

# 2014 Agency Theories of Change and Social Inclusion Indicators

“Theory of Change” statements are an effective way to identify the need which a program exists to address, the goal of the program, the strategy used to achieve the program’s goals and the rationale for using this strategy.

Every FCSS funded program is unique in its history and approach but all are committed to being part of FCSS Calgary’s goals of increasing social inclusion and strengthening neighbourhoods.

Agencies demonstrate this commitment to effectiveness by using best or promising practices as reviewed in published research, and by monitoring their results through the common indicators necessary for collective impact.



## FAMILY AND COMMUNITY SUPPORT SERVICES CALGARY

### THEORY OF CHANGE

**Need:** Research<sup>1</sup> indicates there is an increasing need for investments to prevent social isolation and neighbourhood decline and their concurrent social problems. Demographic, social and economic trends in Calgary point to a growing proportion of residents who are seniors, immigrants and refugees, and Aboriginal peoples. Additionally, there are increasing numbers of Calgarians with insufficient education levels, literacy and numeracy skills to compete in the economy; increasing labour market polarization between high-skill, high-wage stable jobs and low-wage, low-skill precarious jobs; and increasing income disparity between rich and poor. As a result, there is increasing social isolation among elderly people, low-income children and families, immigrants, refugees, and Aboriginal peoples and under-educated/under-employed individuals along with increasing concentrations of low-income individuals and families in some neighbourhoods.<sup>2, 3</sup>

**Goal:** Family and Community Support Services (FCSS) Calgary investments of resources and funding will: increase social inclusion among vulnerable Calgarians participating in FCSS-funded programs and initiatives; increase neighbourhood capacity and social and individual capital in focus neighbourhoods; and ensure a decrease or at least no increase in spatial concentrations of poverty in Calgary.

**Strategy:** FCSS Calgary invests in prevention at the earliest opportunity that focuses on reducing risk factors and increasing protective factors. Prevention is defined as initiatives that create conditions or personal attributes that strengthen the healthy development, well-being, and safety of children, families, individuals, and/or communities and prevents the onset or further development of problems in each of these areas.<sup>4</sup> FCSS seeks to strengthen individual and family capacity and social infrastructure through investments in programs and services, community development, and policy and system change that are evidence-based, best and promising practices. FCSS allocates funds to non-profit social service agencies and leverages additional funds and resources through partnership with other funders, key stakeholders and City business units.

**Rationale:** Vulnerable Calgarians risk social exclusion, deteriorating the community's and their own quality of life. Research suggests it is possible to increase social inclusion by supporting initiatives that increase positive social ties, adults' personal capacity and economic self-sufficiency, family cohesion and parenting skills, and child and youth positive development.<sup>5, 6, 7, 8, 9, 10</sup> Research shows evidence of neighbourhood effects on health, development, employment and income, all of which influence over-all life course and quality of life.<sup>11</sup> Neighbourhoods can be strengthened by increasing residents' capacity and involvement to create a positive sense of community, accessible, affordable and quality programs, services and amenities; high quality built and natural environments; and community economic development.<sup>12, 13</sup>

<sup>1</sup> Cooper, Merrill, 2008 Toward A New Funding Framework and Priorities for FCSS. Calgary: City of Calgary, FCSS Calgary

<sup>2</sup> City of Calgary, 2009 City of Calgary Socio-Economic Outlook 2009-2019 Calgary: City of Calgary, Community Neighbourhood Services, Social Policy & Planning. Pages 55 - 56.

<sup>3</sup> Cooper, Merrill, 2009 Preventing Concentrated Poverty and Social Isolation. Calgary: City of Calgary, FCSS Calgary. Pages 4 - 5.

<sup>4</sup> Cooper, Merrill, 2008 A Prevention-based, Social Sustainability Framework for Calgary's Family and Community Support Services. City of Calgary, FCSS Calgary. Page 3.

<sup>5</sup> Cooper, Merrill, 2009 Outline of Proposed Areas for FCSS Investment in Programming and List of Relevant Definitions Calgary: City of Calgary.

<sup>6</sup> Cooper, Merrill, 2009 "The issue." Outcome: Positive Social Ties. FCSS Calgary Research Brief No.4. Calgary: City of Calgary. Pages 1 - 2.

<sup>7</sup> Cooper, Merrill, 2009 "Introduction." Outcome: Preventive Approaches in Aboriginal Programs and Communities. FCSS Calgary Research Brief No.1. Calgary: City of Calgary. Page 3.

<sup>8</sup> Cooper, Merrill, 2009 "What works to increase economic self-sufficiency and reduce family poverty." Outcome: Adult Personal Capacity and Individual and Family Economic Self-Sufficiency. FCSS Calgary Research Brief No.3. Calgary: City of Calgary. Pages 6 - 16.

<sup>9,10</sup> Cooper, Merrill, 2009 "The issue." Outcome: Positive Parenting and Family Functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary. Pages 1 - 3.

<sup>11</sup> Cooper, Merrill, 2009 "Neighbourhood effects." Strengthening neighbourhoods." Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No.5. Calgary: City of Calgary. Pages 3 - 12.

<sup>12</sup> Cooper, Merrill, 2009 Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No.5. Calgary: City of Calgary. Pages 13 - 16.

<sup>13</sup> City of Calgary, 2009 Why Neighbourhood Based? Calgary: City of Calgary, FCSS Calgary. Pages 1 - 2.

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## ABORIGINAL FRIENDSHIP CENTRE OF CALGARY

### • Family Connections Program

#### THEORY OF CHANGE:

**Need:** Research suggests that programming must not only be culturally appropriate, but also that it cannot ignore the historical and contemporary realities that impact Aboriginal peoples today.<sup>1</sup> Social inclusion for many indigenous peoples in an urban setting begins with a better understanding of their identity and an acknowledgment of the negative impacts of intergenerational trauma as a result of residential schools and colonization.

**Goal:** To provide culturally based intergenerational programming to support the expression, preservation, development, revitalization, and promotion of Aboriginal languages and heritage.

**Strategy:** The Family Connections Program will target Aboriginal children and youth, as well as Aboriginal adults and seniors aged 55 plus. Youth will be provided with the opportunity to connect with their families, communities, culture, spirituality, ceremony, and language. The program will employ staff members with an understanding of indigenous culture, traditions, history, and language, who are able to incorporate that knowledge into programs for youth. Activities will include an introduction of the program, a prayer in participants' own languages, a welcoming song, and a prayer and story before the feast. Children will move to another room to take part in structured activities related to language development. Everyone will finish off the evening together with traditional hand games or other culturally relevant activities. The program will run for 3 hours once a week year-round.

**Rationale:** Researchers advocate for the reintroduction of practices that were in operation in indigenous communities prior to European contact. The whole person—meaning the spiritual, mental, emotional and physical aspects of the person (i.e., the medicine wheel)—needs to be engaged through culturally appropriate programming.<sup>2 3 4</sup> While today's indigenous youth may not be aware of the multigenerational negative impacts of colonization and residential schools, they are the recipients of negative behaviours, attitudes and habits of parents, grandparents, teachers, fellow students, police, and other people in positions of authority. This program is developing promising practices based on pre-contact cultural interventions to enable youth to live with pride, reconnect to their proud history, become positive contributing members of their neighbourhoods, and achieve meaningful social inclusion into the mosaic of Calgary.

#### Indicators:

- # 4 – Positive Social Ties and/or Bonding Social Capital
- # 47 – Cultural Safety and Cultural Programming
- # 50 – Sense of Cultural Belonging and Feeling Supported

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<sup>1</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 3.

<sup>2</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Pages 35-36.

<sup>3</sup> Yellow Horse Brave Heart, Maria. 2011. "Historical Trauma and Unresolved Grief." Presentation. University of Calgary. Spring 2011. Calgary, AB.

<sup>4</sup> Yellow Horse Brave Heart, Maria. 1999. "Oyate Ptayela: Rebuilding the Lakota Nation Through Addressing Historical Trauma Among Lakota Parents." Journal of Human Behavior in the Social Environment 2(1-2): 109-126.

## ALBERTA ASSOCIATION OF IMMIGRANT SERVING AGENCIES

### • Immigrant Sector Council of Calgary

#### THEORY OF CHANGE:

**Need:** An evaluation of services to immigrants culminated in the report, Calgary Immigrant Services Evaluation and Systems Overview.<sup>5</sup> The report had broad systemic recommendations for the sector and for a collaborative, multi-stakeholder body to implement these recommendations. The Immigrant Sector Council of Calgary (ISCC) was formed to meet this need.

**Goal:** To create the conditions of success for immigrants and refugees through cross-sectoral collaborative work among immigrant-serving agencies, government and community funders, public sector service providers, and multicultural organizations, which is coordinated by ISCC.

**Strategy:** ISCC uses a voluntary collaborative model, coordinating the efforts of organizations in a forum where they cooperatively attempt to address an issue of mutual concern that is identified with a public policy agenda.<sup>6</sup> ISCC's 2013 strategic plan outlines specific strategies to guide operations including: implementing an annual priority setting cycle to guide the work of ISCC; and establishing working relationships with targeted community, business, and government organizations; and communications policies and protocols for external relations.<sup>7</sup> ISCC focuses its efforts on affecting systems and policy changes in the five areas approved by the Council: children and youth; welcoming communities; housing and homelessness; poverty; and labour market integration. Working committees determine the agenda for each of the priority areas by (1) monitoring policies, ensuring compatibility between policy measures, and assessing policy impact; (2) ensuring access by helping service-providers understand policy; (3) building an evidence base; and (4) helping to create the appropriate environment and structural changes.<sup>8</sup> ISCC is also establishing an internal organizational evaluation and evaluation framework. Specific strategies will include linking performance objectives and financial reporting to ongoing data on local outcomes, developing information networks and cultures of communication to increase transparency, and developing cultures of accountability.<sup>9</sup>

**Rationale:** The not-for-profit sector is increasingly seeing collaboration as a key strategy for achieving mission, building community, and better serving clients.<sup>10</sup> Cross-sector collaboration is necessary for addressing some of society's most difficult public challenges.<sup>11</sup> ISCC enables funders, educational institutions, settlement agencies, and ethnocultural associations to communicate, identify priority issues that affect the sector, and to develop and implement plans to address issues by influencing local policy and institutional change and shifting public knowledge so newcomers are provided with the opportunity for full and equitable participation in the Calgary community.

#### Indicators:

Policy or Systems Change

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<sup>5</sup> Howard Research and Instructional Systems Inc. 2001. Calgary Immigrant Services Evaluation and Systems Overview – Final Report. Calgary: Howard Research and Instructional Systems Inc.

<sup>6</sup> Selsky, J., and B. Parker. 2005. "Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice." *Journal of Management* 31(6): 849-873.

<sup>7</sup> Immigrant Sector Council of Calgary. 2013. Strategic Plan, 2013-2018. Calgary: Immigrant Sector Council of Calgary.

<sup>8</sup> Caledon Institute for Social Policy. 2009. Collaboration on Policy: A Manual Developed by the Community-Government Collaboration on Policy. Ottawa: Caledon Institute for Social Policy. Pages D2-D9.

<sup>9</sup> Asthana, S., S. Richardson, and J. Halliday. 2002. "Partnership Working in Public Policy Provision: A Framework for Evaluation." *Social Policy and Administration*. 37(7): 780-795.

<sup>10</sup> Graham, H., C. Lang, L. Mollenhauer, and L. Eakin. 2010. Strengthening Collaboration in Ontario's Not-for-Profit Sector. Toronto: Ontario Trillium Foundation. Page 10.

<sup>11</sup> Bryson, J., B. Crosby, and M. Stone. 2006. "The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature." *Public Administration Review* 66(s1): 44-55.

## ALEXANDRA COMMUNITY HEALTH CENTRE

### • Building the Caring Capacity of the Community

#### THEORY OF CHANGE:

**Need:** Clients of The Alex are isolated and vulnerable in the Calgary community and they experience barriers to health and social inclusion. They do not have engagement within the community nor are they socially connected. This vulnerable population includes at-risk, street involved youth; young mothers and babies; low-income, formerly homeless adults; seniors; and individuals with mental health and addiction issues.<sup>12</sup>

**Goal:** To develop, foster and promote meaningful volunteer experiences and services, which strengthen support systems, build resiliency, and prepare individuals and families for a life-long commitment to health and involvement in their community.

**Strategy:** The Alex works with community and client volunteers. This mix creates opportunities for increasing bonding and bridging social ties that, in turn, increase social networks and inclusion. The Alex's volunteer program is a first step towards creating a community and a support system for many people. Including corporate volunteers is an excellent way to increase diversity in the volunteer program and educate Calgary about clients' needs and the services provided by The Alex. Because people of all walks of life to work together, enhanced self-esteem, empathy and compassion are, for many, a result of volunteering. Strengthening networks gives people options in crisis and resiliency to overcome obstacles.

Examples of volunteer activity include: (1) Spinz Around, C.A.N.S., and the Good Food Box food security and nutrition programs. Client and community volunteers work together to distribute food to low-income families and individuals. (2) Pathways to Housing serves formerly homeless individuals with mental health, addiction and justice issues. Volunteers provide social networking activities such as arts, crafts, computers, and cooking to increase life skills. (3) The Seniors Health Centre serves isolated seniors with a focus on health care. Volunteers help organize activities (e.g., walking groups) and provide friendly visits to isolated seniors. (4) HomeBase serves chronically and formerly homeless individuals. The volunteer program that is under development seeks to increase social inclusion, social networks, and life skills. (5) The Youth Health Centre reduces barriers to accessing health care for youth aged 12 to 24. The volunteer program that is under development seeks to increase social inclusion, social networks, and life skills.

**Rationale:** Research shows that an increased social network is followed by an increase in resiliency and the ability to overcome obstacles.<sup>13</sup> This is the key piece that is missing for many of the clients served by The Alex.

#### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>12</sup> Worthington, C., B. MacLaurin et al. 2008. Calgary Youth, Health and the Street – Final Report. Calgary: University of Calgary. Page 34.

<sup>13</sup> Stroh, D.P., and J. McGah. 2011. Changing Systems to End Homelessness: Partnership for Strong Communities. Presentation. Partnership for Strong Communities Forum. 2011 September 27. Brookline, MA: Bridgeway Partners.

## ANTYX COMMUNITY ARTS SOCIETY

### • CAS, Youth Arts Action Project

#### THEORY OF CHANGE:

**Need:** The communities that comprise Greater Forest Lawn and northeast Calgary have high rates of vulnerable youth who are at risk of social dependency and poor academic achievement.<sup>14</sup> Research indicates that vulnerable youth are at an increased likelihood of involving themselves in risky behaviours.<sup>15</sup>

**Goal:** To provide arts-based opportunities for youth aged 12 to 16 in the Greater Forest Lawn and northeast Calgary communities during the after-school hours of 3-6 p.m.

**Strategy:** The Calgary AfterSchool Youth Arts Action Project engages youth to develop community arts projects intended to benefit both youth and the community. Using social emotional learning and SAFE (Sequenced, Active, Focused, Explicit) programming principles, the program focuses on group building, the development of arts and leadership skills, and the implementation of community arts projects. The program begins with an interactive process that allows participants to get to know each other and explore a variety of artistic media. Participants identify the audience they want to reach, the kind of change they want their project to create, and the arts medium to be used (e.g., theatre, painting, photography, videography, music). Supported by qualified professional artists and staff, youth cultivate both artistic and leadership skills. Each project concludes with a community performance or presentation followed by group reflection on the impact of the project. The Youth Arts Action Project runs twice a week for three hours during the school year (September to June). One project will be created from September to December, another from January to June. Program registration will be open and ongoing, with a major focus on outreach and recruitment in September and January.

**Rationale:** Research shows that regular participation in structured, high-quality after-school programming using social emotional learning and SAFE principles supports the healthy, physical, social, and emotional development of children and youth.<sup>16</sup> Youth, once engaged in after-school community arts-based programming, exhibited enhanced art skills, increased confidence, improved pro-social skills, improved conflict resolution skills, as well as a decrease in emotional problems when compared to a control group.<sup>17</sup>

<sup>18</sup> <sup>19</sup>

#### 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



<sup>14</sup> City of Calgary. 2010. Indices of Community Well-Being, 2006 for Calgary Neighbourhoods, Winter 2010. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Pages 12 and 28.

<sup>15</sup> Farnum, M., and R. Schaffer. 1998. YouthARTS Handbook: Arts Programs for Youth at Risk. New York: Americans for the Arts. Page 24.

<sup>16</sup> Cooper, Merrill. 2009. "Intentional programming with opportunities for autonomy and choice." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 5.

<sup>17</sup> Chinmen, M.J., and J.A. Linney. 1998. "Toward a Model of Adolescent Empowerment: Theoretical and Empirical Evidence." Journal of Primary Prevention 18(4): 393-413. Page 396.

<sup>18</sup> Clawson, H.J., and K. Coolbaugh. 2001. "The YouthARTS Development Project." Juvenile Justice Bulletin (May): 7.

<sup>19</sup> Wright, R., L. John et al. 2006. "Community-based Arts Program for Youth in Low-Income Communities: A Multi-Method Evaluation." Child and Adolescent Social Work Journal 23(5-6): 635-652. Page 649.

## THE ARUSHA CENTRE

- Calgary Dollars

### THEORY OF CHANGE:

**Need:** Census data shows that 14.2 per cent of Calgarians are low income according to 2005 low income cut-off (LICO) measures, 15.8 per cent of Calgary children live in low income households, and 39.3 per cent of all Calgary tenant households spend 30 per cent or more of their income on shelter costs. Among Calgary seniors, 13.9 per cent live in low income households and 31.7 per cent receive the Guaranteed Income Supplement (GIS). As well, 23.5 per cent of all Calgary households with children are lone-parent households, 19.2 per cent of all Calgarians are unattached individuals (living alone), and 26.1 per cent of Calgary seniors live alone.<sup>20</sup> All of these circumstances speak to the need for improved economic well-being and social networks.

**Goal:** To improve economic stability, enhance social inclusion, and bridge social capital, thereby strengthening participants' ability to withstand social and economic crises.

**Strategy:** Calgary Dollars (C\$) targets low-income Calgarians and is now also specifically targeting seniors who are socially isolated due to low-income. The program enhances participants' social and economic well-being by bringing participants together at regular C\$ markets supported through online and print listings, marketing assistance, and skills building. These activities facilitate participants' ability to sell their goods or services and buy or barter for goods or services not otherwise affordable to them, improving their economic situation. It also provides participants with opportunities to socialize and build relationships of trust with other community members and to learn new skills, reducing their social isolation. Networking with people from diverse socio-economic backgrounds contributes to bridging social capital, as does engaging in cross-generational and cross-cultural activities. Program participation is on-going and starts when people become C\$ members. Participants are asked to follow-up every six months with a post-test.

**Rationale:** Research indicates that complementary currencies are an effective tool for enhancing economic well-being and reducing social isolation. Complementary currencies have also been shown to provide specific economic and social benefits to vulnerable seniors and low-income individuals and families.<sup>21</sup> Some types of complementary currencies attract high rates of participation by marginal populations, while others report low participation rates. However, the latter is likely due to the fact these populations were not specifically targeted for participation during program planning.<sup>22</sup> Arusha is working towards aligning C\$ with the research by making concerted efforts to engage low-income seniors and providing programming within a geographical context.

### Indicators:

# 5 – Bridging Social Capital

# 14 – Individual / Family Poverty – Perceptions

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<sup>20</sup> City of Calgary. 2012. Community Social Statistics. Comparisons by community district to Calgary as a whole. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Pages 2-5.

<sup>21</sup> Collom, E. 2008. "Engagement of the elderly in time banking: The potential for social capital generation in an aging society." *Journal of Aging & Social Policy* 20(4): 414-436.

<sup>22</sup> Jacob, J., M. Brinkerhoff, E. Jovic, and G. Wheatley. 2004. "The Social and Cultural Capital of Community Currency, an Ithaca HOURS Case Study Survey." *International Journal of Community Currency Research* 8(42): 42-56.

## ASPEN FAMILY AND COMMUNITY NETWORK SOCIETY

- CAS, Youth Matters

### THEORY OF CHANGE:

**Need:** Youth involved in the Youth Matters program are often isolated and in need of improved social and life skills. Many have a history of drug use and criminal behaviour. Without positive role models and support, these youth are at risk of returning to negative behaviours.

**Goal:** To assist and empower vulnerable youth in Calgary to develop a greater sense of self-determination, self-efficacy, and self-confidence in order to make decisions that will create positive outcomes for themselves, as well as the communities of which they are a part.

**Strategy:** With an emphasis on the critical after-school hours, Youth Matters has the flexibility and mobility to provide individual and group-based resources and activities in response to the needs of participants. Youth Matters staff provide support, resources, advocacy, and a compassionate ear to youth who are seeking to connect with a supportive and caring member of the community, whether they are homeless or on the verge and don't know where to go for support, or when a group of youth is seeking to emerge as leaders within the community. Individual support is generally offered for an hour weekly or bi-weekly for three to six months. When a 'community' of youth seeking supports emerges or identifies themselves, Youth Matters uses a group-based approach to serve them. This can include Youth Councils or Advisory Groups for youth seeking to be leaders in their community, groups focused on specific life issues (e.g., healthy relationships or healthy self-image), or groups that provide recreation based social activities for youth in underserved geographic neighbourhoods (e.g., Headspace Summer Programming). Groups run two hours per week for six to eight weeks.

**Rationale:** The program is anchored in the United Nations' and International Development Research Council's definitions of strengthening youth livelihood capacities (i.e., human, financial, social, and physical capital).<sup>23</sup> Its focus is on building social capital, which encompasses social ties, support networks, and trusting relationships.<sup>24</sup> Research shows that "long-term, structured, and progressive programs helped children and youth to build strong peer groups, helped them to learn a wide range of skills and personal and practical competencies, provided reliable and predicable relationships with positive adult role models, and fostered sense of accomplishment and self-worth."<sup>25</sup>

### Indicators:

- # 29 – Youth – Grades 7-12 Adult Confidant
- # 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



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<sup>23</sup> Department for International Development. 1999. Sustainable Livelihood Guidance Sheets. London: Department for International Development. Pages 3 and 13.

<sup>24</sup> James-Wilson, David. 2008. Youth Livelihoods Development Program Guide. Washington: United States Agency for International Development. Pages 17.

<sup>25</sup> Cooper, Merrill. 2009. "Programs targeting child and youth development." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## ASPEN FAMILY AND COMMUNITY NETWORK SOCIETY

### • Community Connections Program

#### THEORY OF CHANGE:

**Need:** Approximately 114,000 individuals lived below the low-income cut-off in 2010 in Calgary.<sup>26</sup> In the same year, Alberta ranked second in relative vulnerability of households around debt-to-income in Canada.<sup>27</sup>

**Goal:** To support vulnerable families and individuals to increase their economic self-sufficiency and housing stability.

**Strategy:** Participants self-refer to Community Connections and frequently hear about the program from other agencies, friends, and family. Using the sustainable livelihoods framework,<sup>28</sup> program staff members help participants enhance their assets and capacities for increasing income, reducing expenses, improving money management and financial literacy, achieving housing stability, accessing community resources, and building social connections with family, friends and communities. Staff members work with participants to assess their financial and housing situation through individualized support during home visits, meetings in the community, or by telephone. They help clients complete applications for benefits, subsidies, and subsidized housing. One-on-one financial literacy support is provided and participants enhance their ability to make informed decisions about spending, saving, managing debt, and determining which financial services to access. Participants who are precariously housed are helped by staff members to locate alternate housing or complete applications for financial assistance for utility arrears, rent or damage deposits to stabilize participants' housing. The complexity of the client's situation determines the frequency and duration of support, which ranges from a few contacts over a couple of months to weekly or bi-weekly contact for up to six months.

**Rationale:** Lack of income and financial support are leading causes of poverty of many Calgarians.<sup>29</sup> Increasing economic capacity prevents families and individuals from experiencing poverty and social exclusion.<sup>30</sup> Research suggests a positive relationship between higher income and participation in community.<sup>31</sup> Housing also plays a key role in creating economic and social well-being.<sup>32</sup>

#### Indicators:

# 10 – Financial Literacy / Assets / Debt

# 14 – Individual / Family Poverty – Perceptions

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

# 18 – Housing Stability

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<sup>26</sup> Calgary Poverty Reduction Initiative. 2012. Recent Trends in Income and Low-income in Calgary. Research Brief No. 1. Calgary: Calgary Poverty Reduction Initiative. Page 3.

<sup>27</sup> TD Economics. 2011. Special Report: February 9, 2011. Toronto: TD Bank Group. Pages 1 and 4.

<sup>28</sup> Murray, J., and M. Ferguson. 2002. Women in transition out of poverty: A guide to effective practice in promoting sustainable livelihoods through enterprise development. Toronto: Canadian Women's Foundation. Pages 13-14.

<sup>29</sup> United Way Calgary and Area, City of Calgary, and Vibrant Communities Calgary. 2012. Why Does Poverty Exist? Poverty in Calgary – A Four Part Series, Part 2. Calgary: United Way Calgary and Area, City of Calgary, and Vibrant Communities Calgary. Page 4.

<sup>30</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>31</sup> Stewart, M., L. Reutter, E. Makwarimba et al. 2008. "Left out: Perspectives on social exclusion and inclusion across income groups." Health Sociology Review 17(1): 78-94. Page 89.

<sup>32</sup> Copas, J., and L. Copas. 2005. Housing Stability Indicators and Impacts. Ottawa: Canada Mortgage and Housing Corporation. Page i.

## **AWO TAAN HEALING LODGE SOCIETY**

### **• Outreach Program**

#### **THEORY OF CHANGE:**

**Need:** Despite the vast measures taken by communities to alleviate the high incidence of family violence in Alberta, violence continues to be a widespread problem affecting adults and children from all walks of life. The Aboriginal population is disproportionately affected by family violence.<sup>33</sup> Close to 67,000 or 13 per cent of all Aboriginal women aged 15 and older stated they have been violently victimized. Aboriginal women are almost three times more likely than non-Aboriginal women to report having been a victim of violence.<sup>34</sup> Further, victims of family violence, Aboriginal, immigrant and refugee women, single mothers, and women with health and addiction issues are among the most socially isolated members of society. Social isolation is a risk factor for abuse, as women with weak social networks are much more likely to be victimized. Isolation is also a consequence of abuse, both within the abusive relationship, as support people and loved ones are systematically excluded from the victim's life, and after the relationship ends, when the victim may be trying to strike out on her own with few financial and other resources.<sup>35</sup>

**Goal:** To provide culturally enriched support through outreach to women leaving the Awo Taan Healing Lodge shelter and to other women at risk of domestic violence.

**Strategy:** The Outreach program provides transitional support for up to 25 families for up to a year. Service strategies include access to Elders for language, ceremony and spiritual guidance. Healing circles include educational seminars on a variety of topics such as safety planning, the cycle of violence, power and control, effects on children, conflict resolution, anger management, and so on. The strategy also includes community and agency referrals to resources such as Native Counselling Services, Alberta Works, Calgary Housing Company, legal services, and food banks. Family participation varies from two to six hours per week for up to six months.

**Rationale:** Awo Taan is guided by an Aboriginal framework to enable families to connect to cultural heritage and traditions for healing and safety from violence. Culturally appropriate programming involves reframing programs to become more holistic. As recommended in the research, culturally recognizable and relevant program activities and services are considered to be healing practices intended to help participants rebuild their lives.<sup>36</sup>

#### **Indicators:**

# 11 – Safety from Intimate Partner Violence

# 50 – Sense of Cultural Belonging and Feeling Supported

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<sup>33</sup> Taylor-Butts, Andrea. 2007. "Canada's Shelters for Abused Women, 2005/2006." Juristat – Canadian Centre for Justice Statistics. Catalogue No. 85-002-XIE, Vol. 27, No.4. Ottawa: Statistics Canada. Page 6.

<sup>34</sup> Brennan, Shannon. 2011. "Violent Victimization of Aboriginal Women in the Canadian Provinces, 2009." Juristat Article. Component of Statistics Canada Catalogue No. 85-002-X. Statistics Canada. Ottawa: Statistics Canada. Page 7.

<sup>35</sup> Cooper, Merrill. 2009. "Vulnerable Families." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>36</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 5.

## **BIG BROTHERS AND BIG SISTERS SOCIETY OF CALGARY AND AREA**

### **• Building Assets Through Mentoring Growth**

#### **THEORY OF CHANGE:**

**Need:** There is a continual increase in the number of children in Calgary who struggle with diversity issues, isolation, poverty, family discord and lack of opportunity. These children may experience a limited context of healthy relationships and are in great need of a consistent, caring adult who can provide a sense of hope and greater experience of life and community. Young people who lack a strong relationship with a caring adult while growing up are much more vulnerable to a host of difficulties, ranging from academic failure to involvement in serious risk behaviours. Research finds that resilient youth, those who successfully transition from risk-filled backgrounds to the adult world of work and good citizenship, are consistently distinguished by the presence of a caring adult in their lives.<sup>37</sup>

**Goal:** To impact the lives of young people and volunteers through the power of mentoring.

**Strategy:** Community and school-based mentoring programs provide one-to-one mentoring relationships for young people. The program matches a screened and trained adult mentor with a young person who needs a positive adult relationship. The matches are based on mutual personality traits, interests, and the specific desires of each volunteer and young person. Matches are conducted, supervised, and supported through professional staff. The mentor and mentee meet on a weekly basis for a minimum of one year. Beyond this one-year commitment, many young people gain a lifelong mentor and role model, who stays connected with them throughout their journey and developmental stages.

**Rationale:** Mentoring is a proven strategy for youth resiliency, future orientation, and social support. Research indicates that the most effective mentoring programs are those which adhere to promising practices in programming such as orientation for mentors and mentees; an eligibility screening process for mentors including an interview and references; parental consent; a signed commitment; appropriate criteria for matching; a training curriculum; a monitoring process that records activities, supervision, re-matching, and closure steps; and recognition for all participants.<sup>38</sup> Mentoring programs can make a positive difference in multiple domains of youth behaviour and development including improvements in self-esteem; better relationships with parents and peers; greater school connectedness; improved academic performance; and reductions in substance use, violence and other risk behaviours.<sup>39</sup> Mentoring develops positive social ties for young people and bridging social capital where mentors are from outside of the mentee's social group. Mentoring can also build connections with a broader range of people who are useful in linking youth to external assets.<sup>40</sup>

#### **Indicators:**

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 28 – Youth – Grades 7-12 Friendships
- # 38 – Youth – Grades 7-12 Self-Esteem, Self-Confidence, Identity

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<sup>37</sup> Cavell, Timothy, David DuBois et al. 2009. "Strengthening Mentoring Opportunities for At-Risk Youth." Policy Brief. Portland, OR: Education Northwest. Page 1.

<sup>38</sup> Cooper, Merrill. 2009. "Promising practices in mentoring." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 10.

<sup>39</sup> Cavell, Timothy, David DuBois et al. 2009. "Strengthening Mentoring Opportunities for At-Risk Youth." Policy Brief. Portland, OR: Education Northwest. Page 2.

<sup>40</sup> 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.

## **BIG BROTHERS AND BIG SISTERS SOCIETY OF CALGARY AND AREA**

- **CAS, Critical Hours**

### **THEORY OF CHANGE:**

**Need:** The Critical Hours timeframe is a period of the day when young people are often lacking appropriate role models and activity. This may increase risk factors for children and youth, increasing their risk of poor social, emotional, health, 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 also vital to healthy development.<sup>41</sup>

**Goal:** To impact the lives of young people and volunteers through the power of mentoring.

**Strategy:** The strategy builds on the current Teen Mentoring program where youth aged 14 to 18 are supported and trained by agency staff to mentor children younger than themselves. Youth mentor children after school once a week between 3 and 6 p.m. The program provides on-site support and guidance by trained professional personnel. It builds youth development and leadership skills while children benefit from mentoring. The youth and children are involved in positive activities on site at various community locations for each mentoring visit. The strategy also includes matches between adults who are available to mentor during critical hours and young people wishing to be mentored.

**Rationale:** Teen mentoring programs focus on promoting connections, self-esteem, and skills among mentees. This approach allows for a unique approach where students mentor students.<sup>42</sup> In studies, children matched to youth mentors improved relative to their non-mentored peers in social acceptance. Mentoring youth had the opportunity to experience learning new skills in role modelling, volunteerism, and social connection. Programs that strengthen youth's social skills in the high school years can help prepare students for the transition to adulthood. Participation in after-school and extracurricular programming often improves the youth's social skills.<sup>43</sup>

### **Indicators:**

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 28 – Youth – Grades 7-12 Friendships
- # 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



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<sup>41</sup> Cooper, Merrill. 2009. "Mentoring programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>42</sup> Karcher, Michael J. 2008. "The Study of Mentoring in the Learning Environment (SMILE): A Randomized Evaluation of the Effectiveness of School-based Mentoring." *Prevention Science* 9(2): 99-113.

<sup>43</sup> Durlak, Joseph, and Roger P. Weissberg. 2007. "The Impact of After-School Programs that Promote Personal and Social Skills." Chicago: Collaborative for Academic, Social, and Emotional Learning. Page 28.

## **BOW CLIFF SENIORS**

### **• Seniors Programs**

#### **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.<sup>44</sup>

**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.<sup>45</sup> 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.<sup>46</sup> 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.<sup>47</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>48</sup>

#### **Indicators:**

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>44</sup> 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.

<sup>45</sup> 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.

<sup>46</sup> 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.

<sup>47</sup> 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.

<sup>48</sup> 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.

## **BOWNESS SENIORS' CENTRE**

### **• Seniors Programs**

#### **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.<sup>49</sup>

**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.<sup>50</sup> 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.<sup>51</sup> 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.<sup>52</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>53</sup>

#### **Indicators:**

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>49</sup> 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.

<sup>50</sup> 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.

<sup>51</sup> 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.

<sup>52</sup> 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.

<sup>53</sup> Cattan, M., M. White, J. Bond, and A. Learnmouth. 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.

## THE BOYS AND GIRLS CLUBS OF CALGARY

### • Calgary Club Programs

#### THEORY OF CHANGE:

**Need:** Families are experiencing greater challenges with less supports, resulting in children and youth with increased risk accumulation and fewer opportunities for positive development. For vulnerable children and youth, these risks are compounded by the effects associated with poverty, poor parenting, lack of education, domestic dysfunction, mental illness, newcomer settlement, etc. “Preventing young people’s exposure to risk factors and increasing their exposure to protective factors is the most effective way of preventing myriad health and social problems for both individuals and society as a whole down the road.”<sup>54</sup>

**Goal:** To provide children and youth aged 6 to 18 structured programming using a “SAFE” model (Sequenced, Active, Focused, Explicit), to enhance social and personal skills including increased self-esteem and self-confidence, positive social behaviours, and a decrease in problem behaviours.<sup>55</sup>

**Strategy:** Boys and Girls Clubs of Calgary offers a variety of accessible, affordable, structured and intentional programs in the evening, during school breaks and in the summer, focusing on recreation, education, leadership and arts. Programs are offered in the Beltline, Falconridge, Marlborough (a specific Aboriginal program), Penbrooke, Pineridge Thorncliffe, Renfrew, and other locations that are not funded by FCSS. Program content is designed to meet specific outcomes but varies depending on the skills addressed. Some are traditional ‘hard skills’ programs where participants learn, practice and execute very specific elements (Junior Sports League, Junior Chefs, Jump Math) and others are ‘soft skills’ programs where participants learn and practice concepts, approaches and ways of being (Torch Girls, Boys Rock, Great Adventures). Some programs are based outdoors while others require a kitchen or computers. Programs focus on a specific age range (e.g., 6-8, 9-14, 15-18) and, depending on content and complexity, program numbers will vary from 6-15 participants. Programs are generally 1-2 hours in length. Most programs run once or twice a week for the full duration of the school year (September-June) although some run once or twice a week for cycles of 6-10 weeks, and may repeat over multiple cycles during the year.

**Rationale:** Research shows that sustained participation in high-quality, structured developmental programming can provide supervision and help children and youth to stay out of trouble and to achieve age-appropriate developmental milestones. The benefits of participation in developmental programming may be greatest for young people who face challenges in life, such as physical or intellectual disabilities, dysfunctional families or negative environments, language or cultural barriers, and living with chronic low income, and for young people who feel excluded from the “mainstream” for any number of reasons. For vulnerable children and youth, participation in developmental programming can afford protective or “buffering” factors that can offset multiple risk factors.<sup>56</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 30 – Youth – Grades 7-12 Positive Peer Relationships
- # 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



<sup>54</sup> Cooper, Merrill. 2009. “The Issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>55</sup> Durlak, J.A., and R.P. Weissberg. 2007. The Impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Pages 6-7.

<sup>56</sup> Cooper, Merrill. 2009. “The Issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## THE BOYS AND GIRLS CLUBS OF CALGARY

### • CAS Programs

#### THEORY OF CHANGE:

**Need:** During the critical hours after school, when adult supervision is scarce and structured programming is not always readily available, risks can accumulate and the possibility of harm can increase. These risks are compounded by the effects of poverty, poor parenting, lack of education, domestic dysfunction, mental illness, newcomer settlement, etc. “Preventing young people’s exposure to risk factors and increasing their exposure to protective factors is the most effective way of preventing myriad health and social problems for both individuals and society as a whole down the road.”<sup>57</sup>

**Goal:** To provide children and youth between the ages of 6 and 18 structured afterschool programming from 3 to 6 p.m. using “SAFE” strategies (Sequenced, Active, Focused, Explicit) to enhance social and personal skills including increased self-esteem and self-confidence, positive social behaviours, and a decrease in problem behaviours.<sup>58</sup>

**Strategy:** Calgary AfterSchool programs are situated based on community need and currently operate in Acadia, Beltline, Falconridge, Glenbrook, Heritage, Lincoln Park, Mahogany, McKenzie Towne, Midnapore, Penbrooke, Pineridge, Ramsay, Renfrew, Shaganappi, Strathcona, Thorncliffe, West Springs, and Woodridge. Aboriginal CAS programs operate in Erinwoods, Forest Lawn and Marlborough. CAS programs are designed to promote physical and mental well-being, responsible decision-making, self-esteem and self-efficacy, engagement, and pro-social attitudes. Program content is designed to meet specific outcomes but varies depending on the skills addressed. Some are traditional ‘hard skills’ programs where participants learn, practice and execute very specific elements (Sports of all Sorts, Mad Science, Encore Arts) and others are ‘soft skills’ programs where participants learn and practice concepts, approaches and ways of being (Random Acts of Kindness, Great Escapes, Fidelity Power Up!). Some programs are based outdoors while others require a kitchen or computers. Programs focus on a specific age range (e.g., 6-8, 6-12, 9-14, 15-18) and, depending on content and complexity, program numbers will vary from 6-30 participants. Programs are generally 1.5-3 hours in length. Some programs run once or twice a week, while others run weekdays for 6-10 weeks and may repeat over multiple cycles during the school year.

**Rationale:** Research shows that sustained participation in high-quality, structured developmental programming can provide supervision and help children and youth to stay out of trouble and to achieve age-appropriate developmental milestones. The benefits of participation in developmental programming may be greatest for young people who face challenges in life, such as physical or intellectual disabilities, dysfunctional families or negative environments, language or cultural barriers, and living with chronic low income, and for young people who feel excluded from the “mainstream” for any number of reasons. For vulnerable children and youth, participation in developmental programming can afford protective or “buffering” factors that can offset multiple risk factors.<sup>59</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 30 – Youth – Grades 7-12 Positive Peer Relationships
- # 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



<sup>57</sup> Cooper, Merrill. 2009. “The Issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>58</sup> Durlak, J.A., and R.P. Weissberg. 2007. The Impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Pages 6-7.

<sup>59</sup> Cooper, Merrill. 2009. “The Issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## THE BOYS AND GIRLS CLUBS OF CALGARY

- Hera Program

### THEORY OF CHANGE:

**Need:** Research reveals that youth development is severely disrupted in the presence of trauma and inhibits the ability to form positive relationships.<sup>60</sup> As adolescent girls experience life events that lead to vulnerable high risk behaviour and sexual exploitation, they become disengaged from the normal supports of family, school, community, and positive peer relationships. Hera creates linkages for vulnerable girls to give them the tools to move away from high risk behaviour and build on protective factors that will equip them to become self-reliant adults.

**Goal:** To provide client-directed, therapeutic wrap-around services and life skills development opportunities to girls aged 13-17 who are at risk of or already involved in sexual exploitation. Hera supports the girls' re-engagement and connection to school, family and community, and teaches them coping and life management skills.

**Strategy:** Hera is located at Kingsland School and serves a city-wide population of vulnerable girls and their families. Clients attend a specialized CBE classroom during regular school hours and also receive therapeutic supports and access to therapy. While this is usually for one or two semesters, some girls require a third semester to ensure a successful transition to their next community school and the greater community. Clients receive experiential learning and mentorship opportunities to support life skills development and positive connection to community during school, after school, and during the summer months. This includes building daily living and social skills, employment preparation and support, volunteering in the community, and activities that enhance self-esteem and rebuild confidence. Families are also provided with in-home services and support during their child's participation in the program such as building healthy relationships, conflict management, positive parenting strategies, rebuilding relationships between the girl and her family, and referring the families to supporting agencies. Outreach services continue for a few months after the participants' transition back to community school settings.

**Rationale:** When youth are connected with the appropriate supports at the right time and intensity, these connections serve as powerful protective and rehabilitative factors. Hera works from the trauma-informed ARC framework to address developmental delays and risk accumulations. The ARC Framework identifies three core domains (Attachment, self-Regulation, and Competency) that are frequently impacted among traumatized youth and which affect future resiliency.<sup>61</sup> Hera's work with clients and families focuses on the re-establishment of trust, consistency and communication to increase family functioning. When families are safe, healthy, and socially connected to supports and resources, they develop self-sufficiency and the ability to promote positive development in their children.<sup>62</sup>

### Indicators:

- # 19 – Family Cohesion – Parent / Adult Questions
- # 20 – Parenting – Parent Questions
- # 21 – Parenting – Youth Questions (Grades 7-12)
- # 23 – Youth – Grades 7-12 School Engagement, Success
- # 29 – Youth – Grades 7-12 Adult Confidant
- # 38 – Youth – Grades 7-12 Self-Esteem, Self-Confidence, Identity
- # 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values

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<sup>60</sup> Perry, Bruce. 2009. Understanding the Effects of Maltreatment on Brain Development. Washington, D.C: Child Welfare Information Gateway.

<sup>61</sup> Blaustein, Margaret. ARC: Attachment, Self-Regulation, and Competency: A Comprehensive Framework for Intervention with Complexly Traumatized Youth. Los Angeles, CA: The National Child and Traumatic Stress Network.

<sup>62</sup> Cooper, Merrill, 2009. Outcome: Positive Parenting and Family Functioning. FCSS Calgary Research Brief No 2. Calgary: City of Calgary, FCSS.

## THE BRENDA STRAFFORD SOCIETY FOR THE PREVENTION OF DOMESTIC VIOLENCE

- Client Mentoring Program

### THEORY OF CHANGE:

**Need:** Due to displacement and lack of basic needs, emotional supports and mentors, research indicates women and children fleeing domestic violence are vulnerable to isolation, poverty and homelessness. Social isolation plays multiple roles in the lives of abused women, as women with weak networks and few supportive people in their lives are more likely to be victimized.<sup>63</sup>

**Goal:** To reduce isolation, provide mentoring, and assist families impacted by domestic violence with meeting their basic emotional and mental needs.

**Strategy:** The program is committed to offering individual support to women while they reside at our facility. The purpose is to promote development and growth and to focus on learning. It aims to empower by supporting relationship development through conversation, which encourages service recipients to set and achieve goals, make decisions, and solve problems. The program recruits, trains and supports volunteers in providing mentoring services and activities to women and children residing at the Centre. Volunteers are recruited from both vulnerable populations and the larger community. Mentors are trained on how to build a positive relationship with their mentee. Subject matter includes an appropriate mentoring attitude, healthy boundaries, expectations, communication skills, diversity issues, confidentiality, child abuse reporting, goal setting, eligibility screening, level of commitment and accountability, and self-care. These and other subjects are addressed during on-going training sessions provided by the Centre.

**Rationale:** Mentoring programs are associated with a wide range of positive developmental outcomes. By helping to build social capital, service recipients can experience an increase in life skills, pro-social behaviour (e.g., helping others), emotional well-being, self-esteem, and a sense of meaningfulness in their communities.<sup>64</sup>

### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>63</sup> Cooper, Merrill. 2009. "Social and Peer Support Groups for Women." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>64</sup> Cooper, Merrill. 2009. "Social and Peer Support Groups for Women." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 12.

## THE BRENDA STRAFFORD SOCIETY FOR THE PREVENTION OF DOMESTIC VIOLENCE

### • Domestic Violence Counsellor

#### THEORY OF CHANGE:

**Need:** Research indicates that it can take up to two years or more to heal from domestic violence and make substantial enough progress in one's goals to sustain an independent violence-free life in which one is a contributing member of the community.<sup>65</sup> Shelters for abused women form an integral part of a larger network of services for those victimized by crime; they represent the residential complement to other programs and services for victims of abuse. Victims of domestic violence require a variety of resources such as information, emotional support, liaison services and assistance with basic needs such as housing, food, and clothing.<sup>66</sup>

**Goal:** To address the needs of, and offer support services to, women fleeing domestic violence who are residing at The Brenda Strafford Centre.

**Strategy:** Second stage shelter is provided for a six month period. The Residential Counsellor draws on existing shelter best practices and the experience of our Centre to assist women in the progression of their goals.

**Rationale:** Research indicates that women impacted by domestic violence often return to abusive partners or are at risk of being homeless due to an inability to secure supportive affordable housing.<sup>67</sup> The Residential Counselling program helps women be less secluded, more likely to sustain themselves and their children, and become more able to contribute to our community.<sup>68</sup>

#### Indicators:

# 11 – Safety from Intimate Partner Violence

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

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<sup>65</sup> Gondolf, E.W. 2002. "Service Barriers for Battered Women with Male Partners in Battered Programs." *Journal of Interpersonal Violence* 17(2): 217-227.

<sup>66</sup> Taylor-Butts, Andrea. 2007. "Canada's Shelters for Abused Women, 2005/2006." *Juristat – Canadian Centre for Justice Statistics*. Catalogue No. 85-002-XIE, Vol. 27, No.4. Ottawa: Statistics Canada. Page 2.

<sup>67</sup> Tettero, May. 2008. "Reaching Out: The Experience of Abused Women in Grey Bruce." Kincardine, ON: Women's House Serving Bruce & Grey. Page 28.

<sup>68</sup> Fugate, Michelle, Leslie Landis et al. 2005. "Barriers to Domestic Violence – Help Seeking: Implications for Intervention." *Violence Against Women* 11(3): 290-310.

## THE BRENDA STRAFFORD SOCIETY FOR THE PREVENTION OF DOMESTIC VIOLENCE

- Outreach Program

### THEORY OF CHANGE:

**Need:** Research shows that “being abused may undermine virtually every aspect of a woman's life—her physical and mental health, her ability to work, her relationships with children, family members and friends, her self-efficacy and her fundamental sense of self-worth. Sometimes her attempts to cope with abuse, for example, through the use of drugs or alcohol, create additional problems.”<sup>69</sup> Even after fleeing an abusive relationship and living the shelter experience, women continue to face difficult issues including barriers related to housing, employment, child care, social support and single parenthood.<sup>70</sup> Outreach and follow-up services extend shelter support beyond residency and into the community. Given the multiple barriers facing these women and their children, programs that provide follow-up and outreach support are essential.

**Goal:** To address the needs and offer support services to former clients of The Brenda Stafford Centre and to women who are living in the community who have not accessed its shelter services.

**Strategy:** The Outreach Program connects with women in the community who are contemplating or attempting to flee domestic violence, and assists them and their children with this endeavour. Upon leaving the shelter to return to the community, the Outreach Program provides follow-up support to women and their children. Support services include continued counselling services, helping clients to access the benefits to which they are entitled, and providing assistance related to securing housing, transportation, and food security.

**Rationale:** Women leaving domestic violence often need assistance in increasing self-sufficiency. Research indicates that best practices for assisting these women include providing help to secure housing and basic needs, as well as assisting clients with upgrading educational and employment skills, literacy and financial or money management skills.<sup>71</sup>

### Indicators:

# 9 – Basic Functional Life Skills

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

# 18 – Housing Stability

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<sup>69</sup> Hart, Liz, and Wanda Jamieson. 2001. “What are the Consequences of Woman Abuse?” Woman Abuse – Overview Paper. Ottawa: Health Canada, National Clearinghouse for Family Violence. No page (accessed online).

<sup>70</sup> Tutty, Leslie M. 1996. “Post-shelter services: The efficacy of follow-up programs for abused women.” Research on Social Work Practice 6(4): 425-441.

<sup>71</sup> Tutty, Leslie M. 1996. “Post-shelter services: The efficacy of follow-up programs for abused women.” Research on Social Work Practice 6(4): 425-441.

## THE CALGARY ASSOCIATION FOR PEER SUPPORT SERVICES FOR ABUSED WOMEN

### • Moving On with Mentors

#### THEORY OF CHANGE:

**Need:** Currently, according to Statistics Canada, 30 to 40 per cent of women experience intimate partner violence in their lifetime. Of the 30 to 40 per cent who seek assistance with the violence, over 60 per cent will most likely return to an abusive relationship. Recent studies discuss the heightened risk a woman is at six months to 18 months after leaving an abusive relationship.<sup>72</sup> Offering support to women, especially at this vulnerable period, increases their chances for removing themselves permanently from the cycle of violence and making significant changes in their lives. Significant research in the areas of peer support (specifically in relation to addictions and cancer) states that peer support can decrease an individual's risk of returning to destructive behaviour.<sup>73 74</sup>

**Goal:** To create individual and systemic change to promote respectful, healthy and peaceful relationships for abused women.

**Strategy:** The program draws on the model of peer support, using best practices research in the area of support for abused women and their children through the change process. Formerly abused women act as mentors for women who are experiencing abuse or have recently left abusive situations. The program works to create a strong alliance through the model of peer support between a formerly abused woman who has successfully completed her journey and an abused woman at the early stages of her journey. The relationship supports the abused woman to move beyond her abusive experience, creating new and strong social networks and a support system of people in her life. This reduces the risk for further victimization, allowing these women to live violence-free lives filled with healthy, respectful, peaceful relationships. Each mentorship match is individualized for the client. Mentorship relationships last on average three months to one year and occur from once a week to once a month.

**Rationale:** Research shows that women with "weak networks and few supportive people in their lives are more likely to be victimized".<sup>75</sup> Research also shows that a strong alliance between a service provider and client increases success by up to 65 per cent.<sup>76</sup>

#### Indicators:

# 11 – Safety from Intimate Partner Violence

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<sup>72</sup> Pence, E. (2002). "The Duluth Domestic Abuse Intervention Project."

<sup>73</sup> Rosemary Boisvert, Linda Martin, Maria Grosek, and Anna June Clarie. 2008. "Effectiveness of a peer-support community in addiction recovery: participation as intervention." *Occupational Therapy Journal* 15(4): 205-220.

<sup>74</sup> Pfeiffer P.N., M. Heisler, J.D. Piette, M.A.M. Rogers, and M. Valenstein. 2011. "Efficacy of peer support interventions for depression: a meta-analysis." *General Hospital Psychiatry* 33(1): 29-36.

<sup>75</sup> Cooper, Merrill. 2009. "Social and peer support groups for women." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>76</sup> Miller, Scott D., Barry L. Duncan et al. 2003. "The Outcome Rating Scale: A Preliminary Study of the Reliability, and Feasibility of a Brief Visual Analog Measure." *Journal of Brief Therapy* 2(2): 91-100.

## THE CALGARY BRIDGE FOUNDATION FOR YOUTH

### • CAS, After School Homework and Life Skills Program

#### THEORY OF CHANGE:

**Need:** Research indicates that many immigrant children, youth, and families face a wide range of interrelated acculturation challenges including culture shock, isolation, and a lack of language proficiency, in addition to a plethora of barriers that face all youth.<sup>77</sup> Research suggests that “preventing young people’s exposure to risk factors and increasing their exposure to protective factors is the most effective way of preventing myriad health and social problems.”<sup>78</sup>

**Goal:** To keep immigrant children and youth positively engaged during critical after-school hours by providing homework help, English language development, and recreational and life skills activities.

**Strategy:** The After School Homework and Life Skills Program focuses on creating a safe space for participants to build trust, develop confidence, and make friends. Best practices research is integrated into all components of program implementation and design. Programs focus on social emotional development, empowerment, friendship, community caring, and school engagement. They are offered once a week in neighbourhoods that display high need, at approximately 24 locations such as elementary schools, public libraries, low-income housing complexes, and community centres. Programs are tailored to the specific needs and demographics of the communities in which they are run. Staff members are selected through human resource processes that emphasize inclusion and diversity as priorities. They represent a variety of backgrounds and possess language skills in many of the first languages of program participants. They receive ongoing training around safety procedures, protocol, and outcomes-based curriculum.

**Rationale:** Research suggests that “the establishment of friendships is fundamental to positive youth development. For all young people, having close friends is associated with good emotional health and social adjustment.”<sup>79</sup> Research has shown that programs for youth from multiple cultures promote cultural sharing and underscore common immigrant family challenges.<sup>80</sup> In addition, “programs can link schools with immigrant community-based organizations to help all students value immigrant cultures.”<sup>81</sup>

#### Indicators:

- # 22 – Children – Grades 4-6 School Engagement, Success
- # 23 – Youth – Grades 7-12 School Engagement, Success
- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 28 – Youth – Grades 7-12 Friendships
- # 31 – Youth – Grades 7-12 Good Social Skills
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



<sup>77</sup> Anisef, P., and K.M. Kilbride. 2003. “Introduction”; and “Overview and Implications of the Research.” In Anisef, P., and K.M. Kilbride (eds.). 2003. *Managing Two Worlds: The Experiences and Concerns of Immigrant Youth in Ontario*. Toronto: Canadian Scholars’ Press Inc. Pages 1-34; and 235-272.

<sup>78</sup> Cooper, Merrill. 2009. “The issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>79</sup> Cooper, Merrill. 2008. *Overcoming Barriers to the Positive Development and Engagement of Ethno-racial Minority Youth in Canada*. Ottawa: Department of Canadian Heritage, Multiculturalism Program. Page 6.

<sup>80</sup> Easter, Maud, and Dina Refki. 2004. “Creating Successful Programs for Immigrant Youth.” *Practice Matters*. Ithaca, NY: ACT for Youth Upstate Center of Excellence. Page 2.

<sup>81</sup> Easter, Maud, and Dina Refki. 2004. “Creating Successful Programs for Immigrant Youth.” *Practice Matters*. Ithaca, NY: ACT for Youth Upstate Center of Excellence. Page 3.

## THE CALGARY BRIDGE FOUNDATION FOR YOUTH

### • CAS, Calgary Multicultural Orchestra

#### THEORY OF CHANGE:

**Need:** Immigrant children and young people continue to need significant supports to aid their overall successful development and settlement.<sup>82</sup> Research suggests that “preventing young people’s exposure to risk factors and increasing their exposure to protective factors is the most effective way of preventing myriad health and social problems.”<sup>83</sup>

**Goal:** To provide culturally diverse children and youth equitable access to music education during the critical after-school hours.

**Strategy:** The Calgary Multicultural Orchestra delivers critical hours programming primarily in east Calgary communities with high ethnocultural diversity and socioeconomic need. Modelled after the Venezuela El Sistema Orchestras program, participating children come from different communities and attend different schools. Music teachers encourage interaction before, during and after class, allow students to help others who may be struggling, and make time for their young musicians to build positive friendships cross-culturally. To nurture youth leadership opportunities, young staff (many of whom are students) from a variety of musical backgrounds are employed who are able to adopt the El Sistema approach to teaching. Teachers and parent volunteers receive ongoing training in safety procedures, protocols, and an outcomes-based curriculum. They work as a team under the direction and supervision of the Lead Music Teacher. The program is currently housed at Holy Cross School and runs for three hours five days per week.

**Rationale:** Research indicates that music is crucial to the healthy development of children and youth. It helps them develop language and literacy abilities, coordinate fine and gross motor skills, enhance academic learning, deepen abstract thinking, and develop positive relationships with others.<sup>84</sup> Playing an instrument and studying music has been proven to raise verbal and non-verbal IQ scores; improve vocabulary, spelling and reasoning abilities; heighten mathematics skills; and help with language learning abilities.<sup>85</sup> The El Sistema approach of teaching in groups promotes both appreciation of the value of the performing arts and cross-cultural understanding. The establishment of friendships “is fundamental to positive youth development. For all young people, having close friends is associated with good emotional health and social adjustment.”<sup>86</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 28 – Youth – Grades 7-12 Friendships
- # 31 – Youth – Grades 7-12 Good Social Skills
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



<sup>82</sup> Anisef, P., and K.M. Kilbride. 2003. “Introduction”; and “Overview and Implications of the Research.” In Anisef, P., and K.M. Kilbride (eds.). 2003. *Managing Two Worlds: The Experiences and Concerns of Immigrant Youth in Ontario*. Toronto: Canadian Scholars’ Press Inc. Pages 1-34; and 235-272.

<sup>83</sup> Cooper, Merrill. 2009. “The issue.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>84</sup> Matthews, Michael. 2011. “18 Benefits of Playing a Musical Instrument.” *Effective Music Teaching: Advice and Tips for Music Directors Who Care*. Website. <http://www.effectivemusicteaching.com/articles/category/articles>.

<sup>85</sup> Hille, Katrin, Killian Gust, Ulrich Bitz, and Thomas Kammer. 2011. “Associations between music education, intelligence, and spelling ability in elementary school.” *Advances in Cognitive Psychology* 7: 1-6.

<sup>86</sup> Cooper, Merrill. 2008. *Overcoming Barriers to the Positive Development and Engagement of Ethno-racial Minority Youth in Canada*. Ottawa: Department of Canadian Heritage, Multiculturalism Program. Page 6.

## CALGARY CATHOLIC IMMIGRATION SOCIETY

### • Immigrant Seniors Integration Project

#### 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. About eight per cent of seniors do not speak English or French at a conversational level, which may impact their ability to access services and participate in their communities.<sup>87</sup>

**Goal:** To promote and provide access to greater social participation among immigrant seniors.

**Strategy:** The Immigrant Seniors Integration Project offers a variety of programs and activities for immigrant seniors aged 55 to 94 with varying English levels including many who do not speak English. It serves seniors from different ethnic communities across Calgary and provides opportunities for volunteering, leadership, and socializing. Educational workshops are offered to mixed ethnic groups on subjects such as Seniors Benefits (federal and provincial); Elder Abuse; Personal Directive Act and Adult Guardianship; and Laws on Estate, Trusteeship and Wills; among others. Activities are also offered to increase social relationships and networks, and build English language skills in order to reduce social isolation and dependency. For example, the Tuesday Tea: Bring a Friend Program brings together seniors from different ethnic communities and diverse social backgrounds once a month for informal tea and conversation. Through this, they connect with each other and build friendships. Other programs such as bi-monthly multicultural events in partnership with other organizations provide opportunities for ethnic and mainstream seniors to mix. These include International Fun and Food Festival, Taste of Asia, Multicultural Fiesta, Summer Picnic, Corn Festival, Rice Festival, and Immigrant Seniors Awards. Participant involvement in the program is ongoing, generally for a minimum of one year. Post-testing is conducted every six months.

**Rationale:** Research makes a distinction between 'bridging social capital' in which bonds of connectedness are formed across diverse social groups, and 'bonding social capital' that cements only homogenous groups.<sup>88</sup> The Immigrant Seniors Integration Project fosters both through its programs and partnerships in order to build the supports, networks, and skills necessary for participation. Research suggests that programming for immigrant seniors is most effective when offered in partnership with or directly by organizations in which the seniors are engaged.<sup>89</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>87</sup> 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.

<sup>88</sup> Putnam, Robert D. 2000. Bowling Alone: The Collapse and Revival of American Community. New York: Simon and Schuster.

<sup>89</sup> 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 13 and 16.

## **CALGARY CATHOLIC IMMIGRATION SOCIETY**

### **• Regional Outreach Program**

#### **THEORY OF CHANGE:**

**Need:** Calgary is among the most culturally diverse urban regions in North America and the third most diverse region in Canada. The 13,000 immigrants received each year are vital to meet current and projected labour market demands. However, underemployment of immigrants was identified as a “top concern” in Calgary’s 2009 Vital Signs Report Card. Immigrants face obstacles to resettlement and integration, along with systemic racism and discrimination in Calgary’s social service, justice, health, and education systems.<sup>90</sup> Even service providers question whether their services are accessible and inclusive.<sup>91</sup>

**Goal:** To facilitate the development of stronger, inclusive communities by working with service providers and grassroots, ethnocultural communities on cultural competency and community engagement.

**Strategy:** Using a cultural competency and community development framework, the Regional Outreach Program (ROP) reaches out to service providers and ethnocultural community members to foster social inclusion. By linking agencies and members of culturally diverse communities, the program addresses systemic barriers through a reciprocal learning process. Volunteers and members of ethnocultural communities engage in projects to build leadership skills, develop work experience, and broaden social or professional networks. Through community forums with service providers, ethnocultural communities share their challenges related to integration and learn about and connect with mainstream organizations. Community members are trained to present on topics related to culture. Forums are offered three to four times per year. Community development groups foster civic engagement and build residents’ capacity to reduce their isolation, improve their communication skills, and access resources. Groups are held three to four times per year, for three to 10 sessions each. Initiatives that address community issues provide volunteer opportunities such as ROP’s community development work with the South Sudanese Community, or police sessions with ethnocultural community members through the 12 Communities Safety Initiatives for 70 to 100 volunteers who take on informal and formal leadership roles. These events help to identify the most vulnerable people in communities, provide service providers with presentations on the culture and cultural needs of residents, and support broader community development initiatives.

**Rationale:** Consultation on ROP’s approach shows that working within this framework with grassroots ethnocultural communities and being a bridge to mainstream services improves service providers’ “outreach and involvement in culturally diverse communities,” making services more accessible and inclusive.<sup>92</sup> In 2009, 93 per cent of clients involved in ROP’s activities reported they expanded their social supports and their ability to access systems, and felt more included in and connected to the larger community.<sup>93</sup>

#### **Indicators:**

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>90</sup> The Calgary Foundation. 2009. “Calgary’s Vital Signs: 2009 Citizens’ Report Card.” Calgary: The Calgary Foundation. Page 3.

<sup>91</sup> Van Ngo, H., and B. Schleifer. 2005. “Immigrant Children and Youth in Focus.” Canadian Issues (Spring): 32.

<sup>92</sup> Pruegger, Valerie. 2011. Regional Outreach Programme (ROP) Evaluation – Consultation Report. Calgary: Calgary Catholic Immigration Society. Page 4.

<sup>93</sup> Calgary Catholic Immigration Society. 2009. Compiled Client Surveys. Calgary: Calgary Catholic Immigration Society.

## CALGARY CATHOLIC IMMIGRATION SOCIETY

### • Volunteer Resources

#### THEORY OF CHANGE:

**Need:** According to recent studies, 59 per cent of recent immigrants are concerned about unemployment and 52 per cent are concerned about not contributing to the community.<sup>94</sup> These statistics raise concern as Canada continues to support its population growth through immigration. In 2012 alone, 257,887 immigrants came to Canada. Out of this group, 16,813 people, or six per cent, made Calgary their destination of choice.<sup>95</sup>

**Goal:** To assist new immigrants to settle and integrate into the Calgary community and gain Canadian employment experience through volunteer placements facilitated by Calgary Catholic Immigration Society (CCIS).

**Strategy:** The program's target audience is new immigrants from teens to seniors. The delivery model is based upon the recruitment, training, and engagement of these clients as volunteers with CCIS and partner organizations. Recruitment takes place through advertisements at the volunteer centre and online, and at large group presentations. The aim is to provide clients with a volunteer placement that is suited to their unique skill sets. Examples include roles in administration, accounting, interpretation, youth tutoring, and assisting in adult LINC (language) classes. Each placement involves a personal interview and orientation, a sign-up and clearance process, and specific training for the assignment's tasks. The intake cycle is continuous and volunteer engagement is reviewed quarterly. The program ensures the quality of the volunteer experience by presenting at least 20 times annually to internal and external groups to promote volunteerism; conducting focus groups to gather feedback; and enabling the volunteers to participate in cultural events. The program currently has 15 community partnerships and places at least 35 clients in volunteer positions in the course of the year.

**Rationale:** Volunteering allows newcomers to gain valuable Canadian work experience and reduce their barriers to employment and economic participation. A survey of Canadian professionals using Linked In found that, when evaluating candidates, 46 per cent "consider volunteer work equally as valuable as paid work experience."<sup>96</sup> Volunteering can increase social inclusion by focusing on the strengths that one has to offer, and thus promotes a sense of value and self-worth.<sup>97</sup> Research also shows that 68 per cent of recent immigrants do not volunteer,<sup>98</sup> which is why there is a need to actively promote and support volunteerism as a tool to improve cultural integration and economic participation.

#### Indicators:

# 6 – Social Inclusion – Social Participation

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

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<sup>94</sup> Davis, Lisa, Lionel Wong, Andrea Rutherford, and Debbie Belgrave. 2012. Sign Posts II: A Survey of the Social Issues and Needs of Calgarians – Recent Immigrants Theme Report. Calgary: The City of Calgary, Community and Neighbourhood Services, Social Policy and Planning, and United Way of Calgary and Area. Page 11.

<sup>95</sup> Citizenship and Immigration Canada. 2012. Canada Facts and Figures – Immigration Overview: Permanent and Temporary Residents. Ottawa: Citizenship and Immigration Canada, Research and Evaluation Branch. Pages 30-31.

<sup>96</sup> Reddy, Kendra. 2011. "Volunteering can help your career." Financial Post. 2011 September 13. Accessed online.

<sup>97</sup> Grant, Colleen. 2013. "Donate your Time." Alive (August): 40.

<sup>98</sup> Davis, Lisa, Lionel Wong, Andrea Rutherford, and Debbie Belgrave. 2012. Sign Posts II: A Survey of the Social Issues and Needs of Calgarians – Recent Immigrants Theme Report. Calgary: The City of Calgary, Community and Neighbourhood Services, Social Policy and Planning, and United Way of Calgary and Area. Page 19.

## CALGARY CHINESE COMMUNITY SERVICE ASSOCIATION

### • CAS, Super Cool After School

#### THEORY OF CHANGE:

**Need:** Immigrant students have to deal with many challenges such as English proficiency, cultural difference, discrimination, marginalization and identity issues. Research has shown that children in structured after-school programs with adult supervision show improved conduct and work habits; and fare better than those who were unsupervised after school.<sup>99</sup>

**Goal:** To provide children with a safe and supervised place to receive help with homework and participate in activities related to social skills development and establish long-term sustainable relationships with adult and youth mentors. To provide youth who act as mentors with opportunities to develop leadership skills and become engaged in volunteer work and community service.

**Strategy:** The program helps promote student performance, build social competency and resiliency. It provides activities in three areas. Facilitators and youth volunteers provide homework assistance and motivate children to do their best. Youth volunteers assist children with study skills and time management skills based on individual needs. Gym activities enable children to interact positively with others, learn to follow rules, and play on a team. Participants also express their individuality through art and music. Additional Botvin Life Skills curriculum is delivered to increase the resiliency skills of participants. Children establish long-term sustainable relationships with adult and youth mentors who assist them in education, provide healthy alternatives, and facilitate life skills development. The program runs from September to June, two or three days a week depending on location, for two hours a day.

**Rationale:** Research shows that regular participation in structured, high-quality after-school programming supports the healthy physical, social and emotional development of children and youth. When immigrant children are provided with appropriate instruction and additional support in such forms as tutoring, homework clubs, opportunities to make friends, mentoring programs and counselling, their prospects for both high school and post secondary completion escalate. Children who participate in after-school programs decrease their risks of engaging in risky behaviour or experiencing unintentional injury<sup>100</sup>. A well implemented program that uses a youth development model will help young people become responsible, competent and confident citizens who care and contribute to the community.<sup>101</sup>

#### Indicators:

- # 26 – Children – Grades 4-6 Helps and Respects Others
- # 32 – Youth – Grades 7-12 Engagement in Community
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



<sup>99</sup> Reisner, R., D. Lowe, M. Pechman et al. 2007. Charting the Benefits of High-Quality After-School Program Experiences: Evidence from New Research on Improving After-School Opportunities for Disadvantaged Youth. Washington: Policy Studies Associates.

<sup>100</sup> Deich, S. 2009. "Using Expanding Learning to Support School Reforms: Funding Sources and Strategies." In Stonehill, R.M., P.M. Little et al. 2009. Enhancing School Reform through Expanded Learning. Naperville, IL: Learning Point Associates. Pages 41-56.

<sup>101</sup> Nicholson, H.J., C. Collins, and H. Holmer. 2004. "Youth as People: The Protective Aspects of Youth Development in After-School Settings." The Annals of the American Academy of Political and Social Science 591(1): 55-71.

## CALGARY CHINESE COMMUNITY SERVICE ASSOCIATION

### • Integration and Civic Engagement Programs

#### THEORY OF CHANGE:

**Need:** In 2011, more than 80,000 Chinese were residing in Calgary.<sup>102</sup> Canadian studies show that the acculturation rate for Chinese immigrants is significantly long, with predictions that it will take Chinese immigrants approximately 20 years to achieve employment earnings on par with the general population.<sup>103</sup>

**Goal:** To reduce social isolation and provide support to culturally, socially, and economically marginalized Chinese immigrants and their families who are experiencing barriers to integration.

**Strategy:** The Integration and Civic Engagement Programs (ICE) use various strategies that are culturally and linguistically appropriate to build capacity, foster positive social ties, and empower new community members to be active participants in Canadian society. ICE provides information and referrals, educational seminars, and year-round support groups for women, new immigrants and Mandarin speakers. It equips participants with knowledge and skills, an awareness of services and procedures, and offers ongoing support to increase their self-confidence and independence. It also provides volunteer training and options for participation where an individual's resources, capabilities, support systems, and motivation to meet challenges and overcome adversity are recognized. The program offers family legal support twice a month and seasonal tax information sessions and clinics. Additional services include advocacy, one-to-one support, translation and interpretation. ICE offers seminars on volunteer training and practice (eight sessions), employment skills and employment connection training (six sessions), and parenting education (eight sessions), each of which are held three times per year. ICE also helps mainstream service providers to understand and meet the needs of Chinese-speaking immigrants.

**Rationale:** In studies of Chinese immigrants, four major factors impact successful integration into Canadian culture: (1) a positive attitude and personality, (2) skills and resource development, (3) education and work experience, and (4) community and family support.<sup>104</sup> Through increasing access to social networks, opportunities for learning and developing skills, improved sense of well-being and having the opportunity to make a contribution, ICE helps Chinese-speaking immigrants successfully integrate socially, culturally, and economically within Calgary.

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

# 14 – Individual / Family Poverty – Perceptions

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

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<sup>102</sup> Challinor, A.. 2011. "Canada's Immigration Policy: A Focus on Human Capital." Migration Information Source. Website. Washington: Migration Policy Institute.

<sup>103</sup> Wang, S., and L.. Lo. 2005. "Chinese Immigrants in Canada: Their Changing Composition and Economic Performance." International Migration 43(3): 35-70.

<sup>104</sup> Amundson, N., T. Yeung, I. Sun et al. 2011. "The transition experiences of successful Chinese immigrants." Journal of Employment Counseling 48(3): 129-135.

## THE CALGARY CHINESE ELDERLY CITIZENS' ASSOCIATION

### • Social Work Outreach

#### 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.<sup>105</sup> Older adults in Calgary are faced with a bewildering array of services and resources that can assist them in the areas of physical and mental health, housing and maintenance, finances, transportation, rights and safety, learning, contributing, and social interaction. The most vulnerable among them need specialized assistance to access resources and opportunities effectively.

**Goal:** To increase access to supports and resources that meet the instrumental needs of vulnerable older adults based on their individual situations.

**Strategy:** The program reduces social isolation by identifying vulnerable older adults with a range of barriers to social inclusion, including instrumental needs, as well as opportunities for connection. Older adults, many of whom come in to the Centre seeking services, are referred by word of mouth or advertising in Chinese language media. Services, including information, referral, assistance with applications and documentation, and complex case management are provided to individuals 65 years of age and older, as well as to their families and friends who require information and support. Outreach Workers offer services to clients in the home, at a 50 plus centre, or in the community. Because Outreach Workers understand and can access a range services and programs, they can provide the right combination of resources to meet each older adult's individual needs. Outreach Workers assist older adults in applying for national, provincial and local benefits and services that help meet their basic needs for food, clothing and shelter. Many older adults are seen once to receive information, advice, a referral, or to have help filling out a form. Some older adults require longer-term support to restore stability to their living situations, and these clients may require regular appointments over a period of a few months. Clients are also referred to place-based services that can provide opportunities for greater social inclusion.

**Rationale:** Outreach Services enable effective access through two well-researched best practices: one point of contact for entry into the wide range of services and programs that exist; and service on a case management basis with supported referrals for the most vulnerable older adults, so that their needs across a spectrum of issues are met in an integrated manner.<sup>106</sup> Outreach Workers understand the system and assess and address older adults' inhibitors to social connectivity.<sup>107</sup>

#### Indicators:

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

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<sup>105</sup> 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.

<sup>106</sup> 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 14-16.

<sup>107</sup> Sparrow, Lisa. 2006. *A Framework for Social Connectivity on the South Fleurieu Peninsula*. Victor Harbor, Australia: Southern Fleurieu Positive Ageing Taskforce. Page 19.

## THE CALGARY CHINESE ELDERLY CITIZENS' ASSOCIATION

### • Support Programs

#### 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.<sup>108</sup>

**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.<sup>109</sup> 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.<sup>110</sup> 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.<sup>111</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>112</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>108</sup> 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.

<sup>109</sup> 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.

<sup>110</sup> 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.

<sup>111</sup> 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.

<sup>112</sup> 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 and 61.

## CALGARY COMMUNITIES AGAINST SEXUAL ABUSE SOCIETY

### • CCASA in the Community: Education and Outreach

#### THEORY OF CHANGE:

**Need:** The most extensive study of child sexual abuse in Canada reported that 54 per cent of girls and 31 per cent of boys under the age of 21 had experienced sexual abuse.<sup>113</sup> Adult survivors often experience depression,<sup>114</sup> social isolation, and chronic health problems.<sup>115</sup> Survivors are 20 to 40 per cent more likely to develop eating disorders,<sup>116</sup> seven times more likely to become alcohol or drug dependent,<sup>117</sup> 26 times more likely to be homeless,<sup>118</sup> and 10 times more likely to commit suicide.<sup>119</sup> Females are more likely to return to an abusive partner and experience sexual assault later in life.<sup>120</sup>

**Goal:** To change attitudes and behaviours that will reduce sexual violence and its impact in our community.

**Strategy:** Calgary Communities Against Sexual Abuse's experiential programming uses age appropriate materials (Kindergarten to grade six), models respectful behaviour, employs interactive instructional techniques, and includes multiple sessions to improve retention. Participants learn about positive, respectful relationships, and will have enhanced ability to engage. Programs include extensive teacher training, parental involvement, and are evaluated. Best practice research confirms that effective early intervention programs address both attitudes and behaviours, avoid focusing on strategies for minimizing personal risks of victimization, are interactive and participatory, give specific attention to skills development, and respond appropriately to participants' disclosures. They are delivered by skilled educators, aided by resources, training, and support from school staff and parents. CCASA educators typically deliver 18 one-hour sessions to children during a week. They spend three hours of private time with children, five hours liaising with school personnel and other professionals, and four hours doing paperwork and parent/child welfare follow-up and meetings in office.

**Rationale:** Prevention programs increase children's knowledge of child sexual abuse and disclosures that may prevent re-victimization, reduce the stigma and self-blame that victims feel, and educate parents, teachers and other community members about sexual abuse. As a result, children and youth are able to access supports needed to reduce long-term impacts of victimization.<sup>121</sup>

#### Indicators:

# 27 – Children – Grades 4-6 Adult Confidant

# 45 – Child Abuse Prevention (school-based programs)

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<sup>113</sup> Badgley, R. 1984. *Sexual Offences against Children in Canada: Summary*. Report of the Committee on Sexual Offences against Children and Youth, Vol. 1. Ottawa: Supply and Service Canada. Page 1.

<sup>114</sup> Hill, J., R. Davis, M. Byatt et al. 2000. "Child sexual abuse and affective symptoms in women: a general population study." *Psychological Medicine* 30(6): 1283-1291.

<sup>115</sup> Trickett, Penelope, Frank Putnam, and Jennie Noll. 2005. "Longitudinal Study on Childhood Sexual Abuse." Cincinnati: Cincinnati Children's Hospital Medical Centre. Website.

<sup>116</sup> Johnson, J., P. Cohen, S. Kasen, and J. Brook. 2002. "Childhood adversities associated with risk for eating disorder or weight problems during adolescence or early adulthood." *American Journal of Psychiatry* 159(3): 394-400.

<sup>117</sup> Kilpatrick, Dean, Ron Acierno et al. 2000. "Risk factors for adolescent substance abuse and dependence: Data from a national sample." *Journal of Consulting and Clinical Psychology*, 68(1): 1-12.

<sup>118</sup> Herman, Dean, Ezra Susser et al. 1997. "Adverse childhood experiences: Are they risk factors for adult homelessness?" *American Journal of Public Health* 87(2): 249-255.

<sup>119</sup> Martin, Graham, Helen Bergen et al. 2004. "Sexual abuse and suicidality: Gender differences in a large community sample of adolescents." *Child Abuse and Neglect* 28: 491-503.

<sup>120</sup> Roodman, A.A., and G.A. Clum. 2001. "Revictimization rates and method variance: a meta-analysis." *Clinical Psychology Review* 21(2): 183-204.

<sup>121</sup> Cooper, Merrill. 2009. "Marital conflict, domestic violence, parenting, and child abuse." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Pages 9-10.

## CALGARY COUNSELLING CENTRE

### • Responsible Choices for Children and Parents Program

#### THEORY OF CHANGE:

**Need:** The Responsible Choices for Children and Parents program was developed in 1998 in response to community need for violence prevention programs for children. In a study on bullying and social exclusion in schools, researchers found that approximately 45 per cent of students in the study experienced bully-victim issues, sexual harassment, or racial discrimination at least once during a four-week period and 10 per cent were involved as perpetrators and/or victims on a weekly basis.<sup>122</sup> In addition, between 1997 and 2006, the violent crime rate among youth rose 12 per cent, whereas the overall violent crime rate in Canada decreased by four per cent.<sup>123</sup>

**Goal:** To prevent and reduce acting out behaviours and depression in children and to increase attachment, support, coping, and hardiness in families.

**Strategy:** The children's violence prevention program is for children aged three to 18 who are abusive or aggressive at home or school, or who are experiencing the effects of abuse and bullying. The program strives to foster the development of a positive self-image in children and a strengthening of the parent-child relationship. It aims to decrease aggressive or abusive behaviours and reduce parenting stress, ultimately increasing family cohesion, management, and parenting skills. The program is offered three times per year for 10 consecutive weeks, with five to seven groups per cycle. One parent must attend a concurrent parents program for a child to participate in the program. The program includes eight, half-hour lunch programs for participating families prior to the start of the group. These program requirements, delivery methods, as well as the group's thematic content draw upon a foundation of best practice research.

**Rationale:** The program is designed to address child, parent, and family factors known to contribute to child and adolescent aggressive behaviours. Parental intervention is based on Responsive Parent Therapy that focuses on the relationship between the parent and the child. This approach promotes parental self-care,<sup>124</sup> teaches parents how to contain their child's aggression,<sup>125</sup> how to uphold and model pro-social beliefs and behaviours,<sup>126</sup> and how to structure the family environment so as to reduce chaos.<sup>127</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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

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

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<sup>122</sup> Totten, Mark. 2004. CPHA Safe School Study. Ottawa: Canadian Public Health Association. Page 38.

<sup>123</sup> Statistics Canada. 2008. "Youth Crime in Canada, 2006." Juristat – Canadian Centre for Justice Statistics. Catalogue No. 85-002-X, Vol. 28, No.3. Ottawa: Statistics Canada. Page 3.

<sup>124</sup> Cavell, Timothy. 2000. Working with Parents of Aggressive Children: A Practitioner's Guide. School Psychology Series. Washington: American Psychology Association. Page 194.

<sup>125</sup> Cavell, Timothy. 2000. Working with Parents of Aggressive Children: A Practitioner's Guide. School Psychology Series. Washington: American Psychology Association. Page 159.

<sup>126</sup> Cavell, Timothy. 2000. Working with Parents of Aggressive Children: A Practitioner's Guide. School Psychology Series. Washington: American Psychology Association. Page 177.

<sup>127</sup> Cavell, Timothy. 2000. Working with Parents of Aggressive Children: A Practitioner's Guide. School Psychology Series. Washington: American Psychology Association. Page 183.

## CALGARY COUNSELLING CENTRE

### • Responsible Choices for Men Program

#### THEORY OF CHANGE:

**Need:** In 1981, the Calgary Counselling Centre became the first agency in Calgary to provide family violence prevention programs to men who were abusive to their partners. Statistics Canada reports that nearly 40,200 incidents of spousal violence were reported to police in 2007, representing approximately 12 per cent of all police-reported crime in Canada. Women represent 83 per cent of all victims of spousal violence,<sup>128</sup> with Alberta having the second highest provincial rate of spousal violence in Canada.<sup>129</sup> In regards to family violence against children and youth, males were involved in 71 per cent of all family-related physical assaults against children and youth in 2007.<sup>130</sup> Violence is often under-reported and formal statistics often exclude more subtle forms of abuse such as manipulation, misuse of power, financial abuse, sexual abuse, and persistent name calling and 'put downs'.<sup>131</sup>

**Goal:** To prevent, understand, and change the men's aggressive and abusive behaviour.

**Strategy:** The program is for men who are abusive in their intimate relationships with their partners and/or children. It strives to increase the knowledge and use of non-abusive problem solving and conflict resolution skills in intimate and family relationships. It works to reduce further instances of physical violence in the home, to build capacity among those in treatment, to prevent children from witnessing any further violence in the family, and ultimately to help Calgarians live violence-free lives. The program is a 30-hour group prevention program that runs over 14 weeks and is offered a minimum of 12 times per year. Each cycle is led by a counselling team that consists of one male and one female counsellor. Sessions last two hours, with the first and last extending to three hours. A group can accommodate a maximum of 14 men, whose participation may be strictly voluntary or court mandated. Client participation is preceded by individualized assessments and counselling to determine the client's readiness for change and their capacity to take responsibility for their abusive behaviour.

**Rationale:** Research shows that a psycho-educational approach to domestic violence treatment (e.g., anger management programming) demonstrates limited success rates. In contrast, this program continually invites men to accept responsibility for their actions and decline invitations to participate in denial and minimization. It also highlights the importance for men to learn to prevent violence, resolve disagreements, and keep arguments from escalating rather than just understand the root causes of the violence and abuse. These types of preventive programs have been demonstrated to reduce or eliminate the re-offense of abuse and violence.<sup>132 133 134</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>128</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 5.

<sup>129</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 25.

<sup>130</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 6.

<sup>131</sup> Heckert, D., and E. Gondolf. 2000. "Predictors of underreporting of male violence by batterer program participants and their partners." *Journal of Family Violence* 15(4): 423-443.

<sup>132</sup> McGregor, M., L.M. Tutty et al. 2002. "The long term impacts of group treatment for partner abuse." *Canadian Journal of Community Mental Health* 21(1): 67-84.

<sup>133</sup> Jenkins, Alan. 1991. "Intervention with violence and abuse in families: The inadvertent perpetuation of irresponsible behaviour." *Australian and New Zealand Journal of Family Therapy* 12(4): 186-195.

<sup>134</sup> Gondolf, Edward, and David Russell. 1986. "The case against anger control treatment programs for batterers." *Response to the Victimization of Women and Children* 9(3): 2-5.

## CALGARY COUNSELLING CENTRE

### • Responsible Choices for Women Program

#### THEORY OF CHANGE:

**Need:** The Responsible Choices for Women program was developed in 1995 in response to an increase in referrals for women who were violent in intimate relationships. Statistics Canada reports that nearly 40,200 incidents of spousal violence were reported to police in 2007, representing approximately 12 per cent of all police-reported crime in Canada,<sup>135</sup> with Alberta having the second highest provincial rate of spousal violence in Canada.<sup>136</sup> Men represent 17 per cent of all victims of spousal violence.<sup>137</sup> In regards to family violence against children and youth, the incidence rate was 23 per cent higher in 2007 than in 1998. Females were involved in 29 per cent of all family-related physical assaults against children and youth in 2007.<sup>138</sup> Violence is often under-reported and, in many cases, formal statistics often exclude more subtle forms of abuse such as manipulation, misuse of power, financial abuse, sexual abuse, and persistent name calling and 'put downs'.<sup>139</sup>

**Goal:** To prevent, understand and change women's abusive and aggressive behaviour.

**Strategy:** The program is for women who are abusive in their intimate relationships with their partners and/or children. It strives to increase the knowledge and use of non-abusive problem solving and conflict resolution skills in intimate and family relationships. It works to prevent or reduce further instances of physical violence in the home, to build capacity among those in treatment, and to prevent children from witnessing further violence in the family. The program is a 30-hour psychotherapy group that runs over 14 weeks and is offered five times per year. Each cycle is led by a counselling team that consists of one male and one female counsellor. Sessions last two hours, with the first and last extending to three hours. A group can accommodate a maximum of 14 women, whose participation may be strictly voluntary or court mandated. Client participation is preceded by individualized assessments and counselling to determine the client's readiness for change and their capacity to take responsibility for their abusive behaviour.

**Rationale:** Research shows that a psycho-educational approach to domestic violence treatment (e.g., anger management programming) demonstrates limited success rates. In contrast, this program continually invites women to accept responsibility for their actions and learn to prevent violence, resolve disagreements, keep arguments from escalating, and to understand the root causes of the violence and abuse. These types of preventive programs have been demonstrated to reduce or eliminate the re-offense of abuse and violence.<sup>140 141 142</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>135</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 5.

<sup>136</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 25.

<sup>137</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 24.

<sup>138</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 35.

<sup>139</sup> Heckert, D., and E. Gondolf. 2000. "Predictors of underreporting of male violence by batterer program participants and their partners." *Journal of Family Violence* 15(4): 423-443.

<sup>140</sup> McGregor, M., L.M. Tutty et al. 2002. "The long term impacts of group treatment for partner abuse." *Canadian Journal of Community Mental Health* 21(1): 67-84.

<sup>141</sup> Jenkins, Alan. 1991. "Intervention with violence and abuse in families: The inadvertent perpetuation of irresponsible behaviour." *Australian and New Zealand Journal of Family Therapy* 12(4): 186-195.

<sup>142</sup> Gondolf, Edward, and David Russell. 1986. "The case against anger control treatment programs for batterers." *Response to the Victimization of Women and Children* 9(3): 2-5.

## CALGARY COUNSELLING CENTRE

### • Turn for the Better Program

#### THEORY OF CHANGE:

**Need:** The Turn for the Better program was developed for men who have been abused by a female partner. Statistics Canada reports that nearly 40,200 incidents of spousal violence were reported to police in 2007, representing approximately 12 per cent of all police-reported crime in Canada.<sup>143</sup> It also indicated that men represent 17 per cent of all victims of spousal violence,<sup>144</sup> and that Alberta had the second highest provincial rate of spousal violence in Canada.<sup>145</sup> In 2008, the Men's Domestic Conflict Help Line received 3,359 calls from men seeking support for issues of domestic violence, relationships, and depression.<sup>146</sup> Violence is often under-reported and formal statistics often exclude more subtle forms of abuse such as manipulation, misuse of power, financial abuse, sexual abuse, and persistent name calling and 'put downs'.<sup>147</sup>

**Goal:** To help male victims of violence in an intimate relationship recognize and understand abuse dynamics to ensure their safety, and thereby take responsibility for choices related to their own and their children's well-being.

**Strategy:** The program is for men who have experienced abuse in their intimate relationships. It seeks to reduce further instances of physical violence in the home and ultimately to help Calgarians to live violence-free lives. This 30-hour group program runs over 14 weeks and is offered twice per year. Each cycle is led by a counselling team that consists of one male and one female counsellor, who model healthy interaction and conflict resolution. Sessions last two hours, with the first and last extending to three hours. A group can accommodate a maximum of 14 men. Client participation is preceded by individualized assessments and counselling to determine the client's readiness for change and their capacity to take responsibility for their abusive behaviour.

**Rationale:** Current research emphasizes that group therapy for victims of abuse should address participants' belief systems and behavioural change. Thus the primary objective of the group is to help participants to alter their belief systems so that they are able to avoid abusive relationships. This is accomplished by validating the men's experiences and challenging participants' perceptions of themselves as victims who have failed to make their relationships work. In so doing, the men participate in perspective-taking and reconstructing their lives in a way that allows for the formation of healthy relationships.<sup>148</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>143</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 5.

<sup>144</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 24.

<sup>145</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 25.

<sup>146</sup> Distress Centre Calgary. 2009. Distress Centre Annual Report 2008. Calgary: Distress Centre Calgary. Page 4.

<sup>147</sup> Heckert, D., and E. Gondolf. 2000. "Predictors of underreporting of male violence by batterer program participants and their partners." *Journal of Family Violence* 15(4): 423-443.

<sup>148</sup> Tutty, L. 1999. Husband abuse: An overview of research and perspectives. Ottawa: Health Canada, Family Violence Prevention Unit. Pages 19-22.

## CALGARY COUNSELLING CENTRE

### • Volunteer Program

#### THEORY OF CHANGE:

**Need:** Volunteers increase access to Calgary Counselling Centre programs, reduce the use of staff resources, and increase agency capacity to provide counselling and group programs, conduct research, and use best practices in governance.

**Goal:** To provide the services needed by vulnerable Calgarians who are served through Calgary Counselling Centre programs and provide a meaningful experience for volunteers.

**Strategy:** Volunteer services provide a unique contribution brought by a volunteer, whereby the volunteer 'bridges social capital' for vulnerable client groups. Program participants engage with people outside their normal social circle, which can lead to a stronger sense of connection to the community as well as to more tangible benefits such as learning about opportunities and entitlements. Volunteers benefit from increased self-esteem or self-efficacy by having meaningful roles, increased awareness of social issues, and improved skills, including technical skills which may ultimately lead to future employment. They also experience a sense of contributing to their community. Volunteers can also increase their social ties and link to other volunteers and program staff outside their normal circle. The volunteer coordinator is responsible for the recruitment, interviewing, screening, and placement of volunteers, as well as their training, orientation, scheduling, and everyday management. The coordinator also maintains volunteer records, reviews volunteer performance, and collects feedback from volunteers and their supervisors to ensure program success and volunteer satisfaction.

**Rationale:** Research shows that having an organized volunteer program increases volunteer retention and productivity within an organization, for both paid staff and volunteers.<sup>149</sup> In a review of the research on volunteers in non-profit and government organizations in the United States, it was found that paid staff time allocated to the volunteer program was statistically related to the program benefits realized from volunteer involvement.<sup>150</sup>

#### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>149</sup> Grossman, Jean Baldwin and Kathryn Furano. 1999. "Making the most of volunteers." *Law and Contemporary Problems* 62(4): 199-218.

<sup>150</sup> Brudney, Jeffery L. 1999. "The Effective use of volunteers: Best practices for the public sector." *Law and Contemporary Problems* 62(4): 219-255.

## CALGARY COUNSELLING CENTRE

### • You Are Not Alone Program

#### THEORY OF CHANGE:

**Need:** Since 1986, the You Are Not Alone program has provided therapeutic counselling for women who have been involved in an abusive relationship. Statistics Canada reports that nearly 40,200 incidents of spousal violence were reported to police in 2007, representing approximately 12 per cent of all police-reported crime in Canada. Women represent 83 per cent of all victims of spousal violence, with Alberta having the second highest provincial rate of spousal violence in Canada.<sup>151</sup> Violence is often under-reported and formal statistics often exclude more subtle forms of abuse such as manipulation, misuse of power, financial abuse, sexual abuse, and persistent name calling and 'put downs'.<sup>152</sup>

**Goal:** To help female victims of violence in an intimate relationship recognize and understand abuse dynamics and take responsibility for choices related to their own safety and their children's well-being.

**Strategy:** The program is for adult women who have experienced abuse in their intimate relationships. The program requirements, delivery methods, and thematic content draw upon a foundation of best practice research, techniques, and theory. Participants gain self-confidence and build the capacity to co-create healthy, abuse-free relationships. The group can accommodate a maximum of 14 women. It is run for 30 hours over 14 weeks and is offered three times a year. Although many participants are partners of men who take part in the Responsible Choices for Men Program, client participation in the group is voluntary and is preceded by individualized assessments and counselling.

**Rationale:** Current research emphasizes that groups for victims of abuse should address participants' belief systems and behavioural change.<sup>153</sup> The primary objective is to help participants to alter their belief systems so that they are able to avoid abuse and be less vulnerable to abuse in their relationships. This objective is met by challenging participants' perceptions of themselves as victims and helping them to no longer support social beliefs about women being passive and unable to manage their lives. In so doing, women become responsible for their own well-being.<sup>154</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>151</sup> Statistics Canada. 2009. Family Violence in Canada: A Statistical Profile. Catalogue No. 85-224-X. Ottawa: Statistics Canada. Page 5.

<sup>152</sup> Heckert, D., and E. Gondolf. 2000. "Predictors of underreporting of male violence by batterer program participants and their partners." *Journal of Family Violence* 15(4): 423-443.

<sup>153</sup> Howells, Kevin, and Clive Hollin (eds.). 1989. *Clinical approaches to violence*. New York: John Wiley & Sons.

<sup>154</sup> Chalk, R. 2000. "Assessing family violence interventions: linking programs to research-based strategies." *Journal of Aggression, Maltreatment & Trauma* 4(1): 29-53.

## CALGARY DROP-IN & REHAB CENTRE SOCIETY

- Participation and Integration into the Community

### THEORY OF CHANGE:

**Need:** The Participation and Integration into the Community program was established in 1997 to provide transit tickets to city agencies that assist Calgarians in need. The homeless and other marginalized populations have limited income to meet the daily requirements to manage their lives.

**Goal:** To enable homeless and marginalized people with the means to access employment, medical treatment, recreation, and other opportunities that foster their inclusion in Calgary society.

**Strategy:** Many of the clients served by the program are marginalized or homeless, and reliant on income assistance programs provided by the government. Distributing free transit tickets that are provided by Calgary Transit for these low-income Calgarians eliminates some financial stress and allows for greater engagement in society. Identifying agencies that represent clients across the city and providing free access to transportation for their clients has allowed individuals the ability to get to a job, access medical services, find housing, and participate in educational opportunities. Drop-in Centre staff members oversee the program by establishing and applying criteria for access to bus tickets; assessing partner agency eligibility; distributing, monitoring and accounting for all transit tickets that are distributed; and providing FCSS Calgary and Calgary Transit with annual reports on the program.

**Rationale:** Research shows that physical marginalization limits access to communities. Access to free events is also hindered by lack of transportation. The likelihood that individuals remain dependent on social welfare programs becomes a reality. This has implications for long-term costs associated with health care and unemployment.<sup>155 156 157 158 159</sup>

**Indicators:**  
Outputs Only

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<sup>155</sup> Beresford, Peter, and Martin Hoban. 2005. Participation in Anti-poverty and Regeneration Work and Research: Overcoming Barriers and Creating Opportunities. York, UK: Joseph Rowntree Foundation. Pages 13, 17, and 21.

<sup>156</sup> Hardina, Donna. 2003. "Linking citizen participation to empowerment practice: a historical overview." Journal of Community Practice 11(4): 11-38.

<sup>157</sup> Prochaska, J.O., C.C. DiClemente, and J.C. Norcross. 1992. "In Search of How People Change: Applications to Addictive Behaviours." American Psychologist 47(9): 1102-14.

<sup>158</sup> Abraham, C., M.P. Kelly, R. West, and S. Michie. 2009. "The UK National Institute for Health and Clinical Excellence Public Health Guidance on Behavior Change: A brief introduction." Psychology, Health & Medicine 14(1): 1-8.

<sup>159</sup> Siegal, H.A, J.H. Fisher et al. 1996. "Enhancing substance abuse treatment with case management: Its impact on employment." Journal of Substance Abuse Treatment 13(2): 93-98.

## CALGARY DROP-IN & REHAB CENTRE SOCIETY

### • Volunteer Program

#### THEORY OF CHANGE:

**Need:** Clients of the Calgary Drop-In & Rehab Centre Society (DI) report that they have few social supports and little connection to the community. Homeless individuals also experience a tremendous degree of dislocation resulting from the loss of what they had prior to being homeless, and are seeking to find a community to which they can contribute and find belonging. Volunteerism offers clients an opportunity to contribute in a meaningful way.

**Goal:** To provide individuals who are homeless with meaningful ways of contributing to making changes in their own lives in immediate and tangible ways, while developing positive social supports and relationships.

**Strategy:** By engaging homeless people to volunteer at the DI, they are provided with meaningful ways in which they can contribute to the betterment of their own lives and the lives of those around them. The benefits are a cleaner environment; belonging to the DI community; and building relationships with staff, clients, and Calgary community volunteers. These opportunities provide them with personal resources to enact change in their lives. Specific avenues in which an individual can contribute include assisting with the daily operations of the DI, serving on a client advisory committee, and so on. Additional opportunities to contribute to the community include volunteering in programs such as the East Village Community Garden; Computers for Low-Income Calgarians; theatre, art, and music projects such as This is My City; and recreational activities at the YMCA. By having staff and community volunteers work together with homeless volunteers, relationships are built and homeless people find more positive ways to be part of the greater community of Calgary.

**Rationale:** Volunteering with others helps to build bonding and bridging social capital and relationships.<sup>160</sup> It also provides opportunities to express four key elements essential to personal well-being: belonging; mastery; independence, and generosity.<sup>161</sup> In a report on volunteers, homeless people said they volunteer because they want to give back and keep busy. When asked, homeless volunteers made statements such as, "When volunteering, I am not a loser" and "I feel better about myself." Seventy per cent of client volunteers surveyed reported an improvement in their lives since they started volunteering, and 75 per cent reported that volunteering makes them feel a part of the larger community.<sup>162</sup>

#### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>160</sup> Putnam, R. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster. Pages 117-119.

<sup>161</sup> Brendtro, Larry, Martin Brokenleg, and Steve Van Bockern. 1990. *Reclaiming Youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service. Page 45.

<sup>162</sup> Rowland, John, and Louise Gallagher. 2010. *Volunteers Matter*. Calgary: Calgary Drop-In & Rehab Centre Society. Pages 4-5.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Area Preventative Counselling / Youth Counselling

#### THEORY OF CHANGE:

**Need:** Children and families most in need of counselling are often isolated and disadvantaged. They are less likely to proactively seek services to avoid the multiplication and entrenchment of problems. Children and youth are most vulnerable and least empowered to change systems that negatively impact their lives. As such, families require accessible resources to address complex health and psycho-social needs that not only co-exist but also tend to either degenerate or move toward health in a reliant and dependant fashion.

**Goal:** To support family cohesion by decreasing toxic stress in families, while increasing parenting knowledge and skills that are needed to address issues related to poverty and isolation.

**Strategy:** The program provides quality counselling and family engagement strategies which range from “light touch” to “heavy touch” for children, youth, and families in order to decrease distress, increase hope, and improve emotional and mental well-being. A Family Connector builds trust and engages with vulnerable families, schools, and service providers with the goal of decreasing toxic stress by supporting referrals to financial, recreational, and community resources, including referrals to counselling and parenting groups. Additional strategies include family-centered counselling, Functional Family Therapy, Connect parenting groups, as well as psycho-educational opportunities in schools and communities for families and professionals. Based on a community building model, services are easily accessible in neighbourhoods with low-income and other indices of social stress. The program also contributes to the development of welcoming, inclusive school environments that support emotional and mental wellness for children and youth.

**Rationale:** The growing body of knowledge about the impact of toxic stress on developing brains points to the importance of informal and formal interventions to bolster parents who are struggling to manage the challenges of raising their children. Family connectors and counsellors provide an opportunity for families to “positively reframe perceptions of stresses so that they feel they are not the only ones struggling with these stresses and have increased hope and feelings of power to improve life circumstances.”<sup>163</sup> Effective counselling strategies that help families create positive social support systems can “dramatically improve parenting skills, family functioning and child outcomes.”<sup>164</sup>

#### Indicators:

- # 15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment
- # 16 – Poverty Reduction – Emergency / Short-Term Help
- # 19 – Family Cohesion – Parent / Adult Questions
- # 20 – Parenting – Parent Questions
- # 21 – Parenting – Youth Questions (Grades 7-12)
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 38 – Youth – Grades 7-12 Self-Esteem, Self-Confidence, Identity

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<sup>163</sup> National Scientific Council on the Developing Child. 2005. Excessive Stress Disrupts the Architecture of the Developing Brain. Working Paper 3. Boston: Harvard University, Center on the Developing Child. Page 6.

<sup>164</sup> Cooper, Merrill. 2009. “Vulnerable families.” Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 6.

## THE CALGARY FAMILY SERVICES SOCIETY

### • CAS, Starbright and Odyssey Programs

#### THEORY OF CHANGE:

**Need:** The elementary schools hosting the Starbright and Odyssey programs (Douglas Harkness, Abbeydale and G.W. Skene) are surrounded by some of the most economically disadvantaged neighbourhoods in Calgary, where 20 to 30 per cent of households live below Statistics Canada's Low-income Cut-Off. They also have a high ratio of lone-parent households (31 to 46 per cent) compared to other Calgary communities.<sup>165</sup> Research relevant to this population indicates that youth in neighbourhoods with these characteristics are at high risk of experiencing a host of social problems such as family violence, neglect, and involvement in conflict, gang violence, and crime.<sup>166</sup>

**Goal:** To assist students who may be struggling with developmental and social isolation and who have limited resources, opportunities, and supports to develop friendships and improve their social skills, increase their sense of self-esteem, and increase their constructive activity.

**Strategy:** Each group has two scheduled sessions per week, one recreational and one psycho-educational, that run following school dismissal. A special life experience camping trip is also offered. Curricula and delivery methods draw upon best practices research and adhere to SAFE principles—sequenced, active, focused, and explicit—leading to the desired outcome. The programs are interactive, include robust activity, and have a structured curriculum that is designed to build specific skills in a safe, supported environment. They are designed to facilitate pro-social development, reduce social isolation, and increase the attention and engagement of children and youth in school. Program themes include team building; building friendships; self-esteem and self-knowledge; violence prevention; healthy relationships; values and virtues; and successful life transitions. The developmental issues and challenges for boys and girls in elementary schools can be very different and require gender specific programming to achieve the same outcomes. Therefore, the structured curriculum for boys and girls is based on age, gender, and unique developmental issues.

**Rationale:** The program is based upon SAFE strategies (sequenced, active, focused, and explicit), supported by a 2007 meta-analysis of after-school programs. Research shows that regular participation in structured high-quality after-school programming supports the healthy physical, social, and emotional development of children and youth.<sup>167</sup> Gender specific programs are supported by a number of outcome studies and address the specific developmental needs of each group.<sup>168</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 36 – Children – Grades 4-6 Pro-Social Attitudes, Clear Values
- # 42 – Children – Grades 4-6 Activities



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1 City of Calgary. 2012. Ward 10 Profile. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Pages 6-10.

<sup>166</sup> Pruegger, Valerie, Derek Cook, and Sibylle Richter-Salomons. 2009. Inequality in Calgary: The Racialization of Poverty. Calgary: City of Calgary, Community & Neighbourhood Services, Social Research Unit. Pages 18-19.

<sup>167</sup> Cooper, Merrill. 2009. "High Quality Programming." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 5.

<sup>168</sup> Turner, S., E. Norman, and S. Zunz. 1995. "Enhancing resiliency in girls and boys: A case for gender specific adolescent prevention programming." The Journal of Primary Prevention 16(1): 25-38.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Northeast Resource Centres – Volunteer Program

#### THEORY OF CHANGE:

**Need:** Strong Neighbourhoods have high levels of social cohesion and social inclusion.<sup>169</sup> The Northeast Resource Centres' Volunteer Program works towards this goal by providing individuals and groups with the opportunity to volunteer within their communities, thus strengthening their own sense of belonging and connections with their neighbours. The communities connected to the Inner City Community Resource Centre, the Heart of the Northeast Community Resource Centre, and the North Central Community Resource Centre which are served by the program are some of the most vulnerable in Calgary.<sup>170</sup>

**Goal:** To meet the needs of northeast and northwest communities by building social capacity and social support networks.

**Strategy:** The volunteer program plans, develops, and implements community-based volunteer programs and opportunities that provide knowledge and access to community resources, experience for career development, and meaningful involvement for citizens in the larger community. This involves working with partners to gather information and evaluate the specific volunteer needs of each resource centre, as well as the common needs and goals of the resource centres as they work together. With its partners, program staff develop targeted volunteer activities and initiatives. Volunteers learn about potential opportunities through volunteer newsletters, targeted outreach to specific groups, and providing volunteers the opportunity to select a particular program to participate in and address a need in the community. Training and supervision are provided by the volunteer coordinator, along with staff at each community resource centre. Depending on the frequency of the need for volunteers in the community, volunteers will generally be involved one or two times every three to six months. In cases of ongoing programming, volunteers are engaged on a more frequent basis.

**Rationale:** Volunteering generates self-confidence, reduces stress, and improves mental and physical health.<sup>171</sup> Volunteers who are new to the Canadian job market are provided with an opportunity to add to their resume and to make connections that can assist them in developing more economic stability. They become more knowledgeable about community resources which may support their families, friends, and neighbourhoods.<sup>172</sup> People with diverse resources tend to be more hired, housed, healthy, and happy.<sup>173</sup>

#### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>169</sup> Cooper, Merrill. 2009. "The issue." Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No. 5. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>170</sup> The City of Calgary. 2010. Indices of Community Well-Being, 2006 for Calgary Neighbourhoods, Winter 2010. Calgary: The City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 90.

<sup>171</sup> Graff, Linda, and Associates Inc. 2003. "What's It Worth: Calculating the Value of Volunteer Work." A Workshop for Managers of Volunteers. Dundas, Ontario. September 20, 2003.

<sup>172</sup> Wolley, Frances. "Social Cohesion and Voluntary Activity: Making Connections." Paper presented at the CSLS Conference on the State of Living Standards and the Quality of Life in Canada. October 30, 1998. Ottawa: Centre for the Study of Living Standards. Page 14.

<sup>173</sup> 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.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Older Adult: Central, North, and West Seniors Outreach

#### THEORY OF CHANGE:

**Need:** Older adults in Calgary are faced with a bewildering array of services and resources that can assist them in the areas of physical and mental health, housing and maintenance, finances, transportation, rights and safety, learning, contributing, and social interaction. Being able to access services and resources effectively can make the difference in older adults' social inclusion, economic self-sufficiency, and ability to participate in the community. Providing community and home-based access ensures accessible services, which can prevent social isolation.<sup>174</sup>

**Goal:** To increase social connections and access to supports and resources for vulnerable older adults.

**Strategy:** Outreach is a community-based program operated out of various senior-friendly locations and available in low-income congregate living settings and in single family homes. Assessment is an essential part of effective service as it allows the worker to base the intervention on actual client need. The Outreach program offers the following no-fee interventions to older adults living in Central, North, and West Calgary: information and referral; assessment and case management; supportive counselling; assistance with benefit applications; group activities and workshops; caregiver support groups; and elder abuse intervention and support. The Outreach Program operates in close collaboration with other service providers to meet the needs of older adults.

**Rationale:** Recent evaluation of the Outreach Program indicates that 97 per cent of outreach case management clients obtained the services they were seeking through the referral process provided by the program.<sup>175</sup> Access to services is supported by research as preventing social isolation.<sup>176</sup> Eighty per cent of people in distress who receive supportive counselling benefit from it.<sup>177</sup> Interventions targeted to specific groups of people can be effective in increasing seniors' positive social ties.<sup>178</sup> Elder abuse is an emerging issue in Canada and Community Response Models are currently considered best practice for impacting elder abuse.<sup>179 180</sup>

#### Indicators:

- # 4 – Positive Social Ties and/or Bonding Social Capital
- # 15 – Long-Term Decreased Expenses; Increased Income from Sources other than Employment
- # 16 – Poverty Reduction – Emergency / Short-Term Help
- # 18 – Housing Stability

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<sup>174</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 16.

<sup>175</sup> Gardiner, H., and Associates, Inc. 2010. Evaluation of the Older Adult Outreach and Senior Support Programs. Presentation. Alberta College of Social Workers Conference. March 19, 2010. Edmonton, AB. Page 62.

<sup>176</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 16.

<sup>177</sup> Duncan, B.L., Scott D. Miller et al. (eds.). 2002. The Heart & Soul of Change. Washington: American Psychological Association. Page 396.

<sup>178</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

<sup>179</sup> Pence, Ellen. 1999. "Some Thoughts on Philosophy." In Shepard, Melanie, and Ellen Pence (eds.). Coordinating Community Responses to Domestic Violence: Lessons from Duluth and Beyond. Sage Series on Violence Against Women. Thousand Oaks, CA: Sage Publications, Inc. Page 33.

<sup>180</sup> Canadian Network for the Prevention of Elder Abuse. 2007. A Draft Framework for a National Strategy for the Prevention of Abuse and Neglect of Older Adults in Canada: A Proposal. Vancouver: Canadian Network for the Prevention of Elder Abuse. Page 19.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Older Adult: Community Development Program

#### THEORY OF CHANGE:

**Need:** Calgary is home to an aging population as evidenced by the projected 66 per cent increase in seniors over the next 10 years. In the early 2030s, for the first time, the number of seniors will exceed the number of children less than 14 years of age.<sup>181</sup> Social isolation amongst community dwelling older adults is poorly understood but continues to be a principal focus of service interventions with seniors because of “the adverse impact [social isolation] can have on health and well-being.”<sup>182</sup> Social connection denotes a good quantity and quality of social contacts and requires continuing social roles and mutually rewarding relationships.<sup>183</sup>

**Goal:** To increase social connections for vulnerable older adults by providing community engagement opportunities and supporting community involvement.

**Strategy:** The program operates in select communities across Calgary. Each project is primarily a group initiative, many projects are culturally-based, and all projects provide volunteering and leadership development opportunities. Community development groups generally meet regularly for a minimum of one year, in accessible neighbourhood locations, and in different first languages. They emphasize bonding within groups as well as bridging between community segments. Programs are structured to ensure role options and reciprocal relationships, and often specifically mitigate the precipitating factors identified as contributing to social isolation. This is done by building mutual assistance projects, ensuring inter-cultural communication and connection, organizing regular physical activities and leisure time volunteer activities. The program also builds and strengthens social networks and supports by designing regular opportunities for older adults to meet and work together in groups. A traditional community development approach invests decision making in participants rather than staff, thus increasing the autonomy and control of participants. The program also includes a cross-agency function. A facilitator takes on the collective impact ‘backbone’ role for the Way In Network to Increase accessibility, standardization, and resources for isolated older adults through alignment of the four agencies providing Way In Services.

**Rationale:** Community development interventions at Calgary Family Services meet promising practice guidelines suggested by the research for designing interventions to reduce social isolation. Staff are carefully selected, trained, and supported. Older people are involved in program planning, implementation, and evaluation. Interventions are designed to increase community capacity while using existing resources actively and collaboratively.<sup>184</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 5 – Bridging Social Capital

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<sup>181</sup> 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. Page 3.

<sup>182</sup> Findlay, Robyn A. 2003. “Interventions to reduce social isolation amongst older people: where is the evidence?” Ageing & Society 23: 647-658.

<sup>183</sup> Keefe, J., M. Andrew, P. Fancey, and M. Hall. 2006. Final Report: A profile of social isolation in Canada. Halifax: Mount Saint Vincent University, Nova Scotia Centre on Aging. Page 4.

<sup>184</sup> Findlay, Robyn A. 2003. “Interventions to reduce social isolation amongst older people: where is the evidence?” Ageing & Society 23: 647-658.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Older Adult: Seniors Counselling Program

#### THEORY OF CHANGE:

**Need:** The older adult population in Calgary is growing and it is projected that by 2012, 15.9 per cent of the population will be older adults.<sup>185</sup> 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.”<sup>186</sup> Research demonstrates that depression and social isolation are closely linked<sup>187</sup> and that the experience of a major life change increases an older adult’s risk of isolation.<sup>188</sup>

**Goal:** To increase social connections and to create positive change by providing excellent group, family, and individual counselling support.

**Strategy:** Counselling is an effective strategy for assisting people in distress and for minimizing crises. Unique to the seniors counselling program is a strategy offering a continuum from short-term individual or family interventions, to group participation, through to community connection. The seniors counselling program offers the following programs in city-wide locations, on a sliding fee scale. Short term individual and family counselling is provided for up to eight sessions. Group programs are offered on specific topics such as Honouring You (self-esteem), Gathering Your Wisdom (gifts of aging), Making Room (hoarding support group), Anxiety Group, and Change Ways (depression group). Linkages are also provided to enable counselling and group participants to volunteer and participate in educational and community engagement opportunities.

**Rationale:** Eighty per cent of people in distress who receive counselling benefit from it.<sup>189</sup> Systematic research reviews indicate that targeted group sessions can reduce social isolation and aloneness among older adults.<sup>190</sup> This approach taken by the program is based on recent research, which demonstrates that involvement in productive activities, particularly volunteering, has important societal and individual benefits in the contemporary aging environment.<sup>191</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>185</sup> United Way of Calgary and Area. 2008. Research in the Seniors Sector: A Summary. Calgary: United Way of Calgary and Area. Page 1.

<sup>186</sup> Findlay, Robyn A. 2003. “Interventions to reduce social isolation amongst older people: where is the evidence?” Ageing & Society 23: 647-658.

<sup>187</sup> Anderson, David N. 2001. “Treating depression in old age: the reasons to be positive.” Age and Ageing 30: 13-17.

<sup>188</sup> Sparrow, Lisa. 2006. A Framework for Social Connectivity on the South Fleurieu Peninsula. Victor Harbor, Australia: Southern Fleurieu Positive Ageing Taskforce. Page 14.

<sup>189</sup> Duncan, B.L., Scott D. Miller et al. (eds.). 2002. The Heart & Soul of Change. Washington: American Psychological Association. Page 396.

<sup>190</sup> Cattan, Mima, Martin White et al. 2005. “Preventing social isolation and loneliness among older people: a systemic review of health promotion interventions.” Ageing & Society 25: 41-67.

<sup>191</sup> Warburton, Jeni, Jessica Paynter, and Andrea Petriwskyj. 2007. “Volunteering as a Productive Aging Activity: Incentives and Barriers to Volunteering by Australian Seniors.” Journal of Applied Gerontology 26(4): 333-354.

## THE CALGARY FAMILY SERVICES SOCIETY

### • Older Adult: Seniors Support Program

#### THEORY OF CHANGE:

**Need:** Calgary is home to an aging population as evidenced by the projected 66 per cent increase in seniors over the next 10 years.<sup>192</sup> Growth of the aging population, especially the current demographic with exponential growth of the frail elderly, also indicates a need for increased practical in-home supports for seniors including housekeeping and social inclusion activities. Research indicates that a greater proportion of older Canadians with little support from others for instrumental activities of daily living and psychosocial support are at increased risk of social isolation.<sup>193</sup> In addition, research supports the role of in-home support to enable people to age in place.<sup>194</sup> Aging in place tends to keep people in their community and, in so doing, supports social inclusion.<sup>195</sup>

**Goal:** To increase social connections for vulnerable older adults by supporting aging in place by providing practical in-home supports, shared activities, and group opportunities.

**Strategy:** Robust assessment is done, which includes the need for housekeeping and social inclusion activities, in order to prioritize clients who are most at risk for social isolation and who do not have other resources. Regular re-assessment of client needs and regular surveys of outcomes and client satisfaction help the program adjust to be more effective. Senior support clients are gathered in some fashion to participate in groups organized around specific interests. This type of intervention is planned with client input. Program participation generally lasts until the client moves into a supported living situation or expires.

**Rationale:** The Seniors Support Program at Calgary Family Services meets promising practice guidelines suggested by the research for designing interventions to reduce social isolation. Staff are carefully selected, trained, and supported. Older people are involved in program planning, implementation, and evaluation. Interventions are designed to increase community capacity while using existing resources actively and collaboratively.<sup>196</sup> The strategy used incorporates 12 promising practices for service delivery identified in the research.<sup>197</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>192</sup> 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. Page 2.

<sup>193</sup> Keefe, J., M. Andrew, P. Fancey, and M. Hall. 2006. *Final Report: A profile of social isolation in Canada*. Halifax: Mount Saint Vincent University, Nova Scotia Centre on Aging. Page ii.

<sup>194</sup> Clarke, Heather, and Sue Dyer. 1998. "The importance of 'low level' preventive services to older people." *Joseph Rowntree Foundation Findings* 768: 1-4.

<sup>195</sup> Gilleard, Chris, Martin Hyde, and Paul Higgs. 2007. "The Impact of Age, Place, Aging in Place, and Attachment to Place on the Well-Being of the Over 50s in England." *Research on Aging* 29(6): 590-605.

<sup>196</sup> Findlay, Robyn A. 2003. "Interventions to reduce social isolation amongst older people: where is the evidence?" *Ageing & Society* 23: 647-658.

<sup>197</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." *Outcome: Positive social ties and vulnerable populations*. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 16.

## THE CALGARY FAMILY SERVICES SOCIETY

- Prime Time

### THEORY OF CHANGE:

**Need:** Vulnerable children from birth to age three and their families need in-home support and skills training to prevent family breakdown or child neglect and abuse. The families involved experience adverse conditions such as poverty, social isolation, and immigration dislocation. The parents are often young and under-resourced. Many were raised in the child welfare system, have experienced domestic violence, drug and alcohol abuse, and inadequate or toxic parental modelling.

**Goal:** To ensure the safety and enhance the health, competency, and well-being of vulnerable children and their families through improved family cohesion and attachment-based parenting skills.

**Strategy:** The program serves vulnerable families who display two or more risk indicators by starting to engage, support, and teach parenting skills as close to the child's birth as possible. Program content includes implementing practices including direct coaching and mentorship to improve parenting skills; creating healthy attachment, parent-child relationships, and family cohesion; and treating post-partum depression when present. It also provides education on child development and milestone attainment, increasing parental understanding of the individuality of each child. The program also supports increased use of community resources. Family Coaches are experienced caregivers and long term foster parents, who skillfully work alongside the parent, aligning with their strengths and resiliency to overcome a lack of knowledge and poor modelling. Adaptation to the uniqueness of a variety of families requires flexibility, creativity, and specific training. The length of program participation is based on goal attainment and solidifying gains. Engagement with vulnerable families can take longer so participation is likely to last to one year or longer. Post-test data will be gathered from each family every 10 to 12 sessions.

**Rationale:** Research shows that effective services with this population result in the greatest return on investment relative to long-term cost savings.<sup>198</sup> Effective counselling strategies that help families create positive social support systems can “dramatically improve parenting skills, family functioning and child outcomes.”<sup>199</sup>

### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>198</sup> National Scientific Council on the Developing Child. 2007. A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children. Boston: Harvard University, Center on the Developing Child. Page 5.

<sup>199</sup> Cooper, Merrill. 2009. “Vulnerable families.” Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 6.

## THE CALGARY FAMILY SERVICES SOCIETY

- Starburst Program

### THEORY OF CHANGE:

**Need:** The journey through junior high school may be filled with many challenges for adolescent girls, especially those with limited resources, opportunities and supports. Young girls who experience risk factors such as poverty, low self-esteem, lack of success at school, lack of positive role models, substance abuse in the family and a lack of positive leisure activity are at a higher risk for future unemployment, substance abuse, lives lived with violence, and more pregnancies at an earlier age.<sup>200</sup>

**Goal:** To empower adolescent girls to develop a stronger sense of self-worth, purpose, and capacity through a multi-faceted school and community collaboration.

**Strategy:** Junior high school girls need a safe place to learn about and explore the issues that directly affect them. Starburst, through its innovative school and community programming, works to meet those needs. It acts in a preventative fashion by assisting adolescent girls to build life tool kits through positive peer culture, adult female mentoring, education in healthy lifestyles, sexuality, self-concept, decision-making and unique life experiences. The program meets over three years with 12 girls. It is offered in two junior high schools once a week for a two-hour psycho-educational experience and a two-hour recreational experience. Starburst also offers family experiences as a part of its programming in order to assist families who may face socioeconomic barriers to recreation and community involvement. To further enhance community connection, the program also provides individual support, school break opportunities, and referrals to community resources.

**Rationale:** The literature suggests that long-term community intervention programs for youth should foster involvement in positive activities; focus on improving relations with family, peers, and community; work towards increasing self-esteem; and provide opportunities to connect with adult role models. Programs that do so help participants to increase their self-confidence, their ability to make positive choices and get along well with others, and improve their future outlook on life.<sup>201</sup> Other benefits to a peer group-based program delivery are that teenage girls are less likely to be inhibited in discussing sexual activity if their parents or teenage boys are not in the group.<sup>202</sup> A peer group also normalizes presenting problems and allows more opportunity to tap into the natural resilience and inherent competencies of participants.<sup>203</sup>

### Indicators:

# 23 – Youth – Grades 7-12 School Engagement, Success

# 30 – Youth – Grades 7-12 Positive Peer Relationships

# 31 – Youth – Grades 7-12 Good Social Skills

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

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<sup>200</sup> Flanagan, P., and P. Kokotailo. 1999. "Adolescent pregnancy and substance use." *Clinics in Perinatology* 26(1): 185-200.

<sup>201</sup> Hoffart, Irene. 2002. *Starburst: Girls Identifying Real Life Solutions. Final Evaluation Report.* Calgary: Synergy Research Group. Pages iii and 1-4.

<sup>202</sup> Selverstone, Robert. 1989. *Adolescent Sexuality: Developing Self-Esteem and Mastering Developmental Tasks. Part II: Healthy Adolescent Sexual Development.* *SIECUS Report* 18(1): 1-2.

<sup>203</sup> Allen, J.P., S. Philiiber, S. Herring, and G.P. Kuperminc. 1997. "Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach." *Child Development* 64(4): 729-742.

## CALGARY IMMIGRANT WOMEN'S ASSOCIATION

### • Filipino Community Development Program

#### THEORY OF CHANGE:

**Need:** Many Filipinos come to Canada under the Live-In Caregiver or Temporary Foreign Worker Programs and spend years separated from their family members before reuniting in Canada. When family members are reunified, their relationships may be unstable and remain this way until the family can re-establish boundaries blurred during separation. As a result of family separation and reunification challenges such as marital conflict, role reversal, and family communication, children and youth experience challenges integrating with the family, peers, and the community.<sup>204</sup> Filipino youth also face challenges related to self-esteem, belonging, and academic success.

**Goal:** The goal of the program is to enhance family cohesion and the social inclusion of Filipino parents who have been or will soon be reunited with their families to ensure positive development and academic success for Filipino youth.

**Strategy:** Using a two pronged approach that is customized to the family's needs, the first approach supports Filipino families who have recently reunited and are experiencing reunification challenges and the second prepares the parent for the arrival of their spouse and/or children to ensure they have the skills and knowledge to overcome any issues they may experience as a result of a long period of separation. The program provides ongoing first language support, supportive counselling, in-home support, and connections to community resources and volunteer opportunities. Ongoing support is provided for school readiness and orientation, as well as family and parenting reunification including customized cross-cultural parenting support, community engagement and networking initiatives, and skill building and information workshops to address settlement related issues. Participants are involved in the program for three to six months.

**Rationale:** Research shows that improvement in parenting behaviour results in positive changes in children's physical, social and cognitive development.<sup>205</sup> Additionally, positive parenting, family functioning and child outcomes dramatically improve when social isolation is reduced.<sup>206</sup> "Social networks serve as buffers to the stress experienced by family separation and reunification." Moreover, social support "is critical for giving guidance, sharing experiences, and empowering newcomers to meet challenges."<sup>207</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>204</sup> Tate, E. 2011. Family Separation and Reunification of Newcomers in Toronto: What does the literature say? Toronto: Toronto Public Health. Page 4.

<sup>205</sup> Cooper, Merrill. 2009. "Parenting Programs." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 18.

<sup>206</sup> Cooper, Merrill. 2009. "Vulnerable families." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>207</sup> Tate, E. 2011. Family Separation and Reunification of Newcomers in Toronto: What does the literature say? Toronto: Toronto Public Health. Page 6.

## CALGARY IMMIGRANT WOMEN'S ASSOCIATION

### • Volunteer Program

#### THEORY OF CHANGE:

**Need:** Research indicates that immigrants who are most vulnerable to social exclusion are recent newcomers and refugees who face language and/or cultural barriers, have low income, and are unable to obtain employment commensurate with their credentials.<sup>208</sup>

**Goal:** To enhance the social inclusion and participation of immigrant women and strengthen our neighborhoods through meaningful volunteer opportunities.

**Strategy:** Positive relationships between clients and both immigrant and mainstream volunteers are supported through mentoring opportunities with youth and seniors. Opportunities are provided for volunteers to develop positive relationships with their peers during arts and crafts activities and monthly women's group meetings. Mainstream volunteer facilitators also develop positive relationships with clients attending Calgary Immigrant Women's Association's (CIWA) New Friends and Neighbourhood Groups.

Volunteers are placed in different positions based on their skills, interest, and goals. The program has 30 ongoing volunteer positions that support CIWA programs and administration and other agencies. Volunteers are promoted to different positions with more responsibilities according to their commitment and personal or career goals. The program also provides different volunteer opportunities for different age groups. The program enhances the capacity of volunteers by providing interpretation and translation training, facilitator training, and computer training. In addition to regular volunteer opportunities available at CIWA, volunteers are able to engage in the community through planning and hosting an International Women's Day event, attending arts and crafts sales, providing assistance to other organizations in need of volunteers, organizing the Good Food Box drive, and participating in the United Way Campaign.

**Rationale:** For many adult newcomers, organizations like CIWA are the first point of contact in building relationships and developing social networks.<sup>209</sup> Research indicates that bridging social capital is "associated with assisting people in obtaining employment and increasing income."<sup>210</sup> "It is widely agreed that both bonding and bridging social capital are essential to successful integration" of immigrant and refugee women.<sup>211</sup> Through "meaningful volunteer opportunities, immigrants can make a significant contribution to their community, develop new skills, and prepare to assume leadership roles within their communities".<sup>212</sup>

#### Indicators:

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>208</sup> Cooper, Merrill. 2009. "Vulnerable Immigrants." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Pages 2-3.

<sup>209</sup> Pratt, G., and Philippine Women Centre of BC. 2008. "Deskilling Across the Generations: Reunification among Transnational Filipino Families in Vancouver." In Sheldon, L., K. Pendakur, and D. Hiebert (eds.). 2008. Metropolis British Columbia – Working Paper Series. WP 08-06. Vancouver, B.C.: Metropolis British Columbia.

<sup>210</sup> Cooper, Merrill. 2009. "Vulnerable Immigrants." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Pages 2-3.

<sup>211</sup> Cooper, Merrill. 2009. "Vulnerable Immigrants." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Pages 2-3

<sup>212</sup> Ksienski, Hadassah. 2004. Enhancing Volunteer Participation with the Ethno-cultural Community. Edmonton: Muttart Foundation. Page 10.

## CALGARY IMMIGRANT WOMEN'S ASSOCIATION

### • Youth Programs

#### 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.<sup>213</sup> As a result of cultural, economic and religious differences, female immigrant youth in particular feel "othered and devalued."<sup>214</sup>

**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 addresses the needs of immigrant, refugee, and visible minority girls aged 10 to 19 through two kinds of group programming. The first type addresses issues of racism, identity and self-esteem, and facilitates peer relationships through group sessions exploring topics related to self-esteem, stereotypes, gender equality, violence, volunteering, role models, communication, peer relationships, family conflict, goal setting, and bullying. Homework help is also available. Youth Standing Committees provide youth with leadership opportunities and connections to their community through forums, discussions, and event planning opportunities. Both types of programs are offered weekly at 10 Calgary schools from September through June during the lunch hour or after school. Similar after school programming is offered in Calgary Housing Company locations in Beddington, Edgemont, Erinwoods, and Falconridge. Summer group programs are offered for six weeks in various communities. Girls also have access to mentors, intergenerational activities, tutoring and homework support, and individual counselling.

**Rationale:** Research shows that providing opportunities for youth outside of school facilitates community engagement and creates a sense of belonging. Programs that address risk factors "directly or indirectly prevent a wide range of social ills, including high school dropout, criminal involvement, teen pregnancy and substance abuse."<sup>215</sup> Summer and school based programs ensure ongoing support for immigrant youth during the summer months and school year, as they transition into higher grades. Through summer and after-school or lunch programs, immigrant youth are able to "improve their social skills and enhance connections with caring adult positive role models."<sup>216</sup>

#### Indicators:

##### School and Community Programming:

# 28 – Youth – Grades 7-12 Friendships

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

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

##### Youth Standing Committees:

# 32 – Youth – Grades 7-12 Engagement in Community

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<sup>213</sup> 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.

<sup>214</sup> 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.

<sup>215</sup> Cooper, Merrill. 2009. "Program targeting child and youth development." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>216</sup> Deich, S. 2009. "Using Expanded Learning to Support School Reforms: Funding Sources & Strategies." In Stonehill, R.M., P.M. Little et al. 2009. Enhancing School Reform through Expanded Learning. Naperville, IL: Learning Point Associates. Page 41.

## CALGARY INTER-FAITH FOOD BANK SOCIETY

### • Volunteer Resources

#### THEORY OF CHANGE:

**Need:** Social isolation is a serious problem with far-reaching consequences for individuals, families, communities and the city as a whole. Social isolation can be defined as the absence of social interactions, contacts and relationships with family and friends, neighbours and the broader society. “The risk of social isolation increases with age.”<sup>217</sup> The precursors to social isolation, which include an aging population, are on the rise in Calgary. Social isolation can be prevented by feeling connected to and valued by others and having meaningful roles in society.

**Goal:** To provide meaningful roles for thousands of volunteers, including seniors.

**Strategy:** Volunteers benefit from working at the Food Bank in the following ways: reduced social isolation; developing friendship while volunteering and following shifts; taking on leadership roles; being recognized in many tangible and intangible ways; receiving training such as first aid and pandemic preparedness; and increasing their diversity awareness. The program has 25 different volunteer positions that directly support the mission of the organization. This mission-directed work provides volunteers with an opportunity to make a meaningful contribution, as well as feel personal pride in their contribution. The majority of the positions involve working in a team, thereby providing opportunities for social interaction a positive and fun volunteer environment. As well, there is a volunteer break room, which provides an area for volunteers to socialize. Working in teams, as well as offering a number of different positions, allows the program to engage volunteers with a range of physical and mental capabilities and creates a diverse volunteer workforce. Volunteers are asked to complete a post-test once a year.

**Rationale:** Research on seniors and social isolation “indicates that providing opportunities for seniors’ involvement is a necessary component of a successful social inclusion program. Providing opportunities for senior volunteerism is a way to satisfy this.”<sup>218</sup> Scores of studies have investigated the ways in which socially isolated families can benefit from positive social ties and strengthened social support systems, and an extensive body of research documents the benefits of both informal and community supports.<sup>219</sup>

#### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>217</sup> Cooper, Merrill. 2009. “Vulnerable seniors.” Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 12.

<sup>218</sup> Cooper, Merrill. 2009. “Promising practices to increase seniors’ social ties.” Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 15.

<sup>219</sup> 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.

## THE CALGARY JOHN HOWARD SOCIETY

### • Aboriginal Youth Outreach Project

#### THEORY OF CHANGE:

**Need:** As a result of the socio-psychological impacts of intergenerational trauma, Aboriginal youth are at high risk for issues such as low education, incarceration, addictions, poverty, and poor health.<sup>220</sup> Aboriginal youth relocating to Calgary or settling into the urban lifestyle are at high risk of homelessness and criminal activity. Aboriginal people make up 21 per cent of the overall number of homeless, but only 2.5 per cent of Calgary's population. Overall, 13 per cent of Calgary's homeless are aged 13 to 24.<sup>221</sup> Aboriginal youth tend to be over-represented in correctional services, where in 2010/2011, they accounted for 26 per cent of youth admitted to the correctional system yet represented only 6 per cent of the general youth population.<sup>222</sup>

**Goal:** To support Aboriginal youth in strengthening their coping skills, developing independence, and accessing resources in the community to prevent their involvement in crime; to promote a positive lifestyle; and to re-unite them with their Aboriginal culture and families.

**Strategy:** Forty Aboriginal youth in Calgary aged 16 to 24 are supported in developing a service plan targeting major life areas challenged by the socio-psychological impacts of intergenerational trauma. An outreach worker offers client-centered case management with a focus on advocacy, support, and mentorship, where youth work toward self-reliance and formulate achievable goals. Youth commit to long-term involvement in the outreach program to work steadily to achieve their personal short- and long-term goals by connecting weekly with the outreach worker. Involvement generally lasts six to 12 months. Partnerships with various schools provide concurrent support and mentorship alongside regular school programming. An Aboriginal Elder provides monthly teachings for individuals and groups, and group mentorship opportunities are provided in the form of cultural activities such as beading circles and smudge ceremonies.

**Rationale:** Implementing healing practices for youth that include mentorship,<sup>223</sup> group sharing circles, linking youth with Elders, and connecting with schools can build resiliency and increase social inclusion.<sup>224</sup> For highly at-risk youth, the presence of non-parental adult support is vital to healthy development and most effective when accompanied by other support services.<sup>225</sup> Multidimensional practices such as one-on-one support and advocacy, regular group programming, and the implementation of cultural activities account for the diverse needs of Aboriginal youth and increase opportunities for engagement in the program.

#### Indicators:

# 9 – Basic Functional Life Skills

# 10 – Financial Literacy / Assets / Debt

# 51 – Personal Advocacy and a Sense of Empowerment

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<sup>220</sup> Pinnow, J. 2013. "Emotional Dimension – The Issue." The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Pages 16-17.

<sup>221</sup> Calgary Homeless Foundation. 2012. Point-in-time Count Report – Summer 2012. Calgary: Calgary Homeless Foundation. Page 12.

<sup>222</sup> Munch, Christopher. 2012. "Youth Correctional Statistics in Canada, 2010/2011." Juristat. Ottawa: Statistics Canada.

<sup>223</sup> Klinck, J., C. Cardinal, K. Edwards et al. 2005. "Mentoring Programs for Aboriginal Youth." Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health 3(2): 110-130.

<sup>224</sup> Pinnow, J. 2013. "Healing Practices for Youth." The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Pages 40-42.

<sup>225</sup> Cooper, Merrill. 2009. "Mentoring Programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Pages 8-9.

## CALGARY LEGAL GUIDANCE SOCIETY

### • Doubly Disadvantaged Program

#### THEORY OF CHANGE:

**Need:** Growing numbers of Calgarians are struggling to make ends meet. Most affected are lone-parent families, Aboriginal persons, recent immigrants, persons with disabilities, and unattached middle-aged individuals, many of whom experience challenges accessing basic needs.<sup>226</sup> Problems are often exacerbated by discrimination and by mental or physical health, 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.<sup>227</sup>

**Goal:** To improve the social, economic, and legal outcomes for people who are both financially disadvantaged and experiencing one or more additional challenges.

**Strategy:** Calgary Legal Guidance (CLG) provides advocacy and representation related to social benefits, eviction, debt, wills and estates, immigration, elder criminal law, domestic violence law, and civil matters relating to low income, family law, and homeless rights. Doubly disadvantaged adults receive free legal information and advice at evening clinics staffed by volunteer lawyers or through direct referrals to the Administrative Law Lawyer. Clients whose problems are not resolved receive additional help from the CLG team which may include lawyers, advocate social workers, and volunteers. Most clients present with multiple, inter-related problems requiring the help of the CLG team. The Administrative Law Lawyer and the intake worker support clients through the process of acquiring or maintaining benefits (e.g., Assured Income for the Severely Handicapped, Alberta Works, Old Age Security, Canada Revenue Agency, Canada Pension Plan). The Lawyer provides representation at appeals. Program staff members are also the first contact for service providers from other agencies looking for information, instruction, and supports in order to assist their clients.

**Rationale:** Low-income people are unable to afford private representation and these services are not covered by legal aid or any other service in Calgary. National research shows that the legal problems most frequently experienced by low-income people relate to income, housing, and family breakdown.<sup>228</sup> 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.<sup>229</sup> Low-income people experience more legal problems than average; these problems are inter-connected with social problems; the consequences are more severe; and unresolved legal problems lead to other legal, social, and health problems.<sup>230</sup>

#### Indicators:

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

# 16 – Poverty Reduction – Emergency / Short-Term Help

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<sup>226</sup> 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 18-74.

<sup>227</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>228</sup> Prairie Research Associates. 2008. Legal Aid Alberta Needs Assessment: Final Report. Winnipeg: Prairie Research Associates, Inc. Pages 25-26.

<sup>229</sup> Currie, A. 2005. A National Survey of the Civil Justice Problems of Low and Moderate Income Canadians: Incidence and Patterns. Ottawa: Research and Statistics Division, Department of Justice Canada. Page 11.

<sup>230</sup> Currie, A. 2005. A National Survey of the Civil Justice Problems of Low and Moderate Income Canadians: Incidence and Patterns. Ottawa: Research and Statistics Division, Department of Justice Canada. Pages 15 and 17.

## CALGARY MEALS ON WHEELS

- Calgary Meals on Wheels

### THEORY OF CHANGE:

**Need:** Alberta's population, like the rest of Canada's, is aging. Senior citizens now represent approximately 10 per cent of the population in Calgary, a population which is expected to increase to over 18 per cent by 2030.<sup>231</sup> While the proportion of elderly people is increasing, the population of younger people potentially able to care for them is decreasing. While many seniors are choosing to remain in their homes and live independently, there is a particular risk of social isolation and malnutrition that may lead to an increased risk of infection, depression, and mental disorders. Malnutrition among seniors often goes unrecognized and does not always receive the attention it deserves. When this occurs, the result is often institutionalization, which greatly affects an individual's quality of life, or reliance on community services to help with basic daily activities, such as food preparation and eating.<sup>232</sup>

**Goal:** To promote health and independence by providing quality, nutritious and affordable meals to people who need them and, in doing so, to enhance the community social safety net and prevent social isolation among both clients and volunteers.

**Strategy:** Using best and promising practices and the knowledge that healthy eating and participating in social activities can influence many aspects of personal health, Calgary Meals on Wheels strives to support community needs. The program helps build relationships between neighbours—volunteers, clients and their families, staff, and community support networks. This also enables community participation and maximizes social inclusion for people who may otherwise be isolated. The program offers meaningful volunteer opportunities to senior volunteers to help them avoid social isolation, to encourage social interaction, and to provide them with an opportunity to give back to their community. The program also provides education about nutrition and communicates the importance of safe, balanced meals to clients, homecare workers, families, service groups, and seniors groups. It also promotes and enhances the nutritional status of clients, staff and volunteers through screening, education, and support.

**Rationale:** Older adults can live longer, healthier lives by staying socially connected, increasing their levels of physical activity, and eating a healthy diet.<sup>233</sup> The service that Meals on Wheels provides is often more than just food. Volunteers bring comfort, dignity and the knowledge someone cares. The daily visit by a volunteer is just as important as the food they bring. For many clients, the volunteer's delivery may be their only contact with another individual in a day. For clients' families, the knowledge that a trained volunteer checks in on a regular basis provides some reassurance that their family member is okay.

### Indicators:

# 17 – Food Security

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<sup>231</sup> City of Calgary. 2009. Facts about Calgary Seniors. Calgary: Community and Neighbourhood Services, Social Policy and Planning. Page 1.

<sup>232</sup> Canadian Institute for Health Information. 2011. Health Care in Canada, 2011: A Focus on Seniors and Aging. Ottawa: Canadian Institute for Health Information. Page 72.

<sup>233</sup> Canadian Institute for Health Information. 2011. Health Care in Canada, 2011: A Focus on Seniors and Aging. Ottawa: Canadian Institute for Health Information. Page 128.

## CALGARY SENIORS' RESOURCE SOCIETY

### • Outreach Programs

#### THEORY OF CHANGE:

**Need:** Census data shows that in 2006, 23,145 (26 per cent) of Calgary seniors lived alone, three-quarters of whom were women.<sup>234</sup> Between 2006 and 2016, the seniors' population in Calgary will increase by 58 per cent to 146,467 individuals. By the year 2036, 285,760 Calgarians will be seniors, which is three times the number of seniors in 2006.<sup>235</sup> Research indicates that 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. Social isolation among seniors is associated with poor general health, increased risk of disability or chronic disease, reduced self-care, decreased immunity and slow wound healing, premature death, poor sleep and fatigue, depression and other mental illnesses.<sup>236</sup>

**Goal:** To connect seniors to resources and services in the community in order to improve their well-being and quality of life.

**Strategy:** Calgary Seniors' Resource Society seeks to support and enhance the social inclusion and independence of seniors through its Outreach Programs, primarily by ensuring economic self-sufficiency. Outreach workers and service coordinators provide needs assessments and connect seniors with information, support, and resources in their community. They aid in increasing seniors income levels by assisting in the application for benefits and services. Clients are helped to access appropriate housing and transportation, and find necessary social and health supports, ensuring basic needs are met. The program links seniors to social programs and supports family members and caregivers. The SeniorConnect outreach workers respond to referrals from the Distress Centre Help Line by making prompt, unexpected home visits to vulnerable seniors in the community. The workers connect the senior to appropriate services to address crisis or chronic situations and reduce their social isolation. A follow-up with the senior is provided to ensure continued service delivery and crisis prevention.

**Rationale:** Research shows that social isolation can be prevented via 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.<sup>237</sup>

#### 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

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<sup>234</sup> City of Calgary. 2009. "Family Make-up & Living Arrangements." Facts about Calgary Seniors. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 6.

<sup>235</sup> City of Calgary. 2009. "The Aging Population." Facts about Calgary Seniors. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 9.

<sup>236</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

<sup>237</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

## CALGARY SENIORS' RESOURCE SOCIETY

### • Seniors Programs

#### THEORY OF CHANGE:

**Need:** Census data shows that in 2006, 23,145 (26 per cent) of Calgary seniors lived alone, three-quarters of whom were women.<sup>238</sup> Between 2006 and 2016, the seniors' population in Calgary will increase by 58 per cent to 146,467 individuals. By the year 2036, 285,760 Calgarians will be seniors, which is three times the number of seniors in 2006.<sup>239</sup> Research indicates that 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. Social isolation among seniors is associated with poor general health, increased risk of disability or chronic disease, reduced self-care, decreased immunity and slow wound healing, premature death, poor sleep and fatigue, depression and other mental illnesses.<sup>240</sup>

**Goal:** To facilitate socially-cohesive communities through volunteer mobilization and increasing positive social ties among vulnerable seniors.

**Strategy:** The program has a variety of components. Seniors are matched with a volunteer for regular assisted shopping excursions for groceries and other items. Volunteer drivers escort seniors to and from medical appointments and the bank. There is a \$10 round trip gas recovery fee for seniors who use the Escorted Transportation service. Those who cannot afford to pay may be exempt from the fee. This social companionship program matches a volunteer and senior for weekly visits. The pair determines the activities and the timing of their interactions. SeniorConnect provides free education sessions to teach groups, businesses, and individuals to recognize the signs and symptoms that a senior may be at risk and how to report their concerns through a 24-hour Seniors Help Line. The SeniorConnect outreach worker, who is a registered social worker, then follows up with identified seniors and connects them to community resources. Through the Telephone Reassurance program, seniors can be matched with a volunteer who will phone regularly at an agreed upon time to provide a friendly voice, willing ear and, of course, peace of mind that someone will be checking in. Regular assessments are conducted with senior program participants one month after an initial match is made, then quarterly and during an annual evaluation. Additional assessments are done as needed based on the person's situation. For the Escorted Transportation program, assessments are completed after each ride.

**Rationale:** Research shows that social isolation can be prevented via 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.<sup>241</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>238</sup> City of Calgary. 2009. "Family Make-Up & Living Arrangements." Facts about Calgary Seniors. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 6.

<sup>239</sup> City of Calgary. 2009. "The Aging Population." Facts about Calgary Seniors. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 9.

<sup>240</sup> 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 12-13.

<sup>241</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

## CALGARY SEXUAL HEALTH CENTRE SOCIETY

- Community Outreach Program

### THEORY OF CHANGE:

**Need:** Vulnerable adult populations including ethno-cultural communities, people with disabilities, Aboriginal people, and adults experiencing homelessness, addictions or mental health issues are at particular risk for not having accessible information related to sexual well-being. A lack of information and resources place people at risk for unintended pregnancies, sexual risk-taking, and sexual or relationship abuse, which can lead to long-term, detrimental health impacts. The Canadian Guidelines for Sexual Health Education state that “all Canadians have a right to sexual health education that is relevant to their needs. Diverse populations such as sexual minorities, seniors, individuals with disabilities (physical/developmental), and socio-economically disadvantaged individuals such as street involved youth often lack access to information and education that meets their specific needs.”<sup>242</sup>

**Goal:** To ensure all Calgarians, human service organizations, and relevant systems have the information, supports and resources needed to ensure sexual well-being across the lifespan.

**Strategy:** Calgary Sexual Health Centre Society provides a sexual health and healthy relationships program to vulnerable adults in Calgary. The program is offered through organizations in Calgary who have programs for clients who fit into our priority population groups. Using a community development model and a promising practice sexual health education and prevention program, the program provides Calgary’s most vulnerable adults with information, skills, and knowledge related to sexual well-being. The program covers sexually transmitted infections (STIs), birth control, consent, decision making, and healthy relationships.

**Rationale:** Research shows that unintended pregnancies are associated with an array of negative outcomes, including delayed prenatal care, poorer mental and physical health during childhood, poorer educational and behavioural outcomes of the child, poorer maternal health, lower mother-child relationship quality, and an increase in the mother experiencing physical violence during pregnancy.<sup>243</sup>

### Indicators:

# 12 – Pregnancy Prevention  
Policy or Systems Change

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<sup>242</sup> Public Health Agency of Canada. 2008. The Canadian Guidelines for Sexual Health Education. Ottawa: Public Health Agency of Canada. Page 8.

<sup>243</sup> Cooper, Merrill. 2009. “Lone parenting, teen parenting, and unplanned pregnancy.” Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 12.

## CALGARY SEXUAL HEALTH CENTRE SOCIETY

- WiseGuyz

### THEORY OF CHANGE:

**Need:** The damaging stigmatization of sexuality, gender and relationships can result in social exclusion, violence, and high levels of sexual risk taking amongst youth.<sup>244</sup> Sexual health is an integral part of positive male youth development. It includes maintaining positive peer relationships, being media literate, having an awareness of gender equality, and generating self-esteem, self-efficacy, and a sense of belonging.

**Goal:** To teach young men to use a rights-based approach to critically analyze sexist social norms and negative male norms, and help them understand how these norms impact relationships.

**Strategy:** Sexual health is embedded in a host of relationships including family, culture, peers, and pop culture. All of these may perpetuate harmful or positive notions of what masculinity is and how it emerges within sexual and relationship contexts. The WiseGuyz program addresses the sexual health and positive relationship needs of male youth. In doing so, it reduces negative sexual health outcomes and prevents peer and dating violence. WiseGuyz engages junior high boys aged 14 to 16 in a 14-session, group-based participatory program that has four modules: human rights, sexual health, gender, and positive relationships. The WiseGuyz program is grounded in Social Influence theory and Information Motivation Behaviour theory.

**Rationale:** WiseGuyz is informed by best practices in male responsibility, group based programs, healthy relationship curricula, and youth approaches to the prevention of violence. Targeting young men at their natural age of curiosity about relationships, sexuality and gender is a critical strategy in creating healthy sexuality and relationships in their youth. There is an emerging body of literature that highlights the importance of men's roles in preventing domestic violence. Research emphasizes the engagement of young men as a key violence-reduction strategy.<sup>245</sup> Independent research on the WiseGuyz Program found that "motivation becomes more explicit by inviting people to reflect on what their own personal motivation may or may not be in regards to sexual health. This often means talking about and exploring the influences of how sexuality, gender, and relationships are constructed".<sup>246</sup> "By understanding and experiencing safety; trust; belonging; a reliable social network; non-judgmental inquiry and open dialogue, the boys are then able to be compassionate, emotive, empathetic, and critical thinkers with themselves and others in their relationships."<sup>247</sup>

### Indicators:

# 31 – Youth – Grades 7-12 Good Social Skills

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

# 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values

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<sup>244</sup> Kirby, D. 2007. Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases. Washington: National Campaign to Prevent Teen and Unplanned Pregnancy. Pages 6-7.

<sup>245</sup> Wolfe, D., C. Crooks et al. 2009. "A School-Based Program to Prevent Adolescent Dating Violence." American Medical Association 163(8): 692-699.

<sup>246</sup> Hurlock, Debb. 2013. Re-imagined Masculinities: Unfolding the Meaning and Effect of the WiseGuyz Program. Calgary: Creative Theory Consulting Inc. Page 15.

<sup>247</sup> Hurlock, Debb. 2013. Re-imagined Masculinities: Unfolding the Meaning and Effect of the WiseGuyz Program. Calgary: Creative Theory Consulting Inc. Page 11.

## CALGARY URBAN PROJECTS SOCIETY

- CUPS Family Centres

### 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.<sup>248</sup> 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.<sup>249</sup>

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

**Strategy:** Calgary Urban Projects 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.<sup>250</sup> 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.<sup>251</sup>

### Indicators:

# 16 – Poverty Reduction – Emergency / Short-Term Help

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>248</sup> 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.

<sup>249</sup> City of Calgary. 2013. Calgary at a Glance: Results of the 2011 Federal Census Program. Calgary: City of Calgary, Community & Neighbourhood Services. Page 16.

<sup>250</sup> 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.

<sup>251</sup> Raphael, Dennis (ed.). 2004. Social Determinants of Health: Canadian Perspectives. Toronto: Canadian Scholars Press. Page 13.

## CALGARY WOMEN'S EMERGENCY SHELTER ASSOCIATION

### • Community Crisis Counsellor

#### THEORY OF CHANGE:

**Need:** Women experiencing family violence and abuse often need immediate and accessible support and assistance to leave the abusive or crisis situation. In some instances, it may be necessary to access an emergency shelter; however, shelters may have a limited number of available beds for families and single women. Also, some women may choose to stay with family or friends.

**Goal:** To deliver crisis-oriented services in a community context.

**Strategy:** The program serves abused women and their families who have been turned away from shelters due to lack of space or who choose to bypass the shelter system but still want support or counselling. Using client-centred, strengths-based goal planning, counsellors and clients work together to better understand the needs and goals of the client and develop steps to achieve the goals. Goals are often concentrated in one or more of the following areas: safety, emotional health, addressing family violence and abuse issues, relationships, and community resources. Counsellors meet with or keep in contact with clients on an as-needed basis via face-to-face meetings in the community and secure settings or via telephone counselling. The program builds on clients' existing strengths, skills and abilities to meet their own needs. Counsellors work with clients to determine what support they need, track their progress over time, and allow for reflection and celebration upon reaching their goals.

**Rationale:** Studies have shown that women make multiple attempts to get community support prior to entering a shelter.<sup>252</sup> If these supports are unavailable, women who need help may easily 'fall between the gaps' in the system. Assistance with accessing community resources such as financial and other instrumental supports can help alleviate stressors that may contribute to victims' sense of entrapment in their abusive relationships<sup>253</sup> and feelings that returning to the unsafe situation is the only option. Research shows that community-based programs for abused women show positive impacts by connecting women to the community resources they need and increasing their social support, serving as a protective factor from future abuse.<sup>254</sup>

#### Indicators:

# 11 – Safety from Intimate Partner Violence

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<sup>252</sup> Sullivan, Cris, Rebecca Campbell et al. 1994. "An advocacy intervention program for women with abusive partners: Six-month follow-up." *American Journal of Community Psychology* 22(1): 101-122.

<sup>253</sup> Hage, Sally M. 2006. "Profiles of Women Survivors: The development of agency in abusive relationships." *Journal of Counselling & Development* 84(1): 83-94.

<sup>254</sup> Bybee, D., and C.M. Sullivan. 2002. "The process through which an advocacy intervention resulted in positive change for battered women over time." *American Journal of Community Psychology* 30(1): 103-132.

## CALGARY WOMEN'S EMERGENCY SHELTER ASSOCIATION

- **Older Women Living Safely (OWLS)**

### **THEORY OF CHANGE:**

**Need:** A 2007 study found high partner violence occurrence, frequency, duration, and severity among older women. Older women may be abused by their children, caregivers, and/or their spouses, and they may still struggle with the after-effects of abuse that they received in childhood. It may be difficult for them to talk about their experience.<sup>255</sup>

**Goal:** To support older women who have experienced family violence and abuse to have safe, healthy, and fulfilling relationships free of abuse and violence.

**Strategy:** The OWLS program provides a forum where women can speak freely about their experiences in a safe and supportive group environment, while learning about domestic violence, safety, interpersonal communication, and other related topics. The OWLS program serves women 50 years and older who have experienced family violence and abuse at some point in their lifetime and are currently experiencing crisis. Using a group process approach, clients are encouraged to bring issues they want to focus on to the group, and receive support and validation of their experiences. The program facilitates resiliency among women in the group, which fosters acceptance, learning, and personal growth, while participants share their common experiences of abuse. The women delve into issues around the experiences of family violence and abuse; guilt and shame; trauma, grief and loss; personal strengths and growth; and social isolation, among others. As participants share their stories and perspectives, they support each other in developing a deeper awareness of their situations, things they have done to ameliorate the effects of the violence they have experienced, and discover their own strengths and abilities. Once a group is established, membership is closed. The program provides 18 weeks of group counselling and most participants complete two group programs.

**Rationale:** Research suggests that support groups for victims and survivors of abuse can break through isolation; offer an opportunity to share experiences; provide information about the dynamics of abuse; and furnish a forum to problem-solve with others in similar situations. A group process approach allows participants to explore the issues around family violence that are most important to them at that time.<sup>256</sup>

### **Indicators:**

# 11 – Safety from Intimate Partner Violence

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<sup>255</sup> Bonomi, Amy, Melissa Anderson et al. 2007. "Intimate Partner Violence in Older Women." *The Gerontologist* 47(1): 34-31.

<sup>256</sup> Dewar, Barbara. 2005. "Process-Oriented Group Psychotherapy: Dynamic Empathic Engagement for Self-Transformation." Ontario Psychotherapy and Counselling Program: OPC Publications 4(3): Web page.

## CALGARY WOMEN'S EMERGENCY SHELTER ASSOCIATION

### • Outreach Follow-Up Services

#### THEORY OF CHANGE:

**Need:** Women and children leaving emergency shelters often need longer-term support and counselling to help them cope with their experiences of abuse. Emergency shelters are a temporary solution (approximately 21 days), during which it is very difficult to secure long-term safe, affordable housing; financial support; long-term counselling and emotional support for the woman and/or her children; on-going safety planning; and accessibility to needed community resources. Extended services and support need to be available in the community to support women and their families to transition into the community and meet their long-term needs for safety from abuse.

**Goal:** To assist women leaving emergency shelters to better maintain their safety and support their choices in leading a life free from abuse.

**Strategy:** The program serves abused women who have already accessed an emergency shelter or immediate crisis intervention program and whose crisis situation has stabilized. Using client-centred, strengths-based goal planning, counsellors and clients work together to better understand the needs and goals of the client and to develop steps to achieve those goals. Client goals are often concentrated in one or more of the following areas: safety, emotional health, addressing family violence and abuse issues, life skills, relationships, legal support, and community resources. Advocacy is a critical part of the program, ensuring clients have the support they need as they work with other service providers in the community.

**Rationale:** Abused women have long-term safety, legal, financial, employment, educational, housing, and emotional issues that need to be addressed in order to enable them to live independently of their abusers.<sup>257</sup>  
<sup>258</sup> Women who leave their abusive situations may still be at physical and emotional risk post-separation.<sup>259</sup>  
Research has shown that community-based programs for abused women can have positive impacts by connecting women to the community resources they need, which help to protect them from future abuse.<sup>260</sup>

#### Indicators:

# 11 – Safety from Intimate Partner Violence

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<sup>257</sup> Rothery, M., L.M. Tutty, and G. Weaver. 1999. "Tough Choices: Women, abusive partners, and the ecology of decision-making." *Canadian Journal of Community Mental Health* 18(1): 5-17.

<sup>258</sup> Sullivan, C.M, J. Basta et al. 1992. "After the Crisis: A needs assessment of women leaving a domestic violence shelter." *Violence and Victims* 7(3): 267-275.

<sup>259</sup> Humphreys, Cathy, and Ravi K. Thiara. 2003. "Neither justice nor protection: Women's experiences of post-separation violence." *Journal of Social Welfare and Family Law* 25(3): 195-214.

<sup>260</sup> Bybee, Deborah, and Cris Sullivan. 2002. "The process through which an advocacy intervention resulted in positive change for battered women over time." *American Journal of Community Psychology* 30(1): 103-132.

## CALGARY YOUNG MEN'S CHRISTIAN ASSOCIATION

- CAS, Aboriginal Outreach Program

### 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).<sup>261 262</sup>

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

**Strategy:** Calgary AfterSchool Aboriginal Outreach provides evidence-based preventive programming three times per week at Catherine Nichols 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. The program will serve between 25 and 35 participants each year. The program components follow the SAFE guidelines<sup>263</sup> 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 skills, and relationship building. Academic support is also offered through homework help to improve literacy. Leadership skills are developed through traditional teachings, practical skill development, and a defined mentorship program for youth.

**Rationale:** Research shows that after-school programming can support the positive development of at-risk youth when it includes appropriate supervision and structure, competent qualified staff, and has intentional programming that uses SAFE strategies.<sup>264</sup> Promising practices that support the healing journey of Aboriginal youth involve addressing issues of cultural identity, social inclusion and mentoring. They promote protective factors in youth and include Aboriginal cultural identity, adults modelling a healthy lifestyle, good physical and mental health, and healthy peer modelling. As well, peer mentoring is more culturally appropriate for Aboriginal youth than traditional western models.<sup>265</sup>

### Indicators:

- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time
- # 50 – Sense of Cultural Belonging and Feeling Supported



<sup>261</sup> City of Calgary. 2010. Facts about Aboriginal Persons in Calgary. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning Division.

<sup>262</sup> 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.

<sup>263</sup> 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.

<sup>264</sup> 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.

<sup>265</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 38.

## CALGARY YOUNG WOMEN'S CHRISTIAN ASSOCIATION

### • Children's, Adolescent, and Parenting Groups

#### THEORY OF CHANGE:

**Need:** Research suggests that Alberta has the second highest rate of domestic violence in Canada. Children are reported to be present in 41 per cent of spousal assaults. In homes where domestic violence is present, child abuse is reportedly 15 times more likely to occur. Men, women and children exposed to family violence tend to experience the following life issues: problematic relationships, mental and physical health problems, lack of education, decreased financial stability or precarious employment, substance abuse, and involvement with Child and Family Services and the law.<sup>266</sup>

**Goal:** To provide services to parents and children exposed to family violence that will enable them to choose healthy alternatives to abuse, heal from the impact of abuse, and move towards a life free of abuse.

**Strategy:** Children aged four to 17 years of age participate in individual and/or group counselling that addresses their emotional and developmental needs in healing from the effects of domestic violence. Parents also participate in parenting groups where they learn new positive parenting skills and how to rebuild their relationship with their children when it has been disrupted by domestic violence. Participation in the Paths of Change Program for children and parents results in an increase in understanding what abuse is; a safety plan for all children having experienced domestic violence; greater recognition of positive and negative feeling states; an increase in positive problem-solving skills; an increase in positive ways to deal with anger; more positive relationships that are free from domestic violence; and a new sense of hope and resiliency. Counselling is offered in one and a half hour sessions once per week. Involvement in the program generally lasts for four months.

**Rationale:** Research has found that short-term psycho-educational programs for children who have been abused or have witnessed violence can help change attitudes about violence, improve responses to anger, and reduce self-blame.<sup>267</sup> Research suggests that groups should be developmentally appropriate, psycho-educational, and have two mixed gender facilitators. The content should be specific to teaching about feelings, self-esteem, various forms of abuse, help-seeking, and safety planning. Engaging the parents in a parenting group at the same time has also been deemed a best practice.<sup>268</sup>

#### Indicators:

##### Children's Groups:

# 27 – Children – Grades 4-6 Adult Confidant

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

##### Adolescent Groups:

# 29 – Youth – Grades 7-12 Adult Confidant

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

##### Parenting Groups:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>266</sup> Cairns, K. 2008. "Domestic Violence Treatment Effectiveness Study: Highlights of the Final Report, March 2005." Family Violence: It's Your Business. Community Resource Guide. Edmonton: Alberta Children's Services. Pages 58-59.

<sup>267</sup> Cooper, Merrill. 2009. "What works to help children who have witnessed domestic violence." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Pages 7-8.

<sup>268</sup> Tutty, Leslie, Sarah Anne LeDrew, Paige Abbott et al. 2008. "The Evaluation of Saskatchewan's Children Exposed to Domestic Abuse Programs: Final Report." Calgary: RESOLVE Alberta. Page 54.

## CALGARY YOUNG WOMEN'S CHRISTIAN ASSOCIATION

### • Domestic Violence Adult Clinical Services

#### THEORY OF CHANGE:

**Need:** Research suggests that Alberta has the second highest rate of domestic violence in Canada. Children are reported to be present in 41 per cent of spousal assaults. In homes where domestic violence is present, child abuse is reportedly 15 times more likely to occur. Men, women and children exposed to family violence tend to experience the following life issues: problematic relationships, mental and physical health problems, lack of education, decreased financial stability or precarious employment, substance abuse, and involvement with Child and Family Services and the law.<sup>269</sup>

**Goal:** To provide services to men and women exposed to family violence that will enable them to choose healthy alternatives to abuse, heal from the impact of abuse, and move towards a life free of abuse.

**Strategy:** The program provides group and individual counselling for men who have been abusive in their intimate partner relationships and for women who have either been abused or abusive in their intimate partner relationships. Groups address issues related to substance abuse and cultural diversity. The Spousal Assault Risk Assessment and the Danger Assessment are used to provide ongoing risk assessment and management to maximize client safety and support. Men's Groups are designed to help the client become aware of the dynamics of family violence and to learn self-regulation of emotions and behaviour through awareness, personal responsibility, and self-care. The Men's Groups help motivate clients to make life choices which are more likely to be non-abusive and non-violent. Women's Groups focus on education, awareness, self-care, personal responsibility for emotions and behaviour, and positive life changes. Counselling is offered in two-hour sessions once a week. Clients complete 14 sessions.

**Rationale:** Research shows that program completion by abusive men reduced the odds of re-arrest from 61 per cent to 39 per cent. This study supports programs which attempt to engage and retain men in completing gender specific batterer intervention programs.<sup>270</sup> A four-year longitudinal follow-up evaluation of four different men's programs showed a moderate program effect, with clear de-escalation of re-assault and other abuse.<sup>271</sup> Research also suggests that women's programs can significantly improve self-esteem, anger levels, attitudes towards marriage and the family, anxiety, and depression.<sup>272</sup>

#### Indicators:

##### Men's Groups:

# 19 – Family Cohesion – Parent / Adult Questions

##### Women's Groups:

# 11 – Safety from Intimate Partner Violence

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>269</sup> Cairns, K. 2008. "Domestic Violence Treatment Effectiveness Study: Highlights of the Final Report, March 2005." Family Violence: It's Your Business. Community Resource Guide. Edmonton: Alberta Children's Services. Pages 58-59.

<sup>270</sup> Bennett, L., C. Stoops, C. Call, and H. Flett. 2007. "Program completion and re-arrest in a batterer intervention system." Research on Social Work Practice 17(1): 42-54.

<sup>271</sup> Gondolf, E. 2003. "Evaluating batterer counseling programs: a difficult task showing some effects and implications." Aggression and Violent Behavior 9(6): 605-631.

<sup>272</sup> Tutty, L., C. Ogden, and K. Wyllie. 2006. An evaluation of peer support services for abused women's peer support model. Calgary: RESOLVE Alberta. Pages i-vii.

## CALGARY YOUNG WOMEN'S CHRISTIAN ASSOCIATION

### • Domestic Violence Community Outreach Program

#### THEORY OF CHANGE:

**Need:** Research suggests that Alberta has the second highest rate of domestic violence in Canada. Children are reported to be present in 41 per cent of spousal assaults. In homes where domestic violence is present, child abuse is reportedly 15 times more likely to occur. Men, women and children exposed to family violence tend to experience the following life issues: problematic relationships, mental and physical health problems, lack of education, decreased financial stability or precarious employment, substance abuse, and involvement with Child and Family Services and the law.<sup>273</sup>

**Goal:** To provide services to women exposed to family violence that will enable them to choose healthy alternatives to abuse, heal from the impact of abuse, and move towards a life free of abuse.

**Strategy:** Community outreach services are provided to women who have been exposed to family violence but who choose not to access a shelter. Outreach workers provide flexible services to meet the specific needs of each individual client. Key activities involve case management to address basic needs, advocating on behalf of clients, providing information about family violence, making referrals, and providing court support and family violence education. Women at risk of family violence receive information, education, and support on how to maintain or increase their personal safety. Personal safety includes having housing stability. Although a large portion of the clients remain in the home with their current partner, some choose to no longer remain. Outreach Workers keep current on housing resources and connect and support their clients in locating appropriate safe and stable housing. Involvement in the program can last from four weeks to six months, depending on the extent of the client's need for support.

**Rationale:** Research on effective practices shows that shelter outreach complements residential shelter services and provides essential knowledge, resources and social support at a time when an escape from violence seems impossible.<sup>274</sup> Through outreach counselling, women increase their knowledge and use of required community resources. Women with advocates report they experienced less violence, had a higher quality of life and better social supports, and had less difficulty obtaining community resources.<sup>275</sup>

#### Indicators:

# 11 – Safety from Intimate Partner Violence

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<sup>273</sup> Cairns, K. 2008. "Domestic Violence Treatment Effectiveness Study: Highlights of the Final Report, March 2005." Family Violence: It's Your Business. Community Resource Guide. Edmonton: Alberta Children's Services. Pages 58-59.

<sup>274</sup> Tutty, Leslie. 2006. "Effective practices in sheltering women leaving violence in intimate relationships." Toronto: YWCA Canada. Page 14.

<sup>275</sup> Sullivan, C., and D.Bybee. 1999. "Reducing violence using community-based advocacy for women with abusive partners." Journal of Consulting and Clinical Psychology 67(1): 43-53.

## CALGARY YOUNG WOMEN'S CHRISTIAN ASSOCIATION

- Employment Resource Centre

### THEORY OF CHANGE:

**Need:** Recent research into the needs of Calgary women revealed issues of discrimination, poverty, lack of social supports (i.e., exclusion), and difficulty accessing education and employment as key factors impeding full and meaningful participation of women in their communities.<sup>276</sup> In 2012, 55 per cent of women served by the YWCA of Calgary were unemployed. Of those who were employed, 57 per cent earned less than \$24,000 per year.<sup>277</sup> Research has established that gender differences and inequalities are a fundamental feature of social and economic exclusion.<sup>278</sup>

**Goal:** To provide essential skills and employment readiness training, individualized career coaching and related supportive services to women with multiple barriers in order to help them achieve their employment goals, attain sustainable employment, increase their personal capacity, and experience fuller social and economic inclusion.

**Strategy:** The YWCA Employment Resource Centre (ERC) provides women experiencing underemployment or unemployment, poverty, and social exclusion with access to employment and essential skills training (for learning, work and life), career coaching, access to technology, employment resources, and other supportive community resource information and referrals. Information services and access to technology and office resources are available to self-directed clients during business hours Monday to Friday. Stand alone workshops are provided on employment readiness skill development for clients to achieve employment goals. Specific workshops include cover letter and resume writing; computer use and internet/social media; job search and applications; interview preparation and oral communication; financial literacy and budgeting; and problem-solving, conflict resolution and self-management. The workshops are two to three hours long and are offered one to three times per week depending on demand. A monthly schedule is available in advance for clients to pre-register. One-on-one career coaching and counselling is also available to all women, which focuses on breaking down barriers to employment, development of an Individual Career Action Plan with specific goals and timelines unique to each client. The average length of service use is 12 to 16 weeks. ERC staff members follow up with individual clients on an ongoing basis to determine progress on their Career Action Plan and FCSS Social Inclusion Indicator post-tests are completed once those goals have been met.

**Rationale:** Providing accessible and supportive services focused on women's unique employment needs—including employment and essential skills training, individualized employment counselling, access to technology, and referrals to appropriate community resources—helps women to develop the employment skills and personal capacity needed to increase their employability, achieve their employment goals, and sustain employment.<sup>279</sup>

### Indicators:

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

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<sup>276</sup> YWCA of Calgary. 2012. *Surviving to Thriving: Assessing the Needs of Vulnerable Women*. Calgary: YWCA. Page 1.

<sup>277</sup> YWCA of Calgary. 2013. *2012 YWCA Client Numbers*. Calgary: YWCA. Page 1.

<sup>278</sup> Fagan, C., P. Urwin, and K. Melling. 2006. *Gender Inequalities in the Risks of Poverty and Social Exclusion for Disadvantaged Groups in Thirty European Countries*. Luxembourg: European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities. Page 7.

<sup>279</sup> Cooper, Merrill. 2009. "Welfare-to-work and employment programs." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 10.

## CALGARY YOUNG WOMEN'S CHRISTIAN ASSOCIATION

### • Mary Dover House Program

#### THEORY OF CHANGE:

**Need:** In 2012, the YWCA provided counselling and personal growth services to 237 women who resided in YWCA Mary Dover House transitional housing. Of these, 53 per cent reported having a mental health concern at intake.<sup>280</sup> Women served through the program have a host of vulnerabilities that interfere with social and economic inclusion. Among the reasons for educational or economic marginalization are a lack of basic personal and life skills (e.g. literacy) needed to succeed in an educational program; physical or mental health issues; substance abuse issues; low self-esteem and low aspirations; social isolation and few connections to the world of education or work; English language or cultural challenges; the need to work long hours to earn a living or care for family; or a lack of knowledge or the financial resources needed to pursue education or training options.<sup>281</sup>

**Goal:** To provide women living at Mary Dover House with the counselling and personal growth supports needed for them to improve their personal well-being, increase their economic self-sufficiency, and experience fuller social and economic inclusion.

**Strategy:** Adult women (with or without children) who experience barriers to social and economic inclusion can access crisis counselling and stabilization support 24 hours a day, 365 days a year. Personal Capacity Action Plans are completed for every woman who resides in Mary Dover House within a month of arrival and are formally reviewed every three months. Women are able to access a mental health specialist and trauma counsellor for individual and group counselling. Trauma and Substance Abuse Recovery Groups are offered five times per week (three during the day and two during the evening). Additionally, each woman is assigned a Case Manager who supports her in navigating systems in the community, including accessing financial benefits for which she is eligible, and locating safe affordable housing.

**Rationale:** Research has shown that the ability to cope with adversity and muster the courage to overcome barriers to working is bolstered by social support, social capital, and strong role models.<sup>282</sup> Residents are supported in addressing the risk factors related to increased vulnerability in order to increase their sense of hope and personal well-being. In turn, this facilitates a state of readiness to consider taking the next steps on their path toward engaging in meaningful activity in the community, including enrollment in employment or training programs.

#### Indicators:

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

# 18 – Housing Stability

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<sup>280</sup> Calgary Young Women's Christian Association. 2013. Mary Dover House Intake Questionnaire: Outcome Tracker Report. Calgary: Calgary YWCA.

<sup>281</sup> Cooper, Merrill. 2009. "What Works to Increase Economic Self-sufficiency and Reduce Family Poverty." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>282</sup> Cooper, Merrill. 2009. "Best practices in facilitating the transition from welfare to work." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 12.

## CALGARY YOUTH JUSTICE SOCIETY

### • NGAGE Program

#### THEORY OF CHANGE:

**Need:** A number of vulnerable youth who have mandated community service hours are unable to successfully complete their hours. For example, 20 per cent of youth in the Extrajudicial Sanctions Program do not complete their sanctions due to multiple barriers.<sup>283</sup> These include language barriers or unfamiliarity with conventional norms, as well as a lack of self-esteem or self-confidence, which can negatively impact youths' relationships with their community leading to social isolation and an increase in high-risk behaviour.

**Goal:** To increase protective factors and decrease risk factors for youth aged 12 to 19 by fostering community engagement during mandated community service hours while improving employment skills, facilitating an improved sense of self, and encouraging pro-social attitudes and clear values.

**Strategy:** Participants have the opportunity to select and become involved in a community service activity that engages them. They undergo a Strengths Quotient assessment to identify their "spark" and learn what they are good at, what they care about, and how to show their "spark" in volunteer service. Prior to placement, NGAGE will work with the youth individually to address the barriers that might prevent them from successfully completing their mandated community hours. By identifying and removing barriers, NGAGE assists youth in addressing root causes that perpetuated high-risk behaviour, thereby building their social capital. Partnerships with non-profit organizations and local community groups will be created specifically for each youth. Staff at the placement are trained in strength-based support and equipped to accept the youth volunteer. Whenever possible, youth will be involved in projects in their own communities to benefit and increase their own neighbourhood's capacity. At the conclusion of their participation, youth receive a letter of reference and an individualized strengths-based debriefing. For the duration of their community service hours, which can vary from 20 to 260 hours, youth are in regular contact with an NGAGE representative who will support them as they complete their hours.

**Rationale:** Research shows that for vulnerable youth, programming that promotes youth development can provide protective factors that can offset multiple risk factors.<sup>284</sup> <sup>285</sup> Social inclusion and community engagement are protective factors that moderate risk, helping to reduce the negative effects associated with risk factors and helping young people better handle their circumstances.<sup>286</sup> "Sanctions that effectively invest in the human capital of young offenders and facilitate their transition to adulthood are likely to promote the interests of society as well as those of young offenders."<sup>287</sup> This is a promising practice because it promotes the social development and inclusion of youth who have become involved in criminal activity.

#### Indicators:

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

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<sup>283</sup> Alberta Community Offender Management. 2012. Probation Officer Detail and Statistical Summary Report: Young Offender. Edmonton: Alberta Solicitor General and Public Security. Derived statistic from pages 1-75.

<sup>284</sup> Pepler, D., and F. Sedighdeilami. 1998. Aggressive Girls in Canada. Ottawa: Human Resources Development Canada, Strategic Policy, Applied Research Branch. Page 29.

<sup>285</sup> McLaren, K. 2002. "The Importance of Participating in Community Activities." Youth Development Literature Review: Building Strength. Wellington, New Zealand: Ministry of Youth Affairs. Pages 142-146.

<sup>286</sup> Cooper, Merrill. 2009. "Vulnerable Children and Youth." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 9.

<sup>287</sup> Scott, E.S., and L. Steinberg. 2008. "Adolescent Development and the Regulation of Youth Crime." The Future of Children 18(2): 25.

## CANADIAN MENTAL HEALTH ASSOCIATION

### • Family Support Program

#### 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 or their relative's safety during periods of escalating mental health crises.<sup>288</sup>

**Goal:** To give family members who are supporting a loved one with a mental health issue or mental illness the information and skills to be able 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, telephone support, and eight-week psycho-educational groups provided by Master's level counsellors, 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 hours long, held in the evenings to accommodate working families, and run three to four times per year. In addition, year-round, 1.5-hour weekly drop-in groups are facilitated by a volunteer with lived experience as a caregiver, where individuals and families have the opportunity for ongoing support and skill development as family needs change over time.

**Rationale:** The Family Support Program is based on the assumption that, with timely and appropriate support, family members can improve their own coping strategies and 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."<sup>289</sup> In addition, "the research evidence demonstrating reduced relapse when family psycho-education is used is very strong, based on over 30 studies."<sup>290</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>288</sup> 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.

<sup>289</sup> Farkas, Marianne, and William A. Anthony. 2010. "Psychiatric Rehabilitation Interventions: A Review." *International Review of Psychiatry* 22(2): 121.

<sup>290</sup> Bond, Gary R., and Kikuko Campbell. 2008. "Evidence-based Practices for Individuals with Severe Mental Illness." *Journal of Rehabilitation* 74(2): 36.

## CANADIAN MENTAL HEALTH ASSOCIATION

### • Suicide Bereavement Support Program

#### THEORY OF CHANGE:

**Need:** Loss through suicide is traumatic and often results in complicated grief, in part due to the isolation which can result from the stigma that exists around suicide. It is conservatively estimated that each suicide death intimately affects at least six other people.<sup>291</sup>

**Goal:** To give those who have been impacted by a suicide loss knowledgeable and timely support during their bereavement and to work to eliminate social stigma about suicide.

**Strategy:** Through individual counselling, telephone support, and eight-week bereavement support groups provided by Master's level counsellors, individuals and families will receive timely, knowledgeable, and compassionate support to work through the grieving process and return to a place of hope and meaningful engagement in their lives and communities. Groups are two hours long, held in the evenings in our centrally located downtown office, and are offered three to four times per year to meet demand. In addition, year-round weekly drop-in groups are offered in our downtown office and at the Centre Street Church, facilitated by a volunteer with lived experience as a survivor who is supported by the program counsellors. Individuals and families have opportunities for ongoing support, self-care skill development, and a safe space free of stigma to honour their lost loved ones. Drop-in groups run for two hours.

**Rationale:** Research shows that work with survivors contributes to the prevention of future distress, psychiatric disorder, and family breakdown, and reduces the likelihood of further suicides in the family group.<sup>292</sup> In addition, "the health and social well-being of survivors has been found to be related to the practical, informational, and emotional resources that individuals can access after the suicide."<sup>293</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>291</sup> Jordan, John R. 2008. "Bereavement After Suicide." *Psychiatric Annals* 38(10): 680.

<sup>292</sup> Jordan, John R. 2008. "Bereavement After Suicide." *Psychiatric Annals* 38(10): 680-682.

<sup>293</sup> Davis, Catherine, and Barb Hinger. 2005. *Assessing the Needs of Survivors of Suicide: A Needs Assessment in the Calgary Health Region (Region 3), Alberta.* Calgary: Calgary Health Region. Page 4.

## THE CANLEARN SOCIETY FOR PERSONS WITH LEARNING DIFFICULTIES

### • CAS, Friends Program

#### 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.<sup>294</sup> The negative consequences of social skill deficits include increased chance of involvement with juvenile authorities, legal problems, substance use, and academic failure.<sup>295</sup> Youth with learning difficulties are at least twice as likely to drop out of school compared to youth without these challenges.<sup>296</sup> Difficulties include challenges in reading and matching social cues, conversational skills, understanding the process of friendships, judging personal space, self-control, rigid thinking, and regulating emotions.

**Goal:** To help develop the social skills of children in grades four to six who have learning difficulties so as to increase their sense of belonging, social inclusion, and successful transition into adolescence.

**Strategy:** A comprehensive social and emotional learning curriculum will be woven into a fun after school program. Children will learn skills to help them behave well, make good decisions, and build healthy peer relationships. Skills include friendship and conversation skills, understanding and dealing with emotions, social problem-solving skills, and flexible thinking. The curriculum revolves around five competencies of emotional intelligence: self-awareness, self-management, responsible decision making, social awareness, and relationship skills. The program will target goals that are specific to individual children within a peer group setting. Targeted social skills will be broken into teachable components through fun activities, role-playing, social scripts, and suggested home activities that will help carry new skills into the home and community. The program will be offered at three different school locations, with 12 to 15 children participating in each group. It will run after school for one and a half hours twice per week for 10 weeks from September to December, January to March, and April to June.

**Rationale:** Research shows that after-school programming can support positive development of at-risk youth when it includes appropriate supervision and structure, competent qualified staff, and intentional programming that uses Sequenced Active, Focused and Explicit (SAFE) strategies.<sup>297</sup> Social skills intervention programs have been identified as a promising way to treat social skill deficits in children and youth with learning disabilities.<sup>298</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 26 – Children – Grades 4-6 Helps and Respects Others
- # 42 – Children – Grades 4-6 Activities



<sup>294</sup> 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.

<sup>295</sup> 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.

<sup>296</sup> Dunn, C., D. Chambers, and K. Rabren. 2004. "Variables Affecting Students' Decisions to Drop Out of School." *Remedial and Special Education* 25(5): 314-323. Page 314.

<sup>297</sup> 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 5.

<sup>298</sup> Cartledge, G. 2005. "Learning disabilities and social skills: Reflections." *Learning Disability Quarterly* 28(2): 179-181. Page 180.

## THE CANLEARN SOCIETY FOR PERSONS WITH LEARNING DIFFICULTIES

- Family Literacy Development

### THEORY OF CHANGE:

**Need:** Compared to other Organization for Economic Cooperation and Development (OECD) countries, Canadian adults seem to have average literacy and slightly below average numeracy skills. However, a significant portion of Canadian adults are at the lowest level of proficiency.<sup>299</sup> Many of them are parents. They often experience feelings of isolation and alienation in their community and are reluctant to access available support services. Positive parenting, lack of confidence, and the skills needed to take an active role in supporting children's learning once they enter the school system are often challenging. Nearly 27 per cent of kindergarten children in Calgary are experiencing great difficulty in one or more areas of development, which is higher than the Canadian norm.<sup>300</sup>

**Goal:** To remove learning barriers and support life-long learning.

**Strategy:** The program seeks to enhance family and community well-being by building the confidence and skills of parents in their role as their child's first teacher; building early literacy and social skills of preschool children; and building communities in which people have friends, neighbours, and access to community support services that may be beneficial to their families. The program provides support services that nurture and enhance family life. Magic Carpet Ride groups are offered weekly to families with preschool age children in 10 Calgary communities for a period of 10 months. Parents and children learn together through participatory and experiential activities. The curriculum and delivery methods are based on research from the fields of early childhood education, parenting education, and family literacy. The Share the Magic program places books in the hands of disadvantaged children who may not have access to books at home. The project is intergenerational, culturally diverse, and inclusive. Volunteerism is encouraged and volunteers facilitate or co-facilitate programs.

**Rationale:** Family literacy programs create opportunities for parents and children to learn together about things that are important to them, to share ideas, and develop social networks. Outcomes of family literacy projects in Alberta show learning and social development benefits both for parents and children.<sup>301</sup>

### Indicators:

# 5 – Bridging Social Capital

# 20 – Parenting – Parent Questions

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<sup>299</sup> Statistics Canada. 2013. Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC). Catalogue No. 89-555-C. Ottawa: Statistics Canada, Tourism and the Centre for Education Statistics Division. Page 64.

<sup>300</sup> Early Childhood Development Mapping Project Alberta. 2012. Alberta EDI Results 2009-2012. Edmonton: ECMap, Community-University Partnership, Faculty of Extension, University of Alberta. Page 1.

<sup>301</sup> Government of Alberta. 2013. Community Adult Learning Program: 2011 Report to Partners. Edmonton: Alberta Enterprise and Advanced Education. Page 18.

## THE CATHOLIC FAMILY SERVICE OF CALGARY

### • Athletes Mentoring Program

#### THEORY OF CHANGE:

**Need:** Low self-esteem, poor relationships with or alienation from peers, and low capacity for coping with stress have been identified as factors that have a high level of negative impact on high school completion in Alberta.<sup>302</sup> Stress, school performance, and relationships with peers are concerns of youth. Two-thirds of youth in Calgary reported being concerned or very concerned about feeling stressed, and nearly 20 per cent of youth are performing below expectations at school.<sup>303</sup> A “worrying minority” of youth in Canada do not feel accepted by their peers<sup>304</sup>.

**Goal:** The Athletes Mentoring Program increases the self-esteem, self-confidence and social-emotional skills of children and youth in order to improve their likelihood of completing school.

**Strategy:** Youth aged nine to 14 are matched with a student-athlete mentor and receive group and individual mentoring for two hours per week over 13 to 15 weeks between September and March at the post-secondary institution of their mentor. Group activities include sportsmanship through mentor practices, semi-structured time for physical activity with the mentor, and structured individual activities with the mentor focusing on enhancing the youth’s self-esteem and social skills. Mentors are trained in August and September. Parents also receive a minimum of one home visit to provide staff with insights on their child’s strengths, challenges, and goals. A group orientation which outlines the program’s goals, expectations and ways parents can be involved is provided during the first session of mentoring. Regular contact between parents and staff occurs throughout the mentoring component and afterwards as needed. The duration of parental involvement is determined by the amount of services needed to assist in the child’s transition to other social activities in the community. Parents and all family members also receive free tickets to their child’s mentor’s home games to increase informal contact with the mentor.

**Rationale:** Mentoring is an effective strategy in improving social, emotional, behavioural, and academic outcomes for youth. Mentoring has also been found to “promote positive identity development through meaningful connection to role models”.<sup>305</sup> The use of a variety of modalities, such as physical play, art, and team building challenges and games support youth to build confidence and practice social-emotional skills.<sup>306</sup> Meaningful involvement of parents in the mentoring program has been found to have a significant impact on the degree to which the youth achieve the intended outcomes.<sup>307 308</sup>

#### Indicators:

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

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

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<sup>302</sup> Schmold, S. 2010. Improving High School Completion: An Alberta School Board Perspective. Edmonton: Alberta School Board Association.

<sup>303</sup> 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.

<sup>304</sup> Boyce, W. 2003. Young People in Canada: Their Health and Wellbeing. Ottawa: Health Canada.

<sup>305</sup> Scrine, C., T. Riebel, and R. Walker. 2012. Key Findings of the Literature on Effective Mentoring Programs for Young People. Subiaco, Australia: Telethon Institute for Child Health Research. Page 4.

<sup>306</sup> Elias, M.J. 2003. Academic and Social-Emotional Learning. Geneva, Switzerland: International Bureau of Education.

<sup>307</sup> Spencer, R., A. Basualdo-Delmonico, and T.O. Lewis. 2011. “Working to Make it Work: The Role of Parents in the Youth Mentoring Process.” Journal of Community Psychology 39(1): 51-59.

<sup>308</sup> United States Department of Education. 2005. Involving Parents in Mentoring Programs – Mentoring Fact Sheet. Folsom, CA: US Department of Education, Mentoring Resource Centre.

## THE CATHOLIC FAMILY SERVICE OF CALGARY

### • Families and Schools Together Program

#### 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.<sup>309</sup>

**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.<sup>310</sup> These are important factors in building social capital.<sup>311</sup> Child-led, non-directive, non-judgemental play has been shown to be effective in building attachment.<sup>312</sup> 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.<sup>313</sup>

#### Indicators:

# 7 – Social Inclusion – Participation in Neighbourhood

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>309</sup> 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.

<sup>310</sup> Werner, E.E. 1996. "Vulnerable but Invincible: High-risk Children from Birth to Adulthood." *Acta Paediatrica* 86(S422): 103-105.

<sup>311</sup> Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

<sup>312</sup> Webster-Stratton, C. and K. Kogan. 1980. "Helping Parents Parent." *American Journal of Nursing*. 80(2): 240-244.

<sup>313</sup> 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.

## THE CATHOLIC FAMILY SERVICE OF CALGARY

### • Innovative Counselling

#### THEORY OF CHANGE:

**Need:** In 2012-13, on average 12,000 children and youth in Alberta were helped through Child Intervention services under the Child, Youth and Family Enhancement Act.<sup>314</sup> Strengthening families and supporting positive parenting are effective means of preventing the intergenerational cycle of poverty and social exclusion. “A stable and secure family life, including positive relationships with parents, is vital to healthy child and youth development.” As research shows, parents who are prone to negative emotional states such as depression, irritability or anger tend to behave in less sensitive, less responsive or harsher ways than other parents.<sup>315</sup>

**Goal:** To demonstrate improvement in family cohesion by building awareness, understanding and skills for managing the presenting personal, interpersonal, or family difficulties.

**Strategy:** The Innovative Counselling Program works with vulnerable and socially isolated parents and families, including low-income families, families experiencing serious marital discord, families struggling to parent children with serious behaviour disorders, immigrant families with limited English, and families with members who are deaf or hearing impaired. Counselling is available on an ongoing basis with no waiting list, in multiple geographic locations, at an affordable fee, days and evenings, with cultural competence, and in a variety of languages. In addition, the educational program Developing Capable People is offered twice per year in nine sessions of one and a half hours each.

**Rationale:** A recent review of best practice for higher risk vulnerable children and youth recommends both parent training and family therapy as effective interventions. An in-depth meta-analysis found that marriage and family interventions, both therapy and enrichment, are more effective than no treatment. Those effects tend to be maintained at follow-up. The effects of marriage and family interventions are comparable to or larger than those obtained by alternative interventions ranging from individual therapy to medical interventions. Marriage and family therapies produce clinically significant results in 40 to 50 per cent of those treated.<sup>316</sup> Parent support programs that show stronger effects on children’s social and emotional development use professional staff, provide opportunities for parents to meet together, and provide peer support as part of the service delivery approach.<sup>317</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

# 21 – Parenting – Youth Questions (Grades 7-12)

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<sup>314</sup> Government of Alberta. 2013. “Child Abuse & Intervention.” Edmonton: Alberta Human Services. Website.

<sup>315</sup> Cooper, Merrill. 2009. “The Issue.” Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>316</sup> Shadish, W.R., and S.A. Baldwin. 2003. “Meta-analysis of MFT interventions.” *Journal of Marriage and Family Therapy* 29(4): 547-570. Cited in Cooper, Merrill. 2009. “Marriage and Family Therapy.” Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 16.

<sup>317</sup> Cooper, Merrill. 2009. “Parenting Programs.” Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 21.

## THE CATHOLIC FAMILY SERVICE OF CALGARY

- Louise Dean Centre

### THEORY OF CHANGE:

**Need:** More than five hundred babies are born each year to teen mothers in Calgary. Studies show that teen pregnancy is higher in teens with low self-esteem, low expectations for the future, a history of family dysfunction, and from low-income families. Families headed by young single mothers are more likely to endure multiple moves, co-habitations, and a cycle of intergenerational poverty; all of which can impair healthy child development.<sup>318</sup> Teen parents are at high risk for discontinuation of schooling, unemployment, poverty, increased stress, mental health concerns, and possible child abuse and neglect. Research emphasizes the importance of empowering young mothers with knowledge and parenting strategies,<sup>319</sup> facilitating completion of high school education, and supporting access to intentional programming, community support, and healthy social environments.

**Goal:** To ensure pregnant and parenting teens at high risk of financial and social exclusion are provided with wrap-around support and programming including counselling, child care, parenting, and life skills so they can complete their high school education and engage in a career.

**Strategy:** Louise Dean Centre (LDC) uses a variety of strategies which target the mother/child dyad and the extended family. A core service is to provide clinical counselling to individuals, couples, and families. All clients receive an assessment of their situation (one and a half hours) and an intervention plan (three months) which includes an end of semester review. The majority of clients stay in a counselling relationship for their tenure at LDC, which can be for six months to three years. Groups are held to strengthen the client's capacity to parent, live independently, and transition to adulthood successfully. Each semester, this includes Life Skills (75 hours); a twice yearly, eight-week Peer Support Program (32 hours); a bi-weekly Aboriginal Circle (20 hours); a twice yearly, nine-week Baby Family & Schools Together program (54 hours); and a Parenting Class teaching healthy child development for parenting students held daily within the Calgary Board of Education curriculum (75 hours). A joint program with the Youth Employment Centre is directly related to improving participants' employability through a five-week daily skills training and work experience program offered in the summer (75 hours).

**Rationale:** Research data strongly supports using a wrap-around approach to improve outcomes for teen parents and children. These programs help teens be more responsive parents, provide knowledge and skills to complete their education and pursue employment, and can provide crucial support and linkages to quality childcare, and access to health care and social support networks.<sup>320</sup> The most effective parenting programs also help parents who are struggling with personal issues to function as competent adults.<sup>321</sup> LDC's wrap-around program is based on a combination of change and developmental theory, conceptual frameworks such as Health Canada's determinants of health, and best practices in the field of social work and early childhood education.

### Indicators:

- # 9 – Basic Functional Life Skills
- # 19 – Family Cohesion – Parent / Adult Questions
- # 20 – Parenting – Parent Questions

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<sup>318</sup> Cooper, Merrill. 2009. "Lone parenting, teen parenting, and unplanned pregnancy." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Pages 10-11.

<sup>319</sup> Quinlivan, J.A., H. Box, and S.F. Evans. 2003. "Postnatal Home Visits In Teenage Mothers: A Randomised Controlled Trial." *The Lancet* 361(9361): 893-900.

<sup>320</sup> Simpson, B., and H. Charles. 2008. *Ten-Year Longitudinal Study of Adolescent Mothers and their Children*. Calgary: Catholic Family Service and the Public Health Agency of Canada. Page 12.

<sup>321</sup> Cooper, Merrill. 2009. "Lone parenting, teen parenting, and unplanned pregnancy." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 22.

## THE CATHOLIC FAMILY SERVICE OF CALGARY

### • Motherhood Matters

#### THEORY OF CHANGE:

**Need:** More than five hundred babies are born each year to teen mothers in Calgary.<sup>322</sup> Teen pregnancy rates are considerably higher “among teenagers in low-income families, with low self-esteem, low expectations for the future, and a history of family dysfunction, poor parenting, or child abuse.”<sup>323</sup> Young mothers who lack informal social support networks have fewer personal resources to draw on in times of need. In a recent local survey of 56 young parents, 55 per cent of those who requested a mentor indicated that the social support they had available in their lives was not enough to help them manage the ups and downs of parenting.<sup>324</sup>

**Goal:** To develop young parents’ informal social support networks; build a sense of belonging and sense of community; and increase the personal capacity and confidence of young parents to enable them to take the lead in their own family and contribute to their community.

**Strategy:** Motherhood Matters is a year-long mentoring program for young mothers under age 24. Step I provides eight weeks of group mentoring with interactive, experiential activities focused on building self-awareness and responsible decision making skills.<sup>325</sup> Two groups for six to eight parents with trained mentors are offered in the fall and spring. The group process will support the mothers in setting matching criteria to increase their engagement in subsequent one-to-one mentoring. Step II matches mothers with an individual mentor for a minimum of 20 sessions over six to eight months, complemented by monthly group gatherings. In Step III, at least one participant from each group will be invited to attend leadership training, after which they may return to the group program as peer mentors. Peer mentors receive a certificate and an honorarium for their community leadership. Motherhood Matters makes approximately 25 to 30 mentoring matches per year.

**Rationale:** Research on promoting resiliency in adolescents consistently identifies the significance of a positive relationship with a caring adult role model.<sup>326</sup> Mentoring is a proven strategy to support positive youth development.<sup>327</sup> Motherhood Matters is grounded in mentoring best practices, as well as research on adolescent development and adolescent parenting role transition. Two theoretical frameworks underlying the program design are Social Learning Theory<sup>328</sup> and Circle of Courage.<sup>329</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 29 – Youth – Grades 7-12 Adult Confidant

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<sup>322</sup> United Way of Calgary and Area. 2011. *Seeds of Success: Seeking Solutions for Teen Mothers and Their Children*. Calgary: United Way of Calgary and Area. Page 2.

<sup>323</sup> Mollborn, Stefanie. 2007. “Making the Best of a Bad Situation: Material Resources and Teenage Parenthood.” *Journal of Marriage and Family* 69(1): 92-104.

<sup>324</sup> Simpson, Brenda. 2013. *Mentoring Survey*. Calgary: Catholic Family Service of Calgary. Page 6.

<sup>325</sup> Rowmen, W.D., M. Shaw-Perry, and R. Rager. 2005. “Essential Components of a Mentoring Program for Pregnant and Parenting Teens.” *American Journal of Health Studies* 20(3/4): 225-232.

<sup>326</sup> Cooper, Merrill. 2009. “Mentoring Programs.” *Outcome: Positive child and youth development*. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>327</sup> DuBois, D.L., N. Portillo, J.E. Rhodes et al. 2011. “How effective are mentoring programs for youth? A systematic assessment of the evidence.” *Psychological Science in the Public Interest* 12(2): 57-91.

<sup>328</sup> Zins, J.E., and M.J. Elias. 2006. “Social and Emotional Learning.” In Bear, G.G., and K.M. Minke (eds.). *Children's Needs III: Development, Prevention, and Intervention*. Bethesda, MD: National Association of School Psychologists. Pages 1-14.

<sup>329</sup> Brendtro, L., M. Brokenleg, and S. Van Bockern. 1990. *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: National Educational Services.

## CENTRE FOR NEWCOMERS SOCIETY OF CALGARY

### • Peer Mentoring Program

#### THEORY OF CHANGE:

**Need:** Newcomer professionals comprise 70 per cent of the Centre for Newcomers' client base, many of whom face enormous challenges finding and maintaining jobs in their areas of expertise. In Canada, professionally trained newcomers face many barriers in obtaining and maintaining jobs.<sup>330</sup> Factors contributing to these challenges include lack of strong connections to the broader Calgary community; lack of working knowledge of Canadian workplace environments, and lack of knowledge of the Canadian labour market.

**Goal:** To accelerate the integration of newcomers through employment, build stronger ties with mainstream organizations and community, and strengthen cross-cultural relations.

**Strategy:** Participants develop effective professional networking strategies and action plans to execute them, practice successful networking techniques, and engage in resource sharing sessions. Business mentoring to improve employment outcomes includes career development planning; employment workshops; seminars on access to labour market information; occupation-related field trips; matching mentees with experienced Canadian counterparts for an average of six months of mentoring sessions; and engaging mentee families in mentor-mentee appreciation events. Collaboration with communities helps to strengthen professional ethno-cultural capacity and support volunteerism within and outside of participants' communities by providing organizational leadership training support; volunteer training workshops; organizational development workshops; supporting partners in need-defining activities; and hosting volunteer appreciation events. Collaboration between professional peer mentors and newcomer youth is fostered through mentoring programs at the Centre; youth and peer mentorship seminars; reverse mentoring sessions; parent-children education sessions; family and community connection sessions, and field trips.

**Rationale:** Studies indicate that mentoring has the most positive impact on the careers of women, and minorities, including newcomers, more so than any other developmental activity.<sup>331</sup> In addition, research with newcomers on employment (attaining and retaining jobs) suggests that mentoring programs that address psychosocial, instrumental and informational aspects of mentoring using a peer group model have the potential to assist newcomer professionals to obtain and maintain jobs in their respective areas of expertise. In professional settings, group mentoring has been shown to provide high rates of psychosocial support, increased networking, inclusion (leading to higher job attainment) and role modeling (linked with higher salaries).<sup>332</sup>

#### Indicators:

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

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

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<sup>330</sup> 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 23.

<sup>331</sup> Thomas, R., and Associates Inc. 2008. "Increasing Demographic Representation." Living United: A Guide for Taking Diversity and Inclusion Management to the Next Level. Alexandria, VA: United Way of America, Live United. Page 123.

<sup>332</sup> Handford, Penny. 2006. Research Study on Business Mentoring Activities: Phase One: Literature Review and Inventory of Business Mentoring Activities. Vancouver: Affiliation of Multicultural Societies and Service Agencies of BC. Page 5.

## CENTRE FOR NEWCOMERS SOCIETY OF CALGARY

### • Volunteer Development Program

#### THEORY OF CHANGE:

**Need:** As of 2008, Calgary's immigrant population was 24 per cent of the total population and the city is ranked in the top 10 culturally diverse regions in North America. The increasing number of ethno-culturally diverse populations in Calgary leads to increasing demand for changes to community design (e.g., higher demand for rental and non-market housing, public transportation, and local community services and supports); a probable increase in racism and discrimination; social exclusion at the community level; and the probable emergence of ethnic enclaves.<sup>333</sup>

**Goal:** To facilitate the participation of newcomers, newcomer community groups, and established communities and institutions to work collaboratively towards meaningful integration of newcomers into Canadian society.

**Strategy:** Structured training and seminars that prepare newcomers and mainstream volunteers for effective volunteer engagement are offered for one hour each week, with 40 sessions per year. This allows volunteers to interact on a weekly basis. It also fosters mutual learning and increases understanding between participants. Volunteer programs offered at the Centre include structured volunteer-led English as a Second Language training at beginner and intermediate levels for six hours per week (42 hours total), with three sessions per year. Computer literacy training is offered for two hours per week (14 hours total), with three sessions per year. Connecting immigrants to mainstream society and increasing parental involvement in schools is done by engaging newcomer volunteers to participate in school council meetings, volunteer in classrooms, engage in school activities, and volunteer at school festivities. Planning and connecting with the Calgary Board of Education Diversity Unit occurs in three-hour sessions three times per year, which increases newcomers' understanding of the school system and enables them to meet with other parents from all backgrounds. Volunteer opportunities for one-off events (e.g., Globalfest, Canada Day, Asian Heritage, Black History Month, and the Stampede) are generally structured around preparation, orientation, engagement and execution, and are designed to include newcomer and mainstream volunteers. On average, volunteers are actively involved with Centre activities for a period of six or seven weeks.

**Rationale:** "Canadians view the contribution of volunteer groups as having the biggest impact on the quality of life in their communities."<sup>334</sup> Voluntary activity provides an outlet for the practice of citizenship-participation in a shared concern and for the articulation and demonstration of a community's values. Volunteer activity provides communal meaning and defines shared membership within a given community. Such communal meaning is integral to the maintenance of social cohesion and the continuance of civil society.<sup>335</sup>

#### Indicators:

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>333</sup> Cooper, Merrill. 2008. Overcoming Barriers to the Positive Development and Engagement of Ethno-racial Minority Youth in Canada. Ottawa: Department of Canadian Heritage, Alberta Division. Page 4.

<sup>334</sup> Strategic Counsel. 2005. National Overview of Findings from a National Survey on the Quality of Life in Canadian Communities. Ottawa: Infrastructure Canada, Cities Secretariat. Page 3.

<sup>335</sup> Bethany Care Society. 1997. Securing Community: Calgary and the 21st Century. Calgary: Bethany Care Society. Page 1.

## THE CHILDREN'S COTTAGE SOCIETY OF CALGARY, AN ALBERTA SOCIETY

### • In-Home Infant Respite Care Program

#### THEORY OF CHANGE:

**Need:** Calgary's population "grew by 19,421 people in 2011, buoyed by renewed migration, record immigration and a strong birth rate".<sup>336</sup> The combination of increased births and newcomers to Calgary will increase the number of new parents who are parenting in isolation of informal support networks and are vulnerable to stressors. This combination of social isolation and increased parental stress has a detrimental impact on family cohesion, healthy family functioning, positive parenting, and early child development. It also increases the risk of child neglect and abuse.<sup>337</sup>

**Goal:** To provide parents with infants younger than six months with respite care in their homes in times of elevated vulnerability in order to maintain and strengthen the family unit, enhance parents' self-sufficiency, and increase their social inclusion.

**Strategy:** In-Home Infant Respite Workers follow a non-judgmental and culturally sensitive approach to service delivery. They provide each family with support in parenting and the opportunity to experience success in addressing their vulnerability and improve connections to the community. Respite Workers provide families with an infant under the age of six months who are experiencing vulnerability with direct and active support in their homes. The intensity of the service is moderate to high, ranging from three to 12 hours per week for a maximum of six months, based on each family's situation. An individualized care plan is reviewed every two months. It sets intentional goals for parents to achieve during the course of respite service. The plan may include rest for an exhausted primary caregiver, coaching and modelling of healthy parenting and child care skills for an inexperienced or unskilled parent, and reliable information resources to build on parent knowledge. Respite Workers also assist parents in an active way to access community resources and build community connections. Respite care allows parents to follow through on these connections, which reduces their social isolation in lasting ways.

**Rationale:** Respite is a significant form of social support.<sup>338</sup> The use of respite as a means of social support decreases parental stress, improves parent-child relationships, decreases the risk of child abuse, and reduces social isolation.<sup>339</sup> Parents are given an opportunity to strengthen their social support and community engagement, and to enhance their parenting.<sup>340</sup> Significant contributors to optimal community engagement, family functioning, and child development include interventions that support healthy maternal behaviours and attitudes.<sup>341</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>336</sup> 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 14.

<sup>337</sup> Strunk, Julie. 2010. "Respite Care for Families of Special Needs Children: A Systematic Review." *Journal of Developmental and Physical Disabilities* 22(6): 615-630.

<sup>338</sup> MacDonald, H., and P. Callery. 2004. "Different meanings of respite: a study of parents, nurses and social workers caring for children with complex needs." *Child: Care, Health and Development* 30(3): 279-288.

<sup>339</sup> Strunk, Julie. 2010. "Respite Care for Families of Special Needs Children: A Systematic Review." *Journal of Developmental and Physical Disabilities* 22(6): 615-630.

<sup>340</sup> Webster-Stratton, Carolyn, and Mary Hammond. 1997. "Treating Children with Early-Onset Conduct Problems: A Comparison of Child and Parent Training Interventions." *Journal of Consulting and Clinical Psychology* 65(1): 93-109.

<sup>341</sup> Andresen, Pamela, and Sharon Telleen. 1992. "The relationship between social support and maternal behaviors and attitudes: A meta-analytic review." *American Journal of Community Psychology* 20(6): 751-774.

## CHILDREN'S LEGAL AND EDUCATIONAL RESOURCE CENTRE SOCIETY (CLERC)

### • Outreach and Support Services to Youth

#### THEORY OF CHANGE:

**Need:** "Exposure to adverse childhood experiences leads to both health and psychological problems in middle-age, along with lowered life expectancy. Preventing young people's exposure to risk factors and increasing their exposure to protective factors is the most effective way of preventing myriad health and social problems for both the individual and society as a whole down the road, including crime, poverty, addictions, lack of education, early childbearing and perpetuation of the cycle of children growing up in less than optimal circumstances."<sup>342</sup> Studies have indicated that "exposure to serious parental conflict and separation increases the chances of emotional vulnerability and reduces educational achievement, with longer-term consequences for life chances such as employment"<sup>343</sup> and school achievement.<sup>344</sup> Further, "people who are socially isolated... lacking in connections that can help them in one way or another, are at high risk of health problems, poverty, and social exclusion."<sup>345</sup>

**Goal:** To improve the lives of children and youth by providing them with legal and social support which helps them make and execute more informed decisions, equips them to become engaged and empowered individuals and citizens, and provides a powerful resource and social ties to assist them in resolving the intersecting social and legal issues they confront.

**Strategy:** The Outreach Support and Services to Youth program links children and youth experiencing the complexities of intersecting social and civil law issues to reliable legal and social resources. The program provides one-on-one, face-to-face meetings, as well as educational programming for individuals and community groups throughout Calgary. Both legal and program staff ensure the civil law and related social needs of clients are met, including access to education, safety from violence, and appointment of guardians. CLERC clients receive program services on an individualized basis. They can be engaged from two weeks to five years.

**Rationale:** Research shows that "children can be emotionally strengthened and their self-esteem and problem-solving skills enhanced" by appropriate responses to their stressful experiences and that a child's reaction to stress and adversity may be reduced when a child is given the ability to understand situations and to develop strategies for dealing with them."<sup>346</sup> People with extensive social connections linking them to people with diverse resources tend to experience better employability, housing, health, and happiness.<sup>347</sup> The program applies both of these evidence-based methods of supporting children and youth.

#### Indicators:

# 27 – Children – Grades 4-6 Adult Confidant

# 29 – Youth – Grades 7-12 Adult Confidant

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

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

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<sup>342</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Pages 1-2.

<sup>343</sup> Douglas, G., M. Murch, and A. Perry. 1996. "Supporting children when parents separate – a neglected family justice or mental health issue?" Child and Family Law Quarterly 8(2): 121-123.

<sup>344</sup> Douglas, G., M. Murch, and A. Perry. 1996. "Supporting children when parents separate – a neglected family justice or mental health issue?" Child and Family Law Quarterly 8(2): 130, note 2.

<sup>345</sup> 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.

<sup>346</sup> Rutter, Michael. 1985. "Resilience in the face of adversity: protective factors and resistance to Psychiatric Disorders." British Journal of Psychiatry 147: 598-611.

<sup>347</sup> 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.

## CLOSER TO HOME COMMUNITY SERVICES SOCIETY

- CAS, Critical Hours

### THEORY OF CHANGE:

**Need:** Research has shown that adolescents are at significantly higher risk of getting involved in crime, alcohol, drugs, vandalism, and other risky behaviour between the critical hours of 3 to 6 p.m. than at other times. Research shows that 24 per cent of chargeable incidents involving youth took place during the critical hours. These young offenders have little involvement in clubs and activities, tend to gravitate towards negative peers whom they meet on the streets or in jail, and have little investment in school.<sup>348</sup>

**Goal:** To increase the involvement of school-aged children and youth, particularly those who have been identified as vulnerable and at risk of becoming involved in negative community activities, in programs between 3 p.m. to 6 p.m. to teach them academic and social skills and minimize future interventions.

**Strategy:** The Homework Club runs weekly for 10 to 12 weeks. The program teaches academic and social skills and provides recreational opportunities for children and youth from various southwest communities. It is delivered using best practice SAFE guidelines (Sequenced, Active, Focused, and Explicit). Youth learn academic and pro-social skills in sequence. Each week, a group lesson focuses on one skill, which is modelled and practiced. Once taught, each skill is reviewed in every class and students earn 'points' for demonstrating it, which encourages ongoing skill development. Skills are actively taught in steps and participants have the opportunity to practice in a group. A daily checklist is used to review skill usage so the participants can receive ongoing feedback. Posters listing the skills are on the walls as a visual reminder to the students. Lesson plans are focused and outline the desired outcomes and the activities needed to achieve them. The program plan and description explicitly states the program outcomes, the activities to achieve those outcomes, and the rationale for the activities. All daily plans are linked to the Program Logic Model. The program plan and daily plans ensure the program is delivered in an intentional manner.

**Rationale:** Research shows that "for at-risk children and youth, participation in youth development programming can afford protective or 'buffering' factors that can offset multiple risk factors. For those who are not at risk, the opportunities afforded through youth development programs augment and enhance their existing supports, and contribute to good developmental outcomes."<sup>349</sup>

### Indicators:

- # 22 – Children – Grades 4-6 School Engagement, Success
- # 23 – Youth – Grades 7-12 School Engagement, Success
- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 30 – Youth – Grades 7-12 Positive Peer Relationships
- # 31 – Youth – Grades 7-12 Good Social Skills
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



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<sup>348</sup> MacRae, Leslie, Lorne Bertrand et al. 2008. A Profile of Youth Offenders in Calgary: An Interim Report. Calgary: The Canadian Research Institute for Law and the Family. Pages 15-16.

<sup>349</sup> Cooper, Merrill. 2009. "Programs targeting child and youth development." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## CLOSER TO HOME COMMUNITY SERVICES SOCIETY

### • Diversionary Family Support

#### THEORY OF CHANGE:

**Need:** Current research shows that parenting is the most important public health issue in our communities. Further, it is the most important variable in the future outcomes of children and youth.<sup>350</sup>

**Goal:** To equip families with skills that help them set family goals, find needed resources, and improve their parenting skills so they can successfully keep their families together.

**Strategy:** The program provides essential support functions that focus on reducing isolation and connecting families to the community. It also provides education on parenting skills that help to prevent future problems among family members. Prevention services are developed to address issues of social isolation and the need for community resource information. These help parents with parenting skills, problem-solving, and dealing with crises, and support parents in addressing the emotional, social, health, and behaviour issues of their children. The program helps parents successfully manage daily living, access employment opportunities, and help their children with school readiness and school performance issues. Specific strategies to achieve the outcomes include one-on-one family support at the Community Resource Centre or in the home, school or community. Programs are also offered in a group setting to teach parenting and life management skills, build social connections, and decrease isolation. These include a women's support group, parenting classes, and others. Opportunities to volunteer in various Closer to Home programs is supported to strengthen service provision and build skills for volunteers. Program participation generally lasts 10 months.

**Rationale:** Research shows that all parents benefit from positive social support systems. For low-income, isolated families, quality support systems can dramatically improve positive parenting skills, family functioning, and positive child outcomes. By strengthening family social networks, parents are more likely to become contributing members of the community, which decreases the chances that children will engage in high-risk behaviours.<sup>351</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>350</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>351</sup> 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.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- CAS, Calgary AfterSchool Framework

### THEORY OF CHANGE:

**Need:** Studies completed by The City of Calgary and others indicate that 90 per cent of Calgary children and youth spend their after-school hours engaged in unstructured, unsupervised activities.<sup>352</sup> Research also shows that the hours between 3 and 6 p.m. are when many children either commit offences (24 per cent) or are the victims of crime.<sup>353</sup>

**Goal:** To improve the physical, social and emotional health of Calgary children and youth through the development of strong networks of engaged community programmers who work collectively to ensure there are “more kids, in more programs, more often” during the critical after-school hours.

**Strategy:** The Calgary AfterSchool Framework supports local coordination to leverage resources such as facility space, training, and equipment; increase program capacity; and support program quality in Calgary AfterSchool programs. This is done using GIS mapping and a comprehensive database, which permits analysis that is used to inform regional collaboration networks. Analysis is completed by program staff in order to address gaps in service, reduce competition, and increase overall program capacity. The information assists the 18 providers of Calgary AfterSchool programs to approach program planning in a coordinated, strategic fashion.

**Rationale:** “Large-scale studies using an experimental or quasi-experimental design have shown that sustained participation in high quality programming, along with strong family, school, and community partnerships, are associated with positive developmental outcomes for children and youth.”<sup>354</sup> In addition, “systems of partnerships between various programs (i) make it easier to pool, and individually and collectively leverage resources, which can reduce overhead costs and increase revenues, and (ii) help to ensure that youth stay engaged, motivated, and continuously learning across a wide variety of contexts over time.”<sup>355</sup> Positive impacts on academic, social, emotional, and other developmental outcomes are concentrated in programs that use SAFE guidelines, which all Calgary AfterSchool programs do. They are “sequenced (using a sequenced set of activities designed to achieve skill development objectives), active (using active forms of learning to help youth develop skills), focused (at least one program component is devoted to fostering each desired outcome), and explicit (the program is very clear about the specific outcome(s) it seeks to achieve).”<sup>356</sup>

### Indicators:

Policy or System Change

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<sup>352</sup> Christenson, C. 2008. Critical Hours: A Plan to Invest in Calgary's Children. Community Services Report to the SPC on Community and Protective Services. CPS2008-87. Calgary: City of Calgary, Children and Youth Services. Page 1.

<sup>353</sup> MacRae, Leslie, Lorne D. Bertrand et al. 2008. A Profile of Youth Offenders in Calgary: An Interim Report. Calgary: Canadian Research Institute for Law and the Family. Page 21.

<sup>354</sup> 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.

<sup>355</sup> 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 6.

<sup>356</sup> 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 5.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- City Links Benefits Coordination

### THEORY OF CHANGE:

**Need:** Calgary's older adult population is growing rapidly and the number of low-income seniors has increased, particularly the number of older adults who are living alone. In Calgary, 23,145 (26 per cent) of all older adults were living alone.<sup>357</sup> The 2011-2016 Social Outlook reported that the 2009 median income of Calgarians aged 65 plus was \$24,700.<sup>358</sup> City Links has over 1,000 low-income clients who need additional resources to be financially self-sufficient. However, only a small percentage of older adults receiving City Links home maintenance services access all available income supports and many are not aware of these resources.

**Goal:** To help City Links' clients who are not receiving benefits to access the financial and community resources to which they are entitled and eligible to receive.

**Strategy:** The program will provide increased access to financial benefits and community resources for City Links clients. A Benefits Specialist will help low-income seniors connect to and apply for financial resources, which will lead to increased personal capacity and economic self-sufficiency. The City Links Field Service Planner will generate a list of City Links clients with income at or below the Low Income Cut-Off (\$23,298/single and \$29,004/couple). The Benefits Specialist will meet with the client and determine if the client is eligible to apply for benefits. Once it is determined that the client can access benefits, the Benefits Specialist will fill out the necessary application forms. The Benefits Specialist will then follow-up with the client after two months to ensure they have received their benefits.

**Rationale:** One of the key ways for older adults to achieve economic security and reduce financial hardships is to make sure that they receive all the benefits to which they are entitled. Provision of this type of service will assist older adults to "age in place" in their own communities by increasing their income, decreasing their expenses, and improving their economic self-sufficiency.

### Indicators:

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

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<sup>357</sup> Government of Canada. 2007. 2006 Census of Population. Ottawa: Statistics Canada. Online archives.

<sup>358</sup> 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 63.

## COMMUNITY & NEIGHBOURHOOD SERVICES

### • City Links Employment Preparation and Training Program

#### THEORY OF CHANGE:

**Need:** Women, recent immigrants, Aboriginals and visible minorities are more likely to be engaged in precarious employment. While Alberta's Aboriginal labour force participation is relatively strong, it remains well below average. For many immigrants, the process of integration into the Canadian labour market continues to be difficult. A recent study on the effects of the recession on immigrants in Calgary reported that many feel completely shut out of the job market, either unable to find work or a second job to help make ends meet. Some had been working, but were among the first to be laid off once the downturn began, and many have now exhausted their savings.<sup>359</sup>

**Goal:** To increase the social inclusion and economic self-sufficiency of vulnerable Calgarians by providing support, counselling, and skill building as they engage in providing home maintenance services to low-income seniors.

**Strategy:** City Links affords men and women who are experiencing barriers to employment the opportunity to increase their personal capacity and economic self-sufficiency by participation in the Employment Preparation and Training Program. Program recruitment is targeted at vulnerable populations including those with low or no employment income, immigrants and refugees, and Aboriginal people. This program provides a holistic, safe and supportive work environment where men and women who are members of one or more of the vulnerable population groups, receive: (1) paid work experience that includes opportunities to engage with older adults, cross-cultural experiences, and exposure to community partner initiatives; (2) personal counselling and life management skills training; (3) employment preparation counselling, including career planning, work experience placements, and job search skill development; (4) work skills training including soft and technical skills; and (5) six months of post program follow-up services and support. Through the shared work experience of providing services to low-income seniors, participants can develop bridging social capital between new Canadians, immigrants, Aboriginals, and seniors. Bonding social ties are developed between trainees sharing work experiences, work related social events, and recognition events. Coaching and encouragement from supervisors and vocational counsellors supports a sense of self-efficacy, and an on-site social worker assists in tackling barriers such as childcare, transportation, housing, and food security.

**Rationale:** Social inclusion and economic self-sufficiency can be enhanced with an increase in positive social ties as a result of bonding social capital and bridging social capital. Research suggests that "knowing people to turn to for resources, support and further connections can help people to 'get by' or 'get ahead' and that "people with extensive social connections linking them to people with diverse resources tend to be more 'hired, housed, healthy and happy'." Research identifies that elements delivered in a holistic program with vulnerable populations yield the best results for creating and sustaining social ties and increasing personal capacity and economic self-sufficiency.<sup>360</sup>

#### Indicators:

# 5 – Bridging Social Capital

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

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<sup>359</sup> 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.

<sup>360</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Pages 1-2.

## COMMUNITY & NEIGHBOURHOOD SERVICES

### • City Links Home Maintenance Program

#### THEORY OF CHANGE:

**Need:** In 2011, seniors made up 9.8 per cent of Calgary's population, which will nearly double to 18.4 per cent by 2036.<sup>361</sup> Difficulty with home maintenance is one of the most critical issues facing older adults and is cited as the second most frequent reason for older adults to move from their own homes and communities.<sup>362</sup> Older adults without home maintenance support or living in poor housing conditions can suffer from negative social impacts, financial hardship, and a decline in health and quality of life.<sup>363</sup>

**Goal:** To increase the social inclusion and economic self-sufficiency of older adults by ensuring that they live in their neighbourhoods safely and independently in adequately maintained homes.

**Strategy:** City Links supervisors and trainees develop relationships with clients to ensure that they feel cared for, rather than just recipients of services. City Links clients determine what services they require via direct request or in consultation with City Links supervisor. City Links Home Maintenance Services provides direct services including housekeeping, yard and snow maintenance, and minor home painting and repairs. City Links staff increases older adults' access to existing government programs which provide funds for home maintenance and modifications. Referral to community outreach services and older adult serving agencies by City Links staff may help socially isolated older adults increase their connectedness to the community. City Links participates with other community-based agencies to develop and strengthen home maintenance resources in the community by collaborating on a variety of initiatives.

**Rationale:** Providing direct service, casework and community infrastructure supports in an integrated service delivery model assists older adults to age in place in their own communities and has been identified by researchers as best practice in Canada.<sup>364</sup> By having home maintenance and modification provided free or at reduced cost, low-income older adults retain more of their limited income. The relationship between caregivers and older adults leads to feelings of social inclusion and support through positive social ties.<sup>365 366</sup> Reciprocity between caregivers and older adults, and ensuring clients are given the opportunity to determine necessary or desired services and supports are also seen as key components to enhancing social inclusion and keeping older adults in their homes.<sup>367 368</sup>

#### Indicators:

# 14 – Individual / Family Poverty – Perceptions

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

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<sup>361</sup> 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.

<sup>362</sup> Fausset, C.B., A.J. Kelly, W.A. Rogers, and A.D. Fisk. 2011. "Challenges to Aging in Place: Understanding Home Maintenance Difficulties." *Journal of Housing for the Elderly* 25(2): 1235-141.

<sup>363</sup> MacCourt, Penny. 2007. Review of Federal / Territorial / Provincial (FTP) Services and Policies and Analysis of Impact on Social Isolation. Ottawa: Health Canada.

<sup>364</sup> MacCourt, Penny. 2007. Review of Federal / Territorial / Provincial (FTP) Services and Policies and Analysis of Impact on Social Isolation. Ottawa: Health Canada.

<sup>365</sup> Barrett, Patrick, Beatrice Hale, and Robin Gauld. 2012. "Social Inclusion through ageing-in-place with care?" *Aging and Society* 32(3): 361-378.

<sup>366</sup> Byrne, Kerry, Krista Frazee et al. 2012. "Valuing the Older Person in the Context of Delivery and Receipt of Home Support: Client Perspectives." *Journal of Applied Gerontology* 31(3): 377-401.

<sup>367</sup> Richards, J.L., Susan Sverdrup-Phillips et al. 2008. Social Inclusion of the Oldest-Old: Toward Housing Policies that Work to Keep Seniors Living at Home – Final Report. Ottawa: Human Resources and Skills Development Canada.

<sup>368</sup> Horsfall, Debbie, Rosemary Leonard et al. 2010. Care Networks Project: Growing and Maintaining Social Networks for Older People. Sydney: Australian Government, Department of Human Services and University of Western Sydney.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- Community and Social Development Program

### 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.<sup>369</sup> 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 Calgary<sup>370</sup> 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.<sup>371</sup> ‘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.<sup>372</sup>

### Indicators:

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

Number of initiatives led primarily by residents.

Number of community volunteers.

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<sup>369</sup> Sawatsky, J., and Stroick, S.M. 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.

<sup>370</sup> 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.

<sup>371</sup> Christenson, James, and Jerry Robinson. 1989. Community Development in Perspective. Ames, IA: Iowa State University Press.

<sup>372</sup> Craig, Gary. 2007. “Preface: Defining Community and Its Development.” Journal of Community Practice 15(1-2), xxiii-xxvii.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- Information Centre

### 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. They look to InformAlberta 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. The Information Centre 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 Agencies and Services Guide, the Street Survival Guide, the Violence Stops Here Brochure, and the Youth Services Directory.

**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."<sup>373</sup>

### Indicators:

Outputs Only

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<sup>373</sup> Woods, Deborah, and Margaret Williams. 2004. Task Force on a Canadian Classification System: Final Report. Toronto: InformCanada Task Force on Classification. Page 9.

## COMMUNITY & NEIGHBOURHOOD SERVICES

### • Seniors Services Community Development

#### THEORY OF CHANGE:

**Need:** Risk factors for social isolation among older adults include age, living alone, low income, being single, loss, language or cultural barriers, transportation difficulties, and poor health.<sup>374</sup> Starting in 2011, the first wave of the 290,000 baby boomers in Calgary turned 65. Between 2009 and 2020, the population of Calgarians over age 65 will increase from 98,990 to about 163,864. In the early 2030s, the number of Calgarians over age 65 will surpass those under age 14.<sup>375</sup>

**Goal:** To reduce systemic barriers and increase opportunities for the social inclusion of older adults.

**Strategy:** Seniors Services works directly with older adults to identify needs and opportunities for increased social inclusion. This involves engaging with older adults; facilitating networking and linkages; facilitating the identification of systemic needs, barriers, and opportunities for older adults; and supporting increased capacity of older adults to address these needs, barriers, and opportunities. Seniors Services also works with other organizations to facilitate collaboration around community needs and issues faced by older adults. This involves engaging organizations to address identified community needs, barriers, and opportunities; facilitating collaborations among organizations and programs; and providing planning support and resources for collaborative groups. In addition, Seniors Services engages in research, community planning, and policy change initiatives at the corporate, municipal, or provincial level. This includes participation in research projects, drafting policy or planning documents, and engaging with key decision-makers to advocate for policy or systems change.

**Rationale:** Community development and system change is a multidimensional process that includes a variety of strategies and interventions. Three primary strategies for community development are community capacity development, social advocacy, and planning and policy practice.<sup>376</sup> Research indicates that the characteristics of strong neighbourhoods include high levels of social cohesion and a good quality built environment, including adequate housing, and other amenities that are accessible to all community members.<sup>377</sup> There are eight areas of focus to creating an age-friendly city, which align closely with the characteristics of strong neighbourhoods. These include engaging the community in a process of participatory system change to create an age-friendly city.<sup>378</sup>

#### Indicators:

Neighbourhood Indicators  
Policy or Systems Change

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<sup>374</sup> Cooper, Merrill. 2009. "Vulnerable seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 12.

<sup>375</sup> City of Calgary. City of Calgary 2007 Civic Census Results. Calgary: City of Calgary.

<sup>376</sup> Rothman, J. 1968. Three models of community organization practice. New York: Columbia University Press.

<sup>377</sup> Cooper, Merrill. 2009. "The issue." Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No. 5. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>378</sup> World Health Organization. 2007. Global Age-friendly Cities: A Guide. Ageing and life course, family and community health. World Health Organization. Geneva, Switzerland.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- Strategic Social Research and Planning

### 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 measurably increase social inclusion among vulnerable populations and build strong neighbourhoods. 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.<sup>379</sup> Four guiding principles underpin this work: equity (the fair distribution of resources); social inclusion; economic and environmental security; and individual and community resiliency.

### Indicators:

Infrastructure

Policy or Systems Change

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<sup>379</sup> Turner, John B. (ed.). 1977. Encyclopedia of Social Work. Washington: National Association Social Workers. Page 1412.

## COMMUNITY & NEIGHBOURHOOD SERVICES

- **Strong Neighbourhood Engagement and Capacity Building Fund**

### 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.<sup>380</sup> 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 Calgary<sup>381</sup> and there are likely several more now.

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

**Strategy:** The Neighbourhood Grants program provides focus neighbourhoods from the Strong Neighbourhoods Initiative with a small pool of funds to support grassroots initiatives to move local ideas into action. Resident groups, with the assistance of a Community Social Worker (CSW), develop local granting processes, including a grant application, approval and monitoring processes, and mechanisms to support grantees to see projects to completion. Projects must benefit the local neighbourhood, build leadership skills among participants, encourage the involvement and engagement of other residents, and build cooperation among different groups.

**Rationale:** Neighbourhood Granting is a proven tool leading to resident improvements in leadership and organizational skills; increased community engagement; improved access to other funding sources to support local projects; and inspiration to residents of neighbourhoods when they see local improvements through the “quick wins” of local decision-making.<sup>382 383</sup> Communities can be effective agents for change, and 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.<sup>384</sup>

### Indicators:

Number of SNI Grants awarded.

Other resources leveraged as a result of the grants.

Number of resident-led projects.

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<sup>380</sup> Sawatsky, J., and Stroick, S.M. 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.

<sup>381</sup> 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.

<sup>382</sup> Gorman, Cheryl. 2007. Final Reflections from the Action for Neighbourhood Change Research Project. Ottawa: Caledon Institute of Social Policy. Page 3.

<sup>383</sup> Tamarack. 2006. Action for Neighbourhood Change: A Guide for Neighbourhood Planning. Waterloo, ON: Tamarack. Page 38.

<sup>384</sup> Craig, Gary. 2007. “Preface: Defining Community and Its Development.” Journal of Community Practice 15(1-2), xxiii-xxvii.

## COMMUNITY & NEIGHBOURHOOD SERVICES

### • Vulnerable Youth Outreach Program

#### THEORY OF CHANGE:

**Need:** It is important that young people have opportunities to participate in their local labour market in order to earn a sustainable income, consider longer-term career options, and become better connected to their community. Some youth, particularly Aboriginal and immigrant youth, face multiple barriers such as lack of education, skills, or work experience as well as challenges in meeting their basic needs. Research shows that these youth have clearly articulated their desire for better lives. They want to be in school, to find meaningful employment, and to have a safe place to live. Key areas related to the transition to adulthood involve education, employment, basic needs, social protection, and social supports.<sup>385</sup>

**Goal:** To address the social barriers and pre-employment skills faced by the most vulnerable and multi-barriered youth so that young people will have an increased likelihood of participation in the local labour market and school as they transition into adulthood.

**Strategy:** Outreach services are provided to Calgary youth aged 15 to 24 through direct counselling services; community collaboration related to high-risk youth; and the provision of information, resources, and consultation to internal staff who work with immigrant, Aboriginal, or multi-barriered young people. Targeted outreach strategies are used to reach multi-barriered, high risk youth. Outreach workers build important ties with this population and provide practical support to youth after they are engaged in service. Services are offered city-wide, with intensive focus in the greater Forest Lawn area. Services are offered to urban Aboriginal youth through a 20-week life skills, work readiness, and mentoring program offered once each year. Young Mothers is delivered each summer through a group-based career development program based at Louise Dean School. Programming for high-risk youth transitioning from the justice system is delivered in collaboration with community partners through one-to-one counselling and youth engagement. Individual and group mentoring is also used as an effective tool to promote healthy living skills and work habits.

**Rationale:** Outreach has been found to be an effective strategy to reach at-risk youth who are either unfamiliar with the services available to them or have not been successful with traditional agency-based interventions. Mentoring has proven to be particularly effective with Aboriginal youth.<sup>386</sup> Community collaboration and partnerships help to sustain participation and increase program quality.<sup>387 388</sup>

#### Indicators:

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

# 10 – Financial Literacy / Assets / Debt

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<sup>385</sup> Thompson, Alison. 2011. Towards Resiliency for Vulnerable Youth. Calgary: United Way of Calgary and Area. Page 3.

<sup>386</sup> Pinnow, Joanne. 2009. "Mentoring for and by community members, particularly fathers and youth." Aboriginal People Helping Aboriginal People: decreasing social exclusion & increasing social ties. FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 16.

<sup>387</sup> Cooper, Merrill. 2006. Vulnerable Youth in Calgary: Environmental Scan. Calgary: United Way of Calgary and Area. Page 31.

<sup>388</sup> Evenson, J. 2009. Youth Homelessness in Canada: The Road to Solutions. Toronto: Raising the Roof. Pages 30-31.

## COMMUNITY KITCHEN PROGRAM OF CALGARY SOCIETY

- **Calgary's Cooking Program**

### THEORY OF CHANGE:

**Need:** Poverty and food insecurity is a societal issue that affects individuals, families and the community as a whole. Millions of Canadians face food insecurity. The Calgary Herald reported in 2013 that 3.9 million Canadians were affected and 330,000 households are severely food insecure.<sup>389</sup> A lack of savings and high levels of debt affect Calgary families and a significant number worry about not having enough money for housing or food.<sup>390</sup> A Calgary survey found that 55 per cent of single parents and 38 per cent of couples with children were concerned about not eating healthy foods; 40 per cent of single parents and 23 per cent of couples with children reported they do not have enough money for food.<sup>391</sup> One in five families worry about not having enough money for food.<sup>392</sup>

**Goal:** To work with low-income and vulnerable Calgarians in the development of skills to enable them to select, plan, and prepare healthy meals that are affordable.

**Strategy:** Calgary's Cooking Program brings individuals together, creating opportunities for social interaction and the development of an understanding of the impact of food choices on individual health and positive outcomes. Participants are referred through resource fairs, social services agencies, churches, and self-referral. In this community-based cooking program, groups of people contribute resources and cook in bulk. Cooking skills, food handling, menu planning, and the economical purchasing of food are part of the curriculum. In some locations, staff members teach classes on nutrition, simple meal preparation, and shopping. The program operates across all four quadrants of the city in churches, community halls, and institutions. Sessions run for 10 hours per week each month from September to June.

**Rationale:** Research shows that collective kitchens may improve household food security, reduce social isolation, and increase social supports.<sup>393</sup> Bringing together participants with similar life circumstances and facilitating social interactions among them creates a structure that can help to reduce social isolation among participants in Calgary's Cooking Program.

### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 17 – Food Security

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<sup>389</sup> Clancy, Claire. 2013. "Millions of Canadians face food insecurity." Calgary Herald. 2013 July 31. Accessed online.

<sup>390</sup> Calgary Poverty Reduction Initiative. 2013. "Enough for All: Unleashing our Communities' Resources to Drive Down Poverty in Calgary. Final Report of the Calgary Poverty Reduction Initiative, Vol. 1." Calgary: City of Calgary and United Way of Calgary and Area. Page 1.

<sup>391</sup> 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. Page 28.

<sup>392</sup> Calgary Poverty Reduction Initiative. 2013. "Few Facts." Enough for All: Unleashing our Communities' Resources to Drive Down Poverty in Calgary. Final Report of the Calgary Poverty Reduction Initiative, Vol. 1. Calgary: City of Calgary and United Way of Calgary and Area. Page 7.

<sup>393</sup> Cooper, Merrill. 2009. "Social Isolation." 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.

## CONFEDERATION PARK 55+ ACTIVITY CENTRE

### • Seniors Programs

#### 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.<sup>394</sup>

**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.<sup>395</sup> 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.<sup>396</sup> 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.<sup>397</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>398</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>394</sup> 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.

<sup>395</sup> 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.

<sup>396</sup> 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.

<sup>397</sup> 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.

<sup>398</sup> Cattán, 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.

## DISCOVERY HOUSE FAMILY VIOLENCE PREVENTION SOCIETY

- **Adult Programs**

### **THEORY OF CHANGE:**

**Need:** Discovery House clients represent the most marginalized and under-resourced families in Calgary, presenting overwhelmingly with experiences of intergenerational violence and poverty, as well as mental health and addictions issues. Often, clients have been traumatized from birth into adulthood. Literature informs us that family violence is cyclical and repetitive as women entrenched in violent relationships “return on average seven times before they leave for good.” If they do leave one abusive relationship, they commonly find themselves in another with a different partner.<sup>399</sup>

**Goal:** To provide a clinical model of service in residence and the community that resolves the impacts of domestic violence and builds the capacity of families to live independently and free of family violence.

**Strategy:** An individualized wrap-around model of service delivery provides clients who present with significant attachment disorders with the same counsellor from intake, through residency, and for follow-up in the community. Women may remain in residence for up to a year and are followed in the community for six months or more depending on need. Individualized service plans grounded in continuous psychosocial assessment underpin individual and group counselling. It is educational and psychotherapeutic in nature, with the goal of addressing issues and building capacities to enable women and their children to live independently in the community free of domestic violence.

**Rationale:** Using the Transtheoretical Model of Change allows intervention strategies to be matched to the client's stage of readiness for change.<sup>400</sup> The Neurosequential Model of Therapies used with child and youth clients also informs work with adults, as most if not all clients have experienced the repetitive childhood trauma of domestic violence. This approach is based on research in developmental neurobiology, developmental psychology, traumatology, and related fields that have demonstrated the many ways that experience organizes the developing brain.<sup>401 402 403</sup> Strategies based on this research are employed to create best practices that build the cognitive, social, emotional, and life skills functioning of adult clients.

### **Indicators:**

# 11 – Safety from Intimate Partner Violence

# 19 – Family Cohesion – Parent / Adult Questions

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<sup>399</sup> Berlinger, June. 1998. “Why Don’t You Just Leave Him?” *Nursing* 98(4): 34-39. Page 38.

<sup>400</sup> Prochaska, James, John Norcross, and Carlo Diclemente. 1994. *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. New York: HarperCollins.

<sup>401</sup> Shore, R. 1997. *Rethinking the Brain: New Insights Into Early Development*. New York: Families and Work Institute.

<sup>402</sup> Perry, Bruce, and Maia Szalavitz. 2010. *Born for love: Why empathy is essential—and endangered*. New York: HarperCollins.

<sup>403</sup> Felitti, Vincent, Robert Anda et al. 1998. “Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study.” *American Journal of Preventive Medicine* 14(4): 245-258.

## DISCOVERY HOUSE FAMILY VIOLENCE PREVENTION SOCIETY

- Child and Youth Care Program

### THEORY OF CHANGE:

**Need:** Research informs us that when the impacts of domestic violence are not resolved, women and children typically experience challenges with education, employment, mental and physical health, relationships, the law, and more.<sup>404</sup> Even when children are not direct targets of violence in the home, they can be harmed by witnessing its occurrence.<sup>405</sup>

**Goal:** To provide integrated residential and community services for abused women with children that will build their capacity to live independently and safely in the community.

**Strategy:** Residential child and youth services provide developmental assessments, individualized counselling, expressive art and play therapy, educational and parenting support to some of Calgary's most vulnerable citizens. The follow-up program provides similar interventions with additional support services to the parent to assist families at a critical time as they transition into the community. The focus is on integrating the child with their parent through a three stage process of providing specialized support and implementation of a transition plan; facilitating and testing the client's problem-solving skills; and terminating services once ongoing community support services are in place. Participants are generally involved in the program for 50 weeks.

**Rationale:** Child-centred play therapy is a therapeutic modality based on Cognitive Behavioural Play Therapy, Gestalt Play Therapy, and Theraplay.<sup>406 407 408</sup> At the core of play therapy is the distressed child who, within the structure the therapist provides, is given freedom to explore his or her ideas and feelings about self and others through play. Professionals observe participants experience with change, learn about choice, self-responsibility and self-direction, and resolve emotional difficulties and inner conflicts. The spontaneous play of children has long been recognized as a natural form of communication.<sup>409</sup> Play Therapy is suitable for children aged three to 16, although it has been adapted for young people in their late teens, and even for adults.<sup>410</sup>

### Indicators:

# 20 – Parenting – Parent Questions

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<sup>404</sup> Stewart, Steven. 2012. "Long-Term Effects of Domestic Violence." Domestic Violence. Website. Jeffersonville, IN: Clark County Prosecuting Attorney.

<sup>405</sup> Royal Canadian Mounted Police. 2012. "The Impacts of Family Violence on Children." The Effects of Family Violence on Children: Where Does it Hurt? Ottawa: Royal Canadian Mounted Police. Page 5.

<sup>406</sup> Landreth, Gary. 2012. Play Therapy: The Art of the Relationship (3rd edition). New York: Routledge.

<sup>407</sup> Schaefer, Charles (ed.). 2003. Foundations of Play Therapy (2nd edition). New York: John Wiley & Sons, Inc.

<sup>408</sup> Stern, Daniel. 1985. The Interpersonal World of the Infant: A View from Psychoanalysis & Developmental Psychology. New York: Basic Books.

<sup>409</sup> Wilson, Kate, and Virginia Ryan. 2005. Play Therapy. A Non-Directive Approach for Children and Adolescents (2nd edition). New York: Baillière Tindall.

<sup>410</sup> O'Connor, Kevin, and Charles Schaefer (eds.). 1994. Handbook of Play Therapy: Volume Two, Advances and Innovations. New York: John Wiley & Sons, Inc.

## **DISTRESS CENTRE CALGARY**

### **• Crisis Services & 211**

#### **THEORY OF CHANGE:**

**Need:** The Distress Centre believes that anyone, at any time, can experience crisis, and that anyone, given the appropriate training, supervision, and ongoing development, can provide a helpful response and connect the caller with the response appropriate to their situation. To meet this need, the Distress Centre provides telephone-based crisis intervention services 24 hours a day, seven days a week free of charge to the community. To provide this service, Distress Centre uses volunteers recruited from the community and provides training to prepare them to assist people in crisis.

**Goal:** To create a strong and healthy community by engaging community members and developing a pool of trained, experienced volunteers who are able to respond to people in crisis.

**Strategy:** The program is grounded in the Samaritan's model of providing a blended response of volunteer involvement with professional supervision and guidance in responding to calls from the community. Following the de-escalation of the crisis, callers to the Distress Centre are connected to other community resources to ensure that their specific needs are addressed. Volunteers learn valuable skills in the areas of interpersonal communication during emotionally charged situations. These skills can be applied not only on Distress Centre telephone lines but also in their personal and professional lives. In addition, through their participation, volunteers become more connected and involved with their community and make new friends and connections.

**Rationale:** The Roberts Model of Crisis Intervention provides the framework for the approach to each caller. It provides a multistage approach to working with people in crisis, ensuring that the person in need receives a complete assessment and a helpful response.<sup>411</sup> Research indicates that trained volunteers engaging with callers and providing empathy, support, and collaborative problem-solving creates beneficial outcomes for the caller. The demonstration of respect for the caller, empathy, and collaborative problem-solving are critical factors for successful telephone-based crisis intervention.<sup>412</sup> These are key factors in the selection and training of Distress Centre volunteers.

#### **Indicators:**

# 6 – Social Inclusion – Social Participation

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<sup>411</sup> Roberts, Albert R. 2005. "Bridging the Past and Present to the Future of Crisis Intervention and Crisis Management." In Roberts, Albert (ed.). 2005. Crisis Intervention Handbook (3rd edition). New York: Oxford University Press.

<sup>412</sup> Mishara, B.L., Changnon, F., Daigle, M. et. al. 2007. "Which Helper Behaviors and Intervention Styles are Related to Better Short-Term Outcomes in Telephone Crisis Intervention? Results from a Silent Monitoring Study of Calls to the U.S. 1-800-SUICIDE Network." Suicide and Life Threatening Behaviour 37(3).

## ENVIROS WILDERNESS SCHOOL ASSOCIATION

- Calgary Urban Aboriginal Initiative

### THEORY OF CHANGE:

**Need:** The Calgary Urban Aboriginal Initiative (CUAI) has hosted a Funder's Domain for eight years to promote community support and awareness of resource opportunities and barriers as they relate to programs and services for Aboriginal people; enhance service delivery in the community; and increase accessibility of funding opportunities for urban Aboriginal programming. Over time, CUI has witnessed the disadvantage to programs as funders move from multiyear funding to yearly project funding, substantiated through discussions and needs assessment sessions hosted by CUI. As organizations struggle to diversify their funding sources, they can experience huge swings in revenue. This volatility undermines an organization's stability and its capacity to provide consistent, quality programs or services, to plan ahead, and to retain experienced staff.<sup>413</sup> Short-term funding can adversely affect the capacity to deliver stable programming for clients and citizens. When organizations have access to longer-term funding, staff turnover is reduced and client service is enhanced, as clients build a trusting relationship with particular staff, increasing client success rates.

**Goal:** To effect policy and system change with at least one funder so that Aboriginal programs in Calgary will have access to multiyear funding. This will create greater stability and increased capacity for these programs, resulting in a greater likelihood of positive impact for their clients.

**Strategy:** Year One will focus on background research, gathering information about current funding processes and policies, and establishing a network of funders interested in or already supporting Aboriginal programs. CUI will start working with one funder as a pilot for future work. In Year Two, CUI will develop recommendations for change and coordinate discussion and dialogue with people in positions of influence within the relevant funding systems. In Years Three to Six, CUI will work with additional funders and focus on evaluating changes in funding to participating funders and programs.

**Rationale:** Over the last decade, there has been a marked shift away from a core funding to project based funding,<sup>414</sup> which impacts program effectiveness. For example, Intergenerational Trauma and Healing is a core issue facing Aboriginal communities and change is a long process. The intensity and scope of responses by programs may require longer-term supports for program participants, and therefore longer-term commitments by funders in order to fully influence change. Healing practices to move towards healing and well-being are seen as a way to support Aboriginal community members through agency investments.<sup>415</sup> Similarly, community empowerment is both an outcome and a process. As an outcome, results are not seen immediately and demonstrating success can take years.<sup>416</sup> Healing practices that facilitate indigenous identity for Aboriginal people need to build in measures or approaches to increase the "staying power" of the changes made. Ideally, the practices offered or implemented should be chosen for their long-term effects of identity building and maintenance rather than short-term results,<sup>417</sup> which requires sustained funding.

### Indicators:

Policy or Systems Change

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<sup>413</sup> Scott, K. 2003. Funding Matters: The Impact of Canada's New Funding Regime on Nonprofit and Voluntary Organizations. Kanata, ON: Canadian Council on Social Development. Page 4.

<sup>414</sup> Scott, K. 2003. Funding Matters: The Impact of Canada's New Funding Regime on Nonprofit and Voluntary Organizations. Kanata, ON: Canadian Council on Social Development. Page 4.

<sup>415</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 18.

<sup>416</sup> Pinnow, J. 2009. Aboriginal People Helping Aboriginal People: decreasing social exclusion and increasing social ties. FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>417</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 48.

## ETHNO-CULTURAL COUNCIL OF CALGARY

### • Leadership Engagement, Action, and Development Program

#### THEORY OF CHANGE:

**Need:** Calgary's visible minorities continue to experience economic, social and political disparities, amidst the marked increase in the visible minority population.<sup>418 419</sup> Visible minorities experience low rates of civic and political participation, lower employment rates, below-average income levels, low levels of life satisfaction, disproportionate incidences of discrimination, and lack a sense of belonging.<sup>420</sup> Discrimination remains an ongoing concern for visible minorities in Calgary, a factor that slows down integration into Canadian society.<sup>421</sup>

**Goal:** To increase the level of community leadership, civic participation, community volunteerism, and cross-cultural collaboration among visible minorities in advancing sustainable solutions to issues important to Calgarians of ethnocultural backgrounds.

**Strategy:** The Leadership Engagement, Action and Development Program (LEAD) provides extensive leadership training to 30 to 40 ethno-culturally diverse community leaders and volunteers per year. LEAD offers three to four leadership training sessions per month. Modules include Community Leadership Core Competencies; Community Action Planning and Implementation; Communication and Facilitation; Neighbourhood Engagement; Working with Government; Fundraising and Resource Mobilization; and additional topics based on requests from participants. Participants are expected to develop and implement community action plans in collaboration with their communities and are provided assistance through mentorship and follow-up meetings. LEAD conducts post-test surveys and observations to assess the progress of trained leader-volunteers three to six months after completion of the training sessions.

**Rationale:** LEAD incorporates emerging practices in leadership development among visible minority communities based on the work of the Highlander Centre, the Maytree Foundation's DiverseCity initiative and the Pathways to Change Model developed for the Department of Canadian Heritage.<sup>422 423 424</sup> While working on a smaller scale, LEAD incorporates promising practices such as individual leadership development, issue analysis, strengthening grassroots organizations, efforts to increase diversity in government, support for community and corporate leadership, developing networks of participation, and conducting broad awareness campaigns.

#### Indicators:

# 6 – Social Inclusion – Social Participation

# 7 – Social Inclusion – Participation in Neighbourhood

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<sup>418</sup> Statistics Canada. 2003. Ethnic Diversity Survey: Portrait of a Multicultural Society. Ottawa: Statistics Canada. Pages 16 and 18.

<sup>419</sup> Berthelot, J.M, F. Gendron, E. Ng, and R. Wilkins. 2005. Dynamics of Immigrants' Health in Canada: Evidence from the National Population Health Survey. Catalogue 82-618. Ottawa: Statistics Canada. Page 6.

<sup>420</sup> Reitz, J., and R. Banerjee. 2007. "Racial Inequality, Social Cohesion, and Policy Issues in Canada." In Banting, K., T.J. Courchene, and F.L. Seidle (eds.). *Belonging? Diversity, Recognition and Shared Citizenship in Canada*. Montreal: Institute for Research on Public Policy. Pages 489-545.

<sup>421</sup> 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 6 and 13.

<sup>422</sup> Hernandez, M., and F. Arguelles. 2009. *Building Immigrant Leaders in the South: INDELI 2004-2006*. New Market, TN: Highlander Research and Education Center.

<sup>423</sup> Krywulak, T., and A. Sisco. 2008. *The Value of Diverse Leadership*. Ottawa: Conference Board of Canada.

<sup>424</sup> Averill, N. 2008. *Diversity Matters: Changing the Face of Public Boards*. Toronto: Maytree.

## FAMILIES MATTER SOCIETY OF CALGARY

### • CAS, Fun Ventures Program

#### THEORY OF CHANGE:

**Need:** Research shows that for at-risk children and youth, participation in youth development programming can afford protective or buffering factors that can offset multiple risk factors.<sup>425</sup> It is also important to assist vulnerable families or vulnerable family members through child development and after-school programs in impoverished neighbourhoods.<sup>426</sup>

**Goal:** To increase self-esteem and respect for others, develop good social skills, and ensure optimal growth and health for children and youth through developmentally appropriate programs that enhance school readiness and school success.

**Strategy:** Fun Ventures uses SAFE strategies (sequenced, active, focused, and explicit) to ensure positive impacts on academic, social, emotional and other developmental outcomes.<sup>427</sup> Program staff includes a staff person trained in child and youth development, youth assistants, and volunteers. The program includes sports, art, music, and dance, as well as reflective activities facilitated by qualified child and youth care staff. Opportunities are provided for youth to work on their homework. The program is offered twice a week in seven week cycles at two high needs schools.

**Rationale:** Research shows that effective after-school programming that is integrated in a school setting can increase school engagement. Student involvement in sports, the arts, and other activities increases their school engagement. Effective after-school programming improves academic performance. Teachers periodically comment on students' improved mastery of science concepts following outdoor extended learning expeditions and on students' strengthened math and reading skills after receiving additional support during out-of-school time.<sup>428</sup>

#### Indicators:

- # 22 – Children – Grades 4-6 School Engagement, Success
- # 26 – Children – Grades 4-6 Helps and Respects Others
- # 32 – Youth – Grades 7-12 Engagement in Community
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 42 – Children – Grades 4-6 Activities
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



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<sup>425</sup> Cooper, Merrill. 2009. "Programs targeting child and youth development." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Pages 2-3.

<sup>426</sup> Cooper, Merrill. 2009. "Child and youth development." Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No. 5. Calgary: City of Calgary, FCSS Calgary. Page 11.

<sup>427</sup> 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 5.

<sup>428</sup> Little, P.M.D., C. Wimer, and H.B. Weiss. 2008. After-School Programs in the 21st Century: Their potential and what it takes to achieve it. Cambridge, MA: Harvard Family Research Project. Page 1.

## FAMILIES MATTER SOCIETY OF CALGARY

### • Parent Support Services

#### THEORY OF CHANGE:

**Need:** Parenting is probably the most important public health issue facing our society.<sup>429</sup> Families who are marginalized by race, socio-economic status or disability are much more susceptible to the damaging impact of stress on their individual and family well-being.<sup>430</sup> Strengthening families and supporting positive parenting are effective means of preventing the intergenerational cycle of poverty and social exclusion.<sup>431</sup>

**Goal:** To help create and sustain healthy and resilient families and build strong communities.

**Strategy:** Families Matter operates community-based drop-in resource centres that serve as welcoming hubs where families can access a full suite of programs and services. Parents, grandparents, and caregivers visiting these centres with their infants and preschool-age children participate in a variety of learning experiences designed to enhance parenting skills and childhood development, create a sense of community connection, provide access to information about other community resources, and connect with specialists as needed. Programs are offered weekdays, evenings, and Saturdays. A wide range of parenting workshops and classes using adult learning approaches are offered at a variety of community locations. Classes are one to two hours long and are presented as series that last five to eight weeks. Staff also visit families at home in 20-visit cycles to provide individualized parent coaching. They also facilitate weekly two-hour support groups for parents experiencing mental health issues, including postpartum depression. Telephone support is also provided to answer parenting questions, provide postpartum support, and connect parents to Families Matter and other community resources.

**Rationale:** All delivery methods and curricula draw on best practices research in programming such as Kumpfer's parenting program effectiveness.<sup>432</sup> Research shows that to achieve maximum potential, family support initiatives must accommodate the dynamic nature of family life and build on the fact that all families travel through transitional stages.<sup>433</sup> There is now "a large and convincing body of research evidence indicating that community-based parent support programs operated in a family-centered manner increase parents' sense of parenting confidence and competence."<sup>434</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>429</sup> Hoghughi, Masud. 1998. "The importance of parenting in child health." *British Medical Journal* 316(7144): 1545-1550.

<sup>430</sup> Vanier Institute of the Family. 2010. "Families and Stress." *Families Count: Profiling Canada's Families IV*. Ottawa: Vanier Institute of the Family. Page 152.

<sup>431</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>432</sup> Kumpfer, K.L. 1999. *Strengthening America's Families: Exemplary Parenting and Family Strategies for Delinquency Prevention*. Washington: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

<sup>433</sup> Vanier Institute of the Family. 2010. "Supporting Families." *Families Count: Profiling Canada's Families IV*. Ottawa: Vanier Institute of the Family. Page 169.

<sup>434</sup> Cooper, Merrill. 2009. "Parenting programs." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 20.

## FAMILIES MATTER SOCIETY OF CALGARY

### • Successful Young Parents Program

#### THEORY OF CHANGE:

**Need:** Families headed by single mothers are more likely to endure a cycle of inter-generational poverty, which carries risks for children of all ages. Young parents (aged 15 to 22) are at risk of social isolation and of being unable to parent their children using a positive, authoritative approach. They are not fully mature themselves and are typically undereducated, under- or unemployed, lack family or other support, and experience housing instability, factors that contribute to poor parenting.<sup>435</sup>

**Goal:** To affirm the strengths of young parents and help them to connect with other families in their community, learn and practise parenting strategies that will enable them to provide respectful and useful tools to guide their children's development, and gain knowledge and confidence in their ability to handle stressful family situations.

**Strategy:** In the one-on-one program stream, clients meet with a Parent Educator for approximately two and a half hours per week for 12 weeks to discuss progress on the parent's self-identified goals. Staff use coaching and teaching strategies including modelling child care and play activities to help parents learn about child development and positive child behaviour management. Staff members also build parents' awareness of community resources and how to access them. In the group stream, clients participate in facilitated learning focused on improving knowledge of child development, play based learning, language and early literacy development, and child health and nutrition. The curriculum includes communication skills, parenting styles, organization skills, and positive parenting strategies. Emphasis is placed on using reflective practices to gain self-awareness and promote change. Groups generally include six to eight participants and run for two hours per week for 10 weeks.

**Rationale:** All delivery methods and curricula draw on best practices research in programming such as Kumpfer's parenting program effectiveness.<sup>436</sup> The program employs successful methods such as using qualified staff with both theoretical grounding and practical experience, targeting a clearly defined group of people with common needs, and lasting from the prenatal period into the child's second year.<sup>437</sup> Using a combination of individual and group parent training is the most effective approach to building skills that foster social connections.<sup>438</sup> Researchers conclude that there is now "a large and convincing body of evidence indicating that community-based parent support programs operated in a family-centered manner increase parents' sense of parenting confidence and competence."<sup>439</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>435</sup> Lipman, E.L., M.H. Boyle, M.D. Dooley, and D.R. Offord. 2002. "Child well-being in single mother families." *Journal of the American Academy of Child and Adolescent Psychiatry* 41(1): 75-82.

<sup>436</sup> Kumpfer, K.L. 1999. *Strengthening America's Families: Exemplary Parenting and Family Strategies for Delinquency Prevention*. Washington: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

<sup>437</sup> Kumpfer, K.L., and R. Alvarado. 2003. "Family strengthening approaches for the prevention of youth problem behaviours." *American Psychologist* 58(6/7): 457-465.

<sup>438</sup> Cooper, Merrill. 2009. "Parenting programs." Outcome: Positive Parenting and Family Functioning. FCSS Research Brief #2. Calgary: City of Calgary, FCSS Calgary. Page 22.

<sup>439</sup> Cooper, Merrill. 2009. "Parenting programs." Outcome: Positive Parenting and Family Functioning. FCSS Research Brief #2. Calgary: City of Calgary, FCSS Calgary. Page 20.

## THE FURTHER EDUCATION SOCIETY OF ALBERTA

### • Family Literacy Program

#### THEORY OF CHANGE:

**Need:** Forty-two per cent of Canadians have low literacy skills, 15 per cent have serious problems with any print material, and 27 per cent can only manage simple reading tasks.<sup>440</sup> Less than 10 per cent of Canadians who could benefit from literacy programs actually enroll because of barriers such as job or money problems, lack of confidence, lack of child care, and lack of transportation.<sup>441</sup> Studies show that literacy rates affect employment, health and positive community involvement. Raising literacy rates in society will also help prevent and reduce crime, as low literate citizens are statistically more likely to be involved in crime, either as an offender or victim.<sup>442</sup>

**Goal:** To build literacy within entire families by increasing adult literacy and parenting skills and devising strategies to enable parents to support children's literacy development.

**Strategy:** The program uses the award winning Literacy and Parenting Skills curricula and training, which includes adaptations for English as a Second Language, Aboriginal learners, and supplementary materials. The approach builds on client strengths. Sessions are free of cost to participants and are designed to build peer support, respond to individual needs, be culturally sensitive, and increase individual capacity. As participants cover topics related to parenting, they focus on reading and writing skills, language, building confidence, and practising new parenting skills. As they gain confidence, they are connected to other programs and are encouraged to think about new goals and next steps in their education. The program partners with over 35 Calgary organizations. Partner agencies register participants and provide space, snacks, volunteers, and counselling and help program facilitators understand the clients' specific needs and circumstances. Participants, facilitators and agency partners evaluate all programs. Summative and formative evaluations are conducted and results are used to improve the work. Program schedules are flexible to suit learner needs. Each group of about eight participants receives 30 to 36 program hours over approximately 12 weeks, with about 10 programs offered annually.

**Rationale:** Family literacy training is a family-centred, evidence-based educational approach that can improve the literacy skills of both parents and children. Family literacy offers more than educational benefits. It can enhance bonds between parents and children, strengthen connections between families and schools, and revitalize neighbourhood networks, leading to stronger communities.<sup>443</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>440</sup> Statistics Canada. 2008. Adult Literacy and Life Skills Survey: Public use Microdata File. Catalogue No. 89M0016XCB. Ottawa: Statistics Canada. Record number: 4406.

<sup>441</sup> ABC Canada Literacy Foundation. 2001. Who Wants to Learn? Don Mills, ON: ABC Canada Literacy Foundation. Page 11.

<sup>442</sup> Canadian Association of Chiefs of Police. 2008. "Who are the People with Low Literacy in Canada?" Literacy and Policing in Canada: Target Crime with Literacy. Fact Sheet 2. Kanata, ON.: Canadian Association of Chiefs of Police. Pages 1-2.

<sup>443</sup> Council of Ministers of Education, Canada. 2008. United Nations Literacy Decade 2003-2012: Progress Report for Canada 2004-2006. Toronto: Council of Ministers of Education, Canada. Page 19.

## GOLDEN AGE CLUB SOCIETY

### • Seniors Programs

#### 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.<sup>444</sup>

**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.<sup>445</sup> 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.<sup>446</sup> 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.<sup>447</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>448</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>444</sup> 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.

<sup>445</sup> 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.

<sup>446</sup> 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.

<sup>447</sup> 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.

<sup>448</sup> Cattán, M., M. White, J. Bond, and A. Learnmouth. 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.

## GOOD COMPANIONS 50 PLUS CLUB

### • Seniors Programs

#### 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.<sup>449</sup>

**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.<sup>450</sup> 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.<sup>451</sup> 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.<sup>452</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>453</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>449</sup> 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.

<sup>450</sup> 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.

<sup>451</sup> 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.

<sup>452</sup> 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.

<sup>453</sup> 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.

## THE GREATER FOREST LAWN SENIOR CITIZENS SOCIETY

- **Mow and Snow**

### 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.<sup>454</sup>

**Goal:** To promote independence and self-sufficiency, and reduce social isolation among socially isolated low-income seniors living in their own homes by providing affordable yard maintenance services accompanied by regular brief social interaction and monitoring.

**Strategy:** The Mow and Snow program provides an outreach yard maintenance service to elderly low-income seniors who lack these instrumental social supports. This assists these seniors to maintain their independence and self-sufficiency while continuing to live in their own homes. The yard maintenance workers also provide a form of regular social contact for the senior, which allows for general monitoring of the senior's ongoing health and ability status (informal gatekeeping). For those seniors who appear to be failing in their independence, the maintenance worker alerts the seniors centre staff, who ensure that appropriate referrals and connections are made for outreach assessment and support. Seniors using yard maintenance services are also connected to the seniors centre by being provided with regular information and communication about social activities and engagement opportunities. This information on programs and services is provided by the maintenance worker and through the senior centre's newsletter, which all Mow and Snow clients receive even if they are not registered members of the centre. Mow and Snow services are offered weekly, biweekly, or as needed for snow shovelling for a minimal fee.

**Rationale:** The focus of the extensive body of literature of seniors' social isolation is on preventing the serious physical and mental health and quality of life problems that are often experienced by socially-isolated seniors. Research indicates that "gatekeeper" programs like Mow and Snow are a successful way to identify and refer socially isolated, at-risk older adults residing in their own homes to useful programs and services.<sup>455 456</sup> In addition, helping low-income seniors to decrease their living expenses by helping them to obtain more affordable services (geared to income) such as Mow and Snow may indirectly prevent or reduce social isolation by freeing up the means to increase their social engagement.<sup>457</sup>

### Indicators:

# 14 – Individual / Family Poverty – Perceptions

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<sup>454</sup> 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.

<sup>455</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 14.

<sup>456</sup> Findlay, R. 2003. "Interventions to reduce social isolation amongst older people: Where is the evidence?" Ageing & Society 23: 647-658.

<sup>457</sup> Nicholson, N.R. 2012. "A review of social isolation: An important but under-assessed condition in older adults." Journal of Primary Prevention 33(2-3): 137-152.

## THE GREATER FOREST LAWN SENIOR CITIZENS SOCIETY

### • Seniors Programs

#### 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.<sup>458</sup>

**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.<sup>459</sup> 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.<sup>460</sup> 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.<sup>461</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>462</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>458</sup> 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.

<sup>459</sup> 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.

<sup>460</sup> 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.

<sup>461</sup> 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.

<sup>462</sup> 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.

## HILLHURST-SUNNYSIDE COMMUNITY ASSOCIATION

### • Community Assistance for Seniors

#### THEORY OF CHANGE:

**Need:** Risk factors leading to social isolation include age over 75, living alone, low income, lower education, single or widowed, transportation difficulties, and activity limitations.<sup>463</sup> The 2009 Census for Calgary lists a total senior population for 13 communities in northwest and northeast Calgary of 7,313, with 4,337 of those being 75 or older. Of these seniors, 2,245 live alone. The median income for Calgary seniors is \$22,625 and 1,343 seniors in these 13 communities have low income.<sup>464</sup>

**Goal:** To provide services to seniors that will have as little impact on their disposable income as possible, by charging minimum fees and accessing funding supports when possible so as to help maintain current social networks around the seniors' place of residence, allowing seniors to continue to remain socially active and connected to their community.

**Strategy:** The Community Assistance for Seniors program provides access to support services including housekeeping, yard work, and snow removal, as well as home maintenance for minor repairs as requested or identified. Staff training includes a gatekeeper aspect to enable them to identify signs of risk among program clients. Regular contact with the Coordinator helps to identify client needs and make referrals as required. A Senior Friendly Visiting component provides social interaction on a weekly basis.

**Rationale:** Research indicates that social isolation can be prevented or reduced by enhancing protective factors. Accessible and affordable support services provide the opportunity to exercise social skills, increase the ability of low-income seniors to continue to maintain connections and social ties in their community, and allow low-income seniors to use more of their limited income for other purposes.<sup>465</sup> Best and promising practices revolve around providing the opportunity to interact with other seniors and people in other age groups (staff and volunteers), gatekeeper training, identifying risks, flexibility in service delivery, linking to an access point for supports, and yearly evaluation to improve the program to meet the senior's needs.<sup>466 467 468</sup>

#### Indicators:

# 14 – Individual / Family Poverty – Perceptions

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<sup>463</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 12.

<sup>464</sup> City of Calgary. 2009. Calgary Community Statistics on Seniors. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning. Data compiled from online profiles for Bridgeland/Riverside, Crescent Heights, Hillhurst, Hounsfeld Heights/Briar Hill, Mayland Heights, Parkdale, Renfrew, St. Andrews Heights, Sunnyside, Tuxedo, University Heights, West Hillhurst, and Winston Heights/Mountview. Pages 1, 2, and 4.

<sup>465</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

<sup>466</sup> Fine, M., and R. Spencer. 2009. Social Isolation: Development of an Assessment Tool for HACC Services. Sydney: Centre for Research on Social Inclusion, Macquarie University. Pages 15-17 and 40-46.

<sup>467</sup> 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 13-14.

<sup>468</sup> Cohen, M., A. McLaren, Z. Sharman et al. 2006. From Support to Isolation: The High Cost of BC's Declining Home Support Services. Vancouver: Canadian Centre for Policy Alternatives, BC Office. Pages 12, 13, and 43.

## HILLHURST SUNNYSIDE COMMUNITY ASSOCIATION

### • Community Outreach Program

#### THEORY OF CHANGE:

**Need:** There are a significant number of vulnerable individuals living in Hillhurst and Sunnyside including many lone-parent families, new immigrants, families escaping domestic violence, and vulnerable youth. There are over 1,200 new immigrants in the area, with 850 (16.6 per cent of the population) in Hillhurst and 415 (12.4 per cent of the population) in Sunnyside.<sup>469 470</sup> Among all families with children in each of the two communities, approximately 35 per cent of them are headed by a lone parent, with 240 lone-parent families in Hillhurst and 85 in Sunnyside.<sup>471 472</sup>

**Goal:** To increase social capital and strengthen families among vulnerable residents of Hillhurst-Sunnyside, contributing to their increased social inclusion.

**Strategy:** Programs and services are provided to vulnerable residents of Hillhurst-Sunnyside, including new immigrants and lone-parent families. Practice English for NewComers is offered three times per year for vulnerable immigrants. Sessions run 1.5 hours per week for 12 weeks. Participants are encouraged to build strong relationships, develop social networks, and increase their ability to speak English as a Second Language. The Parenting Program is offered three times per year, targeting lone-parent families. Sessions run one and a half hours per week for eight weeks. The program covers topics included in the Triple P Positive Parenting Program, with guest speakers, and other supplementary content based on issues identified by participants. The program encourages participants to build strong, supportive relationships and increase their parenting skills to help strengthen families.

**Rationale:** Research shows that socially isolated individuals and families can benefit from positive social ties and strengthened social support systems. For low-income, isolated families, quality support systems “can dramatically improve positive parenting skills, family functioning, and child outcomes.”<sup>473</sup> Increasing social inclusion by improving resources, building social capital, and reducing economic strain positively impacts family stability and well-being and reduces barriers to participation in the community.<sup>474</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>469</sup> City of Calgary. 2012. Community Social Statistics: Hillhurst. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Page 5.

<sup>470</sup> City of Calgary. 2012. Community Social Statistics: Sunnyside. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Page 5.

<sup>471</sup> City of Calgary. 2012. Community Social Statistics: Hillhurst. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Page 4.

<sup>472</sup> City of Calgary. 2012. Community Social Statistics: Sunnyside. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Page 4.

<sup>473</sup> 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.

<sup>474</sup> Cooper, Merrill. 2009. “Vulnerable immigrants.” Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 2.

## HIV COMMUNITY LINK

- Strong Voices Program

### THEORY OF CHANGE:

**Need:** Aboriginal people continue to be significantly over-represented among Albertans with HIV/AIDS. In 2011, they accounted for 31 per cent of all newly diagnosed HIV infections among women and the rate of new HIV infection was five times higher than among non-Aboriginal people.<sup>475</sup> Key social determinants of HIV vulnerability, which include addictions, mental health, poverty, and violence, are symptoms of intergenerational trauma.

**Goal:** To reduce HIV vulnerability, enhance resiliency, address systemic determinants of health, and ensure Aboriginal populations at risk of or affected by HIV have access to a continuum of holistic and culturally integrated healing practices that will move individuals and communities along a path of well-being.

**Strategy:** Interventions such as healing practices are delivered in the context of broader systemic interventions related to social determinants of health, psychosocial impacts, and intergenerational trauma. The program includes two primary components: (1) holistic, long-term supportive case-management provided through regular outreach, and (2) multi-session prevention education programming. A minimum of 25 clients are engaged through case management based outreach, which occurs three times per week and lasts up to 52 weeks. Clients are provided with opportunities for coordinated and client-directed support services, personal skill building, empowered decision making, and a strengthened sense of cultural belonging. The prevention education component is offered four times per year, engaging up to 50 other participants in multi-session educational workshops. Activities integrate traditional worldviews, practices, and protocols through storytelling, sharing circles, and arts-based therapies. This component includes five sessions that run two to three hours each on a weekly, bi-weekly or monthly schedule (as best meets participant needs). Program activities are offered at social and health service organizations, public gathering areas, and at HIV Community Link's downtown community centre.

**Rationale:** Aboriginal Calgarians at risk of or affected by HIV/AIDS are best served through interdependent healing processes originating within the affected community.<sup>476</sup> As the Aboriginal HIV epidemic is a symptom of colonization and intergenerational trauma, promising practices to build social inclusion are the foundation of prevention strategies.<sup>477 478</sup> Indigenous identity is strengthened through activities including spiritual practice and cultural gatherings.<sup>479</sup>

### Indicators:

- # 4 – Positive Social Ties and/or Bonding Social Capital
- # 49 – Historical Aboriginal Knowledge
- # 50 – Sense of Cultural Belonging and Feeling Supported

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<sup>475</sup> Government of Alberta. 2012. HIV & AIDS in Alberta: 2011 Annual Report. Edmonton: Alberta Health, Surveillance and Assessment. Pages 9 and 13.

<sup>476</sup> Barker, C., and A. Dion. 2012. "Trauma and First Nations Peoples." Presentation. Legacy Education: Knowledge to Support Families Symposium on Understanding Impacts of Residential Schools on Families, Addictions and Violence. October 11-12, 2012. Calgary, AB. Slide 27.

<sup>477</sup> Hunter, B. 2009. "Indigenous Social Exclusion: Insights and Challenges for the Concept of Social Inclusion." Australian Institute of Family Sciences: Family Matters No. 82: 52.

<sup>478</sup> Native Mental Health Association of Canada. 2010. Building Bridges 2: A Pathway to Cultural Safety, Relational Practice and Social Inclusion – Final Report. Guelph, ON: Mood Disorders Society of Canada. Pages 15-16.

<sup>479</sup> Goodwill, A.O., and R. McCormick. 2012. "Giiibinenimidizomin: Owning Ourselves – Critical Incidents in the Attainment of Aboriginal Identity." Canadian Journal of Counselling and Psychotherapy 46(1): 21-34.

## HOSPICE CALGARY SOCIETY

### • Child, Youth and Family Services

#### THEORY OF CHANGE:

**Need:** Over 6,400 deaths per year occur within Calgary, impacting an estimated 4,500 children or teens under the age of 19 who are bereaved and at risk for negative outcomes such as depression, anxiety, post-traumatic stress, and lower academic success.<sup>480</sup> Death of a parent means that children are often living in lone-parent households that are impacted by economic challenges.

**Goal:** To build resiliency in bereaved children and youth, promote their emotional well-being, foster positive social ties, and reduce risky lifestyle behaviours.

**Strategy:** Intensive individual and family counselling is offered weekdays from 9 a.m. to 5 p.m. and some evenings at Hospice Calgary, in the client's home, or at school. Counsellors are certified, registered mental health professionals. While most clients access fewer than 10 to 15 sessions, longer-term assistance is available as needed. Psycho-educational bereavement groups are also offered three times per year. The Kid's Club is an eight-week closed group for children aged five to 12 and their parent or guardian. Dream Catchers is an eight to ten week group for bereaved teens. Groups are led by professionals and trained volunteers, using parent and teen mentors. They teach coping skills, increase knowledge of death and dying, facilitate the expression of feelings, and allow opportunities for participants to talk about the deceased.

**Rationale:** Children, teens, and parents who are not supported in their grief can develop emotional and mental health problems leading to social isolation and high-risk behaviours. A child's adjustment to death is heavily influenced by the stressful events that occur after the death including family distress, parent-child relationships, and the child's own protective resources. Interventions that decrease the child's exposure to the stress and increase the family's ability to cope with stressors build resiliency.<sup>481</sup> Research finds that an adverse childhood experience like the loss of a biological parent can link to mental health issues for which youth development programs offer protective factors.<sup>482</sup> Programs using group and individual counselling promote positive outcomes, including reduced problematic grief and improved developmental competencies.<sup>483</sup> Mentoring, accompanied by other support services, is effective for at-risk youth.<sup>484</sup> Research also points to the need for specialists to be educated on promoting positive parenting related to a bereaved child.<sup>485</sup>

#### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 27 – Children – Grades 4-6 Adult Confidant

# 29 – Youth – Grades 7-12 Adult Confidant

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

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

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<sup>480</sup> Haine, R.A., T.S. Ayers, I.N. Sandler, and S.A. Wolchik. 2008. "Evidence-Based Practices for Parentally Bereaved Children and Their Families." *Professional Psychology: Research and Practice* 39(2): 113-121.

<sup>481</sup> Sandler, I., S. Wolchik, and T. Ayers. 2008. "Resilience rather than recovery: A contextual framework on adaptation following bereavement." *Death Studies* 32(2): 59-73.

<sup>482</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>483</sup> Sandler, I., Y. Ma, J-Y. Tein et al. 2010. "Long-term Effects of the Family Bereavement Program on Multiple Indicators of Grief in Parentally Bereaved Children and Adolescents." *Journal of Consulting and Clinical Psychology* 78(2), 131-143.

<sup>484</sup> Cooper, Merrill. 2009. "Mentoring Programs." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>485</sup> Horsley, H. and T. Patterson. 2006. "The Effects of a Parent Guidance Intervention on Communication among Adolescents who Have Experienced the Sudden Death of a Sibling." *The American Journal of Family Therapy* 34: 119-137.

## HULL SERVICES

- Braiding the Sweetgrass

### 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.<sup>486</sup>

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

**Strategy:** Change strategies involve a blending of traditional Aboriginal activities and Western therapies that wrap participants in Aboriginal culture; use Aboriginal spiritual practices that include the Sweat Lodge, the Pipe, Elder guidance, and smudging; and use the trauma-informed lens of the Neurosequential Model of Therapeutics. One cohort of eight to ten families will run each year from March to December. 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 will address trauma effects through healthy parenting strategies, self-awareness and capacity building, and improved individual coping mechanisms. Children participate in culturally-based activities that facilitate the building of trusting relationships, introduce repetitive patterned activities (e.g., drumming) that foster greater self-regulation, and create opportunities for connection to their community and culture. 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 culture.<sup>487</sup> These include feasts and sharing of 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.<sup>488</sup> 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,<sup>489</sup> and (3) the regulation of current stress and behaviour.<sup>490</sup>

### Indicators:

- # 19 – Family Cohesion – Parent / Adult Questions
- # 49 – Historical Aboriginal Knowledge
- # 50 – Sense of Cultural Belonging and Feeling Supported

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<sup>486</sup> 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.

<sup>487</sup> 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.

<sup>488</sup> 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.

<sup>489</sup> Archibald, L. 2006. "A Framework for Understanding Trauma and Healing." Final Report of the Aboriginal Healing Foundation, Volume II: Promising Healing Practices in Aboriginal Communities. Ottawa: Aboriginal Healing Foundation. Pages 15-18.

<sup>490</sup> 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

- **Mentors Matter**

### THEORY OF CHANGE:

**Need:** Many of the youth served by Hull programs have had adverse childhood experiences and lack caring and supportive adults in their lives. These experiences can lead to developmental delays, mental health issues, lack of positive relationships, and attachment disorders.<sup>491</sup> A lack of social ties means that vulnerable youth are less able to access support services and less able to participate in the community.<sup>492</sup>

**Goal:** To enhance the lives of youth lacking caring adult support in their lives through sustained positive relationships with adult mentors.

**Strategy:** Mentor volunteers include community members who have similar interests to the youth. Mentors provide support to children and youth, aged nine to 17 in residential facilities and community or school settings. In accordance with best practices, volunteer mentors are given 15 to 20 hours of orientation and training, ongoing supervision, and mentor/mentee relationship support. Mentors are matched with Hull clients for one-to-one mentoring that takes place once per week for a year. Developmental goals may include academic support, social skill development, and improved self-esteem through the one-on-one support of the mentor. Team group mentoring is also available, where adults mentor a group of youth in a Hull Service program once per week for 10 to 12 weeks. Group mentoring activities may involve cooking, yoga, music classes, and other activities.

**Rationale:** Mentoring is a proven practice for enhancing positive child and youth development. Research has shown that mentoring programs are most effective when participating youth have pre-existing difficulties or have been exposed to significant levels of environmental risk, when matching is based on a similarity of interests, when there is a good fit between the mentor's background and the program goals, and when activities support the mentor as a role model.<sup>493</sup> Mentor/mentee relationships provide youth with a positive role model and an adult confidant. Positive relationships with caring adults can enhance self-esteem, resilience, social competence, physical well-being, academic achievement, appropriate behaviours, and a sense of belonging. Mentor relationships can also reduce substance abuse and violence recidivism.<sup>494</sup>

### Indicators:

# 27 – Children – Grades 4-6 Adult Confidant

# 29 – Youth – Grades 7-12 Adult Confidant

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

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

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<sup>491</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive Child and Youth Development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 1.

<sup>492</sup> Cooper, Merrill. 2009. "Mentoring Programs." Outcome: Positive Child and Youth Development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>493</sup> DuBois, D.L., N. Portillo., J.E. Rhodes et al. 2011. "How Effective are Mentoring Program for Youth? A Systematic Assessment of the Evidence." Association for Psychological Science 12(2): 57-58.

<sup>494</sup> Sipe, C.L. 2002. "Mentoring Programs for Adolescents: A Research Synthesis." Journal of Adolescent Health 31(6): 252.

## HULL SERVICES

- New Roads

### THEORY OF CHANGE:

**Need:** Young people designated as serious habitual offenders by Calgary Police Service share consistent risk factors that predate their entry into the youth justice system at age 12. These include direct exposure to domestic violence (68.8 per cent), formal involvement with Children’s Services (75 per cent), and multiple mental health diagnoses (73.7 per cent).<sup>495</sup> Many children under age 12 with early disruptive behaviour problems continue this pattern into adolescence and adulthood. From longitudinal studies of aggression or violent juvenile offenders, the peak age of offending in adolescence is 14 and many children had identifiable behaviour problems at age seven. This provides about five years to change the path of an antisocial child before they are engaged in the youth justice system.<sup>496</sup>

**Goal:** To provide children and their caregivers with social and coping skills that instill a stronger sense of self-reliance, improved impulse control, and increased social competence in order to prevent children from entering into the youth justice system or Children’s Services.

**Strategy:** New Roads is based on the SNAP<sup>®</sup> (Stop Now and Plan) program, which is an evidence-based early intervention and prevention program for children and their caregivers. The components, curricula and interventions of New Roads are based on the SNAP<sup>®</sup> model’s research. New Roads offers concurrent parent/caregiver and children’s education groups that run for one and a half hours weekly for 13 weeks; a weekly recreation group; a weekend Family Support Camp at YMCA Camp Chief Hector, offered twice each summer to families participating in New Roads; in-home support; mentoring; school advocacy; leadership development; an arson prevention program; victim restitution; and after care support for parents.

**Rationale:** When antisocial behaviours are not addressed early, the prognosis is quite poor.<sup>497</sup> Criminology research consistently demonstrates that a small number of offenders are responsible for the largest volume of crime, which means that special attention should be paid to the “early starters” as they are most likely to become members of this minority.<sup>498</sup> Intervening earlier rather than later produces better life outcomes for antisocial children, their families, and potential victims of crime. Significant improvements are seen after treatment in terms of externalizing behaviours, internalizing behaviours, and social competency.<sup>499</sup>

### Indicators:

- # 26 – Children – Grades 4-6 Helps and Respects Others
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 35 – Children – Grades 4-6 Ability to Cope Effectively with Challenges
- # 36 – Children – Grades 4-6 Pro-Social Attitudes, Clear Values

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<sup>495</sup> MacRae, L.D., L.D. Bertrand, J.J. Paetsch et al. 2009. A Study of Youth Reoffending in Calgary. Calgary, AB: Canadian Research Institute for Law and the Family. Pages 41-42.

<sup>496</sup> Child Development Institute. 2010. “SNAP: Frequently Asked Questions.” SNAP<sup>®</sup>: Stop Now and Plan. Website. <http://www.stopnowandplan.com/faq.php>.

<sup>497</sup> Child Development Institute and Astwood Corporation. “Background.” 2012 Kids Not Cons Summit. Website. <http://www.kidsnotcons.com/welcome.html>.

<sup>498</sup> MacRae, L.D., L.D. Bertrand, J.J. Paetsch et al. 2009. A Study of Youth Reoffending in Calgary. Calgary, AB: Canadian Research Institute for Law and the Family. Page 1.

<sup>499</sup> Child Development Institute. 2010. “SNAP: Frequently Asked Questions.” SNAP<sup>®</sup>: Stop Now and Plan. Website. <http://www.stopnowandplan.com/faq.php>.

## HULL SERVICES

- PatchWorks

### 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.<sup>500</sup> Limited access to basic resources, unstable environments, inter-spousal conflict and economic strain are factors which individually and collectively threaten healthy family functioning.<sup>501</sup>

**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).<sup>502, 503, 504, 505</sup> 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.<sup>506</sup> 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

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<sup>500</sup> City of Calgary. 2003. Fact Sheet: Poverty in Calgary. Calgary: City of Calgary, CNS, Social Research Unit.

<sup>501</sup> Kaiser, A.P., and E.M. Delaney. 1996. "The Effects of Poverty on Parenting Young Children." *Peabody Journal of Education* 71 (4), 66-85.

<sup>502</sup> Magnusson, K.C. 1995. Five Processes of Career Planning. ERIC Digest No. EDO-CG-95-65. Ottawa: Canadian Guidance and Counselling Foundation.

<sup>503</sup> 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.

<sup>504</sup> 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.

<sup>505</sup> 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.

<sup>506</sup> 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.

## HULL SERVICES

### • Roots of Empathy

#### THEORY OF CHANGE:

**Need:** The Government of Alberta recognizes that broad-based work needs to be done across government ministries and in communities to ensure that Alberta's children and youth are well cared for, safe, successful at learning, and healthy. Among other desirable outcomes, children and youth should be safe and free from abuse or neglect, practice healthy behaviours, and be supported in a successful transition to adulthood.<sup>507</sup>

**Goal:** To foster the development of empathy; develop emotional literacy; reduce levels of bullying, aggression and violence; promote children's pro-social behaviours; increase children's knowledge of human development, learning and infant safety; and prepare students for responsible citizenship and responsive parenting.

**Strategy:** Roots of Empathy is an evidence-based program that uses the universal access point of education to deliver messages that can prevent injury and abuse, and reduce violence and aggression. Agencies working in schools provide staff trained as Roots of Empathy instructors. This gives agencies an opportunity to work with children in the classroom, and connect them to other programs and services if necessary, providing wrap-around services. Over a 27-week period, with the assistance of a Roots of Empathy instructor, students observe the interaction and attachment of a parent and baby. Students gain an understanding of the baby's growth and development, how to observe cues and respond appropriately, and gain information related to safety. Students also learn to identify, label and discuss their own and others' feelings, leading to increased emotional literacy. Recognizing emotions and understanding how actions affect others decreases the likelihood that students will physically, psychologically, and emotionally hurt each other. The program teaches perspective-taking (the cognitive aspect of empathy); problem-solving, collaboration and consensus-building; and inclusion, by involving families from diverse ethnic and cultural backgrounds with physically or developmentally challenged infants.

**Rationale:** Roots of Empathy has shown consistently positive outcomes over various evaluation years, geographic areas, samples, methodologies and data sources, and has been named a model community program in several studies.<sup>508 509 510</sup> An evaluation of program outcomes found decreased aggression; increased pro-social behaviour (i.e., sharing, cooperating; increased social and emotional understanding); increased knowledge of parenting; and increased perceptions of a caring classroom environment.<sup>511</sup>

#### Indicators:

- # 26 – Children – Grades 4-6 Helps and Respects Others
- # 31 – Youth – Grades 7-12 Good Social Skills
- # 36 – Children – Grades 4-6 Pro-Social Attitudes, Clear Values
- # 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values



<sup>507</sup> Alberta Human Services. 2012. Alberta Children and Youth Initiative. Edmonton: Alberta Human Services, Alberta Children and Youth Initiative. Website. <http://www.humanservices.alberta.ca/department/15784.html>.

<sup>508</sup> McCain, M., and J.F. Mustard. 1999. Early Years Study: Reversing the Real Brain Drain. Toronto: The Founders' Network. Page 240.

<sup>509</sup> McCain, M., and J.F. Mustard. 2002. The Early Years Study: Three Years Later. From Early Child Development to Human Development: Enabling Communities. Toronto: The Founders' Network. Page iii.

<sup>510</sup> McCain, M., and J.F. Mustard. 2002. Early Child Development in British Columbia: Enabling Communities. Toronto: The Founders' Network. Page 40.

<sup>511</sup> Roots of Empathy. 2008. Roots of Empathy: A Summary of Research Studies Conducted 2000-2007. Toronto: Roots of Empathy. Page 2.

## HULL SERVICES

### • Volunteer Engagement in the South West Communities Resource Centre

#### THEORY OF CHANGE:

**Need:** The South West Communities Resource Centre (SWCRC) serves vulnerable families and individual residents in 28 south west Calgary communities. People accessing the SWCRC have insufficient household incomes to consistently meet their basic needs. As a result, they may face other risks such as precarious housing, unemployment and underemployment; addictions, domestic violence, parent-child conflict, poor health, social isolation, and depression.<sup>512</sup>

**Goal:** To engage residents of the SWCRC's 28-community service area in "closer-to-home" volunteering that supports the work of the SWCRC with vulnerable community members; increases tolerance, acceptance and trust among different social groups; and ultimately increases social inclusion and strengthens the social fabric and social infrastructure of their own communities.

**Strategy:** The SWCRC Volunteer program uses intentional strategies to increase both bonding and bridging social capital and to engage vulnerable and mainstream citizens in reciprocal, meaningful volunteer activities that benefit individuals, the organization and the community. A part-time Volunteer Specialist engages community residents in volunteerism as follows:

Engage clients in volunteer opportunities designed to build skills, experience, and social networks in areas such as administration, maintenance, and governance. Residents are also given opportunities to support the SWCRC by volunteering on the Board and doing fundraising.

Engage community residents in volunteer opportunities designed to support clients to build specific skills through programs such as Mastering the Mouse, a computer training program that runs twice every Wednesday, and Tutoring Tuesdays, a program for children and youth offered Tuesday evenings from 6:00 to 7:30 pm during the school year.

Engage youth in community service to help them develop skills and leadership ability. The Youth Council, aimed at youth aged 12 to 17, meets monthly at the Southland Leisure Centre from 4:15 to 6:00 pm. The focus is on leadership and project development, volunteering, and community action. Youth Council participants are also provided with opportunities to engage in other youth leadership programs.

**Rationale:** Engaging community residents of different backgrounds (age, expertise, socioeconomic status, and ethnicity) in volunteer activity within their community can decrease social isolation and increase social inclusion by strategically increasing social networks (bridging/bonding), increasing awareness of social issues, and building skills, experience and local leadership.<sup>513</sup> Volunteerism also benefits the organization by increasing effectiveness, legitimacy and sustainability.<sup>514</sup>

#### Indicators:

- # 6 – Social Inclusion – Social Participation
- # 22 – Children – Grades 4-6 School Engagement, Success
- # 23 – Youth – Grades 7-12 School Engagement, Success
- # 32 – Youth – Grades 7-12 Engagement in Community

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<sup>512</sup> 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.

<sup>513</sup> Kearny, James. 2003. "Volunteering: Social Glue for Community Cohesion?" Voluntary Action 6(1): 46.

<sup>514</sup> Haski-Leventhal, D. 2009. "Addressing Social Disadvantage through Volunteering." Sydney: Centre for Social Impact, Australian School of Business, University of New South Wales. Page 6.

## HUNTINGTON HILLS COMMUNITY ASSOCIATION

### • Single Parent Support Program

#### 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.<sup>515 516 517</sup> Research tells us that many lone parents are women living on low incomes and with very little social support.<sup>518</sup>

**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.<sup>519</sup> 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.<sup>520</sup> As well, "extensive research reveals that social support networks can act as a significant buffer to the debilitating effects of poverty."<sup>521</sup>

#### Indicators:

# 14 – Individual / Family Poverty – Perceptions

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

# 20 – Parenting – Parent Questions

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<sup>515</sup> City of Calgary. 2012. Community Social Statistics: Huntington Hills. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

<sup>516</sup> City of Calgary. 2012. Community Social Statistics: Beddington Heights. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

<sup>517</sup> City of Calgary. 2012. Community Social Statistics: Thorncliffe. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Page 4.

<sup>518</sup> 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.

<sup>519</sup> 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.

<sup>520</sup> 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.

<sup>521</sup> 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

### • CAS, Mosaic AfterSchool Program

#### THEORY OF CHANGE:

**Need:** Crimes committed by young people are strongly linked to an absence of positive social engagement; 24 per cent of crimes committed by young people in Calgary occur on weekdays between 3:00 and 6:00 p.m.<sup>522</sup> There is a need to build resiliency skills among children before they reach ages where they are at highest risk of criminal involvement. For immigrant and refugee families, negotiating new support systems can be challenging and school-age children are often at risk of social isolation. Successful social integration is linked to academic success and there is a need to provide programs that support immigrant children in developing positive social networks.<sup>523</sup>

**Goal:** To provide safe and healthy social and learning environments for immigrant and refugee children and youth aged six to 12 that will build resilience, prevent involvement in negative activities, promote long-term positive self-image, and enhance pro-social community involvement.

**Strategy:** The Mosaic AfterSchool Program provides culturally competent after school programming for children aged six to 12. Programs run Monday to Thursday from 3:00 to 6:00 p.m. in community locations identified as having high immigrant populations. Currently the program is offered in Penbrooke and Ranchlands. Mosaic collaborates with parents and community partners including both school districts to ensure the delivery of S.A.F.E programs (Sequenced, Active, Focused, Explicit) embedded in social emotional learning principles. Activities include homework help; reading buddies; empowerment of participants as group leaders; multimedia art and drama; physical activities and sports; special events; and field trips. All activities are conducted with a focus on cultural validation and the promotion of healthy school, family, and gender relationships.

**Rationale:** Regular participation in structured, high-quality after-school programming supports the healthy physical, social, and emotional development of children and youth<sup>524</sup>. Several large studies found that long-term, structured and progressive programs help children and youth build strong peer groups, learn a wide range of skills and personal and practical competencies, provide reliable and predictable relationships with positive adult role models, and foster a sense of accomplishment and self-worth.<sup>525</sup> Participation improved outcomes in academic achievement and educational aspirations, self-efficacy and self-agency, sense of personal value, and hopefulness. Benefits appeared to accrue to all youth, regardless of poverty or risk profiles.<sup>526</sup> Sustained participation in high quality programming, along with strong family, school and community partnerships, are associated with positive developmental outcomes for children and youth.<sup>527</sup>

#### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 35 – Children – Grades 4-6 Ability to Cope Effectively with Challenges
- # 42 – Children – Grades 4-6 Activities



<sup>522</sup> MacRae, L., L.D. Bertrand, J.J. Paetsch, and J.P. Hornick. 2008. A Profile of Youth Offenders in Calgary: An Interim Report. Calgary: Canadian Research Institute for the Law and Family. Page 21.

<sup>523</sup> Cooper, Merrill. 2008. Overcoming Barriers to the Positive Development and Engagement of Ethno-racial Minority Youth in Canada. Ottawa: Department of Canadian Heritage, Alberta Division.

<sup>524</sup> Arbretton, A., C. Herrera, and J. Sheldon. 2005. Beyond Safe Havens: A Synthesis of Research on the Boys & Girls Clubs. Philadelphia: Public/Private Ventures.

<sup>525</sup> Vandell, D., E.R. Reisner, and K.M. Pierce. 2007. Outcomes Linked to High-quality Afterschool Programs: Longitudinal Findings from the Study of Promising Practices. Washington: Policy Studies Associates.

<sup>526</sup> Gambone, M.A., and A. Arbretton. 2007. Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development. Philadelphia: Private/Public Ventures.

<sup>527</sup> Little, P.M.D., C. Wimer, and H.B. Weiss. 2008. After-School Programs in the 21st Century: Their potential and what it takes to achieve it. Cambridge, MA: Harvard Family Research Project.

## IMMIGRANT SERVICES CALGARY SOCIETY

### • Community Initiatives for Immigrant Seniors

#### 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 seniors aged over 75 include social isolation, low income, living alone, health or mobility difficulties, and language or cultural barriers. Language barriers compound the challenges faced by seniors and increase their risk of social isolation. The inability to speak conversational English negatively impacts their ability to access resources and services, and to participate in the community.<sup>528</sup>

**Goal:** To increase social inclusion by enhancing the personal capacity, self-sufficiency, social ties, support networks, and civic engagement of immigrant seniors, while strengthening the capacity of the community to support immigrant seniors through collaborative efforts.

**Strategy:** Community Initiatives for Immigrant Seniors (CIIS) program staff identify isolated or at-risk immigrant seniors through referrals from settlement staff and community partners who work with this population. A comprehensive range of program activities is offered throughout the week at the Immigrant Services Calgary's headquarters, satellite offices, or accessible venues provided by community partners. Activities include fitness classes, interest groups, information sessions, life skills workshops, and instructive learning. These activities are generally two hours long and take place once a week for twelve weeks. CIIS also collaborates with other community partners to offer various social and recreational activities, intergenerational projects, and community engagement opportunities every quarter. As well, one-on-one supportive counselling is available in the seniors' first language and referrals to needed resources and services are provided as required.

**Rationale:** Only 10 per cent of recent immigrant seniors who needed help received services from the government, compared to 20 per cent of both Canadian-born and long-term immigrant seniors with the same need for help.<sup>529</sup> Collaborative, holistic programming that addresses barriers faced by immigrant seniors on the physical, emotional, psychological, social and intellectual levels is deemed desirable and effective in facilitating the integration and social inclusion of this vulnerable population.<sup>530</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 5 – Bridging Social Capital

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<sup>528</sup> 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. Page 4.

<sup>529</sup> Statistics Canada. 2006. "Immigrant Seniors." A Portrait of Seniors in Canada. Ottawa: Statistics Canada. Page 277.

<sup>530</sup> Immigrant Settlement and Integration Services. 2010. "ISIS Senior Immigrants Needs and Assets Assessment." Halifax: Immigrant Settlement and Integration Services. Pages 27-28.

## IMMIGRANT SERVICES CALGARY SOCIETY

### • Cross-Cultural Adaptation Program

#### 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.<sup>531</sup> The language, cultural, social and financial barriers faced by immigrants can lead to isolation, social exclusion, unemployment or underemployment, poverty, and emotional stress. Resulting consequences may include domestic violence, family breakdown, erosion of physical and mental health, engagement in criminal activities, or self-destructive behaviours. Subsequent financial and social burdens for government and society may result.

**Goal:** To increase social inclusion and enhance personal capacity, social support networks, positive social ties, and self-sufficiency among immigrants by providing settlement services to groups and individuals and engaging community partners in collaborative community-driven, neighborhood-based initiatives.

**Strategy:** Seeing that the availability of information, networks and resources is paramount in facilitating the successful settlement and integration of newcomers, the Cross-Cultural Adaptation Program (CCAP) has designed a cross-cultural adaptation package for new immigrants. Over a three-month period, participants are provided with a two-hour Welcome to Calgary group orientation followed by a series of two-hour information sessions or skill-building workshops covering settlement-related issues such as community resources, housing, education, employment, health services, and financial management. Neighborhood-based initiatives such as a community kitchen, support groups, or English as a Second Language classes are offered each quarter. One-on-one supportive counselling, employment bridging, and referral services are also available. All services are provided at Immigrant Services Calgary's downtown headquarters, satellite offices, or accessible community locations.

**Rationale:** Immigrants are experiencing barriers to full participation in Canadian life.<sup>532</sup> Almost 50 per cent of immigrants with post-secondary education are not using their skills and experience in their jobs in Alberta.<sup>533</sup> CCAP uses the asset-based community development (ABCD) model<sup>534</sup> for the development of collaborative neighborhood initiatives. The model advocates mapping, mobilizing and leveraging a community's existing assets (including individuals, associations and institutions) to implement collaborative initiatives that address identified needs and service gaps. This model ensures that the resulting initiatives are community-driven, outcome-based, and sustainable at the neighborhood level in terms of resources and impacts.

#### Indicators:

# 5 – Bridging Social Capital

# 6 – Social Inclusion – Social Participation

# 7 – Social Inclusion – Participation in Neighborhood

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<sup>531</sup> City of Calgary. 2011. Diversity in Calgary: Looking Forward to 2020. Calgary: City of Calgary, Community and Neighbourhood Services, Social Policy and Planning. Pages 1-2.

<sup>532</sup> Omidvar, R., and T. Richmond. 2003. Immigrant Settlement and Social Inclusion in Canada. Perspectives on Social Inclusion Working Paper Series. Toronto: Laidlaw Foundation.

<sup>533</sup> United Way of Calgary and Area. 2009. Five Myths about Immigrants: Myths and Realities of Life for Immigrants in Calgary. Calgary: United Way of Calgary and Area.

<sup>534</sup> Kretzmann, J., and J. McKnight. 1993. The Basic Manual – Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Chicago: ACTA Publications.

## IMMIGRANT SERVICES CALGARY SOCIETY

### • Volunteer Program

#### THEORY OF CHANGE:

**Need:** “Volunteerism benefits both society at large and the individual volunteer by strengthening trust, solidarity, and reciprocity among citizens, and by purposefully creating opportunities for participation.”<sup>535</sup> Immigrants are less likely to volunteer than their Canadian counterparts, at 39 versus 49 per cent.<sup>536</sup> Many immigrants who do not volunteer are impeded by cultural barriers, lack of knowledge about volunteer opportunities, and a feeling of not being welcomed as volunteers.<sup>537</sup> Other reasons include financial costs, dissatisfaction, and the lack of time, information or invitation.<sup>538</sup>

**Goal:** To increase social inclusion and enhance the personal capacity, self-sufficiency, social ties, and support networks of immigrants through volunteerism.

**Strategy:** Immigrants are recruited as volunteers. New volunteers attend an orientation where they are given program information and education on the rights and responsibilities of Canadian citizens, as well as the importance and benefits of volunteering in Canada. The program then matches their individual interests, skills, experience, goals and preferences with suitable work and provides them with job-specific training. Volunteer placements are provided by Immigrant Services Calgary and its corporate or community partners. The program offers a variety of volunteer roles and opportunities including interpretation and translation, employment coaching, income tax clinics, office support, child and family services, special events, and community service. The volunteer commitment required is a minimum of eight hours per month for six months. Satisfaction surveys and volunteer appreciation are inherent parts of the program to ensure participants enjoy a positive experience.

**Rationale:** Engaging newcomers in building communities through volunteering calls for welcoming organizations, supportive practices and intentional outreach. Volunteerism is a synergistic, reciprocal, mutually beneficial activity. Organizations have greater capacity, communities become more inclusive, and individuals have the opportunity to grow and shape their society.<sup>539</sup> Volunteers benefit from the experience by developing social and professional networks, learning transferrable skills, and gaining Canadian work experience.<sup>540</sup>

#### Indicators:

# 6 – Social Inclusion – Social Participation

# 7 – Social Inclusion – Participation in Neighborhood

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<sup>535</sup> United Nations Volunteers. 2011. State of the World's Volunteerism Report 2011: Universal Values for Global Well-being. Blue Ridge Summit, PA: United Nations Publications. Page i.

<sup>536</sup> Thomas, D. 2012. “Giving and Volunteering among Canada’s Immigrants.” Canadian Social Trends. Ottawa: Statistics Canada. Page 62.

<sup>537</sup> Pruegger, Valerie, and Lisa Hubac. 2005. Youth Volunteerism Study: Phase 1. Calgary: City of Calgary, Community and Neighbourhood Services, Policy and Planning Division. Page 4.

<sup>538</sup> Thomas, D. 2012. “Giving and Volunteering among Canada’s Immigrants.” Canadian Social Trends. Ottawa: Statistics Canada. Page 66.

<sup>539</sup> Sladowski, P.S., and M. Hientz. 2012. Building Blocks for Engaging Newcomer Volunteers: A Guide for Organizations. Ottawa: Volunteer Canada. Page 4.

<sup>540</sup> Citizenship and Immigration Canada. 2011. “Section C – Finding a Job in Canada.” Planning to Work in Canada? An essential workbook for newcomers. Ottawa: Citizenship and Immigration Canada, Foreign Credentials Referral Office.

## INN FROM THE COLD SOCIETY

- Elder Support Trauma Specialist

### THEORY OF CHANGE:

**Need:** Aboriginal people are the youngest and fastest-growing segment of the Canadian population and experience disproportionately high rates of mental health challenges, particularly depression, substance use and suicide.<sup>541</sup> In 2012, Aboriginal people made up 21 per cent of the overall number of homeless in Calgary but only 2.5 per cent of the population.<sup>542</sup> In 2012, the percentage of Aboriginal people served by Inn from the Cold (IFTC) was 50 to 70 per cent of the total client population; consistent with previous years. Frontline IFTC staff report client disclosures of trauma sustained while in residential schools and identify complexities requiring intensive support, both clinically and culturally, to work through the effects of intergenerational trauma.

**Goal:** To help Aboriginal IFTC shelter clients successfully re-enter the housing market free of trauma and residential school effects.

**Strategy:** IFTC works with clients for up to 24 months. An Elder will be embedded in an evidence-based case management model (Critical Time Intervention) used for individuals entering into the shelter system. The Elder will help to identify underlying trauma and residential school effects as part of case management planning and assessment process so the root causes of recidivism into the shelter system can be addressed at the earliest point in time. Case meetings will occur weekly. The Elder will work directly with a minimum of 25 families per year to identify and address the root causes of common socio-cultural symptoms, bringing a unique contribution to what has been a western case management practice. In collaboration with other case management staff, the Elder will identify the cultural supports needed to achieve the goals set out in clients' case management plans. Opportunities to participate in Indigenous cultural activities will also occur twice weekly.

**Rationale:** Research shows that Aboriginal people take unique paths into homelessness and, as a result, require unique prevention strategies as well as housing and support programs for those experiencing homelessness.<sup>543</sup> IFTC will pair western evidenced-based practice and traditional ways of knowing framed as a "promising healing practice" to promote wellness and ensure the process is culturally safe and culturally competent. Including an Elder is an invaluable component of the healing process, which would otherwise be incomplete when focusing on intergenerational trauma.<sup>544</sup>

### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 47 – Cultural Safety and Cultural Programming

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<sup>541</sup> O'Reilly, C., T. Ling, T. Stubley et al. 2013. "Connecting the Dots: Promotion the Wellness of Urban Aboriginal Youth and Families in BC." Visions [BC's Mental Health and Addictions Journal] 7(4): 23-25.

<sup>542</sup> Aboriginal Standing Committee on Housing and Homelessness. 2012. Plan to End Aboriginal Homelessness in Calgary. Calgary: Aboriginal Standing Committee on Housing and Homelessness. Page 11.

<sup>543</sup> Aboriginal Standing Committee on Housing and Homelessness. 2012. Plan to End Aboriginal Homelessness in Calgary. Calgary: Aboriginal Standing Committee on Housing and Homelessness. Page 5.

<sup>544</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 19.

## JEWISH FAMILY SERVICE (CALGARY)

### • Seniors Outreach

#### 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.<sup>545</sup>

**Goal:** To ensure older adults, including vulnerable immigrants, have the skills and supports they need to be as independent as possible, socially connected, sustainably housed, financially stable and, to the extent possible, engaged and contributing members of the community.

**Strategy:** The Seniors Outreach team builds positive rapport with vulnerable seniors, provides information and referrals, completes forms required to access benefits and services, and advocates on behalf of clients to help them meet their needs and accomplish their goals. They are also in a position to provide food hampers and short-term housing supports for poverty reduction among older adults. Together, the client and outreach worker develop and implement a service plan, with respect given to the client's goals and choices. Support is provided when needed to carry out plans to ensure clients are connected to necessary services and basic needs supports; have essential supports in place; are informed about and encouraged to engage in cultural, educational, recreational, and other social activities. Clients are also made aware of the available supports in the community for dealing with age-related transitions, social challenges, and the resettlement process. Staff work closely with other agencies and community service providers, in addition to members of The Way In Seniors Outreach Network.

**Rationale:** Research shows that being able to access services and resources effectively can make the difference in older adult's social inclusion, economic self-sufficiency, and ability to participate in the community.<sup>546</sup> The program enables effective access through two well-researched best practice methods: one point of contact for entry into a wide range of services and programs for seniors in Calgary; and service provision on a case management basis with supported referrals for the most vulnerable older adults so their needs across a spectrum of issues are met in an integrated manner.<sup>547</sup> Outreach Workers understand the system well and assess and address older adults' inhibitors to social connectivity.<sup>548</sup>

#### 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

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<sup>545</sup> 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.

<sup>546</sup> Gardiner, H., and Associates, Inc. 2010. Evaluation of the Older Adult Outreach and Senior Support Programs. Presentation. Alberta College of Social Workers Conference. March 19, 2010. Edmonton, AB. Page 62.

<sup>547</sup> 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 14-16.

<sup>548</sup> Sparrow, Lisa. 2006. A Framework for Social Connectivity on the South Fleurieu Peninsula. Victor Harbor, Australia: Southern Fleurieu Positive Ageing Taskforce. Page 19.

## KERBY ASSEMBLY/CENTRE

### • Education and Recreation Program

#### 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.<sup>549</sup>

**Goal:** To reduce social isolation among seniors by providing a safe, positive, inclusive and affordable environment for seniors to socialize, engage in learning opportunities and recreational activities, interact with their peers and other generations, and remain connected within their community.

**Strategy:** The Education and Recreation program provides opportunities for social engagement with peers and other generations, development of new friendships and alliances, and maintenance or enhancement of physical, social, mental and cognitive wellness through educational programs, recreational activities, and special events. Group activities that enhance social inclusion and engagement include active living activities such as cardio fitness, strength training, Tai Chi, Yoga, Pilates, line dance, and belly dancing. Cognitive activities offered include fine arts, music, Spanish, French, computer skills, and lectures that target specific groups of individuals. Group courses and workshops are offered on a four semester schedule, once or twice a week for 10 to 12 weeks per semester. There are significant repeat registrations in these courses throughout the year. In the Active Living program, courses are offered at a variety of functional ability levels for inclusion of all participants from fit to frail. These are offered on a four semester schedule once or twice a week for 10 to 12 weeks per semester. Specialized programs such as Wii Balance and DriveSharp are offered to provide opportunities for seniors to continue to live independently in their own communities. These programs run all year, on a rotating basis, once or twice a week for 10 classes.

**Rationale:** "Research indicates that some group interventions can be effective, namely those involving some form of educational or training input, and social activities that target specific groups of people... Exercise classes and programs can be effective, provided they are ongoing and are flexible to client needs".<sup>550</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>549</sup> 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.

<sup>550</sup> Cooper, Merrill. 2009. "Promising Practices to Increase Seniors' Positive Social Ties." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

## KERBY ASSEMBLY/CENTRE

### • Financial and Social Benefits Program

#### 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.<sup>551</sup>

**Goal:** To reduce social isolation among low-income seniors by helping them access the financial, medical and social benefits and supports that they are entitled to receive.

**Strategy:** The Financial and Social Benefits Program ensures that low-income seniors are receiving the benefits that they are entitled to receive by completing the required forms and providing follow-up services to ensure that the benefits sought are being received. Through personal contact with low-income seniors<sup>552</sup>, staff provide information on eligible supports and benefits along with various types of individual assistance. Staff help low-income seniors complete applications for benefits including Old Age Security, Guaranteed Income Supplement, Alberta Seniors programs, City of Calgary seniors' bus passes and Access Calgary passes, as well as public and private pensions. They also help low-income seniors increase their financial capability through presentations and workshops on wills and estates, and through Kerby's income tax clinic, outreach services, and legal advice. Follow-up services are provided in four to six months to ensure that clients are receiving the benefits and services program staff members have helped them to access.

**Rationale:** Income is a major determinant of health and well-being. Income assistance programs help seniors secure their basic needs, maintain independence, and continue to be contributing members of the community.<sup>553</sup> Helping low-income seniors to obtain financial benefits or reduce their living costs may indirectly reduce social isolation by freeing up the means to increase social engagement.<sup>554</sup>

#### Indicators:

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

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<sup>551</sup> 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.

<sup>552</sup> City of Calgary. 2009. Positive Social Ties and Vulnerable Populations. FCSS Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 13.

<sup>553</sup> National Seniors Council. 2009. Report of the National Seniors Council on Low Income Among Seniors. Gatineau, QC: Human Resources and Skills Development Canada. Page 3.

<sup>554</sup> City of Calgary. 2009. Positive Social Ties and Vulnerable Populations. FCSS Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 13.

## KERBY ASSEMBLY/CENTRE

- Grocery Delivery Program

### 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.<sup>555</sup>

**Goal:** To reduce social isolation among frail and isolated low-income these seniors by providing bi-weekly visits with staff or volunteers who deliver and put away their groceries.

**Strategy:** The program provides opportunities for seniors to remain in their own homes in their community of choice with regular grocery delivery and friendly visiting by staff and volunteers. This enables these seniors to obtain a regular supply of fresh fruit, vegetables, meat, and other groceries tailored to their needs at a reduced delivery charge. The strategy allows seniors and their families to be confident that the involved seniors regularly receive fresh food and are provided with meaningful social contact with staff and volunteers who deliver the groceries. Through regular visits, clients have increased contact with the outside world, increased socialization as the relationship between client and staff member or volunteer develops, and recognition of special events such as birthdays, anniversaries, and Christmas. Each client has contact with two or three staff members and up to three volunteers on a rotating schedule. Frail and isolated low-income clients can also be connected to community resources such as health support (e.g., delivery of prescriptions with groceries), income tax support, and other resources provided by Kerby Centre. They also receive direct referrals to services such as home care and social workers through the staff or volunteers who deliver groceries and visit. Volunteers and staff are trained to be observant while in the home and to watch for signs that the client is at risk (e.g., hoarding; medical conditions such as wounds that are not healing). Staff then are able to alert family and connect them to the appropriate services for the senior. The visitation program carefully matches clients to volunteers so that a relationship can develop over time.

**Rationale:** Findlay reports that the gatekeeper model can successfully identify socially-isolated older people, connect them with support services, and reduce social isolation among those referred to services.<sup>556</sup>

### Indicators:

# 17 – Food Security

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<sup>555</sup> 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.

<sup>556</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 13.

## KERBY ASSEMBLY/CENTRE

- Volunteer Program

### 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.<sup>557</sup>

**Goal:** To provide a positive, safe and inclusive environment for seniors to socialize, volunteer to help their peers and others in a wide variety of ways, interact with other generations and cultures, and continue to contribute to their community.

**Strategy:** The program provides opportunities for seniors and others to participate in their community through volunteering their time and skills to the agency by working in the kitchen, grocery shopping, doing income tax returns, acting as receptionists in various departments, and planning trips. Other opportunities include working in the shops, running bingo, assisting in the Adult Day Support Program, assisting with special events, or serving on the board of directors. Volunteer opportunities are available for individuals of anyone of any age or functional ability. Vulnerable volunteers such as recent widows or widowers and recent immigrants are given the opportunity to be engaged in the centre. For example, new immigrants can practice their English language skills while working in the kitchen and widowed people can reconnect with old friends and make new ones. The program endeavours to keep vulnerable senior involved for as long as possible in a safe and stimulating environment. This mutual benefit is important to older volunteers, as they want to both give and receive as a result of their volunteering. Vulnerable volunteers are made aware of other services and programs such as courses or workshops, use of the wellness centre (e.g., for foot care), and referral to the Centre's information office (e.g., for pensions and health care support) as well as to other resources in the community.

**Rationale:** Volunteering motivates seniors to build their social networks. Research has indicated that 56 per cent of older seniors (aged 75+) and 52 per cent of younger seniors (aged 65 to 74) volunteer because their friends volunteer, while 58 per cent of older seniors and 55 per cent of younger seniors volunteer to network and meet people. Many seniors also desire to use their skills and experience, with 83 per cent of older seniors (aged 75+) and 77 per cent of younger seniors (aged 65 to 74) citing this motivation.<sup>558</sup>

### Indicators:

# 6 – Social Inclusion – Social Participation

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<sup>557</sup> 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.

<sup>558</sup> National Seniors Council. 2010. Report on Volunteering Among Seniors and Positive and Active Aging. Gatineau, QC: Human Resources and Skills Development Canada. Page 9.

## LINKAGES SOCIETY OF ALBERTA

### • CAS, Calgary After School Programs

#### THEORY OF CHANGE:

**Need:** Increasing geographic mobility, more age-segregated seniors' housing, and other societal changes result in decreased interaction between youth and older persons.<sup>559</sup> Limited intergenerational interaction also fosters ageism in both older and younger generations and harmful stereotypes creating further disconnection. Youth have limited opportunity to benefit from relationships with elders. Society has become increasingly age segregated and young people have become disaffected and alienated from older generations.<sup>560</sup>

**Goal:** To develop the leadership and communication skills of young people through intergenerational activities that help build a positive relationship with a caring older adult.

**Strategy:** LINKages provides positive, supportive opportunities after school for youth to meet with local seniors. LINKages Society provides mutually beneficial, structured intergenerational activities promoting the sharing of knowledge, mutual respect, skills, and experience during 16 to 25 visits over the school year. LINKages targets those youth who are less involved than others in extracurricular activities and also willing to commit to regular meetings for the full school year. The program involves recruitment in schools, screening, extensive training, orientation, and visits with an elderly mentor in the senior's community. Activities are process oriented and provide a structure that allows for spontaneity and relationship building within a safe and supervised environment. LINKages program staff create and implement activities with intentional outcomes that encourage dialogue that focus on "then and now" through biography guides, music over the decades, talent shows, holiday crafts, old-fashion games, technology, and common areas of interest (e.g., knitting, photography, travel).

**Rationale:** Research shows young people grow up to be healthy, caring, and responsible when certain building blocks required for their development are present. Besides family support, they require positive, encouraging relationships that make them feel valued.<sup>561</sup> Youth who participate in intergenerational programs experience improvements in overall knowledge, skills, pro-social attitudes, personal satisfaction, and overall health and well-being.<sup>562</sup> LINKages provides healthy programs for young people during hours where they are most at risk of engaging in delinquent activities and helps them gain a more robust perspective of the world they live in.<sup>563</sup> Although the benefits of LINKages programs provide positive outcomes for both young and old, this Calgary AfterSchool program aligns best with the Social Sustainability Framework's positive child and youth development outcomes.

#### Indicators:

- # 28 – Youth – Grades 7-12 Friendships
- # 30 – Youth – Grades 7-12 Positive Peer Relationships
- # 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



<sup>559</sup> Ayala, J., and J. Hewson. 2005. Intergenerational Programs in Calgary: Literature Review and Environment Scan – Executive Summary. Calgary: Centre for Social Work Research & Development. Page 3.

<sup>560</sup> Arfin, Paul. 2004. "SOAPBOX; Island Needs the Young and the Old." New York Times. 2004 June 8. Online edition.

<sup>561</sup> Search Institute. 2006. 40 Developmental Assets. Minneapolis: Search Institute. Page 1.

<sup>562</sup> Newman, S. 2003. "An Introductory Message from the Editor." Journal of Intergenerational Relationships 1(1): 1-4.

<sup>563</sup> Simpac Strategies. 2012. Social Return on Investment (SROI) Case Study: LINKages Society. Calgary: Simpac Strategies. Page 2.

## **MCMAN YOUTH, FAMILY AND COMMUNITY SERVICES ASSOCIATION**

- **Hope Homes**

### **THEORY OF CHANGE:**

**Need:** On the streets of Calgary, increasing numbers of youth are experiencing homelessness. The Calgary Homeless Foundation's Point-In-time Count on August 15, 2012 showed an increase in youth homelessness from 276 in January 2012 to 445 in August 2012.<sup>564</sup>

**Goal:** To help youth aged 16 to 24 years of age make positive, healthy choices that will enable them to maintain safe housing; decrease their risk of abuse; increase their self-esteem; remain in or return to school or obtain gainful employment; develop positive relationships skills; and successfully transition into independent living.

**Strategy:** The Hope Homes Program provides case management that focuses on supporting youth to obtain community based safe housing, while receiving support to work on issues that caused them to become homeless. The individual case management plan consists of personal goals the young person identifies to support school connection and stability, safe housing accommodations, and the introduction of life skills training. The focus is on increasing self-esteem, improving conflict management, building communication skills, increasing self-awareness, and enhancing relationship skills. Staff members ensure that the youth's basic needs are met by increasing their knowledge of available resources. Staff also help them to increase their natural support network by exploring who the young person sees as important figures in their life who will continue to support their successful transition to independence long-term. Youth are generally involved in the program for 14 months.

**Rationale:** Research shows that by providing safe housing, positive, stable and appropriate learning environments, and positive natural support systems, youth will decrease their risk of becoming chronically homeless and will learn the necessary skills to keep themselves safe.<sup>565</sup>

### **Indicators:**

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

# 18 – Housing Stability

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

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<sup>564</sup> Calgary Homeless Foundation. 2012. Point-in-time Count Report: Summer 2012. Calgary: Calgary Homeless Foundation. Page 12.

<sup>565</sup> Calgary Homeless Foundation. 2009. Setting the Course: A Blueprint to End Youth Homelessness in Calgary. Draft for Discussion. Calgary: Calgary Homeless Foundation. Page 5.

## **MCMAN YOUTH, FAMILY AND COMMUNITY SERVICES ASSOCIATION**

### **• Youth Alternative Program**

#### **THEORY OF CHANGE:**

**Need:** Many of the young people involved in McMan's Youth Alternative Program are at risk because they have been rejected by their families or come from low-income homes or homes with lone parents or where both parents work. Being left alone has been identified as a contributing factor to high risk behaviours. Statistics shows that children and youth who are left alone are at greater risk of participating in illegal activity, becoming homeless, and dropping out of school.<sup>566</sup>

**Goal:** To provide skills to vulnerable children or youth and their families to enable them to make safe life choices, influence their overall decision making, and promote positive coping skills.

**Strategy:** The Youth Alternative Program is designed for children and youth aged seven to 19. It offers age-appropriate facilitated workshops in 10-week open cycles throughout the year. Workshops run for three hours per week and one Saturday per month. The curriculum is aimed at getting to the root causes of risk factors and to teach skills to increase pro-social behaviours, positive communication, and build critical thinking skills. Topics also include reducing barriers to accessing community resources, conflict resolution, bullying, and preventing violence. All workshops focus on increasing positive leadership. Through these educational workshops, the program builds on the individual's self-esteem and helps develop leadership skills to better prepare the children and youth for positive community engagement. Ongoing intensive support is also provided through case management to help participants accomplish their goals. Parents or caregivers are offered bi-weekly evening support groups that run for one and a half hours. These are intended to provide information on how to best support the young person in practicing and maintaining the skills taught during the program.

**Rationale:** Research has shown that participation in intensive programming can provide at-risk children and youth with protective factors that can offset multiple risk factors. One study suggests that youth who experience these types of developmental opportunities and supports are more likely to be healthy, hope-filled and productive in adolescence and mature into responsible, skilled and competent adults. As well, youth who participate in formal and informal leadership activities have higher level of self-efficacy than youth with no leadership activities, and the level of self-efficacy is directly related to the number of leadership activities provided.<sup>567</sup> By addressing risk factors and protective factors, children and youth increase their self-esteem and self-efficacy, engagement, responsibility, and pro-social attitudes.<sup>568</sup>

#### **Indicators:**

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 34 – Children – Grades 4-6 Self-Esteem, Self-Confidence, Optimism
- # 36 – Children – Grades 4-6 Pro-Social Attitudes, Clear Values
- # 38 – Youth – Grades 7-12 Self-Esteem, Self-Confidence, Identity
- # 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values
- # 44 – Youth – Junior / Senior High Constructive Use of Time

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<sup>566</sup> Walsh, C., J. Newman, and B. Spencer. 2011. Towards Resiliency for Vulnerable Youth: Summary. Calgary: United Way of Calgary and Area. Page 18.

<sup>567</sup> Cooper, Merrill. 2009. "After-school Programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>568</sup> National Collaborative on Workforce and Disability for Youth. 2013. Youth Development – Youth Leadership Research Base. Website. Washington: National Collaborative on Workforce and Disability for Youth.

## MENNONITE CENTRAL COMMITTEE

### • Restorative Actions for Transformation

#### THEORY OF CHANGE:

**Need:** Annually, youth between 12 and 18 years of age living in the Calgary are charged with an average of 900 Criminal Code Offences.<sup>569</sup> A significant proportion of these offences cause harm to individuals in the community.<sup>570</sup> These two things leave youth vulnerable to a diminished sense of self-worth, lower self-esteem, social isolation, and a greater likelihood of re-offending in the future. In these circumstances, action must be taken to prevent youth from experiencing social isolation and deterioration of their relationships within their communities.

**Goal:** To help young people between 12 and 18 years of age who have caused harm to individuals in the community to understand the impact of their actions on the victim; develop remorse, empathy, and a desire to redress the harm; demonstrate pro-social attitudes and values; and reintegrate and achieve a sense of belonging and inclusion in the community.

**Strategy:** Restorative Actions for Transformation (RAFT) facilitators from Mennonite Central Committee, John Howard Society, and City of Calgary Youth Probation work together to identify an appropriate restorative action that best suits the need of a young person aged twelve to 18 who has committed a criminal offense. Mennonite Central Committee supports RAFT facilitators to hold structured in-home meetings with the young person who has committed a criminal offence and their caregivers. Over a period of one to six months, facilitators meet with young people three to four times in preparation for a one-time meeting with victims. During these meetings, facilitators help young people identify the triggers that caused them to commit their offence, develop plans to address those triggers, and assist the young person in developing an awareness of the impact their offence has had on them, the victim, and the community. Facilitators work with young people one-on-one to help them build their self-esteem, improve their self-confidence, and re-integrate into the community. When there is a need, facilitators make referrals to Calgary Family Services for counselling. At the conclusion of this process, RAFT facilitators bring the young person, the victim, and supporters of each party together to discuss what occurred and what should happen to redress the harm created.

**Rationale:** The restorative justice strategies used in RAFT are standardized and validated by international empirical research.<sup>571</sup> Restorative justice strategies have been shown to reduce the rate of re-offending among young people as these strategies provide opportunities for learning and insight not offered by a conventional justice approach.<sup>572</sup>

#### Indicators:

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

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

# 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values

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<sup>569</sup> Calgary Police Service. 2012. Annual Statistical Report 2007-2011: Statistical Summary. Calgary: Calgary Police Service, Centralized Analysis Section, Strategic Services Division. Page 17.

<sup>570</sup> MacRae, L., L.D. Bertrand, J.J. Paetsch, and J.P. Hornick. 2008. A Profile of Youth Offenders in Calgary: An Interim Report. Calgary: Canadian Research Institute for Law and the Family. Page 16.

<sup>571</sup> Bergseth, K.J., and J.A. Bouffard. 2013. "Examining the Effectiveness of a Restorative Justice Program for Various Types of Juvenile Offenders." *International Journal of Offender Therapy and Comparative Criminology* 57(9): 1054-1075.

<sup>572</sup> Latimer, J., C. Dowden, and D. Muise. 2005. "The Effectiveness of Restorative Justice Practices: A Meta-Analysis." *The Prison Journal* 85(2): 127-144.

## METIS CALGARY FAMILY SERVICES SOCIETY

- CAS, Little Thunderbirds

### THEORY OF CHANGE:

**Need:** The 2006 Aboriginal children's survey found that 51 per cent of Aboriginal children lived in communities rated as 'fair' or 'poor' as a place with First Nations, Métis, or Inuit cultural activities. In the same survey, only 28 per cent of young Métis children had participated in or attended 'traditional' First Nations, Métis, or Inuit activities such as singing, drum dancing, fiddling, gatherings, or ceremonies. Less than one-third of Métis children had someone who helped them to understand Aboriginal history and culture.<sup>573</sup>

**Goal:** To increase social inclusion among vulnerable Aboriginal children through specific culturally based activities such as sports, art, music, and traditional teachings from Aboriginal adults and Elders.

**Strategy:** The Little Thunderbirds after-school program gives children in grades four to six a chance to develop positive social ties with peers and with other adults and experience an increase in social connections, cultural identity, and self-esteem. The program uses Calgary AfterSchool SAFE guidelines as fundamentals in program design and delivery. Programming is sequenced (has a curriculum that builds on previous skills), active (includes 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). Sessions include Aboriginal Dance, Cultural Teachings, Elder Mentoring, Ceremony, and Language. Little Thunderbirds is offered to 25 to 30 children in 12-week cycles from September to June. It runs Monday to Thursday from 3:00 to 6:00 p.m.

**Rationale:** "Children who participate in organized extra-curricular activities (sports, art, music, clubs, and so on) are more likely to possess greater self-esteem, to enjoy better social interactions with their friends, and to achieve relatively higher scholastic results."<sup>574</sup> "Children and youth who participate in after school programs can reap a host of positive outcomes, social, prevention, and health benefits." Participation in after-school programs "is associated with better attitudes toward school and higher educational aspirations, higher school attendance and less tardiness, less disciplinary action (e.g., suspension), lower drop-out rates, [and] better performance in school."<sup>575</sup> In addition, "youth, who experience structured and culturally knowledgeable development opportunities and supports are more likely to have a healthy, hope-filled and productive adolescence, and ultimately, mature into responsible, skilled and competent adults."<sup>576</sup>

### Indicators:

- # 24 – Children – Grades 4-6 Positive Friendships / Social Skills
- # 42 – Children – Grades 4-6 Activities
- # 48 – Cultural Role Modelling and Mentoring



<sup>573</sup> Statistics Canada. 2008. Aboriginal Children's Survey, 2006: Family, Community and Child Care. Ottawa: Statistics Canada, Social and Aboriginal Statistics Division. Catalogue No. 89-634-X. Pages 19-20.

<sup>574</sup> Cooper, Merrill. 2009. "After-School Programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 4.

<sup>575</sup> Little, P.M.D., C. Wimer, and H.B. Weiss. 2008. After-School Programs in the 21st Century: Their Potential and What it Takes to Achieve It. Cambridge, MA: Harvard Family Research Project. Page 10.

<sup>576</sup> Cooper, Merrill. 2009. "After-School Programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## METIS CALGARY FAMILY SERVICES SOCIETY

### • Little Dancing Buffalo Cultural Teaching Program

#### THEORY OF CHANGE:

**Need:** The 2006 Aboriginal children's survey found that 51 per cent of Aboriginal children lived in communities rated as 'fair' or 'poor' as a place with First Nations, Métis, or Inuit cultural activities. In the same survey, only 28 per cent of young Métis children had participated in or attended 'traditional' First Nations, Métis, or Inuit activities such as singing, drum dancing, fiddling, gatherings, or ceremonies. Less than one-third of Métis children had someone who helped them to understand Aboriginal history and culture.<sup>577</sup>

**Goal:** To increase social ties among Aboriginal children aged nine to 12 through culturally safe and promising healing practices offered in a traditional cultural education program.

**Strategy:** Little Dancing Buffalo emphasizes beliefs and values in accordance with the Aboriginal worldview of education, which is more holistic rather than individualistic.<sup>578</sup> Values-based activities designed to increase social ties are delivered by Aboriginal role models and mentors, as recommended in the literature.<sup>579</sup> Modules are based on the Seven Sacred Teachings (Truth, Humility, Respect, Courage, Wisdom, Honesty, and Love) and incorporate regalia (significance and construction), dance variations, traditional values; and Aboriginal history. The program uses Calgary AfterSchool SAFE guidelines as fundamentals in program design and delivery. Programming is sequenced (has a curriculum that builds on previous skills), active (includes 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). The Little Dancing Buffalo program runs every Thursday from 6:00 to 8:00 p.m. for 35 weeks from October through June. The skills and knowledge achieved in the Little Dancing Buffalo migrate from the group setting to the home and community through a community Pow Wow and graduation held in June of each year that celebrates each individual's success.

**Rationale:** Aboriginal cultures are not transplanted intact to a new environment so urban life presents a loss. "While many urban Aboriginal people retain connections to their rural and reserve communities of origins, some do not find community among other urban Aboriginal people, in urban institutions."<sup>580</sup> Little Dancing Buffalo helps to rebuild these important connections. It provides opportunities for social inclusion, identity development, and participation in healing practices for Aboriginal children by increasing their social support networks, as recommended in the literature.<sup>581</sup>

#### Indicators:

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

# 48 – Cultural Role Modelling and Mentoring

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<sup>577</sup> Statistics Canada. 2008. Aboriginal Children's Survey, 2006: Family, Community and Child Care. Ottawa: Statistics Canada, Social and Aboriginal Statistics Division. Catalogue No. 89-634-X. Pages 19-20.

<sup>578</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 12.

<sup>579</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 38.

<sup>580</sup> Peters, E.J. 2004. Three Myths about Aboriginals in Cities. Breakfast on the Hill Seminar Series. Ottawa: Canadian Federation for the Humanities and Social Sciences. Page 11.

<sup>581</sup> 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.

## **METIS CALGARY FAMILY SERVICES SOCIETY**

### **• Native Network Positive Parenting Program**

#### **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.<sup>582</sup> Many significant mental health, social, and economic problems are linked to disturbances in family functioning and the breakdown of family relationships.<sup>583</sup> Although family relationships are important in Aboriginal communities, parents generally receive little preparation beyond the experience of having been parented themselves, with most learning through trial and error.<sup>584</sup> 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.<sup>585</sup>

**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.”<sup>586</sup> 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, helping individuals and families to begin a “path of healing and wellness, with the ultimate goal of community-driven decolonization over time”.<sup>587</sup>

#### **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

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<sup>582</sup> Aboriginal Healing Foundation. 2008. The 2008 Annual Report of the Aboriginal Healing Foundation. Ottawa: Aboriginal Healing Foundation. Page 14.

<sup>583</sup> 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.

<sup>584</sup> Sanders, M.R., C. Markie-Dadds, and K.M.T. Turner. 2000. Practitioner’s Manual for Standard Triple P. Brisbane: Families International Publishing.

<sup>585</sup> 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.

<sup>586</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>587</sup> Pinnow, J. 2013. The Wisest Sister (Draft). FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 7.

## MILLICAN OGDEN COMMUNITY ASSOCIATION

### • CAS, Youth Matters

#### THEORY OF CHANGE:

**Need:** Community social statistics show that 18.2 per cent of the households in Ogden are low-income households versus 14.2 per cent for Calgary. The adult unemployment rate is 1.1 per cent higher than the for Calgary as a whole, and the number of lone-parent families is 11.8 per cent higher than for Calgary overall. Only 30.4 per cent of people in Ogden have a high school diploma, 29.7 per cent have no diploma, certificate or degree, and only 5.1 per cent of residents have a university degree.<sup>588</sup> Lower education levels indicate a need for structured after-school programming to promote academic learning.

**Goal:** To help people develop a diversified outlook on life's many opportunities and become independent, caring, responsible and contributing members of the community.

**Strategy:** The Youth Matters program is located in the Millican Ogden area, and is available Monday through Thursday from 3 to 6 p.m. It provides structured programming focusing on tutoring, social skills, and career awareness. Guest speakers are invited to speak about their careers and youth go on field trips to observe different careers in action. Youth play games, participate in leisure activities, and have discussion groups to teach and encourage them to make healthy choices that lead to a healthy lifestyle. The program is well-supervised, structured, active, focused, and has explicit outcomes. Youth are actively involved in deciding the content and activities. It also partners with other agencies to provide additional services.

**Rationale:** Research shows that using the S.A.F.E. strategy (sequenced, active, focused, and explicit) has a positive impact on academic, social, and emotional development.<sup>589</sup> Several studies found that long-term, structured, and progressive programs helped children and youth to build strong peer groups; learn a wide range of skills, as well as personal and practical competencies; provided reliable and predictable relationships with positive adult role models; and fostered a sense of accomplishment and self-worth. The studies revealed that participation improved outcomes in areas such as academic achievement and educational aspirations, self-efficacy and self-esteem, sense of personal value, and hopefulness.<sup>590</sup>

#### Indicators:

- # 23 – Youth – Grades 7-12 School Engagement, Success
- # 31 – Youth – Grades 7-12 Good Social Skills
- # 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



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<sup>588</sup> City of Calgary. 2012. Community Social Statistics: Ogden. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Pages 2-5.

<sup>589</sup> Cooper, Merrill. 2009. "High-quality programming." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 5.

<sup>590</sup> Cooper, Merrill. 2009. "After-school programs." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 3.

## MILLICAN OGDEN COMMUNITY ASSOCIATION

- MOCA Family Resource Centre

### THEORY OF CHANGE:

**Need:** Community social statistics show that 18.2 per cent of the households in Ogden are low-income households versus 14.2 per cent for Calgary. The adult unemployment rate is 1.1 per cent higher than the for Calgary as a whole, and the number of lone-parent families is 11.8 per cent higher than for Calgary overall. Only 30.4 per cent of people in Ogden have a high school diploma, 29.7 per cent have no diploma, certificate or degree, and only 5.1 per cent of residents have a university degree.<sup>591</sup> The number of low income households and number of single parent families indicate a need for structured social skills training.

**Goal:** To address the need for economic, social and emotional well-being of community residents by supporting them to meet individual and family needs and improve their opportunities for increased economic stability.

**Strategy:** The Millican Ogden Community Association (MOCA) Family Resource Centre is available to the southeast communities five days a week as a one-stop resource centre. The centre provides resources and referrals, career counselling, and job search assistance. Support is provided to individuals who are seeking further training, upgrading, or career change opportunities. Food resources are also provided for those in need. Free clothing, books, and small household items that are available and help families maximize their financial resources. MOCA partners with other agencies to provide services and programs such as free counselling, pre-school literacy and children's programming.

**Rationale:** Research shows that upgrading education results in better paying jobs, increasing household income. Food security assists people in maintaining optimal health and emotional well-being.<sup>592</sup> Effective characteristics for family resource centres include treating families with dignity and respect; providing individual, flexible and responsive support; sharing information so families can make informed decisions; providing options to ensure that families have choices; and providing the necessary resources and supports for parents to care for their children.<sup>593</sup>

### Indicators:

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

# 17 – Food Security

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<sup>591</sup> City of Calgary. 2012. Community Social Statistics: Ogden. Calgary: City of Calgary, Community & Neighbourhood Services, Social Policy & Planning Division. Pages 2- 5.

<sup>592</sup> Cooper, Merrill. 2009. "Low income and parenting." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Pages 4-5.

<sup>593</sup> Cooper, Merrill. 2009. "Parenting programs." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 20.

## **MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY**

### **• Community Engagement**

#### **THEORY OF CHANGE:**

**Need:** In Calgary, one individual in 10 lives in poverty and the working poor are struggling to meet their basic needs. Calgary has one of the highest ratios of income inequality (wealth to poverty) in Canada. Families with children, women, and new immigrants are particularly at risk for poverty. Affordable housing is in short supply, leading to rental or housing costs placing a heavy burden on many people, especially those living on low income. Full participation in the economy and community cannot be realized for low-income individuals without the development of livelihood assets such as adequate income, savings, self-confidence, and supportive social networks.<sup>594</sup>

**Goal:** To reduce poverty and increase the prosperity of people living on low income through community economic development.

**Strategy:** Momentum uses a community economic development approach to support people living on low income to gain a sustainable livelihood. Momentum's programming is in the areas of employment skills training, business development, micro lending, money management, and matched savings. All of these programs are informed by the Sustainable Livelihoods model. Long-term poverty reduction also requires comprehensive community action that addresses the root causes of poverty. Momentum attempts to address poverty reduction at a systemic level through strategic partnerships, policy advocacy, and place-based capacity building. It provides leadership at a community scale by hosting the Action to End Poverty in Alberta and by actively participating in the Calgary Poverty Reduction Initiative. Momentum also advances policy change related to asset building approaches to poverty reduction. Its community engagement activities provide opportunities for Calgarians to become involved in poverty reduction and support the provision of community economic development programming to people living on low income across Calgary.

**Rationale:** Momentum's programming is based on best practices in community economic development and is informed by recent research literature.<sup>595 596</sup> Research demonstrates that community economic development programs produce significant, blended (social and financial) value for money for taxpayers, governments, and other funders.<sup>597</sup> National research also indicates the critical role and positive impact of such initiatives in reducing poverty in local communities.<sup>598</sup>

#### **Indicators:**

Policy or Systems Change

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<sup>594</sup> Murray, Janet, and Mary Ferguson. 2002. Women in transition out of poverty: A guide to effective practice in promoting sustainable livelihoods through enterprise development. Toronto: Canadian Women's Foundation. Pages 13-14.

<sup>595</sup> Cooper, Merrill. 2009. "Improving Economic Development." Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No. 5. Calgary: City of Calgary, FCSS Calgary. Pages 23-24.

<sup>596</sup> Cooper, Merrill. 2009. "Financial Literacy training and Individual Development Accounts." Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Pages 13-17.

<sup>597</sup> Jackson, Edward T. 2007. "Defining and Demonstrating Value for Money: Strategies for Assessing the Impacts of Community Economic Development." Presentation. First World CIRIEC Research Conference on the Social Economy. October 2007. Victoria, BC. Ottawa: Carleton University. Page 6.

<sup>598</sup> Chamberlain, Paul. 2008. Place Based Poverty Reduction Initiative: How Community Economic Development is reducing poverty in Canada and how it could be doing more. Victoria: The Canadian Community Economic Development Network. Page 44.

## MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY

### • Family Asset Building Programs

#### 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.<sup>599</sup> The Calgary Poverty Reduction Initiative report “Enough for All” states there were 114,000 Calgarians living below the poverty line in 2010.<sup>600</sup> In 2011, female lone-parent families made up 36.8 per cent all those living on low income; couples with children comprised 9.1 per cent of the same group.<sup>601</sup> Research finds that up to 25 per cent of children raised in poverty will remain in poverty.<sup>602</sup>

**Goal:** To enable families living on low incomes to develop a more sustainable livelihood as a result of learning to manage their financial circumstances while building personal savings and establishing Registered Educational Savings Plans (RESPs) for their children.

**Strategy:** Asset-building programs provide matched savings while teaching financial literacy skills. At the end of a nine month savings program, participants cash out to purchase a productive asset. The FamilySaves program works with up to 25 families per year, who are selected based on their readiness for a self-directed savings program. During the first three months, participants attend six, two-hour Money Management workshops covering budgeting, banking assets, credit, consumerism and StartSmart (RESPs). Participants receive one individual coaching session and meet with the StartSmart facilitator to open registered savings accounts. The Youth Fair Gains (YFG) program works with 40 youth per year, including 15 at the Louise Dean Centre for parenting teens. YFG participants attend two-hour workshops twice monthly for nine months. Workshops cover a core family literacy curriculum (budgeting, banking, assets, credit and consumerism), as well as a number of optional subjects chosen by group consensus. These include insurance, taxes, education on a budget, nutrition on a budget, renting versus owning, and others. YFG participants receive one individual coaching session and their parents are encouraged to work with the StartSmart facilitator to open registered savings accounts for any child under the age of 18.

**Rationale:** Individual Development Accounts are matched savings programs that allow individuals living in poverty to gain greater financial independence. Recent research from a nine-year national demonstration project on matched savings programs found that people living on low incomes can and do save when provided with the right incentives. In addition, matched savings programs are effective in promoting more regular saving behaviour.<sup>603</sup>

#### Indicators:

# 10 – Financial Literacy / Assets / Debt

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<sup>599</sup> 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.

<sup>600</sup> Calgary Poverty Reduction Initiative. 2013. “Enough for All: Unleashing our Communities’ Resources to Drive Down Poverty in Calgary. Final Report of the Calgary Poverty Reduction Initiative, Vol. 1.” Calgary: City of Calgary and United Way of Calgary and Area. Page 1.

<sup>601</sup> Briggs, A., and C.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.

<sup>602</sup> Fortin, Nicole M., and Sophie Lefebvre. 1998. “Intergenerational Income Mobility in Canada.” In Corak, Miles (ed.). 1998. Labour Markets, Social Institutions, and the Future of Canada’s Children. Catalogue No. 89-553-xpb. Ottawa: Statistics Canada. Pages 51-63.

<sup>603</sup> 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 77.

## MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY

### • Savings Circles

#### 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.<sup>604</sup> The Calgary Poverty Reduction Initiative report “Enough for All” states there were 114,000 Calgarians living below the poverty line in 2010.<sup>605</sup> Calgarians living in poverty are vulnerable as a result of their low income, but are also disadvantaged due to their lack of money management skills and the ability to build their personal savings. Asset-building programs provide matched savings at the same time as they teach financial literacy skills. The matched savings act as a power boost to a person's own savings, increasing the opportunity to achieve greater financial stability.

**Goal:** To assist people who are living on very low income to develop a sustainable livelihood through goal setting and by learning to manage their financial circumstances while they rebuild their personal savings and strengthen their community connections.

**Strategy:** Savings Circles, or Individual Development Account program, assists Calgarians living on very low income (75 per cent or less than the low-income cut-off) to save for specific assets that will increase their quality of life. At the same time, they develop money management skills and a greater orientation towards the future. Momentum offers Savings Circles to a maximum of 80 individuals in four groups per year. Savings Circles participants save up to \$300 in the six-month program and then their funds are matched at a rate of three to one. This provides a maximum total of \$1,200 that can be used to purchase assets such as education, training for employment, household goods, damage deposits, eye glasses, or dental care. At the end of the program a successful participant will have purchased an asset; developed healthy savings patterns; developed effective money management skills; and increased their social networks through peer support and links to community resources.

**Rationale:** Individual Development Account matched savings programs are a key asset-building strategy that allow individuals living in poverty to gain greater financial independence. Research indicates that asset building is a more effective long-term solution than welfare as a poverty reduction strategy.<sup>606</sup> Recent research from a nine-year national demonstration project on matched savings programs called “Learn\$ave” indicates that people living on low incomes can and do save when provided with the right incentives.<sup>607</sup> In addition, matched savings are effective in promoting more regular saving behaviour.<sup>608</sup>

#### Indicators:

# 10 – Financial Literacy / Assets / Debt

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<sup>604</sup> 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.

<sup>605</sup> Calgary Poverty Reduction Initiative. 2013. “Enough for All: Unleashing our Communities’ Resources to Drive Down Poverty in Calgary. Final Report of the Calgary Poverty Reduction Initiative, Vol. 1.” Calgary: City of Calgary and United Way of Calgary and Area. Page 1.

<sup>606</sup> Cooper, Merrill. 2009. “Financial literacy training.” Outcome: Adult personal capacity and individual and family economic self-sufficiency. FCSS Calgary Research Brief No. 3. Calgary: City of Calgary, FCSS Calgary. Page 14.

<sup>607</sup> Leckie, N., T. Shek-Wai Hui, D. Tattre et al. 2010. Learn\$ave: Individual Development Accounts Project: Final Report. Ottawa: Social Research and Demonstration Corporation. Page 77.

<sup>608</sup> Boshara, Ray, and Jamie Zimmerman. Spring 2009. “Combating Poverty By Building Assets: Lessons from Around the World.” Pathways Magazine (Spring): Online Edition. Washington: The New America Foundation.

## **MOMENTUM COMMUNITY ECONOMIC DEVELOPMENT SOCIETY**

### **• Thrive – Calgary Community Economic Development Network**

#### **THEORY OF CHANGE:**

**Need:** The Calgary Poverty Reduction Initiative report “Enough for All” states there were 114,000 Calgarians living below the poverty line in 2010.<sup>609</sup> The local economy has been unable to provide sufficient opportunities for individuals living on low income to move out of poverty and achieve a sustainable income. More inclusive and diverse economic activities are needed in order to enhance the resiliency of people and promote environmental sustainability. There is a need to remove barriers and provide incentives to enable individuals to successfully access and benefit from local community economic development opportunities.

**Goal:** To support a thriving, resilient, diverse, and inclusive local economy.

**Strategy:** Approaches to ending poverty are complex and must recognize both individual and societal level barriers and opportunities. Thrive addresses systems-level challenges so that individuals, families, and communities are better able to achieve economic well-being and increased social inclusion. Thrive supports four key strategies to build a more resilient and sustainable local economy: (1) neighbourhood revitalization; (2) meaningful, quality employment; (3) local business development; and (4) innovative social finance. Thrive works to achieve the goal of a more resilient and inclusive local economy by being a catalyst for connecting and learning. It identifies local trends and opportunities and advocates for policy and systems change to reduce barriers and create incentives. Thrive helps to build relationships between non-profit organizations, businesses, governments, and individuals. It also facilitates collaborative action across the network to advance community economic development strategies in Calgary.

**Rationale:** Research shows that comprehensive community economic development approaches that link social and economic strategies together are an effective way to seek structural change, thereby altering the vulnerability context.<sup>610</sup> A network approach has demonstrated success in its ability to support place-based approaches to poverty reduction, while also scaling up successful efforts through collective learning, collaborative action, and policy change.<sup>611 612</sup>

#### **Indicators:**

Policy or Systems Change

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<sup>609</sup> Calgary Poverty Reduction Initiative. 2013. “Enough for All: Unleashing our Communities’ Resources to Drive Down Poverty in Calgary. Final Report of the Calgary Poverty Reduction Initiative, Vol. 1.” Calgary: City of Calgary and United Way of Calgary and Area. Page 1.

<sup>610</sup> Cooper, Merrill. 2009. “Strengthening Neighbourhoods.” Outcome: Strong Neighbourhoods. FCSS Calgary Research Brief No. 5. Calgary: City of Calgary, FCSS Calgary. Page 16.

<sup>611</sup> Murray, Janet, and Mary Ferguson. 2002. Women in transition out of poverty: A guide to effective practice in promoting sustainable livelihoods through enterprise development. Toronto: Canadian Women’s Foundation. Pages 13-14.

<sup>612</sup> Gamble, Jamie. 2010. Evaluating Vibrant Communities 2002-2010. Waterloo, ON: Tamarack. Page 26.

## **NATIVE ADDICTIONS SERVICES SOCIETY**

### **• Family Counselling Program**

#### **THEORY OF CHANGE:**

**Need:** Aboriginal persons in Calgary were more than three times as likely as non-Aboriginal persons to use family or marriage counselling or women's shelters.<sup>613</sup> Up to 65 per cent of children in Alberta's child welfare system are Aboriginal and that number is growing, according to the Alberta Child Advocate's 2009-10 annual report.<sup>614</sup> Few resources exist in Calgary that address the special needs of Aboriginal families dealing with the intergenerational effects of residential school trauma.

**Goal:** To provide a holistic Aboriginal-based Family Counselling Program to support families who are at risk to make positive lifestyle choices for their future.

**Strategy:** Strengthening families and supporting positive parenting through education, counselling, and community support are effective means of ending cycles of poverty and social exclusion related to intergenerational trauma. The Family Counselling Program is a six week program for Aboriginal and non-Aboriginal parents that meets three times a week. It provides culturally-based and culturally appropriate counselling and parenting skills training to promote family healing and wellness. Reclaiming spiritual teachings and practices is an important counterpoint to the shame-based identity fostered in Aboriginal children by residential schooling and is also a way of building healthy relationships and reducing social isolation among families.

**Rationale:** The program incorporates best practices for parenting programs and for programming for Aboriginal families. It adheres to the Minnesota Model, which stresses lifelong abstinence, the importance of education, involvement with Alcoholics Anonymous, and the notion of treating the whole person—body, mind and spirit.<sup>615</sup> Using best practices in programming for Aboriginal families, the program includes examining reasons for feelings of social exclusion and addressing them by using Aboriginal cultural practices.<sup>616</sup> Families are engaged in positive activities to strengthen family bonds by incorporating cultural traditional ceremonies, customs, and practices.<sup>617</sup> Interventions incorporate traditions and cultural practices (legends, storytelling), bring together positive family and community role models in the planning process, and integrate crafts and cultural activities to present and reinforce positive directions for change.<sup>618</sup>

#### **Indicators:**

- # 19 – Family Cohesion – Parent / Adult Questions
- # 49 – Historical Aboriginal Knowledge
- # 50 – Sense of Cultural Belonging and Feeling Supported

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<sup>613</sup> City of Calgary. 2010. Facts About Aboriginal Persons in Calgary. Calgary: Community and Neighbourhood Services, Social Policy and Planning Division. Page 2.

<sup>614</sup> CBC News Online. 2010. Too Many Aboriginal Children in Care: Alta. Advocate. Edmonton: CBC News, Online Edition. 2010 November 18.

<sup>615</sup> Health Canada. 2009. Best Practices: Early Intervention, Outreach and Community Linkages for Youth with Substance Abuse Problems. Catalogue No. H128-1/08-531E. Ottawa: Health Canada. Page 89.

<sup>616</sup> Cooper, Merrill. 2009. "Social Isolation." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>617</sup> Deborah Chansonneuve. 2007. Addictive Behaviours Among Aboriginal People in Canada. Ottawa: Aboriginal Healing Foundation. Page 37.

<sup>618</sup> Pinnow, Joanne. 2009. Aboriginal People Helping Aboriginal People: decreasing social exclusion & increasing social ties. FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Page 12.

## OGDEN HOUSE SENIOR CITIZENS' CLUB

- **Mow and Snow**

### 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.<sup>619</sup>

**Goal:** To promote independence and self-sufficiency, and reduce social isolation among socially isolated low-income seniors living in their own homes by providing affordable yard maintenance services accompanied by regular brief social interaction and monitoring.

**Strategy:** The Mow and Snow program provides an outreach yard maintenance service to elderly low-income seniors who lack these instrumental social supports. This assists these seniors to maintain their independence and self-sufficiency while continuing to live in their own homes. The yard maintenance workers also provide a form of regular social contact for the senior, which allows for general monitoring of the senior's ongoing health and ability status (informal gatekeeping). For those seniors who appear to be failing in their independence, the maintenance worker alerts the seniors centre staff, who ensure that appropriate referrals and connections are made for outreach assessment and support. Seniors using yard maintenance services are also connected to the seniors centre by being provided with regular information and communication about social activities and engagement opportunities. This information on programs and services is provided by the maintenance worker and through the senior centre's newsletter, which all Mow and Snow clients receive even if they are not registered members of the centre. Mow and Snow services are offered weekly, biweekly, or as needed for snow shovelling for a minimal fee.

**Rationale:** The focus of the extensive body of literature of seniors' social isolation is on preventing the serious physical and mental health and quality of life problems that are often experienced by socially-isolated seniors. Research indicates that "gatekeeper" programs like Mow and Snow are a successful way to identify and refer socially isolated, at-risk older adults residing in their own homes to useful programs and services.<sup>620 621</sup> In addition, helping low-income seniors to decrease their living expenses by helping them to obtain more affordable services (geared to income) such as Mow and Snow may indirectly prevent or reduce social isolation by freeing up the means to increase their social engagement.<sup>622</sup>

### Indicators:

# 14 – Individual / Family Poverty – Perceptions

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<sup>619</sup> 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.

<sup>620</sup> Cooper, Merrill. 2009. "Vulnerable Seniors." Outcome: Positive social ties and vulnerable populations. FCSS Calgary Research Brief No. 4. Calgary: City of Calgary, FCSS Calgary. Page 14.

<sup>621</sup> Findlay, R. 2003. "Interventions to reduce social isolation amongst older people: Where is the evidence?" Ageing & Society 23: 647-658.

<sup>622</sup> Nicholson, N.R. 2012. "A review of social isolation: An important but under-assessed condition in older adults." Journal of Primary Prevention 33(2-3): 137-152.

## OGDEN HOUSE SENIOR CITIZENS' CLUB

### • Seniors Programs

#### 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.<sup>623</sup>

**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.<sup>624</sup> 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.<sup>625</sup> 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.<sup>626</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>627</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>623</sup> 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.

<sup>624</sup> 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.

<sup>625</sup> 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.

<sup>626</sup> 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.

<sup>627</sup> Cattán, M., M. White, J. Bond, and A. Learnmouth. 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.

## PARKDALE NIFTY FIFTIES SENIORS ASSOCIATION

### • Seniors Programs

#### 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.<sup>628</sup>

**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.<sup>629</sup> 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.<sup>630</sup> 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.<sup>631</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>632</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>628</sup> 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.

<sup>629</sup> 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.

<sup>630</sup> 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.

<sup>631</sup> 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.

<sup>632</sup> 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.

## RENFREW EDUCATIONAL SERVICES SOCIETY

### • Family Support

#### 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.<sup>633</sup>

**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.<sup>634</sup> Research shows the effectiveness of incorporating a number of these best practice elements within a broader comprehensive educational program for children with disabilities.<sup>635</sup>  
<sup>636</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

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<sup>633</sup> Heiman, T. 2002. "Parents of Children with Disabilities: Resilience, Coping and Future Expectations." *Journal of Developmental and Physical Disabilities* 14(2): 159-171.

<sup>634</sup> 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.

<sup>635</sup> 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.

<sup>636</sup> 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.

## SERVANTS ANONYMOUS SOCIETY OF CALGARY

- **Healthy Families Program**

### THEORY OF CHANGE:

**Need:** Servants Anonymous Society (SAS) provides a full range of services for women in recovery from sexual exploitation and complex intersecting issues. Of the total women who entered SAS in 2011, 88 per cent were mothers. Of these, 16 per cent were either pregnant or had their children in their care at intake. While many women did not have their children residing with them during their participation at SAS, approximately one-third successfully had their children returned while in the program. Once children are returned, moms are concerned about successful family reunification, as well as multiple issues surrounding the positive parenting and development of their children.

**Goal:** To increase healthy parenting capacity through secure attachment within families, creating happy, healthy, loving environments within that encourage positive child development. Ultimately, the program seeks to end cycles of abuse, marginalization, and poverty.

**Strategy:** The Healthy Families Program supports current and past SAS participants and their circles of support who participate in the A.S.K. (Ask, Seek, Knock) Classroom Program (life-skills for re-integrating into the Calgary community that includes budgeting, searching for and keeping employment, and healthy relationship skills), and the parents who access Cuddle and Care Babysitting Services. Through bi-monthly counselling sessions, in-home support, and ongoing weekly drop-in parenting groups, the family coach and family attachment counsellor support positive parenting through modelling, parenting skills, and early childhood development education with a focus on developing parental self-esteem and confidence in a non-threatening learning environment. The family coach and family attachment counsellor also support parents to meet program goals through referrals, advocacy, and coordinating with other service providers. Parents are generally involved in the Healthy Families Program for a minimum of six months.

**Rationale:** Children from high-risk families, including those with lone parents, can be appropriately and positively cared for and permanently retained or returned to their mothers' care by enhancing bonding and attachment through parental esteem and skill development.<sup>637</sup> Research shows services are most effective when a multi-faceted approach is adopted, which helps to improve parent's self-esteem, problem solving abilities, life circumstances, and economic self-sufficiency. Along with early childhood education programming, in-home support, and parenting education, these interventions support an improvement in long-term outcomes for mothers healing from sexual exploitation and complex barriers.<sup>638</sup> By strengthening families and supporting positive parenting, there is further benefit to the community by helping to end generational cycles of poverty, abuse, social exclusion, and exploitation.<sup>639</sup>

### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>637</sup> Cooper, Merrill. 2009. "Social Isolation." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 6.

<sup>638</sup> Cooper, Merrill. 2009. "Parenting Programs." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Pages 19-21.

<sup>639</sup> Cooper, Merrill. 2009. "The Issue." Outcome: Positive parenting and family functioning. FCSS Calgary Research Brief No. 2. Calgary: City of Calgary, FCSS Calgary. Page 2.

## TWO WHEEL VIEW

- CAS, Earn-a-Bike

### 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 behaviours, live more stressful lives, and are subject to more humiliation than their better-off peers.<sup>640</sup> “The disproportionately lower academic performance of poor children and youth appears to be linked to chronically-elevated levels of stress which cause neurobiological changes and impair working memory—considered to be a reliable indicator of reading, language, and problem-solving ability—in both childhood and adulthood.”<sup>641</sup>

**Goal:** To build resiliency, self-confidence and self-esteem in youth by providing free, after-school Earn-a-Bike programs that may culminate in earning a bicycle, acquiring skills to repair and maintain it, and participating in unique and challenging cycling expeditions in Alberta and internationally.

**Strategy:** The Earn-a-Bike program runs for two hours between 3 and 6 p.m. four times per week for eight weeks. Offered at four distinct locations, 16 programs reaching different groups of youth operate each year. Programs include snacks, opening and closing circles, experiential activities, hands-on learning about bike mechanics, environmental education and a recycling program, all using a “SAFE” model (Sequenced, Active, Focused, Explicit). Sustained participation is encouraged as students can eventually earn a bicycle, lock and helmet. In the spring and summer, regional, national, and international cycling and camping expeditions reinforce learnings on resiliency, achievement, healthy lifestyles, connection to nature, and protection of the environment.

**Rationale:** Youth programming offered during the unsupervised “critical hours” between 3 and 6 p.m. can be highly effective in preventing negative life choices—if programming is sequenced, active, focused, and has explicit objectives. Youth who experience these types of developmental opportunities are more likely to have a healthy, hope-filled and productive adolescence and mature into responsible, skilled and competent adults.<sup>642</sup> Data collected from the Resiliency Initiatives outcomes measurement firm indicate that the Two Wheel View’s bicycle programs support the development of resiliency in a significant way in 21 developmental strengths, moderately in eight others, and minimally in only two.<sup>643</sup>

### 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



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<sup>640</sup> Mount Royal College. 2004. Calgary’s Crime Prevention through Social Development Network: Youth at Risk. Calgary: Mount Royal College. Page 12.

<sup>641</sup> Cooper, Merrill. 2009. “After School Programs.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>642</sup> Cooper, Merrill. 2009. “After School Programs.” Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>643</sup> Hammond, Wayne. 2008. “The Two Wheel Program: Initial Evaluation Report and Preliminary Findings. Calgary: n.p. Page 20.

## URBAN SOCIETY FOR ABORIGINAL YOUTH

- **Aboriginal Anti-Racism Movement**

### THEORY OF CHANGE:

**Need:** Research indicates that discrimination and racism in society have negative effects on the development of ethnocultural youth.<sup>644</sup> These effects can be seen in Aboriginal youth demographics, such as higher rates of teen pregnancy, youth more likely to live in poverty, less likely to have gainful employment, less likely to receive proper medical care, and higher school dropout rates.<sup>645</sup>

**Goal:** To equip urban Aboriginal youth with strategies to address, challenge, and resist racism in their everyday lives.

**Strategy:** The curriculum incorporates a phased approach to explore and address racism and discrimination. The first phase allows the Aboriginal youth participants to choose an appropriate medium of art that will allow them to express their everyday experience with racism and discrimination. The second phase is a facilitated process in which the group goes further in their discussions to explore racism and the impact it has had on their lives. Finally, using the process of exploration, the participants will create an awareness film or public service announcement to give a voice to their experiences and knowledge. The program runs after school for three and a half hours once a week for 36 weeks from October to June.

**Rationale:** The guiding principles for the program are grounded best practices research, which includes a community development approach<sup>646</sup>, strong partnerships, leadership, empowerment,<sup>647</sup> and collective action.<sup>648</sup> They are solution focused and culturally based in Aboriginal traditions. Research shows that when these guiding principles are used with an anti-racism focus, they will create cultural understanding and identity, an increased sense of belonging, increased self-esteem and self-confidence, an increased sense of empowerment, build leadership skills, and increase civic participation and desire for social change through volunteerism. If you build these short-term outcomes, the medium term outcome will be increased positive social ties and, in the long term, there will be an overall increase in social inclusion in this vulnerable population.<sup>649</sup>

### Indicators:

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

# 39 – Youth – Grades 7-12 Ethnocultural Identity

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<sup>644</sup> Cooper, Merrill. 2008. Overcoming Barriers to the Positive Development and Engagement of Ethno-Racial Minority Youth in Canada. Calgary: Canadian Heritage, Alberta Division. Pages 1-38.

<sup>645</sup> Pruegger, Valerie, Lisa Hubac, and Janet Sawatsky. 2005. Aboriginal Youth in Calgary: A Demographic Overview. Calgary: City of Calgary, Community and Neighbourhood Services, Policy and Planning. Pages 8-19.

<sup>646</sup> Pinnow, Joanne. 2009. "The issue." Aboriginal People Helping Aboriginal People: decreasing social exclusion & increasing social ties. FCSS Calgary Research Brief No. 6. Calgary: City of Calgary, FCSS Calgary. Pages 1-2.

<sup>647</sup> Cooper, Merrill. 2009. "Additional considerations for immigrant and ethnocultural minority children and youth." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Pages 6-7.

<sup>648</sup> Ginwright, S. 2006. "Racial Justice Through Resistance: Important Dimensions of Youth Development for African Americans." Wiley Inter Science 95(1): 41-46.

<sup>649</sup> Cooper, Merrill. 2008. Overcoming Barriers to the Positive Development and Engagement of Ethno-Racial Minority Youth in Canada. Calgary: Canadian Heritage, Alberta Division. Pages 1-38.

## WEST HILLHURST GO-GETTERS (SENIORS CITIZENS) ASSOCIATION

### • Seniors Programs

#### 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.<sup>650</sup>

**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.<sup>651</sup> 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.<sup>652</sup> 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.<sup>653</sup> Programs should be facilitated by quality trained staff and enable participant involvement in program design, implementation, and review.<sup>654</sup>

#### Indicators:

# 4 – Positive Social Ties and/or Bonding Social Capital

# 6 – Social Inclusion – Social Participation

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<sup>650</sup> 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.

<sup>651</sup> 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.

<sup>652</sup> 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.

<sup>653</sup> 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.

<sup>654</sup> Cattan, M., M. White, J. Bond, and A. Learnmouth. 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.

## WOMEN'S CENTRE OF CALGARY

- **Connect with Others**

### THEORY OF CHANGE:

**Need:** In Calgary, many women face inequity and social exclusion. "Victims of intimate partner violence, immigrant and refugee women, single mothers, and women with health and addiction issues are among the most socially isolated members of society."<sup>655</sup> They are at high risk of health problems, poverty, and low levels of well-being.

**Goal:** To build social capital among women in Calgary and allow vulnerable women in particular to participate more fully in the social, economic, and political life of their communities.

**Strategy:** The change strategies of the Women's Centre are embedded in a community development peer model, housed in an open accessible space with core integration of direct service volunteers. Volunteers participate in a variety of ways including connecting with women who come to the Centre; delivering basic needs services; offering one-to-one peer support; facilitating personal development groups; and facilitating workshops and community-building events. Reciprocity is highly valued and women involved in the Centre are assisted to give back, which increases their sense of dignity, value, and sense of belonging. Programs are offered during the day and evening to ensure optimum access and participation. Women with lived experience, volunteers, board members, and community members work on initiatives aimed at creating a policy agenda to improve the status of women in Alberta. Volunteers who have an ongoing commitment to the organization are asked to complete a post-test once a year in the fall.

**Rationale:** Research shows that a peer model is an extremely effective strategy for creating social capital. Women who use peer programs experience personal growth including "increased confidence in their capacities, ability to cope with illness, self-esteem, and a sense of empowerment and hope." In addition, peer volunteers cultivate "strong communication skills, ability to accept responsibility, good judgment, desire to help others, knowledge of available resources, and empathy and warmth."<sup>656</sup>

### Indicators:

# 6 – Social Inclusion – Social Participation  
Policy or Systems Change

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<sup>655</sup> Cooper, Merrill. 2009. "Promising practices in increasing the positive social ties of isolated, vulnerable families." Outcome: Positive Social Ties and Vulnerable Populations. FCSS Calgary Research Brief, No. 4. Calgary: City of Calgary, FCSS Calgary. Page 8.

<sup>656</sup> Solomon, P. 2004. "Peer Support: Peer Provided Services Underlying Processes, Benefits, and Critical Ingredients." Psychiatric Rehabilitation Journal 27(4): 392-401.

## WOOD'S HOMES

- Eastside Family Centre

### THEORY OF CHANGE:

**Need:** The Eastside Family Centre provides brief focused counselling supports for parents and families who are struggling to cope with ongoing, severe family (i.e., marital) stress.

**Goal:** To promote positive family interactions in order to strengthen the healthy development, well-being, and safety of children and families in order to prevent the onset of at-risk behaviours.

**Strategy:** The Eastside Family Centre provides six to eight focused counselling sessions with the same therapist to offer practical problem-solving ideas, largely derived from strength-based solution-focused therapy. The intent is for clients to leave the session with specific plans that will lead to solutions to the problems they are experiencing. Parents who require additional therapeutic support are invited to attend the Parenting in Times of Transitions group. Group counselling generally consists of six one-hour sessions, once per week over two months. Group sessions address issues including effective communication and increasing positive family interactions, integration of family beliefs and values across the ages, and identifying family strengths and how parenting skills and requirements change as children age. All participants receiving focused counselling will be asked to complete a pre-test. Those exiting after the six to eight focused counselling sessions will be asked to complete a post-test to highlight changes in parenting capacity and level of conflict among family members. Participants moving into the group counselling program will complete post-tests at the conclusion of the group sessions.

**Rationale:** There is consistent evidence of the effectiveness of brief interventions in the literature, which shows that most client change occurs during the initial sessions of the therapeutic encounter. As well, marriage and family therapy interventions are more effective than no treatment. These effects tend to be maintained during follow-up and are comparable to those obtained by alternative interventions (e.g., individual therapy, medical interventions) and produce clinically significant results in 40 to 50 per cent of those treated.<sup>657</sup> Group approaches provide parents with opportunities to be involved in discussions, homework assignments, and reviewing videos showing effective parenting strategies. Interactive training techniques such as these can be effective.<sup>658</sup>

### Indicators:

# 19 – Family Cohesion – Parent / Adult Questions

# 20 – Parenting – Parent Questions

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<sup>657</sup> Shadish, W.R., and S.A. Baldwin. 2003. "Meta-analysis of MFT interventions." *Journal of Marriage and Family Therapy* 29(4): 547-570.

<sup>658</sup> Child Welfare Information Gateway. 2013. Parent Education to Strengthen Families and Reduce the Risk of Maltreatment. Issue Brief. Washington: U.S. Department of Health and Human Services, Children's Bureau. Page 2.

## WOOD'S HOMES

- Exit Community Outreach

### THEORY OF CHANGE:

**Need:** According to the 2008 Biennial Count of Homeless Persons, the youth homeless population in Calgary is continuing to grow. In 2008, homeless youth aged 13 to 17 years made up 4.4 per cent of homeless people enumerated, while the 18 to 24 age group made up a further 9.4 per cent of the total.<sup>659</sup> A 2011 Calgary study on youth homelessness also showed that 70 per cent of youth surveyed reported being victims of violence on the street and reported they were violent towards others while on the street.<sup>660</sup>

**Goal:** To intervene early with youth who are new to the street, prevent them from becoming entrenched in risky street activities, and support them as they transition from street involvement to stability.

**Strategy:** A primary focus of the program is on preventing young people who are experimenting with street life from becoming further involved in this way of life. The program offers on-site mental health support and counselling, walk-in solution focused counselling, structured group counselling, and health and wellness activities such as cooking classes, sewing, yoga and art. A group program is offered for one hour per week for two months to address trauma, abuse and violence. The counselling approach is individualized. The therapist and the youth develop a treatment plan together to target the greatest needs in focused sessions and to connect youth with other services. When young people develop trusting relationships with program staff, they are more likely to access services such as crisis counselling, medical and mental health services, employment and educational opportunities, and addiction services. Youth can also address family conflict, domestic violence, and poverty, connect with natural supports, and get support to reunify with their families, where possible. Pre-test data is collected at intake and post-tests are given 60 days later.

**Rationale:** The program is based on the life cycle model of youth homelessness.<sup>661</sup> It aims to increase safety factors for youth on the streets through the use of the harm reduction model, while increasing options for youth to move off the street. The Adolescent Community Reinforcement Approach of individualized focused counselling was found to be effective with homeless youth. Those who implemented the model attributed its success to “an open door policy, engagement of youth slowly and without pressure through a drop-in centre, and employing charismatic, informed therapists.”<sup>662</sup>

### Indicators:

# 9 – Basic Functional Life Skills

# 18 – Housing Stability

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<sup>659</sup> City of Calgary. 2008. Biennial Count of Homeless Persons in Calgary – 2008 May 14. Calgary: City of Calgary, CNS, Social Research Unit. Page 21.

<sup>660</sup> Calgary Homeless Foundation. 2011. Plan to End Youth Homelessness in Calgary. Calgary: Calgary Homeless Foundation. Pages 2 and 9.

<sup>661</sup> Auerswald, C.L., and S.L. Eyre. 2002. “Youth Homelessness in San Francisco: a life cycle approach.” *Social Science & Medicine* 54(10): 1497-1512. Abstract.

<sup>662</sup> Slesnick, Natasha, Jillian Prestopnik, Robert Meyers, and Michael Glassman. 2007. “Treatment Outcome for Street-Living, Homeless Youth.” *Addictive Behaviors* 32(6): 1237-1251. Page 1249.

## WOOD'S HOMES

- Exit Youth Shelter

### THEORY OF CHANGE

**Need:** According to the 2008 Biennial Count of Homeless Persons, the youth homeless population in Calgary is continuing to grow. In 2008, homeless youth aged 13 to 17 years made up 4.4 per cent of homeless people enumerated, while the 18 to 24 age group made up a further 9.4 per cent of the total.<sup>663</sup> A 2011 Calgary study on youth homelessness showed that 70 per cent of youth surveyed reported being victims of violence on the street and reported they were violent towards others while on the street.<sup>664</sup>

**Goal:** To provide a place for youth to stay where they will be safe, experience housing stability, work with staff to obtain and keep permanent housing, and engage in services so that the chance of returning to street life is reduced.

**Strategy:** Exit Youth Shelter is designed to transition youth who are living on the streets and who have experienced family conflict that has caused them to be without a place to live. The program offers short-term emergency shelter, basic needs support, and family mediation to youth aged 12 to 17. The shelter uses a relationship and family-based service model. It is staffed by a team of six Youth and Family Counsellors who are trained in crisis intervention counselling and have a good working knowledge of the various systems that come into play in these young people's lives. Counsellors meet with young people and their families at intake and a plan is developed to assist with the immediate crisis and to support the youth and family so that a return home is successful. Youth are also connected with the Calgary Adolescent Treatment Services (CATS) Clinic at Exit Community Outreach, which provides health-related services for street-connected youth. A pre-test is given at intake and the post-test is given 60 days later.

**Rationale:** Youth who have left the street remain at risk for re-involvement<sup>665</sup> and are known to experience strong connections to their peers and street supports.<sup>666</sup> Thus, it is important to provide a relationship and family-based approach to support the development of additional supports to move away from high-risk street activities. When risk factors that threaten family stability are reduced and supports are in place to assist and strengthen vulnerable families, children have a better chance of health, happiness and success.

#### Indicators:

# 18 – Housing Stability

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

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<sup>663</sup> City of Calgary. 2008. Biennial Count of Homeless Persons in Calgary – 2008 May 14. Calgary: City of Calgary, CNS, Social Research Unit. Page 21.

<sup>664</sup> Calgary Homeless Foundation. 2011. Plan to End Youth Homelessness in Calgary. Calgary: Calgary Homeless Foundation. Pages 2 and 9.

<sup>665</sup> Auerswald, C.L., and S.L. Eyre. 2002. "Youth Homelessness in San Francisco: a life cycle approach." *Social Science & Medicine* 54(10): 1497-1512. Abstract.

<sup>666</sup> Worthington, C., B. MacLaurin et al. 2008. Calgary Youth, Health and the Street – Final Report. Calgary: University of Calgary. Page 7.

## WOOD'S HOMES

- Youth Culinary Arts Program

### 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 capital, reduce individual and family poverty, and prevent the ongoing cycle of poverty and underachievement in the next generation.<sup>667</sup> 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."<sup>668</sup> 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

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<sup>667</sup> 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.

<sup>668</sup> 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.

## YOUTH CENTRAL SOCIETY

- CAS, Youth Engagement Initiatives

### THEORY OF CHANGE:

**Need:** Youth need to be more positively connected to and be active participants in the community. They need opportunities to increase self-esteem and self-efficacy, and develop a sense of purpose and belonging. Youth want to be involved in the community, but may not know how or where to go. Many are also seeking ways to help them prepare for success in the workforce and post-secondary education.

**Goal:** To inspire and engage young people to participate in the community through volunteer activities so they learn about their community, gain valuable life and leadership skills (e.g., critical thinking skills, problem solving, interpersonal skills), and build positive community connections.

**Strategy:** Youth Central offers nine program streams, each with a different focus on youth engagement: Youth Volunteer Corps, Youth Volunteer Corps in Schools, TD Youth Earth Ambassadors, Youth Week, ConocoPhillips Youth of Distinctions Awards, Outreach, Calgary Youth Foundation, Mayor's Youth Council, and Youth Are Awesome. Youth are the decision-makers and leaders for each program. Youth can volunteer and make a difference in the community, serve on leadership committees, and voice their opinions to business leaders and politicians. They can learn about the rich diversity and needs in the city, serve on a foundation and learn about philanthropy, and experience active citizenship. Each program has a different timeline. Some programs have leadership committees that meet twice monthly during the school year, while others offer community volunteer opportunities that are episodic or occur on a regular schedule. Average participation in the program lasts 30 months.

**Rationale:** Research shows that opportunities for youth to participate outside of school in various activities, including volunteering, facilitate positive community engagement, a sense of belonging, and opportunities to grow. Youth learn valuable leadership, communication and decision-making skills, and have increased self-esteem. Such youth are less likely to become involved in negative activities, such as criminal behaviour, substance abuse, smoking, and destructive behaviour. They are more likely to have an increased sense of responsibility, mental well-being, and a positive attitude.<sup>669</sup> Research also shows that experiences proven to lead to adult volunteerism include doing some kind of volunteer work (55 per cent) and belonging to some form of youth group or club (54 per cent).<sup>670</sup>

### Indicators:

- # 32 – Youth – Grades 7-12 Engagement in Community
- # 38 – Youth – Grades 7-12 Self-Esteem, Self-Confidence, Identity
- # 41 – Youth – Grades 7-12 Pro-Social Attitudes, Clear Values
- # 43 – Youth – Junior / Senior High Activities
- # 44 – Youth – Junior / Senior High Constructive Use of Time



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<sup>669</sup> Cooper, Merrill. 2009. "Programs targeting child and youth development." Outcome: Positive child and youth development. FCSS Calgary Research Brief No. 1. Calgary: City of Calgary, FCSS Calgary. Page 2.

<sup>670</sup> Hall, Michael, David Lasby, Steven Ayer, and William David Gibbons. 2009. "The connections between early life experiences and volunteering." Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating. Catalogue No. 71-542-XWE. Ottawa: Statistics Canada. Page 41.