

Families First Edmonton

Toolkit



Families First
EDMONTON

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Appendix Materials



“My family’s life has become much more colorful since joining this program. We are now participating in activities we would not know about without your help. Thank you!”

Purpose and Application of the Toolkit:

This Toolkit provides information about the Service Delivery component of the Families First Edmonton Research Project. It includes practical information about the operations and service delivery practices, essential contextual background to the research project, the principles that guided service delivery, and the learnings and recommendations from the service delivery team.

The Toolkit is intended to provide information and insight into how our service delivery was achieved, with the hopes that it will be useful to others who may want to replicate the practices in new or current programs.

The Toolkit has two main sections: a description of the Service Delivery, and a set of appendices which includes templates and protocols that were used in Service Delivery. In the body of the Toolkit you will find references to the relevant appendices. If you are using the electronic version of the Toolkit, click on the electronic link to view the document.

In order to facilitate reading the remainder of this document the following glossary of abbreviated terms is provided for reference:

Children	= individuals 0 – 17 years old
Comp	= Comprehensive
FFE	= Families First Edmonton Research Project
FHL	= Family Healthy Lifestyle
FMPI	= Families Matter Partnership Initiative
IPP	= Individual Program Plan
MCHB	= Multi-cultural Health Brokers
PIP	= Performance Improvement Plan
PLM	= Project Logic Model
Rec	= Recreation
RFP	= Request for Proposal
RRB	= Recreation Resource Bank



“I really want to be part of positive change. You know, not just read about policy changes in the newspaper; actually help influence the way social services are delivered.”

Families First Edmonton Research Project Overview:

Families First Edmonton (FFE) was a groundbreaking, \$10 million, multi-year community-based collaborative research project that explored how to better deliver existing services to families living with low income. We knew from experience that these families face numerous challenges, and that children living in poverty are more likely to experience health, educational and behavioral issues. We also knew that even when services and supports exist, families may not know how to access what is available.

FFE was based on the theory that a coordinated, targeted, proactive intervention may create healthier, more successful families. It explored how delivering health, education, childcare, social, and recreation services could be improved and how systems could work together more effectively and efficiently. Ultimately, this might improve family health and well-being and reduce reliance on health and social services – all the while building stronger communities.

The Models

Using a community-based research model, FFE tested four different ways of delivering services. The project randomly placed 1169 families in one of four different service delivery models or vehicles.

1. **Self-directed- families** continued to access services they received before the project
2. **Family Health Lifestyles (FHL)** – families continued to access services they received before the project, plus a family worker helped them problem solve and connect to health, education, social services, and childcare resources
3. **Recreation Coordination (Rec)** – families continued to access services they received before the project, plus a recreation coordinator helped them problem solve and connect children, youth and families to recreation resources and activities
4. **Comprehensive (Comp)** – families continued to access services they received before the project, plus a family worker helped them problem solve and connect to the services outlined in 2 and 3

Eligibility

Participation in FFE was completely voluntary and did not impact any of the other benefits or services families received. Initially, in order to be eligible to participate, families needed to have at least one child under the age of 12, had to live in the northeast quadrant of the city, and needed to have a low income. Families were considered to have low-income if they had received Alberta Works Income Supports (IS) for at least six months, or if they received Alberta Child Health Benefits (ACHB). After the first year of service delivery, the eligibility requirements were amended because of slower than expected recruitment of volunteer families. The expanded criteria included no restriction on length of time on income support, families living anywhere in the City of Edmonton, and families accessing the Adult Health Benefits, City of Edmonton Leisure Access Program or subsidized housing. Using these financial criteria meant that families did not have to prove, again, that they were low-income in order to participate in this project.



“I do not have to feel afraid anymore. I did not know what to do. Now I know there are supports/resources out there – it is just a matter of reaching out.”

Timing

The Service Delivery phase of the project was initially scheduled to last for two and a half years, but was expanded to three and a half years to accommodate families who were recruited in the later part of the project. Each family received between 15 to 24 months of service delivery. Follow-up research and evaluations were continued after service delivery was complete, so that researchers could gauge how participation impacted the health and well-being of the families over time.

Partners

FFE was led by Alberta Employment & Immigration (AEI) and the City of Edmonton and brought together twelve partners from government, community and universities. Those partners offered both critical financial support and the specialized expertise needed to undertake a project of that breadth and depth. Although FFE was launched specifically to learn more about what works for families, project partners also gained valuable information on what makes a collaboration of this scope and size work.

The Families Matter Partnership Initiative (FMPI) was the service delivery arm of the research project. The YMCA of Edmonton worked in partnership with KARA Family Resource Centre, Bent Arrow Traditional Healing Society, and the Multicultural Health Brokers Cooperative to deliver the services to participating families. FMPI also delivered essential diversity training to researchers and service providers, ensuring that the project was doing everything it could to help families of all ethnic backgrounds understand and access available services.

Committees within FFE consisted of:

- Executive and Steering Committees
- Project Management Team
- Operations Committee
- Research Committee
- Service Delivery Committee

Additional subcommittees and advisory groups supported the project’s work:

- Communications Committee
- Service Delivery Coordination Committee
- Research Coordination Committee
- Sounding Board

Committees defined their scope and tasks in Terms of References, and met regularly to discuss emerging and ongoing issues or challenges, to ensure that the project was meeting its goals. An FFE Project Manager worked full-time on the project to coordinate the activities of the various partners and to share information and solutions amongst the committees. *(Appendix – 2.2.b. Committee Terms of Reference)*



“Thank you so much for everything you’ve done for my family. My kids had the best summer of their lives and it was all because of all the work you did to get them in to camps and other activities. I just can’t thank you enough.”

Service Delivery Practices

- Service integration practice was expected to enhance the awareness, knowledge, skills and attitudes required for a family to link to existing services within the community.
- Two levels of systems were targeted by the practice. The first was to enhance family capacity to link to services. The second was to reduce barriers within the community to make it easier for families to access these services.
- Four principles directed the delivery of the service integration practice:
 - family-centred needs and goals directed the interaction,
 - all interactions recognized diversity,
 - family and community program capacity for service linking was built, and
 - reflection on practice and progress occurred throughout.
- Families First Edmonton tested four service delivery models or vehicles: self-directed, recreation coordination, family healthy lifestyle and comprehensive (recreation coordination plus family healthy life style). Each of these acted as the vehicle to apply the service integration practices (directed at awareness, knowledge, skills and attitudes), the levels of systems (family and community services) and the principles (family-centred, culturally sensitive, capacity building and reflective). (*Appendix 3.1.a Program Service Boundaries*).
- The predetermined amount of time to be spent with each family depended on the vehicle (Recreation Coordination, Family Healthy Lifestyle and Comprehensive). The amount of time to be spent with each family was referred to by researchers as *the dose*. Each family participant was enrolled in the program for 15 months to 24 months.

Guiding Principles

Reflective Practice: “Reflective practice is an ongoing and cyclical process of inquiry that creates the awareness, understanding and learning that leads to effective action” (taken from the RFP). The reflective practice principle was used in working with families as well as in staff supervision and peer interactions. It was important for both staff and family members to develop the ability to reflect upon their individual experience with FFE so that what they learned could be applied to future decisions and actions.

Culturally Sensitive: FFE included families from different ethnic, cultural, linguistic and faith backgrounds. Diversity was also reflected in family values, family structure, family self-identity, lifestyle choices, economic means, age, gender, sexual orientation and challenges related to physical, cognitive, and psychological ability. All aspects of diversity were considered and respected.

Family Centered: This principle assumes a philosophy and method of service delivery that emphasizes a partnership between parents and service providers. Family Centred practice focuses on the family’s role in decision-making and recognizing parents as the experts on their own lives and their own child’s status and needs. Families were asked to express their needs and interests in their own words, and workers then supported families to set goals and to connect to resources that helped them meet those goals.

Capacity Building: This principle assumes, “that people are resilient and that with a respectful and engaged approach, they can and will exercise their strengths and address their barriers and concerns honestly and openly” (taken from the RFP).

Vehicles – Learning and Recommendations

- Accurate communication about the nature and extent of services that families will receive is key to engaging and retaining families.
- Programs benefit when staff work collaboratively in areas of shared interest such as service integration practice, documentation standards, human resource and financial management and statistical and evaluative strategies.



Vehicles – Service Delivery Models

The Recreation Coordination vehicle focused on developing awareness, knowledge, skills, attitudes, and material resources to help families link to existing recreation services. All children in the families received recreation subsidies and a recreation coordinator actively assisted families to use recreation resources, registrations, equipment, access to subsidies and transportation to and from recreation. In addition, Recreation Coordinators worked with recreation service providers to problem-solve and reduce barriers to family access to recreation. For all other services, families were directed to the Support Network (211).

Four recreation coordinators managed a maximum caseload of 75 families. Coordinators met with each family for approximately **one hour every three months** or as directed by the family.

The Family Healthy Lifestyle vehicle focused on developing awareness, knowledge, skills, attitudes, and material resources to help families link to existing healthy lifestyle services in three areas:

- Acquisition and maintenance of social supports networks (social support)
- Facilitating appropriate access to primary health care (health)
- Development and maintenance of relationships with child care and education providers

In addition, family workers helped these healthy lifestyle service providers reduce barriers to family service access. For all other services, including recreation, families were directed to the Support Network (211) or The City of Edmonton.

Seven family workers managed a maximum caseload of 40 families. Coordinators met with each family for approximately **one hour every month** or as directed by the family.

The Comprehensive Service vehicle focused on developing awareness, knowledge, skills, attitudes, and material resources to help families link to existing recreation services and existing healthy lifestyle services. In addition a family worker helped providers in the service agencies to reduce barriers to family access to recreation and healthy lifestyle services.

Nine family workers managed a maximum caseload of 34 families. Workers met with each family for approximately **one hour every month** or as directed by the family.

The Self Directed Service had families access their existing services without additional support. *(Appendix 3.1.b. Unique Practices Associated with Each Vehicle)*



“In Chinese we have a saying that a cup of water to a thirsty person is life saving, I feel like our visits are like that, you are a life saver.”

Service Integration Practice

This section describes the service integration practices. These practices were used to deliver the three vehicles (Recreation Coordination, Family Healthy Lifestyle and Comprehensive service) at two levels (family capacity and community service capacity). They were based on the family centred, culturally sensitive, capacity building and reflective principles. The three sets of service integration practice are presented in sequence below and include:

- Service Integration Flow
- Service Integration Pillars
- Agency Practices

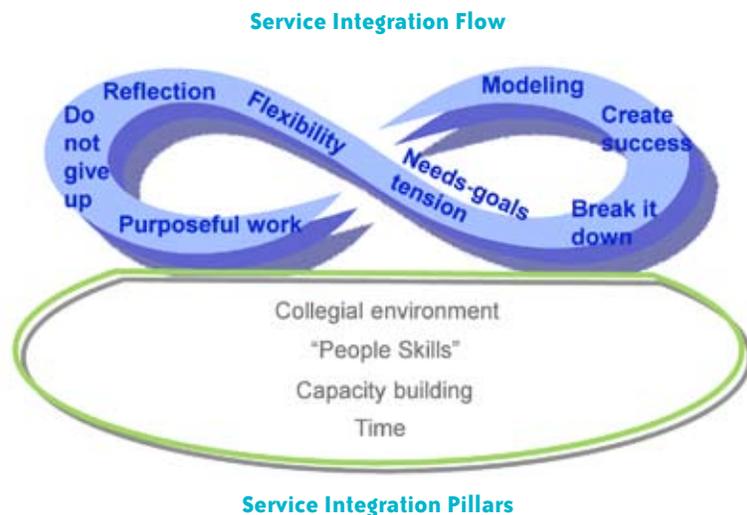
Method:

A participatory process was used to collect and analyze the data concerning service integration practice. Researchers, program supervisors and management staff met weekly to oversee the development and implementation of the practices. Focus groups and interviews with family workers were used to collect the qualitative data from which the service integration flow practices were developed and to validate the model as it formed.

Service Integration Flow:

Table one depicts the parts of service integration practices.

Table 1: The Flow, Pillars and Agency Inputs to Service Integration Practice



Agency Practice

Characteristics of Service Integration Flow:

Service integration is a flow of practices where:

- Practices **flow** continuously (as represented by the infinity form):
 - The practices can be learned in a discrete way through training.
 - In effective relationships with families the practices overlap and blend together to form integration flow.
 - There is no order or primacy of practice and encounters can enter at any point in the flow.



“I now really understand the importance and benefit of working together. I would not be able to do this all on my own because I do not have the know-how, but if I work with you, I will be able to in the future. I feel that I’ll really be able to give my boys the same opportunities as their friends from higher income homes.”

- There is a **partnership** between family and provider (as represented by a two-sided ribbon moving in infinity):
 - The partnership is built on a family-centred philosophy that guides all interaction between the family and the provider.
 - The family’s strengths and goals are self-identified with support from the workers.
 - It is recognized that, at times, the provider may lead more in the interaction, but the goal is that eventually the family will become self-directed in service integration.
- **Diversity** underlies the interaction between the family and provider (as represented by the multi-colour of the ribbon):
 - Diversity refers to all forms of differences, including cultural, sexual orientation, family composition, abilities, language and faith. It is recognized that diversity occurs in both family workers and the family served.
 - Optimally an agreement is made between the family workers and the family to share these differences and consider how they influence linking to services.

Practices Associated with Service Integration Flow:

Modeling is using information-giving, showing, and doing-with to:

- Help families gain new service integration awareness, knowledge, skills and attitudes.
- Transfer service integration awareness, knowledge, skills and attitudes from past experiences to new opportunities to link to service.

Providers know the range of service integration awareness, knowledge, skills and attitudes and are fluent in giving information, identifying expectations of the family and the service provider, and demonstrating and prompting family activity in service integration situations.

Families identify their own strengths and needs and commit to building service integration capacity in new settings.

Creating success requires building capacity for service integration.

Providers help the families set positive goals, identify existing family strengths and acknowledge any progress toward successful service linking.

Families lead in goal setting.

Flexibility in time, place and approach is required of both the provider and family.

Providers need to adapt to the family’s schedule and use a social approach to engage families. This may mean meeting families on their terms: at a coffee shop, while watching their children’s activities, at the mall or while performing family tasks (cooking dinner).

Families must commit to making time for and providing some family resources to build their capacity in service integration knowledge, skills and attitudes.



“Thank-you for continuing to meet with me and trying to connect me to things despite me canceling lots and me not having the energy to meet.”

Needs-goals tension creates balance between dependency and independency. The service provider takes cues from the family and acts upon the family’s priorities. The family’s right to choose service integration goals is recognized, even if it puts the provider’s goal to address needs on the back burner.

Provider is family-centered; starts where the family is; accepts the family’s pace.

Family is free to choose.

Do not give up requires that both the provider and the family be persistent over time in their commitment to creating family capacity for service linking.

Providers must show commitment over the long haul by:

- Treating all families as if they were easy to work with,
- Giving families a schedule of expected contact and by offering several ways to contact the provider (for example, scheduling the next visit with a family before leaving current visit),
- Building confidence through success,
- Consistently creating a safe forum,
- Wording messages in a respectful and positive manner,
- Advocating in both difficult and easy situations,
- Focusing constantly on building capacity,
- Acknowledging the family’s commitment of time and recourses to the process,
- Being innovative in accommodating the family’s situation, and
- Personalizing approaches and “going that extra mile.”

Families are by nature persistent. They want the best for themselves and given the right circumstances will work persistently to achieve their goals.

Purposeful Work requires that both provider and family understand the expected outcomes, in this case, building service integration awareness, knowledge, skills and attitudes so that families can link to existing services.

Providers should clarify their role and set the boundaries of the intervention objectives. Each contact with the family should be purposeful and well-planned. Resources should be structured to the needs of the family and the objective of the contact.

Families understand the scope of the intervention, the purpose of each contact and commit to working on the goals they develop in collaboration with the provider.

Break it down acknowledges the complexity of the awareness, knowledge, skills and attitudes required for successful service linking.

Providers know how to break down the knowledge and skills of service integration into achievable, but meaningful, steps. They plan experiences that will ultimately lead to family success.

Families commit to learning something new and focusing on the achievement of small successes.



“Thank-you for being so understanding and flexible with our meetings.”

Reflection is one of the four principles of Families First Edmonton. It also guides all interaction between families and providers, and between service providers.

Providers work in an environment that supports self-reflection. They examine their experiences, biases, frustrations and successes with their supervisor and co-workers to enhance their capacity to help families link to service. In addition, providers model reflection on the knowledge, skills and attitudes of service integration with families.

Families reflect on their past successes, strengths, opportunities and barriers to develop self-perceptions and attitudes and acknowledge skills. They begin to self-identify successes and learnings from past linking experiences and transfer those to new linking opportunities.

(Appendix 5.1.a. Reflective Practice for Home Visitors, 5.1.b Reflective Practice Model-Landscape, 5.1.c. Case Study Papers, 5.1.d Experiential Learning Model)

Service Integration Pillars:

Service Integration Pillars are considered essential supports to the family worker’s service integration flow practice. They include: collegial environment, “people skills,” capacity building and time.

Collegial Environment – The relationship between the family workers and their peers helped them develop their practice and tailor it to the families. There was also significant practice sharing.

The relationship between the family workers and their supervisors was also important. The case conferences, training and one-on-one interaction honed their ability to support families to link to service.

“People Skills” – The family workers emphasized that well-developed “people skills” are important. The ability to relate to diverse families from diverse communities is foundational. Likewise, being able to intervene and assist families in building service integration knowledge and implementing their service integration skill set is also essential. For this reason hiring practices, training, supervision, and retention were important agency responsibilities.

Capacity Building – Three aspects of capacity building are emphasized. First, the family workers identified and reinforced the family’s strengths. Second, they actively built strengths identified by the family and the family worker. Third, a mutual accountability system was used, where the family worker and the family divided the tasks to achieve those strengths.

Time – This service integration practice was allocated according to the vehicle (Recreation- 1 hour per 3 months, Family Healthy Lifestyle- 1 hour per month, and Comprehensive- 1 hour per month). This led to large caseloads for some family workers. Participants were enrolled for the duration of the intervention (15 to 24 months); meaning cases were not “closed,” to create respect for families’ rhythms. A need for appropriate timing of work on service integration knowledge, attitudes and skills was required. As a result, extensive time was spent on contacting families to engage and re-engage them in service integration work. It was also emphasized that it takes time to build a relationship with the family and carry out joint service integration work. Time greatly impacted participation. Time challenges for parents included traveling to and from services by car or bus, multiple activity locations, and volunteer commitments as a requirement of recreation. Parents often struggled to schedule time to engage in services or activities around shift work or multiple job schedules.



“Thanks for the meeting this morning; I really learned a lot from you. I’m sad the program is ending in April, as it’s been awesome for us, let’s hope the good work everyone did counts for something for those who need it.”

Agency Practices

Agency practices support the family workers in Service Integration Flow and the Service Integration Pillars. They include: supports to Service Integration Flow and Service Integration Pillars; program management; and human resources.

A number of operating principles were employed in designing and delivering these agency practices. They include:

- Support service excellence, staff retention and satisfaction, financial and programmatic accountability, and productive partner relationships through efficient and effective management.
- Support efficient and effective practice through clear policies, procedures, expectations, and fairness and accountability at all levels of decision-making.
- Balance consistent and fair practice with the need to reasonably accommodate individual staff needs and circumstances.
- Manage staff schedules using a flexible approach to accommodate the family’s schedules.
- Foster an appreciation of differences by mentoring culturally diverse staff and supporting their skills acquisition through dedicated and sufficient resources.
- Foster an accepting environment that values individual differences in style, experience and perspective as opportunities to learn, problem solve and contribute fresh ideas.
- Seek staff input in decisions and practices that impacts their work.
- Actively encourage peer and supervisory support and consultation to ensure ethical practice, role clarity, cross-team collaboration and general organizational awareness and accountability.
- Communicate key messages in a consistent and timely manner.
- Deliver the promised service to families in a manner that ensures consistency.
- Build positive partnerships with other service providers in the community.
- Maintain accurate electronic and paper records.

All of these principles helped to support and retain FFE staff throughout the duration of the project, while ensuring staff had the abilities and experience to effectively meet the needs of both the families and the overall project.

Supervision of Service Delivery – Learning and Recommendations

- Barriers that impact family participation and success also impact staff motivation and morale. Therefore, it is crucial for staff to have opportunities for peer and supervisor consultation and reflection to regain perspective, maintain ethical practice, problem-solve and feel supported.
- Timely communication with the family is important to facilitate a smooth transition to the new worker.
- Committees should have clear purpose and mandate. (Appendix 2.2. b. Committee Terms of Reference)



Supports to Service Integration Flow and Service Integration Pillars

Families First Edmonton employed a number of strategies to ensure our internal practices were efficient and consistent, while providing essential supports and resources to our workers. We also built relationships with community resources and agencies that would support the project. This section details some of our service integration strategies.

Supervision of Service Delivery

- Family Transfers & Assignments

Whenever there is staff turnover, families need to be re-assigned to a new worker. It is beneficial to have overlap between workers. A Family File Transfer sheet was used to create an efficient summary of the each family's situation. Attention was paid to the needs of the family, caseload size of the workers, geographical area of the family, size of the family and strengths of the worker/family. Communication with the family was important to facilitate a smooth transition to a new worker.

(Appendix 2.1. a. Family Transfer Information Sheet).

- Support to the Supervision Function

- Weekly Recreation, Family Healthy Lifestyle and Comprehensive team meetings: to provide support to family workers, receive updates and share information.
- Biweekly FMPI team meetings: to share information about the HOMES database and service delivery processes; and to have in-services with community organizations.
- Case Conferences: to provide an opportunity for input from colleagues, use of reflective practice and resource sharing. (Appendix 2.2. a. Case Study Structure, 5.1.c. Case Study Papers, 5.1.d. Experiential Learning Model)
- Leadership meetings (biweekly): to share concerns, information and new ideas among supervisors and managers.
- Ad-hoc working groups: to address emerging issues (for example a working group was created to determine what kind of reports to the community should be produced).
- Partnership committees: to consult, share information and problem-solve.

- File Audit Process

Each month an audit questionnaire was used to assess ten per cent of the caseload. Audits were used to support best practices, account for the frequency of family contact and the accuracy of record keeping. In addition, supervisors randomly audited a number of these files monthly using the same audit sheet. The worker and supervisor then looked over the audits together to identify areas for growth and to ensure consistent practice. (Appendix 2.3. a. Audit Template, 2.3. b. Audit Tracking Sheet).



“There is a problem with the system. How am I going to get out of this neighborhood? There isn’t affordable housing anywhere, and because my housing is currently subsidized, no one will look at my applications. I don’t mind living here, but it is not healthy.”

- Managing Change

Change can come from the families being served (change of family structure) or from within the program (increase of geographic area served). When pro-actively managed, change can strengthen teams and organizations. Communicating the reason for the change and explore how that change will affect staff is critical. Staff should be encouraged to contribute their own ideas and be able to express concerns, worries and hopes related to the change.

Reducing Agency Barriers to Service Access

Families often do not link to resources because of barriers such as lack of transportation, limited finances, lack of safe and affordable housing, lack of awareness of resources, cost, inaccessibility of services and previous negative experiences.

The Operations Committee was a cross-systems forum that FFE created to help reduce systemic barriers. They developed a “systems collaboration document,” which was essentially a contact list of representatives from various provincial and municipal government departments and key community service providers.

Project staff met with the Operations Committee on a regular basis to discuss the barriers that families faced. Staff also produced a Barriers Document for the committee. Committee members shared their knowledge and ideas about strategies to overcome these barriers. *(Appendix 3.2.a. Systemic Gaps and Barriers)*

Mobilizing Resources

Families needed clear, short summaries of the most relevant information required to access resources. FFE used several approaches to mobilize these resources:

1. Elements of the piloted recreation tool kit were re-developed to meet the needs of FFE (e.g., recreation resource database, recreation subsidy sheet). *(Appendix 3.3.a. Recreation Database-Activities, 3.3.b. Recreation Database-Organizations, 3.3.c. Recreation Database Organization Information)*
2. Existing databases within the community were accessed (e.g., Support Network). A community based recreation database would be of benefit to both families and recreation service providers.
3. Existing organizational brochures were used. *(Appendix 3.3.d. Brochure Distribution List)*
4. New resources were developed only when the information did not exist elsewhere. *(Appendix 3.3.e. Recreation Subsidies and Helpful Contacts)*
5. Resources evolved through staff sharing in meetings and through e-mail and networking with coworkers. Staff also acquired information externally by attending interagency meetings, agency open houses and information fairs, speaker events and by e-mail server lists.
6. The Resource Library, which was the list of organizations that staff referred and linked families to, and the Recreation Resource Bank were added to the administrative data base (HOMES).



“I wasn’t sure if you were the right person to talk to about this. But it turns out you were. I’ve been walking around all morning not knowing what to do about this. Thanks for helping me... I finally know what I need to do.”

Family Engagement and Retention

The service delivery agreement parameters included: families needed to be contacted within three days of being referred to FMPI; workers were to visit each family within two weeks of being referred; the Initial Assessment and Service Plan needed to be completed within the first three months of being referred; and ongoing progress reports for both the assessment and service plan needed to be completed every six months.

Families that participated in FFE demonstrated a range of needs, awareness and ability to acquire service. Some families needed support to activate skills and some had needs for capacity building. Families could also be challenging to contact. Staff needed to respect each family’s circumstances, readiness and pace for learning to ensure that they appropriately timed the work on service integration knowledge, attitudes and skills.

Strategies included:

- Be family-centred and take the family’s situation into account.
- Have a high level of flexibility in family worker schedules.
- Define the levels of family engagement.
(Appendix 3.4.a. Levels of Engagement (Timeline Report))
- Meet families at a mutually agreeable time and location, including evening and weekends.
- Mutually agree about the amount of time that the worker and family will commit to visits and follow ups.
- Persistently reschedule missed visits (develop good time management skills).
- Use e-mail, telephone contact at different times of the day, and letters / resource information to encourage families to reconnect.
- Book next contact at the end of a visit to help families plan ahead.
- Ensure interest by having the family members who received the service be involved in discussions (e.g. children who received recreation were available for all discussions and linking work).
- Use donated event tickets (see recreation resource bank) in reconnecting with families.
- Be assertive and persistent in order to maintain contact or re-engage with families (e.g., calling at different times of the day, dropping by, and calling from different phone numbers). Often workers needed to call 15-20 times before making contact with the family. These persistent strategies helped staff meet service delivery timelines such as initial contact within 2-3 days and first visit date set within 2 weeks. *(Appendix 3.4.g. Family Lost Contact Letter; 3.4.h Guidelines for Letter-After Lost Contact)*

Linking Strategies – Learning and Recommendations

- Sharing information with other organizations about the program mandate and program clientele improves the worker's ability to successfully connect the family to the service.
- Universal cross-agency protocols could reduce agency barriers to family linking (e.g., subsidy applications, travel benefits, registration procedures)
- Service access could be improved by having organizations that deliver services increase their hours of operation to include evenings and weekends.
- Families may express discomfort when they feel they have to repeatedly justify their needs to service providers.
- Referrals may need to be repeated more than once before the family link is successful.



To overcome the issue of motivation, both the families and the workers required a good understanding of the purpose and goals of the service integration service.

- At the initial visit, discuss program focus (to enhance family capacity to link to service), worker role (give information, model service linking, mobilize resources), professional boundaries and the legal duty to report any situation where children are in need of protective services. (*Appendix 3.4.a. Suggestions for Building Initial Rapport, 3.4.c. Initial Family Phone Call Script, 3.4.d. The First 5 Questions, 3.4.e. Consent for Personal Release Info, 3.4.f. Children and Youth Participation Agreement, 3.4.i. Limits To Confidentiality Statement*)
- Set boundaries with the family early in the relationship so that everyone understands each other's role. Examples of problems arising when boundaries were unclear included families demanding more time than the worker could provide, families depending entirely on the worker's initiative or families changing their mind at the last minute.

Linking Strategies

Two service integration terms were defined. "Referrals" occur when the family worker gives information to families. The implication is that the family will make the link themselves. "Links" occur when either the family worker actively supports the family to access services or the family accesses services on their own.

Practices that support linking include:

- Model problem solving, information seeking, and good communication skills by breaking down the knowledge, skills and attitudes into readily learned components.
- Advocate (in the family's presence) with the provider agency.
- Share realistic expectations of the organization with the family because families access service more quickly when they know what is expected and have a straight forward process to link.
- Establish family expectations for service with the agencies.
- Help families communicate their expectations of the agency.
- Cue families to use pre-discussed and pre-practiced linking behaviours.
- Accompany the family to key contacts (e.g., the first visit).
- Debrief with the family after the first connection to the organization.
- Use reflective practices:
 - to help families become more aware of their own strengths, needs, barriers and opportunities to create success,
 - to access families' previous positive experience with services to problem solve in the current situation,
 - to apply acquired service linking behaviour to new barriers and opportunities,
 - to increase family awareness of their existing and newly-acquired service linking knowledge, skills and attitudes, and
 - to support staff when they experience challenging encounters with families

Use of Cultural Brokers and Aboriginal Cultural Resources- Learning and Recommendations

- Provide additional time to access broker services and to prepare them to visit families.
- Consistent access to brokers would be facilitated through full time, employed brokers.



- Clarify family preference for service so specific resources can be at their fingertips.
- Support success by making preliminary calls to service agencies when families need to have an early success experience. (*Appendix 3.5.b. Reference Letter for families*)

Use of Cultural Brokers and Aboriginal Cultural Resources

Brokers bridge a cultural gap between the family and services (either the family worker or the services linked-to). The broker's responsibility is to assist the family and the worker in finding a common understanding that supports linking to service.

Although the brokers in FFE assisted with cultural barriers, the focus was on interpreting, translating and facilitating linkages to direct services (e.g. most forms were only available in English).

A number of factors influenced the role of a broker in FFE:

- Involving a broker required more time than the dose of the intervention prescribed. Issues such as coordinating the availability of three parties (could take up to several weeks), and translation making conversations longer (one hour visits became three hour visits) created challenges.
- Role conflict between the traditional role of the broker to help in a holistic way and the aim of FFE to connect families to existing community services.
- Building rapport when a third party was present created challenges such as aligning everyone to a single focus and including the broker in service integration processes.
- The small size of some cultural communities limited the number of available brokers because of pre-existing or dual relationships, traditions / biases / tribal conflicts within a community, or desire by families for privacy.
- Some families chose not to engage with a broker because they preferred to be integrated into the main culture, did not hold the same cultural values as the available brokers, or chose not to be connected to traditional culture or community elders.
- Number of available brokers.
- Staff and broker turnover.
- Over the life of the project, the forms simplified to improve access to the broker service and accountability for third party billing. See the appendix for the procedure and forms. (*Appendix 3.6.a Broker Process, 3.6.b. Broker Contract, 3.6.c. Guidelines for considering the Involvement of Multicultural Health Brokers, 3.6.d. In-person First meeting between FMPI colleagues and Multicultural Health Brokers, 5.2.a. Aboriginal Culture Training*)

Program Management – Learning and Recommendations

- Budget for administrative and management functions as they support accountability and program delivery.
- Transparency of budget and financial processes should include: familiarity with basic accounting procedures, participation in budget development and monitoring of monthly financial statements.
- Consider unique program requirements to maximize budgeting flexibility, e.g. using a pre-paid accounting strategy allowed the project to manage seasonal timeframes for recreation activity registration.



Recreation Resource Bank

The Recreation Resource Bank (RRB) was developed to support the Comprehensive and Recreation program areas of FFE. The RRB allowed donors to assist in creating inclusive recreational opportunities in the community. Both recreation activities and equipment were donated, and an inventory was created. The inventory of donated activities and equipment was managed in the HOMES database. Ongoing evaluation of the RRB included: analysis of children and youth's attendance at recreation activities, and donor focus groups and surveys.

Organizations that participated in the RRB appreciated the help workers provided to: verify that the family was in need, prepare the family for the activity by discussing the commitment involved, ensure the family had the required equipment, address potential barriers to the activity, and provide ongoing support to the family and the organization as the activity progressed.

RRB donor recruitment strategies included:

- Requesting donations of recreation experiences/equipment and encouraging sustainable commitment.
- Using associate organizations (e.g. Edmonton Federation of Community Leagues) to donate blocks of experiences.
- Using the family's identified interest in the recreation experience to motivate the donation of spaces and/or equipment.
- Encouraging the donation of tickets for one-time events.
- Having a recognition program.

Each donor organization signed a Partnership Agreement that outlined the details of the donation (*Appendix 3.7.a. Partnership Letter, 3.7.b Partnership Agreement*). For example: some spaces could be used at anytime, other spaces were donated for specific dates or times.

Program Management

With a project of this scope and size, it was essential that the program management functions be efficient, effective and clearly defined. This section details how we handled the day-to-day business of running FFE.

Case Load Management

- **File Management** Two file management systems were used: an electronic database (HOMES) and a paper file. All records of family contacts were stored electronically including: registration forms, family assessments, surveys and service plans. Paper files contained basic information and material assembled for family visits. (*Appendix: 4.1.a. Paper Work Check List, 4.1.b. FHL File Checklist*)



“When I last met with the family this month, she reported that she finds it amazing and exciting that she has almost completed her goals, adding that when she had set the goals, she felt very nervous and was not at all confident that she could attain them!”

- **Family Assessment** Each family was assessed for strengths and challenges. Open-ended questions, informal conversation, and non-standardized questionnaires / checklist / program surveys were used. Case studies were used with staff to teach them how to consistently apply the rating scale. Assessment of the needs and work accomplished was an ongoing process. (Appendix 4.2.a. Family Healthy Lifestyle Program Survey, 4.2.f. Family Recreation Survey, 4.2.g. Youth Recreation Survey, 4.2.h. Child Recreation Survey, 4.2.b. Needs Assessment Checklist (FHL), 4.2.c. Comprehensive Program Planning Questions, 4.2.d. Comprehensive Program HOMES Assessment, 4.2.e. Comprehensive Program Profile Key).
- **Goal Setting** All families in the project identified and set specific goals and reported their progress in meeting them. The Workers facilitated the goal setting process as needed using an Individual Progress Plan (Appendix: 4.3.a. Staff Training Guidelines for IPP Development, 4.3.b. IPP Template). Pre-existing family goals in the HOMES database were adapted according to family goal setting (Appendix: 4.3.c. Comprehensive Program – Service Goals).

Examples of questions that staff could ask while facilitating goal setting include:

- Why did they join the program?
- What did they want to achieve and what was their immediate need?
- Which goals continue to be current?
- How can we break down those goals into progressive steps to make large goals more attainable?
- What would it look like or what would be different if that goal was achieved?

Documentation After each contact (home visit, e-mail, phone, face-to-face visit, conversation with community organizations) with the family or on behalf of the family, case notes were completed and dose was recorded. Templates provided structure for each type of case note entry (Appendix: 4.4.a. Face to Face Content Guidelines for Case Notes Template).

Issues concerning documenting service integration approaches (referrals and links) include:

- Should they be tracked by the individual or by the family unit?
- How should the length of time the family remained connected to a service be documented?
- How to record the variety of services delivered within one organization?
- What are the reporting requirements of the funder?

Additional documentation was developed to record:

- Intake and exiting trends, number of families per staff, number of adults, number and ages of children (Appendix: 1.1.a. FMPI Summary Report).
- Program financial expenditures (Appendix: 4.5.c. Activity Dollar Tracking Sheet, 4.5.d. Transportation (BUS) Tracking Sheet, 4.5.e. Transportation (Taxi) Tracking Sheet).



“When you have the knowledge about resources, whether they be recreation or something else, it falls into place. Having that knowledge is half of the battle.”

- Recreation activities linked to *(Appendix: 4.5.a. Stats (Method & Type), 4.5.b. Stats (Sports & Member))*.
- Family file audits and levels of family engagement *(Appendix: 4.5.f. Timelines-Contact Report, 4.5.g. Timelines- Needs & IPP, 4.4.b. Timeline Expectations for Working with Families)*.

Checklists that summarized reporting requirements were used to make sure all required documentation was completed in a timely manner. These checklists were also helpful for training new staff and to help staff manage large caseloads.

Administration

Essential administration services included: record keeping, document preparation, reception, telephone, IT, Health and Safety, building management and security. Additional administrative duties related to caseloads included: data recording, client files, chart audits, participation in agency work groups or activities, training activities and team meetings.

Accounting Services

Accounting included accounts payable and receivable, audit preparation and completion, record keeping, preparation of monthly, quarterly and annual financial statements for reporting purposes, document preparation, risk management and insurance management.

Report Functions

Reports included; monthly, quarterly and annual narrative and statistical reports, quarterly and annual financial reports and specialized data reports. Frontline staff, supervisors and managers were all involved in meeting the requirements of the reporting function. *(Appendix 1.1. b. Quarterly Status Report, 1.1. a. FMPI Summary Report)*.

Health & Safety

All staff were trained in basic and job-specific Health and Safety, first-aid, non-violent crisis intervention, and the Home Visitation Protocol *(Appendix 1.2. d. Hazard Inventory And Job Evaluation Checklist-Landscape, 1.2. e. Hazard Inventory And Evaluation Checklist)*. The home visitation protocol described a variety of job-specific health and safety practices: staff recorded home visit times and locations in a log book, a buddy system was put in place when staff were visiting families and all staff carried cell phones. Staff took First-Aid kits with them on visits. *(Appendix 1.2. a. Safe Interviewing Practice, 1.2. b. Home Visitation Sign Out Sheet, 1.2. c. After Hours Buddy Slip)*.



“And thank YOU... after some consideration, I realized how beneficial these meetings have become, getting me motivated to do this or that!”

Human Resources

Hiring, supporting and retaining qualified, committed staff was essential to the ongoing success of FFE. This section details how management dealt with key human resources needs and issues.

Recruitment & Retention Strategies

Employee expectations about salary, benefits and job flexibility reflected a particularly competitive job market. Initially, staff recruitment methods included: postings within the organization, ads in the local paper and circulation of postings to research partners. As recruitment progressed, strategies shifted from print ads to more economical and accessible means: word-of-mouth, staff referrals, online postings such as the Canadian Government Job Bank and circulations to a network of relevant non-profit organizations and government departments.

As staff turnover had the potential to impact the quality of service and reliability of program results, staff retention was a crucial consideration. Candidates were urged to be thoughtful about their commitment to the term of this project. Incentives to encourage commitment included: transition to employment or cash incentives at the end of the project, a reduced workweek, and flex-time to accommodate evening and weekend family visits, improvements to benefits packages, generous training / development dollars and opportunities to network with and learn about other community services. Participation in the research aspect of the project provided a unique professional development experience. Retention strategies that proved particularly effective included: supportive supervisors using a team approach, caseload management training, educational opportunities and flexible hours (*Appendix 1.7.a. Staff Retention Memo, 1.7.b. Initializing the Staff Retention Strategy*).

Hiring

FFE was a time limited research project, which required recruitment over an extended period of time. As such, there was a need to quickly hire a large qualified staff complement that would commit to stay to the end of the project. In addition, hiring needed to be responsive to the intake of families and to the diversity of the families. Because of the highly competitive job market, hiring processes needed to be efficient in order to attract and retain qualified, interested candidates. Providing clear job descriptions facilitated the hiring process (*Appendix 1.3. a. YMCA Edmonton Job Description and Position Profile-Family Support Worker, 1.3. b. YMCA Edmonton Job Description and Position Profile- Program Supervisor*).

Individuals were assessed for suitability for a position through an initial telephone screening, in-person interviews, reference checks and security and child welfare screening (*Appendix 1.3. c. Telephone Screening Questions, 1.3. d. Interview Questions*). Proof of release of information from the candidate was often requested before references could be contacted. A standardized set of reference questions were used by supervisors (*Appendix 1.3. e. Personal Release of Information Form, 1.3.f. Reference Check Questionnaire*).

The use of “behavioral descriptive questions” were incorporated into the hiring interview process. The “behavioral descriptive questions” were used to assess the competency of the candidate, assess the candidate’s depth and breadth of experience, assess the candidate’s capability for reflective thinking and determine if there was a fit between the candidate and the organization’s values and goals. This question technique used a



“I’m sure (child) and his mom are very appreciative of you guys extending his membership. I know that (child) really enjoys class and his mom really likes what our program is teaching him. Life skills like self-discipline, respect, honesty and perseverance.”

particular format. First, the candidate was asked to provide a specific example from their own work experience that addressed the theme in the question; for example they might tell about a time they had to work with a family that was in crisis. They were expected to speak about real situations they had encountered rather than speculate about what they would do in the situation. Second, the candidate was asked to describe what they actually did in those situations. The candidate may also be asked a supplemental question, such as what personal and/or professional values did they use to guide their actions or make their decision in that specific situation. Third, the candidate was asked to evaluate their performance in the circumstances and identify what, if anything, they would do differently in the future (*Appendix 1.3. d. Interview Questions*).

Training & Development

Staff training and development programs support competent, consistent and effective service delivery; foster staff satisfaction, retention and personal development; foster ethical thinking; and encourage team and peer consultation. Group training opportunities build a common body of knowledge in a staff team.

Three written training plans, aligned with the three service integration vehicles, outlined basic and advanced job orientation and training requirements. The original training plans were adapted to accommodate a prolonged hiring period and the ongoing arrival of new staff. Teams and staff were provided resources to attend workshops, seminars and conferences. Supervisors used job-shadowing, one-on-one meetings and case conferencing to support staff learning. Continuous improvement strategies incorporated the use of a shared computer network for staff to reference policies and procedures. Training and development opportunities were also incorporated into weekly or biweekly team meetings. Staff had additional opportunities to identify areas where they felt they needed more training or development during the performance review process (*Appendix 1.4. a. Training and Certification Information*).

Performance Management

An existing comprehensive human resource program, with well-defined policies and procedures related to staff performance management was implemented. Reviews were scheduled at the end of the six-month probationary period and at the annual anniversary date. Competencies and goals were reviewed collaboratively between family worker and supervisor. The “SMART” goals format was followed. If necessary, Performance Improvement Plans (PIP) were conducted. A PIP is time tied, covers areas of concern, and identifies what changes are needed, how the changes will be achieved and what success will look like (*Appendix 1.5. a. Creating S.M.A.R.T. Goals, 1.5. c. YMCA Staff Performance Appraisal, 1.5. d. Performance Improvement Plan, 1.5. b. YMCA Competencies-Landscape*).

Professional Ethics and Boundaries

Staff members were provided with information and policies related to professional and ethical boundaries. They were required to familiarize themselves with their own professional codes of ethics and standards. Supervision and peer consultation were used to guide staff and provide alternatives as ethical situations arose. For example: families attempting to develop friendships outside of the work relationship, sexual invitations or harassment, staff taking their own family members on home visits and staff providing personal resources or services to families.



“I didn’t think there were people out there that cared, I am very grateful for all this.”

Leaving the Job

Management used a comprehensive human resource program with well-defined policies and procedures related to employment termination. In the rare circumstances where it was determined that an employee was to be terminated, the supervisor followed all steps of the disciplinary procedure in consultation with the General Manager and the Human Resources Department. When employees resigned, they were required to provide a letter of resignation and give a minimum two-week notice period.

In order to support successful transition of families between workers, the supervisor worked closely with the resigning staff member to review caseload needs and determine critical family circumstances. Resigning staff members informed the family and introduced the new worker where possible. If not, a name and contact number was left for families to contact in the interim.

An “exit interview” with the General Manager or Supervisor was offered, on a volunteer basis, to resigning staff members (*Appendix 1.6. a. Exit Interview Employee Questionnaire*).

1) Service Delivery Program Management and Human Resources

1. Report Functions

- a. FMPI Summary Report – EXCEL
- b. Quarterly Status Report

2. Health and Safety

- a. Safe Interviewing Practices
- b. Home Visitation Sign-out Sheet
- c. After Hours Buddy Slip
- d. Hazard Inventory and Job Evaluation Checklist – LANDSCAPE
- e. Hazard Inventory and Evaluation Checklist - EXCEL

3. Hiring

- a. YMCA of Edmonton Job Description and Position Profile-Family Support Worker
- b. YMCA of Edmonton Job Description and Position Profile- Program Supervisor
- c. Telephone Screening Questions
- d. Interview Questions
- e. Personal Release of Information Form
- f. Reference Check Questionnaire

4. Training and Development

- a. Training and Certification Information Tracking Sheet – EXCEL

5. Performance Management

- a. Creating SMART Goals
- b. YMCA Competencies - LANDSCAPE
- c. YMCA Staff Performance Appraisal
- d. Performance Improvement Plan

6. Leaving the Job

- a. Exit Interview Employee Questionnaire

7. Recruitment and Retention Strategies

- a. Staff Retention Memo
- b. Initializing the Staff Retention Strategy.

1.1. b. Quarterly Status Report

For the Period:

Element, Status or Deliverables	Status
Contract Reports, Funding and Budget	
Service Delivery	
Human Resources, Training and Reflective Practice	
Collaboration with Research	

Service Delivery Statistics	
Committee Work Updates	
Activities & Deliverables for Next Reporting Period	

1.2. a. Safe Interviewing Practices

One on One Interviews

- Your personal safety is “Number 1”.
- Ensure that you establish interview expectations with the participant and that you have their agreement to work within those expectations.
- Advise your Program Supervisor and buddy of the location of your meeting.
- When you interview in your office, place yourself closer to the door than the person you are interviewing.
- If you have any safety concerns:
 - Choose to do the interview at the office rather than in the home
 - If at the office, you may want to leave the door partially open,
 - Inform a colleague or a supervisor about your concerns and when and where you are conducting the interview,
 - Take another staff person with you (see Team Interviews, below), or
 - Choose a public place such as a coffee shop or common meeting room or an open or accessible area in the facility where there is more traffic
- When in doubt, remove yourself. If at any time you feel the person is escalating or is becoming hostile, give a logical reason for leaving the room (“I need your file from the car”). Leave and do not return. Your first responsibility is your own personal safety. Your job **DOES NOT** require you to stay in a dangerous situation. Discuss potential action plan quickly with your supervisor or buddy and then implement your plan (If at the office, you may want to have the person removed from the building or call 911).
- Respect personal space. Always establish appropriate, arms length personal space between yourself and the person you are interviewing. Too much space indicates disinterest or fear. Too little space may intensify anxiety and put you in harm’s way. Keep in mind that personal space can be affected by cultural background, gender, life experiences.
- Keep your voice calm and reassuring. This allows you to control the pace and tone of the interview.
- Set limits and boundaries assertively. Before making an assertive statement, you may find it useful to show empathy. Use a personal statement when setting limits: for example, “I understand that you are upset, but I will need you to stop swearing or we will not be able to continue this conversation.” Remind the participant of the expectations you have agreed to at the beginning of the interview.
- Avoid using high-risk behavior or making threats. Belittling, sarcasm, lecturing, moralizing, screaming, threatening, or disinterest are highly unprofessional and will escalate aggressive behavior.
- Expect a positive result. Contact with difficult people calls for a great deal of patience and understanding. When you have completed your interview, you can consider it successful if you have provided clear, consistent information in an open, honest and understanding way.

Team Interviews

In some instances, it might be advantageous for two workers to complete an interview. If this is the situation, the following steps should be taken:

- Assess the situation thoroughly with the co-interviewer. Review the past history of the person, and clarify what it is you hope to cover during the meeting.
- Decide who will lead interview, and who will offer support. This strategy ensures that the direction of the interview is controlled; all tasks are attended to, the goal of the interview is achieved and confusion and frustration is minimized for the interviewee. The second interviewer can attend to the process and extend support and encouragement.
- Plan your course of action and discuss what measures you will take if the person becomes disruptive, aggressive or out of control. Identify each interviewer’s risk-reduction role.
- If at any point the leader feels s/he is losing control of the situation, use a predetermined signal and make a statement that the roles are being exchanged. For example, pull your chair back or make eye

contact with the other worker and say “My colleague has been listening to us; perhaps she can offer some insight.”

YMCA HOME VISIT PROTOCOL

General Safety Considerations When Planning for a Home Visit

- Always ensure your supervisor/buddy knows the exact location of the family visit
- Always lock your car door when driving,
- Keep your keys and location address in your pocket,
- Ensure you know where all building exits are located before entering the building,
- Stand to the side of the door frame when knocking,
- Always have identification available and identify yourself at the door (ie. Name tag & business card),
- Be aware of cultural differences and be sensitive to them,
- Clarify the reasons for your visit,
- Keep your shoes and boots on or change into a pair of indoor shoes,
- Allow the person to precede you into the dwelling,
- Refrain from wearing neckties, chains, and purses with long straps, high heeled shoes, and jewelry. Generally a briefcase is a safer choice than a purse,
- Do not carry cash or credit cards,
- If you have requested police assistance, enter the home with the police when they arrive
- Pay attention to your physical position. For example, do not stand when the person sits and do not sit when the person stands, stand beside the person or directly in front of them
- Situate yourself between the person and the door; keep a clear path to the door,
- Use discretion when being offered food and beverages,
- Watch for objects that can be thrown at you (ashtrays, umbrellas, kitchen knives etc.),
- Check the backseat before re-entering the car, particularly in the evening,
- Avoid underground garages and lane ways when possible,
- Place warnings on a person’s file if safety is a concern,
- Get out if you believe you are at risk. Don’t wait until you are threatened. Do not think that leaving means you are unskilled or unprofessional or that you have failed in anyway. Your safety is paramount. Knowing when to leave an unsafe situation is a critical skill.

Before a Home Visit

- In all cases where a first contact occurs off-site in a public venue or in the home, you must inform your supervisor and you will be required to follow-up with him/her at the end of your visit,
- Prior to making any home visit, you must complete a risk-assessment to determine the potential risk to yourself and others and to take all necessary precautions to ensure the safety of all concerned. In some cases a home visit may not be appropriate,
- On an initial visit, another staff member may co-lead the interview with you. Ensure extra care is used when you complete the pre-assessment and pre-interview plans,
- Communicate to families your expectations for the visit ,
- Staff must update the Home-Visit Sign Out sheet before leaving the centre to conduct a home visit.
- Ensure that your cell phone is with you, that it is fully charged and operational, that it is turned on and easily accessible for the entire visit,
- Home visits should not be made alone if the staff member feels unsafe for any reason, or the person is unknown to the staff member,
- Attempt to find out if the person has a known history of aggression or violence. Use referrals, participant files or data base information to check the following predictors of violence:
 - i) Potential for Violence from Individual:
 - o Current substance abuse

- History of violence
 - Verbal threats
 - Suicidal/homicidal and/or paranoid ideation
 - Weapons on premises
 - Signs of relapse
 - Previous criminal behavior
 - Language or communication barriers
 - Mental Health Issues
- ii) Potential for Violence due to the Home Environment:
- Others present, who may increase the potential for violence
 - Poor lighting
 - Unlit or poorly located parking
 - Unrestrained pets
 - Isolated buildings
 - Hazardous or unsafe areas-cluttered areas can often be unsafe, i.e. broken glass under a pile of clothing or needles in the couch cushions in users homes. If possible sit at kitchen or dining room table or counter on hard chairs.
 - Proximity to unsafe areas
- Prior to a home visit, if you are concerned about your safety, discuss your concerns with your Program Supervisor to determine the appropriate course of action. Options could include but are not limited to:
 - Defer the visit
 - Request that a person's family member be present or not present if they pose a concern
 - Decide in advance on an emergency code word to use if you must call your Program Supervisor. Potentially choose one word for all staff in a department.
 - Take a coworker with you
 - Contact security personnel or the Edmonton City Police Complaint Line 423-4567 and wait for their arrival
 - If, for any reason, you or other staff feel unsafe or uncomfortable during a home visit, leave immediately

During a Home Visit

- When you arrive, ask who is in the house,
- Re-establish the ground rules for your visit,
- Follow General Safety Considerations, as identified above,
- Do not enter a home if a family member is obviously intoxicated or if you suspect drug or alcohol use,
- If you feel uncomfortable during a home visit or you feel your safety is at risk, leave immediately,
- If the situation warrants, call 911,
- Immediately call your Program supervisor with information concerning any critical incidents and your decision to leave a potentially dangerous situation and/or a call to 911.

After a Home Visit

- Call your Program Supervisor and/or buddy to indicate the completion of the home visit. If you have successive meetings, please call after each meeting,

- Complete an Incident/Accident/Injury report if you left the visit because of a safety risk, a critical incident or if you made a call to 911,
- Ensure you make an opportunity to debrief with your Program Supervisor/buddy, especially if you have been involved in a critical incident.

Tips for Leaving a Potentially Threatening Situation

- Keep calm and be polite,
- Talk softly,
- Do not disclose your concern for your safety. Instead, advise the person of your need to leave and provide a viable explanation; for example, you have a pre-arranged appointment, you must meet another worker, you are expected back at the office.

If the person refuses to let you leave:

- The key in this situation is to stay calm and in control of your own responses. If none of the above practices work, outline to the person information about the laws related to holding someone against their will,
- Keep calm and be polite,
- Speak softly,
- Do not make sudden gestures,
- Ask permission before attempting to move out of a chair or towards an exit. This emphasizes that you are not going to challenge the person for the right to control the situation,
- Ask to make a telephone call to the office. Use your cell phone and use the established code word or code phrase that alerts staff that you require assistance,
- The best response is to exhibit patience until the person's anger or anxiety passes.

Instances Where It May Be Necessary to Waive a Home Visit

- If the person is engaged in illegal behaviors or is using drugs, alcohol or other substances that could potentially impair their judgment and cause them to be uninhibited,
- If a person exhibits behavior, which is perceived to be sufficiently threatening and dangerous; consult with your supervisor about your perceptions of the person's behavior and together decide about waiving the family visit.

Tips for Interviews with Whole Families or Groups

- Establish group rules and behavioral expectations. Inform the family (group) about safety and security procedures,
- If one person is disruptive:
 - Speak to the person by name
 - Identify the problem by asking the individual to explain what s/he disagrees with
 - Provide clarification or more information if needed
 - Ask if the issue is resolved; if so, then continue with the interview/visit. If disruptions persist, privately ask the individual to leave. Agree on another meeting time, and explain to the person any consequences that will result from the disruptions
- Safety involving the entire family/group:
 - If the family/group is hostile or uncooperative, try to find out the cause- it may be a lack of understanding, experience or interest,
 - Sometimes it is effective to discuss the issue frankly with the family and help them work out their own solution to the problem,
 - Review the family/group rules or standards,
 - If the family/group gets out of control and gangs up on the leader, bring the family/group back in line, assume direct control over discussion or call a recess,
 - Shift the topic to get away from the point of dispute,

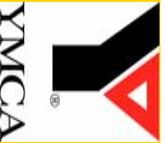
- To avoid argument, back down slightly and try to work out a compromise,
- If the family/group members get into heated arguments, direct them to stop arguing because it is not accomplishing anything,
- Advise the family/group that those who wish to continue arguing will have to leave the interview,
- Take a break and allow the disruptive family/group members to remove themselves,
- Set a time to debrief the situation and to reaffirm the family/group rules,
- If the family is able to follow your direction & de-escalate, give them credit. *Celebrate* this moment with them. It is important to pick up on the good thing they did.

1.2. c. After Hours Buddy Slip

Worker: Name	
Time of Visit	Anticipated Return Time
Work Cell Phone/Unit	
Personal Cell Phone	
Family: Name	
Address	
Phone number	
Supervisor: Cell:	
Home:	Personal Cell:
Manager:	

Worker: Name	
Time of Visit	Anticipated Return Time
Work Cell Phone/Unit	
Personal Cell Phone	
Family: Name	
Address	
Phone number	
Supervisor: Cell:	
Home:	Personal Cell:
Manager:	

Worker: Name	
Time of Visit	Anticipated Return Time
Work Cell Phone/Unit	
Personal Cell Phone	
Family: Name	
Address	
Phone number	
Supervisor: Cell:	
Home:	Personal Cell:
Manager:	



1.2. e. HAZARD INVENTORY AND EVALUATION CHECKLIST

JOB: Family worker

BRANCH:
NAME OF PERSON(S)
COMPLETING ACTIVITY:

DATE COMPLETED:

Describe the job tasks which include the activity and equipment used	(Loss Exposure) What is the Health or Safety Hazard? (People, Equipment, Materials, Injury)	Likelihood (1-5)	Exposure (1-5)	Consequences (1-5)	Risk Factor Total	Priority Rating	Required Control
Contact with staff, volunteers	People physically acting out	2	2	4	8	2.666666667	meetings in office/public area based on risk, training, offices set up so staff are closest to the door
Records Management	Repetitive strain injuries, back or neck injuries	1	1	1	3	1	ergonomic assessment completed
Contact with participants, members of the public	People physically acting out	3	4	4	11	3.666666667	meet in public space and/or with staff back
Emergency Response Management	People physically acting out	3	3	4	10	3.333333333	conduct drills, procedures reviewed and revised as required
Climbing Stairs	Potential slips/falls	1	1	1	3	1	Preventive cleaning schedule for stairwell
Ergonomic strain/stress at workstation from computer use and writing	Repetitive strain Injuries/eye strain/extensive computer use, other ergonomic risks	3	4	3	10	3.333333333	Education
Improper lighting	Eye strain	1	1	1	3	1	Monthly review of work environment re Health and Safety audit process/Preventive maintenance
Filing records/Cabinetry	Repetitive strain injuries, back or neck injuries	2	2	2	6	2	Education/Monthly review of work environment re Health and Safety audit process.
Kitchen Area	Scalds/burns/shock/pinched fingers/small fires	1	1	1	3	1	Monthly review of work environment re Health and Safety audit process/Preventive maintenance
Working Alone	At risk situations due to isolation	3	4	4	11	3.666666667	Secure Work Area/Supervisor check ins when off site
		0	0	0	0	0	
		0	0	0	0	0	

1.3. a. YMCA of Edmonton Job Description and Position Profile-Family Support Worker

Job Title: Family Support Worker: Comprehensive Program

Reports to: Program Supervisor, Comprehensive Program

Location or Branch and Department: YMCA of Edmonton Community Programs

Purpose of Position:

To effectively organize, plan, implement and evaluate the Comprehensive services delivery to positively impact the knowledge, skills, attitudes and material resources for families and their children as these relate to recreation access, social supports, primary health care and childcare/education.

Accountable to and for what:

The Family Support Worker is accountable to the Program Supervisor, the YMCA of Edmonton, the Families First Edmonton Project researchers, partners and stakeholders, program participants, volunteers and community partners for the successful delivery of the program and the achievement of program outcomes.

Major duties/responsibilities:

1. Program Development and Delivery

55%

Coordinate service delivery to assigned families within the YMCA and research project guidelines and adhere to the contracted outcomes for the program:

- Assist with the development, planning, implementation and evaluation of all program components for progress outputs and outcomes
- Implement approved quality improvement ideas and best practices to the program, program systems and services delivery strategies
- Contribute to the development of the Toolkit and the Recreation Resource Bank
- Complete program intakes as assigned
- In partnership with the family, complete family assessments, child's recreational needs assessments, identify strengths and barriers, develop a family and recreation action plans, develop strategies and actions to meet plan, monitor and evaluate goals and adjust strategies to support family's resilience and the child's access to desired recreation/leisure activities
- Develop and maintain referral networks for family and community services, primary health and community resources and recreation services
- Establish timely contact and communication with family support systems
- Provide individual supportive counseling and advocacy, facilitate appropriate community referral in the four primary program areas, provide feedback to families and children and communicate progress within the team, as appropriate
- Identify and respond to critical situations, problem solve in partnership with the family and the child in consultation with supervisor and implement agreed upon solutions
- Research, develop and/or acquire relevant program materials, manuals and tools to meet group and individual learning needs
- Assist in the orientation, training and supervision of volunteers by providing support, guidance, direction, feedback and recognition

2. Program Administration

20%

Maintain appropriate program administration systems:

- Maintain accurate and current participant and program records, expense and revenue records, current statistical and outcome tracking and anecdotal information and participate in annual record audits

- Complete monthly, quarterly and annual reports as required
- Identify need for program supplies and make pre-approved expenditures

3. Community Relations and Program Promotion 20%

Establish relevant, effective community relations and promote programs to achieve program targets:

- Network with key partners, stakeholders, community agencies and services to meet families needs for information, opportunities, supports and resources and to identify and solicit recreation resources and opportunities to meet children's needs
- Prepare promotional materials and support promotional activities to internal and external target markets in accordance with Association and Families First Edmonton graphic standards

4. Other Duties 5%

Perform other duties as required from time to time:

- Participate in the Supervisor on Duty Roster
- Participate in YMCA of Edmonton and Families First Edmonton Project committees and community, interagency and partnership meetings as assigned
- Participate in the YMCA Strong Kids Campaign, Mission In Action Tours and the United Way Staff Campaign as negotiated with direct supervisor

Qualifications: Education/Certifications/Credentials/Professional Registrations

- University degree in education, social work, early childhood development, child/youth work, community rehabilitation, health or related field or a minimum two-year diploma with equivalent experience
- Current and clear Security Clearance and Child Welfare Check
- Standard First Aid, CPR, Suicide Intervention, Non Violent Crisis Intervention
- Valid driver's licence and a vehicle

Experience/Knowledge/Skills

- Two years of experience working directly with families and children with diverse backgrounds and have an appreciation for the dynamics of the whole family
- Experience and knowledge of cultural diversity
- Working knowledge of individual and family assessment and action plan development, intake and referral, group facilitation, program promotion, program planning and outcome evaluation
- Basic supportive counseling and advocacy skills
- HOMES Database experience, an asset
- Knowledge of related community, health and human services resources
- Excellent organizational and time management skills
- Excellent communication, interpersonal, and team skills
- Competencies consistent with the YMCA Competencies Document at Entry-level
- Competent computer skills

1.3. b. YMCA of Edmonton Job Description and Position Profile- Program Supervisor

Job Title: Program Supervisor, Comprehensive Program

Reports to: Program Manager, Families Matter – Partnership Initiative

Location or Branch and Department: YMCA of Edmonton Community Programs

Purpose of Position:

The Program Supervisor works collaboratively within the context of the YMCA of Edmonton and the Families First Edmonton Project to effectively organize, administer, plan, implement and evaluate direct service delivery of the program.

Accountable to and for what:

The Program Supervisor is accountable to the Program Manager, the YMCA of Edmonton and the Families First Edmonton Project researchers, partners and stakeholders for the successful delivery of the program and the achievement of program outcomes.

Major duties/responsibilities:

1. Program Development and Delivery 35%
Coordinate program operations within YMCA and Families First guidelines and adhere to the contracted performance outcomes:
 - Research, plan and evaluate healthy family lifestyles and recreation program components for progress, outputs and outcomes
 - Identify, recommend and implement quality improvements to the program, program systems and service delivery strategies and support program implementation
 - Research and develop or acquire relevant program materials, manuals and tools to meet group and individual learning or supervision needs
 - Ensure recruitment, assessment, selection, training, support and follow-up of appropriate program participants sufficient to meet required number of participants
 - Problem solve critical situations and advocate for effective solutions for families
 - Establish effective communication strategies, orientation, support and consultation to research and community partners
 - Consult with, and support staff to consult with, Cultural Brokers regarding families' case-by-case needs related to cultural and diversity needs
 - Ensure conceptualization and development of the Toolkit and the Recreation Resource Bank to reflect best practices and current experience in consultation with staff and manager

2. Program Administration 20%
Develop and maintain appropriate program administration systems:
 - Establish and maintain accurate and current case management and program records, expense and revenue records, current statistical and outcome tracking and anecdotal information and participate in annual participant and program record audits
 - Monitor designated program budget line items and report variances on a monthly basis and spend within the approved plan and program guidelines
 - Complete all monthly, quarterly, annual and program reports as required
 - Maintain an inventory of program supplies and make approved purchases
 - Contribute to budget development and forecasting activities

3. Human Resources 25%

Support staff and volunteers in a timely manner in accordance with systems and policies established by the YMCA of Edmonton and the Families First Edmonton project in consultation with direct supervisor:

- Assist with recruitment, orientation and training of staff team and volunteers
- Provide support, guidance and on-going reflective supervision strategies with team
- Monitor and evaluate staff performance
- Identify and implement training and development needs in team
- Recognize staff and volunteers for their achievement
- Complete all human resources documentation as required

4. Community Relations

17%

Establish effective community relations relevant to the program and promote programs to achieve program targets:

- Network and collaborate with key project partners, community agencies, educational and research stakeholders to identify needs, receive and make referrals, coordinate program solutions and opportunities
- Attend relevant partnership, community and/or interagency meetings as required and ensure timely information flow to Program Manager
- Participate in research committee activities and/or committees as assigned
- Assist with the development, production and implementation of program promotional materials, events and strategies to appropriate internal and external target markets in conjunction with Families First Edmonton and in accordance with Association and project graphic standards
- Participate in public recognition and media events as required

5. Other Duties

3%

Perform other duties as required from time to time:

- Participate in the YMCA of Edmonton working groups, YMCA Strong Kids and United Way Staff Campaign as negotiated with direct supervisor.

Qualifications: Education/Certifications/Credentials/Professional Registrations

- Minimum Registered Social Worker, Community Health Nurse, or a degree in Human Ecology or equivalent, with current professional registration as required by law
- Current First Aid, CPR and Suicide Intervention, Nonviolent Crisis Intervention preferred
- Current and clear Security Clearance and Child Welfare Check
- Valid Driver's Licence and vehicle

Experience, Knowledge and Skills

- 3 years directly related supervisory and professional experience working with children and families of diverse backgrounds and community development
- Experience and knowledge of program planning and development, outcome evaluation, individual and family assessment, group facilitation, supportive counseling skills
- Well developed coaching and reflective supervisory experience and skills
- Excellent organizational and time management skills
- Knowledge of relevant community, health, family resource, recreation, employment, and education services
- Excellent oral and written communication skills, interpersonal and team skills
- Knowledge of program promotion and public relation
- Competencies consistent with the YMCA Mid-level management Competencies Document
- HOMES Database experience, an asset
- Competent Computer skills

1.3. c. Telephone Screening Questions

Candidate's Name: _____

Date: _____

Describe your understanding of the YMCA of Edmonton, the YMCA Community Programs and the Families First Edmonton Research Project.

Why have you applied for a position in this project? How do you see this fitting into your career plans?

Why are you leaving your current employment?

What specific experience do you have working with families, children and youth?

What specific experience do you have working with recreation programs?

What experience do you have working with research? What are your thoughts towards a research project?

Do you have access to a car at all times?

There are a number of times where you may have to work in the evening or possibly on weekends? Do you see any problems with this?

What are your salary expectations?

1.3. d. Interview Questions

Candidates Name: _____

Date and Time of Interview: _____

Interview Panel: _____

What about this position and the Families First Edmonton Project was of interest to you? What do you see yourself doing in the role of coordinator or frontline staff? How does this fit into your career plans?

The overall responsibility of this position is to deliver services to families in one of the service delivery program components. Can you tell us about any experience you have had in the past that might prepare you to work with the families and to meet the program planning, implementation and evaluation tasks required in the project?

Please tell us about an accomplishment of which you are particularly proud. What made it so successful and why?

Please elaborate on your experience working with families, children and youth who have significant barriers and risk factors in their lives.

Please tell us what you know about community demographics in Edmonton. What would you say are the common needs or realities for families who live with low incomes? Based on your experience, what are the community resources that are available to these families?

Tell us about a specific situation when you have to work with a family or individual where there was diversity and/or a cross-cultural context. What training, knowledge and experience did you bring to the situation? What strategies did you use to work with the family or individual? What values guided you in this particular situation?

Please tell us about your experience on a staff team and provide us with an example where you reached a team goal. If we asked your fellow team members, what would they say is your characteristic role in a team?

How have diversity issues surfaced in your work teams and how have you addressed these?

Tell us about your past experience using “reflective practice”. Describe a specific situation when you reflected on your client work. What strategies did you use to reflect and how did this impact the outcome. What was your learning and how did you apply this in your future work?

Tell us about a time when you had a conflict with a family, client, or staff member? What was the situation? What did you do? What was the outcome? Assess your effectiveness.

Please tell us about a specific time when you had to manage a “risky situation”. What was the nature of the risk? What did you do? What was the outcome? Assess your effectiveness.

Please tell me about a time when you had to make a difficult decision. What was the nature of the decision, what values or principles did you use to help make this decision and why? What was the outcome?

What do you look for in a supervisor?

Tell me about your specific training, knowledge, experience related to the following areas:

- Communication, organization and time management,
- Completing program reports and client data input into computerized database systems,
- Case management- reporting, assessment, follow-up and caseload management,
- Monitoring program expenditures,
- Working in community partnership, networking, and advocacy

Please define Recreation and describe the beliefs you have about recreation and how you live these beliefs in your own life. In your experience, how would recreation benefit families who live in low income and/or have high risks in their lives?

Tell us about a time you had to develop a relationship with someone who you considered difficult to engage. What did you do? What were the values that guided you? What was the outcome? In reflection, is there anything different you would do today?

Is there anything else that you think we should know about you as we make our decisions?

Do you have any questions?

Review the following with candidate:

- Organization's Benefits (health, pension, training and development, internal leadership, YMCA membership)
- References and Personal Release of Information Form
- Clearances: Security and Intervention Checks
- Candidates date of availability and anticipated start date for the position
- Salary Expectations

Briefly identify the next steps in the recruitment process and close the interview

Candidate Interview Assessment Criteria

- Degree and relevance
- 2 years directly related experience in:
 - Programs for families with barriers/high risks
 - Community Development or Community Resource Experience
 - Diversity knowledge, skills and experience
 - Program implementation and delivery
 - Program evaluation and outcomes measurement
 - Risk Management
 - Organizational leadership
 - Team work
 - Volunteer leadership and supervision
 - Oral and written communication skills
 - Administration, expenses monitoring, report writing
 - HOMES or database

1.3. e. Personal Release of Information Form

I, _____, have made application for employment with the YMCA of Edmonton and in compliance with their need for background and reference checks, I authorize my references to release personal information to their agent.

Dated on the _____ day of _____, 20____

Signature: _____

Witness: _____

1.3.f. Reference Check Questionnaire

Candidate: _____ Date: _____
Position: _____
Person Called: _____
Company: _____
Telephone: _____
Check completed by: _____

- *Explain why you are calling.*
- *Ask reference if they are free to talk.*
- *Explain confidentiality: candidate has not been offered the job yet.*
- *Describe the position to the reference.*

What is the relationship of the reference to the candidate?

How long has/was the candidate been employed with your organization?

Choose one of the following appropriate questions to complete the reference check

This individual is working with children and vulnerable adults. Would you know of any reason that he/she should not be placed in this position?

OR

This individual will be working in a facility which has children and/or vulnerable adults as part of our charitable group. Would you know any reason that this individual should not work here?

What position did/does the candidate hold with your organization?

What were the primary duties of the position?

How does he/she get along with:

- Superiors
- Peers
- Staff

How would you rate his/her supervisory/leadership skills with:

- Peers
- Subordinates
- General

How would you evaluate his/her ability to motivate?

How would you evaluate his/her effectiveness as a team player?

What are his/her strengths?

What areas of professional growth and development would you recommend for this candidate?

How would you describe his/her personality?

Why did he/she leave your organization? (if applicable)

Would you re-employ this person?

Would you like to work with this person again?

Regarding the position described. Do you feel the candidate would be qualified for this position?

Is there any other information that would help to develop a more complete picture of this candidate?

Review any candidate specific questions about this candidate.

Thank the reference for his/her time and information.

1.4. a. Training and Certification Information - FMPI

** Dates = Date sent to Assoc Services or date attended

Staff Name	Auto Insurance	First Aid & CPR	Security clearance	Child Welfare	Starbuilders	WHIMIS	Aboriginal Awareness	MCHB Orientation	Axisis Suicide Intervention Training	Readiness for Change	Motivational Interviewing	CLASS	Professional Assoc.	Visa	Family Violence Part 1	Family Violence Part 2	Reflective Practice Training
Recreation																	

Family Healthy

Comprehensive

1.5. a. Creating S.M.A.R.T. Goals

S = Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

M = Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

A = Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain almost any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

R = Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T = Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

T can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

1.5.b. YMCA COMPETENCIES

COMPETENCY: LEADERSHIP

Ability to direct and develop performance of others to achieve desired results.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Acts as a positive role model ◆ Accepts full responsibility of position duties and focuses on excellence ◆ Takes charge, initiates actions, and directs activities towards the accomplishment of objectives ◆ Supports, encourages, and motivates others ◆ Provides specific, timely, and relevant feedback ◆ Actively develops own skills and creates own opportunities for personal learning and development ◆ Works effectively within a variety of situations and with various individuals and groups ◆ Practices new behaviours by applying learning situations to the future ◆ Respects others' views and opinions ◆ Accepts or embraces change in a job or the organization and adjusts to meet new requirements ◆ Assists others in adapting to change circumstances ◆ Takes critical issues through appropriate channels ◆ Recognizes others' accomplishments ◆ Demonstrates respect for self and others 	<ul style="list-style-type: none"> ◆ Effectively plans, conducts, and participates in meetings ◆ Clearly assigns tasks and responsibilities and monitors progress ◆ Facilitates the professional growth of subordinates ◆ Follows up on critical issues ◆ Commits to personal self-development for the betterment of the organization ◆ Keeps team members focused on the task ◆ Builds team spirit, communicates a compelling team mission that creates enthusiasm and commitment ◆ Demonstrates applied group dynamics and process skills ◆ Participates in and/or leads goal development ◆ Displays flexible and appropriate leadership styles in varying situations ◆ Creates an environment in which others are recognized for accomplishments ◆ Identifies strengths within YMCA human resource base; supporting, encouraging, and motivating through development and training ◆ Resolves conflict 	<ul style="list-style-type: none"> ◆ Takes personal responsibility for outcomes ◆ Takes charge, initiates actions, and directs activities toward the accomplishments of strategic objectives ◆ Always maintains accountability, responsibility, and control for the association's fiscal goals ◆ Always acts with integrity, compassion and wisdom

Note: Each competency level builds on the one previous.

COMPETENCY: SERVICE STRATEGY

Ability to identify the needs and wants of members/participants as priority and respond in an effective and timely manner to enhance every person's YMCA experience.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Meets or exceeds customer needs ◆ Creates an environment that is continually striving to improve service ◆ Resolves customer issues and addresses them in a timely and respectful manner, demonstrating genuine concern for customer ◆ Represents customers' interests and concerns internally to supervisor ◆ Develops a professional/positive image and attitude ◆ Operates with integrity ◆ Makes valued-added suggestions or recommendations to the customer ◆ Educates customer on YMCA mission philosophy and values ◆ Creates own measure of excellence 	<ul style="list-style-type: none"> ◆ Creates an environment where staff and volunteers feel part of the service culture ◆ Trains, develops, and supervises staff and volunteers to deliver quality service ◆ Operationalizes the YMCA's customer service strategy ◆ Demonstrates ability to improve existing customer service ◆ Offers leadership to the development, implementation and evaluation of program and service standards ◆ Researches to understand customer (internal/external) needs ◆ Supports and works with members to exceed customer expectations ◆ Acts on customer suggestion and feedback 	<ul style="list-style-type: none"> ◆ Creates an environment where feedback measures how well the YMCA is meeting customers' needs and how the YMCA's performance can be improved ◆ Enhances own credibility by demonstrating candour and knowledge of the customers' interests ◆ Maintains service as an integral strategy for association success

Note: Each competency level builds on the one previous.

COMPETENCY: INITIATIVE/ENTHUSIASM/INNOVATION

Ability to manage and lead in order to achieve and exceed identified goals.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Volunteer for tasks outside of the regular scope of the job to ensure program/service success ◆ Energizes others ◆ Produces innovative solutions to problems ◆ Learns from mistakes, using the experience to develop new and better methods ◆ Handles multiple tasks ◆ Performs with enthusiasm and efficiency ◆ Questions the status quo ◆ Willing to make a decision outside normal bounds of authority when absolutely required ◆ Contributes and performs well in a team setting ◆ Shows curiosity and drive 	<ul style="list-style-type: none"> ◆ Takes personal pride in the organization's accomplishments ◆ Identifies opportunities to create new products or to adapt existing ones based on changes in the market or community needs ◆ Has an ability to perform well over extended periods of time ◆ Manages stress and tension effectively ◆ Pursues the desired outcome to tasks with persistence ◆ Encourages others to be inventive ◆ Seeks a diversity of resources ◆ Helps others achieve their goals ◆ Builds support for ideas ◆ Goes beyond the job requirements to seize an opportunity or accomplish a task in the interests of the organization ◆ Sets challenging but attainable goals for department ◆ Produces innovative solutions to problems 	<ul style="list-style-type: none"> ◆ Manages a number of critical tasks concurrently ◆ Assesses and takes advantage of opportunities and anticipates future ones ◆ Champions new ideas, demonstrates independent thinking, looks for answers from a variety of perspectives

Note: Each competency level builds on the one previous.

COMPETENCY: PROJECT RESOURCE MANAGEMENT

Ability to manage a project from initial planning to completion.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Exhibits an understanding of the importance of fiscal responsibility for all programs and services ◆ Displays respect for YMCA property 	<ul style="list-style-type: none"> ◆ Develops project plan ◆ Identifies project goals and develops work structure to achieve project objectives ◆ Obtains status information from each project team on a regular basis ◆ Develops a project plan to determine resource needs, budget, and timelines 	<ul style="list-style-type: none"> ◆ Translates business goals into project goals and project goals into detailed work structure ◆ Breaks complex projects into meaningful sub-projects ◆ Maintains control of accepted changes to the project plan and ensures that any changes are communicated

Note: Each competency level builds on the one previous.

COMPETENCY: PLANNING/ORGANIZING

Ability to establish a clearly defined and effective course of action for self and others to accomplish short- and long-term work goals.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Regularly sets and reviews goals and objectives demonstrating accountability ◆ Plans, prioritizes, and organizes work ◆ Acts with a sense of urgency and completes tasks in a timely manner to ensure success of the programs/services ◆ Consults supervisor to determine if an idea is viable and to identify potential problems ◆ Prepares for and participates in scheduled meetings ◆ Manages time and information effectively ◆ Assesses effectiveness of established procedures and makes recommendations for improvements ◆ Overcomes obstacles through repeated, persistent action and by holding firm on issues critical to program service success ◆ Exhibits an understanding of the importance of fiscal responsibility for all programs and services 	<ul style="list-style-type: none"> ◆ Manages complex issues, events, and projects ◆ Assigns responsibilities, allocates resources and coordinates activities of others to meet objectives efficiently and effectively ◆ Keeps people focused on the problem to be solved ◆ Holds regular review meetings with staff to track progress, resolve issues, assign responsibilities, and maintain communication to keep the program/service on track ◆ Act with a sense of urgency, insisting on challenging deadlines to ensure success of the programs/service ◆ Consults multiple sources to determine if an idea is viable and to identify potential problems before committing to a course of action 	<ul style="list-style-type: none"> ◆ Identifies optimal solutions that balance customer community needs and YMCA Strategic Plan with what is realistic, at a reasonable cost, in the required time and with available resources

Note: Each competency level builds on the one previous.

COMPETENCY: PROBLEM SOLVING

Ability to identify an issue, gather and process relevant information, determine possible solutions, select appropriate responses and implement and evaluate them.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Selects effective approaches to accomplishing tasks or solving problems ◆ Identifies problems and potential problems quickly ◆ Makes timely and appropriate decisions based on facts and within level of authority ◆ Maintains clarity of perspective by examining the problem from several viewpoints 	<ul style="list-style-type: none"> ◆ Minimizes potential problems ◆ Takes action to create an opportunity to avoid a future crisis ◆ Makes proactive decisions: acts quickly and decisively with appropriate consideration ◆ Shows solid business judgment and makes good use of management information ◆ Asks for input from others before making decisions that affect them ◆ Makes decisions around complex issues, keeping the organization's interests in mind ◆ Steps up and makes decisions using gut feeling if necessary when information is limited or time is short 	<ul style="list-style-type: none"> ◆ Weighs the costs, benefits, risks, and chances of success in making a decision about which programs/services to keep, discontinue or develop, or which market segments to pursue ◆ Conducts comparisons of alternative scenarios using multiple variables (for example, price, competition, timing, sales volume, and contribution margin) ◆ Makes a decision from a corporate perspective rather than a personal, departmental, or functional bias ◆ Makes timely, sound decisions even under conditions of risk and uncertainty ◆ Uses conflict and dissent productively to enhance the quality of problem solving and decision making

Note: Each competency level builds on the one previous.

COMPETENCY: NEGOTIATION/COMMUNICATION/

INTERPERSONAL SKILLS

Ability to speak, write, listen, and secure information in a variety of settings. Ability to cooperate with others to achieve results. Ability to create and build relationships inside and outside the organization.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Shows a curiosity and drive to learn about people ◆ Speaks, writes, and listens effectively in a variety of circumstances ◆ Responds appropriately, maintaining composure and control at all times ◆ Aims for solutions that satisfy members or participants while maximizing the benefits to the YMCA ◆ Discusses issues openly in order to arrive at definitive solutions ◆ Shows awareness of and consideration for the opinions and feelings of others ◆ Develops and maintains cooperative working relationships with peers, subordinates, and superiors ◆ States own point of view clearly ◆ Provides constructive feedback to colleagues in a supportive, diplomatic manner 	<ul style="list-style-type: none"> ◆ Builds support for ideas ◆ Clearly articulates concise information and expectations and shares information ◆ Seeks others' input and clarifies information to ensure accuracy (i.e. follow up) ◆ Makes effective presentation to formal groups by tailoring to the needs and concerns of the audience ◆ Builds relationships outside the organization (i.e. conferences, professional gatherings) ◆ Uses contacts to gather information and get things done ◆ Represents the organization to the public and local business community ◆ Creates a communication system which informs people regularly of decisions, changes, and other relevant information 	<ul style="list-style-type: none"> ◆ Uses presentations effectively to seek agreement or commitment ◆ Presents a logical, sequential account of the thought processes leading to a recommended decision ◆ Gets the right combination of people together to resolve issues, soliciting objective viewpoints before taking disciplinary or critical action ◆ Facilitates open, candid, and interactive discussion of issues arriving at constructive solutions ◆ Persuades, influences, or brings others to a change of mind

Note: Each competency level builds on the one previous.

COMPETENCY: ORGANIZATION AWARENESS & UNDERSTANDING

Demonstrates and promotes a personal understanding of and appreciation for the vision, mission, and values of the organization.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Takes critical issues to a supervisor when necessary ◆ Understands and follows the core values and mission statement of the organization ◆ Understands organizational structure 	<ul style="list-style-type: none"> ◆ Applies the association's strategic goals and objectives to current responsibilities ◆ Able to contact, access, and make referrals to key decision makers and influencers within the YMCA organization when necessary ◆ Displays an understanding of association, provincial, and national operations ◆ Sells the vision and values to others, models loyalty ◆ Makes an active effort to align behaviour with organization values 	<ul style="list-style-type: none"> ◆ Shows passion for the vision and values ◆ Proactively supports organizational activity and needs inside and outside the organization ◆ Takes tough stands in support of decisions that benefit the organization ◆ “Walks the talk” by modeling the purpose and philosophy of the organization

Note: Each competency level builds on the one previous.

COMPETENCY: STRATEGIC PLANNING/VISIONING

Ability to visualize future direction and formulate strategies, plans, and action to achieve vision.

ENTRY LEVEL	MIDDLE MANAGEMENT	SENIOR MANAGEMENT
<ul style="list-style-type: none"> ◆ Communicates and demonstrates a service vision for the Branch ◆ Identifies opportunities to create new products or to adapt existing ones ◆ Demonstrates knowledge of Association's Strategic Plan and the process for implementation 	<ul style="list-style-type: none"> ◆ Positions department using Association Strategic Plan ◆ Demonstrates a strategic vision for their department ◆ Monitors trends, market changes, and management information for opportunities and potential risks ◆ Sees the big picture (sacrifices short-term results for long-term gain) 	<ul style="list-style-type: none"> ◆ Positions Branch and/or Association using Association Strategic Plan ◆ Communicates and demonstrates a strategic vision for the Branch and/or organization ◆ Takes strategic perspective based on a systematic analysis of YMCA's Strengths, the market opportunities, and YMCA's positions vis-à-vis customer need, community need, and competition ◆ Capitalizes on opportunities based on anticipated changes in the market, technology, political sphere, and the community ◆ Protects program/services in response to reduced and/or redirected resources

Note: Each competency level builds on the one previous.



1.5. c. YMCA Staff Performance Appraisal

CONFIDENTIAL

Date of Review: _____

Employee Name: _____ Position Title: _____

Performance Review Period: From: _____ To: _____

Date Started in Position: _____ Length of Time with Current Supervisor: _____

Prepared By (Supervisor): _____ Position Title: _____

Supervisor once removed:

Performance of Competencies

Listed below are competencies that are considered important in successfully performing any job in the Association. Descriptions of each category are provided in the Competency document. Comment and provide a rating on each competency for the employee.

Performance Rating	
Excellent	<i>-Exceeds all requirements;+ 115%</i>
Superior	<i>- Exceeds most requirements</i>
Competent	<i>- Fully meets requirements</i>
Developing	<i>- Meets some but not all requirements</i>
Unsatisfactory	<i>- Is not meeting requirements</i>

Competency	Rating	Comments / Challenges
Leadership		
Planning & Organization		
Service Strategy		
Initiative, Enthusiasm, Innovation		
Problem Solving		
Negotiation, Communication, Interpersonal Skills		
Organizational Awareness		
Adherence to Health and Safety/ Risk Management		

Competency	Rating	Comments / Challenges
policies and procedures		
Adherence to YMCA Operating Policies, Procedures and recommended Practices		
Adherence to YMCA Management Practices (supervisors only)		
Overall Rating		

Completion of Objectives

Listed below are the objectives that the employee has selected as personal goals for their time at the YMCA. Descriptions of each objective are defined in the Objectives document created by the employee and approved by the Supervisor annually. Comment and provide a rating on each objective for the employee.

Performance Rating	
Fully Achieved – 5 with Distinction	- Completed all objectives with distinction.
Fully Achieved – 4	- Completed objective – 100 – 105%
Mostly Achieved – 3	- Met most requirements 85-100%
Partly Achieved - 2	- Meets some but not all requirements
Not Achieved - 1	- Did not meet objective

Annual Performance Objectives and Targets	Comments	Weighting %	Rating (1 -5)	Rating score
Objective:				
Average Weighted Rating:		100%		

Rating Score calculated by multiplying each objective score by the weight and adding their combined totals together.

<i>Mid-year performance progress</i>	<i>Comments</i>
Objective:	

<i>Employee Comments re Mid-year Progress:</i>

<i>Supervisor Comments re Mid-year Progress:</i>

Staff Training and Development Plan

Address below the plans for developing areas which require improvement, and building on areas of strength.

Areas of Development	Supervisor's Role

Signatures and Comments

Employee's Comments:

Employee's Signature: _____ Date: _____

Supervisor's Comments:

Supervisor's Signature: _____ Date: _____

Supervisor once removed Comments:

Supervisor once-removed Signature: _____ Date: _____



1.5. d. YMCA of Edmonton Performance Improvement Plan

From: [Supervisor/manager's name and title]

To: [name of employee]

Date: [date letter is sent, should be immediately following any discussion on these issues]

This is a performance improvement plan designed for _____ (employee's name) based on the meeting that took place on _____ (date of the meeting with employee), where we discussed unsatisfactory work performance or behaviours.

Specifically,

(Include a summarized description of work performance or behaviour problems that were discussed at the meeting. If relevant, describe the associated incident and include the date the incident happened. Provide an explanation of why the performance or behaviour/problem is unacceptable. Make sure that all details are descriptive and specific).

The purpose of the performance improvement plan is to outline the steps we discussed at our meeting that you need to undertake to improve on your performance and correct problem behaviours. This letter is designed to make you fully aware of what actions will occur if your performance does not improve to YMCA standards. As we discussed at our meeting, we want to give you the opportunity to demonstrate your capability and willingness to do the job. Below are suggestions that can help your productivity and support you to make the necessary changes in performance and behaviours. (Provide action statement that describes what staff member must do to improve his/her work performance within a given time period. An example would be a doctor's note submission. You can also provide expectations for future work performance or behaviours).

If poor work performance and/or unacceptable behaviour continues to occur, further disciplinary action will result, even up to and including termination of employment.

Date for Completion: _____

Improvement Noted: Yes ___ No ___

Staff Name
Job Position

Program Supervisor
Job Position

1.6. a. Exit Interview Employee Questionnaire

Confidential

Dated: _____

Name: _____ **Position:** _____ **Interviewing Managers:** _____

Introduce the purpose of the interview:

-To gather information and feedback about the exiting staff member's experience at the YMCA

-To identify any recommendations the staff person might make to enhance the experience of future and current staff.

We're developing a library of job descriptions. Can you tell me what you consider to be the most important component of your position at the YMCA?

What did you enjoy most?

What was particularly challenging about your position?

Management and supervisory styles vary and it's important that supervisors adapt appropriately to meet the needs of individual staff. Were you provided with regular feedback and a clear set of goals and expectations during the course of your employment?

You are aware of the YMCA's core values. Can you tell me how you have experienced yourself upholding these values and how they were presented to you during your term of employment at the YMCA?

Can you please tell me about your participation in our benefit plans? I should remind you that your participation in programs at the YMCA ceases at the end of the month. If you participate in pension, you will be contacted by Standard Life early in the next month to determine your options for your pension contributions.

Please tell me about your initial orientation to your position. What other training/orientation may have been helpful?

Please tell me about any training and upgrading that was provided to you throughout your tenure at the YMCA. Do you have any suggestions for improvements for the in-house training programs? In your opinion what would you think should be 'required' credentials when someone is hired to this position? And what should be mandatory on-the-job training?

Did you consider changing positions within the Y before seeking employment elsewhere? What was the impetus for you to seek employment outside of the organization?

Finally, would you recommend the YMCA as a potential employer to your friends or family? Why or why not?

CLOSURE:

- Inform employee that you have provided HR with information about their vacation entitlement, current OT, if any and indicate that the supervisor has or will review this with them. Whatever monies owing will be calculated on the final pay cheque. The Record of Employment will be generated and sent at that time.
- Inform them that their supervisor will collect keys, and work with them to complete any other closing documentation items such as petty cash, visa, and expense forms.
- Thank the employee for their time and input. If there have been concrete items for change, suggestions for change, tell them how you will be acting upon them.

Manager's Signature: _____

1.7. a. Staff Retention Memo

MEMO

To: All Families Matter Partnership Initiative Staff
Cc: Franco Savoia, Janet Fry, SST
From: Joan Baker, General Manager
Date: July 2, 2008
Re: Staff Retention Incentive Program Update

Staff retention is very important to the YMCA of Edmonton and essential to the Families First Edmonton initiative. Staff turnover can significantly impact the stability of volunteer families and the reliability of the FMPI program outcomes. On-going commitment to employment in the project is important because:

- The families being served have made a long-term commitment to this research project. They are volunteering their time and have committed their involvement regardless of which service they were randomly assigned. These families will benefit the most when they have continuity in service delivery from a respectful, competent, engaged and consistent worker with whom they develop relationships.
- The research and service outcomes are fundamentally about how staff use the relationship they establish with families to set, monitor and support goals for learning and change. The family's trust that a relationship is dependable is central to a staff member's ability to build a relationship with them.
- Staff turnover is a change variable that may undermine the validity of the outcomes. Staff change makes it more difficult to provide consistent service delivery approaches and this variability makes it difficult to attribute outcomes to a consistent set of practices.
- Staff turnover can create additional demands on the resources needed to orient, train and support staff.
- Staff turnover can detract from efforts to build team and support a healthy work environment.

For these reasons, the YMCA of Edmonton urges staff to be thoughtful about their commitment to the term of this project and in turn, the Association is offering the following incentive to support staff commitment.

FMPI staff that remains with the YMCA of Edmonton until the end of the project, which is June 30, 2009 for front-line positions and August 31, 2009 for the supervisory positions will be eligible for one of two packages. Staff will be able to choose either:

- Receiving a cash retention incentive on the last day of project, to be included on the final pay cheque, or
- Having the opportunity to engage in a Transition To Employment incentive with the YMCA of Edmonton for a period beyond the respective end date of the project.

Both the cash retention incentive amount and the length of the Transition to Employment Strategy are determined by one's date of hire as explained in the chart below.

The opportunity to be retained as an employee with the YMCA of Edmonton and to engage in a Transition to Employment Strategy during the prescribed number of weeks, past the end of the project, is of a greater monetary value than the cash incentive. The intent behind this option is to engage employment support services to assist staff in their transition to other employment. The YMCA of Edmonton is committed to assigning resources to assist with this process and to explore suitable opportunities within our Association, other YMCAs across Alberta and Canada and within the City of Edmonton, Provincial Government and Human Services Sector in Edmonton. YMCA of Edmonton

Human Resource staff will also work closely with our Families First Edmonton partners to explore employment options within these systems.

Although the YMCA of Edmonton cannot ensure employment matches are made beyond the project, the Association is pleased to support staff's career planning and job search during this extended period. We expect that planning for the implementation phase of this strategy will begin in mid fall 2008. While staff will be able to communicate their decision about their preferred option immediately, they are not compelled to make their decision at this time. As we begin planning the Transition to Employment Strategy, we will need to have some idea of the extent of staff interest and intension to engage in the process. We will communicate with staff as we begin this process.

Finally, the YMCA of Edmonton cannot compel staff's continued employment to the end of the project. However, the Association is interested in supporting staff retention. Joan Baker and each Program Supervisor will meet with their staff team to review this offer to ensure staff understand the benefits of remaining with the project. Supervisors will, upon request, also meet individually with staff to discuss each person's decision. Joan Baker, in consultation with Janet Fry, will meet with the staff teams as necessary and appropriate.

Employee Group	Start Date Range	Total Possible Months of Service	<u>Option 1</u> Cash Retention Incentive Amount In Weeks	<u>Option 2</u> Transition To Employment Retention Incentive Amount In Weeks of Extended Employment
Group A	Dec.22/05 to Nov 30/06	44	6	7
Group B	Dec.1/06 to May 5/07	32	5	6
Group C	May 22/07 to Nov. 23/07	25	4	5
Group D	Nov.24/07 to project end	19	3	4

*In both Options 1 and 2, the weekly compensation rate will be calculated using the staff member's or supervisor's rate of pay on June 30, 2009 or August 31, 2009, respectively.

*Beyond January 1, 2008 any positions that become vacant will be reviewed prior to being filled, to determine caseload and program needs and the viability of retaining the position to the end of the project.

*This incentive program does not replace the YMCA of Edmonton Human Resource policies or the obligation of the YMCA of Edmonton to act on the satisfactory performance of the staff and/or to meet its' contractual obligations in the project.

1.7.b. Initializing the Staff Retention Strategy

As the Service Delivery component of the Families First Edmonton (FFE) project comes to an end, we would like to support the staff in their transition to other employment. This questionnaire is being used to gather information from staff to enable us to support them in the most effective and meaningful ways possible.

Process for Supervisors:

- a. Each supervisor will give their staff a copy of the questions in advance of the interview. Staff are free to write responses if they choose,
- b. Supervisors will set a date to conduct individual interviews with each staff ,
- c. Conduct the interview,
- d. Consolidate the data from the interviews and use the results to develop the Transitions to Employment strategies.

Questions for Staff- End of Project

Who am I?

What is your academic background?

What is your work experience?

Are there personal things that you think we would be interested to know about you and that might influence your career/job choices?

Self Assessment

What do you love doing? At work? In your spare time?

What do you think you are good at in your job?

How would your colleagues describe you?

What would you say are your strengths?

What would you say are your weaknesses?

What have you disliked doing in this job? in your other jobs?

What do you never want to have to do again, or do less of?

Future Goals

What are your career interests?

Where do you see yourself in 3 to 5 years?

Are there any positions within the YMCA that you are interested in?

Are there any positions in other organizations, including our FFE partner organizations that you are interested in?

Is there anyone you would like to do an interest interview with? (define interest interview) or is there a particular position/job that you would like to learn more about?

We can help

What can we do to help you make this transition a successful one for you?

Are there any further training or development opportunities that interest you that could be completed between now and the end of the project?

When we bring in our HR consultant, what are 1 or 2 things you want them to cover or address to meet your needs? (Resume writing, job searching, career interests, etc.)

Is there anything else we should know, or potentially do, to support you in this transition?

2) Supervision of Service Delivery

1. Family Transfers and Assignments

- a. Family Transfer Information Form

2. Committees and Meetings that Support the Service Delivery Supervision

- a. Case Study Structure
- b. Committee Terms of Reference

3. File Audit Process

- a. Audit Template
- b. Audit Tracking Sheet - EXCEL

2.1. a. Family Transfer Information Form

Rationale:

There is always the potential need to transfer a family from one worker to another. All caseload transfers must be discussed with, and approved in advance, with the supervisor. Once a decision has been made to transfer a family, the following form is completed and submitted to the supervisor.

Purpose:

The Family Transfer Information Form is to be used as a communication tool to convey to a new worker, the most recent work that the prior worker and the family have completed. The information should be brief, and does not replace the need for the transferring worker to complete all relevant, detailed case notes in the database.

Family name: _____

Prior worker(s): _____

New Worker: _____

Date of transfer to new worker: _____

Past activities (2-4 months) that you have been working on with your family:

Present activities:

Future direction indicated by the family or observed by worker:

Status of Assessments:

Status of Individual Performance Plans:

Status of Participant Surveys:

2.2. a. Case Study Structure

Purpose

- Case studies provide an opportunity to discuss, receive feedback and debrief on complex caseload situations.
- Case studies are one method that can be used to implement reflective practice
- Case studies create a reflective and educational process that can engage all staff and supervisors

Presentation Structure (10-15 minutes maximum)

- Prepare ahead of time : Preparation includes gathering data, writing notes, preparing to present the material
- Presentation:
 - Known facts: Summarize the factual information; describe the family, the situation, strengths/identified priority need(s)
 - Observations: Your sense of the situation, insights gained to date
 - Feedback: Challenging areas of the work and areas where you would like to receive specific feedback
 - Reflection: Are there any ethical issues? Value-based issues? What questions are you left with? How do you propose to seek answers to the questions?
 - Future steps and strategies

Group Discussion (after individual completes presentation) (30 minutes maximum)

- Round Table Format – each person in attendance can provide 1-2 responses, suggestions or questions for clarification. Team members may pass.
- In Summary the team can highlight their top (5) suggestions.

2.2. b. Committee Terms of Reference

Terms of References guide Committee work, ensure decisions are within the scope of the group and identify to whom the group is accountable. Categories frequently used in a Terms of reference include:

Purpose and/or Rationale for the Committee:

Roles of Committee members

Tasks the Committee is to achieve. There may also be timelines to track task completion.

Records that document the Committee's work.

Accountability for decisions and task completion, and to whom the committee is accountable

Membership of the Committee

Meeting frequency

2.3. a. Audit Template

FMPI Electronic Family File Audit Form – HOMES and Timelines Report

HOMES ID _____ Initials _____ Worker Name _____

Date _____ Auditor _____

Date received from researchers (See timeline) _____

Type of Audit Self Peer Supervisor

****THIS SECTION IS FOR SELF AUDITS ONLY****

Yes

No

1) Demographics – Address Current

Changes (if any – ph or address) made in Address History

2) Children / Other Siblings – new added in HOMES

Supervisor informed (for addition to referral tracking)

Addition to Activity \$\$ Tracking (and applicable sheets)

If no for any of the above, please explain

Yes

No

3) Initial assessment completed (Needs Assessment)

Date _____

If no for any of the above, please explain

Yes

No

4) Initial Survey Complete (all applicable surveys)

Date _____

1 Year Survey (s) Complete

Date _____

If no for any of the above, please explain

5) Goals – Initial IPP Complete (entered into HOMES)

Yes

No

Date _____

If no for any of the above, please explain

6) Progress Reports (Needs Assessment and IPP/Service plan)

Yes

No

1st **Needs Progress** completed

Date _____

2nd **Needs Progress** completed

Date _____

3rd **Needs Progress** completed

Date _____

1st **IPP/Service Plan** progress completed

Date _____

2nd **IPP/Service Plan** progress completed

Date _____

3rd **IPP/Service Plan** progress completed

Date _____

If no for any of the above, please explain

7) Case Note Page – Face to Face Visit (most recent)

Last Face to Face visit

Date _____

(Frequency of face to face visits (FHL&COMP monthly, REC every 3 months))

The following **fields** are entered

Yes

No

Contact Duration

Written Case Note

Face to Face content guidelines

Yes

No

Intent of visit indicated at the top of note

Family members present at the time of interview

Description of the meeting discussion

Description of the workers and families responsibilities

Strengths of family indicated

Information about the next meeting and/or date set

Type of note entered matches the written description

If no for any of the above, please explain

8) Case Note Page – Other Most Recent Note

Type of Note _____ Date _____

The following **fields** are entered

Yes

No

Contact Duration

Written Case Note

Type of note entered matches the written description

If no for any of the above, please explain

Yes

No

9) Administrative Support entered monthly
(Review minimum - last 3 months prior)

If no for any of the above, please explain

Yes

No

10) Transportation entered for each face to face visit
(Review minimum - last 3 months prior)

If no for any of the above, please explain

11) Frequency of visits

Yes

No

Family visited monthly (or every 3 months for Rec)

Dates of last 3 face to face visits: _____

If no for any of the above, please explain

12) Referrals and Links in HOMES

Yes

No

Date of referral entered

Date of link entered

Field #1 changed (if necessary)

to proper program (Rec and Health)

If no for any of the above, please explain

13) Timelines Report

Yes

No

Date of Contact entered

Date of Visit entered

Comments - specific and detailed - contact (if applicable)

Comments – last date of contact included
(if hard to reach or beyond)

Engagement – colored columns –
level entered and up to date

Date of Initial Assessment entered

Follow-Up Assessment dates entered (if due)

Comments - specific and detailed –
assessment (if applicable)

Stage of Service Plan (IPP) entered and up to date

Date of Initial Service Plan entered and up to date

Comments – specific and detailed – Initial Service Plan

Follow-Up Service Plan dates entered (if due)

Comments - specific and detailed – service plan
(if applicable)

If no for any of the above, please explain

14) Action needed on all “no” items (other than not due)

Date Completed

Number Above _____ Item _____ Action _____

Number Above _____ Item _____ Action _____

Auditor Signature _____

Date reviewed _____

Family Worker Signature _____

Date reviewed _____

Supervisor Signature _____

Date reviewed _____

3) Service Delivery Practices

1. Vehicles-Service Delivery Models

- a. Program Service Boundaries
- b. Unique Practices Associated with Each Vehicle

2. Service Integration Pillars- Service Environment- Reducing agency barriers to service access

- a. Systemic Gaps and Barriers- EXCEL

3. Mobilizing Resources

- a. Recreation Database- Activities-EXCEL
- b. Recreation Database-Organizations-EXCEL
- c. Recreation Database Organization Information
- d. Brochure Distribution List - EXCEL
- e. Recreation Subsidies and Helpful contacts

4. Family Engagement and Retention

- a. Levels of Engagement (Timeline Report)
- b. Suggestions for Building Initial Rapport
- c. Initial Family Phone Call Script
- d. The First 5 Questions
- e. Consent for Personal Release of Info
- f. Child and Youth Participation Agreement
- g. Family Lost Contact Letter Template
- h. Guidelines for Letters-After Lost Contact
- i. Limits of Confidentiality Statement

5. Linking Strategies

- a. Child and Youth Activity Feedback Form
- b. Reference Letter for Families

6. Use of Brokers

- a. Broker Process
- b. Broker Contract
- c. Guidelines for considering the Involvement of Multicultural Health Brokers
- d. In-person First meeting between FMPI colleagues and Multicultural Health Brokers

7. Recreation Resource Bank

- a. Partnership Letter
- b. Partnership Agreement

3.1.a. Program Service Boundaries Policy/Guidelines

Service Integration

The primary service activity within each of the program streams is to assist families to link to services that help address their needs and goals. Each program stream will use a fundamental, strengths-based, family centered approach to help families gain awareness, knowledge and skills and to support them to explore current and/or change attitudes. The service approach intends to increase the family's capacity to link and retain connections to services in a self directive and sustained manner beyond the duration of the project.

Program Specific

Service integration within each of the programs involves staff moving through a learning and helping process with the program participant. This process incorporates a beginning, middle and end phase to the relationship.

The beginning phase involves engagement of the participant in services and involves:

- Making initial contact with the participant.
- Building rapport and clarifying the purpose of the research project and the roles of worker and participant.
- Completing a Family assessment. The assessment template provides a guideline for staff to gather information and to support data entry into the data base. Workers are expected to use sound interviewing and assessment skills to obtain information, rather than strictly following the template. The interviewing process will explore family strengths, their level of awareness about critical issues, barriers they have experienced in strengthening their circumstances, etc.
- Beginning a discussion about the importance of goal setting, before goals are actually set, to clarifying the work and who is responsible for what tasks.

The middle phase includes:

- Setting short, medium and long term goals for the duration or a portion of the project, depending upon the level of engagement with the family, the type of issues the families are dealing with and the goals on which they are interested in working.
- Setting family centered goals that clearly outline the work required of the family and the worker to reach the goals.
- On-going discussion with participants about their level of awareness, knowledge, skills and attitudes related to the areas of work. The primary focus is to be on teaching family participants to become aware and knowledgeable about the areas of work they identified, and to develop the skills and changed attitudes to gain independence in meeting their own needs and achieving their own goals. The project's main objective is to teach families to increase their capacity and resiliency to face challenges and gain access to services in as independent a manner as possible.

- Using particular practice theories and skill sets that include: a strengths based perspective, family centered approach, motivational interviewing techniques, reflective and culturally sensitive practice, and a perspective that includes a readiness for change model.

Ending Phase:

- Assessing families to determine the skills, knowledge, awareness and attitudes that they have gained, the level of independence they have achieved and the minimal support they need to reinforce and maintain these skills,
- Closing out families from the project when their months of service delivery are complete
- Addressing all “unfinished business” and emotional issues related to ending relationships,
- Encouraging independent practice of attained skills and planning for sustained support and community connections past the life of the research project

Service Integration and Program Distinction

In order to understand the defined service boundaries, workers need to know the research question being tested. It is also essential to understand the importance of maintaining service boundaries and program distinctions within a randomized control research design.

The primary research question is about service integration. That is, “how does increasing families access and linkages to services of a particular type impact family health and child development outcomes”. Without clearly separating the types of service being accessed within each program, there is no certain way to test this question.

Referral and Brochure Specifics

Recreation

Hand out and review any brochures related to recreation. If your family is in need of other services – refer your family to 211 or 408-LINK. The overriding factor which would determine the need to deliver resources outside of the program boundary is if the family/individuals are at risk (i.e. potential suicide) (i.e. No brochures given on housing resources)

Health

Hand out and review any brochures related to the 4 major areas within Health (Physical/mental health, social supports, education, childcare). If your family is in need of recreation services you can suggest they call 211 for direction, try the phone book or Google on the web (if accessible). No brochures should be given on Leisure Access Program or Opportunity Fund.

Examples

Recreation – a family in the Recreation Program states that they are being evicted from their house next week

Possible solution/response: Provide them with an emergency phone number and/or to call 211 and suggest that they ask for alternative housing supports.

Recreation – a family in the Recreation Program clearly (does not necessarily state) does not have enough food.

Possible solution/response: Suggest they call 211 to get a contact phone number for the Edmonton Food Bank.

Recreation - a family in the Recreation Program has a member who is in need of counseling and support

Possible solution/response: Suggest they call 211 for a number of options as to how they can go about attaining some counseling.

Health – a family in the Health program says that they need a break because they are exhausted and would just like to get their children into recreation to give them some time to themselves.

Possible solution/response: Provide them with the phone number for 211. You can also suggest they look in the phone book for possible opportunities. Suggest they go to their closest community league for information. Suggest they ask at their children’s school for information, but do not assist them to do this in any manner.

Health – a family in the Health program states that they feel that being physically fit is part of a healthy lifestyle and they would like to get a gym membership

Possible solution/response: Remind them about the nature of the research project (see above) and suggest that they consider other ways that they can become physically active. Some examples are; walking in the neighborhood, stairs instead of elevators (active living), etc.

Health – a family in the Health program says that their son/daughter does not have many friends and is therefore depressed. They would like to put their son/daughter into a recreation program to meet some friends

(Similar to above)

3.1.b. Unique Practices Associated with each vehicle

☐ Family Healthy Lifestyle

- Staffing
Staff had various academic backgrounds and experience including sociology, psychology, theology and social work.
- Rapport Building with families
Family workers served a very different function than many other workers with whom families may have been involved, such as Children's Services. In many cases the family worker became the sounding board, the confidant and the first call when clients were in crisis, or were having serious mental health problems such as psychotic episodes or thoughts of suicide. While workers appreciated that families trusted them to be their first call, it was important that staff understood the limitations of their role and training, and intentionally connected people to the resources that could help, rather than attempting to be that resource. It was valuable to have workers that believed passionately in the value of social service and health supports, as this came across to the families.
- Referring and Linking to Services
Some service connections were difficult to make because of the lack of available resources. Two examples are affordable housing or jobs for immigrants. Referrals were limited to no cost or low cost options as there were no support dollars in this service area for participants. The lack of financial resources for services such as counseling, parenting courses, or dental care made it difficult for staff to connect families to these more costly services.
- Record Keeping
FHL recorded referrals and links in the HOMES database and used an EXCEL document titled the Transportation Tracking sheet

☐ Recreation

- Staffing
Staff in the Recreation service area had various backgrounds such as; physical education, recreation, kinesiology, sociology, psychology and early childhood development
- Resource Development & Sharing
Electronic files of recreation organizations retained in a common drive provided an efficient information system.

An EXCEL spreadsheet was used as an activity finder for families. For example, if a family requested basketball, the activity finder could be used to easily locate an organization that offered basketball in a convenient area for the appropriate age group. Web links were added for quick access to related web sites

- Rapport Building with Families
Staff noted that enabling the family to get involved in recreation right away helped to engage them and to experience the benefits of recreation. Some strategies to get families quickly involved included trial passes to organizations and tickets to various events. It was important for staff to clearly identify the limited financial resources available through the recreation service. Various tools were used to engage children, participation agreements were used to empower and create

ownership and accountability with the child. Leisure education tools were used to increase the family's knowledge of the benefits of recreation in their life. (See appendix).

- Referring and Linking to Services

The Recreation program mandate also impacted the nature of recreation activities that families could access. For example, passive recreation such as tickets to a football game, was not considered eligible for funding.

Some organizations asked for a commitment contract to be signed to motivate families and prevent missed lessons or activities.

Costs for recreation can include registrations, equipment and supplies, testing and examination fees, transportation, and child minding during activities for other children in the family. Although families benefitted from receiving funding through the project, this created other complexities for the family, recreation coordinator and the recreation service provider. Some of these complexities include arranging third party billing, convincing organizations to hold spaces while waiting for payment and ensuring program confirmation was communicated to the family while billing information was sent to the recreation coordinator.

Every organization handled registration differently. This process required families and staff to frequently update their information about registration times and processes. When registration periods were announced, staff had to act quickly in order to access spaces before programs were full.

Programs for 0-5 year olds tended to be scheduled during weekdays. Evening and weekend programs tended to be in high demand and were often full. Subsidies including Jump Start and Kids Sport start at age 5 and therefore were not available for pre-school age children. Teens preferred drop-in programs or attending programs with a friend and requested equipment to use in pursuit of their own leisure interests such as basketball, bicycle, Splash and Ride pass (access to swimming pools and public transit). (See Appendix 3.5.a. Child/Youth Activity Feedback Form)

- Record Keeping

Areas that required tracking and record keeping included: per participant funding, expense claims, resource gathering, statistical tracking, registration completions, referrals and links, communication with organizations. For example; the per participant funding for this project was an average of \$250 per child per calendar year. Staff used an EXCEL management sheet titled the Activity Dollar Tracking Sheet (see appendix) to keep track of all spending for each child or youth in the project. The HOMES database only captured data on the whole family unit which is why the EXCEL tracking sheets were created to capture per child information.

- Management of participant support dollars

Funding for recreation activities came from the following sources:

- project cash and YMCA Opportunity Fund
- Existing subsidies (ie. Jump Start and KidSport)
- Recreation Resource Bank donations from the community agencies and organizations acquired by the project.
- Families were also referred to free and low cost activities whenever possible.

Staff tracked both actual dollars spent and the value of subsidies and donated spaces used to reflect real cost of recreation for each child in the project.

□ **Comprehensive**

- Staffing
Staff had human service and recreation backgrounds.
- Resource Development & Sharing
Staff had the opportunity to access both the FHL and Recreation staff for ideas. The Comprehensive staff used the recreation activity finder and the recreation resource bank that the Recreation team developed. Staff were deliberate about offering information and supports for both recreation and health.
- Referring and Linking to Services
For reporting purposes it was difficult to tell if some links were FHL or Recreation related when only the organizational name was used because some organizations provided both kinds of services. For example the YMCA offered both swimming lessons and family support programs. This factor was noted in service reports.
- Record Keeping
Comprehensive used a combination of the tracking systems used by FHL and Recreation.

3.2.a. Systemic Gaps and Barriers

Date Added	Topic	Barrier - comments	Community organization contacted/consulted with	Suggested Solutions	Staff name	Impact - Amount of Families affected
	Child care	Trying to find childcare for a family: there are no non-profit licenced daycares that have spaces available in the area near this family's home (north edmonton)				
	City of Edmonton Leisure Access Program	The application forms can be confusing so families give up and don't complete them.				
	Transportation	Family is on Income Support and though they receive funds for a bus pass monthly, they do not have enough money to cover expenses like food and rent so they use the transportation money for other necessities and then are unable to purchase a bus pass.				
	Housing	There is a very long waiting list to get into subsidized housing because the number of subsidized housing spaces is limited. Client's contact information or life situation sometimes changes and they may not notify the relevant housing authority of these changes, which can result in the family missing out on housing opportunities.				

3.3.a. Recreation Database-Activities

General	Specific	Name of Organization/Title	Geographic	Target (pre.chld,t.n,pr/chld, chld/tn,All)	Age	Website	Rec Bank	Orient Pckg-Binder	Comments
After School		Boys and Girls Club - Kinsmen	C	Ch/Tn	6-17	www.boysandgirls.ab.ca			
After School		Boys and Girls Club - McCalliney	C	Ch/Tn	6-17	www.boysandgirls.ab.ca			
After School		Crystal Kids	N	Ch/Tn	6-17	www.crystalkids.org			After School Kids Program
After School		Boys and Girls Club - Rundle	NE	Ch/Tn	6-17	www.boysandgirls.ab.ca			
After School		Boys and Girls Club - West End	W	Ch/Tn	6-17	www.boysandgirls.ab.ca			
After School		Boys and Girls Club - WEM	W	Tn		www.boysandgirls.ab.ca			Bruce Campbell Society
Arts	Arts	Art Start	C	All	3-13	www.geezcc@geezcc.org			Arts, choral, Dance and Instrumental - fees can be waived(?) - check file for details
Arts	Drama	Chafdel - Foote Theatre School	C	All	All	www.chafdeltheatre.com			
Arts	Arts	Edmonton Art Council	C			www.edmontonarts.ab.ca			
Arts	Arts	Expressionz Cafe	C	All		www.expressionzcafe.com			Arts programs and Art mentorship
Arts	Arts	Sun and Moon Aboriginal Arts and Society	C			www.aboriginalartsns.org			arts, drumming, regalia, dl
Arts	Arts	Ceramic Jungle - REMOVE	NE		5-Ad	CL OSHD			making and painting ceramics
Arts	Arts	Art Gallery of Alberta	NW		4-+	www.artgalleryalberta.com			Arts camps, art classes
Arts	Arts	Nina Hegerter Centre for the Arts	NW	All	6+	www.ninahegerter.ca			
Arts	Theatre	Zocalo Theatre	NW	All	4-17	www.theatrezocal.com			Musical theatre, camps, Art and drama
Arts	Arts	Harcourt House	W			www.harcourthouse.ab.ca			
Arts	Arts	Nathan Cio Art Studio	W			NA			Speaks chinese
Arts	Arts	The Paint Spot	C			www.paintspot.ca			Variety of 1 day art workshops
Arts	Camps	See Camps Tab							
Arts	Cultural	See Cultural Category							
Beauty	Beauty & Fashion	Marvel College	C			www.marvelcollege.com			Marvel College (Glamour Girls)
Beauty	Beauty & Fashion	City of Edmonton	Mult			www.edmonton.ca			
Beauty	Beauty & Fashion	Scouting in Alberta / Scouts Alberta	Mult			www.scouts.ca			see yth leadership category below
Beauty	Beauty & Fashion	SEE CAMPS TAB!! & Information							also Edmonton Child's Magazine
Camps	ALL	SEE CAMPS TAB!! & Information							
Club	Scouts	Scouting in Alberta / Scouts Alberta	C	Ch/Tn	11-17	www.scouts.ca			
Club	Scouts	Beavers and Cubs	Mult	Pre-Ch	5-10				
Club	Cadets	Cadets Canada	Mult	Tn	12-18	www.cadets.ca/travel			Army, Air, Navy
Club	Girls Guides	Girl Guides of Canada	N	Ch/Tn	5-17+	www.guidesedmonton.ab.ca			some offer other times
Computers	Camps/Progs	See Camps Tab							
Cooking		Metro	C	Ch	Gr-4-6	www.metrocontinuingeducation.ca			
Cooking		YMCA	Mult	Ch/Tn	9-12	www.edmonton.ymca.ca			
Cooking		City of Edmonton	Mult	Pre-Ch	6-9	www.edmonton.ca			
Cooking		NAIT	N	Ch/Tn	7-14	www.nait.ca			
Cooking	Camps	See Camps Tab							
Community		see Community Leagues Tab (Com Lgs)							Also - Misc/Commun
Cultural	Aboriginal	Aboriginal Initiative Office-Children's Services							
Cultural	Music	Edmonton Sirens Marching Band		Ch/Tn	6-13	www.edmontonsirens.com			
Cultural	Music	Ethnic Music		All	4-16	NA			
Cultural	Aboriginal	Aboriginal Consulting Services	C			www.melisdance.com			
Cultural	Aboriginal	Edm Mests Cultural Dance Society	C	All		www.cafedmonton.ca			
Cultural	Ukrainian	Ukrainian Cultural Heritage Village	E			NA			
Cultural	Arts	Canadian Arts Friendship Assoc.	N			www.afrashdonline.com			
Cultural	Islamic	Canadian Islamic Centre & Al-Rahid	N						
Cultural	Romanian	Canadian Romanian Society	N						
Cultural	Ukrainian	Ukrainian Youth Association	N						
Cultural	Ukrainian	Ukrainian Youth Unity Complex	N						
Cultural	Aboriginal	Ben Gail Robe Society	NE						
Cultural	Music	Acoustic Music Shop	S	Pre/Ch	5-14	www.acousticmusicshop.com			held at North Edmonton School 6020 128th Ave --- Cultural, sports, crafts, movies etc
Cultural	see communit	Millwoods Welcome Center For Immigrants	S	All	All	www.mwcc-edmonton.net			see newsletter in file - computer, family progss, Yth leadership & councls, etc.
Cultural	Hungarian	Canadian Hungarian Cultural Society	SW						
Cultural	Aboriginal	Beet Arrow Traditional Healing Society	W						
Cultural	Aboriginal	Canadian Native Friendship Centre							

General	Specific	Name of Organization/Title	Geographic	Target (pre,child,t.n.pr/child,child/t.n,All)	Age	Website	Rec Bank	Orient Pckg-Binder	Comments
Dance	Urban Dance	Dunlue Community League	C	All	2+				
Dance	Dance	Alberta College - MacEwan Arts Outreach	C	Pre/Ch	6-12	www.aceccc@ececcc.org			
Dance	Dance	Art Start	C	Ch/Tn	7+				
Dance	Dance	Capotera Edmonton	C	Ch/Tn	All	www.dancealberta.com			
Dance	Dance	Dance Alberta	C	All	All	www.dancecentral.net			
Dance	Dance	Dance Central Inc	C						
Dance	Meets	Edm Meets Cultural Dance Society	C						
Dance	Cultural	Edm Meets Cultural Dance Society	C	All					Ballet, Modern, Character
Dance	Ballet, etc.	Edmonton Dance Centre	C			www.members.sivw.ca/edmontondancecentre			
Dance	Dance	Eudes Dance Studio	Mult		3-14				
Dance	Dance	Metro - Just for Fun	C	Pre/Ch	Gr.1-6				
Dance	Dance	Dance With Me Studios Ltd.	E						
Dance	Ballet	Edmonton School of Ballet	E	All	3+	www.esbdance.com			
Dance	Dance	YMCA	Mult			www.edmonton.ymca.ca			
Dance	Dance/Hip Hop, Etc.	Dance Theme School of Dance	NE	All	3+				tap, jazz, ballet, lyrical, hip hop 3 locations, rec & progressive dance, ballet, jazz, hop-hop, creative movement
Dance	Dance/Hip Hop, Etc.	Edmonton Community Dance	NE/NW/S		2+	www.edmontoncommunitydance.com			hip-hop, street, funk dance, Register online, Offers competitive programs
Dance	Dance/Hip Hop, Etc.	3rd Street Beat Studios	S						
Dance	Dance	Dance Unlimited	SE			www.danceunlimited.org			
Dance	Dance	Hyperfix Dance Studio	E			www.hyperfixdancestudio.com			
Dance	Dance	Lucky School of Dance	W	All	3+	www.luckydance.com/#			
Dance	Dance	Alberta College - MacEwan Arts Outreach							
Dance	Camps	See Camps Tab							
Dance	Cultural	See Cultural Category							
Disability	Special Needs	Adaptabilities	C	Ch/Tn	6-17				Rec & respite, sun prog, life mngmt skills, motor dyvmt for special needs
Disability	Special Needs	Can. Mental Health	C			www.cmhb-edmonton.ab.ca			
Disability		Multi-Cult Health Pr	C						
Disability		City of Edmonton	Mult			www.edmonton.ca			
Disability		Steward Center	S						
Disability	Camps	See Camps Tab - Special Needs							
Early Intervent	Preschool	Early Head Start Alex Taylor School	C	Pre	3-5				
Early Intervent	Preschool	Gymboee	Mult	Pre	0-5	www.gymboreeclasses.com			Music, fitness, art, sign language
Early Intervent	Preschool	ABC Headstart	Mult	Pre	3-5				learn through play programs for preschool kids
Early Intervent	Preschool	Hand in Hand (preschool program)	Mult	Pre		www.eccc.org			Revert to Hand Files
Early Intervent	Preschool	Calder Headstart	N	Pre	3.5-5				
Early Intervent	Preschool	Nonwood Child & Family Services	N	Pre	2	www.ncfrc.ab.ca			Also Youth Program
Early Intervent	Preschool	Clareview Head Start	NE	Pre	1-5	www.eccc.org			Head start programs, parent support groups
Equipment	Sports	Play It Again Sports	Mult						Used Equipment
Equipment	Sports	Trojan Outfitters	Mult						Used Equipment
Equipment	Sports	SPORTS CENTRAL	NE	All	2-18	www.sportscentral.org			Provides sports equipments to low income families, bicycles
Equipment	Sports	All Sports Retail Ltd.	S			www.allsporsretail.com			Used Equipment
Equipment	Sports	Buy and Sell	Web site						hounksell.com - Educate families to use - not necessarily us
Equipment	Sports	Used Edmton	Web site						usededmonton.com - Educate families to use - not necessarily us
Equipment	Music	See Music Category							
Employment	Babysitting	Dunlue Community League		Tn	16-24				
Employment	Careers	Youth Connections	C	Tn	16-24				Jobs search, job shadow, work experience, career planning
Employment	Employ	Brook Institute	C	Tn	16-24				Employment programs
Employment	Training	Metis Nation of Alberta	N	All	17+				Aboriginal employment and Training
Employment	Employ	Oreanow	W						Pilot had Christy at Cammeron CL - 475-4897 but offered various - call City
Girls Only		City of Edmonton - Girls Zone	Mult	Tn	12-15				see yth leadership category below
Girls Only		Girl Guides of Canada	Mult			www.girlguidesedmonton.ab.ca			
Information	Various	Castle News (listing prog ops)	n/a						
Information	Camps	Community & Info Referral Society				www.mycommunityinfo.com/summercamp.htm			
Information	Camps	Edmonton Child Magazine	Web site			www.edmontonchild.com			
Information	Sports/Advocacy	Edmonton Sports Council	C	Ch/Tn	6-17				Sports Agency Information
Information	Misc	Examiner Classifieds	Web site			www.edmontonexaminer.com			
Libraries		See Library Tab (Lib)							parenting classes, child care, youth programs, camp, food hampers
Misc/Commun	Family Services	Bissell Centre	C						

General	Specific	Name of Organization/Title	Geographic	Target (pre,child,n.pr/child,child/tn,All)	Age	Website	Rec Bank	Orient Pckg-Binder	Comments
Misc/Commun	General Prog.	Big Brothers Big Sisters	Mult	Ch/Tn	6-18				Mentoring, Team Group Mentoring, In-school Mentoring, Fun Stuff
Misc/Commun	Various	Ed Public Library-See Library Tab (lbs)	Mult	All	0+	www.edl.ca			variety of programs from kids to teens - internet
Misc/Commun	Preschool	Cardona Society	NE	Pre	0-6				Preschool programs / day care / Female Youth
Misc/Commun	Family Entertainment	Let's Play	S	All					Family entertainment centre - birthday parties, indoor playground
Misc/Commun	Family Services	Kara - Family Resource Centre (FMRP Partner)	SW						Parenting workshops, drop in care, support groups
Misc/Commun	Aboriginal	Bart Arrow (FMRP Partner)	W						Employment, job search, occupational skills, cultural awareness, 9th grade
Misc/Commun	Multi-Activity	City of Ed - Leisure Access Program	C	All	0+	www.edmonton.ca			Subsidized Leisure access opt to Leisure centres & Drop-in programs
Misc/Commun	Multi-Activity	Grant MacEwan	C						
Misc/Commun	Multi-Activity	YMCA	Mult			www.edmonton.ymca.ca			Family Ties Program, Rec Facilities
Misc/Commun	Multi-Activity	U of A	S						
Misc/Commun	Multi-Activity	Gymboree	S		0-5	www.gymboreedclasses.com			Music, Art, Dance, Yoga, Baby signs, Physical Activity and Fitness
Misc/Commun	Multi-Activity	St. Albert Leisure Access Center	St. A	All	All				
Misc/Commun	Acoustic lessons	Acoustic Music Shop							guitar, mandolin, violin, banjo and other musical instruments
Misc/Commun	Marching Band	Edmonton Silvers Marching Band		Ch/Tn	6+	www.acousticmusicshop.com			
Misc/Commun	Piano Lessons	Dark Easy Music Method	Mult			http://www.mylbuspresswcdesite.ca/Default.aspx?Zfiles=www.mylbuspresswcdesite.ca/default.aspx			lessons for \$10/hour - various locations - flexible schedule - see file
Misc/Commun	Equipment	Long & McQuade	C			www.long-mcquade.com			Offers advice on musical instruments and sells various types of musical equipment
Misc/Commun	Guitar Lessons	Sacred Heart	C						Free Lessons, Every second Friday 9:24-10:30am 424-2870 Dan
Misc/Commun	Guitar Lessons	YMCA	C		8-17	www.edmonton.ymca.ca			Free Lessons (See YMCA for Details) Start/End Date Oct 21 - Dec 2, 2006
Misc/Commun	Lessons - various	Alberta Registered Music Teachers Assoc	Mult	All	All	www.albertaregisteredmusic.ca			Teacher Referral Service-aines, locations, area of lesson and contact #
Misc/Commun	Equipment	The Source - Circuit City	Mult						every type of music lesson imaginable
Misc/Commun	Lessons - various	Millwoods Music Ltd.	S	All		www.millwoodsmusic.com			
Misc/Commun	Lessons - various	Key Largo School of Music	W	All					Multiple locations & teachers
Misc/Commun	Lessons - various	Music for Young Children	W	All					
Misc/Commun	Equipment	KidsShoes Conservatory	Mult	Ch/Tn	3-10	www.kidsshoes.ca			lessons, courses, equipment
Misc/Commun	Equipment	Ave Music	NE	Ch/Tn		http://www.axemusic.com/	Y-C		
Misc/Commun	Music	Mr. Entertainment	NE	All	All				
Misc/Commun	Equipment	Gordon Price Music (Mother's Music)	S			www.givemyamemusic.com			
Misc/Commun	Music	Rhythm, Rhyme and Story Time	S	Pre	1-5	www.rts1.net			
Misc/Commun	Piano Lessons	Tara Treitz	S						
Misc/Commun	Music	Giovanni Yonaha Music Inc & School of Music	W						
Misc/Commun	Piano Lessons	Mrs. Loy Williams	W						
Misc/Commun	Music	Alberta College	W	All	10-14yrs				
Misc/Commun	Music	See Camps Tab							
Misc/Commun	Music-Various	Heather's Musical Garden	S	Pre	0-5	heathermusicalgarden.com			
Misc/Commun	Cultural	See Cultural Category							
Misc/Commun	Phonography	City of Edmonton	Mult			www.edmonton.ca			
Misc/Commun	Parent/For Play	Kara - Family Resource Centre (FMRP Partner)	Mult	Pre	0-6+?				Child/parent engage art, physical, social and intellectual activities
Misc/Commun	Sponsorship	In Motion Network				www.inmotionnetwork.org			
Misc/Commun	Sponsorship	Kids Sports	C	Ch/Tn	5-17	www.kidsport.ab.ca			Financial Assistance for organized sport
Misc/Commun	Sponsorship	Jump Start	Mult	Ch/Tn	5-18				see guidelines
Misc/Commun	Sports	Capital Region Archery Club	SE		8+	www.crcranchy.ca			offers junior programs, cowboy, youth & adult classes
Misc/Commun	Archery	Edmonton District Badminton Association	Mult			www.compsmart.ab.ca/edba			individual clubs in different zones of city - see file
Misc/Commun	Badminton	Riverbend Junior Badminton Club	SW	Ch/Tn					
Misc/Commun	Badminton	West Edmonton Junior Badminton Club	W	Ch/Tn					
Misc/Commun	Badminton	JBC Junior Badminton Club	S	Ch/Tn					
Misc/Commun	Badminton	Nortgage Junior Badminton Club	NW	Ch/Tn					
Misc/Commun	Badminton	See Badminton File							
Misc/Commun	Badminton	Edmonton Chinese Junior Badminton Club	C						Sundays, 1-3pm, must have own racket (can buy through club)
Misc/Commun	Baseball	Edmonton Little League	S	Ch/Tn	5-18	www.edmontonlittleleague.org			
Misc/Commun	Baseball	North East Sports Council	NE	Ch/Tn	7-18	www.nesportscouncil.com			Baseball
Misc/Commun	Baseball	See Camps Tab - Sports				www.basballabera.com			baseball / softball - offered FREE camp in 2007
Misc/Commun	Baseball	Edmonton Youth Basketball Association		Ch/Tn	8-16	www.edmontonyouthbasketball.com			over evening for all geographic areas - Basketball
Misc/Commun	Baseball	North East Basketball Assoc	NE	Ch/Tn	8-16	www.northeastbasketball.com			Baseball
Misc/Commun	Baseball	South East Basketball Association	SE			www.southeastbasketball.com			elite basketball programs
Misc/Commun	Baseball	Edmonton Youth Grads Basketball Association			12+	www.edmontonyouthgradsbasketball.com			RTC Program, basketball skills, will accept kidsport
Misc/Commun	Baseball	Edmonton Youth Grads Basketball Association							

General	Specific	Name of Organization/Title	Geographic	Target (pre,child,t.n.pr/child,child/t.n,All)	Age	Website	Rec Bank	Orient Pckg-Binder	Comments
Sports	Basketball	see Camps Tab - Sports							
Sports	Biking	Edmonton Bicycle Commuters	SW			www.edmontonbikes.ca		Ed Sports Camps, Grant Mac, U of A	
Sports	Biking	Juventus Cycling Club	SE		9-13	www.juventus.ab.ca		offers special needs learn-to-bike courses, childrens bike safety learn to cycle programs @ Velodrome	
Sports	Bikes	see Hand Bikes File						for cheaper bikes,possible donations/repairs	
Sports	Bikes/BMX	Edmonton BMX	SE	All	5+	www.edmontonbmx.com			
Sports	Bowling	Bonnie Doon Bowling Lanes	C	All				Bowling	
Sports	Bowling	Brons Bowling	NW	All				Bowling	
Sports	Bowling	Callingswood Lanes	W	All				Bowling	
Sports	Bowling	Ed's Rec Room	W	All				Bowling	
Sports	Bowling	Faser Bowling Centre Ltd	W	All				Bowling	
Sports	Bowling	Gateway Rec Centre	SW	All				Bowling	
Sports	Bowling	K-1 Bowling	NE	All				Bowling	
Sports	Bowling	Gateway Rec Centre	NE	All				Bowling	
Sports	Bowling	Pizza Bowl	NE	All				Bowling	
Sports	Bowling	St. Albert Bowling centre	N	All	All				
Sports	Canoeing/Kayaking	In Motion Network				www.inmotionnetwork.org			
Sports	Canoeing/Kayaking	Ceyana Canoe Club	N			www.ceyanacanoe.ca		Family activity, membership, out trips	
Sports	Canoeing/Kayaking	Edmonton Whitewater Paddlers						agency	
Sports	Canoeing/Kayaking	Aboriginal Paddling Club of Alberta	E						
Sports	Fencing	Edmonton Fencing Club	SE			www.edmontonfencing.com			
Sports	Fencing	Kwantum Fitness	NE	Tn	12-15			has base in Londonderry Leisure Centre	
Sports	Fitness Training	Ed Minor Football/Capital District		Ch/Tn	8-15			various games for various locations (ie South-Chargers, North-Squadz)	
Sports	Football	Edmonton Touch Football Assoc			8-7	www.youth.etra.ab.ca		In Org lubs - Keith helped with 1 one day event - yth football experience	
Sports	Football	See Camps Tab - Sports						Capital District Minor Football Assoc	
Sports	Golf	Knsmen Ploch & Put	C						
Sports	Golf	Milwoods Golf Course	SE			www.milwoodsgolfcourse.com			
Sports	Golf	Riverdale Golf Course		All	All			Golf	
Sports	Golf	Tim Belier Golf Academy	N						
Sports	Golf	Victoria Golf Course	N						
Sports	Golf	See Camps Tab - Sports						City.	
Sports	Gymnastics	Capital City Gymnastics	SW	All	3mo+	www.capcitygym.com		Classes, recreational, competitive, bible, tots	
Sports	Gymnastics	Champions	E	All	All	www.championsgymnastics.ca			
Sports	Gymnastics	(Alpha) Rhythmic Gymnastics							
Sports	Gymnastics	Rhythmic Gymnastics - Edmonton	Mult	All	4,5+				
Sports	Gymnastics	Dunlue Community League		All	2+				
Sports	Gymnastics	North Edmonton Gymnastics Club	N	All	All				
Sports	Gymnastics	Orona Gymnastics	E	All	18mo+	www.nreg.ca			
Sports	Gymnastics	Phoenix Gymnastics	S			www.ortona-gymnastics.com			
Sports	Gymnastics	YMCA	Mult			www.edmonton.ymca.ca			
Sports	Gymnastics	Swinyon	N						
Sports	Gymnastics	Dynamyx Gymnastics Club	N			www.telusplanet.net/public/dynamyx			
Sports	Gymnastics	See Camps Tab - Sports							
Sports	Horse/riding	Cloverleaf Stables Equestrian Centre	E						
Sports	Horse/riding	Steady Lane Stables		Ch/Tn	8+			have given us discounted rates - see file - small org - very nice - West End	
Sports	Horse/riding	Whitemud Equine Centre	NW			www.whitemudequine.org			
Sports	Horse/riding	Still meadows ranch		All	All	www.angelfire.com/4d/stillmeadowsranch		riding lessons, seminars & clinics, boarding, private bookings, pony rides	
Sports	Horse/riding	Hillside Stables		All		www.geocities.com/hillsidestable		beginners to show level, clinics, private lessons	
Sports	Horse/riding	Colchester Stables	E	All	8+	www.colchesterstables.com		Camps, Lessons	
Sports	Horse/riding	Little Bisg Therapeutic Riding Association	SW			www.litribis.ca		horse riding for the disabled	
Sports	Horse/riding	Trindall Park	E	All	All	www.trindallpark.com		Riding lessons, Summer camps, clinics	
Sports	Horse/riding	Shady Lane Stables	NW	All	6-7			Horseback riding, Hayrides, Boarding, Horsemanship Lessons, Private lessons	
Sports	Horse/riding	See Camps Tab - Horse Riding							
Sports	Hockey (Ball)	Castledowns Ball Hockey	NE/NW		10+	www.castledownsballethockey.com			
Sports	Hockey (Ball)	Edmonton Metro Ball Hockey	W		6-17	www.emh.ca			
Sports	Hockey (Ball)	Kids Ball Hockey	W						
Sports	Hockey (Ball)	Just for Fun Ball Hockey	NE		8-14				
Sports	Hockey (Ball)	Minor Ball Hockey Assoc	W	All	3-17	www.ballhockeyedmonton.com			
Sports	Hockey (Inline)	Edmonton Inline							
Sports	Hockey (Inline)	Northern Stars Roller Hockey	NE			www.rollerhockey.ab.ca			

General	Specific	Name of Organization/Title	Geographic	Target (pre,child,t.n.pr/child,child/t.n,All)	Age	Website	Rec Bank	Orient Pckg-Binder	Comments
Sports	Hockey (Underwater)	Edmonton Underwater Hockey Association	W		8-17	www.edmontonunderwaterhockey.com			Called the Amphibians Junior UWH Club
Sports	Hockey (Underwater)	Ask Val - can not remember name							Run out of Kinsmen and U of A - pretty inexpensive - very likely free
Sports	Hockey	2006 David Euga Memorial Fund-Jumpstart	C	All	14+	www.emha.ca			Hockey Camp - may only be run in 2006 - not sure if available for all children
Sports	Hockey	Edmonton Minor Hockey Association		All		www.elitepowerhockey.com/home.asp			hockey - N-HL program
Sports	Hockey	Steve Sardachnyx Elite Power Skating & Hockey School Intl.		All	6+				Power skating - must have played hockey; possess skills and interest in hockey
Sports	Hockey	NAIT		All					
Sports	Hockey	North East Sports Council		All	2+	www.nesportscouncil.com			
Sports	Hockey	North East Zone Hockey		All		www.northeastzonesportscouncil.com/superstars.ca/hockey			
Sports	Hockey	Recreational Co-ed Hockey League		All					
Sports	Hockey	Hawks Athletic Club		All	7+				
Sports	Hockey	St. Charles Hockey Club		All		www.stcharleshockey.com			
Sports	Hockey	Whitman West Hockey Association		All		www.whitmanwest.com			
Sports	Hockey	See Camps Tab - Sports		All					U of A
Sports	Lacrosse	Greater Edmonton Lacrosse Council		All		www.gelc.ab.ca			
Sports	MA - Boxing	Cougar's Boxing Club	NE	Tn	11+	www.cougarboxing.com/			nice atmosphere - adult too
Sports	MA - Boxing	Frank Lee's Martial Arts International	C	Ch/Tn	5+	www.franklees.com			
Sports	MA - Boxing	National Kickboxing	W			http://www.nikefitness.com/			
Sports	MA - Boxing	Panther Gym Kickboxing, boxing & Karate	C	All	6+	www.panthergym.com			Kickboxing, Boxing and Karate - basement atmosphere - Frank Lees more open atmosphere
Sports	MA - Boxing	South Side Amateur Boxing Club	SW						donated in pilot- will work with us- see file - (Westmount Ave)-understang
Sports	MA - Boxing	Wind Warriors Boxing Club	W			www.windwarriorboxing.ca			
Sports	MA - Karate	Bushdo Karate Association	C	All	8+	www.edmontonkarate.com/			
Sports	MA - Karate	Edmonton Shokkan Karate School	C	All	6+	http://www.karatedojo.com/			
Sports	MA - Karate	Edmonton Commonwealth Karate Do	NE						
Sports	MA - Karate	Grant MacEwan	Mult	All		www.grantmacewan.ca			Kid's Karate, 12 classes, May-26-2006 10-12pm, \$115
Sports	MA - Karate	Neil Dumigan's School of Karate	C	All		www.dumigankarate.com			
Sports	MA - Karate	Northern river Karate	S	Pre	3-5	www.threebattles.com			
Sports	MA - Karate	Sawewn Karate Club	N	4+		http://www.albertahackkarate.com/sawewn/			At Londondary community hall
Sports	MA - Karate	Westmount Karate Do Ltd	NW	Tn	13-17	www.cdntristrong.com/Karate			
Sports	MA - Kick Boxing	See Boxing							
Sports	MA - Kung Fu	Alberta Kung-fu Association Branch		N		www.albertakungfu.ca/			
Sports	MA - Kung Fu	Green Dragon Kung Fu Group Inc		C	Ch/Tn	6-18	NA		
Sports	MA - Kung Fu	Kung-fu Academy		C	Ch/Tn	6-18	NA		
Sports	MA - Kung Fu	Tiger Mountain Kung Fu		N		NA			
Sports	MA - Kung Fu	World Kung Fu Federation		N	Pre	6+	NA		
Sports	MA - Kung Fu	Gaeshoppeo Kung Fu Club		S		http://www.gaeshoppeokungfuchub.com/home.html			Will donate Uniform if needed
Sports	MA - Kung Fu	Caradain Ging Wu Kung Fu		C	Ch/Tn	6+	http://www.gingwu.com/		
Sports	MA - Martial Arts	Hung Fung Athletic Club		C	Pre-Ch	6-12	NA		lessons, public swim, gym
Sports	MA - Martial Arts	Mountain Martial Arts		C	All	NA			Figure Skating
Sports	MA - Martial Arts	Araish-Do Martial Arts		C	All	http://www.arashido.com/			Karate/Jiu Jitsu, Brazilian Jiu Jitsu, Muay Thai Kickboxing, Shoot Wrestling & yoga
Sports	MA - The Kwon Do	Carleton Community League							
Sports	MA - The Kwon Do	Canadian Gimg Wu Kung Fu Martial		C	All	http://www.gimgwu.com/			
Sports	MA - The Kwon Do	Chinese Performing Arts Association		C		NA			
Sports	MA - The Kwon Do	Spirit The Kwon Do		C	All	www.spirit-kd.com			
Sports	MA - The Kwon Do	Ten Lung Taekwau Do School		C	All	www.tenlung.com			have 1 month free coupons and uniform free - north and south locations
Sports	MA - The Kwon Do	Family Taekwondo Centre		E	All				
Sports	MA - The Kwon Do	Canadian National Kungp & Kung Fu		N					
Sports	MA - The Kwon Do	Edm Sch of Arts & Taekwondo		N					
Sports	MA - The Kwon Do	Precision Martial Arts		N	All	www.precisionmartialarts.com			The Kwon Do
Sports	MA - The Kwon Do	S S Kwak's The Kwon Do		N		NA			
Sports	MA - The Kwon Do	Twister The Kwon Do		N		NA			
Sports	MA - The Kwon Do	Phoenix Taekwondo		N of Ed	Ch/Tn	NA			Various locations, but not in Edmonton (St. Albert)
Sports	MA - The Kwon Do	Chang Do Taekwondo		NE	All	www.changdoikd.com			
Sports	MA - The Kwon Do	Edm Commonwealth Karate Do		NE	All	NA			
Sports	MA - The Kwon Do	Korean The Kwon Do Academy		NE	All	http://www.koreanthekwondo.com/			not willing to change into price - \$99/2 mths - may adjust \$\$ after - see file
Sports	MA - The Kwon Do	Sung Lee Taekwondo		NE,WS	All	www.sunlee-taekwondo.com			have donated spaces
Sports	MA - The Kwon Do	Elite Taekwondo		S	All	www.elite-ikd.com			
Sports	MA - The Kwon Do	Champion The Kwon Do		S	All	NA			

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Sports	MA - The Kwon Do	Tiger Taekwondo	S			http://www.tigertaekwondo.com/			
Sports	MA - The Kwon Do	Hwasang Taekwondo	S		3+	http://masteenam.com/			
Sports	MA - The Kwon Do	Hong Park Taekwondo College	S/W			www.hongparktaekwondo.com			
Sports	MA - The Kwon Do	Dove Taekwondo	NE			www.bethelcrg.ca/taekwondo.htm			
Sports	MA - The Kwon Do	WTTU Black Belt Academy	W, SE			www.blackbeltacademy.ca			
Sports	MA - Tai Chi	Ji Hong Wu Shin & Tai Chi College	C			http://central.canada.taolist.org/			
Sports	MA - Tai Chi	Travis Tai Chi Society of Canada	NW			www.taichica.com			
Sports	MA - Tai Chi	Edmonton Tai Chi Association	C			www.fingerie-edmonton.com			
Sports	Rock Climbing	Edmonton Ringette	S	Ch/Tn	5+	http://www.westendhall.com/bv/ataxland.asp			Free experience Aug26 & 29. Beginner Clinics. Initiation. League In West Edmonton Mall
Sports	Rock Climbing	Galaxyland Climbing Wall	W			www.hoppenmission.com			Hope Mission
Sports	Rock Climbing	RV Teqier-Youth Centre	NE	Pre/Ch	6-12	www.physedandc.ca/alberta.ca/climbing_complex.cdf			At the University of Alberta
Sports	Rock Climbing	Urban Uprising Indoor Climbing Complex	C			www.verticallyinclined.com			
Sports	Rock Climbing	Vertically Inclined	???	Ch/Tn	5+	www.sports-world.ca			Rollerskating facility
Sports	Rollerskating	Sportsworld	N	Ch/Tn	5-17	www.sports-world.ca			Rollerskating facility
Sports	Rollerskating	Xtreme Zone Roller Hockey Centre	N			NA			
Sports	Rugby	Charmen Rugby Football Club	C			www.carm Rugby.com			
Sports	Rugby	Edmonton Rockies Rugby Football Club	S			www.rockersrugby.com			
Sports	Rugby	Lep Tigers Rugby Club	NE			www.ltrugby.ca			
Sports	Rugby	Nor'Westers Athletic Association	S			www.nwaa.ca			
Sports	Rugby	Pirates Rugby Football Club	NE			www.piratesrugby.ca			
Sports	Rugby	Strafcona Drude Rugby Football Club	E			www.drudrugby.ca			
Sports	Scuba Diving	Aqua Tek Scub	W			www.aquatekscuba.com			
Sports	Scuba Diving	North West Scuba	NW	Tn	12+	http://www.northwestscuba.com/			Possibly younger. Have to have a medical first
Sports	Scuba Diving	Ocean Divers	C			www.oceansports.ca			
Sports	Scuba Diving	The Dive Outfitters	W			www.thediveoutfitters.ca			
Sports	Scuba Diving	Wing Divers	Multi			NA			
Sports	Skate Boarding	City of Edmonton	Multi			www.edmonton.ca			Community Leagues, Skateboarding Van
Sports	Skating	RW Teqier Youth Centre	NE	Pre/Ch	6-12	http://www.hoppenmission.com/			Hope Mission - Outreach
Sports	Skating	Centennial Figure Skating Club	NE		3+	http://www.staterecentennial.com/			
Sports	Skating	Crestwood Skating Club	NW	All	3+	www.skatecrestwood.ca			learn-to-skate classes for ages 3 and up, also power skating
Sports	Skating	Derrick Figure Skating Club	S	All	3+	www.derrickskating.ca			learn to skate - primarily around those that are interested in hockey
Sports	Skating	Edges Professional Skating Instruction	NW	All	3+	www.superstake.ca			
Sports	Skating	Edmonton Power Skating Club	C			NA			
Sports	Skating	Edmonton Synchronized Skating Club	C			www.edmontonsynchskatingclub.com			Power skating, must have played hockey, possess skills and interest in hockey
Sports	Skating	Elite Power Skating & Hockey School Intl.	NE	All	6+	http://www.elitepowerskating.com/			Skating
Sports	Skating	Extreme Edge Skating Club	NE	All		http://www.extremeedge.ca/programs.asp			
Sports	Skating	Federation Skating Club	C			www.federationstatingclub.com			
Sports	Skating	Figure 8 Skating Club	SE	Ch/Tn	3+	NA			
Sports	Skating	Flightway Figure Skating	SE			NA			
Sports	Skating	Fulton Place Skating Club	E			www.fpsc.ca			learn to skate - at Michael Cameron Arena
Sports	Skating	Gateway Figure Skating Club	SE			www.gatewaystatingclub.org			
Sports	Skating	Gateway Figure Skating Club	W	All	3+	www.leaplace.ca			
Sports	Skating	Ice Palace Figure Skating Club	N	All	2+	http://www.extremeedge.ca/programs.asp			
Sports	Skating	Learn to Skate	N	All	2+	http://www.learn2skate.com			
Sports	Skating	Mayfield Figure Skating Club	W	All	Pre+	www.mayfieldstatingclub.com			
Sports	Skating	McCauley Skating Club	C			NA			
Sports	Skating	Public Facilities	Multi	All		www.sports-world.ca			Outside and Indoor (Westmount)
Sports	Skating	Sports World Recreation	NW			www.royalglendonra.com			
Sports	Skating	Royal Glendon Club	C			www.snowvalley.ab.ca			
Sports	Skating/Snowboard	Snow Valley	S	All		www.edmontonskiclub.com			
Sports	Skating/Snowboard	Edmonton Ski Club	C	All	4+	www.sunridge.skiclub.com			Snowboarding and skiing lessons, rentals, private
Sports	Skating/Snowboard	Sundridge Ski Area	E	All		www.sundridge.skiclub.com			
Sports	Skating/Snowboard	Rabbit Hill Snow Resort	SW			www.rabbithill.com			
Sports	Skating/Snowboard	Silver Summit Ski Area	NW			http://www.livenussoccerclub.com/league.php?scriptName=HOM			
Sports	Soccer	Edmonton Juventus Soccer Club		All	All	http://www.mediodecommunityleague.ca/news.htm			Youth Soccer Club
Sports	Soccer	Medeod Community League		All	All	http://www.mediodecommunityleague.ca/news.htm			FREE, parent involvement for kids under 10. Funded by Action Healthy Common and Can. Diabetes
Sports	Soccer	Tony Wallace/Preschooler Soccer	C	Pre/Ch	2-12				

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Sports	Soccer	Most Community Leagues	Multi						Info in files (file: Clearyny)
Sports	Soccer	Edm North Zone Soccer Assoc	N	10+		http://www.edmontonnorthsoccer.ca/league.php?scriptName=HOME&leagueID=5559			Youth Soccer
Sports	Soccer	Victoria Soccer Club	NW			www.victoriasoccerclub.com			elite soccer
Sports	Soccer	Mill Woods Soccer Association	S/SE			www.millwoodsoccer.com			
Sports	Soccer	Southwest Edmonton Minor Soccer Association	SW			www.swemsa.com			Major League
Sports	Soccer	Alberta Soccer Association	Web site	18+		http://www.albertasoccer.com			Youth Soccer
Sports	Soccer	Edmonton Interdistrict Youth Soccer Association				http://www.edisa.com/league.php?scriptName=HOME&leagueID=1600			Adult Soccer
Sports	Soccer	Edmonton Soccer Association				www.edmsa.org			Youth Soccer
Sports	Soccer	Edmonton Minor Soccer Association				www.edmontonminor.com			elite programs (year round # 5-12) & see Camps Tib - Grant Mac, U of A, etc
Sports	Soccer	University of Alberta				www.ualberta.ca			
Sports	Soccer	See Camps Tib - Sports							links to NW, NE, SW, SE softball associations
Sports	Soccer	Edmonton Youth Softball Association	All			www.softballedmonton.com			Sports Agency
Sports	Softball	Edmonton Youth Softball Association	All			www.softballedmonton.com			
Sports	Swimming	Downtown YMCA	All			www.ymca.ca			
Sports	Swimming	Grant MacEwan	C	All		www.edmontonymca.ca			
Sports	Swimming	Kinsmen Sports Centre	C	All		www.kinsmen.ca			
Sports	Swimming	City of Edmonton	Multi	All		www.edmonton.ca			
Sports	Swimming	YMCA's	N	All		www.edmontonymca.ca			offers swimming lessons
Sports	Swimming	Stoma Pool	S	All		http://www.parklandepuls.ca/stomapool/			Swim lessons or drop in, accessibility for disability, warm pool, tough location
Sports	Swimming	ACT Aquatic and Rec Centre	NE	All	4+	www.edmonton.ca			
Sports	Swimming	Ensign Leisure Centre	NE	All	All	www.edmonton.ca			
Sports	Swimming	Londonberry Leisure Centre	NE	All	All	www.edmonton.ca			
Sports	Swimming	OT eary Leisure Centre	NE			www.edmonton.ca			
Sports	Swimming	SPORT For Life (Swim Gym Program)	NW			www.sportforlife.ca			Not good at Outdoor Pools and can not be used with the LAC
Sports	Swim - splash&kide	City Pools - but see comment	Multi	All		www.edmonton.ca			Kinsman Centre
Sports	Swim - Synchro	Edm Aurora Synchrozeal Swim Club	C			http://www.edmontonauroras.com/			Stoma Pool
Sports	Swim - Synchro	Orca's synchrozeal Swimming Club	S			www.orcasynchro.org/			
Sports	Swim - Synchro	Nova Synchro Club+				www.novasynchro.org/			
Sports	Tennis	Ac'e Tennis Academy	NW			www.aacetenniscademy.ca			
Sports	Tennis	Capitano Community League & Tennis Club	E			www.capitano.info			
Sports	Tennis	Garnet Tennis Club & Beach Volleyball	C	All		www.garnet-tennis.com/			
Sports	Tennis	Landsdowne Tennis Club	S			www.landsdowne.tennis.com/			
Sports	Tennis	Riverbend Tennis Club	SW			www.riverbendtennis.ca/			
Sports	Tennis	Royal Glenora Club	C			www.royalglenora.com			
Sports	Tennis	Seville Sports Centre	S			www.sevillesportscentre.ca/			
Sports	Tennis (Tahle)	Edmonton Table Tennis Club	N			www.edmontontbltennis.ca			At the ACT Centre
Sports	Tennis (Tahle)	Vietnamese Chinese Table Tennis Club	C			www.victoribennis.com/			
Sports	Various	Edmonton Gardison				www.edmontongardison.com/			
Sports	Various	Fan Team Alberta	E	All	3+	www.fanteamalberta.com			many styles, good for beginners, a community center feel - Volunteer
Sports	Volleyball	NAIT	C	Ch/Th	8-17	www.nait.ca			Low cost sports / less competitive
Sports	Volleyball	See Camps Tib - Sports							Ed Spis Camps, Grant Mac, U of A
Sports	Yoga	Akai Pruthi Yoga Institute	C			www.gwyvoga.com/			
Sports	Yoga	East-West Yoga Society	C			www.familyyoga.ca			
Sports	Yoga	Family Yoga Centre Ltd.	S			www.familyyoga.ca			
Sports	Yoga	Kulu	C			NA			
Sports	Yoga	Leons Breath	C	Th	9-15	www.leonsbreath.ca			authentic studio, a place to learn yoga straight from India
Sports	Yoga	Leons Soul Gym Yoga Studio	C			www.loulssoulgym.com/			
Sports	Yoga	Prama Yoga Studio	W			www.pranayogastudio.ca			
Sports	Yoga	The Yoga Den	SW			http://www.yogaden.com/			Hot yoga, healing, designed to begin healing injury, illness and disease.
Sports	Yoga	The Yoga Loft	S			http://www.thevocaloft.com/			four relaxed phase, community center feel, uses props
Sports	Yoga	Bikram Yoga Edmonton	S	All		www.bikramyogaedmonton.com			individual mat at GMCC recruitment fair - need to see cert to teach.
Sports	Yoga	The Family Yoga Studio (SOUTH)	S	All		http://www.familyyoga.ca/			
Sports	Yoga	Jesse Alton (individual instructor)				http://www.seawardcentre.ualberta.ca/			Out of University of Alberta
Special Needs	Disabilities	Seaward Center	C						
Special Needs	Sports	Special Olympics	W			www.specialolympicsedmonton.ca			
Tickets	Misc	Kids Up Front	C	All		www.kidsupfront.com			Unused ticket service for events - and Seats for Kids Program
	Misc	124 Youth Project	N						

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Transport	Bus Tix	Domine A Ride (possibly)	Web site	Tn	13-17				
yth drship	Leadership	City of Ed. LITs (Leaders in Training)	N	Tn	13-17	www.edmonton.vmca.ca			Also YIP (Yth Internship Program)
yth drship		YMCA CTS + other	Mult	Tn	13-17	www.guidesedmonton.ab.ca			Includes Brownies, Girl Guides, Path Finders
yth drship		Girl Guides of Canada	Mult			www.girlguides.ca/rennill			Includes Air, Army, Navy, etc
yth drship		Cadets Canada	Mult		14+	www.cadets.ca/rennill			Includes Beavers, Cubs, Scouts
yth drship		Scouts Canada	Mult	Tn	14+	www.scouts.ca			

Name of Org/Title	Address	Website	FAX	Phone #
Immigrants Civic Club	6850 88 St T66 3H6	www.immigrants-club.ca		490-5979
Imperial Ball Hockey	ACT			466-9327
KCI Bowling	12143-54 ST SW S84			477-3132
KARLA Family Resource Centre	Various locations - see comment			478-5388/473-2304
Karl Lauer School of Music	15811 87 Ave			481-9801
Kids Ball Hockey	West-end Soccer Centre			413-0140 ext 4
Kids Karate	10455 148ST T9H127	www.kidskarate.ca		702-5176
Kids Soccer	701 Gateway Blvd, T9H 2J1			488-4846
Kids Soccer Foundation	301 0073 Shawnee T6E2B2	www.kidsfoundation.com		492-4436/487-2466
Kids T-Dance	1150 10190 - 101 8751 S84			409-2432
Kidston Park Y Club	10042 92 Ave			432-4626
Kidston Sports Centre	9100 Woodside Hill			944-1400
Kidston Sports Centre	13160 137 Ave T5J 4Z6			473-4336
Kidston St Columba Short Complex	58011 Kings Rd (50 Ave) 4J30			413-3200
Kidston The Snow Day Academy	5208 1658			430-1391
Kidz	9357 1603 Av			425-3864
Kingie Ft. Academy White Tiger1	Ladobandery Leisure Ctr			943-5322
Kyranium Fitness	16 892-9248 TK 0Z2			373-2411
L-Gymnastic	12381 83 Ave			496-5974
Ladobandery Tennis Club	11808 St Albert Trail			496-5996
Ladobandery City of Edmonton	9764 1828 T5T 9Y9	http://www.lebkydancers.com		484-7238
Learn to Skate	11068 St Albert Trail			496-1915
Lecky School of Dance	9844 81 St			496-7381
Leisure Centre (City), Bonnie Doon	11110 68 Street T5B1N9			454-5074
Leisure Centre (City), Eastfield	14328 668 T5C 8R7			488-8781
Leisure Centre (City), Ladobandery	13025 11281 T5E R64			480-1001
Leisure Centre (City), Grand Trunk	3004 92 St			429-7234
Leis Tenis Ruddy Club	3509 99 St	www.hugobez8		488-4333
Leis Fly	124 St and 108 Ave			476-1233
Leis Breath	124 St and 108 Ave			423-4488
Leis Brn Theatre Riding Association	10341 - 107 Ave	http://www.leisbrn.ca		478-7252
Leis & Mequids	10318 82 Ave	www.leisbrn.ca		429-6823
Leis Snow Gym Yoga Studio	8627 - 109 St, T6G 1E7	http://www.marinae.com		434-9281
Leis-Me Dance and Theatre Arts Centre	10018-10681 T5J 1G1	http://www.marvickdancers.com/		429-4407 ext111
Leis-Me Dance and Theatre Arts Centre	Challinwood RPO, PO Box 78038	www.marvickdancers.com		654-2650
Leis-Me Fitness Studio Club	Corner 1074 ave 86 St			424-5870
Leis-Country Shooting Club	Edmonton			432-2377
Leis-Club & Family Services Society	391 - 42308 110th Av T1J5V7			832-4073
Leis-Nature of Alberta	301 Maxwell Gate T5B4W2			424-6688
Leis-Skiing	10115 109 Street 131 1P1			413-4521 ext 205
Leis-Swimming	2 see - see comment			448-4601
Leis-Swimming Club	4540 30 St			989-8580
Leis-Swimming Society	4540 30 St			408-2323
Leiswood Little League Baseball Assoc	9903 - 33 Avenue			461-1746
Leiswood Soccer Association	#700 29311 66 St	http://www.leiswoodssoccer.ca/		466-6594
Leiswood-Wednesday Centre for Immigrants	555 - Tower 2 Midtowne Market Mall	www.leiswoodssoccer.ca/		468-4285
Leis-Woods Music	10135 89St	www.leiswoodssoccer.ca/		445-9300
Leiswood Youth Council	8306-164 Street	www.leiswoodssoccer.ca/		489-7911
Leiswood Youth Assoc	1216 6 Jasper Ave T5N 3K3			464-0288
Leiswood's Music Point of	1946 Lockery Mall T5C3C8			471-1108
Leiswood-Musical Arts	Westmount			428-2748
Leis William(Biano Lessons)	10867 97 St T5J1 2J6			430-6253
Leis-Cultural Health Brokers	5067 144 St			433-7829
Leis-Cultural Health Brokers	11712 106 Street T5G 2R1			471-7713
Leis-Cultural Health Brokers	N.A.T.F. Summer Camps (c7)			442-6883
Leis-Cultural Health Brokers	10071 - 166 Street			483-9235
Leis-Cultural Health Brokers	National Kickboxing			999-1120
Leis-Cultural Health Brokers	Native Counselling Services of AB	Education @ ncsa.ca		377-0236
Leis-Cultural Health Brokers	Neighborhood Empowerment Team			377-0231
Leis-Cultural Health Brokers	Neighborhood Empowerment Team			413-3339
Leis-Cultural Health Brokers	Neighborhood Empowerment Team			474-7611
Leis-Cultural Health Brokers	Nim Burgess Centre for the Arts	www.nimburgesscentre.com		644-6000
Leis-Cultural Health Brokers	Nogwest College	1015-1084 T5J11L6		414-6012
Leis-Cultural Health Brokers	N. Central Neighborhood Centre			
Leis-Cultural Health Brokers	North East Baskinball Assoc			
Leis-Cultural Health Brokers	North East Teen Centre			
Leis-Cultural Health Brokers	PO Box 70013 RPO Ladobandery	NetherCenter@shaw.ca		447-1737
Leis-Cultural Health Brokers	5415 123 Ave T5W 5G2	northwestzen@northwestzen.com		474-3088/718-0454
Leis-Cultural Health Brokers	6104 - 132 Ave T5A 0J5	www.northwestzen.com		406-3949/615310 cell
Leis-Cultural Health Brokers	6240-212 Ave	www.northwestzen.com		477-2330
Leis-Cultural Health Brokers	Barbar Saucier			474-1586
Leis-Cultural Health Brokers	11516 103 St 1G2 2H9	http://www.northwestzen.com		707-4693
Leis-Cultural Health Brokers	19107 1 Ave T6E 0X8	www.northwestzen.com		736-6444
Leis-Cultural Health Brokers	14420 112 St T5E 3P4	www.northwestzen.com		
Leis-Cultural Health Brokers	Northman Steve Koller Hockey LA			
Leis-Cultural Health Brokers	North West Skate (Dank Easy)			
Leis-Cultural Health Brokers	North West Skate			
Leis-Cultural Health Brokers	New Western Athletic Association	www.nwaa.ca		998-5245
Leis-Cultural Health Brokers	Newwood Children Resource Ctr	http://www.nwaa.ca		471-3737
Leis-Cultural Health Brokers	Box 53038	http://www.nwaa.ca		213-6682
Leis-Cultural Health Brokers	10133-82 Ave	www.nwaa.ca		432-1904
Leis-Cultural Health Brokers	Ocean Sports	www.oceansports.com		466-8973
Leis-Cultural Health Brokers	OT team Leisure Centre	www.oceansports.com		466-8973
Leis-Cultural Health Brokers	7575-54 Ave T6E5H4	www.oceansports.com		444-3477
Leis-Cultural Health Brokers	10450 - 22 Ave Siam Pool	www.oceansports.com		444-0911
Leis-Cultural Health Brokers	10470 1687 T5J1L	www.oceansports.com		349-2042
Leis-Cultural Health Brokers	Burger Cook	www.oceansports.com		406-949-3044
Leis-Cultural Health Brokers	Bowl 11041 102 Av T5K 2H4	www.oceansports.com		434-7106
Leis-Cultural Health Brokers	Bowling for Kids and Youth			

3.3. c. Recreation Database Organization Information

Top 10 Questions to Ask an Organization When Seeking Information

Prior to phoning an organization please refer to information that may have already been gathered or do basic research on the new organization.

1. PROGRAM DETAILS

Brochures, schedules, registration forms, hours of operation, transportation ie: Bus/Parking, class size, ages accessibility

2. REGISTRATION

How does a family register? Is it acceptable that registration and payment are from different sources (ie: registration by family/worker, payment by worker)

3. MAIN CONTACT

For registration/general inquiries? Who to contact for donations?

4. EQUIPMENT

What equipment is mandatory? What is required for first day? Do you have preferred suppliers? Rental/family discounts?

5. FACILITY

Would a tour for the family be available if desired? Can you tell us any details about your facility?

6. PRICING

Do your prices include GST? Registration cost, tuition, equipment, uniforms, level progression?

7. PAYMENT

Payment due dates? Methods of payment? Ability to wait for a cheque to be processed after registration has occurred? Need for a receipt or invoice?

8. RECREATION RESOURCE BANK (RRB)

Provide Package material, via person, email, mail, Explain funding details, Discuss recruitment and expanded criteria

9. TRIAL BASIS

Can a Family try the program on a trial basis? For how long? Policy on family members attending?

10. BUSINESS CARD AND E-MAIL

3.3. e. Recreation Subsidies and Helpful Contacts

Please note that this list does not represent ALL of available subsidies and these are what were most commonly used by the Families Matter Partnership Initiative.

KidSport:

Provides funding for children between the ages of 5-17 to participate in sport programs. There is a maximum of \$250 per child per calendar year.

Contact information:

Address: PO Box 56035 #211 10135 102 St Edmonton AB T5J 4N9

Phone number: (780) 487-2666 or 457-0705

Website: www.kidsport.ab.ca

Sport Central:

Helps children access sports equipment.

Equipment includes, but is not limited to: skates, bicycles, hockey equipment, soccer equipment, racquets, etc.

Contact information:

Address: 11847 Wayne Gretzky Drive North Edmonton, AB T5B 1Y2

Phone number: (780) 477-1166

Website: www.sportcentral.org

Jumpstart:

Jumpstart is an initiative from the Canadian Tire Foundation for Families.

The purpose of the program is to assist low-income families in accessing physical recreation programs for children ages 5 through 18.

Family contacts the Bill Rees YMCA to get an application mailed to them.

Contact information:

Address: Bill Rees YMCA 10211 105 St Edmonton, AB T5J 1E3

Phone number: (780) 429-9622

Website: www.edmonton.ymca.ca

YMCA Opportunity Fund:

Helps families that are unable to afford the full cost of a YMCA membership or program.

Applicants are pre-approved if you are a recipient of: Income Support, AISH, City of Edmonton Leisure Access Card, Alberta Child Health Benefits or Alberta Adult Health Benefits. Bring one of the benefit cards to front desk and get information about how you can begin your YMCA membership at a reduced cost. If you do not have one of the benefit cards stated, please pick up application form at nearest YMCA and eligibility will be explained to you.

Contact information:

Don Wheaton	North Castle Downs	West Jamie Platz	South William Lutsky
10211 – 102ave.	11510 – 153ave.	7121 – 178 st.	1975 – 111 st.
452-YMCA (9622)	476-YMCA (9622)	481-YMCA (9622)	439-YMCA (9622)

Website: www.edmonton.ymca.ca

Leisure Access Program:

The Leisure Access Program gives individuals and families unlimited free admissions to City Of Edmonton recreation facilities. There is also the ability to register for programs at a lower cost. This program is offered by the City of Edmonton Community Services Department.

Contact information:

Address: 12th Floor CN Tower PO Box 2359 Edmonton, AB T5J 2R7

Phone number: 311

Website: www.edmonton.ca/lap

Edmonton Minor Hockey Association:

EMHA is in charge of hockey for all of Edmonton.

Provides subsidies through the alumni program to help a family pay up to \$200 for registration fees.

Contact information:

Address: 10618 124 Street Edmonton, AB T5N 1S3

Phone number: (780) 413-3498

Website: www.emha.ca

ArtStart:

Provide affordable, accessible and professional quality lessons in Drama, Dance, Visual Art and Music.

Contact information:

Address: Alex Taylor School – 9321 Jasper Avenue Edmonton AB T5H 3T7

Phone number: (780) 424-7543

Email: artstart@e4calberta.org

Website: www.e4calberta.org

Government of Alberta Stay at Home Parent Support:

Eligible stay-at-home parents may qualify for a new subsidy of up to \$100 per month, for each preschool age child who is participating in an approved early childhood development program.

Contact Information:

Address: Edmonton & Area Child & Family Services - Region 6: 6th Floor Oxbridge Place
9820 - 106 St

Phone number: Parent information line: Toll-free: 1-866-714-KIDS (5437)

Edmonton and area: 644-1366

Website: <http://child.alberta.ca/home/721.cfm>

Children's Fitness Tax Credit:

The children's fitness tax credit lets parents claim up to \$500 per year for eligible fitness expenses paid for each child who is under 16 years of age at the beginning of the year in which the expenses are paid.

If a child qualifies for the disability tax credit, parents can claim up to \$500 per year in eligible fitness expenses paid for the child who is **under 18 years of age** at the beginning of the year.

Contact Information:

Phone number: 1-800-959-8281 Service in: Eng / Fr 1-800-959-7383

Website: <http://www.cra-arc.gc.ca/fitness/>

President's Choice Children's Charity:

President's Choice Children's Charity is dedicated to helping children who are physically or developmentally challenged. They provide direct financial assistance in the purchase of expensive mobility equipment, environmental modifications, and physical therapy and more.

Contact Information:

Phone number: 1-866-996-9918

Email: pccharity@loblaw.ca

Website: <http://www.presidentschoice.ca/ChildrensCharity>

211-Community Connect

Introducing 211... it connects you to human services, community programs, and volunteer information.

Just dial 2·1·1... A qualified Information and Referral Specialist will:

- assess your situation; help you find answers to your questions;
- Provide you with options and appropriate referrals.

211 operates 24 hours a day, 365 days a year within the City of Edmonton. All calls are free and confidential and TTY access is available for the hard of hearing. Callers outside of the Edmonton city limits can also connect to the **211** service by dialing: **482-INFO (4636)**.

211 is a joint community initiative of The Support Network, the City of Edmonton, the Government of Alberta and United Way of the Alberta Capital Region.

www.thesupportnetwork.com

311- City of Edmonton Programs & Services

Can call 311, 24 hours a day everyday of the year.

- General Information
- Program Registration and bookings- www.edmonton.ca/reg
- Inspections, licenses and permits
- Transit Information- www.takeETS.com or 780-496-1600
- Roadway and waste management information
- Comments, commendations and bylaw complaints

Special assistance- Non English speaking callers and 311 agents will connect to external interpretive service. Callers using TTY can call 780-944-5555.

DATS- Disabled Adult Transit Service bookings: 780 496-4567

Callers outside of Edmonton can call: 780-442-5311.

3.4.a. Levels of Engagement in Timelines Report

(There are 7 levels of engagement) - Each family should have a '1' in the Timeline report indicating their level of engagement. See Timelines Report 4.5.f.

Levels of contact – Paths to follow		Strategies	Frequency of Attempts (H=Health, C=Comp, R=Rec)
Path 1	Follow either applicable Path Path2		
*Colours indicated in Timeline report			
(White) - Connected or Reconnected - if connected, or reconnecting after being lost, worker meets with family as necessary ↓ ↓	(White) - Connected or Reconnected - if connected, or reconnecting after being lost, worker meets with family as necessary	- maintain regular contact with family - if phone # is active, leave messages and try calling at different times - if no answering machine, call during evening / weekend (i.e. different times and days.)	H & C = visit once per month (or e-mail/ph as family directs) R = visit once every 3 months (For all 3 program areas- less often/more often is fine due to level of independence/needs of family – however, please review with supervisor. Phone calls in between as needed.)
(Green) – Hard To Reach (not responsive) - if family / client is not returning phone calls/ phone tag - if family continues to cancel visits / does not follow through - if timelines are delayed due to family - if worker sends a letter in an effort to reengage the family regarding involvement in project and there continues to be no response		- if additional phone # results in successful contact, return family to reconnected - if additional phone # attained is active line but no answer, family remains in hard to reach - if phone is disconnected or there is no response from the family, send a letter regarding their involvement	H & C = attempt call/visit minimum once every 2 weeks R = attempt call/visit minimum once every month (each situation is dependent on individual family specific situation – ie. family on holidays, family managing crisis)
After 3 months move the family from the Hard to Reach category to Dormancy ↓	(Orange) - Lost (attempt to locate) - if phone is disconnected, the letter sent was returned, and no other contact information is available - if worker drops by and different family resides at residence. Leave the family in the Lost category indefinitely but try periodically to reconnect (in case # gets connected or new info from researchers)	- check with researchers for additional/ updated contact information - if the letter was returned, or if worker still cannot reach family with additional phone #'s – family remains in lost column - if letter was not returned, the worker will drop by the residence (dependent on family specific situation) - attempt 411 to find new # or address	H & C = exhaust all options as soon as lost R = exhaust all options as soon as lost (each situation is dependent on individual family specific situation – ie. family on holidays, family managing crisis) Options include dropping by, alternate ph #'s from research, letter, 411)

<p>(Light Blue) - Dormancy - if family is hard to reach for three months or longer - if the family decides to place themselves in the Dormant category due to crisis or circumstances</p> <p>After 3 months move to</p> <p>↓</p>			<p>H & C = attempt contact once every 2 months R = attempt call/visit once every 3 months (each situation is dependent on individual family specific situation – ie. family on holidays, family managing crisis) ** essentially 1 attempt during this stage before moved to Inactive**</p>
<p>(Dark Blue) Inactive – Inactive - after being in dormancy or lost for 3 months</p>	<p>(Dark Blue) Inactive – Inactive - after being in dormancy or lost for 3 months</p>		<p>H & C = attempt contact once every 3 months R = attempt call/visit once every 4 months</p>
<p>(Purple) Discharged (-not expected to return) -Due to a move out of Edmonton or voluntary withdrawal - must be discussed with supervisor. Only supervisor fills in column</p>	<p>(Purple) Discharged (-not expected to return) -Due to a move out of Edmonton or voluntary withdrawal - must be discussed with supervisor. Only supervisor fills in column</p>	<p>Supervisor does the following: - ensures case communication form is completed and forwarded to necessary individuals - moves family to discharge column in timelines report (once family is physically discharged from HOMES)</p>	<p>N/A</p>
<p>(Pink) – Close Out - When the family has successfully completed their time in the project, which is a maximum of two years after their start date.</p>	<p>(Pink) – Close Out - When the family has successfully completed their time in the project, which is a maximum of two years after their start date.</p>	<p>Supervisor does the following: - moves family to close out column in timeline report (once family is physically discharged from HOMES)</p>	<p>N/A</p>

3.4. b. Suggestions for Building Initial Rapport

- When you phone, state the expectations for the visit and identify who will attend; provide options for meeting location, which could include their home or mutually agreed upon community site; confirm location and time of meeting; ask about the presence of pets and other people. Review any demographic data if possible and appropriate.
- If you need to leave a message, state who you are (name and role), purpose of call (i.e. set up meeting). Ask for them to return your call and/or state that you will try again. Mention you look forward to speaking with them.
- When you arrive, introduce yourself and remind them of your role. For example; “Hello, my name is _____. I am the Recreation Coordinator here from Families Matter Partnership Initiative. We spoke earlier when I called to arrange our meeting today”.
- Create casual conversation as you are entering. If invited into the home, get settled and continue the conversation. If not yet invited in, attempt to move the discussion forward by reminding the person that “our meeting today is to sit and talk so we can get to know you and to learn more about what you and your family want to focus on. Does this time still work for you? “
- Begin a discussion about the roles you and the family will have as you work together and clarify expectations.
- The worker’s role is to help the family reach their goals.
- The family’s role is to identify and drive the goal and to share their ideas and opinions. All the family will be involved in the process, including the children/youth as appropriate. Engage child at this point, if possible.
- The goal is to work together to create the best action plan to achieve their goals in the time allotted. Throughout the time in the project their plans can be adapted to meet the family goals.
- Remind the family that the worker will do their best to engage all of the children in recreation of their choice. In doing so we will determine if there is anything that could prevent this from happening and if so, try to adjust the plans.
- The worker will learn what will be best for the family. One parent (adult) has been designated to speak on behalf of the family, while still taking input from the entire family if possible. Check to ensure child/youth is still engaged at this point.
- Ask if the family has any questions and to feel free to ask any questions as the interview proceeds.
- Introduce note-taking. For example; “Before we begin, I want you to know that what you share today is valued and to capture it for future use when we create your plan, I will be taking some short notes. (Suggestion: Facilitate children’s participation by providing crayons, coloring sheets, pictures, word searches, etc)

3.4.c. Initial Family Phone Call Script

Hello, can I speak with (client name) _____ please?

Hi, this is (Name) _____ from the (organization name) _____ and I'm a worker with the (Program Name)

Include the following if they seem unsure or have questions:

Explain program further, for example: As you might know already, our program's a part of Families First Edmonton; it is about linking families to the resources that you want. So my job will be to meet with you and figure out what your needs are. How does that sound?

Is it a good time right now to set up a time to come out and meet with you.

If the person indicates they can take time to talk with you:

When would be the best time for you to meet with me? (Prompts: What day works well for you? Is it better for you to meet in the morning or afternoon/with or without the children, in the evening after work...?)

Did you want to meet in your home or at another location? If home: confirm address.

If they are willing to meet at another location, confirm location, time, day, directions, and address.

Thank you for taking the time to talk with me today.

If something comes up and you need to change or cancel our meeting just give me a call, leave me a message, and let me know and we will set up something else. Here is my phone number:

Did you have any questions? (If so, answer generally and let them know you can give more information in person).

Ok then, I am glad we had a chance to talk. I'm really looking forward to meeting you and your family.

Confirm address, ask for directions, thank them again, etc.

3.4. d. The First 5 Questions

Healthy Family Lifestyle Intake Interview Guiding Questions and Process

1. What do you know about FMPI and the Families First Edmonton project?
What do you hope this program can do for you and your family?
(Based on the family's response, the staff member outlines the general areas that family can access through their assigned program.)
2. Are you receiving any services at the moment? If so, how are they going for you? Are there other services you need?
(If family identifies a need outside the scope of their assigned program, staff will give referral information.)
3. Given the program we talked about, how can I help you to meet your family's needs?
4. Tell me what health means to you and your family?
5. Tell me how you feel about living in your community? Do you feel like you belong? Why or why not? What could you do to improve your feelings of being connected in your community?

AFTER THE FIRST 5...

- **If family identifies a general area**, use the guiding/planning questions (or memory of them) to **ask more specific questions** to get an idea of the awareness, knowledge, skills, attitude level of the family for that area.
- **Once** the family & worker have **reviewed the priority need** identified by the family there may be time for the staff and family to review additional areas that the family is also interested in or would be beneficial for the worker to be able to help family with.
- **As time permits**, worker will **begin to create the IPP** with the family. The worker will make appropriate linkages

3.4.e. Consent for Release of Personal Information

I _____ hereby authorize institutions, organizations, and individuals to disclose confidential information concerning me and my family to the YMCA of Edmonton's Families Matter Partnership Initiative program staff, which is the Service Delivery component of the Families First Edmonton Research Project.

I authorize the YMCA of Edmonton's Families Matter Partnership Initiative program staff, on behalf of my family, to release the above information concerning myself to any other agency, institution, and organizations for the purpose of assisting me in connecting with education, health, social support, and childcare.

All information gathered will be treated confidentially. I also understand that the combined results of the program will be used for presentations, publications, reports, and research purposes.

This agreement is in effect for the duration of my family's participation in this project.

Signature: _____

Signature: _____

Dated: _____

Witness: _____

3.4.f. Children and Youth Participation Agreement

I _____ (child/youth) agree to fully participate in talking with _____ (family worker) and sharing my ideas, choices, and wishes about recreational activities.

I will also do my best to actively attend the activities we have planned together and take good care of any equipment I get to use for these recreation activities.

Child/Youth Signature: _____

Recreation/Family Worker: _____

Date: _____

3.4.g. Family Lost Contact Letter Template

Date

Name

Address

Edmonton, AB

Postal Code

Dear Client's Name:

My name is *WORKERS NAME* and we have previously met through the Families Matter Partnership Initiative, which is part of the Families First Edmonton Research Project. I am eager to start providing recreation opportunities for you and *FAMILY/CHILD'S NAME*. During the past few months there have been numerous attempts to contact you. I recognize that family issues may have arisen but we are here to support you and your family. This project is a great opportunity for your family to experience and enjoy the benefits of *RECREATION OR HEALTH SERVICES*. The project can proceed at your own pace. We are here to aid you and not to add any pressure on you.

I would really appreciate if you could contact me at anytime; day or evening as soon as possible at *WORKERS PHONE#* to discuss your options for the project. If I am not in the office please leave a message with your phone number and the best time for me to call you back.

I look forward to reconnecting with you and your family soon.

Sincerely,

WORKER'S NAME

HEALTH/RECREATION/COMPREHENSIVE COORDINATOR

Families Matter Partnership Initiative

3.4.h. Guidelines for Letters After Lost Contact

Purpose: An alternate means to contact a family when you have been unsuccessful in contacting them by phone and you have already made one or more home visits.

- 1) If you call your family and the phone has been either temporarily disconnected or disconnected and you were not aware of them moving., let your supervisor know that you are not able to get a hold of your family any longer and request that the supervisor check to see if the families phone number has changed. **Please send a letter**

Or

- 2) If you have attempted at least three times over a 3 week period to contact the family by leaving messages but they have not returned your calls. **Please send a letter**

Or

- 3) If you attempt to call at least three times over a 3 week period and the family does not have an answering machine (please try at different times throughout the day and evening) **Please send a letter**

3.4.i. Limits of Confidentiality Statement

The limits of confidentiality must be discussed with program participants during the first home visit. This statement guides the worker’s communication about these limits of confidentiality based on the legal requirements to report in the areas of family violence, child abuse, child neglect and/or illegal activities.

During the initial visit, while asking the parent (adult) to sign the Consent to Release Information Form, the worker may use the following statement to convey their of confidentiality. The following verbal statement can be used by the worker:

- “It is important that you are aware that I have limits around confidentiality and I am required by law to report incidences of family violence, child abuse, child neglect and illegal activity.”

You may want to keep in mind and possibly have a supportive discussion with the family regarding the fact that the legal requirement to report does not mean that the family will not continue to receive services. Within the means of the project, we will support the family through times of crisis or difficult situations, if they were to occur.

3.5.a. Child/Youth Activity Feedback Form
(Form to be completed by child/youth or parent with child/youth)

Name: _____ DATE: _____

ACTIVITY	LOCATION

1. What was your favorite or least favorite thing about the activity?

2. Do you want to continue in these activities, if not why?

3. How often did you go to your activity? (Please circle one)

Not at all Most of the time All of the time

Why? _____

4. What did you learn from your activity?

5. Any other comments about the activities you participated in.

3.5.b. Reference Letter for Families

Date

To: Whom this may concern

My name is _____ and I am a worker with the Families Matters Partnership Initiative, Family Healthy Lifestyles program. The Family Healthy Lifestyles program is about linking families to existing health, social support, educational, and childcare options in their communities. Some examples of our involvement include:

- *Developing an individual Program Plan with families*
- *Problem solving together with families to address issues surround housing, health needs and basic needs*
- *Working with families to create, awareness, skills and knowledge to access resources in their communities*

_____ volunteered to be part of the Families First Edmonton Research project and I have been working with him since June 2006. Since June, ___ and I have met monthly or talked on the phone collaborating on problems that _____has identified. _____has successfully linked with community resources such as the Food Bank, Bissell Centre, Bent Arrow Traditional Healing Society, AADAC, Catholic Social Services, and Aboriginal Disabilities Centre.

_____ is appreciative of the help and support he receives from the Family Healthy Lifestyle program. Despite of all the struggles and challenges that (Clients name) is faced with, he is open to talk about his experiences and reach out to community resources for help and support.

Sincerely,

Family Healthy Lifestyle Program
Families Matter Partnership Initiative
Office phone number:

3.6.a. Broker Process

1. The worker makes contact with the identified Aboriginal or Multi-Cultural Partner's Primary Contact:
2. The Primary Contact will provide contact details for the appropriate broker or consultant.
3. Consider Privacy Legislation (FOIP, PIPA) and use Homes ID # rather than the family name when using e-mail/fax.
4. When language is a barrier, the worker will request that a Broker/Consultant contact the family to inform them about the Service Delivery process and the intention to connect within the week.
5. The worker arranges a time to meet with the broker/consultant prior to the family's first home visit. This can be done in person or by phone if more applicable.
6. The Broker/Consultant and the worker arrange a time to meet with family that is appropriate for all participants. The Broker and worker meet after the initial family meeting to debrief and plan the next meeting.
7. The worker identifies the kind of service that is required of the Broker/Consultant and receives approval from the Supervisor for the anticipated expenditures. All parties confirm their common understanding of the contracted services.
8. The worker completes the Broker Contract and ensures the agreement is signed by: Worker, Broker and Supervisor.
9. The contract must be completed by the second visit or sooner.
10. The worker provides the signed copy to Supervisor for signature by the Manager. The signed contract is return to the worker who makes copies for the family file, the Broker and the Supervisor.
11. Tips for preparing the contract: Keep the first contract length to approximately 3 months and if the contract is renewed, increase the timeframe to 6 months, if this is appropriate to the family's needs. The contract will approximate the hours under Total Contracted Hours of Service. Be prepared to be reasonably flexible to accommodate emerging needs or situations. Where possible, align contract end dates with financial reporting periods, either monthly or quarterly.

3.6.b. Broker Contract Cultural Brokering and Consultation Services

The Service Agreement is a contract that outlines the specific stages when the identified family will require services and identifies the negotiated scope and nature of these services and the tasks necessary to ensure delivery of the services. All Services are delivered within the timeframe of the contract.

The Consultant/Broker role is designed to support:

1. The retention of the family and their linkage to service.
2. the development of trusting relationship between FMPI Worker and the family
3. the enhancement of the FMPI Worker’s knowledge and capacity to work in a cultural competent way

The FMPI Worker’s role is to support the role and tasks of the Broker/Consultant and to record in a timely and accurate manner the activities, tasks and results of the consultation and brokerage services.

Primary Family Contact (PMK)	
Family Name	
HOMES ID #	
Start Date	
End Date	
Total Contracted Hours of Service	
Partner Agency	
Name ~Broker/Consultant	
FMPI Worker	
FMPI Program Assignment	<input type="checkbox"/> Recreation <input type="checkbox"/> Healthy Families <input type="checkbox"/> Comprehensive

Type of Service/Roles	<input type="checkbox"/> 1. Phone consultation (cultural consultation/relevance) <input type="checkbox"/> 2. Verbal communication-interpreter (with families)-phone relay to family <input type="checkbox"/> 3. Collaborative Care (critical moments of need) <input type="checkbox"/> 4. Accompany family to essential appointments(i.e. specialists/services) <input type="checkbox"/> 5. Translation of written documents <input type="checkbox"/> 6. Connection to community specific resources/services <input type="checkbox"/> 7. Development of Resource Material (i.e. parenting/Recreation Resource Bank) <input type="checkbox"/> 8. Reflective Practice (i.e. case conferencing/debriefing/meetings/identifying and capturing barriers/gaps) <input type="checkbox"/> 9. Other: Please specify.
------------------------------	---

Reporting Requirements:

Relevant information about the family and the service interventions and plans will be shared in a timely and accurate manner.

The service model assumes that the Broker/Consultant and the FMPI Worker will have joint contacts and/or meetings with the family. In the event that the Broker or Consultant has contact with Family in the absence of FMPI Worker:

- The worker will notify the FMPI Worker immediately via e-mail and/or phone
- The worker will record all contact including date and time of contact and forward that information to FMPI Worker via e-mail
- The FMPI Worker can capture this contact information into the family’s HOMES-case notes

I understand the terms of the contract and will perform the duties outlined.	
Broker/Consultant	Signature:
I understand the terms of this contract and will support the Broker/Consultant in the performance of their duties as outlined.	
FMPI Worker:	Signature:
FMPI Supervisor:	Signature:
FMPI Manager:	Signature:

The FMPI Manager must authorize and sign all Fee-For-Service Agreements

Please make four (4) copies of the completed and approved contract and forward to:

- FMPI Manager**
- Broker/Consultant**
- Family File Copy**

3.6.c. Guidelines for considering the Involvement of Multicultural Health Brokers

Families Matter Partnership Initiative
May 2006

Context:

Within the partnership agreement, the Multicultural Health Brokers Co-op has been invited to provide 3 types of support to colleagues within the Families Matter Partnership Program to ensure cultural relevance of care provided to families:

1. Case-by-case consultative support to colleagues with the 3 programs: Recreation, Healthy Life Style and Comprehensive
2. Cultural Competence training and practice development
3. Reflective practice (in front-line work with families as well as in support between staff, and staff & supervisors)

Principles to guide MCHB's involvement: To support the development of trusting relationships, to enhance FFPI staffs' knowledge and capacity to serve diverse families and to support the retention of families & their linkage to services.

1. **“Single Point of Entry” - When a family with potential cultural and/or linguistic barriers has been connected with FMP program staff- please contact Yvonne at 430-6253 or yvonnechiu@shaw.ca to explore the involvement of MCHB's.**

-How can we collect information from HOMES that suggests cultural/linguistic barriers?

- Who would determine whether MCHB's should be involved in addressing such cultural or linguistic barriers?

2. **Depending on the nature and extent of the cultural and/or linguistic barriers of the family involved, the MCHB's can be accessed for the following types of support:**

Type #1 **DIRECT CULTURAL BROKERING: In-person cultural and linguistic bridging and mediation between FMPP staff and family at key or critical moments of service & care delivery:**

1. Initiating and introducing the family to the program,
2. Completing intake and or conducting family assessment and/or goal setting with family
3. Introducing and/or reinforcing strategies in relation to family individual action plan
4. Encountering relationship challenges tied to cultural misunderstanding or conflict.

Type #2 **CONSULTATION & PROBLEM-SOLVING:** Over-the-phone, e-mail or in-person consultation with MCHB's (without involving MCHB's directly with the families)

Type #3 **TRANSLATION & DEVELOPMENT OF RESOURCE MATERIAL** – providing cultural and linguistic translation of relevant forms, documents or key information for families, and/or the creation of resource material and tools for families..

Type #4 **CONNECTION with CULTURAL COMMUNITY RESOURCES** – which includes community specific or culturally specific recreation opportunities, parenting support, family activities, child-care programs, etc.

Type #5 **CAPTURING OF SYSTEMIC BARRIERS/GAPS** – joint reflection and capturing of gaps in service/program or unique needs of families within a particular cultural or linguistic context for sharing with relevant others in FFE.

PROCESS MAP

STEP 1

Research Team transfer information through HOMES.

Re: culture, language & immigration status to
Families Matter Partnership Initiative supervisors

STEP 2

Supervisor considers potential cultural & linguistic barriers
then match family with worker.

STEP 3

“Single-point of Entry”

Contact Yvonne at 430-6253 or yvonnechiu@shaw.ca

Provide Yvonne with name and info. Re: family over the phone?

(Confidentiality upheld through the use of family case file numbers when communicating
through e-mail and fax).

STEP 4

Staff asks for consent from family to involve MCHB

(Clarity of message from staff, principles of choice for families and sense of ethical
practice within dual relationships in communities for Brokers/staff.).

STEP 5

MCHB involved in providing support to staff & family:

1. Direct Cultural Brokering, 2. Consultation, 3. Translation,
4. Connection with Cultural Community Resources,
5. Identifying Gaps & potential Community Development opportunities.

STEP 6

Reflect with Yvonne/MCHB and supervisor re: collaborative work.

STEP 7

Capture the role of MCHB's in HOMES.

The Brokers' role is designed to support:

1. The retention of the family and their linkage to service.
2. The development of trusting relationship between FMPI Worker and the family
3. The enhancement of the FMPI Worker's knowledge and capacity to work in a cultural competent way

The FMPI Worker's role is to support the role and tasks of the Broker and to record in a timely and accurate manner the activities, tasks and results of the consultation and brokerage services.

Since May 2006, the MCHB has been involved in undertaking the following set of tasks within the "Brokering Services" they provide to FMPI colleagues:

1. Phone consultation (cultural consultation/relevance)
2. Verbal communication – interpreting & communicating with family on behalf of FMPI staff
3. Collaborative care (accompanying FMPI staff to visit family)
4. Accompany families to essential appointments (i.e. specialists)
5. Translating material or creating resource material
6. Connecting family to resources or programs within our own community (not including MCHB programs)
7. Reflective practice (i.e. case conferencing, debriefing, meetings, identifying and capturing barriers/gaps)
8. E-mail communication

Key Questions to be used at FMPI staff meeting to identify gaps and opportunities for community development:

- 1. First think of and reflect on the immigrant & refugee families that you have been working with over the last few months (91 families).**

- 2. What are some of the most prominent issues or priorities these families have identified?
(Recreation, health, education, child care or family support, housing, income support, employment, etc.)**

- 3. What service and programs have you connected these families with in relation to these issues and priorities?**

- 4. Which of these services and programs been accessible and appropriate for these families?**

Which of these services and programs have not been?

- 5. What kinds of gap have you noticed?**

What does the family think (or what do you think) should be done to address these gaps?

Multicultural Health Brokers Cooperative

Key Mandated Programs

1. Culturally Responsive Peri-natal Outreach:

- Contracted by Capital Health to provide pre-natal and post-natal education and outreach to immigrant women and families.
- Reaching 1,200 families each year – 10% of the births in Edmonton and Area.
- Communities served: Arabic-speaking, Chinese, Filipino, Kurdish, Vietnamese, Spanish, Sudanese, South Asian

2. Intense Home Visitation:

- Contracted by Region 6 Children Services to provide culturally and linguistically relevant intense family support to vulnerable families with children 0 to 5 years.
- Intense small caseloads of 75.
- Communities served: Arabic-speaking, Filipino, African, Vietnamese

3. Culturally Relevant Early Parenting & Early Childhood Development Support:

- Contracted by Region 6 Children Services to provide culturally and linguistically relevant early intervention support to refugee families with children under 6 years of age.
- Reaching 350 families refugee each year.
- Communities served: Afghan, Kurdish, French-speaking African, Ethiopian/Eritrean, Somali, Sudanese and South Asian

4. Multicultural Family Support for Children with Disabilities:

- Contracted by Family Support for Children with Disabilities (Region 6 Children Services) to provide holistic support to immigrant and refugee families with children with disabilities.
- Communities served: Afghan, Chinese, Kurdish, Spanish, Somali and Sudanese

5. New Canadian's Health Centre:

- Collaboration with Capital Health, Catholic Social Services and Mennonite Centre for Newcomers to provide integrated settlement, health and Brokering support to government-sponsored refugees arriving after November 2006.
- Communities served: Karen, French-sp. African, Ethiopian, Afghan, Columbian, Iraqi, Somali, and Sudanese.

6. Multicultural Seniors Outreach:

- Collaboration with Seniors Association of Greater Edmonton (with funding from United Way and FCSS).
- Communities served: Korean, Kurdish, Spanish-speaking and Former Yugoslavia.

3.6.d. In-person First meeting between FMPI colleagues and Multicultural Health Brokers

Key Questions to explore together at the first planning meeting:

1. What has been the Brokers' relationship (& role) with the family so far?
 - Interpreter in FFE data collection
 - MCHB Programs: ___ Peri-natal Health Outreach
 ___ Early parenting support (MFC)
 ___ Intense Home Visitation
 ___ Multicultural Family Support for Children with Disabilities
 Other program: _____
 - Other relationships
2. Within the current relationship/role, what information would the Broker be able to **share specifically** about the family (without violating confidentiality)?
3. What information is available through HOMES from research team specifically about the family?
4. What information would the Broker able to share generally about the cultural context, community situation, and home country's condition or pre-migration experience related to families like this family? (CONTEXT)
5. Given what we know about the family and the general context:
 - How should contact be made with the family re: first visit?
 - What would be the goal of the first visit?
 - What information should be given to the family at this first visit for optimal understanding?
 - What information should be gathered from the family at this first visit?
 - How to stay connected and communication maintained?
6. Remember to:
 1. De-brief after each visit
 2. Establish Service Agreement after 1st or 2nd visit

3.7.a. Partnership Letter

Dear Valued Community Members,

This letter serves to introduce an exciting new research project called **Families First Edmonton (FFE)** and **your organization's current or potential role with the project's Recreation Resource Bank.**

FFE hopes to determine whether delivering health, family support, childcare, education and recreation services in a coordinated way can lead to better long-term outcomes for low income families. FFE also hopes to **determine the most cost-effective, efficient use of community resources** to proactively assist families. To do this, FFE has contracted the YMCA of Edmonton to deliver services collaboratively through the **Families Matter Partnership (FMPI)** to families that are involved in the project.

About the FMPI Initiative...

- New programs or services are **not** being created. Rather, staff at the YMCA will connect families with low incomes to services such as your own.
- While the research runs for 5 years, families receive services through FMPI for the first 2 years.

What we hope to achieve...

- A crucial goal of the project is to place children/youth from families with low incomes into four seasons of recreational opportunities per year throughout Edmonton.
- We need recreation services for as many as 1500 children/youth each year.
- Each child will identify their recreational interests and staff will work with the family to ensure the child/youth's successful participation in program(s) of their choice.
- We are developing a Recreation Resource Bank (RRB) to ensure children/youth can participate in recreation opportunities and have all necessary equipment/uniforms for their activities. To succeed, we need contributions to the RRB from community partners like you or your organization.

What your Organization can do....

- We have limited funding to assist families. Opportunities will be limited without community support such as free/subsidized spaces, equipment, supplies or transportation assistance.
- **We are asking you to come on board as a partner with our Recreation Resource Bank.** As a partner, you would donate or provide a subsidized rate for one or more spaces in your classes or programs to children or youth from families with low income.
- **Our insert describes a variety of options for how to be part of the Recreation Resource Bank.**
- We will recognize your organization's contribution to our community.

I am eager to discuss the possibilities of this exciting opportunity with you and your organization at a convenient time and to work out arrangements that accommodate your business and program needs. I have included additional information about FFE and a sample copy of our partnership agreement.

I will contact you in approximately 1-2 weeks to discuss your participation in this most important research project. Feel free to contact me should you have any questions or require any additional information.

Sincerely,

(Name) _____
Recreation Supervisor
Families Matter Partnership Initiative
Ph. (780) _____ Fax (780) _____
Email address _____

Project Co-Leads:



Families Matter Partnership Initiative:



3.7.b. Partnership Agreement

Thank you for becoming a partner in the FMPI Recreation Resource Bank (RRB) and for helping to provide recreation opportunities for children and youth involved in the Families First Edmonton (FFE) research project. Your organization's donation of subsidized recreation opportunities will be made available to children and youth who would otherwise not have the opportunity to participate in programs due to financial limitations.

Please complete the following Agreement to indicate your organization's level of commitment

Organization _____

E-mail _____

Address _____ Postal Code _____

Telephone _____ Fax _____

Contact for participant to register in the program _____
 Phone Number _____

Session	Program Name	Registration Dates	Suitable Ages	Donated Spaces (#)	\$ Value of donated spaces

All contributions will be recognized!

Signature _____ Date _____

Printed Name _____

Please return completed form to: (Name) _____
 Recreation Coordinator
 Ph (780) _____ Fax (780) _____
 Email address _____

4) Service Delivery Caseload Management

1. File Management

- a. Paper Work Checklist
- b. FHL File Checklist- EXCEL

2. Family Assessment

- a. Family Healthy Lifestyle Program Survey
- b. Needs Assessment Checklist (FHL)
- c. Comprehensive Program Planning Questions
- d. Comprehensive Program HOMES Assessment
- e. Comprehensive Program Profile Key
- f. Family Recreation Survey
- g. Youth Recreation Survey
- h. Child Recreation Survey

3. Goal Setting

- a. Staff Training Guidelines for IPP Development
- b. IPP Template (Service Plan)
- c. Comprehensive Program - Service Goals

4. Data Base Documentation

- a. Face to Face Content Guidelines for Case Notes Template
- b. Timeline Expectations for Working with Families

5. Non Data Base Information Tracking

- a. Stats – (method & type) EXCEL
- b. Stats- (sports & member) EXCEL
- c. Activity Dollar Tracking Sheet – EXCEL
- d. Transportation (Bus) Tracking Sheet – EXCEL
- e. Transportation (Taxi) Tracking Sheet- EXCEL
- f. Timelines- Contact Report – EXCEL
- g. Timelines- Needs & IPP- EXCEL

4.1.a. Paper Work Check List

First Visit:

- Complete Initial Assessment Profile Key
- Complete Recreation and Family Healthy Lifestyle Surveys
- Complete Consent Forms for Family and Child
- Write Case Notes
- Complete Activity Dollar Tracking sheet
- Track Transportation (In Activity Dollar tracking sheets)
- Complete entry in Visa Claim Form
- Complete entry in Mileage Claim Form
- Enter Referral/Links Tracking

Third Visit:

- IPP-Begin Service Plan Process with the Family

Every Visit:

- Write Case Notes
- Complete Activity Dollar Tracking sheet
- Track Transportation (In Activity Dollar tracking sheets)
- Complete entry in Visa Claim Form
- Complete entry in Mileage Claim Form
- Enter Referral / Link Tracking data
- Enter Referral / Link HOMES data
- Prior to leaving the office, complete each home visit entry into the Home visit sign in / out sheet

Monthly:

- Submit Visa Expenses(By the 25th)
- Submit Mileage Claims
- Submit Timelines
- Document administrative hours
- Complete File Audits
- Enter payroll hours
- Broker contracts completed or updated

3 Months:

- Complete all fields in the Initial Needs Assessment
- Complete IPP (Service Plan)

Yearly Visit:

Anniversary date is the date of the initial visit

- Review and update all areas of the Needs Assessment with a focus on family priorities
- Enter new assessment results in the Progress Report
- Administer child, youth, and family Surveys
- Confirm current family structures; addition or loss of children and adult family members
- Review and revise demographics as required
- Review contact information to ensure current address, phone number(s) and postal code

- Inquire about family's general feelings about the project
- Give thank you card to family

Referrals / Registration:

- Research referrals
- Check Recreation Resource Bank for donated spots
- Consult with family about their choice by phone, e-mail or in person
- Complete Case notes related to family contact
- Register with organization of family's choice
- Record in the case notes all contact with recreational or health resources
- Fill out Purchase Orders, if necessary
- Complete Visa Claim
- Enter referral/link into the master Dollar Activity Tracking Sheet

4.1.b. File Check List

Family Name _____

Family Healthy Lifestyles Program

Demographic Sheet	<input type="checkbox"/>	Changes updated in HOMES?	<input type="checkbox"/>
Consent Form	<input type="checkbox"/>		
Case Notes (ongoing)	<input type="checkbox"/>	Close out discussion questions?	<input type="checkbox"/>
Referrals	<input type="checkbox"/>	Close out template?	<input type="checkbox"/>
Links	<input type="checkbox"/>		

	Initial		12 Months	Close Out
Health Survey	<input type="text"/>		<input type="text"/>	<input type="text"/>
	3 Months	6 Months	12 Months	18 Months
Needs Assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
IPP and Progress	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
IPP Signed?	<input type="checkbox"/>			
Timelines Updated?	<input type="checkbox"/>			
Transportation Sheet?	<input type="checkbox"/>			
Close Out Date	<input type="text"/>			

4.2.a. Family Healthy Lifestyle Program Survey

Name _____

Date: _____

Please circle the box that best describes your answer using the key below:

SA	STRONGLY AGREE
A	AGREE
N	NEITHER AGREE NOR DISAGREE
DA	DISAGREE
SDA	STRONGLY DISAGREE

Question:		SA	A	N	DA	SDA
1	My family knows that there are health, social support, education and childcare services available	SA	A	N	DA	SDA
2	My family understands the services available in the areas health, social support, education, and childcare	SA	A	N	DA	SDA
3	My family knows there are healthy choices available in areas health, social support, education and childcare	SA	A	N	DA	SDA
4	My family is familiar with the use of services available in health , social support, education and childcare	SA	A	N	DA	SDA
5	My family feels comfortable using the services available in health, social support, education and child care	SA	A	N	DA	SDA
6	My family is confident in using our strengths within our family and community	SA	A	N	DA	SDA
7	My family understands that our personal and family strengths can help us in caring for our family in the areas of health , social support, education and childcare services	SA	A	N	DA	SDA
8	My family knows about the different influences on our health and well-being	SA	A	N	DA	SDA
9	My family thinks about the risk factors that affect our health and well being	SA	A	N	DA	SDA
10	My family encourages individual and familial health and well being	SA	A	N	DA	SDA
11	My family knows how to develop healthy relationships within our family	SA	A	N	DA	SDA
12	My family works together to help each other and to promote happiness and well being within our family	SA	A	N	DA	SDA
13	My family talks about ways to decrease risk factors for our family	SA	A	N	DA	SDA
14	My family talks about ways to protect our family	SA	A	N	DA	SDA
15	My family feels that they are an important part of the community	SA	A	N	DA	SDA
16	My family knows where to go if they need help	SA	A	N	DA	SDA
17	My family is involved in our cultural community	SA	A	N	DA	SDA

Date Entered : _____ (STAFF)

4.2.b. Needs Assessment Checklist (FHL)

Families Matter Partnership Initiative

Planning Tool

'AUDIT LIST' FOR NEEDS ASSESSMENT TOPICS

BASIC NEEDS

- FOOD & NUTRITION
- SAFETY
- HEALTH CONDITIONS
- HOUSING – RENT - MORTGAGE
- FINANCIAL RESOURCES
- HOUSEHOLD ITEMS
- CLOTHING
- TRANSPORTATION
- COMMUNICATING NEEDS/CONCERNS

HEALTH ISSUES

- HEALTH CONDITION
- PSYCHOLOGICAL/MENTAL STATE
- SPIRITUAL NEEDS
- ACTIVITY LEVEL

SOCIAL SUPPORT

- FAMILY SUPPORT NETWORK
- CHILDCARE SUPPORT
- COMMUNITY AGENCIES
- FAMILY COMMUNICATION
- CHILD COMMUNICATION
- SUBSTANCE ABUSE
- LEGAL ISSUES
- FAMILY VIOLENCE

EDUCATION

- LITERACY
- ESL – ENGLISH SUPPORT
- ADULT EDUCATION
- CHILD EDUCATION

CHILD DEVELOPMENT

- CHILD DEVELOPMENT
- DISABILITIES &
DIAGNOSIS
- CHILD CARE SUPPORT

COMMUNITY ENGAGEMENT

- COMMUNITY AWARENESS
- CONNECTION TO THE
COMMUNITY
- CULTURAL CONNECTION

PURPOSE & MEANING

- ADULT - SENSE OF
BELONGING/PURPOSE
- ADULT - HOPES AND
ASPIRATIONS
- CHILD - HOPES AND
ASPIRATIONS
- PARTICIPATION
COMMUNITY/NEIGHBOUR
HOOD

4.2.c. Comprehensive Program Planning Questions

Questions in Italics are to be directed to the child

Legend: A- Awareness K-Knowledge S-Skills At-Attitude

Healthy Lifestyle

Basic Needs

1. Food
(S) Do you have enough food to feed your family on a day to day basis?
2. Housing
(S) Do you have any pressing or present concerns about your housing situation? (ie mortgage payments, utilities, landlord issues, not meeting payment, not paying rent, late payments)
3. Safety
(Aw) Do you have any safety concerns for yourself or your family?
4. Health conditions
(S) How is your health? Your family's health?
(K) Are there any areas of concern?
(Aw) In your opinion, how urgently do these health concerns need to be addressed?
5. Financial Resources
(S) Are you having difficulties meeting your financial commitments? (Bills, food, clothing, entertainment)
(Aw) What is underlying your financial needs?
(S) Are you presently working? Or interested in working in the future?
(K) Do you know where and how to find a job?
(At) If, yes, does this job meet your financial and social needs?
6. Clothing
(S) Do you have enough clothing right now to meet your family's basic needs?
7. Household
(S) Do you have enough household items right now to meet your family's basic needs? (utensils, furniture, and appliances)
8. Transportation
(S) What is your main method of transportation? (ie. Appointments, school, shopping)
(K) Does it meet all of your needs?
9. Communication
(S) Do you experience any trouble communicating your needs or concerns to others? (ie booking appointments, dealing with schools, accessing services, talking to a doctor or nurse)
10. **AKSAt of Basic Needs**

Health Issues

11. Health conditions
 - (K) What does health mean to you?
 - (Aw) Do you think your family is healthy?
 - (Aw) Is your family experiencing any health issues? If so, discuss
 - (Aw) Which of your health issues needs improvements?
 - (K) What are these health issues related to?
 - (S) What have you done to handle these issues?
 - (Aw) When you need to see a doctor what do you do?
 - (S) Does your family visit a physician on a regular basis? (type of doctor, frequency, time)
 - (Aw) If you are not keeping up to date with medical appointments, what is preventing you from doing so?
 - (S) Have you visited a health clinic to have your children immunized?

12. Psychological/Mental State
 - (Aw) How do you generally feel (emotionally) from day to day? (Emotions based on sad, happy, angry, frustrated)
 - (Aw) How do your family members generally feel from day to day?
 - (K) Do you know what is causing you to feel this way? (Identify the source: thing, person, relationship, circumstance: addictions, violence)
 - (Aw) How is your family impacted by this feeling?
 - (S) What is being done to deal with the issue?

13. Spiritual needs
 - (Aw) What do you do to cope when you are going through a difficult time?
 - (K) How do you define spirituality?
 - (S) How do you bring your spirituality into your life?
 - (Aw) Do you or your family participate in any faith, religious or spiritual practices?
 - (Aw) Is it connected to your culture? If so, how?
 - (Aw) What makes your life meaningful? What is important to you in your life?

14. Activity Level
 - (K) What does being physical active mean to you?
 - (Aw) Is there anything that limits your physical activity?
 - (S) Describe activities your family does together.
 - (At) Do you enjoy these activities?
 - (Aw) What stops your family from doing the things they enjoy?

15. Health Benefits of Recreation
 - (At) What does recreation mean to you?
 - (At) *Tell me what you like best about recreation?*
 - (K) Can you share with us what are some of the health benefits of being active in recreation?
 - (At) Do you feel better/healthier/happier when you participate in recreation?
 - (At) *Do you feel healthier after participating in recreation?*
 - (At) *How do you feel after you participate in activities (games, crafts, just playing)*

16. Nutrition
 - (K) What does nutrition mean to you?
 - (S) Do you prepare nutritious meals on a regular basis? (Daily -1 or more times a day)
 - (Aw) What kinds of food would you include in a meal?
 - (Aw) How nutritious would you say your family's meals are?

(Aw) What could you do to improve your family's nutritional needs? (ie information regarding resources to accessing food: Canada food guide, dietary education, access to food options, affordable choices)

(At) How would your family's nutrition change if you had access to these community resources?

17. Child Development

(K) What is your understanding of your child's physical growth (increase of weight, size, and height) and overall development (social, emotional, skills, knowledge, and behaviors)?

(Aw) How does your child behave/interact socially? (recess, church, parks, school) Does he/she have friends?

(S) How are you coping with the challenges of your child's development?

- Daily routines, dressing, eating, playing, toilet-learning, sleeping
- Unusual fears/anxiety, depression, restlessness, etc
- Disruptive behavior, attention seeking

(S) Have you been referred to any resources or other professionals to address your child's developmental needs? (i.e. Physicians, counselor, teacher)

(A) Over all, how do you think your child is developing? (i.e. Very well, exceptionally, normally, having problems)

(Aw) Are your children's immunization shots up to date?

18. Disabilities

(Aw) Do you have any concerns about possible disabilities for you or anyone in your family? (mental, physical, or learning).

(K) What is your understanding of what the disability is?

(A) Is this disability impacting your family's life? (i.e. prevent you or the family from working, meeting daily needs, or performing daily activities)

(S) Have you sought out services or assistance?

(At) If so, how have these worked out for you? Is there anything else you think you would like, or need to do, about this disability?

19. Child Skill Development Recreation

(K) Do you think your child/youth learns new skills from participating in recreation?

(S) *What do you learn from participating in recreation?*

20. **A.K.S.At of Health Issues**

Social Support

21. Family Support Network

(Aw) Describe your present support system

(Aw) Are there any services that you turn to when things aren't going well in the family?

(S) What community supports are you accessing right now?

(S) How often do you access them?

(Aw) Are the support systems we've talked about meeting your needs?

(Aw) What difficulties/limitations/barriers do you experience?

22. Family requires Involvement with Others

(Aw) Describe your involvement with people or agencies outside of your family.

(Aw) Do you feel alone?

(S) Do you reach out when you need help?

(K) When you have a specific problem do you know who to reach out to?

23. Social Benefits of Recreation

(K) What are some of the social benefits to being active in recreation?
(At) *What makes recreation fun?*
(AT) *Tell me about an activity that you had fun in or at?*
(S) With whom do you do most of your recreation activities?
(Aw) Do you prefer 1-1 recreation activities, small and/or large group settings?
(Aw) Do you prefer structured activities (camps, School activities, Soccer, Tae Kwon Do, movies) and/or unstructured (playground, community gym free time)?
(K) Provide me with an example of these activities? (Movies, picnics, walks, swimming, playground, mom and tots etc)
(S) *Who do you play with most of the time?*
(Aw) *Do you prefer 1-1 recreation activities, small and/or large group settings?*
(Aw) *Do you prefer structured activities (camps? Soccer, Tae Kwon do, movies) and/or unstructured (playground, community gym free time)*

24. **Childcare Support**
(Aw) Describe your childcare needs?
(S) How do you meet your childcare needs?
(K) Are you aware of what is in your community to meet your childcare needs?
(Aw) What is stopping you from accessing childcare services?
(At) How do you think your childcare is going?
Do any of the children go to after school care? Location and frequency?
Are you receiving subsidy for day care services?
Are you as parents or your child/youth having any difficulties with the school, daycare, after school care? What would help you to feel more involved?

25. **A.K.S.At. of Social Support**

Family Wellbeing

26. **Family Communication**
(Aw) How would you describe the relationships among the members in your family?
(Aw) What strengths do your family members have?
(At) How do the adults in the family get along? (i.e. enjoying, fight, work together, planning, talking)

27. **Child Communication**
(At) How do the children get along? (i.e. play, fight, enjoy, do activities together, participating in conversations).

28. **Family Involvement in Child's recreation**
(S) Do you participate with and/or watch your children during their activities?
(At) Does your child share or do you (the family) ask about the child's recreation activity?
Before, during or after the activity?
(At) If available do you fill out evaluations with/without your child?
(At) *How do you feel /what do you like best about your family participating with you in recreation activities or watching you?*

29. **Interpersonal Relations**
(Aw) Do you have a good relationship with members of your family?

30. **Family Advocacy for Recreation**
(S) Who is responsible for planning and/or booking activities for your family?

(S) Who chooses the activities?

(Aw) Do you know what your child/children like?

(S) Do you know what times are best to plan an activity for your family?

(S) Do you or someone else act (advocate) for you or your family?

(AW) Do you feel comfortable communicating on behalf of your child and family?

31. Substance Abuse

(Aw) Are you experiencing any problems related to drug or alcohol use?

(Aw) Does your family use any alcohol or drugs?

(S) Has using drugs or alcohol ever caused problems for you or your family? How are they being handled?

32. Family Violence

(Aw) Are there any family violence issues in your family right now (adult, child, senior)

(S) How are you handling these issues?

33. Legal Issues

(Aw) Are there any legal issues in the family at this time? If so, please explain (custody, maintenance, violence, court orders)

(S) How are you handling these issues?

34. **A.K.S.At. of Family Wellbeing**

Education

35. Literacy

(S) Have you ever had any trouble reading or understanding things like bills or forms you have filled out? (Solve daily life problems: reading bills, filling out forms, supporting homework needs of children)

(Aw) How would you rate your own level of functional reading/writing skills?

(S) Have you or are you taking any English as a second language training?

36. Adult Education

(At) Do you believe in life long learning? (Continued learning and development through life learning not just academic learning)

(S) What was the last year in school you completed?

(At) Do you think continuing your education would make a difference in your life? If so, what would you be interested in learning? What skills do you have that you would like to build on?

37. Child Education

(Aw) What are your educational expectations for your child?

(Aw) Are there any challenges that prevent you from meeting these expectations?

(Aw) Describe how your child is doing at school? (i.e. academically and socially)

(Aw) Does your child have any difficulties in school? (Bullying, stress, not fitting in, peer pressure)

(S) How are these difficulties being handled?

(S) How are you involved in your child's education? (Help with homework, visits with teacher)

38. **A.K.S.At of education**

Community Engagement Involvement

39. Community Awareness for H, SS, E, CC

(K) What does being part of a community mean to you?

(At) Do you feel that you belong to any communities?

(Aw) Are you aware of resources in your community in the areas of health, social support, education, and childcare?

40. Community Awareness for Recreation

(K) Can you tell me what you know about recreation resources that are in your community/neighborhood/city wide? Do you access them?

(S) How do you get information about what is going on in your community? (news paper, media)

(Aw) What do you look for in a recreation program/facility/activity?

41. Connection to the community

(At) How are you involved in your community? (Church, ethnic, sports, family etc)

(At) How are involved in your neighborhood?

(At) Do you feel a part of your community? If not what stops you from being involved in your community?

(Social, cultural, availability, time)

(At) In what way are you involved?

(S) What is preventing you from participating in community activities?

(Aw) What are the benefits of being involved in the community?

42. Access Recreation Resources

(K) What have you and your family done for recreation in the past?

(Aw) *Is your family more active during spring, summer, winter, and/or fall?*

(K) *What are some past recreation activities you have been involved in? (lessons, sports, dance, music)? If no, what are some of the reasons for no or limited involvement?*

(K) What recreation activities are you participating in now?

(K) *Are you currently involved in any of these activities? If no, what are some of the reasons for changes in your involvement?*

(Aw) What stops you/doesn't allow you to participate in recreation - as a family?

(cost, transportation, different recreation interests, age differences, child care, lack of awareness of activities. Do you feel you need money for recreation?)

(At) *Tell me about an experience/time when you did a recreation activity that you didn't enjoy?*

43. Cultural connection

(Aw) What is your family background (heritage, roots, traditions, nationality)?

(S) How do you express this background at home?

(S) In the community?

(B) What is keeping you from expressing this?

(Aw) What would you need to feel/express that sense of belonging to your culture?

(S) What services/groups/activities are you presently accessing to satisfy this need?

44. Family has inclusion needs

(AT) Do you feel included when participating in group activities? Do you feel excluded? Why? (Ask to expand)

(Aw) *What makes you feel included?*

(Aw) *Have you felt excluded from/not part of activities?*

45. Identification of recreation interests/needs

(K) *What are your favourite activities after school or on weekends? Why?*

(Aw) If or when you have some free time what do you do during that time?

(K) *How often does this happen?*

(K) *Who shares this with you?*

(K) *Where do you go?*

46. **A.K.S.At. of community engagement**

Belonging and Purpose

47. Adult has sense of belonging and purpose
(AW) Where would like to see yourself three from now?
(K) What would you have to do to get there?
(S) Do you see this happening?
(AW) What do you think your children(s) dreams are?
(K) How do you support your children's dreams and hopes for the future?
48. Adult
(At) What are your wishes and dreams?
49. Child
(At) *What are your wishes and dreams?*
50. Child Community/Neighborhood/School Participation
(S) Please describe your or your child's participation in your neighborhood school.

51. **A.K.S.At of Sense of Belonging and Purpose**

Children's Recreation Lifestyle

52. Recreation as Part of their Lifestyle
(K)What kind of activities do you participate in now?
(At)Do you think that being active and involved in recreation is important?
53. Recreation Equipment
(At) *What kind of recreation equipment is important to you?*
(K) *What kinds of recreation equipment do you have at home (e.g. skateboard, hockey equipment, running shoes, tennis racquets, football, etc)*
(S) *How often do you use this equipment? And with whom?*
54. Motivation to help self
(Aw) *Are there activities you would like to try?*
55. **A.K.S.At. of Recreation Lifestyle**

4.2.d. Comprehensive Program HOMES Assessment

** Red indicate recreation needs

1) Family has Food Security needs	Basic Needs
2) Family has Housing/Shelter needs	
3) Family has Safety needs	
4) Family has Health emergency needs	
5) Family has Financial needs	
6) Family significantly lacks adequate clothing	
7) Family significantly lacks adequate housing items	
8) Family has transportation barriers	
9) Family has adequate communication skills to meet basic needs	
10) A.K.S.AT of changes of Basic Needs	
11) Family has poor physical health	Health
12) Family has poor mental health	
13) Family member(s) spiritual needs are addressed	
14) Family member(s) have unhealthy physical activity level	
15) Family/child/youth requires increased awareness of the health benefits of recreation	
16) Family member(s) have poor nutrition	
17) Children require healthy child development	
18) Family member(s) have disability needs	
19) Child/youth requires skill development for recreation	
20) A.K.S.AT of health issues	
21) Family requires improved support networks	Social Support
22) Family requires involvement with others	
23) Family/child/youth requires increased awareness of the social benefits of recreation	
24) Family requires improved childcare support	
25) A.K.S.AT of Social supports	
26) Parents/adults require increased communication	Family wellbeing
27) Parents/child require increased communication	
28) Family requires involvement in child/youth's recreation	
29) Family requires increased interpersonal relations	
30) Family requires the ability to advocate for recreation	
31) Substance abuse exists	
32) Family violence exists	
33) Legal issues exist within the family	
34) A.K.S.AT of Family well-being	
35) Family required increased literacy	Education
36) Adults have education needs	
37) Child has education needs	
38) A.K.S.AT of Education needs	

39) Family requires community awareness for health, social support, education and childcare	Community
40) Family/child/youth requires community awareness for recreation resources	
41) Family requires support to connect to community resources in the areas of health, social support, education and childcare	
42) Family/child/youth requires support to access recreation resources	
43) Family requires connection to cultural community	
44) Family/child/youth has inclusion needs	
45) Child/youth requires assistance identifying recreation interests/needs/issues	
46) A.K.S.AT of Community engagement	
47) Adult Has Sense of Belonging and Purpose	Belonging/purpose
48) Adult is working towards (awareness, knowledge, skills, and attitude) related to long term goals and hopes/aspirations	
49) Child is working towards (awareness, knowledge, skills, and attitude) related to long term goals and hopes/aspirations	
50) Child Has Community/Neighborhood/School Involvements	
51) A.K.S.AT of belonging and purpose	
52) Child/Youth require recreation to be a part of their lifestyle	Recreation Lifestyle
53) Child/Youth have need for recreation equipment	
54) Child/Youth require motivation to help self	
55) A.K.S.AT changes of Recreation in Lifestyle-CHLD/YTH	

4.2.e. Comprehensive Program Profile Key

0	At all times requires no attention
1	Most of the time requires no attention
2	Minor issue, requires monitoring or occasional attention
3	Major issue, requires attention most of the time
4	Priority issue, always requires immediate and intense attention

Basic Needs

Total Score	
Change Since Last Assessment + / -	

1. Food
2. Housing/Shelter
3. Safety
4. Health Conditions
5. Financial Resources
6. Clothing
7. Household
8. Transportation
9. Communication

0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4 (28-36)	3 (19-27)	2 (10-18)	1 (9)	0 (0)

10. A.K.S.At. of Basic Needs

Health Issues

Total Score	
Change Since Last Assessment + / -	

11. Physical health
12. Psychological/Mental State
13. Spiritual
14. Physical Activity Level
15. health benefits of recreation
16. Nutrition
17. Child Development
18. Disability
19. Child skill development recreation

0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4 (28-36)	3 (19-27)	2 (10-18)	1 (9)	0 (0)

20. A.K.S.At of Health Issues

Social Support

Total Score	
Change Since Last Assessment +/-	

- 21. Family Support Network
- 22. Family requires involvement with others
- 23. Social benefits of recreation
- 24. Childcare Support
- 25. A.K.S.At. of Social Support**

0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(13-16)	(9-12)	(3-8)	(4)	(0)

Family Wellbeing

Total Score	
Change Since Last Assessment +/-	

- 26. Healthy Communication(A to A)
- 27. Healthy Communication (A to C)
- 28. Family involvement in child's recreation
- 29. Interpersonal relations
- 30. Family advocacy for recreation
- 31. Substance Abuse –
- 32. Family Violence – Adult
- 33. Legal Issues Within Family
- 34. A.K.S.At of Family Wellbeing**

0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(23-32)	(17-24)	(9-14)	(8)	(0)

Education

Total Score	
Change Since Last Assessment +/-	

- 35. Literacy
- 36. Adult Has Education Needs
- 37. Child Has Education Needs
- 38. A.K.S.At. of Education Needs**

0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(10-12)	(7-9)	(4-6)	(3)	(0)

Community Engagement

- 39. Community awareness for H,SS,E,CC
- 40. Community awareness for Recreation
- 41. Connected to community resources (4 areas)
- 42. Access recreation resources
- 43. Cultural Connection
- 44. Family has inclusion needs
- 45. identification of recreation interests/needs
- 46. **A.K.S.At. of Community Engagement**

Total Score									
Change Since Last Assessment + / -									
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(22-28)	(15-21)	(8-14)	(7)	(0)

Belonging and Purpose

- 47. Adult Sense Belonging and Purpose
- 48. Adult Hopes and Aspirations
- 49. Child Hopes and Aspirations
- 50. Child Comm/Neighbhd/Schl Particip
- 51. **A.K.S.At. of Sense of Belong & Purp**

Total Score									
Change Since Last Assessment + / -									
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(13-16)	(9-12)	(5-8)	(4)	(0)

Children's Recreation Lifestyle

- 52. Recreation as a part of their lifestyle
- 53. Recreation equipment
- 54. Motivation to help self
- 55. **A.K.S.At. of Recreation lifestyle**

Total Score									
Change Since Last Assessment + / -									
0	1	2	3	4					
0	1	2	3	4					
0	1	2	3	4					
					4	3	2	1	0
					(10-12)	(7-9)	(4-6)	(3)	(0)

4.2.f. Family Recreation Survey

Name _____ Date: _____

Please circle the box that best describes your answer using the key below:

SA	STRONGLY AGREE
A	AGREE
N	NEITHER AGREE NOR DISAGREE
DA	DISAGREE
SDA	STRONGLY DISAGREE

Question:		SA	A	N	DA	SDA
1	I know why recreation is good for me and my children	SA	A	N	DA	SDA
2	I am aware that there are recreation activities available for my family	SA	A	N	DA	SDA
3	I am knowledgeable about specific community recreation resources	SA	A	N	DA	SDA
4	I am able to make decisions about the recreation activities that my children like	SA	A	N	DA	SDA
5	I am able to develop recreation plans for my children and family	SA	A	N	DA	SDA
6	Overall, my children have fun in recreational activities	SA	A	N	DA	SDA
7	My children feel included	SA	A	N	DA	SDA
8	My children have learned new skills/improved their skills in recreation activities	SA	A	N	DA	SDA
9	I am involved in my children's recreation activities	SA	A	N	DA	SDA
10	I am able to advocate for or speak on behalf of (represent) my family to support my children's and family's recreation activities	SA	A	N	DA	SDA
11	I am aware that there are health and social benefits to recreation	SA	A	N	DA	SDA
12	Our family has made new friends/contacts and met new people in the community	SA	A	N	DA	SDA
13	I am aware that there are people/places in the community that can help us with our recreation needs	SA	A	N	DA	SDA
14	I know how to access recreational resources	SA	A	N	DA	SDA
15	Our family uses recreation activities/resources in the community	SA	A	N	DA	SDA
16	<u>I budget for my family's recreational activities throughout the year.</u>	SA	A	N	DA	SDA

Date Entered: _____ (STAFF)

4.2.g. YOUTH RECREATION SURVEY

Name: _____ **Date:** _____

Please circle the box that best describes your answer to the question with the key below.

SA	STRONGLY AGREE
A	AGREE
N	NEITHER AGREE NOR DISAGREE
DA	DISAGREE
SDA	STRONGLY DISAGREE

1	I know “why recreation is good for me”	SA	A	N	DA	SDA
2	I know about the recreation activities that are available to me.	SA	A	N	DA	SDA
3	I know “what I like to do”.	SA	A	N	DA	SDA
4	I am able to make choices about recreation activities I want to do.	SA	A	N	DA	SDA
5	I have fun in recreation activities.	SA	A	N	DA	SDA
6	I feel included.	SA	A	N	DA	SDA
7	I have learned new skills/improved my skills in recreation activities.	SA	A	N	DA	SDA
8	I am aware that “recreation is good for me in many ways.”	SA	A	N	DA	SDA
9	I have made new friends through these new activities.	SA	A	N	DA	SDA
10	I participate in recreation activities.	SA	A	N	DA	SDA
11	My parents (or other family members) are involved in my recreation activities.	SA	A	N	DA	SDA

Please tell us how much you participated in your chosen recreation activity, by putting a check mark in the box that tells how much you have attended. (Your family can help you with this)

12	How much have you participated in your chosen recreational activity?
----	--

<input type="checkbox"/>	None to Few (0-25%)
<input type="checkbox"/>	Few to Half (25-50%)
<input type="checkbox"/>	Half to Most (25-75%)
<input type="checkbox"/>	Most to All (75-100%)

Notes/Comments

--	--

Date Entered: _____ (STAFF)

4.2.h. CHILD RECREATION SURVEY

Name: _____

Date: _____

Please circle the box that best describes your answer to the question with the key below.

	STRONGLY AGREE
	AGREE
	NEITHER AGREE NOR DISAGREE
	DISAGREE
	STRONGLY DISAGREE

1	I know why playing is good for me					
2	I know about the activities that are available to me.					
3	I know "what I like to do".					
4	I can choose activities I want to do.					
5	I have fun when I play.					
6	I feel part of the group when I play.					
7	I learn when I play.					
8	I know that playing is good for me in many ways.					
9	I have made new friends.					
10	I join in when I play.					
11	My parents/guardian play with me or watch me.					

Please continue on the next page.

Date Entered: _____

Please tell us how much you participated in your chosen recreation activity, by putting a check mark in the box that tells how much you have attended. (Your family can help you with this)

12	How many times have you gone to your activity that you chose?
----	---

<input type="checkbox"/>	Once in a while or never (0-25%)
<input type="checkbox"/>	Sometimes (25-50%)
<input type="checkbox"/>	Most of the time (50-75%)
<input type="checkbox"/>	All the time (75-100%)

Notes or Comments

4.3.a. Staff Training Guidelines IPP Development

- An IPP, or Service Plan, is the contract between the worker and the family. Because it defines the critical work to be accomplished in partnership with the family, it should be completed by the 3rd family visit. If there are delays in the formulation of the IPP, a worker must inform their supervisor and reflect the delay and the reasons for the delay in the case notes and Timelines Report. If the family is identified as not in contact or hard to reach, IPPs must still be completed. In this case the IPP will reflect the goals that the worker has identified independent of the family. For example the goal might be “to obtain and then maintain contact with the project”.
 - Needs Assessment ratings and Goal ratings should align; a high priority need should also be as a high priority goal.
 - As a general rule, focus on 2 to 4 goals and remember that the approach will need to take the family’s unique situation into account.
 - Determine the timeframe of the goals with the family. Whether the goal is short, mid or long term (S,M,L) will be based on the individual family situation and their state of readiness to work on the goal. A short term goal for one family may be long term for another.
 - Focus one of the goals in the mid or long term range.
 - General goal timeframes are as follows:
 - S = Short term - 0-3 months
 - M = Mid Term - 3-6 months
 - L = Long Term - 6-12 months
- If a goal is not achieved within the identified timeframe, record the reasons and any alternative plans in case notes.
- Developing the IPP:
 - Discuss the idea of goals and SMART guidelines with the family. Have a blank copy of the IPP Template available.
 - Record the goal(s) using the Family’s words on the Template. Families may want to have their own template to record their goals for future reference. This action provides the Family with an opportunity to feel some ownership for their goal.
 - Discuss the alignment of the Family’s goal wording with the HOMES System goal wording to get agreement about which HOMES goals will be used in the database record.
 - Identify and record the tasks related to each goal on the Template.
 - Identify the Family’s strengths and record on the Template.
 - Worker and family both sign Template.
 - Leave goal handouts with the Family.
 - Once the Family has reviewed and signed their IPP, enter it into HOMES. Rate only those goals that have been agreed upon on a scale of 1-4 in HOMES. DO NOT use 0’s or blanks in the Needs Assessment Rating.
 - Keep all hard copies of assessments, IPP Templates and session notes in the Family File.
 - Sometimes there will be a high needs area in a family’s life. Although the worker will have defined a goal to reflect this area, the family may not indicate that this is a high priority to them. Discuss the situation with the family and indicate why the area could benefit from some focused attention. If the family disagrees with the goal, leave it out of IPP and indicate their choice in the case notes. However, if the family is open to the goal remaining on the IPP, suggest keeping the goal as a long term goal.

4.3.b. IPP Template

Individual's Name _____	Signature _____
Worker's Name _____	Date _____

	Goal # _____	Term (Short, Mid, Long) _____
Goal: (family's words)		
Tasks - Family	<ul style="list-style-type: none"> • • • 	
Tasks - Worker	<ul style="list-style-type: none"> • • • 	
Strengths		

Date Entered in HOMES _____

Date Goal Achieved _____

Date Entered in HOMES _____

Date Goal Achieved _____

4.3.c. Comprehensive Program- Service Goals Samples from the HOMES database

1. Family seeks to improve motivation to be an active participant in recreation.
2. Family seeks to improve motivation to be an active participant in H, SS, E, CC.
3. Family seeks to actively participate in assessment of strengths for recreation.
4. Family seeks to actively participate in assessment of needs for recreation.
5. Family seeks to actively participate in assessment of strengths for H, SS, E, CC.
Family seeks to actively participate in assessment of needs for H, SS, E, CC.
6. Family seeks to improve their awareness of strengths that can assist with recreation.
7. Family seeks to improve their awareness of health, social or other benefits to family recreation.
8. Family seeks to improve their awareness of obstacles for participation in recreation.
9. Family seeks to increase their awareness of their strengths to accessing H, SS, E, CC services.
10. Family seeks to increase their awareness of their needs to accessing H, SS, E, CC services.
11. Family seeks to increase their awareness of obstacles to accessing H, SS, E, CC services.
12. Family seeks to improve their ability to demonstrate and verbalize lifestyle choices for recreation.
13. Family seeks to improve their ability to demonstrate and verbalize lifestyle choices for H, SS, E, CC.
14. Family seeks to improve their ability to identify a priority need within recreation.
15. family aspires to enhance their ability to identify a priority need within area of H, SS, E, CC.
16. Family seeks to improve their ability to be involved in a process of how to address recreation needs.
17. Family seeks to increase their ability to be involved in a process of how to address H, SS, E, CC.
18. Family seeks to increase awareness and knowledge of available resources/services in the community for recreation.
19. Family seeks to increase awareness and knowledge of available resources/services in the community for H, SS, E, CC.
20. Family seeks to improve their ability to work together with staff to make choices and develop recreation plans to meet family needs.
21. Family aspires to create an action plan on how to access appropriate resources and services to meet H, SS, E, CC needs.
22. Family seeks to improve their ability to advocate for the needs of the family recreation.
23. Family seeks to improve parental/guardian involvement with youth/child recreation.
24. Family seeks to improve their ability to implement recreation resource coordination.
25. Family seeks to improve their ability to follow through with the use of the recreation resource service.
26. Family aspires to enhance their ability to advocate for the needs of the family H, SS, E, CC.
27. Family seeks to improve their ability to implement resource coordination in areas of H, SS, E, CC.

28. Family seeks to increase their ability to follow through with the use of the resources/services they are linked to.
29. Family seeks to improve use (on-going if required) of resources/services that are relevant for identified recreation needs.
30. Family seeks to improve their ability to use (on-going if necessary) resources/services that are relevant for identified H, SS, E, CC needs.
31. Family wishes to increase their connection to their cultural community.
32. Family aspires to enhance their ability to openly express and/or demonstrate a positive view towards their future (hope/opportunity).
33. Family will maintain contact with the project.
35. Family seeks to increase awareness of crisis or complexities.
36. Family will reconnect with the project.
37. Family seeks to increase awareness of the purpose and benefits of goal setting and the IPP process.
38. Family would like to contribute to the research process and outcomes.

4.4.a. Face to Face Content Guidelines for Case Notes Template

Intent of visit:

Family members present:

Description of the meeting's discussion: Food, Housing, Transportation, Health, Recreation, Child Care, Education, Social Supports, Legal

Family worker responsibilities

Families/PMK responsibilities

Strengths of family

Date of next meeting or next step

4.4.b. Timeline Expectations for Working with Families

- All 'DAYS' are counted from date the family entered service delivery, which is recorded in Timeline Report.
- Please follow checklist(s) for deliverables and timelines.
- Enter all items into HOMES within 2 (business) days of completion of the item.
- Completion date/Date of Note entered in HOMES should be the date the deliverable was completed, not date entered.
- For specific and detailed expectations of the Needs Assessment and Service Plan/IPP – please follow guidelines.
- For ALL information – details must be entered into the TIMELINE report. All family situations are unique. If deliverable timelines are extended, record this in the timeline report
- Communicate with your supervisor about any situations that fall outside of the expected timelines deliverables.

# of Days	Action	Comments
0-1 day	Supervisors receive families and assign to Family Workers/Recreation Coordinators	
0-3 days	Family Worker/Recreation Coordinator to make call attempt(s) to the family along with any other required duties (ie. family file)	
0-7 days	Family Worker/Recreation Coordinator to book visit with family	
0-21 days	Visit to occur with the family. Complete consent forms, base surveys, and begin initial assessment (unless inappropriate – ie. very little rapport with the family). Must be entered into HOMES	
90 days (3 months)	Full assessment (all questions) must be completed and entered into HOMES	
3 rd visit	Initial Service Plan/IPP must be initiated with the family (or sooner)	
90 days (3 months)	Service Plan/IPP must be completed and entered into HOMES	
6 months from initial assessment	Follow Up assessment must be completed with family and entered into HOMES	
6 months from Service Plan/IPP	Follow Up Service Plan / IPP Progress Report must be completed (previous goals reviewed and/or new goals added) with family and entered into HOMES	
1 year	Have family fill out survey again and enter into HOMES	
6 months, 12Months, 18 months, 24 months	Follow Up Assessments and Service Plans / IPPs must be completed and entered into HOMES	

5) Guiding Principles

1. Reflective Practice

- a. Reflective Practice for Home Visitors
- b. Reflective Practice Model- LANDSCAPE
- c. Case Study Papers
- d. Experiential Learning Model

2. Culturally Sensitive

- a. Aboriginal Culture Training

5.1.a. Reflective Practice for Home Visitors

Reflective Practice

Written by MCHB's & Home Visitors (*with additions from literature*)

April, 2002

1. Core Concepts:

Reflective practice is an ongoing and cyclical process of inquiry that creates the awareness, understanding and learning that lead to effective action.

Reflective practice is a way to reveal, and test the validity of the tacit knowledge (including unconscious thoughts, assumptions and patterns) that underlies practice.

Reflective practice is relevant at various levels of practice:

- family
- individual workers
- peers/colleagues
- supervision
- organizations
- sector

Reflective practice is a reciprocal, mutual and interactive process that supports individuals and groups to own, and take action with respect to, their own issues and goals.

Reflective practice engenders continuous growth and learning: for individuals, groups and organizations.

Reflective practice requires specific conditions and dispositions to be effective and is more likely to occur in a supportive environment.

There are specific strategies and skills that can be used to offer reflective support.

2. What does reflective practice look like?

Families: allowing families to set their own goals, encouraging them to arrive at their own solutions, focusing on their strengths, inviting, listening, staying focused. Asking questions that help families understand themselves and the situation better. Providing, or supporting families in finding, new information relevant to a situation.

Workers: looking back at visits (alone or with colleagues), analyzing positives and negatives, learning from mistakes, asking for support, being aware of filters. Using new learning/understandings when planning for future action while being aware that every situation is different.

Peers/Colleagues: inviting discussion, listening and asking the right questions, staying focused on the issue, engaging in problem-solving, following up

Supervision: creating a safe, growth-focused environment, making time for focused discussion, modeling strategies and dispositions for reflective practice

Organization: mission and values clearly articulated, current and visible—a reference point for practice. Complete and current policies. Support for professional and personal development/health.

Sector: communication, collegiality, cooperation

3. Why is reflective practice important?

Reflective practice helps us to understand each situation as accurately as possible and to design action that is appropriate to it.

It enables us to learn from one another and ourselves:

- to gain different perspectives,
- to discover own abilities/capabilities/gifts/uniqueness,
- to gain insight into our actions/work with clients,
- reminds us that there's always room for improvement,
- increases our self-awareness.

It ensures that we keep our focus on the individual/family and their journey:

- helps people own and understand their issues,
- keeps people accountable for doing their own work,
- builds on their strengths.

It helps to build healthy relationships

- with and within families,
- with colleagues, in agencies and in the sector.

It is a mechanism for ongoing evaluation

- helps us to gauge progress,
- allows us to reflect on the relationship between goals and outcomes.

It promotes accountability and ethical practice

- exploring/recognizing when we have crossed boundaries,
- keeps the agency focused on its beliefs and values.

It helps us to grow professionally.

It helps us to take feedback and direction from communities and colleagues.

4. How do I know when I'm being reflective?

As individuals:

- when we ask ourselves after each visit, "Was I being reflective?",
- when we ask for help and support from colleagues/supervision,
- when we take the time to problem solve with colleagues,
- when we respond to inner struggles/turmoil by exploring, individually or with others, the reasons behind them,
- when we see/feel that we are growing professionally,
- when we experiment with new ways of doing things,
- when we think about how a current situation is different from a past situation.

In our work with families:

- when families share their hopes and goals,
- when families ask for help and support,
- when we encourage (support) families to arrive at their own solutions,
- when families tell us, or we observe, that family circumstances are improving,
- when we ask families questions that help them better understand a situation,
- when we support families in finding new information relevant to a situation.

5. What is needed for reflective practice to happen?

Core dispositions:

- respect for others,
- honesty,
- caring, compassion,
- integrity, sense of responsibility,
- commitment to develop and maintain trust,
- openness, acceptance, non-judgment,
- belief that people have the answers and will find them,
- self-awareness (e.g. “filters”),
- commitment to self-reflection,
- willingness to seek feedback,
- willingness to accept our shortcomings,
- willingness to learn from our experiences and challenge our own views,
- an open and inquiring mind,
- respect for confidentiality,
- Being grounded in families’ lives and circumstances.

Support for activities that encourage and teach reflection

- time and place for regularly scheduled meetings,
- meetings need to have clear rules and a purpose,
- colleagues and supervisor familiar with each others’ work,
- being able to have open discussions (trust),
- recognizing that emotions are central to learning
- barriers to open communication are addressed (e.g. differences in power/status, differences in level of contribution.

6. How do we offer “reflective support”? A Process for Offering Reflective Support

Underlying dispositions:

- commitment to stay focused on the issue and its owner and to remain with the process until there is a resolution,
- commitment to keep the ownership of the problem where it belongs e.g. belief that people have the solutions to their problems and you can support them in finding those solutions,
- willingness and ability to put our own agendas aside: to be open to the other and aware of our own “filters”.

Necessary conditions:

- creating a safe place,
- trust, security,
- clear rules and purpose,
- a common language.

Phase One: Establishing the issue

- provide an opening,
- listen attentively to the story,
- acknowledge/validate/clarify feelings,
- clarify facts (e.g. with open-ended questions),

- ask permission/direction (“How can we help you?”).

Phase Two: Exploring the situation

- explore strengths and capabilities (“What’s working?”),
- explore reasons (“Why might things be happening this way?”),
- what do we need to know more about?

Phase Three: Planning for action

- summarize discussion and state goal(s),
- brainstorm possible ways of achieving goals,
- evaluate possibilities and create an action plan,
- decide on a date to review what has happened.

Phase Four: Follow-up

- check re-progress and re-plan as necessary,
- generalize to group experience (“What can we learn from this?”).

7. What’s difficult about reflective practice?

- Balancing “being in the moment” with awareness of the reflective process.
- Being objective (avoiding filters).
- Feeling burdened by others’ problems.
- Being patient with the process and not jumping to assumptions and conclusions.
- Having enough time to gently challenge each other with thoughtful questions, rather than giving advice.
- Maintaining appropriate confidentiality.

References:

GHAYE, T. & LILLYMANS, S. (2000) Reflection: Principles and Practice in Healthcare Professionals (Wiltshire, Quay Books)

HENDERSON, J.G. (1992) Reflective Teaching: Becoming an Inquiring Educator (New York, Maxwell Macmillan)

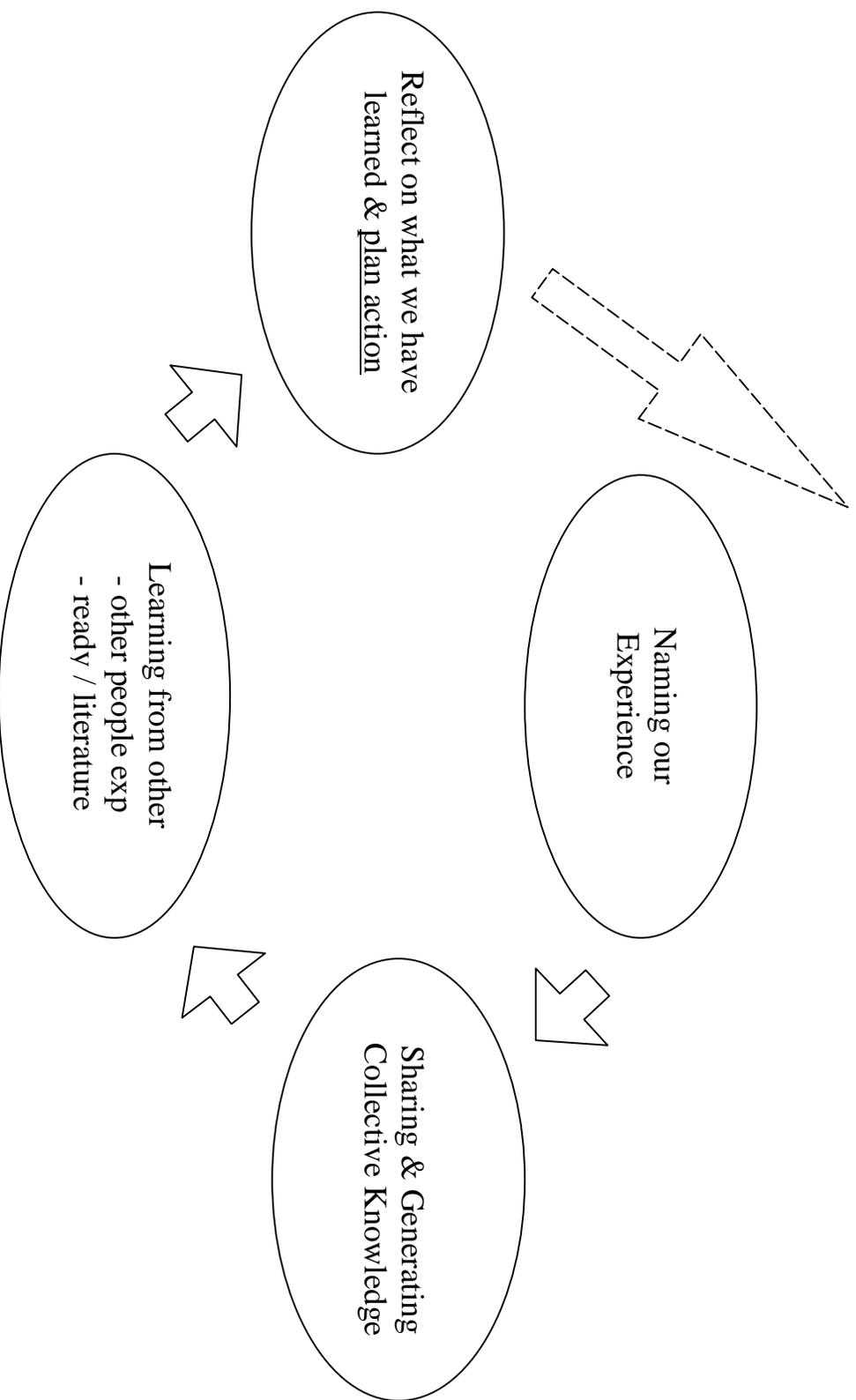
KOLB, D.A. (1984) Experiential Learning. Experiences as the Source of Learning & Development (New Jersey, Prince Hall)

5.1.b. Reflective Practice Model

“Reflective Practice is a practice that involves continual life-time learning, for the team to be “companions” on this journey”

1. Session Design to support participatory learning and group reflective practice

Reflective Practice Model



2. Team Reflection Feedback Tool:

Feelings Generated by the Experience	Attitudes and Characteristics of Team Members During the Experience	Group Process Observations	We learned....

3. Using Case Scenario & Role-playing to learn:

- Review & Debrief key moments in the process:
 1. What did we do well in?
 2. What were difficult moments?
 3. How did the right question shift things?
 4. What might be a response/question that would lead to the other person closing down?
 - Remind ourselves the key reasons for the visit and the outcomes that we are striving for at a fundamental level
- Opening:**
- Acknowledged / validated feelings
- Q: Tell me more (ask to share)
- Q. How can I help? (Open) – v. powerful
- Middle**
- Normalize
 - Validate what she did
 - Help reveal her strengths
 - What has caused the change: critical recent life event (husband cheating and leaving)

- “Tell me more”
- Listen/not give advice
- Focus on the child (Benji), what is the impact on child or focus on Mom
- Inquire about existing resources/support

Wrap Up

Q. What can I do to help?

- What mom needs from worker for follow up?
- “I’m honored you shared ...”
- “I have a better understanding ... about you” (Language – say whatever you feel in your heart)
- Collaborative Planning
- Action – planning
- Summarize at the end of visit what was decided for future action

4. Implications of what we have learned from the case-scenario/role-playing:

How can we translate this into our work?

1. Stop/take time to listen/ → tension between time & task, Time is a scarce commodity
2. “look/listen/learn”
3. Learn from each other
4. Show outcomes vs. survey, assessment, etc.
5. Practical learning process
6. Fist sign of accomplishment - TRUST
7. Use role-play to learn and then apply learning in our work with families.
8. Practice asking the right questions: How can I help?
9. Paraphrase
10. Ask each other for help (“I don’t know what to do”)

What makes reflective practice difficult:

1. "Hard to do" → How do you make time for each other?
→ How do we use time with family the best way?
2. What happens when there is NO time?
3. We are focused on our Agenda
4. Temptation to give them the solution / answer
5. It takes time from tasks

5.1.c. Case Study Papers
YMCA of Edmonton Community Programs

**CASE STUDY PAPER
VERBATIM RECORD FORMAT**

Interview Date:

Staff Member:

Interview Time Frame:

Date Recorded:

Date Submitted for peer consultation and/or supervision:

I. KNOWN FACTS

Summarize the factual information you had about the person(s) and the situation before the interview. Describe the person, the situation, and the reason for the interview and how the interview was arranged. If you have had a long-standing relationship with the individual, briefly describe the nature of the relationship and its present status.

II. PERSONAL PREPARATION

What was on your mind as you prepared for the interview? Note anything extraneous to the interview that might have affected your behaviour, feelings, or thought processes during the interview. What did you expect to accomplish during the interview? What did you expect the individual to be feeling, based on previous contact?

III. OBSERVATIONS

Record all that you can remember about the first moment of stepping into the situation – the room and its contents, who was there, the person(s) appearance (posture, gestures, facial expressions, mannerisms, etc.).

IV. INTERVIEW RECORD

If you do not take notes during the interview, sit down as soon as you can after the interview and jot down a stream of key words that will help you to remember the sequence of the interview record. Record the interview sequence by using a separate paragraph for each speech. Identify the speaker by the initials of the person and the number of speech: i.e., S1, C1, S2, and C2. Describe non-verbal communications and significant thoughts and feelings in brackets. Be certain to note periods of silence and places where you cannot remember the exact words that were spoken. You may add the “sense” of what happened if you cannot recall the exact words.

V. CONCLUSION

1. Analyze what took place. Note the association of ideas, repeated themes, implications, slips of the tongue, etc. State the insights you gained, and any interpretations of the meaning you have of the interview. Indicate how you feel about what happened, and how you think the interviewee(s) feels.
2. Critique your responses to the situation and the interviewee(s). Suggest specific responses that might have been more helpful than those you used. Indicate the specific place in the interview that you are referring to by providing the number of the response, (e.g. S6).
3. Identify opportunities for further intervention or supportive counseling by yourself and/or for referral to someone else. Are there specific concerns or issues that you need to do some homework on before a next session with this interviewee.
4. Note time of the interview in minutes. Note if there is anything unusual about this length of time. Note the time of the next appointment, if any, or any reasons for termination. Note any other plans for follow-up.

VI. VALUES REFLECTIONS

4. Discuss the ethical and values-based issues that were raised by the interview or the analysis of the interview.
5. Discuss the personal and professional opportunities, questions or crisis brought into focus by the interview or by your analysis of the interview. What questions are you left with after your reflection and how do you propose to seek answers to these questions? What, if any, consultation do you need to access?

**CASE STUDY PAPER
INTERVIEW RECORD FORMAT**

Interview Date:

Staff Member:

Interview Time Frame:

Date Recorded:

Date Submitted for peer consultation and/or supervision:

BACKGROUND INFORMATION

1. Relationship of staff member and individual(s):
2. Presenting problem and a brief history of its origins:
3. Brief summary of relevant personal/family/history:
4. Brief summary of contact and/or interventions to date:

PREPARATION TIME

5. What was your plan for this interview? Focus on the process and identify key themes you expected to address.
6. Identify the feelings and assumptions you had going into the interview:

THE INTERVIEW PROCESS

7. Observations (participant's appearance, non-verbal behaviour, etc.)
8. Psychological and affective climate of the interview.
9. A summary of what happened in the session. Make this clear, and as thorough as possible. Note significant feelings, assumptions, behaviour, and verbatim material.

REFLECTION

10. Impressions of the individual(s)
11. Feelings, thoughts and associations that were raised for you during the interview and what you did with these.
12. Values reflections and ethical considerations that arise for you.
13. Your personal and professional learning from this interview and how you expect to generalize this learning in the future.
14. Themes, issues or questions you will consult about with your supervisor and peers.
15. Future steps you plan to take regarding the values, ethical, behavioural, personal and/or professional practice issues that were raised for you in this session.

CASE STUDY PAPER CASE PAPER FORMAT

Interview Date:

Staff Member:

Interview Time Frame:

Date Recorded:

Date Submitted for peer consultation and/or supervision:

This case paper should be a concise document of approximately two or three pages. Once prepared, the case study is shared in a peer review, or educational or supervisory session. Each case paper should include the following components:

1. **THE PURPOSE OF THE CASE PAPER**
State your purpose for presenting this event for supervision or consultation. Be as focused, concrete and specific as possible. "I want to alter my leadership style." "I want to alter my supportive counseling style in light of feedback from the team."

2. **BACKGROUND**
A brief history of events, personalities, etc., leading up to the event being reported.

3. **GOALS AND OBJECTIVES**
State your goals and objectives in relation to the event being reported. Again, be focused, concrete and specific, e.g., "My goal was to prepare a new student to visit families. The specific objective that I am focusing on is to overcome the resistance the student has to conducting home visitations."

4. **STRATEGY**
Outline how you intended to achieve your objectives; what steps you took, what outcomes ensued.

5. **ASSUMPTIONS**
Outline the assumptions you made in regard to yourself, the participants in the event you have reported, the context of the event, the strategy you chose and any ethical and value issues that arise for you.

6. **VERBATIM DIALOGUE**
At the center of any event is some kind of exchange between persons, usually verbal with non-verbal components. Include about one page of dialogue along with marginal notes about non-verbal cues, feelings, etc. The selected dialogue should represent a pivotal point in the event you have reported and should display what you actually did and said.

7. **CONCLUDING EVALUATION**
Assess the facts and dynamics of the event in the light of your own involvement. Indicate how you felt at the time, how your feelings may have affected what you did, and how you feel now in retrospect. Also, indicate what you think the key issue is in view of your purpose in offering this case material for supervision.

CASE STUDY PAPER CRITICAL INCIDENT FORMAT

Date of Incident:

Staff Member:

Incident Time Frame:

Date Recorded:

Date Submitted for peer consultation and/or supervision:

DEFINITION

A critical incident is an occurrence that you believe to be a critical snapshot of your work as a professional. A Critical Incident normally involves intensive interaction with a client, a colleague or a supervisor.

The interaction may occur in a one-on-one relationship, or may take place in a group setting. The incident may have been an exceptionally gratifying and heart-warming experience or it may have been an experience that calls your ethics, values, assumptions, judgments, perceptions and actions into question. Attempt to cover all of the following areas:

1. **GENERAL DESCRIPTIONS**

Briefly describe specific details of the incident, along with any relevant background information necessary to understand the situation. Background information could include key historical information or any preparatory work you did to address the matter.

2. **VERBATIM RECORD**

Record the significant component of the verbal interchange in verbatim form, taking care to note non-verbal communications and significant thoughts and feelings in brackets. Be sure to note periods of silence and places where you cannot remember the exact words that were spoken. You may add the "sense" of what happened if cannot recall the exact words.

3. **AFFECTIVE RESPONSE OF OTHERS**

Describe the emotional response of the others(s) involved.

4. **PERSONAL AFFECTIVE RESPONSE**

Describe you own feelings before, during and after the incident.

5. **CORE MEANING**

If the incident is a "low point", attempt to state the problem that it poses for your professional functioning. What does it tell you about yourself and your behaviour, methods, assumptions, learning needs etc? If it is a "highpoint", state how this experience has affirmed your work or confirmed aspects of your professional functioning. What aspects of this situation are relevant to the integration of your "personhood" with your professional role?

6. **GROWTH POINTS AND ALTERNATIVE RESPONSES**

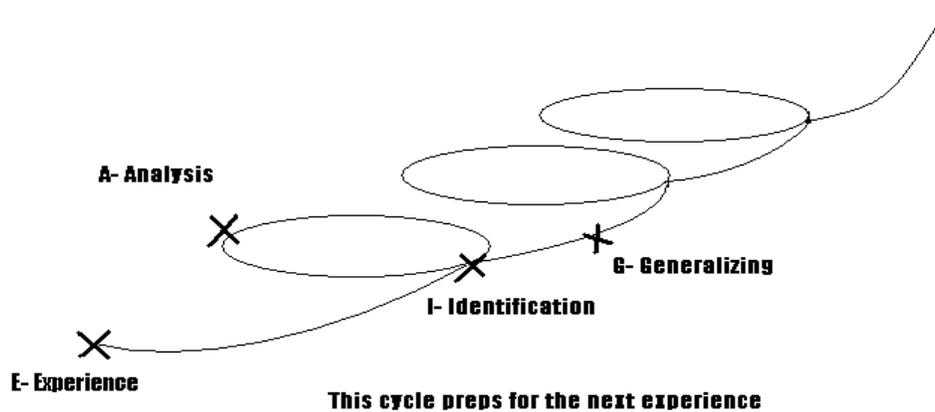
State any new insights or personal/professional growth you perceive in your behaviour in the situation. Relate these insights to previous behaviour. Identify alternatives to behaviours that you determine were not helpful. How you will generalize your learning in the future?

7.

VALUES REFLECTION

What specific ethical and/or values based issues were raised for you or others by the incident and the analysis of the incident? What, if any, consultation did you, or do you need to access? What questions are you left with after you reflect and how do you propose to seek answers to these questions?

5.1.d. Experiential Learning Model



One model for self-reflective learning, the **EIAG: a Model for Experiential Learning**, assumes that individuals learn from disciplined reflection on their experience. The model can be applied in one-to-one supervision or in group learning settings. Reviewing the following four steps of this model with the student, volunteer or staff member provides a disciplined method to help individuals learn from their experience. Begin by examining experience, then identifying data, then analyzing the data gathered and finally, by exploring ways to generalize the learning.

Experience: This element is an occurrence within a group or an interpersonal encounter that may become a possible source of data for persons to select as a focus for learning. Interpersonal encounters provide the material for the student, volunteer or staff member's self-reflection. Although interpersonal experiences from encounters with clients or participants can be used, the focus for discussion is not the casework or the client or participant but the behaviours, attitudes, feelings, values and interventions of the student, volunteer or staff member.

The initial task is to have the individual identify and share the specific experience they want to examine. It should be a recent experience that stands out in their mind. Perhaps it was particularly positive, or negative, or was full of "food for thought". Perhaps they experienced it as a critical event. The identified experience could include administrative issues or supervision experiences or client or participant encounters.

Identify: This element includes the selection of a specific portion of the identified experience for further exploration. It is a fact-finding process; identifying the who, what, where, when and how of the situation. Perhaps the focus is a particular behavioural or feeling response, a decision that was made or a verbal exchange.

Once the specific focus has been chosen for consideration, help the individual clarify what was happening. Help them gather data. Help them identify any extenuating or unique circumstances, feelings they noted in themselves and in others and any initial insights (e.g. I think I've been avoiding that person. Or "This is the third time this has happened with this person."). Ask open-ended questions to get at the facts. What or who initiated the situation? What or who brought it to a close? What was going on in the environment around them? Try to get different perspectives. If there were others present, what did they

say or do, how did they respond? What did they see and hear in response to what the individual said or did? If someone else were to tell the story about that event, what would they say?

Analysis: This element answers the question “Why”, and ideally generates personal insight that can be used for the future. Analysis deepens the individual’s understanding of their experience by examining the data for personal meaning and application.

The analysis section asks the individual to reflect critically on his or her own behaviour: to ask why the event occurred and to ask about the implications of the event for themselves, others, the organization. The focus is to analyze the event for its meaning. Analyzing the data from the event raises the individual’s consciousness about his or her own behaviour and allows them to generalize their learning in new situations.

After identifying what occurred in the experience, ask the individual to reflect on why they think the situation occurred. What was different or similar to what has occurred at other times (and if so in what ways)? What was motivating them, others? What was his or her own, or other’s underlying assumptions? Could they name the personal values that were operating in the situation? Were there competing or conflicting values at work and if so how did these impact the outcome? What was the impact of their action, or inaction, decision? What could they have influenced, changed or not changed? What were other alternatives available to them? In retrospect, what would they have liked to change about the experience? What was the most significant aspect of the experience?

Generalize: Hypothesize and extrapolate from the experience to ensure that the learning is used in future situations. After the individual has identified and analyzed their experience, ask them to reflect on whether something similar has occurred before. If so, when, where, with whom? How was the situation like or unlike the other time(s)? Have others given them feedback about similar situations, and what have they done with this feedback? What did they learn then? What have they learned this time? How will they apply this experience and their analysis of it in the future? What behaviour(s) would they want to change? What would the changed behaviour look like? How do they feel when their behaviour makes no or little impact in a situation? That is, even if they change their behaviour or modify the circumstances that supported the occurrence, the situation may not change for a variety of reasons. What change(s) will they make to their practice and behaviours as a result of this learning?

Summary: In summary, the Experimental Learning Model is a reflective process that above, takes time. However, the material that is raised for discussion provides individuals with an opportunity to recognize patterns that support or defeat their own practice and/or learning objectives. As an active participant in his or her own change process, the person can more readily make a commitment to change.

Supervisors may find that using the EIAG process with a peer or with their own supervisor helps them to reflect on their own work with in staff and peer supervision and team consultations.

References: Warren G. Bennis – Patterns and Vicissitudes in T-Group Development

Jack R. Gibb – Climate for Trust Formation

Leland, Bradford, Gibb and Bennis – T-Group Therapy and Laboratory Method

5.2.a. Aboriginal Culture Training

Guidelines have been developed for the delivery of Aboriginal Cultural Awareness and Training. The following standards are applied:

All program personnel who work with Aboriginal persons (members of First Nations, Métis, or Inuit communities):

1. Receive a minimum of eight hours of Aboriginal Awareness within 9 months of initial work with the organization. This learning may be individualized to accommodate program needs and staff's previous experience, current knowledge and/or involvement within the Aboriginal community.

Learning may be a combination of:

- Attendance at cultural and/or educational events;
 - Learning from historical interpretive centers;
 - Attending lectures, workshops;
 - Experiential Learning;
 - Meeting an elder or other knowledge-keeper;
 - Having guest speakers address staff functions.
2. Personnel new to the field or who are not aware of Aboriginal history have training that addresses some or all of the following issues:
 - History of Aboriginal peoples;
 - Definition of who is Aboriginal;
 - Effects of colonization and government policies:
 - residential schools
 - 60's Scoop (adoption of Indian and Métis children)
 - Jordan's Principle (2007 Canadian Government payment for services for Status Indian Children)
 - Current issues and realities of Aboriginal peoples on and off reserve;
 - Impact of the Indian Act, and
 - Systemic racism and its impact on individuals and communities.
 3. Document on an annual basis, a minimum of eight hours of on-going learning.

Partners in Families First Edmonton

Project Co-Leads

Alberta Employment and Immigration
City of Edmonton Community Services

Partners

Alberta Health Services
Edmonton Aboriginal Urban Affairs Committee
Edmonton Community Foundation
Edmonton & Area Child and Family Services Authority – Region 6
Quality of Life Commission
United Way of the Alberta Capital Region
University of Alberta – Community-University Partnership for the Study of Children, Youth, and Families

Service Delivery Providers



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