

SOCIAL POLICY FRAMEWORK

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PREPARED BY:



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planning design engagement

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TABLE OF CONTENTS

- Overview1**
 - Strategic Direction and Implementation..... 2
- Sustaining Social Well-Being.....4**
 - Social Pillar Definition 4
 - Community Goals 5
 - Guiding Principles..... 6
- Setting Priorities7**
 - Prioritization Framework 7
- Supporting Progress 11**
 - Responsibilities and Roles 11
 - Supportive Environment 15
- Sharing Insights..... 16**
 - Public Participation 16
 - Monitoring and Reporting..... 18
- Appendix A: Potential Social Policy Indicators 21**
 - Overview 21
 - Potential Indicators 22
 - Sources 27

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OVERVIEW

The Social Policy Framework (SPF) is one of The City’s five Sustainability Pillars, providing a clear framework to support implementation of City initiatives which have social effects. As a broad framework, it is not an action plan, a statutory plan, nor binding on The City. The framework is:

- A mechanism for evaluating and addressing community needs;
- A foundation for coordinating strategic actions of the public, private and community sectors;
- A “lens” that helps to identify what the community wants to achieve in the social sphere and provides guidance about how to get there and who will do what; and
- A system to consider complex social goals more deliberately across City departments.

The SPF is a City of Red Deer document, written in collaboration with consultant MODUS Planning, Design & Engagement, with direction from City Council and contributions from City staff and the community.

STRATEGIC DIRECTION AND IMPLEMENTATION

The purpose of the SPF is to help The City sustain the social well-being of the community. As shown in Figure 1, at its core, the Framework is a learning system, in which Council establishes policy in the form of “Strategic Direction” that governs Council and the organization, and that may over time be adjusted as the organization learns through implementation. On-going public and stakeholder participation helps to maintain direction and focus and is fundamental to success.

The first component for the SPF describes what it means to **sustain social well-being**.

This includes:

- Defining the social pillar;
- Identifying community-wide goals; and
- Outlining principles to guide action.

Three other components flow from this starting point:

- **Setting priorities** consistently and transparently;
- **Supporting progress** by clarifying City roles and responsibilities, and creating an environment that supports effective action; and
- Mutually **sharing insights** with stakeholders and the public.

Together, these four sections inform the final component: **plans and activities**, through which The City directly contributes to its aim of sustaining social well-being. This component, like the others, forms part of the overall learning system that is the core of the SPF.

Following Figure 1, each component of the **SPF** is described in detail. **Strategic implementation** components will be developed following adoption of the **Strategic Direction**, and will be adjusted over time as needs and circumstances dictate. Strategic implementation of the SPF will be designed to be simple and to enable the smooth integration of social policy into existing business processes, and over time, into the culture of The City, public and private sector partners, and the community as a whole.

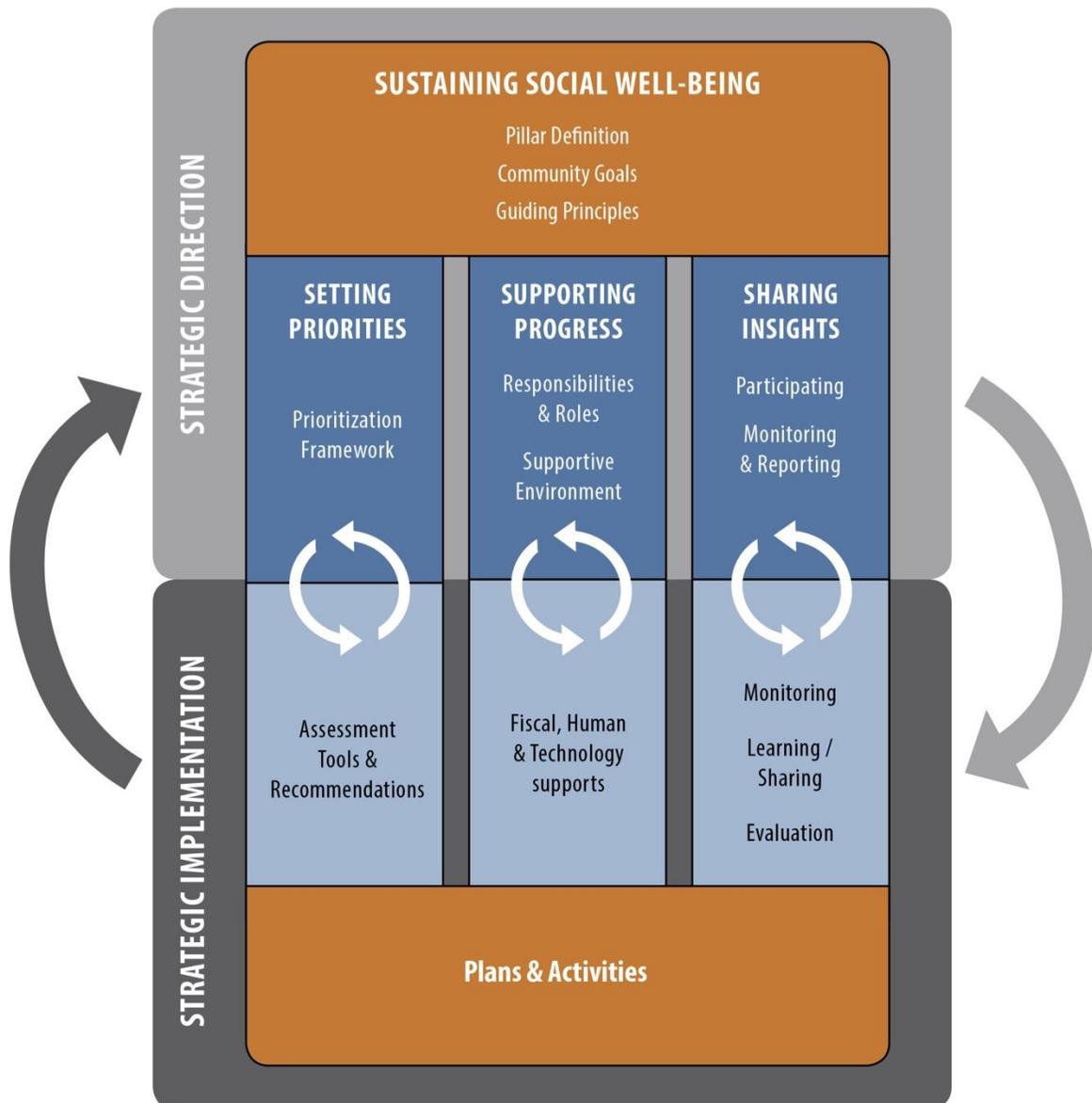


Figure 1: Components of the Social Policy Framework



SUSTAINING SOCIAL WELL-BEING

The SPF describes the social well-being of the community through definition of the social pillar, a set of goals for the whole community, and principles to guide action.

SOCIAL PILLAR DEFINITION

The Social Pillar Definition is a qualitative description of the desired social future of the community. It is broadly written and multi-faceted, without regard for how it may be achieved. The definition is proposed as something for both The City and others to contribute towards.

The definition is:

Red Deer is a strong, engaged community that embraces its diversity. Through leadership, support and partnerships, everyone can meet their needs and maintain a good quality of life. Equality, social well-being and a sense of belonging are supported, and decisions are just.

COMMUNITY GOALS

A goal describes a specific part of the desired social future for the whole community of Red Deer. The City, other organizations, citizens, and visitors all can contribute to achieving this set of goals; through joint efforts they will have the best opportunity to be reached.

The goals include (in alphabetical order):

- **Community Cohesion and Engagement:** We have strong personal, family, neighbourhood and community connections, and are engaged in the community, providing a sense of belonging and contributing to our quality of life.
- **Educational Opportunity and Attainment:** We have access to quality and diverse learning opportunities and programs throughout our lives.
- **Equitable Services and Access:** We have fair and equitable access to neighbourhood and community assets and services such as libraries, schools, parks, recreational facilities, transportation and internet.
- **Health and Basic Needs:** We lead healthy and dignified lives, with basic physical, mental, emotional, and spiritual needs consistently met.
- **Housing:** Safe, accessible and affordable housing is available to all, and everyone is appropriately housed.
- **Jobs and Wages:** A broad range of employment and related opportunities exist to support upward economic mobility and provide sufficient wages in an equitable manner, so that individuals and families can afford a dignified standard of living and have opportunities to contribute to the well-being of others.
- **Poverty Prevention and Reduction:** Supportive systems are available to help prevent us from experiencing poverty and secure lasting economic stability and security.
- **Resilience:** We are prepared to respond to and recover from crisis. Our vulnerability to hazards is reduced, and impacts of natural hazards, emergencies and crises on our lives are minimized.
- **Safety:** We live, work, learn and play in a safe and secure community and contribute to the actual and perceived safety and security of ourselves and others.
- **Social and Cultural Diversity:** We respect and celebrate the diverse perspectives and backgrounds of all.

GUIDING PRINCIPLES

A principle is a statement that describes a fundamental norm, rule, or value that represents what is desirable. It provides consistent guidance for goals, priorities and actions. The City will be guided by these principles when making decisions, developing programs, and allocating resources.

THE PRINCIPLES:

Relationships

- **Equity:** Fair and just treatment and access to opportunity is important for all people and organizations.
- **Leadership:** Leadership with and among others is essential to adopt and sustain excellent practices and to act effectively.
- **Collaborative Action:** Collective efforts are necessary, and are most effective when organizations build from their strengths, jurisdiction and capacity, while maintaining a degree of flexibility.
- **Participation and Diversity:** Genuine public participation is representative, informed and welcoming of diverse perspectives.

Process

- **Use of Principles and Evidence:** Using guiding principles and the best available evidence makes our vision more achievable.
- **Integration:** Social, cultural, economic and environmental goals are interrelated: initiatives can be strengthened by considering how to address them all.
- **Learning and Adaptation:** Experience, research, analysis and flexibility are critical to long-term success. Understanding the effects of external forces and changing values helps to address risk, maximize opportunities, and maintain the capacity to adapt.
- **Prevention Orientation:** Taking action at the earliest opportunity makes it possible to address changes before they become issues.



SETTING PRIORITIES

Rather than identifying a set of City priorities that would need to be revised regularly, the SPF identifies key City processes through which social considerations can be integrated into decision-making in a simple and transparent way, and prioritized over time.

PRIORITIZATION FRAMEWORK

Planning involves making decisions about what to do and what not to do; priority setting is the process of making these decisions.

PURPOSE

The purpose of a priority setting process is to aid The City in making decisions about the allocation of municipal resources to address existing, new and emerging issues. **These are relatively practical decisions and could involve continuing existing programs and services, adjusting them, discontinuing them, and/or implementing new ones.** Priorities may be reflected in plans, budgets, and individual decisions.

The priority setting process specifically aims to deliver on the following principles:

- **Equity:** Provide a process for the fair and equitable allocation of limited City resources.
- **Leadership:** Support decision-makers in making well-considered and effective decisions in challenging situations.
- **Use of Principles and Evidence:** Structure decision-making considerations so that supporting goals, principles and information (subjective and objective) can be clearly understood and related to the decision at hand.
- **Prevention Orientation:** Guide decision-makers to prioritize preventive approaches as a means of reducing the need for later intervention measures.

CONTEXT

By nature, the context for social policy is complex, as is prioritization itself, involving questions of timing (now vs. later), resources (more vs. less), effects (large vs. small; widely distributed vs. focused), influence over results (high vs. low) and approach (widely varying). To be effective in that context, priority setting must provide guidance in a dynamic and adaptable way.

Decisions of all kinds are made daily at all levels in an organization. To affect these involves a long-term shift in culture; however, changing formal processes can result in short-term shifts and help to implement policy.

A prioritization process can provide clarity about what decisions are supported by City policy. By doing so, it can help to inform decision-makers but also shape the proposals made by internal and external parties. This means it can help to improve the options offered to decision-makers in the first place.

STRATEGIC FOCUS

The focus of priority-setting is to integrate social considerations into major formal decision-making processes through the use of a decision-making “lens” which can be applied by Council and administration through the budgeting process, the Council Reporting process, and other similar processes. Examples include requests for new programs and initiatives, elimination of services, and evaluation of options within the annual budget.

Priority-setting decisions are informed by examining proposals through a set of filters and reporting the results to decision-makers. Decisions are then made through existing processes. The filters are organized into four broad groups, supported by more detailed considerations.

1. **Need:** What is the nature of the community need the proposal aims to address?

- **Urgent Need:** Is immediate action required to address a community need?
- **Emerging Need:** Is there a growing community need due to recent trends or changes in Red Deer?
- **Longstanding Need:** Has a community need been left unmet over a long period of time?

2. **Potential Effect:** What is the scale and nature of the decision on citizens?

- **Achievement of Community Goals:** How much could a decision help achieve one or more of the 10 Community Goals in the SPF?
- **Breadth of Effects:**
 - How much could a decision affect Red Deer community members across the demographic and socio-economic spectrum, including those targeted (e.g. by a program or initiative) and those affected by it?
 - How broad is the affected population by demographic (*i.e.*, age, gender, ethnicity, etc.) and socio-economic characteristics (*i.e.*, income levels, educational attainment, language, citizenship, marital status, etc.)?
 - What is the affected population as a proportion of the total population?
- **Depth of Effects:**
 - How significant and lasting could the effects of a decision be on the quality of life or well-being of Red Deer community members?
 - How much, and in what way, could the quality of life and well-being of the affected population change?

- 3. Opportunity:** To what degree is The City in an advantageous position to act, given internal and external considerations?
- **Opportunity:** What critical external factors (*i.e.*, timing, public support, funding availability, etc.) are in place to support the decision?
 - **Urgency** vs. sense of urgency: immediate need to act / vs. longstanding need to act
- 4. Suitability:** To what extent is the role for The City proposed by the decision in keeping with its mandate and strategic directions, the roles other organizations are playing, and their mandates?
- **Capacity and Resource Allocation:** Does City have the current or potential financial, staff, and technical capacity to implement the decision?
 - **Mandate:** To what degree is the proposed role of The City within its legislated mandate?
 - **Strategic Direction:** To what degree does the proposed decision align with and support Council's strategic priorities?
 - **Fit:** To what degree are proposed roles complementary to those of other organizations with related mandates and capacities?

Council and administration can use these questions, along with other considerations, to make significant decisions. The process of applying the questions to requests for support and/or emerging topics of concern will enable The City to develop a strong response and shape future strategies to achieve the community goals.



SUPPORTING PROGRESS

To support progress toward social well-being, the SPF includes the following components:

- **Responsibilities and Roles:** The functions and roles The City can play and for which The City is accountable.
- **Supportive Environment:** Organizational elements that need to be in place to facilitate effective action.

RESPONSIBILITIES AND ROLES

GUIDANCE FOR UNDERSTANDING CITY RESPONSIBILITIES AND ROLES

The SPF acknowledges that social well-being and quality of life are the result of complex systems, relationships and interactions – and are not the sole responsibility of local government. Guided by the principles of **leadership** and **collaborative action**, the SPF will enable The City to understand appropriate responsibilities and roles for achieving community goals, by considering the following:

- **Accountability:** Legislative mandate, and responsibilities taken on through other agreements.
- **Capacity:** The ability to act in terms of resources, knowledge and skills.
- **Relationships:** The current roles of other organizations, the relationships among and between them, and the level of community support for The City to participate.

THREE LEVELS OF RESPONSIBILITY

Based on these criteria, The City has three general levels of responsibility to achieve the SPF's community goals:

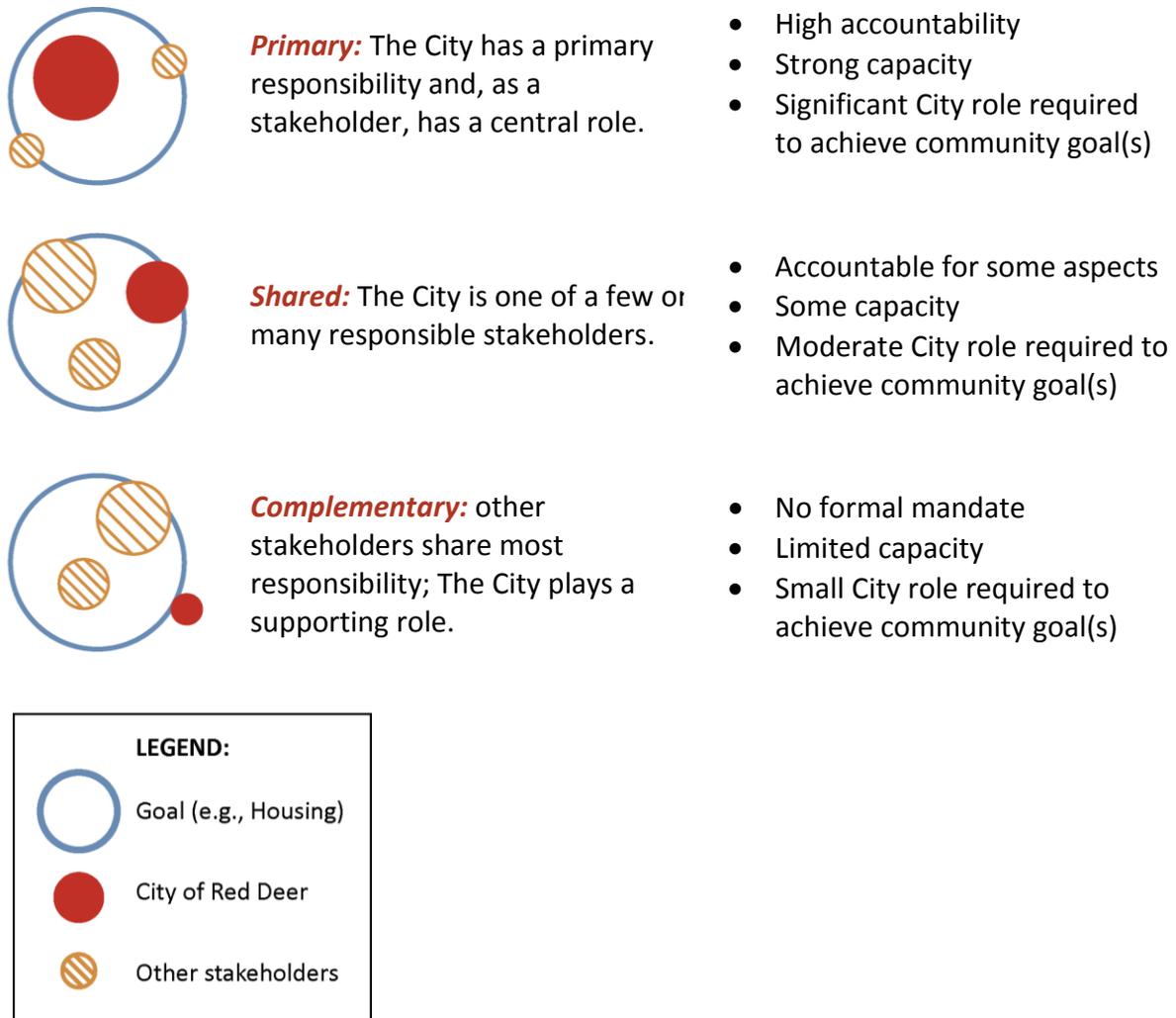


Figure 2: Three Levels of Responsibility

ROLES

Within these three levels of responsibility, The City can play different roles.

A role is a general function The City can fulfill to help achieve the SPF's community goals. The City can act in one or more of these roles at a given time, and can coordinate roles with others for increased effect.

There are eight typical roles The City may perform:

- **Advocate:** We seek to influence decisions and policy through an organized effort.
- **Educator:** We communicate, support and develop knowledge and understanding.
- **Capacity Builder:** We improve the ability of other organizations to deliver and partner on shared goals.
- **Convener:** We draw people and organizations together to explore, strategize and work through opportunities and challenges.
- **Coordinator:** We support various individuals and organizations to align and coordinate initiatives, programs, funding, etc.
- **Funder:** We provide funding to other organizations to do their work.
- **Planner/Regulator:** We develop plans, policies and regulations that affect City actions and the actions of others.
- **Service Delivery:** We provide services directly to our citizens or customers.

The following are guidelines for City roles, based on the different levels of responsibility. See Figure 3 for graphical representation.

- When The City has identified that it has a **primary** responsibility to act, it may perform any of the identified roles.
- When The City has a **shared** responsibility, it may perform any of the roles – but rarely offers service delivery.
- When The City has **complementary** responsibility and other stakeholders are leading, The City will usually select from a smaller set of roles to enhance community efforts: advocacy, education, capacity building, and convening.

City Roles:	Advocate	Educator	Capacity Builder	Convener	Coordinator	Funder	Planner/Regulator	Service Delivery
Primary 	✓	✓	✓	✓	✓	✓	✓	✓
Shared 	✓	✓	✓	✓	✓	✓	✓	
Complementary 	✓	✓	✓	✓				

LEGEND:

-  Goal (e.g., Housing)
-  City of Red Deer
-  Other stakeholders

Figure 3: City Roles & Responsibilities

SUPPORTIVE ENVIRONMENT

A supportive environment describes the organizational elements needed to integrate the SPF into The City's day-to-day business, for all decisions, large and small. These elements include: financial resources, staff capacity and culture, organizational structures and processes, and technology support within the corporation. A supportive environment also involves strong partnerships with others in the public, private and community sectors, including the potential use of similar frameworks in their decision-making and work with each other and The City.

PURPOSE

The purpose of creating a supportive environment is to create the conditions for successful implementation, recognizing that a number of internal elements need to be in place to achieve our community goals. In doing so, it delivers on the guiding principles of **leadership** and **collaborative action** within The City.

CONTEXT

The SPF is not specifically recommending new programs or initiatives for Red Deer. The SPF will be implemented alongside The City's other Pillars, each requiring changes to daily work processes and allocation of resources, and therefore also the capacity and culture of the staff involved. Creating a supportive environment for implementation is the process of learning how The City can function to consistently consider and deliver on all of the Pillars.

STRATEGIC FOCUS

Many organizational elements need to be in place to support implementation success for the SPF and other Pillars in the long term. These include:

- Staff knowledge and skills;
- Processes for effective cross-departmental collaboration;
- Information technology systems supporting integrated data collection and reporting;
- A culture that values social considerations and solutions-oriented leadership; and
- Adequate and consistent financial resources for supporting internal systems, providing a strong foundation for success of external programs and initiatives.



SHARING INSIGHTS

The City does not act alone in pursuing social well-being. Success depends on mutually sharing insights with members of the public, stakeholders, and The City, about progress and lessons learned from experience. Two components of the SPF contribute:

- **Public Participation:** As outlined in the Dialogue Charter, working with the public and stakeholders to jointly explore issues and pursue opportunities.
- **Monitoring and Reporting:** Measuring progress qualitatively and quantitatively so The City and others can learn from experience and apply resources most effectively.

PUBLIC PARTICIPATION

Public Participation means inviting and supporting the meaningful participation of City staff, external organizations, and the public in making decisions related to social policy.

PURPOSE

This participation can have a number of aims, including:

- Greater understanding of the strength and diversity of public opinion;
- Enhanced ability to involve more and more diverse people in City decision-making and public input processes;
- Community confidence that Council is providing meaningful and appropriate representation;
- Increased trust and confidence of community members in decision-makers;
- Community members shift from being passive consumers of services to seeing themselves as active participants in governance; and
- Improved government relations.

CONTEXT

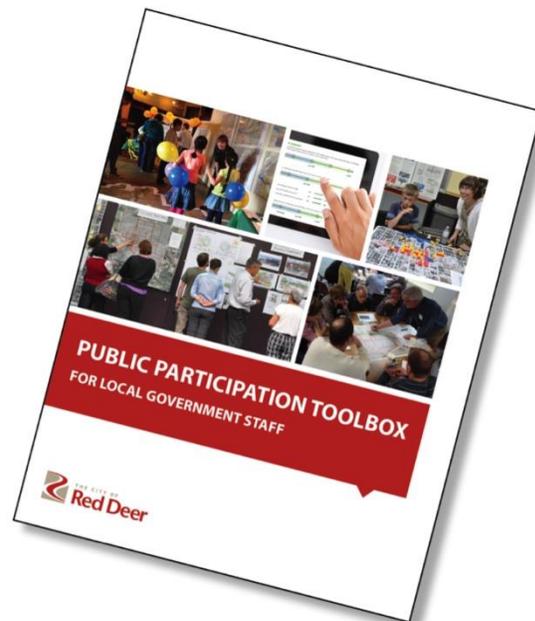
Public participation is increasingly important to local governments because of the benefits associated with successful participation. It is also important to the public and stakeholders who care deeply about their community, who want to see their tax dollars at work providing important services, and who value governments that make wise decisions on their behalf.

From an organizational perspective, participation of various staff members is critical to the success of any initiative that intends to change how things are done. Participation helps staff to improve proposals to better reflect their needs, to embrace programs when they are implemented, and to better understand the underlying intent of the programs.

The City recently developed a **Public Participation Toolbox** to help guide staff in deciding when to invite public participation in a project, and how to do it successfully. In addition, The City has a long history of public participation; staff participation is an on-going process in The City and staff, from most if not all departments, participated in the development of the SPF.

STRATEGIC FOCUS

The SPF will apply the Public Participation Toolbox to shape strong, appropriate public participation strategies. In alignment with the Dialogue Charter, the success of the SPF's implementation relies on the participation of staff, stakeholders and the broad community.



MONITORING AND REPORTING

Monitoring and reporting is a formal review process that involves the systematic, ongoing measurement of and communication about change within a system that informs decision-making.

PURPOSE

Monitoring and reporting acknowledges gradual changes in Red Deer’s demographic and socio-economic composition as well as other trends that will affect City policies and services. A formal monitoring and reporting system will enable The City and others to understand what is being done and what success is being realized in achieving the SPF’s community goals and living up to the Social Pillar Definition. While they are linked to the SPF’s guiding principles, **Monitoring and Reporting** most directly aims to deliver on five of them:

- **Leadership:** Demonstrate leadership by The City and others by describing excellence in practice and communicating about effectiveness of action.
- **Collaborative Action:** Help collaborating organizations and departments assess their collective efforts and effects.
- **Use of Principles and Evidence:** Provide an assessment of efforts made and/or progress achieved to inform decision-making.
- **Learning and Adaptation:** Inform shared learning among stakeholders and create the potential to adapt programs and initiatives to improve their effectiveness.
- **Prevention Orientation:** Enable The City and others to see emerging shifts and respond quickly.

CONTEXT

There are a number of different kinds of assessments, depending on their purpose and application. The City already monitors and reports in all of these ways, for the organization as a whole, and for individual programs, as shown in Table 1.

Table 1: Assessment Types

Type	Purpose	Application	Example
Effects	Measure long-term performance	Community / Organization	<ul style="list-style-type: none"> • Environmental Master Plan • City Annual Report
Processes	Document outputs and short-term outcomes	Community / Organization / Program	<ul style="list-style-type: none"> • FCSS Annual Report • City Annual Report
Activities	Track program activities and key indicators of program progress	Organization / Program	<ul style="list-style-type: none"> • Housing and Homelessness • City Annual Report
Development	Inform and guide program development	Program	<ul style="list-style-type: none"> • Alcohol and Drug Strategy Report • Homelessness Systems Analysis
Research	Generate new knowledge and understanding	Program	<ul style="list-style-type: none"> • Seniors Accessible Transportation • Winter Response Research

The SPF is a comprehensive strategic framework for action at a community-wide level, similar to The City’s other Pillars. Other monitoring and reporting programs at this level are focused primarily on outcomes, although some also report on outputs and activities of The City. Monitoring and reporting systems for each of the Pillars have been developed but are currently standalone processes. There is strong potential for integration, which could improve efficiency and make communications more consistent and accessible.

Monitoring and reporting can range from being time-consuming and costly to being quick and inexpensive. Decreasing senior government involvement on many social issues suggests a potential need for a more in-depth municipal program; however, tightening municipal resources may point to a lower level of investment.

Depending on their focus, monitoring programs can make it possible to assess progress toward community goals, as well as the breadth and depth of effect. At present in Red Deer, no one organization is responsible for comprehensive monitoring and reporting in relation to community social goals; instead, various organizations monitor and report based on their own mandates and strategic concerns. As a result, the community lacks a clear picture of current and anticipated social performance. Addressing this void is an appropriate role for The City because it represents and serves the local community, and because it is involved in virtually every social aspect of the community in some way.

STRATEGIC FOCUS

In developing the SPF monitoring and reporting program, The City will:

1. Start with a relevant and achievable system, and adapt and strengthen it over time.
2. Integrate with The City's other Pillars and key documents (*i.e.*, Annual Report) and report on effects (see Assessment Types table).
3. Consider integration and alignment among other assessment types used by The City (see Assessment Types table).
4. Consider The City's level of responsibility (*i.e.*, primary, shared or complementary) and need for rigour in setting The City's level of effort. Where The City does not "own the issue", focus on broad monitoring of effects, and only conduct more specific evaluation on what The City does "own".
5. Create a streamlined system to support continuous improvement.
6. Produce accessible annual public reports that:
 - Focus on meaningful measures;
 - Use existing measures and expand reporting over time, in collaboration with other organizations;
 - Draw on the "toolbox" of indicators already in use by The City, the FCSS program, or other communities in Alberta (described in Appendix A) to explain progress on the SPF community goals;
 - Contextualize results by reporting on the factors affecting performance along with the performance itself and relevant trends; and
 - Make The City's level of responsibility as clear as possible for each measured outcome.



APPENDIX A: POTENTIAL SOCIAL POLICY INDICATORS

OVERVIEW

This Appendix is a “toolbox” of indicators that may be used to measure progress towards the Community Social Goals identified in the SPF, and for other related monitoring and reporting purposes. This list of indicators focuses on social outcomes, defined as discrete, measurable aspects of a goal. It is not a complete list: many social indicators exist and are measured; The City may choose indicators from the list below, or others not listed here. Furthermore, for each of the indicators, one or more measures may be useful, from Statistics Canada data to customized survey data.

Generally speaking, the most easily measurable indicators are grouped first for each goal where supporting data is already collected by The City, is freely available from other organizations, or could be developed through simple quantitative methods. Most of these indicators measure the “welfare” of the community. The second group typically requires more data collection efforts (for example, through a survey) and are most often “satisfaction” indicators – that is, they measure how people feel, and therefore address the personal side of quality of life. Indicators most closely related to the goal statement are listed first within each group.

POTENTIAL INDICATORS

- 1. Community Cohesion and Engagement:** We have strong personal, family, neighbourhood and community connections, and are engaged in the community, providing a sense of belonging and contributing to our quality of life.

Core Indicators:

- People have opportunities and places for social interaction (*i.e.*, “walkability” and gathering places).
- People help one another (*i.e.*, based on participation in community groups, churches, etc.).

Other Possible Indicators:

- People feel a strong sense of belonging in their neighbourhood, community and country.
 - Families have positive social and family connections and networks.
 - People enjoy their relationships with their family, partner, neighbours, co-workers, and friends.
 - People feel supported by their neighbours.
 - People have others to count on to listen to them when they need to talk.
 - People have someone who loves them and makes them feel wanted.
 - People listen to and value the opinions and ideas of others.
 - Children have positive peer relationships and friendships.
 - People, in their daily lives, have time to do things they really enjoy.
 - People feel a sense of purpose in their life.
 - People believe they make a difference when they volunteer.
 - People know what is happening in their community.
- 2. Educational Opportunity and Attainment:** We have access to quality and diverse learning opportunities and programs throughout our lives.

Core Indicators:

- People have completed secondary education.
- People have completed post-secondary education.
- Children have access to quality and culturally-responsive early childhood education or school instruction, curriculum, and environment.
- People have access to “second chance” high school upgrading and lifelong learning.
- People have access to post-secondary education.

Other Possible Indicators:

- f. Children have engagement in school and learning.
- g. People have adequate numeracy and literacy skills.
- h. Children attend and succeed at school.

- 3. Equitable Services and Access:** We have fair and equitable access to neighbourhood and community assets and services such as libraries, schools, parks, recreational facilities, transportation and internet.

Core Indicators:

- a. People have access to affordable, appropriate and quality housing, childcare and transportation.
- b. People have convenient, affordable access to high quality, safe and appropriate green space, recreation services, programs and facilities and other services and amenities (*i.e.*, banks, grocery, schools, libraries, parks and playgrounds).
- c. People have access to arts, cultural and community activities and celebrations.

Other Possible Indicators:

- d. People help one another in their neighbourhood or community with their transportation needs and other personal supports (*i.e.*, unpaid babysitting, visiting, emotional support, providing advice).
- e. People tell one another about events, activities and resources in their neighbourhood or community.

- 4. Health and Basic Needs:** We lead healthy and dignified lives, with basic physical, mental, emotional, and spiritual needs consistently met.

Core Indicators:

- a. People have a long life expectancy.
- b. Suicide rates are low.
- c. People have uninterrupted access to clean drinking water and wastewater collection.

Other Possible Indicators:

- d. Babies are born healthy.
- e. Children enjoy good physical and emotional health.

- f. People are able to access the health professionals they need.
 - g. People have an understanding of the root causes of social problems.
 - h. People are able to voluntarily be involved with a faith group (spirituality).
5. **Housing:** Safe, accessible and affordable housing is available to all, and everyone is appropriately housed.

Core Indicators:

- a. People have access to affordable housing (as well as childcare and transportation).
 - b. People have access to appropriate housing (appropriate to household composition).
 - c. People have access to quality housing (*i.e.*, well-maintained).
6. **Jobs and Wages:** A broad range of employment and related opportunities exist to support upward economic mobility and provide sufficient wages, so that individuals and families can afford a dignified standard of living and have opportunities to contribute to the well-being of others.

Core Indicators:

- a. People have reliable employment.
- b. People can keep up with their bills and monthly commitments.
- c. People are aware of, and have access to, reliable transportation that allows them to get where they need to be.
- d. Parents have employment in full-time jobs with benefits.

Other Possible Indicators:

- e. People feel good about their future.
 - f. Neighbourhoods foster, attract, and sustain appropriate business and economic development.
7. **Poverty Prevention and Reduction:** Supportive systems are available to help prevent us from experiencing poverty and secure lasting economic stability and security.

Core Indicators:

- a. Families have sufficient income to meet basic needs, such as food, shelter, transportation, clothing, health and dental care, child care, and extra-curricular activities for children.

- b. People are able to get by financially without any help from their family or friends.
- c. Adults and seniors are economically self-sufficient.
- d. Income distribution in Red Deer is equitable.
- e. People live in mixed income neighbourhoods.
- f. People have access to social assistance and other concrete economic and personal supports and counselling in times of need.

Other Possible Indicators:

- g. People feel that they have the ability to improve their life.
- h. People are able to live their life the way they want.
- i. People feel they are able to overcome life's challenges.

- 8. Resilience:** We are prepared to respond to and recover from crisis. Our vulnerability to hazards is reduced, and impacts of natural hazards, emergencies and crises on our lives are minimized.

Core Indicators:

- a. People have others they can count on in an emergency.
- b. Few people live in areas vulnerable to floods, slope instability, and other natural hazards.

- 9. Safety:** We live, work, learn and play in a safe and secure community and contribute to the actual and perceived safety and security of ourselves and others.

Core Indicators:

- a. People are safe from property crime.
- b. People are safe from violent crime.
- c. People are safe from injury and poisoning.

Other Possible Indicators:

- d. People feel safe walking alone in their neighbourhood after dark.
- e. People feel they can trust the people in their neighbourhood.
- f. People know how to keep themselves and/or their families or friends safe.
- g. Children have positive and safe school and community environments.
- h. Children have positive adult mentors and role models.
- i. Neighbourhoods have healthy and safe natural and built environments.

10. Social and Cultural Diversity: We respect and celebrate the diverse perspectives and backgrounds of all.

Core Indicators:

- a. People respect and are comfortable with members of their own, and other people's culture, race or ethnic group.
- b. People feel pride in their own culture or ethnic group.
- c. People spend time finding out more about others' ethnic groups (*i.e.*, history, traditions, and customs).
- d. People feel connected to their own culture, race or ethnic group.
- e. Neighbourhoods reflect diversity in age, gender, cultural background and family type (*i.e.*, one and two parent families, same-sex families, single people, etc.).

SOURCES

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