

# Neighbourhood Change Research Partnership

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## Neighbourhood Change in Greater Halifax, 1970 to 2010: Exploring Relevant Data & Analyzing Trends

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Co-investigator/s	In collaboration with the Halifax team: Martha Radice (Dal), Marty Zelenietz (SMU), Paul Shakotko (United Way), Kasia Tota (HRM)
Community Partner/s	United Way of Halifax, HRM Community Development and Planning

### 1. Rationale & Potential Policy Relevance

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We need to interpret the census data being provided by the NCRP central team. At this point we have received maps indicating individual income over census periods from 1970 to 2010. We will receive additional tables and maps revealing demographic changes over the period and will be requesting additional data as our research proceeds. This summer we intend to work through the data to prepare a report on some of the kinds of changes that have occurred locally.

At present I have two students working with me on this research. One graduate student will spend the summer (525 hours) doing her cooperative work-term internship [required in her degree program] working with me on the project. We will be collecting a great deal of information on the local region to gain a greater sense of the nature of community development and change in Halifax over the study period. We will conduct policy analysis to identify local and regional factors which may affect neighbourhood change, and will consult with a range of local groups involved in neighbourhoods to identify key themes and issues. We will prepare a report on the overall findings and will initiate more detailed studies on themes that emerge.

The summer student will continue working in fall and winter on her major research project: her focus is on understanding how the presence of large numbers of students on the Halifax peninsula in recent decades has contributed to neighbourhood change, and to determine the extent to which census data may under-represent the significance of that phenomenon. This research will involve interviews with key stakeholders in the region to allow us to evaluate how the census can capture or miss particular kinds of processes occurring in neighbourhoods. [We anticipate 20-25 interviews.]

A second master's student is interested in questions related to the suburbanization of poverty. The maps reveal divergent trajectories of suburban development in the region over time. Her project will identify the trends and seek to determine the various factors which account for why some suburbs hold their income levels while others rise or fall in status. I wish to support this student in fall and winter to work on the research.

### 2. Research Questions

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1. What trends do the Halifax data reflect over the study period (1970-2010)?
2. To what extent do census data adequately reflect the kinds of neighbourhood changes occurring in peninsular Halifax over the study period – especially related to the impacts of large numbers of university and college students in particular neighbourhoods?
3. What factors help to explain divergent individual income trends in the suburbs of the Halifax region?
4. What local policies and practices may help to explain trends in neighbourhood change over the study period?

### 3. Specific Fit with the NCRP Objectives & Research Questions

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Understanding census trends and the policy context are among the primary initial elements of the study program. The work described here will provide a foundation for the research to follow and will enable comparison with results from other cities in the study.

### 4. Research Design & Methods (specific tasks)

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We will analyze the data to be received from Toronto. We will conduct a review of municipal and provincial policies to understand the context of which factors may have affected neighbourhood change over the period. We will consult extensively with others in the community. We will conduct and interpret interviews with key stakeholders. We will read comparable work to gain insights into effective interpretation of neighbourhood change. We will prepare reports on the findings.

### 5. Role of Community Partners

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They are providing useful input into interpreting the maps. They also provide relevant background materials and community contacts. The student working with me on the project is doing some related research work for United Way this term to help them be more prepared to work with us this summer.

### 6. Role of Students / Research Assistants and Contributions to Training

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*See above:* I anticipate employing two students on the project. I will train them in policy analysis, data interpretation, and scholarly writing.

### 7. Schedule (timeline of research tasks, including deliverables submission dates)

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The summer student will work from 29 April to 16 August 2013. [This is a cooperative work-term required in her planning graduate program at Dalhousie. I will employ her as a Planning Research Assistant.] I will apply for ethics permission in April. We will begin with census data analysis in May. In June we will collect relevant policies for analysis, interview key stakeholders, and arrange community consultations. Analysis will continue in July with a report prepared by the end of the month. Dissemination of results will occur in August.

Student research work will continue from September 2013 through April 2014, with master's project reports due in December, and supplemental papers due in April.

### 8. Outcomes / Deliverables

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- a) Report on local and regional policy affecting neighbourhood change [30 July 2013]
- b) Report on trends in neighbourhood change [30 July 2013]
- c) Community meeting to disseminate results [12 August 2013]
- d) Master's research paper 1. [15 December 2013]
- e) Master's research paper 2. [15 December 2013]
- f) Master's follow up paper 1 [15 April 2014]
- g) Master's follow up paper 2 [15 April 2014]
- h) Journal article on neighbourhood change in Halifax [ca. May 2014]

### 9. Budget Explanation

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The principal cost involves **student labour**:

Summer [student 1 – cooperative work term]: 525 hours at \$18 = \$9450

Fall – student 1 [10 hours a week, 14 weeks] = \$2520

Fall – student 2 [10 hours a week, 14 weeks] = \$2520

Winter – student 1 [10 hours a week, 14 weeks] = \$2520  
Winter– student 2 [10 hours a week, 14 weeks] = \$2520

The Province of Nova Scotia has agreed to a **subvention** worth approximately \$3000 for the summer cooperative work term student. [I have also applied for a university subvention: if I get it I would receive another approximately \$2400.]

Transcription of interviews: 25 hours [at \$50/hour] = \$1250  
Costs for office supplies, printing, map printing, etc: \$600.

I already have the equipment needed for the study. We have access to computer resources to do the work.

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<input checked="" type="checkbox"/> Sent to the NCRP's Research Advisory Board for comment: <u>date</u> <u>19 April 2013</u>	Received comments by 19 April 2013
<input checked="" type="checkbox"/> Funding approved by the NCRP's Board: \$ <u>18,380</u> <u>date</u> <u>24 April 2013</u>	

### SSHRC Budget Worksheet

	Amount requested from NCRP	Contributions (In-Kind / Cash)	Contribution source	Total Project Cost
<b>Personnel costs</b>				
<b>Student salaries and benefits/Stipends</b>				
Undergraduate *				
Masters *	\$16530	3000	Provincial govt	19530
Doctorate *				
<b>Non-student salaries and benefits/Stipends</b>				
Postdoctoral				
Other				
<b>Travel and subsistence costs</b>				
<b>Applicant/Team member(s)</b>				
Canadian travel				
Foreign travel				
<b>Students</b>				
Canadian travel				
Foreign travel				
<b>Other expenses</b>				
<b>Non-disposable equipment (specify)</b>				
<b>Professional / technical services (specify: includes partner staff time contributed to or paid for by project, translation, editing, etc.)</b>				
transcription	\$1250			
<b>Other expenses (specify: includes honoraria, data purchase, field costs, printing, supplies, etc.)</b>				
Supplies, printing	\$600			
<b>Total</b>	<b>\$18,380</b>			

\* Please indicate hourly rates for students and estimated number of students:

Last revised: 12-Oct-2012