Creating a More Inclusive Ontario:

Age-Friendly Community Planning Toolkit

Ontario

This Age-Friendly Community Planning Toolkit is one of two companion documents to the Creating a More Inclusive Ontario: Age-Friendly Community Planning Guide for Municipalities and Community Organizations (https://files.ontario.ca/msaa-age-friendly-community-planning-guide-municipalities-community-organizations-en-2021-01-01.pdf).

The other companion document is Creating a More Inclusive Ontario: Diverse Populations Addendum (https://files.ontario.ca/msaa-diverse-populations-addendum-en-2021-01-01.pdf).

These are Government of Ontario documents produced by the Age-Friendly Communities Outreach Program with funding from the Ministry for Seniors and Accessibility.

The Age-Friendly Community Remote Events Planning Resource (https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf) is a guide to planning and delivering virtual events as a safe, effective and low-cost way to bring your project team and stakeholders together while COVID-19 remains active in Ontario.

All URLs provided in this document were accurate and live prior to publication.

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Important Considerations During the COVID-19 Outbreak

This Age-Friendly Community Planning Toolkit is intended to provide municipalities and organizations with tools and templates to support Age-Friendly Community (AFC) planning, implementation and evaluation processes. AFC processes include community consultation, such as town meetings and planning discussions with local leaders, stakeholders and members of the public.

However, it is important to note that this kind of in person activity may not be appropriate while COVID-19 remains active in Ontario.

All planning, implementation and evaluation activities and actions must follow local public health advice to prevent and stop the spread of COVID-19.

This includes, but is not limited to:

- holding virtual meetings and events
- maintaining physical distance of 2 metres or 6 feet
- wearing masks
- handwashing
- staying at home when feeling unwell
- following public health guidelines to limit participants at indoor and outdoor events and meetings.

Read the **Remote Events Planning Resource** (https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf) for information and tips on hosting safe and accessible virtual meetings.

Find resources to prevent the spread of COVID-19 (https://www.ontario.ca/page/resources-prevent-covid-19-workplace).

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Step 1 Tools (Define Local Principles)

Build Your Team

Power Versus Interest Grid

Power ↑

	Low	High
High	Keep Satisfied	Manage Closely
Low	Monitor (Minimum Effort)	Keep Informed
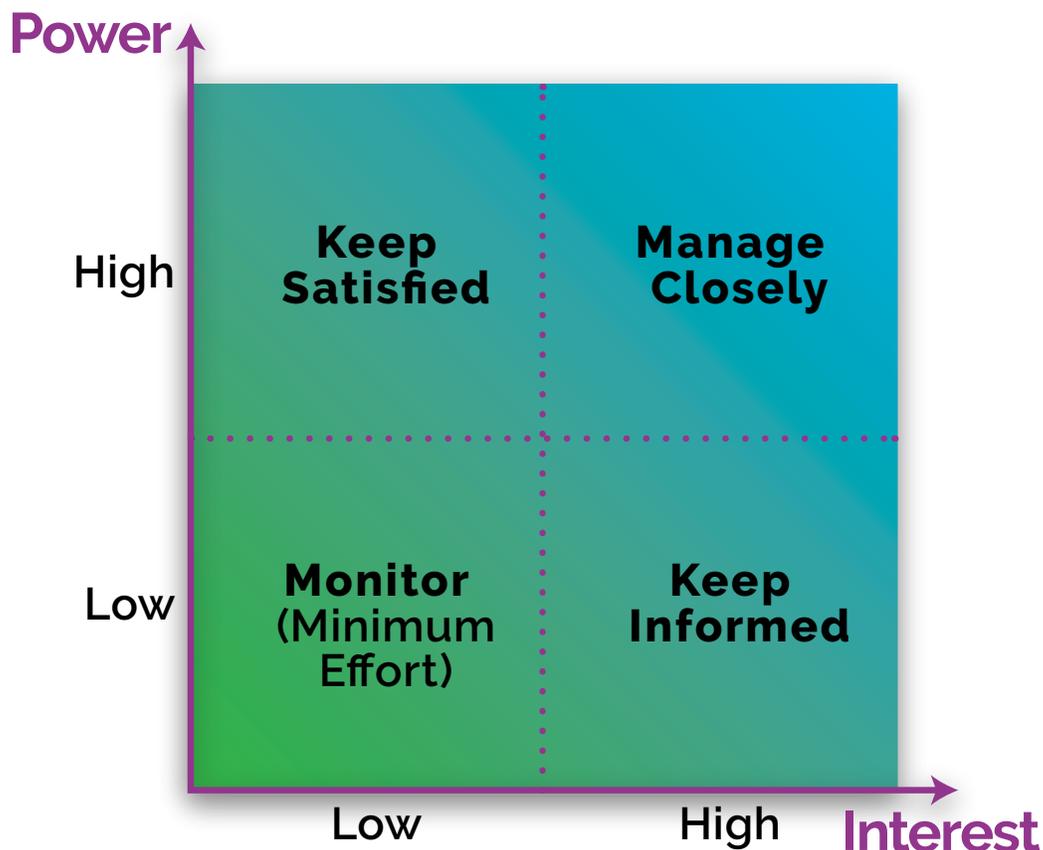
Interest →

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Adapted from Mendelow, A.L. (1981)
"**Environmental Scanning – The Impact of the Stakeholder Concept**"
(https://aisel.aisnet.org/icis1981/20/), ICIS 1981 Proceedings, paper 20.

Find more information on stakeholder analysis and build the **Power Versus Interest Grid** online. (https://www.mindtools.com/pages/article/newPPM_07.htm)

Define Roles and Responsibilities

Terms of Reference Worksheet

Purpose	Scope	Decision Making Process/ Authority	Membership	Meeting Frequency/ Procedures	Review Date

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Step 2 Tools (Assess Needs)

COVID-19 Advisory:

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Read the **Remote Events Planning Resource** (https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf) for information and tips on hosting safe and accessible virtual meetings.

Leverage Your Assets

Assets and Capacities for our Age-Friendly Community (AFC) Initiative Worksheet

Asset	Who They Are	What They Have
Individuals 1. 2.		
Associations 1. 2.		
Organizations 1. 2.		
Municipality 1. 2.		
Other 1. 2.		

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Carry out a Community-wide Needs Assessment (Survey)

Create Person-Environment Pairs

One approach to constructing a needs assessment survey is to provide a balanced mix of person-centred questions and environment-centred questions in order to identify your community's person-environment fit. In other words,

1. What do older adults need to do, what do they prefer to do and what are they able to do?

2. What resources does the community environment offer and how does it offer them?

A close examination of the **AFC and Quality of Life (QoL) surveys database** (http://sagelink.ca/wp-content/uploads/2020/11/2020-AFC-Instrument-Database.xlsx) reveals that:

- AFC instruments tend to emphasize the measurement of community resources (i.e. are environment-centred)

- QoL instruments focus more on individuals' capacities and needs (i.e. are person-centred).

Both types of instruments have been included to enhance your ability to create a needs assessment that accurately identifies gaps in your community's person-environment fit.

Each question in the surveys database is coded as person-centred, environment-centred or fit-centred (i.e. a question that simultaneously addresses peoples' needs and the community's capacity to address those

needs). To make sure you can assess your community's person-environment fit, pair each of the questions that you select with a relevant counterpart. Use the three examples of developing a person-environment match in Table 6 as a guide to writing your own paired needs assessment questions. If you need more examples, refer to the questions database to see how person-centred and/or environment-centred questions are generally worded.

Examples of Person-Environment Fit Questions

EXAMPLE 1

Start with a person-centred question from the **WHO QOL instrument** (https://www.who.int/mental_health/publications/whoqol/en/):

1. How satisfied are you with the conditions of your living place?

Create an environment-centred question to complete the pair:

2. Does your community have a program to help seniors with home repairs and modifications?

EXAMPLE 2

Start with an environment-centred question from the **AARP instrument** (https://assets.aarp.org/rgcenter/il/d18311_communities.pdf):

1. Does the community have a regulation about snow removal from the sidewalks?

Create a person-centred question to complete the pair:

2. Do you have any difficulties getting around in the winter because sidewalks have not been cleared of snow?

EXAMPLE 3

Start with a person-centred question, such as:

1. How much do your feelings of anxiety (if any) stand in the way of doing the things you want to do?

Create an environment-centred question to complete the pair:

2. Is there a program in your community designed to help older adults cope with feelings of anxiety that might be unique to an older adult?

Finalize and Pre-test the Needs Assessment

Once you have a list of questions for your needs assessment, you may wish to evaluate your needs assessment question-naire, or pre-test it, before collecting data in your community.

To conduct a pre-test, select a small group of participants (approximately 5 to 10% of your sample) that reflects all subgroups that you might ultimately collect data from (e.g., older adults, caregivers, service providers). Avoid the temptation to select a convenience sample of colleagues who are on your AFC committee or municipal staff, as they are likely to have more familiarity with age-friendly issues and responding to surveys generally and may not pick up on problems with your questionnaire that will affect people in your target population.

In your pre-test, look for the following potential issues:

- **Confusing or Unclear Directions:** Are the instructions in your assessment clearly worded? Test the clarity of instructions by ensuring that your pre-test sample includes people who are unfamiliar with your AFC initiative and, most importantly, have had little or no experience crafting surveys or questionnaires.

- **Skipped Items:** Are there points in the assessment where respondents skipped or chose not to answer questions? Look for patterns in non-responses. Did skipped items address similar content, request personal information, contain lengthy and complex instructions, or were they clustered towards the beginning or end of the assessment? In the latter case, non-response could indicate that your assessment is too long, and the respondents got tired.

- **Inability to Answer:** When asking a long question, or when respondents have to rank a large number of items, indicating "I don't know" or "N/A" may indicate that your question requires too much time and thought. The question may need to be rethought or simplified.

- **Inconsistent Scales:** The pretest should reveal any potential inconsistencies and confusion in using rating scales. For instance, where respondents are asked to rate their concern about neighbour-hood safety on a scale from 1 to 7, where 1 = "Very concerned", it is unwise to follow with another question with scale on which 5 = "Very concerned". A pretest will also reveal whether respondents are able to clearly differentiate the points on the rating scale. A 7-point scale may present too many choices that respondents can't differentiate, so that a 5-point scale may be more appropriate.

Conduct Focus Groups

COVID-19 Advisory:

Use remote options for focus groups while COVID-19 remains active in Ontario. Read the Remote Events Planning Resource (https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf) for information and tips on hosting safe and accessible virtual meetings.

Vancouver Protocol, A Guide For Conducting AFC Focus Groups

Topics and Open Questions	Prompts
Warm Up Questions What is it like to live in (name of community) as an older adult?	Ask About ... • Good features? • Problems?
Topic 1: Outdoor Spaces and Public Buildings Let's talk about outdoor spaces and public buildings. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. What is it like to step outside of your home to go for a walk to get fresh air, run errands or visit? What is it like to go into buildings, such as public offices or stores?	Ask About ... • Accessibility of these built environment spaces? • Design and maintenance of sidewalks and curbs? • Street intersections and crosswalks? • Traffic volume, noise? • Particular times of day, like nighttime? • Weather conditions? • Green spaces? Walking areas? • Street lighting? • Protection from sun, rain or wind? • Benches, rest areas? • Sense of physical safety? • Sense of security from criminal victimization? • In buildings: stairs, doors, elevators, corridors, floors, lighting, signage, doors, toilets, rest areas, etc.

Vancouver Protocol, A Guide For Conducting AFC Focus Groups: *Continued*

Topics and Open Questions	Prompts
Topic 2: Transportation The next area is transportation in your community. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. Describe your experience using public transportation – bus or tram or subway, in your community. What is it like to drive in your community?	**Ask About …** Are public buses, trams or subway trains: • Accessible? (For example, can numerous population groups use it such as older adults, seniors with mobility devices, persons with disabilities, mothers with strollers). • Affordable? • Easy to get to? • Easy to board? • Frequent enough when you want to travel? • On time? • Extensive routes to go wherever one wants? • Waiting areas and stops with benches, lighting, protection from the elements? • Secure from crime? • Adapted transportation for persons with disabilities? For drivers: • Legible street signs • Legible street numbers • Lighting at intersections • Easy to understand traffic signals • Sufficient and close parking • Handicapped reserved parking • Drop off and pick up allowance • Driver refresher courses.

Vancouver Protocol, A Guide For Conducting AFC Focus Groups: *Continued*

Topics and Open Questions	Prompts
Topic 3: Housing Housing is the next topic we will cover. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements: Tell me about the house or the apartment where you live. If your needs change, what are your choices for housing in the community?	**Ask About …** Acceptability: • Accessible housing options? • Cost? • Comfort? • Physically safe? • Security from crime? • Proximity to services? Mobility and independence in the home: • Move about easily? • Reach and store things easily? • Do housework and chores?
Topic 4: Respect and Social Inclusion The next area deals with how the community shows respect for, and includes older adults. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. In what ways does your community show, or not show, respect for you as an older adult? In what ways does your community include, or not include you as an older adult in activities and events?	**Ask About …** • Overall inclusion? • Understanding of concepts of "access vs. accessibility" • Politeness? • Listening? • Helpfulness? • Responsiveness to needs in services and programs? • Consultation? • Choices offered? • Public recognition of the contributions of older adults? • Intergenerational activities?

Vancouver Protocol, A Guide For Conducting AFC Focus Groups: *Continued*

Topics and Open Questions	Prompts
Topic 5: Social Participation Let's now talk about social and leisure activities. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. How easily can you socialize in your community? Tell me about your participation in other activities, like education, culture, recreation, or spiritual activities?	**Ask About …** Are social and leisure activities: • Affordable? • Accessible? • Frequent? • Convenient location? • Convenient times? • Offer choices? • Interesting?
Topic 6: Communication and Information During the following topic we will explore dealing with information. Again, I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. What is your experience getting the information you need in your community, for example, about services or events? This can be information you get by telephone, radio, TV, in print, or in person.	**Ask About …** Is information: • Accessible? • Useful? • Timely? • Easy to understand? • Difficulties with automated systems, print format and size?

Vancouver Protocol, A Guide For Conducting AFC Focus Groups: *Continued*

Topics and Open Questions	Prompts
Topic 7: Civic Participation and Employment I want to know about your experiences doing volunteer or paid work, and about your participation in public affairs. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. Tell me about your participation in volunteer work? Tell me about your participation in paid work, if you are employed now or if you are looking for paid work? Tell me about your participation in public community affairs, like community associations or municipal councils?	**Ask About …** • Availability of information about opportunities • Accessible employment opportunities • Accessible work environments • Inclusive to all participants? • Variety of opportunities • Attractiveness • Recognition provided • Remuneration (paid work) • Adjustment to older adults' abilities • Adjustment to older adults' preferences • Ways used to motivate older adults' participation
Topic 8: Community Support and Health Services I want to know more about the health and social services in your community that help older adults living at home. I want to hear about your positive experiences, your negative experiences, and I want to get your ideas for improvements. What is your experience with the services in the community to help older adults?	**Ask About …** • Types of services available • Accessibility • Affordability • Responsiveness of services to individual needs
Wrap-Up Question Before we finish, are there any other issues or areas we haven't discussed that you want to raise?	No prompts

Adapted from the **Vancouver protocol**. (https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/07/AFC_Vancouver-protocol.pdf)

Step 3 Tools (Develop an Action Plan)

Select Priorities

Developing Priorities Worksheet

Prevalent Gaps/Assets (What our data tell us)	
What is already getting attention and focus? (What our community data are telling us)	
What can we address with our resources, time, and budget? (What our internal data show)	
What can we easily measure? (What's under our control?)	
What priorities do we still think need attention? (Where's the best place for our resources?)	
What actions can we take that have the greatest potential for success? (Our preliminary goals)	
Who will these actions affect? (Who benefits)	

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Impact-Effort Matrix

High
Impact

Quick
Wins!

Major
Projects

Low
Effort

High
Effort

Fill in
Jobs

Thankless
Tasks

Low
Impact
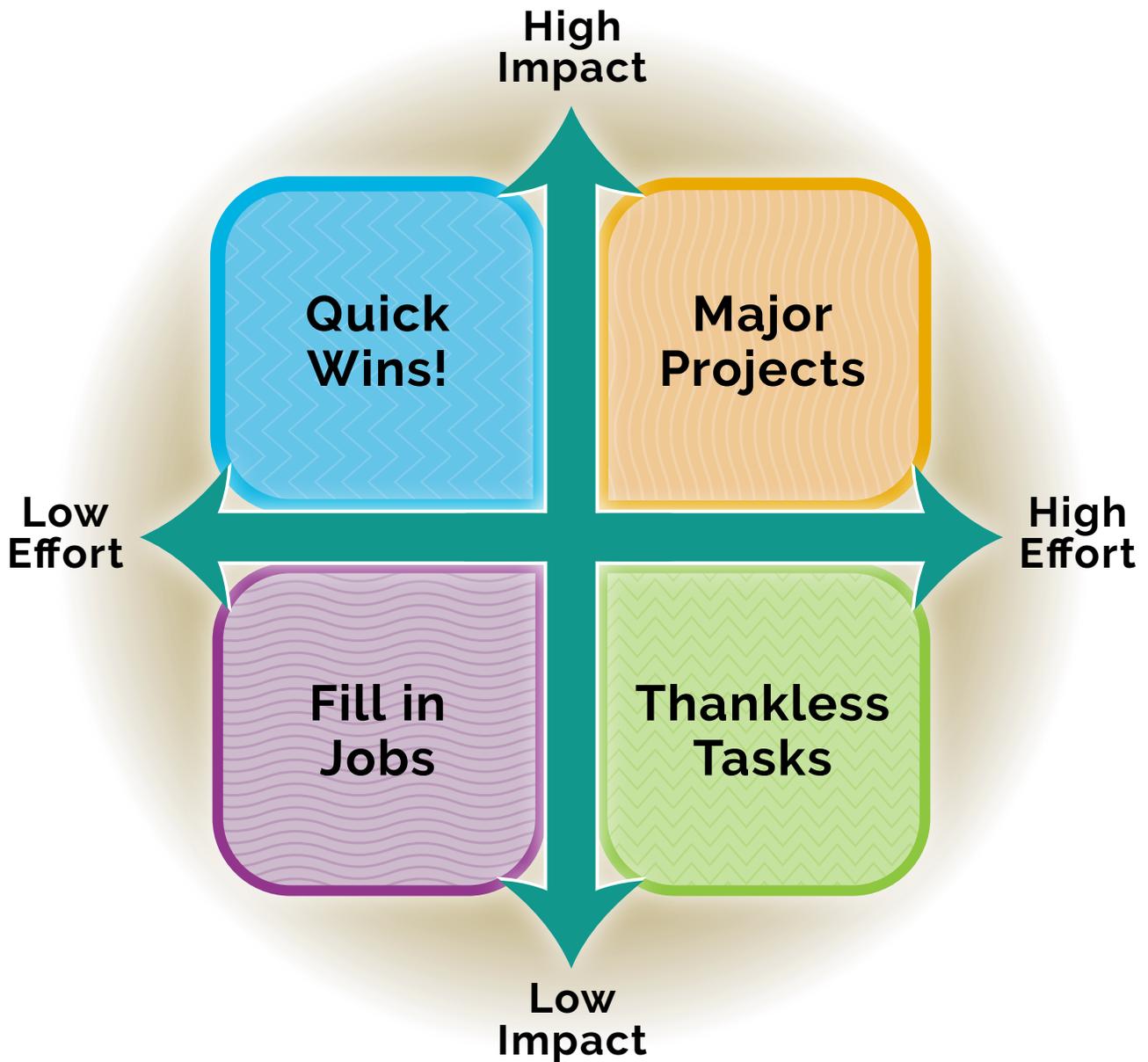
Download this template. (https://www.edrawsoft.com/impact-effort-matrix-templates.php)

Select Objectives

Getting to Outcomes® Developing Goals Worksheet

Goal statements articulate what long-term impacts your AFC Action Plan intends to achieve toward making your community more age-friendly. Clearly defined goals will help to identify your Action Plan's specific objectives, i.e. the desired outcomes, for how the actions, programs, services, policies in the Action Plan should change the target population to meet its goals.

Action Strategy	AFC Domain	Year 1	Year 2	Year 3
1.				
2.				
...				

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Getting to Outcomes®
Developing Objectives Worksheet

Each goal should be linked to one or more specific and measurable objectives that are expected to occur of the actions, programs, services, policies in the Action Plan.

Goals	Objectives/Outcomes		Target Population (Who and how many?)
1.	What will change?		
	For whom?		
	By how much?		
	When will the change occur?		
	How will it be measured?		
2.	What will change?		
	For whom?		
	By how much?		
	When will the change occur?		
	How will it be measured?		
3.	What will change?		
	For whom?		
	By how much?		
	When will the change occur?		
	How will it be measured?		

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Assess Fit

Survey for Review and Discussion of AFC Action Plan Fit with Your Community

Please rate your level of agreement about how well the AFC Action Plan meets each of the following criteria for its fit to your community.

Criteria for AFC Action Plan Fit with Community	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
The Action Plan enacts the AFC Principles/Vision for our community.	1	2	3	4	5
The strategies and activities in the Action Plan complement existing programs and services.	1	2	3	4	5
The Action Plan and its activities do not duplicate existing programs and services.	1	2	3	4	5
The community supports the Action Plan.	1	2	3	4	5
The Action plan is inclusive.	1	2	3	4	5
The cost of implementing the Action Plan is affordable.	1	2	3	4	5
Implementation of the Action Plan will be well received in the community.	1	2	3	4	5
Add other criteria that are relevant to your Action Plan, stakeholders, and community.	1	2	3	4	5
Was accessibility built into the Action Plan?	1	2	3	4	5

Create a Program Logic Model

Program Logic Model – Description

Resources	Components	Activities	Target Group	Outputs	Short-Term Outcomes	Long-Term Outcomes
Resources are the key inputs that you have or need for your community's AFC initiative, e.g.: • People • Partnerships • Funding • Space • Others …	**Components are groups of related activities,** e.g., a strategy related to one or more AFC domains. The number depends on how you think about them or how you run them. Think of themes for groupings of activities.	**Activities are what you actually do** for your AFC initiative, intervention, program, or service, that is, the functions and/or tasks through which your AFC Action Plan will achieve its desired outcomes.	**A target group is who the activities are intended to "reach"**, e.g., individuals, groups, organizations, neighbourhoods, or communities. They can be described by demographic characteristics and/or behaviours.	**An output is a tangible and countable direct result of an activity,** e.g.: • # of participants • # of sessions • # of pamphlets • # of website opens, etc. Each activity should have one or more outputs.	**Short-term outcomes are the direct results of a change,** intervention, program or service on the behaviour of individuals, or on organizational policies and practices. They show why the program will lead to long-term outcomes.	**Long-term outcomes are the ultimate goals,** that you hope will result from the AFC initiative, even if they are not within the time span of your Action Plan. These are changes in behaviour, status, or quality of life at the community or population level. They tend to be fewer in number than short-term outcomes.

Program Logic Model – Template

Resources	Components	Activities	Target Group	Outputs	Short-Term Outcomes	Long-Term Outcomes

Getting to Outcomes® Developing Assumptions Worksheet

This worksheet will help your work group describe the basic assumptions that connect the goals of your AFC initiative with the proposed activities, programs, and/or services, and the intended outcomes.

Level	Goals And Desired Outcomes	Proposed Change, Program, Service, Or Project	Program Assumptions (How will the proposed program or project lead to goals and desired outcomes)
Individual			
Program			
Community			
Policy			

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Getting to Outcomes®
Building Your Logic
Worksheet

This worksheet will help your work group pull together all the elements of the program logic model for your AFC initiative.

Priorities The conditions that must be addressed:	For Whom Who benefits:	Goals This is what we hope to achieve:	Desired Outcomes We expect these changes by:	Strategies By doing the following:	Assumptions Then we think this will happen:	Evaluation We will show the impact by:

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Step 3 Tools (Develop an Action Plan)

Working Through Roadblocks Worksheet

Roadblocks	Issues	Solutions
Turf and competition: Although your effort is attempting to build coordination and cooperation, some organizations may become competitive and territorial.		
Bad history: Previous efforts in your community may not have gone well and have given people the attitude that they've tried this before and it doesn't work.		
Failure to act: Too much planning can hurt an initiative or program. Be sure to do both planning and action.		
Dominance by, or lack of, professionals: initiatives should involve and empower residents, not just professionals and people in power. Programs, on the other hand, need well-qualified staff as well as volunteers.		
Poor links to the community: Meetings, planning, and action in initiatives and/or programs can become inaccessible to certain groups in your community.		

Working Through Roadblocks Worksheet: *Continued*

Roadblocks	Issues	Solutions
Funding: Too much funding and too little funding can hurt efforts. Initiatives and programs started without funding and as grassroots groups often have more genuine community interest at the outset. But underfunded efforts have trouble producing desired results.		
Failure to provide and create leadership: An effort has two leadership tasks – to provide competent leadership for the initiative or program and its tasks, and to create new leadership in the community, when necessary, to support the effort's ongoing work.		
Costs outweigh benefits: Busy people drop out of efforts when the costs (especially time) outweigh the benefits of being involved.		
Other:		

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Draft Action Plan

Action Plan Template

1. Outdoor spaces and buildings	Responsibility	Timeline	Process measure (indicator)
2. Transportation	Responsibility	Timeline	Process measure (indicator)
3. Housing	Responsibility	Timeline	Process measure (indicator)
4. Social Participation	Responsibility	Timeline	Process measure (indicator)
5. Respect and Social Inclusion	Responsibility	Timeline	Process measure (indicator)
6. Civic Participation and Employment	Responsibility	Timeline	Process measure (indicator)

Action Plan Template: *Continued*

7. Communication and Information	Responsibility	Timeline	Process measure (indicator)
8. Community Support and Healthy Services	Responsibility	Timeline	Process measure (indicator)

Getting to Outcomes® Identify AFC Action Plan Components Worksheet

Using your Program Logic Model and high-level Action Plan, identify what components or major types of activities that will be linked to each program, service, or strategy? Which of the objectives (from p. 19) are linked to each activity?

Program Component	Which AFC domains, goals and objectives are linked to the component?	If best practices: What is the adaptation plan (if needed)?	If local innovation: What AFC and local principles are consistent with your program?
Add/delete rows as needed			

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Step 4 Tools (Implement and Evaluate)

COVID-19 Advisory:

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Read the **Remote Events Planning Resource** (https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf) for information and tips on hosting safe and accessible virtual meetings.

Capitalize on Quick Wins

Getting to Outcomes® Identifying Anticipated Outputs Worksheet

For each major type of activity in the implementation plan (from Action Plan Components Worksheet), what outputs, i.e. direct countable products will show that the activity was implemented?

Program Component	Services Delivered	Anticipated Program Outputs
1	Hours	
	Sessions	
	Number of participants	
	Other	
2		

Chinman M, Imm P, Wandersman A. **Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation**. Santa Monica, CA: RAND Corporation; 2004. (https://www.rand.org/pubs/technical_reports/TR101.html)

Getting to Outcomes®
Planning Each Program
Component Worksheet

Having identified program components and outputs, now plan the details of how they will be done. For each component, list all the activities that need to be done to make the component successful.

Component	Key Activity	Date	Who is responsible?	Resources Needed	Additional information
1					
2					

Chinman M, Imm P, Wandersman A. Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation. Santa Monica, CA: RAND Corporation; 2004. (https://www.rand.org/pubs/technical_reports/TR101.html)

Getting to Outcomes®
Implementation Plan Worksheet

Your AFC planning group and partners can use this worksheet as a way of asking how the projects, programs and services that make up the AFC initiative can be improved.

Component	Key Planning Activities	Scheduled Completion Date	Actual Completion Date
1st component			
2nd component			
3rd component			
4th component			

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Monitor Implementation Activities

Age-Friendly Dashboard Template

Learn about this dashboard tool (https://sagelink.ca/creating-an-age-friendly-dashboard-to-monitor-and-communicate-progress/) developed to monitor and communicate age-friendly progress in Hamilton. An excel template is available for other communities to adapt/use.

Conduct Process Evaluation

Getting to Outcomes® Process Evaluation Planning Tool

Use this tool to plan your process evaluation. Start by selecting the questions that matter (adapt them by rewording the ones that are relevant to your AFC Action Plan as needed), followed by the tools to be used, who will do it, and when.

Process Evaluation Questions	Evaluation Tool/Method(s)	Schedule and Completion Date	Person Responsible
Did the Action Plan follow the basic plan for implementation?			
What are the program characteristics?			
What are the program participants' characteristics?			
What are participants' perceptions of the program?			
What are the staff's perceptions of the program?			

Conduct Process Evaluation: *Continued*

Process Evaluation Questions	Evaluation Tool/Method(s)	Schedule and Completion Date	Person Responsible
What are partners' perceptions of the program?			
Were individual participants in the design of the program provided with accessibility accommodations?			
What were the individual program participants' dosages?			
How accessible is the program since its inception?			
What were the Action Plan components' levels of quality?			

Chinman M, Imm P, Wandersman A. Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation. Santa Monica, CA: RAND Corporation; 2004. (https://www.rand.org/pubs/technical_reports/TR101.html)

Step 4 Tools (Implement and Evaluate)

Choose Outcome Evaluation Questions

Getting to Outcomes® Outcome Evaluation Tool

Use this tool to record the outcome measures chosen for your AFC Action Plan, the methods of measurement and data collection procedure.

Goal:		
Objectives	**Measures**	**Design and sample**

Data analysis method	**Key results**	**Interpretation**

Chinman M, Imm P, Wandersman A. Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation. Santa Monica, CA: RAND Corporation; 2004. (https://www.rand.org/pubs/technical_reports/TR101.html)

Perform Quality Improvement

Plan-Do-Study-Act Worksheet

Project Title: _____   Date: _____

Cycle Aim: _____   Cycle #: _____

Is this cycle used to test, implement or spread a change?

Plan:
Describe the following: objective of the cycle and details such as who, when, where, how the change will be tested or implemented.
Data to be collected – who, what where, how and why it is important.
Predictions and questions:

Plan-Do-Study-Act Worksheet : *Continued*

Do:

Carry out the test; document what happened, including problems and unexpected observations.

Study:

Complete the collection and analysis of data. Compare the data to your predictions and summarize the findings and learning.

Act:

What changes need to be made? Plan for the next cycle.

Adapted from **Health Quality Ontario Quality Improvement Guide**. (http://www.hqontario.ca/portals/0/Documents/qi/qi-quality-improve-guide-2012-en.pdf)

Getting to Outcomes® Quality Improvement Worksheet

Questions	Main points	How can this information be used to improve implementation the next time?
1. Have the needs of the target group/ resources in the community changed?		
2. Have the goals/desired outcomes/target population changed?		
3. Are new and improved or best practices available?		
4. Does the program continue to fit with your partners and your community?		
5. Does the program continue to work towards improving accessibility of participants/AFC community?		
6. Have the resources available to address the identified needs changed?		
7. How well did you plan? What suggestions do you have for improvement?		
8. How well was the Action Plan implemented? How well did you follow the plan you created? What were the main conclusions from the process evaluation?		
9. How well did the Action Plan reach its outcomes? What were the main conclusions from the outcome evaluation?		

Chinman M, Imm P, Wandersman A. Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation. Santa Monica, CA: RAND Corporation; 2004. (https://www.rand.org/pubs/technical_reports/TR101.html)

Resource Summary

Hyperlink Descriptive Text	URL
AARP instrument	https://assets.aarp.org/rgcenter/il/d18311_communities.pdf
Age-Friendly Community Remote Events Planning Resource	https://files.ontario.ca/msaa-age-friendly-communities-remote-events-planning-resource-en-2021-01-01.pdf
Age-Friendly Ontario Online Resource List	https://sagelink.ca/age-friendly-communities-ontario/age-friendly-communities-planning-guide/
An Age-Friendly Dashboard excel template is available for other communities to adapt/use.	https://sagelink.ca/creating-an-age-friendly-dashboard-to-monitor-and-communicate-progress/
Creating a More Inclusive Ontario: Age-Friendly Community Planning Guide for Municipalities and Community Organizations	https://files.ontario.ca/msaa-age-friendly-community-planning-guide-municipalities-community-organizations-en-2021-01-01.pdf
Creating a More Inclusive Ontario: Diverse Populations Addendum	https://files.ontario.ca/msaa-diverse-populations-addendum-en-2021-01-01.pdf
Creative Commons License	https://creativecommons.org/licenses/by-nc-nd/4.0/
Download the Impact-Effort Matrix template.	https://www.edrawsoft.com/impact-effort-matrix-templates.php
Environmental Scanning – The Impact of the Stakeholder Concept	https://aisel.aisnet.org/icis1981/20/
Find more information on stakeholder analysis and build the power versus interest grid online.	https://www.mindtools.com/pages/article/newPPM_07.htm

Resource Summary, *Continued*

Hyperlink Descriptive Text	URL
Find resources to prevent the spread of COVID-19	https://www.ontario.ca/page/resources-prevent-covid-19-workplace
Getting to Outcomes™ 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation	https://www.rand.org/pubs/technical_reports/TR101.html
Health Quality Ontario Quality Improvement Guide	http://www.hqontario.ca/portals/0/Documents/qi/qi-quality-improve-guide-2012-en.pdf
Mind Tools Ltd.	http://www.mindtools.com/
Vancouver Protocol	https://extranet.who.int/agefriendlyworld/wp-content/uploads/2014/07/AFC_Vancouver-protocol.pdf
Search Institute	https://www.search-institute.org
WHO QOL instrument	https://www.who.int/mental_health/publications/whoqol/en/

Notes