

# Comprehensive List of Recommendations for Action

## MVAEC Year of Strategic Implementation 2016

### Arts, Language, and Culture Roundtable

#### **A. MVAEC Final Report on Community Engagement: Ministry of Aboriginal Relations & Reconciliation (MARR), Aboriginal Affairs & Northern Development Canada (AANDC), and Justice Canada. March 31, 2014**

1. Advocate (ongoing) for the fully supported expression, practice, and recognition of Aboriginal culture and identity for Aboriginal Community Members.
2. Develop a Big Brother/Big Sisters as well as Elders mentoring programs for young Aboriginal Community Members, with particular attention to Aboriginal children and youth in foster care.
3. Encourage the development and organization of more cultural groups.
  - a. Through sharing of information and providing information and workshops on developing successful funding proposals.
  - b. MVAEC must work with Aboriginal Community Members and partners to determine how to create more cultural spaces and opportunities for the Urban Aboriginal Community, through discussions with the City of Vancouver.
  - c. MVAEC Navigators to create a list of available resources.
4. Encourage Aboriginal Community Members who are language speakers to get involved and share our languages with Aboriginal youth.
5. Encourage Aboriginal Community Members who are parents to register their children in the Aboriginal Focus School.
  - a. Relatives and friends are also encouraged.

6. Strengthen the working relationship between Native Courtworker and Counsellors Association of British Columbia and MVAEC so that they become more involved, particularly at the ACLE and Justice Round Tables.

## **Children, Youth & Families**

The following are noted as key areas within the areas of Children, Youth, and Families to understand and address in order to foster positive outcomes for urban Aboriginal people:

- Aboriginal children have been separated from their families and communities for far too long. A concerted effort must be made to ensure that they are able to stay safely in their homes using the least disruptive and traumatic methods possible. Recommendations were made to use a Restorative Child Welfare model (understanding history, lived experience within historical context, engaged in a pathway of healing) and to increase the use of MCFD's Family Development Response (as an alternative to child apprehension).
- The intergenerational effects of the Indian Residential School experience have left many Aboriginal parents struggling to learn healthy parenting skills and coping mechanisms. If Aboriginal parents are to re-learn healthy parenting skills, it is imperative to provide culturally appropriate parenting classes presented within an Aboriginal worldview.
- Many grandparents are taking on the responsibility of raising their grandchildren despite a lack of commitment by MCFD to adequately resource kinship based responses. There must be adequate financial and other supports to better support grandparents who have taken on this huge responsibility so that their grandchildren can remain connected to their family, community, and culture.
- Increase the number of Aboriginal foster parents in Metro Vancouver
- Coordinate urban Aboriginal service provision through a Collective Impact Structure to reduce the need and number of Aboriginal children entering child protection services. Use to measure the degree of judicial reconciliation between the Government of Canada and non-Treaty Aboriginal people in British Columbia

## **Education, Training, and Employment Roundtable**

### **B. MVAEC Final Report on Community Engagement: Ministry of Aboriginal Relations & Reconciliation (MARR), Aboriginal Affairs & Northern Development Canada (AANDC), and Justice Canada. March 31, 2014**

Recommendations for Education, Training, and Employment

#### **Education**

1. Advocate (ongoing) for the creation of safe spaces for student learning
  - a. Encourage administrators and teachers to teach different types of learning for Aboriginal Community Members with different learning styles (this includes community members with disabilities).
    - i. Create an assessment system in schools that takes into account all types of learners, and does not discriminate against young people, in particular
  - b. Increase the level of and access to support systems at all levels of education from early childhood development through to graduate school
  - c. Increase the level of and access to Aboriginal support workers, Aboriginal Enhancement workers, Aboriginal student organizations, Elders, mentors and role models
  - d. Increase the level of support for our Elders to establish relationships and support systems within schools
  - e. Increase resources accessibility for Aboriginal Community Members with disabilities
  - f. Support Aboriginal Community Members to actually access the resources that will provide education, training and employment opportunities
2. Conduct an environmental scan of the best practices and resourcing supports for Aboriginal Focus Schools in other jurisdictions
3. Establish an Aboriginal Inspiration Pass
  - a. Make this an education legacy for the Urban Aboriginal Community
4. Integrate our cultures, identities, and languages into all education curriculum and program design
5. Motivate government partners at all levels to provide core funding for MVAEC to continue operating as a networking hub so that:
  - a. Education bridging can be accomplished with external partners to close service gaps or overlaps

- b. Recreational training (hockey, cultural journeys, basketball, etc) is increased especially for Aboriginal youth.
  - i. Conduct clothing and sports gear drives
  - ii. Encourage all partners to aid with the provision of recreational subsidies
  - iii. Encourage local major professional sports teams to donate their time, space and resources to provide recreation for Aboriginal Community Members, especially Aboriginal youth
- 6. Provide long-term wrap-around services to support student success
  - a. Transportation passes, food, self-contained or group affordable housing
  - b. Teach Aboriginal young people about success early on (in elementary or earlier)

### **Training**

1. Create long-term success planning and support systems that have identity and culture as the foundation
  - a. Address the housing and homelessness needs for Aboriginal Community Members seeking training opportunities
  - b. Increase level of and access to Indigenous staff and supports
  - c. Increase level of and access to life skills and essential skills training
  - d. Increase level of and access to training opportunities for Aboriginal Community Members with disabilities
2. Facilitate safe, culturally competent, corporate involvement in training services
  - a. Encourage service organizations to create stronger working partnerships
3. Create long-term training opportunities for Aboriginal Community Members to develop skills in traditional, cultural and/or alternative disciplines
  - a. Increase funding for appropriate work gear/tools, food, housing, bridge funds while transitioning into full employment
4. Establish an ACCESS essential skills lab in Vancouver and Surrey
  - a. Similar to the one based out of New Westminister
  - b. Work with the Province, specifically the Ministry of Education to provide funding for wrap around services offered to Aboriginal Community Members undergoing training and beginning their transition towards full employment and independence. This could include bus passes, housing, training to employment transition bridge funding, etc.

- c. Work with the Province and the Ministry of Education to establish full tripartite partnerships with the City of Vancouver and ACCESS
5. Increase the amount of Employment Navigators and counsellors to work with the urban Aboriginal Community in transition houses
  - a. ACCESS send their Employment Navigators and counsellors to transition houses at least once a week, so that Aboriginal Community Members can access their support from their places of residence
6. Develop an Educational, Training and Learning Assessment Centre and Process
  - a. Similar to the Sylvan Learning Centre for Education
  - b. Most students – regardless of their academic performance – can use extra help to achieve their full learning potential in one or more key subjects
  - c. Continue to help children develop a love of learning and a confidence that they carry throughout their lives
7. Create a place for easily affordable meals for Aboriginal Community Members, specifically those who are homeless.
  - a. Utilize self-sustainable community kitchens.
  - b. Elders to volunteer to help and serve.

### ***Employment***

1. Find more willing partners: Aboriginal organizations, employers, First Nations, industry, governments, education institutions, etc.
  - a. Build social enterprise for non-profits within the Urban Aboriginal Community.
  - b. Create more opportunities for female Aboriginal Community Members to enter the trades.
  - c. Look for more employment opportunities for Aboriginal Community Members preparing to leave High School (grades 11 and 12).
  - d. MVAEC should inquire with ACCESS about sharing their best practices information across the Urban Aboriginal Community.
  - e. Research, identify, and network with budding entrepreneurs, both Aboriginal and non-Aboriginal.

- f. Share information amongst member organizations and the Urban Aboriginal Community about prospective partners and employment opportunities.
2. Increase long term level of and access to preparatory and life skills training opportunities, as well as wrap-around services before, during, and after employment tenure. (Client focused)

One Aboriginal Community Member Noted:

*“Grade 11 or 12 students need to feel success in the job force; sometimes the students do not feel successful, if they can have that; we as students have a lot of potential but we need to learn how to work and how to live life; we need to learn the basics of life”.*

3. Increase funding for appropriate work gear/tools, food, housing, and bridge finances while transitioning into full employment. (Employer focused)
4. Increase awareness and opportunities for culture, identity, Aboriginal staff, and Aboriginal preparation within employment.
  - a. Promote Aboriginal youth access to our Elders for guidance and support.
5. MVAEC to host a Conference bringing together executive leaders, service leads and frontline staffs to share best practices, streamline communications, broaden networks, and strategize around the topic of how to build a holistic approach for success in employment (training, and education).
  - a. Create a ‘linking’ network and host a ‘Linking Forum’ at least once per year.

### C. (Education, Training, and Employment) March 31, 2015

Community members also identified obstacles that prevent Aboriginal organizations from consistently delivering relevant and sustained services and supports:

- Programming orientation focusing on crisis response rather than prevention across disciplines
- Short term resourcing which hinders the ability of Aboriginal organizations to plan and more consistently deliver supports to improve employment outcomes. As a result, there are missed opportunities for interventions and a general mistrust of funders and their intentions for the best possible outcomes.
- Programming which is under-funded and over-subscribed and, as a result, not able to meet the growing demand for services.
- The need for more partnerships and better service integration. Aboriginal organizations need to work closely together and Aboriginal and non-Aboriginal organizations need to partner in more beneficial ways to maximize benefits and better address needs.
- A focus on Aboriginal organizations delivering programs to Aboriginal people. With their knowledge of and ties to the Urban Aboriginal community, these organizations are well-placed to provide the supports and services Aboriginal community members are requesting.

### Executive Summary

After reviewing all of the data and community feedback with each of MVAEC's 6 Tables, MVAEC recommends the establishment of the following support positions to better meet the unique needs of the urban off-reserve Aboriginal community in Metro Vancouver:

#### Education, Training & Employment Navigators

Navigators would provide information about education, training and employment opportunities to Aboriginal youth, their caregivers, teachers and school counselors.

#### Job Developers

Job developers would network and cold call employers to establish relationships and assist in locating available positions for job applicants.

#### Job Coaches

Job coaches would work directly with clients, assisting them to get qualifications, find and maintain employment.

They also recommended implementation of *foundational skills training* in the form of *Lifeskills*, *Bridge* and *Essential Skills* programming.

The remaining five tables endorsed these recommendations and added that the positions should be complemented by:

#### Partnership Developers

Partnership Developers would work directly with MVAEC's twenty-four member organizations to identify partnership opportunities that would help to create a better continuum of care for children,

youth, and families and ultimately help them to find and retain meaningful education, training, and employment.

#### Programs and Services Navigators

Navigators would provide information to Aboriginal children, youth, and families about programs and services that would lead directly to education, training and employment opportunities or that would help them to gain the skills, knowledge, and self-esteem to pursue those opportunities in the future.

#### Peer Supports / Mentors

Peer Supports/Mentors would be Aboriginal youth who are currently in school, a training program, or employed tasked with connecting with Aboriginal children and youth in schools and community organizations.

#### Elders / Cultural Knowledge Keepers

Elders and Cultural Knowledge Keepers would be comprised of people who are already known and respected within the Aboriginal community and would provide support and guidance to Aboriginal children, youth, and families on a weekly basis in a structured format. .

#### Partnership Coordinator

A Partnership Coordinator would be located at MVAEC and would oversee the Partnership Developer, Programs and Services Navigators, Peer Support/Mentors, Elders/Cultural Knowledge Keepers, ETE Navigators, Job Developers and Job Coaches.

#### Additional Recommendations

Members of the six tables also recommended:

- assisting young people to gain extra-curricular and dual credits, acknowledging the work youth do and moving them towards graduation so they can join the labour force as quickly as possible
- focusing on social enterprise to encourage entrepreneurs and assist community organizations in meeting their hiring needs.

#### **Children, Youth, and Families** (Related to Education, Training, and Employment)

The following are noted as key areas within the areas of Children, Youth, and Families to understand and address in order to foster positive outcomes for urban Aboriginal people:

- Aboriginal children have been separated from their families and communities for far too long. A concerted effort must be made to ensure that they are able to stay safely in their homes using the least disruptive and traumatic methods possible. Recommendations were made to use a Restorative Child Welfare model (understanding history, lived experience within historical context, engaged in a pathway of healing) and to increase the use of MCFD's Family Development Response (as an alternative to child apprehension).
- The intergenerational effects of the Indian Residential School experience have left many Aboriginal parents struggling to learn healthy parenting skills and coping mechanisms. If Aboriginal parents are to re-learn healthy parenting skills, it is imperative to provide culturally appropriate parenting classes presented within an Aboriginal worldview.
- Many grandparents are taking on the responsibility of raising their grandchildren despite a lack of commitment by MCFD to adequately resource kinship based responses. There must be adequate financial and other supports to better support grandparents who have taken on this

huge responsibility so that their grandchildren can remain connected to their family, community, and culture.

### **Health & Wellness** (Related to Education, Training, and Employment)

- tackling determinants rather than their outcomes to ensure the root causes of inequities are addressed
- undertaking research to identify factors which contribute to differences in health and other determinants to further substantiate the presence of inequities between Aboriginal and non-Aboriginal peoples and ultimately address them
- encouraging better communication to ease distrust between Aboriginal and non-Aboriginal agencies and organizations

### **Housing & Homelessness** (Related to Education, Training, and Employment)

- A home provides stability, safety, family togetherness, and increased self-esteem
- A long-term stable home provides stability for children through school attachment and maintaining long-term peer networks
- Assistance with identifying and addressing underlying issues that may lead to negative circumstances, behaviors, and outcomes can help to create housing stability which ultimately helps to achieve positive social and economic outcomes
- A job can help to prevent homelessness and its ensuing problems (poorer health, family breakup, less safety, low self-esteem, fear, stress, no stable address for employers)
- Mechanisms and programs must be in place that can lead to affordable home ownership within the city. This would include engaging AANDC, mortgage lenders, and others who can contribute to changes that can lead to increased stability, financial certainty, and autonomy for urban Aboriginal families.

### **Justice** (Related to Education, Training, and Employment)

- Individual and families to have access to alternative justice measures such as sentencing circles, Elder support, healing plans, and professionally written Gladue reports that take into consideration the unique history and needs of urban Aboriginal people
- Paying special attention to preventing individuals from being pulled into the sex trade and gangs and to helping those who are in the sex trade to safely exit
- Providing culturally appropriate reintegration programs in order to reduce the recidivism rate
- Addressing systemic issues that lead to a life of poverty can greatly decrease the probability that Aboriginal individuals might come into conflict with the law

## **Alignment of Community and Government Employment Goals**

(Related to Education, Training, and Employment)

- Awareness/ Access to information (knowledge of what is available, meaningful access)
- Outreach/ Engagement (meeting people where they are at to reach and support more people)
- Partnerships (within, between, and across government, not-for-profit organizations, business, educational institutions, and the community)
- Support (identify and address the underlying issues and barriers which will help lead to job readiness)
- Involvement of Families (all have information, opportunities, and support each other towards their goals)
- Wraparound Services: before, during, and after education, training, and employment (service providers and others working together to identify and address the underlying barriers and issues in order to help lead individuals to job readiness and long-term attachment to the work force)
- Education and Training (identified needs of the community)
- Trauma Informed Lens (knowledge, understanding, acknowledgment, and commitment to addressing the underlying issues that need to be meaningfully addressed to help individuals to overcome residual effects of trauma so that they can reach their goals)

## **Health & Wellness Roundtable**

### **A. MVAEC Final Report on Community Engagement: Ministry of Aboriginal Relations & Reconciliation (MARR), Aboriginal Affairs & Northern Development Canada (AANDC), and Justice Canada. March 31, 2014**

1. Advocate for more proportional funding for Aboriginal housing in the Urban Aboriginal Community.
  - a. See: City of Edmonton.
  - b. Develop working relationships with the provincial and municipal governments, in order for all levels of government work on this issue.
  
2. Address poverty issues through the MVAEC service agencies, all levels of government, and partners.
  - a. Including subsidies for single parents – Mothers, Fathers, Grandparents – with children.
  - b. Address the need for higher levels of social assistance funding. It is impossible to pay regular rent in the City of Vancouver on a social assistance budget.
  
3. Address substance abuse, how to deal with it, and its implications for Aboriginal Community Members finding and maintaining affordable, safe, and culturally-appropriate housing.
  
4. Invest in new housing to be built and create capital to build housing for Aboriginal Community Members.
  - a. Address the complete continuum of housing needs for Aboriginal Community Members, from homelessness to homeownership.
  - b. Build Urban Aboriginal Community-based housing, rather than displacing Aboriginal Community Members across the mainland in private rental spaces.
    - i. It is integral for Aboriginal Community Members to practice cultural activities in their own home. Private landlords,

generally, lack the cultural awareness and understanding to make this possible.

5. Advocate for Elder Housing and a comprehensive wrap around support system to address Elder needs.
6. Include wrap-around support services, and housing subsidies as part of the Aboriginal housing budget.
7. Increase data collection on housing within the Urban Aboriginal Community, conducted as a table, in order to leverage program services.
  - a. Efforts to Outcome (ETO): make it mandatory for projects funded under Housing First to use that software in order to better serve clients.
  - b. Create one set of main data on a network that everybody uses; common things that everyone collects. Everybody will have access to that file so that they don't have to tell that story over and over again.
  - c. Create a referral system.
  - d. Locate measurable targets to reduce homelessness.
  - e. Find both primary data – homeless Aboriginal Community Members and those utilizing housing services – and secondary data – Youth, Elders, etc.
8. Strategize effectively to make the Housing First Model bring positive change to Aboriginal Community Members' lives and the Urban Aboriginal Community overall:
  - a. Support MVAEC member organizations to maintain existing programs and services; invest in the transition to Housing First; and implement housing for the Urban Aboriginal Community.
  - b. Support the Aboriginal Housing Steering Committee (AHSC) to be consistently present at local, provincial, and federal stakeholders meetings in order to effectively address Aboriginal Community

Members' homelessness priorities and needs and build positive working partnerships.

- c. AHSC will continue to work MVAEC to address Aboriginal Community Members' housing requirements with the RHSC and external partners.
- d. AHSC must be recognized for its expertise to make working partnerships effective.
- e. Political will and guidance must come from the ASHC in order to secure appropriate housing funding as soon as possible.
  - i. Utilize the AHSC Community Homelessness Plan

B. MVAEC Off-reserve Aboriginal Action Plan (ORAAP) **2013**<sup>1</sup>

- a) Address systemic issues and bureaucratic restrictions
- b) Reconciliation Initiatives
- c) Reclamation and healing
- d) Strong identity foundations
- e) Meet basic needs without struggle
- f) Promote, streamline and expand upon existing services and supports

C. Vancouver Coastal Health (VCH)

Towards an Urban Vancouver Aboriginal Health Strategy, Background Document April 2014

- a) Primary Health Care Service Clusters<sup>2</sup> **2013**
  - I. Traditional, Cultural and Spiritual Wellness
    - i. Access and inclusion of healers
    - ii. Access and inclusion of (Indigenous) elders
    - iii. Sacred spaces/facilities
    - iv. Customary ceremonies

- v. Traditional activities
  - vi. Use of traditional (native) languages
- II. Community Health and Wellness Programs
- i. Population health promotion and education partners
- III. Family Health Services
- i. Birthing/Maternity Services
  - ii. BC Women's & Children's
- IV. Home and Community Care
- i. Assisted living
  - ii. Residential & Long-term stay
  - iii. Complex care
  - iv. Disabilities & Chronic Conditions
    - Home care nursing
    - Medication reviews
    - Case management
    - Clinical supervision and professional development
    - Community rehabilitation services (physiotherapy, podiatry, occupational therapy, speech language therapy etc.)
    - Adult day support
    - Medical supplies and equipment for HCC clients
    - Palliative (end of life) care
    - Home care/housekeeping
    - Effective referral systems (to secondary level services)

V. Mental Wellness and Substance Abuse

- i. Residential treatment centres
- ii. Psychiatric units
- iii. Detox
- iv. BC Mental Health & Addictions (PHSA)

VI. Health Practitioners

- i. Acute
- ii. Surgery
- iii. Treatment
- iv. Specialists
- v. Emergency

VII. Service Enablers

b) DTES 2<sup>nd</sup> Generation Strategy, February 24, 2015

c) Barriers to Accessing Health Care Services

- I. Cultural Safety
- II. Unfamiliar/Unwelcoming Surroundings
- III. Lack of clarity on advocacy for the urban Aboriginal community
- IV. Jurisdiction Issues (on/off-reserve, municipal, provincial, federal)
- V. Eligibility issues (status/non-Status Indians)
- VI. Points of entry into health care

d) Recommendations (Visions for Outcomes) to VCH from the Richmond Youth Services

Agency (RYSA)

- I. A place to gather
- II. Established, continuous presence

- III. Increased level of pride about and within Aboriginal community
- IV. Increased positive understanding (decreased stereotypes) about Aboriginal peoples
- V. Increased confidence and independence of Aboriginal people; self-determination (long-term outcome)
- VI. Increased number of Aboriginal people in positions of influence and power
- VII. Increased recognition for Aboriginal community
- VIII. Improved sense of integrity and connection with Aboriginal community
- IX. Increased decision-making power for Aboriginal community
- X. Increased identity, respect, and a voice
- XI. Increase participation in various program (shorter term outcomes)
- XII. Increased awareness of what's happening re: culture and services
- XIII. Increased positive acknowledgement of local Aboriginal history
- XIV. Increased awareness of those outside Aboriginal culture (shorter term outcome)
- XV. Increase options for jobs and support
- XVI. Increased choice for Aboriginal people to be served by Aboriginal or non-Aboriginal providers
- XVII. Improved legal and political support for cultural activities

e) Seven Directives for Future Action

- I. Community-Driven, Nation-based (Tribal Specific?)
- II. Increase First Nations Decision-making and Control
- III. Improve Services
- IV. Foster Meaningful Collaboration and Partnership
- V. Develop Human & Economic Capacity

VI. Be Without Prejudice to First Nations Interests

VII. Function at a High Operational Standard

f) Strategies Suggested for Service Delivery

I. Improve cultural competency and responsiveness of VCH services

II. Improve access to coordinated and integrated traditional and western primary care (What are our [MVAEC] policy directives for 2016)

III. Build sustainable capacity for Aboriginal-specific services

IV. Improve data collection, monitoring and evaluation

I. Advocate for social and health determinants (What are our [MVAEC] policy directives for 2016)

g) Vancouver Coastal Health (VCH) & First Nations Health Authority (FNHA), Towards an Urban Vancouver Aboriginal Health Strategy: A Discussion Document on Health Services. North Shore, Vancouver, Richmond. 2015

13 Themes Consistently Raised by Indigenous Communities

I. Barriers to access due to racism & discrimination

II. Children & Youth primary concern

III. Strong support for Aboriginal-specific services

IV. Reconciliation initiatives and healing are required

V. Aboriginal clients are highly mobile and demands for services come from across greater Vancouver and parts of Fraser region

VI. Key gaps in primary health care, dental, vision and mental wellness and addiction services

VII. Gaps in prevention and wellness programs that target the Aboriginal community in a culturally appropriate way

- VIII. Lack of service integration making access difficult and navigational support a necessity
- IX. Absence of good data about service use (or lack of)
- X. Lack of sustained funding for Aboriginal service providers
- XI. Contracting and funding needs to incorporate a holistic approach
- XII. Social determinants of health
- XIII. Spaces/places are needed for Aboriginal Healing & Wellness

#### Key Focus Areas for Improving Outcomes

*(Vancouver Coastal Health, First Nations Health Authority, City of Vancouver)*

- I. Relationships
- II. Primary health care
- III. Mental wellness and substance abuse
- IV. Wellness through prevention of illness
- V. Information about, and access to, services
- VI. Data and information on Aboriginal health outcomes

*Partners to the document were planning on implementing key focus areas by December 2015.*

*MVAEC involvement/review first or second quarter 2016?*

- D. First Nations Health Authority (FNHA)
- E. City of Vancouver, Healthy City Strategy

## **Housing & Homelessness Roundtable**

### **MVAEC. Towards an Urban Aboriginal Housing and Wellness Strategy for Metro Vancouver 2015-2020**

- A. Immediate Actions
  - I. Support MVAEC's leadership and capacity through secured core funding contributions
  - II. Invite Aboriginal housing organizations to the table. They know this community best
  - III. Begin to fill the data gaps and create a better understanding of urban Aboriginal life
  - IV. Find creative funding for municipal housing development
  - V. Create an immediate plan to construct 1500 new social housing units across Metro Vancouver by 2020
  - VI. Launch the planning process for a 10 year regional housing strategy for Metro Vancouver
  - VII. Continue to engage Aboriginal residents in all planning efforts
- B. Strengthen Housing Leadership & Capacity
  - I. Improve agency collaboration
  - II. Ensure Aboriginal representation at all levels of decision-making
  - III. Develop a long-term Urban Aboriginal housing strategy
  - IV. Refine and adapt municipal policies
  - V. Explore funding options
- C. Increase Access & Diversify Housing Options
  - I. Address the needs of diverse demographics
  - II. Integrate Health & Wellness
  - III. Meet immediate social housing need
  - IV. Maintain and improve existing housing stock
  - V. Build culturally relevant housing

VI. Diversify new housing stock

**City of Vancouver. Vancouver's Housing and Homelessness Strategy: A Home for Everybody 2012-2021**

**Priority Actions**

- A. Strategic Direction 1: Increase the Supply of Affordable Housing
  - I. Optimize the City's use of land, capital grants, incentives, and other resources to lever and support housing partnerships
  - II. Refine and develop new zoning approaches, development tools and rental incentives
  - III. Pursue a new model to enhance affordable housing delivery
- B. Strategic Direction 2: Encourage a Housing Mix Across All Neighborhoods
  - I. Protect the Existing Housing Stock by...
  - II. Target Low Barrier Shelter, Supportive Housing, and Social Housing by...
  - III. Use financial and regulatory tools to encourage a variety of housing types and tenures that meet the needs of diverse households
- C. Strategic Direction 3: Provide Strong Leadership and Support Partners to Enhance Housing Stability
  - I. Enhance support to renters
  - II. Strengthen the focus of the Urban Health Initiative on homelessness...improving health, safety, food security, employment, and social supports
  - III. Demonstrate leadership in research and innovation on homelessness
  - IV. Preventing and eliminating homelessness

## Justice Roundtable

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One Aboriginal Community Member Noted:

*"We see that many are not given the best legal advice and we tell those in Aboriginal communities, don't take "NO" for an answer, especially if you're reporting an injustice, or a crime. Don't settle for second best. Say, "No, that's not right". There are a lot of strong people in this community, who can help.*

Aboriginal Community Members recommend that we work together to:

1. Raise awareness around and advocate against Elder abuse perpetuated in the Urban Aboriginal Community; increase supports at all levels for Elders.
  - a. Increase the level of support for Grandparents caring for their grandchildren.
  - b. Address housing concerns.
  - c. Support Elder involvement for guidance to Aboriginal Community Members and within each organization.
  - d. Provide safe transportation to all of our Elders.
    - i. Increase number of Handy-darts.
    - ii. Increase public transportation accessibility and resources.
  - e. Reassess food bank quality control.
  - f. Inform health care and housing workers of Elders' needs.
2. Address the Urban Aboriginal Community's housing crisis
  - a. Raise awareness about the need for more Aboriginal specific housing.
    - i. Mitigate gentrification concerns that push the Urban Aboriginal Community members away.
  - b. Remove the need for barriers in order to receive housing support.

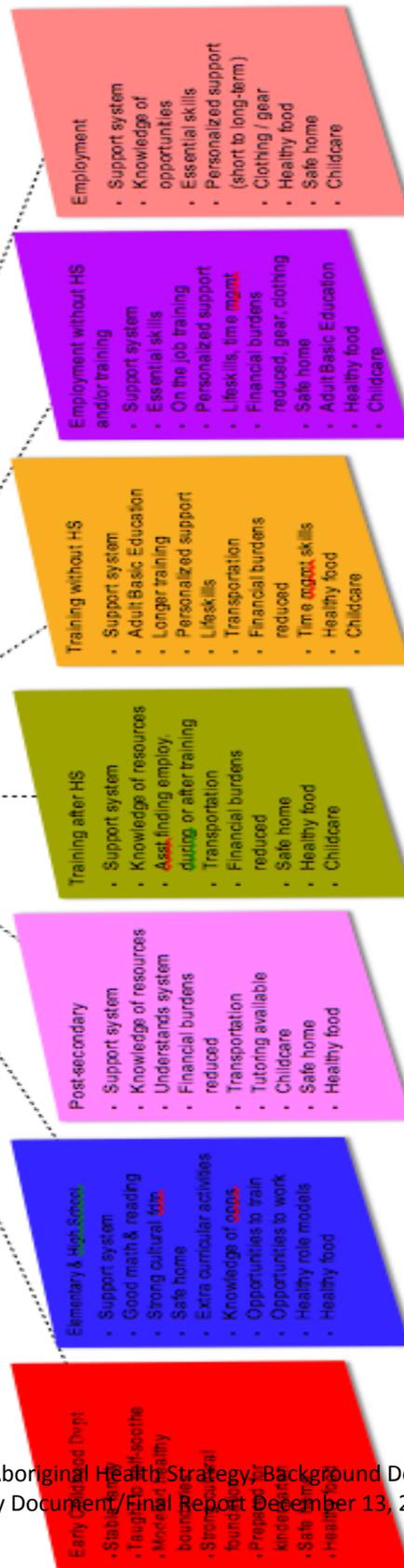
- c. Build more emergency housing facilities.
3. Build more Healing Centres and support spaces.
- a. Build and maintain full time, 24/7, co-ed drop-in centres.
  - b. Create Aboriginal big brothers/big sisters/big Elders programs.
  - c. Increase the number of and accessibility to detox facilities.
  - d. Increase the amount of 'one stop shops' for community members.
    - i. Located at the Vancouver Aboriginal Friendship Centre and within the Downtown Eastside.
  - e. Support access to cultural sharing, inner city sweat lodges and smudges.
4. MVAEC should create a legislative changes focus group and facilitate a work shop to discuss the impact these changes have on the Urban Aboriginal Community.
5. Strengthen working partnerships with the police, RCMP/Armed forces, etc.
- a. Clearly define who our allies are share this information with the Urban Aboriginal Community members.
  - b. Create an Aboriginal-specific Citizens Advisory Complaint Board with mutually supported mandates.
  - c. Develop neighbourhood watches in the Urban Aboriginal Community.
  - d. Discuss and bring attention to the historical issues/relationships between Aboriginal people and the police.
  - e. Ensure that the jurisdictional system and staff is also involved and working together in partnership with the Urban Aboriginal Community with respect to improving safety for Aboriginal Community Members.
  - f. Refer to the *Gladue Report* that recommends a historical lens to interpret crimes.
  - g. Revitalize restorative justice/sentencing circles.

- h. Teach engagement rather than enforcement and encourage police officers to act as protectors rather than the enemy.
- 6. Support Aboriginal women who are affected by violence and discrimination; advocate strongly against violence perpetuated against women in the Urban Aboriginal Community.
  - a. Collectively address the issues with the Wally Oppal inquiry into Missing and Murdered Aboriginal Women.

One Aboriginal Community Member Noted:

*“This program (Warriors Against Violence Society) we can look at, supporting our lives. Being men, being warriors, our position was to protect our families, our communities, our Elders, provide for them. Instead most of the women are doing the work. Going to Safeway to hunt, going to value village for our clothes.”*

## Meaningful participation in the economy



### Intervention Opportunities

Prevention

Prevention / Early Intervention

Intervention / Support

Follow-up opportunities / Life-long Learning

Each stage has a doorway of opportunity that is a pathway to meaningful participation in the economy. Each stage includes a shortlist of needs that, if met, will help the individual to have the best chance possible to find and retain meaningful education, training and employment

<sup>1</sup> Cited in the Towards an Urban Vancouver Aboriginal Health Strategy Background Document April 2014

<sup>2</sup> Based on Vancouver Coast Region Summary Document/Initial Report December 13, 2013