

quantifying phenomena” (Elo & Kyngas, 2007). This inductive analytic process was used to extract themes from teams’ written materials and qualitative interview transcripts. Specifically, all written material collected as part of the environmental scan were organized for inductive qualitative content analysis. Through this process, we used established coding methods and criteria to characterize important themes shared by all groups and the relative importance of these themes in subgroups. First, codes were attached to segments of text, through which a provisional coding schema was created. Each coder coded a subset of documents and presented the analysis to other members of the research team. The themes and issues were compared, and the list of codes were constructed through a consensus process among the research team members. This scheme was then applied to each document and revised as needed by the group, to create more focused codes and to allow for an iterative process which helps to assure that the identified themes would assist in answering the research questions of interest (Charmaz, 2006). The codebook as well as any notes or memos by project staff taken in the initial review of the data was entered along with background information on each MTAMT to allow for a comparison between teams.

Qualitative data analysis was iterative, first using single codes and examining each MTAMT separately. Searches will also be performed to look at multiple codes and categories (e.g., patterns across MTAMTs). A final analytic step moved beyond classification of the data and evaluated whether or not linkages exist between/among particular categories. Findings pertaining to the operations and essential functions of community-based MTAMTs were included in the developed logic model and brief (Aim 2, Objective 1).

———***Step 3: Comparative Analysis of Programs and Development of Overarching MTAMT Logic Model.*** Pulling on all data and analyses gathered through the environmental scan, our team

