



United Way
Central Alberta

*To improve lives and build community
through engagement and mobilized
collective action.*

Grant opportunity for the Education priority area helping kids be all they can be

The following pages outline the multi-year funding that will become available later this fall for registered charities and community collaborations that address the goals and objectives outlined in United Way's Education priority area.

June 2018

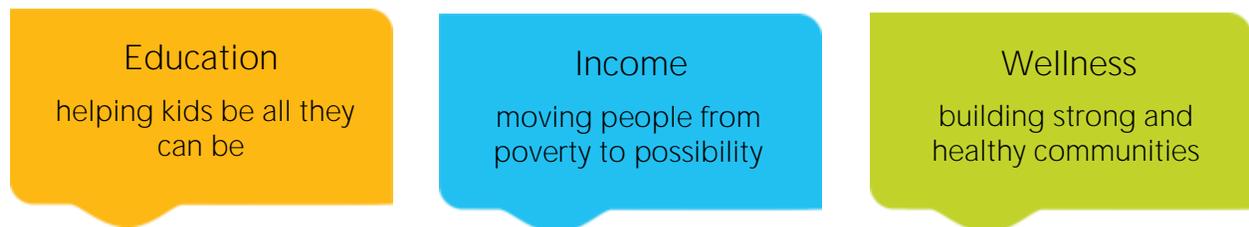
United Way of Central Alberta

The United Way of Central Alberta is committed to building strong, resilient communities. We achieve this by investing donor dollars in programs that impact our community, by partnering within the community to address underlying issues (root causes) that impact residents and by promoting the needs and interests of our more vulnerable populations. Collectively, these efforts comprise our Community Impact Strategy.

Community Impact Strategy

Community impact is the cumulative, lasting, measurable change that improves lives, builds resilient communities and mobilizes collective action. Making a lasting difference to some of the most pressing social conditions in our community is a formidable goal. Many of the social challenges facing our Central Alberta communities have multiple factors which influence their outcomes. These complex social conditions impact our entire community and require our collective efforts to improve the quality of life for all residents. We believe in working with communities in Central Alberta to create this change.

Through continuous research, a deep understanding of our Central Alberta community's challenges, and experience working with key partners, we believe the best opportunity to change lives and social conditions rests in the following three priority areas:



We believe that change is possible by having clear goals and objectives for each of these priority areas, measurable indicators for success (for both individual and community level changes), as well as strategies for investments, community partnerships and promotions.

The following pages outline our community impact framework for the Education priority area. This area is divided into two distinct population groups – *young children* and *youth*. Each age group has unique challenges and needs and our strategies for success reflect these differences.

In the application (available in September), you will be asked to choose the strategy that your program or project best fits and to identify the measurements that you will track in order to demonstrate impact. **Being able to demonstrate outcomes is essential to our review process.** The volunteers, who review all applications, look beyond the number of clients helped to see how lives have changed because of the services provided.

Education: helping kids be all they can be

Young Children

The **CHANGE** we want to see

More **YOUNG CHILDREN** start school ready to learn.

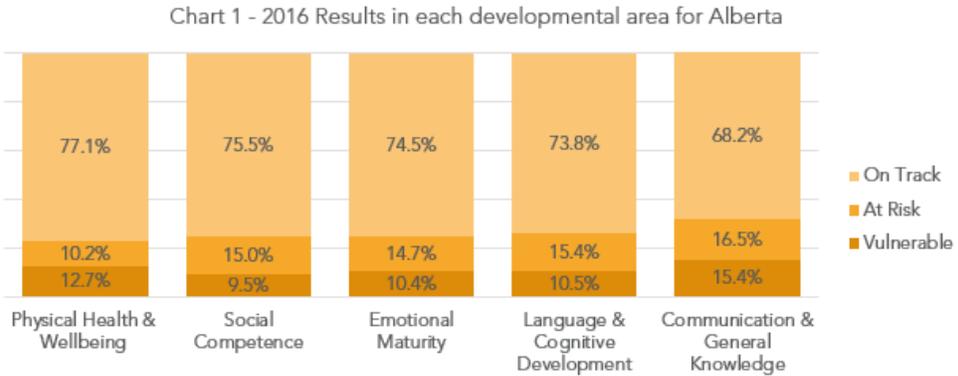
The **IMPACT** this will have

When a child starts life on the *right track* it sets the stage for their lifelong learning, health and behaviour.

KEY ISSUES in Central Alberta

In Alberta, 29.4% of children in kindergarten present with developmental difficulties, which is above the national average of 25.4%.ⁱ In Central Alberta, scores range from 20.3% in Stettler County to 29.9% in Red Deer and Area.

Chart 1 shows how young children in Alberta did in each developmental area.ⁱⁱ Children who scored in the top 75 percent are developmentally **On Track**, those with scores between the 10 – 25 percent are **At Risk** for developmental delays and children scoring in the bottom 10 percent are **Vulnerable** for learning difficulties. This report



also identified gender differences for each developmental area, with girls performing better in all areas. Furthermore, the report explains that “research across Canada shows that vulnerability at school entry is associated with poorer scores on provincial standardized tests in Grades 3 and 4. Research also shows an association between vulnerability and the likelihood of having some form of special needs status by Grade 9.” This reaffirms the importance of the first 5 years of life on future potential.

Many factors contribute to positive outcomes for young children including stable relationships with caring adults, minimizing stress and the importance of play. The quality and stability of a young child’s relationships is the foundation for all development. “...Relationships are the ‘active ingredients’ of the environment’s influence on healthy human development”.ⁱⁱⁱ Families are the

primary source of relationships for young children and early learning programs play a key role as the proportion of dual income families' increases.^{iv} Thanks to the Alberta Family Wellness Initiative and its partners, a large body of research has shown that when a child experiences severe and prolonged stress it alters brain development and can be linked to mental health challenges later in life.^v Lastly, play is the context in which the young child does all of its learning. Alberta's Early Learning and Child Care Curriculum presents young children as being strong, resourceful and capable — "a mighty learner and citizen".^{vi}

The following describes the three strategies that we feel will have the greatest impact in supporting young children and families.

YOUNG CHILDREN			
The CHANGE we want to see	More YOUNG CHILDREN start school ready to learn.		
and the IMPACT this will have	When a child starts life on the <i>right track</i> it sets the stage for their lifelong learning, health and behaviour.		
Our STRATEGIES FOR SUCCESS choose <u>one</u> of the following	Increase access to quality early learning programs.	Increase access to programs that involve both parent/ caregiver and their child.	Support partnerships and collaborations to improve early learning outcomes.
How success will be MEASURED choose <u>all</u> that apply	o Children are observed to actively explore and engage in learning	o Parents are well informed and confident in their parenting	o Describe efforts to collaborate in the community to identify needs and address issues
	o Children have age appropriate developmental skills	o Parents build their informal support system	o Identify strategies for linking families to services
	o Increased number of vulnerable families services	o Increased number of vulnerable families services	

UNITED WAY'S ROLE in achieving success

INVEST in programs and projects that align with this priority and can demonstrate success in achieving results

PARTNER with the community to address the underlying issues (root causes) that impact families and young children

PROMOTE the importance of early childhood development on lifelong learning, health and behaviour

Education: helping kids be all they can be Youth

The **CHANGE** we want to see

More **YOUTH** are ready for the challenges of adulthood.

The **IMPACT** this will have

Youth who have developed life skills and experienced healthy relationships have the foundation they need to succeed.

KEY ISSUES in Central Alberta

Supporting youth to realize their potential as they move along the path to adulthood continues to be our priority. Children and youth between 6 and 25 years of age experience many changes, making this period of development a particularly complex time. Using the lens of positive youth development, we believe that supporting the development of life skills and healthy relationships in vulnerable youth will enable more young people to transition successfully into adulthood.

Positive youth development “is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships and furnishing the support needed to build on their leadership strengths.”^{vii}

In Alberta, intact two-parent households continue to be the most common family type (72.9%), lone parent households are the second most common (16.1%), followed by stepfamilies (9.4%) and children living without their parents (1.6%).^{viii} In addition, 65 % of couple of families with children are dual-earner families.^{ix} The ever-changing dynamic of households adds complexity to family stability and the wellbeing of youth.

Youth today are facing an increasing expectation to not only complete high school but to move on to post-secondary education to improve their career opportunities and earning potential. High school completion rates in Alberta in the 2015-2016 school year were 77.9% after three years, an increase of 1.4% over the previous year, and 83.2% after five years, an increase of 1.1%.^x Although attending post-secondary is not a guarantee of future financial stability, it does provide a strong foundation for lifelong learning and improving access to greater job opportunities. The proportion

of Albertans aged 25-64 that have a post-secondary education is 63% which is slightly below the national average of 65%.^{xi}

Promoting positive youth development reduces risk factors for problem behaviours (i.e. drug use) and increases the possibility that youth will plan goals and pursue the future they have imagined. To support youth and families, the following describes the three strategies that we feel will have the greatest impact

YOUTH			
The CHANGE we want to see	More YOUTH are ready for the challenges of adulthood.		
and the IMPACT this will have	Youth who have developed life skills and experienced healthy relationships have the foundation they need to succeed.		
Our STRATEGIES FOR SUCCESS choose <u>one</u> of the following	Increase access to out-of-school programs that support the development of essential life skills.	Increase opportunities to build healthy relationships with family, peer, adults and community.	Improve parenting supports for families with youth.
How success will be MEASURED choose <u>all</u> that apply	o Youth have improved self-esteem	o Youth have improved self-esteem	o Parents are well informed and confident in their parenting
	o Youth are doing better at school (e.g. attendance, grades, behaviour, etc.)	o Youth report feeling more connected	o Parents build their informal support system
	o Youth make healthy choices (e.g. diet, exercise, drug/alcohol use, etc.)	o Youth demonstrate prosocial behaviours (e.g. leadership, helping others, nonviolence, etc.)	o Increased number of vulnerable families services
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UNITED WAY'S ROLE in achieving success

INVEST in programs and projects that align with this priority and can demonstrate success in achieving results

PARTNER with the community to address the underlying issues (root causes) that impact youth and their families

PROMOTE the importance of having healthy engaged youth in our community

Funding Opportunities

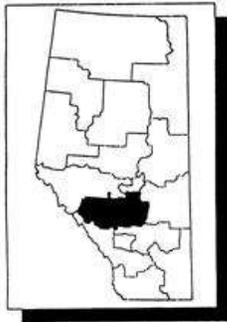
On September 14, 2018, any eligible registered charity and community collaboration that addresses the goal and objectives outlined in the previous pages will be able to apply for funding. This is a three-year funding opportunity for programs or projects that have clearly stated goals and a detailed plan for delivering services and demonstrating results.

Eligibility Criteria

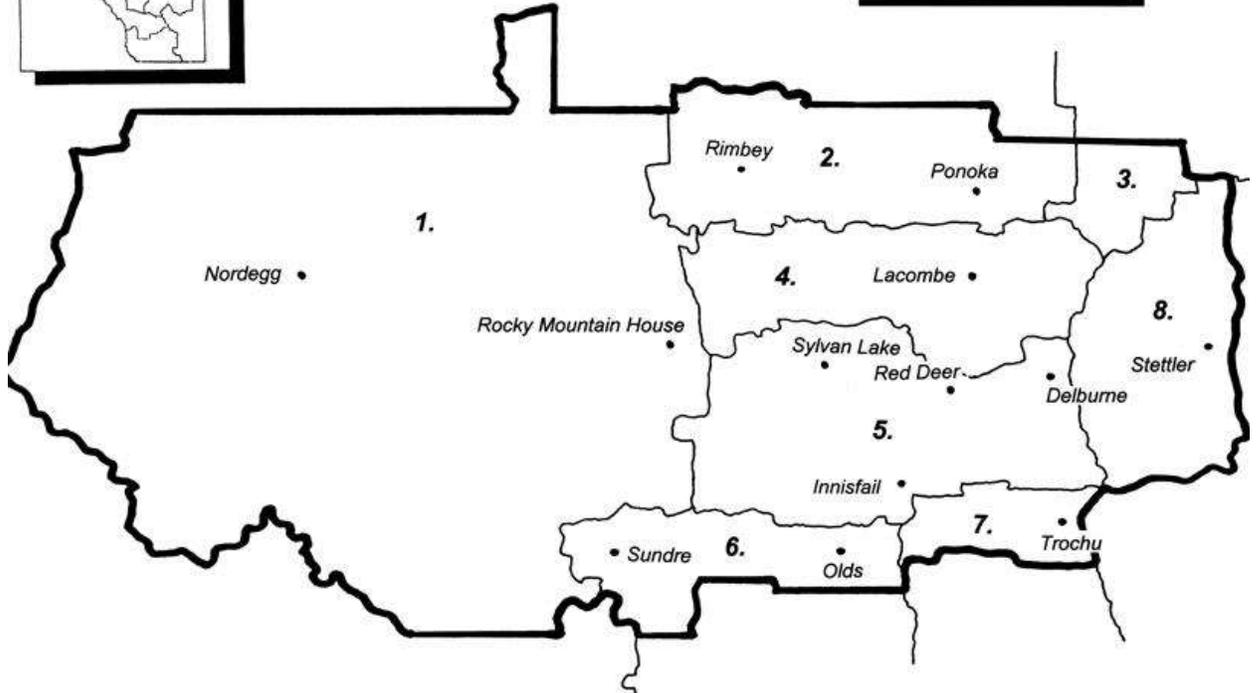
Registered charitable organizations or community collaborations (in which one partner is a registered charity or municipality and can be fiscally responsible for the project) working in the human social service sector in the geographic region serviced by United Way of Central Alberta, and which meet the eligibility criteria can apply for funding. Agencies that meet the following criteria may apply for funding. Applicants must meet all criteria.

1. **Be incorporated and registered as a charitable organization under the Canada Income Tax Act.** Each agency applying for funding must have and maintain its status as a Registered Charitable Organization with Revenue Canada.
2. Provide programs and services which are of a health or social service nature, and which do not unnecessarily duplicate existing services.
3. Be able to demonstrate that the program or service meets a vital community need.
4. **Be able to show outcomes of how lives are changed because of the services received.**
5. Be able to show that the agency works collaboratively in the community.
6. Be operated by a volunteer Board of Directors that is representative of the community it serves, and can demonstrate effective management of the agency's program, services and finances.
7. Effectively use volunteers within the program or service.
8. Meet financial reporting requirements specified by United Way.
9. Be supportive of United Way, its operating policies, mission and campaign efforts.
10. Agree to sign a Memorandum of Agreement and abide by the terms and conditions set forth therein.
11. Once approved for funding, to abide by certain fundraising restrictions within Central Alberta.
12. Not provide services or programs that are exclusively or primarily related to issues of human sexuality.
13. Be open to the provision of services to all members of the community regardless of race, culture, religion, gender or sexual orientation, disability or place of residence.
14. Provide programs and services in the geographic area served by the United Way of Central Alberta, including the following communities (see next page for map and listing):

Alhambra	Condor	Lacombe	Rimbey
Alix	Delburne	Leedale	Rochon Sands
Bashaw	Delia	Leslieville	Rocky Mountain House
Bearberry	Donalda	Lousana	Spruce View
Benalto	Eckville	Markerville	Stauffer
Bentley	Elnora	Mirror	Stettler
Big Valley	Erskine	Morningside	<i>Sundre*</i>
Blackfalds	Fenn	Nevis	Sylvan Lake
Bluffton	Gadsby	<i>Nordegg*</i>	Tees
<i>Botha*</i>	Gull Lake	<i>Olds*</i>	Torrington
Bowden	Haynes	Penhold	Trochu
Butte	Hespero	Pine Lake	Westward Ho
Caroline	Huxley	<i>Ponoka*</i>	Wimborne
Chigwell	Innisfail	Red Deer	
Clive	James River Bridge	Red Willow	<i>*boundary</i>
College Heights	Joffre	Ricinus	<i>communities</i>



1. M.D. of Clearwater
2. County of Ponoka
3. County of Camrose
4. Lacombe County
5. County of Red Deer
6. County of Mountain View
7. M.D. of Kneehill
8. County of Stettler



NEW PROCESS
read carefully

2019-2021 Application Process

We have moved to an online application process. You will be able to access the link to the grant site from the [Funding Applications](#) page on United Way of Central Alberta website by **September 14, 2018**. Deadline for submissions is **November 16, 2018**.

We anticipate that many community members will be involved with the Canada Winter Games occurring in Central Alberta in February 2019, so we have adjusted the review process for the upcoming year. We have moved the process forward by 6 weeks. In addition, all interviews with Education applicants will take place on Saturday January 26th, between 9 am and 4 pm, at a location in Red Deer. On this day, pairs of volunteers will meet with each applicant for an hour. You are welcome to bring staff, clients or volunteers to this meeting.

Call if you have any questions.

For more information on this funding, the application process or to find out more about United Way's Community Impact Strategy, contact:

Lori Jack
Community Impact Development Officer
403-343-3900
lori.jack@caunitedway.ca



There are thousands of services in Alberta providing a wide variety of essential community supports, and many are unknown to the ordinary citizen. 211[®] cuts out the confusion with one easy call or click. Having your agency's information in the 211[®] database is vital.

Not in the database? Email Christine Curtis at christine@caunitedway.ca

ⁱ Government of Alberta (2017, December). *Alberta Early Development Instrument community profile report 2016 Data Collection: Red Deer and area*. Retrieved January 2, 2018 from <http://ecdcoalitions.org/early-development-instrument-reports/>.

ⁱⁱ Early Development Instrument (n.d.). *Summary report: Kindergarten children in the province of Alberta, School year 2015/2016*. Retrieved February 5, 2018 from <https://education.alberta.ca/early-childhood-education/early-development-data/everyone/the-alberta-edi-20152016-summary-report/>.

ⁱⁱⁱ National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships. Working Paper No. 1*. Retrieved June 12, 2018 from <http://www.developingchild.net>.

^{iv} Statistics Canada (September 2015). *Employment patterns of families with children*. Retrieved September 28, 2016 from <https://www150.statcan.gc.ca/n1/en/pub/75-006-x/2015001/article/14202-eng.pdf?st=pv2OvpHP>.

^v Bullick, T. (2015, Spring). When ACES are too high. *Apple: Our Brain understanding*, 43-44.

^{vi} Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Play, participation, and possibilities: An early learning and child care curriculum framework for Alberta*. Retrieved January 29, 2015 from www.childcareframework.com.

^{vii} Positive Youth Development (n.d.). Retrieved on June 12, 2018 from <https://youth.gov/youth-topics/positive-youth-development>.

^{viii} Statistics Canada (2017, August). *Portrait of children's family life in Canada in 2016*. Retrieved June 12, 2018 from <http://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016006/98-200-x2016006-eng.pdf>.

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- ^{ix} Statistics Canada (2015, September). *Employment patterns of families with children*. Retrieved September 28, 2016 from <https://www150.statcan.gc.ca/n1/pub/75-006-x/2015001/article/14202-eng.pdf>
- ^x Alberta Government (2018, March). *High School Completion Rate of Students within 3 Years and within 5 Years of Entering Grade 10, Alberta*. Retrieved June 12, 2018 from <https://open.alberta.ca/dataset/80968b69-c17e-4f26-92c5-eae3b7793ce0/resource/321401a9-85f1-4892-a596-7673157feeb8/download/highschoolcompletionrateonepage-03-28-2018.pdf>
- ^{xi} Alberta Government (2015, June) Proportion of Population Aged 25-64 with Post-Secondary Education, Alberta and Canada. Retrieved June 12, 2018 from <https://open.alberta.ca/dataset/70a152e9-86d5-456c-a4e0-dca2aa7ffcbe/resource/cc750cba-9d8d-4ce9-ac54-f21901929340/download/0619201566proportionofpopulationaged25-64withpost-secondaryeducationonepage.pdf>.