

A Framework for Recreation in Canada



PATHWAYS TO WELLBEING



Municipal Audit Tool

May 2018

A Framework for Recreation in Canada: Municipal Audit Tool

May 2018

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

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

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

<https://www.cpra.ca/about-the-framework>

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BACKGROUND

The Framework for Recreation in Canada (FRC) is primarily written for and by the recreation and parks field to work toward local alignment with national and provincial priorities. Its full implementation requires discussion and collaboration with a broad range of stakeholders at all levels of government and with a variety of partners. The document is intended to provide for a variety of sectors to collaborate in the pursuit of common priorities, while respecting the uniqueness of individuals and the diversity of communities.

This work is underway under the guidance of the FRC Implementation and Working Group (co-chaired by the Inter-Provincial Sport and Recreation Council and the Canadian Parks and Recreation Association). It is key to understand that the document is intended to provide for a variety of sectors to collaborate in the pursuit of common priorities, while respecting the uniqueness of individuals and the diversity of communities.

The Municipal Audit Tool was created to allow local governments to assess their current situation with respect to implementing the goals and priorities of the FRC, while recognizing that local priorities and resources always need to be balanced. It will help achieve the Vision for Recreation in Canada, where everyone is engaged in meaningful, accessible recreation experiences that foster:

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

Recognizing that municipalities approach the provision and enabling of recreation at the local level in their own way, working with various partners and respecting various policy and/or financial realities, this tool is intended to gauge the current situation and thus allow for future priorities to be set that build upon best practices and align with local strategic priorities.

Part 1 is an overview assessment to identify general awareness of and support for the FRC. Part 2 is a more detailed audit to assess current programs, services and facilities in relation to the five goal areas of the FRC.

The results of the audit along with community and stakeholder discussions, staff and Council input, local data analysis, demographics and promising practices in other jurisdictions will then be used to assist in identifying short, medium and longer range priorities to ensure recreation's continued relevance and leadership on the journey to wellbeing.

OVERVIEW AND USER GUIDE

OVERVIEW

The Municipal Audit Tool is a process to help communities align with the FRC. It can be used by any size of organization in any jurisdiction. It guides participants through the five goal areas with a series of questions related to each of the priorities under the goal area.

The aim is not to measure any particular community against the Framework, but rather to better align current and future programs, services and facilities with the Framework. The outcome of the audit should be:

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

Nationally, as more organizations use the audit tool, there will be the opportunity to collect data, thus illustrating the positive impact of recreation and of the Framework overall. To use the old adage, we'll all be rowing in the same direction.

THE AUDIT PROCESS

The process of using the audit tool should be led by a facilitator. In many cases, this will be an external consultant who may have expertise in facilitation and/or master planning. However, the tool is also designed so that the audit can be done by an internal staff person. In all cases, there will be a core group of staff members who contribute to the audit. They will represent all areas of the department (recreation, culture, parks, customer service, facilities, marketing, policy etc.). Staff from other, related areas (e.g. planning, transportation) may be consulted at different points during the audit.

The process falls into two parts:

Part 1: Overview of the FRC and Organizational Assessment

Part 2: The Audit and Action Plan

HOW LONG WILL IT TAKE?

The audit may be completed in one or two facilitated workshops or it can be used as part of a larger master planning exercise.

The participants will need to have information about the municipality's programs, services and policies in order to answer the questions in Part 2. It is recommended that the tool be circulated to all participants so they can bring the relevant information to the facilitated session. It is vital that the results and any notes are combined into one report, and if applicable, action plans are implemented and reported on within agreed timelines (e.g. update equity policy in the next six months).

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

OVERVIEW AND USER GUIDE

THE FACILITATED SESSION

SETTING THE TONE

The facilitator should begin the workshop in a group setting sharing the background and history of the FRC. A slide deck that outlines the following is available:

- FRC built on premise that Recreation fosters individual wellbeing, community wellbeing and the wellbeing of built and natural environments
- FRC is a national framework, developed over a period of years with broad stakeholder consultation; being adopted by Federal/Provincial/Territorial Ministers in Feb 2015
- FRC is complementary to many frameworks and policy documents with a common mandate (Canadian Sport Policy, Connecting Canadians with Nature, Active 20/20)
- Implementation requires discussion and collaboration with a variety of partners and needs to respect the uniqueness of individuals and the diversity of communities
- No one organization “owns” recreation; collaboration is key
- Share the FRC visual (Page 17 in FRC Pathways to Wellbeing Document)
- Staff may be reticent to embark on the audit, but the purpose is not to show deficiencies, rather to enhance alignment with the FRC and to highlight opportunities for enhancing programs, services and operations.

ASSESSMENT AND AUDIT TIPS

- At the beginning of each section, there are tips on working through each part of the workshop.
- Be prepared to spend the majority of the time on the audit itself (Part 2). The process will lead to an inventory or review of existing programs, services, policies etc. in relation to the five goals and priorities of the FRC.
- Be sure to leave time to prioritize some actions and next steps.

EVALUATION

- The audit tool is also meant to support continuous improvement and evaluation. The audit can be repeated annually in order to measure local success and re-establish priorities.
- The audit tool will also be supported by a voluntary survey. This will help measure progress on the implementation of the FRC across jurisdictions

CONTRIBUTING TO A BROADER IMPLEMENTATION FOR FRC

Over time, it is hoped that local data can be recorded and shared to track trends and progress for the FRC. This can assist in broader initiatives that may assist in continued implementation at the local, provincial and national level and could include:

- New and renewed infrastructure funding programs
- Improved coordination among existing policies and frameworks
- Broad policy to support and enable local implementation
- Identification of promising practices to share with others

... all with a view to continue to ensure recreation’s continued relevance and leadership on the journey to wellbeing for all Canadians ...

PART 1: ORGANIZATIONAL ASSESSMENT

The organizational assessment can be done in the group setting. It could also be used by a consultant working on a master plan as a tool for the background/research phase of the master planning exercise. The goal of this section is to gain a common understanding of the FRC and bring everyone onto the same page.

A PowerPoint presentation is available to use as a guide.

Consideration: There could be very low awareness of the FRC and as a result some apprehension about how a communities offerings “measure up” to the FRC goals. Generally, as staff work through the goals they will see that many of the existing plans and initiatives do align with the FRC.

AWARENESS

In a group discussion, answer the following:

- Is your organization aware of the Framework?
- Are all members of your staff team aware of the Framework?
- Have you taken steps to raise awareness of the Framework (link to the FRC on your website, introduced it at meetings, integrated it into Resources being used in the community, presented at community events?)
- Has your Council passed a resolution to endorse the Framework as a guiding document for Recreation in Canada; to use as a tool for guiding decision making and priority setting in your municipality?

ALIGNMENT

In a group discussion, review existing plans for alignment with the FRC

- Has any strategic planning conducted by your organization been influenced by the Framework?
- Have you undertaken any organizational/community planning to ensure your priorities align (or to realign your priorities) with the Framework’s goals and priorities?

PART 2: AUDIT TOOL INTRODUCTION

LOCAL ALIGNMENT USING THE AUDIT TOOL

The facilitator can take the group through each goal area. If the group is too large, break the participants into a number of smaller working groups (6-8) representing different divisions or work groups. Appoint a note taker for the group.

Each group should review the Goal and read the Goal statement aloud to the group (i.e. Goal 1: Active Living – Foster active living through physical recreation).

The group should then go through each question and as a group, assign a rating (from 1.0 – 4.0; see the workbook for rating scale). Each group would complete this piece independently and then report back to the larger group. Reporting back allows all participants to hear from others and gain a more fulsome understanding of where their municipality may be in terms of implementing the goal.

Since groups may represent a cross-section of staff (recreation, parks, customer service, facilities, marketing), there may be differing views on whether the rating is a 1.0, 2.0, 3.0 or a 4.0 or somewhere in between. The groups can decide where the most reasonable rating should land. In some cases, there may be additional input required from others (Planners, Economic Development staff etc.) as some of the goal areas are affected by directions and actions in other departments. (i.e. active transportation, low-impact development standards etc.)

PUTTING THE FRAMEWORK INTO ACTION

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

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

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

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

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented



GOAL 1: ACTIVE LIVING

Foster active living through physical recreation.

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 1.1 | Enable participation in physically active recreational experiences throughout the life course, continuing to focus on children and youth but expanding to meet the needs and foster the participation of the growing number of older people in Canada. | | | | |
| | A To what extent do you enable opportunities for physically active recreational experiences in your community that address all ages? (through the life course) | | | | |
| | B Have you identified barriers within your municipality that prevent participation in physically active recreation programs and services? | | | | |
| | C Does your municipality have an overall strategy that seeks to increase physical activity and active living? | | | | |
| 1.2 | Do you work with other community partners (education, health, social services, sport organizations, age specific groups etc.) to increase physical activity and active living? | | | | |
| | 1.2 Incorporate physical literacy in active recreation programs for people of all ages and abilities. Physical literacy is recognized as a precondition for lifelong participation in and enjoyment of sport in the Canadian Sport Policy 2012. | | | | |
| A | To what extent do you incorporate Physical Literacy in active recreation programs? | | | | |
| 1.3 | Support the child's right to play, and to participate freely and fully in "age-appropriate recreational experiences, cultural life, and artistic and leisure activities", as outlined in the United Nations Convention on the Rights of the Child. Enhance opportunities for children and youth to play outdoors and interact in nature in school, community and neighbourhood settings. Engage parents and provide safe, welcoming, low- or no-cost opportunities for families and multiple generations to experience the joy of spontaneous active play together. | | | | |
| | A Do you provide a range of opportunities for children and youth to play outside or participate in low-no cost planned or spontaneous activity with families and/or multi-generations? | | | | |
| 1.4 | Inform recreation leaders about the importance of reducing sedentary behaviours, and enable them to explore and implement strategies and interventions that address this important public health issue. | | | | |
| | A Does your training program for recreation leaders provide information on the importance of reducing sedentary behaviour; including tips and ideas that enable them to implement ideas into their program plans on a regular basis? | | | | |
| | B Do you employ best practises identified by the World Health Organization or other evidenced-based interventions to increase levels of physical activity in your community? | | | | |

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented



GOAL 2: INCLUSION AND ACCESS

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

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 2.1 | Develop and implement strategies and policies, which ensure that no families or individuals in Canada are denied access to public recreation opportunities as a result of economic disadvantage. | | | | |
| | A Do you have an affordable access policy approved by Council? | | | | |
| | B Do you monitor the demand, evaluate the policy and adjust these policies accordingly? | | | | |
| | C Do you track participation numbers to understand the need in your community using current census data? | | | | |
| | D Do you have a policy of Inclusion that provides a safe and welcoming environment for people with all sexual orientations and sexual identities? | | | | |
| 2.2 | Enable people of all ages to participate in recreation. Address constraints to participation faced by children and youth from disadvantaged families and older adults who are frail and/or isolated. | | | | |
| | A Do your programs provide opportunity to participate for: <ul style="list-style-type: none"> • Children and youth from low income families? • For older adults who are frail and/ or isolated? | | | | |
| 2.3 | Build trust and participation through the provision of recreational opportunities and experiences that are respectful and appropriate for various ethnocultural groups. Actively engage persons of diverse and racialized backgrounds in developing, leading and evaluating recreation and park activities. | | | | |
| | A Have you made connection with local Multicultural Council contacts or organizations that provide services within your community to meet local needs for various ethnocultural groups? | | | | |
| | B Do you have current Census Canada data (2016) that provides current profile information that can assist your organization in understanding program and service needs? | | | | |
| | C Do you have access to resources to assist with language barriers that may exist; can you reach out to community members to make connections with various ethnocultural groups to more fully engage in discussion on tailoring services? | | | | |
| 2.4 | Recognize and enable the experience of Aboriginal peoples in recreation with a holistic approach drawn from traditional values and culture. Work with Aboriginal communities in pursuit of all five goals outlined in the Framework for Recreation in Canada 2015. | | | | |
| | A Do you provide opportunities with First Nations communities based upon the composition within your community? | | | | |

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented

| | | 1.0 | 2.0 | 3.0 | 4.0 | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|--|
| 2.5 | Enable and encourage women and girls of all backgrounds and circumstances to achieve their potential and participate fully in all types of recreation. Address the historical, cultural and social barriers to participation experienced by girls and women, and apply a gender equity lens when developing and monitoring policies, programs and practices. | | | | | |
| | A | Do your programs encourage women and girls of all backgrounds to participate? | | | | |
| | B | Do you specifically encourage participation opportunities to women and girls to participate on planning committees, advisory councils or other mechanisms to assist in planning programs, services and policies? | | | | |
| 2.6 | Enact policies of non-discrimination on the basis of gender identity and gender expression. Provide a welcoming and safe environment for people with all sexual orientations and sexual identities. | | | | | |
| | A | Do you have policy/policies that support a welcoming and safe environment for all people, that respects diversity and promote inclusion? | | | | |
| 2.7 | Provide leadership, support, encouragement, information, policies and programs that facilitate full participation in recreation by people of all abilities across all settings. Work with persons with disabilities and special needs to create inclusive opportunities and build leadership capacity. Ensure that recreation environments are accessible, and remove physical and emotional barriers to participation. | | | | | |
| | A | Do you engage persons with disabilities and special needs in program planning and delivery, and policy development, to ensure that your recreation environments remove barriers to participation? | | | | |
| 2.8 | Address the unique challenges and capacities in rural and remote communities. Seek community leadership in decision-making regarding the provision of and access to appropriate spaces and places, opportunities and experiences in recreation. | | | | | |
| | A | Do your services respond to the urban and rural needs of the community? Is there access to appropriate spaces and opportunities to experience recreation? | | | | |

NOTES:

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented



GOAL 3: CONNECTING PEOPLE AND NATURE

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 3.1 | Work in partnership with community and provincial/territorial planners and Aboriginal communities to provide natural spaces and places in neighborhoods, communities and regions through the retention and addition of natural areas, forests, parks, trails and recreational waters (rivers, lakes, canals and beaches). | | | | |
| | A Do your staff work with planners in the municipality and related regional authorities (e.g. Conservation Authorities, Provincial Parks) to ensure that there are natural spaces and places in neighbourhoods through the provision of parks, trails and naturalized areas? | | | | |
| | B Do you have a Parks Master plan that provides standards for the provision of parks? | | | | |
| | C Do you have a Trails and/or Cycling Master plan? | | | | |
| 3.2 | Work collaboratively at all orders and levels of government (local, regional, provincial/territorial, federal and with Aboriginal governing bodies) to create and maintain a coordinated, comprehensive system of parks and protected areas across Canada that allows year-round access to nature. Share best practices and findings in planning, design, management, ecosystem monitoring and public information. | | | | |
| | A Does your parks and open space system connect to adjacent municipalities? | | | | |
| | B Do you encourage year-round access to nature through design, signage and maintenance of park areas year-round? | | | | |
| | C Does your organization share best practices and communicate regularly with other groups (e.g. non-profit organizations, other municipalities or jurisdictions) in order to share information and best practices? | | | | |
| 3.3 | Develop public awareness and education initiatives to increase understanding of the importance of nature to wellbeing and child development, the role of recreation in helping people connect to nature and the importance of sustainability in parks and recreation. | | | | |
| | A Does your promotional and communication program promote the importance of access to nature and the role of recreation in helping people connect to nature? | | | | |
| | B Do you promote the value of parks in terms of provide low cost, year-round access to spontaneous access to recreational opportunities? | | | | |
| 3.4 | Ensure that operational policies and practices in parks and recreation limit the use of non-renewable resources and minimize negative impacts on the natural environment. | | | | |
| | A Do you have operational policies in place that reflect the importance of sustainability (fiscal, environmental, social, cultural)? | | | | |
| | B Do you have standards of development that respect low-impact on the natural environment when designing and building parks and facilities? | | | | |

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented



GOAL 4: SUPPORTIVE ENVIRONMENTS

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

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 4.1 | Provide recreation facilities and outdoor spaces in under-resourced communities (including on-reserve and in remote and rural areas), based on community and/or regional needs and resources. | | | | |
| | A Do you have an approved facility master plan in place that addresses the needs of under-resourced areas (based on community need)? | | | | |
| 4.2 | Work with partners to increase the use of existing structures and spaces for multiple purposes, including recreation (e.g. use of schools, churches, vacant land and lots). | | | | |
| | A Do you work with community partners (YMCA, District School Boards, Churches) to maximize the use of existing structures, greenspaces and facilities for multiple purposes? | | | | |
| | B Do you have an approved Policy with respect to Partnership Development and/or Alternative Service Delivery? | | | | |
| 4.3 | Enable communities to renew recreational infrastructure as required and to meet the need for green spaces by: <ul style="list-style-type: none"> • securing dedicated government funding at all levels, as well as partnerships with the private and not-for-profit sectors for the necessary development, renewal and rehabilitation of facilities and outdoor spaces • developing assessment tools and evidence-based guidelines for investing and reinvesting in aging recreation infrastructure • developing and adopting innovative renewal strategies that will endure over time, use less energy and provide affordable access for all. | | | | |
| | A Do you have an approved Asset Management Plan in place to enable ongoing renewal of recreational infrastructure, including hard infrastructure and parks? | | | | |
| | B Do you regularly assess the condition of your facility and park inventory to ensure investment is targeted, prioritized and maximizes participation? | | | | |
| | C Do you have an Energy Management Plan? | | | | |
| | D Are staff aware of your Energy Management Plan and actively participate in actions to reduce energy consumption? | | | | |

NOTES:

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 4.4 | Lead and support community efforts and planning processes for active transportation and public transit. Participate in the planning and design of communities to encourage the placement of workplaces, schools, shops libraries, parks, and sport and recreation facilities in close proximity so that active modes of transportation are easier to use. Encourage development and maintenance of active transportation routes that connect people to the places they want to go. | | | | |
| | A Do you have an approved Active Transportation Plan? | | | | |
| | B If relevant, is it linked to your Transit Plan? | | | | |
| | C Do your staff participate in Secondary Planning projects to ensure early identification for the placement of community assets, including schools, parks, libraries, sport and recreation facilities in close proximity to that active modes of transportation are easier to use? | | | | |
| 4.5 | Enhance mental and social wellbeing by creating supportive social environments in the settings where people live, learn, work and play. This requires strengthened partnerships with schools, social service groups, the arts community, law enforcement, transportation and urban planners, community organizations and the private sector. | | | | |
| | A Do you have a relationship with Regional/County Government with respect to providing supportive mental and social wellbeing environments within recreation facilities? | | | | |
| 4.6 | Develop and implement targeted recreation education campaigns that increase knowledge about how recreation contributes to enjoyment and quality of life, and help people acquire the skills and attitudes they need to plan for making recreation a part of their lives. | | | | |
| | A Do you actively promote the benefits of recreation and provide ongoing information to your community about the importance of recreation to the quality of life? | | | | |
| 4.7 | Develop a common understanding of community wellbeing through the development and use of standardized assessment tools and indices that will help communities assess and measure their status on community wellbeing. | | | | |
| | A Does your Corporate Strategic Plan include an assessment of community wellbeing? | | | | |
| 4.8 | Adopt a strategic approach to community building that features alignment and collaboration with other community initiatives (e.g. Age-Friendly Communities, Healthy Cities/Communities, Community Food Centres). | | | | |
| | A Are you aware of / do you align with, other community building initiatives that may exist in your community – Age-Friendly Community, Healthy Cities, Safe Cities etc.? | | | | |

PART 2: AUDIT TOOL

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GOAL 5: RECREATION CAPACITY

Ensure the continued growth and sustainability of the recreation field.

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 5.1 | Increase collaborative efforts among provincial/territorial governments, local governments, voluntary organizations, Aboriginal communities, the private sector and recreation associations to support and nurture a vibrant recreation system that serves as the primary means for achieving the vision and goals in this Framework. | | | | |
| | A Do you include information related to the Framework within your training programs for staff and volunteers? | | | | |
| 5.2 | Implement career awareness, preparation and development strategies to attract and educate new leaders. | | | | |
| | A Do you promote staff recruitment strategies to attract staff to work in the field of parks and recreation through communication of the benefits of recreation and the impact recreation leaders make in improving quality of life in their community? | | | | |
| | B Do you offer Leader-in-Training programs or Volunteer Development programs that specifically focus on developing potential new leaders for the sector? | | | | |
| 5.3 | Support advanced education in recreation. Use long-term market studies to inform curricula development and capture supply and demand needs in the industry. | | | | |
| | A Do you work with Community Colleges and/or Universities to benefit from research to align with priorities within your community? | | | | |
| | B Do you provide placement opportunities for students? | | | | |
| 5.4 | Develop and implement high-quality training and competency-based capacity development programs for organizations and individuals (professionals and volunteers) working in recreation, particularly in under-resourced rural and remote areas. | | | | |
| | A Does your training program include modules that align with the 5 goals and priority areas within the Framework? | | | | |
| | B Do you also ensure that operations are compliant with legislative and regulatory requirements and that the appropriate staff are trained to ensure compliance? | | | | |
| 5.5 | Develop a strategy to enhance community-based leadership in recreation. | | | | |
| | A Do you have an approved Volunteer Policy? | | | | |
| 5.6 | Rejuvenate and update volunteer strategies to reflect societal changes and take advantage of community and individual capacities. Engage volunteers of all ages and from all walks of life. Make a special effort to recruit and support volunteers from a variety of ethnocultural and racialized populations and other groups that face constraints to participation. Recognize and support the role of the not-for-profit sector in developing and engaging volunteers. | | | | |
| | A Does your group of volunteers engage people from all ages and walks of life? | | | | |

PART 2: AUDIT TOOL

1.0 Not Yet in Place | 2.0 In Planning Stages | 3.0 Partially Complete / Implemented | 4.0 Complete / Implemented

| | | 1.0 | 2.0 | 3.0 | 4.0 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 5.7 | <p>Support a pan-Canadian, comprehensive knowledge development strategy that increases support for:</p> <ul style="list-style-type: none"> recreation research and data collection carried out by universities and colleges, the not-for-profit sector, provincial/territorial, local and Aboriginal governments, with special attention to applied research at the community level the national recreation information system so that all those planning and delivering recreation services have access to the latest evidence collaborative efforts among governments, recreation associations and colleges and universities to develop new recreation programs and services that meet the evolving and expanding needs within communities. | | | | |
| | <p>A Do you meet regularly with colleagues from adjacent municipalities and other aligned jurisdictions (District School Boards, YMCA, Public Health) to encourage collaboration in the development of new programs and services?</p> | | | | |
| | <p>B Do you regularly conduct gap analysis to ensure that your resources are meeting the needs of your desired audience?</p> | | | | |
| | <p>C Do you have the ability to adjust plans and approaches as required to ensure that resources are used most effectively (decisions associated with reducing barriers, encouraging participation, working with other organizations)?</p> | | | | |
| | <p>D Do you have quality assurance programs in place to ensure that all programs and services meet public expectations (HIGH FIVE, Canadian Sport for Life Model, other non-legislated quality standards)?</p> | | | | |
| | <p>E Do you measure the performance of your department including:</p> <ul style="list-style-type: none"> Inputs (human and fiscal resources) Outputs (participation levels, use of facilities etc.) Efficiencies (cost to provide varying programs and services) Effectiveness (public and user satisfaction levels) | | | | |

NOTES:

A Framework for Recreation in Canada



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