



# Ann Elmore’s Legacy: Preparing for Social Change

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Sponsored by the Campbell River Social Planning Committee and the partners of Learning Initiatives for Rural and Northern BC (LIRN)



AN INITIATIVE OF THE BC HEALTHY LIVING ALLIANCE



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# 1. Introduction

The community development workshop in Campbell River entitled *Ann Elmore's Legacy: Preparing for social change* (hereafter Ann Elmore Legacy Workshop) aimed to start the process of creating a strategic social development plan for the City of Campbell River. It was a multi-faceted event featuring graphic facilitation, musical interludes, spoken word sessions, educational moments about social planning, as well as opportunities to participate in social development priority setting exercises. The specific objectives of the workshop were to:

- ∞ Cultivate awareness of social change histories in Campbell River and appreciate a diverse range of local performance-based art;
- ∞ Develop a shared understanding of the parts and process of creating a strategic social development plan, as well as the role of municipalities, community agencies and coalitions in the creation of such plans;
- ∞ Develop a shared understanding of the scope of social development activities in Campbell River;
- ∞ Contribute to the selection of priority areas for social change in Campbell River and participate in an initial asset mapping exercise related to priority areas.

The workshop was jointly sponsored by Campbell River Social Planning Committee, Campbell River Arts Council and the Social Planning and Research Council of British Columbia (SPARC). Service Canada, New Horizons for Seniors Program, and Success By 6 generously provided the funding to cover the cost of food and refreshments.

Specific thanks are extended to Alberta Billy (Elders Council of the We Wai Kai Nation) for providing the opening prayer and welcoming all participants. We also wish to thank Ken Blackburn, Executive Director, Campbell River Community Arts Council, for his assistance in organizing the artistic interventions and leading the spoken word sessions. We are also very grateful to Ja Witcombe for his outstanding graphic facilitation work and to Amy Muloin for the beautiful songs throughout the day.

Also, as a precursor to this workshop, Anthea Kennelly, North Island Community Nutritionist, Vancouver Island Health Authority, and Nicole Tippenhauer, North Island Nursing Student, conducted a series of pre-workshop interviews with key stakeholders in an effort to start the process of identifying priority social development areas and existing social and health service assets. Many thanks to Anthea and Nicole for their great work pulling this information together. Also, we wish to thank the volunteer facilitators at each table, who made the small group work inclusive and participatory. Specifically, we are grateful for the following people's help: Anthea Kennelly, Terryl Bertagnolli, Brenda Wagman, Nickie Polson, Katie Hine, Linda Carlson, and Judi Malcolm.

This report provides a summary of the proceedings of the workshop and intends to facilitate the next phase of work in creating a social development plan for the City of Campbell River. The next section features a reproduction of the spoken word

performances at the workshop, which is followed by a section that defines key terms, and outlines the function of strategic social development plans, as well as a tested method for creating them. Next, the sequence of activities at the workshop is described and the location of the Ann Elmore Legacy workshop is situated in the larger social plan development method. The results of the priority setting and asset mapping exercise constitute the next section. Closing reflections on the workshop and the identification of next steps comprise the second last section. The final section is the appendices, which include the evaluation results, participant list, information sheet on community engagement methods, as well as all of the priority areas that were noted by participants before the priority setting exercise and eventual selection of specific social and health service focus areas.

## 2. Ann Elmore: A Backgrounder and a Conversation

We begin this report with a couple of short narratives about Ann Elmore. Throughout the day, Ken Blackburn and Amy Muloin used spoken art to convey the type of character possessed by Ann Elmore. Ken's written backgrounder about Ann is provided below, which is followed by Ken's written piece about the type of listening ear and helpful words that Ann would have shared with people needing a friend while experiencing a tough time – whether the victim or the offender. Thanks to Ken for allowing us to reproduce these works in this report!

### Introductory Remarks by Ken Blackburn

*Ann Elmore was born in Seattle on May 3, 1908. She was born into an educated family. Her father was a doctor and her mother was a head operating nurse. Ann followed in their tradition by studying at the University of Washington and University of California. She met her husband Roderick Haig-Brown in a bookstore in 1929 and they were married on January 20, 1934. Shortly after their marriage, Anne and Roderick moved to Campbell River and ran a small farm with cows and chickens. They raised their four children there.*

*Ann loved listening to classical music and reading books which fit well with her work as a librarian at Carihi Secondary School in Campbell River. Her deep passion for social justice was evident in supporting the North Island John Howard Society and the Women's Transition Society's by sitting on their respective Boards of Directors. Anne had a profound ability to understand the need for interventions to help both victims and offenders, and remarkably, she used her home as a haven where both victims and offenders could stay. Anne Elmore House, the Campbell River and North Island transition shelter for women and their dependent children who are dealing with issues of abuse and violence, was opened in 1987 and named in her honour.*

*Ann was also a dedicated environmentalist, exceptional gardener and lover of trees. She was guided in all of her life work by her strong Catholic faith. Ann passed away on June 2, 1990. Eighteen years later, in 2008, Ann was honoured once more when Campbell River's Mayor proclaimed the day of her birth, May 3<sup>rd</sup>, as Ann Elmore Day that year and thereafter.*

Dear Ann For Two Voices

by Ken Blackburn

**Dear Ann:**

**I am so ashamed by**  
what I've done... what's happened to me...

**It seems I can't quite find the words to express  
why this has happened. I feel so full of anger,  
as if something from the past that was placed  
within me is trying to get out.**

**I am being called**  
an offender a victim

**– but this is not really me. I'm not really sure I  
know how it feels to be me most days. I've  
always been told what I'm not my whole life...**

**I didn't mean**  
to do this for this to happen  
**– it all happened so fast. I can't seem to control**  
myself sometimes. things sometimes.

**I've had so little control over so much that has  
happened to me. It seems the only relief I have  
from myself – and how I feel – is in some kind  
of escape or other – it dulls the pain for awhile,  
but I only wake up to it again. I've seen it all  
before but I feel so helpless to stop it.**

**I am truly sorry for what has happened.**  
I must I must not  
**take responsibility for it.**

**I can only hope to find some understanding of  
how I got to this point. It is confusing to me  
and I don't know where to begin.  
I want to be loved – I want to feel love again –  
but I don't know how...I don't know how...  
I don't know how...I don't know how....**

**Anne:**

**Thank you for your words of encouragement  
and for your kind actions that have shown me a  
respect that I have never felt before. It is  
important to know that someone can see value  
in me – that I am a person, that I have feelings  
and I hope someday have a value to someone**

**else. I know I haven't shown much respect for myself sometimes, no one ever showed me how. I don't know how. But when you spoke to me with respect, when you offered me to actually come to YOUR house and be a guest, you made me feel like I was someone. I haven't felt like that much in my life...but you made me feel it and you made me feel like it may be possible to rebuild my life.**

**When you encourage me, I feel like I can change**  
what I took away from someone. myself.

**No one talks to me the same anymore: no one looks at me the same anymore. But you do.**

**I must live with what happened for the rest of my life, but you have shown me that I don't have to live the same way for the rest of my life. I must build upon what I've learned from you. Dignity and respect...dignity and respect... dignity and respect...**

**You seem to have many friends Ann. People seem to look up to you. And when you talk with me I know why. You are genuine. You treat people as if they are important. You have compassion for everyone, even someone like me. You care. And you have taught me, as you have taught many others, that none of us can do it alone. We all need help from time to time. We all have a part to play.**

**I have come to understand the idea of a community so much better from having talked with you. A community reaches out a hand when someone has fallen. A community attempts to understand why things go wrong in people's lives. A community cares for the least of us alongside the best of us. We are all in this together.**

**Overcoming our faults, our mistakes, with the help of us all, makes us all stronger. We need all of us to heal. And now, after your actions and the work of your friends, I feel for the first time in my life the most special feeling I can imagine – hope. There must be hope... there must be hope...there must be hope...**

### **3. Definitions of Key Terms and Overview of Social Development Plan Method**

Before describing the activities of the workshop, it is instructive to briefly address the following questions: (a) What is a strategic social development plan?; (b) What are the meanings of the major terms for creating a social plan?; (c) What is a useful method for creating social development plans?

#### **3.1. Definition of a Strategic Social Development Plan**

So, what is a strategic social development plan? The primary function of a strategic social development plan is to analyze the needs of the community, especially the needs of marginalized groups. These needs are determined and prioritized through a process of community consultation, review of existing service levels, identification of gaps in service areas, and the participatory development of action plans to address the gaps. A strategic social development plan also includes social responsibility matrices, which delineate who is responsible for the given social development area, whether it be non-profits, municipal, provincial and/or federal governments. Ideally, strategic social plans inform the operational planning processes of local non-profit agencies, as well as relevant departments of the City, with the aim of ensuring that its associated services are responsive to the evidence-based needs of residents.

Overall, a strategic social development plan should assist municipalities and local community stakeholders to:

- ∞ Develop an understanding of the needs of their communities, including the most disadvantaged groups;
- ∞ Identify appropriate strategies to respond to those needs;
- ∞ Identify the services, facilities and processes to address the community's needs;
- ∞ Identify which services each stakeholder has and what their respective role should be in the implementation process;
- ∞ Advocate for those services that need to be provided by other government agencies, the private sector or community organizations;
- ∞ Monitor changes in community needs and the extent to which existing services and models meet these needs;
- ∞ Provide improved facilities, services and regulatory activities that are more sensitive to local needs and appropriately targeted at specific population groups;
- ∞ Achieve a more coherent service system by working cooperatively with other government agencies, the private sector and community groups on service planning.

Although there are many important definitions ingredient to social development plans, there are two definitions that are particularly noteworthy since they provide the major conceptual shape to how social plans are structured. The two key definitions are:

- ∞ **Social Service Element:** Any activity, program, project, initiative and/or other type of output that is linked to a social issue in the community, and has the potential to help improve the social well-being of local residents (i.e., anger management counseling services, meals on wheels, etc.)
- ∞ **Social Development Area:** The overarching theme that is used to organize qualitatively similar social service elements (i.e., social inclusion and accessibility, transportation, etc.)

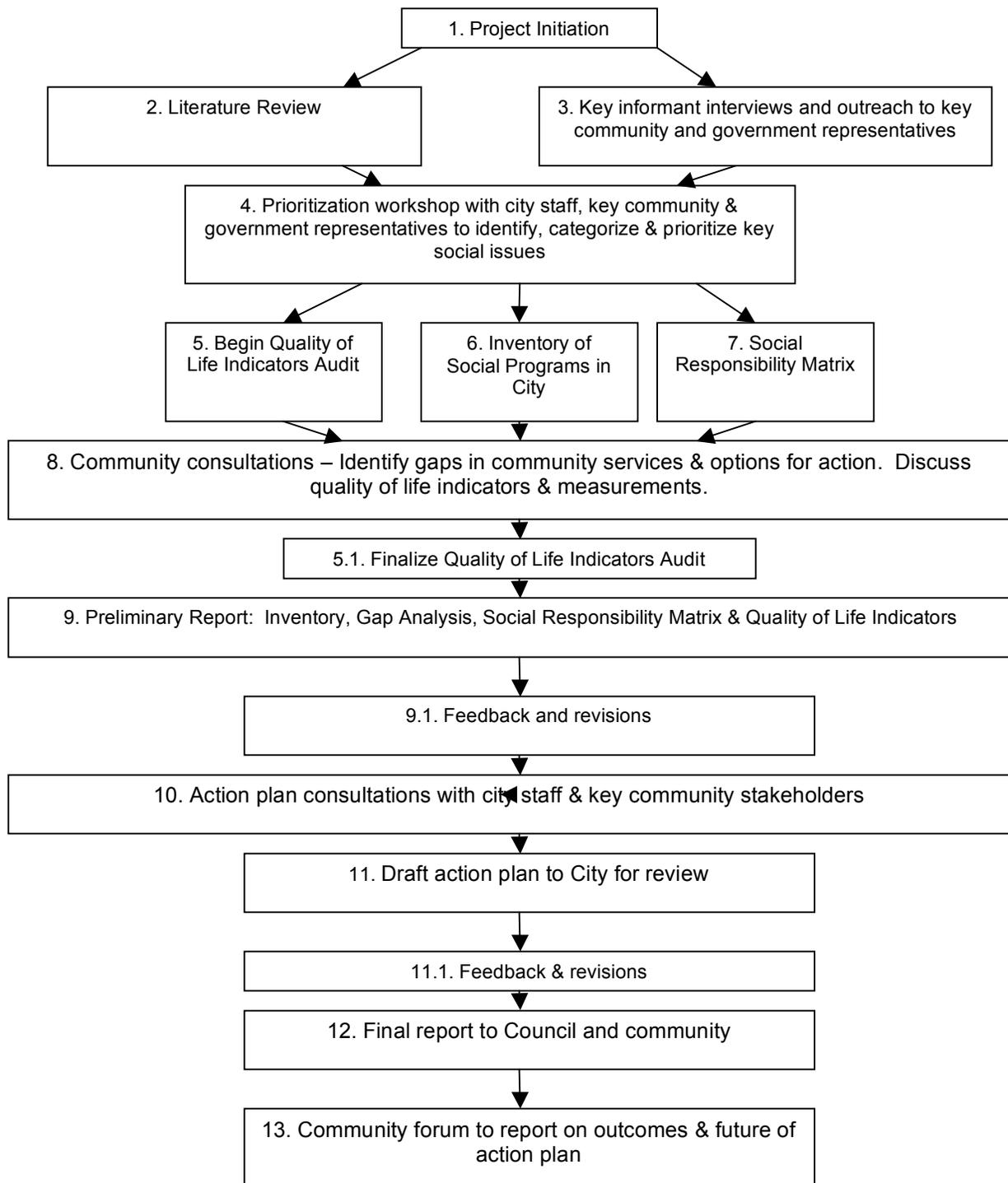
### **3.2. A Tested Method for Creating a Strategic Social Development Plan**

The following method assumes that municipal government plays a leadership role in supporting the development of a strategic social development plan. The method below maximizes the opportunities for community participation and input at multiple stages of the process of developing a strategic social development plan. This helps ensure that the outcomes of the project reflect community needs, and that the goals of the plan are appropriate and have community support. In total, there are thirteen steps in developing a strategic social plan according to the SPARC BC method.

1. Project initiation and work plan
2. Literature review
3. Key informant interviews and outreach to community stakeholders
4. Prioritization workshop
5. Social indicators quality of life audit
6. Inventory of social programs in the community
7. Social responsibility matrices
8. Community consultations: gap analysis and discussion of opportunities
9. Preliminary report
10. Action plan consultations
11. Draft action plan
12. Final report to City Council and community stakeholders
13. Community forum to report on action plan

Each of the steps is discussed in some detail in the following pages and is written as a guide for project leaders to follow in creating a social plan. The illustration on the following page depicts the SPARC BC strategic social development plan method.

## Illustration of 13 step method for creating a strategic social development plan



### **3.2.1. Project initiation and work plan**

The introductory meeting is to be used to review and confirm all aspects of the project. Following this meeting, the project team finalizes a comprehensive work plan for approval by the key stakeholders. This preliminary work plan and timeline will include each of the specific tasks for the project and dates for completion.

### **3.2.2. Literature review**

The first action step is to develop a review and synthesis of previous research and community development work in your community. This will provide a background for the social plan project to ensure the project leaders do not duplicate work already completed, and can build on existing research and projects. You should look at social planning work that has been completed in other communities with the intention of identifying key social issues and approaches that have been identified. Literature that is reviewed will include: needs assessments, reports on social issues, the Official Community Plan, as well as any other documents your community may find appropriate.

The goals of the literature review are threefold. First, the review will serve to identify and confirm existing social issues in the community, as well as provide some background about the scope of existing issues, and some potential solutions or ideas that might contribute to addressing those issues. Second, the review will seek to identify existing social service and planning capacity in the community, including existing committees and roundtables that focus on particular issues, as well as identifying potential invitees for the preliminary stakeholder consultation discussed below. Third, the review will explore social plans developed in other communities in BC, with the goal of identifying potentially valuable ideas and ‘road-tested’ approaches that might be useful in your community.

The results of the literature review will be used as a foundation for the rest of the project and the development of the social plan. This important stage of the project will help you to ensure that you do not duplicate work that has already been completed, and that you are able to avoid any mistakes or pitfalls that might have occurred in other communities. It will also provide you with valuable background information as you move into the later stages of the project.

### **3.2.3. Key informant interviews and outreach to community stakeholders**

Concurrent with the literature review process, you and your project team will identify a group of key stakeholders for participation in a preliminary workshop. The participants in the preliminary workshop should be key stakeholders in the community who are able to provide a strategic perspective on community needs and goals. Our experience has shown that early participation by key community members can significantly improve community ‘buy-in’ for the action plan, and help you ensure that the later stages of the project reflect community needs and goals.

Through this phase of the project, your project team should consult with your City representatives to identify and invite individuals to participate in the prioritization workshop (next stage). The preliminary workshop invitees should include representatives from senior levels of government, the Health Authority, School Board, City staff, key community service agencies and the business community. In our experience, it is very useful to engage with representatives or agencies serving marginalized populations, as those voices can sometimes be overlooked in community consultation processes. These populations include youth, Aboriginal peoples, persons with disabilities and others. By deliberately engaging with these groups you can help ensure that the plan ultimately reflects the social needs and issues of all members of the community. You may need to adapt the invitation list to reflect any specific issues or challenges identified through the literature review or in consultation with City staff.

Your project team will also perform a series of key informant interviews with the key stakeholders as an ‘on-the-ground’ counterpart to the literature review. The interviews will explore current social issues in your community, and seek to identify preliminary topics for discussion and social service elements that will inform the prioritization workshop. The interviews will complement the literature review by providing current perspectives on your community’s social issues, and helping the prioritization workshop to focus on key issues and goals in the community.

### **3.2.4. Prioritization workshop**

The prioritization workshop will take place early in the plan development process. The workshop will invite participants to explore the social issue landscape in your community, using the literature review, key informant interviews and consultations with City staff as a background for discussion. The workshop will serve three complementary purposes: (1) confirmation of the current situation; (2) prioritization of social issues; and (3) beginning the process of developing a local inventory of assets and/or exploring measurement tools and quality of life indicators for the action plan. At SPARC BC, we favour participatory consultation processes that ensure all participants are able to make contributions, and that all voices are heard throughout the process. We have found that community support for outcomes can be significantly greater when consultations are thorough, fair and inclusive.

The first step in the workshop will be to confirm the findings of the literature review and key informant interviews. Using the research as a background, participants will discuss and clarify the social issues and social service elements that currently affect community residents. Participants will identify any social issues that did not appear in the research, and develop a broad categorization of the social needs facing the community. It is anticipated that the workshop will confirm a set of broad social themes, within which the action plan will be developed. Possible themes could include housing, health care, crime and safety, community development and diversity, or other issues altogether.

The second part of the workshop will prioritize the social issues in your community. Inevitably in any community, the social issues and needs will far outweigh any immediate capacity to fully address them. In order to create an effective action plan, it will be essential to work with workshop participants to prioritize the most pressing social service elements in your community.

The third aspect of the workshop will either begin the process of generating inventories of existing assets and/or identify quality of life measurements for inclusion in the social plan. This final part of the workshop lays the ground work for the following steps that are undertaken by project team members.

### **3.2.5. Social indicators quality of life audit**

In the last several years, many communities across Canada and the United States have adopted some form of community indicator process to monitor community conditions, inform policy choices, educate and engage citizens and provide a vehicle for measuring accountability. These indicator projects are given a wide range of names: quality of life, community profiling, sustainability indicators, genuine progress, benchmarking, vital signs and so on. They are similarly diverse in terms of content, with specific projects being tailored to the particular interests, needs, and concerns of the community in question. Despite these variations, we have learned from our research and development work that community indicator projects are united by two assumptions: first, that community well being can be defined, measured, managed, and preserved; and second, that well being includes social, economic, environmental and cultural aspects of community life.

On consultation with City representatives and the workshop participants, your project team should initiate a social indicators quality of life audit, which will provide a background to the action plan, and provide some outcome measurements for future evaluation of the plan and its implementation. The specific content of the indicators audit will be developed in consultation with the City, to ensure that it reflects local needs, and where possible uses existing and available data. The indicators, once developed, will also help to provide an understanding of the scope of need in the community for specific issues, and provide some quantitative support for the action plan as it is implemented.

### **3.2.6. Inventory of social programs in your community**

Using the social service elements identified in the prioritization workshop, the project team should develop an inventory of social programs in your community. The inventory will provide a baseline for understanding the scope of social needs in the community. In order to fully understand what services and programs are needed in the community, it is essential to know what already exists. The inventory will serve two purposes. First, it will provide a baseline for an assessment of the community services in your community. Second, it will inform the gap analysis aspects of the project, in which the nature and scope of needs in the community are identified, specifically the needs connected to the prioritized social service elements.

### **3.2.7. Social responsibility matrices**

Social responsibility matrices help to clarify the difference between responsibilities and roles relating to a social issue in the community. Significant confusion exists about the difference between the responsibilities of a certain level of government or an agency, and the roles that each can play in addressing social needs. This is a particularly challenging issue in Canada, where the constitution delineates various overlapping responsibilities between the federal and provincial governments. The situation is further complicated with the inclusion of municipal governments, which are delegated a range of responsibilities by their respective provinces.

For example, the provincial government is primarily responsible for the provision of youth shelters to address homelessness. However, the federal government has chosen in the past to involve itself in addressing homelessness through various approaches and funding initiatives. Homelessness ultimately occurs in municipalities, and municipal governments have zoning, land use and bylaw considerations. The municipal government also has a direct interest in ensuring that measures are taken by senior levels of government to address homelessness, which could include the provision of shelter services. Each level of government has different financial capacities and legal mandates.

Canada's complex and multi-layered governmental system, with overlapping and unclear responsibilities at each level, can create significant confusion when seeking to address social issues. In most cases, the primary responsibility for a specific task is quite clear, but any social service or program often requires the participation and support of a range of different governments and agencies. Social responsibility matrices help to define and clarify the roles and responsibilities of various governments and agencies relating to specific social issues.

Using the social service elements identified in the prioritization workshop, your project team will develop a social responsibility matrix that will outline the varying scope of responsibility for each of the three levels of government, as well as the community service sector and other potential interests (i.e. private foundations, the business community, school boards, the health authority and others.).

The social responsibility matrices that SPARC BC developed for the City of Surrey Action Plan for Surrey Residents are valuable tools that can inform this stage of the project. In developing social responsibility matrices, we have found it useful to divide responsibilities into three general categories:

- ∞ **Planning** – Involving the coordination of, participation in and development of planning for services in a community. The form of planning processes may vary significantly, depending on the type of project or program. For example, planning for the construction of a facility is significantly different than planning for recreational services within existing facilities.
- ∞ **Construction and Siting** – This category includes responsibilities for financing and organizing construction of new facilities as well as identifying locations and siting for specific programs.
- ∞ **Operations** – The day-to-day operation of the social service in question.

Each general category is further subdivided into three responsibility categories:

- ∞ **Legislative** – Legislative responsibility identifies when a government has either specific responsibilities in an area, or has assumed some role in addressing a specific social element.
- ∞ **Financial** – Financial responsibility outlines financial obligations of each government or agency, including roles various levels of government have voluntarily assumed.
- ∞ **Implementation** – Implementation responsibility identifies the varying degrees of responsibility for actual implementation of the planning, construction or operations of programs.

Each level of government or service agency has a differing scope of responsibilities in each area. Scope of responsibility is represented in the following categories:

- ∞ **Primary responsibility** – A specific agent has the primary responsibility for this aspect of the element. For example, provincial governments have the primary responsibility for the creation and operation of homeless shelters, though they often delegate day-to-day implementation to a community service agency.
- ∞ **Secondary responsibility** – Different agents share responsibility for this item. Due to the overlapping and varying nature of many governmental responsibilities, this term is necessarily vague. A government or agent with secondary responsibility has a role in addressing the issue, but is not primarily responsible.
- ∞ **Limited responsibility** – The government or agent has limited involvement and responsibility for the item. Often they take on a small or contributing role, but they are not directly responsible for the provision or planning of services.
- ∞ **None or Not Applicable (N/A)** – The agent has no responsibility for this item (i.e. community groups have no legislative responsibilities).

The social responsibility matrices will be used as a reference tool and background information in the community consultations and action plan. The value of social responsibility matrices is that they can serve as a guide for the development of social services, as well as help focus advocacy and attention onto the governments and agencies that are primarily responsible for meeting social needs in the community.

### **3.2.8. Community consultations: Gap analysis and discussion of opportunities**

The gap analysis will be developed through a comprehensive stakeholder workshop process. The workshops will be designed to reflect each of the themes and explore the social service elements identified in the prioritization workshop. In each, participants will have the opportunity to examine and discuss the social responsibility matrix/matrices, as well as the inventory of services for each social service element.

The workshops will be designed and facilitated with the express goal of gaining community input on needs and comparing them to existing service levels. This will provide a clear understanding of the current gaps in available services and programs. The secondary function of the workshops will be to prioritize the various service gaps, which will aid the development of the action plan on completion of this project.

The workshops will also use the inventory and social responsibility matrices to educate participants about the roles and responsibilities of the various governments and agencies involved in addressing social issues. This process will serve to help manage expectations about the goals and functions of the action plan, as well as provide a reference tool for community groups seeking to promote or develop a specific social service or program.

### **3.2.9. Preliminary report**

On completion of the community consultations, the project team will prepare a preliminary report. The report will include the literature review and key informant interview outcomes, the prioritization workshop outcomes, the social services inventory and gap analysis, the social responsibility matrices, and the preliminary quality of life indicators analysis. The report will provide your City and community agencies with an opportunity to engage with the outcomes of the project prior to the development of the action plan. This will help ensure that the action plan reflects the needs and priorities of the community as a whole, community service agencies, as well as the goals and capacity of the City.

### **3.2.10. Action plan consultations**

Once the preliminary report has been approved by the City and community service agencies, the project team will begin implementing a series of consultations with City staff and key community stakeholders to develop the action plan. These consultations will depend on the content of the gap analysis, and the types of social service elements that the process has identified, but they will probably include a series of key informant interviews, and possibly two small focus groups.

The consultation process will identify key roles the City and community service agencies can play in addressing the social needs of the community, using the social responsibility matrices and gap analyses to inform the discussion. Consultations with City staff and community stakeholders will also seek to identify and develop appropriate tools for the ongoing implementation of the action plan, including measurable indicators of success.

### **3.2.11. Draft action plan**

Using the results of the consultation process, the project team will develop a draft action plan. The plan will include:

- ∞ The social quality of life indicators audit, as a baseline for measuring changes in community needs over time, as well as background information for the support of other action plan steps.
- ∞ What the City can do internally to meet identified needs. Some of the identified gaps may relate to services for which the City has primary responsibility (i.e. recreation programs). In these cases, the action plan will identify specific steps and goals for the City to take to help fill those gaps.
- ∞ Ways in which the City can engage with the community to help meet social needs. Where the City is not primarily responsible for meeting an identified gap in the community, it may have one or more roles in the development or support of community services (i.e., zoning and permits for facilities, etc.). The plan will identify options for the City, and steps for the City to take to facilitate the creation of community services.
- ∞ Approaches to advocacy for gaps that are the responsibility of other levels of government or other agencies. Where the City has a smaller role, or where local capacity is insufficient to address a gap without the participation of other levels of government (i.e., child poverty, etc.). The plan will identify approaches and processes that can help the City support and participate in advocacy around those issues and community needs.
- ∞ Governance structure for implementation of the action plan. The plan will outline options and actions for inclusion in any pre-existing City plans.
- ∞ A monitoring process that will identify new and emerging social issues in the community. This will utilize the social quality of life indicators, as well as community engagement tools over time. By identifying and monitoring social issues as they evolve, the plan will provide the City with the tools to

adequately prepare for and address emerging social needs, before they reach the crisis stage.

- ∞ A scan of existing funding opportunities to help address the existing gaps, as well as recommendations for monitoring future opportunities that may arise.

The draft action plan will be submitted to City staff for review, and your project team will work with the City to ensure that the plan reflects the needs and capacity of the City.

### **3.2.12. Final report to Council**

Once the action plan is finalized, the project team will work with City staff to present the final report to City Council and answer any questions they may have.

### **3.2.13. Community forum to report on action plan**

We recommend holding a community forum at the end of the process, to present the outcomes of the action plan, and to highlight any steps the City or community agencies are taking to address the gaps identified through the process. In our experience, results forums can help ensure continued community support of an action plan, and help to answer questions and provide information to community members about the plan. They also provide an opportunity for the municipality and other agencies to showcase any accomplishment steps that have been taken to improve social well-being in the community.

## **4. Locating the Ann Elmore Legacy Workshop within the Social Plan Development Process and an Overview of Workshop Activities**

The *Ann Elmore Legacy Workshop* stands as step four in the social plan development process because it involved setting priorities for social development work. It also incorporated aspects of step six because the planning committee for the workshop felt that it was important to invite people to identify what types of assets are already existent in Campbell River. The next steps are addressed in the final section of this report. Below we outline the sequence of activities at the workshop.

As an exciting moment of community, the *Ann Elmore Legacy Workshop* involved a diverse range of people. We were very fortunate to have the day commence with an opening prayer and welcoming by Alberta Billy, which was followed by an introductory reading by Ken Blackburn, who described the many accomplishments and contributions that Ann Elmore made to the community of Campbell River. It should be noted that interspersed throughout the day were a myriad of musical performances, graphic representations of the group discussions and spoken word performances – all of which contributed to a vibrant gathering.

Participants were seated at one of seven tables, each of which was given a social development label (these are outlined in the results section). After a fun ice breaker exercise at their respective tables, everyone introduced themselves by providing a brief background and what they hoped to get out of the workshop.

Next, Scott Graham of SPARC provided a presentation on the developmental phases of creating and implementing social development plans, locating the *Ann Elmore Legacy Workshop* within this larger framework. After a short question and answer period related to the definitions and proposed method for creating a social development plan, Anthea Kennelly offered a presentation of the results of the pre-workshop key stakeholder interviews. The interview results were organized according to seven social development areas, all of which were also posted on the wall for the priority setting exercise.

Following the presentation on the pre-workshop interview results, participants were invited to add any additional social service elements that are needed in the community but were not identified in the pre-workshop interview process. Once everyone had added their priority social service elements, the entire group participated in a dotmocracy exercise whereby each person was given three dots and was asked to place them on the social service elements that they feel are most important to the healthy development of the City of Campbell River.

After the dotmocracy exercise, each social development area had between 2-4 top priority social service elements rise to the surface. These top priority areas were reviewed by the whole group and then the facilitator for each table was asked to come to the wall and take

back to their table the top priority social service elements. With their set of priority social service elements in hand, participants were provided with worksheets to create inventories of existing community assets related to each element.

The day wrapped up with a report out from the facilitators in each group and an invitation to get involved in the ongoing activities of the Campbell River Social Planning Committee. The workshop concluded with warm closing remarks and an evaluation process.

## **5. Living Results of Priority Setting Exercise and Inventory of Assets**

This section outlines the results of the priority setting exercise, as well as the beginning of the inventories related to each priority social service element. These results are described as living since they are incomplete, and as such there remains some data collection work that will need to be undertaken before these inventories can be treated as reflective of what exists in Campbell River.

The organization of the results is organized according to seven social development areas, including:

1. Social inclusion, accessibility and food security
2. Public safety
3. Training, employment and income security
4. Housing, shelter and homelessness
5. Health and well being
6. Children, youth, seniors and families
7. Community development

The social service elements that were selected as priorities at the workshop are subcategories within each social development area. Within each broadly defined social service element (i.e., projects that raise awareness about and improve accessibility, etc.), there are lists of current projects, programs and initiatives that are specific to Campbell River. These lists are the beginning of the inventories of local assets in Campbell River and it is important to note that there are far more assets in Campbell River than are noted in this report. Additionally, there are missing pieces of information for some assets. As such, these inventories should be treated as works in progress.

## 5.1. Social Inclusion, Accessibility and Food Security

Social Development Area: Social Inclusion, Accessibility and Food Security		
Projects that raise awareness about and improve accessibility.		
Assets in CR	Description and populations being served	Sponsoring organizations
Jump Start	∞Financial support to provide access to recreation and fitness for children and teens aged 4-18 who are in financial need and want to participate in organized sports and recreation such as hockey, dance, soccer and swimming	Canadian Tire
Family Place	∞Parent and child drop-in programs that provide a welcoming, safe and enriching environment for parents and tots, and strengthen neighbourhoods	- A partnership of CR Family Services, Sunrise Resources, Building Blocks, Vancouver Island Health Authority, , City of Campbell River Parks, Recreation and Culture, Pacific Care and the CR Child Care Society and CR Multicultural and Immigrant Services Association (CRMISA)
Girls yoga and summer quest youth enhancement fund	∞Provide access to recreation, clothing, dental	John Howard Society, North Island
Transit system expansion and development for accessibility	∞All residents of CR	Access Now City of CR
Bike racks on buses	∞Cyclists in CR	City of CR

<b>Social Development Area: Social Inclusion, Accessibility and Food Security</b>		
<b>Initiatives that develop welcoming neighbourhoods, schools and workplaces.</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Attraction and retention strategy for new immigrants	∞Attracts and/or assists immigrants and newcomers to integrate into CR community	Joint project by CRMISA, North Island Employment Foundation Society (NIEFS), City of CR, Rivercorp, North Island College, School District 72, Chamber of Commerce
Programs for international students	∞Courses for foreign students	School District 72
Youth for Diversity	∞Develops youth leadership to increase awareness around diversity and inclusion	CRMISA
Interpreter services	∞Offers interpretation services in 15 languages	CRMISA
Safe Harbour program	∞Similar to the Block Parents program in that people are trained to support persons facing discrimination, how to assist, where to call	CRMISA
Settlement services	∞Offering a range of services designed to bridge gaps to services for immigrant population	CRMISA
<b>Programs that improve access to affordable healthy food.</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Youth community kitchen	∞Youth come together once a week to cook and eat together. Make enough to take home. Youth 13 - 19 years.	John Howard Society, North Island
Young moms community kitchen	∞Moms in program cook together with their babies and/or young children present	CR Family Services
One on one cooking with youth	∞Youth are taken grocery shopping and then cook and eat together at John Howard Society's activity centre	John Howard Society, North Island
CR women's pot luck	∞Women cook and bring food in	CRMISA

<b>Social Development Area: Social Inclusion, Accessibility and Food Security</b>		
Lunch and breakfast programs	∞Meal programs offered in schools	School District 72
Food bank hamper	∞People in need of food	CR Food Bank
Sendial	∞Seniors can order groceries and other items by phone, volunteers shop and deliver	Thrifty Foods
Sandwiches and soups dinners	∞Several free meals over the course of the year	Radiant Life, Salvation Army
Quadra Island Lunch/Soup Kitchen	∞Wednesday lunch for whole community, volunteers prepare, serve or clean up. Lunch is paid by donation if able to pay, no cost if not.	Quadra Recreation Society
Good Food Box	∞Low cost nutritious food box	Salvation Army
<b>Programs that support local food production.</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Plant a row/grow a row program	∞Local gardeners plant extra row and donate yield to Food Bank	CR Food Bank
Community garden	∞Food growing plot in lot next to Anglican Church	
Farmers market	∞Sunday market open to the public featuring local produce	Pier Street Farmers Market
<b>Programs that build individual food skills</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Community kitchen (Independent living program)		John Howard Society, North Island
Home economic program: Cooking is cool		School District 72 Community LINK and City of CR Parks, Recreation and Culture
Young chefs	∞2-4 days instruction sessions: spring break and Christmas	Thrifty Foods

## 5.2. Public Safety

<b>2. Social Development Area: Public Safety</b>		
<b>Programs that support anti-violence and prevent abuse</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Ann Elmore Transition House	∞Temporary shelter and support for women and their dependent children at risk of abuse and/or violence	CR Transition Society
Anti-violence outreach programs	∞Range of services to support groups, as well as a crisis line and supportive counseling	CR Transition Society
Youth for Diversity and Walk Away from Racism	∞Promoting diversity, inclusiveness, and prevention of discrimination, racism, homophobia and bullying.	CRMISA
Community-Based Victim Services Program	∞Provides support to victims of abuse and violence	CR Family Services
RCMP, Citizens on Patrol	∞Protect CR residents and visitors from crime and abuse, and promote safety	RCMP
Relationship and Sexual Violence Response Committee	∞Coordinates all agencies working with victims and /or offenders ∞Identifies and addresses gaps	CR Family Services
CR Women's Centre programs	∞Peer counseling, small group support, drop-in	CR Women's Centre
Relationship counselling services	∞Service for Aboriginal clients or those closely related	Laichwiltach Family Life Society
Stopping the Violence Program	∞Provide referrals, support, advocacy and transportation for victims of violence	Laichwiltach Family Life Society
Project on dating violence and healthy relationships in middle school	∞Presenting information /education to students in middle schools. Possible to expand to higher grade levels.	CR Transition Society
Children who witness abuse	∞Children and teens ages 3 to 18 who have witnessed	Family Services

<b>2. Social Development Area: Public Safety</b>		
program	spousal abuse and are no longer living with the abusive adult/s	
Quality child care programs in CR	∞Helping young children develop healthy conflict resolution skills and communication skills	Early Childhood Development community and Child Care Societies
RespectEd C.A.R.E.	∞Targets 5-9 year olds by providing kits with educational material on body ownership, what is sexual abuse, etc. ∞Presented in school settings	Red Cross
Bullying prevention program	∞Assists organizations to have an anti-bullying policy and procedures in place. Builds staff capacity to deal with bullying. Focuses on prevention as well.	Red Cross
RespectEd bullying prevention in sports	∞Assists sport organizations with preventing bullying and violence in sport clubs and sport activities	Red Cross
Ongoing anti-violence and personal safety public education events for women	∞Prevention of Violence Against Women ∞Take Back the Night	CR Women's Centre
Walk away from homophobia		CR Pride
<b>Relationship Violence – Programs for Men</b>		
<b>Assets in CR</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Respectful relationship program and follow up treatment	∞Available as part of probation or mandated through court system	Probation Office
Private counseling	∞Individuals, couples and families dealing with relationship violence issues	Local private practitioners

### 5.3. Training, Employment and Income Security

3. Social Development Area: Training, Employment and Income Security		
Training and Employment Programs		
Assets in CR	Description and populations being served	Sponsoring organizations
NIEFS Programs – assistance and support for skill development and finding employment	∞Federal skill development programs , employment assistance services, wage subsidy services, BC employment program, Skill Links Youth Program, opportunities funds for people with a disability	NIEFS, <a href="http://www.niefs.net">www.niefs.net</a>
Self employment program	∞Helps people who are receiving unemployment insurance to become self employed	Community Futures Development Corporation - Strathcona
Employment programs for immigrants and newcomers	∞Employment assistance services for new immigrants	CRMISA
Employment support programs		School District 72, Continuing Education, CRADACL, Robron Centre
North Island College courses and training	∞Offering a diverse range of course offerings, including: Adult Special Education, Employment Transitions, Upgrading, University Transfer, etc.	North Island College (can contact Janice Nicklin for more details <a href="mailto:janice.nicklin@nic.bc.ca">janice.nicklin@nic.bc.ca</a> )
Occupational related training	∞Training in trades, health care, etc.	Discovery Community College
First aid training	∞Offers training for different first aid certifications	St. John Ambulance

## 5.4. Housing, Shelter and Homelessness

<b>4. Social Development Area: Housing, Shelter and Homelessness</b>		
<b>Initiatives that Create Safe and Affordable Housing</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
BC Housing (M' Akola)	∞Housing for Seniors and Families	Provincial Government
Evergreen Apartments	∞Apartments @ Salvation Army (Transitional Housing)	Salvation Army/ BC Housing
Eagle Manor	∞6 unit apartment for clients of mental health and addiction services (subsidized)	Vancouver Island Health Authority (VIHA) Mental Health and Addictions
Ann Elmore Transition House	∞Transitional housing for women and children experiencing violence or at risk	CR and North Island Transition Society
Second Stage Housing	∞Transitional housing for women and children experiencing violence/at risk	Partnership between CR and North Island Transition Society, City of CR and BC Housing
Habitat for Humanity	∞Volunteers build housing for family in need, family owns home and must be able to hold the mortgage	Habitat for Humanity
Shelter Aid		BC Housing
SAFER	∞Services for seniors 60+	BC Housing
RAP	∞Rent subsidy for families	BC Housing
<b>Supported Services and housing</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Second Chance	∞Program for men to support recovery from addictions, detoxed 28 days before accessing ∞User fee covered if eligible	Ministry of Social Development, VIHA

<b>4. Social Development Area: Housing, Shelter and Homelessness</b>		
<b>Youth Emergency Shelter</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Barnett House	∞Housing for youth	John Howard Society, North Island, partnership with BC Housing
Semi-independent living	∞Mainly for youth (16+)	Funded by John Howard Society, North Island , Ministry of Housing and Social Development
Family Care Homes	∞Youth	
<b>Low Barrier/ Wet/ Damp Housing</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
CR Task Force on Homelessness	∞Address homeless through conceptualizing and recommending solutions to homeless problem	Establish by Mayor and City Council to develop recommendations by June 16, 2009

## 5.5. Health and Well Being

<b>5. Social Development Area: Health and Wellbeing</b>		
<b>Treatment and Prevention Programs for Addictions and Drug Abuse</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Second Chance	∞ Services for men	Salvation Army
Detox and supportive living	∞ Substance abuse and prevention counselling and support services for a range of populations	Transition House John Howard Society, North Island CR First Nation Bands School District 72 RCMP
AA/NA/COA/MHSA		PHSA VIHA
R-Hospital Addict/MH Facility		
Snowden Camp	∞ All ages, culturally safe camp	
NADIS	∞ Information and education related to addictions	
Bounce Back		BC Medical Association
<b>Initiatives that Improve Access to Physical and Mental Health Care</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Aboriginal health liaison nurse		VIHA
All nations healing room		CR First Nation Bands
Act Team		VIHA

<b>5. Social Development Area: Health and Wellbeing</b>		
Programs of CR City Parks, Recreation and Culture		City of CR
Integrated Health Network		VIHA and BCMA

## 5.6. Children, Youth, Seniors and Families

<b>6. Social Development Area: Children, Youth, Seniors and Families</b>		
<b>Programs that Support Parents and Responsible Parenting</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Diverse range of parenting support programs, “Triple P” etc.	∞All parents and child care providers	CR Family Services, VIHA, Sunrise Resources (CRADACL), Delta Resources, Supported Child Development (CRADACL), Aboriginal Child and Youth Mental Health (MCFD), Kwakiutl District Council, Laichwiltach Family Life Society. FASD Key Worker (CRADACL),
Aboriginal parenting support programs	∞Grandparents/grandchildren, outreach, elder worker, youth worker	Kwakiutl District Council, Laichwiltach Family Life Society Intertribal Health Authority
Parenting mediation	∞Services for youth/parents/caregivers	John Howard Society, North Island, Laichwiltach Family Life Society, Delta Resources
Strong Start, Dads group, Family Place, Creating Healthy Families,		Laichwiltach Family Life Society, CR Family Services and other Family Place partners, School

<b>6. Social Development Area: Children, Youth, Seniors and Families</b>		
Christian Life Fellowship Moms and Tots		District 72, Christian Life, Foster Parents Association
Foster Parents	∞Fostering, all ages	MCFD, John Howard Society, North Island, Foster Parents Association
At Risk Family Support	∞Moms mentoring moms ∞Grandparents and Grandchildren	Aboriginal Infant Development Program (Laichwiltach Family Life Society), Infant Development Program (Sunrise Resources), Laichwiltach Fam. Services, MCFD, Supported Child Development (CRADACL), ACL, Aboriginal Supported Child Development, Young Parents Program, Community Action Program for Children - CAPC (various), Ann Elmore Transition House (CR and North Island Transition Society)
<b>Youth Centre and Youth Activities</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Greenways Initiative	∞Schools take responsibility for a specific creek ∞Broom “bash”	Greenways Trust
Grief counselling programs	∞All youth	School District 72
CR Aboriginal Visioning “E”	∞Circle of people that come together from MCFD to identify how to integrate services for ages 0 – 19, ∞Primarily focused on Aboriginal youth	MCFD

<b>6. Social Development Area: Children, Youth, Seniors and Families</b>		
L.I.T. (Leaders In Training)	∞Recreation-based / capacity-building leadership activities for young people ages 13 and up	City of Campbell River Parks, Recreation and Culture
Youth for Diversity	∞Youth in middle schools and high schools ∞Youth support diversity in CR ∞“Stop the Hate and Educate”, education, peer mentoring activities	CRMISA and School District 72
Youth Advisory Committee	∞Advising City Council on youth initiatives/ needs/ issues	City of CR
Peer support counseling program	∞Courses in peer counseling for youth	School District 72
Youth Helping Seniors	∞Challenged youth working for seniors that need help	John Howard Society, North Island, funded by CR Rotary Clubs
A range of sports, music, dance, and art programs		CR Community Arts Council, Community Sports/ Clubs, City of CR Parks, Recreation and Culture, Community Access Program, Active CR, Dance P, CR Museum, School District 72, Tidemark Theater Society, CRMISA
<b>Affordable, accessible quality child care services</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Licensed child care	∞Parents, children and grandparents	CR Child Care Society, Forest Circle Society for Family, Christian Life Day Care, City of CR Parks, Recreation and Culture, etc.
Supported Child Development	∞Parents, children and grandparents	CR and District Association for Community Living

<b>6. Social Development Area: Children, Youth, Seniors and Families</b>		
Child Care Subsidy Program	∞Income-based subsidy for families using child care	MCFD
PacificCARE	∞Child care resource 1-800 #	Pacific Child and Family Enrichment Society
Post Secondary Education for Child Care Professionals	∞Early Childhood Educators, Diploma and beyond (degree)	NIC and Distance Education

## 5.7. Community Development

<b>7. Social Development Area: Community Development</b>		
<b>Coordination of Social and Health Services</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Campbell River Circle	∞Monthly interagency meeting	Ministry of Children and Family Development (MCFD)
CRAVE Campbell River Aboriginal Visioning	∞First Nations Circle Network	MCFD Aboriginal Youth and Child Mental Health
Early Childhood Development coalition	∞Monthly meeting of early childhood development agencies and groups	Success by 6
<b>Initiatives that Promote Information Sharing and Knowledge Exchange</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Community Resource Guide	∞Health and social services for all	John Howard Society, North Island
City of CR Website	∞Whole community, including visitors	City of Campbell River
NIEFS – Job Bank	∞People searching for employment or unemployed	NIEFS
CR Family Network	∞Children and families in Campbell River	Success By 6
<b>Summit meeting between social and health agencies (e.g., groups needing funding) and funders (e.g., social service clubs)</b>		

<b>7. Social Development Area: Community Development</b>		
<b>Campbell River SSE</b>	<b>Description and populations being served</b>	<b>Sponsoring organizations</b>
Meeting of Executive Directors and Board Members of NGOs	∞Executive directors and board members	CR Family Services

## 6. Next Steps

In BC, we share a rich history of community development that has, in large measure, been facilitated by social planning groups. Charged with the function of making communities places where people are able to exercise their rights and responsibilities in a manner that dignifies all living things, social planning groups are pivotal in making positive change happen - and generally manage to have fun while doing it. The *Ann Elmore Legacy Workshop* for social change serves as another example of community development work facilitated by a social planning group that mixed engagement with serious issues with fun and relationship development – all activities that continue the tradition of community development in BC.

Before naming the next steps, it is important to note that at the workshop, there were many people who were ahead of the curve of the developmental trajectory of creating a social plan, and therefore started identifying gaps and issues within the existing social safety net in Campbell River. Since this report is narrowly focused on reporting back on priority social development areas and the preliminary inventories of local assets, the comments about gaps and issues are not featured in this report. Nevertheless, we encourage everyone to keep their ideas about gaps in mind and participate in upcoming workshops that will facilitate collective gap analysis work and action planning.

In sum, a remarkable amount of community work was accomplished at the *Anne Elmore Legacy Workshop*; however, much work remains to be done. Below, we outline the three next steps in the social plan development process.

### 1. Finalize the inventory of assets related to each social development area

- a. The *Ann Elmore Legacy Workshop* started the process of identifying the many different services and spaces designed to help people in Campbell River. However, the inventories are largely under-developed and need to be further refined in several areas, specifically: report the names of each type of project, program, service or space; generate short descriptions for each and the population scope of each program, etc.; research and provide the contact information for the given program, etc.
- b. Also, given that Campbell River has many existing networks and inventories that are sub-sector specific, there should be an effort to reference these lists wherever appropriate, instead of recreating them.

**2. Develop a quality of life indicator audit for each social development area and produce social responsibility matrices**

- a. Although not all social plans include quality of life indicator audits, it is a valuable idea because it will provide some basic measures of the state of affairs in the community and permits for ongoing monitoring and assessments of impacts of program innovations and/or changes.
- b. Similarly, not all social plans have social responsibility matrices; however, such matrices are very useful for the action planning phase since they delineate who is responsible for what, thereby providing a sense of how to approach the action in question and with whom.

**3. Begin planning for the gap analysis and action-planning workshops**

- a. Once the inventories are complete, and the audit and matrices finalized, it is time to begin planning for the gap analysis and action planning workshops. Ideally, there is a small group committed to this planning function in the same way that a small group was committed to driving the prioritization workshop process. The composition of this group should reflect the diversity existent in the population of Campbell River in order to ensure a multi-sided approach to the next developmental step.

## 7. Appendices

### Appendix A: Evaluation Results

Of the 52 participants, 25 completed the evaluation form. The results are overall very positive.

#### 1. Please indicate the type of group/organization that you represent

<input type="checkbox"/>	First Nation government or Aboriginal organization	1
<input type="checkbox"/>	Social development nonprofit organization	8
<input type="checkbox"/>	Economic development nonprofit organization	
<input type="checkbox"/>	Environmental preservation nonprofit organization	
<input type="checkbox"/>	Arts and culture nonprofit organization	
<input type="checkbox"/>	Government (municipal, regional, provincial or federal)	2
<input type="checkbox"/>	Business	1
<input type="checkbox"/>	Health (health authority, mental health association, etc.)	4
<input type="checkbox"/>	Education (school, college, university, etc.)	1
<input type="checkbox"/>	Civil society (engaged citizen, volunteer group, etc.)	
<input type="checkbox"/>	Religious organization	
<input type="checkbox"/>	Other: _____	

Other: Student; immigrant serving agency; youth 4 diversity; early years community development; early childhood; nonprofit society for people with special needs

#### 2. Was this learning event relevant for your community?

Not at all					Very relevant
1	2	3	4	5	

Average: 4.4.

Comments:

∞ It helped speaking with other local organizations & to learn what they are doing.

#### 3. Did this event help you connect with people in your community and/or people from a different community?

Not at all					Very helpful
1	2	3	4	5	

Average: 4.2.

Comments:

∞ I am new and the timing was perfect.

**4. Did this event provide you with an opportunity to engage in meaningful dialogue about topics that matter to you?**

Not at all A great deal

1 2 3 4 5

Average: 4.4.

Comments:

- ∞ Great format with the interactive "dots".
- ∞ Appreciated time allotted for networking.

**5. Did this event increase your interest in exploring new ways to work with people in your community and/or people in a different community?**

Not at all A great deal

1 2 3 4 5

Average: 4.1.

Comments:

- ∞ It was already high.

**6. Did this event increase your knowledge of community social planning?**

Not at all A great deal

1 2 3 4 5

Average: 4.2.

Comments:

- ∞ Tx for the written info in our pkgs.
- ∞ I knew very little of social planning and this event certainly opened my eyes to what is out there & what is still needed.

**7. How would you rate the event facilitators?**

Poor

Excellent

1

2

3

4

5

Average: 4.8.

Comments:

- ∞ I really enjoyed the infusion of art and culture into the day.
- ∞ The drawing, music, spoken word and blessing by Alberta enriched it.
- ∞ Great forum. Good direction. Well paced.
- ∞ Great communicator.
- ∞ I love it when facilitators repeat questions asked on the floor.
- ∞ Facilitator was excellent.

**8. What could have made this event better?**

- ∞ Representation from City Council would have been nice - we need them on board.
- ∞ Contact 1st Nations Chief and Council to participate.
- ∞ Starting on time.
- ∞ I felt we were missing the global view of our Community - getting an understanding of the factors at play now + what our world might look like in 1 and 3 years - so we can plan with wisdom.
- ∞ Discuss next steps at end of day.
- ∞ More first nation people attending - Chiefs/Band Council/ Community members.
- ∞ It was great.
- ∞ Thanks to the Social Planning Committee & SPARC BC for all the work you did.
- ∞ Cold water to drink!
- ∞ More youth represented, more seniors, School Dist 72, CR Council members, RCMP.
- ∞ A more concrete plan for moving ahead.
- ∞ The Arts Council addition was amazing!
- ∞ Moving into the planning piece.
- ∞ I would have appreciated sitting with a different group for part of the day just to have meaningful discussion with more people.
- ∞ Networking w/ different initiatives in the social development area.
- ∞ This could be a 2 day event.
- ∞ It would help bridge the different organizations, perspectives and goals.
- ∞ Include presentations handout in package for us to follow along.
- ∞ A pre-discussion on the old economy versus the new economy in terms of social planning.
- ∞ Dancing.
- ∞ Air circulation and natural light in the room.
- ∞ Condensed time (9am - 3pm) was perfect.

**9. Based on your experiences today, what would you like to know more about?**

- ∞ How to bring Indigenous ways of knowing and being into this process. How to access more information on services provided.
- ∞ Funding to develop social plans for communities.
- ∞ How to access \$ for specific programs e.g. sports education.
- ∞ We're in a time of rapid change. Cuts are coming. What is the work MOST worth doing?
- ∞ Growth is also coming, once we get through the next 2-3 years. How do we plan for that?
- ∞ What should we be concentrating on?
- ∞ A better understanding of what the results will lead to.
- ∞ How we can move forward to get the City to "buy in"?
- ∞ What are the next steps?
- ∞ Multi agency collaborations to start new programs/services.
- ∞ Community Development.
- ∞ How will this move forward?
- ∞ What our next step is to putting these plans into place.
- ∞ All programs offered in CR and their e-mail addresses.
- ∞ I would like to know more about children, youth, senior and family topic.
- ∞ How to actually complete the circle of implementation.

**10. How will you act on what you learned today?**

- ∞ Will include in work I am doing & look for opportunities to contribute to a community plan.
- ∞ Share info with Chief and Council, etc.
- ∞ Take back to committee, let others know - see if anyone else has ideas.
- ∞ Consider pursuing activities that meet needs & gaps identified in community.
- ∞ I'll join the social planning group.
- ∞ Purposefully.
- ∞ Try to be more active in the social planning committee.
- ∞ Continue to advocate for children and families.
- ∞ It will help inform my work as I move forward.
- ∞ Thank you!!
- ∞ Rejoin the Social Planning Council.
- ∞ Keep on supporting children, families and youth.
- ∞ Partner with others for outreach programs, learn more about what is happening in our community.
- ∞ Pay Attention.
- ∞ I would like to be part of the next step, please let me know where and when.
- ∞ Send more info on my organization to others.
- ∞ Stay involved.
- ∞ Follow up with all I connected with.
- ∞ Approach the SPC in Comox Valley where I live.
- ∞ I will try to incorporate what I have learned in everyday work.
- ∞ Many thanks to you for your exceptional skills & ability to unite our minds & hearts.

## Appendix B: Agenda

# Ann Elmore's Legacy: Preparing for Social Change

**Agenda | 9:00am-3:00pm | May 20 | Campbell River | Robron Centre**

- Welcome, Opening Prayer and a Reading to Honour the Memory of Ann Elmore
- Introducing Ourselves: Very Short Stories about Each Other
- Telling the Tale of Three Cities: A Presentation on BC Social Development Plans
- Artistic Interventions
- Reviewing Social Issue Areas in Campbell River, Sharing Success Stories and Setting Priority Social Issue Areas
- ∞ **Nutritious Networking Lunch**
- Participating in an Energizing Exercise
- Developing Living Inventories of Community Assets Related to Priority Social Issue Areas
- Artistic Interventions
- Reporting as a Large Group
- Summarizing the Day's Activities, Naming Next Steps and Getting Involved
- Evaluation

Sponsored by: CR Social Planning Committee, CR Arts Council and the partners of LIRN BC



## Appendix C: Participant List

Name	Organization	Email	Phone
<b>Social Inclusion and Accessibility Table</b>			
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<b>Training, Employment and Income Security Table</b>			
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<b>Children, Youth, Family and Seniors Table</b>			
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<b>Graphic Recorder Artist</b>			
Ja Witcombe	Artist	<a href="mailto:jawdraws@shaw.ca">jawdraws@shaw.ca</a>	

## Appendix D: Campbell River Social Planning Committee

The Campbell River Social Planning Committee is comprised of volunteer members representing different service providers who support the importance of social planning for our community. The Committee has been setting the groundwork for a collaborative and cohesive approach to social planning with the goal of achieving community-wide commitment to a set of objectives and actions for the betterment of all. Participation from community agencies and groups has been encouraged through invitations to monthly meetings, circulation of meeting minutes, and requests for input.

The Committee's vision is that "Campbell River encourages and provides access to opportunities and resources for all residents to meet their basic needs and realize their full potential."

The objectives to realize this vision are:

- ∞ To advocate for the development and adoption of a social plan for the community of Campbell River.
- ∞ To collaborate with those who have a vested interest in the social health of this community and work together to establish a healthy community that will attract others.
- ∞ To ensure that provincial government agencies, the Municipality and Campbell River agencies, groups and residents contribute to and endorse the social plan.

The Committee first considered basic human needs such as food security, housing, and safety while realizing there were many other issues to be addressed. After hosting focus group community meetings to hear ideas on these themes, it was evident that there would be viable possibilities for improving and securing the wellbeing of our community on many fronts. Subsequently, the Committee has been fortunate to have the expert assistance of SPARC BC through the LIRN BC partnership in preparing for and co-hosting the *Ann Elmore Legacy Workshop* – an important step forward towards achieving its vision and objectives as summarized in this report.

## **Appendix E: LIRN and Partner Organizations**

LIRN is a collaborative approach to building on the capacities of rural, remote and northern British Columbian communities. The LIRN process encourages all levels of government (First Nations, municipal, provincial and federal), non-government organizations (community-based, regional and provincial) and businesses to work together to plan, deliver and evaluate a locally relevant learning initiative. LIRN is made possible through a partnership of federal and provincial governments, as well as non-government organizations that recognize the strengths and challenges of rural, remote and Northern BC communities. The LIRN partners also understand the importance of local opportunities to learn about and work on current issues, as well as assess, envision, plan and act for a better future.

As LIRN partners, the Canadian Rural Partnership, Service Canada, PeerNet BC, BC Healthy Communities, BC Healthy Living Alliance and the Capacity Building Strategy, and the Social Planning and Research Council of BC (SPARC BC) have combined their expertise and resources in an effort to maximize community capacity building opportunities for people living in rural, remote, and northern parts of the province. The objective of the LIRN process is to create a safe space in which community members learn and work together in a manner that is locally relevant. On the following pages, we provide brief descriptions of each of the LIRN partners.

### **Canadian Rural Partnership**

Canadian Rural Partnership (CRP) is a federal initiative which supports rural communities by helping to identify the issues they are facing, by taking collaborative action to address these issues, and connecting community to community and community to government to share information on available resources and best practice in rural development. We identify issues by bringing rural community residents together for dialogue or at conferences. The information from these gatherings is shared with a federal/provincial Rural Team which can undertake collaborative action to address these issues and can provide the input toward influencing government policies and programs with a Rural Lens. We also share information from one community to another and from government to communities through listservs, newsletters, best practice guides, and program lists. For more information about the Canadian Rural Partnership, please visit our website at: [http://www.rural.gc.ca/team/bc/bchome\\_e.phtml](http://www.rural.gc.ca/team/bc/bchome_e.phtml)

## **Service Canada and the New Horizons for Seniors Program**

Service Canada is becoming the program delivery arm of the federal government. Over a dozen federal departments are working with Service Canada so it can become a single window of service and program delivery for the federal government. Service Canada is home to the Employment Insurance system, labour market programming to help unemployed people return to work, income support like Old Age Security and Canada Pension. Service Canada also coordinates the New Horizons for Seniors program, which is a program that provides funding for community-based projects that aim to encourage seniors to contribute to and become more engaged in their local communities. Service Canada is interested in strengthening linkages with communities for more effective delivery of federal programs and services. For more information about Service Canada and the New Horizons for Seniors program, please visit our website at: <http://www.sdc.gc.ca/en/isp/horizons/toc.shtml>

## **Social Planning and Research Council of BC (SPARC BC) and the Community Development Education Program**

SPARC BC, a registered non-profit society and a federally registered charity, was established in 1966 and is a leader in research, public education and advocacy regarding issues of community development, accessibility, and income security. SPARC BC is a provincial organization with over 15,000 members and is governed by a Board of Directors from across BC. Our mission is to work with communities in building a just and healthy society for all.

The Community Development Education Program is one of our methods for realizing our mission. The Community Development Education Program aims to empower individuals and organizations by providing them with learning opportunities to identify local assets and issues, build local knowledge and develop skills and action-plans that contribute to effecting local consensus-oriented change. The curriculum resources and facilitation services of the Community Development Education Program are available to communities through the LIRN BC process. For more information about SPARC BC and the Community Development Education Program, please visit our website at [www.sparc.bc.ca](http://www.sparc.bc.ca).

## **PeerNet BC**

PeerNetBC has been helping people connect since 1986, providing resources for peer groups and peer-led initiatives. Our resources and services are available for community members and groups across British Columbia, including online, rural, multicultural and youth engagement initiatives. PeerNetBC is a non-profit, registered charitable organization.

PeerNetBC offers interactive and dynamic workshops focusing on the nuts and bolts of peer support. We concentrate on the process of peer support so that you can apply it to your own issue, community or project. Workshops are designed so participants learn from each other, gain knowledge through practicing skills in a safe environment, and meet others who are experiencing the same challenges or situations.

We offer a regular series of standard workshops several times a year for community members, and we develop customized workshops around many topics for community groups and organizations. If you'd like to be notified when public workshops are scheduled, please join our emailing list. If you'd like to arrange a customized workshop for your group, give us a call at 604-733-6186. Also, see our website: <http://www.peernetbc.com>

## **BC Healthy Communities**

BC Healthy Communities is part of the international Healthy Cities/Healthy Communities movement. We support communities and community groups that are taking a holistic and integrated approach to increasing the health, well-being and healthy development in their communities.

Worldwide, the Healthy Communities movement has identified some important building blocks for creating a health community: Community Involvement, Political Commitment, Inter-sectoral Partnerships, Healthy Public Policy. These building blocks are important tools for addressing multiple and interconnected determinants of health: social, environmental, economic, physical, psychological, spiritual and cultural.

BC Healthy Communities supports communities and community groups that are working on Healthy Community-related initiatives in a number of ways:

- ∞ Providing information on resources, tools and other Healthy Community initiatives
- ∞ Making referrals to relevant resource materials and organizations
- ∞ Facilitating/co-facilitating community meetings that engage diverse sectors
- ∞ Developing educational materials and resources
- ∞ Publishing the BCHC Healthy Communities newsletter
- ∞ Working in partnership to develop/maintain databases and resource inventories

For more information about BCHC and to find out how we might be able to support your efforts to create a healthier community, please contact us at our Central Office in Victoria, or call the Regional Facilitator for your area. Also, check out our website: <http://www.bchealthycommunities.ca/content/home.asp>

### **BC Healthy Living Alliance and the Community Capacity Building Strategy**

Led by the BC and Yukon Division of the Canadian Cancer Society, the Community Capacity Building Strategy is an initiative of the BC Healthy Living Alliance (BCHLA). The Alliance is working to improve the health of British Columbians through leadership that enhances collaborative action to promote physical activity, healthy eating, and living smoke free. The BCHLA has received funding through ActNow BC. Community capacity building aims to enhance the skills, abilities, resources, and commitment of communities and their members to care for each other, nurture unique talents and leadership, and act on challenges and opportunities the community faces. As a result, individuals and groups increase their ability to impact the health and vitality of their communities in a positive, sustainable manner through collaboration, education, communication, and cooperation. The strategy is focusing on areas of the province that can most benefit from this approach to promoting health. This takes in rural and remote communities addressing the unique needs of aboriginal people, youth, new immigrants, refugees and low-income populations

For more information about the Community Capacity Building Strategy, please visit the following site: [www.bchealthyliving.ca](http://www.bchealthyliving.ca)

## Appendix F: Complete list of noted social service elements

The following table includes the list of social service elements identified at the workshop, including all projects, initiatives, and programs that workshop participants have identified as important considerations for the social development of Campbell River. Some of these social service elements were identified as priority assets in Campbell River (see part 5 above). The priority social service elements have been included in this list toward the bottom of each column. The priority social service element were identified through group discussion and a dotmocracy exercise, which involved each participant getting three dots and placing these on the social service elements that they think are most important to the social development of CR.. The number of dots for the selected social service elements at the bottom of each column is located in parentheses after each element.

<b>Community development</b>	<b>Training, Employment and Income Security</b>	<b>Public Safety</b>	<b>Health and Well Being</b>	<b>Food Security, Social Inclusion and Accessibility</b>	<b>Housing, Shelter and Homelessness</b>	<b>Children, Youth, Seniors and Families</b>
Initiatives that promote information-sharing and knowledge exchange amongst social and health development service agencies	Private sector involvement	Key Informants – ask the Elders from each community to identify key informants, also include the elders in all the activities for the entire length of the activity/ project/ initiative	Medical detox centre	Programs for combating discrimination and racism.	Elder housing and safety programs	Affordable, accessible and timely programs that support the healthy development of children and youth
Projects that encourage network development and	Computer/ Internet literacy programs	Elder Services – Assessment for competency, also	Elder education programs	Sign: ‘City of Campbell River with Laichwiltach	Team-based approach to relationship	Financial management skills

<b>Community development</b>	<b>Training, Employment and Income Security</b>	<b>Public Safety</b>	<b>Health and Well Being</b>	<b>Food Security, Social Inclusion and Accessibility</b>	<b>Housing, Shelter and Homelessness</b>	<b>Children, Youth, Seniors and Families</b>
collaboration		Public Trustee		Nation welcomes you'	building among homeless persons	
Creating green public spaces for people to come together	Services for immigrants with language barriers for self employment	Ombudsman	Street medical outreach	Elder friendly free transportation with improved schedules and access	Initiatives to develop positive relationships and agreements with landlords.	Programs that support / assist seniors
Programs supporting grass roots networking and project/ program development	Funding for student practicum placement wages to reduce burden, stress associated with taking on extra work, family support, etc. Increase availability of time for training, concentrating on school work, etc.	Social Court System	Initiatives that support stable funding for health agencies and social service agencies	CR Community Arts Council's Art and Health Initiative	Housing (safe and affordable) for single adults	Initiatives to engage youth in their community

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Involve: Business, Chamber of Commerce, and RiverCorp. etc.	ESL programs beyond basic level	Decrease discriminative/ racist ideas, perceptions, attitudes in community to increase safety and inclusiveness of diverse populations in CR.	Life skills support programs for women who have lived with abuse or poverty	Greater respect, encouragement and engagement with the Arts as a valuable, value-added partner across the broad spectrum of social issues. Entry point = Arts Council	Second stage housing for people who are transitioning out of addictions	Youth sexual health services
Establish an online GPS community mapping system that's kept up to date so everyone has accurate stats/ picture to work from	Workplace ESL services to improve employment opportunities	Collaborative neighbourhood working groups	Spiritual health	Initiatives that develop welcoming and inclusive neighbourhoods, schools and workplaces (1)	Prenatal housing – housing for women who are pregnant or who have infants and including support services	LIFE coaching programs for young adults who fall between cracks of “youth” versus “adult” access issues
Off leash dog parks	Volunteer training – tutors	Crime prevention programs	Support services for Seniors – emotional support, especially the disabled (aging population)	Programs that support food security by improving access to affordable and healthy food (4)	Continuum of housing options	Y.A.N.A. (You Are Not Alone) Program

<b>Community development</b>	<b>Training, Employment and Income Security</b>	<b>Public Safety</b>	<b>Health and Well Being</b>	<b>Food Security, Social Inclusion and Accessibility</b>	<b>Housing, Shelter and Homelessness</b>	<b>Children, Youth, Seniors and Families</b>
First Nations elders 'society/ group/ club' – community members can access, cultural education, guidance and direction	Programs that advocate for adequate income assistance	Programs that support anti-violence and prevent abuse (4)	Elder nutrition programs	Initiatives for affordable and accessible recreation (1)	Address for homeless people to use – e.g. For registering to vote, get a bank account, etc.	Outreach parenting supports to reach families in their homes, regarding health, nutrition, behaviours, safety, etc.
Increased/ improved involvement and engagement with Aboriginal Communities	Redefining and stabilizing core industrial and employment base	Relationship Violence – Programs for Men (4)	Municipal tax benefits supporting alternative health therapies and healthy choices	Initiatives for affordable and accessible transportation (1)	Green space initiatives for community planning, housing, municipal buildings, etc.	Affordable, accessible quality child care services (6)
Partnering, in a more formal way, with the UVic, NIC, UBC students, faculty, to partner on research projects	Elder Services. Stable incomes for grandparents, their children, and parenting programs		Chronic pain program inclusive of alternate, paid/ free therapies (e.g. massage, acupuncture)	Social inclusion = projects for social/health services need to be filtered through a gender lens (this seems lacking) (1)	Youth emergency shelter (3)	Programs that support parents and responsible parenting (8)

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Participate and contribute to the Tripartite Agreement between the Federal Government/ Provincial Government/ and First Nation peoples.	Workplace literacy programs		Accessible free or low-cost couples counselling	Programs that support development of food skills (2)	Affordable housing strategy and programs (3)	Youth Centre – to include support and information, crisis management, recreation, education, employment, mentoring/ peer counselling (8)
Utilize appreciative inquiry techniques	Affordable, accessible education and training programs		Women’s day and residential treatment (addiction) programs (2)	Programs that support local food production (6)	Initiatives that create safe and affordable housing (4)	
First Nation Participatory Community Based Research Projects that inform and influence future developments and programs, projects and initiatives.	Microcredit for the poor (2)		ACT Team (Assertive Community Treatment) inclusive of such things as “street nursing” and “health van” (3)	Projects that raise awareness about and improve accessibility (1)	Initiatives that address homelessness (2)	

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First Nations – included in ALL categories	Dialogues that address these questions: What is the current economic environment today? What are the forecasts for the future? How do we prepare for what is next? (6)		Accessible parks and trails for people of all abilities (2)		Low barrier, wet/damp, supportive – supported and safe housing (2)	
Community Economic Development	Initiatives that advocate for a living wage for all workers (4)		Initiatives to promote walkability and cycleability for all ages and stages (2)		Supportive services attached to housing (2)	
Business partnerships with First Nations people and RiverCorp	Money management literacy (2)		Treatment and prevention programs for addictions and drug abuse (4)			

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Time investment in relationship-building to facilitate change in any initiative			Initiatives that improve access to physical and mental health care and programs (2)			
Creating green/public spaces for people to come together			Honouring and acknowledging indigenous ways of knowing and being			
Understanding about the impact and effects of colonization, the legacy of residential schools, and the Intergenerational effects of Residential schools						
Summit meeting between service clubs (Funder, i.e. Rotary) and social service organizations						

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(Fundee, i.e. JADE) – “speed dating” format (4)						
Coordination of services, programs, existing networks. – coherence and strength (6)						
CR online information portal (8)						