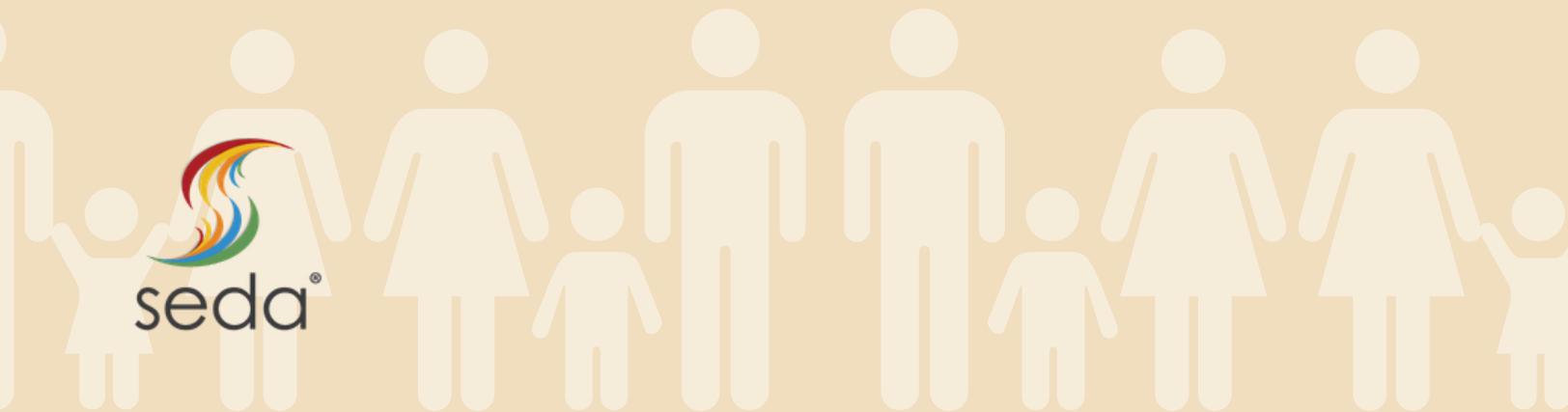




Community Safety and Well-Being

A Toolkit for Rural Saskatchewan Communities

Community Safety and Well-Being planning involves proactively implementing evidence based measures, policies, and programs to reduce locally identified priority risks to community safety and well-being before they result in crime, victimization, or harm to individuals or communities as a whole.





LAND ACKNOWLEDGEMENT

With respect and gratitude, we acknowledge that Saskatchewan is situated on Treaty 2, 4, 5, 6, 8, and 10 territories, the ancestral lands of the Cree, Saulteaux, Dene, Dakota, Lakota and Nakota peoples, and the Traditional Homeland of the Métis. Treaties serve as legally binding agreements that outline relationships forged between Indigenous peoples and the Government.

We recognize that we all have responsibilities under the Treaty agreements. We are dedicated to working together in a spirit of cooperation and reconciliation. The purpose of this toolkit is to design common and collective action to address community safety and well-being across the province, understanding that these concepts impact people in many different ways. Safety for all, wellbeing for all, are fundamental components to the Treaty relationship.

In its role as the leading non-governmental organization dedicated to provincial community and economic development, the Saskatchewan Economic Development Alliance (SEDA) empowers communities and organizations with the necessary skills, knowledge, resources, and programs to foster a sustainable future. SEDA actively pursues a mandate of accelerating generational prosperity and well-being through support for comprehensive cross sector economic development.



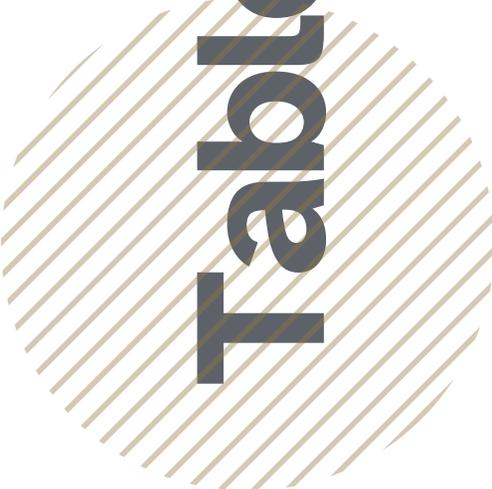


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Introduction

Community Safety and Well-Being: A Proactive Approach to Healthier Communities

Community Safety and Well-Being (CSWB) is gaining increasing recognition across Canada as communities seek more effective, sustainable solutions to complex social issues. There is a growing urgency to move away from reactionary, incident-driven crisis responses and towards a model focused on long-term, multi-sectoral collaboration that promotes social development, prevention, and systemic well-being.

CSWB planning is a collaborative process involving various sectors, institutions, jurisdictions, and service providers. It recognizes that addressing root causes—such as poverty, mental health, and housing instability—is essential to reducing crime and improving overall community well-being. This planning approach prioritizes early intervention over crisis response, aiming to deliver the right services at the right time and focused on strategic and effective resource investment.

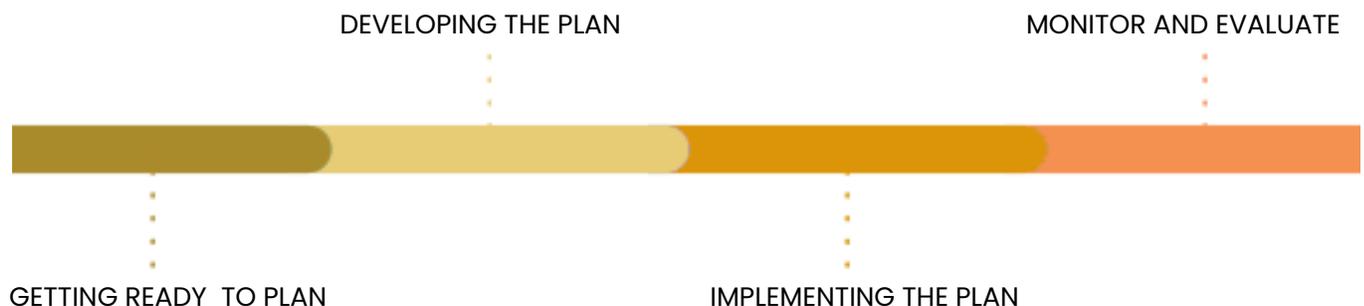
By focusing on preventive strategies and collective impact, CSWB planning encourages a reduction in reliance on punitive and emergency-based systems. Instead, it fosters a culture of shared responsibility and integrated service delivery that is designed to, in the long-run, be **more effective and cost less**, while creating positive community well-being outcomes.

In addition to outlining the foundational concepts and principles of Community Safety and Well-Being, this toolkit is structured around **four key stages of CSWB plan development**. Each stage includes practical steps and guidance to help users create a comprehensive, actionable plan. By following the steps outlined in each section, communities can ensure that their CSWB plan is thoughtfully developed and ready for successful implementation.

Community Safety and Well-Being is the ideal state of a community where everyone feels safe and has a strong sense of belonging.

It is a place where individuals and families can participate fully in community life and have their essential needs met—including access to education, health care, food, housing, income, and opportunities for social and cultural expression.

FOUR KEY STAGES OF THE CSWB PLANNING PROCESS



Concepts and Context

THE SASKATCHEWAN FRAMEWORK

The Province of Saskatchewan has identified four essential components of Community Safety and Well-Being planning:

Incident Response

Immediate response efforts to situations that arise such as crime or a natural disaster. Policing and first responders are typically engaged.

Risk Intervention

Collaborative initiatives to address situations where there is an elevated risk of potential harm and preventing it before it happens.

Risk Prevention

Implementation of proactive initiatives such as policies or programs to address local risks to CSWB before they lead to harm.

Social Development

Cross sector collaboration of agencies and groups working to address complex issues such as poverty or homelessness to ensure community safety and well-being.

While all four categories are important, effective CSWB planning should place particular emphasis on social development, prevention, and risk intervention. These proactive approaches are critical to reducing the number and severity of incidents, ultimately decreasing the need for reactive response measures.

By gaining a clear understanding of community needs, developing strategic, multi-sectoral approaches, and effectively mobilizing resources, communities can work together to shape safer, healthier environments. This collaborative effort ensures that individuals and families have access to the right support and services—at the right time—creating the kind of community where everyone can thrive.

Figure 1.
Saskatchewan Community Safety
and Well-Being Framework





RISK, VULNERABILITY & HARM

In practice, CSWB planning requires a consistent understanding, application, and measurement of **three key concepts**²—each essential to preventing the escalation of risk factors. To support a shared understanding at the operational level, the following definitions outline each of these key concepts. Applying them consistently throughout the CSWB planning process is critical to developing effective, coordinated, and sustainable safety and well-being initiatives.

RISK

A condition characterized by instability in safety and well-being, in a singular or combined form, contributing to the vulnerability of individuals, families and communities. Risk factors are negative influences in the lives of individuals or a community. Protective factors are positive influences that can improve the lives of individuals or the safety of a community.

VULNERABILITY

Represents an increased probability for harm to occur due to high levels or chronic conditions of risk. Can result from individual, situational or systemic conditions.

HARM

Any physical, sexual or emotional, psychological, economic injury or damage - intentional or non-intentional - affecting the safety and well-being of individual, families and communities.

The current shift toward CSWB represents a move away from reactive measures and toward multi-sector collaboration aimed at addressing risk and vulnerability before harm occurs. A community's collective well-being, and safety is generally achieved when conditions of risk are mitigated, vulnerability is reduced and there is no occurrence of harm. This results from an intentional, collaborative effort to generate solutions with shared community responsibility.

Collaboration is a central and proven theme in CSWB practice, showing measurable success in mitigating risk. Clear, open and timely communication across the sectors involved, and reporting evidence and data collected by the sector for the plan, maximizes the impact of CSWB planning.



RURAL CRIME

In the Context of Community Safety and Well-Being Planning

The challenges associated with rural crime are both complex and varied. Research shows that much of the crime occurring in rural areas is perpetrated by repeat offenders from nearby urban centers. Despite generally lower crime rates compared to urban areas, rural residents often report a heightened **fear of crime**, driven by the quiet, isolated nature of their surroundings. **This perceived threat can significantly impact residents' quality of life and sense of safety.**

Farming-related crime presents distinct concerns. Farms located near urban areas are more susceptible to theft, while remote operations often experience livestock theft and illegal hunting. Overall, rural communities are particularly vulnerable to **property crimes**, especially **vehicle theft**, and face unique forms of **agricultural crime**—issues shaped by geography, accessibility, and social context.

One major challenge in rural areas is the **underreporting of crime**. Incidents often go unreported due to perceptions that the issue is minor or that law enforcement won't respond effectively. In some cases, a lack of documentation—such as proof of ownership for stolen equipment or livestock—further discourages reporting.

Law enforcement response times are also a concern. Rural geography can significantly delay police response, and offenders are known to exploit this lag by targeting remote communities. Building trust between law enforcement and rural residents is crucial, and this trust must be supported by effective policing strategies and community engagement.

Technology and data analysis offer promising tools for identifying crime trends, allowing for more targeted prevention and timely responses. However, any solution must be grounded in a clear understanding of the distinct identity and needs of each rural community.

It is essential to acknowledge that **rural communities often feel isolated and underserved**. In Community Safety and Well-Being (CSWB) planning, recognizing the **individuality** of each community and allowing for **localized, autonomous planning** is key to building meaningful, effective strategies.

Capacity constraints are another reality. Rural communities typically have fewer resources, limited data, and stakeholders often fulfill multiple roles. **Extra time and flexibility** are needed in the planning process to accommodate seasonal cycles (such as agricultural demands) and the limited availability of key participants.

Despite these challenges, **CSWB planning in rural areas holds tremendous potential**. It provides a platform for collaboration, fosters community trust, and can serve as a foundation for broader social and economic development **strategies tailored to rural realities**.



HONOURING INDIGENOUS RIGHTS AND REALITIES

Saskatchewan has a deep-rooted and enduring relationship with Indigenous Peoples, grounded in both historical and contemporary realities. The enduring impacts of colonialism—manifested through policies deliberately designed to dispossess, disempower, and displace Indigenous communities—continue to shape social and structural inequities across the province.

Despite numerous policies and programs intended to improve the health and well-being of Indigenous Peoples, these efforts have too often resulted in either **over-representation or under-representation** in key systems, depending on the sector and dataset.

This legacy underscores a critical truth: for far too long, Indigenous Peoples have been excluded from the very processes that shape the systems affecting their lives.

To ensure that CSWB planning is equitable and effective, it must embed a **“Nothing About Us, Without Us”** engagement strategy. This means:

- Centering Indigenous voices in **every stage** of the planning process
- Avoiding the repetition of past patterns of exclusion
- Actively working to dismantle systemic barriers through **collaborative, culturally grounded approaches**

When developing a CSWB plan—or any policy or program—it is critical to consider how it will impact all members of the community, including Indigenous Peoples. Planning must not only respect Indigenous rights, but also be relevant, inclusive, and responsive to their lived experiences, values, and priorities.

True reconciliation and community well-being cannot occur without the meaningful participation and leadership of Indigenous Peoples. A comprehensive CSWB plan must reflect this reality. Not only in principle, but in practice.

Refer to Appendix A for a Framework and Guiding Principles on Effective CSWB Planning with Indigenous Partners.



BUILDING ON EXISTING STRENGTHS

A Coordinated Approach to Planning

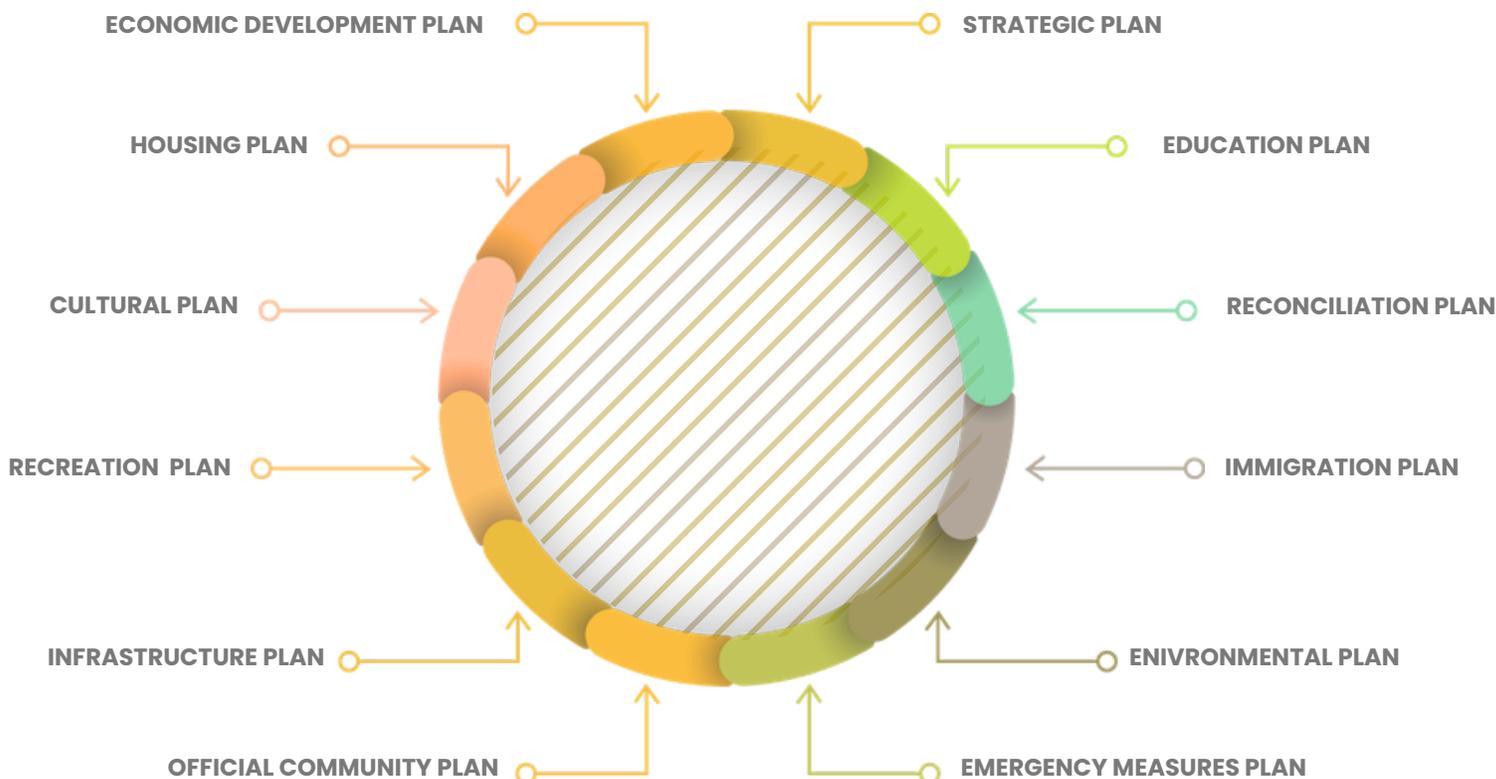
CSWB is a multi-dimensional construct and will easily align with those communities who have adopted holistic and integrated approaches that address social, economic, physical, and community development issues together –rather than in isolation.

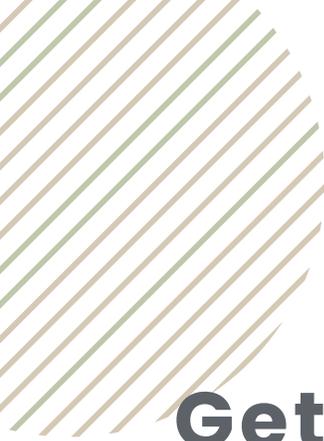
Importantly, **rural communities do not need to reinvent the wheel**. Instead, they should focus on enhancing and building upon existing initiatives to reach their CSWB goals. A valuable starting point is to **bring together key sectors, agencies, and organizations to assess whether services and strategies overlap, leave gaps, or lack coordination**.

In many cases, the challenge is not the absence of programs, but the lack of alignment or collaboration between them. Reviewing and coordinating existing strategies, frameworks, and community bodies can significantly strengthen the planning and implementation of CSWB efforts. Where service delivery gaps are identified, communities are encouraged to explore realignment of existing resources to fill those needs in a strategic and sustainable way. It's essential that community members **do not view CSWB planning as just another bureaucratic process**, but rather as an opportunity to:

Identify local risks Assess current responses Strengthen partnerships Share accountability

Ultimately, CSWB planning is an opportunity to **align and intersect with other community development efforts**, laying the foundation for healthier, safer, and more connected communities.





Getting Ready to Plan

While acknowledging that every community has its unique needs, resources, and circumstances—requiring a tailored approach to the planning process—the following **four critical success factors** should be taken into consideration when developing a Community Safety and Well-Being plan

CRITICAL SUCCESS FACTORS



1

Evidence-Based Planning

An effective CSWB plan must be grounded in both qualitative and quantitative data. Communities should gather and analyze a wide range of information sources, including Statistics Canada data, police and crime statistics, employment rates, educational attainment levels, social services data, and health care indicators. Just as importantly, qualitative insights—such as lived experiences and stories from individuals directly impacted by the systems and outcomes identified—should be integrated with statistical data to create a comprehensive and meaningful narrative. This combined approach enables a deeper understanding of the community's current state and helps to identify gaps in services, programs, and policies.

When such gaps are found, responses should be guided by evidence-informed practices. For communities with existing strategies, it is essential to embed a continuous improvement and evaluation framework to regularly review, assess, and ensure that outcome measures are leading to positive results. This process allows plans to be enhanced, expanded, or celebrated based on their demonstrated impact.

Finally, sharing clear evidence of improved outcomes builds trust and credibility with community members, partner organizations, and implementing agencies—reinforcing the value of the planning process and the plan itself.





2

Awareness of Risk

CSWB plans hinge on the principle that **prevention is better than a cure**. Effective plans proactively identify and address the people, places, and conditions most vulnerable to risk. Rather than focusing solely on responding to incidents, successful strategies aim to **target the root causes of harm** while identifying both Risk Factors and Protective Factors.

This process requires **collaborative engagement** among community members and partners, rooted in transparency and a non-judgmental exchange of experiences, knowledge, and data. **Risk factors** are conditions that increase the likelihood of negative outcomes such as involvement in criminal activity, substance use pressures, housing instability, and food insecurity. In contrast, protective factors help to buffer against these risks, reducing their impact or altering how individuals and communities respond.

Identifying both types of factors is essential for developing **sustainable, prevention-focused strategies**. However, risk identification can often be clouded by **bias and unexamined privilege**. A meaningful exploration of the root causes of harm challenges communities and partners to critically reflect on the personal and systemic beliefs that contribute to—and often sustain—cycles of disadvantage. Asking “**Why are we seeing these outcomes?**” is key to uncovering the deeper, structural issues that must be addressed.

A comprehensive list of Risk Factors and Protective Factors is available in Appendix B.



3

Equity, Inclusion, and Cultural competency

Equity, inclusion, and cultural understanding are foundational to effective CSWB planning and implementation. This involves recognizing and respecting cultural differences across diverse communities, and building the knowledge, skills, and humility necessary for **authentic, cross-cultural relationships**.

Communities must be attentive to the many dimensions of diversity—including, but not limited to, **ethnicity, gender identity, sexual orientation, religion, socioeconomic status, age, education, ability, citizenship status, and geographic location**. By tailoring strategies to meet the unique needs and strengths of different populations, leaders can **address specific risk and protective factors, foster community trust, strengthen collective impact, and advance equity** in a way that is both intentional and genuine.

A truly inclusive CSWB plan requires **removing barriers to participation** and engaging diverse populations in meaningful and accessible ways. Too often, engagement is limited to the “usual suspects”—those already active in community initiatives. To ensure the plan reflects the needs and voices of the entire community, it is critical to also reach and support the “unusual suspects”—those whose voices are often unheard or excluded.

Doing so may involve **rethinking conventional practices** around meeting times and formats, representation across demographics, communication methods, and how resources are allocated—particularly to include those with lived experience of poverty or marginalization. Grounding the planning process in inclusive principles and practices ensures that the vision of CSWB is one that truly serves and reflects the whole community.

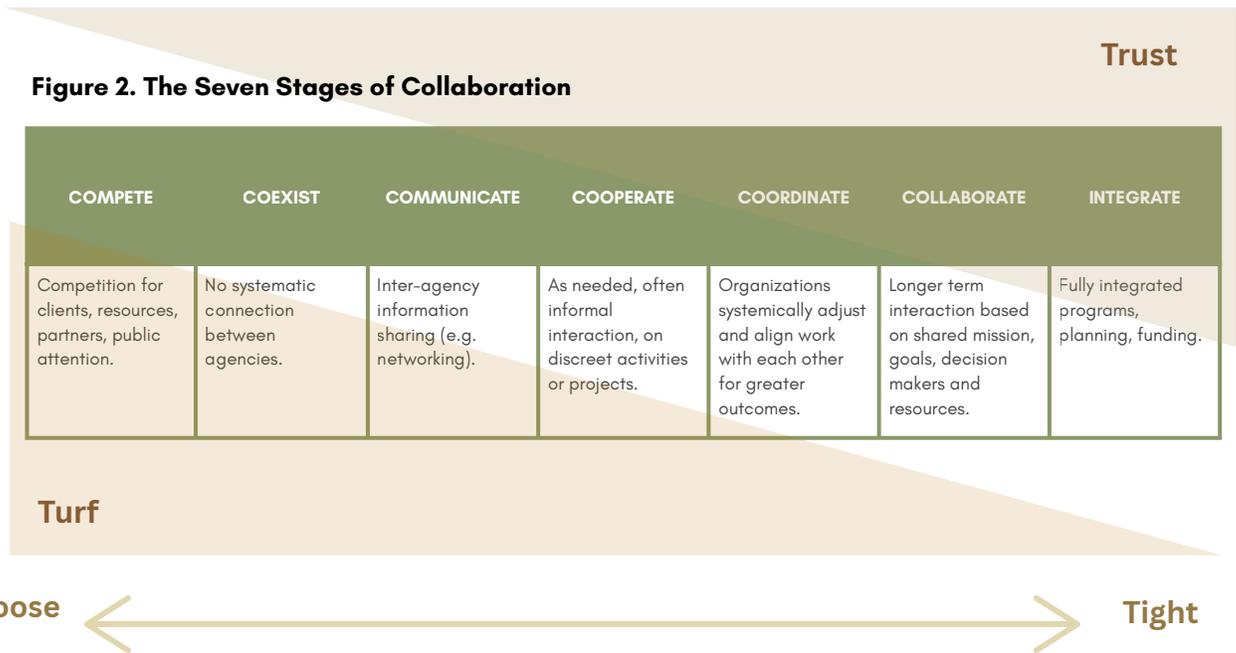


4

Partnerships and Collaboration

Addressing the complex issues related to CSWB planning requires strong partnerships, collective approaches, and sustained collaboration.

Collaborative relationships typically evolve through seven stages as illustrated in Figure 2.



It is important to understand that these stages do not represent a ladder to be climbed; rather, some relationships or community projects may remain in the lower stages, while others naturally progress to higher ones over time. As this work unfolds, it is crucial to establish mechanisms to recognize where planning, implementation, and evaluation processes fall along this continuum. Doing so will help identify appropriate next steps, highlight gaps, reduce conflict, and support ongoing growth.

The collaborative continuum is significantly influenced by issues of **“turf”** and **“trust.”** When trust among partners is high, there tends to be less territorial behavior—organizations are more willing to share responsibilities and resources. However, building and maintaining trust takes **time, consistency, and accountability.**

Effective community development—especially when rooted in complex collaboration—**moves at the speed of trust.** Therefore, understanding partners’ needs, capacities, and challenges is essential to advancing CSWB efforts in a meaningful and respectful way.

Refer to the Collaboration Worksheet located in Appendix C.



ENGAGING STAKEHOLDERS

Establishing the Foundation for CSWB Planning

A crucial first step in developing a CSWB plan is convening a local stakeholder group. This group will lead the planning process and lay the groundwork for broad community engagement. This next section will outline the primary steps in creating the CSWB team who will develop and implement the CSWB plan. This process includes the following four components:

1. Securing Local Champions
2. Creating an Advisory or Working Committee
3. Sector Representation
4. Teams: Coordination and Implementation



Securing Local Champions

Encouraging and securing the participation of local champions is key to establishing a strong foundation. Champions are individuals—either public figures or respected community members—who actively demonstrate their commitment to CSWB planning. They play a vital role in rallying support from the public, community agencies, organizations, and all levels of government.

Because of their authority, influence, or visibility, champions can motivate and mobilize others to participate. The more champions involved, the better. However, it's important to avoid focusing exclusively on these familiar figures—often referred to as the “usual suspects.” Relying solely on them may cause planning tables to miss essential and diverse voices during early stages.

As the stakeholder group begins to form, it's critical to ask:

“Who is missing from this conversation?”

Teams should develop an engagement strategy to intentionally include those “unusual suspects” whose perspectives are often underrepresented but vital to meaningful community safety and well-being outcomes.



Creating an Advisory or Working Committee

Once the initial stakeholder group is formed, the next step is to establish an advisory or working committee to provide leadership, accountability, oversight, and support for the development and implementation of the CSWB plan. Over time, this committee may evolve into a more formal governance body, responsible for ongoing operational leadership.

The committee should be reflective of the community and include representatives from a diverse range of sectors. In smaller communities with limited services, a 7-member team may suffice, while larger communities with more complex needs may require up to 15 members.

Engagement levels will vary: some partners may be involved throughout all phases of the work, while others may contribute to specific parts of the process. Regardless of the level of involvement, all participants play a valuable role in supporting successful CSWB implementation.

The advisory committee may determine that the creation of a new organization is necessary, or that an existing agency can serve as the backbone to support the work. There is no single "right" way to mobilize the effort—as long as the structure supports collaboration, communication, and sustainability.

To ensure long-term commitment and cohesion, the advisory team should develop and sign a foundational document that outlines shared expectations. This can range from a simple statement of guiding principles to a more formal terms of reference or governance charter. Regardless of the format, the document should clearly articulate:

Shared goals

Defined roles and responsibilities

Core values and vision

Commitments of time, resources, and accountability

Refer to Appendix C for the following Leadership Resources:

- **A comprehensive list of potential Committee Members**
- **Example: Committee Terms of Reference**
- **Example: Governance Charter**
- **Collaboration Worksheet**





Sector Representation

While there is no one-size-fits-all formula for building an effective CSWB advisory committee, broad and inclusive representation is key. Consider engaging stakeholders from the following sectors:

- Municipal government (urban and/or rural)
- First Nations, Métis, and Inuit communities
- Health and mental health sectors
- Community and social services
- Education (K12, post secondary & informal)
- Children and youth services
- Entities providing custodial services to youth
- Housing and homelessness services
- Business and employment sectors
- Law enforcement and justice sectors
- Other government(s)

Where possible, **members should have the authority to make decisions** regarding resources and priorities on behalf of their organizations—or be empowered to do so specifically for CSWB planning.



Team Coordination and Implementation

Many communities engaged in CSWB planning have found that designating a CSWB coordinator is instrumental in fostering collaboration. This role serves as a central point of contact, facilitating consistent, effective, and timely communication among stakeholders. Whether fulfilled by a dedicated staff member or a volunteer, having a coordinator helps manage the growing demands of communication, coordination, and collaboration throughout the CSWB process.

The CSWB Coordinator plays a central role in convening, coordinating, and executing various components of the CSWB plan.

Ideally, the coordinator:

- **Is from the local community**
- **Has existing knowledge of, or connections to, the community safety and well-being continuum**
- **Maintains strong relationships with local agencies, organizations, and community members**
- **Is passionate and committed to advancing CSWB planning**

Having dedicated staff in place significantly reduces the burden of "side of desk" work—those critical but often unsupported responsibilities that fall outside of formal job descriptions.

In busy systems, staff are already stretched thin, and without dedicated roles, important tasks related to coordination, planning, and community engagement risk being deprioritized or inconsistently addressed. By assigning these responsibilities to specific staff, organizations ensure continuity, accountability, and quality, while allowing others to focus on their core duties without added pressure or burnout.

ADVISORY COMMITTEE	COORDINATOR
<ul style="list-style-type: none"> • Provides high-level guidance and priority setting • Represents diverse community perspectives; build trust • Reviews and advises on plans' priorities and outcomes • Interprets and validates findings from a community perspective • Monitors implementation; holds partners and coordinator accountable • Leverages relationships to support collaboration • Ensures equity considerations are embedded in decision making • Raises concerns and identifies community risks • Advocates for community needs and system changes • Not responsible for the day-to-day operations 	<ul style="list-style-type: none"> • Operationalizes the strategic direction into action plans • Facilitates engagement sessions and ensures inclusive participation • Drafts CSWB plans; integrating feedback into actionable documents • Collects, analyzes and reports data; coordinates sharing among partners • Tracks progress; prepares reports and updates for partners, advisory committee and other agencies as needed • Coordinates meetings, working groups, and partnership alignment • Applies equity framework throughout implementation and flags barriers for the advisory committee • Mediates issues; assess and mitigates implementation risks • Supports committee advocacy efforts with data and logistical coordination • Responsible for the day-to-day operations



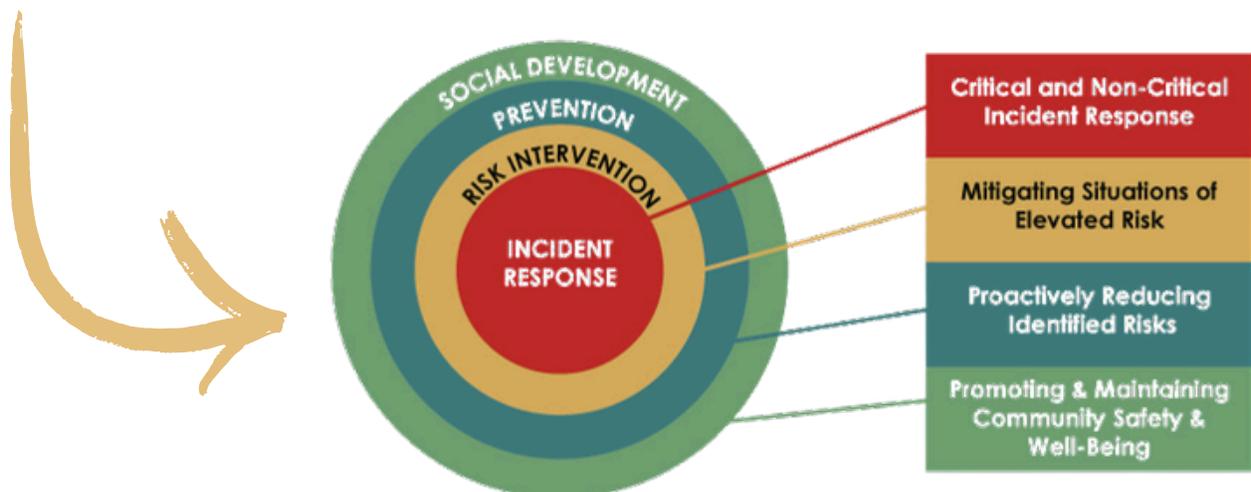
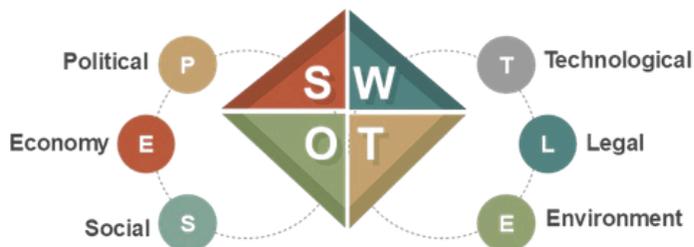
Developing the Plan

This section of the tool-kit focuses on **four key areas of the CSWB plan**:

1. **Establishing a Vision or Purpose**
2. **Community Assessment**
 - a. Collecting and applying data
 - b. Asset Mapping
 - c. Community Consultation
3. **Risk Analysis and Priority Setting**
4. **Strategic Action Plan Development**

An Environmental Scan

SWOT (strengths, weaknesses, opportunities and threats) and PESTLE (political, economy, social, technological, legal, environment) assessments are often standard components in traditional strategic planning. We suggest that adapting SWOT and PESTLE to CSWB planning may also be beneficial, as consideration is given to the four components of the Saskatchewan CSWB framework.





1

STATEMENT OF PURPOSE OR VISION

Setting a Goal Post

The first step in developing a successful CSWB plan is to clearly articulate the purpose of the planning initiative. This involves identifying the specific need the plan is intended to address and defining the goals the advisory committee hopes to achieve. This may take the form of a statement of purpose, a goal statement, or a vision that captures the desired outcomes within the project's timeframe.

A well-crafted purpose or vision statement should:

- **Highlight the change the group hopes to create**
- **Reflect the ideal outcomes of the CSWB plan once implemented**
- **Ensure all planning partners are aligned and working toward a shared objective**
- **Provide clarity and transparency to the broader public**

By defining a clear and compelling purpose early in the process, the committee strengthens its ability to coordinate efforts, maintain focus, and inspire community buy-in.

"Build a community where people choose to live, that is interconnected, engaged, safe and inviting."

EXAMPLES

"Enhance safety and well-being in the [town] through preventative, targeted and community-driven actions."

"We will work together to ensure access to services, supports, systems that advance safety, connectedness, and well-being for all residents and visitors."



2 COMMUNITY ASSESSMENT

Collecting and Applying Data

The following data definitions are essential, particularly while developing priorities, indicators, outcome measures and other evaluation tools.

Evidence-informed practices should provide the primary source of the data - so every plan should have a section that explains where the data came from and how it was used. Figure 10 on page 43 provides examples of quantitative and qualitative indicators relevant to identifying and monitoring risk factors.

Quantitative Data

Refers to numerical information that can be measured and analyzed statistically. It answers questions like “how many”, “how often”, or “how much”.

Examples: population size, income levels, crime rates, survey ratings, cost of living.

Qualitative Data

Interview transcripts, focus group feedback, open ended survey responses, stories from colleagues with lived experience, art and other forms of storytelling and personal expression.

Examples: interviews, observations, or stories conducted by the planning team.

Primary Data

Information collected first hand by researchers or organizations for a specific purpose or project. This data can be both quantitative and/or qualitative.

Examples: original surveys, interviews, observations, or experiments conducted by the planning team.

Metadata

Metadata is structured information about the content or data, rather than the content itself. Metadata helps organize and categorize information, making it searchable and discoverable.

FOR A DATASET:

Metadata might include the date it was collected, who collected it, geographic location, data format, and variables used.

FOR A DOCUMENT:

Metadata could include the author, creation date, file type, and version number.

Secondary Data

Information that has been collected by someone else and is being used for a new analysis or purpose. This data can be both quantitative and/or qualitative.

Using Data to Identify Local Priority Risks

Appendix B identify Risk and Protective Factors that will also provide insight on sources of data to consider. It is important to note that quantitative data on its own cannot provide a complete understanding or scope of an issue. Collecting qualitative data from the community is also required. Assessment involves multiple steps including, quantitative data collection, asset mapping and community consultations

To effectively identify local priority risks, it is essential to have a clear and accurate understanding of current conditions in the community. This understanding can be developed by analyzing a range of data sources, including:

- **Census data**
- **Police, crime and emergency services statistics**
- **Health care system usage and outcomes**
- **Social services data**
- **Housing costs and availability**
- **Employment rates and labour force data**
- **Educational attendance, achievement, and graduation rates**

While census data can provide valuable baseline information, it may be incomplete or outdated, particularly for rural and remote communities. This highlights the importance of supplementing national and regional datasets with locally collected information.

The CSWB planning process presents an opportunity for stakeholders to build a local or regional database. This database can:

1. Support ongoing monitoring and evaluation of CSWB plan outcomes
2. Serve as a research and planning resource for other community initiatives
3. Help track trends and measure progress over time
4. Quantitative data can be used to host meetings, interviews and storytelling events to ensure that local qualitative data is woven into the narrative.

Examples of where to find community data

- Statistics Canada
- Saskatchewan Provincial Dashboard
- Saskatchewan Bureau of Statistics
- Saskatchewan Municipal Information Data Portal
- Government of Saskatchewan Ministry Reports
- Local school division Annual Reports to the Ministry
- Local police service reports and websites
- Provincial Coroner reports
- Federal government reports
- Local community partners' Annual Reports
- University research reports

Inviting representatives from various sectors and organizations to participate in CSWB planning will assist in accessing relevant data.

Asset Mapping

Asset mapping in the context of CSWB planning is the process of identifying and documenting the strengths, resources, and capacities within a community that can be mobilized to improve safety and well-being.

These assets may include:

- **People (e.g., community leaders, volunteers, individuals with lived experience)**
- **Organizations and institutions (e.g., schools, non-profits, health centers, employers, faith groups)**
- **Physical spaces (e.g., parks, community centers, libraries, infrastructure)**
- **Programs and services (e.g., mental health supports, after-school programs, shelters)**

Asset mapping helps shift the focus from only identifying gaps and risks to also recognizing the positive resources already present. This can:

- ▷ Strengthen community engagement and ownership
- ▷ Promote collaboration and reduce duplication
- ▷ Support more effective, localized CSWB strategies

Three asset mapping tools are covered in this section:

- 1. Agency Network Mapping**
- 2. Social Network Mapping**
- 3. Existing Strategy Inventory**



Agency Network Mapping

Network mapping is a valuable tool in the CSWB planning process used to visualize and analyze relationships among community agencies, organizations, and committees. Understanding the level of collaboration, communication, and convergence between these groups is essential for building an effective and coordinated plan.

By collecting information on existing networks, planning partners can:

- **Identify gaps in collaboration and potential duplication of efforts**
- **Streamline engagement by recognizing where individuals and agencies are already connected**
- **Leverage existing bodies or committees to reduce workload and enhance efficiency**
- **Recognize overlapping memberships, which can affect time, resources, and capacity**
- **Align CSWB goals with work already in progress across the community**
- **Build long-term trusting relationships among partners**

Taking stock of what already exists is not just a matter of efficiency—it's a strategic move to build on current strengths, reduce fragmentation, and ensure long-term sustainability of CSWB initiatives.

Figure 3. Example: Agency Network Mapping

AGENCY	PURPOSE	MEMBERS	CONNECTION TO CSWB PLAN	OPPORTUNITY FOR COLLABORATION
Youth Homelessness Committee	Address youth homelessness by increasing employment opportunities and reducing waitlists for affordable housing.	<ul style="list-style-type: none"> • Municipality • School Board • Mental Health • Homeless Shelter • Employment Agency • Child Welfare 	Unemployment is a priority risk factor that the CSWB plan may focus on.	A representative from the municipality and First Nation sits on this committee as well as the CSWB advisory group and will update on progress.
Mental Health Task Force	To ensure community members that are experiencing mental health issues are receiving the proper supports.	<ul style="list-style-type: none"> • Child Welfare • First Nation • Hospital • Health Clinic • Mental Health • Homeless Shelter 	Mental Health is a priority risk factor within the community that the CSWB plan may focus on addressing.	This group could be used as an implementation team to develop or enhance strategies to address mental health in social development and prevention.

Source: Province of Ontario, Toolkit for Safety and Well-being Planning



CREATE AN ASSET MAPPING WORKSHEET USING THIS EXAMPLE

Social Network Mapping

Social network mapping is a powerful tool for analyzing the relationships, collaborations, and communication patterns among agencies and organizations within a community. It helps CSWB planning teams visualize how interconnected community partners are and identify strengths, gaps, and opportunities in their collective work.

By conducting surveys or interviews with community partners, planners can gather insights into:

- Which agencies are most frequently consulted by residents**
- Information-sharing practices among organizations**
- Levels of joint program or service delivery**
- Degrees of interdependence between agencies**
- Frequency and depth of multi-sectoral collaboration**

Social Networking Data can be use to:

- Identify areas where collaboration can be strengthened**
- Identify key influencers, connectors, and isolated actors**
- Highlight existing high-functioning partnerships**
- Avoid duplication and enhance coordination**
- Inform strategies to improve communication, resource-sharing, and integration**
- Map information flows and collaboration patterns**
- Reveal gaps in communication or resources**
- Support community engagement and system-level planning**
- Evaluate impact of initiatives by tracking relationships over time**

A **Social Network Mapping Continuum** shows the range or progression of connection types within a social network – from weak, informal, or limited relationships to strong, formal, and deeply integrated partnerships. **This helps communities, organizations, or systems assess how connected they are and where they want to grow.**

How to Use the Continuum:

- 1. Map each relationship in your network along the continuum.**
- 2. Identify gaps where relationships are weak or siloed.**
- 3. Set goals to move key connections toward stronger levels of collaboration.**
- 4. Use colors or symbols in your visual map to show the level of connection.**



Figure 4. Example: Social Network Mapping Continuum

RELATIONSHIP	DESCRIPTION	DECISION MAKING MODEL	SHARED MEASUREMENT AND EVALUATION	EXAMPLE
No Relationship	No relationship of any kind.	Unilateral decisions made without consultation or consideration of others.	No shared measurement or evaluation process, relies on public access information and reporting by the agencies.	All sectors, agencies, organizations are working independently in silos.
Communication	Exchanging information to maintain meaningful relationships, but individual programs, services or causes are separate.	Unilateral decisions made with consideration of others but without consultation. Oftentimes, decisions favour the partner with the most power in the process.	No shared measurement or evaluation process, but a willingness to share data specific to the topic, that may not be publicly available. Noting that the power imbalances may impede this sharing.	A school and hospital working together and sharing information only when it is required. A community partners establishing a new program in response to crisis without community consultation.
Cooperation	Providing assistance to one another with activities, services or supports.	Shared consensus based decisions driven by the mandate of an organization to achieve an outcome/output. Oftentimes, decisions favour the partner with the most power (or resources) and/or decisions are rooted in a charity-based model.	Programmatic evaluation that captures outputs but doesn't speak to impact assessments or outcomes. Oftentimes, sharing data is impacted by the partner with the most power and requires the other partners request access to the data, despite being part of the delivery process.	The police visit a school as part of their annual career day. Community pancake breakfast. Food drives, community meals, bottle drives, conference and learning events.

Adapted from Province of Ontario, Toolkit for Safety and Well-being Planning



CREATE A SOCIAL MAPPING WORKSHEET USING THIS EXAMPLE

When done effectively, social network mapping fosters more intentional partnerships, supports shared accountability, and ultimately contributes to better safety and well-being outcomes for the community.



Existing Strategy Inventory

The CSWB plan may be one of multiple plans that a community has in place. It is common for municipal, regional, or organizational plans to contain overlapping goals, themes, and priorities. Therefore, gaining a clear understanding of existing strategies and programs is critical to identifying policy, service, or program gaps that may require new or updated approaches.

The CSWB planning process offers a valuable opportunity to:

- **Bring agencies and organizations together for more coordinated planning and service delivery**
- **Identify where current initiatives intersect and where they may unintentionally duplicate efforts or overlook areas of need**
- **Map risks and protective factors targeted by each existing strategy**
- **Categorize each strategy within the CSWB framework (i.e., social development, prevention, risk intervention, or incident response)**
- **Analyze resource investments, timelines, and anticipated program end dates to support outcome evaluation and sustainability planning**

By creating an ongoing, managed directory of existing community plans and strategies, the CSWB advisory team and other community leaders can ensure timelines, accountabilities, and efforts are aligned, reducing duplication, identifying gaps, and supporting effective implementation across sectors.

By aligning the CSWB plan with existing efforts, communities can ensure that investments are maximized, services are coordinated, and new strategies are both meaningful and impactful—especially for individuals and groups experiencing elevated risk.

Figure 5. Example: Existing Strategy Inventory

NAME OF PLAN	DESCRIPTION	RISK FACTORS ADDRESSED	PROTECTIVE FACTORS	AREA OF CSWB FRAMEWORK	FUNDING SOURCE	END DATE
Stop Now and Plan (SNAP) Children’s Mental Health Agency	SNAP is a gender sensitive, family focused program that provides a framework for effectively teaching children and their parents how to regulate emotions and use problem-solving skills.	Youth impulsivity, aggression, poor self-control and problem solving.	Parental support programs. Interaction with role models.	Prevention	\$100,00 federal grant	December 1, 2024
Age-friendly community plan Municipal Council	Age-friendly community plan aims to create a more inclusive, safe, healthy and accessible community for ages.	Sense of alienation, person does not have access to housing.	Housing in close proximity to services. Established relationships with neighbours.	Social Development	\$50,000 provincial grant	January 15, 2025

Source: Province of Ontario, Toolkit for Safety and Well-being Planning



CREATE AN EXISTING STRATEGY WORKSHEET USING THIS EXAMPLE

Community Consultation

Engaging with local stakeholders through community consultation is a crucial step in the assessment process for the CSWB plan. When combined with the collection of quantitative data, consultations provide a more comprehensive understanding of local circumstances.

Qualitative data gathered from interviews and/or surveys helps to:

- Answer the "how" and "why" questions that cannot be fully captured by numbers alone**
- Provide a deeper understanding of community issues, perspectives, and experiences**

Why Community Engagement is Essential:

- **Builds social cohesion: Encourages shared responsibility and collective action**
- **Increases community buy-in: Ensures that the plan is informed by the needs and priorities of local residents**
- **Strengthens protective factors: Engaging the community can help identify and amplify existing strengths and supports**
- **Promotes accountability: Stakeholder involvement ensures transparency and fosters trust in the planning and implementation process**
- **Build trust across sectors and allows for transparent planning and reporting**

By actively consulting with stakeholders and integrating both quantitative and qualitative data, communities can create more effective, inclusive, and responsive CSWB plans.

GENERAL GROUP	SUB-GROUPS
2SLGBTQIA Community	<ul style="list-style-type: none"> · Members of a local 2SLGBTQIA organization · Youth at large
Black Community	<ul style="list-style-type: none"> · Individuals associated with a local organization
Early Childhood and Families	<ul style="list-style-type: none"> · Young parents - local families
Indigenous Peoples	<ul style="list-style-type: none"> · Women Elders and Knowledge Keepers · Men Elders and Knowledge Keepers · Indigenous Front-Line Providers & Service Agencies · Families of MMIWG and others
Community groups or associations	<ul style="list-style-type: none"> · Representatives from several local community associations · Faith based organizations
Newcomers and Immigrants	<ul style="list-style-type: none"> · Members of a local partnership · Adults in a local ESL class
Older Adults	<ul style="list-style-type: none"> · Individuals associated with a few local organizations
People with Disabilities	<ul style="list-style-type: none"> · Local advisory committee along with individuals invited by members
People with Lived/Living Experience Related to Mental Health and Addictions	<ul style="list-style-type: none"> · Families of People with Lived/ Living Experience · People with Lived/Living Experience from a local organization
Community Service Providers	<ul style="list-style-type: none"> · Include all sectors
Women	<ul style="list-style-type: none"> · Women associated with a local organization

Source: City of Regina Community Safety and Well-Being Plan



Organizing Focused Consultations for a Comprehensive Community Assessment

To ensure a comprehensive community assessment, it is essential to organize **focused community consultations** that gather a **diverse range of perspectives** from local residents and stakeholders. Engaging a variety of voices helps to ensure that the CSWB plan reflects the needs, priorities, and insights of the entire community.

While two primary methods of consultation are outlined below, it's important to recognize that there are many other creative ways to engage residents and collect valuable information. This flexibility provides the advisory team with the opportunity to tailor the consultation process to best suit the unique dynamics and needs of their community.

When planning consultations in a community it is essential to consider the **target audience** and potential barriers they may face to participate. For example, in person meetings held during the day may limit participation for community members who work, whereas, evening events may limit access to parents with small children or people that work evening shifts. Locations, time of day, refreshments, child care, transportation and how invitations are sent all play a role in how accessible an event can be. Likewise, if the choice is an online process, access to technology (computers, internet, etc.) will factor into how accessible the event is.

When developing **print materials, like surveys, it is critical to consider language**, the length of the survey, the complexity of the questions and how the survey is both accessed by participants and analyzed by the team. Short, multiple choice questions often are easiest to answer and process, but can leave essential information out. Whereas, longer open-ended questions are harder to answer, provide detailed data, but are often extremely difficult to process. **Working with a diverse advisory committee will assist the process to ensure that the best format of data collection is designed for your community and the target audience.**

Primary Methods for Community Consultation

Focus Groups (in person or online)

Small, targeted discussions that bring together diverse groups of people, such as residents from different neighborhoods, age groups, or backgrounds. Focus groups allow for in-depth conversations on specific issues, providing valuable insights into the community's experiences, concerns, and aspirations.

Surveys or Questionnaires

Quantitative and qualitative data can be gathered through written or digital surveys, reaching a larger audience. Surveys are an effective way to gather demographic data and community perceptions on a broad range of topics. They can be distributed via various platforms (e.g., online, paper-based, community events). **Refer to Appendix C for a sample survey.**



Creative Engagement Opportunities

Community Workshops: Interactive sessions that allow residents to engage in problem-solving and idea generation.

Public Forums or Town Halls: Open meetings where community members can ask questions and provide feedback.

Social Media and Online Platforms: Engaging younger or more tech-savvy residents through virtual consultations or surveys.

Pop-Up Events or “Listening Tours”: Mobile consultations held in different locations around the community to reach residents who may not typically attend formal meetings.

Joint meetings with other community partners: There are often many consultations underway and using a collaborative approach may engage more people across different sectors.

By exploring multiple consultation methods and adapting them to the specific needs and dynamics of the community, the leadership team can ensure a more inclusive and well-rounded assessment process.



3

RISK ANALYSIS AND PRIORITY SETTING

Review identified risk factors and determine the priority areas to be addressed by the CSWB plan.

This step involves capturing the results of the community assessment, including:

- Who was engaged in the process,**
- What risks were identified, and**
- How those risks are analyzed and prioritized.**

When a risk is identified across multiple sectors, agencies, and organizations, it underscores both its widespread impact on the community and the broad coalition of stakeholders required to address it. A strong understanding of both risk and protective factors, as well as the intended beneficiaries, forms the foundation for developing targeted and effective strategies.

By reducing risk factors and enhancing protective factors (assets) around a community issue, organizations are better positioned to create meaningful, sustainable change.

Community assessments, incorporating both quantitative data (e.g., surveys, public health data) and qualitative insights (e.g., interviews, focus groups), often reveal a range of potential risk and protective factors. Certain risks tend to stand out due to the frequency with which they are mentioned and the number of different stakeholders identifying them.

These highly-cited risks should be considered for inclusion in the list of **priority risks** to be addressed in the strategic action plan. The number of risks included in the plan will vary depending on the **community's size**, the **number of risks identified**, and the **capacity of planning partners** to take meaningful action.



Larger communities with greater capacity may prioritize **up to five risks**.

Smaller communities with limited resources may choose to focus on **three priority risks**.

It is important not to overextend resources by attempting to address more risks than the community has the capacity to manage effectively.

Figure 6 illustrates potential risk and protective factors drawn from information gathered by a quantitative and qualitative assessment process.

Figure 6. Example: Assigning Risk and Protective Factors

Assessment	Risk Factors	Protective factors
15 visits to the emergency room as a result of opioid overdose	<ul style="list-style-type: none"> Perceived availability of drugs Family history of drug use 	<ul style="list-style-type: none"> Exposure to evidence based programs Interaction with positive role models
10% of students considered suicide representing 39 students	<ul style="list-style-type: none"> Anti-social behaviour Family conflict 	<ul style="list-style-type: none"> Opportunities for family life integration with community Parental support programs
30% of households (600 reported) identified some level of food insecurity	<ul style="list-style-type: none"> Food insecurity Economic disadvantage 	<ul style="list-style-type: none"> Temporary financial supports Community gardens and food bank
25% of adults (600 households reported) represented their sense of belonging as weak or very weak	<ul style="list-style-type: none"> Isolation Mental Health 	<ul style="list-style-type: none"> Community has evidence of strong social cohesion Housing in close proximity to services



CREATE AN ASSESSMENT WORKSHEET USING THIS EXAMPLE

This analysis will guide the next steps in planning by:

- Defining priority risk areas.
- Identifying partners and stakeholders who can take on leadership roles for each risk.
- Developing strategic actions that both reduce risks and build on the protective factors and community strengths.

Identifying and prioritizing risks ensures that initiatives are grounded in evidence-based practice, informed by the lived experiences of the community, backed by quality data, and positioned for maximum impact.

Following the analysis of risk and protective factors and establishing priority areas to be addressed, the advisory committee and community are **ready for strategy and action plan development and implementation.**

Risk Assessment

The following guidelines will assist in evaluating CSWB priority risk factors.

When analyzing the identified risks to determine which ones will be priorities, and how they will be addressed in the plan, partners may wish to walk through and answer the following questions for each risk.

What is the risk?

For example, has the risk identified the real problem, or is it a symptom of something bigger? If poor school attendance has been identified, planning partners might think about what is causing students to miss school, and consider whether that is a bigger issue worth addressing. The "But why?" technique. This is a method often used to identify underlying problems that affect a community issue. The "But why?" technique examines a problem by asking what caused it. Each time an answer is given, a follow-up "But why?" is asked. For example: Which community members, agencies/organizations identified this risk, and how did they describe it (i.e., did different groups perceive the risk in a different way)?

What evidence is there about the risk - what is happening now?

How is this risk impacting the community right now? What has been heard through community engagement? Is there specific information or data about each risk available? How serious is the risk right now? What will happen if the risk is not addressed?

What approach does the community use to address what is happening now?

Incident response or enforcement after an occurrence.
Rapid intervention to stop something from happening.
Activities to reduce/change the circumstances that lead to the risk.
Ensuring that people have the supports they need to deal with the risk if it arises.

How could all of the approaches above be used to create a comprehensive strategy to address each priority risk that:

Ensures all community members have the resources they need to avoid this risk.
Targets vulnerable people/groups that are more likely to experience this risk and provide them with support to prevent or reduce the likelihood or impact of this risk.
Ensures all relevant service providers work together to address shared high-risk clients in a quick and coordinated way.
Provides rapid responses to incidents using the most appropriate resources/agencies

Where will the most work need to be done to create a strategy to address the risk?

Who will be needed to help address any existing service gaps?

ADAPTED FROM: Province of Ontario, Toolkit for Safety and Well-being Planning

4

STRATEGY AND ACTION PLAN DEVELOPMENT

Outline how CSWB priorities will be addressed

Translating identified priorities into meaningful change requires clear and coordinated strategy and action plan development. Within the Community Safety and Well-Being (CSWB) framework, **strategies serve as the blueprint—the overarching direction to guide community efforts—while action plans provide the step-by-step process to bring that blueprint to life.**

Both components are essential to achieving the desired outcomes for the community and must work in tandem to address the priority risks identified during the assessment process.

Key Planning Questions

To effectively develop strategies and action plans, planning teams must answer the following critical questions:

How will the key priorities be addressed?

- What risk and protective factors influence the issue?
- What existing resources or services can be leveraged?

What strategies are needed to address each priority, and how will they be implemented?

- Are the strategies evidence-informed and community-specific?
- Do they align with local values and capacity?

How can each area of the CSWB framework be engaged to support each priority risk?

- Social Development - address root causes and build resilience.
- Prevention - reduce risk before problems occur.
- Intervention - provide targeted support to those at risk.
- Incident Response - respond effectively to urgent situations.

What actions are required to implement the strategies?

- Who is responsible for each action?
- What timelines and resources are needed?

How will success be measured?

- What indicators will be used to evaluate the effectiveness of each strategy?
- How will the community be informed of progress?

*Strategic and action planning ensures that CSWB **priorities are addressed in a practical, coordinated, and measurable** way. By answering the core planning questions and aligning each initiative with the CSWB framework, communities can develop **realistic, sustainable responses that support safety and well-being for all.***

Addressing the Risk Factors

Using the examples from Figure 6 on page 31, the next step is to translate risk and protective factors into strategy and action plan development steps.

Figure 7. Example: Building Strategies and Action Plans

ASSESSMENT	RISK FACTORS	PROTECTIVE FACTORS	STRATEGY	ACTION PLANS
<ul style="list-style-type: none"> 10% of students considered suicide 	<ul style="list-style-type: none"> Anti-social behaviour Family conflict Trauma/Violence 	<ul style="list-style-type: none"> Integration with community Parental support programs Counselling 	<ul style="list-style-type: none"> Improve mental health of residents under 21 years of age 	<ul style="list-style-type: none"> Youth peer teams in high school Offer mental health first aid training
<ul style="list-style-type: none"> 30% of households identified some level of food security 	<ul style="list-style-type: none"> Food insecurity Economic disadvantage Poor health 	<ul style="list-style-type: none"> Temporary financial supports Community gardens and food bank 	<ul style="list-style-type: none"> Increase economic stability of local residents - meaningful employment advocate for Living Wage 	<ul style="list-style-type: none"> Host community job fairs Explore paid internship programs Incentives for Living Wage

CREATE A PLANNING WORKSHEET USING THIS EXAMPLE

During the planning stage, it is critical to identify outcomes and indicators to measure progress and performance towards addressing the priorities identified. Outcomes are positive impacts or changes expected from activities, and Indicators are specific, measurable elements used to track progress toward outcomes.

Section 6 of this Guidebook focuses on evaluation and should be consulted at this stage as part of strategy and action plan development.

The next two pages provide examples of strategies and action plans ready for implementation.

Figure 8 provides a high level view of the two strategic priorities 1) mental health for youth and 2) economic stability. Action items are ranked as short, medium or long term. Focusing on these same priorities, Figure 9 provides an example of a short term action plan (one year).

Figure 8. Example High Level Overview Strategic Action Plan

STRATEGY: INCREASE ECONOMIC STABILITY FOR LOCAL RESIDENTS	SHORT TERM	MED TERM	LONG TERM
Host Employment Readiness Workshops with a focus on transitional supports, coaching, interview skills, resume writing.		X	
Develop Employment Training and Support Program for people living with developmental/mental health issues.			X
Conduct Employer Readiness Workshops with a focus on preparing the workplace for a diverse range of workers (e.g., youth, women, Indigenous, newcomer) and job	X		
Establish partnerships to promote local job creation including youth employment opportunities.	X		
Create Pathways Programs for Youth to explore higher education and pathways to employment.		X	
Explore developing Youth Business Program with partners.		X	
Host Community Job Fairs.		X	
Explore Paid Internship/Apprenticeship Program with schools and colleges.		X	
Partner with stakeholders on transportation for employment reasons, incentives for hiring locally, training and apprenticeship programs for skilled workers, and subsidies for working mothers.		X	
STRATEGY: IMPROVE MENTAL HEALTH OF RESIDENTS UNDER 21 YEARS OF AGE	SHORT TERM	MED TERM	LONG TERM
Conduct a resident mental well-being survey to inform community projects and service delivery.	X		
Develop an enhanced community resources asset map.	X		
Offer Mental Health First Aid Training in a variety of community settings.		X	
Build partnerships across the focus area for referrals and supports.		X	
Partner with school boards to explore opportunities to address mental well-being.		X	
Create Youth Peer Support Teams in local high schools.		X	
Create more in-person Substance Use and Addiction Workshops.	X		
Explore opportunities to offer Grief Counselling Training to community and grassroots organizations.		X	
Develop a skate-park.			X
Develop a Peer to Peer Counselling program.		X	
Develop a communication campaign to engage the public to support local youth.			X
Explore alternative funding and service models for mental health.			X

Figure 9. Example: Short Term Action Plan (1 year)

ACTION	DESCRIPTION	RESPONSIBILITY	TIMELINE	INDICATORS
STRATEGY: IMPROVE MENTAL HEALTH IN RESIDENTS UNDER AGE OF 21				
Mental Well-Being Engagement Events	Through the provision of community kitchens, tax clinics, weekly community luncheons, and festivals, residents will receive resources to improve awareness of community services available.	Lead: Support/Linkages	1st quarter 2023	# residents/partners engaged # events
Youth Peer Support Teams in Schools	Through the identification, training and support of youth peer workers, the youth peer support teams will hold monthly awareness building sessions in the local community .	Lead: Support/Linkages	2nd quarter 2023	# peer workers recruited and trained # youth engaged # sessions
Enhanced Community Resource Asset Map	Raise awareness of resources and supports available in through the creation and maintenance of a resource asset map. Community ambassadors and other resident leaders will lead this project, including the development of a marketing strategy.	Lead: Support/Linkages	3rd quarter 2023	# resources identified # focus groups # surveys completed # sessions # residents engaged
STRATEGY: INCREASE ECONOMIC STABILITY FOR RESIDENTS				
Community Job Fairs	Coordinate with agencies hosting job fairs, collaborate to host a larger Spring and Fall job fair. Create and implement a marketing strategy using community ambassadors to promote the job fairs.	Lead: Support/Linkages	1st quarter 2023	# employers recruited # resident participants # partners engaged Surveys pre and post job fair
Employment Readiness Workshops	Host workshops for local residents focused on transitional supports, coaching, interview skills, resume preparation etc., to increase the likelihood meaningful employment.	Lead: Support/Linkages	2nd quarter 2023	# residents trained # residents/partners engaged # workshops
Employers Workshops	Host workshops with a focus on preparing the workplace for a diverse range of workers Local employers will gain an understanding of barriers and/or gaps in their workplaces.	Lead: Support/Linkages	3rd quarter 2023	# workshops # employers surveyed and trained % employers knowing how to prepare their workplace for a diversity





Implementation

The implementation phase is where the CSWB plan is put into action. **It represents the transition from planning to doing—where strategies are executed, actions are carried out, and progress begins to take shape.**

Despite the best-laid plans, this is often where many initiatives fail or falter. Understanding common pitfalls and planning proactively for implementation is key to success. CSWB plans are designed to be living documents - that evolve through action, adapt through challenges, and thrive through shared ownership.

Here are the key steps to activating the CSWB plan

1. Determine what is needed for implementation and ensure that these requirements are met.
2. Allocate action plan responsibilities amongst the working committee and/or other stakeholders. Establish implementation teams if necessary and if resources permit.
3. Allocate responsibility for monitoring each plan element. Ongoing communication between the leadership group and implementation teams/individuals is an important element of this phase.
4. Collect status updates and mitigate challenges or provide additional support as required. We strongly recommend status updates/meetings be held every 30 days to ensure the plan does not stall.
5. Present updates to the public to celebrate the plan as it progresses. Members of the community at large should be informed of the CSWB plan and kept up to date on action items and progress throughout implementation. The leadership group may consider hosting an annual forum to share and celebrate achievements, and continue to provide transparency to local residents and businesses.

Key Elements for Successful Implementation

To ensure a smooth and effective implementation process, communities should:

- **Involve implementers early and throughout the process**
- **Set realistic timelines with built-in flexibility**
- **Secure necessary human and financial resources**
- **Develop clear roles, responsibilities, and accountability structures**
- **Establish consistent monitoring and reporting mechanisms**
- **Prioritize communication and ongoing stakeholder engagement**
- **Remain adaptable and open to continuous learning**

Common Reasons Plans Fail During Implementation

Insufficient Involvement During Action Planning

- Individuals responsible for executing the plan were not actively involved in developing it, leading to lack of ownership and clarity.

Unrealistic Timelines

- Overly ambitious or rushed timelines can set the team up for failure and lead to frustration and burnout.

Lack of Buy-In

- If stakeholders do not truly believe in the plan or see its relevance, motivation to follow through diminishes.

Inconsistent Monitoring and Reporting

- When progress is not regularly tracked and shared, accountability and momentum are lost.

Inadequate Resource Allocation

- A lack of dedicated staff, funding, or time can hinder the plan's success, even if the intentions are strong.

Overextension

- Trying to take on too many initiatives at once can dilute focus and effectiveness across the board.

Lack of Inclusive Collaboration

- Not involving the right people—especially those closest to the issues—can limit innovation, reduce support, and increase resistance.

Rigidity in Execution

- Failing to adapt when circumstances change or challenges arise can render a plan obsolete or unworkable.

“Planning Is the Work” Mentality

- There is a tendency to believe that attending planning meetings completes the task, when in reality, implementation is where the real work begins.

Resourcing the Process

Successful implementation transforms ideas into action and goals into results, requiring:

Commitment, not just from leadership, but from the entire community

Clarity about what needs to happen, by whom, and when

A culture of accountability, support, and collaboration

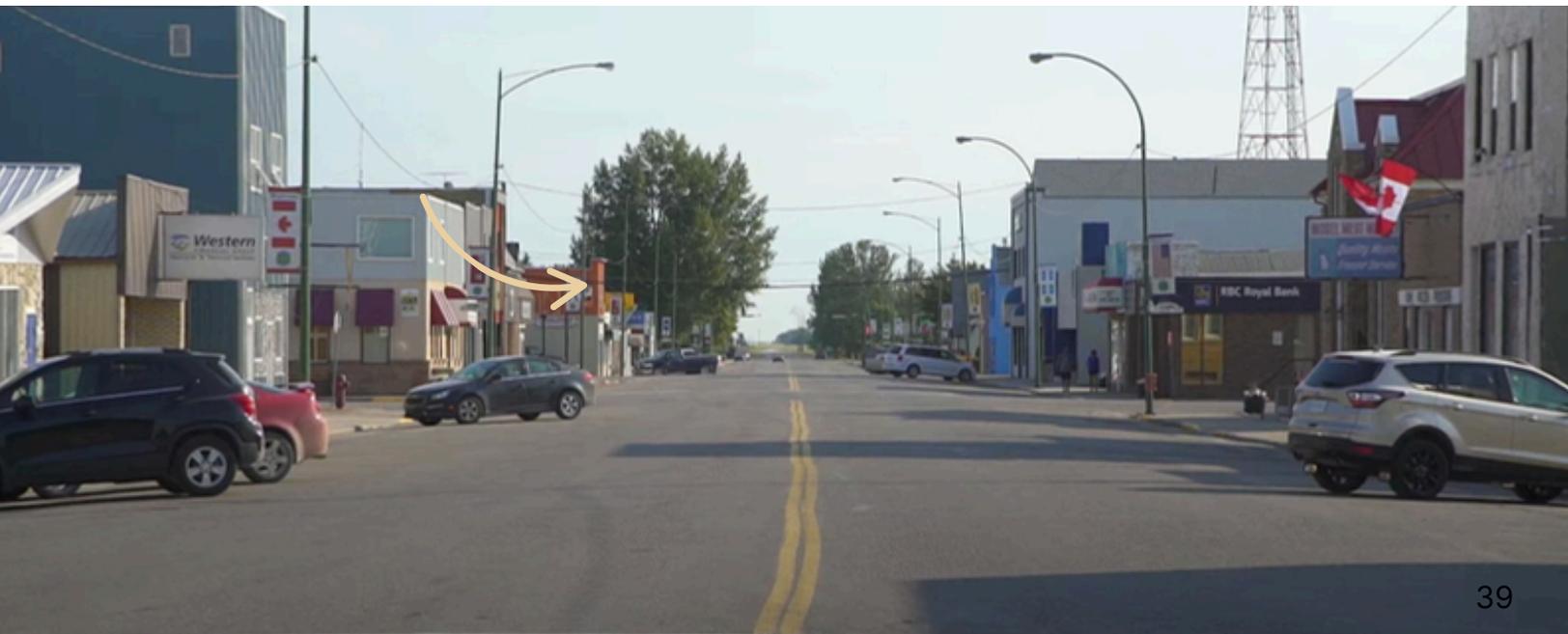
Allocated resources - financial, human and social

There may be options to engage with the Province of Saskatchewan through the Ministry of Justice, Community Safety and Well-Being Branch. Communities interested in working on CSWB are encouraged to connect with the Ministry.

If the CSWB initiative is being convened by a municipality, First Nation, Metis or Inuit agency/government or champion organization, a financial commitment to supporting this process may already be in place.

In Saskatchewan, the following organizations may be open to supporting requests for financial support:

- 
- Local service groups such as Rotary, Lions, Elks Clubs
 - United Way
 - Local Chamber of Commerce
 - Saskatchewan Health Authority
 - School Divisions
 - Community Initiatives Fund
 - Community Foundations
 - Other Community Grants
 - Charitable Foundations
 - Private Sector via sponsorship of the initiative
 - Local Social Enterprises or Social investors
 - Federal Government
 - Other Provincial Government Ministries
 - Unions





Evaluation

Monitoring and Outcomes-based Assessment

In order to ensure the success and sustainability of the CSWB plan, it is essential to closely monitor progress and evaluate outcomes. Monitoring and evaluation (M&E) enables stakeholders to assess **what is working, identify areas for improvement, and ensure that community resources are being used effectively.**

Evaluation is not a one-time task—it is an ongoing process that provides evidence of impact and informs future action.

Benefits of a Strong Monitoring and Evaluation Process

Accountability:

Ensures stakeholders deliver on commitments.

Transparency:

Keeps the community informed and engaged.

Effectiveness:

Identifies what works and why.

Adaptability:

Supports evidence-informed decision-making and ongoing improvement.

Sustainability:

Builds a culture of learning and long-term impact.

Investment Ready:

Funders and investors are more likely to provide resources to a plan that shows positive outcomes

Steps for Integrating Evaluation into the CSWB Plan

STEP	DESCRIPTION
<p>Step 1: Identify and select indicators.</p>	<p>Choose meaningful and measurable indicators that align with the plan’s goals and strategies.</p> <p>This process should occur concurrently with strategy and action plan development to ensure alignment.</p>
<p>Step 2: Determine how each indicator will be measured.</p>	<p>Establish a Performance Management Framework that outlines:</p> <ul style="list-style-type: none"> ○ Baseline data ○ Data sources ○ Frequency of measurement ○ Target outcomes
<p>Step 3: Allocate responsibility.</p>	<p>Clearly identify who is responsible for evaluating different elements of the plan (e.g., municipal staff, partner agencies, working groups).</p> <p>Build evaluation roles into action plans to ensure accountability.</p>
<p>Step 4: Collect data on evaluation indicators.</p>	<p>Gather both quantitative (e.g., service usage rates, survey data) and qualitative (e.g., community feedback, case studies) data.</p> <p>Ensure data collection is consistent and ethically conducted.</p>
<p>Step 5: Examine changes over time.</p>	<p>Track indicators over time to assess progress and trends.</p> <p>Document the impact of the CSWB plan on community outcomes and risk factors.</p>
<p>Step 6: Share results.</p>	<p>Communicate evaluation findings with stakeholders and the wider community.</p> <p>Use accessible formats (e.g., summary reports, infographics, presentations) to promote transparency and engagement.</p>
<p>Step 7: Adjust plans based on findings.</p>	<p>Use the results of evaluation to adapt strategies, improve actions, and respond to emerging needs.</p> <p>Embed a continuous improvement mindset throughout the plan’s lifespan.</p>

OUTCOMES AND INDICATORS

An outcome is the specific change or impact that a CSWB plan intends to achieve. Outcomes reflect progress toward addressing priority risks and improving conditions for individuals, families, and communities.

An outcome indicator is a measurable statistic or observation that demonstrates whether the intended change has occurred. Indicators serve as essential tools for evaluating the effectiveness of strategies and guiding future improvements.

Characteristics of Effective Indicators

Specific - Clearly tied to the intended outcome

Observable and Measurable - Based on data that can be collected and analyzed

Relevant - Directly linked to the desired change

Realistic - Feasible to influence through planned actions

Timely - Able to reflect both short- and long-term change

Indicators can be either:

Quantitative: numerical measures such as statistics, percentages, or rates (e.g., number of police calls related to domestic violence)

Qualitative: descriptive insights or observations (e.g., feedback from participants about feeling safer or more supported)

**Refer back to
SECTION 4
page 20
Types of Data**

Setting Realistic Goals for Measurable Impact

It is essential to establish realistic, incremental goals during the action planning process. While ambitious long-term outcomes—such as reducing domestic violence rates—are critical, it may take several years to see those results.

Instead, focus on immediate and intermediate outcomes such as:

- Faster response times to high-risk situations**
- Increased usage of community support services**
- Improved coordination among service providers**
- Higher levels of public awareness and reporting**

**DEMONSTRATE MOMENTUM &
VALIDATE THE DIRECTION**



Developing Well-Being Specific Indicators

Because well-being is multi-dimensional, outcome indicators must reflect the range of interventions implemented **across the CSWB framework: Social Development, Prevention, Intervention, and Incident Response.**

Indicators should include both individual-level variables (e.g., mental health status, access to services) and community-level variables (e.g., neighborhood safety, social cohesion).

Well-being encompasses several key areas, and indicators should be chosen to reflect the scope and diversity of community issues being addressed. These dimensions include:

- Physical and Mental Health**
- Safety and Security**
- Economic Stability**
- Education and Skills Development**
- Housing and Living Conditions**
- Social Inclusion and Connectedness**
- Access to Services**

To ensure the selected indicators are effective and meaningful, the following criteria should be applied:

- Relevance** - Directly relates to the well-being outcome being targeted
- Clarity** - Easily understood by stakeholders and the community
- Influence** - Reflects areas that can be influenced by local actions
- Feasibility** - Data can be collected affordably and consistently
- Diversity** - Reflects both individual and community-level changes
- Balance** - Includes both outcome-focused and process-focused indicators

Well-being indicators should be:

- Aligned** with community priorities and strategic goals
- Integrated** into the performance management and evaluation framework
- Regularly monitored**, reported, and reviewed
- Used to inform** ongoing adjustments and improvements in the CSWB plan

By measuring well-being over time, communities can ensure their CSWB strategies are truly enhancing safety, inclusion, and quality of life.



Figure 10. Examples of Indicators



Remember - it is critical to tie the work back to the CSWB framework.

If you build the evaluation process aligned from the start, implementation and reporting become easier over time.

Domain	Indicator	Type	CSWB Area
Physical and Mental Health	% of population with access to a primary care provider	Quantitative	Social Development
	Number of mental health-related emergency room visits	Quantitative	Intervention
	Resident perceptions of their own physical and mental health	Qualitative	Prevention
	Wait time for mental health services	Quantitative	Incident Response
Safety and Security	Number of police-reported crimes (e.g., assaults, thefts)	Quantitative	Incident Response
	% of residents who report feeling safe in their neighborhood	Qualitative	Prevention
	Repeat calls to emergency services from same individuals/locations	Quantitative	Intervention
	Number of community-led safety initiatives	Quantitative	Social Development
Housing Stability	% of residents in stable, permanent housing	Quantitative	Social Development
	Number of people experiencing homelessness	Quantitative	Intervention
	Average shelter stay duration	Quantitative	Incident Response
	Client satisfaction with housing support services	Qualitative	Prevention



Education, Employment, and Income	High school graduation rate	Quantitative	Social Development
	% of youth engaged in employment or training programs	Quantitative	Prevention
	Student-reported school safety and engagement	Qualitative	Prevention
	Availability of after-school programs	Quantitative	Social Development
	Local unemployment rate	Quantitative	Social Development
	% of residents earning a living wage	Quantitative	Social Development
	Access to job readiness and skills training programs	Quantitative	Prevention
Social Inclusion	% of residents who report having strong social networks/support systems	Qualitative	Social Development
	Number of culturally relevant community programs or services	Quantitative	Prevention
	Resident perception of belonging or inclusion	Qualitative	Social Development
	Number of new community partnerships or collaborations formed	Quantitative	All Areas
Access to Services	% of residents who can access services within their neighborhood	Quantitative	Prevention
	Client satisfaction with service navigation and coordination	Qualitative	Intervention
	Average time to access crisis response services	Quantitative	Incident Response
	Availability of multilingual services or culturally competent supports	Quantitative	Social Development

LOGIC MODELS & PERFORMANCE MEASUREMENT FRAMEWORK

To effectively achieve the targeted outcomes of the CSWB plan, it is recommended that planning partners develop a Logic Model during the strategy and action planning phase. This structured tool helps to:

- Clarify the relationship between resources, activities, outputs, and intended outcomes**
- Ensure alignment between actions and priorities**
- Support performance monitoring and evaluation efforts**

Once completed, the Logic Model can be adapted into a Performance Measurement Framework (PMF), which tracks progress using measurable indicators and enables ongoing evaluation and improvement.

What Is a Logic Model?

A Logic Model is a visual representation that maps out the logical connections between:

- Inputs (resources invested)**
- Activities (what will be done)**
- Outputs (what will be produced or delivered)**
- Outcomes (short-, medium-, and long-term changes expected)**

Figure 11 provides a strategic overview of how the logic model can be used in various scenarios to ensure planned actions will lead to desired community outcomes .

Figure 11. Overview of the Logic Model

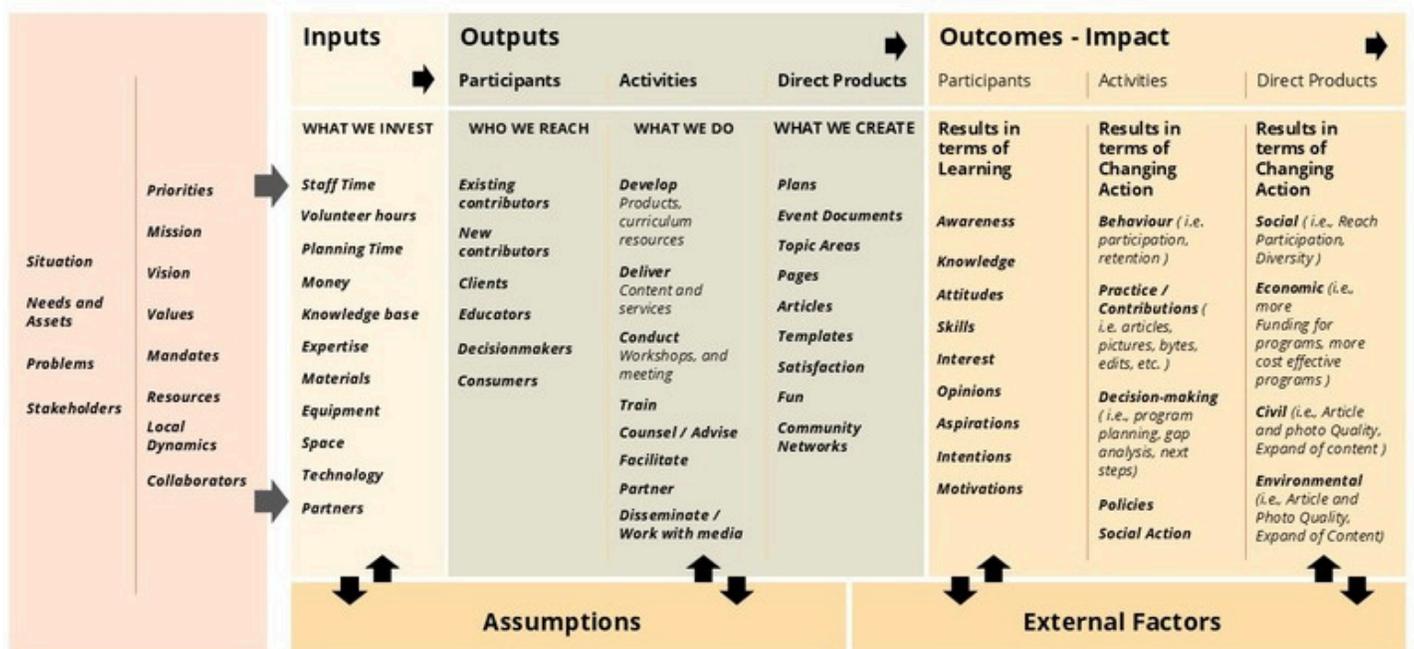




Figure 12. Logic Model in a CSWB Context

INPUTS	OUTPUTS		OUTCOMES		
<i>Projected at time of planning and confirmed at time of evaluation</i>	<i>Activities</i>	<i>Participation</i>	<i>Short</i>	<i>Medium</i>	<i>Long</i>
1,000 hours of the CSWB Coordinator's time	Distribution of engagement survey	47 youth and youth service providers engaged in the plan	Community is better informed of issues related to CSWB	Increased educational attainment	Increased CSWB
2,000 copies of an engagement survey	Community engagement sessions	Awareness of evidence based strategies to increase graduation	Impacts of not graduating high school shared with students, community members and service providers		
Refreshment and transportation costs for engagement sessions	One-on-one meetings with local college and employment centre	Partnerships created between local college, employment centre	Increased access to education for students in receipt of social assistance		
500 hours of volunteer time; 5 hours of time dedicated by representatives of local college, employment service centre, school board and library	Broker partnerships between industry, library and school boards.	25 students from low income neighbourhoods provided access to free summer tutoring	Expansion of lunch-time and after school reading programs in schools		

Source: Province of Ontario, Toolkit for Safety and Well-being Planning



CREATE A LOGIC MODEL USING THIS EXAMPLE

The transition from Logic Model to Performance Measurement Framework typically involves:

- Identifying indicators for each outcome**
- Defining measurement methods**
- Assigning responsibility for data collection and analysis**
- Establishing timelines for review and reporting**
- Linking findings back to strategy improvement**

Performance Management Framework (PMF)

The Performance Measurement Framework builds on the Logic Model by integrating:

- Indicators for each outcome**
- Data sources for monitoring progress**
- Baseline and target values**
- Responsibility for data collection**
- Reporting timelines**

This framework enables partners to assess how effectively the CSWB strategy is being implemented and where adjustments may be needed. Figure 13 illustrates a PMF built from the Logic Model (Figure 12). By using a Logic Model and PMF together, communities can ensure their CSWB plan is well-designed, and refined to achieve real impact.

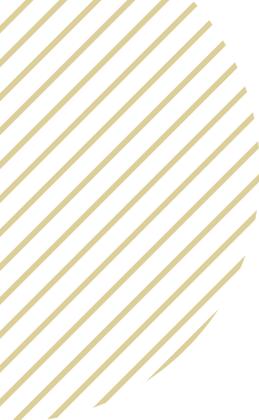
Figure 13. Example: Performance Management Framework

EXPECTED OUTCOMES	INDICATORS	BASELINE DATA	TARGETS	DATA SOURCES	DATA COLLECTION METHODS	FREQUENCY	RESPONSIBILITY
LONG TERM OUTCOMES <i>use outcomes from logic model, for example economic stability</i>	Number of people employed	Employment rate from year the plan starts	5% increase	Municipality or First Nation	Collect directly from data source	Every two years (plan is 4 years)	Municipality or First Nation
INTERMEDIATE OUTCOMES <i>use outcomes from logic model example increased educational attainment</i>	Number of students graduated from high school	Graduation rate from the year the plan starts	5% increase	School Board	Collect directly from data source	At end of every school year	School Board
INTERMEDIATE OUTCOMES <i>use outcomes from logic model example community is better informed of issues related to CSWB</i>	Number of community members attending engagement sessions: 600	Baseline is 0	200 people	CSWB Coordinator	Collect attendance sheets at end of every session	At end of first year of plan	CSWB Coordinator
OUTPUTS <i>use outputs from logic model</i>	Number of students completing tutoring program: 25	Baseline is 0	100% complete	Tutors	Collect attendance sheets	Annually end of summer	Social services manager running the program

Source: Province of Ontario, Toolkit for Safety and Well-being Planning



CREATE A PERFORMANCE MANAGEMENT FRAMEWORK USING THIS EXAMPLE



Moving Forward

Community Safety and Well-Being (CSWB) planning is a proactive and collaborative approach that empowers communities to address root causes of harm, improve quality of life, and create sustainable, long-term safety outcomes.

By bringing together diverse sectors, leveraging local knowledge, and aligning efforts around shared priorities, CSWB planning fosters resilience, equity, and inclusion.

Through thoughtful assessment, strategic action, and ongoing evaluation, communities can move beyond reactive responses and build safer, healthier environments where all individuals have the opportunity to thrive.



APPENDIX A

Guiding Principles for effective CSWB planning with Indigenous partners²

RESPECT AND PROMOTE THE DIVERSITY AND UNIQUE INTERESTS OF INDIGENOUS PEOPLES

- Acknowledge both the historical and ongoing impacts of colonialism on Indigenous communities
- Recognize and critically reflect on systemic privilege, unconscious bias, and underlying assumptions.
- Commit to deepening understanding of Indigenous worldviews, governance systems, social structures, and cultural dynamics.
- Develop materials, programs, and strategies that are relevant, inclusive, and responsive to Indigenous perspectives and lived realities.
- Support and implement **Indigenous-led** training focused on understanding and addressing racism, prejudice, oppression, discrimination, and marginalization.
- Actively promote mutual understanding, respect, and the development of strong, collaborative relationships between Indigenous and non-Indigenous peoples.

ENSURE INITIATIVES REFLECT COMMUNITY NEEDS AND BUILD ON INDIGENOUS STRENGTHS

- Design and implement CSWB initiatives that are **guided by the needs and priorities** of the Indigenous communities they aim to serve.
- Take a **strengths-based approach**, recognizing and building upon the resilience, knowledge, and capacities already present within communities.
- Develop and share **cultural resources** that celebrate Indigenous perspectives, traditional practices, and ways of knowing.
- Ensure that programming is culturally relevant, community-informed, and **honors the diverse identities and experiences of Indigenous Peoples.**

FACILITATE COLLABORATION AND CAPACITY BUILDING WITH INDIGENOUS COMMUNITIES

- Invest in **long-term, respectful partnerships** with Indigenous communities and **Indigenous-led organizations.**
- Prioritize **collaboration that is mutually beneficial**, grounded in trust, equity, and shared decision-making.
- Support **capacity building** within Indigenous communities by providing resources, opportunities, and sustained support for community-led initiatives.
- **Recognize and value the leadership and expertise** of Indigenous partners in shaping effective, culturally responsive CSWB strategies.

SUPPORT THE INCLUSION AND PARTICIPATION OF INDIGENOUS PEOPLES

- Ensure the **active inclusion** of Indigenous Peoples **in all phases** of CSWB planning and implementation.
- Engage **Indigenous representatives selected by their own communities** in decision-making processes, respecting their autonomy and leadership.
- Incorporate **Indigenous knowledge systems** and **holistic approaches** to community safety, crime prevention, and well-being.
- Promote culturally relevant strategies that reflect Indigenous worldviews and support the unique needs of Indigenous populations.
- Recognize that Indigenous approaches to safety and well-being are rooted in community, connection, and balance—integral elements of effective, inclusive planning.

ENSURE ETHICAL RESEARCH AND EVALUATION PRACTICES ALIGN WITH INDIGENOUS PROTOCOLS

- Conduct all research and evaluation activities in **full adherence to Indigenous research protocols and community-specific ethical standards.**
- **Consult and obtain informed consent** from Indigenous communities before initiating any research or evaluation related to CSWB initiatives.
- Collaborate with communities to **co-develop research frameworks**, ensuring that evaluation processes are participatory, transparent, and community-led.
- Present findings in a way that is **accessible and respectful**, including translating materials into **local Indigenous languages** when appropriate.
- **Prioritize data sovereignty**, cultural relevance, and the right of communities to own, control, access, and possess the data that affects them.

Source: Canadian Municipal Network on Crime Prevention (2020). Practitioner Guide(2020) Toolkit for developing crime prevention and community safety and well being plans

APPENDIX B

Risk Factors

The following definitions were adopted, created and/or refined by the Province of Ontario in consultation with its community and provincial partners. They are intended to guide those involved in the community safety and well-being planning process.

ANTISOCIAL/PROBLEMATIC BEHAVIOUR (NON-CRIMINAL)

Antisocial/negative behaviour - antisocial or negative behaviour within the home

Resides where there is a lack of consideration for others, resulting in damage to other individuals or the community (i.e., obnoxious/disruptive behaviour)

Antisocial/negative behaviour - person exhibiting antisocial or negative behaviour

Is engaged in behaviour that lacks consideration of others, which leads to damages to other individuals or the community (i.e., obnoxious/disruptive behaviour)

Basic needs - person neglecting others' basic needs

Is unable to meet their own physical, nutritional or other needs

Basic needs - person unable to meet own basic needs

Cannot independently meet their own physical, nutritional or other needs

Elder abuse - person perpetrator of elder abuse

Has knowingly or unknowingly caused intentional or unintentional harm upon older individuals because of their physical, mental or situational vulnerabilities associated with the aging process

Gambling - chronic gambling by person

Regular and/or excessive gambling; no harm caused

Gambling - chronic gambling causes harm to others

Regular and/or excessive gambling that causes harm to others

Gambling - chronic gambling causing harm to self

Regular and/or excessive gambling; resulting in self-harm

Housing - person transient but has access to appropriate housing

Has access to appropriate housing but is continuously moving around to different housing arrangements (i.e., couch surfing)

Missing - person has history of being reported to police as missing

Has a history of being reported to police as missing and in the past has been entered in the Canadian Police Information Centre (CPIC) as a missing person

Missing - person reported to police as missing

Has been reported to the police and entered in CPIC as a missing person

Missing - runaway with parents' knowledge of whereabouts

Has run away from home with guardian's knowledge but guardian is indifferent

Missing - runaway without parents knowledge of whereabouts

Has run away and guardian has no knowledge of whereabouts

Physical violence - person perpetrator of physical violence

Has instigated or caused physical violence to another person (i.e., hitting, pushing)

Sexual violence - person perpetrator of sexual violence

Has been the perpetrator of sexual harassment, humiliation, exploitation, touching or forced sexual acts

Threat to public health and safety - person's behaviour is a threat to public health and safety

Is currently engaged in behaviour that represents danger to the health and safety of the community (i.e., unsafe property, intentionally spreading disease, putting others at risk)

CRIMINAL INVOLVEMENT

Criminal involvement - animal cruelty

Has been suspected, charged, arrested or convicted of animal cruelty

Criminal involvement - arson

Has been suspected, charged, arrested or convicted of arson

Criminal involvement - assault

Has been suspected, charged, arrested or convicted of assault

Criminal involvement - break and enter

Has been suspected, charged, arrested or convicted of break and enter

Criminal involvement - damage to property

Has been suspected, charged, arrested or convicted of damage to property

Criminal involvement - drug trafficking

Has been suspected, charged, arrested or convicted of drug trafficking

Criminal involvement - homicide

Has been suspected, charged, arrested or convicted of the unlawful death of a person

Criminal involvement - other

Has been suspected, charged, arrested or convicted of other crimes

Criminal involvement - possession of weapons

Has been suspected, charged, arrested or convicted of possession of weapons

Criminal involvement - robbery

Has been suspected, charged, arrested or convicted of robbery (theft with violence or threat of violence)

Criminal involvement - sexual assault

Has been suspected, charged, arrested or convicted of sexual assault

Criminal involvement - theft

Has been suspected, charged, arrested or convicted of theft

Criminal involvement - threat

Has been suspected, charged, arrested or convicted of uttering threats

EDUCATION/EMPLOYMENT

Missing school - chronic absenteeism

Has unexcused absences from school without parental knowledge, that exceed the commonly acceptable norm for school absenteeism

Missing school - truancy

Has unexcused absences from school without parental knowledge

Unemployment - person chronically unemployed

Persistently without paid work

Unemployment - person temporarily unemployed

Without paid work for the time being

EMOTIONAL VIOLENCE

Emotional violence - emotional violence in the home

Resides with a person who exhibits controlling behaviour, name-calling, yelling, belittling, bullying, intentional ignoring, etc.

Emotional violence - person affected by emotional violence

Has been affected by others falling victim to controlling behaviour, name-calling, yelling, belittling, bullying, intentional ignoring, etc.

Emotional violence - person perpetrator of emotional violence

Has emotionally harmed others by controlling their behaviour, name-calling, yelling, belittling, bullying, intentionally ignoring them, etc.

Emotional violence - person victim of emotional violence

Has been emotionally harmed by others who have controlled their behaviour, name-called, yelled, belittled, bullied, intentionally ignored them, etc.

FAMILY CIRCUMSTANCES

Parenting - parent-child conflict

Ongoing disagreement and argument between guardian and child that affects the functionality of their relationship and communication between the two parties

Parenting - person not providing proper parenting

Is not providing a stable, nurturing home environment that includes positive role models and concern for the total development of the child

Parenting - person not receiving proper parenting

Is not receiving a stable, nurturing home environment that includes positive role models and concern for the total development of the child

Physical violence - physical violence in the home

Lives with threatened or real physical violence in the home (i.e., between others)

Sexual violence - sexual violence in the home

Resides in a home where sexual harassment, humiliation, exploitation, touching, or forced sexual acts occur

Supervision - person not properly supervised

Has not been provided with adequate supervision

Supervision - person not providing proper supervision

Has failed to provide adequate supervision to a dependent person (i.e., child, elder, disabled)

Unemployment - caregivers chronically unemployed

Caregivers are persistently without paid work

Unemployment - caregivers temporarily unemployed

Caregivers are without paid work for the time being

GANG ISSUES

Gangs - gang association

Social circle involves known or supported gang members but is not a gang member

Gangs - gang member

Is known to be a member of a gang

Gangs - threatened by gang

Has received a statement of intention to be injured or have pain inflicted by gang members

HOUSING

Housing - person doesn't have access to appropriate housing

Is living in inappropriate housing conditions or none at all (i.e., condemned building, street)

MENTAL HEALTH AND COGNITIVE FUNCTIONING

Cognitive Functioning - diagnosed cognitive impairment/limitation

Has a professionally diagnosed cognitive impairment/limitation

Cognitive functioning - suspected cognitive impairment/limitation

Suspected of having a cognitive impairment/limitation (no diagnosis)

Cognitive Functioning - self-reported cognitive impairment/limitation

Has reported to others to have a cognitive impairment/limitation

Mental health - diagnosed mental health problem

Has a professionally diagnosed mental health problem

Mental health - grief

Experiencing deep sorrow, sadness or distress caused by loss

Mental health - mental health problem in the home

Residing in a residence where there are mental health problems

Mental health - not following prescribed treatment

Not following treatment prescribed by a mental health professional; resulting in risk to self and/or others

Mental health - self-reported mental health problem

Has reported to others to have a mental health problem(s)

Mental health - suspected mental health problem

Suspected of having a mental health problem (no diagnosis)

Mental health - witnessed traumatic event

Has witnessed an event that has caused them emotional or physical trauma

Self-harm - person threatens self-harm

Has stated that they intend to cause non-suicidal injury to their own body

Suicide - affected by suicide

Has experienced loss due to suicide

Suicide - person current suicide risk

Currently at risk to take their own life

Suicide - person previous suicide risk

Has in the past, been at risk of taking their own life

NEIGHBOURHOOD

Poverty - person living in less than adequate financial situation

Current financial situation makes meeting the day-to-day housing, clothing or nutritional needs, significantly difficult

Social environment - frequents negative locations

Is regularly present at locations known to potentially entice negative behaviour or increase the risks of an individual to be exposed to or directly involved in other social harms

Social environment - negative neighbourhood

Lives in a neighbourhood that has the potential to entice negative behaviour or increase the risks of an individual to be exposed to or directly involved in other social harms

PEERS

Negative peers - person associating with negative peers

Is associating with people who negatively affect their thoughts, actions or decisions

Negative peers - person serving as a negative peer to others

Is having a negative impact on the thoughts, actions or decision of others

PHYSICAL HEALTH

Basic needs - person unwilling to have basic needs met

Person is unwilling to meet or receive support in having their own basic physical, nutritional or other needs met

Physical health - chronic disease

Suffers from a disease that requires continuous treatment over a long period of time

Physical health - general health issue

Has a general health issue which requires attention by a medical health professional

Physical health - not following prescribed treatment

Not following treatment prescribed by a health professional; resulting in risk

Physical health - nutritional deficit

Suffers from insufficient nutrition, causing harm to their health

Physical health - physical disability

Suffers from a physical impairment

Physical health - pregnant

Pregnant

Physical health - terminal illness

Suffers from a disease that cannot be cured and that will soon result in death



SUBSTANCE ABUSE ISSUES

Alcohol - alcohol abuse by person

Known to excessively consume alcohol; causing self-harm

Alcohol - alcohol abuse in home

Living at a residence where alcohol has been consumed excessively and often

Alcohol - alcohol use by person

Known to consume alcohol; no major harm caused

Alcohol - harm caused by alcohol abuse in home

Has suffered mental, physical or emotional harm or neglect due to alcohol abuse in the home

Alcohol - history of alcohol abuse in home

Excessive consumption of alcohol in the home has been a problem in the past

Drugs - drug abuse by person

Known to excessively use illegal/prescription drugs; causing self-harm

Drugs - drug abuse in home

Living at a residence where illegal (or misused prescription drugs) have been consumed excessively and often

Drugs - drug use by person

Known to use illegal drugs (or misuse prescription drugs); no major harm caused

Drugs - harm caused by drug abuse in home

Has suffered mental, physical or emotional harm or neglect due to drug abuse in the home

Drugs - history of drug abuse in home

Excessive consumption of drugs in the home has been a problem in the past

VICTIMIZATION

Basic needs - person being neglected by others

Basic physical, nutritional or medical needs are not being met

Crime victimization - arson

Has been reported to police to be the victim of arson

Crime victimization - assault

Has been reported to police to be the victim of assault (i.e., hitting, stabbing, kicking, etc.)

Crime victimization - break and enter

Has been reported to police to be the victim of break and enter (someone broke into their premises)

Crime victimization - damage to property

Has been reported to police to be the victim of someone damaging their property

Crime victimization - other

Has been reported to police to be the victim of other crime not mentioned above or below

Crime victimization - robbery

Has been reported to police to be the victim of robbery (someone threatened/used violence against them to get something from them)

Crime victimization - sexual assault

Has been reported to police to be the victim of sexual assault (i.e., touching, rape)

Crime victimization - theft

Has been reported to police to be the victim of theft (someone stole from them)

Victimization - threat

Has been reported to police to be the victim of someone uttering threats to them

Elder abuse - person victim of elder abuse

Has knowingly or unknowingly suffered from intentional or unintentional harm because of their physical, mental or situational vulnerabilities associated with the aging process

Gambling - person affected by the gambling of others

Is negatively affected by the gambling of others

Gangs - victimized by gang

Has been attacked, injured, assaulted or harmed by a gang in the past

Physical violence - person affected by physical violence

Has been affected by others falling victim to physical violence (i.e., witnessing; having knowledge of)

Physical violence - person victim of physical violence

Has experienced physical violence from another person (i.e., hitting, pushing)

Sexual violence - person affected by sexual violence

Has been affected by others falling victim to sexual harassment, humiliation, exploitation, touching or forced sexual acts (witnessing; having knowledge of)

Sexual violence - person victim of sexual violence

Has been the victim of sexual harassment, humiliation, exploitation, touching or forced sexual act



APPENDIX B

Protective Factors

The following definitions were adopted, created and/or refined by the Province of Ontario in consultation with its community and provincial partners. .

EDUCATION

Academic achievement

Successful at school (i.e., obtains good grades)

Access to/availability of cultural education

Availability of programming and/or curriculum that includes cultural diversity, including First Nations, Francophone, etc.

Adequate level of education

Has obtained at least their high school diploma

Caring school environment

Attends a school that demonstrates a strong interest in the safety and well-being of its students

Involvement in extracurricular activities

Engaged in sports, school committees, etc., that provide stability and positive school experience

Positive school experiences

Enjoys/enjoyed attending school and generally has/had a positive social experience while at school

School activities involving the family

School and family supports are connected through activities

FAMILY SUPPORTS

Adequate parental supervision

Caregivers are actively involved in ensuring safety and well-being

Both parents involved in childcare

Two parents that are both strong, positive figures in their life

Family life is integrated into the life of the community

Family life is integrated into the life of the community, creating strong social bonds

Open communication among family members

Communication among family members allows for open and honest dialogue to discuss problems

Parental level of education

Parents have at least received their high school diplomas

Positive relationship with spouse

Relationship with spouse is positive and their spouse positively affects their thoughts, actions or decisions

Positive support within the family

Positive and supportive caregivers/relatives whom they can rely on

Single parent family with a strong father or mother figure

Although they are from a single parent family, they have one strong, positive father or mother figure

Stability of the family unit

CONSISTENT FAMILY ENVIRONMENT

Strong family bond

Relationships with parents and/or other family members based on bond which may prevent them from engaging in delinquent behaviour

Strong parenting skills

Strong parental monitoring, discipline, clear standards and/or limits set with child/youth

FINANCIAL SECURITY AND EMPLOYMENT

Financial stability

Financially stable and able to provide the necessities of life

Ongoing financial supplement

Receiving a financial supplement which provides a regular non-taxable benefit (for example, housing subsidy, Guaranteed Income Supplement, Old Age Security, Disability Support Program, etc.)

Positive work environment

Working in an environment that is safe, supportive and free of harassment/discrimination

Stable employment

Steady paid employment

Temporary financial support

Receiving a financial supplement on a short or fixed-term basis in order to overcome a temporary obstacle (for example, Ontario Works, etc.)

Work life balance

Positive use of time; employment schedule includes adequate down-time and time to pursue personal interests

HOUSING AND NEIGHBOURHOOD

Access to/availability of resources, professional services and social supports

Access to/availability of resources, professional services and social supports

Access to stable housing

Stable housing is available that they may access at any time

Appropriate, sustainable housing

Lives in appropriate, sustainable housing, in which they are reasonably expected to remain

Housing in close proximity to services

Lives in close proximity to resources, professional services and social supports

Positive, cohesive community

Resides in a community that promotes positive thoughts and/or behaviour and has a reasonable level of social cohesion

Relationships established with neighbours

Relationships with neighbours assist in providing a strong network of support

MENTAL HEALTH

Accessing resources/services related to mental health

Currently accessing resources and/or services (i.e., involved in counselling, seeing a psychologist, addictions counselling, etc.)

Adaptability

Ability and willingness to adjust to different situations while communicating and building relationships

Personal coping strategies

The ability to solve/minimize personal and interpersonal problems related to stress or conflict

Self-efficacy

Belief in their own ability to complete tasks and reach goals; self-motivated

Self esteem

Positive perceptions of his/her self-worth

Taking prescribed medication

Taking prescribed medication for a mental health disorder in accordance with doctor's instructions

PHYSICAL HEALTH

Accessing consistent resources/services to improve on-going physical health issue

Established and ongoing medical support for a chronic health issue through a consistent service provider

Accessing resources/services to improve a temporary physical health issue

Accessing resources and/or services to treat a short-term illness or injury

Demonstrates commitment to maintaining good physical health

Exercises regularly, eats a balanced diet

Positive physical health

Appears to be in good physical health

Primary care physician

Has a family doctor

PRO-SOCIAL/POSITIVE BEHAVIOUR

Optimism and positive expectations for future

Has a positive expectation for their future which could lead to positive decisions/behaviour

Positive interpersonal skills

The ability to interact positively and work effectively with others

Positive pro-social behaviours

Engages in activities/behaviours that positively impact others prompted by empathy, moral values, sense of personal responsibility (for example, sharing, volunteering, etc.)

Sense of responsibility

Takes responsibility for their own actions

Strong engagement/affiliation in community, spiritual and/or cultural activities

Involved in positive activities with cultural, religious, spiritual and/or social groups that strengthen community ties and social support

Strong problem-solving skills

The ability to address issues and solve day-to-day problems in an effective, calm manner

SOCIAL SUPPORT NETWORK

Close friendships with positive peers

Associates with people who positively affect their thoughts, actions or decisions

High level of trust in community support services

Believes community support services are willing/able to help/influence them in a positive way

High level of trust in police

Believes the police are willing/able to help them in a positive way

Positive role models/relationship with adult

Engagement with a positive role model/adult who they receive support from and can look up to



APPENDIX C

Leadership Resources

1. LIST OF STAKEHOLDERS

Community engagement is vital to the success of CSWB planning. Stakeholders must be engaged at an organizing level as well as during the consultation process. The following table includes a list of potential stakeholders from a variety of sectors that should be considered for leadership and the consultation process. This is by no means an inclusive list. The table can be customized to include additional local, regional and provincial organizations and used as a contact tracking tool as requests for participation are initiated.

SECTOR	ORGANIZATION	NOTES
HEALTH SERVICES		
Addictions		
Community Health Centres		
Long term care homes/retirement homes		
Mental Health - adults		
Mental Health - youth		
Medial Officer		
Hospital		
Public Health		
Provincial Health Department		
Education		
Local School Boards		
Post Secondary Education		
Police/Emergency Services		
Chief of Police		
Local police service board representative		
Paramedic Services		
Fire Department		
Custodial and Criminal Justice		
Custodial Services - child/youth		
Custodial Services - adult		
Local Warden		
Legal Aid		
Crown Attorney		
Probation and Parole		
Crimestoppers		
Community Safety & Correctional Services		
Community and Social Services		
Community & Social Services - child/youth		
Economic Development Organization		
Community Members at Large		

Neighbourhood Association		
Womens Crisis Services		
Restorative Justice		
Rural Representative		
Urban Representative		
Family and Children's Services		
Victim Services		
Employment Supports		
Housing/Homelessness		
United Way		
Municipality and First Nation		
Employees		
Members of Council		
Chairs of Committees		
Bylaw Services		
Community and Economic Development Staff		
Business		
Business Improvement Districts		
Chambers of Commerce		
Business Owners		
Industry Associations		
Focused Populations		
Indigenous Peoples		
2SLGBTQ+		
Older Adults		
Persons with Disabilities		
Youth		
Women and Girls		
Racialized People		
Faith Communities		
Research & Development		
Universities/Colleges		
Funders		

ADAPTED FROM: Canadian Municipal Network on Crime Prevention. (2020). Toolkit on Crime Prevention and Community Safety & Well-Being Planning.

2. SAMPLE COMMITTEE CHARTER

CHARTER - Guiding Principles

[Town of Name] - Community Safety and Well-Being Committee

The Community Safety and Well-Being Committee signifies the intent and commitment of [Community Name] community agencies, partners, governments, organizations and individuals to work together to create positive change and take actions that support safety and well-being for all citizens in [community name].

The participants in CSWB will work together based on the shared beliefs that:

- All community members are valued and have the right to life, dignity, safety, security of person and fundamental justice;
- We are all Treaty people and commit to Truth, Reconciliation and honouring the Treaty relationships
- [Community Name] has a strong network of community based organizations and agencies responding to community needs;
- There are people who are struggling to make ends meet.
- There are people who struggle with poverty, housing insecurity, food insecurity, substance use, mental health and other vulnerabilities.
- The incidence of these challenges points to a need for collective action;
 - The root causes of such challenges are complex and solutions can only be found with collective effort;
 - Services and programs need to be aligned, responsive and coordinated to provide immediate care and service and also linked with actions to address systemic issues;
 - Public policy needs to be identified and used to create lasting system change; and
 - Funding opportunities need to be established to support the collective effort.

Adopting the CSWB community plan includes specific direction for moving towards safety and wellbeing for all;

Adopting the CSWB community plan will support the principles of:

- Collaboration among all participants
- Inclusion of people with the lived/living experience associated with the priorities
- Evidence informed decision-making
- focusing on short, medium and long term strategic actions

[Insert the names and signatures of all committee representatives]

Add the dates and any other important information about partners here

3. SAMPLE TERMS OF REFERENCE

PURPOSE:

To work inclusively across all sectors to develop and oversee implementation of a community safety and well-being plan for the community of [community name].

GOVERNANCE:

The Committee will report its activities to the [community name] administrative staff. Council is responsible for approving and reporting on the Plan's progress.

RESPONSIBILITIES OF THE ADVISORY COMMITTEE:

The Advisory Committee is to provide strategic advice, direction, and oversight in the development of the Community Safety and Well-Being Plan and once approved by Council, its implementation and monitoring of initiatives. Decisions will be based on a consensus endorsing a collaborative process. Meetings will be held quarterly or as required at the call of the Chair.

CHAIRPERSON & CO-CHAIRPERSON:

The Chairperson is the assigned Council representative and the Co-Chair the public designate representing the community at large.

COORDINATOR:

The position of Coordinator will be filled by a member of the [name of community] administrative staff. The Coordinator will provide all necessary committee support including planning and coordinating Advisory Committee meetings to ensuring the plan is made public once approved.

ADVISORY COMMITTEE MEMBERS:

Members are responsible for representing the interest(s) of their respective reference group as it pertains to community safety and well-being in [name of community]. They are encouraged to support and promote proactive and collaborative discussion and to lead working group(s) as required and report back on approved projects.

LIST OF ADVISORY COMMITTEE MEMBERS:

Include list of members.

4. EXAMPLES OF CSWB LEADERSHIP MODELS

A. CENTRES OF RESPONSIBILITY (CORS)²

Community safety and well-being is a critical concern for municipalities around the world. To address this issue, many cities have established partnerships bringing together local government, community organizations, and citizens to develop effective CSWB strategies. Centres of Responsibility (CORS) have become an essential tool for municipalities to promote community safety and well-being. By bringing together different stakeholders and using integrated approaches, these partnerships can effectively address this critical issue.

There tend to be five core frameworks for CORS in Canada.

1. Citizen Grassroots Committee

Local committees may be effective in representing community experiences; however, they often struggle to garner the attention of key decision makers and lack the necessary resources to tackle complex, multi-dimensional issues. It is important to recognize the value of these committees while also acknowledging their limitations and exploring alternative approaches to address community needs. A more comprehensive and collaborative approach involving diverse stakeholders and resources may be necessary to achieve lasting change.

2. Police-Driven Community Committee

These groups emerge as a result of local concerns with safety and well-being and tend to attract individuals with an enforcement-oriented mindset who seek to advise police on local issues. However, their impact is limited to a small scale, and it is important to acknowledge that CSWB efforts should extend beyond the police's mandate. The incorporation of community partnership is essential in achieving large-scale social and upstream approaches to address public insecurity.

3. Government Department Advisory Committee

It is common for these bodies (ie: Secretariat) to be established for consultation and to operate at a distance from citizens, which can hinder their ability to engage with the broader community. They may also have a narrow focus and struggle to collaborate with other departments. It is important to note that these bodies are primarily responsible to the local Council, which can create challenges when community advice conflicts with the directions of elected officials. To address these issues, it may be beneficial for consultation bodies to prioritize community engagement and seek opportunities for collaboration with other departments. This can ultimately lead to more effective decision-making processes and better outcomes for all stakeholders involved.

4. Standalone Community Organization

These are generally government-funded organizations with a high degree of autonomy and thus readily accepted by the community. These organizations have been entrusted with the responsibility of implementing the CSWB Plan in collaboration with other non-governmental organizations. They possess their own board of directors, the ability to generate additional funds, and can serve as a catalyst for community actions. Their close proximity to the community enables them to be highly responsive and competitive, which can sometimes make partnering with other organizations difficult. Furthermore, their work is often separate from the government, reducing the likelihood of impacting internal government change.

5. Government-Community Partnership

This partnership model leverages initial resources from government bodies and in-kind support from community organizations and citizens. It embodies shared and equal decision-making power. The staff are government employees, ideally connected to the mayor's office, but the programmatic directions are provided by a round table that functions as a backbone to collective impact approaches. The round table includes government department heads and key decision-makers from the community who work together to implement the plan, share resources, and identify opportunities for system change. This model emphasizes collaboration and collective decision-making to achieve positive outcomes for both government and community stakeholders.

COMMUNITY ACTION TABLES (CAT) fall into this category. These tables serve as a forum for collaboration and problem-solving, where community members can share their concerns and work together to develop and implement solutions.

B. MADE IN SASKATCHEWAN: THE HUB MODEL

The “Hub” model is often referred to within the Province of Saskatchewan and while it is not a vehicle or mechanism to oversee planning and implementation of CSWB strategies, it warrants attention for its context and role within the CSWB continuum. The Hub Model (also known as the Community Mobilization Prince Albert approach and Situation Tables in other jurisdictions) consists of a multi-agency team focused on addressing specific situations where the probability of experiencing harm is imminent. The team works collaboratively to develop immediate, coordinated, and integrated responses by mobilizing existing resources with the intent of reducing risk in a timely manner, usually within 24 to 48 hours.

The main goals of the Hub Model / Situation Table are:

- Timely mobilization of resources.
- Increased awareness/knowledge of risks, trends and systemic issues.
- Achieve a reduction in the levels of harm and victimization.
- Improved collaboration and communication among service providers.
- Increased awareness of risks and needs among individuals and families.
- More proactive measures implemented; and
- Increased community safety and well-being.

Professionals from a variety of human service backgrounds sit at Hub/Situation Tables. Police officers, teachers, social workers and youth workers are just a few examples of the kinds of professionals that might participate. During a meeting, participants work together to review situations of acutely elevated risk to determine if an individual or family meets the criteria for imminent risk of harm and/or victimization. Following their review, the Hub / Situation Table team will co-ordinate interventions as necessary.

When situations are brought to the table, the situation is discussed using a four-filter process to determine whether a collaborative intervention is necessary and serves to minimize the risk of unnecessary sharing of information. The four-filter process, which may vary slightly in each jurisdiction, is as follows:

Filter 1: Home Agency Screening – Agencies identify situations that may benefit from contact with a Hub Table ensuring the criteria for acutely elevated risk is met.

Filter 2: De-Identified Discussion – The initial discussion at the Hub Table is limited to de-identified information.

Filter 3: Identifiable Discussion – Limited personal information is shared to help determine if other agencies are involved with the individual or family.

Filter 4: Intervention Planning – Only three or four agencies typically remain at this level of the discussion; other agencies will be eliminated if they do not have a relevant role.

Hub/Situation Tables do not perform case management, nor do they have cases they carry. The purpose of the table is to mitigate risk within 24–48 hours and connect individuals and families to services. Case management functions remain with the most appropriate agency as determined by the Hub / Situation table.

5. COLLABORATION WORKSHEET

The benefits of collaboration are well acknowledged but the journey often presents significant challenges. Service providers often work in isolation, otherwise known as silos. This creates divisions not only between sectors, but also between providers working within the same sector. Silos are often reinforced by funding systems that compel agencies to compete with one another, making them less likely to initiate partnerships or share information.

Partnership building and information sharing are concepts often associated with a more formalized level of collaboration, but the efficacy of informal collaboration among community members and groups should not be discounted. It is here - in the spaces between the silos and the formal structures - that CSWB planning can perhaps be most impactful.

The following worksheet is intended to provide some tips on elements that may influence the planning process and provides an opportunity for CSWB planners to explore potential ways to mitigate barriers to collaboration.

POTENTIAL BARRIERS TO COLLABORATION	POTENTIAL SOLUTIONS	SUGGESTIONS/APPLICATION TO LOCAL GROUP
LEADERSHIP		
Lack of leadership (i.e., not having a clearly defined individual/agency/group to oversee or coordinate operations).	Ensure the collaborative has strong leadership from the level(s) of government most directly impacted by issues involving CSWB (e.g., members of local council).	
Lack of structure.	Where possible, ensure there is collective has a backbone organization with a dedicated staff to oversee operations and support the process.	
Lack of understanding the collaboration lifecycle.	Ensure partners are aware of the collaboration life cycle and what each step involves with respect to their participation.	
STRUCTURE		
Lack of preparedness to collaborate.	Training and supports around the advantages of collaboration and what this process involves is an option with emphasis on the desired outcomes of the collective and impact on the community.	



Inadequate resources or lack of sustained resources.	Work to build sustainable resources including financial, in-kind, and partners that are each dedicated to achieving the goals of the collaborative.	
Competition over limited resources.	Endeavour to pool resources, skills, and experiences to benefit the collective and achieve goals.	
Different funding sources with competing mandates to which parties are accountable.	Ensure shared understanding of mandates for different funding sources to which various partners are accountable and develop strategies that can accommodate them as much as possible.	
Lack of efficient structures and support systems for collaboration.	Reduce inefficiencies in the structure of the collaborative and support systems. Ensure that there is clarity around which structure supports the collaborative, accountability, etc.	

PROCESS

Collaborations take time.	Recognize that cross-sector collaborations take time to be developed and sustained and express this requirement upfront with the collaborative.	
Inadequate time spent on developing a shared vision, establishing clear and specific objectives, and establishing a common agenda; or, predetermined objectives not allowing room for partners to help shape and refine objectives.	Ensure partners spend adequate time establishing clear and specific objectives and developing a shared vision and common agenda. Allow opportunities for partners to participate in the development of collaborative objectives.	
Inadequate time spent building trust among collaboration members.	Dedicate time and processes to build trust among partners of the collaborative via meetings in-person and as a group, trust-building activities, incorporating feedback from partners, etc.	

GROUP DYNAMICS

Negative relationships among participants.	Dedicate processes to building positive relationships among partners, i.e., through understanding the needs and interests of each group and attempting to develop a solution that appeals to everyone.	
Territoriality over work.	Recognition and respect for the work of others; seek ways to support one another while recognizing and emphasizing that all participants share the common, universal goal of enhancing community safety and well-being.	
History of communities being exploited by collaboration partners.	Understand historical relationships between partners and communities and take steps to ensure exploitation does not occur. For example, establishing a reference group and/or steering committee with community members who can play an active role in decision-making.	
Cultural differences between partners.	Ensure cultural competency is established via training and developing an understanding of the needs of each group	
Difficult group dynamics.	Dedicate time and processes to ensure the collaborative is beneficial to all partners.	
Limited information sharing (inability or perception that it cannot be done).	Establish information-sharing agreements, recognize that it can be done and is beneficial.	
Collaboration facilitator becoming partial to some members over others.	Collaboration facilitator (this could refer to a backbone organization, steering committee, council, or other decision-making alliance) should maintain neutrality with partners.	
Different levels of competence and/or capacity to address issues or contribute.	Recognize the capacities of each partner and focus on drawing out contributions that they are effective at or specialize in.	

APPENDIX D

Planning Resources

Action Plan Examples

Potential actions targeted to supporting specific CSWB strategies have been curated from plans across various jurisdictions. These are not an inclusive of solutions.

DOMESTIC VIOLENCE AND INTIMATE PARTNER VIOLENCE

- Public education/awareness campaigns to challenge the acceptance and normalization of violence.
- Trauma-informed training for those who work with at risk individuals on topics such as history, culture, issues, anti-racism, anti-sexism, anti-homophobia, anti-transphobia, etc.

ECONOMIC/FINANCIAL STABILITY

- Work with local service providers to review and strengthen culturally relevant services, including delivery in multiple languages.
- Host Employment Readiness Workshops with a focus on transitional supports, coaching, interview skills, and resume writing.
- Develop Employment Training and Support Program for people living with developmental/mental health issues.
- Conduct Employer Workshops with a focus on preparing the workplace for a diverse range of workers (e.g., youth, women, Indigenous, newcomer, etc.) and job shadowing/coaching opportunities.
- Sponsor/support local Job Fairs.
- Establish partnerships to promote local job creation including youth employment opportunities.
- Create Pathways Programs for Youth to explore higher education and pathways to employment.
- Develop Youth Peer Mentorship Program.
- Explore developing Youth Business Program with partners.
- Host Career Training Workshops targeted for young women.
- Explore Paid Internship/Apprenticeship Program with schools and colleges.
- Explore developing a program to support single mothers to obtain education and employment.
- Advocate for work incentives/bonus to start work.
- Advocate for a livable wage.
- Partner with stakeholders on transportation for employment reasons, incentives for hiring locally, training and apprenticeship programs for skilled workers, and subsidies for working mothers.
- Enhance wrap around supports for vulnerable residents (e.g. childcare signup, meal delivery, Tool Lending Program)

FOOD INSECURITY

- Explore opportunities to establish community food hubs that can act as centres for food preparation, distribution, programming, and knowledge development.
- Utilize existing infrastructure to set up popup community kitchens, with a focus on neighbourhoods with residents experiencing food insecurity.
- Promote opportunities for food sharing at the individual, neighbourhood, and agency level.
- Explore and promote ways to offer culturally appropriate and traditional food sources.
- Healthy breakfast program for school children.
- Traditional moose and caribou tanning program with Elders and youth and harvesting of traditional foods.
- Develop a Food Program model that adapts to cultures, offering diverse foods.
- Partner with local farmers to address local food security.
- Find more accessible spaces for communities (e.g., community gardens)
- Partner with local farmers/grocery stores to create low-cost food access opportunities (e.g., farmers market at school parking lot).

HOUSING STABILITY

- Investigation of best practices for shared housing initiatives (Golden Girls Model).
- Provide education/awareness workshops (e.g., legal clinic, financial literacy, tenant rights, etc.).
- Identify people at risk and make connections to them (e.g., referral system to support proactive outreach).
- Explore Roommate Connector Program to support safe and effective roommate matching.
- Explore options to help landlords increase building maintenance quality.
- Explore options to support privacy in congregate living settings.
- Collaborate with partners to understand barriers to increasing housing supply and advocate for change (e.g., housing coalition, new affordable housing, by-laws to regulate accessible housing processes)
- Establish Supportive Youth Housing.
- Establish In-home support services (to enable aging in place).



MENTAL HEALTH/INCLUSION/FAMILY SUPPORTS

- Support vulnerable residents by exploring options for access to cell phones with prepaid minutes and food gift cards.
- Increase access to resources through additional mobility shuttles and service locations.
- Cookouts, nature walk, ski-hill parties, cultural activities.
- Elder's day.
- National suicide day.
- National addictions awareness week.
- Healing workshop focusing on reviving language, culture, and spirituality.
- Family week - nature walk, sport night, family breakfast, family fun night.
- Nutritional game night.
- Host social/cultural inclusion activities (community kitchens, clinics, peer-support groups, coffee chats for parents).
- Create Youth Peer Support Teams in local high schools.
- Partner with school boards to explore opportunities to address mental well-being.
- Offer Mental Health First Aid Training in a variety of community settings.
- Explore opportunities to increase access to the Parent Support Program.
- Explore opportunities to offer Grief Counselling Training to community and grassroots organizations.
- Explore options to increase Mental Health Workers in the community.
- Explore alternative funding and service models for mental health.
- "Need to Talk?" Suicide Posters for Help.
- Explore expanding accessible transportation.
- Family violence walk.
- Grandmother Walk Project - picking and harvesting traditional medicine and berries, medicine sharing circle, on the land, activities.
- Indigenous Languages - Poster Drawing Competition.
- Traditional Story Time Reading Club.
- "Let's Play" Toy Lending Library.
- Healthy living classes for grades 8 - 10.
- Art and Nutrition Club.
- Mentoring and Counseling Support after school / weekend program.
- Career Trip to Vocational College for students.
- Sober Dances.
- Drumming workshop.

SUBSTANCE USE

- Install or expand distribution of needle drop boxes.
- Provide naloxone training and kits available throughout the year.
- Launch anti-stigma campaign: partnerships with local community members and service partners.
- Establish a Detox Centre.
- Establish Managed Alcohol Program.
- Establish shared agency training protocols and resources.

VICTIM SERVICES PROGRAM

- Anger Management Workshops.
- Healing Circle Medicine Wheel Workshop for Women.
- Healing Circle Medicine Wheel Workshop for Men.
- "Spirit of Community" Traditional Gathering Reviving Community and Culture.
- Community Garden.
- Restorative justice training program.

YOUTH

- Youth Conference with educational workshops.
- Increase opportunities for youth in volunteerism: develop volunteer model.
- Improve internet connectivity, speed, and cost.
- Establish coordinated food security program.
- Coordinate data from school completion programs.
- Connect to/expand local access for Early Childhood Education training.
- Coordinate & activate economic development to support diverse local economy.

Stakeholder Consultation: Sample Survey

This survey is open/free for communities and not-for-profit organizations to use as a tool in gathering data to support their own Community Safety & Well-Being planning. If used, please include a reference to the Canadian Municipal Network on Crime Prevention as follows: **Canadian Municipal Network on Crime Prevention. (2019). Community Safety & Well-Being Survey. Accessible at: www.safercities.ca**

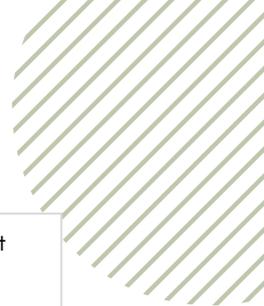
Introduction to the Survey for Recipients

This survey should take approximately 15-20 minutes to complete. The survey responses are being confidentially collected and analyzed by researchers from (Organization). All responses will be kept confidential, and only overall results, without individual identifying information, will be shared. If you have any questions about this survey or if you would like to request a paper copy, please contact (name) at (email). If you consent to participate in this survey, please select NEXT below

<p>Demographics</p> <p>What is your gender?</p> <p>Female /Male /Non-binary /Prefer not to say.</p> <p>Prefer to self-describe:</p> <p>What is your racial or ethnic identity? (Select all that apply)</p> <ul style="list-style-type: none"> · First Nation, Métis, or Inuit · Visible Minority · Caucasian · Prefer not to say · None of the above, please specify 	<p>What is your age?</p> <ul style="list-style-type: none"> · 17 or younger · 18 to 24 years · 25 to 34 years · 35 to 44 years · 45 to 54 years · 55 to 64 years · 65 to 74 years · 75 or older <p>Prefer not to say</p>
<p><i>Well-being is synonymous with quality of life. Well-being constitutes both objective and subjective well-being conditions, including how people experience and feel about their lives. Subjective well-being indicators provide the most current and relevant snapshot of how citizens currently experience or perceive well-being and happiness, from lived experiences.</i></p>	
<p>1. Taking all things together, how do you feel?</p> <ul style="list-style-type: none"> · Very happy · Happy · Unhappy · Very unhappy <p>Don't know / Prefer not to say</p>	<p>2. All things considered, how satisfied are you with your life as a whole?</p> <ul style="list-style-type: none"> · Very satisfied with your life as a whole · Satisfied with your life as a whole · Dissatisfied with your life as a whole · Very dissatisfied with your life as a whole <p>Don't know/Prefer not to say</p>
<p>3. How do you feel about your spiritual life? *Spirituality is defined as the search for a meaning in life; the sense of connection to something bigger than yourself; may include your faith / religion.</p> <ul style="list-style-type: none"> · Very satisfied with your spiritual life · Satisfied with your spiritual life · Dissatisfied with your spiritual life · Very dissatisfied with your spiritual life <p>Not applicable / Prefer not to say</p>	
<p><i>Healthy Populations</i></p> <p><i>A community rich in human capital is one in which people feel healthy and vibrant in mind, body, and spirit. In general, people who are healthier in terms of their physical health, mental and emotional well-being tend to be happier. In addition, people who are happiest live relatively stress-free lives and spend much of their time doing things they enjoy</i></p>	
<p>4. Overall, you spend most of your personal time...</p> <ul style="list-style-type: none"> · Doing things that you enjoy a lot · Doing things that you somewhat enjoy · Doing things that you dislike · Doing things that you dislike a lot <p>Don't know / Prefer not to say</p>	<p>5. Overall, you feel that you have...</p> <ul style="list-style-type: none"> · Full control over decisions that affect your life · A lot of control over decisions that affect your life · Little control over decisions that affect your life · No control over decisions that affect your life <p>Don't know/Prefer not to say</p>

<p>6. Overall, you feel...</p> <ul style="list-style-type: none"> · Very positive about yourself · Positive about yourself · Negative about yourself · Very negative about yourself · Don't know/Prefer not to say <p>If you are in need of mental health support or intervention, or if you wish to locate treatment services in your area, please contact [organization] at [contact information].</p>	<p>7. In general, you would say your overall mental health is...</p> <ul style="list-style-type: none"> · Poor · Fair · Good · Very good · Excellent · Don't know/Prefer not to say
<p>8. In general, you would say your overall physical health is...</p> <ul style="list-style-type: none"> · Poor · Fair · Good · Very good · Excellent · Don't know/Prefer not to say 	<p>9. Overall, in your life you experience...</p> <ul style="list-style-type: none"> · Overwhelming stress · High stress · Moderate stress · Low stress · No stress · Don't know/Prefer not to say
<p>10. Which of the following statements best describes the food eaten in your household in the past 12 months?</p> <ul style="list-style-type: none"> · You and other household members always had enough of the kinds of food you wanted to eat · You and other household members had enough to eat, but not always the kinds of food you wanted · Sometimes you and other household members did not have enough to eat · Often you and other household members did not have enough to eat · Don't know/Prefer not to say 	
<p><i>Living Standards</i></p> <p><i>Living standards are part of eight domains used to assess well-being. Having a job and finding meaningful work is a key contributor to a good and happy life. Furthermore, financial security and knowing that one's income is sufficient to meet their housing needs is important to ensure a good sense of financial well-being, household well-being, and overall happiness.</i></p>	
<p>11. All things considered, how satisfied are you with your current work life?</p> <ul style="list-style-type: none"> · Very satisfied with your current work life · Satisfied with your current work life · Dissatisfied with your current work life · Very dissatisfied with your current life · Not applicable · Don't know/Prefer not to say 	<p>12. Do what extent does your current level of income meet your everyday life needs?</p> <ul style="list-style-type: none"> · Your current income meets all your everyday life needs · Your current income meets most of your everyday life needs · Your current income meets some of your everyday life needs · Your current income does not meet your everyday life needs · Not applicable · Don't know/Prefer not to say
<p>13. In general, how do you feel about your current personal finances?</p> <ul style="list-style-type: none"> · Overwhelming stress · High stress · Moderate stress · Low stress · No stress · Don't know/Prefer not to say 	<p>14. In general, do you feel that you have good access to affordable housing options?</p> <ul style="list-style-type: none"> · Strongly agree · Agree · Disagree · Strongly disagree · Don't know/Prefer not to say
<p>15. Have you volunteered during the past 12 months?</p> <ul style="list-style-type: none"> · Yes · No · Don't know/Prefer not to say 	
<p><i>Belonging, Trust, and Relationships</i></p> <p><i>Loving and being loved are key conditions for human happiness. Strong communities have a strong sense of belonging and strong relationships. In addition, high levels of trust in a community are indicators of a cohesive community and goodwill.</i></p>	

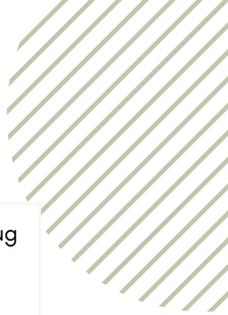
<p>16. How would you describe your feeling of belonging to your community?</p> <ul style="list-style-type: none"> · Very strong · Strong · Weak · Very weak · Don't know/Prefer not to say 	<p>17. You would recommend this community to others as a place to live</p> <ul style="list-style-type: none"> · Strongly agree · Agree · Disagree · Strongly disagree · Don't know/Prefer not to say
<p>16. How would you describe your feeling of belonging to your local community?</p> <ul style="list-style-type: none"> · Very strong · Strong · Weak · Very weak · Don't know/Prefer not to say 	<p>19. You have friends and family which you can call on for help when you need it most</p> <ul style="list-style-type: none"> · Strongly agree · Agree · Disagree · Strongly disagree · Don't know/Prefer not to say
<p>20. How do you feel about your relationships with your family and friends?</p> <ul style="list-style-type: none"> · Very satisfied · Satisfied · Dissatisfied · Very dissatisfied · Don't know/Prefer not to say 	<p>21. How do you feel about your relationships with your neighbours?</p> <ul style="list-style-type: none"> · Very satisfied · Satisfied · Dissatisfied · Very dissatisfied · Don't know/Prefer not to say
<p>22. Please tell us how many of the following people you trust</p> <ul style="list-style-type: none"> · Neighbours · Colleagues at work (if applicable) · Businesses in your community <p>Do you:</p> <ul style="list-style-type: none"> · Trust all, most, some, few or none <p>YOU'RE HALFWAY THERE! We really appreciate your input! Please continue.</p>	
<p><i>Community Safety and Perceptions of Crime</i></p> <p><i>Perceptions of personal safety are important to consider in addition to objective crime statistics. These questions help understand how safe residents feel in their community and identify areas where improvements could be made. Feeling of safety is also an important index in overall community well-being.</i></p>	
<p>23. What are your most significant sources of information about crime in your community? (Select a maximum of three sources)</p> <ul style="list-style-type: none"> · Personal experience · Word of mouth/information from other people · Metro/National newspapers (specify): · Local newspaper · News programs on TV (specify): · News programs on the radio (specify): · Talkback radio (specify): · Social media (specify platform): · Other internet news sources (specify): · The police or police operated website · Other (Specify): · Don't know/Prefer not to say 	<p>24. How do you feel about your personal safety in your community?</p> <ul style="list-style-type: none"> · Very satisfied · Satisfied · Dissatisfied · Very dissatisfied · Don't know/Prefer not to say · If you selected very dissatisfied or dissatisfied, please describe why
<p>25. Over the last three years, do you think crime in your community has...</p> <ul style="list-style-type: none"> · Decreased · Remained the same · Increased · Don't know/Prefer not to say 	<p>26. Compared to other communities in British Columbia, do you think your community has...</p> <ul style="list-style-type: none"> · Lower rates of crime · About the same rates of crime · Higher rates of crime · Don't know/Prefer not to say



<p>27. How safe do you feel walking alone in the area that you live (your neighbourhood) alone during the day?</p> <ul style="list-style-type: none">· Very safe· Safe· Unsafe· Very unsafe· Does not apply· Don't know/Prefer not to say <p>If very unsafe or somewhat unsafe, please provide the main reason underlying why you feel that way.</p>	<p>28. How safe do you feel walking alone in the area that you live (or your neighbourhood) alone at night?</p> <p>If very unsafe or somewhat unsafe, please provide the main reason underlying why you feel that way.</p>
<p>29. How likely or unlikely do you think it is that you will fall victim to each of the following crimes in the next twelve months?</p> <ul style="list-style-type: none">· Having your home burgled· Being robbed· Being harassed-Being the victim of online fraud, a scam, online abuse, or harassment	<p>30. Please answer yes or no to the following statements. Yes/no/prefer not to say</p> <ul style="list-style-type: none">· I have been burgled (broken into) in the past year.· I have been robbed, harassed, or physically assaulted by another person in public in past year· I have been the victim of an online fraud, a scam, online abuse or harassment· Someone I know has been burgled (broken into) in the past year· Someone I know has been robbed, harassed, or physically assaulted by another person in public in the past year· Someone I know has been the victim of an online fraud, a scam, online abuse or harassment
<p>31. To what extent would having more police officers in your neighbourhood make you feel safer?</p> <ul style="list-style-type: none">· Not at all· Very little· Quite a bit· Significantly· Don't know/Prefer not to say	<p>32. In your opinion, the role of policing in ensuring community safety is...</p> <ul style="list-style-type: none">· Extremely important· Very important· Not so important· Not at all importantDon't know/Prefer not to say
<p>34. How much do your feelings about safety and crime impact what you do (where you go and when)?</p> <ul style="list-style-type: none">· Not at all· Very little· Quite a bit· SignificantlyDon't know/Prefer not to say	<p>34. How much do your feelings about safety and crime impact what you do (where you go and when)?</p> <ul style="list-style-type: none">· Not at all· Very little· Quite a bit· SignificantlyDon't know/Prefer not to say
<p>35. You feel comfortable allowing your children to play outside.</p> <ul style="list-style-type: none">· Strongly disagree· Disagree· Agree· Strongly agree· Don't know/Prefer not to say	<p>36. Please identify your main concern/priority with regards to community safety:</p>

Substance Use

If you are in need of support or treatment, or if you wish to locate addictions services in your area, please contact [insert organization here] at [insert contact information here].



37. In the last 12 months, that is from [month/year] to [month/year], how often did you have a drink of alcohol that was more than just a sip?

- I have never had a drink of alcohol that was more than just a sip
- I did not drink alcohol in the last 12 months
- Less than once a month
- Once a month
- 2 or 3 times a month
- Once a week
- 2 to 3 times a week
- 4 to 6 times a week
- Every day
- Don't know/Prefer not to say

38. In the last 12 months, how often did you use another drug or substance (pharmaceuticals, MDMA, hallucinogens, heroin, cocaine, synthetic cannabinoids, bath salts, salvia, etc.) to get high?

- I have never used another drug or substance to get high
- I did not use used another drug or substance to get high in the past 12 months
- Less than once a month
- Once a month
- 2 or 3 times a month
- Once a week
- 2 to 3 times a week
- 4 to 6 times a week
- Every day
- Don't know/Prefer not to say

Democratic Engagement

The perception that government policies reflect the needs of the community contribute to a change in the quality of life and well-being of residents. It is also important to know if the community trusts the integrity of elected officials.

39. How much would you say that local government efforts have improved the quality of life and well-being of your community?

- Very much
- A lot
- Not much
- Not at all
- Don't know/Prefer not to say.

40. You trust your local political officials to represent you well.

- Strongly agree.
- Agree
- Disagree
- Strongly disagree.
- Don't know/Prefer not to say

Accessibility to Services

Feelings of accessibility to basic services, sports and recreation opportunities, personal development opportunities, and arts and cultural events are important markers of a strong community and a positive sense of well-being. Having access to these services and opportunities also increases the sense of belonging to the community.

41. How accessible (in terms of location and affordability) do you consider the following activities or services?

- Sports and recreation activities
- Arts and cultural activities
- Activities to develop your skills and abilities (e.g., educational courses, computer skills, sewing)
- Health care services

42. If you use public transportation, how would you rate the accessibility and ease of using transit in your community?

- Excellent
- Very good
- Good
- Fair
- Poor
- Not applicable

Environment

Environmental assets such as the natural resources and environmental goods and services that are provided free of charge by nature are important for the well-being of the community. Having better environmental information about conditions of the natural environment in a community is important in shaping future policies.

43. How do you feel about the efforts being made to preserve the natural environment in your community?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know/Prefer not to say

44. How do you feel about the opportunities to enjoy the outdoors and the natural environment in your community?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Don't know/Prefer not to say



LAST PAGE! You're almost done! Great job.
Concluding Questions

45. Which of the following best describes your current relationship status?

- Married
- Widowed
- Divorced
- Separated
- In a domestic partnership or civil union
- Single, but cohabiting with a significant other
- Single, never married
- Don't know/Prefer not to say

46. What is your total annual household income?

- Less than \$20,000
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 and \$99,999
- \$100,000 or more
- Don't know/Prefer not to say

47. Including yourself, how many people live in your household? Please count adults and children.

- 1 / 2 / 3 / 4 / 5 or more /Prefer not to say

48. How many children under 18 years old live in your household? 1 / 2 / 3 / 4 / 5 or more /Prefer not to say

49. What is the highest level of education you have completed?

- Did not attend school
- Some elementary or some high school education
- High school diploma
- Completed technical or community college
- Some college or some university
- University degree (Bachelor's)
- Graduate degree (Master's, PhD)
- Don't know/Prefer not to say

50. Which of the following categories best describes your employment status?

- Employed, working full-time
- Employed, working part-time
- Contract work or temporary work
- Unemployed / looking for work
- Household work / caring for children or family members
- Retired
- Going to school
- Other (on leave, disabled, etc.) please specify
- Don't know/Prefer not to say

51. Were you born in Canada?

- Yes
- No (please specify numbers of years lived in Canada)
- Prefer not to say

52. What do you love about your community?

51. Which issue(s) require(s) the most improvement or attention to improve quality of life, safety, and well-being in your community?

Survey Communication

The following are examples of messages that can be shared via various communication platforms/methods to recruit survey participants from the community.

Letter Introducing the Survey¹

Dear [participant], Your voice matters!

We are inviting residents of [name of community] to participate in the Community Safety & Well-Being Survey. This survey will help us understand the current well-being and feelings of safety of people in the community so we can work together to focus on local actions that will improve quality of life for everyone.

If you have already completed the survey, thank you! If not, we want to ensure that as many residents as possible have the opportunity to participate in the survey, so we are reaching out to encourage you to fill out the questionnaire.

The survey is being administered by [name of agency/organization] as part of the [name of project/strategy/plan, etc.]. The survey includes questions about your day-to-day life, health, education, employment, safety, leisure, and recreation experiences, as well as what you think about living, working, and playing in [name of community].

By sharing your experiences and what matters to you, you help to shape a better life in [name of community], determine our community priorities, and indicate where you think change is needed the most. Please complete the survey online using the instructions below. You can request a paper copy of the survey if you prefer. Thank you in advance for taking the time to participate.

To access the Community Safety & Well-Being Survey until [end date], please click or copy and paste the following link into your browser: [survey link]

- Participation is voluntary.
- Your responses will be completely confidential.
- The survey will take approximately 20 minutes to complete.

To request a paper copy, for help completing the survey, or for any other questions regarding the survey, please contact [name] at email--

Social Media Posts

Help shape happy and healthy communities in [name of community]. Do you feel safe and connected to the people and places around you? Take the Well-Being and Community Safety Survey at survey link. In only 10 minutes, you can help shape future priorities where change is needed most in our community. #CommunitySafety #Wellbeing #Communitydevelopment

How would you rate your overall well-being and safety? How would you rate your community well-being? Help shape happy and healthy communities in [name of community]. Take the Well-Being and Community Safety Survey at survey link in only 10 minutes, you can help shape future priorities and identify where change is needed most in our community. #CommunitySafety #Wellbeing #Communitydevelopment

We need your help to promote the community wide well-being and safety survey to help us shape a happy and healthy [name of community]! Beginning on date, residents will have an opportunity to complete a community wide well-being and safety survey. Just 10 minutes of time is needed to complete the anonymous survey which will help to inform future priorities for the community and direct where change is needed most in [name of community].

To learn more about how to make this the happiest and healthiest community, we need to hear from a diverse range of people. We would specifically like your help in promoting the survey to your networks, clients, co-workers, family members and friends. Take the Well-Being and Community Safety Survey at survey link In only 10 minutes, you can help shape future priorities and identify where change is needed most in our community.

END NOTES & REFERENCES

END NOTES

1. Canadian Municipal Network on Crime Prevention (2020). Practitioner Guide (2020) Toolkit for developing crime prevention and community safety and well being plans
2. Canadian Municipal Network on Crime Prevention (2020). Topic Summary: Rural Crime Prevention.
3. Government of Ontario Law and Safety Community Safety and Well Being Framework
4. Canadian Municipal Network on Crime Prevention (2020) Community Consultations for developing crime prevention and community safety and well being plans.

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- Community Safety and Well-Being Plan for York Region
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- Nilson, C. (2017b). Multi-Sector Coordinated Support: An In-depth Analysis of The Regina Intersectoral Partnership's Integrated Approach to Reducing Vulnerability Among Children and Youth (Final Evaluation Report). Prince Albert, SK: Living Skies Centre for Social Inquiry.
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Community Safety and Wellbeing

A Toolkit for Rural Saskatchewan Communities

The Saskatchewan Economic Development Alliance
www.seda.ca

