

# CARS Indicators of Change Tool Score Sheet

## PRE TRAINING

NAME/COMMUNITY:

DATE:

### DARE TO DREAM

Indicator	1	2	3	4	5	User Response
<b>1. Identifying Leadership</b>						
<b>1.1 Community leadership is identified</b>  1. Community leaders have not been identified 2. Participants begin to explore community leadership 3. Participants bring potential community leaders to a common table 4. Participants confirm community leadership 5. Community leaders work to engage other community leaders in the CARS process						
<b>1.2 Operational leadership is identified</b>  1. Operational leaders have not been identified in the community 2. Participants begin to explore potential operational leadership 3. Participants confirm the involvement of operational leaders with the ability to motivate the community to work together 4. Participant's continue to ensure that operational leaders have access to resources and training opportunities to build their facilitation and community development skills 5. Participant's ensure that leaders have the skills and qualities necessary for successful community development						
<b>1.3 Leadership facilitates community control and ownership</b>  1. Community members do not come together to work on common issues 2. Participant's begin to create opportunities to bring community members together to work on common community issues 3. Participants do not feel group ownership or control when working on common community issues 4. Participant's control their own actions and decisions 5. Participants feel group ownership and control when working on common community issues, taking responsibility for both their failures and successes						

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<p><b>1.4 Planning for leadership succession occurs</b></p> <ol style="list-style-type: none"> <li>1. Participants have not considered the effect of a change in leadership</li> <li>2. Participants identify the need for leadership succession planning to ensure continuation of work towards the community vision in the event of a change in leadership</li> <li>3. Participants ensure that leaders mentor other participants to enable them to take on leadership responsibilities if necessary. Role and responsibilities of leader(s) positions are clearly documented</li> <li>4. A written plan exists for how the ongoing work of the participants will continue after any change in leadership</li> <li>5. Participant's regularly evaluate the status and effectiveness of their written leadership succession plans</li> </ol>						
<b>2. Setting the Stage</b>						
<p><b>2.1 Participants communicate their wants and needs within identified service areas</b></p> <ol style="list-style-type: none"> <li>1. Participants do not believe their needs can be met in the community</li> <li>2. Participants describe their wants and needs within the parameters of present service delivery boundaries, funding barriers, government regulations and mandates</li> <li>3. Participants see their needs as consistent with those of other participants</li> <li>4. Participants can describe their wants and needs without being limited by the parameters of present service delivery boundaries, funding barriers, government regulations and mandates</li> <li>5. Participants are able to describe what responsive solutions to service challenges would look like using their own words and definitions</li> </ol>						
<p><b>2.2 Trust is developed through a transparent Process</b></p> <ol style="list-style-type: none"> <li>1. Participants listen to, but do not understand each other's perspectives.</li> <li>2. Participants agree that everyone has something to contribute to the development process</li> <li>3. Participants are able to convey their understanding of each other's perspectives during interactions together</li> <li>4. Participants openly identify, discuss and respond to community challenges and conflict amongst themselves</li> <li>5. Participants can make decisions collectively using the</li> </ol>						

rules for decision making agreed to by the group						
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<b>3. Creating a Common Community Vision and Values</b>						
<p><b>3.1 A common vision is created that reflects community needs, perspectives and realities</b></p> <ol style="list-style-type: none"> <li>1. Participants do not see the benefit of developing a common community vision</li> <li>2. Participants can identify the benefits of a common community vision</li> <li>3. Participants' wants and needs are collected into common themes that are used to create a common community vision</li> <li>4. The common community vision is written down for all to see and use</li> <li>5. Participants agree to work together towards achieving the common community vision</li> </ol>						
<p><b>3.2 The broader community supports the common community vision statement</b></p> <ol style="list-style-type: none"> <li>6. Participants do not share their common community vision with the broader community</li> <li>7. Participants distribute shared common community vision broadly in the community for feedback</li> <li>8. Participant's ensure that revisions are made to the common community vision in response to the feedback from the broader community</li> <li>9. Participants use the development of the shared common community vision as the beginning of individual and collective community planning process</li> <li>10. Participants revisit the common community vision on a regular basis</li> </ol>						
<p><b>3.3 A set of common values are identified</b></p> <ol style="list-style-type: none"> <li>1. Participants are able to individually articulate what values they feel are implied in the common community vision</li> <li>2. Participants can identify the similarities in their individual points of view</li> <li>3. Participants agree to set aside differences in their individual values and move forward on points of agreement</li> <li>4. Participants develop and agree to a written set of common values that will guide participants progress towards achieving the common community vision</li> <li>5. Participants put the set of common community values to use when making ongoing decisions regarding all aspects of their community development process</li> </ol>						

# MAKING IT HAPPEN

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<b>4. Planning for action</b>						
<p><b>4.1 Community information is gathered regarding the service issue</b></p> <ol style="list-style-type: none"> <li>1. Participants have only a “gut feeling” that there is a need for community services and supports in the issue area</li> <li>2. Participants seek out research reports, data and information to support their “gut feeling” regarding the need for a community service or support, but gaps in information still exist</li> <li>3. Participants learn how to confidently use research, data and community information in practical ways to support their work in the community</li> <li>4. Participants develop their own needs assessment to fill information gaps regarding the need for specific community services and supports</li> <li>5. Participants are able to utilize the research, data and information they have gathered from the broader community, and the results of their own needs assessment to create goals, objectives and activities that develop solutions to which respond to community’s service needs</li> </ol>						
<p><b>4.2 Common community goals are developed</b></p> <ol style="list-style-type: none"> <li>1. Participants identify a range of potential outcomes or goals to assist them in moving towards their common community vision</li> <li>2. Participants prioritize possible desired outcomes that are transformed and written as common community goals</li> <li>3. Participants are able to identify specific <i>long-term</i> outcomes for common community goals</li> <li>4. Participants are able to identify specific <i>short-term</i> outcomes for common community goals</li> <li>5. Participants are able to reach consensus on common community goals and outcomes</li> </ol>						
<p><b>4.3 Priority actions are set using a gradual phased-in approach</b></p> <ol style="list-style-type: none"> <li>1. Participants understand that goals identify where the community would like to be and objectives identify how the community will get there</li> <li>2. Participants create SMART objectives (i.e. specific, measurable, achievable, relevant, and time-based) to achieve each goal</li> <li>3. Participants develop a work plan that creates activities which allow the attainment of specific objectives</li> <li>4. Participants review the work plan to identify priorities and adjust timelines accordingly</li> <li>5. Participants ensure that lessons learned from</li> </ol>						

implementing the action plan are used to alter and improve the planned objectives and activities						
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<b>5. Measuring Success</b>						
<p><b>5.1 Participants use a participatory approach to determine their progress</b></p> <ol style="list-style-type: none"> <li>Participants do not evaluate their efforts and actions on an ongoing basis</li> <li>Participants have an ongoing evaluation process that provides an opportunity for participants to collectively reflect on their group's progress</li> <li>Participants work together to decide on the focus of evaluation activities, how evaluation activities will be conducted and how evaluations findings will be used</li> <li>Participants work together to decide on the focus of evaluation activities, how evaluation activities will be conducted and how evaluations findings will be used</li> <li>Participants use lessons learned to create new service delivery approaches, new community partnerships and strategies to advocate for policy change</li> </ol>						
<b>6. Community Resources – Creative Solutions</b>						
<p><b>6.1 Participants consider the larger community vision when developing services</b></p> <ol style="list-style-type: none"> <li>Participants only consider government requirements and/or mandates when responding to service delivery issues</li> <li>Participants can indicate ways in which community organizations mobilize resources <i>without</i> consideration of a common community vision</li> <li>Participants can indicate ways in which community organizations mobilize resources <i>with</i> consideration of a common community vision</li> <li>Participants can indicate ways in which community is proactive in the development of resources that respond to the common community vision</li> <li>Ongoing investment and service development is built on the foundation of the common community vision</li> </ol>						
<p><b>6.2. Opportunities and constraints are assessed at a community level</b></p> <ol style="list-style-type: none"> <li>Participants view the community as reactive in nature, responding to service development needs through government funding opportunities only</li> <li>Participants believe community applies for funding without consideration of broad community needs, priorities or barriers to service</li> <li>Participants can clearly identify specific needs in relation to the needs, priorities and barriers to service in the larger community</li> <li>Participants are able to mobilize community resources</li> </ol>						

to reduce service barriers 5. Participants are able to mobilize community and external resources to reduce service barriers						
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<b>6.3 All Community resources are explored</b> 1. The only resource for service delivery that participants identify is government funding 2. Participants are able to identify the human, physical and financial resources they own and/or manage individually 3. Participants are able to identify the human, physical and financial resources available from a wide range of sectors of the community 4. Participants develop and maintain a resource listing by ensuring the cataloguing of tangible and intangible resources in the community 5. Participants ensure that the resource listing is used to create new partnerships						
<b>6.4 Participants take an asset rather than a deficit approach to community challenges</b> 1. Participants focus only on community needs rather than community assets 2. Participants can identify their community's assets 3. Participants view the community as a place with assets to be preserved and enhanced, rather than only deficits to be remedied 4. Participants use identified assets in developing community solutions to service barriers 5. Participants create an environment where the capacities of local assets are identified, valued and used to improve the quality of community life						
<b>7. Mobilizing Community Partners</b>						
<b>7.1 Casual partnerships are formed to help meet community needs</b> 1. Participants are unable to identify casual partners that can help meet community needs 2. Participants identify and record casual partners that can help them meet community needs 3. Participants contact potential casual partners who can help meet community needs 4. Participants develop a log of successful casual partnerships documenting their specific benefits 5. Participants ensure that all partnerships in the community are publicly celebrated to encourage the participation of other community partners						
<b>7.2 A supportive environment is created for building formal partnerships</b> 1. Participants can identify the difference between partnerships and the concept of community input or stakeholder participation 2. Participants have a partnership policy in place that clearly outlines the need to move collectively rather than individually, towards the common community vision 3. Participants have created formalized processes to support partnerships and relationships						

<ul style="list-style-type: none"> <li>4. Participants recognize the strengths of each partner and accept that contributions are be shared, but not necessarily equally</li> <li>5. Participants ensure that a community systems approach exists, involving a diverse group of partners committed to respond to community needs together</li> </ul>						
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<p><b>7.3 Partnerships are built using previous successes</b></p> <ul style="list-style-type: none"> <li>1. Partnerships are developed in response to government directives only</li> <li>2. Partnerships are developed through mutual commitment to a specific common goal at the community level</li> <li>3. Partners recognize the strengths of each other and accept that contributions will be shared but not necessarily equal</li> <li>4. Partnerships are maintained through the identification of benefits for community and benefits for all partners involved</li> <li>5. Community publicly celebrates successful partnerships to motivate other partners to become involved in community actions</li> </ul>						

## WORKING FOR CHANGE

### 8. Developing Interest in Public Policy Development

<p><b>8.1 Participants realize that they can have an effect on public policy development</b></p> <ul style="list-style-type: none"> <li>1. Participants have no interest in public policy development and do not link the development of higher level policies to life in their community</li> <li>2. Participants understands the link between public policy development and what happens at a local level, however they feel inadequate to effect any change</li> <li>3. Participants understand how their actions, progress and their own policy making can contribute to the development of responsive public policy at a provincial/territorial or federal level</li> <li>4. Participants gather support and credibility to advocate for public policy change at a provincial, territorial and/or federal level</li> <li>5. Participants begin an ongoing dialogue with provincial, territorial and/or federal government representatives to</li> </ul>						
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effect public policy changes and promote the development of public policy that is responsive to rural remote and northern community needs						
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>User Response</b>
<b>9. Mobilizing using IEC (Information, Education, Collaboration)</b>						
<p><b>9.2 Participants view advocacy as an important activity in bringing about public policy change requiring their support and participation</b></p> <ol style="list-style-type: none"> <li>1. Participants see their challenge/problem but are afraid that they will “shoot themselves in the foot” if they advocate</li> <li>2. Participants begin to see that advocacy can be a positive process with worthwhile results and recognize that advocacy is about the responsibility of the community to take action</li> <li>3. Participants recognize that dialogue and communication between community and policy makers is the basis for policies that reflect the needs of both</li> <li>4. Participants have the knowledge and the skills to engage local participants in advocacy efforts, but they have not organized adequate human and financial resources to successfully implement advocacy strategies</li> <li>5. Participants have the knowledge and skills to implement advocacy strategies and have committed sufficient human and financial resources to ensure the success of advocacy actions.</li> </ol>						
<b>10. Working For Responsive Public Policy Change</b>						
<p><b>10.1 The broader community is engaged in a continuous community development process</b></p> <ol style="list-style-type: none"> <li>1. Service providers, government and community work in isolation of each other.</li> <li>2. Individuals, service providers and government departments meet separately to discuss changing community needs</li> <li>3. Government, service providers and community groups network and consult each other regarding local service delivery needs and challenges</li> <li>4. All stakeholders collaborate on meeting common community goals</li> <li>5. All stakeholders are active partners in the efforts to continually improve local service delivery</li> </ol>						

