

# The Framework for Recreation in Canada

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## COMMUNITY ALIGNMENT TOOL

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## User Guide

Updated 2021



## **The Framework for Recreation in Canada**

We envision a Canada in which every citizen is engaged in meaningful, accessible recreation experiences that foster individual, community and environmental well-being. *The Framework for Recreation in Canada* is our pathway to that goal.

*The Framework for Recreation in Canada* is the guiding document for public recreation providers in Canada. We have an opportunity to work together in ways that will enable all Canadians to enjoy recreation and outdoor experiences in supportive physical and social environments.

For more information on The Framework for Recreation in Canada, please visit:

<https://cpa.ca/framework/what-is-the-framework/>

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## INTRODUCTION

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The Framework for Recreation in Canada (Framework) is the guiding document for public recreation providers in Canada. The Framework is intended to provide for a variety of sectors to collaborate in the pursuit of common priorities, while respecting the uniqueness of individuals and the diversity of communities.

The Vision of the Framework is a Canada where everyone is engaged in meaningful, accessible recreation experiences that foster:

- individual wellbeing,
- community wellbeing, and
- the wellbeing of our natural and built heritage.

The Framework Vision is supported by five overarching goals and a number of priority actions. Developed in consultation with stakeholders, the Framework Audit Tool is intended to make the Framework relevant for practitioners in their daily work. It allows communities to assess their current operations, programs and initiatives with respect to implementing the goals and priorities of the Framework.

### COMPONENTS OF THE FRAMEWORK ALIGNMENT TOOL

The Framework Community Alignment Tool has two parts, this User Guide and two Microsoft Excel Workbooks.

#### **This User Guide**

This guide will lead you through one suggested process with an overview of how you can conduct your own “audit”, how to use the Workbooks and ideas for planning and implementation.

#### **The Workbooks**

There are two versions of the Workbook: Basic and Comprehensive. They are formatted in Microsoft Excel. Each contains multiple sheets and include “indicators” for all priorities in the Framework. Users can choose the Workbook that best suits their community’s need. The workbooks provide you with a template to record and track your progress. Both provide users with the opportunity to illustrate how they are furthering the goals and priorities of the Framework and create plans for the future.

The **Basic Workbook** provides communities with a few key indicators for each of the priorities. It was adapted from a resource created by Caroline Sparks in the YT to help small, rural communities understand and work with the Framework. Communities assess if they agree that an indicator is relevant and a priority in their community. There is space to add notes and planned actions to illustrate how your community’s initiatives align with the indicator.

The **Comprehensive Workbook** provides communities with more detailed indicators for each of the priorities. It focuses on policy-driven planning and decision making. It has a matrix for priority and implementation. There are more instructions on how to use the workbooks in this document and on the first tab of each of the Excel sheets.

If you do not want to use the workbooks, the indicators are listed in the Appendices in this document. You can create your own template to gauge your alignment with the Framework and track your progress.

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## THE PROCESS

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### OVERVIEW

The Community Alignment Tool can be used as part of a **process** to help communities align with the Framework. It can be used by any size of organization in any jurisdiction.

**The aim is not to measure your community's activities against the Framework, but rather to better align** current and future programs, services and facilities with the Framework. The outcome using the Tool should be:

- A better understanding of the Framework by staff/volunteer leadership
- Understanding of current alignment with the Framework goals and priorities
- An action plan that will assist with future alignment and implementation of Framework goals and priorities

Nationally, as more organizations use the audit Tool, there will be the opportunity to collect data, thus illustrating the positive impact of recreation and of the Framework overall. To use the old adage, we'll all be rowing in the same direction. Information gathered can also be used for efforts to gain more recognition and support for recreation and parks.

### WHAT'S INVOLVED?

It is suggested that you break the process into two parts:

Part 1 - Preparation: Introduction to the Framework and Data Collection

Part 2 - Assessment and Implementation: Using the Workbooks and Creating an Action Plan

### WHO SHOULD BE INVOLVED?

You should establish a core team that will be part of the process. It can be helpful to have a facilitator work with your team. This can be an internal staff person or volunteer or an external consultant. This Tool can be used within a larger master planning or strategic planning process. Your core team should be drawn from across your organization (recreation, culture, parks, customer service, facilities, marketing, policy etc.). Staff from other, related areas (e.g. planning, transportation) may be consulted at different points during the process. If using the Basic Workbook a small team, self-directed team may be sufficient.

### HOW LONG WILL IT TAKE? \_\_\_\_\_

If you choose to use the Comprehensive Workbook, the process may be completed in one or two facilitated workshops, but there will be additional work required before and between workshops to gather information to complete the workbook. If you use the Basic Workbook, you can complete the work in one session.

The participants will need to have information about the municipality's programs, services and policies in order to contribute to the completion of the workbook. It is recommended that the workbook indicators (provided at the end of this guide) be circulated to all participants so they can bring the relevant information to the facilitated session or provide it to the project lead in advance. It is recommended that the results and any notes are combined into one report, and if applicable, action plans are implemented and reported on within agreed timelines (e.g. update equity policy in the next six months).

If the Tool is being used as part of a larger master planning exercise, then there may be one or more sessions with staff, key informant interviews and more research. The consultant used would develop a work plan with staff that outlined timelines and deliverables.

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## PART 1: PREPARATION

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### INTRODUCTION TO THE FRAMEWORK

Once you have identified your core team, chosen which Workbook you will use, and created a timeline, you should ensure that everyone is familiar with the Framework, its goals and priorities.

- Hold a meeting to provide an overview of the Framework goals and priorities. There are resources you can download from CPRA's [The Bench](#), such as PowerPoint Presentations and key messages.
- Consideration: There could be very low awareness of the Framework and as a result some apprehension about how a communities offerings “measure up” to the Framework goals. Remind people that this process is not intended to show deficiencies, rather to increase alignment with the Framework and to highlight opportunities for enhancing programs, services and operations.
- It can be helpful to have some senior decision makers be part of this overview meeting so that when plans go forward to Council or the Board of Directors, they are already familiar with the Framework.
- Share the Framework visual (Page 17 in Framework Pathways to Wellbeing Document)
- Discuss in general how the Framework goals and priorities are already being implemented in your community. This will set the stage for the data collection phase.

You can also consider taking the following steps to raise awareness of the Framework in your community:

- Share the Framework with partners, local sports and community groups, funders, etc.
- Consider posting the Framework on your organization's website.
- Consider having your Council or Board endorse the Framework as a guiding document to use as a tool to guide decision making.

### DATA COLLECTION

It is essential that you and any lead staff or facilitator review the indicators thoroughly (use the Appendices in this Guide). For either Workbook, you will need to have the data related to the indicators ready to input into the Workbook. You may choose to omit some indicators entirely, based on your community demographics, and your organization's facilities, programs and services.

Once everyone is familiar with the Framework, share the indicators for the version of the Workbook you will be using (see Appendix 1: Basic Workbook Indicators and Appendix 2: Comprehensive Workbook Indicators).

- Decide what information and data need to be collected and by whom. You don't need to have evidence of every program, initiative or policy. But you should be prepared to notate/outline activities in the Workbook.
- Note that some of the goal areas may have less relevance to your organization.
- Decide how you will collect and share the information with the team.
- Prepare a package of information to be shared with the core team in preparation for Part 2.

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## PART 2: ASSESSMENT AND IMPLEMENTATION

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### USING THE WORKBOOKS

The Workbooks are Microsoft Excel documents. The Workbooks are pre-populated with a series of indicators related to the Goals and Priorities of the Framework. The indicators are divided between multiple tabs that correspond to the Goals and Priorities. The descriptions below will help you decide which version is right for you. They are meant as internal working documents.

It is recommended that you work through each sheet in the Workbook during a **facilitated session**. This will help you complete the sheets fully, and build consensus on priorities and next steps. The Comprehensive Workbook may require you to use break-out groups to address the larger number of indicators. Or, you can choose to complete the work over two sessions. Use a facilitator to keep the discussion moving and ensure someone records all of the information.

### Basic Workbook

The Basic Workbook has 5 tabs for the assessment, one for each Goal in the Framework.

Each tab contains pre-populated indicators for that Goal (Column A). You will indicate your agreement with the indicator (i.e. you are providing facilities, programs and/or services that meet the indicator). Next, you can indicate whether it is a priority for your community. The answers to these two questions will help you plan where to allocate resources and plan for the future.

Next, include any notes such as a list of what you are doing in your organization to support the indicators. The final Column is where you can put any planned actions related to an indicator.

Here is a sample from Goal 1:

Goal 1		Active Living		
Indicator	Agree/Disagree	Is this a priority in your community? (Yes, No)	Notes	Any planned actions
We understand the benefits of active living and the health risks of a sedentary lifestyle.	Agree	Yes		Post information on risks of sedentary lifestyle
We have an overall strategy/plan to enhance opportunities for physical activity and active living.	Disagree	Yes	Our plan is old and we need to involve more community partners	Planned for 3rd quarter 2021
We support opportunities for an active lifestyle for all ages.	Agree	Yes	We have increased our programs and events.	
We recognize and understand barriers to participating in recreation.	Agree	Yes		

Below the pre-populated indicators, you can add your own indicators that highlight what you are doing to further the Goals of the Framework.



## Comprehensive Workbook

This Workbook has more tabs and indicators. The 25 tabs are numbered to correspond to the Priorities in the Framework (such as 1.1, 1.2 - as listed on pages 20-29 in the Framework document). Note that some of the Priorities have been combined to avoid duplication.

After you have completed the preparation (part 1), you are ready to bring the team together to work on completing each of the tabs. In a facilitated session or sessions, you can break your team into groups of 6-8 people and divide the sheets amongst the groups. One person in each group will record the results into the into the Workbook.

This Workbook contains drop down menus. You will see a down arrow in the bottom right corner of cells in Columns B and C. There are also embedded formulas that will provide you with an “Overall Rating” related to the indicator. **This is not a score**, it is simply a numerical representation of whether an indicator is a priority for your community.

Here are the column headings you will see on each tab:

### Column A - Indicator

Each indicator is phrased as a question, such as *To what extent does your organization foster/enable opportunities for recreation/physical activity/active living for people of all ages, abilities and backgrounds?*

### Column B - Priority

This column includes a drop down menu with the following choices:

- Not a priority
- Moderate priority
- High priority
- Essential priority

You will pick the option that best aligns with your community’s programs, services, strategic plans etc. Not everything will be a high or essential priority.

### Column C - Implementation

This column includes a drop down menu with the following choices:

- Not yet in place
- In the planning stages
- Partially complete/implemented
- Complete/Implemented

You will pick the option that best represents the overall stage of implementation related to that indicator. If you have many programs or initiatives that related to one indicator, you may have to include additional notes.

### Column D - Notes

Use this cell to record high level information about facilities, programs, or initiatives related to the indicator.

### Column E - Actions

Use this cell to record high level actions you have planned or would like to undertake in the future. You may need to record additional ideas generated during sessions. This is not meant to be a comprehensive master planning tool, just a quick way to capture plans.

## Columns F-H - Priority Rating, Implementation Rating and Overall Rating

These columns contain formulas that assign a numerical value from 0 to 3 that corresponds to the drop down options in Priority and Implementation. The Overall Rating combines the two previous columns and gives you a result out of 10. **A higher number is not better!** It is just a quick reference to help you prioritize resources and actions. Note, before you complete each tab, the Overall Rating column will have #VALUE! in the cell. This will automatically update as you complete the work. You can also refer to the Columns Priority Rating and Implementation Rating gain a better understand of where your community is at.

Indicator	Priority	Implementation	Notes	Actions	Priority Rating	Implementation Rating	Overall Rating (out of 10)
To what extent does your organization foster/enable opportunities for recreation/physical activity/active living for people of all ages, abilities and backgrounds?	Not a priority	Not yet in place			0	0	0
Does your organization have an overall plan or strategy to enhance opportunities for recreation, physical activity and active living?	Essential priority	Complete/Implemented			3	3	10

Here is a sample from Goal 1:

A 25 tab spreadsheet and multiple indicators may seem overwhelming, so take your time. Always remember this is a tool to assist in planning, budget allocations and service provision.

## IMPLEMENTATION

At the conclusion of your work, staff should have a general understanding of where they stand in relation to each goal area and the indicators. Low or little activity or progress in a goal area does not mean a negative outcome, as the intent is that the tool will highlight different priorities depending on local needs, existing resources, demographics, organizational policy direction and/or other external variables. For example, rural communities may have a different response to certain questions than large, urban communities. Similarly, communities with low or little new residential growth may not have a need for policies related to secondary planning processes or low impact development standards. This is where a facilitator can assist staff to ensure relevancy by not dwelling on questions that may not be applicable in their setting. The facilitator can walk the group through each goal area and ask for general concurrence on their top three priorities for next steps to be taken in each goal area that would assist them locally. The facilitator can then summarize the results of the group input session.

The staff team, with input from senior staff, can then consider the results as they build work plans, annual budgets and work with other partners. As noted, the audit tool can also be incorporated into a larger, multi-part strategic planning process. Next steps may include:

- gathering more or more useful metrics for tracking
- improving communication of existing programs and services
- investing in new policy and procedures
- setting priorities for investment
- working with partners to share resources
- updating facility and park designs

If undertaken annually, staff can measure progress in each area while continuing to align with local needs and priorities.

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## APPENDIX 1 BASIC WORKBOOK INDICATORS

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### GOAL 1: ACTIVE LIVING

Foster active living through physical recreation.

- We understand the benefits of active living and the health risks of a sedentary lifestyle.
- We have an overall strategy/plan to enhance opportunities for physical activity and active living.
- We support opportunities for an active lifestyle for all ages.
- We recognize and understand barriers to participating in recreation.
- We have strategies to remove barriers to participation.
- We incorporate physical literacy into our programs.
- We provide opportunities for outdoor, active play.
- We provide low- or no-cost recreation activities.
- We provide opportunities for multi-generational recreation activities.



### GOAL 2: INCLUSION AND ACCESS

Increase inclusion and access to recreation for populations that face constraints to participation.

- We strive to be welcoming and inclusive of diversity.
- We have an overall plan/strategy to remove barriers to participation.
- We know who participates in our programs.
- We know who doesn't participate in our programs (under-served communities) and strive to include everyone in our programs and services.
- We make our programs/services accessible for:
  - Families and individuals facing financial barriers
  - Older Adults
  - People with disabilities
  - Women and Girls
  - Newcomers to our community
- People of all sexual orientation, gender identities and gender expressions
- We foster understanding and reconciliation with Indigenous Peoples.
- We include traditional activities in our programs and/or support traditional events.



### GOAL 3: CONNECTING PEOPLE AND NATURE

- We have an overall plan/strategy to maintain, enhance and develop outdoor spaces for recreation.
- We encourage outdoor recreation that allows people to connect with nature year-round, when appropriate.
- We ensure facilities and programs do not have a negative effect on the environment.
- We provide public messaging about the importance of outdoor recreation and connections with nature.
- We have programs that promote access to nature.
- We value and incorporate traditional knowledge when creating outdoor recreation spaces.

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## APPENDIX 1 BASIC WORKBOOK INDICATORS

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### GOAL 4: SUPPORTIVE ENVIRONMENTS

Ensure the provision of supportive physical and social environments that encourage participation in recreation and help to build strong, caring communities.

- We make sure our recreation facilities are used by a variety of groups for a variety of recreational activities.
- We maximize the use of recreation facilities through joint-use or facility-sharing agreements.
- We have an asset management plan or process to keep our parks and facilities in a state of good repair and plan for new parks and facilities.
- We have a municipal capital plan that includes recreation facilities.
- We support all forms of active transportation, where safe and appropriate.
- We recognize that recreation impacts quality of life and community wellbeing.
- We minimize the environmental impact in our facilities.



### GOAL 5: RECREATION CAPACITY

Ensure the continued growth and sustainability of the recreation field.

- We provide information about the Framework to elected officials, staff, volunteers and community partners.
- We offer recreation leader and volunteer training within our organization.
- We offer recreation leader and volunteer training through others (e.g. government, NGOs, Provincial/Territorial Sport organizations).
- We work with educational institutions (secondary, post secondary) and other relevant partners to promote career opportunities in recreation.
- We encourage people of all ages and abilities to volunteer.
- We ensure that operations are compliant with legislative and regulatory requirements and that the appropriate staff and/or volunteers are trained to ensure compliance.
- We evaluate our recreation programs and services.

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS



### GOAL 1: ACTIVE LIVING

Foster active living through physical recreation.

Priority	Indicator
1.1	<b>Foster recreation, physical activity and active living for all citizens.</b>
	To what extent do you enable opportunities for physically active recreational experiences in your community that address all ages? (through the life course)
	Does your organization have an overall plan or strategy to enhance opportunities for recreation, physical activity and active living?
	Does your organization promote the benefits of recreation, active living and reducing sedentary behaviours?
1.2	To what extent does your organization work with community partners (education, health, social services, sport organizations, etc.) to increase recreation, physical activity and active living?
	<b>Incorporate physical literacy in active recreation programs for all citizens.</b>
	To what extent to you incorporate Physical Literacy in active recreation programs? <ul style="list-style-type: none"> <li>• Children</li> <li>• Youth</li> <li>• Adults</li> <li>• Older Adults</li> <li>• Specialized Population</li> </ul>
	To what extent has your organization aligned with/used other strategies that support incorporating physical literacy such as: <ul style="list-style-type: none"> <li>• Canadian Sport Policy</li> <li>• Common Vision for Physical Activity</li> <li>• Sport for Life</li> <li>• Other</li> </ul>
1.3	<b>Support the child's right to play as outlined in the United Nations Convention on the Rights of the Child. Enable outdoor (unstructured, accessible, multi-generational) active play.</b>
	Has your organization adopted a policy/practice, such as a Play Charter (e.g. Calgary Play Charter, Play Scotland), that supports increased opportunities for play across all programs and services?
	To what extent does your organization provide opportunities for children and youth to enjoy unstructured and low/no-cost play outdoors?
1.4	To what extent does your organization provide low- or no-cost opportunities for inter-generational groups/families to enjoy play?
	<b>Support leaders with information on the importance of reducing sedentary behaviours.</b>
	To what extent does your organization provide recreation leaders with information/training opportunities on how to reduce sedentary behaviours (see Canada's 24-hour movement guidelines)?
1.4	To what extent does your organization use evidence-based approaches and proven best practices to reduce sedentary behaviour, such as those identified by the World Health Organization, to inform your programs and services?

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS



### GOAL 2: INCLUSION AND ACCESS

Increase inclusion and access to recreation for populations that face constraints to participation.

Priority	Indicator
2	<b>Implement programs, strategies and policies to enhance access and remove barriers to participation (includes priorities 2.1, 2.2, 2.3, 2.5, and 2.7).</b>
	To what extent has your organization identified barriers that prevent equitable access to recreation programs and services?
	Do you monitor the demand, evaluate the policy and adjust these policies accordingly?
	To what extent do you collect, analyze and utilize data (e.g. participation statistics, census data, community surveys, Statistics Canada) that identifies equity seeking groups (marginalized populations) in your community and better understand community need?
	<i>The following asks about policies/strategies and initiatives to address specific populations. The Framework priority that it aligns with is indicated in brackets. Options to answer each sub bullet are provided.</i>
	Does your organization have a formal (e.g. board or council approved) policy/strategy/initiative that addresses the following?
	<ul style="list-style-type: none"> <li>• Reducing financial barriers to participation (e.g. affordable access policy; pricing policy; fee subsidy; universal, free programs)? (2.1)</li> <li>• Enhancing opportunities for older adults? (2.2)</li> <li>• Enhancing opportunities for various ethno-cultural groups? (2.3)</li> <li>• Enhancing opportunities for women and girls? (2.5)</li> <li>• Providing safe, welcoming environments free from discrimination based on gender identity and gender expression (2.6)</li> <li>• Do you provide gender-neutral washrooms and/or change rooms?</li> <li>• Enhancing opportunities for people with disabilities (e.g. inclusion camps; 1-1 support)? (2.7)</li> </ul>
	To what extent does your organization use a gender-equity lens when development and implementing policy/strategy/initiatives?

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS

	<p><b>To what extent does your organization provide programs:</b></p> <ul style="list-style-type: none"> <li>• For children and youth from families facing financial barriers to participation (e.g. low/no-cost programs, events)?</li> <li>• For older adults?</li> <li>• For older adults who are frail and/or isolated?</li> <li>• That reflect the unique diversity of your community (culturally-responsive i.e. women’s only swim; ethno-cultural programs i.e. language programs; sexual orientation i.e. pride events)?</li> <li>• For persons with disabilities (Inclusion programming or specialized programs)?</li> <li>• For other marginalized groups?</li> </ul> <p>To what extent does your organization work with community partners to understand and address issues faced by marginalized populations?</p> <p>Do you have access to resources and/or programs to assist with language barriers that may exist in order to more fully-engage various minority language groups (e.g. multi-lingual communications; language programs)?</p> <p>To what extent does your organization engage the following populations in creating, monitoring and evaluating programs and services?</p> <ul style="list-style-type: none"> <li>• Older adults</li> <li>• Diverse cultures</li> <li>• Women/girls</li> <li>• People with disabilities</li> <li>• LGBTQ2S+</li> <li>• Diverse socio-economic</li> </ul>
<p><b>2.4</b></p>	<p><b>Recognizing and respecting Indigenous peoples’ rights and culture.</b></p>
	<p>To what extent has your organization considered the role of parks and recreation in supporting Truth and Reconciliation?</p> <p>To what extent is your organization aligning with or implementing recommendations from the Truth and Reconciliation Commission: Calls to Action in your programs and services?</p> <p>To what extent does your organization officially acknowledge the traditional lands on which it is situated (e.g. at meetings, posted in public buildings)?</p>
	<p>To what extent does your organization officially acknowledge the traditional lands on which it is situated (e.g. at meetings, posted in public buildings)?</p> <p>To what extent is your organization honouring the traditions of Indigenous peoples to support culturally relevant collaboration?</p>
<p><b>2.8</b></p>	<p><b>Supporting parks and recreation in rural and remote communities.</b></p> <p>To what extent do your programs and services respond to the different needs of urban and rural areas in your community (if applicable)?</p> <p>In rural or remote areas, to what extent does your organization work collaboratively with other partners (including neighbouring communities) to ensure access to appropriate places and spaces for recreation (e.g. joint use agreements, use of community space)?</p>

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS



### GOAL 3: CONNECTING PEOPLE AND NATURE

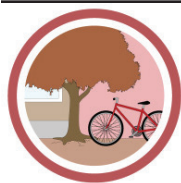
Priority	Indicator
3.1 and 3.2	<b>Work collaboratively to provide natural spaces in neighbourhoods, communities and regions.</b>
	Does your organization have a formal strategy or plan for the provision of: <ul style="list-style-type: none"> <li>• Parks and open spaces and other outdoor amenities (e.g. Parks Master Plan)?</li> <li>• Trails?</li> <li>• Cycling/Active Transportation?</li> </ul>
	If your organization has a provincially/territorially-mandated Official Plan, does it contain standards for the provision of parks and open space?
	To what extent do you plan for a range of park types to meet varying community needs (e.g. types ranging from roof top gardens, small pocket parks, community parks, cemeteries, naturalized open spaces)?
	To what extent do you/your staff work with other departments/service areas (e.g. planning, public works, heritage) to maintain, enhance and develop natural spaces?
	To what extent does your organization partner with external stakeholders (e.g. provincial/territorial parks, neighbouring municipalities, private land owners, conservation groups, Conservation Authorities-Ontario) to maintain, enhance and develop natural spaces?
	To what extent do you monitor and evaluate plans and partnerships/collaborations to ensure your organization is meeting community need and supporting a diverse range of outdoor spaces (e.g. urban pocket parks to more natural areas)?
	To what extent do you monitor and evaluate plans/strategies/initiatives to ensure you are meeting Official Plan Standards (where applicable)?
	To what extent does your organization share best practices and information with partners and allied organizations?
To what extent does your organization educate stakeholders in allied organizations/groups and the general public about the importance of connecting people and nature and the role of conservation?	



## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS

3.3	<b>Raise public awareness about the role of recreation in connecting people with nature and importance of regular contact with nature for personal health and wellbeing, for healthy child development and for environmental sustainability. (See Parks for All)</b>	
		To what extent do you promote the importance of regular contact with nature through programs, initiatives and events (e.g. park walks, cemetery tours, clean up days, community gardens/farm to table)?
		To what extent do you actively promote the role of recreation in helping residents connect with nature more often? To what extent do you encourage and support outdoor recreation and connections with nature year-round (e.g. signage, snow removal)?
		To what extent do you provide opportunities for unstructured outdoor play through design, awareness, access, animating outdoor spaces, natural play features, etc.?
		To what extent do you provide low- or no-cost programs/opportunities for self-directed recreational activities in parks and natural spaces (e.g. walking programs; trail amenities; signage for nature walks, etc.)
3.4	<b>Ensure that operational policies and practices in parks and recreation limit the use of non-renewable resources and minimize negative impacts on the natural environment.</b>	
		To what extent do your policies and practices incorporate the importance of environmental sustainability?
		To what extent do you have standards for park and recreation facilities that minimize negative effect on the environment (e.g. LEED® Certification, permeable surfaces, low-impact development standards)?
		To what extent do you encourage or provide opportunities for staff to develop new skills to support environmental sustainability? To what extent do you have practices/guidelines/policies for your clients/citizens that minimize the negative impact on the natural environment (e.g. trash carry out policy; use of water bottle filling stations)?

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS



### GOAL 4: SUPPORTIVE ENVIRONMENTS

Ensure the provision of supportive physical and social environments that encourage participation in recreation and help to build strong, caring communities.

Priority	Indicator
4.1	<b>Provide recreation facilities and outdoor spaces in under-resourced communities, based on local need and within available resources.</b>
	To what extent do you have a plan or standards that define the provision of facilities to ensure equitable access across all neighbourhoods?
	Do you have a plan/strategy to improve access to facilities for people facing barriers to participation (e.g. transportation, financial)?
4.2	<b>Work with partners to increase the use of existing structures and spaces for multiple purposes, including recreation (e.g. use of schools, churches, vacant lands and lots).</b>
	To what extent do you work with community partners to maximize the use of existing indoor and outdoor space? (Examples of community partners: YM/YWCA, School Boards, Churches, Health Organizations, University/College, Private Sector Businesses)
	Do you have formalized shared use agreements with community partners? To what extent are shared spaces used for recreation?
	Do you have guidelines/process or a formal policy for alternative service delivery? (Alternative service delivery is defined as “a creative and dynamic process of public sector restructuring that improves the delivery of services to clients by sharing governance functions with individuals, community groups and other government entities.” Ford and Zussman, 1997).
	To what extent does your organization monitor third party service delivery organizations to ensure they meet the standards followed within your organization?
4.3	<b>Have community infrastructure renewal strategies to increase access to high quality facilities and parks with:</b> <b>a. Government funding from all levels and with partnerships</b> <b>b. Assessment and asset management</b> <b>c. Sustainable renewal strategies (e.g. LEED, energy management)</b>
	Do you have an asset management plan for the renewal of recreation facilities (built form)?
	Do you have an asset management plan for the renewal of outdoor recreational spaces (parks, trails, recreational water)?
	To what extent do you regularly assess the condition of your infrastructure assets?
	To what extent does your asset management include a process to use data to map existing infrastructure against community need and targeted investment for renewal (e.g. process for closing, building new)?
	To what extent do staff contribute to setting organizational priorities for capital spending on recreation infrastructure?
	Do you have an energy management/conservation plan or practice for both indoor and outdoor assets (e.g. LED lights, timers, reducing water consumption)?
	To what extent are staff aware of these plans and actively participate in actions to reduce energy consumption?
	To what extent is your organization using new technology/ideas for energy conservation that may also enhance recreational opportunities (e.g. green roof; solar lighting for trails)?

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS

4.4	<b>Support Active Transportation by encouraging the development of active transportation routes that connect people to the places they want to go.</b>
	Do you have a plan/strategy/initiative that promotes active transportation?
	To what extent do you plan active transportation routes to facilitate access to transit hubs/stops?
	Do you/your staff participate early in the process of Secondary Planning (Ontario) to ensure public recreation assets are considered in overall transportation/road planning and construction?
	Do your staff contribute, throughout the process, to the development of all types of plans across your organization (e.g. growth-related, roads, redevelopment) to ensure public recreation assets are considered?
	To what extent do you work with other public sector organizations to enhance active transportation routes?
4.5	<b>Create supportive environments where people live, learn, work and play that enhance physical, mental and social wellbeing.</b>
	To what extent do you collaborate with aligned agencies (e.g. regional government, public health, local mental health organizations) to provide supportive mental and social wellbeing environments within recreation facilities?
	Do you have practices/guidelines/policies to create and maintain safe spaces within recreation facilities (e.g. staff mental health training, quiet rooms, sensory zones, gender-neutral spaces)?
	To what extent do you measure community wellness/quality of life through surveys?
	To what extent do you work with partners to ensure spaces and programs are welcoming and people feel safe/secure?
4.6	<b>Use education and awareness to show how recreation contributes to enjoyment and quality of life and help people acquire the skills and attitudes to make recreation part of their lives.</b>
	To what extent do you promote the benefits of quality recreation to your community?
	To what extent do you assess programs and services and implement enhancements based on the results of those assessments?
4.7	<b>Develop a common understanding of community wellbeing through the development and use of standardized assessment tools and indices that will help communities assess and measure their status on community wellbeing.</b>
	Do you actively promote the benefits of recreation and provide ongoing information to your community about the importance of recreation to the quality of life?
	To what extent do you use/have access to data from community surveys for your own departmental/service area planning?
	To what extent do you work with partners to assess results of community surveys?
4.8	<b>Adopt a strategic approach to community building that features alignment and collaboration with other community initiatives.</b>
To what extent do you align with other community initiatives such as:	
<ul style="list-style-type: none"> <li>• Age-Friendly Communities</li> <li>• Safe Cities</li> <li>• Local Healthy Communities</li> <li>• Other</li> </ul>	

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS



### GOAL 5: RECREATION CAPACITY

Ensure the continued growth and sustainability of the recreation field.

Priority	Indicator
5.1	<b>Increase collaborative efforts amongst those involved in or affecting the delivery of recreation in your community to support and nurture a vibrant recreation system that will achieve the goals of the Framework.</b>
	To what extent do you proactively share the Framework with: <ul style="list-style-type: none"> <li>• Partners and allied organizations</li> <li>• Council/Board of Directors</li> <li>• Other</li> </ul>
	Has the Framework been formally endorsed by your Council/Board?
	To what extent has the Framework and its goals been embraced by others in your community (e.g. adopted or being used by voluntary organizations)?
5.2	<b>Implement career awareness, preparation and development strategies to attract and educate new leaders.</b>
	To what extent do you communicate the many benefits of recreation to the community to assist in recruitment and retention strategies?
	To what extent do you offer Leader-in-Training programs or Volunteer Development programs that specifically focus on developing potential new leaders for the sector?
	Do you have a succession plan in place for senior leadership?
	To what extent do you encourage people from diverse cultures and backgrounds to view parks and recreation as a legitimate career choice?
	To what extent do you actively share how recreation contributes to the fiscal and social health and sustainability of your community?
5.3	<b>Support and interact with higher education in recreation.</b>
	To what extent do you work with local colleges/universities to provide input into curriculum development?
	To what extent are you able to access and use academic research /evidence to inform decision making?
	To what extent do you work with colleges/universities on research projects that align with community priorities?
5.4	<b>Develop and/or utilize high-quality training and competency-based capacity-building programs for those working in recreation.</b>
	To what extent does your training program include modules that align with the 5 goals and priority actions within the Framework?
	To what extent do you ensure that operations are compliant with legislative and regulatory requirements and that the appropriate staff are trained to ensure compliance?
	To what extent do you track/monitor training for staff?
	To what extent do you provide community access to training?
	To what extent do you have competency-based recruitment strategies?

## APPENDIX 2 COMPREHENSIVE WORKBOOK INDICATORS

5.5	<b>Develop a strategy to enhance community-based leadership in recreation.</b>
	To what extent do you have guidelines/policies to support volunteers?
	To what extent do you provide mentorship for volunteers?
	To what extent do you recognize volunteers (i.e. volunteer recognition awards/program)?
5.6	<b>Support diversity and inclusion in volunteers and recognize and support the role of the not-for-profit sector in developing and engaging volunteers.</b>
	To what extent do you engage volunteers that reflect the diversity of your community?
	To what extent do you actively recruit, support and engage volunteers that reflect the diversity of your community (all ages; all walks of life)?
	To what extent do you work with allied organizations/partners to develop and engage a diverse pool of volunteers?
5.7	<b>Support a comprehensive knowledge development strategy.</b>
	To what extent do you meet regularly with colleagues from adjacent municipalities and other aligned jurisdictions (District School Boards, YMCA, Public Health) to encourage collaboration in the development of new programs, services and training?
	To what extent do you complete a full-service review to ensure that your programs and services are meeting the needs of your desired audience?
	To what extent do you conduct regular program and service gap analyses
	To what extent do you adjust plans and approaches as required in a timely manner to ensure that resources are used most effectively (decisions associated with reducing barriers, encouraging participation, working with other organizations)?
	Do you have quality assurance programs in place to ensure that all programs and services meet public expectations (HIGH FIVE, ISO, other non-legislated quality standards)?
	To what extent do you measure the performance of your department including: <ul style="list-style-type: none"> <li>• Inputs (human and fiscal resources); Outputs (participation levels, use of facilities etc.)</li> <li>• Efficiencies (cost to provide varying programs and services); Effectiveness (public and user satisfaction levels)</li> </ul>
	To what extent do you monitor, incorporate or implement other external policies and strategies related to physical activity, recreation, and parks (e.g. Parks for All, Common Vision for Physical Activity)?
	To what extent do you utilize existing internal and external tools to assess performance (e.g. Municipal Benchmarking Network, Yardstick, Canadian Index of Wellbeing, local Public Health Data, other provincial data such as municipal financial returns)?
To what extent do you work with allied organizations to establish, share and measure key performance indicators (e.g. facility square footage per resident)?	

A Framework for Recreation in Canada

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# PATHWAYS TO WELLBEING

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