

December 2017
Nishnawbe Aski
Development Fund

ROY KAKEGAMIC 2017

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ABOUT THIS TOOLKIT

This toolkit was created to support First Nation communities in northern Ontario in their efforts to build a better future through Comprehensive Community Planning (CCP). The toolkit is specifically written for CCP project coordinators, project managers, and community planners and their partners. Much of the material will be helpful for Band Managers, staff, and Councillors who are trying to scope out and initiate a CCP. Many of the tools and the phase-by-phase process itself can be applied to other planning projects and to other communities, particularly First Nations across Canada.

This first edition is intended for review and testing, and will continue to be developed over time. It was written with support from EcoPlan International.



ABOUT NISHNAWBE ASKI DEVELOPMENT FUND

Nishnawbe Aski Development Fund (NADF) is a not for profit, non political aboriginal organization that provides financing, business, community economic development, and planning supports to First Nations across northern Ontario.

OUR VISION:

Aboriginal Prosperity

OUR MISSION STATEMENT:

To advance the well-being of Aboriginal people in northern Ontario through business and economic development.

OUR SERVICE DELIVERY AREA:

NADF services 89 First Nations and their members, on and off-reserve, as well as all Aboriginal entrepreneurs and wholly-owned or majority-owned Aboriginal businesses operating in our region. This includes Nishnawbe Aski Nation, Robinson-Superior 1850 and Treaty #3.

OUR CCP WORK:

Nishnawbe Aski Development Fund provides community-based and nation-led Comprehensive Community Planning (CCP) support to First Nations communities across northern Ontario. Our services include technical community planning support for First Nations, provision of tools and resources regarding the CCP process and funding, hosting of trainings and workshops for CCP Coordinators, and opportunities for First Nations to connect with each other for mentorship and support. Our work responds to the needs identified by the First Nations we serve.

NADF is committed to working with communities who identify the need for support, as well as supporting Tribal Councils in our service area who provide CCP support to their own member communities.

THANK YOU - MIIGWETCH

An Advisory Committee representing several First Nations in northern Ontario was formed to provide guidance and wisdom in the development of this toolkit. They traveled from far and wide to share their experiences and ideas with the team in Thunder Bay. Their leadership and insight has been invaluable to this process. We are grateful for their work in ensuring that the tools are grounded in the culture, context, and spirit of this territory. Thank you:

- Noreen Agnew – Long Lake #58 First Nation
- Priscilla Graham – Animbiigoo Zaagi'igan Anishinaabek First Nation
- Paul Henderson – Mitaanjigamiing First Nation
- Tara Ingram – Nokiiwin Tribal Council
- Roy Kakegamic – Sandy Lake First Nation
- Alice Sasines – Animbiigoo Zaagi'igan Anishinaabek First Nation
- Melanie Harding – Nishnawbe Aski Development Fund

Thanks also to “Coordinator’s Corner” contributors Juliet Rickard (MoCreebec Eeyoud), Noreen Agnew (Long Lake #58 First Nation), Gwen Andrews (Pic Moberg First Nation), Kayla Thompson (Biinjitiwaabik Zaaging Anishinaabek First Nation), Alice Sasines (Animbiigoo Zaagi'igan Anishinaabek First Nation), Roy Kakegamic (Sandy Lake First Nation), and Paul Henderson (Mitaanjigamiing First Nation).

Roy Kakegamic of Sandy Lake First Nation thoughtfully created the artwork included in this toolkit. His masterful work helps the content come alive. Thank you!

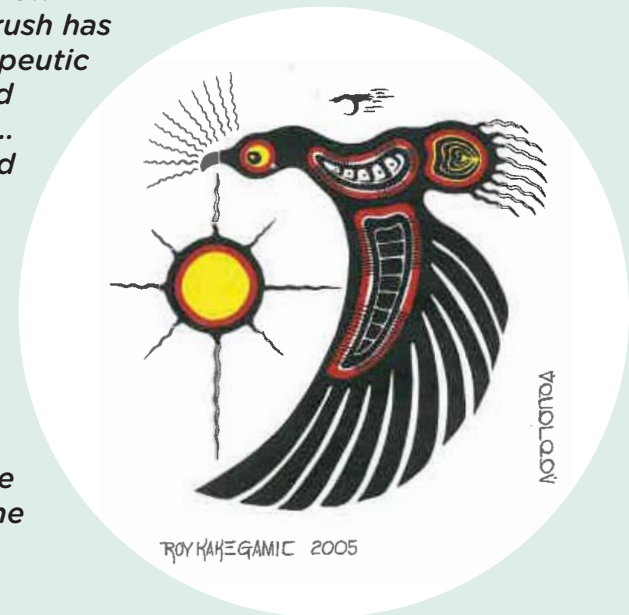
A number of tools and templates in this toolkit were initially adapted for Nokiiwin Tribal Council’s CCP training. Our collaboration with the staff and communities of the Nokiiwin Tribal Council was extremely helpful to this project.

William Trousdale, David Hohenschau, Trevor Coghill, and the team of dedicated staff at EcoPlan International have supported us in the creation of the toolkit and helped our wild ideas become real and useful tools. Thank you for your curiosity, creativity, and endless good humour.

Finally, we are grateful to the First Nations communities in Nishnawbe Aski Development Fund’s service area who are leading the way in Comprehensive Community Planning in Ontario. Thank you for showing us how to find a hopeful path towards our vision of prosperity and healing.

“My Paintbrush is my own medicine. My Paintbrush has served me as a therapeutic device. It has enabled me to put on canvas... My joys, thoughts and spirit about my own walk of life. My own personal conflicts. My individual battle with my private demons. I paint what I feel. I have been lucky enough that these works have also touched someone else’s heart.”

-Roy Kakegamic



ABOUT COMPREHENSIVE COMMUNITY PLANNING

Comprehensive Community Planning (CCP) is a holistic process that involves the entire community in imagining a better future and creating a plan for how to get there. CCPs are holistic: They look at all aspects of the community including the environment, the economy, the land and people, programs, housing, etc. CCPs are also action-focused: They recommend priority actions for making things better for everyone. Finally, CCPs are inclusive: They are created by the entire community and often help to repair relationships, build community, and rebuild trust. Much of the effort of creating a CCP goes into encouraging all members to get involved and work together.

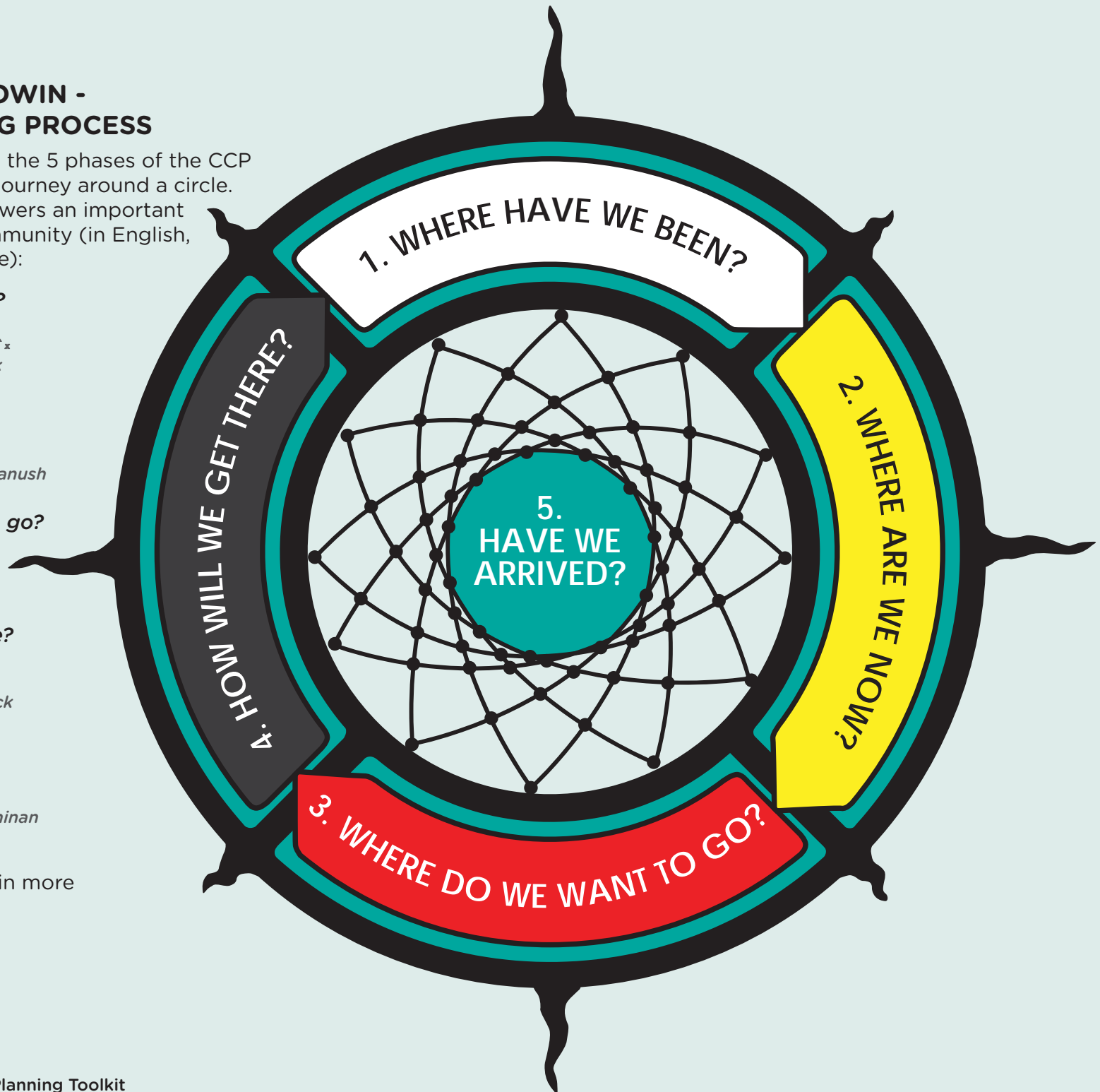
CCPs typically can take 1 1/2 years to complete, though each community is different and may take as little as 1 year or 2 or more years. While the outcome of a CCP is a vision and community action plan, there are usually many more results such as: better relationships; improved trust between members and Council; increased capacity to work together and get things done; and a better understanding of community values and priorities.

A successful CCP process requires:

- **Community involvement:** Giving all members an opportunity to participate, including Elders, youth and members living in- and outside of the community. Meaningful involvement helps members feel committed to the plan and its projects, creating momentum and lasting support.
- **Capacity building and training:** Building community is hard work that takes a lot of different people with different abilities. Training people along the way helps the community be more ready for action.
- **Communicating:** Sharing information effectively and regularly with community members ensures that everyone knows what's happening when.
- **Resources:** CCPs require funds, people, time, and materials. It's important to do what you can with what you've got, but also to seek additional resources as you go.
- **Mentorship:** CCPs are great for connecting people to each other and building new relationships. Seeking and offering mentorships are key to building confidence, developing skillsets, solving issues as they may arise, and learning about new techniques, tools and resources. Mentorship also creates capacity for the future, and a long- lasting support base for CCP.

The dreamcatcher shows the 5 phases of the CCP process as a continuous journey around a circle. Each of the 5 phases answers an important question about your community (in English, Ojibwe, Oji-Cree and Cree):

- Each phase is described in more detail on the next page.





PHASE 1: WHERE HAVE WE BEEN?

The tools and steps described in this section will help your community answer the question “Where have we been?” The outcome of this phase is a shared understanding of the community’s past, leading up to where it is today. This might include origin stories, traditional histories, recent challenges and important events, community achievements and leaders from the past.



PHASE 2: WHERE ARE WE NOW?

The tools and steps described in this section will help your community answer the question “Where are we now?” The key outcome from this phase is a Community Profile. This phase develops important contextual information for everyone involved in the CCP, including facts and statistics as well as perceptions about the community: What are people concerned about? What are people proud of? What are we doing well already? What could change?



PHASE 3: WHERE DO WE WANT TO GO?

The tools and steps described in this section will help your community answer the question “Where do we want to go?” This includes a vision statement and long-term community objectives and goals. A vision statement provides an overall direction for the CCP by describing an ideal future or the good life - Mino-Bimadiziwin. Objectives and goals describe more specifically the community’s values and priorities.



PHASE 4: HOW WILL WE GET THERE?

The tools and steps described in this section will help your community answer the question “How will we get there?” The key outcome from this phase is a strategic action plan. There are always a lot of action ideas out there, but a strategic action plan means that those actions are selected, prioritized, and organized in a way that makes the plan possible to accomplish. A big challenge in this phase is to choose just a few actions from the many ideas that are usually suggested.



PHASE 5: HAVE WE ARRIVED?

The tools and steps described in this section will help your community answer the question “Have we arrived?” The key outcome from this phase is a simple way to keep track of how well the CCP is being implemented and what kind of impact it is having. This is often called a monitoring and evaluation plan, which helps your community know if the plan is working or doing what it says it will do. It also encourages accountability.

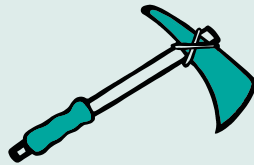
THE TOOLKIT

This toolkit is organized into 6 chapters: Getting started with a CCP (chapter 1), and the 5 major phases of a CCP process (chapters 2 to 6) which are described on the next page. Each of the toolkit's 6 chapters is organized by the steps you will take with your community to work through that phase of a CCP project. In each step you can read about expected outcomes (what each step will help you accomplish), the process (what you need to do) and tips (ideas for how to complete each step well).

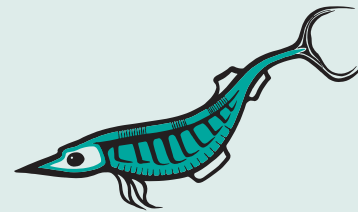
Some steps also feature worksheets, case studies, and examples. Each feature is represented by a symbol:



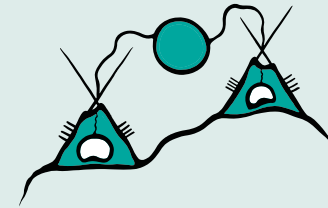
The **Loon** represents a **TIP**. Imagine the loon calling advice to you from across the lake!



The **Axe** represents a **WORKSHEET**. It's a tool that will help you with your work.



The **Fish** represents an **EXAMPLE** to help explain a step.

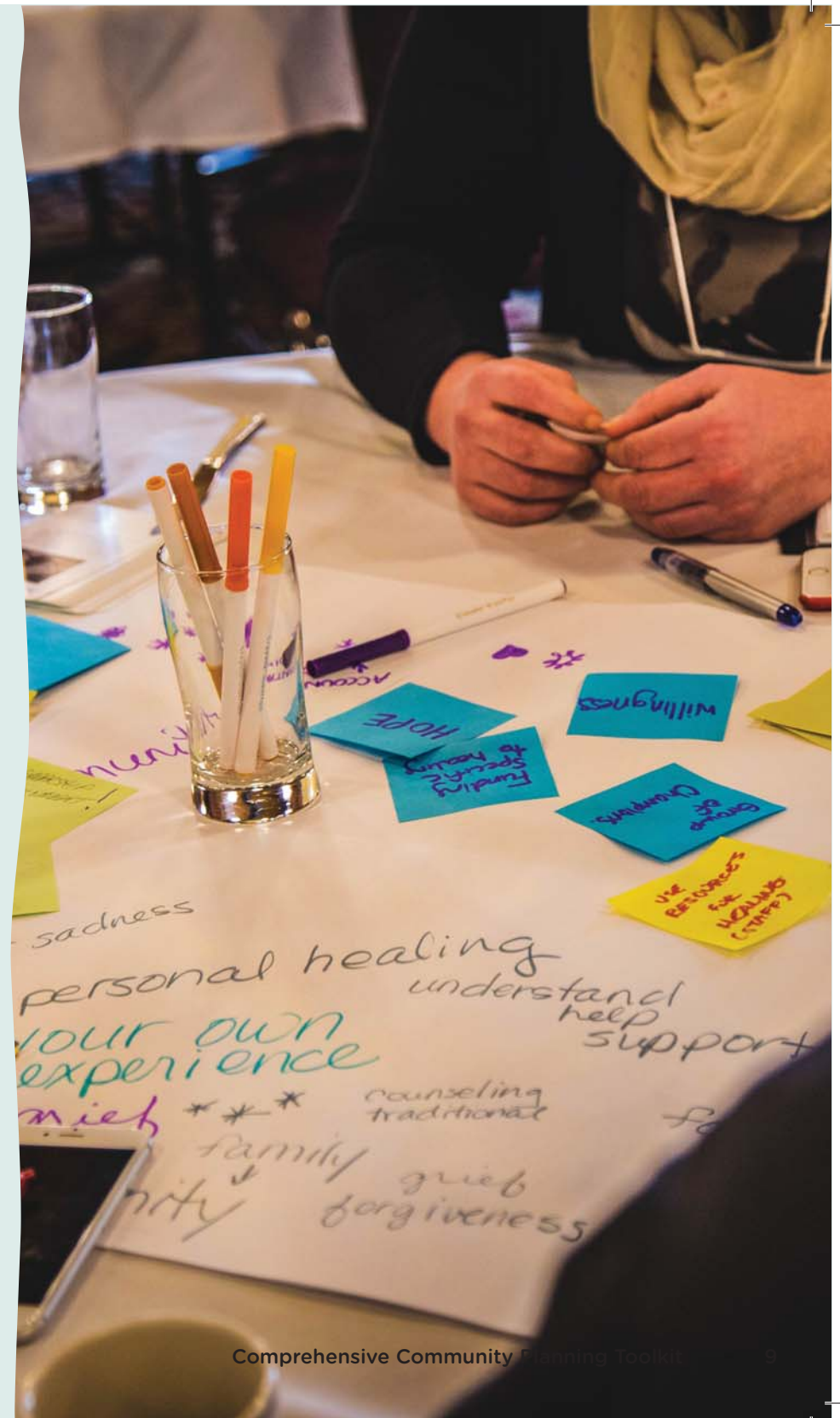


The **Two Tipis** represents a **CASE STUDY** from another community. The tipis are linked together to show two communities sharing a connection.

THE TOOLKIT AND THE ACTUAL CCP DOCUMENT

The 5 phases and each step within those phases can also be used as a template for what goes into a CCP. In fact, you could use the toolkit's table of contents as a template for a CCP's table of contents:

- **Chapter 1:** Where have we been?
 - Community History and Root Causes
- **Chapter 2:** Where are we now?
 - Community Statistics, Inventory, Analysis
- **Chapter 3:** Where do we want to go?
 - Vision and Objectives
- **Chapter 4:** How will we get there?
 - Action Ideas, Action Evaluation, Implementation Plan
- **Chapter 5:** Have we arrived?
 - Action and Impact Monitoring Plan





Coordinator's Corner

ALICE SASINES, COMMUNITY PLANNER FOR ANIMBIIGOO ZAAGI'IGAN ANISHINAABEK FIRST NATION

When I started as the Community Planner my only thought was “What did I get myself into?” as I realized how overwhelming the whole process was. Now, nine years later, I find myself more knowledgeable, confident, and ready to take on any challenge that comes my way.

When people ask what you are doing, do not reply with “I am developing a CCP”. What you are doing is guiding your membership to develop their plan for the future and putting it in writing.

You will begin by helping the Membership to bring their ideas forward, then once the plan is completed, you will be using that CCP to assist each new Chief and Council in their strategic planning. Your role will take on a different meaning as you move forward, you will learn to adapt and overcome.

Community planning has been the most rewarding job I have had, even with the challenges, negativity, and lack of participation by members. There were a lot of hurdles to overcome which only made me a stronger person. Today I am not only a Community Planner, I am also a successful proposal writer, presenter, facilitator, and project manager.

Having had the opportunity to assist in the development of the CCP Toolkit, ***my only wish is that I had the toolkit when I started.*** So to those of you brave enough to take on the community coordinator job: congratulations and let the fun begin!



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GETTING STARTED

STEPS AND TOOLS FOR THIS PHASE

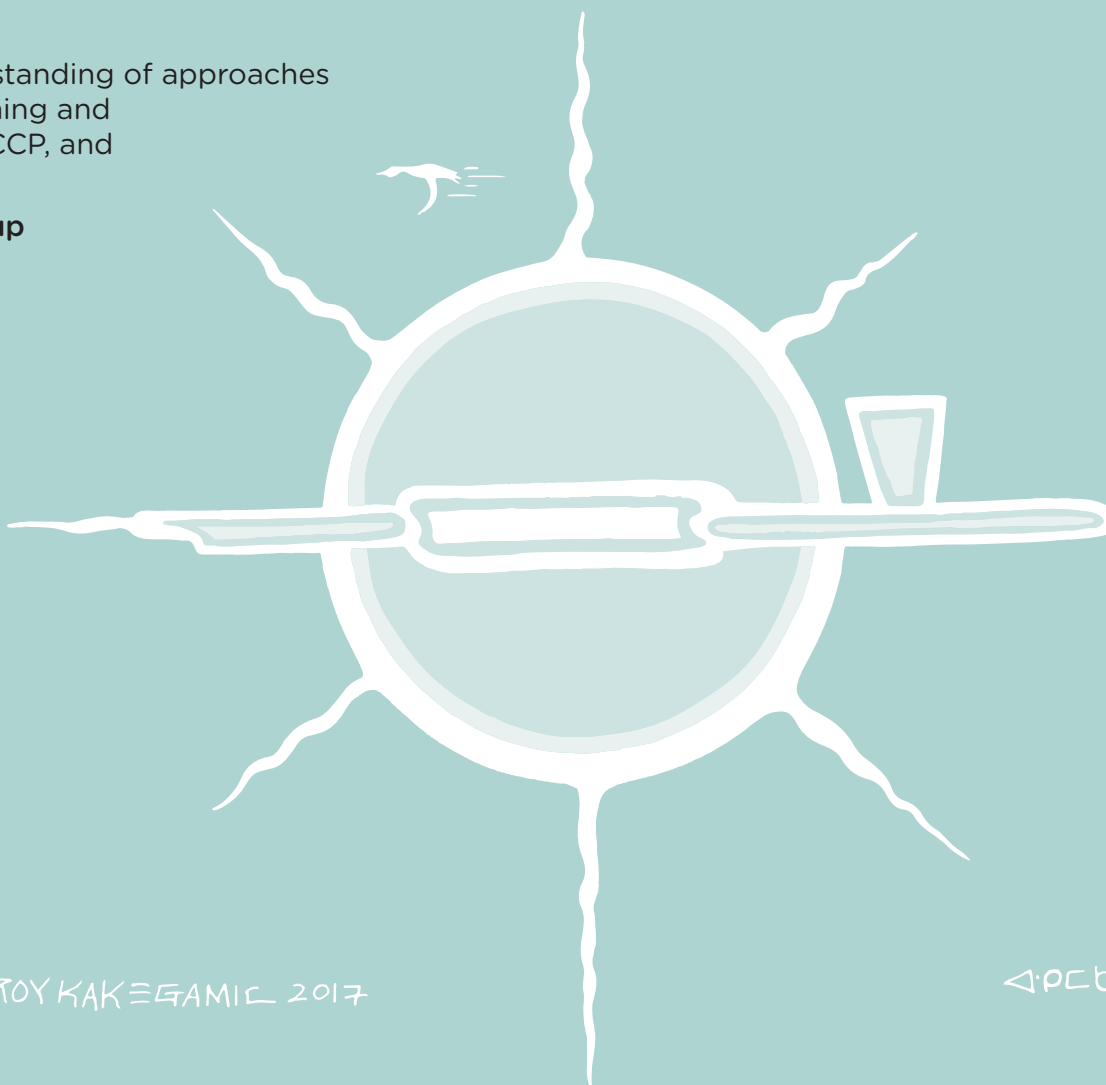
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ABOUT GETTING STARTED

The purpose of this phase to help you prepare for a CCP process. This includes getting the right people on your team, planning the process itself, and thinking about how to include members and other staff and community leaders. It's important to know that no CCP start up will look the same. Some may hire a CCP coordinator first, others will have a project leader tasked with getting things going, others will start with a committee. The steps and tools in this section are not in a strict order, but are available to support those who are getting the CCP process started whenever they are needed.

Key steps for Getting Started include:

- **Setting the stage:** Gaining an understanding of approaches to Comprehensive Community Planning and your community's perceptions of a CCP, and gathering support for the process
- **A Readiness Assessment and start-up action list.** Identifying the necessary elements for a successful CCP.
- **A Project Team:** Considering who should be on the CCP Project Team and who will help to make the plan a success.
- **An Outreach and Engagement Plan:** Developing a clear engagement plan will help to ensure that key voices aren't missing.
- **A CCP project workplan.** Setting out the tasks and steps typical of a CCP and sketching out a schedule for getting the CCP completed.



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STEP 0.1 SET THE STAGE

Early conversations are essential to scoping out a CCP process. This step outlines how to encourage these early conversations; it provides a list of reasons to do a CCP and will help whoever is starting the project gather important feedback. This tool is for the CCP Coordinator or, if no coordinator has been hired yet, the individual who is taking the lead on starting a CCP.

EXPECTED OUTCOMES

- Insight on how other communities have done CCPs, and how to make the process and outcomes helpful
- An understanding of the general opinions and perceptions surrounding a CCP
- An opportunity to recruit for the project team
- An opportunity to build support from the community and its leaders
- An understanding of what a community process could or should involve (e.g. following proper cultural and community protocols and traditions)

PROCESS

1. Learn about CCPs by finding out about other First Nations who have gone through the process. Use resources listed at the end of this Toolkit to get you started, talk to other planners, review other CCPs, and seek to answer the following questions:
 - What does a CCP mean to the community?
 - What are the benefits of CCPs to the community?
 - What approaches, methods and techniques did they use? What worked well?
 - What are the key topics in different communities?
 - What principles or values did the planning team use as a guide in their work?
2. Talk to others in your community about doing a CCP. Consider your message to different people you might talk to. Review the tips below for some ideas.
3. Have brief, informal meetings and conversations with the people whose support would be necessary to the success of the CCP. This could include: council members, Elders, specific knowledge keepers, the band manager and department/program directors. Many of these people may help to make up the project team.
4. In these meetings, talk about:
 - What a CCP could look like – are there past or existing community building events that can be built upon or revitalized (e.g. community dinners, celebrations, culture nights, storytelling, etc.)?
 - What challenges and opportunities are anticipated throughout the CCP process?
 - Who should be involved? How can we get everyone on the same page?
 - Different perspectives on the community: what's going well, what could use improvement, and where should efforts be focused?
 - What are the cultural protocols that need to be followed during the planning process (e.g. opening/closing prayer, ceremony, calling upon witnesses)? Who in the community can be contacted to ask for advice? (e.g. personal

invitation, phone call, email)? What is the custom for compensating this person (e.g. gifting, honorarium etc.)?

5. The CCP Readiness Assessment may be a helpful checklist to review in these meetings.



TIPS

TIP #1

HOW TO EXPLAIN A CCP?

Comprehensive Community Plans take a holistic look at the community. This includes (but is not limited to) things like good health; housing, land stewardship; a thriving culture; a strong local economy and jobs; a clean environment; and a transparent, responsive and open Chief and Council. CCPs absolutely must be created by the community and for the community, so a big focus of the work is on including members in every stage of the process.

CCPs establish a community vision and objectives that guide all other planning and decision making (e.g. Treaty implementation, development of an Economic Development Plan or Housing Plan). CCPs include community values and provide a roadmap for the community's future. CCPs also include action plans for how the community can work towards its vision. As your community grows and changes, a CCP can grow and change with it.

TIP #2

WHY IS A CCP IMPORTANT?

- A CCP helps to identify and address community priorities.
- A CCP helps to address community needs and issues.
- A CCP helps the community “take stock” of its strengths, assets and resiliencies
- A CCP builds community capacity and skills
- A CCP allows communities to be responsive to funding opportunities (which often have very tight timelines to apply) – it is like writing a proposal for your community
- A CCP helps makes things happen: it coordinates efforts and creates connections and partnerships (gives you a roadmap)
- A CCP gets past the talking (everyone is paddling in the same direction, deadlines, commitment)
- A CCP helps keep track of what you are doing and if it is making a difference.
- Many funding applications are more successful with a CCP in place.

TIP #3

Talk to the right people first and consider your community's protocols. You may need to first get approval from Chief and Council and this may require a Band Council Resolution.

TIP #4

Discuss with Chief and Council and/or department managers if it's appropriate to establish a committee, and if so, who should be involved in the community. Think about having broad community representation on the committee (e.g., Elders, youth, community champions, and representatives from leadership and staff).

TIP #5

Consider your role as the initiator of the CCP process. Was there a “triggering event” that led you to realize your community needed a CCP? Or has initiating the process been assigned to you as part of your work duties? How does your role influence your conversations and how you will move forward?

TIP #6

Use specific community concerns to identify how a CCP will help to address community challenges and needs.



STEP 0.2 READINESS ASSESSMENT

At this stage, it is important to take a good look at the way your community functions, and how ready you are to begin the process of CCP. This assessment tool will help you review the various elements that support a successful CCP project, identify strengths and challenges, and clarify next steps in preparing for a CCP.

EXPECTED OUTCOME

A CCP readiness checklist and ideas for next steps in the process.

PROCESS

- Review the *CCP Readiness Checklist Worksheet* on the following page. For each element, consider whether it is currently a strength or a challenge, and identify 'why' by checking off those aspects that apply to your community.
- For the items that are 'challenges', consider or discuss how this element may affect the planning process, and what you might do to improve the situation.
- Consider whether any of the 'challenging' elements are a big enough barrier that you should delay starting the CCP until it is corrected. Alternatively, consider whether the CCP process itself will help address that specific challenge.



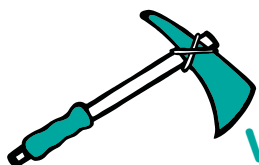
TIPS

TIP #1

You should know that a CCP process is often a 'learning by doing' effort, so many of the elements such as experience and leadership support will potentially improve as you go.

TIP #2

It can be very helpful to review this checklist with other staff, supportive Councillors, or members who are familiar with administration and community planning efforts.



WORKSHEET: CCP READINESS CHECKLIST

Before taking the first steps, it's helpful to assess whether or not the community is capable of doing a CCP at this time. This will ensure that the people, capacity, and resources needed are ready when they are required. In the tool below, consider each element, and identify whether it is currently a strength or a challenge, and note 'why' by checking off those aspects that apply to your community.

| ELEMENT | CHALLENGES | ACTIONS TO ADDRESS CHALLENGES | STRENGTHS |
|--|---|-------------------------------|---|
| Funding / Resources | <input type="checkbox"/> No funds and no staff available to apply for funds <input type="checkbox"/> Recently denied | | <input type="checkbox"/> Staff time available for project start up <input type="checkbox"/> Funding in the works <input type="checkbox"/> Partially funded (in scope or duration), more coming <input type="checkbox"/> Fully funded |
| Leadership | <input type="checkbox"/> Skeptical, have other priorities. <input type="checkbox"/> Don't understand or care. <input type="checkbox"/> Against it. <input type="checkbox"/> There is no champion. | | <input type="checkbox"/> Supportive, see it as a priority. <input type="checkbox"/> Understand why it's helpful. <input type="checkbox"/> Willing to give it a shot. <input type="checkbox"/> There is a champion. |
| Project coordinator | <input type="checkbox"/> Doesn't exist. <input type="checkbox"/> Has no experience, isn't interested or willing to try. <input type="checkbox"/> Is someone that people generally distrust. <input type="checkbox"/> Is shy, unsure, defensive. <input type="checkbox"/> Is disorganized, unreliable. | | <input type="checkbox"/> Exists. <input type="checkbox"/> Is interested and willing try. <input type="checkbox"/> Is someone that is considered neutral and is trusted. <input type="checkbox"/> Is outgoing, assertive, flexible. <input type="checkbox"/> Is organized, reliable. |
| Support from other staff / programs | <input type="checkbox"/> Territorial <input type="checkbox"/> Unavailable <input type="checkbox"/> Unaware and/or unconvinced | | <input type="checkbox"/> See that there would be benefits to their own work <input type="checkbox"/> Willing to make time <input type="checkbox"/> Aware of project |
| Skills, experience of staff | <input type="checkbox"/> No experience! | | <input type="checkbox"/> Project Management <input type="checkbox"/> Event Planning <input type="checkbox"/> Facilitation <input type="checkbox"/> Communications |

| ELEMENT | CHALLENGES | ACTIONS TO ADDRESS CHALLENGES | STRENGTHS |
|--|--|-------------------------------|---|
| Advisory Committee | <input type="checkbox"/> Doesn't exist <input type="checkbox"/> Doesn't understand the project <input type="checkbox"/> Is not representative of membership (age, gender, location, families, etc.) | | <input type="checkbox"/> Exists <input type="checkbox"/> Understands the project and can speak about it to other members <input type="checkbox"/> Is representative of various families, areas, youth/Elders etc. |
| Project workplan | <input type="checkbox"/> Doesn't exist <input type="checkbox"/> Is not clear <input type="checkbox"/> Is too rigid <input type="checkbox"/> Is not the right fit / out of scale or scope from what's possible | | <input type="checkbox"/> Exists <input type="checkbox"/> Is simple and clear <input type="checkbox"/> Is flexible <input type="checkbox"/> Is suited to the resources available, context and needs |
| Engagement and Communications plans | <input type="checkbox"/> No plans or ideas for this <input type="checkbox"/> We aren't going to include members in this | | <input type="checkbox"/> Basic plans exist <input type="checkbox"/> Ideas are formulated but flexible as project goes along |
| Existing Information, Plans, Policies | <input type="checkbox"/> No data <input type="checkbox"/> No plans <input type="checkbox"/> No procedures or policies | | <input type="checkbox"/> Demographics, Housing, Membership data <input type="checkbox"/> Strategic plans from other programs, C&C, Land use plans and studies, etc. <input type="checkbox"/> Decision-making procedures and policies are clear |
| Member-C&C relations | <input type="checkbox"/> Recent negative experiences <input type="checkbox"/> Lack of trust <input type="checkbox"/> Unfulfilled expectations from previous projects <input type="checkbox"/> Community meetings don't usually go well, people avoid them | | <input type="checkbox"/> Recent positive experiences <input type="checkbox"/> Sense of trust, cooperation <input type="checkbox"/> Previous projects led to successes <input type="checkbox"/> Community meetings are seen as productive, meaningful |

STEP 0.3 BUILD THE PROJECT TEAM

The project team includes the following key players, in order of how often they are directly involved in the project:

| | |
|------------------------------|--|
| A PROJECT COORDINATOR | Ideally a full-time community planner who conducts the day to day tasks, organizes community outreach, and develops CCP content |
| STAFF | Other program directors and the community planner's immediate supervisor, who advise on content, review drafts, and support community outreach |
| AN ADVISORY COMMITTEE | A group of members who represent various community interests and groups such as Elders, youth, on/off reserve, etc. |
| CHIEF & COUNCIL | Will receive updates, review and endorse project results, and provide direction |
| MEMBERS | The key providers of input and content for the CCP by participating in surveys, meetings, and events. |

EXPECTED OUTCOME

Project team established, with roles and responsibilities outlined in a simple Terms of Reference.

PROCESS

1. Hire a CCP coordinator.

- Raise support and resources for a project coordinator staff position.
- An ideal project coordinator should be a capable project manager, and ideally is seen as a reasonable and neutral person in the community. Someone coming in with a known or perceived

agenda will have a harder time building trust and maintaining confidence in the decision-making process.

2. Bring staff into the CCP process:

- Make sure that other staff understand the CCP, what role they will play in the project, and how they will benefit from both the process and the outcomes.
- Find out how they want to be included and what their schedule is like.
- Ask them to write some CCP time into their workplans and budgets for the next year.

3. Establish a CCP Advisory Committee.

- Look for a group that has broad and appropriate representation such as Elders, youth, councillors, key staff, on/off reserve, etc.
- Use the Terms of Reference template to clarify expectations with the committee.

4. Keep Chief and Council on board! Offer to provide updates and seek advice on project planning and outreach to members. Ask for support on recruiting help from other staff.

5. Include membership. Members are truly a part of the team. It is never too early to start talking to people informally about the project, start asking questions, and listening well. Now is the time to demonstrate that this project will be meaningful, proactive, and participatory.



EXAMPLE: CCP COORDINATOR JOB DESCRIPTION

This sample CCP Coordinator Job Description provides an outline of the knowledge, skills and function that a CCP Coordinator typically performs. This job description should be adapted to meet the specific needs of your community, by choosing to include some or all of the qualities listed, and changing them as necessary.

“To work under the direction of _____ Band Administrator and Community Development Manager by performing duties pertaining to Comprehensive Community Planning as approved by _____ Council”

KNOWLEDGE

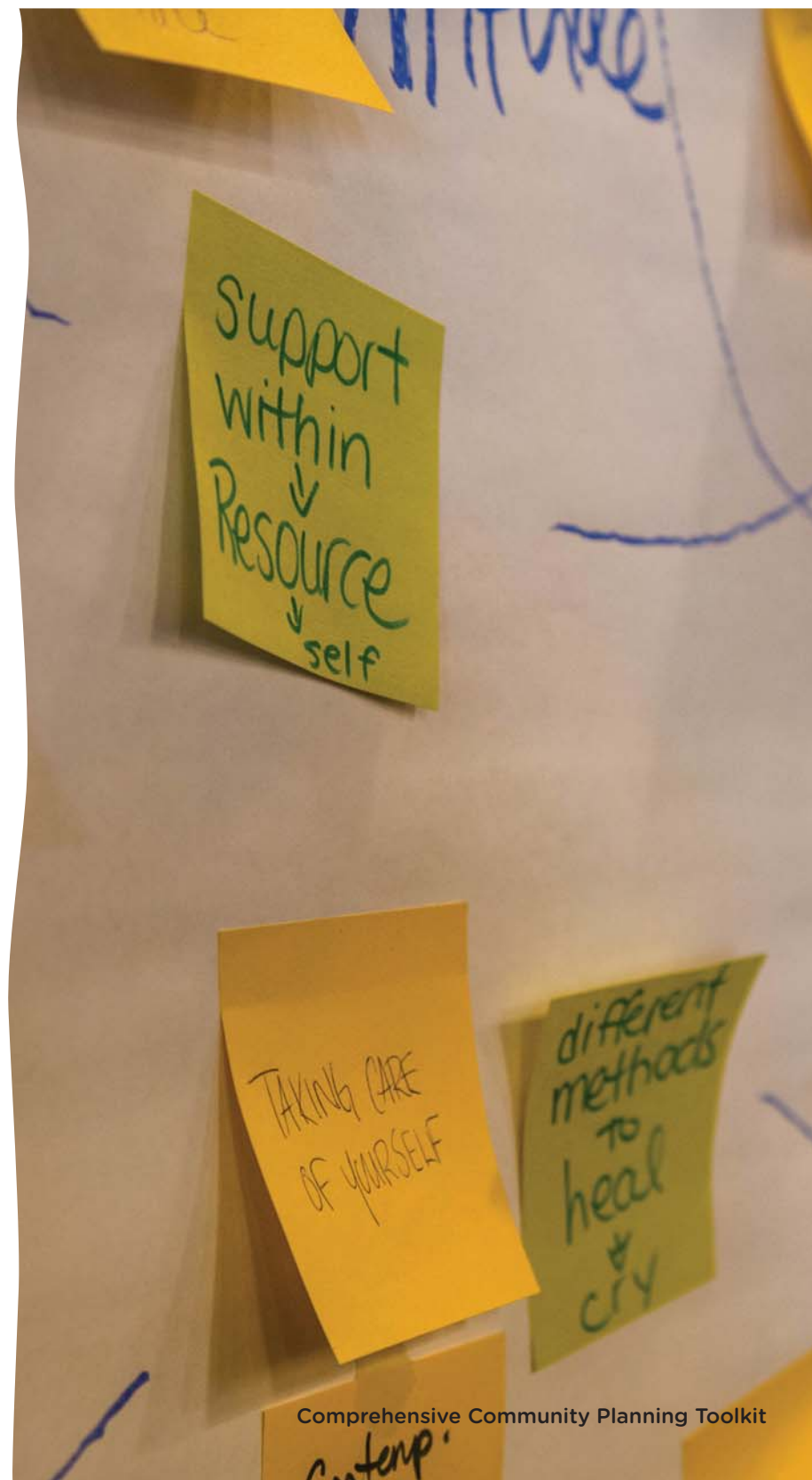
- The principles and practices of planning
- A relevant specialization such as transportation, land use, or affordable housing is desired
- Principles and practices of research and data collection
- Effective writing techniques and proposal writing
- Computer hardware and software programs, which may include Microsoft Office, Internet applications, and GIS

SKILLS

- Oral communication and interpersonal skills to explain rules and procedures clearly to the public
- Creative problem-solving skills to gather relevant information and solve vaguely defined practical problems
- Ability to review plans and apply provisions of the ordinances and codes to determine compliance with such regulations and to apply regulations to field conditions
- Ability to work on several projects or issues simultaneously
- Ability to work independently or in a team environment as needed
- Ability to attend to details while keeping big-picture goals in mind

FUNCTIONS

- Develop planning studies and reports in support of new and updated plans, programs and regulations
- Review or assist in the review of moderately difficult development proposals and site plans for conformance with codes, plans, and regulations
- Prepare and present detailed reports on development proposals to leadership
- Acts as liaison between community groups, government agencies, developers and elected officials in developing plans
- Coordinate community review of development projects
- Provide information to the membership regarding development regulations
- Oversee the work of consultants and interns (if applicable)
- Attend substantial number of evening and weekend community meetings
- Coordinate and facilitate community planning meetings/workshops
- Prepare and present reports, presentations, planning updates/newsletters
- Develop funding proposals for community development programs/projects
- Assist with project management on community projects
- Coordinate and facilitate committees; planning, housing, and policies
- Implement and monitor CCP and related plans
- Work to ensure that cultural components are incorporated in a meaningful, appropriate and respectful manner





EXAMPLE: CCP COMMITTEE TERMS OF REFERENCE

A Terms of Reference outlines the scope of the CCP Committee's role, how it will operate, and expectations of members. This can be adapted to meet your CCP Committee's needs. Discuss the Terms of Reference at your first team meeting and adjust based on feedback.

Committee Name: Community Planning Committee

Type of Committee: Ad hoc. This is a volunteer committee which has been formed for the specific purpose of Community Planning and will be dissolved when the job is completed.

Chairperson/Coordinator: Community Planner

Responsible to: Chief, Council and the Membership of _____

Purpose:

1. To provide advice to staff and leadership on Community Planning decisions
2. To participate in Community Planning workshops and to serve as a liaison to members
3. To assist the Community Planner during Community Meetings and Workshops

Authority: The Committee is an advisory committee tasked with providing recommendations for the planning process and planning decisions.

Timeframes, Reporting and Deadlines: The Committee will meet regularly according to the schedule outlined in the CCP project plan, and as needed with appropriate advance notice and coordination. During these meetings, the Committee's work will be facilitated by support staff and the group will report to the Community Development Officer and Community Planner.

Staff Support: Chief and Council have committed staffing support where required to provide both technical expertise and administrative supports to the Committee.

Composition: The Committee is comprised of nine (9) members who were selected by _____ to represent Elders, youth, on and off reserve members, _____. These members are as follows:

(list names and which area/group they represent)

In addition, Chief and Council, and Community Development Officer will serve as ex officio members of the Committee.

Other Resources: All resources for the committee's work will be provided for out of the Band Office. This will include resources such as office supplies and postage.

Roles and Responsibilities of the Representatives:

- Attend scheduled Committee meetings
- Discuss information attained from their Focus Group/Town with other Representatives
- Submit recommendations to Chief and Council and membership
- Assist the Planning Staff with the workshops
- Keep Members of their Focus Group/Town updated on the Planning Process
- Coordinate fundraising and lobbying activities in support of CCP activities

Recommendations and Decision Making: The Committee will base its activities, recommendations and decisions on the best interests of and direction received by the community. The Committee will endeavour to make any decisions by consensus via show-of-hand. If consensus cannot be achieved the Committee will seek additional community input as required.

Commitment and Accountability: Participation in the Committee is voluntary. Committee members are committed to making the Comprehensive Community Plan process a success and are accountable to ALL community members including Chief and Council. They will take their voluntary role seriously and agree to attend regular Committee meetings. Committee members are encouraged to serve on the Committee for a defined period of time. Since the planning process itself is extensive, a 1-2 year commitment is preferred but not required.



Comprehensive Community Planning Toolkit

STEP 0.4 COMMUNITY OUTREACH AND ENGAGEMENT PLANS

Community outreach and engagement plans are a special part of the overall project workplan. A big outreach campaign requires you to have assembled information, processed feedback from the last outreach campaign, and prepared new questions and tools for engagement – all of which means that community outreach drives all other CCP workplan tasks.

In designing a community engagement plan, consider the unique needs, lifestyles and skills of the groups you are trying to reach. All engagement requires drawing on different methods and styles of outreach depending on who you are trying to reach and why. The following tips will help you design your engagement strategy.

EXPECTED OUTCOME

A plan to prepare for community outreach and engagement

PROCESS

1. **Understand community engagement.** It's important to keep in mind that engaging members is partly about collecting input for the CCP, partly about sharing back information about the CCP and its various details, and partly about building community and relationships through constructive and meaningful collaboration. All three are equally important!
2. **Make a community calendar.** Getting people involved depends a lot on the time of year and what is going on. It also depends a lot on what other programs are doing and your efforts to coordinate with them. Make a month-to-month calendar of the upcoming year and write in all of the planned community meetings, events, and programs. Make note of the times of year when people 'aren't around' for some reason: hunting season, holidays, etc.
3. **Who to include?** Work with your advisors and/or advisory committee to make a list of who should be involved. The easy answer is 'everyone' but it's helpful to get more specific than that! Use the *Who To Include Worksheet* to get at these details.
4. **How to include them?** With your list of who to include, use the *How To Include Them Worksheet* to think strategically about: what each group would be interested in; how/who they get information from; what events and activities they already participate in; barriers to participation; and why they would want to get involved in the CCP. This review helps you be more specific about how, when, and where you try to connect with people.
5. **Review your communications options.** Either individually or as a group, complete the *Communications Assets Worksheet*, noting all of the communications elements that exist in your community and who they are most likely to reach. Check this list of 'who will this reach' against your previous list of 'who to include', and see if you might need an additional communication tool. If an element does not yet exist that you think would be helpful, make a note to add this task to your workplan.



TIPS

TIP #1 ENGAGEMENT DOS AND DON'TS

| DO | DON'T |
|---|---|
| Do prepare for your engagement session | Don't be inflexible – read your audience |
| Do have information about your event online | Don't have information only online about your event- post flyers and send mailouts if possible. |
| Do have small group tables or chairs in a circle | Don't arrange seating in rows |
| Do schedule enough time | Don't expect participants to dedicate too much time out of their busy lives |
| Do provide visuals | Don't have lots of text |
| Do provide background information | Don't expect participants to do a significant amount of background reading or research |
| Do use a talking stick | Don't set up your meeting in way that enables loud people to control the meeting (i.e., don't set-up a microphone at the front of the room) |
| Do provide opportunity for group input and participation (e.g., use remote audience polling devices) | Don't dominate the conversation as a facilitator |
| Do break up the group into smaller groups or have workshop 'stations' set-up | Don't do the same thing the whole time (e.g., speakers at the front of the room) |
| Do provide opportunities for meeting new people and networking (i.e. plan an icebreaker activity) | Don't discourage chatting amongst participants |
| Do provide alternative ways to provide input (e.g. comment box or sticky notes) | Don't expect everyone to want to share their thoughts aloud |
| Do encourage dialogue and difference of opinion | Don't ignore or avoid conflicts or opposing views |
| Do provide breaks | Don't schedule every minute of your session |
| Do consider events that target different groups in your community (e.g., elders, youth, young families) | Don't assume one engagement event will get everyone at once |
| Do follow-up on ideas and actions discussed at your event | Don't make promises you can't keep |

TIP #2 DON'T FORGET TO...

Honour cultural protocols. During your community engagement sessions, try to include ways honour cultural protocols, practices and traditions. You can ensure this happens by asking Elders for advice and letting the community lead this process.

Ask before engaging. It may be useful to conduct community outreach, asking a small sample of the community about their preferred methods of engagement, as well as any perceived and actual barriers to participation and preferred days and times for engagement. Members and other staff will likely already have a good idea of what works and what doesn't. This may be home visits, face-to-face meetings, one-on-one and small group engagement, or larger sessions in a community dinner setting or cultural celebration. Keep in mind that some community members have cultural commitments during certain times.

Make sure people feel heard. Always follow up by reporting back to the community about what was said and the results of any feedback. Transparency is key and if the community doesn't feel like they are being heard, they may lose interest in participating in the CCP. Additionally, create a space where people feel comfortable to express their ideas; let emotions be released, allow debate, and emphasize that it is okay to make mistakes and that there are no "dumb" questions or ideas. Encourage both men and women, youth and Elders to speak. It may be helpful to set some ground rules at the beginning of a meeting, so that people know what to expect, and that they will be respected.

Be flexible. Consider how you can plan your engagement to support and suit the schedules and lifestyles of the groups you wish to engage (e.g. work schedules, transportation needs, child care, family life, etc.). In

some cases, informal outreach may be the best method to involve those who are not likely/able to attend a scheduled open house. This include making home visits, or simply walking around the community and asking to chat with people.

Allow time for relationship building. Due to the impacts of colonialism, the legacy of residential school, the ongoing injustices of the Indian Act (e.g. the "two generation rule"/loss of status, etc.) gaps in adequate funding for community services (e.g. education, social development, etc.,) and the high number of children in the care of the Ministry of Family and Children, there are still many issue and injustices that may need to be addressed before meaningful engagement can be conducted. But be patient and persistent; more often, the simple act of bringing community together, and creating the space for them to openly discuss things is a healing process. For many, this may be the first time that they have ever had their voice be heard, or validated.

Use existing channels and resources. It's likely that there are already a lot of events and gatherings taking place in your community. It can be helpful to attend these existing events to share information about your planning process and gather feedback. That way, you aren't asking people to take time out of their day to attend a separate event. This might include council and youth council meetings, Elders' gatherings, movie nights, community meals, etc.

Develop clear and engaging presentations, meeting materials, and other communications. Using visuals, clear and simple language, and offering printed versions of presentations or meeting notes will make them more engaging and accessible for a variety of groups. Know your audience, think about what the message you want to get across is, and how to best do this.

TIP #3 HOW TO INCLUDE SPECIFIC GROUPS

Young Families

- Consider holding engagement sessions at existing meetups, events, support programs and other locations that young families frequent (e.g., community centres or recreation facilities)
- Incorporate networking, social and cultural opportunities in your engagement
- Use branding to ensure your process is recognizable
- Utilize online technology and social media to encourage participation and gather feedback; ensure your engagement process is suitable for mobile use and viewing.
- Keep the requirements of engagement short to ensure that young families can engage easily and quickly.
- Offer food, childcare on site and transportation options.

Elders

- Consider holding engagement where your community's seniors tend to meet (e.g., recreational and community facilities)
- Consider the technology literacy of Elders. Some Elders are not comfortable using online devices so you will want to have print materials. Even when print materials are available, some Elders may have low literacy levels, or speak their traditional language only. Be prepared to have one-on-one or group conversations to convey your information.
- That said, an increasing number of Elders are accessing information online and some will want to engage using computers, phones and tablets.

- Consider age related physical changes (e.g. mobility, eyesight, hearing loss) and how your engagement methods can be adapted to suit these challenges.

Youth

- Consider holding engagement at the community school, youth centre or other youth program locations. Some communities have a youth worker on staff, so it would be beneficial to speak to them to ask the best approaches for engaging youth.
- Your community may have a Youth Council or you could initiate one. A Youth Council should be involved and will likely be able to provide useful information on engaging other community youth.
- Effectively utilize common social media challenges to encourage participation and/or gather input (e.g. Facebook, Twitter and blogs)
- Again, keep the requirements of engagement short so that youth can engage easily and quickly but also have options for deeper levels of engagement.
- If you need to engage youth for longer periods, mix up the sessions with fun activities or games, or have someone from the community conduct a cultural activity.
- Consider training youth to be facilitators or involving youth in organizing and committee roles

Members Living Off Reserve

- Offer alternative means of participating as it may be difficult for members living off-reserve to attend community engagement events or meetings. Use online surveys, email and phone calls.

TIP #4 ENGAGEMENT ACTIVITIES AND IDEAS

Dotmocracy. Dotmocracy is a great way to involve participants in actively ‘voting’ on options. Ideas or actions that are brainstormed as a group and written on flipchart paper. Everyone gets a certain number of sticky dots and are then asked to move around the room and vote on their top choices by placing sticky dots next to them. Participants can also share comments next to their sticky dot placement. Often, participants are not allowed to use more than one of their sticky dots to vote on the same idea (i.e., place all three of their votes next to their favourite option).

Storytelling. In small groups, individuals share a story or experience regarding a topic they would like to discuss relating to the overarching engagement session or a topic that has been assigned to the group. Storytelling can act as a catalyst for a larger discussion and encourage more storytelling within the group.

Talking stick. A talking stick is a way to encourage listening and participation during discussion. Only the person holding the talking stick is permitted to speak. Once they are done, the talking stick is passed on and it is another participant’s turn to share their thoughts.

Clicker surveys. Connected to PowerPoint, “clickers” or audience response units are hand held devices that can be given to each participant during an engagement session. Participants can use the hand-held device to respond to multiple-choice style questions. Results are instantly displayed on the PowerPoint presentation. Clicker surveys are a great way to get immediate feedback on how an engagement session is going, to gather demographic data on those attending the engagement session, or make a quick decision about what should happen next.

Prizes. Even small prizes encourage participation in an engagement event and add a little excitement. Prizes can be given at random (e.g., a raffle) or can be given to the

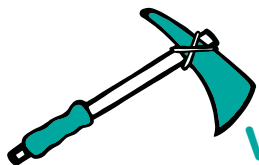
person who comes up with the most popular idea (e.g., for choosing the name selected for your community’s CCP).

World Café. World Cafe is a flexible technique that works well with large groups and a big space. The room is organized like a café – often with round tables, table clothes and chairs. There are several small group discussions (the time of each session can vary depending on the amount of time you have overall). Normally, a question is posed at the beginning of each round and then discussed at each table. At the end of each round, participants move to another table for discussion. The same topic or a new topic can be discussed.

Open Space. Open Space is a self-organizing facilitation technique. Participants are invited to suggest a topic for discussion relating to the overarching theme of the engagement event. Participants who wish to lead a discussion write their topic on a piece of paper, along with a time and place for the discussion. You can offer several time slots. Participants make their own schedules, going to the discussions they are attracted to, and are free to move from one discussion to another at any point.

Popcorn check-ins and report-outs. In a group, ask participants to share their thoughts during the engagement event. People can share as they wish (popping up from their seats like popcorn), in no particular order. The facilitator can ask questions about consensus or disagreement (i.e., Does anyone disagree? Does someone share the same point-of-view?).

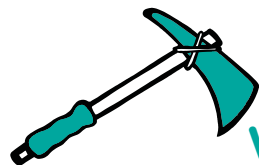
Crafting. Giving participants something to do with their hands can help them to feel more relaxed and encourage them to share their thoughts. Crafting during engagement discussions can also incorporate and reinvigorate a community’s traditions and culture (e.g., weaving with cedar bark).



WORKSHEET: WHO TO INCLUDE?

It is important to know who you can rely on or partner with throughout the CCP process, who should be engaged, and who else would be useful to include. This worksheet will help you generate a list of key partners, community members and groups.

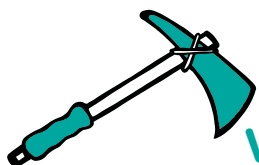
| QUESTIONS | LIST OF PARTNERS/COMMUNITY MEMBERS/GROUPS |
|--|---|
| Who are the leaders in your community? (Formal and informal) | |
| Who are your community's partners? | |
| Who will be impacted by the CCP? | |
| Who might benefit? | |
| Who might be negatively affected? | |
| Who will be harder to reach? | |
| Who has the influence to block (or promote) the CCP? | |
| Who are the community's knowledge keepers? | |
| Who has information or knowledge that would help? | |



WORKSHEET: HOW TO INCLUDE THEM?

Each group you seek to engage may have different concerns, ideas and needs when it comes to engaging in the planning process. This worksheet prompts you to think about how to get the different community members and groups you identified as important to engagement involved in the CCP process.

| WHO DO YOU WANT TO REACH? | WHAT ASPECT OF THE COMMUNITY WOULD THEY BE MOST CONCERNED ABOUT / INTERESTED IN? | WHERE DO THEY GET THEIR INFORMATION FROM? / HOW WILL YOU CONNECT WITH THEM? | WHAT EVENTS / ACTIVITIES MIGHT THEY ALREADY PARTICIPATE IN? | WHY WOULD IT BE CHALLENGING FOR THEM TO PARTICIPATE? | WHAT DO THEY HAVE TO GAIN FROM ENGAGING IN THE CCP? |
|--|--|---|---|--|---|
| (youth, Elders, single moms, staff, off reserve, etc.) | (these topics may be the ones they want to focus on) | (specific channels, places, programs, people) | (specific regular events, programs) | (transportation, childcare, location, etc.?) | (what would you say to convince them to participate?) |
| | | | | | |
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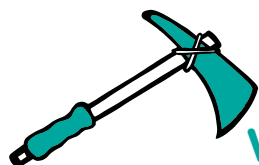


WORKSHEET: COMMUNICATION ASSETS

This worksheet helps you to inventory what elements are already in place in your community that will help with your outreach efforts and the individuals and groups that they will reach. Look back on the groups and activities identified in previous worksheets, and think of any gaps that may need to be addressed.

| ELEMENT | HAVE / DON'T HAVE / WILL CREATE | CRITICAL DATES (WHEN DOES THIS HAPPEN?) | WHO WILL THIS REACH? |
|---|---------------------------------|--|----------------------|
| Print Newsletter | | | |
| Email newsletter | | | |
| General Website | | | |
| Project-specific Website | | | |
| Facebook page, other social media | | | |
| Online survey account (Survey Monkey, etc.) | | | |
| Member contact list: address, emails, etc. | | | |
| Events; AGM | | | |

| ELEMENT | HAVE / DON'T HAVE / WILL CREATE | CRITICAL DATES (WHEN DOES THIS HAPPEN?) | WHO WILL THIS REACH? |
|--------------------------------|---------------------------------|--|----------------------|
| Events: Aboriginal Day | | | |
| Events: Holiday Feast | | | |
| Other Events: | | | |
| Other Events: | | | |
| Other Events: | | | |
| Programs: Summer Youth program | | | |
| Programs: Health | | | |
| Programs: Elders retreat | | | |
| Other Programs: | | | |
| Other Programs: | | | |



WORKSHEET: MEETING AND WORKSHOP CHECKLIST

This worksheet lists the many tasks to remember when planning a meeting or workshop.

| TASK | 4 - 6 WEEKS IN ADVANCE | 2 - 4 WEEKS IN ADVANCE | 1 WEEK IN ADVANCE | SAME DAY |
|---|------------------------|------------------------|-------------------|----------|
| 1. Meeting outline: goals, objectives, agenda, | ✓ | | | |
| 2. Meeting logistics: date, place, time, budget, food | ✓ | | | |
| 3. Meeting communications: invitations, newsletter, website & Facebook updates, etc | ✓ | | | |
| 4. Staff coordination: who will help set up, facilitate, check ins and disbursements, etc | ✓ | | | |
| 5. Meeting plan and materials: Final agenda, presentations, handouts (agenda, background information), prizes for raffles etc | | ✓ | | |
| 6. Meeting logistics: reserve AV equipment (projector, sound, microphone); deposits for rentals, | | ✓ | | |
| 7. Meeting communication: email reminders, newsletter, flyers, personal invitations | | ✓ | | |
| 8. Confirm food / catering | | ✓ | | |

| TASK | 4 - 6 WEEKS IN ADVANCE | 2 - 4 WEEKS IN ADVANCE | 1 WEEK IN ADVANCE | SAME DAY |
|---|------------------------|------------------------|-------------------|----------|
| 9. Print and prepare all materials: handouts, sign in sheets, powerpoint, posters, prizes, nametags, feedback forms | | | ✓ | |
| 10. Confirm staff roles and attendance | | | ✓ | |
| 11. Final invitations and reminders | | | ✓ | |
| 12. Arrive early to set up and arrange room | | | | ✓ |
| 13. Review game plan with staff | | | | ✓ |
| 14. Clean up! | | | | ✓ |



TIPS

TIP #1

Help people participate by offering rides, childcare, food, translators, etc.

TIP #2

Remember two critical follow-up details: (1) provide a summary report of people's feedback and any other outcomes from the meeting, and, (2) say thank you to everyone who helped and who participated.

STEP 0.5 CREATE A WORKPLAN

CCP workplans should be somewhat specific to help keep everyone on track, but also flexible enough that you can adapt your timing and tactics as you learn on the job and as unpredictable setbacks or new opportunities occur. This step will help you create a project timeline and a sequence of tasks and milestones.

EXPECTED OUTCOME

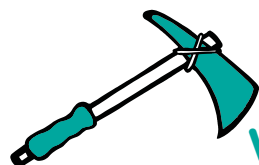
A CCP workplan including timelines, critical dates and important tasks.

PROCESS

- **Use the four phases.** Review the 4-phase project planning wheel on this page. The four phases break the process down into more manageable parts with a specific question to guide you. Scan through the rest of this toolkit to get a better understanding of each phase.
- **Sketch out your process ideas and timing.** Use the *Project Timeline Worksheet* to outline the activities and tasks you hope to conduct in each phase. The worksheet offers a 16-month timeline, but you can adapt this to fit your own project requirements. The example CCP workplan may also be helpful. On the worksheet, the CCP phases and general content are included in the table, but these can also be flexible as new situations emerge.
- **Consider the time and costs.** It's important to find a balance between great ideas, keeping it simple, and not burning out or running out of money in the first phase. It's also important not to pack so many things into a short time frame that you end up doing a not-so-good job at them. A poorly executed community

meeting will make people not want to return for the next one. Ask for help in reviewing your ideas, especially where they rely on other staff and other budgets for support! Revise your plans as necessary.

- **Detail your workplan.** As you revise and customize your plans, use the sample CCP workplan and 'Gantt chart' as a template for creating a step by step workplan. Since it's often hard to add much detail to the later phases, it's okay to include more detail in the upcoming phase and less detail in the later phases. You might even consider creating your workplan one phase at a time.



WORKSHEET: PROJECT TIMELINE

This worksheet breaks the project plan into four phases and provides areas to detail the content and outreach activities you hope to conduct. The table is partially filled in to provide examples, but you should modify this as much as makes sense for your community. Fill in each row one step at a time. Think big at first, but be prepared to narrow your scope since each item takes time and money!

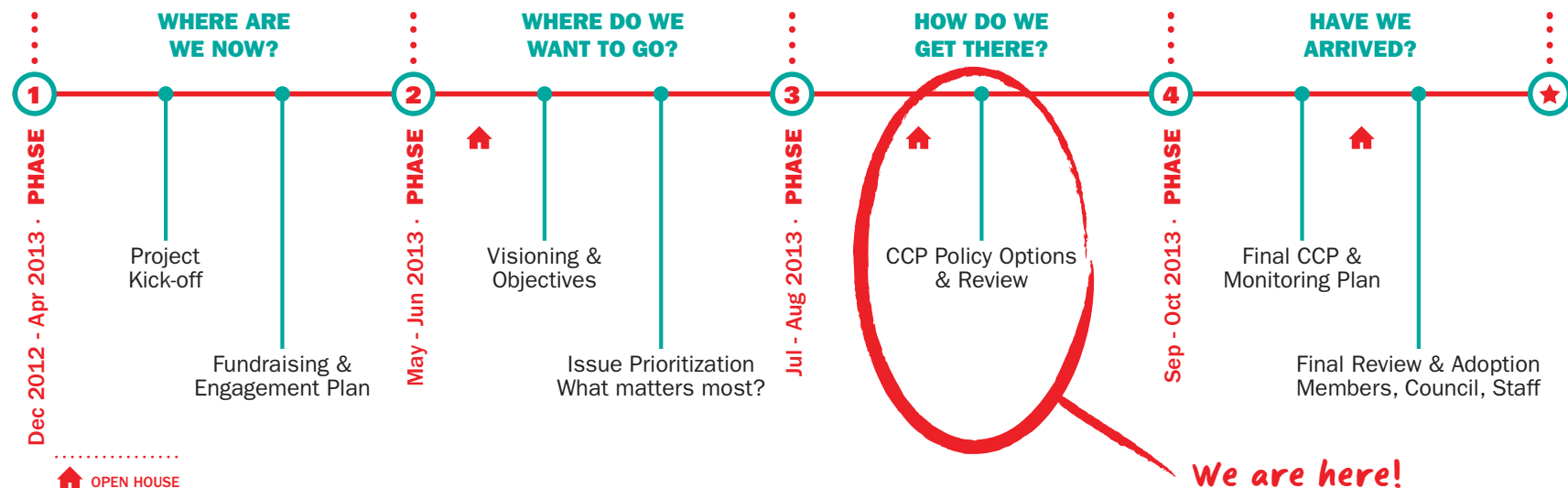
| CCP PHASE: | 1. WHERE HAVE WE BEEN? & 2. WHERE ARE WE NOW? | 3. WHERE DO WE WANT TO GO? | 4. HOW WILL WE GET THERE? | 5. HAVE WE ARRIVED? |
|--|---|--|---|---|
| Months (1 = first month of project) | 1-4 | 5-8 | 9-12 | 13-16 |
| Actual months (example) | Jun – Sep 2017 | Oct – Jan 2018 | Feb – May 2018 | June – Sep 2018 |
| CCP CONTENT (develop and finalize these elements during this phase) | <ul style="list-style-type: none"> • Community History • Community Statistics and Inventory • Community Analysis • (Action Ideas) | <ul style="list-style-type: none"> • Vision • Objectives and Goals • (Action Ideas) | <ul style="list-style-type: none"> • Action Ideas • Action Evaluation / Prioritization • Implementation Plan | <ul style="list-style-type: none"> • Monitoring and Evaluation Plans |
| <i>What's already happening in the community?</i> | | | | |
| Existing events and programs | <ul style="list-style-type: none"> • Aboriginal Day - June | <ul style="list-style-type: none"> • Holiday Feast - Dec | <ul style="list-style-type: none"> • AGM/Elections – Mar • New Council – April | <ul style="list-style-type: none"> • Aboriginal Day - June |
| Traditional/ Community Activities | <ul style="list-style-type: none"> • Fishing | <ul style="list-style-type: none"> • Hunting | | <ul style="list-style-type: none"> • Fishing |

| CCP PHASE: | 1. WHERE HAVE WE BEEN? & 2. WHERE ARE WE NOW? | 3. WHERE DO WE WANT TO GO? | 4. HOW WILL WE GET THERE? | 5. HAVE WE ARRIVED? |
|---|--|--|--|--|
| <i>When and how will you connect with staff, council, and your committee?</i> | | | | |
| Advisory Committee Mtgs | <ul style="list-style-type: none"> • kickoff • phase 1 review | <ul style="list-style-type: none"> • visioning • visioning review | <ul style="list-style-type: none"> • action planning • action evaluation | <ul style="list-style-type: none"> • M & E planning • final approval |
| Staff | <ul style="list-style-type: none"> • kickoff • stats & inventory | <ul style="list-style-type: none"> • outreach prep • action planning | <ul style="list-style-type: none"> • outreach prep • action evaluation | <ul style="list-style-type: none"> • outreach prep • M & E review |
| Council | <ul style="list-style-type: none"> • phase 1 update | <ul style="list-style-type: none"> • visioning update | <ul style="list-style-type: none"> • action evaluation (retreat?) | <ul style="list-style-type: none"> • adoption |
| <i>When and how will you connect with members?</i> | | | | |
| Survey | <ul style="list-style-type: none"> • needs assessment | | <ul style="list-style-type: none"> • priorities | |
| One on one | <ul style="list-style-type: none"> • visioning interviews | <ul style="list-style-type: none"> • (as needed) | <ul style="list-style-type: none"> • (as needed) | <ul style="list-style-type: none"> • (as needed) |
| Small groups | <ul style="list-style-type: none"> • Elders • Youth | <ul style="list-style-type: none"> • Family mtgs. | <ul style="list-style-type: none"> • Family mtgs. • Elders | <ul style="list-style-type: none"> • Elders |
| Community Meetings | | <ul style="list-style-type: none"> • Visioning | <ul style="list-style-type: none"> • Action Planning | <ul style="list-style-type: none"> • Final review and celebration |
| Existing Programs to tie in with | <ul style="list-style-type: none"> • Summer recreation program | | | <ul style="list-style-type: none"> • Summer recreation program |
| New programs | <ul style="list-style-type: none"> • Medicine walk? | <ul style="list-style-type: none"> • Storytelling? | <ul style="list-style-type: none"> • Canoe building? | <ul style="list-style-type: none"> • Medicine walk? |



EXAMPLE: GRAPHIC TIMELINE

A simplified timeline graphic can be a very helpful communication and project management tool. This sample timeline graphic shows project phases, milestones, community meetings, and general dates (it's often hard to get the dates exactly correct at the beginning of the project.) You can also use this type of timeline to design your project, using similar questions to the project timeline worksheet.



Coordinator's Corner

JULIET RICKARD, COMMUNITY PLANNING & LIAISON OFFICER FOR MOCREEBEC EYEOUD

MoCreebec Eeyoud is a unique Aboriginal organization with majority of its members living on a small island called Moose Factory, Ontario, alongside Moose Cree First Nation. Members also live in Moosonee, Cochrane, Timmins, North Bay, and other urban centres in the South. MoCreebec is classified as a Near-Band along with only 5 other FN's in Ontario, is not a FN within the Indian Act and does not wish to be recognized as such. Though we do have legal aboriginal rights like any other aboriginal group within Canada, we have no access to any benefits other than Health benefits from the Federal government. Because of this we organized as a business entity and have by necessity been self-sufficient, sustainable, and self-governed for almost 40 years. Our people have survived for thousands of years before European contact and overcome many challenges.

The membership want their own community and legal right to benefits within the JBNQA; the legal right to hunt and harvest in their ancestral territories; and the right to govern themselves. They want a sustainable community that will enhance social, health, economic, employment, cultural, and traditional well-being based on values of sharing, kindness, and honesty. This will include consideration for food and housing security, green energy, high standard of living, reduced cost of living, access to health services, and support for its member and band business entities.

HOW WILL WE GET THERE?

- **By working together** - we had meetings with each of our Family Clans to get their input in setting a direction for the community



- **Staying connected and transparent** - by providing information to the community, and members bringing issues forward to the Council table through their Family Clan Reps
- **Participating in making decisions by being involved in your Clan, and in the community** - stay informed, be involved in community events - Constitutional Day celebration, Aboriginal Day, Canada Day, Membership meetings, Family Clan meetings, and leadership selections/elections - visiting the website and Facebook page on regular basis.
- **Being proud of who we are**, and celebrating our accomplishments
- **Preserving our language, culture and traditions**
- **We will respect and take care of our Elders**
- **We will teach, encourage, and mentor our Youth** to step into Leadership roles
- **Empowering our people** in all areas of life
- **Taking care of each other**
- **Empowering the family unit**, the foundation of our community
- **Honoring our ancestors**, and Chishemanituu, our Creator, the foundation of our family units



EXAMPLE: CCP WORKPLAN

This table can be used as a template for your CCP work plan. Common tasks and outcomes for each phase are included here. Every CCP is unique for several reasons, so copying this plan completely is not recommended.

PHASE 0: GETTING STARTED

| TASKS | DESCRIPTION | CRITICAL DATES | OUTPUTS |
|---|---|----------------|-----------------------|
| 15. Funding/Funding Strategy | <ul style="list-style-type: none"> How much it will cost and how will it be paid for? | | |
| 16. Staffing | <ul style="list-style-type: none"> Hire a project coordinator | | |
| 17. Project Work Plan | <ul style="list-style-type: none"> Who's doing what, when and how? | | Work Plan |
| 18. Engagement and Communications Strategy | <ul style="list-style-type: none"> How, when and where to engage members | | Engagement Plan |
| 19. Set up Project Advisory Committee | <ul style="list-style-type: none"> Recruit representative team of advisors Set terms of reference, expectations | | AC Terms of Reference |
| 20. Project Website and Social Media accounts | <ul style="list-style-type: none"> Create and launch website for announcements and sharing documents If appropriate, set up project accounts on FB etc. | | Website, etc. |
| 21. Advisory Committee Meeting #1 | <ul style="list-style-type: none"> Review Engagement Strategy, community survey and other materials | | |

PHASE 1: WHERE HAVE WE BEEN? AND PHASE 2: WHERE ARE WE NOW?

| TASKS | DESCRIPTION | DATE | OUTPUTS |
|-----------------------------------|--|------|------------------------------|
| 22. Kick-off Meetings | <ul style="list-style-type: none"> • <i>Meeting with staff, Council</i> | | |
| 23. Outreach and Listening | <ul style="list-style-type: none"> • <i>Initial outreach, first steps of the Public Engagement Strategy</i> • <i>Meeting with members and member groups to hear initial concerns/issues/expectations</i> | | Outreach summary of feedback |
| 24. Newsletter #1 | <ul style="list-style-type: none"> • <i>Distributed by mail/online.</i> • <i>Introduction of project and update on progress/next steps.</i> | | Newsletter |
| 25. Community Survey | <ul style="list-style-type: none"> • <i>Door-to-door/mail-out/online</i> • <i>Initial issue identification and ranking – what matters most to members?</i> | | Survey and results report |
| 26. Data Collection and Analysis | <ul style="list-style-type: none"> • <i>All existing and past plans and report, demographic and housing statistics, projections</i> | | |
| 27. Maps | <ul style="list-style-type: none"> • <i>Reserves and other lands, for engagement support</i> | | Maps |
| 28. Special Topics | <ul style="list-style-type: none"> • <i>Economic; cultural; capital; environmental etc.</i> | | |
| 29. Community Profile Draft | <ul style="list-style-type: none"> • <i>Situation assessment and background report – what are the trends, opportunities, current conditions and threats?</i> | | Draft Community Profile |
| 30. Advisory Committee Meeting #2 | <ul style="list-style-type: none"> • <i>Review of Community Profile and engagement to date</i> | | |
| 31. C&C Presentation | <ul style="list-style-type: none"> • <i>Review of Community Profile and engagement</i> | | |
| 32. Community Profile Final | | | Final Community Profile |

PHASE 3: WHERE DO WE WANT TO GO?

| TASKS | DESCRIPTION | DATE | OUTPUTS |
|-------------------------------------|--|------|-------------------------------|
| 33. Open House #1 | <ul style="list-style-type: none"> • <i>Visioning & Community Objectives for CCP</i> • <i>Community Mapping for LUP (OPTIONAL)</i> | | Outreach summary of feedback |
| 34. Special Workshops | <ul style="list-style-type: none"> • <i>Workshops to engage special groups (e.g., Elders, youth, off-reserve)</i> | | Outreach summary of feedback |
| 35. Additional engagement | <ul style="list-style-type: none"> • <i>As necessary</i> | | Outreach summary of feedback |
| 36. Advisory Committee Meeting #3 | <ul style="list-style-type: none"> • <i>Review of engagement findings and objectives ranking</i> | | Draft Vision and Objectives |
| 37. Chief & Council Presentation #2 | <ul style="list-style-type: none"> • <i>Confirm Vision, objectives and prioritizations</i> | | |
| 38. Draft CCP Framework | <ul style="list-style-type: none"> • <i>Outlines basic structure of CCP from vision to objectives to priorities</i> | | Updated Vision and Objectives |
| 39. Newsletter #2, Website Update | <ul style="list-style-type: none"> • <i>Phase 2 update (Engagement findings; presentation of Draft CCP and LUP); next steps</i> | | Newsletter |
| 40. Community Survey #2 | <ul style="list-style-type: none"> • <i>Feedback on Draft Plans</i> • <i>Included with Newsletter #2 and online</i> | | Survey and results report |
| 41. Chief & Council Presentation #3 | <ul style="list-style-type: none"> • <i>Community feedback and Draft CCP framework</i> | | |
| 42. Revised CCP Framework | <ul style="list-style-type: none"> • <i>Update based on feedback</i> | | Final Vision and Objectives |

PHASE 4: HOW DO WE GET THERE?

| TASKS | DESCRIPTION | DATE | OUTPUTS |
|--|---|------|-----------------------------------|
| 43. Advisory Committee Meeting #4 | <ul style="list-style-type: none"> • <i>Action ideas, open house materials</i> | | |
| 44. Open House #2 | <ul style="list-style-type: none"> • <i>Ideas fair For CCP actions – what can we do to help meet prioritized objectives?</i> • <i>LUP detailed design and actions (optional)</i> | | Outreach summary of feedback |
| 45. Draft CCP | <ul style="list-style-type: none"> • <i>Incorporate feedback from community</i> | | Draft CCP including actions etc. |
| 46. “Quick starts” | <ul style="list-style-type: none"> • <i>Identify preliminary list of short-term (1 to 3 year) “Quick start” actions for review by Council and Advisory Committee (i.e., projects, policies, programs)</i> | | Actual projects being implemented |
| 47. Special Engagement | <ul style="list-style-type: none"> • <i>As necessary</i> | | Outreach summary of feedback |
| 48. Advisory Committee/ 49. Council Retreat | <ul style="list-style-type: none"> • <i>Special joint planning retreat to:</i> • <i>Review work-to-date</i> • <i>Confirm prioritized objectives</i> • <i>Evaluate and prioritize Quick start CCP actions (i.e., projects, policies, programs)</i> | | Actions and strategic priorities |
| 50. Advisory Committee Meeting #4 | <ul style="list-style-type: none"> • <i>Project update and Quick start review (see above)</i> | | |
| 51. Chief & Council presentation #4 | <ul style="list-style-type: none"> • <i>Project update and Quick start review (see above)</i> | | |
| 52. Newsletter #3 | <ul style="list-style-type: none"> • <i>Project update and summary</i> | | Newsletter |

PHASE 5: HAVE WE ARRIVED?

| TASKS | DESCRIPTION | DATE | OUTPUTS |
|-------------------------------------|---|------|------------------------------|
| 53. CCP Monitoring Plan | <ul style="list-style-type: none"> Indicators, targets, and monitoring and evaluation | | |
| 54. Final CCP Draft | <ul style="list-style-type: none"> Final CCP laid out for review by staff, Council, Advisory Committee, community and, where appropriate and necessary, external reviewers | | Full draft CCP |
| 55. Advisory Committee Meeting #5 | <ul style="list-style-type: none"> Final review of plans | | |
| 56. Chief & Council Presentation #3 | <ul style="list-style-type: none"> Final review of plans | | |
| 57. Open House #3 | <ul style="list-style-type: none"> Presentation of final plan and celebration | | Outreach summary of feedback |
| 58. Newsletter #3 | <ul style="list-style-type: none"> Plan summary | | Newsletter |
| 59. Monitoring Training | <ul style="list-style-type: none"> Plan monitoring (semi-annually, annually, etc.) and evaluation process linked to community outreach (i.e., annual surveys) | | |
| 60. Final CCP | | | Final CCP |
| 61. Project Wrap-up | <ul style="list-style-type: none"> Transfer all files, final reports, etc. | | |



EXAMPLE: 'GANTT CHART' TIMELINE

A *Gantt chart* is a table that lists each task down the side and dates across the top. The cells in the table that are filled indicate when each task will theoretically start and end. This is helpful for project managers and staff to keep track of schedules and anticipate upcoming tasks. You can copy this table and fill it in to organize your project plan.

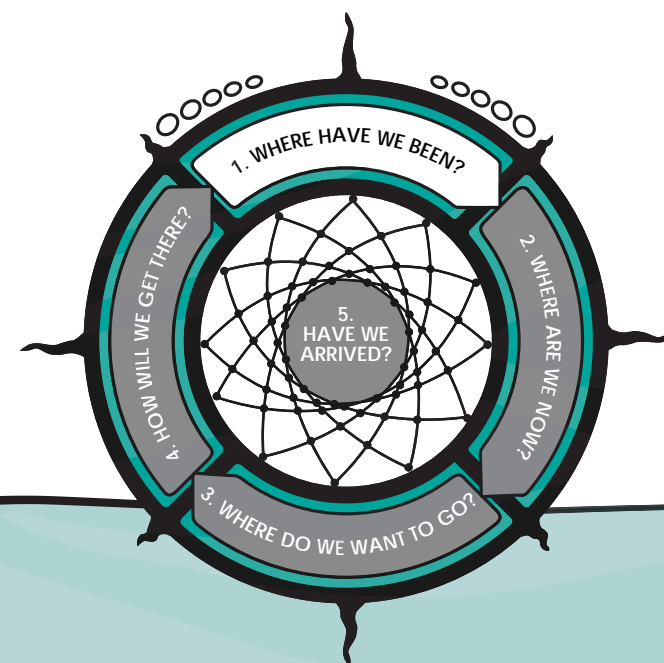
| TASKS | MONTH | | | | | | | | | | | | | | | | | |
|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| GETTING STARTED | | | | | | | | | | | | | | | | | | |
| 1. Funding/Funding Strategy | | | | | | | | | | | | | | | | | | |
| 2. Staffing | | | | | | | | | | | | | | | | | | |
| 3. Project Work Plan | | | | | | | | | | | | | | | | | | |
| 4. Engagement and Communications Strategy | | | | | | | | | | | | | | | | | | |
| 5. Set up Project Advisory Committee | | | | | | | | | | | | | | | | | | |
| 6. Project Website and Social Media accounts | | | | | | | | | | | | | | | | | | |
| 7. Advisory Committee Meeting #1 | | | | | | | | | | | | | | | | | | |
| PHASE 1 & 2 | | | | | | | | | | | | | | | | | | |
| 8. Kick-off Meetings | | | | | | | | | | | | | | | | | | |
| 9. Outreach and Listening | | | | | | | | | | | | | | | | | | |
| 10. Newsletter #1 | | | | | | | | | | | | | | | | | | |
| 11. Community Survey | | | | | | | | | | | | | | | | | | |
| 12. Data Collection and Analysis | | | | | | | | | | | | | | | | | | |

| TASKS | MONTH | | | | | | | | | | | | | | | | | |
|-------------------------------------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 13. Maps | | | | | | | | | | | | | | | | | | |
| 14. Special Topics | | | | | | | | | | | | | | | | | | |
| 15. Community Profile Draft | | | | | | | | | | | | | | | | | | |
| 16. Advisory Committee Meeting #2 | | | | | | | | | | | | | | | | | | |
| 17. C&C Presentation | | | | | | | | | | | | | | | | | | |
| 18. Community Profile Final | | | | | | | | | | | | | | | | | | |
| PHASE 3: WHERE DO WE WANT TO GO? | | | | | | | | | | | | | | | | | | |
| 19. Open House #1 | | | | | | | | | | | | | | | | | | |
| 20. Special Workshops | | | | | | | | | | | | | | | | | | |
| 21. Additional engagement | | | | | | | | | | | | | | | | | | |
| 22. Advisory Committee Meeting #3 | | | | | | | | | | | | | | | | | | |
| 23. Chief & Council Presentation #2 | | | | | | | | | | | | | | | | | | |
| 24. Draft CCP Framework | | | | | | | | | | | | | | | | | | |
| 25. Newsletter #2, Website Update | | | | | | | | | | | | | | | | | | |
| 26. Community Survey #2 | | | | | | | | | | | | | | | | | | |
| 27. Chief & Council Presentation #3 | | | | | | | | | | | | | | | | | | |
| 28. Revised CCP Framework | | | | | | | | | | | | | | | | | | |
| PHASE 4: HOW WILL WE GET THERE? | | | | | | | | | | | | | | | | | | |
| 29. Advisory Committee Meeting #4 | | | | | | | | | | | | | | | | | | |
| 30. Open House #2 | | | | | | | | | | | | | | | | | | |
| 31. Draft CCP | | | | | | | | | | | | | | | | | | |

| TASKS | MONTH | | | | | | | | | | | | | | | | | |
|--|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 32. Quick starts | | | | | | | | | | | | | | | | | | |
| 33. Special Engagement | | | | | | | | | | | | | | | | | | |
| 34. Advisory Committee/Council Retreat | | | | | | | | | | | | | | | | | | |
| 35. Advisory Committee Meeting #4 | | | | | | | | | | | | | | | | | | |
| 36. Chief & Council presentation #4 | | | | | | | | | | | | | | | | | | |
| 37. Newsletter #3 | | | | | | | | | | | | | | | | | | |
| PHASE 5: HAVE WE ARRIVED? | | | | | | | | | | | | | | | | | | |
| 38. CCP Monitoring Plan | | | | | | | | | | | | | | | | | | |
| 39. Final CCP Draft | | | | | | | | | | | | | | | | | | |
| 40. Advisory Committee Meeting #5 | | | | | | | | | | | | | | | | | | |
| 41. Chief & Council Presentation #3 | | | | | | | | | | | | | | | | | | |
| 42. Open House #3 | | | | | | | | | | | | | | | | | | |
| 43. Newsletter #3 | | | | | | | | | | | | | | | | | | |
| 44. Monitoring Training | | | | | | | | | | | | | | | | | | |
| 45. Final CCP | | | | | | | | | | | | | | | | | | |
| 46. Project Wrap-up | | | | | | | | | | | | | | | | | | |



1. WHERE HAVE WE BEEN?



STEPS AND TOOLS FOR THIS PHASE

| | |
|---|-----------|
| STEP 1.1 COMMUNITY HISTORY | 55 |
| Case Study: Pikangikum First Nation's Comprehensive Community Health Plan..... | 56 |
| Case Study: Serpent River First Nation's Comprehensive Community Plan | 57 |
| Case Study: Long Lake #58 First Nation..... | 58 |
| STEP 1.2 ROOT CAUSE ANALYSIS..... | 61 |
| Example: Workshop Flipchart Version Compared to a Cleaned Up Version From Musqueam FN CCP | 62 |

ABOUT PHASE 1

The purpose of this phase is to answer the question “Where have we been?”. The key output from this phase is the first sections of what is often called a ‘Community Profile’, and is the second chapter of a CCP.

This phase is important because it provides important contextual information for everyone involved in the CCP, by developing a shared understanding of the community’s past. Gathering and documenting this history also honours the work the community has done before, and recognizes important events, people and achievements. The process of compiling the community’s history can also be an important way to build community pride and sense of identity, and engage various groups of community members.

A community history can include a wide range of information from many sources. Ask elders, heads of families, community leaders and others, as well as Band staff and administration. Local historians may also have interesting and important records of things that have brought the community to where it is today. While putting the history together, consider both traditional and recent histories.

ROY KAKEGAMIE 2017



STEP 1.1 COMMUNITY HISTORY

Especially for a plan that considers the future, telling the community's history and honoring the past helps to put this plan in context. It is a chance to tell the community's story and perspective, understand how and why things are what they are today, and to recognize the hard work and struggles that brought the community to where it is today. This step suggests various ways to discover and share that history.

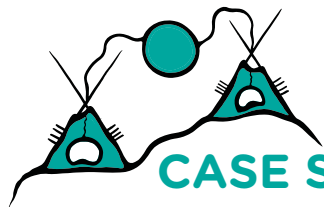
EXPECTED OUTCOME

A narrative and/or timeline that describes your community's history.

- **Ask an elder to write and/or review the history.** Make sure to review the history with an appropriate elder or group of Elders.

PROCESS

- **Work with what you have.** There may already be a community history that was written for the website, a report, or another project. Ask around and read some reports to find out! Community histories include plans and projects the community has previously developed.
- **Listen.** Set up an interview with an elder or group of Elders who can share the story. Take good notes or record the conversation. Seek opportunities to link youth with Elders.
- **Make a timeline.** Create a community history on a long roll of paper. Draw a line with today at one end and the distant past at the other. Add some key, well known events with dates along the timeline. Ask others to add their own dates and events, including community, family, and personal events if they want. This can be an interactive activity at a meeting with Elders, youth, or the whole community. For the CCP you can transcribe this into a list, rewrite it as a story, or just scan it and copy it into the plan.



CASE STUDY: PIKANGIKUM FIRST NATION'S COMPREHENSIVE COMMUNITY HEALTH PLAN

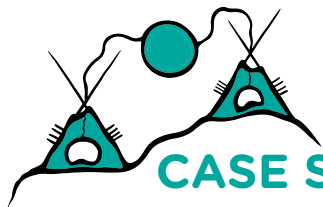
When Pikangikum First Nation (PFN) began their community health planning process in 2011, they wanted to do so in a way that would honour the community's past and their Anishinaabe culture. After completing steps to prepare to plan, and building support for the process within the community, the planning team focussed on gaining a shared understanding of the community's past, and how that past continued to influence the community in present time.

In the 'Discovery' phase, they sought to learn about where the community had come from. The plan explains:

"To gain a rich understanding of "Where are we now?", we must start by exploring "Where have we been?", and consider the chain of events and history that have brought us to where we are today."

PFN's Community Health History tells a story beginning long before European contact, detailing how the community came to be where it is, and pointing out several key points in the community's self-determination around health issues.





CASE STUDY: SERPENT RIVER FIRST NATION'S COMPREHENSIVE COMMUNITY PLAN

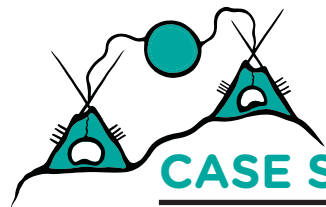
As a foundation for their Comprehensive Community Planning, Serpent River gathered together information about the community's context, past and present, in the 'Serpent River Community Story'. Information in the Story is organized around 12 topic areas, focussing on both the Serpent River people, and the life of the community as whole:

- Children
- Youth
- Women
- Men
- Elders
- Family life
- Governance and Political
- Life
- Economic Life
- Social Life
- Cultural and Spiritual Life
- Lands and Natural Resource Management
- Infrastructure

For each of these topic areas, the planning team gathered information (through community open houses and interviews) about what the community is like in the present, what happened in the past and what can be learned from the past, as well as what things would make for a positive future.

The Story is a stand-alone, living document, intended to never really be "finished", but instead added to and edited as new information comes to light, and as the community moves into the future





CASE STUDY: LONG LAKE #58 FIRST NATION

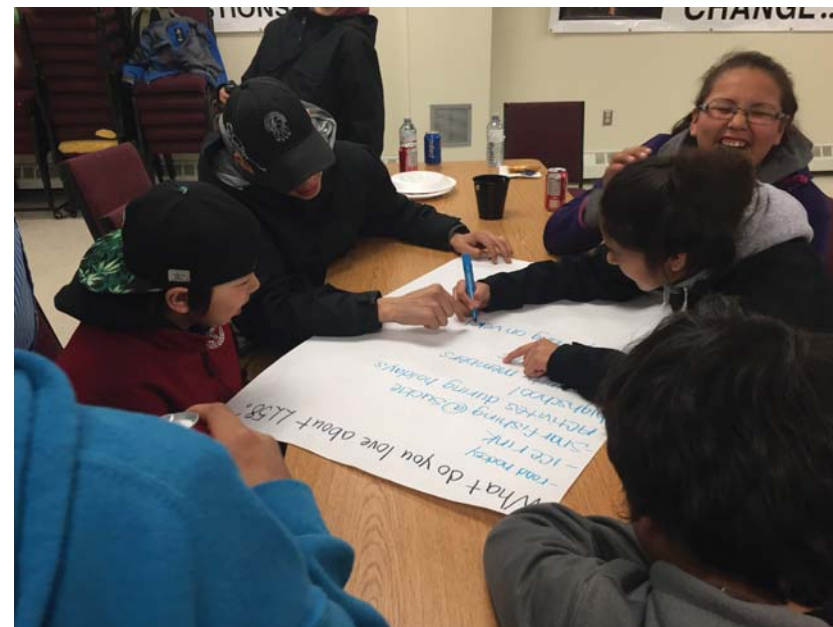
Noreen Agnew is the Comprehensive Community Planner for Long Lake #58 First Nation. In the first year of her CCP process, she has hosted 13 community engagement meetings with 754 people. Here are some of the Community Building Activities and Icebreakers she has done with her community to make meetings fun and engaging.

TIMELINE TRIVIA

Noreen and her colleague Lacey created a timeline of Long Lake #58's history. They looked through archives, spoke with Elders, and found lots of great photos. They posted this on the wall in the Community Hall where the CCP Launch was being hosted. As people arrived, she encouraged them to take a look at the timeline. As an icebreaker, each table was a team and they did a trivia based on the timeline. Everyone loved learning about the history of Long Lake #58!

FAMILY FEUD

Each table was a team or a "family". All of the questions were based on the community history or life in Long Lake #58 today. For example, they asked about original family names, slang, favourite animals to trap and hunt, traditional meals, places to fish/hunt, council members, medicines around the reserve, powwows, landmarks/hangouts in the community, and sports teams. Each table has a turn to answer a certain question and they have to name as many answers within a category as possible. If it's their turn, they continue until they get 3 strikes (either something wrong or a pass). Once they get 3 strikes, another table can steal from them to finish it off and get the point!



WHEEL OF FORTUNE

They found a powerpoint online that re-created the Wheel of Fortune. They created questions and categories about the community and quizzed the community.

CHIEF CHALLENGE

Also at the CCP launch, Noreen did a Chief Challenge! She spoke with Elders, past Chiefs, and looked in the archives to figure out who was Chief and when. Each table was given pieces of paper with one Chief on each. They had to put the pieces of paper in order. It got especially challenging when certain Chiefs were on and off again! As people walked into the meeting, they were

given a coloured sticker where they needed to sit (i.e. if they had a blue sticker, they would sit at the blue table) and the staff at the welcome table made sure to mix up youth and Elders so they could help and learn from each other.

COMMUNITY CATEGORIES

Noreen had everyone stand in a circle. She would name a category (i.e. Favourite places to hang out) and one by one, everyone would name something in the category. If they repeated something already said or couldn't think of anything, they had to sit down. The winner was the last one standing. All of the categories related to the community.

WALK OF FAME

This is a great icebreaker to use at the beginning of a meeting. Noreen would say different statements and

if it applied to you, you had to get up and switch seats with someone else who was standing up. For example “Do the walk of fame if you’re an elder/you are a Leafs fan/this is your first CCP meeting/you want to change our community”. This one got lots of laughs! Start out general and you can get a bit more personal as the game goes on.

QUICK LAND / MAPPING ACTIVITY

Noreen put a map of the community on the projector. Each age group was given a coloured sticker. They picked where they wanted the new land to be by putting their sticker in the area. This could be used for lots of different things like where they want a new community centre to be, where they feel safe/unsafe, where kids hang out, etc. It gives a good sense of where people are at, what they’re thinking, etc.. Talking about it afterwards can also help give you more information!



YOUTH CULTURE CAMP

Noreen needed to learn more about what the community wanted for a yearly youth camp. She made 4 tables, one for each season (spring/summer/fall/winter). The community cycled through the tables and wrote down lots of ideas for what the youth could do and learn in each season. She did this with the youth and Elders too!

LONG LAKE #58 CAFÉ

To get lots of information quickly from the community, each table is given a big piece of paper with the same question on it. The question is based on the theme of the meeting. They talk about the question and write down as much as they can (i.e. what do you love about Long Lake #58? What are community safety issues in our community?). Usually there is a series of three questions that the groups work through. This gives everyone a chance to talk and share their ideas in small groups. Giving out coloured stickers as people walk into the meeting is great for this activity too!

ASSET MAPPING

This activity was an opportunity for the community to celebrate the strengths of Long Lake #58 in each category. Each table was given a big piece of paper with a category and they wrote down as many ideas as possible. Categories could include infrastructure, nature, programs, etc..

**Coordinator's Corner****NOREEN AGNEW, COMPREHENSIVE COMMUNITY PLANNER FOR LONG LAKE #58 FIRST NATION**

Noreen has organized a lot of fun, meaningful community building games for Long Lake #58.

NOREEN SAYS: *“Be prepared for people to get into the game and get competitive! Have bells so you can tell which team finishes first and/or have an impartial judge. Give tickets as members participate and also for the winning team! Pick meeting times that are strategic. For example, every year Long Lake #58 gives tickets to the CLE (August fair) to off-reserve members in Thunder Bay. During the CCP process, instead of having the recreation workers stand outside of the gates to give tickets, they hosted a community meeting to give out the tickets and also to do some CCP work together. They got 163 people! Always go to where the community is. On facebook, personally tag people in the CCP events – it makes them feel important enough to come and share! Give door prizes that are either local (i.e. gift certificate to the Band owned gas station/store) or items that are useful to families. For example, if school is starting soon, give backpacks filled with school supplies, notebooks, etc.. Even toilet paper can be a hit! Try to get as many people on board – presenting to the school, health centre, etc. can raise awareness about CCP and get more people to come out.”*

STEP 1.2 ROOT CAUSE ANALYSIS

All communities face difficult challenges that are impacted by past events and history. Exploring these challenges can be an important aspect of answering the question “Where Have We Been?” and understanding why things are the way they are. Root Cause Analysis is a method for working with a small group of people to diagram and better understand the causes and effects of critical community challenges.

EXPECTED OUTPUT

A diagram or several diagrams showing the causes and effects of specific community issues.

PROCESS

1. Work with a small group. This method works best with a small group such as a committee, a family, or a breakout group during a bigger community meeting.
2. Ask the group to identify specific challenges or issues to explore. Each issue could take 15 to 30 minutes to diagram, so choose to tackle as many as you have time for.
3. Write the issue (a problem or an opportunity) down inside a circle at the center of a flipchart sheet or poster.
4. Ask a series of questions to understand the issue: Why is this an issue? What caused it or influenced it?
5. Write these causes and influences down and draw an arrow from it to the issue at the center. You can use colors and shapes to help identify causal issues. If someone names a ‘symptom’ or result of the issue, rather than a cause, write that down and draw an arrow to it leading from the issue at the center.
6. Inevitably, action ideas for addressing the issue will come up. These ideas can address some of the symptoms and can be done quickly, or they may address some of the root causes and will take time and effort. Leave space on the side of the diagram to write these down
7. Afterwards, clean up the drawings or combine them – as some of the root causes may be similar. These can be organized into the broader issues / objectives / actions that will make up the plan in later stages.

Coordinator's Corner

PAUL HENDERSON, CONSULTATION COORDINATOR FOR MITAANJIGAMIING FIRST NATION

Mitaanjigamiing First Nation is located in Stanjikoming Bay on Rainy Lake, 16km north of Fort Frances. Travelling by road the community is 1 hour away from Fort Frances, the closest major city is Winnipeg, 380km west. The population of the community totals around 154, with 107 residents living within the reserve and 47 living off reserve. The reserve is approximately 1600 hectares which includes two islands.

Mitaanjigamiing is a member of the Grand Council of Treaty 3, the community has a custom electoral governing system that consists of one chief and two councillors for a two year term. The First Nation community changed their name to Mitaanjigamiing First Nation from Stanjikoming First Nation in 2009, which means “Where a smaller lake flows into a bigger lake”, in Ojibwe, their traditional language.

Mitaanjigamiing First Nation has begun the Comprehensive Community Planning process named “Nigaan Kaa Ozhising”. It means “Our Future Plans”. The Comprehensive Community Planning Toolkit will help guide us in the CCP Planning Process using the charts, setting up meetings and the community working together on a plan for the future in economic development, infrastructure, recreation, funding sources, land Use planning, housing, social programming etc. The Nigaan Kaa Ozhising will be a living document where we achieve each goal and celebrate for years to come for the future of Mitaanjigamiing First Nation.



So far, we have hosted meetings with Elders, Youth, and general community members to kick start the process. This preliminary engagement helped us to understand what some of our priorities are for our upcoming land settlement. We are also making sure to build on all of the past planning that has already occurred, so we are not starting from scratch. With each step of our CCP process, we make sure to keep the community up to date by sharing what people are telling us and showing where we are going to go next. Our planning process will continue to expand so we can move forward in the best way.

CULTURE

Holistic

GOOD LIFE

= Minobimadizowin

Anishinaabek

HOPE

HEALING

Unity

HELLO

Work

ROAD MAP

challenging

BIG PICTURE

Progressive

future

ACTION

BELIEVE

POSITIVE

VISION

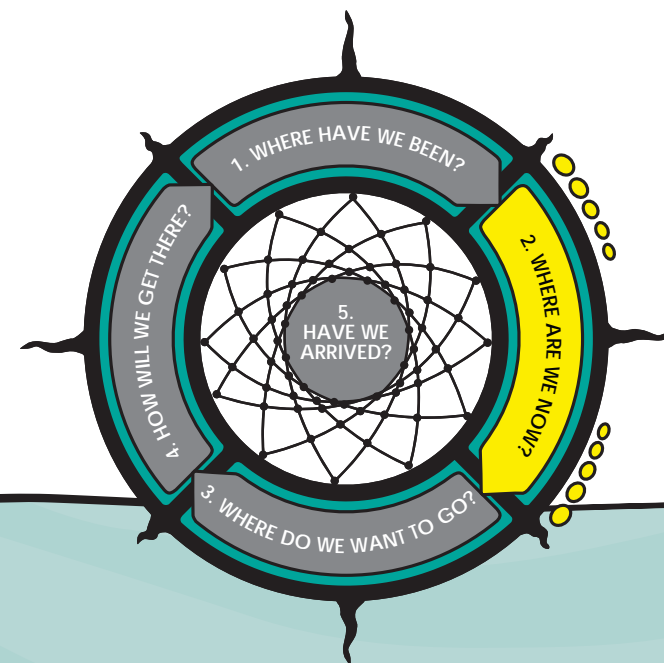
DILIGENCE

timistic perception

Collaborative

Developme

2. WHERE ARE WE NOW?



STEPS AND TOOLS FOR THIS PHASE

| | |
|--|----|
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ABOUT PHASE 2

The purpose of this phase is to answer the question “Where are we now?”. The key output from this phase is a completed ‘Community Profile’ and is the second chapter of a CCP.

This phase is important because it provides important contextual information for everyone involved in the CCP. A CCP Community Profile is a comprehensive snapshot of the community. It includes facts and statistics as well as perceptions about the community: What are people concerned about? What are people proud of? What are we doing well already? What could change? The Community Profile also usually incorporates the Community History completed in Phase 1.

Many CCPs present highlights from the Community Profile in the final CCP document, and attach a fuller version as an Appendix or separate report. As a standalone piece of work the Community Profile is helpful for other reports and applications. The information included is the kind of material that goes into grants, funder’s reports, and reports to agencies such as INAC.

A Community Profile includes a wide range of information from many sources. Ask program managers, department heads and other staff if they keep track of any of the information you need. Look for census statistics, read through recent reports and studies, ask members to take a survey or be interviewed. See the table on the following page for the kinds of information you’ll be collecting.



| CATEGORY | DETAILS |
|---|--|
| History: | Traditional history; Recent history; etc. |
| Membership: | Number of members; age distribution; growth trends and projections; on and off reserve numbers; employment; etc. |
| Band Administration: | Staffing; Organizational Structure; Programs and Services; anticipated needs |
| Community Facilities: | List of community buildings, age and condition; parks and trails; anticipated needs |
| Housing & Neighbourhoods: | Number, type, ownership and condition of housing; wait list; projected needs |
| Economy & Economic Projects: | Employment rates; Educational attainment; Investments; Partnerships; Band-owned businesses; job programs; current efforts |
| Lands: | Reserves; Off-reserve properties; Reserve land areas and land uses; traditional lands; development plans; etc. |
| Community Feedback: | Concerns, ideas, hopes, aspirations, challenges, values, assets and strengths. These can be broad or specific to a certain topic such as housing, culture, or lands. |
| Council Policies / BCRs | Key direction provided by Councils that may be important to incorporate into the engagement and analysis |

STEP 2.1 COMMUNITY STATISTICS AND INVENTORY

This tool helps you organize all the factual and statistical information that explains your community's current situation.

EXPECTED OUTCOME

A summary of key community information and statistics.

PROCESS

- **Make a list.** Generally, there are categories of information (Housing, Lands, Economy) and details for each category (number of houses, area of land, employment rate). Make a table of categories and details for each using the *Community Snapshots Worksheet*. It can be helpful to check other CCPs to see what might be included. It's also okay if you don't find data for every detail, you can remove these later or just say "we don't know".
- **Gather the facts.** Fill in the table by gathering what facts you can find for your community.
- **Work with what you have.** Look first to any information sources that already exist (e.g., past reports and projects, data maintained by program managers and departments, data provided by INAC, etc.).
- **List your assets:** once you've got your basic stats, you'll want to move on to brainstorming assets under the categories below. The project lead could take an hour or two to make a list, or the process could involve a meeting with the council, project team or community. Use the asset categories and descriptions on the following page to create a list for your community that highlights everything that could be considered an asset. Record this in the *Community Snapshots*

Worksheet provided.

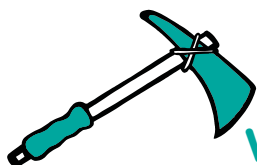
- **Review existing plans and policies.** Use the *Plans and Policies Review Worksheet* to document the work of those before you. The analysis, details and decisions in these plans may set the context for your process and save you some time.
- **Organizational review.** Create an organizational chart that explains the Band Admin's staffing and programs.



TIPS

TIP #1

Don't worry if you don't have all the data. Don't use all your budget/resources or get stuck trying to make sure you gather every piece of information before moving on. Gather what you can, make note of gaps to fill later, and use what you can find to inform the CCP process. Often, the first draft of a community profile will spur others to remember important information or other resources, and the Profile will continue to grow as a living document.



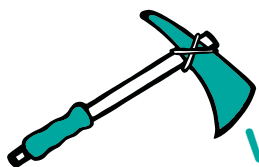
WORKSHEET: COMMUNITY SNAPSHOTS

Simple community snapshots help to tell a story about “Where we are now?”. Some examples are provided here but there are likely to be more. There is no official list of what you would include, only that it should cover as many aspects of the community as you are able to. Department heads and program managers will be able to suggest categories and category details, and then help you fill in the trends and descriptions.

| CATEGORY - DETAIL | MEASURES | TREND | DESCRIPTION |
|-------------------|---|---|---|
| | <i>Number of __, rate of change, percent, etc.</i> | <i>Better, worse, same, increasing, decreasing?</i> | <i>A descriptive summary of the current situation: What's the current situation? What programs and new initiatives are underway? What plans are in place or underway?</i> |
| Housing | <ul style="list-style-type: none">• number of houses on reserve• wait list• future need• planned units | | |
| Economy | <ul style="list-style-type: none">• band owned businesses• ventures and partnerships, etc.• unemployment | | |
| Culture | <ul style="list-style-type: none">• language speakers• traditional activities• programs etc. | | |
| Education | <ul style="list-style-type: none">• levels of education• education programs | | |

| CATEGORY - DETAIL | MEASURES | TREND | DESCRIPTION |
|-------------------|---|-------|-------------|
| Membership | <ul style="list-style-type: none"> • total members • growth rate • projected total • age distribution • on/off reserve | | |
| Etc. | | | |
| Etc. | | | |
| Etc. | | | |
| | | | |
| | | | |

(add as many rows to this table as needed)



WORKSHEET: PLANS AND POLICIES REVIEW

Aligning new programs, projects and policies with existing ones supports ease of implementation, prevents duplication or conflict, and honours the work that has already been done. Use this template to make a list of existing plans and policies. This often requires some hunting around in old file drawers, and asking staff and council to point you in the right direction.

| PLAN / POLICY | YEAR CREATED | STATUS | KEY RELEVANT DETAILS |
|-------------------------------|--------------|--|--|
| Housing Policy | 2010 | Active, will be updated in 2019 | Housing principles would inform action plans related to new capital projects. |
| Economic Development Strategy | 1998 | No one knows where this is. | ? |
| Land Use Plan | 2015 -? | In progress, on hold due to recent elections | Will designate areas for protection and other areas for future development. Will locate new recreation centre. |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

STEP 2.2 COMMUNITY ANALYSIS

Building on successes - what we have and are good at - is the foundation for a positive and meaningful process (i.e. not focusing on the negative). This step examines the community's strengths and assets, as well as areas for improvement. It then uses both to identify opportunities to build on these strengths and address any gaps.

EXPECTED OUTCOME

An analysis of the community's situation that goes beyond simple numbers and statistics. This includes the community's assets, strengths, weaknesses, concerns, and opportunities.

PROCESS

- Refer to the *Community Analysis Matrix Worksheet*. This process is to ask others to help you answer the questions that are presented there, including: *What's working well in our community? What are we doing well? What needs to change in our community? What's happening in our area and in our community, that could benefit us? What's happening in our area and in our community that you are concerned about?*
- Icebreaker: ask participants to each share a positive story or experience they've had in the community.
- Discuss common elements within the stories and talk about what factors exist in the community that contributed to those positive experiences. These factors can be very clear and measurable ("The job training program helped me get a job"), or they might be broad and vague ("People are nice"). As people name these factors, start writing them down in the **Assets & Strengths** quarter of the chart.
- Next, turn to discussing "What needs to change?" to explore gaps or shortcomings and record these answers on the **Areas for Improvement** quarter.
- Move on to the other two quarters: **Opportunities** and **Issues and Concerns**.
- Encourage people to write down their own answers on a sticky note and add them to the chart.
- Transcribe everyone's answers and consolidate any repeats.
- You can repeat this process as many times as necessary in order to hear from everyone, and continue to add new items to your transcribed lists.
- Finally, write up a summary that explains what you heard from people in this process. You can organize the summaries using the four categories, or add them to your *Community Snapshots* if this makes sense.



TIPS

TIP #1

Keep your Situation Analysis short and simple, but remember to include important details. For example, if you think you are doing 'education' well, list the items that are making it work.

TIP #2

It can be helpful to identify the *most important* items in each list. You can ask participants in the meeting to vote with sticky dots (e.g. ask them to put dots on their top 3 in each quarter); or, you can add a ranking question to a community survey after you've collected answers from many people (e.g. "Which of the following issues are most important to you?")

TIP #3

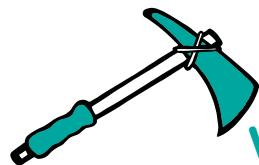
We recommend using more than one approach to getting input on these questions. The exercise can be adjusted for different contexts. Here are a few ways in which this could be modified:

- **Interview:** set up a few phone or in-person interviews (10-15 minutes in length) with various members of your community, staff, and community leaders to get their take on the questions.
- **Survey:** these questions can be included in a survey via website/social media/newsletter or as general questions posted directly to social media.

- **Community meeting:** you could also incorporate this process into a community meeting as a small group discussion topic.
- **Council meeting:** this is a good discussion for chief and council to have. Facilitate the group through the above exercise.
- **Project team group session:** at the very least you will want your project team or those working on the CCP to work through the questions above.

TIP #4

You can combine multiple outreach activities into one broader effort. Community Analysis, Visioning, Developing Objectives, and even gathering preliminary action ideas can all be included as separate questions in a single survey or interview, as a group activities during a community open house, or as questions to ask at a series of small group meetings.



WORKSHEET: COMMUNITY ANALYSIS MATRIX

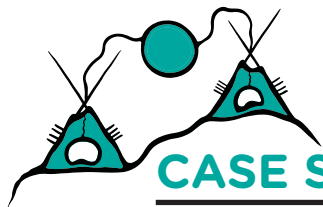
This matrix can be used in small discussions, as a poster or a worksheet, with a small group meeting, or as an activity at a bigger event. Ask people to add as many thoughts as they want to each quadrant. On a poster, have them write their answers on sticky notes and then stick them to the poster.

ASSETS AND STRENGTHS:
What's working well in our community?
What are we doing well?

AREAS FOR IMPROVEMENT:
What needs to change in our community?

OPPORTUNITIES:
What's happening in our area and in our
community that could benefit us?

ISSUES AND CONCERNS:
What's happening in our area and in our
community that you are concerned about?



CASE STUDY: MISSISSAUGA FIRST NATION CCP

Mississauga First Nation is located within Northern Ontario's Algoma District on Hwy 17 above Lake Huron's North Channel. The Community Plan for Mississauga First Nation is organized into three main chapters, Context, Vision, and Action:

"Context provides a snapshot of the current situation in the community as well as information about overall Band trends. This information will be used by leadership, Band staff and community members when developing proposals or researching the community."

Planning is about the future, but it also relies on information from the past and the present. The Context provides a snapshot of what the community is about -what it is like today and how it got to be that way. Context captures the current situation and provides the basis for determining where Mississauga First Nation should go next.

Developing the "Context" helped Mississauga to create the snapshot of where they are at, but it also helps the community to integrate and use what is already available to them. Mississauga First Nation has considerable resources and assets that must be understood to determine priorities and projects. Also, past planning initiatives (2002 Community Plan, 2010 Land Use Plan, 2012 Economic Development Opportunities Plan etc.) will be used to determine where the community is at now. The Mississauga CCP is not intended to replace those documents, but instead strengthen their priorities and reinforce the commonalities between these plans.

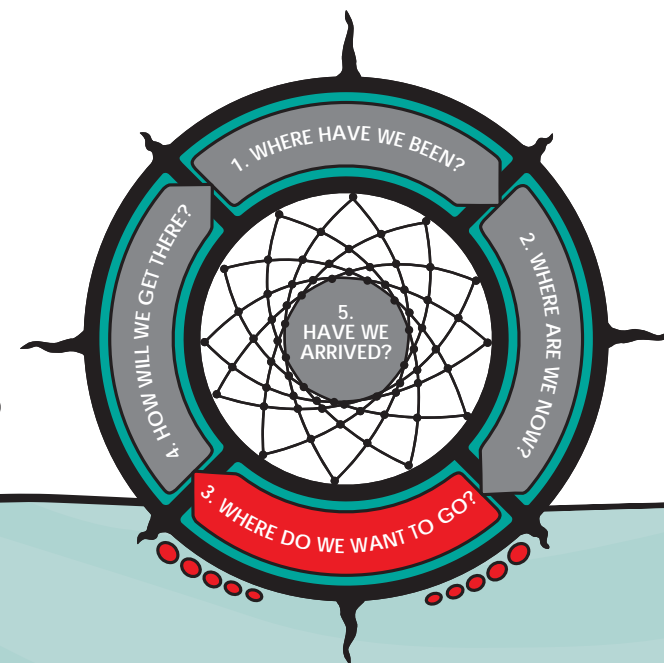
The Context section of the Mississauga CCP contains background information, strengths, issues and root causes. It informs the Vision and Action Areas of the Plan. Background information was gathered, refined and presented throughout the planning process on the topics of Land, People, Settlement and Economics. Identified under each topic are strengths, issues for the Band, and root causes.

Context activities are continuous. The Mississauga FN CCP has 7 stages. Stages 1-3, are closely associated with pre-planning. These three stages were implemented to develop the Context. As noted above, the community continues to gather information on land, people, settlement, and economics as required throughout the planning process, not just at the beginning of the process.





3. WHERE DO WE WANT TO GO?



STEPS AND TOOLS FOR THIS PHASE

| | |
|--|-----------|
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ABOUT PHASE 3

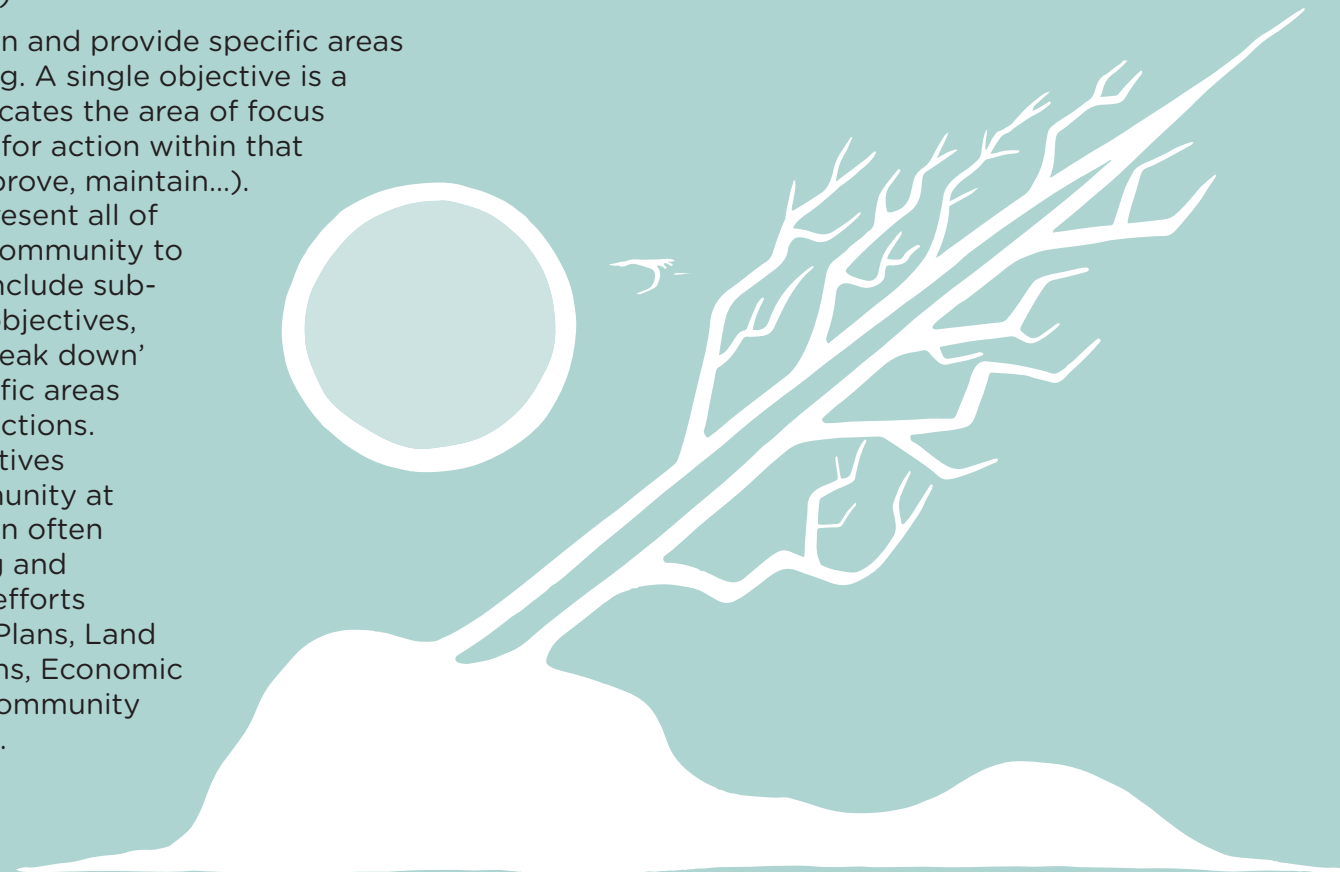
The purpose of this phase is to answer the question “Where do we want to go?”. The outputs of this phase are typically the third chapter of a CCP.

The key outputs from this phase include a vision statement, community objectives (and supporting objectives), and measures. A vision statement provides an overall direction for the CCP by describing an ideal future situation; a vision describes how a community wants its future to be. A vision:

- Is optimistic, ambitious, positive
- References community values (e.g. respect, equity, cooperation, self-sufficiency, etc.)
- Includes critical elements of community (e.g. Land, housing, youth, Elders, governance, health, etc.)

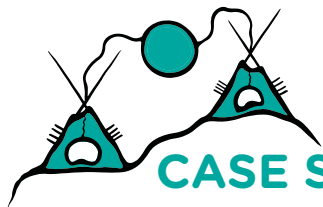
Objectives clarify the vision and provide specific areas of focus for action planning. A single objective is a simple statement that indicates the area of focus (the theme) and direction for action within that theme (e.g. more, less, improve, maintain...).

A group of objectives represent all of the priority areas for the community to work on. Plans will often include sub-objectives or supporting objectives, which help to clarify or ‘break down’ objectives into more specific areas of focus and direction of actions. Since the vision and objectives represent the entire community at the broadest level, they can often be used for other planning and community development efforts such as Council Strategic Plans, Land Use and Development plans, Economic Development Plans, and community monitoring and evaluation.



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CASE STUDY: ANIMBIIGOO ZAAGI'IGAN ANISHINAABEK (AZA) CCP, GIIWEDAA

Over the course of a year, the Animbiigoo Zaagi'igan Anishinaabek (AZA) created their comprehensive community plan, Giiwedaa, finalized in July of 2012. The CCP's name, Giiwedaa, means "coming home" in Ojibwe. An important part of developing the plan was creating a vision statement to describe the future that the community was working towards.

Members were asked in surveys and at an open house community meeting to describe what a successful AZA future would look like. A vision was drafted based on these responses. It was first written in English, then translated to Ojibwe. It was then translated back into English to give the words more clarity and authenticity. The final vision is:

"We are strong, healthy, and proud. We come together unified around our land. We promise and commit to our values and respect each person. Around our area, we are a self-sufficient group of people. It is a protected place where we work, are given opportunities, and grow well together."

The objectives were then developed in a similar way. They are:

- *Improve education & learning resources: better education and skills for all members for a better tomorrow.*
- *Strengthen our governance capacity: governance means how we work together as a whole community (leadership, staff, members).*

- *Encourage economic development: member-focused businesses and local employment at Partridge Lake, bigger resource projects in our larger territory to generate income for AZA.*
- *Support our youth and Elders: support our future leaders, while caring for those that came before them.*
- *Protect the environment at Partridge Lake: protect the lakeshore, animals and forests.*
- *Address our housing needs: provide a range of healthy, sustainable housing options at Partridge Lake.*
- *Protect & promote our culture & language: preserve our roots by teaching our traditional ways to future generations.*
- *Improve community health: keep members healthy, with us on prevention.*



STEP 3.1 CREATE A VISION

A vision provides direction to the CCP process. This tool walks participants through the process of developing a vision by asking participants to imagine the future of their community. This should be a positive and fun process. Be creative. There are many ways to generate a vision and this tool is just one example.

EXPECTED OUTCOME

A vision statement that communicates the desired future of your community and reflects the community's values, traditions and aspirations. The vision can also be used to begin thinking about community objectives and goals.

PROCESS

Consider past community visions. Many communities will already have a vision statement from another project. If an existing vision is widely accepted and was developed with input from the community, this may be appropriate to use. Ask for advice from other staff and Chief and Council.

Ask people to imagine the future. Everyone is so busy trying to get through the week, it's often hard to imagine the distant future. You can help with prompting questions or thoughtful visualizations. These can be delivered during a small group meeting, in a survey, at a table during Aboriginal Day, or as an activity at a community meeting. Remember that *longer time frames help people worry less about cost and practicalities and think more about their values and ideals*. Here are a few ways to prompt responses:

Ask people to imagine they are an eagle flying over the community in 20 or 40 years, or an Elder or a child walking through the community. What would they see?

Tell people that your community will win an award for being a model community in 20 or 40 years, and then ask them: "Why did we win?"

Keep it simple by asking people to come up with three words that will describe the future community.

Interview people using the *Visioning Worksheet*.

As people imagine this future, ask them: "How have things improved? What is different from now? What is the same?" Ask about some phrases or words that can be used to reflect this vision. Listen well and take notes! After this discussion, ask participants to jot down on individual pieces of paper descriptive words or phrases that capture their ideal vision for the community as they imagine it could be in the future.

Organize and Share ideas. This can be done on the spot in a small group meeting, or as a follow up with a focus group or your advisory committee. With the group, share the words/phrases and other feedback you collected by posting them on a wall or writing them on a poster. Discuss the various words and pull out/circle common or agreed upon phrases.

Draft a vision. Rather than wordsmithing as a group, tying these concepts together in a statement is often best done by a single well-respected person such as a practiced writer or poet, or an elder. It can be very interesting to ask a few different people to write a draft,

such as a keen young person. Work with your advisory committee to combine drafts into a single statement.

Finalize the vision. When the draft vision is ready, ask people to review and provide feedback. Make changes as necessary. This could be shared with the project team or the community as whole. It can be helpful to translate the vision back and forth between English and Ojibway, Cree, or Oji-Cree until it sounds right.



TIPS

TIP #1

During the visioning process, it is easy to get bogged down with finding the right words and details. Keep the vision short and simple and don't try to wordsmith in a group setting. If your community already has a vision this may be enough, or at least a starting point.

TIP #2

While this step is important and can be fun and build trust and excitement, don't use up too much of your community's energy on visioning when you know some important decisions and priorities still need to be made. You don't necessarily need a vision to move ahead with the CCP. Sometimes the vision takes a while. It is important to move on and identify objectives, which may inform the vision later.

TIP #3

You can combine multiple outreach activities into one broader effort. Community Analysis, Visioning, Developing Objectives, and even gathering preliminary action ideas can all be included as separate questions in a single survey or interview, as a group activities during a community open house, or as questions to ask at a series of small group meetings.

TIP #4

We recommend using more than one approach to getting input on these questions. The exercises can be adjusted for different contexts. Here are a few ways in which this could be modified:

- **INTERVIEW:** Set up a few phone or in-person interviews (10-15 minutes in length) with various members of your community, staff, and community leaders to get their responses to the prompting questions.
- **SURVEY:** Ask these questions in a survey via website/social media/newsletter or as general questions posted directly to social media.
- **COMMUNITY MEETING:** Incorporate these activities into a community meeting as a small group discussion topic.
- **COUNCIL MEETING:** This is a good discussion for chief and council to have. Facilitate the group through a visioning exercise.
- **PROJECT TEAM GROUP SESSION:** Your project team should try answering the prompts as well!



EXAMPLE: VISION STATEMENTS

“Built on the foundation of Mino-Bimaadiziwin (Living a Good Life), enriched by our culture, and empowered by the voices of past, present and future generations, Sagamok Anishnawbek will be at the forefront of leadership and self-sufficiency among First Nations.”

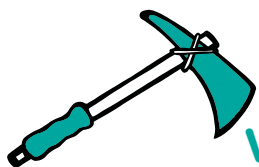
– Sagamok Anishnawbek Community Plan Draft, 2013

“We are strong, healthy, and proud. We come together unified around our land. We promise and commit to our values and respect each person. Around our area, we are a self-sufficient group of people. It is a protected place where we work, are given opportunities, and grow well together.”

– Animbiigoo Zaagi’igan Anishinaabek FN CCP, 2011

“We, the Saulteau First Nations, will strive to be the Best Governed Nation, one that is proud, culturally strong and self-sufficient. As stewards of the land we will ensure that the best sustainable practices are followed, now and in the future. For as long as the ‘sun shines, the grass grows and the rivers run’. We remain proudly determined.”

– Saulteau First Nations, Our Comprehensive Community Plan Draft, 2015



WORKSHEET: VISIONING INTERVIEWS

This one-on-one interview activity works anyplace and anytime. It asks community members about their immediate concerns and action ideas, their aspirations, and the things that they think make up critical elements of the community. All of these ingredients will help inform the vision, as well as the objective and goals in this phase and action ideas in the next.



TIPS

TIP #1

Explain what you are up to first, say THANK YOU after! Don't assume your interviewee knows why you want to talk. Start off by explaining about the CCP, why you are reaching out, and what you will do with their feedback.

TIP #2

Ask "How?" and "Why?" Some people are naturally big picture thinkers. If someone suggests an action idea that is vague or too broad, ask them "How would we do that?" until you get to a more specific idea. Some people get right into the details. If someone says something really specific, when you want to know the big picture reasoning, ask them "Why would we do that?"

ASKING "HOW?"

I think we should have more pride in our community.

- "How would we do that?"

We could keep the streets less trashy.

- "How would we do that?"

Organize a clean up day every few months.

- "That's a great idea! Thanks!"

ASKING "WHY?"

I think we should organize a clean up day.

- "Why would we do that?"

The streets would be less trashy.

- "Why would that matter?"

We could have more pride about our community.

- "So, community pride is important to you?"

Yes.

VISIONING INTERVIEW PART 1 – PERSONAL INFORMATION

Interviewee: _____

Age: _____

Gender: _____

Place of Residence: (On/off reserve, where?): _____

Member / Spouse of Member / Other relative of member: _____

Interviewer: _____

Date: _____

Interview #: _____

*(If anonymity is important, keep this information on a separate sheet from the answers on the following pages, and use an **Interview #** to match them in the future if ever necessary.)*

VISIONING INTERVIEW PART 2 - QUESTIONS AND RESPONSES

Interview #:

| QUESTIONS | NOTES FROM THEIR ANSWERS: |
|--|---------------------------|
| <i>What do you like about our community?</i> | |
| <i>What are you proud of?</i> | |
| <i>What are you worried about?</i> | |
| <i>What do you think is working well?</i> | |
| | |

| QUESTIONS | NOTES FROM THEIR ANSWERS: |
|--|---------------------------|
| <i>What do you think needs to change?</i> | |
| <i>How could we make things better?</i> | |
| <i>Have you heard stories about other communities doing good things that we should try?</i> | |
| <i>If you had two wishes to make our community better what would they be?</i> | |
| <i>Imagine our community in 20 or 40 years. Imagine you are an eagle flying over, or a child walking through. It is everything you hoped it could be! What do you see? What has changed? What has stayed the same?</i> | |

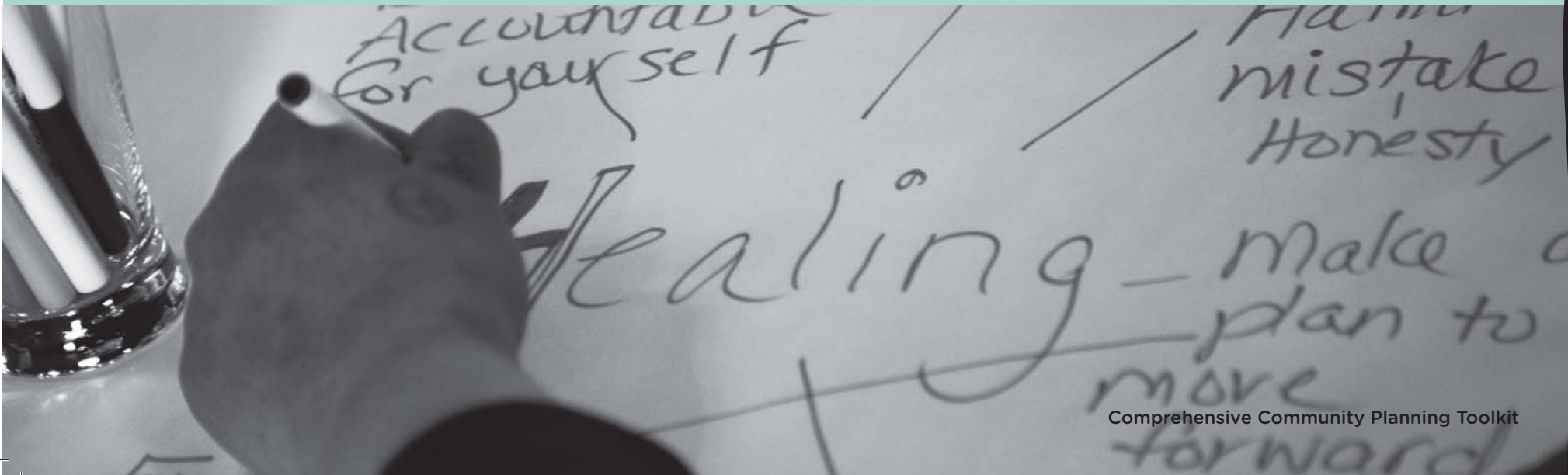
Coordinator's Corner

GWEN ANDREWS, COMPREHENSIVE COMMUNITY PLANNING (CCP) COORDINATOR FOR PIC MOBERT FIRST NATION

"When we first started our CCP journey, our committee and I organized an open house with the community and only three people showed up, we realized pretty quickly that facilitating open houses was not going to work right now. We needed to find alternate ways to get the word out there about this amazing journey our community is starting. We needed to figure out what was going to work, so I sat with our Health & Social team to get a better understanding for what events were already happening within our community. We would attend Elders socials, we did a "Meet and Greet", we set up a booth on Aboriginal Day encouraging community members to provide us with their input and we also started a Facebook group (PMFN - Comprehensive Community Planning). These methods of interacting with our community are starting to work; as I was recently invited to speak with our youth while they were at our annual Youth Camp on our community trap line.

It has been a long process to get started, but we know we are on the right track!!

*Miigwetch,
Gwen"*



STEP 3.2 SET OBJECTIVES

While the vision represents a broad ideal, objectives provide clarity by establishing specific strategic directions. Objectives represent the values the community feels should guide future actions.

EXPECTED OUTCOME

A list of community objectives that will be used for strategizing and action planning.

PROCESS

- **Start with theming.** Objectives represent the various essential areas of a good community. These go well beyond the physical community and usually include health, culture, governance, economics, jobs, and so on. During your interviews and other outreach you will have collected feedback about visions, issues, action ideas, concerns, and assets, all of which refer to those essential areas. You can organize any or all of this material into themes that will form the basis of your objectives. You can often anticipate the themes by reviewing objectives from other CCPs, but it's always good practice to allow your community or advisory team to develop themes based on member feedback. One way to do this is to:
 - a. Compile all the feedback you've collected about ideas, concerns, assets, aspirations, etc. Write each piece of feedback on a separate sticky note (or print them out and cut if you have them typed up).
 - b. Ask your committee to help you by placing the notes on a wall. As notes are placed, start to group them into categories or themes. (e.g. group all the ones relating to culture, or health, or jobs, etc.)
 - c. As groups form, write the name or theme of the group in large letters near the group.
 - d. Continue adding, moving, and regrouping until all the elements are grouped.
 - e. Aim for between 6-10 groups or themes. More than this will be hard to manage as you move forward.
- **Use your vision.** If you haven't collected as much feedback as would be helpful for the first activity, use your vision. In this case, work with an advisory group and ask them to help you answer the question: "What will need to have in place to achieve this vision?". Group and theme their answers as described above.
- **Restate the themes as objectives.** Write a short statement about each theme that expresses the community's desired future situation, or the desired direction for the community. See the examples listed below. If you end up with an objective that has an "and" in it, it may be 2 separate objectives and should be separated. For example, "Promote education and the economy" should be split up as "Promote education" and "Encourage our local economic development".
- **Look for gaps.** Review the list for gaps. Is anything being forgotten? Are there concerns not represented yet because the people who would raise them weren't able to give feedback for some reason? Think back to any input you've already received and use this input to see if there are unrepresented ideas, concerns, or opportunities.

- **Prioritize objectives.** Ideally, the list will be no longer than 8 to 12 items. If you have a long list, ask people to prioritize the items via a survey, or in person using a simple dot-voting exercise. (Write the list on a poster and ask participants to vote for their top three or five

objectives.) See if you can either remove low-priority objectives, or else combine them with another higher priority objective somehow. The purpose of prioritizing objectives at this stage is to help develop better alternatives and actions.



TIPS

TIP #1

Use visuals. It's helpful to visually organize the theming process described above. The simplest visual tool is to put sheets of flipchart paper along the wall, one sheet for each 'theme' as shown in the image at right.

TIP #2

Use draft themes. Many themes come up in every community: healthy and durable housing; effective and transparent governance; more jobs and stronger economy; etc. Reviewing other CCPs for themes and drafting a preliminary list can jump start this process. It's important however to leave a lot of room for additions and adjustments.

TIP #3

Ask "How?" and "Why?" Some people are naturally big picture thinkers. If someone suggests an action idea that is vague or too broad, ask them "How would we do that?" until you get to a more specific idea. Some people get right into the details. If someone says something really specific, when you want to know the big picture reasoning, ask them "Why would we do that?"

TIP #4

Helpful characteristics of an objective are **SMART**:

- **Specific:** it must be understandable by the community and able to describe changes to the objective
- **Measurable:** defines the associated objective in more detail than that provided by the objective alone
- **Achievable:** the community can influence the outcome (i.e. you can't do anything about the weather)
- **Relevant:** relates to community needs and overall vision
- **Time-bound:** should be grounded by the plan's timeframe



EXAMPLE: OBJECTIVES

ANIMBIIGOO ZAAGI'IGAN ANISHINAABEK CCP

- **Improve education & learning resources:** better education and skills for all members for a better tomorrow.
- **Strengthen our governance capacity:** governance means how we work together as a whole community (leadership, staff, members).
- **Encourage economic development:** member-focused businesses and local employment at Partridge Lake, bigger resource projects in our larger territory to generate income for AZA.
- **Support our youth and Elders:** support our future leaders, while caring for those that came before them.
- **Protect the environment at Partridge Lake:** protect the lakeshore, animals and forests.
- **Address our housing needs:** provide a range of healthy, sustainable housing options at Partridge Lake.
- **Protect & promote our culture & language:** preserve our roots by teaching our traditional ways to future generations.
- **Improve community health:** keep members healthy, with us on prevention.



STEP 3.3 DEVELOP SUPPORTING OBJECTIVES

Supporting objectives are simply an area of focus that help to organize a group of actions within a specific objective. **Supporting objectives for each objective are not always necessary**, but they can be helpful for clarifying and organizing the actions if there are many of them and/or they seem somewhat unrelated to each other.

For example, if one of the main objectives from the previous step is “A stronger economy”, supporting objectives may be “Encourage member-owned businesses; Explore revenue-generating partnerships and ventures; and Provide opportunities for education and job training”. Supporting objectives may help create a more complete evaluation of actions – both in designing alternatives that address the supporting objectives and measuring them.

EXPECTED OUTCOME

A list of supporting objectives to use for strategizing and action planning.

PROCESS

- **Brainstorm draft supporting objectives.** For each objective, consider the specific areas for action that could support that objective. If you already have a list of actions for an objective, you can use the theming process described in 3.2. If you do not have a list of actions, make time to brainstorm both supporting objectives and actions for each objective. This brainstorming can happen in a small group meeting with key people who are familiar with or interested in the specific objective topic. It can also happen with your advisory team.
- **Review other plans and projects.** Ideas for supporting objectives can often be found in other recent planning projects such as an economic development strategy, capital plan, or council strategic plan. Ask program managers, Chief & Council, and others to help you find these.
- **Test and refine your supporting objectives.** For the draft supporting objectives related to each objective, test them against the SMART criteria in TIP #1 above. Reword and rework the supporting objectives that don’t meet the SMART criteria. Consolidate similar supporting objectives until there is a concise list of supporting objectives for each objective.
- **Review and confirm final supporting objectives.** Review the final outline of vision, objectives, and supporting objectives with key decision-makers and your advisory team. Put this outline in a newsletter and online and invite members to review it as well.



TIPS

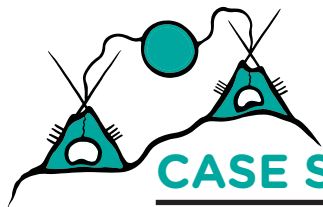
TIP #1

The need for supporting objectives sometimes comes up during the action planning steps. If you are brainstorming actions, you may find that some actions are less specific than others, and/or require multiple more specific actions to actually make it happen. These ‘actions’ may be more useful as ‘supporting objectives’. Another way to think about supporting objectives is that they create a bridge between the broader main objectives and a set of very specific actions. In this way supporting objectives help to make sure your action plan does not have gaps by asking – “Are we doing something to address this objective?”. See the examples below.



EXAMPLE: SUPPORTING OBJECTIVES

| OBJECTIVE | SUPPORTING OBJECTIVES |
|---|--|
| <i>Promote our culture</i> | <ul style="list-style-type: none"> • Increase the number of children learning our language. • Provide more opportunities for community members to get out on the land • Create more opportunities to share and learn our history. |
| <i>Develop a stronger local economy</i> | <ul style="list-style-type: none"> • Encourage member-owned businesses • Explore revenue-generating partnerships and ventures • Provide opportunities for education and job training |



CASE STUDY: AZA GIIWEDAA - CCP VISION AND OBJECTIVES

When AZA was developing their objectives, the ‘heart’ of their CCP, they came to think of the Vision as a favourite meal (like moose stew!) and the objectives as the ingredients needed to make it. If one ingredient was missed, or if another is used too much, the stew might not taste the way the community wants. Using this concept, the CCP was the ‘recipe book’ they needed to follow to ‘make’ the Vision.

In addition to being the “ingredients” of the vision, objectives are also important as the “checks” to evaluate and prioritize the actions (projects, policies, programs, etc.) needed to achieve them.

AZA’S COMMUNITY OBJECTIVES

The following community objectives were developed over the course of AZA’s CCP planning process. They identify the most important areas for AZA to work on as the community progresses towards their vision. They also represent the main challenges and opportunities AZA may face over the 10 years following their finalized CCP, and beyond.

With members’ help, the AZA planning team prioritized community objectives so they could tackle the ones that matter most first. Although members agreed with the order listed below, they also felt that priorities would change over time and should be reviewed regularly. This is something AZA committed to doing when conducting regular CCP reviews using the Monitoring and Evaluation tools.

AZA’s objectives are:

- **Improve education & learning resources:** better education and skills for all members for a better tomorrow.
- **Strengthen our governance capacity:** governance means how we work together as a whole community (leadership, staff, members).
- **Encourage economic development:** member-focused businesses and local employment at Partridge Lake, bigger resource projects in our larger territory to generate income for AZA.
- **Support our youth and elders:** support our future leaders, while caring for those that came before them.
- **Protect the environment at Partridge Lake:** protect the lakeshore, animals and forests.
- **Address our housing needs:** provide a range of healthy, sustainable housing options at Partridge Lake.
- **Protect & promote our culture & language:** preserve our roots by teaching our traditional ways to future generations.
- **Improve community health:** keep members healthy, with a focus on prevention.



Do they...
Are we missing any...
Give us your feedback by...

Step 2: Take 4 dots and place them near...
You can put your dots up in any combination (i.e. all on one...)

Our Objectives

Support Nation to Nation
Learning and Mentorship

Develop technical planning and
facilitation support services

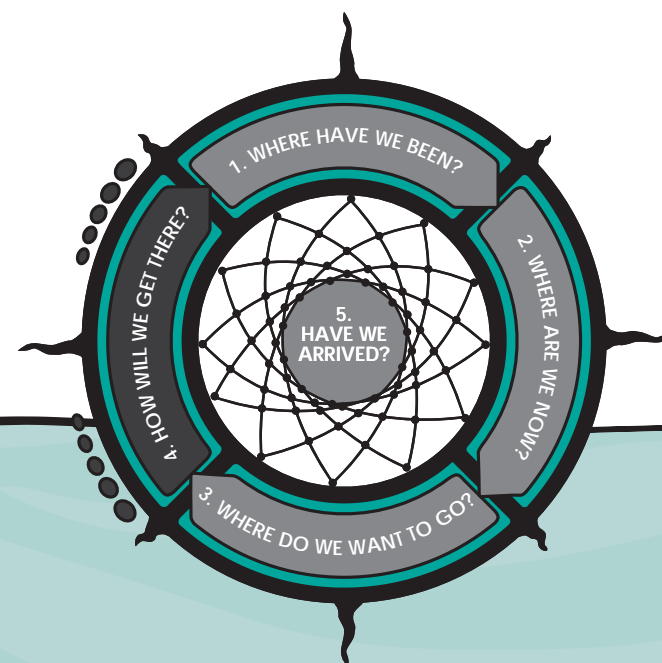
Develop online resources and tool kits

Develop tools and templates

Step 3: Tell us why you want...
Write your answer...

Templates
Online
paper
tools

4. HOW WILL WE GET THERE?



STEPS AND TOOLS FOR THIS PHASE

| | |
|--|------------|
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ABOUT PHASE 4

The purpose of this phase is to answer the question “How will we get there?”. The key output from this phase is a strategic action plan, which is typically the 4th chapter of a CCP.

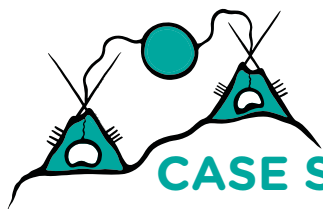
There are always a lot of action ideas out there, but a strategic action plan means that those actions are selected, prioritized, and organized in a way that makes the plan possible to accomplish. A big challenge during this part of the process is to choose just a few actions from a long list of great ideas, some of which are the ‘pet projects’ of someone who might be upset if their idea isn’t chosen.

Many communities like to make a big poster of their action plan and put it on the wall where Chief and Council meet, or on the front door of the band office. Action plans should always include details such as timing, the action leader and team of people involved, and critical resources needed.



ROY KAKÉFAMIC 2017

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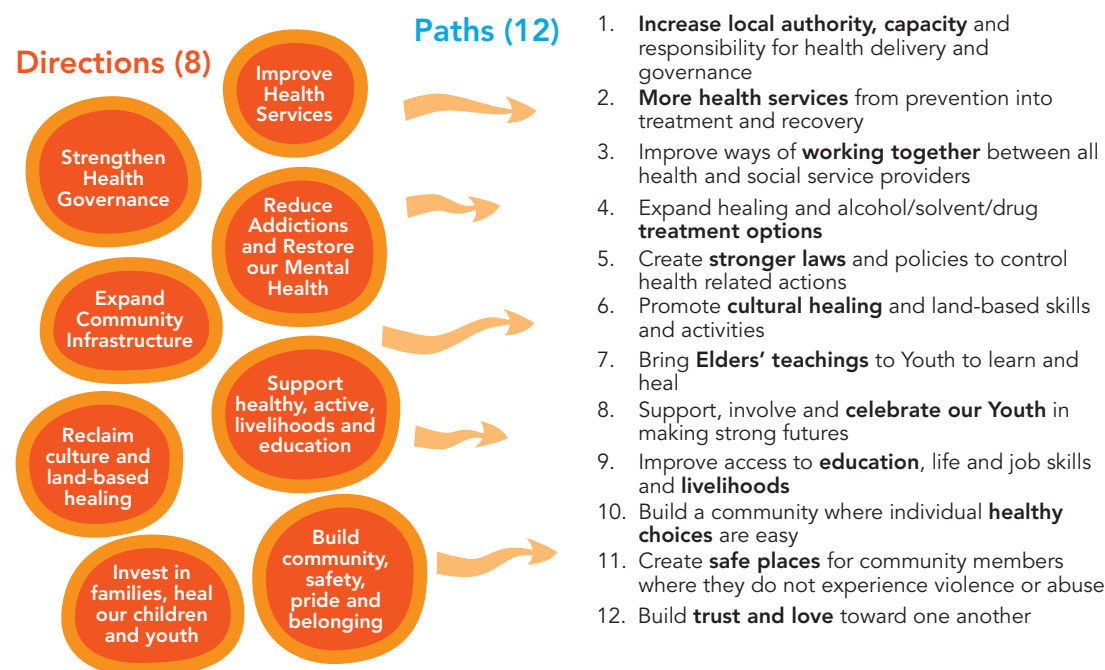


CASE STUDY: PIKANGIKUM FIRST NATION'S COMPREHENSIVE COMMUNITY HEALTH PLAN

In 2011 and 2012, Pikangikum developed a comprehensive community health plan; “Our Healing Journey”. The plan focused on the need to address several pressing health concerns in the community, and included an action plan that set out specific ways to do this. Because health is impacted by so many things, the plan includes infrastructure, education, safety, culture and other areas similar to a CCP.

In addition to a vision, the community set “Directions” (often called objectives) and “Paths” (often called means objectives). These directions and paths helped the community to identify, evaluate and prioritize actions, assigning them different priority levels (quickstart, critical, essential, very important or supporting).

Throughout their planning process, the Pikangikum planning team gathered community members’ ideas about solutions or actions. Members helped to rank the actions based on how well they supported the directions and paths.



<https://www.cip-icu.ca/Files/Awards/Planning-Excellence/Our-Healing-Journey-Pikangikum-First-Nation-s-Com.aspx>

STEP 4.1 GENERATING ACTION IDEAS

The first task in this phase is to generate actions that will help your community make progress towards your vision and objectives. The process below outlines a basic approach for doing this.

EXPECTED OUTCOME

A list of potential action items that are related to the objectives.

PROCESS

1. **Collect Action Ideas Along the Way.** The first important step is to go back through the outreach efforts so far and collect any action ideas that were proposed during the previous phases and activities. You may have been collecting these all along, if so – great! Doing this shows members and other participants that you’ve been listening to them and their time with you was not wasted.
2. **Gather Ideas from Examples and Past Efforts.** The next source for action ideas include examples from other communities, and previous projects and reports such as economic development plans, community facility plans, Chief and Council strategic plans, or program specific plans that are underway or already completed. Unless an action has been implemented or specifically rejected for some reason, it’s great to collect these actions and put them back on the table.
3. **Ask your Community.** The final and important source of action ideas is leadership, staff, and membership. There are many formats and methods for asking people to recommend action ideas. You can conduct interviews, hold small group or family meetings, set up an activity at a community meeting, or put out a survey online. All of these methods are great, and you might employ all of them in order to reach people in the way that works best for them.
4. **Provide Frame and Context.** You are essentially asking people “What should we do?” but this can be vague and unproductive without some context. It really helps people focus if you provide a frame and a context for this question. The frame is the vision and objectives from Phase 2, the context is material from the community profile in Phase 1. The question with frame and context is:

“Our vision is _____. One the objectives we are focusing on is _____.”
 (context) *“Our strengths, concerns and opportunities related to this objective are _____. (question) “What can we do to make progress on this objective?”; “How can we address our concerns related to this objective?”; “How can we take advantage of our strengths and opportunities related to this objective?”*
5. **Use Objectives for Focus Groups.** You can also use the CCP objectives to organize more focused outreach:
 - a. Hold special meetings on specific objectives (e.g. Jobs and Economy; Housing; etc.).
 - b. At a community meeting, have break-out groups focus on one or two objectives only.

- c. Meet with experts on certain topics (e.g. talk to the Health Program people about the 'Community Health' objective; Elders about the objectives related to Elders).
- **Prioritize as you go.** In any meeting, you can ask participants to wrap up by choosing their top 3 or 5 action ideas. If the ideas are on a flipchart, you can ask them to put dot stickers next to their selections. This quick review can help you know which ideas might be more readily supported by the community.
 - **Keep track!** Make sure to write down and organize all the ideas you collect. Look for repeats and opportunities to bundle similar ideas together.



TIPS

TIP #1

Ask “How?” Some people are naturally big picture thinkers. If someone suggests an action idea that is vague or too broad, ask them “How would we do that?” until you get to a more specific idea.

Example:

I think we should take care of our community better.

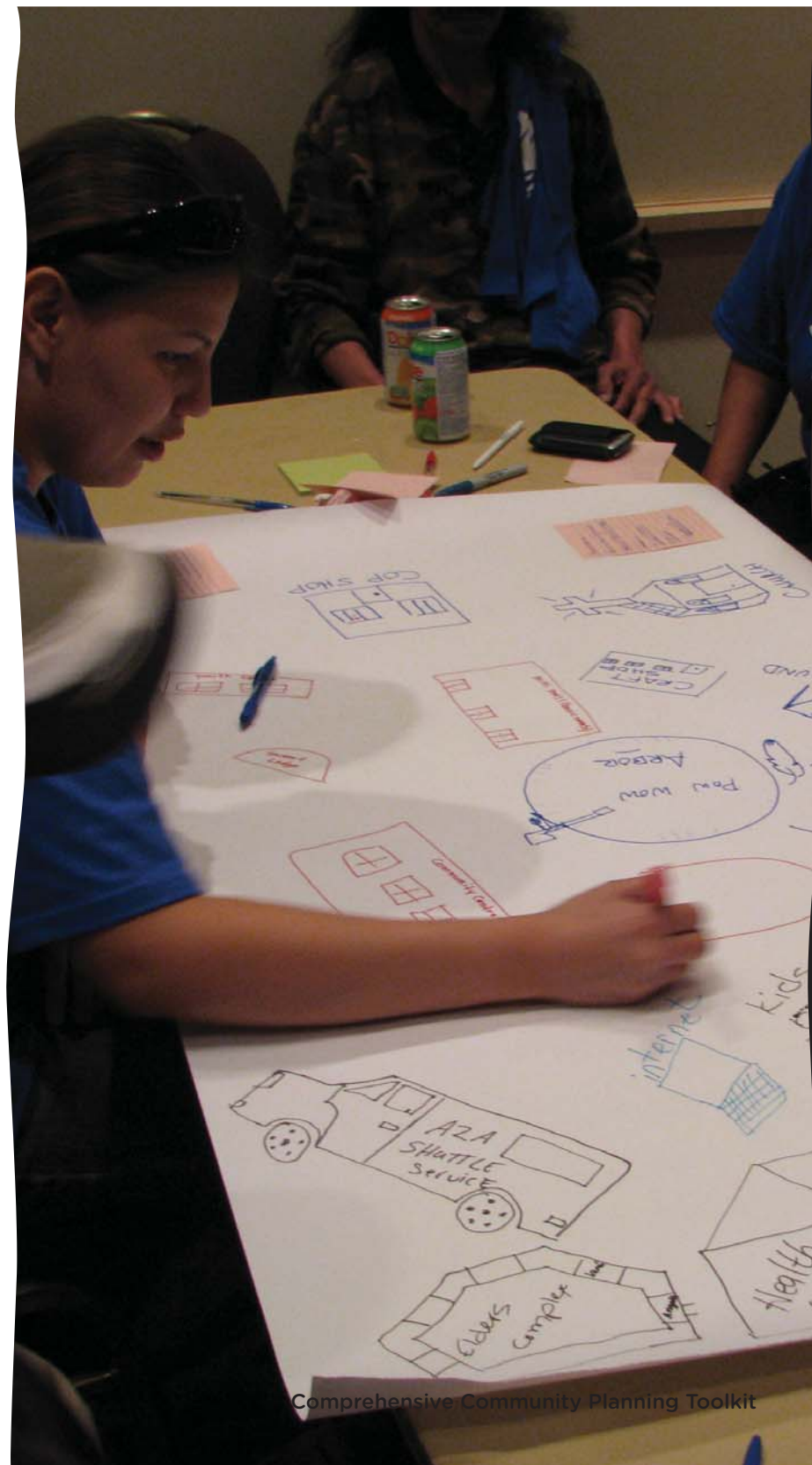
- “How would we do that?”

We could keep the streets less trashy.

- “How would we do that?”

Organize a clean up day every few months. And put trash bins near the park. And have recycling.

- “Those are great ideas! Thanks!”



STEP 4.2 SELECTING ACTIONS

This step is about evaluating and choosing the action ideas that the community will focus on. A strong process asks leadership, staff, and members to assist in evaluating the action ideas based on these measures. There are 2 basic dimensions for evaluation:

1. **Cost and Feasibility.** Is the action doable? What will it take in terms of time and money to implement each action? Are funds available, is there support for the action, is someone able to lead the effort?
2. **Community benefits.** How will each action contribute towards achieving the vision and objectives developed in Phase 2?

EXPECTED OUTCOME

A list of selected action ideas and a rationale for why these were selected and others were not.

PROCESS

1. **Decide how you will make decisions.** There are many ways to evaluate actions, but none of them *actually make the decision for you*. It's important to know ahead of time who will decide on the final list of actions, and how this will be done. The most common protocol is that the advisory group selects the final list of actions, and recommends this list to Chief and Council for a final decision. This recommendation is usually made after the committee has thoroughly vetted the actions, considered member input, reviewed alternatives with key groups (Elders, staff, Council, etc.), and/or revisited specific items that are controversial or require a big investment.
2. **Cost and Feasibility Evaluation.** Before going out to the community for feedback, do what you can to gather facts about the action ideas: What would

they cost? Would they require new staff? Can they be financed? You may need to knock on some doors and make some phone calls to get these answers! A lot of this evaluation can be done by staff, but it is always good practice to review this with the project committee. The *Cost and Feasibility Evaluation Worksheet* will help you with this task.

3. **Organize your approach.** If your process has generated hundreds of actions ideas, this long list might be overwhelming for people to tackle all at once. Before you throw a pile of ideas at everyone, consider creative and meaningful ways to sort actions into shorter lists. At the same time, be careful not to short change anyone from weighing in. A few basic ways to do this include:
 - a. **By scope.** It's hard to compare a small action (such as planting a tree) to a big action (such as building a new road). Ask people to evaluate smaller quick-start actions as a group, and short-term actions as a separate group, etc.
 - b. **By category.** Group actions by which objective they will impact, by which department/program would implement them, or by how they would be financed (internal vs. external, etc.).
 - c. **By topic and interest.** Ask Elders to review actions that impact Elders. Ask youth to evaluate actions that impact youth, etc.
 - d. **By competing alternatives.** If two action ideas are mutually exclusive, such as "Build houses

along the lakeshore” and “Protect the lakeshore from development”, these alternatives should be presented for a side-by-side evaluation rather than lumped in with the other actions. This happens frequently with physical development and land use planning: Where to locate a new recreation centre? Whether to lease land to a private tourist operation, or not.

4. **Community Benefits Evaluation.** The community vision and objectives can be used to evaluate an action’s benefit to the community. There are a few ways to do this:
 - a. For a broad outreach approach that includes all members, a survey can be effective. Ask people to (1) score each action’s potential benefit to the community, using the vision and objectives for reference, on a 5-point scale; or (2) choose the 5 actions that they think will have the best impact on the community. Remember that it can be helpful to sort actions into shorter lists (#3 in the process above) before you present them to the community.
 - b. For group discussions and for more complex decisions, ask people to help you fill in an evaluation matrix in which each action is scored against each objective. The *Action Benefits Evaluation Worksheet* will help you with this method.
5. **Cost-benefit evaluation.** A helpful third evaluation method can be to compare the costs to the benefits. A low cost, high benefit action would obviously be an easy one to prioritize! The *Cost-Benefit Evaluation Worksheet* will help you with this.
6. **This is not a linear process!** Don’t expect to walk all the actions through this process one step at a time. Some actions are straightforward choices, others

need to be discussed. Ask your leaders, your Elders, and your advisors for guidance on who to talk, about what, and when.

7. **Final action list.** The final list of priority actions should be chosen and confirmed, usually by the project advisory group, Chief and Council, or some combination of these.



TIPS

TIP #1

Each of these evaluation methods can be used in group discussions such as a Council meeting, a staff or committee meeting, a meeting with Elders or youth, a small group session during a larger community meeting, or even a survey.

TIP #2

The various evaluation methods can often be combined in a single survey, interview, and/or a community meeting that involves small group discussions.

TIP #3

Keep a very good record of this process and make it available to members. This record is your reference point for why some actions became priority while others did not. This record communicates that process, and if people are upset about a decision this record can be reviewed.



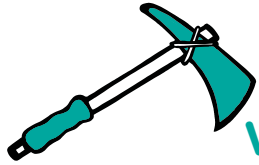
EXAMPLE: ACTION BENEFITS EVALUATION

This matrix is like a report card for each action indicating how well the action helps achieve an objective. The objectives are listed down the side, the actions are listed across the top. Give each action a score for how well it would contribute to achieving each objective. The scoring can be a simple 0 to 5 scale, with 0 being NONE or NOT APPLICABLE, 1 being VERY LOW, up to 5 being VERY HIGH. You can add up the scores for each action to see which are expected to have the biggest contribution across all the objectives. You can add up the rows to see if there are any gaps or objectives that need additional attention.

The idea here is that the scoring should be done by ‘experts’ or those that have enough knowledge to confidently indicate how well an action helps achieve a community objective. For example, if “Increase cultural vibrancy” is an objective, then an Elder or group of Elders or a knowledge holder or a group of cultural knowledge holders might want to weigh in scoring. They also might have suggestions for how an action might be modified to better achieve this objective.

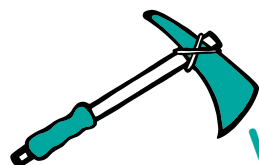
This exercise can also be used as a community activity to promote better thinking about how actions link to objectives, how to improve actions to better achieve objectives, what trade-offs there are when prioritizing actions and to identify gaps in the action list.

You can ask people to do this individually, and then compare or average the results.



WORKSHEET: ACTION BENEFITS EVALUATION

| | OBJECTIVES | | | | | | |
|---|--|----------------------------------|------------------------|-------------------|--------------------|-------------------|---------------------------------|
| ACTIONS | Improve Our Housing | Increase Community Self Reliance | Strengthen Our Culture | Promote Education | Support Our Elders | Support Our Youth | TOTAL ACTION SCORES |
| | SCORES (On a 1 to 5 scale, how much of a positive impact will the action have on the objective? 1=VERY LOW 3=MEDIUM 5=VERY HIGH) | | | | | | (sum of scores for each action) |
| Community building and gym | | | | | | | |
| Youth scholarship | | | | | | | |
| Culture and arts program | | | | | | | |
| Build soccer fields | | | | | | | |
| TOTAL OBJECTIVE SCORES (Any gaps? Objectives not being met?) | | | | | | | |

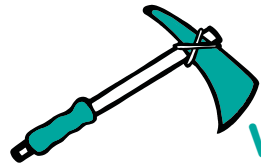


WORKSHEET: COST AND FEASIBILITY EVALUATION

This tool will help you organize the basic facts about each action idea. If you are tracking action lists on an Excel spreadsheet, you can add these columns to those lists. For each column, it can be easier and appropriate in most cases to use a 5-point scale rather than an exact number.

- The first step is to sort the actions by the anticipated size and duration of the project. The table shows three categories (Major, Moderate, and Small) for an example. Without this first step it can be confusing to compare small, relatively simple projects to major multi-year projects.
- The second step is to evaluate each action against these criteria. In the table below the scale is always from 1 to 5, with 5 being the best possible score and 1 being the worst possible score.
 - **Community Support:** Have members shown support for this action or project? Is it a top priority?
 - **Financial Reality:** Regardless of the size of the project, what is the reality of paying for it? Is there budget, grants, funds, or financing options available?
 - **Staffing & Capacity:** Is someone ready (is there available staff and organizational capacity) to implement this action?
 - **Ease of Implementation:** Are there significant barriers? Does it require external support/ approval? How much control does the community have over this issue or action?
- The third step is to add the scores together for each action. In the table below, these scores could range from 4 to 20 points, with 20 points being the highest feasibility actions.
- *Note that using a consistent scale helps you quickly assess the relative feasibility of projects by adding up the scores for each action. Higher scores means greater feasibility.*

| PROJECT SIZE & DURATION | ACTION | COMMUNITY SUPPORT | FINANCIAL REALITY | STAFFING & CAPACITY | EASE OF IMPLEMENTATION | TOTAL |
|---|-------------------------------|---|---|--------------------------------|---|---|
| | (list actions below) | Very Low (1) Moderate/Mixed (3) Very High (5) | Very Low (1) Moderate (3) Very High (5) | No (1) Maybe (3) Yes (5) | Very Difficult (1) Moderate (3) Very Easy (5) | Sum the 4 scores: Lowest score (4) Highest score (20) |
| Major, multi-year projects | New Subdivision for Housing | | | | | |
| | Negotiate for additional land | | | | | |
| | (new) | | | | | |
| | (new) | | | | | |
| Medium, 1 to 3 year projects | Hire an EDO | | | | | |
| | Build a new recreation centre | | | | | |
| | (new) | | | | | |
| | (new) | | | | | |
| Small, less than 1 year projects | Develop community website | | | | | |
| | Build a soccer field | | | | | |
| | (new) | | | | | |
| | (new) | | | | | |



WORKSHEET: COST-BENEFIT EVALUATION

This matrix can be used as a poster with a group or as a communication tool to explain the evaluation process. With a focus group, or as an activity during a larger event, have participants write actions on a note card and place them in the appropriate box. People should be allowed to move or flag other people's actions if they feel they are in the wrong place.



Coordinator's Corner

KAYLA THOMPSON, COMMUNITY PLANNER FOR BIINJITIWAABIK ZAAGING ANISHINAABEK

"First of all, my name is Kayla Thompson and I am from Biinjitiwaabik Zaaging Anishinaabek. I started this CCP process back in the end of May 2017 and been having a great time doing it.

Things that worked for me in trying to bring my people together; I believe that food is the number one tool to bring our people together. If you want people to show up, feed them. But...I made sure to make them fill out a community survey or analysis, and made them listen to my presentation before I fed them. Apart from feeding them, I had 3 door prizes and a gift card to give away when people handed in their completed survey/questionnaire. I collected everyone's name and I hope to get three major prizes (iPad, TV, Go Pro) at the end of our journey together and the more times everyone comes, the more their name gets entered into the draw at the end. Another thing, on my reserve we have more than our population living off the reserve, many of them located in Thunder Bay. So, I figured we can't just expect them to come down every little information session, where I could go up there to present and feed them, and do the exact same up there, and also share the input from the on-reserve. It also gives the off-reserve feel connected to home because they get to have their same input and ideas without feeling like they're excluded in this as this is a community based and community driven project.

I also held card bingos with food prizes and a supper and they really enjoyed that!! It brought not only adults but our elders and youth too. I plan to host more bingos and even craft nights to further bring out more people. One



last point, I went and delivered flyers door to door in my community to make sure everyone has a chance and not to say they didn't receive one or see the postings at the offices and stores around here. I also posted in our BZA Facebook groups and emailed people that left me their emails. & I am in the process in developing a planning team with both on and off reserve members.

Things that didn't work out so well; I tried to make an online version of my community survey for many of the people that are on social media to partake in but I only had 10 people complete it. Which was a bust. The other major thing that didn't work out is that I only had 1 or 2 councillors and the chief show up to the sessions. I believe our leaders should be more involved and inclusive to projects like these and show support because our people see that, and it was kind of frustrating because I didn't have answers to some of the questions. I hope to see more support with the more sessions I hold."

STEP 4.3 IMPLEMENTATION PLAN

An implementation plan will help organize your selected actions into a workplan that provides details about when your activities will occur, who will be moving each action forward, notes around funding or resourcing, and how you will proceed. Ensure that each of your project team members have a copy of the plan, and that it's updated as needed.

EXPECTED OUTCOME

An action plan that details the actions with what will be done, who will do it, and when it will happen.

PROCESS

1. **Figure out who will do what.** Meet with staff to share the results of the action selection process and determine which actions will be implemented by which department. Ask your band manager and Councillors for help with this important process!
2. **Detail each action.** Using the *Action Planning Worksheet* and the *Implementation Workplan Worksheet*, ask the action leaders to help you detail each action. Be as specific as possible about who will do it and when. Many actions will require up front resourcing such as funding and sometimes new staff or contractors. Specify these critical steps in the 'How' section for each action.
3. **Organize the workplans.** It's helpful to keep a comprehensive implementation plan organized by timing, as outlined in the worksheet. Use the *Implementation Timeline Worksheet* to organize projects by when they would logically happen. Adjust this worksheet as needed (i.e.: month by month, over 10 years, etc.) It's also helpful to provide each department or program with their own

implementation plan with only the actions that they are leading or supporting.



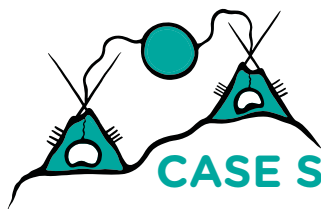
TIPS

TIP #1

Create one-page summaries of the key elements of the plan: the vision, the objectives, the implementation plan. This exercise is often very helpful to visually pull out what's most important.

TIP #2

When developing action plans, look at each new project as an opportunity to build capacity, provide training and mentorship, and bring resources into the community, including employment. Consider reaching out to educational institutions as partners; they may be able to offer training and certification through the projects. When working negotiating with outside companies and contractors, look to integrate training or employment for community members into the contract.

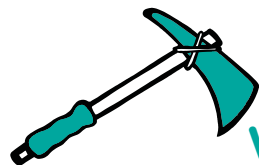


CASE STUDY: PIKANGIKUM FIRST NATION'S COMPREHENSIVE COMMUNITY HEALTH PLAN

Pikangikum's comprehensive community health plan suggested they should implement 69 actions, but not all at once! The action phasing "is based on readiness, ease, scale, relationships to other actions, cost, time and timing." The first phase is "Getting Ready for Action" – essentially taking all the steps needed to prepare for and launch the other actions. This section of their plan shows the actions spread out over a 10-year timeline.

<https://www.cip-icu.ca/Files/Awards/Planning-Excellence/Our-Healing-Journey-Pikangikum-First-Nation-s-Com.aspx>

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|----------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| FAMILIES | Infrastructure | | | | | | | | | | |
| | Housing & water expansion | | • | • | | | | | | | |
| | Street lighting | | | • | | | | | | | |
| | Expanded daycare | | • | | | | | | | | |
| | Power station upgrade | | | • | | | | | | | |
| | Whitefeather training center | | | | | | • | | | | |
| | Parenting resource center | | | | | | | • | | | |
| | Road improvements | | | | | | | | • | | |
| | Programs | | | | | | | | | | |
| | Women's circle | • | | | | | | | | | |
| | Health promotion programming | | | • | | | | | | | |
| | Healthy parenting program | | | | • | | | | | | |
| | Communications | | | | | | | | | | |
| | Healthy living campaign | | | | | • | | | | | |
| | Planning | | | | | | | | | | |
| | Community skills inventory | | | | | | • | | | | |
| | Launch Whitefeather Forestry Initiative | | | | | | | • | | | |
| | Reserve boundary expansion | | | | | | | | | • | |

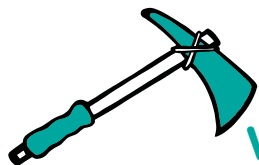


WORKSHEET: ACTION PLANNING

After actions have been selected, it is important to clearly describe the sorts of inputs and outcomes for each action. This will support its implementation. The following worksheet provides a starting point for planning the implementation process for selected actions. Staff can use this tool to discuss some of the key success factors for each project.

| | |
|---|--|
| Action name | |
| Who should lead the effort and why? | |
| How much time will they be expected to put into it? | |
| Who else can help? | |
| What is the timeframe? | |
| Who else needs to be involved in the process? | |
| How will this action contribute to the community's objectives? | |
| What tasks must be accomplished in the first <u>THREE</u> months? <ul style="list-style-type: none"> • Meeting with staff, council, or the community? • Funding strategy/applications? • Training/capacity building? • Research, questions to answer? | |

[illegible]



WORKSHEET: IMPLEMENTATION CHART

Like the example in Phase 0, a *Gantt chart* is a table that lists each task down the side and dates across the top. The cells in the table that are filled indicate when each task will theoretically start and end. This is helpful for project managers and staff to keep track of schedules and anticipate upcoming tasks. You can copy this table and fill it in to organize your plan implementation using the timelines identified in previous worksheets.

| PROJECT | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
|--|--------|--------|--------|--------|--------|
| <i>Example: update community safety plan</i> | | | | | |
| <i>Example: renovate health centre</i> | | | | | |
| <i>Example: new multi-purpose building</i> | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

STEP 4.4 ACTIVATE YOUR PLAN

If you're worried that your implementation plan will sit on a shelf, gathering dust: you're not alone! One of the most challenging stages of CCP planning is about to begin. These are a few tips on how to overcome common challenges and how to set yourself up for success.



TIPS

TIP #1

Quick starts. Identify simple, broadly supported, visible and low-cost projects and do them, even before the CCP is complete. Tangible results build confidence in the project.

TIP #2

Grant matching and proposal writing. See what grant resources are out there and which actions in your plan meet the grant criteria. See if there are specific grant programs that focus on specific elements, or have a time-limited duration. Focus some of your initial efforts on those which satisfy these criteria. You will find that grant applications also become easier to complete when you have a strategic plan to link it back to. Common components of a proposal include:

- **Cover Letter:** introduces your proposal (1 page)
- **Title Page:** gives the proposal a professional look (1 page)
- **Table of Contents:** for ease of reference (1 page)
- **Project Overview or Executive Summary:** an umbrella statement of your project and summary of the entire proposal (1 page)
- **Background:** contains details about your organization and the community it serves (1 paragraph to 1 page)
- **Project Rationale:** explains “why is this project necessary” (1 to 2 pages)
- **Project Goals & Objectives:** shares the intended results of the project (1 page)
- **Program Description:** lays out the ‘nuts and bolts’ of the project: activities, responsibilities, timelines (1 to 3 pages)
- **Budget:** financial description of the project plus explanatory notes (1 page)
- **Partnerships:** describes any partners that may be participating in the project, as well as the benefits of the partnership (1 paragraph to 1 page)
- **Project Evaluation:** how you will measure the success/ results of the project (1 to 2 pages)
- **Follow-up:** explaining how you intend to sustain your project (1 page)
- **Appendices:** any supporting documentation (as required)

TIP #3

Create budgets. Budgets are an important part of proposals, but also help ensure that your projects are feasible and stay on- track. When creating budgets, it is important to look at three aspects of the project:

- **Capital costs-** how much will it cost to set the project up? (e.g.: to construct a new building or buy equipment?)
- **Operational costs-** How much will be needed to keep the project going?
- **Project costs-** How much will it cost in terms of Band administration to manage the project?

Use the *Creating a Budget* and *Budget Management Checklist* Worksheets, below, to help set and manage budgets.

TIP #4

Keep your committee. As the CCP wraps up, consider turning your advisory committee into an implementation committee. This group would take the lead in monitoring progress and ensuring that the CCP is embraced by new staff and new Chief and Councils.

TIP #5

Ask for a Band Council Resolution. Ask your Chief and Council to formally adopt the CCP.

TIP #6 GRANT WRITING SUGGESTIONS

Pay attention to detail. Read grant program guides and any other materials related to the grant application carefully and thoroughly. These materials will provide important information on what the grant organization is looking for in their applications. It will also outline the specific requirements, including eligibility requirements and deadlines vital to the success of your application.

Learn about the funding organization. The funding organization's vision, goals and purpose provide important information as to what they are hoping to support and accomplish through their grants programs.

Tailor your application. Use what you've learned about the grant program and funding organization to ensure your project and goals are suitable. Make it clear in your application that your project's goals align with both the organization's goals and grant program's goals.

Ask questions. Most grant programs have someone you can email or call with questions. They are often a wealth of information and are happy to help you do your best in order to succeed.

Draw on your CCP. Community plans show that the grant money you are applying for is going towards a community agreed-upon action. Reference your CCP in your proposal, and if it is an option, provide it as an appendix or attachment.

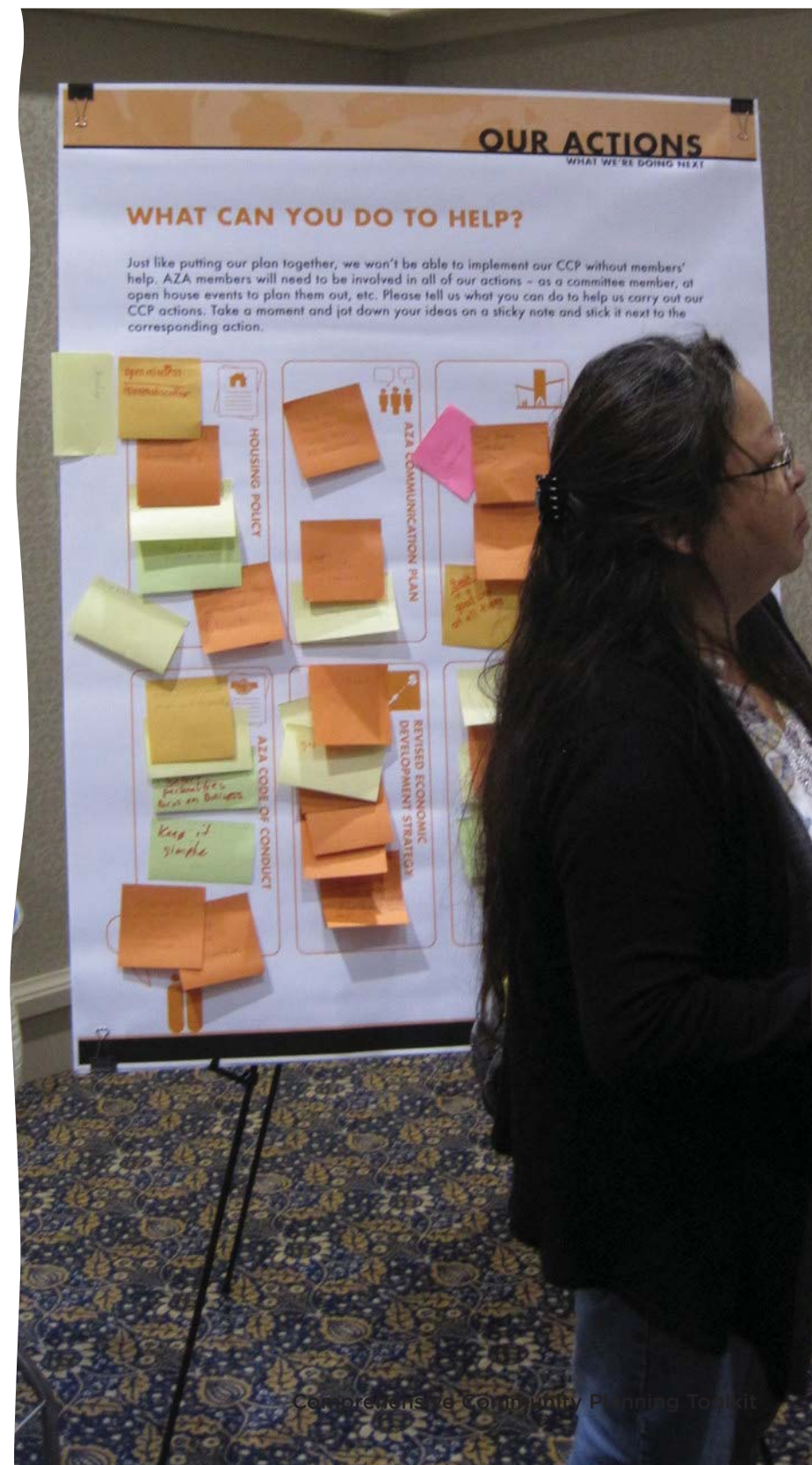
Use data. Grant applications often ask for statistics and detailed information about your community and project. Using the data available to you, including statistics from your community profile, to tell a story about your community and why the grant you are applying for is needed.

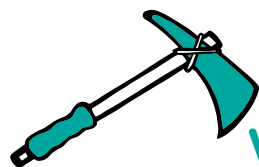
Write clearly and succinctly. Detail is important but you also want your message to be clear and your proposal to be easy to read. Pay attention to word limits and what each specific question in the application is asking.

Be clear about what your community wants to accomplish. Communicate your community's values and goals. Be clear about the impact the project will have on your community

Seek advice. You may know of a community that has been successful at winning the grant you are applying for. Ask to have a look at their application or if they can offer any advice or input on yours.

Revise and review. It's easy to miss typos and spelling errors after you've spent a great deal of time writing a grant application. Ask as many people as you can to review and edit the application, and to provide their input.



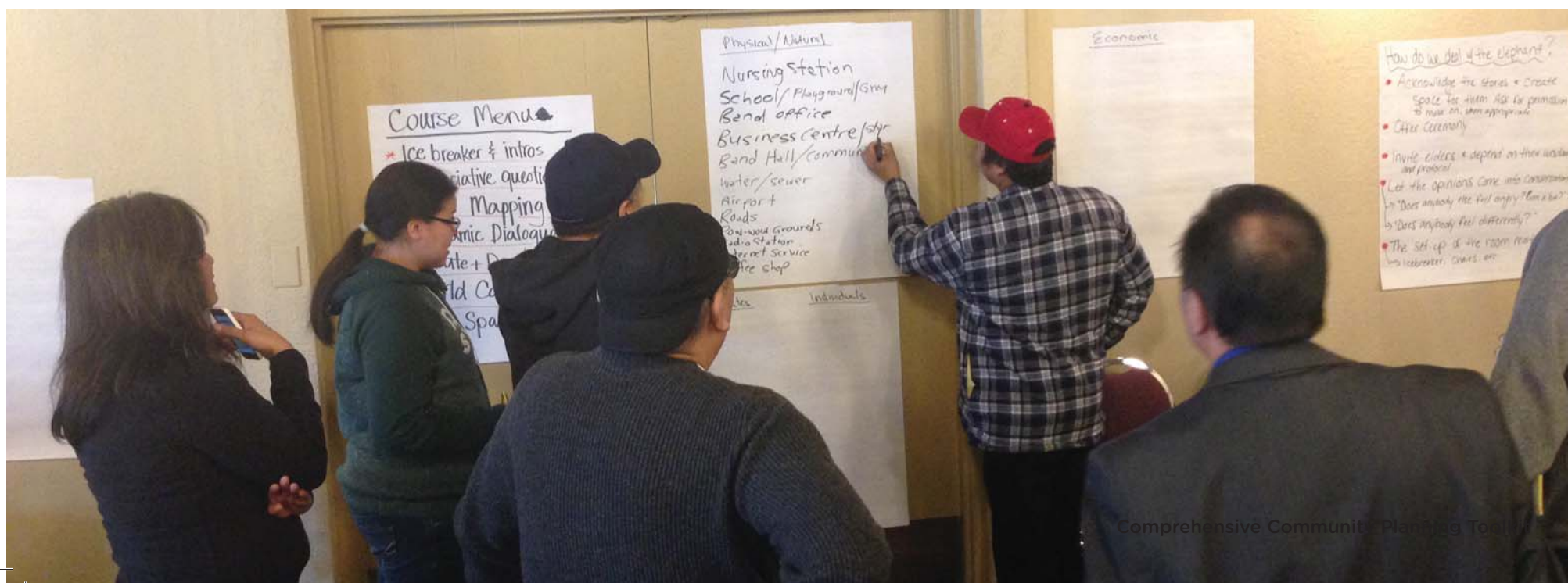


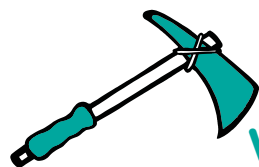
WORKSHEET: CREATING A BUDGET

Use this tool to identify and quantify the resources needed for each project and activity that has been selected. Move through the steps (1-10) to develop a budget for a project ,program or activity. While completing the budget, keep in mind the three types of costs: capital costs (how much it will cost to set the project up); operational costs (how much is needed to keep the project going); and project costs (how much it will cost in terms of Band administration to manage the project). There are notes included for developing budgets specific to a proposal.

| STEPS | | NOTES |
|-------|--------------------------------|---|
| 1 | Collect Revenue Sources | Include all funding sources: <ul style="list-style-type: none"> • Contributions from a group or NGO • Donations • Fundraising events • Sales revenue • Budget line items • Fees for service, |
| 2 | Collect Expenditures | <ul style="list-style-type: none"> • Contact suppliers and provide appropriate details |
| 3 | List Employees | <ul style="list-style-type: none"> • Include job description of each employee you propose to create (e.g.: backhoe operator @ \$50/ hr) • Include volunteer staff- in kind or honoraria • Detail any facilitator or consultant (add resume to Appendices for a proposal) |
| 4 | Timelines | <ul style="list-style-type: none"> • List all activities, when they would occur and who would be involved (e.g.: backhoe operator July 1- August 1) • Timeline will fit into weekly budget later |
| 5 | Schedule of Travel | <ul style="list-style-type: none"> • Detail who is travelling and where • Include rate of travel (airfare, \$/km, etc.) • Include daily meal or per diem, and accomodation rates |

| STEPS | NOTES |
|-------|--|
| 6 | Rent and Utilities <ul style="list-style-type: none"> • If office space will be rented: what rate? • Monthly costs for heat, power, phone, internet, etc. • Installation, hook-up and moving fees for setting up |
| 7 | Equipment and furniture <ul style="list-style-type: none"> • Detail any special equipment needed • Rental or purchase (some project funding may not cover purchase) |
| 8 | Administration fee <ul style="list-style-type: none"> • If applicable, what it covers (bookkeeping, administrator, etc.) • Generally, 10% of budget set aside for administration (depending on support) |
| 9 | Advertising <ul style="list-style-type: none"> • Specify any media costs (posters, brochures, radio time, etc.) |
| 10 | Budget format <ul style="list-style-type: none"> • If creating budget for a proposal, check with funder re: format of budget • Check specific expenditure categories • Look to funding package/ call letter for instructions • Revenue minus expenditure should equal zero (spend it all) |





WORKSHEET: BUDGET MANAGEMENT CHECKLIST

Once budgets are prepared for individual projects, and as the phases of implementation are completed, managing budgets will become a task in itself. Before projects begin, look through the checklist and prepare to complete each task. Tracking and reporting how funds were spent is also a crucial component of following- up on funding proposals and grants, and showing good management of the community's resources.

| TASK | | CHECKLIST |
|------|--|--|
| 1 | Collect all relevant data | <input type="checkbox"/> List all programs for which budgets will be prepared <input type="checkbox"/> Delegate budgeting responsibility <input type="checkbox"/> Obtain all funding information <input type="checkbox"/> Have prior year financial information on hand <input type="checkbox"/> Ensure current year accounting records are up- to- date |
| 2 | Research cost of planned expenditures | <input type="checkbox"/> Contact suppliers <input type="checkbox"/> Review policies <input type="checkbox"/> Refer to operation plan |
| 3 | Establish timelines for budget process | <input type="checkbox"/> Set dates for budget to be reviewed <input type="checkbox"/> Identify steps to review the budget, who will be involved <input type="checkbox"/> Designate activities and responsibilities |
| 4 | Prepare a schedule of monthly cash receipts | <input type="checkbox"/> Refer to monthly cash flows from all funding agencies <input type="checkbox"/> Collect all revenue agreements and calculate monthly incomes |
| 5 | Create supporting schedule for each expenditure category | <input type="checkbox"/> Use enough detail to quantify evaluation against actual results <input type="checkbox"/> Set priorities in the event that the complete budget can not be approved |
| 6 | Calculate total expenditures | <input type="checkbox"/> Consolidate all line items onto total budget sheet for each program |
| 7 | Prepare cash budget | <input type="checkbox"/> Break down budget month- by- month <input type="checkbox"/> Calculate cash receipts less cash disbursements <input type="checkbox"/> Do not include any non- cash expenses |

| TASK | | CHECKLIST |
|------|---|---|
| 8 | Arrange interim financing OR Adjust to even out cash flow | <input type="checkbox"/> Accommodate for timing issues (gaps between project start and funding coming through) <input type="checkbox"/> Pre-arrange overdraft, terms and interest rates with financial institution <input type="checkbox"/> Adjust timing of operations (i.e.: move expense to another time period) |
| 9 | Use zero- based budgeting where applicable | <input type="checkbox"/> For new programs, and existing programs every 3 years or so <input type="checkbox"/> For programs in financial difficulty |
| 10 | Present budget for approval | <input type="checkbox"/> Take all plans, budgets, and backup documentation |
| 11 | Compare budgeted items with actual results | <input type="checkbox"/> Compare monthly budgets to actuals <input type="checkbox"/> Compare year- to- date budget with actuals |
| 12 | Analyze variances | <input type="checkbox"/> Facilitates “management by exception” process of budgeting <input type="checkbox"/> Investigate and determine causes for variances <input type="checkbox"/> Look at positive variances as well as negative variances |
| 13 | Make operating adjustments | <input type="checkbox"/> Check original plan and budget <input type="checkbox"/> Re- forecast expenditures based on revised costs/ revenues |

OUR OBJECTIVES

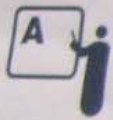
WHAT MATTERS MOST

PRIORITIZING OUR OBJECTIVES

With members' help, we prioritized our objectives so we can tackle the ones that matter most. We will review them regularly, since we know our priorities could change over time.

THESE ARE OUR PRIORITIES TODAY:

Improve education
& learning
resources



Better education and skills for all members for a better tomorrow.

Strengthen our
governance
capacity



Governance means how we work together as a whole and communicate with each other (leadership, staff, members).

Encourage
economic
development



Member-focused businesses and local employment at Partridge Lake, bigger resource projects in our larger territory to generate income for AZA.

Support our
youth & elders



Support our future leaders, while caring for those that came before them.

Protect the
environment at
Partridge Lake



Protect the lakeshore, animals and forests.

Address our
housing needs



Provide a range of healthy, sustainable housing options at Partridge Lake.

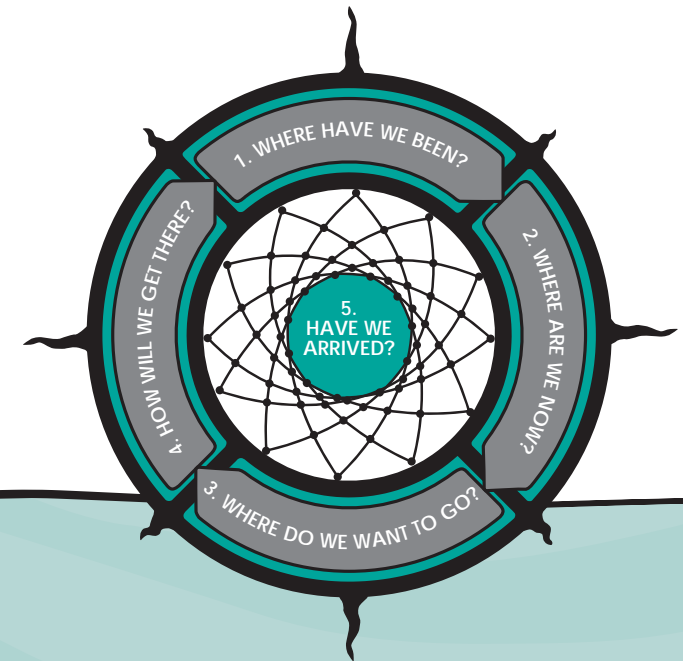
Protect & promote
our language &
culture



Preserve our roots by teaching our traditional ways to future generations.

Improve
commu
h

5. HAVE WE ARRIVED?



STEPS AND TOOLS FOR THIS PHASE

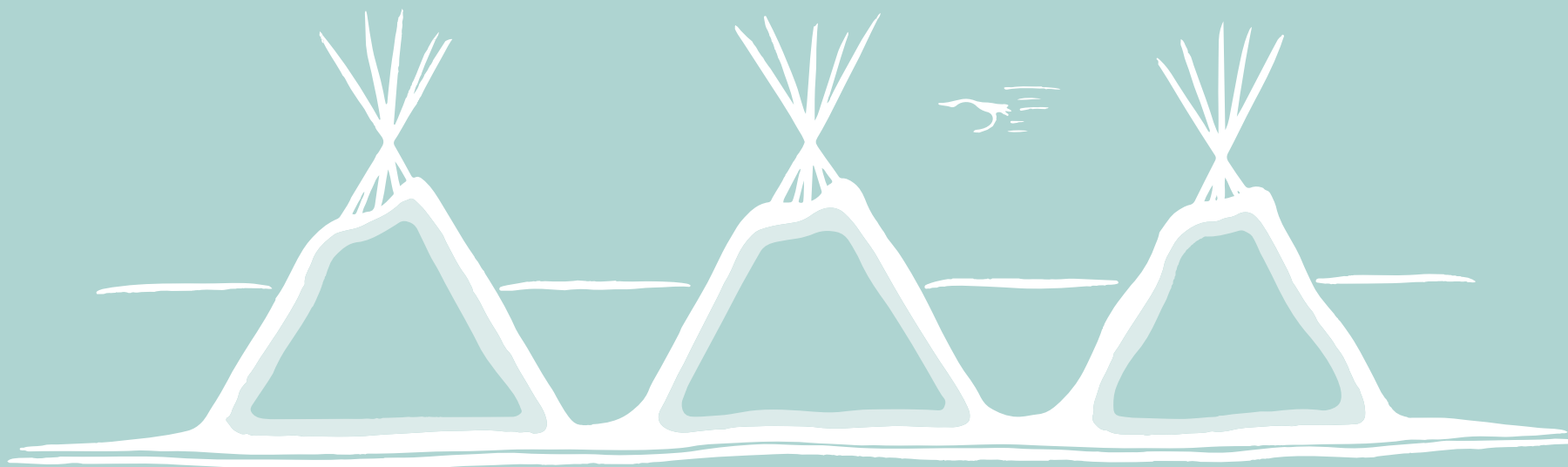
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ABOUT PHASE 5

The purpose of this phase is to answer the question “Have we arrived?”. This is typically the last chapter of a CCP.

The key output from this phase is a plan for monitoring and evaluating the CCP follow through. It sets up the framework to keep track of how well the CCP is being implemented and what kind of impact it is having. Monitoring is about collecting data on the implementation of the plan, while evaluation is about exploring whether or not changes need to be made to the plan. Ensuring there is a monitoring and evaluation plan in place helps your community know if the plan is working or doing what it says it will do. It also encourages accountability in implementation.

Once the plan has been completed, and final document compiled, implementation, including means of monitoring and evaluation, will begin in earnest.



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STEP 5.1 ACTION MONITORING

In the future, it will be important to keep track of whether or not your community is doing what the CCP said it would do. This tool will help the project lead or band administration track of how your community is doing at implementing the actions defined in the CCP as well as the level of completion for each action.

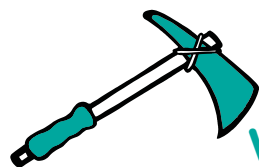
EXPECTED OUTCOMES

- For the CCP, the output is a reporting tool included in the plan.
- Ultimately, the output is an annual report on the status of action implementation. This report can be used to provide updates to members, other staff, Council, and external agencies.

PROCESS

1. **Create an ‘actions review checklist’.** Copy your implementation plan list of actions. Add the columns indicated in the *Annual Actions Review Worksheet* below.
2. **Talk to the right people.** Some research may need to be done to find out the status of many of the actions, especially when the person responsible for implementation is not part of Band Administration. It may be helpful to set up a meeting with individuals or with everyone involved in implementation.
3. **Discuss action progress.** Ask each action leader: What has been done? What is working? What needs to change regarding resources, staffing and timing?
4. **Consider next steps.** For those actions that haven’t been started, or for those that have stalled, consider what can be done to move them forward.

5. **Communicate!** It is so important to let members, staff, and Chief and Council know what’s happening. Make sure to make this review available and let people know that it’s available.



WORKSHEET: ANNUAL ACTIONS REVIEW

This worksheet serves as a place to track progress on action implementation. It should be used regularly by band administration and program heads to update Council and the Community. This might be annually, quarterly or monthly – whatever makes the most sense.

| ACTION | WHO IS LEADING | COMPLETION STATUS | NOTES |
|----------------------|-----------------------------------|---|---|
| | <i>Staff, Program, Department</i> | <i>Not Started, Started, In Progress, Near Completion, Complete</i> | <i>What is working, what needs to change regarding resources, staffing, timing?</i> |
| FOUNDATIONAL ACTIONS | | | |
| Action 1 | | | |
| Action 2 | | | |
| Action 3 | | | |
| Action 4 | | | |
| QUICKSTART ACTIONS | | | |
| Action 1 | | | |
| Action 2 | | | |
| Action 3 | | | |
| MEDIUM TERM ACTIONS | | | |
| Action 1 | | | |
| Action 2 | | | |

STEP 5.2 IMPACT MONITORING AND EVALUATION

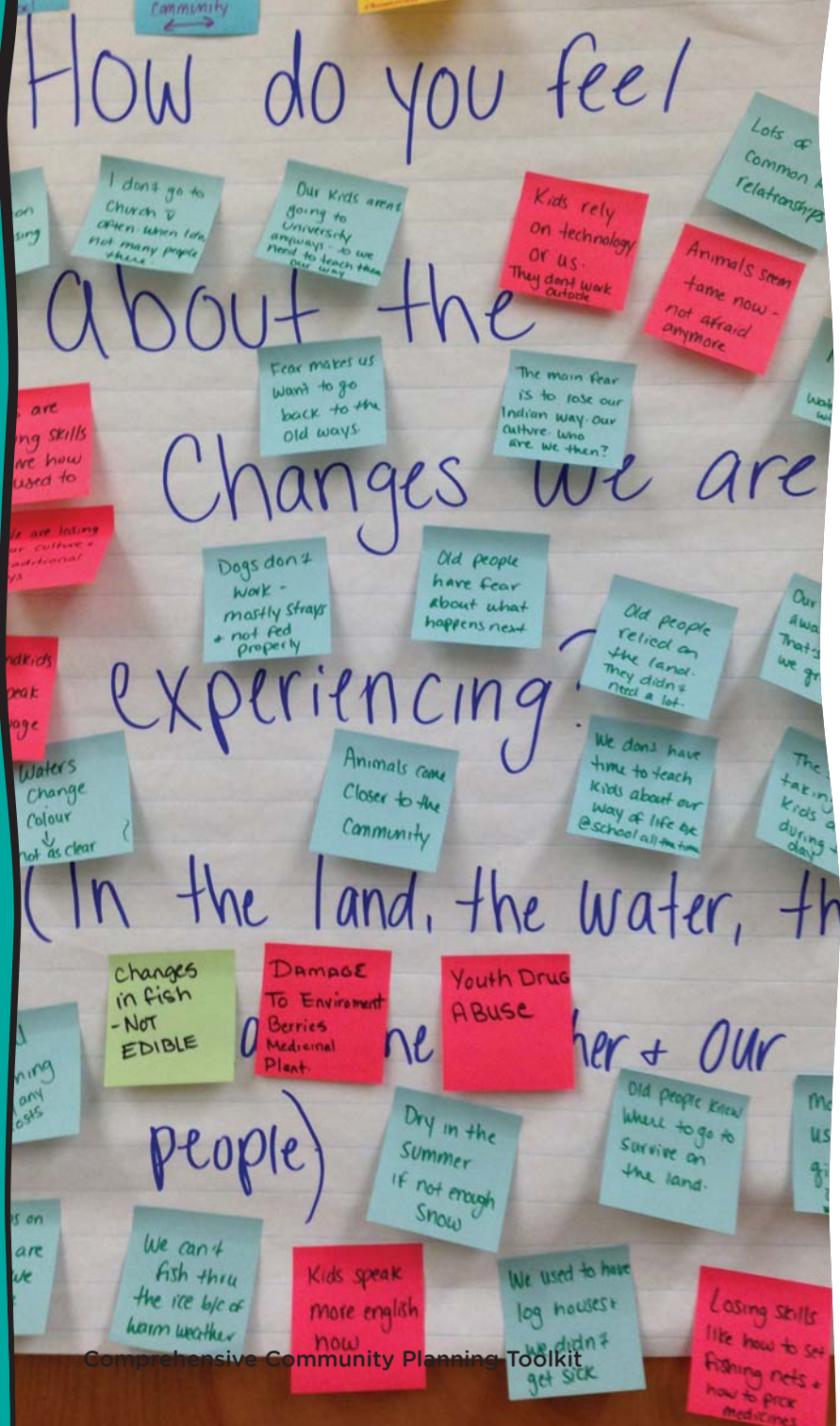
The CCP should include ways to track the impacts it has on the community, and evaluate these changes. This tool considers whether or not the CCP objectives, policies and actions are having the effect or outcome that was expected.

EXPECTED OUTCOME

For the CCP itself, the reason actions are being done is to achieve the community objectives and realize the community vision. Impact monitoring and evaluation is a way to ask and answer: “Are our actions making a difference?” This is often captured in an annual report to be shared with the community, council and development partners.

PROCESS

1. **Develop indicators.** Indicators are the things you can measure related to progress on an objective. If the objective is ‘more housing’, the measures may be ‘number of houses built’ and ‘number of building lots’ and ‘number of people on the waiting list’. For each objective, work with program managers and department heads to understand what measures might be helpful, and which ones are already being tracked.
2. **Consider a survey.** Some indicators are based on community member’s perceptions and can be captured through surveys rather than just numbers. An annual survey is often a good way to ask members about quality of life, levels of satisfaction, sense of pride in community or other less tangible measures.
3. **Record a baseline.** As you develop indicators, start generating a baseline (the indicators as they are today!). This is important so that in future years, you can see what has changed once you’ve begun to implement your CCP. The *Annual Progress Review Worksheet* provides a template for listing indicators and collecting data about them.
4. **Make sure that CCP progress reporting is in your workplan!** Updating indicators and reporting on progress should be part of your annual workplan. This may require meetings with other staff, requesting technical support on indicator measures, and adding this review to your progress reports.
5. **Communicate!** It is so important to let members, staff, and Chief and Council know what’s happening. Make sure to make this review available and let people know that it’s available.



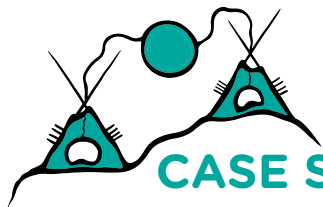
TIPS

TIP #1

Be consistent. To truly measure the impact of the CCP over time, it is important to measure an indicator the same way, all of the time.

TIP #2

Keep it simple and use what you have. The purpose of this step is not to be buried under reporting requirements, but rather to keep track of change. Look for indicators and data that you may already be collecting, or ways to quickly and easily update the tools.



CASE STUDY: MONITORING AND EVALUATION — GIIWEDA (AZA CCP)

MEASURING SUCCESS

AZA sees its CCP not as a fixed document, but an ongoing process – they consider it a “living plan”. Recognizing that the future will bring changes that they cannot anticipate, and that some of the plan’s actions might not work how originally expected. To continue helping to achieve the vision, the CCP will have to adapt and grow over time. As the plan is implemented, AZA will monitor how it achieves their community’s objectives and attains the vision they set out. With the help of AZA leadership and members, the planning team will evaluate the plan’s progress and modify it as necessary.

AZA’s system of monitoring and evaluation will allow them to re-examine and renew the plan in an objective and structured way. It will provide accountability to ensure actions are being implemented properly, and act as a management tool for staff and leadership as they learn from the implementation of the plan. The monitoring and evaluation framework will help answer the following three questions as the plan unfolds:

- **Are we doing what we said we would do?**
The planning team will conduct compliance monitoring to ensure the actions agreed upon are being done in the way they were set out.
- **Are our actions doing what we expected them to do?**
AZA will conduct impact monitoring to see whether the actions they are taking are having the effect we wanted them to have. Without it, there is no way to be sure objectives are being achieved.

- **How can we make it work better?**

With the information gathered from the monitoring programs, AZA can conduct formal evaluations that will help in assessing the plan’s progress, and decide how it can be changed and improved.

COMPLIANCE MONITORING

Ensuring AZA leadership, administration, and others are doing what they said they would do will be accomplished through the review of the action work plans. These work plans identify the individuals (staff, leadership, external groups) responsible for the action and a general work schedule. The work plans are available to all AZA members and progress will be communicated through scheduled Council reports, newsletters and other means (e.g., via AZA web site). By comparing the progress reports against the work plans, all AZA members will know if the CCP and its actions are being implemented as planned.

IMPACT MONITORING

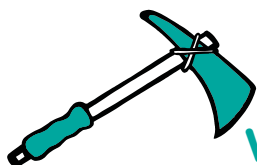
Knowing if the actions are having the expected impact will come from indicators of success built into the work plan for each action. These indicators are related to the objectives the actions are expected to achieve. Depending on the nature of the action, the indicators may be quantifiable (e.g., job numbers, unemployment rates) or something more qualitative (e.g., member satisfaction). Monitoring methods vary according to the kind of indicator used. For example, an annual members survey might be required to gauge more

qualitative information (like member satisfaction), while data collection would work for other indicators, like member unemployment rates.

EVALUATION

With the results of the monitoring, AZA can evaluate what is working and what might need changing or addressing. Like all parts of the CCP, evaluation will rely on the input of members. An annual survey will help collect the community's opinion on where the biggest accomplishments have been and where improvements can be made. Aided by information from compliance and impact monitoring, a survey will allow members to shape upcoming stages of the CCP implementation, including fine-tuning of actions and the objective measures used to monitor them. The combined effect of monitoring and evaluation is significant. When reviewing and updating the CCP in the future, monitoring and evaluation efforts will make sure that the objectives remain relevant to members and in the right order of importance.





WORKSHEET: ANNUAL PROGRESS REVIEW

Once indicators have been developed, use this tool as a template for listing them and collecting data to track changes. Record baseline data early on, as indicators are developed; this information in future years, as you can see what has changed once you've begun to implement your CCP. The tool should be used once per year by the Band Administrator and department heads, and the results included in an annual report, discussed at a yearly CCP evaluation meeting and communicated to staff, Council and members.

| OBJECTIVE | INDICATOR(S) | DATA SOURCE | BASELINE YEAR | CURRENT YEAR | ARE THINGS IMPROVING? | DO ANY CHANGES NEED TO BE MADE TO OUR ACTIONS IN ORDER TO IMPROVE OUR RESULTS? |
|--|--|-------------|---------------|--------------|-----------------------|--|
| <i>Example: Increase self-reliance (member and Band)</i> | Number of member-owned businesses | | | | | |
| | Number of members on social assistance | | | | | |
| | Unemployment rate | | | | | |
| <i>Example: Protect and promote our culture and language</i> | Number of members who say they are actively engaged in traditional cultural activities | | | | | |
| | Number of native speakers | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

STEP 5.3 PULLING IT ALL TOGETHER

Once all components are completed, finish the CCP in an easy-to-read and visually pleasing format.

EXPECTED OUTCOME

An accessible document that can easily be shared with the community.

PROCESS

1. **Fill it in.** Use the sample CCP table of contents worksheet to organize the content for your CCP.
2. **Personalize it.** Use your community's colours, add photos of your community and CCP engagement events, use quotes from participants. This will help the plan reflect the personality of your community!
3. **Revise and update.** As the implementation plans become more solidified, and as community members have opportunity to give input, some minor revisions may need to be made to the CCP and its implementation plan. Additionally, in the years to come, the CCP will likely need to be revisited and reviewed as the community's internal and external circumstances change. This is particularly true if:
 - In the evaluation process, the community feels the plan no longer reflects its goals and objectives
 - A significant event occurs, creating new issues or opportunities
 - The implementation plan expires
 - It has been 10 or more years since the CCP was revised. In this case, the full planning cycle would be completed again.
4. **Formalize it.** Ask Council for a BCR approving the CCP, and copy the BCR into the beginning of the plan. See the *Band Council Resolution Worksheet* below.
5. **Publicize it.** Make the final plan available to members and staff. If appropriate you can put it online, put printed copies on the front desk at the Band Office, or print and deliver a copy to each household!
6. **Celebrate!** CCP is an ongoing process, but it is important to pause every now and then throughout the work to acknowledge the work that has been done, and what the community has accomplished together. Both at the end of the process, but also throughout each Phase, make opportunities to honour the work that community members, as well as the planning team, have put in. Some ways to do this include:
 - Annual celebrations to reflect on the positive changes the community has made
 - Events or announcements (through newsletters, Facebook, etc.) at the end of each finished project
 - Creating binders or public displays, accumulating photos and other records of the work that has been done, including meetings, engagement sessions, contests, and projects or programs completed
 - Continue to take and show photos throughout the process of implementation and development of projects



EXAMPLE: CCP TABLE OF CONTENTS (BCR ADOPTING PLAN)

1. ABOUT THIS PLAN

- 1.1 What is a CCP?
- 1.2 How was it created?
 - 1.2.1 *Our process*
 - 1.2.2 *Who was involved?*
- 1.3 How will it be used?

2. WHERE ARE WE NOW?

- 2.1 Where have we been? (Our community's history)
- 2.2. Our community today
 - 2.2.1 *Our demographics*
 - 2.2.2 *Our lands*
 - 2.2.3 *etc. ...*
- 2.3 Community feedback
 - 2.3.1 *Concerns, ideas, aspirations*
 - 2.3.2 *Specific needs: housing, facilities, etc.*

3. WHERE DO WE WANT TO GO?

- 3.1 Our vision
- 3.2 Our community Objectives and Goals

4. HOW WILL WE GET THERE?

- 4.1 Guiding principles and planning policies
- 4.2. Our priority actions
- 4.3 Action Plan
 - e.g. Foundational actions, Quick start, Short-term, etc.*
 - OR actions organized by topic area (Housing, Education, etc.)*
- 4.4 Action Plans for specific staff/departments
- 4.5 Actions our members suggested that we wish we could do, but didn't seem possible at this time.

5. HAVE WE ARRIVED?

- 5.1 Are we making progress?
 - 5.1.1 *Action monitoring*
 - 5.1.2 *Impact monitoring*



EXAMPLE: BAND COUNCIL RESOLUTION

A template for a Band Council Resolution (BCR) or equivalent policy to adopt and implement the CCP.

BAND COUNCIL RESOLUTION

Date:

DO HEREBY RESOLVE THAT: A Quorum of _____
First Nation met on the ____ day of _____, 2017.

AND WHEREAS: Pursuant to the Indian Act and their inherent powers of self-government, the Council is empowered to act on behalf of _____ First Nation.

AND WHEREAS: The Chief and Council hereby recognize that the _____ *Comprehensive Community Plan* was:

- Developed through a community/member-guided, participatory planning approach;
- Received broad community support at open house events and other community outreach activities; and
- Received the support and endorsement of _____ and recommendation to proceed to Council for formal adoption.

THEREFORE, BE IT RESOLVED THAT: The _____ First Nation Council hereby accepts and endorses _____ *Comprehensive Community Plan* as the community's guiding community health and wellness plan and will:

1. Proceed with its recommendations.
2. Commit to conducting regular plan monitoring and evaluation.

QUORUM

Chief:

Councillor:

Councillor:

Councillor:

Coordinator's Corner

ROY KAKEGAMIC, ECONOMIC DEVELOPMENT OFFICER FOR SANDY LAKE FIRST NATION

Community education is paramount in First Nations before the CCP process can be introduced to the different sections of the community.

In Sandy Lake First Nation, the community radio station, “93.5FM” is widely utilized to announce events that are happening on the reserve. Even though Sandy Lake First Nation has not started the CCP process yet, the interest is there. The Economic Development Officer has been promoting the CCP idea on the radio station every Thursday from 1 to 2pm for the past three years.

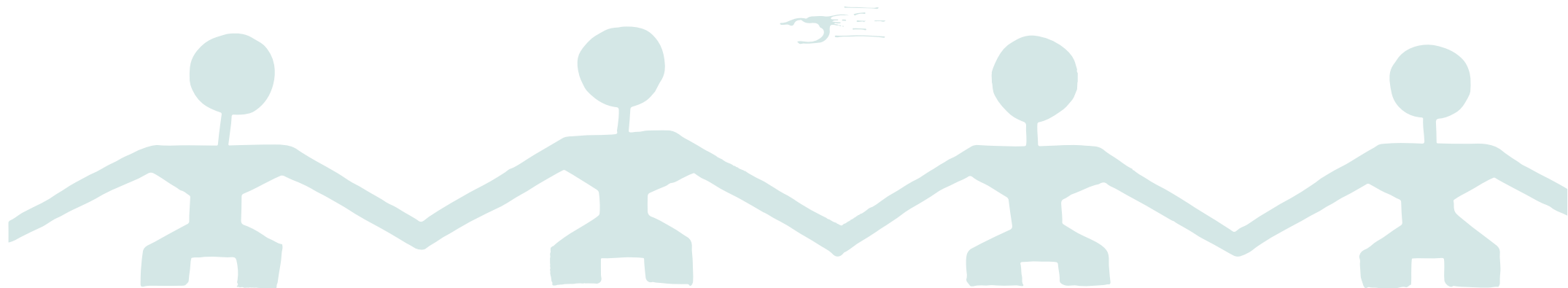
The term “Comprehensive Community Planning” is foreign to the First Nation language. We need to find a new term that works in our language to introduce the idea of CCP to our community members!

Pre-planning is vital so that all facets of the community can properly be introduced and involved in the process. We plan to work with Economic Development, Health, Education, Social Services, electricity, Water and Sewage Capacity, and Reserve and Traditional Issues.

We need to inform our community members that the CCP process needs to incorporate indigenous planning practices from our First Nations with the mainstream practices. We need to incorporate our First Nations traditional language and cultural identity.







ADDITIONAL RESOURCES

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GLOSSARY

Action Plan / Work Plan

Proposals for action, often in the form of a list of steps required, who should take them, and when.

Business Plans

The business plan is a written document that details a proposed or existing venture. It seeks to capture the vision, goals, current status, expected needs, defined markets and projected results of the business. Development of the business plan helps to clarify the organization's plans and direction.

Community Analysis

A collection, synthesis, and analysis of community data, employing a type of SWOT analysis. Analysis includes identifying strengths, weaknesses, opportunities, threats, and causes in key planning areas of governance, lands and resources, health, social, culture, economy, and infrastructure development.

Community Endorsement

Through a method best suited to a community, such as through a vote, three-reading process, or other mechanism, the community endorses the final version of the Comprehensive Community Plan.

Community Engagement

Different methods of engagement to gather community members' views and priorities can be used, such as dialogue sessions, consultation, outreach, kitchen meetings, and interviews.

Comprehensive Community Planning (CCP)

Comprehensive community planning is a holistic process that enables a community to build a roadmap to sustainability, self-sufficiency and improved governance

capacity. It is a new approach to planning, where the process is steered by the community rather than a small group or committee.

Community Profile

Method of reaching an understanding of the needs and resources of a community with the active involvement of the community.

Community Visioning

Thinking collectively about what the future could be for a community. Term used to describe group working processes which help a community to develop shared visions for the future of a site, area or organization.

Development Plan

Document that sets out, in writing and/or in maps and diagrams, the policies and proposals for the development and use of land and buildings in a community.

Emergency Planning

All aspects of planning for, and responding to, emergencies including natural disasters, fires and other emergency situations that may affect a whole community.

Environmental Impact Assessment

Process where all the potential impacts a development will have on the environment are identified and their significance assessed. This is increasingly becoming a statutory requirement before planning permission is granted by a local authority.

Feasibility Study

Examination of the viability of an idea or approach, typically resulting in a report.

Focus Group

Small group of people who work through an issue in workshop sessions.

Governance Structures

The way a community organizes itself to best meet the needs of its citizens. Governance structures include the political bodies (typically Chief and Council, Boards of Directors), administration (staff), arms-length entities (Health or Treaty Societies), and community groups.

Indian Land Registry System

Database managed by Aboriginal Affairs and Northern Development Canada containing information on all related registered land instruments, such as designations, surrenders, permits, and Certificates of Possession. Indicators Measures used to track progress on achieving results. Indicators for community plans typically work best, and are most meaningful, when they are chosen by the community.

Land Use

Plan A land use plan designates the general location and intensity of a particular use, and is composed of detailed maps and written text. This plan can be used for policy and bylaw development governing uses.

Map

A drawing representing a surface or area, used to support decision-making in planning processes. Typical maps used in a planning process are base maps, outlining current land use and infrastructure; resource maps (including topographical, aerial photographs, traditional use maps); and land status maps, such as those available through the Registry Index Plans (RIPS).

Mapping

Physical plotting of various characteristics of an area in two dimensions. May be done individually or communally.

Mino-Bimadiziwin

Living a good life.

Objectives

Areas of focus for organizing actions and achieving the vision. They should describe an area of focus and a direction for improvement. Objectives describe an aspect of the community to continually improve upon rather than a goal to achieve.

Performance Measures

Measures that track progress on achieving results. Performance measures should be clearly defined and reliable, and help to determine if progress is being made toward desired results.

Results

The effect arising from something or the benefit from a course of action.

Resource Survey

Survey to identify local resources, including people, organizations, finance and equipment, among others.

Risk Assessment

Examination of risks arising from one course of action versus another course of action. Forms the basis for risk reduction and mitigation, including recommendations on communication activities, and financial and planning best practices.

**Skills Inventory**

Assessment of available skills and talent, also known as a skills audit or skills survey.

Strategic Plan

A plan setting out how a community or organization will achieve its missions, goals and objectives over the long term.

Strategies

Mechanisms and processes for objectives to be attained.

SWOT Analysis

Determination of the strengths, weaknesses, opportunities and threats affecting a community or organization's ability to achieve its vision and mission.

Traditional Use Study

A study documenting traditional uses of an area over an extended period of time, including information based on interviews conducted with community members and research from historical documents. Can be part of baseline information for a community aspiring to develop a community plan.

Values

Set of beliefs or standards that an organization or community believes in and operates from. Values guide day-to-day operations, linking operations and long-term direction.

Vision Statement

Identifies the future ideal state of where the organization or community intends to be.

CCPS IN ONTARIO

- **“Creating our Future” M’Chigeeng First Nation Comprehensive Community Plan**
 - draft, January 2015
 - developed with Four Worlds Centre for Development Learning
 - contains framework, SWOT analysis, goals and strategies.
 - http://www.mchigeeng.ca/uploads/2/6/6/7/26674654/ccp_mchigeeng_ccp_january_2015.pdf
- **“Giiwedaa” Animbiigoo Zaagi igan Anishinaabek First Nation’s Comprehensive Community Plan**
 - completed 2012
 - vision, objectives and actions for a holistic plan
 - successfully included members in process, study tours, celebrations
 - land use plan developed concurrently with CCP
 - <http://azaccp.ca/wp-content/uploads/AZA-CCP-web.pdf>
- **“Our Healing Journey” Pikangikum First Nation’s Comprehensive Community Health Plan**
 - draft completed 2014
 - focussed on health, addressing critical issues and crisis in community
 - includes highly structured situational analysis, detailed methodology
 - vision, direction, paths and actions
 - <https://www.cip-icu.ca/Files/Awards/Planning-Excellence/Our-Healing-Journey-Pikangikum-First-Nation-s-Com.aspx>
- **Curve Lake Comprehensive Community Plan**
 - completed in 2009
 - plan document unavailable online
 - (technical document) http://lnib.net/wp-content/uploads/2015/07/The_Curve_Lake_Comprehensive_Community_Plan_Technical_Document.pdf
- **Wikwemikong Unceded Indian Reserve Comprehensive Community Plan**
 - completed 2012
 - contains intro, profile, framework, values
 - vision, goals initiatives for community and by sector/department/ organization
 - implementation strategy (refers to separate departmental action plans), to be followed- up by working groups
 - http://www.wikydevcom.ca/images/stories/wiky_ccp/WCC_Plan_2012.pdf
 - http://www.wikydevcom.ca/index.php?option=com_content&view=article&id=77&Itemid=110
- **“Iehontkahthos Tsi Naho:Ten Ta:we (They Can Look Into the Future)” Akwesasne Comprehensive Community Plan**
 - completed March 2016
 - contains vision, goals and objectives, current situation, implementation strategy (time, resources), performance measures and monitoring ideas
<http://www.akwesasne.ca/CCP>
 - Mamaweswen (North Shore Tribal Council)
 - supports CCP processes for 7 member nations (below)
 - in partnership with Cities and Environment Unit at

Dalhousie

- <https://www.mamaweswen.com/ccp/>
- <http://ceu.architectureandplanning.dal.ca/pro-nstc.php>
- **Garden River First Nation Comprehensive Community Plan**
 - plan not available online
 - <http://anishinabeknews.ca/2013/05/22/garden-river-unveils-arbour-community-plan/>
- **Thessalon Comprehensive Community Plan 2013**
 - plan available by contacting Band Office
 - <https://www.thessalonfirstnation.ca/special-projects.html>
- **Sagamok Community Plan**
 - contains context, vision, actions, implementation and monitoring framework
 - http://sagamok.ca/documents/assets/uploads/files/en/sagamok_community_plan.pdf
- **Mississauga First Nation Community Plan**
 - covers context (land, people, settlement, economics, strengths, issues), vision, action
 - <http://www.mississaugi.com/about-us.html>
- **Atikameksheng Anishnawbek**
 - process began in 2011
 - plan not available online
 - Serpent River Community Story
 - Draft December 2013, working with Four Worlds Centre for Development Learning
 - story acts as backgrounder to CCP process, detailing past and current situation
 - <http://serpentriverfn.ca/spwd353/wp-content/uploads/2012/08/Serpent-River-Community-Story.pdf>
- **Missanabie Cree First Nation Comprehensive Community Plan**
 - Meeting notes and background report available online
 - <https://www.missanabiecreefn.com/single-post/2017/05/02/Comprehensive-Community-Planning-Meeting>
https://media.wix.com/ugd/645e5e_Od6d9e9c9bf44496819a145d6e46ac52.pdf
- **Chippewas of the Thames First Nation Comprehensive Community Plan**
 - completed July 2012
 - contains issues, challenges, opportunities, and goals by section, implementation structure
 - <http://www.cottfn.com/wp-content/uploads/2014/03/COTT-CCP-Draft-Final.pdf>

RESOURCES

BEST PRACTICES

- **New Relationship Trust- 96 CCP Best Practices**
 - designed to support and guide First Nations' efforts in CCP
 - Implementation ("Getting to Action") section contains 15 recommendations
 - <http://fnbc.info/resource/new-relationship-trust-96-ccp-best-practices>
- **CMHC – Comprehensive Community Planning: Experiences in Aboriginal Communities:**
 - summary of experiences of First Nations communities, highlighting drivers of success
 - <https://www03.cmhc-schl.gc.ca/catalog/productDetail.cfm?cat=43&itm=69&lang=en&sid=RWXH9adqf10umM399seQKaOI0d24aj2JusVidUPTaNtJVfz1AnIzFOVIXiGYZvn9&fr=1494445494297>

FUNDING FOR IMPLEMENTATION OF PROJECTS

- **First Nation Infrastructure Fund**
 - under the New Building Canada Plan, dedicated funding for First Nations Infrastructure
 - from Federal Gas Tax fund
 - five priority areas: improving energy systems, broadband connectivity, solid waste management, road and bridge projects, community planning and/ or skills development to support long- term sustainable community development
 - <http://www.infrastructure.gc.ca/alt-format/pdf/NBCP-NPCC-FN-PN-20140521-eng.pdf>

- **Indigenous Community Capital Grants Program –**
 - funds development of community capital projects that support a sustainable social base and economic participation in on- and off-reserve Indigenous communities
 - funding for 3 projects stages: feasibility study completion, design completion, construction/ renovation/ retrofitting
 - <http://www.grants.gov.on.ca/GrantsPortal/en/OntarioGrants/GrantOpportunities/PRDR015641>
- **Royal Bank of Canada**
 - key funding areas: protecting and preserving water, youth mental health support, supporting emerging artists, supporting physical literacy for kids and youth
 - <http://www.rbc.com/community-sustainability/apply-for-funding/index.html>
- **Hydro One PowerPlay**
 - community investments to improve the level of healthy and safe active living for Aboriginal children and youth (under 18)
 - community must be serviced by Hydro One
 - grants for building, renovating or installing recreational equipment and facilities, powwow grounds, streetlighting,
 - up to \$20,000, must complete within 1 year of approval
 - <http://www.hydroone.com/OurCommitment/Community/Pages/powerplay.aspx>

- **Canadian Heritage Funding Programs**

- programs include: Strengthening cultural identity and promoting indigenous languages, building communities through arts and heritage, funding for activities on National Aboriginal Day, and other programs to strengthen Canada's heritage
- deadlines and funding vary based on projects
- <http://canada.pch.gc.ca/eng/1427741123839>

- **Species at Risk Funding Programs**

- through Government of Canada Species at Risk Public Registry
- programs are aimed at: habitat protection and recovery activities, financial support to community groups for projects with positive environmental results, enabling the participation of aboriginals in the conservation and recovery of species at risk, protecting and recovering the critical habitat of species at risk on Aboriginal lands
- deadlines and funding vary based on the project and the broadness of the project, see website for
- <http://www.sararegistry.gc.ca/default.asp?lang=En&n=BF069212-1>

- **Aboriginal Business and Entrepreneurship Development**

- works with Aboriginal entrepreneurs, organizations and communities in business development
- seeks to increase the number of viable businesses in Canada owned and controlled by Aboriginal People
- deadlines and funding vary based on projects, applications accepted year-round
- <https://www.aadnc-aandc.gc.ca/eng/1375201178602/1375202816581>

- **Martin Family Initiative**

- supports education initiatives for Aboriginal students across Canada
- aims to improve results for Aboriginal Canadians through specific programs and research
- funding through Initiative or private partnerships
- <http://www.themfi.ca/>

GRANTS AND FINANCING

LISTS AND DATABASES

- **Comprehensive Community Planning- Funding Tips and Ideas**
 - from INAC
 - includes tips for proposal writing, CCP funding sources (many particular to BC) and other funding resources
 - <http://fnbc.info/resource/ccp-funding-tips-and-ideas>
- **Grants Ontario**
 - full list of Ministries offering grants
 - online account to apply for grant opportunities across various Ministries
 - <http://www.grants.gov.on.ca/GrantsPortal/en/OntarioGrants/GrantsHome/>
- **Canadian Subsidy Directory**
 - funding programs offered by federal and provincial governments, associations, foundations
 - requires log in
 - <http://www.grantscanada.org/index.htm>

FIRST NATIONS- SPECIFIC

- **First Nation Infrastructure Fund**
 - under the New Building Canada Plan, dedicated funding for First Nations Infrastructure
 - from Federal Gas Tax fund
 - five priority areas: improving energy systems, broadband connectivity, solid waste management, road and bridge projects, community planning and/ or

skills development to support long- term sustainable community development

- <http://www.infrastructure.gc.ca/alt-format/pdf/NBCP-NPCC-FN-PN-20140521-eng.pdf>
- **Professional and Institutional Development Program**
 - funds projects that develop the capacity of First Nations communities to perform core functions of government, such as planning and risk management, leadership, basic administration and financial management
 - application through regional office
 - <http://www.aadnc-aandc.gc.ca/eng/1100100013815/1100100013816>
- **Lands and Economic Development Services Program**
 - aims to increase Indigenous participation in the economy through laws, programs and land management
 - funding for communities to address economic development (core and project-based funding), reserve land and environmental management (under Indian Act and not under Indian Act)
 - <https://www.aadnc-aandc.gc.ca/eng/1100100033423/1100100033424>
- **New Relationship Fund (Ministry of Aboriginal Affairs)**
 - funding supports communities and organizations to build capacity, create jobs, develop business partnerships and improve economic opportunities
 - core consultations capacity funding (for communities to engage with governments and industry on land

and resource matters), enhanced capacity building funding (for projects that build the capacity of First Nations to work with the government, participate in economic development activities)

- <https://www.ontario.ca/page/new-relationship-fund>

OTHER GOVERNMENT FUNDING

- **Community Futures Ontario (Strategic Planning/Community Projects)**
 - provide support for community- based projects
 - support for strategic community planning and socio-economic development
 - <https://www.cfontario.ca/public-information>

NON- GOVERNMENT FUNDING ORGANIZATIONS

- **J.W. McConnell Family Foundation**
 - private family foundation funding programs to foster a more innovative, inclusive, sustainable and resilient Canada
 - work collaboratively with community organizations, governments, etc. to support approaches to complex challenges in Canada
 - current foundation initiatives include Indigenous-focused philanthropy
 - no deadline, funding based on initiatives of grants
 - <http://www.mcconnellfoundation.ca/en/granting>



COMMUNITY OUTREACH AND ENGAGEMENT

TOOLKITS

- **Community Engagement Toolkit by SPARC BC (July 2013)**
 - approach to designing a community engagement process
 - outlines '5 steps' of effective community engagement planning
 - <http://www.sparc.bc.ca/wp-content/uploads/2017/03/community-engagement-toolkit.pdf>
- **First Nations Communications Toolkit (2015)**
 - overview of basic communications planning, activities and tools
 - includes sections on media relations, event planning, community engagement, social media
 - http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/fnct_e_1100100021861_eng.pdf
- **Increasing Participation and Membership Toolkit (2015)**
 - provides guidance for increasing participation and engaging stakeholders
 - developed by University of Kansas (not First Nations specific)
 - (Note that you will need to create an account using an email address in order to access this resource)
 - <http://fnbc.info/resource/toolkit-increasing-participation-membership>
- **Community Engagement Toolkit (Algoma University)**
 - designed to improve communication within communities, promote common understandings, and

strengthen community partnerships in support of community goals

- includes overall framework, engagement strategies, actions, and reporting
- <http://www.nordikinstitute.com/wp-content/uploads/2012/11/Community-Engagement-Toolkit.-July-25.-2006.pdf>
- **Communication Strategy Template- Centre for Indigenous Environmental Resources**
 - tool for planning team to develop CCP communications strategy
 - also other Comprehensive Community Planning Training Program materials
 - http://www.yourcier.org/uploads/2/5/6/1/25611440/ccp_training_session_3_-_communication_strategy_template.pdf

WORKSHOPS

- **Centre for First Nations Governance- Citizen Engagement and Community Approval Workshop**
 - delivered by CFNG staff
 - takes place in community, over two full days
 - intended for First Nations looking to engage citizens in community processes
 - http://fngovernance.org/workshop_pdfs/CFNG_CitizenEngagement.pdf



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