

HOW TO HUB: COMMUNITY HUB DEVELOPMENT TOOLKIT

A practical guide to support residents in navigating
the initial stages of a community hub initiative



HOW TO HUB: COMMUNITY HUB DEVELOPMENT TOOLKIT

**A practical guide to support residents in navigating
the initial stages of a community hub initiative**

About the SPACE Coalition

The SPACE (Saving Public Access to Community space Everywhere) Coalition is a strategic outreach and action research coalition, composed of diverse community organizations and networks from across Ontario committed to improving access to public space. The SPACE Coalition advocates for affordable, accessible and equitable access to public space that is welcoming to all residents.

To learn more about the SPACE Coalition, visit spacecoalition.ca

About Social Planning Toronto

Social Planning Toronto is a non-profit, charitable community organization that works to improve equity, social justice and quality of life in Toronto through community capacity building, community education and advocacy, policy research and analysis, and social reporting. Social Planning Toronto is committed to building a “Civic Society,” one in which diversity, equity, social and economic justice, interdependence and active civic participation are central to all aspects of our lives — in our families, neighbourhoods, voluntary and recreational activities and in our politics.

To learn more about Social Planning Toronto, visit socialplanningtoronto.org

How to Hub: Community Hub Development Toolkit

A practical guide to support residents, parents and community allies in navigating the early stages of a community hub initiative

© Social Planning Toronto
ISBN: 978-1-894-199-49-0

Published in Toronto
February, 2019

Social Planning Toronto
2 Carlton St., Suite 1001
Toronto, ON M5B 1J3

The electronic version of this toolkit is available at
spacecoalition.ca/hub-toolkit or socialplanningtoronto.org/hub-toolkit

.

ACKNOWLEDGEMENTS

Researched and written by Sharma Queiser, Social Planning Toronto

Many thanks to SPACE Coalition members:

- Chiara Padovani, North York Harvest Food Bank;
- Del Milbrandt, Campaign for Public Education;
- Heather Mitchell, Toronto Sports Council;
- Jeff Carmichael, Toronto Sports Council;
- John Ryerson;
- Julie Charlebois, Toronto Public Health;
- Kalaichelvy Atputhalingam;
- Lynn Manning, Girl Guides of Canada - Ontario Council;
- Mary Hynes, Older Women's Network;
- Robyn Peterson;
- Samantha Wright, North York Harvest Food Bank;
- Sharma Queiser, Social Planning Toronto;
- Sophia Ali, Family Service Toronto; and
- Susan Fletcher, Applegrove Community Complex.

Our further thanks to everyone who shared their stories:

- Amra Munawar, Ann McRae and the Rexdale Community Hub
- Cutty Duncan and the Pop-Up Infrastructure collaborative;
- Michelle Francis and the Community Action Planning Group (CAPG); and
- Steve Whitaker and the Sports, Wellness and Achievement Network (SWAN).

Thank you to everyone who participated in the “How to Hub: Community Hub Development Forum” on September 29, 2018 and provided feedback on this toolkit. Much appreciation goes to Beth Wilson for her thoughtful comments on this toolkit and to Kirstyn Motyliwski for helping to compile resources.

Community hubs are situated on Indigenous land and Dish with One Spoon territory. This is the traditional territory of the Haudenosaunee Confederacy, the Wendat, and the Mississaugas of the New Credit First Nation. The SPACE Coalition gratefully acknowledges these Indigenous nations for their guardianship of this land. To learn more about the importance of land acknowledgements, check out this article entitled “[What are land acknowledgements and why do they matter](#)” by Indigenous writer Selena Mills. For more information about treaties, including a map of Ontario treaties visit [Treaties](#) on the Government of Ontario website. You can also read about the [Truth and Reconciliation Commission of Canada](#) to learn about the injustices faced by Indigenous communities in Canada.

We wish to extend our gratitude to the City of Toronto — Community Projects and Events for providing financial support for this project. Social Planning Toronto would like to acknowledge the ongoing support of its key funders, the City of Toronto and United Way Greater Toronto.



ABOUT THIS TOOLKIT

The “How to Hub: Community Hub Development Toolkit” is a practical guide to support residents, parents and community allies in advocating for a community hub in their neighbourhood. This toolkit offers introductory information on a range of topics relevant to groups that are in the initial stages of developing a community hub or who would like more information before beginning their journey.

According to [CommunityHubsOntario](#), there are five stages to developing a hub:

1. Develop Your Vision
2. Assess Your Community
3. Make a Plan
4. Build Your Hub
5. Sustain and Operate Your Hub¹

This toolkit is a compilation of information and resources for those in the first two stages of the hub development process.

Throughout the toolkit, there are:

- [orange links to related sections in this document and to definitions in the glossary of terms](#),
- [blue links to websites](#) and online documents containing more information, and
- footnotes to reference where information came from.

Please note that the electronic version of this toolkit and an internet connection is needed to access the links to external websites. The electronic version is available at spacecoalition.com/hub-toolkit or socialplanningtoronto.org/hub-toolkit.

Helpful hints and samples of commonly used tools are also included to support you in developing your capacity to organize, engage and sustain your project.

It is important to remember that you may not follow the steps outlined in this toolkit in a chronological order. Depending on the unique situation of your group, you may find yourself returning to different sections at various stages in your initiative.

While this toolkit is geared towards those interested in community hubs, many of the learnings will be relevant to people working on other community development initiatives.

¹ CommunityHubsOntario, n.d.-a

TABLE OF CONTENTS

Acknowledgements.....	i
About This Toolkit	iii
Section 1: Introduction to Community Hubs	1
Section 2: Developing and Delivering Your Vision	3
Section 3: Connecting with Partners.....	8
Section 4: Assessing Your Community	18
Section 5: Getting Resources	23
Section 6: Case Studies	28
Section 7: Other Important Resources	37
Section 8: Glossary of Terms.....	40
References	44
Appendix A: Sample Terms of Reference	46
Appendix B: Sample Agenda	48
Appendix C: Sample Sign-In Sheet	49
Appendix D: Sample Meeting Notes	50
Appendix E: Sample Letter of Support.....	52
Appendix F: Memorandum of Understanding (MOU)	53

SECTION 1:

INTRODUCTION TO COMMUNITY HUBS

Why a Community Hub?

The SPACE Coalition believes that a **community hub** is a central point where residents can access a range of services, programs, and/or activities offered by diverse organizations, community groups or individuals depending on the needs of the community. It is a conveniently located space that is recognized and valued by local residents.

Community hubs come in many different shapes and sizes and no two are the same. A community hub may be a repurposed school, a health centre, a place of worship, or even a network with no physical location. They have different funding models, governance structures and may offer a wide-array of programs. Each hub reflects the residents it serves and is shaped by their needs and concerns.

As suburban and rural neighbourhoods are often challenged by a lack of local services, community hubs are growing in popularity as a way to provide a “one-stop shop” to address local needs. Research has found that community hubs offer improved program coordination through service collaboration, cross-referrals and sharing resources.² Through co-location and collaboration of tenant organizations, community hubs allow for improved service delivery models and cross-learning.

Community hubs are places where residents, parents and community members come together to explore new ideas, build creative solutions and develop relationships. They play a vital role in building community cohesion, wellbeing and vibrancy.

Ontario’s Community Hub Secretariat

Residents and organizations alike have long valued the benefit of community hubs. The United Way, Community Health Centres, and others have been maximizing the hub model in their initiatives. However, institutional barriers make it difficult for hubs to be developed and sustained.

In March 2015, former Ontario Premier Kathleen Wynne appointed Karen Pitre to be the Special Advisor to the Premier on Community Hubs and chair a Community Hubs Framework Advisory Group. This initiative served to identify provincial barriers to developing a community hub and to provide recommendations for reducing those barriers and supporting community hub development.³ For many communities, it signaled the Province’s recognition that there

² Dyson, 2011

³ CommunityHubsOntario, n.d.-b

were numerous institutional and structural barriers to developing and sustaining a community hub.

In August 2015, Karen Pitre and the advisory committee released [Community Hubs in Ontario: A Strategic Framework and Action Plan](#) which included 27 recommendations to foster hub development in Ontario. The [one-year](#) and [two-year](#) progress reports outline what advancements have been made to address institutional barriers.

The SPACE Coalition and Community Hubs

In 2000, the SPACE Coalition formed in response to the implementation of new provincial funding formula policies that caused school boards to dramatically increase the fees they charged community groups for the use of school space. With research support from Social Planning Toronto, SPACE conducted projects in 2005, 2007 and 2009 which further demonstrated the impact of the Province's Community Use of Space (CUS) funding, policy and program. In 2009, the SPACE Coalition expanded its mandate to include access to municipal space, such as community centres.

In 2013, SPACE and Social Planning Toronto released a report entitled [Public space for public use: A review of community access to school and municipal facilities](#) which highlighted the importance of community hubs and the regulatory barriers that prevent their development.⁴ The SPACE Coalition has long recognized that community hubs play a key role in supporting local access to public space.

⁴ Queiser, 2013

SECTION 2:

DEVELOPING AND DELIVERING YOUR VISION

Introduction

Community visioning is the process of developing a [consensus](#) about what the future of the community should look like and what steps are needed to achieve that vision. For a project to be successful, the vision must not only reflect the goals of the core group involved, it must resonate with other stakeholders.

In the context of developing a community hub, the visioning process includes discussing what a hub could mean for the community. A visioning process often results in both a [vision statement](#) and a [mission statement](#) that anchor all subsequent work. During this phase, it is important to take the time needed to develop a clear vision that can guide your project to completion.

“Visioning is the act of imagining the future.”

— Maine State Planning Office, 2003

Community Visioning Process

Many people in your community may have great ideas when it comes to service provision and access to community space. So how do you merge all of these ideas to create a shared vision? This involves a visioning process. A visioning process, described below, can be led by a paid facilitator or a local champion or leader. [Section 3: Connecting with Partners](#) describes some common characteristics that allow for strong, trust-based working relationships that an effective [facilitator](#) will help to nurture.

Step 1: Get the right people together

All key [stakeholders](#) should participate in the visioning process. Key people are the ones who are active and engaged in the community. They know the community well and are committed to its advancement. They are from all walks of life — different age groups and genders, large and small businesses, different cultural backgrounds, different faith groups and may speak

different languages. When it comes to visioning, diversity is essential. A diverse range of opinions will create a stronger, better vision than one developed from a narrower audience.⁵

Step 2: Brainstorm various visions

Once you have the right mix of people together, you will need to brainstorm ideas. The brainstorming process involves having an open conversation about everyone's different hopes and dreams for the community. It should be structured in a way that maximizes opportunities for general discussion and does not let any one person monopolize the conversation. For more information on facilitation techniques to help with this see [Facilitation for Meetings and Workshops by Seeds for Change](#).

Some questions to stimulate discussion may include:

- What would our ideal community look like in 10 to 20 years? Be specific.
- What problem does a community hub seek to solve?
- Why do you believe this problem needs to be addressed?
- Does this problem matter to other people?
- What is your dream for our community?
- How would things be different if your dream came true?
- What are the strengths of our community?
- How could a community hub build on these strengths?

For more questions to ask during the visioning process, check out this blog article "[14 Questions to ask when facilitating an organizational vision](#)" by Suzanne Hawkes, a well-known management consultant, trainer and facilitator.

When your group is brainstorming ideas for the vision, it is important that the facilitator engages in active and attentive listening (described further in [Listen Actively](#) in Section 3: Connecting with Partners). The facilitator will need to have a comprehensive understanding of participants' ideas and their meaning in order to identify commonalities.

⁵ Maine State Planning Office, 2003



HELPFUL HINT:

During this process, it is likely that participants will present great ideas that are not directly related to developing a vision (i.e. ideas for how to achieve the vision). The facilitator should save those suggestions in an “[idea parking lot](#)” to return to during a future conversation when it is more relevant.

Step 3: Build consensus and establish goals

Now that you’ve come up with many great ideas, it is time to focus in on a few. Engage participants in an exercise that will allow you to build agreement on two or three goals. This can be a difficult process because it requires your vision to meet the needs and interests of many people with various perspectives. For more information on how to reach a general agreement, see [Making Decisions and Building Consensus](#) in Section 3: Connecting with Partners.

Tamarack Institute has developed the [Refining Your Ideas tool](#) to help groups clarify their ideas.

Artscape’s Creative Placemaking Toolkit also has helpful information to guide you through [developing your project vision](#).

Step 4: Prepare a vision statement

The final step is to write a vision statement. A vision statement is one sentence that clearly describes the long-term change that will result from a group’s work or project. The vision statement focuses on the what, not the how. It is sometimes helpful for a small group of people to work on this separately and bring their suggestions back to the group. Choosing the right words can be time-consuming and more difficult if you try to do it with many people.

Whether or not you also develop a mission statement during this process, it is important to know the difference between the two. While a vision statement focuses on what change you hope to bring about, a mission statement describes the purpose of the group or organization. Simply put, the vision is about the future and the mission is about the present.

Here are some examples of vision and mission statements of community hubs in Toronto and Ontario. As you review these statements, consider what you like about it and what stands out for you.

The Central Etobicoke Hub Working Group

Vision: To create a community-based and community-led hub offering multiple services and programs, including community gathering space, that meet the needs of youth and seniors, families and singles living and/or working in central Etobicoke, enabling them to become fully engaged, healthy, socially included, and participating members of the community.⁶

Mission: to serve as a single collective voice for the common vision of developing a community-based and community-led hub in central Etobicoke.

Our Kids Network

Vision: All children thrive

Mission: Healthy development, security and safety of all children, youth and families through collective action.⁷

Langs

Vision: Changed lives, healthy communities.

Mission: Langs is committed to ensuring that every person in our neighbourhoods will have a place to call home for health, wellness and community support.⁸

WoodGreen Community Services

Vision: A Toronto where everyone has the opportunity to thrive.

Mission: WoodGreen Community Services enhances self-sufficiency, promotes well-being and reduces poverty through innovative solutions to critical social needs.⁹

For more examples of vision statements, visit TopNonprofits' [30 Example Vision Statements](#).



HELPFUL HINT:

Continue to articulate your shared vision as you move through the other steps of your project. This is your group's anchor and you should always find yourself returning to it.

⁶ Central Etobicoke Hub Working Group, 2018

⁷ Mulligan, 2010

⁸ Langs, n.d.

⁹ Woodgreen, n.d.

Delivering Your Message

How you deliver your message is just as important as the message itself. Being able to pitch your vision and idea to others will be a key component to ensuring your success. It will allow your group to stay rooted to a common goal, get others on board, and secure resources.

Delivering your message is about more than just repeating your vision, it is about telling your story and communicating the change you want to make.

Here are some tools to help you in this process:

- [Six Simple Tips for Communicating About Impact](#) by the Ontario Nonprofit Network
- [Elevator Pitch \(activity\)](#) by the Atlantic Centre of Excellence for Women's Health
- [Telling Your Public Story: Self, Us, Now \(Worksheet\)](#) by Marshall Ganz

SECTION 3: CONNECTING WITH PARTNERS

Introduction

Communities are diverse. They are composed of people from various backgrounds and with skills in different areas. When these capabilities are combined and people work together, great things are built and your efforts are maximized.

Developing a community hub takes the collective drive and effort of many people. And that requires strong, healthy, trust-based relationships. Working with partners isn't always easy but what can be accomplished is limitless. Teamwork is a powerful force that can do something greater than one individual could ever achieve alone.

In this section, you'll learn how to identify **allies**, some important techniques for fostering healthy relationships, and how to organize a group and have an effective meeting. During this process you will also apply the skills you've learned to effectively deliver your message.

Building Relationships

Start with the People You Already Know

The best place to start is with your existing relationships and connections. You probably know more people in your community than you realize; you just have to think outside the box.

Look around and ask yourself some of the following questions:

- Who else would have an interest in a hub being developed in your community?
- What help do you need to get your idea off the ground? Who do you know with those skills?
- How can you leverage connections in unexpected ways? Do you have a neighbour who knows everyone from walking her dog every day? Do you know any local shop owners who could connect you with the Business Improvement Association (BIA)?

Go for Community Walks

Walking through your neighbourhood is a simple way to identify potential partners and learn more about your community.

Go for a walk and ask yourself the following questions:

- Who is on the street?
- What are people doing?
- Are there things that surprise you?
- What raises your curiosity?
- What creates concern or questions?
- Is there anything that catches your attention and makes you want to ask more questions or get more information?

While walking, take notes or take pictures so that you can remember the answers to these questions. After your walk, go through the pictures or notes and try to identify potential allies, needs, and locations.

Were there any social or cultural “hot spots”? What about places that are easily accessible from all parts of the neighbourhood?

Did you notice anything that needs to be improved? How could a community hub help improve it?

What are the strengths of the neighbourhood? What works well and how could a community hub boost those assets?

Other places to look for partners

- At community meetings, events or festivals
- At your public library, school or community centre
- In a neighbourhood/community newspaper
- At nearby colleges and universities
- Through existing community groups, faith communities or sports organizations
- Online through social media groups, the [Community Hubs Ontario connection portal](#) or a [Community Innovation Hub](#)
- Browse services by postal code on the [211 Central](#) website

**HELPFUL HINT:**

Be creative in this process and maximize the outlets available to you. For example, if there is a community event but you can't attend, ask if there is another group willing to display your literature there. Look for places where there is a lot of traffic.

**HELPFUL HINT:**

Start compiling a contact list right away. At events and meetings, ask people to provide their email and/or phone number to stay up-to-date on your work. This can come in handy down the road when you are promoting your event or project. But remember, you need their permission to contact them. You may want to consider reading up on [Canada's Anti-Spam Law](#).

Engage with Elected Officials

Your area's elected officials could be your greatest allies in advocating for a community hub. A new hub in their riding during their term in office could mean a lot of good publicity with their constituents. Be sure to carefully consider when the best moment is to meet with your elected officials. You want to make sure you have done your homework before the meeting so you can make a strong case.

Find out who your elected officials are and how to contact them:

- [Search for your Toronto City Councillor](#) (municipal)
- [Search for your Member of Provincial Parliament \(MPP\)](#) (provincial)
- [Search for your Member of Parliament \(MP\)](#) (federal)

Resources on scheduling a meeting with an elected official:

- [How to Communicate with Your City Councillor](#) by the Toronto Youth Food Policy Council
- [Meet with Your MPP](#) by the Canadian Mental Health Association
- [Tips for meeting with your MPs](#) by Imagine Canada

[Ontario for All](#) also has a series of resources to support non-profits in taking action in a nonpartisan way.

Working Together

You've learned a little more about your neighbourhood and you've recruited some allies to help you get your idea off the ground. Now what?

You'll need to do a lot of work, *together*. You'll probably want to develop a work plan that includes a process for getting through the rest of the work that is outlined in this toolkit. Maybe you'll want to continue recruiting other residents. Whatever you decide needs to be done, you need to do it together. Here are some resources to support your multidisciplinary team.

Build Strong, Trust-Based Working Relationships

A key component to building strong groups is having healthy relationships that anchor the community. When working on a group project, like advocating for a hub, strong working relationships are essential. Not only are they needed to get anything done, they also make the job more enjoyable and everyone more productive.

There are several characteristics that make up strong working relationships:

Equity, Diversity and Inclusion: As you know, every person is unique. They come to the table with their own identity, lived experiences and values. Respect for diversity involves appreciating individual and cultural differences, both visible and non-visible. Similarly, equity is about accommodating different needs and removing barriers to more equally distribute opportunities for participation. To start learning more on this very important topic, read this article on "[Why Diversity, Equity and Inclusion Matter](#)".

Trust: Trust is about having confidence in a person, in their opinion, and their ability, and it is the foundation of every good relationship. When you have a relationship built on trust, it will help you work more efficiently and effectively and communicate honestly.

Mutual Respect: It is important that you both receive and give respect in your working relationships. When you respect someone, it means you value their input and ideas and it allows you to think more creatively together.

Mindfulness: Being mindful means that you are aware of something. It involves being aware of your actions, your words, and what's going on around you. When you practice mindfulness, you are able to be more attentive to those around you.

Open Communication: When the above attributes are in place, open communication will come more easily. You will feel able to share your own opinions and ideas without fear of judgement, and so will those around you. Whether you are communicating verbally, through email or via text message, take the time to choose the words that allow you to be respectful and caring and accurately reflect what you want to express.

For more information on building partnerships, check out these 6 tips from Parks People in their blog article "[Creating Community Partnerships that Work](#)".

Listen Actively

No matter your role within a group, a key to building strong relationships is active listening. This means listening with intent, curiosity and openness. By becoming a better listener, you can improve your productivity, as well as your ability to influence, persuade and negotiate. You'll also be able to manage conflict and avoid misunderstandings.

Active listening is a popular technique which involves listening with all your senses. It is about paying full attention to the speaker and showing the speaker that you are paying attention through verbal and non-verbal cues.¹⁰ This may include maintaining eye contact, nodding your head and smiling, agreeing by saying 'yes', paraphrasing and encouraging them to continue.

Active listening benefits both the speaker and the listener. It gives the speaker the encouragement to continue talking, and it helps the listener to understand and engage with the speaker. This is all fundamental to building a strong relationship through conversation and respect.

Paraphrasing is one of the most important techniques for active listening. Paraphrasing means that you repeat what the speaker said in your own words. It is very helpful because it gives you the opportunity to show you are listening and that you understand what the person is speaking about. It also ensures that your interpretation is accurate.

[Watch this video](#) by Optimal Lifestyle to find out more about active listening and five easy steps to start doing it now.

Make Decisions and Build Consensus

When working in and with a group, you will constantly have to make group decisions on a wide-range of issues. How you come to those decisions is an important factor to consider.

Below are four common models of decision-making, listed from less concentration of decision-making power to more. Each model has value and can be appropriate depending on the goals of the group.¹¹

- **Consensus:** No decision-maker blocks a resolution / idea from going forward, but no decision-maker has to agree with it.
Examples can be seen in workplace collectives, social groups, and groupings.

¹⁰ Skills You Need, n.d.

¹¹ St. Stephen's Community House, 2018

- **Majority:** 50% plus one, two-thirds, etc.
Examples: legislatures and congresses, boards of directors, in the justice system, and competitions.
- **Minority:** Small group within larger group makes decision.
Examples: sub-committees, task and working groups, and executives of boards.
- **Hierarchy, command:** Superior(s) makes the decision.
Examples: in the justice system, boards of directors, workplace supervision

Consider the following questions when you are choosing a decision-making model:

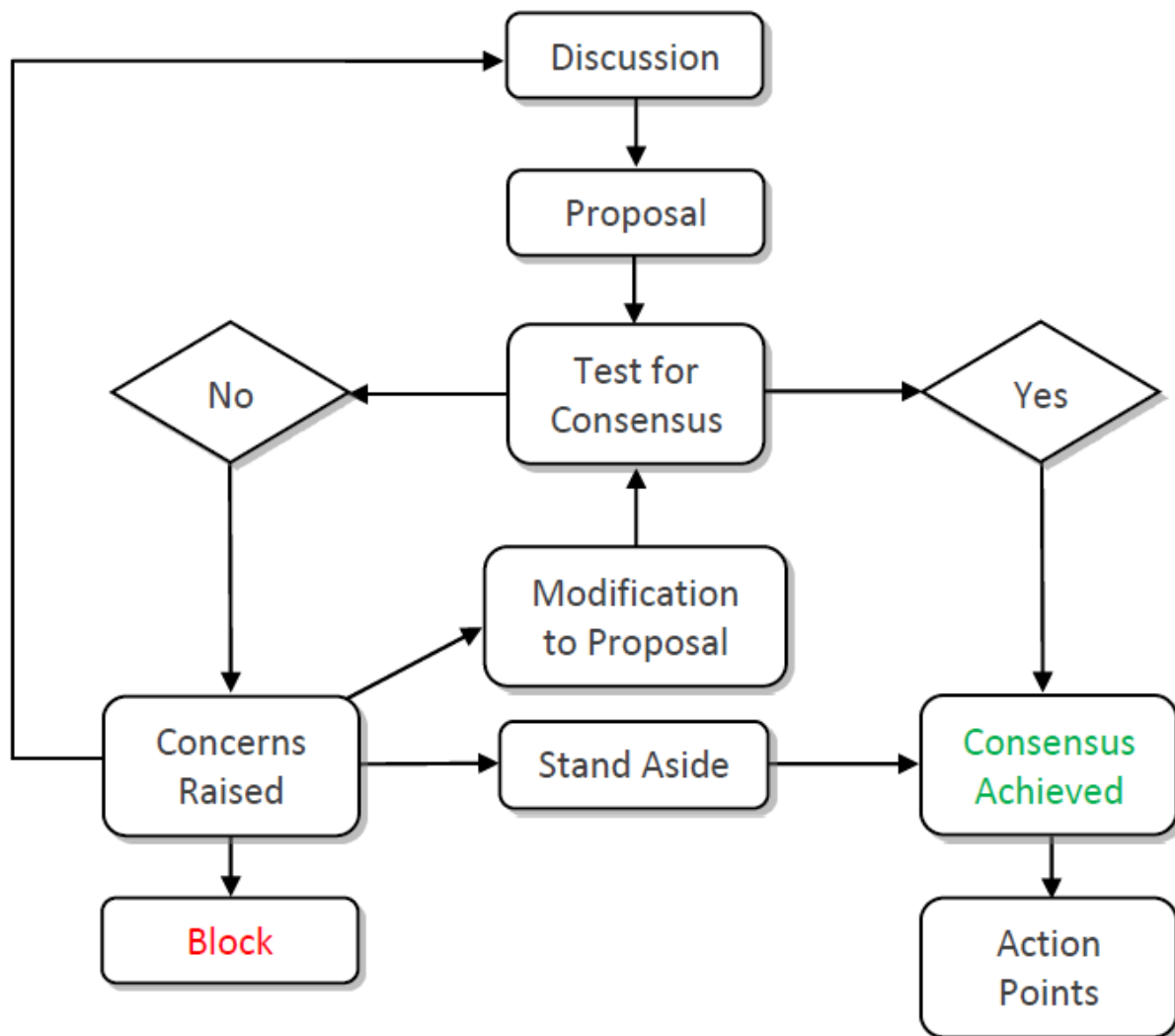
- How are decisions to be made?
- Is the process transparent?
- Is the group committed to this model?
- Does the model support the group's goals?
- How are decisions being recorded and implemented?

The consensus model is used most because it generates a high-level of commitment from those involved. People often think that consensus means that everyone agrees; however, that is not true. Consensus means that everyone has had the opportunity to voice their concerns and share their ideas and the group has done its best to incorporate them.

With a consensus model, some people may choose to disagree, object or refuse to participate. Rather than asking “do you love it?” or “do you agree with it?”, you would ask “can you live with it?”¹²

¹² See note 11

The process for reaching consensus looks like this: ¹³



Whatever decision-making structure your group decides to use, it should also be included in the [Terms of Reference](#) (described further below).

Manage Conflict

Conflict is unavoidable but how you manage it makes all the difference. Although our immediate reaction is often to avoid conflict, conflict can be a good thing. It signals engagement and frequently leads to more creative ideas.

Here are some tips to remember when dealing with conflict in a work setting.

¹³ Taken from Hartnett, n.d.

Confront the conflict. If you disagree with someone, tell that person. It is better to be upfront than to hold it in or tell other people. Once you confront the person, you can both hear each other out and understand each other's perspectives. When you do this, be sure to listen openly to their side of the story.

Stay calm. No matter how upsetting you find a situation, try your best to keep your cool. Think about what you want to say and how to articulate it clearly before you speak. Avoid attacking the other person and instead focus on yourself and what you can control. If things get too heated, it might be a good time to take a step back and recover.

Pick your battles. Before engaging in a disagreement, take time to consider how pressing the matter is. Consider whether the outcome of the conflict will provide a meaningful contribution or difference in the project. At the same time, remember the end goal. Keep in mind what brought you all together in the first place and what you are trying to achieve together.

Don't take it personally. Above and beyond all else, don't take the disagreement to heart. When you are working together with members of your community, you are going to encounter people with divergent opinions and different ideas. Take those as opportunities to learn and grow, and be mindful not to let them weigh you down.

Additional resources on conflict resolution:

- [Conflict Resolution & Training](#) by St. Stephen's Community House
- [Conflict Resolution Resource](#) by AORTA (Anti-Oppression Resource & Training Alliance)

Structure a Group

Sometimes it's helpful to give your group a structure so members know their responsibilities. This is especially true with larger groups. Committees, coalitions and even projects normally use **Terms of Reference** (ToR) to do this.

A group's Terms of Reference become a formal document that outlines the purpose, vision, and responsibilities for the group and its members. It may define officer positions (such as chair or co-chairs, secretary or treasurer), the term of office, the selection process, as well as membership and reporting. Most importantly, an effective ToR allows the group to stay focused and on task. A sample **Terms of Reference** can be found in Appendix A. For more information on developing more formal working relationships, see **Formal Partnerships** in Section 5: Getting Resources.

Organize a Meeting

Checklist for planning a meeting:

- Find a date that accommodates the maximum number of people. [Doodle](#) is a free, online tool that is easy to use and assists with finding the best meeting time.
- Always provide an option for those who can't make it in person. If you have internet access, there are a number of free services for tele-conferencing or video-conferencing. Some include: [Google Hangouts](#), [Skype](#) and [Fongo](#).
- Find a location to hold your meeting. Depending on the group size and formality, you could use a local coffee shop or other business. Places of worship, schools, libraries and community centres also have space; however, space is not always free. See [Finding Meeting Space](#) in Section 8: Other Important Resources for information on finding meeting space and applying for a [permit](#). Also, be sure to consider [accessibility needs](#) and childcare requirements when choosing a location.
- Communicate the date, time and location to all participants. If you're going to be serving a meal you should also promote this. Asking people to [RSVP](#) allows you to find out who is going to attend and provides a good opportunity to ask about dietary restrictions (i.e. allergies or food preferences).
- Designate a meeting [chair](#). A meeting chair leads the meeting by welcoming attendees, going through the agenda and managing the conversation. The meeting chair may or may not be the same person as the organizational chair.
- Draft an agenda. An agenda is an important tool to make sure the meeting stays on time and on topic and is normally prepared by the meeting chair. If possible, it is good to send the agenda out to participants in advance so they can review it and prepare. Common agenda items include welcome and introductions, approval of agenda, approval of previous meeting notes, and next meeting dates. See Appendix B for a [sample agenda](#).
- Prepare any necessary meeting materials. This may include relevant readings or other documents that are needed to progress through the agenda items.
- Send a reminder to participants. It is best to send a reminder one week prior to the meeting and to include notes from the prior meeting.
- If possible, it is always nice to offer refreshments like coffee, water or a healthy snack. If you are scheduling a meeting during a meal hour (for example between 5-7 p.m.) it is usually expected that you will serve a meal. For some ideas on how to get in-kind support for offering food, see [Section 5: Getting Resources](#).

On the meeting day:

- Bring printed copies of all the meeting documents: agendas, previous meeting notes and other relevant materials. You may also want to bring name tags.
- Arrive early to set up the space. Consider the agenda and arrange tables and chairs in the most suitable way. For example, if you are doing small group work, it is best to have tables with chairs all around them. If you are listening to a guest speaker, you might want to have the chairs set up in rows without tables, like a theatre.
- Upon arrival, have people sign-in so you can keep track of attendance and follow-up with them after the meeting. See Appendix C for a [sample sign-in sheet](#).
- Welcome guests as they arrive, paying close attention to unfamiliar faces. Try to make the meeting a fun and friendly place where people will want to come again.
- Make sure there is a designated note taker. The note taker will record meeting notes, including any decisions that are made or action items that are assigned. See Appendix D for a [sample set of meeting notes](#).
- During discussions, be sure to provide space for everyone to contribute, including quieter people and those participating electronically.

Following the meeting:

- Distribute meeting notes soon after the meeting. This will serve as a reminder to those who were assigned action items to follow up. In this message, be sure to thank everyone for their participation and reiterate that their contribution was valued.
- If the next meeting date was decided on, send a reminder or event invite so everyone blocks the time off in their calendar. If it wasn't selected at the end of the meeting, start planning it. Continued engagement is key to keeping your stakeholders committed to the project.

SECTION 4:

ASSESSING YOUR COMMUNITY

Introduction

A [community assessment](#) is a formal process that determines the strengths and resources, as well as needs, of your community. During this process, you'll systematically examine the assumptions and ideas developed during the visioning stage.¹⁴ A community assessment uses data and input from [stakeholders](#) to inform decisions regarding the development of a hub. The results of a community assessment can provide you with the facts needed to support your vision.

This section will introduce you to the idea of conducting a community assessment and where you can access data. Preparing a community assessment can be time-consuming and require the expertise of someone who is familiar with data collection techniques. If you don't have someone on board with that skill set, consider partnering with a community organization or academic institution or applying for a seed grant to hire an expert (see [Section 5: Getting Resources](#)).

The Community Assessment Process

[Strengthening Nonprofits: A Capacity Builder's Resource Library](#) outlines a 6-step process for conducting a community needs assessment:

1. Define the Scope
2. Decide to Go Solo or Collaborate
3. Collect Data
4. Determine Key Findings
5. Set Priorities and Create an Action Plan
6. Share Your Findings¹⁵

Through this process you will determine how far and wide you want to look for data, what the data means, and how you can use the data to inform your recommendations and planning. This stage is about doing research and analyzing the research to make informed decisions.

¹⁴ CommunityHubsOntario, n.d.-c

¹⁵ Strengthening nonprofits: A capacity builder's resource library, n.d., p.5

Some key questions you will ask during the community needs assessment include:

- What is the socio-demographic composition of our community?
- What are the services currently being provided? What are the service needs/gaps?
- Who are the potential service providers that would meet those needs?
- What are the potential barriers?

During this phase you will want to collect both **primary** and **secondary** data. Secondary data is data that has already been gathered by someone else. Primary data, on the other hand, is original data that an investigator collects for a specific purpose. In the case of hub development, this would be data that you collect to inform the development of your community hub.

Research can also be divided into **qualitative** and **quantitative** research. Qualitative research is usually exploratory – it is used to gain an understanding of underlying reasons, opinions, and motivations. In contrast, quantitative research is used to quantify the problem – it is used to generate numerical data like statistics. Usually, quantitative data collection methods are much more structured.



HELPFUL HINT:

For a sample community assessment, check out the [Central Etobicoke Hub Feasibility Study](#) conducted by Social Planning Toronto in 2017. Using multiple data sources, this study provides an in-depth analysis of assets and deficits of the Toronto neighbourhood.

Online Interactive Data Tools

These days there are countless online tools that allow you to easily access and customize secondary data. Some include:

[CommunityHubsOntario's Community Mapper Tool](#)

This mapping tool is a web-based geographic information systems (or GIS) tool that provides you with demographic data, vulnerability data, socioeconomic status data, infrastructure information and analytics. This interactive tool was designed to help users understand the needs of their communities. You can create unique maps and then download them for future use.

[Wellbeing Toronto](#)

This City of Toronto app allows you to select a number of datasets at the neighbourhood level and have the results appear instantly as maps, tables and graphs. You can also view services and facilities such as schools, community centres, and libraries. With this tool, you can download your map or other outputs for future reference.

[City of Toronto's Neighbourhood Profiles](#)

Toronto is divided into 140 neighbourhoods. Each neighbourhood is unique and reflects Toronto's diversity. The neighbourhood profiles, prepared by the City's Social Policy Analysis & Research Unit, provides detailed information about each neighbourhood, such as changes in population and socio-demographics.

[Raising the Village](#)

Raising the Village is an initiative of the Toronto Child & Family Network that focuses on improving the outcomes for children and family. This website has an interactive tool that allows you to compare neighbourhoods across various indicators of child and family wellbeing and map available services.

[Toronto Language Map](#)

Developed by Social Planning Toronto, the Toronto Language Map is an interactive resource that allows users to explore Toronto's evolving linguistic diversity over the past decade. Using 2006, 2011 and 2016 census data, this tool reveals the changing linguistic makeup of the city based on the languages that residents speak most often at home.



HELPFUL HINT:

If you have a skilled researcher on your team, you may want to go directly to the data source. [Data Sources](#) in Section 8: Other Important Resources includes some places you can directly access data sets.

Other places to look for data about the social, political, and economic conditions facing your community may include local newspapers, local government task force/reports, and foundation reports. Some non-profits also collect their own data through annual surveys and other means, such as the [Daily Bread Food Bank](#) and [People for Education](#).

Where to Get Help

- [Toronto Public Library's Book a Librarian service](#). A free 30-60 minute one-on-one session with a librarian. They can help you to do research and more!
- [Statistics Canada](#) offers [free webinars](#) on a wide range of topics from the Census program to navigating the Statistics Canada website. You can also call their toll-free number (1-800-363-1136) to ask questions about StatsCan data and where to find it.

Doing Primary Research

After you've reviewed all the research and data other people have collected, it's time to collect your own. Conducting primary research can be time-consuming and require attention to detail. It should be used to address questions that cannot be answered by existing data or to learn more about a particular issue. Primary research includes questionnaires, observation, focus groups, interviews, and case studies.

Primary research can also be used to gather feedback from the local residents. This may include asking residents what they would like the community hub to look like, where it should be located, what features are nice to have and which are must have, and so on and so forth. Engaging residents in these types of discussions is important in creating a unified vision and ensuring everyone's contribution is sought out and heard.

For further reading on data collection methods:

- [Selecting Data Collection Methods](#) by the Centers for Disease Control and Prevention
- [Detangling Data Collection: Methods for Gathering Data](#) by the Harvard Family Research Project

Bias is a crucial factor that must be considered when designing a research project and one reason to have an experienced researcher on hand when conducting primary research. Bias occurs when a researcher is interested in achieving a certain result and that desire influences the research study. Bias occurs in all research studies; however, it is important to minimize its impact to ensure the study findings are still reliable.¹⁶ For example, bias can occur when your participants aren't representative of the population you are studying. When conducting a community assessment, it is very important that your sample includes a cross-section of residents that accurately reflects the community.

¹⁶ Smith & Noble, 2014

**HELPFUL HINT:**

To build your capacity to conduct high-quality research, try partnering with an organization or an academic institution. Conducting a community needs assessment could be a good project for a university student!

SECTION 5: GETTING RESOURCES

Introduction

A lot of work can be accomplished with the power of volunteers but at some point in the development of a community hub, funding and resources will be needed. The stage during which this becomes essential to your initiative will depend on your group's capacity and what you are trying to accomplish.

This section will explore ideas for accessing in-kind contributions, sponsorship and donations. It will also review places to apply for seed funding and resources for writing a strong grant application.

Now the task is simple for you and your allies — go tell people your story, share your vision and build relationships that can help you reach your dream. You know what you want — share that and listen to what others want. When you find common ground, you have found new allies that can help with the resources needed. Help comes in many ways: volunteers, free pizza, free space for meetings and cash in the form of donations or sponsorships.

In-Kind Contributions

In-kind contributions refer to donations of goods and services *other than cash*. Examples can include goods (like computers), services (like printing) or time (like research advice or coordination support). In-kind contributions can be an important catalyst to get your initiative off the ground.

Start by matching what you need and what an organization can offer. If you need someone to help coordinate meetings, consider approaching a local organization that would also benefit from having the hub developed. If you just need meeting space, consider approaching your local school, library or place of worship. If you need food for your meeting, ask a local restaurant to donate a healthy snack or meal in exchange for promoting their business.

When seeking in-kind contributions, the key is to start local. Local businesses and organizations will be more motivated to offer in-kind contributions because they want to contribute to the community and will benefit from the outcomes of the project. The key to getting in-kind resources will be how well you can pitch your idea.

When you approach someone for an in-kind donation, be sure to emphasize the vision that your group is working towards and what advantages they might gain from helping out. A pizza owner might like the idea of more traffic near the shop or the bank manager may want more exposure to new banking services in the neighbourhood. The owner of a business may have a child and knows there is a lack of opportunities for fun in the neighbourhood.

Be sure to appropriately acknowledge your supporter for their in-kind contribution. For example, if the library allows you access to meeting space for free, start the meeting by publicly thanking the library for their generosity. For larger contributions, you may want to include their logo on your event flyer but you will always want to get the company's approval first.

When asking for in-kind donations, remember that it will become easier the more often you do it. It's all part of the process of developing the skills you need to advocate for your hub.

Commercial Sponsorship

Sponsorship is similar to in-kind donations except there is typically an expectation of commercial return. This means that the business or company expects that their donation will benefit from publicity. This can include improving community relations or increasing brand recognition. Sponsorship is most often seen in sports — Coca Cola was the first commercial sponsor of the Olympic Games in 1928.

Commercial sponsorship is often larger in scale than in-kind donations and includes extensive promotion of the company. When entering into commercial sponsorship agreements, it is very important that both the sponsor and sponsored party have a clear understanding of the relationship. During the initial stages of your hub development journey, you may consider getting a sponsor for your event or activity. Down the line, a sponsor may actually help you build or renovate your facility.

Major sponsorships almost always start with relationships. The next person you meet may know someone who knows someone else who can offer financial support. So, seize every opportunity to share your story. Although you are setting your sights on achievable goals, there is always the possibility that someone might say they would like to jump aboard and help you make it happen. For this reason, it is also helpful to have a ball park idea of what the full cost would be to execute the entire project.

Accessing Seed Funding

The term **seed funding** refers to early investment meant to support a venture until it can secure its own cash flow or is ready for other investment. In terms of community hub development, seed funding can be used to support the visioning process or the community assessment process, amongst other things.

Some foundations have funding streams specifically for this purpose. Two examples include:

[Ontario Trillium Foundation's Seed Grant Stream](#)

Ontario Trillium Foundation (OTF) is an agency of the Government of Ontario and offers grants that support healthy and vibrant communities in Ontario.¹⁷ Their Seed Grant stream specifically supports projects at the idea or conceptual stage. These projects must be aligned with one of their priority outcomes.¹⁸

[Community Hubs Facilitation Program](#)

A new program from the Ontario Ministry of Infrastructure, the Facilitation Program provides support to community organizations involved in developing a hub in Ontario. The program provides funding to successful applications to hire a facilitator to assist them in their development process.

Through the [Community Investment Funding program](#), the City of Toronto offers grants to support new and emerging groups, support sector resilience, and encourage resident engagement and leadership development. One of these grants may be suitable to support an event that you are organizing.



HELPFUL HINT:

The [Toronto Sports Council](#) has compiled an extensive list of funding opportunities. Check out [their guide](#) for granting and other opportunities. It is updated annually.



HELPFUL HINT:

It is important to note that most funders require the recipient to be an incorporated non-profit and/or registered charity. If your group does not have the necessary status, you could request that another organization acts as your [Trustee](#). For more information about working with a Trustee, check the funding guidelines for the grant or foundation. This [Guide](#) from the City of Toronto provides some general information for working with a Trustee.

¹⁷ Ontario Trillium Foundation, n.d.-a

¹⁸ Ontario Trillium Foundation, n.d.-b

Writing a Grant Application

Here are some high-level tips to keep in mind while you prepare your grant application.

Get started early. Grant applications take time. Thinking through a solid proposal, recruiting partners, gathering research and then writing the application requires a significant amount of time. Depending on the size of the application, you will want to get started at least one month in advance.

Talk to a program manager. Start by running your idea by someone at the foundation or funding body. This is a straightforward way to find out if your proposal fits with their mandate and how you can further refine it.

Get advice from other successful applicants. Grants can sometimes be complicated and time consuming. Knowing people that have done it before or visiting places that have received funding before is very helpful. Funders almost always have past recipients listed on their website or in their reports.

Answer the question being asked. When you are writing your grant application, be sure to only answer the question being asked. Be clear and direct in your response so the person reviewing your application can easily understand what you mean. If you aren't sure what a question means, ask a program manager.

More isn't always better. When you are planning your project, be realistic about what you can deliver. Make sure the activities you outline are realistic given your timeframe and budget. Remember, if your application is successful, you will need to carry out your proposal as you've described it. So, make sure it is achievable!

More resources on writing a successful grant application:

- [Top Ten Grant Writing Tips](#) by the Toronto Arts Council
- [Grant Writing: Top Tips](#) (video) by ArtReach
- [Grant Writing 101](#) (Toolkit) by ArtReach

Letters of Support

Depending on the funding application, you may want to (or be required to) include a Letter of Support. A Letter of Support can come from a community leader, an organization, or another funder and shows that your funding proposal has merit. A sample [Letter of Support](#) is included in Appendix E.

Formal Partnerships

A **memorandum of understanding** (or MOU), sometimes called a partnership agreement or collaborative agreement, is an agreement between two or more parties that outlines the terms of a working relationship, including obligations, roles, and responsibilities for each party. Creating an MOU facilitates increased transparency and accountability by those working within it. MOUs have the added benefit of lending legitimacy to a collaborative project. This can be helpful when applying for grants and other sources of funding, as many funders require an MOU as part of their application process. Generally, MOUs are not legally binding, but are sometimes used as a first step towards creating a legal contract. See Appendix F for a list and explanation of the sections commonly found in an MOU.

Community Benefits

Community Benefits Agreements (or CBAs) are negotiated between a development agent and a coalition of community-based groups.¹⁹ The community coalition represents and gives a voice to residents in facility planning and land development. The CBA outlines benefits that the community will enjoy from the project and can include jobs, training or apprenticeships, and other neighbourhood improvements.²⁰

Community Benefits Agreements are quite remarkable because they result in more equitable and inclusive development processes that serve to advantage historically marginalized populations. While still a new concept, CBAs are growing in popularity as a way to build more vibrant neighbourhoods. If there is a new development on the horizon in your area, a CBA may help you obtain the space needed for a community hub. However, it should be noted that Community Benefits Agreements are very time sensitive. There is usually only a small window of opportunity to negotiate a CBA with a developer.

The [Toronto Community Benefits Network](#) exists to advocate widely across the city for such agreements. They work directly with grassroots organizations to help secure agreements that enhance neighbourhoods.

¹⁹ Galley, 2015

²⁰ See note 19

SECTION 6: CASE STUDIES

Introduction

Many community hubs have already been established and there is much to learn from their experiences. In this section, you will have the opportunity to review four case studies of Toronto-based initiatives. These projects all differ in terms of model, approach, and maturity, and highlight the diverse catalysts and strategies that give rise to developing a community hub.

Pop-Up Infrastructure

popupinfrastructure.com

Partner Organizations: Delta Family Resource Centre, Scarborough Arts, African Canadian Heritage Association, Toronto Community Housing Corporation, Giant Container Services, Action for Neighbourhood Change Weston-Mount Dennis/Social Planning Toronto

Governance Model: Consensus model of decision making; no formal terms of reference; regular monthly meetings for approximately a year

Funding Model / Main Sources of Funding: Received a seed grant to conduct feasibility study from the Ontario Trillium Foundation

Date Established: While a community hub has not been established, a portable for youth programming opened in 2014

What is 'Pop-Up Infrastructure'?

Pop-up infrastructure is "... characterized as buildings, structures and spaces that are flexible, mobile, modular, quickly deployed and that can respond to changing needs."²¹

How did your hub get its start? What was the moment that you realized a community hub was needed?

In 2009, residents in the Weston-Mount Dennis area, Action for Neighbourhood Change/Social Planning Toronto and St. Alban's Boys and Girls Club identified the need for community space for youth programming/after-school Boys and Girls Club. There were not many choices

²¹ Delta Family Resource Centre, 2017, p. i

available and the group finally settled on an underused parking lot at York Humber High School, which is owned by the Toronto District School Board (TDSB).

It took about 5 years before physical space (a portable) became available for the community's use. The frustration with this lengthy process, along with many lost opportunities to serve youth at a time when they needed programs and services, resulted in dialogue among community partners from the inner suburbs who were all facing the same problem.

During the quest to find and build youth programming space in Weston-Mount Dennis, a loose knit group of partners recognized that despite the many systemic roadblocks of legislation, policies, regulations, and bureaucracy, pop-up infrastructure could be a viable solution for meeting communities' needs for affordable space. With the lead of Delta Family Resource Centre, funding was secured to explore the feasibility of pop-up infrastructure to address community, social, economic and recreation/cultural needs in the inner suburbs.

What steps did you take to lead to the development of a hub?

As mentioned before, a hub has not been developed; however, the initial steps of finding youth programming space could provide some considerations and learnings for developing a hub.

First, residents identified and articulated the need for youth programming and youth space. So, from the beginning, this was very much a resident-led process that involved people who were living in the neighbourhood and who had and saw a true need.

Residents, working with community organizations, then began to search for public land/space; options were very limited. After looking and finding out about different places, they settled on an underused parking lot owned by the TDSB. The group then began navigating the varied processes of securing that space via zoning measures, obtaining permits, environmental assessments, and developing site plans. The TDSB had a lot of red tape to go through since this had never been done before.

After a lot of research, many meetings and consultations, and getting the support of the local councillor and the TDSB, a portable was eventually established on the parking lot. This all took a long, long time. TDSB has also given permission for additional portables to add to the parking lot to increase space.

What was one challenge you faced and how did you overcome it?

There wasn't just one challenge, but a series of challenges. Finding out what space was available was difficult. Finding pathways to information about space was very time consuming. Of those spaces that were available, the group wondered: which did they have a realistic chance of acquiring? Who owned these spaces – the City or the Province? Finding funding was also challenging – one question that loomed top of mind was how could they raise the money needed to redevelop the space? Funding for programming is easier to come by than capital funding.

To overcome these challenges, Pop-Up Infrastructure focused on building relationships and trust, aligning their interests, learning power dynamics in the community, and getting the support of local champions (eg. City Councillor and School Board Trustee).

What advice would you give to someone who is trying to develop a hub?

Make sure you know what you want to do and what the impact will be; *believe* in it. People get disillusioned; projects can seem as though they aren't doable or viable. You need to have the energy to sustain the effort.

Lawrence Heights Sports, Wellness and Achievement Network (SWAN)

schoolweb.tdsb.on.ca/baycrest/Parents/Sports-Wellness-and-Achievement-Network

Partner Organizations: Looking to develop a formal partnership with the Toronto District School Board. Members come from over 20 sports organizations, 5 area schools, Lawrence Heights community organizations, the City of Toronto, Public Health, and funders, particularly Canadian Tire Jumpstart.

Governance Model: 1 lead coordinator and 1 co-coordinator; roughly monthly meetings with core group of members/member organizations ('steering committee'); informal process as yet

Funding Model / Main Sources of Funding: Currently case by case application to charitable organizations, one-time donations; looking towards more sustainable model

Date Established: First general meeting was June 2017

How did your hub get its start? What was the moment that you realized a community hub was needed?

Rather than a 'moment', it was a period of years in the making. Steve Whitaker, a faculty member at Baycrest Public School, began speaking with colleagues in 2014. As a classroom and phys-ed teacher, as well as a coach, Steve had a broad view of his students' overall health. He noticed connections between lack of academic achievement and lack of fitness. This was in turn connected to the fact that most of his students did not participate in sports and wellness programming outside of school due to various socioeconomic factors. He began thinking about what could be done about this at a community level.

What steps did you take to lead to the development of a hub?

Steve started by engaging, engaging, engaging! In speaking with people, first with other school staff during lunch, he started to build connections with other people who shared his concerns. From there, a network started to form. Meetings were held at Steve's school and at other schools in the community.

Can you describe your hub model?

This is very much in development. SWAN is a young organization and hopes to establish a model that can be shared and utilized elsewhere across the city. Currently, SWAN utilizes a flexible and mobile model where services and events are delivered in community settings, primarily the 5 SWAN schools.

How is SWAN structured?

With Steve as the lead coordinator and Jeff Carmichael as co-coordinator, they spend a lot of time communicating with sports providers to arrange events that benefit students from each of our 5 member schools. Meetings occur approximately monthly, attended by roughly 25 members each time (a core group, or steering committee, is forming), and they discuss new opportunities and plan events. They have only had one full year of events thus far (and it was very successful) and are now in the midst of year two. Which will be bigger and better, of course!

What was one challenge you faced and how did you overcome it?

There were (and still are) so many challenges! From where to start; to how to engage the TDSB administration; to finding money, space, help, time, personnel... The key to resolving all of these has been open communication (see below).

What advice would you give to someone who is trying to develop a hub?

Frequent, clear, and open communication is key — both in terms of face to face meetings and via email etc. If you are convinced there is a need for your hub, then likely you are not the only one. Speak, reach out, begin the discussions and see where they lead. You may be surprised, as Steve was, at how much interest is out there! People just need someone with the time and the drive to coordinate things. If they don't have to take the lead themselves, they are often more than happy to pitch in!

Steve recommends using an approach that is never authoritative. He explains what he thinks the needs are and recognizes the expertise and the extremely busy lives of the people he is talking to. In all his connections there is give and take — they support each other. It's about how they can work together to make their community/city/world a better place. Steve has noticed that people seem to really respond well when you listen and sincerely recognize the great work they are already doing, and when you identify ways that you can help them as much as they can help you.

Rexdale Community Hub

rexdalehub.org/

Partner Organizations (present): Albion Neighbourhood Services, Delta Family Resource Centre, Rexdale Community Health Centre, Rexdale Community Legal Clinic, Rexdale Employment Services, Rexdale Women's Centre, and Rexdale Community Hub. Initially there were 11 partners; however, some are no longer involved for reasons such as lack of funding and limited organizational capacity.

Governance Model: Charitable non-profit organization; managed by volunteer Board of Directors comprised of 4 tenant representatives (from the Hub), 3 Rexdale residents and 3 community members at large; the City of Toronto is the landlord.

Funding Model / Main Sources of Funding: The City of Toronto purchased the property, a former Catholic school, from the Toronto Catholic District School Board. Funding sources for the redevelopment and establishment of the Hub came from the United Way of Greater Toronto, federal and provincial funding and the Ontario Trillium Foundation. Hub tenants pay rent and operating fees.

Date Established: March 2012

How did your hub get its start? What was the moment that you realized a community hub was needed?

There were a number of moments that informed the need for a community hub. The United Way of Greater Toronto released its report "Poverty by Postal Code" in 2004, which identified increasing poverty, lack of community infrastructure and limited social and recreational services to residents in the inner suburbs, including that of Etobicoke.

In 2005, after the "Summer of the Gun", Jamestown/Rexdale was identified as one of 13 priority neighbourhoods which underscored the need for investment and revitalization. Other reports from the City and the Province and numerous community consultations also highlighted the need for a community hub.

In June 2007, the City of Toronto and United Way Toronto worked with eleven community-based organizations, led by Albion Neighbourhood Services and Rexdale Community Health Centre to develop the business case to create an effective multi-service hub based on identified community needs, the stage was set to find community space and funding to build a community hub.

What steps did you take to lead to the development of a hub?

In December 2008, the Toronto Catholic District School Board notified the City that Father Henry Carr Secondary School at 21 Panorama Court was surplus space. It was agreed that this

would be prime space for a community hub, so the City purchased the building for \$4.5 million. Until the hub doors opened in 2012, many meetings, consultations, plans/reports and assessments occurred. Some of these included a building assessment, environmental assessment, business case, approval of capital costs allocation, and construction lasting for two years.

Can you describe your hub model?

As mentioned, the Hub is a charitable non-profit organization managed by a volunteer Board of Directors. Of further note, the Rexdale Hub offers free space to grassroots organizations. Since 2012, over 100 grassroots organizations have made use of the space. Rexdale Hub is not just service based, there is the belief that the community has much to contribute and give back. Community engagement is fundamental to the Hub.

What was one challenge you faced and how did you overcome it?

Convincing funders to finance the Hub and its operations to create a sustainable model was, and still is, a huge challenge. Resident input is key. Getting small grants also helped move the process forward. For example, the Ontario Trillium Foundation provided funds to develop a strategic and business plan.

What advice would you give to someone who is trying to develop a hub?

First, and most importantly, ask the question: *“Why a Hub?”* How would a hub be a solution to the identified problem? A comprehensive and thorough community needs assessment should be a part of answering these questions.

Community Action Planning Group (CAPG)

Future Community HUB and Centre for the Arts

capgyw.wordpress.com/

Partner Organizations: Toronto Community Benefits Network, Jane/Finch Community and Family Centre, City of Toronto, Ontario Trillium Foundation, Metrolinx

Funding Model / Main Sources of Funding: Currently unfunded. CAPG has received some funding to write a feasibility study, a business model, and a governance model. However, their work remains largely possible thanks to the tireless work of volunteers and in-kind support from partner organizations.

Date Established: The hub hasn't been created yet, but CAPG was established in 2012.

What is CAPG and how did it start?

CAPG was created by a small group of residents to address problems with planning in the Jane/Finch community. It currently has three main focuses: the creation of a community hub, other planning proposals in the Jane/Finch community, and anti-black racism in planning. CAPG's mission is to be proactive about planning in the Jane/Finch community.

With excitement over the planning of a community hub, CAPG began to expand. They now have about 120 community members on their mailing list and over 30 active members.

What is the structure of CAPG?

CAPG has a multi-pronged approach with several committees. The Advocacy Committee advocates for a space for the hub and meets with local councillors and Metrolinx representatives on a regular basis. The Resource Development Committee has successfully applied for funding from the Ontario Trillium Foundation to hire a coordinator and complete a feasibility study, and from the City of Toronto to develop a governance model and business plan. The Communications Committee puts out a quarterly report and maintains the website and social media. The Arts Committee determines the needs of the arts community. Finally, the Coordinating Committee consists of a leader from each of the committees and the CAPG Chair, Secretary and Treasurer.

What steps did you take to lead to the development of a hub?

The first time the group met to discuss the possibility of a community hub was when they found out that the City of Toronto was going to transfer a large parcel of land at Jane and Finch to MetroLinx to build a maintenance storage facility for the Finch LRT. Members of the group were horrified when they found out about the intention to build a storage facility right in the heart of the Jane/Finch community. Although the community had long seen the need for a community

hub, it was when they heard about this land transfer and new development project that they saw an opportunity to begin concrete discussions.

Artists have always been part of the push for a hub in the Jane/Finch community, which is why the proposal is for a Community HUB and Centre for the Arts.

Overall, the first step was determining the need for a hub, which the community always knew they had. Next, the availability of a space was critical.

Can you describe your hub model?

CAPG is currently undergoing a project to develop a governance model and business plan. Based on the group's feasibility study, it is likely that their hub model will be similar to a community centre.

What was one challenge you faced and how did you overcome it?

The biggest challenge for CAPG with regard to the hub was that the City of Toronto transferred the land to Metrolinx before allocating a portion of the land for the community hub. As a result, they have had to continuously advocate for the physical space required to build the hub.

What advice would you give to someone who is trying to develop a hub?

Build the capacity of the members of your group. Make sure you're reaching people who reflect the community and are including them in the hub development process. Ask yourself and your community: "What services do you have for your community to access?"

SECTION 7:

OTHER IMPORTANT RESOURCES

Finding Meeting Space

If you are looking for space to hold your meeting or community event, here are some places to consider. While some of these spaces do cost money, partnering with the owner or having them at your table is a good way to ensure ease of access. If you aren't able to partner with the facility owner, try partnering with a non-profit organization. Most facilities offer reduced rates for non-profits.

[City of Toronto's Parks and Recreation Facilities](#)

The City owns a variety of facilities including community centres and parks which are available for residents to permit. The City also has 39 [Centres Where Programs Are Free](#) that can be permitted free of charge by residents. Non-profits can permit any community centre at no cost.

[Toronto District School Board](#)

The Toronto District School Board (TDSB) has classrooms, gyms and other spaces available for permitting. Fees are charged according to an established schedule. However, the [Priority School Initiative](#) provides non-profit groups free access to 77 schools.

[Toronto Catholic District School Board](#)

The Toronto Catholic District School Board (TCDSB) also offers a range of spaces for permit by community members and groups. The TCDSB offers the [Priority Schools Initiative](#) at 23 different sites.

[Toronto Public Library](#)

The Toronto Public Library (TPL) has rooms available for rent at several of their branches. All rooms have a cost, however there is a reduced price for non-profits. Events developed through collaboration between TPL and organizations with common goals can take place in the library free of charge. Contact your [local branch](#) or call their answer line at 416-393-7131.

[Local Places of Worship](#)

Churches, mosques and other places of worship often have spaces available for rent at reasonable rates. Check with your local facility or look up their website online.



HELPFUL HINT:

Keep in mind that places of worship are not accessible for everyone, especially some faith communities. Be sure to consult with various community members before you choose to host an event at a place of worship. It is important to ensure it is a comfortable place for everyone.

Data Sources

If you have a skilled researcher on your team, you may want to go directly to the data source. Here are some [datasets](#) you may want to check out. This is not a comprehensive list.

[Early Development Instrument \(or EDI\)](#)

A short questionnaire administered by kindergarten teachers to measure a child's development.

[Ontario Data Catalogue](#)

Listing of all available datasets released by the Government of Ontario.

[City of Toronto Open Data Catalogue](#)

Listing of all available datasets released by the City of Toronto.

[Statistics Canada's Census of the Population](#)

Collected by Statistics Canada, the Census of the Population is a survey conducted with Canadians on a range of topics, such as educational attainment, immigration status, languages spoken, and so on. Information is available at many different geographic levels and provides a portrait of the population. [Statistics Canada also has many other surveys](#) which may be useful.

[Toronto Police Services Public Safety Data Portal](#)

Data on major crime indicators, homicide, traffic, and fatal collisions. Also includes mapping tools.

[Toronto District School Board's Parent and Student Census](#)

The TDSB conducts its own system-wide census to better understand the needs, experiences, and demographics of their student population. Data is available through their publications.

[Ontario Community Health Profiles Partnership](#)

Ontario-wide data on health and health-related indicators.

Community Data Program

A membership-based program that facilitates access to data products, analytical tools, and services to public, non-profit and community sector organizations. The program has a repository of more than 800 data products from 20 public and private sector data providers offering data at municipal and neighbourhood geographies.²²

More Resources

- [Community Hubs by Design](#) by Vibrant Communities Calgary
- [Creative HubKit: made by hubs for emerging hubs](#) by the British Council
- [The Little Community That Could, The Story Behind Our Story – Our First Decade of Building Community Together \(June 2012\)](#) by Cathy Mann. This short book documents the history of the East Scarborough Storefront, an innovative community hub in Toronto
- [Pop-up Infrastructure](#) by Delta Family Resource Centre
- [Toolkits](#) on a variety of topics from writing a fundraising letter to event planning to evaluation by ArtReach

²² Community Data Program, n.d.

SECTION 8:

GLOSSARY OF TERMS

Accessibility needs

describes what a person requires in order to fully participate in the meeting, event or other activity. Common accessibility needs include translation or supports for mobility, hearing, or vision challenges.

Ally

someone with a common cause or purpose.²³

Bias

“any influence that provides a distortion in the results of a study.”²⁴

Chair/Chairperson

the individual who presides over a meeting or group. The person provides leadership and oversight to the business at hand. This role may also be filled by co-chairs when the responsibility is shared by two or more people.

Community assessment

the process by which you systematically evaluate the needs and resources of a community.

Community benefits agreement

“a contract signed by community groups and a real estate developer that requires the developer to provide specific amenities and/or mitigations to the local community or neighbourhood.”²⁵

Community hub

according to the SPACE Coalition, it is a central point where residents can access a range of services, programs, and/or activities offered by diverse organizations, community groups or individuals depending on the needs of the community.

Consensus

general agreement. It does not mean that everyone agrees but rather that no one strongly disagrees.

²³ Dictionary.com, n.d.

²⁴ Galdas, 2017, p. 1

²⁵ Partnership for Working Families, n.d.

Dataset

a collection of related data.

Facilitator

a neutral person who plans, guides and manages a group meeting to ensure that the group's objectives are effectively met with participation from everyone involved.²⁶

Identity

the distinct characteristics belonging to a particular individual. Identity characteristics include, but are not limited to, age, gender, sex, race, ability, place of residence, socio-economic status, culture, and so on.

Lived experience

the knowledge and understanding one gains from living through something. It is often used to challenge traditional, authoritative concepts of knowledge by recognizing and valuing the knowledge that one has from first-hand experiences.

Mission statement

a short explanation for the organization's existence. It describes what the group does and why it has to do it.

Open data

structured data that is freely available for everyone to use, share and re-publish.²⁷

Permit

a document that grants authorization or consent for someone to do something. In the case of accessing space, a permit gives the permit holder permission to use the space and outlines the parameters of that use.

Primary data

original data that is collected for a specific reason or purpose.

Qualitative research

seeks to understand a phenomenon, is focused on meaning and may be descriptive. It is often used to answer How and Why questions.²⁸ Methods include focus groups, in-depth interviews, and reviews of documents for themes.

²⁶ Community Toolbox, n.d.

²⁷ Open Definition, n.d.

²⁸ McGill Qualitative Health Research Group, n.d.

Quantitative research

seeks explanation or causation. It is often used to answer What, When and Where questions.²⁹ Methods include surveys, structured interviews and observations, and reviews of documents for numeric information.

RSVP

the French abbreviation which is short for répondez s'il vous plaît which translates to “please respond.” It is a common expression used to ask guests to let the organizer know if they plan to attend or not.

Secondary data

data that has already been gathered by someone else.

Seed funding

early investment meant to support a venture until it can secure its own cash flow or is ready for other investment.

Stakeholder

a person with an interest or concern in something.

Terms of Reference

a document that defines the purpose and structures of a project, committee, meeting, or any similar collection of people who have agreed to work together to accomplish a common goal. It describes how the group will work together and the responsibilities of members.

Trustee

an incorporated not-for profit organization with the financial systems and organizational structure to administer another group's funds.³⁰ The Trustee organization is usually responsible for administration, reporting and oversight and can charge up to 20% for those services.

Values

“basic and fundamental beliefs that guide or motivate attitudes or actions.”³¹ Values help a person determine what is important to them. Examples include honesty, kindness, family, etc.

²⁹ See note 28

³⁰ City of Toronto, 2013

³¹ Mintz, 2018

Vision statement

a short description of what the organization hopes to achieve. It is used to guide internal decision-making.

REFERENCES

Central Etobicoke Hub Working Group. (2018). *Terms of reference*. On file with author.

City of Toronto. (2013). *Working with a trustee*. Retrieved from <https://www.toronto.ca/wp-content/uploads/2018/07/97b1-Working-with-a-Trustee-Guide-.pdf>

Community Data Program. (n.d.). *About the CDP*. Retrieved from <https://communitydata.ca/about/the-program>

Community Toolbox. (n.d.). *Chapter 16, section 2: Developing facilitation skills*. Retrieved from <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>

CommunityHubsOntario. (n.d.-a). *Stages of community hub development*. Retrieved from <https://www.communityhubsontario.ca/stages-of-community-hubs/>

CommunityHubsOntario. (n.d.-b). *About the resource network*. Retrieved from <https://www.communityhubsontario.ca/about/>

CommunityHubsOntario. (n.d.-c). *Assessing your community*. Retrieved from <https://www.communityhubsontario.ca/assess/>

Delta Family Resource Centre. (2017). *Pop-up infrastructure: Re-inventing community space*. Retrieved from <http://popupinfrastructure.com/assets/files/popUp2018.pdf>

Dictionary.com. (n.d.). *Ally*. Retrieved from <https://www.dictionary.com/browse/ally?s=t>

Dyson, D. (2011). Community hubs: A scan of Toronto. *WoodGreen Community Services: Planning and Research Unit*. Retrieved from http://icecommittee.org/reports/Community_Hubs_in_Toronto.pdf

Galdas, P. (2017). *Revisiting bias in qualitative research: Reflections on its relationship with funding and impact*. *International Journal of Qualitative Methods*, 16 (1-2). DOI: 10.1177/1609406917748992. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/1609406917748992>

Galley, A. (2015). *Community benefits agreements*. Mowat Centre and Atkinson Foundation. Retrieved from <http://communitybenefitsagreements.ca/>

Hartnett, T. (n.d.). *What is consensus?* Retrieved from <https://www.consensusdecisionmaking.org/>

Langs. (n.d.). *About Langs*. Retrieved from <http://www.langs.org/about-langs/#vision>

Maine State Planning Office. (2003). *Community visioning handbook: How to imagine — and create — a better future*. Retrieved from <https://www.maine.gov/dacf/municipalplanning/docs/visioning.pdf>

McGill Qualitative Research Group. (n.d.) *Qualitative or quantitative research?* Retrieved from <https://www.mcgill.ca/mqhrq/resources/what-difference-between-qualitative-and-quantitative-research>

Mintz, S. (2018). What are values? *Ethics sage*. Retrieved from <https://www.ethicsage.com/2018/08/what-are-values.html>

Mulligan, S. (2010). A toolkit to outline the development of the ‘hub model of integrated services’ in Halton. *Our Kids Network*. Retrieved from <http://suzannemulliganborn.com/samples/hubdevelopmenttoolkit.pdf>

Ontario Trillium Foundation. (n.d.-a). *Who we are*. Retrieved from <https://otf.ca/who-we-are>

Ontario Trillium Foundation. (n.d.-b). *Seed grants*. Retrieved from <https://otf.ca/what-we-fund/investment-streams/seed-grants?redirected=1>

Open Definition. (n.d.). *Open definition 2.1*. Retrieved from <https://opendefinition.org/od/2.1/en/>

Partnership for Working Families. (n.d.). *Community benefits 101*. Retrieved from <http://www.forworkingfamilies.org/page/community-benefits-101>

Queiser, S. (2013). Public space for public use: A review of community access to school and municipal facilities. *SPACE Coalition and Social Planning Toronto*. Retrieved from <https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/703/attachments/original/1500561304/Public-Space-for-Public-Use.pdf?1500561304>

Skills You Need. (n.d.). *Active listening*. Retrieved from <https://www.skillsyouneed.com/ips/active-listening.html>

Smith, J. & Noble, H. (2014). Bias in research. *Evidence Based Nursing*, 17(4). Retrieved from <https://ebn.bmj.com/content/ebnurs/17/4/100.full.pdf>

St. Stephen’s Community House. (2018). *Conflict Resolution & Training*. On file with author.

Strengthening Nonprofits: A Capacity Builder’s Resource Library. (n.d.). *Conducting a community assessment*. Retrieved from http://strengtheningnonprofits.org/resources/guidebooks/Community_Assessment.pdf

WoodGreen. (n.d.). *Vision & mission*. Retrieved from <https://www.woodgreen.org/AboutUs/VisionMission.aspx>

APPENDIX A:

SAMPLE TERMS OF REFERENCE

SPACE Coalition Terms of Reference Revised June 2018

1. Vision

We believe that community use of public space is a cornerstone of healthy neighbourhoods and communities.

2. Mission

The SPACE Coalition advocates for affordable, accessible and equitable access to public space that is welcoming to all residents. SPACE will play a leadership role in attaining maximum community use of public space across Ontario, particularly in schools, by:

- Building community connections and engagement;
- Conducting research;
- Assisting in public policy development;
- Providing education and public awareness activities; and
- Engaging in advocacy with the appropriate decision makers.

3. Who We Are

The SPACE Coalition is a diverse group of city and provincial organizations, community groups and individuals that aims to maximize community use of public space.

4. Committee Governance Structure

Membership is open to individuals and organizational representatives bringing perspectives from diverse groups with an interest in public space. SPACE will encourage participation based on affiliations and geography.

Membership is classified as:

- Associate: Members who attend most meetings and can be listed on reports;
- Affiliate: Those who do not generally attend meetings, although they are welcome to do so, but do receive mailings.

5. Leadership Team

The Leadership Team will consist of a Chair or Co-Chairs, Secretary and Treasurer and can include other Associate Members as needed. They will have equal status with regard to agenda

setting and meeting management. The Leadership Team will be responsible for overseeing SPACE's work to ensure that it aligns with our Vision and Mandate.

The role of SPACE Coalition spokesperson will be designated per issue by the Leadership Team.

6. Terms

Associates will cease being Members when they withdraw or request to change to Affiliate status. Affiliates will cease being members when they withdraw, unsubscribe or whose emails consistently bounce back.

The term of office for the Chair/Co-Chairs, Treasurer and Secretary positions shall be one year. Elections will take place annually at the May meeting. The Chair(s), Treasurer and/or Secretary may be re-elected.

7. Quorum

There being no defined number of members, quorum will be deemed as a minimum number of 5 attendees. Teleconference/electronic participation is acceptable.

8. Meetings

Meetings will be held monthly (approximately 9 per year). Occasional meetings may be by conference call/electronic participation, if necessary.

Workgroups, if required, may meet more frequently.

Minutes of meetings and background information should be circulated one week prior to the next meeting.

Meetings shall be organized at times convenient to the majority of the Associate Members.

9. Minutes

Minutes may be recorded by any member in attendance.

Minutes will be made available to SPACE Associates and Affiliates through E-News Updates.

10. Decision Making

Where possible, decisions will be made by consensus.

When votes are necessary, a simple majority will be sufficient.

Financial decisions must be voted on and recorded in the minutes.

11. Annual Plan and Budget

Resources and Terms of Reference will be reviewed annually at the May meeting.

APPENDIX B: SAMPLE AGENDA

SPACE Coalition Meeting

Wednesday, May 18th, 2016, 9:30-11:30 a.m.
Social Planning Toronto, 2 Carlton Street, Suite 1001
Toronto, ON

DRAFT AGENDA

1. Introductions, approval of agenda and reminder of side-bar issues to be noted for later discussion
2. Regrets: Ari Smith
3. Minutes of April 14, 2016 — Corrections/additions, approval
4. Updates
5. Meeting with City Councillor
6. Community Hubs Influencer Series
7. Fall symposium
8. Other business
 - a) McNicoll Public School
 - b) Facilities Partnership Meeting
9. Group Check-in re. meeting /governance issues/feedback
10. Next meetings and location — June 13 at Social Planning Toronto, Suite 1001, 2 Carlton St.

APPENDIX C:

SAMPLE SIGN-IN SHEET

Project:

Location:

Date:

Time:

	Name (first and last)	Organization	Phone number	Email address
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

APPENDIX D:

SAMPLE MEETING NOTES

SPACE Coalition Meeting

Meeting Notes

Wednesday, May 18th, 2016

9:30 a.m. - 11:30 a.m.

Social Planning Toronto, 2 Carlton Street, Suite 1001
Toronto, ON

Meeting Chair: Susan Fletcher

Minutes: Sharma Queiser

Present: Lynn Manning, Mary Hynes, John Ryerson, Sophia Ali, Julie Charlebois

Regrets: Chiara Padovani

1. Welcome/Introductions

- Agenda accepted by consensus
- Noted that Terms of Reference should be added to next meeting agenda
- **Action Item:** Lynn will distribute the most recent version of the Terms of Reference
- Minutes accepted by consensus as amended

2. Updates:

- a) Meeting with City Councillor
 - It was supposed to be yesterday and needs to be rescheduled (it since got rescheduled for May 31)
 - This will be an opportunity to discuss City-School Boards Advisory Committee and ask some questions for our Community Hubs Influencer Series
- b) Community Hubs Influencer Series
 - The first edition will be with Karen Pitre
 - Karen will be visiting Susan at Applegrove and completing the interview with her

3. Fall Symposium

- November 18 and November 25 were identified as potential dates
- School cafeteria or a multi-purpose room in a community centre were identified as possible locations
- The group discussed the need for networking, critical discussions and information sharing during the event
- The group decided it should be a morning event and breakfast will be served
- **Action Item:** Lynn to look into catering options for breakfast
- **Action Item:** Sharma to invite Karen Pitre

4. Other Business

- a) McNicoll public school
 - TDSB is considering the selling of McNicoll School
 - This school is not currently utilized as a school but houses many social services
 - It will be considered by the TDSB Planning and Priorities Committee on June 15 and go to Board on June 22
- b) Facilities Partnership Meeting
 - Sahar shared information on a Facilities Partnership meeting that the TDSB is hosting
 - **Action Item:** Susan will attend the meeting and report back to SPACE
 - All Boards are supposed to host these meetings but this is the first time that the TDSB has

5. Next Meetings

- **June 13th from 9:30 a.m. to 11:30 a.m. at Social Planning Toronto, 2 Carlton Street, Suite 1001**
- Susan noted that she might be away for the June 13th meeting

APPENDIX E:

SAMPLE LETTER OF SUPPORT

November 7, 2018

Attn: Ontario Trillium Foundation
800 Bay Street, 5th Floor
Toronto, Ontario M5S 3A9



Re: Letter of support for All Sports Toronto (AST) - Community Outreach Project

To whom it may concern,

The SPACE Coalition has a long-standing relationship with All Sports Toronto (AST) in the mutual aim of maximizing community use of public spaces across Toronto. The SPACE Coalition enthusiastically endorses AST's proposed outreach project, as it will support local youth to effectively design and utilize recreational spaces in their neighbourhoods.

As a strategic outreach and action research coalition, our work consistently demonstrates that access barriers result in a lack of youth engagement with available community programming. This is especially true for youth in North Etobicoke from households experiencing poverty. We believe AST's outreach initiative has great potential to remove barriers to recreation opportunities for youth in this area.

SPACE Coalition is committed to the following tasks and functions to support this project:

- Membership on the project Advisory Committee,
- Providing community asset mapping resources,
- Actively supporting group development through resources,
- Disseminating event information on our website and social media accounts as appropriate, and
- Offering meeting space in-kind as needed.

Thank you for your consideration of this proposal. If you have any questions, or require further information, please do not hesitate to contact me.

Sincerely,

Sharma Queiser
SPACE Coalition
2 Carlton Street, Suite 1001
Toronto, ON M5B 1J3
416-351-0095 ext. 219

APPENDIX F:

MEMORANDUM OF UNDERSTANDING (MOU)

Below you will find many different sections that you may wish to use when you create a comprehensive MOU. Not all sections may be relevant to your work or you may need additional sections — review the list with your partners and include what makes sense to you.³²

Introduce parties

List the legal names of each party involved in the MOU. For example:

“Memorandum of Understanding between
Social Planning Toronto
and
SPACE Coalition”

Background and scope

Introduce your collaborative project. Be sure to describe each party involved, the issue(s) you are going to address, your goals, and the target population. Example:

“The SPACE Coalition is a diverse group of city and provincial organizations, community groups and individuals that aims to maximize community use of public space.

“SPT is non-profit, charitable community organization that works to improve equity, social justice and quality of life in Toronto through community capacity building, community education and advocacy, policy research and analysis, and social reporting.”

Project actions, outcomes, and timelines

Describe how your project will take action, what outcomes you will achieve, and what the expected timelines are. You may include a detailed work plan as an appendix. Example:

“SPT and SPACE Coalition will conduct community-based research to explore the barriers and supports to youth participation in recreation activities. Using an approved research model, surveys will be conducted throughout Spring 2019, with interpretation and public dissemination occurring by August 2019. The end result of this project will illuminate ways in which youth currently access services...”

³² Adapted from Graham, H. & Mollenhauer, L. (2011). Planning effectively as a community partner: A United Way Toronto toolkit. *United Way Toronto*. Retrieved from <https://www.unitedwaygt.org/document.doc?id=232>

Collaborative values and principles

Define your mutual values to help guide the collaborative process and keep your work goal-centred. Example:

“All parties will strive to apply an anti-oppression framework within all planning activities and actions in this partnership.”

Roles and obligations of all parties

Create a detailed list of each party’s roles and responsibilities. Example:

“SPACE Coalition’s Obligations:

a) The SPACE Coalition shall identify those groups that should be contacted to participate in a community survey

b) The SPACE Coalition shall review and approve all data collection tools in a timely manner...”

Resource commitments

List the resources that each party commits to providing. These might include staffing, skill sharing, physical space, and in-kind contributions. Example:

“SPT commits to providing the following:

Eight (8) hours of meeting space per month at SPT’s head office

Community assessment tools and advisory

Use of printing facilities for outreach materials”

Communication

Describe how parties will communicate with one another. This can include routine meetings and minute taking, as well as informal correspondence. Decide how the group would like to communicate with outside parties and media outlets, if applicable. Example:

“SPT and the SPACE Coalition will maintain routine communication around project activities within a reasonable timeline. Committee meetings will be held every 4-6 weeks, with minute-takers alternating between committee members.”

Insurance & risk management

Specify any insurance and/or liability measures that this project will require. Example:

“To minimize risk to the community, all research activities will be approved by SPT’s Research Advisory Committee prior to their implementation. Liability insurance will be obtained through SPT’s current provider.”

Management of funds

Detail specific party roles around how finances will be handled, including who will manage grant money, and who will report to whom. Ensure that you discuss what will happen to funds in case the project dissolves or terminates ahead of schedule. A detailed budget may be included as an appendix. Example:

“As Trustee, SPT will provide financial oversight and the administration of funds...”

Unforeseen challenges

Conflicts inevitably arise when we collaborate with one another. Come to a reciprocal agreement about how conflicts will be handled – for instance, through good faith, a third-party mediator, etc. Example:

“Each party agrees to work in good faith to resolve any unforeseen challenges that may arise during this MOU. Each party agrees to contact the other party, in a timely fashion, should circumstances arise that jeopardize the ability of the party to carry out its activities.”

Changes to the collaboration

Briefly describe procedures to be followed if/as group relations are amended. Example:

“Any changes to the collaboration must be submitted in writing to all members of the collaborative partnership. Change should be achieved by consensus; if not that, then quorum (50% of members plus 1) will be sufficient. Changes to the collaboration will require the creation of a new MOU.”

Termination

Describe agreed-upon circumstances in which a partner can terminate their involvement in the project. Example:

“Partners must provide two months written notice to terminate their involvement in the project...”

Signatories

Provide places for a representative from each group to sign and date the document.

Appendices

Include supplementary materials (e.g. budget, workplan, Terms of Reference) as an appendix.

