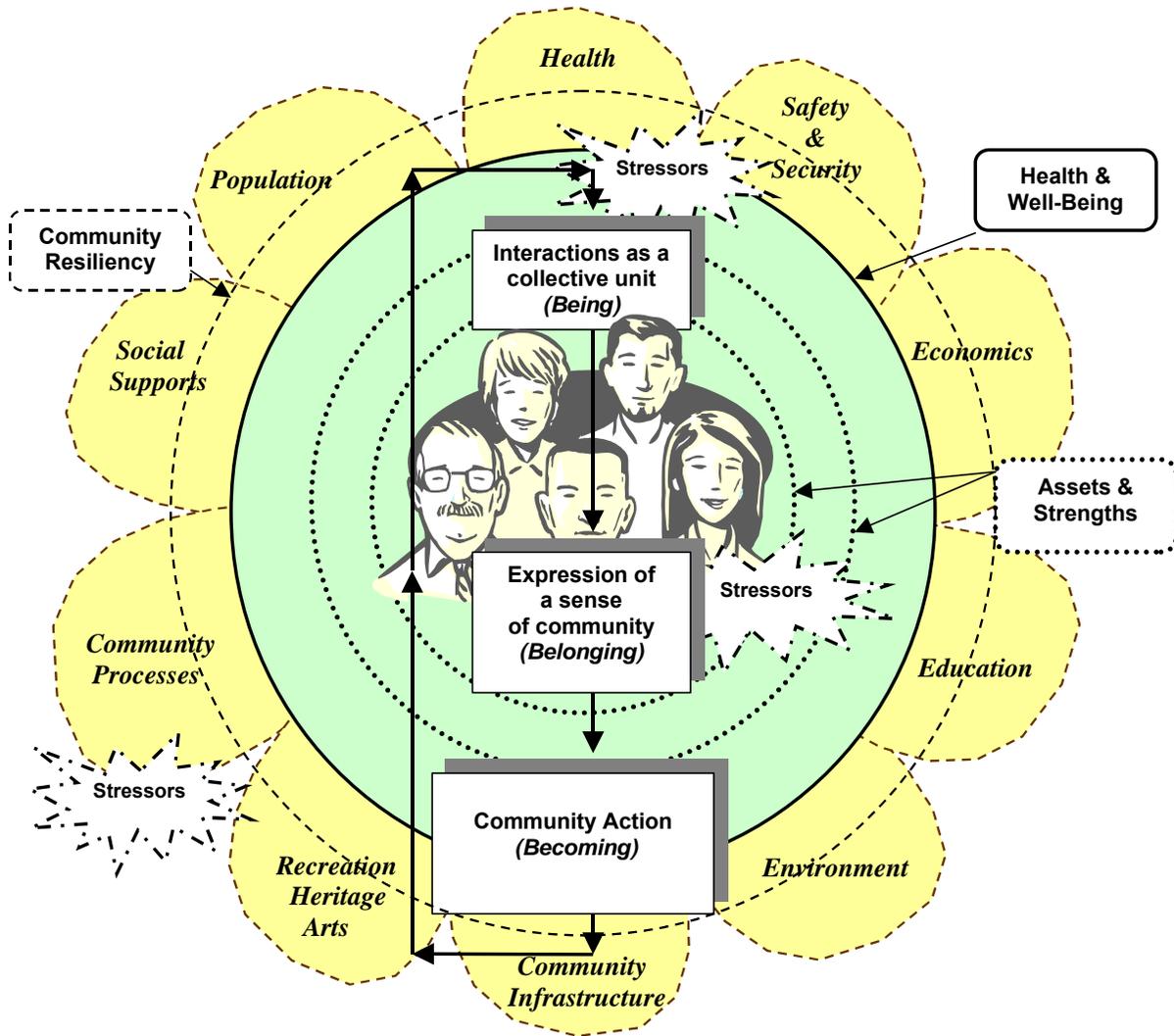
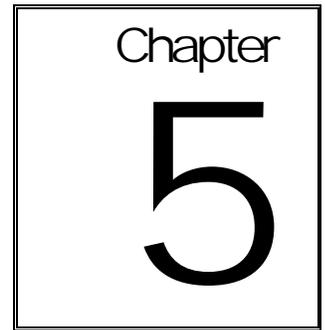


Rural Community Health and Well-Being: A Guide to Action



© Rural Development Institute, Brandon University, 2004

Edited by:
Robert Annis
Frances Racher
Marian Beattie



Chapter 5 - Tools for Action

Robert Annis, Ryan Gibson, Marian Beattie, Devron Kobluk, Katherine Pachkowski and Nicole Shirray

Collecting and analyzing information in a community may seem like a daunting task. To assist in this task, the following is a series of reproducible worksheets and charts to help organize and present information. Throughout Chapters 2-4, reference has been made to various worksheets or tools that are located in this chapter.

For each of the indicators of the framework categories, ‘petals’, a worksheet has been developed. Each worksheet, where appropriate, provides the relevance of the indicator, the source of the information and a calculation formula. When available, information on the indicator at the provincial level has been populated. Provincial information is valuable in making comparisons to the information collected locally. At the bottom of each worksheet three questions are posed; What does the information mean? What are the implications? and What should the follow up be? These questions assist in moving the information collected and analyzed to action (see Chapter 4, Community Action).

Often the information source stated is as an initial contact. You may have to search out the specific information required from the general source, such as Statistics Canada. For assistance in seeking out specific information, please refer to Chapter 2 (Information Collection and Analysis) and the Reference section.

As each community is different, you may find that a modification of the indicator or the source of information is required. These indicators are provided as an initial start and can be modified to best suit your community.

Population Indicators Worksheets

Pop-1 Population By Five Year Age Group

Framework Section	Population
Indicator	Population By Five Year Age Group
Relevance	Data on age structures and gender are useful in determining need for and allocation of resources for education, day care, health care, and many other social services.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Population of select 5yr age group}}{\text{Total population}} \times 100 = \%$

Calculation

Table Pop-1: Population of Manitoba, 1996 & 2001

Age	Community				Manitoba*			
	1996	%	2001	%	1996	%	2001	%
Total					1,113,898	100	1,119,580	100
0-4					80,720	7.2	70,670	6.3
5-14					163,895	14.7	163,045	14.6
15-19					77,675	7	80,425	7.2
20-24					76,115	6.8	72,850	6.5

*Source: Statistics Canada 1996 & 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-2 Population by Gender Group (Male/Female)

Framework Section Population

Indicator Population By Gender Group (Male/Female)

Relevance Data on age structures and gender are useful in determining need for and allocation of resources for education, day care, health care, and many other social services.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Population of gender group}}{\text{Total population for the same period}} \times 100 = \%$$

Calculation

Table Pop-2: Population of Manitoba, by age group and gender, 2001

Age	Community				Manitoba*			
	Male	%	Female	%	Male	%	Female	%
Total					549,600	100	569,985	100
Children (1-14)					119,710	21.8	114,000	20
Youth (15-24)					77,655	14.1	75,620	13.3
Adults (25-64)					286,230	52.1	289,955	50.9
Seniors (65+)					66,000	12	90,405	15.9

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-3 Migrant Population

Framework Section Population

Indicator Migrant Population

Relevance Indicates the mobility among residents and may be a sign of economic or social gain/loss in a community that could be investigated to understand causes and identify strategies for action.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Select_migrant_population}}{\text{Total_population_for_the_same_period}} \times 100 = \%$$

Calculation

Table Pop-3: Mobility Status of Manitoba Residents in 2001, Compared To Previous Year

Mobility	Community		Manitoba*	
	#	%	#	%
Total Population (1 year and older)			1,090,115	100
Non-movers (lived at same address 1 years ago)			942,240	86
Movers			147,880	14
From within Manitoba			127,040	12
From outside of Manitoba			20,840	2

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-4 Home Language

Framework Section	Population
Indicator	Home Language
Relevance	May indicate a need for services in languages other than English.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Population}_{\text{speaking}_{\text{select}_{\text{language}}}}}{\text{Total}_{\text{population}}} \times 100 = \%$

Calculation

Table Pop-4: Home Languages for Manitoba, 2001

Home Language	Community		Manitoba*	
	#	%	#	%
Total population			1,119,583	100
Single responses			955,305	85
English			902,630	81
French			8,965	0.80
Non-official languages			43,710	4
German			8,595	0.77
Cree			4,570	0.41
Tagalog (Philipino)			4,370	0.39
Chinese, n.o.s.			2,390	0.21
Punjabi			2,250	0.20
Other languages			21,540	2
Multiple responses			148,395	13
English and French			28,352	3
English and non-official language			117,555	11
French and non-official language			525	0.05
English, French and non-official language			1,985	0.18

*Source: Statistics Canada, 2001

**What does the information mean? What are the implications?
What should the follow up be?**

Pop-5 Ethnicity

Framework Section	Population
Indicator	Ethnicity
Relevance	Indicates ethnic composition and community diversity.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Population of select ethnicity}}{\text{Total population}} \times 100 = \%$

Calculation

Table Pop-5: Ethnic Origin for Manitoba, 2001

Home Language	Community		Manitoba*	
	#	%	#	%
Total population			1,119,583	100
English			243,835	22
Canadian			252,330	23
German			200,370	18
Scottish			195,570	17
Ukrainian			157,655	14
French			139,145	12
Irish			143,950	13
Aboriginal Origins			166,590	15
Polish			73,885	7
Filipino			31,645	3

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-6 Education Attainment Level

Framework Section Population

Indicator Education Attainment Level

Relevance This indicator can be used to compare graduation rates over time. Education attainment levels correlate with socio-economic status.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Population of select education attainment level}}{\text{Total population 20+ years old}} \times 100 = \%$$

Calculation

Table Pop-6: Population By Educational Attainment Level For Manitoba, 2001

Educational Attainment Level	Community		Manitoba*	
	#	%	#	%
Total Population 20+			789,615	100
Less than Grade 9			86,805	11
Some grade 10-12			185,090	23
High school diploma			89,725	11
Some college			44,715	6
College or trades certificate or diploma			205,415	26
Some university (no degree)			64,710	8
Undergraduate or post graduate degree			113,150	14

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-7 Population Growth/Loss

Framework Section Population

Indicator Population Growth/Loss

Relevance Indicates demographic change in a population.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Population}_{T1}^* - \text{population}_{T2}^{**}}{\text{Total}_{\text{population_at_end_of_time_period}}} \times 100 = \%$$

 *T1-Population at end of time period
 **T2- Population at beginning of time period

(Determine the period of time to be examined using census years. A negative result indicates a population loss over the examination period.)

Calculation

Table Pop-7: Population Growth Rate for Manitoba, 1996 to 2001

	Community	Manitoba*
Population, 1996		1,113,898
Population, 2001		1,119,580
Difference between Populations		+5,682
Population Growth/Loss		+0.5%

*Source: Statistics Canada, 1996 & 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-8 People Living Alone

Framework Section Population

Indicator People Living Alone

Relevance May be used as an indirect measurement of social isolation which may imply deprivation of social relations.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Number of people living alone}}{\text{Total population}} \times 100 = \%$$

Calculation

Table Pop-8: People living alone in Manitoba, 2001

	Community		Manitoba*	
	#	%	#	%
Total population			1,119,583	100
Number of people living alone			121,755	11

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-9 Census Families

Framework Section	Population
Indicator	Census Families
Relevance	Represents the composition of the community by family status.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Population of select census family types}}{\text{Total population}} \times 100 = \%$

Calculation

Table Pop-9: Census Families Manitoba, 2001

Census Family Types	Community		Manitoba*	
	#	%	#	%
Total population			302,855	100
Total couple families			253,690	84
Total family of married couples			224,055	74
Without children at home			94,870	31
With children at home			129,185	43
1 Child			43,810	14
2 children			54,170	18
3 or more children			31,210	10
Total families of common-law couples			29,635	10
Without children at home			16,315	5
With children at home			13,320	4
1 child			6,120	2
2 children			4,290	1
3 or more children			2,910	0.9
Total lone parent families			49,160	16
Female parent			40,100	13
1 child			23,525	8
2 children			10,970	4
3 or more children			5,605	2
Male parent			9,065	3
1 child			5,840	2
2 children			2,295	0.7
3 or more children			925	0.3

*Source: Statistics Canada, 2001 lines388-405

**What does the information mean? What are the implications?
What should the follow up be?**

Pop-10 Population By Marital Status

Framework Section	Population
Indicator	Population By Marital Status
Relevance	Represents the composition of the community by marital status.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Population of select marital status}}{\text{Total population}} \times 100 = \%$

Calculation

Table Pop-10: Percentage of Single Parent Families With Children for Manitoba, 2001

	Community		Manitoba*	
	#	%	#	%
Total population 15 years and over by legal marital status			885,865	100
Never married (single)			218,540	27
Legally married (not separated)			458,435	52
Separated, but still legally married			24,915	4
Divorced			57,130	6
Widowed			63,845	7

* Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-11 Labour Force Replacement Ratio

Framework Section	Population
Indicator	Labour Force Replacement Ratio
Relevance	Is useful in predicting the future available labour force. If the number is greater than 1 there is a surplus of potential labour.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Number of children aged 0-15}}{\text{Number of people aged 45-65}} = LFR$

Calculation

Table Pop-11: Labour Force Replacement for Manitoba, 2001

	Community	Manitoba*
Number of children aged 0-15		233,715
Number of people aged 45-64		255,865
Labour force replacement ratio		0.91

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Pop-12 Population Dependency Ratio

Framework Section Population

Indicator Population Dependency Ratio

Relevance Indicates the economic responsibility of the working age population for those that are not working.

Information Source Statistics Canada

Calculation Formula
$$\frac{(\% \text{ _ population _ aged _ 0 - 14}) + (\% \text{ _ population _ aged _ 65+})}{\% \text{ _ population _ aged _ 15 - 64}} = \text{ratio}$$

Calculation

Table Pop-12: Population Dependency for Manitoba, 2001

	Community		Manitoba	
	#	%	#	%
Total population			1,119,583	100
Number of children aged 0-14			233,715	21
Number of people aged 15-64			729,445	65
Number of people 65+			156,420	14
Population dependency ratio				0.54

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Health Indicators Worksheets

H-1 Self-Perceived Health

Framework Section Health

Relevance Perception of health may be an overall indicator of health status.

Information Source Statistics Canada
Canadian Community Health Survey (CCHS)
Local

Calculation Formula
$$\frac{\text{Respondents_answer}}{\text{Total_sample_size}} \times 100 = \%$$

Calculation

Table H-1: Self-Perceived Health, 2003

(In general, would you say your health is excellent, very good, good, fair or poor?)

Self-Perceived Health	Community		Manitoba*	
	#	%	#	%
Excellent			29,953	22
Very good			46,442	35
Good			36,037	28
Fair			13,715	10
Poor			4,574	4
Don't know			38	0.05
Total sample size			130,880	100

*Source: Canadian Community Health Survey (Statistics Canada), 2003

What does the information mean?

What are the implications?

What should the follow up be?

H-2 Community Health Promotion Events and Activities during a 1-Year Period
Framework Section Health

Indicator Community Health Promotion Events and Activities during a 1-Year Period

Relevance May indicate the extent of health education programs available in the community.

Information Source Local

Calculation Formula $\frac{\text{Specific \# events \& activities}}{\text{Total \# events \& activities}} \times 100 = \%$

<p>Calculation</p>

Table H-2: Community Health Promotion Events and Activities during a 1-Year Period

Event/Activity	# of Events/Activities	% Total

What does the information mean?

What are the implications?

What should the follow up be?

H-3 Collaborative Partnerships with Other Communities for Health Promotion Events

Framework Section	Health
Indicator	Collaborative Partnerships with Other Communities for Health Promotion Events
Relevance	Shows the amount of community collaboration for health promotion.
Information Source	Local
Calculation Formula	$\frac{\text{Specific \# of partnerships}}{\text{Total \# of partnerships}} \times 100 = \%$

Calculation

Table H-3: Collaborative Partnerships with Other Communities for Health Promotion Events

Partnerships	# of Partnerships	% Total

What does the information mean?

What are the implications?

What should the follow up be?

H-4 Self - Perceived Health Care Needs

Framework Section	Health
Indicator	Self - Perceived Health Care Needs
Relevance	This indicates residents' perceptions of the health care needs in their community.
Information Source	Statistics Canada Canadian Community Health Survey (CCHS) Local
Calculation Formula	$\frac{\text{Respondents_answer}}{\text{Total_sample_size}} \times 100 = \%$

Calculation

Table H-4: Presence of Self-Perceived Unmet Health Care Needs, 2003

(During the past 12 months, was there ever a time when you felt that you needed health care but you didn't receive it?)

Presence of Unmet Health Care Needs	Community		Manitoba*	
	#	%	#	%
Yes (1)			17,009	13
No (2)			113,742	86
Don't know (7)			104	.07
Total sample size			130,880	100

*Source: Canadian Community Health Survey (Statistics Canada), 2003

What does the information mean?

What are the implications?

What should the follow up be?

H-5 Reported Smoking

Framework Section Health

Indicator Reported Smoking

Relevance Smoking is linked to increased risk of poor general health, mortality linked to cardiovascular disease, cancer, and respiratory problems.

Information Source Statistics Canada
Manitoba Centre for Health Policy
Canadian Community Health Survey (CCHS)
Local

Calculation Formula
$$\frac{\text{Respondents_answer}}{\text{Total_sample_size}} \times 100 = \%$$

Calculation

Table H-5: Reported Smoking Behaviour, 2003

(At the present time do you smoke cigarettes daily, occasionally or not at all?)

Smoking Behaviour	Community		Manitoba*	
	#	%	#	%
Daily (1)			30,077	23
Occasionally (2)			5,541	4
Not at all (3)			95,123	73
Total sample size			130,880	100

*Source: Canadian Community Health Survey (Statistics Canada), 2003

What does the information mean?

What are the implications?

What should the follow up be?

H-6 Alcohol Consumption

Framework Section Health

Indicator Alcohol Consumption

Relevance Consumption of alcohol may be linked to personal, family and health problems.

Information Source Statistics Canada
Canadian Community Health Survey (CCHS)
Local

Calculation Formula
$$\frac{\text{Respondents}_{\text{answer}}}{\text{Total}_{\text{sample}_{\text{size}}}} \times 100 = \%$$

Calculation

Table H-6: Alcohol Consumption, 2003

(Did you ever regularly drink more than 12 drinks a week?)

Alcohol Consumption	Community		Manitoba*	
	#	%	#	%
Yes (1)			3,488	3
No (2)			14,719	11
Not applicable			111,999	86
Don't know (7)			36	0.03
Total sample size			130,880	100

*Source: Canadian Community Health Survey (Statistics Canada), 2003

What does the information mean?

What are the implications?

What should the follow up be?

H-7 Physical Activity

Framework Section	Health
Indicator	Physical Activity
Relevance	Engagement of community residents in physical activity can be seen as a measure of quality of life.
Information Source	Statistics Canada Canadian Community Health Survey (CCHS) Local
Calculation Formula	$\frac{\text{Respondents_answer}}{\text{Total_sample_size}} \times 100 = \%$

Calculation

Table H-7: Person's participating in Daily Physical Activity for More Than 15 Minutes, 2003 (Are you physically active for more than 15 minutes each day?)

Participation in Physical Activity	Community		Manitoba	
	#	%	#	%
Yes (1)			41,154	31
No(2)			81,265	62
Not stated (9)			8,461	7
Total sample size			130,880	100

*Source: Canadian Community Health Survey (Statistics Canada), 2003

What does the information mean?

What are the implications?

What should the follow up be?

H-8 Reported Obesity

Framework Section

Health

Indicator

Reported Obesity

Relevance

Obesity is an established risk factor for coronary heart disease, diabetes, and certain types of cancer.

Information Source

Statistics Canada
Canadian Community Health Survey
Local

Calculation Formula

$$\frac{\text{Obese population} > 20 \text{ years of age}}{\text{Total population} > 20 \text{ years of age}} \times 100 = \%$$

Calculation

Table H-8: Household Population Aged 20 to 64 Excluding Pregnant Women Who Are Obese, Overweight, Acceptable, And Under Weight (counts and rates by international standard for body mass index)

Reported Weight Categories	Community		Canada*	
	#	%	#	%
Total household population			18,381,000	100
Obese**			2,787,000	15
Overweight			6,075,000	33
Acceptable weight			9,026,000	49
Underweight			493,000	3
Men				
Obese			1,508,000	8
20-34			393,000	26
35-44			424,000	28
45-54			432,000	29
55-64			259,000	17
Overweight			3,742,000	20
Acceptable weight			4,031,000	22
Underweight			107,000	0.6
Women				
Obese			1,280,000	7
20-34			297,000	23
35-44			351,000	27
45-54			361,000	28
55-64			271,000	21
Overweight			2,333,000	13
Acceptable weight			4,995,000	27
Underweight			386,000	2

*Source: Statistics Canada, 2000/2001

**Obesity is defined as having a Body Mass Index (BMI) over 30

What does the information mean?

What are the implications?

What should the follow up be?

H-9 Preschool Child Screening

Framework Section Health

Indicator Preschool Child Screening

Relevance Identifies developmental problems and need for resources.

Information Source Local

Calculation

Formula
$$\frac{\text{Total \# of children with specific development problem}}{\text{Total \# of tested children}} \times 100 = \%$$

Calculation

Table H-9: Number of Children Screened for Developmental Problems

Type of Developmental Problem	Number of Children Screened	Presence of Developmental Problem	
		#	%
Vision			
Hearing			
Motor			

What does the information mean?

What are the implications?

What should the follow up be?

H-10 Immunization Programs

Framework Health
Section

Indicator Immunization Programs

Relevance Indicates the extent to which residents have been protected against diseases.

Information Statistics Canada

Source Manitoba Information Management System (MIMS) Database
Manitoba Centre for Health Policy
Local

Calculation Formula
$$\frac{\text{Total _ number _ of _ children _ immunized _ with _ a _ particular _ regimen}}{\text{Total _ population _ <15 _ of _ age _ at _ the _ same _ time _ period}} \times 100 = \%$$

Calculation

Table H-10: One-Year Immunization Rates, Manitoba Average 1998-2000

	Community		Manitoba*	
	Number	%	Number	%
Total number of children			31653	100
Children receiving full immunization by one year of age			26742	84.5

*Source: Manitoba Centre for Health Policy, 2000

What does the information mean?

What are the implications?

What should the follow up be?

H-11 Selected Diseases and Disorders

Framework Section Health

Indicator Selected Diseases And Disorders
Relevance Change in incidence rate of certain diseases and disorders reflects trends in risk factors and exposure and help identify areas of concern for action.

Information Source Manitoba Health
 Manitoba Centre for Health Policy
 Local

Calculation Formula Count, tabulate and describe

Table H-11: Selected Diseases and Disorders**

Disease/Disorder	Local RHA*			Manitoba*		
	1996	2001	Change	1996	2001	Change

*Source: Manitoba Centre for Health Policy

**Examples of diseases of the circulatory system, mental disorders, and cancer. The communities will choose which examples are used in the table.

What does the information mean?

What are the implications?

What should the follow up be?

H-12 Communicable Diseases

Framework Section Health

Indicator Communicable Diseases
Relevance Change in incidence rates of communicable diseases may identify areas of concern for action.

Information Source Manitoba Health
 Manitoba Centre for Health Policy
 Local

Calculation Formula
$$\frac{\text{Total _ number _ of _ cases _ in _ a _ particular _ age _ bracket}}{\text{Total _ number _ of _ cases}} \times 100 = \%$$

Calculation

Table H-12: Number Of Cases Of Influenza A By Age Group, Manitoba 2003/2004

Age group	Community		Manitoba*	
	# of cases	% of total	# of cases	% of total
<1 yrs			18	10.9
1-4 yrs			15	9.1
5-9 yrs			9	5.5
10-14 yrs			8	4.8
15-19 yrs			4	2.4
20-24 yrs			10	6.1
25-29 yrs			7	4.2
30-39 yrs			7	4.2
40-49 yrs			6	3.6
50-59 yrs			4	2.4
60-69 yrs			4	2.4
70-79 yrs			16	9.7
>79 yrs			57	34.5
missing			0	0

*Source: Manitoba Health, 2003/2004

What does the information mean?

What are the implications?

What should the follow up be?

H-13 Selected Cancers

Framework Section Health

Indicator Selected Cancers

Relevance Change in the incidence rates of cancer may contribute to identification of environmental and other factors linked with certain types of cancer.

Information Source Statistics Canada
Manitoba Centre for Health Policy
Cancer Care Manitoba
Local

Calculation Formula
$$\frac{\text{Number_of_new_cases_of_select_cancer_for_a_given_year}}{\text{Total_population_at_the_end_of_the_year}} \times 1000 = \text{rate}$$

Calculation

Table H-13: Canadian Cancer Incidence, Age-Standardized Rate per 100,000 Population

Types of cancer	Community		Manitoba*	
	Male	Female	Male	Female
Malignant neoplasms			483.4	359.4
Lung cancer			78.2	47.1
Colorectal cancer			66.5	44.0
Female breast cancer				104.2
Prostate cancer			122.3	

*Source: Statistics Canada

What does the information mean?

What are the implications?

What should the follow up be?

H-14 Causes of Death

Framework Section	Health
Indicator	Causes of Death
Relevance	May be important for determining future health prevention and promotion activities.
Information Source	Manitoba Centre for Health Policy Cancer Care Manitoba Local
Calculation Formula	$\frac{\text{Number of specific causes of death}}{\text{Total number deaths}} \times 100 = \%$

Calculation

Table H-14: Causes of Death

Cause of death	2004		2003	
	Number	%	Number	%
Circulatory				
Cancer				
Respiratory				
Injuries				
Drowning				
Falls				
Poisoning				
Vehicle				
Violence by others				
Violence to self				
Other				

What does the information mean?

What are the implications?

What should the follow up be?

H-15 Health Services Availability

Framework Section	Health
Indicator	Health Services Availability
Relevance	Measures health services available to the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table H-15: Health service availability

Services	Available in Community (√)	Available within 1 hour (√)	Travel time
Dentist			
Ophthalmologist			
Optometrist			
Chiropractor			
Family Physician			
Audiologist			
Physiotherapist			
Naturopathic Physician			
Massage Therapist			
Acupuncture Specialist			
Psychologist			
Midwife			
Other (specify)			

What does the information mean?

What are the implications?

What should the follow up be?

H-16 Hospital Services Utilization

Framework Section	Health
Indicator	Hospital Services Utilization
Relevance	Indicates where people are going for hospital services and who is using the hospital services.
Information Source	Manitoba Health Local
Calculation Formula	Count, tabulate and describe

Table 16a: Use of Local Hospital by Community of Residence

Community	Hospital Cases (i.e. #'s)	Hospital Days

What does the information mean?

What are the implications?

What should the follow up be?

Table 16c: Deliveries at Local Hospital by Mother's Home Community

Community	2001	2002	2003	2004

What does the information mean?

What are the implications?

What should the follow up be?

Calculation Formula

$$\frac{\text{Number of specific weight / live / stillborn babies}}{\text{Total number of babies}} \times 100 = \%$$

Calculation

Table 16d: Births at local hospital by weight

Weight in grams		Hospital		Manitoba hospitals	
		Number	%	Number	%
0000-0499	Live			32	0.19
	Stillborn			46	0.27
0500-0999	Live			61	0.36
	Stillborn			30	0.18
1000-9998	Live			16,810	98.55
	Stillborn			67	0.39
Unknown	Live			9	0.05
	Stillborn			2	0.01
Total	Live			16,912	99.15
	Stillborn			145	0.85
Total births				17,057	100.00

*Source: Manitoba Health, 1994/1995

What does the information mean?

What are the implications?

What should the follow up be?

Table 16f: Use of Hospitals by Local Residents by Surgery Classification

Type of Surgery		Wpg. In Pt.	Wpg. Days	Comm. In. Pt.	Comm. Days	Region In. Pt.	Region Days	Other R. In. Pt.	Other R. Days	Total In. Pt.	Total Days
Nervous System	Admiss	8	370								
	Day vt	4									
Endocrine System	Admiss	2	5								
	Day vt										
Eye	Admiss	6	17								
	Day vt	24									
Ear	Admiss	3	9								
	Day vt	4									
Nose, Mouth, Pharynx	Admiss	13	177								
	Day vt	6									
Respiratory	Admiss	5	47								
	Day vt	4									
Cardio-vascular System	Admiss	19	174								
	Day vt	11									
Hemic & Lymphatic	Admiss	5	130								
	Day vt	1									
Digestive System	Admiss	60	574								
	Day vt	56									
Urinary	Admiss	12	159								
	Day vt	16									
Male Genital Organs	Admiss	3	13								
	Day vt	7									
Female Genital Organs	Admiss	9	34								
	Day vt	53									
Obstetrical	Admiss	11	40								
	Day vt										
Musculoskeletal	Admiss	41	386								
	Day vt	27									
Integumentary	Admiss	14	169								
	Day vt	16									
Diagnostic/ Therapeutic	Admiss	31	204								
	Day vt	39									
Total	Admiss	242	2508								
	Day vt	268									

Source: Manitoba Health, 1995

What does the information mean?

What are the implications?

What should the follow up be?

Rural Community Health and Well-Being: A Guide to Action

© Rural Development Institute, Brandon University, 2004

Table 16g: Use of Hospitals by Residents of Local Community Members

Diagnostic Classification		Wpg. In Pt.	Wpg. Days	Comm. In. Pt.	Comm. Days	Region In. Pt.	Region Days	Other R In. Pt.	Other R Days	Total In. Pt.	Total Days
Infectious/	Admiss	5	57								
Parasitic	Day vt										
Neoplasms	Admiss	27	446								
	Day vt	25									
Endocrine/	Admiss	5	17								
Nutri/Metab	Day vt	1									
Blood/	Admiss										
Blood Organs	Day vt										
Mental	Admiss	6	533								
Disorders	Day vt										
Nervous	Admiss	8	148								
System/Senses	Day vt	38									
Circulatory	Admiss	30	274								
	Day vt	16									
Respiratory	Admiss	15	123								
	Day vt	4									
Digestive	Admiss	44	145								
	Day vt	37									
Genitourinary	Admiss	16	83								
System	Day vt	36									
Obstetrical	Admiss	25	60								
Conditions	Day vt	36									
Skin & Sub.	Admiss	5	114								
Tissue	Day vt	2									
Musculo-	Admiss	31	173								
skeletal	Day vt	30									
Congenital	Admiss	15	152								
Anomalies	Day vt	6									
Perinatal	Admiss	3	27								
Conditions	Day vt										
Ill-defined	Admiss	6	25								
Conditions	Day vt	10									
Injury and	Admiss	32	619								
Poisoning	Day vt	2									
Factors-Hlth Stat/	Admiss	34	409								
Cont with System	Day vt	26									
Total	Admiss	307	3405								
	Day vt	269									

Source: Manitoba Health

What does the information mean?

What are the implications?

What should the follow up be?

H-17 Hospital Occupancy Rate

Framework Section Health

Indicator Hospital Occupancy Rate
Relevance Shows the hospital usage.

Information Source Local

Table H-17: Hospital Occupancy Rate

	Occupancy Rate
2003	
2002	
2001	
2000	

What does the information mean?

What are the implications?

What should the follow up be?

He -18 Home Care Utilization

Framework Section Health

Indicator Home Care Utilization

Relevance The availability and utilization of home health supports.

Information Source Local

Calculation Formula Count, tabulate and describe

Table H-18: Home Care Utilization

Type of Home Health Supports	Availability	Utilization
Nurses aide		
Home care attendant		
Licensed practical nurse		
Registered nurse		
Other (specify)		

What does the information mean?

What are the implications?

What should the follow up be?

H-19 Personal Care Homes Utilization

Framework Section Health

Indicator Personal Care Homes Utilization

Relevance Indicates the availability and utilization of services for residents who need the level of care that personal care homes provide.

Available

Information Source Local

Calculation Formula Count, tabulate and describe

Table H-19: Personal Care Home Utilization

Personal care home	2003			2002			2001		
	# of beds	Occupancy rate	Average waiting time for placement	# of beds	Occupancy rate	Average waiting time for placement	# of beds	Occupancy rate	Average waiting time for placement

What does the information mean?

What are the implications?

What should the follow up be?

Safety & Security Indicators Worksheets

Saf-1 Emergency Programs

Framework Section Safety & Security

Indicator Emergency Programs

Relevance Shows the degree to which a community is prepared for disasters that may occur. Regular training of emergency personnel, testing and adjusting of the plan indicates that municipal, town and regional health authority leaders are practicing a proactive approach to disaster preparedness.

Information Source Local

Calculation Formula Count, tabulate, describe
Is there a town-municipal disaster plan? If so, is the plan “tested” on a regular basis? What is the frequency of the testing? Are emergency services personnel trained to respond and act within the plan?

Table Saf-1: Emergency Programs -- Disaster Plan (√)

	Community	Hospital	Personal Care Home	School	Fire Dept.	Other (specify)
Date tested						

What does the information mean?

What are the implications?

What should the follow up be?

Saf-2 Community Safety and Security Programs

Framework Section	Safety & Security
Indicator	Community Safety and Security Programs
Relevance	Shows involvement of participants in community safety and security programs such as Neighbourhood Watch, Block Parent, Citizens on Patrol, Juvenile Justice.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Saf-2: Community Safety and Security Programs

Program	Presence (√)	Number of Members
Block Parent		
Citizens on Patrol		
Juvenile Justice		
Neighbourhood Watch		
Other		

What does the information mean?

What are the implications?

What should the follow up be?

Saf-3 Ambulance Responses

Framework Section Safety & Security

Indicator Ambulance Responses

Relevance Measures the activity of the ambulance service that may have an impact on emergency services planning.

Information Source Local

Calculation Formula

$$\frac{\text{Total _ number _ of _ responses _ by _ category}}{\text{Total _ number _ of _ responses}} \times 100 = \%$$

Calculation

Table Saf-3: Percentage of Responses to Emergent, Urgent, Non-Urgent, and Planned Transport Calls

Type of Response	Total Number of Responses By Category	Total Number of Responses			Percentage of Responses per Year		
		2001	2002	2003	2003	2002	2003
Emergent							
Urgent							
Non-urgent							

What does the information mean?

What are the implications?

What should the follow up be?

Saf-4 Emergency Service Response Times

Framework Section	Safety & Security
Indicator	Emergency Service Response Times
Relevance	May measure changes for each emergency service over time.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Saf-4: Average Response Time *(from Receipt of Call to Arrival on the Scene)*
For High Priority Call for Police, Fire, and Ambulance

Emergency Service	Response Time
Police	
Fire	
Ambulance	

What does the information mean?

What are the implications?

What should the follow up be?

Saf-5 Reported Industrial Injuries

Framework Section Safety & Security

Indicator Industrial injuries

Relevance Indicates the prevalence of industrial injuries and may identify issues related to industrial safety practices.

Information Source Statistics Canada
Manitoba Workplace Safety and Health
Manitoba Health
Local

Calculation Formula
$$\frac{\text{Number of industrial accident victims for a time period}}{\text{Total population at the same time period}} \times 100 = \%$$

Calculation

Table Saf-5: Reported Industrial Injuries

	Community		Manitoba	
	Number of accidents	% of population	Number of accidents	% of population
2003				
2002				
2001				
2000				

What does the information mean?

What are the implications?

What should the follow up be?

Saf-6 Reported Farm Injuries

Framework Section Safety & Security

Indicator Farm Injuries

Relevance Indicates the prevalence of farm injuries and may identify issues related to farm safety practices.

Information Source Local

Calculation Formula
$$\frac{\text{Number of farm accidents per time period}}{\text{Total population at the same time period}} \times 100 = \%$$

Calculation

Table Saf-6: Reported farm injuries

	Community		Manitoba	
	Number of accidents	% of population	Number of accidents	% of population
2003				
2002				
2001				
2000				

What does the information mean?

What are the implications?

What should the follow up be?

Saf-7 Crimes Against Persons

Framework Section Safety & Security

Indicator Crimes Against Persons

Relevance A measure of violent behavior in the community.

Information Source Local

Calculation Formula As per RCMP data

Table Saf-7: Crimes Against Persons

Types of Crimes	Number in 2004	Number in 2003	Number in 2002
Violations causing death			
Attempt capital crime			
Sexual assault			
Assault			
Violations deprivation of freedom			
Robbery and other violent violations			

What does the information mean?

What are the implications?

What should the follow up be?

Saf-8 Crimes Against Property

Framework Section Safety & Security

Indicator Crimes against property

Relevance A measure of security in the community.

Information Source Local

Calculation

Formula
$$\frac{\text{Number of particular crimes per time period}}{\text{Total number of crimes at the same time period}} \times 100 = \%$$

Calculation

Table Saf-8: Crimes Against Property

Types of crimes	Number in 2004	%	Number 2003	%	Number 2002	%
Arson						
Break and enter						
Theft over \$5000						
Theft under \$5000						
Have stolen goods						
Fraud						
Mischief						

What does the information mean?

What are the implications?

What should the follow up be?

Saf-9 Reported Domestic Violence

Framework

Section Safety & Security

Indicator Reported Domestic violence

Relevance The incidence of reported domestic violence identifies issues related to family health and well being.

Information Source Local

Calculation Formula $\frac{\text{Number of adult domestic violence incidences per time period}}{\text{Total population over the age of 15 at the same time period}} \times 100 = \%$

Calculation	
--------------------	--

Table Saf-9: Domestic Violence Occurrences

	Number in 2004	%	Number 2003	%	Number 2002	%
Male						
Female						

What does the information mean?

What are the implications?

What should the follow up be?

Saf-10 Juvenile Convictions

Framework Section Safety & Security

Indicator Juvenile Convictions

Relevance May indicate youth issues in the community.

Information Source Local

Calculation Formula
$$\frac{\text{Total_time_period_two_convictions} - \text{Total_time_period_one_convictions}}{\text{Total_time_period_one_convictions}} \times 100 = \%$$

Calculation

Table Saf-10: Juvenile Convictions

Type	Number in 2003	Number in 2004	% change

What does the information mean?

What are the implications?

What should the follow up be?

Saf-11 Motor Vehicle Accidents

Framework Section	Safety & Security
Indicator	Motor Vehicle Accidents
Relevance	Motor vehicle accidents is an indicator of the level of mortality and morbidity related to traffic accidents.
Information Source	Manitoba Public Insurance RCMP Local
Calculation Formula	Count, tabulate and describe

Table Saf-11: People Killed In Traffic-related Accidents

	Community	Canada*
2001		2,778
2000		2,926
1999		2,985
1998		2,949

Source: Statistics Canada

What does the information mean?

What are the implications?

What should the follow up be?

Saf-12 Human Resources

Framework Section	Safety & Security
Indicator	Human Resources
Relevance	Indicates the human resources and community involvement with emergency services.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Saf-12: Number Of Emergency Personnel

Type of Service	2001		2002		2003	
	# Volunteer	# Professional	# Volunteer	# Professional	# Volunteer	# Professional
Fire						
Ambulance						
Police						

What does the information mean?

What are the implications?

What does the information mean?

Saf-13 Financial Resources

Framework Section Safety & Security

Indicator Financial Resources

Relevance Indicates the financial resources available for emergency services.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Saf-13: Financial Contributions for Emergency Services

Financial Contributor	\$\$ for Fire			\$\$ for Police			\$\$ for Ambulance		
	2003	2002	2001	2003	2002	2001	2003	2002	2001

What does the information mean?

What are the implications?

What should the follow up be?

Economics Indicators Worksheets

Ec-1 Low-Income Cut Off (Poverty Line)

Framework Section	Economics
Indicator	Low-Income Cut Off (Poverty Line)
Relevance	Measures the population living below the poverty line or low income cut off point.
Information Source	Statistics Canada Manitoba Child and Family Services Local
Calculation Formula	$\frac{\text{Population}_{\text{below low-income cut-off}}}{\text{Total population}} \times 100 = \%$

Calculation

Table Ec-1: People living below the low-income cut-off point for Manitoba

	Community		Manitoba*	
	#	%	#	%
Total Population			1,035,790	100
Number of people in the low income cut-off bracket			180,975	18

* Source: Statistics Canada, 1996

What does the information mean?

What are the implications?

What should the follow up be?

Ec-2 Sources of Income

Framework Section	Economics
Indicator	Sources of Income
Relevance	Indicates the extent of diversity of income sources.
Information Source	Statistics Canada
Calculation Formula	$\frac{\text{Total_government_transfer_income}}{\text{Total_income}} \times 100 = \%$

Calculation

Table Ec-2: Government Transfer Income

Income	Community	Manitoba*
Government transfer income as a percentage of the community's total income(i.e. welfare, old age pension, disability)		13.4
Employment Income as a percentage of the community's total income		75.3
Other		11.3

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Ec-3 Community Affordability

Framework Section	Economics
Indicator	Community Affordability
Relevance	Measures the cost of a “basket of goods” (food, recreation, clothing, day care, and fuel) locally compared to the province and their region, and can show, over time, whether goods are costing more or less.
Information Source	Manitoba Agriculture, Food and Rural Initiatives Local
Calculation Formula	Count, tabulate and describe

Table Ec-3: Community Affordability of a Basket of Goods and Services**

Goods and Services *	Community			Southwest Manitoba		
	Cost in 1999	Cost in 2001	Cost in 2003	Cost in 1999	Cost in 2001	Cost in 2003
Food				\$7110	\$7000	\$7680
Recreation				\$4683	\$5258	\$5602
Clothing				\$4105	\$4046	\$4118
Day Care: infant				\$4550	\$4684	\$4684
Day Care: preschool				\$4375	\$4500	\$4500
Day Care: school age				\$3013	\$3105	\$3105
Vehicle (gas, oil, maint., tires)				\$0.096/km	\$0.11/km	\$0.12/km

**Source: Manitoba Agriculture & Food publication *Family Finance: Family Living Costs*, 1999, 2001 & 2003

* Based on Southwest Manitoba rural data for 2 adults and 2 children

What does the information mean?

What are the implications?

What does the information mean?

Ec-4 Unemployment

Framework Section Economics

Indicator Unemployment

Relevance Measures the proportion of people who do not have employment and who are likely to have unfavorable living conditions, decreased household income and fewer social opportunities.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Number of unemployed persons}}{\text{Total number of working age persons}} \times 100 = \%$$

Calculation

Table Ec-4: Unemployment, 1996 – 2001

	Unemployment		
	2001	1996	Net Change
Community			
Manitoba*	6.1%	7.9%	-1.8

*Source: Statistics Canada, 1996 & 2001

What does the information mean?

What are the implications?

What should the follow up be?

Ec-5 Employers in the Community

Framework Section	Economics
Indicator	Employers in The Community
Relevance	Shows the distribution of the labour force and diversity of business/industry in the community.
Information Source	Statistics Canada
Calculation Formula	Count, tabulate and describe

Ec-6 Employees Commuting Into the Community to Work

Framework Section	Economics
Indicator	Employees Commuting Into the Community to Work
Relevance	Shows the migration of people into the community for employment and may show a lack of skilled labour within the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ec-5 & 6: Employers

Sector	Employer	# Employees	Employees Commuting into the Community	# of Unfilled Jobs
Management occupations				
Business, finance, & administration occupations				
Natural and applied sciences and related occupations				
Health occupations				
Occupations in social science, education, government service and religion				
Occupations in art, culture, recreation and sport				
Sales and service occupation				
Trades transport and equipment operators and related occupations				
Occupations unique to primary industry				
Occupations unique to processing, manufacturing and utilities				

What does the information mean?

What are the implications?

What does the information mean?

Ec-7 Employees Commuting Out of the Community to Work

Framework Section	Economics
Indicator	Employees Commuting Out of the Community to Work
Relevance	Shows the migration of community residents to other communities for employment.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Destination Community	Number of People Traveling

What does the information mean?

What are the implications?

What should the follow up be?

Ec-8 Off-Farm Employment

Framework Economics
Section

Indicator Off-Farm Employment

Relevance Shows the number of farm residents over the age 15 who work off the farm.

Information Source Statistics Canada

Calculation Formula
$$\frac{\text{Total_time_period_two_earnings} - \text{Total_time_period_one_earnings}}{\text{Total_time_period_one_earnings}} \times 100 = \%$$

Calculation

Table Ec-8: Off-Farm employment income

	Community			Canada*		
	1998	1999		1998	1999	
	\$		% change	\$		% change
Off-farm employment income				29,309	30,556	4.3
Wages and salaries				26,748	27,936	4.4
Net non-farm self-employment				2,562	2,619	2.2
Investment income				4,486	4,833	7.7
Pension income				5,278	5,541	5.0
Other off-farm income				4,603	4,490	-2.5
Total off-farm income				43,677	45,419	4.0
Net farm operating income				17,432	16,803	-3.6
Total farm families' income				61,108	62,222	1.8

*Source: Statistics Canada

What does the information mean?

What are the implications?

What should the follow up be?

Ec-9 Business Start-Ups Within the Past Year

Framework Economics
Section

Indicator Business Start-Ups Within the Past Year

Relevance Measures of the growth in the community

Information Source Local

Calculation Formula
$$\frac{\text{Number of business starts in a given year}}{\text{Total number of businesses}} \times 1000 = \text{startups per 1000}$$

<p>Calculation</p>

Table Ec-9: New business starts-ups per 1000

	Number of start-ups per year	Total population	New business start-ups per 1000
2004			
2003			
2002			
2001			

What does the information mean?

What are the implications?

What should the follow up be?

Ec-10 Succession Plans

Framework Section	Economic
Indicator	Succession Plans
Relevance	Businesses and farms with succession plans show the extent of planned transition for continuance of businesses and farms.
Information Source	Local
Calculation Formula	Count, tabulate, describe

Table Ec-10: Number of succession plans

Year	Number of business succession plans
2003	
2002	
2001	
2000	

What does the information mean?

What are the implications?

What should the follow up be?

Education Indicators Worksheets

Ed-1 Preschool Programs

Framework Section	Education
Indicator	Preschool programs
Relevance	The presence of preschool programs in a community has implications for healthy child development.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ed-1: Preschool Programs

Programs	Enrollment		
	2004	2003	2002

What does the information mean?

What are the implications?

What should the follow up be?

Ed-2 School Enrollment

Framework Section Education

Indicator School Enrollment

Relevance May identify resources available for education.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Ed-2: School Enrollment

Name of School	Type of School	Grade Level	2003/2004	2002/2003

What does the information mean?

What are the implications?

What does the information mean?

Ed-3 Student-Teacher Ratio

Framework Section	Education
Indicator	Student-Teacher Ratio
Relevance	May identify resources available for education.
Information Source	Manitoba Community Profiles Manitoba Education and Training
Calculation Formula	Count, tabulate and describe

Table Ed-3: Student-Teacher Ratio

Name of School	Type of School	Enrollment	Student Teacher Ratio

What does the information mean?

What are the implications?

What should the follow up be?

Ed-4 Multi-Grade Classes

Framework Section	Education
Indicator	Multi-Grade Classes
Relevance	The numbers of multi-grade classes may indicate availability and allocation of resources.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ed-4: Multi-Grade Classes

Name of School	# of Multi-grade Classes

What does the information mean?

What are the implications?

What should the follow up be?

Ed-5 Multi-Grade Courses

Framework Section	Education
Indicator	Multi-Grade/Courses
Relevance	The numbers of multi-grade courses may indicate the availability and allocation of resources.
Information Source	Local
Calculation Formula	Count, tabulate, and describe

Table Ed-5: Multi-Grade Classrooms/Courses

Name of School	# of Multi-grade courses

What does the information mean?

What are the implications?

What should the follow up be?

Ed-6 Students Traveling To School By School Bus

Framework Section	Education
Indicator	School Bus Transportation
Relevance	The numbers of students traveling to school may indicate the availability and allocation of resources.
Information Source	Local
Calculation Formula	$\frac{\text{Number of students riding buses}}{\text{Total number of students}} \times 100 = \%$

Calculation	
--------------------	--

Table Ed-6: School Bus Transportation

Name of School	Students		
	Number traveling on bus	Total number	%

What does the information mean?

What are the implications?

What should the follow up be?

Ed-7 Time Spent by Students Traveling to School by School Bus

Framework Section Education

Indicator Time Spent by Students Traveling to School by School Bus

Relevance The time spent traveling to school may indicate the availability and allocation of resources.

Information Source Local

Calculation Formula
$$\frac{\text{Number of students riding} \times \text{minutes}}{\text{Total number of students riding buses}} \times 100 = \%$$

Calculation

Table Ed-7: Time Spent by Students Traveling to School by School Bus

Name of School	Traveling <30 minutes		Traveling >30 minutes	
	Number	%	Number	%

What does the information mean?

What are the implications?

What should the follow up be?

Ed-8 Distance Delivered Courses

Framework Section Education

Indicator Distance Delivered Courses

Relevance Shows the diversity of education available for high school students. Proportion of courses delivered by distance methods may be an indicator of flexibility and variety of learning options, as well as availability and allocation of resources.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Ed-8: Distance Delivered Courses

Name of School	Name of Course	# of Students	IITV	Internet	Paper Based Correspondence

What does the information mean?

What are the implications?

What should the follow up be?

Ed-9 Academic Upgrading, Continuing Education Courses

Framework Section	Education
Indicator	Academic Upgrading, Continuing Education Courses
Relevance	May be an indicator of flexibility and variety of learning options, as well as availability and allocation of resources.
Information Source	Local (Applicable universities, community colleges)
Calculation Formula	Count, tabulate and describe

Table Ed-9: Academic Upgrading, Continuing Education Courses

	Total # of courses	Delivery Method		
		In-class	Via the Internet/ Correspondence	Other
Grade 12 or equivalent				
University				
Community College				
Technical				
Computer				
General interest, (i.e, painting, crafts, etc.)				
Other				
Total				

What does the information mean?

What are the implications?

What should the follow up be?

Environment Indicators Worksheets

En-1 Community Water Usage

Framework Section Environment

Indicator Community Water Usage

Relevance Usage of water has an impact on water sources and planning for the future.

Information Source Local

Calculation Formula
$$\frac{\text{Total _ number _ on _ specific _ type _ of _ usage}}{\text{Total _ number _ u sin g _ water}} \times 100 = \%$$

Calculation

Table En-1: Community Water Usage

Type of usage	Community water system		Private system	
	Number	%	Number	%
Households				
Businesses				
Institutions (schools, hospitals)				

What does the information mean?

What are the implications?

What should the follow up be?

En-2 Tested Wells

Framework Section	Environment
Indicator	Tested Wells
Relevance	May identify the need for awareness of testing well water. Test results may indicate a need for action.
Information Source	Local
Calculation Formula	$\frac{\text{Number of wells being tested}}{\text{Total number of wells}} \times 100 = \%$

Calculation

Table En-2: Tested wells

Year	Tested wells	
	Number	%
2004		
2003		
2002		
2001		
2000		

What does the information mean?

What are the implications?

What should the follow up be?

En-3 Community Sewage Treatment

Framework Section Environment

Indicator Community Sewage Treatment

Relevance Indicates households covered by the community sewage treatment system and those who are on septic tanks.

Information Source Local

Calculation Formula
$$\frac{\text{Number of specific types of sewage disposal}}{\text{Total number of sewage disposal types}} \times 100 = \%$$

Calculation

Table En-3: Community Sewage Treatment

Year	Community Sewage System		Septic Tank or Field	
	#	%	#	%
2004				
2003				
2002				
2001				
2000				

What does the information mean?

What are the implications?

What should the follow up be?

En-4 Recycled Material

Framework Section	Environment
Indicator	Recycled Material
Relevance	May show a community's commitment to waste reduction.
Information Source	Manitoba Product Stewardship Corporation Local
Calculation Formula	$\frac{\text{Kilograms _ recycled _ per _ year}}{\text{Total _ population}} = \text{Kg's _ per _ person}$

Calculation

Table En-4: Recycling (in Kilograms) per Person in Manitoba, 2003

Area	Kilograms of Recycling per Person	Grade
Community		
Winnipeg	52.1	A
Brandon	39.0	B
South West Manitoba	38.5	B

Source: Manitoba Product Stewardship Corporation, 2003

What does the information mean?

What are the implications?

What should the follow up be?

En-5 Hazardous Waste Disposal

Framework Section	Environment
Indicator	Hazardous waste disposal
Relevance	May show a community's commitment to waste disposal.
Information Source	Manitoba Conservation Local
Calculation Formula	Count, tabulate and describe

Table En-5: Hazardous Waste Disposal

Types of hazardous waste	Presence of disposal program(s) and/or site(s) ✓
Explosives (i.e. dynamite)	
Compressed gases (i.e. propane)	
Flammable liquid (i.e. gasoline)	
Flammable solid (i.e. calcium carbide)	
Oxidizers (i.e. nitrate fertilizers)	
Poisonous (i.e. hospital waste)	
Radioactive (i.e. spent reactor fuel)	
Corrosive (i.e. sulphuric acid)	
Miscellaneous (i.e. PCB's)	

What does the information mean?

What are the implications?

What should the follow up be?

En-6 Outdoor Air Quality Infractions

Framework Section Environment

Indicator Outdoor air quality infractions

Relevance Shows the extent to which the outdoor air quality is monitored and may identify issues.

Information Source Local

Calculation Formula
$$\frac{\text{Number of specific infractions}}{\text{Total number of infractions}} \times 100 = \%$$

Calculation

Table En-6: Outdoor Air Quality Infractions

Types	2003		2002		2001		2000	
	Number	%	Number	&	Number	%	Number	%

What does the information mean?

What are the implications?

What should the follow up be?

En-7 Indoor Air Quality Infractions (Such As No-Smoking)

Framework Section Environment

Indicator Indoor Air Quality Infractions (Such As No-Smoking)

Relevance Shows the extent to which the indoor air quality is monitored and may identify issues.

Information Source Manitoba Hydro
Local

Calculation Formula
$$\frac{\text{Number of specific infractions}}{\text{Total number of infractions}} \times 100 = \%$$

Calculation

Table En-7: Indoor Air Quality Infractions

Types	2003		2002		2001		2000	
	Number	%	Number	&	Number	%	Number	%

What does the information mean?

What are the implications?

What should the follow up be?

En-8 Intensive Livestock Operations (ILO)

Framework Section	Environment
Indicator	Intensive Livestock Operations (ILO)
Relevance	Indicates the extent to which intensive livestock operations are in the area.
Information Source	Manitoba Agriculture, Food and Rural Initiatives Local
Calculation Formula	Count, tabulate and describe

Table En-8: Intensive Livestock Operations (ILO)

Type of ILO	Number of Operations				
	2004	2003	2002	2001	2000
Cattle					
Swine					
Poultry					
Other					

What does the information mean?

What are the implications?

What should the follow up be?

En-9 Certified Organic Farms

Framework Section	Environment
Indicator	Certified organic farms
Relevance	Measures the use of chemical-free farming practices.
Information Source	Manitoba Agriculture, Food and Rural Initiatives Local
Calculation Formula	Count, tabulate and describe

Table En-9: Certified Organic Farms

Type of Certified Organic Farm	Number of Farms	
	2004	2003

What does the information mean?

What are the implications?

What should the follow up be?

En-10 Farm Inputs

Framework Section	Environment
Indicator	Farm Inputs
Relevance	Shows the extent to which farm inputs are used.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table En-10: Farm Inputs

Inputs	# of Hectares 2004	# of Farms
Herbicide		
Insecticide		
Fungicide		
Commercial fertilizer		
Manure		

What does the information mean?

What are the implications?

What should the follow up be?

En-11 Stubble Burned Practice

Framework Section	Environment
Indicator	Stubble Burned Practice
Relevance	Represents a practice that has the potential for respiratory problems for nearby residents.
Information Source	Manitoba Agriculture, Food and Rural Initiatives (Local Agricultural Representative) Local
Calculation Formula	Count, tabulate and describe

Table En-11: Stubble Burned Practice

	2004		2003		2002	
	# of Hectares Burned	# of Farms	# of Hectares Burned	# of Farms	# of Hectares Burned	# of Farms
Community						
Region						
Province						

What does the information mean?

What are the implications?

What should the follow up be?

En-12 Unexpected Wildlife Deaths

Framework Section	Environment
Indicator	Unexpected Wildlife Deaths
Relevance	Some wildlife deaths are attributable to causes that potentially have an impact on the health of humans (e.g. West Nile Virus).
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table En-12: Unexpected Wildlife Deaths

Species Type	Number of deaths	
	Region	Manitoba
Birds		
Fish		
Mammals		
Reptiles		
Amphibians		

What does the information mean?

What are the implications?

What should the follow up be?

En-13 Designation Of Local Natural Areas

Framework Section	Environment
Indicator	Designation Of Local Natural Areas
Relevance	May show measures towards protecting the natural environment.
Information Source	Ducks Unlimited Local
Calculation Formula	$\frac{\text{Total _ numbers _ of _ hectares _ designated}}{\text{Total _ number _ of _ hectares}} \times 100 = \%$

Calculation

Table En-13: Designation of local natural areas

Total Hectares Designated		% of Total Land	
Region	Province	Region	Province

What does the information mean?

What are the implications?

What should the follow up be?

En-14 Community Appearance

Framework Section	Environment
Indicator	Community Appearance
Relevance	Attractiveness of the community may indicate the community's commitment to the health and quality of life of its residents.
Information Source	Local
Calculation Formula	Describe

Table En-14: Windshield Survey

<i>Drive around the community observing the environment, the people, and interaction of people with the environment. Note the characteristics of the community, layout, businesses, residential area and the characteristics of the people on the streets</i>
Details

- What does the information mean?**
- What are the implications?**
- What should the follow up be?**

En-15 Community Green Spaces and Beautification Programs

Framework Section Environment

Indicator Community green spaces and beautification programs

Relevance Green spaces and beautification plans within a community may indicate community commitment to the health and quality of life of its residents.

Information Source Local

Calculation

Formula
$$\frac{\text{Number of hectares and each green space type}}{\text{Total number of hectares}} \times 100 = \%$$

Calculation

Table En-15: Community Green Spaces and Beautification Programs

Types of Green spaces	# of Hectares	% of Total Land

- What does the information mean?**
- What are the implications?**
- What should the follow up be?**

Ci-2 Land Use

Framework Section

Community Infrastructure

Indicator

Land use

Relevance

Shows current land use and development.

Information Source

Local

Calculation Formula

$$\frac{\text{Number of hectares and each land use type}}{\text{Total number of hectares}} \times 100 = \%$$

Calculation

Table Ci-2: Land Use

Land Type	Number of Hectares	% of Total
Commercial		
High-density residential		
Low-density residential		
Industrial		
Other (specify)		

What does the information mean?

What are the implications?

What should the follow up be?

Ci-3 Industrial Infrastructure

Framework Section	Community Infrastructure
Indicator	Industrial Infrastructure
Relevance	Industrial infrastructure may be a factor in attracting new or expanding industries.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-3: Industrial Infrastructure

Type of Infrastructure	Location	Details

What does the information mean?

What are the implications?

What should the follow up be?

Ci-4 Public Utilities

Framework Section	Community Infrastructure
Indicator	Public Utilities
Relevance	Types and quality of current public utilities structures may limit or enhance the opportunity for future development or a need for infrastructure upgrades.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-4: Public Utilities

Type of Utility	Details
Electricity	
Natural Gas	
Potable Water	
Sewer	
Other (specify)	

What does the information mean?

What are the implications?

What should the follow up be?

Ci-5 Availability of Scheduled Transportation

Framework Section	Community Infrastructure
Indicator	Availability Of Scheduled Transportation
Relevance	Accessibility to public transportation may have an impact on residents' ability's to access employment, education, health services and social/recreational opportunities.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-5: Availability of Scheduled Transportation

Type	Frequency in community (schedule)	Wheel chair accessible (√)
Bus		
Taxi		
Train		
Plane		
Other (specify)		

What does the information mean?

What are the implications?

What should the follow up be?

Ci-6 Availability of Private Transportation

Framework Section	Community Infrastructure
Indicator	Availability Of Private Transportation
Relevance	Indicates accessibility within and outside the community.
Information Source	Manitoba Public Insurance
Calculation Formula	Count, tabulate and describe

Table Ci-6: Availability of Private Transportation

Community		Manitoba*	
Type	Number Registered	Type	Number Registered
Passenger vehicles		Passenger vehicles	466,425
Light trucks		Light trucks	155,559
Buses (non-commercial)		Buses (non-commercial)	580
Motorhomes		Motorhomes	6,780
Motorcycle/moped		Motorcycle/moped	8,849
Commercial trucks		Commercial trucks	33,261
Commercial passenger vehicles		Commercial passenger vehicles	1,861
Total registered vehicles			673,315

*Source: Manitoba Public Insurance

What does the information mean?

What are the implications?

What should the follow up be?

Ci-7 Availability of Sidewalks, Walking/Bicycle Paths

Framework Section	Community Infrastructure
Indicator	Availability of Sidewalks, Walking/Bicycle Paths
Relevance	May indicate the community's commitment to support healthy living of its residents.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-7: Availability of Sidewalks, Walking/Bicycle Paths

	Number of Kilometers	Wheelchair accessible (√)
Sidewalks		
Walking/bicycle path		

What does the information mean?

What are the implications?

What should the follow up be?

Ci-8 Designated Parking Spaces

Framework Section	Community Infrastructure
Indicator	Designated Parking Spaces
Relevance	Indicates appropriate infrastructure and services for community residents.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-8: Designated parking spaces

Designation	Number of Space
Handicap	
Expectant/new mother	
Other (specify)	

What does the information mean?

What are the implications?

What should the follow up be?

Ci-9 Communication Media

Framework Section	Community Infrastructure
Indicator	Communication Media
Relevance	Demonstrates connectivity within and beyond the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-9: Availability of Local, Regional, National, and International Channels of Communication

Media	List Names		
	Local (√)	Regional (√)	Nat/Int. (√)
Daily Newspapers			
Weekly Newspapers			
Radio			
Television (non-cable)			
Television (cable)			
Television (satellite)			
Bulletin Boards			
Internet			
Other (specify)			

What does the information mean?

What are the implications?

What should the follow up be?

Ci-10 Public Internet Access Site(s)

Framework Section	Community Infrastructure
Indicator	Public Internet Access Site(S)
Relevance	Publicly accessible internet site(s) provide access for those people without computers, and enable them more options.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Ci-10: Public Internet Access Site(s)

Location	Details (hours of operation)

What does the information mean?

What are the implications?

What should the follow up be?

Ci-11 Residential Dwellings

Framework Section	Community Infrastructure
Indicator	Residential Dwellings
Relevance	The numbers and types of residential dwelling units may have an impact on the quality of life for residents such as the elderly and persons with disabilities.
Information Source	Statistics Canada Canada Mortgage and Housing Corporation Manitoba Housing Authority Local
Calculation Formula	Count, tabulate and describe

Table Ci-11: Residential Dwellings

Type	Number of units		Average Market Value	
	2004	2003	2004	2003

What does the information mean?

What are the implications?

What should the follow up be?

Ci-12 Home Ownership

Framework Section Community Infrastructure

Indicator Home Ownership

Relevance Indicates investment in the community and the ability to own housing.

Information Source Statistics Canada
 Canada Mortgage and Housing Corporation
 Manitoba Housing Authority
 Local

Calculation Formula $\frac{\text{Total _ type _ of _ households}}{\text{Total _ number _ of _ households}} \times 100 = \%$

Calculation

Table Ci-12: Home Ownership for Manitoba, 2001

	Community		Manitoba*	
	#	%	#	%
Total Households			432,550	100
Rented Households			128,930	29.8
Owner-occupied Households			293,295	67.8

*Source: Statistics Canada, 2001

What does the information mean?

What are the implications?

What should the follow up be?

Ci-13 Subsidized Housing Units

Framework Section	Community Infrastructure
Indicator	Subsidized Housing Units
Relevance	Availability of subsidized housing may have a socio-economic impact on the community and its residents.
Information Source	Manitoba Housing Authority Local
Calculation Formula	Count, tabulate and describe

Table Ci-13: Subsidized Housing Units

Type	Number of Units	Number of people on waiting list	Average # of days of waiting time
Family units			
Elderly units			
Special purpose			
Mortgage			
Other (specify)			

What does the information mean?

What are the implications?

What should the follow up be?

Recreation, Heritage & the Arts Indicators Worksheets

Rec-1 National, Provincial and Community Parks

Framework Section	Recreation, Heritage & the Arts
Indicator	National, Provincial and Community Parks
Relevance	Provincial and national parks may provide access to recreation activities such swimming, boating, hiking, interpretive programs, camping and fishing.
Information Source	Parks Canada Manitoba Conservation
Calculation Formula	Count, tabulate and describe

Table Rec-1: National, provincial and community parks

Service Availability	Park Type (√)			Year round services (√)
	National	Provincial	Community	
Swimming				
Boating				
Hiking				
Interpretive programs				
Camping				
Fishing				
Cross country skiing				
Alpine skiing				
Other (specify)				

What does the information mean?

What are the implications?

What should the follow up be?

Rec-2 Recreational Facilities

Framework Section	Recreation Heritage & the Arts
Indicator	Recreational Facilities
Relevance	Opportunities for activities have an impact on the quality of life and health of residents of the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Rec-2: Number of Recreational Facilities Available Within the Community

Type of Facility	Details

What does the information mean?

What are the implications?

What should the follow up be?

Rec-4 Recreational Partnerships

Framework Section	Recreation Heritage & the Arts
Indicator	Recreational Partnerships
Relevance	Shows community collaboration in fielding teams or holding recreational events.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Rec-4: Partnerships with Other Communities to Sponsor Recreation Activities

Activity	Partner Community	Details

What does the information mean?

What are the implications?

What should the follow up be?

Rec-5 Museums

Framework Section Recreation Heritage & the Arts

Indicator Museums

Relevance Preservation of historical items provides the community residents with the opportunity to learn about the community's past.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Rec-5: Museums

Museum	Details (hours, seasons of operation)	Public (√)	Private (√)	Annual attendance #

What does the information mean?

What are the implications?

What should the follow up be?

Rec-6 Heritage Designations

Framework Section	Recreation, Heritage & the Arts
Indicator	Heritage Designations
Relevance	Preservation of historical items provides the community residents with the opportunity to learn about the community's past.
Information Source	Manitoba Department of Culture, Heritage and Tourism Local
Calculation Formula	Count, tabulate and describe

Table Rec-6: Heritage Designations

Designation	Details
Provincial	
Municipal	
Other (specify)	

What does the information mean?

What are the implications?

What should the follow up be?

Rec-7 Cultural Events and Activities

Framework Section	Recreation, Heritage & the Arts
Indicator	Cultural Events and Activities
Relevance	Indicates the degree of leisure opportunities within the community and the diversity of interests to the residents.
Information Source	Travel Manitoba Local
Calculation Formula	Count, tabulate and describe

Table Rec-7: Cultural Events and Activities

Activity	Attendance #	Details

What does the information mean?

What are the implications?

What should the follow up be?

Rec-8 Cultural Events Partnerships

Framework Section	Recreation, Heritage & the Arts
Indicator	Cultural Events Partnerships
Relevance	Shows community collaboration for cultural activities.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Rec-8: Cultural Events Partnerships

Activity	Partner Communities	Details

What does the information mean?

What are the implications?

What should the follow up be?

Rec-9 Public Library

Framework Section Indicator Recreation, Heritage & the Arts
Public Library

Relevance Access to public libraries provides low-cost reading, research, and recreation opportunities.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Rec-10: Availability and Use of Community Public Library

	Number	Details
Number of materials held by library		
Number of circulation transactions		
Number of reference requests		
Number of library memberships		
Number of memberships held by people outside of the community		
Number of interlibrary loans requested		
Number of interlibrary loan requests filled		
Programs/activities		
Does the library have internet access?		
Communities served		
Other (specify)		

What does the information mean?

What are the implications?

What should the follow up be?

Cp-2 – Strategies for Leadership Development

Framework Section	Community Processes
Indicator	Strategies for Leadership Development
Relevance	Shows the degree to which organizations have formalized development/mentoring programs.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Cp-2: Strategies for Leadership Development

Organization	Strategy Type (specify)	# of Programs

What does the information mean?

What are the implications?

What should the follow up be?

Cp-3 Elected Leadership Positions

Framework Section Community Processes
Indicator Elected Leadership Positions

Relevance Shows what elected leadership and the diversity that exists in the community. Measuring voter turnout and number of offices filled by acclamation may be indicators of active involvement or apathy.

Information Source Local

Calculation Formula (Voter Turnout) $\frac{\text{Number of tallied votes}}{\text{Total number of eligible voters}} \times 100 = \%$

Calculation

Table Cp-3: Elected Leadership Positions

Role	Community				
	# Male	# Female	# Under 35	# Acclamations	% Voter turnout
Municipal					
School Board					
Chamber					
RHA					
Other (specify)					

What does the information mean?

What are the implications?

What should the follow up be?

Cp-4 Volunteer Organizations

Framework Section	Community Processes
Indicator	Volunteer Organizations
Relevance	Shows the extent of active volunteerism in the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Cp-4: Volunteer Organizations

Organization	Type (specify)	# of Members

What does the information mean?

What are the implications?

What should the follow up be?

Cp-5 Informal Volunteer Activities

Framework Section Community Processes
Indicator Informal Volunteer Activities

Relevance Shows the extent of active volunteerism in the community.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Cp-5: Informal Volunteer Activities

Activity	# of People Being Assisted	# of People Volunteering	Details
Snow cleaning			
Grass cutting			
Running errands			
Visiting shut-ins and the elderly			
Driving to appointments			
Other (specify)			

What does the information mean?

What are the implications?

What should the follow up be?

Cp-6 Religious Establishments

Framework Section	Community Processes
Indicator	Religious Establishments
Relevance	Shows the extent of organized religion in the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Cp-6: Religious Establishments

Establishment	# of Members

What does the information mean?

What are the implications?

What should the follow up be?

Cp-7 Registered Charities and Foundations

Framework Section	Community Processes
Indicator	Registered Charities and Foundations
Relevance	Indicates the presence of charitable organizations, and may indicate the degree of competition for resources.
Information Source	Canada Customs and Revenue Agency
Calculation Formula	Count, tabulate and describe

Table Cp-7: Registered Charities and Foundations

Registered Charity or Foundation	Annual Gross Charitable Donations

What does the information mean?

What are the implications?

What should the follow up be?

Cp-8 By-Law Enforcement Processes

Framework Section	Community Processes
Indicator	By-Law Enforcement Processes
Relevance	Indicates enforcement and compliance with by-laws.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Cp-8: By-Law Enforcement Processes

Violation Type	Number of Violations

What does the information mean?

What are the implications?

What should the follow up be?

Social Supports Indicators Worksheets

Soc-1 Children in the Care of Child and Family Services.

Framework Section	Social Supports
Indicator	Children in the Care of Child and Family Services.
Relevance	Indicates potential need for social support programs and resources.
Information Source	Manitoba Child and Family Services
Calculation Formula	Count, tabulate and describe

Table Soc-1: Children in the Care of Child and Family Services

Age	Type of Care	# in Care
0-14		
5-14		
15-19		

What does the information mean?

What are the implications?

What should the follow up be?

Soc-2 Licensed Children's Day Care

Framework Section Social Supports

Indicator Licensed Children's Day Care

Relevance Accessibility to child care allows the parents to contribute to the economy outside the home. Availability and accessibility to children's day care may influence a child's development.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Soc-2: Licensed Children's Day Care

Facility Name	# of spaces	Family day care (√)

What does the information mean?

What are the implications?

What should the follow up be?

Soc-3 Crisis-Intervention Support Systems

Framework Section	Social Supports
Indicator	Crisis-Intervention Support Systems
Relevance	Shows the prevalence of support available within the community.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Soc-3: Crisis-Intervention Support Systems Availability

Types	# of Clients Per Year
RHA Mobile Crisis Unit	
RHA Crisis Stabilization Unit	
Women's Shelters	
Other (specify)	

What does the information mean?

What are the implications?

What should the follow up be?

Soc-4 Adult Day Program(s)

Framework Section	Social Supports
Indicator	Adult Day Program(S)
Relevance	Shows the extent to which an adult support services are available.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Soc-4: Adult Day Program Availability

Program	# of Participants Per Year

What does the information mean?

What are the implications?

What should the follow up be?

Soc-5 Self-Help Groups and Community-Based Social Support Programs

Framework Section Social Supports

Indicator Self-Help Groups And Community-Based Social Support Programs

Relevance Shows the prevalence of mutual support available within the community and indicates community awareness and support for other community members.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Soc-5: Self-Help Groups and Community-Based Social Support Program Availability

Group	# of Participants Per Year

What does the information mean?

What are the implications?

What should the follow up be?

Soc-7 Youth Organizations

Framework Section	Social Supports
Indicator	Youth Organizations
Relevance	Shows the extent of youth programs that are available.
Information Source	Local
Calculation Formula	Count, tabulate, describe

Table Soc-7: Youth Organizations

Organization	Description	# of Participants

What does the information mean?

What are the implications?

What should the follow up be?

Soc-8 Seniors' Organizations

Framework Section Social Supports

Indicator Seniors' Organizations

Relevance Shows the extent of seniors' programs that are available.

Information Source Local

Calculation Formula

Table Soc-8: Seniors' Organizations

Organization	Description	# of Participants

What does the information mean?

What are the implications?

What should the follow up be?

Soc-9 Parent and Child Groups.

Framework Section	Social Supports
Indicator	Parent and Child Groups
Relevance	Shows the extent of social supports to parents and children.
Information Source	Local
Calculation Formula	Count, tabulate and describe

Table Soc-9: Parent and Child Groups

Group	Description	# of Participants

What does the information mean?

What are the implications?

What should the follow up be?

Soc-10 Meal Programs

Framework Section Social Supports

Indicator Meal Programs

Relevance Shows the extent to which a meal program is utilized.

Information Source Local

Calculation Formula Count, tabulate and describe

Table Soc-10: Meal Programs

Program	Number of Clients	Number of Meals
Meals on Wheels		
Congregate		
Other (specify)		

What does the information mean?

What are the implications?

What should the follow up be?

Question Design

No matter what information gathering method you decide on, the design of the questions used can have a major impact on the quality of the results. There are several issues that should be considered when designing interview questions:

Context: both the topic and purpose of the study and the characteristics of the target population.

Structure: the wording of the questions

Question format: determines the type of results you will get.

Response format: also determines the type of results you will get.

Question type: questions about attitudes, knowledge, behaviour, or demographic information all have different design considerations.

Question order: where to start?

Pre-testing: pilot studies allow you to check the appropriateness of the questionnaire.

Context

If you haven't already done so, this is the time to clarify the objectives of the study. First, define any ambiguous terms. For example, severe health problems could be changed to life-threatening health problems, and service use patterns could be changed to actual usage in the last month. Secondly, make sure that the objectives are precise in their wording. For example, a first draft objective could read "*determine the educational needs of the community*". To be more specific, you could look at the current educational level of the community (both vocational and academic, or only one), the willingness of residents to seek further training, the type of education desired by residents, and barriers to access of this education. This new list of objectives will help tremendously when it comes to writing the corresponding questions.

Tips for considering context

- Match what you need to know against what you have the resources to find out. A priority list will help when it comes time to trim any excess material.
- Consider that the questions are going to be asked in a social, cultural and economic context. Sensitive topics are easier to address in an anonymous mail survey than in confidential personal interviews.
- Try drafting the final report. This will help you predict what information you will need, highlight information that you can get from other sources, and help avoid holes in the data. Something as simple as a flowchart can help visualize the intentions of a questionnaire, and will provide a guide throughout the many revisions most questionnaires go through.

Structure

Good question structure will ensure that respondents are able to answer accurately and consistently. A poorly worded question and the confusion it causes can easily cause a respondent to either not answer that question, or refuse the entire questionnaire. So what makes good question structure?

Purpose

Questions should relate to the context of the questionnaire. If the connection is not obvious, then the rationale for the question should be explained.

Concreteness

Questions should be precise and unambiguous in order to get reliable and consistent answers. This means adding time periods when necessary (see#3) and defining any ambiguous terms. Adding details can also increase the concreteness of the questions.

Example (concreteness):

How often do you use health services?

Would read better as:

How many times in the last month did you use local mental health services (such as your community mental health worker, the mobile crisis unit, local guidance councilor)?

Time Periods

Although they can help with the concreteness of the question, be sure that they are appropriate for the question. These should not be so long that they tax the memory of the respondent, for example: *“How often did you eat out for lunch in the last 6 months?”* The time period should also not be too short to adequately represent the question, for example: *“How many times did you visit your doctor in the last week?”*

Conventional Language

Good grammar, punctuation and spelling are critical for understanding. Words should be chosen to maximize understanding by all respondents. Use complete sentences and avoid using abbreviations, slang, and technical terms.

Biasing words/phrases

Be careful of words or phrases that trigger emotional responses and lead the respondent to one answer over the others. These questions should be reworded whenever possible.

Two-edged questions

Two-edged questions contain two separate ideas (look for the word “and”). These questions should be split into their component parts so that the answers can be analyzed properly.

Negative questions

The word “not”, commonly missed by readers, leads to misunderstanding and incorrect answers. These should either be changed to a positive wording, or emphasize the word **NOT**.

Question Format

The decision between open and close-ended question formats depends mostly on the format of the survey, but also on the intention and needs of each specific question.

Open-ended questions

The respondent answers in his or her own words. Used most often in qualitative research and pilot studies (see later).

Advantages: can provide unforeseen responses and quotable material; researcher cannot bias answers with pre-selected responses.

Disadvantages: often are difficult to compare and interpret.

Open-ended question:

What suggestions do you have for improving access to community health services?

Close-ended questions

The responses are pre-selected by the researcher. Used often when data will be analyzed statistically.

Advantages: easier to answer; easy to compare and interpret answers.

Disadvantages: respondents can become frustrated their answer is not listed.

Close-ended question:

Which of the following suggestion do you feel would improve access to community health services?

(check all that apply)

- Better parking facilities
- Longer clinic hours
- Other (Specify _____)

Response Format

For close-ended questions, you have to decide on what type of responses to provide, and what those responses should be. This can be an important decision, since the wrong choices can lead to significant errors in the results. Be sure to use the same type of response and scale for questions that you want to compare during the analysis.

Categorical responses

These questions ask respondents to identify which category or group they belong to. Common examples of this type of responses are yes/no, presence/absence, and applies/does not apply. They are commonly applied to lists (check all that apply, check only one, etc.; the example of a close-ended question above has categorical responses).

Tips for designing categorical responses:

- If only one response can be chosen, make sure that the choices are **mutually exclusive** and that someone cannot belong to more than one category.
- Provide an “other” category if you think there may be other possible responses.
- Make sure that the list is **exhaustive** and includes all possible answers. Respondents can become frustrated if their answer is not provided, you may get too many responses in the “other” category, or respondents might forget a possible response, and it becomes underreported.
- Make sure that the categories have meaning for the final data analysis. For example, if you are looking at the needs of seniors, but have grouped the older ages into 65+, then you will not be able to look at any differences.

Ordinal Responses

These questions ask respondents to rank their responses in order of priority or importance. This can also be done using numbers (see numerical responses). Common examples of this type of responses are:

Endorsement	Frequency	Intensity	Influence	Comparison
definitely true	always	severe	big problem	much more than others
true	very often	moderate	moderate problem	than others
don't know	fairly often	mild	small problem	somewhat more than others
false	sometimes	very mild	very small problem	about the same as others
definitely false	almost never	none	no problem	somewhat less than others
	never			much less than others

When deciding on a type and length of scale, consider the question itself and the level of precision required for the results. Remember **KISS**: Keep it short and simple. The fewer the number of choices, the easier the question will be to answer. Too high a number, and visual aids are needed; too low a number and respondents may not find an appropriate answer. Considering the results, ask yourself if it matters how strongly the respondents feel about their answer, or if a simple 3 point scale would be sufficient.

Tips for designing ordinal responses

- Balance all responses. This means that both ends of the scale should be represented (about) equally.
- Be careful with neutral responses (middle point, no opinion, don't know). These can provide an "easy out" answer but are necessary in many cases. Pre-test the questionnaire to verify your choice.
- Use mid-length scales. These seem to work best for most situations. For mail and telephone surveys, 4-5 is best, and in-person survey questions with more than 5 choices should use visual aids (usually a list on a card).
- Put the hard answer first. If the least embarrassing or easiest answer is listed first, respondents will often pick that one without really looking at the rest.
- Emphasize important instructions (choose **one** of the following).
- Avoid skip patterns in self-administered mail surveys. (Skip patterns require respondents to go to different questions based on certain responses (if no, go to question 3). If they are necessary, make sure they are clear and easy to follow.
- Organize the responses so that they are easily readable (vertical lists and tables work best).

Numerical Responses

These questions ask respondents to produce a number.

Carefully worded questions with numerical responses can often give more precise results than those with categorical or ordinal responses. Which one to use depends again on the results that you are looking for.

Question Types

Surveys tend to focus on attitudes, but can also measure knowledge and behaviour. Questions that test these topics vary in their design considerations, which are briefly addressed below.

Numerical responses:

How many books have you read in the last month? _____

On a scale of 1 to 10, where 1 is not at all important and 10 is very important, how important are the following services in your community?

Attitudes

Also known as opinions, beliefs, preferences or values, attitudes are general ways of thinking. Attitudes are difficult to define and measure because of their complexity. Some respondents may say “very important” to the question on the right on its own, but would change that to “not very important” if they knew that the school provided strong sports programs within its curriculum. Still other respondents may not know the difference between extra curricular and curricular activities, and those without children may not care one way or the other.

Asking about attitude:

How important is it to you that youth in your community have access to extracurricular sports?

Tips for designing attitude questions:

- Wherever possible, use existing, proven questions from other sources and tailor them to your situation. Remember, these modified questions should still be pre-tested to ensure their validity for your study.
- Be as clear and as precise as possible in the wording of the questions. A better way to word the question above would be:

Knowing that volleyball, basketball and golf are offered during school hours, how important is it to you that youth in your community have access to the following extracurricular sports? *Check the box that best describes your opinion regarding each sport.*

	Very important	Somewhat important	Not important	No opinion
Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Pre-test the questions, asking respondents to describe, in their own words, how they interpret the question and its response options. This will show whether or not they understand as you intended.

Behaviour

This refers to what the respondent actually did. These types of questions are associated with some sort of time period, which should be explicitly stated in the question.

Tips for designing behaviour questions

- Choose time periods that are appropriate for both the question and the amount of data required.
- Longer time periods can be used if important events are involved (for example, the terrorist bombings of 9/11). Otherwise, don't expect respondents to remember beyond one year's time.
- 12 months, or 1 year, is useful for some broad topics, such as vacation time (captures all the seasons).
- Be careful with very short periods of time, since respondents may exaggerate by reporting actions prior to the specified time. Make the time period long enough to include both high and low (but still common) frequencies of the behaviour.
- If appropriate, use a list of activities to help respondents remember their behaviour. Including an "other" category when using lists will make sure you don't miss any unanticipated answers, but it will also require extra analysis, especially if the list is too short. Too long, however, and lists become boring.

Asking about behaviour:

Approximately how much have you spent on vacations in the last 12 months?

- Less than \$500
- \$501 - \$2000
- \$2001-\$5000
- \$5001 or more

Knowledge

Finding out how much the respondents know about a certain topic can be useful for several reasons: to determine if the respondent has enough knowledge to have an informed opinion; to identify gaps in knowledge that may merit an information campaign; or to help explain the attitudes of respondents. Wording is sometimes the only difference between questions that address knowledge and attitude, so be careful when designing them and be sure to pre-test.

Tips for designing knowledge questions

- Tailor the difficulty of the questions to the education level of the target population. Asking too many easy questions won't give you any information, and asking too many difficult questions may frustrate respondents to the point where they don't respond.
- Disguise knowledge questions with phrases like "*in your opinion*," or "*using your best guess*". These will help diminish the stressful impact testing questions often have.

Asking about knowledge:

Using your best guess, how many public access computers are there within [your community]?

- None
- 1
- 3
- I don't know

- Include a “*don’t know*” option. This will also diminish the threatening appearance of the question. It will also separate those who think they know (but don’t) from those who know that they have no idea.

Demographics

An important part of any survey is determining the demographics of the respondents. This includes information such as age, gender, race, income level, education level, marital status, etc. Which questions you ask and the level of detail in the responses will all depend on how much information you will need in order to analyze the rest of the data. As such, it is a good idea to design these questions last, when you are able to consider them in light of the rest of the survey. Before designing demographic questions, it is also a good idea to look at the census data for the community. This will give you an idea as to what range of answers you can expect.

Tips for designing demographic questions:

- When asking for age, be sure to specify a time, for example, as of January 1st of that year. Otherwise, respondents are likely to generalize their age.
- Make sure that any response groupings are mutually exclusive and exhaustive. For example:
 - Less than \$15,000
 - \$15,001-\$20,000
 - \$20,001-\$25,000
 - \$25,001-\$30,000
 - \$30,001 and above
- Be sensitive when asking about income. This is private information, so asking for specific numbers is not recommended. Giving ranges, like those above, is more appropriate.
- Word income questions precisely. Do you want to know the total income for the household? Only personal income? Time periods are also necessary. Are you asking about the previous year? Or an average for the last 3 years?
- Be sure that categories are meaningful. If the population is mostly seniors, be sure to have more age categories in that range (not just 65+). The same applies to income.
- Questions about education should be tailored for the purpose of the survey as well as the target population.
- Decide if you want to be able to compare the results to other information sources. If you divide the categories differently, then the results will not be comparable.

Question Order

Finally, you must decide in what order you will ask the questions. This will depend on the method you have chosen, the target population, and the questions themselves.

Tips for deciding on question order

- Start with easy, general questions. These will encourage respondents to begin a mail survey and help establish rapport with an interviewer in telephone or personal interviews.
- Similarly, leave difficult or sensitive questions until later in the survey so that they have already built up a momentum when the time comes to answer them. In an interview, at least if they decide not to continue, at least they will have answered most of the questions.
- Avoid leading the respondent. This can occur when a previous question influences the answer to a similar question later in the survey. This can be minimized by changing the wording of the questions, or separating them sufficiently through the questionnaire. Alternatively, one of the questions may be irrelevant and could be removed altogether.
- The choice of where to put the demographic questions is controversial. Putting them at the beginning can make for an easy start, but some respondents may not feel comfortable answering such personal questions with a stranger (interviewer) and will give dishonest answers. In this case, leaving them to the end allows time for the interviewer to build a rapport with the respondent.
- Avoid large groups of similar questions. Respondents will tend to pay less and less attention to the questions, a problem known as **habituation**. Break up these larger groups by inserting unrelated questions, or change the wording to force the respondent to think more about each question. This can be achieved by switching the “positive” answer.

Leading questions:

1. In your opinion, which of the following crimes is a problem in your community? *Check all that apply.* (Follow with a list)

2. Do you feel safe in your community?

Yes/No

Avoiding habituation:

I believe that my community is a safe place to live.

Strongly agree/agree/ no opinion/ disagree/ strongly disagree.

I believe that there should be a stronger police presence in my community.

Strongly agree/agree/no opinion/disagree/strongly disagree.

Pre-testing

Pilot tests can help you throughout the designing process. Short, open-ended surveys can give you an idea of the range of possible answers as well as identifying area of interest. Trying out the questionnaire on a few sample respondents is a very good idea. By asking opinions on format, style and wording, you can gain significant insight into the design of questions and their responses. Ultimately, it is a good idea to pre-test the final draft of the questionnaire because it's difficult to change the format of the questionnaire after the fact.

Surveys

This is the most common method of gathering information, especially when large groups are involved. Usually, a questionnaire is sent to the homes of respondents, accompanied by a letter of explanation and a return envelope. There are many variations on this theme that will be dealt with later in this document.

Advantages

- Relatively inexpensive.
- Can often reach a larger number of people (don't need a phone).
- Allow respondents to answer at their own leisure, and are therefore less intrusive than other forms of interviewing.

Challenges

- Takes much more time than the other methods (often several weeks or more).
- If illiteracy or language barriers are a problem in the population, this can lead to lower response rates and a biased sample by excluding those people from the survey.
- It is much harder to motivate respondents to return the surveys than in other methods (it's much easier to say no to a letter than it is to someone standing at your door).

Making a choice is not as difficult as it may look. Just consider the needs of the target population and the needs of the study. Focus groups can be a great way to gather the opinions of a subgroup, if you can get them together. Personal interviews can give useful, in depth information. In small communities, the feasibility of the more personal style interviews is greater than in large populations because of the cost. Mail surveys can be a relatively inexpensive way to get basic information from a large number of people

Mail Surveys

Mail surveys allow you to sample a very large population at a relatively low cost and with fewer resources. The lack of contact between interviewer and respondent can be seen as both an advantage and a disadvantage. Unlike personal or telephone interviews, mail surveys involve no contact between the respondent and the interviewer so personal opinions and biases have no effect. On the other hand, if the questions are not clear or the format is unpleasant, respondents might not answer a question, not return the entire survey, or answer inaccurately. Non-response is a major issue with the design of mail surveys, and can be reduced through good planning, careful wording, thorough preparation, and pre-testing. Good planning involves searching existing literature and databases for relevant information to help

with the study, conducting pilot tests to seek out areas of interest, and consulting documents like this one for help with the design and format of the survey.

Design and Format

- While designing the questionnaire, keep in mind the format of a mail questionnaire. Anything that makes the survey confusing or difficult for the respondent will decrease the response rates and lower the quality of the results. The following tips should help you during the process.
- Don't ask too many personal or sensitive questions.
- Keep the questions as short, simple and precise as possible. Make sure they don't ask for too much effort from the respondent, such as large calculation or long-term memory recall.
- Keep the survey as short, simple and precise as possible. If a question is unnecessary and won't provide useful data for the analysis, then leave it out.
- Keep instructions as direct and simple as possible. When necessary, use formatting and shading to make more complex instructions easier to follow.
- There will likely be no opportunity for explanation or follow up of the answers they give, so make sure the answers will be the ones you need.
- Make sure the questions flow in a logical progression without too much jumping around between topics or formats.
- Arrange answers in order of positive to negative (true/false, not false/true), or increasing number value (none/1-2/3-4/5+).
- Always consider the layout. Keep lists of questions or answers in a straight line, either vertical or horizontal. Overall layout should be neat and uncluttered.
- Leave sufficient space for handwritten answers (half an inch or 1 cm between lines).
- Leave a blank space at the end of the questionnaire for "other comments". This allows for unanticipated comments and quotable material.
- Number the pages of a questionnaire, in case they become separated.

Preparation

Surveys should not be sent in a vacuum. Teaser postcards, cover letters, paid return postage, follow-up and thank you cards and incentives all help to increase response rate. Publishing quality can have a major impact on the appearance and professionalism of the questionnaire. Personalizing the cover letter will also increase response rates. It is important to show that you care about getting a response. Keep in mind the available resources while planning the survey, but don't hold back on important investments. If the survey receives a low response rate because of poor design or implementation, then you will have to send out more surveys (therefore increasing the cost) in order to receive a large enough sample for data analysis.

Teaser postcards

These are sent out prior to the mailing of the actual questionnaire in order to generate interest of possible respondents. They generally give a brief outline of the purpose of the research and a general date when respondents can expect to receive the survey.

Cover letter and return postage

The questionnaire should be sent in the same envelope with a cover letter and an addressed, postage paid envelope. The cover letter should introduce the research, giving its purpose and sponsors, and information on where the results will be available, if possible. Make sure to give assurances that respondents' names will not be associated with their answers. Putting actual stamps on the return envelope can increase the response rate, but business reply mail is less expensive (since you need only pay for those surveys actually returned). Bulk business mail may be a less expensive way to distribute the survey, but keep in mind that many people will discard bulk mail before looking at its contents.

Follow-up and thank you cards

Reminder cards, sent a couple of weeks after the survey itself, should contain contact information for those who would like to request a replacement questionnaire or ask a question. Include a thank you message for those who may have already returned their survey. Send any replacements by priority mail, and be sure to be available to respond to questions.

Incentives

Small tokens of appreciation be they gifts or small amounts of money, are a great way to increase response rate. Incentives should be included with either the first mailing of the survey or the follow-up card. Be sure to emphasize in the accompanying document that the gift is a "thank you", not payment for their time. Many people will think their time is worth more than what you are offering.

Publishing

Use good quality paper and printed stationery for all of the mailings. Use the same fonts, colours and graphics to convey professionalism and instill confidence. Having a similar format will also help recipients remember earlier mailings. Make sure to have adequate stapling so that the survey doesn't fall apart.

Electronic Surveys

Electronic surveys are becoming more prevalent for gathering information. The advantages of using electronic surveys include:

- rapid turnaround.
- lower cost than paper surveys, particularly for large samples
- ability to reach more respondents with relatively little cost.
- variety of delivery methods including email, Intranet, survey-by-disk, and kiosks.
- variety of response formats including drop-down boxes, radio buttons, click on answers, and text input boxes.
- instantaneous data entry that can be imported into a statistical package or spreadsheet for analysis without manual data entry.
- ease of response
- ease of capturing open-ended questions
- flexible design that enables easy additions or modification to questions.

Challenges include:

- a need for programming skill to develop the survey.
- what the survey developer sees is not necessarily what the respondent sees.
- privacy and security concerns.
- functional and navigational challenges with the tool itself.
- a lack of respondent access to and proficiency with the technology.

Key-Informant Interviews

One-on-one interviews can be used when you want to fully understand someone's impressions, experiences or opinions. They are particularly useful for getting the story behind a participant's experiences. Interviews can also be used to follow up on unclear questionnaire responses, non-respondents, or focus groups (if someone had more that they wanted to say, but couldn't in the group). Before designing the interview, it is important to have a clear idea of what information is required, and what the information will be used for. This will help with the development of the interview.

Advantages

- Skilled interviewers can often elicit longer or more complete answers than people will give on their own to a mail survey or in a group setting.
- Interviewers can ask for clarification of unclear responses and answer any questions the interviewee may have.
- Longer interviews are sometimes tolerated, especially when they have been arranged in advance.

Challenges

- Data can be hard to analyze and compare.
- Interviewer can bias responses.

Interviews Types

- Informal, conversational interview – there are no predetermined questions; the interviewer “goes with the flow”.
- General interview guide approach – a general guide is developed to ensure certain areas of information are addressed.
- Standardized, open-ended interview – the same open-ended questions are asked to all interviewees.
- Closed, fixed-response interview – all interviewees are asked the same questions and asked to choose answers from a set of alternatives.

Topics Addressed

- Behaviours – about what a person has done or is doing.
- Opinions/values – about what a person thinks about a topic.
- Feelings – differentiate from thoughts/opinions.
- Knowledge – to get the facts about a topic.
- Sensory – about what a person has seen, touched, etc.
- Background/demographics – age, education, etc.
- All questions can be asked in terms of past, present, and future.

The Interviewer

The role of the interviewer is key in ensuring the success of the project, and in gathering pertinent information. The interviewer is responsible for motivating respondents to participate fully and thoughtfully, and for accurately and completely recording responses.

The knowledge an interviewer needs prior to conducting interviews includes:

- understanding of why neutrality is important.
- information about the project so as to answer questions.
- objectives of the project.
- principles of confidentiality.
- ability to initiate and maintain a conversation with a stranger.

The skills and actions of an effective interviewer include:

- initiating the conversation with the participant who is usually a stranger, in a friendly way and make an effort to establish rapport.
- speaking clearly and use correct grammar.
- using appropriate language that the respondent can understand.
- delivering the interview in a flowing, casual manner.
- recording responses accurately.
- judging verbal and nonverbal cues and record.
- responding professionally to unexpected questions and situations.
- remaining neutral by keeping personal opinions out of the interview process.
- motivating reluctant respondents to participate, by restating the question, noting their unease and giving more time.
- probing incomplete answers in an unbiased manner for more useful results.
- multitasking (e.g. read, write, listen, etc.)
- regulating behaviour so as not to influence answers.

Establishing Rapport

One of the most important steps in the interview is establishing rapport. Having rapport with the respondent will help him or her to feel more comfortable sharing information, and will help facilitate the process. The weather, activities in the area, or observations of the community are topics that can be used as icebreakers by interviewers. Committing a moment or two at the beginning of the interview to chat about something in common will also help establish rapport.

An effective way of gaining rapport is to thank the participant for meeting with you, allowing you to visit them at their home, place of work etc and to emphasize the importance of the respondent's participation to the project.

Terminating the Interview

Once the interview is completed, it is important to thank respondents for their time and responses. Let the respondent know where they may access the final results of the study when it is completed.

Helpful Hints for Conducting Interviews

Preparing for the Interview

- Choose a comfortable setting with few distractions.
- Explain the purpose of the interview.
- Address confidentiality.
- Explain the format of the interview.
- Indicate how long you expect the interview to take.
- Ask participants if they have any questions before you start.
- Don't count on memory – ask permission to record answers, either mechanically or by taking notes.

Asking Questions

- Get the respondents involved in the interview as early as possible.
- Ask about facts to “warm up” the individual before asking about controversial or emotional matters.
- Intersperse fact-based questions throughout the interview so as to avoid long lists of factual questions and disengaging with the respondent.
- Ask questions about the present before asking about the past or future.
- Allow time at the end for the respondent to add any information they wish and their impressions of the interview.
- Wording of questions should be open ended.
- Questions should be as neutral as possible.
- Ask questions one at a time.
- Questions should be worded clearly.
- Be careful of “why” questions – may make the respondent feel defensive, unable to answer, etc.

Conducting the Interview

- Ask one question at a time.
- Attempt to remain neutral and not influence answers – don't show strong emotional responses, act as if "you've heard it all before".
- Encourage responses: nod your head, "uh-huh", etc.
- Provide transitions between major topics.
- Don't lose control of the interview – keep respondent on topic, don't allow run-on answers, etc.
- Ensure that any recording devices are working.

Immediately After the Interview

- Clarify written notes.
- Write down observations made during interview.

Focus Groups

A focus group involves a group of individuals (usually 6-10) selected and assembled by the researcher(s) to discuss and comment on a topic, *from personal experience*. Successful focus group interviewing is useful for obtaining several perspectives on a topic, and is dependant upon the *interaction* between participants.

- The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way that would not be feasible using other methods. Thoughts are more likely to be revealed in a social setting through interaction.
- The facilitator of a focus group plays an important role in obtaining usable information during a session. Facilitators provide clear explanations to the group, help people feel at ease, and facilitate interactions between participants. Facilitators may need to probe for details or challenge group members to draw out differences of opinion or to illustrate different perspectives. It may be challenging to keep the group on topic. Facilitators must have strong interpersonal skills, must be good listeners, be non judgmental, and be adaptable.
- Facilitators and recorders must consider and guard against selective perception, or preconceptions about what participants are going to say or about what they mean by what they are saying. It is essential to seek detail and clarification of conversations by participants without assumptions about what the individuals are saying. This guarding can be very challenging and is essential if data collected are to reflect the perspectives of the participants with minimal influence by the perspectives of the facilitator or the recorder. Recorders are encouraged to record what was said, verbatim when possible and not what they think they heard.
- Researchers and facilitators must keep in mind various ethical issues. Confidentiality is important, as is honesty with the participants. Individuals must be informed of their rights and responsibilities within the group.

- Researchers recognize interactiveness; the behaviour of the participants will be influenced by the fact that they are participating in a research project.

Advantages

- Quickly and reliably get common impressions, such as why an issue is important to people and what is important about it.
- Can be efficient way to get much range and depth of information in short time.
- Can convey key information about topics.

Challenges

- Lack of control the researcher has over the types of data gathered, making it hard to analyze responses.
- Need good facilitator for safety and closure.
- Difficult to schedule 6-10 people together and obtain a representative sample of a large population.

Helpful Hints for Conducting Focus Groups

Preparing the Focus Group

- Identify the major objectives of the meeting.
- Develop questions.
- Plan session.
- Invite participants.
- Remind participants.

Developing Questions

- The session should last 1 to 1 ½ hours, so plan for 5-6 questions at most.
- Ask yourself what problem or need will be addressed by the information and consider how the information will be used.

Planning the Focus Group

- Plan for 1 to 1 ½ hours.
- Hold sessions in a comfortable room. Arrange chairs so participants can see one another. Provide refreshments.
- Consider ground rules for facilitators to: a) keep group focused, b) maintain momentum and c) get closure on questions.
- Set up an agenda.
- Plan to record the session, e.g. audio recorder, note taker (do not rely on memory).

Facilitating the Focus Group

- The major goal is to obtain useful information to meet the set goals of the research.
- Introduce yourself and other facilitator/recorders.

- Do the housekeeping including sharing ground rules. (location of washrooms, smoking policy, cell phone policy, timeline and plan for refreshments, goal that all have equal opportunity to speak and be heard, other)
- Explain ethical considerations regarding consent, confidentiality and use of and reporting of information gleaned.
- Explain how you are recording the information. Ensure during session that any recording devices are working.
- Carefully word each question. Restate if necessary using similar wording but offering more clarity regarding the question if people seem unsure of what is being asked.
- After each question is answered, summarize what has been said overall by the group.
- Ensure each group member participates and facilitate equitable opportunity for each member to be heard. Discourage over contribution by any member.
- Close the session and thank participants.
- Tell members how the findings or results will be shared.
- During the session have the recorder write down any observations.

Immediately After the Focus Group

- If recording is using flip chart paper, number pages and indicate session on each page.
- After the session a discussion between the facilitator and the recorder should be used to clarify any notes made during the session.

Community Climate Chart

Circle the one appropriate word, from left to right for each question, which best describes your community.

My Community

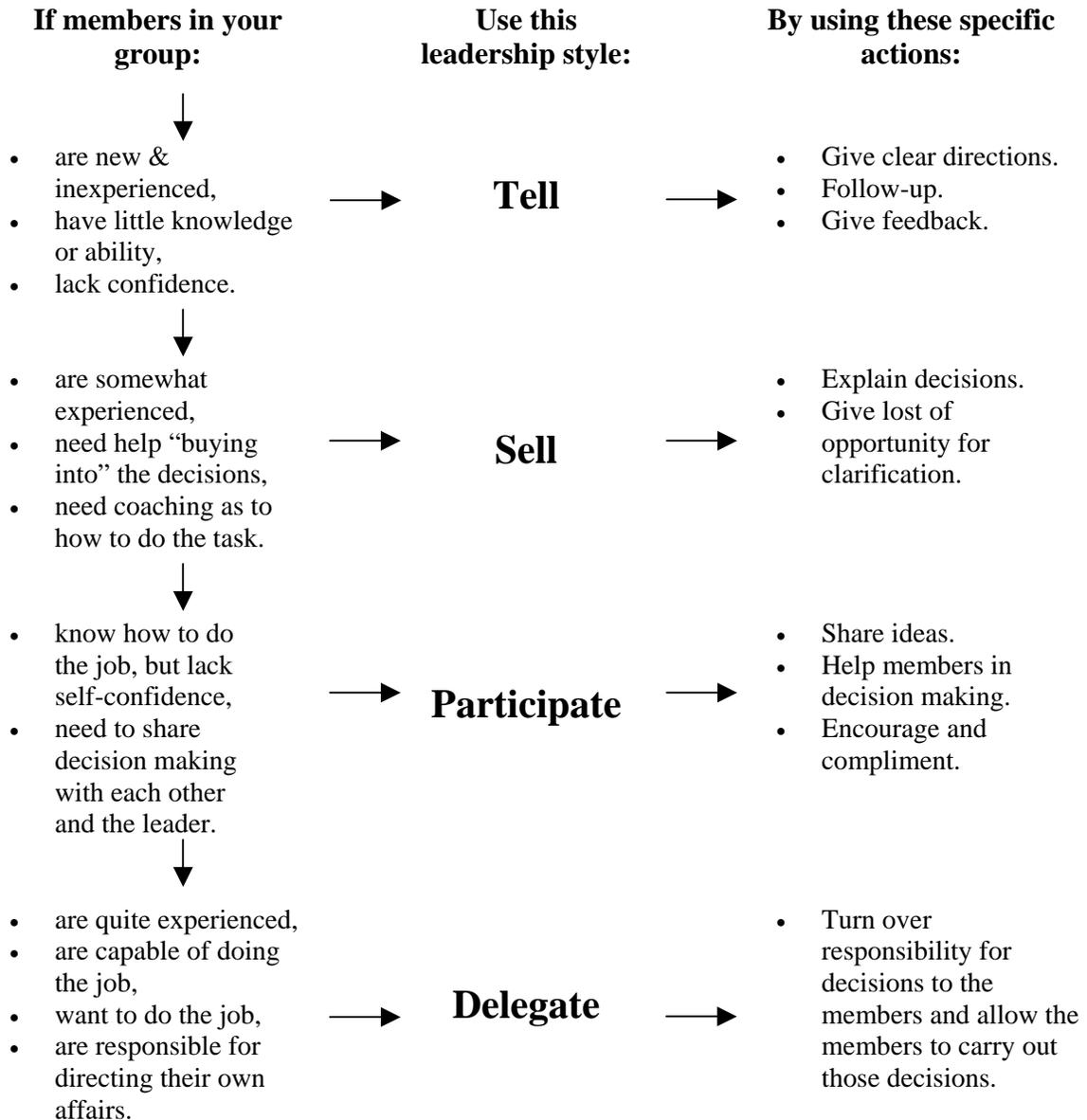
What is the record of inter-organizational cooperation?	Bad	Neutral	Good
How widespread is collaboration?	Not	Some	Very
Are there many organizations competing with each other?	Many	Some	Few
Is there significant conflict among organizations?	Considerable	Some	Little
Is there room for resolution?	Little	Some	Considerable
Could a common cause (like community economic development) be found?	No	Possibly	Very Likely
Are there successful, dynamic organizations involved?	No	Some	Many
Does one of these provide leadership?	No	Some	Considerable

Leadership Skills Assessment Checklist

Answer Yes or No to the questions.

	Yes	No
Are you clear about the values of the organization and how and why you are supporting them?		
Do you know how to define leadership within your organization and are you clear about your own goals in this regard?		
Do you have a positive attitude?		
Are you optimistic about what you can accomplish?		
Do you inspire a shared vision and commitment?		
Do you know the members of your group? Do you respect each of them for his/her skills and abilities?		
Do you enable others to act by encouraging, collaborating, and empowering them?		
Do you model the way by being consistent, persistent and attentive?		
Do you use a system to keep organized?		
Do you have well-organized productive meetings?		
Do you know how to say “no” and suggest other resources when people ask too much of you?		
Do you try to stay tuned into how you and others in the organization handle the stress of being involved?		
Do you encourage the heart by celebrating both small and big successes?		

Choosing the Most Appropriate Leadership Style



(Marcou, 1988)

Partner Identification Chart

Community (name) _____

Organization	Activities	Mission & Goals	Resources

Partnership Considerations

Write the answer to the questions in the “answer” box.

Question	Answer
Who is directly and indirectly affected by this problem?	
Who would be interested in working with you?	
Who else shares your concerns about this problem? Are they willing to work with you?	
Whose support will be needed to bring about change in the community?	
Who has been involved with changes in the community in the past?	
Consider the lines of protocol and power in individual agencies and organizations. Whose support do you need for this project?	
Are there people in the community who could play a role in managing or diverting public controversy? Would these people be able to lend credibility to the organization or influence opposition? Who are they?	

Partner Characteristics Checklist

Complete the checklist as you seek the answers to the questions.

√

Are there complementary technical skills and resources?	
Is there a mutual need?	
Is there financial capability?	
Are the organizations relatively the same size?	
Is there a compatible view of strategy and objectives?	
Are there complementary operating policies?	
Are the management teams compatible?	
Is there a low risk of competing for resources?	

Partnership Implementation Checklist

Complete the checklist as you implement the partnership.

√

Start with clearly defined goals and objectives – the more narrowly focused, the better.	
Evaluate the potential partner in terms of technical and organizational compatibility, personal chemistry and other relationships.	
Use the negotiation process to foster understanding, commitment and a problem solving attitude as a foundation for the partnership.	
Set out an implementation plan for the first 100 days – the who, what and when to get the venture done.	
Ensure the required resources and people are available.	
Choose an experienced leader.	
Be realistic about how long it will take to see results.	
Set up clear lines and procedures for vertical and horizontal communication.	
Be clear about how and where the organizations link together.	
Ensure the roles and responsibilities of different organizational levels are clearly understood.	
Ensure all parties involved know their responsibilities and accountability.	
Ensure and maintain top level of commitment.	
Ensure that your agreement has clearly defined milestones and checkpoints, and agree on reviews and measures.	
Think strategically but deliver short-term results to build trust, maintain enthusiasm, commitment, and momentum.	
Encourage a learning environment in your organization to internalize necessary skills and avoid partner dependency.	
Stay flexible. Recognize that circumstances change – your agreement may have to change, possibly more than once.	

Group Effectiveness Checklist

Use occasionally to check your group's effectiveness. The higher the number of "Yes's", the more effective the group will tend to be.

	Yes	No
The atmosphere tends to be informal, comfortable and relaxed.		
There is a lot of discussion in which virtually everyone participates.		
The task or objective of the group is well understood and accepted.		
The members listen to each other.		
The members are comfortable with disagreement and do not avoid conflict.		
Most decisions are reached by consensus.		
Feedback is frequent, frank and relatively comfortable.		
When action is taken, clear assignments are made and accepted.		
People are free to express their feelings and ideas.		
The chairperson of the group does not dominate it.		
The group is self-conscious about its own operations and stops occasionally to examine it.		

Group Participant Checklist

Complete the checklist.

Attends and participates in all meetings.	√
Contributes to the mission/purpose.	
Helps develop a vision.	
Helps develop goals, objectives, and policies.	
Helps determine issues and helps establish priorities.	
Facilitates the implementation of action plans.	
Monitors and evaluates.	
Acts in the best interest of the group.	
Acts as a spokesperson, as needed.	
Stays informed about the issues.	
Keeps abreast of changing needs in the community.	
Participates in retreats, training, fundraising, and social activities.	
Actively recruits new members.	

Solutions Matrix

Use when a group needs to come to consensus on a solution, decision or course of action.

Solution	Cost	Benefit	Difficulty	Potential Problems

Action Plan Form

Group: _____

Group Leader: _____

Date: _____ Issue/Problem: _____

Action Items	Who is Responsible for the Action?	Action Steps	Start Date	Completion Date

Conflict Resolution Worksheet

Think of a difficult situation that is occurring in your group that you want to resolve positively. Write down your observations and understanding of the situation.

What is the problem? (2 or 3 sentences.)
Who is involved? Who are the main parties?
What is (or has) actually happened?
What do you want to happen to resolve the conflict?
What can be done to resolve the conflict?

Meeting Planner Form

<p>Purpose Why are you holding the meeting?</p>	
<p>Objective What should be achieved by the end of the meeting?</p>	
<p>Background Information <i>Information already known.</i> <i>Information needed.</i> <i>Limitations.</i> <i>Deadlines.</i> <i>Constraints.</i> <i>Resources available.</i></p>	
<p>Meeting Participants <i>Who would expect to be involved?</i> <i>Who needs information?</i> <i>Who can contribute?</i> <i>Who would provide support?</i> <i>Who might resist?</i></p>	
<p>Agenda Planning <i>Topics/issues to cover.</i> <i>Time allotted for each agenda item.</i> <i>Time needed for meeting.</i> <i>Start/end time.</i> <i>Meeting location/date.</i> <i>Assign note taking.</i></p>	
<p>Participant Preparation <i>Information given to participants.</i> <i>How should participants prepare before they come?</i></p>	
<p>Follow-up <i>Is another meeting necessary?</i> <i>Will a report be prepared?</i> <i>Who should know about the actions decided in the meeting?</i></p>	

Meeting Agenda Form

Group _____		
Date _____	Location _____	Participants _____ _____ _____ _____ _____ _____
Start Time: _____ End Time: _____		
Meeting Purpose _____ _____ _____ _____ _____ _____	Meeting Objectives _____ _____ _____ _____ _____ _____	
Time	Topic	Participant responsible for topic

Detailed Meeting Agenda Form

Use when you are leading a complex meeting

Time	Item	Who	How	Outcome
	Review action items.	Chairperson		
	Review agenda items.			
	Reports: <ul style="list-style-type: none"> • Officers • Standing committees • Special committees 			
	Discuss next steps & assignments.			
	Confirm assignments & completion dates.			
Adjourn meeting.		Chairperson		
Close meeting.		Chairperson		

Meeting Participation Checklist

Use periodically as a self-check to see how effectively you participate in meetings.

Behaviour	Never	Occasionally	Often
I suggested a procedure for the group to follow, or a method for organizing the task.			
I suggested a new idea, new activity, new problem or a new course of action.			
I attempted to bring the group back to work when joking, personal stories, or irrelevant talk goes on too long.			
I suggested, when there was some confusion that the group makes an outline or otherwise organize a plan for completing the task.			
I initiated attempts to redefine goals, problems, or outcomes when things became hazy or confusing.			
I elaborated on ideas with concise examples or illustrations.			
I suggested resource people to contact and/or brought materials.			
I presented the reasons behind my opinions.			
I asked others for information and/or opinions.			
I asked for significance and/or implications of facts and opinions.			
I saw and pointed out relationships between facts and opinions.			
I asked a speaker to explain the reasoning that led him or her to a particular conclusion.			
I related my comments to previous contributions.			
I pulled together and summarized various ideas presented			
I tested to see if everyone agreed with, or understood the issue discussed, or the decision made.			
I summarized the progress the group had made.			
I encouraged other members to participate and tried to unobtrusively involve quiet members.			
I actively supported others when I thought their point of view was important.			
I tried to find areas of agreement in conflicting points of view and tried to address the source of the problem.			
I used appropriate humour to reduce tension in the group			
I listened attentively to others' ideas and contributions.			

Minutes Form

Minutes of

Organization _____

Date: _____

Location: _____

The meeting was called to order by Chairperson: _____

Minutes of the _____ meeting were read, (corrected), and accepted.

Officer's Reports.

Standing Committee Reports.

Special Committee Reports.

Old/Unfinished Business.

New Business.

Future Agenda.

Date, time, location next meeting.

Adjournment time.

Goal and Objectives Worksheet

Goal: *(a general statement describing what it is that you hope to accomplish).*

Objectives: *(contain an action verb; are directly related to the goal; and have a specific date or time frame for results to be achieved. Objectives are **Specific, Measurable, Attainable, Realistic, and Time-bound**).*

Objectives	Achieved by (date)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Specific Measurable Attainable Realistic Time-Bound

Workplan Worksheet

Goal: _____

Objective #1: _____

Activity (<i>what</i>)	Task (<i>how</i>)	Responsibility (<i>who</i>)	Timeline (<i>when</i>)	Resources (<i>with what</i>)
1.	1.			
	2.			
	3.			
	4.			
1.	1.			
	2.			
	3.			
	4.			

Objective #2: _____

Activity (<i>what</i>)	Task (<i>how</i>)	Responsibility (<i>who</i>)	Timeline (<i>when</i>)	Resources (<i>with what</i>)
1.	1.			
	2.			
	3.			
	4.			
2.	1.			
	2.			
	3.			
	4.			

Evaluation Planning Worksheet

Preparing the Plan and Setting the Context

1. Who is your organization? _____
2. Why are you conducting an Evaluation?

3. What are the Goals and Objectives? _____

4. What are you going to evaluate?

5. Who will use the Evaluation? How will they use the information?

6. When is the Evaluation needed?

7. What type of Evaluation will you conduct? Process Outcome Both
8. What resources do you need?
 - a. Time _____
 - b. Money _____
 - c. People – professional, volunteers, participants _____
9. Who will conduct the Evaluation?

Gathering the Information

10. What existing information do you have? _____

11. What new information do you need to gather? _____

12. What data collection method(s) will you use?

Questionnaire/survey

Interview

Observation

Focus groups

Other (list)

Document review

Testimonials

Log/journal/diary

Photos/videos

13. What data collection tools do you have? _____

14. What data collection tools do you need to develop? _____

15. Who will collect the data? _____

Using the Information

16. Who will compile the information? _____

17. How will the information be compiled? _____

18. Who will analyze the information? _____

19. How will the information be analyzed? _____

Using the Evaluation

20. How will the Evaluation be communicated and shared?

To Whom	When/where/how to present

21. What actions will you take as a result of the Evaluation? _____

Guidelines for Engaging Evaluators

Find the Right Evaluator

You will receive good work from Evaluators if you choose them carefully.

- Ask around. Word of mouth is a good way to obtain information about who has done good work in the past.
- Engage a known Evaluator who has done similar work in the past.
- Ask an Evaluator you trust to suggest someone.

Choose the Right Evaluator

When you have a list of people who might be interested in providing services to you, your next job is to choose the right person (or persons) to do the work. A good way to choose the most suitable Evaluator is through a selection committee. The committee's job is to choose and recommend the Evaluator who is most likely to do the best job at a reasonable cost.

The selection committee:

- contacts the Evaluators and sends them the project description and the terms of reference. The terms of reference outline your understanding of the job to be done, specify your Evaluation objectives, state the “product” you expect the Evaluator to produce and set a schedule for carrying out the Evaluation.
- invites Evaluators to send proposals. The proposal should outline how the Evaluator would meet your objectives, carry out the Evaluation and the cost to complete it.
- assesses the proposals. In assessing the proposals, the committee looks at how the Evaluator will meet your needs, the Evaluator's qualifications and the estimated cost.
- chooses a “short list” of up to four of the best people or firms from those who sent in proposals.
- interviews those on the short list, focusing on the Evaluator's expertise, knowledge of the project and the proposed fee.
- checks the Evaluator's references. The best references come from people and organizations for whom the Evaluator has worked. When checking the references, the committee should ask the following questions:
 - Were the contract terms honoured?
 - Was the work finished on time?
 - Was the work done within budget?
 - Were the recommendations or reports useful?
 - Was the Evaluator open and flexible to ideas and input from the client?
 - How well did the Evaluator work with the client?
- chooses the Evaluator. As a courtesy to other Evaluators who send in proposals, you should notify them that you have chosen someone else for the job.