



6

Resources & Examples



► Resources for Community Development

- *A Practical Framework for Community Liaison Work in Native Communities.* By Peter Erasmus and Geneva Ensign.
- *Building Communities from the Inside Out.* By John McKnight and John Kretzmann.
- *Community Development Handbook: A Tool to Build Community Capacity.* By Flo Frank and Anne Smith for Human Resources and Development Canada.
- *Participatory Planning for Action: Popular Education Techniques to Assist Community Groups to Plan and Act.* By Mike Balkwill.
- *Partnerships for Community Development: Resources for Practitioners and Trainers.* Center for Organizational and Community Development, University of Massachusetts at Amherst.
- *Pragmatics of Community Organization.* By Bill Lee.
- *Stepping Forward: Discovering Community Potential, Acting on Challenges.* Rural and Small Town Programme, Mount Allison University, New Brunswick. Six workbooks in the series:
 - Getting Started: A Guide for Community Leaders
 - Examining Information: A Guide to Collecting Community Data
 - Community Strategic Planning: The Workbook
 - Don't Waste My Time: A Guide to Meeting Effectively and Making Decisions
 - Who's Leading Who: Motivating and Inspiring Collective Action
 - Getting the Message Out: A Guide to Community Education and Awareness
- *Strengthening Communities: A Series of Community Development Skills Guides.* Social Planning and Research Council of BC (SPARC), Vancouver, BC. Six booklets in the series:
 - Discovering Why We Are Here: Help your group figure out what it is about, and why.
 - Living Our Values: Help your group be clear about what is near and dear to its heart.
 - Thinking Creatively: Help your group put its creative energy to work.
 - Making Choices: Help your group sort through the list and of ideas and choose what is best for your own work.
 - Building Community Alliances: Help your group figure out who else to work with, and why.
 - Planning and Facilitating: A step-by-step guide to facilitating groups the CD way.
- *Taking Action for Sustainability: The EarthCAT Guide to Community Development.* By Gwendolyn Hallsmith, Christian Layke and Melissa Everett, for Global Community Initiatives.
- *The Promise of Prevention: Does It Deliver?* By Peter Faid for Edmonton Community Services Advisory Board, February 2005.
- *The Power in Perception: The Communities Matrix.* By Mike Stolte, Centre for Innovative and Entrepreneurial Leadership, Nelson, BC.

► Resources for Community Engagement

- *FCSS "Working Together" Papers*. For the FCSS Association by Hutchinson Associates. The Working Together Papers describe the experiences of FCSS programs in working together with others. There are 7 Papers in the series:
 - Paper #1: Working Together in FCSS - Gifts and Challenges
 - Paper #2: Working Together Within Municipalities and Métis Settlements
 - Paper #3: Working Together Between Municipalities
 - Paper #4: Working Together with Community Organizations
 - Paper #5: Working Together with Child and Family Services Authorities
 - Paper #6: Working Together with Health Authorities
 - Paper #7: Working Together with the Justice System
- *From the Ground Up: A Workbook on Coalition Building and Community Development*. Edited by Gillian Kaye and Tom Wolff, Amherst, Massachusetts.
- *Interagency Co-ordination Handbook*. Northern Alberta Development Council.
- *Lincoln Filene Center for Community Partnerships*, Tufts University College. <http://uccps.tufts.edu/>
- *The Art of Working Together: A Guide to Inter-Organizational Coordination in the Community*. Special Education Branch, Albert Education.
- *Working Together: A Manual for Helping Groups Work More Effectively*. Citizen Involvement Training Project, University of Massachusetts.
- *Research for Change: Participatory Action Research for Community Groups*. By Jan Barnsley and Diana Ellis for the Women's Research Centre, Vancouver.
- *Finding Our Way: A Participatory Evaluation Method for Family Resource Programs*. By Diana Ellis for the Canadian Association of Family Resource Programs.
- *Historical Scan: Reviewing the Past to Prepare for the Future*. Technology of Participation (TOP), Canadian institute of Cultural Affairs.

► Resources for Community Needs and Strengths Assessments

- *Enjoying Research? A How-To Manual on Needs Assessment*. By Diane Abbey-Livingston and David S. Abbey for the Ontario Ministry of Tourism and Recreation.
- *A Handbook for Conducting a Community Assessment*. City of Calgary Social Planning Department.
- *Signs of Progress, Signs of Caution: A Healthy Communities Workbook*. Ontario Healthy Communities Coalition.

EXAMPLE OF A COMMUNITY SURVEY

M.D. of Blue Sky Community Social Needs Assessment

Thank you for taking the time to fill out this important survey! We know it looks long, but really it won't be as bad as you think!

Not all of the questions will apply to you – and you can just skip the ones that aren't relevant.

You don't have to give any long answers. To answer most of the questions, all you will need to do is circle a number beside or below the answer that works for you!

A. General Information

1. Based on the enclosed map found on the back of the Reeve's letter, please indicate which area of the M.D. of Blue Sky you live in (please circle the appropriate number.)

1 2 3 4 5

Me Age (in years)

Gender (M or F)

Spouse/Partner

Age (in years)

Gender (M or F)

Oldest Child

Age (in years)

Gender (M or F)

Child

Age (in years)

Gender (M or F)

Child

Age (in years)

Gender (M or F)

Child

Age (in years)

Gender (M or F)

Other - i.e. parent, boarder, etc...

Age (in years)

Gender (M or F)

2. On the chart below, please indicate the age and gender of each person in your household.

	Adult #1 (Me)	Adult #2 (Spouse/ Partner)	Adult #3 (Oldest child over 18)	Adult #4	Adult #5
Elementary School (grade 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Junior high (grade 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some college or technical school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College or technical school diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. On the chart below, please indicate the highest level of education that each adult (18 years or older) in your household has completed (please check appropriate answer).

If there are no children (12 years old and under) in your household, please skip to Section C on page 4.

B. Children (12 years old and under)

4. Are you satisfied with the child care arrangements that you presently have?

- Yes No

5. Do you presently use child care services?

- Yes No

If no, you can skip to question # 9 on page 3.

See, we said you wouldn't have to answer all the questions!

6. If yes, what type of child care do you most often use for your preschool children? (Please choose one only.)

- | | |
|--|--|
| <input type="checkbox"/> day care centre | <input type="checkbox"/> friend or neighbour |
| <input type="checkbox"/> licensed family day home | <input type="checkbox"/> at home with an older sibling |
| <input type="checkbox"/> private child care provider's home (no license) | <input type="checkbox"/> family member |
| <input type="checkbox"/> nanny | |
| <input type="checkbox"/> other, please specify | |

7. Where is your present child care service located?

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

8. Where would you prefer to have your child care located?
(Please choose one only.)

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

9. Do you presently use before/after school care for your school-aged children?

- Yes No

If no, please skip to question # 14 on page 4.

10. If yes, what type of before/after school care do you most often use for your school children? (Please choose one only.)

- at home with a parent at home with an older sibling
 day care centre nanny
 licensed family day home home alone
 private child care provider's home (no license)
 Boys & Girls Club family member
 friend or neighbour other, please specify

11. Are you satisfied with the before/after school care arrangements that you presently have?

- Yes No

12. Where is your present before/after school care located?

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

13. Where would you prefer to have before/after school care located?
(Please choose one only.)

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

If there are no youth in your household, please skip to Section D page 5!!

C. Youth (18 years of age and younger)

14. Do you know where to go for help to address the following youth issues? Please check the box under “yes” or “no” for each problem. Also, please indicate whether or not your teens have experienced any of these issues in the last year.

Type of Problem experienced	I know where to go for help		My teens have	
	Yes	No	Yes	No
Alcohol abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying at sports or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug abuse (illegal or prescription)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating disorders (anorexia, bulimia, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor Body Image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-mutilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment at sports or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation concerns (gay, lesbian, bi-sexual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexually transmitted diseases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicidal thoughts or suicide attempts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence at sports or recreation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:				

15. If your youth ever does need help for any of the problems listed above, where would you prefer the service to be located? (Please choose one only.)

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

16. Do the youth in your family need transportation (that you cannot provide) for any of the following activities? (Please choose all that are relevant.)

- shopping work sports activities youth Drop-in Centre
 doctor's appointments social and recreational outings
 educational activities other, please specify

17. Approximately how often do the teens in your family need transportation that you cannot provide?

- daily 4 to 6 times per week 2 to 3 times per week once a week
 2 to 3 times per month once a month never

D. Family

18. During the past year, have you or your spouse/partner needed help for any of the following problems? Again, please check the box under the correct answer for each problem.

	I have needed help		My spouse has needed help		
Depression	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Suicidal thoughts or attempts	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Stress	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Eating Disorders	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Loneliness	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Assistance to care for a disabled family member	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Assistance to care for a family member due to health issues	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Assistance to care for an aging parent	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Transportation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Parenting or child-rearing problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Marital or relationship issues	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Sexual dysfunction	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know

	I have needed help		My spouse has needed help		
Physical abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Depression	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Verbal abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Sexual orientation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Alcohol abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Drug abuse	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
VLT addiction	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Gambling addiction	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Pornography addiction	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know
Other, please specify					

19. If anyone in your family were having a problem that required the services of a counsellor or social worker, where would you prefer the service to be located? (Please choose one only.)

- Banff
 Calgary
 Canmore
 Cochrane
 Cremona
 Sundre
 Water Valley
 in my community/other (please specify)

20. What is your family's total gross household income?

- Less than \$12,500
 \$12,500 to \$18,999
 \$19,000 to \$25,999
 \$26,000 to \$31,499
 \$31,500 to \$49,999
 \$50,000 to \$74,999
 \$75,000 to \$99,999
 \$100,000 to \$149,999
 \$150,000 to \$199,999
 \$200,000 or more

E. Housing

21. Do you currently own or rent your housing? (please circle)

- Own Housing Rent

22. Do more than 2 members of your household share a bedroom?

- Yes No Not applicable

23. Do you spend more than 30 percent of your gross annual family income on housing (rent or mortgage)?

- Yes No Not applicable

24. Do you currently have a boarder in your home?
 Yes No
25. If yes, did you take the boarder because housing is not affordable?
 Yes No
26. Is your home physically safe without major problems with plumbing, electrical, or ventilation systems?
 Yes No Not applicable

Okay, you're doing fine. You have finished over half of the survey now!

F. Basic Needs

27. Is your family's income enough to pay for all of the following basic items on a regular basis?

Child care (if needed)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Clothing (clean, socially acceptable clothing that fits)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Education (elementary, junior high and high school fees and supplies)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Food	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Furniture (basic needs such as a kitchen table, couch and beds)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Health care costs (prescriptions and over-the-counter drugs, first aid supplies, dental care, eye exams)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Household operational items	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Housing (mortgage or rent for a home with appliances such as fridge and stove)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Kitchen supplies	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Personal care items (shampoo, soap, toothpaste, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Reading material (library card, books)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Recreation (access to sports facilities, culture or art classes, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Telephone (basic phone service)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
Transportation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable

28. Do you agree or disagree with the following statements? Please check beside the answer that is closest to your opinion.

In our society, everyone has the right to have his or her basic needs met (please see list above).

Strongly Agree Agree Disagree Strongly Disagree

In my community, people's basic needs are being met.

Strongly Agree Agree Disagree Strongly Disagree

The Alberta Government has a responsibility to make sure everyone's basic needs are met.

Strongly Agree Agree Disagree Strongly Disagree

Poverty is a problem in my community.

Strongly Agree Agree Disagree Strongly Disagree

29. Please indicate if your family received any of the following income support programs from the government in the last year (please check all that are relevant).

- Not Applicable Canada Pension
- Social assistance Workers' Compensation
- Employment Insurance Handicapped (AISH)
- Disability Insurance Assured Income for the Severely
- Other, please specify

If there are no seniors (65 years or older) in your household, you can skip to section H: Community Volunteerism on page 9!

G. Seniors (65 years or older)

30. If you are a senior or if you live with a senior do you need the following services? (Please choose all that are relevant.)

- Home nursing care
- Meals on Wheels
- Subsidized house cleaning
- Snow-shovelling
- Home maintenance
- Lawn and yard maintenance
- Friendly visitors
- Lifeline (emergency telephone response system)
- Social and recreational activities
- Care giver relief
- Other, please specify

31. Do you use the local seniors' centre?

- Yes
- No
- Not available

32. What services would you like the local seniors' centre to provide?

- Health programs
- Recreation programs
- Social Activities
- Social Services (i.e. information, referral, outreach services, home support etc.)

33. Do seniors in your family need transportation (that you cannot provide) for any of the following activities?

- Shopping (grocery etc.)
- Doctors' appointments
- Social and recreational outings
- Visiting friends or family
- Church or place of worship
- Other, please specify

34. How often do seniors in your family need transportation that you cannot provide?

- daily
- 2 to 3 times per month
- 4 to 6 times per week
- once a month
- 2 to 3 times per week
- never
- once a week

H. Community/Volunteerism

35. Do members of your household presently volunteer in the community?

- Yes
- No

36. If yes, approximately how many hours per month do members of your household volunteer for the following types of organizations?

Type of Volunteer Work	Hours per Month
Sports and Recreation
Arts and Cultural
Social Service (i.e. food banks, Meals on Wheels, etc.)
Service Clubs (i.e. Elks, Rotary, etc.)
Local Community Association
Youth Organizations (4-H, Scouts, Boys & Girls Club, etc.)
Church or place of worship
School/Education programs
Library
Political
Other, please specify

37. Do you feel that you have adequate training to fulfill your volunteer duties?

- Yes
- No
- Not applicable

38. Is the amount of volunteer work that your family is presently involved in too much, about right, or would you like an opportunity to do more?

- Too much About right Would like to do more

39. Where does your family do the majority of its volunteer work? (Please choose one only.)

- Banff Calgary Canmore Cochrane Cremona
 Sundre Water Valley in my community/other (please specify)

Congratulations! You've made it to the last set of questions!

I Disabled Transportation

40. Do you or your family need to use handibus transportation?

- Yes No

41. If yes, approximately how many round trips per month does someone in your family need to use a handibus?

number of round trips per month _____

42. What do you need handibus transportation for?
(Please choose all that are relevant.)

- | | |
|--|--|
| <input type="checkbox"/> Work | <input type="checkbox"/> Education |
| <input type="checkbox"/> Specialist appointments | <input type="checkbox"/> Social club |
| <input type="checkbox"/> Physiotherapy | <input type="checkbox"/> Respite |
| <input type="checkbox"/> Chemotherapy | <input type="checkbox"/> Shopping |
| <input type="checkbox"/> Dialysis | <input type="checkbox"/> Special needs preschool |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Other, please specify |

43. Before you received this survey, had you ever heard of Family and Community Support Services (FCSS)?

- Yes No

44. Have you ever used or attended an FCSS Program?

Yes No I don't know

Thank you for taking the time to complete this survey! Remember to fill out the draw entry form on the front page so you can be entered to win a \$100.00 gift certificate from your local grocery store. We appreciate your input! Please feel free to add some comments below!!

► Resources for Evaluation

- Canadian Outcomes Research Institute <http://www.hmrp.net/CanadianOutcomesInstitute/>
- *Evaluation Handbook*. Centre for Research and Education in Human Services, Kitchener, Ontario, for the Ontario Community Support Association.
- *FCSS Making A Difference Orientation Manual*. By Lana Wells and Kelly Ernst.
- *Keeping on Track: An Evaluation Guide for Community Groups*. By Diana Ellis, Gayla Reid and Jan Barnsely for the Women's Research Centre, Vancouver.
- *Success Measures Guide Book, Version 1.2*. Development Leadership Network, Boston, Massachusetts.
- United Way of America <http://national.unitedway.org/outcomes/>

► Resources for Research

Evaluation Planning Template

Components	Process/Issues to Consider	Key Points
Introduction	- What are the main sections of the plan? - Brief introductory comments	
Background	- What is the background to this project? - What are the key points regarding the goals/objectives of the project?	
Purpose of the Evaluation	- Why is the evaluation being conducted? - What is the purpose(s) of the evaluation? - What will the evaluation be used for? - Any limitations to the evaluation? - Can the conclusions be generalized?	
Outcomes/ Decisions	- Expected outcomes of the evaluation? - Will the evaluation be used to influence policy? - Could someone else use it to influence policy decisions? - Will the evaluation be used to influence decision-making? If so, how?	
Evaluation Questions	- What questions will be addressed in the evaluation? - Be sure that the questions are aligned with the evaluation purpose(s).	
Evaluation Methods and Instruments	- What evaluation methods will be used? - What tools/instruments will be used? - Why are these the appropriate methods? - Are there any secondary sources that will be used? If so, what might they be?	

Evaluation Planning Template (continued)

Components	Process/Issues to Consider	Key Points
Team Composition/ Participation	- Who will conduct the evaluation and why? - Who will participate in the evaluation and why? - How will they participate?	
Procedures and Logistics	- What procedures will be followed and over what time-period? - Any logistical issues? If so, what?	
Reporting and Assuring Use	- How will the evaluation be reported? Verbal and/or written, and why? - Who will receive a copy of the report/ hear a verbal presentation? Why?	
Budget	- What are the general costs associated with the evaluation? - Funding sources for the evaluation?	
Other Issues	- Any other issues related to the project/ evaluation?	

Examples for Research

Sample Key Informant Interview Questions

KEY INFORMANT INTERVIEW FORM for SPECIFIC ISSUES

1. Introduce yourself and present calling cards with your name and phone number.
2. Explain that you are doing a community needs assessment.
3. Say, "Thank you for your time. I represent (organization / agency) and want to learn about the needs in the community and how to help meet them."

Our goals are to:

- a. _____
- b. _____
- c. _____

(Ask questions... take careful notes... obtain quotes.)

4. What services do you provide?
5. What problems do you face as an agency?
6. What problems and needs exist among your clients? (Write quotes.)
7. What assets/capacities do your clients have that support them to cope with their issues?
8. How do you work with your clients to strengthen their capacities to address problems?
9. What trends do you see that will affect your work over the next five years?
10. What trends do you see that will affect your community over the next five years?
11. What can your organization do to help? (List by priority) (Organizational assets)
12. What can the community do to address these issues? (Community assets)
13. Is there anything else that you would like to add that we have not asked about?

► Resources for Strategic Planning

- *A Citizen's Guide to Community Social Planning*. By Michael Clague for the Social Planning and Research Council of BC (SPARC).
- *Building A Safer Canada*. Department of Justice Canada Federal-Provincial-Territorial Working Group on Community Safety and Crime Prevention. Two workbooks in the series:
 - A Community-Based Prevention Manual
 - Evaluating Your Community Crime Prevention Efforts
- *Caring About Families: A How-to Manual for Developing Canadian Family Resource Programs*. Family Resource Programs of Canada (FRP Canada), Ottawa.
- *Community Capacity Building: A Workbook for Rural Communities*. The Aspen Institute, Maryland.
- *Community Visioning and Strategic Planning Handbook*. The National Civic League for the Alliance for National Renewal, Denver.
- *Planning for Healthy Communities: Integrating Land Use and Human Services Planning*. Halton Region Community Services Department, Hamilton.
- *Planning, For a Change: A Citizen's Guide to Creative Planning and Program Development*. Citizen Involvement Training Project, University of Massachusetts at Amherst.
- *Strategic Planning for the Community Economic Development Practitioner*. By Mike Lewis and Frank Green.

► Resources for Organizational Development

We do strategic planning because we believe organizations must change as the environment changes. The task of strategic planning is to understand how the environment is changing, and will change, and how to make decisions that allow the organization to respond to those changes.

- *An Eye on the Community: Tools and Techniques for Screening Volunteers*. Edmonton Community Leagues (published by the Volunteer Centre of Edmonton, no longer in existence).
- *Board Development: Self-Guided Workbook Series*. Alberta Community Development. Six workbooks in the series:
 - Board Building: Recruiting and Developing Effective Board Members for Not-for-Profit Organizations
 - Developing Job Descriptions for Board Members of Not-for-Profit Organizations
 - Drafting and Revising Bylaws for Not-for-Profit Organizations
 - Financial Responsibilities for Not-for-Profit Organizations
 - Hiring and Performance Appraisal of the Executive Director
- *By Definition: Policies for Volunteer Programs*. A how-to manual for policy development for executive directors, board members and managers of volunteers. By Linda Graff.
- *Canadian Code for Volunteer Involvement*. Volunteer Canada, 2006.
- *Consensus Decision-Making: What It Is*. From the "Citizen Involvement Training Project", University of Massachusetts. A brief overview of steps for developing consensus.
- *Cultural Competency: A Self-Assessment Guide for Human Services Organizations*. Cultural Diversity Institute, University of Calgary; by Hieu Van Ngo.

- *Developing Your Policies and Procedures Manual: The Basics*. Ontario Community Support Association. A how-to manual for developing policies and procedures. Includes two manuals:
 - Managing Volunteer Resources
 - Managing Risk
- *Duties and Responsibilities of Non-Profit Corporations*. By Hugh M. Kelly, Q.C. & Mark R. Frederick, Canadian Society of Association Executives. A booklet outlining duties and liabilities of board members to avoid personal liability.
- FCSS Communication and Marketing Resource Kit. FCSS Association.
- *FCSS Marketing and Promotion Handbook and Training Guide*. For the FCSSAA Association by Trudy Carrels.
- *FCSS Orientation Modules*. For the FCSS Association by Hutchinson Associates. The Modules provide an introduction to, and an overview of FCSS. There are 8 Modules in the series:
 - Module One: History and Philosophy of FCSS
 - Module Two: The FCSS Mandate and program Guidelines
 - Module Three: Community Development and Community Planning
 - Module Four: Managing Your FCSS Program
 - Module Five: Legal and Financial Accountability in FCSS
 - Module Six: Marketing Your FCSS Program
 - Module Seven: Networking in FCSS
 - Module Eight: Suggested Orientation Activities
- *Governing for Results: A Director's Guide to Good Governance*. By Mel D. Gill (manual and templates on a CD)
- *Guide to Strategic Planning for Directors of Non-Profit Organizations*. By Christopher LeClair for the Canadian Society of Association Executives. A how-to manual for organizational strategic planning.
- *Guide to the Board's Roles and Responsibilities*. Edmonton Community Services Advisory Board. The booklet outlines roles and responsibilities of FCSS boards.
- *Iowa State University, Extension to Communities* <http://www.extension.iastate.edu/communities/tools>
- *New Designs for Leadership: Volumes I & II*. By Carver Governance Design (videos).
- *Orientation to FCSS/FCSSAA*. Power Point presentation and handouts.
- *Organizational Development Tool Kit: A Self Assessment Guide*. Partners in Organizational Development (POD), Vancouver.
- *Planning Successful Fundraising Programs*. By Ken Wyman for Imagine (Canadian Centre for Philanthropy).
- *Resource Centre for Voluntary Organizations (RCVO)*, Grant MacEwan College, Edmonton. <http://www.rcvo.org>
- *Resource Kit for Managers of Volunteers*. By Betty Stallings for the Volunteerism Project, San Francisco.
- *Responsibility and Accountability: What Community-Based Programs Need to Know*. By Janice MacAulay for FRP Canada. A tool kit developed to assist family support programs in developing sound operating practices that contribute to the overall health of their organization.
- *Strategies for Effective Proposal Writing*. Ontario Healthy Communities Coalition.
- *The Search Institute*, Minneapolis, Minnesota. <http://www.search-institute.org/>
- *Valuing the Rural Volunteer Tool Kit*. By the Ontario Rural Council.

► Examples for Strategic Planning

Example Questions to Pose in an Environmental Scan

- Describe your organizations external environment.
- Who are your funders?
- What are their reporting expectations?
- What is your relationship like with other funders, municipal or Métis settlement council, provincial government?
- How does the political and economic environment impact your program(s)?
- What is the major social issue/problems the organization or community is trying to address?
- Do you have a strong rationale (research) for your organization and the programs you offer and/or fund?

Action Plan Template

Goal	Strategy	Actions	Responsibility	Timeline
1. Goal #1	1.1 first strategy to reach Goal #1	1.1.1 actions/ steps to reach Strategy #1	Who is responsible for ensuring the work gets done, or is doing the work.	The date the work is expected to be accomplished.
2. Goal #2	2.1 first strategy to reach Goal #2	2.1.1 actions/ steps to reach Strategy #2	Who is responsible for ensuring the work gets done, or is doing the work.	The date the work is expected to be accomplished.

Template for Designing an RFP

1. Introduction of Project
2. Deliverables for Project
3. Skills and Experience Requirements
4. Contractor Eligibility
5. Formal Agreement - the successful contractor will be required to enter into a written agreement.
6. Contract Terms and Conditions
7. Selection Process/Criteria: Proposals will be measured on the criteria listed above including respondent's merits, experience, the proposed work plan, ability to work objectively in the community, and contract fee.
Interviews may be conducted with potential contractors, either in person or by telephone.
Unsuccessful respondents will be notified by mail.
The lowest bid will not necessarily be accepted and we reserve the right to reject any proposal in whole or in part. Respondents may be asked for supplementary information after the closing date.
8. Proposal Submission Outline
Title Page:
Include the respondent's profile (legal name, address, telephone, fax, e-mail and contact person).
Contents of the Proposal:
- Respondent's detailed plan to complete the project
- References
- Experiences and qualifications
- Expected hourly fee
- Number of expected hours to complete the contract.

Proposals are to be directed to:

Application deadline is ----- . For more information, please call -----

Example Contract with a Consultant

CONTRACT FOR SERVICES

BETWEEN: Consultant
(Hereinafter called "the Contractor") AND:
Organization Name

1.0 STATEMENT OF PURPOSE:

2.0 THE CONTRACTOR AGREES TO:

- 2.1 Provide services as outlined in Schedule A (attached). These services will not extend beyond the scope of the statement of purpose above and will not exceed, in time, or cost, the maximum number of days specified by the Contractor in Appendix A. Additional services may be mutually negotiated and agreed upon following completion and evaluation of services outlined in Appendix A.
- 2.2 Attend on-site meetings as required.
- 2.3 Liaise with the appropriate Project staff contacts as required.
- 2.4 Remit any GST paid or due to Canada Customs and Revenue Agency.

3.0 THE ORGANIZATION AGREES TO:

- 3.1 Pay the Contractor the sum of \$ for consulting for the contractual period beginning (start date) to (end date) to conduct the above scope of work.
- 3.2 Liaise with the Contractor on a regular basis in order to facilitate the effective and timely completion of the above scope of work.
- 3.3 Arrange, book and pay for costs related to meeting space, audiovisual equipment, meeting materials, food and beverages.

4.0 GENERAL TERMS AND CONDITIONS:

- 4.1 The period of performance of this agreement shall be from (start date) to (end date).
- 4.2 Payments will be allocated in X payments of \$.
- 4.3 Terms and conditions specified herein are legally binding. No alteration or variation of the terms of this contract and no understandings or agreements not incorporated and, unless made in writing between the parties hereto, shall be binding.
- 4.4 In performing services under this contract, the Contractor is an independent contractor and nothing herein is to be construed as establishing an employer-employee relationship. The Contractor is exclusively responsible for remittance of all applicable provincial and federal taxes and benefits.
- 4.5 The Contractor retains all property rights to the Contractor's materials that existed prior to the contract, and were used under the terms of this contract.
- 4.6 The Contractor agrees that any data or other information regarding the planning process which is made available to, or obtained by, the Contractor is confidential. The Contractor shall ensure that any such data or information is not disclosed or made known to other persons. Adherence to the protection of confidentiality extends beyond the term of this contract.

- 4.7 The parties hereby agree that no persons shall, on the grounds of race, colour, creed, national origin, or sex, be excluded from or denied participation in, or otherwise subjected to, discrimination under any activity performed pursuant to this contract.
- 4.8 The Contractor agrees that all work will be performed in accordance with the highest professional standards, completed with care, skill, diligence and efficiency.
- 4.9 This agreement may be terminated by written consent of either party, or by mutual written consent of both parties. Upon termination, the Contractor shall stop work. The Contractor shall be reimbursed for costs incurred to date of termination upon submission of an invoice within thirty days of termination.

APPROVED:

By: _____	By: _____
Title: _____	Title: _____
Date: _____	Date: _____
Signature: _____	Signature: _____

Selecting a Consultant

When selecting a consultant to work with you, consider the candidate's:

- past performance
- experience working with community groups
- ability to really listen
- ability to communicate with a broad range of people
- willingness to leave his/her own agenda at the door
- qualifications and experience
- knowledge of different kinds of evaluation/research/strategic planning techniques

EXAMPLE OF A STRATEGIC PLAN

NANTON
QUALITY OF LIFE FOUNDATION
JANUARY 2006
STRATEGIC PLAN
2006-2008

NANTON AND THE M.D. OF WILLOW CREEK

Pioneers first settled in the Mosquito Creek Community (Nanton area) in the late 1800's and early 1900's. On June 22, 1903, a village was formed and named Nanton. Nanton was incorporated as a Town in the summer of 1907. It is located 94 kilometres south of Calgary on primary Highway #2.

Nanton is located in one of southern Alberta's prime farming and ranching areas. Thus, the local economy is driven primarily by agriculture and related services. Although Nanton traditionally has been a service centre for the surrounding farms and ranches, in recent years light industry has begun to move in, taking advantage of low land costs and utilizing the skills of the local labour force. Current manufacturers include: mushroom farming, flour mill, spring water products/beverage bottlers, grain and feeds, cattle, poultry, food processing, concrete, livestock handling equipment, feed lots and saddlery.

Nanton is one of five independent urban municipalities within the boundaries of the M.D. of Willow Creek #26. Other towns include Stavely, Claresholm, Granum and Fort Macleod. Also there are the tiny hamlets of Parkland, Moon River and Woodhouse².

ISSUES FOR THE M.D. OF WILLOW CREEK

Cattle Industry on the Mend - Bovine Spongiform Encephalopathy (BSE)

The fallout for Alberta farmers and ranchers from the May 20, 2003 discovery of Canada's first indigenous BSE case was a serious economic blow to the region. When the U.S. border closed to Canadian cattle and beef, the 20,000 head of live cattle shipped per week to the U.S. had nowhere to go³. For the period May to December 2003, the value of Canada's cattle and beef export earnings plunged by 71 % from year-ago levels. Also herd inventories rose, supporting businesses suffered and the Alberta labour force in primary agriculture was reduced⁴. Employment decreased most significantly in mixed farming and support activities for agriculture⁵: In 2004 the number of persons employed in mixed farming had decreased 23.3 percent since pre-BSE numbers and the number of persons employed in support activities had decreased by 34.8 percent since pre-BSE numbers⁶. The worst of the crisis is now over and the U.S. border is open once again to Canadian cattle. The cattle industry is beginning to recover from the BSE crisis and early indications are that the industry should fully recover.

Grain Farming Crisis

As the situation begins to brighten for local cattle farmers and ranchers, many grain and oilseed producers in Western Canada are experiencing all-time record cash flow problems. The cash-flow crunch is the result of shouldering soaring input and freight costs as commodity prices, which are globally set, continue to remain low. Once inflation is factored in, commodity prices are as low now as they have ever been. This cash-flow crisis is hitting many Western Canadian farmers especially hard, as it comes on the heels of nearly five years of equity-eating disasters in agriculture brought on by adverse weather, drought and BSE.

² Alberta First Website

³ Alberta Government. (2004, March 11). Report shows a 20 percent drop in retail beef prices due to BSE.

⁴ TD Economics. (2004, March). The impact of mad cow disease.

⁵ Support activities directly related to the farm (e.g. livestock, breeding services, veterinarians, crop dusting, and spraying services, agricultural consultants, farm management services, etc.).

⁶ Alberta Government. (2005, April 7). Agri-Food Statistics update – Issue No. 88.

A southern Alberta mixed farmer is quoted in the Edmonton Journal as saying, "I think the crisis in the grains end of agriculture right now is going to far outreach what happened in the cattle industry with BSE".⁷.

Grain Elevator Closures

Another trend that will continue to impact the M.D. is the consolidation of grain elevators and the associated rail line abandonment. Many kilometres of rail line have already been abandoned in the M.D. and it is anticipated that several other lines and elevators will be closed in the near future. This is having a dramatic impact on the local and secondary road system, and will continue to do so as greater volumes of grain are hauled longer distances by truck.⁸

Oil and Gas Industry

Alberta is rich in oil and gas. Mainly it is found in the Grassland, Foothills and Parkland regions which include most of southern and central Alberta. For the MD of Willow Creek, the boom in the oil and gas industry has meant an increase in drilling activity within the region. This has resulted in an increase in the number of wells operating on local farm and ranch lands, and an increase in employment opportunities, both for locals as well as bringing new people (mainly single young men) into the region. All of this has brought more money into the community and made it more prosperous for local businesses. Along with this growth in the oil and gas sector come a number of challenges for the M.D. of Willow Creek. In particular, there is the on-going concern over the long-term environmental impact of the industry, and the resulting labour shortage for local businesses, farmers, and ranchers⁹. Whether the impact of the increase in oil and gas activity for the MD of Willow Creek is all positive or somewhat mixed, the reality is that the industry will continue to be a defining economic factor for the area for some time to come.

The Forces of Nature

On June 7, 1995, a severe flood swept through the municipality. Residents that owned land along the Oldman River, Willow Creek, Waterton River, Belly River and Lyndon Road were the most severely affected, with many losing their homes, equipment and livestock. On December 14, 1997 a fire spread into the M.D. of Willow Creek and significant damage was done, with losses including livestock, corrals, fences, equipment, winter pasture, wildlife, the destruction of four homes and extensive smoke damage to other homes and buildings. The fire also destroyed the grasses and stubble, which raised concerns with respect to soil erosion and the ability of the land to recover. In total, approximately 17,645 hectares of grassland and 4,208 hectares of cultivated land were destroyed¹⁰.

ISSUES FOR THE COMMUNITY OF NANTON

Population Growth

In a recent analysis of rural population growth between 1996 and 2001, Alberta towns and villages averaged a 6.2 percent gain in population. Growth varied significantly based on population. Towns with populations over 5000 grew an average 10.4 percent and those with populations between 1000 and 4999 grew an average of 3 percent whereas communities with populations between 500 and 999 decreased by 0.11 percent and populations with less than 500 decreased by 0.27 percent¹¹.

In the period between 1996 and 2001, Nanton grew 10 %. Compared to other Albertan towns, Nanton (at just over 1800) is growing at a much more rapid rate. There is no doubt that proximity to Calgary has a bearing on this growth. Over the same time period, High River grew 27%, Okotoks 37 % and Vulcan 13 % while Claresholm increased in population by only 5.7% and Fort Macleod decreased in population by 1.5 %¹².

⁷ Teel, G. (2005, December 22). Payoff for barley harvest exactly \$0.00. Cash-flow crisis the next in a long line of economic disasters to hit Western farmers Calgary Herald; CanWest News Service.

⁸ Ibid

⁹ This information was collected from Local Board members of the Nanton Quality of Life Foundation.

¹⁰ M. D. of Willow Creek No. 26. Excerpted from Serving Martha & Henry: Rural Municipal Government in Alberta 1983-1998, published by the AAMD&C in 1998

¹¹ Hornbrook, R, Hannes, J, Bentzen, M. & Hameister, L. (2003). Rural Alberta: an analysis of population growth 1996 – 2001

¹² Alberta First Website.

The Livingston School Division website refers to Nanton as “a community in transition”. This is true from a business point of view as the town attempts to diversify its core businesses and from a population point of view as population growth rates are anticipated to be in the nature of 2.5 to 3.5 % a year.

With this projected growth rate, the estimated land requirements could involve the development of up to 94 hectares of residential land to support a projected population of 4,351 in the year

2026. This would result in the need for approximately 1,100 new dwelling units to house the increase in population. Currently the Town has enough residential land to accommodate a population of approximately 2,500¹³. The town’s municipal development plan identifies a desire for sustained growth to about 5,000 people.

Urban / Rural Clash

As more and more urban-dwellers seek property outside of the Calgary city limits, the clash of cultures is inevitable. This clash is apparent on the M.D. of Willow Creek website as the municipality seeks to inform urban-dwellers regarding life in the country. In reference to those seeking to buy property in the M.D., the website suggests that “it is important for you to know that life in the country is different from life in the city. Rural Municipalities are not able to provide the same level of service the urban governments provide. To that end, we are providing you with the following information to help you make an educated and informed decision when purchasing or developing rural land”¹⁴.

Aging Population

The Calgary Health Region is predicting growth in all age brackets but the highest percentage increases will be in seniors aged 65 - 74, followed by adults aged 45 - 64, and then seniors 75 and over¹⁵. The chart below compares the population growth across all age groups. It is noteworthy that High River and Okotoks have grown in the 45 to over 75 age brackets in excess of Calgary. This could indicate a movement to smaller urban centres. If so, Nanton could expect some of this migration as High River and Okotoks over time control development. Also, in all communities, considerably less population growth occurred in the 5 - 14 age groups between

1996 and 2001. As this group ages, less increase in the 15 - 19 age group within the region will likely be experienced.

COMPARISON OF POPULATION INCREASES BETWEEN 1996 - 2001

Age Bracket	High River	Okotoks	Nanton	Claresholm	Calgary
5 - 14	16%	23%	-.02%	-.03%	.06%
15 - 19	34%	49%	13%	-.06%	23.5%
20 - 24	25%	42%	17%	13%	20.5%
25 - 34	18%	26%	.09%	-.08%	.06%
35 - 44	16%	24%	0%	0%	10.5%
45 - 54	51%	77%	27%	22%	57%
55 - 64	61%	70%	15%	25%	20%
65 - 74	34%	50%	.07%	12%	12%
75 and over	2-%	44%	.09%	.06%	29%

Source: Alberta First Website

13 Alberta First Website. Community profiles

14 M.D. of Willow Creek website. (2004, November). Code of the west

15 Calgary Health Region website

Poverty

There are increased levels of poverty across the province, and research has shown that the number of low-income and working poor families has significantly increased in the last 5 years¹⁶. This seems to be the case for the community of Nanton where the local food bank distributed Christmas hampers in 2004 to 48 families. In a community this size, 48 families is a significant number - the 2001 Canada Census indicated 485 family households and 780 total households in Nanton. As a result of this increase, the food bank reports that supplies are low and there is ongoing demand for non-perishable food items¹⁷. As the population continues to increase demand on service such as the food bank will continue to be an issue.

Highway #2 Realignment

Currently Highway #2 runs directly through the community of Nanton. There are plans underway to reroute Highway #2. Although it has not been decided where the new route will be, a Calgary based consulting company spent time in Nanton in November 2005 studying traffic patterns. The results from the study will be used in the determination of the Highway 2 re-alignment¹⁸. According to a council discussion on the annexation of property to the west of town, the town prefers the highway go east of town for historical, aesthetic and safety reasons¹⁹. Regardless of where the final re-alignment happens, this change will definitely impact the community and its local businesses.

COMMUNITY STRENGTHS

Nanton advertises itself as "a community which respects and involves its seniors, cares for its children and neighbours, preserves its past and plans growth based on maintaining its special "quality of life". In a community survey, 76 % of respondents rated Nanton an excellent to good place to live. A Nanton News article suggests that "if generosity is the measurement of a town's spirit, Nanton's is off the charts". Some examples cited:

- The J.T. Foster grade 10 class helped refurbish the Lion's Grove Community Park
- Folks from Nanton spent countless hours planting canola in an effort to help people from third world nations.
- Residents and staff of the Silver Willow Lodge baked over 200 pies in an effort to raise money for the home.
- When the Auditorium hosted a party created to make money for the recreational centre's ongoing renovations, people came out in droves.
- A group of 12 Nanton women get together once a month to make quilts which are given to people who have been diagnosed with cancer²⁰.

KEY ISSUES FOR RURAL ALBERTANS

According to a survey that was done with rural Albertans²¹, the following are key areas of concern:

- Healthcare - 95 percent of those interviewed believed that accessible quality healthcare was a high priority;
- Support for Rural Businesses - 84 percent said financial resources for rural business were "very important" or "important";
- Access of Government Programs - 78 percent said access to government programs was "very important" or "important";
- Employment - 69 percent of respondents cited lack of employment opportunities as a major reason why young people leave their community;
- Youth Programming - 85 percent believed more programs and services for youth were important for the development of their community;
- 80 percent of respondents cited adult education and skills upgrading as important²².

20 Nanton News. (2005, May 11). Volunteer spirit alive and well.

21 18 percent of the 407 telephone interviews were with people in Southern Alberta.

22 Sorensen, M. (2002, May) Rural Priorities: Survey of Rural Albertans" Rural Team Alberta Government of Canada

KEY ISSUES FOR THE COMMUNITY OF NANTON

According to a focus group that was held with community members²³ in December 2005, the following are areas of concern for the community of Nanton:

- Poverty
- Transportation
- Centralization of services
- Growth of small communities
- New families without natural support networks
- Youth and drugs
- Youth and bullying
- Childcare and after school care programs
- Domestic violence
- Senior's services
- Mental health issues
- Supports for special needs children

HISTORY OF THE NANTON QUALITY OF LIFE FOUNDATION

In the spring of 1996 a group of concerned citizens from the community of Nanton met to discuss the need for a "safety net" to protect local support service in the event that government funding was not available.

They decided that a society should be established that would have the ability to raise funds to assist individuals and groups within the community. They developed mission and mandate statements and determined the geographical area to be served and on June 12th 1996 the Nanton Quality of Life Foundation (NQLF) obtained Society status from the Provincial Government of Alberta. The purpose of this non-profit organization is to provide a means for residents of the Nanton Community to acquire skills, intervention, assistance, or support necessary to improve his/her quality of life.

In the fall of 1999 the Town of Nanton re-structured and it was decided that the Nanton Quality of Life Foundation would enter into an agreement with the Town to deliver the services for the Nanton Family and Community Support Services (FCSS) program. Also in 1999, the NQLF entered into an agreement with the regional Child and Family Services Authority to provide services as a Family Resource Centre. Then in the fall of 2001, the Municipal District of Willow Creek, No. 26, entered into an agreement with the NQLF to deliver FCSS services to the rural residents surrounding the Town of Nanton as well.

Since this time the NQLF has been an integral part of both the community of Nanton and the wider M.D. of Willow Creek. They provide an array of community supports, programs and services. NQLF works in the community to:

- Provide volunteer recruitment, training coordination, and support
- Development and /or Facilitation of support groups
- Public education
- Workshops
- Response to community needs as they are identified
- Collaborative efforts with other service agencies/groups
- Referral & support to individuals seeking to meet their social and human needs
- Resource material available to community members

The NQLF also provides the following community services and programs:

- Handi Bus Coordinator
- Volunteer Coordinator
- Tap Town Welcome Packages
- Block Parents
- Support Groups
- Educational Workshops
- Support to Community Initiatives
- Meals on Wheels Schedule coordinator
- Student Employment
- Community Resource Center
- Local Access to Service Providers
- Family Support Program
- Youth Worker

Nanton Quality of Life Foundation Strategic Plan

Vision

A vibrant caring self-supporting community

Mission

To support and promote well-being for individuals, families and communities

Guiding Principles

We believe that all people are equal and should be treated as such

- We believe that all people have strengths to share with their community
- We believe that working with people is the best way to build a healthy community
- We believe that the best way to serve the community is to remain autonomous and responsive to local needs and priorities
- We believe that working in partnerships is the best way to serve the community
- We are committed to ensuring that services are provided with respect and confidentiality

Strategic Goals

- To increase the awareness of the Nanton Quality of Life Foundation (NQLF) in the community
- To ensure that those individuals and families most in the need of community supports are accessing them
- To be prepared to respond to community issues as they arise

Goal #1: To increase the awareness of the Nanton Quality of Life Foundation in the community

Strategy #1: Diversify Board membership

Actions for Year One:

- Recruit a youth representative to the Board
- Recruit representatives from new families in the community
- Recruit more male representatives to the Board

Actions for Year Two & Three:

- Work with the youth representative on the Board to build a youth council in the community to work with NQLF on youth related issues and services
- Build a family council to work with NQLF on family related issues and services
- Continue to build partnerships with the Town Council and MD of Willow Creek
- Continue to build diverse Board membership

Strategy #2: Promote the work of the NQLF in the community

Actions for Year One:

- Develop a community newsletter that highlights the work and services provided by the NQLF
- Develop a strategy to ensure effective distribution of the Welcome Package
- Place NQLF promotional materials on local business and organization bulletin boards
- Work with local media – both print and television to highlight the work of the NQLF

Actions for Year Two & Three:

- Continue to ensure NQLF work is highlighted throughout the community
- Review year one activities and continue to build promotional strategies

Goal #2: To ensure that those individuals and families most in need of community supports are accessing NQLF programs and funded services

Strategy #1: Build an understanding of these individuals and families

Actions for Year One:

- Bring local service providers together to discuss how to identify and best serve these families and individuals
- Organize a community event (i.e. dinner) for all new families twice a year and provide them with information about the community and the Nanton Quality of Life Foundation

Actions for Year Two & Three:

- Continue to increase awareness and understanding of those individuals and families most in need in the community
- Ensure that all funded programs and services are working to reach these individuals and families
- Work with all service providers to review their services and ensure that these individuals and families are being reached

Strategy #2: Ensure that funded programs meet NQLF priorities

Actions for Year One:

- Develop funding priorities based on community issues and NQLF interests
- Develop funding guidelines and an application process

Actions for Year Two & Three:

- Review funded programs in light of the funding priorities and guidelines

Goal #3: To be prepared to respond to community issues as they arise

Strategy #1: Develop a community plan to build awareness around the issues of substance abuse/use

Actions for Year One:

- Connect with youth around the issue and see how to best engage them in this work
- Build an understanding of the issue
- Build awareness of the issue in the community

Actions for Year Two & Three:

- Review the impact of this awareness and develop strategies for further work in the area

Strategy #2: Advocate for and provide support to, low-income families and individuals

Actions for Year One:

- Determine the needs of low-income families and individuals
- Raise the profile in the community around the issues faced by low-income families and individuals
- Develop a strategy to address these issues

Actions for Year Two & Three:

- Continue to address these issues locally and provincially

Strategy #3: Continue to monitor existing services and respond to community needs as they arise

Actions for Year Two & Three:

- Ensure that all funded-programs are able to report on how they are effectively meeting community needs

Goal #4: To further develop an accessible community-based facility for individuals and families to come together to access services and supports

Strategy #1: Build a plan for the establishment of a community facility

Actions for Year One:

- Determine the level of interest and need in the community
- Determine the space requirements, based on the requirements of partnering organizations and services
- Determine the level of funding required and identify potential funders
- Build a proposal for the establishment of the facility

Actions for Year Two & Three:

- Obtain funding and select the site for the facility
- Move into the new site and begin operations by 2008

Nanton Quality of Life Action Plan: Year One - January to December 2006

Goal #1: To increase the awareness of the Nanton Quality of Life Foundation in the community

Strategy	Actions	Sub-Actions	Time Frame	Who	Status
Diversity Board Membership	Recruit a youth representative to the Board	<ul style="list-style-type: none"> Meet with local high school representatives to develop a process for selecting a youth representative 	June 2006	Staff, Board	
	Recruit representatives from new families in the community	<ul style="list-style-type: none"> Identify new families in the community and approach to sit on the Board 	September 2006	Staff, Board	
	Recruit more male representatives to the Board	<ul style="list-style-type: none"> Identify potential community members and approach to join the board Meet with local Ministers from the faith community 	December 2006	Board	
Promote the work of the NQLF in the community	Develop a community newsletter that highlights the work and services of the NQLF	<ul style="list-style-type: none"> Review current newsletter Determine how often to send the newsletter out Determine how best to distribute the newsletter 	June 2006	Staff	
	Develop a strategy to ensure effective distribution of the Welcome Package	<ul style="list-style-type: none"> Review how package is currently being distributed and how many were sent out in 2005 Investigate incentives for the packages Develop a distribution plan for the welcome package for 2006-2007 	June 2006	Staff	
	Place NQLF promotional materials on local business and organization bulletin boards	<ul style="list-style-type: none"> Develop a logo for the organization Update promotional materials Place information in local stores, churches, medical offices, business 	December 2006	Board	
	Work with local media – both print and television to highlight the work of the NQLF	<ul style="list-style-type: none"> Place ads in the local newspaper Write articles for the newspaper Ensure that NQLF information is available on local TV 	December 2006	Board	

Goal #2: To ensure that those individuals and families most in need of community supports are accessing them

Strategy	Actions	Sub-Actions	Time Frame	Who	Status
Build an understanding of these families and individuals	Bring local service providers together to discuss how to identify and best serve these families and individuals	<ul style="list-style-type: none"> • Host a meeting with local service providers and other interested stakeholders • Work with local program staff to identify families • Invite families to an informal focus group session to talk about their needs • Insure that all new families receive the Welcome Package and information on the NQLF • Take this information and use it to determine NQLF funding and program priorities 	December 2006	Staff	
Ensure that funded programs meet NQLF priorities	Develop funding priorities based on community issues and NQLF interests Develop funding guidelines and an application process	<ul style="list-style-type: none"> • Identify funding priorities for 2006 • Communicate funding priorities to the wider community via newsletter and local media • Develop an application form that clearly outlines funding priorities and process • Distribute to the community for 2006 funding cycle 	March 2006 March 2006	Staff Staff	

Goal #3: To be prepared to respond to community issues as they arise

Strategy	Actions	Sub-Actions	Time Frame	Who	Status
Build a community plan to build awareness around the issue of substance use/abuse	Build an understanding of the issue Build awareness of the issue in the community	<ul style="list-style-type: none"> • Organize community presentations on the issue • Continue to work with the RCMP on the issue • Explore with youth what role they can play in this work • Hold a community forum on the issue • Look at holding a youth event, organized by youth 	June 2006 September 2006	Staff Staff, Board	
Advocate for and provide support to, low-income families and individuals	Determine the needs of low income families and individuals (See goal #2, strategy #1) Raise the profile in the community around issues faced by low-income families and individuals	<ul style="list-style-type: none"> • Work with local service providers to contact low income families and hold a focus group or series of interviews with these individuals to determine their needs • Ensure that information collected is available to wider community - consider hosting a community form on these issues and getting local media to cover issues 	September 2006 December 2006	Staff Staff, Board	

Goal # 4: To develop an accessible community-based facility for individuals to come together to access services and supports

Strategy	Actions	Sub-Actions	Time Frame	Who	Status
Build a plan for the establishment of a community facility	Determine the level of interest and need in the community	<ul style="list-style-type: none"> • Bring the community together to discuss the concept and get buy-in • Determine the level of interest and identify potential community partners • Establish a Facility Committee to move this work forward 	June 2006	Staff, Board	
	Determine the space requirements, based on the requirements of partnering organizations and services	<ul style="list-style-type: none"> • Determine what services would be on-site in the new facility • Determine how much space would be required and what kind of space would be required 	September 2006	Staff, Partners	
	Determine the level of funding required and identify potential funders	<ul style="list-style-type: none"> • Based on the physical requirements, determine the cost of the new facility – determine if this would be a new facility or already existing site with renovations • Identify potential funders and approach them to determine level of interest and funding process 	December 2006	Staff, Committee	
	Build a proposal for the establishment of the facility	<ul style="list-style-type: none"> • Develop a proposal for the new site 	June 2007	Staff, Committee	

Advocacy Planning Chart with Descriptions

Problem Identification	Goals	Strategies	Tactics/Actions	Resources	Support / Opposition	Target / Agents of Change	Evaluation
Make sure you get to the root of the issue!	What is your long-term goal? What are your intermediate and short-term goals?	What strategies do we need to achieve the goals?	As you plan your tactics ask the following questions: <ol style="list-style-type: none"> 1. What will be the scope of the action? 2. Who will carry it out? 3. When will the action take place, and for how long? 4. Do we have the resources? 5. Who should be involved? 6. Which individuals/ organizations might oppose it? 	What resources do you have – think beyond \$.	What community support and opposition?	Who do we need to change? Who can influence them?	Was the goal accomplished and if not, then why?

Basic Evaluation Planning Template

Intended Goal	Strategies & Actions to Achieve Goal	Outcomes - What was Achieved?	Challenges & Barriers to Reaching Goals	Strategies for Going Forward – What Needs to Still Be Done?

► Resources for Advocacy

- Benjamin, Saranel (ed). 2007. CPP Umhlaba Manuel. *Advocacy: Theory and Practice*, Training for Civil Society, Durban: Umhlaba Development Services
- Cohen, D. , R. de la Vega, G. Watson. 2001. *Advocacy for social justice*. Bloomfield, CT: Kumarian Press Inc.
- Community Advocacy Centre, Advocacy Help Sheets, available on line at: http://www.ourcommunity.com.au/advocacy/advocacy_article.jsp?articleId=2384, Australia. West Melbourne, Australia, Our Community Pty. Ltd Advocacy Community, See their main website at: www.ourcommunity.com.au
- Herbert, Margot. 1996. *Standing Up for Kids, Case Advocacy for Children and Youth, Strategies and Techniques*. Office of the Children's Advocate.
- Jerningan, D. H. and P. Wright. 1996. Media advocacy: lessons from community experiences. *Journal of Public Health Policy* Vol. 17, No. 3: 306-330.
- KU Work Group, The Community Toolbox, Work Group for Community Health and Development at the University of Kansas. http://ctb.ku.edu/en/tablecontents/chapter_1030.htm
- Sharma, Ritu R. 1999. An Introduction to Advocacy, Training Guide. Produced by the Support for Analysis and Research in Africa (SARA), and the Academy for Educational Development (AED). Washington, DC: AED. Available at: <http://aim.path.org/en/vaccines/hepb/pdf/USAIDAdvocacy1.pdf>
- VeneKlasen, Lisa. Policy Players: A Power Map for Advocacy Planning. Washington, DC: InterAction, 1995. For more information contact: InterAction, 1717 Massachusetts Ave. , NW, Washington, DC 20036, USA, tel: 202-667-8227, fax: 202-667-8236.
- Young, L. and J. Everitt. 2004. *Advocacy groups*. Vancouver, BC: UBC Press
- Alberta Teachers Association. 2000. *Advocacy, How to Make Yourself Heard*.
- Edmonton Social Planning Council, *Advocacy Book*
- Jensen, Colleen. 2003. *Politicians Are Part of the Solution*. Community Services, City of Red Deer.
- Penticton Advocacy Network. 1996. *AdvoKit, A Self-Help Guide on How to Advocate for Yourself*.
- *Advocacy: How to Make Yourself Heard*. Alberta Teachers Association.
- *Advocacy Training Workshop and Resource Kit*. Office of the Child and Youth Advocate, Alberta Children's Services.
- Canadian Council on Social Development www.ccsd.ca
- Canadian Policy Research Networks www.cprn.ca
- FCSS Advocacy Workshop and Resource Kit. By Patti Lawrence for the FCSSAA.
- *How to Make Citizen Involvement Work: Strategies for Developing Clout*. Citizen Involvement Training Project, University of Massachusetts.
- *Naming the Moment: Political Analysis for Action*. "The Moment Project", Jesuit Centre for Social Faith and Justice, Toronto.
- *Politicians are Part of the Solution*. By Colleen Jensen, Red Deer.
- Public Interest Alberta (PIA) <http://www.pialberta.org>
- Public Legal Education Network of Alberta (PLENA) <http://www.plena.org>

- *The Poverty Game*. Branching Out Anti-Poverty Group, Dawson Creek, BC. A board game to increase understanding and insight into poverty; comes with a leader's manual.
- Vanier Institute of the Family www.vifamily.ca/library/

► Examples for Advocacy

Sample Focus Group Questions

The following questions can be used to guide the focus group discussion.

- 1) What are the current needs and issues in your community?
- 2) Are these needs and issues new to your community?
- 3) Are there issues and needs on the horizon that you anticipate becoming a concern for the community in the next 5 years?
- 4) What are the most pressing issues to be addressed in the community?
- 5) Are you aware of any current programs/services/agencies that are currently addressing these needs and issues?
- 6) Are you aware of any current community strategies or initiatives that are working to address these needs and issues?
- 7) What else needs to be done to address these needs and issues?
- 8) What are the challenges or barriers to addressing these needs and issues?
- 9) What strengths can you draw on as a community to address these issues and needs?
- 10) Is there any other information that has not come up in the discussion that you feel needs to be addressed?

Advocacy Planning Chart

Problem Identification	Goals	Strategies	Tactics/Actions	Resources	Support / Opposition	Target / Agents of Change	Evaluation

Example of an advocacy planning chart that is developing a plan to address budget cuts for a rural health clinic:

Problem Identification	Goals	Strategies	Tactics/Actions	Resources	Support / Opposition	Target / Agents of Change	Evaluation
Budget cuts have been proposed that will affect the funding for a clinic that offers the only health care available to people in a rural community	Better health care for the people of this area	Educate the community about the need for the clinic	<ul style="list-style-type: none"> • hold meetings • identify and contact sympathetic media • develop letter writing campaign • present brief to MLA 	<p>Personnel: 5 FTE organizers, 25% admin. Support, 6 volunteers</p> <p>Budget: \$2,000, need an additional \$1,000</p>	<p>Allies:</p> <ul style="list-style-type: none"> • Local community activists • Local seniors group • Health care alliance group <p>Opponents:</p> <ul style="list-style-type: none"> • Neighbouring health care centre group. • Provincial Health Ministry 	<p>Possible targets of change:</p> <ul style="list-style-type: none"> • key members of health ministry <p>Possible agents of change:</p> <ul style="list-style-type: none"> • health clinic staff and physicians • community leaders • local MLA 	Was the goal accomplished and if not, then why

Identifying Allies and Opponents Table

Allies	Opponents	Unsure
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Force Field Analysis Chart

	Internal Forces	External Forces
Support (Allies)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Against (Opponents)	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Beyond Control	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

Advocacy Template

DATE: [insert full date the brief was prepared]

PREPARED FOR: [insert name of person or organization]

TITLE: Concise title to reflect the issue (try to limit number of words to fewer than 10)

PURPOSE / INTRODUCTION

This briefly (in a short paragraph or two) introduces the organization that is submitting the brief (e. g. name of organization, number of groups or individuals represented by organization, and possibly a sentence or two about the organization's history and focus), states what the issue or problem is that the brief is addressing.

BACKGROUND:

Provide a brief description of the issue / the problem. Try and be objective and state only the 'facts'. Outline the important points, key historic and relevant factors that led to the situation / problem as it is today. The background should answer the question: how did we get to this situation? Avoid unnecessary detail. This section should be 1-2 paragraphs.

DISCUSSION:

Provide a discussion of the issue / the problem. This can and should be subjective: use this section to give you/ your organization's views about the issue and what action you would like the government (or who ever the brief is being sent to) to take on the issue. Try to be specific about what you want by referring to specific policies or legislation that you want changed / introduced. This should be several paragraphs.

This is the section where you will include recommendations for action / recommendations for how to address the situation or solve the problem (e. g. we are requesting that the government ...")

CONCLUSION:

Summary of issue should not include recommendations or options. Do not introduce anything new into the conclusion. This should be one short paragraph.

For More Information: It is important to have a person's name and contact information here