



Theories of Change for Programs Recommended as a Result of the 2016 Call for Funding Proposals



2016 September 01

Theories of Change

A Theory of Change is the cornerstone of FCSS Calgary's contract with an agency for delivering a specific program. For each funded program, FCSS requires a Theory of Change, which includes:

- **Full Legal Agency Name and Program Name:** These will be used for the FCSS contract and both the FSII and FIMs databases.
- **Need:** A short paragraph with relevant statistical information about the population to be served. Footnotes are used to cite complete references and data sources.
- **Goal:** A short sentence that clearly states the long-term outcomes the program is expecting to achieve (not the goals of the agency). *To...*
- **Strategy:** The specific strategies that will be used by the program to achieve the goal, including: who is the program aimed at (target audience), what will be done (program content), where and how it will be delivered, and when. It should include information on frequency, duration, and program cycle (e.g., runs two hours per day three days per week in quarterly cycles; runs once a week for three hours from September to December and January to June).
- **Rationale:** A summary of key research to support why the strategy being used is a best or promising practice for achieving the program goal. Key research findings are provided in the FCSS Research Briefs, which are posted on the FCSS web pages. They describe best and promising practices in the areas of preventive social support programs funded by FCSS. For a deeper understanding of why to use a particular approach, agencies can refer to the original research cited in the FCSS Research Briefs. Footnotes are used to cite complete references.
- **Indicators:** The outcome indicators that will be used to measure the effects of the program strategy in making the changes needed to achieve the program goal are listed. They may include FCSS Social Inclusion Indicators (FSII surveys), Neighbourhood Indicators, or Policy or Systems Change indicators. See the "Agency Resources" page of the FCSS Calgary website at www.calgary.ca/fcss.
- **Footnotes:** Footnotes are used to provide complete references for the research that identifies the need and provides the rationale to support the program strategy. The intention is to facilitate learning among agencies who wish to explore particular program areas.

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ALEXANDRA COMMUNITY HEALTH CENTRE

- The Alex Community Food Centre

Revised 2016 August 18

THEORY OF CHANGE:

Need: Greater Forest Lawn (GFL) communities' 'tipping point' characteristics put them at risk of food insecurity. These include female-headed lone parent families, households renting accommodations, new immigrants, Aboriginal people living off-reserve, and households whose major income sources are welfare, unemployment insurance or Workers' Compensation.¹ Compared to Calgary, GFL has a higher per cent of immigrants and residents who speak neither French nor English, an indicator for social isolation.² GFL has a higher percentage of Aboriginal people compared to city-wide. The median household income is 30 per cent less than the rest of Calgary and 22 per cent of residents live below the Low Income Cut Off compared to 14 per cent city-wide.³ GFL residents spend on average seven to 21 per cent more of their income on housing, leaving less to spend on food.⁴

Goal: To address food insecurity, poor health, and social isolation through programming in food access, skills, education and engagement to build a foundation for community development, health and well-being.

Strategy: The Community Advocacy component offers community action training to people with lived experience of poverty, linking local challenges to wider systemic issues and enabling them to be effective advocates for themselves and their neighbors on local and big-picture issues. It also provides information, referrals and other supports and contributes to larger political and social justice campaigns to address roots causes of food insecurity, poverty and other issues. Literacy, transportation and other supports ensure that marginalized people can be involved, with emphasis on having fun working together. The program creates leadership and mentorship opportunities and information about the food system, including specific matters such as local agriculture, hunger and food insecurity and sustainable farming.

Rationale: One-quarter of food insecure households does not access food banks because of the associated stigma. Therefore, The Alex and its partner Community Food Centres Canada (CFC) avoid traditional emergency food program practices.⁵ Community meals, cooking, gardening and markets have been associated with increased social capital, including better economic performance, lower crime levels, more effective government institutions, higher educational performance, improved problem solving and improved physical health.⁶ Healthy food skills, knowledge and attitudes promote healthier eating such as lower fat and higher key nutrient intake. Almost 90 per cent of CFC participants made friends and felt that they belonged to a community.⁷

Indicators:

Community Development

¹ Tarasuk, Valerie, Joyce Chen et al. 2015. "Association between household food insecurity and annual health care costs." Canadian Medical Association Journal 187(14): E429-E436.

² Statistics Canada. 2011. "National household survey profile, Calgary Forest Lawn, Alberta."

³ Statistics Canada. 2011. "National household survey profile, Calgary Forest Lawn, Alberta."

⁴ Statistics Canada. 2011. "National household survey profile, Calgary Forest Lawn, Alberta."

⁵ Canadian Food Centres Canada. 2015. What is a community food centre? Website. http://cfccanada.ca/what_is_a_community_food_centre.

⁶ Putnam, Robert. 1993. "The prosperous community." The American Prospect 4(13): Page 5.

⁷ The Stop Community Food Centre. n.d. "Community cooking." Toronto: Community Food Centres of Canada.

BIG BROTHERS AND BIG SISTERS SOCIETY OF CALGARY AND AREA

- CAS, Teen Mentoring - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: The critical hours after school is a time of day when young people often lack structured activities and positive role models. This may augment risk factors for children and youth, increasing their vulnerability to poor social, emotional, and cognitive developmental outcomes. Positive family relationships and positive parenting are critical to the development of a child. Some young people, however, receive little or less than optimal support from their parents or other caring adults. The presence of strong, non-parental adults acting as role models or providing support to children and youth is vital to healthy development.¹

Goal: To positively impact the lives of youth through the power of cross-age mentoring.

Strategy: Youth aged 14 to 18 years of age are supported and trained by program staff to mentor younger children once a week from 3:00 to 6:00 p.m. throughout the school year. Youth are trained in leadership skills, youth development concepts, mentoring principles, planning and organizing, as well as effective communication. The screened and trained youth are matched with children at various community locations and schools, where they receive on-site support and guidance from trained professional staff each week. The youth and children are involved in positive activities such as playing games, surfing the internet, having meaningful conversations, and more. This allows the youth to develop their leadership and mentoring skills, while the younger children benefit from the mentoring experience.

Rationale: A wide range of developmental outcomes can be achieved through the teen, cross-age mentoring model. Building trustworthy, supportive relationships through cross-age mentoring between older and younger students helps instill in the participants increased confidence and self-esteem, enhanced social skills and helps address behavioral issues and interpersonal challenges in a timely, organic and resourceful way.² Community-based, teen mentoring is often a more appealing option for new immigrants, families with limited financial resources, and families who do not have established community connections, as the in-school model is typically considered less threatening and more easily accessible than the community-based child/adult mentoring model.³ Research shows that teen mentors demonstrated increased levels of empathy, moral reasoning, responsibility, and positive connectedness to their school and community.⁴

Indicators:

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

43 – Youth – Junior / Senior High – Activities

44 – Youth – Junior / Senior High – Constructive Use of Time



¹ Cooper, Merrill. 2014. "Mentoring programs." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 4.

² Karcher, Michael. "Cross-Age Peer Mentoring." Research in Action 7: 7.

³ Cooper, Merrill. 2014. "Mentoring programs." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 5.

⁴ Karcher, Michael. "Cross-Age Peer Mentoring." Research in Action 7: 7.

CALGARY BETWEEN FRIENDS CLUB

• Capacity Building for Social Inclusion

Revised 2016 August 25

THEORY OF CHANGE:

Need: Social and recreational activities for persons with disabilities are fundamental to enriching self-esteem, quality of life, and mental and physical health.¹ Through social and recreational programs, individuals with disabilities experience an outlet for self-expression and self-development, increase their mental and physical health, improve skills and enhance their community participation. These experiences improve quality of life and provide a chance to develop a true sense of freedom and independence. Participation in recreation fosters friendships and support networks that enhance a person's overall wellbeing. In 2012, there were 91,050 individuals 15 years of age and over with disabilities, living in private dwellings in Calgary.²

Goal: To provide successful inclusive social and recreational opportunities for people with disabilities to connect with their peers, to grow through self-discovery and belong to and be a vital member of the larger community.

Strategy: The Inclusive Community Activities with No Barriers (I.C.A.N!) Service provides a model of inclusive programming that allows a participant to take part in any “typical” programming throughout the city with their peers, without the need for a personal support worker. It also builds capacity among community service providers, program instructors/teachers, facilitators, coaches and other participants arming them with the tools necessary to embrace and successfully execute inclusive programming. Recreation Inclusion Facilitators (RIFs) support participants to make smooth transitions so that they can participate with their peers. RIFs brief program facilitators on the needs of participants registered in their programs and provide resources and best practices on how to ensure an inclusive and positive experience. RIFs meet with participants for approximately two hours once per week over a 10 - 12 week session each season or for a one week camp during the summer months. This dosage can be repeated many times a year. RIFs step away from the program once participants are successfully included.

Rationale: Recreation and leisure activities are necessary for high quality of life for all people, including those with disabilities.³ Every young person with or without a disability should have access to enriching and empowering recreational opportunities in their own community.⁴ Integrated recreation is “an optimal environment for the development of recreation and sports skills and social relationships between people with and without disabilities”.⁵ Participation in inclusive community recreation, if done correctly, forges relationships between able-bodied individuals and people with disabilities through the development of skills and adapting to each other’s needs and capabilities.

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

6 – Social Inclusion – Social Participation

7 – Social Inclusion – Participation in Neighbourhood

¹ Shikako-Thomas, K., Noemi Dahan-Oliel, et al. 2012. “Play and be happy? Leisure Participation and Quality of Life in School-aged Children with Cerebral Palsy.” *International Journal of Pediatrics* 2012: 1-7.

² Statistics Canada. 2012. Canadian survey on disability: Table 115-0001. Ottawa: Government of Canada.

³ Dieringer, Shannon T. & Lawrence W. Judge. 2015. “Inclusion in Extracurricular Sport: A How-To Guide for Implementation Strategies.” *The Physical Educator* 72(1): 87-101.

⁴ Participation of Children & Youth with Disabilities In Social Recreation Prepared by: Erica Carson, MSW candidate, Carleton University Edited by: Tara Howlett, MSW, RSW, Social Rec Connect Manager September 4, 2014, Pages 2 & 8

⁵ Schleien Stuart J. & Kimberly D. Miller, 2010. “Diffusion of Innovation: A Roadmap for Inclusive Recreation Services.” *Research & Practice for Persons with Severe Disabilities* 35(3-4): 93-101.

THE CALGARY BRIDGE FOUNDATION FOR YOUTH

- CAS, NextGen - Enhancement

Revised 2016 August 17

THEORY OF CHANGE:

Need: Immigrant youth face a number of issues when settling into their new country, which may include limited English language skills, social isolation, lack of empowerment related to ethnic identity, culture shock, adaptation issues, difficulty establishing cross-ethnic friendships, alienation, discrimination and, for many refugees, post-traumatic stress.¹

Goal: To keep immigrant youth positively engaged during critical after-school hours and empower them to support cultural integration, increase participation, and enhance their sense of belonging.

Strategy: The NextGen program provides after school programming for immigrant youth in grades 7 to 12 over the full school year in locations with a high concentration of immigrant youth. In each target community, the program is offered in multiple locations (e.g. schools, libraries, housing complexes, and community centres) in order to form a cluster of programming that allows youth to participate at least twice per week in two-hour sessions. It provides learning opportunities that use S.A.F.E. principles, meaning they are sequenced, active, focused, and explicit. The program uses an outcome based curriculum intended to build resiliency by addressing four key areas of development: belonging, mastery, autonomy, and generosity. It focuses on tutoring, social emotional development, empowerment, friendship, life skills, career exploration, and community caring. Youth will also participate in community contribution projects intended to increase their integration and sense of belonging. In addition, periodic community outings and events are organized to encourage broader collective participation of youth, parents, and community members. NextGen staff members are selected to represent a variety of ethno-cultural backgrounds in order to model positive bi-cultural identity and cultural integration. Staff members have language skills in many of the first languages of program participants. Pre-tests are conducted near the beginning of the school year and post-tests are completed at the end of the school year. For participants who may join during the school year, pre-tests are completed at intake.

Rationale: Research indicates that after-school programming that is intentional and based on social emotional learning principles significantly increases participants' positive feelings about themselves, as well as their positive social behaviors.² The benefits are even greater for young people who face challenges such as language or cultural barriers and may feel excluded from the mainstream.³ Programs for youth from multiple cultures promote bonding and sharing across different groups.⁴

Indicators:

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

43 – Youth – Junior / Senior High – Activities

44 – Youth – Junior / Senior High – Constructive Use of Time



¹ Immigrant Sector Council of Calgary. 2015. Strategic Actions for Change: Working with Children and Youth of Immigrant Families. Calgary: Immigrant Sector Council of Calgary. Pages 5-12.

² Cooper, Merrill. 2014. "After-school programs." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Pages 6-7.

³ Cooper, Merrill. 2014. "Developmental programming." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 4.

⁴ Easter, Maud, and Dina Refki. 2004. "Creating Successful Programs for Immigrant Youth." ACT for Youth Upstate Centre of Excellence: Practice Matters (December). Ithaca, NY: Cornell University, Family Life Development Center. Page 2.

CALGARY CATHOLIC IMMIGRATION SOCIETY

• Culturally Positive Parenting Project

2016 August 30

THEORY OF CHANGE:

Need: A total of 688 Government Assisted Syrian Refugees arrived in Calgary in December 2015 and March 2016, of which 416 are children under the age of 17. More than 830 Privately Sponsored Refugees arrived over the same time period.¹ The average family size is six. Calgary expects 400 more Syrian Refugees, and 300 Refugees from other countries by the end of 2016. Research on children and youth of immigrant families often identify parenting as a challenge because "...immigrant parents often experience a breach of cultural norms and rules that don't always align with their own belief systems."²

Goal: To support newly arrived Syrian families through the acculturation and resettlement process by offering culturally appropriate positive parenting programs in Arabic.

Strategy: This project runs a seminar series, one-on-one counselling, and workshops in Arabic, based on Triple P and Cross Cultural Parenting methods. Each seminar consists of four two-hour sessions with a maximum of 12 participants and runs twice a year. For Parents with Young Children, topics are: Power of Positive Parenting; Raising Confident Competent Children; Raising Resilient Children; and Cultural Application of Learnings. For Parents of Teenagers: Raising Responsible Teenagers; Raising Competent Teenagers; Getting Teenagers Connected; and Cultural Application of Learnings. Twenty families a year engage in one-on-one sessions, tailored to parents with specific concerns about their children's behaviour or development. Each family receives four sessions averaging 1.5 hours each, either in home or on site. Sessions cover: assessment - parenting plan, goals for change; assessment review - implementing parenting strategies and monitoring progress; updates and monitoring - applying a culturally fit practice; review of parent progress and identifying goals for the future. Four half-day workshops - Learning Through Community Involvement (15 people each with child care) are provided. Speakers also address topics that parents request.

Rationale: Supported by over 30 years of research, the Triple P - Positive Parenting Program is one of the most effective, evidence-based parenting programs in the world, giving parents strategies to manage their children's behavior, prevent problems and improve their parenting skills and relationships.³ Research on Triple P concluded that: "there is also increasing evidence that despite differences between cultures, the fundamental principles of positive parenting are cross culturally robust."⁴ A study about Triple P being acceptable to parents from culturally diverse backgrounds revealed that while these parents found the strategies acceptable and useful, their preferred delivery methods were group, seminar, television and individual.⁵ Calgary Catholic Immigration Society is able to leverage the methods used to deliver Triple P and inform them with cultural sensitivity and nuance, through first language counselling and cultural brokering.

Indicators:

19 – Family Cohesion – Parent / Adult Question

20 – Parenting – Parent Question

¹ Government of Canada. 2016. "Map of destination communities and service provider organizations." Website. <http://www.cic.gc.ca/english/refugees/welcome/map.asp>.

² Immigrant Sector Council of Calgary. 2015. Strategic Actions for Change: Working with Children and Youth of Immigrant Families. Page 15. Website. <https://books1.scholarsportal.info/viewdoc.html?id=699826>.

³ Triple P Positive Parenting Program. 2016. Small Changes, Big Differences. "Triple P Takes the Guesswork out of Parenting" Website. www.triplep.net.

⁴ Sanders, R Matthew. 2008. "Triple P- Positive Parenting Program as a Public Health Approach to Strengthening Parenting." Journal of Family Psychology 22 (3) University of Queensland. Page 511.

⁵ Springer Science + Business Media, LLC 2010. "Is the Triple P-Positive Parenting Program Acceptable to Parents from Culturally Diverse Backgrounds?" Pages 614-622.

THE CALGARY CHINESE ELDERLY CITIZENS' ASSOCIATION (CCECA)

• Chinese Community Helpers Program

Revised 2016 August 29

THEORY OF CHANGE:

Need: Almost one in five Calgary seniors (16,000 people) were part of a visible minority group and of these, 42 per cent were Chinese. Chinese is Calgary's largest visible minority group with an estimated population of 100,000; slightly over 10 per cent are seniors.¹ Risk factors for social isolation among seniors include age of over 75 years, low income, living alone, health problems, grief and loss, and language or cultural barriers.² Close to one in four of Chinese elderly immigrants report depressive symptoms, much higher than the reported 10 to 15 per cent in the elderly Canadian population generally.³

Goal: To increase peer support and positive social ties among Chinese older adults.

Strategy: Canadian Mental Health Association (CMHA) and CCECA adapt and translate materials and choose trainers from among staff. The trainers organize focus groups and workshops on mental health and aging, the purpose of which is to recruit community helpers, age 50 and over. The helpers then attend training covering topics such as mental health, grief and loss, self-help skills and mindfulness, stress management, goal setting, helping skills and healthy relationships. Sixteen helpers are trained annually. Once trained, the helpers provide one-to-one support to participants over age 65 who express feelings of isolation, live alone, have low income, and experience poor physical and/or mental health. The pairs meet in person and/or by telephone once per week for 10 weeks for an hour per session. The helpers offer shared experience, emotional support, active listening and respect, and help seniors establish goals such as better self-care, social engagement and feelings of improved mental health and wellness. They link seniors to formal services when appropriate. The program coordinator leads a monthly support group within the 10 weeks to help build strong, supportive and sustainable social connections.

Rationale: Informal networks and social supports are especially important to the mental health of immigrants and refugees.⁴ The community helpers program is based on "Natural Helpers", a peer helping program used successfully in thousands of communities in many countries. The underlying philosophy of the program is that "in every community there are people to whom others naturally turn when they need help. The one thing that they have in common is that they are considered by others to be helpers."⁵ In a mental health peer support program for older adults in Kansas, participants showed significant improvement for depression and quality of life indicators for health, and functioning improved for participants with symptoms depression and anxiety.⁶

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

6 – Social Inclusion – Social Participation

¹ Community & Neighbourhood Services, Social Policy & Planning Division. 2009. "Facts about Calgary seniors." Calgary: City of Calgary. Page 3.

² Cooper, Merrill. 2014. "Vulnerable seniors." Positive social ties and vulnerable populations. FCSS Calgary Research Brief 4. Calgary: City of Calgary, FCSS Calgary. Page 8.

³ Lai, DW. 2004. "Depression among elderly Chinese-Canadian immigrants from Mainland China." Chinese Medical Journal 117.5(2004): 677-683.

⁴ Cooper, Merrill. 2014. "The Issue." Positive social ties and vulnerable populations. FCSS Calgary Research Brief 4. Calgary: City of Calgary, FCSS Calgary. Page 1.

⁵ Redekopp, Dave and P. Austen. 1993. "Community Helpers—A Program Guide." Edmonton: Centre for Career Development Innovation, Concordia College. Page 1.

⁶ R. K. Chapin. 2013. "Reclaiming joy.: Pilot evaluation of a mental health peer support program for older adults who receive Medicaid." The Gerontologist 53(2): 345-352.

CALGARY IMMIGRANT WOMEN'S ASSOCIATION

• Building Resiliency in Uncertain Times Project

Revised 2016 August 29

THEORY OF CHANGE:

Need: Immigrant women face inequalities related to finding employment and secure wages. The employment rate for recently arrived immigrant women continues to be lower than that of Canadian-born women at 57 per cent versus 79 per cent for Canadian-born women.¹ Additionally, the median income for immigrant women between 25 and 54 was \$3,558 less than the Canadian-born median.² Immigrant women with low literacy skills, mainly refugees, face even greater employment barriers due to the lack of formal education and limited foundational skills. A study examining how affected immigration class and gender labour market outcomes, showed no significant improvement in the number of refugees working full time four years after landing in Canada.³ Women in the skilled worker category are more likely to be in the labour force (91 per cent versus 64 per cent.)⁴ Immigrant and refugee women are ineligible for existing government-funded programs once they have become Canadian citizens. This leaves many women with low literacy skills and accompanying stress related to low income and difficulty meeting their financial needs, with no services.

Goal: To increase the employability of immigrant women with low literacy so that they experience economic independence and are able to meet their basic needs and the needs of their families.

Strategy: This flexible, customized project works with immigrant women who have low literacy skills and no access to other programs. Clients undergo an intake and needs assessment, are assisted to develop an employment-related action plan, receive first language support, connections to employment opportunities and continuous employment support. Strategies include providing individualized and group support with formal learning components in Canadian job search processes, intercultural communication, cultural awareness and competence, workplace communication, Canadian workplace culture and life skills. Clients are guided to achieve occupational certification required for employment and receive on-going employment counselling support related to job search and resume writing and are connected with a mentor to help prepare them for the workplace. Clients have access to coaching and follow-up support in the first three months of employment and after participating in the project. Employers also receive support to work with clients. This short-term project will operate between October 2016 and December 2017.

Rationale: "Lower-skilled individuals and those with multiple barriers to employment benefit from coordinated strategies across systems, and flexible, innovative training strategies that integrate the education, training, and support services they need to prepare for and succeed in the workplace."⁵ The strategies (flexible programming that enables participants to leave as work and family demands require, occupational specific employment and language training combined with employment services, follow up support, soft skills training and access to support services) are effective practices in increasing employment.⁶

Indicators:

8 – Social Inclusion – Economic Participation; Education & Training

14 – Individual / Family Poverty – Perceptions

¹ Hudon, T., 2015. "Women in Canada: A gender-based statistical report, Immigrant Women." Ottawa: Statistic Canada. Page 27.

² Hudon, T., 2015. "Women in Canada: A gender-based statistical report, Immigrant Women." Ottawa: Statistic Canada. Page 31.

³ Shields, John, Phan, Mai et al. 2010. "Do immigrant class and gender affect labour market outcomes for immigrants?" Toronto: Toronto Immigrant Employment Data Initiative, York University. Page 7.

⁴ Women's Economic Council. 2011. "Moving Forward: Advancing the Economic Security of Immigrant Women in Canada. Thorold, ON: Women's Economic Council. Page 2.

⁵ U.S. Department of Labor, Commerce, Education and Health and Human Services, 2014, "What Works in Job Training: A Synthesis of the Evidence." Page 4, 5, 10-14.

⁶ Cooper, Merrill. 2014. Individual and family economic self-sufficiency FCSS Calgary Research Brief 3. Calgary: City of Calgary, FCSS Calgary. Page 6-7.

CALGARY IMMIGRANT WOMEN'S ASSOCIATION

• Youth Programs - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: All immigrant youth face challenges related to integration such as language and cultural barriers, socio-economic conditions, identity crises, and low sense of belonging. These place them at risk of antisocial or criminal behaviour.¹ As a result of cultural, economic and religious differences, female immigrant youth in particular feel “othered and devalued.”²

Goal: To increase the social inclusion of immigrant females aged 10 to 19 by building individual capacity, increasing positive social ties, and improving emotional well-being and social competence.

Strategy: The Youth Program increases social inclusion on two levels. The first level focuses on increasing social inclusion in the school environment and neighborhood (Calgary Housing Company locations) through school and community-based group sessions. Sessions run an average of 1 to 2 hours per week at 10 Calgary schools and Calgary Housing Company locations in Beddington, Edgemont, Erinwoods, and Falconridge during the lunch hour and after school from September through June. The program also offers a six-week summer camp, which runs an average of 15 hours per week. Using SAFE principles, school and community-based group sessions and summer camp enable youth to make new friends, learn about the community, and engage in their school and neighbourhood. Both school-based and summer programs also ensure ongoing support for immigrant youth as they transition into higher grades.

The second level focuses on expanding the social inclusion of immigrant youth beyond school and local neighborhoods through leadership and volunteer opportunities in neighborhoods. The program offers leadership focused sessions that run an average of two hours per week in addition to the school and community based group sessions for youth interested in enhancing their community engagement. Activities running throughout the year include public speaking and organizing neighborhood activities, and events such as forums and discussions. Youth involvement in the program is customized based on their unique individual needs.

Rationale: Research shows that providing meaningful opportunities for youth outside of school facilitates community engagement and creates a sense of belonging. Research also shows that “programs must be intentional to be effective.”³ Additionally, to effectively engage vulnerable youth, there needs to be “friendly spaces and flexibility for young people to participate for varying lengths of time.”⁴

Indicators:

28 – Youth – Grades 7-12 – Friendships

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

40 – Youth – Grades 7-12 – Sense of Belonging

¹ Cook, Derek. 2011. Calgary and Region Volume 3: Social Outlook 2011-2016. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning Division. Page 24.

² Berman, H., G.A. Mulcahy, C. Forchuk et al. 2009. “Uprooted and Displaced: A Critical Narrative Study of Homeless, Aboriginal, and Newcomer Girls in Canada.” *Issues in Mental Health Nursing* 30(7): 18-30. Page 20.

³ Cooper, Merrill. 2014. “Afterschool programs.” *Positive child and youth development*. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 6.

⁴ Cooper, Merrill. 2014. “Transition to adulthood for vulnerable youth.” *Positive child and youth development*. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 14.

CALGARY LEGAL GUIDANCE SOCIETY

• Social Benefits Advocacy Program - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: Calgarians living with mental or physical disabilities often experience challenges accessing basic needs.¹ Problems are often exacerbated by discrimination, language, or literacy challenges that make it especially difficult for people to defend their rights and to access the social and economic benefits to which they are entitled.² Nationally, about 33 per cent of income problems, 58 per cent of social assistance problems, 55 per cent of disability pension problems, and 41 per cent of housing problems are never resolved. The lower a person's income, the less likely it is that their social support issues will be resolved.³

Goal: To improve the social and economic situation of individuals whose social benefits have been denied or cut off.

Strategy: The program provides free information, guidance, advocacy, referrals, and representation to individuals concerning social benefit issues. This is to ensure that clients are informed, their rights are protected, emergency and non-emergency needs are met, and access to benefits are reinstated or granted where there is legal entitlement. The lawyer and advocate work collaboratively to support clients within the program. Where clients do not qualify for benefits, staff ensure that individuals understand their rights, the social benefits system, and available community resources. Direct emergency support is provided in rare instances, where a client presents an immediate need for food, clothing, or rent coverage. Connections to interagency contacts are made and applications are initiated on behalf of clients in such instances. Clients are given a pre-test survey after their initial program screening and a post-test survey after their matter has been resolved. Matters can expect to be resolved anywhere from two weeks to six months or longer, based on the case circumstances.

Rationale: Low-income people experience more legal problems than average, which are often interconnected with social problems. These legal problems, if left unresolved, lead to additional legal, social, and health issues for low-income individuals.⁴ Low-income people are unable to afford private representation and these problems are not covered by legal aid or any other service in Calgary. Client centered public interest programs, which utilize an inter-professional, collaborative approach to the service delivery of legal issues have been shown to be effective in improving and resolving client problems in a timely, cost-efficient manner.⁵

Indicators:

15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment

16 – Poverty Reduction – Emergency / Short-Term Help

¹ Cook, Derek. 2011. Calgary and Region Volume 3: Social Outlook 2011-2016. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning Division. Pages 34-35.

² Cooper, Merrill. 2014. "What needs to be prevented." Individual and family economic self-sufficiency. FCSS Calgary Research Brief 3. Calgary: City of Calgary, FCSS Calgary. Pages 2-3.

³ Currie, A. 2005. A National Survey of the Civil Justice Problems of Low and Moderate Income Canadians: Incidence and Patterns. Ottawa: Department of Justice Canada, Research and Statistics Division. Pages 11-12.

⁴ Buckley, Melina. 2013. Evolving Legal Services: Review of Current Literature. Toronto: Community Legal Education Ontario. Page 9.

⁵ Buckley, Melina. 2010. Moving Forward on Legal Aid: Research on Needs and Innovative Approaches. Ottawa: Canadian Bar Association. Pages 101-102.

CALGARY NEIGHBOURHOODS

• Community and Social Development Program - Enhancement

Revised 2016 August 24

THEORY OF CHANGE:

Need: Neighbourhoods with household poverty levels between 26 and 39 per cent are considered to be at a “tipping point” where they are at risk of decline. This degree of spatially concentrated poverty is associated with social exclusion, crime, and a range of other health, social, and economic problems.¹ As issues intensify, residents begin to move away when they can afford to do so or remain but are adversely affected by the place in which they live. Trend data show that Calgary has increasing concentrations of low-income households in many neighbourhoods. Based on 2006 census data, there were 18 tipping point neighbourhoods in Calgary² and there are likely several more now.

Goal: To engage, support and mobilize residents at a neighbourhood level to help strengthen neighbourhoods, prevent concentrations of poverty, and increase the social inclusion of vulnerable Calgarians.

Strategy: The program uses a research-based community development model to guide the work of community social workers. Community development is defined as a deliberate, democratic, developmental activity (i.e., a planned intervention) undertaken by an existing social or geographic grouping of people to improve their collective economic, social, cultural, or environmental situation.³ ‘Community’ may refer to a geographic community or a community of interest, identity, or affinity. Work with communities of interest is undertaken as one component of an overall, intentional process to strengthen neighbourhoods. Using this approach, community social workers support and engage community members, nurture leaders, increase positive social ties within and beyond neighbourhoods. They also help community members to build skills and devise feasible plans to identify and resolve priority issues.

Rationale: Research shows that communities can be effective agents for change by influencing policies and practices that affect their quality of life. When people are given the opportunity to work out their own problems, they can find solutions that have a more lasting effect than when they are not involved in problem solving. Effective community development initiatives are well-planned and deliberate, include specific process components, and are led by community members. Community leaders generally require support and guidance from skilled community development workers to complete the process and achieve their goals.⁴

Indicators:

Number of community development initiatives related to the four elements of strong neighbourhoods.

Number of initiatives led primarily by residents.

Number of community volunteers.

¹ Sawatsky, J., and S.M. Stroick. 2005. Thresholds for Locating Affordable Housing: Applying the Literature to the Local Context. Calgary: City of Calgary, Community Strategies, Policy and Planning Division, Social Research Unit. Pages 18-19.

² Cooper, Merrill, and Deborah Bartlett. 2008. FCSS Social Sustainability Framework and Funding Priorities: Preventing Concentrated Poverty – Identifying Focus Neighbourhoods. Calgary: City of Calgary, FCSS Calgary. Page 1.

³ Christenson, James, and Jerry Robinson. 1989. Community Development in Perspective. Ames, IA: Iowa State University Press.

⁴ Craig, Gary. 2007. “Preface: Defining Community and Its Development.” Journal of Community Practice 15(1-2), xxiii-xxvii.

CALGARY NEIGHBOURHOODS

- InformCalgary - Enhancement

Revised 2016 August 16

THEORY OF CHANGE:

Need: Many citizens who need government or community assistance lack equitable access to information on what services are available to them. Service information that is not readily accessible or is inconsistent, unorganized, or out-of-date creates unnecessary confusion and stress for people seeking help. Calgarians in need of basic needs and human services such as food, housing, health care, child abuse intervention, employment, financial assistance, and counselling are able to find services faster and easier if the information is accessible to them from one place rather than from multiple sources. An increasing number of agencies do not want to duplicate effort and expend unnecessary time and resources developing and maintaining databases, and look to InformCalgary as the best source of human services data available.

Goal: To provide Calgarians and service providers with easier access to information about community, government, health, and social services.

Strategy: A web-enabled source of comprehensive, reliable and up-to-date information is a powerful tool for assisting Calgarians in helping themselves. InformCalgary partners with Alberta Health Services and other community information and referral providers in developing and maintaining a comprehensive database. This serves as a central repository of community, government, health, and social service information available throughout the province. Service information is classified, organized, and updated using professional standards of practice. It can also be compiled into on-line or hardcopy directories to suit target populations. Community input assists in developing greater understanding and consistency in the classification of services and assignment of taxonomy codes among human service providers. The database includes information such as program fees, location, eligibility criteria, accessibility, and hours of operation. It also supports the referral function of service providers, 211, and HealthLink Alberta. This reduces the time and resources those providers would collectively devote to maintaining their own resource or referral lists. The database is accessible to service providers, agencies, and citizens 24 hours a day, seven days a week. Hardcopy directories, guides, lists, and brochures provide information alternatives for Calgarians and service providers who do not have access to internet technology. Examples include the Aboriginal Services Guide, the Community Services Guide, the Violence Stops Here Brochure, Frequently Requested Numbers, and the Youth Services Guide.

Rationale: The Alliance of Information and Referral Systems found that people experience greater success determining which services will best meet their needs when a standardized taxonomy of terms and definitions is used to organize human service information. Determining which services are best able to meet people's needs is less confusing and frustrating if the information is organized and presented using a consistently applied taxonomy of terms and definitions. This allows information and referral providers "to quickly retrieve all services relevant to a topic (e.g., all food-related services). By doing so, it also facilitates data sharing."¹

Indicators:

Outputs Only

¹ Woods, Deborah, and Margaret Williams. 2004. Task Force on a Canadian Classification System: Final Report. Toronto: InformCanada Task Force on Classification. Page 9.

CALGARY NEIGHBOURHOODS

- **Strategic Social Research and Planning - Enhancement**

Revised 2016 August 12

THEORY OF CHANGE:

Need: Information, knowledge, and action are needed to support evidence-based social policy development and strategic social investments made by The City of Calgary and various public, private, and voluntary sector organizations.

Goal: To contribute to the development and maintenance of social sustainability in Calgary.

Strategy: Strategic social research and planning enables The City of Calgary, businesses, social agencies, and the community to make informed decisions that build strong neighbourhoods and measurably increase social inclusion among vulnerable populations. Activities include strategy and policy development, social planning; data, information and trend analysis; forecasting social issues; and research supporting social policy development and implementation relevant to The City of Calgary. Resources and research findings may be posted to The City website, promoted through various media, and distributed in hard copy.

Rationale: Quality information is essential for effective problem-solving and good decision-making. This enables sound investments in programs that use best or promising practices to increase social inclusion and strengthen neighbourhoods. Strategies demand a problem-solving approach whereby professional change agents help “individuals, groups, or organizations to deal with social problems,” particularly other Divisions or business units within the Corporation. This may include socio-political processes including identification, recruitment and strategic planning with internal and, as appropriate, external stakeholders. It also includes technical tasks to identify problem areas, analyze causes, formulate plans, develop strategies, analyze trends and outcomes, and mobilize resources needed to take action.¹ Four guiding principles underpin this work: equity (the fair distribution of resources); social inclusion; economic and environmental security; and individual and community resiliency.

Indicators:

Policy or Systems Change

¹ Turner, John B. (ed.). 1977. Encyclopedia of Social Work. Washington: National Association Social Workers. Page 1412.

CALGARY SENIORS' RESOURCE SOCIETY

• SeniorConnect Gatekeeper Program - Enhancement

Revised 2016 August 24

THEORY OF CHANGE:

Need: It is estimated that over 10 per cent of Calgary's population is over the age of 65 and that this is the fastest growing age group in Calgary.¹ The most common risk factors for social isolation among seniors are living alone, having low income, being single, experiencing loss, experiencing language and cultural barriers, and having transportation difficulties.² Reducing social isolation continues to be a prime focus of service interventions with older adults because of "the adverse impact it can have on health and well-being."³

Goal: To activate the community to identify seniors who are at risk in order to address and prevent issues related to their social isolation.

Strategy: SeniorConnect is a city-wide gatekeeper program that provides social emergency response to seniors at potential risk. Gatekeepers are community members who can identify signs of potential isolation or danger. They include neighbours, friends and family, and front line workers such as bank tellers, grocery store clerks, pharmacists, postal workers, utility personnel, and emergency services staff. Anyone in the city can call SeniorConnect to identify seniors who are at risk. The program has three key components: public education to raise awareness about the program; a 24-hour help and referral line operated in partnership with the Distress Centre; and response services carried out by registered social workers and specialized volunteers. Workers respond promptly to referrals by making home visits, where a detailed risk assessment is carried out. Crises are addressed and the potential for further social isolation and medical emergency response is then addressed. Once workers are satisfied that risks factors have been reduced, connections are made to longer-term supports to ensure continued service delivery and increased social inclusion for these vulnerable seniors. Participants who receive longer-term support are pre-tested when those services are requested and post-tested at file closure.

Rationale: Gatekeeper programs are noted for playing an important role in identifying socially isolated seniors through collaborations and social partnerships.⁴ Research shows that social isolation can be prevented with good health, communication skills, social skills, accessible services, feeling connected to and valued by others, having meaningful roles in society, and having access to transportation.⁵

Indicators:

15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment

16 – Poverty Reduction – Emergency / Short-Term Help

17 – Food Security

18 – Housing Stability and Suitability

¹ City of Calgary. 2015. Seniors Age-Friendly Strategy and Implementation Plan 2015-2018. Calgary: City of Calgary, Community & Neighbourhood Services. Page 5.

² Cooper, Merrill. 2014. "Vulnerable Seniors." Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 8.

³ Findlay, Robyn A. 2003. "Interventions to reduce social isolation amongst older people: where is the evidence?" Ageing & Society 23: 647-658.

⁴ National Seniors Council. 2014. "Supports, Community Capacity and Inclusion." Report on the Social Isolation of Seniors 2013-2014. Gatineau, QC: National Seniors Council. Page 13.

⁵ National Seniors Council. 2014. "Supports, Community Capacity and Inclusion." Scoping Review of the Literature: Social Isolation of Seniors, 2013-2014. Gatineau, QC: National Seniors Council. Pages 8-9.

CALGARY SENIORS' RESOURCE SOCIETY

• Volunteer Programming/Management Revitalization Project

Revised 2016 August 30

THEORY OF CHANGE:

Need: Seniors are more likely than the general population to lack positive social ties and therefore to be at risk of social exclusion.¹ For vulnerable seniors, social isolation can have physically and emotionally damaging effects, resulting in depression, poor nutrition, decreased immunity, anxiety, fatigue, and social stigma, which are likely to impact survival.² Over the last three years, requests for and referrals to the volunteer program, as well as wait lists, have increased significantly. The growing number of immigrant seniors and seniors living in the suburbs has added to the challenge of meeting the demand for assistance. The current economic downturn along with a loss of donations that were diverted to victims of the 2013 flood resulted fewer staff doing more work.

Goal: To get the agency back to an optimal working level so that they are able to continue to be effective in helping seniors overcome barriers related to social isolation.

Strategy: Services are primarily delivered by registered social workers and trained volunteers in the seniors' homes on a timely basis and in accordance with best and promising practices, as resources are available. To meet the backlog and support future growth, more volunteers will be recruited for specific programs by partnering with places of worship, cultural groups and professional associations and providing opportunities for isolated vulnerable seniors to help others through becoming volunteers. An increase in staff will assist with increased client volume and complexity of client needs. Providing additional training for volunteers in suicide intervention, First Aid, cultural sensitivity and for staff in application of technology, program development, and volunteer recruitment and recognition will increase the quality of service. One-time funding bridges the agency for one year to maintain excellent service until it is able to secure corporate and community funds to meet the increased program expenses.

Rationale: Increasing staff and providing more volunteer and staff training for a defined period of time is likely to decrease stress and burnout levels and thereby decrease the amount of time that seniors who request services remain isolated. The one-time funding is expected to get the services back to an optimal working level that supports best practice and excellence in volunteer programming and management.

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

¹ Cooper, Merrill. 2014. "What needs to be Prevented: Social Isolation" Positive social ties and vulnerable populations. FCSS Research Brief 4. Calgary: City of Calgary, FCSS Calgary. Page 2.

² Keefe, Janice, Melissa Andrew, Pamela Fancey, and Madelyn Hall. 2006. "Executive Summary: Research Findings." Final Report: A Profile of Social Isolation in Canada. Halifax: Mount Saint Vincent University, Nova Scotia Centre on Aging and Department of Family Studies and Gerontology. Page iii.

CALGARY SEXUAL HEALTH CENTRE SOCIETY

• WiseGuyz - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: Adolescent boys face increasing pressures to express unhealthy forms of masculinity. As a result, “young men and boys still learn that the ideal man, a real man, is tough, unemotional, powerful, dominant, uncompromising and in control. This concept of masculinity is not only limiting and dated, it’s also dangerous.”¹ Issues related to male privilege and control have been recognized as major factors in predicting the perpetration of violence against women.² There is a need for programming that helps boys to discern between healthy and unhealthy forms of masculinity.

Goal: To support adolescent boys to critically analyze the social constructs of masculinity and help them to develop a healthy masculinity and healthy relationships.

Strategy: The program is a participatory school-based program for boys in Grade 9 who are 14 to 15 years old, and is offered in six Calgary junior high schools. It has four core tenants: empathy, belonging, consciousness-raising, and safety. The foundation of the program is an integrated curriculum comprised of four core modules, which are sequenced so each builds on the next. Module 1 focuses on human rights, Module 2 covers sexual health, Module 3 explores gender, and Module 4 addresses healthy relationships. Each session is 1.5 hours long and takes place once a week during school hours over the entire school year.

Rationale: Two years of research on the WiseGuyz program has shown it is demonstrating statistically significant improvements in boys’ behaviours in the areas of sexual health efficacy, healthy masculine norms, and decreased homophobia.³ WiseGuyz is informed by best practices of male responsibility, group based programs, healthy relationship curricula, and youth approaches to the prevention of violence. Targeting adolescent boys at their natural and social age of curiosity about relationships is a critical strategy in creating healthy sexuality and relationships in their youth.⁴ By understanding and experiencing the four core tenants of WiseGuyz, the boys are able to become compassionate, emotive, empathetic, critical thinkers for themselves and in other relationships.⁵

Indicators:

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

¹ Minerson, Todd, Humberto Carolo, Tuval Dinner, and Clay Jones. 2011. Issue Brief: Engaging Men and Boys to Reduce and Prevent Gender-Based Violence. Toronto: White Ribbon Campaign. Page 9.

² Crooks, Claire, George Goodall, Ray Hughes, Peter Jaffe, and Linda Baker. 2007. “Engaging Men and Boys in Preventing Violence Against Women: Applying a Cognitive–Behavioral Model.” *Violence Against Women* 13(3): 217-239.

³ Hurlock, Debb. 2015. *Becoming Something Other than ‘Boys will be Boys’*. WiseGuyz Research Report #2. Calgary: Calgary: Creative Theory Consulting Inc. Pages 5-10.

⁴ Wolfe, David, Claire Crooks, Peter Jaffe, et al. 2009. “A School-Based Program to Prevent Adolescent Dating Violence: A Cluster Randomized Trial.” *JAMA Pediatrics* (formerly *Archives of Pediatric and Adolescent Medicine*) 163(8): 692-699.

⁵ Hurlock, Debb. 2013. *Re-imagined Masculinities: Unfolding the Meaning and Effect of the WiseGuyz Program*. Calgary: Creative Theory Consulting Inc. Page 11.

CALGARY URBAN PROJECT SOCIETY
• **CUPS Family Centres - Enhancement**

Revised 2016 August 16

THEORY OF CHANGE:

Need: Poverty is a significant societal issue and one that affects the health of individuals, families and community. The literature indicates that families living in poverty are at greater risk for poor outcomes.¹ Based on the low-income measure after-tax, there were 118,325 people in low income in Calgary in 2010. This accounted for 10.9 per cent of the total population. When broken down by age, children under six years of age had the highest rate of low income, at 14.1 per cent.²

Goal: To reduce the impact of poverty and help move people from surviving, to recovery, to thriving.

Strategy: Calgary Urban Project Society (CUPS) is dedicated to helping individuals and families overcome poverty. CUPS works with vulnerable populations, which include low-income families, teen parents, lone parents, Aboriginal people, and new immigrant families. CUPS operates from various locations in Calgary, including CUPS Family Resource Centre, One World Child Development Centre, and through outreach and in-home visits. CUPS uses a Family Strengthening model based on decreasing risk factors and increasing protective factors to support family resiliency. The family support worker team works across all CUPS locations and in the community to connect with and support families. Family support workers assist the client or family unit in meeting their most immediate basic needs by accessing CUPS internal programs (e.g, pregnancy care, parenting programs, early childhood programs, early literacy, play groups, social activities, summer camp) that improve individual and family well-being. They support clients in long-term goal setting that helps to stabilize and improve their family life, and connects them with external community and professional services. Family support workers use in-home visiting to decrease barriers to access and support families with their parenting and overall family stability. In addition, CUPS is also increasing its focus across programs through specialized services targeted to fathers.

Rationale: The Family Strengthening model highlights five protective factors that help prevent child abuse and neglect, while strengthening families and communities: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and the social and emotional competence of children.³ CUPS uses a variety of programming to address the key elements noted in the family strengthening model, as well as the broader social determinants of health.⁴

Indicators:

16 – Poverty Reduction – Emergency / Short-Term Help

19 – Family Cohesion – Parent / Adult Questions

20 – Parenting – Parent Questions

¹ Cooper, Merrill, and Deborah Bartlett. 2008. FCSS Social Sustainability Framework and Funding Priorities: Preventing Concentrated Poverty – Identifying Focus Neighbourhoods. Calgary: City of Calgary, FCSS Calgary. Page 4.

² City of Calgary. 2013. Calgary at a Glance: Results of the 2011 Federal Census Program. Calgary: City of Calgary, Community & Neighbourhood Services. Page 16.

³ Benzies, Karen, and Richelle Mychasiuk. 2009. "Fostering family resiliency: a review of the key protective factors." Child and Family Social Work 14(1): 103-114.

⁴ Raphael, Dennis (ed.). 2004. Social Determinants of Health: Canadian Perspectives. Toronto: Canadian Scholars Press. Page 13.

CALGARY YOUNG MEN'S CHRISTIAN ASSOCIATION

• CAS, Aboriginal Outreach Program - Enhancement

Revised 2016 August 17

THEORY OF CHANGE:

Need: The Calgary urban Aboriginal population is very diverse and has unique needs. Some of the challenges they face include lower educational attainment, higher unemployment rates (twice that of the non-Aboriginal population), poverty (38 per cent of Aboriginal people live in poverty), and single parent families (one-third of Aboriginal children under the age of 14 live in a single-parent family).^{1 2}

Goal: To develop positive cultural identity, increased leadership skills, and stronger social ties among Aboriginal children and youth, with an end goal of participants becoming healthy, contributing members of the Calgary community.

Strategy: CAS Aboriginal Outreach provides evidence-based preventative programming three times per week at Catherine Nicholas Gunn elementary school and one day per week at Sir John A. MacDonald Junior High School. The programs run from 3:00 to 6:00 p.m. during the school year for over 175 hours in total. This intensive program will be offered twice a year, from September to December and from January to June. It will serve a minimum of 30 participants each year. The program components follow the SAFE guidelines³ that are sequenced (have a curriculum that builds on previous skills), active (include recreation time and health and wellness teaching), focused (each lesson is planned in advance and focuses on Aboriginal culture and traditions), and explicit (designed to promote positive Aboriginal self-identity, literacy development, and leadership skills). The curriculum is based on the Medicine Wheel teachings and includes Elder mentoring, traditional activities, leadership skill development, and relationship building. Academic support is offered through homework help to improve literacy.

Rationale: Research shows that after-school programming can support the positive development of at-risk children and youth if it includes appropriate supervision and structure, competent qualified staff, and has intentional programming that uses SAFE strategies.⁴ Promising practices that support the healing journey of Aboriginal children and youth involve addressing issues of cultural identity, social inclusion, and mentoring. They include Aboriginal cultural programming, adults modelling a healthy lifestyle as well as good physical and mental health, and healthy peer modelling.⁵

Indicators:

34 – Children – Grades 4-6 – Self-Esteem, Self-Confidence, Optimism

42 – Children – Grades 4-6 – Activities

50 – Sense of Cultural Belonging and Feeling Supported



¹ City of Calgary. 2010. Facts about Aboriginal Persons in Calgary. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning Division.

² Statistics Canada. 2010. Aboriginal Profile for the City of Calgary. Ottawa: Statistics Canada, Social and Aboriginal Statistics Division. Catalogue No. 89-638-X. Page 5.

³ Cooper, Merrill. 2009. "Best Practices in after-school programming." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 4.

⁴ Cooper, Merrill. 2009. "Best Practices in after-school programming." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 4.

⁵ Pinnow, J. 2013. The Wisest Sister. FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 38.

CALGARY YOUTH JUSTICE SOCIETY

• In the Lead Program - Enhancement

Revised 2016 August 17

THEORY OF CHANGE:

Need: The transition to adulthood is more difficult for youth who, for many reasons, are identified as vulnerable. These youth benefit from developmental programs, especially when they are ready to take steps in a positive direction.¹ Vulnerable youth have strengths they can use to help them overcome their challenges and make positive choices for their future. Due to their circumstances, these strengths are often overlooked because they are undiscovered or they are being used in potentially harmful ways. Without programming that focuses on strengths, youth are at risk of engaging in behaviors such as substance abuse and participation in illegal activities, which jeopardize their chances of achieving future success.² Quality programming builds social capacity, wellness, and helps vulnerable youth successfully transition to adulthood.³

Goal: To help vulnerable youth develop an increased sense of personal value, belonging, and connectedness to their community.

Strategy: In the Lead is a semester-long high school level leadership and character development program that focuses on participants' innate strengths as opposed to their deficits. The program uses in-class weekly instruction, monthly group volunteering in the local community, and one-on-one coaching with an adult volunteer coach throughout the program. In the Lead also explores the practical aspect of leadership through group volunteering events that engage students with their community in a meaningful way, enable them to understand and embrace their ability to help others, provide the opportunity to practice the leadership skills they learn in class, and allow them to see themselves through the lens of helping others, as opposed to as someone needing help. The program is offered in high schools twice a year.

Rationale: The strength-based approach used by In the Lead is standardized and validated by international empirical research.⁴ The curriculum is based on seven core leadership competencies identified by Resiliency Initiatives.⁵ It incorporates key principles known to be effective when providing a service to vulnerable youth, including relationships; collaboration; strengths-based; participation and inclusion; individually responsive and flexible; capacity building through resilience; and continuity of care.⁶

Indicators:

29 – Youth – Grades 7-12 – Adult Confidant

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

¹ Cooper, Merrill. 2014. "Transition to adulthood for vulnerable youth." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 13.

² Kelly, A. 2012. "Adolescent alcohol-related harm reduction." In Marlatt, G.A., M.E. Larimer, and K. Witkiewitz (eds.). Harm Reduction: Pragmatic Strategies for Managing High Risk Behaviors. 2nd ed. New York: The Guildford Press. Page 318.

³ Resiliency Initiatives. 2012. Core Character Competencies and Positive Youth Development. Calgary: Resiliency Initiatives. Page 1.

⁴ Grant, J.G., and S. Cadell. 2009. "Power, Pathological Worldviews, and the Strengths Perspective in Social Work." Families in Society, 90(4): 425-430.

⁵ Resiliency Initiatives. 2012. Core Character Competencies and Positive Youth Development. Calgary: Resiliency Initiatives. Page 2.

⁶ Cooper, Merrill. 2014. "Key principles for effective service delivery to vulnerable youth." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 14.

CANADIAN MENTAL HEALTH ASSOCIATION – CALGARY REGION

• Family Support Program - Enhancement

Revised 2016 August 17

THEORY OF CHANGE:

Need: Research consistently demonstrates that caregivers experience stress arising out of feelings of helplessness and loss of control, tiredness, isolation, and fears for their own and/or their relative's safety during periods of escalating mental health crises.¹

Goal: To help family members who are supporting a loved one with a mental health issue or mental illness understand and learn to manage their circumstances more effectively, reduce their own feelings of distress and isolation, and enhance the performance of the family as a system as well as the individuals within it.

Strategy: Through individual counselling, eight-week psycho-educational therapy, and drop-in groups, individuals and families will learn timely, appropriate, and relevant information and strategies related to supporting their loved ones. Information and skills include knowledge of specific mental illnesses, symptoms, behaviours, and support required, as well as healthy boundary-setting and self-care skills. Groups are two to three hours long and run six to eight times per year. In addition, year-round, two hour drop-in groups run one to two times per week depending on demand. Drop-in groups are facilitated by a volunteer with lived experience as a caregiver. There, individuals and families receive ongoing support and skill development as family needs change over time.

Rationale: With timely and appropriate support, family members can improve their own coping strategies and their ability to support a loved one with mental illness, and can positively affect their loved one's probability of relapse. Research shows that "the most well-known family support interventions are psycho-educational group interventions, which typically use education and support to target outcomes for the family caregivers themselves or for the individuals with serious mental illnesses. They have been found effective for outcomes such as levels of knowledge about mental illness, improved family relationships, reduced family burden, and improved satisfaction in their caregiver role."² In addition, "the research evidence demonstrating reduced relapse when family psycho-education is used is very strong, based on over 30 studies."³

Indicators:

19 – Family Cohesion – Parent / Adult Questions

¹ Stern, S., M. Doolan, E. Staples et al. 1999. "Disruption and Reconstruction: Narrative Insights into the Experience of Family Members Caring for a Relative Diagnosed with Serious Mental Illness." *Family Process* 38(3): 353-369.

² Farkas, Marianne, and William A. Anthony. 2010. "Psychiatric Rehabilitation Interventions: A Review." *International Review of Psychiatry* 22(2): 121.

³ Bond, Gary R., and Kikuko Campbell. 2008. "Evidence-based Practices for Individuals with Severe Mental Illness." *Journal of Rehabilitation* 74(2): 36.

THE CANLEARN SOCIETY FOR PERSONS WITH LEARNING DIFFICULTIES

- Taking Charge

2016 August 12

THEORY OF CHANGE:

Need: One in five Albertans face daily literacy and numeracy challenges that have negative effects on their health, family life, and work.¹ These challenges are often compounded by feelings of anxiety, low self-esteem, and hopelessness regarding their current situation and the future. This issue is very real for many with a learning disability, low literacy skills, low fluency in English and/or the challenges of settling in a new country. The at-risk population is growing; individuals and families impacted by the current economic downturn are becoming increasingly vulnerable.

Goal: To encourage at-risk adults to take control of their lives by helping them raise their aspirations and develop the skills and confidence necessary for pursuing further education, employment and social participation.

Strategy: The program uses a two-pronged approach: small-group instruction (10 participants) and one-to-one instruction and coaching. The first step is to help participants recognize that learning can make a major difference to the quality of their lives. This is achieved through a series of 10 small group classes running two hours per week, with five sessions offered per year. The small group curriculum provides participants with a social environment for tackling issues that are important in their lives and, in the process, developing their oral communication, critical thinking and problem-solving skills. Curriculum topics include goal-setting, building positive relationships and social networks, communication, stress-management, and accessing supports and services in the community. In accordance with foundational adult learning principles, the curriculum is also "negotiated" to give people control over how and what they learn. The key objective is to help participants "stick with it" - demonstrate persistence and self-determination for learning. Persistence enables adults engage in learning that is deep, intensive and long enough to ensure significant progress toward their learning goals. Self-determination is knowing oneself and knowing how to plan and achieve one's goals. The next step helps participants improve their "hard" skills such as reading, writing, job-searching and computer skills, through structured, targeted and explicit one-on-one instruction and coaching. A trained instructor provides up to 100 hours of one-to-one individual assistance to ensure a sufficient research-recommended "dose" of intervention needed for skill advancement.² Screening for potential learning disabilities, assessment, learning strategies and modified instruction is provided as required. Participants are supported to put their new skills into action and pursue further education, employment or volunteer opportunities. Participants are generally involved in the program for 12 months.

Rationale: Adults with lower skill proficiency report poorer health, lower civic engagement and less trust. As their skill proficiency increases, their chances of being employed and their wages increase. Skill proficiency is associated with all aspects of well-being.³ Improving literacy skills is a recommended strategy for preventing and reducing poverty and social exclusion.⁴

Indicators:

10 – Basic Functional Life Skills

¹ Government of Alberta. 2016. Website. <http://iae.alberta.ca/post-secondary/community/programs/literacy-awareness>

² Project READ.2016.Website. <http://projectread.richland.edu/about>.

³ OECD. 2013. "Skilled for Life? Key Findings from the Survey of Adult Skills." Website. https://www.oecd.org/site/piaac/SkillsOutlook_2013_ebook.pdf

⁴ Cooper, Merrill. 2014. "Educational Upgrading." Individual and family economic self-sufficiency. FCSS Calgary Research Brief 3. Calgary: City of Calgary, FCSS Calgary. Pages 4-5.

THE CANLEARN SOCIETY FOR PERSONS WITH LEARNING DIFFICULTIES

• CanLearn Friends Program - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: Social interaction and competence deficits prove to be a defining characteristic for approximately 75 per cent of children with learning difficulties.¹ Children with learning disabilities or associated disorders such as Attention Deficit Hyperactivity Disorder can experience difficulties that interfere with the development of healthy peer relationships.² The negative consequences of social skill deficits include increased chance of involvement with juvenile authorities, legal problems, substance use, and academic failure.³

Goal: To help develop the social skills of children with learning difficulties so as to increase their sense of belonging, social inclusion, and successful transition into adolescence.

Strategy: The program targets teacher-identified children with learning difficulties in grades 4 to 6 who struggle with social interactions. It uses a comprehensive social and emotional learning curriculum that revolves around five competencies of emotional intelligence: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Targeted social skills are broken into teachable components woven into fun activities, role-playing, social scripts, and suggested home activities to support carry-over of skills into the home and community environments. Children learn skills to improve behaviour, make good decisions, and build healthy peer relationships. These include friendship and conversation skills, understanding and dealing with emotions, social problem-solving skills, and flexible thinking. The program runs for one-and-a-half hours after school twice a week for 10 weeks and is offered from September to December, January to March, and April to June. Approximately 12 to 15 children participate in each group.

Rationale: Research shows that regular participation in structured high-quality and intensive after-school programming supports the healthy physical, social, and emotional development of children and youth.⁴ Youth with learning difficulties are at least twice as likely to drop out of school compared to youth without these challenges.^{5 6} Social skills intervention programs have been identified as a promising way to treat social skill deficits in children and youth with learning disabilities.⁷

Indicators:

24 – Children – Grades 4-6 – Positive Friendships / Social Skills

26 – Children – Grades 4-6 – Helps and Respects Others

¹ Forness, S.R., and K.A. Kavale. 1996. "Treating Social Skill Deficits in Children with Learning Disabilities: A Meta-Analysis of the Research." *Learning Disability Quarterly* 19(1): 2-13. Page 2.

² Mannuzza, Salvatore, Rachel Klein, and John Moulton. 2008. "Lifetime criminality among boys with ADHD: a prospective follow-up study into adulthood using official arrest records." *Psychiatry Research* 160(3): 237-246.

³ Mikami, A.Y., and S.P. Hinshaw. 2006. "Resilient Adolescent Adjustment Among Girls: Buffers of Childhood Peer Rejection and Attention-Deficit/Hyperactivity Disorder." *Journal of Abnormal Child Psychology* 34(6): 825-839. Page 826.

⁴ Cooper, Merrill. 2014. "After-school programs." *Positive child and youth development*. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Pages 6-7.

⁵ Blackorby, Jose, and Mary Wagner. 1996. "Longitudinal Postschool Outcomes of Youth with Disabilities: Findings from the National Longitudinal Transition Study." *Exceptional Children* 62 (5): 399-413.

⁶ Repetto, Jean, Sara Pankaskie et al. 1997. "Promising Practices in Dropout Prevention and Transition for Students with Mild Disabilities." *Journal of At-Risk Issues*, 4(1): 19-29.

⁷ Cartledge, G. 2005. "Learning disabilities and social skills: Reflections." *Learning Disability Quarterly* 28(2): 179-181.

THE CATHOLIC FAMILY SERVICE OF CALGARY

• Families and Schools Together Program - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: Reduced family cohesion and decreased participation in neighbourhoods and communities can lead to increased individual and familial stress, decreased family functioning, and increased substance abuse. Research shows that only 54 per cent of Calgarians feel that they 'belong' in Calgary. Further, 67 per cent of Calgarians state that they only know 'a few' people in their neighbourhoods and 14 per cent report that they have no one that they know well enough in their neighbourhoods to ask for a favour.¹

Goal: To enhance family functioning, increase opportunities for children to succeed in school, prevent substance abuse, and reduce the stress that families experience in daily life.

Strategy: Families and Schools Together (F&ST) is a two-year prevention program that brings together 10 to 12 families with children who are in grades K-four, while Baby F&ST helps young parents with children under the age of two. The program is delivered at eight to 10 schools by a team consisting of a parent; a community partner; a prevention partner; and school personnel. Outreach and engagement is done with schools and families. Weekly sessions for families are held for two and a half hours for nine weeks throughout the traditional school year. There are parent-led components including structured communication exercises, meal time and songs, as well as one-to-one time for parents, parent support meetings, children's time, and a closing ritual. Integrated into the program are substance abuse prevention activities for the whole family. For two years after participation, families can access monthly groups in the community with Parent Leaders to receive community leadership skill development.

Rationale: The Families and Schools Together Program is based on family systems theory, child development theory, and social support theory. Research shows that group activities initiate informal, long-term social networks that positively impact family functioning and the development of trusting, personal relationships.² These are important factors in building social capital.³ Child-led, non-directive, non-judgemental play has been shown to be effective in building attachment.⁴ Now operating in 13 countries, Families and Schools Together was recognized by the United Nations in 2010 as a highly regarded evidence based family skills program, one of 24 in the world to be listed by the United Nations Office on Drugs and Crime.⁵

Indicators:

7 – Social Inclusion – Participation in Neighbourhood

19 – Family Cohesion – Parent / Adult Questions

¹ Gilmour, L., D. Cook, M. Van Hal, and C. Vall. 2011. Signposts II: A Survey of the Social Issues and Needs of Calgarians. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning, and United Way of Calgary. Pages 7-8.

² Werner, E.E. 1996. "Vulnerable but Invincible: High-risk Children from Birth to Adulthood." *Acta Paediatrica* 86(S422): 103-105.

³ Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

⁴ Webster-Stratton, C. and K. Kogan. 1980. "Helping Parents Parent." *American Journal of Nursing*. 80(2): 240-244.

⁵ United Nations Office on Drugs and Crime. 2010. *Compilation of Evidence Based Family Skills Training Programs*. New York: United Nations Office on Drugs and Crime. Pages 66-75.

CENTRE FOR NEWCOMERS SOCIETY OF CALGARY

• Volunteer-led Refugee Integration Project

Revised 2016 August 29

THEORY OF CHANGE:

Need: Canada has received 25,000 Syrian refugees within a short period and expects an additional 20,000. A total of 3,395 Syrian refugees have arrived in Alberta, 1,399 of whom came to Calgary.¹ The immediate community response focused on the welcoming aspect and now the actual settlement activities have commenced, creating an added caseload. Community groups have inquired if we can train their volunteers to offer supports in the communities where the new refugees live. Furthermore, the Centre has received requests from other refugee groups that wish to participate as well. These include refugees from Iraq, Pakistan, Eritrea and Ethiopia. Although the program will predominantly engage Syrian refugees, to accommodate these requests, CFN will be accepting refugees from any country of origin.

Goal: To support the integration of the Syrian (and other) refugees in Calgary with the assistance of trained community volunteers.

Strategy: As part of the overall Settlement program, this short-term project involves volunteers to support the settlement of Syrian (and other) refugees who might otherwise not be able to access services in a timely manner and/or are struggling with social isolation. The volunteer-facilitated Training & Learning team provides basic computer training and organizes conversation clubs with Arabic interpretation. The Welcoming & Orientation team provides activities to connect the target group with different resources within Calgary, such as public libraries, Calgary Zoo, shopping centres, Middle Eastern food stores, mosques and churches, festivals, Park & Play areas, Heritage Park, Calgary Tower and farmers' markets. The Training & Learning activities are held at the Centre in the initial period but will also be run in other community centres based on identified needs of the refugees in those areas. As part of this Volunteer-led Refugee Integration Project, the Centre has expanded its support to the new arrivals by organizing childcare support to encourage the participation of parents who otherwise would not be able to attend such support services. Volunteers go through cultural competency training, vulnerable sector police checks and information sessions to get acquainted with the settlement work. Centre staff act as liaisons to assist the volunteers and to coordinate efforts and invite refugee clients to the events.

Rationale: Newcomers, and particularly refugees, are extremely vulnerable to social exclusion. The needs of refugees cannot be met solely by formal settlement support services. They need social capital for their integration to be successful.² This project allows refugees on wait-lists to still be in touch with the Centre, gain networking skills and learn about the community. The use of volunteers for this supplemental support is essential to build and enhance refugees' social networks.³ Volunteer-led informal support activities are built into the formal settlement supports and provide information and guidance about the receiving community while building the life skills of the refugees.

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

5 – Bridging Social Capital

¹ Immigrants, Refugees and Citizenship Canada. 2016. "Admissions of Syrian Refugees by Province/Territory." Ottawa: Government of Canada.

² Cooper, Merrill. 2014. "Vulnerable immigrants." Positive social ties and vulnerable populations. FCSS Calgary Research Brief 4. Calgary: City of Calgary, FCSS Calgary. Page 3.

³ Cooper, Merrill. 2014. "Vulnerable immigrants." Positive social ties and vulnerable populations. FCSS Calgary Research Brief 4. "Vulnerable immigrants." Positive social ties and vulnerable populations. FCSS Calgary. Page 3.

CONFEDERATION PARK 55+ ACTIVITY CENTRE

• Seniors Programs - Enhancement

Revised 2016 August 12

THEORY OF CHANGE:

Need: In 2011, 10 per cent of Calgary's population was aged 65 or older, with a 25 per cent population increase projected to occur by 2016. The population aged 75 or older is expected to grow by 16 per cent during the same period. Risk factors associated with social isolation among seniors include age over 75, low income, living alone, health or mobility difficulties, and language or cultural barriers. Currently, 26 per cent of Calgary seniors live alone and almost 40 per cent of unattached Calgary seniors live in poverty.¹

Goal: To promote social connections and reduce social isolation among seniors by providing programs and services that are accessible, affordable, and account for health, mobility and cultural considerations. Seniors programs are intended to promote and enable physical, mental, and social engagement within the community.

Strategy: Social connectedness is associated with better physical and mental health, quality of life, and longer life.² Seniors centres across the city offer social, educational, recreational, and leisure programs and activities for seniors aged 65 and older. Programs are coordinated by trained staff and, where possible, are designed with local seniors to respond to preferences for social and community engagement and supports; provide physical activity and recreation for seniors of diverse interests and abilities; and create an inviting and inclusive space for connecting to important community supports for seniors. Programming is ongoing and flexible to respond to needs and interests as they are identified. Centres are open year-round on weekdays, as well as some Saturdays and some evenings to host monthly or bi-weekly socials or special events.

Rationale: Social isolation in the seniors' population can be prevented and reduced by enhancing protective factors such as social ties (including with younger friends and neighbours), good health, creative expression, and communication skills. Community engagement can be facilitated with accessible services, access to transportation, and opportunities to take up meaningful roles in society.³ Programs that capitalize on seniors' experiential knowledge and affirm and enable opportunities for reciprocity, feeling valued, and making meaningful contributions contain the psychological preconditions for building social ties. Best practices include group programs with an educational or training component, intergenerational programs, gatekeeper programs, volunteer opportunities and targeted social or support activities, which can be tailored to participant health and activity limitations.⁴ Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.⁵

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

6 – Social Inclusion – Social Participation

¹ City of Calgary. 2011. *Calgary's Aging Population: An Overview of the Changing and Aging Population in Calgary*. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Pages 1, 2, and 4.

² Austin, C., R. McClelland, J. Sieppert, and E. Perrault. n.d. *The Elder Friendly Communities Project: Understanding Community Development and Service Coordination to Enhance Seniors' Quality of Life*. Calgary: University of Calgary, Faculty of Social Work. Page 20.

³ Edwards, P. and A. Mawani. 2006. *Healthy Aging in Canada: A New Vision, A Vital Investment From Evidence to Action*. Ottawa: Federal/Provincial/Territorial Committee of Officials (Seniors), Healthy Aging and Wellness Working Group. Pages 17-18.

⁴ Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive Social Ties and Vulnerable Populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Pages 12-15.

⁵ Cattan, M., M. White, J. Bond, and A. Learmouth. 2005. "Preventing Social Isolation and Loneliness among Older People: A Systematic Review of Health Promotion Interventions." *Ageing and Society* 25: 41-67. Pages 57, 61.

CONNECTIONS COUNSELLING AND CONSULTING FOUNDATION

- Financial Coach

Revised 2016 August 18

THEORY OF CHANGE:

Need: Adults with cognitive challenges who choose to be parents are more likely than typical parents to have their children removed.¹ The primary reason they struggle to parent is poverty, which prevents them from maintaining a stable home. Parents with cognitive disabilities often live in isolation and have difficulty accessing services and support because of low literacy and stigma related to their disability.

Goal: To support parents with cognitive challenges to maintain stable homes for their children by providing financial coaching.

Strategy: Financial Coaching is the third pillar of Connections' services, the first two of which are parenting skills education and counseling to address issues that might interfere with good parenting. The aim of financial coaching is to help lift clients out of poverty. The Financial Coaching pillar comprises four components: assessment of a family's readiness for financial coaching, including counselling, as necessary, to address emotional issues related to past experiences of abuse or difficult relationships with money; workshops and group programming with accessible topics such as Budgeting for Christmas and Teaching your Kids about Money; training and support of the In-Home team to help them recognize client readiness, make referrals and disseminate financial information and tools; and participation in Calgary's anti-poverty initiatives and financial empowerment sector. The trained coach/facilitator meets with participants four times over a period of two months for approximately two hours each session to develop a budget. They meet one to five times periodically for budget review in subsequent 12 months. The coach/facilitator also engages participants, parents and/or teens, in workshops and savings circles from one to three times in a year.

Rationale: Connections' In-Home program uses approaches that align well with best practices for financial coaching programs. These include: using a strengths-based approach; promoting actions, not just words, i.e. teaching and then showing and/or accompanying for support; and coaching rather than just conveying information. Research shows that coaching is more effective than just passing on information in changing behaviours and having new patterns stick. This occurs because of the close relationship and careful follow-through that begins with a clear understanding of the client's starting point and situation and then creating goals and options that are in tune with that client's preferences and interests. Although some of the participants simply have too little money coming in, many others actually have reasonable incomes but no experience managing and making financial decisions and responding to situations.²

Indicators:

14 – Individual / Family Poverty - Perceptions

¹ McConnell, David, Maurice A. Feldman et al. 2010. "Child welfare process and outcomes." Edmonton: Family and Disabilities Studies. Page 4.

² Murray, Janet, Mullholland, Elizabeth, and Rachel Slade. 2015. "Financial counselling for people living on low incomes: International scan of best practices." Toronto: Prosper Canada. Page 27.

DEAF & HARD OF HEARING SERVICES OF CALGARY REGION SOCIETY

• Peer-to-Hear Program

Revised 2016 August 29

THEORY OF CHANGE:

Need: An estimated 47 per cent of Canadians aged 60-79 have hearing loss that affects their ability to hear normal speech.¹ Those with untreated hearing loss are more likely to report depression/anxiety, are less likely to participate in organized social activities, and are at risk of social isolation.² Seniors with moderate to severe hearing loss are almost eight times as likely to have self-reported difficulties with communication. These difficulties have a direct impact on their quality of life, such as vitality, mental health, and social and physical functioning.³

Goal: To eliminate factors that contribute to social isolation of seniors with hearing loss, so they can fully participate in, contribute to, and benefit from all aspects of society.

Strategy: Peer-to-Hear uses a peer support model to create supportive relationships between individuals with hearing loss and volunteer mentors who are managing their own hearing loss and display comfort in their interactions with family, friends, and workplace. Mentors are trained to provide information about community resources, opportunities for skill building, encouragement, and hope. They receive training in communication strategies, principles of hearing loss self-management, and how to build rapport with their mentees. Mentors complete an application form, interview, and police check. At a “meet and greet” event, pairs are matched and mentors assist their mentees to set goals. As individuals become more confident, they make fuller use of their skills and abilities and build their social/community networks. The mentors/mentees commit to meet for one hour per week, remain in the mentoring relationship for three months, and participate in evaluation. The Coordinator recruits volunteer mentors and mentees through internal and external referrals. The Coordinator connects with pairs formally on a monthly basis and is available for support at all times. At the end of the three month period, the Coordinator holds a group closure meeting.

Rationale: Individuals who fail to learn to manage their hearing loss experience decreased quality of life and risk social isolation. Studies have shown statistically significant evidence of the benefits of peer support in managing chronic health conditions.⁴ Research also indicates that interventions that promote active social contact, with support and guidance from a mentor, have potential for improving health outcomes in elderly, socially isolated people.⁵ Other research suggests that peer support is a powerful tool in helping people move from passivity to active engagement in self management.⁶

Indicators:

4 - Positive Social Ties and/or Bonding Social Capital

6 - Social Participation

¹ Statistics Canada. 2012/2013. Hearing loss of Canadians. Ottawa: Government of Canada. Website. <http://www.statcan.gc.ca/pub/82-625-x/2015001/article/14156-eng.htm>

² Mick, Paul and M. Kathleen Pichora-Fuller (2016) “Is Hearing Loss Associated with Poorer Health in Older Adults Who Might Benefit from Hearing Screening?” *Ear & Hearing* 37(3): e194-e201.

³ Dalton, Dayna, David M. Nondahl et al. 2003. “The impact of hearing loss on quality of life in older adults.” *The Gerontologist* 43(5): 661-668.

⁴ Gagliardino, J. J., Viviana Arrechea et. al. 2013. “Type 2 diabetes patients educated by other patients perform at least as well as patients trained by professionals.” *Diabetes Metabolism Research and Reviews* 29(2): 152-160.

⁵ Greaves C. J. and Lou Farbus. 2006. “Effects of creative and social activity on the health and well-being of socially isolated older people: outcomes from a multi method observational study.” *Perspectives in Public Health* 126(3): 134-142.

⁶ Bakshi A.K 2010. “Experiences in peer to peer training in diabetes mellitus: Challenges and implications.” *Fam Pract* 27:140–145.

ETHNO-CULTURAL COUNCIL OF CALGARY

• Cultural Brokers

Revised 2016 August 29

THEORY OF CHANGE:

Need: Immigrants who have been in Canada for less than 10 years are at higher risk of social exclusion than the general population.¹ Their unemployment and underemployment rates are consistently higher, exacerbated by the current economic downturn. Under- and unemployment affect mental health outcomes and overall social participation and inclusion; those who feel marginalized from the labour market show less interest in integrating into Canadian society.²

Goal: To increase ethno-cultural community members' bridging and bonding social capital to improve their resiliency and address the challenges that arise from economic marginalization.

Strategy: ECCC trains and supports brokers recruited from several ethno-cultural communities, identified as high risk and with which ECCC already has strong connections (African, Latin American, Filipino, and Syrian). The program establishes bridging and bonding social capital among brokers. Brokers are recruited and trained in weekly half-day sessions for three months, based on ECCC's existing modules and work with marginalized workers. Topics include: community brokering and outreach, peer support, basic mental health and early detection and information on occupational health and safety and employment standards. Brokers begin outreach and awareness campaigns in their communities during the training. In the next phase, bonding social capital is established. Brokers continue to reach out and conduct education workshops based on assets, needs and gaps community members have identified. Each broker conducts at least two training sessions for 20 of their own community members. Each session results in a plan for sustained action that members begin to implement with the broker's support. In the final phase, brokers work together to identify common themes across communities and start connecting groups across cultures, based on common interests. This facilitates bonding and bridging social capital. A final module connects the communities in joint action.

Rationale: By expanding their networks immigrants also expand their social and economic opportunities, including reaching out to other ethno-cultural groups who may have similar experiences.³ In a survey of newcomers conducted in Alberta, 53 per cent of respondents have not used settlement services since their arrival in Alberta.⁴ They turn instead to informal networks for information when they face challenges.⁵ In the Calgary Well-Being Report, 58 per cent of respondents listed networking and volunteering as the most successful strategies, compared to nine per cent who cited access to formal mentoring and employment bridging programs. Respondents consulted individuals within their network and social media/internet (54 per cent) about employment issues but mainstream and immigrant serving agencies were consulted seven and 14 per cent of the time respectively.

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

¹ Cooper, Merrill. 2014. "The issue." Individual and family economic self-sufficiency. FCSS Calgary Research Brief 3. Calgary: City of Calgary, FCSS Calgary. Page 1.

² Fuller. 2014. Do Pathways Matter? Linking Early Immigrant Employment Sequences and Later Economic Outcomes: Evidence from Canada. *International Migration Review* 49 (2): 355-405.

³ Cooper, Merrill. 2014. "Vulnerable immigrants." Positive social ties for vulnerable populations. FCSS Calgary Research Brief 4. Calgary: City of Calgary, FCSS Calgary. Page 4.

⁴ Esses, V. M., Burstein, M., Ravanera, Z., Hallman, S., & Medianu, S. (2013). Alberta Settlement Outcomes Survey. Retrieved January 8, 2015. <http://work.alberta.ca/documents/alberta-outcomes-settlement-survey-results.pdf>. Page 12.

⁵ Calgary Local Immigration Partnership. 2015. Calgary well-being report: Immigrants perspective. Calgary: City of Calgary. Page 26.

HULL SERVICES

- **Braiding the Sweetgrass - Enhancement**

Revised 2016 August 15

THEORY OF CHANGE:

Need: Historic processes have separated Aboriginal people from their culture, which has led to community, family, and individual suffering. Symptoms of this experience may include addictions and mental health issues; educational, social and economic disadvantage; homelessness; family and community violence; and incarceration.¹

Goal: To build a foundation for Aboriginal families that is healthy and free from the trauma cycle.

Strategy: Traditional Aboriginal activities and Western therapies wrap participants in Aboriginal culture, use Aboriginal spiritual practices, and use the trauma-informed lens of the Neurosequential Model of Therapeutics. Two cohorts of eight to ten families will run each year, one each from September to December and March to June. Parents participate in individual and group discussions and activities that emphasize the impact inter-generational trauma has on parenting capacity, children's self-regulation, and overall family functioning. Sessions address legacy education and healing; traditional culture and history; brain development and the impact of trauma; and parenting and the roles of children. Children participate in culturally-based activities that build trusting relationships (e.g. sharing circles), include repetitive patterned activities to foster greater self-regulation (e.g., program rituals; drumming), and connect them to their community and culture (e.g. traditional games; Elder teachings). Children and parents together will focus on activities that can be extended into the community to create a sense of belonging and positive identification with their Aboriginal culture² (e.g., feasts, meals, smudging, games, dancing, singing, and storytelling).

Rationale: Multi-dimensional treatment that embraces an understanding of community, family, and personal histories and responds to current feelings, thoughts, and patterns of behaviour through blended approaches has been recommended for addressing inter-generational trauma.³ The program uses the three things that have been identified as requirements to begin to undo the cycle: (1) the introduction or reintroduction of culture, (2) recognizing, accepting and reclaiming history as a way to understand the impact of trauma,⁴ and (3) the regulation of current stress and behavior.⁵

Indicators:

19 – Family Cohesion – Parent / Adult Questions

49 – Historical Indigenous Knowledge

50 – Sense of Cultural Belonging and Feeling Supported

52 – Understanding Traditional and Community-Based Parenting Practices

¹ Bombay, A., Matheson, K., and H. Anisman. 2009. "Intergenerational Trauma: Convergence of Multiple Processes among First Nations Peoples in Canada." *International Journal of Indigenous Health* 5(3): 6-47.

² Archibald, L. 2006. "A Framework for Understanding Trauma and Healing: Cultural Interventions." *Final Report of the Aboriginal Healing Foundation, Volume III: Promising Healing Practices in Aboriginal Communities*. Ottawa: Aboriginal Healing Foundation. Pages 45-51.

³ Fiske, Jo-Anne. 2008. "Making the Intangible Manifest: Healing Practices of the Qul-Aun Trauma Program." In Waldram, J.B. (ed.). 2008. *Aboriginal Healing in Canada: Studies in Therapeutic Meaning and Practice*. Ottawa: Aboriginal Healing Foundation. Pages 31-91.

⁴ Archibald, L. 2006. "A Framework for Understanding Trauma and Healing." *Final Report of the Aboriginal Healing Foundation, Volume II(I): Promising Healing Practices in Aboriginal Communities*. Ottawa: Aboriginal Healing Foundation. Pages 15-18.

⁵ Perry, B. 2006. "Applying Principles of Neurodevelopment to Clinical Work with Maltreated and Traumatized Children: The Neurosequential Model of Therapeutics." In Webb, Nancy Boyd (ed.). 2006. *Working with Traumatized Youth in Child Welfare: Social Work Practice with Children and Families*. New York: Guilford Press. Pages 27-52.

HULL SERVICES

- PatchWorks - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Although specific statistics for families living in Calgary Housing Company housing complexes are not available, we do know that 12.5 per cent of Calgary's population live below the low-income cut-off (LICO) levels; 30.4 per cent of children in female-headed lone-parent families live below LICO; and 41.6 per cent of recent immigrants live in poverty.¹ Limited access to basic resources, unstable environments, inter-spousal conflict and economic strain are factors which individually and collectively threaten healthy family functioning.²

Goal: PatchWorks strives to decrease families' economic challenges and increase their economic self-sufficiency by addressing barriers to success through employment and education support programs.

Strategy: Patch is located in Calgary Housing Company housing complexes, and provides in-place support to residents. PatchWorks, a component of the Patch program, supports "hard-to-employ" individuals in finding and maintaining meaningful work. Guided by a five step Career Development Planning process and by identifying the strengths and resources of persons served, PatchWorks helps them by developing an individualized Career Development Plan which is implemented over the course of three to 12 months. PatchWorks provides support with: career exploration, résumé development, job search strategies, interview preparation, identifying education and upgrading required to obtain better employment opportunities, and accessing programs and services that address barriers to success (e.g. English language, life skills or pre-employment training).^{3 4 5 6} Individuals also have access to Patch staff who offer community engagement and programming opportunities and assist individuals with a plan to meet their basic needs.

Rationale: Research shows that in-place supports and programming which takes into account the individual's challenges are best suited for "hard-to-employ" individuals and may increase the individual's, and therefore their family's, economic self-sufficiency.⁷ If low-income adults are provided with opportunities to receive individualized interventions and supports that match their unique circumstances, they will enhance their personal capacity to work toward economic self-sufficiency through obtaining the skills necessary to secure meaningful employment.

Indicators:

8 – Social Inclusion – Economic Participation; Education & Training / Employment / Income

14 – Individual / Family Poverty – Perceptions

¹ City of Calgary. 2003. Fact Sheet: Poverty in Calgary. Calgary: City of Calgary, CNS, Social Research Unit.

² Kaiser, A.P., and E.M. Delaney. 1996. "The Effects of Poverty on Parenting Young Children." Peabody Journal of Education 71 (4), 66-85.

³ Magnusson, K.C. 1995. Five Processes of Career Planning. ERIC Digest No. EDO-CG-95-65. Ottawa: Canadian Guidance and Counselling Foundation.

⁴ Michalopoulos, C. 2004. "What works best for whom? The effects of welfare and work policies by race and ethnicity." Eastern Economic Journal 30 (1): 53-73.

⁵ Martinson, K., and J. Strawn. 2003. Built to Last: Why Skills Matter for Long-Run Success in Welfare Reform. Washington, DC: Center for Law and Social Policy.

⁶ Michalopoulos, C. and C. Schwartz. 2000. What Works Best for Whom: Impacts of 20 Welfare-to-Work Programs by Subgroup. ERIC No. ED450275. Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation and Administration for Children and Families, and U.S. Department of Education.

⁷ Meckstroth, A., A. Burwick et al. 2008. Teaching Self-Sufficiency: An Impact and Benefit-Cost Analysis of a Home Visitation and Life Skills Education Program: Findings from the Rural Welfare-to-Work Strategies Demonstration Evaluation. Washington, DC: U.S. Department of Health and Human Services.

HUNTINGTON HILLS COMMUNITY ASSOCIATION

• Single Parent Support Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: A total of 23 per cent of Calgary families are headed by a lone parent. The communities of Huntington Hills, Beddington Heights, and Thorncliffe have a much higher proportion at 34, 28 and 32 per cent respectively, for a total of 1,970 lone-parent families.^{1 2 3} Research tells us that many lone parents are women living on low incomes and with very little social support.⁴

Goal: To support lone-parents to become less vulnerable, less socially isolated, more independent, and more confident.

Strategy: The Single Parent Support Program assists vulnerable single parents who are socially isolated and need support with parenting and life skills. This includes financial literacy, income planning, and the ability to navigate support systems in the community. Client needs are determined through an assessment process. Those who only require assistance with basic needs are referred to the Huntington Hills Community Resource Centre. Clients who require additional support can participate in a group workshop, receive additional case management assistance in addressing their individual needs and service planning, or both. The program serves about 25 clients at any given time. The program components are: (1) group learning to overcome vulnerability in an eight-week workshop that runs three times per year; (2) individual case or service planning; (3) sustaining social support and access to community resources; (4) providing positive reinforcements; (5) discharging clients following goal completion, individual action plans or voluntary discharge; and (6) reporting.

Rationale: Lone-parent families are among the most vulnerable groups in our society. The risk factors they face can be reduced by providing parents with a supportive workshop series to increase knowledge and social connections, as well as case management that provides support with specific issues and links to community resources.⁵ The Government of Canada's Policy Research Initiative notes that "people with extensive social connections linking them to people with diverse resources tend to be more hired, housed, healthy, and happy." In contrast, those who are socially isolated are at high risk of health problems, poverty, and social exclusion.⁶ As well, "extensive research reveals that social support networks can act as a significant buffer to the debilitating effects of poverty."⁷

Indicators:

14 – Individual / Family Poverty – Perceptions

15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment

20 – Parenting – Parent Questions

¹ City of Calgary. 2012. Community Social Statistics: Huntington Hills. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

² City of Calgary. 2012. Community Social Statistics: Beddington Heights. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

³ City of Calgary. 2012. Community Social Statistics: Thorncliffe. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

⁴ Morissette, R., and Y. Ostrovsky. 2007. "Income Instability of Lone Parents, Singles and Two-parent Families in Canada, 1984 to 2004." Ottawa: Statistics Canada. Pages 1-37.

⁵ Clow, B., and T. Barber. 2013. "Rethinking Health Inequities: Social and Economic Inclusion (SEI) and Lone Mothers in Atlantic Canada." Halifax: Atlantic Centre of Excellence for Women's Health. Pages 1-71.

⁶ Cooper, Merrill. 2009. "The Issue." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 1.

⁷ Cooper, Merrill. 2009. "Social Isolation." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 5.

IMMIGRANT SERVICES CALGARY SOCIETY

• Cross-Cultural Adaptation Project

Revised 2016 August 29

THEORY OF CHANGE:

Need: Immigrants represent almost 30 per cent of Calgary's population, and are expected to reach almost half a million by 2020.¹ Since the end of 2015, in light of the shrinking job market caused by the prolonged economic downturn as well as the influx of over 1,300 Syrian refugees to Calgary,² Immigrant Services Calgary has experienced a significant increase in demand for employment services from job-seekers struggling with language and cultural barriers.

Goal: To increase social inclusion, personal capacity, and social support networks of immigrants/refugees by providing settlement services and engaging community partners in collaborative community-driven, neighborhood-based initiatives.

Strategy: In this short-term project, facilitators focus on the needs of immigrant/refugee job-seekers who have low English skills. This group includes a significant percentage of Syrian, Eritrean and Spanish-speaking clients so services are provided in Arabic, Tigrinya and/or Spanish. The following services are provided: first language individual sessions for needs assessment, employment counseling, personalized action plan, labor market information, and orientation to the Canadian workplace; life skills/employability training workshops in first language on Canadian workplace culture, employment standards, resume/cover letter writing, interview skills, job search strategies, self-marketing/branding, networking, Canadian business etiquette, and computer skills; one-on-one employment coaching, including mock interview experience, performance feedback, and a resume/cover letter tailored to their targeted job and Canadian employer expectations; job fairs/employer connection events in Acadia, Martindale and/or Penbrooke Meadows; employer outreach: ISC staff reach out to local employers to solicit interviews, placements, and hiring opportunities.

Rationale: In the Oil and Gas sector, an estimated 100,000 direct and indirect jobs have been lost,³ and 24,400 more job losses are expected in 2016.⁴ Competition for survival jobs has increased, as those laid off from skilled work need to settle for lower-skilled jobs to make a living. This leaves newcomers with low education and/or English ability at a disadvantage as they compete against candidates with better skill sets. In addition, the influx of Syrian refugees has exacerbated the situation, resulting in increased demand for employment services. This short-term funding augments CCAP's capacity to provide first language employment services to immigrants/refugees with low English ability so as to enhance their employability and competitiveness, reduce unemployment and poverty, and prevent marginalization and other derivative consequences.

Indicators:

8 – Social Inclusion – Economic Participation; Education & Training / Employment / Income

¹ City of Calgary, 2011. "Immigrants profile." The City of Calgary Population Profiles: Immigrants: Citizenship and Immigration. Calgary: The City of Calgary. Page 12.

² City of Calgary. 2016. "How many Syrian refugees have arrived in Calgary?" Questions and Answers about Syrian Refugees in Calgary. Website. <https://www.calgary.ca/CSPS/CNS/Pages/Immigrants-newcomers-and-refugees/Syrian-refugees-FAQs-and-resources.aspx>.

³ Canadian Association of Petroleum Producers. 2016. "Capital Investment in Canada's Oil and Gas Industry Down 62% in 2 Years." Website. <http://www.capp.ca/media/news-releases/capital-investment-in-canada-oil-and-gas-industry-down-62-per-cent-in-2-years>

⁴ PETROLMI. 2016. "Labour Market Outlook 2016 to 2020: Canada's Oil and Gas Industry." Ottawa: Government of Canada. Page 6.

METIS CALGARY FAMILY SERVICES SOCIETY

• Native Network Positive Parenting Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: The Aboriginal Healing Foundation describes the negative impact of residential schools and the legacy of intergenerational trauma and poor parenting on Aboriginal families.¹ Many significant mental health, social, and economic problems are linked to disturbances in family functioning and the breakdown of family relationships.² Although family relationships are important in Aboriginal communities, parents generally receive little preparation beyond the experience of having been parented themselves; with most learning on the job through trial and error.³ The demands of parenthood are further complicated when parents do not have access to extended family support networks (e.g., grandparents or trusted family friends) or partners, or experience the stress of separation, divorce, or re-partnering.⁴

Goal: To address the legacy of residential schools on parenting through sequential learning models of child and parent development in order to assist parents in strengthening individual and family functioning, and increase their sense of cultural belonging and feeling supported.

Strategy: The Native Network Positive Parenting Program will deliver three or four Aboriginal specific group sessions per year (quarterly), which will consist of a series of eight, four-hour workshops with groups of 10 to 12 individuals, serving 30 to 36 families per year. Groups are facilitated by accredited Positive Parenting Program practitioners and focus on positive parenting strategies, active skills training, problem solving, and developing a personalized parenting plan reflective of a promising healing practice. The workshop modules are Positive Parenting, Why Children Behave the Way They Do, Helping Children Develop, Managing Misbehaviour, Planning Ahead, Putting It All Together 1, Putting It All Together 2, and Program Close.

Rationale: To address conditions in an urban Aboriginal environment, culturally recognizable and relevant program activities and services are needed to help re-build participants' lives. This builds a self-perpetuating cycle of healing by understanding and addressing the root causes of parenting concerns from participants and helping individuals and families to begin a path of "healing and wellness towards community-driven decolonization over time."⁵

Indicators:

- # 19 – Family Cohesion – Parent / Adult Questions
- # 20 – Parenting – Parent Questions
- # 47 – Cultural Safety and Cultural Programming
- # 50 – Sense of Cultural Belonging and Feeling Supported

¹ Aboriginal Healing Foundation. 2008. The 2008 Annual Report of the Aboriginal Healing Foundation. Ottawa: Aboriginal Healing Foundation. Page 14.

² Chamberlain, P., and G.R. Patterson. 1995. "Discipline and child compliance in parenting." In Bornstein, M.H. (ed.). Handbook of Parenting, Vol. 4: Applied and Practical Parenting. Mahwah, NJ: Lawrence Erlbaum. Pages 205-225.

³ Sanders, Matthew, Carol Markie-Dadds, and Karen Turner. 2003. Theoretical, Scientific and Clinical Foundations of the Triple P-Positive Parenting Program: A Population Approach to the Promotion of Parenting Competence. Parenting Research and Practice Monograph No. 1. St. Lucia, QLD: University of Queensland, Parenting and Family Support Centre. Page 1.

⁴ Sanders, M.R., J.M. Nicholson, and F.J. Floyd. 1997. "Couples' Relationships and Children." In Halford, W.K., and H.J. Markman (eds.). Clinical Handbook of Marriage and Couples Interventions. Chichester, UK: John Wiley & Sons. Pages 225–253.

⁵ Pinnow, Joanne. 2014 "Reframing programs – A journey of healing practices towards decolonization." Aboriginal brief. FCSS Calgary Research Brief 6. Calgary: City of Calgary, FCSS Calgary. Page 4.

MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY

• Asset Building Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Families with lower incomes face multiple barriers to building and maintaining income and savings. In Calgary, 83 per cent of low-income individuals surveyed were concerned they were not saving for the future, and this was the most frequently reported concern among families.¹ Up to 25 per cent of children raised in poverty will remain in poverty.² Asset building programs provide vital education and support that enables individuals and families to build savings and provide for their children's future education.

Goal: To support people living on low incomes to build a sustainable livelihood by setting goals, learning to manage their financial circumstances while building personal savings, purchasing a life-changing asset, and establishing Registered Educational Savings Plans (RESPs) for their children's post-secondary education.

Strategy: The program impact is leveraged by teaching two non-profit agencies per year to design and deliver matched savings programs for low-income families and by supporting multiple agencies to help families establish Registered Education Savings Plans for their children. Direct programming is offered through four Individual Development Account (matched savings) programs. Youth Fair Gains works with youth aged 16 to 21 and offers 13 workshops over nine months, with a savings match of \$4 for every dollar saved by participants. Savings Circles works with adults living at or below 85 per cent of LICO and offers 12 workshops over six months, with a savings match of \$3 for every dollar saved by participants. Family Saves offers seven workshops over nine months, with a savings match of \$2 for every dollar saved by participants. The Owen Hart Home Owners program is for graduates of Family Saves or Youth Fair Gains who are ready to move into home ownership. Participants attend six workshops over 12 months, with a savings match of \$4 for every dollar saved.

Rationale: Financial information, education and counselling, and access to savings and asset building opportunities are necessary and effective in improving financial outcomes for low-income households.³ IDA programs are "successful in encouraging low-income people to budget and set financial goals and to alter their household spending and other expenditure patterns, and to do so without incurring financial hardship, which is a distinct risk when people with scarce resources are offered a generous saving subsidy."⁴ Low-income families can and do save, given the right tools and resources.⁵ RESPs enhance participants' sustainable livelihoods, are a two-generation approach to poverty reduction, and are positively related to post-secondary education completion.⁶

Indicators:

10 – Financial Literacy / Assets / Debt

¹ Vall, C., and A. Thompson. 2012. From Getting By to Getting Ahead: Six Levers for Building the Wellbeing of Families with Lower Incomes. Calgary: United Way Calgary and Area. Page 23.

² Briggs, Alexa, and Celia R. Lee. 2012. Poverty Costs: An Economic Case for a Preventative Poverty Reduction Strategy in Alberta. Calgary: Vibrant Communities Calgary, and Action to End Poverty in Alberta. Page 29.

³ Prosper Canada. 2013. Financial Empowerment: Improving financial outcomes for low-income households. Toronto: Prosper Canada. Page 3.

⁴ Leckie, N., T. Shek-Wai Hui, D. Tattrie et al. 2010. Learn\$ave: Individual Development Accounts Project: Final Report. Ottawa: Social Research and Demonstration Corporation. Page 104.

⁵ Leckie, N., T. Shek-Wai Hui, D. Tattrie et al. 2010. Learn\$ave: Individual Development Accounts Project: Final Report. Ottawa: Social Research and Demonstration Corporation. Page 65.

⁶ Zhan, Min, and Michael Sherraden. 2009. Assets and Liabilities, Educational Expectations, and Children's College Degree Attainment. CSD Working Papers No. 09-60. St. Louis, MO: Washington University in St. Louis, Center for Social Development. Page 18.

MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY

• Thriving Communities Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Calgarians with the assets needed to influence the systems that contribute to poverty often do not have access to quality relationship-based community economic development (CED) learning opportunities. Nor are they aware of specific community-level opportunities where their efforts could have an impact. Similarly, many residents, as well as staff from The City of Calgary and community organizations lack the specific knowledge or relationships needed to fully explore CED solutions for their communities. As a result, many people who are living on the margins lack the support needed to successfully build and operate a sustainable business that would also be a community asset.

Goal: To create the conditions needed to increase community economic development activity within communities, which will help to reduce poverty and increase social inclusion in Calgary.

Strategy: This program has three parts. The first is a CED capacity builder, with the ability to coordinate a variety of CED learning opportunities, from grassroots to formal. The second is a CED activator, who connects CED enthusiasts to real change opportunities and supports them as they launch a project. Finally, a CED business facilitator supports owners of established businesses to build robust sustainability plans. Activities include training, capacity building amongst individuals and communities, connecting communities with trained CED practitioners, and supporting staff from The City of Calgary and community organizations that are working in neighbourhoods to convene and assist community stakeholders to advance CED activities within their communities. Community-based CED initiatives are offered technical support such as business modelling, feasibility testing, and mentoring. Where possible, projects will be replicated across communities. Recognizing that local champions need support in a variety of forms, this program supports a community of practitioners, while providing one-on-one support to local champions ready to take action in their own communities.

Rationale: Research shows that poverty is a complex social challenge and the actors in the system have diverse perspectives and interests. This environment requires a participatory approach, one that brings all stakeholders into the decision-making process.¹ CED focuses on long-term, enterprise-based strategies that recognize and build on existing resources and talents in the community. CED invests in individuals, populations, and neighborhoods that have traditionally been disadvantaged and seeks to develop their knowledge, skills, and assets.² This work has been successfully implemented in other communities.³ The program aligns with and supports the CED strategy adopted by The City of Calgary, which identifies three key roles: capacity builder, activator, and business facilitator.⁴

Indicators:

Policy or Systems Change

¹ Social Innovation Generation (SiG), and Reos Partners. 2011. Change Labs: a way to work on complex social challenges. Video. Accessed 2015 August 13. <http://reospartners.com/publications/change-labs-a-way-to-work-on-complex-social-challenges-video/>.

² Born, Paul, Sherri Torjman, and Barbara Levine. n.d. Community Economic Development in Canadian Cities: From Experiment to Mainstream. Waterloo, ON: Tamarack – An Institute for Community Engagement. Page 396.

³ The Canadian CED Network. 2005. "Storytellers' Foundation." Pan-Canadian Community Development Learning Network: Profile of Effective Practice. Victoria, BC: The Canadian CED Network. Page 6.

⁴ Community Social Work Program. 2015. Community Economic Development Neighbourhood Strategy. Calgary: City of Calgary, Community and Neighbourhood Services, Community Social Development. Page 4.

NATIVE ADDICTIONS SERVICES SOCIETY

• Family Counselling Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: The intergenerational impact of the residential school experience has left some families without strong role models for parenting. Culturally appropriate programs provided in Aboriginal communities have the potential to improve parenting skills and enable more children to grow up safely in their own families and communities.¹ The intergenerational impacts of residential school are apparent in urban Aboriginal families who suffer poverty, homelessness, and other social and economic hardships.

Goal: To support individual life skills training and development so vulnerable families can make positive lifestyle choices for their future through education, counselling, and community support.

Strategy: The Family Counselling Program is a holistic, Aboriginal-based program for Aboriginal and non-Aboriginal parents in Calgary. Program components are designed to decrease family isolation, increase family cohesion, and improve parenting skills by providing culturally-based and culturally appropriate activities and counselling. Group counselling sessions run three times per week for six weeks, with eight sessions offered per year. Intervention strategies include psycho-educational groups of about 10 participants that are based on the Three Pillars of Healing, which include reclaiming history, cultural interventions, and therapeutic healing. In addition, families are engaged in positive activities to strengthen family bonds through the use of traditional cultural ceremonies, customs, and practices. These take place once or twice during each session.

Rationale: Reclaiming spiritual teachings and practices is an important counterpoint to the shame-based identity fostered in Aboriginal children by residential schooling and a way of building healthy relationships and reducing social isolation.² In promising healing practices for parenting programs and for programming for Aboriginal families, healing is posited as a three-pronged process, known as the three pillars of healing.³ For a curriculum to be effective in training First Nations, Métis, Inuit, and other Indigenous people, research indicates that it must ensure cultural relevance for the people who are involved. Researchers have defined Aboriginal learners as being holistic, observational, and experiential learners who prefer to work together in groups.⁴ Strengthening families and supporting positive parenting are effective means of preventing the intergenerational cycle of poverty and social exclusion.⁵ For low-income, isolated families, quality support systems can improve positive parenting skills, family functioning and child outcomes.⁶

Indicators:

19 – Family Cohesion – Parent / Adult Questions

49 – Historical Indigenous Knowledge

50 – Sense of Cultural Belonging and Feeling Supported

¹ Truth and Reconciliation Commission of Canada. 2015. Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. Winnipeg: Truth and Reconciliation Commission of Canada. Page 191.

² Deborah Chansonneuve. 2007. Addictive Behaviours Among Aboriginal People in Canada. Ottawa: Aboriginal Healing Foundation. Page 37.

³ Archibald, Linda. 2006. Final Report of the Aboriginal Healing Foundation, Volume III: Promising Healing Practices in Aboriginal Communities. Ottawa: Aboriginal Healing Foundation. Page 16.

⁴ BC Aboriginal Child Care Society. 2010. Bringing Tradition Home: Aboriginal Parenting in Today's World. Facilitator's Guide. West Vancouver: BC Aboriginal Child Care Society. Page 14.

⁵ Cooper, Merrill. 2014. "Parent education/training programs." Positive parenting and family functioning. FCSS Calgary Research Brief 2. Calgary: City of Calgary, FCSS Calgary. Page 12.

⁶ Cooper, Merrill. 2014. "Social isolation." Positive parenting and family functioning. FCSS Calgary Research Brief 2. Calgary: City of Calgary, FCSS Calgary. Page 8.

PATHWAYS COMMUNITY SERVICES ASSOCIATION

- Nitsanak Mamawintowak ("Families coming together" in Cree)

Revised 2016 August 29

THEORY OF CHANGE:

Need: One of the fastest growing demographic groups in Calgary is young Aboriginal people (26 per cent increase versus 13 per cent for the general population). Aboriginal children are more likely to be born to younger mothers, to less educated parents, into one-parent homes, and into poverty; 37 per cent of Aboriginal children live under the LICO¹. Aboriginal children represent 69 per cent of the children in Alberta's child welfare system.² Intergenerational trauma poses additional risks including transmission of learned negative parenting behaviours. Family conflict, parental stress, and attachment problems in children are some of many potential psychological responses to intergenerational trauma at the family level.³

Goal: To prevent negative child outcomes and promote healthy development and healing in Aboriginal children and their families.

Strategy: The program provides accessible, culturally-based parent education and support through home visitation for expectant Aboriginal families and those with children aged 0-5 years who meet an established risk threshold. It combines leading-edge intensive parenting and child-development curricula with traditional child-rearing knowledge and cultural guidance for families to engage in wise-practices in healing and parenting. Cultural workers, traditional knowledge keepers and Elders provide additional guidance, connection, and access to ceremony. Trained home visitors offer up to 50 visits a year, one per week of at least two hours in the family's home or a family-identified safe location, typically for one year with extensions if needed. Visitors use modules, customized to a family's needs. Visits cover community resources, developmental milestones and strategies to reach them, and daily developmental enhancement activities. The program assumes healing wounds of intergenerational trauma requires strengthening connection and identification with Aboriginal cultural knowledge, practices and people.

Rationale: The program draws on Pathways' Nehiyawn Kihokewin and the Harvard Center for the Developing Child's research on early brain development. It is grounded in evidence-informed models of home visitation/parent education: Healthy Families of America, Hand-in-Hand, and Nurturing Parenting and provides an opportunity for Aboriginal families to access home visitation through the community and at an earlier stage of risk, rather than through systems which they may find threatening. Cultural practices have been lauded as extraordinarily healing for intergenerational trauma.⁴

Indicators:

- # 20 – Parenting – Parent Questions
- # 50 – Sense of Cultural Belonging and Feeling Supported
- # 51 – Use of Traditional and Community-Based Practices

¹ Statistics Canada. 2006. "Calgary community profile." Ottawa. Government of Canada.

² Kornik, S. 2016, July 19. "Alberta reports urge child welfare system changes after finding aboriginals account for 69%." Global News.

³ Blackstock, Cindy. 2016. Cindy Blackstock Presents at Mount Royal University. Mount Royal University. March 16, 2016. Calgary, AB.

⁴ Pinnow, Joanne. 2014. Aboriginal brief. FCSS Calgary Research Brief 6. Calgary: City of Calgary, FCSS Calgary

RENFREW EDUCATIONAL SERVICES SOCIETY

- Family Support - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Families of children with special needs experience vulnerability by virtue of heightened stress and tension on several fronts of daily living. Research has found that 84 per cent of parents report having severe emotional responses such as depression, anger, shock, denial, fear, guilt, sorrow, grief, despair, hostility or emotional breakdown; 81 per cent of parents cited never-ending emotional and/or physical fatigue, social isolation and the feeling of lack of freedom; and 78 per cent cited financial problems that were usually a heavy burden for the entire family.¹

Goal: To contribute to the overall health and well-being of children attending Renfrew and their families by enhancing family social capital, decreasing or eliminating barriers to their equitable access to resources, and decreasing the social isolation of both the children and their families.

Strategy: Families are engaged throughout the school year (September to June). All Renfrew families registered for the upcoming school year are mailed a Resource Information Sheet in mid-summer. Those who are self-referred or referred by Renfrew staff throughout the school year are contacted by program staff. Needs are assessed to determine the best modality for the family, which may include individualized family support, building social connections or a sense of community, or increasing family resiliency and coping skills. Change strategies derived from the assessment include providing information, referral to community resources, and social or emotional support; ensuring basic needs are met; and developing a goal-driven Social Connection Plan. Components may include the facilitation of social connection options at Renfrew or in the community; participation in larger Renfrew social events; participation in a parenting group; and developing peer support options for families. Generally, families with a Social Connection Plan are actively engaged from one to four times per month for 10 months.

Rationale: For families with a child with special needs, research repeatedly identifies seven key areas of need: (1) information; (2) material resources; (3) break from care and domestic help; (4) coping skills and strategies; (5) social support; (6) service coordination; and (7) special needs and considerations of families from minority or ethnic groups.² Research shows the effectiveness of incorporating a number of these best practice elements within a broader comprehensive educational program for children with disabilities.^{3 4}

Indicators:

4 – Positive Social Ties and/or Bonding Social Capital

¹ Heiman, T. 2002. "Parents of Children with Disabilities: Resilience, Coping and Future Expectations." *Journal of Developmental and Physical Disabilities* 14(2): 159-171.

² Khine, Greg (ed.). 2003. *What Works for Children? Meeting the needs of families with disabled children: What Works & What's Promising?* London, UK: Evidence Network. Page 1.

³ Sloper, P. 1999. "Models of service support for parents of disabled children. What do we know? What do we need to know?" *Child: Care, Health and Development* 25 (2) 85-99.

⁴ Fowler, C., B. Barnett, and C. McMahon. 2002. "Working with families: a relationship based approach." *Journal of the Child and Family Health Nurses Association (NSW) Inc.* 12 (2): 1-6.

SONSHINE SOCIETY OF CHRISTIAN COMMUNITY SERVICES

• Sonshine Children's Centre

Revised 2016 August 24

THEORY OF CHANGE:

Need: Family violence is all too common in Calgary (16,908 cases reported in 2013) and costly, with as much as \$600 million over five years spent on basic health and non-health supports.¹ Children who witness or are victims of domestic violence often grow up to repeat the cycle either as an abuser or a victim.² Children of mothers who have lived in Alberta women's shelters are returning as adults with their children. Neuroscience has discovered that a child's brain is changed because of trauma and stress, resulting in children who appear hyper-vigilant, socially immature and emotionally impaired, and are more physically prone to illness. They are more prone to addictions and involvement in destructive relationships. Thus, the parents who were victims in their childhood often are emotionally damaged and unable to form loving, secure relationships with their children.³

Goal: To develop healthy, securely attached, competent parent/child relationships that are successful within the family unit and in society by addressing the trauma experienced by children who have experienced domestic violence and other forms of emotional trauma.

Strategy: A Parent Child Educator (PCE) and the Child and Youth Counsellor (CYC) work with children and parents/caregivers at the Sonshine Centre and in the community, employing strategies that reduce the level of trauma in children and teach self-regulation. The PCE helps the parent and child develop a secure, loving bond to build a foundation from which the child can grow in a healthy, successful manner. Initially, the PCE meets with the CYC and the mother's counsellor to discuss child's background and assess parent and child needs. They use the Marschak Interaction Method (MIM) to determine what parental themes are appropriate and create a customized program based on the Theraplay method. Sessions run for one to two hours, once to twice a week, generally for three months, focusing on the child's need for structure, engagement, nurture and challenge - the four Theraplay dimensions. After every three sessions, the PCE meets with the mother to discuss progress and goals and help her provide the treatment at home. The CYC oversees parenting classes and uses supportive counselling and play to address trauma and parenting issues.

Rationale: A secure relationship with a caring, engaged caregiver can mitigate many of the effects of trauma caused by violence and neglect.⁴ Theraplay is an attachment based play-oriented therapy that encourages engagement, nurturing, and balanced structure between a parent and child resulting in a loving, secure, empathetic relationship. This relationship can benefit the parent as much as it does the child and its positive effects can last a life time.^{5 6}

Indicators:

19 – Family Cohesion – Parent / Adult Question

20 – Parenting – Parent Questions

¹ University of Calgary School of Public Policy. 2012. Report estimates has cost Alberta over \$600 million over 5 years. Website: <http://www.policyschool.ucalgary.ca/?q=content/report-estimates-domestic-violence-has-cost-alberta-over-600m-over-5-years>.

² UNICEF. 2006 "Behind closed doors: The impact of domestic violence on children." New York: UNICEF. Page 3.

³ Anda, R. F., W. H. Giles et al. 2006. "The enduring effects of abuse and related adverse experiences in childhood." *Psychiatry and Clinical Neurosciences* 256(3): 174-186.

⁴ Ludy-Dobson, Christine R. and Bruce Perry. 2010. "The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma." In Gil, E. 2010. *Working with Children to Heal Interpersonal Trauma: The Power of Play*. New York: The Guilford Press. Pages 26-43.

⁵ Perry, Bruce and Maria Szalavitz. 2010. "Born for Love: Why Empathy Is Essential and Endangered." New York: Harper Collins. Page 288-294.

⁶ Bennett, Lorna R., Shiner, Susan K., and Sheila Ryan. 2006. "Using Theraplay in shelter settings with mothers and children who have experienced violence in the home." *Journal of Psychosocial Nursing and Mental Health Service*, 44(10): 38-47.

TWO WHEEL VIEW – CALGARY LTD.

- CAS, Earn-a-Bike - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Research shows that children who grow up in low-income households are less healthy, have less access to skill-building activities, have more destructive habits and behaviors, live more stressful lives, and are subject to more humiliation than their better-off peers.¹ “In Canada in 2010, 35 percent of girls and 27 percent of boys in grade 6, and 44 percent of girls and 28 percent of boys in grade 10 reported high levels of emotional problems, such as depression, sadness, anxiety, and sleep problems.”²

Goal: To build resiliency, self-confidence, and self-esteem in children and youth by providing free, after-school programs that may culminate in earning a bicycle, acquiring the skills to repair and maintain it, and participating in unique and challenging volunteer service cycling expeditions in Canada and abroad.

Strategy: The Earn-a-Bike program runs for two hours between 3:00 and 6:00 p.m. four times per week for eight weeks. Offered at four distinct locations, 16 programs operate each year, each reaching 12 to 15 children and youth, with well over 200 participants in total. Programs include snacks, opening and closing circles, experiential activities, hands-on learning about bike mechanics, environmental education, and a recycling program, all using the SAFE model (sequenced, active, focused, explicit). Sustained participation is encouraged because students can eventually earn a bicycle, lock, and helmet. In the spring and summer, volunteer service trips and community engagement in Canada and abroad reinforce learnings on resiliency, achievement, healthy lifestyles, connection to nature, and protection of the environment.

Rationale: Research indicates that various forms of programming can help young people, especially those in early and middle childhood. Lacking emotional self-regulation in childhood can predict a wide range of consequential life outcomes, including income and financial security, occupational prestige, physical and mental health, criminality, and gambling problems. Research suggests that increasing participation in structured programming may have additional benefits for participants and that “the motivators of recreation, sport, and friends are essential program strategies necessary to especially engage harder-to reach adolescent populations.”³ Data collected by the Resiliency Initiatives outcomes measurement firm indicate that the Two Wheel View bicycle programs support the development of resiliency in a significant way in 21 developmental strengths, moderately in 8 others, and minimally in only two.⁴

Indicators:

- # 34 – Children – Grades 4-6 – Self-Esteem, Self-Confidence, Optimism
- # 38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity
- # 42 – Children – Grades 4-6 – Activities
- # 43 – Youth – Junior / Senior High – Activities
- # 44 – Youth – Junior / Senior High – Constructive Use of Time



¹ Mount Royal College. 2004. Calgary's Crime Prevention through Social Development Network: Youth at Risk. Calgary: Mount Royal College. Page 12.

² Cooper, Merrill. 2014. "The issue." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 1.

³ Cooper, Merrill. 2014. "Social emotional learning programs." Positive child and youth development. FCSS Calgary Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 8.

⁴ Hammond, Wayne. 2008. The Two Wheel Program: Initial Evaluation Report and Preliminary Findings. Calgary: n.p. Page 20.

WOMEN'S CENTRE OF CALGARY

• Programs for Girls 10-17

Revised 2016 August 31

THEORY OF CHANGE:

Need: Systemic barriers including poverty, gender expectations, sexual pressures, and racism limit girls' abilities to create full, healthy lives for themselves. Pressure to perform traditional gender roles is associated with lower self-esteem in girls.¹ While 35 per cent of girls in grade six experience emotional issues, that number jumps to 44 per cent in grade 10. Both of these numbers are higher than those found amongst boys.²

Goal: To support individual girls to build confidence and self-esteem, critical thinking, leadership and activism skills by involvement in supportive community of girls so that they begin to use their strengths to address the root causes of issues affecting their lives.

Strategy: Programming has three components: Girl Power After School, Girl Power Camps, and Teen Leadership. Girl Power After School runs September to June, Tuesdays and Thursdays for two hours for girls 10-13 years. Sessions combine hands-on socio-emotional learning workshops with a focus on leadership and activism, and opportunities for girls to participate in crafts, dance, martial arts, adventures in the local community, and other fun experiences. The girls are involved for about three months with ongoing registration. At Girl Power Camps 12 to 15 girls ages 10 to twelve attend week-long day camps to explore issues such as gender, identity, body image, healthy relationships, activism, and leadership and participate in activities such as making dream catchers, belly dancing, drumming, self defense, and trying new foods from cultures different than their own. Girls sign up in advance and are asked to attend every day of camp. The girls are from diverse backgrounds, including having experienced, recent immigration to Canada, being home schooled, living with a single mother, having a First Nations identity, and dealing with bullying and exclusion at school. Camps and the after school programs are facilitated by volunteers and students who are trained and supported by experienced staff. The Teen Leadership program runs once a week for two hours, for girls 15-17. Participants take on leadership and activism projects, work with the younger girls' programs, and act as an advisory board about girls' programming overall. How girls meet objectives is directed by the girls themselves. Programming for 13 and 14 year old girls, the final component, is under development.

Rationale: Programs meet the nine characteristics of effective prevention programming for children and youth. It is theory-driven, comprehensive, uses varied hands-on learning methods, provides adequate quantity and duration of programming, creates opportunities for girls to build positive peer and adult supports, outcomes are tracked and measured, well-trained staff run the programs, curriculum and activities are adapted according to participants' needs, and intervenes to support girls at significant points in their lives.³ Programs use SAFE principles (Sequential, Active, Focused and Explicit), and Social Emotional Learning (SEL). Much of the program's theoretical basis comes from Lyn Mikel Brown's work about supporting girls to build critical thinking and gain a sense of control over the world around them.⁴

Indicators:

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

¹ Lyn Mikel Brown. Website. <https://www.colby.edu/directory/profile/lyn.brown/>

² Cooper, Merrill. 2014. "The issue." Positive child and youth development. FCSS Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 1.

³ Cooper, Merrill. 2014. "What works to prevent problems and improve developmental outcomes." Positive child and youth development. FCSS Research Brief 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

⁴ Lyn Mikel Brown. Website. <https://www.colby.edu/directory/profile/lyn.brown/>

WOOD'S HOMES

• Youth Culinary Arts Program - Enhancement

Revised 2016 August 15

THEORY OF CHANGE:

Need: Youth who are at risk and who are disconnected from family and other natural supports have a difficult time finding employment. They struggle with routine because of crises in their lives. This may lead to a life of unemployment and poverty.

Goal: To prepare youth to enter the workforce, especially in the restaurant industry, through a structured training program. As a result of this training, youth will be better prepared to enter the workforce and secure employment, allowing them to be self-sufficient and leading them out of poverty.

Strategy: Many youth who come to this program have mental health issues, self-identified or identified by a referral source, which have prevented them from being successful in school or work. Assistance to address some of these issues will be offered within Wood's Homes through the Crisis Response Team and Eastside Family Centre. During the Culinary Arts Program, they will learn how to manage conflict, work in a fast-paced setting, develop and increase their skills in reading and math, and increase their confidence. By providing young people with a simulated work environment in the culinary arts and opportunities to visit schools and restaurants, youth are exposed to a range of career possibilities that they may not have considered. These include returning to school to further their education in the culinary arts or entering the food service industry in different settings. The program runs six to eight weeks, from 10 a.m. to 4 p.m. Monday to Friday. Upon completion, participants will obtain a certificate of completion and an Alberta Health Services food handling certificate, which will increase their confidence and credibility when they apply for work. They will also be assisted with completing a resume.

Rationale: Programming initiatives at the municipal and community levels can assist adults to increase their personal or human , reduce individual and family poverty, and prevent the ongoing cycle of poverty and underachievement in the next generation."¹ A 'social enterprise intervention' approach has been successfully piloted in Los Angeles to engage homeless street youth with mental health issues, high-risk behaviours, and limited service engagement in vocational training and mental health services. It "decreases depression, increases self-esteem, improves satisfaction with life, decreases internalizing behaviours, and decreases externalizing behaviours."² This approach is being used in the Culinary Arts Program, which will also help them to break the cycle of underemployment and unemployment so they become self-sufficient and able to earn a living, reducing their dependence on the welfare system.

Indicators:

8 – Social Inclusion – Economic Participation; Education & Training / Employment / Income

38 – Youth – Grades 7-12 – Self-Esteem, Self-Confidence, Identity

¹ Cooper, Merrill. 2009. "The working poor and the 'precariously' employed." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 5.

² Ferguson, K.M., and B. Xie. 2008. "Feasibility Study of the Social Enterprise Intervention with Homeless Youth." Research on Social Work Practice 18(1):5-19. Page 7.