Community Planning Resource Manual

Prepared by the Tanana Chiefs Conference, Planning and Development Program
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Introduction

Executive Summary
This manual is specifically designed to assist the Interior Alaska Athabascan Tribal communities within the Tanana Chiefs Conference in creating, developing, and implementing a community plan.

The Community Planning Resource Manual was created by the Planning and Development Program (P&D) within the Tribal Development Division at the Tanana Chiefs Conference.

The community planning process is unique to each community. This manual is not a step-by-step guide, rather a document providing suggestions for your community. Please tailor the manual to fit your specific community. The end result should be a document outlining the community’s vision, profile, goals and objectives which can be understood and supported by all the members of the community. This manual can also be used as a reference guide once a community has completed a community plan by identifying ways to keep the plan current and updated.

Some of the benefits of community planning are prioritizing goals and objectives to enhance your community socially, culturally and economically. Planning strengthens your community by creating a vision for the future and learning how to problem-solve challenging issues. It can be used, to not only identify strengths, but also identify programs to keep your community healthy and strong. A community plan helps communities maintain control of their development process. Having an updated community plan can help secure future funding and to allocate limited resources to the highest priorities of the community.

This manual is a tool to achieve the community’s goals to create positive change.

Enaa Baasee’, (Thank you very much)
Tanana Chiefs Conference, Planning and Development Program

In 2011, TCC passed a Full Board of Directors Resolution stating TCC would commit to the creation of one job per community and employ personnel living in those communities who understood the unique cultural and economic situations.

In 2012, once the Executive Board identified the need for greater assistance and support in community planning, project planning and grant writing, the Planning and Development (P&D) Program was initiated.

In 2013, P&D contracted with the 1st group of tribes.

In 2019, a total of 97 contracts were awarded since.

- The Village Planning and Grant Writing webpage
  https://www.tananachiefs.org/get-assistance/village-planning-grant-writing/

Planning and Development Program - Mission Statement

"The Planning and Development Program provides technical assistance to Tribal Councils in the Tanana Chiefs Region to support sustainable community development for the Interior Alaska Native people."
TCC Community Planning

The Tanana Chiefs Conference Planning and Development (P&D) Program assists communities in developing their community plans by facilitating and organizing planning workshops. Although the community is the expert on providing direction for the plan, the TCC Planning and Development Program will help guide the process by facilitating discussions, recording goals and plans of action. The TCC P&D Program has assisted several communities in either updating their existing community plans or creating new ones from scratch.

Although completing a community plan may take several months, the process is initiated by hosting a couple of community meetings where people can share ideas, concerns, community values and a vision for the future. Data is also collected from the community by administering a community feedback survey. From this initial workshop and compiled data from the surveys, a draft community plan is produced and sent back to the community to be edited and reviewed. Once requested changes are made to the plan, the tribal council will be able to vote on a resolution adopting the plan before it is complete. The completed plan can then be used to help the community make decisions about what projects to pursue over the next 5 years.

In 2012, the Planning and Development Program was restructured to encompass the Village Planning and Development (VP&D) Program. Through this program TCC hires a temporary (16-week) village-based community planner or grant writer and provides all of the funding, training and technical assistance for the employee. These positions were developed to provide additional support to the tribal councils, create more rural employment opportunities and to increase the effectiveness of plan implementation. Through this program the employee completes a community planning cycle, therefore producing a community plan product. Once a village has a finished plan they are eligible to apply for the TCC grant writing position (applying for funding for projects listed in the plan).
History of Planning in Alaska

There is a constitutional mandate to plan under Article X, Section 3 of the Alaska Constitution; it requires that the state be divided into organized or unorganized boroughs. Organized boroughs were generally formed in areas with more developed economies which left a large portion of the state in the unorganized borough. According to the Constitution, all organized boroughs and home rule and first class cities in the unorganized borough must exercise planning, platting, and land use regulation (second class cities in the unorganized borough can, but are not required to, exercise planning powers). In 2000, Alaska had a total of 145 cities including 12 home rule cities, 21 first class cities, and 112 second class cities. (Bockhorst, 2001). The question of who has “planning authority” in rural Alaska is often unclear given the complex layering of traditional planning systems and governmental planning powers.

Planning activity in rural Alaska began to increase significantly around the passage of the Alaska Native Claims Settlement Act in 1971 as a result of the profound changes in land ownership. The trend towards less traditional and more Western forms of planning continued over the next several decades. In 1998, the Denali Commission was established as an independent federal agency designed to provide critical utilities, infrastructure, and economic support throughout Alaska. Overtime, the Commission would become one of the largest capital funders in the state and its policies regarding planning had far reaching impacts. In the early years, the Commission did not require Community Plans as a requisite for funding however it later changed its policy after realizing many projects being proposed were in fact not “shovel ready”.

The U.S. Department of Agriculture also began requiring documentation of project support through written Community Plans. Alaska Division of Community and Regional Affairs (DCRA) began staffing planners to provide technical assistance to communities in addition to offering a mini-grant program that made grants of up to $30,000 available to communities for a variety of uses including planning. The shift from more traditional ways of planning to Western-based approaches in rural Alaska necessitated specialized skills (i.e. data collection, facilitation, mapping, technical writing, etc.) and introduced costs such as meeting supplies, travel, and professional printing. Often times the capacity is not available in villages resulting a pattern of outsourcing planning to private planning firms and consultants.1

1 (Denali Commission )
Types of Plans

- **Type 1: Community Plan**
  A community Plan is used to guide the community towards future development through goals and objectives. Planning may be initiated by the tribe or city government. The time frame for these documents is 5-10 years, allowing time to complete the goals and objectives outlined in the plan. Implementation of the Community Plan is dependent on the leading agency and funding agencies.

  - State of Alaska: Department of Commerce, Community, and Economic Development; Division of Community and Regional Affairs
    https://www.commerce.alaska.gov/dcra/dcrarepoext/Pages/CommunityPlansLibrary.aspx
  - 2016-2012 Anvik Community Plan

- **Type 2: Comprehensive Plan**
  A comprehensive plan is used to guide physical development in the context of other community goals. The plan may include a large geographical area with a wide range of topics. Planning may be initiated by the city, borough, or corporations. The time
frame for these plans is 10–20 years, allowing time for large infrastructure projects to be completed. Implementation is dependent on public leaders and public entities.

- Alaska State Statutes for Comprehensive Plans
  http://touchngo.com/lglnctr/akstats/Statutes/Title29/Chapter40/Section030.htm
- Anvik Comprehensive Community Plan
- 2016-2036 Point Hope Comprehensive Plan

**Type 3: Comprehensive Economic Development Strategy (CEDS)**
A CEDS is a strategy-driven plan for regional economic development. It focuses on existing traditional and nontraditional businesses, governmental, and non-governmental institutions; Workforce education and training; Infrastructure; and an action plan that promotes a diverse economy that encourages small business development. It is designed to build capacity and guide economic prosperity and resiliency of an area or region. It can be initiated by the tribe, city, corporation, individuals, organizations, institutes of learning, and private industry. The timeframe for these plans is 1-5 years detailing specific goals and actions that are assigned to specific groups/individuals.

- U.S. Economic Development Administration, Economic Development Administration, Comprehensive Economic Development Strategy (CEDS)
  https://www.eda.gov/ceds/
- Tanana Chiefs Conference, Comprehensive Economic Development Strategy

**Type 4: Business Plan**
A business plan serves as a guide for the business. It contains business goals and methods to achieving the goals. It is often required to obtain a loan or other type of financing. It can be initiated by anyone and varies in timeframe. Implementation is dependent on funders, leaders, contractors, project managers, staff, etc.

- U.S. Small Business Administration’s Free Virtual Business Planning Writing Class.
Type 5: Strategic Plan
A strategic plan is used to by management to communicate the organization goals, the steps to achieve the goals. It focuses on key issues and action steps. It can be initiated by the tribe, city, corporation, church, school, clinic, nonprofit, volunteer group, etc. The timeframe for these plans is 1-5 years detailing specific goals and actions that are assigned to specific groups/individuals.

Ninilchik Tribal Council Behavioral Health Strategic Plan

Type 6: Specialized Plan
These specialized plans focus on key issues and action steps. It can be initiated by the tribe, city, corporation, church, school, clinic, nonprofit, volunteer group, etc. The timeframe for these plans is 1-5 years detailing specific goals and actions that are assigned to specific groups/individuals.

Long Range Transportation Plan serves as a foundation for development of improvement at an agency’s regional level. The 20 year planning document includes goals to be used for grant applications and nominations to the State of Alaska Transportation Improvement Plan

US DOT, Federal Highway Administration, Office of Planning, Environment, & Realty
https://flh.fhwa.dot.gov/programs/flpp/lrtp/

Capital Improvement Plans ensures that the community has the necessary facilities, equipment and infrastructure to foster community growth and improvement.

Community Example: City of Homer Capital Improvement Plan

Utility studies such as a Village Safe Water Feasibility Study and Power Cost Equalization Program.

Village Safe Water Program
http://dec.alaska.gov/water/village-safe-water
• Power Cost Equalization Program
  http://www.akenergyauthority.org/Programs/PCE

**Environmental assessment** developed by a village U.S. Environmental Protection Agency (EPA) and Indian General Assistance Program (IGAP)

- TCC Office of Environmental health offers assistance in contaminated site investigations
  https://www.tananachiefs.org/health/environmental-health/

**Long-Range Transportation** developed through the U.S. Bureau of Indian Affairs (BIA) Indian Reservation Roads (IRR) program.

- Tribal Transportation Program- Division of Transportation
  https://www.bia.gov/regional-offices/great-plains/indian-reservation-roads-program
- Tribal Technical Assistance Program
  https://ttap-center.org/resources/

**Housing** developed by regional housing authorities. Contact TCC Housing Department or the IRHA Housing and Planning Coordinator for assistance.

- TCC Housing Department
  https://www.tananachiefs.org/get-assistance/energy/interior-housing/
- IRHA Indian Housing Plan
  http://irha.org/indian-housing-plan/

**Energy** purpose for community-based energy projects.

- U.S. Department of Energy START Program
  https://www.energy.gov/indianenergy/resources/start-program

**Hazard Mitigation** Projects that will reduce the amount of damage in case of a natural disaster, such as raising homes before a flood. Contact the State Hazard Mitigation Officer to begin the process.

- State Hazard Mitigation Office
  http://www.ready.alaska.gov/Plans/Mitigation

**Emergency Preparedness** establishes a community-wide emergency response plan so that a local disaster response is faster, more organized, and more effective.

- Alaska Emergency Response Guide for Small Communities
The Small Community Emergency Response Plan (SCERP). Download the SCERP toolkit, fill it out, send it back to the State, and the State will complete your plan!
http://ready.alaska.gov/plans/SCERP

Resource Management purpose is to manage natural resources. Initiated by resource users, tribe, regional non-profit corporations, and village corporations.

- Land Use Planning Handbook
- Stevens Village Land Use Plan
- TCC Forestry department provides additional assistance with: Forest Management Plans for Native Allotments, Fire Management Plans for Native Allotments, Forest Stewardship plans
  https://www.tananachiefs.org/sustainability/forestry/
What is a Community Plan?
A Community Plan takes a bird’s eye view of the whole community. It is a guide for decision-making that contains detailed recommendations for future development through the goals and objectives. It gives an overview of where they have been, where they are now, and where they want to go.

There are many different kinds of plans out there. Although this manual will focus on the Community Plan, the format can be tailored to fit any other plan.

A good Community Plan consists of three main parts:

- **The community’s vision for the future**, what people want the community to look like in years to come.

- **Description of the community**, such as its history, culture, infrastructure, demographics and economy. This description can vary from being detailed to only including a few main highlights.

- **Community’s goals** for the future and different strategies on how to achieve those goals.

Community Planning Process
The planning is a process directed by the community to identify what is essential for the future health of the community. The plan provides an important foundation for more detailed project plans later on, but most importantly, it is a chance for the community to identify community values and cast a vision for the years to come.

All parties involved in the planning process should focus on the strengths (assets) of the community. In only focusing on “needs” or “problems” in the communities, the tasks created can seem overwhelming and/or community members become discouraged. Asset planning ensures that there is a positive experience for community members as they go through the planning process.

The planning process provides a valuable opportunity to come together and identify what is beneficial for your community’s future. The planning process can help build a strong and healthy community that is working towards a shared vision.

- It reflects a community’s story and it brings people together to address challenges and opportunities to create holistic goals.

- Promotes action through prioritization, problem-solving and identifying funding.
Why is Community Planning Important?

"Imagine the planning involved in traveling from Nome to Fairbanks by dogsled. The musher has to plan ahead to make sure he has enough food and supplies to keep himself and his dogs fed, safe, and warm. He would have to carefully plan the route and anticipate potential obstacles along the way. While the musher cannot control all of the factors to ensure a successful journey, he can increase his chances of success by preparing through thoughtful planning.

In the most basic terms, planning is a process of determining where an individual or group wants to go and how to get there. Like the musher, villages in rural Alaska must plan for the journey ahead. Many villages desire a future where residents have access to jobs, local traditions and language thrive, and the youth are happy and healthy."

Planning Product

- Assists a community with creating a shared vision and identifying top priorities
- Inform current and new tribal council members about what the top priority community projects are
- Assists in monitoring progress towards a desired change
- Serves as a communication tool to potential partners
- Strengthens project plans and funding proposals

Limitations

- Planning can be a tool for change but it is not the change itself
- Planning is an articulation of a desired future. Progress requires personal responsibility, leadership, communication & coordination, and partnerships & cooperation

Community Planning Coordinator Duties

The following describes the role of the Community Planning Coordinator at different points of a planning process:

Organizer: A Community Planning Coordinator organizes meetings, information, and the community planning process.

Researcher: A Community Planning Coordinator gathers information about different aspects of the community, as diverse as community history and community facilities.
Facilitator: A facilitator leads a public meeting or process. Their role is to provide support for the process without making decisions or giving opinions themselves.

Listener: A Community Planning Coordinator should have good listening skills. This is particularly important when conducting interviews or gathering information in a meeting.

Mediator: In some situations the Community Planning Coordinator may need to fill the role of a mediator, bringing together people of opposing views to work towards some shared agreement.

Information Synthesizer: Throughout the community planning process a great deal of information will be gathered. It is also the role of the Community Planning Coordinator to organize the information and ideas into a usable format.

Leader: While this is not the primary role of a Community Planning Coordinator, as an organizer and facilitator it often becomes the responsibility of the Community Planning Coordinator to decide on how the community planning process will be carried out and what the final product will look like.

Writer: Finally it is the responsibility of the Community Planning Coordinator to summarize all the information that is gathered, describe the planning process which was used, and write the language of the community goals and objectives which were decided on.2

2See appendices for advice if interested in hiring a consultant to complete community plan.
Is your Community Ready to Plan?
Prior to planning (and during) it is important to answer the following questions:

**What is our goal?**
- What is the purpose of planning?
- What will the final outcome/product be?

**How are we going to reach our goal?**
- Who is coordinating?
- Who needs to be involved?
- What resources do we have within our community?
- What other resources do we need?

**How will we know if we are successful?**
- What are our measurable objectives?
- What changes are seen in the community?
- Did we choose an appropriate timeframe for completion?

**You are ready when:**
- You know why planning is wanted.
- You know if you have support and buy in.
- You know what planning has been done already.
- There is agreement that planning is worth everyone’s time.

**Pre-planning Survey**
Prior to completing survey questions it is the responsibility of the Community Planning Coordinator to inform all parties of the purposes and intentions of the plan.

1. Is your village interested in developing a Community Plan?
2. Has your community ever completed a Community Plan? If so, when was it completed?
3. Is your village interested in developing a Comprehensive Economic Development Strategy?
4. Please select the choice which best describes you:
☐ Community member
☐ Tribal council member
☐ City council member
☐ Other:

5. Please select the primary reason your community is currently interested in completing a community plan. (Select the choice the best fits.)
   ☐ We would like to update our existing Community Plan.
   ☐ We do not currently have a Community Plan and believe it would be useful to prioritize our projects.
   ☐ We do not have a Community Plan and need one for a grant application.

6. Who needs to be involved in the planning process?

7. Who will be coordinating the planning process?

8. Please indicate the times of day that most people would be able to attend a planning workshop.
   ☐ Morning (08:00 AM-12:00 AM)
   ☐ Afternoon (01:00 PM-05:00 PM)
   ☐ Evening (05:00 PM-10:00 PM)

9. Please indicate the month that you would like to host the first planning workshop in your community.

10. How did you hear about the TCC Community Planning Program?
    ☐ Word of mouth
    ☐ TCC website
    ☐ The Council
    ☐ Email
    ☐ Direct Mail
    ☐ Social Network
Community Plan Outline
While each component of the community plan mentioned below is important in its own right, planning specialists representing tribal councils should focus on areas that community members care most about.

Introduction
Executive Summary
An executive summary of a community plan summarizes the plan in a short section at the beginning of the plan to familiarize the reader with the document.

- Why was your community interested in developing a plan?
- A summary of who worked on the plan.
- An overview of how the community was involved (i.e. survey questions, community meetings, personal interviews).

Vision Statement
A Vision Statement can be summed up as an inspirational description of what you want for your community. It strongly describes what you are trying to build or what you are trying to achieve that are at least 5 years down the road. Creating a written vision reflects what is important to your community. A vision statement reflects all the different values that were agreed upon by community members.

Example-Grayling Vision Statement:

“We are an Athabascan community of 200 people with cultural ties to Holikachuk. Our land use extends from Grayling to the Upper Innoko River. We live a subsistence lifestyle and have a spiritual relationship with the land. We collectively share, govern, and manage our natural resources to achieve/balance economic growth. We take pride in our clean, safe environment where we work together for our community and younger generations.”

Community Values
Values are what you believe is most important in the way you live and the way you work.

What values helped us in the past?
What do you want to keep? Why do you stay?
Athabascan Values

- Self- Sufficiency and Hard Work
- Care and Provision for the Family
- Family Relations and Unity
- Love for Children
- Village Cooperation and Responsibility to Village
- Humor
- Honesty and Fairness
- Sharing and Caring
- Respect for Elders and Others
- Respect for Knowledge & Wisdom from Life Experiences
- Practice of Native Traditions
- Honoring Ancestors
- Spirituality

What makes your community a special place to live?

What is one thing we hope never change about our community is?

Or... What about your community do you want to preserve for your children and grandchildren?
Part 1: This is Who We Are Community Profile

Ruby, Alaska
Community Profile Sections

- History and Culture
- Location
- Population and Demographics
- Governance/Public Administration
- Tribal Council
- Village Corporation
- City
- Non-Profit Regional Corporation
- Regional Corporation
- VPSO/Law Enforcement
- Public Utilities
- Water and Sewer
- Solid Waste
- Communications
- Power/Energy (Bulk Fuel & Electric)
- Public Facilities
- Municipal Buildings (if used by public)
- Clinic
- School
- Emergency Services
- Post Office
- Washeteria
- Economy
- Local Stores and Businesses
- Composition of Employment
- Housing
- Transportation
- External Transportation
- Internal Transportation
- Land Use and the Environment
- Land Ownership
- Environmental Concerns
- Subsistence
- Community Well-being
- Community Hall
- Events
- Programs
- Clubs
- Churches
- Additional Educational Opportunities
History and Culture
Give a brief community summary in addition to including important information on
the settlement history and culture of community.

Notes:

Books: search community name + “Alaska.” Narrow topics by clicking the
“history” tab in the right hand side of the page. For further information on
looking up library resources contact the UAF librarian.
http://library.uaf.edu/

Historic Photos: search community name or noteworthy family names.
http://vilda.alaska.edu/

Cultural and Economic Development History, major events, etc.
https://dcra-cdo-dcced.opendata.arcgis.com/

Allakaket, Alaska
Geography
Give a brief description of the location, size, environment, geography, and nearby rivers/streams/trails, and threats).

How is the land subdivided?

Notes:

- Select your community and click on “search”, this will take you to a general community profile that provides the population size, physical size and location. Also, select “Borough, Census Area” and check appropriate city or borough for information on date and form of incorporation, and municipal boundary description and map
  [https://www.commerce.alaska.gov/dcra/dcrarepoext/Pages/CommunityPlansLibrary.aspx](https://www.commerce.alaska.gov/dcra/dcrarepoext/Pages/CommunityPlansLibrary.aspx)

- State of Alaska, Commerce Floodplain Management  
  [https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/FloodplainManagement.aspx](https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/FloodplainManagement.aspx)

- Click on community name for monthly and annual information on average maximum and minimum temperature, average total precipitation, average total snowfall, and average snow depth. Information provided by Western Regional Climate Center. Not available for all communities.  
  [https://wrcc.dri.edu/summary/listak.html](https://wrcc.dri.edu/summary/listak.html)
Population
Provide the most current population data including current population composition and previous population trends.
Population, Population by Gender, Population by age,

Notes:

• Department of Labor Population Projections. The community may have its own population forecast.  
  http://live.laborstats.alaska.gov/pop/projections.cfm

• Department of Labor and Workforce Development, Research and Analysis, Alaska Census Data  
  http://live.laborstats.alaska.gov/cen/dp.cfm

• Includes census information. Select appropriate city and “select a fact”.  
  https://www.census.gov/quickfacts/fact/table/US/PST045218
Governance
Tribal Council
How many staff is employed at the tribal council?
How many members are on the tribal council?
How many years do members serve?
When are elections held?
How does the election process work?
What programs/projects do they run?
Are there any adopted tribal constitution and/or codes? When were they created/adopted?
Is there a tribal court? How many people sit on the court? How long are their terms?
City
How many staff are employed by the city?
How many members are on the city council? How long are their terms?
What departments/projects are ran by the city?
What committees does your city have?

VPSO/ Law Enforcement
Does your community have a VPSO? If not, where is the nearest trooper located?
Regional Corporation
Basic background information

Regional Non-Profit Consortium
Basic background information

Do the local village corporation, tribe, and city collaborate on any projects?
Public Utilities
Water and Sewer
What percentage of homes has running water, if any?
What are the sources of drinking water for the community?
Is there a public water facility, and if so who runs it? What is the cost of operating this facility?
Are there any plans to upgrade existing utilities? (include dates, funding source, agencies involved)
When was the original system built? List previous upgrades (include dates and funding sources)

Jean, Virginia, & Billy
Fredson, Venetie, Alaska
Public Utilities Resources:

- Community and “General Overview”, “Facilities, Utilities and Services” and “Schools”. This will provide a snapshot for a number of the requirements in this section.
  https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/CommunityProfileMaps.aspx

- Select a RUBA community for report on current status of local water and sewer services.

- Drinking Water Protection Areas Map
  http://dec.alaska.gov/eh/dw/DWP/protection_areas_map.html

- Quality Water Map
  http://dec.alaska.gov/water/water-quality

- Lists Village Safe Water / Alaska Native Tribal Health Consortium engineers responsible for each community to provide current water and sanitation information.
  http://dec.alaska.gov/water/index.htm

- Click on Alaska Area, then Public Login, then fill out requested identification information, and then on Reports. On the Standard SDS Reports List for Alaska page, click SDS Narrative, then select “Community Name” filter field. Provides information on existing water/sewer system deficiencies, together with an estimate of the cost to correct those deficiencies.
  https://wstars.ihs.gov/

- Search community name + activity report; results will give a business license report from the city concerning utilities.
  http://commerce.alaska.gov/home.htm
Solid Waste
How does the community manage their solid waste?

Does the community use burn barrels?

Does the current waste facility or landfill meet the current waste production in the community?

How is sewage collected and/or disposed of?

Are there any plans for a new landfill? (Include dates, funding source, agencies involved)

When was the original landfill built? List previous upgrades (include dates and funding sources)

Solid Waste Resources:
- Sanitation Tracking and Reporting System (Stars) Log into public access, select SDS Solid Waste. Filter field values are listed by tribe.
  [https://wstars.ihs.gov/index.cfm?fuseaction=Login.showLoginForm&area=AN](https://wstars.ihs.gov/index.cfm?fuseaction=Login.showLoginForm&area=AN)
Communications
Who provides telephone services?
Is internet available? If so where? Or in how many homes?
Who provides cable services?
Are there any plans for upgrades to existing communications infrastructure?
Dates, funding source, agencies involved?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Power/Energy

Bulk Fuel
Is there bulk fuel storage in the community?
Who has bulk storage fuel tanks in the community; how much do they hold?
What is the current cost of fuel per gallon?
How often is fuel delivered to the community?
What is the primary source of heat in the community?
Are there any plans for upgrades to existing bulk fuel infrastructure?
When was the original bulk fuel storage built?
List previous upgrades, include dates, funding source, agencies involved


Power and Energy Resources:

- 2005-Present Fuel Price Reports for communities/regions in Alaska Graphing trends
  
  https://www.commerce.alaska.gov/web/dcra/researchanalysis/fuelpricesurvey.aspx
**Electric**
What is the community’s source of electricity and power?

Who runs the electricity & power?

How many households use electricity & power?

What is the cost of electricity per household or Kw/H?

Does the community receive a power cost equalization program? What is the rate before the state contribution?

Are there any Community Plans on how run or operate community utilities?

Are there any plans for upgrades to existing electrical infrastructure? (include the dates, funding source, or agencies involved).

**Electric Resources:**

- Indian Health Services, IHS Home, Environmental Sustainability, Sustainability Topics, Energy Management
  [https://www.ihs.gov/sustainability/sustainabilitytopics/energymanagement/](https://www.ihs.gov/sustainability/sustainabilitytopics/energymanagement/)

- Alaska Village Electric Cooperative, About us, Communities
  [https://avec.org/about/communities/](https://avec.org/about/communities/)

- Alaska Energy Authority, Programs, Power Cost Equalization, Economic assistance to customers in rural areas of Alaska, PCE Reports. Click the most recent FY20** year (a pdf will then download). To search the pdf for your community hold the “ctrl” click and press f (a search bar will appear in the top right hand corner). Enter the name of your community into the search bar and press enter. If your community’s name doesn’t show up press the right arrow key (in the search bar) until it does.
  [http://www.akenergyauthority.org/Programs/PCE](http://www.akenergyauthority.org/Programs/PCE)
Public Facilities
List all the community buildings/facilities. Questions to ask for ALL: Does this cost outweigh the means the tribe or city has to pay for them? What steps can be taken to reduce cost of operations?

Municipal: Tribal Council/ City Office Buildings
Are these offices used for any other function other than providing office space?

Clinical
Is there a clinic, when was the building built?
Does the clinic meet the current medical needs of the community?
Who runs/ funds the health clinic?
How many health aides does the community employ? Are these full-time or part-time positions?
What type of conditions does the health aid treat? Where are patients referred to when their symptoms can’t be treated at the clinic?
Does the clinic meet the current medical needs of the community?
When were the most recent upgrades? Are there plans to upgrade existing facilities? (Include dates, funding source, agencies involved)
School
What school district is the community a part of?

Is there any threat of the school closing? Why or why not?

How many teachers and students are there?

What additional programs does the school run? (i.e. early head start, tutoring, meal program, extracurricular activities.)

Are there any youth programs in your community?

Are there any childcare facilities in your community?

When was the school built and recent upgrades? Resources:

- Information on facility type will be provided on each building associated with school(s) in that community. [http://www.eed.state.ak.us/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm](http://www.eed.state.ak.us/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm)

- Select “School Enrollment Totals for all Alaskan Schools” for information by grade for any school in the state. [http://www.eed.state.ak.us/stats/](http://www.eed.state.ak.us/stats/)
**Emergency Services**

Fire Protection

Search and Rescue

Prevention (i.e. kids don’t float, community trainings, home fire safety, brush clearing, etc.)

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**Post Office**

How many postal workers are on staff?

What are the hours of operation?

How often is mail received in your community? How is it received?

When was the Post Office built?

When were the most recent upgrades? Are there plans to upgrade existing facilities? (Include dates, funding source, agencies involved.)

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- United States Postal Service, Quick Tools, Find Locations
**Washeteria**

How many are on the staff?

What are the hours of operation?

How many showers, washers, dryers, sinks, etc. are there?

Estimate the number of residents that use the facilities on weekly basis? Do they mostly use the showers or washer/dryers, or equally both?

When were the most recent upgrades? Are there plans to upgrade existing facilities? (Include dates, funding source, agencies involved.)


**Community Hall**

When was the current building constructed?

How often is the Community Hall used? Details on the types of events and programs?

When were the most recent upgrades? Are there plans to upgrade existing facilities? (Include dates, funding source, agencies involved.)
**Housing**

What is the total number of homes in your community?

How many of those homes are considered “livable”?

How many would be categorized as seasonal?

Are there enough homes in your community to meet demands?

Are there any housing projects underway including renovation and construction of new homes? (List dates of upgrades, agencies involved, and funding sources.)

When was the most recent housing structures completed?

Have there been any upgrades or weatherization projects completed? List dates of upgrades, agencies involved, and funding sources
**Economy**

The economy of an area is the wealth and resources that are available to the community by individuals, businesses, organization, governments, etc.

**Local Stores and Businesses**

Does the community have a local store? What types of items does it sell? How does it receive its freight?

Are there any other shops?

Are there any local craft artists in the community who operate small businesses or sell products in or outside of the community?

What are some potential local businesses for your community?

What are the current/common business licenses issued in your community?

Does the community have a cooperative store? What types of items does it sell? How does it receive its freight?

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- List of active business in the community

  [https://www.commerce.alaska.gov/cbp/businesslicense/search/License](https://www.commerce.alaska.gov/cbp/businesslicense/search/License)
**Composition of Employment**

What is the composition of income levels?

What jobs are currently available? List businesses, federal & state jobs, grant funded positions.

Are there sufficient jobs for community members? Explain.

What kind of industry is in the community (i.e. fishing, mining, timber.)

What projects have been recently been completed or are underway that have created jobs in community?

Description of jobs available for subsistence, unemployment & seasonality

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**Business Climate Survey**

The business climate survey can help communities in the interior understand the obstacles and advantages of owning and operating a business.

See Appendix for survey example.

- This link will take you to the Department of Labor’s web site. This web site will also be helpful in providing information for the Regions/Census Areas on the list components in this section (Economy and Population)
  [http://almis.labor.state.ak.us/?PAGEID=67&SUBID=115](http://almis.labor.state.ak.us/?PAGEID=67&SUBID=115)

- Four-page population and housing profiles include 2000 Census information such as employment, income, poverty, school enrollment and educational attainment for each census area and community. For community info select appropriate census area
  [http://almis.labor.state.ak.us/?PAGEID=67&SUBID=135](http://almis.labor.state.ak.us/?PAGEID=67&SUBID=135)

- The Department of Labor provides information by region (Census Area), where the user can select the components of the report to be generated
  [http://almis.labor.state.ak.us/?PAGEID=67&SUBID=177](http://almis.labor.state.ak.us/?PAGEID=67&SUBID=177)
**Transportation**

**External Transportation**

How do you get to/from community?

What are common reasons community members travel? How often?

How are supplies brought to village (barge, plane)? Does it vary by season?

Brief description of water docks, small boat harbors, boat storage locations.

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- Provides a brief description of the project, when construction is scheduled, potential impacts on the airfield and the name and contact information of the project manager. Select “Alaskan Region Airport AIP Program FY 1982-2003” for history of airport improvements and their cost by community.

  [https://www.faa.gov/airports/alaskan/](https://www.faa.gov/airports/alaskan/)

  [https://www.commerce.alaska.gov/web/DCRA/CDO/CDOHelp.aspx](https://www.commerce.alaska.gov/web/DCRA/CDO/CDOHelp.aspx)

Nikolai, Alaska
Internal Transportation

What paved roads, dirt roads, and trails are located in and around community?

What is the primary mode of transportation within the community?

Is there a Long Range Transportation Plan? When was it created?

When were the most recent road updates completed for your community?

What are common transportation safety issues/concerns?

- Department of Transportation link
  [http://www.dot.state.ak.us/](http://www.dot.state.ak.us/)

- Click on the most current Alaska DOT & Public Facilities Needs List.

- List of currently funded DOT projects. Select individual projects for additional information.
  [http://www.dot.state.ak.us/stwdplng/projectinfo/index.shtml](http://www.dot.state.ak.us/stwdplng/projectinfo/index.shtml)

- Select a community and “get data”. This generates a report that provides a section on transportation
  [https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/CommunityProfileMaps.aspx](https://www.commerce.alaska.gov/web/dcra/PlanningLandManagement/CommunityProfileMaps.aspx)

- Select Resources/Maps, STIP Project Viewer to view newer projects 2018-2021
Land Use and Environment

Land Ownership
How much land does the city, tribe, and corporation own?

Are there lots available for purchase in the community?

Are there any surrounding refuges or parks? What are they called? When were they created? How much land do they cover?

Has the tribe completed its 14(c)(3) re-conveyance? What is the current 14(c)(3) lands re-conveyance status? When was it completed?

Land Use and Environment Resources:

- Select the appropriate community from the left column and the last variable “ANCSA status” and click on “get data”, this will provide the ANCSA status for the selected community.  
  [https://www.commerce.alaska.gov/web/dcra/planninglandmanagement/resourc esforancsa14c3.aspx](https://www.commerce.alaska.gov/web/dcra/planninglandmanagement/resourcesforancsa14c3.aspx)

- Select “Name Search” and type in the city, Tribe, and/or the corporation to see what lands they own.  
  [http://dnr.alaska.gov/ssd/recoff/searchRO.cfm](http://dnr.alaska.gov/ssd/recoff/searchRO.cfm)

- Select community name for Doyon land use map for the TCC region  

- includes information on land stature and native place names.  
  [https://www.tananachiefs.org/sustainability/forestry/](https://www.tananachiefs.org/sustainability/forestry/)
Environmental Concerns
Are there any environmental concerns that affect community members? (Fish or animal populations, disappearing ponds, changing weather, etc.)

Does the community have an emergency response plan?

Are there any contaminated sites that concern community members? How long has it been contaminated and/or how did it get contaminated?


Food Security
Food security is when everyone always has access to enough food that is safe, culturally appropriate, and nutritious.

What percentage of people in your community do not have enough food to eat?

How many gardeners are in your community?

How many people grow food for sale in your community?

How many people (or what percentage) of people in your community hunt, fish, and gather food?

What is the source of food in your community? (assign a percentage next to each food source so they total 100%)

_____ Local store

_____ Ordered on the Internet or by mail

_____ Purchased from a store outside a community

_____ Wild Harvested (includes fishing, hunting, and gathering)

_____ Locally grown in home gardens

_____ Locally grown in farms
What percent of food in your community is:

_____ Healthy?

_____ Safe?

_____ Culturally appropriate?

What do you like about the food system in your community?

What are the positive things about food?

What do you like? What is working?

What do you NOT like so much about food in your community?

Do you face issues, challenges or barriers that needs to be addressed?

If you had unlimited resources, what would be your vision for an ideal food system in your community?

- There are two types of grants available, (1) a community food project to reduce food insecurity issues in your community and if you are still working on ideas, there is funding available for (2) planning projects. [Visit website](https://nifa.usda.gov/funding-opportunity/community-food-projects-cfp-competitive-grants-program)

- Alaska specific education on gardening, agriculture, nutrition, and food preservation, is offered through the University of Alaska Cooperative Extension. Heidi Rader is the UAF CES Extension Agent serving the TCC region [Visit website](http://www.uaf.edu/ces/)

- The link below is a list of resources for Alaska Farmers; some resources are specifically for Tribal farmers or ranchers compiled by Heidi Rader: [Visit website](http://bit.ly/29ldgg4)
**Wild Resource Economy (subsistence)**

Estimate the average harvest of fish and game by community. How it may have changed from past years?

What subsistence activities are most common in your community?

How many residents in your community participate in subsistence as their sole means of income? How many use it to offset food prices?

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**Resources:**

- The State Of Alaska’s Department of Fish and Game – Subsistence web page can be found at: [http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main](http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main)

- Click on Community Subsistence Information System (CSIS) located under Harvest Data and Reports. The CSIS has a lot of community information such as, subsistence, demographics, economics, and harvest. [http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main](http://www.adfg.alaska.gov/index.cfm?adfg=subsistence.main)
**Community Well-Being**

**Churches**
List the church denominations available in the community and a schedule of church services. Include what programs and services are offered and, approximately how many residents attend church services each week or church sponsored events (i.e. Bible camp).

**Elder Care Programs**
Does the tribe run an elder meal program? How often and how is it funded? Who prepares the meals and is it a paid position? Approximately how many elders benefit from the meal program?

**Accessibility**
List of the places that have wheel chair ramps and state their condition (do they need to be repaired)? Are hand raids available on all public stairs (are they in good repair)? For winter months is there a plan to remove snow and apply traction (i.e. sand) to keep access safe?
Additional Education
What types of adult education or training programs are there available in the community?

Where else can residents go for additional training?

Cultural, Seasonal Events and Gatherings
What type of events does the community hold? For each of these events:

• List the approximate number of people that attend.
• List an approximate number of locals and people from out of town?
• Does the city, tribe, school, or residents make any donations available for these events?
• What types of things happen during these events? (i.e. specific activities, races, potlucks, games, etc.)

Include any photos of gatherings. (Examples of events include: spring carnivals, Memorial Day, 4th of July, culture camp, potlaches, sports, graduations, celebrations, etc.)
Part 2: This is Where We Are Going
Part 2 This is Where We Are Going: Goals & Priorities

- Top 5 goals for the next 5 years
- Implementation strategies for the top 5 goals
- Appendices
- Meeting minutes and sign in sheets of all public meetings
- Documentation of support and participation from other entities (city, school, corporation) encouraged
- Community maps
- Contact information for local businesses, schools, governance
- Resolution adopting plan
Engaging Community Members

A few general rules in working with community members

- Speak clearly when explaining why information is being gathered and what it will be used for.
- Methods should be transparent and encourage a wide-range of participation from the community.
- Document, document, document! This is one of the most important rules to remember when gathering information for a community planning file.

Informal Interviews

Gathering information about community facilities, developments (past and present), and programs is an important part of any community planning project. Sometimes the best sources can be individuals in your community such as, the local utility operator, tribal administrator, or health aide. Prepare questions ahead of time, record the date and the person being interviewed, even if it is a close friend or relative.

- **Listen**- The role of a Community Planning Coordinator is to create opportunities for everyone to contribute their input.
- **Transparency**- Write down the answers you intend on using and repeat them back to the person you are interviewing, giving them a chance to restate.
- **Inclusion**- Engage with everyone, it is important that people are not excluded from getting to share their ideas.

Who should be involved?

Everyone who lives in your community should be encouraged to participate. Elders have an extensive insight on where the community has been. Encourage the youth to envision what their future community should look like and share their innovative ideas. This also includes everyone else who is a stakeholder in your community; interested people, community groups, and allotment owners. The invitation for participation can be extended to regional representatives and other agency representatives.
Community Meetings

Creating the **values, visions, and goals** for a community requires a great amount of community involvement. There are many useful methods to facilitate a meeting that will engage community members. Starting the meeting with a group activity gets the participation going. Below are example activities to include into meetings.

A **survey** is a data-driven method to collect, analyze, and interpret the views of individual community members. Surveys encourage public participation and can be administered in person, over the phone, by email or social media (Facebook). Surveys can establish the values, goals, and priorities then shared and verified during the community meeting.

**Casual interviews** can be conducted anywhere people are comfortable sharing their perspective, thoughts, recollections and knowledge. Interviews are a common method to gather information pertaining to community priorities.

- Explanation- How the information will be used and why.
- Preparation- You may or may not need to prepare a list of questions, however have one or two project specific questions.

**Maps, Stories and Visual Aids**

Each of these are useful tools in helping community members physically see their involvement in the planning process.

- Information Sharing
- Decision Making
- Social Activity

**Example Survey Questions:**

What do you hope to get out of today’s meeting?

Why do you think Community Planning is important?

What do you enjoy most about living in your community?

What do you dislike about your community?

In the next 5 years what would you like to see improve?

What type of jobs or programs would you like to see?

Do you own a home or rent?
Visioning Exercise

Its purpose is to set a general direction. Anyone can initiate this stage in planning. Vision is meant to be long term, the time frame can vary anywhere from 1-100 years. Implementation of the vision is dependent on the scope and purpose.

Additional Resources:

- Developing Vision and Mission Statements
  

- “Building Our Future: A Guide to Community Visioning” Authors Gary Green, Anna L Haines, Stephen Halebsky Published 2000
  
  http://community-wealth.org/content/building-our-future-guide-community-visioning

- Example: Nisqually Indian Tribe Community Vision Plan
  
**Visioning leads to setting goals.**

It includes the following element to create a strong vision statement:

- **Who** the plan is referring to
- **What/Action** that aims to do
- Review your community values and use them to reflect the desired future (outcome.)

**Example:** *(Action)* To create, maintain, and improve the transportation networks within Birch Creek *(Who)* so that all transportation users reach their destination safely. *(Outcome).*

**Visioning Activity**

I want you to close your eyes and imagine the future of *community name*; it can be at least 5-10 years down the road. Imagine all your hopes and dreams for the community has been achieved. You are happy and your hearts are full because *community name* has become everything you have ever hoped for. I want you to think about what makes you proud of that future. And think about what you want to maintain for that future. I’ll give you a few minutes.

What does that image look like? Who is in that image? What’s happening? What are people saying? What are people doing? Where are you in that image? What does it feel like be in that moment?

Now I want you to take that image and write a sentence about what you vision *community name* will be like in 5 years. It can be anything, that you imagine, with no limits, just dream big.

**Post Meeting Evaluation Survey**

Was the purpose of the meeting and the agenda clear?

Were the activities and tools utilized by the facilitator useful in fulfilling the purpose of the meeting?

Did the facilitator assist the group in using the meeting time wisely?

Was the facilitator easy to understand? Were directions or explanations clear? Additional comments or suggestions? (Please include any comments about the meeting specifically or the community planning project as a whole.)
Ice Breaker Activities

That was Then, This is Now, and Who Knows about Tomorrow

**Objective:** Participants take time for self-reflection while keeping in mind the realistic time frame of five years. This exercise is good to start getting participants interested in goal setting and to help measure the appropriate amount of time needed to accomplish certain goals.

**Materials Needed:** Blank sheet of paper, pens/pencils/markers

**Directions:** Hand out a piece of paper to each participant. Have participants neatly fold their paper into three equal sections vertically. Have participants open their paper and draw a picture of where they were or what they were doing five years ago. In the middle section have participants draw where they are now. Lastly, in the bottom section have participants draw where they hope to be in five years. Depending on time, ask a number of participants to share with the group if they feel comfortable.

*Throw the Ball*

**Objective:** Participants become comfortable talking in a large group, sharing their Ideas, answers, and interacting with each other.

**Materials Needed:** Ball (or something to be thrown.)

**Directions:** Prepare a question and ask each person to answer the question when they are thrown the ball. Pick a question that would create an easy transition into your lecture topic.

*Community Web*

**Objective:** The demonstration of a web illustrates how everyone in a community is connected by emphasizing the importance of everyone’s participation.

**Materials Needed:** Ball of Yarn
**Directions:** Each time the yarn is thrown, a participant holds onto one of the strings. By the end of the activity, everyone should be holding onto a piece of the yarn creating a web.

**Variation Directions:** Place a large balloon in the center of the web. The web is creating by everyone working together and doing their part. Have one person at a time let go of their strand of the yarn. See how long the group can keep the ball from falling to the ground. Leave one person left who is holding onto a piece of yarn. This demonstrates illustrate the importance of every member of the community doing their part to “support” different aspects of the community.
Compiling Data to set Goals and Priorities

How do you process all the information, surveys and ideas being gathered? This next step is crucial to creating well-formulated goals and objectives for the final community plan. As a Community Planning Coordinator you want to welcome everyone’s ideas. The next step becomes your responsibility to create a process that will allow your community to sort through ideas and identify the ideas that should become top priority. Here are a few suggestions:

**Group Similar Ideas:**

In the previous activities many times the answers collected are similar. Even if the ideas are put under a specific category such as “housing” or “youth activities”, there will likely be some additional sorting to be done. As the Community Planning Coordinator you must decide the best way of doing this. Categorizing ideas may fall on the Community Planning Coordinator.

**Community Meeting:**

Ask participants to work together to put them into categories and then summarize each category with a statement.

**Goals:**

It is important to keep goals from the community plans in an area where staff and council members see it every day. This serves as a constant reminder of the goals the community has dedicated themselves to achieve through their planning documents.

Maintaining and compiling data is very important. There is a dire need for accurate, meaningful, and timely data collection in Alaska Native communities. Federal agencies collect data for our communities and the general US population, in order to determine budget request and justifications. Accurate data collection and community-based planning validates the need, and thus can drive larger programmatic investments resulting in a cost-effective use of tribal, federal, and private resources. Without quality data, policymakers and community planners cannot set policy goals, monitor implementation, measure impact, or plan for demographic shifts in an operative way.
Creating Goal and Priority Statements

Is your goal/priority SMART? (When completing a goal statement for a priority, single word descriptions typically do not suffice. For example, a single word such as “Agriculture” may indicate the subject of a goal statement but not what is important about it. So when drafting a goal statement consider the following: Why is this goal important?\(^3\)

**Specific**
- Define the goal as much as possible with clear language.
- **Who** is involved, **what** do you want to accomplish, **where** will it be done?
- **Why** am I doing this- reasons, purpose, **which** constraints and/or requirements do I have?

**Measurable**
- Can you track the progress and measure the outcome?
- How much, how many, how will I know when my goal is accomplished?

**Attainable**
- Is the goal reasonable enough to be accomplished? How so?
- Make sure the goal is not out of reach or below standard performance.

**Realistic**
- Is the goal worthwhile and will it meet your needs.
- Is each goal consistent with other goals you have established and fits with your community’s immediate and long-term plans?

**Time-framed**
- Your objective should include a time limit. Example, I will complete this step by month/day/year.
- It will establish a sense of urgency and prompt you to have better time management while achieving the goal.

\(^3\) (Doran, 1981)
Assets

What resources, skills, talents and strengths does your community have?
Successful implementation of plans occurs when it is built on the strengths and resources that currently exist. Assets should be incorporated into community goals and priorities.

Example

**Associations**
- Dance Group
- Sewing Circle
- Church Group
- Sports Teams
- Wellness Coalition

**Local Economy**
- Local businesses
- Chamber of Commerce
- Barter & Exchanges
- Individual purchasing power

**Physical Spaces & Places**
- River
- Playground
- Community Hall
- Picnic Area
- Community Garden
- Forest and Trails

**Institutions**
- School
- Tribal Council
- City Government
- Village corporation
- Clinic
- Library
- Volunteer Fire Department
- Rural University Campus

**Individuals:** human capacity, knowledge, and traits of the community members. Which community members:

- Can speak the local dialect?
- Is a good hunter or fishermen?
- Good with organizational management?
- Can bring community members together?
- Is a certified plumber or electrician?
- Carpenters?
- Good with kids?
- Is a certified teacher?
**Action Planning**

With each priority it is necessary to assign an individual, group, or organization tasked with either taking the lead on or being involved in the implementation of the priority. This is the first step to ensuring that strategies are further developed from the **community plan**.

Example

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Lead Person/Entity</th>
<th>Community Assets</th>
<th>Partnership</th>
<th>Time-frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a youth calendar of existing activities</td>
<td>Parent volunteers</td>
<td>Parents and community members willing to volunteer</td>
<td>School &amp; community</td>
<td>Short-term</td>
</tr>
<tr>
<td>Ask youth what activities they would like</td>
<td>Teacher aid &amp; parent volunteer</td>
<td>Creative and active youth</td>
<td></td>
<td>Short-term</td>
</tr>
<tr>
<td>Form a volunteer group to share responsibilities to organize youth activities</td>
<td>Parent volunteers</td>
<td>Engaged parent, volunteers willing to teach beading and skin sewing, lots of outdoor</td>
<td>School recreation facilities, sports equipment</td>
<td>Midterm</td>
</tr>
</tbody>
</table>
Health, Wellness and Safety for Youth

Goal: Youth have healthy alternatives and recreational opportunities that encourage drug and alcohol free choices.

Priorities:

- Incorporate prevention programs and life skills training into school curriculum.
- Encourage cooperation between teachers, parents and the tribal council ICWA worker to ensure that there are after school activities available for youth at least twice a week.

Assets: youth, parents, school, teachers, and tribal council ICWA worker

Top Community Priorities as of 2016

- Economy
- Housing
- Culture
- Youth and Elders
- Roads/Transportation
- VPSO Safety
- Multi-purpose Building
- Energy
- Health
- Clinic
- Land and Environment
- Behavioral Health
- Equipment
Part 3: Finalizing Community Plan

Tanana, Alaska
**Step 1 Draft Review**
Passing a resolution to adopt the completed community planning document is the last step in finalizing the plan. Prior to adopting the plan, a draft should be circulated and available for community members and council members to review. A review period should last several weeks to provide opportunity for people to read through the document and add their comments. At this point in time a formal planning evaluation survey can be completed to have a measurement of success for the planning process.

It is particularly useful to have a group of committed individuals (formal or informal planning committee) to review each goal, objective, and the action plan before the document is adopted. While the content of the document should incorporate the ideas and views of the community at large, a small group can be more affective during the review process.

**Step 1: Draft Review**  
**Step 2: Partnerships & Collaboration**  
**Step 3: Sample Resolutions for Adoption**  
**Step 4: Distribution**
Step 2 Partnerships & Collaboration

Putting a plan into action requires partnerships and collaboration. The plan can serve as a reminder to tribal council members and community leaders, a communication tool to support the formation of partnerships and guide collaborative efforts. Partnerships between municipalities can be formally recognized when creating a resolution to adopt the plan as “official” (if no partnerships are formed than only a Tribal Resolution is needed).
**Step 3 Sample Resolution for Adoption**

A resolution needs to be completed for the document to be recognized as an official document.

Resolution #

Community Adopting Plan ____________________________

Whereas, this Community Plan is important to the future growth and development of ____________; and,

Whereas, this plan was created through a public process which captured the values and goals of our community: and,

Whereas, this plan is a tool that helps us manage change in our community: and,

Whereas, this plan is intended to coordinate future community development and service delivery; and,

Whereas; it is understood that this document was created for public use and will be made publically available and,

Whereas, we ask all public, private, and non-profit entities serving our community to recognize and use this plan; and,

NOW THEREFORE BE IT RESOLVED, that the parties of this resolution agree to work together to pursue the values, goals, and vision express in this plan.

Certification

We hereby certify that this resolution was duly passed and approved _____ in favor, ________________ opposed by the following parties:

_________________________________________  ______________
Tribal Government  

_________________________________________  ______________
Tribal Government  

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Step 4 Distribution
Completing a community planning project is an accomplishment. The best way to ensure that accomplishment is not a waste is by using the planning document to further efforts towards the priority community projects which it describes. Taking time to distribute the finished community plan and providing community members with tips on how it can be used will help keep it from just sitting on the shelf until it’s time to update it.

- You can find a copy of the completed community plan on TCC’s website when it’s completed:
  
  https://www.tananachiefs.org/get-assistance/village-planning-grant-writing/community-plans/
Reflection
The community planning process generates excitement and energy within the community. If a plan is properly utilized as a tool for positive community change there are viable, measurable outcomes including but not limited to:

Communities are the driving change:

- The community has a shared vision and goals.
- The community input on prioritizing (leaders following priorities).
- Citizens taking leadership and an increase of people working together to maximize resources.
- Data sources: grant applications, capital improvements, vision planning document, people knowing their vision/decision-making process/priorities, meeting minutes, and how much time leaders allocate to priorities.

Communities are well resourced to meet their needs:

- The community knows what resources exist, what are available, and are able to determine the resource gaps.
- The community can develop and implement strategies to meet those gaps by individuals taking leadership and mobilizing resources.
- The community leaders have awareness of strategy, implementation and funding opportunities.  

4 (Heeringa, Stern, Ashcraft, & Kerrs, 2012)
Celebrating Community Involvement

Giving your community ownership over the finalized community plan can be very empowering. It’s important for community members to feel involved through the whole process of the community plan and that their input on values, goals and ideas for the future are heard.

- Growing your community
- Maximizing and celebrating your plan
- Signing ceremony to celebrate the Plan
- Putting the Plan into action
- Implementing the Plan
Part 4 Updating Current Community Plan
Updating Current Community Plan

Below are the suggested steps to take to update your current community plan. Some of these steps have already been addressed in this manual so please see the reference page for each of these topics.

**Step 1 Identify/Update changes in Community Profile**

- Identifying new and current data: population, new homes, structures, and new programs.

**Step 2 Re-Engage the community**

- Community surveys.
- SWOT Analysis.
- Identify any changes in the community vision or values, if needed.

**Step 3 Re-examine goals**

- Update the goals that have been accomplished.
- Identify objectives that have been completed.
- Identify unmet needs and gaps in current programs/funding.
- SMART Goals.

**Step 4 Action Plan**

- Establish/assign responsibilities to programs/agencies/departments
- Identify tasks.
- Prioritize tasks.
- Cost of goal.
- Set a timeline and deadlines.
- Create a logic model.

**Step 5 Seek ongoing support and funding**

- Grant Development Specialist position, TCC.
- Funding Resources.
- Success Stories: Case studies in the region.
**SWOT Analysis**

A SWOT Analysis is a matrix tool often used during a planning session and allows time to brainstorm.

**Strengths:** Positive attributes about your community in terms of people, resources, assets, activities, prospects and programs. What does your community do well?

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?

**Weaknesses:** All communities have areas that need improvement. In what areas do you see improvement for your community: past experiences, certain activities?

- What could you improve?
- Where do you have fewer resources than others?
- What are others likely to see as weaknesses?
Opportunities: There are always possibilities of support that can assist in achieving your goals. What social change, future funding source, change in policies, change in technology, community members, different trends.

- What opportunities are open to you?
- What trends could you take advantage of?
- How can you turn your strengths into opportunities?

Threat: What obstacles may hinder your efforts in reaching your goal? Threats, challenges, and limitations.

- What threats could harm you?
- What is your competition doing?
- What threats do your weaknesses expose you to?

Cost of the goal
What is the estimated cost of the goal/project?

What funding is already secured? List how much has been secured, where the funding is coming from, and any other conditions attached.

What are the annual costs to accomplish the goal/keep the project running long term?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Estimated Cost of the Goal</th>
<th>Secured Funding</th>
<th>Funding Source/Specific Amount</th>
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<tbody>
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In order to move forward to positive community change it’s crucial to create a logic model to ensure progress towards completing the priority and goals of the community. A logic model helps you identify the inputs and activities to help you measure the outcomes and impacts of your goals.

**Inputs**
- The community resources needed to accomplish a goal: staff, funding, supplies.

**Activities**
- How do you plan to use your resources or the services provided, and how often?

**Outcomes (Short Term)**
- Monitor any changes because of the activities performed, such as changes in behavior, attitude, skills, knowledge decrease in alcohol use, and even changes in attitude.

**Impact (Long Term)**
- What are the positive impacts you see down the road because this goal is being worked on?
Examples of a Logic Model

**Goal**: Preserve traditional skills in our youth

**Objective**: Plan, develop, and start up local culture camp for youth and adults

**Inputs**
- Camp location & dates.
- Hire culture camp coordinator
- Supplies: activities/food/equipment
- Funding

**Activities**
- Provide week long culture camp twice a year.
- Survey community members on what traditional skills & activities to include.
- Outreach to cultural teachers to lead activities.
- Create an agenda outlining specific cultural activities.

**Outcomes (Short Term)**
- Increase in cultural knowledge amongst youth and young adults in the community
- Increase in positive self-identity and self-esteem of members in the community

**Impacts (Long Term)**
- Youth who participated in camps can become the next cultural bearers
- Decrease in dropout rates amongst youth
- Decrease in drug use amongst youth.
Appendices
Action Plan: Proposal for action, usually in the forms of a list of steps required, who should take them and when.

**Capacity Building:** The development of awareness, knowledge, skills and operational capability by certain actors, normally their community to achieve their purpose.

**Community Driven:** Term used to reflect key role of the community in an initiative.

**Community Garden:** Publicly accessible garden or a small park created and managed by a voluntary group.

**Community Plan:** A plan for the community created by community. Sets out proposals for the way a community wants to develop and respond to changes in the future. There is no set format and shall include a community profile, information on a broad range of factors, such as information on the environment, nature, political, economic, community facilities, and social organizations.

**Community Safety Plan:** Plan drawn up by the local community to reduce crime and disorder.

**Community Visioning:** Thinking collectively about what the future could be. Term used to describe group working process which helps a community to develop imaginative shared visions for the future of a site, area or organization.

**Disaster Management:** All aspects of planning for and responding to, disasters.

**Discussion Method:** Structure for effective communication which allows everyone in a group to participate.

**Entrepreneur:** Person who makes things happen by taking initiative in the interests of his or her community rather than for private or personal gain.

**Environment Impact Assessment:** Process whereby all impacts of a development are identified and their significance assessed. Increasingly a statutory requirements before planning permission is granted by a local authority.
**Facilitator:** Person who steers a process, meeting, or workshop. Less dominant role than a “Chairperson.” Also known as a moderator.

**Feasibility Fund:** Revolving fund providing grants to community groups for paying professional fees for the preparation of feasibility studies for community projects.

**Feasibility Study:** Examination of the viability of an idea, usually resulting in a report.


**Focus Group:** Small group of people who participate in a guided discussion about a specific topic to maximize the potential information.

**Human Capital:** Ability of individuals to do productive work; includes physical and mental health, strength, stamina, knowledge, skills, motivation, and a constructive and co-operative attitude.

**Icebreaker:** Group activity aimed at making people feel comfortable with each other. Often held at the start of action planning events.

**Interview:** Recorded conversations, usually with prepared questions, with individuals or groups. Useful for information gathering. More flexible and interactive than a questionnaire.

**Local Authority:** Organization governing local area

**Matrix:** A diagram in a form of grid allowing comparison of two variables. Used for assessing options

**Microplanning Workshop:** Intensive Planning Process procedure developing specific for developing counties involving a minimum of preparation materials and training. Also referring to as community action planning.

**Mitigation:** Measures taken to minimize the impact of disaster. By

**Networking:** Exchanging experience with people engaged in similar activities. Usually in informal manner.
**Note taker**: Person who records points made at a workshop or plenary session with a view to writing up a record and/or making a presentation of results.

**Participation**: Act of being involved in something.

**Preparedness**: Measures taken in anticipation of a disaster aimed at minimizing loss of life, disruption and damage if the disaster occurs.

**Mutual Aid**: Where people help each other without any formal organization. An efficient emergency relief distribution system.

**Public Meeting**: Advertised, open access event at which issues are presented and commented on at which decisions may be made. Term normally used to refer to fairly formal events with the audience sitting in rows facing a speaker or panel of speakers with a chairperson who controls the proceedings.

**Publicity**: Raising awareness of a situation through use of posters, leaflets and so on.

**Risk Assessment**: Examination of risks from disasters existing in any community. The basis for risk reduction. Comprise three components: Hazard analysis, vulnerability analysis, resource assessment.

**Strategic Planning**: Organized effort to produce decisions and actions that shape and guide what a community is, what it does, and why it does it.

**Suggestion Box**: Box in which people place their written suggestions or comments on a place or proposals. Useful device in consultation allowing participants to remain anonymous if they wish.

**Survey**: Systematic gathering of information, which involves collection of information in the form of written responses to a standard set of questions. Often a starting point for participation process. Frequently used with other methods.

**Secondary Data**: Indirect information sources; files, reports, maps, photos, books, and so on.

**Self-sufficiency**: Reduction of dependence on others, making devolution of control easier and encouraging self-reliance.
**Sustainable Community:** Community that lives in harmony with its local environment and does not cause damage to distant environments or other communities—now or in the future. Quality of life and the interest of future generations are valued above immediate material consumption and economic growth.

**Sustainable Development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**SWOT Analysis:** Determination of the Strengths, Weaknesses, Opportunities, and Threats relating to an organization or activity.

**Team Building:** Learning to work together as a group by getting to know each other and developing shared aims, values, and working practices.

**Time-line:** Line calibrated to show historical sequence of events or activities

**Visioning:** Thinking about what the future could be and creating a vision. An image of how things might be in the future. May be in words or pictures. Provide useful guide for developing project and program priorities. “Having vision” implies being imaginative.

**Working Group:** Small number of individuals with a specific task to complete.

**Workshop:** Meeting at which a small group, perhaps aided by a facilitator, explores issues, develops ideas and makes decisions. A less formal and creative counterpart to a public meeting or committee.
Advice on Hiring a Planning Professional/Consultant

Should a community hire a consultant?

There are several factors to consider when deciding whether to hire a consultant. The most important is what type of plan is being developed. A sanitation plan requires a degree of technical expertise that isn’t readily available in most communities. On the other hand, a community visioning plan is a relatively simple process and there are many resources available to guide a community through the process.

If a community has people who can compile the background information, facilitate the community meetings and write the plan, they most likely can complete the plan without hiring a consultant. However, getting the simplest plan done with volunteer labor is very difficult. The individuals working on the plan should, in most instances, be working on the plan in their employed capacity. Other considerations on whether to hire a consultant include:

Are there issues in the community that can be dealt with more effectively by a consultant—someone who isn’t from the community? A consultant will bring a different perspective to the planning process. Is the community comfortable with the idea of having an “outsider” taking the community through the planning process?

The community needs to set expectations for a consultant, write a Request for Proposal that describes what the community expects from the consultant, and do a complete assessment of those who apply. (The additional Resources section of the chapter provides links to additional information on hiring consultants.) References should be checked, and other communities that have used the consultant to prepare a Community Plan should be contacted to find out what they liked and didn’t like about the consultant.
Resources
Additional Planning Resources

**State of Alaska Community Plans Library:** Previously completed Community Plans:  [http://www.dced.state.ak.us/dca/commdb/CF_Plans.cfm](http://www.dced.state.ak.us/dca/commdb/CF_Plans.cfm)

**State of Alaska Community Profiles Information:** demographic information, list of past funded projects, basic economic statistics (according to U.S. Census data) [http://www.dced.state.ak.us/dca/commdb/cf_comdb.htm](http://www.dced.state.ak.us/dca/commdb/cf_comdb.htm)

**Community Maps:** Detailed maps of your community. [http://www.dced.state.ak.us/dca/profiles/profile-maps.htm](http://www.dced.state.ak.us/dca/profiles/profile-maps.htm)


**Alaska Digital Archives:** Historic community photos. Requires you fill out a permission form, but once completed one-time-use of historic photos for non-commercial purposes is allowable. [http://live.laborstats.alaska.gov/alari/](http://live.laborstats.alaska.gov/alari/)


**A Straightforward Way to Get What You Need: Community Strategic Plan Guide and Form:** This guide is out-of-date, however it does provide several useful worksheets [http://www.commerce.state.ak.us/dca/planning/planning_central/CommunityPlanningResources/CommunityStrategicPlanGuideandForm(USDA2001).pdf](http://www.commerce.state.ak.us/dca/planning/planning_central/CommunityPlanningResources/CommunityStrategicPlanGuideandForm(USDA2001).pdf)
Works Cited


