Finding:

What I found out overall is that Youth have seen violence around their area and seeing those types of things changes their perspective, and that they all want to live in a better neighborhood with peace and no sign of violence anywhere. What the council members need to know about the interview is that youth are speaking so their voices can be heard and being able to see that can help them look more into the area and the situations so they can find a solution in the near future.

M Int 1

1. Money affects where you live due to rent. Having a single room.
Neighborhood would be a little better. Shared a room when in Oakdale with brother in apartment
2. Threatening to shoot girl with BB gun 3rd grade. Did not hangout with older kids due to safety reasons. Scared of the Possible gang violence from what was portrayed by the older kids.
3. Resources for people to have a safer life. Lot of domestic abuse was happening. Discussion forms for the community to express their feelings and what they are going through. Our lives are communal.

Quote of the interview.

"Once we are more open to sharing and helping others the better our lives will end up being."

Overall feedback of interview:

Could've been longer but offered a different perspective with being a little bit more on the outer skirts of the suburbs.

M Int 2

1. Habitat for humanity house middle class to low class housing. Safer neighborhood if an option. The place she lives is specifically put for her the amount of people she has in her family kind of feels small. No Gang violence and fights in neighbors. Frogtown next St. Paul

2. The first time took metro by self. Drunk people screaming and making scene open bottle on the train. Traumatized not wanting to go on transit alone due to safety reasons. Feels like she needs to have pepper spray at all times.
3. No gun violence or gang violence. Being able to feel comfortable and you are around your people feeling represented. Making metro transit safer. Police officers make people feel more unsafe in black communities.

Quote of the interview.

"Community to me means you feel comfortable. Not just safe but you feel like you belong."

Overall feedback of interview:

Great interview and some great insight on what it's like to live in an urban area.

M Int 3

Living in the region

1. Paying her own rent affects where she is living. If she has more money than she would have less roommates. Shared a room with her brother.
2. On train witnessed someone get robbed. Sit away from people. Doesn't take train by herself.
3. Accessible community. Well-lit and during the night. Lots of paths in the neighborhood as well.

Quote of the interview:

"A safe community is a very accessible community."

Overall feedback of interview:

Shorter interview I think there should be back up questions if they blow through the questions fast.

PRESENTATION PLANNING

Deliverables + Outline
DUE March 31
Upload one copy of this completed document to the shared Google Drive

Your Name:

1. Introduce your organization.

2. What are two issues you identified through your analysis of the data that your community is facing? Give two examples.

Topic A:

Topic B:

3. For the above examples, provide three quotes from the data (each) that support why you perceive this to be an issue in your community.

Topic A:

-

-

-

Topic B:

-

-

-

4. For each topic, what do you wish to see in the future? What is your goal for the region around this issue?

Topic A:

Topic B:

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