

# DOING YOUR PROGRESS REPORT

## Contents



	Page
Explain It To Us Simply, Please .....	9
<b>STEP 1: THE SEVEN QUESTIONS</b>	
“How Healthy and Sustainable is Our Community?” .....	11
Worksheet .....	12
<b>STEP 2: A) WHAT IS OUR GOAL? .....</b>	<b>13</b>
<b>B) WHO IS THIS FOR? .....</b>	<b>13</b>
Worksheet .....	16
Tell Us More .....	17
What is the Community? .....	17
Sectors of the Community .....	17
<b>STEP 3: THE BRAINSTORM - What is “Healthy and Sustainable”? .....</b>	<b>19</b>
Example .....	20
Worksheet .....	21
Tell Us More .....	22
What is a Healthy, Sustainable Community? .....	22
Qualities of Health and Sustainability .....	24
<b>STEP 4: SIGNS OF PROGRESS .....</b>	<b>27</b>
A) Checklist Worksheet #1 .....	28
B) What’s Working? .....	30
Example .....	31
Worksheet #2 .....	32
<b>STEP 5: SIGNS OF CAUTION .....</b>	<b>33</b>
A) Checklist Worksheet #1 .....	34
B) What’s Not Working? .....	39
Example.....	35
Worksheet #2 .....	36
<b>STEP 6: THE CORE: 16 Objective Indicators .....</b>	<b>37</b>
Summary of Core Indicators .....	38
Worksheets for Data .....	41
What Do We Collect (overview chart) .....	43
Detailed Descriptions of Core Indicators .....	44
Tell Us More .....	50
What Are Indicators? .....	50

# Doing Your Progress Report

<b>STEP 7:</b>	<b>WHAT ELSE IS IMPORTANT To Our Community?</b> .....	53
	Community Profile .....	53
	Community Vision and Goals .....	54
	Turning Values & Vision - into Goals & Indicators	
	Example .....	56
	Worksheet #1 .....	57
	Worksheet #2: Potential Goals and Indicators .....	58
	Tell Us More	
	Overall Community Goals .....	59
	Potential Issues and Goals (lists) .....	60
<b>STEP 8:</b>	<b>PICK YOUR OWN! - Locally-Selected Indicators</b> .....	65
	Getting Community Input .....	66
	Worksheet #1: Summary of Indicators .....	68
	Worksheets #2: Data to be Collected .....	69
<b>STEP 9:</b>	<b>WHAT DO YOU THINK? - The Community Survey</b> .....	71
	What Information Do We Collect? .....	71
	Tell Us More: Community Surveys .....	74
	Orillia 2005 .....	75
	Types of Questions .....	79
	Positive Steps Questionnaire .....	82
<b>STEP 10:</b>	<b>WHAT'S NEXT?</b> .....	83
	A) Should We Do More? .....	83
	B) Looking For Detail! .....	83
	1. Monitoring Differences Across the Community .....	83
	2. Mini Progress Reports:	
	Neighbourhoods, Organizations, Families and Individuals ...	85
	Examples of Indicators (overview chart) .....	87
	Examples of Indicators for Organizations .....	88
	3. Capacity Assessments .....	89
<b>STEP 11:</b>	<b>THE REPORT CARD</b> .....	91
	Reporting Your Information .....	91
	Getting Feedback .....	93
	Getting Ready for Next Time .....	93
	Tell Us More .....	94
	Reporting Styles (Sustainable Seattle) .....	95
<b>STEP 12:</b>	<b>TURNING OUR INFORMATION INTO ACTION</b> .....	97
	How Do We Do That? .....	97
	Overall Community Goals .....	98
	Larger Priorities: Selecting Actions .....	99

## Explain It To Us Simply, Please...

This section contains **12 STEPS** to create a progress report and turn it into action.

In each step, you'll find a worksheet for gathering information about your community. When you've done as many steps as you can, collect your worksheets and report on what you've found (as described in Step 11). It's as simple as that.

To help you understand the process, here's an outline of what you will be doing.

- Look at where you are now.  
(i.e. "How healthy and sustainable is our community?")
- State your overall goal, and who this report card is for.
- Define "healthy and sustainable" and your specific goals.
- Select your signs or "indicators" of progress.
- Collect the information to measure your progress.  
(i.e. past and present figures, and future targets)
- Interpret and report it.
- Turn the information into action.
- Monitor the indicators over time (to re-check your progress).

Think of this process regardless of how many workbook Steps you do.  
Remember to move from

*Seeing where you are now, **and**  
defining your goals, **to**  
collecting information (to measure your progress),  
reporting it to the community, **and**  
acting on the information.*

This will keep you headed in the right direction, and ensure that the community will benefit from the work you do.

*I find I am so excited I can barely sit still or hold a  
thought in my head.*

*I think it's the excitement that only a free man can  
feel. A free man at the start of a long journey,  
whose conclusion is uncertain.*

Red Redding,  
The Shawshank Redemption

## Doing Your Progress Report



**... and now for Step 1...**

# STEP 1

## THE SEVEN QUESTIONS

### “How Healthy and Sustainable is Our Community?”

**This is the easiest way to begin your report card.  
If you do nothing else, do this!**

The purpose of **The Seven Questions** is to find out how people feel about their community. These are known as “subjective indicators” - or signs of what is happening based on peoples’ perceptions and feelings.

At this stage, this is not intended to be a scientific study! It’s an “icebreaker”: an activity to get people thinking, talking and involved in the healthy community process. Have some fun with it - and see what you learn.

### What Do We Do?

Simply fill in the **Worksheet**. You can do it right now. (Make a copy first.)

Next, share it with others. Ask the members of your group to fill it in. If they find the questions useful, have them invite others to complete it. (If not, try a different wording until you find something that works.)

Move on to key people or groups in the community. Remember to mix business, government, social, environmental and health interests. Involve people of different cultures, income levels and ages. See how they experience the community.

When you’re ready, ask your municipal council members. Then involve the whole community (e.g. with the help of your local newspaper, if you have one).

### What do we do with the information?

That depends. If you’re going to do more steps in the workbook, start those now. If this is all you want to do, it’s time to report what you found to the community. For ideas on how to report, turn to Step 11 [pg.91].

# Doing Your Progress Report

## Step 1 Worksheet

COPY AND FILL IN

### THE SEVEN QUESTIONS

Rating: 0 (Low) - 10 (High)

- 1) **Do we have a “healthy community”?** Rating: \_\_\_\_\_  
(Consider the whole community -  
the environment, economy, social environment  
and services, personal health, happiness)
  
- 2) **Rate the “health” of our:** Rating: \_\_\_\_\_  
**Environment**  
(e.g. water, air, wastes, green space)  
**Economy** Rating: \_\_\_\_\_  
(e.g. income, employment rate, taxes)  
**Social Environment** Rating: \_\_\_\_\_  
(e.g. transportation, housing, education,  
arts/culture, community)  
**Human Health** Rating: \_\_\_\_\_  
(e.g. physical, emotional, mental, spiritual;  
and health care)
  
- 3) **How “sustainable” are our activities?** Rating: \_\_\_\_\_  
(Will our community be healthy 10, 20 or 50 years  
in the future if we continue doing what we are now?)
  
- 4) **What needs to change for us to have a healthier and more sustainable community?**  
(write answers below)
  
- 5) **How happy are you?** Rating: \_\_\_\_\_
  
- 6) **How satisfied are you with your primary** Rating: \_\_\_\_\_  
**daily activity?** (that is: at work, school, home life)
  
- 7) **What is important to you? What do you value in this community?**  
(write answers below)

## STEP 2

### A) WHAT IS OUR GOAL?

Before you proceed, take time to clearly define your goal for this project. This will help in two major ways:

**1) It will keep your work focused and on track.**

Whenever you are uncertain about what to do next, or whether you are heading in the right direction, ask:

*“What is our overall goal?”*

Remember what you decided in this Step. The ways to get there will then become clear.

**2) Knowing your goal will enable you to describe it to others.**

Often during this project you’ll need to invite others to take part – e.g. as partners, supporters, report card users. The clearer you are about why you’re doing this, the clearer they’ll be.

Here’s a suggested goal for your project:

*“To develop a community report card which will help us assess and increase our progress toward health and sustainability.”*

Feel free to modify it. Find something which works for you. Then remind yourself of it – often.

### B) WHO IS THIS FOR?

What is our “community”?

Who will be using our report card?

These questions must also be answered before you continue your progress report.

Why? Because the answers will affect:

- the type of information you collect
- where you collect it and who you talk to
- the way you report it

Think of it this way:

- Do people want to know the “coliform count” in your local lake - or “how many days the beaches are safe for swimming”? It depends on whether you’re a scientist or a swimmer!
- If you are doing a report card on your neighbourhood, who will you ask if they feel local streets are safe? People in your neighbourhood, of course!

## Doing Your Progress Report



# Doing Your Progress Report

## Step 2

- Suppose you want all sectors of your community to use the report card. Will the information be of interest: To municipal councillors? To business people? To community organizations? How will you ensure that they read, hear or see it?

The information you collect must be **available** for those who are collecting it, **understandable** to those who will read it, and **useful** for (and received by!) those who will be using it.

In this workbook, our primary focus is:

### 1) Understanding/use by the general public and the whole community.

We recommend gathering information which is understandable by the general public. Public will is what ultimately moves government, industry and the community to change. That “will” needs public awareness – which is what the report card will provide.

The report card has also been developed so that everyone – elected officials, municipal staff, community groups, businesses and institutions – will find it useful. It takes action by all these stakeholders to create a healthy, sustainable community.

### 2) Data collection at the MUNICIPAL level (i.e. city/town/region)

This is for two reasons:

- *ease of collection*  
Most currently available data is collected by municipalities or at the municipal level.
- *community-wide appeal*  
If it applies to your whole city/town, the progress report will have more appeal and usefulness for local government, community-wide organizations, the general public and the media.

## If this doesn't apply to you...

If you're interested in reporting on a different “community” – such as your neighbourhood, or organization - you can still use the workbook, however!

Simply consider:

**“Who is this for?”**

**“Will the data be available?”** and

**“Will it serve their/our needs?”**

Each Step can then be modified to suit your own circumstance.

Also see Step 10 which examines specific issues related to neighbourhoods, organizations and families.

## **What Do We Do Now?**

The **Worksheet** on the following page will help you consider who this report card is for. Copy it and then complete it.

We also recommend you read the **Tell Us More** pages [pg. 17] to give you more food for thought.

## **Doing Your Progress Report**

### **Step 2**

# Doing Your Progress Report

## Step 2 Worksheet

COPY AND FILL IN

### WHO IS THIS FOR?

1) **What is your “community”?**

Circle one:      City / town / village      Region      Township  
                         neighbourhood      community of interest/culture  
                         other (describe)

2) **Who will be reading/using the report card?**

Check here

Consider:      whole community      \_\_\_\_\_  
                         general public      \_\_\_\_\_  
                         community organizations      \_\_\_\_\_  
                         municipal officials (elected; staff)      \_\_\_\_\_  
                         business people      \_\_\_\_\_  
                         media      \_\_\_\_\_  
                         educators      \_\_\_\_\_  
                         other (describe)

3) **Who should we involve in the report card process?**

(To decide on goals and indicators; to be community partners; to help collect information)

**(Tip: Involve those who will be using it)**

# TELL US MORE

## What is the “Community”?

One definition of a community is “*a group of people who live in the same place and share some sense of identity and common interests*” (Richardson, (2)).

In this workbook, we’ve used the word “community” to describe a *geographic community or municipality* (e.g. town, city, region or county). This is to simplify the collection of data, as well as to involve your whole town/city in the process.

And yet, what makes a community is much more than that. It’s...

- individuals...
- families...
- neighbourhoods...
- community groups...
- companies...
- schools...
- institutions...
- government...

Working together. Looking after and supporting one another. Building a shared quality of life. Therefore, as you do your report card, look for ways to include everyone’s interests.

## Sectors of the Community

Community well-being has many aspects. To simplify them, we have looked at the community in terms of four sectors.

These sectors were selected for two reasons. First, the terms are familiar to most people. Second, they are consistent with the work of others such as the Ministry of Health (Community Health Profile model), the Ontario Round Table on Environment and Economy (*Sustainable Communities Resource Package* (3)) and Environment Canada/Campbell and Maclaren (Urban Sustainability model in *Municipal State of the Environment Reporting*, (4)).

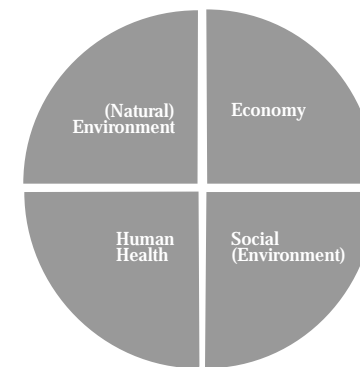
(A key objective in developing this workbook was to build on the work of others — and NOT to duplicate or reinvent the wheel.)

## Balance, Cooperation and Progress

Traditionally, these four sectors of the community have been seen as separate, if not in opposition to, each other. The healthy, sustainable community approach integrates them – seeing all as essential to progress.

# Doing Your Progress Report

## Step 2



# Doing Your Progress Report

## Step 2

The potential benefits of this approach include:

- increased co-operation among people, departments and organizations across these sectors
- sharing of (and reduced competition for) available resources (e.g. budgets)
- more coordination of efforts, and more efficient use of resources
- increased effectiveness from working together.

Think of two teams of rowers. In one team, each of the rowers is attempting to row in a different direction and at a different speed. In the other, the rowers are rowing together, aligned in action, rhythm and purpose.

Which one do you think will achieve its goal?

Which one is more likely to result in stress, frustration and somebody getting hit on the head with an oar? (*Think about it...*)

## STEP 3

# THE BRAINSTORM

“What is a healthy, sustainable community to me?”

Good jobs - and plenty of them  
Smiling faces, happy homes  
Safety and security  
Kindness, compassion  
History and culture  
Investing in our future  
Clean air and sparkling water  
Recycling, renewing, replenishing  
Nourishing our bodies - and our minds  
Healing our hearts, uplifting our souls.

If creating a healthy, sustainable community is your goal, start by exploring and defining what that means to you. How? By holding a “healthy, sustainable brainstorm”!

### What Do We Do?

Bring together a group of people who are interested in this subject. It may be the members of your own healthy community organization, or guests from various groups and sectors of the community. Invite a good mix of people so you can get many different perspectives.

See the following **Example** and **Worksheet** for questions to focus your session. Then read the **Tell Us More** pages (at the end of this Step) to give you background information to assist your discussions.

# Doing Your Progress Report

## Step 3 Example

### THE BRAINSTORM

- 1) **What is a healthy and sustainable community?  
What does it mean to me?**
  - people care/help each other
  - waste is minimized in all forms: resources, energy, skills, costs
  - healthy in all aspects: environment, financial, social, personal health
  - different cultures/races live in harmony
  - shared values
  - good community spirit
- 2) **What else do we want in our community? What is important to us?**
  - local employment with good wages
  - co-operation; resolving disputes without fighting/violence
  - participation: being involved in government decisions which affect us
  - friendliness/warmth of people, with neighbours, strangers
  - politicians who listen
  - local rivers and lakes we can swim in
- 3) **Imagine we have what we want. What would a healthy, sustainable community look like?**
  - people feel great - healthy, happy, prosperous, empowered
  - people are supporting each other - to improve the community; look after each other when ill/hurt/out of work; grow/take risks
  - businesses take responsibility for the public good, not just governments (e.g. less downsizing; more helping people to be productive in new ways)
  - people are looking after their own health (e.g. relaxation, healthy lifestyles); cleaning up the environment
- 4) **How could we measure our current health and sustainability?**
  - Economic:     - are jobs increasing? is unemployment declining?  
                  - percentage of people who like their work  
                  - level of debt (personal and corporate)
  - Social:         - percentage of students achieving basic standards  
                  - people using public transit regularly  
                  - people who have satisfying relationships
  - Environment:  - air and water quality  
                  - park/green space
  - Health:        - percentage of people who say they are happy  
                  - people who exercise regularly

# Doing Your Progress Report

## Step 3 Worksheet

COPY AND FILL IN

### THE BRAINSTORM

- 1) **What is a healthy and sustainable community?**  
**What does it mean to me?** (Tip: Consider healthy/sustainable principles and activities [pg.22-25])
  
- 2) **What else do we want in our community? What is important to us?**  
(Tip: What do we value? What do we want to experience or accomplish?)
  
- 3) **Imagine we have what we want. What would a healthy, sustainable community look like?** (Tip: How would people feel? What would they be doing? Describe the community economically, socially, environmentally and health-wise.)
  
- 4) **How could we measure our current health and sustainability?**
  - Economic
  
  - Social
  
  - Environmental
  
  - Human health

# Doing Your Progress Report

## TELL US MORE

### What is a healthy, sustainable community?

#### Step 3

This idea comes from the union of several ideas.

1) **Healthy community**

A healthy community is one which is continually creating and improving the well-being of our environment, economy, social system and people. (*Adapted from: Hancock and Duhl (5)*) This could include clean air and water. People with good jobs, sufficient income and access to affordable housing. Loving, supportive relationships and a warm community spirit.

2) **Sustainable development**

This is development which meets present needs and will provide benefits for many years to come. It is economic development which is environmentally sound. (*Adapted from: Richardson (6)*)

3) **Sustainability**

This is a concept - or an ethic (a way of living) – which goes beyond environment and development. It considers **all** our activities from the perspective, “Is this sustainable? Is it good for all of us? Can it be continued well into the future?” (*Want more information? Try: “Defining a Sustainable Society: Values, Principles and Definitions”, by J. Robinson, G. Francis, R. Legge and S. Lerner in Alternatives magazine (17:2, pg. 36-46, 1990).*)

### What do these look like?

Healthy Communities are founded on four main principles or qualities:

1) **Inter-Sectoral Involvement.** (also known as cross- or multi -sectoral)

Ecology has taught us that everything is connected to everything else. To create a healthy community, we need to work across all sectors – environmental, economic, social and personal health.

2) **Community Participation.**

Community members from all walks of life need to work together on local issues. Each community is encouraged to develop its own approach and goal(s), to meet local needs.

3) **Local Government Commitment.**

This level of government has the closest ties to the community, and its support can foster community acceptance and change. Think of the potential of having all departments (e.g. public works, parks and recreation) focusing on the same vision of a healthy community and working together to implement it!

# Doing Your Progress Report

## Step 3

### 4) **Healthy Public Policy.**

By making health a consideration in all policies, government decisions on housing, employment, transportation, garbage and other matters can all contribute to creating a healthier community.

*[Adapted from: Ontario Healthy Communities Coalition fact sheet (7)]*

The Ontario Round Table *Sustainable Communities Resource Package (8)* describes sustainable community development as:

- Economic development which is environmentally friendly and offers the community long-term economic stability, diversity and prosperity.
- A broadly-based quest for social health and individual wellbeing.
- A concerted, long-term program to clean up the environment and to conserve and enhance the community's natural assets of land, water, air and living things.

*“All of these are essential elements of the sustainable community.”*

**- Nigel Richardson, Sustainable Communities Resource Package**

Another perspective on sustainability comes from Native leaders. The *“Four Worlds Principles for Building a Sustainable World” (9)* – the result of a 12-year process of consultation with tribal leaders from across North America – focuses on “healing” and “development” as being essential for our growth.

*“Personal growth and healing, and the healing and development of our families and communities, must go hand in hand.”*

*- from the “Four Worlds Principles”*

Consider what this means for creating a healthy, sustainable community. Growth comes from both reaching toward our goals - and - from releasing or healing what is holding us back, such as old beliefs, anger or fear. Thus great potential for growth also lies in the resolution of conflicts in our communities (e.g. between races/cultures; industry and environment; management and labour), in our personal relationships and within ourselves.

*For maximum quality of life, we need a healthy community.*

*For that quality of life to last, it needs to be sustainable.*

# Doing Your Progress Report

## QUALITIES OF HEALTH AND SUSTAINABILITY

Consider these examples of values and principles in your Brainstorm

### Step 3 Health and well-being

*Inner resources for living*

- physical, mental, emotional and spiritual “fitness”
- joy and vitality
- wisdom and purpose
- peace of mind and self-renewal
- choices which promote health/happiness (for self, family, society and planet)

#### Peace

*Reducing fear/conflict and finding harmony*

- shared interests, values, vision; co-operation
- caring, respect and love
- relationship, connectedness and community
- fairness and justice
- compassion and forgiveness

#### Freedom and growth

*Living to our highest potential*

- opportunities to develop abilities and hold beliefs; to learn and express
- access to what we need to grow (learning, tools, resources, power)
- “accentuate the positive”; deal with the negative
- physical and emotional safety; willingness to risk
- learning to live within limits (e.g. laws (social and natural), financial means, physical abilities, ecological carrying capacity)

#### Support and giving

*Helping each other*

- mutual empowerment and supportive environments
- generosity and participation
- equity (with present and future generations)

#### Prosperity and sufficiency

*A rich, confident state of being, with sufficient resources to meet our needs*

- mental/emotional
- economic/financial
- physical conditions and resources
- minimize waste/loss; restore and replenish what is used
- create and live on surplus/interest
- gratitude, thankfulness (for what we have and who we are)

### **Interconnectedness of all life**

*All life matters and is connected*

- connect with the Creator or creative spirit/intelligence
- understand how life works (principles of ecology, systems, thought)
- “reaping and sowing” principle: what we put out, we get back
- “do unto others” principle: what we do affects others (and ourselves)
- change starts within; be the change you want to see
- minimize harm in all we do
- contribute to health/sustainability of self, others, the whole
- use materials/energy from renewable sources and in continuous cycles

### **Wholeness, diversity and balance**

*Accepting and valuing all the “parts” which make us whole*

- self - thought and feeling; body, mind and spirit
- planet - east/west, north/south; humanity and nature
- self interest and common interest
- cultural, biological, intellectual diversity
- a “whole bottom-line” – choices which integrate environmental, economic, social and health interests

### **Time**

*Valuing “short and long term”*

- Learn from our experiences
- Make decisions which combine short and long term interests
- Meet present needs —and- ensure future health/sustainability
- *Carpe diem* – “Seize the day”
- Find the eternal in each moment

## **Doing Your Progress Report**

### **Step 3**

*Job dissatisfaction is the #1 predictor for heart disease and death from heart disease.*

*Self happiness rating is #2.*

*- Deepak Chopra, M.D.  
Ageless Mind, Timeless Body (video)*

*A society that is sustainable will endure for generations and improve over time; one that is not will experience a decline in quality, equity and prosperity.*

*- Sustainable Seattle  
(1993 Report)*



## **STEP 4**

# **SIGNS OF PROGRESS**

## **A) CHECKLISTS**

To see progress, sometimes we need to look for specific signs. It's like the change of seasons. When you see a robin, a crocus or ice melting on the river, chances are spring is almost here!

This Step is about looking for similar “signs of progress” toward health and sustainability in your community.

In technical jargon, these might also be called “advance or leading indicators” of change. That simply means that we see them first, before the change occurs throughout the whole community/society.

We'll explain more about indicators in Step 5.

### **What Do We Do?**

Simply fill in the checklists on the next two pages. Discuss it with others, so you get a good picture of what's happening in your community. When necessary, ask specialists for more information.



# Doing Your Progress Report

## Step 4

### Worksheet #1

COPY AND FILL IN

## SIGNS OF PROGRESS: CHECKLISTS

- 1) **Signs of local government commitment to a Healthy, Sustainable Community (HSC)**  
**Rate each of these for your community: 0 (low) to 10 (high)**

### Rating

- \_\_\_\_\_ Local government endorsement of HSC projects  
(e.g. Healthy Communities project, Green Communities initiative, Local Round Table, Remedial Action Plan)
- \_\_\_\_\_ Funding and/or staff time given to HSC projects/activities
- \_\_\_\_\_ Elected officials active on boards of HSC organizations
- \_\_\_\_\_ Elected leaders (and staff) have shared objectives and work together effectively in achieving results
- \_\_\_\_\_ Business, government and community leaders communicate, co-operate and share responsibility for community improvement
- \_\_\_\_\_ Local government involves a broad cross section of the community (including youth and seniors) in meaningful discussion, decisions and actions
- \_\_\_\_\_ Regular forums are held where residents/leaders share information and concerns
- \_\_\_\_\_ Municipal plans and policies incorporate HSC principles/approach
- \_\_\_\_\_ Decisions on municipal budgets and programs are based on how much they help the community become healthy and sustainable
- \_\_\_\_\_ Existence of multi-departmental committees involving senior staff (i.e. for cross-department collaboration/decision-making)
- \_\_\_\_\_ State of city/environment reports are done regularly
- \_\_\_\_\_ Community surveys (of public opinions and attitudes) are done regularly by local government (or with government support)
- \_\_\_\_\_ *[Add your own signs. These are only some examples of progress.]*

- 2) **Signs of Healthy, Sustainable Community Progress**  
**Rate each of these for your community: 0 (low) to 10 (high)**

### Rating

- \_\_\_\_\_ A multisectoral, healthy sustainable community (HSC) project exists  
(e.g. Healthy Community, Green Community, Round Table, Remedial Action Plan)
- \_\_\_\_\_ Public information meetings have been held to introduce HSC ideas
- \_\_\_\_\_ HSC vision, goals and action plan to guide community development have been developed with community involvement

## Step 4 Worksheet (cont'd)

- \_\_\_\_\_ Evidence of community pride/caring (programs which show positive attitudes about community, e.g. adopt-a-highway program, community beautification, building restoration)
- \_\_\_\_\_ People have a sense of community / most people know their neighbours
- \_\_\_\_\_ Young people are generally able to find work in the community
- \_\_\_\_\_ People shop in local retail businesses / central business area is healthy
- \_\_\_\_\_ Residents perceive their participation in the community has an effect or 'makes a difference'
- \_\_\_\_\_ Energetic and effective community and civic groups exist
- \_\_\_\_\_ Conflict resolution programs exist for community and in schools
- \_\_\_\_\_ Programs to promote health/wellness exist and are well-used (e.g. stress management, good nutrition, mother/infant health, self-help groups)
- \_\_\_\_\_ Programs to support home/industry energy and water conservation exist and are well-used
- \_\_\_\_\_ Community economic development initiatives exist (ie. residents working together to create local employment and meet local needs)
- \_\_\_\_\_ Arts and cultural organizations are strong/vital
- \_\_\_\_\_ Seniors have good access to fitness/recreation/education programs
- \_\_\_\_\_ Youth/teens have good access to recreation/social activities
- \_\_\_\_\_ *[Add your own signs]*

### 3) **Recyclable materials collected at curbside in your community** (Check (✓) each one you have, then total your score at the bottom)

- |                        |                          |
|------------------------|--------------------------|
| _____ Newsprint        | Plastic Containers       |
| _____ Magazines        | _____ PET                |
| _____ Fine Papers      | _____ HDPE               |
| _____ Cardboard        | _____ LDPE               |
| _____ Boxboard         | _____ Plastic film       |
| _____ Glass containers | _____ Polystyrene        |
| _____ Tin/ferrous cans | _____ Polystyrofoam      |
| _____ Aluminum         | _____ Textiles / Leather |
| _____ White goods      | _____ Tires              |

- \_\_\_\_\_ Good-to-excellent government attitude towards recycling
- \_\_\_\_\_ Good-to-excellent public attitude towards recycling

\_\_\_\_\_ **Recycling Total (out of 20)**



# Doing Your Progress Report

## SIGNS OF PROGRESS

### B) WHAT'S WORKING?

#### Step 4

As you saw in Part A, your community is already making progress towards health and sustainability. This progress is often not recognized or acknowledged because:

- 1) **Many of us (and the media) focus on the negative.**
- 2) **Most people may not have seen it yet.** Change starts small, from the ground up, with individuals, groups, neighbourhoods, companies and institutions.

One of the goals of the progress report is to help you identify what **is** working and to tell the community about it.

In this section, you will identify activities and organizations which are making a difference in your community. Then by reporting the information in Step 11, you will be promoting the growth of good ideas and programs.

#### What Do We Do?

- 1) Ask yourself and others: *What activities and organizations are contributing to our community goals? Who inspires us with the work they're doing? Who has already developed solutions to local problems?*
- 2) *Identify activities which both **look and feel** healthy and sustainable.* These might involve **reducing** costs, violence, animosity, conflict, waste; or **increasing** co-operation, effectiveness, empowerment, access to resources, equity, satisfaction and health.
- 3) *Involve members of your organization and community partners in the search.*
- 4) For each **Sector**, *identify several goals/issues and activities* where progress is being made. *Report on at least one goal/issue per Sector* (for broad interest).
- 5) **Celebrate them!** Find ways to give them recognition and tell others about it.

## **SIGNS OF PROGRESS: WHAT'S WORKING?**

(Example contributed by the *Town of Rayside-Balfour*)

**Sector:** Economic

**Goal:** To improve the Town's industrial/commercial assessment base

**Activities leading to progress:** (i.e. What is helping us achieve this goal?)

- The Town has created an Economic Development Committee
- The Committee has created an Industrial Park Committee
- They have promoted the use of a local, privately-owned industrial park
- Strong partnership created with Sudbury Regional Development Corp.
- Presently working with a local company in developing a major product

**Who is doing this in our community?**

- The owner of the Industrial Park
- The Town of Rayside-Balfour
- The Economic Development Authority  
(Comprised of Council members, and people from the community, supported by staff from Regional Planning, Sudbury Regional Development Corporation, Leisure and Lifestyle Department, Public Works and Community Services)
- The Province of Ontario

**How are these activities/groups helping us achieve community goals?**

[What other sectors/issues are also improved? - in brackets]

- The Town must continue to increase its assessment base
- Bringing together collective wisdom / Community problem solving (Social)
- Assist in the Town's ability to provide quality programs and services (Environment, Social and Health)

**What other activities would you see as Signs of Progress?**

Review the Checklists [pg.28-29] for some more ideas!

## **Doing Your Progress Report**

### **Step 4 Example**

# Doing Your Progress Report

## Step 4

### Worksheet #2

COPY AT LEAST 4 TIMES  
DO ONE (OR MORE) PER SECTOR

## **SIGNS OF PROGRESS: WHAT'S WORKING?**

**Sector:** (circle one)    Environment    Economy    Social    Health

**Goal:**

**Activities leading to progress:** (i.e. What is helping us achieve the above goal?)

**Who is doing this in our community?**

(list organizations - with contact information - to assist in networking)

**How are these activities/groups helping us achieve community goals?**

[What other sectors/issues are also improved? - in brackets]

## STEP 5

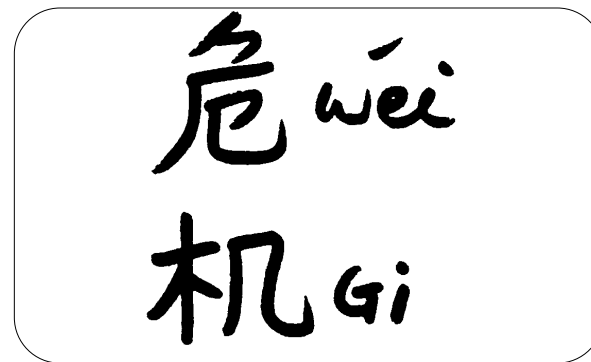
# SIGNS OF CAUTION

Change is not a one-way street. We can either progress – or fall back. All of us experience problems and setbacks; our communities are no different.

Problems which are ignored tend to grow – often until their consequences are too great to ignore. This section is for identifying significant current or potential problems so they can be addressed and resolved.

We encourage you not to dwell on them, however. Problems which are continually focused on also tend to grow – in our perception.

Our goal is to recognize these “signs of caution” and to proactively develop programs which increase our health and sustainability, while eliminating the problems at their source.



The Chinese symbol for “**crisis**” is itself made up of two symbols. One means “**danger**”; the other, “**opportunity**”.  
– Full translation, “Opportunity riding the dangerous wind”.

## What Do We Do?

This Step is just like the “Signs of Progress”. First, fill in the checklist. This will highlight some of the types of problems your community faces, and how severe you/others feel they are. (Again, ask people from other organizations to fill it in too - so you can see how similar or different their perspectives are.)

After that, complete Worksheet #2. There you will examine a few problems in more detail, and consider how the community could benefit by resolving them.

## Doing Your Progress Report



# Doing Your Progress Report

## Step 5

### Worksheet #1

COPY ONCE AND FILL IN

## A) SIGNS OF CAUTION: CHECKLIST

Rate each of these for your community: 0 (low) to 10 (high)

- \_\_\_\_\_ Key major public facilities are about to close or reach peak capacity (e.g. landfill, water or sewage treatment plant)
- \_\_\_\_\_ Major employers are about to close or are significantly reducing staff
- \_\_\_\_\_ Community is experiencing high rates of growth or decline, e.g. in population, economy, housing (with resulting impacts on local services)
- \_\_\_\_\_ Major or continued decline in local business activity
- \_\_\_\_\_ High rates of unemployment, people on welfare, use of food banks
- \_\_\_\_\_ High rates of illness/disease compared to provincial, national or international averages
- \_\_\_\_\_ High incidence of social problems (e.g. drug or alcohol use, crime, teenage pregnancy) compared to provincial, national or international averages
- \_\_\_\_\_ High levels of pollution, energy use, water use, waste generation (compared to elsewhere)
- \_\_\_\_\_ Public is very upset about certain local issues (ongoing)
- \_\_\_\_\_ Continued demonstrations/strikes or other signs of unrest
- \_\_\_\_\_ Public is unable to obtain information on important local issues
- \_\_\_\_\_ Continued excessive focus on community problems by local media, politicians or organizations
- \_\_\_\_\_ Low level of public awareness/involvement in local affairs (or people report feeling disempowered or not listened to)
- \_\_\_\_\_ Ongoing scarcity of affordable housing
- \_\_\_\_\_ High conflict among elected officials (or govt. depts.) is blocking progress
- \_\_\_\_\_ Continued tensions/conflicts between segments of the community (e.g. racial, ethnic, language, sex; or government-industry, labour-management)
- \_\_\_\_\_ High concentration of employment in one or two major industries
- \_\_\_\_\_ High level of work dissatisfaction in community
- \_\_\_\_\_ Generally low self-esteem/happiness/well-being in community (e.g. based on Ontario Health Survey)
- \_\_\_\_\_ Low public satisfaction with local government/institutions/major industries
- \_\_\_\_\_ Progress/successes in community go without recognition (e.g. public/media)
- \_\_\_\_\_ *[Add your own]*

**NOTE:** These signs don't have to be seen as negative. But each one does need attention and resolution – so the community can continue to make progress!

## **B) SIGNS OF CAUTION: WHAT'S NOT WORKING?**

(Example contributed by the *Town of Rayside-Balfour*)

**Sector:** Social

**Issue/Problem:** Youth have identified a major need for teen centres

### **Activities contributing to Problem**

- There is no space that can be called teen space
- All available activities are of an organized nature
- Youth feel that they are not being heard
- Lack of funding to meet the need
- Many youth have not developed the skills to organize for themselves
- Youth indicate that vandalism is a result of not having these facilities

### **Who is it affecting (or will it affect) in our community?**

- Youth at risk; families; the community at large
- The many resource persons who have to deal with the ill effects of a poor quality of life (e.g. drugs, smoking, poor nutrition, alcohol)

### **How could the community benefit from resolving this problem?**

(What would the situation look like if it were now healthy and sustainable?)

- Young people would feel that they are being heard
- A tremendous army of volunteers would be available to do great things
- Youth may adopt better lifestyles
- Health spending could be reduced
- The community would be more productive

### **What potential solutions have been identified? [How effective are they?]**

- A Youth's World committee has been created to deal with the issue  
[Good: Has dealt with the need to examine the situation]
- A Youth Council has been created  
[Good: Youth now have a direct line to municipal council]
- A comprehensive Needs Assessment is being done  
[Excellent: Many partners, e.g. Health, Education, are working on it]
- An Action Plan is being developed by all stakeholders  
[Excellent: All partners will collaborate in developing it]

## **Doing Your Progress Report**

### **Step 5 Worksheet #2 Example**

# Doing Your Progress Report

## Step 5

### Worksheet # 2

COPY AT LEAST 4 TIMES  
DO ONE (OR MORE) PER SECTOR

## SIGNS OF CAUTION: WHAT'S NOT WORKING?

Sector: (circle one)    Environment    Economy    Social    Health

Significant Issue/Event/Problem:

Activities contributing to problem

Who is it affecting (or will it affect) in our community?

(List organizations - with contact information. These groups may be interested in working with you to find solutions.)

How could the community benefit from resolving this problem?

(What would the situation look like if it were healthy and sustainable?)

What potential solutions have been identified?

[How effective are they?] [Indicate in brackets]

## STEP 6

# THE CORE: 16 OBJECTIVE INDICATORS



*Before you begin, take a deep breath.*

*This section is the “guts” of the workbook and it will take a lot of explanation and work. But don’t let that scare you. Go for it!*

The purpose of this Step is to collect information on 16 core, objective indicators for your community. So what do we mean by that?

Collecting information on everything in your community is impossible. To make it manageable, you will need to pick a few key issues or *indicators*.

Indicators are “signposts” of change. Monitored over time, they provide clues to the direction in which the community is heading. Indicators are also measuring sticks which tell us whether we’re making progress towards our goals. (See the **Tell Us More** at the end of this Step to learn more about indicators.)

Objective indicators measure physical conditions in the community: The number of people who are employed. The amount of pollution. The literacy level. And so on. Measurement is based on information gathered by professionals or “objective” persons - rather than the “subjective” or personal opinions/feelings which you gathered in Step 1.

“Core” means a small number of the most important indicators.

So far so good? Let’s try the next part.

# Doing Your Progress Report

## To Save You Time And Energy...

Selecting indicators can be a very time consuming process! Everyone has a different perspective on what's important - and finding consensus takes a lot of work.

### Step 6

To save you time and energy, we have done extensive research and consultation to identify core indicators. These will give you an *overview* of community health and sustainability. (How they were selected is described in point #1 on [pg.102].)

Using these indicators will also help us. The Ontario Healthy Communities Coalition wants to know how healthy the province is – and needs the same information collected in as many communities as possible.

However, don't let this limit you. There's space for other indicators which you feel are important. And if any of ours don't fit your community, set them aside.

The core indicators we've selected are listed below.

## Summary Of Core Indicators

- I. ENVIRONMENT (NATURAL)
  - 1) Solid waste disposed/recycled
  - 2) Parks/open space
  - 3) Residential energy use
  - 4) Locally-selected indicator (i.e. one of your choice)
  
- II. ECONOMIC
  - 1) Average incomes and the poverty line
  - 2) Employment and unemployment rates
  - 3) Number of businesses
  - 4) Locally-selected indicator
  
- III. SOCIAL ENVIRONMENT
  - 1) Adult literacy
  - 2) Affordability of housing
  - 3) Safety/crime
  - 4) Voluntarism
  - 5) Locally-selected indicator
  
- IV. HUMAN HEALTH
  - 1) Birth weight
  - 2) Personal well-being index
  - 3) Locally-selected indicator

# Doing Your Progress Report

## Step 6

### What Information Will We Collect?

Glad you asked! Here's a brief description:

*Present Level:* For each indicator, obtain the most current information.  
Examples: The present unemployment rate; tonnes of garbage disposed in the most recent year.

*Past Levels:* Obtain figures for one year ago and five years ago. This will help you see whether or not you've made progress since then.

*Future Target:* If the community has a goal/target, note this. That way you'll know the goal you're trying to reach.

*Activities Creating Progress:*

Find three activities which are improving each indicator the most, and by how much. (Example: For Garbage, these activities might be 1) Recycling, 2) Composting, and 3) Industrial Waste Reduction. How effective is each one?)

By the way, you don't have to remember what to collect. It's all described on the Worksheets.

### What If We Can't Get The Information?

We know this will happen - so don't worry! Some information will be hard to get; other data simply isn't collected in every community.

When this is the case, do your best. Try getting a regional or provincial figure, instead of one specifically for your city/town. Or talk to local officials and ask what they would use as an alternative.

When you report to your community, tell people what happened. Use this as an opportunity: to look at what information isn't being collected (at all, or perhaps just in your community); what information would be useful; and how you can work with others to collect it.

Remember: You're breaking ground here. If you can't find it, be creative!

### Staying Sane And Sustainable

**“How do we collect all this information without overloading ourselves?”**

“Get some HELP!” Here are a few tips how:

1) **Find community partners**

As discussed on [pg. 5], identify organizations which may have information you want. Contact them to discuss what you are doing - and how they could benefit by being involved in this project. Invite them to participate.

# Doing Your Progress Report

## Step 6

*Look for what will work for your partner. What's in it for them? Communicate in their language. Use the personal approach to get them involved.*

*The community mobilization process takes a long time. Buy-in may not be immediate. If groups don't respond, don't give up. Keep communicating. They need reasons and time to get involved.*

### **Rhonda Lammert**

Social Planning Council  
of Niagara Falls

By developing these partners, you'll expand your network in the community. They will also have more of a stake/interest in the results of your work.

#### *Tips for Partnering:*

- Decide whether you're contacting each organization just for their information, or to invite them to be part of your healthy community network.
- Prepare a brief introduction to your organization, this project (including "what is a healthy, sustainable community") and what you are asking of them.
- Contact one of their senior people who can make decisions; e.g. about answering your information request, or joining as a community partner.
- Set up a meeting to obtain the information.

#### 2) **Contact your local government**

Let them know about your project. Find out if they are doing any similar work, e.g. a state of the environment report, a community economic report or a public opinion survey.

#### 3) **Contact your District Health Council or Public Health Unit**

Many of the indicators in this workbook are part of the "Community Health Profile" prepared by the Ontario Ministry of Health.\* The Profile is a model list of indicators which communities can use to assess local health. It is being distributed to all District Health Councils and Public Health Units in the province.

Contact them to:

- find out who has reviewed the Community Health Profile
- see if they have collected any of the information
- discuss ways you can assist each other - to collect the information, communicate it to the community, and encourage people to live healthier lifestyles.

## The Worksheets

To collect your information, use the **Step 6 Worksheets** on pages 41 - 42.

Page 43 gives an overview of the information you'll be collecting. You may want to use it in your report card to the community - to summarize what you found.

\* For more information, see Ontario Ministry of Health [pg.127].

# Doing Your Progress Report

## Step 6 Worksheet

COPY 16 TIMES  
COMPLETE FOR EACH INDICATOR

### DATA FOR CORE OBJECTIVE INDICATORS

Date: \_\_\_\_\_

Sector: (circle one)      Environment      Economy      Social      Health

**Goal:**

**Indicator** (and how is it measured?):

**Present Level/Rate**

Year of Info: \_\_\_\_\_

**Past level/rate**

One year ago:

Year of Info: \_\_\_\_\_

Five years ago:

Year of Info: \_\_\_\_\_

**Future Goal/Target** (if one exists)

Level/rate:

By what date: \_\_\_\_\_

Who set the goal/target:

---

#### *For Future Progress Reports*

When will new information be available:

Date \_\_\_\_\_

Frequency of measurement: \_\_\_\_\_

(e.g. annually, every 2 years, etc.)

Level of measurement: \_\_\_\_\_

(i.e. municipality, region/county, neighbourhood, etc.)

Source of information: \_\_\_\_\_

(e.g. Statistics Canada, Ontario Health Survey, etc.)

---

#### *Where was this information obtained:*

Name of organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone/Fax: \_\_\_\_\_

Contact Person/Title: \_\_\_\_\_

# Doing Your Progress Report

## Step 6 Worksheet

COPY 16 TIMES

### CORE INDICATORS: ADDITIONAL INFORMATION

“Why is this issue/indicator important to our community?” (if not clear)

“What are the top 3 activities creating progress toward our goal?”

*Activity #1:* \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/contact information)

*Activity #2:* \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/contact information)

*Activity #3:* \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/contact information)

**CORE INDICATORS: WHAT DO WE COLLECT? (OVERVIEW)**

Sector/Goal	Indicator	Levels				Activities Improving Indicator/ Progress Toward Goal	Current Level for each	Key Organizations Involved
		1 Yr. Ago	5 Yrs. Ago	Present	Future Target			
<i>Environmental</i> <b>Reduce solid waste</b> <b>Increase parks/open space</b> <b>Locally Selected indicator</b>	<i>Environmental</i> Solid waste disposal Parks/open space _____				(Specific community goal/target, if one exists. Could be based on municipal, regional or provincial targets)	(Measure or estimate the impact of each activity)		
<i>Economic</i> <b>Increase financial self-reliance and security</b> <b>Increase employment</b> <b>Increase business growth</b> <b>Locally-selected indicator</b>	<i>Economic</i> Average annual income and the poverty line Employment and unemployment rates Number of businesses _____							
<i>Social</i> <b>Improve literacy skills</b> <b>Improve housing affordability and access</b> <b>Maximize safety in homes/community and reduce crime</b> <b>Increase community service</b> <b>Locally-selected indicator</b>	<i>Social</i> Adult Literacy Housing Affordability • renters; homeowners Safety/Crime • Violent crime • Non-violent crime People doing volunteer work _____							
<i>Health</i> <b>Improve infant life expectancy and development</b> <b>Improve health and well-being</b> <b>Locally-selected indicator</b>	<i>Health</i> Birth weight of infants  Personal well-being (Well-Being Index from Ontario Health Survey) _____							

NOTE: Don't fill this page in. It is a summary of information you will be collecting on pages 41 - 42. When reporting in Step 11, you may want to present it in a chart like this.

# Doing Your Progress Report

## Step 6

**Well Done! You're through the main part of this Step.**

The next section gives you detailed descriptions for each indicator - to help you collect the information. (Take a short break before you tackle it.)

### Detailed Descriptions

This section describes each of the indicators in detail: what it means, how to measure it, where to find it. We don't suggest reading this until you need to. When you're ready to collect the information, then read each one.

**Remember to complete the CORE INDICATOR WORKSHEETS [pg.41-42] for each indicator below.**

### Descriptions Of Core Indicators

#### I. SECTOR: ENVIRONMENTAL

- 1) Goal: **Reduce solid waste**  
Indicator: Solid waste disposed  
Measure: Kilograms of municipal solid waste disposed per capita per year

Description:

"Municipal solid waste" includes residential and industrial/commercial/institutional. You may also want to report "total waste disposed".

Activities which improve indicator:

Example: 1) Recycling

Measure: Kilograms of municipal solid waste recycled per capita per year

Where to obtain:

Municipal Public Works/Engineering/Environment Department

- 2) Goal: **Increase availability and access to parks/open space**  
Indicator: Parks/open space  
Measure: Hectares per person

Where to obtain:

Municipal parks and recreation department, or planning department

Notes:

A measure of public green space is also included in the Community Health Profile of the Ontario Ministry of Health.

- 3) Goal: **Reduce residential energy use**  
Indicator: Residential energy use  
Measure: Home energy use per capita

# Doing Your Progress Report

## Step 6

Description:

- As used here, home energy use includes (primarily) electricity, natural gas and oil. Many households use two; some may use all three. (This indicator does not include fuel for vehicles.)
- For Per Capita Consumption, electrical use is measured in kilowatt hours per day; natural gas use is measured in cubic metres per day; and fuel oil use is measured in litres per day.
- It is suggested that you report all three figures (rather than aggregating them).
- You may also want to report figures for total consumption in the community.

Where to obtain:

- Contact your municipal (or regional) Works/Engineering/Environment department to see if they have figures - or can suggest where they can be obtained. Otherwise...
- Contact your local Hydro office for electrical usage and gas companies for natural gas usage.
- For fuel oil, there may be many suppliers in the community. Contact one of the major ones to discuss whether local usage figures are available. (There may be an industry association locally which keeps this information.)

#### 4) **Locally-Selected Indicator**

This is your opportunity to select an environmental indicator. Use the space below if you know what you want to use. If not, see [pg.56] for help. (You may also want to read Steps 7 and 8 to understand more about this process.)

Goal:

Indicator:

Measure:

Description: (if necessary)

Where to obtain:

*(Don't forget to collect the information. See the Worksheets [pg.41/42].)*

## II. SECTOR: ECONOMIC

- 1) Goal: **Increase financial self-reliance and security**  
Indicators: Annual income and poverty line  
Measures: a) Average annual income (by size of family)  
b) Percentage of people above and below the poverty line  
(or "low-income cutoff")

# Doing Your Progress Report

## Step 6

Description:

- There are several measures of low income: the measures most commonly used are the Statistics Canada “low-income cut-off” and the “poverty line” set by the Canadian Council on Social Development (CCSD).
- Statistics Canada low-income cut-off points are calculated based on a survey of family spending and readjusted annually for the consumer price index. These levels are set at a level that, on average, corresponds to 58.5 per cent of the income spent on basic needs (lodging, food, clothing). Levels vary with family size and place of residence. [Source: *Health and Welfare Canada* (10)]

Source of data:

Statistics Canada - Census, and Annual Income Survey

Where to obtain:

Try municipal Planning department or Social services department; or contact similar departments of regional/county government. Agencies such as the Social Planning Council (if it exists locally) may also be good sources.

Notes:

Indicators also included in the Ontario Community Health Profile.

### 2) Goal: **Increase employment**

- Indicators: a) Official employment and unemployment rate  
b) “Real” employment and unemployment rates

Description:

- The employment rate is 100 per cent minus the unemployment rate.
- The “real” rate includes people who are underemployed and those who have stopped looking for work.

Source for official rate:

Statistics Canada - Labour Force Survey

Source for “real” rate:

Unknown

How to obtain:

Check with your municipal Planning department, or its regional/county equivalent. Also try the Chamber of Commerce, the Social Planning Council or a major local trade union.

Notes:

- It is suggested that the employment rate be included because this is a measure of what’s working in the community, rather than what is not. It is important to recognize both sides of the issue.

# Doing Your Progress Report

## Step 6

- Unemployment was also included as an indicator in the (draft) Community Health Profile.

- 3) Goal: **Increase business growth/success in the community**  
Indicator: Number of businesses

Description:

This indicator/measure has four parts of interest to the community:

*[new business start-ups + new businesses moving to the community] less  
[business bankruptcies + businesses moving away from the community]*

- These measures touch on many aspects of community economic life: e.g. strength of the local economy, support for local business, entrepreneurship, community economic development, business taxes/rents, local income and employment levels.
- Obtain an overall figure, and for each part, if available. Also get **reasons for changes**; these will be of interest to report users.

Where to obtain:

Try the municipal Planning department, Economic development department, or the Chamber of Commerce.

Note:

You may also want to obtain information on the number/change in green businesses in the community.

- 4) **Locally-Selected Indicator**

This time select an economic indicator. Describe it below or turn again to [pg.56] for help. (Don't worry. You'll get the hang of this soon.)

Goal:

Indicator:

Measure:

Description: (if necessary)

Where to obtain:

### III. SECTOR: SOCIAL ENVIRONMENT

- 1) Goal: Improve literacy skills  
Indicator: Adult Literacy Rate  
Measure: Percentage of population by literacy skill level

Source of data:

Statistics Canada – Literacy Survey

Where to obtain:

Contact Statistics Canada directly. Or: Check with community partners to see if they have sources. Also check the Yellow Pages™ under “Associations” to see if

# Doing Your Progress Report

## Step 6

there are local literacy organizations. Try the major social service agencies (government, private), or the local public libraries.

Notes:

This indicator was also included in the Community Health Profile.

- 2) Goal: **Improve housing affordability and access**  
Indicator: Housing affordability  
Measure: Per cent of households (tenants and owner-occupants) whose housing/rental costs exceed 30 per cent of income

Source of data:

Statistics Canada

Where to obtain:

Try the municipal Planning department or Social services department, or a municipal housing authority if there is one. If no information is available, try the Ontario Ministry of Municipal Affairs and Housing.

Notes:

To provide balance, you may want to show the percentage of households which pay less than 30 per cent as well.

This indicator was also included in the Community Health Profile.

- 3) Goal: **Maximize safety / reduce crime in our homes and community**  
Indicator(s): a) Violent crime rate  
b) Non-violent crime rate  
c) Percentage of people feeling safe walking alone at night (not available without community survey)

Description:

- Specific descriptions and measures of these crime rates were not found in our sources. (It would be useful to obtain and explain them in your report to the community.)
- When (c) is available, include it. It provides a 'human' side to community safety.

Where to obtain:

Check with local/regional police (or the Ontario Provincial Police) for information or suggestions.

Notes:

The violent crime rate was included in the Community Health Profile.

- 4) Goal: **Increase community service**  
Indicator: Voluntarism  
Measure: Percentage of people who have volunteered time in the past year

Source of data:

Ontario Health Survey, 1990

# Doing Your Progress Report

## Step 6

Where to obtain:

Check to see if your District Health Council or Public health unit has this information. You could also check with a local community information or volunteer centre and ask if they have any data. If no success, contact the Ontario Ministry of Health to obtain the information from the survey.

Notes:

This indicator was included in the Community Health Profile.

### 5) **Locally-Selected Indicator**

Your turn again. You know what to do. (Put the information on the Worksheets.)

## IV. SECTOR: HUMAN HEALTH

- 1) Goal: Improve infant life expectancy and development  
Indicator: Birth weight of infants  
Measure: Low birth weight = Percentage of babies born weighing under 2500 grams  
(Also record the percentage born above this figure)

Description:

*“A sustainable society adequately nurtures the next generation. Low birth weight is the most important single cause of preventable infant deaths... a low birth weight infant is much more likely to die than an infant of normal weight. She/he is also [more] at risk for childhood neurological and respiratory problems.”*  
[Sustainable Seattle (11) ]

Source of data:

Vital Statistics

Where to obtain:

Check with your local District Health Council or Public health unit.

Notes:

This indicator was also included in the Community Health Profile.

- 2) Goal: **Improve personal health and well-being**  
Indicator(s): Personal well-being index  
Measure: Well-being index (Ontario Health Survey)

Description:

The well-being index assessed seven indicators: energy, control of emotions, state of morale, interest in life, perceived stress, perceived health status, and satisfaction about relationships.

Source of data:

Ontario Health Survey 1990

How to obtain:

Contact your District Health Council (DHC) or Public health unit (PHU)

# Doing Your Progress Report

Notes:

This indicator is included in the Ontario Community Health Profile. Check with your DHC/PHU as to when the next Ontario Health Survey is being carried out – and – if they collect any similar type of information in your community.

## Step 6

### 3) **Locally-Selected Indicator**

Last one for this section. (Fill it in on the Worksheets.)

## Had Enough And Ready To Report?

There's no shame in stopping here. Know your limits, and collect only what you can handle.

If you've had enough and you're ready to report to the community, then turn to Step 11 [pg.91].

## Tell Us More

In case you need it, here is some more information about indicators.

## What Are Indicators?

It's impossible to measure or evaluate everything in a community. Therefore we need to select certain types of information or "signs" which will give a representative picture of how we are doing. These are called indicators.

If the term seems a bit intimidating, think of it this way: "indicators" are simply bits of information about the world around us. We all use indicators every day – in every aspect of daily life. Here are just a few examples:

<i>Indicator</i>	<i>What does it "indicate" or tell us?</i>
Temperature	How hot or cold it is outside OR Am I sick?
Green light on photocopier	It's ready to copy
Speedometer	How fast we are travelling
Water / electrical meter	Water/energy used in your home
People walking on the street at night	How safe the neighbourhood is
Air Pollution Index	Is the air safe/hazardous to breathe

### 1) **Indicators save time in assessing health and well-being.**

Think of a medical examination. By measuring a few key indicators – such as temperature, blood pressure, pulse - and observing signs of illness (e.g. swelling

# Doing Your Progress Report

## Step 6

or pain), a doctor can tell a lot about a patient. When more accuracy is needed, more indicators can be assessed (such as blood tests).

2) **Indicators are early warning signs -- of good news and bad.**

If the air pollution index is high, people with respiratory problems know to stay indoors. If they are consistently high, it may be a sign for pollution control authorities to have local industries reduce their levels of emissions.

On the positive side, if there are a lot of new business start-ups in a community, it's likely a sign that the local economy will start to improve.

3) **The indicator is not as important as the goal you want to achieve.**

For example:

*\$30,000 is a measure of yearly income.*

What's important is to have sufficient income to meet your needs and feel secure.

*20,000 tonnes may be the amount of residential waste we dispose.*

What's important is to minimize the waste we throw away, so we can make wise use of our resources and energy.

Rather than focus solely on indicators, this workbook relates them to our objectives.

**Goal:** Clean air  
**Indicator:** Outdoor air quality  
**Measure:** Number of good air quality days

The *indicator* guides you toward your **goal**. The **measure** is the precise information which is to be collected.

4) Indicators should be selected based on who will use them and how they will be used.

If you want to tell people about the water quality in your local lake, which indicator would be best?

- Number of beach closures due to pollution
- Dissolved oxygen levels
- A measure of algae growth (or eutrophication)
- Number of days the water is unsafe for drinking.

*It depends.* Are you communicating to the general public? To local government? To technical specialists?

What is the goal for which you are measuring progress? To have swimmable beaches? Drinkable water? More trout in the lake?

Remember: Pick indicators which *users will understand* and which will *help them reach their goals*.

# Doing Your Food For Thought...

## Progress Values Report

### Step 6

In a national survey, Canadian core values were found to be:

- 1) Self-reliance
- 2) Compassion that leads to collective responsibility
- 3) Investing in the future, especially in children
- 4) Democracy and freedom
- 5) Equality
- 6) Fiscal responsibility

– **Dr. Suzanne Peters,**

Canadian Policy Research Network

(*Futureworld*, CBC Newsworld, Dec. 24, 1995)

### Expectations

*Fear and panic create negative expectations.*

*One tends to move in the direction of one's expectations.*

– **Norman Cousins,**

The Healing Heart

*50% of people are more pessimistic about the future now  
than they were 10 years ago.*

– **Macleans/CBC** poll, Dec. 1995 (12)

### Vision/Goals

*We have been taught to believe that negative  
equals realistic and positive equals unrealistic.*

– **Susan Jeffers**

*Shoot for the moon. Even if you miss it  
you will land among the stars.*

– **Les Brown**

## STEP 7

# WHAT ELSE IS IMPORTANT TO OUR COMMUNITY?

## Doing Your Progress Report



*We really want to create our own indicators.*

*That's exciting.*

**- Joy Finney, Woolwich Township**  
*Healthy Communities*

That's what Steps 7 and 8 are all about.

### Where Do We Begin?

Locally-selected indicators must be rooted in what is important to your community. Remember: Indicators are simply “signposts” – to help you know whether you're making progress toward your goals. If your community doesn't have any goals, or if it uses indicators which people don't care about, progress will be hindered.

In this step, you'll be clarifying: **Where are we now?**

**What do we value here?**

**What are our community's goals?**

You'll also be turning these values and goals into specific indicators. Step 8 will then help you pick which indicators you want to collect information on.

#### Tips:

- You don't have to do all of these activities. Pick those which seem most useful and which you have the time and energy to do.
- Check what information is already available. Talk with: Community leaders, government, social/environmental groups, the chamber of commerce. Find out what information they have that will answer your questions about community values, conditions/facts, visions and goals. **USE IT. DON'T REINVENT THE WHEEL.**

#### COMMUNITY PROFILE\*

The profile is a brief description of local characteristics which are important to your community's well-being. Its purpose is to give you a picture of “where you are now”. These characteristics may include:

- Historical assets
- Cultural and architectural assets
- Natural/environmental assets
- Long-standing social or economic conditions
- Population/demographic characteristics

[\*Community profile ideas *adapted from U.S. Health Corporation (13).*]

# Doing Your Progress Report

## Step 7

### Why Are These Important?

To illustrate, let's use an example of population and demographics – the characteristics of the population in your community.

Under this category, you might give a brief description of age distribution, (number of people in each group), languages spoken and income levels in your community. This information could be useful to you in the following ways.

- *Age-Distribution:* If this showed a high percentage of elderly people in your community, you might want to have an indicator which monitors “services provided to seniors”.
- *Languages spoken:* This could affect how you do your community survey, and how you communicate your report card to the public.
- *Income levels:* People with different incomes have different priorities; e.g. for lower income, housing affordability may be a concern; for higher income, access to arts/culture may be more important.

### How Do We Do One?

To prepare a community profile, make a list of community characteristics which you think are most important. Refine the list within your group, then add ideas from the broader community.

Collect enough information so you can write a two-or-three paragraph description for each characteristic. If certain features stand out as being important to health and sustainability, consider picking indicators to monitor them.

## COMMUNITY VISION AND GOALS

Developing a “community vision” is an essential part of creating a healthy community. Why? Because it encourages us to think about what we want – not just what we don't want. It helps us see others' visions. And, when our hopes and ideas are combined, it gives us a “common future” which we can all work towards.

Once a community vision is identified, specific goals or targets can then be set to assist the community to accomplish its vision.

### What Do We Do?

- 1) **Review the information you gathered in “The Brainstorm” in Step 2.** Re-read the descriptions and sample characteristics of a healthy, sustainable community.

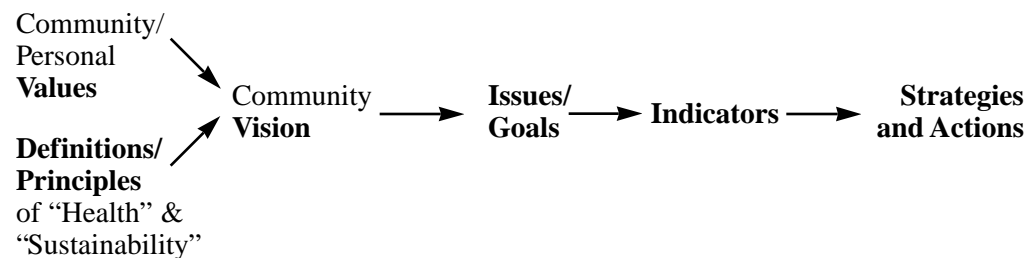
*I want to be happy  
and healthy  
AND  
I want a job  
AND  
I want a clean, safe  
community.\**

*(\*This vision was expressed  
at the National Urban  
Indicators Workshop, held  
by CMHC and Environment  
Canada in June 1995.)*

# Doing Your Progress Report

## Step 7

- 2) **Find out what work others have done already.** Talk to your municipal councillor or staff to see if they know of groups preparing a community vision. Does your municipality have any specific goals it is working towards? Ask these same questions of your community partners.
- 3) If you want to **hold community vision/goal setting workshops**, contact the Ontario Healthy Communities Coalition [pg. ii] about how to do this. Also review Sections 4.2.1-4.2.2 of the *Sustainable Communities Resource Package*.  
  
Contact other communities which have already done this type of work. Hamilton-Wentworth and their Vision 2020 project, for example, is an excellent model. (See the **HELP** section [pg.122] for contact information.)
- 4) **When you've identified your vision** - a picture of what a healthy, sustainable community would look like - **turn these ideas into more specific goals**. What will need to be done in your community for it to be this way?  
  
Use the "Translating Values And Vision - Into Goals And Indicators" example and worksheet [pg.56-57] for help with this process.  
  
(See **Tell Us More** [pg.59], if you want more ideas on potential goals.)
- 5) **Summarize your potential goals and indicators** on Worksheet #2 [pg.58].



## Doing Your Progress Report

### Step 7 Example

## TURNING VALUES & VISION INTO GOALS & INDICATORS

Sector: SOCIAL (Example)

- 1) **What do we value? What makes a healthy, sustainable community?**

*Strong Community Spirit*

- 2) **How would we turn this into a *Vision* and *Goals*?**

Vision: (“Describe what this would look like.”)

*“People are involved in the community,  
contributing their ideas/talents”*

Goal: (“What do we need to do?”)

*Increase participation in community events*

- 3) **What would be a good indicator that our community was making progress? How would we measure it?**

Indicator: *People coming out to town meetings*

Measure: *Average number of people per meeting*

Use this process, on the following worksheet [pg.57], to turn your values and vision statements into goals and indicators. Do as many as you like. At this stage, you are creating potential indicators from which you will select later on.

List these goals and indicators on [pg.58]. (In Step 8, you will select which ones you want to use in your progress report.)

# Doing Your Progress Report

## Step 7

### Worksheet #1

COPY AS MANY AS YOU NEED

## TURNING VALUES AND VISION – INTO GOALS AND INDICATORS

**Sector:** (circle one)    Environment    Economic    Social    Health

1)    **What do we value? What makes a healthy, sustainable community?**

2)    **How would we turn this/these into a *Vision* and *Goals*?**

Vision:            (“Describe what this would look like.”)

Goal(s):           (“What do we need to do?”)

4)    **For each goal, what would be a good indicator that our community was making progress?  
How would we measure it?**

Indicator(s):      (“What would we measure or count?”)

Measure(s):      (“How would we measure it?”)

*(Summarize your goals, indicators and measures on the next page.)*

# Doing Your Progress Report

## Step 7

### Worksheet #2

COPY AS MANY AS YOU NEED

## SUMMARY OF POTENTIAL GOALS AND INDICATORS

(as identified on [pg.57])

SECTOR: (circle one) Environmental Economic Social Health

**Goal:**

Indicator(s):

Measure(s) :

---

SECTOR: (circle one) Environmental Economic Social Health

**Goal:**

Indicator(s):

Measure(s) :

---

SECTOR: (circle one) Environmental Economic Social Health

**Goal:**

Indicator(s):

Measure(s) :

---

SECTOR: (circle one) Environmental Economic Social Health

**Goal:**

Indicator(s):

Measure(s) :

## Tell Us More

If you use no other list...

We've tried to summarize "the most important, overall goals" for a community in the list below.

Read it. See if you agree – or if you want to add to or modify it. (Do so!) Then use it. How?

- 1) Check your summary list of goals to see if all of these areas are covered.
- 2) Show it to your community partners to help them understand your overall priorities. Discuss it to see if they share these goals.
- 3) Give it to your local government and the public, and discuss it with them.

*The value of having shared goals **cannot be over-emphasized**. They breed understanding, co-operation and mutual support – even among people with very different interests.*

### Overall Community Goals

Improve Environmental quality  
– short term and long term

Improve Economic health  
– short term and long term

Improve Social well-being  
– short term and long term

Improve Human health and well-being  
– short term and long term

Improve Public awareness, understanding, empowerment

Improve people's satisfaction with

e.g. – Results of community efforts:  
efficiency, effectiveness and quality

– Process: co-operation/collaboration, involvement

## Doing Your Progress Report

### Step 7

## Doing Your Progress Report

### Potential Issues And Goals

Here is a list of issues/goals to help in your work. These are taken from the **List of Potential Indicators** which starts on page 106.

#### Step 7

Pick those which you find useful and re-copy them on **Worksheet #2**. Then turn to [pg.106] and select indicators for each of these goals.

#### ENVIRONMENTAL SECTOR

##### Solid waste

Goals: Reduce solid waste  
Increasing waste recycling and reduction  
Reduce hazardous waste/hazardous materials exposure  
Improve energy management and conservation

##### Water

Goals: Ensure safe, clean drinking water  
Improve conservation and treatment  
Improve quality of rivers and lakes

##### Air quality

Goals: Improve outdoor air quality  
Improve indoor air quality

##### Soils and lands

Goals: Improve urban soil quality  
Preserve prime agricultural lands

##### Green space and nature preservation

Goals: Increase green space, tree planting and natural area preservation  
Increase biodiversity level and wetlands protection  
Improve wildlife/species sustainability  
Increase wildlife/nature recreation opportunities  
Improve watershed management and conservation

##### Pesticides

Goal: Reduce pesticide use

##### Public awareness

Goal: Improve public knowledge about environment/  
sustainability

# Doing Your Progress Report

## Step 7

### **ECONOMIC SECTOR**

#### **Individual and family income**

Goal: Improve individual/family finances and self reliance

#### **Consumer spending**

Goal: Increase the purchasing of 'healthy/sustainable' products/services

#### **Employment**

Goals: Increase employment opportunities  
Increase employment diversification

#### **Skills, research and development**

Goals: Ensure advanced skills, research & development  
Ensure access to skills training for people without high school diploma

#### **Business and industry**

Goals: Improve business viability  
Growth of environmental businesses  
Increase sustainable development/healthy-sustainable activities and processes in business  
Ensure wise use of natural resources  
Maximize locally-owned business

#### **Worker well-being**

Goal: Maximize job satisfaction/worker well-being

#### **Community economic development (CED)**

Goal: Increase CED

#### **Municipality**

Goal: Improve financial viability  
Improve business tax base  
Maximize cost recovery  
Improve financial decision making (to focus on healthy sustainable activities)

# Doing Your Progress Report

## Step 7

### SOCIAL SECTOR

#### Politics / Government

- Goals:
- Maximize knowledge of/involvement in local government
  - Increase local government commitment to creating a healthy, sustainable community
  - Increase healthy, sustainable public policy
  - Improve cross-sectoral collaboration of public agencies
  - Increase community-based planning/involvement

#### Education

- Goals:
- Improve levels of education (and reduce drop out rates)
  - Increase student achievement
  - Ensure quality of school life/education
  - Maximize community-school involvement and partnerships (includes schools/universities/colleges)
  - Ensure safe schools
  - Make youth development programs readily accessible
  - Increase community involvement in school system
  - Maximize life-long learning
  - Increase advanced-level education
  - Maximize financial viability of colleges/universities
  - Increasing daycare availability

#### Housing

- Goals:
- Improve availability of housing
  - Improve affordability of housing
  - Improve quality and liveability of housing
  - Reduce homelessness
  - Increase emergency housing

#### Land use and the built environment

- Goals:
- Provide serviced land for commercial and industrial use
  - Maximize use of available commercial/industrial space
  - Ensure balanced land use
  - Ensuring a healthy downtown/central area
  - Increasing smoke-free environments

#### Arts, culture and recreation

- Goals:
- Strengthen local arts and culture
  - Maximize parks and recreation services and usage
  - Make best use of our libraries
  - Preserve our heritage

# Doing Your Progress Report

## Step 7

### **SOCIAL SECTOR (continued)**

#### **Transportation**

- Goals:
- Increase proximity to work
  - Maximize healthy, sustainable methods of transportation
  - Maximize access and convenience of public transportation
  - Maximize use of public transportation
  - Increase use of bicycles (for transportation and recreation)
  - Ensure user-pay fairness in transportation alternatives
  - Ensure sustainable and safe use of streets
  - Maximize quality of transportation system

#### **Safety**

- Goals:
- Maximize safety in our homes and community
  - Reduce accidents
  - Increase prevention of crime, conflict and accidents
  - Improve effectiveness of policing/criminal justice system

#### **Food production/supply (for nutrition, see Human health)**

- Goals:
- Ensure sufficient food supply
  - Improve local food production/supply

#### **Equality and equity**

- Goal:
- Improve equality and equity (across all sectors)

#### **Community information**

- Goal:
- Improve community information (availability/access)

#### **Media**

- Goal:
- Maximize healthy and sustainable information

#### **Community liveability/quality of life**

- Goals:
- Maximize contact/support/togetherness in the community
  - Increase cooperation within/among organizations
  - Maximize voluntarism and philanthropy
  - Beautify our community
  - Ensure people feel good about our community
  - Maximize involvement/support for community events

#### **Relationship-building**

- Goals:
- Maximize healthy relationships (e.g. within families, neighbourhoods)

# Doing Your Progress Report

## Step 7

### **HUMAN HEALTH SECTOR**

#### **Health status of population**

- Goals:
- Improve life expectancy and development of children
  - Reduce disease and illness
  - Improve life expectancy (adults)
  - Reduce pregnancy among teenagers
  - Reduce alcohol, drug and tobacco-related problems
  - Reduce sexually-transmitted diseases (STDs)
  - Improve mental/emotional/spiritual health
  - Improve general health and well-being

#### **Health care**

- Goals:
- Ensure access and quality in our health care system
  - Ensure access and quality in care for the elderly

#### **Health and wellness promotion**

- Goals:
- Increase health promotion and prevention
  - Improve nutrition levels
  - Increase physical activity/fitness

**... Ready to pick your own? Try Step 8!**

## STEP 8

# PICK YOUR OWN!

### Locally-Selected Indicators

A progress report needs to reflect issues which people care about if it's going to lead to people taking action.

As you saw in Step 7, there are literally hundreds of potential indicators for measuring health and sustainability. Think of them: air quality, water quality, business growth, personal financial well-being, quality of education, housing affordability, health care... and the list goes on.

In this step, you'll be picking a "short list" of indicators to be measured.

### How Do We Choose?

In selecting your short list of indicators, consider these factors:

1) **Fits with your community vision/goals**

If your community has developed a community vision or goals, select indicators which fit these and will help you to monitor progress toward them.

(Some of these goals were identified in Step 7. Also check with your municipality, to see if any goals exist in your community's master plans; and with community partners, to find out what other goals exist.)

2) **Manageable number of indicators**

How many can you handle? If you did Step 6, you already have 16 core indicators. Some communities use a total of 30 indicators. Others use as many as 70 or more. (At this stage, we'd recommend a maximum of approximately 30, to keep it manageable.)

3) **Variety of issues**

Include indicators on a variety of issues to give you a well-rounded progress report. These could include:

- a) *Essential or basic needs* – those affecting food, shelter or other basic necessities.
- b) *Important local concerns* – such as young people leaving the community because they can't find work; employment concentration in the top two or three employers; or farm topsoil loss (for agricultural areas).
- c) *Subjective information* – public perceptions, attitudes and behaviour. This information may be available from existing sources, or it could be collected in the community survey described in Step 9.
- d) *Provocative/thought-provoking* – indicators which raise eyebrows(!).

# Doing Your Progress Report

## Step 8

- 4) **Availability**  
Is the information available? How much work will it take to get it?  
Can you and your community partners handle it?
- 5) **Not too much detail**  
It's more important to cover all sectors and a variety of issues than go into detail in any one area.
- 6) **Regional, provincial, national and international concerns**  
Include indicators which link your activities with matters of regional-to-international importance. This might be your local water usage – which has an impact on water supply in your regional watershed; or your local oil/gas consumption – and its connection with global warming.

### Tips for choosing indicators:

- Start small. Use what's available.
- Use indicators people can relate to.
- Gradually develop better and more meaningful indicators.  
(If the information isn't available now, find ways to collect it.)
- Focus on positives and strengths; avoid blame.
- Consider indicators which show growth in healthy, sustainable activities, not just problems. e.g. Percentage of people who use relaxation methods to reduce their blood pressure -vs.- Percentage of people with high blood pressure

## Getting Community Input

There are four primary approaches you can use to select indicators:

- 1) define indicators based on your vision/goals (as in Step 7)
- 2) do research on indicators used in other locations (as in Step 6)
- 3) ask specialists in each field to suggest indicators
- 4) ask the public, community or “stakeholders” for their suggestions.

Each has its benefits, and each is recommended as part of the whole process.

Wherever possible, involve your community in the selection of goals/indicators. It raises public awareness, gives people an opportunity to share their ideas, and helps them have a “stake” in the final result. It will also broaden your perspective and help you understand which indicators the community feels are important.

Community input may take many forms:

- An organization could involve its members in identifying and selecting indicators. (For this workbook, over 50 communities reviewers were invited to rank and add potential indicators.)
- If you have community partners [pg. 5], their specialized input will be invaluable.

# Doing Your Progress Report

## Step 8

### *Conversation with the Community*

*How are you?  
I am fine.*

*How are you?  
I am hurting.*

*How are you?  
I feel better now.*

*How are you?  
Thank you for asking.*

*Peace.*

- A survey of interest groups may be done.  
(Metro Toronto, for its State of the Environment Report, contacted approximately 100 local organizations for input on suggested indicators and sources of information.) [*Fay (14)*]
- A broader community consultation process may also be used to get input from a wide range of people.  
(The Region of Hamilton-Wentworth has developed an excellent process (and printed materials) for this, as part of its *Signposts on the Trail to Vision 2020* project. See the HELP section [pg.122])

The objective is to get as broad a range of input as possible – from experts to laypeople – while still keeping the process affordable in terms of time and cost.

### **Tips**

Here are a few ways to get input from your community:

- Identify key stakeholders – *for each sector* of the community (e.g. people directly affected by issues you're considering, decision makers, organizations with valuable information and expertise)
- Identify common values and priorities among participants
- Draft a rough list of goals and indicators
- Get feedback and refine the list
- Invite broader feedback and input, e.g. from other organizations and the public
- Refine the list again

These steps need not be done in this exact order. Just remember to invite input, develop rough lists and keep refining them based on feedback from stakeholders.

**Most importantly**, keep the process moving – and know when to stop, so you can begin collecting information. Perfect indicators are not essential. Getting information to people who will use it is.

## **Picking Your List**

Using the potential indicators you've developed, choose those which are most useful for your community. Review them in your group (or with community input). Then finalize your list and fill out the following table.

### **Remember to:**

- Keep the number manageable (e.g. 10 or 15 are suggested).
- Review the Core Indicators in Step 6 [pg.37] to make sure you didn't duplicate any.

# Doing Your Progress Report

## Step 8

### Worksheet #1

## SUMMARY OF LOCALLY-SELECTED INDICATORS

### I. ENVIRONMENT (NATURAL/PHYSICAL)

- 1)
- 2)
- 3)
- 4)

### II. ECONOMIC

- 1)
- 2)
- 3)
- 4)

### III. SOCIAL ENVIRONMENT

- 1)
- 2)
- 3)
- 4)
- 5)

### IV. HUMAN HEALTH

- 1)
- 2)
- 3)
- 4)

## What Information Do We Collect?

Use the following worksheets to collect information for each indicator.

Since these worksheets are the same ones used in Step 6, the “Detailed Descriptions” on [pg.41] may give you ideas on how to obtain this information.

(If you collected data for those core indicators more than one year ago, gather it again now so you can check your community’s progress.)

# Doing Your Progress Report

## Step 8

### Worksheet #2a

COPY 16 TIMES  
COMPLETE FOR EACH INDICATOR

## DATA FOR LOCALLY-SELECTED INDICATORS

Date: \_\_\_\_\_

**SECTOR:** (circle one)   Environment   Economy   Social   Health

**Goal:**

**Indicator (and how is it measured?):**

**Present Level/Rate**

Year of info: \_\_\_\_\_

**Past Level/Rate**

One year ago:

Year of info: \_\_\_\_\_

Five years ago:

Year of info: \_\_\_\_\_

**Future Goal/Target (if one exists):**

Level/rate:

By what date: \_\_\_\_\_

**Who Set The Goal/Target:**

---

### For Future Progress Reports

When will new information be available:      Date \_\_\_\_\_

Frequency of measurement: \_\_\_\_\_

(e.g. annually, every 2 years, etc.)

Level of measurement: \_\_\_\_\_

(ie. municipality, region/county, neighbourhood, etc.)

Source of information: \_\_\_\_\_

(e.g. Statistics Canada, Ontario Health Survey, etc.)

---

### Where was this information obtained:

Name of organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone/Fax: \_\_\_\_\_

Contact Person/Title: \_\_\_\_\_

# Doing Your Progress Report

## Step 8

### Worksheet 2b

COPY 16 TIMES

## LOCALLY-SELECTED INDICATORS: ADDITIONAL INFORMATION

“Why is this issue/indicator important to our community?” (Ask if not clear)

“What are the top three activities creating progress towards our goal?”

Activity 1: \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/Contact information)

Activity 2: \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/Contact information)

Activity 3: \_\_\_\_\_

What impact is it having? (estimate/measure if possible)

Organizations involved in creating progress: (Name/Contact information)

## STEP 9

# “WHAT DO *YOU* THINK?”

## THE COMMUNITY SURVEY

In Steps 6 and 8, you developed an “outer” picture – of the physical conditions in your community – by collecting objective facts or data.

The community survey is designed to give you an “inner” picture of the community. What are people feeling and thinking? What are their perceptions and experiences of the community? What activities are they doing which contribute to health and sustainability?

Together with the objective indicators, this “subjective” information provides a whole picture of the community.

### Tips

Start simply and make it sustainable.  
You can always add to or refine it later.

GET HELP. (See **How Do We Obtain the Information**)

## What Information Do We Collect?

Before selecting your survey questions – which are really indicators of people’s experience – ask yourself and your group these questions:

“What do we want to learn from this survey?” (e.g. important issues)

For each issue:

“What would health and sustainability look like?”  
(*What would people be feeling/thinking? What would they be doing?*)

“What are people thinking/feeling/doing now?”

Your answers will give you clues as to the types of questions to use in your survey.

In Step 1, you asked people “**The Seven Questions**” [pg.11]. Remember to include these in your survey so you will get a community-wide response.

In selecting additional questions, consider these factors:

- 1) **Select questions related to your community vision/goals.**  
Include questions which cover all sectors of the community.
- 2) **Ask whether people understand what health and sustainability mean.**  
If they don't understand, you have some educating to do!
- 3) **Ask some questions related to the core indicators in Step 6.**  
e.g. For crime – ask people their perception of local crime rates  
This will give you subjective information to contrast your objective data.

# Doing Your Progress Report

## Step 9

- 4) **Examples of other questions** to include:
- a) *Perceptions* – How do people rank their quality of life? How satisfied are they with different aspects of the community – e.g. public services (transit, police), safety, quality of education, community friendliness?
  - b) *Awareness* – Are people aware of ‘signs of progress’; your healthy/sustainable community organization; the community vision or local goals?
  - c) *Activities/Behaviour* – Do people recycle, exercise, choose ‘healthy’ foods? Do they volunteer? Do they smile or say “hello” to strangers?
  - d) *Abilities* – What skills do people have? Are they computer literate? Do they see themselves as able to improve their health, income, the environment? (This is both a ‘perception’ and an ‘ability’ question.)
  - e) *Affordability and access* – Do people have access to community services? Is local housing affordable?
  - f) *Values and important issues* – What do people value about the community? What concerns do they have? What do they see as being important 10 years down the road? (This will help local government in deciding on its priorities, programs and spending.)
- (Example: A survey done in Orillia asked respondents to rate current conditions and services, and how important these would be in the year 2005. See [pg.75-78] for details.)

**You don’t have to do all of these.** Which ones interest you? Which would be useful to your community partners? Start here... and grow slowly.

- 5) **Types of answers.** You could ask people to respond with:
- a) Ratings – e.g. on a scale of 0 (low) to 10 (high)
  - b) "Yes, No, Don't know" OR "Satisfactory, Not Satisfactory"
  - c) Write-in answers (e.g. for values, concerns)
- However, keep the answers easy to understand, fill in and calculate results.

- 5) **Numbers of questions**  
Design your survey around how long YOU would be willing to take to complete it. Many short questions or fewer long ones can be asked in the same amount of time.

For more detailed information on community surveys – e.g. types of questions and formats – see **Tell Us More** at the end of this Step [pg.74].

## How Do We Obtain The Information?

- Use existing information if available. Check with local organizations (e.g. government, Chamber of Commerce, Social Planning Council) to see if they have done surveys. Also check to see if any opinion research companies have done surveys of this kind.

# Doing Your Progress Report

## Step 9

**If you need to create a survey from scratch, find out who can assist you.**

- Talk to your community partners and see if any want to share the work.
- Find someone who has done them before – perhaps at a local public opinion research company, or a university/college – and ask if they'd be willing to help. Surveys need to be well thought out in terms of design, wording, distribution, tabulation of results, interpretation and future tracking.
- Ask your municipality if they would find such a survey useful. If so, maybe you can include questions of particular interest to them and share the work/cost.
- Ask your local newspaper if they would be willing to print the survey in their paper. It's good public relations for them and will reduce your work and cost substantially.
- Work with local organizations, community networks, information centres and government offices to distribute questionnaires. Tell people about it (using public service announcements on cable TV, local radio and in local newspapers) so they expect it and want to complete it.

The survey itself can take various forms:

- *Telephone survey*  
e.g. of a representative sample of people in the community  
(Example: The Office of the Greater Toronto Area (GTA) had a telephone survey done of about 900 homes in April/May 1995.)  
[Pomeroy (15)]
- *Printed survey for people to fill in*  
e.g. this could be distributed door to door, by mail or via the newspaper.(Example: Orillia distributed their survey to all households via their local newspapers (and other means). They had a 30 per cent response rate.) [Neelin (16)]

**Caution: If you try a printed survey and you get no response, don't give up. The community may need "warming up" to the idea. Ask the newspaper, other media and local officials to tell the public that**

*"It's coming. It's important. And be sure to fill it in"*

**You may even need to distribute it a few times. It will be valuable information once you get it – so keep trying!**

## Don't Forget To Re-Monitor

Surveys are most valuable when done regularly (e.g. annually). This will give you information about changes in the perceptions, attitudes and activities of people in your community – so you'll know if you're making progress.

## Where Can We Go For More HELP?

See the **Tell Us More** section which follows. For contacts on the Orillia or GTA surveys, see the HELP section [pg.122-125].

# Doing Your Progress Report

## Tell Us More

### COMMUNITY SURVEYS

#### Step 9

This section contains examples of **Questions** and **Formats** you may want to consider before designing a survey.

It includes:

1) **The Orillia 2005: Your Community Action Plan Survey**

- 2-page overview
- 2-page sample

(The survey is not provided in full. The original was on legal-size paper.)

*The above information was provided by Gregg Neelin of Communitas Associates [pg.123] and is reprinted here with permission.*

2) **Types of Questions:** Perceptions, Activities, Awareness/Access

3) **Positive Steps Questionnaire**

- This asks questions about specific healthy, sustainable activities.

4) **Respondent Data**

- For obtaining basic data about people who respond to the survey.

# Orillia 2005: Your Community Action Plan Community Survey Evaluation

## Background

A Community Questionnaire was developed and distributed extensively throughout the community as Phase 1 community input to a comprehensive CED community-based planning process. Data gathered from the survey was used to design Phase 2 sectoral planning sessions (SWOT analysis and critical priorities for 6 major community development factors) and Phase 3 community action planning forum.

## Survey Process

- a sample survey was reviewed by the project community committee, further topics identified and a draft survey format developed.
- the draft was reviewed for readability and jargon clarified.
- 50 “test pilots” were conducted with family members, friends, co-workers, agency representatives for input on: time to complete (avg. 30 minutes); ease of directions; layout; identification of factors; personal information requested; and whether they would take time to complete such a survey.
- revised survey printed and distributed to Orillia households, businesses, agencies and community services, service clubs and organizations, grocery stores, and 2 high schools in all classes.
- 10,000 copies distributed at no charge through the Packet and Times newspaper weekend edition which is delivered to every home in Orillia.

## Survey Results

- more than 3,000 surveys returned! representing 30% return rate (of 10,000 households) or 10% per capita. Returns fairly reflected general demographic distribution of the community (gender, age groupings).
- most completed thoughtfully and completely (all sections).
- provided valuable baseline data for Phase 2 community sessions and current assessment of community’s position.

## Lessons Learned and Recommendations

- costs to print 20,000 surveys, covering letters and return envelopes was \$4,000 based on approximately 2,500 return mailers at 50 cents per return (costs @ 03/94). Returns of more than 3,000 surveys felt to be a very good return-on-investment (20cents per survey distributed or approximately \$1.25 per survey returned).
- continue to work co-operatively with local media re: distribution and publicity. Excellent support and co-operation from Orillia Packet and Times, service clubs, agencies, high schools, etc. Distribution may have resulted in some duplication (filled out at work and at home) but number of returns helped offset potential biasing.
- pretest/pilot made factors relevant to Orillia community.
- would change survey design itself:
  - use only one open-ended question. Coding was costly and time consuming and only served to confirm check-off questions. Could use the additional space for other factors.
  - eliminate 0 (zero) coding – slowed keying in data. Use 1-2-3-4 keys.
- future surveys can be used to compare relative change in resident’s perceptions of quality of life in Orillia.

# Doing Your Progress Report

## Step 9

# Doing Your Progress Report

## Step 9

### Survey Purpose:

- to determine residents' perceptions about quality of community life;
- identify development factors they consider satisfactory and factors they consider important for future community and economic development;
- can be adapted to identify residents' perceptions about development impacts and community change.

### Survey Structure and Administration

The survey is based on "gap analysis" of residents' perceptions of how satisfactory present levels of service or community standards are, and how important each factor is for future community development. Based on analysis of critical "gaps", local strategies can be developed for community action.

The survey is based on resident's opinions of development factors under four themes:

Community Life:	42 factors
Environment:	9 factors
Social and Health:	17 factors
Economy:	49 factors.

The survey includes demographic information (age, place of residence, etc.) for analytical purposes, as well as open ended questions concerning attitudes towards development and community change.

The survey is intended to be voluntarily completed by the respondent, and takes about 30 minutes to complete. The survey can be adapted to be administered by an interviewer or to be used in facilitator-led focus groups.

### Sample Themes and Development Factors

#### *Community*

recreation services & facilities  
protective services  
arts and culture  
community growth & change

#### *Environment*

natural attractions  
environmental standards  
recycling & waste management

#### *Social and Health*

medical services  
community services

#### *Economy*

sectoral job creation  
local competitiveness factors  
economic development priorities

Satisfactory Today?			Factors	Important in 2005?			
S	NS	?		0	1	2	3
			snow & ice removal				
			fire services				
			police services				
			emergency services, 911				
			crime rate				
			personal safety				
			size of Orillia				
			pace of growth				
			downtown shopping				
			mall shopping				
			access to shopping				
			housing costs				
			housing available to rent				
			housing available to buy				
			visual, fine arts				
			entertainment				
			performing arts				
			cultural programmes				
			library services				
			spiritual, religious centres				
			heritage architecture				
			community partnerships				
			level of voluntarism				
			bilingual services				
			multicultural services				
			local media reporting				
			local public bus services				
			parking availability				

Satisfactory Today			Factors	Important in 2005?			
S	NS	?		0	1	2	3
			natural beauty of area				
			pollution levels				
			waste management services				
			quality of lake water				
			quality of drinking water				
			air quality				
			traffic congestion				
			natural green space				
			recycling programmes				
			volunteer opportunities				
			child care services				
			youth, teen programmes				
			seniors programmes				
			services for handicapped				
			hospital services				
			ambulance services				
			doctors				
			medical clinics				
			medical specialists				
			dentists				
			home care services				
			funding to social agencies				
			crisis services, shelters				
			mental health services				
			information, referrals				
			family & children's services				
			self-help groups				
			support groups				

Satisfactory Today? S NS ?	Factors	Important in 2005?			
		0	1	2	3
	education taxes				
	municipal/residential taxes				
	business counselling				
	employment counselling				
	job placement services				
	commercial land to develop				
	industrial land to develop				
	elementary education				
	high school education				
	college education				
	university education				
	adult education				
	retraining for job skills				
	on-the-job training				
	entrepreneur training				
	local investment capital				

## Please tell us about yourself

Your AGE?	Live in Orillia?	Optional Information	House Income
___ < 15	___	___ employed?	___ <\$27,000
___ 16-25	No ___	___ in school?	___ \$27 - 49,999
___ 26-44	Yes ___	___ unemployed?	___ \$50 - \$99,999
___ 44-64	How Long? ___	___ retired?	___ \$100,000 +
___ 65-75	___ years	___ married?	
___ 75+		___ single?	
		___ widowed?	
___ Male		___ divorced/separated? ___	
___ Female		___ children at home?	
		___ physical handicap?	

Work in Orillia? Yes \_\_\_ No \_\_\_

Commute to work outside Orillia? Yes \_\_\_ No \_\_\_

Please call 325-7302 if you would like more information or to become involved in Orillia 2005, or write your name, address and phone number on a separate page and return with the Questionnaire by April 1 to Survey, City Hall, Box 340, Orillia L3V 6J1.

Please tell us about your ideas.

Thank you for your time completing both sides of this survey.  
Return April 1 to Survey, City Hall, Box 340, Orillia L3V 6J1.

**Complete the questions below – attach a page if needed.**

- New services and programmes could add costs – would you be willing to pay for added services and programmes?  
(user fees, taxes) \_\_\_ Yes \_\_\_ No Please comment.
- What do you like most about Orillia?
- List 3 Strengths and 3 Concerns/Threats
- Do you belong to any community organizations?  
No: \_\_\_ Yes, \_\_\_, if yes please list
- What other Factors are important to you? (list below).

# COMMUNITY SURVEY

## Types Of Questions

The following questions give examples of the kinds of questions you could ask.

They cover three aspects of community life:

- P - Perceptions** (of people's satisfaction, experience or ability)
- A - Activities** (what are people doing)
- AA- Awareness/Access**

They would be introduced with the following phrases:

“Please rate your:” (or) “How much do you:” (or) “Do you:”

### ENVIRONMENTAL

Type	Question	Answer
A	Compost yard and garden waste	Rating: 0-10
A	Buy recycled-content and environmentally friendly products	Rating: 0-10
AA	Have access to household hazardous waste depots/collection	Yes/No/Don't Know
A	Use pesticides on lawn/garden	Rating: 0-10
P	Community air quality	Rating: 0-10
P	Safety/quality of public drinking water	Rating: 0-10
P	Cleanliness of local rivers/lakes	Rating: 0-10
P	Availability of green space/parks	Rating: 0-10
P	Your ability to improve the environment	Rating: 0-10

### ECONOMIC

Are you employed? Yes \_\_\_\_\_ No \_\_\_\_\_. If Yes:

P	Quality of work life	Rating: 0-10
P	Job/work satisfaction	Rating: 0-10
P	Ability to improve job/work satisfaction	Rating: 0-10
P	Your sense of job security	Rating: 0-10
P	Able to participate in decision making	Rating: 0-10
AA	Employer offers flex hours, work-at-home or job sharing	Rating: 0-10
AA	Opportunities for training at work	Rating: 0-10

## Doing Your Progress Report

### Step 9

#### *Note:*

*As in the Orillia 2005 questionnaire, these questions could be rated twice – once for the present, and again for their “importance at future date” (e.g.2005)*

# Doing Your Progress Report

## Step 9

P	Your sense of income/financial security	Rating: 0-10
P	Ability to improve own income/financial security	Rating: 0-10
P	Support available to create new business	Rating: 0-10
P	Municipal taxes compared to value of services provided	Rating: 0-10
P	Education taxes compared to value of services provided	Rating: 0-10

### SOCIAL ENVIRONMENT

AA	Know name of alderman/councillor	Yes/No/Don't Know
P	Effectiveness of local government	Rating: 0-10
P	Satisfaction with local public services	Rating: 0-10
A	Participate in local government meetings (or watch on TV)	Rating: 0-10
A	Participate in other community events	Rating: 0-10
AA	Know where to get information on community events	Yes/No/Don't Know
P	Satisfaction with education/schools	Rating: 0-10
P	Safety of local schools	Rating: 0-10
P	Have computer skills	Rating: 0-10
P	Motivated to continue education/training/lifelong learning	Rating: 0-10
A	Taken education/training/study program in last 4 months	Yes/No
P	Daycare availability	Rating: 0-10
	Have daycare-aged children?	Yes/No
P	Services for seniors (availability/quality)	Rating: 0-10
P	Services for disabled persons (availability/quality)	Rating: 0-10
P	Level of racial/ethnic harmony	Rating: 0-10
P	Cost of housing/apartments	Rating: 0-10
AA	Availability of housing/apartments	Rating: 0-10
P	Quality of roads	Rating: 0-10
P	Satisfaction with Public transit service	Rating: 0-10
A	Use of public transit	Rating: 0-10
P	Frequency of crime in community	Rating: 0-10
P	Feel safe walking on streets alone at night	Rating: 0-10
P	Concern about crime & justice system effectiveness	Rating: 0-10
AA	Experience physical/mental abuse at home	Yes/No/Don't Know
A	Say hello to strangers in public	Rating: 0-10
A	Donate time, money or services	Rating: 0-10

P	Opportunities to meet people/make friends	Rating: 0-10
P	Community spirit/warmth/vitality	Rating: 0-10
A	Use conflict resolution or mediation services	Yes/No

#### **HEALTH**

P	Experience loneliness	Rating: 0-10
P	Harmony at home (N/A = not applicable)	Rating: 0-10
P	Your ability to improve own health	Rating: 0-10
A	Practice ways to improve own health	Rating: 0-10
P	Quality of health care system	Rating: 0-10
A	Use of prescription/non-prescription drugs	Rating: 0-10
P	Self-esteem/feel good about self	Rating: 0-10
P	How often are you happy	Rating: 0-10
P	Experience sense of spirituality	Rating: 0-10
P	Experience stress	Rating: 0-10
A	Take time for self renewal (deep relaxation, meditation, yoga)	Rating: 0-10
P	Your general health/well-being	Rating: 0-10
A	Use of 'alternative/complementary' health practices (including homeopathy, naturopathy, therapies, tai chi, massage, diet)	Rating: 0-10

## **Doing Your Progress Report**

### **Step 9**

# Doing Your Progress Report

## POSITIVE STEPS Questionnaire

This could be used for monitoring changes in people's activities/behaviour:

In the last six months, have you: Y/N/D = Yes / No / Don't know

### Step 9

- Reduced the garbage/waste you generate \_\_\_\_\_
- Reduced your energy consumption (e.g. gas, oil, hydro) \_\_\_\_\_
- Reduced your household water consumption \_\_\_\_\_
- Improved your health/well-being \_\_\_\_\_
- Felt more relaxed/peaceful \_\_\_\_\_
- Become happier with yourself \_\_\_\_\_
- Increased the help you give to others \_\_\_\_\_
- Taken more time to appreciate nature \_\_\_\_\_
- Increased time with family/friends \_\_\_\_\_
- Reduced smoking (if a smoker) \_\_\_\_\_
- Increased your attendance at arts/cultural events \_\_\_\_\_
- Improved your physical fitness \_\_\_\_\_
- Improved your emotional/mental/spiritual health \_\_\_\_\_
- Received any training or education \_\_\_\_\_
- Increased your job/work (or school) satisfaction \_\_\_\_\_
- Do you think your activities are  
enough to create a healthy, sustainable community? \_\_\_\_\_

### Respondent Data

#### Transportation information

If employed, how do you usually travel to work:

- Car/alone \_\_\_\_\_ Walk \_\_\_\_\_
- Car/with others \_\_\_\_\_ Work at home \_\_\_\_\_
- Public transit/bus/train \_\_\_\_\_ Other \_\_\_\_\_
- Cycle \_\_\_\_\_

Travel time to work? \_\_\_\_\_(minutes)

Are you employed in this community? \_\_\_\_\_(Yes/No)

#### Employment information

Are you: (check one)

- Employed Full-time \_\_\_\_\_
- Employed Part-time \_\_\_\_\_
- Have sufficient work \_\_\_\_\_ Would like more work \_\_\_\_\_
- Unemployed \_\_\_\_\_
- Retired \_\_\_\_\_
- Full-time Student \_\_\_\_\_
- Able to find sufficient work \_\_\_\_\_ Unable to find sufficient work \_\_\_\_\_

Also include questions regarding age, sex, household income

## Step 10

# WHAT'S NEXT?



### A) Should We Do More?

- What is our purpose for doing these reports?
- What will lead to more health and sustainability?
- What is the most effective use of our resources?

Before doing anything else, ask yourself these questions. Remember that our goal is to create a healthier, more sustainable community. Will doing one more step achieve this? Would it be better to report now – and act on what you've learned?

If you want to report now, turn to Step 11. If you want to proceed, it's time to...

### Build On What You've Got!

Review the work you've done so far. For example:

- Signs of Progress and Signs of Caution
- Core goals/indicators
- Community profile, vision or goals
- Locally-selected indicators
- Community survey

Consider these questions:

- 1) *Which components need expanding?*
- 2) *Are more locally-selected indicators needed?*
- 3) *Do you want to go into more depth on any key issues e.g. by using several indicators for each issue?*
- 4) *What haven't you done that would be useful now?  
What hasn't worked that would be worth trying again?*

If changes/additions are useful, re-do those steps now. Otherwise, turn the page and see what's next.

### B) Looking For Detail!

#### Part 1

#### Monitoring Differences Across The Community

Another way to improve your progress report is to add more "fine detail".

Are there neighbourhoods with more crime? Which age groups are more susceptible to illness and therefore need more support to improve their health? Which areas are healthier or have a better community spirit?

# Doing Your Progress Report

## Step 10

A healthy and sustainable community is built on the ability of each person to realize aspirations, satisfy needs and cope with their environment. [Adapted from: *Ottawa Charter* (17)]

Monitoring diversity is important, therefore, to identify differences – among people of different age, gender, ethnicity/race, socio-economic (i.e. education and income) level, and geography (e.g. neighbourhood, or urban vs. rural).

Differences within the community may apply to:

- conditions** – e.g. quality/cost of housing, pollution levels
- perceptions** – e.g. of community safety, quality of life
- activities** – e.g. recycling, energy conservation or healthy lifestyles
- awareness** – e.g. of services available in the community
- access** – e.g. to facilities, or certain types of jobs.

Both objective indicators and community surveys will be important in this step.

Here are a few suggestions on how to proceed:

- 1) **Consider existing indicators first.**  
Do you want more detailed information on any of the indicators you are currently using? (These will be the easiest to add to your report card.)
- 2) **What additional indicators do you want to monitor?**  
(For some suggestions, see the List of Potential Indicators [pg.106].)
- 3) **What are the specific variables you want to monitor?**  
e.g. by age, gender, income, neighbourhood/area
- 4) **Does the information exist?**  
Check with organizations which have provided information in the past to see whether this information is available. This level of detail may not have been collected.
- 5) **How will you use the information?**  
Do you want to focus on identifying “needs” or “capacities/strengths”?  
How can you use the information to empower rather than create dependency?  
Will it create more harmony or more divisions among different groups in the community?

*(Caution: When you compare groups, you risk increasing their sense of difference (e.g. better/worse, richer/poorer). Is this what you want to accomplish?)*

### Tips

The City of Toronto Health Department has done some excellent work in this field. For contact information, see the HELP section [pg.123].

Since the information you gather may be quite detailed, consider ways of portraying it in your progress report. Graphs and charts are useful for showing comparative detail. Maps are also excellent for showing differences across a community.

## Part 2

### Mini Progress Reports: Neighbourhoods, Organizations, Families And Individuals

This workbook was designed primarily for community-wide information.

Yet, what makes a community are the choices made by individuals and groups; and the relationships which connect us – in our families, neighbourhoods, businesses, schools and organizations. This is where health and sustainability are really created.

This section explores what we've called a “mini progress report”: *a report card for individuals, families, neighbourhoods or groups within the community* – to help them monitor their own progress toward health and sustainability.

Try it out. See if it's useful. And adapt it in whatever way fits for you.

## Design

Designing a mini-report card for individuals, neighbourhoods and organizations is similar to doing one for the whole community. You will need to consider:

- what is important/valued
- what does health and sustainability look like, and
- what signs will show health and sustainability have been achieved

in order to choose what issues and indicators to check.

The primary differences are:

- the types of indicators/measures you will use
- the limited availability of information, and
- your need to report back directly to *individuals/groups*.

This kind of report card is valuable, however, because it is *direct feedback* – to the people who can act upon it. If there is sufficient information and motivation, people can make immediate choices to improve community health and sustainability by – saving energy in their household or office, reducing stress, resolving conflicts, or taking transit to work or school.

Because of the power of such grassroots action, we suggest that your organization consider the following steps:

- 1) **Design a mini-report card for**
  - a) an individual and/or household
  - b) an organization (for sample indicators, see next page)
  - c) a neighbourhood.

## Doing Your Progress Report

### Step 10

*When we each clean up our  
own square metre of the  
world, the world will take  
care of itself.*

# Doing Your Progress Report

## Step 10

- 2) **Apply the mini-report to**
  - a) yourself and your family
  - b) your organization
    - your healthy community project
    - your company, agency, department or institution
  - c) your own neighbourhood.
- 3) **If it's useful\*, invite others to participate** – such as
  - a) others in your group
  - b) your community partners
  - c) local government officials/staff/departments

(\* By useful, we mean it increases awareness, motivation and action which creates more health and sustainability.)

### What Information Do We Collect?

For ideas on what to include in your mini-report card, see the following two pages. Page 87 is an overview of potential categories and indicators for mini report cards. Page 88 gives examples of indicators which could be used by a company or organization.

Review the **Types Of Questions** and **Positive Steps Questionnaire** found on [pg.79-82]. Some of these questions would be suitable for a individual or family progress report.

Finally, consider:

*“What are the signs that a person, family, organization or neighbourhood is environmentally sound, economically sustainable, socially healthy and personally well?”*

Incorporate your answers to this question in your mini report card. Then use what you learn to help people and organizations reach these goals.

## Doing Your Progress Report

### Step 10

#### MINI PROGRESS REPORTS: Categories and Examples of Indicators

	Organization	Neighbourhood	Family	Individual
<b>Environmental</b>	Per cent of solid waste reduced/recycled by a company		Actions taken in the home to reduce energy and water usage	
<b>Economic</b>		New business start-ups	family savings and debt levels	Savings/debt for individuals
<b>Social Environment (or Organizational Environment)</b>		Perceived safety of my neighbourhood (e.g. based on number of people seen on local streets at night)		Close friendships  Perceived opportunities to meet people
<b>Human Health</b>	Health promotion practices for different cultures			Stress level; Frequency of illness

Mini Progress Reports and indicators can:

- assist individuals, families, neighbourhoods and organizations to assess their own health/sustainability
- identify opportunities for action/change at all levels within a community

“Organization” may include: businesses (large and small), institutions, schools, public agencies, non-profit organizations.

# Doing Your Progress Report

## EXAMPLES OF INDICATORS FOR ORGANIZATIONS

### Step 10

*The information provided is primarily for companies. It will need modifying for other organizations, such as institutions, schools, public agencies and non-profit groups.*

*By doing a progress report for ourselves, we can then understand*

- *what works and what doesn't*
- *how healthy and sustainable we are – or aren't*
- *what motivates us, and what doesn't.*

*This will improve the quality of our own lives and those immediately around us – and give us useful information to apply to our communities.*

#### ENVIRONMENTAL:

Waste disposed, reduced, recycled  
Energy and water usage  
Purchases of recycled-content and environmentally-friendly products  
Existence of environmental goals (and tracking of progress)  
Active environmental committee  
Senior person in charge of environmental affairs  
Degree to which organization is meeting government regulations

#### ECONOMIC:

Profitability; Debt level  
Production  
Measures of quality, excellence and service  
Level of Research & Development spending  
Average wage/salary (and male/female equity)  
Existence of vision/mission statement (and tracking of progress)  
Budget decisions based on healthy/sustainable criteria or ranking

#### SOCIAL / ORGANIZATIONAL ENVIRONMENT:

Employment equity program  
Employee feedback/involvement systems in place (e.g. quality circles)  
State of Management-Employee relations/communications  
Days lost to strikes; Use of conflict resolution strategies  
Employee perceptions of Quality of Work environment; harmony among employees/organization; organizational spirit  
Giving (time/money) by employees/organization to charities  
Employee involvement in social activities within organization  
Level of training, development, life-long learning  
Existence of values/ethics statement (and tracking of progress)  
Level of cross-departmental co-operation (working on health/sustainability)  
Movement towards partnership – with suppliers, clients, other organizations (including competitors) and government

#### HUMAN HEALTH:

Sustainability of workload/time pressures  
Stress levels  
Fear/confidence about job security  
Employee satisfaction with work  
Existence of/participation in employee health and fitness programs  
Percentage of people who look at the organization as “their own” (i.e. taking personal responsibility for what happens)  
Days lost due to illness/accidents  
Degree to which employees feel empowered

## Part 3 Capacity Assessments

Another way to do a mini report on your community, neighbourhood or organization is a **Capacity Assessment**.

Rather than gathering information on indicators (as in a Progress Report), or on community needs (as in a Needs Assessment), a capacity assessment collects information on the *skills, assets and strengths of people and organizations*.

Think of it like a resume for your neighbourhood or group. It is a listing of what people can do – not what they can't. These strengths and abilities are then linked to people with specific needs.

Some of the goals of this form of assessment are:

- Focuses on the strengths/skills within the neighbourhood/organization
- Links people with skills to those with needs
- Creates solutions from within the community.

This process is described in *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* by John Kretzmann and John McKnight. See Publications [pg.132] for contact information. Also see Contacts [pg.122] for **Eramosa and Edmonton (Glenwood)**, two communities which have done work on capacity assessments.

*Building Communities* provides an invaluable way to look at the strengths and positive aspects of your community. **It is recommended reading for whatever type of assessment or progress report you do.**

## Doing Your Progress Report

### Step 10

# Step 11

## THE REPORT CARD

### REPORTING YOUR INFORMATION AND GETTING READY FOR NEXT TIME



Congratulations on making it this far! The end is in sight.

Whether you've done three steps or eleven, it's time to pull it all together and tell people what you've learned.

Begin by gathering ALL of your **Worksheets** for the Seven Questions, The Brainstorm, Signs of Progress, Signs of Caution, Core Indicators, Locally-Selected Indicators (if you've done them) – and anything else you've worked on. *Take a little time to acknowledge yourself, your group and your partners for the good work you have done.*

Your task now is to “distill” this information into a readable report card.

- ✓ **First, consider your purpose.**
  - Who do you want to inform?
  - What do you want them to do with the information?
- ✓ **Second, consider how people will obtain the information.**
  - How can you put it in a user-friendly form?
  - How can you get it to people who will use it
  - or to people who will communicate it to others?

### Reporting Your Information

Think of your work as not just writing a report, but as designing a *message to your community*. A message to communicate feelings, thoughts and ideas which you have gathered from others and which matter to you.

Create something that people will care about and use.

Involve potential users in the process – such as residents, municipal officials, District Health Council, Chamber of Commerce, community groups.

Think of creative ways to communicate it. Suppose you could draw a picture to represent how your community is working. Would it be a leaky bucket? A growing tree with healthy roots? A patient about to enter the hospital? Have some fun – and be honest and direct.

# Doing Your Progress Report

## Step 11

*Address problems,  
but don't bombard.  
Recognize and  
appreciate success.*

### 1) **Content:**

Make sure you answer these questions:

*Where are we now? (e.g. people now employed, unemployed)*

*Where were we before? (e.g. last year's numbers)*

*What is our goal AND have we made progress?*

You might want to use symbols (such as arrows) or charts to show changes. (For a model of how to do this, see the two pages from a progress report prepared in Seattle [pg.95-96].)

### 2) **Interpretation:**

Interpret the information in a way which:

- is credible, vigorous and unbiased
- gives people a clear picture of what is happening
- empowers and supports people – to see what's working and what's not
- fuels discussion and action on solutions

Describe to readers why each indicator is important, as on [pg.96].

Be sure to highlight activities which are **creating progress** in the community. Mention the impact they're having, and the organizations which are leading the way. Publicize them. Help them grow throughout the community as a result of your report.

### 3) **Format:**

Your report to the community could take various forms: a written report, a newsletter, newspaper articles, press release, video, stories (or pictures) of how people experience the community. You could also present it through talks, songs or other ways.

Remember to make it user friendly: easy to read, easy to understand  
Use pictures and charts/graphics to make it appealing.

### 4) **Name:**

What name appeals to you? Community Assessment; Progress Report; Report Card; State of the Community; Community Check-Up... There are many names to choose from. See what fits for your community.

### 5) **Audience:**

First send it to your own members for comments; then finalize.

Next, send it to:

- local government and your other community partners
  - ask if they have newsletters (or local TV/radio programs) to help communicate the results
- the media
  - ask them for help in telling the general public

- key local organizations in each sector
  - invite them to tell their members

**Distribute it widely and make sure your hard work pays off in results!**

**Note:** Don't forget to send a copy to the Ontario Healthy Communities Coalition as well. The information will become part of a province-wide picture of health and sustainability. It will also help other communities to learn from your experience.

## **Getting FEEDBACK On What You Have Done**

It's important to know if what you're doing is useful and effective.

Remember: *You're doing this for people. It's a tool to help them make progress.*

How will you know if you don't ask?

Invite feedback on your progress report card from:

- members of your organization
- local government and your partners in the community
- other users

This doesn't have to be complicated. You can distribute a questionnaire with your progress report, or hold a feedback session after a community meeting.

Here are some feedback questions to consider:

- Are people getting the information?
- Is our reporting format/process effective?
- Is the information useful? Is it increasing awareness, motivation, action?
- How can we better meet your needs?
- Are we using a healthy sustainable process? Do people feel involved? Listened to? Respected? Are we incorporating their ideas?

It's also important to ask:

**“Are we enjoying ourselves and growing  
as an organization/network?”**

If not, your activities probably aren't healthy – or sustainable.

## **Getting Ready For Next Time**

If your goal is long term health and sustainability, you'll need to check these indicators over a period of time to measure your progress. Let's start by saying, for example, that you want them to be checked annually for the next five years.

To do that, you'll need to set up a recording system now which anyone can use.

# **Doing Your Progress Report**

## **Step 11**

## Doing Your Progress Report

Make clear notes. Keep your Worksheets in one file. List your community partners/contact information. Estimate how long it took (and what it cost) to do your Progress Report. And leave your files where people can find them. You will save yourself – or someone else – a lot of time later on!

### Step 11

Before you leave the project, arrange for someone else to continue it. Think of it as a “trust”– something of value to the community which needs to be cared for and carried on.

This will ensure that the information you collected and the process you started will be useful to others for years to come.

### Tell Us More

Following are two pages from a community report done in Seattle – called *The Sustainable Seattle 1993: Indicators of Sustainable Community*. (Reprinted with permission.)

Use these pages for ideas on how to present information to your community. In particular, consider:

- the chart of indicators and the **symbols** they used to show progress. This format is both easy to read, and easy to understand.
- the topics used to describe each indicator:
  - Description
  - Definition
  - Interpretation
  - Evaluation
  - Linkages

Which of these do you find useful? Which do you think will help people in your community?

(To obtain a copy of the most current Sustainable Seattle report, see [pg.134] for contact information and cost.)

If you want to know more about how other communities report their information, contact some of the groups listed in the **HELP section** [pg.121]. Also check for reports listed under **Publications** [pg.132].

**... Now put what you’ve learned into Action – see Step 12...**

# The Sustainable Seattle 1993

## Indicators of Sustainable Community



*Moving away from sustainability*



*Toward sustainability*



*Neither toward nor*

### Environment



Wild salmon runs through local streams



Number of good air quality days per year



Percentage of Seattle streets meeting “Pedestrian-Friendly” criteria

### Population and Resources



Total population of King County



Gallons of water consumed per capita in King County



Tons of solid waste generated and recycled per capita per year in King County



Vehicle miles travelled per capita and gasoline consumption per capita



Renewable and nonrenewable energy (in BTUs) consumed per capita

### Economy



Percentage of employment concentrated in the top ten employers



Hours of paid work at the average wage required to support basic needs



Percentage of children living in poverty



Housing affordability for median – and low-income households



Per capita health expenditures

### Culture and Society



Percentage of infants born with low birthweight



Juvenile crime rate



Percent of youth participating in some form of community service



Percent of population voting in odd-year (local) primary elections



Adult literacy rate



Library and community center usage rates



Participation in the arts

© Sustainable Seattle

*This chart represents the first 20 in a proposed set of 40 indicators currently under development.*

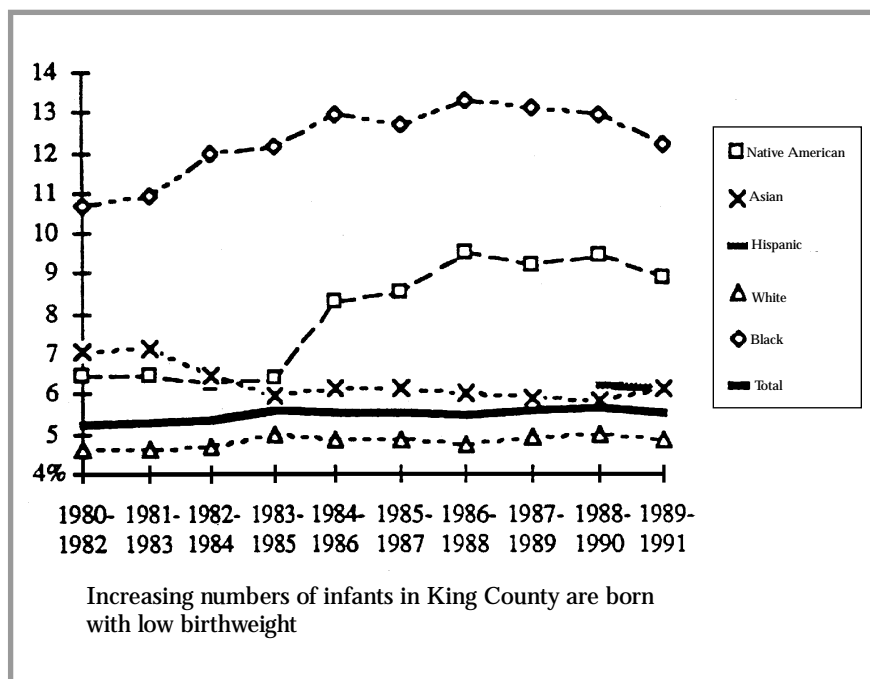
## Low Birthweight Infants

**Description** A sustainable society adequately nurtures the next generation. Low birthweight is the most important single cause of preventable infant deaths. In King County, a low birthweight infant is nearly 19 times more likely to die than a normal weight infant. She or he is also at risk for childhood neurological and respiratory problems. A decrease in low birthweight infants would contribute to the health of the next generation and suggest a trend towards sustainability.

**Definition** Low birthweight infants are defined as weighing less than 2500 grams (approximately 5.5 pounds). Data are collected from county birth certificates, analyzed annually by the Seattle-King Department of Public Health, and were most recently published in "The Health of King County 1990." Rolling three-year averages are used to calculate stable rates among racial or ethnic groups. Note that data collection for Hispanics did not begin until 1988. Also note that the ethnic and racial designations presented here are those used by the Health Department in its report.

**Interpretation** In 1991, 5.35% of King County infants (1,215 babies) were born with low birthweights. During the last ten years, the rate of low birthweight in King County for the population as a whole has shown a slight but significant increase.

percent of babies in King County, rolling 3-year average



However, significant differences were seen by race or ethnicity in the rate of low birthweight infants. For the period 1989-1991, for example the rates ranged from 12.2% for Black infants to 4.9% for Whites. During the past ten years, the rate for Black low birthweight infants has increased 12%, and the rate for Native Americans has increased 38%. The rate for Whites has increased slightly but significantly, while the rate for Asians decreased in the early 1980s and then stabilized at its current levels.

**Evaluation** The data suggest an overall trend away from sustainability for the population as a whole, and a serious trend away from sustainability for the Black and Native American populations. The inequities in the

rates for different ethnic groups most likely reflect other social and economic inequities that also signal an unsustainable social environment.

**Linkages** Low birthweight is an important indicator of sustainability because it correlates with many other social factors, such as late or no prenatal care, poor maternal nutrition, low income, poverty during the mother's childhood, limited education, teen pregnancy, and poor health habits, especially smoking and drug use. A rise in low birthweight infants suggests a probable increase in one or more of these other causative factors as well.

From: *The Sustainable Seattle 1993 Indicators of a Sustainable Community*

© Sustainable Seattle

## Step 12

# TURNING OUR INFORMATION INTO ACTION

## Doing Your Progress Report



The primary purpose of this workbook has been to help you select indicators, monitor them over time and use them to assess your community's progress towards health and sustainability. When reported to the community, this information will raise awareness about:

- health and sustainability (what they mean)
- local values, visions and goals
- whether and how the community is making progress

The next step is turning this awareness into action to create more progress.

### How Do We Do That?

In your report card, include a section like this one: “Turning Our Information Into Action”. Then suggest actions which people in the community can take.

#### 1) **Start small.**

Make a list of activities which people/families can do on their own.

Ask people to do them.

What activities? Review your Worksheets. In particular, look at:

- Signs of Progress – Checklists and What's Working? (Step 4);
- “Activities which are creating progress” in the Core Indicators (Step 6) or in the Locally-Selected Indicators (Step 8);
- the Positive Steps Questionnaire, or other behaviour-related questions in your Community Survey (Step 9).

Identify actions which people can start right now...today. These could include recycling, waste reduction, healthier eating, relaxation or stress reduction, exercise, water and energy conservation, bringing their personal finances into balance, taking a new course/training program or.

Don't try to force these on people, through responsibility or guilt. That reduces motivation. Help them see how it will improve their quality of life – through increased health, empowerment and fulfillment; and reduced economic, social and environmental costs in the long term.

Also try these activities yourself and in your group(s). See how they benefit you – so you can speak to the community from personal experience.

#### 2) **Build on what's already working**

Review these Worksheets again and identify actions which can be taken by organizations – like your group, your community partners, neighbourhoods, schools, companies and others.

# Doing Your Progress Report

## Step 12

(Especially consider the What's Working? activities in Step 4 and the Activities Leading to Progress in Steps 6 and 8.)

These might include: neighbourhood safety programs, adopt a highway (for litter control), flex hours/job sharing, community shared agriculture, conflict resolution, community economic development projects and others.

Tell readers about them. The impact they're having. Who's doing them. And encourage others to adopt them.

Have your group and your community partners do some as well. By using your own organizations to test these activities, you can demonstrate what works – and help your community make progress in the process.

### 3) **Identify other activities leading to progress – which require broader community involvement.**

Some of the programs identified in your Worksheets will need government, industry and community support and resources. Which ones would have the most importance if spread community wide? Which ones interest you the most to work on?

List these in your report card or communicate them in your public meetings and presentations. Tell the community you're looking for sponsors, partners and organizations to work with you on these programs.

### 4) **Identify other priority issues.**

What pressing problems did you find in the Signs of Caution (Step 5)? If you did a community survey, what did people identify as key concerns or issues which need to be addressed? Create a list of "*Priority Issues for Action*".

#### ***Overall Community Goals***

Improve environmental quality  
- short term and long term

Improve economic health  
- short term and long term

Improve social well-being  
-short term and long term

Improve human health and well-being  
-short term and long term

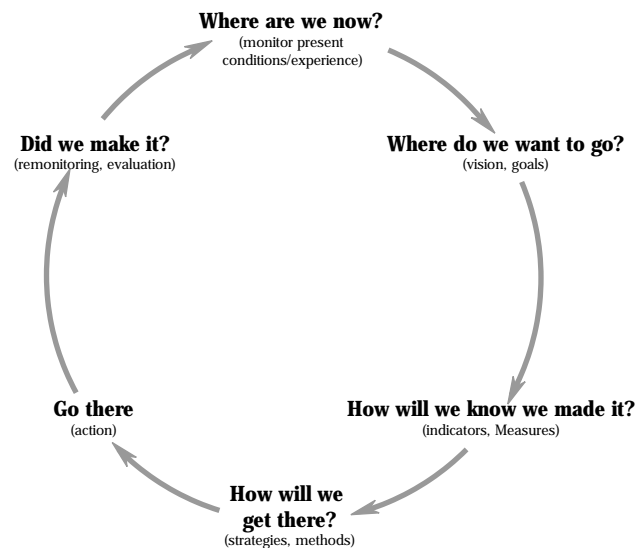
Improve public awareness, understanding, empowerment

Improve people's satisfaction with  
e.g. - Results of community efforts:  
efficiency, effectiveness and quality  
- Process: co-operation/  
collaboration, involvement

## Larger Priorities: Selecting Actions

In consultation with your community partners:

- *Identify a short list of priority issues*  
Consider both “importance to the community” and “issues which you/your partners care about and are personally motivated to work on”
- *State your overall goal* for each issue
- *Identify potential actions* which would lead to progress
- *Prioritize these actions*  
e.g. Rank each project for its effectiveness in achieving each of the goals in the chart above; then identify which project(s) are likely to give the most overall progress. [Chart also used in Step 7.]
- *Estimate costs*, time/labour and other resources required to implement the best projects
- *Decide which one(s) to act on*, and
  - who has responsibilities for action
  - project targets; and completion dates
- **Take action!**
- *Evaluate your progress*, e.g.
  - monitor indicators during and afterwards
  - use questionnaires to get feedback from those involved/affected
- *Put this learning back into the process* (see diagram below)



[Strategy adapted from Thorman (18).]

Those are a few suggestions.

Build on them.

Discuss them with your group and community partners.

And encourage people to act on whatever they can – NOW.

**GOOD LUCK!**

## Doing Your Progress Report

### Step 12