

# Integral Framework for Community Learning

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# **Integral Framework for Community Learning**

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# 1. Reframe Community Development as Community Learning With an Integral Approach

## 1.1 The Integral Framework

In order to address learning related to the key human systems in a community, it is proposed to utilize the **Integral Framework** as a basis for developing and measuring learning. This would integrate intentions, values, databases and benchmarks into a comprehensive system. Appendix A describes the Integral Framework in some detail.

Briefly, the integral framework is a type of **comprehensive map of human capacities**<sup>1</sup> created by an extensive cross-cultural comparison of human capacities. By learning to use this map any researcher, practitioner or decision-maker can fairly easily adopt a more comprehensive, effective, and **integrally informed** approach to specific problems and their solutions—from economic and cultural development, business and politics, health and education, change and sustainability as in Figure 1.

**Figure 1: Integral Framework**<sup>2</sup>

	Interior/Invisible	Exterior/ Visible
Individual	<p><b>Consciousness</b>  <u>What I experience</u>            "I" subjective realities: self consciousness, states of mind, psychological development, mental models, emotions, will</p>	<p><b>Behaviour</b>  <u>What I do</u>            "IT" objective realities: visible individual actions, bio-physical features (eg. race, age, gender), bodily health and activity</p>
Collective	<p><b>Culture</b>  <u>What we experience</u>            "WE", intersubjective realities: shared values, culture, worldview, communication, relationships, norms, customs</p>	<p><b>Systems</b>  <u>What we do</u>            "ITS", interobjective realities: social systems, built environment/artefacts, structures/infrastructures, economic systems, political orders, resource management</p>

<sup>1</sup> Integral Institute <http://www.integralinstitute.org/approach.htm>

<sup>2</sup> Adapted from Brown, B. (2005) Theory and Practice of Integral Sustainable Development – An Overview, part 1: quadrants and the Practitioner, AQAL Journal, Spring 2005, Vol. 1, No. 2



## Why use the Integral Framework in Local Development<sup>3</sup>

When a developer, governance authority, or elected official makes a promise to citizens, he/she relies on others (the local municipal manager, officials and technical and administrative staff) to implement the promise. Often with the greatest commitment and resources available, goals do not turn into the intended results.

The Integral approach helps developers, governance authorities and elected officials to understand how to optimize success of development projects, by taking into account social (beliefs, values) and economic (action and object oriented) boundary issues.

From the more technical side, an Integral approach creates a scalable framework to measure and evaluate the progress of urban development at the individual, family, workplace, community, and local municipal level, thereby covering social, economic, and environmental aspects. Ultimately its purpose is to improve the quality of life of the people in the development area and its surroundings.

An Integral approach recognizes the plurality of worldviews of all community stakeholders. This plurality can be described in many ways, but one of the most concise recognizes the views of the Traditional, Modern, Post-Modern and Integral perspectives. In creating an Integral design all these worldviews can be honoured and incorporated into principles of learning, sustainability and well being. (See Appendix A for a summary of the "Benefits of the Integral Framework".)

Each of these developmental levels has its own patterns of worldviews, values, healthy expressions and unhealthy resistances to supporting learning, sustainability or well being as shown in Appendix A, Table 1. An Integral Community Learning development process would recognize the value of each level because the design process would access appropriate: systematic structures and **protocols**; proactive, rational, scientific, prosperous **productivity**; egalitarian, caring, inclusive, relational **people**; and complex, systemic, adaptive, interactive, flexible, design **processes**. In doing so the design would capitalize on the healthy expressions of learning and prevent and/or overcome the unhealthy resistances.

A skilfully designed community learning process would use lenses that give us an "Integral View" of the "Community of the Future". With Integral lenses we would see in the community a dynamic and living human system embedded in equally dynamic natural ecological life conditions. We could take into account the complex and dynamic qualities and capacities of individuals, families, organizations, neighbourhoods and cultures and the natural environment itself.

The use of the Integral model would:

- ❖ move beyond "one size fits all" approaches and develop the capacities of the community across multiple sectors, life conditions, ethnicities, value systems and cultures
- ❖ greatly facilitate the creation of a framework for the multiple maps and sources of data present at the different stakeholders and participants
- ❖ help to find the most appropriate learning indicators while making sure that all key-perspectives (quadrants and levels) are taken into account
- ❖ speak a common language that can express and translate between methodologies, lenses, frameworks and indicators for multiple users

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<sup>3</sup> Per personal email and CV from Brian Eddy, September, 2005



- ❖ facilitate the development of Integral indicators (early warning vital signs monitors for off-target outcomes)
- ❖ identify a balanced range of stakeholders who can significantly contribute to community learning (and quality of life) definition, implementation and management
- ❖ mediate and translate between multiple interests of many community stakeholders who would benefit from a vital signs monitor as well as provide crucial data if involved appropriately
- ❖ move beyond "one size fits all" approaches and develop the capacities of professional community managers who can manage with appropriate flexibility
- ❖ assist policy and decision-makers to become more balanced and comprehensive in their decisions for a learning community
- ❖ enable benchmark comparisons amongst stakeholders groups and other jurisdictions

## 1.2 How Community Participation and Community Scans Work Together

- This paper suggests that any given community has a track record of utilizing local expertise and resources. At the same time, an outside integral perspective can both facilitate both "beginner's mind" for the current situation and integrate renewed energy and new direction.
- It is proposed to facilitate an Integral approach for healthy human systems in the development within a context of a Community Learning process (that might become a CL Centre).
- A community and its sub-communities are complex living systems. We've found that a very simple, low cost, low technology approach provides clear insight into how development, resources, taxes and grants can be best developed and invested to release the potential of communities.
- The power of this approach comes from taking an integral sustainable development approach (SDv). SDv gives an insight into the way that people and communities naturally develop and how development gets blocked and how it can be unblocked. Like a prism that splits light, SDv shows the spectrum of cultural and systemic capacities within communities and how they can naturally evolve capacity and wellness.
- To understand a community, our SCANS ask four basic questions of the people who live in the community:
  1. What are the Strengths of Your Community/City?
  2. What Blocks Potential in your Community/City?
  3. How Would You Improve Your Community/City?
  4. How Would You Describe Your Community/City?
- The answers to the four questions tell us the natural place to apply resources and energy to further the community's development.
- By understanding the blocks, the nature of the strengths and the desires for improvement, we can remove the blocks, build on our strengths, realize our desires for improvement and continue to learn about the city and how it can develop.
- When we translate the responses to these questions into a capacity based and values-driven framework and graph the flow, we gain:



- ❖ the value of a common language that allows us to compare and contrast stories, responses, and perspectives about strengths, blocks and desired improvements
  - ❖ the opportunity to compare answers between different groups of people (experts, residents, ages, gender, roles, etc.)
  - ❖ a highly useful view of the relationships between individuals and collectives and social/cultural and economic/infrastructure issues
  - ❖ comparisons between quantitative and qualitative resources and quantitative investments of finances
  - ❖ a picture of the natural flow-state of the community – what are its natural strengths; what blocks its potential; and what will lead to improvement?
- 
- Unlocking the community's potentials, requires the development of a strategy to change from unbalanced capacities and/or quadrants, to a complete set of balanced and flowing capacity systems within four balanced quadrants. This is the key to creating a strategy for learning that leads to well being in any community.
  - Appendix B outlines the basics for developing a Community Vital Signs Monitor.
  - Appendix C illustrates the mapping of Community Values and Capacities.



## **References**

Brown, B. (2005) Theory and Practice of Integral Sustainable Development –Part1: Quadrants and the Practitioner, AQAL Journal, Spring 2005, Vol. 1, No. 2

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## Appendix A: The Integral Framework

In order to address the key human systems issues in communities and municipalities, it is proposed to utilize the **Integral Framework** as a basis for developing and measuring the learning and wellness of the municipality. This would integrate the values, intentions, databases and benchmarks into a comprehensive system.

### What is the Integral Framework?

"Integral" means "inclusive, balanced, comprehensive." Integral proposes that everyone is right some of the time!! However, the Integral approach recognizes that all "rightness" is partial and therefore offers only piecemeal approaches to complex problems that are ineffective. Partial and fragmented approaches need to be replaced by solutions that are more comprehensive, systematic, and encompassing—in other words "integral". This premise applies to both individual issues of meaning and transformation or increasingly complex social problems such as unemployment, over-population, housing, ecology, and education.

The integral framework is a type of **comprehensive map of human capacities**<sup>4</sup> created by an extensive cross-cultural comparison of human capacities. By learning to use this map any researcher, practitioner or decision-maker can fairly easily adopt a more comprehensive, effective, and **integrally informed** approach to specific problems and their solutions—from business to politics, from health to education, psychology to ecology

An integral framework utilizes four quadrants as lenses to examine individual, social and environmental phenomenon. The quadrants are grounded in all human experience and action.

Figure 2 shows the multiple dimensions of individual, family and social systems. These dimensions have been investigated through analysis, implementation and evaluation in hundreds of paradigms, methodologies and forms of inquiry such as:

**Upper Left:** phenomenology, psychotherapy, meditation, emotional intelligence, personal transformation

**Upper Right:** empiricism, scientific analysis, quality control, behavioural modification

**Lower Left:** multiculturalism, postmodernism, worldviews, corporate culture, collective values

**Lower Right:** systems theory, social systems analysis, techno-economic modes, communication networks, systems analysis

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<sup>4</sup> Integral Institute <http://www.integralinstitute.org/approach.htm>





**Figure 2: Integral Framework** <sup>5</sup>

	Interior/Invisible	Exterior/ Visible
Individual	<p><b>Consciousness</b>  <u>What I experience</u>            "I" subjective realities: self consciousness, states of mind, psychological development, mental models, emotions, will</p>	<p><b>Behaviour</b>  <u>What I do</u>            "IT" objective realities: visible individual actions, bio-physical features (eg. race, age, gender), bodily health and activity</p>
Collective	<p><b>Culture</b>  <u>What we experience</u>            "WE", intersubjective realities: shared values, culture, worldview, communication, relationships, norms, customs</p>	<p><b>Systems</b>  <u>What we do</u>            "ITS", interobjective realities: social systems, built environment/artefacts, structures/infrastructures, economic systems, political orders, resource management</p>

(It should also be noted that all major human languages recognize the integral, with first-, second-, and third-person perspectives (for example the pronouns: I, you/we, it, its/those). These three basic dimensions of reality (I, we, and it) show up in human systems as art, morals, and science.)

Thus, the Integral approach attempts to identify all of the important variables that are contributing to any situation in each of the 4 Quadrants

### **How Does the Integral Framework Recognize Complexity?**

An Integral framework can reflect multiple levels of complexity in living systems at all the scales shown above in Figure 2 and in the following human systems.

1. **Individual**
2. **Family**
3. **Workplace / Healthcare Systems / Education Systems**
4. **Community**
5. **Region**
6. **Province**
7. **Nation**
8. **Globe**

<sup>5</sup> Adapted from Brown, B. (2005) Theory and Practice of Integral Sustainable Development – An Overview, part 1: quadrants and the Practitioner, AQAL Journal, Spring 2005, Vol. 1, No. 2



The key point to recognize with human systems (such as workplaces and communities) is that as they develop they tend to become increasingly:

- supportive of individual diversity, traits & behaviour (Upper Right: actions)
- empowering of individual personal intentions & development (Upper Left: experience)
- economically connected, therefore increasingly effective and efficient (Lower Right: productive actions)
- mutuality-seeking thus broadening moral, cultural and relationship span (Lower Left: relational experiences)
- self-generating, self-renewing and innovative
- aware of a longer time horizon
- impactful over a longer time span
- able to act locally with an awareness of a larger spatial horizon
- impactful of a larger and more spatially distributed population
- interconnected in their capacities

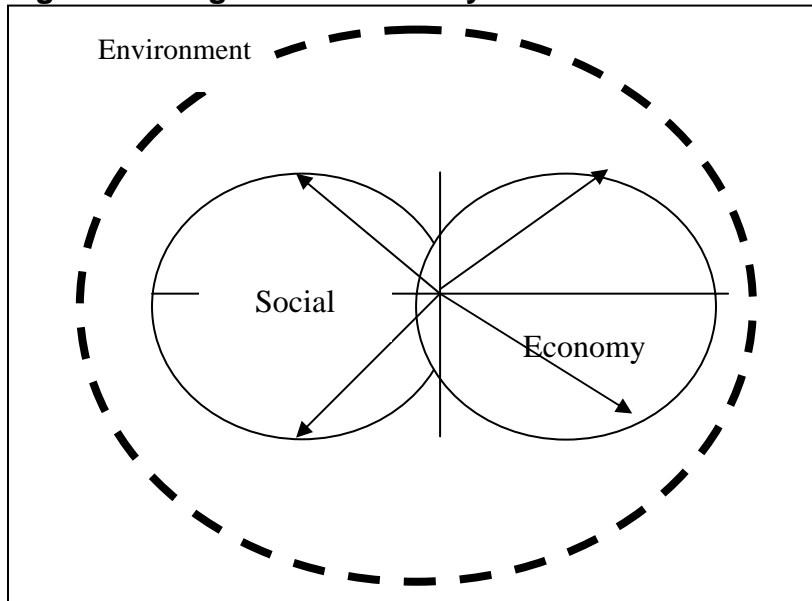
Thus more complex levels of organization/community transcend and include less complex levels of organization/complexity. The Integral framework makes possible the Integral Scorecard (discussed in Appendix B) and recognizes the fractal nature of scaled development of communities in the way that it rolls up data vertically and relates data horizontally in all quadrants. Thus the Integral model is often referred to as AQAL (all quadrants, all levels).



## How Does the Integral Model Reframe the Frameworks ?

Firstly the Integral Model recontextualizes the traditional sustainability model (which is grounded in complex adaptiveness or learning) by placing the social and economic factors within the context of the environment as in Figure 3. This basically allows us to see the relationship of the I/WE social experiences in relationship to the IT/ITS economic actions. Furthermore we can see that they are BOTH governed by the larger context of the environmental life conditions. The direction of growth and complexity (ie. Learning) for both human experiences and human actions is outward from the centre of the quadrants – as shown by the arrows.

**Figure 3: Integral Sustainability Framework**



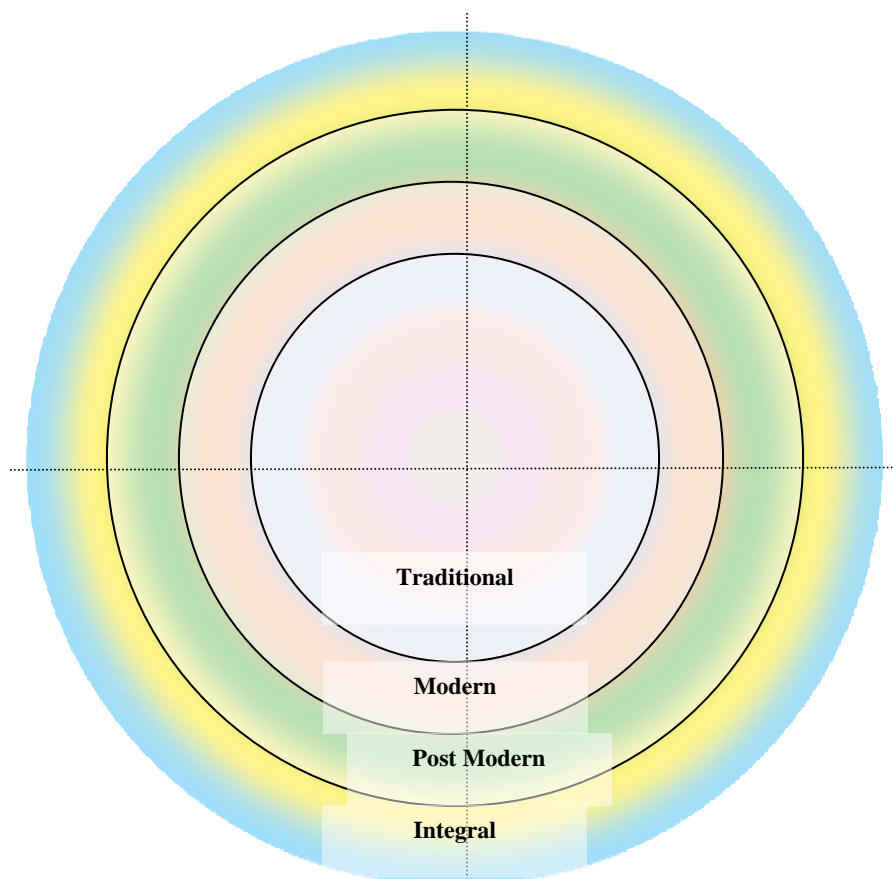
## What are the Benefits of the Integral Framework ?

An Integral approach recognizes the plurality of worldviews and developmental capacities of all individual and collective stakeholders (including the facilitator's). This plurality can be described in many layers (3, 4, 8, etc.), but one of the most concise recognizes the four levels of development (or complexity) represented by the Traditional, Modern, Post-Modern and Integral perspectives. As Figure 4 shows these levels of complexity are present in all four quadrants. In creating an Integral design all these four quadrants and levels can be honoured and incorporated into principles of sustainability. At the same time none of these worldviews would prevent the contribution of capacities that each brings to an Integral design.

Each of these developmental levels has its own patterns of worldviews, values, healthy expressions and unhealthy resistances to supporting learning sustainability or well being as shown in Table 1. An Integral developer would recognize the value of each level because he/she would access appropriate: systematic structures and **protocols**; proactive, rational, scientific, prosperous **productivity**; egalitarian, caring, inclusive, relational **people**; and complex, systemic, adaptive, interactive, flexible, design **processes**. In doing so he/she would capitalize on the healthy expressions of sustainability and prevent and/or overcome the unhealthy resistances.



Figure 4: Levels of Development in Four Quadrants

Table 1: Summary of Value of Community Learning in Key Worldviews <sup>6</sup>

Worldview	Value of Community Learning?	Healthy Expression	Unhealthy Resistances
<b>Traditional</b>	<ul style="list-style-type: none"> <li>Lack of personal and group discipline and order will disrupt community well being and affect people we know and care about including children and grandchildren.</li> <li>We have a responsibility to care for our community and the world we'll leave our children</li> </ul>	<ul style="list-style-type: none"> <li>Define learning structures.</li> <li>Stabilize and order learning resources.</li> <li>Uphold family values.</li> <li>Recognize greater good.</li> <li>Belonging is important to good learning.</li> <li>Responsible and well organized learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Rigid inflexible learning content and delivery.</li> <li>Excessive control.</li> <li>Overly bureaucratic.</li> <li>Inflexible policies.</li> </ul>
<b>Modern</b>	<ul style="list-style-type: none"> <li>We can master the technical challenges of community operation and even environmental damage.</li> <li>There is a competitive advantage and opportunities in managing</li> </ul>	<ul style="list-style-type: none"> <li>Enhance living through intentional learning, planning and technology.</li> <li>Dedicated to learning success.</li> </ul>	<ul style="list-style-type: none"> <li>Aggressive competition for limited resources.</li> <li>Political gamesmanship.</li> <li>Over focus on importance of</li> </ul>

<sup>6</sup> Adapted from Brown, B. (2005) Theory and Practice of Integral Sustainable Development – An Overview, part 2: Values, Developmental Levels and Natural Design, AQAL Journal, Spring 2005, Vol. 1, No. 2



	<p>our community affairs effectively. Others value and want the success factors that can bring</p> <ul style="list-style-type: none"> <li>• We can prevent damage to our communities by making decisions that help us manage resources, population and even global warming.</li> <li>• It's rational to care for community, people, economy and the environment.</li> <li>• We can influence policy development.</li> <li>• We can minimize future risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Logical policies and development result from effective learning.</li> <li>• Develop and use best practices for efficient learning.</li> </ul>	<p>materialism, consumerism, individual focus.</p>
<b>Postmodern</b>	<ul style="list-style-type: none"> <li>• Consider how our actions will affect 7 generations from now.</li> <li>• Community partnerships make sense to solve problems together.</li> <li>• We have a responsibility to the community, and each other.</li> <li>• We owe the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the value of social responsibility.</li> <li>• Create better lives for each other by learning about self and others.</li> <li>• Honour a big picture view in our learning.</li> <li>• Include everyone's voice.</li> <li>• We learn to be environmentally tolerant and sensitive.</li> <li>• We support consensus and community.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Incapacity to reach decisions for effective learning.</li> <li>• Interminable processing.</li> <li>• Extreme pluralism.</li> <li>• Over-romanticism.</li> <li>• Ignore need for productive results from learning process</li> </ul>
<b>Integral</b>	<ul style="list-style-type: none"> <li>• Aligned with the deep motivations of each community stakeholder.</li> <li>• Appropriate to exterior and internal systems.</li> <li>• Able to change as stakeholders and systems change.</li> <li>• Recognize all approaches to community learning contribute something valuable to community well being.</li> <li>• We can design an approach that recognizes capacities, values, flows, life conditions.</li> <li>• One size does not fit all.</li> <li>• Integrate all approaches so sum is greater than the parts.</li> <li>• Recognize interconnectivity of the whole system.</li> <li>• Recognize the system of systems.</li> <li>• Consider all truths are partially right.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance awareness.</li> <li>• Consult integral views</li> <li>• Learn and work as an integral advisory team.</li> <li>• Recognize and integrate different experts and expertise in our learning context, content and delivery.</li> <li>• Learn how to learn.</li> <li>• See the natural patterns in all living and learning systems at different scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Global views need local understanding.</li> <li>• It is a challenge to translate into and from all of the other worldviews.</li> </ul>

### Why use the Integral Framework in Local Development and Monitoring?<sup>7</sup>

When a developer, governance authority, or elected official makes a promise to citizens, he/she relies on others (the local municipal manager, officials and technical and

<sup>7</sup> Per personal email and CV from Brian Eddy, September, 2005



administrative staff) to implement the promise. Often with the greatest commitment and resources available, goals do not turn into the intended results.

Integral Geographer, Brian Eddy's research has shown how people 'think' about regions and places, and what we 'say' about them (i.e. whether things are good, bad, or otherwise) - depends in part, on what 'boundaries' we use to define them - both physically in the exterior world, conceptually in our mental models, and existentially in our values, worldviews and projections of reality. Eddy's research suggests that many sustainability and development issues are a continuation of 'boundary-conflicts' among projections of various levels of consciousness and cultural development. Eddy notes that, "These cognitive and existential boundary conflicts manifest in the exterior world in a variety of complex ways - so much so that only an integral approach can begin to adequately address issues of sustainability with development in geopolitical contexts at different scales of interaction." This important insight, combined with 20 years professional experience in working with a vast array of geoinformation, allows Eddy to assess well being, sustainability and development on regional to global scales.

The importance of our regions in providing the context for Community Learning cannot be underestimated. The underlying natural capacities of the regions provide the capital and income resources that support our learning processes and directions. As we learn we gain new lenses to see our regions, so that by growing intellectual capital we grow capacity for the whole region and all the communities in it.

### **The Learning Monitoring-Policy Cycle**<sup>8</sup>

The diagram in Figure 5 illustrates the connection between community learning, monitoring and policy development (monitoring-policy cycle) on the basis of the Integral framework. The value of learning to a community can be mapped in both the quadrants and the levels of development. This can contribute to effective design of learning curriculum and efficient application of resources to sustain and continue the learning.

Policy, strategy or planning, gives rise to management and organizational structures, infrastructures and service provision (1), all of which have a positive or negative impact on the economy, environment, culture, social structure as well as on world views and behaviours of people. These can be measured with a variety of methods through quantitative and qualitative measurements and converted into indicators using appropriate frameworks.

At the same time in order to evaluate and benchmark local development it will be necessary to measure also the effectiveness and efficiency of service provision, management structures, policies etc against objectives and outcomes (performance indicators, outcome mapping, etc. (2).

Given the complexity of the measured reality and the large number of possible economic, environmental, socio-cultural indicators at community level (2), a limited number of key- or meta-indicators (3) have to be developed and chosen as well as internal and external benchmarks (4). From these meta-indicators we can develop a Vital Signs Monitor and the results from benchmarking, policy recommendation can be drawn up (5).

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<sup>8</sup> This section is adapted from private communication with Barrett Brown and Bettina Geiken, September, 2005

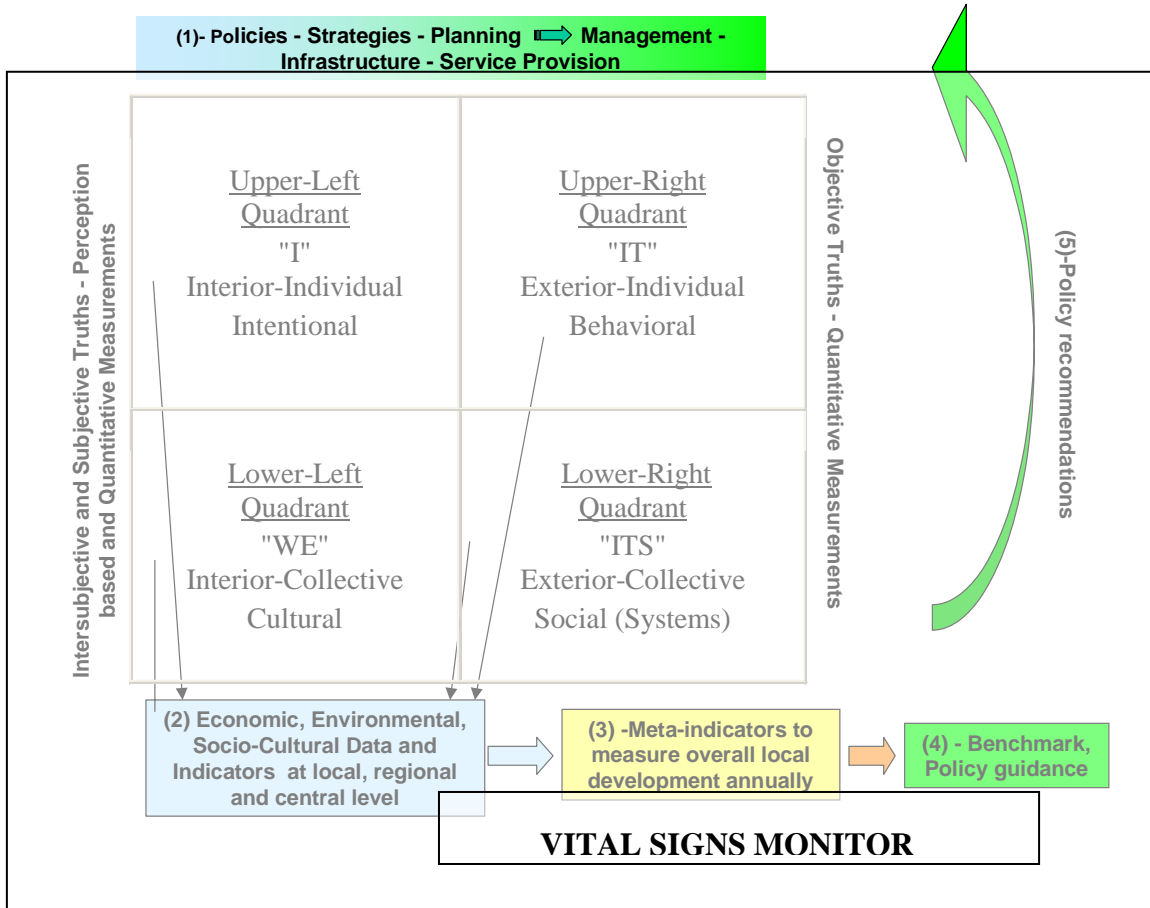


As outlined above the use of the integral approach would ideally give rise to **indicators, benchmarks and policy recommendations** that point to a more integral view of the progress being made in community learning.

This comprehensive information on the state of community development would facilitate trend analysis and make the interconnectedness tangible for the different economic, socio-cultural and environmental phenomena arising from the implementation of sectoral policies.



**Figure 5: Integral Development of Vital Signs Monitors, Monitoring and Policy Cycle**





## Appendix B: Integral Scorecard as Vital Signs Monitor <sup>9</sup>

The Integral Scorecard tracks the achievement of target indicators corresponding to levels of emerging capacity/complexity and becomes the basis of the community's Vital Signs Monitor.

Users of the Integral Scorecard collect data from existing databases and/or self-assess against standards and best practices. In the process users learn and understand the standards they are meeting. The standards and practices can be related to the four community learning levels discussed above: Traditional, Modern, Post-modern and Integral.

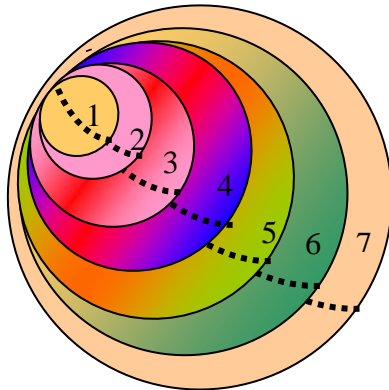
### Technical Implementation

The Integral Scorecard can be implemented as a web portal delivered through a web browser.

The Integral Scorecard provides a knowledge base for storing and retrieving measures and interventions for each quadrant that can be used on-the-job, when needed.

An overview of community/municipal indicators (such as those in Figure 6) can be seen in Figure 7 below.

**Figure 6: Integrally Nested Indicators**



1. **Individual**
2. **Family**
3. **Workplace / Healthcare Systems / Education Systems**
4. **Neighbourhood**
5. **Municipality**
6. **Urban Complex**
7. **Bio-Region**

Progress of compliance and strategy execution for a community can be seen at a glance in a traffic light display (see Figure 7 and 8).

<sup>9</sup> Excerpt from Fourman, M., Hamilton, M., Trevino, S., (2005) *Integral Scorecard for Compliance and Strategy Execution Through Organizational Resilience*



Figure 7: Community/Municipal Integral Scorecard Overview

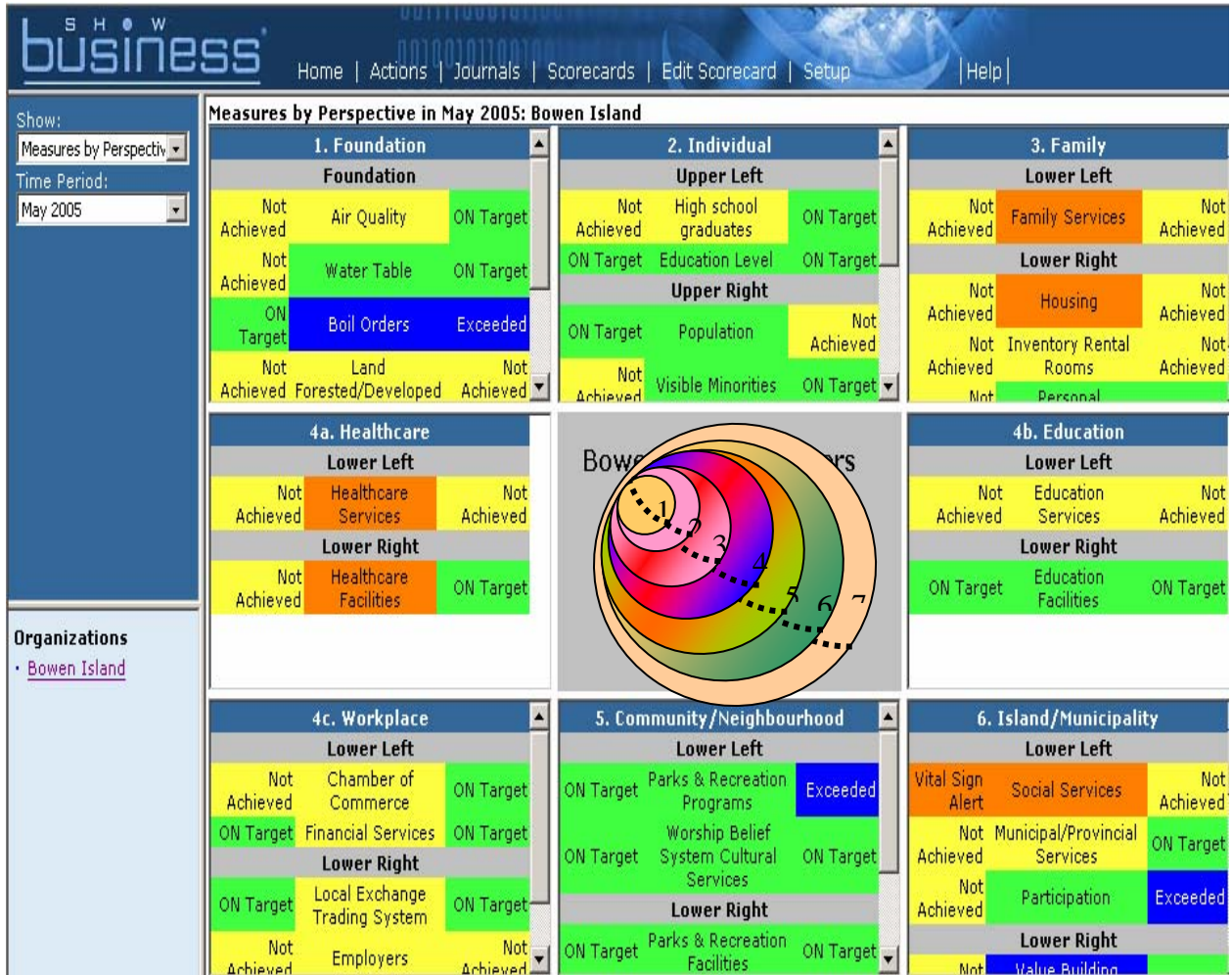


Figure 8: Community/Municipal Integral Scorecard Detailed Indicators

Measures by Time Actual: Bowen Island						
Perspective - CSF - Measure	Jan 2005	Feb 2005	Mar 2005	Apr 2005	May 2005	Jun 2005
<b>1. Foundation</b>						
<b>Foundation</b>						
Air Quality	No Target	Vital Sign Alert	Not Achieved	Not Achieved	Not Achieved	ON Target
Water Table	No Target	No Target	Not Achieved	Not Achieved	ON Target	ON Target
Boil Orders	No Target	Not Achieved	Not Achieved	ON Target	Exceeded	Exceeded
Land Forested/Developed	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Diverse Species	No Target	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Energy	No Target	Not Achieved	Not Achieved	ON Target	ON Target	ON Target
Green Energy	No Target	Not Achieved	Vital Sign Alert	Not Achieved	ON Target	Not Achieved
<b>2. Individual</b>						
<b>Upper Left</b>						
High school graduates	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	ON Target
Education Level	No Target	ON Target	ON Target	ON Target	ON Target	ON Target
<b>Upper Right</b>						
Population	No Target	Not Achieved	Not Achieved	ON Target	ON Target	Not Achieved
Visible Minorities	No Target	No Target	Not Achieved	Not Achieved	ON Target	ON Target
Income	No Target	Not Achieved	Not Achieved	ON Target	ON Target	ON Target
Exercise	No Target	Not Achieved	ON Target	ON Target	ON Target	Exceeded
Unemployment	No Target	Not Achieved	Not Achieved	ON Target	ON Target	Exceeded
Employment	No Target	Not Achieved	Not Achieved	Not Achieved	ON Target	ON Target
Unpaid Child & Eldercare	No Target	ON Target	ON Target	ON Target	ON Target	ON Target
Crime	No Target	Not Achieved	ON Target	ON Target	Not Achieved	Vital Sign Alert
Crime	No Target	Not Achieved	ON Target	ON Target	Not Achieved	Vital Sign Alert
<b>3. Family</b>						
<b>Lower Left</b>						
Family Services	No Target	Not Achieved	Not Achieved	Not Achieved	Vital Sign Alert	Not Achieved
<b>Lower Right</b>						
Housing	No Target	No Target	No Target	Not Achieved	Vital Sign Alert	Not Achieved
Inventory Rental Rooms	ON Target	ON Target	ON Target	Not Achieved	Not Achieved	Not Achieved
Personal Transportation	No Target	No Target	Not Achieved	Not Achieved	ON Target	ON Target
<b>4a. Healthcare</b>						
<b>Lower Left</b>						
Healthcare Services	No Target	No Target	Not Achieved	Not Achieved	Vital Sign Alert	Not Achieved
<b>Lower Right</b>						
Healthcare Facilities	ON Target	ON Target	ON Target	Not Achieved	Vital Sign Alert	ON Target
<b>4b. Education</b>						
<b>Lower Left</b>						
Education Services	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Not Achieved
<b>Lower Right</b>						
Education Facilities	ON Target	ON Target	ON Target	ON Target	ON Target	ON Target
<b>4c. Workplace</b>						
<b>Lower Left</b>						
Chamber of Commerce	No Target	No Target	No Target	Not Achieved	Not Achieved	ON Target
Financial Services	No Target	Not Achieved	ON Target	ON Target	Not Achieved	ON Target
<b>Lower Right</b>						
Local Exchange Trading System	No Target	Not Achieved	Not Achieved	ON Target	Not Achieved	ON Target
Employers	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Financial Facilities	No Target	Vital Sign Alert	Not Achieved	Not Achieved	Not Achieved	Not Achieved



Employers	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Financial Facilities	No Target	Vital Sign Alert	Not Achieved	Not Achieved	Not Achieved	Not Achieved
<b>5. Community/Neighbourhood</b>						
<b>Lower Left</b>						
Parks & Recreation Programs	No Target	Not Achieved	Not Achieved	ON Target	ON Target	Exceeded
Worship/Belief System/Cultural Services	No Target	ON Target	ON Target	ON Target	ON Target	ON Target
<b>Lower Right</b>						
Parks & Recreation Facilities	No Target	Not Achieved	Not Achieved	ON Target	ON Target	ON Target
Recreational Trail	No Target	No Target	No Target	Not Achieved	Not Achieved	Not Achieved
Worship/Belief System/Cultural Facilities	No Target	Not Achieved	Not Achieved	Not Achieved	ON Target	ON Target
<b>6. Island/Municipality</b>						
<b>Lower Left</b>						
Social Services	No Target	Not Achieved	Vital Sign Alert	Vital Sign Alert	Vital Sign Alert	Not Achieved
Municipal/Provincial Services	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved	ON Target
Participation	No Target	Not Achieved	ON Target	Not Achieved	ON Target	Exceeded
<b>Lower Right</b>						
Value Building Permits	No Target	No Target	No Target	Not Achieved	Exceeded	ON Target
Ferry Use	No Target	ON Target	Not Achieved	ON Target	Not Achieved	Vital Sign Alert
Road to Population Ratio	No Target	No Target	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Vehicle to Road ratio	No Target	Vital Sign Alert	Not Achieved	Not Achieved	Not Achieved	Vital Sign Alert
Telecommunications	No Target	Vital Sign Alert	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Commercial Space	No Target	Not Achieved	Not Achieved	ON Target	ON Target	Not Achieved
Active Farms	No Target	ON Target	ON Target	ON Target	Not Achieved	Not Achieved
Housing Sales	No Target	Not Achieved	Not Achieved	ON Target	ON Target	Exceeded
Security - Crime	No Target	ON Target	ON Target	Not Achieved	Not Achieved	Vital Sign Alert
Security - Fire	No Target	ON Target	ON Target	Not Achieved	Not Achieved	Not Achieved
Security - Other	No Target	ON Target	ON Target	ON Target	Not Achieved	Not Achieved
Waste Management	No Target	Not Achieved	ON Target	Not Achieved	Not Achieved	Vital Sign Alert
<b>Perspective - CSF - Measure</b>	Jan 2005	Feb 2005	Mar 2005	Apr 2005	May 2005	Jun 2005

A personal view shows any community manager everything they are accountable for – measures, outcomes and actions.

A journaling feature ensures that there is an audit trail for key compliance and strategy execution decisions.

Charts show progress of key measures to track community learning and progress.



