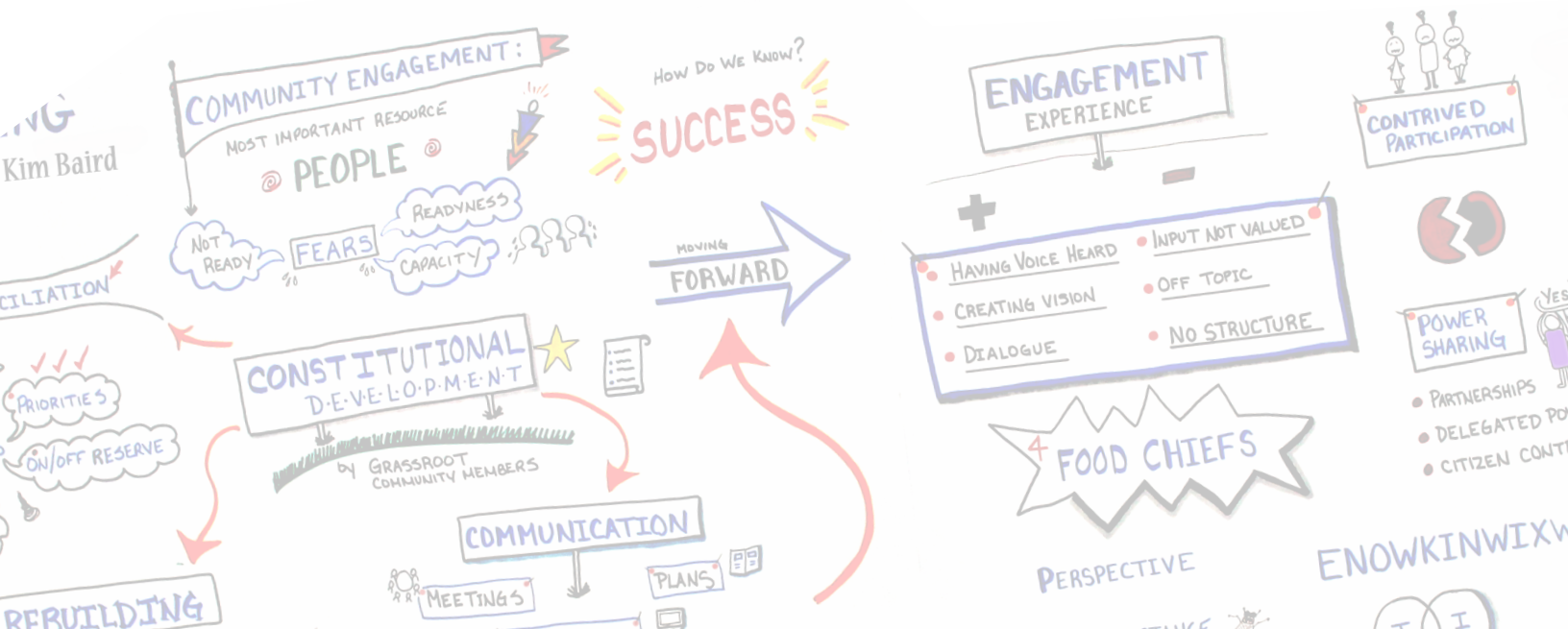


Measuring Wellness:

An Indicator
Development
Guide for
First Nations



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Measuring Wellness: An Indicator Development Guide for First Nations

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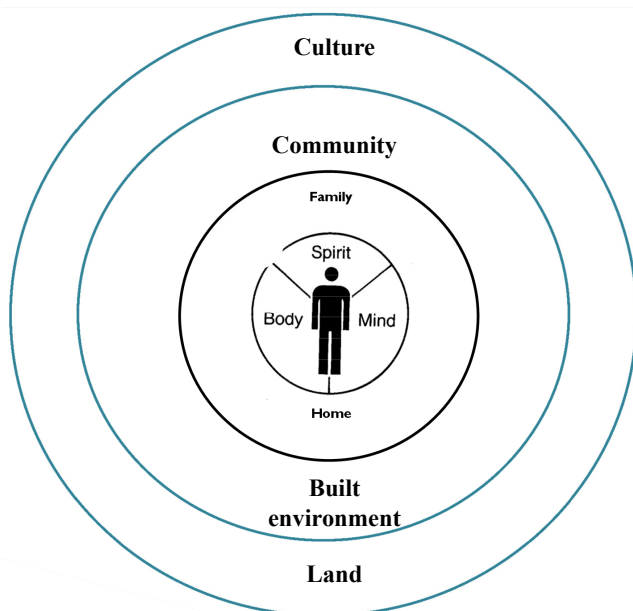
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INTRODUCTION

*We want strong, healthy citizens
and communities. How do we
know if we are on the right track?*

— Gwen Phillips, Ktunaxa Nation

Community wellness represents a balance between physical, mental, emotional, and spiritual health. This wholistic concept of wellness is not easy to assess using conventional measurement tools and traditional data sets (Chretien, 2010). This guide provides an approach to determining what wellness means in your community and provides steps and tools for the development of indicators of wellness, indicators that will show progress towards your community's vision and overall health.



(Hancock & Perkins, 1985)

WHAT ARE COMMUNITY-IDENTIFIED INDICATORS OF WELLNESS?

Talking about what brings about success, rather than focusing on why one person has something when another doesn't, gets people thinking in a positive way.

— Larissa Grant, Musqueam First Nation

Indicators measure how well you are doing at meeting your aims as a community. They reflect important aspects of both individual and community life. Together, a set of indicators can create a complete picture of community life that can be used to inform policy choices, measure how well administration is doing, update community members, and demonstrate the need for new programs of action (Graham, 2008).

Indicators are measurements of specific aspects of life within a population or community (First Nations Centre, 2007). Usually these measurements have a number attached to them (i.e. quantitative data – statistics), but it is also possible to track information that is more descriptive in nature (i.e. qualitative data – stories).

Too often, indicators of community wellness actually measure the absence of something negative, rather than the presence of something positive. For example, when tracking educational success, why track numbers of drop-outs when you could track the number of graduates? Why not track literacy instead of illiteracy, strengths instead of needs (Kretzman & McKnight, 1993)?

While collecting information on things like sickness and environmental damage do raise awareness of real challenges, they can also become discouraging, self-fulfilling prophecies, lowering the expectations of community members of what is possible (Kishk Anaquot Health Research, 2008).

Indicators can be used for:

- Making better policies
- Monitoring impacts of programs and policies
- Measuring cultural activity
- Tracking and targeting investments
- Giving early warning signs of potential problems and prompting preventative action
- Revealing issues that have been ignored



Benefits of Having and Tracking Indicators

It can be enormously helpful to have indicators in your community in order to:

- Have targets for something that you would like to move towards and measure;
- Make decisions less political and more results-based;
- Give the ability to link back to how we got where we are and see where current programs are failing;
- Provide an opportunity to think about new ways to address current challenges; and
- Develop programming that is focused on community wellness using real indicators is more likely to lead to success.

— Sandra Harris,
Gitksan Government Commission

It may be difficult for community members to imagine what change is and what an indicator of change might be. Exploring values in community provides a means of understanding and visualizing change. Try asking, “If you had \$1 million for a particular program, what would you change?”.

Simply stated, a wellness indicator is a measure of how *well* you are doing. How we frame the challenge will frame how we look at the solution! By focusing our efforts on tracking progress towards our most important values and aspirations, we will become communities that are working towards health and wellness. One way to understand values is to start with your aspirations, dreams or vision (see Appendix 3).

Ideally, indicators will be simple to understand, easy to track, and clear to report on. More importantly still, they will have the most impact if they are meaningful for the community and represent positive change.

“[I]ndicators are only useful if the process of developing and using them engages the community as a whole in examining what it wants to be, where it wants to go and what its values are; if the process provides useful and usable information to the community; and if the process increases the community’s knowledge and power” (Hancock et al., 1999)."

Indicators must also have a cultural fit, reflecting people’s positive view of themselves in their self-defined state of well-being – their vision.

“

A ‘successful community’ may not necessarily be one with the highest incomes or health status but one that is conscious of health and wealth, that is continually striving to be healthier and wealthier and takes health and wealth into account when making decisions at the political or local level.

”

— Kishk Anaquot Health Research, 2008

Appreciative Inquiry

Appreciative Inquiry (AI) is a formalized approach to identifying and building upon an organization or community's strengths to achieve their goals or vision. AI seeks out the "best of what is" to help ignite the collective imagination of "what might be".

It is quite similar to many First Nations' traditional approaches to decision-making and asset management and is worth exploring, as many materials are available free of charge to help groups implement an AI approach to managing change.

Resources:

- A downloadable PDF version of Charles Elliott's 1999 book, *Locating the Energy for Change: An Introduction to Appreciative Inquiry*:
www.iisd.org/pdf/appreciativeinquiry.pdf
- A list of selected Appreciative Inquiry resources from the International Institute for Sustainable Development (IISD):
www.iisd.org/ai/resources.htm

WHAT IS COMPREHENSIVE COMMUNITY PLANNING AND HOW DOES IT RELATE TO INDICATORS?

*The real metric of success is
through community planning.*

— Chris Derickson, Westbank First Nation

If you are developing a comprehensive community plan (CCP), you will be well on your way to determining the priorities of your community members. Comprehensive community planning (CCP) is a process that engages community members in planning and implementing the long-term vision for their community. It includes the development of objectives, goals and/or a plan of action to work towards fulfilling the vision.

A central principle of CCP is that it is a community-based, community-driven planning process with meaningful membership involvement throughout. Together, the community addresses all of the following subject areas and more, with sustainability as a central principle: economic development, social development, environmental management, governance, culture and language.

The process of building a CCP can give community members who have felt excluded from, angry about, or worn out from community consultations, a new voice and an opportunity to express their dreams, frustrations, and hopes for the community in a way that builds a positive path forward.



CCP is generally thought about in four separate phases: Pre-planning, Planning, Implementation, and Monitoring & Evaluation. Planning is actually a continuous cycle of research, engagement, action, and review – “It is the plan that never ends!” (Chris Derickson, Westbank First Nation). What makes CCP exciting is that with every cycle, the community has moved closer to where they want to go. This cyclical process can be depicted with as an infinite spiral.

If developing a CCP is the planning process that never ends, how will you know if you are working towards your ultimate objectives as a community? To do this, you will need to break down your community's vision into goals, objectives, outcomes, and, finally, indicators. The *CCP Handbook*, which was developed by B.C. First Nations, provides an excellent step-by-step approach for working your way through the planning process right down to the development of outcomes (www.aadnc-aandc.gc.ca/eng/1100100021966/).

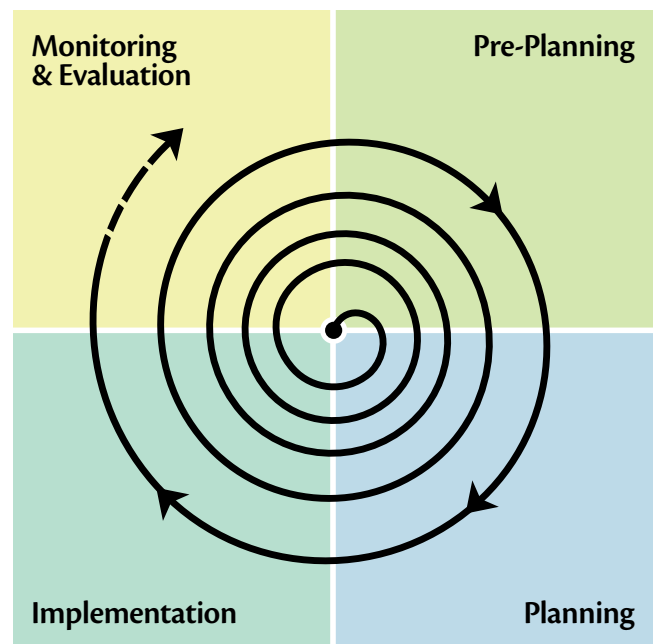
The purpose of this guide is to help you to develop specific indicators that are meaningful for your community and will allow you to truly measure your community's wellness and progress towards the ultimate vision. Whether you have a CCP in place or not, you can work on developing measures that will form the foundation of your community's vision for wellness and these measures will help make the planning process easier when/if you do decide to develop a CCP or any other form of strategic approach to community development and nation rebuilding.

“

Indicators relate to the objectives in a comprehensive community plan (CCP). Each indicator tracks progress towards a particular objective or objectives in the plan.

”

— Larissa Grant, Musqueam First Nation



(Aboriginal Affairs and Northern Development Canada, 2013)

Healing

Engaging community members in planning processes can be an important part of individual, family, and community healing. Healing in this sense is not about fixing physical pain. Instead, it is about getting to the root cause of a problem or trauma and healing the whole person, family and community. Healing refers to the process of changing habits of the heart and changing behaviour to lead to better outcomes. It is about finding balance between the spiritual, physical, emotional and mental well-being of individuals, families, and communities.

DEVELOPING INDICATORS THAT ARE SPECIFIC TO YOUR COMMUNITY

While there may very well be common outcomes that can be compared between communities, every community is unique in terms of what success will look like at any given time in their development. Several communities may share a desired outcome of 'Increasing cultural practices in the community', but not all of these communities will define success in the same way.

The status and expression of First Nations' cultures and languages are diverse and so are their goals and aspirations. Some may choose to measure the number of children participating in weekly language classes, while others may track the number of artists participating in monthly craft sale or the number of decisions made with elder input.

By working with community members to develop indicators of wellness that reflect the uniqueness of your community, you will give people the tools and information they need to see if progress is being made in areas that are important to them.

*Indicators arise from values
(we measure what we care about)
and they create values (we care
about what we measure).*

— Meadows, 1998

It is important that you take care in deciding what to measure! People will start noticing the data that you track and caring whether or not numbers are going up or down. Selecting indicators that are linked strongly to your community's values, is a sure way to be certain that you are measuring what people care about.



Developing indicators allows you to improve programs and services in your community. Ask yourself what information would help you move forward in your community?

Of course, to have meaningful indicators, you need to know what your goals and objectives are. Each community is in a slightly different place, based on its location, the complexity of its administration, the state of its finances, and the health of its people.

In developing indicators, it is important for each nation to select indicators that reflect the goals of the community. This is one area where you *cannot* meaningfully copy another community's indicators! You may, however, be able to borrow the ones that really resonate with your community and can certainly take lessons from others in how and why they developed the indicators they have chosen (Appendices 1 & 2). You may also be able to look at indicators that are already available in your community (see Section 10: Developing a Baseline) and pick the ones that make sense in terms of your values and aspirations and then add some of your own.

If you are feeling overwhelmed by the idea of developing an entire data management system, why not start with one or two key indicators and go from there? Perhaps community members see group celebrations as an indicator of community health and wellness. Then start tracking how many group celebrations there are every three months in your community and listing the result in your community newsletter or highlighting the results at your annual community open house. If the number of celebrations increases, does there seem to be a corresponding increase in community cohesion? If so, share that information!

“

Words create worlds. Consider carefully what you decide to measure!

”

— Gwen Phillips, Ktunaxa Nation

What is Reframing?

Reframing is a way of turning a negative statement into something positive. When speaking with community members, you may find that there is a tendency for people to complain or talk about things that they don't like, rather than things they like or hope for. What if you could turn those negative comments into something hopeful for the future?

Reframing is a skill that takes some practice, but can be extremely powerful. Here are some examples of statements with replies that take on a positive spin:

- “No one ever listens to what we have to say. This exercise is a waste of time.”
- + *It sounds like it's really important to you that the views you express here are recorded and taken seriously.*
- “I've been on the housing list for 15 years and other people who have just applied are getting homes when I'm not!”
- + *It sounds like you would like some clarity around the policy for housing allocation in the community.*
- “Our food boxes never arrive on time.”
- + *It sounds like the regular timing of food box delivery is important to you.*

Try to think about what the underlying need or hope is underneath the negative statement. If you can do this, you'll win the respect of the person speaking and be one step closer to identifying what is the most important to community members. See every complaint as an opportunity!

Reframing can be an important tool, even at the smallest level. When asked how are you doing, you can reply “Not bad!”, measuring your response on a scale of how bad you are feeling, or you can retrain your brain to reply “Pretty well”, which is measuring your response on how good you are feeling.

Areas of Community Wellness (also known as the Social Determinants of Health)

When finding common outcomes, it may be helpful to look towards some general areas of wellness that link to where people are born, grow up, live, work, and age, as well as the systems put in place to deal with illness. These areas are often referred to as the social determinants of health.

The following twelve social determinants of health (i.e. areas of community wellness) are used by both government and non-governmental agencies as a baseline for looking at wholistic community health. They may help you to ensure that you are considering all areas of community wellness, as you develop your community vision and priorities for indicator development and your Community Snapshot:

- Income and Social Status
- Employment/Working Conditions
- Education
- Gender
- Biology and Genetic Endowment

- Social Support Networks
- Social Environments
- Personal Health Practices and Coping Skills
- Health Services
- Culture
- Physical Environments
- Healthy Child Development

Beyond these social determinants, you may also wish to consider that ecological determinants of health, which refer to the state of air, water, nitrogen and phosphorus, food systems, wildlife and ecosystems, and climate change, among others.

With community input, each of these areas could be used to develop a series of objectives. With a little more community engagement, each objective could be taken and transformed into a wellness indicator using the question “What would success look like in this area?”

BRINGING CULTURE AND LANGUAGE TO THE FOREFRONT

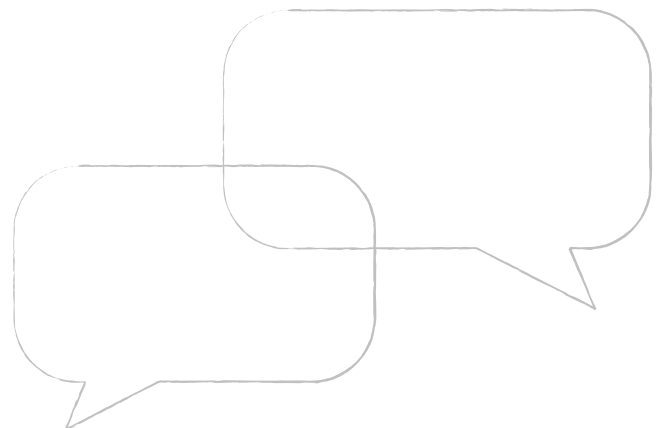
Culture and language are often considered the anchors of a community. Developing indicators that incorporate language and culture at all levels will almost certainly allow you to gain the attention of your members and make the work that you are doing all the more meaningful.

While one community may be very keen to see economic development, others will be even more interested in seeing cultural renewal. For example, “Knowing your language [may be] more important than getting a Walmart.” (Chris Derickson, Westbank First Nation).

Despite its importance, measures of culture are missing in most data sets. As a result, there is an enormous need for general data in this area, including language use, participation in cultural activities, eating traditional foods, being out on the land, etc.

The sample indicators (Appendices 1 & 2) provide many examples of culturally significant, positive measurements. You will certainly have others in your community relating to tradition, language, ceremony, hunting, gathering and healing. Use the examples to get you thinking creatively about your own.

Once you begin collecting your own data and creating your own reports, you may notice trends and correlations between things like increased participation in traditional activities and reduced aggression at community meetings. These are very important trends to notice and share with the community!





Building Wellness in Ktunaxa Nation

In some communities, it is easier for people to talk about what they don't want, rather than what they hope for. Gwen Phillips, Ktunaxa Nation, was discouraged when First Nations children engaged in visioning processes, consistently drew images of what they didn't want to see in their community (i.e. a future with no drugs, no alcohol, no violence) rather than what they dreamed of (e.g. a future with whole, healthy families). It is your job to help people see beyond a vision of not and towards a vision of imagine if!

"All of the available data seemed to measure morbidity, mortality, and other measures of sickness. We wanted to know how to measure wellness among our people, as it related to our vision statements' defined future state."

— Gwen Phillips, Ktunaxa Nation

In Ktunaxa Nation, community members got tired of doing annual strategic planning exercises, and established an Accountability Framework to help guide their planning, evaluation and reporting activities. In carrying out planning, they changed the meaning of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses to Start With Our Truths.

By being open and honest about where they were at and where real challenges existed (e.g. fetal alcohol syndrome, sexual abuse, lateral violence), as a result of their history with residential schools, Indian Act, and colonization, they were able to construct positive objectives of where they would like to go, drawing on memories and teachings from the past.

DEVELOPING SUCCESSFUL INDICATORS OF WELLNESS

Creating a picture in which everyone can see themselves is a powerful process. It can bring people together and allow them to focus on something positive that they would like to build.

The community's vision is like an umbrella for the future (see Appendices 3 & 4). Underneath that umbrella are goals related to community priorities, such as health care, education, culture, housing, and economy. Below each of these goals is a series of objectives that indicate what kind of progress community members would like to see within each goal. For example, an objective under culture might be 'Language revitalization' or 'Ensuring children know our stories'. Within each objective, the next step is to develop indicators that allow you to measure change over time.

For indicators to be the most useful, they need to be easy to use and understandable, as well as:

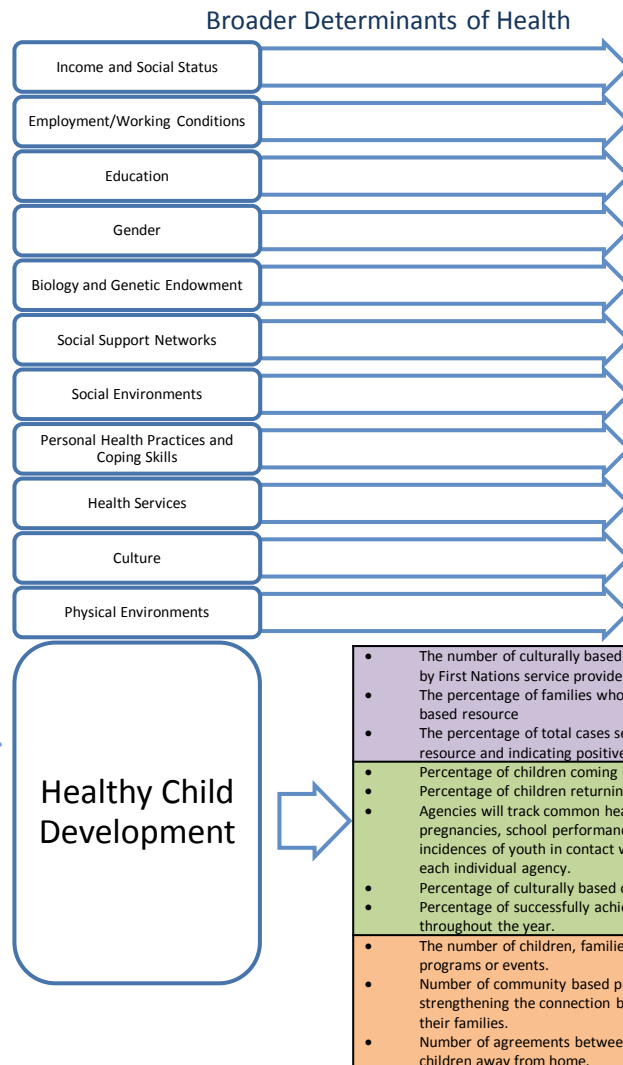
- Valid: measure what they are trying to measure
- Reliable: easy to repeat measurements and get same results
- Specific: measure only what they are meant to measure
- Measurable: based on available and easy to obtain data
- Relevant: provide clear information for key policy issues
- Cost-effective: benefits of having data must outweigh costs of collecting information

(Assembly of First Nation Health & Social Secretariat, 2006)

What's the difference between a target and an indicator?

A target is a specific goal we aim to achieve, while an indicator is a measurement of where we are right now (in relation to that target):

- **Indicator** – % of women in decision-making roles (currently 12%, for example)
- **Target** – 50% of all people in decision-making roles to be women by 2017



First Nations Data Governance Outcomes and Indicator Development Framework

Opportunities for children and youth and to enhance a sense of self identity and belonging that is rooted in their First Nation values and beliefs.

Healthy, safe and supported First Nations children, youth, families and communities.

A comprehensive network of culturally based services in First Nations communities ranging from Prevention to Early Support to Intervention.

(BC First Nations' Data Governance Initiative, 2014)

Consider what type of indicators you will need to get the data you are looking for:

- Would you like quantitative (numbers-based) or qualitative (words-based, descriptive) indicators? Quantitative data tends to be easier to track and compare, while qualitative data generally provides more detailed richer information. For example:
 - » Number of homes receiving healthy food boxes (Quantitative)

versus

 - » Types of activities held and actions taken to promote healthy life styles –possible answers include: healthy food box delivery, yoga classes on Thursdays, walk to school, and Canada Food Guide presentations at school (Qualitative)
- Would you like to track individual or community-level indicators? For example:
 - » Number of people who speak the language *versus*
 - » Number of language classes, gatherings and ceremonies held annually

STEPS FOR INDICATOR DEVELOPMENT

If you're getting the sense that indicators may be a good idea for your community, but are not quite sure where to begin, try breaking down the process as follows:

Stage ONE – Learning About Indicators

1. Determine who will champion and lead the indicator process. Will it be an existing staff person, your community planner, or a new recruit? Try to find someone who is excited about speaking with and engaging community members, as well as proficient in doing research.
2. Find out what indicators of wellness are, why they are used, how they have been successful in other communities, and what benefits they may have in your community.
3. Bring together a group of representative community members (i.e. staff, leadership, elder, youth, etc.) to discuss how indicators might help with community decision-making.

Estimated time commitment for Stage One: 1 month

To get to the heart of what you'd like to measure, try asking your members: "How will we know we've been successful in this area?"

— Sandra Harris, Gitxsan Government Commission

Stage TWO – Background Research

1. Bring together and review existing research and previous planning work in your community to determine existing community priorities.
2. Determine which, if any, information/data related to wellness is currently tracked in your community. How is the information gathered, stored, accessed, and used? What is not being tracked?
3. Decide what information is needed, including tools and methods, to gather and store further information if indicators are tracked.

Estimated time commitment for Stage Two: 1 month

Stage THREE – Engaging Community

1. Design a process to involve community members (i.e. hereditary leaders, elders, leadership, staff, parents, youth, children, and everyone in between) in developing a set of meaningful indicators of wellness. Remember that the most useful and meaningful indicators are those brought forward and agreed to by the community! Consider using one-on-one interviews, family meetings, focus groups, and/or open house to collect as much input as possible. Emphasize culture and traditional knowledge in engagement process.
2. Develop set of key, shared values/priority areas based on collective and individual visioning (see Appendix 3) with community members.

3. Ask participants if there is a traditional term that can be used instead of 'indicator' – something more culturally relevant and engaging?
4. Focus on each priority area in the community to develop relevant indicators with community members. For each focus area, ask "How will we know we've been successful in this area?" or "What will success look like?" to determine measurable indicators of success.

Estimated time commitment for Stage Three: 2 months

Stage FOUR – Finalizing Indicators

1. Review indicators to ensure that they are measuring wellness (rather than illness) and are specific, measurable, relevant, reliable, and cost-effective to collect.
2. Check with others experienced in indicator development to ensure that indicators will meet your community's needs. You may already have people with this expertise in your community or may know appropriate people in other communities; use them to your advantage to save yourself time and ensure success.
3. Bring together key community members to review the draft indicators and provide further feedback/modifications.

Estimated time to complete Stage Four: 1 month

Stage FIVE – Developing a Baseline

1. Gather current sources of data available to the community that respond to selected indicators (see section on Developing a Baseline).
2. Identify how to collect data where it doesn't currently exist. This may include developing questions to obtain needed information (see section on Developing Surveys).
3. Determine how data will be stored, by whom, and how often it will be collected.
4. Conduct community survey to obtain information on indicators of wellness and combine with other reliable data.

Community Snapshots in the Gitxsan


The Gitxsan Government Commission (GGC), which represents six First Nations in north-west British Columbia, began their data collection work by researching all of the information that was already available about their communities. They collected national and regional data, as well as all information that was already being collected through their education, social development, and education departments.

With this information, they created a "Community Snapshot" for each of their member nations. These 'snapshots' were carried into the community planning process for each community as a baseline for discussion. Some of this information painted a "scary, but necessary, picture" (Sandra Harris, 2015) that provided a starting point for moving forward.

In order to collect further information on community members (information not available in existing data sets), the GGC conducted an in-depth house-to-house census and learned an enormous amount about their members health and wellness. Using survey results, they were able to develop new programs and services to better support their members.

5. Summarize and analyze results to develop baseline information. Develop creative ways to share community wellness picture with members using visuals, art, charts, etc.
6. Share results with community. This could include preparing a report or 'Community Snapshot' that is concise and engaging – try using infographics (e.g. check out Piktochart, piktochart.com).

Estimated time to complete Stage Five: 2 months



You may be surprised to realize how many opportunities there are in your community for collecting information on a regular basis. Consider all of the special events (e.g. open house, election, Aboriginal Day celebration, graduation, etc.) where people gather. Each of these events could be a place to get responses to a survey or get input on information that matters most. Collecting data and feedback about programs and service use by community members will allow you to measure the impact of activities on the achievement community goals.

If developing indicators is a new process for you, as it is for most, you may want to consider getting some help in the process. Some communities have engaged the support of university specialists or consultants with expertise in this area. Or, you may have someone in your own community with this expertise you can draw on. Regardless, if you're considering hiring someone, call around to communities that have been through this process first! They may be quite willing to share the process they went through, as well as their indicators (which you could reference as you develop ones that relate specifically to your community), and they may be able to provide a good (or not-so-good) reference for the person you are considering hiring.

Whether they are helping give a review of potential indicator specialists or providing insights into their process, you will save money in the long run by building on the good work and knowledge of others. There is a saying: "A smart man learns from his own mistakes. A wise man learns from the mistakes of others." The same can be said for learning positive lessons!

DEVELOPING A BASELINE

“It wasn’t good enough for us to measure the information available through Statistics Canada. We needed our own framework to measure health and happiness as a community – what is important to us!”

— Kim Baird, Tsawwassen First Nation

To measure change over time, you need to have a starting point. Certain sets of data are regularly tracked and made available by various government and non-governmental agencies. These statistics track (with varying degrees of accuracy and usefulness) everything from how many people live in a given area to how old the average person is and how many people graduate from high school.

As part of the process of developing a set of culturally-relevant indicators (see section on Steps for Indicator Development), you will need to determine which of these sources of data are available and useful to your community. You will also need to determine what information you need to track yourself, through regular surveys or other means.

The following list provides a sample of agencies that collect community-level data. If you do not have access to the internet, you can contact each of these agencies directly to see what types of information they can make available to your community. Don't forget to check in with other communities that have been through an indicator development process to see what they found to be most useful!

- Aboriginal Affairs and Northern Development Canada (AANDC) Community Well-Being Index: www.aadnc-aandc.gc.ca/eng/1100100016579/
- BC Adolescent Health Survey www.mcs.bc.ca/ahs
- BC Wellness Atlas www.geog.uvic.ca/wellness/
- First Nations Health Authority (FNHA) www.fnha.ca
 - » FNHA is able to produce robust “community health profiles” based on data from the First Nations Regional Health Survey (RHS)
- First Nations Information Governance Centre
 - » First Nations Regional Longitudinal Health Survey (RHS): www.fnigc.ca/our-work/regional-health-survey/about-rhs.html
- First Nations and Inuit Health Branch, Health Canada www.hc-sc.gc.ca/fniah-spnia/index-eng.php
- First Nations Regional Early Childhood, Education and Employment Survey (FNREEES or REEES) fnigc.ca/our-work/fnreees/about-reees.html
- First Nations Regional Health Survey (FNRHS or RHS) fnigc.ca/our-work/regional-health-survey/about-rhs.html
- Human Resources and Social Development Canada (HRSDC)
 - » Indicators of Well-Being in Canada www4.hrsdc.gc.ca/h.4m.2@-eng.jsp

- Ministry of Aboriginal Relations and Reconciliation
www.gov.bc.ca/arr/
- National Aboriginal Health Organization (NAHO)
www.naho.ca
- National Collaborating Centre for Aboriginal Health (NCCAH) www.nccah-ccnsa.ca/en/
- Statistics Canada
 - » Aboriginal Peoples Survey: www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3250&lang=en&db=imdb&adm=8&dis=2
 - » Labour Force Survey: www.statcan.gc.ca/eng/survey/household/3701
 - » Canadian Community Health Survey: www.statcan.gc.ca/eng/survey/household/3226
 - » Census: www12.statcan.gc.ca/census-recensement/index-eng.cfm
- Consider contacting regional health authorities and school districts (under 'enhancement agreements' may be able to request community-specific information and educational trends).
- Also look for information on education, health, social assistance that is already collected in the community for funding agencies.

Some of these may be useful to your community in creating a snapshot of where you are at; however, this may be challenging as individual community data is often difficult to access and doesn't provide enough detail. For example, you may learn that 17% of your members are unemployed in a given year, but you will not know when they were last employed, what their skill level is, or what supports they need to get back into the workforce, which will likely be more important than the statistic itself.

You will need to assess whether any of these data sets align adequately with your community's data needs at present or in the future. Almost certainly, there will be other indicators with far greater significance to you based on your community engagement process. This will mean that you'll need to find a way to begin tracking your own data focused on wellness.

While government surveys provide important demographic and quantitative information, these will only be part of the overall picture for your community. In addition to other forms of engagement, including interviews, focus groups, and family-level and community meetings, community-level surveys will also be critical. It is likely that you will need to do regular community-level surveys/assessments to understand *why* people do what they do and feel as they do.

DEVELOPING SURVEYS

By completing a survey of our members, we got a very interesting picture of what people want to be doing work-wise. We were surprised to learn that members don't actually want administration jobs in the band office. Instead, they want to work elsewhere and are looking for training to support them.

— Jodi Gravelle, ?aq'am First Nation

Designing a great survey is an art. You need to ask questions about your goals and process, as well as break down your topic into manageable parts before you begin.

Ask yourself: What is the purpose of this survey? What do I hope to learn? How will the data I collect influence my decisions? Who needs to complete this survey to make the results meaningful? How might the questions asked affect the person being asked? How will this survey be conducted? How will the data I collect be protected? How will data be shared?

Here are some important steps to keep in mind before you begin collecting information in any survey:

1. Define Your Objectives: Figure out the decision or decisions you're trying to make to focus your survey.
2. Work Backwards: Once you've set your objectives, determine the data you need to gather in your survey to make your decision. Do you need to have information on all of your indicators straight away or will you begin with only a selection?
3. Check for Bias: Make sure you're not asking leading questions.
4. Design your survey to make it easy to analyze. Ideally, you will also be able to put it straight into a software program (e.g. use an iPad to do the survey or collect information on-line). Expert advice from an experienced survey designer can be helpful, and save you doing from conducting a survey that is hard to analyze, and takes a lot of time, energy and resources.
5. Do a Test Drive: Send your survey to colleagues for a trial run. This will help make sure your questions and response options are understandable and all your survey logic works.
6. Collect Results and Analyze Data: This is where it gets really fun! The data coming in from your survey could help you decide what your community's priorities are, what programs to run, what policies to create/update, and/or which sources of funding to seek out.

Here are some things to keep in mind as you develop your survey:

- Keep questions short and simple.
- Ask only for information that you really need.
- Make formatting attractive, easy to follow, and with adequate spacing.
- Carefully consider the type of question you will be using (e.g. yes/no, multiple choice, open-ended, rating scale).
- Keep questions neutral.
- Consider the order in which questions are asked.

Ideally, the questions you ask in the survey will be repeated for years to come, so that you can begin

tracking trends overtime. This means that you want to get things as close to right as possible before you begin. Try requesting the support of someone who has done a lot of work in this area before testing the survey. Don't let the need to "get it right" stop you from getting started! Remember that survey questions can be shifted and developed over time until you're really getting what you want and need.

You may be surprised by some of your survey results. Remember that all of this great information helps you get closer to meeting community needs by developing appropriate programming, targeting investments where they are most needed and setting the best policies.

Tsawwassen's Community Survey

Shortly after signing their treaty, Tsawwassen First Nation wanted to find out more about their community and their members' needs. They wanted to know:

1. Where are members at in terms of overall well-being?
2. How does data for our community compare to that of other neighbouring municipalities?
3. What impact will treaty have on community wellness?

To find answers to these questions, Tsawwassen developed a comprehensive survey of all aspects of community life, including health, finances, education, and housing. They worked with specialists from the University of British Columbia to help them pull together all of the information and questions that might be considered relevant by members and to find out kind of data was being collected in neighbouring municipalities. They also had discussions with staff and members to ask them to identify which aspects of wellness they thought were most relevant to their community.

The survey they developed was thorough and long, taking members up to two hours to complete. Organizers offered honoraria to thank people for their time in completing the survey. Once every member had had a chance to complete the survey at community events or at their homes, a full report of the results was developed and staff shared these findings with membership.

The overall process was costly, but very valuable to community and administration. Having all of this data has allowed Tsawwassen to identify its priorities for community wellness, as well as gaps in existing programming. Tsawwassen plans to repeat the full survey every five years, as well as hold a smaller survey of key information once or twice in the years in between.

Developing a survey sample to avoid bias and ensure repeatability

When doing a survey, you'll want to make sure that the way questions are asked and the way the information is analyzed is free from bias (i.e. inaccurate results) and is repeatable (i.e. can be done by others and achieve the same results). You can do this by:

- Pulling together a set of names of all of the community members you might like to survey. Look at membership lists, mailing lists, previous survey contact lists, and newsletter recipient lists, to collect as many names as possible.
- Decide whether you will aim to interview all of those people or only a sample (smaller selection). If you are only surveying a sample of the full list, make sure to draw names absolutely randomly (using a computer or random selection process). The sample of names you draw will come to represent your total population. You need a big enough sample that you can detect statistically significant results. Consulting with someone

experienced in data analysis is important here, it can save you from doing a survey that does not give you much valid information.

- Interviewers should try to interview every person on their list. If an interviewer would prefer not to interview a particular person, then another interviewer will need to step in to complete the survey. Otherwise, the sample will be biased.
- Train interviewers together to make sure that they have the same information and are asking questions the exact same way. Try giving interviewers a script to read from, so that they are all giving interviewees the exact same information.
- To ensure that your survey is accurate, you'll want to design and deliver it so that anyone else following your procedure would get the same results. This will ensure that it is taken seriously, as it follows scientific process and is repeatable.

STAYING ON TOP OF PROGRESS AND MANAGING DATA

It wasn't until we had completed a second survey and could show changes over time in the data that community members really began to sit up and pay attention to the information that was coming in and what it was saying.

— Christopher Horsethief, Ktunaxa Nation

While numerous First Nations in British Columbia have done one large community census or survey, fewer have followed up this effort with a second census/survey to track trends over time. Those that have done more than one survey have found that showing people trends over time can be extremely powerful.

Many communities agree that an annual survey to track data would be ideal, but know that this can be a big and costly undertaking. Musqueam First Nation suggests doing a full community census every three or five years, while conducting a shorter survey for critical information each year. This way, the results and process will stay in people's minds, you will be able to show the community what is being done and what change is being made, and keep the community involved in seeing results.

Once you've collected all of this data, how are you going to store and track it? How will you analyze it and protect it? You'll want to think this through at the outset, so that you are regularly backing up your data on a server, as well as on an external hard drive as you collect it. Finding somewhere off-site to save a copy of your full data set (ideally in a fire-proof safe), will ensure that the community has access to this information for generations to come.

Collecting data through an on-line survey tool (e.g. Fluid Surveys) is another great way to keep all of your data in one place. Sticking with a Canadian-owned tool ensures that all of your data is protected according to Canadian privacy laws. On-line survey tools allow you to develop graphs and charts to provide overviews of the information you have collected, which can be very helpful in developing materials to share results with community members. You'll still want to save a copy of your data to the server and in an external hard drive!

If you find that you have too much data to hold solely in an online survey tool, you may wish to consider speaking with specialists in data management and information management software who can recommend existing programs to meet your needs or help you design something that will uniquely meet the needs of your community. There are a number of First Nation-owned data management companies you could consider that address various data gathering/storage needs (e.g. Mustimuhw, Xyntax).

Further information on First Nations data governance is available at www.taybridge.com/bcfndgi.

CREATIVE WAYS OF SHARING AND ACKNOWLEDGING PROGRESS/CHANGE

A critical element of success in achieving positive change is building trust. Consistent, open communications with members goes a long way towards building trust in your community.

As you begin sharing your community's data, you may find that some people and/or departments take the trends personally. For example, if high school graduation rates are decreasing, your education department may react defensively when the data is presented. This is why your approach to communicating information is so important and why involving members and staff in indicator development is so critical.

If people know which indicators will be tracked and are involved in developing them, they are much more likely to respond with interest to survey results. This is where all of your hard work engaging community members in the development of the indicators will really pay off!

Once you have shared the results, be certain to also share the decisions that have been shaped by the results. Have you changed housing policies based on indicators you developed or started a new youth program? Let community members know how the information is helping to create real change in their community.

Community members will want to see where and how their input was used. They will want to see the results of all of their hard work to develop indicators and/or complete surveys and they will want to know that their efforts have been valued. You may wish to share the survey results through community open houses, newsletters, flyers with catchy graphics, community website, and/or social media.

Developing indicators and monitoring progress is a challenging and valuable process. Now that you've made it this far, be sure to celebrate your success by recognizing contributors and acknowledging positive progress. Your community is on its way towards meeting its vision of wellness!

Community Dashboard

The latest trend in sharing your community's results is to use a Community Dashboard. A Community Dashboard is a simple visual or graphical representation of the progress you are making on each indicator or goal. It is usually displayed on one page, so that the most important information can be monitored at a glance.

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APPENDIX 1:

SAMPLE INDICATORS OF WELLNESS

Ancestry/Culture/Tradition

- Number of drums in community
- Numbers of drumming occasions per years
- % that speak (and/or understand) language
- Appropriate care for, use and profile of elders
- # of community members with traditional name
- Types of games, gatherings and ceremonies organized
- Availability and use of traditional healers and medicines
- % of adults consuming traditional foods (and medicines) – game, fish, berries & other vegetables, bannock, etc.
- Number of religious spaces (e.g. churches, sweat lodges) in community
- Number of community or group celebrations
- Net rates of return to indigenous lands

Health/Wellbeing

- Types of activities promoting healthy eating habits
- % receiving pre-natal screenings
- # of smoke-free homes
- Level of access to health professionals – general practitioner, nurse, optometrist, dentist, clinics, etc.
- % of children and adults participating in physical activity every day
- Homes are safe and secure (e.g. % of homes with working smoke alarms)
- % of people using seatbelts and child car seats

Education

- % attend and participate fully in school
- Early learning opportunities for children
- % of children achieving learning expectations
- Highest level of schooling attained by members (age 15+)
- Community efforts to encourage learning and formal education

Employment

- Employment rate
- Participation rate
- % participate or employed in traditional and subsistence activities
- % participate in modern/non-traditional economic activities

Housing/Infrastructure

- # of houses with types of repairs needed (major, minor or regular maintenance)
- % of homes served by centralized water treatment plants and community sewage disposal systems
- Frequency of household overcrowding (>1 persons per room)
- % of rent collected
- # of homes owned

Government

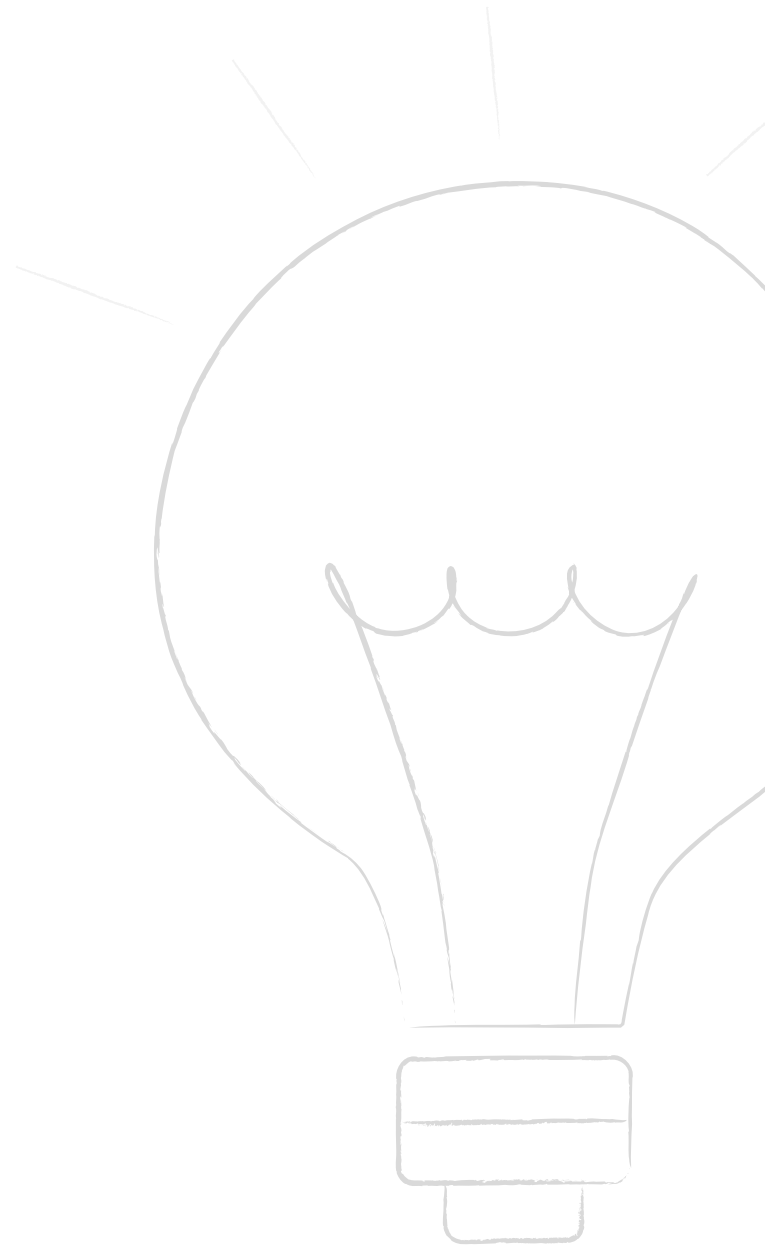
- % of women in decision making roles (Chiefs, councilors, board members, Directors, etc.)
- Stable leadership (# of different Chiefs over the past two decades)
- Solid local administration (degree to which community meets standards of the First Nations Financial Management Board)

Environment

- Number of hunters in community
- Catch rate of ungulates
- Ungulate population
- Size of forest area
- Extent and types of forest usage
- % home with potable water
- # of active fishers (i.e. fish more than 10 times/year)
- Water quality in lakes and rivers

Social

- Number of community or group celebrations
- Attendance at Bingo
- Access to communications and information technology (telephone service, computers in home, internet access, etc.)
- Community website updated regularly



APPENDIX 2: INDICATORS OF A STRONG, HEALTHY, KTUNAXA CITIZEN

These indicators measure what it means to be a “strong, healthy, Ktunaxa citizen”, as per their community vision (see Appendix 4). The indicators represent the results of two decades worth of sharing, listening and learning in Ktunaxa Nation. The Nation’s strategic framework, vision, values and principles supplied many of the overarching indicators. It was this range of input, both in terms of age, community and type of engagement that created the Ktunaxa Nation’s comprehensive list of Social Investment Indicators.

1. Ancestry/Culture/Tradition/ Nationhood

- Knows who parents, grandparents and great-grandparents are, at minimum
- Knows which community(ies) their ancestors originate from
- Has Ktunaxa name
- Knows Ktunaxa community names
- Speaks and understands basic Ktunaxa language
- Participates in sweats
- Participates in dances
- Attends gatherings and ceremonies
- Participates in sustenance and other traditional activities
- Transmits cultural knowledge
- Knows Ktunaxa creation story and history
- Knows Ktunaxa territory place names
- Knows Ktunaxa protocols and songs

- Understands Inherent Rights
- Understands ?aknumuctilil
- Understands value of culture; their own and others
- Participates in Nation meetings and gatherings
- Attends Annual General Assembly
- Receives and reads Ktunaxa Nation newspaper
- Knowledgeable of community plans

2. Health And Well-Being

- Receives pre-natal screenings
- Home is safe and secure
- Receives immunizations regularly
- Practices healthy eating habits
- Practices good dental and physical hygiene
- Participates in physical activities every day
- Participates in arts and/or sports
- Lives balanced lifestyle; work, rest and play
- Expresses joy and laughter
- Demonstrates respect for self, others and environment
- Demonstrates love and compassion for self and others
- Reduced infections, disease, illness and injury
- Healthy understanding of sexuality and relationships
- Receives appropriate medical/psycho-social screenings and interventions (ears, eyes, teeth)
- Participates in sports and clubs

3. Community And Family Involvement

- Participates in at least one healthy family focused activity per week
- Engages in play regularly with parents and siblings
- Assists in caring for elders and disabled family and community members
- Understands role in family and fulfils responsibilities
- Volunteers to assist with community/group activities at least four times per year
- Participates in community/group activities at least once per month
- Participates in community information sessions
- Respectfully shares opinions
- Receives and reads community newspapers and memos
- Responds to community surveys and inquiries
- Knows how community is organized socially and politically
- Knows what community resources are available and where they are located
- Demonstrates healthy relationships
- Participates in early child development activities

4. Education

- Attends and participates fully in school and extra-curricular activities
- Has current individual education/training plan
- Achieves learning expectations
- Understands personal learning style
- Demonstrates and encourages learning
- Understands importance of formal education

5. Ambition/Curiosity/Acceptance Of Challenge

- Demonstrates ambition
- Seeks out knowledge and answers; curious
- Shares knowledge confidently with others
- Listens
- Participates freely in developmental activities
- Sets and achieves personal goals
- Understands and participates in evaluation processes
- Embraces change
- Adapts to new environments with ease
- Confident communication skills
- Willingly accepts challenges

6. Skills And Training

- Demonstrates essential employment skills
- Possesses special employment skills
- Holds current certification
- Knowledgeable of industry standards
- Identifies job-related trends
- Updates skills regularly
- Understands basic economic theory
- Takes pride in work
- Continually employed/engaged
- Recognizes and responds to changes in economy
- Seeks out job opportunities
- Mentors others
- Demonstrates entrepreneurial spirit
- Possesses business skills and acumen
- Understands planning processes

7. Future Outlook

- Personal plans for future
- Personal savings; financial plan
- Prepared for future employment interruptions
- Equity in home
- Receives appropriate social and economic investments
- Participates in a healthy local economy
- Has secure social and professional networks

APPENDIX 3: TECHNIQUES FOR VISIONING

Take your group through a visioning process that can support them in opening their minds to the future. Below are several models for visioning, each of which can be modified to include the option of looking back before looking forward, in order to help community members identify values that they would like to celebrate or rebuild.

ACTIVITY 1: Drawing a Picture of a Positive Future

Ask participants to draw their vision of a well community. This exercise can be very powerful, as drawings reveal underlying values, issues and concerns, as well as bringing everyone to an equal level, despite position or age. Consider having people draw their vision together in small groups and then share the meaning of their drawing with the whole group. This is where the facilitator and participants will be able to identify common themes and develop a collective vision – and, ultimately, have information to select indicators!

ACTIVITY 2: Visioning for Change

Ask participants to go on a journey with you by closing their eyes and dreaming about the community you would like to see in 5, 10, or 20 years (your choice). To begin, ask them *How old they will be in X years? How old will your children and your children's children be?* Then ask them to imagine themselves walking through the community.

- *What do they see? What do the buildings look like?*
- *Where is the centre of the neighbourhood?*
- *Where do people gather?*
- *What are people talking about?*
- *How are people talking to one another?*
- *How are decisions being made?*
- *What are people saying about the community?*

Now, ask them to keep the last question in their mind and open their eyes: “What are people saying about the community?”. Ask participants to share their response to this question and take note of their replies on a flip chart. Once all of the ideas are on the flip chart, begin grouping ideas into common themes, and develop a few sentences to summarize the community's vision. Be sure to work with the group to ensure the wording meets their vision!

ACTIVITY 3: Writing Headlines for the Future

Ask participants to imagine that they are newspaper reporters writing for a local, regional, or national newspaper (you choose which one makes most sense for your community). Ask them to write a headline (onto a piece of paper or large sticky note) that they would hope to see in the newspaper about their community in 5, 10, or 20 years (again, you decide which!). You'll want them to think of something positive that captures what they would like people to be talking about. For example: "X First Nation sees biggest sockeye run in 50 years for fifth year in a row", "X First Nation wins national award for financial management", or "X First Nation has the happiest community members across Canada based on a national survey". Ask everyone to read their headlines and post them on a wall in the room. As a facilitator, it is then your job to summarize all of these visionary statements into a single vision that captures where community members would like to be in the future and work with members to finalize wording of that vision.



APPENDIX 4: SELECTION OF COMMUNITY VISION STATEMENTS

We are of one heart and mind.

— *Musqueam community vision (2011)*

We the Musqueam people
are united and strong.

We have good hearts and work
together to do the right thing.

We will use our teachings, so the
Musqueam people will be alright.

We will care about our elders, the little
ones and everything on this earth.

This way we will be looking after
the ones that come after us.

— *Musqueam Council Vision Statement (2007)*

Our vision is to restore and maintain
healthy traditional community values;
while actively participating in the new
economy. Gitanmaax envisions a healthy
community that is sustainable in its economy
and social infrastructure. We will value
all people for their knowledge and skills.
We will make available opportunities
and resources to empower community
members to reach their potential.

— *Gitanmaax Community vision (2012)*

...Strong, healthy citizens and communities,
speaking our languages and celebrating
who we are and our history in our
ancestral homelands, working together,
managing our lands and resources as a
self-sufficient, self-governing Nation.

— *Ktunaxa Nation vision statement (2000)*

Our
Vision is for an
Economically independent
Safe and healthy community.

We see us as self-governing, accountable, stewards of our land

Generating a respect and understanding for our peoples

Culture and heritage

United

Educated

In sobriety

To provide opportunities for all generations to come.

— *T'Sou-ke Nation
Vision (2009), tree form*