

# 2016 Common Outcomes Report



## 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 all 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 continue to work together to implement a common outcomes reporting form aimed at simplifying data collection and highlighting the positive difference programs are making 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 (COR).

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 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.
- It is of value to gather data and report on the number of Aboriginal and Immigrant & Refugee clients the funded agencies support. Funded agencies confirm that this number is under-reported due to privacy guidelines & self reporting.
- The stories and themes included in this report are taken directly from 2016 Common Outcomes Reports 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 outcomes 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 some cases, this response acts as individuals perceptions and is not representative of all participants.
- **NEW THIS YEAR** - In 2016, in an effort to continue moving from data collection to evaluation, the Common Outcomes Report included four reflection questions. A summary of these reflections are included in this report.

The outcome reporting structure used includes:

**Program area** – Each program fits within 1 of 18 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.

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
- Reporting programs that support community capacity building

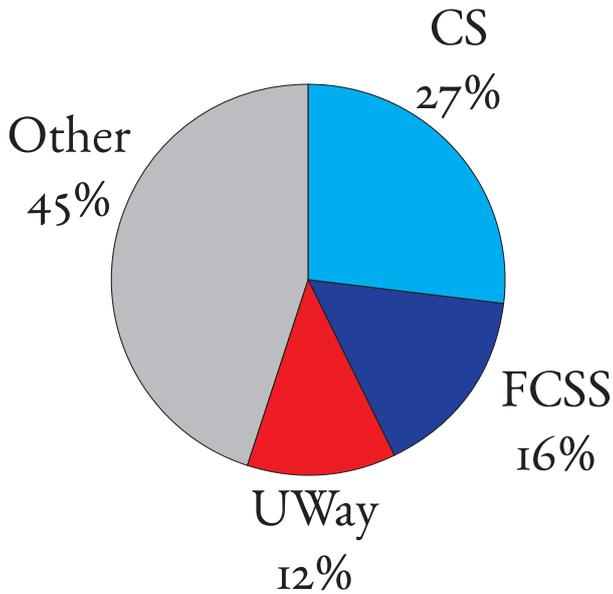
Common Outcomes have been a part of our community for over 10 years! Over time, program areas, outcomes and indicators were developed in collaboration with funders, funded agencies, and consultants.

## FUNDING OVERVIEW

**\$ Total funding reported in 2016 was \$93,987,048**

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

In “Other Funding” agencies report all other sources (fundraising; grants; other funders) of program funding.



## REPORTING OVERVIEW

The majority of programs that receive funding from at least one of the funders submit data on the Common Outcomes Report.

**2011** 249 Programs reported on COR

**2012** 218 Programs reported on COR

**2013** 226 Programs reported on COR

**2014** 236 Programs reported on COR

**2015** 224 Programs reported on COR

**2016** 252 Programs reported on COR

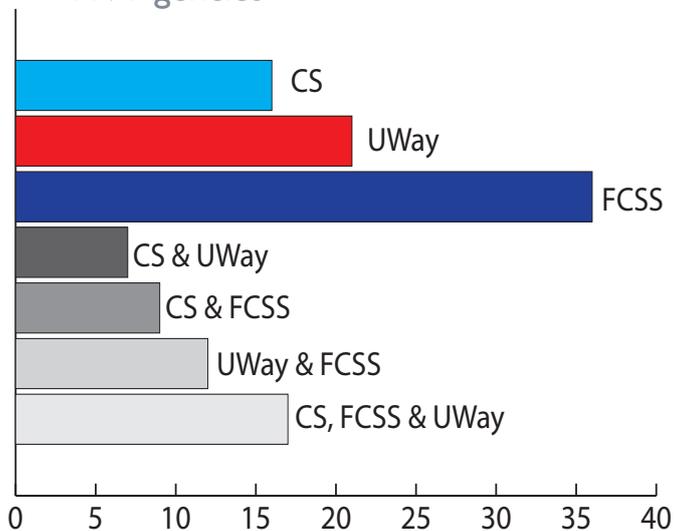
From 2011-2016, the fluctuations in the number of programs reporting is largely attributed to funding changes, reporting process changes and increased accuracy in reporting. As well, in 2016 Capacity Building programs reported on COR for the first time and FCSS awarded funding to new programs.

In 2016, 119 funded agencies reported on 252 programs in our community.

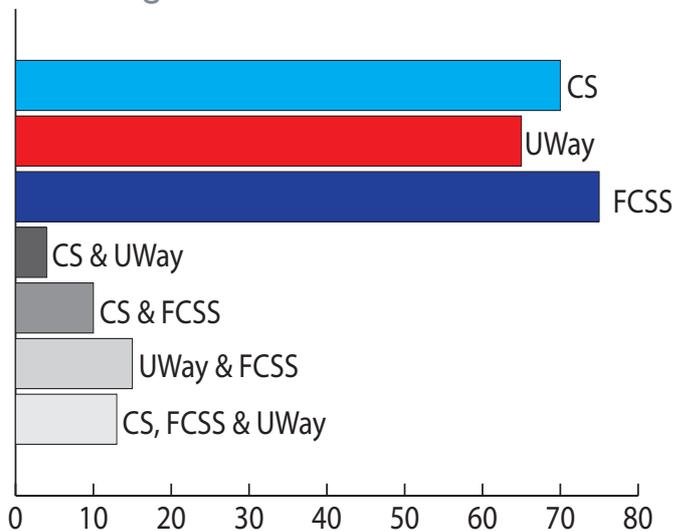
## FUNDING SOURCES BY AGENCY AND PROGRAM OVERVIEW

Agencies and programs may receive funding from one, two or all three funders. Below is a break down of COR funding sources by agency and COR funding sources by program.

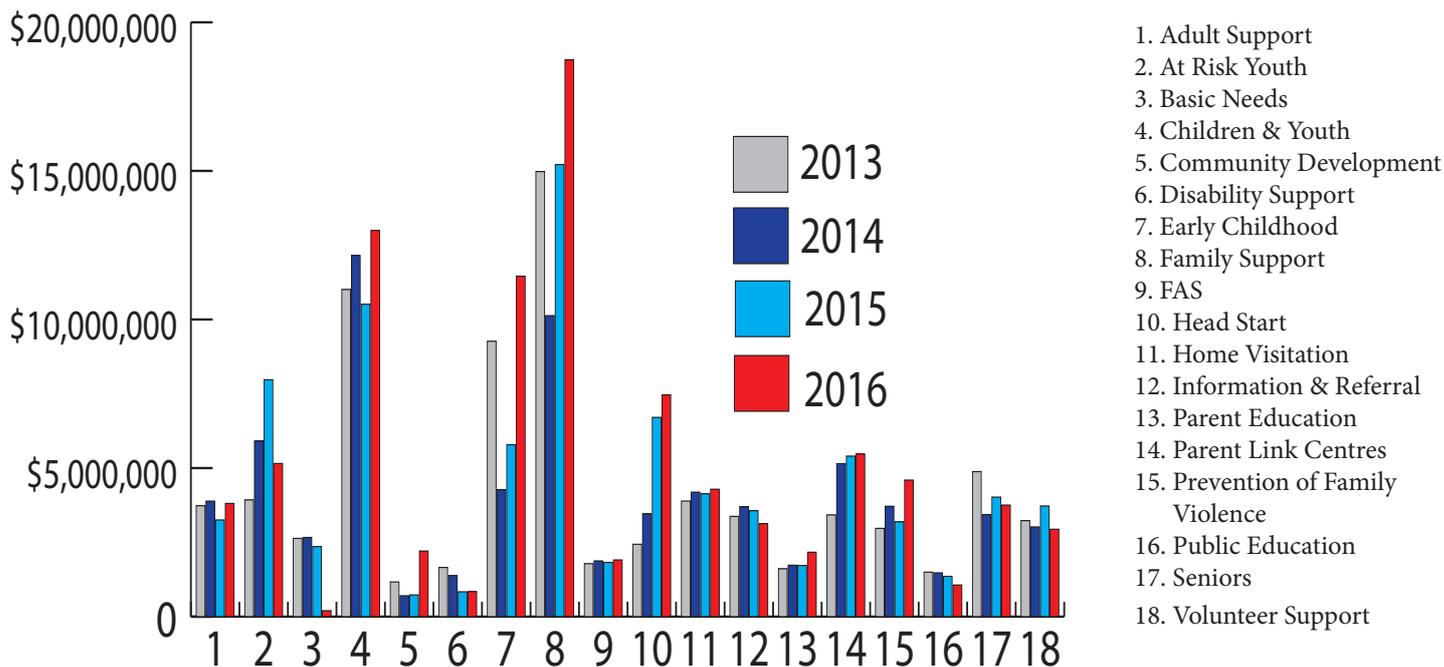
2016 COR Funders by Agency - 119 Agencies



2016 COR Funders by Program - 252 Programs



## Annual Funding by Program Area 2013, 2014, 2015 & 2016



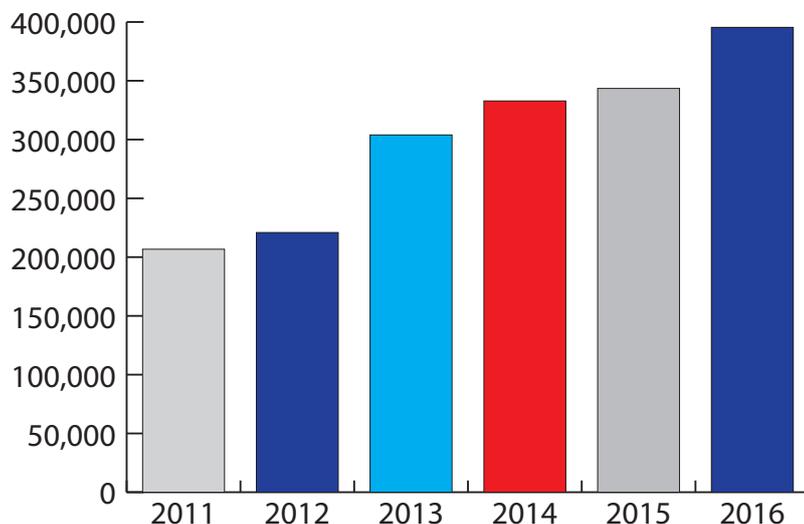
## PROGRAM PARTICIPANTS

A Unique Participant is a participant in a program who receives direct services.

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. Some programs are unable to track the number of unique participants consistently, so this number is not exhaustive of the work in our community and does not take into consideration participants that access similar services in different programs or organizations. It also includes Information & Referral calls which account for 23% of the total unique participants across all programs.

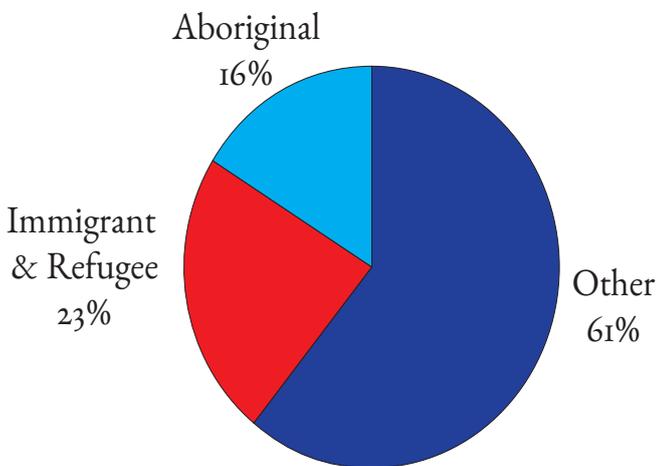
Participants may access more than one program across multiple service areas and there are additional challenges to collecting the number of unique participants such as capturing unique participant in drop in programs. However, this number does represent the significant volume of work occurring in the social services sector.

**395,438**  
Unique Participants were supported by programming in 2016.



Many agencies choose not to ask participants to identify their cultural background and/or participants choose not to self identify, as a result, our numbers are low when compared with population-level data. In 2016, 194 programs collected this data, of those:

### Aboriginal, Immigrant, Refugee & Other Participants - 2016



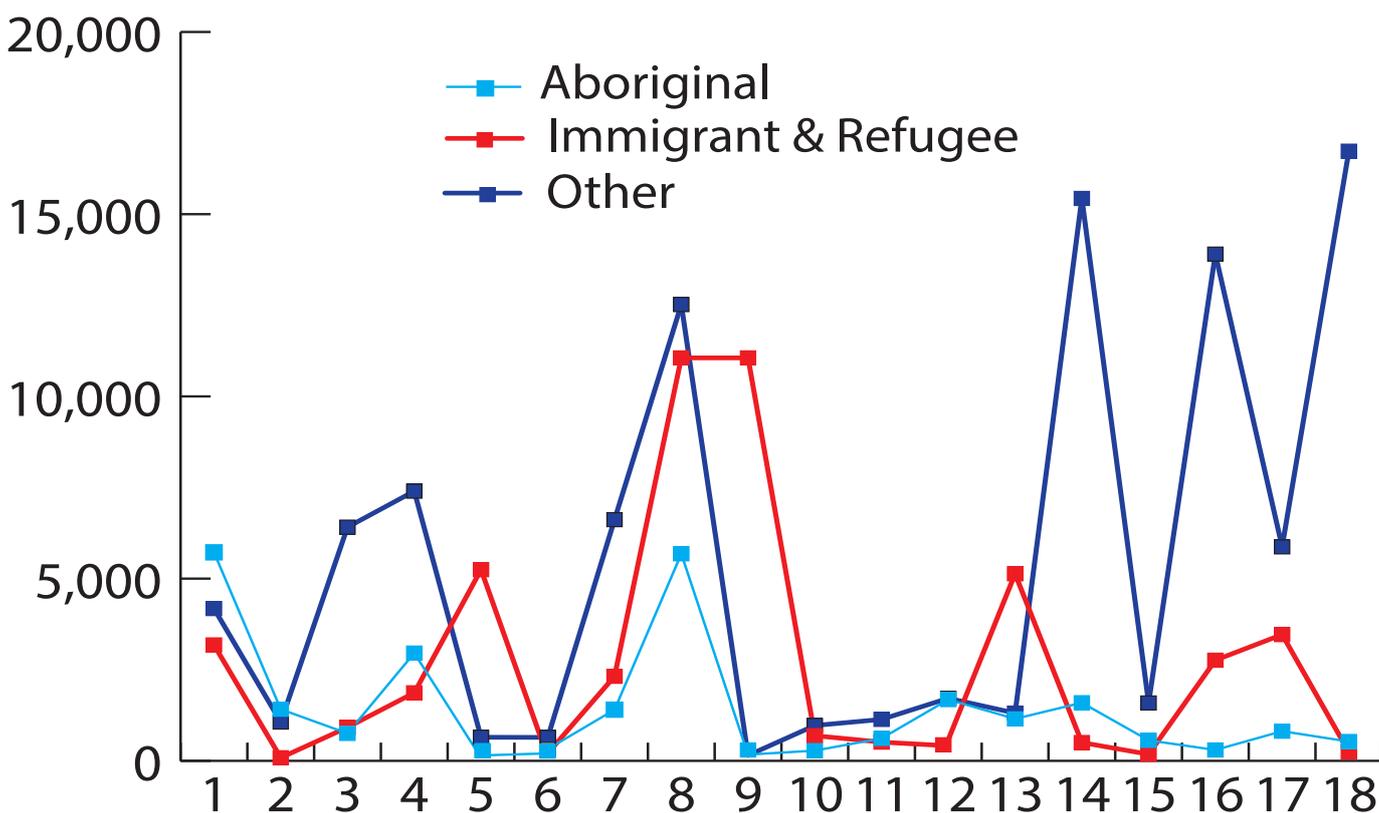
Aboriginal populations are those who self identify and include: First Nations, Métis or Inuit.



Other refers to clients that choose to not self identify or could be considered something other than Aboriginal, Immigrant or Refugee.

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.

### Aboriginal, Immigrant, Refugee & Other Participants by Program Area - 2016

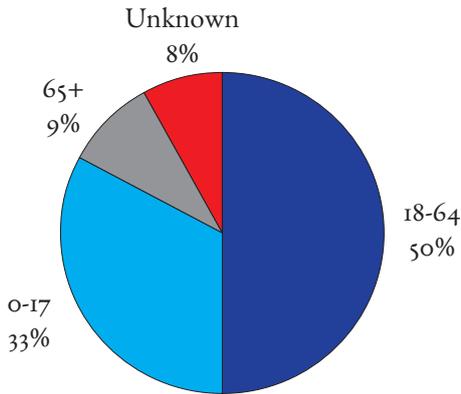


- |                          |                            |  |
|--------------------------|----------------------------|--|
| 1. Adult Support         | 8. Family Support          | 14. Parent Link Centres                      |
| 2. At Risk Youth         | 9. FAS                     | 15. Prevention of Family Violence & Bullying |
| 3. Basic Needs           | 10. Head Start             | 16. Public Education                         |
| 4. Children & Youth      | 11. Home Visitation        | 17. Seniors                                  |
| 5. Community Development | 12. Information & Referral | 18. Volunteer Support                        |
| 6. Disability Support    | 13. Parent Education       |  |
| 7. Early Childhood       |                            |  |

## PROGRAM PARTICIPANTS CONTINUED

Programs record the numbers and ages of participants. The age ranges are 0-17, 18-64 & 65+

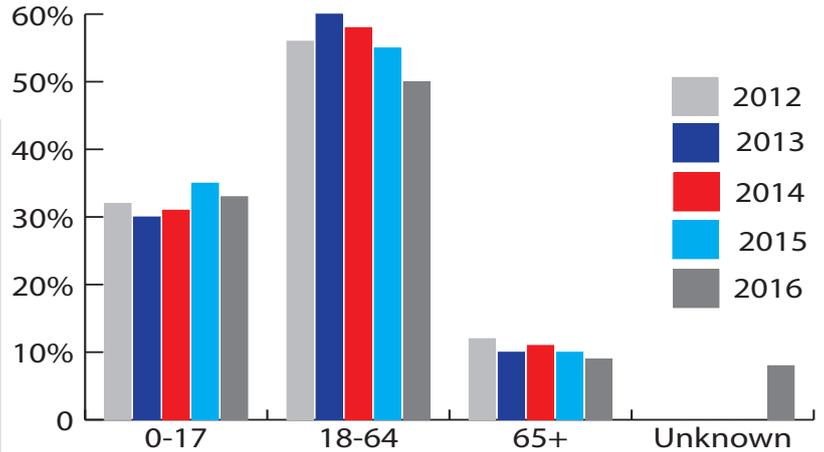
### Total Participants by Age - 2016



It is interesting to note that according to census 19% of the reported population is aged 0-19, yet 33% of all participants served in our sector are aged 0-17.

Proportionally, the breakdown of participants by age has remained consistent from 2012-2016. The 18-64 age category is the largest and as a result has the largest number of participants served. Based on the 2016 census data, the unique participants by age is proportionate to the communities' reported age composition such that participants aged 18-64 make up the majority, followed by participants aged 0-17 and then participants aged 65+.

### Age over Time



## PROGRAM VOLUNTEERS

Program volunteers are the number of unique volunteers who have offered their time at no cost to the program. This does not include individuals who are work experience students or those completing community service hours. Programs reported a range of 0 - 3,500 volunteers per program.

### Number of Volunteers reported by programs\*



**866,111**

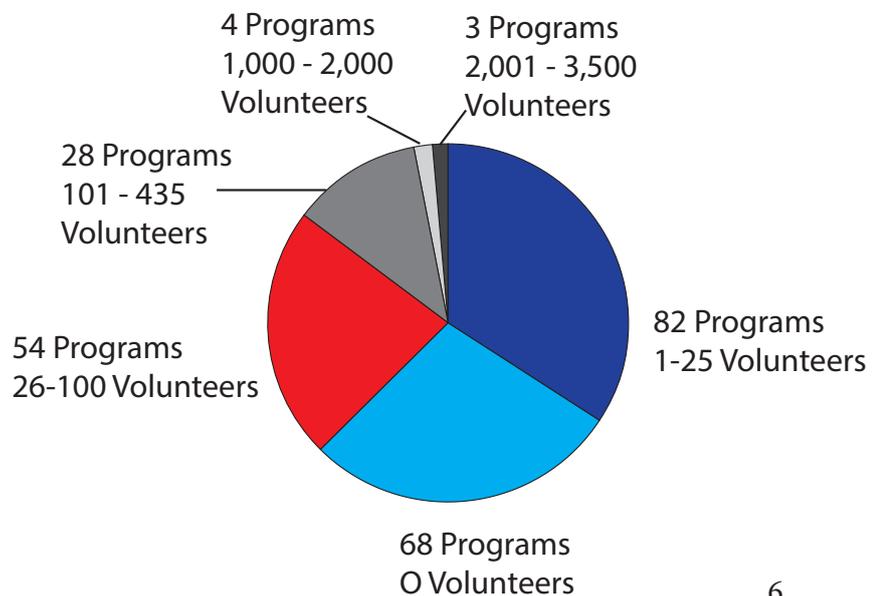
Reported Volunteer Hours



**\$14,455,392.66**

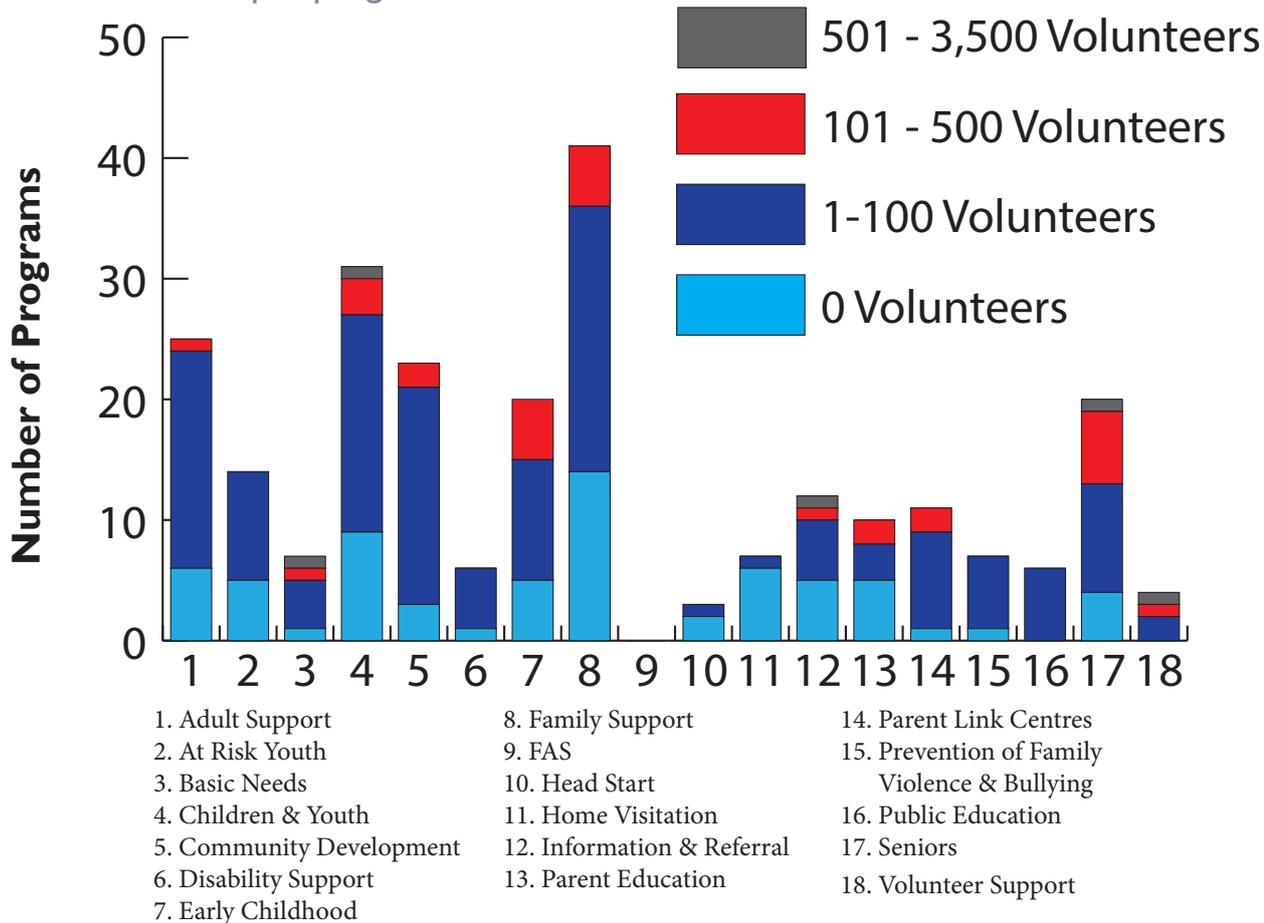
Volunteer contribution to the Social Service Sector.

Edmonton's living wage (\$16.69), as calculated by Edmonton Social Planning Council was used for this number.



\* Data is unavailable for 13 programs.

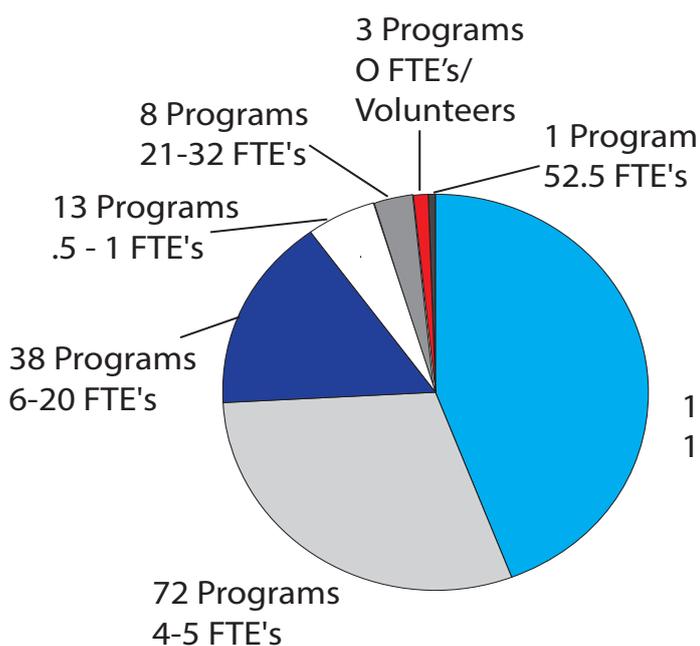
Volunteers per program area\*



### PROGRAM FULL TIME EQUIVALENTS

Full Time Equivalents (FTE's) are the total number of FTE staff positions that work supporting the program and participants. Programs reported a range of 0 (volunteer led) - 52.5 FTE's per program.\*

Number of FTE's reported by programs\*



**1,151.46**

Reported program FTE's in 2016

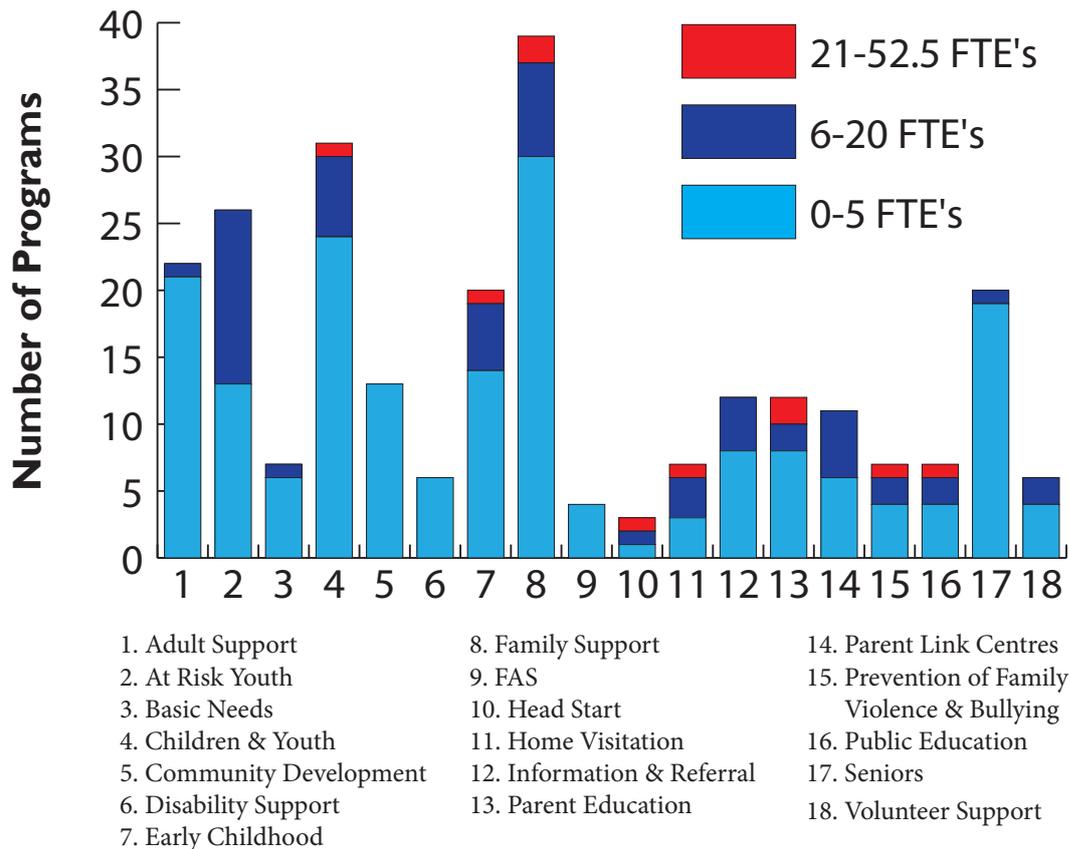


**2,015,055**

Estimated hours supporting program delivery. Based on a 35 hour work week for 50 work weeks.

\* Data is unavailable for 12 programs.

## FTE's by program per program area\*

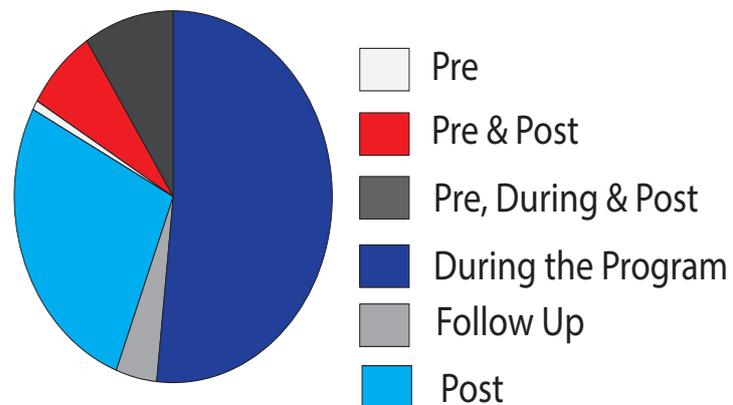


## DATA COLLECTION

Programs are asked to report on their data collection methodology. They report how often data collection was attempted, the survey methods and when data was collected in relation to program delivery.

Programs may collect data more than once with each participant. In total, data collection was attempted 545,426 times. There was an 82% response rate, which meets and exceeds standard data collection completion rates.

## When Program Data Was Collected - 2016



### Data collection methods in order from most reported to least reported:

1. Surveys/questionnaires (could be done in person, by phone, online).
2. Direct Observations (of skills or behaviours).
3. Interviews (in person or by phone).
4. Administrative Statistics.
5. Group Discussions.
6. Review of charts or other documentation of participant progress.
7. Other

## OVERALL THEMES AND FINDINGS

### The Alberta Capital Region in 2016

There are often events that occur throughout a calendar year that can impact the work of the funded agencies as well as the populations that are served. The year 2016 was no exception. The past year saw some major events that impacted service delivery and the population served in many ways. However, three stand out the most:

#### Welcome to Edmonton!

From November 4th, 2015 to February 29th 2016 there were over 1,000 Syrian Refugees that joined Edmonton's population. As of January 29th, 2017 there have been over 40,000 Syrian refugees that now call Canada home. There is no doubt that many of the social service agencies, particularly those funded to support newcomers to Canada are impacted by this influx as they welcome our newest Edmontonians to their new home and continue to provide them with ongoing support for their settlement.

“While we as a community did all we could to support them [Syrian Refugees] feel welcome, ultimately they spurred us to change our community for the better, both for ourselves and for any new arrival.” Erick Ambtman

#### Fort McMurray Wildfire

Following the Fort McMurray wildfire in May 2016, many residents of the Wood Buffalo area were forced to flee their homes and head south, many of whom headed to Edmonton and surrounding areas. The Edmonton Reception Centre saw nearly 25,000 evacuees and provided support with registration, clothing, lodging, food, and personal services - including connecting individuals and families with resources.

“By quickly partnering with the Universities Disaster Management Team, the Red Cross as well as Save the Children; we were immediately on the ground responding and ensuring appropriate supports were in place for these families.” Norwood Child & Family Resource Centre

Many of the funded agencies communicated the impact their programs have felt due to the temporary and long term needs of those who stayed in Edmonton or have

relocated making Edmonton their permanent home.

#### Changing Economy

Statistics Canada reported that Edmonton's unemployment rate went from 6.2% in January 2016 to 7.8% in January of 2017. The city of Calgary saw an even bigger increase from 7.5% in 2015 to 9.7% in 2016. Alberta's unemployment rate as of December 2016 was 8.1%. The change in unemployment rate impacts the populations we serve in a variety of ways including both short term and long term impacts on: increased stress, mental and physical health. The funded programs note that they have seen the change in the economy:

- Shift family dynamics (who is working and how that impacts day-to-day activities, interactions and relationships).
- Increase stress around making ends meet and accessing basic needs (reports of more requests for subsidized or free programming, increased food bank visits, more families requiring support to meet their basic needs prior to addressing other needs).

High unemployment and poverty go hand in hand and thus the funded agencies are likely to experience more complex needs from program participants as the economy continues to shift.

#### Response to These Trends

Funded agencies have been active and responsive to the shifting community need in the Alberta Capital Region. These organizations are front-line and key responders to the most vulnerable populations. They open their doors and provide non-judgemental, empathetic and nurturing environments for all ages to find refuge. Staff are optimizing training opportunities whenever possible to ensure that they are equipped to understand all of the various needs of the community. Many funded agencies reported emphasis on trauma informed practice and Aboriginal education and awareness throughout 2016 and into 2017. In many cases, the program staff at the social service agencies are the first point of contact across all sectors, when it comes to supporting an individual in need. They are the first to establish a relationship of trust and safety. They do this through (1) supporting participants and ensuring their needs are being met, (2) building

relationships and connections to others, and (3) facilitating community engagement and involvement. This report provides a summary of the outcomes the funded agencies achieved, the trends they are noticing and how they know positive change occurs with their program participants.

### Who are we serving?

The programs that report to the common outcomes serve many populations in the Alberta Capital Region. Program staff report serving Edmontonians from various multicultural backgrounds, new Edmontonians and Canadians, and Indigenous individuals and families from Edmonton and new to Edmonton. The programs work with young children, school-aged children, youth, adults, parents, families and seniors. Most of the population being served is an urban population, living within or around the Alberta Capital Region.

### What are the needs of the population we are serving?

Year over year, the common outcomes reports include narratives from program staff around the complexity of need in our community. This complexity changes as the environment changes and social service programs in Edmonton respond as needed. Some of the challenges being faced by the populations seeking social service and non-profit program support include, but are not limited to:

- Single, working parents (lack of adequate child care and necessary supports for the children)
- Homeless or inadequately housed
- Victims of crime or abuse
- Offenders of crime
- Mental or physical illness
- Trauma, including intergenerational trauma
- Unstable and unhealthy relationships
- Marginalization and social isolation
- Stigma, shame or fear

- Emotional, physical, sexual, financial, psychological abuse
- Challenges meeting their basic needs due to Poverty and/or low income

Through the data provided by the funded programs, these various challenges impact the individual or family by:

- Making adjustment to new environments or changes very difficult
- Separating families
- Creating instability in their lives including fear, shame, and a lack of hope for a better future
- Increasing the likelihood of negative or harmful behaviours to themselves or others
- Decreasing their confidence or awareness of available resources and how to navigate the systems
- Reducing their social networks or emotionally supportive relationships
- Children and youth who are underdeveloped in various skills or capacities

The programs that work tirelessly in our community, tackle these challenges using various programs, strategies, trained and educated professional supports, countless hours of relationships building and invaluable support from volunteers. They work with individuals and families to help lift and address some of these challenges and barriers to create a healthier and more resilient Edmonton region.

1. #WelcomeRefugees: Key Figures (Government of Canada Website)

2. Labour force characteristics, unadjusted, by census metropolitan area (3 month moving average) (Calgary (Alta.), Edmonton (Alta.), Kelowna (B.C.)):CANSIM table 282-0135

3. Labour force, employment and unemployment, levels and rates, by province: CANSIM, table 282-0002

4. The Society for Psychological Study of Social Issues: The Psychological Consequences of Unemployment

To learn more about the poverty profile in Edmonton, please visit Edmonton Social Planning Council's Poverty in Edmonton Update.

## ENGAGING IN REFLECTION

Programs reported on questions that asked staff to further reflect overall on the programs they work for. Here is a summary of key themes from those questions.

In the 2016 Common Outcomes Report, we provided four reflection questions and encouraged program teams to discuss them together. The questions focused on the use of evaluation and how we know that participants are being impacted. Many agencies have reported that these questions were valuable in having their teams go beyond reporting numbers and really thinking about what all this data means.

When it came to what they learned from their evaluation efforts in 2016, funded program staff reflected on a variety of topics including:

### Evaluation Planning

- Data collection (type of data, quality of data, implementing or revising new tools, when & how tools are used, usefulness of tools)
- Barriers to data collection (time and capacity)

### Using Evaluation Results

- Purpose and/or value of evaluation (staff/volunteer engagement, planning, recruitment, enhancing deliverables)
- Partnerships (complementing each other and being able to identify gaps, ensuring needs are being met)

### Program Planning & Development

- Staff development (recognizing where training is needed, succession planning, reflective practice, wellness support)
- Ensuring programs are meeting needs (understand & capture increasing need, complexity and number of people accessing services)
- Program availability (individual & group options, new or emerging trends, participant centered approaches, considering learning styles)
- Diversity (in program staff, skill sets, multidisciplinary teams, ensuring connectedness/inclusion/safety)

Funded agencies recognize that increased success for participants flows from increased program planning and development through evaluation. Some other ways

funded programs saw strategies for success include:

- Working with partners and collaborating
- Communicating about the program more (increasing awareness of the program, networking, connecting with other resources, advocacy)
- Relationship building with participants (creating positive, consistent, safe, culturally sensitive environments; utilizing wrap-around supports and trauma informed practice)
- Having responsive programming (use multiple streams of programming, different teaching strategies, training staff and volunteers)
- Addressing needs and barriers (meet clients where they are at, adjust hours, provide child care, bus tickets, food, and effective outreach)
- Empowering clients (build capacity, encourage ownership, goal setting and attendance, participate in program planning)
- Continuing to seek funding for programming

To take it a step further, the reflection asked funded agencies to think about how they knew participants were connected and engaged. Some of the most common ways include:

- Self-report (participants indicate they feel comfortable, connected, and engaged with the program)
- Recommending the program to others or bringing new people to the program
- Documented change in behaviors
- Attending program regularly and participating
- Returning to program as a volunteer
- Visibly connected to other participants on an ongoing basis

Once participants have connected or engaged with the program, how do we know what sticks with participants after they leave the program or how have their lives actually changed? These are big questions and it's not always measurable in a quick survey, interview or observation. However, we had funded program staff reflect on how participants actually change based on the programs provided.

The summarized results fit into three larger categories: (1) participants are supported and their needs are being met, (2) relationships are being strengthened, and (3) community involvement and engagement.

## PARTICIPANTS ARE BEING SUPPORTED

### Career & Skills Development

- Employment training
- Goal setting and attainment
- Communication skills
- Learning new things
- Language & literacy skills
- Computer skills

### Interpersonal Skills Development

- Engaging & interacting with others
- Reaching out for support
- Acceptance & understanding
- Team work
- Commitment
- Positivity, confidence, & openness

### Basic Needs Supported

- Affordable housing
- Stable employment
- Financial stability
- Food security
- Mental & Physical healthcare
- Addictions support

### Improved Wellbeing

- Physical, mental, social, emotional & spiritual well-being
- Increased positive behaviours
- Healthier choices
- Higher confidence, self-esteem, independence, self-respect
- Positive self-identity
- Participants feeling: supported, listened to/acknowledged, safe
- Empowered, hopeful, & accepted

### Coping Strategies

- Problem solving skills
- Decision making skills
- Taking responsibility for actions
- Facing challenges & tools for navigating
- Being more resilient
- Reaching out for support when needed
- Healing

## RELATIONSHIPS ARE BEING STRENGTHENED

### Parenting Skills Development

- Teaching & learning with children
- Confidence in parenting skills
- Engaging & communicating with kids
- Creating nurturing homes
- Integrating parenting skills into everyday
- Awareness of ongoing parenting supports

### Parenting Skills Development

- Understanding the importance of development
- Learning child's developmental stages
- Supporting child development (social, motor, language, etc.)
- Supporting child's school preparedness
- Learning healthy attachment behaviours

### Knowing a Healthy Relationship

- Relationships that are: warm, safe, structured, reliable, open & trusting, positive, stable and authentic
- Recognizing unhealthy or toxic relationships

### Strengthening Relationships

- Within immediate & extended family
- Between parents and children
- With program staff & volunteers
- In relationships with partners and peers
- With community members & institutions

### Building Social Networks

- Building connections & support systems
- Formal & informal supports
- Quality relationships
- Diverse and intergenerational relationships
- Connect with others that understand and/or relate to personal experiences or journeys

### Keeping Families Strong

- Supporting the family as a whole unit
- Increasing healthy and stable functioning within the family and family members
- Reuniting families
- Ensuring families can provide for themselves
- Providing caregiver support for family members

## COMMUNITY INVOLVEMENT & ENGAGEMENT

### Navigation Support

- Programs identified as a key contact for navigation support
- Completing information and referral requests for related services
- Connecting to variety of services (academic, economic, social, psychological etc.)

### Leadership & Mentoring

- Volunteering in the program or community
- Mentoring others
- Taking leadership opportunities
- Wanting to give back & get involved
- Meaningful community engagement

### Awareness & Access to Community Resources

- Awareness of resources and support
- Confidence to access resources independently
- Getting and remaining connected to needed resources
- Awareness of social issues in the community
- Learning individual and societal social issues (for example: impact of poverty in our community, addiction, ageism, elder abuse, sexual violence, disabilities, bullying, family violence and sexual & gender minorities)
- Having a voice to advocate for and participate in social issues

### Cultural Awareness

- Learning about different cultures and faiths; sharing dialogue
- Embracing cultural identity
- Listening to and understanding others stories; sharing stories
- Recognizing the impact of historic trauma

### Welcoming Communities

- Opportunities for community involvement and acclimatization
- Providing a positive environment for all
- Support for the overcoming of barriers to integration or settlement (from other countries, rural areas, incarceration, homelessness, new disability)

## COMMON OUTCOMES SUMMARY

Programs are asked to report on two to four outcomes, below is summary from the data submitted, of positive change for all of the 18 outcomes.

- 91% of 8,625 children have developmentally appropriate skills.
- 90% of 4,105 parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children.
- 90% of 2,237 parents have positive parenting skills.
- 87% of 74,020 participants access support to meet their needs.
- 77% of 7,000 participants are connected to community resources.
- 94% of 50,546 participants are educated about social issues in the community.
- 86% of 13,099 participants are involved positively in the community.
- 79% of 131,116 participants are supported in meeting their basic needs.
- 91% of 15,765 participants feel supported.
- 94% of 4,064 participants feel they contribute to positive change in the community (or agency) through volunteer activities.
- 81% of 3,506 participants have healthy relationships.
- 83% of 7,158 participants have improved family functioning.
- 96% of 1,808 participants have knowledge of child development.
- 89% of 90,401 participants have knowledge of community resources.
- 85% of 9,054 participants have the skills needed to address identified issues.
- 88% of 2,895 participants increase their (a) knowledge and (b) skill, through their volunteer involvement.
- 83% of 21,032 participants increase their network of social support.
- 89% of 981 participants make informed choices about their living situation.
- 84% of 1,424 participating communities strengthen their capacity to address issues or create opportunities for engagement.

**Across all outcomes, on average 87% exhibited or reported positive change across the sector.**

## COR SUMMARY & NEXT STEPS

2016 continued to be a year of learning for both the funded agencies and the funders.

In June 2016, after receiving a brief overview of the 2015 Common Outcomes Report, the sector gathered and participated in a presentation from Dr. Steve Patty who shared some evaluation principles and practices. These principles and practices were offered as food for thought and created sector wide excitement and conversation that resulted in 2 cohorts totalling 21 agencies working with Dr. Patty throughout 2017 to further expand their evaluation toolbox and clarify the impact that their work is having on their participants. We look forward to hearing about their experiences in 2017.

In November 2016 we gathered and took a deeper dive into the results from the 2015 COR. We asked agency participants to share their thoughts and insights from the report based on the new and improved format and content. The feedback was positive as participants shared that they found the report to be more readable, comprehensive, informative and representative of the work in community. Attendees of the meeting shared that the report was a “good snapshot of the overall impact” and that it helped people feel connected to each other, that “we are not alone in what we do.”

When asked how their thinking had changed as a result of the Common Outcomes reporting we heard that some participants are more excited about outcomes,

that they don't fear evaluation anymore, they have a better understanding of the “why” of evaluation, that it “takes a village to build a community,” and that the culture of evaluation has changed and become more qualitative with less emphasis on outputs. Additionally, some participants indicated that they see evaluation as creating a good foundation for decision making, that common outcomes represents one piece of a bigger picture and greater recognition of the significant economic contribution of the voluntary sector when looking at the number of FTE's funded through COR and the number of volunteer hours.

Lastly, we heard that challenges remain and that there is room for improvement. Some participants shared that data collection remains a challenge. There were questions around what the data actually means, how it is being reported, and some questions around the ethics of gathering data and not using it, highlighting the need to ensure that only needed information is being requested.

In 2018, Common Outcomes Group will pause to take stock and reflect on the impact of COR in the sector and identify action steps moving forward that will contribute to strengthen our ability to capture and tell the story of the sector.

### CONCLUSION

On behalf of the funders, we thank all of the funded agencies for continuing to collect and report upon the common outcomes. 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.



**United Way**  
**Alberta Capital Region**

*Alberta*  Government

# Thank you!

Thank you to the following community funded organizations for completing and submitting a common outcomes report in 2016.

Abbottsfeld 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 (ASCC)  
AltaCare Resources Inc.  
The Arthritis Society - AB & NWT  
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 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 to End All Sexual Exploitation (CEASE)  
Centre for Family Literacy Society of Alberta  
City West Child Care & Community Support Society  
Community Options - A Society for Children & Families  
Community University Partnership (U of A)  
Compass Centre for Sexual Wellness  
Connect Society  
Creating Hope Society of Alberta  
Dickinsfield Amity House  
Edmonton City Centre Church Corporation - E4C  
Edmonton Chamber of Voluntary Organizations (ECVO)  
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 Coordinating Council  
Edmonton Social Planning Council  
ElderCare Edmonton Society for Adult Day Programs  
Elizabeth Fry Society of Edmonton  
Family and Community Support Services Fort Saskatchewan  
Family Futures Resource Network  
Fort Saskatchewan Boys & Girls Club  
Fort Saskatchewan Families First Society  
Fort Saskatchewan Multicultural Association  
Fort Saskatchewan Next Step Senior High School  
iHuman Youth Society  
Fulton Child Care Association  
Gateway Association for Community Living  
Goodwill Industries of Alberta  
Gordon Russell's Crystal Kids Youth Centre  
Governors of the University of Alberta - Institute for Sexual Minority Studies and Services (ISMSS)  
Healthy Families Healthy Futures Society  
Inner City Youth Development Association  
Institute Guy-Lacombe de la famille  
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  
Mediation & Restorative Justice Centre  
Métis Child & Family Services Society  
Millwoods Seniors Association  
Momentum Walk-in Counselling Society  
Multicultural Family Resource Society  
Multicultural Health Brokers Co-operative  
Multicultural Women & Seniors Services Association  
Native Counselling Services of Alberta  
North Edmonton Seniors Association  
Northwest Edmonton Seniors Society  
Norwood Child & Family Resource Centre  
Old Strathcona Youth Society  
Oliver Centre-Early Learning Programs for Children & Families Society  
Operation Friendship Seniors Society  
Pride Centre of Edmonton  
Parent Advocates Linking Special Services (P.A.L.S.S.)  
Primrose Place Family Resource Centre  
Project Adult Literacy Society - PALS  
Senior Citizens Opportunity Neighbourhood Association  
Seniors Association of Greater Edmonton (SAGE)  
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 Family Resource Centre  
St. Albert Community Village & Food Bank  
St. Albert Stop Abuse in Families  
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 Red Road Healing Society  
 The Salvation Army Community Resource Centre  
 Today Family Violence Help Centre  
 Town of Gibbons  
 Empower U  
 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

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## ADULT SUPPORT

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

#### Adult Support Summary

15	Agencies Reported	
25	Programs Reported	
\$3,808,124	Total Funding Invested	
881	Unique Participants 0-17	
8,298	Unique Participants 18-64	
454	Unique Participants 65+	
6,219	Unique Participants Age Unknown	
15,852	Total Unique participants	
\$240.23	Average Cost Per Participant	
5,721	Aboriginal Participants	} 22 Programs collected this data.
3,181	Immigrant & Refugee Participants	
66.15	Full Time Equivalents	
662	Volunteers	
32,699	Volunteer Hours	

#### Adult Support Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Transportation
- Poverty
- Personal stress or concerns; self care and coping skills
- Moving
- Lack of supports
- Long wait lists or not meeting entrance/eligibility requirements (for example, language level)
- Access to mental health supports (trauma, mental illness)
- Unable to access essential services due to lack of identification

##### Trends

Staff reported an increase in certain trends throughout 2016:

- Increased high conflict divorce or separation
- Increased instances of domestic violence
- Increased suicide risk
- Increased need for crisis intervention

- Increased pressure on caregivers (sandwich generation)
- Increased participants visiting programs for loss, grief, stress and/or anxiety
- Increased engagement of men (and Dad's) in programming

##### Positive Change

For Adult Support Programs, positive change was identified as a reduction in:

- Unhealthy behaviours
- Loneliness
- Relationship conflict
- Risks of violence/abuse
- Emotional distress/stress

An increase in:

- Social connectedness (pro social supports, positive connections, relationship building)
- Coping skills/strategies, healing and resiliency (especially under crisis)
- Engagement and participation with programs and services
- Positive family dynamics and healthy relationships
- Self-advocacy & capacity to meet their own needs
- Knowledge, understanding and acceptance of other cultures and the challenges faced by newcomers
- Obtainment of secure employment or furthering education; increase in other skills developed

##### How do the programs influence success?

The programs reported that success was achieved by creating a safe space where participants can explore root causes of their behaviours.

Programs are accessible, affordable, responsive and work in partnership to leverage resources. Participants are provided with resources and the support to access them. The environments facilitated opportunities for strengthened resilience, incremental growth, increased capacity and coping skills for participants, decreased the frequency, intensity or duration of their negative or unwanted behaviours. Program staff identified that one of the ultimate successes is hearing or seeing a participant who is transferring skills learned in program to other areas of their life.

#### Adult Support Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct observation

Data was most commonly collected during the program (60%), post-program (22%) and Pre, During and Post program (22%).

For this program area data collection was attempted 27,825 times with a 90% response rate.

## Adult Support Outcomes & Indicators<sup>1</sup>

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children.

#### (1)

- 96% of 142 parents identify aspects of a nurturing environment for their child(ren) at home.

### Parents have positive parenting skills. (1)

- 96% of 142 parents identify strategies to apply in one or more of the listed areas.

### Participants access support to meet their needs. (4)

- 93% of 5,497 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are connected to community resources.

#### (3)

- 88% of 105 participants report that they have 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 1,300 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants are involved positively in the community.

#### (3)

- 100% of 4,115 participants report that they enjoy spending time in their community.
- 79% of 4,637 participants report that they feel a sense of belonging/citizenship in their community.

### Participants are supported in meeting their basic needs.

#### (1)

- 56% of 91 participants access resources that address financial issues (e.g., employment opportunities, career counselling, financial literacy).

### Participants feel supported. (6)

- 100% of 452 participants report feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants.

### Participants feel they contribute to positive change in the community (or agency) through volunteer activities. (1)

- 86% of 35 participants report at least one way in which their volunteering has made a positive difference in the community.

### Participants have healthy relationships. (15)

- 85% of 683 participants report positive interactions with important others.
- 62% of 285 participants report that they are able to resolve conflicts with important others.
- 92% of 581 participants report that they are satisfied with their relationships with important others.
- 89% of 240 participants report that they feel comfortable communicating concerns to important others.
- 100% of 59 participants report that they feel supported/cared for by important others.

### Participants have knowledge of community resources. (1)

- 82% of 150 participants identify 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).

### Participants have the skills needed to address identified issues. (25)

- 92% of 2,029 participants demonstrate skills in one or more of the listed areas.
- 92% of 458 participants report an increased capacity to solve day-to-day problems and challenges.
- 88% of 329 participants report being able to cope with day-to-day stress.
- 84% of 226 participants report having personal characteristics that are likely to help them address their identified issues.

### Participants increase their network of social support. (14)

- 62% of 322 participants report (1) making new friends, or (2) 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).
- 84% of 1,924 participants report making new social connections with peers in the program or in the broader community (through the program).
- 73% of 1,071 participants report that they have one or more new people that turn to for help (may include program staff, other program participants as well as others in the community).

### Participants make informed choice about their living situation. (1)

- 100% of 8 participants report they have information about the options and resources available to them.

### Participating communities strengthen their capacity to address issues or create opportunities for engagement. (1)

- 80% of 125 participants' communities create opportunities for people to get involved in issues/opportunities of interest to them.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

## Adult Support Quote

“The most helpful part has been the easy tools to put in practice that help to face different situations.” – Participant of an Adult Support Program

## Adult Support Narrative

Agency: Project Adult Literacy Society  
Program: Literacy and Math Program

My name is Augustin. I came to Canada from Jamaica on February 25th, 1995. I remember, it was snowing that day. I came to Edmonton and joined my dad's family business. I used to drive trucks. I had very low literacy and math skills. If I did not see the company name before making a delivery, I would have a hard time writing bills. I would call my wife or a friend to help me out with filling out forms or making bills. I was not gaining any knowledge but also did not have the self-confidence or knowledge to pursue any other career. It was difficult.

When my wife and I got separated, I had lot of time on my hands, and I started thinking. I wanted a better life and also wanted to feel good about myself. I did not want to go around waiting for others to read or solve problems for me. I wanted to be able to do things on my own. One day I walked up to my Foreman and told him that I am illiterate. Once I admitted the fact that I needed help, it opened up doors for me. My foreman went and talked to the manager of the company. They contacted P.A.L.S. and then gave me a day to come and meet to the coordinator.

When I came through the door at P.A.L.S., I felt like I should turn back. However I went forward and met with the Literacy Coordinator. She approached me like a son. It was a friendly environment and I got a warm welcome. She gave me my tutor and from then on my tutor learner experience helped me elevate myself. And within a few months I saw some big improvements and I carried on. With my improvement in reading and writing, I got the confidence to take on math as my other learning goal. The Math coordinator got me matched with a tutor. I was now working on not just reading and writing but also math. I now had the courage and confidence to set an even higher goals and that was to get my GED.

Within months of working with the reading, writing and math skills, I saw some big improvements in my overall abilities to do things. I even applied for a job, where I had to fill out my application form all by myself. The job was not a reference from a friend or someone I knew. I did the job search on the internet at indeed.com and applied on my

own. I got the job interview.

When I got to the interview, I was a little bit nervous, but as I went through the questions at the interview I was starting to feel more at ease. Then the interviewer asked me a math problem. I had to make a conversion from inches to millimetre. I was comfortable with inches but did not know much about millimetre. So I used my now newly learned math skills and common sense to get the answer. It was important for me to know the different measurements as I had to work on the saw. I got the answers right. It felt good when I saw the expression on the interviewer's face. He smiled and congratulated me. He asked me to get started on the job the following day.

All this would not have been that easy for me, if I did not come to P.A.L.S. for my tutoring classes. Now because of P.A.L.S. using my phone or going on the internet is so much easier. I search for information, read my bills and it also helps me to teach my daughter a little bit of math and English. I am now more confident and am looking forward to challenging myself to write my GED and carry on until I reach NAIT.

I now recommend people to P.A.L.S. all the time. I tell them that with P.A.L.S. flexibility and the one on one tutoring, and if they are willing to work hard P.A.L.S. can really help the student achieve their goals. With my effort and the support from P.A.L.S. I am confident that I can achieve my goals.

## Adult Support Funded Programs

Alberta Caregivers Association:

Caregiver Connections

Caregiver Embassy

Bent Arrow Traditional Healing Society:

Transitions to Success

Boyle Street Community Services:

Urban Counselling Network

Community Support Worker

Inner City Outreach & Liaison

Inner City Recreation Wellness Program

Edmonton Safe ID Storage

Canadian Mental Health Association - Edmonton Region:

Peer Connections

Catholic Social Services:

Cross-Cultural Counselling and Outreach

Saturday and Evening Counselling

CEASE:

COARSE Creating Options Aimed at Reducing Sexual Exploitation

Edmonton Immigrant Services Association:

New Neighbours Program

Elizabeth Fry Society of Edmonton:

Aboriginal and Community Support

Adult Court Program

Jewish Family Services:

Edmonton Healing Centre for Grief and Loss  
Integrity Counselling  
Community Links

Mediation and Restorative Justice Centre:

Community Conflict Resolution Services  
(Community Mediation)

Momentum Walk -In Counselling Society:

Wrap Around Drop-In Counselling

P.A.L.S. - Project Adult Literacy Society:

Literacy for English Language Learners  
Math Literacy

The Family Centre of Northern Alberta (Association):

Education Services

Empower U:

Empower U

YWCA Edmonton:

Counselling Services

## AT RISK YOUTH

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

#### At Risk Youth Summary

10	Agencies Reported	
14	Programs Reported	
\$5,153,102	Total Funding Invested	
1,742	Unique Participants 0-17	
1,635	Unique Participants 18-64	
0	Unique Participants 65+	
74	Unique Participants Age Unknown	
3,451	Total Unique Participants	
\$1,493	Average Cost Per Participant	
1,416	Aboriginal Participants	} 13 Programs collected this data.
85	Immigrant & Refugee Participants	
62.24	Full Time Equivalents	
60	Volunteers	
6,043	Volunteer Hours	

#### At Risk Youth Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Attending program with a history of trauma and a need to stabilize before fully committing or participating in program
- Unaware or overwhelmed by the resources available, not knowing when, where and how to access them
- Multiple complex needs (upbringing/parents substance use or criminal activity, addictions, mental health, homelessness, prostitution, lack of financial resources)
- Unmet basic needs

##### Trends

Staff report an increase in certain trends throughout 2016:

- If you ask, they will tell. Youth want to share their voice and be heard
- More youth are choosing employment over schooling following program involvement
- More youth over the age of 17 requesting support or

services

- More efforts of youth programming to focus on collaborating & partnering to fill gaps
- The high risk demographic seems to be getting younger, ages 11 or 12 or are on the Y50 (Edmonton Police Service list of 50 most at risk youth) list and Protection of Sexually Exploited Children Act.
- More efforts to understand impacts of social media on youth
- Crystal meth is still the most widely used drug among the youth
- Increased use of professional services (addictions counsellors, addictions treatment, psychologists)

##### Positive Change

For the At Risk Youth Programs, positive change was identified as increased:

- Youth who can confidently and clearly identify their needs
- Youth whose basic needs are met and have sustainable housing and employment
- Connection to family, community and culture
- Engagement in programs and activities; including returning to program
- Goal setting, planning and commitment to achieving goals in employment or education
- Openness from youth to share their challenges and experiences
- Youth making healthier choices (behaviours, relationships and social networks)
- Self confidence and self awareness
- Pride in themselves and what they do
- Youth identifying that they feel accepted and supported
- Improvement in relationships/interactions with service providers, teachers and family

##### How do the programs influence success?

Program staff have identified emphasizing strengths based programming and building on successes, rather than highlighting setbacks. Trained, non-judgemental and welcoming staff and partnering organizations are key to this approach. When multiple organizations partner or collaborate there is a wrap around support system in place for youth, they are no longer dependent on one program for support. In many of these programs there is a youth directed component whereby youth are empowered to be in control of their own decision making. Many programs have also utilized volunteers and have found student support to be crucial to their success. Consistent staffing within the program increases the youth's perception that staff care and are invested in their work. This facilitates trust with the youth. Opening up the opportunity for youth to share their feedback and ideas with the program also gives

them pride and ownership in the program development and improvement.

## At Risk Youth Data Collection

The top 2 data collection methods in this program area were:

1. Survey/Questionnaire
2. Direct Observation

Data was most commonly collected during the program (82%) and pre, during and post-program (11%).

For this program area data collection was attempted 11,390 times with a 47% response rate.

## At Risk Youth Outcomes & Indicators<sup>1</sup>

### Children have developmentally appropriate skills. (1)

- 100% of 34 participants report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity).

### Participants access support to meet their needs. (5)

- 74% of 117 participants report referrals provided were relevant to meet their needs.
- 74% of 67 participants report seeking out relevant resources.
- 93% of 99 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are involved positively in the community. (4)

- 100% of 12 participants report or demonstrate becoming more integrated into community activities or groups.
- 100% of 46 participants report that they enjoy spending time in their community.
- 100% of 58 participants report that they feel a sense of belonging/citizenship in their community.

### Participants are supported in meeting their basic needs. (1)

- 100% of 100 participants access nutritious food for themselves or their children (e.g., fruits, vegetables, multiple food groups).

### Participants feel supported. (15)

- 86% of 1,539 participants report feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants.

- 91% of 209 participants report having close friends and/or close relatives with whom they can confide/receive advice.
- 47% of 85 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

### Participants have healthy relationships. (16)

- 56% of 366 participants report positive interactions with important others.
- 88% of 344 participants report that they feel comfortable communicating concerns to important others.
- 76% of 279 participants report that they feel safe (physically, emotionally, financially) with important others.
- 85% of 356 participants report that they feel supported/cared for by important others.

### Participants have improved family functioning. (1)

- 85% of 13 participants report increased positive interactions among family.

### Participants have knowledge of community resources. (3)

- 100% of 83 participants identify 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).

### Participants have the skills needed to address identified issues.(14)

- 86% of 36 participants demonstrate skills in one or more of the listed areas.
- 72% of 622 participants report an increased capacity to solve day-to-day problems and challenges.
- 64% of 314 participants report being able to cope with day-to-day stress.
- 75% of 124 participants report having personal characteristics that are likely to help them address their identified issues

### Participants increase their network of social support. (2)

- 100% of 24 participants report making new social connections with peers in the program or in the broader community (through the program).
- 100% of 40 participants report that they have one or more new people that turn to for help (may include program staff, other program participants as well as others in the community).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular Outcome.

### **Participants make informed choice about their living situation. (2)**

- 88% of 176 participants access the options and resources available to them.
- 88% of 176 participants report they have the capacity to decide amongst the options and resources available to them.

### **Participating communities strengthen their capacity to address issues or create opportunities for engagement. (2)**

- 100 % of 31 participants identify how their communities (as a whole) are demonstrating progress in one or more of the following domains of community capacity: Participation; Leadership; Community structures; External supports; Asking why; Obtaining resources; Skills, knowledge, and learning; Linking with others; Sense of community.
- 100% of 23 participants' communities create opportunities for people to get involved in issues/ opportunities of interest to them.

### **At Risk Youth Quote**

“By helping me get important things I need for my baby as well as maternity clothes, helping me find another housing situation” - Participant of At Risk Youth Program

### **At Risk Youth**

Agency: Youth Empowerment Support Services

Program: Armoury Resource Services

Sarah was kicked out of her parent's home at 16. They were emotionally abusive, but her tendencies to dive into an argument did not help the situation. Fortunately, her boyfriend heard about YESS and he brought her to ARC. When Sarah first came to ARC she was in the middle of studying for a high school exam. One of the first supports staff were able to offer Sarah was simply some study help for her least favorite subject. Sarah rocked that exam and she continued to use the space at ARC to study and had our computers to finish her homework. Sarah managed to complete her high school diploma while being homeless, and after that the staff started working on a plan to get Sarah employed. Staff helped her create a resume, search for jobs, fill out applications, and even did some mock interviews with her. She was ready for a job, but then life threw her a curve ball. Sarah found out she was pregnant. Deciding to keep the baby, Sarah's goals changed completely and her time-lines got a lot more urgent. ARC staff worked on many life skills with Sarah over her pregnancy, from cooking to budgeting, and everything in between. Sarah was driven by a desire to be a good mom. ARC staff also connected Sarah and her boyfriend with important resources, like the housing program that helped them into an apartment. While working on all these other aspects her primary goal remained to have a healthy pregnancy. This proved to be a difficult task and Sarah had to be hospitalized on multiple occasions due to some com-

plications. One of the most meaningful connections for Sarah may have been the relationship she developed with the Nurse that comes into ARC every week. When Sarah had her baby, this nurse was even there with her! Of course, ARC staff quickly received some photos of baby right after she was born too! Life took another twist for Sarah, her troubled relationship with her boyfriend ended soon after the birth. Even though Sarah's parents are still not supportive to Sarah in the most healthy ways, they stepped up for their granddaughter and Sarah was able to move back home. The success of this move is possibly the biggest testament to how much Sarah has changed since first accessing ARC. The staff here have helped her understand what self-care is. They have helped her to learn how to self-regulate her emotions. Even though Sarah's parents continue to treat her poorly, she can now take time to calm down instead of jumping into a fight with them. When things get rough, Sarah comes to ARC for emotional support, knowing that is a safe place where she can trust staff and not be judged. Staff are working with her to connect to appropriate supports and find an apartment of her own. Living with her parents is temporary though, and as baby is a bit older Sarah is getting ready to move towards complete independence and ARC staff are still here supporting her every step of the way.

### **At Risk Youth Funded Programs**

Boyle Street Community Services:

Aboriginal High Risk Youth Project  
High Risk Youth Unit  
Youth Unit

E4C:

Kids in the Hall Bistro Program

Edmonton John Howard Society:

REE\*START

Elizabeth Fry Society of Edmonton:

Girls Empowered and Strong

Fort Saskatchewan Next Step Senior High School:

Next Step Breakfast/Lunch Program

Gordon Russell's Crystal Kids Youth Centre:

Crystal Kids Youth Centre (ministry funded portion)

iHuman Youth Society:

iSucceed

Native Counselling Services of Alberta:

Youth Navigators Program

YMCA of Northern Alberta:

Youth Transitions Program

Youth Empowerment & Support Services:

Armoury Resource Centre  
Nexus and Graham's Place  
Shanoa's Place

## BASIC NEEDS

**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.**

### Basic Needs Summary

6 Agencies Reported

8 Programs Reported

\$2,000,363 Total Funding Invested

25,128 Unique Participants 0-17

44,410 Unique Participants 18-64

2,677 Unique Participants 65+

176 Unique Participants Age Unknown

72,391 Total Unique Participants

\$27.63 Average Cost Per Participant

753 Aboriginal Participants

919 Immigrant & Refugee Participants

30.65 Full Time Equivalents

3,830 Volunteers

74,084 Volunteer Hours

} 3 Programs collected this data.

### Basic Needs Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Transportation
- Criminal records
- Lacking access to basic needs

#### Trends

The staff reported an increase in certain trends throughout 2016:

- Families experiencing issues they had never experienced before (stress, depression, anxiety)
- Increased wage earners in the family taking on second jobs to make ends meet
- Increased struggle for a work/home visit
- Increased challenges with transportation (especially with some key services outside the core, like Remand or Greyhound)
- Difficulties finding stable employment with any type of criminal record

### Positive Change

For the Basic Needs programs, positive change was identified as increased:

- Ability to access and/or provide healthy and nutritional food for themselves and their family
- Confidence in their social skills and willingness to interact with new people
- Natural supports in their lives
- Better understanding of community resources
- Understanding of development, particularly during pregnancy
- Engaging in skills development and learning of new skills (for education or employability)

### How do the programs influence success?

The programs supported participants in receiving rebates, refunds or benefits from the government as well as skills which gave them more independence and control of their own lives. The ongoing relationship with well-trained and educated staff provides participants with a reliable support system to assist in navigating the hurdles facing many vulnerable Edmontonians. Participants are made aware of resources, are connected and referred to further resources and the programs themselves act as long-term resources for questions and support. Technology is becoming a new innovative tool to deliver programming, particularly skills based programming to adults and youth who learn better outside of a traditional classroom style. Psychological supports, health nurses, court, bail navigators and other service navigators were all key supports identified by staff. Solid partnerships with other programs and agencies widened the support system for these individuals and their families.

### Basic Needs Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Interviews

Data was most commonly collected during the program (47%) and pre, during and post program (40%).

For this program area data collection was attempted 14,120 times with a 95% response rate.

## Basic Needs Outcomes & Indicators<sup>1</sup>

### Participants access support to meet their needs. (3)

- 91% of 656 participants report seeking out relevant resources.
- 83% of 137 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are connected to community resources. (2)

- 61% of 2,312 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants are involved positively in the community. (1)

- 91% of 165 participants report or demonstrate becoming more integrated into community activities or groups.

### Participants are supported in meeting their basic needs. (5)

- 85% of 125,696 participants access nutritious food for themselves or their children (e.g., fruits, vegetables, multiple food groups).
- 95% of 3,953 participants access resources that address financial issues (e.g., employment opportunities, career counseling, financial literacy).

### Participants feel supported. (4)

- 98% of 661 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 83% of 137 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

## Basic Needs Quote

“It was the difference between me getting a new job or not. This is a huge difference.”

– Participant of an Basic Needs Program

## Basic Needs Narrative

Agency: Edmonton’s Food Bank

Program: Warehouse Program

I just wanted to share a story with you about how important the emergency food boxes that you prepare for Edmonton Police Services (EPS) are and how powerful that kindness is.

I have received several boxes from you over the last year or so which we keep on hand in case of emergency to support some of our shared clientele. I have on occasion provided a

few of these boxes to a rooming house in the area. This residence houses at minimum 8 people, some who are transient in nature. These folks tend to pool their resources and share their food. I had previously received complaints from the community that bottles were being stolen from backyards and garages, with the suspects allegedly living within this rooming house. When I went to the house to speak with the tenants it was very clear to me that they were just simply trying to survive. One of the residents acknowledged that he has taken bottles in the past but only does it to support himself. I came back later with the first box of food and he was so heartfelt and grateful. I now check on this house and residents often and periodically bring them a food box. I have since seen a measurable reduction of theft complaints in the surrounding area.

Yesterday I was volunteering for McHappy Day (Ronald McDonald house) at the McDonalds located at 142st/YHT when a gentleman came in with some co-workers and I asked them for a donation. One asked me where I worked and I told him. I then offered my business card to him and he declined stating, “I know who you are. You’re the girl that brings the food. I’m working now and we really appreciate your help.” This man then took out \$5.00 from his wallet and placed it in the donation cup that I was holding and simply said “thank you” before leaving with his work crew. I was speechless and so honoured that he paid it forward with such a generous donation when he clearly has so little. The food bank is such a great resource to our community and I’m proud to partner with you. Respectfully, Cst. J.B.

## Basic Needs Funded Programs

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 Centre

St. Albert Community Village and Food Bank:

Financial Literacy Program

Rental Assistance Program

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

## CHILDREN & YOUTH

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

#### Children & Youth Summary

<b>26</b> Agencies Reported	
<b>30</b> Programs Reported	
<b>\$12,995,453</b> Total Funding Invested	
<b>22,525</b> Unique Participants 0-17	
<b>1,317</b> Unique Participants 18-64	
<b>4</b> Unique Participants 65+	
<b>486</b> Unique Participants Age Unknown	
<b>24,332</b> Total Unique Participants	
<b>\$534.10</b> Average Cost Per Participant	
<b>2,957</b> Aboriginal Participants	} 20 Programs collected this data.
<b>1,867</b> Immigrant & Refugee Participants	
<b>150.66</b> Full Time Equivalents	
<b>3,372</b> Volunteers	
<b>189,568</b> Volunteer Hours	

#### Children & Youth Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Awareness of community resources and how to access them

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Increased complexity of need of program participants
- Increased need for mental health programs and services
- Filling gaps in services through partnerships and referrals

- Program growth and expansion through new locations for services, new service delivery approaches, inclusion of media and technology etc.
- Increased desire and efforts to engage men
- Changes to evaluation tools and time of data collection to better inform program enhancements/changes

##### Positive Change

For the Children & Youth Programs, positive change was identified as increased:

- Communication skills
- Ability to identify, manage and express emotions
- Ability to be focused and attentive at school, this includes improved attendance
- Interpersonal skills including showing greater kindness, empathy, compassion
- Participation in day to day activities at home, school, and community
- Hope for the future
- Leadership abilities as reflected in realization from program participants that they can have a positive impact on others, see themselves as having a role in helping others and being a role model for others
- Feelings of self confidence as identified through positive self statements
- Ability to solve problems
- Ability to resolve conflicts
- Family functioning - less stress, greater communication amongst family members, child / youth helping out within the family
- Life skills for youth including: budgeting, resume building, interview skills, time management, organizational skills, decision making
- Relationships / friendships / social supports are described as healthy, mutually caring, supportive, respectful, authentic, cooperative and trusting
- Sense of belonging and community through disclosures around identity, inter-cultural learning and appreciation

##### How do the programs influence success?

The programs create safe and welcoming spaces that allow the children and youth to connect and be themselves. They create spaces for participants to try new things, take risks and learn from each other. Building strong relationships with the children and youth and their families helps them to be more resilient. As well, programs are structured to help children and youth develop the language to identify and share their emotions.

##### Children & Youth Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observation

Data was most commonly collected during the program (38%) and post-program (37%).

For this program area data collection was attempted 29,895 times with a 62% response rate.

## Children & Youth Outcomes & Indicators<sup>2</sup>

### Children have developmentally appropriate skills. (29)

- 86% of 2,836 participants demonstrate 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.
- 86% of 2,881 participants report behaviours or feelings that are 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).
- 65% of 99 school-age participants demonstrate school readiness skills (e.g., age-appropriate literacy, numeracy).

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (2)

- 91% of 144 parents identify strategies they can apply at home, to providing a nurturing environment for their child(ren).

### Parents have positive parenting skills. (1)

- 83% of 30 parents identify strategies to apply in one or more of the listed areas.

### Participants access support to meet their needs. (1)

- 28% of 61 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are connected to community resources. (4)

- 28% of 61 participants report that they have 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).
- 65% of 126 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants are educated about social issues in the community. (4)

- 92% of 934 participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.

- 80% of 784 participants identify ways they could get involved in addressing one or more of the above issues, if interested.

### Participants are involved positively in the community. (3)

- 100% of 15 participants report or demonstrate being involved in groups or activities that support or assist with employment readiness or finding work (as applicable).
- 86% of 41 participants report that they feel a sense of belonging/citizenship in their community.

### Participants are supported in meeting their basic needs. (2)

- 100% of 470 participants access nutritious food for themselves or their children (e.g., fruits, vegetables, multiple food groups).
- 28% of 61 participants access resources that address social isolation (e.g., group activities, outings, home visits).

### Participants feel supported. (9)

- 96% of 955 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 97% of 302 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

### Participants feel they contribute to positive change in the community (or agency) through volunteer activities. (3)

- 97% of 988 participants report at least one way in which their volunteering has made a positive difference in the community.

### Participants have healthy relationships. (2)

- 84% of 50 participants report that they feel safe (physically, emotionally, financially) with important others.
- 85% of 52 participants report that they feel supported/cared for by important others.

### Participants have the skills needed to address identified issues. (6)

- 92% of 398 participants demonstrate skills in one or more of the listed areas.
- 94% of 279 participants report an increased capacity to solve day-to-day problems and challenges.
- 91% of 284 participants report being able to cope with day-to-day stress.

### Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (2)

- 84% of 1,010 participants identify what they have learned about their community and/or themselves through volunteering.

<sup>2</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

## Participants increase their network of social support. (36)

- 88% of 770 participants report (1) making new friends, or (2) 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).
- 86% of 2,291 participants report making new social connections with peers in the program or in the broader community (through the program).
- 86% of 2,536 participants report 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).

## Children & Youth Quote

“I have seen self-esteem and confidence improvements in all of my children, as well as a sense of community involvement and belonging.” – Participant of a Children & Youth Program

## Children & Youth Narrative

Agency: Islamic Family and Social Services Association (IFSSA)

Program: The Green Room

Fatme’s Story-Growing up, I struggled to find a community in which I felt like I belonged. I distinguished myself as in-between two identities: too Muslim to fit in with my non-Muslim friends, and not Muslim enough to fit in with the Muslims around me. I felt isolated in this in-between state; believing that I was the only one who identified this way. I had heard of The Green Room from a few friends, who cryptically described it as a place in the city for Muslim youth to gather. Not quite understanding, I attended the IFSSA Annual General Meeting (AGM), hoping to discover more about the space and its programs. At the AGM, I learnt of The Green Room’s Leadership Team. Unsure of what to expect, I applied for the program. Soon, I met the people who I would be seeing once a week for a year. My fellow Leadership Team members, once strangers, shortly became the people that I shared personal stories and opinions with. We began and ended each Leadership Team gathering with a communal supplication. We shared the highs and lows of our week, offering each other tidbits of advice and wisdom. We discussed and explored complex topics pertaining to belonging, privilege, racism, community, leadership, and faith. The strong compassion that I feel towards my Leadership Team family is unbreakable. The Green Room quickly developed into a space of refuge and relief from the realities of the week: it’s a haven that encapsulates

peace. By its inexhaustible inclusion and acceptance of all people, The Green Room fosters a sense of safety and trust. Not a single ounce of judgement can be found within the space and the people who frequent it. The program cultivates a strong sense of community for both newcomers and regulars, and it successfully brings people together. This community gathers to celebrate, discuss, listen, learn and go on adventures together. The Green Room has given me exactly what I have hoped and longed for: a place in which I feel like I belong. Through the space and its programs, I have connected with more Muslims than I have in all of my cumulative years, granting me the opportunity to develop everlasting bonds with people that I otherwise wouldn’t have met.

## Children & Youth Funded Programs

Abbottsfeld Youth Project (AYP) Society:

Community Outreach and Living Skills

Action for Healthy Communities:

Healthy Active Community Kids

Africa Centre:

Youth Mentorship

ASSIST Community Services Centre:

Towards A New Generation (T.A.N.G.)

Ben Calf Robe Society:

Breakfast/Lunch

Youth Intervention Program

Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area:

All in for Youth

Community Outreach Services:

Mentoring Programs

Neighbourhood Clubs

Boys and Girls Club of Leduc:

After School Drop-In Program

Healthy Boys, Healthy Girls

Canadian National Institute for the Blind (CNIB):

Child and Family Services

Creating Hope Society of Alberta:

Aboriginal Mothers Advocacy Program

E4C:

ArtStart

School Nutrition Program

(Helping Kids Succeed in School)

Edmonton Mennonite Centre for Newcomers:

Securing Hopeful Futures

FCSS Fort Saskatchewan:

Roots of Empathy

Family Futures Resource Network:

Child & Youth

Fort Saskatchewan Boys & Girls Club:

Youth Development

Inner City Youth Development Association:

Inner City Youth Support Program  
Islamic Family and Social Services Association (IFSSA):  
The Green Room  
Metis Child and Family Services:  
Choices

Pride Centre of Edmonton:  
Youth Transitions

St. Albert Community Information & Volunteer Centre:  
Sidekicks Mentoring

Terra Centre for Teen Parents:  
Youth Leadership

The Association for Evergreen Youth:  
Drop In/Learning Resources Centre

The Family Centre of Northern Alberta (Association):  
Action for Teens (Cultural Coaches)

The Institute for Sexual Minority Studies and Services:  
Family Resilience Project

Volunteer Program Association:  
Fort Saskatchewan & Area Restorative Justice  
Program

YMCA of Northern Alberta:  
Alternative Suspension

## COMMUNITY DEVELOPMENT

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

#### Community Development Summary

- 12 Agencies Reported
- 13 Programs Reported
- \$2,207,776 Total Funding Invested
- 1,065 Unique Participants 0-17
- 4,578 Unique Participants 18-64
- 304 Unique Participants 65+
- 12,300 Unique Participants Age Unknown
- 18,247 Total Unique Participants
- \$120.99 Average Cost Per Participant
- 84 Aboriginal Participants
- 5,246 Immigrant & Refugee Participants
- 32.53 Full Time Equivalents
- 808 Volunteers
- 25,534 Volunteer Hours

} 5 Programs collected this data.

#### Community Development Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Lack of funding for small community development projects/capacity building

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Visible growth in diversity
- Increased ownership of making programs accessible and inclusive
- Ensuring decisions / program changes are based on community based research and voice of people with lived experience

#### Positive Change

For the Community Development Programs, positive change was identified as increased:

- Referrals to appropriate services
- Knowledge about various service providers and the services offered
- Knowledge of case management
- Knowledge of different approach to reduce social isolation
- Confidence
- Commitment / resolve to use life experiences to help others
- Sharing of experiences to change systems
- Social network (including new friends, fostering relationships, increased trust)
- Knowledge of different cultures
- Skill development (such as employment readiness, communication skills, public speaking, problem solving, network development)
- Sense of belonging
- Active involvement in associations through board representation, volunteerism
- Consistency in attendance to programs

And decreased:

- Social isolation of seniors & Ethnocultural communities

#### How do the programs influence success?

The programs create opportunities for trusting relationships to form, breaking down barriers. In addition, the programs provide information and linkages to programs and services identified to better meet the needs of individuals, families and communities.

#### Community Development Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observation, Group Discussions, Interviews (Tied)

Data was most commonly collected post program (33%) and during the program (33%).

For this program area data collection was attempted 6,216 times with a 68% response rate.

## Community Development Outcomes & Indicators<sup>1</sup>

### Participants access support to meet their needs. (1)

- 100% of 120 participants report referrals provided were relevant to meet their needs.

### Participants are educated about social issues in the community. (4)

- 87% of 93 participants identify at least one type of community resource to address one or more of the above issues (as relevant to their concern or interest).
- 100% of 10 participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.
- 90% of 96 participants identify ways they could get involved in addressing one or more of the above issues, if interested.

### Participants are involved positively in the community. (16)

- 91% of 359 participants report or demonstrate becoming more integrated into community activities or group.
- 66% of 111 participants report or demonstrate being involved in groups or activities that support or assist with employment readiness or finding work (as applicable).
- 53% of 1,089 participants report that they enjoy spending time in their community.
- 89% of 192 participants report that they feel a sense of belonging/citizenship in their community.

### Participants feel supported. (1)

- 99% of 87 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

### Participants have the skills needed to address identified issues. (6)

- 86% of 35 participants demonstrate skills in one or more of the listed areas.
- 93% of 600 participants report an increased capacity to solve day-to-day problems and challenges.
- 100% of 20 participants report having personal characteristics that are likely to help them address their identified issues.

### Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (1)

- 100% of 2 participants identify what they have learned about their community and/or themselves through volunteering.

### Participants increase their network of social support. (4)

- 50% of 325 participants report making new social connections with peers in the program or in the broader community (through the program).

### Participating communities strengthen their capacity to address issues or create opportunities for engagement. (15)

- 100% of 666 participants identify how their communities (as a whole) are demonstrating progress in one or more of the following domains of community capacity: Participation; Leadership; Community structures; External supports; Asking why; Obtaining resources; skills, knowledge, and learning; Linking with others; Sense of community.
- 64% of 424 participants' communities create opportunities for people to get involved in issues/opportunities of interest to them.

## Community Development Quote

“Around 500 people participated in Year End Celebration. Participants reported that the programs of all the events were very rich, including, but not limited to multicultural music, dancing, singing, drumming, food and games. They enjoyed these gatherings since the events helped them break isolation, make new friends, build networks, learn other cultures and have a lot of fun.” – Staff of a Community Development Program

## Community Development Narrative

Agency: Action for Healthy Communities

Program: Community Capacities

Reckie Lloyd is the founder and leader of Sangea Academy. Born in Liberia, West Africa, Reckie ran away with his family from his country when he was young because of the civil war at that time. They lived in Ghana as refugees for six years before coming to Canada.

Reckie was passionate about music and had a dream of becoming a musician since he was a child. Drumming is an essential part of African culture and Reckie likes drumming very much: everything from the rhythm to the sound to the symbolism excited and inspired him. However, it has been a long and difficult journey for Reckie to make his musical dream come true because he was forced to leave his mother land as a refugee and move to Canada. He recalled that when he lived in Ghana, he could only hear the drums being played beside his house but never got the chance to play. When he first moved to Canada, he had to make a living and worked so many kinds of jobs ranging from customer service, cleaning, construction, building houses (framing), to working on cars. Although life was tough for him, Reckie never gave up on his dream. His desire to do music as a career was becoming stronger and stronger. One day, a light of hope eventually rose for him.

In 2012, Reckie heard that FCSS funded Community Capacities Building Program at Action for Healthy Communities (AHC) provides community initiative seed grants to ethnic groups, aiming at helping them maintain and develop their culture. He

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

formed an African drumming group called “Sangea” and applied for the seed grant for this project. His application was approved in December, 2012. AHC not only supported his project financially but also provided a room for their weekly practice. He said that this was a turning point in his life. He was very excited and highly motivated to achieve his dream. Reckie and his wife, who is also a musician, have been working very hard to lead the group since.

At the beginning, he only had three members in his team. With AHC’s support, the group developed rapidly. Currently, they have about 15 members. The group also registered as “Sangea Academy” in 2015. In 2016 Reckie’s career jumped to a higher level. Reckie is the first Canadian to complete 3 levels of the drumming program in Tam Tam Mandingue Djembe Academy in Mexico, the world’s leading entity in teaching traditional African drumming. Passing all the examinations, he became the first certified drumming instructor from Canada in the Academy, tested by world renowned master drummer Mamady Keita. As an outstanding drummer, he taught in three different gyms in Mexico as well as 8 public schools in Edmonton with over 3,000 students in 2016. As a great leader, Reckie created innovative and dynamic programs for his school including drumming class, African dance & fitness class, drum speak workshop, and performance group. His performance group has been invited to perform around the city and contributed to the community by performing at fundraisers, community events, Multicultural activities, weddings, festivals and Heritage Days. Starting from 2016, the group even performed in the different cities in Canada such as Calgary, Saskatchewan and Ottawa. People started hearing about them for their outstanding performance. Eventually, Reckie and his wife have their own drumming school.

He was very happy and shared his experience as follows: “My wife and I are now self-employed musicians. My journey to becoming a full time musician came true. We teach the African traditional rhythms, history and techniques in schools, after - school programs, do performances and organize children’s performances. In particular, our school has been privileged to work with international musicians from the Cavalia Odysseo show in the summer. As a professional drummer, I facilitated a drumming workshop called Drum Speak which has been very effective in team building. Over the years, I have had about 8000 participants in my drum speak workshops. The benefits I got from African drumming and dance go far beyond relaxation or celebration. It brings me down to earth and that is the first realization of knowing where I stand. I learn how to relate my whole self, body and soul, to Mother Earth, which supports me. When I drum and dance I feel that I have arrived at a place where I am in total control of myself. African drumming and dance workshops

not only improve the heart and cardiovascular system, enlarge lung capacity, burn calories, increase the good cholesterol levels, control blood sugar and strengthen the bones - but it also helps the community become more involved, stronger and safer. As a musician, I strongly believe that drumming is not just entertainment, it is a tool used to unite the community. Music speaks to the heart, that’s why it is so effective when used in building cultural bridges. In all, I came to Canada with my family to have a new and better life. Canada, a place of opportunities, allowed me to explore the arts of African drumming and while doing so I’m able to celebrate and share my culture. I felt so lucky to make my child dream happen in Canada.

This dream was made possible by God’s grace, hard work, perseverance and most of all, the help of my wife Ereni Perez and organizations like Action for Healthy Communities with their continued love and support. My advice I have for those who have dreams that seem too difficult to accomplish is that you need to persist, work hard, and build good relationships along your journey. ‘Remember, sometimes if the dream is too easy to achieve then it is not big enough’. Sincerely wish everyone becomes a dream achieve.

## Community Development Funded Programs

- Action for Healthy Communities Society of Edmonton:  
Community Capacities
- University of Alberta:  
Community University Partnership (CUP)
- Edmonton Mennonite Centre for Newcomers:  
Putting Down Roots
- Edmonton Multicultural Coalition Association:  
All Together Now
- Edmonton Seniors Coordinating Council (ESCC):  
ESCC
- Edmonton Social Planning Council:  
Edmonton Social Planning Council
- Fort Saskatchewan Association:  
Community Program
- Maps And Planning Support (M.A.P.S.) Alberta Capital Region:  
M.A.P.S.
- Terwillegar Riverbend Advisory Council:  
Brander Garden Rocks
- The Candora Society of Edmonton:  
Community Economic Development Initiatives (CEDI)
- The Edmonton Chamber of Voluntary Organizations (ECVO):  
ECVO  
Volunteer Edmonton
- The Family Centre of Northern Alberta Association:  
Neighbourhood Empowerment Team

## DISABILITY SUPPORT

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

#### Disability Support Summary

6	Agencies Reported	} 3 Programs collected this data.
6	Programs Reported	
\$841,321	Total Funding Invested	
160	Unique Participants 0-17	
1,000	Unique Participants 18-64	
690	Unique Participants 65+	
3	Unique Participants Age Unknown	
1,853	Total Unique Participants	
\$454	Average Cost Per Participant	
64	Aboriginal Participants	
11	Immigrant & Refugee Participants	
14.8	Full Time Equivalents	
129	Volunteers	
4,328	Volunteer Hours	

#### Disability Support Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Accessible housing
- Income stability
- Accessible transportation
- Opportunity for positive social supports/interactions

##### Trend

The staff reported an increase in certain trends throughout 2016:

- The impact of the downturn in the economy
- More contact with clients through social media mediums

##### Positive Change

For the Disability Support Programs, positive change was identified as increased:

- Self-esteem, health and overall well-being
- Involvement with others in the community

- Quality of life
- Confidence and decision making skills
- Feeling that they are able to access services

#### How do the programs influence success?

The Disability Support programs help build up self-esteem, set goals and develop strategies to overcome anxiety and stress. The successes clients see and feel everyday help them immensely in the ongoing battle with their mental health challenge. It gives them hope. Clients report that they are accessing the provided referrals and appreciate the advocacy done on their behalf.

#### Disability Support Data Collection

The top 2 data collection methods in this program area were:

1. Direct Observation
2. Review of Charts, Group Discussions, Interviews (Tied)

Data was most commonly collected during the program (62%) and pre, during and post program (19%).

For this program area data collection was attempted 2,175 times with a 100% response rate.

#### Disability Support Outcomes & Indicators<sup>2</sup>

##### Participants access support to meet their needs. (1)

- 92% of 433 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

##### Participants are involved positively in the community. (5)

- 100% of 47 participants report or demonstrate becoming more integrated into community activities or groups.
- 60% of 50 participants report or demonstrate being involved in groups or activities that support or assist with employment readiness or finding work (as applicable).
- 100% of 114 participants report that they enjoy spending time in their community.
- 86% of 50 participants report that they feel a sense of belonging/citizenship in their community.

##### Participants are supported in meeting their basic needs. (2)

- 20% of 50 participants access housing that is (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).

<sup>2</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

- 20% of 50 participants access resources that address financial issues (e.g., employment opportunities, career counseling, financial literacy).

#### **Participants feel supported. (2)**

- 96% of 557 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

#### **Participants have the skills needed to address identified issues. (6)**

- 100% of 46 participants demonstrate skills in one or more of the listed areas.
- 84% of 214 participants report an increased capacity to solve day-to-day problems and challenges.
- 58% of 200 participants report being able to cope with day-to-day stress.

#### **Participants increase their network of social support. (5)**

- 100% of 105 participants report (1) making new friends, or (2) 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).
- 80% of 195 participants report making new social connections with peers in the program or in the broader community (through the program).
- 100% of 64 participants report 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).

### **Disability Support Quote**

“Clients are observed talking/socializing with one another, sharing their ideas, thoughts, tips/tricks and experiences living with a disability” Program Staff of a Disability Support Program

### **Disability Support Narrative**

Agency: Fort Saskatchewan Parent Advocates Linking Special Services (P.A.L.S.S.)

Program: Recreational Program

We have an individual who has come to many programs offered. He has struggled socially and in the community, with large or small gatherings of people. Group activity and participation, turn taking is quite difficult. In addition he is sensitive to sound and environmental stimuli, disruption by general conversation. Introduce the bowling program: He starts out cautiously~ special earplugs are inserted just to enter the building. The noise and stimulus levels are very high. Balls rolling, pins falling, disco ball spinning with lights all around the room and music playing in back ground. This is just the basic disruption in a bowling alley, we need to mention the cheering, high fives and clapping for every

bowler. While most of us know and accept this environment in such a place, for this particular young man this is excruciating pain and overload, a quick exit is the norm. The mission is to teach him to cope and demonstrate there is no physical threat to him. He loves bowling but needs to process all the noise. In the beginning we ask all those around us to please not clap but high fives are good. Keep the cheering at a lower decibel etc. Everyone was on board. Fast forward a year later. With consistent attendance this young man tolerates all the noise, lights, enjoys the music etc. The most impressive is his behaviour. He now high fives his team mates, socializes and participates in conversations and concentrates on his game. Quite recently we witnessed him on a roll of three strikes, he was being cheered very enthusiastically and his audience was clapping vigorously. What a sight, he was enjoying himself and appreciated the attention from his peers. Needless to say, this episode in the past might have sent him screaming to hide and perhaps very negative/injurious behaviour as a result. The understanding and patience demonstrated by everyone at the bowling alley has greatly contributed to the success of this young man. To improve on his success at bowling, he has transferred his skills to other aspects of his life. He now is able to go into large stores and “new” buildings (noise and crowds) without trepidation. This of course is great for him and his family who no longer feel constrained by his disability.

### **Disability Support Funded Programs**

Canadian National Institute for the Blind (CNIB):

Registration and Referral /  
Client Support Services

Edmonton Epilepsy Association:

Counselling & Advocacy

Gateway Association:

Employment Initiatives

Goodwill Industries of Alberta:

Commercial Services

Parent Advocates Linking Special Services (P.A.L.S.S.):

P.A.L.S.S. Recreation Programs

Spinal Cord Injury Association Alberta:

Rehabilitation Support & Service Coordination

## EARLY CHILDHOOD

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

#### Early Childhood Summary

18	Agencies Reported	
20	Programs Reported	
\$11,457,416	Total Funding Invested	
8,753	Unique Participants 0-17	
6,111	Unique Participants 18-64	
190	Unique Participants 65+	
148	Unique Participants Age Unknown	
15,202	Total Unique Participants	
\$753.68	Average Cost Per Participant	
1,404	Aboriginal Participants	} 16 Programs collected this data.
2,320	Immigrant & Refugee Participants	
104.67	Full Time Equivalents	
1,036	Volunteers	
10,480	Volunteer Hours	

#### Early Childhood Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Growing awareness that we need to do more to break down barriers to mental health services

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Increased demand for services
- More families accessing free programming
- More fathers attending programs
- Families are travelling from all over the city and surrounding communities to attend early education groups and services
- Increase in new Canadians whose first language is not English, and who have experienced trauma

- Emphasis on Aboriginal education, awareness, culture and ceremony.
- Challenges with food security, adequate housing, transportation and accessible and safe child care.

#### Positive Change

For the Early Childhood Programs, positive change was identified as increased:

- Confidence in the child and the parent
- Social, communication, self-regulation and problem solving skills in children
- Awareness of and access to other programs and services in the community
- Feeling from parents that they are supported and their needs are being addressed
- Parental understanding of child development and encouraging skill development through quality parent child interactions

#### How do the programs influence success?

The programs offer coaching, role modelling and build connections and a sense of community. They provide resources and referrals and invite speakers to share a wide variety of information on topics from oral health to financial literacy.

#### Early Childhood Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observation

Data was most commonly collected during the program (42%) and post-program (52%).

For this program area data collection was attempted 6,700 times with a 85% response rate.

#### Early Childhood Outcomes & Indicators<sup>1</sup>

##### Children have developmentally appropriate skills. (17)

- 95% of 1,391 participants demonstrate 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.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

- 100% of 90 Participants report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity).
- 100% of 65 school-age participants demonstrate school readiness skills (e.g., age-appropriate literacy, numeracy).

**Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (19)**

- 98% of 162 parents identify aspects of a nurturing environment for their child(ren) at home.
- 87% of 307 parents identify healthy attachment behaviours.
- 96% of 1,016 parents identify strategies they can apply at home, to provide a nurturing environment for their child(ren).
- 70% of 55 parents model healthy attachment behaviours during the program.
- 91% of 155 parents report enhanced family interactions.

**Parents have positive parenting skills. (2)**

- 97% of 185 parents identify strategies to apply in one or more of the listed areas.
- 90% of 39 parents model positive parenting strategies learned during the program.

**Participants access support to meet their needs. (10)**

- 89% of 365 participants report referrals provided were relevant to meet their needs.
- 94% of 252 participants report seeking out relevant resources.
- 93% of 72 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

**Participants are connected to community resources. (2)**

- 86% of 132 participants report that they have 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).
- 100% of 74 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

**Participants are involved positively in the community. (1)**

- 94% of 72 participants report that they feel a sense of belonging/citizenship in their community.

**Participants feel supported. (4)**

- 89% of 220 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 98% of 42 participants report having sources of

community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

**Participants have improved family functioning. (1)**

- 100% of 101 participants report doing more activities together as a family.

**Participants have knowledge of child development. (4)**

- 98% of 41 parents/caregivers identify the developmental stages that can be expected of their child in relation to: communication, physical development, attention, focus.
- 98% of 322 parents/caregivers identify activities that are 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).

**Participants increase their network of social support. (6)**

- 100% of 26 participants report (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they make in).
- 93% of 435 participants report making new social connections with peers in the program or in the broader community (through the program).
- 91% of 63 participants report 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).

## Early Childhood Quote

“I now know where to go to get the services I need for my child”– Participant of an Early Childhood Program

## Early Childhood Narrative

Agency: Leduc County Family and Community Support Services

Program: Early Childhood Resource Program

Over this past year, a family who accessed our program when their child was 3 years old called to see if they could access our in-home support. They shared that they really appreciated our support and wondered if we could meet to discuss their current concerns relating to behaviour. We set up a meeting to discuss concerns and reviewed some of the strategies they found helpful. Mom shared that her son is very active and has a short attention span. He often gets in trouble at school and she hears comments from him, that he was bad at school today. Mom was worried because she doesn't want him to feel like he is a “bad boy” and worried that other people are viewing him as the “bad boy” of the

classroom. Over the next couple of visits, Mom was comfortable speaking with the school to look at ways to support this young boy, sharing some of the stories her son was bringing home. The teacher was very supportive and shared some of the strategies they were implementing in the classroom. Mom was able to share some very positive strategies she was using at home. It was nice to hear that Mom was able to advocate for her son. Mom shared that she really appreciated our support, she just needed someone bounce ideas off of.

We received an email from the father of a family whose children had been apprehended by children services. They had accessed our program over a 6 month period and followed up with this message after moving out of our service area. "I just wanted to drop you a line and let you know our progress. Today we are going out to the splash park with the kids for M's bday. We have 2 visits a week supervised, but I think we have somewhat of a break through with going off-site to the splash park for a visit. R and I both have full-time jobs. We're going to be starting 8 week parenting class in September. It's going to be a long struggle still though. We are both without lawyers since no money, but next Friday we will be talking to the judge finally after 8 months. R is fighting very hard. (To regain custody of the children) She called every person on earth and is finally getting somewhere. Sorry to ramble on but we just want you to know you helped us a lot and will never forget you and if you would like, we will keep sending progress reports. Hope you've been having a good summer. Take care. Thanks again.

## Early Childhood Funded Programs

Alberta Parenting for the Future Association:

Making Connections

Bissell Centre:

Early Childhood Development Program

Centre for Family Literacy:

Edmonton Literacy Classroom on Wheels

Multicultural Rhymes that Bind

Rhymes that Bind

Community Options: A Society for Children and Families:

Early Childhood Development

Connect Society:

Building Bridges - Child Family Services

Council for the Advancement of African Canadians in Alberta:

Rotary Early Learning and Family Program

E4C:

Early Head Start

Edmonton Mennonite Centre for Newcomers:

Preschool Learn to Swim and Skate

Family Futures Resource Network:

Early Education and Monthly Family Mentorship Program

Fort Saskatchewan Families First Society:

Early Childhood Programming

Dickinsfield Amity House:

Teaching Tots

Leduc County - Family and Community Support Services:

Early Childhood Resource Program

Lobstick Successful Kids & Families Society:

Parent's Time Out & ECD program

Norwood Child and Family Resource Centre:

Early Start

St. Albert Family Resource Centre:

Family Life Education

Strathcona County Family and Community Services:

Early Childhood Family Supports

The Candora Society of Edmonton:

Discovery Centre

Town of Gibbons:

Early Childhood Development Initiative

## FAMILY SUPPORT

### FAMILY SUPPORT PROGRAMS FOCUS ON CAREGIVERS AND/OR FAMILIES WITH THE INTENTION OF IMPROVING WELL-BEING.

#### Family Support Summary

<b>33</b> Agencies Reported	
<b>39</b> Programs Reported	
<b>\$18,736,979</b> Total Funding Invested	
<b>10,251</b> Unique Participants 0-17	
<b>17,825</b> Unique Participants 18-64	
<b>624</b> Unique Participants 65+	
<b>2,762</b> Unique Participants Age Unknown	
<b>31,462</b> Total Unique Participants	
<b>\$595.54</b> Average Cost Per Participant	
<b>5,681</b> Aboriginal Participants	} <b>37</b> Programs collected this data.
<b>11,057</b> Immigrant & Refugee Participants	
<b>192.58</b> Full Time Equivalents	
<b>1,142</b> Volunteers	
<b>46,770</b> Volunteer Hours	

#### Family Support Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Language barriers and cultural differences in accessing family support programming
- Multiple complex needs
- Lack of follow through or delay in a referral
- Mental health or substance abuse problems within the family
- Feelings of isolation or loneliness (particularly for newcomers into Edmonton who do not know anyone yet)
- Relationship conflicts
- Challenges in the areas of food security, adequate housing, transportation and accessible, affordable and safe daycare for many of the families we are serving

##### Trends

The staff reported an increase in certain trends throughout 2016:

- More requests for programming in schools

- More fathers involved in programming and reporting positive change
- Increased children and youth with stress and anxiety
- Economic downturn impacted families ability to access supports for basic needs, transportation. It has also resulted in increased social isolation for parents no longer working and who are at home all the time
- Increased need to do outreach with families
- Increased referrals from Children's Services

##### Positive Change

For the Family Support Programs, positive change was identified as increased:

For Parents:

- Confidence in their parenting skills and strategies
- Positive and healthy parenting skills with their child(ren)
- Comfort sharing their stories and experiences
- Attendance in programs and volunteerism
- Ability to communicate their needs to others

Children:

- Ability to identify positive role models and adults in their community
- Knowledge of healthy relationships
- Improved speech, language skills, fine motor skills, behaviors, confidence, social skills and positive interactions with other children.

Families:

- Time spent together inside and outside of the program
- Connections with others; families are connected with formal & natural supports
- Opportunities for reunification
- Goal achievement; taking charge of their own well-being
- Ability to meet their basic needs (food, housing, clothing)
- Awareness of resources that are available for them (mental health, financial, addictions)
- Attendance at school, work or program
- Feeling welcome and a smooth transition to their new home in Edmonton and area
- Communication, structure and routine at home

##### How do the programs influence success?

The programs indicate that parent involvement in planning and participation in the activities positively influence parents and transfers learnings from the program to the home. Program staff meeting with the families, getting to know them, and setting a family goal helps the family to feel comfortable at the program and helps the staff to get to know the needs of the family and supports they may need. Often long-term goals are very lofty so program staff support the families in reaching their goal step-by-step. The program staff rely on relationship building to provide extra support, advice or advocacy for the families. When they are not able to provide the supports needed, they work to connect the

family to other resources that can support them. Key partnerships and relationships with other organizations in the community make this type of warm referral possible. In many cases, programs are being provided in partnership to leverage resources and expertise. Increasing families awareness and understanding of resources and how to navigate them, made it easier for families to make the support systems responsive to their needs. Incorporating culture into everyday programming has provided the family support programs with great success engaging participants and increasing connectedness.

## Family Support Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct observations

Data was most commonly collected during the program (69%) and post program (28%).

For this program area data collection was attempted 25,001 times with a 73% response rate.

## Family Support Outcomes & Indicators<sup>1</sup>

### Children have developmentally appropriate skills. (3)

- 93% of 690 participants demonstrate 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.

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (6)

- 56% of 18 parents identify aspects of a nurturing environment for their child(ren) at home.
- 56% of 18 parents identify healthy attachment behaviours.
- 88% of 528 parents identify strategies they can apply at home, to provide a nurturing environment for their child(ren).

### Parents have positive parenting skills. (4)

- 93% of 86 parents identify strategies to apply in one or more of the listed areas.
- 82% of 116 parents model positive parenting strategies learned during the program.

### Participants access support to meet their needs. (9)

- 75% of 243 participants report referrals provided were relevant to meet their needs.
- 87% of 1,799 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are connected to community resources. (2)

- 77% of 96 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants are educated about social issues in the community. (2)

- 100% of 14 participants identify at least one type of community resource to address one or more of the above issues (as relevant to their concern or interest).
- 92% of 65 participants identify ways they could get involved in addressing one or more of the above issues, if interested.

### Participants are involved positively in the community. (2)

- 85% of 26 participants report or demonstrate being involved in groups or activities that support or assist with employment readiness or finding work (as applicable).
- 70% of 10 participants report that they feel a sense of belonging/citizenship in their community.

### Participants are supported in meeting their basic needs. (3)

- 100% of 199 participants access clothing for themselves or their children.
- 100% of 50 participants access resources that address safety (e.g., protection from physical, emotional, or financial abuse; assistance with daily living tasks as needed).
- 100% of 50 participants access resources that address social isolation (e.g., group activities, outings, home visits).

### Participants feel supported. (30)

- 88% of 3,267 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 97% of 191 participants report having close friends and/or close relatives with whom they can confide/receive advice.
- 86% of 252 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

### Participants have healthy relationships. (3)

- 65% of 34 participants report positive interactions with important others.
- 75% of 60 participants report that they feel comfortable communicating concerns to important others.

### Participants have improved family functioning. (35)

- 80% of 1,615 participants report a positive change in

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

their family's routine (more structure & stability, less chaos).

- 92% of 503 participants report doing more activities together as a family.
- 83% of 4,096 participants report increased positive interactions among family.

#### **Participants have knowledge of child development. (2)**

- 95% of 160 parents/caregivers identify activities that are 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).
- 92% of 112 parents/caregivers identify ways they can 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 have knowledge of community resources. (5)**

- 75% of 16 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 97% of 70 participants identify 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).

#### **Participants have the skills needed to address identified issues. (5)**

- 100% of 42 participants demonstrate skills in one or more of the listed areas.
- 80% of 417 participants report an increased capacity to solve day-to-day problems and challenges.
- 93% of 15 participants report being able to cope with day-to-day stress.

#### **Participants increase their network of social support. (25)**

- 59% of 922 participants report (1) making new friends, or (2) 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).
- 88% of 1,712 participants report making new social connections with peers in the program or in the broader community (through the program).
- 87% of 792 participants report 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).

#### **Participants make informed choice about their living situation. (1)**

- 85% of 26 participants access the options and resources available to them.

#### **Participating communities strengthen their capacity to address issues or create opportunities for engagement.**

##### **(1)**

- 100% of 15 participants' communities create opportunities for people to get involved in issues/opportunities of interest to them.

#### **Family Support Quote**

“This Program has been beneficial to the sustainability of my home to run in a warm, comforting environment where my children are free to express themselves without hesitation”

– Participant of Family Support Program

#### **Family Support Narrative**

Agency: Alberta Somali Community Centre (ASCC)

Program: Hawo Tako Family Support Program

Hawo Tako Family Support Program exists to support at risk families, but the needs of our clients vary a great deal. ASCC's most challenging and greatest achievement became evident from the support of one particular client. This anonymous client's case was made particularly challenging by the uniqueness of her situation. Let's call this client Hannah, a 23 year old mother of three. Hannah was in a very abusive forced marriage at the time ASCC staff met her. Hannah came to the office having fled from her abusive marriage and had been living at a local women shelter with her 3 young children. During the intake process the intake worker learned that Hannah did not have legal status in Canada. She was previously on spousal sponsorship but her abusive husband withdrew the application. She was now illegally in Canada, her estranged abusive husband was threatening to take the children and she was on the deportation list. Distraught Hannah could not believe what was happening, the promises of deportation and having to leave the children that kept her enduring the years of abuse she suffered; would soon all be in vain. Running out of time and options ASCC made the executive decision to take her case public with Hannah's permission. Once Hannah's story was broadcast; the public rallied to support her; shortly after ASCC was able to secure for Hannah a number of donations in the form of: clothes, free accommodations, food, furniture, financial contribution, in a matter of weeks Hannah's story was turning from despair into a beacon of hope for a number of immigrant women in her shoes.

Hannah is now removed from the deportation list and currently seeking asylum so that she can remain with her children. She is the face of hope, the power of community support and why this program was established, to be a source of hope for at risk families facing great challenges.

## Family Support Funded Programs

Aboriginal Counseling Services Association of Alberta:

Creative Healing Family Program

Alberta Somali Community Centre:

Hawo Tako Support Program

Alta Care Resources:

3 R's Resiliency Program

Ben Calf Robe Society:

Awasis/Papoose & Parent/Family Resource Program

Beverly Day Care Society & Family Resource Center:

Access Program

Bissell Centre:

Family Support Program

Boyle Street Community Services:

Family Outreach

Canadian Arab Friendship Association:

Family & Early Childhood Development Program

Centre for Family Literacy:

Literacy Links

City West Childcare and Community Support Society:

Family Support

Dickinsfield Amity House:

Kilkenny Community Centre

Neighbourhood Drop In Resource Centre

E4C:

E4C Early Learning Program

Edmonton Mennonite Centre for Newcomers:

Towards Full Participation

Family Futures Resource Network:

Family Support Program

Fulton Child Care Association:

Supports and Advantages for Children and Families Program

Jasper Place Wellness Centre:

Wellness Education Preventive Planning

KARA Family Resource Centre:

Connecting Parents Program

Kids Kottage Foundation:

Kids Kottage

Lansdowne Child Care & Family Centre Society:

Lansdowne Early Intervention and Resource Program

Metis Child & Family Services Society:

Aboriginal Family Services

Multicultural Health Brokers Cooperative Ltd:

Family Support to CFS

Native Counselling Services of Alberta:

Cunningham Place Support Worker

The Wellness House - Urban Aboriginal Family Resource Centre

Oliver Centre Early Learning Programs for Children & Families Society:

Oliver Full Day Head Start/ Oliver Half Day Head Start

Primrose Place Family Resource Center:

Primrose Place Family Resource Center

St. Albert Community Village and Food Bank:

Financial Literacy Program

St. Albert Family Resource Centre:

Family Support Services

Sturgeon School Division:

Headstart - Family Support Workers

Terra Centre for Teen Parents:

Housing Support Services

Services for Young Dads

Starting Point

The Candora Society of Edmonton:

Family and Community Resource Centre

The Family Centre of Northern Alberta (Association):

DISSC - Drop In Single Session Counselling

Roots and Wings

Therapy & Counselling Services

The Red Road Healing Society:

Child & Family Resource Centre

Yellowhead County Family & Community Support Services:

Families First

YMCA of Northern Alberta:

Family Ties

## FETAL ALCOHOL SPECTRUM (FAS) PROGRAMS FOCUS ON PREVENTION OF FAS AND/OR PROVIDE SUPPORT TO FAMILIES WITH PARENTS OR CHILDREN AFFECTED BY FAS.

### FAS Summary

<b>2</b> Agencies Reported	
<b>4</b> Programs Reported	
<b>\$1,908,573</b> Total Funding Invested	
<b>0</b> Unique Participants 0-17	
<b>320</b> Unique Participants 18-64	
<b>5</b> Unique Participants 65+	
<b>0</b> Unique Participants Age Unknown	
<b>325</b> Total Unique Participants	
<b>\$5,872.53</b> Average Cost Per Participant	
<b>171</b> Aboriginal Participants	} <b>4</b> Programs collected this data.
<b>5</b> Immigrant & Refugee Participants	
<b>22.50</b> Full Time Equivalentents	
<b>0</b> Volunteers	
<b>0</b> Volunteer Hours	

### FAS Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Transportation
- Confidence
- Trust

#### Trends

The staff reported an increase in certain trends throughout 2016:

- Specifically they have noted that there are few women requesting support for an adult advocate and are seeing more men on wait-lists and caseloads.
- Need to develop protocols for staff to use when working with clients who are experiencing domestic violence as these clients often lose access to their children due to the impact of their disability (living with FASD)

### Positive Change

For the FAS Programs, positive change was identified as increased:

- Feelings of connectedness and support
- Natural supports and friendships formed
- Increased ability to access resources with fewer formal supports
- Ability to cope with challenges
- Stability in housing, and
- Ability to address basic needs like food, medical and financial costs.

### How do the programs influence success?

Building relationships of trust and helping participants develop formal and informal supports is critical to the work in this area. The programs identify and try different ways to respond to needs and work to build on people's resilience. A number of tools are utilized including: Sharevision, a case management system, Resiliency Canada Tool and a satisfaction survey. The information gathered through these various tools supports the staff in the planning and program approach employed.

### FAS Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observations

Data was most commonly collected during the program (93%) and post program (7%).

For this program area data collection was attempted 650 times with a 69% response rate.

### FAS Outcomes & Indicators<sup>1</sup>

**Participants are connected to community resources. (3)**

- 96% of 62 participants report that they have 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).
- 75% of 63 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

### **Participants are supported in meeting their basic needs.**

**(2)**

- 80% of 75 participants access housing that is (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).
- 50% of 30 participants access nutritious food for themselves or their children (e.g., fruits, vegetables, multiple food groups).

### **Participants feel supported. (5)**

- 97% of 56 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 11% of 45 participants report having close friends and/or close relatives with whom they can confide/receive advice.
- 100% of 30 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

### **Participants increase their network of social support.**

**(4)**

- 67% of 30 participants report (1) making new friends, or (2) 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).
- 17% of 30 participants report making new social connections with peers in the program or in the broader community (through the program).
- 96% of 26 participants report 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 Quote**

“Mentor is a great worker, she has helped me through a lot that I could not succeed or do by myself or have enough courage to do.” – Participant of a FAS Program

“After a program Christmas party where two men became friends, one of them said, we are here to support each other - we are FASD brothers.” – Participant of a FAS Program

## **FAS Narrative**

Agency: Catholic Social Services

Program: Step by Step

I am a new mentor for Karen. I took over her file from an-

other worker. Karen welcomed me as a worker right away and seemed eager to work on her goals. Karen works hard to ensure that her children and her own needs are taken care of.

She has given birth to a baby girl recently and now has 3 beautiful children. Karen is well connected with other community resources and is ready to transition this month to move out of the program as she has successfully completed 3 years in Step by Step.

She is registered in a parenting program at Bissell Centre currently and has daycare for her 3 children while she attends programming and takes time for self-care. Karen has been an inspirational person to work with and has shown that adults with FASD can be capable of achieving great personal successes.

## **FAS Funded Programs**

Bissell Centre:

Fetal Alcohol Spectrum of Services (FASS)

Catholic Social Services:

Coaching Families

First Steps Program

Step by Step

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

### Head Start Summary

- 4 Agencies Reported
  - 4 Programs Reported
  - \$7,465,124 Total Funding Invested
  - 720 Unique Participants 0-17
  - 1,218 Unique Participants 18-64
  - 3 Unique Participants 65+
  - 0 Unique Participants Age Unknown
  - 1,941 Total Unique Participants
  - \$3,846 Average Cost Per Participant
  - 281 Aboriginal Participants
  - 690 Immigrant & Refugee Participants
  - 91.34 Full Time Equivalents
  - 221 Volunteers
  - 7,518 Volunteer Hours
- } 4 Programs collected this data.

### Head Start Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Limited financial resources to support access to high quality programming
- Language barriers
- Lack of awareness of services in community

#### Trends

The staff reported an increase in certain trends throughout 2016:

- Isolation due to language barriers

#### Positive Change

For the Head Start Programs, positive change was identified as increased:

- Participation in Kindergarten programming
- Ability of children to share thoughts and feelings

reflecting developmentally appropriate social emotional skills

- Confidence
- Positive relationships to outreach worker, other children, and between families

### How do the programs influence success?

The programs attempt to create success by:

- Providing information and referral supports
- Engaging in partnerships with other service providers to increase the awareness of and access to additional supports for families
- Supporting the whole family
- Creating opportunities for families to build relationships with each other to expand their natural supports;
- Exposing children to routines, schedules, peer group learning opportunities and in some cases English language learning; and
- Using data gathered through a pre and post Kindergarten Skills Inventory.

### Head Start Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Review of charts

Data was most commonly collected post program (60%) and during the program (25%).

For this program area data collection was attempted 3,548 times with a 40% response rate.

### Head Start Outcomes & Indicators<sup>1</sup>

#### Children have developmentally appropriate skills. (7)

- 98% of 421 participants demonstrate 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.
- 97% of 64 participants report behaviours or feelings that are consistent with some of following of the eight developmental assets: support, empowerment, boundaries & expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity.
- 96% of 26 school-age participants demonstrate school readiness skills (e.g., age-appropriate literacy, numeracy).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

### **Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (5)**

- 96% of 155 parents identify aspects of a nurturing environment for their child(ren) at home.
- 100% of 64 parents model healthy attachment behaviours during the program.
- 96% of 86 parents report enhanced family interactions.

### **Participants access support to meet their needs. (5)**

- 90% of 83 participants report referrals provided were relevant to meet their needs.
- 82% of 107 participants report seeking out relevant resources.
- 100% of 35 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### **Participants feel supported. (1)**

- 94% of 125 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

### **Participants increase their network of social support. (2)**

- 58% of 125 participants report making new social connections with peers in the program or in the broader community (through the program).
- 82% of 125 participants report 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).

## **Head Start Quote**

“My family and I have had our lives change so much over the past 2 years from all the help and support we have received and continue to receive. Meeting Head Start staff was a life changing experience and I cannot wait to continue our journey of success. With all these programs, opportunities are endless.” - Parent of a Head Start participant

## **Head Start Narrative**

Agency: Oliver Centre Early Learning Programs for Children & Families Society

Program: Half Day Head Start

Even though we don't plan for life to take a downward spiral sometimes it happens. And sometimes it happens to even the most composed and established people. In August 2015, we meet a grandma who was doing her best to hold her life together and the life of her daughter and two young grandchildren. She is a well-educated woman and has spent most of her career helping others out of situations just like the one her daughter was mixed up in. She was confident that she could make a temporary move to Edmonton from elsewhere in the

province, support her daughter, help her to a quick recovery and then head back to her composed and established life. Her plan was to help her daughter establish a daily routine that would support the children's needs and set them all on a positive forward moving life path; a path similar to how she had raised her own children.

What she did not expect was that her own life would also turn towards this same downward spiral. Her daughter had developed an addiction issue while recovering from a terrible car accident and her life was spiralling out of control. In addition to the addiction this daughter's husband was becoming more and more mixed up with the drug trade, in trouble with law enforcement and had become more violent against his wife and young children. In a desperate attempt to set things back on track she called on her mother to help out. This Grandma moved into her daughter's home (the husband/father was out by then) and she was trying to set a daily routine for her daughter and grandchildren. As part of the routine she enrolled the oldest grandchild in our Headstart Program and as such was connected to one of our classroom outreach workers.

The outreach worker and grandma made an instant connection as they shared social work in common. The first sign our outreach worker noticed of grandma's downward spiral was separation anxiety. In most cases in headstart this is an issue for the child but in this case it was an issue for the grandma. She did not want to leave the child and yet seemed to think it was the child who was not okay. It took a lot of support and a connection to CASA services however, the grandma was able to overcome the anxiety by mid-November. Over the next 7 months the spiral's vortex became stronger and the grandma was faced with bigger concerns such as the intensity and increase in her daughter's addiction issues, court hearings in regards to the son-in-law's behaviors, negative behaviors issues increasing with the grandchildren, loss of her daughter's home due to unpaid rent and loss of her own job that she essentially abandoned when she moved to Edmonton. To top things off, her family, especially her husband, was not in agreement of her supporting her daughter and they wanted her to abandon her relationship with her daughter, until she could get clean, and bring the grandchildren home.

This grandmother could not give up on her own daughter and so began the demise of her own marital relationship and by spring she and her husband separated. Overwhelmed the grandma reached out to our outreach worker who meet with her daily to begin with to help sort out all the tasks at hand. Grandma was feeling alone and isolated and the outreach worker was able to help her get connected to the many supports and help she needed. The outreach worker attended court hearing in a supportive role, helped her to find emer-

gency housing when the daughters addictions became unsafe for them to live with her, provided ideas for the home to curb some of the children's behaviors, helped her to pack and unpack before and after the family's move and truly became a shoulder for grandma to cry on when needed and an ear to listen when grandma needed to talk.

After many month of intense support the outreach worker began to see progress. Over the summer months of 2016 the grandchildren were starting to settle, grandma was able to better understand and accept her daughter's addiction issue and they were settled in housing that provided a safe and secure space for the grandma to raise the children. This year we have the younger child in the program and so the outreach worker is still connected to the family; however there is much less support needed as grandma and the children are doing better and the grandma has lots of great supports that our outreach worker was instrumental in setting up. Grandma is now on the upper edge of climbing out of the downward spiral and she repeatedly thanks our program manager for allowing this outreach worker to help her so much during this very down time of her life.

The outreach worker is happy to see the family overcome so many hurdles and be on the upward slide towards some of what grandma wants as normal. The outreach workers recognizes that this family dynamic is still fragile and could change quickly so she continues to work with grandma on developing strategies for staying composed and established for when and if those changes come but feels extremely happy with this families successes to date.

## **Head Start Funded Programs**

ABC Head Start:

Head Start & Family Supports

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 Half Day Head Start

## HOME VISITATION

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

#### Home Visitation Summary

- 13 Agencies Reported
- 13 Programs Reported
- \$4,288,262 Total Funding Invested
- 1,112 Unique Participants 0-17
- 1,115 Unique Participants 18-64
- 39 Unique Participants 65+
- 0 Unique Participants Age Unknown
- 2,266 Total Unique Participants
- \$1,892.44 Average Cost Per Participant
- 616 Aboriginal Participants
- 513 Immigrant & Refugee Participants
- 63.49 Full Time Equivalents
- 4 Volunteers
- 4 Volunteer Hours

} 13 Programs collected this data.

#### Home Visitation Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Access to services and transportation

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Due to the downturn of the economy in Alberta there was a significant number of families who needed to be connected to the Food Bank and/or income supports from Alberta Supports
- Some of the children in home visitation programs have witnessed traumatic events, possibly through family violence or trauma witnessed before arriving in Canada
- Turmoil in the Middle East is creating a great deal of stress for families. They are stressed about their ability to meet their basic needs and support family members back in their home country

- Program numbers show an increase in parents under the age of 18
- Emphasis on Aboriginal education and awareness
- Significant increase in the complexity of needs that participants are experiencing
- Significant increase in the number of times stressors are addressed during a visit. The top 5 worries were: Financial, Healthy Relationships, Employment, Mental Health & Wellness and Housing
- More participants are unemployed and looking for affordable housing
- Increased involvement from the fathers or male partners

#### Positive Change

For the Home Visitation Programs, positive change was identified as increased:

- Ability to manage everyday challenges that arise in parenthood as well as feel good about themselves as a parent.
- Adherence to positive routines such as family meal times and appropriate bedtimes.
- Knowledge of child development and developmentally appropriate activities to engage with their child.
- Connection to community programs and informal social support networks resulting in less feelings of isolation and stress.

#### How do the programs influence success?

The program staff mentor parents through one-on-one educational support, referrals to child development supports and use resources such as the Ages & Stages Questionnaire (ASQ), screening tools, The Kid Kit, and Baby Box. Home visitation programs continue to build strong connections with hard to reach people. Partnerships are an integral part of success in the program. A big part of what programs do is celebrate successes and the triumphs in a family's life.

#### Home Visitation Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observations

Data was most commonly collected during the program (92%) and pre, during and post program (6%).

For this program area data collection was attempted 3,696 times with a 84% response rate.

## Home Visitation Outcomes & Indicators<sup>1</sup>

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (2)

- 72% of 43 parents identify strategies they can apply at home, to provide a nurturing environment for their child(ren).
- 72% of 43 parents report enhanced family interactions.

### Parents have positive parenting skills. (7)

- 96% of 119 parents identify strategies to apply in one or more of the listed areas.
- 90% of 127 parents model positive parenting strategies learned during the program.

### Participants are connected to community resources. (2)

- 77% of 43 participants report that they have 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).
- 100% of 43 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants feel supported. (2)

- 100% of 74 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 58% of 43 participants report having close friends and/or close relatives with whom they can confide/receive advice.

### Participants have improved family functioning. (1)

- 47% of 43 participants report a positive change in their family's routine (more structure & stability, less chaos).

### Participants have knowledge of child development. (13)

- 100% of 155 parents identify the developmental stages that can be expected of their child in relation to: Communication, Physical development, Attention, Focus.
- 88% of 164 parents/caregivers identify activities that are 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).
- 99% of 170 parents/caregivers identify ways they can 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).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

### Participants have knowledge of community resources. (1)

- 97% of 39 participants identify 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).

### Participants have the skills needed to address identified issues. (11)

- 100% of 39 participants demonstrate skills in one or more of the listed areas.
- 90% of 380 participants report an increased capacity to solve day-to-day problems and challenges.
- 79% of 535 participants report being able to cope with day-to-day stress.
- 100% of 58 participants report having personal characteristics that are likely to help them address their identified issues.

### Participants increase their network of social support. (10)

- 71% of 350 participants report (1) making new friends, or (2) 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).
- 81% of 88 participants report making new social connections with peers in the program or in the broader community (through the program).
- 91% of 545 participants report 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).

## Home Visitation Quote

“Home visitor takes time to explain everything. I learned where I can take my son to play, about health benefits, options for housing.” – Participant of a Home Visitation Program

## Home Visitation Narrative

Agency: Healthy Families Healthy Futures Program: Home Visitation

The home visitor worked with the family for 2 years when the mom left dad with the two children. The dad, an occasional participant in the program, saw the benefit of the supports, offered by the home visitor, and asked to stay on the program. During the next year, the dad met regularly with the home visitor where he asked questions about child development, set goals for his family, and accessed services, programs, and resources he did not know were available.

The home visitor reported that dad learned new skills that increased his consistency with his children, learned to meet and play with his children at their level, and ensured activities were interactive and developmentally appropriate. He also learned that it was ok to ask questions and to be actively involved in what happens with his children.

This father was also supported through the family law process and was able to continue, without the support of the home visitor, to advocate in court for his family. This family has now moved to a larger center where they have more available access to childcare, family supports, and employment. This participant still continues to check in with his former home visitor to update her on his family's progress.

## **Home Visitation Funded Programs**

Alberta Parenting for the Future Association:

Parkland Home Visitation Program

Bent Arrow Traditional Healing Society:

Healthy Families Home Visitation

Boyle Street Community Services:

Home Visitation

Family Futures Resource Network:

Weekly Family Mentorship Program

Fort Saskatchewan Families First Society:

Home Visitation

Healthy Families Healthy Futures Society:

Home Visitation

Leduc County - Family and Community Support Services:

Family Connections Home Visitation Program

Metis Child & Family Services Society:

Aboriginal Child & Family Support

Multicultural Health Brokers Cooperative Ltd.:

Culturally Responsive Home Visitation

Norwood Child and Family Resource Centre:

Healthy Families

St. Albert Family Resource Centre:

Home Visitation

Strathcona County Family & Community Services:

Home Visitation Program

Terra Centre for Teen Parents:

Healthy Families

## INFORMATION & REFERRAL

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

#### Information & Referral Summary

<b>10</b> Agencies Reported	
<b>13</b> Programs Reported	
<b>\$3,128,718</b> Total Funding Invested	
<b>6,152</b> Unique Participants 0-17	
<b>73,944</b> Unique Participants 18-64	
<b>5,578</b> Unique Participants 65+	
<b>5,419</b> Unique Participants Age Unknown	
<b>91,093</b> Total Unique Participants	
<b>\$34.35</b> Average Cost Per Participant	
<b>1,681</b> Aboriginal Participants	} 5 Programs collected this data.
<b>102</b> Immigrant & Refugee Participants	
<b>45.19</b> Full Time Equivalents	
<b>2,882</b> Volunteers	
<b>21,133</b> Volunteer Hours	

#### Information & Referral Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Services required do not exist in community
- Database of local programs and services not current
- Language barriers
- Staffing (need more staff) and time (hours of operation limited)

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Growth due to new partnerships
- Increased partnerships to better address the needs identified within community
- Increasing complexity of issues being addressed and ensuring that when an individual / family is accessing various services that they are coordinated
- Use of technology to reach out to different demographics

(e.g., online chat feature)

- Increase in number of calls for services in the area of meeting basic needs, and financial & employment services

##### Positive Change

For the Information & Referral Programs, positive change was identified as increased:

- Feelings of relief
- Knowledge about a specific topic and that the information gained would support them in their work
- Feeling heard / listened to and supported (which was identified when participants would share very personal stories, fears, hopes)
- Confidence navigating systems

Additionally, positive change exists when participants reported:

- That referrals were helpful and that they accessed the services
- Spontaneous expressions of gratitude and appreciation for the support

##### How do the programs influence success?

The programs quickly build rapport and attempt to fully understand the needs of the participants to ensure appropriate referrals are made and addressing barriers to accessing services. Ensuring that participants feel safe and heard is key in this effort.

#### Information & Referral Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Administrative Statistics

Data was most commonly collected during the program (39%) and post program (39%).

For this program area data collection was attempted 163,702 times with a 91% response rate.

#### Information & Referral Outcomes & Indicators<sup>1</sup>

##### Participants access support to meet their needs. (8)

- 95% of 155 participants report referrals provided were relevant to meet their needs.
- 95% of 60,252 participants report seeking out relevant resources.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

- 87% of 3,010 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

**Participants are educated about social issues in the community. (1)**

- 95% of 2,305 participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.

**Participants are involved positively in the community. (1)**

- 99% of 1,880 participants report or demonstrate becoming more integrated into community activities or groups.

**Participants are supported in meeting their basic needs . (2)**

- 100% of 22 participants access nutritious food for themselves or their children (e.g, fruits, vegetables, multiple food groups).
- 92% of 24 participants access resources that address safety (e.g., protection from physical emotional, or financial abuse; assistance with daily living tasks as needed).

**Participants feel supported. (9)**

- 92% of 2,883 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 93% of 184 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

**Participants feel they contribute to positive change in the community (or agency) through volunteer activities. (1)**

- 77% of 66 participants report at least one way in which their volunteering has made a positive difference in the community.

**Participants have knowledge of community resources. (10)**

- 84% of 70,954 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 87% of 5,823 participants identify 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).

**Participants have the skills needed to address identified issues. (1)**

- 100% of 86 participants demonstrate skills in one or more of the listed areas.

**Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (2)**

- 98% of 94 participants identify what they have learned about their community and/or themselves through volunteering.

**Participants increase their network of social support. (3)**

- 95% of 1,144 participants report making new social connections with peers in the program or in the broader community (through the program) .

**Information & Referral Quote**

“I feel much more hopeful now.” – Participant of an Information & Referral program.

**Information & Referral Narrative**

Agency: Canadian Mental Health Association - Edmonton Region

Program: Advocacy and Way Finding

One of the strengths of the Advocacy and Wayfinding program, compared to other information and referrals resources, is that clients are able to receive more long-term support to advocate for their needs. Sometimes having someone on your side working with you can make all the difference in accomplishing your goals. When Susan first contacted the Advocacy and Way Finding program, she was actively suicidal and had, in her words, “unfortunately survived” a recent attempt on her own life. Susan was a victim of elder abuse, living with an adult daughter who verbally degraded her and lashed out violently. In the previous year, she had also endured a very difficult divorce and been left struggling to support herself. With an AISH income and long-term mental health concerns, Susan was not sure where to begin to start over. She knew she needed to escape her current situation, but was not sure how to go about finding affordable housing on her own.

Feeling overwhelmed and alone, death seemed like the only way out. Susan’s initial phone call with the Advocate ended with a plan to keep Susan safe from suicide and a promise to work together on finding a safe living situation. A few days later, Susan and the Advocate met for the first time to complete an affordable apartment application. Although still scared and anxious, Susan already felt much more hopeful and was no longer planning suicide. For the first time since her divorce she saw another way out.

Several days went by with both Susan and the Advocate waiting anxiously to hear the outcome of the application, and trying to keep Susan safe from abuse in the interim. Finally,

the Advocate heard back... Susan's application had been denied due to some issues with her credit. While the outcome did not look good, the Advocate pursued a conversation with the property management company about the matter. After hearing more about Susan's marriage and divorce- the cause of her damaged credit- the company agreed to reverse their decision and give Susan a chance. Susan is now in the process of relocating to her new apartment in central Edmonton. Moving is stressful, but the Advocate also assisted her to locate some affordable moving companies. She loves the look and feel of her new place and is looking forward to starting over. While Susan had previously been very isolated on the far south side of the city and unable to travel easily, her new home puts her much closer to accessible transit, community supports, and friends. With her safety now secured, she feels much more ready and able to pursue mental health supports to recover from her past. She is extremely grateful for the help she received.

## **Information & Referral Funded Programs**

Bent Arrow Traditional Healing Society:

New in Town Aboriginal Welcome Service

Canadian Mental Health Association - Edmonton

Region:

211

Advocacy and Way Finding

Distress Line

Compass Centre for Sexual Wellness:

Counselling

E4C:

Crossroads Outreach

Family Futures Resource Network:

Outreach Support Program

Old Strathcona Youth Society:

Get Connected

St. Albert Community Information & Volunteer Centre:

Information & Referral

The Family Centre of Northern Alberta (Association):

Centralized Interpreter Services (CIS)

Town of Gibbons:

Sturgeon Community Resource Program

Women Building Futures:

Community Service Program,

Building Connections for Aboriginal Women

## PARENT EDUCATION

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

#### Parent Education Summary

8 Agencies Reported

10 Programs Reported

\$2,167,397 Total Funding Invested

3,814 Unique Participants 0-17

3,407 Unique Participants 18-64

158 Unique Participants 65+

216 Unique Participants Age Unknown

7,595 Total Unique Participants

\$285.37 Average Cost Per Participant

1,152 Aboriginal Participants

5,133 Immigrant & Refugee Participants } 10 Programs collected this data.

37.45 Full Time Equivalents

495 Volunteers

20,917 Volunteer Hours

#### Parent Education Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Transportation
- Trauma
- Language
- Mental health issues
- Financial challenges

##### Trends

The staff reported an increase in certain trends throughout 2016:

- Food security is a major concern for participants.
- Syrian Refugee Response requiring additional resources and funding to be in the best position to respond. Education is a key need for Syrian families

and need for additional supports for youth to learn English and stay in school.

- Increased participants accessing programs/services
- Increased addictions, violence and critical incidents
- Increased need for inter-cultural specialization and training for Early Child Development Specialists

##### Positive Change

For the Parent Education Programs, positive change was identified as increased:

- Knowledge of how to create a nurturing structured environment for their children
- Awareness of the role of fathers in children's development
- "Serve and return" interactions between parents and children
- Sense of belonging
- Ability to respond in positive ways to their children
- Relationships with natural supports and service providers
- Ability to seek out resources that benefit them
- Feelings of trust that promote a sense of safety and willingness to share
- Feelings of support
- Awareness of responsibilities as a parent and improved interactions between parents
- Connections outside of the programming space

##### How do the programs influence success?

The program works in partnership with other service providers to address the needs of the families through referrals, resource sharing, connecting and co-learning. Programs focus on client driven/participant led practice and providing holistic family supports, including implementing and learning wrap around methods. The aim is to build knowledge from a trauma informed lens for front line staff and participants of the program.

##### Parent Education Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Administrative Statistics & Review of charts (tied)

Data was most commonly collected during the program (70%) and post program (30%).

For this program area data collection was attempted 3,384 times with a 72% response rate.

## Parent Education Outcomes & Indicators<sup>1</sup>

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (13)

- 89% of 118 parents identify aspects of a nurturing environment for their child(ren) at home.
- 85% of 40 parents identify healthy attachment behaviours.
- 89% of 546 parents identify strategies they can apply at home, to provide a nurturing environment for their child(ren).
- 94% of 280 parents report enhanced family interactions.

### Parents have positive parenting skills. (1)

- 75% of 4 parents model positive parenting strategies learned during the program.

### Participants access support to meet their needs. (4)

- 100% of 40 participants report seeking out relevant resources.
- 76% of 345 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are connected to community resources. (1)

- 80% of 25 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants feel supported. (2)

- 95% of 55 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

### Participants have improved family functioning. (1)

- 100% of 241 participants report increased positive interactions among family.

### Participants have knowledge of community resources. (3)

- 87% of 158 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 97% of 72 participants identify 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).

### Participants increase their network of social support. (2)

- 83% of 249 participants report (1) making new friends, or (2) 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).
- 66% of 249 participants report making new social connections with peers in the program or in the broader community (through the program).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

## Parent Education Quote

“My son is happy. He’s trying to communicate more and we go on walks now.” – Participant of a Parent Education program.

## Parent Education Narrative

Agency: Terra Centre for Teen Parents  
Program: PATHS

Cheyenne moved to Alberta from another province near the end of 2015. Until moving to Edmonton, Cheyenne had not been the primary caregiver for her daughter, Danica. She and then 3 year old Danica, moved to leave behind a challenging lifestyle and the difficult losses they had faced there.

When Cheyenne arrived in Edmonton, she connected with Terra Centre and completed an intake for a Family Outreach Worker. While she was with Terra’s Starting Point Program, awaiting an Outreach Worker, Cheyenne found a place to live and applied for Alberta Works. Once she was assigned to a Family Outreach Worker in the PATHS program, Cheyenne began to explore her future. She continued to work towards finding a better living situation, researched possible educational routes, and registered Danica in a pre-kindergarten program. She met with her Family Outreach worker weekly during this time, asking for support as needed or someone to help her weigh her options. Around the time that her daughter turned 4 years old, Cheyenne and her daughter began living with her partner. Cheyenne found herself in a violent relationship with very little support. After disclosing her situation to her Outreach Worker, they were able to work together and find a safer place for Cheyenne and her daughter to live. It was then that Cheyenne explored, with her Family Outreach Worker, programs that would support her in moving past the difficult situation she has experienced. Cheyenne chose an intensive daily support program and was able to secure funding and childcare in order to attend. About a month into the family violence support and education program, Cheyenne experienced more intense loss, trauma, and violence in her life, but she was committed to her chosen program. She has also continued to connect with Family Outreach at Terra.

Despite missing a significant amount of the program she was attending, Cheyenne indicated she “wanted to finish something for once” and requested her Family Outreach Worker help her advocate for herself to stay in the program, which she was finding valuable. As a result of Cheyenne’s ability to express this, she was permitted to continue in the program. Cheyenne is planning to start a GED program, at

the beginning of 2017. She and Danica now live in a safe place with established supports. Cheyenne's daughter has been attending a pre-kindergarten program since September and is enjoying every day! Danica loves to bring home her projects and share them with her mom; she also likes to show them off in visits with the Outreach Worker. Cheyenne and Danica are making their lives together here in Alberta, finding support and moving forward.

## Parent Education Funded Programs

Aboriginal Counseling Services Association of Alberta:

- Women's Parenting

Alberta Parenting for the Future Association:

- Alberta parenting for the Future Society

ASSIST Community Services Centre:

- Multicultural Family Connections

- Nobody's Perfect

Jasper Place Child and Family Resource Society:

- TALKS Program

Multicultural Family Resource Society:

- Ethnocultural Parent/Child and Youth Programs

Multicultural Health Brokers Cooperative Ltd.:

- Multicultural Family Connections

Terra Centre for Teen Parents:

- Educational Support Services

- PATHS

The Red Road Healing Society:

- Creating Space for the "Spirit of Independence" in the Extended Aboriginal Families of our Community

## PARENT LINK CENTRES

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

#### Parent Link Summary

<b>11</b> Agencies Reported	
<b>12</b> Programs Reported	
<b>\$5,472,966</b> Total Funding Invested	
<b>10,406</b> Unique Participants 0-17	
<b>7,243</b> Unique Participants 18-64	
<b>104</b> Unique Participants 65+	
<b>1,556</b> Unique Participants Age Unknown	
<b>19,309</b> Total Unique Participants	
<b>\$283.44</b> Average Cost Per Participant	
<b>1,595</b> Aboriginal Participants	} 10 Programs collected this data.
<b>502</b> Immigrant & Refugee Participants	
<b>75.85</b> Full Time Equivalents	
<b>402</b> Volunteers	
<b>6,305</b> Volunteer Hours	

#### Parent Link Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Ongoing challenges include financial strain, lack of affordable housing, unemployment, lack of transportation, no access to public transportation, mental health, addictions and family violence issues.
- The changing economy has impacted participants with a steep decline in registration for many programs. Participants report that they are reluctant to register in case they get a call to work.

##### Trends

The staff reported an increase in certain trends throughout 2016:

- More fathers are attending programs and spending time in centers playing with their children
- Agencies want more information on Aboriginal relations
- Slight increase in new Canadians and grandparents attending

#### Positive Change

For the Parent Link Centre Programs, positive change was identified as increased:

- Parenting confidence
- Understanding of child development
- Knowledge of community resources
- Number of participants who formed supportive and trusting relationships
- Practicing of methods that have been modelled by program staff
- Willingness to allow their children to engage in messy or risky play experiences because they have begun to appreciate the value it adds to their child's learning experience

#### How do the programs influence success?

The Parent Link Centre programs influence success by equipping all participants with positive parenting strategies to strengthen child and parent relationships and foster healthy attachment. Programs engage families with a wrap-around approach in a trauma-informed environment where they feel respected and welcomed. Success has also been achieved by tailoring programs to the local community and fostering new partnerships. Participants appreciate and benefit from the information and referrals they receive about other appropriate community resources.

#### Parent Link Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Interviews

Data was most commonly collected during the program (72%) and post program (24%).

For this program area data collection was attempted 12,241 times with a 72% response rate.

#### Parent Link Outcomes & Indicators<sup>1</sup>

##### Parents have positive parenting skills. (11)

- 89% of 1,216 parents identify strategies to apply in one or more of the listed areas.
- 94% of 173 parents model positive parenting strategies learned during the program.

##### Participants are connected to community resources. (1)

- 90% of 1,554 participants report that they have contacted one or more community resources that address their information or service needs (e.g., could be

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

for parenting, relationships, mental health, basic needs, abuse, community connections, or other issues).

#### **Participants feel supported. (14)**

- 95% of 2,831 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 93% of 97 participants report having close friends and/or close relatives with whom they can confide/receive advice.
- 92% of 251 participants report having sources of community (e.g., mentor, church leader, etc.) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental).

#### **Participants have improved family functioning. (2)**

- 95% of 488 participants report increased positive interactions among family.

#### **Participants have knowledge of child development. (8)**

- 99% of 141 parents identify the developmental stages that can be expected of their child in relation to: Communication, Physical development, Attention, Focus.
- 96% of 351 parents/caregivers identify activities that are 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).
- 90% of 192 parents/caregivers identify ways they can 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 have knowledge of community resources. (6)**

- 88% of 401 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 98% of 152 participants identify 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).

#### **Participants increase their network of social support. (4)**

- 82% of 910 participants report making new social connections with peers in the program or in the broader community (through the program).

### **Parent Link Quote**

“I am so glad that this program is here. I was feeling isolated & this program was suggested to me. Not only did I actually make friends here (I had struggled up to that point) but the staff helped me with my million questions & issues. I can't imagine what my life would be like if I hadn't come here!” - Participant of a Parent Link Program

### **Parent Link Narrative**

Agency: Kara Family Resource Centre

Program: The KARA Program/Parent Link Centre

Mid-year, a participant visited a drop-in program with her son. Her son was in care at the time and she had visiting hours during programs. She perceived her son, an infant, to dislike her because her baby would reach out to touch her face and misinterpreted the loving behaviour of the infant to be negative, her son trying to “hit her”. This particular participant did not know of the developmental stages that occur at each age of the growing child and had many “Aha!” moments during her program. She quickly went from drop-in program to enrolled programs, learning more and more as she attended. She was very quick to pick up concepts and recognize her own child's stages of development, now knowing that her child was not trying to hit her, push her away, or showing signs of dislike, rather exploring her face and forming a bond. The parental education and emotional support delivered by KARA staff on a continual basis through our programs helped this individual grow in confidence and skill, recognizing her child's emotional and basic needs and modelling positive behaviours to strengthen the bond between Mother and child -- a bond that is based on nurturing. Outside of this program, this individual continued to show confidence and skill, resulting in her becoming the primary caregiver of her child, forming the family she always wanted.

### **Parent Link Funded Programs**

Alberta Parenting for the Future Association:  
Parent Link Centre

Bent Arrow Traditional Healing Society:  
Parent Link Center

Family Futures Resource Network:  
SW & SE Parent Link Site

Fort Saskatchewan Families First Society:  
Fort Saskatchewan/Sturgeon County Parent Link  
Centre

Institut Guy-Lacombe de la famille:  
Parent Link Centre

Jasper Place Child and Family Resource Society:  
West Edmonton Parent Link

KARA Family Resource Centre:  
The 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 & Family Resource Centre:  
Parent Link North East  
Parent Link Central

Strathcona County:  
Parent Link Centre

## PREVENTION OF FAMILY VIOLENCE & BULLYING

**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.**

### Prevention of Family Violence & Bullying Summary

**7** Agencies Reported  
**7** Programs Reported  
**\$4,595,184** Total Funding Invested  
**1,520** Unique Participants 0-17  
**1,770** Unique Participants 18-64  
**17** Unique Participants 65+  
**101** Unique Participants Age Unknown  
**3,408** Total Unique Participants  
**\$1,348** Average Cost Per Participant  
**562** Aboriginal Participants  
**180** Immigrant & Refugee Participants  
**54.33** Full Time Equivalents  
**123** Volunteers  
**11,468** Volunteer Hours

} **5** Programs collected this data.

### PFVB Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Individuals and families are fleeing violence under extreme trauma & can be in crisis at the time of service
- Limited finances to support themselves and/or their families when leaving a violent or dangerous situation
- Challenge obtaining medium and long-term supports because of the need in the community and the resources available

### Trends

The staff reported an increase in certain trends throughout 2016:

- Lack of appropriate services for women with no children (shared accommodations in a crisis situation)
- Increase in the length of time families are involved with the legal system to deal with an abusive ex
- Lack of readily available supports specifically for domestic violence and the legal system
- Increase in mental health referrals for children involved in domestic violence situations
- Demand is high for education and training opportunities in the community, in schools, and for staff in various organizations
- Increased need for diversified skill sets in staff and volunteers
- Compounding impacts of lack of financial stability in participants
- With an increase in unemployment and/or loss of employment, families must become more creative to make ends meet. Basic needs become a priority, all other matters - including legal matters become less of a priority
- Increased women aged 40-50 years old who have young adult children who are financially abusing them but don't meet the criteria for seniors programs

### Positive Change

For the Prevention of Family Violence & Bullying Programs, positive change was identified as:

- Children learn about healthy families, healthy connections
- Individuals and families are safe, protected and get their immediate basic needs met (shelter, clothing, food)
- Families learn healthy ways to express emotion
- Families learn about safety and skills to keep them safe in the future
- Understanding of the impacts that family violence has on children
- Awareness and connection to resources to keep themselves and their families safe
- Knowledge about family violence and relationship violence in youth and adults
- Knowledge about sexual assault, rape culture, childhood sexual abuse, trauma, stalking, intimate partner violence, diversity and cultural awareness and available resources
- Ability for parents and teachers to handle disclosure of bullying or violence
- Ability to recognize when they are in danger

## How do the programs influence success?

The program staff identified that ensuring immediate safety as well as skills to keep themselves and their families safe in the future were critical to success. With programs providing a safe space to gain these skills, learn about resources, and get ongoing support - individuals and their families could live a safer life. From education to direct service, program staff are continuously learning and adapting to provide the most effective and supportive information and resources to the community. Participants having support to navigate the complex systems reduces some of the stress and anxiety through any process involving the justice system. Increased partnership and collaborations allow for the programs to work together and remain connected over issues that are most important to their participants. Staff and volunteers being bilingual, educated and trained with diverse skills, is becoming increasingly important for these programs to provide the most required supports to participants. Even just being an open door where the participant can comfortably express their emotions from relief to fears and frustrations, makes a big difference for survivors of violence. Efforts are continually made by staff and volunteers to ensure that individuals and their families are not re-traumatized through obtaining community support.

## PFVB Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Interviews

Data was most commonly collected post program (50%) and pre, during & post program (25%).

For this program area data collection was attempted 4,668 times with a 47% response rate.

## PFVB Outcomes & Indicators<sup>1</sup>

### Children have developmentally appropriate skills. (1)

- 100% of 28 participants demonstrate 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.

### Parents develop the (a) knowledge and (b) skills needed to provide a nurturing environment for their children. (2)

- 97% of 185 parents identify aspects of a nurturing environment for their child(ren) at home.

### Participants access support to meet their needs. (3)

- 86% of 75 participants report they accessed services that meet their needs (e.g., food security, housing, safety, mental health, social isolation, financial).

### Participants are educated about social issues in the community. (2)

- 100% of 15 participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.
- 80% of 10 participants identify ways they could get involved in addressing one or more of the above issues, if interested.

### Participants are supported in meeting their basic needs. (1)

- 97% of 117 participants access resources that address safety (e.g., protection from physical emotional, or financial abuse; assistance with daily living tasks as needed).

### Participants feel supported. (3)

- 100% of 87 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.

### Participants have healthy relationships. (1)

- 91% of 117 participants report that they feel safe (physically, emotionally, financially) with important other.

### Participants have improved family functioning. (1)

- 62% of 58 participants report increased positive interactions among family.

### Participants have knowledge of community resources. (2)

- 94% of 34 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 92% of 117 participants identify 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).

### Participants have the skills needed to address identified issues. (7)

- 98% of 40 participants demonstrate skills in one or more of the listed areas.
- 93% of 578 participants report an increased capacity to solve day-to-day problems and challenges.
- 48% of 522 participants report being able to cope with day-to-day stress.
- 76% of 58 participants report having personal characteristics that are likely to help them address their identified issues.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

### **Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (1)**

- 100% of 37 participants identify what they have learned about their community and/or themselves through volunteering.

### **Participants increase their network of social support. (3)**

- 89% of 80 participants report making new social connections with peers in the program or in the broader community (through the program) .

### **Participants make informed choice about their living situation. (1)**

- 100% of 42 participants report they have the capacity to decide amongst the options and resources available to them

## **PFVB Quote**

“I could never had the courage to tackle the legal system or fight for what’s right without the guidance and support of [worker] and all the worker supports.” – Participant of an PFVB program.

## **PFVB Narrative**

Agency: Strathcona Shelter Society Ltd. “A Safe Place Program: A Safe Place

A woman with no children came to the shelter as she was leaving an abusive relationship. Counsellors spent time with her identifying her danger and increasing her knowledge on how to keep safe ---we conducted safety plans, met her basic needs and began a process of moving her forward to live independently free from violence. During her time and many conversations with counsellors she disclosed that she has her son who is 17 in a Permanent Guardian Order status with Children Services. Her son was always in trouble as he usually runs away from foster homes--he was soon turning 18 and mom continued a relationship with him --her hope is that they could be together again. According to staff --this was the biggest regrets and a barrier to moving forward as she spent too much time hurting and regretting her life choices. One of the counsellors stated: “This client had been in and out of the shelter a few times in a short period of time. When I did her 10th day interview she had expressed to me her disappointment about not having her son with her.”.

Counsellors began to ask transformative questions such as what would make you happy and give you hope --and how can we assist you in achieving that. A plan was worked

that as her son was soon turning 18 --she can begin to bring him to the shelter for visitations --we assisted the client with a transition plan-- the important issue was to obtain stable sustainable housing--as most of the issues around the PGO was due to her being homeless. This client was motivated in making it work --she was hopeful as she was never before that she could live with her son and have a good life. We worked with her to get additional funding from her band office. She had been declined through Alberta works, which was discouraging and painful but we continued to support her and she continued to be hopeful despite the setbacks. We worked with her through the appeal process. It was successful!! We supported her in finding suitable accommodation that could be sustained, Saint Vincent de Paul --our partner organizations that assists with furniture was able to support her. Our donation depot provided her with small appliances and house hold items--she was set and had a successful move --she later phoned us to tell us that her son was living with her and she has been settled and living free of violence with her son for over a year. It had been her third admission in a matter of 6 months. She was able to get a place and move.

This was a client who had experienced chronic homelessness due to violence in her life --she had lots hope in living a happy life --she lost her child and did not think she could get him back ---she was at our shelter 3 times that year --we realized that returning hope was the biggest service we could have provided --assisting women to navigate the system in order to achieve the kind of life they want to live. This was crucial ---for us it was successful beyond our outcomes --it achieve that transformation from thinking that there is nothing you can do in your life to finding solutions to those barriers and allowing yourself to hope that you can have the life you want.”

## **PFVB Funded Programs**

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 and The Furniture Program

Sexual Assault Centre of Edmonton:

Client Services

Stop Abuse in Families (SAIF) Society:

New Directions

Strathcona Shelter Society Ltd “ A Safe Place”:

Women’s Shelter

The Today Family Violence Help Centre (Today Centre):

Co-ordinated Community Response for those impacted by Family Violence in Edmonton

## PUBLIC EDUCATION

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

#### Public Education Summary

5	Agencies Reported	
6	Programs Reported	
\$1,064,399	Total Funding Invested	
36,391	Unique Participants 0-17	
16,450	Unique Participants 18-64	
455	Unique Participants 65+	
163	Unique Participants Age Unknown	
53,459	Total Unique Participants	
\$19.91	Average Cost Per Participant	
299	Aboriginal Participants	} 3 Programs collected this data.
2,761	Immigrant & Refugee Participants	
11.57	Full Time Equivalents	
179	Volunteers	
3,330	Volunteer Hours	

#### Public Education Themes

##### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Limited staffing available
- Time

##### Trends

The staff reported attempting to provide increased reach by:

- Expanding the presentation content and target population
- Adapting training offered to volunteers and staff of programs
- Providing training to other professionals, new immigrants and members of various Ethnocultural communities, post secondary institutions, women who are incarcerated

- Increased requests for a more systematic, comprehensive and ongoing approach to creating culture changes within organizations interested in becoming more inclusive and responsive to addressing social issues (e.g., support with review and changes to policies and procedures, strategic planning processes etc.)

##### Positive Change

For the Public Education Programs, positive change was identified as increased:

- Awareness about a particular issue (sexual health, sexual violence, experience of homelessness) and strategies for addressing the issue, including myth busting and reducing stigma associated with a particular social issue etc.
- Understanding of how to support others
- Change in behavior and use of new strategies

##### How do the programs influence success?

The programs provide safe, non-judgemental sharing of resources and information. They are dedicated to being responsive to changes within the community and reaching new and different target populations based on a comprehensive understanding of the social issue and emerging trends.

#### Public Education Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Group Discussions

Data was most commonly collected post program (57%) and during the program (36%).

For this program area data collection was attempted 88,381 times with a 66% response rate.

#### Public Education Outcomes & Indicators<sup>1</sup>

##### Participants are connected to community resources. (1)

- 89% of 157 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

##### Participants are educated about social issues in the community. (8)

- 100% of 16,915 participants identify at least one type of community resource to address one or more of the above issues (as relevant to their concern or interest).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

- 98% of 25,161 participants identify one or more factors that contribute to a particular social issue that impacts personal and/or community quality of life in their neighborhood/geographic area.
- 86% of 4,144 participants identify ways they could get involved in addressing one or more of the above issues, if interested.

**Participants have knowledge of community resources. (5)**

- 100% of 5,409 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 91% of 6,470 participants identify 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).

**Public Education Quote**

“I really like how you’re educating people with a very open, inclusive mindset.” – Participant of an Public Education program.

**Public Education Narrative**

Agency: Compass Centre for Sexual Wellness  
 Program: Sexual and Reproductive Health Education

After testing our elementary school curriculum in 2015, we were invited to do 15 presentations to a total of 480 grade 4-6 students in the spring of 2016. We recruited, trained and supported volunteers specifically to do this important job which requires extensive knowledge and sensitivity. Overall, the feedback from both teachers and students following the presentations was very positive and we plan to continue our work with elementary schools.

From a grade six student on behalf of her class:

“We adored your exquisite presentation on the human body and we thank you for taking your valuable time and effort to do so. Our 6 grade class will always need this important information throughout the course of life, and we were lucky to obtain it. And give a shout out to the Compass Centre, we couldn’t have gotten a better presenter than you.”

From a grade five teacher at a different school:

“Thank you very much for this wonderful presentation. Kids learned, with no doubt, a lot during this presentation. They had many questions and you provided very good answers to

all of them. Once again, thank you very much!”

**Public Education Funded Programs**

- Canadian Mental Health Association - Edmonton Region:  
 Mental Health Wellbeing and Education
- Compass Centre for Sexual Wellness:  
 Multicultural Sexual Health Education  
 Sexual and Reproductive Health Education
- Edmonton Epilepsy Association:  
 Educational Programs & Services
- Sexual Assault Centre of Edmonton:  
 Public Education
- The Arthritis Society, Alberta and Northwest Territories:  
 Education Programs and Services

## SENIORS SUPPORT

**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.**

### Seniors Support Summary

<b>16</b> Agencies Reported	
<b>21</b> Programs Reported	
<b>\$3,754,863</b> Total Funding Invested	
<b>537</b> Unique Participants 0-17	
<b>3,663</b> Unique Participants 18-64	
<b>8,878</b> Unique Participants 65+	
<b>1,304</b> Unique Participants Age Unknown	
<b>14,382</b> Total Unique Participants	
<b>\$261.08</b> Average Cost Per Participant	
<b>813</b> Aboriginal Participants	} 16 Programs collected this data.
<b>3,465</b> Immigrant & Refugee Participants	
<b>61.20</b> Full Time Equivalentents	
<b>3,115</b> Volunteers	
<b>135,315</b> Volunteer Hours	

### Seniors Support Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Navigating systems and services
- Complex health issues and barriers to accessing healthcare
- Lack of affordable housing and services (particularly for older adults 55-64)

- Mobility barriers for getting around, taking transportation and lack of affordable/reliable transportation
- Financial stability to keep up with expenses (increase in expenses and system-level financial issues that are negatively impacting seniors' well being, including: higher prescription medication costs; higher grocery costs; higher Food Bank referrals; and increased rates of bankruptcy due to debt loads being carried into retirement years)
- Mental illness and long wait times to access services
- Elder abuse
- Deep grief
- Inadequate care-giving
- Communication or language barriers
- Caregivers struggle to access services due to isolation, life stressors and safety concerns

#### Trends

The staff reported an increase in certain trends throughout 2016:

- Seniors not accessing health care (e.g.: not seeing a nurse or doctor in the past year)
- Need to do follow up with seniors population following service to check in.
- Prevalence of elder abuse (financial, emotional, physical, sexual, neglect, medical)
- Seniors experiencing loneliness (living alone, lack of close family or friends)
- Seniors who are isolated from understanding and using technology (efficiently and safely)
- Inclusion of seniors in opportunities for intergenerational programming
- Need for outreach programming for isolated seniors
- Adult children and younger seniors attending programs with their parents
- In people attending elder abuse awareness presentations that are self identifying problematic behaviours
- Baby boomer seniors and new immigrants attending program, wanting to volunteer & contribute to the community

#### Positive Change

For the Seniors Programs, positive change was identified as increased:

- Participants expressing that they feel less isolated and/or stressed
- Participants (seniors & caregivers) are aware of, connected to, and willing to reach out to resources and support
- Participants making new friends and building a social network
- Participants expressing overall improved well being

- Confidence in personal decision making and self advocacy (in particular for their living situation)
- Ability to communicate their needs better with service providers and family
- Ability to keep up with healthcare appointments and follow ups
- Basic needs being met (housing, clothing, food, etc.)
- Feelings of contributing to society through volunteer activities
- Seniors being intentionally and naturally being incorporated into community conversation and events
- Participants attending program or events on a regular basis and trying new things
- Participants have a trusting relationship with program staff

### How do the programs influence success?

The staff report an increasingly complex need from the aging population in the Alberta Capital Region. The programs work towards ensuring that seniors are aware of and have equitable access to essential services (health, mental health, income support and other governmental services). Beyond supporting seniors in navigating systems and meeting their basic needs, the programs prioritize opportunities for social and recreational interactions amongst participants and their peers, fellow community members or other generations. By providing these spaces and opportunities seniors have indicated that they can keep in touch with their current friends as well as meet new ones. Many programs also have incorporated safety planning into their programming to ensure vulnerable seniors are aware of risks in the community and are protected. In cases where the senior needs an advocate, program staff (outreach workers and navigators) provide support to meet their immediate needs and get them connected to long-term solutions or supports. Many elder abuse programs are focusing on supporting the senior and the accused for a more holistic family healing approach.

### Seniors Support Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observations

Data was most commonly collected during the program (50%) and post program (24%).

For this program area data collection was attempted 7,815 times with a 71% response rate.

## Seniors Support Outcomes & Indicators<sup>1</sup>

### Participants are connected to community resources. (11)

- 73% of 520 participants report that they have 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).
- 78% of 327 participants report that they have used the resources/services of one or more community resources that address their information or service needs.

### Participants are supported in meeting their basic needs. (2)

- 80% of 39 participants access clothing for themselves or their children.
- 97% of 39 participants access resources that address social isolation (e.g., group activities, outings, home visits).

### Participants feel supported. (2)

- 92% of 24 participants report feeling (1) heard/understood and (2) that their needs were met by program staff, volunteers and/or other participants.
- 83% of 24 participants report having close friends and/or close relatives with whom they can confide/receive advice.

### Participants feel they contribute to positive change in the community (or agency) through volunteer activities. (3)

- 97% of 232 participants report at least one way in which their volunteering has made a positive difference in the community.
- 95% of 57 participants report that their involvement contributes to goals that their community members are working to accomplish.

### Participants have knowledge of community resources. (4)

- 74% of 210 participants ask for information about or referral to one or more community resources that address their information or service needs.
- 99% of 123 participants identify 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).

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

**Participants have the skills needed to address identified issues. (1)**

- 84% of 70 participants report an increased capacity to solve day-to-day problems and challenges.

**Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (2)**

- 82% of 86 participants identify what they have learned about their community and/or themselves through volunteering.

**Participants increase their network of social support. (33)**

- 84% of 1,255 participants report (1) making new friends, or (2) 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).
- 77% of 1,179 participants report making new social connections with peers in the program or in the broader community (through the program).
- 83% of 731 participants report 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).

**Participants make informed choice about their living situation. (9)**

- 90% of 105 participants access the options and resources available to them.
- 85% of 266 participants report they have information about the options and resources available to them.
- 90% of 88 participants report they have the capacity to decide amongst the options and resources available to them.

**Participating communities strengthen their capacity to address issues or create opportunities for engagement. (2)**

- 84% of 70 participants identify how their communities (as a whole) are demonstrating progress in one or more of the following domains of community capacity: Participation; leadership; community structures; external supports; asking why; obtaining resources; skills, knowledge, and learning; Linking with others; Sense of community.
- 89% of 70 participants communities create opportunities for people to get involved in issue/opportunities of interest to them.

## Seniors Support Quote

“My life changing from one of sitting in front of the TV to one of friends and laughter.” – Participant of a Seniors Support program.

## Seniors Support Narrative

Agency: Sage Seniors Association

Program: Age-ing to Sage-ing (A2S)

Two years ago, seniors in one of Edmonton’s oldest neighborhoods took up an invitation from Sage’s Age-ing to Sage-ing (A2S) community development initiative to share their gifts and experiences with their local community. In collaboration with a local elementary school, the seniors decided to engage in one-on-one support, mentoring, and creative activities with children and their families. In this diverse neighborhood known for having wide gaps in income, higher than average unemployment, higher levels of migration, and a culturally diverse population, we saw new intergenerational and inter-cultural connections and understanding from among school staff, children, families, and seniors. Seeing their potential and impact as a positive force in the community, seniors continued to seek out opportunities to meaningfully contribute in their neighborhood and across generations.

Not long thereafter, a senior from A2S approached her local Edmonton Public School Board (EPSB) trustee to consider how the soon-to-be vacant Rundle School could be used to as a community centre. Initially, consultation about the future of the school building took place within and among formal agencies, organizations and the school families. EPSB, however, recognized the assets seniors could bring and the importance of their local perspectives. EPSB went on to invest in a robust community engagement process for the entire neighbourhood to share ideas on the possibilities, then consider how agencies, community organizations, and institutions could pool their resources and collaborate on a shared vision.

Two years later, we are now seeing the fruits of this long-term community development process. Seniors in the A2S neighborhood have worked gently and persistently to build relationships and articulate the value of mutual collaboration. EPSB stepped up and committed to crafting a transparent and open-ended community engagement process that intends to create space for diverse voices. As a result, in January 2017, over 125 community residents including families from different cultures participated in an inaugural community meeting to explore hopes, possibilities, and aspirations for how the Rundle School site could become a focal point for citizen-driven activities. This was a notable shift from the original agency-based consultation plan. The impacts and outcomes of community development activities can take a winding and divergent road. However, such efforts also have some of

the greatest potential for truly strengths-based collective empowerment and connection across income, culture, and age.

## Seniors Support Programs

Bent Arrow:

Pehonan Elders/Seniors Program

Catholic Social Services:

Elder Abuse Resource Service (EARS)

ElderCare Edmonton Society for Adult Day Programs:

Caregiver Support Program

Metis Child & Family Service Society:

Aboriginal Seniors Support Program

Millwoods Seniors Association:

Seniors Connect

Multicultural Women and Seniors Services Association:

Community Outreach, Social and Well-Being of Seniors and Women

North Edmonton Seniors Association:

Outreach Program

North West Edmonton Seniors Society:

Outreach & Wellness Program

Operation Friendship Seniors Society:

Drop In

Helping Hands

Outreach

Volunteer Program

Sage Seniors Association:

Age-ing to Sage-ing (A-2's)

Multicultural Seniors Outreach Program

Well-being

Multicultural Seniors Outreach:

Wellbeing

Senior Citizens Opportunity Neighbourhood Association:

Senior Citizens Opportunity Neighbourhood Association (SCONA)

Society of Seniors Caring About Seniors:

Home Support Services and Volunteer Program

South East Edmonton Seniors Association:

South East Edmonton Seniors Association

Outreach & Volunteer Coordination

Strathcona Place Society:

Strathcona Place 55+ Centre

West-end Seniors Activity Centre:

Community Outreach and Social Wellness

## VOLUNTEER SUPPORT

**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.**

### Volunteer Support Summary

**8** Agencies Reported

**8** Programs Reported

**\$2,941,028** Total Funding Invested

**500** Unique Participants 0-17

**4,421** Unique Participants 18-64

**13,936** Unique Participants 65+

**13** Unique Participants Age Unknown

**18,870** Total Unique Participants

**\$155.86** Average Cost Per Participant

**530** Aboriginal Participants

**244** Immigrant & Refugee Participants } **5** Programs collected this data.

**34.25** Full Time Equivalents

**5,305** Volunteers

**270,615** Volunteer Hours

### Volunteer Support Themes

#### Barriers to Service

Identified barriers to accessing and maintaining engagement with service and/or achieving goals include:

- Time to volunteer
- Opportunities that use skills, interests of volunteers

#### Trends

The staff reported an increase in certain trends throughout 2016:

- Specifically addressing a basic need created an entry point for connecting participants to other services.
- In many cases the relationships with volunteers would result in the early identification of other service needs and links would be made

### Positive Change

For the Volunteer Support Programs, both the volunteer and the population being served experienced positive change.

For the Volunteers, positive change was identified as increased:

- Purpose to their lives
- Independence and ability to remain actively engaged in community
- Self awareness/knowledge
- Sense of belonging
- Social networks/connections
- Skill development (including employment and employability skills, conversational English language skills etc.)
- Sense of contributing to a stronger community
- Understanding of the challenges of specific communities
- Quality of life

For the participants, positive change was identified as increased:

- Sense of gratitude and feelings of being cared for
- Ability to remain independent and active in the community
- Quality of life
- Social supports and relationships
- Ability to access programs that remained affordable

### How do the programs influence success?

The Volunteer Programs create opportunities for engagement in the community that benefits not only the volunteer but also the participants of a program. Volunteering serves many needs such as opportunities for community: engagement, belonging, skill building, sharing of skills, social connections and much more. It is a way for people of all ages to be a part of and contribute to community.

### Volunteer Support Data Collection

The top 2 data collection methods in this program area were:

1. Surveys/questionnaires
2. Direct Observations

Data was most commonly collected during the program (80%) and in follow up (10%).

For this program area data collection was attempted 7,212 times with a 68% response rate.

## Volunteer Support Outcomes & Indicators<sup>1</sup>

### Participants are involved positively in the community. (1)

- 80% of 5 Participants report or demonstrate becoming more integrated into community activities or groups.

### Participants feel they contribute to positive change in the community (or agency) through volunteer activities. (12)

- 95% of 2,285 participants report at least one way in which their volunteering has made a positive difference in the community.
- 95% of 401 participants report that their involvement contributes to goals that their community members are working to accomplish.

### Participants have knowledge of community resources. (2)

- 56% of 120 participants identify 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).

### Participants increase their (a) knowledge and (b) skill through their volunteer involvement. (10)

- 75% of 99 participants demonstrate skills that could assist them to find employment or enhance their contribution to other paid or unpaid work.
- 85% of 1,504 participants identify what they have learned about their community and/or themselves through volunteering.
- 98% of 63 participants demonstrate skills that contribute to accomplishing the changes they wish to see as volunteers.

### Participants increase their network of social support. (4)

- 60% of 176 participants report (1) making new friends, or (2) 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).
- 81% of 123 participants report making new social connections with peers in the program or in the broader community (through the program).

### Participants make informed choice about their living situation. (1)

- 83% of 94 participants access the options and resources available to them.

## Volunteer Support Quote

“...Volunteering has given me the opportunity to work with new people, to learn new things and further develop my skills. Having the volunteer experience I have had has challenged my mind and kept me mentally sharper than I feel I would have been without the experience. In a word, volunteering to me has meant growth.” – Participant of a Volunteer Support program.

<sup>1</sup> Brackets after the outcome indicates how many programs reported to this outcome. Percentage of positive change is for the clients that were surveyed and responded for each particular outcome.

## Volunteer Support Narrative

Agency: Bent Arrow Traditional Healing Society  
Program: Community Parents

At the beginning of the year, one of our volunteers/mentor was approached by a mom whom was in significant distress. The mother seeking support was laid off from her full time job, nor was she eligible for income supports and was then she forced to move from her home due to no income to maintain her home. The mom of two children was feeling hopeless, until her mentor informed her of Community Parent mentorship program. Her mentor had experienced similar issues in the past year such as a lay off from her employment. She was able to relate to her now mentee, she reassured her things will soon look up. It was then, the mother as able to feel hope for a brighter future. Together they set a time-line and planned goals to work on together one step at a time, starting first with finding part- time employment and then applying for low income housing. The mentor drove her around for a couple weeks seeking and applying for a new job. Once she regained momentum and found a part time job and was able to afford new accommodation, she felt a sense of relief. The mentee found a new home within her budget. She then pursued her next goal and applied for school and got accepted. The mother informed her mentor she was very proud of herself, having regained her stability. She was very grateful for the supports her mentor provided her with and she would no longer require a mentor as she now felt confident to continue on her own. With her positive experience, she referred her friend to the program whom was experiencing similar problems.

## Volunteer Support Funded Programs

Bent Arrow Traditional Healing Society:  
Community Parents  
Boyle Street Community Services:  
Volunteer Program  
Boys & Girls Clubs Big Brothers Big Sisters of  
Edmonton & Area:  
Volunteer Services  
Community Options - A Society for Children and  
Families:  
Volunteer Support  
Edmonton Meals on Wheels:  
Edmonton Meals on Wheels  
North Edmonton Seniors Association:  
Volunteer Program  
Salvation Army Edmonton:  
Community Resource Centre Services  
Volunteer Services  
St. Albert Community Information & Volunteer Centre:  
Volunteer Centre Services - Making it Right

