MEASURING COMMUNITY CAPACITY BUILDING

A Workbook-in-Progress for Rural Communities

VERSION 3-96

The Aspen Institute
Rural Economic Policy Program
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What is this workbook?

Do you need this workbook?
This is a workbook for community leaders and citizens who want to:

- Improve the ability of individuals, organizations, businesses and government in their community to come together, learn, make well-reasoned decisions about the community’s present and future, and work together to carry out those decisions—that is, to build their community’s capacity.

- Find ways to set goals as they do this work, make sure they are actually moving toward these goals, and celebrate their progress.

What is in this workbook?
This workbook can be used by groups of citizens, working either alone or assistance, to help identify:

- What is community capacity building?

- Why should we care about community capacity building?

- How do we know community capacity building when we see it?

- How can we measure—and celebrate—our community’s growing capacity as we build it?

Which communities need to build their capacity?
Every rural community that is trying to change its current condition starts from a different place, with different problems and different opportunities. For example:

- FULL-TILT COMMUNITIES. Some rural communities know exactly what they want—better jobs, growing businesses, a healthier environment, a new town hall, higher quality schools,
or simply for their children to have a real option to grow up and stay (employed) in the community. But they don’t know enough—or disagree—about the best way to get there. Or the same few folks do all the work, and they are getting tired.

**GRIDLOCK COMMUNITIES.** Other rural communities make no decisions over many years because of stubborn, divisive, long-standing fights between opposed “camps” over what to do—how land is being used, whether more “development” is the answer or the problem, who should make the decisions, and the like.

**TROJAN HORSE COMMUNITIES.** Some rural communities that seem prosperous are actually threatened by too much change too quickly—or by the lack of change. Perhaps an avalanche of rich, newcomer, part-time residents suddenly have too much local influence. Or maybe the local “old guard” establishment refuses to identify or tap the potential talents and contributions of younger, low-income or minority residents in determining the community’s future.

**GHOST TOWN COMMUNITIES.** Still other rural communities have given up trying to do anything because too many jobs and people have left, local energy is sapped, and nobody seems to care.

No matter if your community is on this list or if you have some other situation that frustrates your ability to keep going, you have a community capacity problem. You can only benefit if you work to build your community’s capacity.

**Why is it important to measure community capacity building?**

This is important because when citizens work together to improve their community, it may take a lot of groundwork before you see any tangible results from your decisions. A lot of the steps that your citizens and organizations might take to build capacity take time, and may seem “fuzzy” and intangible to you, to other citizens in the community—and to the outside world.

And unless you can see and feel progress, folks in your community—and the people outside whom you ask to support you—may give up.

We think that the best thing this workbook has to offer is a “menu” of actual measures that groups of citizens can choose from to gauge their progress as they build their community’s capacity.
The menu of measures we offer here can help make your progress *real*. You’ll be able to *see, count and feel* community capacity *building*, celebrate it, and, thus, gain more energy to keep your momentum going.

**Where did this workbook come from?**

This workbook was developed by more than a dozen people from across the nation. (Our names are listed in the back of this book.) Each of us earns our living by working with communities to help them build capacity. Since 1993, we have been meeting every six months as a Community Capacity-Building Learning Cluster.* We meet to learn from each other how to do our own work better, and to develop ideas for tools and other products that we think can help more communities help themselves build capacity.

**What do you think?**

This workbook is the first tool we have developed. We think of it as a work-in-progress and want to constantly improve it—based on the experience that you and others have with using it. We want to add measures, change the structure, and develop stories and exercises that can help you use it better.

Please help us do this by letting us know what works and what doesn’t work in this guide—that is, how this workbook helped or hindered your efforts, and how it might be improved. The final section of this workbook—*Give Us Feedback*—details several ways to contact us. (Thanks.)

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*The Community Capacity-Building Learning Cluster is a project funded by the Rural Economic Policy Program of The Aspen Institute and managed by the Small Town Capacity Initiative, which is a joint project of Aspen and the National Association of Towns and Townships.*
INTRODUCTION

Measuring community capacity building

What is community capacity building?*

People live in communities. But the real importance of “living in community” is that people—and groups of people—develop the ways and means to care for each other, to nurture the talents and leadership that enhance the quality of community life, and to tackle the problems that threaten the community and the opportunities that can help it.

When people do these things, communities become healthy; when they do not, communities deteriorate. Communities that have the ways and means to undertake challenges demonstrate “capacity.”

Without capacity, communities are merely collections of individuals acting without concern for the common good; they are without the necessary ingredients required to develop a healthier community. Communities without capacity really are not communities in any meaningful sense, but have given way to negative conditions like apathy, poverty or ineptitude. (See “What does a “healthy” community look like?” on page 3 of this section.)

So what is community capacity?

Community capacity is the combined influence of a community’s commitment, resources and skills that can be deployed to build on community strengths and address community problems and opportunities.

- COMMITMENT refers to the communitywide will to act, based on a shared awareness of problems, opportunities and workable solutions. It refers also to heightened support in key sectors of the community to address opportunities, solve problems and strengthen community responses.

*We want to gratefully acknowledge two excellent sources for much of the material in this section. To define community capacity building, we drew heavily from the fine Chapter One of Building Community Capacity: The Potential of Community Foundations, by Steven E. Mayer (Minneapolis: Rainbow Research, Inc. 1994). The Healthy/Unhealthy table in this section was developed by Bruce Adams, author of Building Healthy Communities (Charlottesville: Pew Partnership for Civic Change. 1995). Each is used and adapted with permission.
RESOURCES refers to financial, natural and human assets and the means to deploy them intelligently and fairly. It also includes having the information or guidelines that will ensure the best use of these resources.

SKILLS includes all the talents and expertise of individuals and organizations that can be marshaled to address problems, seize opportunities, and to add strength to existing and emerging institutions.

Communities and the groups and institutions within them vary tremendously in capacity. Capacity is gained in degrees, sometimes slowly, other times rapidly.

All communities and community groups, even those that seem the most broken down, have capacity in some measure and, we believe, are capable of developing more. They can increase their ability to build community, to grow with opportunities, and to confront threats to the community’s health and vitality.

How is community capacity built?

The three essential ingredients of community capacity—commitment, resources, and skills—don’t “just happen.” Rather, they are developed through effort and will, initiative and leadership.

For example, effort, will, initiative, and leadership are needed to:

- involve and educate community members, help shape opinion, and galvanize commitment to act.
- attract and collect resources, compile information, and shape ways for deploying these resources to “catalyze” change in how problems are addressed and opportunities are seized.
- organize people and work, develop skills, and coordinate or manage a sustained effort that builds up the positive qualities of community life that enable a community to address its problems and recognize and act on its opportunities.

All kinds of community groups contribute to community capacity to some degree. Communities, and the groups and institutions within them, can intentionally and strategically work to develop their capacity.
Another way to picture community capacity is to think about what a healthy community looks like. Most people think of a place’s physical beauty or their standard of living when they are asked “Is your community healthy?” In your mind, you might see a refurbished main street, a new river walk or a cleaned-up park; or you might think of some growing businesses, new stores, or a neighbor who just got a pay raise.

These are important signs. But they are signs of what happens if—and after—a healthy community makes good decisions. What are the signs that a community can do this? These signs are harder to picture.

To get to a common understanding of what it means to build a healthy community and what it means to undermine a healthy community, one civic activist recently painted another kind of picture, by making his own list of the contrasts between the attributes of a healthy and unhealthy community.

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Unhealthy</th>
</tr>
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<tbody>
<tr>
<td>optimism</td>
<td>cynicism</td>
</tr>
<tr>
<td>focus on unification</td>
<td>focus on division</td>
</tr>
<tr>
<td>“We’re in this together.”</td>
<td>“Not in my backyard!”</td>
</tr>
<tr>
<td>solving problems</td>
<td>solution wars</td>
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<tr>
<td>reconciliation</td>
<td>hold grudges</td>
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<tr>
<td>consensus building</td>
<td>polarization</td>
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<td>broad public interests</td>
<td>narrow interests</td>
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<tr>
<td>interdependence</td>
<td>parochialism</td>
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<tr>
<td>collaboration</td>
<td>confrontation</td>
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<tr>
<td>win-win solutions</td>
<td>win-lose solutions</td>
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<tr>
<td>tolerance and respect</td>
<td>mean-spiritedness</td>
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<td>trust</td>
<td>questioning motives</td>
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<tr>
<td>patience</td>
<td>frustration</td>
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<td>politics of substance</td>
<td>politics of personality</td>
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<tr>
<td>empowered citizens</td>
<td>apathetic citizens</td>
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<tr>
<td>diversity</td>
<td>exclusion</td>
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<tr>
<td>citizenship</td>
<td>selfishness</td>
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<tr>
<td>challenge ideas</td>
<td>challenge people</td>
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<tr>
<td>problem-solvers</td>
<td>blockers &amp; blamers</td>
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<td>individual responsibility</td>
<td>me-first</td>
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<tr>
<td>listening</td>
<td>attacking</td>
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<td>healers</td>
<td>dividers</td>
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<td>community discussions</td>
<td>zinger one-liners</td>
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<td>focus on future</td>
<td>redebate the past</td>
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<tr>
<td>sharing power</td>
<td>hoarding power</td>
</tr>
<tr>
<td>renewal</td>
<td>gridlock</td>
</tr>
<tr>
<td>“We can do it!”</td>
<td>“Nothing works.”</td>
</tr>
</tbody>
</table>
The challenge for a community group or institution struggling to gain more capacity is to develop its own commitment, resources and skills. The challenge for those outside that particular group—but wishing to help—is to create opportunities appropriate for that group that can help it grow in capacity.

Why should we care about community capacity building?

Several years back, Harry Martin, a leader of the Community Development Foundation in Tupelo, Mississippi—a town that sits at the heart of one of the best-known turnaround regions in the South—said it all. “Community development,” he declared, “must precede economic development.”

Those who know the Tupelo story know that when Harry used the words, “community development,” he was talking for the most part about what we have been calling community capacity building. In fact, for more than 50 years, Tupelo and its surrounding rural Lee County have purposefully sought and built a growing commitment from organizations, businesses and individuals to contribute to the community; have expanded, extended and leveraged the resources available to invest in the community; and have invested heavily in increasing the quantity and quality of skill of the region’s citizens devoted to the effort.

Harry’s basic point is that if Tupelo had not focused on building its community capacity, it would not have succeeded in building its economy. That, in short, is why it is worth caring about community capacity building.

The Rural Development Triangle

Actually, we think that capacity building forms the base for more than just economic development. Solid community capacity also offers a foundation for making good decisions about the stewardship of a region’s natural, human and cultural resources, so that its way of life can be maintained and improved over time.

The Rural Development Triangle pictured on the facing page shows these three important components of rural development, and how they relate to each other.

- **Community Capacity Building.** As we will describe in even more detail in the next section, the purpose of community capacity building is to enable people in a community to work together, make well-considered and collaborative decisions, develop a vision and
This triangle and its explanation have been developed by the staff of the Rural Economic Policy Program of The Aspen Institute, based on their decade of work with leaders and economic developers in rural communities across the United States.
strategy for the future, and act over time to make these real—all while tapping and building the individual skills and abilities of a ever-increasing quantity and diversity of participants and organizations within the community.

Community capacity building efforts can encompass a wide range of activities, from formal leadership development efforts to community-wide strategic planning to a wide variety of less formal activities that build trust and camaraderie among citizens—like church socials, girl and boy scouts, volunteer community clean-ups, or regular chamber of commerce breakfasts.

Community capacity building forms the base of the Rural Development Triangle because the better a community’s capacity, the better the decisions a community makes about its economic development or stewardship choices—and the better the community is at turning those decisions into effective action.

**ECONOMIC DEVELOPMENT.** Too often, people think that “rural development” means nothing but “economic development.” This misguided thinking drives the traditional view about how to build rural economies that has dominated the last half century: Rely on the ready availability of natural resources, low labor costs, and lax taxes and regulations to recruit businesses to rural areas. This approach has helped some rural areas, if only temporarily, but has left others scarred economically, socially and environmentally.

In recent years, as the economy has gone global, as the methods and technology of work have changed, and as natural resources have become more scarce and more highly prized as contributors to our quality of life, new choices for rural development have emerged. They center on growing entrepreneurs from within the community. They base business development strategy on the existing core competencies of resident people and firms—in other words, trying to take advantage of and strengthen what they are already good at. And they focus on finding and pursuing the market opportunities—that is, places to sell their existing products and skills, new ways to sell them, and ideas for developing new products and skills—that complement these core competencies.

**STEWARDSHIP.** A community must steward its natural resources and way of life—and nurture its culture and people—if development is to be maintained at a healthy and sustainable level over time.

Economic development typically produces growth. Growth, however, is not always good. Sometimes it can cure what ails you; when children grow taller and stronger, they feel they can do new and better things. Other times, growth can just make a bad situation worse, like when we become overweight. For many communities, as for most people, there is a
“right size” beyond which growth will take over the way of life, deplete resources and change the standard of living of many residents—some for the better, some for the worse.

In short, economic development and stewardship are somewhat in tension, and a community that focuses on either extreme—growth at any cost versus a knee-jerk resistance to any change—will not serve residents well.

Community stewardship is made possible when rural citizens acknowledge the value of their resources and engage in civic dialogue to determine, as a community, how and which resources should be developed or preserved. Typically, dialogue and action comes when it is far too late, when unplanned development has destroyed the amenities that residents most appreciate, often the very natural and cultural resources that have the most value for the community’s long-term viability and vitality.

In general, we are coming to believe that rural leaders and communities must attend to each side of the Rural Development Triangle if they wish to achieve healthy, sustainable development, and that there is an advantage to addressing the three areas simultaneously. Nonetheless, paying attention to the base—that is, community capacity building—can only strengthen a community’s future economic development and stewardship efforts.

How do we know community capacity building when we see it?

Now we get to the main questions this workbook is meant to help answer: If community capacity building is so important,

■ How do we know it when we see it?

■ How can we measure our progress in capacity building?

Over the past two years, the group of people in the Community Capacity-Building Learning Cluster (we mentioned this group on page 3 of the Preface, and our names are listed at the back of this workbook) have been learning from each other and from experts about how to measure things like capacity building—things that seem “soft and fuzzy” and unmeasurable when you talk about them, but which really are quite important.

Measuring a community’s capacity is sort of like trying to measure a person’s “quality of life”—it can be very intangible, and very subjective. Some busy, rich and famous people may
have all the money and creature comforts you could want, but they are desperately unhappy because they really just want privacy or free time to spend with their loved ones. Their quality of life is poor. On the other hand, some subsistence farmers may enjoy a high quality of life despite the fact that they live on the economic edge, because they are doing what they most care about—living off the land.

Nonetheless, there are ways to measure quality of life. For example, no one truly likes to be in poor health, and we can gauge a person’s health in many ways. And most people like to have the opportunity and resources to pursue their interests; we can also measure this if we work at it carefully. So there are ways to measure quality of life. The same is true for community capacity building.

**Measuring community capacity building: A basic vocabulary**

We have learned a basic vocabulary and set of ideas that can help us measure capacity building—as well as many other things. We think it helps to start by defining our three simple measurement concepts. We have organized the rest of this workbook around these three measurement concepts or tools—outcomes, indicators and measures:

- **OUTCOME**

  An outcome is a major change—in the lives of people, their organizations and/or their community—which proves that community capacity building is happening. It is a difference for which people who are trying to build their community’s capacity are willing to take responsibility.

  For an example of an outcome, let’s use quality of life again. If you are trying to measure quality of life, one possible outcome would be good health.

  **IN THIS WORKBOOK:** We have come up with eight outcomes that, taken together, make up community capacity building. You will find a diagram of these eight outcomes on 13 of this section. This workbook will offer you options on how you can measure these eight outcomes—all of them, or only the ones your community cares about.

- **INDICATOR**

  An indicator is an actual activity or capacity that you can measure or assess in some way that shows that an outcome is being achieved. You can think of an indicator as one step
you must take—or one condition you must have in good order—if you want to claim that an outcome has been attained.

Let’s push our earlier example: One indicator of *good health* could be *weight*.

**IN THIS WORKBOOK:** We have identified a varying number of indicators for each of the eight outcomes of community capacity building. Sometimes there are one or two tiers of subindicators as well. You will find all the indicators and subindicators pictured in the diagrams and listed in the eight individual sections—one for each outcome—that follow.

**MEASURE**

A measure is the actual bean-counting, or some kind of analysis you must do in order to measure an indicator. A measure should always start with words like “Number of,” “Presence of,” “Quality of”—something that signals that you have counted or evaluated what you are measuring.

To complete our example, here are a few ideas about how you could measure a person’s *weight* to determine whether or not they are in *good health*: number of pounds you weigh, percent gain in pounds in the last 12 months, number of pounds over or under the average weight for your height.

**IN THIS WORKBOOK:** In each of the eight outcome sections that follow, we offer you lists of possible measures for each indicator and subindicator of each of the eight outcomes. Some of these measures merely require you to count things; others may require more effort, like judging the quality of some service you receive, or doing a bit of research by looking some facts up.

We have also left spaces for you to come up with your own ideas for measures. But please share them with us so that we may add them to future editions of this workbook! You’ll find a **GIVE US FEEDBACK** section at the end of the workbook that makes it easy to do just that.

**So how do we know community capacity building when we see it?**

The bottom line for community capacity building is its outcomes. The work we do when we try to build our community’s capacity, we believe, happens when we are succeeding at helping our community get better at one or more of these eight outcomes. *Turn the page, then, to see what the outcomes of community capacity building are.*
How can this workbook help us measure community capacity building?

How are the outcome sections organized?

In this workbook, there are eight workbook sections, one for each of the eight outcomes of community capacity building. (See facing page for a list of all eight outcomes on one page). Each is organized in the same way, as follows:

- **PAGE 1: THE OUTCOME PAGE.** This page shows the outcome in a black rectangle, and offers a one- or two-sentence explanation about why it is important to community capacity building. If you care about that outcome, continue through the section.

- **PAGE 2: THE INDICATORS PAGE.** This page shows the indicators for each outcome in an oval. If you care about any or all of these indicators, continue through the section.

- **PAGE 3+: THE SUBINDICATORS PAGE(S).** These pages show subindicators—which are just indicators broken down into bite-size pieces—in diamonds. If there is another level of sub-subindicators, they get their own page, where they are shown in a white rectangle. If you care about any or all of these subindicators, continue through the section.

- **THE OUTCOME SUMMARY PAGE.** This page shows you the entire map for the outcome. At the bottom, in a black square called Measures, it shows you exactly what page to turn to to find potential measures for any of the things you care about.

- **THE MEASURES PAGES.** Immediately following the Outcome Summary Page are pages of measures that you can use for that outcome. The measures are all organized by indicator and subindicator.

- **WORK PAGES.** Finally, each section has a set of lined workpages which you can use to list the outcomes, indicators and measures your community cares about and plans to track over time. *(Note to Version 3/96 users: These pages will be added in future versions.)*

What types of measures are listed?

Each measure is preceded by a symbol or icon that tells you something about what kind of measure it is, and what you must do to collect it.

- ✔ This is a yes/no question—either you have it or you don’t.
Community capacity building: Eight outcomes

OUTCOME 1  Expanding, diverse, inclusive citizen participation
- In a community where capacity is being built, an ever-increasing number of people participate in all types of activities and decisions. These folks include all the different parts of the community and also represent its diversity.

OUTCOME 2  Expanding leadership base
- Community leaders that bring new people into decision-making are building community capacity. But the chance to get skills and to practice and learn leadership are also important parts of the leadership base.

OUTCOME 3  Strengthened individual skills
- A community that uses all kinds of resources to create opportunities for individual skill development is building community capacity in an important way. As individuals develop new skills and expertise, the level of volunteer service is raised.

OUTCOME 4  Widely shared understanding and vision
- Creating a vision of the best community future is an important part of planning. But in community capacity building, the emphasis is on how widely that vision is shared. Getting to agreement on that vision is a process that builds community capacity.

OUTCOME 5  Strategic community agenda
- When clubs and organizations consider changes that might come in the future and plan together, the result is a strategic community agenda. Having a response to the future already thought through communitywide is one way to understand and manage change.

OUTCOME 6  Consistent, tangible progress toward goals
- A community with capacity turns plans into results. Whether it’s using benchmarks to gauge progress or setting milestones to mark accomplishments, the momentum and bias for action come through as a community gets things done.

OUTCOME 7  More effective community organizations and institutions
- All types of civic clubs and traditional institutions—such as churches, schools and newspapers—are the mainstay of community capacity building. If clubs and institutions are run well and efficiently, the community will be stronger.

OUTCOME 8  Better resource utilization by the community
- Ideally, the community should select and use resources in the same way a smart consumer will make a purchase. Communities that balance local self-reliance with the use of outside resources can face the future with confidence.
This is a number, something that can be counted and/or calculated by people in the community, or some data that can be found with a little bit of digging.

This is a percent that you must calculate, based on some numbers (#) measure.

This usually refers to a range—or a listing of the breadth or types of a particular activity in a community. It may require you to do some digging, some brainstorming, and possibly to ask questions of people in your community to make sure your information is accurate and complete.

This is a rating or quality measure. It asks to grade whether the quality or extent of some service or activity in the community is high, medium or low.

This is an opinion measure. It is information you can get from a survey, a poll, or some kind of feedback activity.

This is a blank line for you to fill in with your own ideas for measures.

**Warning: Don’t overdo!**

The important thing to remember is that the measures we offer here—and there are lots of them!—are only a menu from which you can choose. You do not have to measure everything suggested; it would be quite ambitious, might take too much community time, and besides, your community probably doesn’t need to work on every outcome, or every outcome right away.

Instead, it’s probably wise to remember the old overeater’s adage—My eyes were bigger than my stomach!—when you approach this measurement effort. You need only pick the outcomes you care about making progress on, the indicators and subindicators you care about, and the measures you care about as a community.

We offer as comprehensive a menu of measures as we can because, just as in a restaurant, we want to make sure there is something for everybody. We also want to pique your interest and imagination to try some measurement experimentation of your own.

**Seven steps for getting started**

So, how might a group of people in a community use this workbook to help them begin to measure—and build—capacity?
There are a lot of good methods for using materials like this with a group. Some groups can come up with their own schemes and exercises. Others benefit when they ask an outsider who is good at designing group activities to help them.

Rather than offer you a whole slew of exercises, we thought it best to start you off with some basic steps on how you might go forward to use this workbook material. You can change or adapt them to get them as simple or sophisticated as you wish.

■ **STEP 1: FORM A GROUP**

Get together with some like-minded citizens who are interested in the capacity of your community. This group may be made up of both paid staff and volunteers, but the important thing is that everyone is interested how to consider the strengths and weaknesses of the community. A group of about a dozen is recommended to start: smaller groups may have problems if anyone drops out, and a larger group may make it difficult for everyone to be heard.

■ **STEP 2: TALK ABOUT THE WORKBOOK MATERIALS**

Whoever brings the group together might also take the responsibility for beginning the discussion of community capacity. Using the same organization as this workbook, the group can discuss:

■ *What is community capacity building?* A 10-15 minute review of workbook materials might be useful here.

■ *Why should we care about it?* This is a great place to talk about your community’s future.

■ *How do we know capacity building when we see it?* A brainstorming session on the community’s strengths and weaknesses or healthy vs. unhealthy descriptions from the workbook would work well here.

■ *How can we measure our community’s growing capacity as we build it?* Take a look at the Eight Outcomes.

■ **STEP 3: PICK YOUR PRIORITIES**

Agree on which of the eight Outcomes is most important to your community right now. One very simple technique for getting the group to select priorities is to list the eight Outcomes on a flip chart, make sure everyone understands each one, then give each per-
son five self-stick dots to use in selecting her/his choices. Each person goes to the newsprint and selects priorities and when the group is done, those Outcomes with the greatest number of dots become the first Outcomes to focus on.

- **STEP 4: ORGANIZE INTO SUBGROUPS**

  Your group can be divided into subgroups to take a look at Indicators, Subindicators and Measures. For example, if a group of 12 decides to focus on three Outcomes, then three subgroups might form to take a look at Indicators and Measures.

- **STEP 5: IDENTIFY INFORMATION SOURCES**

  Each subgroup may want to talk together and research information sources for their Indicators and Measures. For example, if a subgroup needs information about community clubs and organizations, a community directory or telephone book might be a good source. If the subgroup can talk through the Indicators and Measures together, it makes individual research much easier.

- **STEP 6: CREATE A TIMELINE TOGETHER**

  The entire group should discuss the time needed to collect information and agree on a timeline. If six months will be needed to get all the measurements done for several Outcomes, then the group might want to meet regularly for while just to keep in touch and make sure everyone is accountable for assignments.

- **STEP 7: CONSIDER PUBLICITY OPPORTUNITIES**

  The process of selecting Outcomes and moving forward to measuring community capacities is an important undertaking and one that might be very interesting to local media. Take some time to talk together as a group about opportunities to make the process visible to the entire community, recruit help and make the most of publicity.
Expanding, diverse, inclusive citizen participation

In a community where capacity is being built, an ever-increasing number of people participate in all types of activities and decisions. These folks include all the different parts of the community and also represent its diversity.
Expanding, diverse, inclusive citizen participation

Community's current civic infrastructure
(see page 11 of this section)

Citizen participation in civic infrastructure
(see page 20 of this section)
Expanding, diverse, inclusive citizen participation

Community's current civic infrastructure
(see page 11 of this section)

- Non-government organizations
  (see page 11)
- Government organizations
  (see page 15)

Citizen participation in civic infrastructure
(see page 20 of this section)

- Non-government organizations
  (see page 20)
- Government
  (see page 22)
Expanding, diverse, inclusive citizen participation

Community’s current civic infrastructure
(see page 11 of this section)

Citizen participation in civic infrastructure
(see page 20 of this section)

Non-government organizations
(see page 11)

Government organizations
(see page 15)

Non-government
(see page 20)

Government
(see page 22)

SUB-SUBINDICATORS

Expanding, diverse, inclusive citizen participation

Voluntary and service organizations
Grassroots advocacy organizations
Political organizations
Business and labor organizations
Religious organizations
Media organizations
Ad-hoc community activities/task forces
(see pages 11-14)

Federal—
Information dissemination
Participations aids
State—
Information dissemination
Participations aids
Regional—
Information dissemination
Participation aids
Local—
Information dissemination
Participations aid
(see pages 15-18)

Expanding citizen participation
Diverse citizen participation
Inclusive citizen participation
(see pages 20-21)

Expanding citizen participation
Diverse citizen participation
Inclusive citizen participation
(see pages 22-23)
SUMMARY: OUTCOME 1

Expanding, diverse, inclusive citizen participation

Community's current civic infrastructure
(see page 11 of this section)

Indicators

Non-government organizations
(see page 11)

Government organizations
(see page 15)

Non-government
organizations
(see page 11)

Government
organizations
(see page 15)

Expanding citizen participation
Diverse citizen participation
Inclusive citizen participation
(see pages 20-21)

Expanding citizen participation
Diverse citizen participation
Inclusive citizen participation
(see pages 22-23)

Voluntary and service organizations
Grassroots advocacy organizations
Political organizations
Business and labor organizations
Religious organizations
Media organizations
Ad-hoc community activities/task forces
(see pages 11-14)

Federal—
Information dissemination
Participations aids

State—
Information dissemination
Participations aids

Regional—
Information dissemination
Participations aids

Local—
Information dissemination
Participations aid
(see pages 15-18)

Measures
(see pages 11-14 to choose some measures)

Measures
(see pages 15-19 to choose some measures)

Measures
(see pages 20-21 to choose some measures)

Measures
(see pages 22-23 to choose some measures)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

OUTCOME 1

Expanding diverse, inclusive citizen participation

INDICATOR Community’s current civic infrastructure

Nongovernment organizations

Voluntary and service organizations

- number of organizations
- range of purposes they serve
- how well the range of purposes meets the community’s needs and opportunities
- number linked to regional, state, national organizations
- number that participate in regional, state, national programs
- number that participate in local events/programs
- number that do/don’t cosponsor local events/programs (e.g., “welcome wagon,” volunteer clearinghouse, festivals, awards)

Grassroots advocacy organizations

- number of organizations
- range of purposes they serve
- how well the range of purposes meets the community’s needs and opportunities
- number linked to regional, state, national organizations
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

- number that participate in regional, state, national programs
- number that participate in local events/programs
- number that do/don’t cosponsor local events/programs (e.g., “welcome wagon,” volunteer clearinghouse, festivals, awards)

Political organizations
- number of organizations
- range of purposes they serve
- how well the range of purposes meets the community’s needs and opportunities
- number linked to regional, state, national organizations
- number that participate in regional, state, national programs
- number that participate in local events/programs
- number that do/don’t cosponsor local events/programs (e.g., “welcome wagon,” volunteer clearinghouse, festivals, awards)

Business and labor organizations
- number of organizations
- range of purposes they serve
- how well the range of purposes meets the community’s needs and opportunities
Note the measures you care about. Add your ideas for measures on the lines.

- Number linked to regional, state, national organizations
- Number that participate in regional, state, national programs
- Number that participate in local events/programs
- Number that do/don’t cosponsor local events/programs (e.g., “welcome wagon,” volunteer clearinghouse, festivals, awards)

Religious organizations

- Number of organizations/congregations
- Number of religious affiliations they cover
- How well range of affiliations compare to population’s religious affiliation
- Range of ministries they offer
- How well the range of ministries meets the community’s needs and opportunities
- Number linked to regional, state, national organizations
- Number that participate in regional, state, national programs
- Number that participate in local events/programs
- Number that do/don’t cosponsor local events/programs

Media organizations

- Number of organizations
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- range of media-type they cover (newspaper, radio, local TV, cable)
- how well the range of purposes meets the community’s needs and opportunities
- number linked to regional, state, national organizations/networks
- number that participate in local events/programs
- number that do/don’t cosponsor local events/programs

---

**Ad-hoc community activities/task forces**

- number
- range of purposes they serve
- how well the range of purposes meets the community’s needs and opportunities
- number linked to regional, state, national organizations
- number that participate in regional, state, national programs
- number that participate in local events/programs
- number that do/don’t cosponsor local events/programs
Government organizations

Federal

Information dissemination

- number of federal agencies with office in community
- number of federal agencies that distribute newsletters to the community
- number of media stories/mentions concerning federal government presence in or impact on community
- cable TV broadcast of federal forums/meetings
- number of appearances/speeches by federal officials in community
- number of local organizations that regularly involve federal officials in activities
- advance notice of federal meetings/events provided through various media
- meeting agendas available through various media

Participation aids

- translation/accessibility services provided
- 1-800 phone lines available
- ombudsman service available
- sufficient and convenient evening office hours
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

- meetings held at night
- number of “meet the public” events held by federal officials/agencies
- facilitators used at meetings
- time allotted for public comment at meetings
- alternative meeting formats used (rather than just “talking heads”)
- number of state agencies with office in community
- number of state agencies that distribute newsletters to the community
- number of media stories/mentions concerning state government presence in or impact on community
- cable TV broadcast of state forums/meetings
- number of appearances/speeches by state officials in community
- number of local organizations that regularly involve state officials in activities
- advance notice of state meetings/events provided through various media
- meeting agendas available through various media
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

### Participation aids

- ✔ translation/accessibility services provided
- ✔ 1-800 phone lines available
- ✔ ombudsman service available
- ✔ sufficient and convenient evening office hours
- ✔ meetings held at night
- # number of “meet the public” events held by state officials/agencies
- ✔ facilitators used at meetings
- ✔ time allotted for public comment at meetings
- ✔ alternative meeting formats used (rather than just “talking heads”)

---

### Regional

#### Information dissemination

- # number of regional agencies with office in community
- # number of regional agencies that distribute newsletters to the community
- # number of media stories/mentions concerning regional government presence in or impact on community
- ✔ cable TV broadcast of regional forums/meetings
- # number of appearances/speeches by regional officials in community
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

- number of local organizations that regularly involve regional officials in activities
- advance notice of regional meetings/events provided through various media
- meeting agendas available through various media
- participation aids
  - translation/accessibility services provided
  - 1-800 phone lines available
  - ombudsman service available
  - sufficient and convenient evening office hours
  - meetings held at night
  - number of “meet the public” events held by regional officials/agencies
  - facilitators used at meetings
  - time allotted for public comment at meetings
  - alternative meeting formats used (rather than just “talking heads”)
- local information dissemination
  - number of local agencies that distribute newsletters to the community
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ? LINES.

- # number of media stories/mentions concerning local government presence in or impact on community
- ✔ cable TV broadcast of local forums/meetings
- # number of appearances/speeches by local officials in community
- # number of local organizations that regularly involve local officials in activities
- ✔ advance notice of local meetings/events provided through various media
- ✔ meeting agendas available through various media
- ?
- ?

**Participation aids**

- ✔ translation/accessibility services provided
- ✔ local telephone help lines available
- ✔ ombudsman service available
- ✔ sufficient and convenient evening office hours
- ✔ meetings held at night
- # number of “meet the public” events held by regional officials/agencies
- ✔ facilitators used at meetings
- ✔ time allotted for public comment at meetings
- ✔ alternative meeting formats used (rather than just “talking heads”)
- ?
- ?
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

INDICATOR Citizen participation in civic infrastructure

Nongovernment

Expanding citizen participation

For individual organizations in the Community Civic Infrastructure (See Indicator A):

- number of regular members/participants
- number of people who attend organization activities
- number of members of each organization that attend regional, state, national events
- number who volunteer for organization projects
- number of volunteer hours donated
- average number of hours donated per person
- number of people who donate money to organization
- amount of money or in-kind contributions they donate
- average contribution per person
- ratio of the new members/participants to old members/participants

Diverse citizen participation

For individual organizations in the Community Civic Infrastructure (See Indicator A):

- percent breakdown of participants by diversity category:
Note the measures you care about. Add your ideas for measures on the lines.

- race/ethnicity
- religion
- age
- length of residency
- neighborhood
- gender
- occupation/education/income

# comparison of diversity of organization participation to the community’s diversity

% percent change (over time) in participation by diversity categories

Inclusive citizen participation

For individual organizations in the Community Civic Infrastructure (See Indicator A):

“ participants’ perception of who really makes the decisions

° degree to which are alternative options publicly considered

# number of activities offered to help new members

range of new member services offered

# number of mentoring activities offered

range of mentoring services offered

? ____________________________

? ____________________________
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

Government

Expanding citizen participation

- # number of registered voters
- % percent of registered voter who vote
- % proportion of elections that have a full ballot
- % percent of election slots that have more than one candidate per office
- # number of citizens who use (specific) government service(s)
- % proportion of citizens who use (specific) government service(s)
- # number of people who attend public meetings
- # number of first-time attendees
- # number of petitions circulated in community
- # number of signatures collected on petitions
- ?
- ?

Diverse citizen participation

For individual government agency in the Community Civic Infrastructure (See Indicator A):

- % percent breakdown of service users/event participants by diversity category:
  - race/ethnicity
  - religion
  - age
  - length of residency
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- neighborhood
- gender
- occupation/education/income

# comparison of diversity of use/participation to the community’s diversity

% percent change (over time) in participation by diversity categories

Inclusive citizen participation

For individual government agency in the Community Civic Infrastructure (See Indicator A):

“ participants’ perception of who really makes the decisions

# degree to which are alternative options publicly considered

# number of activities offered to help new participants/users

# range of new participant/user services offered

? ________________________________

? ________________________________
Community leaders that bring new people into decision-making are building community capacity. But the chance to get skills and to practice and learn leadership are also important parts of the leadership base.
Expanding leadership base

Leadership infrastructure
(see page 11 of this section)

Diversity and expansion of leadership
(see page 16 of this section)
Expanding leadership base

Leadership infrastructure
(see page 11 of this section)

Civic leadership development program
(page 11)

Other community leadership development
(page 14)

Diversity and expansion of leadership
(see page 16 of this section)

Elected leaders
(see page 16)

Appointed leaders
(see page 16)

Hired leaders
(see page 17)

Volunteer leaders
(see page xx)
Expanding leadership base

Leadership infrastructure
(see page 11 of this section)

Civic leadership development program
(page 11)

Other community leadership development
(page 14)

Identification/recruitment process
Civic leadership training and development process
Support/renewal of leadership program participants/graduates
Reward system
Program resources and support
(see pages 11-13)

Elected leaders
(see page 16)

Appointed leaders
(see page 16)

Diversity and expansion of leadership
(see page 16 of this section)

Hired leaders
(see page 17)

Volunteer leaders
(see page xx)

Identification/recruitment process
Training development and support
Reward system
(see pages 14-15)
SUMMARY: OUTCOME 2

Expanding leadership base

Leadership infrastructure
(see page 11 of this section)

Civic leadership development program
(page 11)

Other community leadership development
(see page 14)

Indicators

Identification/recruitment process
Civic leadership training and development process
Support/renewal of leadership program participants/graduates
Reward system
Program resources and support
(see pages 11-13)

Measures
(see pages 11-13 to choose some measures)

Diversity and expansion of leadership
(see page 16 of this section)

Elected leaders
(see page 16)

Appointed leaders
(see page 16)

Hired leaders
(see page 17)

Volunteer leaders
(see page xx)

Measures
(see pages 14-15 to choose some measures)

Measures
(see pages 16-17 to choose some measures)

Measures
(see pages 17-18 to choose some measures)

Measures
(see page xx to choose some measures)

SUB-INDICATORS

Diversity and expansion of leadership

Leadership infrastructure

Civic leadership development program
(page 11)

Other community leadership development
(see page 14)

SUB-SUBINDICATORS

Diversity and expansion of leadership

Expanding leadership base

Leadership infrastructure
(see page 11 of this section)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

OUTCOME

Expanding leadership base

INDICATOR Leadership infrastructure

Civic leadership development program
For communities that have one or more formal community leadership development programs:

Identification/recruitment process
For community as a whole:

% percent breakdown of leaders by diversity category:
- race/ethnicity
- religion
- age
- length of residency
- neighborhood
- gender

# comparison of the diversity of leadership to the community’s diversity

✔ recruitment is targeted at underrepresented groups

# number of leadership recruitment activities targeted to underrepresented groups

敏感度/匹配度 recruitment activities targeted at underrepresented groups (e.g., recruitment materials well written, mailings lists/promotion reaches target audience)

# number of leadership training scholarships available for underrepresented groups

# amount ($) of scholarship assistance available

# amount ($) of child care assistance available for potential trainees
<table>
<thead>
<tr>
<th>Outcome 2</th>
<th>Measuring Community Capacity Building</th>
</tr>
</thead>
</table>

### Civic leadership training and development process

| ✔ | curriculum includes skill-building |
| ✔ | curriculum includes community information |
| ✔ | curriculum includes mentoring |
| # | number of citizens who graduate from the program |
| # | number of program graduates who serve as resources to the program |
| ✔ | participants formally evaluate the program |
| ✔ | evaluation information is used to improve the program |

### Support/renewal of leadership program participants/graduates

| # | number of employers that give time off to program participants |
| # | number of employers or organizations that pay participant program fees or fund scholarships |
| ✔ | community has a formal leadership mentoring system |
# number of mentoring relationships that continue after graduation

# number of program alumni gatherings held

# number of refresher courses/advanced skill training opportunities offered to graduates

# number of people who participate in refresher/advanced training

?

?

Reward system

✔ leadership program has a graduation ceremony (with certificates?)

# number of graduates publicly recognized by their employer or organization

% percent of graduates who serve as community leaders within two years of graduation

✔ alumni directory is published and distributed

# number of media stories that highlight program participants

?

?

Program resources and support

# amount ($ and in-kind)) of community support for program

% percent of leadership program budget funded by the community (not participants)

# number of community organizations that help fund the program
Note the measures you care about. Add your ideas for measures on the 2 lines.

- # number of graduates who contribute to the program
- # amount ($ and in-kind) contributed by graduates
- ✔ program has a local advisory governing board?
- ?
- ?
- ?

Other community leadership development activities

Identification/recruitment process

- ✔ public nomination/application process is used for vacancies on public boards, commissions, etc.
- ✔ open nomination/application process is used for vacancies in community organization offices
- # number of times open office is publicized
- □ range of media used to publicize an open office
- ✔ public discussion about the characteristics sought for public board, commission, leaders
- ✔ public discussion about the characteristics sought for community organization officers
- # number of community organizations use a president-elect system (training one year’s vice president to be the subsequent year’s president)
- ?
- ?
- ?
Training development and support

- number of training and education opportunities related to community issues
- number of training and education opportunities related to new leadership skills
- number of people who participate in these training and education opportunities
- number of employers/community organizations that pay participant expenses for conferences and training

Reward system

- number of community-wide leadership recognition/award programs
- percent of community organizations that waive dues for officers
- percent of community organizations that honor departing officers
- number of organizations that list officers/leaders on literature
- number of community organizations that display photos of past and present volunteers/leaders
- number of media stories that feature volunteers/leaders
INDICATOR Diversity and expansion of leadership

Elected leaders
For individual organizations in the Community’s Civic Infrastructure (See Outcome1) and/or for the community as a whole:

- % percent breakdown of leaders by diversity category:
  - race/ethnicity
  - religion
  - age
  - length of residency
  - neighborhood
  - gender

- # comparison of the diversity of leadership to the community’s diversity

- % percent change (over time) in leadership by diversity categories

- % percent of leaders that are new to their offices

- % percent of leaders that have never held an office before

- # number of citizens who have served as elected leaders

- % percent of election slots that have more than one candidate running for the office

- “Citizen perception: Are you represented by this leadership?

  ______________________________________

  ______________________________________

Appointed leaders
For individual organizations in the Community’s Civic Infrastructure (See Outcome1) and/or for the community as a whole:

- % percent breakdown of leaders by diversity category:
  - race/ethnicity
### Measuring Community Capacity Building

**Outcome 2**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ religion</td>
<td></td>
</tr>
<tr>
<td>■ age</td>
<td></td>
</tr>
<tr>
<td>■ length of residency</td>
<td></td>
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<td>■ neighborhood</td>
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<td>■ gender</td>
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<tr>
<td>■ comparison of the diversity of leadership to the community’s diversity</td>
<td></td>
</tr>
<tr>
<td>■ percent change (over time) in leadership by diversity categories</td>
<td></td>
</tr>
<tr>
<td>■ percent of leaders that are new to their offices</td>
<td></td>
</tr>
<tr>
<td>■ percent of leaders that have never held an office before</td>
<td></td>
</tr>
<tr>
<td>■ number of citizens who have served as appointed leaders</td>
<td></td>
</tr>
<tr>
<td>■ percent of leaders from underrepresented groups who have real decisionmaking authority (versus advisory or window-dressing roles)</td>
<td></td>
</tr>
<tr>
<td>■ Citizen perception: Are you represented by this leadership?</td>
<td></td>
</tr>
</tbody>
</table>

#### Hired leaders

*For individual agencies in the Community’s Civic Infrastructure (See Outcome1) and/or for the community as a whole:*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ percent breakdown of leaders by diversity category:</td>
<td></td>
</tr>
<tr>
<td>■ race/ethnicity</td>
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<td>■ religion</td>
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<td>■ neighborhood</td>
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<td>■ gender</td>
<td></td>
</tr>
<tr>
<td>■ comparison of the diversity of leadership to the community’s diversity</td>
<td></td>
</tr>
</tbody>
</table>
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

% percent change (over time) in leadership by diversity categories
%
% percent of leaders that are new to their offices/jobs
#
# number of local citizens who have served in hired leadership positions

" Citizen perception: Are you served well by this leadership?
?
?

Volunteer leaders

For individual organizations or ad hoc efforts in the Community’s Civic Infrastructure (See Outcome 1) and/or for the community as a whole:

% percent breakdown of leaders by diversity category:
  ■ race/ethnicity
  ■ religion
  ■ age
  ■ length of residency
  ■ neighborhood
  ■ gender

# comparison of the diversity of leadership to the community’s diversity

% percent change (over time) in leadership by diversity categories
%
% percent of leaders that are new to the specific activity
%
% percent of leaders that have never volunteered for leadership before
#
# number of citizens who have volunteered to lead an effort

" Citizen perception: Are you represented by this leadership?
?
?
OUTCOME 3

**Strengthened individual skills**

A community that uses all kinds of resources to create opportunities for individual skill development is building community capacity in an important way. As individuals develop new skills and expertise, the level of volunteer service is raised.
Strengthened individual skills

Skill development infrastructure
(see page 11 of this section)

Skills applied/ transferred to community activities
(see page 13 of this section)
Indicators—Outcome 3

Strengthened individual skills

Skill development infrastructure
(see page 11 of this section)

- Businesses/employers
  (see page 11)
- Secondary institutions
  (see page 12)
- Vocational, technical and rehabilitation institutions
  (p. 12)
- Other community organizations
  (see page 13)

- Information/analysis skills
  (see page 13)
- Economic literacy
  (see page 14)
- Technology skills
  (see page 16)
- Group process skills
  (see page 18)

Skills applied/transferred to community activities
(see page 13 of this section)

- Postsecondary institutions
  (see page 11)
- Other community organizations
  (see page 13)

Skill development infrastructure
(see page 11 of this section)

- Planning skills
  (see page 21)

Skills applied/transferred to community activities
(see page 13 of this section)

- Political skills
  (see page 19)
SUMMARY: OUTCOME 3

**Strengthened individual skills**

- **Skill development infrastructure** (see page 11 of this section)
  - **INDICATORS**
    - Businesses/employers (see page 11)
    - Secondary institutions (see page 12)
    - Other community organizations (see page 13)
    - Vocational, technical and rehabilitation institutions (see page 11)
  - **SUB-INDICATORS**
    - Postsecondary institutions (see page 11)

- **Skills applied/ transferred to community activities** (see page 13)
  - **INDICATORS**
    - Information/analysis skills (see page 13)
      - Local data collection
      - Data analysis skills (see pages 13-14)
    - Economic literacy (see page 14)
      - Structure of local economy
      - Local fiscal analysis
      - Local trend analysis
      - Economic development strategy awareness (see pages 14-16)
    - Technology skills (see page 16)
      - Media technology skills
      - Computer skills (see pages 16-17)
    - Group process skills (see page 18)
      - Problem-solving skills
      - Open, fairly conducted, participatory meetings
      - Conflict resolution
      - Consensus building (see pages 18-19)
    - Political skills (see page 19)
      - Communication: telephone
      - Communication: public relations (PR)
      - Communication: press
      - Organizational
      - Electoral (see pages 19-21)
    - Planning skills (see page 21)

- **Information/analysis skills** (see page 13)
  - **MEASURES**
    - Local data collection
    - Data analysis skills (see pages 13-14)

- **Economic literacy** (see page 14)
  - **MEASURES**
    - Structure of local economy
    - Local fiscal analysis
    - Local trend analysis
    - Economic development strategy awareness (see pages 14-16)

- **Technology skills** (see page 16)
  - **MEASURES**
    - Media technology skills
    - Computer skills (see pages 16-17)

- **Group process skills** (see page 18)
  - **MEASURES**
    - Problem-solving skills
    - Open, fairly conducted, participatory meetings
    - Conflict resolution
    - Consensus building (see pages 18-19)

- **Political skills** (see page 19)
  - **MEASURES**
    - Communication: telephone
    - Communication: public relations (PR)
    - Communication: press
    - Organizational
    - Electoral (see pages 19-21)

- **Planning skills** (see page 21)
  - **MEASURES**
    - Measures (see page 21 to choose some measures)

**Strengthened individual skills**

- **MEASURES**
  - Measures (see page 11 to choose some measures)

**Businesses/employers** (see page 11)

- **MEASURES**
  - Measures (see pages 11-12 to choose some measures)

**Secondary institutions** (see page 12)

- **MEASURES**
  - Measures (see pages 12-13 to choose some measures)

**Other community organizations** (see page 13)

- **MEASURES**
  - Measures (see pages 13-14 to choose some measures)

**Vocational, technical and rehabilitation institutions** (see page 11)

- **MEASURES**
  - Measures (see page 11 to choose some measures)

**Information/analysis skills** (see page 13)

- **MEASURES**
  - Measures (see pages 13-14 to choose some measures)

**Economic literacy** (see page 14)

- **MEASURES**
  - Measures (see pages 14-15 to choose some measures)

**Technology skills** (see page 16)

- **MEASURES**
  - Measures (see pages 16-17 to choose some measures)

**Group process skills** (see page 18)

- **MEASURES**
  - Measures (see pages 18-19 to choose some measures)

**Political skills** (see page 19)

- **MEASURES**
  - Measures (see pages 19-20 to choose some measures)

**Planning skills** (see page 21)

- **MEASURES**
  - Measures (see page 21 to choose some measures)

**Businesses/employers** (see page 11)

- **MEASURES**
  - Measures (see pages 11-12 to choose some measures)

**Secondary institutions** (see page 12)

- **MEASURES**
  - Measures (see pages 12-13 to choose some measures)

**Other community organizations** (see page 13)

- **MEASURES**
  - Measures (see pages 13-14 to choose some measures)

**Vocational, technical and rehabilitation institutions** (see page 11)

- **MEASURES**
  - Measures (see page 11 to choose some measures)

**Information/analysis skills** (see page 13)

- **MEASURES**
  - Measures (see pages 13-14 to choose some measures)

**Economic literacy** (see page 14)

- **MEASURES**
  - Measures (see pages 14-15 to choose some measures)

**Technology skills** (see page 16)

- **MEASURES**
  - Measures (see pages 16-17 to choose some measures)

**Group process skills** (see page 18)

- **MEASURES**
  - Measures (see pages 18-19 to choose some measures)

**Political skills** (see page 19)

- **MEASURES**
  - Measures (see pages 19-20 to choose some measures)

**Planning skills** (see page 21)

- **MEASURES**
  - Measures (see page 21 to choose some measures)
**OUTCOME**

**Strengthened individual skills**

**INDICATOR** Skill development infrastructure

**Businesses/employers**

- number of skill development programs/classes offered to employees
- number of times each class is offered each year
- range of skills covered in these programs/classes
- number of program/class activities that directly contribute to the community
- percent of program/class graduates who remain in the community

**Postsecondary institutions**

- number of skill development programs/classes offered to students
- number of times each class is offered each year
- range of skills covered in these programs/classes
- number of program/class activities that directly contribute to the community
- percent of program/class graduates who remain in the community

Note the measures you care about. Add your ideas for measures on the lines.
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

Secondary institutions

- # number of skill development programs/classes offered to employees
- # number of times each class is offered each year
- ■ range of skills covered in these programs/classes
- # number of program/class activities that directly contribute to the community
- % percent of program/class graduates who remain in the community

Vocational, technical and rehabilitation institutions

- # number of skill development programs/classes offered to employees
- # number of times each class is offered each year
- ■ range of skills covered in these programs/classes
- # number of program/class activities that directly contribute to the community
- % percent of program/class graduates who remain in the community
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ❓ LINES.

---

**Other community organizations**

- Number of skill development programs/classes offered to employees
- Number of times each class is offered each year
- Range of skills covered in these programs/classes
- Number of program/class activities that directly contribute to the community
- Percent of program/class graduates who remain in the community

---

**Skills applied/transferred to community activities**

**Information/analysis skills**

**Local data collection**

- Number of requests made by citizens to regional, state, national data centers in the course of their organization/community work
- Number of polls citizens conduct in community as part of their organization/community work
- Number of citizens involved in creating and administering community polls
- Number of citizens who have access to regional, state, national data via on-line services and the Internet
OUTCOME 3
MEASURING COMMUNITY CAPACITY BUILDING

14

NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

Data analysis skills

☑ public library has a community data reference section

☐ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

☐ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

☒ community polls collect data that are useful to community decisionmaking

☒ usefulness of data collected in community polls to community decisionmaking

# number of government initiatives that collect, analyze and share community data before making decisions

# number of civic initiatives that collect, analyze and share community data before making decisions

☐ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

☐ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Economic literacy

Structure of local economy

☑ studies of the local economy are conducted periodically

# number of local citizens involved in conducting the studies

# number of times local media cites studies

☑ community has an economic fact sheet (covering employment, income, businesses, etc.)

# number of times local decisionmaking bodies consult economic data before making decisions
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ℹ️ LINES.

number of questions raised about local economy at public/civic meetings

Local fiscal analysis

financial data for community/organizations are broken out into meaningful, useful categories

number of government/civic financial reports that use graphics to present budget and fiscal data

number of questions raised about financial/budget reports at public/civic meetings

Local trend analysis

studies of the local economy show how conditions change from year to year

number of published and media reports that use graphics to present economic trend data

number of media references to economic trends

number of references to economic trends in community organizations’ (government and civic) meeting minutes

number of questions raised about economy trends at public/civic meetings
Economic development strategy awareness

- number of times development alternatives are discussed at public/civic meetings
- range of development alternatives considered at public/civic meetings
- number of citizens who contribute to the meeting discussion
- depth/quality of development strategy debate at public/civic meetings
- number of times development alternatives discussed in the media
- range of development alternatives considered in the media
- number of citizens who contribute to the media discussion (letters to the editor, etc.)
- depth/quality of development strategy debate in media

Technology skills

Media technology skills

- number of organizations that regularly produce press releases
- number of press releases produced about local activities for regional, state, national media
- number of audiovisual productions produced locally
- quality of audiovisual productions produced locally
- number of media presentations produced about the community
cable access TV is used to promote citizen awareness and participation

number of public service announcements for community activities produced

number of times public service announcements are broadcast

______________________________

______________________________

Computer skills

number of citizens with access to a personal computer

number of citizens who know how to use a:
- computer game
- word processing program
- spreadsheet program
- database program
- communications program
- desktop publishing program
- multimedia program

number of posters, brochures, newsletters, and other print media are produced locally on computer

number of community organizations that maintain computerized mailing lists

number of community organizations that maintain financial information on computerized spreadsheets

number of citizens with on-line service and Internet access

______________________________

______________________________
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

**Group process skills**

**Problem-solving skills**

- Number of organizations that use techniques like brainstorming, force field analysis, or storyboarding to help solve problems
- Problem-solving techniques used appropriately and well
- Number of times facilitators are used for local problem solving

**Open, fairly conducted, participatory meetings**

- Number of community organizations that use alternative to parliamentary procedure in their meetings
- Number of community organizations that regularly use small group activities at their meetings
- Percent of attendees who speak at community/organization meetings

**Conflict resolution**

- Number of meetings held on controversial issues
- Number of letters to the editor written/printed on controversial issues
- Number of times government/civic organizations use mediators
- Issues are reconsidered by community/organizations after decision has been made
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ? LINES.

Consensus building

# number of new collaborations in the community

# number of new organizations/participants involved in collaborations in the community

Political skills

Communication: telephone

# number of community organizations have/use telephone trees

# number of telephone surveys conducted

Communication: public relations (PR)

# number of community organizations with brochures

# number of community organizations with logos

# number of community organizations with a designated PR/media contact
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

**Communication: press**

- number of community organizations that regularly produce press releases
- number of media stories produced per press release
- number of civic events are covered by the local media
- quality/extent of this coverage
- number of civic events covered by nonlocal media
- quality/extent of this coverage
- number of news conferences held locally
- number of regional, state, national media events held in the community (e.g., a statewide announcement made in the community by the governor)

**Organizational**

- number of new advocacy groups/efforts that are formed
- percent change in advocacy group membership
- number of local ballot initiatives started
- number of petitions circulated
- number of recalls initiated
- number of chapters of regional, state, national groups in the community
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ? LINES.

Electoral

(See Outcome 1 as well)

- number of registered voters
  - percent of registered voters who turnout to vote
- number of citizens running for office
- number of campaign volunteers
- number of candidate forums held
- number of people who attend candidate forums

Planning skills

- number of organizations that set annual priorities
- number of organizations that have strategic plan
- number of community organizations that have a multiyear plan of work
- number of community organizations that regularly evaluate progress on their plans
  - evaluation information is used to update plans

?
Creating a vision of the best community future is an important part of planning. But in community capacity building, the emphasis is on how widely that vision is shared. Getting to agreement on that vision is a process that builds community capacity.
Widely shared understanding and vision

- **Vision development process**
  (see page 9 of this section)

- **Vision statement content**
  (see page 11 of this section)

- **Vision statement use**
  (see page 12 of this section)
SUMMARY: OUTCOME 4

Widely shared understanding and vision

- Vision development process (see page 9 of this section)
  - Information seeking (see page 9)
  - Visibility (see page 10)
  - Citizen/leader participation (see page 9)

- Vision statement content (see page 11 of this section)
  - Future orientation (see page 11)
  - Practicality (see page 11)
  - Breadth/sustainability (see page 12)

- Vision statement use (see page 12 of this section)
  - Information (see page 12)
  - Vision dissemination (see page 12)
  - Support for vision (see page 13)
  - Connection to strategic planning process (see page 14)
  - Long-term relevance/visibility (see page 14)

- Measures (see pages 9-10 to choose some measures)
  - Measures (see pages 11-12 to choose some measures)
  - Measures (see page 12 to choose some measures)
  - Measures (see pages 13-14 to choose some measures)
  - Measures (see pages 14 to choose some measures)

- Measures (see page 15 to choose some measures)
  - Measures (see page 15 to choose some measures)
  - Measures (see page 15 to choose some measures)
  - Measures (see page 15 to choose some measures)
  - Measures (see page 15 to choose some measures)
Widely shared understanding and vision

**Vision development process**

**Information seeking**

- ✔ other communities’ vision statements reviewed
- # number of site visits made to other communities
- ✔ trends identified and considered
- # number of consultations or interviews held with experts

**Citizen/leader participation**

*For both community leaders and regular folk:*

- # number of people who participate in person at vision development meetings/events
- % percent breakdown of leaders by diversity category:
  - race/ethnicity
  - religion
  - age
  - length of residency
  - neighborhood
  - gender

- # comparison of diversity of organization participation to the community’s diversity
- # change in number of participants during the process
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ___ LINES.

- # number of people who provide input through other means (polls, interviews, etc.)
- # number of ways people’s input is gathered
- # percent breakdown/community comparison of these people by diversity category
- # number of organizations that cosponsor the vision development process
- [ ] range of organizations that cosponsor (broad or narrow?)
- ✔ key leaders and organizations participate in the process
- # number of opportunities for people to review draft vision statement
- # number of comments offered
- ?
  ____________________________________________________________
- ?
  ____________________________________________________________

Visibility

- ✔ time line for producing vision is publicized
- [ ] range of formal media that promote the process (e.g., radio, newspaper, etc.)
- # number of formal media mentions
- [ ] range of informal media that promote the process (e.g., church bulletins, posters, etc.)
- # number of informal media announcements/placements/flyers distributed
- # number of media stories about the vision development process
- # number of special events held to promote the process
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE BLANK LINES.

- number of speeches that refer to the process
- number of vision development sessions attended by elected officials
- number of elected officials that attend vision development sessions
- number of progress reports made to government organizations
- number of progress reports made to civic organizations
- number of progress reports made to the media

INDICATOR Vision statement content

**Practicality**

- length of statement (number of pages/paragraphs)
- readability level of statement (high, medium, low)
- statement lacks jargon

**Future orientation**

- vision describes a desired future state of affairs
- vision refers to the needs of future generations
- vision clearly states a future direction
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

Breadth/sustainability

✔ vision addresses economic considerations
✔ vision addresses environmental considerations
✔ vision addresses human resource considerations
✔ vision recognizes connection to areas beyond the community’s political boundaries
✔ vision includes limiting details

Information based

# number of links between the vision statement and information gathered in the vision development process
✔ statement does not contradict valid information gathered in the vision development process
# number of links between the statement and citizen input gathered in the development process

INDICATOR Vision statement use

Vision dissemination

✔ media event/press conference held to announce vision
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

# range of formal media that cover the vision

# number of times vision statement is published/broadcast by the formal media

# range of informal media that cover the vision (church bulletins, organization newsletters, etc.)

# number of times vision statement is published/broadcast by the informal media

# number of organizational programs/presentations on the vision

# number of speeches that refer to the vision

✔ community has a new slogan or motto tied to the vision

# number of different items produced to spread the slogan/motto (t-shirts, bumper stickers, mugs, etc.)

______________________________

______________________________

Support for vision

# number of people who participate in dissemination activities

% percent breakdown/community comparison of participants by diversity category

# number of organizations that endorse or pass resolutions of support for the vision

range of community organizations that endorse the vision

# number of community organizations that participate in dissemination activities

range of community organizations that participate in dissemination activities
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE _ LINES._

| # | amount ($/in-kind) devoted to produce and disseminate the vision statement |
| % | number of letters to the editor (positive and negative) written/printed about the vision |
| % | percent of positive/negative letters to editor/public comments about vision |
| # | number of vision statement posters that are framed and hung |

Connection to strategic planning process

(See Outcome 5)

✔ vision is reflected in the community’s strategic plan

% percent of strategic plan’s goal statements that relate to the vision

# time elapsed between development of the vision statement and the plan

Long-term relevance/visibility

# number of references to the vision in the formal media over a two-year period

# number of references to the vision in community organizations’ meeting minutes over a two-year period

✔ an anniversary celebration revisits the vision

✔ vision is updated regularly

? 

? 
Use in conflict management

1. number of media references to vision during a community controversy
2. number references to the vision made by community organizations during a community controversy
3. number of references to vision made in letters to the editor during a community controversy
When clubs and organizations consider changes that might come in the future and plan together, the result is a strategic community agenda. Having a response to the future already thought through communitywide is one way to understand and manage change.
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

OUTCOME

Strategic community agenda

INDICATOR

Strategic plan development process

Information seeking

- # number of information-gathering activities used in process
- # number of existing data sources used
- ✔ other communities’ strategic agendas and models are reviewed
- # number of site visits made to other communities
- # number of consultations or interviews conducted with experts
- # number of outside consultants/agencies used for technical assistance

Citizen/leader participation

For both community leaders and regular folk:

- # number of people who participate in-person in plan development study groups, task forces, committees, meetings, etc.
- % percent breakdown of leaders by diversity category:
  - race/ethnicity
  - religion
  - age
  - length of residency
  - neighborhood
  - gender
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Comparison of the diversity of leadership to the community’s diversity</td>
</tr>
<tr>
<td>#</td>
<td>Number of people who go on site visits</td>
</tr>
<tr>
<td>#</td>
<td>Change in number of participants during the process</td>
</tr>
<tr>
<td>#</td>
<td>Number of people who provide input through other means (polls, interviews, etc.)</td>
</tr>
<tr>
<td>#</td>
<td>Number of ways people’s input is gathered</td>
</tr>
<tr>
<td>#</td>
<td>Percent breakdown/community comparison of these people by diversity category</td>
</tr>
<tr>
<td>#</td>
<td>Number of organizations that cosponsor the strategic plan development process</td>
</tr>
<tr>
<td></td>
<td>Range of organizations that cosponsor (broad or narrow?)</td>
</tr>
<tr>
<td>✔</td>
<td>Key leaders and organizations participate in the process</td>
</tr>
<tr>
<td>#</td>
<td>Number of opportunities for people to review draft plan</td>
</tr>
<tr>
<td>#</td>
<td>Number of comments offered</td>
</tr>
</tbody>
</table>

### Visibility

- ✔ Materials explaining the planning process are available
- ✔ A plan development timeline is publicized
- □ Range of formal media that promote the process (e.g., radio, newspaper, etc.)
- # Number of formal media mentions
- □ Range of informal media that promote the process (e.g., church bulletins, posters, etc.)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ❓ LINES.

1. number of informal media announcements/placements/flyers distributed
2. number of media stories about the plan development process
3. number of special events held to promote the process
4. number of speeches that refer to the process
5. number of plan development sessions attended by elected officials
6. number of elected officials that attend plan development sessions
7. number of progress reports made to government organizations
8. number of progress reports made to civic organizations
9. number of progress reports made to the media

INDICATOR Strategic plan content

Practicality

1. length of plan (number of pages/paragraphs)
2. readability level of plan (high, medium, low)
3. plan lacks jargon
4. plan is organized in a logical, simple manner
5. plan is user friendly (Does it have an index, definitions, useful graphics and layout, etc.?)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

---

**Strategic focus**

- Number of priorities detailed in the plan (Fewer is better.)
- The plan identifies the community’s advantages, assets and strengths
- Number of links between the plan and regional and global conditions and trends
- Plan has goals concerning key issues (infrastructure, workforce development, education, quality of life, business development, etc.)?
- Number of community interests (youth, arts, elderly, etc.) addressed in the plan
- Range of community interests addressed in the plan

---

**Action plan**

- Plan includes an action step chart that displays:
  - Who is responsible/accountable
  - For what
  - By when
  - What resources are needed
- Plan has built-in progress checkpoints
- Number of community organizations assigned responsibility in implementation plan

---
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

**INDICATOR** Strategic plan use

**Plan dissemination**

1. number of copies of the plan printed
2. number of copies of plan distributed
3. number of copies of plan requested
4. number of copies of plan on public display
5. media event/press conference held to announce plan
6. range of formal media that cover the plan
7. number of times plan excerpts are published/broadcast by the formal media
8. range of informal media that cover the plan (church bulletins, organization newsletters, etc.)
9. number of times plan excerpts are published/broadcast by the informal media
10. number of organizational programs/presentations on the plan
11. number of speeches that refer to the plan

**Support for plan**

1. number of people who participate in dissemination activities
2. percent breakdown/community comparison of participants by diversity category
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- number of organizations that endorse or pass resolutions of support for the plan
- range of community organizations that endorse the plan
- number of community organizations that participate in dissemination activities
- range of community organizations that participate in dissemination activities
- amount ($/in-kind) devoted to produce and disseminate the plan
- number of letters to the editor (positive and negative) written/printed about the plan
- percent of positive/negative letters to editor/public comments about plan

Plan implementation

- percent of plan’s action steps completed according to the original time line
- amount ($/in-kind) devoted to implementing the plan
- number of people participating in implementation activities
- percent breakdown of leaders by diversity category:
  - race/ethnicity
  - religion
  - age
  - length of residency
  - neighborhood
  - gender
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

# comparison of the diversity of leadership to the community’s diversity

# number of community organizations that participate in implementation activities

range of community organizations that participate

# number of times over a five-year period has the plan is reviewed or updated

# number of progress reports were made to government organizations

# number of progress reports were made to civic organizations

# number of progress reports made to the media

? ____________________________

? ____________________________

Long-term relevance/visibility

# number of references to the plan in the formal media over a two-year period

# number of references to the plan in community organizations’ meeting minutes over a two-year period

% percent of community organizations that have tied their mission directly to the plan

☑ an anniversary celebration revisits the plan

☑ plan is updated regularly

? ____________________________

? ____________________________
Consistent, tangible progress toward goals

A community with capacity turns plans into results. Whether it’s using benchmarks to gauge progress or setting milestones to mark accomplishments, the momentum and bias for action come through as a community gets things done.
Consistent, tangible progress toward goals

Achievements
(see page 9 of this section)

Continuous improvement and adaptation
(see page 10 of this section)
Consistent, tangible progress toward goals

Achievements
(see page 9 of this section)

Annual progress
(see page 9)

Feedback
(see page 10)

Action
(see page 10)

Continuous improvement and adaptation
(see page 10 of this section)

Short-term progress
(see page 9)
SUMMARY: OUTCOME 6

Consistent, tangible progress toward goals

Achievements
(see page 9 of this section)

Continuous improvement and adaptation
(see page 10 of this section)

Short-term progress
(see page 9)

Annual progress
(see page 9)

Feedback
(see page 10)

Action
(see page 10)

Measures
(see page 9 to choose some measures)

Measures
(see pages 9-10 to choose some measures)

Measures
(see pages 10 to 11 to choose some measures)

Measures
(see pages 10-11 to choose some measures)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

**OUTCOME**

**Consistent, tangible progress toward goals**

**INDICATOR** Achievements

For community’s strategic plan or for individual community organization’s plans:

**Short-term progress**

- ✔ short-term (three- or six-month) milestones are -term efforts/goals in plan
- # number of short-term milestones set
- # number of short-term milestones reached
- % percent of short-term milestones reached
- ?
- ?

**Annual progress**

- # number of projects completed
- % percent of projects completed
- # number of applications submitted for funding/certification
- # amount ($) raised
- # number of community certifications received/applications granted
- # number of recognitions received from outside the community
- # number of community achievement celebrations held
percent increase in citizen participation/new leadership/citizen skills, etc. (See Outcomes 1-3.)

NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE 2 LINES.

Continuous improvement and adaptation

For community’s strategic plan or for individual community organization’s plans:

Feedback

✔ community suggestion line/box available

# number of citizen suggestions received

✔ citizens are surveyed to determine their level of satisfaction

✔ community assessments conducted regularly

# number of community organizations that regularly evaluate their activities

✔ results of evaluations are being used to improve projects

# number of organizations that hold retreats each year

? __________________________________________________________________________

? __________________________________________________________________________

Action

# number of civic leaders (elected, appointed, hired, and volunteer) that receive leadership training

# number of outside consultants/agencies used for technical assistance
# number of changes made to strategic plan in the past two years

# number of changes made in the tactics used to implement the strategic plan

? ____________________________________________________________________

? ____________________________________________________________________
All types of civic clubs and traditional institutions—such as churches, schools and newspapers—are the mainstay of community capacity building. If clubs and institutions are run well and efficiently, the community will be stronger.
More effective community organizations and institutions

- Range of organizations (see page 9 of this section)
- Internal health of organizations (see page 10 of this section)
- External health of organizations (see page 12 of this section)
- Community climate/spirit (see page 14 of this section)
More effective community organizations and institutions

Range of organizations (see page 9 of this section)

Internal health of organizations (see page 10 of this section)

External health of organizations (see page 12 of this section)

Community climate/spirit (see page 14 of this section)

Key constituencies/interests (see page 9)

Essential functions (see page 9)

Strategy (see page 10)

Resources (see page 11)

Organization structure (see page 12)

Business/private sector relations (see page 12)

Government relations (see page 13)

Cross-fertilization with other groups (see page 13)

Community effectiveness (see page 14)

Sustainability of community organizations (see page 15)

Celebration of community organizations (page 15)

Power relationships (see page 16)

Handling of diversity issues (see page 16)

Internal health of organizations

Essential functions (see page 9)

Strategy (see page 10)

Resources (see page 11)

Organization structure (see page 12)

Business/private sector relations (see page 12)

Government relations (see page 13)

Cross-fertilization with other groups (see page 13)

Community effectiveness (see page 14)

Sustainability of community organizations (see page 15)

Celebration of community organizations (page 15)

Power relationships (see page 16)

Handling of diversity issues (see page 16)
SUMMARY: OUTCOME 7

More effective community organizations and institutions

Range of organizations
- Key constituencies/interests (see page 9)
- Essential functions (see page 9)

Internal health of organizations
- Strategy (see page 10)
- Learning/leadership (see page 10)
- Resources (see page 11)

External health of organizations
- Organization structure (see page 12)
- Business/private sector relations (see page 12)
- Cross-fertilization with other groups (see page 13)

Community climate/spirit
- Government relations (see page 13)
- Community effectiveness (see page 14)
- Sustainability of community organizations (see page 15)

Measures (see pages 9 to choose some measures)

Measures (see page 10 to choose some measures)

Measures (see page 11 to choose some measures)

Measures (see page 12 to choose some measures)

Measures (see page 13 to choose some measures)

Measures (see page 14 to choose some measures)

Measures (see page 15 to choose some measures)

Measures (see page 16 to choose some measures)
More effective community organizations and institutions

**OUTCOME**

**Range of organizations**

**Indicator** Key constituencies/Interests

- list the community’s key constituencies (e.g., youth, elderly, business, low-income, religious, minorities)
- number of organizations serve the needs of these key constituencies
- number of constituencies not served
- list the activities of significant interest to community residents (e.g., recreational, cultural, arts, political, hobby)
- number of organizations/activities that serve the needs of these key
- number of significant interest activities not served

**Indicator** Essential functions

- list the specific essential functions community citizens and organizations need to maintain/build their capacity (e.g., specific social services, fundraising, economic development, cultural development)
- number of functions being provided by some organization (s)
- quality of service for each function
- number of organizations providing each function
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

☑ responsibility for providing essential functions is spread fairly evenly among organizations

# number of essential functions are not being provided

? ________________________________

? ________________________________

**INDICATOR Internal health of organizations**

For individual organizations in Community Civic Infrastructure (detailed in Outcome 1):

**Learning/leadership**

☑ there are orientation programs for new members

☑ there is ongoing staff/member training

☑ there is a leadership transition process in place

☑ the organization has a method for regular self-assessment

? ________________________________

? ________________________________

**Strategy**

☑ there a clear process for developing strategy and priorities

☑ there is a strategic plan

# number of priorities in the organization’s plan (fewer is better)

# number of links between the organization’s strategic plan and the community strategic plan
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- number of times over a five-year period the organization’s strategic agenda plan is reviewed or updated

- number of members
- percent increase in membership
- number of members who are on the advisory boards of funders
- size ($) of organization budget
- percent increase in budget
- amount ($) of organization budget raised from local sources
- percent of budget raised from local sources
- number of grant proposals submitted
- number (# and $) of grant proposals funded
- percent of proposals funded
- number of special fundraising events held
- amount ($) raised through event(s)
- percent change in $ raised at event(s)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

### Organization structure

- organization has bylaws
- organization has a board of directors
- bylaws ensure that organization’s leadership is changed/rotated regularly
- organization has known committees/task forces/special groups that reflect its priorities
- number members’ satisfaction with the organization

---

**INDICATOR External health of organizations**

**Business/private sector relations**

For non-business organizations:

- local firms and business organizations provide support ($, in-kind, endorsements, etc.) to the organization
- amount of support
- length of time support has been present
- percent increase in business support
- number of collaborative projects with local business groups
- percent increase in collaborations
- quality of collaboration
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ⬜️ LINES.

- number of organization members who serve on boards of business organizations
- citizens donate time and money to the organization
- amount ($) of support
- percent increase in citizen support

Cross-fertilization with other groups
For all organizations in community:
- new, diverse partnerships are being formed among organizations
- number of collaborative projects among organizations
- number of organizations involved in collaborative projects
- percent of organizations involved in collaborations
- increase in collaborations
- quality of collaboration
- number of groups newly involved in ongoing community projects

Government relations
- number of community collaborative projects involving government agencies
- number of government agencies involved in community collaborations
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- % increase in collaborations
- ⬆ quality of collaboration
- 📊 ways in which government offers technical assistance to community efforts
- # number of times government provides technical assistance
- 📊 quality of government’s technical assistance

**Community effectiveness**

*For each organization:*

- # number of citizens who recognize name of organization
- % percent of the citizens who know the organization’s mission/how it relates to the community’s agenda
- 📊 citizen’s perception of how good or effective the organization is for the community
- ✔ organization is recognized by the community for its service

**Community climate/spirit**

**Sustainability of community organizations**

- % percent of organizations with intergenerational participation/leadership
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE ? LINES.

# age of organizations
✔ membership is increasing
✔ other participation is increasing
% percent of organizations whose membership is increasing

Celebration of community organizations

# number of positive/negative media stories that cover community organization activities
# number of cultural/community festivals held
# number of organizations that hold anniversary celebrations

Power relationships

list of “gatekeepers” in the community—public opinion maker/people/organizations with heavy influence on decisions or community outcomes (e.g., both Mr. Potter and Jimmy Stewart are gatekeepers in It’s a Wonderful Life)

✔ gatekeepers retaliate for divergent views/activity

level at which gatekeepers do good or ill for community spirit/outcomes

% proportion of vertical (equal) to horizontal (big fish tell little fish what to do) relationships among community organizations

quality/level of communication among organizations (open vs. closed, frequent vs. irregular, complete vs. inadequate)
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

✔ organizations undermine the work of other organizations

? __________________________________________________________________________

? __________________________________________________________________________

Handling of diversity Issues

# number of generational/racial/cultural conflict incidents in the community

% percent change in incidents

# number of media stories that cover diversity issues

✔ schools, businesses, and/or other organizations offer diversity training

? __________________________________________________________________________

? __________________________________________________________________________
 Better resource utilization by the community

Ideally, the community should select and use resources in the same way a smart consumer will make a purchase. Communities that balance local self-reliance with the use of outside resources can face the future with confidence.
Better use of resources by the community

Resources in the community
(see page 9 of this section)

Resources outside the community
(see page 11 of this section)
SUBINDICATORS: OUTCOME 8

Better use of resources by the community

Resources in the community (see page 9 of this section)

Resource identification/value (see page 9)

Resource mobilization (see page 9)

Resource targeting/distribution (see page 10)

Resources outside the community (see page 11 of this section)

Resource identification/access (see page 11)

Resource mobilization (see page 11)

Resource partnerships (see page 12)

SUBINDICATORS

INDICATORS

Better use of resources by the community

Resources in the community (see page 9 of this section)

Resource identification/value (see page 9)

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Resource targeting/distribution (see page 10)

Resources outside the community (see page 11 of this section)

Resource identification/access (see page 11)

Resource mobilization (see page 11)

Resource partnerships (see page 12)
SUMMARY: OUTCOME 8

Better use of resources by the community

**INDICATORS**

- Resources in the community (see page 9 of this section)
  - Resource identification/value (see page 9)
  - Resource mobilization (see page 9)
  - Resource targeting/distribution (see page 10)

- Resources outside the community (see page 11 of this section)
  - Resource identification/access (see page 11)
  - Resource mobilization (see page 11)
  - Resource partnerships (see page 12)

**SUBINDICATORS**

- Resources in the community
  - Resources in the community (see page 9 of this section)
    - Resource identification/value (see page 9)
    - Resource mobilization (see page 9)
    - Resource targeting/distribution (see page 10)

- Resources outside the community
  - Resources outside the community (see page 11 of this section)
    - Resource identification/access (see page 11)
    - Resource mobilization (see page 11)
    - Resource partnerships (see page 12)

**MEASURES**

- Measures (see page 9 to choose some measures)
- Measures (see pages 9-10 to choose some measures)
- Measures (see page 10 to choose some measures)
- Measures (see page 11 to choose some measures)
- Measures (see pages 11-12 to choose some measures)
- Measures (see page 12 to choose some measures)

Better use of resources by the community

**SUMMARY:**

**INDICATORS**

- Resources in the community (see page 9 of this section)
  - Resource identification/value (see page 9)
  - Resource mobilization (see page 9)
  - Resource targeting/distribution (see page 10)

- Resources outside the community (see page 11 of this section)
  - Resource identification/access (see page 11)
  - Resource mobilization (see page 11)
  - Resource partnerships (see page 12)

**SUBINDICATORS**

- Resources in the community
  - Resources in the community (see page 9 of this section)
    - Resource identification/value (see page 9)
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- Resources outside the community
  - Resources outside the community (see page 11 of this section)
    - Resource identification/access (see page 11)
    - Resource mobilization (see page 11)
    - Resource partnerships (see page 12)

**MEASURES**

- Measures (see page 9 to choose some measures)
- Measures (see pages 9-10 to choose some measures)
- Measures (see page 10 to choose some measures)
- Measures (see page 11 to choose some measures)
- Measures (see pages 11-12 to choose some measures)
- Measures (see page 12 to choose some measures)
OUTCOME 8

## Better use of resources by the community

### Resources in the community

**Resource identification/value**

- Community has an inventory of community resources ($, skills, organizations, available services) and assets
- There is a resource clearinghouse
- There is a community organization/resource directory
- Number (# and $) of local funding resources available
- Percent increase in local funding available
- Number (#) of skill resources available
- Quality of skill resources available
- Number (#, value) of other (specify) resources available
- Quality of those resources

**Resource mobilization**

- Amount ($) local charitable giving contributed to community projects
- Percent of local charitable giving $ that benefit community (as opposed to those that go outside the community)
- Percent of residents that give charitable dollars to local causes
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

- Number of people are involved in community projects
- Percent of bank deposits lent locally
- Number of successful local bond issues
- Dollar value of bond issues
- Number of successful economic development initiatives
- Dollar value of these initiatives
- Number of businesses owned locally
- Number of community residents who own shares in local businesses
- Percent of community residents who own shares in local businesses

Resource targeting/distribution

- Community has process in place for prioritizing community needs/opportunities
- Community has set targets for deploying its resources based on this process
- Number of participants from target populations who are involved in decisionmaking
- Dollar value of resources that reach target priorities/populations
- Percent of family income spent on local taxes (by income level)

- 
- 

- 
-
INDICATOR Resources outside the community

Resource identification/access

- Level of community’s knowledge about outside resources (high, medium, low)
- Community has an inventory of outside resources (funding, information, technical assistance, professional and government services) potentially available to the community
- There is an outside resource clearinghouse
- There is an outside resource directory
- Number of citizens who belong to regional, state, national associations
- Number of citizens who attend conferences of regional, state, national associations
- Number of contacts community have with external resources (e.g., agencies, funders)
- ___________________________________________________________________
- ___________________________________________________________________

Resource mobilization

- Leverage: ratio of community to outside resources ($) that support community projects
- Amount ($) charitable giving from outside the community contributed to community projects
- Percent of organization budgets raised from outside the community
- Amount ($) raised from outside community for local development projects
NOTE THE MEASURES YOU CARE ABOUT. ADD YOUR IDEAS FOR MEASURES ON THE LINES.

# number of organization funding proposals submitted to outside funders

% ratio of grants awarded to grant proposals submitted

# number of regional, state, national programs sited in community (e.g., Main Street)

# value ($) of regional, state, national programs sited in community

? ________________________________

? ________________________________

Resource partnerships

# number of local services that draw on external resources

# number of local services that are requested from outside the community

# number of agreements with nearby localities

# number of regional compacts/organizations

? ________________________________

? ________________________________
Go forward—and give us feedback!

As we said earlier, the menu of measures we offer here can help make your progress real. We hope these measures will help you be able to see, count and feel the capacity building in your community, to celebrate it, and to keep your momentum going.

But we need to make progress too! That’s why we have called this guide a “Workbook-in-Progress”—and it’s why we have designed it so that we can easily and constantly make improvements.

And we need your help to make that progress!

So please tell us about your experience with using this workbook and/or some other method you have used to measure community capacity building. Listed on the feedback form on the next page are some specific questions we’d like you to answer. We’re interested in what you have to say or have learned about all of them, but we’re happy to get your feedback on any—so address as many as you wish or have the time to answer.

Please share your feedback with us in one of three ways:

- e-mail us with your answers and ideas
- fax us your filled-out feedback form
- send us your filled-out feedback form by regular mail

The addresses you need are all on the feedback form on the next page. We’re also willing to talk with you on the telephone or in person about your reactions and suggestions, but because our staff time is scarce, we’d prefer it if you give us written feedback first. Nonetheless, if telephone is the only way we’ll hear from you, please give us a call at 202-736-5848 and leave a message. (Warning: It might take us a few days to get back to you!)

Thanks!
Feedback form

Please fill out this form or use your own paper/computer file to answer the following questions. Then send it to us in one of the following three ways:

- e-mail us with your answers to the questions. Use this e-mail address:
  hn0435@handsnet.org

- fax us your filled-out feedback form. Use this fax number and address:
  202-467-0790
  The Aspen Institute/REPP
  ATTN: Janet Topolsky

- mail us your filled-out feedback form. Use this address:
  Janet Topolsky
  The Aspen Institute/REPP
  1333 New Hampshire Avenue, NW, Suite 1070
  Washington, DC 20036

1. Are you currently—or have you recently been—involved in an effort to measure community capacity building?  ____ Yes  ____ No

2. If yes, name the community or communities:

3. If yes, briefly describe your effort. For example, who is sponsoring/coordinating the effort? What and how many groups/people are involved? How long has it been underway or will it last? What sparked the effort? Any other details you wish to share?

4. Did you use or are you using this workbook?  ____ Yes  ____ No
5. If not, what did you use?

6. If you did use this workbook, please briefly describe how it was used. For example, who used it, during which stage of the process, and so forth.

7. What has been most helpful about using this workbook?

8. What has been least helpful about this workbook or could use the most improvement?

9. Please indicate which of the eight outcomes of community capacity building you are trying or have tried to measure:       ____ 1         ____ 2       ____ 3         ____ 4       ____ 5         ____ 6       ____ 7         ____ 8

10. Please list any specific measures in this workbook that you have found particularly challenging to collect information about. If you can, briefly tell us why.

11. Please offer any new measures that you have come up with. If at all possible, please let us know which outcome and indicator each could help measure.

12. Please offer any other feedback—good, bad or indifferent—or suggestions concerning this workbook. Or suggest another tool that might help you measure community capacity building.