

Appendix VIII

Log Framework – It Takes a Community Working Together to Heal Aboriginal Children Exposed to Family Violence

Appendix 1: Child well-being outcomes

The following example from World Vision shows the kind of child well-being outcomes we will use. The outcomes are intentionally framed in a jargon-free way, so that any family, community, or professional person can easily understand them. Before the project begins, we will adapt appropriate child well-being outcomes for the Alberta on-reserve context.

World Vision International DRAFT child well-being indicators, August 2007
<p>Sustained well-being of children within their families and communities is demonstrated when boys and girls...</p> <p>Are healthy and well-nourished</p> <ul style="list-style-type: none"> ▶ Parents, caregivers, and communities know how to keep children healthy. ▶ Children are well-nourished at all times of the year. ▶ Children are protected from infection, disease, and injury. ▶ Children have access to essential health services. <p>With basic literacy and essential life skills</p> <ul style="list-style-type: none"> ▶ Children read, write, and use computation skills. ▶ Children make good decisions, are able to protect themselves, manage emotions, and develop communication skills. ▶ Children prepare for livelihood opportunity. ▶ Children have access to quality education. <p>Love God and their neighbours</p> <ul style="list-style-type: none"> ▶ Children experience God's love. ▶ Children have hope and vision for the future. ▶ Children care for others. <p>Receive care and provision</p> <ul style="list-style-type: none"> ▶ Parents or caregivers are able to provide well for their children. ▶ Parents or caregivers care for their children in a positive family environment. ▶ Children enjoy positive relationships with peers. <p>Are valued, protected, and included</p> <ul style="list-style-type: none"> ▶ Children participate in decisions that affect their lives. ▶ Children's rights and dignity are upheld (including girls and boys, different religions, ethnicities, abilities, or HIV status). ▶ Children are safe within the home and community, with safe places to play. ▶ Children are named, identified, and registered at birth.

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Summary of objectives	Indicators of success & means of verification	Key assumptions and primary risk factors of the project
<p>Programme Hypothesis</p>	<p>Families, children, and communities can live in happiness if:</p> <ul style="list-style-type: none"> ▶ Everyone has an adequate livelihood (physical) ▶ Everyone is guided by "love they neighbour" (spiritual) ▶ There is equality for everyone (social/emotional) ▶ World leadership is caring and works for people (social/mental) 	<p><i>The collage, above, shows this vision in graphic form, communicating integral aspects in non-verbal and non-linear ways. The current project is just one of many on-going initiatives by shelters and their partners towards this vision for Aboriginal communities.</i></p>

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Project goal	<p>Intensive intervention and action-research with Aboriginal children exposed to family violence (CEFV) keep children out of the criminal justice system.</p> <p>Specific cohort parameters:</p> <ul style="list-style-type: none"> ▶ Children age 7 ▶ 50 children (note: the project will start out with 75 children – an average of 15 per reserve – in order to allow for some attrition from the programme, and still have a cohort of 50 by the end of the project. Attrition will be used as a learning opportunity. See 3.7). ▶ 5 on-reserves shelters across Alberta ▶ 3 year period of intervention 	<p>Indicator: 80% of the children in this project will remain out of the criminal justice system during the 3 year period of the project.</p> <p>Means of verification: School and social services records.</p> <p>Indicator: 100% of communities involved in the project increase their compliance with the UN Convention of the Rights of the Child, in particular, Articles 12, 19, 24, 27, 28, 29, 33.¹</p> <p>Means of verification: Project, shelter, health, social services, and school records.</p>	<p>The project seeks to mitigate risk factors and enhance protective factors. The primary risk factors this project addresses are: children who witness violence; lack of services (social, recreational, cultural, etc); and family distress.</p> <p>Child well-being is the primary means for enhancing and measuring protective factors. The child well-being outcomes which inform us are shown in detail in Appendix 1.</p> <p>Support provided to children must be intensive, i.e. wholistic, with needs being met in all areas of their lives; ecological, taking into account their entire social systems, with a positive impact upon their families; and long-term.</p> <p>Interventions will be flexible, offering <i>whatever is needed</i> to each child.</p> <p>Intensive and flexible interventions require that dedicated staff become highly connected with the children in the project.</p> <p>Because the interventions will be intensive and flexible, as described, impact goes beyond the child to positively affect the families and community/social systems.</p> <p>Shelters will be the project's primary point of contact, with the dedicated staff, called Child Advocates (CAs), placed in the on-reserve shelters.</p> <p>Our key partner for the research is The Centre for Children and Families in the Justice System (CCFJS).</p> <p>Prevention means that children will not become perpetrators of violence, and will remain out of the criminal justice system.</p> <p>This is not a stand-alone project, but is conceived in conjunction with 2 similar initiatives, with cohorts of children ages 0 – 12 months and 14 years.</p> <p>The action-research and evaluation methodology for this project is appreciative inquiry, which is culturally appropriate (uses story-telling) and focus on identifying and building on strengths.</p>

¹ These articles concern participation, protection, health, standard of living, education, and protection from narcotic/psychotropic substances.

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Summary of objectives	Indicators	MOV	Assumptions, risks, and notes
Outcomes to which the project contributes			
<p>1. Aboriginal women and children have increased capacity to interrupt the cycle of violence and live thriving lives.</p>	<p>60% of the children who remain in this project to the end, will complete the minimum number of hours of school attendance for their age, per the Alberta Learning Commission's standards.</p>	<p>School records.</p>	<p>School attendance is a condition of and predictor for school completion. Research shows that if children stay in school they are much more likely to stay out of the criminal justice system; therefore, school completion is used as a proxy indicator for prevention.</p>
<p>2. Children with shelter experience are involved in community discussions and crime prevention policies and strategies.</p>	<p>100% of the children who have remained in the project to its end, actively participate in child-appropriate crime prevention strategies.</p>	<p>Project records. Key partner records.</p>	<p>While the project will have many stakeholders, key partners have a larger role. Key partners are defined as those with which the project has a formal agreement.</p>
<p>3. On-reserve shelters and communities apply a Model for Action (MFA) created by this project, to reduce youth crime.</p>	<p>By the end of the project, all the on-reserve shelters and 60% of key partners will apply the MFA on an ongoing basis.</p>	<p>Project records. Shelter records. Key partner records.</p>	

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Summary of objectives	Indicators	MOV	Assumptions, risks, and notes
Outputs the project delivers			
<p>1.1 Through appreciative inquiry, women and children in the project are assisted to identify their strengths, as the basis for building resilience/thriving.</p>	<p>100% of mothers and children who remain in the project to its end have identified their strengths, and ways to build on them.</p>	<p>Appreciative inquiry report.</p>	<p>Intensive supports are as described above in the project's key assumptions: <i>wholistic, ecological, and long-term.</i></p> <p>Output 3.7, below, directly supports this Outcome.</p>
<p>1.2 Women and children receive crisis interventions.</p>	<p>Women in the project report increased quality of life, compared to other women served by the shelters.</p> <p>The well-being of the children in the project improves, particularly in the domains of "receive care and provision" and "are valued, protected, and included."</p>	<p>Shelter exit surveys. Beginning, mid, and end-of-project focus groups with children.</p> <p>Health records.</p> <p>Shelter records.</p> <p>School records.</p>	<p>Quality of life factors that are measured by shelters in exit surveys capacity to keep self and children safe.</p> <p>Child well-being is a measure of thriving: it is assumed that child well-being contributes very significantly to interrupting the cycle of violence.</p>
<p>1.3 Mothers in the project receive support to develop their parenting skills.</p>	<p>By the end of the project, mothers can indicate 5 specific strategies they have employed to improve child well-being.</p> <p>Mothers are more involved in schooling.</p>	<p>Beginning and end-of-project focus groups.</p> <p>School records.</p>	<p>The school-parent link is known to be an important indicator for school attendance and performance; thus, the project will look at mothers' interest and involvement in their children's schools.</p>

² These outputs are completed under the leadership of the CAs who will be hired; see output 3.3.

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Summary of objectives		Indicators	MOV	Assumptions, risks, and notes
1.4	Mothers in the project receive education on escaping violence, protecting their children, and breaking the cycle of violence.	100% of the mothers who remain in the project to its end, can explain violence risks and protection factors. Mothers can indicate specific actions they have taken to break the cycle of violence.	Beginning, mid, and end-of-project focus groups. End-of-project survey.	
1.5	Children receive developmentally-sensitive education on escaping violence and breaking the cycle of violence.	100% of the children who remain in the project to its end, can explain violence risks and protection factors.	Beginning, mid, and end-of-project focus groups.	
1.6	Community education and public awareness conducted to gain community support (at round dances, schools, community walks, publicity, etc)	By the end of the project, the communities are aware of violence, and of risks and protection factors.	Beginning and end-of-project focus groups.	
1.7	Community collaboration sessions held to plan and learn from interventions.	Community collaboration on child well-being has increased both qualitatively and quantitatively amongst key partners.	Records of meetings Pre and post project surveys.	



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Summary of objectives	Indicators	MOV	Assumptions, risks, and notes
Outputs contributing towards Outcome 2: Children with shelter experience are involved in community discussions and crime prevention policies and strategies.			
2.1 Child Advocates' (CAs) and key partners' capacity is built regarding child participation, according to internationally recognized standards.	UN and NGO child participation standards and materials are adapted for the project. By the end of the project, 100% of CAS and key partners know and demonstrate child participation standards.	Project records. Key partner records. End-of-project survey and focus groups.	Children, though beneficiaries, are also key participants of the project, as per the UN Convention on the Rights of the Child. The right of the child to participate in matters affecting him/her is explicit in Article 12 of the UN Convention on the Rights of the Child: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."
2.2 Discussion and planning sessions held with participating children and with key partners.	100% of children who remain in the project to the end, participate in at least one discussion and/or planning session per quarter. 80% of key partners participate in at least half the discussion and/or planning sessions.	Project records.	
Outputs contributing towards Outcome 3: On-reserve shelters and communities apply a Model for Action (MFA) created by this project, to reduce youth crime.			
3.1 Formal agreements established with key partners.	Stakeholder analysis completed. Agreements signed.	Project records.	We already know that we will need to partner RCMP, police, band councils, schools, child welfare agencies, and income-support agencies. The families involved in the project will also, obviously, be key stakeholders.
3.2 Action-research and evaluation plan established.	Written plans.	Project records.	

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Summary of objectives	Indicators	MOV	Assumptions, risks, and notes
3.3 CAs hired and their capacity built.	Dedicated worker for the project in each on-reserve shelter. Standard curricula and/or checklists established for project works.	Shelter records. Project records.	<p>We will conduct a complete stakeholder analysis to ensure we connect appropriately with all important partners.</p> <p>The children will be chosen from those who have, at some point, been in shelter care in the 5 on-reserve shelters. The children will, therefore, have been exposed to violence, one of the key risk factors which this project addresses.</p> <p>It is a significant risk to the programme that mothers of CEFV will be reticent to participate for fear that, with the intensive connection to the child, any perceived lacks in parenting would be made public and/or raise the possibility that children will be removed from the home. Hence, the specific output regarding orientation and capacity-building of mothers.</p> <p>Since interventions will be customized, they will vary from child-to-child, from family-to-family, and from community-to-community. They may include: parenting support or capacity building; establishing and/or working with children's groups; establishing and/or delivering programmes for children in shelters; batterer's interventions, child health interventions, public education, working with schools, etc.</p>
3.4 Seventy-five 7-year-olds chosen to participate in the project.	Criteria established for child participants. Agreements reached with the children and families.	Project records.	
3.5 Mothers of children in the programme provided with special orientation and capacity building.	Standard curricula and/or checklists established. 100% of children and their mothers who remain in the project to the end, have gone through the entire curricula.	Project records.	
3.6 Intensive interventions provided in support of the children.	100% of children who remain in the project to the end, have improved in all the child well-being domains.	Project records.	
3.7 Learnings and best practices documented (including learnings from attrition).	Both academic and community-use documents are produced.	Project records.	
3.8 MFA developed.	Fully-developed, multi-media information and tools are produced.	Project records.	

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	Summary of objectives	Indicators	MOV	Assumptions, risks, and notes
	3.9 MFA disseminated/delivered in the communities.	By year 3, 100% of community partners have increased their awareness of local shelter interventions and expertise.	Pre- and end-of-project surveys.	Child well-being is a measure of thriving; it is assumed that child well-being is necessary to interrupt the cycle of violence.
	3.10 Communities apply the MFA.	Key partners are knowledgeable about the MFA. Key partners demonstrate use of at least 3 MFA tools.	End-of-project survey. Partner records.	



Activities to accomplish Output 5.2: Shelter infrastructure strengthened through RO leadership.			
<p>5.2.1 Identify shelter program policy gaps and develop necessary documents (outcomes, data gathering, HR, service delivery toolkits, TORs, etc) to standardized programs</p>	<p>-shelter community of board, ED, staff have clarity about shelter programs, outcomes and roles</p>	<p>-shelter documents created and distributed</p>	<p>Leadership (shelter boards, EDs), elders, and staff all need to be involved in identifying infrastructure gaps and need. Staff buy-in will result in durable systemic change.</p>
<p>5.2.2 Develop program evaluation processes</p>	<p>-annual evaluations on programs and delivery undertake</p>	<p>-evaluation process delineated and used</p>	<p>Developing the infrastructure will bring clarity, stability and will improve staff retention.</p>
<p>5.2.3 Identify key programming needs for children in residence and outreach programs</p>	<p>-staff/ED participate in wellness and development</p>	<p>-wellness and development resources identified and used</p>	<p>Improved staff retention will facilitate positive program outcomes that are measurable.</p>
<p>5.2.4 Identify policy needs for shelter board governance</p>	<p>-improved communication</p>	<p>-communication pre/post test</p>	<p>As a result of program/facility/service delivery for on-reserve CEFV, fewer children will be in care. On-reserve crime statistics will decrease.</p>
<p>5.2.5 Develop wellness and professional development plans for EDs and staff</p>	<p>-increased capacity to develop research</p>	<p>-RO website hits</p>	
<p>5.2.6 Develop a communication plan for RO, shelters, ACWS and community partners</p>		<p>-research documents produced</p>	
<p>5.2.7 Develop and upkeep RO website and e-materials</p>		<p>-Resource Centre holdings</p>	
<p>5.2.8 Develop a strategic plan (including business plan) for infrastructure development with benchmarks for completion</p>			
<p>5.2.9 Set up RO Resource Centre to provide access to information on traditional practises, elders information, legal information</p>			
<p>5.2.10 RO develops collaboration strategies with ACWS and the member shelters for mutual support and knowledge sharing.</p>			

Activities to accomplish Output 5.3: Access to shelter programs and services increased as a result of RO leadership.			
<p>5.3.1 Conduct a feasibility study for new emergency and second stage shelter development</p> <p>5.3.2 Conduct a feasibility study for the development of men's, youths' and seniors' on-reserve shelters</p> <p>5.3.3 Develop a strategic plan for the development of additional shelters, as above</p> <p>5.3.4 Provide information and data on current shelter program usage and outcomes (residence and outreach)</p> <p>5.3.5 Develop and implement public awareness campaign and materials on domestic violence on-reserve</p>	<p>-service gap identified and strategic plans to meet need developed</p> <p>-Needs assessment, based on existing on-reserve shelter data confirms service provisions requirements</p> <p>-Public awareness increases</p>	<p>-research documents produced</p> <p>-pre/post scan of on-reserve community to measure increased public awareness</p>	<p>Thorough research will accurately identify need for on-reserve shelter service.</p> <p>Increased public awareness will support shelter awareness and usage and will enable families to heal.</p>

Alberta On-Reserve Shelters Regional Office (RO)

Development of On-reserve Shelter Logframe Outcome #5: Strong shelter organization built

Logframe last updated 8 December 2008

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Activities to accomplish Output 5.4: Collaborations with Community Partners developed as a result of RO leadership.			
<p>5.4.1 Hold stakeholder community meetings</p> <p>5.4.2 Provide communications materials to communities</p> <p>5.4.3 Build collaboration with band councils through meetings, trainings, community events on key issues such as housing, FV Fund delivery, second stage facility development, etc</p> <p>5.4.4 Develop MOUs with key partners (band council, RCMP, schools, etc)</p>	<p>-increased community awareness of domestic violence and shelter programs</p> <p>-increased collaboration with band councils for community collaboration</p>	<p>-meetings held</p> <p>-newsletters, communications developed and signed</p>	<p>Community involvement will support awareness of domestic violence, shelter services and increase shelter sustainability.</p> <p>On-reserve crime statistics will decrease.</p> <p>Partnership collaboration will increase the stability of the on-reserve community.</p>