

2017

Common Outcomes Report



United Way
Alberta Capital Region



Edmonton



Common
Outcomes
Report

Alberta

Government

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INTRODUCTION

Edmonton Region Children's Services (CS), Edmonton Family and Community Support Services (FCSS), United Way of the Alberta Capital Region (UWay) and numerous funded community agencies work together to provide a continuum of programs and services to meet the needs of vulnerable community members. In order to provide a summary of some of the social impacts and outcomes the social services sector is achieving, funders and funded agencies implemented a common outcomes reporting form aimed at simplifying data collection and highlighting the positive difference programs are making in the community.

COMMON OUTCOMES INITIATIVE (COI)

The Common Outcomes Initiative is a partnership between CS, FCSS, UWay and over 100 funded community agencies working together to streamline and improve reporting and evaluation for the social services sector in the Alberta Capital Region.

COMMON OUTCOMES REPORT (COR)

The Common Outcomes Report is a form used to collect data from multiple community programs on different outcomes. The data is collected annually and rolled up to share the story of the social services sector and its impact in the community.

It is important to recognize that this report is not exhaustive of the work the social services sector is accomplishing as it only includes data from those programs that utilize the Common Outcomes Report.



Below are a few things to note about the contents of this report and the use of the information submitted:

- Funders and funded agencies continue to work together to revise and refine the data collection tools and methods.
- The funders do not have expectations about the percentage of positive change programs are reporting with their common outcomes.
- Funders and funded agencies engage in dialogue and are beginning to co-evaluate the data.
- While funded agencies are asked to report the number of unique participants in each program, it is important to recognize that for some programs this is challenging, as well, there is no system in place to track unique participants across the spectrum of services.
- The stories and themes included in this report are taken directly from the 2017 COR's submitted by funded agencies. The stories have not been altered except that, where required, participant and staff names have been changed in order to maintain confidentiality. Participants and agency staff have given permission to share these stories, and each story is linked to a particular program area and outcome within that program area. We sincerely thank participants and agencies for sharing their stories.
- The outcome results provided in this report are based on the number of participants who responded to data collection attempts by the program staff. In most cases, the data collected is from a sample of the total program participants and do not necessarily represent all participants.

COR IS ORGANIZED AS FOLLOWS:

Program area – Each program fits within 1 of 19 program areas.

Outcome – Each program must report on at least 2 and up to 4 outcomes.

Indicator – Each program must report on at least 1 of up to 2 indicators for each outcome.



Common Outcomes [joined twitter](#) @commonoutcomes Watch for new #2018CORdata tweets!

OVERALL THEMES AND FINDINGS

Many funded programs described efforts to bridge systemic gaps using culturally sensitive and data driven models of program service delivery. Although this is not new for the funded programs that report to COR, what is becoming increasingly common is an emphasis on partnership and collaboration to achieve impacts when addressing complex social issues.

The Common Outcomes Reports continue to highlight the complexity of the issues that program participants are facing. In 2017 some of the most prevalent needs emphasized included:

- **Poverty & unemployment** (lack of living wage, insufficient income for education, lack of income to meet basic needs like food, housing, clothing and transportation).
- **Mental health needs** (mental illness, anxiety, stress, depression, suicidal thoughts or tendencies, grief, burnout).
- Lack of **housing stability & affordable housing**.
- **Transportation** (which included access to transportation, and understanding how the system works).
- **Trauma supports** to respond to the impacts of intergenerational trauma, complex trauma from family & domestic violence, and the fear of re-victimization.

Two emerging needs reported in the 2017 COR were:

- **Food security** (access to food, healthy food, and sustainable food products).
- **Addictions** (particularly in relation to coping with stress, barriers and challenges).

2017 saw the impact of the media in raising the profile and expanding the conversation of domestic violence and sexual assault. As these issues became headline news throughout Canada and the world, many programs reported increased requests for supports and services. Social media movements like **#MeToo** and **#TimesUp** have helped to broaden the conversation about the incidence, nature and impacts of violence and assault on individuals, families and communities. As the conversations continue to evolve and awareness grows, demands for services and supports continue to increase. As a result, both the provincial and federal governments have committed additional funding for programs and services aimed at preventing violence and supporting survivors.



“In 2017, the #metoo movement gained incredible recognition and acknowledgment. Subsequently, we have had many more inquiries and questions about consent and sexual assault.” - Compass Centre for Sexual Wellness



Discussion Point: What are the impacts of social media campaigns like #MeToo, #TimesUp or #BellLetsTalk for the social services sector in the Alberta Capital Region?

New this year

Programs providing capacity building support to organizations reported that they did not see their work reflected in the COR Summary Report. As a result, a new program area called capacity building was identified and added to the 2017 COR. The program staff expressed a desire to work together to develop the specific outcomes, indicators, and tool for reporting and they expressed a desire to co-analyze the 2017 data. The results of the co-analysis have been incorporated into this report. Thank you to the organizations that came forward to explore these opportunities with the COI working group.



Canada 150 took place across the country in 2017. As a result, many of the funded partners took the opportunity to celebrate Canada and its history with projects, programs and/or events that brought communities together!

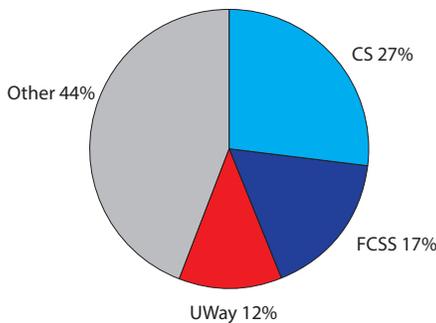
OVERVIEW

FUNDING

Agencies report the total amount of program funding from each funding source (CS and/or FCSS and/or UWay and/or Other) for the program.



Total funding reported in 2017 was **\$97,743,852.72**



The most frequently cited sources of “Other Funding” included:

- 1) Fundraising Events,
- 2) Donations,
- 3) Alberta Liquor & Gaming Commission/Casinos,
- 4) Membership Fees/Fees for Service and
- 5) Other Grants/Government Funding.

REPORTING

The majority of programs that receive funding from at least one of the funders submit data on COR. In 2017, 121 Not for Profit Agencies reported on 246 programs. The fluctuation in the number of programs reporting is largely attributed to changes in how programs report, new programs, shifts in programs or programs no longer receiving funding.



PROGRAM PARTICIPANTS

Programs aim to count each participant only once during the time period covered regardless of the number of program related services that the participant receives. In some programs tracking this number is difficult. Examples of programs where tracking unique participants is most difficult included: drop-in, information and referral and public education programs. Information and referral calls account for 21.6% of the total unique participants reported. Despite these limitations, the number of total unique participants does represent the significant volume of work occurring in the social services sector.

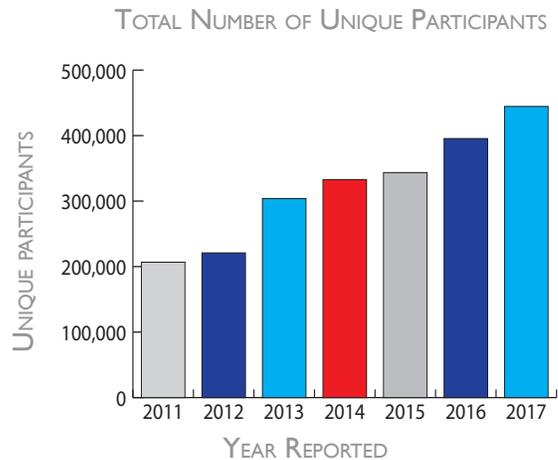
UNIQUE PARTICIPANTS

A unique participant is a program client who receives direct services. Year over year, funded programs report that they are seeing an increase in demand for services and supports. The 2017 data continued to reflect this trend.



444,524 Unique Participants were supported by programming in 2017.

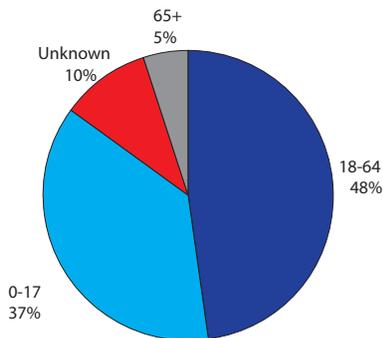
Edmonton Census Metropolitan Area (CMA) population as of the 2016 census was 1,321,426 people. Recognizing that the number of unique participants may have some duplication, these funded programs still support approximately one third of the Edmonton CMA population.



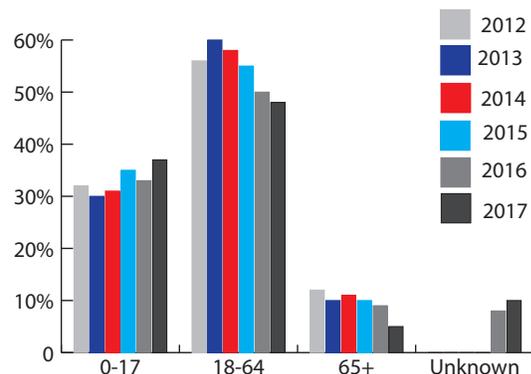
PARTICIPANT AGES

Programs report the ages of participants. In 2017, the age ranges were 0-17, 18-64 & 65+ Unknown was implemented as an age category in 2016.

TOTAL PARTICIPANTS BY AGE - 2017



AGE RANGE OVER TIME



Edmonton Social Planning Council reported that Edmonton is continuing to grow year over year, and in the past five years Edmonton CMA has grown by 13.9%.¹ This is particularly true for young children who account for 12.5% of the population, and older seniors who account for 5.1% of the population (based on 2016 census data). With Edmonton representing the youngest city in Canada (at a median age of 35.7 years old), it's no surprise that the majority of program participants (48.2%) still fall within the 18-64 category.

INDIGENOUS, IMMIGRANT & REFUGEE

To better understand who was being served by programs, some agencies invited participants to identify their cultural background. Because this information was voluntarily collected and self-reported, and the definitions are specific to COR, the number of Indigenous, Immigrant & Refugee unique participants reported were low when compared to population-level data.



174 programs collected data for Indigenous participants and **165** programs collected data for Immigrant & Refugee participants, of those:



20% of **155,822** unique participants identified as Indigenous
For COR, Indigenous populations are those who self-identify as: First Nations, Métis or Inuit.



Edmonton Social Planning Council reported that the Indigenous population calling Edmonton home “has been growing at over twice the rate of the overall population.”² This increase in population is also reflected in the entire Alberta Capital Region, particularly St. Albert and Strathcona County.³

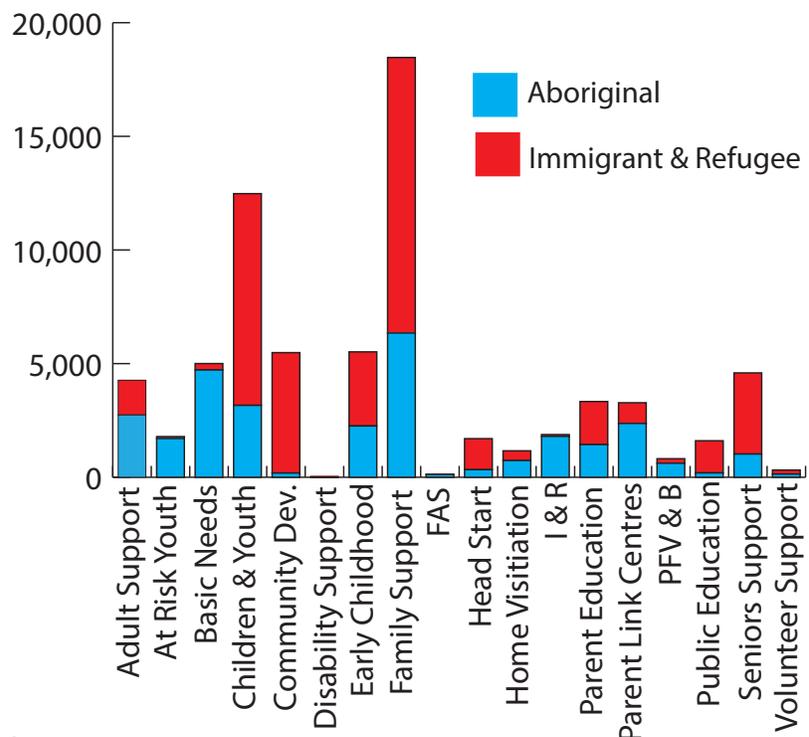


25% of **165,378** unique participants identified as an Immigrant or Refugee
For COR, an Immigrant or Refugee is someone who is dealing with the challenges of living in Canada regardless of how many years they have lived in Canada.



The Alberta Capital Region is also continuing to grow in diversity with the number of new residents calling Edmonton home. In 2016, Edmonton saw a record high, welcoming 17,885 Immigrants and Refugees with a slight decrease in 2017, welcoming 15,925 new Edmontonians. The record high was likely attributed to the influx of Syrian refugees that joined the Edmonton region in 2016.⁴

ABORIGINAL, IMMIGRANT & REFUGEE PARTICIPANTS BY PROGRAM AREA*



Strengthening the Data
- In 2018, COI will look at the current definitions and explore ways to enhance the data being reported.

*Capacity Building programs did not report this information.

PEOPLE POWER

PROGRAM STAFF

Programs report the number of Full Time Equivalents (FTE's) or FTE staff positions that work delivering programs to support participants*. Programs reported a range of 0 (volunteer led) to 75.5 FTE's per program.

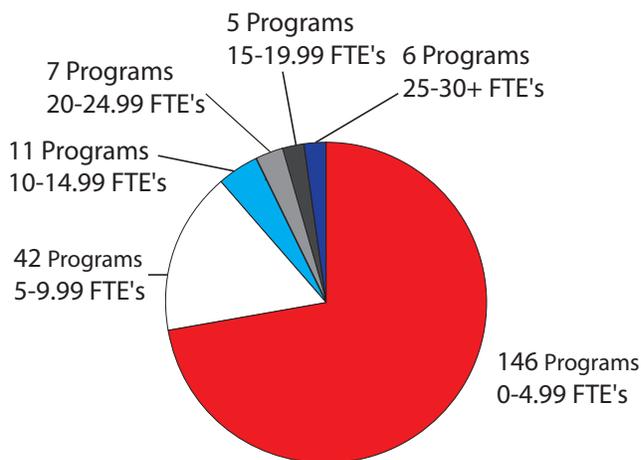
Total FTE's: **1,307.01**

Average: **5.09** (Median 2.5)

Estimated hours supporting program delivery: **2,287,267.5**

(Based on a 35 hrs/week for 50 weeks)

Majority of programs (**86.6%**) report less than **3 FTE's**.



*2 Programs did not respond to this question.

In 2017, there were 85,500 people employed in the field of Law and Social, Education and Community (11.2% of the population)⁵. The snapshot of the sector represented in this report accounts for 1.5% of the staff working within this field.

The program areas that reported the most FTE's were:

- 1) Family Support,
- 2) Children & Youth,
- 3) Early Childhood,
- 4) Head Start and
- 5) At Risk Youth.

PRACTICUM STUDENTS

In an effort to capture the contribution of students and/or practicum placements, an additional question was added for funded partners to demonstrate the significant contribution of students to the social services sector and the contribution of the social services sector to student learning and growth.

Programs reported a range of 0 - 191 students.

Total students: **942**

Total student hours: **119,707**

Dollar contribution (at living wage*): **\$1,952,421**

The program areas that reported the most student placements were:

- 1) Basic Needs,
- 2) Seniors Support,
- 3) Family Support,
- 4) Children & Youth and
- 5) Adult Support.

* Edmonton's living wage (\$16.31), as calculated by Edmonton Social Planning Council was used for this number.

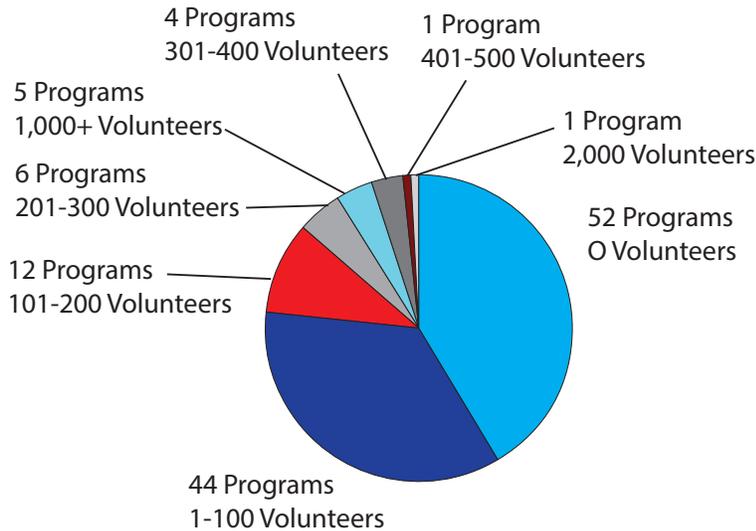
PROGRAM VOLUNTEERS

Program volunteers are the number of unique volunteers who have offered their time at no cost to the program. Programs reported a range of 0 - 2,733 volunteers per program. However, most programs (64%) reported between 1 - 50 volunteers per program.

Total volunteers: **19,462**

Total number of volunteer hours: **720,239**

Dollar contribution (at living wage*): **\$11,747,098.10**



The program areas that reported the most volunteers were:

- 1) Basic Needs,
- 2) Seniors Support,
- 3) Family Support,
- 4) Children & Youth and
- 5) Adult Support.



Strengthening the Data - 34 Programs did not report on this question. For the 34 programs not responding, it is hard to determine if the program did not use volunteers or if the program did use volunteers but did not track the volunteer numbers.

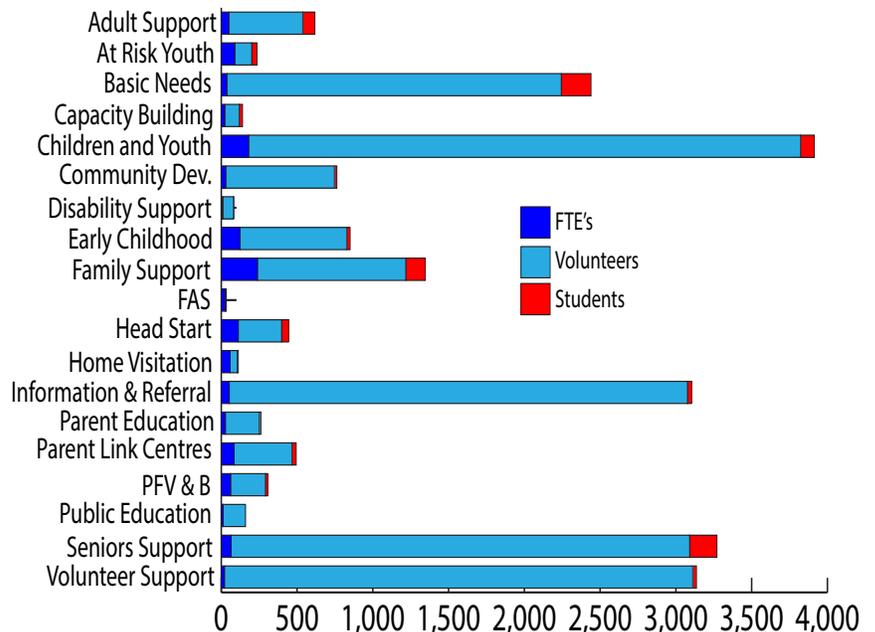
For every 1 FTE position working in the sector, there were **15.6** **volunteers/students**.



Without these contributions, this sector could not meet the needs and provide the supports to participants.



Volunteers & students together, contribute **839,946** hours to the social services sector. If each were paid a living wage*, their contribution would total close to **\$14 million dollars!**



* Edmonton's living wage (\$16.31), as calculated by Edmonton Social Planning Council was used for this number.

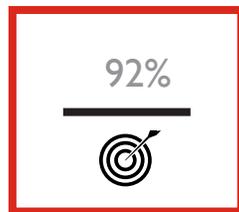
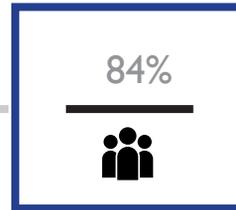
COMMON OUTCOMES

Programs are asked to report on two to four outcomes, below is a summary of positive change from all of the 246 programs that reported on the 19 outcomes.

SUPPORTING CITIZENS TO BECOME RESILIENT INDIVIDUALS

CHILDREN HAVE DEVELOPMENTALLY APPROPRIATE SKILLS.

34 Agencies & 41 Programs reported on this outcome.
8,788 of 10,461 Participants surveyed indicated positive change.

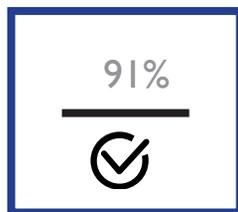
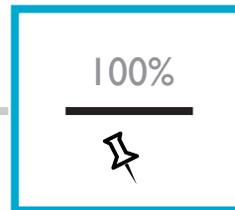


PARENTS DEVELOP THE A) KNOWLEDGE AND B) SKILLS NEEDED TO PROVIDE A NURTURING ENVIRONMENT FOR THEIR CHILDREN.

28 Agencies & 34 Programs reported on this outcome.
6,145 of 6,701 Participants surveyed indicated positive change.

PARTICIPANTS ARE SUPPORTED IN MEETING THEIR BASIC NEEDS.

15 Agencies & 17 Programs reported on this outcome.
76,184 of 76,431 Participants surveyed indicated positive change.

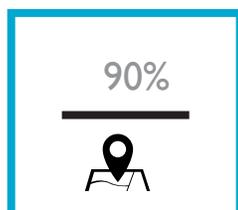


PARTICIPANTS HAVE SKILLS NEEDED TO ADDRESS IDENTIFIED ISSUES.

37 Agencies & 50 Programs reported on this outcome.
9,780 of 10,766 Participants surveyed indicated positive change.

PARTICIPANTS INCREASE THEIR A) KNOWLEDGE & B) SKILLS THROUGH VOLUNTEER INVOLVEMENT.

16 Agencies & 14 Programs reported on this outcome.
1,230 of 1,559 Participants surveyed indicated positive change.



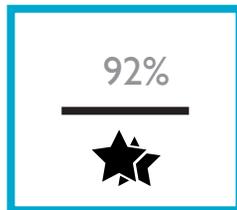
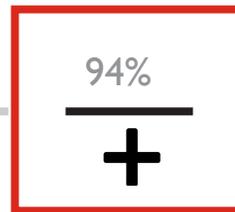
PARTICIPANTS MAKE INFORMED CHOICES ABOUT THEIR LIVING SITUATION.

9 Agencies & 12 Programs reported on this outcome.
745 of 830 Participants surveyed indicated positive change.

BUILDING RELATIONSHIPS AND CONNECTIONS

PARTICIPANTS HAVE POSITIVE PARENTING SKILLS.

9 Agencies & 16 Programs reported on this outcome.
1,951 of 2,075 Participants surveyed indicated positive change.

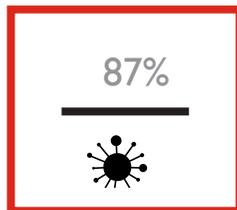
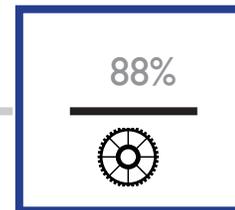


PARTICIPANTS FEEL SUPPORTED.

52 Agencies & 79 Programs reported on this outcome.
18,410 of 19,923 Participants surveyed indicated positive change.

PARTICIPANTS INCREASE THEIR NETWORK OF SOCIAL SUPPORT.

80 Agencies & 121 Programs reported on this outcome.
30,840 of 34,928 Participants surveyed indicated positive change.

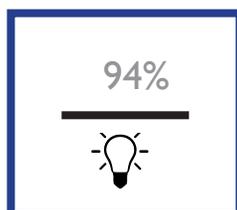
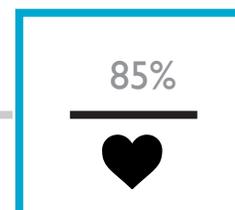


PARTICIPANTS HAVE HEALTHY RELATIONSHIPS.

14 Agencies & 18 Programs reported on this outcome.
1,973 of 2,264 Participants surveyed indicated positive change.

PARTICIPANTS HAVE IMPROVED FAMILY FUNCTIONING.

31 Agencies & 36 Programs reported on this outcome.
7,216 of 8,502 Participants surveyed indicated positive change.



PARTICIPANTS HAVE KNOWLEDGE OF CHILD DEVELOPMENT.

16 Agencies & 23 Programs reported on this outcome.
2,392 of 2,543 Participants surveyed indicated positive change.

WELCOMING AND ENGAGED COMMUNITIES

PARTICIPANTS ARE INVOLVED POSITIVELY IN THE COMMUNITY.

13 Agencies & 17 Programs reported on this outcome.
3,781 of 4,517 Participants surveyed indicated positive change.

84%



92%



PARTICIPANTS ACCESS SUPPORT TO MEET THEIR NEEDS.

40 Agencies & 48 Programs reported on this outcome.
32,492 of 35,633 Participants surveyed indicated positive change.

PARTICIPANTS ARE CONNECTED TO COMMUNITY RESOURCES.

21 Agencies & 32 Programs reported on this outcome.
7,118 of 11,572 Participants surveyed indicated positive change.

62%



93%



PARTICIPANTS ARE EDUCATED ABOUT SOCIAL ISSUES IN THE COMMUNITY.

10 Agencies & 12 Programs reported on this outcome.
55,146 of 59,318 Participants surveyed indicated positive change.

PARTICIPANTS FEEL THEY CONTRIBUTE TO POSITIVE CHANGE IN THE COMMUNITY (OR AGENCY) THROUGH VOLUNTEER ACTIVITIES.

6 Agencies & 6 Programs reported on this outcome.
674 of 723 Participants surveyed indicated positive change.

93%



82%



PARTICIPANTS HAVE KNOWLEDGE OF COMMUNITY RESOURCES.

26 Agencies & 32 Programs reported on this outcome.
87,346 of 106,603 Participants surveyed indicated positive change.

PARTICIPATING COMMUNITIES STRENGTHEN THEIR CAPACITY TO ADDRESS ISSUES OR CREATE OPPORTUNITIES FOR ENGAGEMENT.

16 Agencies & 18 Programs reported on this outcome.
2,205 of 2,520 Participants surveyed indicated positive change.

88%

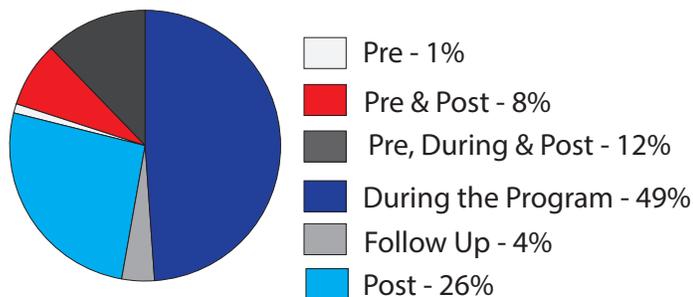


THE DATA

DATA COLLECTION

Programs were asked to report on their data collection methodology. Information gathered included; when and how the data was collected and the number of times that programs attempted to collect data.

Programs may collect data more than once with each participant. In total, data collection was attempted **560,037** times. Programs reported a **71% response rate**, which meets and exceeds standard data collection completion rates.



The highest response rates were achieved when using:

- 1) Direct Observation,
- 2) Interviews, and
- 3) Reviewing of Charts/Documentation.

The lowest response rate was achieved with surveys. This is often the case because it's easier to give out large numbers of surveys, but also more difficult to get them back.

Surveys and questionnaires still remain the most commonly used tool, chosen as the preferred method **63%** of the time.



Discussion Points: How might you change program data collection to increase your response rate? Are you utilizing the best tool for your participants and program, is there something else that might work better?

ENGAGING IN REFLECTION

Each year, funded program staff are asked to reflect upon, discuss, and identify learnings that resulted from their program evaluations. While many of these findings are program specific and can be found in the program area summaries that follow, some themes were identified across many program areas. For example many programs:

- Described changes to their programs, both small (such as name, location, time) and large (such as changing the staffing and volunteer model, overhauling a program or redoing needs assessments) as a result of the evaluation process.
- Are evaluating their evaluation processes (fine-tuning their tools, using new databases, implementing new processes for data collection or data sharing, engaging with their team more

- around evaluation, and seeking out new ways of doing evaluations that work with their program).
- Discovered that the assumptions they held about program participants' experiences were inaccurate. This resulted in 1) program staff learning the importance of checking their assumptions and 2) making unexpected but hugely influential program changes to meet the true needs of program participants.
- Are finding ways to share evaluation information with board members and program staff. They are finding that staff and board members see value and welcome the opportunity to hear, learn about, and engage around the evaluation findings and program impacts.
- Reported high rates of positive change despite also reporting significant barriers for participants accessing services and/or achieving outcomes. These high rates of positive change reflect

program participants' progress towards their goals.



Discussion Point: What stories, experiences or learnings are not captured through your evaluation processes and tools? Are there creative ways to capture data from participants who leave or don't complete your programs?



Funders and funded agencies continue to improve their work on data collection and evaluation in an effort to improve services to participants. Some ongoing challenges include:

- Collecting demographic data (age, ethnicity, etc.).
- Defining “positive change” consistently.
- Collecting data at drop-in programs.
- Collecting data in large groups (particularly for the Public Education programs).
- Collecting data from those with low literacy or for whom English is a second language.

COR SUMMARY & NEXT STEPS

In 2017, 16 agencies, the Edmonton Public Library and the Common Outcomes funder group participated in Project Impact, a year long process to learn and develop new approaches to evaluation led by Dr. Steve Patty, and his team from Dialogues in Action. In October, the participating agencies hosted a celebration event at Edmonton City Hall to share their evaluation findings. The results were often surprising, affirming, and always useful. Many of the participating agencies reported that they plan to continue to use parts or all of the new skills and tools to evaluate other areas of their agencies / programs.

COI was no exception. The funders did their own evaluation of the Common Outcomes partnership and through the process had many new insights, including the need to name the partnership. The Common Outcomes Initiative encompasses all of the work and events coordinated by the funding partners including the data collection and summary report, sector meetings and other events hosted.

Following their evaluation, COI committed to the following four actions:

1. Develop / identify a variety of evaluation training opportunities that meet the diverse evaluation

needs and capacities of program staff. This may include the development of communities of practice, tools & resources, connecting to community evaluation supports and others.



Next Steps: The COI will work on providing opportunities for gathering to discuss, learn and practically handle the challenges of evaluation through communities of practice and training. Project Ethics Training is already underway in 2018 and many agency staff have already participated.

2. Develop a COI orientation process & guide for new staff and programs.



Next Steps: The COI will continue to develop the Common Outcomes User Guide to be a comprehensive tool for supporting new staff with the Common Outcomes Reporting, expectations and access to resources and/or support.

3. Develop common measures and tools to strengthen data collection and reporting across the various program areas.



Next steps: This will be a larger project requiring more dedicated time, resources and support from funded agencies and staff. In 2018, COI will start with convening the Capacity Building funded agencies and will pilot a standardized tool for data collection. From there, the learnings will help to inform how we might move forward in other program areas. As a working group and with input from funded agencies, the Common Outcomes Report is continually growing and adapting. In the 2018 COR, we will continue to see some advances in technological support (introducing a new technology for the report collection that will strengthen data validation, streamline the roll up process while maintaining the existing reporting process). New children and youth age categories for unique participants will be introduced in response to feedback from funded program staff.

4. Co-analysis of the COR data and co-creation of the COR summary report.



Next steps: In 2018, COI has already planned to meet with the Capacity Building agencies to co-analyze and co-create the program area summary for this report. This process will be discussed and evaluated and opportunities to roll it out to other program areas will be reviewed for the future. COI looks forward to continuing to work directly with funded agencies to ensure COR and this summary is reflective of the work in our sector.

CONCLUSION



On behalf of the funders, we thank all of the funded agencies for continuing to collect and report on COR. We are sincerely grateful to you for sharing your data and stories and we value your contributions and ideas as we move forward with this work, together.

If you are interested in learning more please contact any member of the COI working group:

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THANK YOU

Thank you to the following community funded organizations for completing and submitting a common outcomes report in 2017.

Abbotsfield Youth Project (AYP) Society
ABC Head Start Society
Aboriginal Counseling Services Association of Alberta
Action for Healthy Communities Society of Edmonton
Alberta Caregivers Association
Alberta Parenting for the Future Association
Alberta Somali Community Centre
AltaCare Resources Inc.
Arthritis Society, The
ASSIST Community Services Centre
Ben Calf Robe Society
Bent Arrow Traditional Healing Society
Beverly Day Care Society & Family Resource Centre
Bissell Centre
Boyle Street Community Services
Boys & Girls Club of Leduc
Boys & Girls Club of Strathcona County
Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area
Canadian Arab Friendship Association of Edmonton
Canadian Mental Health Association
Canadian National Institute for the Blind
Catholic Social Services
Centre for Family Literacy Society of Alberta
Centre to End All Sexual Exploitation
City West Child Care & Community Support Society
Community Options - A Society for Children & Families
Community University Partnership - University of Alberta
Compass Centre for Sexual Wellness
Connect Society
Creating Hope Society of Alberta
Dickinsfield Amity House
Early Childhood Development Support Services
Edmonton Chamber of Voluntary Organizations
e4c
Edmonton Epilepsy Association
Edmonton Gleaners Association
Edmonton Immigrant Services Association
Edmonton John Howard Society
Edmonton Meals on Wheels
Edmonton Mennonite Centre for Newcomers
Edmonton Multicultural Coalition Association
Edmonton Seniors Centre
Edmonton Seniors Coordinating Council
Edmonton Social Planning Council
ElderCare Edmonton Society for Adult Day Programs
Elizabeth Fry Society of Edmonton
Empower U
Family Futures Resource Network
Fort Saskatchewan Boys & Girls Club
Fort Saskatchewan Families First Society
Fort Saskatchewan Multicultural Association
Fulton Child Care Association
Gateway Association for Community Living
Gordon Russell's Crystal Kids Youth Centre
Healthy Families Healthy Futures Society
iHuman Youth Society
Inner City Youth Development Association
Institute for Sexual Minority Studies and Services - University of Alberta
Islamic Family & Social Services Association
Jasper Place Child & Family Resource Society
Jasper Place Wellness Centre
Jewish Family Services
KARA Family Resource Centre
Kids Kottage Foundation
Lansdowne Child Care & Family Centre
Leduc & District Food Bank
Leduc County Family and Community Support Services
Lobstick Successful Kids & Families' Society
M.A.P.S. Alberta Capital Region
Métis Child & Family Services Society
Millwoods Seniors Association
Momentum Walk-In Counselling Society
Multicultural Family Resource Society
Multicultural Health Brokers Cooperative
Multicultural Women & Seniors Services Association
Native Counselling Services of Alberta
Next Step Senior High II - Fort Saskatchewan
North Edmonton Seniors Association
Northwest Edmonton Seniors Society
Norwood Child and Family Resource Centre
Old Strathcona Youth Society
Oliver Centre - Early Learning Programs for Children & Families Society
Operation Friendship Seniors Society
Parent Advocates Linking Special Services (P.A.L.S.S.)
Pride Centre of Edmonton
Primrose Place Family Resource Centre
Project Adult Literacy Society - PALS
Riseup Society Alberta
Saffron Centre LTD.
SAGE Seniors Association
Senior Citizens Opportunity Neighbourhood Association
Sexual Assault Centre of Edmonton
Society of Seniors Caring About Seniors in S.E. Edmonton
South East Edmonton Seniors Association
Spinal Cord Injury Association of Alberta
St. Albert Community Information and Volunteer Centre
St. Albert Community Village & Food Bank
St. Albert Family Resource Centre
Stop Abuse in Families (SAIF) Society
Strathcona County Family Community Services
Strathcona Place Seniors Society
Strathcona Shelter Society Ltd. "A Safe Place"
Sturgeon School Division
Terra Centre for Teen Parents
Terwillegar Riverbend Advisory Council
The Africa Centre (Council for the Advancement of African Canadians in Alberta)
The Association for Evergreen Youth
The Canadian Red Cross Society
The Candora Society of Edmonton
The Family Centre of Northern Alberta Association
The Governing Council of the Salvation Army
The Red Road Healing Society
Today Family Violence Help Centre
Town of Gibbons
Volunteer Program Association
West End Seniors Activity Centre
Women Building Futures Society
Y.M.C.A. of Northern Alberta
Y.W.C.A. of Edmonton
Yellowhead County Family and Community Support Services
Youth Empowerment & Support Services (YESS)

PROGRAM AREA SUMMARIES

ADULT SUPPORT

ADULT SUPPORT PROGRAMS FOCUS ON PROVIDING INDIVIDUAL SUPPORT FOR PERSONAL ISSUES THAT WILL IMPROVE THE QUALITY OF LIFE OF ADULTS.

15 Agencies Reported
24 Programs Reported
\$3,194,839.00 Total Funding Invested

There were...

50.5 Full Time Equivalents
487 Volunteers (providing 28,811 hours)
81 Students (providing 14,068 hours)

Working together to support...

569 Unique Participants 0-17
7,219 Unique Participants 18-64
358 Unique Participants 65+
1,614 Unique Participants Age Unknown
9,760 Total Unique Participants

Programs collected self-reported data from...

2,740 Indigenous Participants (collected by 19 programs)
1,530 Immigrant & Refugee Participants (collected by 18 programs)

Data was collected...

Mostly during the program (43%) and pre, during & post (27%), using surveys/questionnaires (46%) and direct observations (24%).

Data collection was attempted 20,095 times with a response rate of 93%.

ENGAGING IN REFLECTION

Programs reporting to the Adult Support program area reflected on their data and:

- Developed and modified programming based on evaluation findings (examples included: coordinating staff/volunteers to adjust business hours, changing location to better meet the needs of the participants, modifying the program to be more culturally inspired and appropriate).

- Implemented new evaluation tools and processes to improve data quality and results (including meeting regularly to discuss as a team, developing & defining goals with participants, implementing a follow-up process to assess long-term program impact).
- Revised communication materials and tools to simplify content and language used.
- Developed training and orientation materials based on evaluations.
- Responded to Project Impact findings and eager to re-evaluate impacts.

ISSUES & TRENDS

Increase in:

- Need for mental health supports at intake (affordable, well located, hours, parking).
- Immigrants and refugees accessing support.
- Relationship problems/family violence/domestic violence.
- Participants losing work, apprehension around losing work, and struggles maintaining jobs.
- Programming needed for trauma recovery, post care-giving support, and young caregivers support.

Barriers included:

- Affordable child care (particularly for women).
- Self-care and recognizing need for service (particularly for men).
- Social isolation.
- Transportation.
- Displacement from service area (i.e. downtown Edmonton).
- Lack of holistic care.
- Lack of alternative pain management.
- Criminalization of poverty.
- System navigation and advocacy (particularly for women with income support, AISH, & legal matters).

SUMMARY OF ADULT SUPPORT PROGRAM AREA OUTCOMES

The following is a summary of the Adult Support program area outcomes. The number of programs that reported to that outcome is in brackets.

- 95% of 164 parents indicated that they developed the (a) knowledge and (b) skills needed to provide

- a nurturing environment for their children (1).
- 96% of 164 parents reported that they have positive parenting skills (1).
- 99% of 4593 participants reported they accessed support to meet their needs (6).
- 80% of 213 participants reported they were connected to community resources (2).
- 100% of 148 participants reported that they were involved positively in the community (1).
- 97% of 101 participants reported they were supported in meeting their basic needs (1).
- 97% of 494 participants reported that they felt supported (5).
- 90% of 651 participants reported having healthy relationships (6).
- 80% of 121 participants reported improved family functioning (1).
- 100% of 1,744 participants reported knowledge of community resources (4).
- 97% of 6,288 participants reported they have the skills needed to address identified issues (17).
- 89% of 4,000 participants reported an increase in their network of social support (12).
- 100% of 41 participants reported that they were able to make informed choices about their living situation (1).

TOP REPORTED OUTCOMES & INDICATORS

97% of 6,288 participants reported they have the skills needed to address identified issues (12 agencies, 17 programs).

- 97% of participants demonstrated skills in one or more of the listed areas.
- 95% reported an increased capacity to solve day-to-day problems & challenges.
- 78.5% reported being able to cope with day-to-day stress.
- 100% reported feeling like they have the personal characteristics to help them address identified issues.

Participants reported improved reading, writing and speaking skills which all facilitate positive interactions with daily activities like attending appointments, shopping, cooking, and talking with neighbours. Additional skills learned included: conflict resolution, self-awareness, problem solving, decision making, and many other interpersonal skills that all support

building resilience. In many cases, merely choosing to access services was a sign of having the personal characteristics to improve their current situation by focusing on their strengths and taking action towards personal improvement.

Participants “don’t know what they don’t know” thus development and awareness of new skills played an integral role for building confidence in their ability to address identified issues in the short-term (meeting needs, addressing immediate challenges, connecting to resources) and eventually long-term stability. This includes improving their self-care and wellness, financial stability, and progress towards their education and employment goals.

“For our team, “positive change” involves clients feeling empowered and having a sense of agency in their ability to create change. Change can be both little and large. For instance, a client who was unable to pay for their sessions is now able to pay \$5 per session can be seen as a huge step forward for that individual. We contribute to this change by allowing clients to access much needed services without compromising other areas in their life that enables them to accomplish their goals (e.g. food, gas, tuition).” - Program Staff

89% of 4,000 participants increased their network of social support (9 agencies, 12 programs).

- 96% reported making new friends or maintaining friendships through their involvement in the program (these could be friends within the program or friends they make in the broader community with support from the program).
- 74% reported making new social connections with peers in the program or in the broader community.
- 96% reported that they have one or more new people that they can turn to for help (may include program staff, other program participants as well as others).

Many participants with complex trauma, history of family or domestic violence, and high conflict relationships attended programs. They were often unable to maintain simple and healthy relationships with others in their life or through the program. The immediate impact of seeking support for these

participants was the recognition that they did not have to manage it alone, there were others that could be a support to them through the development of informal support networks. The support gained from the new relationships fueled participants' abilities to make progress and succeed in meeting their goals. As time progressed, participants built on these social skills and networks to sustain long-term interpersonal relationships beyond professional supports. It is expected that this will lead to the long-term goal of social integration and inclusion in the community.

"[This program] gives an overall whole picture. It let me feel that I'm not the only one in this struggle. My feelings are normal. I now feel more confident to deal with my life."
- Program Participant

90% of 651 participants had healthier relationships (6 agencies, 6 programs).

- 90% reported positive interactions with important others.
- 82% reported that they felt safe.
- 100% reported that they felt supported/cared for by important others.

Positive change for participants was described as: new or renewed healthy relationships with family and friends resulting in feelings of support, connectedness, recovery, healing and decreased social isolation; being able to identify healthy and unhealthy characteristics of relationships; ways to stay safe; and developing skills in communicating in a positive way to gain support from positive and pro-social relationships in their life.

SUCCESS STORY

Agency: Alberta Caregivers Association
Program: Caregiver Connections

In following up by phone interview 3 months after a caregiver who had attended a COMPASS workshop, she shared how it impacted her life. She found the program through recommendation from the Social Worker at the hospital who knew she was a caregiver for her Mom.

She reported the biggest change that resulted from the program was in her perspective. She had little resources (money, time and energy) and had

been struggling to care for her mother who has Alzheimer's. "My relationship with Mom, because I was so exhausted, I was struggling with patience. I would get so frustrated. I had to realize - this is who she is now and there are more changes in her all the time."

Through the program and from conversations with her peers in the group she gained new communication tools that helped her reach out and involve others in the care-giving. She involved her brother even though they hadn't always seen eye to eye; "involving him and getting things done helped our relationship." Through the workshop she met other caregivers and "one other gal and I stay in touch, we get together every couple of weeks". She reported her own health has improved since the program (she had been struggling with some addictive activities when stressed) and she has adopted better ways to manage stress. "I think I have more patience with Mom and the things she does". Having more information on resources available and addressing many care-giving topics in one program allowed her to pull together all the bits and pieces; it helped make sense of care-giving in her own situation and others.

At the final meeting she noted, "We had shared a lot; it was an opportunity to foster the ongoing relationships that developed."

AGENCIES & PROGRAMS REPORTING TO THIS PROGRAM AREA

Alberta Caregivers Association
Caregiver Connections
Bent Arrow Traditional Healing Society
Transitions To Success
Boyle Street Community Services
Community Support Program
ID Services
Inner City Recreation and Wellness Program
Urban Counseling Network
Canadian Mental Health Association - Edmonton Region
Peer Connections
Catholic Social Services
Saturday and Evening Counselling
Centre to End All Sexual Exploitation (CEASE)
(COARSE) Creating Options Aimed at

Reducing Sexual Exploitation
Edmonton Immigrant Services Association
New Neighbours Program
Elizabeth Fry Society of Edmonton
Adult Court Support
Indigenous and Community Support Program
Family Centre of Northern Alberta, The
Education Services
Jewish Family Services
Community Links
Edmonton Healing Centre for Grief and Loss
Integrity Counselling
Momentum Walk-In Counselling Society
Wrap Around Drop In Counselling (WADIC)
Native Counselling Services of Alberta
Cunningham Place
P.A.L.S. - Project Adult Literacy Society
Literacy
Literacy for English Language Learners
Math Literacy
St. Albert Community Village and Food Bank
Financial Literacy Program
Rental Assistance Program
YWCA Edmonton
Counselling Services

AT RISK YOUTH SUMMARY

AT RISK YOUTH PROGRAMS WORK WITH YOUTH WHO ARE IN ENVIRONMENTS IN WHICH THEY MAY ENGAGE IN HIGH RISK BEHAVIOURS.

12 Agencies Reported
17 Programs Reported
\$7,163,191.00 Total Funding Invested

There were...

89.5 Full Time Equivalents
111 Volunteers (providing 4,831 hours)
35 Students (providing 5,111 hours)

Working together to support...

1,914 Unique Participants 0-17
2,076 Unique Participants 18-64
23 Unique Participants 65+
114 Unique Participants Age Unknown
4,127 Total Unique Participants

Programs collected self-reported data from...

1,707 Indigenous Participants (collected by 17 programs)
83 Immigrant & Refugee Participants (collected by 10 programs)

Data was collected...

Mostly during the program (58.5%) and pre, during & post (20%) using surveys/questionnaires (55.4%) and direct observations (36.9%). Data collection was attempted 12,619 times with a response rate of 44.8%.

ENGAGING IN REFLECTION

Programs reporting to the At Risk Youth program area reflected on their data and:

- Learned that consistency in program times, youth workers and other supports helped to create a sense of psychological / emotional safety for youth.
- Better understood that ensuring an intentional trauma informed practice approach where the youth workers remained focused on relationship building, mentorship, establishing trust, and life skills development with youth was important.
- Recognized that youth choice and voice

were central to goal setting. Providing daily opportunities for youth to identify and prioritize their goal(s) so that they were realistic and achievable based on the immediate youth situation was critical for youth success.

- Improved their data collection tools. This has allowed youth workers to be more responsive and adaptive to changing circumstances and needs.
- Identified a need for increased connections to culturally relevant services and services that include the youth's family, as defined by the youth.

ISSUES & TRENDS

- Many youth are not aware of the resources available to them and require assistance with service navigation.
- Youth need support to develop the necessary life and social skills so that they are better able to respond to crises effectively and to enhance their natural support system for increased resiliency.
- There was an increase in the number of young girls attending programs, gang affiliated youth, exploitation of youth, pregnancy, sexually transmitted infections, and drug overdoses.
- Many of the youth being served have or have had Children's Family Services Intervention.
- Online harassment and bullying continues to occur.

Barriers to service included:

- Transportation.
- Availability of addictions and mental health services.
- Access to affordable housing.
- Food security (ranging from access to food through to knowledge of how to budget, shop for and prepare meals).
- Employment.

SUMMARY OF AT RISK YOUTH PROGRAM AREA OUTCOMES

The following is a summary of the At Risk Youth program area outcomes. The number of programs that reported to that outcome is in brackets.

- 78% of 686 youth accessed support to meet their needs (4).

- 100% of 146 youth were connected to community resources (2).
- 100% of 73 youth were educated about social issues in the community (1).
- 93% of 110 youth were involved positively in the community (3).
- 83% of 12 youth were supported in meeting their basic needs (1).
- 84% of 1,149 youth felt supported (9).
- 84% of 1,312 youth had healthy relationships (7).
- 91% of 45 youth had knowledge of community resources (1).
- 85% of 1,507 youth had the skills needed to address identified issues (10).
- 97% of 35 youth increased their (a) knowledge and (b) skill through their volunteer involvement (2).
- 85% of 467 youth increased their network of social support (4).
- 90% of 20 youth made informed choice about their living situation (1).
- 100% of 93 participating communities strengthened their capacity to address issues or create opportunities for engagement (2).

TOP REPORTED OUTCOMES & INDICATORS

85% of 1,507 youth had the skills needed to address identified issues (8 agencies, 10 programs).

- 84% of participants demonstrated skills in one or more of the listed areas.
- 85% of participants reported an increased capacity to solve day-to-day problems and challenges.
- 83% of participants reported being able to cope with day-to-day stress.
- 97% of participants reported having personal characteristics that are likely to help them address their identified issues.

Positive change in this area included youth who were better able to problem solve, address conflict, manage their emotions; set goals for themselves; demonstrate life skills such as budgeting, grocery shopping, food preparation; were employment ready, showed improved school attendance and much more. There is significant variation within this program area based on youth readiness to deal with complex issues with limited resources and supports.

“The program helped me to make better choices in life therefore it helps to solve day to day challenges.” - Program Participant

84% of 1,149 youth felt supported (6 agencies, 9 programs).

- 84% of participants reported feeling (1) heard/understood and (2) that their needs were met.
- 67% of participants reported having close friends and/or close relatives with whom they could confide/receive advice.
- 97% of participants reported having sources of community or professional support.

For this outcome, positive change occurred when youth reported or were observed reaching out to people in their support network for help. Additionally, youth may have been observed engaged in positive interactions with their peers, family, or other professional supports. For some youth, knowing that they could share their experiences with a worker created a sense of emotional safety that allowed them to be more open to addressing issues such as mental health, addictions, housing and others.

“I’d say that I haven’t really connected with anyone like I do now with my worker. And I like the help the program offers.” - Program Participant

94% of 1,312 youth had healthy relationships (6 agencies, 7 programs).

- 86% of participants reported positive interactions with important others.
- 69% of participants reported that they were able to resolve conflicts with important others.
- 89% of participants reported that they felt comfortable communicating concerns to important others.
- 77% of participants reported that they felt safe (physically, emotionally, financially) with important others.
- 86% of participants reported that they felt supported/cared for by important others.

Positive change in this outcome area included youth reporting feeling safe and experiencing a non-

judgmental caring approach from formal and natural supports. Being provided with a warm referral that was identified as being helpful by the youth was also mentioned within this outcome area.

SUCCESS STORY

Agency: Native Counselling Services of Alberta
Program: Youth Navigator Program

E.B was first involved with the agency through the Pohna: Keepers of the Fire program when he was 11 years old. The navigator re-engaged him in the youth navigator program in 2014 when he was incarcerated at the Edmonton Young Offenders Centre (EYOC). He was in for “car hopping” (looting vehicles) and other criminal offenses. E.B. continued on a downward spiral for two years as he used the proceeds from car hopping to fuel his crystal meth and alcohol addictions and was in and out of EYOC multiple times.

In 2016, he reached out to the navigator again and said that his plans had changed. He applied to a halfway house for youth called Howard House. Upon completion of the treatment plan at Howard House, he returned home, went to school, and secured a part time job at Tim Hortons. Recognizing that he couldn't maintain commitments to both work and school he quit his job to focus on school at Amiskwaciy Academy.

At school he did very well and joined their basketball team which he was very dedicated to. In the first half of 2017, he struggled a bit and briefly relapsed on alcohol. However, he reached out to the navigator and his other supports for help, changed schools, and wrapped the year back on track.

He currently attends Centre High, and is 10 credits away from graduating and already has employment lined up for when he is done. He maintains almost daily contact with the navigator just to talk about day to day challenges and get encouragement to continue on his good path. He also attends cultural events and ceremonies within the program and acts as a helper and role model to other youth.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Boyle Street Community Services
Aboriginal High Risk Youth Project
High Risk Youth Unit
Youth Unit
e4c
Kids in the Hall
Edmonton John Howard Society
REE*START
Elizabeth Fry Society of Edmonton
Girls Empowered and Strong Program
Fort Saskatchewan Boys & Girls Club
Youth Employment Program
Gordon Russell's Crystal Kids Youth Centre
Crystal Kids Youth Centre
iHuman Youth Society
Authenticity Program / iSucceed
Native Counselling Services of Alberta
Youth Navigator Program
Next Step Senior High II - Fort Saskatchewan
Breakfast and Lunch Program
Volunteer Program Association
Fort Saskatchewan & Area Restorative Justice Program
YMCA of Northern Alberta
Alternative Suspension
Youth Transitions Program
Youth Empowerment and Support Services
Armoury Resource Centre
Nexus and Graham's Place
Shanoa's Place

BASIC NEEDS SUMMARY

BASIC NEEDS PROGRAMS FOCUS ON PROVIDING THE NECESSITIES OF LIFE (E.G. FOOD, CLOTHING, SHELTER) TO MEMBERS OF THE COMMUNITY WHO ARE UNABLE TO ACCESS THESE NEEDS THEMSELVES.

8 Agencies Reported

9 Programs Reported

\$3,263,385.04 Total Funding Invested

There were...

37.2 Full Time Equivalents

2,206 Volunteers (providing 78,036 hours)

197 Students (providing 4,161 hours)

Working together to support...

26,164 Unique Participants 0-17

50,178 Unique Participants 18-64

3,004 Unique Participants 65+

1,810 Unique Participants Age Unknown

81,156 Total Unique Participants

Programs collected self-reported data from:

4,721 Indigenous Participants (collected by 5 programs)

282 Immigrant & Refugee Participants (collected by 4 programs)

Data was collected...

Mostly during the program (75%) using administrative statistics (38%) and direct observations (31%). Due to the drop-in nature of many of these programs, data collection was challenging and often required a unique approach. Data collection was attempted 99,873 times with a response rate of 96%.

ENGAGING IN REFLECTION

Programs reporting to the Basic Needs program area reflected on their data and:

- Identified a need to implement a longer follow-up time with participants. Initially program follow-up was done at 3 months, however it was noticed that a number of participants experienced housing instability after 3 months. A 6 month follow-up period was implemented but participants continued to experience housing instability. With support from the University of Alberta, research is happening to better understand why housing

- instability remains an issue for some individuals.
- Developed additional volunteer training and tools based on volunteer feedback.
- Implemented a post-survey for first time service users to better understand what additional supports were needed.
- Improved data collection tools to capture the impact of program delivery additions (e.g. healthy, nutritious meals included with programming).
- Offered additional training and professional development for participants (e.g. First Aid and WHMIS).

Issues & Trends

- With the rise in availability of opioids and the fentanyl crisis, overdoses have risen dramatically.
- High cost of rent in Edmonton & area resulted in individuals having trouble finding housing or are spending a disproportionate amount of their income on housing.
- Complexities and nuances of navigating benefits and government programs presented challenges and delays for individuals.
- The Edmonton economy has created additional barriers for marginalized individuals and/or for those who are underemployed to secure employment.
- Lack of access to mental health and addictions support.
- Food insecurity.

SUMMARY OF BASIC NEEDS PROGRAM AREA OUTCOMES

The following is a summary of the Basic Needs program area outcomes. The number of programs that reported to that outcome is in brackets.

- 87% of 10,296 participants accessed support to meet their needs (3).
- 32% of 5,080 participants were connected to community resources (2).
- 100% of 74,846 participants were supported in meeting their basic needs (5).
- 99% of 504 participants felt supported (2).
- 81% of 240 participants had the skills needed to address identified issues (1).
- 100% of 5,223 participants increased their

network of social support (1).

TOP REPORTED OUTCOMES

100% of 74,846 participants were supported in meeting their basic needs (5).

- 100% of participants accessed clothing for themselves or their children.
- 90.5% of participants accessed housing that was (1) safe, (2) adequate, (3) affordable, (4) permanent -- in either independent or supported living arrangements, as appropriate to their needs (e.g., their physical, mental or social health; economic situation).
- 100% of participants accessed nutritious food for themselves or their children (e.g. fruits, vegetables, multiple food groups).
- 100% of participants accessed resources that address safety (e.g. WW protection from physical emotional, or financial abuse; assistance with daily living tasks as needed).

87% of 10,296 participants accessed support to meet their needs (3).

- 87% of participants reported that they accessed services that met their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

Positive change for these outcomes ranged from accessing appropriate clothing for the weather, having a healthy meal once a week or receiving a food basket, through to securing housing. While providing for these basic physical necessities for life, participants and staff highlighted the importance of creating emotionally safe spaces where participants were welcomed into an environment that was non-judgmental, caring and that provided space for participants to experience optimism and feel pride.

“I want to be stable and on my own two feet and not rely on anyone else ever. Now I have that, no one else is taking that away from me ever. I am determined. I have goals and plans. I want to buy a house.” - Program participant

SUCCESS STORY

Agency: Edmonton John Howard Society
Program: Adult Support Services

Chris first accessed the Adult Support Service program at the Edmonton John Howard Society in March of 2010. When Chris first became involved with the program he was looking for support with employment as he was finding it difficult to obtain employment due to his extensive criminal record. He was also struggling with substance abuse issues which he attributed to the recent death of his son. Adult Support Services staff spent time sitting with Chris and going over his options and available supports to help address his addictions concerns, as well as the loss of his son. Chris met with an Adult Support Services worker on and off for a period of time. Staff observed he was actively struggling. Staff took the time to sit with him and support him in his day to day goals and or needs so that when he was ready they could support him with the barriers he was facing. During this time, he disclosed to staff that had been thinking of self-harm and suicidal ideation. Staff set up a safety plan with him and assisted him with getting into counseling. He was encouraged to check in with staff to ensure that he was safe.

A few months later Chris came back to the Adult Support Services program and seemed to be in a good place. Staff sat with Chris and inquired into how things had been going for him. Chris explained that after he left their office a few months prior he went down to the High Level bridge and contemplated dying by suicide. He said that while he was at the bridge he remembered the conversation he had with the Adult Support staff, their talk reminded him that he had something to live for and was valued as a person. He walked away from the bridge that day and decided to change his life for the better. He found the support he needed to work on his addictions and bereavement counselling from the loss of his son. He stated that he had been working tirelessly at this for several months. He informed staff that he returned to say “thank you” to staff for the support he had as he felt and if not for staff with the Adult Support Services program he would not be here today and pleased with his current life. Staff reminded him that it was his decision and hard work that helped him change his life and they would continue to support him throughout his journey. Chris

had a resume built and had staff support him with his job search. Today Chris has been successful in finding meaningful employment and has a stable living environment. More importantly Chris is actively working on his healing journey and learning every day to appreciate his self-worth and value.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Bissell Centre

Community Bridge

Boyle Street Community Services

Inner City Outreach & Liaison (Drop-In)

e4c

Make Tax Time Pay

Edmonton John Howard Society

Adult Support Services

Edmonton's Food Bank: Edmonton Gleaners Association

Warehouse Program

Fort Saskatchewan Families First Society

Nutritional Enhancement Program

Leduc & District Food Bank Association

Food Hamper Program

Kitchen Learning Center (KLC)

Emergency Response Fund

CAPACITY BUILDING SUMMARY

CAPACITY BUILDING ORGANIZATIONS ENHANCE PROGRAMS AND SERVICES BY OFFERING SUPPORTS THAT BUILD AND MAINTAIN THE KNOWLEDGE, SKILLS, INFRASTRUCTURE AND RESOURCES NEEDED FOR COMMUNITY IMPACT IN THE SOCIAL SERVICES SECTOR.

6 Agencies Reported
7 Programs Reported
\$2,259,326.05 Total Funding Invested

There were...

23.5 Full Time Equivalents
95 Volunteers (providing 1,943 hours)
22 Students (providing 7,396 hours)

Working together to support...

32 Unique Participants 0-17
861 Unique Participants 18-64
75 Unique Participants 65+
9,373 Unique Participants Age Unknown
10,341 Total Unique Participants

Unique Participants in this program area refers to staff or volunteers of organizations, organizations and /or collaboratives.

Data was collected...

Mostly at follow up (35%) and post (29%) using surveys/questionnaires (88%). Data collection was attempted 4,072 times with a response rate of 64%.

Why a new program area?

Programs reporting to this program area, noted that the existing program outcomes and indicators were developed for direct service delivery and were not suited to the type of work undertaken by the capacity building programs. Unique to this program area, programs focus on developing knowledge and skills at an individual level; organizational level and at a collective level. These programs strive to ensure that they are providing quality data/evidence to staff and volunteers of organizations and to others that allow for informed decision making and program planning/delivery. Additionally, these programs create space for reflective leadership/practice, shared learning, and development of tools and processes to

improve collaborative efforts.

Similar to other program areas, capacity building programs emphasize the value and strength of relationships in helping to achieve outcomes and community impacts.

ENGAGING IN REFLECTION

Programs reporting to the Capacity Building program area reflected on their data and:

- Reported that measuring the longer-term impact of the work within this program area, not unlike other program areas, is a challenge. While many reporting to this area provide training and support to individuals and to organizations, how the individual/organization applies the new knowledge is more difficult to measure.
- Reported that tracking the impacts of the brokering role, which represents a significant aspect of the work, is difficult to do.
- Committed to developing and implementing a common tool in 2018 and committed to co-analyzing the 2017 results.

ISSUES & TRENDS

- Changing community demographics have created a need to respond and provide training and leadership in different ways.
- Partnerships and collaborations continued to be prioritized for addressing complex social issues. However, readiness, capacity and commitment to work in this way varies amongst the social services sector.
- Creating a process and space for collaborative planning and action represented a significant contribution and role for programs working in this program area.

Barriers included:

- Time to attend or invest in various projects or learning opportunities.
- Capacity (limited staff and funding).
- Staff turnover/change within the organizations at multiple levels.

SUMMARY OF CAPACITY BUILDING PROGRAM

AREA OUTCOMES

The following is a summary of the Capacity Building program area outcomes. The number of programs that reported to the outcome is in brackets.

- 97% of 304 participants were connected to community resources (1).
- 84% of 89 participants were educated about social issues in the community (2).
- 90% of 58 participants were involved positively in the community (1).
- 94% of 413 participants had the skills needed to address identified issues (2).
- 89% of 226 participants increased their network of social support (2).
- 95% of 1,494 participating communities strengthened their capacity to address issues or created opportunities for engagement (7).

TOP REPORTED OUTCOMES & INDICATORS

95% of 1,494 participating communities strengthened their capacity to address issues or created opportunities for engagement (7).

- 92% of participants identified how their communities (as a whole) were demonstrating progress in one or more of the following domains of community capacity.
- 98% of participants' communities created opportunities for people to get involved in issues/opportunities of interest to them.

Positive change in this outcome area was described as improved coordination of programs and services, strengthened relationships and increased trust that allowed for improved services to program users.

"It is only through working collaboratively and viewing the larger picture that collaborative partners can see gaps in services the way that families and individuals see gaps when navigating the system." - Program Staff

94% of 413 participants had the skills needed to address identified issues (2).

- 94% of participants reported an increased capacity to solve day-to-day problems and challenges.

Positive change for this outcome included an increase

in knowledge and skills of staff, volunteers and board members of community organizations. Examples of topics covered through their work included: partnerships, trauma informed practice, evaluation and many others.

"We plant seeds in other organizations! In doing this we don't know how fertile the soil is and don't always have the opportunity to water, prune and weed to ensure the seed grows and flourishes." - Program Staff

84% of 89 participants were educated about social issues in the community (2).

- 74% of participants identified one or more factors that contributed to a particular social issue that impacted personal and/or community quality of life in their neighbourhood / geographic area.
- 88% of participants identified ways they could get involved in addressing one or more of the above issues, if interested.

Positive change in this outcome area was focused on improved understanding of social issues, identification of action that could be undertaken to address the issue. Additionally, giving people the tools and language to speak about a particular social issue created opportunities for individual and collaborative efforts.

"I love that I came to a senior's event and hear about the importance of belonging, reconciliation, men's mental health and LGBTQ+ inclusion." - Program Participant

SUCCESS STORY

Agency: Early Childhood Development Support Services (ECDSS)

Program: Early Intervention Support Services

Trauma Informed Care training has been a large part of our work in the last year. Early in 2017, we had the opportunity to train 50 of the staff at one of the local Parent Link Centres, from front line staff to the Executive Director. Following the training, the organization was given an implementation plan to follow over the next year based on the opportunities and challenges the staff had identified through their organizational scan. ECDSS provided them with a

scan of their strengths and weaknesses, as well as a plan on how to address some of the gaps that had been identified. Over the course of the year, the Executive Director and staff met monthly to talk about some of the trauma informed changes they wanted to implement and how to go about doing that. The result was inspirational:

1. Agency looked at their environment to see what small structural changes they could make to make children and families feel more welcome and safer. They changed their reception area, added more signs to direct families, and ensured that people entering their space were greeted warmly by someone as soon as they came in.

2. They developed a common language so that they were all on the same page. They used the trauma informed language from the training to talk about some of the things that were coming up for them. For example, they were able to talk about “safety” with a shared understanding of what that meant for them.

3. They reviewed their intake process to give clients more choice and control. Some of the questions being asked at intake were not necessary to start a file. They developed a staggered process for collecting client information and waited to develop relationships with families or individuals before asking for some of the information that they did not immediately need but that they were required to report on later on. They also offered their clients more choices around how that intake process was conducted.

4. They reviewed the delivery of their programs to see where they could make some changes to increase the sense of safety for their clients. With limited space, physical safety was sometimes an issue but by integrating small choices, practitioners reported that clients felt more at ease and looked less stressed. In the fall, we presented the organization with a Trauma Informed Care Plaque that acknowledged their commitment to integrate the principles of Trauma Informed Care throughout their agency and within their practice.

In order to receive this, the organization must commit to have all staff participate, including the executive director. They must review the organizational scan and report provided by ECDSS and commit to responding to the recommendations over the subsequent year. Last but not least, they must agree to a continued trauma informed journey as an organization.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Community-University Partnership for the Study of Children, Youth, and Families, University of Alberta (CUP)

Early Childhood Development Support Services

Early Intervention Support Services

Edmonton Chamber of Voluntary Organizations

Volunteerism & Governance and Leadership

Edmonton Multicultural Coalition Association

All Together Now

Edmonton Seniors Coordinating Council (ESCC)

Edmonton Social Planning Council

M.A.P.S. (Mapping and Planning Support) Alberta Capital Region

CHILDREN & YOUTH SUMMARY

CHILDREN & YOUTH PROGRAMS SEEK TO IMPROVE THE LIVES OF CHILDREN AND YOUTH BY MEETING THEIR DEVELOPMENTAL, SOCIAL AND BASIC NEEDS.

24 Agencies Reported
32 Programs Reported
\$13,548,164.14 Total Funding Invested

There were...

180.8 Full Time Equivalents
3,642 Volunteers (providing 238,847 hours)
91 Students (providing 13,255 hours)

Working together to support...

26,056 Unique Participants 0-17
6,307 Unique Participants 18-64
253 Unique Participants 65+
353 Unique Participants Age Unknown
32,969 Total Unique Participants

Programs collected self-reported data from...

3,164 Indigenous Participants (collected by 17 programs)
9,315 Immigrant & Refugee Participants (collected by 16 programs)

Data was collected...

Mostly during the program (47%) and post (21%) using surveys/questionnaires (62%) and direct observations (22%). Data collection was attempted 32,283 times with a response rate of 59% in this program area.

ENGAGING IN REFLECTION

Programs reporting to the Children and Youth program area reflected on their data and:

- Recognized that creating a sense of psychological safety is important when challenging children and youth to take risks and learn new skills.
- Reported the notion of mutual benefit where children and youth can both learn from others and share their own learning and insight.
- Some programs in this program area reported using a standardized assessment tool to design and plan programs.

- Reviewed their evaluation tools and processes to improve the quality of the data they are collecting and to ensure that the data gathered will inform program improvements and refinements.

ISSUES & TRENDS

Many programs identified increased need to provide support to the family system surrounding the child or youth.

- Poverty in families continued to create challenges for children / youth along with access to stable housing.
- Social media continued to influence the social and emotional well-being of children and youth.
- Connection to school communities was reported as tenuous for children and youth who are new to Canada and/or LGBTQ2S+.
- With legislation changes, schools were mandated to create more affirming spaces for LGBTQ2S+ children and youth. Ensuring other youth hubs are also safe and welcoming will be important moving forward.

Barriers to service included:

- Space for programming.
- Resources (both funding and staff, paid or volunteer).
- Transportation.
- Language.
- Families' access to stable housing.
- Mental health concerns.
- Discrimination.
- Access to employment of parents and youth.

SUMMARY OF CHILDREN & YOUTH PROGRAM AREA OUTCOMES

The following is a summary of the Children & Youth program area outcomes. The number of programs that reported to the outcome is in brackets.

- 81% of 8,250 children had developmentally appropriate skills (20).
- 98% of 100 participants accessed support to meet their needs (1).
- 100% of 545 participants were connected to community resources (1).
- 96% of 509 participants were educated about

- social issues in the community (1).
- 100% of 140 participants were involved positively in the community (1).
- 100% of 80 participants were supported in meeting their basic needs (1).
- 99% of 974 participants felt supported (5).
- 96% of 98 participants had healthy relationships (2).
- 86% of 576 participants had improved family functioning (1).
- 74% of 133 participants had knowledge of community resources (2).
- 100% of 70 participants increased their (a) knowledge and (b) skills through their volunteer involvement (1).
- 83% of 7,676 participants increased their network of social support (24).
- 100% of 15 participating communities strengthened their capacity to address issues or create opportunities for engagement (1).

TOP REPORTED OUTCOMES & INDICATORS

83% of 7,676 participants increased their network of social support (19 agencies, 24 programs).

- 81% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 81% of participants reported making new social connections with peers in the program or in the broader community (through the program).
- 85% of participants reported that they had one or more new people that they could turn to for help (may include program staff, other program participants as well as others in the community).

Positive change in this outcome area included new friendships formed with peers in the school or community and with adults beyond their family supports. Children and youth reported that they felt heard, understood, and cared for by an adult. They also experienced a sense of safety that allowed them to seek out supports when dealing with social, emotional or other challenges. Children and youth reported feeling a sense of belonging, validation and

community as a result of these new networks of social support.

“Feeling included has really made me feel like I mattered.” - Program Participant

81% of 8,250 children had developmentally appropriate skills (17 agencies, 20 programs).

- 78% of participants demonstrated age/developmentally appropriate skills in the following areas: personal/social skills, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills.
- 80% of participants reported behaviours or feelings that were consistent with some of the following eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity.
- 100% of school-age participants demonstrated school readiness skills (e.g., age-appropriate literacy, numeracy).

Within this outcome area, examples of positive change included hearing children and youth being more positive and hopeful about their future. In addition, they reported or were observed demonstrating improved communication skills, increased problem solving, self-esteem and confidence, and increased happiness. Children and youth would volunteer to help with programming and would take their responsibility seriously. Of note, as children and youth reported or were observed demonstrating greater social and interpersonal skills, they also reported decreased stress and/or anxiety related to school attendance. This resulted in an increased commitment to school and improved performance at school. It was also noted that parental stress and/or anxiety was reduced as their children were reported to listen better.

99% of 974 participants felt supported (5 agencies, 5 programs).

- 98% of participants reported feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other

participants.

- 100% of participants reported having sources of community (e.g. mentor, church leader, etc) or professional support (e.g. within agency or referral) in which they could confide/receive advice (e.g., emotional, instrumental).

Children and youth sharing about their day to day experiences and challenges with staff represented one way that positive change was observed. Children and youth reported feeling like they had a voice and were able to influence or impact the direction of programming. The strength of the relationships formed and reports of children and youth feeling supported was evident when youth returned to a program to share their success stories.

SUCCESS STORY

Agency: Boys and Girls Club of Leduc

Program: After School Program

We are often told by parents that they “do not know what they would do without us.” We have heard this refrain so many times though, that we often do not stop to consider the actual truth in this statement. However, we recently had a parent come to us and outline the very real difference our program has made in her life. Prior to joining the Club, her child had accessed after-school programming at their school. At that time, this was a viable option for the family in terms of cost and availability. Unfortunately, mom and child recently had to flee their home due to domestic violence. Suddenly, the costs of private care and the hours it was available were no longer accessible to this newly struggling, single mother. And so mother and son turned to us. Because of the affordability of our programs and the hours of service, mom was able to access a safe, supportive environment for her child to spend their after-school hours, while she worked to support her family. Mom was adamant that we were her only option and truly a “life saver”.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Abbotsfield Youth Project (AYP) Society
Community Outreach and Living Skills
Action for Healthy Communities
Healthy Active Community Kids (HACK)

Alta Care Resources
3R's Resiliency
ASSIST Community Services Centre
Towards A New Generation (T.A.N.G.)
Association For Evergreen Youth, The
Drop-in After school Programming
Ben Calf Robe Society
Awasis, Papoose & Parent, Family Resource Worker
Breakfast/Lunch
Youth Intervention Program
Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area
Community Outreach Services
Mentoring
Neighbourhood Clubs
Boys and Girls Club of Leduc After School Program
Healthy Boys, Healthy Girls (Leduc Youth Movement)
Boys and Girls Club of Strathcona County
After School Programs
Canadian National Institute for the Blind, The
Children and Family Services
Council for the Advancement of African Canadians operating as Africa Centre
Africa Centre Prevention Services Program
Leadership Training and Mentorship enhancements to YEG program
Edmonton City Centre Church Corporation (e4c)
ArtStart
School Nutrition
Edmonton Mennonite Centre for Newcomers
Journey To Belonging
Securing Hopeful Futures
Family Centre of Northern Alberta, The
Action for Teens (Cultural Coaches)
Family Futures Resource Network Society
Child and Youth Program
Fort Saskatchewan Boys & Girls Club
Youth & Family Support/Youth Development
Inner City Youth Development Association
Youth Support
Institute for Sexual Minority Studies and Services (iSMSS)
Family Resilience Project (FRP)
Islamic Family & Social Services Association (IFSSA)
The Green Room
Métis Child and Family Services Society

Kinship Care Support
Multicultural Family Resource Society
Ethno-cultural Parent/Child, Family and Youth
Programs
Pride Centre of Edmonton, The
Youth Transitions
St. Albert Community Information and Volunteer
Centre
Sidekicks Mentoring
Terra Centre for Teen Parents
Youth Leadership

COMMUNITY DEVELOPMENT SUMMARY

COMMUNITY DEVELOPMENT PROGRAMS ARE UNIQUE IN THAT THEY ENGAGE MEMBERS OF THE COMMUNITY TO BECOME INVOLVED AND PARTICIPATE IN COMMUNITY IMPROVEMENT AND CAPACITY BUILDING.

10 Agencies Reported
10 Programs Reported
\$1,659,021.00 Total Funding Invested

There were...
30 Full Time Equivalents
716 Volunteers (providing 20,484 hours)
17 Students (providing 1,822 hours)

Working together to support...
1,138 Unique Participants 0-17
4,473 Unique Participants 18-64
462 Unique Participants 65+
469 Unique Participants Age Unknown
6,542 Total Unique Participants

Programs collected self-reported data from...
186 Indigenous Participants (collected by 4 programs)
5,453 Immigrant & Refugee Participants (collected by 7 programs).

Data was collected...
Mostly post (42%) and during the program (27%) using surveys/questionnaires (55%) and group discussions (24%). Data collection was attempted 4,135 times with a response rate of 84.5%.

ENGAGING IN REFLECTION

Programs reporting to the Community Development program area reflected on their data and:

- Identified a need for different ways to expand support for new groups beyond simply seed grants. This realization resulted in opportunities to support new groups in accessing meeting spaces.
- Highlighted a need for targeted staff training to ensure that the individuals and families accessing services were able to fully participate without language barriers.
- In addition to face to face opportunities for relationship development, identified social media as an additional way to initiate a connection.

ISSUES & TRENDS

- Sustainable program funding that supports communities in addressing their needs continues to be a challenge.

Barriers to service included:

- Child care.
- English language proficiency.
- Inter-cultural communication and different approaches to building social networks.
- Poverty.
- Mental health.
- Trauma.
- Transportation (specifically related to feeling safe and understanding how to access ETS).

SUMMARY OF COMMUNITY DEVELOPMENT PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Community Development program area. The number of programs that reported to that outcome is in brackets.

- 100% of 130 participants accessed support to meet their needs (1).
- 63% of 1,575 participants were involved positively in the community (4).
- 59% of 137 participants were supported in meeting their basic needs (1).
- 100% of 21 participants felt supported (1).
- 46% of 220 participants had knowledge of community resources (1).
- 90% of 176 participants had the skills needed to address identified issues (2).
- 100% of 45 participants increased their (a) knowledge and (b) skills through their volunteer involvement (2).
- 90% of 416 participants increased their network of social support (6).
- 73% of 773 participating communities strengthened their capacity to address issues or created opportunities for engagement (7).

TOP REPORTED OUTCOMES & INDICATORS

73% of 773 participating communities strengthened their capacity to address issues or created opportunities for engagement (7 agencies, 7 programs).

- 100% of participants identified how their communities (as a whole) were demonstrating progress in one or more domains of community capacity.⁶
- 71% of participants' communities created opportunities for people to get involved in issues/opportunities of interest to them.

In this program area, positive change at an individual level (increased skill development, leadership skills, friendships made etc.) was within the context of increased community connections and participation.

"The community is my family." - Program Participant

90% of 416 participants increased their network of social support (6 agencies, 6 programs).

- 100% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 89% of participants reported making new social connections with peers in the program or in the broader community (through the program).

In this program area positive change was described as making friends with people, inviting others within their social network to events or activities, doing things with each other outside of the formal program activities and having conversations that are more meaningful (common challenges being faced). Ultimately, families were creating their own natural support systems.

Of interest, barriers noted in this outcome area included inter-cultural communication and recognition that approaches to building social networks and friendships may vary across cultures. Despite these barriers, high rates of positive change were noted.

63% of 1,575 participants were involved positively in the community (4 agencies, 4 programs).

- 88% of participants reported or demonstrated becoming more integrated into community activities or groups.

- 47% of participants reported or demonstrated being involved in groups or activities that support or assist with employment readiness or finding work (as applicable).
- 49% of participants reported that they enjoyed spending time in their community.
- 56% of participants reported that they felt a sense of belonging/citizenship in their community.

Positive change in this program area was described as participants reporting increased feelings of trust, belonging, and social connection. In many instances, participants have been more involved in volunteering or working within organizations that have helped them. Further, the connections and friendships made have been reported to help the participants own personal journey of growth and learning. Across all program areas, food and inter-cultural sharing were critical to creating opportunities for connections and involvement in community.

"When a community leader is empowered, they are able to empower others and this trickles down into the community yielding more positive / successful integration of their community members." - Program Staff

SUCCESS STORY

Agency: Terwillegar Riverbend Advisory Council
Program: Brander Gardens R.O.C.K.S

One of our university students wrote a success story. "I was in the seventh grade when I had first been introduced to Sharon Gritter and the Brander Gardens R.O.C.K.S program. My family and I had met Sharon while she was doing her door to door knocking, encouraging youth and families to join upcoming events. She informed my family, like others, that BG R.O.C.K.S held an after-school program catered to youth which held many fun activities. Initially, I was reluctant to attend because I was never one to go out much, but when my friends said they wanted to go and told me about some of the activities, I had to go.

I went one Tuesday afternoon with my friends, which led us to attend the next Tuesday and the next, to which we soon became regular club participants. The after-school club was a vibrant place that brought

us youth together to socialize, learn, and simply have fun. For many, it served as a place to distract us from dissatisfying aspects of our daily lives. For myself, growing up in a low-income household meant that I had limited opportunities available. I never attended any music lessons, or any extracurricular activities as a matter of fact. However, to my luck there was a program that gave me a chance to feel like every other kid out there. Our community in Riverbend and Terwillegar is rather different than many others in Edmonton. It is an area diverse in per capita income, and for individuals who fall in the lower spectrum of the income scale, it was easy to be differentiated amongst peers. The clothing we wore, the privileges and opportunities we had were far different from our wealthier classmates. Although BG R.O.C.K.S could not solve all the problems faced by others like myself, it brought much meaning to our youth. We got to join soccer teams, go skating and skiing, learn how to play instruments, and build strong friendships. This program allowed us to be kids, not “low-income” kids or kids deprived of opportunity, but simply kids. Those few hours of being at the program allowed us to feel normal and free, despite the constraints we held from our status in society. And with our freedom we were able to learn, prosper, and simply be ourselves. The truth is, programs like these don’t always change lives nor fix things that are already broken, but for a FACT they make the lives of every child who attends them better. They give hope to the lives of children society easily deems as hopeless, and in doing so they these children find hope in themselves to pursue a brighter future. I write to you now as an student who once attended the Brander Gardens R.O.C.K.S program. I know personally that the opportunities this program offered encouraged me to have hope in myself and recognize the worth and value I held that not everyone chose to see.”

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

- Action for Healthy Communities
 - Community Capacities
- Candora Society of Edmonton, The
 - Community Economic Development
- Catholic Social Services
 - Cross-Cultural Counselling and Outreach
- Edmonton Mennonite Centre for Newcomers
 - Putting Down Roots

- Edmonton Multicultural Coalition Association
 - All Together Now
- Family Centre of Northern Alberta, The
 - Neighbourhood Empowerment Team (NET)
- Fort Saskatchewan Boys & Girls Club
 - Youth Appreciation Day
- Fort Saskatchewan Multicultural Association
 - Fort Saskatchewan Multicultural Community Program
- Terwillegar Riverbend Advisory Council
 - Brander Gardens ROCKS
- Empower U - Building Confident Futures Initiative

DISABILITY SUPPORT SUMMARY

DISABILITY SUPPORT PROGRAMS FOCUS ON SUPPORTING INDIVIDUALS WITH DISABILITIES TO OVERCOME BARRIERS.

5 Agencies Reported
5 Programs Reported
\$1,024,807.19 Total Funding Invested

There were...

10.3 Full Time Equivalents
70 Volunteers (providing 4,457 hours)
2 Students (providing 299 hours)

Working together to support...

210 Unique Participants 0-17
801 Unique Participants 18-64
774 Unique Participants 65+
5 Unique Participants Age Unknown
1,790 Total Unique Participants

Programs collected self-reported data from:

20 Indigenous Participants (collected by 2 programs)
3 Immigrant & Refugee Participants (collected by 1 programs)

Data was collected...

Mostly pre,during & post (50%) and during the program (33%) using direct observations (33%) and administrative statistics (25%). Data collection was attempted 2,684 times with a response rate of 85%.

ENGAGING IN REFLECTION

Programs reporting to the Disability Support program area reflected on their data and:

- Used the data collected from the more formal evaluation mechanisms to inform and drive better services and better define outcomes for funders.
- Identified and prioritized domains of care; selected, implemented and evaluated care indicators to better understand the complexity of emotional wellness and increase credibility to the program model.

ISSUES & TRENDS

Increase in:

- Number of seniors receiving services in this area.
- Need for broader employment supports with an

open mandate.

- Wait lists as a result of increased demand for services without additional funding to build capacity.

Barriers to service included a lack of:

- Affordable and accessible apartments to rent.
- Funding to modify housing.
- The necessary equipment and medical supplies.
- Transportation options or the funding to modify vehicles.
- Flexible employment opportunities which have reduced environmental barriers.
- Supports available for work experience and practicums, which are recognized as important for gaining employment.

SUMMARY OF DISABILITY SUPPORT PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Disability Support program area. The number of programs that report to that outcome is in brackets.

- 81% of 1,276 participants accessed support to meet their needs (3).
- 80% of 192 participants were involved positively in the community (2).
- 64% of 66 participants were supported in meeting their basic needs (1).
- 96% of 528 participants felt supported (2).
- 81% of 108 participants had knowledge of community resources (1).
- 58% of 114 participants had the skills needed to address identified issues (2).
- 100% of 59 participants increased their network of social support (1).

TOP REPORTED OUTCOMES & INDICATORS

80% of 1,276 participants accessed support to meet their needs (3).

- 67% of participants reported referrals provided were relevant to meet their needs.
- 97% of participants reported that they accessed services that met their needs (e.g. food security, housing, safety, mental health, social isolation, financial).

Positive change occurred when people living with disabilities experienced a new level of independence as a result of mental health supports and participation in additional programs and services. Barriers to achieving success varied from person to person. For some it was internal (attitude, self perception, physical and mental health, isolation, awareness of resources) for others it was external (barriers within government programs/ services, lack of opportunities and accessible spaces and transportation, etc.). It is important to recognize that overcoming barriers takes time and only occurred when participants were connected to the appropriate resources.

“B. was able to buy a vehicle after she started working and is now even more involved in the fine art community in her area.” - Program Staff

58% of 114 participants had the skills needed to address identified issues (2).

- 100% of participants demonstrated skills in one or more of the listed areas.
- 27% of participants reported an increased capacity to solve day-to-day problems and challenges.

Positive change was described as regular attendance at an activity, moving from individualized support to group classes when learning a new skill, and an improved ability to handle change and stressful situations.

“Changes may be small for some and great for others.” - Program Staff

64% of 66 participants were supported in meeting their basic needs (1).

- 63% of participants accessed resources that addressed financial issues (e.g. employment opportunities, career counseling, financial literacy).

Positive change was reported by one employment program based on participants' ability to learn how to better find employment, understand what it means to be an employee and know how to better navigate relationships with employers.

“Of the 66 people who accessed our supports, 42 either found new employment opportunities or had employment that we supported them in maintaining.” - Program Staff

SUCCESS STORY

Agency: The Canadian National Institute for the Blind

Program: Registration & Referral/Client Support Services (CSS)

AH is a young male client who until recently was in total denial about his vision loss. At first contact with this client he stated, without hesitation, that he **DID NOT WANT ANYTHING FROM CNIB**. Upon further conversations with him and his wife, CSS staff was able to build a relationship with AH.

Over several more interactions it became clear that AH was considering his vision loss and what that meant to him, more and more. Upon 3rd contact with AH, he was asking more and more questions about ‘possibilities’ and ‘how to’ considerations that had never occurred to him before. As a young father AH is no longer able to work in the general labor field that he once had, and now stays home with his toddler son. AH is wanting to be more involved in both his own life and the possibilities that exist for him, but also become more involved in caring for his son and home duties.

CSS staff spoke with clients to share generalized stories about others who were in denial about their vision loss, how they came to the realization that supports were available to them, and started considering if they wanted to pursue these available options. After several phone conversations, CSS staff had an opportunity to meet with AH in person.

At this one on one, in person-meeting AH opened up about his fears related to vision loss, employment, parenting etc. CSS staff and AH visited the store to review available items, demoed products of interest and discussed possible alternatives to challenges experienced. It was clear that AH had thought a lot about previous information shared and had started to feel more comfortable about his vision loss. At previous contact AH did not want to have a white cane. Upon meeting with CSS and visiting the CNIB to look at the available products, AH decided that having a white cane was a good idea. AH was fitted for a guide cane and an orientation and mobility referral was made.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Canadian National Institute for the Blind, The
Registration & Referral/Client Support
Services

Edmonton Epilepsy Association
Counselling and Advocacy

Gateway Association
Employment Innovations

Parent Advocates Linking Special Services (P.A.L.S.S.)
PALSS Recreational Program

Spinal Cord Injury Alberta
Rehabilitation Support and Service
Coordination

EARLY CHILDHOOD SUMMARY

EARLY CHILDHOOD PROGRAMS FOCUS ON SUPPORTING YOUNG CHILDREN IN OUR COMMUNITY AND ENHANCING EARLY CHILDHOOD DEVELOPMENT.

18 Agencies Reported
20 Programs Reported
\$9,020,952.96 Total Funding Invested

There were...

123.6 Full Time Equivalent
705 Volunteers (providing 6,353 hours)
22 Students (providing 3,202 hours)

Working together to support...

9,536 Unique Participants 0-17
6,470 Unique Participants 18-64
100 Unique Participants 65+
65 Unique Participants Age Unknown
16,171 Total Unique Participants

Programs collected self-reported data from...

2,256 Indigenous Participants (collected by 13 programs)
3,261 Immigrant & Refugee Participants (collected by 14 programs)

Data was collected...

Mostly post (52%) and during the program (42%) using surveys/questionnaires (81%). Data collection was attempted 6,010 times with a response rate of 79%.

ENGAGING IN REFLECTION

Programs reporting to the Early Childhood program area reflected on their data and:

- Renewed their commitment to return to prevention and early intervention roots.
- Added new programs and adapted existing programs to respond to the needs and feedback from participants. For example, one program delivery change described moving from a small group format to providing in home supports for families when they needed it.
- Engaged in intentional learning and reflecting on trauma informed practice and its impact across the community.
- Identified a gap in knowledge amongst program parents and children about summer safety, and then

implemented various learning opportunities for program participants about this topic.

- Noted the drastic impacts that poverty was having on children in the program. In response, they have implemented weekly Empower U training evenings for program participants and community members, that teach strategies for sustainable financial growth.
- Observed that engaging some Indigenous families was challenging and implemented creative engagement opportunities and were better able to provide the needed supports and services removing the barrier to participation.

ISSUES & TRENDS

Increase in:

- Participants sharing that social isolation was impacting their lives.
- The number of children demonstrating a deficit in social-emotional skills and in their ability to self-regulate.
- The number of grandparents raising grandchildren.
- The number of children with special needs accessing programs.
- Complexity of needs at younger ages.

Barriers included:

- Transportation.
- Poverty.
- Addictions.
- Mental health issues.

SUMMARY OF EARLY CHILDHOOD PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Early Childhood program area. The number of programs that reported to that outcome is in brackets.

- 96% of 1,489 children had developmentally appropriate skills (13).
- 93% of 1,503 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (11).
- 100% of 27 parents had positive parenting skills (1).
- 87% of 673 participants accessed support to meet their needs (8).

- 91% of 104 participants felt supported (3).
- 100% of 51 participants had improved family functioning (1).
- 94% of 481 participants had knowledge of child development (6).
- 93% of 390 participants increased their network of social support (6).

TOP REPORTED OUTCOMES & INDICATORS

96% of 1,489 children had developmentally appropriate skills (11 agencies, 13 programs).

- 95% of participants demonstrated age/developmentally appropriate skills in the following areas: personal/social skills, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills.
- 98% of participants reported behaviours or feelings that were consistent with some of the following eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity.
- 100% of school-age participants demonstrated school readiness skills (e.g. age-appropriate literacy, numeracy).

Positive change in this area included both: children who reached developmental milestones, and parents with increased understanding of the milestones and how they could support their child(ren)'s development. Parents were pleased with the opportunities for their children to socialize and their increased ability to make friends. The children participating in the program exhibited positive change when they demonstrated improved confidence, communication skills and development.

“Returning family attended the program again. The older daughter has just blossomed with her language skills. She was able to introduce her sibling and her mother. She clearly does some rhyming and singing at home and has developed her oral language and social skills. She is a natural leader to her younger siblings now.” - Program Facilitator

93% of 1,503 parents developed the (a) knowledge and (b) skills needed to provide a nurturing

environment for their children (9 agencies, 11 programs).

- 99% of parents identified aspects of a nurturing environment for their child(ren) at home.
- 98% of parents identified healthy attachment behaviours.
- 92% of parents identified strategies they could apply at home, to provide a nurturing environment for their child(ren).
- 79% of parents modeled healthy attachment behaviours during the program.
- 90% of parents reported enhanced family interactions.

Positive change for this outcome included: increased knowledge of parenting strategies to help children regulate emotions, increased engagement and responsiveness of children to parent led activities and parents reporting that they felt more confident and took more responsibilities within the family. Positive change for parents also included increased understanding of realistic expectations for their children based on the child's development. Knowing these skills helped them be more responsive to their child(ren)'s needs.

“I can handle things better with my parent group. I learned I am not alone in my parenting, that we all learn so much from each other. I was so happy that I joined this group and found help with my parenting skills and we our doing so much better.” - Parent Program Participant

87% of 673 participants accessed support to meet their needs (8 agencies, 8 programs).

- 87% of participants reported referrals provided were relevant to meet their needs.
- 84% of participants reported seeking out relevant resources.
- 89% of participants reported they accessed services that met their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

Positive change for this outcome included: parents who were connected to additional resources and supports (e.g. dental hygienist, speech pathologists) and who were informed about additional

programming relevant to their situation. Beyond just being provided information, the parents were supported to develop needed advocacy skills and taught how to overcome barriers they had been experiencing when accessing programs.

SUCCESS STORY

Agency: Connect Society

Program: Building Bridges - Child & Family Services

Amanda was devastated when her little girl was born. She had cerebral palsy and Amanda could not understand how this had happened to her. She knew that she needed to move off the reserve and into the city so that her daughter could get the help she needed but it was hard to say goodbye to her family. Her baby's father was a support in the beginning but began using drugs and became abusive. She felt all alone and helpless but she tried her best to keep things together for her daughter. She started to notice that her daughter wasn't talking. She soon discovered that she had a hearing loss and was referred to Connect Society, an agency with programs and services for families impacted by deafness.

Amanda met with an early intervention consultant who helped her understand about her daughter's hearing loss and ways she could help her grow and develop. She also had the support of a social worker who was available to talk to her whenever she felt she was struggling. Amanda's daughter started talking and making progress. When she was three she started pre-school at Connect Society. This is when Amanda really saw a huge difference in her daughter's abilities and in their mother-daughter relationship. In Amanda's words she reflected "I have grown as a parent. I have learned to have a lot of patience – to accept her, and have gained confidence. When I first started at Connect Society I was a mess. There was so much information it was nerve racking and emotional. I had lots of anxiety. Now today after 4 years I can – I know how to intake the information now – I am not such a wreck anymore. I know I am better without my child's dad who has serious issues and problems. I thought I could depend on him but I can't – he is unreliable and he was abusive and created anxiety for me and her. I

take responsibility for (my child) and I take it seriously. I had no choice to turn my life around because of her. I put her needs first. I put being her parent first before my own needs. I wanted to make a family with her dad but I know now it is best for me and her to be on our own because her dad has big problems. Connect Society helped me know my responsibilities to keep her safe. It was supportive when social workers talked me through the difficult situations so I know what I have to do as a parent. It is important to me to have this good support as I do not have family or friends in this city. Home is quite a ways out of the city. Connect Society calls to check in and has done a lot to support me being an alone parent."

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Alberta Parenting for the Future Association
Aboriginal Making Connections

Bissell Centre

Early Childhood

Candora Society of Edmonton, The
The Discovery Centre

Centre for Family Literacy

Edmonton Literacy Classroom on Wheels
Multicultural Rhymes that Bind

Rhymes That Bind

Community Options - A Society for Children and Families

Pre-school Education

Connect Society

Building Bridges - Child & Family Services

Council for the Advancement of African Canadians
operating as Africa Centre

Rotary Early Learning and Family Programs

Dickinsfield Amity House

Teaching Tots

e4c

e4c Early Head Start

Edmonton Mennonite Centre for Newcomers

Preschool Learn to Swim and Skate Program

Family Futures Resource Network Society

Early Education Program

Fort Saskatchewan Families First Society

Early Childhood Programming

Leduc County - Family and Community Support
Services

Early Childhood Resource Program

Lobstick Successful Kids & Families Society
Parents Time Out and Early Childhood
Program
Norwood Child and Family Resource Centre
Early Start
St. Albert Family Resource Centre
Family Life Education Program
Strathcona County Family and Community Services
Early Childhood Development
Town of Gibbons
Early Childhood Development Initiative -
Sturgeon Region

FAMILY SUPPORT SUMMARY

FAMILY SUPPORT PROGRAMS FOCUS ON PROVIDING INDIVIDUAL SUPPORT FOR PERSONAL ISSUES THAT WILL IMPROVE THE QUALITY OF LIFE OF ADULTS.

32 Agencies Reported

38 Programs Reported

\$19,481,495.36 Total Funding Invested

There were...

239.1 Full Time Equivalents

978 Volunteers (providing 25,685 hours)

130 Students (providing 17,353 hours)

Working together to support...

12,150 Unique Participants 0-17

18,364 Unique Participants 18-64

645 Unique Participants 65+

4,074 Unique Participants Age Unknown

35,233 Total Unique Participants

Programs collected self reported data from...

6,346 Indigenous Participants (collected by 31 programs)

12,120 Immigrant & Refugee Participants (collected by 28 programs)

Data was collected...

Mostly during the program (42%) and post (28%) using surveys/questionnaires (69%). Data collection was attempted 28,181 times with a response rate of 73%. This program area has some drop-in programs or has families leave the program unexpectedly making data collection challenging at times.

ENGAGING IN REFLECTION

Programs reporting to the Family Support program area reflected on their data and:

- Observed that implementing group evaluation in a support group, not only allowed for great discussion in an already safe place, but allowed participants to realize that their support network was not just the staff & organization, but the others in the group as well. An example of evaluation as an intervention.
- Implemented use of standardized and tested tools for evaluation & outcome measurement across all programs and trained staff on the new systems.

- Began to see how designing and implementing evaluation frameworks and pre/post evaluation tools are great ways to explore program planning and assessment.
- Based on the evaluation feedback that indicated that an overwhelming amount of participants wanted to get more involved in their community, one organization created a volunteer program to place these participants and have them directly involved with programming.
- Reported that simple steps in program planning made a huge difference on the impact of the program, such as: considering different learning styles, how the room was set up, preparation ahead of time, and starting off knowing where participants are at (checking assumptions).
- Identified that providing support to staff (through appropriate training, emotional supports, and firm foundation of knowledge) was key to achieving stronger and better outcomes for participants.
- Confirmed that working with other agencies, organizations, schools etc. had resulted in streamlined referrals, complimentary services, and collaborative models of program/service delivery.

ISSUES & TRENDS

Increase in:

- Participants who were experiencing complex trauma with compounding factors, struggling with self-care and trying to navigate systems (compounding factors included: lack of access to resources, socio-economic challenges, language barriers, unsafe or unstable housing, lack of job opportunities, struggle with transportation options, food insecurity, low literacy/levels of education, domestic violence, addictions, racism).
- Families who were being audited from either CRA or Child Tax Benefits (CTB) and the additional stressors that has on families, especially losing the funding to supplement their income(s).
- Unemployment playing a significant role on the interpersonal relationships within the home and with their community.
- The number of single parents and grandparents that were guardians for their grandchildren seeking out program support.
- The number of families with intergenerational trauma and involvement with Child Intervention.

- The number of families struggling with establishing and maintaining healthy relationships (which increased anxiety and stress).
- The number of women disclosing situations of family violence.
- The number of new immigrant families that were seeking program supports.
- The number of families who have parents that physically cannot care for their children but have the mental capacity to parent.

Barriers to service included:

- Transportation, especially for the whole family to attend programming.
- Access to affordable and adequate housing, particularly for those in extreme poverty, single parents and teen parents.
- Access to affordable and adequate childcare to attend programming.
- Multiple compounding barriers (housing, abusive partners, supporting children, transportation, mental health) and not knowing how to access appropriate supports.
- Lack of easy and immediate access to free and appropriate mental health resources for children and teens.
- The schedules of families between work schedules and children's activities, the "busyness of poverty" making it difficult to take time to pause for programming support, and some families don't feel they need services or support.

SUMMARY OF FAMILY SUPPORT PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Family Support program area. The number of programs that report to that outcome is in brackets.

- 93% of 29 children had developmentally appropriate skills (1).
- 97% of 1,023 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (5).
- 94% of 336 parents had positive parenting skills (2).
- 63% of 1,701 participants accessed support to meet their needs (7).

- 99% of 342 participants were connected to community resources (4).
- 100% of 36 participants were involved positively in the community (1).
- 83% of 553 participants were supported in meeting their basic needs (2).
- 88% of 4,098 participants felt supported (18).
- 92% of 181 participants felt they contributed to positive change in the community (or agency) through volunteer activities (1).
- 94% of 104 participants had healthy relationships (2).
- 85% of 6,641 participants had improved family functioning (28).
- 94% of 429 participants had knowledge of child development (2).
- 90% of 557 participants had knowledge of community resources (5).
- 92% of 937 participants had the skills needed to address identified issues (5).
- 86% of 3,629 participants increased their network of social support (21).

TOP REPORTED OUTCOMES & INDICATORS

85% of 6,641 participants had improved family functioning (26 agencies, 28 programs).

- 64% of participants reported a positive change in their family's routine (more structure & stability, less chaos).
- 89% of participants reported doing more activities together as a family.
- 91% of participants reported increased positive interactions among family.

Positive change for this outcome was described as parents having new strategies for parenting (responsive, communication, structure/routine, patience, boundary setting, role modeling, and being emotionally available and present) and parents and child(ren) spending more time together which strengthened their bond over time. This was particularly emphasized with father engagement and the families growing understanding of the importance of the father's role in the family. Parents learning and understanding their child's development, supported healthy growth in the children and improved family interactions.

The more families were empowered with tools and skills to support themselves and their families goals, the more the programs saw family stability increase in one or more areas of their life (relationships, home, employment or schooling, etc.).

“My elder two haven’t had as many recreational activities because of a difficult pregnancy and new baby. This program has been a positive for them to look forward to as there are weeks when we don’t leave home... In many ways getting out with the three kids and chatting with other parents has been a lifeline for our chaotic family.” - Program Participant

86% of 3,629 participants increased their network of social support (20 agencies, 21 programs).

- 93% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 81% of participants reported making new social connections with peers in the program or in the broader community (through the program).
- 90% of participants reported that they had one or more new people that they could turn to for help (may include program staff, other program participants as well as others in the community).

Similar to all program areas, the network of social support often focused on developing and maintaining relationships within the participants’ life, the program and in the broader community. In the Family Support area, there is a strong emphasis on participants’ becoming better parents, siblings, children, friends and community members and the key to this, is learning to build and strengthen healthy relationships.

Beyond relationship building, participants’ expressed knowing that there were reliable and available supports for them, and that they were not alone - there were others that had gone through and survived some of the same challenges they were facing. When participants knew they could ask for help, were aware of and connected to available resources and then had support to navigate systems and services - they were deeply impacted. System navigation and connectedness to resources remained a key component for developing

support networks for families. Once connected to resources, it was reported that families would often build new connections with other families and learn acceptance and understanding of others, embracing and appreciating diversity.

“I like the programs the centre offers with other children and parents. I attended a couple last year where me and my child painted together. I learned how to engage and get connected with the kids. The science activities were very good and I tried some at home. We also met new parents during these activities who live near us. Now they have become good family friends and our children have made play dates.” - Program Participant

88% of 4,098 participants felt supported (15 agencies, 18 programs).

- 91% of participants reported feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 93% of participants reported having close friends and/or close relatives with whom they could confide/receive advice.
- 75% of participants reported having sources of community (e.g. mentor, church leader, etc) or professional support (e.g. within agency or referral) in which they could confide/receive advice (e.g., emotional, instrumental).

The key indicator of positive change for this outcome was participants being able to identify their needs and access or get connected to resources. This included supporting the families to find voice and choice in their decision making, to improve the stability of the family, recognize triggers and emotions early, and be relieved from immediate crisis or stressors. Participants sense of self-confidence in their skills and abilities and resiliency were key to the success in this outcome. Families (and individuals within them) were able to get their life back on track and set and obtain personal growth or goals, no matter how small or large.

“[The worker] made me feel like I fit in, where before only my street friends and drugs made me feel like I fit in. They had compassion and empathy for me, telling me I am liked. I am okay, [especially] when everyone else in my life was abandoning me.” - Program Participant

In order for these successes to take place, the programs needed to be: free, accessible, support the entire family (including childcare for parent focused programming), safe, non-judgmental, professional and have empathy and compassion. Another component of this success was having culturally and linguistically supportive programming where families could connect or reconnect with their culture or spirituality. This was particularly beneficial for families who were adjusting to their new life in Edmonton. For these families, access to services that were in their language and were culturally responsive supported building new social networks and integration to their new home.

SUCCESS STORY

Agency: Dickinsfield Amity House
 Program: Kilkenny Community Centre

Jennifer walked in to our Londonderry site one day, having been referred by a friend for our free bread. Our Outreach worker (O.W.) introduced herself and invited her to sit for coffee.

Our outreach worker explained our services and soon learned that Jennifer was 4 months pregnant with her third child. Our O.W. signed her up for Health for Two. She also learned that Jennifer had 2 boys at home with diagnosed developmental disabilities. Jennifer was raising these boys with minimal support as her husband was working 2 jobs (day and eve) to make ends meet.

Our O.W. applied to Family Support for Children with Disabilities program for support for the boys, giving Jennifer respite support and a community aide to help her. Jennifer became connected to other services at Londonderry and began attending cooking club and drop in and volunteer with community lunches, building relationships with other participants and staff. When she told the O.W. about her apartment having bedbugs, our O.W. assisted her with supported referrals to Alberta Health Services and other housing options. Jennifer went into labour with her daughter 6 weeks early and her daughter needed to spend 2 weeks in hospital. Upon her discharge, our O.W. referred her for extra support from Health

for Two nurse and support worker. Her new friends at Londonderry created a gift basket for her for the new baby. Her husband was able to secure a new job, making more money than the 2 previous jobs meaning he is home more and able to help. Because of this, they were also able to find another place to live.

She and her family are doing well, connected to the supports they need and she continues to visit her new friends at Londonderry and participate in programs.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Aboriginal Counseling Services Association of Alberta
 Creative Healing Family Program
 Alberta Somali Community Centre
 Hawo Tako Family Support Program
 Ben Calf Robe Society
 Traditional Parenting - Otenaw lynuik Program
 Beverly Day Care Society & Family Resource Centre
 ACCESS Program
 Bissell Centre
 Family Support Services
 Boyle Street Community Services
 Family Outreach
 Canadian Arab Friendship Association
 Family & Early Childhood Development
 Candora Society of Edmonton, The
 Family and Community Resource Centre
 Centre for Family Literacy
 Literacy Links
 City West Childcare and Community Support Society
 Family Support
 Creating Hope Society of Alberta
 Aboriginal Mother Advocacy
 Dickinsfield Amity House
 Kilkenny Community Centre
 Neighborhood Drop In Resource Centre
 Edmonton City Centre Church Corporation (e4c)
 e4c Early Learning Program
 Edmonton Mennonite Centre for Newcomers
 Toward Full Participation
 Family Centre of Northern Alberta, The
 Drop in Single Session Counseling (DISSC)
 Roots and Wings
 Therapy & Counselling Service

Family Futures Resource Network Society
Family Support Program

Fulton Child Care Association
Supports and Advantages for Children and
Families program

Jasper Place Wellness Centre
Family Group

KARA Family Resource Centre
Connecting Parents Program

Kids Kottage Foundation
Kids Kottage Crisis Nursery

Lansdowne Child Care & Family Centre Society
Lansdowne Early Intervention and Resource
Program

Métis Child and Family Services Society
Aboriginal Family Services
Choices

Multicultural Health Brokers Cooperative
Family Supports to CFS

Native Counselling Services of Alberta
The Wellness House Aboriginal Family
Resource Centre

Oliver Centre Early Learning Programs for Children &
Families Society
Full Day Head Start/Half Day Head Start

Primrose Place Family Resource Centre
Primrose Place Family Resource Centre

St. Albert Family Resource Centre
Family Support Services

Sturgeon Public School Division
Headstart - Family Support Workers

Terra Centre for Teen Parents
Housing Support Services
Services for Young Dads
Starting Point

The Red Road Healing Society
Child and Family Resource Centre

Yellowhead County Family & Community Support
Services
Families First Program

YMCA of Northern Alberta
Family Ties Program

FETAL ALCOHOL SPECTRUM (FAS) SUMMARY

FAS PROGRAMS FOCUS ON PROVIDING INDIVIDUAL SUPPORT FOR PERSONAL ISSUES THAT WILL IMPROVE THE QUALITY OF LIFE OF ADULTS.

2 Agencies Reported
4 Programs Reported
\$1,842,378.00 Total Funding Invested

There were...

25.3 Full Time Equivalents
3 Volunteers (providing 12 hours)
3 Students (providing 733 hours)

Working together to support...

0 Unique Participants 0-17
233 Unique Participants 18-64
4 Unique Participants 65+
0 Unique Participants Age Unknown
237 Total Unique Participants

Programs collected self-reported data from...

127 Indigenous Participants (collected by 4 programs) | Immigrant & Refugee Participant (collected by 3 programs)

Data was collected...

Mostly during the program (83%) using surveys/questionnaires (50%), direct observations (25%) and interviews (25%). Data collection was attempted 355 times with a response rate of 76%.

ENGAGING IN REFLECTION

Programs reporting to the Fetal Alcohol Spectrum program area reflected on their data and:

- Identified a need for programs to increase conversations with caregivers around emotional regulation and early childhood development.
- Reported a need to improve support for caregivers looking after children ages 0-6 with a suspected FAS disorder.
- Identified a different approach to increase participation in surveys. Programs are considering holding meetings with clients on a yearly basis to ensure that all of the annual documentation is updated and to encourage participants to complete the online survey.

ISSUES & TRENDS

- Wait lists for services, as well as government policies, impede access to programs such as Alberta Works.
- There is a clear need for accessible and affordable access to respite in order to reduce stress.
- Families struggle with poverty, accessing services (such as affordable and safe housing), domestic violence and parenting.
- There is an increasing need for access to appropriate mental health support due to participants experiencing auditory hallucinations, psychosis, and bipolar disorder.

SUMMARY OF FAS PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the FAS program area. The number of programs that report to that outcome is in brackets.

- 81% of 126 participants were connected to community resources (3).
- 50% of 4 participants were involved positively in the community (1).
- 78% of 27 participants were supported in meeting their basic needs (1).
- 98% of 56 participants felt supported (3).
- 80% of 56 participants increased their network of social support (3).

TOP REPORTED OUTCOMES

81% of 126 participants were connected to community resources (1 agency, 3 programs).

- 81% of participants reported that they had contacted one or more community resources that address their information or service needs (e.g., could be for parenting, relationships, mental health, basic needs, abuse, community connections, or other issues).
- 80% of participants reported that they had used the resources/services of one or more community resources that address their information or service needs.

To stabilize individuals and families and increase their well-being, referrals to a wide variety of services were made. These typically included income supports, health & mental health services, housing supports, addiction services, and food bank. Some families

required connection to cultural resources, leisure/recreation, respite care and FSCD (Family Support for Children with Disabilities). These resources can typically be utilized long term and help individuals and families transition away from the program and towards independence.

“Excellent! Lots of great information, understanding and very helpful. They will help you find the direction you need to go with your kids.” - Program Participant

98% of 56 participants felt supported (1 agency, 3 programs).

- 98% of participants reported feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

Individuals and families that accessed FAS programs often need lifelong support as FAS is a disability that does not get better. The goal of the FAS programs is to assist individuals and families in finding and accessing the long term supports that are available to them. Some participants of these programs wished that these supports were life-long as they feel supported and cared about.

“They are very caring. Depending on your goals and issues they will help you in whichever way they can. They are very supportive if you may or may not have disabilities.” - Program Participant

80% of 56 participants increased their network of social support (1 agency, 3 programs).

- 68% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 93% of participants reported that they have one or more new people that they can turn to for help (may include program staff, other program participants as well as others in the community).

FAS programs work with individuals directly affected by FAS as well as their caregivers. Those working in these programs recognized that caregivers needed an opportunity to connect with others as well as build

or rebuild natural supports. As a result, a support group was formed to bring caregivers together to teach them about the disability of FAS and to support one another. On average there were 10 caregivers attending the monthly support group. An indicator of success was a reported decrease in the level of stress that the caregivers experienced.

“The program has made a huge difference. When I first started the program I had no confidence with anything, now I am full of it. I never used to even ask for help now I know it’s ok to ask, and where to go to find it.” - Program Participant

SUCCESS STORY

Agency: Catholic Social Services

Program: Coaching Families

Kathy came into the Coaching Families program in May 2016. Prior to Kathy’s involvement with the program, she had little to no knowledge of Fetal Alcohol Spectrum Disorder (FASD).

In 2015, Susan and her brother Joe came to live with Kathy as their birth mother had passed away in December 2014. Kathy knew that there was something not quite right with Susan as she was functioning at an eight year old level. Before the children’s birth mother passed away, she did admit to using alcohol while pregnant with Susan. What did this mean for both Kathy & Susan? Kathy sees an immature 16 years old, who was intentionally misbehaving. Susan sees herself as the youth who is trying to fit in and be “normal”.

After a 1 ½ year wait, this writer and Kathy were able to get Susan into the Glenrose FASD clinic. The assessment shows that Susan has significant impairments in her adaptive behavior, academics & attention. Throughout the conference following the assessment, Kathy cried as she felt guilty about how she was parenting Susan. Her parenting style was more authoritarian as she did not understand FASD and how this disability impacts Susan. Kathy has changed her parenting and is now more understanding of Susan’s disability.

In October, Kathy attended the FASD conference in

Calgary. She was amazed how much information she took away from the conference. Every month Kathy attends the Coaching Families Parent Support Group. As a result of attending this group, Kathy has realized she is not alone in raising a child that is affected by FASD and she is now connected to other caregivers outside of the support group.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Bissell Centre

Fetal Alcohol Spectrum of Services

Catholic Social Services

Coaching Families

First Steps

Step by Step

HEAD START SUMMARY

HEAD START PROGRAMS PROMOTE SCHOOL READINESS BY ENHANCING CHILD DEVELOPMENT AND ENGAGING PARENTS IN THEIR CHILD'S LEARNING.

4 Agencies Reported
4 Programs Reported
\$7,313,631.87 Total Funding Invested

There were...

112.5 Full Time Equivalent
285 Volunteers (providing 8,892 hours)
46 Students (providing 3,196 hours)

Working together to support...

1,121 Unique Participants 0-17
1,711 Unique Participants 18-64
18 Unique Participants 65+
0 Unique Participants Age Unknown
2,850 Total Unique Participants

Programs collected self reported data from...

333 Indigenous Participants (collected by 4 programs)
1,366 Immigrant & Refugee Participants (collected by 4 programs)

Data was collected...

Mostly during the program (40%) and post (30%) using surveys/questionnaires (65%) and direct observations (15%). Data collection was attempted 2,771 times with a response rate of 41%.

ENGAGING IN REFLECTION

Programs reporting to the Head Start program area reflected on their data and:

- Learned that it is important for staff to have a good sense of what is available as additional supports to families. Connecting participants to other resources was an important role for Head Start staff as the majority of families accessing their services live below the poverty line.
- Observed that families were more likely to follow through on referrals made when they had built a sense of trust with Head Start staff.

ISSUES & TRENDS

- Most participant families live below the poverty line and many are immigrants and refugees who

face additional barriers to employment. Head Start programs are not adequately funded to provide the intensive referral service that many families require.

- One program reported that additional supports are often required as approximately 64% of participants identified that they were socially isolated. 55% of participants are managing mental health concerns and 51% are experiencing marital or family conflict within the home. This also impacts the child's capacity to learn.

SUMMARY OF HEAD START PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Head Start program area. The number of programs that report to that outcome is in brackets.

- 99% of 456 children had developmentally appropriate skills (3).
- 96% of 248 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (3).
- 94% of 167 participants accessed support to meet their needs (2).
- 87% of 162 participants felt supported (1).
- 88% of 64 participants had knowledge of community resources (1).
- 81% of 32 participants increased their network of social support (1).

TOP REPORTED OUTCOMES & INDICATORS

99% of 456 children had developmentally appropriate skills (3 agencies, 3 programs).

- 100% of participants demonstrated age/developmentally appropriate skills in the following areas: personal/social skills, communication skills, gross motor skills, fine motor skills, appropriate problem solving skills, coping skills.
- 98% of participants reported behaviours or feelings that were consistent with some of following eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies,

positive identity.

- 99% of school-age participants demonstrated school readiness skills (e.g. age-appropriate literacy, numeracy).

Programs reported that children are excelling in many areas such as fine and gross motor skill, language and communication as well as in social competency skills such as learning to share, interact and communicate with others. These are skills that support children to be better prepared to enter kindergarten and how well children do in kindergarten is a good predictor of positive lifelong outcomes. In one program, 94% of parents reported that their children showed a greater interest in communicating with them at program end.

“Awesome program. D’s learning skills are way better. She loves the teacher and her new friends. She have a bright future ahead.” - Parent of a child participant

96% of 248 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (3 agencies, 3 programs).

- 96% of parents identified aspects of a nurturing environment for their child(ren) at home.
- 93% of parents identified strategies they could apply at home, to provide a nurturing environment for their child(ren).
- 100% of parents modelled healthy attachment behaviours during the program.
- 95% of parents reported enhanced family interactions.

Positive changes in this program area included: parents being able to get their children to school on time, parents attending parenting programs, and parents connecting to other parents and building friendships. This builds in natural supports for families that outlive the length of the program, thus increasing the likelihood of families maintaining and building on the positive change they gained in the program. In addition to the support provided through the programs in this program area, many families benefit from the multiple referrals made by program staff. Some programs have additional resources available for families through partnerships with other local social services agencies.

“[The Program] played a significant role in my child’s development. She is more confident. She very independent. She has overcome her shyness. As a settlement counsellor and a mother, I will recommend every parent to send their children to [The Program].” - Parent of a child participant

94% of 167 participants accessed support to meet their needs (2 agencies, 2 programs).

- 100.0% of participants reported referrals provided were relevant to meet their needs.
- 92% of participants reported seeking out relevant resources.
- 91% of participants reported they accessed services that met their needs (e.g. food security, housing, safety, mental health, social isolation, financial).

Head Start has outreach or family support workers who refer and support families in connecting to any of the resources that they may require, including kindergarten presentations, cultural resources and basic needs supports. By connecting families to resources they need, social isolation was reduced and this contributed to positive change in the program outcomes and the families’ goals.

SUCCESS STORY

Agency: Norwood Child and Family Resource Centre
Program: Head Start

Thank you: My twin children attend Rundle Head Start program. I am so glad to have received a knock on my door in the spring of 2016. Rundle Head Start is a great and amazing place for my children to learn and grow. It is very helpful for me, my children and family.

My son *A is special needs. I did not think anyone could care for him but me. I thought he was [developmentally delayed] and he will go through life struggling but my family support worker helped me to see the strength in him. Now I have hope. He love attending Head Start, he loves his teachers, his is learning new things every day and he is using words.

My daughter *N started the program with no English and now she speaks more English than Somali. The program allows me to have time for me, such as attends Dr's appointments and do day to day errands. The teachers are amazing. They have great skills and knowledge to help my children. They are great with the children. They have good communication with me. They shared with me how the children are doing in school.

Miss *R is very knowledgeable about the children's needs. She is gentle, kind, loving and comfortable to take to. She makes you feel welcome. *N tells me that she loves to give Miss *R hugs and sit on her lap. *A and *N love to go to school.

Thank you for loving my children
Only names have been altered

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

ABC Head Start Society
Head Start

Bent Arrow Traditional Healing Society
White Cloud Head Start

Norwood Child and Family Resource Centre
Head Start

Oliver Centre Early Learning Programs for Children & Families Society
Oliver Centre Half Day Head Start

HOME VISITATION SUMMARY

HOME VISITATION PROGRAMS ARE SERVICES THAT PROMOTE HEALTHY PARENT-CHILD RELATIONSHIPS AND THE BEST POSSIBLE OUTCOMES FOR VULNERABLE FAMILIES.

13 Agencies Reported
13 Programs Reported
\$4,266,437.95 Total Funding Invested

There were...

58.8 Full Time Equivalents
46 Volunteers (providing 1,565 hours)
8 Students (providing 1,620 hours)

Working together to support...

1,046 Unique Participants 0-17
1,108 Unique Participants 18-64
14 Unique Participants 65+
20 Unique Participants Age Unknown
2,188 Total Unique Participants

Programs collected self-reported data from...

736 Indigenous Participants (collected by 11 programs)
427 Immigrant & Refugee Participants (collected by 11 programs)

Data was collected...

Mostly during the program (80%) using surveys/questionnaires (53%) and direct observations (30%). Data collection was attempted 3,055 times with a response rate of 82%.

ENGAGING IN REFLECTION

Programs reporting to the Home Visitation program area reflected on their data and:

- Created new opportunities for feedback and discussion with participants and staff about what was working well and what improvements the programs could make that would hold the most benefits for participants, resulting in greater access to supports for participants, for example: transportation.
- Increased collaborations and partnerships with other agencies resulting in opportunities for additional participants to receive needed services.
- Determined, through an intentional focus on

program evaluation, a desire to implement the use of more standardized assessment tools, more specific staff training based on identified participant needs and a rethinking of what evaluation questions to ask participants, such as from Project Impact training: a change from only feedback on the program and staff, to include participants examining their role in learning in the program they attend.

ISSUES & TRENDS

Increase in:

- Participants with mental health concerns and need for increased mental health supports.
- Participants struggling to meet basic needs, food insecurity, lack of affordable housing, transportation, etc.
- Disclosures of family conflict and domestic violence.
- Participants identifying as immigrant, refugee, and newcomer.
- Identification of children and family members impacted by trauma and stress/anxiety.

Barriers to service included:

- Lack of access to mental health supports, counselling supports.
- Time and focus required by participants trying to meet basic needs.
- Social isolation.
- Transportation to access other supports and resources for families with multiple barriers.

SUMMARY OF HOME VISITATION PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Home Visitation program area. The number of programs that report to that outcome is in brackets.

- 70% of 162 children had developmentally appropriate skills (1).
- 96% of 264 parents had positive parenting skills (6).
- 93% of 162 participants were connected to community resources (1).
- 62% of 162 participants were involved positively in

the community (1).

- 92% of 36 participants were supported in meeting their basic needs (1).
- 100% of 76 participants felt supported (2).
- 62% of 162 participants had improved family functioning (1).
- 94% of 428 participants had knowledge of child development (11).
- 92% of 36 participants had knowledge of community resources (1).
- 74% of 433 participants had the skills needed to address identified issues (6).
- 85% of 592 participants increased their network of social support (9).

TOP REPORTED OUTCOMES & INDICATORS

94% of 428 participants had knowledge of child development (11 agencies, 11 programs).

- 94% of parents identified the developmental stages that could be expected of their child in relation to: Communication, Physical Development, Attention, Focus.
- 94% of parents/caregivers identified activities that were appropriate for their child(ren)'s development (e.g., what activities they would encourage children to do, or do with their children, at a particular age/stage).
- 94% of parents/caregivers identified ways they could interact with their child(ren) in a way that matches his/her level of development (e.g., read to child(ren), engage in interactive play in home or community).

Participants reported increased understanding of ages and stages of child development, what they can expect from their child(ren), a deeper motivation to interact with their babies as a result of learning about brain science. Positive change included a better understanding of the importance of bonding, developmental milestones, activities to encourage healthy development, and an ability to recognize successes and improvements as their child(ren) learn and grow.

“The development screens are awesome and help me to learn where my child should be”. - Program Participant

96% of 264 parents had positive parenting skills (6 agencies, 6 programs).

- 100% of parents identified strategies to apply in one or more of the listed areas (develop age-appropriate skills, positive feedback to children, addressing children's behaviour challenges, setting boundaries).
- 92% of parents modelled positive parenting strategies learned during the program.

Home Visitors directly saw parents modelling positive child guidance strategies in the home. Parents were observed offering choices, and praising children. Positive role modelling in the home by the home visitor is a crucial component of the work, parents were observed following through with consequences, handling child behaviors in a positive way and using tools to support behaviors (offering choices, using calm language).

Participants reported that being part of a home visitation program had helped them to feel more confident in their parenting abilities and had increased their parenting knowledge. They had increased confidence in responding to their children's needs which in turn had improved their relationship with their child(ren). Families reported that programming had helped them to get out of the house and to meet others.

“My child is more advanced because we learned different ways on how to keep him growing and learn new skills” and “I have become a better mother for her so that she can have a good life because I am healthy. I don't know where I would be without [the Program].” - Program Participants

85% of 592 participants increased their network of social support (9 agencies, 9 programs).

- 80% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 92% of participants reported making new social connections with peers in the program or in the broader community (through the program).

- 82% of participants reported that they had one or more new people that they could turn to for help (may include program staff, other program participants as well as others in the community).

Many of the families required support with more than child development during their involvement with the program. These needs ranged from housing and food stability to finding employment and child care. Often these resources were a successful referral because they met an immediate and basic need for family survival. During the referral process, staff endeavored to provide the appropriate amount of support to help while working to increase the participants' independence.

As participants gained more independence by accessing these connections with minimal support from the program staff, success became evident. Many families indicated they felt more connected to their community and knew where to go for support as needed. Positive change was when a family could access the support and start the process of problem solving on their own and had a network of resources and people they could turn to.

SUCCESS STORY

Agency: St. Albert Family Resource Centre
Program: Home Visitation

I have attached letter that was written to me by an Inuit client who is in our Home Visitation program. She is a young mom who fled an abusive relationship and relocated to St. Albert. This young lady was pregnant and was parenting a 4 year old. We helped her find housing, food security and counselling. Once she was set up and comfortable we could deliver the Health for Two and Home Visitation program effectively. I had asked her if she was interested in accepting some traditional grass root approaches and supports to parenting and she was more than eager to accept. During our visits we had many discussions on how her parents and grandparents historical experiences had interfered with their ability to parent effectively. She knew that she wanted to break the cycle of violence and dysfunction, she wanted to build upon her parenting abilities. I can tell you that this young lady has made so much progress in the 8

months that she has been in the program. When I first started seeing her she was so stressed and didn't smile at all.....today she giggles and smiles throughout our visits. Here is her letter:

My personal experience in this program is nothing short of amazing. Every need I have requested was met completely. As you know I had many questions and also requests regarding- breastfeeding, housing, funding for school, therapy etc. To make me become the best person and especially mother that I could be! I could say that 2017 was a horrible year for me because of the things I have been through, such as complications during pregnancy, becoming a single mother of two, turning to income support & housing support. Despite all of that, & more, I choose not to refer to 2017 as my worst year, because it was definitely a most needed learning experience. I believe the program has changed not only my life, but my childrens lives for the better. I have gained so much knowledge about being a better parent to my kids due to the helpful information I have received. I had always said -on top of receiving basic and significant needs/ knowledge- this program has been therapeutic as well. 2018 is going to be a bright, successful and positive year for me due to this program.

Having an indigenous worker to connect with every week had made a great difference to me, being an indigenous woman myself, because I felt I had someone to relate to my experiences. Being a descendant of those who were victims of residential schools and colonization is not always a positive experience in upbringing. There is a deeper connection & understanding of everything including family, abuse, culture & tradition.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Alberta Parenting for the Future Association
Parkland Home Visitation
Bent Arrow Traditional Healing Society
Healthy Families
Boyle Street Community Services
Home Visitation
Family Futures Resource Network Society
Weekly Family Mentorship Program (Home Visitation Program)

Fort Saskatchewan Families First Society
Home Visitation
Healthy Families, Healthy Futures
Home Visitation

Leduc County - Family and Community Support
Services
Family Connections

Métis Child and Family Services Society
Aboriginal Child and Family Services

Multicultural Health Brokers Cooperative
Culturally-sensitive Home Visitation

Norwood Child and Family Resource Centre
Healthy Families

St. Albert Family Resource Centre
Home Visitation

Strathcona County Family and Community Services
Home Visitation Program

Terra Centre for Teen Parents
Healthy Families

INFORMATION & REFERRAL SUMMARY

INFORMATION & REFERRAL PROGRAMS IDENTIFY NEEDS AND REFER INDIVIDUALS TO VARIOUS COMMUNITY RESOURCES.

10 Agencies Reported
12 Programs Reported
\$3,450,441.10 Total Funding Invested

There were...

53.1 Full Time Equivalents
3,023 Volunteers (providing 15,541 hours)
27 Students (providing 2,648 hours)

Working together to support...

6,780 Unique Participants 0-17
78,295 Unique Participants 18-64
4,971 Unique Participants 65+
5,796 Unique Participants Age Unknown
95,842 Total Unique Participants

Programs collected self-reported data from...

1,800 Indigenous Participants (collected by 5 programs)
79 Immigrant & Refugee Participants (collected by 3 programs)

Data was collected...

Mostly during the program (51%) and post (31%) using surveys/questionnaires (57%) and administrative statistics (23%). Data collection was attempted 125,215 times with a response rate of 82%.

ENGAGING IN REFLECTION

Programs reporting to the Information & Referral program area reflected on their data and:

- Reported that early assessments with participants were shown to improve program planning and supported the participants to access resources, which ultimately increased the likelihood of them achieving their goals.
- Introduced new techniques for collecting data, tracking data, and analyzing data which has resulted in changes to the program, to the evaluation process, and to the data available.
- Discovered that evaluation tools needed to be designed based on the audience that is filling them out, from the technique used, to the language used

and the questions asked.

- Observed that it's challenging to collect evaluation data in information and referral type settings. Programs reported that they plan to connect with other programs similar to theirs to learn from each other and work towards an innovative solution.

ISSUES & TRENDS

Increase in:

- Participants self-medicating or struggling with addictions as a result of childhood and adult trauma.
- Participants using online channels to reach out for help (for example, online chats).
- The number of participants moving from outside the city for better resources but experiencing culture shock with the move.
- Participants requesting services for: housing (supportive/specialized), in-home services, affordable transit, specialized mental health services (especially for children), an advocate, basic needs support, parenting supports, separation & divorce supports and newcomer supports.
- Participants experiencing major life changes that are complex and require multiple supports.
- Public awareness of particular programs (like the 24/7 Crisis Diversion Team) resulting in a huge increase in call volumes (an additional 8,500 calls in 2017).
- Translation services for various community agencies, government agencies and businesses, particularly for written translation and in an increasing number of diverse languages.

Barriers to service included:

- Financial.
- Housing.
- Chronic Homelessness.

SUMMARY OF INFORMATION & REFERRAL PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Information & Referral program area. The number of programs that report to that outcome is in brackets.

- 96% of 2,477 participants accessed support to meet their needs (5).
- 86% of 1,324 participants were connected to community resources (3).
- 95% of 7,000 participants were educated about social issues in the community (1).
- 99% of 1,982 participants were involved positively in the community (1).
- 100% of 63 participants were supported in meeting their basic needs (1).
- 74% of 1,005 participants felt supported (6).
- 79% of 87,002 participants had knowledge of community resources (7).
- 100% of 130 participants had the skills needed to address identified issues (1).
- 97% of 58 participants increased their (a) knowledge and (b) skill through their volunteer involvement (1).
- 82% of 1,620 participants increased their network of social support (5).
- 76% of 145 participating communities strengthened their capacity to address issues or create opportunities for engagement (1).

TOP REPORTED OUTCOMES & INDICATORS

79% of 87,002 participants had knowledge of community resources (5 agencies, 7 programs).

- 77% of participants asked for information about or referral to one or more community resources that addressed their information or service needs.
- 93% of participants identified one or more specific community resources that addressed their information or service needs (e.g., could be for parenting, relationships, mental health, physical health, basic needs, abuse, community connections, or other issues).

In this program area, the immediate goal was to ensure that participants had the information they needed to move forward. Although a wealth of information is available online, speaking directly with experienced staff who can hear and understand your challenge, results in referrals to resources that are personalized to the needs and priorities of each participant. Participants expressed relief and comfort in knowing there was somewhere to go to ask for help or to ask questions. Simply having options available in a variety of channels empowered participants to be able to reach out and ask for

support in a way that best suited their needs.

“[The program] helped me to feel better, gave me some references. You guys helped me out more than anybody. You gave me contacts that I didn’t know about.” - Program Participant

74% of 1,005 participants felt supported (5 agencies, 6 programs).

- 77% of participants reported feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants.
- 63% of participants reported having close friends and/or close relatives with whom they could confide/receive advice.
- 67% of participants reported having sources of community (e.g. mentor, church leader, etc) or professional support (e.g. within agency or referral) in which they could confide/receive advice (e.g., emotional, instrumental).

Funded program staff expressed that supporting participants in this program area was not just about providing information or referrals but matching information provision with emotional support. They played an instrumental role in building trusting relationships with participants and ensuring that they created a safe, non-judgmental and empathetic place for people to come with their challenges (especially when participants came back more than once). It was the role of these programs to make sure that participants have the space to share and explore what their problem might be so that they could be properly referred.

“Since the first time I went to [program], the staff were very nice and sincere in helping me in every way possible. Never have I been so welcomed and I am grateful to have met and continue to have contact... the staff are excellent and I for one, appreciate everything they do and who they are.” - Program Participant

96% of 2,477 participants accessed support to meet their needs (5 agencies, 5 programs).

- 86% of participants reported referrals provided were relevant to meet their needs.
- 98% of participants reported they accessed services that met their needs (e.g., food security,

housing, safety, mental health, social isolation, financial).

Although it's challenging to measure, it was important to these programs that participants were not just aware of resources and felt supported, but that they were actually accessing resources relevant to their needs. The programs made every attempt to try and remove barriers to accessing services (like awareness of available services, flexibility & cost of services and language barriers). Strong partnerships and relationships amongst programs resulted in warm referrals from these programs to others in the community. When participants were connected with a relevant, credible, affordable, and accessible program that met their often complex needs, they reported more confidence in their ability to navigate and advocate on their own in the future.

SUCCESS STORY

Agency: e4c

Program: Crossroads Outreach

This narrative of events took place over the summer of 2017.

Tina (name changed for privacy) had been engaged in survival sex work on the streets of Edmonton for at least 5 years, struggling with substance dependence, chronic homelessness, and PTSD. Before she was entrenched on the streets, she had a boyfriend who helped her stay sober, and a daughter. When he passed away, she lost her home, and then her daughter to child welfare. Since then, she'd been struggling, working the streets to survive and get by another day. She was not regularly accessing any resources or programming, and found it difficult to make it to appointments.

Over the years, e4c Crossroads Outreach had been in sporadic contact with Tina on the streets, who didn't engage much other than to access basic needs and harm reduction supplies. The team slowly started building a trusting relationship with her. She started spending more and more time resting and sharing in our outreach van. She began expressing a desire to make some changes in her life, beginning with a stable (albeit temporary) roof over her head at the local

women's shelter.

Tina became very frustrated and disenfranchised with the wait for a bed, as every evening she would show up after walking 15 blocks in the cold and be put on the waiting list. She did not have a phone, so she was unable to call. Crossroads also attempted to connect her with the shelter a number of times to no avail. Tina starting saying things like, "it's not worth it, there's no point... why would I walk ten blocks just to buzz and be told there's no bed, it's just not worth it". Tina felt hopeless and became less interested in pursuing change, and delved back to "survival mode".

One Saturday evening, before her street outreach shift, a Crossroads team member, Robin, visited the shelter to advocate on Tina's behalf, asking for a bed to be saved until the morning (note: this is typically not something the shelter is available to do, as so many women are needing to access an open bed once it becomes available). After hearing from Robin on why it was so important for Tina to access a bed, the shelter team followed through.

Later that evening in the outreach van, Robin searched for Tina on the streets and let her know the good news. She was so excited and grateful. Having emergency housing was the catalyst for change. It was like she was able to start "putting all the pieces together". She had a roof over her head, started getting "organized", and supervised visits with her daughter. She started using less drugs, working the streets less and less, and started seeing a grief counselor to help her cope with her husband's death. She made a complete "180".

That summer, she wrote a note to the Crossroads team on the blackboard in our drop-in centre:

"Staff, I am grateful to you all for not just the drop-in and what it offers but for really caring and listening to me when I needed it. That feeling you're all alone, nobody cares, is painful. Thanks to Crossroads, I no longer know that feeling. You are AWESOME!!"

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Bent Arrow Traditional Healing Society
New in Town

Canadian Mental Health Association - Edmonton
Region

211

Advocacy and Wayfinding
Distress Line

Compass Centre for Sexual Wellness
Counselling

e4c

Crossroads Outreach

Family Centre of Northern Alberta, The
Centralized Interpreter Services (CIS)

Family Futures Resource Network Society
Outreach Support Program

Old Strathcona Youth Society
Get Connected

St. Albert Community Information and Volunteer
Centre

Community Information and Referral

Town of Gibbons

Sturgeon Community Resource Network

Women Building Futures

Community Service Program, Building
Connections for Aboriginal Women

PARENT EDUCATION SUMMARY

PARENT EDUCATION PROGRAMS FOCUS ON ENHANCING PARENT/CAREGIVER PRACTICES AND BEHAVIOURS AND INCREASING KNOWLEDGE OF AGE APPROPRIATE CHILD AND YOUTH DEVELOPMENT.

6 Agencies Reported
8 Programs Reported
\$1,377,423.00 Total Funding Invested

There were...

27.5 Full Time Equivalents
223 Volunteers (providing 4,416 hours)
11 Students (providing 995 hours)

Working together to support...

2,386 Unique Participants 0-17
1,953 Unique Participants 18-64
24 Unique Participants 65+
228 Unique Participants Age Unknown
4,591 Total Unique Participants

Programs collected self-report data from...

1,439 Indigenous Participants (collected by 5 programs)
1,893 Immigrant & Refugee Participants (collected by 7 programs)

Data was collected...

Mostly during the program (63%) and post (36%) using surveys/questionnaires (85%). Data collection was attempted 1,478 times with a response rate of 82%.

ENGAGING IN REFLECTION

Programs reporting to the Parent Education program area reflected on their data and:

- Identified a simple but effective way for parents to improve relationships by providing the opportunity to gather together and participate in activities in a safe, engaging environment. Parents learned by sitting, observing and talking to others rather than always actively engaging in activities provided for children.
- Found that intensive home visits did not meet the needs of participants that were not connecting well or were not ready for the weekly meeting.

By implementing a new position, that helped participants receive supports, referrals, some basic needs and access groups, the program was still able to support those parents.

- Diversified the delivery method of an education program to meet the needs of numerous learning styles.

ISSUES & TRENDS

Increase in:

- Mental health concerns in both parents and children (postpartum, affecting parents and children; anxiety, depression and other mood disorders).
- Impact of family violence.
- Number of single parent families due to separation, divorce or one parent working away from home.
- Young parents, under 18, accessing supports.

SUMMARY OF PARENT EDUCATION PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Parent Education program area. The number of programs that report to that outcome is in brackets.

- 93% of 621 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (7).
- 86% of 125 participants accessed support to meet their needs (3).
- 96% of 23 participants were connected to community resources (1).
- 97% of 58 participants felt supported (2).
- 100% of 226 participants had improved family functioning (1).
- 87% of 153 participants had knowledge of community resources (2).

TOP REPORTED OUTCOMES & INDICATORS

93% of 621 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (6 agencies, 7 programs).

- 93% of parents identified aspects of a nurturing environment for their child(ren) at home.
- 87% of parents identified strategies they could apply at home, to provide a nurturing

environment for their child(ren).

- 99% of parents reported enhanced family interactions.

Parents and caregivers reported improved relationships with their children and within their families. Parents had a better understanding of their role in their children's development and had strategies to respond to them in a positive way. They were able to provide a nurturing environment for their children. The outreach workers and the participants supported by the program developed relationships that allowed for deeper sharing of information and learnings. This often resulted in parents that were more confident in their parenting ability and reported being better parents.

"[The program] has helped me to cope with family issues and domestic violence. They have helped me with lunch during school time, and prenatal vitamins and milk, we learn to cook during crockpot meetings which is awesome!" - Program Participant

86% of 125 participants accessed support to meet their needs (2 agencies, 3 programs).

- 86% of participants reported they accessed services that met their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

Due to the complex variety of needs of parents accessing programs, providing basic needs and information about other programs and services is a holistic way to support the entire family.

"She (my child) benefits from the Clothes Closet & other supports offered." - Program Participant

87% of 153 participants had knowledge of community resources (2 agencies, 2 programs).

- 81% of participants asked for information about or referral to one or more community resources that addressed their information or service needs.
- 100% of participants identified one or more specific community resources that addressed their information or service needs (e.g., could be for parenting, relationships, mental health, physical health, basic needs, abuse, community connections or other issues).

Positive change in this outcome area was noted when participants requested support to access a specific community resource. Creating a sense of belonging helped programs to encourage participant access.

SUCCESS STORY

Agency: Alberta Parenting for the Future Association
Program: Early Intervention Parenting

Our Dads program continues to be successful. Dads have reported that when they started coming they did so because they were signed up by the Moms to attend, spend time with kids and to give Mom a break. Now they come willingly and register themselves, they tell their male friends to come with their kids as it is a fun, friendly, engaging, non-threatening, safe place for Dads to come and have some fun activities to do with their kids. They have reported improved relationships with their children and also improved relationships within the family as a result.

AGENCIES AND PROGRAMS REPORTING IN THIS PROGRAM AREA

Alberta Parenting for the Future Association
Early Intervention Parenting

ASSIST Community Services Centre
Multicultural Family Connections
Nobody's Perfect

Jasper Place Child and Family Resource Society
TALKS Program

Multicultural Health Brokers Cooperative
Multicultural Family Connections

Terra Centre for Teen Parents
Educational Support Services
PATHS

The Red Road Healing Society
Creating Space for the 'Spirit of Interdependence' in Extended Aboriginal Families

PARENT LINK CENTRES SUMMARY

PARENT LINK CENTRES ARE A NETWORK OF RESOURCE
CENTRES SERVING PARENTS, CAREGIVERS AND CHILDREN.

10 Agencies Reported
13 Programs Reported
\$6,509,260.00 Total Funding Invested

There were...

84.7 Full Time Equivalents
382 Volunteers (providing 5,198 hours)
28 Students (providing 5,328 hours)

Working together to support...

14,807 Unique Participants 0-17
9,162 Unique Participants 18-64
178 Unique Participants 65+
1,759 Unique Participants Age Unknown
25,906 Total Unique Participants

Programs collected self-report data from...

2,369 Indigenous Participants (collected by 11
programs)
910 Immigrant & Refugee Participants (collected by
11 programs)

Data was collected...

Mostly during the program (63%) and pre, during
& post (35%) using surveys/questionnaires (90%).
Data collection was attempted 15,341 times with a
response rate of 71%.

ENGAGING IN REFLECTION

Programs reporting to the Parent Link Centres
program area reflected on their data and:

- Learned that participants valued the availability of a variety of programs that could be accessed to addressing their families' existing, new and changing needs.
- Reported that participants valued affordability, parenting resources, and connecting with other parents and community.
- Discovered that families dealing with isolation and self-doubt sought out Parent Link Centres. Not having to tell their story too many times was important, "having a safe, clean place for their kids to play" and being accepted and not feeling

judged was valued.

- Programs learned that room setups are important, considering different learning styles in various programming approaches, finding ways to support parents in follow through and consistency in parenting skills.
- Some programs that participated in Project Impact explored deeper evaluation, looking differently at the intention in the delivery of programs and the value of reflecting about current ones and those programs they might offer in the future.

ISSUES & TRENDS

Increase in:

- Families struggling with basic needs such as: food security, unemployment or underemployment, reliable transportation, housing, and child care.
- Reports of family violence disclosures and needs, of parents feeling isolated and overwhelmed with parenting while struggling to meet their family's everyday needs.
- Requests for information from Parent Links about a variety of topics including legal resources, food preparation, newcomer resources, children's mental health, separation and loss.
- Indigenous families attending programs, immigrant/refugee participants attending programs as a family unit, and more grandparents and fathers attending programs.
- Word of mouth attendance, families tell other families about programs they recommend.
- People wanting to volunteer with the Parent Link Centre.

SUMMARY OF PARENT LINK CENTRES PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Parent Link program area. The number of programs that report to that outcome is in brackets.

- 95% of 20 children had developmentally appropriate skills (1).
- 63% of 161 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (2).

- 93% of 1,284 parents had positive parenting skills (7).
- 77% of 2,248 participants were connected to community resources (3).
- 98% of 4,010 participants felt supported (12).
- 89% of 628 participants had improved family functioning (1).
- 94% of 1,205 participants had knowledge of child development (8).
- 90% of 400 participants had knowledge of community resources (3).
- 84% of 900 participants increased their network of social support (4).

TOP REPORTED OUTCOMES & INDICATORS

98% of 4,010 participants felt supported (9 agencies, 12 programs).

- 98% of participants reported feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants.
- 91% of participants reported having close friends and/or close relatives with whom they could confide/receive advice.
- 99% of participants reported having sources of community (e.g., mentor, church leader, etc) or professional support (e.g., within agency or referral) in which they could confide/receive advice (e.g., emotional, instrumental).

Participants in this program area reported that they felt safe, accepted, welcomed, and supported. Program staff were described as caring, knowledgeable, and approachable. Program staff indicated that positive change was when participants promoted the programs, referred their friends and family and developed relationships and support networks that continued outside the centre or program. Parents expressed appreciation for the space, free programs, staff, positive experience, safe environment, resources and information and support they received.

“I feel supported and more comfortable discussing parenting skills and I am not alone - I make mistakes and it’s ok - no one is perfect.” - Program Participant

94% of 1,205 participants had knowledge of child development (6 agencies, 8 programs).

- 94% of parents identified the developmental

stages that could be expected of their child in relation to: Communication, Physical Development, Attention, Focus.

- 94% of parents/caregivers identified activities that were appropriate for their child(ren)’s development (e.g., what activities they would encourage children to do, or do with their children, at a particular age/stage).
- 95% of parents/caregivers identified ways they could interact with their child(ren) in a way that matched his/her level of development (e.g., read to child(ren), engage in interactive play in home or community).

“I’m more confident in reading and singing and doing other literacy activities with our children. I feel very excited about being part of these groups. Lots of fun and new learning opportunities every time we join.” - Program Participant

Funded program staff found that one of the key indicators of positive change for this outcome was participants seeking more information about child development and being able to describe the ways they practice what they’ve learned at home or away from the program. As a result of attending the programs, participants reported that they read more to their children, had toys in their home that were appropriate for the children’s age, played and talked more with their children and provided opportunities for their child to play with other children.

93% of 1,284 parents have positive parenting skills (5 agencies, 7 programs).

- 93% of parents identified strategies to apply in one or more of the listed areas (develop age-appropriate skills, positive feedback to children, addressing children’s behaviour challenges, setting boundaries).
- 96% of parents modelled positive parenting strategies learned during the program.

Ultimately, Parent Link programs aim to be welcoming and open spaces where participants can come to learn new skills and practice them with their children and in their families. Many program staff reported that participants were willing to share their parenting challenges of their own and the group’s learning; and some participants expressed that they

were comfortable trying some of the skills they had learned at home, replicating activities with their children that they learned in the program.

"I have really noticed a positive difference in my daughter's behavior, her routines and our relationship which has had an effect on my own self-esteem as a mother and a person. This has really encouraged me and my husband to work cohesively as parents and role models for our other children and each other. We have also used the fundamentals of this course/program to further develop positive communication and foundation in our own relationship/marriage. I would highly recommend this program to anyone." - Program Participant

SUCCESS STORY

Agency: Jasper Place Child and Family Resource Society

Program: West Edmonton Parent Link

This family first came to our center with St. Vincent De Paul volunteers to obtain a Baby Box (a partnership we have with the Baby Box Company, an initiative around "safe sleep"). The family had journeyed from Morocco, and had only been in Canada 3 months. There were 4 people in the family, with a baby on the way.

While at our center we provided the family with a program guide and talked to them about other programs that we could offer. The mother of the family was pregnant and was interested in signing up for the Health for Two (H42) program (a partnership we have with Alberta Health Services). The Health for Two program provides support for the pregnancy such as: milk coupons, bus tickets, pre and post natal information, as well as vitamins, all of which she did not have before she started the program.

We signed her up for the program and began to work with Mom and her family. The only people that spoke English were Mom and her 6 year old son; who goes to an Elementary School near the home (the second child was 2 years old). The mom had a C-section planned at the Misericordia. PLC support workers have a very good working relationship with the social worker on the maternity ward. Mom was able to meet the social worker. The Parent Link

facilitator took Mom on a tour of the ward (the social worker had previously trained the Parent Link staff to complete these tours with their families). The family did not have a car seat, so we provided them with one from our own donations. After the baby was born, a facilitator went to the hospital to meet the new arrival, and by request from Mom, helped fill out the registry paperwork that the hospital requires. We were also able to provide Mom/Baby with diapers...donated to PLC from the "Pampers Company", and a blanket and sweater outfit....handmade by local seniors, and donated to PLC, bread...donated to PLC from local bakeries, and Vitamin D drops....(H42).

Under very special circumstances the facilitator will visit the family in their home after baby is born. Through phone conversations it seemed Mom had what sounded like a case of the "Baby Blues". This Mom met the criteria we have set for visits. On that visit breastfeeding and being tired were discussed. Mom was supported with information on the Baby Blues, something she had not experienced with her other 2 children. The PLC Facilitator talked about the signs and symptoms of postpartum depression (PPD) and resources for such (Mom did not progress to PPD).

The family was interested in the father going to school to learn English, so that he could find work. We introduced them to our partner agency, the Mennonite Center (West End Community Connections). Dad began beginner English classes there 2 times a week. After that program he began an advanced English program through the LINK program.

Mom was interested in attending school herself. The PLC facilitator helped mom with the paperwork to access funding, as well as the registration process at the school. Once registered, Mom needed daycare. The Parent Link Facilitator made an appointment with a daycare that was close to the family's home, and took Mom there. They gave her a tour, and the paperwork to register the children. The daycare was planning a family BBQ, and the family planned on going.

Another thing that the family needed was something for their 6 year old to do after school. The family wanted him to meet other children, and work on his English, so we connected them/him with the Boys and

Girls club; He has been going every day after school. He has enjoyed meeting new friends, working on English, and getting help with his homework. Mom says that he is very thankful for this connection.

We were able to provide the family with a stroller and baby carrier that was donated to our center. Now they are able to get around easier. Mom was encouraged to come out to Stay and Play with her 3 year old (and then newborn) so that he can be around other children working on social skills and all of the good things that happen with play. We provided her with bus tickets to attend the groups through the Donate-a-Ride program). She attends not only 1 - but 2 sites - and different programs.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Alberta Parenting for the Future Association
Beaverbrook Parent Link Centre
Parent Link Centre

Bent Arrow Traditional Healing Society
Aboriginal Parent Link Center

Family Futures Resource Network Society
South East Parent Link Centre
South West Parent Link Site

Fort Saskatchewan Families First Society
Fort Saskatchewan/Sturgeon County Parent Link Centre (PLC)

Jasper Place Child and Family Resource Society
West Edmonton Parent Link

KARA Family Resource Centre
KARA Program/Parent Link Centre

Leduc County - Family and Community Support Services
Leduc Regional Parent Link Centre

Native Counselling Services of Alberta
Aboriginal Parent Link Center (APLC)

Norwood Child and Family Resource Centre
Parent Link Central
Parent Link Northeast

Strathcona County Family and Community Services
Strathcona County Parent Link

PREVENTION OF FAMILY VIOLENCE AND BULLYING (PFVB) SUMMARY

THE FOCUS OF PREVENTION OF FAMILY VIOLENCE AND BULLYING (PFVB), IS EDUCATION, PREVENTION AND SUPPORT TO INDIVIDUALS AND/OR FAMILIES IN THE AREA OF ABUSE, DOMESTIC VIOLENCE AND/OR BULLYING.

9 Agencies Reported
9 Programs Reported
\$4,969,792.87 Total Funding Invested

There were...

61.8 Full Time Equivalents
229 Volunteers (providing 14,354 hours)
15 Students (providing 1,918 hours)

Working together to support...

25,964 Unique Participants 0-17
7,374 Unique Participants 18-64
18 Unique Participants 65+
136 Unique Participants Age Unknown
33,492 Total Unique Participants

Programs collected self-report data from...

618 Indigenous Participants (collected by 7 programs)
198 Immigrant & Refugee Participants (collected by 6 programs)

Data was collected...

Mostly post (36%) and during the program (28%) using surveys/questionnaires (61%) and group discussion (17%). Data collection was attempted 84,013 times with a response rate of 46%.

ENGAGING IN REFLECTION

Programs reporting to the Prevention of Family Violence & Bullying program area reflected on their data and:

- Responses from exit interviews demonstrated that participants are not only learning skills but are implementing these skills in their everyday life.
- Discovered that developing strategies to increase participant input were beneficial for program development and to ensure a true participant-centered service.
- Learned that timing of participant evaluations can affect the response rate but must be balanced

with maintaining trauma-informed services.

ISSUES & TRENDS

- The issue of sexual assault in the community is significant. Public and media responses to allegations of sexual assault through movements like #MeToo #TimesUp and #IBelieveYou appears to be shifting away from victim blaming to victim believing. This shift is both positive and debilitating for sexual assault agencies who are experiencing double the amount of requests for services and waitlists of up to 6-8 months.
- Edmonton has seen a rapid increase in immigrant and refugee populations. Resultantly, there is vulnerability for some people due to potential isolation from the larger community, a lack of access to resources and understanding of rights. In order to meet complex needs more staff time and resources are required to deliver a high level of service to newcomers.
- Staff are accessing education on Indigenous cultures to ensure they are providing effective and culturally sensitive supports.

Barriers to service:

- A lack of affordable and long-term housing continues to be a barrier for those attempting to leave abusive situations.
- A significant amount of time is spent by staff advocating for clients as well as educating different systems and workers on abuse issues and the types of abuse. Access to supports that have an understanding of family violence can be a challenge.
- Legal systems can cause confusion and financial barriers for individuals attempting to leave an abusive relationship.

SUMMARY OF PREVENTION OF FAMILY VIOLENCE AND BULLYING PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Prevention of Family Violence and Bullying program area. The number of programs that report to that outcome is in brackets.

- 100% of 55 children had developmentally appropriate skills (2).
- 90% of 2,980 parents developed the (a)

- knowledge and (b) skills needed to provide a nurturing environment for their children (4).
- 97% of 13,235 participants accessed support to meet their needs (4).
- 87% of 15,132 participants were educated about social issues in the community (2).
- 95% of 6,003 participants felt supported (4).
- 90% of 99 participants had healthy relationships (1).
- 64% of 97 participants had improved family functioning (2).
- 90% of 99 participants had knowledge of community resources (1).
- 68% of 528 participants had the skills needed to address identified issues (5).
- 100% of 19 participants increased their (a) knowledge and (b) skill through their volunteer involvement (1).
- 72% of 138 participants increased their network of social support (2).
- 98% of 94 participants made informed choice about their living situation (2).

TOP REPORTED OUTCOMES & INDICATORS

68% of 528 participants had the skills needed to address identified issues (5 agencies, 5 programs).

- 65% of participants demonstrated skills in one or more of the listed areas.
- 78% of participants reported an increased capacity to solve day-to-day problems and challenges.
- 45% of participants reported being able to cope with day-to-day stress.

Positive change related to sexual assault was described as emotional regulation and increased knowledge and use of healthy coping methods. Survivors reported feeling heard, understood and supported. One of the barriers to achieving success is that participants exist in a broader family system and cultural context that cannot necessarily be changed unless the system is able to be involved.

“I understand that I am not alone and feel I have a community of supports I can tap into if needed.” - Program Participant

90% of 2,980 parents developed the (a) knowledge and (b) skills needed to provide a nurturing environment for their children (4).

- 94% of parents identified strategies they can apply at home, to provide a nurturing environment for their child(ren).
- 90% of parents reported enhanced family interactions.

Indicators of positive change related to family violence included a family’s ability to communicate through crisis and learn to navigate visits with the perpetrator of the violence in healthier and safer ways. A trend often seen and a barrier to achieving success, is when families reduce safety boundaries when things start to go well, which can lead to escalating violence and further traumatize a family.

“This program helped me move out of my relationship and into a stable home where my children are happy.”- Program Participant

97% of 13,235 participants accessed support to meet their needs (4).

- 96% of participants reported referrals provided were relevant to meet their needs.
- 100% of participants reported seeking out relevant resources.
- 97% of participants reported they accessed services that met their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

Positive change was described as the feeling of safety participants experienced after receiving program services. Increasing the participants capacity to access services available in the community is crucial to move forward and may prevent a crisis situation in the future.

“We ensure that women feel welcome and that we meet more than just their basic needs.” - Program Staff

SUCCESS STORY

Agency: Stop Abuse in Families (SAIF) Society
Program: New Directions

One of our counsellors was approached by a client we had worked with in the past- in fact, the client and her two oldest children had completed the New Directions program previously. She talked about how she was interested in participating again in the

program, so that her younger children (who were previously too young) could attend. She spoke of her new partner- how in love they were, how great he had been for the family.

Once we began working with the family again, it became evident that the new partner was abusive-perpetrating physical and emotional violence against our adult client, and emotional abuse against the 5 children. Over the course of several weeks, mostly with the disclosures we received from the children, we were able to support mom to apply for an emergency protection order, which was granted. Her partner was also charged with several counts of assault at this time. Client then also accessed Legal Aid, and began working on a parenting order with her new lawyer. We worked extensively with the children and with mom to develop safety plans that worked for the family- this included securing some emergency funding for the family to have a security system installed in their home and some financial support for monthly expenses for a few months, while Mom figured out how to support the family on her own. The family is continuing to attend the New Directions Program, and Mom has specifically reported that having a group of women that have experienced similar violence not only helps her feel supported, but gives her someone to be accountable to- while there is no judgement, this group of women care about each other and truly support each other to thrive, not just survive. There have been some hiccups- over Christmas, boundaries were breached by the perpetrator, but Mom is able to come to group every Monday, process her feelings, and make healthy decisions for her family. Mom is now applying to do her Masters in Accounting, and is working on healthy, supervised visits between her youngest son and his dad.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Aboriginal Counseling Services Association of Alberta
Circle of Safety Family Violence Program
Canadian Red Cross Society
Respect Education
Edmonton John Howard Society
Family Violence Prevention Centre -
Community Outreach Program
The Furniture Program

Riseup Society Alberta
Come to the Surface: Ascent
Saffron Centre LTD.
Secure Connections
Sexual Assault Centre of Edmonton
Clinical Services
Stop Abuse in Families (SAIF) Society
New Directions
Strathcona Shelter Society Ltd.
A Safe Place shelter for abused women and their children
Today Family Violence Help Centre (Today Centre)
Co-ordinated Community Response for those impacted by Family Violence in Edmonton

PUBLIC EDUCATION SUMMARY

THE PROGRAMS FUNDED UNDER PUBLIC EDUCATION PLAY A UNIQUE ROLE OF DISSEMINATING RESEARCH REGARDING SOCIAL ISSUES THAT AFFECT INDIVIDUALS, FAMILIES AND COMMUNITY.

5 Agencies Reported
6 Programs Reported
\$965,660.44 Total Funding Invested

There were...

12.2 Full Time Equivalents
147 Volunteers (providing 4,994 hours)
0 Students (providing 0 hours)

Working together to support...

35,091 Unique Participants 0-17
12,520 Unique Participants 18-64
359 Unique Participants 65+
174 Unique Participants Age Unknown
48,144 Total Unique Participants

Programs collected self-reported data from...

192 Indigenous Participants (collected by 1 programs)
1,414 Immigrant & Refugee Participants (collected by 2 programs)

Data was collected...

Mostly during the program (47%) and post (47%) using surveys/questionnaires (53%) and group discussions (33%). Data collection was attempted 103,949 times with a response rate of 56%.

ENGAGING IN REFLECTION

Programs reporting to the Public Education program area reflected on their data and:

- Identified key areas for improvement and steps were taken to implement these changes to the evaluation process.

Examples included:

- Changing evaluation questions to more accurately measure the program's desired outcomes.
- Ensuring that community members take the time to fill out evaluations.
- Adapting their evaluation tools to better reflect the impact on diverse communities.
- Implementing pre-workshop assessments indicated that people had some prior level

of knowledge. Post-evaluations indicated that knowledge was increased as a result of participating in the workshop. Research suggests that people frequently overestimate their knowledge and understanding prior to education sessions. Since this overconfidence can lead to inaccurate assessments, educators plan to be more mindful of how these tools are used.

- Handing out post-workshop evaluation tools at the beginning of sessions has increased the number of completed evaluations. It has also resulted in more thorough and thoughtful responses from participants.
- A review of post-evaluation tools is planned to ensure that language used is clear, accurate, and appropriate for people of various ages, levels of English comprehension, and cognitive ability.

ISSUES & TRENDS

- People from rural communities often communicate that there are fewer resources available to them.
- Students, parents and teachers often mention that chronic stress and anxiety are big issues facing youth.
- The #MeToo movement has gained incredible recognition and acknowledgment. Subsequently, more public education and support services are requested from diverse community groups. Community members want to know how to support those impacted by abuse, what can they do as bystanders to prevent sexual violence and ensure that it does not occur in the spaces they inhabit.

SUMMARY OF PUBLIC EDUCATION PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Public Education program area. The number of programs that report to that outcome is in brackets.

- 98% of 107 participants were connected to community resources (1).
- 95% of 36,515 participants were educated about social issues in the community (5).
- 94% of 16,042 participants had knowledge of community resources (4).

- 93% of 5,635 participants increased their network of social support (2).

TOP REPORTED OUTCOMES & INDICATORS

95% of 36,515 participants were educated about social issues in the community (4 agencies, 5 programs).

- 100% of participants identified at least one type of community resource to address one or more of the above issues (as relevant to their concern or interest).
- 96% of participants identified one or more factors that contributed to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.
- 84% of participants identified ways they could get involved in addressing one or more of the above issues, if interested.

Positive change was described as individuals who feel empowered to make healthy changes to their lifestyles following public education sessions. In addition, positive change is a willingness to take the knowledge learned in public education sessions to start conversations and educate others.

“I’ve learned a lot of things relating to sexuality and STDs and pregnancy contraceptives.” - Program Participant

94% of 16,042 participants had knowledge of community resources (4 agencies, 4 programs).

- 94% of participants identified one or more specific community resources that address their information or service needs (e.g. could be for parenting, relationships, mental health, physical health, basic needs, abuse, community connections, or other issues).

Positive change was evident when participants reported putting their knowledge and skills into practice and when participants could identify specific resources that would be useful to them.

“Thank you for providing me with this life changing information.” - Program Participant

93% of 5,635 participants increased their network of social support (2 agencies, 2 programs).

- 92% of participants reported making new social connections with peers in the program or in the broader community (through the program).
- 96% of participants reported that they have one or more new people that they can turn to for help (may include program staff, other program participants as well as others in the community).

Positive change was described as the ability of participants to identify a specific person, organization or connection in the community that could be accessed for support.

SUCCESS STORY

Agency: Canadian Mental Health Association - Edmonton Region

Program: Mental Health and Wellbeing Education

At one of our Headstrong Youth Summits, one of our speakers with lived experience shared her experience with delusions. She said that when she was very sick with depression, she began to believe things that were not based in reality. She said that she doesn’t share what these delusions were about because of stigma and her fear that people will judge her for them.

Soon after her speech, she was approached by a student who confided that she had never heard anyone talk about delusions and that she too had been experiencing them. When the speaker asked her, she said she was connected with a doctor and psychologist but disclosed that she hadn’t been completely honest with her care team. She had withheld the information that she was experiencing hallucinations because she was nervous the doctors wouldn’t understand.

After a good talk, the speaker and the girl decided the best thing would be for her to be completely open and honest with her care team.

Having someone be so open and honest about their experience with mental illness made it easier for this young person to reach out for help. This is important because it reduces stigma and ensures that people get the help they need and they get it early.

**AGENCIES & PROGRAMS REPORTING IN THIS
PROGRAM AREA**

Arthritis Society, The

Education Programs and Services

Canadian Mental Health Association - Edmonton
Region

Mental Health and Wellbeing Education

Compass Centre for Sexual Wellness

Multicultural Sexual Health Education Program

Sexual and Reproductive Health Education

Edmonton Epilepsy Association

Educational Programs and Services

Sexual Assault Centre of Edmonton

Public Education

SENIORS SUPPORT SUMMARY

WITH AN AGING POPULATION, THE PROGRAMS THAT ARE FUNDED UNDER THE SENIORS SUPPORT PROGRAM AREA PRIMARILY FOCUS ON SENIORS CARE, SUPPORT AND OUTREACH. ALTHOUGH THE SENIORS DEMOGRAPHIC IS FREQUENTLY SHIFTING AND CHANGING, MANY PROGRAMS IN THIS AREA PROVIDE SUPPORT TO OLDER ADULTS AS WELL AS CAREGIVERS.

16 Agencies Reported
21 Programs Reported
\$4,469,451.68 Total Funding Invested

There were...

65.3 Full Time Equivalents
3,025 Volunteers (providing 130,800 hours)
181 Students (providing 33,523 hours)

Working together to support...

340 Unique Participants 0-17
3,663 Unique Participants 18-64
7,791 Unique Participants 65+
2,193 Unique Participants Age Unknown
13,987 Total Unique Participants

Programs collected self-report data from...

1,022 Indigenous Participants (collected by 14 programs)
3,570 Immigrant & Refugee Participants (collected by 16 programs)

Data was collected...

Mostly during the program (43%) and post (31%) using surveys/questionnaires (75%). Data collection was attempted 9,692 times with a response rate of 64%. An ongoing challenge for data collection in this program area is often capturing support for one time or short-term participants.

ENGAGING IN REFLECTION

Programs reporting to the Seniors Support program area reflected on their data and:

- Noticed that the program's attendance had dropped, so they discussed the possible causes for the change - they discussed the location, date, time and name of the program. With a few small adjustments, program participation increased & is continuing to be monitored.

- Reviewed current positions & their roles and responsibilities, which led to combining roles. This maintained efficiency, eliminated areas of conflict, improved the quality of output & idea generation and also resulted in a fiscal saving. The process was in-depth and thoughtful which resulted in saving some money and improving the programming.
- For many of the other program areas, participants "age out" of the services. In this program area, often programs, staff and volunteers are faced with losing participants as they pass on. It becomes an opportunity to reflect on an ongoing basis on what programs were providing and whether the seniors received all the support they required.
- Revised and tailored their public education programming efforts to the interests and needs of the population.
- Evaluation results informed program design when a program learned that immigrant and newcomer seniors weren't attending because (1) they didn't feel comfortable going alone, (2) transportation was a challenge and (3) the time offered didn't work for them.
- Building trust, compassion and empathy were key. The evaluation process could only be built after first developing those elements.

ISSUES & TRENDS

The Seniors Support program area encompasses a wide range of participants from "older adults" or "young seniors" to those that are 90+ years old. With this comes unique challenges as the needs of the seniors change drastically from 55 years to 65 years to 90 years old in terms of their access to income, additional services, mobility and networks of social support.

Some other trends expressed by the programs in this area included, an increase in:

- Number of single or isolated seniors and in particular, women.
- Demand for services and the strain on staff/volunteers not feeling they are able to fully address and respond to each participant in a timely and holistic manner.
- The effort to engage Indigenous community,

- particularly Indigenous seniors and Elders.
- The number of instances of physical and emotional abuse/neglect.
- Family dynamics playing a significant role in providing supports for seniors.
- The pressure for younger seniors to remain working, lower pensions available, more debt and more seniors living in poverty particularly immigrant, refugee and newcomer seniors.
- The number of seniors that are eager to learn, participate and be considered part of/contribute to their community.
- The need for free or low-cost learning and socializing activities.

Barriers to service included:

- Access to basic needs such as food, healthcare, housing, and transportation.
- Language barriers influencing the confidence of seniors to reach out to others, to ask for help and to connect to resources.
- Mental Health and addiction, and overall well being of the senior as well as their caregivers and their access to the appropriate supports and capacity assessments. However, some programs are seeing seniors being able to self-identify and accurately label their experiences more than before.
- Intergenerational impacts of poverty, such as chronic poverty or children being in poverty and thus unable to support senior parents.

SUMMARY OF SENIORS SUPPORT PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Seniors Support program area. The number of programs that report to that outcome is in brackets.

- 89% of 174 participants reported they accessed support to meet their needs (1).
- 81% of 952 participants reported they were connected to community resources (7).
- 97% of 110 participants reported that they were involved positively in the community (1).
- 91% of 510 participants reported they were supported in meeting their basic needs (2).
- 86% of 489 participants reported that they felt supported (3).

- 90% of 115 participants reported that they felt they contributed to a positive change in the community (or agency) through volunteer activities (2).
- 78% of 217 participants increased their (a) knowledge and (b) skill through their volunteer involvement (3).
- 81% of 2,989 participants reported an increase in their network of social support (19).
- 88% of 675 participants reported they were able to make informed choices about their living situation (7).

TOP REPORTED OUTCOMES

81% of 2,989 participants increased their network of social support (14 agencies, 19 programs).

- 78% of participants reported (1) making new friends or (2) maintaining friendships through their involvement in the program (these could be friends within the program or friends they made in the broader community with support from the program).
- 84% of participants reported making new social connections with peers in the program or in the broader community.
- 82% of participants reported that they had one or more new people to turn to for help (may include other program staff, other program participants as well as others in the community).

Ultimately, the program's aim is to provide welcoming and open spaces where seniors could come to socialize and feel respected, connected and valued. The goal was providing participants with a sense of belonging and purpose in their community, giving them opportunity to develop new friendships, providing engaging opportunities to learn and share skills, a space to volunteer with others and a way of staying physically and mentally active. Often the seniors talked and gave advice, encouraged one another and others, and provided sympathy when required. The space was open for everyday small talk and personal sharing.

“I feel like I really know my community now and they know me. I hope the community league keeps asking us to help out. I love being with all the young people who live around me; I got to know my neighbour when we performed our play at the hall and now he helps shovel my sidewalk.” - Program Participant

81% of 952 participants are connected to community resources (7 agencies, 8 programs).

- 84% of participants reported that they had contacted one or more community resources that address their information or service needs.
- 78% of participants reported that they had used the resources/services of one or more community resources that addressed their information or service needs.

In this program area, positive change was defined as participants knowing that there was someone to turn to for help and that they had access to supports and information that would allow them to take control of their own goal setting and decision making. Often seeking resources or navigating systems, particularly with technology, can be overwhelming. These programs provided support to overcome those barriers and provided culturally and linguistically relevant one-on-one holistic resources to those in need. Once connected with resources and support, participants would often find additional ways to integrate and give back to their community.

“My spouse died and I didn’t know anyone because I don’t speak or read English as good as I need to. [Agency] has someone on their team who spoke my language and helped me with paperwork and helped me with everything that I had to do for my spouse’s burial. Now, they are helping me connect with my child, whom I haven’t seen for 20 years. My life would be much worse without them. The truth is that I would be living in my car somewhere if they hadn’t helped me with my taxes, my income and all my paperwork. I found a group of people at the centre who meet for coffee and they speak my mother tongue. It has made such a difference in my life to have others in the community to talk to.” - Program Participant

88% of 675 participants made informed choices about their living situation (5 agencies, 7 programs).

- 90% of participants accessed the options and resources available to them.

- 86% of participants reported they had information about the options and resources available to them.
- 91% of participants reported that they had the capacity to decide amongst the options and resources available to them.

This outcome is tied to multiple aspects of the senior’s overall well-being including support for housing, financial security, food security, and healthcare. The programs worked to support the increased overall wellness (physical, social, mental and emotional) of the participants while doing what they could to support the senior in maintaining independence and authority in the day-to-day decision making that impacted their life. A major piece of this work was providing access to and navigation of supports and ensuring that seniors felt heard. Another key component of this work was that seniors were provided with and accessed resources that could protect them and kept them safe in their homes and in the community.

SUCCESS STORY

Agency: Westend Seniors Activity Centre

Program: Community Outreach and Social Wellness

Ms. L has been a long time member of WSAC. She is an immigrant who moved to Canada as a young adult, but who never married or had children. She does have some family (siblings), however they reside in another province. In 2016 Ms. L experienced a health crisis that put her into the hospital (emergency), where she remained for several weeks. After returning home, she was still not well enough to come to WSAC for programming or support.

Ms. L reached out to the Outreach Worker because she was in need of a new mattress due to her current one being old and not physically supportive of her injuries. The Outreach Worker helped Ms. L obtain a new mattress and helped her with securing a subsidy for the new mattress. It was several months before Ms. L could come back to WSAC. In 2017 she experienced another health crisis, which kept her at home. Throughout this time, Ms. L was extremely lonely and bored as she is normally a very active and sociable lady.

The Outreach Worker kept in contact with her throughout this time via phone, email and Home Visits. Ms. L had various paperwork that needed to be completed, which the Outreach Worker helped with. DATS was secured, as well as ensuring she was receiving all the benefits and subsidies she was eligible for. Ms. L was eventually able to come back to WSAC for programming, and has become a very active member again. She also joined one of the Support Groups and has made some close personal connections with several of the group participants. Ms. L continues to have some financial problems, but is very open with the Outreach Worker and does try to solve any issues that arise with little help. Due to her low income, Ms. L is also a Bursary recipient at WSAC, receiving \$100/year in program credit.

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Bent Arrow Traditional Healing Society
 Pehonan Elder's/Seniors program

Catholic Social Services
 Elder Abuse Resource Service (EARS)

Edmonton Seniors Centre
 Outreach/In-reach Program
 Volunteer Program

ElderCare Edmonton Society for Adult Day Programs
 Caregiver Support Program

Métis Child and Family Services Society
 Aboriginal Senior Support

Mill Woods Seniors Association
 Outreach

Multicultural Women and Seniors Services Association
 Community Outreach Social and Emotional
 Wellness for Seniors and Women

North Edmonton Seniors Association
 Outreach Program

North West Edmonton Seniors Society
 Outreach and Wellness Program

Operation Friendship Seniors Society
 Drop-In
 Helping Hands
 Outreach

SAGE Seniors Association
 Ageing to Sageing (A2S)
 Multicultural Seniors Outreach Program
 Wellbeing

Senior Citizens Opportunity Neighbourhood
 Association

Seniors Center

Society of Seniors Caring About Seniors
 Home Support Services and Volunteer
 Program

South East Edmonton Seniors Association
 Outreach and Volunteer Services

Strathcona Place Society
 Strathcona Place 55+ Centre

Westend Seniors Activity Centre
 Community Outreach and Social Wellness

VOLUNTEER SUPPORT SUMMARY

ALMOST ALL OF THE FUNDED AGENCIES USE VOLUNTEERS IN ONE WAY OR ANOTHER. THE VOLUNTEER SUPPORT PROGRAMS IN THIS AREA FACILITATE VOLUNTEER ENGAGEMENT THROUGH RECRUITING, TRAINING AND UTILIZING VOLUNTEERS IN THE COMMUNITY.

7 Agencies Reported
7 Programs Reported
\$1,964,194.07 Total Funding Invested

There were...

21.3 Full Time Equivalents
3,089 Volunteers (providing 125,020 hours)
26 Students (providing 3,081 hours)

Working together to support...

68 Unique Participants 0-17
1,574 Unique Participants 18-64
1,714 Unique Participants 65+
15,842 Unique Participants Age Unknown
19,198 Total Unique Participants

Programs collected self-reported data from...

141 Indigenous Participants (collected by 4 programs)
177 Immigrant & Refugee Participants (collected by 4 programs)

Data was collected...

Mostly during the program (76%) using surveys/questionnaires (70%) and direct observations (19%). Data collection was attempted 4,216 times with a response rate of 62%.

ENGAGING IN REFLECTION

Programs reporting to the Volunteer Support program area reflected on their data and:

- Found that after implementing mini training sessions, feedback was positive and volunteers learned important tools. As a result, they will research additional trainings to offer to volunteers in the evenings.
- Discovered that knowing the cultural and linguistic background of those they are serving within the community helped them to identify and recruit volunteers and to create more

effective program posters.

- After implementing a volunteer management advisory group, to prioritize and establishing goals for the volunteer program, learned that volunteers wanted social opportunities to connect with other volunteers in addition to training and professional development.
- Reported that having experienced volunteers training new volunteers was positive.
- Identified that some volunteers were interested in gaining increased board and front office training and experience.

ISSUES & TRENDS

Increase in:

- Interest for group volunteer opportunities, but the nature of the group requests (timing, activities, size etc.) can be challenging to accommodate.
- Number of low and very low income seniors.
- Staff and volunteer vacancies which created challenges for delivering training and support to volunteers.
- Many long term volunteers retiring from their volunteer role, creating a disconnect for participants that have worked with some volunteers for many years.

Barriers to service included:

- Language when engaging new Canadians in volunteer opportunities.

SUMMARY OF VOLUNTEER SUPPORT PROGRAM AREA OUTCOMES

The following is a summary of the outcomes across all programs reporting in the Volunteer Support program area. The number of programs that report to that outcome is in brackets.

- 91% of 192 participants felt supported (1).
- 95% of 427 participants felt they contribute to positive change in the community (or agency) through volunteer activities (3).
- 75% of 1,115 participants increased their (a) knowledge and (b) skill through their volunteer involvement (7).
- 84% of 880 participants increased their network of social support (4).

TOP REPORTED OUTCOMES & INDICATORS

75% of 1,115 participants increased their (a) knowledge and (b) skills through their volunteer involvement (7 agencies, 7 programs).

- 56% of participants demonstrated skills that contributed to accomplishing the changes they wished to see as volunteers.
- 62% of participants demonstrated skills that could assist them to find employment or enhance their contribution to other paid or unpaid work.
- 81% of participants identified what they had learned about their community and/or themselves through volunteering.

Participants valued being able to contribute to the community while also gaining experience towards resume building and access to employment. Volunteers experienced increased interpersonal skills & self-awareness and improved understanding of the community, while gaining new knowledge and developing or enhancing their skills. For volunteers that were also program participants, many developed interpersonal skills, healthier relationships, improved communication with others, life skills and improved mental and emotional health. They also showed greater involvement with peers and less violence, drug and alcohol use and isolation.

“It [volunteering] really makes the rest of my week better. It can put a bad day at work or school in perspective very quickly & the connections that are made last a very long time. I really don’t feel like it is work....” - Program Participant.

84% of 880 participants increased their network of social support (5 agencies, 5 programs).

- 73% of participants reported (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they made in the broader community, with support from the program).
- 80% of participants reported making new social connections with peers in the program or in the broader community (through the program).
- 99% of participants reported that they had one or more new people that they could turn to for help (may include program staff, other program

participants as well as others in the community.

Participants valued the opportunity to meet new people and connect with others but for many, reducing the social isolation of those they volunteered with is sometimes more important in relation to this indicator.

95% of 427 participants felt they contributed to positive change in the community (or agency) through volunteer activities (3 agencies, 3 programs).

- 95% of participants reported at least one way in which their volunteering had made a positive difference in the community.
- 100% of participants reported that their involvement contributed to goals that their community members were working to accomplish.

Volunteers felt that volunteering was their opportunity to give back in meaningful ways.

“Suicide was a strong taboo in my community, and at the University. After having first hand experience with losing two students on campus, I felt the need to contribute in some way. I’m finding my work on the [program] really rewarding and I feel that it’s helping me have an impact on suicide in my community.” - Volunteer of a Funded Program

SUCCESS STORY

Agency: Edmonton Meals on Wheels
Program: Edmonton Meals on Wheels

From a client:

We recipients of all ages who need them are grateful far beyond the many words in Roger’s Thesaurus. Though I may smile and say “thank you” I really need bells, whistles and fireworks some days.

I always call if I’m not going to be home and the friendly office staff on the phone greet me like an old friend. But, knowing today is delivery day and I’m home gets me up out of bed, dressed and my eyebrows on, eagerly ready to answer the door.

Getting to know the volunteers' names and bits of stories gives me interests beyond my own little world – especially having my family and friends scattered across the country and limited mobility. Responding to their wide smiles, happy to see ME – I smile back and feel better for it. We have a bit of a visit and I'm truly looking forward to seeing each of them next week.

As I enjoy my meal I'm also thankful for the generous donors who provide the means and the talented kitchen staff who prepare a huge variety of healthful, tasteful meals in appropriate portion sizes. Certainly not what I would muster up for myself, being of the-wiener-n-beans-heat-em-up-in-the-microwave-type.

Then there are those super special volunteers, the artistic school children who never fail to prepare beautiful, heartfelt greeting cards for me. My children and grandchildren are grown up and no great grandchildren yet. I have such gratitude for these treasured little volunteers who always make sweet drawings carefully coloured with kind messages ever so carefully printed. These shots of brightness have places of honour on my table and in my living room, often long after the holiday is done. Sort of wee symbols of the generations long ago and yet to come.

Who knew donating a few dollars, groceries or a few hours would have such touching effects. There aren't enough words to say the "thank you" that's in my heart every time I opened my door with a smile on my face...with my eyebrows on!!!"

AGENCIES & PROGRAMS REPORTING IN THIS PROGRAM AREA

Bent Arrow Traditional Healing Society

Community Parents Program

Boyle Street Community Services

Volunteer Program

Community Options - A Society for Children and Families

Volunteer Management

Edmonton Meals on Wheels

Edmonton Meals on Wheels

North Edmonton Seniors Association

Volunteer Program

Operation Friendship Seniors Society
Volunteer Program
The Governing Council of the Salvation Army
Volunteer Services

Endnotes

1. Kolkman, J. (2018). Tracking the Trends (2018): 14th Edition. Edmonton, Canada: Edmonton Social Planning Council; page 4.
2. Kolkman, J. (2018). Tracking the Trends (2018): 14th Edition. Edmonton, Canada: Edmonton Social Planning Council; page 3.
3. Kolkman, J. (2018). Tracking the Trends (2018): 14th Edition. Edmonton, Canada: Edmonton Social Planning Council; page 6.
4. Kolkman, J. (2018). Tracking the Trends (2018): 14th Edition. Edmonton, Canada: Edmonton Social Planning Council; page 7.
5. Kolkman, J. (2018). Tracking the Trends (2018): 14th Edition. Edmonton, Canada: Edmonton Social Planning Council; page 53.
- 6 Domains of Community Capacity: Participation; Leadership; Community structures; External supports; Asking why; Obtaining resources; Skills, knowledge, and learning; Linking with others; Sense of community