



SOCIAL INNOVATION FUND

PROJECTS UPDATE

2021



**THE COMMUNITY
FOUNDATION**



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INTRODUCTION

A significant evolution of Social Innovation Funded projects has been the meaningful involvement of people in our community who have been historically and systemically marginalized and excluded in developing solutions that will navigate or dismantle some of the complex barriers that have maintained the status quo. SIF Grantee Partners have made progress in working with government differently to collaborate on strategic solutions to reduce and alleviate poverty in Saint John. They are also working with people living the experiences of poverty differently, and the amplification of their voices will be instrumental in innovations made. The SIF's remaining 1.35 million was granted to three new initiatives this spring: The North End Early Childhood Hub (YMCA); Safety First (TRC & partners); and Neighbourhood Developers (O.N.E Change & partners), all of whom bring an equity-building approach and a focus on sustainability to their work.

You will notice in the Grantee Partner's updates the many partnerships forged between SIF-funded and other organisations to strengthen one another's work. Supporting these connections has been a privilege for the Community Foundation throughout 2021, and we look forward to further collaboration on this innovative work.

While the COVID-19 pandemic is far from behind us, these organisations continue to nimbly adapt to ensure the provision of programs and services that are essential to the vibrancy of our communities, and we are deeply appreciative of this.

The Greater Saint John Community Foundation wishes you Happy Holidays and a restorative break!

– CLAIRE ASHTON
Director of Network Engagement
and Social Innovation

Funding for these initiatives was provided by the Government of New Brunswick through the Social Innovation Fund; a 10-million investment in innovative solutions to target poverty in Saint John.



It has been our goal at the Land Bank over the past year to help establish the Creating Affordable Neighbourhoods Fund (CANF), which will provide annual operational funding for the Land Bank. This funding will be directed specifically toward the acquisition, maintenance, and disposition of properties in Saint John's priority neighbourhoods. The funding will help the Land Bank take a more active role in reducing urban blight and facilitating the creation of new housing units and green spaces. The partnership includes CMHC, Envision Saint John, the City of Saint John, and the Land Bank. Challenges in establishing the program have naturally existed as each partner needs to be sure that the goals and outcomes of the CANF are consistent with their own goals and expectations. We are happy to report that the final agreement for the CANF is being reviewed by the legal teams involved, and the launch of the program is anticipated to occur prior to the end of 2021.

While working toward the eventual implementation of the CANF, the Land Bank has taken advantage of the time to develop a suite of policies and work strategies to be sure it's ready to act once the funding is made available. This includes an updated Acquisition Policy, an updated Disposition Policy, a new Maintenance Policy, a CANF Housing Work Plan, and 2021-2022 general Work Plan. In addition, the Land Bank has hired a consultant (Bonfire) to lead the development of a communications strategy for the Land Bank, which will include a written strategy to help us effectively share our story and promote awareness around issues central to the work we do, a new logo, and a website. All policies, plans, and strategies developed by the Land Bank have been grounded in best practices, on-the-ground knowledge, and developed through feedback from relevant partners.

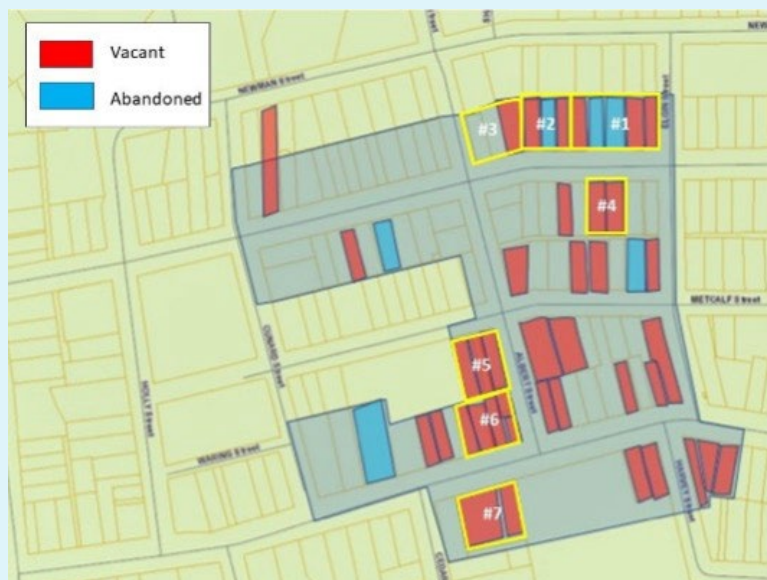
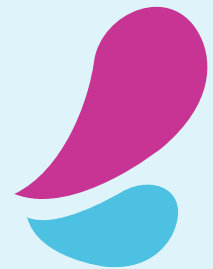
A final area of focus over the past year (and moving forward) is working to reduce the time an abandoned property remains vacant prior to reaching tax sale. Currently a property is abandoned on average for eight years. The Land Bank has had positive discussions with Ministers in the current provincial government, as well as senior ranking staff, about introducing an expedited system that would move strategically identified properties through to tax sale after two years of tax arrears. These conversations are ongoing, but the concept has initially been well received.

The challenge with successfully introducing provincial legislation and/or modifying existing processes is the time that it takes for change to occur at that level. We are aware that this will take time to bring into existence but are optimistic that it will eventually occur given the positive preliminary responses we have had to date.





SOUTH END
Strategic Redevelopment Area



OLD NORTH END
Strategic Redevelopment Area

TRANSITION TO WORK

SAINT JOHN LEARNING
EXCHANGE
(YEAR 4 OF 6)



Prepared by Jackie Wallace, Coordinator, Learning Exchange

Our objective is to work with program participants to build their capacity to achieve education and employment goals and improve their overall quality of life. Through Transition to Work, we support individuals to identify and overcome barriers to employment through goal setting so they can move forward to earn a sustainable income. TTW targets long-term sustainable employment as the ultimate outcome. Financial incentives are paid to learners and job seekers for achieving these goals, which fosters a culture of work, increases motivation, and improves confidence. Through collaboration with The Department of Social Development, we insured the incentives earned (up to \$2000/year) are not clawed back from participants who receive income assistance. Participants frequently use their earnings to further reduce barriers to success including pursuing Driver's licences, a Record Suspension and a Social Development Record Pardon.

Strong partnerships have been a highlight of the Soft Skills workshop series, and recently, we've partnered with Harbour View High School and PRUDE. A key innovation in partnerships took place this year between SJLE and Women's Empowerment Network (SJWEN), when the two organizations amalgamated this June. The blending of SJWEN's programming into SJLE's operations will further streamline services and referrals for women, supporting transformative outcomes in education and employment, and advocacy efforts in policy and systems change to reduce barriers and support the needs of women.

POLICY WORK

SJLE was the first organization in New Brunswick to partner with Post-Secondary Education, Training and Labour (PETL) on a five-year performance-based funding model that launched this April. This partnership is based on collaboration with PETL, and



Sewing Classes with Kaori

extensive data collection and analysis of SJLE's ability to measure targets and achieve outcomes and will change how organizations providing employment assistance in NB will be funded going forward. The SJLE's performance targets are based on employment retention, focusing on quality and maintenance of employment. When our SIF initiative wraps, we will continue to pay incentives for goal completion to participants through the performance payouts we obtain.

We have also advanced positive change related to eligibility for Adult High School Diploma (AHSD) certification. Individuals cannot attach to higher paying employment without a high school credential, and SJLE identified a gap in people over the age of 25 who were unsuccessful in obtaining the GED and required an alternative pathway to high school completion to lead to better job opportunities. With the success rate for GED completion below 50%, SJLE is committed to supporting a more attainable alternative. Based on the previous success of a proposal to change the age of eligibility for GOALS (AHSD program for youth) program participants from 20 to 25, we approached ASD-S with the idea that people over the age of 25 should be eligible for AHSD. The school district offered their support, and SJLE brought the idea to PETL management, and the pilot was approved. Due to the difficulty of obtaining transcripts for learners who had potentially been out of the school system for many years, SJLE proposed that every learner would start with zero credits and work toward completing all nine required credits. It is anticipated the program will take learners one year to achieve the necessary credits. The pilot project will continue to use the NB curriculum, as does the current SJLE AHSD program. SJLE will produce the transcript and the AHSD administrator will issue the diploma. PETL agreed to enroll learners in a pilot class and seven learners began a dedicated 25+ AHSD class that launched this October!



"I've learned a lot more than I thought was possible and can utilize skills for my future moving forward. The incentives have been a great bonus. They helped me reach a lot of other goals that needed funds, and I have been able to treat my daughter lately. It encourages me to want to do more and plan for a better future for my daughter and I. It has made me feel good about myself, so I've been happy."

– SHALEN BROWN

SAFETY FIRST: COLLABORATING FOR IMPACT ON YOUTH HOUSING

TEEN RESOURCE CENTRE
(MONTH 5 OF 2.5 YEARS)



Prepared by Cassandra Monette, TRC and Erin MacKenney, Learning Exchange

PROJECT DESCRIPTION

This project is a collaboration of the Teen Resource Centre (TRC), Housing Alternatives (HA), and Saint John Learning Exchange (SJLE). Using a Housing First approach, this program aims to house up to 35 youth aged 15-30 struggling with vulnerable housing, which includes; sleeping rough; couch surfing; accessing shelters; living in unsafe situations; and paying unsustainable rent. It is further characterized by unstable situations including moving frequently and struggling to maintain housing because of factors such as addictions and mental health. Of the 101 youth who accessed services at the TRC and SJLE from January-March 2021, 60 individuals (59%) were in vulnerable housing. With the cost of rent steadily on the rise and an increasing number of landlords returning rent subsidies, the inability for many to access housing is becoming a crisis in our city. For youth, that issue is further exacerbated by the demands of complex rental applications (credit checks, pay history, age requirements, rental references), the inability for youth under the age of 19 to access housing subsidies, and the unwillingness of many landlords to rent to younger clientele.

The voice of youth has been integrated into every step of the process. The concept came from discussions of group homes and foster care with youth between ages 16 and 18, many of them expressed a desire to move beyond those options; they don't want to be part of that system, though they require additional supports to live independently.

We adopted a Housing First philosophy to ensure youth are housed safely even if they deviate from a case plan. They are permitted to make mistakes, learn, and grow in a compassionate and secure environment. We are testing the theory that housing stability will support better education and employment outcomes for youth especially when youth are put in charge of their own case plan. Since 2018, 95% of youth accessing TRC and SJLE programs have employment and education goals but barriers like vulnerable housing put those goals at risk. We want to see if by removing that barrier, youth are empowered for greater success.

HOUSING UPDATE

We have successfully housed 27 youth, each receiving a subsidy of up to \$500 monthly to ensure rent is no more than 30% of their income. Youth are housed in either one of Housing Alternatives' co-housing buildings, or in independent units.

These youth are supported by a strong interdisciplinary team with specialists in housing, employment, education, youth engagement, mental health, and case management, working collaboratively to ensure all our clients individual needs are met. When a crisis happens, the team works through it in collaboration with the youth, establishing a trusting and healthy relationship with staff. The expectations we have of our youth evolve as they do; we begin with the goal of stabilizing their basic needs (housing, food security, safety and healthy rapport with staff). From there, we have seen youth build their confidence, seek out education and employment opportunities, and explore what they can do in and for their community. Despite challenges, they are responsible and showing themselves to be capable of paying rent on time and engaging with available services, including education, employment, and mental health supports. They are even forming their own support groups in our co-housing units through common interests and supporting one another through shared struggles.



Through engaging activities youth build their interpersonal skills and explore interests.



Of these 27 youth, 16 are actively pursuing educational goals including high school completion and post-secondary, with an additional three waiting for a space to open in Learning Exchange academic programming. Three have graduated high school and of those, two are currently enrolled in post-secondary and one is working and plans to attend in 2022. Five youth are currently employed and retaining their employment.

POLICY WORK

The Executive Directors from Housing Alternatives, SJLE, and TRC have established a working group with Social Development leadership to address policies that can act as barriers for youth to secure or maintain housing. The committee is working on a pilot to demonstrate how applying a Housing First lens — which ensures an adequate income and safe place to live — will produce stronger quality of life, education, and employment outcomes. The group is also working to establish a set number of youth housing subsidies to allow youth the ability to access subsidies before they turn 19. While this working group has been meeting consistently, there is little tangible progress to report to date.

Our vision is for our city's most vulnerable youth to be living in safe, secure, and sustainable housing. This project will reduce the risk of homelessness, reduce instances of unchecked mental health challenges, and raise rates of employment and achievement of educational goals. We anticipate the biggest changes being the development of healthier relationships, better problem-solving skills, and the ability to plan for the future amongst participants.

CHALLENGES

We are currently facing capacity issues. We are working hard on creating meaningful relationships with other agencies and government teams to make sure youth have an array of options that they can access and be supported by, but there are still youth who struggle with unsafe/unstable housing and/or homelessness. Our ability to take on more youth is contingent on



A co-housing unit where youth take their first step towards independence living in a supported environment with their peers.

having a larger case management team and available housing units. While the goal of the project is to help youth improve quality of life and achieve improved wellness outcomes, the case management team are still butting up against systems and policies, making it difficult to take their work to that level. Our case management team has established a strong relationship with one private landlord to date and will focus on establishing additional relationships over the next 6 months to secure more homes.

NEXT STEPS

The next phase of our project puts greater emphasis on policy work, evaluation, and the launch of a capital campaign. We are looking to secure funds for a new 12-unit construction that will provide affordable housing for youth. The first floor of this building would include housing community supports such as case management and programming space. This work is being done in partnership with the Land Bank.

We have connected with the HOME-RL lab at UNB to apply for a youth voice research grant. With evaluation plans under way, we are building in opportunities for youth to advocate for their own needs and ensure these are not left out of the overall vision of the project.

The Human Development Council was a key partner in getting the youth co-housing units off the ground and is also a central partner for resources and expertise. We are also working closely with HDC to develop a youth By Names List. This list would make the community more aware of the number of youth struggling with vulnerable housing as well as bring community partners together to prioritize housing placements for these individuals.

CREATING A SUSTAINABLE SOCIAL FINANCE POOL

KALEIDOSCOPE SOCIAL
IMPACT
(YEAR 2 OF 3)



Prepared by Seth Asimakos, General Manager & Co-Founder

The Saint John Community Loan Fund (soon to be known as Kaléidoscope Social Impact) has a Fund approaching \$1 million. In 20 years, we have made over 300 loans, leveraged 260 micro business start-ups, 5 buildings, and 10 social enterprises. We want to scale this impact and have begun building a \$10 million Social Impact Fund for investing throughout NB through three portfolios:

1 BUILD NB – 70% of the Fund (\$7 million)

Financing to build affordable housing and mixed-use spaces for non-profit and social enterprise ventures.

2 LAUNCH SOCIAL – 25% of the Fund (\$2.5 million)

Financing social enterprises and social entrepreneurs that generate quality employment opportunities, while solving larger social and environmental problems.

3 MICRO WORKS – 5% of the Fund (\$500,000)

Financing individual self-employment initiatives and employment opportunities.

We estimate based on our past performance, the Build NB financing will leverage another \$75 million, building close to 500 units of affordable housing, and generate another \$116 million through the economic multiplier. Our loans to businesses will leverage another 200 jobs being created and over \$6.5 million in payroll annually.

As part of building the model, the Loan Fund:

- Participated in the inaugural McConnell Foundation Solutions Finance Accelerator with nine other social finance funds. This provided best practice exchange, and \$100,000 to put towards building our model.
- Developed a provincial brand (Kaléidoscope Social Impact) to begin rolling out in 2022.

- Built a strong partner network for potential deals including B4C at the Pond Deshpande Centre, Cooperative Enterprise Council of NB and Cooperative développement régional de l'Acadie, Community Foundations, Community Business Development Corporations, and the NB Non-Profit Housing Association, as well as local partners like Rehabitat and the Land Bank.
- Is a founding member and is leading the incorporation of the Table of Impact Investment Practitioners (TiiP), the most comprehensive network of impact funds in Canada.

We have made multiple loans over the past 18 months to test our processes, including to Rehabitat to acquire a 12-unit building to maintain affordable rents, as well as purchase the Wheelhouse to create a seven-bed rooming house for at-risk youth (through Safety First) and a ground floor for PCAP. We are currently reviewing six applications with a total value of \$400,000, with three proponents in Saint John. Our marketing campaign launches in January, and we have begun a quiet campaign of recruiting individual investors with a goal of \$1 million by January 1. Within 30 days, we have recruited over \$350,000. We are working on an investment with the McConnell Foundation towards this goal, which we anticipate leveraging with other foundations, and we have submitted a request for a significant investment from GNB to help leverage an investment from the Federal Social Finance Fund, which will be launched in March 2022. We are building the forms for our new data management systems, Outcome Tracker and Down Home Loan, co-developed with the CARE project to create benchmark information and data gathering for impact measurement, both for us and the wider CARE project.

We feel confident that we are progressing well and appreciate the support of the SIF to allow us to scale impact in Saint John and throughout the province.

WORKING FOR CHANGE: LEARN AND GO

WOMEN'S
EMPOWERMENT
NETWORK
(COMPLETED, 2 YEARS)



Prepared by Community Foundation staff

Working for Change (W4C) was a leadership capacity building pilot program, with an outreach, connection, and learning model designed to prepare individuals to progress along the pathway out of poverty by building their skills through enhanced coaching, alignment of support services, and increasing personal assets. Participants had the option of building community leadership and skills by working on a specific change project in one of the priority neighbourhoods.

Overall, results showed that W4C significantly increased participants self-esteem, personal assets, sense of belonging, and community engagement. Results were significant as the program had been implemented for less than two years when it wrapped up ahead of schedule.

Women's Empowerment Network was the most recent partner to hold the project and produced these videos to highlight some of the participants' successes. It has been a key learning through the administration of the SIF that projects that change Grantee Partner ownership throughout their process are more likely to be adversely impacted in their ability to evolve beyond achieving outcomes that impact individuals towards those that innovate the organisation or influence system change or policy. That stated, W4C had significant impacts on the participants who engaged, and you can listen to their experiences [here](#).



BRIDGE TO A BRIGHTER FUTURE

WOMEN'S
EMPOWERMENT
NETWORK
(COMPLETED, 3 YEARS)



Prepared by Leah Secord, SJWEN

A primary way in which SJWEN created change in our community's access to resources over the past few years, was through the Bridges coaching, mentoring and incentive program through which the SIF provided financial resources to participants, allowing them more control over their education, transportation, housing and other supports.

The EMPATH-based coaching model of SJWEN began transitioning to align with that of the Learning Exchange's (through Transition to Work) as the organisations amalgamated. There was a strong impetus to adopt the coaching and tracking approach of the SJLE, which had seen greater success with goals being achieved and with impacts sustained for participants. The project outcomes had also been tracked more rigorously and consistently at the SJLE, which can be partially attributed to the challenge of Bridge's transitioning to different Grantee Partners throughout its lifespan. We collaborated with previous Bridges participants during this process to ensure they were supported, and in October 2021, SJWEN wrapped up the long-term Bridges coaching model with all clients.

SJLE and WEN have developed an advocacy strategy with the key outcome of building the capacity of women to advocate for themselves. In the coming year, this will include workshops that will empower participants with the skills to tell their stories in an effective way to different audiences, and to develop strategic understandings of systems of government to decide where their voices can be used for advocacy.

Natusha Robia first discovered SJWEN through her caseworker who suggested Natusha take the Power Up program. Despite having said no previously, she was convinced and applied. After completing it, she participated in Working 4 Change and the Self-Esteem program.

Through these programs Natusha realized she had originally been saying no to programs because she was afraid of change and of meeting new people. Natusha began to see her value, and "changed [her] life for the better". When she finished the programs, Natusha was not finished with WEN. She began BRIDGES coaching; her goal was to return to school and complete a program at NBCC. With the support of coaching, Natusha made connections to the In-Bloom program at NBCC and received incentives to help cover the application. When accepted into the Administrative Professional program, Natusha was ready to work! She met her new goals for assignments and classes, and completed her program! Natusha was nominated for a Student Leadership Award, and accomplished a 4-week work-placement with great success.

The Bridges coaching helped support Natusha so she felt more connected to the community, and empowered to set and achieve big goals.



Natusha

SELF-HEALING COMMUNITIES

BGC SAINT JOHN
(YEAR 3 OF 4)



Prepared by Heather Chase, Self-healing Communities
& Horizon Health Network

By building community understanding of the lifelong impact of adverse childhood experiences (ACEs), we aim to foster an environment that will help shift mental models around trauma and intergenerational impacts. Primary areas of focus include: building more trauma informed health, education, justice and social services at the systems level; and increasing focus on the need for intergenerational approaches to programs, interventions and evaluations. Our current policies and system tend to focus only on the needs of the child, yet fail to address the needs of the parents, resulting in a limited long-term impact on the child.

The pandemic continues demonstrating that people coping with the many impacts of trauma, including chronic health and mental health conditions, struggles in school, challenges with finding and keeping a job, as well as interpersonal relationships, need to be supported in a different way if we want different outcomes. While the experience of that last year and a half has forced us to modify our original project plan, we have continued to make progress and learn along the way. We are committed to continue this foundational work in improving intergenerational poverty and life outcomes for individuals living with trauma.

PROJECT SUCCESSES:

- Over 1000 people attended an ACE Interface training (in smaller groups and virtually since 2020).
- A partnership with the Public Health Associations of NB and PEI provided us with the opportunity to host quarterly learning sessions that were attended by people from all over the world.
- Horizon Health has included adverse childhood experiences and trauma in their newly adopted Pediatric Standards.
- Discussions and training with key system partners such as Justice and Public Safety, Social Development and Education have progressed.

PROJECT CHALLENGES:

- We have not been able to host the anticipated amount of in-person training due to public health guidance during the pandemic; therefore, training with community will be a key area of focus moving forward.
- While we have made good progress with training some of our system partners, the environment has not been ripe for process change, as training with these partners increases, we are aiming for progress on policy and practice change within key government departments.

PROJECT TEAM	PARTNERS	MASTER TRAINERS	
Horizon Health	Business community	BGC of Saint John	Social Development
BGC of Saint John	Education community	Avenue B Harm Reduction Inc.	John Howard Society
	Government	SJB/KE School	PCAP
	Health community	NB Social Paediatrics	Inner City Youth Ministry
	Community at large	Horizon Health - Public Health	Francophone Sud
		Horizon Health - SJRH	Anglophone South -FACE
		Horizon Health - Addictions & Mental Health	Horizon Health - ISD
		Horizon Health - Population Health	YMCA Newcomers
		Horizon Health - 4DN Psychiatry	Teen Resource Centre
		UNBSJ - Nursing & Health Sciences	Stone Church

PARENT-CHILD ASSISTANCE PROGRAM

SAINT JOHN REGIONAL
HOSPITAL FOUNDATION
(YEAR 4/4.5)



Prepared by Sarah Campbell, NB Social Pediatrics

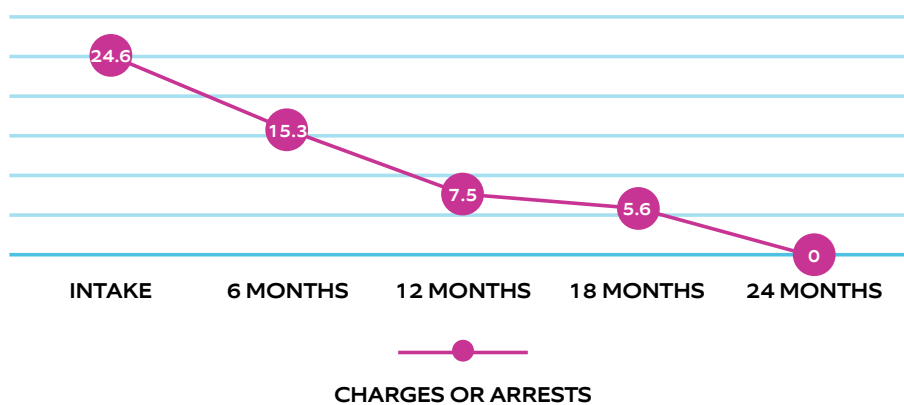
The Parent-Child Assistance Program (PCAP) provides tailored, in-home, structured, case management and goal setting for women who experience alcohol or substance-use disorder during pregnancy. These women and their families invariably become high-cost users of social resources, but in a largely reactive way. PCAP takes a proactive, strengths-based approach to supporting women and their families. PCAP's Advocates are a consistent and dependable presence in these families' lives who assess their needs and connect them to community resources and health care services. PCAP also performs a significant amount of advocacy and seeks to reduce the stigma around addiction. Advocates focus attention on the following domains: health and well-being, addiction recovery, housing and basic needs, prenatal and postnatal health, child health and functioning, parenting skills, legal support, social support networks, mental health, and anything else that is identified by the client. The long-term objective of this project is to work with women to make meaningful changes in their lives and prevent future births of drug or alcohol-exposed babies in an effort to move the needle on generational poverty and support these families to reach their full potential.

In the last three years, PCAP has received more than 100 referrals, has enrolled more than 65 women, and is currently supporting more than 50 women and their families. Our earliest clients are graduating from the program this fall. Since 2018, the PCAP advocates have built relationships with numerous other community service-providers and have worked tirelessly to mitigate systemic barriers experienced by our clients. We are now seeking sustainability funding from government to ensure that this program continues to serve our clients and the community. We frequently hear about the need for this type of programming in other parts of the province and would like to support the expansion of PCAP to additional communities in the future.





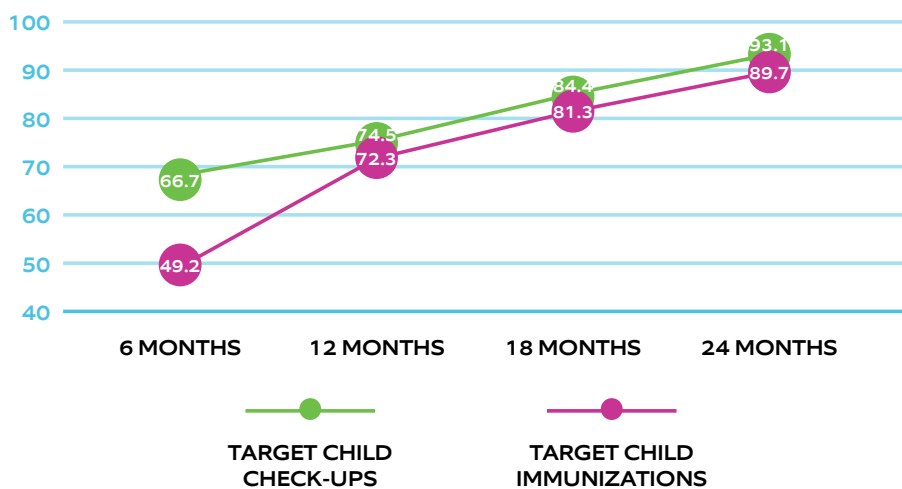
PERCENTAGE OF CURRENT CHARGES OR ARRESTS



Interaction with the criminal justice system has decreased substantially with clients.



PERCENTAGE OF TARGET CHILDREN ATTENDING MEDICAL CHECK-UPS AND RECEIVING IMMUNIZATIONS



We are seeing a steady increase in these indicators relating to child health and positive parenting.

SAINT JOHN NEIGHBOURHOOD DEVELOPERS

(MONTH
5/2.5 YEARS)



Alleviating the effects of poverty through supporting and empowering residents of Saint John's priority neighbourhoods



Prepared by Kyla Scott-MacBeth, Neighbourhood Developer,
ONE Change Inc.

The Neighbourhood Developers (NDs) have been learning to navigate the systems and challenges residents face, and building relationships with residents and community partners including NB Housing, Self-Healing Communities, and the YMCA. We presented our initiative to Saint John's Growth & Community Planning Department, which has led to planning a follow-up presentation to the City's Growth Committee.

We are assisting residents to navigate and document their access to resources, and we have developed a shared tracking tool, referral and confidentiality forms that will be beneficial in targeting information and data regarding the common issues within the four neighbourhoods. We have begun to establish our resource hub that will be consistently updated with available resources within the community and will identify steps required to access them, enabling us to assist residents more efficiently.

Each organization is working with the Community Foundation to determine how findings from evaluations conducted at our organizations will be used in the evaluation component of our project.

SYSTEM CHANGE ACHIEVEMENTS

The leadership in our organizations work collaboratively to highlight how the project impacts social and economic factors. We will link analysis of the system gaps with client impacts and demonstrate "cost savings" to the system. This information will be used to advocate for upstream investment work to increase equity and efficiency in the system and improve resident outcomes. Leadership will engage with

multi-level/departmental funders to collaborate on a mutually beneficial, sustainable funding model. We will build capacity for poverty reduction by working with residents to amplify their voices through resident driven focus groups, and by including residents in networks that address the issues they live with every day.

WHO ARE WE?

Four neighbourhood developers working in four priority neighbourhoods in Saint John.



WHAT DO WE DO?

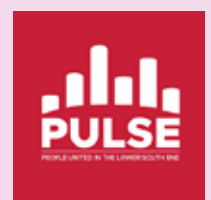
- Connect residents to resources
- Focus on residents social emotional well-being
- Build capacity for poverty reduction within organizations, networks, and residents

HOW ARE WE DOING IT?

- Engaging in community outreach and direct work with residents
- Establishment of an active accessible resource hub
- Development of the Poverty Reduction Network
- Production of a Community Needs Assessment

THIS WILL LEAD TO...

- Residents feeling supported and empowered
- Connecting residents and organizations
- Strong partnerships among community based organizations
- Clear demonstration of collective impact



SUCCESS IN SCHOOLS

A WRAP AROUND APPROACH (YEAR 3 OF 4)



*Prepared by Heather Wiggins, Wrap Around Support Person,
Harbour View High School*

Through The Social Innovation Fund, Anglophone School District South (ASDS) and Harbour View High School (HVHS) teamed together in November 2019 to offer students from the Lower West Side a “Wrap Around Support Person” (formerly Education Success Advisor) to aid in fostering growth, connectedness and amplifying their voice within the school and community setting.

The over-arching goal is for those most at-risk of exiting High School prematurely to secure a Diploma. This school year, we have 95 students enrolled (21 in grade 12 at HVHS or a partner centre: Learning Exchange’s GOALS program and ASDS’s Compass). Last year, 77% of eligible participants graduated from HVHS or a partner centre. The program will continue through graduation, 2023.

To date, we have offered the following supports:

- One-on-one Resource support
- Alternative learning options (Essential Skills Achievement Pathway, Compass, GOALS, online learning, and one-on-one supported learning)
- Credit recovery (liaising with subject teachers to coordinate make-up options)
- Strengthening connections within the school: bringing together the teachers, guidance department, students, and their families
- Developing connections within the community: tutoring centers, YMCA, reading programs, recreational programs, Family Plus (mental health support), and recruitment with our feeder schools (Beaconsfield & Seaside Park)



- Igniting interest in school and sustaining connections with students by individualizing their school experience and tailoring it to what works for them NOW

Success in Schools gives students a voice. It connects the students to their teachers, validates and accepts where the student is, and looks for a way to make learning possible in that moment. The focus will continue to be “seeing the whole student” and how to move forward on an individual basis.

While we have no doubt faced tremendous challenges with the sustained impacts on our students from being out of our physical schools, the future looks bright. Currently, we are collaborating with the Carleton Community Center on the “Sunday Project”, offering a Support Center and Passion Project Session on Sundays from 5- 9pm. There is a facilitator hired to engage the students in grades 9-12 from city high schools through activities including meditation, yoga, wellness, social action projects and academics.

We have been educated by our participants to stop “creating for youth”. The students want to be an active participant in their own life. The switch has been flipped: “creating with” is how the program will evolve.



Students engaged in the Essential Skills Achievement pathway & volunteering.

SPEECH LANGUAGE PATHOLOGIST

(3/3 YEARS OF SIF
FUNDING COMPLETE)



Prepared by Vanessa Steadman, M.Sc., CCC-SLP

Speech Language Pathologists have a deep knowledge of language, and the S-LP position has helped equip teachers with the skill set to teach reading in a way that includes the foundational building blocks of literacy and close reading gaps. Professional learning on oral language, specifically vocabulary, provided by S-LPs in this project, has helped make teachers more aware of the importance of oral language development on overall student growth.

The data collected as part of the enhanced S-LP services demonstrates an increase in the number of students who scored within the average range for vocabulary, grammar, and sentence recall. There was consistent improvement during the school year while school was in session with supports in place. The 2018 Kindergarten cohort showed growth in the number of students who fell within the average range for vocabulary through the 2018-19 school year. However, regression occurred for this cohort after school closures for over 3 months due to COVID-19 restrictions in 2020, followed by another 2 months of summer vacation. Growth was seen again after school resumed for the 2020-21 school year for both vocabulary and grammar measures at the end of the school year. Data for the 2018 grade 1 cohort showed overall improvement in vocabulary and grammar measures for the 2018-19, 2019-20, and 2020-21 school years.

One way we attempted to alleviate some of the education disruption of the pandemic was through coordination of the Books, Books, Books program which provided books to help build a more literacy rich environment at home. The S-LP assisted with the proposal accepted by the Indigo Love of Reading Foundation and ASD-S received a grant for \$23,000.00. Our S-LP carefully selected high-interest books which met oral language needs identified through the fall assessments and provided vocabulary rich learning opportunities. Book companions were created to provide parents with guidance on how to

best introduce and reinforce vocabulary concepts at home. Newsletters containing language and literacy-enhancing activities, strategies and suggested books related to a theme were provided to schools and families monthly.

Access to S-LPs in our schools is paramount for improving speaking, listening, reading and writing outcomes for our students. The current number of S-LPs employed by schools in our province and district is not adequate to provide the service necessary for our students due to caseload sizes in schools; "This lack of resources complicates the strategic choices S-LPs must make about how to provide the best possible services and what role(s) they can have in individual schools." ⁱ Increasing the number of S-LPs in our schools will provide better support to students and teachers, contributing to improved academic performance overall. The average caseload size in American schools is reported to be 47 students for 1 S-LP. ⁱⁱ The average caseload size of a full time S-LP in our district was 106 students as of June 2021. Currently there are 685 students enrolled in kindergarten through grade 2 in our seven priority schools, and 4837 K-2 students in all ASD-S. There are currently 10.5 full-time S-LPs in ASD-S, with 5.4 full-time S-LPs in Saint John Education Centre. These S-LPs are mandated to service K-12 students, covering a range of communication issues and needs. The Standards of Practice for school-based speech-language pathology in New Brunswickⁱⁱⁱ indicate that the model for student support in NB schools is Response to Intervention (RTI). The framework of this model aims to focus on prevention, as well as intervention, by providing high quality instruction and intervention to meet the needs of all students. The NB RTI model is intended to improve outcomes for all children. It includes academic as well as behavioural instruction and interventions.





Due to high caseload numbers in relation to the number of S-LP positions, the current service delivery model as of the 2021-22 school year in ASD-S requires S-LPs to focus on direct services for children with severe/profound communication needs (and moderate needs, if possible) in K-3, and consultation for students in grades 4-12. Given the current student enrollment numbers and the number of S-LP positions, combined with the concomitant needs of children in our priority schools, the students at risk for literacy difficulties are not able to receive sufficient attention. In addition, the S-LPs are not able to provide the tier 1 prevention service indicated in the standards of practice.

SIF funding for S-LP wrapped up this year, but with funding from BCIPI and ASD-S, the initiative will continue for the 2021-22 school year. For more information refer to the 2020 report, “[When Children Succeed: A Blueprint for Success in NB Schools](#)”, by Cynthia Hatt, Ed.D.



Prince Charles School



Centennial School

ⁱ Speech-Language and Audiology Canada (2020). SAC Position Paper on Speech-Language Pathology Service Delivery Models in Schools (Archibald, 2017; Cirrin et al., 2010; Ukrainetz, 2006) Retrieved from [SAC-OAC S-LP In Schools Delivery Models_EN_V1.pdf](#)

ⁱⁱ American Speech-Language-Hearing Association (2020). 2020 Schools Survey: SLP Caseload and Workload Characteristics. Retrieved from [2020 Schools Survey: SLP Caseload and Workload Characteristics](#) (asha.org) .

ⁱⁱⁱ Government of New Brunswick, Department of Education and Early Childhood Development. (2018). Standards of Practice for New Brunswick School Speech-Language Pathologists. Retrieved from [speech-language-standards.pdf](#) (gnb.ca)

K-2 WHEN CHILDREN SUCCEED

(YEAR 3 OF 4)



Prepared by Ryan Price, Director of Curriculum and Instruction, ASD-S

PROJECT OVERVIEW

The When Children Succeed project for the 2021-22 school year is focused on literacy and numeracy achievement of K-2 students in the seven inner city Saint John schools (Centennial, Glen Falls, Hazen White St. Francis, Princess Elizabeth, Prince Charles, Saint John the Baptist King Edward, and Seaside Park).

This year, dedicated funding has been used to increase teacher staffing at each school. How the increased staffing is deployed is determined by the school in consultation with district office. Schools have chosen to use staffing to increase educational support services, guidance, and administrative support. All schools are required to have a full-time Co-Teacher position that is dedicated to organizing and leading the data collection components of the project, leading daily professional learning community meetings for teachers to review student data and set long and short-term goals, and help coordinate any professional learning that is required to contribute to the overall project success.

ASD-S assigned a School Improvement Coordinator to oversee the project and work with each school's Co-Teacher to ensure project milestones and teacher professional learning needs are met. District numeracy and literacy coaches and coordinators are available to provide ongoing professional learning support to the Co-teacher and K-2 teachers.

DATA COLLECTION

The primary targets and sources of data collection as part of the project are literacy and numeracy achievement. Data is formally collected and analyzed monthly.

In literacy, the focus is student reading and mastery of two pillars of the Building Blocks of Reading: phonological awareness and phonics. These skills are measured using the Phonological Awareness Screener (PAA) and the Quick Phonics Screener (QPS). These tools provide teachers with timely data that can be

used to inform instruction, while also providing grade-level end-of-year benchmarks.

In numeracy, students are measured using numeracy achievement snapshots which measure attainment of numeracy outcomes that have been taught. Each month, numeracy data is gathered formally based on what outcomes have been taught, and how students have achieved on those specific outcomes.

LITERACY – QUICK PHONICS AND PHONOLOGICAL AWARENESS ASSESSMENTS

Project Targets: 90% of students will meet grade level expectations on the Quick Phonics Screener and Phonological Awareness Screener by June 2021.

Progress continues to be seen when measuring students' literacy skills with the QPS and the PAA. The tables shown below indicate the percentage of students that have reached the end of grade-level expectation for each assessment. Please note the PAA is measuring more basic skills that are necessary for reading and therefore progress on that assessment would be expected to be quicker than for the QPS assessment.

PHONO SCREENER | % OF STUDENTS AT OR ABOVE END OF YEAR EXPECTED LEVEL

	Baseline	October	November
Kindergarten	2%	2%	8%
Grade 1	22%	38%	55%
Grade 2	9%	23%	37%

QPS SCREENER | % OF STUDENTS AT OR ABOVE END OF YEAR EXPECTED LEVEL

	Baseline	October	November
Kindergarten	1%	3%	8%
Grade 1	7%	8%	13%
Grade 2	6%	9%	13%



CENTRAL PENINSULA SCHOOL TASK FORCE

ASD-S (COMPLETE IN 2019/5 MONTHS)

Prepared by Community Foundation Staff

The Central Peninsula School Task Force collaborated on an exploratory process to identify solutions to maximize the impact of the proposed new K-8 Central Peninsula School. They produced several documents supporting an innovative community-Hub model including: a Community Needs Assessment for both functional space and community programming required of the school; an Educational Facility Design & Programming Innovative Practices Guide; the Site Selection Analysis and Conceptual Design, including the building footprint, massing and façade, and an Innovative School Business Case. We are encouraged by GNB's recent announcement that land acquisition for this project is in the 2022/23 Budget and await confirmation of the implementation of the Task Force's recommendations for design.



Knowing the expected end-of-year performance on these assessments, it is possible to compute each student's grade level equivalency based on how far along they are in the skills progression. Using this ability, the average grade level equivalency was computed for the students in each grade across all 7 schools:

PHONO SCREENER | GRADE LEVEL EQUIVALENCY

	Baseline	October	November
Kindergarten	0.14	0.30	0.45
Grade 1	0.99	1.39	1.70
Grade 2	1.10	1.51	1.78

QPS SCREENER | GRADE LEVEL EQUIVALENCY

	Baseline	October	November
Kindergarten	0.03	0.10	0.19
Grade 1	0.50	0.62	0.85
Grade 2	1.00	1.15	1.34

Please note the goal for a Kindergarten student would be to reach 1.0 by the end of this school year, for a grade 1 student to reach 2.0 and for a grade 2 student to reach 3.0.

NUMERACY – TERM BASED ASSESSMENT OF PROFICIENCY IN NUMERACY OUTCOMES

Project Targets: 90% of students will meet grade level expectations on the Quick Phonics Screener and Phonological Awareness Screener by June 2021.

NUMERACY | % OF STUDENTS AT OR ABOVE CURRENT EXPECTED LEVEL

	Baseline	October	November
Kindergarten	56%	72%	72%
Grade 1	52%	76%	82%
Grade 2	40%	53%	67%

NORTH END EARLY CHILDHOOD HUB

YMCA OF GREATER
SAINT JOHN
(MONTH 4 OF 2.5 YEARS)



Prepared by Avril Wood-Toner, Manager of Early Learning and Program Development YMCA

The primary objective of the Hub, located in Hazen White St. Francis school (HWSF), is to support families to maximize their children's development by proposing a single point of access to early childhood education; one of the three key areas identified in GNB's 10-year Education Plan. Additional learning (including language and vocabulary) and social supports will provide more equitable opportunities for children attending the site who are systemically marginalized and excluded. 50% of children attending HWSF have language barriers in addition to economic barriers, which are shared by 90% of the school population.

We aim to increase child and family well-being by reducing the isolation of parents with infants, toddlers, and preschoolers through the provision of resources and adult programming for healthy child development, positive parenting, and education and employability skills. Space at the Centre will be provided to community partners, such as health care providers, to facilitate the alignment of support services.

The Hub opened in September with a licensed Early-Learning Centre with 59 spaces, of which, 19 are allocated to the no-fee pre-kindergarten program. The project team is in the process of working with children's families to determine programming the parents want to participate in. The first session is scheduled for January, in partnership with FACE, and will focus on the various ways families can participate in getting children ready for kindergarten at home. After the recent round of EYE-DA tests, there was a significant up-take in the program as caregivers looked for additional educational supports. The Family Resource Centre will be launching a playgroup at the Hub in January, and we are exploring other partnerships.

There is a significant demand for more licensed childcare, and the Hub is looking to open two more rooms, so staff are encouraged by the recent Federal/ GNB agreement which, among other benefits, will provide funding for additional childcare spaces. We ultimately aim to increase early learning accessibility for all low-income families above and beyond the current Parent Subsidy Program by advocating for the provision of childcare funding subsidies to all families that fall beneath the LIM (Low-Income Measure) whether they are working or in school.



Busy hands at work at the North End Early Childhood Hub





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