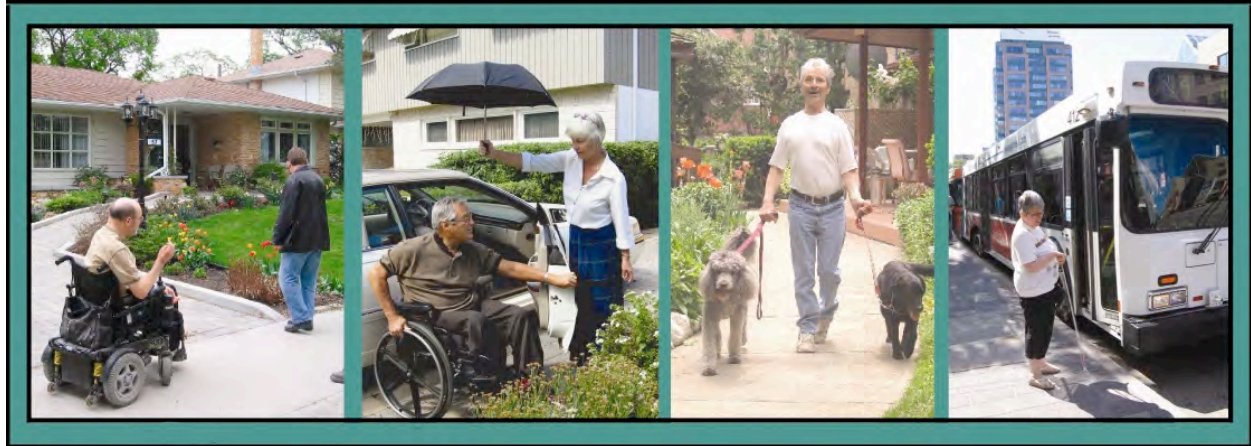


CANADIAN CENTRE ON DISABILITY STUDIES



AGING AND DISABILITY

**From Research and Knowledge to Better Practice:
Building Strategies and Partnerships for Livable
Communities that are Inclusive of Seniors with Disabilities**

Final Report
April 2009



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I. Introduction

The Aging and Disability project, initiated by the Canadian Centre on Disability Studies (CCDS) and funded by the Office of Disability Issues (Human Resources and Social Development Canada) was undertaken in response to the growing population of seniors (age 65 and over) in Canada and the corresponding increase in the number of individuals experiencing disabilities. The term 'disability' is defined as "physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder full and effective participation in society on an equal basis with others."¹ The Aging and Disability project is based on the core value that seniors with disabilities should be included and fully participate in the community, and the environmental, social and attitudinal barriers that prevent people with disabilities from full participation in society are removed.

Using the social model of disability as the basis, the goal of this project was to examine how the community environment can become more conducive to full participation of seniors with disabilities by identifying the principles and elements that comprise a livable and inclusive community for seniors with disabilities. Working in partnership with six pilot communities in three provinces, the CCDS Project Team developed and tested a Livable and Inclusive Communities model as well as evaluation and planning tools and processes that were designed for the purpose of assisting communities to identify the strengths, challenges and priority areas for action to improve the inclusiveness of seniors with disabilities in the community.

The Report summarizes the results of the project, with a particular focus on the feedback received from the participating communities on the effectiveness of the project processes, Livable and Inclusive Communities model, evaluation and planning tools and processes. The last section in the Report outlines the next steps CCDS intends to pursue in incorporating the feedback received and improving upon the model and tools developed.

II. Project Goal, Outcomes, and Activities to Achieve Outcomes

PROJECT GOAL:

The goal of the project as originally envisioned was to contribute to the development of livable and inclusive communities by piloting and testing an innovative and comprehensive model in three provinces: British Columbia; Manitoba; and Ontario. Outlined below are the outcomes achieved in the project and the completed project activities that led to the outcome.

Outcome 1:

Developed and tested collaborative and innovative tools, evaluation methods (indicators) and mechanisms that will assist in the development of inclusive and livable communities for seniors with disabilities in three pilot regions.

Output 1.1: Increased awareness and knowledge regarding planning and developing of livable communities that are inclusive of seniors with disabilities.

¹ United Nations (2006). *Convention on the Rights of Persons with Disabilities and Optional Protocol*. <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
Canadian Centre on Disability Studies, 2009

Activity 1.1.1: Conducted an environmental scan of Canadian and international inclusive and livable community initiatives, policies and evaluation guides

Activity 1.1.2: Conducted a literature review on livable communities and aging and disability strategies

Activity 1.1.3: Conducted an analysis of national and provincial frameworks on aging

Activity 1.1.4: Developed an inventory of promising practices in the area of inclusive and livable communities for seniors with disabilities

Activity 1.1.5: Conducted Case Studies demonstrating best practice in transportation and housing as it relates to the elements of livable and inclusive communities

Output 1.2: Developed evaluation and community planning instruments and associated processes for establishing livable and inclusive communities

Activity 1.2.1: Developed pilot “Livable and Inclusive Communities” evaluation tool and associated process to measure point-in-time status of communities regarding the extent to which they are livable and inclusive of seniors with disabilities

Activity 1.2.2: Developed pilot “Livable and Inclusive Communities” planning tool and associated process to assist communities in transforming the evaluation findings into action.

Output 1.3: Tested evaluation and planning tools and process in communities

Activity 1.3.1: Introduced through site visits to communities the evaluation tool and associated process.

Activity 1.3.2: Introduced communities to planning tool and associated process using Internet communication methods, i.e. Skype.

Outcome 2:

Increased capacity of policy makers, service providers, industry and community groups from disability and senior sectors as well as the general municipal and province levels to plan, initiate and deliver integrated accessible and affordable housing, transportation and support services and related information that promote inclusion and participation of seniors with disabilities.

Output 2.1: Increased knowledge and ability of stakeholders to contribute to the development of livable and inclusive communities

Activity 2.1.1: Trained Regional Team Leaders and Community Working Groups in applying the evaluation tool and process through in-person sessions delivered in each of the communities

Output 2.2: Increased collaboration between senior and disability sectors resulting in integrated strategies, joint plan and activities in Community Sites

Activity 2.2.1: Established Community Working Groups in each of the test communities with representation from disability and senior sectors, led by Regional Team Leaders

Activity 2.2.2: Trained Regional Team Leaders and Community Working Groups in applying the planning tool and processes

Activity 2.2.3: Provided ongoing coaching and support from the Project Team

Output 2.3: Improved communication, information sharing and networking capacities of the stakeholders

Activity 2.3.1: Community Working Groups invited input from a variety of sectors and build relationships with industry, planners, builders, etc. as they work with the evaluation and planning tools

Activity 2.3.2: Members of the Community Working Groups, led by the Regional Team Leaders, met regularly over the testing period to implement evaluation and planning activities

Outcome 3:

Improved system of development and delivery of integrated and accessible services to seniors with disabilities.

Output 3.1: Improved capacity of selected communities to address the needs of seniors with disabilities in an inclusive way.

Activity 3.1.1: Received feedback from the Regional Team Leaders and Community Working Groups in the selected communities regarding the pilot tools, processes, and resources.

Activity 3.1.2: Convened a Think Tank of the Project Team, Regional Team Leaders and selected members of the Community Working Groups to present on progress made and conduct a group evaluation of the pilot tools and processes.

Output 3.2: Increase access to and availability of innovative tools, resources and collaborative mechanisms that contribute to the development of livable communities inclusive of seniors with disabilities.

Activity 3.2.1: Developed a "Blueprint for Action" on livable communities based upon evaluation phase.

Activity 3.2.2: Developed a Resource Guide to provide communities with accessible information regarding the elements of livable and inclusive communities as well as funding sources for planned initiatives to address the needs of seniors with disabilities.

Outcome 4:

Increased awareness on livable and inclusive communities and the impact on seniors with disabilities.

Output 4.1: Improved ability of key stakeholders to communicate and promote knowledge on livable and inclusive communities to relevant sectors and the public.

Activity 4.1.1: Delivered presentations and media interviews regarding the community's evaluation findings and planning results.

Output 4.2: Disseminated project related information including Case Studies, tools, processes, and resources.

Activity 4.2.1: Published articles on the project

Activity 4.2.2: Delivered presentations at conferences on the project

Activity 4.2.3: Established a collaborative web-site to disseminate knowledge, and provide a forum for sharing and networking

Activity 4.2.4: Completed final reports

III. Project Methodology

A. Project Governance

The governance structure of the CCDS Livable and Inclusive Communities for Seniors with Disabilities Project served to provide a forum for project accountability; project leadership in each of the six chosen communities; involvement of key project partners in each of the three provinces; and participation of individuals on a Community Working Group representing key sectors within each of the communities. The CCDS Project Team is responsible for the development of evaluation and planning tools and processes, provision of evaluation and planning process training, design and delivery of the Think Tank, and creation of reporting documents. The CCDS Project Team consisted of:

Dr. Olga Krassioukova-Enns –	Project Manager
Christine Ogaranko -	Project Lead
Laura Rempel -	Project Coordinator
Colleen Watters -	Research Assistant
Laurie Ringaert -	Project Consultant

B. Community Selection and Overview

The Livable and Inclusive Communities model was tested in two pilot sites, one rural and one urban, in three provinces for a total of six pilot communities: 100 Mile House and Fort St. John, British Columbia; Rossburn and Selkirk, Manitoba; and Waterloo and Woolwich, Ontario.

The six pilot sites were chosen based on the following criteria:

1. Communities with higher percentage of seniors compared with other communities
2. Population Size
 - One rural community in each province (less the 5000 population)
 - One urban community in each province (5000 – 50,000 population)
3. Ethnically diverse – presence of visible minorities, immigrants, and Aboriginal people
4. Presence of a seniors and/or disability network or organization
5. Potential partners within the municipal government or a non-government disability/seniors organization
6. Indication that the community is interested in promoting disability and/or seniors issues, such as the presence of seniors/disability initiatives

Overview of Communities

Fort St. John, British Columbia

Population: 25,136

Senior Demographic: 1585 (6%)

Overview: Fort St. John is an urban community in the northeastern part of British Columbia. It is known as the 'Energetic City' due to its resource base of oil, natural gas, forestry and agriculture as well as the vitality of its residents. Fort St. John is a hub, servicing 64,000 people in outlying areas. The community had previously participated in the Measuring Up the North initiative.

100 Mile House, British Columbia

Population: 1,885

Senior Demographic: 430 (23%)

Overview: 100 Mile House is a rural community in the Central Interior with many lakes and beautiful scenery. Although it is a small centre it acts as a hub to a larger rural service area of about 20,000 people. 100 Mile house is an industry-based town focused on forestry, agriculture and tourism. It is a highly active area consisting of a high population of retired people and many caring volunteers. The community had previously participated in the Measuring Up the North initiative.

Waterloo, Ontario

Population: 97,475

Senior Demographic: 10875 (11%)

Overview: Waterloo is an urban centre that has evolved from an agriculture-based community to a telecommunications and technology hub. The Kitchener/Waterloo Social Planning Council has hosted a series of events based on community engagement and inclusion called Focus on Inclusion - Waterloo Community Action Forum. They also have an active Disabilities and Human Rights Group.

Township of Woolwich, Ontario

Population: 19,658

Senior Demographic: 2,850 (14.5%)

Overview: Woolwich is comprised of an extensive rural area and 15 residential settlements, 5 industrial/commercial areas and 3 open space areas. It is located in South-western Ontario, in the northeast section of Waterloo Region. The township vision is: "The Township of Woolwich will continue to meet our community's needs through particular focus on managing growth,

roads and infrastructure, human resources, community health and safety and quality services while being recognized as a leader in the provision of municipal services.”

Selkirk, Manitoba

Population: 9,515

Senior Demographic: 1,870 (19.6%)

Overview: Selkirk is a growing urban centre directly north of Winnipeg and its economy is derived from agriculture, manufacturing, tourism, culture and heritage. Major employers include Manitoba Hydro, Selkirk Mental Health Centre, Gerdeau MRM Steel Mill and several personal care homes. Selkirk is a regional hub for rural municipalities of St. Clements, East St. Paul and West St. Paul with a population of about 40,000 people.

Rosburn, Manitoba

Population: 546

Senior Demographic: 205 (37%)

Overview: Rosburn is a rural community situated close to Riding Mountain National Park. Its predominant economic activities include agriculture, mixed farming, ranching and recreational activities. Rosburn is a hub for 3000 people in the surrounding areas. The community is actively involved with the Age-Friendly Communities initiative in Manitoba.

Source: 2006 Community Profiles statistics retrieved from Statistics Canada

<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>

C. Provincial Project Partners

The role of the provincial project partners was to work in close collaboration with the CCDS Project Team and act as a link between the Project Team and the initiatives, organizations, and individuals at the community level. The project partners were the recipients of the project funding to be used for the implementation of the project activities within the community and were required to submit accounting reports to the CCDS Project Team. The project partners are as follows:

100 Mile House, British Columbia -
Fort St. John, British Columbia -

Rosburn, Manitoba -
Selkirk, Manitoba -

Waterloo and Woolwich, Ontario -

District of 100 Mile House

Measuring Up the North Community Liaison and
the Fort St. John Association for Community Living
Rosburn Seniors Drop-in Centre

City of Selkirk

Social Planning Council of Kitchener-Waterloo

D. Regional Team Leaders

The Regional Team Leaders were responsible for leading the development of the Community Working Groups and providing overall coordination of the Working Group activities as well as liaising with the Project Team. Key responsibilities included:

- Facilitating the meetings of the Community Working Groups including arranging meeting space, inviting representatives, and disseminating meeting agendas.
- Participating in meetings with other Team Leaders to share progress and challenges
- Participating in the training for the evaluation, protocol and planning tools (2 sessions)
- Overseeing the implementation of the evaluation tool and process within the community

- Facilitating planning sessions with the Working Group based on the results of the evaluation
- Providing feedback on the evaluation, protocol and planning tools
- Attending a Think Tank in March 2009 to participate in the development of a broader Blue Print for Action

The Regional Team Leaders representing the six pilot communities were:

100 Mile House, British Columbia -	Joanne Doddridge, Planner, District of 100 Mile House and Shelly Somerville, Measuring Up the North Committee Member
Fort St. John, British Columbia -	Lori Slater, Measuring Up the North Liaison and Cindy Mohr, Executive Director, Fort St. John, Association of Community Living
Rosburn, Manitoba -	MaryAnn Grassinger and Ed Zimmerman, Rosburn Seniors Drop-in Centre
Selkirk, Manitoba -	Mayor David Bell, City of Selkirk and Jennifer Ferguson, Selkirk and District Planning Area Board
Waterloo and Woolwich, Ontario -	Trudy Beaulne, Executive Director, Social Planning Council of Kitchener-Waterloo and James Hunsberger, Board Member

E. Community Working Groups

There was one Community Working Group in each of the six chosen communities with members representing a range of sectors. There were a total of 57 individuals who participated in the Community Working Groups with some individuals representing more than one sector. The sector representation is as follows:

- Individuals with lived experience as a senior and or person with disability – 23
- Family members with lived experience - 2
- Municipal government - 4
- Municipal planning office - 3
- Health services - 10
- Transportation - 2
- Universal design - 3
- Leisure/Recreation - 6
- Spiritual /Cultural - 1
- Employment /Jobs - 3
- Aboriginal/First Nation community - 4
- Community organizations – 13 (e.g. Social Planning Council, MS Society, Planned Lifetime Networks, Human Rights and Disabilities Group, Association of Community Living (support adults with developmental disability), Save Our Northern Seniors)

The Community Working Groups were responsible for participating in training sessions related to the evaluation and planning tools and processes; measurement of the elements related to livable and inclusive communities; participation in the planning sessions to address the evaluation findings; and some selected members participated in the Think Tank towards the end of the project.

IV. Livable and Inclusive Communities Defined

The core purpose of this project is to assist communities in evaluating the elements necessary to ensure that the community is livable and inclusive of seniors with disabilities, and to facilitate a community planning process to identify what steps the community can take to achieve this outcome. Before describing the model developed to address this purpose, it is important that the concepts of livable and inclusive communities are clearly defined.

The term “livable and inclusive community” is premised on the values:

- Every community, whether rural, urban or northern, should offer the same opportunities for all of its citizens regardless of their abilities, and,
- A community’s social and physical environments have a direct correlation to its citizen’s overall health, well-being and quality of life and should be addressed in tandem in order to meet citizens’ needs.

Livable communities are assessed by the level of quality of life it offers to their citizens, including a place that fosters good schools, housing, public transit, and jobs; takes a sustainable approach to environmental, cultural, and human resources; encourages a broad range of physical, cultural, social, and economic opportunities; and, it takes a context-sensitive approach to planning and development impacts. (Montgomery County Planning Department, 2003)

An “inclusive community” by definition is one that is open to individuals of all identities (for example, age, gender, race, religion, sexual orientation, ability/disability, ethnic origin, family status, etc.), and that these same individuals are able to actively take part in the community as they feel safe and empowered to do so; their voices are heard; and, their contributions are acknowledged and valued by the community. (McMaster University, N.D.) Participatory planning and decision-making are at the heart of an inclusive community. (Maxwell, G., 2007)

When these values and definitions are applied to seniors with disabilities, the result is a community that actively involves and includes seniors with disabilities and that the businesses, programs, and services that make up a community are planned and established with the needs of seniors with disabilities in mind.

V. Livable and Inclusive Communities Model

A. Foundation for the Model

The Livable and Inclusive Communities model is based on the premise that there is a direct correlation between citizens’ overall health, well-being and quality of life and the political, social, physical and economic environments, and in order to develop communities that are truly livable and inclusive for all citizens, the four environments must be addressed in tandem. In other words, the extent to which the political, physical, economic and social environments are inclusive of individuals’ needs is reflective of a livable and inclusive community.

Figure 1: Foundation for Livable and Inclusive Communities



Furthermore, the concepts of private and public, and policy and practice are applied to each of the four environments and act as a lens through which the model is applied and used as a measurement of Livable and Inclusive Communities. These concepts are reflected in the principles, elements and indicators that form the model.

B. Principles

The principles in the Livable and Inclusive Communities model are a collection of standards that act as a guide in the evaluation of a community. The principles represent the core of the model and lay the foundation upon which the elements are built. They are broad statements that, in this pilot version of the model, have been written to reflect the focus on seniors with disabilities and are as follows:

- 1. Participation** – Seniors with disabilities actively participate in community planning, design, decision-making and implementation. Furthermore, seniors with disabilities fully participate in all aspects of the community.
- 2. Community Connections** – Opportunities exist and the physical surroundings support the interaction between seniors with disabilities and other community members, organizations, and surrounding communities.
- 3. Leadership** – The community as a whole requires leadership to ensure that communities are inclusive of seniors with disabilities, and in addition, opportunities exist for seniors to build capacity to develop and exercise leadership roles within the community. Evidence such as existing policies show that community leaders have prioritized the needs of their constituents.
- 4. Sustainability** - A constant process of evaluation and adaptation is necessary to seek balance in the social, economic and environmental components of a community to meet the changing needs of seniors with disabilities ensuring that the ability of future generations lead active lives in the community.

5. **Universal Design** - Universal Design is the practice of planning and designing environments that accommodates individuals' changing needs over time. It applies to accessing services, landscapes, buildings and information to young and old, with or without disabilities regardless of life circumstances. (Source: www.winnipeg.ca/ppd/Universal_Design.stm)
6. **Affordability** - The cost of programs, services and amenities are relative to an individual's income and do not act as a barrier to access necessary services or negatively affect an individual's quality of life.

C. Elements

Based on a review of the literature, a review of existing provincial disability and senior sector frameworks, and previous research conducted by CCDS, the CCDS Project Team determined that there are ten interrelated elements that are part of livable and inclusive communities. The elements represent the common aspects of a community that all members of the community rely upon or access. In a livable and inclusive community, each of the six principles listed above is reflected in each of the ten elements. Also, each of the elements is interrelated, so if one element changes than that affects or subsequently changes one or more other elements. For example, if accessible housing (element) for seniors with disabilities are built on the outskirts of a community, then reliable transportation (element) needs to be available in order to use necessary support services (element). If appropriate transportation is not developed, than that will negatively impact a person's ability to participate (principle) and remain connected to the community (principle).

The ten elements of the pilot Livable and Inclusive Communities model are described below:

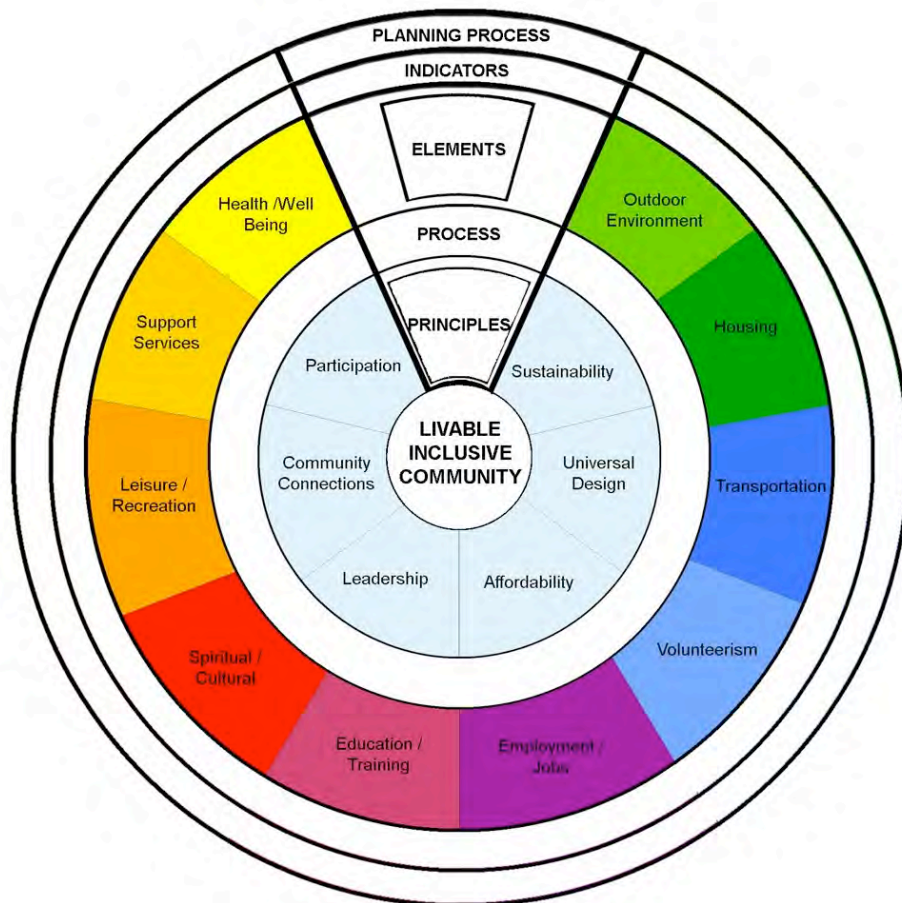
1. **Housing** - Available housing stock consists of a range of options including public (subsidized) and private housing, assisted living accommodations, co-housing, and life lease accommodations.
2. **Transportation** - Public transportation is available and affordable, and can accommodate individuals with different abilities. Public transportation refers to taxis, buses, trains, airplanes, and assisted transportation such as Handi-Transit. Private transportation such as the use of a car is supported.
3. **Support Services** – Supportive services are made available by the formal service system and informal caregivers to provide assistance in a flexible manner to individuals to carry out the activities of daily living and facilitate the person's ability to interact in a person's home and the community. Examples include: home care, respite care, housekeeping, home maintenance, and meal preparation.
4. **Health and Well-being** – Programs and services are available that promote physical health and mental well-being. Examples include formal health services, alternative health resources, counselling services and peer support groups. Access to healthy food is fundamental to good physical and mental health and is influenced by factors such as local availability, affordable prices, and gardening options.
5. **Education & Training** – Formal opportunities for learning are available which include post-secondary, continuing education, and skill training programs that promote access to

life-long learning opportunities for adults and seniors. Also, informal learning opportunities are available such as mentorship programs for youths and seniors.

6. **Spiritual/ Cultural** - Spiritual refers to individual or group-based participation in worship, exploration of doctrines and beliefs, fellowship, and community outreach, as well as meditation and yoga. Culture refers to a common language, history, art forms shared among a group of people.
7. **Leisure/Recreation** – Leisure/recreation refers to activities including physical exercise programs and community gatherings, such as social activities to promote interaction among community members of all ages. Available and affordable programs targeting seniors should be adapted for people with different abilities. Furthermore, information is made centrally available to the community regarding leisure program options in an accessible format.
8. **Outdoor Environment** – The outdoor environment refers to public space that includes green spaces, e.g. public parks, gathering spaces, and sidewalks. These areas should be pedestrian-friendly, e.g. clear of hazards, sheltered from adverse weather where possible, accessible, integrated into residential areas, well-lit for safety sake, easily navigated with adequate signage, and offer access to seating and public toilets.
9. **Employment/Jobs** – Flexible employment options are available such as job sharing, part-time work, and various retirement options. Retraining opportunities in new or existing skill areas is available, e.g. computer skills training.
10. **Volunteerism** – Volunteer opportunities are available and individuals are encouraged to participate in the community as volunteers with organizations, schools, boards, etc. A registry exists in the community of available individuals with skill sets for the purpose of matching to potential volunteer opportunities. Individuals are valued, recognized, and utilized by the community for their knowledge and lived experience.

Figure 2 below illustrates the pilot Livable and Inclusive Communities model.

Figure 2: Livable and Inclusive Communities Model – Principles and Elements



VI. Livable and Inclusive Communities Evaluation Tool and Process

A. Evaluation Tool

The CCDS Project Team developed a pilot evaluation tool as a means of measuring the extent to which the principles of the Livable and Inclusive Communities model are reflected in the communities' ten elements; that is the extent to which the communities are inclusive of seniors with disabilities. The means of measuring or evaluating the presence or absence of the principles and elements in communities is through the indicators that have been developed and incorporated into the evaluation tool reflecting each of the principles for all ten elements. The expected data to be collected for each of the indicators is also outlined in the evaluation tool. There are a total of sixty indicators in the evaluation tool; six indicators for each of the ten elements reflecting both quantitative and qualitative data. The indicators for this pilot tool have

been written to reflect the target group of seniors with disabilities; however the indicators can be revised to reflect other target groups.

Table 1 below outlines the indicators and data to be collected for the element of housing. This format is repeated for all ten elements. For the complete Evaluation Tool, refer to Appendix A.

Table 1: Housing Element – Indicators and Data to be Collected

Principle	Indicators	Data to be Collected
Participation	A policy exists at the municipal level requiring the participation of seniors with disabilities in the housing development planning process.	<ul style="list-style-type: none"> Identify, count, and describe existing policies Count the number of seniors with disabilities that are currently involved in municipal planning processes
Community Connections	The location of the housing occupied by seniors with disabilities is within a 5 minute walk, 10 minute drive by car, or 15-20 minute ride using public transportation to core amenities.	<ul style="list-style-type: none"> Measure the time taken to travel by walking, by car or public transportation between seniors housing and a grocery store and pharmacy
Leadership	Government and non-government leadership in the community formally acknowledges and addresses the housing needs of seniors with disabilities. E.g. strategic planning and community planning processes that highlight the different housing options for seniors with disabilities.	<ul style="list-style-type: none"> Count and describe the strategic planning and other community planning processes at the municipal level that have occurred over the past 5 years that address the housing needs of seniors with disabilities. Identify and describe the planning documents that specifically mention these needs
Sustainability	The community conducts pre and post evaluation activities to ensure a balance between the social, economic and environmental factors in the development of housing.	<ul style="list-style-type: none"> Identify and describe the evaluation and decision-making process (i.e. what factors are taken into account) undertaken by the community/ municipality when reviewing a housing development proposal
Universal Design	Policy exists to guide the planning of new housing construction (private and public) that ensures basic accessibility (no step entrance, wider doorways, and main floor bathroom).	<ul style="list-style-type: none"> Identify and describe existing policy to incorporate universal design principles in new construction. Identify and describe the types of assistance available to individuals who require adaptations to their existing home.
Affordability	The percentage of individuals in the community age 65 and over that spend more than 30% of their income on housing. The number of seniors subsidized housing units in the community in proportion to the number of individuals age 65+ that spend more than 30% of their income on housing.	<ul style="list-style-type: none"> Obtain statistical information (CMHC, Statistics Canada) that indicate the number of individuals age 65 and over in the community that spend more than 30% of their income on housing. Count the number of subsidized housing units in the community allocated for seniors.

B. Evaluation Process

The process to implement the evaluation was participatory and multisectoral in nature. The activities of the evaluation, i.e. the measurement of the elements based on the indicators, were conducted by a Community Working Group that consisted of members that were representative of the key elements of livable and inclusive communities. Alternatively, expert community members were also engaged to provide specific knowledge and are not part of the core group. Examples of sector representation include:

- Consumers with lived experience – seniors with disabilities
- Local government
- Municipal planning office
- Health services
- Transportation
- Housing
- Universal design
- Recreation
- Environment

The Community Working Groups were led by a Regional Team Leader that coordinated the Group's activities through regularly scheduled meetings. The Community Group's initial focus was to implement the evaluation tool. Each Community Working Group received on-site training on the use of the tool. Once the training was completed, the Regional Team Leader engaged the Working group in one of two processes: 1) the Team Leader assigned each element and the corresponding indicators to the individual Working Group member whose knowledge matched the element. Each Working Group member was responsible for collecting the information related to the indicators for that element and reporting the findings to the Group at the scheduled meetings; 2) the Working Group worked through each of the indicators as a group and if information was not available within the Group, then the required information was gathered and brought back to the group. Once the Community Working Groups completed the information gathering process as it related to the indicators, the Groups engaged in a large group discussion, led by the Regional Team Leaders, to identify the strengths, challenges, and areas for action based on the information gathered for each indicator. All information gathered as well as the identified strengths, challenges and areas for action were entered into the evaluation tool document which was then submitted to the Project Team for synthesis and analysis.

C. Evaluation Results

A summary of the areas for action identified as part of the evaluation process for all participating communities are outlined below. The detailed evaluation findings for each community are located in Appendix B.

Housing

- Increased affordable and accessible housing options for seniors with disabilities
- Involve seniors with disabilities in municipal planning related to housing development
- Develop an affordable housing plan
- Determine the needs of seniors with disabilities as it relates to housing in the community

Transportation

- Increased transportation options and availability in rural and urban areas
- Training available for transportation operators regarding assistance provided to seniors with disabilities
- Availability of affordable transportation options
- Increased awareness of transportation options

Support Services

- Improved access to information regarding available support services in the community, i.e. resource guides
- Establish supports for caregivers
- Increased availability of support services in general and affordable support services

Health and Well-being

- Increased awareness of health services available and not available in the community
- Improved access to information regarding the type of health and well-being services available in the community
- Increased availability of services particularly in the rural area, e.g. help-line
- Provision of healthy living workshops in the community
- Increased input from seniors with disabilities in health service planning

Education and Training

- Increased education and training opportunities for seniors with disabilities
- Increased awareness of available education and training opportunities
- Availability of courses specific to the needs of seniors with disabilities, e.g. driver training
- Available services to support access to education and training, i.e. transportation

Spiritual and Cultural

- Increase in accessible facilities for spiritual and cultural activities
- Involve seniors with disabilities on the boards of spiritual/cultural organizations as a means of raising awareness of needs

Leisure and Recreation

- Coordination among existing leisure/recreational activities
- Increased availability of affordable recreational options
- Increased knowledge of the leisure/recreational preferences of seniors with disabilities
- Increased availability of information regarding leisure/recreation options
- Increased availability of accessible leisure/recreation options
- Develop supports that would facilitate participation in leisure/recreation programs, e.g. flexible transportation, weather shelters in park areas

Outdoor Environment

- Improved walkways, signage throughout the community and in public green spaces
- Improved maintenance of outdoor walkways in winter months
- Involve seniors in planning outdoor spaces in the community

- Provision of accessible washrooms and bench areas in outdoor spaces
- Improved crossings at street intersections

Employment and Jobs

- Increased awareness of employment options for seniors with disabilities
- Assess needs of seniors with disabilities as it relates to employment and jobs
- Advocate for businesses/organizations to hire seniors with disabilities
- Increased accessible working environments

Volunteerism

- Increased awareness of available volunteer opportunities
- Develop a 'senior friendly registry ' for individuals wanting to volunteer
- Educate the public regarding the needs of seniors with disabilities

VII. Livable and Inclusive Communities Planning Tool and Process

A. Planning Tool

The pilot Community Planning Tool was developed by the CCDS Project Team for the purpose of guiding the participating communities through a planning process that would transform the priority areas identified in the community evaluation process into action.

Within the Planning Tool there are nine (9) categories of information required for each element. The definition of each category and the corresponding instructions for completion of the Tool are outlined below. Refer to Appendix C for the Planning Tool in its entirety.

Three (3) Priority Areas

Refers to the priority areas the Community Working Groups identified during the evaluation phase for each of the ten elements.

Related Principles

With a check mark (✓) in the box, indicate the principle(s) that the priority area addresses. More than one principle may be applicable.

Short Term/ Long Term

For each of the three priority areas indicated, place a check mark in the box to indicate if the priority area is to be addressed in the short term (within one year) or in the long term (within 2-3 years).

Actions for Short Term Priority Areas

For the short term priority areas only, list the actions to be taken for each. In order for the action steps to be feasible, a maximum of 5 actions is recommended. If the priority area has been identified as long term, then leave this and the remaining categories blank.

Individual(s) Responsible

List the names and affiliations (i.e. indicate if the individual is a member of the Working Group and the organization they represent, if applicable) of individuals that are responsible for leading each action.

Potential Partners

List the individuals and/or organizations that will be invited to take part in the action identified. For example, the Seniors Centre may partner with the local health service in establishing accessible transportation for medical appointments.

Funding Required and Source

Estimate of the funding required to undertake the action along with the source of the funding. For example, if the action is to establish a list of the seniors' recreation opportunities available in the community, then the anticipated costs (financial and in-kind) in doing so are identified.

Anticipated Start and Finish Dates

Indicate the day/month/year it is anticipated that the action will start and finish.

B. Planning Process

The Community Planning Tools were completed by each Community Working Group through a large group discussion led by the Regional Team Leaders. The Working Group worked through a 5-step process to complete the Planning Tool for each element.

- Step 1:** Establish a maximum of three (3) of the most important priority areas for each element.
- Step 2:** Determine which of the six (6) principles of livable and inclusive communities is addressed by the priority area.
- Step 3:** Determine if the priority areas should be addressed in the short or long term.
- Step 4:** Identify the actions for each of the priority areas.
- Step 5:** For each action, indicate how, by whom, and when the action will be completed.

C. Community Planning Results

The priority areas for action in the short term as identified by each of the participating Community Working Groups are summarized below for each element. For the elements where there is no identified short term priority indicates that the priority area was deemed a long term action. The Waterloo/Woolwich Community Working Groups chose as their sole short term action to develop a vision of an inclusive and universally accessible community for all. For the detailed information regarding the short term priorities, actions, related principles, and long term priority areas as identified by each of the communities, refer to Appendix D.

Table 2: Priority Areas for Action by Community

Element	Communities				
	Fort St. John	100 Mile House	Selkirk	Rosssburn	Waterloo/Woolwich
Housing	<ul style="list-style-type: none"> • Involve seniors or people with disabilities at municipal level • Increase awareness and availability of visitable housing 	<ul style="list-style-type: none"> • Develop more low income, strata accessible housing options • Compile a list of available housing updated and distribute 	<ul style="list-style-type: none"> • Promote visitable housing • Increase affordable options • Increase housing options 	<ul style="list-style-type: none"> • Conduct a housing needs survey • Request MB Housing to install automatic doors @ Fatima Manor in Rosssburn 	<ul style="list-style-type: none"> • Develop a vision of an inclusive and universally accessible community for all
Transportation	<ul style="list-style-type: none"> • Extend hrs for HandiDart • Increase transportation options for people with disabilities 	<ul style="list-style-type: none"> • Develop more flexible accessible transportation options • Provide education for seniors as to available transportation services 	<ul style="list-style-type: none"> • Increase availability (longer hours) 	<ul style="list-style-type: none"> • Compile a list of private transportation drivers • Source out the costs of an additional smaller transit vehicle to transport seniors with disabilities • Provide accessible parking signs and parking permits 	
Support Services	<ul style="list-style-type: none"> • Develop flexible supports for seniors 	<ul style="list-style-type: none"> • Need for quick information (i.e.: evening hours) • Establish Advocacy Program/ person 	<ul style="list-style-type: none"> • Increase communication /education • Maintain accessibility 	<ul style="list-style-type: none"> • Develop a Seniors with Disabilities Resource Brochure/ booklet • Provide Motivational/ Educational speakers & Variety of Health Fairs 	
Health and Well-being		<ul style="list-style-type: none"> • Establish centralized information source provision for seniors with disabilities wanting to access health services 	<ul style="list-style-type: none"> • Promote services 	<ul style="list-style-type: none"> • Develop a directory of services available for seniors with disabilities • Increase the number of Health Services & Programs for seniors & seniors with disabilities 	

Element	Communities				
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo/Woolwich
Education and Training	<ul style="list-style-type: none"> • Increase accessible evening programs 	<ul style="list-style-type: none"> • Work with TRU Kamloops & SD 27 to expand course offerings (i.e. Elder college) 	<ul style="list-style-type: none"> • Identify opportunities • Increase partnerships 	<ul style="list-style-type: none"> • Acquire computers for the Drop in Centre • Increase informal learning opportunities between youth & seniors 	
Spiritual/Cultural	<ul style="list-style-type: none"> • Increase awareness in regards to accessibility to cultural venues 	<ul style="list-style-type: none"> • Improve accessibility of buildings (spiritual/cultural) 	<ul style="list-style-type: none"> • Compile a detailed inventory • Increase awareness 	<ul style="list-style-type: none"> • Show case local Art/Talents to include seniors with disabilities 	
Leisure/Recreation	<ul style="list-style-type: none"> • Conduct Needs Assessment 	<ul style="list-style-type: none"> • Compile information on what is available, coordinate activities 	<ul style="list-style-type: none"> • Include someone with lived experience on Board of Directors • Increase partnerships 	<ul style="list-style-type: none"> • Increase attendance during activities @ the Drop in Centre 	
Outdoor Environment	<ul style="list-style-type: none"> • Involve seniors or people with disabilities at municipal level planning • Make recommendations to city to upgrade current parks 	<ul style="list-style-type: none"> • Continue improvement for accessibility throughout the community • Improve maintenance during winter/spring 	<ul style="list-style-type: none"> • Increase awareness of the location of parks • Promote safety 	<ul style="list-style-type: none"> • Increase the number of park benches along the business section of the town 	
Employment/Jobs		<ul style="list-style-type: none"> • Increase awareness for opportunities for seniors with disabilities work options 	<ul style="list-style-type: none"> • Increase opportunities 	<ul style="list-style-type: none"> • Provide computer skills training for seniors with disabilities • Compile a directory of seniors able & wishing to work 	
Volunteerism	<ul style="list-style-type: none"> • Explore the use of Volnet 	<ul style="list-style-type: none"> • Increase awareness regarding volunteerism opportunities 	<ul style="list-style-type: none"> • Increase opportunities 	<ul style="list-style-type: none"> • Compile a registry of volunteers • Provide Educational Sessions & Motivational Speakers 	

VIII. Case Studies – Application of Livable and Inclusive Communities Model in Transportation and Housing

Gina Sylvester, John Spina and Arthur Ladd of the Institute of Urban Studies, University of Winnipeg were commissioned by CCDS to conduct a case study in the area of transportation as a means of applying the pilot Livable and Inclusive Communities model and demonstrating best practice as it relates to seniors and disabilities. The same activity was conducted by Laurie Ringaert, Research Affiliate with CCDS with the focus was on housing. The synthesis papers for both housing and transportation are contained in a separate document to this Report.

To summarize, the following are the findings and recommendations regarding the model's application and usefulness as it pertains to conducting case studies in transportation and housing taken from the respective synthesis papers.

A. Transportation Case Study²

Model's Strengths:

- Each principle appears to be applicable to addressing transportation for seniors with disabilities.
- The *leadership* principle appears to be integral to the successful integration of all other principles into a program.
- *Participation*, as a principle, speaks to both participation in governance, as well as transportation options allowing seniors with disabilities to engage in civil society.
- Closely related is *Universal Design*, whereby transportation options (and the pedestrian environment) should allow seniors with disabilities to participate in their communities.

Recommendations:

The model suffers from two key gaps in accessing whether transportation provides for a livable and inclusive community. Partnerships are not addressed, yet they contribute greatly to binding different groups in a community together, supporting each other. These partnerships can take place between community groups, government, institutions and service providers. Partnerships speak to the role organized relationships play in addressing challenges in innovative ways.

Increasingly coordination is also essential for communities who wish to provide transportation to their aging population. Coordination, as a principle, centers on how municipalities or transportation providers pool their resources together, and coordinate programs to serve their neighbouring communities.

The CCDS model provides a strong set of indicators for assessing the livability and inclusiveness of a community. Including *partnerships* and *coordination* as additional principles in the model, would complement an already effective model for addressing the transportation needs for seniors with disabilities.

² Institute of Urban Studies (2009), *Livable and Inclusive Communities for Seniors with Disabilities: Transportation Structures*.

B. Housing Case Study³

Model's Strengths:

- The CCDS Livable-Inclusive Communities model provides a framework for planning as well as a framework for assessment.
- The model can be used at the community level but also at a broader policy and practice level.
- The model is useful in providing a livable and inclusive communities lens for policy and practice analysis at a provincial or federal level.

Recommendations:

- There is a need to improve all the principles in the model.
- Additional validation and reliability studies of the model will need to be conducted to refine the elements, principles, and indicators.

³ Ringaert, L. (2009), *Analysis of Housing for Seniors with Disabilities Using a Livable and Inclusive Community Lens*.

IX. Project Evaluation Methodology and Findings

Two levels of evaluation occurred with respect to the project: process evaluation and content evaluation. Process evaluation refers to the activities designed to introduce the Livable and Inclusive Communities model to the participating communities and engage the communities in the implementation of the model. More specifically, the process evaluation targeted the training provided to the communities regarding the evaluation and planning tools and the Think Tank session held with community representatives towards the end of the project. The information that informed the process evaluation included surveys distributed to project participants in the communities specifically related to the training sessions and Think Tank.

The content evaluation refers to the methods used to receive feedback on the model, tools, and processes developed to evaluate and plan livable and inclusive communities. Feedback was requested of project participants particularly as it related to the Livable and Inclusive Communities model, the Livable and Inclusive Communities evaluation and planning tools and corresponding processes. More specifically, project participants were asked and offered their comments of how the model could and should be changed for more effective and relevant applicability to communities. The content evaluation measures included participant surveys (web-based option), training session notes, record of Regional Team Leader meetings, correspondence, and the Think Tank (report and session notes).

The project evaluation findings are summarized below as it relates to training; evaluation model; evaluation tool; evaluation process; planning tool; planning process; and the Think Tank.

A. Training

A survey was distributed to all individuals who attended the Evaluation Tool training sessions in each of the participating communities. In the instance of the Waterloo/Woolwich communities, the training was provided to both community representative groups simultaneously. A total of 57 individuals participated in the training sessions provided on site in the communities. One-half (50%) of the individuals who participated in the training sessions completed and submitted the evaluation forms pertaining to the training delivered.

All of the participants (100%) indicated that the session provided them with the information needed to participate in an evaluation of their community as it relates to seniors with disabilities. Furthermore, 71% of respondents stated that attending the training session was a valuable use of their time.

According to the respondents, the items found to be most useful in the training sessions are summarized as follows:

- Step by step, clear presentation of the resource material
- Connectivity with community members through an open, informal dialogue and sharing
- Enthusiasm generated to become involved in the project
- In depth and well organized reference information
- Comprehensive tool and well structured elements that covers all necessary aspects such as support services, transportation, physical accessibility, and universal design
- Visual aids that enhanced understanding of the model, i.e. model “wheel”
- Enhanced awareness of how “grassroots” solutions can be practically and realistically transformed into action, with the community having a “voice” in policy development

- Enhanced awareness of all types of disabilities

The respondents also identified what they found least useful about the training sessions, which included:

- Insufficient time to thoroughly address all aspects of model and tool
- Difficulty in devoting time away from work responsibilities to attend the session
- Need for more information (initial training session) regarding implementation of model, e.g. planning tool

The overall rating scores for the training session provided by the respondents indicated they were very satisfied with the training provided, with 7 (25%) rating the session as excellent, 18 (64%) rating the session as very good, and 3 (11%) rating the session as good.

B. Livable and Inclusive Communities Model

The feedback regarding the Livable and Inclusive Communities model was solicited from the project participants in the pilot communities through the training sessions delivered; the scheduled meetings with the Regional Team Leaders; the project evaluation survey, and specific questions asked of the Think Tank participants.

A project evaluation survey was issued to all Regional Team Leaders and Community Working Members (N=57). Twenty-seven (47%) project participants responded to the survey (web-based and mail-in). Respondents were asked to provide their feedback specifically as it related to the Livable and Inclusive Communities model; the evaluation tool and process; and the planning tool and process.

Below is a summary of the suggested changes to the Livable and Inclusive Communities model as indicated by the project participants based on the above methods.

i. Definitions

- The definition of 'inclusive' should reflect people of all abilities
- Definitions need to be context sensitive, e.g. visitable housing, co-housing
- Definition of 'inclusive community' can lead to putting people in a box or excluding people by putting a few examples in the definition, so try to keep the definition free to allow for all people
- Redefine the term "livable"

ii. Language

- When sharing the model with seniors there was a sense that they don't relate to the word 'disabled' so they wouldn't partake in the survey created by the working group-potentially due to lack of understanding and stigma.
- Seniors didn't understand the language used in the model so time had to be spent deconstructing it
- Use the term 'resource mobilization' rather than 'capacity building' in order to reverse the onus of responsibility

iii. Principles

- Terminology of Principles, Elements and Indicators is not intuitive, sounds too academic
- Principles could be confusing, forcing individuals to “think long and hard”
- ‘Safety’ should be included as a principle
- ‘Organization and dissemination of information’ should be included as principles
- Project Evaluation Survey – 83% of respondents indicated that the principles were easy to understand, and 91% indicated the principles were useful when measuring the communities

iv. Elements

- ‘Spiritual’ and ‘Cultural’ should be two separate elements
- ‘Cultural’ should refer to ethnic culture as well as artistic culture
- ‘Employment’ needs to differentiate between people who need to work and those who choose to work
- Incorporate economic and people investment in the elements
- ‘Informal supports’ should be included in elements
- Further descriptions and clarification are required for ‘Health and Well-being’ and ‘Leisure/recreation’
- ‘Employment/jobs’ should be called ‘Income/vocation’
- Add ‘media/communication information systems’ as an element
- Add ‘Income and Wealth’ as an element
- Incorporate advocacy into the elements
- Add reference to assistive devices in the elements
- Add tourism as an element - seniors are highest population of people traveling
- Important to highlight that air quality, water quality and food quality
- The elements should be linked directly to government departments so policy change can occur
- Project Evaluation Survey – 87% of respondents indicated that the elements were easy to understand, and 86% indicated the elements were useful when measuring when measuring the communities

v. Visual Aids

- Produce more physical models of the Livable and Inclusive Communities model “wheel”

vi. Process

- Introduce the project into the community prior to the training for those who will participate in the various components. Use the introduction to:
 - Describe the purpose of the project
 - Provide an opportunity to discuss the reason for the focus of the project and the importance of the project to the community
 - Identify the ways in which people can be involved
- Increase the time provided to carry out the project. The time required for the data collection, assessment, priority setting and planning was in excess of the time available.
- Consider alternative ways of carrying out the project. Reorganization of the process could facilitate the involvement of different people at different times. Flexibility is important to respond to the uniqueness of the communities. For example a community might find it helpful to have sub-teams involved in the whole process for each element,

coming together at the end to share information and identify the inter-connectedness of the elements. In this way some of the elements might have had more attention given to them.

- Provide clearer description of the conceptual model to emphasize the broader community where everyone is a participant
- Describe the social, economic and environmental perspective
- Include and distinguish between what is the public and private domain
- Describe the tension and link between policy and practice

C. Evaluation Tool

Overall, the project participants found that the evaluation tool assisted the Community Working Groups to identify the strength and challenges in the community regarding seniors with disabilities. Below is a summary of the suggestions made to improve the Evaluation Tool.

i. Indicators

- The indicators makes it clear what to measure
- The complexity of the tool is its usefulness as it demonstrates the interconnection between the elements
- Include a base checklist of standards for each element
- Need access to the most recent reliable statistical data regarding the communities. Waterloo accessed statistical information collected at the Social Planning Council which provided a more focused understanding of where seniors/people with disabilities reside, income and gender
- Clarify “walk”, for example – walk, cycle, motorized chair, wheelchair, etc.
- Indicator for Housing/community connection is not relevant for small communities “as a 10 minute drive gets you everywhere in town”
- Informal support structures need to be highlighted and supported in the indicators

ii. Challenges in Measuring

- Element of ‘Education/Training’ was challenging to locate information due to rural size and available resources
- Community programs were not specifically targeted to seniors or seniors with disabilities, so it was difficult to collect information
- Finding information and resources for the elements of ‘Spiritual/Cultural’ and ‘Education’ was challenging as the programs were not specifically targeted to seniors or seniors with disabilities
- In larger urban centers such as Waterloo it is not feasible to collect the information on the location of bus stops in close proximity to seniors housing, or in outdoor environment as it was a significant task that would require additional resources and time

iii. Evaluation Tool Form

- Modify the tool to provide for other instruments such as surveys, interviews that would be helpful during the data gathering phase.
- Project Evaluation Survey – 91% of respondents indicated that the form was easy to use; however extra time was required to convert the form into Braille

D. Evaluation Process

- Not enough time was allowed for completing the evaluation tool. “It is important to have a reasonable pace to deliver the collected information as you need to build relationships with community groups, individuals and this process should not be rushed”
- Aboriginal people should be involved in the evaluation process
- Community and municipal planners need to be involved in the evaluation process
- More individuals with lived experience need to be involved in the evaluation process
- The Evaluation Tool should be provided prior to forming the Community Working Groups
- Project Evaluation Survey – 78% of respondents found the measurement instructions to be clear, 73% found the expectations regarding the measurement achievable, 57% used a large group process to gather the indicator information and 30% used the process of assigning individual members to gather information and bring it to the larger group, 71% found the process they used to be efficient
- Large group discussions tended to be more cumbersome as the group “would get off topic”
- In rural communities there is an overall lack of participation in activities that are offered, not only among seniors but all community members

E. Planning Tool

Overall the project participants found the Planning Tool easier to implement than the Evaluation Tool, as it was “more straight forward.” Furthermore, 92% of respondents to the Project Evaluation Survey indicated that the Planning Tool increased their understanding of the actions necessary to create livable and inclusive and inclusive communities. Below is a summary of the suggestions made by project participants to improve the Planning Tool.

i. Planning Tool Introduction

- Emphasize that only three priority items are identified for each element
- When incorporating the principles into the action plans, encourage ‘larger scale thinking’
- Emphasize that when identifying the short term priorities that the long term priorities are not lost
- Emphasize that the short term priorities are concrete, manageable actions
- Emphasize that the anticipated ‘start’ and ‘end’ dates are approximate time frames and not a specific date
- Emphasize that individuals’ names are not identified, rather it can be a position title
- The longer term priorities should be redefined as 15-20 years for completion
- Emphasize that there will be differences in the action plans between rural and urban areas

ii. Planning Tool Form

- Change ‘Individual Responsible’ to ‘Group/organization Responsible’
- Add to ‘Potential Partners’ the term ‘Leadership’
- Adjust ‘Funding Required’ and ‘Source’ to include monetary resources as well as human resources and time
- Related principles should be placed in the first column of the tool followed by priority areas
- The project objectives and goal should be included to help determine if the priority area identified is a statement or an outcome

- Additional space should be added to the hard copy of the Planning Tool
- Project Evaluation Survey – 91% of respondents indicated that the Planning Tool was easy to use, and 88% indicated that the instructions for the Planning Tool were clear

F. Planning Process

- Greater clarity is required about the expectations (that it is a group process, not individual), about whose responsibility it is to conduct the planning process
- Need to ensure transparency with stakeholders so they don't expect implementation of the actions
- Project Evaluation Survey – 75% of the respondents indicated that the expectations regarding the Planning Tool were achievable; however more time is needed to complete the Planning Tool and process
- The Planning Process requires the participation of “specialists” in finance and infrastructure
- Project Evaluation Survey – 87% of respondents indicated that the large group process used to implement the Planning Tool was efficient

G. Think Tank

A Think Tank was held towards the end of the project with the Regional Team Leaders and selected Community Working Group participants from the six pilot communities. The purpose of the Think Tank was two-fold: 1) to gather additional feedback regarding the Livable and Inclusive Communities model, and the evaluation and planning tools and processes; and 2) to focus discussion on the broader, longer term planning with respect to the development of Livable and Inclusive Communities and to begin establishing the “Blueprint for Action.” The feedback received has been incorporated into the previous sections, and the Blueprint for Action is addressed in the next section of this report. For a complete report of the Think Tank event, refer to Appendix E.

A survey was distributed to the Think Tank participants in order to evaluate how the Think Tank contributed to their learning. A total of 17 individuals representing the participating communities attended the Think Tank and 16 individuals completed the Think Tank evaluation form. Below is a summary of their responses.

All (100%) of the survey respondents found the Think Tank to be a valuable use of their time and all respondents believed the information they received will be useful to their respective communities after the project ends.

When asked what three things that the participants found to be most useful during the Think Tank, the respondents identified the following:

- Meeting, interacting and networking with the people from the other communities (14)
- Getting together and sharing information with other community members (6)
- Learning (5)
- Receiving extensive information, materials and increasing awareness (4)
- Honoured/respected time frames (on task) (4)
- Opportunity to participate in discussion and enthusiasm of CCDS members (3)
- Team building and brainstorming in small groups (3)
- Enthusiasm, passion, commitment and energy of group to go further (2)

- Interesting and informative presenters (2)
- Respect for community input in assessment and evaluation tools being developed
- Food provisions
- New ideas/strategies and shared visions
- Open and honest dialogue

Overall, the Think Tank participants found the session to be a useful opportunity for networking and learning from other communities, and almost 70% of the participants rated the Think Tank as ‘excellent’.

X. Blueprint for Action – Long Term Priorities and Broad Planning for Livable and Inclusive Communities

A. Long Term Priorities

Each of the participating communities had identified through their planning process the long term priority areas for action. A summary of the long term priority areas for each community are outlined in the table below. For a detailed outline of the long term priorities and their related principles and actions for each participating community, refer to Appendix D.

Table 3: Long Term Priority Areas by Community

Element	Communities					
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo	Woolwich
Housing	<ul style="list-style-type: none"> • Access to housing 	<ul style="list-style-type: none"> • More low income and accessible housing options • A list of available housing compiled, updated, and made available to the community 	<ul style="list-style-type: none"> • Promote Visitable Housing • Affordability • Increasing options 	<ul style="list-style-type: none"> • Involve seniors with disabilities in future community housing plans 	<ul style="list-style-type: none"> • Increase affordable housing • Ensure affordable subsidized housing is designed to be accessible • Provide a range of options for housing and anticipate the range of disabilities to be considered 	<ul style="list-style-type: none"> • Improve support for independent living in home; physical items and care • Ensure affordable/subsidized housing designs are accessible • Increase affordable housing

Element	Communities					
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo	Woolwich
Transportation	<ul style="list-style-type: none"> • Transportation to new hospital 	<ul style="list-style-type: none"> • More flexible accessible transportation options • Education for seniors as to tramps. services/ limitations 	<ul style="list-style-type: none"> • Increased availability (longer hours) 		<ul style="list-style-type: none"> • Expand transport. services to reach all of the community • Reduce or eliminate the cost of specialized transport. Services • Reduce waiting time for transport. services 	<ul style="list-style-type: none"> • Maintain the new Grand River Transit service that will link Elmira to K-W • Expand transport. services to reach all of the community • Reduce or eliminate the cost of specialized transport. services
Support Services	<ul style="list-style-type: none"> • Training and support group for caregivers & 24 hr help line 	<ul style="list-style-type: none"> • Need for quick information (i.e.: evening hours) • Advocacy Program/pers on 	<ul style="list-style-type: none"> • Commun. / Education • Maintain access 	<ul style="list-style-type: none"> • Establish and have access to P.T. & O.T. 	<ul style="list-style-type: none"> • Improve current services to better meet the needs of people • Design training for care givers by people with lived experience • Increase funding for people to obtain needed services, including consumer self- directed options 	<ul style="list-style-type: none"> • Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities • Increase affordability of support services • Provide user-friendly directories available at multiple sources
Health and Well-being	<ul style="list-style-type: none"> • Make municipality aware of what needs are and address those needs with NHA 	<ul style="list-style-type: none"> • Centralized information source 	<ul style="list-style-type: none"> • Promotion of services 	<ul style="list-style-type: none"> • Establish services of Physio & Occupational Therapists 	<ul style="list-style-type: none"> • Ensure all places providing services to the disabled be accessible for all and apply the AODA built environ. standards to new buildings • Include seniors and people with disabilities in service planning and 	<ul style="list-style-type: none"> • Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities • Improve access to health services to eliminate long waiting lists and distanced travelled to access

Element	Communities					
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo	Woolwich
					design <ul style="list-style-type: none"> • Provide more in-home services • Grant more voice to individuals in choosing care options • Offer a seamless and integrated network of supports integrating medical (primary) services with other support services (including spiritual support) 	specialized services <ul style="list-style-type: none"> • Include seniors and people with disabilities in service planning and design
Education and Training		<ul style="list-style-type: none"> • Work with TRU Kamloops & SD 27 to expand course offerings (ie Elder college) 		<ul style="list-style-type: none"> • Establish an Arts, Crafts & Music Program for seniors with disabilities 	<ul style="list-style-type: none"> • Ensure education and training is low cost; affordability needs to be a clearly stated priority for every program • Recognize, encourage, and support organizational policies for education and training opportunities for those aging with and into disabilities • Expand accessibility to education through formats that do not require people to travel e.g. from the home, online, TV 	<ul style="list-style-type: none"> • Encourage businesses to train and hire disabled adults/ seniors in visible positions • Increased education for sensitivity training and awareness regarding all aspects of aging with and into disabilities • Ensure high schools are more accessible as places for adult training and education

Element	Communities					
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo	Woolwich
Spiritual/ Cultural		<ul style="list-style-type: none"> Improvements required to improve accessibility of buildings 		<ul style="list-style-type: none"> Continue Folklorama in conjunction with Summer Festival held annually Annual Inter-denominational service to include seniors with disabilities 	<ul style="list-style-type: none"> Increase access to churches in the community Use 'integration' as a principle to plan and design services that accommodate individuals' changing needs over time 	<ul style="list-style-type: none"> Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities Community events to be more multicultural Hold regular cultural events to reflect the diversity of the ages that now exist
Leisure/ Recreation		<ul style="list-style-type: none"> Compile information on what is available, coordinate activities 		<ul style="list-style-type: none"> Develop interaction between Seniors from Neighbour Community Design a plan for a Sun/Activity Room addition to Senior Drop in Centre 	<ul style="list-style-type: none"> Hold programs in accessible facilities Provide public transit access to recreation facilities/activities Offer exercise programs specific to those with disabilities 	<ul style="list-style-type: none"> Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities Provide education about and support for those with disabilities, in addition to obvious physical ones Provide co-ordination of volunteers and consideration for attendants' involvement
Outdoor Environment	<ul style="list-style-type: none"> Promote campground in city limits 	<ul style="list-style-type: none"> Continued improvement for manoeuvrability throughout the community Maintenance improvements during winter/spring 		<ul style="list-style-type: none"> Public washroom with wheelchair accessibility in the downtown area Maintain pedestrian walkways with seniors with 	<ul style="list-style-type: none"> Ensure that facilities and buildings are accessible Improve winter maintenance for pedestrians in uptown and suburbs Provide more benches and seating areas 	<ul style="list-style-type: none"> Provide more accessible washroom facilities in local parks Improve maintenance (especially in winter) for pedestrians in settlement areas – Elmira, St Jacobs

Element	Communities					
	Fort St. John	100 Mile House	Selkirk	Rosburn	Waterloo	Woolwich
				disabilities in mind	in public areas	<ul style="list-style-type: none"> • Improve accessibility of and to the trails and natural life
Employment/ Jobs	<ul style="list-style-type: none"> • Conduct needs survey 	<ul style="list-style-type: none"> • Increased awareness of employment options for seniors with disabilities 		<ul style="list-style-type: none"> • Encourage seniors with disabilities to network between businesses 	<ul style="list-style-type: none"> • Eliminate employment disincentives for persons with disabilities and/or seniors • Ensure adequate incomes for all seniors so work is an option not a necessity • Develop employment and workplace policies that recognize, encourage, and support persons who are aging with and into disabilities 	<ul style="list-style-type: none"> • Raise awareness that adults with disabilities have abilities • Determine and change the disincentives to work for persons with a disability and/or seniors • Increased education for sensitivity training and awareness regarding all aspects of aging with and into disabilities
Volunteerism		<ul style="list-style-type: none"> • List / information regarding volunteerism opportunities 		<ul style="list-style-type: none"> • Annual recognition event to honour seniors with disabilities 	<ul style="list-style-type: none"> • Increase opportunities and supports available for adults/seniors with disabilities • Promote the value of contributions made by seniors/adults with disabilities • Develop organization policies that recognize, encourage and support volunteerism for those who are aging with or into disabilities 	<ul style="list-style-type: none"> • Recognize and promote the value of contributions made by adults with disabilities • Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities • Provide better information about volunteering opportunities

B. Blueprint for Action

At the Think Tank, community participants were asked to discuss in small groups the question 'What broad actions would you want to see in place in order to facilitate achievement of the long term priorities identified by the communities?' The broad actions to address the longer term priorities as identified by the community participants are categorized according to key success factors and are as follows:

Success Factor #1: Adoption of the Principle of Universal Design and Visitability in All Realms is the New Norm.

Actions:

- Advocate for the adoption of universal design and visitability
- Start the process through education of planning bodies, developers and legislators
- Increase sensitivity to all aspects of inclusion
- Increase sensitivity to support services. Lack of integration of support services leads to lack of inclusion of all persons. The services are targeted to persons with specific needs, often duplicating resources, creating complexity for the person who needs multiple resources and limiting access to opportunities in the community because of restrictions in policy and programming.

Success Factor #2: Inclusion of Persons with Lived Experience

Actions:

- Policies are articulated and implemented at all levels of government to require inclusion of seniors with disabilities in all aspects of planning and delivery of services
- Inclusion requires that supports enabling real participation are available. Such supports include transportation, attendant assistance, adaptations for visually and hearing impaired.
- Go to places where people live and congregate

Success Factor #3: Create Tools for Visioning and Marketing

Actions:

- Create a Cycle for Change: Create a self-perpetuating and continually progressive cycle leading to change

Policy change can happen through a process in which the community is informed and engaged. Speaking to community groups and key community leaders will help to identify champions who can then work through their connections to inform and engage people in positions of influence such as town council members. In turn these champions can effect policy change and are in a position to inform and engage leaders at the provincial and federal levels, where broader policy changes can also be instituted.

- Develop A Package Of Resources For Marketing
 - Include simulation experiences
 - Communities use existing structures and events
 - Create an information brochure
 - Create different resources for different modes of communication. These resources would be templates that could be adapted and used by communities e.g. Key

- messaging for radio or TV, Public service announcements, a logo used for greater awareness, posters
- Collaborate with Town/City Council and other Community Initiatives
 - Collaborate with policy makers
 - Invite and encourage involvement of the Chamber of Commerce
 - Offer assistance to councils and community committees
 - Encourage involvement and links with community organizations
 - Use the elements and principles of the CCDS model to guide assessment and action planning
 - Establish Credibility
 - Obtain support from key people in positions of leadership
 - Create consistent messaging
 - Develop Community Pride
 - Recognize and celebrate what is achieved. Goals need to be achievable to create successes, particularly in the beginning. These successes will create momentum and enthusiasm.

Success Factor #4: Create Awareness and Action Across the Nation

Actions:

- Establish a national goal to engage more communities. Starting with the six communities there is the opportunity to create momentum and engage more people and more communities in the process.
- Ensure continuing opportunities for networking and sharing with the six communities and then with other communities as they embark on the process
- Recommend adoption of a positive message “Easy Living”
- Use existing community events to create awareness such as community parade, community art, trade booths, open house events at different organizations
- Have a logo designing contest open to seniors
- Collect stories from people with lived experience, share and publicize these stories.
- Establish a Newsletter
- Involve students
 - Involve in data gathering
 - Partner with schools for inclusion of inclusion in appropriate parts of the curriculum
 - Excellent way of increasing awareness for the generation of leaders of the future (look at the changes youth made to parents practice in recycling)
- Involve Health and Social Service Providers
 - Increase sensitivity
 - Expertise in professional area

- Capitalize on their ability to reach out to others in their work to further the awareness and identify and create opportunities for change at individual, organizational, community level (local, provincial and national)

XI. Resource Guide

A Resource Guide has been developed as a separate document that outlines various community planning documents and funding sources to assist pilot communities to establish Livable and Inclusive Communities for seniors with disabilities. The document stems from the environmental scan conducted and provides resource material that range from grassroots community mobilization and partnership building, to information on funding sources that are available to pilot communities to move forward based on their evaluation findings and identified priority areas. Community members, service providers and policy makers can utilize the information in this guide. The resources were chosen based on having Canadian content (where possible), flexibility in community application and applicability in promoting community action.

XII. Next Steps

The next steps and recommendations that are following are the results of participatory research and development, analysis and evaluation that took place during this project. It was concluded that the Livable and Inclusive Communities model is:

- **Comprehensive and Inclusive:** addresses diverse issues, interests, needs, strategies and approaches, and involves many players; pan-Canadian; educational; collaborative and strategic;

The model provides the following **Opportunities:**

- **Participation and leadership** of seniors with disability at the grassroots, program and policy levels
- **Partnership and Coordination:** existing partnerships and new partnerships among planners, policy-makers, and citizens in planning and implementing community development projects
- **Knowledge and Education:** Increases the knowledge of community stakeholders in community evaluation and planning processes that can be applied to various target areas
- **Sustainable Planning:**
 - Develops a plan to meet the needs of present and future residents of the community
 - Attracts new residents to the community and retains current residents as they will no longer have to relocate to have access to needed services

Next steps to be undertaken include:

1. To facilitate and ensure Actual Implementation of the Livable and Inclusive Communities model and ODI and CCDS could play a central role to support this initiative. In the next Phase/Actual implementation to consider,
 - Focus on pilot communities and expanding (mentorship and twinning);
 - Specific community initiatives based on the priorities areas (already identified by communities);

- In-depth focus on other elements, in addition to the Housing and Transportation (analysis of policies and practices and recommendations);
 - Targeted involvement of key-players –municipalities, community planning bodies, business sector;
 - Involvement of aboriginal communities;
2. Pilot Communities will provide Leadership in sharing information on the Livable and Inclusive Communities model and promoting the benefits of the Model and tools by:
 - Supporting Networks (between 6 pilot communities and within each community)
 - Awareness and Education: Share stories, lived experiences, Photo voice, training. Apply the Livable and Inclusive Communities model, tools and identified priorities to existing plans
 3. Knowledge and Research sharing: Federal/Provincial/Territorial – HRSDC/ODI and provincial Disability Issues Office, Canada Mortgage and Housing Corporation, Public Health Agency, Senior Secretariats, Canadian Disability Studies Association and others.
 4. A further scan of Canadian legislation, policy and practice could be undertaken with the following goals:
 - To compare and contrast existing services and programs both in the seniors sector and the disability sector and to determine gaps and cross over;
 - To evaluate the effectiveness of existing programs as well as equality and human rights legislation for seniors with disabilities;
 - To identify areas where new legislation and policy would be valuable to improve the social inclusion of seniors with disabilities.
 5. Research should also be considered to describe the distinctive concerns of older women with disabilities as well as rural and ethnic concerns
 6. The Advisory Committee continue to exist and that they take on the task to develop terms of reference that would become the basis for future project proposals under the auspices of CCDS.

This project provided **pilot information only** and a much larger implementation and in-depth study of the Livable and Inclusive Communities model and its impact is required both in three pilot provinces as well across Canada. Participants have viewed this project as a major catalyst for community mobilization, community planning and design, intersectoral collaboration and coordination and future seniors with disabilities policy and program development in Canada. It has raised awareness of issues between many sectors and lessons to be shared; seniors/aging and disability, that very rarely interact in collaborative manner (or who had not seen the need to come together before) and has facilitated collaboration on new ideas and new directions. This project has been critical in steps to address the rising seniors with disabilities population that we are facing in participatory, inclusive and sustainable ways. The Livable and Inclusive Communities model is central to building an active, growing, inclusive and safe communities for all, and seniors with disabilities are the 'hearts' of our communities.

APPENDIX A: COMMUNITY EVALUATION TOOL

ELEMENT #1: HOUSING

Definition: Available housing stock consists of a range of options including public (subsidized) and private housing, assisted living accommodations, co-housing and life lease accommodations.

Principle	Indicators	Data to be Collected
Participation	A policy exists at the municipal level requiring the participation of seniors with disabilities in the housing development planning process.	<ul style="list-style-type: none"> Identify, count, and describe existing policies Count the number of seniors with disabilities that are currently involved in municipal planning processes
Community Connections	The location of the housing occupied by seniors with disabilities is within a 5 minute walk, 10 minute drive by car, or 15-20 minute ride using public transportation to core amenities.	<ul style="list-style-type: none"> Measure the time taken to travel by walking, by car or public transportation between seniors housing and a grocery store and pharmacy
Leadership	Government and non-government leadership in the community formally acknowledges and addresses the housing needs of seniors with disabilities. E.g. strategic planning and community planning processes that highlight the different housing options for seniors with disabilities.	<ul style="list-style-type: none"> Count and describe the strategic planning and other community planning processes at the municipal level that have occurred over the past 5 years that address the housing needs of seniors with disabilities. Identify and describe the planning documents that specifically mention these needs
Sustainability	The community conducts pre and post evaluation activities to ensure a balance between the social, economic and environmental factors in the development of housing.	<ul style="list-style-type: none"> Identify and describe the evaluation and decision-making process (i.e. what factors are taken into account) undertaken by the community/ municipality when reviewing a housing development proposal
Universal Design	Policy exists to guide the planning of new housing construction (private and public) that ensures basic accessibility (no step entrance, wider doorways, and main floor bathroom).	<ul style="list-style-type: none"> Identify and describe existing policy to incorporate universal design principles in new construction. Identify and describe the types of assistance available to individuals who require adaptations to their existing home.
Affordability	The percentage of individuals in the community age 65 and over that spend more than 30% of their income on housing. The number of seniors subsidized housing units in the community in proportion to the number of individuals age 65+ that spend more than 30% of their income on housing.	<ul style="list-style-type: none"> Obtain statistical information (CMHC, Statistics Canada) that indicate the number of individuals age 65 and over in the community that spend more than 30% of their income on housing. Count the number of subsidized housing units in the community allocated for seniors.

DATA COLLECTED - HOUSING

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

ELEMENT #2: TRANSPORTATION

Definition: Public transportation is available and affordable, and can accommodate individuals with different abilities. Public transportation refers to taxis, buses, trains, airplanes, and assisted transportation such as Handi-Transit. Private transportation such as the use of a car is supported.

Principle	Indicators	Data to be Collected
Participation	There are public transportation options in the community that can accommodate people with mobility challenges, are reliable, and availability is congruent with the demand for service.	<ul style="list-style-type: none"> Identify and describe the public transportation options that can accommodate individuals with different mobility needs including the availability and any restrictions placed on the use of the transportation
Community Connections	Transportation services are attached to existing social/ rehabilitation programming.	<ul style="list-style-type: none"> Identify and describe the transportation services for seniors with disabilities that are connected with social programs
Leadership	The community's leadership has formally acknowledged that seniors with disabilities require access to reliable and affordable transportation. Information regarding appropriate transportation options is made widely available to community members.	<ul style="list-style-type: none"> Identify the plans developed by the community's leadership over the past 5 years that address the transportation needs of seniors with disability Identify the means by which the available transportation options are communicated to the community members
Sustainability	There is a mechanism to evaluate if the available transportation is meeting the needs of community members and a process exists to adjust transportation availability accordingly.	<ul style="list-style-type: none"> Identify and describe how the community evaluates transportation needs, the extent to which the needs of seniors with disabilities are taken into account, and the process used to make changes Identify and describe initiatives undertaken over the last 5 years to adjust the availability of transportation for seniors with disabilities
Universal Design	The public buses are accessible to individuals with disabilities. A policy exists indicating that all new buses purchased are accessible. Designated and priority parking is available for individuals with disabilities or mobility challenges.	<ul style="list-style-type: none"> Count the number of public buses that are accessible (physical, auditory, visual disabilities) as a proportion of the total number of buses in the fleet Identify and describe the existing policies that address the availability of accessible public buses Identify and describe the existing policies that require designated parking and indicate if and how they are enforced
Affordability	The cost of public transportation is reduced for seniors.	<ul style="list-style-type: none"> Identify and describe any reduced cost public transportation options for seniors

DATA COLLECTED - TRANSPORTATION

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE TRANSPORTATION DATA TELLING US?

a) List the community's strengths in relation to transportation for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing transportation as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve transportation for seniors with disabilities.

ELEMENT #3: SUPPORT SERVICES

Definition: Supportive services are made available by the formal service system and informal caregivers to provide assistance in a flexible manner to individuals to carry out the activities of daily living and facilitate the person's ability to interact at home and in the community.

Principle	Indicators	Data to be Collected
Participation	Public and private home care services are available in the community and provide flexible support based on an individual's needs. The option of self managed care is also available.	<ul style="list-style-type: none"> • Identify and describe the public and private home care options • Indicate the number of people on wait lists compared to the total number receiving care • Indicate the number of people that are engaged in a self managed care program
Community Connections	A navigation system (i.e. resource guide of all support services in the community) exists in multiple formats (e.g. print, online, telephone inquiry line) for public use.	<ul style="list-style-type: none"> • Identify and describe any resource guides related to support services. Include in the description the eligibility criteria, cost (if any), and a summary of the type of service
Leadership	The leadership of government and non-government organizations in the community formally acknowledges informal caregivers (i.e. family and friends) as playing a significant role within the caregiving sector.	<ul style="list-style-type: none"> • Identify and describe any existing programs or services initiated by government or non-government organizations that support informal caregivers
Sustainability	Training is available to individuals providing formal and informal care on emerging trends associated with aging and long-term disabilities.	<ul style="list-style-type: none"> • Identify and describe available training for caregivers that relate to key theme areas relevant to seniors with disabilities, such as cultural differences, gender differences, and disability specific issues
Universal Design	Support service agencies are located in accessible buildings.	<ul style="list-style-type: none"> • Count the number of support service agencies in the community and determine the proportion of which are located in accessible buildings
Affordability	A program(s) in the community provide assistive devices at a subsidized, nominal or no cost to seniors with disabilities.	<ul style="list-style-type: none"> • Identify the programs that provide assistive devices, and indicate the eligibility criteria and whether or not the costs are fully, partially, or not subsidized

DATA COLLECTED – SUPPORT SERVICES

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE SUPPORT SERVICES DATA TELLING US?

a) List the community's strengths in relation to support services for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing support services as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve support services for seniors with disabilities.

ELEMENT #4: HEALTH AND WELL-BEING

Definition: Programs and services are available to seniors with disabilities that promote physical health and mental well-being. Examples include formal health services, alternative health resources, counselling services and peer support groups.

Principle	Indicators	Data to be Collected
Participation	Health and well-being related programs specifically targeting seniors' health issues are available and measures are taken to ensure that seniors with disability are able to attend programming.	<ul style="list-style-type: none"> Identify and describe (i.e. eligibility criteria, purpose) the health and well-being services and programs available within the community specifically for seniors and indicate if any measures are taken to accommodate seniors with disabilities
Community Connections	Public health related events, such as flu vaccinations, are widely communicated and steps are taken to ensure that seniors with disability are accommodated.	<ul style="list-style-type: none"> Identify the public health related events in the community (e.g. presentations on fall prevention) over the last year that specifically targeted seniors. Describe how the event was publicized and how seniors with disabilities were accommodated
Leadership	The community's leadership acknowledges and takes an active role in ensuring that the health and well-being of seniors with disability is addressed.	<ul style="list-style-type: none"> Identify written documents or initiatives stemming from the community's leadership indicating that the health and well-being has been prioritized
Sustainability	An evaluation of the health and well-being services is conducted in relation to the needs of the community members, including seniors with disabilities.	<ul style="list-style-type: none"> Identify and describe any health and well-being service evaluation conducted within the last 5 years, including the evaluation findings and steps taken to address the findings
Universal Design	Formal medical services including hospitals and clinics are located in buildings that are accessible.	<ul style="list-style-type: none"> Identify the formal medical services in the community and indicate what proportion of the buildings are accessible
Affordability	The cost of health and well-being services and programs within the community offer reduced prices for seniors or are available on a sliding scale basis.	<ul style="list-style-type: none"> Identify the health and well-being services and programs within the community and indicate the proportion that are provided at no/reduced cost for seniors

DATA COLLECTED – HEALTH AND WELL-BEING

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE HEALTH AND WELL-BEING DATA TELLING US?

a) List the community's strengths in relation to health and well-being for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing health and well-being as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve health and well-being for seniors with disabilities.

ELEMENT #5: EDUCATION AND TRAINING

Definition: Formal opportunities for learning are available which include post-secondary, continuing education, and skill training programs that promote access to life-long learning opportunities for adults and seniors. Also, informal learning opportunities are available such as mentorship programs for youths and seniors.

Principle	Indicators	Data to be Collected
Participation	Seniors with disabilities actively participate in education and training opportunities in the community.	<ul style="list-style-type: none"> Identify and describe the education and training opportunities in the community that specifically target seniors Describe the communication methods used by the programs to recruit potential students who are seniors
Community Connections	Opportunities exist in the community for seniors with disabilities to engage with younger students as mentors.	<ul style="list-style-type: none"> Identify mentorship programs available in the community and indicate if and to what extent seniors with disabilities participate
Leadership	The community's leadership recognizes the value of creating lifelong learning opportunities for seniors.	<ul style="list-style-type: none"> Identify government or non-government community-based initiatives where lifelong education and training opportunities for seniors has been highlighted
Sustainability	Education and training opportunities for seniors are adapted to meet the changing social, environmental, and economic environments.	<ul style="list-style-type: none"> Identify the education and training opportunities available to seniors that reflect the changing societal, environmental and economic needs of seniors with disabilities, such as courses in computer skills, environmental resource efficiency, and retirement financial planning
Universal Design	The education and training programs (including schools) offered in the community are located in buildings that are accessible and meet the minimum standards for universal design, including accessible washrooms located on the main floor, widened doorways, and no-step entrance ways. In addition, the educational and training programs offered accommodate individuals with different learning abilities and needs, such as sign language translation and internet based communication.	<ul style="list-style-type: none"> Indicate the proportion of the buildings in which the education and training programs are located meet minimal universal design standards Indicate the proportion of the educational and training programs targeting seniors that provide accommodation for different learning abilities and needs
Affordability	The cost of education and training programs within the community is reduced for seniors or is available on a sliding scale basis.	<ul style="list-style-type: none"> Identify the education and/or training programs in the community that are provided at a reduced cost for seniors

DATA COLLECTED – EDUCATION AND TRAINING

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

ELEMENT #6: SPIRITUAL/ CULTURAL

Definition: “Spiritual” refers to individual or group-based participation in worship, exploration of doctrines and beliefs, fellowship, and community outreach, as well as meditation and yoga. “Culture” refers to a common language, history, civic engagement (political system) and art forms shared among a group of people.

Principle	Indicators	Data to be Collected
Participation	Opportunities exist for seniors with disabilities to actively participate in civic culture such as voting, political candidacy, and having an opportunity to raise issues with current politicians.	<ul style="list-style-type: none"> Identify the number of people age 65 and over or people with disabilities in leadership roles or political positions in the community presently and over the past 5 years
Community Connections	Opportunities exist in the community for seniors with disabilities to showcase their art, such as displaying paintings/ sculptures, performance in plays and choirs, or presenting their written works	<ul style="list-style-type: none"> Identify and describe opportunities whereby seniors specifically have been invited to share or perform a form of art in the community
Leadership	The spiritual leaders within the community ensure that seniors who are experiencing mobility challenges can practice their faith by providing assistance to attend services, prayer meetings, or congregational social functions; providing spiritual reading material; and, arranging home/hospital visits with clergy or spiritual leaders.	<ul style="list-style-type: none"> Identify the faith-based organizations in the community and describe the assistance they provide to enable seniors with disabilities to practice their faith
Sustainability	The cultural needs related to the ethnicity of community members, including seniors with disabilities, are assessed to ensure that the community is an environment in which individuals feel comfortable in sharing and practicing their ethnicity. The results of the assessment are used as a means of improving attitudes and stigma often associated with cultural practices and belief systems.	<ul style="list-style-type: none"> Identify the measures taken to assess the cultural needs of community members, including seniors with disabilities. Describe how the results are used to improve attitudes in the community
Universal Design	Spiritual and cultural programs offered in the community are located in buildings that are accessible and meet the minimum standards for universal design, including accessible approach from street, accessible washrooms located on the main floor, widened doorways, no-step entrance ways, and designated parking.	<ul style="list-style-type: none"> Identify and describe (based on list of accessible features) the public buildings in which spiritual and cultural activities take place in relation to their accessibility
Affordability	The spiritual (e.g. meditation or yoga) and cultural (i.e. ethnic) programs offered in the community provide a reduced fee schedule for seniors.	<ul style="list-style-type: none"> Identify the spiritual and cultural programs in the community that providing programming at a reduced cost for seniors

DATA COLLECTED – SPIRITUAL/ CULTURAL

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE SPIRITUAL/ CULTURAL DATA TELLING US?

a) List the community's strengths in relation to the spiritual/ cultural realm for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing spiritual/ cultural needs as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve the spiritual/ cultural environment for seniors with disabilities.

ELEMENT #7: LEISURE/ RECREATION

Definition: Leisure/recreation refers to activities including physical exercise and community gatherings. Available and affordable programs targeting seniors are adapted for people with different abilities. Furthermore, information is made centrally available and in an accessible format to the community regarding leisure/recreation program options.

Principle	Indicators	Data to be Collected
Participation	Seniors with disabilities actively participate in community leisure/ recreation programs.	<ul style="list-style-type: none"> Identify the leisure/recreation programs in the community that specifically target seniors Indicate the proportion of the programs that provide accommodation for individuals with a disability
Community Connections	There is a navigation system (i.e. resource guide) of the leisure/ recreation programs in the community that is provided in multiple formats (e.g. print, online, telephone inquiry line).	<ul style="list-style-type: none"> Identify the resource guides related to leisure/recreational programs available in the community. Describe the formats in which the resource guides are available
Leadership	The leadership in the community has prioritized leisure/ recreation needs of seniors with disabilities within it planning and implementation processes.	<ul style="list-style-type: none"> Identify and describe community-based leisure/ recreation initiatives that have targeted seniors with disabilities over the last 5 years
Sustainability	An ongoing assessment process is in place to determine the leisure/ recreational preferences of seniors with disabilities.	<ul style="list-style-type: none"> Identify and describe the assessment process in place at the municipal/ community level to gather leisure/ recreational preferences. Indicate if the preferences of seniors with disabilities are taken into account, and the frequency that it is conducted
Universal Design	Leisure/recreational programs in the community accommodate seniors with disabilities, e.g. accessible facility.	<ul style="list-style-type: none"> The information made available regarding the leisure/recreational programs, i.e. resource guides, indicate the target group, i.e. seniors and indicate the accommodations for individuals with disabilities
Affordability	Opportunities for leisure/recreation programs are affordable to seniors with disabilities.	<ul style="list-style-type: none"> Identify the proportion leisure/recreation activities and programs in the community that are free or offer a reduced price for seniors

DATA COLLECTED – LEISURE/RECREATIONAL

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE LEISURE/RECREATIONAL DATA TELLING US?

a) List the community's strengths in relation to leisure/recreation for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing leisure/recreation needs as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve leisure/recreation for seniors with disabilities.

ELEMENT #8: OUTDOOR ENVIRONMENT

Definition: Public space that includes green spaces, e.g. public parks, gathering spaces, and pedestrian walkways. These areas are pedestrian-friendly, e.g. clear of hazards, sheltered from adverse weather where possible, accessible, integrated into residential and high activity areas, well-lit for safety sake, easily navigated with adequate signage, and offer access to seating and public toilets.

Principle	Indicators	Data to be Collected
Participation	Seniors with disabilities are actively engaged in the municipal/community planning processes as it relates to public outdoor spaces.	<ul style="list-style-type: none"> Indicate if and describe how seniors with disabilities are represented on municipal/community planning committees that address public outdoor spaces
Community Connections	Safe, pedestrian friendly public outdoor spaces exist in the community that promote social interaction and are in close proximity to amenities for seniors with disabilities.	<ul style="list-style-type: none"> Describe the public parks in the community including: <ul style="list-style-type: none"> Identify if the area is well-lit at night to ensure safety Identify if there is seating along pathways and in high activity zones Identify the distance (e.g. 5 minute walk) to amenities such as public accessible washrooms Identify the number of areas that are sheltered within the same outdoor space
Leadership	Policies exist at the municipal level that address universal design principles as they relate to public walkways and public outdoor spaces including appropriate and visible signage, curb cuts and barrier free walkways, and seating/resting areas.	<ul style="list-style-type: none"> Identify and describe the policies that exist at the municipal level that address the universal design principles as they relate to public walkways and outdoor spaces in the community
Sustainability	An evaluation process is in place at the municipal/community level that requests feedback from community users regarding the adequacy of public outdoor space.	<ul style="list-style-type: none"> Identify the assessment mechanism in place at the municipal/community level to assess the needs of seniors with disabilities regarding outdoor spaces
Universal Design	There is sufficient information (i.e. signage, sensory cues, universal symbols) available to individuals with different abilities to navigate from one amenity to another.	<ul style="list-style-type: none"> Identify and describe the pedestrian crosswalks in high traffic areas in the community including the visibility of the signage, the presence of audio cues, and if there is sufficient time for seniors with disabilities to cross the street
Affordability	Access to the public outdoor spaces is available without charge to potential users, specifically seniors.	<ul style="list-style-type: none"> Identify the outdoor spaces in the community that are available free of charge to seniors, e.g. park entrance fees

DATA COLLECTED – OUTDOOR ENVIRONMENT

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE OUTDOOR ENVIRONMENT DATA TELLING US?

a) List the community's strengths in relation to the outdoor environment for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing the outdoor environment as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve outdoor environment for seniors with disabilities.

ELEMENT #9: EMPLOYMENT/ JOBS

Definition: Flexible employment options are available to seniors such as job sharing, part-time work, and various retirement options. Retraining opportunities in new or existing skill areas is available to older employed individuals, e.g. computer skills training.

Principle	Indicators	Data to be Collected
Participation	Employers in the community provide flexible employment and retirement options to promote the hiring and retention of seniors.	<ul style="list-style-type: none"> Identify the major employers (defined as employers who significantly contribute to the community's economy) that provide flexible employment and retirement options and describe the options available, including any restrictions for eligibility
Community Connections	Information about employment opportunities for seniors within the community is available and communicated in various formats, e.g. newspaper, local billboards, community centres, radio, and television.	<ul style="list-style-type: none"> Indicate if information regarding employment opportunities for seniors is available and describe the methods used to publicize available employment opportunities for seniors
Leadership	Community leaders have created incentives to local employers to retain the older members of their workforce.	<ul style="list-style-type: none"> Identify and describe incentives in the community to retain older members of the workforce
Sustainability	Retraining opportunities in new or existing skill areas are available to older employees to ensure ongoing job opportunities in the future.	<ul style="list-style-type: none"> Of the major employers in the community, identify those that offer retraining opportunities including a description of the program, eligibility criteria, and any restrictions placed on participation
Universal Design	The buildings of major employers within the community are accessible (i.e. meet minimal accessibility standards).	<ul style="list-style-type: none"> Indicate the buildings of major employers in the community that are accessible
Affordability	Information is provided by major employers to assist employees in financially planning for their retirement, and specifically in situations where individuals retire earlier due to disability.	<ul style="list-style-type: none"> Identify and describe initiatives undertaken by major employers in the community that assist employees to develop financial plans in relation to their retirement

DATA COLLECTED – EMPLOYMENT/ JOBS

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE EMPLOYMENT/ JOBS DATA TELLING US?

a) List the community's strengths in relation to employment/ jobs for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing employment/ jobs as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve employment/ jobs for seniors with disabilities.

ELEMENT #10: VOLUNTEERISM

Definition: Volunteer opportunities are available and seniors with a disability are encouraged to participate in the community as volunteers with organizations, schools, boards, etc. A registry exists in the community of potential volunteers along with their skill sets for the purpose of matching to volunteer opportunities. Seniors with disabilities are valued, recognized, and utilized by the community for their knowledge and lived experience.

Principle	Indicators	Data to be Collected
Participation	Opportunities exist in the community for seniors with disabilities to engage in volunteer activities.	<ul style="list-style-type: none"> Identify and describe initiatives in which seniors with disabilities are actively recruited to engage in volunteer activities
Community Connections	There are opportunities for informal work-share programs to trade experience or time for other services between seniors and other community members. (e.g. senior teaches a child piano and the child or family will do yard maintenance for the senior, or babysitting for carpentry skills).	<ul style="list-style-type: none"> Identify and describe work-share programs that exist in the community
Leadership	Community leaders value and recognize seniors with disability for their volunteer contributions through community award programs such as Certificates of Appreciation.	<ul style="list-style-type: none"> Describe how leaders at the municipal level formally recognize the efforts of volunteers in the community Identify the number of senior volunteers recognized through the program over the last 5 years
Sustainability	A registry is available in the community of potential volunteers who are seniors and their skill sets for the purpose of matching with volunteer opportunities within the community. The registry is available in different formats (i.e. print and on-line) and is easily accessible.	<ul style="list-style-type: none"> Indicate if a registry exists of potential volunteers who are seniors and their skill sets, and describe the form it is available in and any restrictions placed on what individuals can be included in the registry, i.e. age restrictions, persons with disabilities
Universal Design	The organizations within the community that offer volunteer opportunities for seniors with disabilities adapt the work places to meet the needs of the volunteer.	<ul style="list-style-type: none"> Indicate the volunteer programs within the community in which seniors with disabilities volunteer Describe what steps the organization has taken to accommodate the individual's disability
Affordability	The volunteer programs within the community provide additional assistance in the form of financial or practical assistance, such as transportation, to ensure volunteers are supported in conducting volunteer related tasks.	<ul style="list-style-type: none"> Identify and describe the types of support or assistance offered to volunteers, particularly those who are senior and experiencing disabilities to ensure their participation

DATA COLLECTED – VOLUNTEERISM

Principle	Data Collected	Data Source(s)
Participation		
Community Connections		
Leadership		
Sustainability		
Universal Design		
Affordability		

WHAT IS THE VOLUNTEERISM DATA TELLING US?

a) List the community's strengths in relation to volunteerism for seniors with disabilities.

b) List the areas where the community is not sufficiently addressing volunteer needs as it relates to seniors with disabilities.

c) List the areas in which it is important that action be taken to improve volunteerism for seniors with disabilities.

APPENDIX B: COMMUNITY EVALUATION FINDINGS FORT ST. JOHN, BC

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Housing	<ul style="list-style-type: none"> Heritage I and II, Lutheran apartments and Sunset Elks Home are grouped closely together and are close to amenities Abbey Field House though not close to amenities is on a bus route. 	<ul style="list-style-type: none"> More involvement from seniors at the municipal level in regards to housing initiatives are needed More attention needs to be paid to universal design implementations 	<ul style="list-style-type: none"> The actual provision of accessible and affordable housing for seniors
Transportation	<ul style="list-style-type: none"> The Northern connections bus The handy darts One low rise bus Varying NPO community buses including reservations 	<ul style="list-style-type: none"> Community would benefit by increasing transportation services and offering extended hours to transportation services as at present they are only available during the day 	<ul style="list-style-type: none"> Increasing transportation options and providing extended hours of service
Support Services	<ul style="list-style-type: none"> Many support services are available which include a broad variety of easily accessible resources 	<ul style="list-style-type: none"> Though many support services exist they are presently surpassing capacity related to staff shortages and increasing community needs Support services are not always flexible to meet the needs of individualized care eg. Meals on Wheels, home support, and home nursing. 	<ul style="list-style-type: none"> Increase current service delivery to the community in order to meet the growing needs of our senior population Offer training to loved ones living with seniors with varying abilities
Health and Well-being	<ul style="list-style-type: none"> Affordable as they are provided by northern health at no charge or at a reduced rate 	<ul style="list-style-type: none"> Currently the availability of services is limited as well as the variety of services to meet a multi cultural community. Some issues pertain to limited staffing and limited accessibility 	<ul style="list-style-type: none"> Increased education and awareness building with regards to services already available and services not yet available and increased municipal policy to ensure more services are provided as needed by our aging population Currently we have an over burdened health care system leading to inconsistent services and service availability

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Education and Training	<ul style="list-style-type: none"> Community strengths include accessibility to post secondary education and affordability to partake in courses 	<ul style="list-style-type: none"> Many programs are offered in the evening when no public transportation is available Not enough effort in implementing mentorship programs between seniors and our youth Require modified equipment for training re: computers which are user friendly and modified for specific needs. This also includes sound systems for the hard of hearing, addressing poor vision and compromised motor functions 	<ul style="list-style-type: none"> More modified teaching equipment and resources Better advertising directly to seniors regarding educational opportunities
Spiritual/ Cultural	<ul style="list-style-type: none"> Many varying types of religious practices are available to seniors Genuine efforts and strides are made by spiritual leaders to include this population in their activities Most churches are accessible 	<ul style="list-style-type: none"> Accessibility to all buildings and an assessment of the cultural needs of community members has yet to be conducted Meeting the needs of the hearing impaired and visually impaired have yet to be addressed by some organizations 	<ul style="list-style-type: none"> An assessment of the cultural needs of community members has yet to be conducted
Leisure/ Recreation	<ul style="list-style-type: none"> Accessibility to most City facilities Have a Senior's Hall Have HandiDart to help seniors to access recreation opportunities Multipurpose paved Community trails (Accessible) The City of FSJ is very proactive in this area and genuine efforts are made to meet this community need 	<ul style="list-style-type: none"> We have not conducted a needs analysis Print material is limited – no option to Braille – all small print (City brochures) no large print edition for visually impaired people 	<ul style="list-style-type: none"> Conduct a needs analysis including types of activities that seniors are interested in; types of promotions that are effective and appropriate cost.

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Outdoor Environment	<ul style="list-style-type: none"> • A number of parks and green space exist within the community including a seniors park which is senior friendly as it has amenities including benches • The city of FSJ is considerate of the importance of outdoor space to community members including seniors and has invested much into accessible walking trails 	<ul style="list-style-type: none"> • The community would benefit from updating current parks and facilities to increase accessibility re: lighting, accessible wash rooms and wheel chair friendlier pathways as well as benches 	<ul style="list-style-type: none"> • Have seniors with disabilities consult and provide input with planning committees in order to ensure outdoor spaces and parks meet the varying needs of this population.
Employment/ Jobs	<ul style="list-style-type: none"> • Further data collection is needed to complete a list of the strengths. Walmart and Safeway employ persons with disabilities and seniors 	<ul style="list-style-type: none"> • Further Assessment measures regarding insufficiencies are required 	<ul style="list-style-type: none"> • A thorough assessment of the needs with regards to employment strategies is required
Volunteerism	<ul style="list-style-type: none"> • Seniors in our community are ready to volunteer 	<ul style="list-style-type: none"> • Seniors wanting to offer volunteer services cannot easily locate organizations which could benefit from their time. No organizing body exists at present • Some areas where seniors could volunteer are not necessarily accessible, for example, our museum and Salvation Army 	<ul style="list-style-type: none"> • Development of a senior friendly registry and assess the possibility of adopting Volnet and ensuring it become more user friendly • Volunteerism is a neglected element in this community especially with regard to senior engagement

APPENDIX B: COMMUNITY EVALUATION FINDINGS 100 MILE HOUSE, BC

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
<p>Housing</p>	<ul style="list-style-type: none"> Housing for seniors is for the most part located in areas that are easily accessible to shopping and services. However, many seniors live in the rural area around 100 Mile House. 	<ul style="list-style-type: none"> A list of available housing, both strata and rentals, needs to be developed, Updated, and made available to the community. There is very little housing stock (rental or owned) in town. For seniors who have no where to go, they often end up in hospital (placing additional burden on health care services, available beds, etc.) Older housing stock is not always accessible (i.e.: stairs, doorways, bathrooms). 	<ul style="list-style-type: none"> More housing options, some low income and strata accessible housing needs to be built in the 100 Mile House area
<p>Transportation</p>	<ul style="list-style-type: none"> community bus with wheelchair access health care system has access to South Cariboo Bus (programs) Handi-Dart Some transportation options 	<ul style="list-style-type: none"> transportation options limited limited geographic services (esp. rural) taxi service not wheelchair accessible & drivers are not well trained in dealing with seniors with disabilities 	<ul style="list-style-type: none"> more rural transportation options more flexible transportation options greater assistance (training) for transportation operators more education for seniors moving to the area, as to transportation services available (seniors living in remote areas) more formal services to reduce pressure on informal transportation networks (i.e. families) reduction of expense for transportation in geographically disbursed rural area

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Support Services	<ul style="list-style-type: none"> • Several resources information available for seniors • Online information through District website • variety of formal support services • Community health – public health available • Strong support network - Small town with great informal support services (family, friends, neighbours) • Community organizations (neg. Churches, Lions, Rotary) are part of support services available 	<ul style="list-style-type: none"> • Transportation is lacking • No coordinated, central information distribution point or resource • No seniors advocacy program • No access for equipment repair/service (i.e.: for wheelchairs, walkers, scooters) 	<ul style="list-style-type: none"> • Advocacy, awareness for seniors • Need for quick information (i.e. evening hours on website, 1-800 number) • Improved equipment repair/service
Health and Well-Being	<ul style="list-style-type: none"> • Looking out for one another-natural support system • The people • Generosity- in time and finances • Community mobilization- immediate community response to someone in need • The number of health care professionals in the community based on quality of life • Access to doctors is great • Local media promotes local activities very well at no cost, public service announcements • Some local leadership from business- sharing information, donations 	<ul style="list-style-type: none"> • Transportation to meet changing needs • Need at least one cab that is accessible • Need an affordable, accessible community van • Collaboration in the health care system • None of the doctors have experience with disabilities 	<ul style="list-style-type: none"> • Accessible and affordable housing, subsidized housing • Appropriate transportation systems to access formal & informal health services • Centralized information source for seniors wanting to access health services

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Education and Training	<ul style="list-style-type: none"> All education & training programs open to all seniors with/without disabilities 	<ul style="list-style-type: none"> There are currently no courses or programs offered specifically for seniors with disabilities Lack of specific aids for people with disabilities (i.e.: Dragonspeak, note taker) 	<ul style="list-style-type: none"> Expand on course offerings that address the needs of seniors with disabilities.
Spiritual/ Cultural	<ul style="list-style-type: none"> Variety of cultural/spiritual options that will adapt to senior's needs Community helps meet cultural/spiritual needs 	<ul style="list-style-type: none"> Many of the facilities are older buildings and therefore, not accessible. 	<ul style="list-style-type: none"> Improvements to buildings required
Leisure/ Recreation	<ul style="list-style-type: none"> Many programs are available and are run by various community groups Most facilities are accessible <p>*Note: very dependent on individuals to obtain additional assistance for seniors (aids)</p>	<ul style="list-style-type: none"> No coordination of sports/leisure activities Lack of public awareness about what is available In some cases costs may be too high for some seniors 	<ul style="list-style-type: none"> Coordination of what's available Financial assistance for senior's centres for additional programming (most are non-profits)
Outdoor Environment	<ul style="list-style-type: none"> Sidewalks largely accessible Gradual improvements over time Some variety of disabilities are addressed in the outdoor environment Increased community participation with issues related to seniors with disabilities, which has resulted in various trail improvements 	<ul style="list-style-type: none"> Difficulty with winter conditions Some disabilities are not represented (i.e.: no Braille signs) Buttons to control crosswalks are not well designed for ease of use (esp. for seniors, people with disabilities) 	<ul style="list-style-type: none"> Continued improvement of entryways to parks, grades/cross slopes of walkways and roads, sign age, ease of maneuvering throughout community Maintenance improvements during winter/spring conditions
Employment/ Jobs	<ul style="list-style-type: none"> There are no distinct barriers to disabled seniors remaining in the workforce 	<ul style="list-style-type: none"> Increased awareness of work options for seniors with disabilities 	<ul style="list-style-type: none"> Increased awareness of work options for seniors with disabilities
Volunteerism	<ul style="list-style-type: none"> Seniors with and without disabilities are very active as volunteers. The Seniors Centre is also very involved in volunteer activities 	<ul style="list-style-type: none"> Compensation for fuel costs for seniors who are volunteer drivers is lacking 	<ul style="list-style-type: none"> A list of volunteer opportunities for seniors needs to be developed as a means of increasing public awareness

APPENDIX B: COMMUNITY EVALUATION FINDINGS SELKIRK, MB

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Housing	<ul style="list-style-type: none"> Selkirk housing options are centrally located Gordon Howard Seniors Centre links housing to services and resources, opportunities for social interaction Selkirk is at the beginning of larger scale planning and potential for additional options – good time to take action 	<ul style="list-style-type: none"> Shift in thinking about baby boomers, awareness is changing, consumer today is better informed and will drive future decisions Consultation occurred with many local organizations for the new hospital and Handi-van, mental health etc. were consulted in the design process 	<ul style="list-style-type: none"> Approach the challenges simultaneously Focus group with lived experience such as Gordon Howard residents, SMHC, Kiwanis Skills Database Resource/information efficiency, utilize technology to free up human resources to serve public better – funnel from the City of Selkirk as central location Change zoning for land use to incorporate universal design, incorporate incentives
Transportation	<ul style="list-style-type: none"> Selkirk and District Handi-Bus GHSC – Drivers Escort Program Wills Taxi – one handi-van 	<ul style="list-style-type: none"> Dialysis Cancer Care Weekends / Evenings / Holidays Handi-bus rates 	<ul style="list-style-type: none"> Must be a service available after 5:00 p.m. (evening) and weekends Additional bus needed (Handi-bus) Bad weather closed (emergency service)
Support Services	<ul style="list-style-type: none"> Homecare Lifeline Handi Helpers (housekeeping, yard work) Friendly Visitors Adult Day Program 	<ul style="list-style-type: none"> Support for caregivers ie. Home Care Transportation 	<ul style="list-style-type: none"> Transportation – seniors with disabilities have limited ways to medical appointments ie. CancerCare Communication – lack of getting information to seniors Central agency where seniors can call and readily receive information on programs, talking to a real person
Health and Well-being	<ul style="list-style-type: none"> Recognition 	<ul style="list-style-type: none"> Accessibility 	<ul style="list-style-type: none"> Contact
Education and Training	<ul style="list-style-type: none"> Mature Driver Workshop Income Tax Training Disability Tax Credit Service 		

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Education and Training	<ul style="list-style-type: none"> • Receptionist Training (filing, registration, phones, photocopying) 		
Spiritual/ Cultural	<ul style="list-style-type: none"> • Gordon Howard Senior Centre facility allows participation for seniors with disabilities • Opportunity to participate in all of GHSC programs and activities • Weekly exercise program specifically for Seniors with Disabilities twice a week • CNIB meets monthly at the Gordon Howard Senior Centre 	<ul style="list-style-type: none"> • Perhaps more programs could be offered specifically designed for Seniors with Disabilities 	<ul style="list-style-type: none"> • Perhaps a senior with a disability could be on the Gordon Howard Senior Centre Board of Directors to better understand their needs and address their concerns
Leisure/ Recreation			
Outdoor Environment			
Employment/ Jobs			
Volunteerism	<ul style="list-style-type: none"> • Opportunities to volunteer at the Gordon Howard Senior Centre. Facility is user friendly for seniors with disabilities 		

APPENDIX B: COMMUNITY EVALUATION FINDINGS ROSSBURN, MB

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Housing	<ul style="list-style-type: none"> • 2 subsidized housing units - 1 with 12 suites, 1 with 5 suites and 4 bachelor rooms • Have access to government grants for those wishing/ needing to renovate because of their disabilities • Forward thinking municipal leaders • Close proximity to all amenities • Health Centre with Clinic hours 5 days a week • Home Care Service 	<ul style="list-style-type: none"> • Local government should be in discussion with government of the day when plans for renovations are being looked at. Many times a huge amount of money is spent on home that isn't worth the costs involved. • No assisted Living accommodations • No automatic door opening at Fatima. Lions Manor has had them installed • Manitoba Housing doesn't pay attention to the needs of the seniors with disabilities • Communication is a key but isn't practised 	<ul style="list-style-type: none"> • Seniors to be involved in future municipal housing strategy • Need power doors to get people with disabilities into the home • CDC will collect data to get an idea as to the # of seniors wishing to move from their homes into a condo/assisted living accommodations. • Collect information on what type of grants/ funding is available. • Install lever type door knobs for those with disabilities.
Transportation	<ul style="list-style-type: none"> • Handi Transit service • Great committee in place with seniors with disabilities always kept at the top of the user list • Very considerate, patient and kind driver 	<ul style="list-style-type: none"> • With only 1 Handi Transit vehicle it limits usage and more costly to operate • Only 1 driver so no back up driver. • No driver resource list 	<ul style="list-style-type: none"> • Add a small van which can be utilized for the needs of 1 person trips but still meeting the needs of seniors with disabilities. • Compile a list of potential drivers
Support Services	<ul style="list-style-type: none"> • Have Home Care, Public Health, Mental Health, Primary Care • All located in Health Care facility • Family and friends as care givers • Community organizations 	<ul style="list-style-type: none"> • Family members not recognized as care givers • Not aware of any program allowing informal care givers • Communication is missing between local residents, resources and government • Contact (Resource List) needed • Education is lacking as to what is available for those seniors with disabilities 	<ul style="list-style-type: none"> • Need to get Federal Gov. to investigate how the informal (family care givers program) can be implemented here • Motivational/Educational speakers to address the disabilities/ gender and cultural differences • Huge need for O.T. & P.T. and Speech Pathologists • Resource Hand Book needs to be developed

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Support Services		<ul style="list-style-type: none"> • Lack of knowledge as to what is available 	<ul style="list-style-type: none"> • More info needs to go out to seniors with disabilities and their families as to what is available so far as Programs, Resources, Assertive devices etc.
Health and Well-being	<ul style="list-style-type: none"> • Home Care Service • Healthy Cooking Activities • Participation/interaction of the students with seniors and those with disabilities Buddy system with PCH residents • Wayway has numerous programs, we should try and partner with them 	<ul style="list-style-type: none"> • Too many hoops for seniors with disabilities to jump through • Lack of clinics (hearing, vision) • Lack of programs (activities) for seniors with disabilities. • Lack of assisted living housing • Home Care program very restrictive • Services that are needed are being cut to keep seniors with disabilities in their homes for longer • The need to drive for so many things they need • Lack of funding for the middle income seniors and those with disabilities 	<ul style="list-style-type: none"> • Search for funding to improve the life style/ accessibility for those with disabilities • Communicate with agencies to provide workshops/courses on Healthy Living/ Eating/Exercise for seniors with disabilities • Get message to the Federal/Provincial governments to increase Home Care Duties and Hours as 15 min visits just don't cut it • Resource Directory (Senior Specific) with check list • Bring more services into our community for seniors with disabilities
Education and Training	<ul style="list-style-type: none"> • Accessible High School • Rec Director and Drop in Centre have strong leadership skills • High speed internet service • Computers @ our Library are available to all seniors • Resource of people willing to teach seniors what ever • Accessibility to buildings • RCMP are available to speak about issues important to seniors and those with disabilities 	<ul style="list-style-type: none"> • Lack of driver re-testing for seniors • Lack of computers for seniors to use • Adopt a grandparent program not being offered at this time • Not reaching out to more seniors and shut-ins 	<ul style="list-style-type: none"> • Request MPIC to bring in courses for seniors to teach them safety etc. • Purchase computers for the Drop in Centre • Courses for seniors with disabilities • Develop A "Senior Buddy System" • Bring more courses/classes for seniors with disabilities "Learn How To"

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Spiritual/ Cultural	<ul style="list-style-type: none"> • Good accessibility into several buildings • Drop in Centre very much cognizant about seniors with disabilities • Recreation programs offered to all ages • Spiritual/Cultural resources are available 	<ul style="list-style-type: none"> • Lack of education for seniors • Lack of communication to seniors • Lack of public awareness to seniors with disabilities • Lack of government putting out resource information to our community • Rosssburn is out of the LOOP • Lack of Resource people in area to look after the needs of seniors with disabilities. 	<ul style="list-style-type: none"> • Encourage Government to reach out to those that work with seniors with disabilities • Get Rosssburn back into the civilized part of Manitoba • Get educational programs into community and get all seniors with disabilities onto a level playing field with their counterparts in the bigger centres
Leisure/ Recreation	<ul style="list-style-type: none"> • Great working relationship between Drop in Centre Board, Rec Director and PCH is excellent • Many activities for seniors are FREE • Accessible facilities • Partnerships with Community organizations 	<ul style="list-style-type: none"> • Lack of participation by more seniors in activities/events etc. • Lack of out reach to the seniors in the neighbouring communities • Not involving the shut ins • Lack of reaching out to our youth 	<ul style="list-style-type: none"> • Build shelter from the sun during summer activities that are held @ the Drop in for the seniors • Get neighbouring seniors to participate in activities/events @ the Drop in Centre • Throw out a challenge to neighbouring seniors to participate • Try pedometer Challenge • Reach out to our neighbours @ Wayway • More interaction/ communication with students/teachers form both schools
Outdoor Environment	<ul style="list-style-type: none"> • Curb cuts for easy access for seniors with disabilities to businesses • Pedestrian Cross Walks are marked • 2 Parks one with a shelter • Benches along the way on Main Street 	<ul style="list-style-type: none"> • No public washroom • Lack of more sheltered buildings for seniors in our Green Spaces • Need for more benches along the way on Main Street and along the businesses off the Main Street 	<ul style="list-style-type: none"> • Install A Porta – Potty wide enough for wheel chair/walker accessibility and close to a business that is open 7 days a week. This would deter vandalism • Put back benches that were removed from the down town area.

ELEMENT	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Outdoor Environment			<ul style="list-style-type: none"> • Build a Gazebo near the Drop in Centre
Employment/ Jobs	<ul style="list-style-type: none"> • Family operated businesses that still employ seniors • One restaurant that employs seniors 	<ul style="list-style-type: none"> • No discussion with seniors to find out if any of them are interested or want to work 	<ul style="list-style-type: none"> • Ask the Chamber members if they would consider hiring seniors in their place of business • Suggest that businesses should consider hiring a senior
Volunteerism	<ul style="list-style-type: none"> • Several seniors and those with disabilities offer to volunteer to work with school children and other seniors • Heritage/ Museum Committee • Drop in Centre Board is very willing to assist and offers space for free • There is no charge at the Health care facility 	<ul style="list-style-type: none"> • Lack of accessibility for seniors with disability into washrooms • There is no Volunteer Registry for Seniors • Very poor wheelchair walker accessibility into businesses • Not all sidewalks even and smooth • Lack of Federal/ Provincial government support in the development of safer accessibility into businesses 	<ul style="list-style-type: none"> • Educate the residents in our community regarding seniors with disabilities and how to appreciate their handicaps • Workshops to learn how to better understand seniors with disabilities • Request Municipalities to fix up entrances into their buildings • Drop in Centre renovations to make it more accessible for seniors with disabilities • Promote activities that are out there for seniors with disabilities

APPENDIX B: COMMUNITY EVALUATION FINDINGS WATERLOO, ON

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Housing	<ul style="list-style-type: none"> • Includes a local committee, Grand River Accessibility Advisory Committee (GRAAC) • Waterloo Advisory Committee on Affordable Housing • Planning legislation (Ontario Planning Act) mandates public participation when creating/planning housing – doesn't specify seniors, or seniors with disability – but is for everyone • Community connections are good in some areas and not in others • Region of Waterloo aware of downloading by Prov & Fed – very aggressive Regional Housing Plan • Waterloo Wellington LHIN has group of people working on supportive housing for this region • there is a definite look to the future, and not just a focus on now • Specks for new housing projects - wider door ways • \$ for renovation for low income 	<ul style="list-style-type: none"> • Need more housing • Retirement homes not looking at disability • Improved understanding of residents and that those who have lived in Waterloo want to stay in Waterloo • Affordable housing plan • Long term plan to meet increased needs • The first thing to go in economic downturn – monitoring and evaluation • Need to increase knowledge of Universal Design • There are definite easy things that could be legislated, but aren't • Availability • Retirement homes, more service = more cost • Keeping seniors in their own homes = affordable housing • Only one retirement home now taking clients at subsidized rate. • Not affordable 	<ul style="list-style-type: none"> • Affordable housing plan • There are definite easy things that could be legislated, but aren't • Keeping seniors in their own homes = affordable housing • Only one retirement home now taking clients at subsidized rate.
Transportation	<ul style="list-style-type: none"> • GRAAC • A lot of opportunity for feedback • Taxi scrip leads to more independence (this is a coupon that costs riders half the face value, used to pay for taxi rides, balance is paid by GRT) 	<ul style="list-style-type: none"> • Don't necessarily have transportation that connects people to places • Awareness of transportation options • Make it a priority for this community • Need changes to the system, 	<ul style="list-style-type: none"> • Awareness of transportation options • Make it a priority for this community • If on low, low income, maybe City should look at no cost, or something like that

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Transportation	<ul style="list-style-type: none"> • Waterloo Transportation, new master plan, less auto friendly • This is a huge issue, definitely on the radar • Many don't know about being able to use MobilityPLUS and Taxi scrip • Constantly evaluating bus system • Policy to replace old buses with accessible • Kneeling buses 	<ul style="list-style-type: none"> • not reliable, not easy, so people are waiting in cold • Need to understand that there is value to older and disabled • Geographic limitations • Volunteer drivers, need more but insurance a large cost • Area for improvement – use of churches, medical practices, where seniors go to get word out about issues, info • Always having to exit at back and therefore exiting into a snow bank • You have to be aware of statistics – how many people will soon be seniors with disabilities • Getting to the bus stops, snow, slopped etc, not enforcing by-laws • Have closed and warm shelters in areas where there are seniors • Volunteer drivers • If on low, low income, maybe City should look at no cost, or something like that 	
Support Services	<ul style="list-style-type: none"> • Aging at home –WWLHIN – trying to find alternatives to age at home, at a lower cost • City – intrinsic – continuously get feedback and improve and modify services • Home support services - once you're within the systems you're ok • Social Planning Council, 	<ul style="list-style-type: none"> • Limited – need more – current is not meeting the need • Need to be structured • There are a lot of silos – not a lot of integration – need for improvement • Need to be better known • Need to have a better connection at the neighbour level/ people 	<ul style="list-style-type: none"> • There are a lot of silos – not a lot of integration – need for improvement • Need to have a better connection at the neighbour level/ people • Need to know rights and have information about case readily available • Not enough funding for people

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Support Services	<p>Community Information Centre should be the first stop for information – a phone in thing – very universal, and very specific (get the older population more often), talking to a real person, etc – CIC is a strength</p> <ul style="list-style-type: none"> • Initiatives in WWLHIN • The people who are taking the lead, are definitely grassroots 	<ul style="list-style-type: none"> • Need to know rights and have information about case readily available • People need to know to call SPCKW to get information • Future - plan for • Need to acknowledge • Not enough funding for people to get the assistance they need • Need improvement in the area of training and respite • Need to have more open to ensure that there is a watchdog to keep things on track • Cost needs to be improved • Need way more services in their home – more hours, etc. 	<p>to get the assistance they need</p>
Health and Well-being	<ul style="list-style-type: none"> • VON run a program called SMART (Seniors managing and recreating together) it is very inclusive • Waterloo Region self help group (re: people with mental health issues) – a strength that this exists • Flu clinic – advertised, widely available • Seniors are more willing to go out and be a part of things – ex. Adult rec centre • Stuff at rec centres very much led by seniors • A lot of structural policies in place so that people can get into buildings so that they can participate in health care activities 	<ul style="list-style-type: none"> • Need to understand what all they could participate in • Enable a process of participation in their own care • Need to be organized and be aware, seniors participation • A lot of effort needs to be put into what already exists (ex. Home visiting programs, Meals on Wheels) • Need to get them together to have input • The ones that can don't seem to need it • Local t.v. programming geared to seniors • Need specialized seniors help line – need someone to connect to – a priority • Have to make sure that what 	<ul style="list-style-type: none"> • Enable a process of participation in their own care • Local t.v. programming geared to seniors • Need specialized seniors help line – need someone to connect to – a priority

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Health and Well-being		momentum is there continues • Does not extend to all areas of health and well being – isolation, mental health • There are programs and services that may not be accessible – natural medicine (affordability) where it's located • There needs to be more government funding for basic programs – physiotherapy, etc	
Education and Training	<ul style="list-style-type: none"> • Universities offer free auditing of courses for seniors • Strength – Third Age Learning • So much availability in the community – universities, college • Leadership in 3rd age learning are aging • KPL offers, not WPL • Affordability • Is it available at the college level? • Are those night school classes at high school? 	<ul style="list-style-type: none"> • Need to have more info going out • Support and grassroots - to be able to do that • More of what was offered at the KPL and what used to be offered at the high schools in the evenings • Transportation to things • More community interest based • Third age learning – costs 	<ul style="list-style-type: none"> • Need to have more info going out • Transportation to things • More community interest based • Third age learning – costs
Spiritual/ Cultural	<ul style="list-style-type: none"> • City tries to make effort to reach out to seniors – will give people rides to voting booths on election day • No weakness in participation in churches – seniors are the ones attending • City of Waterloo holds cultural events for everyone – in Waterloo Park – these are pretty accessible, and near buses – this is strength – families go together 	<ul style="list-style-type: none"> • City tries to make effort to reach out to seniors – will give people rides to voting booths on election day • No weakness in participation in churches – seniors are the ones attending • Affordability in smaller ways, more where they live • Connect the community and the seniors for spiritual and cultural • More emphasis on spiritual, 	<ul style="list-style-type: none"> • Connect the community and the seniors for spiritual and cultural • In terms of cultural – needs improvement

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Spiritual/ Cultural	<ul style="list-style-type: none"> • Community planned events, arts, etc, often run by volunteers, and seniors of planning committees • Will definitely evolve and get more sustainable • Entertainment – access to entertainment card for people with disabilities – may be across Canada – this will apply to rec and leisure 	<ul style="list-style-type: none"> • not necessarily on religion – health, well being and overall existence • In terms of cultural – needs improvement 	
Leisure/ Recreation	<ul style="list-style-type: none"> • Master plan guides everyone to be inclusive • Adult Rec Centre, 404 Wing accessible • Lots of opportunity for rec and leisure – rec complex, mall walking groups, festivals • Both – from council and mayor, but also grassroots and organic – within own neighbourhoods (NAs) • Can the community meet changing needs, in a sustainable way? Retrofitting, etc.? • City facilities are up to code – have to be • Waterloo City will negotiate with people if they can't afford – that's a strength 	<ul style="list-style-type: none"> • Getting to them • Need to hear “we want you at the table” • Universality of access - information and need • May need a community plan to go to smaller, more comfortable social groups * • Info can be hard to find • City encourages neighbourhood associations – people don't know what's there • *...* information also applies to this principle • School of Social Work – challenge them to find solutions and ideas • *...* information also applies to this principle • Potential participant based • Some costs – things are going up – deter people • YMCA – huge process to go through to get financial help there, really embarrassing – dignity issue to ask for help 	<ul style="list-style-type: none"> • Universality of access - information and need • May need a community plan to go to smaller, more comfortable social groups * • Info can be hard to find • Universal design • YMCA – huge process to go through to get financial help there, really embarrassing – dignity issue to ask for help

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
<p>Outdoor Environment</p>	<ul style="list-style-type: none"> • GRAAC not specific to Waterloo • Attempt to get participation but connections need to be improved • Health and built environment • City has councils and committees – trails, etc. – seniors on these • Health and the built environment is a strength • There is a lot of evaluation happening at the city level – but of course, like before, this has to be maintained in current economic climate • Albert McCormick is a stop on Express Bus – that’s good – but how do you get across the street? Definitely needs improvement • Municipal, pretty good, but when dealing with GRCA – this costs 	<ul style="list-style-type: none"> • Increase awareness of GRA Advisory Committee • Press for inclusion, accessibility • Different types of people and disabilities are included • We shouldn’t have to wait until we are 65 to know about what is available • Lack of lighting, could be a problem with safety – but some people are against this because of esthetics • Connections need to be improved – ie cannot use N.A. • Need to empower people • We need to have a say in the park not being developed • People don’t know they have rights or means • Don’t know if they can do anything with the space that’s sitting there • Improvements in the suburban areas, places to sit, washrooms • Benches • City needs to be more focused on gathering places • Sidewalk clearing 	<ul style="list-style-type: none"> • Need to empower people • We need to have a say in the park not being developed • Improvements in the suburban areas, places to sit, washrooms • Albert McCormick is a stop on Express Bus – that’s good – but how do you get across the street? Definitely needs improvement
<p>Employment/ Jobs</p>	<ul style="list-style-type: none"> • People who are not seniors – with disabilities – they are having trouble getting employed – so what do seniors deal with? • But seniors aging into disabilities – have to keep working or find new jobs 	<ul style="list-style-type: none"> • People are going to need options • Incentive – they need not to be penalized • ODSP for people with basic needs, but not people with higher education • Connections are basically non 	

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
<p>Employment/ Jobs</p>	<ul style="list-style-type: none"> • Home Depot hires a lot of seniors part-time for their knowledge and experience • Tim Hortons hires but not as positive a place to work • Lot of it comes down to trends – will there be a labour exodus? People will be postponing retirement, so when and if will we have a labour shortage? 	<p>existent</p> <ul style="list-style-type: none"> • Emphasis placed on need for employment for older adult who has a breadth of experience and knowledge and wants to contribute , - availability • There is a need, but lack of opportunity • Need to accommodate the pace, cannot keep up the pace • Accessible workplaces? Needs improvement • No opportunities, really • Huge barrier is bureaucracy (ODSP, etc.) – it will be boomers to set the stage for the next generation 	
<p>Volunteerism</p>	<ul style="list-style-type: none"> • Very easy • City of Waterloo – has registry for volunteers (just in the last year) – but people don't know about this! Weakness is awareness, strength is in its existence • Volunteer Action Centre • Mentoring youth, connecting with schools • Very little problems – really supportive • Recognition at the city level, awards ceremonies, pins, luncheons – this recognition is a strength • Within volunteerism there are lots of opportunity for leadership, and also training 	<ul style="list-style-type: none"> • Affirmative action to recruit and encourage them • Very welcoming, but if supports are needed may not be accommodated (if resources are limited) • Value and make it a priority • Police checks cost – not all organizations reimburse, but sometimes cant – needs improvement • Resources for people with needs – from organization's perspective – area for improvement 	

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Volunteerism	for leadership <ul style="list-style-type: none"> • Beyond high school – some university programs mandate it • Comes down to individual organizations having the funding and manpower to support people with needs • No matter what, there is a willingness – may turn you away regretfully, but could look into other opportunities, or ways to make improvements 		

APPENDIX B: COMMUNITY EVALUATION FINDINGS WOOLWICH, ON

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Housing	<ul style="list-style-type: none"> • Have some assisted living and subsidized housing 	<ul style="list-style-type: none"> • Seniors not able to participate due to money and accessibility issues • No consultative process for participation • Need to change basis of decision making from money to need • Past planning was adversarial as a result of forced competition for the buck • Need to look past money and tax base to include other groups • Transportation to housing projects • Focus on useful housing rather than larger housing. • Close the gaps in planning and implementation • Pay attention to simple accessibility (ie. steps) • Need more senior housing • Need more housing in central locations to reduce cost of living in rural area • More funds and resources allocated • Affordability and accessible must be addressed 	<ul style="list-style-type: none"> • No consultation • Need to look past money and tax base to include other groups
Transportation	<ul style="list-style-type: none"> • Kiwanis Transit • Elmira & District Association for Community Living has own bus for transporting clients to ARC and recreation • Some stores offer shuttle service 	<ul style="list-style-type: none"> • GRT (Grand River Transporation?)needs to provide multi methods to obtain information about proposed changes • There is no consultation, no invitation for participation 	<ul style="list-style-type: none"> • GRT route starting but only a pilot project. Will it last?“use it or lose it” time frame of pilot unrealistic given multi needs for private vehicles, also season to season, different work shifts

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
<p>Transportation</p>	<ul style="list-style-type: none"> • Private organizations • Private organizations: EDACL, Community Care Concepts, Elmira cabs 	<ul style="list-style-type: none"> • Public and private interests need to ask seniors what is needed • Expand on partial connections with chamber of commerce, business association • More GRT stops • Booking in advance leaves no options for spontaneous activities • GRT route starting but only a pilot project. Will it last? “use it or lose it” time frame of pilot unrealistic given multi needs for private vehicles, also season to season, different work shifts • Make bus routes less costly (Private is expensive, public is time consuming) • More wheel chair accessible Taxis • Public and private costly in both money and time 	
<p>Support Services</p>	<ul style="list-style-type: none"> • Seniors centre has elevator so can get in to take part • Residency requirement for accessing Woolwich Community Health Centre programs ensures availability for township residents • Annual health fair, programs at the Seniors centre • There are programs that seniors can access • Connected through the arena (which has an elevator but it’s poorly located) 	<ul style="list-style-type: none"> • No swimming programs geared to disabled • Local government hesitates to be involved • Extension of homecare services • Many can’t afford to pay so do without • Affordability, yes as policy indicates, but a sliding scale needs better sensitivity to individual needs 	<ul style="list-style-type: none"> • Many can’t afford to pay so do without • Affordability, yes as policy indicates, but a sliding scale needs better sensitivity to individual needs

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Support Services	<ul style="list-style-type: none"> • Wheel chairs available through Legion • In home hair dressing • Business community doing most leadership in this area • Current services being sustained • Hospital dismissal outreach 		
Health and Well-being	<ul style="list-style-type: none"> • In Woolwich you are a name not a number • Neighbours know your situation and if you need help • More personalized in township than in urban areas • Fact that it's rural instead of urban. Leadership from "oldtimers" • Informal and formal networks • Need to keep renewing the rural value/tradition so the new people become a part of it. • Sensitive to the needs of diversity • Health alternatives available • Sensitive to need for diversity • Getting the services that your taxes pay for 	<ul style="list-style-type: none"> • Need more input from people they're servicing, etc. • Special services are outside the township, closer ones are needed • Bedroom community, need to reach the newcomers to use services of township • Integrate the rural tradition of helping, don't just take and leave • Health alternatives available but costly, not recognized by government for taxes • Woolwich Community Health Centre clinics are full (long waitlists) 	<ul style="list-style-type: none"> • Need more input from people they're servicing
Education and Training	<ul style="list-style-type: none"> • Listening to seniors' stories 	<ul style="list-style-type: none"> • None available. Area really falls through the cracks • High school not accessible beyond the first floor • Businesses need encouragement for on the job training for visible positions, not just in the kitchen 	
Spiritual/ Cultural	<ul style="list-style-type: none"> • Churches are accessible, certain pastors, priests and ministers do hospital and home 	<ul style="list-style-type: none"> • No cultural events for rural interests. No diversity in cultural events 	<ul style="list-style-type: none"> • Needs more diverse involvement

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Spiritual/ Cultural	visits, etc <ul style="list-style-type: none"> • Leadership exists with certain aspects of the faith community, some in theatre community • Connections within faith community. • Street Dance event, sidewalk sale – affordable (no charge), theatres aren't affordable 	<ul style="list-style-type: none"> • No alternative spiritual centres • Needs more diverse involvement • Some festivals not accessible due to crowds (Maple Syrup Festival) • Business community has double standards, Drug store not open 24/7, but grocery store is • St Jacobs theatre is not accessible or affordable 	
Leisure/ Recreation	<ul style="list-style-type: none"> • Seniors day program, Woolwich senior centre, bridge club, • Getting better, because seniors are hitting the age where they're more vocal than they used to be, outside of the church, etc. • Woolwich guide to facilities and services • Seniors becoming more vocal outside of faith community • Library renovations, made wheelchair accessible, added elevator • Township moved to new, accessible building • Pool facilities are wheel chair accessible 	<ul style="list-style-type: none"> • No one knows of anything about what is going on • Restricted because of lack of public transit • Wouldn't know where to go to find info • Some accommodations made, buildings still need to more accessible. • -Don't know where to go for information, would call Waterloo first 	<ul style="list-style-type: none"> • No one knows of anything about what is going on • Restricted because of lack of public transit
Outdoor Environment	<ul style="list-style-type: none"> • Doesn't have a lot of facilities you need (covered places to rest frequently along the way, etc) • Well done with cut curbs 	<ul style="list-style-type: none"> • Brickwork in certain areas in sidewalk: treacherous when wet or icy, painted walkways – slippery if wet • Need transportation to get to stuff (trails, etc) • No clear leadership 	<ul style="list-style-type: none"> • Trails: hardly any seats along it, if you can walk but need to rest along the way, you can't. Couldn't take walker or wheelchair, they're for able-bodied people. • Grossly inadequate

ELEMENTS	STRENGTHS	CHALLENGES	AREAS FOR ACTION
Outdoor Environment		<ul style="list-style-type: none"> • Accessibility plan 08/09-no one's heard this exists. What's on it? • Trails: hardly any seats along it, if you can walk but need to rest along the way, you can't. Couldn't take walker or wheelchair, they're for able-bodied people. • Grossly inadequate 	
Employment/ Jobs	<ul style="list-style-type: none"> • ARC Industries 	<ul style="list-style-type: none"> • Little opportunity for aging people to have part time jobs • No leadership • Employers need to be encouraged to hire seniors and disabled for part time work • Will people lose govt money if they get jobs? (ie, lose disability money if they make over #\$\$?) • Can't afford to get a job because would lose med coverage, etc. 	<ul style="list-style-type: none"> • No leadership • Will people lose govt money if they get jobs? (ie, lose disability money if they make over #\$\$?) • Can't afford to get a job because would lose med coverage, etc.
Volunteerism	<ul style="list-style-type: none"> • Available? Yes. Some encouragement • Churches can always use volunteers, always interested in volunteers • Volunteering is informal networking, word of mouth, and being associated with faith communities. • Active in church setting 	<ul style="list-style-type: none"> • Very little info about volunteer opportunities • No registry of opportunities • Better volunteer connections, more accessible • Township: demonstrate how they value people with disabilities, seniors, etc in community, no. • More input from seniors • Questions about MSF volunteer support, if current commercialism continues 	<ul style="list-style-type: none"> • Very little info about volunteer opportunities. • No registry of opportunities

APPENDIX C: COMMUNITY PLANNING TOOL
ELEMENT #1: HOUSING

Definition: Available housing stock consists of a range of options including public (subsidized) and private housing, assisted living accommodations, co-housing and life lease accommodations.

Three (3) Priority Areas	Related Principles (✓)	Short Term/ Long Term (✓)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #2: TRANSPORTATION

Definition: Public transportation is available and affordable, and can accommodate individuals with different abilities. Public transportation refers to taxis, buses, trains, airplanes, and assisted transportation such as Handi-Transit. Private transportation such as the use of a car is supported.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #3: SUPPORT SERVICES

Definition: Supportive services are made available by the formal service system and informal caregivers to provide assistance in a flexible manner to individuals to carry out the activities of daily living and facilitate the person’s ability to interact at home and in the community.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #4: HEALTH AND WELL-BEING

Definition: Programs and services are available to seniors with disabilities that promote physical health and mental well-being. Examples include formal health services, alternative health resources, counselling services and peer support groups.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #5: EDUCATION AND TRAINING

Definition: Formal opportunities for learning are available which include post-secondary, continuing education, and skill training programs that promote access to life-long learning opportunities for adults and seniors. Also, informal learning opportunities are available such as mentorship programs for youths and seniors.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #6: SPIRITUAL/ CULTURAL

Definition: “Spiritual” refers to individual or group-based participation in worship, exploration of doctrines and beliefs, fellowship, and community outreach, as well as meditation and yoga. “Culture” refers to a common language, history, civic engagement (political system) and art forms shared among a group of people.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #7: LEISURE/ RECREATION

Definition: Leisure/recreation refers to activities including physical exercise and community gatherings. Available and affordable programs targeting seniors are adapted for people with different abilities. Furthermore, information is made centrally available and in an accessible format to the community regarding leisure/recreation program options.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #8: OUTDOOR ENVIRONMENT

Definition: Public space that includes green spaces, e.g. public parks, gathering spaces, and pedestrian walkways. These areas are pedestrian-friendly, e.g. clear of hazards, sheltered from adverse weather where possible, accessible, integrated into residential and high activity areas, well-lit for safety sake, easily navigated with adequate signage, and offer access to seating and public toilets.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #9: EMPLOYMENT/ JOBS

Definition: Flexible employment options are available to seniors such as job sharing, part-time work, and various retirement options. Retraining opportunities in new or existing skill areas is available to older employed individuals, e.g. computer skills training.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

ELEMENT #10: VOLUNTEERISM

Definition: Volunteer opportunities are available and seniors with a disability are encouraged to participate in the community as volunteers with organizations, schools, boards, etc. A registry exists in the community of potential volunteers along with their skill sets for the purpose of matching to volunteer opportunities. Seniors with disabilities are valued, recognized, and utilized by the community for their knowledge and lived experience.

Three (3) Priority Areas	Related Principles (√)	Short Term/ Long Term (√)	Actions for Short Term Priority Areas	Individual(s) Responsible	Potential Partners	Funding Required and Source	Anticipated Start Date (D/M/Y)	Anticipated Finish Date (D/M/Y)
1.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	1. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
2.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	2. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:
3.	<input type="checkbox"/> Participation <input type="checkbox"/> Community Connections <input type="checkbox"/> Leadership <input type="checkbox"/> Sustainability <input type="checkbox"/> Universal Design <input type="checkbox"/> Affordability	3. <input type="checkbox"/> Short Term <input type="checkbox"/> Long Term	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:	Action 1: Action 2: Action 3: Action 4: Action 5:

APPENDIX D: COMMUNITY PLANNING RESULTS

FORT ST JOHN, BC Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing	1. More involvement from seniors or people with disabilities at municipal level	<ul style="list-style-type: none"> • Participation • Leadership • Universal Design 	1. Discuss at Mayor's Disability Advisory Committee and bring forward recommendation for Council to adopt policy to include a senior or person with Disability at planning table	1. Access to Housing	<ul style="list-style-type: none"> • Participation • Universal Design • Affordability
	2. Increase awareness and availability of visitable housing	<ul style="list-style-type: none"> • Participation • Community Connections • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Hold workshop on visitable housing 2. Discuss at MDAC recommendation of bylaw 		
Transportation	1. Extend hrs for HandiDart	<ul style="list-style-type: none"> • Participation • Community Connections 	<ol style="list-style-type: none"> 1. Bring to MDAC 2. Meet with Handi Dart operator 	1. Transportation to new hospital	<ul style="list-style-type: none"> • Participation • Community Connections • Affordability
	2. Options of Transportation for people with disabilities	<ul style="list-style-type: none"> • Participation • Community Connections • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Research other communities for by-laws and options 2. Take to MDAC and City Council 		
Support Services	1. Increased seniors population make it difficult for NHA to meet all needs – need flexibility of supports	<ul style="list-style-type: none"> • Participation • Community 	1. Approach NHA to be part of planning	1. Training and support group for caregivers & 24 hr help line	<ul style="list-style-type: none"> • Participation
Health and Well-being				1. Make municipality aware needs and address those needs with NHA	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Education and Training	1. Not many programs are accessible as they are held in the evening	<ul style="list-style-type: none"> • Participation • Community Connections 			
Spiritual/ Cultural	1. Increase awareness in regards to accessibility to cultural venues	<ul style="list-style-type: none"> • Participation • Community Connections • Universal Design 	1. Make venues more aware		
Leisure/ Recreation	1. Conduct Needs Assessment	<ul style="list-style-type: none"> • Participation • Community Connections 			
Outdoor Environment	1. Be at the municipal planning level to address outdoor environment – see above	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership 	1. Discuss at MDAC 2. Prepare and present to City Council	1. Promote camp ground in city limits	<ul style="list-style-type: none"> • Participation • Community Connections
	2. Make recommendations to city to upgrade current parks	<ul style="list-style-type: none"> • Participation • Community Connections 	1. Make recommendations through MDAC		
Employment/ Jobs				1. Conduct needs survey as noted above	<ul style="list-style-type: none"> • Participation • Community Connections
Volunteerism	1. Explore the use of Volnet	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership 	1. MDAC to make recommendation to city to pursue Volnet		

Appendix D: 100 Mile House, B.C. – Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing	1. More housing options, some low income & strata accessible housing needs to be built	<ul style="list-style-type: none"> • Sustainability • Universal Design • Affordability 	1. Inventory existing housing stock and document need	1. More housing options, some low income & strata accessible housing needs to be built	<ul style="list-style-type: none"> • Sustainability • Universal Design • Affordability
	2. A list of available housing comprised, updated, and made available to the community	<ul style="list-style-type: none"> • Participation • Community Connections • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Compile list 2. Speak to real estate community 	2. A list of available housing compiled, updated, and made available to the community	<ul style="list-style-type: none"> • Participation • Community Connections • Universal Design • Affordability
Transportation	1. More flexible accessible transportation options	<ul style="list-style-type: none"> • Community Connections • Sustainability • Affordability 	1. Liase with local government and CRD to plan transportation system & acquire gas tax funds – request meeting	1. More flexible accessible transportation options	<ul style="list-style-type: none"> • Community Connections • Sustainability • Affordability
	2. Education for seniors as to transportation services/limitations available especially for seniors living in remote areas	<ul style="list-style-type: none"> • Community Connections • Sustainability 	1. Include transportation information with housing list and liaise with Interior Health to distribute information	2. Education for seniors as to transportation services/limitations available especially for seniors living in remote areas	<ul style="list-style-type: none"> • Community Connections • Sustainability
Support Services	1. Need for quick information (ie: evening hours)	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability 	1. Compile information and distribute	1. Need for quick information (ie: evening hours)	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability
	2. Advocacy Program/person	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Affordability 	<ol style="list-style-type: none"> 1. Request funding from Fed govt – meeting with MP Cathy McLeod 2. Speak with BCPA 	2. Advocacy Program/person	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Health and Well-being	1. Centralized information source provision for seniors with disabilities wanting to access health services	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability 	1. Compile information and distribute	1. Centralized information source provision for seniors with disabilities wanting to access health services	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability
Education and Training	1. Work with TRU Kamloops & SD 27 to expand course offerings (ie Elder college)	<ul style="list-style-type: none"> • Community Connections • Leadership • Sustainability • Affordability 	<ol style="list-style-type: none"> 1. Contact Elder college 2. Letter to chair of TRU Board 	1. Work with TRU Kamloops & SD 27 to expand course offerings (ie Elder college)	<ul style="list-style-type: none"> • Community Connections • Leadership • Sustainability • Affordability
Spiritual/ Cultural	1. Improvements required to improve accessibility of buildings (spiritual/cultural)	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Universal Design 	1. Compile and make information about accessibility of spiritual and cultural facilities available to seniors	1. Improvements required to improve accessibility of buildings (spiritual/cultural)	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Universal Design
Leisure/ Recreation	1. Compile information on what is available, coordinate activities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Affordability 	1. Compile information	1. Compile information on what is available, coordinate activities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Affordability
Outdoor Environment	1. Continued improvement for manoeuvrability throughout the community	<ul style="list-style-type: none"> • Universal Design 	1. Create awareness among store owners, District, private sector about manoeuvrability issues	1. Continued improvement for manoeuvrability throughout the community	<ul style="list-style-type: none"> • Universal Design
	2. Maintenance improvements during winter/spring	<ul style="list-style-type: none"> • Universal Design 	1. as Action 1 – create awareness	2. Maintenance improvements during winter/spring	<ul style="list-style-type: none"> • Universal Design

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Employment/ Jobs	1. Higher awareness for opportunities for seniors with disabilities work options	<ul style="list-style-type: none"> • Community Connections • Sustainability 	1. Compile information regarding opportunities	1. Higher awareness for opportunities for seniors with disabilities work options	<ul style="list-style-type: none"> • Community Connections • Sustainability
Volunteerism	1. List / information regarding volunteerism opportunities - awareness	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Affordability 	1. Compile list, distribute, create awareness	1. List / information regarding volunteerism opportunities - awareness	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Affordability

Appendix D: Selkirk, Manitoba – Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing	1. Promote visitable housing	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Add addendum to by-law 2. Community awareness campaign 	1. Promote Visitable Housing	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
	2. Affordability	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Provincial funding availability 2. Inventory of units 	2. Affordability	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
	3. Increasing options	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Initiate conversations 	3. Increasing options	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
Transportation	1. Increased availability (longer hours)	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Lobby intergovernmental affairs 2. Collect data 3. Lobby increased partnerships 	1. Increased availability (longer hours)	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
Support Services	1. Communication / Education	<ul style="list-style-type: none"> • Community Connections • Leadership • Affordability 	<ol style="list-style-type: none"> 1. Work with City to include newsletter in water bills 2. Coordinate with existing community group 3. GHSC staff, board 	1. Communication / Education	<ul style="list-style-type: none"> • Community Connections • Leadership • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Support Services	2. Maintaining accessibility			2. Maintaining Accessibility	
Health and Well-Being	1. Promotion of services	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Redefine information distribution 2. New ways to distribute information 	1. Promotion of Services	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
Education and Training	1. Identify opportunities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	<ol style="list-style-type: none"> 1. Dialogue 2. Community roundtable 		
	2. Increased partnerships	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Affordability 			
Spiritual/ Cultural	1. Detailed inventory				
	2. Increase awareness	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	1. Greater partnerships		
Leisure/ Recreation	1. Someone with lived experience on Board of Directors	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	1. Identify potential members		

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Leisure/ Recreation	2. Increased partnerships		1. Initiate discussions		
Outdoor Environment	1. Awareness of the location of parks	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	1. 1 page of information on park awareness	1. Awareness of the location of parks	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
	2. Safety	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 	1. Adopt a park 2. Council-better lighting	2. Safety	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
Employment/ Jobs	1. Increased opportunities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability 		1. Increased opportunities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal design • Affordability
Volunteerism	1. Increased opportunity	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Affordability 	1. Develop a volunteer bank		

Appendix D: Rossburn, Manitoba - Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing	1. Have EDO do a housing needs survey	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership 	<ol style="list-style-type: none"> 1. Develop survey 2. Check with neighbouring communities and ARHA for appropriate questions 3. Develop newspaper article 4. Do up posters organize a public informational meeting for everyone interested 	1. Involve seniors with disabilities in future community housing plans	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability
	2. Request MB housing to install automatic doors @ Fatima Manor in Rossburn	<ul style="list-style-type: none"> • Participation • Universal Design 	<ol style="list-style-type: none"> 1. Letter to Mb. housing 2. c/cFatima Manager 3. Engage seniors with disabilities that live there 		
Transportation	1. Compile a list of Private Transportation Drivers	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Affordability 	<ol style="list-style-type: none"> 1. Posters 2. Ads in local newspaper 3. Telephone survey 4. Contact seniors with disabilities to learn of their needs 		
	2. Source out the costs of an additional smaller transit vehicle to transport seniors with disabilities	<ul style="list-style-type: none"> • Participation • Leadership • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Set up meeting 2. Discuss cost and what can we afford 3. Set up budget 4. Search for grants 5. Contact boards to see the 		

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Transportation			Process used to obtain an additional vehicle		
	3. Accessible parking signs for seniors with disabilities and parking permits	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Letter to Town of Rossburn 2. C/c Mb. Highways 3. Talk to Drop in Centre Board 4. Discuss who should be called to a meeting 		
Support Services	1. Seniors with Disabilities Resource Brochure/booklet needs to be developed specifically for Rossburn	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Check and see what neighbouring communities have designed 2. Check with ARHA for samples 3. Contact seniors with disabilities as to what information they would like these to contain 	1. Try to establish and have access to P.T. & O.T. for Seniors with Disabilities and all other Seniors in Rossburn area	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design
	2. Motivational/ Educational Speakers & Variety of Health Fairs DHAT Presentations on specific Health Issues/Concerns EMO Sessions	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability 	<ol style="list-style-type: none"> 1. Research web sites 2. ALCOA 3. SMD websites 4. Mb. Government websites 		
Health and Well-being	1. Directory of services available for Seniors with disabilities	<ul style="list-style-type: none"> • Participation • Sustainability • Universal Design 	<ol style="list-style-type: none"> 1. Gather information 2. Design brochure 3. Print brochures 4. Distribute brochures to all senior homes, to 	1. Establish services of Physio & Occupational Therapists for all seniors.	<ul style="list-style-type: none"> • Leadership • Sustainability • Universal Design • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Health and Well-being			PCH, Drop in Centre & 2 Senior housing units		
	2. Increase number of Health Services & Programs for seniors & seniors with disabilities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Identify needs of seniors with disabilities 2. Search out resources 3. Prioritize needs 4. Implement & arrange for programs, services & space 		
Education and Training	1. Acquire computers for the Drop in Centre	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Universal Design 	<ol style="list-style-type: none"> 1. Look for funding and prices of computers 2. Apply for funding thru New Horizons 3. Installation of computers 4. Promotion & Training 	1. Establish an Arts, Crafts & Music Program for seniors with disabilities. Using talents of those with disabilities & other seniors	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability
	2. Increase informal learning opportunities between our youth & Seniors	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design 	<ol style="list-style-type: none"> 1. Liasion between Elementary School & Seniors 2. Discussions with the High School Principal 3. Decide on program that can be offered 4. Set up event dates 		
Spiritual/ Cultural	1. Show case local Art/Talents to include seniors with disabilities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design 	<ol style="list-style-type: none"> 1. Establish a committee 2. Compile Arts directory 3. Show case Art works 	1. The continuation of Folklorama in conjunction with Summer Festival held annually	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Spiritual/ Cultural		<ul style="list-style-type: none"> Affordability 			<ul style="list-style-type: none"> Affordability
				2. Annual Interdenominational service to include seniors with disabilities	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability Universal Design
Leisure/ Recreation	1. Increase attendance during activities @ the Drop in Centre	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability Universal Design Affordability 	<ol style="list-style-type: none"> Develop an activity survey Select activity from survey Put activity into action 	1. Develop interaction between Seniors from Neighbouring Communities & our seniors & those with disabilities	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability Universal Design Affordability
				2. Design a plan for a Sun/Activity Room addition to our Senior Drop in Centre	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability Universal Design Affordability
Outdoor Environment	1. Increase the number of Park benches along the business section of the town	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability 	<ol style="list-style-type: none"> Identify area for placement Do maintenance/ repair to benches if needed Place at site specific 	1. Public washroom with wheel chair accessibility somewhere in the down town area being visible to discourage vandalism	<ul style="list-style-type: none"> Community Connections Leadership Sustainability Universal Design
				2. Maintain pedestrian walkways with seniors with disabilities in mind	<ul style="list-style-type: none"> Participation Community Connections Leadership Sustainability Universal Design Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Employment/ Jobs	1. Computer skills training for Seniors with Disabilities	<ul style="list-style-type: none"> • Participation • Community Connections • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Survey to see how many wish to take courses 2. Secure instructor 3. Proceed with courses 	1. Encourage Seniors with Disabilities to Network between Businesses	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design
	2. Compile a directory of Seniors able & wishing to work	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Compile directory 2. Promote the directory by word of mouth, advertising in Seniors column and via posters 		
Volunteerism	1. Compile a registry of Volunteers	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability • Universal Design • Affordability 	<ol style="list-style-type: none"> 1. Gather names of all Senior Volunteers 2. Compile list and decide on format 3. Print brochure style and promote/distribute 	1. Annual recognition event to honour Seniors with Disabilities	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability
	2. Educational Sessions & Motivational Speakers	<ul style="list-style-type: none"> • Participation • Community Connections • Leadership • Sustainability 	<ol style="list-style-type: none"> 1. Identify by name and phone #'s those that would be available to come. 2. Select one person from each of the two identified priorities 3. Book date and space 4. Run sessions 		

Appendix D: Waterloo, Ontario – Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing				<ul style="list-style-type: none"> • Increase affordable housing 	<ul style="list-style-type: none"> • Affordability
				<ul style="list-style-type: none"> • Ensure affordable/ subsidized housing is designed to be accessible 	<ul style="list-style-type: none"> • Universal Design • Affordability
				<ul style="list-style-type: none"> • Provide a range of options for housing and anticipate the range of disabilities to be considered 	<ul style="list-style-type: none"> • Universal Design • Affordability
Transportation				1. Expand transportation services to reach all of the community	<ul style="list-style-type: none"> • Universal Design • Affordability
				2. Reduce or eliminate the cost of specialized transportation services	<ul style="list-style-type: none"> • Affordability
				3. Reduce waiting time for transportation services	<ul style="list-style-type: none"> • Participation
Support Services				1. Improve current services to better meet the needs of people	<ul style="list-style-type: none"> • Participation
				2. Design training for care givers by people with lived experience	<ul style="list-style-type: none"> • Universal Design
				3. Increase funding	<ul style="list-style-type: none"> • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Support Services				for services, including consumer self-directed options	
Health and Well-being				1. Ensure all places providing services to the disabled be accessible for all and apply the AODA built environment standards to new buildings	<ul style="list-style-type: none"> • Universal Design
				2. Include seniors and people with disabilities in service planning and design	<ul style="list-style-type: none"> • Participation
				3. Provide more in-home services	<ul style="list-style-type: none"> • Community Connections
				4. Grant more voice to individuals in choosing care options	<ul style="list-style-type: none"> • Participation
				5. Offer a seamless and integrated network of supports integrating medical (primary) services with other support services (including spiritual support)	<ul style="list-style-type: none"> • Universal Design
Education and Training				1. Ensure education and training is low cost; affordability needs to be a clearly stated	<ul style="list-style-type: none"> • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Education and Training				priority for every program	
				2. Recognize, encourage, and support organizational policies for education and training opportunities for those aging with and into disabilities	<ul style="list-style-type: none"> • Sustainability
				3. Expand accessibility to education through various formats that do not require people to travel e.g. from the home, online, TV	<ul style="list-style-type: none"> • Participation
Spiritual/ Cultural				1. Increase access to churches in the communities	<ul style="list-style-type: none"> • Participation
				2. Use 'integration' as a principle to plan and design services that accommodates individuals' changing needs over time and applies to services for young and old, with or without disabilities regardless of life circumstances	<ul style="list-style-type: none"> • Universal Design

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Leisure/ Recreation				1. Hold programs in accessible facilities	• Universal Design
				2. Provide public transit access to recreation facilities/activities	• Participation
				3. Offer exercise programs specific to those with disabilities e.g. swimming	• Participation
Outdoor Environment				1. Ensure that facilities and buildings are accessible	• Universal design
				2. Improve winter maintenance for pedestrians in uptown and suburbs	• Sustainability
				3. Provide more benches and seating areas in public areas	• Universal design
Employment/ Jobs				1. Eliminate employment disincentives for persons with disabilities and/or seniors	• Participation
				2. Provide employment incentives for persons with disabilities at any age	• Participation
				3. Ensure adequate incomes for all seniors so work is an	• Affordability

				option not a necessity	
				4. Develop employment and workplace policies that recognize, encourage, and support persons who are aging with and into disabilities	<ul style="list-style-type: none"> • Sustainability
Volunteerism				1. Increase opportunities and supports available for adults/seniors with disabilities	<ul style="list-style-type: none"> • Community Connections
				2. Promote the value of contributions made by seniors/adults with disabilities	<ul style="list-style-type: none"> • Leadership
				3. Develop organization policies that recognize, encourage and support volunteerism for those who are aging with or into disabilities	<ul style="list-style-type: none"> • Sustainability

Action Priority	Principle	Actions	Individual(s) Responsible	Potential Partners	Resources Required	Anticipated Start Date	Anticipated End Date
Develop a vision of an inclusive and universally accessible community for all	Universal design	Present results from LCP to April 17 Community Forum	Working Group	Current partners	No additional resources	Mar 23-09	Apr 2010
		Engage broader community – validate LCP results and vision	Working Group	Partners as may emerge Apr 17	To be determined	Mar 23	Jan 2010
		Present results and Apr 17 outcome to City Council/Sr Mgt	Working Group	Interested Councillors and City staff – especially home support services, volunteer support services and planning services	No additional resources	Mar 23-09	June 2009
		Determine readiness to include this material in follow up from Community Action Forum	Joint Social Planning Council and Mayor's office planning group	To be determined	Depends on activity	Apr 17-09	July 2009
		Determine approach to include principles and policy direction in Region official plan update	Working Group	To be determined	Time	Mar 26-09	June 2009
		Determine approach to include principle and policy direction in Waterloo official plan update	Working Group	City planning staff	Time	Feb 2009	Mar 2010

Appendix D: Woolwich, Ontario – Summary of Priorities, Actions and Related Principles

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Housing				1. Improve support for independent living in home; physical items and care	<ul style="list-style-type: none"> • Community Connections
				2. Ensure affordable/subsidized housing designs are accessible	<ul style="list-style-type: none"> • Universal Design
				3. Increase affordable housing	<ul style="list-style-type: none"> • Affordability
Transportation				1. Maintain the new Grand River Transit service that will link Elmira to K-W	<ul style="list-style-type: none"> • Sustainability
				2. Expand transportation services to reach all of the community	<ul style="list-style-type: none"> • Participation
				3. Reduce or eliminate the cost of specialized transportation	<ul style="list-style-type: none"> • Affordability
Support Services				1. Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
				2. Increase affordability of support services	<ul style="list-style-type: none"> • Affordability

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Support Services				3. Provide user-friendly directories available at multiple sources	<ul style="list-style-type: none"> • Community Connections
Health and Well-being				1. Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
				2. Improve access to health services to eliminate long waiting lists and distanced travelled to access specialized services	<ul style="list-style-type: none"> • Community Connections
				3. Include seniors and people with disabilities in service planning and design	<ul style="list-style-type: none"> • Participation
Education and Training				1. Encourage businesses to train and hire disabled adults/seniors in visible positions	<ul style="list-style-type: none"> • Participation
				2. Increased education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Education and Training				3. Ensure high schools are more accessible as places for adult training and education	<ul style="list-style-type: none"> • Universal Design
Spiritual/ Cultural				1. Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
				2. Community events to be more multicultural	<ul style="list-style-type: none"> • Community Connections
				3. Hold regular cultural events to reflect the diversity of the ages that now exist	<ul style="list-style-type: none"> • Participation
Leisure/ Recreation				1. Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
				2. Provide education about and support for those with disabilities, in addition to obvious physical ones	<ul style="list-style-type: none"> • Universal Design

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Leisure/ Recreation				3. Provide co-ordination of volunteers and consideration for attendants' involvement	<ul style="list-style-type: none"> • Leadership
Outdoor Environment				1. Provide more accessible washroom facilities in local parks	<ul style="list-style-type: none"> • Universal Design
				2. Improve maintenance (especially in winter) for pedestrians in settlement areas – Elmira, St Jacobs	<ul style="list-style-type: none"> • Sustainability
				3. Improve accessibility of and to the trails and natural life, e.g. specialized guided services, e.g. vision, hearing, someone to push a wheelchair	<ul style="list-style-type: none"> • Universal Design
Employment/ Jobs				1. Raise awareness that adults with disabilities have abilities	<ul style="list-style-type: none"> • Leadership
				2. Determine and change the disincentives to work for persons with a disability and/or seniors	<ul style="list-style-type: none"> • Participation

ELEMENT	SHORT TERM PRIORITIES	RELATED PRINCIPLES	ACTIONS	LONG TERM PRIORITIES	RELATED PRINCIPLES
Employment/ Jobs				3. Increased education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
Volunteerism				1. Recognize and promote the value of contributions made by adults with disabilities	<ul style="list-style-type: none"> • Leadership
				2. Increase education for sensitivity training and awareness regarding all aspects of aging with and into disabilities	<ul style="list-style-type: none"> • Universal Design
				3. Provide better information about volunteering opportunities	<ul style="list-style-type: none"> • Community Connections

Short Term Action	Principle	Actions	Individual(s) Responsible	Potential Partners	Resources Required	Anticipated Start Date	Anticipated End Date
Inform government leaders about the project	Leadership	Meet with municipal management team to present project results	Working Group	Dave Brenneman (CAO)	Time	Feb 09	May 09
		Determine ways to provide input into official plan update	Working Group	Municipal staff	Time	June 09	June 2010
		Meet with MPP to present project results	Working Group		Time	Feb 09	May 09
Host community meetings to present project results	Participation Community Connections	Plan event, promotion	Working Group Project staff	Dave Brenneman and staff, Council, MPP	Staff time Promotion costs	April 09	October 09
		Host event: <ul style="list-style-type: none"> - Affirm action priorities - Determine common vision - Determine next steps for action - Document interest 	Working Group Project staff	Possible expansion of Woolwich Working Group	Staff time Meeting space Refreshments Travel support	April 09	August 09
Determine if issues identified for Woolwich are common to Wellesley and Wilmot Townships	Leadership	Invite service providers with mandate for all 3 townships to community meeting	Working Group Project staff		Staff time	April 09	August 09

Appendix E: Think Tank Report

Facilitator: Sue Mackenzie March 26-28, 2009

I. BACKGROUND

The goal of the project, “From Research to Knowledge to Better Practice: Building Strategies and Partnerships for Livable Communities that are Inclusive of Seniors with Disabilities” is to examine how the community environment can become more conducive to full participation of seniors with disabilities by placing the onus on the community partners, with participation of seniors, to evaluate their respective communities and develop a plan of action based on the outcome of their evaluation. To help achieve this goal The Canadian Centre for Disability Studies project team developed a model, process and tools to assist communities to collect data, analyze the data, identify priority needs within their community and to plan for next steps to meet their priorities. Six communities participated in a project to test this model and its related processes and tools. The communities represented British Columbia, Manitoba and Ontario. One rural and one urban community were selected from each province: Fort St. John (urban) and 100 Mile House (rural) in British Columbia; Selkirk (urban) and Rossburn (rural) in Manitoba; and Waterloo (urban) and Woolwich (rural) in Ontario.

The purposes of this Think Tank were to evaluate the effectiveness of the evaluation tool, the evaluation process and the planning process and to begin to identify a broader “Blue Print for Action”, incorporating findings at the community level to identify directions for policy areas at the provincial and national levels. The Think Tank was planned to provide the Regional Team Leaders and selected Community Working Group members an opportunity to share their experiences and recommendations with each other, to learn about current practices in housing and transportation from experts and to discuss priority areas for action.

The report on the Think Tank provides an overview of the process, a summary of the major themes that emerged for each of the topic areas, and an appendix that contains the group’s recorded responses to each of the activities over the three days.

II. PROCESS: Meeting Sharing and Learning Together

The Think Tank was held over a three-day period from Thursday evening March 26th to Sunday, noon, March 28th. The first session was held on Thursday evening and the focus was on meeting each other, introducing the communities and creating an atmosphere conducive to sharing experiences over the next two days. The environment was purposefully set up to be an informal gathering in which people could mingle, socialize and enjoy good food and refreshments. Those present introduced themselves, shared their personal experience in participating in the project and a representative from the community gave a brief introduction to their community. Posters prepared by the CCDS project team on each community were displayed. The posters provided information on the geography, demographics and key economic base for each community.

The second day focused on the model, tools and processes. Communities shared their experiences as they proceeded to implement the project. They were asked to identify what worked well and what areas presented challenges as they worked through the data collection, assessment, priority setting and planning stages of the project. Recommendations for changes to the model, tools and processes were developed by the group, collated and recorded for

review the next day. Possible strategies for facilitating and promoting continued work on community action plan were identified through small group discussions by teams consisting of a mix of participants from urban and rural communities.

The third day focused on identifying long-term priorities and action plans for the future. The focus was on actions needed to create a political environment at all levels- community, municipal, provincial and federal, to promote livable and inclusive communities. The participants worked in groups representing communities of similar sizes to identify what they believed were priority actions that needed to occur to advance the reality of livable and inclusive communities.

The Think Tank also included presentations on case studies reflecting current developments in two areas that had been identified in the community work as being particularly relevant to achieving livable and inclusive communities. Gina Sylvestre and John Spina from the Institute of Urban Studies, University of Winnipeg delivered a presentation on case studies related to transportation by applying the Livable and Inclusive Communities Model. Similarly, Laurie Ringaert presented case studies on housing. Eleanor Smith presented on best practice in visitable housing.

III. KEY FINDINGS AND THEMES

This section of the report will present the key findings and themes based on community presentations and group discussions. Each of the communities has presented their individual data, priorities, and action plans as well as an evaluation of the model, tool and processes to the CCDS project team. This detailed information is available in the final report. The individual presentations and group discussion afforded the community participants and the project team the opportunity to share common and unique experiences and approaches to the project. This report has tried to capture the essence of these experiences and identify key findings/recommendations in three main areas: the process, the model and tools and priority selection and action planning.

Before beginning to discuss the results in these three main areas it is important to try and reflect the spirit and commitment of those participating in the Think Tank. It is difficult to fully capture the energy and passion present over the three days. There was an atmosphere akin to a reunion on the first evening as the CCDS Project Team and Regional Team Leaders met once again and shared hugs and laughter. Communities had the opportunity to meet each other and put voices and names to faces.

Individuals were asked to share the impact the project experience had on them. Without exception the responses were positive- even while acknowledging the incredible demand on personal time and effort that they expended. Participants valued the opportunity to participate in an important community and social movement. Individuals expressed increased awareness of the concepts of livable and inclusive communities and what that meant to people living in their communities. Others expressed appreciation for the shared learning and the opportunity to work with a diverse group to “move to action”. While individual and community experiences and results vary in the detail it was evident that a shared experience among people with a common goal created a strong bond and will serve only to keep passion kindled and a move to action a reality.

A. LIVING THE PROJECT: The Trip

Each community was asked to provide a description of the process they used to implement the project, what worked well and what aspects of the process presented a challenge. The responses are collated. Individual responses are recorded in Appendix C.

B. ENGAGING THE COMMUNITY

The composition of the Community Working Groups was an important consideration. A broad representation from a number of sectors was seen as a positive feature of the project. The Community Working Groups generally included people who worked in the health and social service area, persons who were living with disabilities and aging and municipal council members. The communities agreed that the inclusion of people experiencing disabilities and aging and the inclusion of persons in key positions of influence such as city/town councils were critical to the project.

Several of the communities related how the media had picked up on the project and the fact that the community was one in six participating in a national study. This promotion helped the project have credibility and a high standing in the community. Rosscburn shared an article that was written in the local paper as an example of how the media helped to promote the project.

In all communities persons with disabilities and seniors were included. Having people with disabilities who are living the community experience was key. It helped to increase awareness among the team and the community and to identify areas of need. The inclusion of people with disabilities and people experiencing aging pointed out some areas where actions needed to be taken to ensure full participation. For example assistance needed to be provided for persons who had vision or hearing problems. The venue needed to be accessible and transportation to the venue needed to be arranged. Waterloo/Woolwich found that jurisdictions created problems with their Mobility Plus system as the venue required that the vehicle cross-jurisdictional lines. One community found it difficult to involve seniors. Part of the problem was a reluctance on the part of seniors to self identify as persons also with a disability. A survey for seniors helped to ensure their involvement.

Involvement of town council was important to help ensure credibility and to help create change in policy and future action. Those involved in city/town planning can be instrumental in bringing issues forward and facilitating change. The engagement of people from a variety of sectors was also important. The Chamber of Commerce was also identified as a specific sector to involve in the project as this body could be helpful in creating awareness of the issues among the business sector. Communities without Chamber of Commerce involvement felt their absence and wanted to correct it in the future.

A need to invite a specific cultural group into the project was identified in one community. Rosscburn invited and received participation from the First Nations community, Waywayseecappo.

Some communities were fortunate to have existing structures and work to inform the Aging and Disability project. Waterloo already had a forum on disabilities and human rights, allowing them to piggy-back events that were occurring to promote and carry out the project. In Fort St. John and 100 Mile House Measuring Up The North had been undertaken. This work contributed information and poised the community to continue their assessment of community accessibility to the broader concepts of a livable and inclusive community. In Fort St. John the mayor had instituted a Disability Advisory Committee. In Rosscburn the Age Friendly initiative had been undertaken in the past year. In contrast, Selkirk did not have a pre-existing project or related

community committee and had to begin the project from scratch. While this allowed them the opportunity to engage the community from the beginning, it was also a challenge because information on elements was not readily available creating a frustration in the group as they wanted more complete information and time was not available to do this to the extent that they wanted.

All of the communities implemented an organizational structure to carry out the project. One approach was to assign specific areas of responsibility, such as one element, to individuals. One person would take on responsibility for completing the data gathering on a specific element, usually one for which they had a background knowledge. Another approach was to complete the data collection through large group discussions. All communities held regularly scheduled meetings which assisted in keeping the project time lines on track. The frequency of meetings varied among communities from full day meetings to weekly two hour meetings. The full day meetings were helpful for covering a good deal of information but the group questioned the productivity at times as focus waned. Consideration of individual schedules and conflicts in creating the order of business during the meetings was one of the ways one community chose to accommodate all members of their committee. In this way, if there was a time conflict, the committee member could participate when they had the most information and knowledge to share.

Communities were creative when it came to getting input from their constituents. In Fort St. John a survey of seniors was undertaken- but the term disability was omitted. Waterloo/Woolwich used surveys and the inter-net tool "survey monkey" to get on-line feedback.

The time allotted to complete the project was seen as very problematic by all but one community. It was felt that the time was not sufficient to support the requirements. As a result of the time constraints some people who felt key to the process were not able to participate, some individuals were not able to participate fully, other job and personal responsibilities of individuals were compromised, and data for some of the indicators for the elements were not completed or not completed as accurately and fully as the team would have liked. The team leaders felt significant stress during this time due to personal demands as well as feeling badly about setting unreasonable expectations for their participants. One representative from a small rural community felt that the short time frame helped the participants focus on getting the job done, although did admit that full participation in all parts of the process was not possible due to the frequency and duration of meetings.

C. SELECTING SHORT TERM PRIORITIES

The community groups felt that they were able to use the data collected and the tool to help them identify priorities for each of the elements that were completed. In some cases the team was not able to collect enough information on the element to have sufficient understanding of the issues. In these situations the action was to do further data collection and discussion to better understand their community in relation to the element. The largest community of Waterloo/ Woolwich used a ranking tool to select priorities. The ranking tool was useful but more time was needed to validate the results with the community. Below are the consolidated short term priorities identified by the communities. The community specific priorities are located in the project's Final Report.

Housing

The need for accessible housing options and visitable housing was identified by all participating communities; however the next steps ranged from creating an inventory of accessible housing and working with seniors with disabilities to better understand the need to setting target

numbers for construction of visitable housing. Common to every community was the need to create greater awareness and understanding of the need and the possible options among the community planners and developers. Involvement of community planning councils is seen as a positive step to improving housing options.

Transportation

Availability of transportation and cost were identified as issues in most of the communities. In many situations Handi-transit options were available only during the day and Monday to Friday. This restricted availability along with a priority designation for trips has limited the ability of persons with disabilities from participating in the social activities within the community. Transportation options need to be developed. The use of smaller vans over a bus style of vehicle needs to be explored, particularly in smaller areas where volumes are less but distance greater. The cost of transportation is often a deterrent to use, particularly in rural areas where there is a charge for kilometers traveled and individual trips can be extremely costly if they are even available.

Transportation was one element that was consistently related to other elements. Transportation is required to access health services, community activities, recreational activities and social opportunities. Important considerations in addition to availability and cost are training of the drivers in assisting passengers, knowing what is available and how to access transportation and working with other partners such as taxis to make a full range of service available.

Support Services and Health and Well-being

Although the tool identified these as separate elements the communities verbally reported on these as combined elements. Health services were generally felt to be available, although transportation to health services was an issue in the more rural settings especially when travel to larger centres was required. There is an on-going need to increase public knowledge about the services that are available. Many people do not know what is available and when they need a service are not sure of how to gain access to the service. Several communities identified a need to create an inventory, expand hours of services and establish a one call centre for information such as a 1-800 number.

There is also a need to integrate the support services. Many people require more than one of the support services and the differences in eligibility criteria as well as the policies make it difficult to use the resources effectively or efficiently. Support services need to become more knowledgeable about each other and determine ways in which they can better work together to help persons with need to access multiple services.

Education and Training

Increasing awareness and community knowledge of what exists was a common priority. Supports for persons with special needs was identified as an important service to help make opportunities inclusive. One community identified a need to talk to seniors to find out what they wanted and to then expand the availability educational opportunities through partnership with local educational institutions.

Leisure and Recreation

The priority actions in this area were centred on assessing availability of and need for leisure and recreation. This area is affected significantly by availability of transportation and knowledge of the activities that are available.

Outdoor Environment

The priority actions in this area were to create awareness of the opportunities that existed in the community, continue to develop awareness of the need for accessibility at the town/city planning levels and to involve town maintenance with seniors and persons with disabilities to identify their priorities for snow clearing. The winter climate was a challenge faced by all in sustaining a safe and accessible outdoor environment. One community also wanted to create accessible camping.

Employment and Jobs

This element created a challenge for some of the communities. There was discussion about the difference between employment as a necessity and employment as a means for personal fulfillment. Demographics of areas were important in this element. One community identified a need to engage seniors in employment in order to meet their service needs. Identified actions focused on communication of employment opportunities.

Volunteerism

Recognizing the value of volunteers, particularly seniors as volunteers was seen as important to sustaining volunteerism in the communities, particularly those smaller communities with a high per cent of senior population. In several communities there was a plan to put mechanisms in place to better link volunteers with opportunities. VolNet was identified as a useful tool for posting opportunities on the internet.

Spiritual and Cultural

There was a need to separate spiritual from opportunity to participate in a religion of choice. In terms of accessing religious activities, transportation and physical access (visitability) was seen as important. An inventory of accessible buildings and creating awareness among churches was seen as next steps.

Woolwich and Waterloo developed priorities and actions as long term. There was a strong emphasis on the need to begin with a vision. They chose to develop this long term action plan under the section of Spiritual and Cultural. The need was to develop a vision of universality and inclusion for all. Actions included organizing a community forum for a call to action, presenting the results of the forum and the CCDS project to City Council, establish a regional policy plan involving persons with lived experience and validating the findings with the community.

D. RECOMMENDATIONS FOR PROCESS AND MODEL

Process

Introduce the project into the community prior to the training for those who will participate in the various components. Use the introduction to:

- Describe the purpose of the project
- Provide an opportunity to discuss the reason for the focus of the project and the importance of the project to the community
- Identify the ways in which people can be involved
- Increase the time provided to carry out the project. The time required for the data collection, assessment, priority setting and planning was in excess of the time available.
- Consider alternative ways of carrying out the project. Reorganization of the process could facilitate the involvement of different people at different times. Flexibility is important to respond to the uniqueness of the communities. For example a community might find it helpful to have sub-teams involved in the whole process for each element, coming together at the end to share information and identify the inter-

connectedness of the elements. In this way some of the elements might have had more attention given to them.

- The training provided by the CCDS team was reported as very helpful.

Model

The process and tools need to enable participation. Although there was agreement on this point, there were varying opinions about how this should occur - adaptation of the model and tools or providing more explanation of the terms and time for discussion about the concepts.

- Provide clearer description of the conceptual model to emphasize the broader community where everyone is a participant
- Describe the social, economic and environmental perspective
- Apply to specific communities such as seniors, seniors with disabilities, persons with disabilities, parents with small children etc.
- Include and distinguish between what is the public and private domain
- Describe the tension and link between policy and practice
- Modify the tools to provide for other instruments such as surveys, interviews. This would be very helpful during the data gathering phase.
- Element on Spiritual and Cultural could be split to differentiate religion from spiritual and cultural.
- Economic and people investment is important- how can this be included in the elements
- Tourism is important- How can this be included within the model. Where does it fit?

E. STRATEGIES FOR COMMUNITIES TO BRING ABOUT ACTION

Working groups were asked to identify how they could advance the work of their project in the future.

- Strong leadership is key to carrying forward. Identification of people who are able to champion an issue and action will be necessary. It was suggested that each priority area develop a vision statement and identify a champion.
- Involvement of local government is essential.
- Maintain the Network of the six communities and build on this network as others are included.
- Obtain explicit commitment to the project from local government and those who agree to be involved.
- Incorporate priorities into the respective work plans of those involved.
- Market the concept of EASY LIVING and develop a presentation and resource package so that the work of the committee members is decreased and the messaging is consistent.
- Use stories to engage the community on a personal level. People may not believe they can contribute to a "project" but they can relate their experiences.
- Consider using Photo Voice as a method for creating awareness
- Sensitivity training to many "Listen, Love and Lead" (shortened version of Martin Luther King quote)
- Identify groups in community for purpose of sharing the project and outcomes. Mail out information using what already happens such as inserts in municipal bills. Share and showcase information and experiences with other communities
- Celebrate your success- starting now.

F. LONG TERM PRIORITIES AS IDENTIFIED BY COMMUNITIES

Working groups of a mix of urban and rural communities met to share long term priorities and to discuss factors that influenced the selection of these priorities.

Housing

The long term priority for housing was to create affordable, visitable and accessible housing. The housing needs to support independent living and be linked to plans for transportation and other elements such as supports and leisure and recreation. Seniors with disabilities must be included in the planning to ensure their needs and desires are understood and acted upon.

Action to achieve this priority included:

- Focus on creating awareness of the need through education and sensitivity training for planners, developers and the public. More detailed actions are in the section of the report are located in Appendix C.

Transportation

The priority was to ensure affordable transportation by decreasing or eliminating the cost, decrease the wait time and expanded hours of operation to support access to services such as banking, library and social and recreation activities.

Actions to achieve this priority included:

- Involving surrounding communities to maximize resources available and also the multiple use of these resources. Communities need to be linked and using the resources in an integrated way could make it affordable to offer expanded services as well as increase contact.
- List of transportation that is available in the community and surrounding areas.
- Increase awareness among funders of the difficulties with the current transportation.

Support Services

The priority was to ensure a broad range of services necessary to support living in a community environment. The needs were increased availability of support services 24 hours a day, seven days per week.

Actions to achieve this priority included:

- Advocate for needs to local health authorities and to the province
- Include those with disabilities in planning and evaluating the services.
- Create a way to provide easy access to information about support services
- Create visibility and access to coordinator for seniors
- Provide access to an advocacy program and staff
- Provide education and sensitivity training for caregivers, including those who are living with the disability and aging
- Recognize the informal support system and support them in their role
- Increase availability of self-directed programs

Health and Well-Being

The priority in the more rural area is to improve access to specialists and therapists.

Action to achieve this priority included:

- Partnering with the relevant health authorities and improving transportation to centres for specialized treatment for persons with disabilities.

- Education and sensitivity training for people working in health services would help to raise awareness of the barriers to livable communities and inclusiveness and improve the quality of the service. Seniors and persons with disabilities need to be involved in the planning and evaluation processes. There was considerable discussion about “humanness” – our need as society to value everyone and to recognize and acknowledge interdependence as a necessity for everyone.
- More options for health and support need to be available. Home care, including self care options need to be developed in many areas. Seamless and integrated supports are required to effectively use available resources in such a way as to enable people to participate as an integral part of society. Lack of integration has made it complex and difficult to obtain the necessary type and amount of supports. Examples given include different eligibility criteria for supports to persons at different ages, different resources available to support care givers depending on the age of the person, different eligibility criteria for persons with different conditions regardless of need.

Education and Training

The priority is to increase the availability of options for education.

Actions to achieve this priority include:

- Partner seniors with disabilities with educational institutions and places offering courses to seniors to ensure that the needs and desires are recognized
- Provide opportunities to increase awareness and sensitivity. Programs need to be welcoming, not just available. Senior involvement should be recognized as valuable contribution.
- Encourage the community to embrace life-long learning.
- Provide educational opportunities in-home through TV or on-line and ensure supports to use these resources are available.
- Communicate to the public to increase knowledge of what is available
- Specific courses for seniors e.g. art courses, arts and crafts program

Spiritual and Cultural

The overarching priority was to apply the principle of integration to the plan and design of services to accommodate changing needs over time and to apply this principle to young and old, with and without disabilities regardless of life circumstances.

Actions to achieve this priority include:

- Create opportunities to bring forward the concepts of livable communities and inclusiveness.
- Provide opportunities to increase awareness and sensitivity to the needs of seniors with disabilities and the benefit that taking action to make communities livable and inclusive will have for the community at large.
- Hold different cultural events, ensure accessibility and transportation and use these to help educate about importance of diversity – examples of community events are Folklorama and interdenominational worship
- Apply the standards set out in acts such as the Accessibility for Ontarians with Disabilities Act (AOCDA- 2005) to all new buildings. This would increase access to places where events/ displays held such as churches, Art Galleries, Recreation Centres.

Recreation and Leisure

The priority is to increase access to recreation and leisure by addressing other elements that have an impact on access.

Actions to achieve this priority include:

- A needs survey to determine what seniors with disabilities would like to have available.
- Provide support for persons with disabilities to enable them to participate. Some people require assistance to fully participate and although some assistance is available from agencies such as CNIB there are resource limitations. Funding is a key requirement.
- Link with surrounding communities to expand number of opportunities and coordinate and use transportation (handi-van)
- Compile and disseminate information about what is available
- Obtain funding to increase transportation access to include evening and weekend hours.
- Establish exercise programs that can be inclusive for persons with disabilities. Support personnel may be required to enable full participation.

Volunteerism

The priority is to match volunteer needs with available volunteers and ensure supports to enable seniors with disabilities to participate in volunteerism.

- Actions to meet this priority included:
- Conduct a survey to determine what is needed and what is available as volunteer opportunities
- Coordination of volunteers and support to volunteers.
- Financial Support for person accompanying senior with disability (no cost or reduced cost)
- Value the contribution of seniors who volunteer- Recognition event

Outdoor Environment

The priorities were to increase awareness of the facilities that are available and to improve access. Many areas had accessible parks with some accessible trails but one of the factors affecting use of outdoor venues is the winter climate.

Actions to achieve this priority include:

- Increase the number of accessible washrooms
- Improve maintenance – uneven walkways and clear wider paths in winter
- Wheelchair accessible trails
- More benches and seating
- Campground that is accessible and disability friendly
- Winter and spring snow clearing to improve maneuverability using scooter, wheelchair
- Increase awareness of parks and accessibility

Employment and Jobs

The priority was to increase awareness and opportunities for employment of seniors with disabilities.

Actions to achieve this priority include:

- To provide sensitivity training to the business community

- To promote seniors and those with a disability as valuable employees
- To eliminate disincentives to work (claw backs).
- Needs Survey
- Provide incentives to work and eliminate disincentives to work (claw backs)
- Develop policies to support work as an option for self fulfillment
- To develop a means of linking opportunities with available seniors.

IV. LONG TERM PRIORITIES: GROUP WORK ON ACTION PLANS

The discussions that occurred at the Think Tank laid the foundation for a Blue Print for Action. The Think Tank process provided an opportunity for shared experiences and reaffirmation the critical concepts of a livable and inclusive community. It also generated consensus around guiding principles to be adopted at the local, regional, provincial and national levels.

The Canadian Centre on Disability Studies provided the working definitions of both a livable community and an inclusive community. The participants accepted these as workable definitions and felt that the tool reflected the qualities in these definitions. These definitions are included below for ease of reference.

Livable communities are assessed by the level of quality of life it offers to their citizens, including a place that fosters good schools, housing, public transit, and jobs; takes a sustainable approach to environmental, cultural and human resources; encourages a broad range of physical, cultural, social, and economic opportunities; and, it takes a context-sensitive approach to planning and development. (Montgomery County Planning Department, 2003)

An inclusive community is one that is open to individuals of all identities (for example, age, gender, ability/disability), and that these same individuals are able to actively take part in the community as they feel safe and empowered to do so; their voices are heard; and, their contributions are acknowledged and valued by the community. (McMaster University, N.D.) Participatory planning and decision-making are at the heart of an inclusive community. (Maxwell, G., 2007)

To achieve livable and inclusive communities the group identified the following as key success factors.

A. Adoption Of The Principle Of Universal Design And Visitability In All Realms Is The New Norm

- Advocate for the adoption of universal design and visitability.
- Start the process through education of planning bodies, developers and legislators
- Increase sensitivity to all aspects of inclusion.
- An example of an area that needs to increase sensitivity is support services. Lack of integration of support services leads to lack of inclusion of all persons. The services are targeted to persons with specific needs, often duplicating resources, creating complexity for the person who needs multiple resources and limiting access to opportunities in the community because of restrictions in policy and programming.

B. Inclusion Of Persons With Lived Experience

- Policies are articulated and implemented at all levels of government to require inclusion of seniors with disabilities in all aspects of planning and delivery of services
- Inclusion requires that supports enabling real participation are available. Such supports include transportation, attendant assistance, adaptations for visually and hearing impaired.

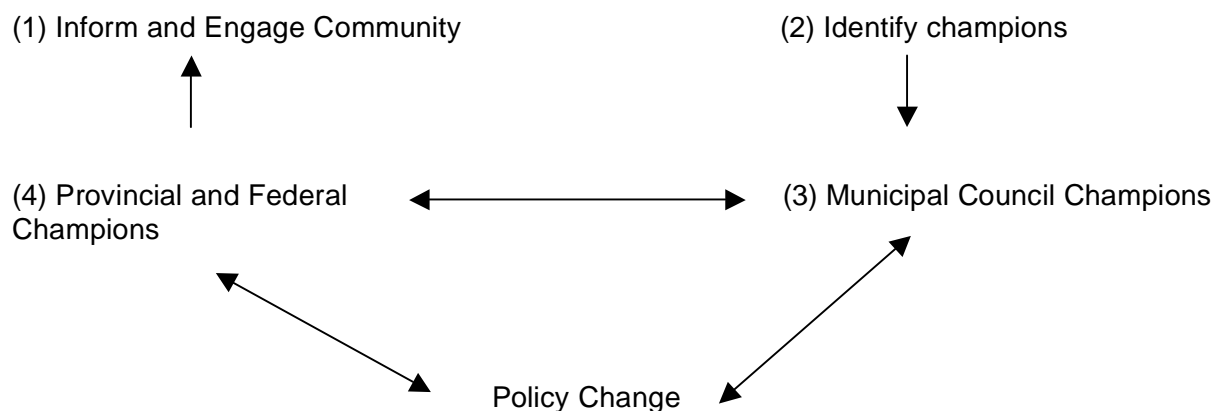
- Go to places where people live and congregate.

C. Create Tools For Visioning and Marketing

Create a Cycle for Change

Create a self-perpetuating and continually progressive cycle leading to change

Policy change can happen through a process in which the community is informed and engaged. Speaking to community groups and key community leaders will help to identify champions who can then work through their connections to inform and engage people in positions of influence such as town council members. In turn these champions can effect policy change and are in a position to inform and engage leaders at the provincial and federal levels, where broader policy changes can also be instituted.



Develop A Package Of Resources For Marketing

- Include simulation experiences
- Communities use existing structures and events
- Create an information brochure
- Create different resources for different modes of communication. These resources would be templates that could be adapted and used by communities e.g.) Key messaging for radio or TV, Public service announcements, a logo we can all use for greater awareness, posters (discussion at this point resulted in CCDS making the bus and card promotion available to communities).

Collaborate with Town/City Council and other Community Initiatives

- Collaborate with Policy Makers
- Invite and encourage involvement of the Chamber of Commerce
- Offer assistance to councils and community committees
- Encourage involvement and links with community organizations
- Use the elements and principles of CCDS model to guide assessment and action planning

Establish Credibility

- Obtain support from key people in positions of leadership.
- Create consistent messaging.

Develop Community Pride

- Recognize and celebrate what is achieved. Goals need to be achievable to create successes, particularly in the beginning. These successes will create momentum and enthusiasm.

D. Create Awareness And Action Across The Nation

- Establish a national goal to engage more communities. Starting with the six communities there is the opportunity to create momentum and engage more people and more communities in the process.
- Ensure continuing opportunities for networking and sharing with the six communities and then with other communities as they embark on the process
- Recommend adoption of a positive message “Easy Living”
- Use existing community events to create awareness such as community parade, community art, trade booths, and open house events at different organizations
- Have a logo-designing contest open to seniors
- Collect stories from people with lived experience, share and publicize these stories.
- Establish a Newsletter
- Involve students
 - Involve in data gathering
 - Partner with schools for inclusion of inclusion in appropriate parts of the curriculum
 - Excellent way of increasing awareness for the generation of leaders of the future (look at the changes youth made to parents practice in recycling)
- Involve Health and Social Service Providers
 - Increase sensitivity
 - Expertise in professional area
 - Capitalize on their ability to reach out to others in their work to further the awareness and identify and create opportunities for change at individual, organizational, community level (local, provincial and national)

V. CONCLUSION

Dr. Olga Krassioukova-Enns identified the next steps in the development of a model to assist in establishing livable and inclusive communities. CCDS committed to engaging in a process to address the gaps revealed in the evaluation. She summarized the major opportunities and challenges. These included involving seniors with disabilities, partnering with others to plan and implement community development projects, increasing the knowledge of community stakeholders in the model and process to target specific areas, and to develop sustainable plans that will respond to changes in society.

The Think Tank process provided an opportunity for the communities to share their experiences and make recommendations for changes to the process and model. The participation of the members and the work of the CCDS project team and the expert presenters made it possible to achieve the expected outcomes. The passion and commitment of the participants were evident through out the Think Tank process. One of the participants of the Think Tank summarized the benefits of this process as: LISTEN, LOVE AND LEARN (Martin Luther King).

Appendix A: Aging and Disability Think Tank Agenda

RADISSON HOTEL, 288 PORTAGE AVENUE
WINNIPEG, MANITOBA

AGENDA

March 26, 2009

Time: 6:00 pm – 8:00pm
Location: 12th Floor Foyer, Radisson Hotel

Community Introductions

Communities should be prepared to provide a brief verbal description of their community and share their personal experiences with the project

March 27, 2009

Time: 8:30 am - 5:00 pm - Doors open at 8:00 a.m. for breakfast
Location: 12th Floor Prairie Room, Radisson Hotel

8:30 **Think Tank Overview/ Anticipated Outcomes**

8:45 **Community Process**
Each community will provide a 10 minute overview on the process used to carry out the project

10:00 **Break**

10:20 **Community Priorities and Action Plans**
Each community will provide a 10 minute overview on how they determined priority areas and actions

11:20 **Project Team Feedback**
The project team will share the summary of results from the completed evaluation questionnaires

11:30 **Recommendations for Model, Tools and Processes**
Large group discussion to identify and discuss recommendations for the model, tools, and processes

12:00 **Lunch**

1:00 **Community Action Plans**
Regional Team Leaders provide a 10 minute overview on the short term action plans developed by their respective Working Groups

2:15 **Break**

2:45 **Presentation of Housing Case Study**
Presenters: Laurie Ringaert and Eleanor Smith
Presentation of Transportation Case Study

Presenters: Gina Sylvestre and John Spina

- 3:45 **Break**
- 4:00 **Long Term Priorities**
Small group discussions and sharing on long term priorities and the connection to progressing towards livable and inclusive communities
- 5:00 Closing remarks and next day's agenda

March 28, 2009

Time: 8:30 am – 12:00 pm – Doors open at 8:00 a.m. for breakfast

Location: 12th Floor Prairie Room, Radisson Hotel

- 8:30 Check-in, overview of Day 2 and plan for the day
- 8:35 **Presentation on Visitable Housing**
Presenter: Eleanor Smith
- 9:00 **Moving Forward: Blueprint for Action**
Small group discussions regarding the development of priority areas/themes to act as guidelines for longer term planning for livable and inclusive communities
- 10:00 **Break**
- 10:20 **Moving Forward: Blueprint for Action**
Small group presentations, large group discussion regarding the development of priority areas/themes to act as guidelines for longer term planning for livable and inclusive communities
- 11:30 **Summary of Next steps**
Olga Krassioukova-Enns, Executive Director, Canadian Centre on Disability Studies
- 12:00 **Closing**

Appendix B: Facilitator Activities and Questions

Facilitated Activity #1- Ice Breaker/ Introduction

Opening Question:

Introduce yourself

- Tell us your name and the community you are involved in
- Tell us one thing that you would like to share about what being involved in the project has meant to you.

Facilitated Activity #2 - Group Question

Describe your community.

Where is it located?

What is the population?

What are the cultural, economic influences?

If we were new to the community what would you like us to know?

If you wish to share, what would you prefer that we do not know?

Facilitated Activity #3 - Community Presentations- Process

Time: 10 minutes per community

Questions:

Describe the process you used to carry out the project. In your description include:

- How you identified people to get involved and how you approached them.
- In carrying out the assessment what went well? And why?
- What were some of the challenges? How did you manage these?
- If you were talk to another community who is just embarking on the project what advise would you give them to help with their success?

Facilitated Activity #4 - Community Presentations- Priorities and Action Plans

Time: 10 minutes per community

Question:

Describe how your project team identified the short and long term priorities.

Outline the short term priorities for each element.

Did you experience consensus very quickly? If you did, why do you think this was so?

Did you experience disagreement with priorities and if you did, how were you able to resolve these differences?

Activity #5 - Project Team Feedback

Facilitated Activity #6 - Recommendations for Model, Tools and Process

Large group discussion

Activity:

Summarize any strengths identified by the group that are not covered in the Project Team Feedback

Summarize areas for inclusion, development

Facilitated Activity #7 – Community Action Plans Continued

Instruction:

Each community has discussed the short term priorities and long term priorities under each element. What strategies could be helpful for the project team to ensure continuation of the work that has begun.

Facilitated Activity #8 - Case Studies

Housing: Presentation- 10 minutes

Activity: Questions and Answers- 20 minutes

Transportation: Presentation- 10 minutes

Activity: Questions and Answers- 20 minutes

Facilitated Activity #9 - Long Term Priorities

Instruction:

30 minutes: We will have two groups with mix of urban and rural. They will share the communities long term priorities and discuss why they chose those areas as long term priorities.

10 minutes per group:

Each group will report back by:

Listing long term priorities

Identifying factors that influenced the long term priority selection.

Differences between rural and urban if any.

Activity #10 - Presentation on Visitable Housing, Eleanor Smith

Activity #11 - Moving Forward: Blueprint for Action

Remainder of morning Moving Forward: Blueprint for Action

Questions:

What broad action plans would you want to see in place in order to facilitate achievement of the long term priorities identified by the groups?

Summary of Next Steps: CCDS led by Dr. Olga Krassioukova-Enns

Appendix C: CCDS Think Tank Flip Chart Notes

PARTICIPATION IN THE PROJECT: INDIVIDUAL EXPERIENCE

- Opportunity for Learning, Creating Awareness (self and others) and Action
- Inspiration
- Advocacy
- Future Oriented
- Action Oriented

GROUND RULES SELECTED BY PARTICIPANTS

- Time for All
- Listen
- Respond to Questions
- No Cell Phones- or at least on vibrate
- Respect for personal comments, sharing and issues What is shared as personal experience stays in the room
- Fun

FEEDBACK ON PROCESS BY COMMUNITY AREA

Waterloo and Woolwich

- What worked well?
- Community Involvement
- Waterloo was ready for this as already had a forum on disabilities and human rights
- Piggy – backed other actions occurring in community
- “Nudged” others in community to participate
- Initially invited people to attend an information session
 - Follow up meetings every two weeks
 - Meetings were intensive, about 3-4 hours in length
 - Steps included information gathering, discussion of information, identification of strengths and prioritized action steps using a scoring system.
- Through the process enlisted and engaged community participants and politicians
- The engagement of people from a variety of stakeholders enhanced the quality and ownership which in turn led to a commitment to move ahead.
- Used monkey for on-line feedback. The data gathering tool was modified for use in a survey
- Those involved demonstrated a genuine interest in proceeding
- Provided an opportunity for those who live with disabilities and aging to express their reality
- Tool was helpful to draw out experiences
- Challenges:
 - Getting participants
 - More senior participation – problem was reluctant to self-identify with the target group
 - Short time frame and not all could be involved
 - Providing assistance to those who had vision or hearing problems. Needed tools in Braille, ASL interpreters. They were able to problem solve in their communities
 - The venue for the meetings was accessible but access to the location was a problem.
 - Transportation to meetings was an issue due to jurisdictional problems with the Mobility Plus transportation

Determining priorities using a ranking was good for creating discussion and helpful to create an order to moving ahead but needed more time.

The pace that was set to meet the project demands was difficult and it impacted on individuals and those leading the project.

100 Mile House

Strengths:

- The community was poised to take this on
- Measuring Up The North had been undertaken prior to this project. It was very helpful in providing information on business, employment, persons with disabilities.
- Involvement of mayor, council members, seniors with mobility issues
- Each committee member took on one element for data collection

Challenges:

- Time consuming and arduous work
- Difficulty getting seniors to participate.
- Difficult for people to continue work over time
- Meetings were weekly and for 1-2 hours at a time
- There is a need for adapting tools or for providing time for people to better understand the technology and the language. For example, one senior was very interested in the project but felt that she was limited in her ability to participate because she had not had previous experience in this type of work and found the language unfamiliar

Note: some discussion about using the term comfort zone as this implies that the person needs to change when the tools and resources need to be adjusted to better enable the people.

Fort St. John

Strengths:

- Mayor had a Disability Advisory Committee already in place.
- Measuring Up the North had been completed
- Data gathering as a group was helpful as it facilitated sharing of information
- A survey of seniors was completed but the term disability was taken out of the description.
- Priorities for moving ahead were identified.
- Media stood up and listened. The fact that Fort St. John was one of six Canadian cities identified to participate in a research project at a national level lent credibility to the project.
- Created awareness of need to involve city council.

Challenges:

- Time involved
- Difficult to encompass all areas, particularly in the time available.
- The language was not familiar to many of the participants and needs to be altered.

Selkirk

Strengths:

- There were ten participants including a senior, a person with disabilities. The other eight participants were service providers.
- Each participant had one element to work on.
- This community was starting from scratch- seen as both a strength because there was an opportunity to involve the community in starting to assess themselves but also a significant challenge as described below.

- The planning tool worked well with the group.

Challenges:

- Information gathering on all elements
- Time available as most participants had full time jobs
- Information on the elements was not readily available
- Frustration was experienced as more detailed information was wanted

Rosburn

Strengths:

- Gathered influential community leaders together
- Training was helpful and went well
- Short time period created a need to focus
- The size of the community facilitated ease of data gathering
- Invited the First Nations to participate – 3 people participated
- Developed a flexible meeting agenda to respond to participants needs and other life demands.
- Full day meetings helped with focus and getting information quickly
- Process helped to increase awareness and opportunity to take a broader perspective
- Group sharing- there were 12 community groups involved
- Two seniors with disabilities participated
- Increased awareness of need to involve seniors and those with disabilities in planning

Challenges:

- Chamber of Commerce was not a participant
- Full days may have increased “drop-off” and made keeping a focus a challenge
- Everyone did not choose to participate

RECOMMENDATIONS FOR MODEL AND TOOLS

Process

Introduce the project into the community prior to the training for those who will participate in the various components. Use the introduction to:

- Describe the purpose of the project
- Provide an opportunity to discuss the reason for the focus of the project and the importance of the project to the community
- Identify the ways in which people can be involved

Increase the time provided to carry out the model. The time required for the assessment was in excess of the time available.

Consider separating the steps involved in the model, along with actions that could result from the steps. This would facilitate the involvement of different people at different times and perhaps different approaches. To do this, would take more time than we had initially.

Model

Further describe the conceptual model to:

- Emphasize the broader community where everyone is a participant and
- There is the social, economic and environmental perspective
- Application to specific communities such as seniors, seniors with disabilities, persons with disabilities, parents with small children, etc.
- Include and distinguish between what is the public and private domain
- Describe the tension and link between policy and practice

- Modify the tools to provide for surveys, interviews. This would be very helpful during the data gathering phase.
- Element on Spiritual and Cultural could be split
- Investment is important- how can this be included in the elements
- Tourism is important- How can this be included within the model. Where does it fit?

COMMUNITY SHORT TERM PRIORITY SELECTION

Rosburn

- Housing needs not understood
Action: Need inventory to better understand what seniors are wanting
- Transportation availability and cost for large van with smaller population
Action: Investigate cost of a smaller vehicle
- Volunteerism- Recognition that seniors are the key to volunteering
- Employment and Jobs - Not Sure that this is a need or issue in the area

Fort St. John

General Comment: Municipal Council involvement is key to moving ahead

Action: Will present the project to Municipal Council along with the planning priorities and actions

- Housing- Lack of visitable housing
Action: establish a target for construction of visitable housing, to realtors and contractors to increase awareness
- Transportation- Availability of handi-van is limited
Hospital is located on the outskirts
Action: Increase hours of operation
- Support Services- Need more integration of services, knowledge of each other
Action: Approach the new hospital and residential care centre to investigate potential cross over of committees
- Education and Training- Knowledge of what exists
- Spiritual
- Transportation Access
Increase hours of handi-van service
- Leisure and Recreation- assess what is needed
- Volunteerism - Knowledge of opportunities
Action: Encourage the use of VolNet (internet tool for posting volunteer opportunities)
- Employment and Jobs - Lack of information about need and what is available

100 Mile House

- Housing- Increasing aging population and increase options available
Action: Use Community Planning Council as a vehicle, Increase awareness of need, Use political route to help create awareness and action
- Transportation- More options needed, Training for persons assisting with transportation, Funding, Communicate resources to new people coming into community
Action- Increase awareness of need for both a van and cab to provide service to the communities (related to the issue of 100 Mile and 108 Mile and need for recognition of needs of both to have community resources and transportation available for 108 Mile to access services of 100 Mile.
- Support Services - Communication of services that are available to increase public awareness, Increase hours when service is available to assist in problem solving, Need equipment and repair service

Action - Provide a directory, establish a 1-800 number or web access to assistance, Post information in place that is open after regular business hours (Tim Hortons?)

- Education and Training- Knowledge of what exists, Expand type of classes to meet senior's interests, Supports for people with needs such as note takers

Action - Discuss with educational institution

Waterloo and Woolwich

Note: The priorities and actions were developed as long term. There was a strong emphasis on the need to begin with a vision and this was developed under the heading of spiritual and cultural.

- Spiritual and Cultural - Develop a vision of universality and inclusion for all.
Action:
 - Community Forum for call to Action
 - Presentation to City Council
 - Establish a regional policy plan and involve persons with lived experience
 - Validate findings of the project
- Housing - Need for visitable housing
Action: as above
- Transportation: - The jurisdictional boundaries for Mobility Plus is problematic.
Action: as above

Woolwich

Woolwich also identified a need to involve local government and surrounding areas.

- Establish a regional policy plan and involve persons with lived experience
Validate findings of the project
- Create awareness and informed government and public
- Informing government at municipal, township, provincial levels
- Host community meetings
- Reach out to and invite other townships to become involved if they want to participate

Notes:

Of importance to the area is the need to recognize that some cultures do not acknowledge disabilities. The language and approach must be adjusted to be inclusive of these cultures. The project needs to keep "humanness" at its core.

GROUP WORK: RETURNING TO THE COMMUNITY

Question: How are you going to go back into your community to continue the work that the project team has begun?

- Develop strong leadership
- Maintain the Network that has started
- The priorities established will each have a vision statement and a champion
- Obtain explicit commitment to the project
- Incorporate priorities into the respective work plans of those involved
- Identify groups in community for purpose of sharing the project and outcomes
- Market the concept of EASY LIVING and develop presentation and resource package so that the work of the committee members is decreased and the messaging is consistent
- Use stories to engage the community on a personal level. People may not believe they can contribute to a "project" but they can relate their experiences.

- Consider using Photo Voice as a method for creating awareness
- Sensitivity training to many “Listen, Love and Lead” (shortened version of Martin Luther King quote)
- Mail out information using what already happens such as inserts in municipal bills
- Share and showcase information and experiences with other communities
- Network with the six communities in the project
- Celebrate your success- starting now

LONG TERM PRIORITIES: IDENTIFIED BY COMMUNITIES

Housing

- Affordable,
- Visitable
- Accessible
- Support for Independent Living
- Education and Sensitivity training for planners, developers, public
- Increase awareness- use posters, articles in news, info sessions
- Involve seniors with disabilities in plans
- Inventories created and accessible – auditory, large print, on-line access
- Survey of needs

Transportation

- Affordable- decrease or eliminate cost
- Link surrounding communities
- List of transportation that is available
- Education for public on what is available
- Awareness of issues and limitations
- Flexible, available for social events and available evening and weekends
- Decrease wait time
- Access to those services that we need on a regular basis such as banking, shopping, library

Support Services

- Range of services needed like access to PT and OT, Dental Mechanic
- Office space and visibility of Coordinator for Seniors
- Supports available 24 hour 7 days per week
- Readily available information (post at Tim’s)
- Advocacy program that is staffed
- Education and training for caregivers
- Include those who are living the disability in planning and delivering the education
- Informal support system needs to be recognized and assisted and supported in their role
- Increase availability of self-directed programs

Health and Well-Being

- Education and Sensitivity training
- Recognize and acknowledge interdependence as a necessity for all of us
- Improve Access – specialists, therapists
- Transportation to Hospital
- Increase involvement of seniors and those with disability in planning and evaluation processes
- Establish partnerships with Northern Health Authority
- Centralized information source

- Apply AODA to all new buildings (Disability Act)
- More in home care options
- Choice in care options
- Seamless and integrated supports

Education and Training

- Available educational opportunities in-home through TV, on-line
- Knowledge of what is available
- Specific courses for seniors eg- art courses, arts and crafts program
- Awareness and sensitivity training
- Work with partners to expand options
- Needs to be welcoming not just available, senior involvement is recognized as valuable contribution
- Embrace life-long learning

Spiritual and Cultural

- Sensitivity training
- Hold different cultural events, ensure accessibility and transportation and use these to help educate about importance of diversity – example folklorama, interdenominational worship
- Access to places where events/ displays held such as churches, Art Gallery
- Apply principle of integration to plan and design of services to accommodate changing needs over time and apply these to young and old, with and without disabilities regardless of life circumstances

Recreation and Leisure

- Education about support for persons with disabilities
- Needs Survey
- Link with surrounding communities to expand number of opportunities and coordinate and use transportation (handi-van)
- Compile information about what is available
- Transportation that is accessible is available to places for recreation and leisure
- Exercise programs for persons with disabilities

Volunteerism

- Needs survey – what is needed and what is available as volunteer opportunities
- Coordination of support
- Financial Support for person accompanying senior with disability (no cost or reduced cost)
- Value the contribution of seniors who volunteer- Recognition event
- Provide information on volunteer opportunities

Outdoor

- Accessible washrooms and more of them
- Improve maintenance – uneven walkways and clear wider paths in winter
- Wheelchair accessible trails
- More benches and seating
- Campground that is accessible and disability friendly
- Winter and spring snow clearing to improve maneuverability using scooter, w/c
- Increase awareness of parks and accessibility

Employment and Jobs

- Emphasize abilities

- Businesses need sensitivity training and better understanding of value of seniors and those with disability
- Needs Survey
- Eliminate disincentives to work (claw backs)
- Provide incentives to work
- Information about options
- Develop policies to support work as an option for self fulfillment

LONG TERM PRIORITIES: GROUP WORK ON ACTION PLANS

Note: The groups were divided into different combinations of communities. The collective work of the groups is presented below.

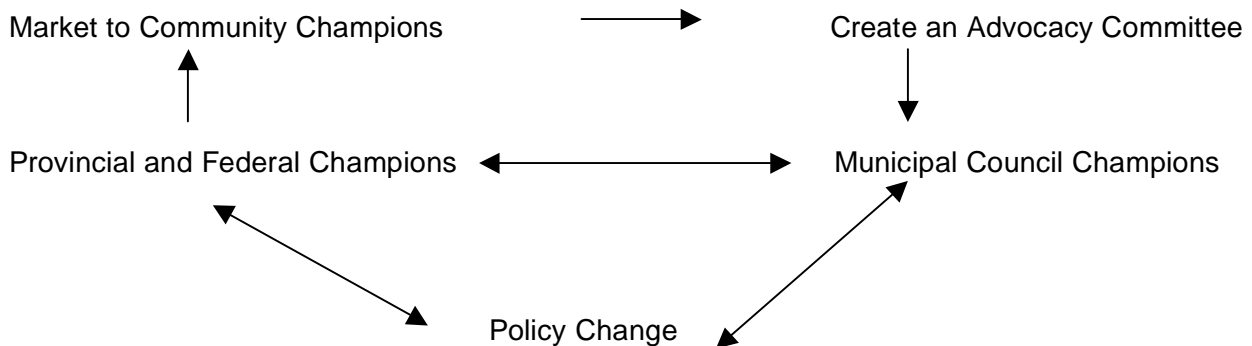
Universal Design and Visitability in all realms is the new norm.

Action:

- Advocate for the adoption of universal design and visitability. Start the process through education of planning bodies, developers and legislators
- Develop or Improve Integration of Support Services by increasing communication among service providers
- Involve those with lived experience in all aspects of planning and delivery with other stakeholders. Require this inclusion through formal mechanisms such as policy

MARKETING AND VISIONING

Create a self perpetuating and continually progressive cycle leading to change



Training and Education

- Package of resources to be used for marketing
- Include simulation experiences
- Communities use existing structures and events

Create different resources for different modes i.e. Key messaging for radio or TV, Public service announcements, logo we can all use for greater awareness, posters (discussion at this point resulted in CCDS making the bus and card promotion available to communities) Creating resources will decrease burden on communities.

Collaborate with Policy Makers

- Offer assistance

- Encourage involvement and links with community organizations
- Incorporate into existing planning processes using the elements and principles
- Of the model to guide assessment and action planning

Create Credibility

- Obtain support from key people in positions of leadership

Community Pride

- Recognition and celebration of what is achieved
- Ensure continuing opportunities for networking and sharing with the six communities and then with other communities as they embark on the process
- Establish a National Goal to engage more communities. Starting with the six communities there is the opportunity to create momentum and engage more people and more communities in the process.
- All communities involved adopt same language and same key messages.
- Collect stories from people with lived experience.
- Establish a Newsletter
- Create an information brochure
- Recommend adoption of a positive message “Easy Living”
- Use existing community events to create awareness such as community parade, community art, trade booths
- Have a logo designing contest open to seniors
- Realistic time lines. Set realistic goals and celebrate achievements
- Strong leadership should be developed. There are leaders in communities- could use these leaders and increase their effectiveness through training opportunities and sharing ones such as these days.
- Capitalize on the Groundswell of communications
- Blanket mail outs
- Open house

Visitability As a Principle of Social Inclusion and Human Rights

Increase sensitivity to all aspects of inclusion.

- Example of area which needs to increase sensitivity is support services. Lack of integration of support services leads to lack of inclusion of all persons. The services are targeted to persons with specific needs, often duplicating resources, creating complexity for the person who needs multiple resources and limiting access to opportunities in the community because of restrictions in policy and programming.

Involvement of persons with lived experience in meaningful ways.

- Sensitivity to needs for supports to enable active participation
- Go to where the people are
- Develop tools and presentations/training to enable participation

Involve students

- Involve in data gathering
- Partner with schools for inclusion of inclusion in appropriate parts of the curriculum
- Excellent way of increasing awareness for the generation of leaders of the future (look at the changes youth made to parents practice in recycling)

Involve Health and Social Service Providers

- Increase sensitivity

- Expertise in professional area
- Capitalize on their ability to reach out to others in their work to further the awareness and identify and create opportunities for change at individual, organizational, community level (local, provincial and national)

Involve Chamber of Commerce

- Market to demonstrate an economic benefit

Clearly Articulated Visions

- Vision statement for each of the projects that come out of this process
- Find a champion
- Community consultative process
- Time lines that are respectful of the needs of people who are willing to participate

LISTEN, LOVE AND LEARN (Martin Luther King)

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