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# A Municipal Guide to Community Resource Inventory Development

*Identifying Community Assets and Resources*

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Created for Saskatchewan municipalities



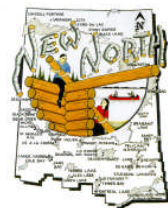
Developed by the Municipal Capacity Development Program  
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## Executive Summary

Developing a Community Resource Inventory (CRI) is an exercise for individual communities and intermunicipal groups to engage in as a component of strategic community planning. The process of developing a community resource inventory assists municipalities in identifying and highlighting the unique and significant characteristics of their communities and the surrounding landscape. A Community Resource Inventory, when developed in conjunction with an intermunicipal working group, compliments a community action plan by outlining current resources and future needs. The purpose of the Municipal Capacity Development Program (MCDP)'s *Municipal Guide to Community Resource Inventory Development* is to highlight the benefits of developing a CRI as well as provide a comprehensive resource. The guide highlights the process of creating a CRI as it relates to individual community and regional planning in Saskatchewan and bridges additional MCDP resources, offering examples, ideas, and survey templates.

This guide provides simple, easy-to-follow steps explaining:

- ◆ What a Community Resource Inventory is, including the process and its components;
- ◆ Its practical applications and relationship to your community's vision and goals, both present and future;
- ◆ How to prepare your community for asset mapping, including budgeting and research methods; and
- ◆ Specific asset inventories with helpful resources, survey templates and worksheets for enhanced assistance.

## Content Overview

The process of developing a Community Resource Inventory is outlined in this simple, user-friendly modality, providing information for municipalities to engage in the asset mapping process from planning to completion. It includes the following information:

- ◆ Introduction to a Community Resource Inventory as a Community Development Tool
- ◆ Preparing to Conduct a Community Resource Inventory
- ◆ Highlighting Particular Asset Inventories
- ◆ Applying the Community Resource Inventory
- ◆ User Resources, Worksheets and Survey Templates

### **Introduction to a Community Resource Inventory as a Community Development Tool**

The guide introduces a Community Resource Inventory and its practical applications, including economic development, grants and funding, community self-reliance and

quality of life, partnerships, accounting, and community and sustainability planning. It discusses the benefits, providing a “big picture” perspective, and connecting the process of developing a CRI with regional planning and resources within the Saskatchewan context.

### **Preparing to Conduct a Community Resource Inventory**

Establishing the initial steps in preparing to conduct a community resource inventory; this guide outlines five considerations on the road to readiness. These include:

- ◆ Defining the desired outcome(s) of the community resource inventory exercise;
- ◆ Determining the focus using a needs-based or resource-based approach;
- ◆ Budget preparation as key to the success of the process;
- ◆ Emphasizing public transparency and the importance of engaging the community as a whole; and
- ◆ Deciding which resource inventories complement the community’s overall goal.

### **Highlighting Particular Resource Inventories**

The guide outlines five resource inventories including statistics, human resources, local institutions, physical infrastructure and land assets, and cultural resources. The Statistical Inventory includes social, economic, and geographical data. Usually this information has already been compiled by government agencies, universities, or organizations and is publicly accessible. Taking a Human Resource Inventory involves gathering information of the experience, skills, and involvement of community residents in a focused survey or a comprehensive individual survey. A Local Institution Inventory compiles information pertaining to economic, educational, political and religious organizations. The Physical Infrastructure and Land Assets Inventory focuses on natural resources and manmade structures such as transportation systems, utilities and community facilities, housing, and land availability and resources. The Cultural Inventory accounts for community heritage, sports, art and history, representing the unique character of the area.

### **Future Applications of the Community Resource Inventory**

Communities can apply the completed CRI for future growth and development as a tool for strategic or community planning, recognizing needs for new organizations, programs and projects, or as a promotional tool to draw new residents, tourism, and investors.

### **User Resources, Worksheets & Survey Templates**

The guide’s appendices provide additional supporting documents such as a budgeting worksheet, survey templates, and other useful resources. Throughout the guide, tips on potential sources of information such as government agencies, non-governmental organizations, and other publicly accessible information are provided.

## Conclusion

A Community Resource Inventory is one aspect of capacity building and community sustainability and one step on the road to establishing an official community plan. *This Municipal Guide to Community Resource Inventory Development* provides the user an easy, step-by-step process to successfully create and apply a Community Resource Inventory for future development. Inherent in the guide are the underlying tenets of:

- 1) Identifying a community's current resources and considering present and future needs;
- 2) Engaging community members in cooperative efforts to strengthen current resources and build stronger social, geographic and economic networks;
- 3) Applying the community resource inventory exercise for strategic planning and further growth and development;
- 4) Recognizing community resource inventory development within the larger picture of capacity building and sustainability.

We hope that the full-length document serves as a useful resource for engaging Saskatchewan communities in the community resource inventory process, contributing to individual and regional strategic planning initiatives.

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***This document was created for the purpose of educating and assisting Saskatchewan intermunicipal working groups. It is not intended for profit. Do not use without permission.***

## Introduction

### What is a Community Resource Inventory?

A Community Resource Inventory is similar to a retail store doing inventory. The “inventory,” is a meaningful record of all of the resources in your community. Community resources include everything from the numbers and types of available workers in your area, to infrastructure and its assessment, to the unique skills of your community members. Every community has a deep well of resources just waiting to be discovered, and sometimes these resources are overlooked.

Compiling this information involves taking stock of EVERYTHING that your municipality or community has to offer using primary and secondary information sources. The main categories of resources that you should identify are:

- The skills, potential and function of every individual and/or group of individuals;
- Demographics;
- Local Institutions;
- Informal Organizations;
- Physical Infrastructure;
- Cultural and Heritage resources; and
- Land assets.

### Practical Applications of the Community Resource Inventory

Although community resource inventory development can take on a number of forms, in every case its benefits are virtually endless. Without knowing what you have, it is difficult to plan for the future and as such communities and municipalities that map their resources are better equipped to attract investment, improve the quality of life of residents, and to understand the potential and opportunities of the area. Some of the most commonly identified benefits of a community resource inventory include:

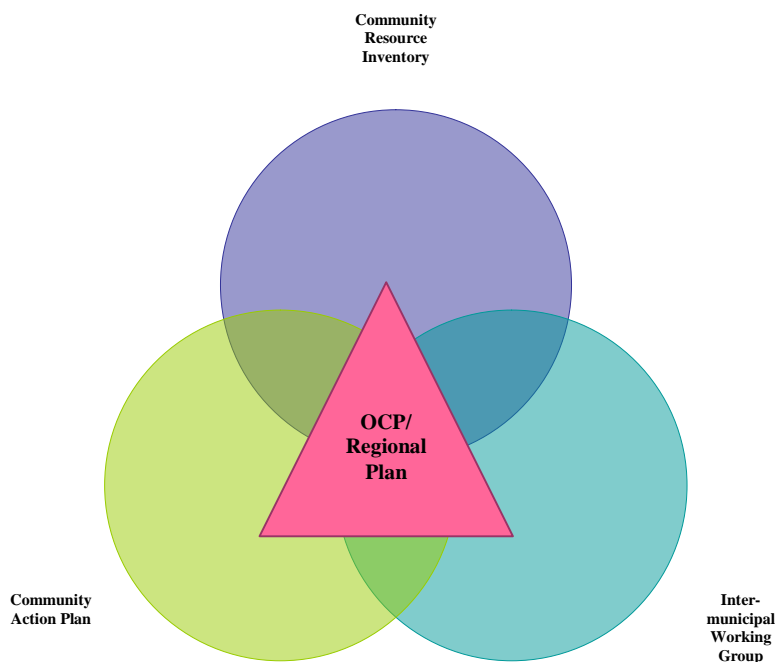
- *Economic Development*- With this information you have the ability to influence investors by providing them with the information they need to gauge the suitability of your community to meet their business needs.

- *Funding*- Being able to show that you are using the available resources in your area in an efficient way makes you a better candidate for funding. You are also able to lower your level of risk in the eyes of potential funders if you can demonstrate that you have examined your options to complete a project and that you are willing to use what resources you have available in conjunction with a grant or outside funding.
- *Self-reliance and improved quality of life*- With a clear understanding of all of the human and financial resources that you have at your disposal, you are better able to use them more creatively and more efficiently. You will notice that your need for outside assistance is reduced as you identify the untapped and underutilized resources within your own community.
- *Partnerships*- The information that you gather assists you in building on already existing partnerships, can lead to the development of new partnerships and can be used to leverage resources by connecting individuals, institutions, and organizations through the identification of common goals and interests.
- *Accounting*- Under the CICA, PSAB Sect. PS 3150 requires municipalities to report asset information of their financial statements by 2009. Municipalities are faced with the institution of PSAB section PS 3150-Reporting Model and Capital Assets. The Municipal Asset Information System (MAIS) has been developed by both the municipal sector and Provincial Government to provide information necessary to determine and negotiate with the Federal Government for appropriate long-term infrastructure funding.
- *Planning*- Not only is a compilation of community resources essential for sustainable planning but through the exercise of compiling your resource inventory, you are beginning the planning process. As you gather and analyze information about your community, you begin to notice gaps in services, under utilized areas etc. that you can leverage to develop your area.

While many of the benefits of developing a community resource inventory are not immediate, it is an important foundation for growth and development of your community. A Community Resource Inventory is a community-based initiative and as such there is no one defined process that must be followed in gathering, recording and utilizing this information. Whichever process your municipality chooses to follow in undertaking this initiative, once completed your community will have a database of information with which it is much easier to sell your municipality, region and community to visitors, potential investors, and even current residents. The information will also prove invaluable in making quick and long term policy changes and municipal decision-making.

## A Community Resource Inventory: The Big Picture

Your **Community Resource Inventory** is one component of building a sustainable framework for a community and assisting in the creation of an official community plan/regional plan. It outlines the current resources a community or region has, how resources can be re-allocated for more efficient use and the additional resources required to enhance the potential of the region. Your **Community Action Plan** creates a strategy for re-allocating resources, problem solving, and planning for the future. An **Intermunicipal Working Group** allows you to capitalize on current resources in your region, re-allocate and share resources with your neighbors, reduce costs and efficiently utilize what you already have available, conduct regional problem solving, strengthen regional bargaining power in settling disputes with new investors and industries, and establish mutual benefits related to current or anticipated needs in a regional strategy. Each and/or any of these three components can assist in the creation of an **Official Community Plan/Regional Plan**.





## Where to Begin

Creating a Community Resource Inventory (CRI) can seem a daunting task; however, this workbook has been developed to walk you through the process. This purpose of this section is to assist your group lay the foundation of an effective CRI exercise. Start by defining your goals, choosing your approach, developing a financial strategy, engaging your community, and deciding what information is needed.

### Define Your Goals

The first step in beginning the community resource inventory process is to determine **WHY** and for what purpose you are compiling the information. Drawing from the expertise of members of your community, in as much detail as possible, determine and define your purpose and desired outcomes.

#### Are you:

- Addressing a particular issue (i.e. possible school closure)?
- Gauging the success of community programs or projects?
- Planning for future growth and sustainability?
- Working to attract new residents and businesses?

### Choose Your Approach

There are two general approaches to community resource inventory development: ***needs based*** and ***resource based***. Which approach is most applicable to your goals?

#### **A Needs-Based Approach is appropriate when:**

- You want to address a particular need or issue in your community
- You may already have a Community Action Plan but require specific information for a specific issue

#### **An Resource-Based Approach is relevant when:**

- You want to develop short-term and long-term plans to improve your community
- You want to highlight aspects of your community
- You are looking for opportunities to innovate and grow
- You need to update your resource inventory
- You want to establish a Community Action Plan

## Get Organized

Now that you have established the “why,” your community needs to get specific about WHO will gather the information and/or provide resources and collaborate with you, and HOW the information and resources will be gathered.

### **Consider:**

- What funding/human resources do you have available?
- Who can you enlist to help? (Local or outside help)
- How can you make this a collaborative effort?
- What methods will you use to gather the information?

The way in which your group gathers the necessary information is entirely dependent upon the human and financial resources that you have at your disposal as well as your timeline for completion. Some groups have the ability to hire people to manage the process, gather the information and compile it for them. Others use the local volunteer base or students in the area to collect the information and grant monies to hire someone to put the information into a useable format. Still others draw on the expertise and willingness of those in the community to develop the process, gather the information and bring it all together. It is up to your group to decide which model would work best for your purposes.

### **\*\*Refer to Appendix A for Sample Project Plan**

## **Determine Your Budget**

During the planning stage it is important to develop a ‘mock’ budget for the project. This will ensure that your plans are aligned with your capacity to undertake the project, thereby increasing the likelihood of success.

It is important to ask the hard questions, be honest, and record in as much detail as possible what human and financial resources you do have available ( i.e. grants, fundraising monies, in-kind contributions.) It is also important to note that there are often grants and funding available for planning, local employment opportunities, seniors’ education and student employment grants for your community that may help to off-set the costs of the project. Watch for these opportunities and exhaust these options whenever possible.

### **\*\*Refer to Appendix B for Sample Budget Template**

## **Engage Your Community (and keep them engaged!)**

Ensure that your reasons for undertaking the community resource inventory exercise are consistent with the needs and interests of your community. Whether the drive for a community resource inventory is coming from the municipal government or a community group, it is always important to ensure that residents and organizations with a vested interest in your area are introduced to the concept of a community resource inventory. Be sure to encourage open opportunities for these individuals and groups to ask questions and provide their input. Being open and transparent throughout the process will improve the access to and quality of information you receive.

### Ways to involve your community

- Send out an information piece in a municipal mail-out describing the concept, potential processes, and envisioned benefits;
- Advertise the concept and potential interest in its undertaking in a local newsletter, on a radio station or municipal website (Or ALL of the above!);
- Discuss it at a community meeting;
- Display informative posters in community ‘hot spots’ such as the recreation centre or restaurant;
- Invite someone from your community or a neutral individual to conduct a workshop and/or information session on the topic for interested individuals;
- Develop a volunteer task force to assist in asset mapping or awareness campaigns;
- Publically report on different phases of completion;
- Create public access and points of interaction (i.e. Open house meetings, a website, a main contact person).

It is crucial to remember that the process of engaging the community should be on-going throughout the initial community resource inventory development exercise, during the utilization stage, and throughout the evaluation and updating of the community asset map.

Be creative in the ways you keep the community informed and involved in the process!

### Have You Missed Anyone? Who will lead the Initiative?

The Community Building Initiative provides a three question survey to ensure no one has been missed in the process and to assist in determining who will lead the initiative.

**1) Who are the finders and developers in your community?**

(These are the leaders within your community. They are those with a positive vision who are able to locate local assets).

**2) Who are the 'strangers' in your community?**

(Young people, older residents and those that are quiet, reserved, and unrecognized are often overlooked as community assets. A community that locates and mobilizes the contributions and assets of its 'strangers' is more likely to reach its potential).

**3) How will you engage and mobilize the strangers, finders and developers in your community?**

Identifying the strangers, finders and developers in your community is a critical step along your community building journey. Identifying ways in which you will engage and mobilize your community's strangers, finders, and developers is also another critical step.

"Community Building Initiative". Selected from

[http://www.buloke.vic.gov.au/buloke/extranet.nsf/0/1F3BCA2F8EC7FA5ECA257221002FFF86/\\$file/Asset%20Mapping%20Guide%2010March06.pdf](http://www.buloke.vic.gov.au/buloke/extranet.nsf/0/1F3BCA2F8EC7FA5ECA257221002FFF86/$file/Asset%20Mapping%20Guide%2010March06.pdf)

## Select Your Resource Inventories

Depending on your approach to community resource inventory development, you may require only selective elements, compiling pertinent information. Or, if you are developing a comprehensive resource inventory, you will want to include all available community resources. Keep in mind how most municipal issues are interconnected. The following are categories of information to be included in your community resource inventory:

- **Statistical Inventory** - Social, Economic and Geographical data
- **Human Resource Inventory** – Individual Surveys for residents
- **Local Institution Inventory** – Government, Education, Religion, Local Associations
- **Physical Infrastructure and Land Asset Inventory** – Water, Waste, Roads, Rails, Housing, Natural Resources
- **Cultural and Heritage Inventory** – Parks, Museums, Recreation, Ethnography

This handbook will now guide you through each of the inventories in greater detail. Be sure to refer to the Appendices in the back of the handbook for templates, sample questionnaires, and additional resources to help you on your way.

## Statistical Inventory

Statistical data is an excellent place to begin developing your community resource inventory. Generally, most of this information has already been compiled and is readily accessible online, or by contacting the appropriate agency. A list of potential resources is provided at the end of this section. Depending on your community's approach, as well as the availability of information, you may or may not include all of the following data.

**Contact your Enterprise Region, Community Futures, and/or applicable government departments and organizations as they may have already gathered information about your municipality.**

### Social data

- Historic population growth
- Current and projected (for the next 20 years) population estimates
- Ethnic and cultural distributions and trends
- Age distribution and trends
- Gender distribution and trends
- School enrollment for kindergarten, elementary, high school, college, and graduate (age 4 and over)
- Educational distribution (age 25 and over)
- Marital status (age 15 and over)
- Veteran status (age 18 and over)
- Disability status of all ages
- Housing - Types of residences, vacancy rates

### Economic data

- Median income of households
- Median income of families
- Per capita (per unit of population, for each person) money income
- Persons below poverty, including families, and individuals
- Employment status (age 16 and over)
- Occupation (age 16 and over)
- Industries
- Wage types and distributions (private wage, salary, government, self-employed, unpaid family workers)
- Unemployment rates and demographics, population characteristics
- Retired, handicapped, unable to work

## **Geographical data**

- Climate
- Ecology
- Natural Resources (Forests, minerals, oil, lakes, rivers, wildlife, etc.)
- Geology
- Hydrology
- Land
- Natural Hazards (Forest Fires, floods, etc)

### **STATISTICAL RESOURCES**

1. Community Information Database: <http://www.cid-bdc.ca/>
2. Or: <http://data2.beyond2020.com/agcan/homepage.htm>
3. Community Profiles:  
<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>
4. Geological Atlas of Saskatchewan:  
[http://www.infomaps.gov.sk.ca/website/SIR\\_Geological\\_Atlas/viewer.htm](http://www.infomaps.gov.sk.ca/website/SIR_Geological_Atlas/viewer.htm)
5. The Atlas of Canada:  
<http://atlas.nrcan.gc.ca/site/english/maps/reference/provincesterritories/saskatchewan>
6. The Weather Network:  
[http://www.theweathernetwork.com/index.php?product=statistics&pagecontent=candsp\\_clim\\_codesk\\_en](http://www.theweathernetwork.com/index.php?product=statistics&pagecontent=candsp_clim_codesk_en)
7. Geoscience Data Repository: [http://gdr.nrcan.gc.ca/index\\_e.php](http://gdr.nrcan.gc.ca/index_e.php)
8. Saskatchewan Crop Insurance: <http://www.saskcropinsurance.com/>
9. Enterprise Saskatchewan: <http://www.enterprisesaskatchewan.ca/>
10. Epodunk Community Profiles: <http://ca.epodunk.com/>
11. Land Use Maps  
[http://gcmd.nasa.gov/records/CANADACGDI\\_CANEMRCCRSDIGITALATLAS.html](http://gcmd.nasa.gov/records/CANADACGDI_CANEMRCCRSDIGITALATLAS.html)

### **ADDITIONAL RESOURCES**

1. Direct West: <http://www.directwest.ca/>
2. Saskatchewan Water and Wastewater Association:  
<http://www.swwa.ca/pages/index.php>
3. Saskatchewan Watershed Authority:  
<http://www.swa.ca/Stewardship/AssessmentMonitoring/Default.asp>
4. Saskatchewan Assessment Management Agency: <http://www.sama.sk.ca/sama/>
5. Available property in your area here: <http://www.saskatchewanrealestate.com/>
6. Employment opportunities in your area here: <http://www.saskjobs.ca/>
7. Saskatchewan Environment: <http://www.environment.gov.sk.ca/>
8. Information Services Corporation of Saskatchewan:  
<http://www.isc.ca/Pages/default.aspx>

## Human Resource Inventory

How well do you know the individual members of your community? Conducting individual surveys with residents of your community may help you uncover a well of untapped human resources and skills that can benefit your community. Survey your local residents through telephone, mail in, and/or online surveys. Be as brief or in-depth as you like, depending on your overall asset mapping goals.

**ALWAYS include a confidentiality rider with your survey. Make sure it is completed in full and returned with each completed survey. When conducting telephone interviews, request verbal consent.**

### Focused Surveys

A focused survey is appropriate when pursuing a needs-based approach to gather specific information pertaining to your goal. Survey questions can be tailored to suit your overall purpose. If you have several issues to be addressed, you should develop questions to address each issue specifically. Remember that many seemingly singular issues are more complex in that they are connected with components of your community. Take a holistic perspective when examining your predominant community issues.

**Example:** Your community sees a need for affordable social housing, especially for your aging population.

### **Relevant Survey Questions:**

- Provide information on age, marital status, family size, ages of children, family stage (i.e. new parents, empty nest, widowed).
- Are your housing needs currently being met?
- What do you anticipate your housing needs will be in 1, 5, and 10 years?
- What is your family income range?
- Are you interested in other housing options in the community?
- Provide suggestions for addressing housing issues.
- Are you aware of any available provincial/governmental/non-profit organizations/funding that might benefit the community in addressing this issue? Please explain.
- Do you have skills/experience/time/resources to contribute to addressing this issue? Please explain.
- Can we contact you for more information/assistance/expertise?

## Comprehensive Surveys

A detailed Individual Resource Survey will provide you a much broader information base. This information can be used to highlight the human resources within your community, assist with developing programs and services, and give a clearer indication of what your community might be missing. It will provide you a rich resource of information to refer back to time and time again to address many different issues as they arise.

**\*\*Refer to Appendix C for a comprehensive Individual Resource Survey.**



## Local Institution Inventory

Local institutions are an important aspect of the life of your community. They embody the services, community involvement, social networks, learning, lifestyles, and everyday activities of your residents.

**Economic Assets** include the production, distribution, and consumption of goods and services in a community.

- Industries
- Businesses
- Non-governmental organizations and non-profits
- Public sector employment
- Public services such as health care
- Location of businesses
- Resources consumed (land, air, water)
- Products imported/exported
- Proportion of products produced locally to products sold locally
- Potentiality for involvement in chain of supply
- Reliance on outside resources
- Community resources used to maintain operation
- Average salaries, employment opportunities, number of employees
- Type of employment offered (seasonal, part/full time, self-employed, migrant, permanent, professional)
- Demographics of work force (age, gender, education, race, union/non-union)

**Educational Resources** include all levels of learning and training opportunities. Your local and surrounding school districts are a good resource.

- Pre-schools
- Elementary schools, private and public
- High schools
- Colleges
- Universities
- Trade schools
- Apprenticeships
- Community learning programs
- Web-based course delivery

**Political Resources** include all institutions of governance and decision-making bodies.

- Local councils, Boards, etc.
- Non-governmental and non-profit Organizations
- Provincial government
- Federal government

**Religious Resources** include organized, denominational, and non-denominational religious groups (any organization of people who support the practice of a prescribed set of beliefs, which may take the form of a legal entity).

- Churches
- Faith based organizations (schools, study groups, volunteer groups)
- Faith based programs and services

The Individual Resource Survey is an excellent source of information on informal community organizations, volunteer work and “invisible” community organizations.

**Social Networks and Community Organizational Resources** include formal organizations which operate with formal constitutional rules and by-laws and with a team of officers and/or board of directors, as well as informal social groups.

- Civic Groups
- Volunteer Services (i.e. Big Brothers, Peer tutoring groups)
- Social Interest Groups (i.e. Knitting Circles, Book Clubs, Bird Watchers)
- Associations (i.e. Knight of Columbus, Kinsmen, Kinettes, Girl Guides)
- Support Groups (i.e. AL-Anon)
- Charities (i.e. Salvation Army)
- Sports Leagues
- Recreational Organizations
- Neighborhood Groups (Crime Watch)
- Co-operatives
- Shared spaces (Community Gardens, Parks, Playgrounds, Nature Trails)

**\*\*Refer to Appendix D for Questionnaires pertaining to the Local Institutions Inventory**

## Physical Infrastructure and Land Asset Inventory

Having a clear idea of your community's buildings, construction, and land assets will assist you in determining potential areas of development, revitalization, and ongoing and future maintenance. Depending on your goals, financial resources, and timelines, you may wish to explore only selective areas, or all of the following areas:

- Transportation Infrastructure
- Utilities and Community Facilities
- Housing
- Land Use and Resources

### Transportation Infrastructure

Pay attention to how transportation systems relate to land use. Do the systems make good use of the land they occupy? Do they sufficiently connect people and businesses to their community? Will future land use changes put additional pressure on transportation systems? Do you plan to make major transportation system changes, such as alterations to rails, bridges, roads, and highways? Will these induce new development? Do you share transportation systems with other communities? Remember to define which governmental unit regulates each transportation method.

#### Roads and Highways

- Average daily traffic.
- Parking availability
- Condition of roads, bridges and other relevant structures
- Maintenance and improvement history
- Roadway characteristics (i.e. width, number of lanes, divided, auxiliary lanes, etc.).
- 

#### Rail Systems

- Maps identifying the location of railroad tracks, highway-rail crossings (i.e. lights, gates, cross bucks), and intermodal connections
- Number of highway-rail crossings
- Type of service (freight, passenger)
- Track mileage in the community
- Types of crossing protection
- Number of rail/highway crashes
- Opportunities to develop links/transfers to other transportation choices

### **Transit Routes**

- Area of service (i.e. regional, local)
- Ridership
- Site design/building orientation
- Frequency of service
- Type (s) of service (i.e. shared ride, taxi, bus, subway)
- Service hours (i.e. nights, weekends)

### **Airports**

- Map showing location of airport (s) serving the community
- Type of airport (s) (i.e. general aviation, commercial service, public or private, military, reliever)
- Airport classification (i.e. air, carrier, transport, corporate, general utility, etc)
- Description of airport (s): runway length (s), activity levels, based aircraft, emplacements, cargo (i.e. for commercial services airports)
- Additional considerations: current zoning ordinances (i.e. height limitations zoning ordinances; land use zoning ordinances)
- Approach clearance considerations
- Opportunities to develop links/transfers to other transportation choices

### **Pedestrian**

- Map identifying pedestrian facilities (i.e. overpasses, multi-use paths, worn paths, crosswalks, signals, sidewalk network, crash locations)
- Total miles of sidewalks, and areas of community with or without sidewalks
- Opportunities to develop links/transfers to other transportation choices
- General condition of sidewalks
- Opportunities to develop pedestrian pathways

## **Utilities and Community Facilities**

Identify the parcels of land used for utilities and community facilities. This includes schools, public services, courthouses, fire and police stations, libraries, post offices, city hall, and publicly owned industrial land use (maintenance sheds, impound lots, salt and gravel storage). Determine the intensity of the different types of facilities. Identify the regulations about land use for utilities and community facilities. Also identify the land ownership patterns for utilities and community services, as well as common federal, provincial and local governmental services.

### **Water systems**

- Identify the kind, capacity, and condition of the drinking water, wastewater, and storm water systems (local engineer)
- Locate the septic systems and assess their condition (local engineer)
- Locate private and public wells and assess their condition.
- Hazard mitigation (sewer and water districts)

### **Solid waste systems**

- Include Landfill and Transfer Stations, Compost Facilities, Recycling Centers and Depots
- Specify the capacity, use level and condition of the current waste management system

**Your local engineer can provide this information. Look in your telephone directory in the Government section. Don't forget to also look to non-profit and non-governmental organizations, which advocate and assist in developing recycling programs and provide ideas for clean, renewable energy options.**

### **Energy systems**

- Include Solar, Wind, Clean and Green energy
- Contact local power providers for most of this info
- Inventory the energy utilities serving the community.
- Identify and map the existing and planned utility corridors

### **Commercial & Industrial Buildings**

- Include all businesses, storage facilities, processing facilities
- Inventory machinery, parts
- Include commercial real estate opportunities
- Identify when building was built, improvements completed or required, condition, capacity, and status of each facility

### **Public Services and Facilities**

- Include Nursing homes, Hospitals and Medical clinics, Libraries, Cemeteries, Community Centres, Art Centres, School and school districts, Churches, Heritage buildings, Museums and Halls, Law enforcement services, Recreation Enforcement, Transportation regulators
- Assess the condition and status of the buildings, vehicles, and equipment used by community service facilities.
- Identify when building was built, improvement needs, condition, capacity, and status of each facility.

## **Technological Infrastructure**

- Bandwidth
- Connectivity, proximity to service towers
- Services (i.e. digital cable, mobility)
- Radio/TV stations
- Cable and Phone companies
- For each system, identify the provider, type, location and status.

## **Housing**

### **Housing Availability**

- Average household size
- Average family size
- Growth and vacancies
- Retrofitted buildings and non-traditional building uses
- Vacancies, housing occupation and capacities - Include seasonal, vacant, single-family homes, multi-family units, one or more room apartments, room and board, hotel accommodations
- Number of owner-occupied and renter-occupied units
- Current needs/housing deficiencies

### **Housing Values:**

- price of owner-occupied housing
- distribution of housing at different values
- market rates for housing
- property taxes
- mortgage interest rates
- home-owner insurance
- relative value and location (neighborhood SES-find a suitable LINK)
- infrastructure condition (plumbing, insulation)

### **Visual appearance of housing (individual properties):**

- landscapes
- shorelines
- scenic vistas
- condemned areas, uninhabitable areas
- abandoned and debilitated buildings

## Land Use and Resources

Identify the land in your community which has federal, provincial or municipal ownership. Determine who owns them and if these areas are widely or sparsely used. You should also identify land owned by or shared with other jurisdictions. Make sure that future visions and plans share the interests of all parties who own the land. Examine how land use decisions in your community may affect other governmental units.

### **Availability**

- Observe local Zoning Bylaws
- Identify private, corporate, public and Crown lands
- What land is available for various developments
- Real estate values and trends in the region

### **Land Assets**

- Agricultural land use and characteristics (i.e. cropland, pasture, grassland)
- Soil fertility and components, topography, drainage patterns
- Air quality and Energy Resources
- Forest
- Industrial Areas
- Lakes, ponds, streams, wetlands, shorelands, floodplains
- Minerals
- Natural resources/geographical and geological landmarks, scenery
- Environmental Corridors, wildlife preserves
- Parks/Recreation Areas (boating, hiking, hunting, cycling, fishing)
- Landfills and brownfields
- Wildlife (species, populations, endangered/threatened)
- Water Resources

## Cultural and Heritage Inventory

What makes your community unique? Mapping your cultural and heritage resources can help you understand and establish a special community identity. Your culture and heritage represent the livelihood and events, both past and present, which contribute to the quality and vibrancy of life in your community. Present and historical representations of culture can lead your community to discover ways to further celebrate your uniqueness.

**Cultural Assets** include current events, programs, activities, and products of your community pertaining to recreation, sports and the arts.

- Music and performance art
- Local artists and art galleries
- Public displays of art, such as murals, statues and monuments
- Artisan guilds (such as quilting, embroidery, metal working, crafts)
- Indoor and outdoor sports
- Sporting events and competitions
- Local sports leagues
- Specialty and ethnic Cuisine
- Languages (both spoken and taught)
- Festivals and ceremonies (ethnic, artistic, fund-raisers, derbies, exhibitions and fairs)
- Farmer's markets
- Public parks, playgrounds, and recreation areas (and related programming and services)

**Heritage Assets** include historical representations of culture such as ethnography, early settlement and historical artifacts, community history, local landmarks (natural and man-made), local legends and oral histories.

- Museums
- Historical and landmark buildings
- Community history and local legends
- Famous residents
- Ethnographic representations
- Religious congregations
- Historical sites (i.e. battlegrounds, old trails, ceremonies)
- Geological landmarks (i.e. rock formations, rivers, lakes)
- Local traditions



## Putting it All Together

Once you have researched your inventories, there are a variety of ways to compile and present the information. Depending on your community's overall goals and resources, however you choose to compile the information, the potential uses of your community's resource inventory are endless.

- **Strategic/Action Planning** - Gain a better understanding of your community and/or program or project! Using your Community Resource Inventory, your community is better able to identify economic, social, and environmental patterns which can help you capitalize on your current resources and strategize for your future.
- **Official Community Planning** - Your community resource inventory is the foundation of community planning. To develop an Official Community Plan and/or Zoning Bylaws, your community should consult with a professional community planner. See MCDP's website for further resources on Community Planning.
- **Organizational Development** – Your community resource inventory may reflect the needs or potential to improve or create new committees or administrative roles for improved efficiency and/or program and service delivery.
- **Program and Project Development** – Your community resources may illustrate underutilized resources in order to implement new programs and projects for the benefit of current residents. With the community resource inventory information you might also establish a publically accessible database for research and educational purposes, or, improve or establish your own community website.
- **Public Relations, Tourism and New Settlements** – Develop new physical maps, statistical reports, community publications and promotional literature to attract investors, new industries and businesses, tourist opportunities and new residents.

## **Expanding Your Resource: Future Community Resource Inventories**

Community Resource Inventory development is one aspect of capacity building and community sustainability and one step on the road to establishing an official community plan. *This Municipal Guide to Community Resource Inventory Development* has introduced this step-by-step process to assist your municipality in creating and applying a Community Resource Inventory for future planning and development.

By completing the process of creating a Community Resource Inventory, you should have identified your community's current resources and considered your present and future needs. In engaging your community members in the process, you will have established a solid foundation of community spirit that can be translated into regional planning, increased knowledge of current resources and future needs, strengthened social, geographic, and economic networks, and dialogue for intermunicipal cooperation and future planning.

Now that you have completed a community resource inventory, this information should be updated regularly as your community changes. This helps maintain an accurate picture of your current resources and provides the foundation for ongoing planning and development. As well, it will assist your community in engaging in regional planning initiatives. The Community Resource Inventory development process can be applied on a regional level by connecting your list of resources with those of neighboring communities. This information can be used for capacity building purposes, cost reduction through sharing resources, and developing intermunicipal initiatives to improve the sustainability of Saskatchewan communities.

## **About the Municipal Capacity Development Program**

### *“Building Sustainable Communities in Saskatchewan”*

Launched in 2006, the Municipal Capacity Development Program (MCDP) developed as a partnership between SARM, SUMA, the New North and Municipal Affairs to promote growth, cooperation and community development through intermunicipal partnership.

Following the recommendations of the Clearing the Path (CTP) Committee, the partnering organizations, with municipal input, developed the MCDP to assist municipalities in building local capacity for sustainability through facilitation, training, education and research. Four key areas of service delivery have become the focus of

the MCDP, these include: the facilitation of intermunicipal relationships and partnership development; engagement of municipalities and other stakeholders to work together to improve service delivery and build local planning capacity; support the development of and assist municipalities to carryout intermunicipal sustainability plans and strategies; and, to provide municipalities with the tools and abilities to maintain the intermunicipal planning process.

MCDP resources (staff and/or contracted resources) are available through SARM, SUMA, and The New North (SANC) to assist municipalities working together. The team provides services to Saskatchewan Municipalities interested in creating new or expanding on existing intermunicipal working relationships. MCDP activities include, but are not limited to the following:

- Coordination and facilitation of intermunicipal forums and community meetings;
- Educating intermunicipal working groups of the benefits and possible approaches to sustainable planning;
- Supporting the establishment of formal and informal intermunicipal working groups, including the engagement of government agencies and other stakeholders in the process;
- Assisting with the development of a background report/intermunicipal profile for the group to begin the planning process e.g. community dynamics, population growth etc.;
- Tailoring a process for the intermunicipal group to follow in identifying common issues and opportunities;
- Facilitating the development of intermunicipal community action plans (comprehensive strategic plans);
- Assisting with the development of community resource inventories - community resource inventory exercises to support MAIS;
- Providing models and templates of intermunicipal working agreements and cost sharing arrangements i.e. human resources;
- Assisting with the development of Terms of Reference for shared resources;
- Providing information on and assistance with the development of Memorandums of Understanding and dispute/conflict resolution mechanisms;
- Supporting the establishment of project management structures e.g. governance, assigning responsibilities, timelines, allocating resources etc.;
- Providing technical assistance to intermunicipal groups as the need arises e.g. networking, specific funding information,
- Maintaining a user-friendly website with links, case studies, agreements, models and best practices for sustainable communities - <http://www.municipalcapacity.ca/>;
- Host the *My Community* forum at <http://www.municipalcapacity.ca/forum/> to provide municipalities with a means to exchange ideas, opinions and information;

- Supporting the development and implementation of communication strategies for local community engagement e.g. flyers, PowerPoint presentation, open-houses, etc.;
- Editing *Interconnections*, the sustainability focused newsletter for Saskatchewan Communities, in partnership with SARM and SUMA; and,
- Developing and/ coordinating relevant topic specific workshops with applicable organizations and agencies at the request of intermunicipal groups.

Currently, the Municipal Capacity Development Program is directly assisting over 240 municipalities, First Nations and Métis Communities across the province to further their intermunicipal partnerships.

If your municipality is interested in more information about our program or to learn more about intermunicipal initiatives in your area please visit our website. For general inquiries, email us at [municipalcapacity@sarm.ca](mailto:municipalcapacity@sarm.ca).

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## **APPENDICES**

## Appendix A

### Community Resource Inventory Worksheet

<u>Project Phases</u>	<u>Activities (WHAT)</u>	<u>Time Line (WHEN)</u>	<u>Measures (HOW)</u>	<u>Lead (WHO)</u>	<u>Notes</u>

## Appendix B Community Resource Inventory Sample Budget

### Project Budget *Community Resource Inventory Project*

	Total Expected Project 1 Costs	
Line Item		
<b>1. Employee salaries and wages</b>	<b>0</b>	
Project Manager		
Administrative assistant (data entry)		
Community Members to gather information (7)		
Consultant		
<b>2. Local travel</b>	<b>0</b>	
Program Manager Travel		
Heritage Consultant Travel		
Community Member Travel (7)		
<b>3. Meetings</b>	<b>0</b>	
Initial Meetings (1)		
Training (2)		
Status and Status Up-date Meetings (2)		
Implementation (2)		
<b>4. Printing and publications</b>	<b>0</b>	
Reports/Production		
Brochures / pamphlets other material		
Internal resources		
Training tools		

<b>5. Administrative expenses</b>		<b>0</b>
Communication, phones, fax, email, internet, postage		
Office Supplies and Materials		
<b>7. Overhead</b>		<b>0</b>
Advertising and public relations (general)		
<b>8. Technical</b>		<b>0</b>
GPS Unit (2)		
GIS Base Maps		
Computer and software		
<b>9. Other</b>		<b>0</b>
Implementation Grant		
	0	
	0	
<b>10. Other</b>	<b>0</b>	<b>0</b>
<i>Details below:</i>		
	0	
	0	
	0	
<b>Total</b>		



## Appendix C

### SURVEY FOR INDIVIDUALS

*Consent To Use Information Provided:*

I, \_\_\_\_\_, consent to the information that I have provided to be used for planning and development purposes by my community.

Signed: \_\_\_\_\_

\*If you have provided consent for this information to be used please provide the following PERSONAL INFORMATION:

Name \_\_\_\_\_

Physical Address \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Cell \_\_\_\_\_

Fax \_\_\_\_\_

E-mail: \_\_\_\_\_

## **CONFIDENTIALITY POLICY:**

All staff and volunteers of the ... have a set of ethical responsibilities by which they are bound to the respondent, the community and themselves. The ... respondents act in good faith, expecting their circumstances and personal matters to remain confidential and the ... is obligated by ethics to reciprocate. Confidentiality of respondent's identifying information is maintained for the protection of the respondent and for the....

Staff members, including volunteers, will use the following procedures. For the purposes of these procedures a "respondent" is defined as a person who has completed and returned the attached questionnaire and "Identifying information" is defined as information that provides or leads to the identity of the respondent.

1. All staff members and volunteers will take responsibility for protecting the confidentiality of all respondents. New staff members will receive instruction in these confidentiality procedures.
2. All written and unwritten identifying information concerning respondents of the ... are considered as confidential.
3. All written information regarding the respondents of the ... will be maintained in files. Only those staff members and volunteers with a "need to know" will have access to these files. No staff member or volunteer may remove respondent files from the municipal and/or ... offices without authorization from the working group lead(s).
4. When it is necessary for a member of the staff or a volunteer to communicate identifying information about a respondent to another person or agency, a Release of Information Form will be signed by the respondent or their legal representative. The signed release will be kept in the respondents' permanent record. If the respondent is unable to give written consent then the staff member releasing the identifying information will document the circumstances.
5. When respondent-related materials are used outside of the office staff members and volunteers are responsible and must take appropriate steps to safeguard the materials.
6. In emergency situations, when it is not possible to have a form signed, a verbal release may be given by the respondent or their legal representative. The staff member or volunteer who receives the verbal release will make a note in the respondents file and will obtain the written release as soon as possible.
7. A signed release will not be needed when:

"In general, personal information shall not be used or disclosed by any person or organization without the informed consent of the individual who is the subject or the information.

The major exception to this policy is that the information may be used by local representatives and the ... Economic Development Committee for purposes directly connected to the planning and development of the community that has collected the

information. An example of using personal information in the course of providing a service would be a staff member or volunteer giving the name and other necessary information about an individual desiring a specific service from or who has showed interest in providing a service to the community”.

8. When a ... Committee staff member or volunteer is working with a respondent and finds it necessary to obtain written information from another person or agency, it will be necessary to obtain a signed release from the respondent or representative. This release will indicate that the respondent or representative has given permission for release of identifying information to the ... Economic Development Committee.
9. When a ... Committee member or volunteer either receives requested written identifying information or releases written identifying information about a respondent to another person or agency, a written or verbal follow-up will be given to the respondent. This follow-up will inform the respondent as to what information was released or obtained and what progress has been made in helping with his/her individual situation. A record of the follow-up will be kept in the respondents file.

**I have read and understand the above Confidentiality Policy:**

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

## PART 1: SKILLS INFORMATION

When you think about your skills, what 3 things do you think you do best? (i.e. maintenance, sales, security, music, supervision, child care, transportation, food, operating equipment and repair, office work, construction, health care, etc.)

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Please complete by marking the following skills list to indicate your basic and/or professional skills (i.e wrote letters for a company, helped neighbour paint a fence).

### Ranching and Agriculture: (Check all that apply in this section.)

- Heavy machinery operation
- Sampling/Testing
- Spray Handling
- Truck Driving
- Class 1
- Class 3
- Crop Rotation
- Seeding
- Cultivating
- Mechanics of heavy machinery
- Maintenance of heavy machinery
- Baling
- Care of horses
- Care of Cattle
- Processing Cattle
- Heard management
- Breeding
- Other (please list) \_\_\_\_\_

### Oil and Gas: (Check all that apply in this section.)

- WHIMIS
- H2S
- TDG (Transport of Dangerous Goods)
- Confined spaces
- First Aid
- Rig (Service / Drilling)
- Completions
- Environmental
- Other (please list) \_\_\_\_\_

### Home/Facility maintenance: (Check all that apply in this section.)

- Window washing
- Floor: ( sweeping  mopping  washing  waxing)
- Wall/ceiling cleaning/washing
- Cleaning carpets and rugs
- General household cleaning
- Repairing leaky facets
- Sanding and stripping floors
- Wood stripping and refinishing
- Caulking
- Other (please list) \_\_\_\_\_

### Yard maintenance: (Check all that apply in this section.)

- Mowing lawns
- Snow removal
- Planting and caring for gardens
- Pruning Trees and Shrubs
- Other (please list) \_\_\_\_\_

### Caring for people with health needs: (Check all that apply in this section.)

- Children
- Disabled
- Mentally ill
- Elderly
- Special needs
- Sick
- Other (please list) \_\_\_\_\_

Type of care provided:

- Bathing  Grooming  Dressing  Exercising  Escorting  Feeding
- Preparing special diets  Social or community services
- Other (please list) \_\_\_\_\_

**Child Care: (Check all that apply in this section.)**

- Infants (under 1 year)  Children (1-6 years)  Children (7-13)  Babysitting
- Taking children on field trips  Other (please list) \_\_\_\_\_

**Construction of a building: (Check all that apply in this section.)**

- Building garages  Building room additions  Bricklaying and masonry  Tile work
- Laying cement  Installing floor coverings  Installing drywall and taping  Plastering  Installing insulation  Installing siding  Installing windows  Wall papering  Painting
- Bathroom modernization  Kitchen modernization  Repairing locks
- Porch construction/repair  Building demolition  Repairing chimneys
- Cleaning chimneys  Plumbing repairs  Electrical repairs  Roofing repairs/installation  Heating/cooling system installation  Carpentry skills  Cabinetmaking
- Furniture making  Soldering and welding  Furniture repairs
- Other \_\_\_\_\_

**Operating & Repairing Equipment: (Check all that apply in this section.)**

- Assembling items (Explain)\_\_\_\_\_

Repairs:

- Computer/technology  Small appliances  Medium appliances (stoves, etc.)
- Small engine (lawn mowers, etc.)  Automobile  Trucks/buses
- Heavy equipment  Auto body  Farm equipment  Air

Conditioning/Heating

- Plumbing  Other (Explain)
- \_\_\_\_\_

Operating:

- A crane  Picker truck  Forklift  Dump truck
  - Heavy equipment (type) \_\_\_\_\_  Other (type)
- \_\_\_\_\_

**Transportation: (Check all that apply in this section.)**

Operating a:  
 Class 1  Class 2  Class 3  Class 4  Class 5  Class 7  Air Brakes  
“A”  
 Detailed Endorsement “G”  Motorcycle “M”  School Bus “S”  
 Other (please list) \_\_\_\_\_

Transportation of goods:  
 Farm  Oil patch  Dangerous Goods  Other (please list)  
\_\_\_\_\_

Operation Emergency Vehicles:  
 Ambulance  Fire truck  Emergency Vehicle  
 Other (please list) \_\_\_\_\_

**Food: (Check all that apply in this section.)**

Catering:  
 Serving food  Meal preparation  Safe food handling  Washing dishes  
 Other (please list) \_\_\_\_\_

Operations re: Commercial Food:  
 Baking  Cooking  Waiter/Waitress  Bartending  Meat-cutting  
 Other (please list) \_\_\_\_\_

**Office: (Check all that apply in this section.)**

Word processing  Typing (words/minute \_\_\_\_\_)  Data entry (spreadsheet, database)  Filling out forms  Composing letters  Bookkeeping  Shorthand or speed writing  
 Filing  Inventory/ ordering supplies  Taking phone messages  Receiving phone orders  
 Telephone surveys  Preparing grant proposals  Report writing  Supervising others  
 Planning work for others  Directing the work of others  Working in a committee minutes  Chairing meetings  Interviewing people  Other (please list)  
\_\_\_\_\_

**Graphic design: (Check all that apply in this section.)**

Posters  Brochures  Invitations  Cards  Calendars  Logo development  
 Catalogues  Website development  Website maintenance  
 Other (please list) \_\_\_\_\_

**Communications/public relations: (Check all that apply in this section.)**

- Hosting events
- Acting as a community ambassador
- Greeting and welcoming others
- Public Speaking
- Presentations
- Marketing and promotions
- Media communications
- Spokesperson for organization or event
- Other (please list)

\_\_\_\_\_

**Sales: (Check all that apply in this section.)**

- Retail
- Wholesale
- Distributor
- Farm gate
- Farmers' Market
- Tradeshows
- Door to door
- Home party
- Telephone
- Internet/On-line
- Mail order
- Other (please list)

\_\_\_\_\_

**Security: (Check all that apply in this section.)**

Operational:

- Firefighting
- Ushering major events
- Crowd control
- Other (please list)

Guarding:

- Residential property
- Commercial property
- Industrial property
- 

Armed

- Other (please list)

Installation/Repair

- Installing alarms/ security systems
- Repairing alarms/ security systems
- Other (please list)

**Other: (Check all that apply in this section.)**

- Sewing
- Dressmaking
- Tailoring
- Laundry/Dry Cleaning
- Upholstery
- Jewellery Making
- Jewellery repair
- Watch repair
- Assisting in the classroom
- Hair styling
- Barbering
- Furniture moving
- Managing property
- Any additional other (explain)

\_\_\_\_\_

\_\_\_\_\_

**Creative Arts Skills: (Check all that apply in this section.)**

Dance  
 Ballet  Jazz  Tap  Ballroom  Dance Instructor  
 Other (please list) \_\_\_\_\_

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Music  
 Playing a musical instrument (what instrument?) \_\_\_\_\_  
 Singing in a group or choir (what position? E.g. Lead, tenor, bass, solo, etc.) \_\_\_\_\_  
 Conducting/leading a choir  Providing music lessons  Recording music  
 Performing with a band or group  Composing: ( Lyrics  Music)  
 Other (please list) \_\_\_\_\_

Visual arts:  
 Painting: ( Water colors  Acrylics  Oils  Charcoal  Chalk  Sketching  
 Other (please list) \_\_\_\_\_)

Fibre Art: ( Felting  Weaving  Quilting  Embroidery  Knitting  
 Crocheting  Petite Point  Other (please list) \_\_\_\_\_)

Photography/Film: ( Still  Video  Developing  Producing  Directing  
 Other (please list) \_\_\_\_\_)

Pottery  Sculpture  Other (please list) \_\_\_\_\_

**Which of all your skills are good enough that other people would hire you to do them?**

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**What 3 skills would you most like to learn?**

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**Are there any skills you would like to teach?**

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**Please describe other special interests or activities that you have been involved with (e.g. sports, artistic activities, crafts, crossword puzzles, fishing, gardening, swimming, etc.)**

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**Have you ever organized or helped organize any community activities? (i.e. Boy Scouts/Girl Scouts, Church fundraisers, Bingo, Ball Tournaments, School-Parent Associations, Sports Teams, Camp Trips for Kids/ Field Trips, Political Campaigns, Block Clubs, Community Groups Rummage Sales etc.)**  Yes  No

If yes, please list and explain.

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## PART 2: EDUCATION AND TRAINING

### Please indicate levels of Academic Achievement:

Public or Private School: (Please check highest grade completed)

Grade:  1  2  3  4  5  6  7  8  9  10  11  12  13

Certification:  High school diploma  GED

Technical School (trade school):

Please list Diplomas or Certification achieved:

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College (SIAST, NAIT, etc):

Please list Diplomas or Certification achieved:

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University

Please list Diplomas, Certification, or Degrees achieved:

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Other education:  Apprentice  Journeyman  Private training programs  
 Online education  On the jobs training  
 Other (please list)

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Please list certificates, licenses, diplomas, degrees obtained

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**Have you participated in training programs that were not part of your regular school studies? (i.e. First Aid, Safe Food Handling, Firearm Safety, etc.)**  Yes  No

No

If yes, please list

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**What kind of work did that training prepare you for?**

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**Are there education programs you would be interested in enrolling in if they were provided online or closer to home?**  Yes  No

If yes, please list.

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**Are there any trades you are interested in learning?**  Yes  No

If yes, please indicate trade and purpose.

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**Are there any trades you are capable of teaching?**  Yes  No

If yes, please list.

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**Are there any trades you are interested in mentoring?**  Yes  No

If yes, please list.

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## LITERACY (Part B of Education and Training)

### Purposes and perceived value of literacy

**What would you be able to do with better reading and writing skills that you can't do now?**

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**If you were to pursue education, what would be your reasons for doing so?**

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**Listed are eight possible goals for learning. On a scale of 1 to 5 (1 being unimportant and 5 being very important), tell me how you would rate these goals for yourself.**

\_\_\_ 1) (knowledge) To become better informed; to be better at reading and writing;  
to know more about the world.

\_\_\_ 2) (personal) To feel better about yourself; to be happier and more self-reliant.

\_\_\_ 3) (family) To get along better with family members, to be a better  
parent/grandparent.

\_\_\_ 4) (community) To understand community problems better and to contribute to  
their solutions; to be more active in your community.

\_\_\_ 5) (instrumental) To be able to deal more effectively with daily tasks such as  
filling out forms, reading signs, writing cheques, etc.

\_\_\_ 6) (economic) To get a job or get a better job; to do your job better; to make  
more money.

\_\_\_ 7) (entertainment) To read stories and magazines; to get pleasure and  
entertainment from reading and writing.

\_\_\_ 8) (culture) To study our culture; to write down stories and pass on cultural information.

**Of these reasons, which one would be the most important to you?**

\_\_\_ Most highly ranked reason

**Past barriers to learning to read and write**

**Did you like school?**  Yes  No

**What didn't you like about school? (Possible answers include: being ignored by teacher, too large classes, racism, problems in the family, didn't get along with other kids, etc.?)**

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**Do you think your negative school experiences (if any) affected your learning?**

Yes  No

If yes, how?

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**Positive Learning Environment**

**If you decided to improve your literacy skills, what learning situation would you prefer? (e.g. one-to-one, small group, only women, informal learning/traditional classroom, etc.)**

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**Where would you prefer to learn? (own home, community centre, library, someone else' home, etc.)**

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**What are the things you know how to do well now? (Excluding reading and writing.) How did you learn them?**

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**How do you learn best?**

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**What supports would you need (e.g. child care, transportation) in order to attend a reading and writing program?**

### **PART 3: WORK EXPERIENCE**

**Are you currently employed?**  Yes  No

**Are you between jobs?**  Yes  No

If employed

**What is your job titled and what skills do you use on the job?**

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**Are you employed part-time or full-time?** \_\_\_\_\_

**If you are working part-time, would you like additional work?**  Yes  No

If not employed

**Are you interested in a job?**  Yes  No

**If yes, Are you interested in:**  Full-time  Part-time

**Are there things that would prevent you from working right now?**  Yes  No

If yes, what?

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**Please list your last three jobs**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Have you ever been self-employed?**  Yes  No

If yes, describe.

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## **PART 4: ENTERPRISING ATTITUDES AND EXPERIENCE**

**Have you ever considered starting a business?**  Yes  No

If yes, what kind of business did you have in mind?

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**Did you plan to start it alone?**  Yes  No

If no, how many partners did you plan to start with? \_\_\_\_\_

**Did you plan to operate it out of your home?**  Yes  No

**Are you currently earning money on your own through the sale of goods or services?**

Yes  No

If yes, whom do you sell to?

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**What process do you use to do this?**

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**Have you ever operated a business?**  Yes  No

**Did you own the business?**  Yes  No

**If yes, did you start the business?**  Yes  No

**Did you buy an existing business?**  Yes  No

**Did you operate the business for the owner?**  Yes  No

**Where was it located?**

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**What types of businesses are needed in your community?**

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**What other products or services could be offered by existing businesses to improve service in your community?**

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**What is the largest obstacle that you or another individual starting a business in your community will face?**



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**Are there any others obstacles?**

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**PART 5: PLANNING YOUR COMMUNITY**

**What do you view as the top five assets in the community?**

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**What does the community have that sets it apart?**

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**What in the community are you proud of?**

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**What would you miss most in the community if it was no longer there?**

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**What would you like to see in your community?**

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**How do you envision your community in the future in 2020?**

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**Other valuable information about yourself or your community**

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## PART 6: NEED FOR HOUSING

<b>Respondent Name</b>	
<b>Address</b>	
<b>Telephone Number</b>	

### 1. Residents in your home:

					Relationship to you	
Name	Age	Gender	Spouse/Partner	Son/Daughter	Other	

2. Do you rent or own your home?                      Rent\_\_\_\_\_ Own\_\_\_\_\_

3. How much do you pay for rent/mortgage?    \$\_\_\_\_\_ Per month

4. How much do you pay per month for the following?

\$\_\_\_\_\_ Electricity(power) \$\_\_\_\_\_ Water/sewer

\$\_\_\_\_\_ Upkeep                                      \$\_\_\_\_\_ Gas/oil(heat)

\$\_\_\_\_\_ Annual taxes(if applicable)

5. How old is your home? \_\_\_\_\_ Years

6. How many bedrooms? \_\_\_\_\_ Bedrooms

7. What is the maximum you would be willing to pay for rent or mortgage?  
(excluding utilities)

\$\_\_\_\_\_ Per month

8. What are you looking for in a new home?

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9. What is your preferred tenure choice?

Rent\_\_\_\_\_ Own\_\_\_\_\_

**10. What federal tax bracket are you in?**

<b>\$0-8,350</b>	
<b>\$8,350-33,950</b>	
<b>\$33,950-82,250</b>	
<b>\$82,250-171,550</b>	
<b>\$171,550-372,950</b>	
<b>\$372,950-above</b>	

**11. Please indicate the source of income for your household**

<b>Source of Income</b>	<b>Main Source (check one)</b>	<b>Secondary Source (check one)</b>
<b>Employment, including self-employment</b>	<b>ρ</b>	<b>ρ</b>
<b>Social Assistance</b>	<b>ρ</b>	<b>ρ</b>
<b>Old Age Security, Guaranteed Income Supplement, Spouse's Allowance</b>	<b>ρ</b>	<b>ρ</b>
<b>Investment income, retirement pensions (RRSPs, etc.)</b>	<b>ρ</b>	<b>ρ</b>
<b>Employment Insurance</b>	<b>ρ</b>	<b>ρ</b>
<b>Disability Insurance</b>	<b>ρ</b>	<b>ρ</b>
<b>Disability Benefits</b>	<b>ρ</b>	<b>ρ</b>
<b>Worker's Compensation</b>	<b>ρ</b>	<b>ρ</b>
<b>Student Loan</b>	<b>ρ</b>	<b>ρ</b>
<b>Other (please specify):</b>	<b>ρ</b>	<b>ρ</b>

**12. If available would you move into a housing project in ...? Yes\_\_\_\_\_ No\_\_\_\_\_**

**13. When would you move into the proposed project? (Circle Answer)**

- **Immediately upon completion**
- **In 1-2 Years**
- **Within one year**
- **In more than 2 years of completion**

## PART 7: IDENTIFYING OUR HERITAGE

The ... Committee would like to identify all possible Heritage sites or historical places in ... and area. We are looking to identify parts of our history to add to our website, brochures and to advertise the quality of life we have to offer. Please identify any sites that you think are significant to ...'s Heritage.

<b>Historical Sites:</b>		
Name	Location/Owner	Description

The ... Committee is looking to develop and preserve our heritage/history. We would be happy to meet one on one to learn more about any part of our history/heritage. Please fill out the following if you are interested.

- I am interested in providing more information on... , history/heritage  
 Yes  No
- Contact Information: Name \_\_\_\_\_  
 Phone # \_\_\_\_\_  
 Email \_\_\_\_\_

*Thank you for your participation!*

## Appendix D

### Sample Questionnaires for Local Institutions

#### **Survey for Economic Institutions:**

Company Name and Contact Information:

1. Where you located? (i.e. City, Town, RM, etc.)
2. How long has your business been in operation? Who does your company serve?
3. What resources does your company consume? (land, air, and water)

4. What type(s) of products are imported? Exported?

5. What is the proportion of products produced locally to products sold locally?

6. Could you potentially become part of a supply chain for another business? If yes, please expand.

7. Are you heavily reliant on supplies from outside sources?

8. What community services does your company use to maintain your facilities?

9. What kinds of technology/equipment do you use on a regular basis?

10. How many individuals does your company employ?

11. What community resources would improve your current business?

12. Please include/attach any other relevant information.







9. How do your programs align to the needs of the area?

10. What kinds of technology/equipment are utilized on a regular basis in your institution?

11. How many individuals does your institution employ? Please list all departments.

12. What community resources would improve your institution?

13. Please include/attach any other relevant information.



5. What kinds of technology/equipment does your institution use on a regular basis?

6. How do you feel your institution aligns with the needs of the community?

7. Do your political services go beyond the local level? If yes, is there an opportunity to expand? If no, is there opportunity to do so?

8. Please include/attach any other relevant information.

## **Survey for Religious Institutions:**

### Institution Name and Contact Information

1. Where are you located (i.e. City, Town, RM, etc.)?
2. What is your Denomination?
3. When are the services held?
4. What is the size of the congregation? Group?
5. What services do you provide the community?







6. What programs and services do you offer? What do they cost? Please attach additional information if necessary.

7. How many individuals does your organization employ? Do you utilize volunteer services?

8. How does your organization align with the needs of the community?

9. What community resources does your organization utilize?

10. Do your programs align to the needs of the area?

11. What kinds of technology are utilized on a daily basis in your institution?

12. How many individuals does your institution employ?

13. What community resources would improve your institution?

12. Please include/attach any other relevant information

## Appendix E

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