

2022 Results Report for Weyburn and Area

Instructions

- This results report is for the application for funding approved December 2021 for the period January 1, 2022 to December 31, 2022
- Type answers in the spaces provided.
- Answer all questions completely and do not direct to outside documents.
- To check a checkbox in the applicable questions, double-click on the checkbox and change the default value to “Checked” then click OK. An ‘X’ will appear in the box. If this does not work, put an X beside the box.
- Keep answers succinct and applicable to the question. The size of the box does not indicate the amount of content to be provided. The boxes will expand if you need to include more than the space displayed.
- Review this form to ensure it is complete.
- Email the completed form to kgushuliak@unitedwayregina.ca.
- **The due date is January 31, 2023.**
- This Results Report will be considered as part of the application process if submitting an application in January 2023.
- For further information, questions, or request for accommodation, please contact Kristin Gushuliak, Community Grant Manager, kgushuliak@unitedwayregina.ca

Section 1 – Organization Information

1. The contact person for this report:

Contact Name:	Amy Mohr
Contact Position Title:	Director of Development and Communications
Email:	Amy.mohr@bigbrothersbigsisters.ca
Phone Number:	306-540-6975

2. Organization:

Organization Name (legal name):	Big Brothers Big Sisters of Weyburn
Street Address or P.O. Box:	351 Broad Street, Regina, Sask
Community/Region Name:	Weyburn
Postal Code:	S4R1X2

Section 2 – Program Information

3. Name of program indicated on the application for 2022 funding:	In School Mentoring Program
4. Provide a one-line description of the program:	Provides youth with a role model and a friend to talk to and share the experiences of growing up, within school grounds, during the school year.
5. Indicate the reporting Period: (Most recently completed program cycle within the period January 1, 2022 to December 30, 2022 <u>(date)</u> to <u>(date)</u>):	Jan 1, 2022- Dec 31, 2022

Demographics

Complete the following questions on demographics for the program. Please answer with a final number, not a range or percentage.

6. How many different individuals have been served by the selected program? (<u># of unique clients served as opposed to # of visits</u>)	In the 2022 Calendar year, we served 20 unique individuals through our In School Mentoring Program in the Weyburn area. This program was offered in partnership with 3 different schools in both school divisions. In terms of information pertaining to “Populations Requiring Specific Care or Supports”, this data has not been collected outside of self-declaration. However, we are reviewing our data collection process and will be working towards including this demographic info in the future. Having stated this, we know that typically we serve a significant percentage of
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children from lower income single parent homes.

7. Fill out the demographic categories that you have program data readily available for:

- In the first column, select all the Population Types highlighted in grey that apply to your program. (Clicking on the box should add an “x”, if not, enter an “x” next to the box.)
- Then select the primary populations who are served within each Population Type if applicable. You are asked to select a maximum of 2 within each population type to identify the primary populations being served.
- Finally, enter the number of each population served.

PRIMARY (max 2)	Number Served	Population Type
<input type="checkbox"/>		<i>Populations by Age</i>
<input type="checkbox"/>	0	Early Years (0-5)
<input type="checkbox"/>	10	School-aged (6-12)
<input type="checkbox"/>	10	Adolescence (13-17)
<input type="checkbox"/>	0	Youth (18-29)
<input type="checkbox"/>	0	Adults (30-64)
<input type="checkbox"/>	0	Seniors and Elders (65+)
<input type="checkbox"/>		<i>Populations Requiring Specific Care or Supports</i>
<input type="checkbox"/>		People experiencing homelessness
<input type="checkbox"/>		People with low income or living in poverty
<input type="checkbox"/>		People living with mental illness
<input type="checkbox"/>		People struggling with addiction
<input type="checkbox"/>		Persons with disabilities
<input type="checkbox"/>		People experiencing interpersonal violence or abuse
<input type="checkbox"/>		People living in group homes or supportive living (under the age of 55)
<input type="checkbox"/>		<i>Indigenous People</i>
<input type="checkbox"/>		Indigenous: First Nations (currently we do not mandate this info, and it is up to our clients to self declare.)
<input type="checkbox"/>		Indigenous: Inuit
<input type="checkbox"/>		Indigenous: Metis
<input type="checkbox"/>		Indigenous: Non-Status

<input type="checkbox"/>		Indigenous: Unspecified
<input type="checkbox"/>		Racialized Communities
<input type="checkbox"/>		All (Do not select all unless you regularly serve all the communities listed. Check the top 3 and note any others.)
<input type="checkbox"/>		South Asian
<input type="checkbox"/>		Chinese
<input type="checkbox"/>		Black
<input type="checkbox"/>		Filipino
<input type="checkbox"/>		Latin American
<input type="checkbox"/>		Arab
<input type="checkbox"/>		Southeast Asian
<input type="checkbox"/>		West Asian
<input type="checkbox"/>		Korean
<input type="checkbox"/>		Japanese
<input type="checkbox"/>		Groups not otherwise specified
<input type="checkbox"/>		Gender and Sexual Identity
<input type="checkbox"/>	6	Male
<input type="checkbox"/>	14	Female
<input type="checkbox"/>	0	Members of LGBTQ2S+ communities
<input type="checkbox"/>	0	Gender Unknown
<input type="checkbox"/>		Newcomers
<input type="checkbox"/>		Permanent Residents - immigrants
<input type="checkbox"/>		Permanent Residents - refugees
<input type="checkbox"/>		Temporary Residents
<input type="checkbox"/>		Unknown Status
<input type="checkbox"/>		Single Parent Households
<input type="checkbox"/>		Single mothers
<input type="checkbox"/>		Single fathers
<input type="checkbox"/>		Single grandparents
<input type="checkbox"/>		Other
<input type="checkbox"/>		Specify:

Outcome Measurement:

Inputs	
Inputs are the resources required to fulfill your selected program.	
8. Check off the key Inputs that apply to the identified program and directly led to the intended outcomes:	
<input type="checkbox"/> Computers and other technology	<input type="checkbox"/> Professional Development/Training
<input type="checkbox"/> Curricula	<input type="checkbox"/> Staff
<input type="checkbox"/> Equipment	<input type="checkbox"/> Supplies and materials
<input type="checkbox"/> Facility or Program Space	<input type="checkbox"/> Utilities
<input type="checkbox"/> Facility Security	<input type="checkbox"/> Vehicles
<input type="checkbox"/> Funding	<input type="checkbox"/> Volunteers
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Activities	
Activities are the key tasks or services that demonstrate a reasonable response to the social issue identified and directly contribute to the program outcomes.	
9. Check off the key Activities that you collected outputs on and that apply to the identified program:	
<input type="checkbox"/> Assessment and Screening	<input type="checkbox"/> Outreach
<input type="checkbox"/> Case Management	<input type="checkbox"/> Provide Food
<input type="checkbox"/> Childcare	<input type="checkbox"/> Provide Shelter
<input type="checkbox"/> Counseling	<input type="checkbox"/> Raising Awareness or Public Education
<input type="checkbox"/> Crisis Support Lines	<input type="checkbox"/> Referrals
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Rehabilitation or Therapy
<input type="checkbox"/> Home Visits	<input type="checkbox"/> Transportation
<input type="checkbox"/> Non-Crisis Support Lines	<input type="checkbox"/> Workshops/Instructional Classes
<input type="checkbox"/> Other: Developmental Relationships	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: Mentoring _____	<input type="checkbox"/> Other: _____

Outputs	
Outputs are the anticipated products of the program's activities that will produce the desired intended outcomes for the program's participants.	
10. Check off the key Outputs that you collected data on and that correspond to the Activities selected above and enter the number produced:	
Example: <input checked="" type="checkbox"/> # of calls	25
<input type="checkbox"/> # of assessments completed	20
<input type="checkbox"/> # of calls	

<input type="checkbox"/> # of childcare spaces provided	
<input type="checkbox"/> # of counseling sessions conducted	
<input type="checkbox"/> # of educational materials distributed	
<input type="checkbox"/> # of field trips	
<input type="checkbox"/> # of home visits completed	
<input type="checkbox"/> # of meals served	
<input type="checkbox"/> # of new connections made	10
<input type="checkbox"/> # of referrals made	1
<input type="checkbox"/> # of rehabilitation/therapy sessions conducted	
<input type="checkbox"/> # of shelter spaces provided	
<input type="checkbox"/> # of specialty services that are culturally appropriate delivered	
<input type="checkbox"/> # of transports	
<input type="checkbox"/> # of web inquiries	35
<input type="checkbox"/> # of workshops/instructional classes taught	
<input type="checkbox"/> Other: # of children served	10
<input type="checkbox"/> Other: # of schools partnered with	3
<input type="checkbox"/> Other: # of match support sessions (email, phone, in-person, virtual)	50
<input type="checkbox"/> Other:	

<p>11. Indicate any changes made to inputs, activities and outputs compared to what was indicated on the application. Provide an explanation of why changes were made and what you learned throughout the process (i.e. did you add, remove or make changes to the planned inputs, activities or outputs listed on the application?):</p>
<p>Inputs:</p> <p>No changes to inputs from application</p>
<p>Activities:</p> <p>There was one referral that had to be made.</p>
<p>Outputs:</p> <p>No changes to outputs from application</p>

12. Did the program meet its targets and/or achieve its intent? Please explain.

Yes, the In School Mentoring Program met its targets and achieved its intent by successfully matching ten mentees with 10 positive high school mentors. The Developmental Relationships that were created will continue to foster connection over the entirety of the school year. With the discontinuation of the program due to the COVID-19 pandemic, ultimately this program had to be reimplemented into the community. There were a lot of changes to the local school landscape in Weyburn during the pandemic years; three elementary schools were closed and amalgamated into one larger school (Legacy), which meant a change in staff liaisons and connections with our agency. We made the decision to focus the recruitment of high school mentors (Comprehensive High School) and were extremely successful in this regard as ten mentors were thoroughly screened and accepted into the program. We were also successful in having the program implemented into St. Michael School which means additional connections, relationships and impacts made in both public and separate school divisions.

13. Impact Story - Provide at least one Impact Story that highlights how your program made a change in the life of a participant. The most useful stories highlight a specific positive change resulting from the program, and then clearly states how the change is linked to United Way's Focus Area Outcomes* All That Kids Can Be, Poverty to Possibility or Healthy People Strong Communities (maximum of 400 words). **These stories could be used in United Way marketing materials and may be edited to fit the communication medium.**

If possible, provide the name of the person who appears in the story, a photo and a signed photo release form (you can use your own form or one provided by United Way).

A male mentee, named Michael, was suggested for the In School Mentoring program due to having a challenging relationship with his father that was affecting his everyday life. The mentee's mother had requested a male mentor due to this strained relationship and with the hopes that a positive male influence would make a positive impact on the mentee. The In School Mentoring program mentors were all high school students, and only one male applied. He was chosen to be matched with Michael and when this writer was doing the match introductions, Michael literally shouted out in excitement when he was told he would be matched with Kent. They quickly discovered that they had many common interests and since their match introduction they have been very busy playing soccer, playing board games, and just genuinely having a ton of fun together. Michael has shared that he rated their match a 10 out of 10 because his mentor Kent is the best and he loves spending time with him. The school liaison for this match has reported that Michael is over the moon happy with having Kent as a mentor and has been telling everyone about the fun that they have together. The goal for having Michael in this program was to have a positive male influence in his life and this has absolutely been accomplished with Michael and Kent's match. This program has helped Michael create a positive association with school since he meets with Kent once a week on the school grounds and he genuinely looks forward to seeing his mentor.

*see Appendix A for more information on the Focus Areas.

14. Provide additional quotes from participant children, youth, families/caregivers or individuals.

If possible, provide the name of the person who provided the quote, a photo and a signed photo release form (you can use your own form or the one provided by United Way).

“I rate the match a 10 out of 10 because Kent is awesome and I am SO pumped to have a Big Brother!” - Michael (mentee in the In School Mentoring program)

“We enjoy each other's company and have quite the connection growing!” - Bree (mentor with the In School Mentoring program, after 1 month of being matched)

“Our visits feel super natural, comfortable and fun.” - Camryn (mentor with ISM program, 1 month after being matched)

“I love that we always play games together and tell each other stories. She is so fun to be with and I love that she listens to me, I like talking to her a lot” - Ciara (mentee with ISM program, 1 month after being matched)

15. If there are any additional information/comments you would like to provide, enter it here. (E.g. Information about the effects of COVID-19 on programming, any changes to the organization, challenges, etc.)

COVID-19 negatively affected the ISM program due to the inability of mentors and mentees to meet in person on the school grounds. Virtual match options were made available but no volunteer interest was present for this option, so ultimately this program did not run for over two years.

16. Acknowledgment: Provide a list of the ways that your organization recognized United Way Regina for the funding over the past year. If possible, provide a screen shot of social media posts.

United Way was recognized in social posts, on our website and verbally to caregivers, school liaisons and mentors.

By signing below:

Agency signing authorities certify that they have the power to bind the agency, and further, they affirm that the total contents of this application are true, complete and accurate.

Signature:



Executive Director/CEO Signature

Jan 31, 2023

Date

_dominika.krzeminska@bigbrothersbigsisters.ca

Email address

Appendix A

United Way Focus Areas:

- **All That Kids Can Be:** Improving access to early childhood development programs, helping kids stay on track in school and graduate from high school.

Success in School

- Children are ready for school
 - Children and youth are successful in school
 - Youth make a healthy transition to adulthood
- From **Poverty to Possibility:** Increasing opportunities for individuals and families to move from living in poverty to become more independent and self-sufficient.

Food Security, Housing Stability, Employment and Financial Literacy

- Access to affordable, nutritious and appropriate food
 - Increased consumption of nutritious and appropriate food
 - Improved access to emergency shelter
 - Improved access to affordable housing
 - Increased access to supports to maintain stable housing
 - Increased support to find and maintain employment
 - Improved financial stability and avoidance of financial crisis
 - Improved access to affordable goods & services needed to support independence and stability
- **Healthy People, Strong Communities:** Improving access to social, health-related support services including systems navigation to find help when they need it the most.

Personal Wellbeing and Safety and Connected to Supports

- Improved mental health
- Improved safety especially victims of interpersonal violence and abuse
- Increased help to better navigate support systems
- Improved access/availability to services and supports