ASSESSING AND MEETING THE NEEDS OF YOUR COMMUNITY

St. John Ambulance Saint-Jean

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Table of Contents

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INTRODUCTION

St. John Ambulance members serve their communities by providing training in various health care programs to individuals and groups, and through direct service using volunteers skilled in first aid, health care and health promotion. St. John Ambulance is a non-profit organization, and to remain viable, relevant and strong, it must be operated in a business-like manner. Each functional unit, whether provincial/territorial, area, branch or division, should have a business plan. The resources and actions necessary to meet the needs of the community and the objectives of St. John Ambulance must be stated. Once formulated and implemented, the plan must be evaluated from time to time to make sure that it is on track. Ultimately, the outcome must be compared to the stated plan.

This document offers step-by-step guidance to assessing the needs of your community. The objective is to provide community service relevant to the community's needs.

DEFINITIONS

A ***need*** is a circumstance, requirement or potential problem that requires some course of action.

Needs assessment is an attempt to find out what people need or want, and how we can best address it. It is a systematic process for finding out who has the need, how important it is that the need be filled, and how many people are experiencing the need. Needs assessment should also examine why a particular need exists to help determine some possible solutions for meeting identified needs.

Evaluation is the systematic and objective assessment of performance; estimating or forming an opinion based on data.

The ***business plan*** addresses three questions:

a. Where are we now?
b. Where do we want to go?
c. How can we get there?

Objectives are specific measurable statements of what you want to accomplish with your study or evaluation.

Community service is more than a good deed. It begins with identifying a need within the community, and finding ways to provide a service that will make a difference in the lives of others. It is a contribution through active citizenship.

St. John Ambulance provides many opportunities for community service, such as:

a) *Patient Care* – uniformed volunteers trained in first aid, health care and CPR (referred to collectively as "patient care"), who provide their services at public events;

b) *Youth Program* – a program for young volunteers (ages 6 to 20), run by volunteer leaders, and created to provide opportunities to Canadian youth for social, educational and personal development, with a focus on first aid and community involvement;

c) *Instructors* – trained instructors often venture outside their role in the business of St. John to provide free or subsidized training to school children (e.g. We Can Help), other non-profit organizations (e.g. Scouts Canada) or needy groups;

d) *Therapy Dog Program* – a unique community service that involves dog visitation to comfort the lonely, sick and elderly (see May 1996 issue of *DID YOU KNOW?*);

e) *Auxiliary and Fellowship* – two different groups who may or may not be attached to a Patient Care, Youth or Therapy Dog unit, and who provide a wide range of volunteer services, such as administrative support, fundraising, social support, public relations and staffing displays (see November 1994 issue of *DID YOU KNOW?*);

f) *New Community Services* – the only limits to what new community services St. John can offer are the needs identified within local communities – such as elder sitting, beach patrol, free courses on healthy ageing, caring caller programs, hospice or respite care, campus response, public training for disaster survival, and educational outreach for high-risk groups;

g) *Board Members* – the group that supports the charitable activities of St. John by assessing their community's needs, deciding which of those needs to meet and how to meet them, fundraising to help support the charity financially, and raising the visibility of our volunteers in the community – the group that pulls it all together.

WHAT CAN ASSESSING THE NEEDS OF YOUR COMMUNITY DO FOR YOU?

As a member of St. John Ambulance, you probably already base many of your decisions on what you know about your community, their tastes and backgrounds. If you participate in community activities, you may already be familiar with your town's socio-economic make-up.

Assessing the needs of your community determines how well St. John Ambulance is currently meeting the needs of the community and what other types of resources and services St. John Ambulance can provide in the future.

Results of assessing the needs of your community can be used to determine:

- How St. John Ambulance is currently serving the community;
- Identify gaps in service;
- Who joins St. John Ambulance and ways to reach potential volunteers;
- How successful St. John Ambulance services are and how they can be improved to reflect the community needs;
- Whether you current space and physical building are adequate for providing your services;
- How the community is changing (e.g., socio-economic status and demographics, etc.);
- Whether leadership or Brigade service is adequate.

If your group has never assessed the needs of your community, or do so on a very infrequent basis, carrying one out can be a major undertaking. The level and intensity of this exercise depends on your particular group and community. If the demographics of your community change regularly, you may need to assess it more often; if your community is stable, you may not require frequent assessments.

PERFORMING AN ASSESSMENT OF THE NEEDS IN YOUR COMMUNITY

Once you decide to assess the needs of your community, you must plan out your strategy. You must:

a. **Determine who will conduct the study.**

b. **Determine what kind of information needs to be collected.**

c. **Determine how the information will be collected.**

d. **Determine how the information will be used.**

e. **Develop a workplan.**

f. **Develop a budget.**

WHO WILL CONDUCT THE STUDY?

The first step in assessing the needs of your community is to decide who will carry out the process. Your available resources, time frame, and comfort level with performing research may influence your decision as to who should be involved.

It is important to recognize that our own members sometimes may present a biased interpretation of what the community needs. Thus, it is important to involve people who reflect a broad array of the community. This may mean involving people who can offer an outsider's objective point of view.

In addition, it is sometimes difficult to recruit volunteers who are willing to devote their time to this process and/or who have experience in performing research.

Some Sources of Support

Your provincial government research section
Most provinces and territories have research departments within various ministries. Some have research sections specifically related to health and social services. Departments of Health, Social Services, Public Security, Solicitor General, Justice, and Education may be able to help. Check out the government blue pages in your phone book or their web sites.

The federal government
Like provinces and territories, the federal government also has ongoing research projects. In particular, Health Canada could be a good place to start. Check out the government blue pages in your phone book or their web sites.

Local organizations
Many communities throughout Canada have a community office or council. Such places are an important source of information and support, as they are geared towards helping their community address safety issues. If you do not know whether there is such an organization in your community, contact your local municipal office or your police department.

Municipal departments
Most municipal governments have planning departments which are increasingly involved in urban safety. They are staffed with experts in the areas of urban planning, urban design and architecture, and can be helpful in evaluating how changes in your urban environment affect health and safety. Phone your municipal government to contact its planning department. If your project is geared towards community development or pro-social recreation, with health and safety as one of its objectives, contact your municipal government's recreation and culture department or community health centres.

Your local university or college
Universities are full of people who are in the business of conducting research and evaluations. Sometimes you can get help with little or no cost. Professors, researchers or students may agree to help at no cost if it contributes to their research interests. Students are an excellent source of help because research projects may contribute to the completion of their courses and degrees. Departments relevant to the evaluation of health projects include sociology, anthropology, social work, political science, urban studies, urban planning, women's studies and statistics. To find out if assistance is available, phone specific college or university departments (listed in your white pages under the name of the university or college).

Other community groups
There may be other groups in your community that can help you with your evaluation. They may work within an organization related to your project, such as youth or health services and neighbourhood associations. You may be able to embark on a joint project, thereby combining resources. Local neighbourhood associations may also prove to be a good source of information about the community. Contact your local or municipal office for a list of community groups operating in your area.

A combination of resources is often the best approach. For example, you might involve outside people experienced at performing research to help set up the needs study, but then use your own members to actually implement the study.

WHAT KIND OF INFORMATION NEEDS TO BE COLLECTED?

It is important to decide what you hope to learn about your community and what kind of information you plan to collect. For example, do you wish to collect broad-based information or information that is focused on a particular area? Ask yourself what the purpose of the study is. Determine whose needs you want to assess.

Finding the Information You Need
Look at your objectives. Ask where you can find the information that will help answer your questions. Information can be found in a broad range of places such as project reports, experts and people affected by or involved in your work.

It is important to make an effort to collect reliable and accurate information because your evaluation will be based in part on what you find out.

CATEGORIES OF INFORMATION

- *Economic data*: to identify your community's economic base;
- *Social, Cultural, Educational and Recreational Organizations*: to determine your community's values and social patterns;
- *Historical Development*: to understand how the community became what it is today and to provide insight into the kinds of resources to collect and eliminate;
- *Demographic Data*: to recognize the demographics of your community (e.g., age, size, race, and transience of the population) and to identify population distribution changes;
- *Political and Legal Factions:* to determine strategies for community-based programs;
- *Geographical and Transportation Information:* to understand your community's growth patterns and population distribution.

WHERE CAN THE INFORMATION BE FOUND?

Once you have your objectives, (what you want to achieve) you need to identify where to look for information.

- ❑ Your own records
- ❑ Your local public library and/or university library
- ❑ The Internet
- ❑ Others who have carried out a similar study.
- ❑ Experts in the field and anyone else who may be able to tell you about any part of your study.

Information can be gathered from many places, including your own records, newspapers, magazines, academic journals, newsletters, etc. Your local public or college library is a good place to visit.

Public records and reports can provide an objective method of collecting data to determine the social indicators or demographics of your community. They can help you determine several factors affecting your community (e.g. age, gender, education level, income level, locality, and marital status). Consult the National Census, reports from a Social Planning Council, the *1997 National Survey of Giving, Volunteering* and *Participating*, national health information, University research studies and United Way studies. Be sure to refer to the most recent information available.

Other examples of documents include letters, logs, policy statements and directories. The municipal government may have a policy regarding your service.

Gather and organize your preliminary data. Try to interpret the information and its possible impact on St. John Ambulance services. (See Phase 1 – ENTRY)

HOW WILL THE INFORMATION BE COLLECTED?

You also need to consider *how* you will collect the information once you know where to find it. You can review available information, but you may also need to interview people, meet with groups of residents or review existing consultations carried out with a particular group of people.

Be guided by:

- what you are measuring;
- where you will collect that information; and
- any other constraining factors (time, expense, and the need for expert advice).

Once you have decided how you will collect your information, you may need to do some work ahead of time to prepare yourself. This may include developing a questionnaire, setting up an agenda for a meeting with key people, or meeting with groups of people to discuss issues. This task can be as easy as jotting down the questions you want to ask your neighbours, or as complicated as constructing a formal research questionnaire. Once again, when writing up the specific questions, refer to your objectives and indicators as a guide.

You can collect information by:

1. **Interviewing people**
2. **Consulting a small group**
3. **Utilizing the "Delphi Technique"**
4. **Holding a community forum**
5. **Performing field surveys**

1. *Interviewing people*

Interviews are usually carried out with two different groups of people:

The *target population* is the group of people who are participating in or who will benefit from your service. This can be your most important source of information, because it is this group that is most directly affected.

Experts are people who can provide information about the study based on their knowledge and expertise in certain areas. Because experts are not directly involved in your work, it is easier for them to give you an unbiased opinion. Their professional training and/or affiliation with a particular organization, agency, or association places them in a position where they may know what the needs of the community are. The information you collect may also be of value to these key people and their affiliations.

Your interviews can be *formal* or *informal*. For formal interviews, questions are written in advance, interviews are scheduled, and the questions are read in the same order to each participant. Often, detailed notes are taken or the conversation is recorded (with the participant's permission). Informal interviews typically take place when you strike up a conversation with someone who has relevant information. These are more casual, interactive meetings where the information flow is quite open.

Who?

- ***Target population*** (the group of people who are participating in or who will benefit from your service)
- ***Elected/public officials*** (mayor, councillor, regional chair, commissioner, members of parliament, MPP, etc.)
- ***Persons in institutional areas of the community*** (public safety officials, religious leaders, bankers, school administrators, hospital administrators, etc.)
- ***Agency administrators*** (social service department, etc.)
- ***Professionals in specific service areas*** (lawyers, physicians, school faculty, business representatives, etc)
- ***Leaders of public service organizations*** (Kiwanis Club, Chamber of Commerce, etc.)

Implement Approach

- Compile your list of key people by name.
- Decide how you will collect your information (questionnaires, interviews, meetings, or combinations thereof)
- Construct a brief questionnaire and/or interview form to obtain the information you require. Be sure to prepare your questions beforehand (they will be the same for all participants, throughout the process). Questions should be short and to the point. Avoid questions in which the answer is either given or implied ("leading" questions). Use simple language.
- Determine if there are specific or appropriate communication channels that are necessary for approaching these key people (e.g., community meetings, informal meetings over coffee, formal meetings with Town Council, etc.)
- Schedule a meeting with each key person and make arrangements to interview them.
- Discuss your preliminary findings/interpretations and ask for their interpretation of the data.
- Ask one question at a time.
- Try to stick to one topic at a time, grouping questions in an order that makes sense.
- Record the information either by taking accurate notes (you can keep a journal for comments and to highlight key points) or by taping the conversation.
- If you plan to use a tape recorder, first get permission from the person being interviewed.
- Provide some form of training for those who will be conducting the interview.
- Ask volunteers to assist (i.e., university/college students, etc.).

Ensure that your questions elicit the type of information needed to identify the needs in your community.

If applicable, include questions concerning the background characteristics of these key people to help ensure a good cross section of community representation (e.g., age, sex, and area of residence).

Advantages

- Opportunity to establish a rapport and trust with community leaders and obtain an "insiders" point of view. May help open (or strengthen) the lines of communication and has potential for continuous clarification of information.
- Depth of information concerning the causes and reasons for the issue.
- Provides insight for all involved.
- Can be carried out easily and inexpensively by volunteers.

Disadvantages

- The information obtained from providers of service only or users of service, only, may be biased
- the information often represents the perspectives and biases of the organizations, agencies, and associations with which these people are affiliated.
- Jealousy and resentment from other community members whose opinions were not solicited may develop.
- Few people can sense all the needs and concerns of all people in the community.

You may wish to identify two or three key persons in the community and ask them to name five to ten individuals whom they feel have knowledge about the issue in the community.

Compile a list of all the persons mentioned. Take the most frequently mentioned persons on the list and ask them to complete the same questionnaire or interview that your first key people were asked to complete. If time and resources permit, ask these people to identify another five to ten people who they believe have knowledge on the issue in question.

You will begin to get a number of repeat names on your list. These repeats will become your key people for the issue at hand.

2. *Consulting a small group*

Meeting with a group of people (often referred to as a *focus group*) involves bringing people together to discuss issues and their ideas and feelings about the service.

Consulting a small group is an approach where individual ideas are gathered in a face-to-face, non-threatening manner. This helps to maximize participation. Each person's knowledge and experience is utilized to clarify the issue, reach consensus, prioritize and make decisions.

Who?

Key individual persons from the community with different backgrounds and experiences.

or

Small groups of 6 to 10 people from the community.

Implement Approach

- Develop focused themes in advance to manage the discussion in an orderly way.
- Make sure people are as comfortable as possible. Arrange the chairs in a circle to ease the flow of conversation.
- Appoint someone to facilitate the discussion so that the group stays on topic. The facilitator is responsible for involving as many people in the discussion as possible. They should try not to let any one person dominate the discussion and should avoid directing questions to any one person (except to get detail on what they said).
- Make sure you have some way to take notes. Use a tape recorder or have somebody (other than the person leading the discussion) take notes.
- Have participants' ideas/concerns listed on a flip chart so everyone can follow the discussion.
- Ensure each idea/concern is discussed, clarified, and evaluated by the group.
- Through a silent ballot, have each participant assign priorities to the ideas/issues.
- Tally results and discuss the final results.

The facilitator should ask questions to guide the discussion. The questions should be determined by what it is you want to find out, such as how people have been affected by the issue and any changes they have noticed. Like interviews, these meetings can be conducted formally or informally.

Advantages

- Data obtained from existing documents can be clarified, expanded upon and a specific survey can be developed.
- A small group can generate many ideas in a short period of time, and quickly move towards definite conclusions if they are well led.
- A small group can motivate all participants to get involved.
- A small group brings together a number of people in one place instead of having to arrange several interviews.

Disadvantages

- Key individuals may not represent all community subgroups.
- May not generate sufficient information.
- If not well led, only the vocal/assertive minorities will be heard.
- Overlap of information may occur.

3. *Utilizing the "Delphi Technique"*

The "Delphi Technique" is a structured strategy where a series of questionnaires are used to generate action. The answers from the first questionnaire are summarized into a feedback report and then used to create another, more focused questionnaire. The process continues until ideas are clarified, consensus is reached, ideas are prioritized and decisions are made on alternative actions. The Delphi technique can be used with small groups but does not require face-to-face interaction and is useful to collect information from groups who are unable to meet.

Who?

- Mix of local officials, persons with knowledge of community issues, regional official, academic social scientists, etc.

Implement Approach

- Develop and distribute a questionnaire that allows each respondent to independently generate ideas regarding an identified issue/problem, cause, solution and action.
- The returned questionnaires are summarized into feedback reports and a second questionnaire is developed for the same group (the second questionnaire asks participants to prioritize/rank the input from the first questionnaire).
- The second questionnaire is distributed along with the feedback summary report. Participants independently rate and prioritize the ideas and return the second questionnaire.
- The process is repeated until there is a general agreement of the problem, cause, solution and action to be taken.
- A final summary and feedback report of the group's perspective is prepared and distributed to all participants.

Advantages

- Participants can remain anonymous, free from social pressure and dominance, and can think independently.
- Information is shared with all participants.
- Gradual formulation of consensus can be reached even among groups that may be hostile towards each other.
- Inexpensive.

Disadvantages

- Requires commitment from participants and is time-consuming (approximately two months to complete the process).
- Requires good written communication skills (clear and precise questions).
- Opinions are those of the selected group and may not be representative of the whole community.
- Extreme positions tend to be eliminated as mainstream consensus is forced.

4. *Holding a community forum*

A community forum is a group discussion event that may involve a wide range of community residents. These public meetings (forums) allow participants to discuss some of the needs facing their community and identify the priority needs as well as providing suggestions on what can be done about these needs. You may wish to involve/team with other organizations who are interested in sponsoring a series of public meetings.

Who?

- Open invitation (encourage all members of the community to attend).
- Special invitation to previously considered key people.

Implement Approach

- Be well prepared for the initial meeting. Develop a list of discussion questions that will serve as a basis for the discussion.
- Select a good location for the initial meeting that encourages the open exchange of ideas. Be sure to select a place that is geographically and socially acceptable to all segments of the community.
- Publicize the purpose, date, and place. Use the media as much as possible.
- Have all participants sign in so that they may personally be contacted prior to the next forum.
- At the meeting, communicate the purpose and "ground rules" of the forum to participants and express what you hope to accomplish (the objective) of the meeting. Be sure to have a person recording the ideas and suggestions presented at the meeting.
- Using the pre-prepared questions, have the discussion leader encourage open discussion and exchange of ideas from the audience.
- Recommendations for direction and/or topics to consider will come from the group (provided participants are on the right track). If this occurs, be sure that the discussion leader creates an "ad hoc" committee of participants for a follow-up meeting.
- Ensure that the recorder gets the names of all interested participants.

Advantages

- Elicits a wide range of opinions from the community.
- Citizens get to participate actively in the assessment process.
- Participants may be able to offer assistance to the decision-makers.
- Enhances the lines of communication between the "providers" of service and the "users" of service.
- Useful to identify problems, assess the needs in the community and suggest areas requiring further study.

Disadvantages

- These forums require a lot of planning, publicity and a good discussion leader.
- The majority of the attendees will probably be persons who are interested in St. John Ambulance matters, rather than those who use our services infrequently. This can make it difficult to determine how to encourage non-St. John Ambulance users or volunteers to become affiliated with St. John Ambulance (one of the reasons to do a needs assessment in the first place).
- May provide subjective and impressionistic data about the community's needs (participants may represent a variety of "vested interest" groups who utilize the forum as a vehicle to publicize their grievances about local agencies).
- If not well led, only the vocal/assertive minorities will be heard.
- If too many people show up, not everyone will have time to speak; if not enough people show up, limited participation will occur.
- More questions than answers may be generated.
- Participants may develop unrealistic expectations with regard to what the service providers can do to help meet the community needs.

5. *Performing field surveys*

A field survey provides an opportunity to compare information and learn about the percentage of people who feel a certain way and the range of responses to each question.

Who?

Surveys and questionnaires involve asking individuals in the community about their needs.

Implement Approach

The information is gathered through a carefully developed tool administered by individuals using a *sampling* procedure.

Surveys can be implemented in several ways:

Mailing questionnaires to randomly selected members of the community or to all households in small communities.

This tends to have the lowest response rate and is generally the most expensive choice. This method, however, requires very little time to implement and is easy to coordinate.

Performing telephone surveys.

This tends to have the highest participation rate, but is very time consuming.

Personal distribution and collection.

Handing out surveys (e.g. at public events, or after a training session).

Posting questionnaires on your web-site.

Personal (face-to-face) *interviews.*

It is standard practice to reassure participants that their survey responses will be kept confidential.

Remember that information gathered from surveys is only as good as the questions that are asked. Therefore, the phrasing of questions is a very important consideration and can have tremendous impact on the results you get.

Survey questions can be formatted in several ways:

***Open-ended questions**:* require the participant to write in a response

Fixed alternative questions: ask participants to select one of the presented options

Closed questions: require participants to answer yes or no

Each of these formats has advantages and disadvantages.

It is always a good idea to pre-test your questions to identify flaws in the question format and to use a combination of more than one of these methods of data collection.

Tips for carrying out a survey

- If the number of people in your *sampling* group is small (e.g. one neighbourhood block), try to have every household complete a questionnaire.
- If your *sampling* group is too large to survey completely, choose a percentage that is both randomly selected, and representative of your target population. The easiest way to do so is to get a list of each household in your target population and pick every third, fifth or tenth household. For example, if there are 1,000 households in your community, choose every tenth house to fill out the survey. That way you will get a sample of 100 houses, which should be representative of the entire community population.
- It is important to ensure that your sample is *random* so that the group of people included is representative of the general population. If you select only people you know or friends, the participants will only represent a particular group, not the whole community.

- Carefully choose how you will carry out your survey. Think about the cost, the amount of time you have and which method is likely to be most appropriate. Choose the one which best suits your situation and resources.
- Keep your questionnaire as short as possible. Include only those questions that collect information about your objectives. Take special care to avoid *leading* questions, that suggest your desired answer within the question.
- It is easier to interpret the results of *fixed alternatives* or *closed* questions. Answers to open-ended questions require more analysis and interpretation.
- Before you distribute your questionnaire in your community, test it (pre-test) by getting a few people to fill it out. Ask them if all the questions are clear and easy to understand. This may help you decide if you need to add or eliminate questions.
- If the questionnaire is being mailed, provide a stamped, self-addressed envelope.
- You may choose to use a computer statistical-analysis package to help you interpret the information. If so, get one that is easy to use. Check out a local computer software store for inexpensive and easy-to-use statistical software packages.
- Consider involving a student. It might count as a course project, and a student may have access to computer equipment and research that is not otherwise available.

A word of caution about surveys

For a survey to be considered valid and reliable, it must meet rules that other methods, like interviews or meetings, do not. You should try to get the support of professionals in developing the questions, carrying out the survey and analyzing the results. Your local university, college or even your local police department may be able to help. If your group does not have access to such expertise, it is best to simply rely on interviews and meetings.

Advantages

- A broad range of ideas and attitudes can be gathered.
- The data obtained is usually valid and reliable.
- Can obtain information from people who may be in a good position to assess present services because they may be recipients of the service.

Disadvantages

- Expensive.
- Time-consuming.
- Samples must be carefully selected to be statistically representative.
- Survey must be designed correctly for the survey to be valid (subject to misinterpretation depending on survey questions).
- Data collected may be limited and not provide underlying reasons and behavioural patterns.
- Participants may provide the answers they think the authors want to hear and not their true opinions (interviews tend to have this problem).

HOW WILL THE INFORMATION BE USED?

To make use of the collected information, the results must be interpreted. An important feature of the results should be a reflection of whether the current goals of St. John Ambulance are meeting (and will continue to meet) the needs of the community. Is St. John Ambulance providing services for the present needs of the community? For the past needs? Does it provide service to satisfy our funders?

When the data analysis is complete, it should be possible to produce a rank-ordered list of the most important changes identified by the community, which can also be used to set budget priorities.

At the end of the process it is a good idea to share your results with the community in some way: hold a group meeting, create a display, or write articles to appear online or in local newspapers.

DEVELOPING A WORK PLAN

It is important that you put together a workplan, including a timeline and budget for your assessment. The workplan simply organizes all the tasks you must complete to accomplish your assessment. The timeline will chart the length of time it will take to accomplish each task as well as your whole evaluation. On your workplan/timeline you will want to include such information as:

- ❑ a description of the task to be accomplished
- ❑ the estimated date on which the task will start
- ❑ the estimated date on which the task will be completed
- ❑ who will carry out the task

You may want to group specific tasks under major headings, such as the stages of your assessment, and summarize how long it will take to accomplish each stage. If your evaluation is a before-and-after comparison, it is especially important that you identify when you will be conducting your pre-test and post-test information gathering.

BUDGET

Once you have a workplan, you are in a position to identify your expenses and put together a budget. This step is critical, especially if you are submitting a proposal for funding to an external agency. Funders usually require you to estimate the cost of your assessment, including a breakdown of individual expenses. Even though your budget is only an estimate, you should try to be as precise as possible in identifying your expected costs.

Typical costs associated with an assessment include the following:

- office supplies (including paper, postage, etc.)
- printing and photocopying
- refreshments
- travel
- film and developing costs (for observation)
- rental of audio equipment (for recording of focus groups)
- software and other computer expenses
- evaluators' honoraria (salaries if external evaluator is used)

If you are conducting an assessment that requires funding, you may want to identify and solicit financing for this purpose when developing your workplan.

Funding Sources

Project funding may be available for your assessment at the government level, through private foundations, private sector businesses, universities or colleges. For a comprehensive, nation-wide listing of public and private funding agencies, refer to *The Guide to Canadian Grants* and *Assistance Programs from Government and Private Sources* (Canada Grants Service) which is available at local libraries or at

http://www.interlog.com/~cgs/
(available in English only)

Approaching a funding agency for money?
Keep the following in mind:

- You will be asked to provide the funder with an overview of your project/study, the evaluation plan, the amount of funding required and how your group plans to spend the money.
- You will be required to submit a proposal for your study/project and its evaluation.
- The funder will want to know if you are seeking funding elsewhere.
- To qualify for funding, your study/project and its evaluation may have to adhere to certain terms and conditions about implementation, how the money is spent and who is involved. If the funder does not spell it out in detail, you should find out how your study/project can satisfy the funding requirements.

Submitting a proposal for funding?
Ask yourself:

- ❑ What is the mandate of the funder?
- ❑ What does the funder want the evaluation to focus on?
- ❑ How does the funder expect the evaluation to be done?
- ❑ What measures or criteria are important to the funder?
- ❑ What experience does the funder want in an evaluator?
- ❑ What does the funder expect in terms of a final report?

Government funding

Governments in Canada have long been a source of funding for community-based projects. Although resources are limited, many federal, provincial and municipal government departments operate different types of programs which provide grants and contribution funding to local groups to undertake community projects.
You may want to contact government departments directly and ask about the availability of funding. Refer to the blue pages (which list government offices) in your phone book and call the general information number of relevant government departments.

Community foundations

There are hundreds of community foundations in Canada which provide grants and other types of funding for community groups and non-profit groups. Community foundations are essentially community-based savings accounts that spend their income on projects that will better their communities. Funding is often project-oriented: it can finance your project, its evaluation or both. Find information in the book *Canadian Directory to Foundations and Grants* available at your local library or contact the *Community Foundations of Canada* (CFC)

http://www.community-fdn.ca/

Identify those foundations whose mandate and funding history includes the type of project you are planning to implement. Contact these foundations and ask about the process to obtain funding.

Private sector

Private sector businesses and associations are becoming increasingly involved in community service. Businesses are part of your community and are also interested in health and safety. You may also want to approach organizations associated with businesses, such as a chamber of commerce, or a business improvement association. Contact your local or city-wide chamber of commerce for more information on business organizations operating in your community.

Your group should identify companies in your community and submit a proposal which outlines your project and your funding needs. Keep in mind the funding priorities of the company, but also think about its own self-interest. For example, you could negotiate with the company to include their logo in St. John Ambulance information pamphlets to acknowledge their support. For further resource information, contact the Canadian Centre for Philanthropy

http://www.ccp.ca

Your local community

You may be able to solicit donations from community residents to help finance your project and its evaluation. If your project/program or service is in the best interest of most members of the community, residents may be willing to make a donation.

OVERVIEW OF THE NEEDS ASSESSMENT PROCESS

Effective implementation of needs assessment within your community involves progress through five phases:

- Phase One **ENTRY**
- Phase Two **NEEDS ASSESSMENT**
- Phase Three **PLANNING**
- Phase Four **ACTION**
- Phase Five **EVALUATION and RENEWAL**

The remainder of this document helps you decide how best to go about carrying out a needs assessment and what you can expect to gain from doing one. It outlines each of the five stages and provides questions to consider.

Your group should answer the questions together, so that everyone's experiences and knowledge are considered, and so the task of needs assessment does not appear overwhelming. Try having a brainstorming session in which the group tackles each question separately. Be sure that someone is recording the answers so no ideas or information is missed. By following the questions outlined in each stage, you can help organize your group and reduce both time and costs.

Samples have been provided at the end of the document to assist you with your assessment. Be sure to customize the samples and their content to suit your needs.

Note: *Evaluation plays a role in each phase*

PHASE 1 ENTRY

Identify and determine your existing situation

- Determine your past involvement and current services
- Analyse your client base
- Determine who your competitors are and their effectiveness
- Learn as much as possible about the environment you want to introduce a new program into

Outcome: Description of where we are now.

PHASE 2 NEEDS ASSESSMENT

Identify and describe community needs

- Identify the community's needs
  a. Determine the information you need
  b. Collect information
- Decide which needs are most important
- Analyse your target problems and your community

Outcome: Description of the service needed

PHASE 3 PLANNING

Developing an action plan

- Determine level of involvement
- Select participants
- Brainstorm for strategy options
- Select the best strategies
- Set goals and objectives
- Prepare a workplan

Outcome: Action plan

PHASE 4 ACTION

Carrying out your action plan

- Obtain community support
- Maintain your service

Outcome: Implemented service

PHASE 5 EVALUATION AND RENEWAL

Monitoring and evaluating your program

- Monitor your service's implementation
- Evaluate your service's impact

Outcome: Information to determine whether your service should continue and how it should change

PHASE ONE ENTRY

Focus on the existing situation: *Where are we now?* Areas to cover are:

a. *Historical Background*
b. *Client Analysis*
c. *Competitor Analysis*
d. *Environment of the Target Community*

A. Historical Background

Determine what programs St. John Ambulance currently offers, what services are provided, and how they are provided.

This simply means to take stock of the St. John Ambulance presence in your community. This is a self-assessment that asks, "Where are we now?"

GUIDELINES FOR DETERMINING YOUR HISTORICAL BACKGROUND

1. **What are you currently doing?**
   - What programs are you currently offering?
   - What services are you currently providing?
   - How are these being offered/provided?
   - What is the public response when delivery of St. John Ambulance service occurs?
   - What are the perceptions of the level of quality of service provided by St. John Ambulance?
   - How would you rate the general knowledge of St. John Ambulance services in the community?
   - Does St. John Ambulance receive high exposure /visibility to the public in the community?
   - Through what means do St. John Ambulance services get the most exposure in your community?
   - How would you rate the interest or knowledge of young people toward St. John Ambulance in your community?
   - How do you rely on delivery of services to clients in your community? (e.g. established client list; word-of-mouth; annual public events; communicate with organizations; advertise; wait for clients to contact you)

- Are there any aspects about the community that might prevent development of new clients? If yes, how do you think St. John Ambulance could realistically get around this obstacle?

This information is valuable to demonstrate the existing professionalism and dedication of your members to other interested parties. It is also important in the planning of services and in proving that St. John Ambulance already has the experience and expertise necessary to aid in the planning process.

Review any existing information or on any similar projects that were set up in the past. An information review may help you design your own program and evaluate your work. It also helps to make sure you do not "reinvent the wheel" or make mistakes that were made by others.

2. What have you done before?

- How would you rate the success of St. John Ambulance programs in your community?
- Were there successful programs that you no longer deliver? Why?
- Were there unsuccessful programs that you no longer deliver? Why did they not succeed?
- Have you taken different approaches to developing clients before? If so, were they successful?
- If you were to repeat a different approach to developing clients in the community, how would you go about it?
- Have there been any experiences in the past that St. John Ambulance could draw on to develop new clients?
- Are there any past experiences that could hinder the development of new clients?
- Have you been providing community services unknowingly? What are they?
- Which groups have you helped?
- How many hours have you provided?
- Do you still do this?
- Do you wish to continue?
- Does St. John Ambulance locally have a traditional involvement with certain groups? Who are they?
- Are you particularly interested in a certain group of clients through personal or professional reasons and/or experience?
- How many members currently have an interest in developing community services relevant to community needs?
- Do you have enough members to take on a large caseload?
- Do you wish to restrict yourself to a small number?
- Are your members younger or older?

- Do you have cadet members whose services can be used?

3. **What skills do your members have?**
   - ❑ First Aid
   - ❑ Driving
   - ❑ Teaching
   - ❑ Sign language
   - ❑ Music
   - ❑ Secretarial
   - ❑ Fundraising
   - ❑ Other: ______________________________

4. **Do you have access to buildings? If so, which and when?**
   - Can you use a room at the town hall or community centre for a certain period at certain times of the week?

5. **Do you have a means of transporting people? If so, what and when?**
   - Can you use St. John Ambulance vehicles at any time on a regular basis?
   - Are you in contact with other groups who will utilize their transportation vehicles for you?

6. **Where can you work?**
   - Are you based in a village/town/city?
   - Do you wish to cover a certain geographical area?
   - Do you wish to cover certain areas of village/towns/cities?
   - Are you willing and able to cover the whole village/town/city or rural area?

7. **What services are you equipped to provide?**

   Look at the previous information and list the things you could provide.
   - ❑ Patient Care Services (first response, sick and injured, pre-hospital care)
   - ❑ Community Care Services (promotion of health, voluntary training of the public, Therapy Dog program, community support)
   - ❑ Youth Program (Junior, Cadet, Crusader)
   - ❑ Emergency Response (disaster response, search and rescue, casualty simulation)
   - ❑ "We Can Help" Program
   - ❑ Free/subsidized training to other community groups
   - ❑ Other (buddying for young disabled, prescription collection service, home from hospital service, luncheon club, respite care)

8. **What funding do you have?**
   - Do you have any funds existing or due to you?
   - Do you need to approach potential funders?
   - Are you aware of local organizations from which you may receive funding?

B. Client Analysis

Determine:

i. those clients presently receiving St. John Ambulance services;

ii. other client groups not being served;

iii. whether the size or composition of these client groups will be changing;

iv. what services might be expected and what demands might be made.

The following will assist you to collect actionable information.

1. **Develop a list of clients presently receiving St. John Ambulance services.**

2. **Develop a list of potential new clients (clients currently not being served by St. John Ambulance) and contact them directly.**

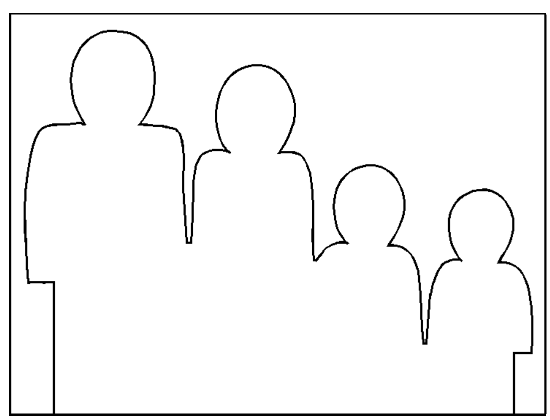
3. **Which groups in the community are presently not being served by St. John Ambulance?**
   - ❑ Business
   - ❑ Cultural/Ethnic Associations
   - ❑ Government Agencies
   - ❑ Religious Organizations
   - ❑ Youth Service Groups
   - ❑ Social Services (e.g. Health Canada, job training, child protection services)
   - ❑ Arts and Culture
   - ❑ Education (inside and outside of the regular school system)
   - ❑ Service Clubs/Organizations
   - ❑ Labour Groups/Associations
   - ❑ Recreational Bodies
   - ❑ Emergency Service/EMO
   - ❑ Other:

   ____

4. **Of these groups, identify or list different specific organizations or individuals that are not being served in the community by St. John Ambulance:**
   - ❑ Senior Citizens
   - ❑ Individuals in need of homecare
   - ❑ Shut-in /isolated individuals
   - ❑ Homeless
   - ❑ Children
   - ❑ New parents
   - ❑ Youth
   - ❑ Other:

   ____

5. **Which groups work together to deliver their services?**



See *Sample 1*, Client Analysis Questionnaire

For each *potential client*, answer the following:

6. **Will the size of their organization change in the next 5 years?**
   - ❑ Size will decrease substantially
   - ❑ Size will increase substantially
   - ❑ Size will stay about the same
   - ❑ Other: ______________________

7. **Will the composition of their group's population change?**
   - ❑ Elder membership will increase/decrease
   - ❑ Younger membership will increase/decrease
   - ❑ Family membership will increase/decrease
   - ❑ Membership will stay approximately the same
   - ❑ Visible/ethnic minority membership will increase/decrease
   - ❑ Other: ______________________

8. **How will their finances develop in the next 5 years?**
   - ❑ Will probably stay the same
   - ❑ Will probably increase substantially
   - ❑ Will probably decrease substantially
   - ❑ Unknown/information unavailable
   - ❑ Other: ______________________

9. **Which services do you feel the client(s) might expect of St. John Ambulance in your community? List:**
   - ❑ More charitable services
   - ❑ Home care relief
   - ❑ Transport of elderly
   - ❑ Home from hospital service
   - ❑ FA training for new parents
   - ❑ Other: ______________________

10. **Are there unusual or specific demands that the client might make of St. John Ambulance?**

11. **How would you rate the client's knowledge of the different services available from St. John Ambulance?** (assess for each service)
    - ❑ Excellent
    - ❑ Good
    - ❑ Fair
    - ❑ Poor/No Previous Exposure

12. **How would you rate the client's knowledge specifically of the following St. John Ambulance programs?** (Excellent, Good, Fair, or Poor/No Previous Exposure)
    - — Brigade (Patient Care) Activities
    - — First Aid Training
    - — Other Training (e.g. What Every Babysitter Should Know)

— Youth Program
— Therapy Dog Program
— "We Can Help" Program
— Other: ______________________

13. **Is the client willing to change service providers and if so, for what reason(s)?**

C. Competitor Analysis

Ascertain which competitors are servicing the client base, and what programs or services they offer. Determine if the competition is effective, and what their marketing strategies are (price, promotion, etc.).

The following questions will assist you to collect actionable information:

1. **Are the potential clients in your community currently receiving service from any competitor in the health services sector? If yes, list.**

2. **Which of the following health care agencies represent direct competition to St. John Ambulance in the community?** (for community services only)

   - ❑ Hospital
   - ❑ Privately Funded Caregivers
   - ❑ Community Centre
   - ❑ Emergency Services Facility
   - ❑ Canadian Red Cross
   - ❑ Victorian Order of Nurses(VON)
   - ❑ Nursing Facility
   - ❑ Other Charitable Organizations
   - ❑ Educational Facility
   - ❑ Community Group
   - ❑ Other Health Related Agency (Specify): ______________________

For each competitor, answer the following:

3. **What service(s) does the competitor offer?**

4. **What program(s) does the competitor offer on an on-going basis?**

5. **Does the competitor offer any programs for the development of youth or youth activities in the community? If yes, list.**

6. **What is the greatest strength of the competitor?**

7. **What is the greatest weakness of the competitor?**

8. **What does the competitor charge for services in the community?**

9. Which of the following does the competition use most effectively?
   - ❑ Television
   - ❑ Newspapers/Magazine
   - ❑ Radio
   - ❑ Telephone Soliciting
   - ❑ Canvassing
   - ❑ Public Event Promotion
   - ❑ Personal Contacts
   - ❑ Other:

   ____

10. What is the most effective aspect about the competition's promotion?

11. What is the weakest aspect of the competition's promotion?

12. Does your competitor promote their organization through local community involvement?

13. Does your competitor promote their organization through a national support network or national programs?

14. Who are the main targets of the competitor?
    - ❑ Children
    - ❑ Families
    - ❑ Youth
    - ❑ Racial/Ethnic Religious Groups
    - ❑ Women
    - ❑ Disabled Persons
    - ❑ Minorities
    - ❑ Organizations
    - ❑ Adults
    - ❑ Other:

    ____

15. How does the competition provide their service to their target group?

16. Are there any individuals or groups in the community that are being overlooked by the competition?

D. *Environment of the Target Community*

Learn as much as possible about the environment in which you want to introduce a new program. Look for:

i. physical characteristics (area layout, visible barriers, where people gather);

ii. population (proportion of age groups, seniors, families with children);

iii. economy (prosperous, level of unemployment, etc.);

iv. power structure (the most powerful and influential people in the community, and how they react to social and health concerns. How can they best be approached? What are the appropriate communication channels? How can the power structure help or hinder? How is St. John Ambulance perceived in the community?).

In today's environment, up-to-date, accurate information is needed to help make informed marketing and management decisions. You need to know where your potential clients are, what clients think of your services, what health needs exist and what perceptions people have about health care issues, your services, your competitor's services and much more.

The following questions will assist you to collect actionable information.

1. **Which of the following characteristics would best describe the layout of the community you wish to serve?**
   - ❑ Compact/Urban
   - ❑ Scattered
   - ❑ Mixed urban
   - ❑ Rural
   - ❑ Other:

   ____

2. **Are there physical barriers to the community such as terrain, highways, railroad tracks, etc.? Do winter conditions present a problem for the mobility of seniors and caregivers? Are there shut-ins who live in rural areas without ready access to public transport?**

3. **Where do the majority of people live?**
   - ❑ Single family homes
   - ❑ Row houses
   - ❑ Apartments
   - ❑ Condominiums
   - ❑ High Rises
   - ❑ Rural Dwellings
   - ❑ Other:

   ____

4. **Where do people tend to gather in the community?**
   - ❑ Offices
   - ❑ Place of Worship
   - ❑ Parks
   - ❑ Arenas
   - ❑ Schools
   - ❑ Community Halls/Centres
   - ❑ Bars
   - ❑ Other:

   ____

5. **Identify the demographics of the community.**
   - ❑ Dominant age groups (e.g. seniors, families with children)
   - ❑ Stability of the population (e.g. long-term residents, transients)
   - ❑ Ethnic mix
   - ❑ Other:

   ____

6. **Does the population composition suggest health needs for the community? If yes, describe.**

7. **Are there any significant sub-communities in the area?**
   - ❑ Ethnic Groups
   - ❑ One-industry Employees
   - ❑ Racial Groups
   - ❑ Service/Charitable Groups
   - ❑ Youth Groups
   - ❑ Religious Groups
   - ❑ Labour Organizations
   - ❑ Professional Organizations
   - ❑ Other:

   ____

8. **How would you characterize the economy of the community?**
   - ❑ Industrial
   - ❑ Mixed Industry/Commercial
   - ❑ One-Industry
   - ❑ Resources-based
   - ❑ Primarily Commercial
   - ❑ Government
   - ❑ Agricultural
   - ❑ High Unemployment
   - ❑ Other

   ____

9. **Identify the most powerful or influential (key) people in the community.**
   - ❑ Community Leaders
   - ❑ Government Representatives
   - ❑ Religious Leaders
   - ❑ Medical Personnel
   - ❑ Police
   - ❑ Ambulance
   - ❑ Seniors/Elders
   - ❑ Military
   - ❑ Interest Groups
   - ❑ Labour Leaders
   - ❑ Fire Fighters
   - ❑ Business People
   - ❑ Other:

   ____

10. **Identify the attitudes of powerful or influential (key) people towards health issues and concerns** (e.g. they are unhappy with cutbacks and may voice serious concerns over the care of seniors; they want to develop this community into an example of senior care in small rural areas.)

11. **Identify how best to approach these community leaders.** Are there specific or appropriate communication channels that are necessary for approaching these community leaders? (e.g. community meetings with the organizations involved; informal meetings over coffee; formal meetings with Town Council.)

12. **Ask key people about their perceptions or attitudes on:**
    - ❑ General community needs, or needs that might exist within specific areas of the community (e.g. health services, public education).
    - ❑ What is currently being done about meeting those needs?
    - ❑ What should be done about resolving the unmet needs?

13. **How can you demonstrate to these key community leaders that St. John Ambulance is a charitable organization that can help solve part of their problems and address their concerns?**

14. **Can the power structure of the community help or hinder responses to health issues? Specify.**

15. **Rate the exposure of St. John Ambulance in the community.**
    - ❑ Very Little Exposure
    - ❑ High Exposure
    - ❑ Moderate Exposure
    - ❑ Other: ______________________________

16. **How is St. John Ambulance perceived in the community?**

17. **Does the community favour certain services provided by St. John Ambulance? If so, why?**

PHASE TWO NEEDS ASSESSMENT

Focus on health needs and public acceptance: *Where do we want to go?*

Try to:

i. Identify the current care needs/issues of the local population.

ii. Develop strategic objectives for meeting the care needs of the population with a time measure.

iii. Identify the client groups for whom services are to be arranged, and the current services available.

iv. Determine what the priorities are for arranging these services.

v. Avoid duplication of services already provided by other voluntary organizations.

vi. Prevent setting up services for which there is no real need.

The following tasks should be undertaken during this phase:

a. *Identify the issue*

b. *Gather facts, opinions and perceptions*

c. *Determine community priorities*

d. *Determine existing skills and resources*

e. *Identify Support*

f. *Prioritize*

g. *Increase public awareness*

h. *Gain commitment to action*

i. *Planning*

A. Identify the issue

1. What issue are you trying to address? Define it.

2. Is this issue an important need facing the community?

3. Why is this issue important?

4. What has been done to help meet this need in the past?

5. Where have you failed in the past in your attempt to meet this need?

6. **Does this issue stand-alone or is it related to a much larger set of issues?**

7. **Are there other related issues that need to be addressed?**

8. **Why are these issues a problem?**

9. **Which people in the community consider these issues to be important?**

10. **Who does this issue affect, directly or indirectly?**

11. **Is there anyone benefiting from the current situation?**

B. Gather facts, opinions and perceptions about community health needs

Whenever possible, involve people in gathering information about themselves to heighten their commitment to supporting your project.

1. **Who does this issue affect in your community?**

2. **How do the statistics from your community compare with other communities of similar size and composition?**

3. **What factors account for the similarities or differences?**

4. **What significant trends or changes have occurred? Why?**

Before doing a community interview, consider the following:

5. **Why is the interview being conducted?**
   - ❑ To solicit support
   - ❑ To promote the program
   - ❑ To gather information
   - ❑ Other:

   ____

6. **What information are you looking for?**
   - ❑ Health Issues
   - ❑ Community information
   - ❑ Target group information
   - ❑ Potential Support
   - ❑ Community Reaction
   - ❑ Other:

   ____

7. **Who will you be interviewing?**
   - ❑ Service providers
   - ❑ People directly affected by the issue
   - ❑ Politicians
   - ❑ Service Clubs
   - ❑ Community Leaders
   - ❑ Competitors
   - ❑ Other:

   ____

Prepare your questions in advance.

8. **What do you want to know?**
   - ❑ Factual Material
     e.g. statistics on reported cases
   - ❑ Observations
     e.g. related to a person's work
   - ❑ Opinions
     e.g. perspectives on the cause of the issue
   - ❑ Other:

   ____

9. **How will the interview be conducted?**
   - ❑ In person
   - ❑ In a group meeting or conference
   - ❑ By telephone
   - ❑ Written – mailed back response
   - ❑ Other:

   ____

C. Determine Community Priorities

1. **Who does the issue in your community affect? Directly? Indirectly?**

2. **Who else is interested in the nature and extent of the issue?**

3. **How do these different groups view the issue? Do they consider related issues? Are they concerned with the causes? How do they view the solutions?**

4. **Are there similarities/differences among the various groups?** (e.g. clients and service providers)

5. **What factors account for these differences/similarities?** (e.g. education, age)

6. **Are there common interests or themes that can be identified to help these groups work together with St. John Ambulance?**

D. Determine existing skills and resources

Learn what skills and resources already exist, including people, services, facilities, materials, programs and funding available in the community.

1. What major social service and health agencies provide services/programs in your community?

2. What specific services or programs do these agencies provide?

3. How adequate are the various programs? Are they meeting their objectives?

4. What types of resources are available?

5. Do the existing programs/services meet the needs of the community? Are they addressing the problems or the symptoms?

6. Are there any education programs dealing with the issue?

7. Are there provincial or national guidelines/policies for providing this program? Are any mandatory?

8. What training on the issue is available?

9. Is there a business or community group suitable for sponsoring this project?

10. Are there opportunities for accessing needed resources as in-kind donations?

11. What sources of funding are available? How is funding allocated?

12. What is the system of authority or protocol?

13. Which factors or people may resist/oppose/criticize your project? Why are they opposed to it?

14. How large is their membership? What other activities are they involved with?

E. Identify support

Ensure acceptance of the proposed project from key individuals, to gain legitimacy for it.

1. **Identify community leaders involved in the service community who can lead public opinion.**

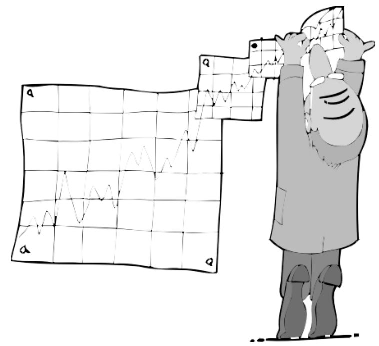
2. **Make a list of contact people who have indicated support and willingness to work.**

3. **Identify who would be interested in working with you** (look at who is directly and indirectly affected by the issue).

4. **Whose support do you require to bring about change in the community?** (Who has been involved in the past? Consider the lines of protocol and power in various agencies.)

F. Prioritize

Decide which issues to tackle first. Choose a priority and identify the target group.



1. **What can your group realistically accomplish? Set realistic, manageable goals.**

2. **What positive solutions to the issue can be developed?**

3. **How much time is involved?**

4. **Raise the issues that directly affect the people you want to involve.**

5. **Conduct a "Client Survey"**

Once the completed client survey (see *Sample 1,* Client Analysis Questionnaire) is received from the potential client, examine the information provided and use this information to develop ideas or a plan for delivering service to this client.

Aim for:

i. **Direct delivery of first aid service;**

ii. **Development of new and/or innovative delivery of service;**

iii. **Attendance at high exposure events.**

- Write down a plan of how you can deliver these services to this potential client.
- Approach the contact person by phone or, preferably, in person.
- Discuss the ideas you have developed for the relationship between the new client and St. John Ambulance with them.
- If the person has little or no knowledge of St. John Ambulance, use this opportunity to talk briefly about our organization and our goals.
- Once you have agreed with the client on how to deliver a particular service to them, follow up with written correspondence confirming the agreed-upon information.

Using the questionnaire and, more importantly, effectively using the information that potential clients give you in the questionnaire, will be the key to making the most of those in your community who may need your services.

G. Increase public awareness

Increase public awareness of the issue. Convince others that it exists;

1. **Hold information-sharing meetings (when, where, who).**

2. **Continue to talk with key community leaders.**

3. **Identify who in the community could play a role in managing or diverting public controversy.**

4. **Identify why you want publicity and what message you want to deliver.**

5. **Do you want media coverage at this point of the project? What type of media coverage do you want?**

6. **Does the project stand to lose from certain types of publicity?**

H. Gain commitment to action

1. **Has public awareness increased as a result of your efforts?**
2. **Is the present discussion consistent with how you had originally viewed the issue? Identify any differences.**
3. **Who from the group is interested in continuing the work? Why are other people not interested?**
4. **Are there other people who you think might want to get involved?**
5. **Is it worth proceeding to the next step?**

I. Move to the planning phase

Read as many current and pertinent articles and other publications. National, provincial, or regional organizations that deal with similar health or social issues may provide relevant reading materials, lists or bibliographies. Various types of trade or professional organizations may also be helpful.

Consider using the following:

Clipping file

To keep track of media articles on relevant topics

Resource File

To keep track of new books, films, web sites or other resources

Log

To make notes of all interviews, events or meetings

Mailing lists

To track key contacts, agencies and organizations

Card file or database

To record names, addresses, telephone and fax numbers, web sites and e-mail addresses

Spell out your own definition of the issue/problem and consider how it relates to other health or social issues. Assess your own perspectives and approaches to the issues. Identify your values and attitudes as they relate to the issue.

PHASE THREE PLANNING

Focus attention on how to respond to the needs: *How can we get there?* Explore and choose methods of responding to health needs, and acquire necessary resources. It is essential to ensure the groundwork is done, that both the *Entry* and *Needs Assessment* phases are complete before planning specific strategies. You should focus on the information gathered during the *Needs Assessment Phase* to make the *Planning Phase* successful.

The planning phase has three major tasks: developing a business plan, reviewing the business plan, and finalizing the business plan. See *Sample 2* for a thorough overview of what makes a good business plan.

1. Develop an initial Business plan.

Include:

a. statement of need, with background information about the focus of the proposed project;
b. basic values upon which the plan is based;
c. overall goal of the plan;
d. target group to receive the service;
e. objectives: the desired behaviour change or awareness to be achieved;
f. roles, tasks and timelines required to carry out the plan;
g. budget and other resource requirements, and how they will be acquired;
h. evaluation plans.

2. Review the Business plan with relevant individuals and groups.

Go back to the people you identified in the *Entry* and *Needs Assessment Phases* as interested or affected parties. Involve people who are helpful and interested, people with influence, and people from the target group to keep the plan realistic and relevant.

3. **Finalize the Business plan,** based on the review.

Include:

a. *tasks and timelines:*
   - who is responsible for what;
   - dates for completion of project steps;
   - how the service will be provided.

b. *resource plan:*
   - how many volunteers;
   - recruitment and retention strategies;
   - volunteer training (type of training and how to carry it out);
   - materials;
   - facilities;
   - financial impact of the plan, and necessary funds;
   - budget preparation, including who has spending authority;
   - how to acquire resources.
   - seeking sponsorship.

c. *evaluation plan:*
   - target dates for completion of plans;
   - staying within resource limits;
   - accomplishment of goal;
   - client satisfaction.

A major undertaking, as part of the business plan, is developing a recruitment strategy. A comprehensive framework for recruitment is provided in the ***St. John Ambulance Recruitment Guide.***

Pre-Test Evaluation Information Collection

Before implementing the plan, use your plan as a guide and begin collecting information about the *indicators* you identified as important. Then summarize and analyze your findings while they are fresh in your mind. This stage is critical for your evaluation because the information you collect now will be compared with that collected in the post-test stage.

> When seeking sponsorshop formally, you can make use of portions of your business plan. See *Sample 3* Seeking Formal Funding: Tips to Enhance the Value of Your Business Plan

See *Sample 4*, (Deciding What to Measure) and *Sample 5* (Work plan) to assist you in the planning phase.

PHASE FOUR ACTION

During the *Action Phase*, attention is focused on community action.

> The major task is implementing the plans developed during the planning phase. It is now time to call in the commitments people made, and to mobilize resources so that the plan can be carried out.

Ensure smooth implementation by assigning overall coordination to one person, and including ongoing checks and balances such as frequent reporting or other forms of monitoring. This will also assist with the Evaluation Phase.

Implementation and Monitoring

The implementation stage of your plan usually starts after the pre-test information collection has been completed. However, the pre-test may start at the same time as the initial implementation of the project, provided it does not affect the pre-test results.

While the plan is being implemented it is important for it to be monitored. Monitoring ensures that a project is being evaluated on an ongoing basis.

Monitoring means looking at a project over time to determine whether it has been implemented as planned and is running smoothly. This informal monitoring can be as important as the formal evaluation tasks mapped out in your plan because important information may turn up between the times when the pre-test and post-test evaluations are conducted.

PHASE FIVE: EVALUATION AND RENEWAL

Evaluation is about taking a good look at your work as you progress and determining whether your efforts are having an effect.

It is necessary to carry out evaluations throughout a project, to ensure goals and objectives are being met, to determine what works and what doesn't, and to provide guidance for developing the most appropriate next steps.

Evaluations determine whether the project is successful, both throughout its development and after its completion.

Most evaluations answer key questions to help get a clear picture of the work taking place:

- ❑ What happened?
- ❑ What were the results?
- ❑ Have we been achieving what we set out to do?
- ❑ Did the service promote the goals and objectives?
- ❑ Did we do things (the plans and approaches) the way we had originally planned on doing them?
- ❑ Was the target population involved in all phases of the work?
- ❑ What benefits occurred for participants (increased personal skills,confidence, involvement, positive changes)?
- ❑ Should we have done things differently?
- ❑ Is there still a need to continue this service or stop?
- ❑ Are our original objectives realistic?
- ❑ Do we need to make changes?

Why is evaluation important?

- It helps determine whether the service has achieved the objectives set out for it.
- It gives a chance to step back from the day-to-day work and think about what is happening, how it is taking place and why.
- It helps you to see what's really involved in the work you do.
- It can point to improvements for the services in general.
- It can help identify and understand barriers that prevent the service from achieving its objectives and how they can be overcome.
- It can provide ideas and information for planning future St. John Ambulance work.
- It informs other groups about what works and what doesn't work in community service.
- It can be used to help obtain funding for your service.

In short, evaluation is important because if you don't evaluate your program or service, how will you know if it had any effect and was successful?

Deciding What To Measure

In order to determine whether your service has met its objectives, you will need some *indicators* (variables that can be measured). The *indicators* you choose should be related to your objectives. For example, an objective of the youth program is to encourage youth members to become adult members and future leaders within St. John Ambulance. Your *indicator* would be the number of people who move from the youth program into the adult program. *Sample 6* provides an example of a completed evaluation.

Developing Questions

Evaluation is really about answering questions. It helps to take your indicators (e.g. youth members who become adult members) and put them into the form of a question (e.g. how many youth members become adult members?). This provides the general questions for the evaluation to answer. By comparing your answers from before and after your project, you will be able to identify any changes to the situation.

Evaluation models

There are many different ways to conduct an evaluation.

1. **Pre-Test/Post-Test comparisons**
2. **Planned vs. actual performance**
3. **Comparison with ideal standards**
4. **Process evaluation**

One thing which these models have in common is that they are based on comparisons. They all require the development of objectives and the selection of the things that will show what has changed and what has not (*indicators*). Use a combination of these models according to your needs.

1. Pre-Test/Post-Test Comparisons

A *pre-test/post-test comparison* (also known as *before-and-after comparison)* evaluation measures *variables* (such as statistics or opinions) before the service is set up and then compares them to the situation after the service is set up (or at some other preset point). For example, if you want to establish a Therapy Dog Program, you could look at the number of organizations who could benefit from the program. You could then ask people what they thought about the program before the service began. Then see how many organizations participated in the program and what people thought about the service after it was introduced. You can also do this about halfway through the project to see if things are heading in the right direction.

Evaluations should lead to a re-examination of the new situation, which may result in changes and renewal of some aspects of the service.

Steps in the Pre-Test/Post-Test model

1. Establish the service 's objectives
2. Select information to measure things that will show the changes
3. Collect information for the *before* part of the study
4. Collect information for the *after* part of the study
5. Compare the two sets of information
6. Identify any other factors which may account for any changes
7. Draw conclusions based on your comparison

2. Planned vs. actual performance

This involves comparing what you set out to do and what you actually accomplished: the service is evaluated against its objectives. If the evaluation tells you that the service has reached its objectives, it is generally considered a success.

Steps in the planned vs. actual model

1. Establish the service's objectives
2. Select a suitable way to measure any changes
3. Collect information on the performance of your service and the effects the service has
4. Compare performance with what you had hoped to accomplish
5. Identify any other factors which may have caused the changes
6. Draw conclusions based on your comparison

3. Comparisons with ideal standards

Service achievements are compared with *ideal* standards that are put together by standard-setting authourities. Examples are the standards set for the Brigade Training System.

Steps in the comparisons with ideal standards model

1. Establish the service's objectives
2. Identify appropriate standards from a standard-setting authority
3. Collect information on the service being evaluated
4. Compare the information with the ideal standards
5. Compare the information and identify any other factors which may account for changes in the situation
6. Draw conclusions based on the comparison

The above three methods use *outcome* or *impact* evaluations. They all focus on what has been achieved. The fourth model focuses on the *process* of how to go about your work and is more concerned with how effective your operations are than with what is achieved.

4. Process Evaluation

This evaluation model looks at the way in which the work is carried out, and the operational aspects of your service (e.g. policies, how decisions were made, or how publicity was created).

This can include looking at your board structure, who is involved, who is not, are all the needed partners involved, is there a set way of assigning tasks, are responsibilities shared fairly, or are there ways to get the most out of the people involved. This type of self-evaluation looks at structure and the way things are done. It can assist to identify areas that need improving to allow the service to run more smoothly.

Helpful questions:

- How does the group function? Are there volunteers? A board structure? Paid staff? Within a larger structure (e.g. Provincial/Territorial Council, NHQ) or on its own?
- How are decisions made?
- Are there formal officers? Staff?
- Who is involved?
- Are all the people needed in this sort of work involved in some way (e.g. as a partner or consultant), and how?
- How is the group funded? How much is budgeted for each service provided?

Which evaluation tool is best for you?

Before you begin evaluating your work, you need to decide on the type of evaluation you will perform.

You need to consider *feasibility*, *usefulness* and *cost*.

Feasibility is about whether conducting an evaluation is practical and whether the evaluation method chosen can be done. If ideal standards have not been set by an official body, the third model listed will not work. If information about the situation before your program or service was set up is not available, then the first model will not work. Ask: Is the required information for this kind of evaluation available?

Usefulness addresses the question, "If this model is used, will it tell me what I want to find out?." This is the most critical factor. An evaluation that does not speak to the original objectives should not be carried out.

Cost refers to money, time and volunteer/staff resources (i.e., availability, motivation and ability to perform the tasks, etc.).

When planning your evaluation, ask yourself these questions:

- ❑ Which approach will we use: A before-after comparison? A planned vs. actual performance comparison? Comparison with ideal standards? An evaluation of the process? A combination of the above?
- ❑ Will we be making comparisons between the area where the project has already taken place (the *experimental* community) and a similar community in which there was no such project (the *control* community)?
- ❑ How many people will be involved in the evaluation? How committed are they to carrying it out?
- ❑ How much time should be allotted to do the evaluation, and when should we plan to start?
- ❑ Will our evaluation approach be formal or informal?
- ❑ As well as looking at what we have achieved, do we also want to look at how we achieved it (i.e. the process of getting there)?

Some "indicators" for community service work

- amount and type of media coverage
- level of public understanding of St. John Ambulance
- number, availability and use of programs to support clients
- attendance rates at meetings or training sesssions
- level of member commitment to the organization
- number of calls for community service work
- number of active members
- extent of residents' interaction with Therapy dogs
- level of awareness of the services provided by St. John Ambulance
- level of participation in the divisional meetings
- level of awareness of (and satisfaction with) first aid services provided
- comments on community service evaluation forms

Ongoing evaluation helps to answer questions like:

- ❑ What has been done so far?
- ❑ What should the next immediate objective be?
- ❑ What are some alternative methods for reaching the objective?
- ❑ Should the direction of our planning change?

The final evaluation examines the new situation and determines where the service is and where it should go in the future.

If the service does not have a completion date, the evaluation can be done when the program or service has been running long enough to have some effect. Make sure to set target dates.

Often the purpose of an evaluation is to provide information which will be used to improve the service. The evaluation stage of an assessment cycle may actually take you back to the planning stage where the cycle started.

It is the evaluation that drives this assessment cycle.

Avoiding Hazards

It is important to identify anything that may interfere with the evaluation. By identifying potential problems and limitations, you may be able to avoid them or at least minimize their impact. For example, you may face a potential problem with limited access to information or a lack of resources. Advanced planning on how to handle such problems will help to avoid a potential pitfall.

Try to identify other factors that may influence the *indicators* you are examining. For example, see if there are any other First Aid training programs, community service programs, or major changes occurring in your review area that may bring about changes or affect what you are trying to do. Also consider how to ensure a fair and unbiased evaluation.

Post-Test Information Collection

The post-test information collection stage is conducted immediately after the conclusion of your plan (or at some other predetermined point). The same research methods and tools are used to collect data on the same indicators as in the pre-test. It is very important to conduct your post-test in the same way as the pre-test. In other words, rely on the same people to complete the questionnaire, invite the same people to the focus group, and take pictures of what you photographed before. Assemble, summarize and analyze your findings while they are fresh in your mind. This is where evaluation results begin to take shape and you find out if the project had any impact and addressed its objectives.

Assembling and Analyzing Information

You are now in a position to analyze the information. It is at this stage that the raw information is turned into a format that will identify if your plan has been a success. Analyze the findings to identify any patterns which may have emerged.

Three types of patterns to look for:

1. Patterns from *within* each research method. For example, is there a pattern emerging from the interviews? Are people generally giving the same responses to questions?

2. Patterns *between* each research method. For example, during the pre-test evaluation, does the information coming from the focus groups correspond with information coming from the survey? Where is it the same? Where does it differ?

3. Patterns which have *emerged* between the pre-test and post-test comparison. To arrive at a final evaluation of the service, the basic approach of the analysis is to compare the findings from the pre-test and post-test and decide what, if any, patterns have emerged (e.g. any consistent change in the indicators between the pre-test and post-test.)

In general, the objective of many programs is to cause a change in the indicators. This usually means that there has been either an increase or decrease in activity in relation to that indicator.

For the final evaluation, compare the pre-test and post-test results to determine whether there have been any changes, and if so, whether these changes moved in a direction that satisfies the objectives. The analysis should also note the extent of this change.

Points to remember:

- Pull together all of the information collected. This means assembling every bit of relevant information collected from both formal and informal evaluation methods.

- Divide the information in a way that will help you analyze it. Separate pre-test information from post-test information. Then further divide the information by the research method used and by each objective. By grouping it this way, the information will be divided into small, workable groups which will make analysis easier.

- Compare pre-test information to post-test information. Compare the findings of the pre-test and post-test survey information for Objective 1, then for the rest of the objectives. If focus groups were conducted, compare the pre-test and the post-test focus group findings for each objective.

- For each method, determine if the indicators are changing in the direction specified in the objectives. Construct a table for each research method, which allows a comparison of the findings from each test. This table will list project objectives, general research questions, findings for each test, and the direction of change in each indicator (positive or negative). Use the final column of the table to determine if the project has achieved each objective, based upon the direction of change in each indicator.

- Once a table for each method is complete, combine the final columns from each table to arrive at an overall conclusion on whether the project reached its objectives.

- Use other relevant information collected to support your findings. Use quotations from interviews and focus groups or from the literature/document reviews to back up the conclusions you have reached.

- Before drawing your final conclusions, ensure that you identify and examine any factors other than your project which may account for the changes which have occurred in the indicators.

St. John Ambulance Saint-Jean

CLIENT ANALYSIS QUESTIONNAIRE

Thank you for taking a few minutes to complete our questionnaire. The purpose of this questionnaire is to solicit your opinion of our services. We are interested in information pertaining to your needs, your experiences with our service, and any suggestions you may have for improvement. Your responses will be very valuable in helping us to evaluate our current services, as well as developing personalized solutions and support.

Please take the time to complete each response. All responses will be kept confidential.

Thank you for your assistance. We appreciate your time and look forward to working with you.

WAYS FOR US TO CONTACT YOU:

Name of organization:

Address:

Phone:

Fax:

E-mail:

Contact Name:

BUSINESS INFORMATION:

1. Describe the primary role or function of your organization:

2. Who does it serve?

3. Does your organization currently have people who are disabled or confined to home/hospital?

4. Does your organization have community events or celebrations?

5. When do they normally occur?

6. Where are they normally held?

7. Do you currently use a first aid/health service for your organized events? If so, which one do you use?

8. Are there special needs your organization has for first aid coverage?

9. Have you heard of St. John Ambulance before or seen our service in the community?
   If so, what is your overall comment about our services?

   If you offered a recommendation for improvement, what would it be?

10. Currently St. John Ambulance specializes in serving the community by using their life saving skills to help others. We have a program for young people and a Therapy Dog Program where volunteers visit institutionalized persons with their dog to help create a special bond between them and the pet. In what other areas would you like St. John Ambulance to be available?

    If we included your suggestion(s) as an extension of our services, do you think you would use this service?

    If so, how often?

11. Please let us know what you felt were strong points in the services we have provided to you (i.e. results, costs).

12. Please let us know what you feel are the weaknesses in the services we have provided to you (i.e. results, costs).

Do you have any other comments/suggestions/special requests for us?

Please return this survey to:

<Contact person>
<address>

Thank you for sharing your thoughts with us.

WHAT MAKES A GOOD BUSINESS PLAN?

(Adapted from: *Cathedral Group, Management Consultants*)

Definition
A Business Plan is a written document that outlines the business background, the proposed resources and strategies that will be used; and the expected results of a business for a stated period of time. The document should be organized, complete and factual.

Why is a Business Plan Important?

External reason
To provide support for financing applications. A well-prepared Business Plan makes it easier for a funder to understand the business and therefore increases the likelihood of receiving financial support.

Internal reason
To provide management with a written document that can help to keep the business on track. By following the approved Business Plan, management is less likely to make business decisions that are inappropriate or inconsistent with its goals.

Components of a Business Plan
There are six necessary parts in a good Business Plan. These are classified below.

1. *Business Profile*
   - ❑ Administrative
     - ♦ What is the name of the organization, and how can it be reached? (address, telephone and fax numbers, e-mail, Web-site)
     - ♦ Who are the principal contact names and what are their positions in the organization?
   - ❑ Ownership Particulars
     - ♦ What is the legal structure? (e.g. charity, incorporated, etc.)
   - ❑ Business Sector
     - ♦ What type of business is it?
     - ♦ What is its operating environment? (What do you do and how do you do it? Provide a brief summary of the organization including St. John Ambulance's mission, main products or services offered, recipients of services and products, partnerships, and marketing strategy.)

2. *Marketing*
   - ❑ Industry Overview:
     - ♦ What is the nature of the organization's activities?
     - ♦ What basic changes are taking place in the industry?
     - ♦ What is the growth potential for the product or service?
   - ❑ Target Audience
     - ♦ Who is the target audience?
     - ♦ What are their needs and their buying habits?
     - ♦ What are their expectations regarding price, quality and service?
     - ♦ What is the estimated size of the market and your anticipated market share?
   - ❑ Competition
     - ♦ Who are the main competitors?
     - ♦ What are their strengths and weaknesses?
     - ♦ What are your competitive advantages?
     - ♦ What barriers will you face and how will you deal with them?
   - ❑ Marketing Plan
     - ♦ What is your marketing strategy? Identify the unsatisfied need in the market for your product or service, and how you plan to meet the need. Include information about your product or service, your distribution system or location to reach the target audience, your price and how you will communicate your product or service to your target audience (advertising, promotional and merchandising techniques and expenditures required to attract the target audience).

3. *Operations*
   - ❑ Purpose
     - ♦ Identify how you will be able to produce or provide the product or service in the quantity and quality outlines in your marketing plan.
     - ♦ Identify what competitive advantages St. John Ambulance offers.
   - ❑ Site
     - ♦ Identify what facilities and equipment will be used.
     - ♦ Identify the quality control procedures to be implemented.
   - ❑ Membership Force
     - ♦ What is the training process for members?
     - ♦ What is the cost of operating your group?
     - ♦ How skilled and experienced is the available volunteer force?

4. *Management*
   - ❑ <u>Leadership Force</u>
     - ♦ Identify key leaders by name and provide information regarding their competency and reliability.
     - ♦ Identify their training, experience, and their proven management abilities.

5. *Financial Summary*
   - ♦ What is the purpose for which donated funds will be used?
   - ♦ Identify how the funder's level of risk is reasonable in relation to the anticipated return and level of exposure.
   - ♦ Identify sufficient financial requirements to start-up or expand the product or service.
   - ♦ Summarize the historical financial performance of the organization (provide past copies of the financial report in the Appendices).
   - ♦ Identify the level and nature of the existing debt.
   - ♦ Identify the projected profitability over the next twelve months.
   - ♦ Identify the break-even point in both dollars and service units.
   - ♦ Identify the cash flow requirements over a twelve-month period (cash in and cash out periods).
   - ♦ Provide an opening balance sheet that reflects the financial position of the organization immediately after the completion of the project and financing.

6. *Appendices*
   - ♦ Include any documents needed to explain the information summarized in the body of the Business Plan (e.g. samples of product or pictures of service, promotional materials, media clippings, organizational charts, financial statements, survey results, equipment lists, letters of reference, etc).

SEEKING FORMAL FUNDING:

TIPs To Enhance The Value Of Your Business Plan

Include :

1. AN EXECUTIVE SUMMARY

   Although the Executive Summary appears at the beginning of the report, it should not be prepared until the report is completed because it is a short overview of the key components of the business plan.

   Be sure to include:
   - Objectives
   - Products or services offered
   - Estimate of the market potential
   - Competitive advantages
   - Source and purpose of the desired funding
   - Projected results (financial, individual and societal benefits)
   - Benefits offered or available to funder
2. TABLE OF CONTENTS/LIST OF APPENDICES
3. COVERING LETTER

   A cover letter addressed to a particular person should explain why the plan was sent to this person and should create interest without repeating the information in the Executive Summary.

TIPs

- ❑ Neatly type and package your plan.
- ❑ Check your plan for spelling, grammar and mathematical errors.
- ❑ Ask a trusted advisor to review the plan before sending it.
- ❑ Understand the contents of the plan.
- ❑ Rehearse the presentation of your plan and prepare for cross-examination.
- ❑ Make the plan realistic. Include any negative features and their impact on your plan, while focusing on the positive aspects.

DECIDING WHAT TO MEASURE

Once you have established your objectives, identify the things that will help determine whether the objectives were achieved. List each objective and follow it by a statement that says, "We will evaluate this by….. ".
List what you need to look at to see if there were changes. Be sure to note when you will carry out the evaluation (e.g. once a month, after six months) and who will do it.

Objective	"We will evaluate this by ………"
To increase the communities' commitment for St. John Ambulance initiatives	Measuring changes in: ❑ financial support for St. John Ambulance ❑ participation of civic leaders/other key leaders in /at St. John Ambulance activities/events ❑ in-kind contributions

WORK PLAN

Phase/Task	*Start*	*Finish*	*How Long*	*Who?*
PHASE 1 **Entry Phase:** • Determine historical background • Perform a client analysis • Perform a competitor analysis • Test the environment of the target community				
PHASE 2 **Needs Assessment Phase**: • Identify the issue • Gather facts, opinions and perceptions • Draft research instruments (questionnaires, surveys) • Test research instruments on a small group • Determine community priorities • Determine existing skills and resources • Identify support • Prioritize issues • Increase public awareness • Gain commitment to action				
PHASE 3 **Planning Phase:** • Business plan • Design evaluation • Identify pre-test indicators				

PHASE 4 **Action Phase:** • Initial implementation of the program and pre-test evaluation • Ongoing implementation of program and monitoring ❑ stay in touch with program implementors ❑ stay up to date on projects funded in the community ❑ compile a running list of people involved in the work.				
PHASE 5 **Evaluation and Renewal Phase**: • Pre-test evaluation ❑ Date collection ❑ Analysis of information ❑ Report preparation • Post-test evaluation ❑ Data collection ❑ Analysis of information ❑ Report preparation • Comparisons with pre-test evaluation results				

Measuring Success - Findings based on the Study X

OBJECTIVE	INDICATOR BEING MEASURED	PRE-TEST	POST-TEST	CHANGE	OBJECTIVES ACHIEVED?
To increase the community's and individuals' commitment for St. John Ambulance initiatives	Financial support for community services,	Limited sponsorship of community services activities (3) Amount= __	Growing Amount= ____	Positive	Yes
	Participation of civic leaders / other key leaders in /at St. John Ambulance activities/events	Little leadership involvement # of events & # civic leaders in attendance at each event	Many community leaders involved # of events & # civic leaders in attendance at each event	Positive	Yes
	In- kind contributions	# received in the year	Amount of donations doubled	Positive	Yes
To improve community awareness of St. John Ambulance volunteer contributions	Public awareness of St. John Ambulance volunteer activities and contributions (Survey)	Limited public awareness of St. John Ambulance volunteer contributions	Increased awareness of St. John Ambulance volunteer activities	Positive	Yes
	Positive media coverage # of PSA's feature stories Articles	Few media stories, # of PSA's, feature stories, articles	Increase media coverage, # of PSA's, feature stories, articles	Positive Some improvement	Yes Partially

OBJECTIVE	INDICATOR BEING MEASURED	PRE-TEST	POST-TEST	CHANGE	OBJECTIVES ACHIEVED?
To increase or maintain the capacity for independent living of persons who require assistance with daily activities	% of population with a disability, handicap or activity limitation due to an ongoing health problem	15.7%	No change	No change	Not relevant
	% of population with a disability (mobility, agility, seeing, hearing, speaking, other)	12.8%	No change	No change	Not relevant
	% of population living in long term care facilities, age 65+	8.5%	No change	No change	Not relevant
	# of persons served by St. John Ambulance home health care service	2.3%	4%	Increase	Yes
Increase volunteer participation in St. John Ambulance programs	Volunteer rate of working-age population	27%	Steady	No	No
	% of population who are volunteers with St. John Ambulance	2.8%	No change	No change	No
	# of current active volunteers	35	40	Small increase	Yes
To establish a process to improve volunteer retention	Volunteers' attitudes towards current program	Not relevant	Good	Positive	Yes
	Volunteers' opinion on leadership provided		Good	Positive	Yes
	Volunteers' opinions and views on how to make current program more effective		Suggestions made	Positive	Yes

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