all in for youth

Year 2 Evaluation: Final Report

September 2017 – August 2018

Prepared by:

CUP **Community-University Partnership**
for the Study of Children, Youth, and Families

December 21, 2018

Contents

Executive Summary

Education forms the foundation for a bright future. However, many students face barriers to learning and school success. All in for Youth (AIFY) helps remove these barriers by supporting students and families with school-based, wraparound supports delivered collaboratively between schools and community agencies. On-site supports and services include mental health therapy, nutrition, success coaching, after-school programming, mentoring, and family supports. Building on a more than 20 years of work (based on learning from past initiatives, explorations of effective practices, supported by established relationships among partners), the AIFY initiative was first piloted in September 2016 in 5 demonstration schools in Edmonton (including elementary, junior high, and high schools). These demonstration schools were chosen because they represent some of the highest needs schools in the city, with many students and families experiencing complex barriers to school success and overall wellbeing.

Given the complexity of developing an intersectoral model of service delivery, evaluation activities utilizing multiple methods have unfolded alongside initiative implementation. This report presents the findings for Year 2 of the AIFY evaluation. Findings represent learnings on initiative implementation and practice applications from the September 2017 - August 2018 school year.

The evaluation was grounded in a participatory approach where the evaluation research team (CUP) worked closely with the AIFY operational and steering committee partners to identify appropriate outcomes, methods, and measures. Data were derived from multiple sources, including:

1. Interviews and focus groups with students, families, agency staff, agency leaders, school staff, and school administrators
2. An online survey administered to parents/caregivers about their use and perceptions of the AIFY supports
3. Secondary data collected by agencies
4. Aggregate-level secondary data collected by schools
5. Cohort-level secondary data collected by schools and agencies about students who received one or more AIFY services

The findings generated through these methods, as well as relevant academic and grey literature, are presented in this report in the following main sections:

- **Evaluation Summary:** Provides a summary of the Year 2 evaluation activities. Participant characteristics, data sources, and a description of the collaborative nature of the evaluation activities is described in this section.

- **Impacts:** This section highlights the impacts of the AIFY work for Year 2 of implementation. Impacts that represent the initiative as a whole are presented first. Followed by impacts related to service delivery. Finally, impacts specific to students and families are presented.

- **School Profiles:** This section contains a school profile for each of the five demonstration schools, presenting information on demographics, academics, resiliency, and AIFY supports and services.

Data is derived from the secondary data collected by agencies, aggregate-level secondary data collected by schools, and cohort-level secondary data collected by schools and agencies.

- **Students and Families:** This section integrates data from interviews with students and families and the family survey to describe students' and families' experiences with the AIFY supports and services. Quotes woven throughout the section illustrate the transformational impact that the AIFY supports have had in the lives of many students and families. Discussion of the importance of the supports is organized around four overlapping levels: students, families, schools, and communities. For students, the supports helped to promote academic growth, social competence, emotional and mental wellbeing, and future success. For families, the AIFY supports helped to remove barriers to accessing supports, as well as strengthen and stabilize families. At the school level, the agency staff contributed to school improvement by engaging parents, enabling teachers to focus on teaching and learning by addressing students' barriers to learning, and enhancing schools' abilities to support students towards academic goals. Finally, AIFY was recognized as having the potential to contribute to the vitality of the communities surrounding the demonstration schools.

- **AIFY Schools:** This section describes the ways that school administrators and school staff are supporting the AIFY work, and how the initiative has influenced their practice. Interviews and focus groups with school administrators and school staff were used to trace the evolution of collaboration between schools and agencies, school staff's roles and involvement in AIFY, and agency staff's relationship-building with students and families in the school communities. All in for Youth contributed to shifts in school stakeholder's perspectives on working with students and families, particularly around trauma-informed practice. Looking ahead, schools and agencies continue to negotiate ways of working together that balance learning with addressing underlying barriers to learning, as well as plan for initiative sustainability.

- **AIFY Service Providers:** This section provides an overview of the agency staff's work in the schools, drawing on interviews and focus groups with agency staff and leaders, and secondary data from the agencies. Changes in agency staff's roles from Year 1 to Year 2, as well as development in agency staff's relationships with school staff and one another, are highlighted. Characteristics of effective collaboration across agencies, between agencies and schools, and with external partners are identified, as well as implications for agencies' practice going forwards.

- **Systems Change:** This section outlines the AIFY partnership's progress towards influencing systems change. Findings are categorized according to six conditions underlying systems change: practices, policies, resources, relationships, power dynamics, and mental models.

- **Principles:** This section provides a high-level overview of how the 10 principles that guide the work of AIFY were upheld during Year 2 of the initiative.

- **Recommendations:** In interviews and focus groups with the different AIFY stakeholders, we asked people to share ways they thought the AIFY initiative could evolve to better meet the needs of students and families. Recommendations around practice and programming from these stakeholders are presented. AIFY stakeholders also shared practices and programming that was perceived as effective, but these may only be occurring in some of the demo schools.

These insights into 'what is working well' in the AIFY work are also shared as recommendations in this section. Recommendations are first presented by AIFY stakeholder group. A summary of recommendations heard across stakeholder groups is presented at the end of this section.

Throughout the report (in the following sections: Students and Families, AIFY Schools, AIFY Service Providers, and Systems Change) we also present **Practice Applications**. We use these sub-sections to present findings that represent learning opportunities for the initiative and its work, based primarily on qualitative data from participating stakeholders.

The findings of this evaluation demonstrate that AIFY has contributed to positive impacts in the lives of many students and families in the school communities, as well shifts in the ways schools and community agencies collaborate to support populations with complex needs. The strategies and recommendations provided in this report will be relevant to practitioners as the initiative moves forward, and may help inform decision-making around collaborative practice, service delivery, and sustainability planning.

Evaluation Summary: Data Sources and Activities

All In For Youth Evaluation

Year 2 Data Sources and Evaluation Activities

Year 2 Data Sources

Stakeholder Interview and Focus Group Data → **140** Stakeholder Participants

Family Survey Data → **54** Family Surveys Completed

Whole School Data → School Data from the **5 Demo Schools**
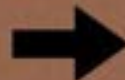
School AIFY Cohort Data → **1,349 Students** Accessing 1 or more AIFY Support

Agency Data → Data from **3 Agency** Service Providers

Stakeholder Interview and Focus Group Data

Stakeholder Participants:

36 Students   34 School Staff   25 Agency Staff   11 Agency Leaders

23 Parents/Caregivers   11 School Administrators

43 Interviews Conducted with Students and Parents/Caregivers*

19 Focus Groups Conducted with School Staff, Agency Staff, School Administrators, and Agency Leaders**

* Some students participated in focus groups

** 1 Agency Staff participated in an interview

Family Survey Data

Online Survey for parents/caregivers in the demo school communities

Parents/Caregivers asked about their perceptions of the AIFY demo School Communities (e.g., Perceptions of people who work in the school, the safety of school building)

Parents/Caregiver also asked to report on perceptions of their children attending the AIFY demo schools (e.g., perceived improvements in skills, behaviours, etc.)

Link for survey sent to parents/caregivers by Agency Staff and the Evaluation Research Team

Whole School Data*

Demographic

Literacy

Attendance

School Readiness

Student Survey

Resiliency

Drop-Out Rates

Student Mobility

School Completion

Accountability Pillar Report

School Transitions

* These data provided by school partners

School AIFY Cohort Data *

Bar chart: # of Students in AIFY Cohort

- Delton: 203
- John A. McDougall: 215
- St. Alphonsus: 306
- Spruce Avenue: 184
- Eastglen: 441

Legend:
- Delton
- John A. McDougall
- St. Alphonsus
- Spruce Avenue
- Eastglen

Hexagons:
- Demographic
- Literacy
- Resiliency
- Accountability Pillar Report
- Attendance
- Agency Data
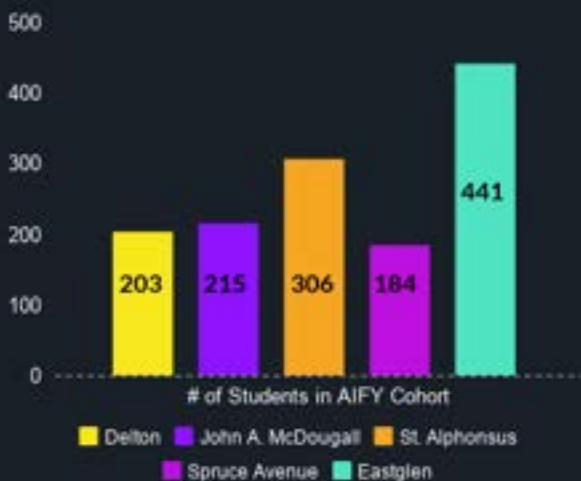
* Students were part of an AIFY cohort if they accessed one or more AIFY support/service during the 2017-2018 School year; Excluding students who only accessed nutrition supports, as these are considered more universal supports; Secondary data from agency and school partners

Agency Data *

Hexagons:
- Mental Health Therapy
- Nutrition Support
- Out-of-School Time
- Roots and Wings Support
- Success Coaching
- Mentoring

- Types of Student and Family needs
- Magnitude of service delivery in demo schools
- Student and Family perceptions of services
- Service impacts
- Programming characteristics
- Capacity building activities

* Secondary Data from Agency partners

Working Together to Support the AIFY Evaluation

The evaluation research team relied on the support of different AIFY stakeholders to support evaluation activities.

Stakeholders Involved

Agency Staff

Operational Partners

School Administrators

Agency Leaders

Evaluation Activities Supported

Data Collection Planning

Participant Recruitment

Data Collection Scheduling

Accessing Secondary Data

Providing Feedback

Impacts

AIFY IMPACTS: Year 2 Highlights

In this section of the report, we will present a summary of the impacts shared by different stakeholders involved in AIFY initiative (based on interview and focus groups with these stakeholders). We will also present secondary data from the AIFY agencies that highlights the magnitude of the AIFY work in the demo school communities. Impacts highlighted here are discussed in more detail throughout the following sections of the report. This section is a way to quickly see how the AIFY work has influenced the lives of the different AIFY stakeholders in Year 2, especially the lives of students and families.

Impacts at a Glance

Access was provided to school-based supports in 5 schools to help students and families thrive

Nutrition Supports for Students and Families

Mentoring for Students

After School Programming for Students

Family Support Workers in Schools

Mental Health Therapists in Schools

2,110 students and their families served across the 5 AIFY schools

1, 349 students accessed 1 or more targeted AIFY supports* across the 5 demo schools

48% - 97% of all students in each demo school accessed targeted supports

*Students not included in this sum if they only accessed nutrition supports

On average, 5 caring adults were integrated into each demo school community (Full-time) to provide the wraparound supports for students and families

Skilled professionals working in schools to meet student and family needs, with a focus on supporting non-educational needs

Skilled professional available to work collaboratively with schools to support students and families

Students and families had more direct access to services and supports in schools

Impacts by AIFY Supports

Nutrition Supports

Over 900 students were served breakfast, lunch, or snack with nutrition support programming throughout the school year in Demo Schools

These supports are universal across the demo schools, all students are able to access nutrition supports

Roots and Wings Family Support

71 Families Served as formal clients

991 Short Term Engagements with **318 Parents and Children**

51 Universal Programming activities

8 Groups facilitated in schools (e.g., Parent groups that met on a regular basis throughout the school year)

All 5 Roots and Wings Workers had full formal caseloads and were working at their full capacity

Success Coaching

52 Students Served as formal clients

4,959 Short Term Engagements with **824 Students**

72 Universal Programming activities

15 Groups facilitated in schools (e.g., student groups that met on a regular basis throughout the school year)

Impacts by AIFY Supports

Mentoring

238 Elementary and Junior High students benefited from a mentoring relationship

11 High School students served as mentors

Mental Health Therapy

600 Students and Families Served as formal clients

1,566 Short Term Engagements with Students and Families

536 Presentations in schools

11 Groups facilitated in schools (e.g., Student or parent groups that met on a regular basis throughout the school year)

63% Treatment Impact across the 5 Demo Schools (A measure based on how clients evaluate the service provided by the therapist; Industry standard is set at 50%)

Out-Of-School Time

711 Students attended OST during the school year

210 Students attended Summer Programming

Impacts for Students and Families

Students and families were more engaged in schools

☑ Had more caring adults in school communities to help students feel welcome and "wanted"

☑ Helped students feel a sense of belonging to school

☑ Helped students want to attend school

"I feel like it makes me more stable 'cause I feel more wanted in this school. So it gives me [a] reason to...come to school actually. 'Cause you need motivation." - Student

"...a huge part of what [AIFY has] taken on is getting kids to school. Like we've had kids with attendance issues that are coming to school now, and are in our building." – School Administrator

"...[The Principal] had mentioned to me the other day, she's noticed that a lot more parents are contacting her to come in and chat with her about [their] kids...with more of the connection and community feel they have with the school they feel more comfortable to come in and chat about what's going on with their kids...." – Agency Staff

Students and families felt schools were a safe place

☑ Relationships with AIFY staff and other caring adults in schools helped children feel safe in schools

☑ The cultures of schools are shifting, schools are making changes to create safe places for students in the school and enhance current practices

"...it's really helpful to have somebody in the school to help you and make you feel safe and stuff." – Student

"One of the things...for me is that the kids now know there's...a safe place they can go...And it's not going to the office, you're not in trouble, it's a safe place in the school that kids can go and they can connect with other adults. And that's for me the biggest change that I've seen." - School Administrator

Supported family relationships

☑ Help improve communication among family members

☑ Help families manage conflict and provide strategies that promote healthy family dynamics

"She's starting to get along better with her brother. She's been working on that with [the Mental Health Therapist]... now, like she'll start to get into a fight with her brother and she'll stop and take a deep breath and walk away. She couldn't do that before. Our dynamic is different..." – Parent

Impacts for Students and Families

Helped students develop healthy peer relationships

"I've seen the importance in making friends. I've seen the importance of having supporting figures in your life. I've seen the importance of letting your emotions out." – Student

"She's built relationships with kids here that I don't think would have been possible without the after school programs." – Parent

"...for me it has been a lot and for [my daughter], too. We left my ex because we were fleeing domestic violence, so those programs help the two of us with a lot. She's able to have contact with more kids and I think she's building more healthy relationships." – Parent

Helped families gain stability

"It's done a lot of good for both of us. I'm a single dad and...I have been since he's been born. And things haven't really been too easy for us. Since [my child] started school, they've helped us out a lot, like pretty much everything...before them, I was just having trouble ...staying in one place. We were having trouble with our food, resources for food, and just pretty much everything. They helped boost confidence for myself and [my child]...They've always got resources for us to use. That's a lot more stable... So overall it's helped...stabilize us and given us more access to...community services..." - Parent

"...cause with my family we're like a really low-income family, so we have issues and with ...this family program in this school, it's really helped my family be able to...stay in our house and be able to keep ourselves on our feet." – Student

Helped students stay in school

"...if those supports weren't there this year...I don't think he would be in school right now." – Parent

"Well I probably would have lost my mind. And he probably would have dropped out of school completely... Because he was close to it as it was... If it wasn't for those supports, he probably wouldn't have gone at all in second semester...he would have been a Grade 10 dropout." – Parent

Impacts for Students and Families

Contributed to positive changes in students

☑ AIFY stakeholders attribute positive changes in the lives of students and families to the AIFY supports and people they connected with in schools

"...at least with the kids that I've been working with...I can see more characteristics of resiliency in them and just more self-confidence, more awareness, they can regulate better. So all of those things are really promising and really hopeful for...the fact that, the supports are working."
– Agency Staff

"I have a student in my class who receives support from every aspect of the All in for Youth team. And the difference in her from September until now, and the relationships she's been able to build with every adult in the team...she has no female influence at home. And so she's made these... profound adult relationships with women that care about her, and her confidence has shot through the roof this year compared to where it was in September. And she's just a totally different kid.... because all of her needs are being met from the All in for Youth team...in one kid that's just a huge impact." - School Staff

"...his mental health was a big concern for me. So, did it improve? Yes...Did it improve a lot? Not necessarily. But was he more aware of it? Absolutely. Absolutely...even now he's much more aware of when he's struggling with things. And he's able to ask for help..." – Parent

Students and families valued the AIFY supports

☑ Students and families have come to rely on the AIFY supports and for some, these supports have been a "lifeline"

☑ Families attributed AIFY supports and agency staff to positive changes they see in their lives

"Well, I feel like I have the supports I need to be a better parent and it's not so frustrating and you don't feel so alone." - Parent

"...[my child] has [the Agency Staff member] if she has a huge meltdown, which hasn't happened for quite some time because of all the support. So if it was just up to the school, and there's nobody else supporting, they wouldn't be able to handle my daughter...So these programs are ... necessary...I swear to god - it's a lifeline. It really is for parents." –Parent

"Everything has changed for the better...we were living in this place that was not the healthiest place to be in and it was just something that I could afford...at the time. It was kind of not the best. And they helped us look for [a new place], even go to this online resource to look for a place to live. One of the ladies there drove us down to different places to look at new places and gave us a recommendation and everything. So that was really good. They've also helped...us connect to other places [and] that...made things much easier. It's pretty much...been a complete 180-degree turn in life so far just over the last two years." - Parent

"Oh, we're 100% better. Our whole outlook and everything - we're stronger, we're able to face things. They gave us tools to use in all kinds of situations that we can use in our everyday life, not just in school kind of thing." - Parent

"...we did not know too [many] people before and now, not only through the schools, through the programs we know more people, like families. So, it's good." - Parent

Demonstration School Profiles

Demonstration School Profiles: Data Overview

This summary describes information presented across the demo school profiles. The main data sources used to create the school profiles are Accountability Pillar Reports for individual schools and for school Districts (from October 2018), school Resiliency Survey results, and data from each school District (e.g., EPSB, ECSD). In some profiles, school administrators also provided data from their school's District Feedback Survey. Some profiles present information that is specific to a type of school (e.g., graduation rates for the high school) and descriptions of this type of school specific information are not presented here. Descriptions about information unique to a given school is only presented within that school's profile.

Demographic Information

School Story

An introduction to each school and its unique story and characteristics.

Student Enrollment & Attendance

Rates of overall student enrollment. Rates of student enrollment by sub-population. Sub-populations include self-identified First Nation, Métis, Inuit (FNMI) students; Refugees; English language learners (ELL); and students with specialized supports (Special Needs).

School Mobility & Drop Out

School mobility and drop out show the percentage of students who changed schools or dropped out.

High Social Vulnerability (HSV)

Each school district ranks schools according to their level of social vulnerability. Districts may use different factors to inform ranking (e.g., student mobility, neighbourhoods' median household income, the number of families headed by a lone parent in neighbourhoods).

Transition Rates

Transition rates are provided for students in grades 6 and 9 across the last three years. Also included are the rates of students who transitioned to another AIFY school.

Academic Information

Education Quality

A measure of education quality is collected by the Alberta Government and reported in the annual Accountability Pillar reports. This measure reflects the percentage of parents, students, and teachers who are satisfied with the overall quality of basic education. Students included in this measure are in grades 4, 7, and 11; parents are randomly selected; and all teachers are asked to participate.

Reading Levels

For EPSB, reading levels are determined by the professional judgements of a teacher, using various forms of evidence, including formal assessment tools. For ECSD, only the Fountas and Pinnell assessment tool is used. These measures of reading level are used by teachers to inform their instructional plans for students.

Writing Levels

Writing levels are derived from the Highest Level of Achievement Test (HLAT) results. The HLAT is an assessment given each year for students from grades 1 to 9 in the EPSB District.

Student Achievement

1) Provincial Achievement Test (PAT): Student learning achievement is based on the PAT results for students in grade 6 and 9 (courses include Language Arts, Mathematics, Science, and Social Studies), reported in the annual Accountability Pillars.
2) Diplomas: Student learning achievement for students in grade 12 is based on diploma exams. Diploma exams are written for only select grade 12 courses.

Parental Involvement

A measure of parental involvement is also reported in the annual Accountability Pillar reports. This is a measure of the percentage of teachers and parents satisfied with parental involvement in decisions about their children's education.

Satisfaction with Program Access (ACOL)

A measure of teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

At Risk Students' Access to Programs

The percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Intention to Complete High School

The percentage of students who reported that they plan to complete high school on the student resiliency survey.

Resiliency

Resilience and Competence

Resilience refers to the internal and external strengths one requires to effectively navigate and proactively engage in life's challenges/opportunities successfully.

Competence refers to the academic and life skills/knowledge one requires to effectively actualize one's potential.

Resiliency data are obtained from a School Resiliency survey that is administered once a year for for students in Grades 4 to 12. These data assist school leaders and agency staff with building upon students' existing strengths and supporting areas of need.

Resiliency Levels

The survey measures the resilience students have in 10 main Factors. Each resiliency factor (e.g., family support & expectation; school culture, etc.) is assessed based on 31 developmental strengths. These results are used to identify both where students may need extra support, as well as where their strengths may lie. Students are categorized into one of the four resiliency levels below, depending on the number of Developmental Strengths they endorse:

Surviving	Maintaining	Striving	Thriving
Youths who report having **0 to 10** strengths are typically very vulnerable to adversity and negative influence.	Youths who report having **11 to 20** strengths are often vulnerable but more likely to have stabilizing positive influences in their lives.	Youths in the **21 to 25** range are often resilient and have the support and caring of significant relationships in one or more areas of their life.	Those youths with **26 to 31** of the developmental strengths are often very resilient and tend to thrive in the community, home and in group.

Student & School Characteristics

Data about student characteristics, including *school mobility, perceptions about caring adults and role models in schools,* and *plans to complete high school* are also collected by the resiliency survey. These results are student self-reported.

AIFY Core Services

Mentoring
The mentoring program included adult mentoring, teen mentoring, corporate mentoring, school group mentoring and community-based mentoring.

Out of School Time (OST)
OST focuses on five key areas including academic support, arts and culture, physical activity, health and nutrition, and growth, empowerment, and leadership.

Nutrition
Nutritional support made available to students and families in all 5 demo schools.

Mental Health Therapy
Mental health therapists has individual students or entire families as formal clients. The mental health therapist also provides classroom support and may do presentations in schools.

Roots and Wings
Roots and Wings workers support individual students and their families. Along with their formal clients, Roots and Wings workers connect with families informally during coffee groups and school events.

Success Coaches
Success coaches support student clients by helping students meet a variety of academic and non-academic needs. They also provide short-term interventions and help with school transitions.

Delton Elementary School

My mindset has always been we're here to help. We're not judging, we're not doing anything else, we're just here to help. And we're offering help to people, and we're offering supports. – Delton School Administrator
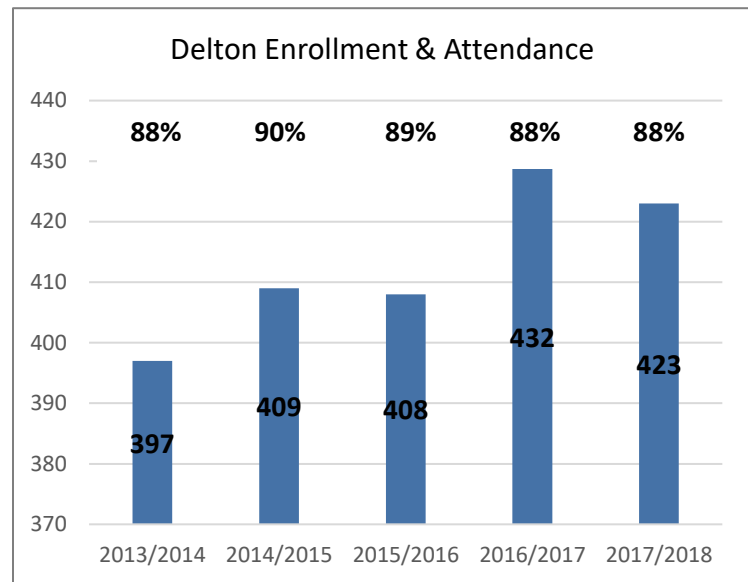
Demographics

Delton Elementary is a community school with a diverse student population. **The students and families in this school community are culturally diverse and there is a strong Indigenous student body. Delton also supports inclusive community programming with two Behavior and Learning Assistance classes and three Opportunity programming classes** (Opportunity programming helps students with mild cognitive disabilities and significant academic delays gain skills for future independent living and employment). Many early learners also attend Delton school. There is a pre-kindergarten program with two cohorts of students. There is also a full day Kindergarten program at this school (three Kindergarten classes for 2017/2018). Having such a diverse and young student body means there are many siblings attending Delton. The scope of the family needs at Delton is also great, and supports and services available at Delton are accessed widely and intensely. One support accessed by many students at Delton is the nutrition support program. **Eighty-two percent of the students at Delton access the lunch and snack program, providing students with healthy food to help them engage with their learning and focus in school.**

At this school, most of the AIFY agency staff work out of the 'Dragon's Den', a classroom located in the heart of the school. Students and families who need support know they can go to the Dragon's Den for this help. This classroom has also become a safe space in the school for students to go if they are struggling throughout the day. **Each day, 8 to 15 students go to the Dragon's Den to work on positive regulation, coping, and to take brain breaks, so that they are able to be successful and engage with their learning tasks while in school.** Every Monday, the Roots and Wings worker also has coffee for parents to engage families in the school community and offer them support to build partnerships and access community supports.

AIFY agency staff and school staff work together to support students and families and **over 85 referrals were made to the AIFY team for formal support throughout the 2017/2018 school year.** The majority of these referrals came from school staff and self-referrals from families. Agency and school stakeholders work together to prioritize and triage the needs of these students and families and work to ensure a consistent level of support. **School staff also feel their overall ability and capacity to implement trauma informed practice has improved.**

Student Enrollment & Attendance

The Enrolment and Attendance chart shows the total number of students who were enrolled at Delton Elementary in the past five years. The percentages above the bars are the average attendance rates of students for that school year. During the 2017/2018 school year, the overall number of students enrolled at Delton decreased slightly and the average attendance of students remained stable. **With the help of the AIFY wraparound supports, Delton has seen improvements in the attendance of some of its most complex students.**

Delton Enrollment & Attendance

Year	Enrollment	Attendance
2013/2014	397	88%
2014/2015	409	90%
2015/2016	408	89%
2016/2017	432	88%
2017/2018	423	88%

The Sub-Population Enrollment chart presents the proportion of students enrolled at Delton who were self-identified First Nations, Métis or Inuit, refugees, English language learners (ELL), and students with special needs. The proportion of refugee, ELL, and special needs students decreased slightly, but there was a 5% increase in the number of self-identified First Nations, Métis or Inuit students in this school community for 2017/2018. **Just over 1/3 of the student body is comprised of self-identified First Nations, Métis or Inuit students**. **Close to 1/4 of the student body is also coded as having special needs.** This adds another layer of complexity to the needs of these students and their families. There is some overlap between the students who could be counted as ELL and refugee (some students will fit into both sub-populations). There could also be some overlap with ELL students and self-identified First Nations, Métis or Inuit students. The proportion of special needs students may also be underrepresented (e.g., parents reluctant to have their children assessed as special needs).
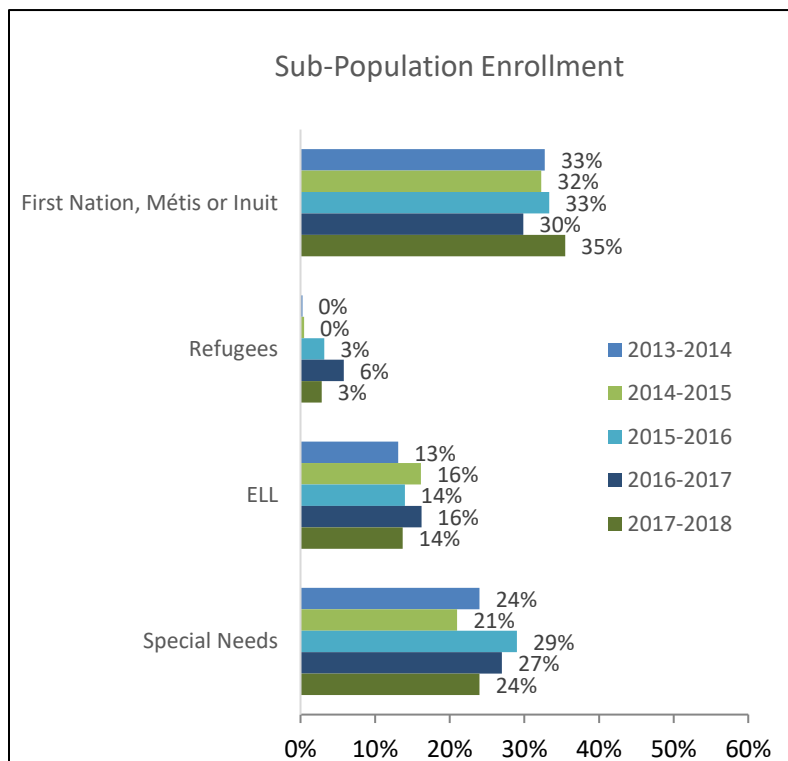
Sub-Population Enrollment

Sub-Population	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Nation, Métis or Inuit	33%	32%	33%	30%	35%
Refugees	0%	0%	3%	6%	3%
ELL	13%	16%	14%	16%	14%
Special Needs	24%	21%	29%	27%	24%

School Mobility

Edmonton Public Schools (EPSB) also calculates mobility rates for each of their schools. These rates demonstrate how many students enter and exit a school throughout the school year, for multiple reasons (e.g., transfer to another school, leave the province/country, unknown reason). **Throughout 2017/2018, 105 students transferred into Delton and 81 students transferred out of the school, for a mobility rate of 44%. This is well above the average EPSB District mobility rate of 19% for 2017/2018.**

Students who completed the school resiliency survey at Delton were also asked about whether they had ever changed schools, and how many times they had changed schools. For Grade 4 to 6 students who participated in this survey (n = 127), 68% of students (n = 86) reported that 'yes' they had changed schools. Of these students, 73% (n = 66) reported they changed schools 1-4 times and 23% (n = 21) reported they changed schools more than four times.

High Social Vulnerability (HSV)

EPSB also ranks the top 60 schools within the District according to their level of social vulnerability. The following table presents the High Social Vulnerability (HSV) ranking for

School Year	HSV Ranking
2016/2017	16th
2017/2018	9th

Delton from the last two years. **Compared to last year, Delton's HSV ranking has increased, indicating that it continues to serve some of Edmonton's most socially vulnerable students and families.**

Transition Rates

The table below presents the Grade 6 to 7 transition rates for Delton Elementary students for the last three years. At the end of the 2017/2018 school year (June 2018), **93.1% of Grade 6 Delton students transitioned to Grade 7 in the EPSB District, a 1.8% increase from the previous year and a 12.7% increase from two years prior**. **A large proportion of the Grade 6 students at Delton chose to attend Spruce Avenue Junior High, another AIFY school**. **For the 2017/2018 school year there was a 10% increase in the number of Grade 6 students choosing to transfer to Spruce Avenue for Grade 7**. 6.9% of Grade 6 students did not return to the school district for Grade 7 (to start in September 2018). This could mean they decided to attend a school in another district or students are not registered for Grade 7 at any school. When a student leaves the District they can no longer be tracked.

School Year (June to Sept)	% of Grade 6 Students Enrolled in Grade 7	% Not returning to District	# of Delton Students Enrolled at Spruce Avenue	% of Delton Students Enrolled at Spruce Avenue
2016	80.4%	19.6%	17 of 37	46%
2017	91.3%	8.7%	16 of 42	38%
2018	93.1%	6.9%	26 of 54	48%

Delton School and its AIFY team do a lot of work with students and families related to school transitions. For Delton students, transition support begins in Grade 5, where students will start preparing for their future transition to a junior high school. The AIFY team (e.g., Success Coach, Mental Health Therapist) also do a lot of work with Grade 5 and 6 students at Delton to connect them to Sprue Avenue school. These students will take trips to Spruce Avenue for visits and 'Shadow Days' where they can see how things will be like as a student at Spruce. These school transition efforts are targeted, all with the goal of helping students successfully transition to their next school. Old Delton students are also invited back to Delton to talk to the current Grade 5 and 6 students and share their Junior High experiences. For families that are also transitioning schools, the Roots and Wings worker at Delton will work with families on this transition and connect them to the Roots and Wings worker at the new school (if one is there), or to other supports needed at the new school. If possible, a handover will be facilitated between the AIFY staff at Delton and the AIFY staff at the new school (usually works best when transitioning from Delton to Spruce Avenue).

Academics

Education Quality

Teachers, parents, and Grade 4 students rated Delton's education quality (Data from Accountability Pillar Report, October 2018). **The chart shows that, relative to the previous year, the 2017/2018 rating of Delton's Education Quality increased by 6% and Delton is just below the average EPSB District Education Quality rating** (Delton = 90%, EPSB District = 91%).
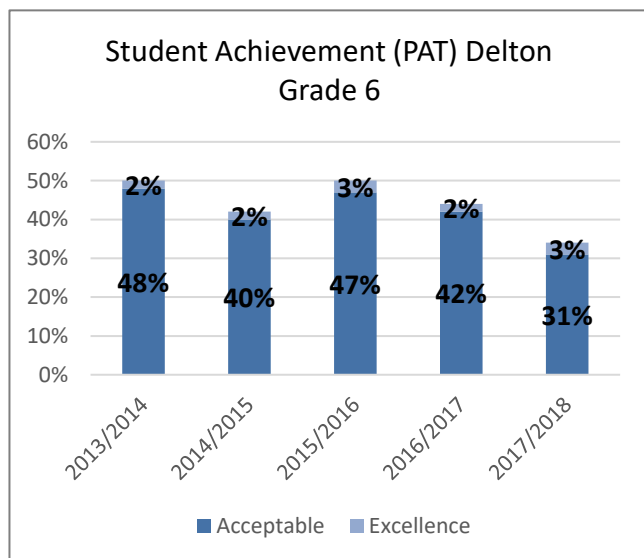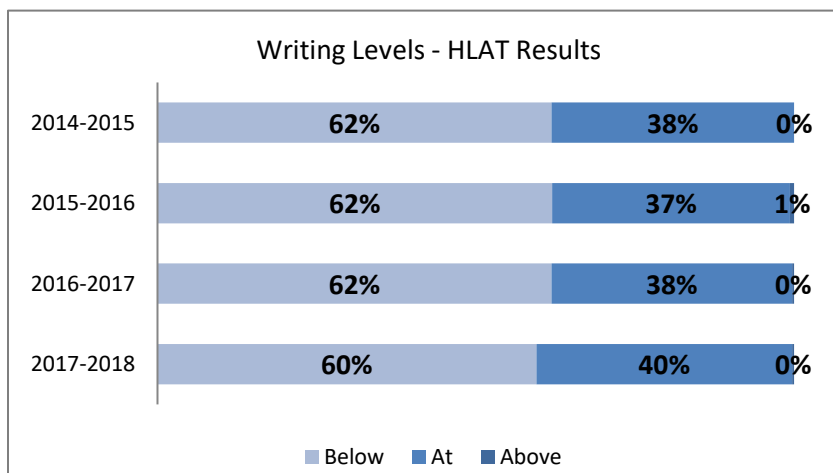

Education Quality
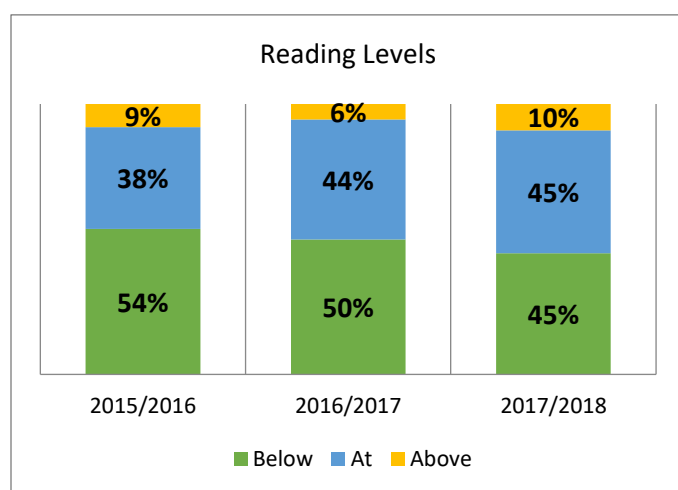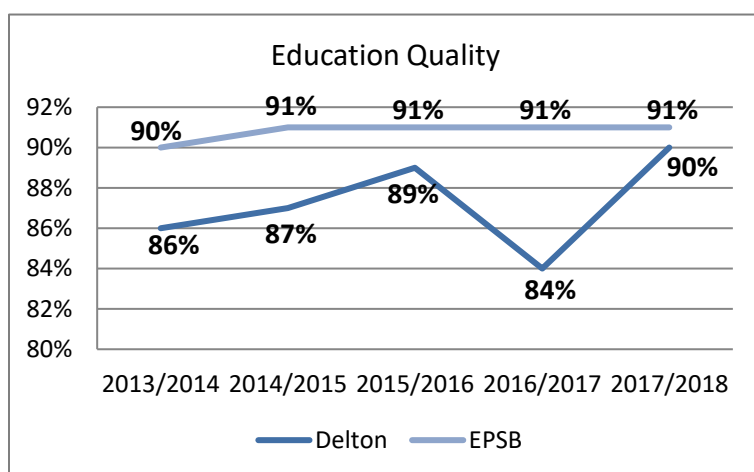
Reading & Writing Levels

Over the last three years, reading levels for Delton students (Grades 1 to 6) have improved on a few fronts. **Not only has the number of students reading 'Above' their grade level increased from last year (4% increase), but there are also more students reading 'At' their grade level.** As well, the number of students reading 'Below' their grade level decreased by 11% since the 2015/2016 school year.

Reading Levels

At Delton in 2017/2018, 35% - 84% of Grade 1 to 6 students achieved ½ a year to 1 years growth in their reading ability (138 student demonstrated less than one year's growth in reading). For Grade 1 to 6 students, 16% – 59% achieved 1 or more year's growth in their reading ability (115 students demonstrated one or more year's growth in reading). Students with special needs and ELL students were included in this assessment.

Students at Delton have experienced similar, though less pronounced, shifts in their writing levels. There was a 2% decrease in the number of students who were 'Below' their grade level since the 2016/2017 school year. **There was also a 2% increase in the number of students writing 'At' their grade level.** Similar to last year, no students were performing

Writing Levels - HLAT Results

	Below	At	Above
2014-2015	62%	38%	0%
2015-2016	62%	37%	1%
2016-2017	62%	38%	0%
2017-2018	60%	40%	0%

'Above' grade level in writing. **Across the year, 16% – 67% of Grade 1 to 6 students achieved one or more year's growth in their writing ability.** Students with special needs and ELL students were included in this assessment.

Student Achievement (PAT) Delton Grade 6

Year	Acceptable	Excellence
2013/2014	48%	2%
2014/2015	40%	2%
2015/2016	47%	3%
2016/2017	42%	2%
2017/2018	31%	3%

Student Achievement – Provincial Achievement Test (PAT) Results

Fewer Delton students achieved acceptable levels of performance on PATs in the 2017/2018 school year, compared to previous years. In particular, the number of students who achieved acceptable levels of performance shifted from 42% to 31%. That being said, there was a 1% increase in students who achieved a standard of excellence from the 2016/2017 school year to the 2017/2018 school year. Students with special needs and ELL students were included in this assessment.

Student Achievement – EYE-TA Results

The Early Years Evaluation—Teacher Assessment (EYE-TA) is administered to Kindergarten students in the fall (pre) and spring (post) of a school year. The EYE-TA measures students' developmental milestones and provides information about the supports and services students need. The EYE-TA measures five domains of early learning (Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, Physical Development) that contribute to student's readiness to learn. Scores on the EYE-TA are interpreted using the Response to Intervention (RTI) tiers, which are shown in the triangle.
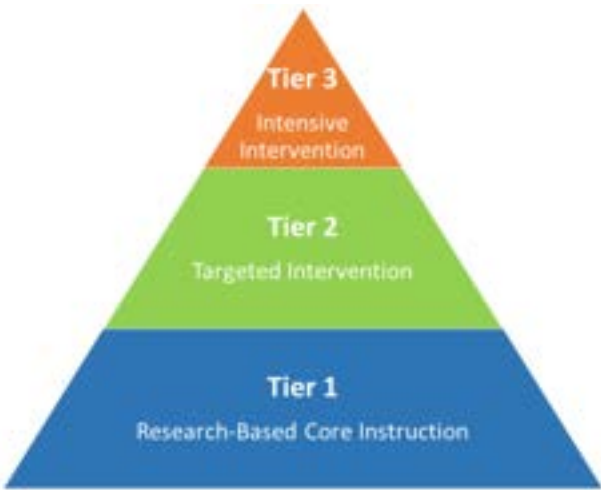
When children are assessed in the fall, their scores reflect where they are at, developmentally, when they 'walk into the door' at the beginning of the school year. It is a measure of their school readiness, prior to any intervention from the school. In the fall, out of 56 Kindergarten students (who were enrolled at Delton for the whole year), 52% of these Kindergarten students (n = 29) met developmental milestones (scoring at the Tier 1 programming level; See table below). 6% of Delton's Kindergarten students were also coded as having special needs. Based on these fall assessment scores, schools made decisions about how to intervene and support their Kindergarten students throughout the year, especially those not meeting their developmental milestones based on the EYE-TA assessment. The Kindergarten students (and pre-kindergarten) students at Delton are also triaged a bit differently when it comes to decisions around supports needed. Some of these students will not access AIFY supports early on because they have access to different resources provided from Inclusive Learning (e.g., resources available to students who qualify for program unit funding, for students coded with mild or moderate speech delays). These students and families will receive different early interventions than those offered by AIFY. Where these students interact with AIFY early on is through the nutrition programming available at Delton. As these students get older, this is when the AIFY team at Delton interacts with them more and these students and families may access the AIFY supports more.

	Delton EYE-TA: 2017-2018	
	Fall	Spring
% of children entering (Fall) and leaving (Spring) EPSB programs that meet developmental milestones.	52%	84%
	+32% Improvement	

In the spring, when students were getting ready to leave Kindergarten and transition to Grade 1, **84% of the Kindergarten students (n = 47) met developmental milestones (see table), indicating they were developmentally prepared for Grade 1, a 32% increase compared to the fall assessments. This growth can be attributed to the school and its interventions with these students throughout the school year.**
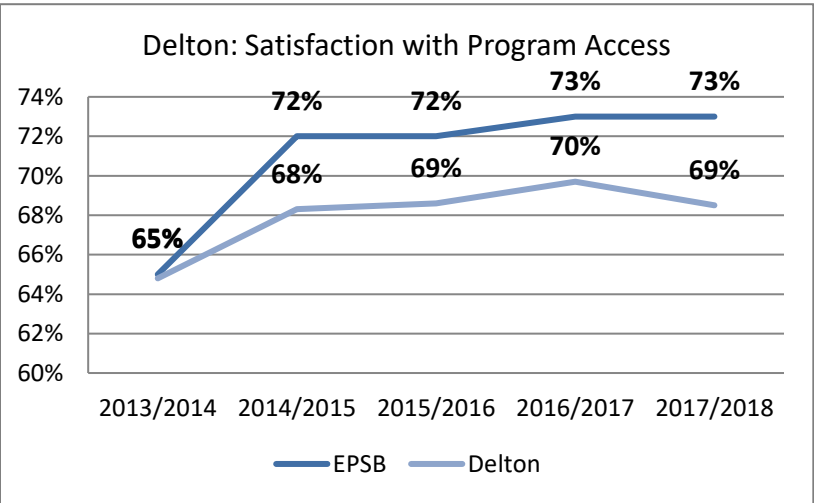
This year (2017/2018), Delton also participated in a pilot project where students and families received support from a First Nations, Métis, and Inuit Family Liaison Support Worker. Her role is to help students improve their performance on the EYE-TA, as well as engage families in the kindergarten program.

Parental Involvement

Delton only had five parents complete Accountability Pillar Reporting for 2017/2018. Therefore, no measure of parental involvement at Delton, from the Accountability Pillar Report, will be included. To report on parental involvement at Delton, the school shared some of the ways it works to engage parents and hear from them about their needs. Every morning the Admin team are at the front of the school welcoming students and families. These efforts help the school admin connect with parents on-site. When possible, they also make the effort to be around at the end of the school day to connect with families as they come to pick up their children (many parents come to pick up their children at the door). Delton holds many events throughout the year to include families. There was a staff BBQ at the beginning of the year for families to meet the staff at Delton, there are monthly assemblies, there was a winter carnival for families, etc. Efforts are also made throughout the year to check in with families (e.g., Roots and Wings support worker also regularly checks in with families). **Families at Delton know that if they need any support they can come to the school and ask for any help without judgement. The school works hard to be responsive to families' requests when they do come in or contact the school.** For example, Delton provides a lot of hampers for families (Gift of Giving) and has a lot of items available in the school building that students and families may need to access immediately (e.g., clothes, food, school supplies, etc.). On the school District Feedback Survey, All of the Delton parents and staff who completed the survey felt that diversity was embraced at the school.

Satisfaction with Program Access (ACOL)

In the last five years, teachers, parents, and students grew more satisfied with the access, effectiveness, and efficiency of programs and services for students in their community (Accountability Pillar Report, October 2018). There was a 1% decrease in satisfaction from 2016/2017 to 2017/2018. However, **the increase in satisfaction from the 2013/2014 school year has remained relatively stable for the last 4 years.** Again, these findings are based on a small sample of Delton teachers, parents and students (range in # of respondents = 12 - 74) and may not be representative of the overall school population.

Delton: Satisfaction with Program Access

EPSB: 65%, 72%, 72%, 73%, 73%
Delton: 65%, 68%, 69%, 70%, 69%
(2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/2018)

At-Risk Students' Access to Programs

Also from Delton's October 2018 Accountability Pillar Report, the proportion of teachers and students who believe that programs for students at-risk are easy to access and timely is presented for the last 3 years. **At Delton, from the 2015/2016 school year, there has been a steady increase in the perceived ease and timeliness of accessing programs for students at risk. There was a 10% increase from 2015/2016 to the 2017/2018 school year.**
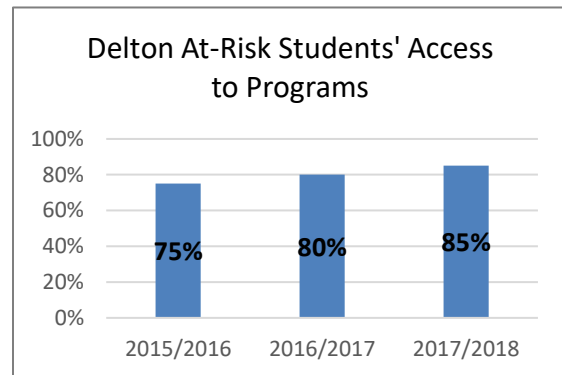

Intention to Complete High School

From the school's resiliency survey, completed by 127 Grade 4 to 6 students at Delton, students were asked whether they planned to complete high school. **Almost all the students surveyed at Delton (97%, 123 students) said 'Yes', they plan to complete high school. This demonstrates their intention to achieve this important educational milestone.**
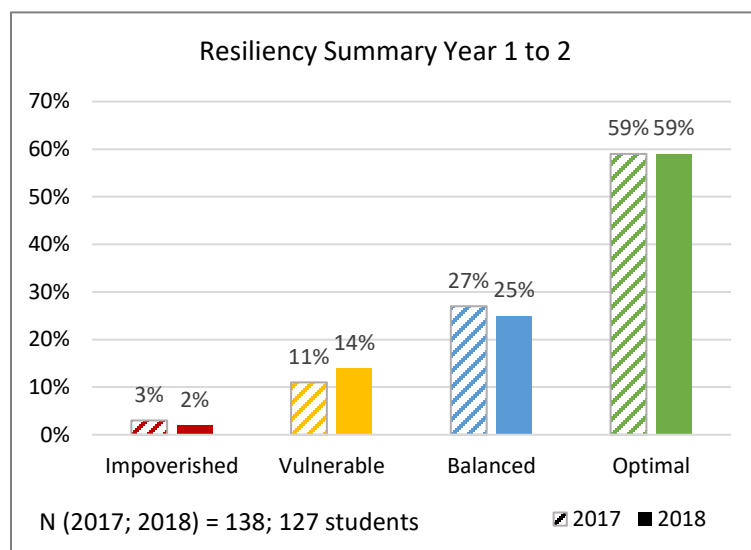
Resiliency

Resiliency Level

The chart below shows Grade 4 to 6 students' resiliency levels in the 10 core resiliency categories. Across these students, 78% were in the Optimal range for Social Sensitivity, the highest rated resiliency factor among Delton students. The next highest rated resiliency factors were Self-control and Family Support & Expectation, at 77% and 76%, respectively. 15% of Delton students fell within the Impoverished range for Empowerment, making Empowerment the lowest rated resiliency factor among students.
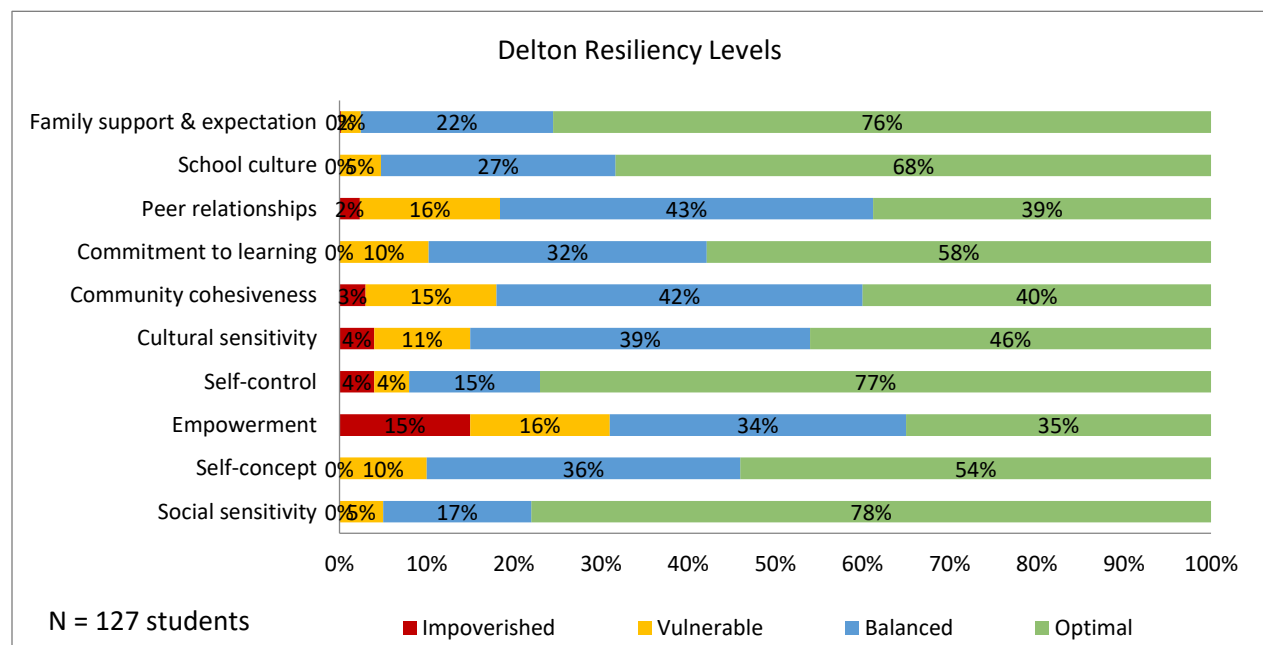
Resiliency Summary for the 2017-2018 School Year

The pie chart shows the proportion of students, for the 2017/2018 school year, in each of the four resiliency categories (N = 127). Notably, almost two thirds of students scored in the Optimal range. Two percent of students scored in the impoverished range.
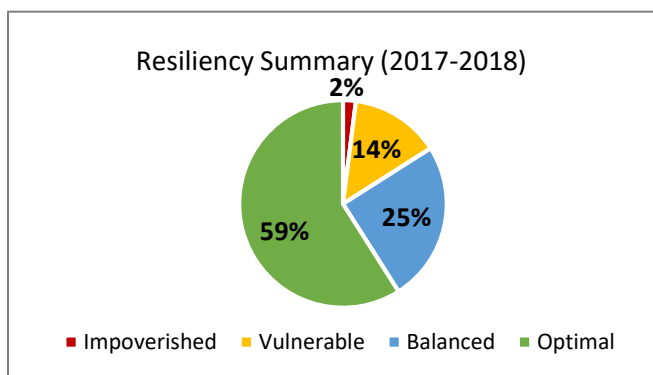
Resiliency Summary (2017-2018)

■ Impoverished ■ Vulnerable ■ Balanced ■ Optimal

Resiliency Summary Year 1 to 2

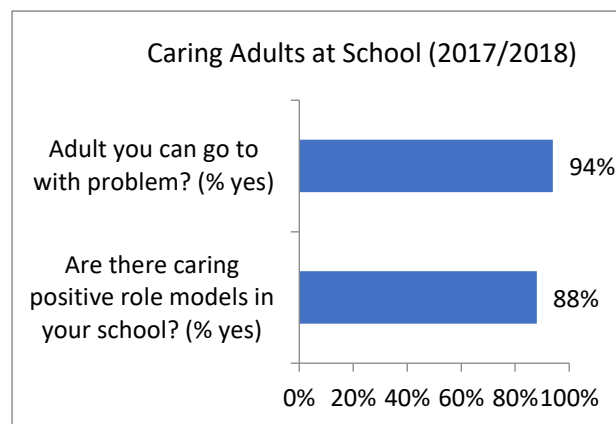N (2017; 2018) = 138; 127 students   ▨ 2017   ■ 2018

The chart to the left shows the change in students' resiliency levels from Year 1 (patterned bars; 2016/2017) to Year 2 (solid bars; 2017/2018) of the AIFY initiative. **From Year 1 to Year 2, the number of students in the Impoverished and Balanced categories decreased. There was a small increase in the number of Vulnerable students, and the number of students in the Optimal range stayed the same.**

As a note, many schools were not able to survey students with special needs or ELL students (i.e., survey only available in English). Also, some students with complex needs did not complete the survey as questions on the survey could be a trigger and could cause these students undue stress. Decisions about which students were or were not asked to complete the survey were left up the discretion of school administrators and student's parents.

Caring Adults at School

Students at Delton also reported on their perceptions about caring adults (School Resiliency Survey). In particular, **94% of students (n = 119) felt that 'Yes', there was a caring adult they could go to for help with a problem. In addition, 88% of students (n = 112) reported that 'Yes', there are caring positive role models at their school.** The top five caring role models in the school community identified by these students included: a teacher, counsellor, principal, Success Coach, and assistant principal.

Caring Adults at School (2017/2018)

Adult you can go to with problem? (% yes) — 94%

Are there caring positive role models in your school? (% yes) — 88%

AIFY Supports and Services at Delton

The following is a presentation of AIFY agency data (e4c, BGCBigs, TFC) and narratives to illustrate how the Delton school community accessed the AIFY supports and services in Year 2 of the initiative.

Mentoring. At Delton, **89 unique students benefitted from a mentoring relationship**.

- The mentoring coordinator and other support staff were able to support **57 one-to-one matches for students** (Types of mentoring programs: Adult In School Mentoring, Teen Mentoring, Corporate Mentoring).
- There were **9 community based matches** which provided Delton students with a caring Big brother or Big Sister they could grow a friendship with and who could help them experience new things.
- In the teen mentoring program, every week a Grade 2 class visited a high school where mentors and mentees engaged in literacy building activities (e.g., reading together). Delton students were excited to visit the high school and had an older friend to look up to.
- In the Corporate Mentoring program with Intact Insurance, **26 caring adult relationships were created with Grade 3 students**. Students in this program were able to travel to downtown Edmonton on a weekly basis to visit their mentors and experience a corporate environment.
    - Mentors followed a 20/20/20 rule when interacting with mentees (i.e., 20 minutes to get to know each other and/or catch up, 20 minutes of reading, and 20 minutes of free time, which can be spent chatting or playing educational games).
    - The school also has a literacy kit with activities that can be used to keep matches focused on developing literacy skills while having fun together.
    - Mentors are also in contact with teachers to ensure they can focus on mentee's individual needs; Mentors also receive training to support young readers and agency staff support mentors and check in with them to monitor how mentees literacy goals are being met.
    - Teachers reported that 86% of participating students showed improvement in literacy skills and 71% improved their reading comprehension skills by the end of the program.
    - 90% of mentees reported increased confidence in social interactions.
- **Two groups for girls were also facilitated by mentoring staff** (served 22 girls in Grades 5 and 6 and focused on confidence building and empowerment of girls).

Four students were also involved in the MacEwan Basketball program. These students visited MacEwan University on a weekly basis and had caring male and female athletes as mentors. Students developed relationships with their mentors and developed basketball skills. Students were also able to experience a Post-Secondary environment and learn about different pathways to achieving their academic goals.

- 87% of students reported feeling better aware of people they can talk to when they need support.
- 75% of student reported that, as a result of being part of this group, they could better manage their personal stress.

Out of School Time (OST). This program **served 131 unique students** in the 2017/2018 school year (Division 1 Students = 83; Division 2 Students = 48). On average, **19 – 25 students attended each day of programming**. Programming was designed to support students' growth and development academically, culturally, emotionally, artistically, and physically.

Fourteen students completed a survey reporting on their experiences in OST over the course of the year.

- 86% reported feeling happier or less stressed since attending OST
- 86% said the staff and volunteers are people they would go to if they needed help
- 86% reported that they are doing better in school since they started coming to OST
- 31% reported they attended because they require afterschool supervision
- 46% reported they attend because their parents thought it would be good for them

In OST, students…

- Practiced reading out loud
- Received help with homework
- Were introduced to science based programs
- Enjoyed physical activity with outdoor play and had 'Fitness Fridays' where they got to focus on their fine motor development and work on their capacity to control their impulsive tendencies
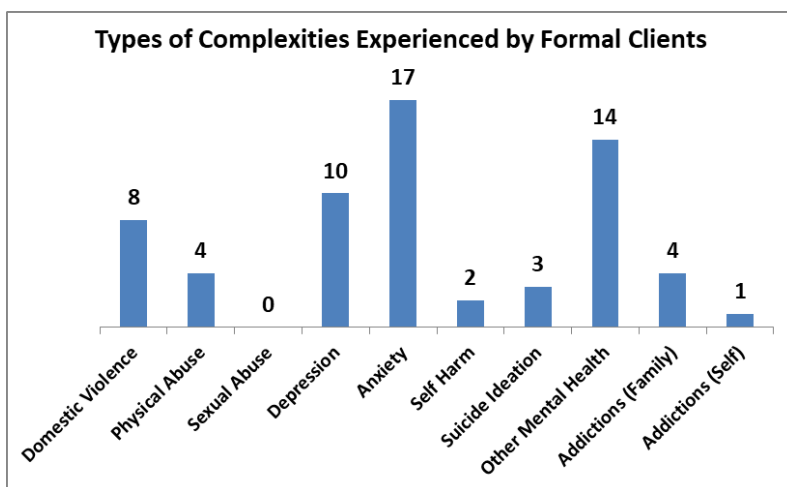
Students in Delton's OST program were also culturally diverse. **Sudanese, Jamaican, Métis, South African, Caribbean, Congolese, Filipino, and Vietnamese students were served.** These students also had opportunities to share their culture through OST programming.

In addition, 34 students from Delton registered to attend summer programming at Spruce Avenue (out of a 40 – 50 student capacity for each demo school).

Nutrition. **The school nutrition program started the year with 270 students registered in the lunch program. By the end of the year there were 345 students registered**. e4c provided nutritional support to students for lunch and snack at Delton. Daily nutritional support was also provided for the Breakfast Club and the Out-of-School Time programming.
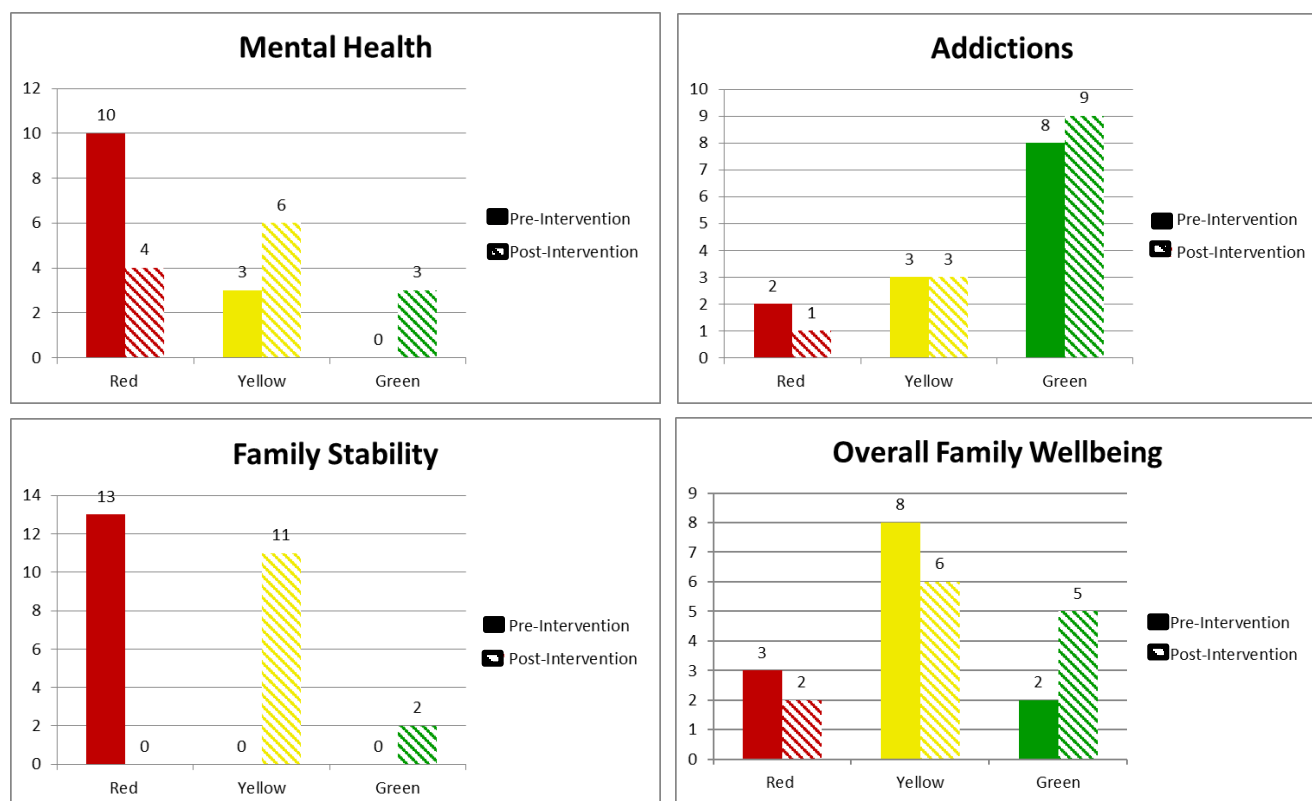
Mental Health Therapy. Over the 2017/2018 school year, the Mental Health Therapist had **32 formal family therapy files, comprised of 136 individuals** (a file can represent an individual client or a family unit that is comprised of multiple clients). The Mental Health Therapist helped clients with a number of complexities. The top 3 complexities the Mental Health Therapist worked on with clients were anxiety, other mental health (e.g., grief, trauma, peer relationships, stress, anger, etc.), and depression. **Seventy-two percent of case files involved supporting clients with multiple complexities** (i.e., more than 2).

The Mental Health Therapist at Delton also **supported 191 short-**

Types of Complexities Experienced by Formal Clients

Domestic Violence	Physical Abuse	Sexual Abuse	Depression	Anxiety	Self Harm	Suicide Ideation	Other Mental Health	Addictions (Family)	Addictions (Self)
8	4	0	10	17	2	3	14	4	1

term engagements throughout the school year (crisis oriented work; for example, help with peer relationships, behaviour concerns, academics, career/work, family conflicts, physical health). They also **facilitated 399 presentations to students throughout the year on emotional literacy**. At Delton, there was a change in Mental Health Therapist partway through the 2017/2018 school year (Transition happened from January to February). This impacted service delivery and the number of formal clients, as this is a relationship-based service (took some time to build relationships and trust with students and families in the school), but outcomes were not impacted.

Roots and Wings. The Roots and Wings worker at Delton had **13 formal clients** over the 2017/2018 school year. These clients were involved in therapeutic relationships with the Roots and Wings worker throughout the whole school year. Areas of support for clients are mental health, addictions, family stability, and overall family wellbeing. At Delton, the following data represent the degree of severity for clients in each area of support pre- and post-intervention (Red = High Severity; Yellow = Moderate Severity; Green = Low Severity). The charts below demonstrate progress in these areas of support from pre- to post-intervention (E.g., clients experiencing less severity in these areas after intervention). **In all areas of support, there are notable shifts in the number of clients who moved out of the Red categories into the Yellow or Green categories, demonstrating improvements in these areas of support after a Roots and Wings worker has intervened and offered support (i.e., Less severity experienced in these areas of support for clients).**

The Roots and Wings worker at Delton also **participated in 138 short-term engagements** with families throughout the school year. These short-term engagements were the limited involvement of the Roots and Wings worker with a family and were specific to housing needs and connecting families to external

resources (e.g., helping families access resources in the community). This Roots and Wings worker also **helped coordinate and facilitate 11 universal programming activities** throughout the school year (e.g., Christmas celebration, parent coffee, school assembly presentations for parents and students, Summer parent activities).

Success Coach. **The Success Coach at Delton was involved in 1,435 short-term engagements (average length of engagement is 2-3 sessions) with students throughout the school year.** Some of the issues addressed were anxiety, depression, anger, guilt, historical trauma, peer relationships, and academic help. **11 students were part of the formal caseload for the Delton Success Coach** during the 2017/2018 school year. These students set and worked on longer term goals with the Success Coach. 91% had mental health goals, 54% had addiction goals, and 36% had family stability goals.

The Success Coach also **facilitated 3 groups – 20 group participants** (Breakfast Club – a social group that fed 20 children who would not have eaten breakfast otherwise, a Peer Helper Leadership Group, and a Drop-In Lunch Club – to connect with socially isolated children and build friendships).

- 80% of the participants reported that they feel more comfortable in school and felt ready to learn because of the support they received from the group facilitators.
- 80% of participants reported having one or two people they could turn to for help because they met supportive people in the groups.

Success Coaches **helped facilitate 20 universal programming activities and a summer camp.**

Universal Programming/Community Development:

- Meet the Staff BBQ: Connecting with families and students to promote the Success Coach role and the AIFY team, meeting current and future clients.
- Transitions (Elementary to Junior High): Planning and facilitating Grade 6 field trips and activities with the Success Coach from Spruce Avenue to familiarize Delton Grade 6 students with their new school and introduce them to Grade 7 students.
- Assemblies: Speaking to the student body about events, supports, or specific topics. The intent was to create awareness on current supports in schools, mental health, increasing presence in schools, mindfulness activity.
- Delton Talent Show: Recruiting students and helping them prepare to perform.
- Relational Support: Reaching out to students, building relationships, and promoting a sense of belonging, especially with isolated students. Help students know there is someone at school who cares about them, someone other than a teacher.

Taking a Closer Look: AIFY Student Cohort

All the data presented in the previous sections of this school profile represent the whole school population, what we can call *whole school* data. Whole school data gives us an overall impression of the Delton school community and how the AIFY service providers are working in the entire school community. To complement this information, we also wanted to take a closer look at data for Delton students that access AIFY services (not all students in an AIFY school will use AIFY services; services are accessed as needed). Taking a closer look at data for this specific group of students provides more
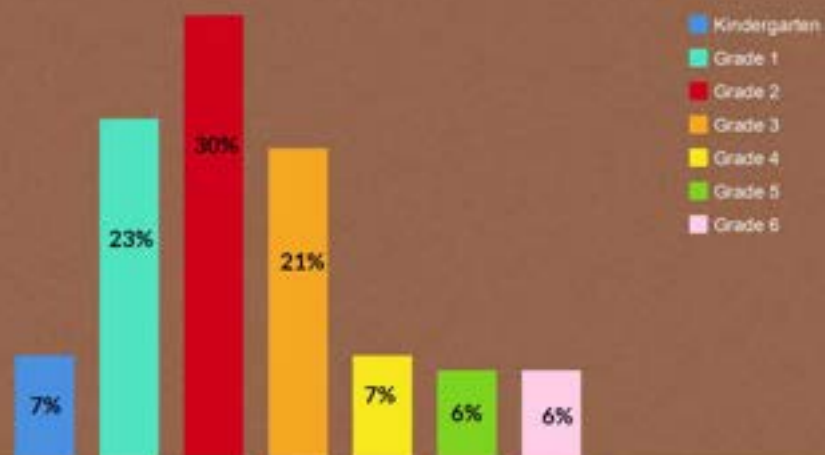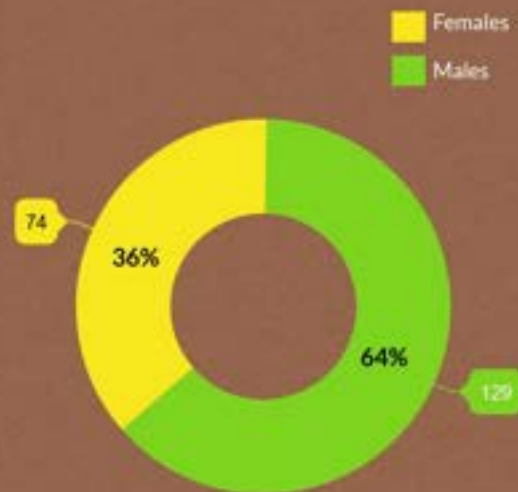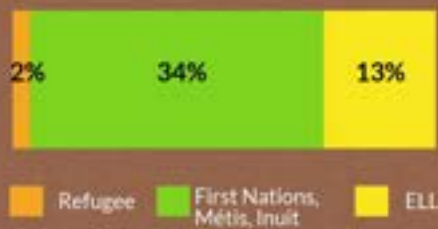
details about the students accessing AIFY supports (e.g., information about gender, grade) and the complexity of their service use (e.g., how many AIFY services are being accessed by students). Some measures reported for the school AIFY cohort can also be compared to the whole school data, to see if the cohort performs differently (e.g., for reading levels), compared to the whole school. Students were included in the AIFY student cohort if they accessed 1 or more AIFY services (excluding students who only accessed nutrition supports; nutrition supports are more universal to the overall school, not targeted like the other AIFY services). The following section presents data only for students who are part of the Delton school AIFY cohort.

Delton AIFY Cohort

Who Accesses AIFY at Delton?

48%

Of Delton Students Accessed 1 or more
AIFY support/Service
(2017/2018 AIFY Cohort = 203 Students)

| 2% | 34% | 13% |

Refugee | First Nations, Métis, Inuit | ELL

Females
Males

74 — 36%
64% — 129

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

7% | 23% | 30% | 21% | 7% | 6% | 6%

Complexity of AIFY Service Use

OST, Informal success coaching, attending groups facilitated by the success coach, and short-term engagements with the Mental Health Therapist were the specific types of AIFY services accessed most by the Delton AIFY Cohort

56%
25%
12%
4% **3%**
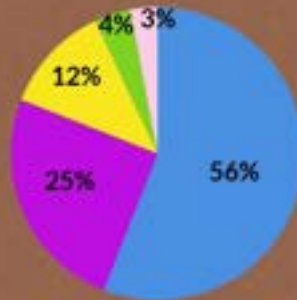
- 1 Service (56%)
- 2 Services (25%)
- 2 Services (12%)
- 4 Services (4%)
- 5 or More Services (3%)

72%

Of the Delton AIFY Cohort Accessed the e4c Lunch Program
(2017/2018 = 147 Students)

School Measures
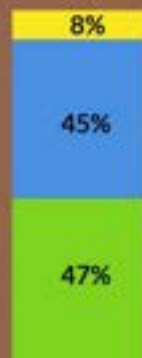
Reading Levels

8%
45%
47%

- Reading Below Grade Level
- Reading At Grade Level
- Reading Above Grade Level

Writing Levels

42%
58%

- Writing Below Grade Level
- Writing At Grade Level

Attendance Rates

88% Average Attendance Rate for Delton AIFY Cohort

43%-100% Range of Attendance Rate for Delton AIFY Cohort

John A. McDougall Elementary School

"We work really hard to ensure that all students know they all belong at John A. McDougall and that JAM is their home during the day and we are a family."– JAM School Administrator

Demographics

In 2017/2018, John A. McDougall (JAM) Elementary served 363 students from Pre-K to Grade 6. In our diverse school community, 15% of students self-identify as First Nations, Métis, or Inuit (55 students). Forty-seven percent of students are English Language Learners (172 students), and 12% are refugees (45 students). Eight percent of our students are also coded with special needs (28 students). **The instructional focus at John A. McDougall School is literacy**. **Our mission is to ensure that all students are readers, writers, problem-solvers, and communicators.** In 2017/2018, JAM experienced a number of successes when it came to supporting student literacy. Even though 46% of students arrive at JAM reading at least one year behind their grade level expectations, staff are able to ensure students experience growth in their literacy. This is possible through high-quality instruction and layers of intervention. The Reading and Writing Workshop instructional approach provides the structure teachers use to differentiate and meet the learning needs of individual students, regardless of their abilities. **Approximately 82% of students who attended JAM for the entire 2017/2018 school year achieved one or more year's growth in their reading and writing (based on reading and writing assessments)**.

The work of AIFY supports students' literacy development. In one instance, a teacher identified a student struggling in reading and writing. The teacher connected her to an AIFY mentoring program that has mentors work with students on their reading. JAM also weaves literacy support into its different programming and services (e.g., Breakfast and Books, run by the AIFY Success Coach; Mentor reading club). The AIFY team working in JAM also ensur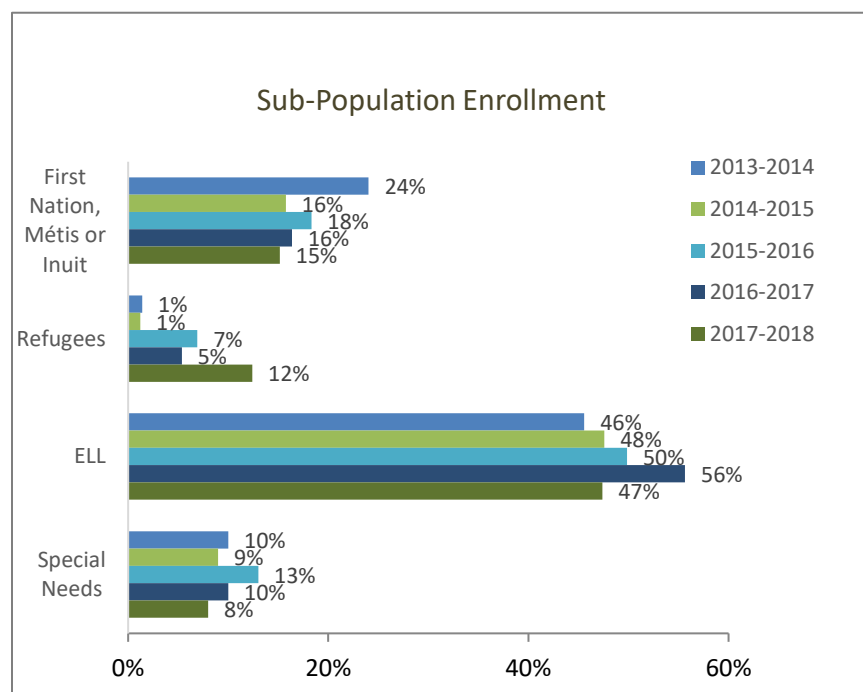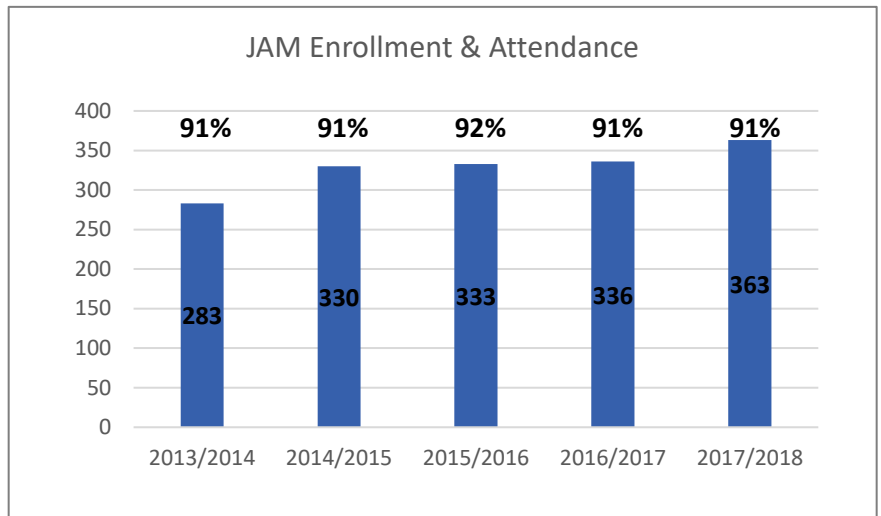e students come to the classroom ready to learn. **Through nutrition programming, conflict resolution, emotional regulation strategies, and the power of caring adults, our school enhances students' abilities to benefit from high-quality literacy instruction.**

At JAM, we are also focused on creating an inclusive school community for our students and families. For example, in 2017/2018, JAM held a Parenting in 2 Cultures workshop. JAM also had about 5 families regularly attend Cree classes held in the school. There were also 4 well-attended family nights throughout the school year (range of attendees across the four nights was 80 – 200 people). **The AIFY team at JAM has taken many steps to help create this inclusive school community. For example, the AIFY team hosts a monthly parent coffee group featuring guests from various community organizations and attends School Literacy Nights to engage parents and build relationships. AIFY agency staff are also a daily presence in the parent hub, the foyer of the school where parents wait to meet their children at the end of the day**. Ninety-two percent of parents from JAM who completed the District Feedback Survey indicated their child's school "respects the diversity of all people."

The adults who serve the students and families at John A. McDougall take collective responsibility for successes these students and families work towards and achieve. We see the resiliency and strength in each student and their families, which creates an environment of growth and caring in our school.

Student Enrollment & Attendance

The Enrollment and Attendance chart shows the total number of students who were enrolled at JAM Elementary in the past five years. The percentages above the bars are the average attendance rates of students for that school year. **For 2017/2018, the overall number of students enrolled at JAM increased and the average attendance of students remained stable, sitting just above 90%.**

JAM Enrollment & Attendance

School Year	Enrollment	Attendance
2013/2014	283	91%
2014/2015	330	91%
2015/2016	333	92%
2016/2017	336	91%
2017/2018	363	91%

Sub-Population Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Nation, Métis or Inuit	24%	16%	18%	16%	15%
Refugees	1%	1%	7%	5%	12%
ELL	46%	48%	50%	56%	47%
Special Needs	10%	9%	13%	10%	8%

The Sub-Population Enrollment chart presents the proportion of students enrolled at JAM who were also self-identified First Nations, Métis or Inuit, Refugees, English language learners (ELL), and those who had special needs. There were slight decreases in the proportion of self-identified First Nations, Métis or Inuit students, ELL students, and students with special needs. **There was a 7% increase in the proportion of refugee students in the JAM school community for 2017/2018**.

There is some overlap between the students who could be counted as ELL and refugee (some students will fit into both sub-populations). There could also be some overlap with ELL students and self-identified First Nations, Métis or Inuit. The proportion of special needs students may also be underrepresented (e.g., parents reluctant to have their children assessed as special needs).

School Mobility

Edmonton Public Schools (EPSB) also calculates mobility rates for each of their schools and for their district. These rates demonstrate how many students enter and exit a school throughout the school year, for multiple reasons (e.g., transfer to another school or school district, leave the province/country, unknown reason). **Throughout 2017/2018, 80 students transferred into JAM and 77 students transferred out of the school, for a mobility rate of 43%. This is well above the average EPSB District mobility rate of 19% for 2017/2018.**

Students who completed the school resiliency survey at JAM were also asked whether they had ever changed schools, and how many times they had changed schools. For Grade 4 to 6 students who participated in this survey, 67 students said they had changed schools. Of these students, 84% reported they had changed school 1-4 times (n = 59 students) and 16% reported they had changed school more than 4 times (n = 11 students).

High Social Vulnerability (HSV)

EPSB also ranks the top 60 schools within the District according to their level of social vulnerability. The following table presents JAM's High Social Vulnerability (HSV) ranking for the last two years. **Compared to last year, JAM's HSV ranking increased, indicating that it continues to serve some of Edmonton's most socially vulnerable students and families.**

| School Year	HSV Ranking
2016/2017	5th
2017/2018	4th

Transition Rates

The Grade 6 to 7 transition rates for JAM students for the last three years are presented below. **At the end of the 2017/2018 school year (June 2018), 74% of Grade 6 JAM students transitioned to Grade 7 in the EPSB District**, a 16.7% decrease from the previous school year and a 12.1% decrease from two years prior. **A moderate proportion of Grade 6 students at JAM chose to attend Spruce Avenue Junior High, another AIFY school**. **Over the last three years, 26% – 31% of Grade 6 students at JAM chose to transfer to Spruce Avenue for Grade 7**. 26.3% of Grade 6 students did not return to the EPSB District for Grade 7 (to start in September 2018). This could mean they decided to attend a school in another district, or students are not registered for Grade 7 at any school. When a student leaves the District they can no longer be tracked.

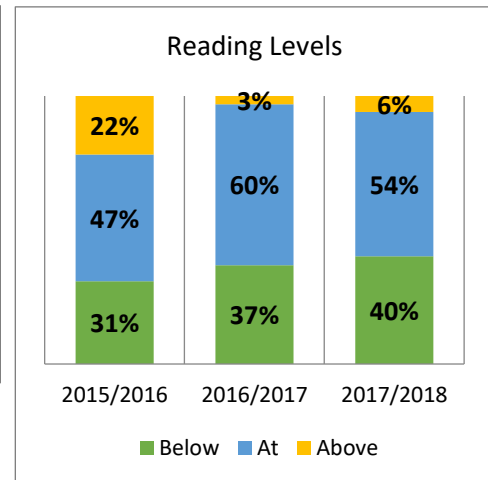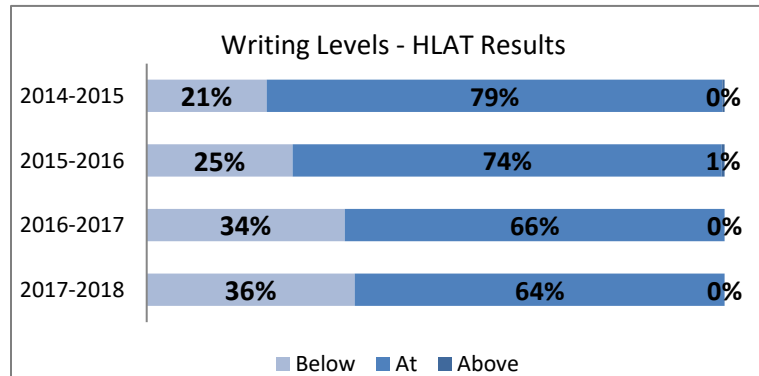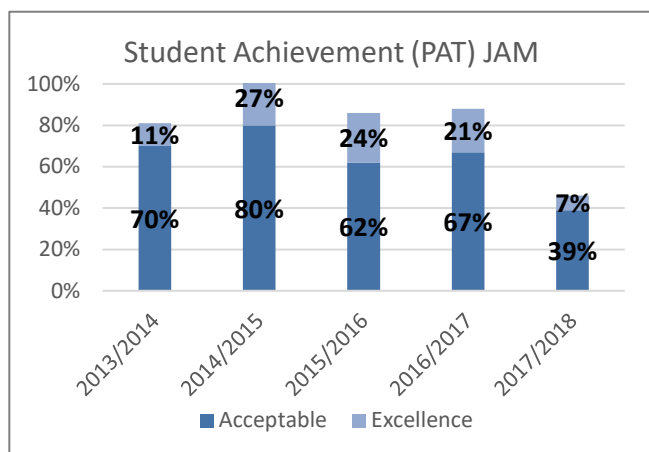| School Year (June to Sept)	% of Grade 6 Students Enrolled in Grade 7	% Not returning to District	# of JAM Students Enrolled at Spruce Avenue	% of JAM Enrolled Students Enrolled at Spruce Ave
2016	86.1%	13.9%	8 of 31	26%
2017	90.7%	9.3%	12 of 39	31%
2018	74%	26.3%	8 of 28	29%

Academics

Education Quality

Teachers, parents, and Grade 4-6 students rated JAM's education quality (Data from Accountability Pillar Report, October 2018). **The chart shows that JAM's quality of education rating is 96%, consistent with the ratings from the previous three years.** For the 2017/2018 school year, JAM is 5% above the Dsitrict average education quality rating (JAM = 96%, EPSB = 91%).

Education Quality
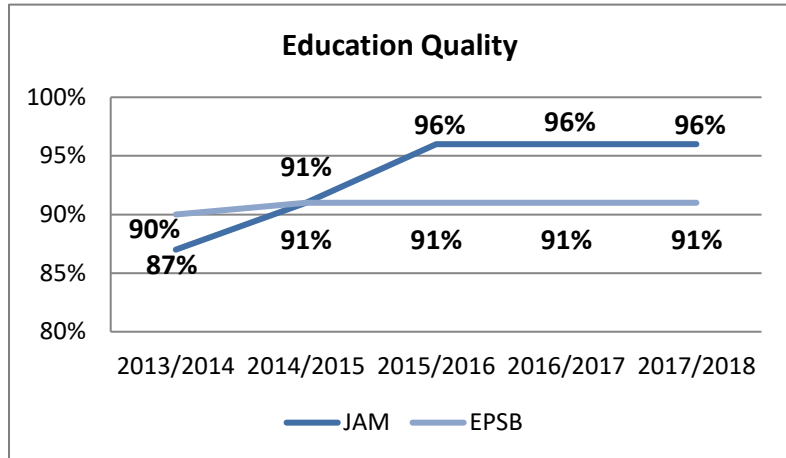
Reading & Writing Levels

Relative to last year, the proportion of JAM students (Grades 1 to 6) reading 'Above' their grade level doubled from 3% to 6%. The proportion of students reading 'At' grade level decreased by 6% and the proportion of students reading 'Below' grade level increased by 3%. Students at JAM have also shown relatively stable writing levels from 2016/2017 to 2017/2018. There was a 2% increase in the number of students performing 'Below' grade level, and a 2% decrease in the number of students performing 'At' their grade level. Similar to last year, no students were writing 'Above' grade level. Both reading and writing results are snapshots of students' performance on assessments done at the end of each school year (in June). Students with special needs and ELL students were included in this assessment.

Writing Levels - HLAT Results

Reading Levels

Student Achievement (PAT) JAM

Year	Acceptable	Excellence
2013/2014	70%	11%
2014/2015	80%	27%
2015/2016	62%	24%
2016/2017	67%	21%
2017/2018	39%	7%

Student Achievement – Provincial Achievement Test (PAT) Results

Compared to previous years, fewer JAM students achieved acceptable levels of performance on PATs in the 2017/2018 school year. In particular, the number of students who achieved acceptable levels of performance shifted from 67% to 39%. There was also a shift in students achieving a standard of excellence from 2016/2017 (21%) to 2017/2018 (7%). This represents an opportunity for improvement. Students with special needs and ELL students were included in this assessment.

Student Achievement – EYE-TA Results

The Early Years Evaluation—Teacher Assessment (EYE-TA) is administered to Kindergarten students in the fall (pre) and spring (post) of a school year. The EYE-TA measures student's developmental milestones and provides information about the supports and services students need. The EYE-TA measures five domains of early learning (Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, Physical Development) that contribute to student's readiness to learn. Scores on the EYE-TA are interpreted using the Response to Intervention (RTI) tiers (shown in the triangle).

When students are assessed in the fall, their scores reflect where they are at, developmentally, when they 'walk into the door' at the beginning of the school year. It is a measure of their school readiness, prior to any intervention from the school. In the fall, out of 51 Kindergarten students (who were attended JAM for the whole year), 46% of these students (n = 25) met developmental milestones (scoring at the Tier 1 programming level; see Table below). 12% of JAM Kindergarten students (n = 7) were also coded as having special needs. Based on these fall assessment scores, schools made decisions

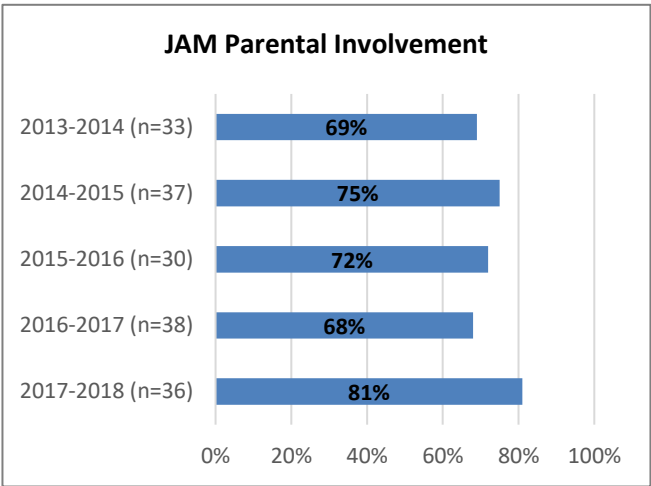|	JAM EYE-TA: 2017-2018	
	Fall	Spring
% of children entering (Fall) and leaving (Spring) EPSB programs that meet developmental milestones.	46%	78%
	+32% Improvement	

about how to intervene and support these students throughout the year. In the spring, when students were getting ready to leave Kindergarten and transition to Grade 1, **78% of the**

Kindergarten students (n = 42) met developmental milestones, indicating they were developmentally prepared for Grade 1, a 32% increase compared to the fall assessments. This growth can be attributed to the school and its interventions with these students throughout the school year.

At JAM, students engage in full day kindergarten programming. This year (2017/2018), the school participated in a pilot project where students and families received support from a First Nations, Métis, and Inuit Family Liaison Support Worker. Her role is to help students improve their performance on the EYE-TA, as well as engage families in the kindergarten program.
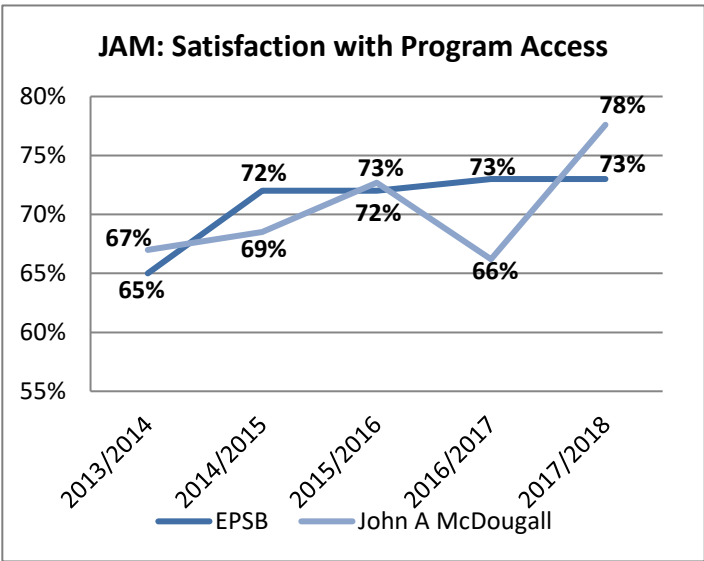
Parental Involvement

The chart to the right shows the involvement of parents at JAM Elementary across the past five years (Accountability Pillar Report, October 2018). **Reports of parental involvement at JAM markedly increased in the last year, and is currently the highest it has ever been in the last 5 years**. This measure of parental involvement reflects feedback from 14 parents and 22 teachers. According to the District Feedback Survey (24 parents respondents), 83% of parents indicated that they are aware of opportunites to be involved in their child's education at JAM.

JAM Parental Involvement

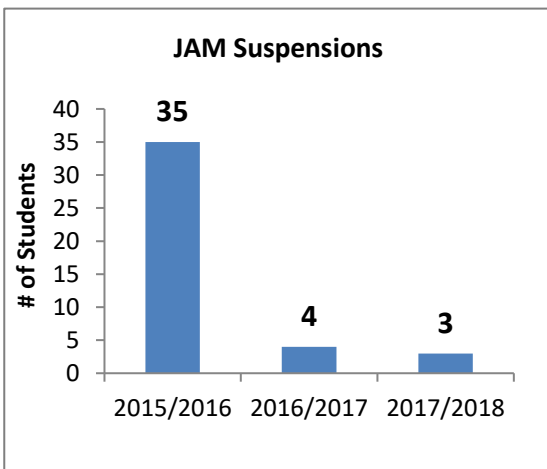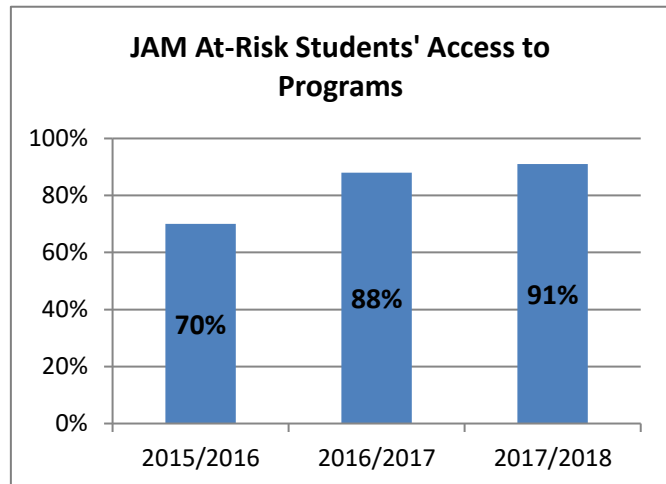| Year	Value
2013-2014 (n=33)	69%
2014-2015 (n=37)	75%
2015-2016 (n=30)	72%
2016-2017 (n=38)	68%
2017-2018 (n=36)	81%

Satisfaction with Program Access (ACOL)

With the exception of the 2016/2017 school year, teachers, parents, and students grew more satisfied with the access, effectiveness, and efficiency of programs and services for students in their community (Accountability Pillar Report, October 2018). **Relative to the previous school year, there was a 12% increase in reported satisfaction for the 2017/2018 school year**. Again, these findings are based on a range of JAM teachers, parents and students (range in # of respondents = 32 - 122) and may not be representative of the overall school population when there were less respondents some years.

JAM: Satisfaction with Program Access

EPSB: 65%, 72%, 73%, 73%, 73%
John A McDougall: 67%, 69%, 72%, 66%, 78%

Years: 2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/2018

Legend: EPSB, John A McDougall

At-Risk Students' Access to Programs

Also from JAM's October 2018 Accountability Pillar Report, the proportion of teachers, parents, and students who believe that programs are easy to access and timely for students at-risk is presented for the last 3 years. **At JAM, from the 2015/2016 school year, there have been steady increases in the perceived ease and timeliness of accessing programs for students at risk. There was an 18% increase from 2015/2016 to 2016/2017, and another 3% increase from 2016/2017 to 2017/2018.**

JAM At-Risk Students' Access to Programs

2015/2016	70%
2016/2017	88%
2017/2018	91%

JAM Suspensions

	# of Students
2015/2016	35
2016/2017	4
2017/2018	3

Disciplinary Trends

The number of student suspensions has also seen dramatic shifts in the past 2 years. **There was a 91% decrease in the number of suspensions from 2015/2016 to 2017/2018. Disciplinary practices have changed at JAM, partly based on knowledge the AIFY agency staff has shared with JAM and its school staff** (e.g., Students and staff have learned about Zones of Regulation from the Mental Health Therapist). The culture of the school has shifted to emphasize relationship building and teaching with a trauma-informed lens. Also, when students have conflict with one another, restorative practices are used to reach a resolution. On the 2017/2018 Accountability Pillar Report, 91% of teachers, parents, and students agreed that "students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school." In addition, all parents surveyed felt their child is safe at school. **JAM has built their capacity when it comes to ways they can best support students in their school. With knowledge gained from AIFY agency staff and other professional development, the culture of the school has changed.** For example, many classrooms in JAM now have calming spaces, where students can go if they need to take some time to settle down during class. The office also has some calming stations so it can be seen as a safe place for students to work through their emotions, rather than a place solely associated with discipline.
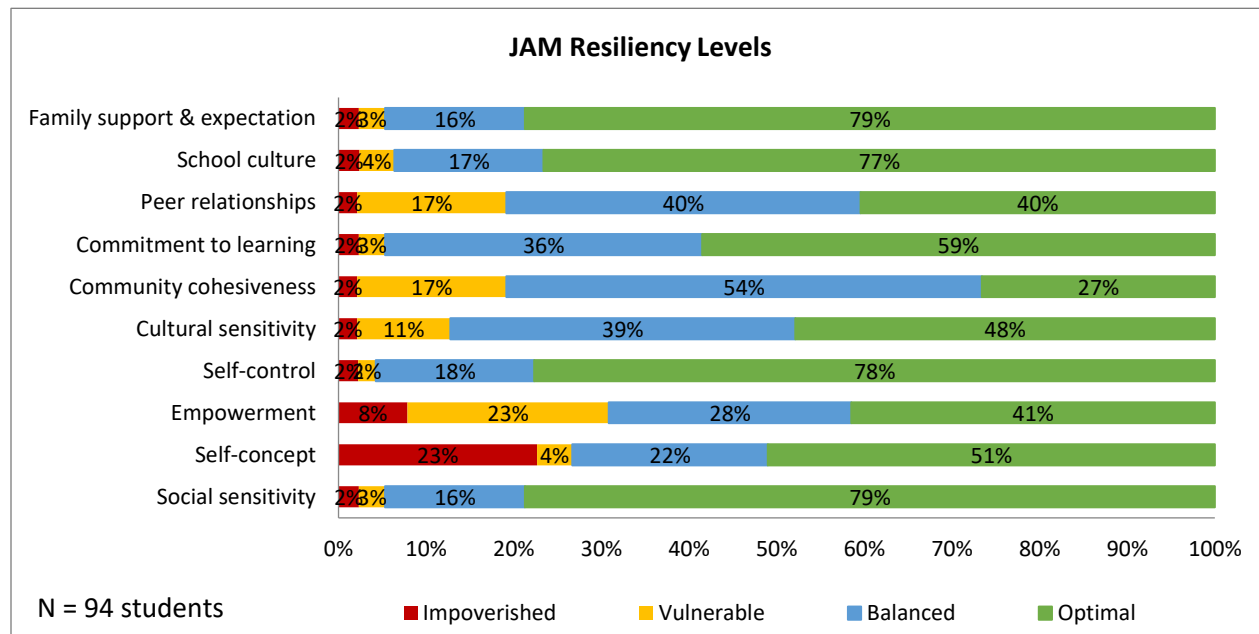
Intention to Complete High School

From JAM's resiliency survey, completed by 93 Grade 4 to 6 students at JAM, students were asked whether they plan to complete high school. **Almost all the students surveyed at JAM (96%, 89 students) said 'Yes', they plan to complete high school. This demonstrates their intention to achieve this important educational milestone.**

Resiliency

Resiliency Levels

The chart below shows Grade 4 to 6 students' resiliency levels in the 10 core resiliency categories. Across students who completed the survey, 79% reported that they were in the Optimal range for Social Sensitivity and Family Support & Expectation, the highest rated resiliency factor among JAM students. The next highest rated resiliency factors were Self-control and School Culture at 78% and 77%, respectively. 23% of JAM students fell within the Impoverished range for Self-Concept, making Self-Concept the lowest rated resiliency factor among students.

JAM Resiliency Levels

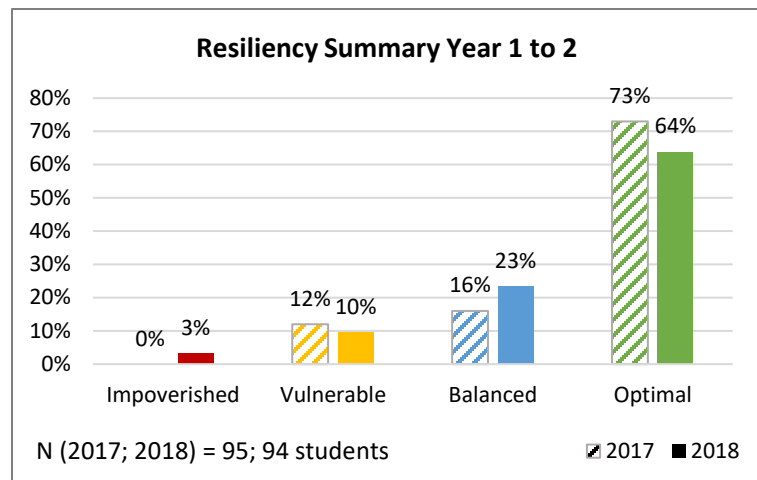| Category	Impoverished	Vulnerable	Balanced	Optimal
Family support & expectation	2%	3%	16%	79%
School culture	2%	4%	17%	77%
Peer relationships	2%	17%	40%	40%
Commitment to learning	2%	3%	36%	59%
Community cohesiveness	2%	17%	54%	27%
Cultural sensitivity	2%	11%	39%	48%
Self-control	2%	2%	18%	78%
Empowerment	8%	23%	28%	41%
Self-concept	23%	4%	22%	51%
Social sensitivity	2%	3%	16%	79%

N = 94 students

Resiliency Summary for 2017-2018 School Year

The pie chart shows the proportion of students, for the 2017/2018 school year, in each of the four resiliency groups (N = 94). Notably, a little over two thirds of students were in the Optimal range, and 3% of students scored in the impoverished range.

The Resiliency Summary Year 1 to 2 chart shows the change in students' resiliency levels from year 1 (patterned bars) to year 2 (solid bars). From Year 1 (2016/2018) to Year 2 (2017/2018), the number of students in the Vulnerable and Optimal categories decreased, while there were more students were in the Impoverished and Balanced categories. As a note,

Resiliency Summary (2017-2018)

- Impoverished: 3%
- Vulnerable: 10%
- Balanced: 23%
- Optimal: 64%
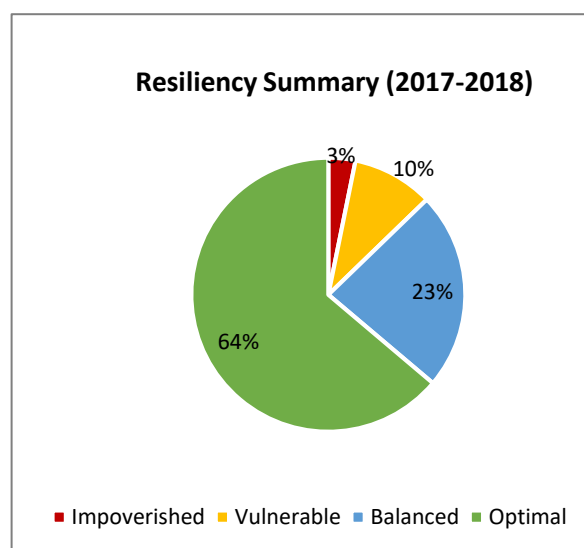
many schools were not able to survey students with special needs or ELL students in their school (i.e., survey only available in English). Also, some students with complex needs did not complete the survey as questions on the survey could be a trigger and could cause these students undue stress. Decisions about which students were or were not asked to complete the survey was left up the discretion of school administrators and student's parents.

Resiliency Summary Year 1 to 2

	2017	2018
Impoverished	0%	3%
Vulnerable	12%	10%
Balanced	16%	23%
Optimal	73%	64%

N (2017; 2018) = 95; 94 students

Caring Adults at School

Students at JAM also reported on their perceptions of caring adults in the school. In particular, **95% of students (n = 88) felt that, 'Yes', there was a caring adult with whom they could go to for help with a problem. Also, 94% of students (n = 87) reported that 'Yes', there are caring positive role models at their school**. The top five caring role models in the school community identified by these students

Caring Adults at School (2017/2018)

	% yes
Adult you can go to with problem? (% yes)	95%
Are there caring positive role models in your school? (% yes)	94%

included: a teacher, the Principal, a counsellor, a custodian, a Success Coach.
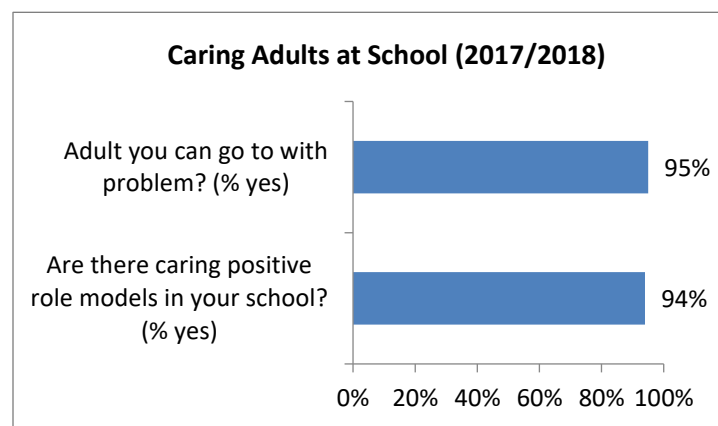
AIFY Supports and Services at JAM

The following is a presentation of AIFY agency data (e4c, BGCBigs, TFC) and narratives to illustrate how the JAM school community accessed the AIFY supports and services in Year 2 of the initiative.

Mentoring. At JAM, **63 unique students benefitted from a mentoring relationship**.

- The mentoring coordinator and other support staff were able to support **36 one-to-one matches for students** (types of mentoring programs: Adult in School Mentoring, Teen Mentoring).
- There were **2 community based matches,** which provided JAM students with a caring Big Brother or Big Sister they could grow a friendship with and who could help them experience new things.
- In the teen mentoring program, a new partnership was formed with Ross Sheppard High School (Reading Club) to help JAM students identified as being behind in their literacy development. The mentors in this program were excellent leaders and reached out to become involved in this program.

- o Mentors followed a 20/20/20 rule when interacting with mentees (i.e., 20 minutes to get to know each other and/or catch up, 20 minutes of reading, and 20 minutes of free time, which can be spent chatting or playing educational games).
  - o The school also has a literacy kit with activities that can be used to keep matches focused on developing literacy skills while having fun together.
  - o Mentors are also in contact with teachers to ensure they can focus on mentee's individual needs; Mentors also receive training to support young readers and agency staff support mentors and check in with them to monitor how mentees literacy goals are being met.
  - o 95% of JAM students in this program said they are "proud of what I have accomplished this school year".
- **Two groups for girls were also facilitated by mentoring staff** (served 22 students).
  - o One was a girls group focused on confidence building and empowerment (Grade 5 and 6 girls); 89% of participants stated "as a result of being part of this group, I am better at handling whatever comes my way."
  - o One was a technology based afterschool group, The Magic Computer Club (MC2). This group was led by a volunteer who was able to teach the students about coding, web design, and film making. 94% of students participating in this group said that "what I learned in this group has helped me feel better about my ability to solve problems."

Out of School Time (OST). This program **served 118 unique students** in the 2017/2018 school year (Division 1 Students = 74; Division 2 Students = 44). On average, 22 – 26 students attended each day of programming. Programming was designed to provide academic, cultural, emotional, and artistic support. The following are descriptions of the different types of programming offered at JAM:

- The Pen Pals program (having students from other AIFY schools pair up with JAM students to focus on integration of community)
- The Science Club (Opportunity for kids to get excited and engaged in exploring concepts observing and creating fun experiments)
- Leadership programs (Opportunities for students to work on group work, build capacity, and learn how to listen to others)
- The Culture Club (helped educate students about different cultures and allowed them to be exposed to culturally diverse experiences through artistic expression of world cultures)

Students in JAM's OST program were also culturally diverse. Nepali, Muslim, Somali, Hindu, Ethiopian, and Métis students were served.

Twenty-one students completed a survey to report on their experiences in OST over the course of the year.
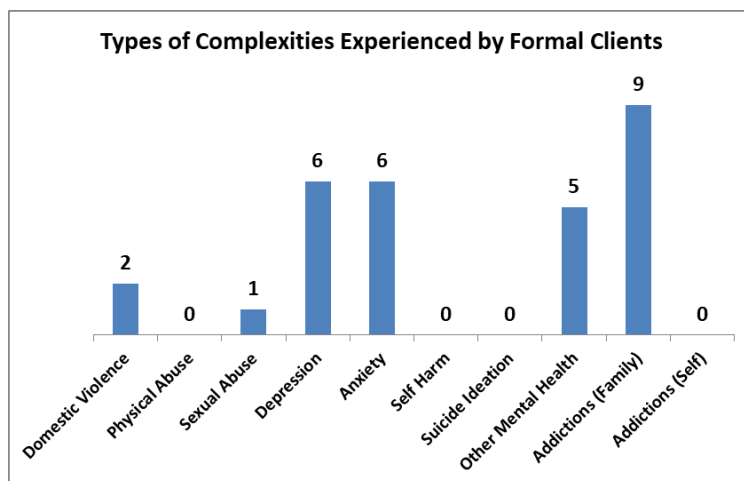
- 95% reported feeling happier or less stressed since attending OST
- 90% said the staff and volunteers are people they would go to if they needed help
- 80% reported that they are doing better in school since they started coming to OST
- 26% reported they attended because they require afterschool supervision
- 47% reported they attend because their parents thought it would be good for them

In addition, 48 students from JAM registered to attend summer programming at Spruce Avenue (out of a 40 – 50 student capacity).

Nutrition. **The school nutrition program at JAM supported 220 – 230 students with lunch each day. Nutrition support staff also prepared a snack for the entire school daily (approximately 363 students).**
Breakfast was also provided for 10-15 students twice a week. Daily nutritional support was also provided for OST programming.
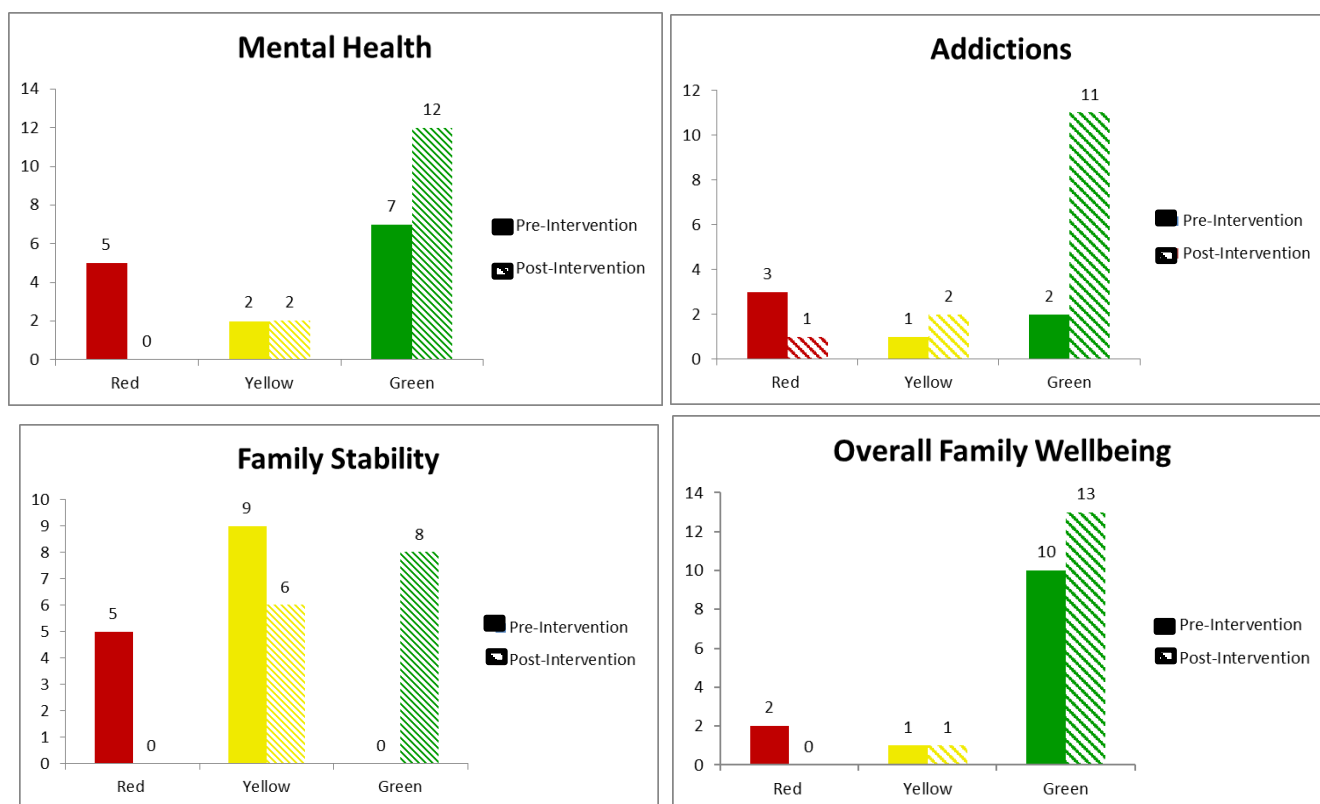
Mental Health Therapy. Over the 2017/2018 school year, the Mental Health Therapist had **22 formal family therapy files, comprised of 89 individuals** (a file can represent an individual client or a family unit that is comprised of multiple clients). The Mental Health Therapist helped clients with a number of complexities. The top 3 complexities the Mental Health Therapist worked on with clients were family addictions, anxiety, and depression. **Over one-third (36%) of case files involved supporting clients with multiple complexities** (i.e., more than 2).

Types of Complexities Experienced by Formal Clients

Domestic Violence: 2; Physical Abuse: 0; Sexual Abuse: 1; Depression: 6; Anxiety: 6; Self Harm: 0; Suicide Ideation: 0; Other Mental Health: 5; Addictions (Family): 9; Addictions (Self): 0

The Mental Health Therapist at JAM also **supported 282 short-term engagements throughout the school year** (crisis oriented work; for example, help with peer relationships, behaviour concerns, academics, career/work, family conflicts, physical health). The Therapist also delivered **100 presentations to students throughout the year (Topics: stress management, building common language, flexible thinking, using a buddy voice)**.

Roots and Wings. The Roots and Wings worker at JAM had **14 formal clients** over the 2017/2018 school year. These clients were involved in therapeutic relationships with the Roots and Wings worker throughout the whole school year. Areas of support for clients are mental health, addictions, family stability, and overall family wellbeing. At JAM, the following data represent the degree of severity for clients in each area of support pre- and post-intervention (Red = High Severity; Yellow = Moderate Severity; Green = Low Severity). The charts below demonstrate progress in these areas of support from pre- to post-intervention (E.g., clients experiencing less severity in these areas after intervention). **In all areas of support, there are notable shifts in the number of clients who moved out of the Red categories into the Yellow or Green categories, demonstrating improvements in these areas of support after a**

Roots and Wings worker has intervened and offered support (i.e., Less severity experienced in these areas of support for clients).

The Roots and Wings worker at JAM also **participated in 204 short-term engagements** with families throughout the school year. These short-term engagements were the limited involvement of the Roots and Wings worker with a family and were specific to housing needs and connecting families to external resources (e.g., helping families access resources in the community). This agency staff member also **helped coordinate and facilitate 6 universal programming activities** throughout the school year (e.g., Christmas celebration, parent coffee, school assembly presentations for parents and students, summer parent activities) and was **involved in 3 group work activities throughout the year** (e.g., parent coffee group and mom's group).

Success Coach. **The Success Coach at JAM was involved in 242 short-term engagements (average length of engagement is 2-3 sessions) with students throughout the school year**. Some of the issues addressed were anxiety, depression, anger, guilt, historical trauma, behavior concerns, social skills, and peer relationships. **5 students were part of the formal caseload for the JAM Success Coach** during the 2017/2018 school year. These students set and worked on longer term mental health goals with the Success Coach. The Success Coach also **helped facilitate 7 universal programming activities and summer camps** (e.g., Grade 6 field trip, Grade 1 field trip, Recess Supervision, Taste of JAM – a big Multicultural event where people brought food from their cultures to share).

The Success Coach also **facilitated three groups** – 30 Group Participants (Conversation Club and Breakfast & Books).

- 60% of the participants responded that they feel more comfortable in school and feel ready to learn because of the support they received from the group facilitators.

Universal Programming / Community Development:

- Field Trips: Engaging with students, promoting social-emotional growth while providing a staff chaperone.
- Recess Supervision: Building relationships while engaging with students at recess.
- Taste of JAM: This event started as a strategy to counteract racial tensions in the school. Families from different cultures dressed in typical clothing brought food to share with each other. This was a huge Success that helped teach children to understanding and respect people from other cultures.
- Walking School Bus: In response to challenges with attendance, the Success Coach created the Walking School Bus Program to walk with students to school in the mornings.
- Relational support: Reaching out to students, building relationships, and promoting a sense of belonging, especially with isolated students. Students now know there is someone at school who cares about them, someone other than a teacher.

Unfortunately, the Success Coach at JAM left partway through the year. This can explain the smaller formal caseload, the number of short-term engagements and universal programming activities facilitated.

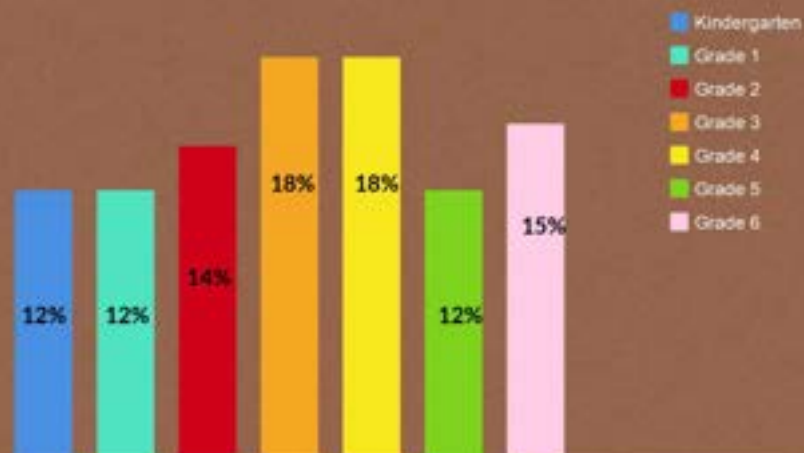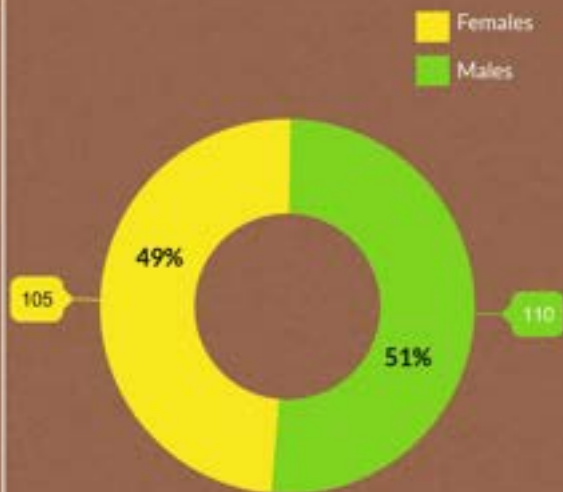## Taking a Closer Look: AIFY Student Cohort

All the data presented in the previous sections of this school profile represent the whole school population, what we can call *whole school* data. Whole school data gives us an overall impression of the JAM school community and how the AIFY service providers are working in the entire school community. To complement this information, we also wanted to take a closer look at data for JAM students that access AIFY services (not all students in an AIFY school will use AIFY services; services are accessed as needed). Taking a closer look at data for this specific group of students provides more details about the students accessing AIFY supports (e.g., information about gender, grade) and the complexity of their service use (e.g., how many AIFY services are being accessed by students). Some measures reported for the school AIFY cohort can also be compared to the whole school data, to see if the cohort performs differently (e.g., for reading levels), compared to the whole school. Students were included in the AIFY student cohort if they accessed 1 or more AIFY services (excluding students who only accessed nutrition supports; nutrition supports are more universal to the overall school, not targeted like the other AIFY services). The following section presents data only for students who are part of the JAM school AIFY cohort.
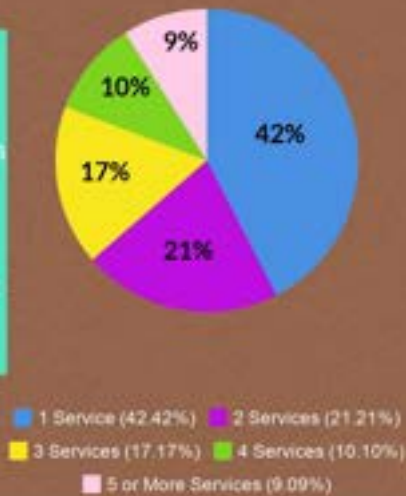
JAM AIFY Cohort

Who Accesses AIFY at JAM?

59%

Of JAM Students Accessed 1 or more AIFY Support/Service
(2017/2018 AIFY Cohort = 215 Students)

8% 24% 42%

Refugee | First Nations, Métis, Inuit | ELL

Females
Males

49% 51%

105 110

Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

12% 12% 14% 18% 18% 12% 15%

Complexity of AIFY Service Use

OST, Informal success coaching, Informal Roots and Wing support, and short-term engagements with the Mental Health Therapist were the specific types of AIFY services accessed most by the JAM AIFY Cohort

9%
10%
17%
42%
21%

- 1 Service (42.42%)
- 2 Services (21.21%)
- 3 Services (17.17%)
- 4 Services (10.10%)
- 5 or More Services (9.09%)

60%

Of the JAM AIFY Cohort Accessed the e4c Lunch Program
(2017/2018 = 130 Students)

School Measures

Reading Levels

7%
56%
37%

- Reading Below Grade Level
- Reading At Grade Level
- Reading Above Grade Level

Writing Levels

64%
36%

- Writing Below Grade Level
- Writing At Grade Level

Attendance Rates

91% Average Attendance Rate for JAM AIFY Cohort

5%-100% Attendance Rate Range for JAM AIFY Cohort

St. Alphonsus Catholic Elementary & Junior High School

"…I feel because of the all the supports, I see a huge difference [in] families…Now they're not scared to come to the school…now they'll drop by the school. Now they'll come in…They feel safe…they're not afraid to come and ask me for something…I think it's just created more positive relationships with my families..."
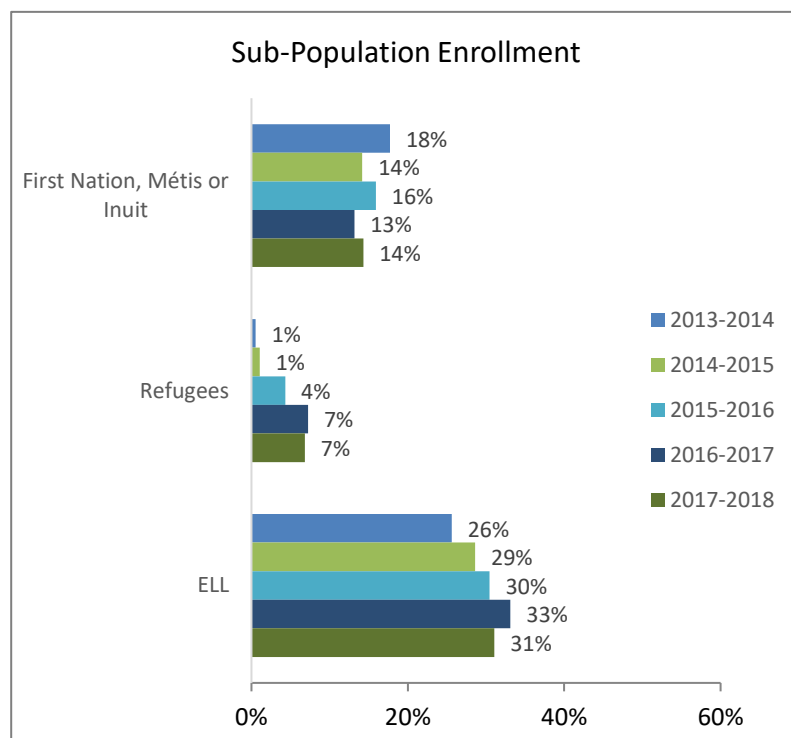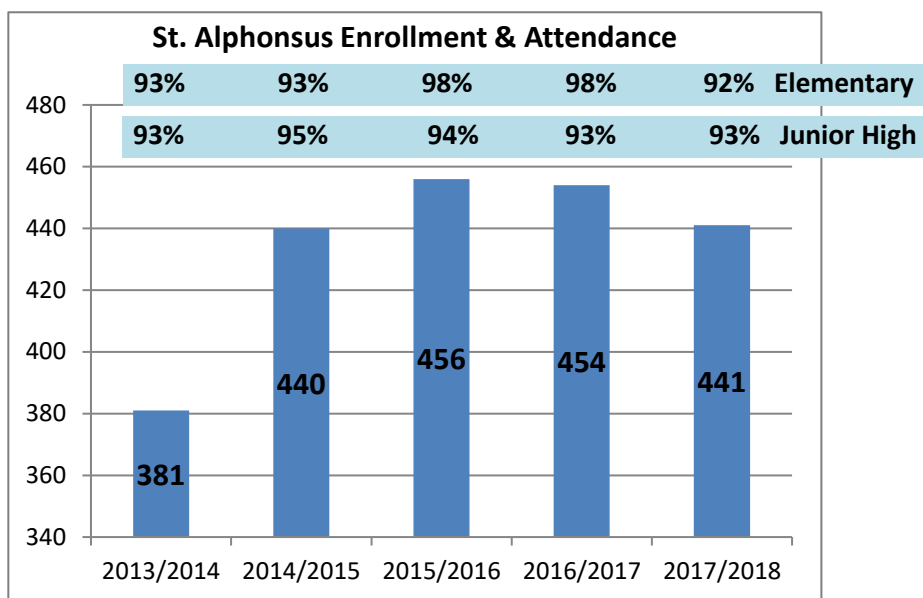– St Alphonsus Agency Staff

Demographics

St. Alphonsus upholds the sacred responsibility to provide a spiritual learning environment, with faith infused curriculum for students. Guided by the phrase "seeing the light in everyone", **we embrace the holistic growth and development of each individual student to inspire and support constant growth in core values, academic learning, physical and mental health, and service toward God.**

The staff at St. Alphonsus are committed to educating each child in these areas of development. We make every effort to work in close partnership with parents and the Parish as well. **We work within a year-round school calendar and offer a range of programming to meet students' educational needs (e.g., pre-kindergarten programming, full day kindergarten, class options for students' different interests). More targeted programs for students at St. Alphonsus include the Newcomer program for Junior High students, Junior Achievement Leadership Centre, Centre for Arts and Music Program, Youth Orchestra of Northern Alberta Program, and the Heart of the City Music program.**

We also work closely with partners who offer supports and services within our school to meet the complex needs of students and families in our school community. **St. Alphonsus School is ranked as one of the higher needs schools in Edmonton Catholic School District. The community is impacted by higher rates of lone parent families (34%), a higher mobility index (42.96% of students move in 3 years) and a low average family income ($50,290, third lowest in ECSD). These demographics put a lot of stress on the human and financial resources of families in our school community. Our different school programs consider the socio-emotional needs of students and families, as well as the educational needs of this diverse population**. For example, we have partnered with community agencies, like those from the All In For Youth initiative (BGCBigs, e4c, The Family Centre), to help students and families overcome some of the challenges they face and help school staff provide a high quality holistic education. Some specialized supports also available in the school are the Family School Liaison worker, the emotional behavioural support therapist, and the Alberta Health Services mental health therapist. The AIFY agency staff and the specialized support staff all work full-time in the school to support students and families. This helps us provide a safe, nurturing, joyful, caring environment where all of our students can grow to their fullest potential and all our families feel welcome.

Student Enrollment & Attendance

The Enrollment and Attendance chart shows the total number of students who were enrolled at St. Alphonsus in the past five years. The percentages above the bars are the average attendance rates of students (Elementary and Junior High rates presented separately) for that year. During the 2017/2018 school year, the overall number of students enrolled at St. Alphonsus decreased slightly. **The average attendance of Elementary students declined by 6%, but is still above 90%. The average attendance of Junior High students remained stable at 93%.**

St. Alphonsus Enrollment & Attendance

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	
	93%	93%	98%	98%	92%	Elementary
	93%	95%	94%	93%	93%	Junior High
Enrollment	381	440	456	454	441	

Sub-Population Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Nation, Métis or Inuit	18%	14%	16%	13%	14%
Refugees	1%	1%	4%	7%	7%
ELL	26%	29%	30%	33%	31%

The Sub-Population Enrollment chart presents the proportion of students enrolled at St. Alphonsus who were also self-identified First Nations, Métis or Inuit, refugees, and English language learners (ELL). The proportion of self-identified First Nations, Métis or Inuit and ELL students increased slightly and the proportion of refugee students remained stable for 2017/2018. **There was also a slight decrease in the proportion of ELL students, but this sub-population still comprised one third of the school population.**

High Social Vulnerability (HSV)

ECSD also ranks the top schools within the District according to their level of social vulnerability. The following table presents St. Alphonsus' High Social Vulnerability (HSV) ranking for the last three years. For 2017/2018, **St. Alphonsus' HSV ranking increased, indicating that it continues to serve some of Edmonton's most socially vulnerable students and families.**

School Year	HSV Ranking
2015/2016	3rd
2016/2017	12th
2017/2018	10th

Transition Rates

Since St. Alphonsus is an elementary and junior high school, many Grade 6 students transition into grade 7 at St. Alphonsus. **From June 2018 to September 2018, 88% of Grade 6 students transitioned to St. Alphonsus Junior High (29 out of 33 Grade 6 students).** Only four Grade 6 students left the ECSD District. **For Grade 9 students at St. Alphonsus, 88% also transitioned into Grade 10 within the ECSD District (58 out of 66 Grade 9 students).** 12% of the Grade 9 students at St. Alphonsus (n = 8) did end up leaving the District. This could mean they decided to attend a school in another District, or are not registered for Grade 10 at any school. Unfortunately, this information is not available because once a student leaves the District they can no longer be tracked.

Drop Out Rates

The Drop Out Rate chart presents St. Alphonsus' drop out rates (The percentage of students aged 14-18 registered in K-12 who drop out the following year) for the last five years. For the past four years, the drop-out rate has been below 3%. There was a 2% increase in the drop out rate for the 2017/2018 school year.
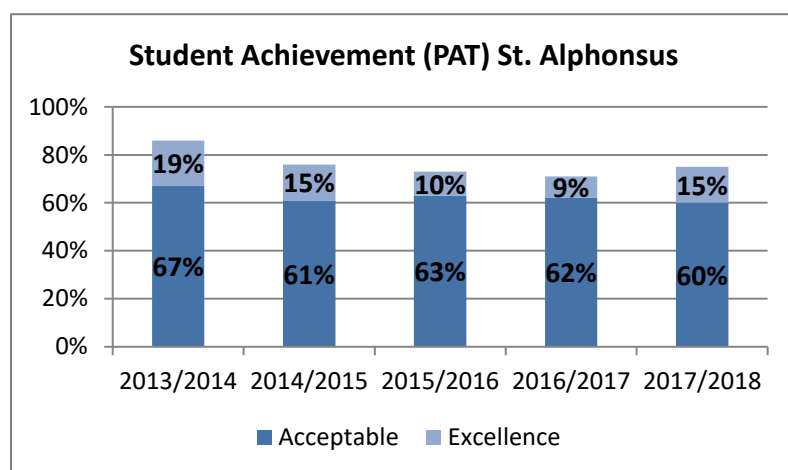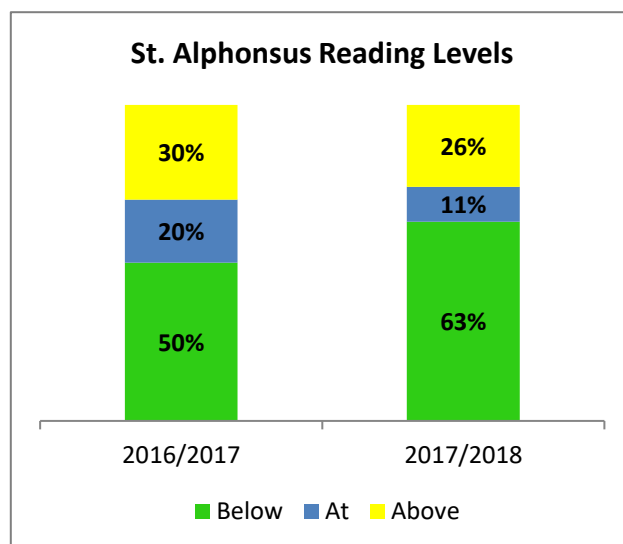
St. Alphonsus Drop Out Rate
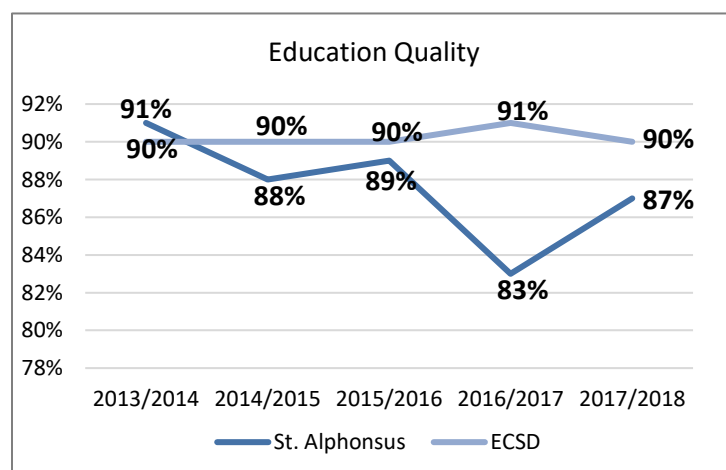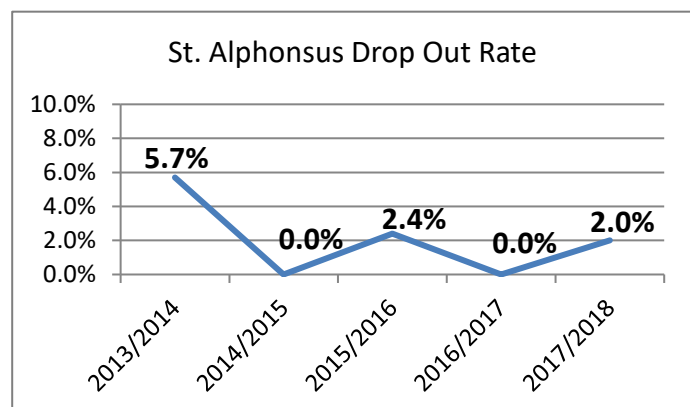
Education Quality

Academics

Education Quality

Teachers, parents, and students rated St. Alphonsus' Education Quality (Data from Accountability Pillar Report, October 2018). The chart shows that **St. Alphonsus' education quality rating has increased by 4% for the 2017/2018 school year**. This education quality rating is 3% below the ECSD average (ECSD = 90%).

Reading Levels

Relative to last year, the proportion of St. Alphonsus students in Grade 1 to 3 reading 'Above' and 'At' their grade level decreased. There was a 4% reduction in the proportion of students reading 'Above' their grade level and a 9% reduction in the proportion of students reading 'At' their grade level. The proportion of students reading 'Below' grade level increased by 13%. Reading levels are determined by the Fountas and Pinnell assessment tool and its grade level benchmarks. This measure of reading level is used by teachers to inform their instructional plans for their students.

St. Alphonsus Reading Levels

	2016/2017	2017/2018
Above	30%	26%
At	20%	11%
Below	50%	63%

Legend: ■ Below ■ At ■ Above

Student Achievement (PAT) St. Alphonsus

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Excellence	19%	15%	10%	9%	15%
Acceptable	67%	61%	63%	62%	60%

Legend: ■ Acceptable ■ Excellence

Student Achievement – Provincial Achievement Test (PAT) Results

In the 2017/2018 school year, there was a 2% reduction in students achieving acceptable standards on their Grade 6 and 9 PATs (From the October 2018 Accountability Pillar Report). However, **there was a 6% increase in the proportion of St. Alphonsus Grade 6 and 9 students achieving standards of excellence**.
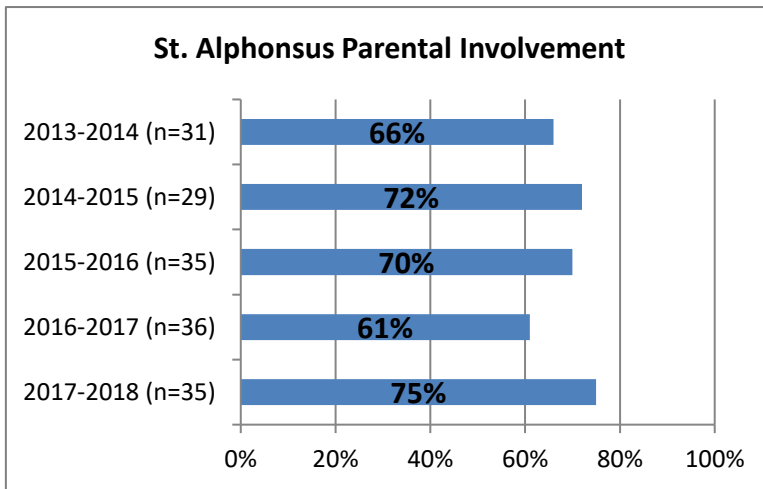
Student Achievement – EYE-TA Results

The Early Years Evaluation—Teacher Assessment (EYE-TA) is administered to Kindergarten students in the fall (pre) and spring (post) of a school year. The EYE-TA measures student's developmental milestones and provides information about the supports and services students need. The EYE-TA measures five domains of early learning (Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, Physical Development) that contribute to children's readiness to learn. Scores on the EYE-TA are interpreted using the Response to Intervention (RTI) tiers (shown in the triangle). When students are assessed in the fall, their scores reflect where they are at, developmentally, when they 'walk into the door' at the beginning of the school year. It is a measure of their school readiness, prior to any intervention from the school.
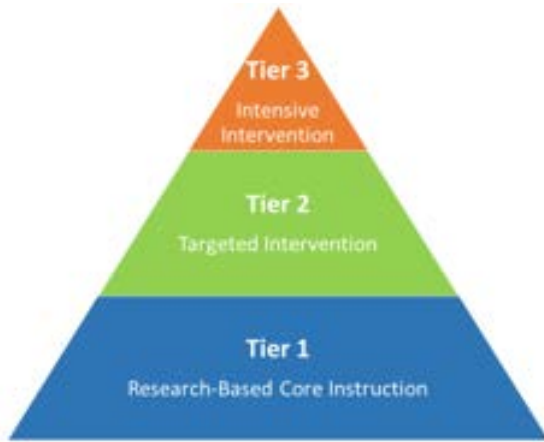
In the fall at St. Alphonsus, 36% of Kindergarten students (n = 9) met developmental milestones (scored at the Tier 1 programming level). Based on these fall assessment scores, schools made decisions about how to intervene and support these students throughout the year. **In the spring, when students were getting ready to leave Kindergarten and transition to Grade 1, 50% of the Kindergarten students (n = 8) met developmental milestones, indicating they were developmentally prepared for Grade 1, a 14% increase compared to the fall** assessments. This growth can be attributed to the school and its interventions with these students throughout the school year.
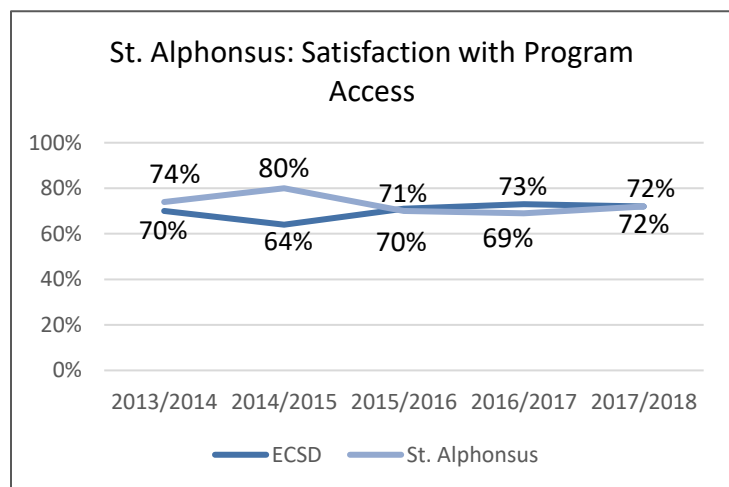

St. Alphonsus Parental Involvement

- 2013-2014 (n=31): **66%**
- 2014-2015 (n=29): **72%**
- 2015-2016 (n=35): **70%**
- 2016-2017 (n=36): **61%**
- 2017-2018 (n=35): **75%**

Parental Involvement

A rating of parental involvement at St. Alphonsus is presented for the last five years (Accountability Pillar Report, October 2018). Parental involvement at St. Alphonsus has markedly increased in the last year, and is currently the highest it has ever been in the last 5 years. However, this measure of parental involvement is based on a small sample of parents and may not be representative of the overall school population.

Satisfaction with Program Access (ACOL)

Compared to the 2016/2017 school year, **teachers, parents, and students grew more satisfied (a 3% increase) with the access, effectiveness, and efficiency of programs and services for students in their community** (Accountability Pillar Report, October 2018). Again, these findings are based on a range of St. Alphonsus teachers, parents, and students (range in # of respondents = 29 – 307) and may not be representative of the overall school population when there were less respondents some years.

St. Alphonsus: Satisfaction with Program Access

ECSD: 70%, 64%, 70%, 69%, 72%
St. Alphonsus: 74%, 80%, 71%, 73%, 72%

2013/2014 2014/2015 2015/2016 2016/2017 2017/2018

At-Risk Students' Access to Programs

Also from the October 2018 Accountability Pillar Report for St. Alphonsus, the proportion of teachers, parents, and students who believe that programs are easy to access and timely for students at-risk is presented for the last 3 years. At St. Alphonsus, the perceived ease and timeliness of accessing programs for students at risk remained stable for the last 2 years.

St. Alphonsus At-Risk Students' Access to Programs

	2015/2016	2016/2017	2017/2018
	80%	84%	84%
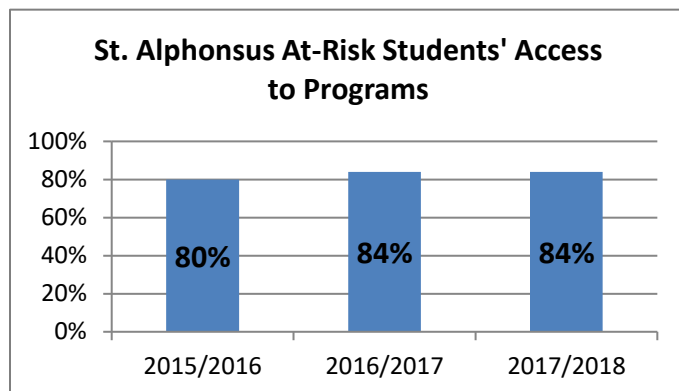
AIFY Supports and Services at St. Alphonsus

The following is a presentation of AIFY agency data (e4c, BGCBigs, TFC) and narratives to illustrate how the St. Alphonsus school community accessed the AIFY supports and services in Year 2 of the initiative.

Mentoring. At St. Alphonsus, **46 unique students benefitted from a mentoring relationship**. For 2017/2018, there was the development of **10 Adult In-School mentoring matches, 32 Corporate matches (Government of Alberta) and 4 Community Based matches in the Big Brothers Big Sisters program.**

- Corporate Mentoring: New partnership developed with the Government of Alberta, Department of Education.
  - Highly skilled adult mentors with a true understanding of the Grade 4 student mentees' complex needs.
  - Teachers identified a need for students to focus on math skills activities, which was a successful endeavor for mentors and mentees in this program.
  - 100% of the St. Alphonsus mentees in this program reported that their mentor had helped them feel better about how they are doing in school.
  - 91% reported that since meeting their mentor, they are better able to get through hard times because they believe in themselves.

Out of School Time (OST). This program **served 133 unique students** in the 2017/2018 school year (Division 1 Students = 43; Division 2 Students = 49; Division 3 Students = 90). On average, 33 – 36 students attended each day of programming. Programming was designed to provide academic, cultural, emotional, artistic, and physical support. The following are descriptions of the different types of programming offered at St. Alphonsus:

- Mind Up: Curriculum that supports mindfulness developments so students can understand how their brain works and develop strategies to become mindful. Students as young as Grade 1 have started to be able to describe different areas of the brain and the roles they play in their daily lives.
- Academic Support: Provided 30 minutes daily homework and reading time. Also offered STEAM programming and activities.
- Iron Chef Programming: Helped students develop life skills. Students were given a budget and went to grocery store to purchase groceries for a recipe. They then made their recipes and

presented their food to judges. Students were given the opportunity to get their Food Handling certificates as well.

- Skill Builders: Students worked on building skill sets that helped them to develop financial literacy, the ability to write a resume/cover letter, and an understanding of the driver's training handbook.

Students in St. Alphonsus' OST program were also culturally diverse. Sudanese, Spanish, African, Jamaican, Eritrea, Métis, Vietnamese, Filipino, and Cameroonian students were served.
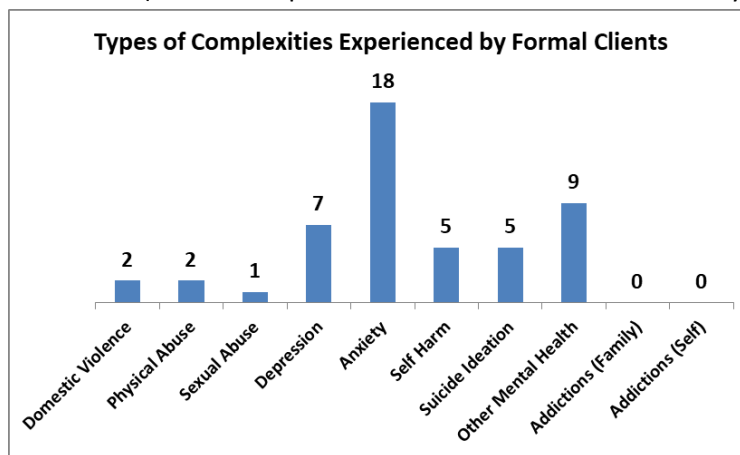
Thirty-three students completed a survey to report on their experiences in OST over the course of the year.

- 94% reported feeling happier or less stressed since attending OST
- 94% said the staff and volunteers are people they would go to if they needed help
- 88% reported that they are doing better in school since they started coming to OST
- 58% reported they attended because they require afterschool supervision
- 73% reported they attend because their parents thought it would be good for them

Sixty-nine students from St. Alphonsus registered to attend summer programming at St. Alphonsus. There was a 40 student capacity per day of summer programming and this was reached almost every day.
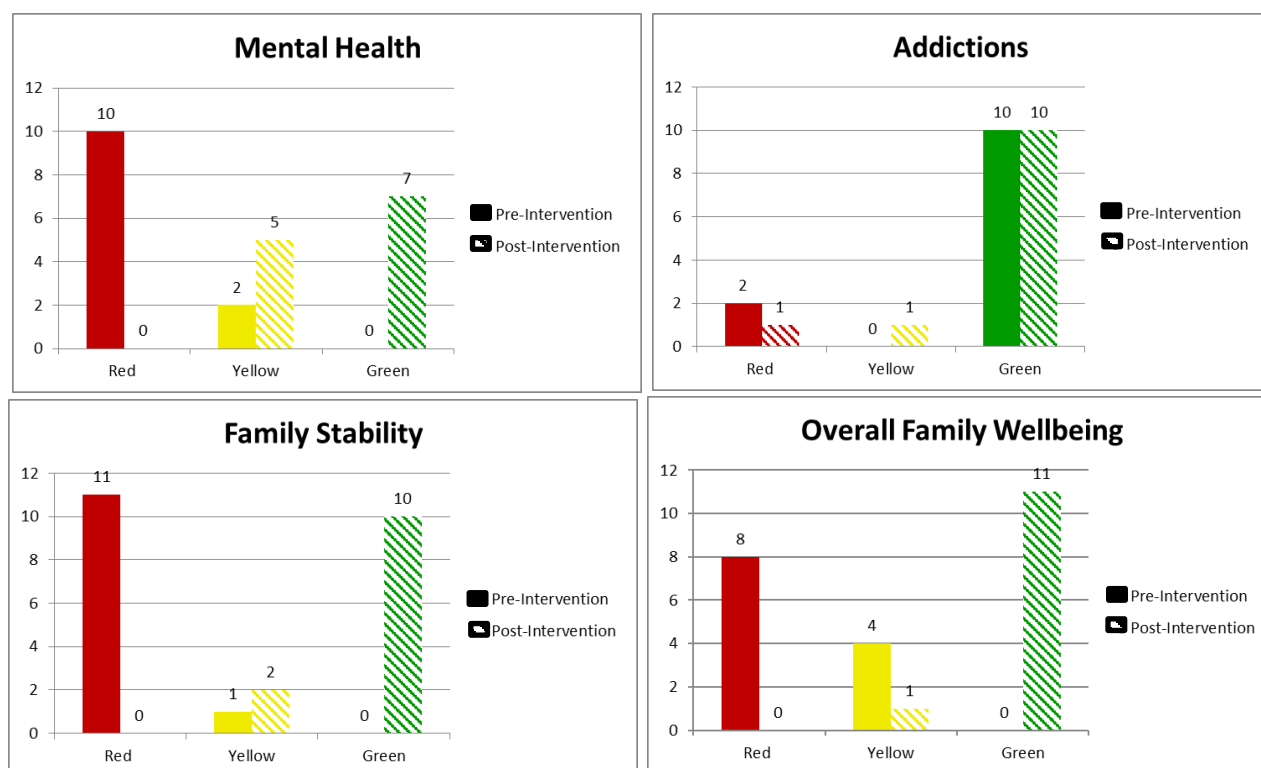
Nutrition. **The lunch program at St. Alphonsus supported 120 elementary students per day. There was also an increase in the number of Junior High students participating; the program supported about 40 students with lunch each day.** The School Nutrition program also prepared a snack for all Kindergarten to Grade 6 students each day. Snack was also provided for OST programming throughout the year.

Mental Health Therapy. Over the 2017/2018 school year, the Mental Health Therapist had **25 formal family therapy files, comprised of 106 individuals** (a file can represent an individual client or a family

unit that is comprised of multiple clients). The Mental Health Therapist helped clients with a number of complexities. The top 3 complexities the Mental Health Therapist worked on with clients were anxiety, other mental health (e.g., parent-child relationships, trauma, anger, grief), and depression. **Forty-four percent of case files involved supporting clients with multiple complexities** (i.e., more than 2).

Types of Complexities Experienced by Formal Clients

Category	Value
Domestic Violence	2
Physical Abuse	2
Sexual Abuse	1
Depression	7
Anxiety	18
Self Harm	5
Suicide Ideation	5
Other Mental Health	9
Addictions (Family)	0
Addictions (Self)	0

The Mental Health Therapist at St. Alphonsus also **supported 219 short-term engagements throughout the school year** (Crisis oriented work; for example, help with peer relationships, behaviour concerns, academics, career/work, family conflicts, physical health). The Therapist also delivered **11 presentations to students and school staff throughout the year (Topics: Trauma, Stress, Relationships)**.

Roots and Wings. The Roots and Wings worker at St. Alphonsus had **17 formal clients** over the 2017/2018 school year. These clients were involved in therapeutic relationships with the Roots and Wings worker throughout the whole school year. Areas of support for clients are mental health, addictions, family stability, and overall family wellbeing. At St. Alphonsus, the following data represent the degree of severity for clients in each area of support pre- and post-intervention (Red = High Severity; Yellow = Moderate Severity; Green = Low Severity). The charts below demonstrate progress in these areas of support from pre- to post-intervention (E.g., clients experiencing less severity in these areas after intervention). **In all areas of support, there are notable shifts in the number of clients who moved out of the Red categories into the Yellow or Green categories, demonstrating improvements in these areas of support after a Roots and Wings worker has intervened and offered support (i.e., Less severity experienced in these areas of support for clients).**

The Roots and Wings worker at St. Alphonsus also **participated in 167 short-term engagements** with families throughout the school year. These short-term engagements were the limited involvement of the Roots and Wings worker with a family and were specific to housing needs and connecting families to external resources (e.g., helping families access resources in the community). This agency staff member also **helped coordinate and facilitate 11 universal programming activities** throughout the school year (e.g., school BBQ, Christmas concert, spring concert, school playground celebration) and was **involved in 1 group work activity throughout the year** (i.e., parent summer program group).

Success Coach. **The Success coach at St. Alphonsus was involved in 487 short-term engagements (average length of engagement is 2-3 sessions) with students throughout the school year**. Some of the issues were anger, guilt, historical trauma, behaviour concerns, social skills and peer relations. **8**

students were part of the formal caseload for the St. Alphonsus Success coach during the 2017/2018 school year. These students set and worked on longer-term mental health and family stability goals with the Success Coach.

The Success Coach facilitated **3 school groups – 55 group participants** (i.e., Social Skills Group – using board games to help children learn important skills like managing frustration, sharing and empathy. Lunch Group, and the Recreation and Culture Club with TFC Cultural Coach).

- 93% of group participants reported they learned new skills.
- 87% of group participants reported they made new friends in the group and in the school community.

The Success Coach also **helped facilitate 10 universal programming activities and summer camps:**

- Transition to Grade 7: Visiting the feeder schools and in house classes to build connection and promote the St. Alphonsus Junior High program.
- Academic sessions - Library study: Supporting students as they study in the library.
- Recreation based social skills program: Providing a large number of students the opportunity to engage in safe and fun recreation during lunchtime in the winter months.
- Relational support: Reaching out to students, building relationships, and promoting a sense of belonging, especially with isolated students. Students now know there is someone at school who cares about them, someone other than a teacher.

At St. Alphonsus there was a change in Success Coach partway through the year. This can explain the smaller caseload compared to other demo schools with no interruption in service delivery.

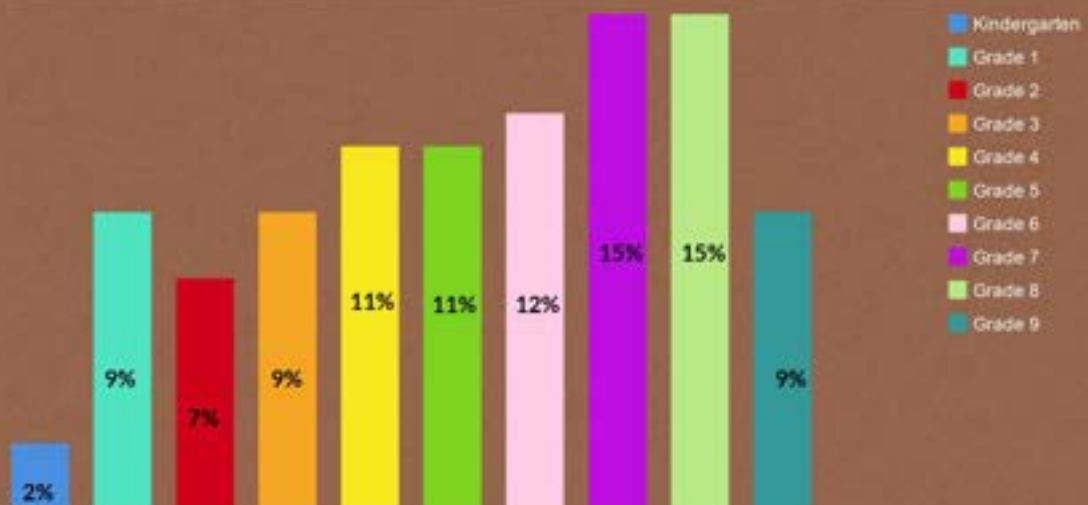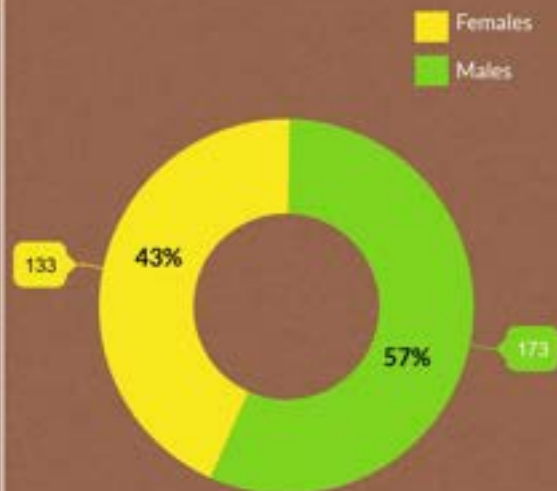### Taking a Closer Look: AIFY Student Cohort

All the data presented in the previous sections of this school profile represent the whole school population, what we can call *whole school* data. Whole School data gives us an overall impression of the St. Alphonsus school community and how the AIFY service providers are working in the entire school community. To complement this information, we also wanted to take a closer look at data for St. Alphonsus students that access AIFY services (not all students in an AIFY school will use AIFY services; services are accessed as needed). Taking a closer look at data for this specific group of students provides more details about the students accessing AIFY supports (e.g., information about gender, grade) and the complexity of their service use (e.g., how many AIFY services are being accessed by students). Some measures reported for the school AIFY cohort can also be compared to the whole school data, to see if the cohort performs differently (e.g., for reading levels), compared to the whole school. Students were included in the AIFY student cohort if they accessed 1 or more AIFY services (excluding students who only accessed nutrition supports; nutrition supports are more universal to the overall school, not targeted like the other AIFY services). The following section presents data only for students who are part of the St. Alphonsus school AIFY cohort.

St. Alphonsus AIFY Cohort

Who Accesses AIFY at St. Alphonsus?

69%

Of St. Al Students Accessed 1 or more AIFY Support/Service (2017/2018 AIFY Cohort = 306 Students)

6% | 11% | 20%

Refugee · First Nations, Métis, Inuit · ELL

Females · Males

133 · 43% · 57% · 173

Kindergarten · Grade 1 · Grade 2 · Grade 3 · Grade 4 · Grade 5 · Grade 6 · Grade 7 · Grade 8 · Grade 9

2% · 9% · 7% · 9% · 11% · 11% · 12% · 15% · 15% · 9%

Complexity of AIFY Service Use

OST, Informal success coaching, attending groups facilitated by the success coach, informal Roots and Wings Support, and short-term engagements with the Mental Health Therapist were the specific types of AIFY services accessed most by the St. Al AIFY Cohort

Pie chart:
- 1 Service (39%)
- 2 Services (33%)
- 3 Services (16%)
- 4 Services (7%)
- 5 or More Services (5%)

33%

Of the St. Al AIFY Cohort Accessed the e4c Lunch Program
(2017/2018 = 101 Students)

School Measures

Reading Levels

- 12%
- 30%
- 58%

Reading Below Grade Level
Reading At Grade Level
Reading Above Grade Level

Attendance Rates

89% Average Attendance Rate for St. Al AIFY Cohort

36%-100% Attendance Rate Range for St. Al AIFY Cohort

273 Students in the cohort had attendance rates at or above 90%

7 Students in the cohort had attendance rates at or below 60%

Spruce Avenue Junior High School

"I love the school a lot. When I first came to this school I thought [it] was gonna be like nobody would know each other and [I was] really skeptical. But no, this school is just amazing you know…everybody was just so open." – Spruce Avenue Student

Demographics

At Spruce Avenue Junior High (Spruce Avenue), we believe that all students are capable of success. Our emphasis is on the whole child as they work to continually improve in all areas of their life. **Our core belief is that success is brought about through hard work, support, and dedication. Our students are provided with an excellent educational foundation and everyone (staff, students, parents) plays a crucial role in that educational experience. We are committed to constantly seeking ways to increase student learning and success. The staff at Spruce Avenue realize that in order for students to achieve success, they require different levels of support.**
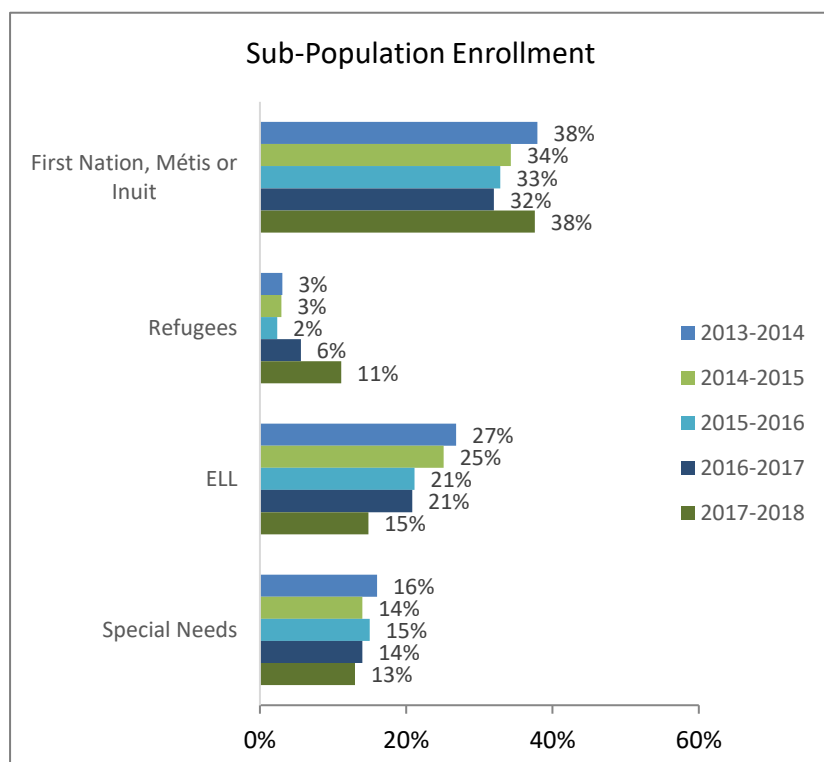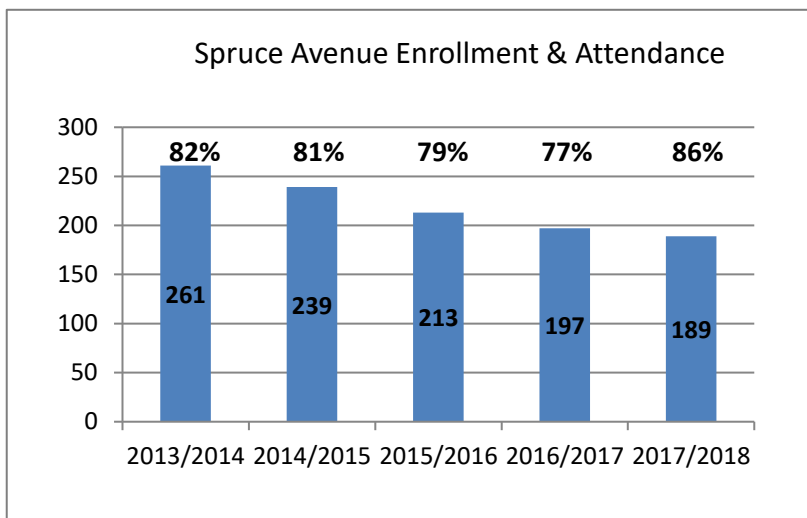
Our parents have dreams and goals for their children and the support from All In for Youth and our staff help those goals become reality. Our students' strength is their ability to keep working towards educational goals, regardless of struggles they are experiencing in their lives. One example of a struggle experienced by many students in Spruce is transportation. Many of our students have a far walk due to lack of funds for bus tickets, and sometimes this affects their attendance. This year (2017/2018), AIFY partners working in the school and donations were able to provide this resource for students and help them get to school.

Spruce also worked closely with external community partners to support students. For example, Spruce successfully established a partnership with the owner of a local restaurant, and this business is providing jobs to some Spruce students. Demonstrated in the examples provided, we work collaboratively with students, parents, and partners to individualize academic and social programming so that our students will have what they need to reach their potential.

Although we had few parents participate in the Accountability Pillar reporting, our parents are involved in the every day work of getting their children to school and ready to learn. Parents are also engaged through school events at Spruce, like cultural nights, coffee mornings on Wednesdays, and parent-teacher interviews. **In 2017/2018, we had the most families attend parent-teacher night and communicate about their child's learning. Over 1/3 of all the families were in attendance at this and every other school event**. We also use short school surveys to check in with families, and these indicated that families were very satisfied with the learning opportunities for their children at Spruce Avenue. **We are also focused on better supporting diversity and our Indigenous populations in the school. We will continue to be intentional in this area of focus and work to introduce more Indigenous programs and activties.** We also want to ensure students feel connected to the surrounding community. We worked with external community partners (e.g., Edmonton Public Library, Crystal Kids, the Carrot, McDonald's, Creating Hope Society) to work on building community engagement in our students. Working with our AIFY partners, we also focused on building leadership skills in our students.

Student Enrollment & Attendance

The Enrollment and Attendance chart shows the total number of students who were enrolled at Spruce Avenue in the past five years. The percentages above the bars are the average attendance rates of students for that school year. For 2017/2018, the overall number of students enrolled at Spruce decreased slightly from the previous year. For the last 5 years, there has been a consistent decrease in the number of students enrolled at Spruce Avenue. **Also for the 2017/2018, the attendance rate increased by 9%, from the previous year, and is at its highest in the last 5 years**.

Spruce Avenue Enrollment & Attendance

Year	Attendance	Enrollment
2013/2014	82%	261
2014/2015	81%	239
2015/2016	79%	213
2016/2017	77%	197
2017/2018	86%	189

Sub-Population Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Nation, Métis or Inuit	38%	34%	33%	32%	38%
Refugees	3%	3%	2%	6%	11%
ELL	27%	25%	21%	21%	15%
Special Needs	16%	14%	15%	14%	13%

The Sub-Population Enrollment chart presents the proportion of students enrolled at Spruce who were also self-identified First Nations, Métis and Inuit, Refugees, English Language Learners (ELL), and those who had special needs. For the 2017/2018 school year, the proportion of ELL students decreased. There was also a slight decrease in the proportion of special needs students. In contrast, the number of Refugee students and self-identified First Nations, Métis or Inuit students increased. **Over 1/3 of the student population at Spruce Avenue identified as self-identified First Nations, Métis or Inuit.** There is some overlap between the students who could be counted as ELL and refugee (some students will fit into both sub-populations). There could also be some overlap with ELL students and self-identified First Nations, Métis or Inuit students. The proportion of special needs students may also be underrepresented (e.g., parents reluctant to have their children assessed as special needs).

School Mobility

Edmonton Public Schools (EPSB) also calculates mobility rates for each of their schools. These rates demonstrate how many students enter and exit a school throughout the school year, for multiple reasons (e.g., transfer to another school, leave the province/country, unknown reason). **Throughout 2017/2018, 74 students transferred into Spruce and 57 students transferred out of the school, for a mobility rate of 69%. This is well above the average EPSB District mobility rate of 19% for 2017/2018.** Students who completed the school resiliency survey at JAM were also asked about whether they had ever changed schools, and how many times they had changed schools. For Grade 7 to 9 students who participated in this survey in 2017/2018 (n = 159), 82% of student said 'yes', they had changed schools (n = 130). Of these students, 62% reported they had changed school 1-4 times (n = 85), and 38% reported they changed school more than four times (n= 52).

High Social Vulnerability (HSV)

EPSB ranks the top 60 schools within the District according to their level of social vulnerability. The following table presents the High Social Vulnerability (HSV) ranking of Spruce Avenue from the last two

School year	HSV ranking
2016/2017	9th
2017/2018	2nd

years. **Compared to last year, Spruce Avenue's HSV ranking increased, indicating that it continues to serve some of Edmonton's most socially vulnerable students and families.** For example, Spruce Avenue services 3 short-term group homes in their catchment. For the 3-6 months students are in these group homes, they will attend Spruce Avenue. After this time, some students go into foster care, others may go to another EPSB school, but many will go back to their home communities.

Transition Rates

The table presents the Grade 9 to 10 transition rates for Spruce Avenue students for the last three years. At the end of the 2017/2018 school year (June 2018), **approximately 87% of Grade 9 Spruce students transitioned to Grade 10 in the EPSB District, a 4% increase from the previous school year**. **A large proportion of Grade 9 students at Spruce Avenue chose to attend Eastglen High School, another AIFY school**. **For the last 2 school years, close to 50% of Spruce Avenue Grade 9 students chose to enroll in Eastglen High School. This is markedly different from trends in school transitions in the years prior to the school's implementation of AIFY.** Also, 13% of Grade 9 Spruce students did not return to the EPSB District for Grade 10 (to start in September 2018). This could mean they decided to attend a school in another district, or students are not registered for Grade 10 at any school. When a student leaves the District they can no longer be tracked.

School year (June to Sept)	% of Grade 9 Students Enrolled in Grade 10	% Not returning to District	# of Spruce Students Enrolled At Eastglen	% of All Spruce Students Enrolled at Eastglen
2016	88.2%	11.8%	17 of 60	28%
2017	82.5%	17.5%	26 of 52	50%
2018	86.7%	13.3%	30 of 65	46%

Drop Out Rates

The Drop Out Rate chart presents the Spruce Avenue drop out rates (The percentage of students aged 14-18 registered in K-12 who drop out the following year) for the last five years. In the past three years, the drop out rate for the whole school has slowly increased, but the rate has never been above 5%. **Specific to the First Nations, Métis or Inuit students at Spruce, the 2017/2018 school year saw a 5% decrease in the drop-out rate, compared to the previous school year.**
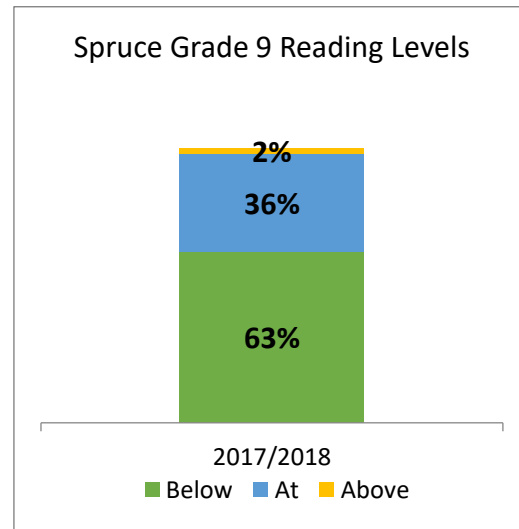
Spruce Avenue Drop Out Rate
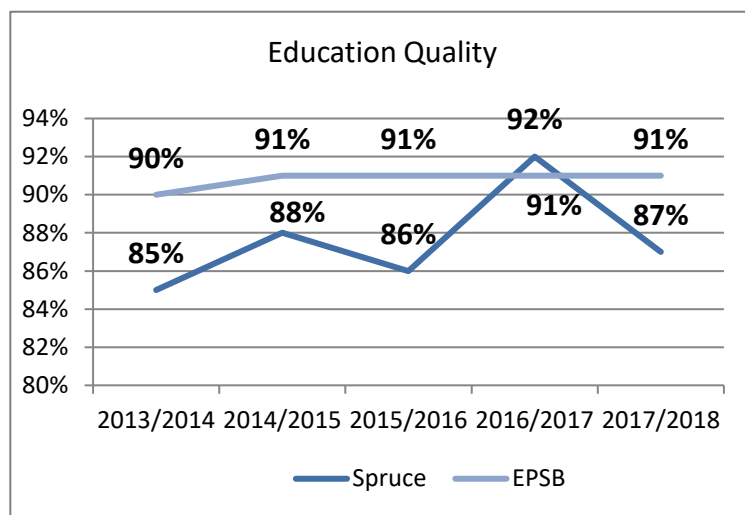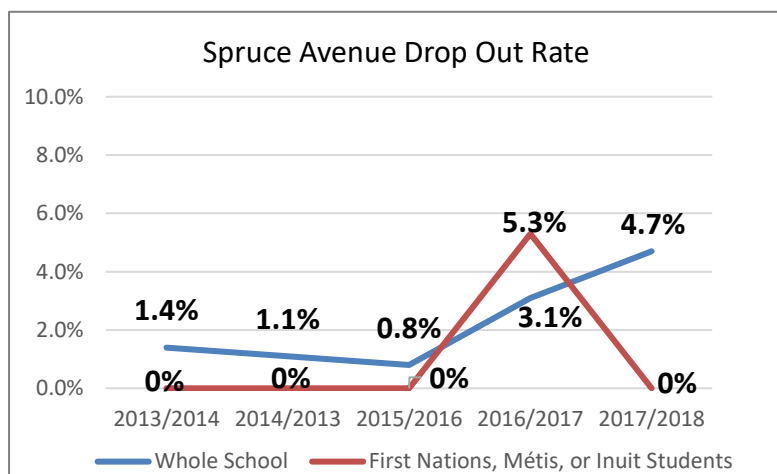
Academics

Education Quality

Teachers and students rated Spruce Avenue's Education Quality (Data from Accountability Pillar Report, October 2018). The chart shows that Spruce Avenue's quality of education rating for 2017/2018 is 87%, which has decreased from last year's rating of 92%. For the 2017/2018 school year, Spruce Avenue is 4% below the average EPSB District Education Quality rating (EPSB = 91%).

Education Quality

Reading & Writing Levels

The proportion of Grade 7 students reading 'At' grade level at Spruce is 36%, with the majority of Grade 7 students reading 'Below' grade level. A small proportion of Grade 7 students are reading 'Above' their grade level. In addition to this measurement of reading ability, growth in students reading ability (regardless of whether they are reading Above, At, or Below grade level) is also recorded. **At Spruce Avenue in 2017/2018, 20% - 28% of Grade 7 to 9 students achieved ½ a year to 1 years growth in their reading ability. In addition, 31 – 59% of Grade 7 to 9 students achieved one or more year's growth in their reading ability.**

Spruce Grade 9 Reading Levels

Writing Levels - HLAT Results

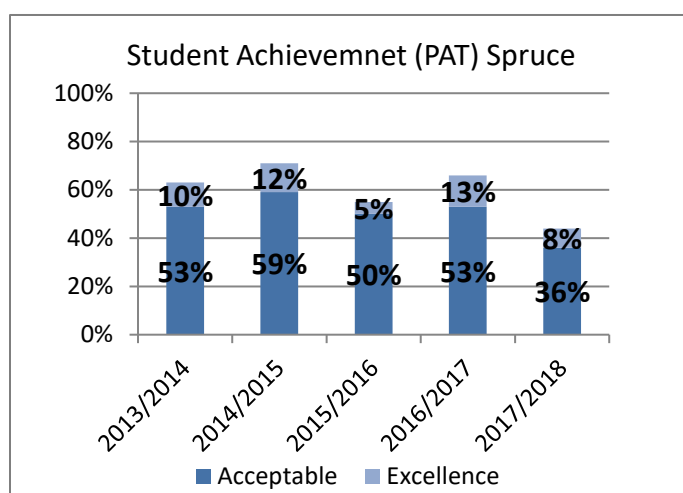| Year	Below	At	Above
2014-2015	40%	60%	0%
2015-2016	41%	59%	0%
2016-2017	52%	48%	0%
2017-2018	61%	39%	0%

Legend: Below, At, Above
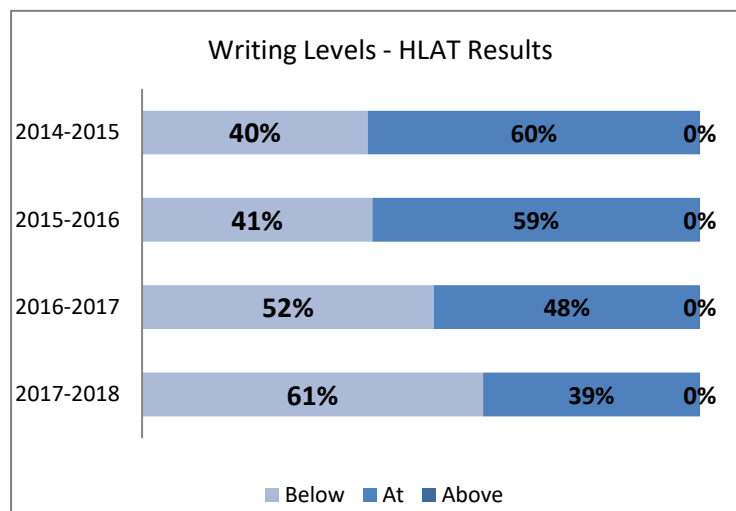
Relative to last year, the proportion of students who are writing 'At' their grade level decreased by 11%. Similar to last year, no Spruce students were writing 'Above' their grade level. Any growth in students' writing ability is also measured. **For 2017/2018, 54% - 69% of Grade 7 to 9 students demonstrated one or more year's growth in their writing ability.** Students with special needs and ELL students were included in these assessments of reading and writing.

Student Achievement – Provincial Achievement Test (PAT) Results

Compared to previous years, fewer Spruce students achieved acceptable levels of performance on PATs in the 2017/2018 school year. In particular, the number of students who achieved acceptable levels of performance shifted from 53% to 36%. There was also a shift in students achieving a standard of excellence from 2016/2017 (13%) to 2017/2018 (8%). Students with special needs and ELL students were included in this assessment.
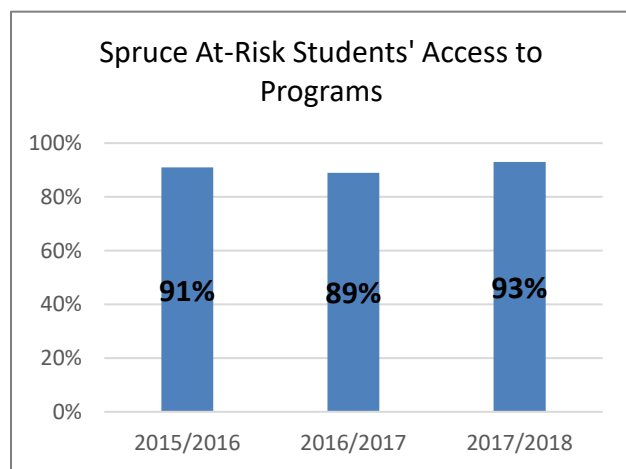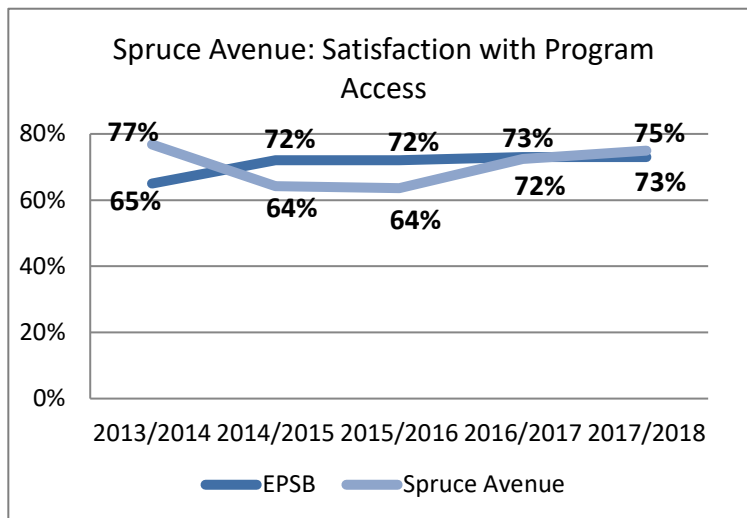
Student Achievemnet (PAT) Spruce

Year	Acceptable	Excellence
2013/2014	53%	10%
2014/2015	59%	12%
2015/2016	50%	5%
2016/2017	53%	13%
2017/2018	36%	8%

Legend: Acceptable, Excellence

Parental Involvement

Spruce Avenue only had 5 parents complete Accountability Pillar Reporting for 2017/2018. Therefore, no measure of parental involvement at Spruce, from the Accountability Pillar Report, will be included. To support parental involvement at Spruce, school administrators check in with their parents regularly (e.g., short school surveys, phone calls, in-person conversations) to hear from families about their needs or concerns. Families are also engaged through different school events that happen at the school. At Spruce, families know and trust that when they need support they will be able to access it at the school.

Satisfaction with Program Access (ACOL)

Teachers and students reported they were more satisfied with the access, effectiveness, and efficiency of programs and services for students in their community (Accountability Pillar Report, October 2018). Specifically, **there was a 3% increase in satisfaction in 2017/2018**. Again, these findings are based on a range of Spruce teachers and students (range in # of respondents = 19 -87), and may not be representative of the overall school population when there were less respondents.

Spruce Avenue: Satisfaction with Program Access

A line chart showing EPSB and Spruce Avenue satisfaction from 2013/2014 to 2017/2018. EPSB: 65%, 72%, 72%, 73%, 75%. Spruce Avenue: 77%, 64%, 64%, 72%, 73%.

Spruce At-Risk Students' Access to Programs

A bar chart showing: 2015/2016 = 91%, 2016/2017 = 89%, 2017/2018 = 93%.

At-Risk Students' Access to Programs

Also from the Spruce Avenue October 2018 Accountability Pillar Report, the proportion of teachers, parents, and students who believe that programs are easy to access and timely for students at-risk is presented for the last 3 years. **At Spruce, there was a 4% increase in the perceived ease and timeliness of accessing programs for students at-risk.**

Intention to Complete High School

From the school resiliency survey, completed by 159 students at Spruce Avenue, students were asked whether they plan to complete high school. **Almost all the students surveyed at Spruce (96%, 153 students) said 'Yes', they plan to complete high school. This demonstrates their intention to achieve this important educational milestone.**
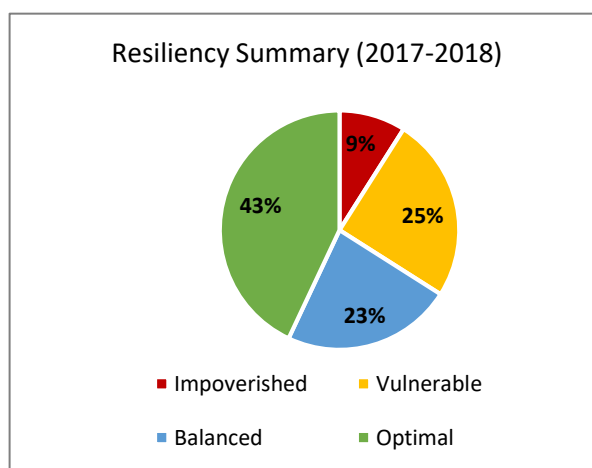
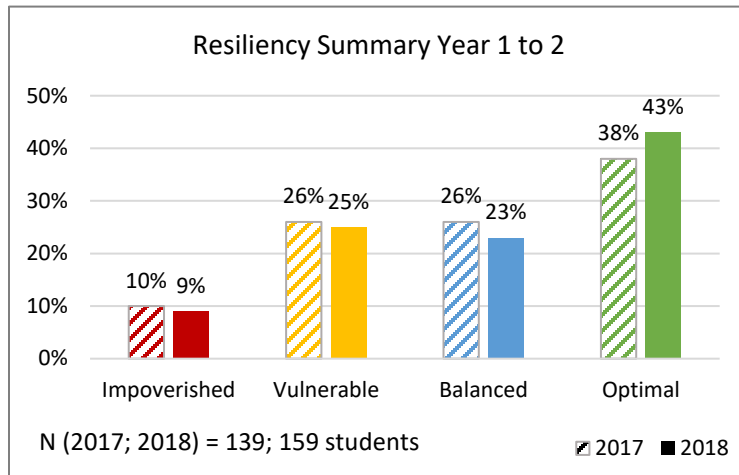## Resiliency

Resiliency Levels

The chart below shows Grade 7 to 9 students' resiliency levels in 10 categories. Across these students, 56% reported that they were in the Optimal range for Family Support & Expectation; this was the highest rated resiliency factor among Spruce Avenue students. The next highest rated resiliency factors were Social Sensitivity and Self-Control at 53% and 52%, respectively. 14% of Spruce Avenue students fell within the Impoverished range for Peer Relationships, making Peer Relationships the lowest rated resiliency factor among Spruce Avenue students.
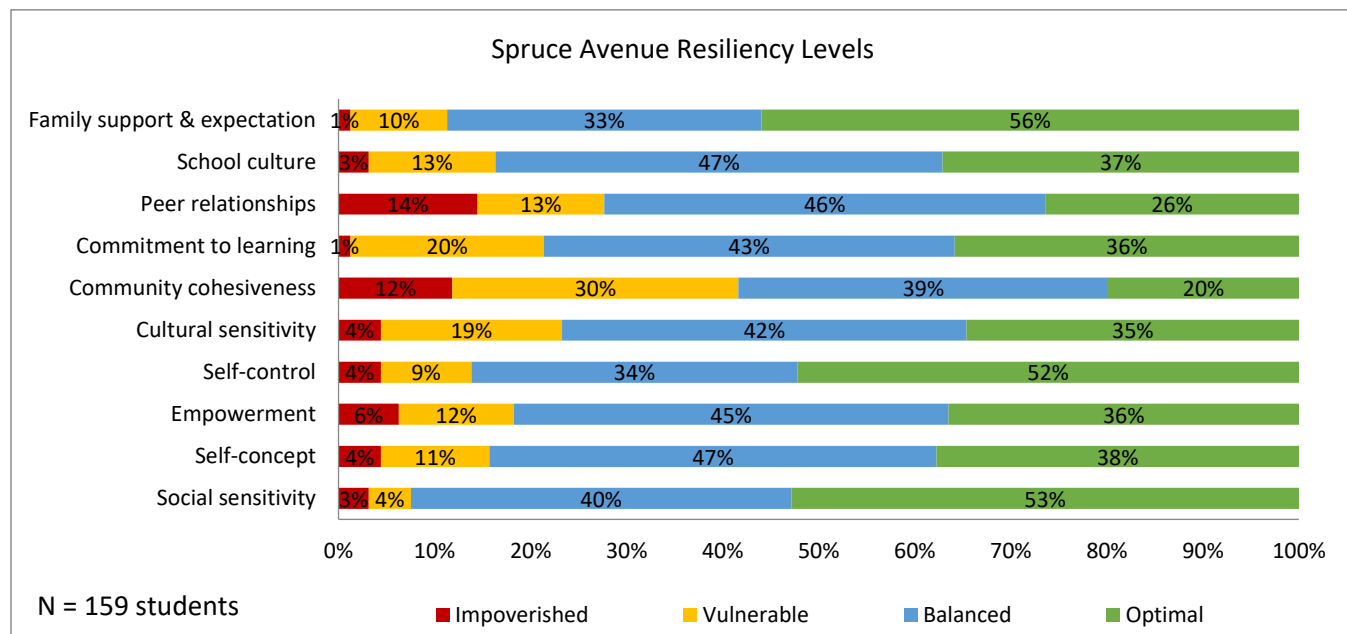
Spruce Avenue Resiliency Levels

N = 159 students

Resiliency Summary for 2017-2018 School Year

The pie chart to the right shows the proportion of students, for the 2017/2018 school year, in each of the four resiliency groups (N = 159). Almost half of the students were in the Optimal range. 9% of students scored in the impoverished range. Staff at Spruce feel that the proportion of students who need support in their resiliency is greater than this measure of resiliency reported. For Year 3 of the initiative, a new resiliency tool will be used to measure students' resiliency. Hopefully, this tool will be more sensitive to identifying students at risk in each of the school communities.

Resiliency Summary (2017-2018)

Resiliency Summary Year 1 to 2

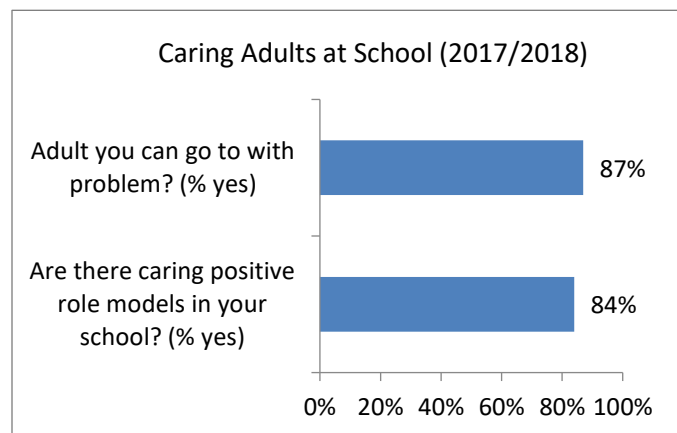N (2017; 2018) = 139; 159 students

2017   2018

The chart to the left shows the change in students' resiliency levels from year 1 (patterned bars) to year 2 (solid bars). **From Year 1 (2016/2017) to Year 2 (2017/2018), the number of students in the Optimal range increased by 5%**. In contrast, the proportion of students in the Balanced, Vulnerable, and Impoverished groups decreased. As a note, many schools were not able to complete this survey with students who had special needs or ELL students (i.e., the survey was only available in English). Also, some students with complex needs did not complete the survey, as questions on the survey could be a trigger and could cause these students undue stress. Decisions about which students were or were not asked to complete the survey was left up the discretion of school administrators and student's parents.

Caring Adults at School

Students at Spruce also reported on their perceptions of caring adults in the school. In particular, **87% of students (n = 139) felt that, 'Yes', there was a caring adult with whom they could go to for help with a problem**. Also, **84% of students (n = 134) reported that 'Yes', there are caring positive role models at their school**. The top five caring role models in the school community identified by these students included: a teacher, the Principal, an Assistant Principal, a Success Coach, and a counsellor.

Caring Adults at School (2017/2018)

Adult you can go to with problem? (% yes) — 87%

Are there caring positive role models in your school? (% yes) — 84%

AIFY Supports and Services at Spruce Avenue

The following is a presentation of AIFY agency data (e4c, BGCBigs, TFC) and narratives to illustrate how the Spruce school community accessed the AIFY supports and services in Year 2 of the initiative.

Mentoring. At Spruce, **40 unique students benefitted from a mentoring relationship**.

- The mentoring coordinator and other support staff were able to support **28 one-to-one matches** for students (types of mentoring programs: Adult In-School Mentoring, Corporate Mentoring).
- There were **12 community based matches,** which allowed Spruce students to work on personal goals with skilled adults.

- Spruce mentees visited MacEwan University weekly to meet caring post-secondary students who were also mentors. Students learned basketball skills and gave mentees the opportunity to consider post-secondary studies.
  - Spruce students also had the opportunity to interact with Delton students visiting MacEwan mentors, and they could connect with and support their younger peers getting ready to transition from Grade 6 to junior high.
  - 87% of Spruce students involved said they felt more aware of people they can talk to when they need support.
  - 75% said that as a result of being part of this group, they felt they could better manage personal stress.
- **A teen Girls Group** was formed so students could come together to learn about self-love and empowerment.
  - This group was facilitated by a practicum student
  - Girls who attended this group shared that they saw this group as a safe space to talk and get to know each other.
  - The group worked on activities related to hygiene, bullying, self-esteem and self-image, healthy eating, active living, healthy relationships, and mental health.

Out of School Time (OST). This program **served 103 unique students** in the 2017/2018 school year. On average, 30 – 35 students attended each day of programming. The focus of OST time this year was to enhance opportunities for academic support, leadership development, arts and culture, and health and nutrition. Spruce was also fortunate to partner with a number of external partners (e.g., community groups, businesses, organizations) to help support the student growth and development in these areas. The following are descriptions of the different types of programming offered at Spruce:

- The Culture Club helped educate students about cultures and festivals in Canada and around the world, promoting a sense of inclusiveness for students and an appreciation for multiculturalism.
- All Stars introduced students to different sports and physical activities that helped students learn about team building, sportsmanship, and healthy living.
- Leadership was also a focus of programming to support students' development of soft leadership and interpersonal skills (e.g., understanding personal boundaries, developing self-awareness, work on academic planning, career planning, and life skills).
  - Students were elected to support OST programming and field trips (e.g., learn how to research costs of trips, gain financial literacy skills).
- Also intentionally offered supports to ELL students.

Students in the Spruce OST program were also culturally diverse. Cambodian, Congolese, Nepalese, Muslim, Somali, Cree, and Métis students were served.
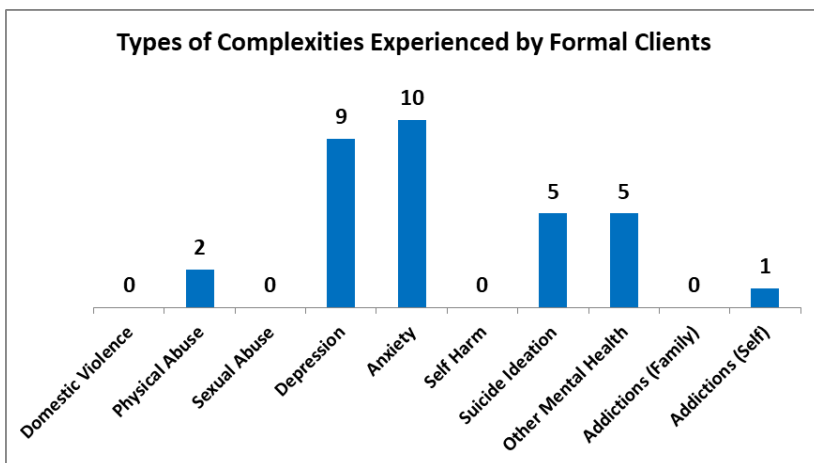
Seven students completed a survey to report on their experiences in OST over the course of the year.

- 86% reported feeling happier or less stressed since attending OST
- 100% said the staff and volunteers are people they would go to if they needed help
- 86% reported that they are doing better in school since they started coming to OST
- 57% reported they attend because their parents thought it would be good for them

Thirty students from Spruce registered to attend summer programming at Spruce Avenue (out of a 40 – 50 student capacity). Grade 9 Spruce Avenue students also had the opportunity to attend the Eastglen Summer Program, Head Start to High School, if they were starting Grade 10 at Eastglen the following year.
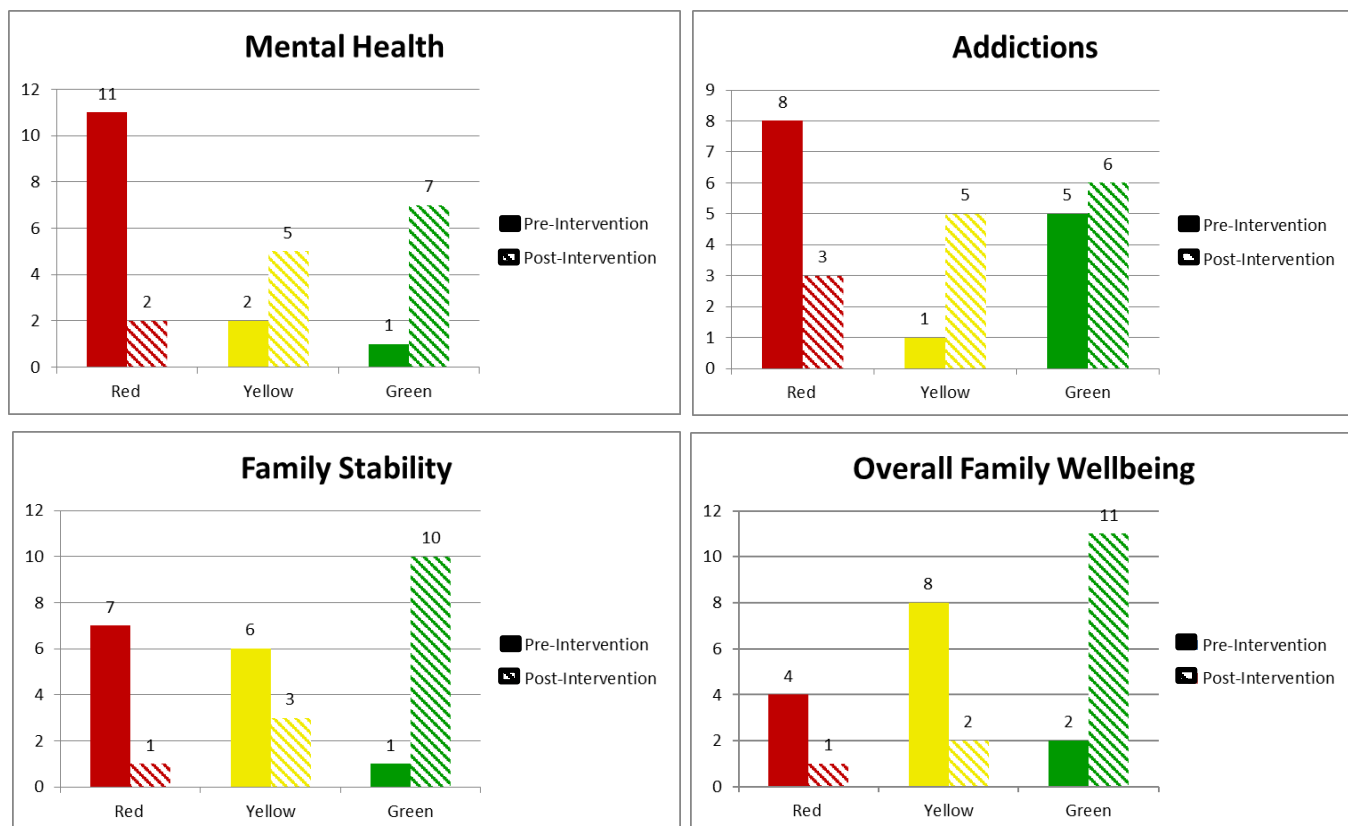
Nutrition. **On average, the school nutrition program at Spruce fed about 120 – 150 students each day (an increase from the previous year).** Nutrition support staff also prepared snacks for OST and school sports teams.

Mental Health Therapy. Over the 2017/2018 school year, the Mental Health Therapist had **21 formal family therapy files, comprised of 100 individuals** (a file can represent an individual client or a family unit that is comprised of multiple clients). The Mental Health Therapist helped clients with a number of complexities. The top 3 complexities the Mental Health Therapist worked on with clients were anxiety, depression, and suicidal ideation. **43% of case files involved supporting clients with multiple complexities** (i.e., more than 2).

Types of Complexities Experienced by Formal Clients

Complexity	Count
Domestic Violence	0
Physical Abuse	2
Sexual Abuse	0
Depression	9
Anxiety	10
Self Harm	0
Suicide Ideation	5
Other Mental Health	5
Addictions (Family)	0
Addictions (Self)	1

The Mental Health Therapist at Spruce also **supported 685 short-term engagements throughout the school year** (crisis oriented work; for example, help with peer relationships, behaviour concerns, academics, career/work, family conflicts, physical health). During the year, the Therapist delivered **4 presentations to students** (Topics: Stigma in mental health, depression, self-esteem, self-harming). The Mental Health Therapist also **facilitated 4 groups** (e.g., Basketball conditioning group, Karaoke club).

Roots and Wings. The Roots and Wings worker at Spruce had **14 formal clients** over the 2017/2018 school year. These clients were involved in therapeutic relationships with the Roots and Wings worker throughout the whole school year. Areas of support for clients are mental health, addictions, family stability, and overall family wellbeing. At Spruce, the following data represent the degree of severity for clients in each area of support pre- and post-intervention (Red = High Severity; Yellow = Moderate Severity; Green = Low Severity). The charts below demonstrate progress in these areas of support from pre- to post-intervention (E.g., clients experiencing less severity in these areas after intervention). **In all areas of support, there are notable shifts in the number of clients who moved out of the Red categories into the Yellow or Green categories, demonstrating improvements in these areas of support after a Roots and Wings worker has intervened and offered support (i.e., Less severity experienced in these areas of support for clients).**

Mental Health

	Pre-Intervention	Post-Intervention
Red	11	2
Yellow	2	5
Green	1	7

Addictions

	Pre-Intervention	Post-Intervention
Red	8	3
Yellow	1	5
Green	5	6

Family Stability

	Pre-Intervention	Post-Intervention
Red	7	1
Yellow	6	3
Green	1	10

Overall Family Wellbeing

	Pre-Intervention	Post-Intervention
Red	4	1
Yellow	8	2
Green	2	11

The Roots and Wings worker at Spruce also **participated in 315 short-term engagements** with families throughout the school year. These short-term engagements were the limited involvement of the Roots and Wings worker with a family and were specific to housing needs and connecting families to external resources (e.g., helping families access resources in the community). This agency staff member also **helped coordinate and facilitate 3 universal programming activities** throughout the school year (e.g., involved in school parent-teacher interviews, school BBQ, involved in school plant) and was **involved in 2 group work activities throughout the year** (e.g., cooking class).

Success Coach. **The Success Coach at Spruce was involved in 1,856 short-term engagements (average length of engagement is 2-3 sessions) with students throughout the school year**. Some of the issues addressed were anxiety, depression, anger, self harm, guilt and historical trauma, behaviour concerns, physical health, social skills, and peer relationship. **10 students were part of the formal caseload for the Spruce Success Coach** during the 2017/2018 school year. These students set and worked on longer-term mental health and family stability goals with the Success Coach. The Success Coach was **part of 4 school groups** (e.g., Basketball Conditioning, Social Skills Group – using board games to model and teach social skills, Anime Club, and Culture Club). The intent of these groups are increasing the presence of support, youth engagement, connection, build self-esteem and learn conflict resolution and social skills through recreation based programming.

The Success Coach also **helped facilitate 22 universal programming activities and summer camps** (e.g., school trips, art bazaar, 'Taste of Spruce', Spruce Staff Appreciation Day).

Universal Programming / Community Development:

- School trips: Connecting with students on school trips.
- Art Bazaar: Planned and helped facilitate an art night that promoted student creativity and engagement.
- Taste of Spruce: Helped facilitate event to celebrate the different families and cultures of Spruce Avenue students. Families brought dishes from their cultures to share with the student population.
- Transition to junior high: Meeting with students coming from Delton and John A McDougall, and recruiting junior high students to speak to transitioning Grade 6 students.
- Transition to high school: Ensure that all graduating junior high students registered for their selected high school. Coordinate field trips to Eastglen High School.
- Relational support: Reaching out to students, building relationships, and promoting a sense of belonging, especially with isolated students. Students now know there is someone at school who cares about them, someone other than a teacher.

Taking a Closer Look: AIFY Student Cohort

All the data presented in the previous sections of this school profile represent the whole school population, what we can call *whole school* data. Whole school data gives us an overall impression of the Spruce school community and how the AIFY service providers are working in the entire school community. To complement this information, we also wanted to take a closer look at data for Spruce students that access AIFY services (not all students in an AIFY school will use AIFY services; services are accessed as needed). Taking a closer look at data for this specific group of students provides more details about the students accessing AIFY supports (e.g., information about gender, grade) and the complexity of their service use (e.g., how many AIFY services are being accessed by students). Some measures reported for the school AIFY cohort can also be compared to the whole school data, to see if the cohort performs differently (e.g., for reading levels), compared to the whole school. Students were included in the AIFY student cohort if they accessed 1 or more AIFY services (excluding students who only accessed nutrition supports; nutrition supports are more universal to the overall school, not targeted like the other AIFY services). The following section presents data only for students who are part of the Spruce Avenue school AIFY cohort.

Spruce Avenue AIFY Cohort

Who Accesses AIFY at Spruce Avenue?

97%

Of Spruce Students Accessed 1 or more AIFY Support/Service
(2017/2018 AIFY Cohort = 184 Students)
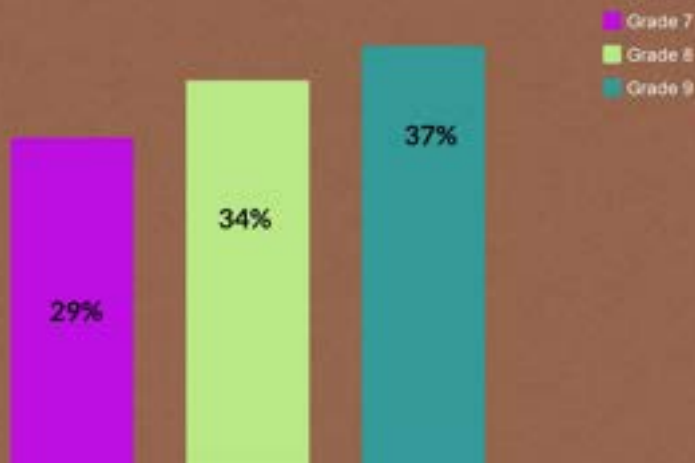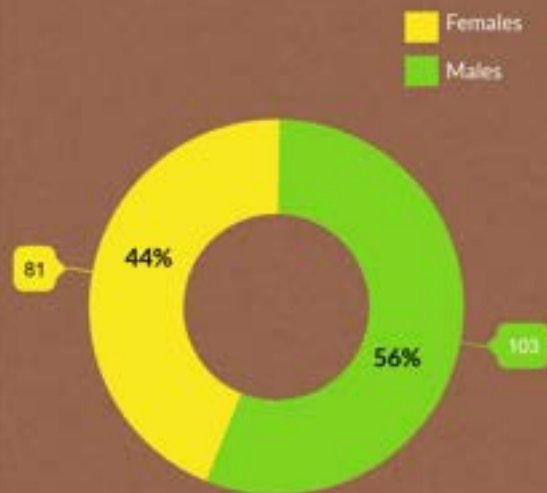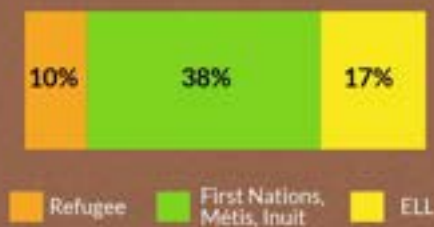
10% — 38% — 17%

Refugee | First Nations, Métis, Inuit | ELL

Females
Males

81 — 44%
56% — 103

Grade 7
Grade 8
Grade 9

29% | 34% | 37%

Complexity of AIFY Service Use

OST, Informal success coaching, Informal Roots and Wing support, and short-term engagements with the Mental Health Therapist were the specific types of AIFY services accessed most by the Spruce AIFY Cohort

2%   1%

13%

84%

1 Service (84%)   2 Services (13%)   3 Services (2%)
4 Services (1%)   5 or More Services (0%)
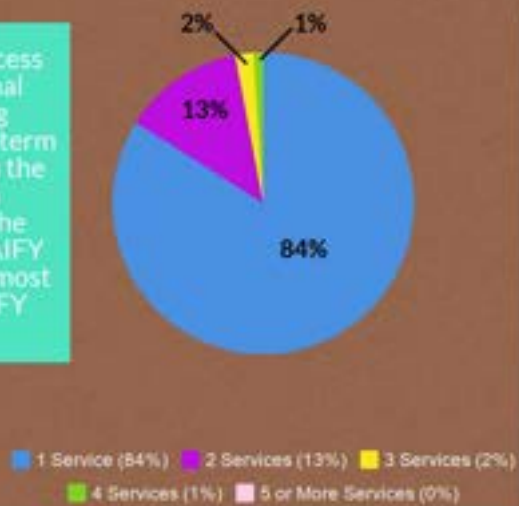
99%

Of the Spruce AIFY Cohort Accessed the e4c Lunch Program
(2017/2018 = 183 Students)

School Measures

Reading Levels

40%

60%

Reading Below Grade Level   Reading At Grade Level
Reading Above Grade Level

Writing Levels

41%

59%

Writing Below Grade Level   Writing At Grade Level

Attendance Rates

84% Average Attendance Rate for Spruce AIFY Cohort

19%-84% Attendance Rate Range for Spruce AIFY Cohort

Eastglen High School

"I could talk to any one of the staff at this school. I feel comfortable with every one of them. And I could tell them about…the worst experiences of my life and I could feel safe with that." – Eastglen Student

Demographics

Eastglen high school is made up of students and families from all over Edmonton. It is a feeder school for three junior high schools in the surrounding neighbourhoods (Highlands, Ivor Dent, John D. Bracco), but many students who attend Eastglen also live outside its catchment area and come from other junior high schools in the city (e.g., Spruce Avenue). There is a wide range of programming opportunities at Eastglen for a broad range of student interests and goals.

The staff at Eastglen work hard to provide a supportive, encouraging environment for students where they are challenged, but can also experience success. **Overall, Eastglen maintains high education standards and nutures exemplary citizenship within a secure and supportive environment, all while trying to help students achieve their potential. Results from the 2017/2018 Eastglen Accountability Pillar Report also speak to these efforts. Measures of Eastglen's programs of study, work preparation support, student citizenship development, and school improvement all increased (2% to 8% rate increases reported, compared to the previous year).**
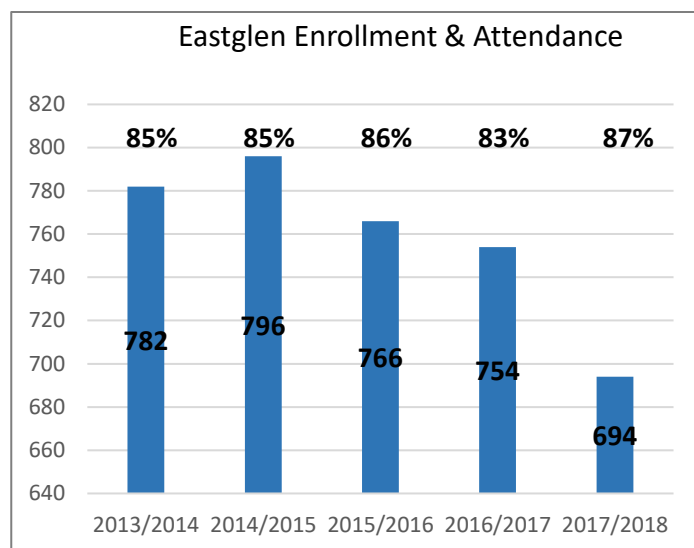
AIFY supports and services in this school have also supported students in these areas and complements exisiting programs. AIFY offers wraparound supports to help address the complex needs of students and families that fall outside the educational realm. **The following Year 2 highlights illustrate how AIFY supports and services impacted students and families at Eastglen:**

- **The Breakfast Club (run by AIFY Success Coaches) was attended by 50 students a day**
- **Approximately 16 students were assisted in completing Learner Benefits applications**
- **There were 32 trips to the Food Bank**
- **3 families were housed**
- **4 homes were furnished**
- **11 free beds provided**
- **4 AISH, 6 FSCD, and 3 PDD applications completed**
- **11 Leisure Access Pass applications completed**
- **$35,000 in scholarships were awarded to students**
- **13 families assisted with accessing Income Support and Child Tax Benefits**
- **Just over 100 missing assignments (many of which were completed) compared to over 1000 at the same time 4 years ago**
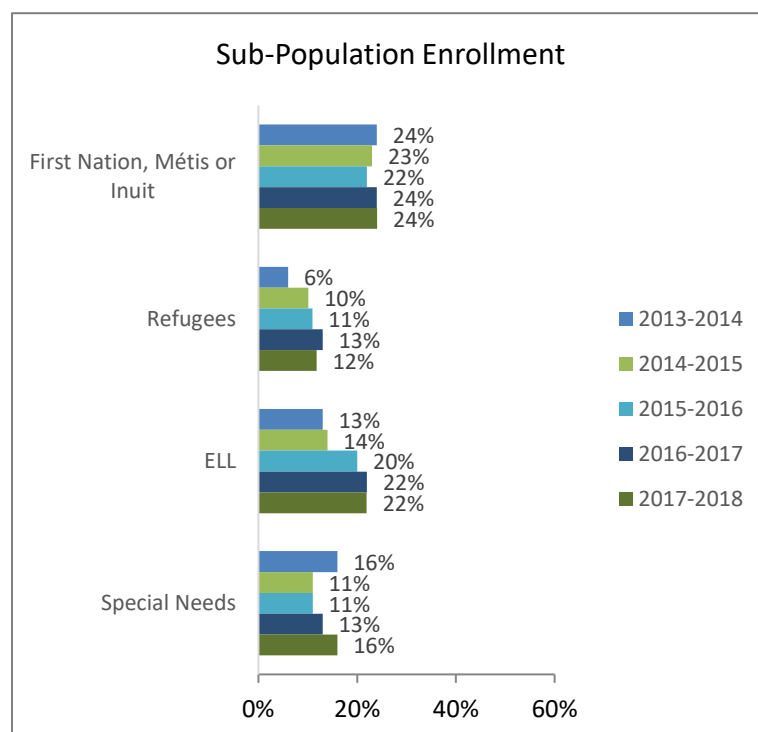
These highlights are only a sample of the ways AIFY supports and services in Eastglen are supporting students and families in this school community. They demonstrate the diverse, (mostly) noneducational needs of students and families. This school is working with AIFY to support its students and families in any way that is needed to achieve success and contribute to better long-term outcomes.

Student Enrollment & Attendance

The Enrollment and Attendance graph shows the total number of students who were enrolled at Eastglen in the last five years. The percentages above the bars note the average attendance of Eastglen students for that school year. During the 2017/2018 school year, the overall number of students enrolled at Eastglen decreased, compared to previous years. For the last 3 years, there has been a steady decrease in the number of students enrolled at Eastglen. **Also for the 2017/2018 school year, the attendance rate increased by 4% and is at its highest in the last 5 years**.

Eastglen Enrollment & Attendance

School Year	Enrollment	Attendance
2013/2014	782	85%
2014/2015	796	85%
2015/2016	766	86%
2016/2017	754	83%
2017/2018	694	87%

The Sub-Population Enrollment chart presents the proportion of students enrolled at Eastglen who were also self-identified First Nations, Métis or Inuit, Refugees, English Language Learners (ELL), or students with special needs. During the 2017/2018 school year, the proportion of refugee students decreased slightly, and the proportion of ELL and self-identified First Nations, Métis or Inuit students remained the same relative to last year. There was also an increase in the number of students with special needs. There is some overlap between the students who could be counted as ELL and refugee (some students will fit into both sub-populations). There could also be some overlap with ELL students and self-identified First Nations, Métis or Inuit students. The proportion of special needs students may also be underrepresented (e.g., parents reluctant to have their children assessed as special needs).

Sub-Population Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
First Nation, Métis or Inuit	24%	23%	22%	24%	24%
Refugees	6%	10%	11%	13%	12%
ELL	13%	14%	20%	22%	22%
Special Needs	16%	11%	11%	13%	16%

School Mobility

Edmonton Public Schools (EPSB) calculates mobility rates for each of their schools. These rates demonstrate how many students enter and exit a school throughout the school year, for multiple reasons (e.g., transfer to another school, leave the province/country, unknown reason). **Throughout 2017/2018, 61 students transferred into Eastglen and 78 students transferred out of the school, for a mobility rate of 20%. This is just above the average EPSB District mobility rate of 19%.** Students who completed the school resiliency survey were also asked about their perceptions on whether they had ever changed schools and how many times they had changed schools. For Grade 10 to 12 students who participated in this survey (n = 482), 62% of students said 'yes' they had changed schools (n = 298). Of these students, 65% reported they had changed schools 1-4 times (n = 219) and 30% reported they had changed schools more than four times (n = 100).

High Social Vulnerability (HSV)

EPSB ranks the top 60 schools within the District according to level of social vulnerability. The following table presents the High Social Vulnerability (HSV) ranking of Eastglen from the last two years. Eastglen's HSV ranking decreased, but this is still the most socially vulnerable high school in the EPSB District (i.e., highest ranked high school).

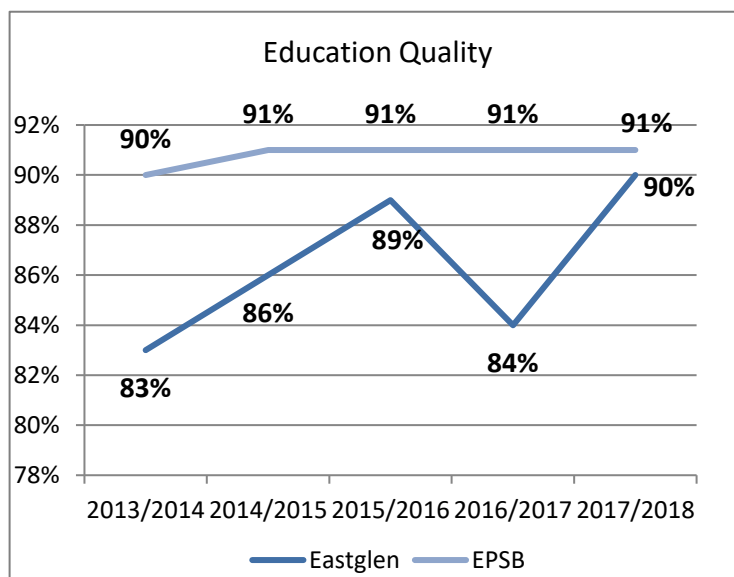| School year	HSV ranking
2016/2017	28th
2017/2018	38th

Eastglen Drop Out Rate
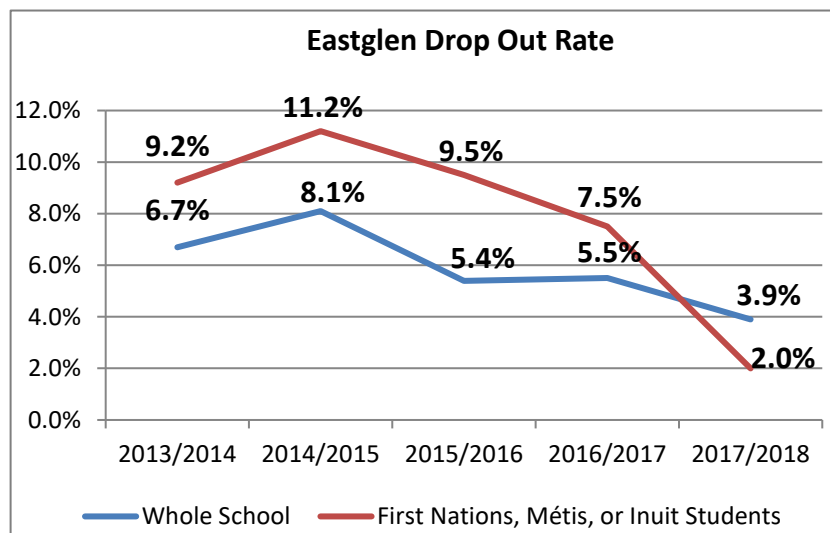
Drop Out Rates

The Drop Out Rate chart presents the Eastglen drop out rates (The percentage of students aged 14-18 registered in K-12 who drop out the following year) for the last five years, for the whole school and for the First Nations, Métis, and Inuit students. **Since the 2014/2015 school year, Eastglen's drop out rate has steadily declined, for the whole school and for First Nations, Métis, and Inuit students. For this last year, 2017/2018, Eastglen had the lowest drop out rates to date. The Eastglen drop out rate for First Nations, Métis, and Inuit students was also 2.8% lower than the provincial average** (which was 4.8% for 2017/2018).

Academics

Education Quality

Teachers, parents, and Grade 11 students rated Eastglen's education quality (Data from Accountability Pillar Report, October 2018). The chart shows that **Eastglen's quality of education rating for 2017/2018 is 90%, which has increased by 6% from the previous year. Eastglen's 2017/2018 education quality rating is also just below the District rating (EPSB = 91%)**. From the District Feedback Survey, 80% of Eastglen students reported that teachers provide them with feedback that helps them learn (Compared to the 71% EPSB District rate).

Education Quality
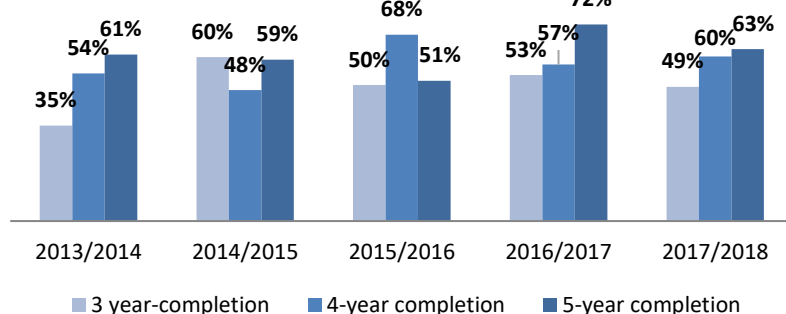
High School Completion and Transition Rates

The high school completion rates for Eastglen students is presented for the past five years. Relative to last year, fewer students are completing high school within a 5-year and 3-year time-frame. However, **the 4-year completion rate did increase 3% in 2017/2018**.

High School Completion Rates

High School to Post-Secondary Transition Rates
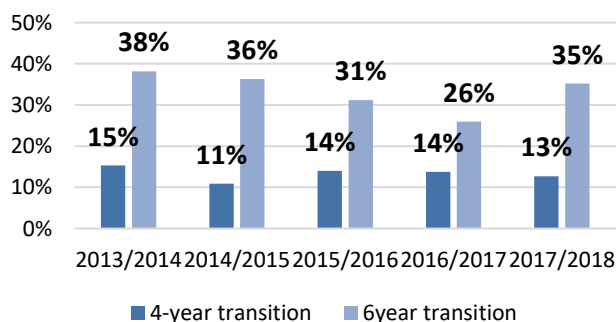
Relative to last year, a higher proportion of Eastglen students are transitioning to post-secondary in 6 year time periods post-graduation (an increase of 9% for 2017/2018). Related to post-secondary transitions, **there was a 1.6% increase in the Rutherford Scholarship eligibility for Eastglen students in 2017/2018 (up to 38.2%). There was also a 2.7% increase for First Nations, Métis, and Inuit students Rutherford Scholarship eligibility (up to 31.6% for 2017/2018).**
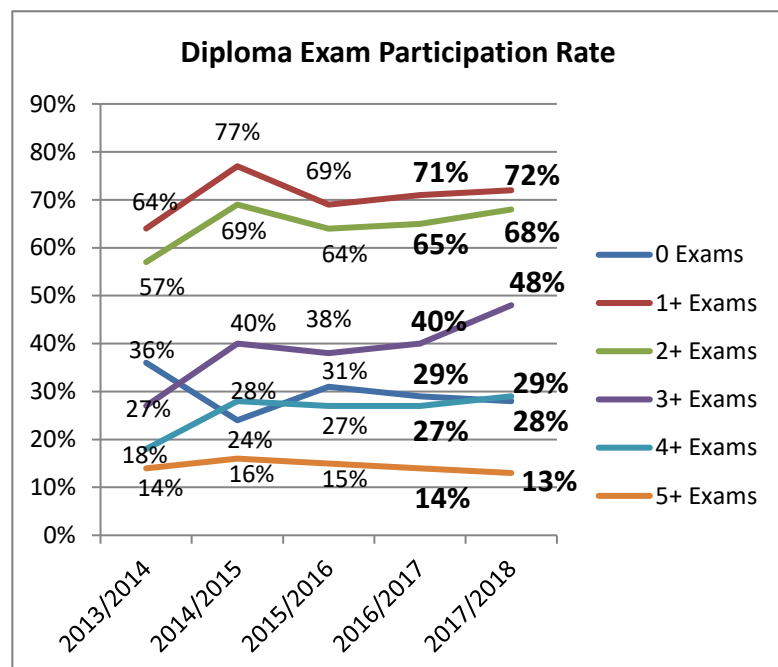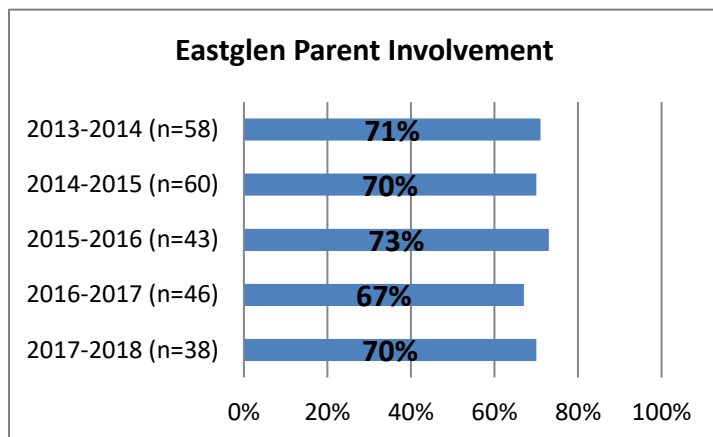
Student Achievement – Diplomas

For 2017/2018, students at Eastglen performed better on their Diploma exams than they have in the last 5 years. Compared to the 2016/2017 school year, **there was an 11% increase in the 'Acceptable'** standards achieved and a 6% increase in 'Excellence' standards achieved by students. For First Nations, Métis, and Inuit students, there was a 10% increase in diploma exams that reached the acceptable standard and a 7% increase in diploma exams that reached the standard of excellence. Eastglen offers Diploma Prep courses to all its students at no additional cost and more than 80% of the students take advantage of this support.
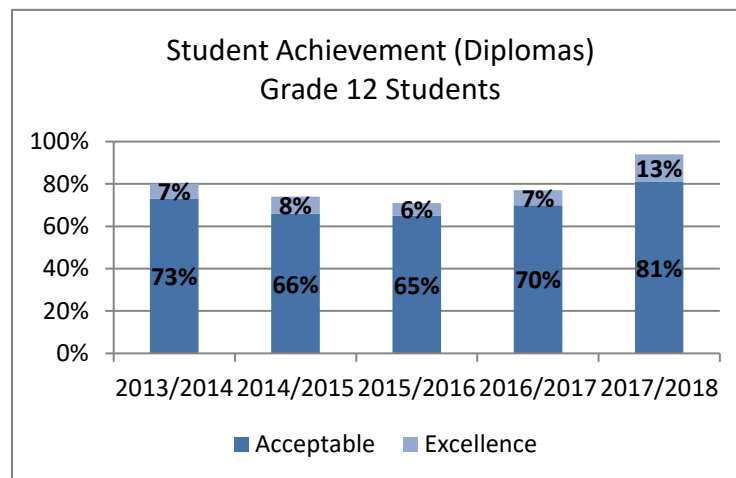
Student Achievement (Diplomas) Grade 12 Students

School Year	Acceptable	Excellence
2013/2014	73%	7%
2014/2015	66%	8%
2015/2016	65%	6%
2016/2017	70%	7%
2017/2018	81%	13%

There were also increases in the participation rates for Diploma exams at Eastglen. For 2017/2018, based on different groupings of how many exams a student attempts, more students attempted exams across these different categories (except students choosing to write 5 or more exams). **The biggest increase was the proportion of students attempting 3 or more exams, an 8% increase from the previous year**. One notable decrease in Diploma exam participation rates was in the proportion of Grade 12 students choosing to write no exams. This rate decreased by 1% in 2017/2018.
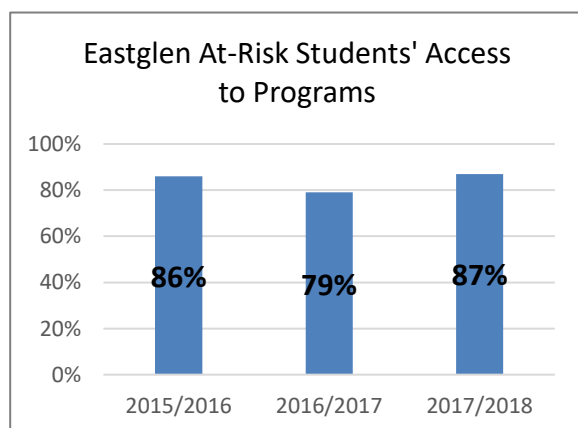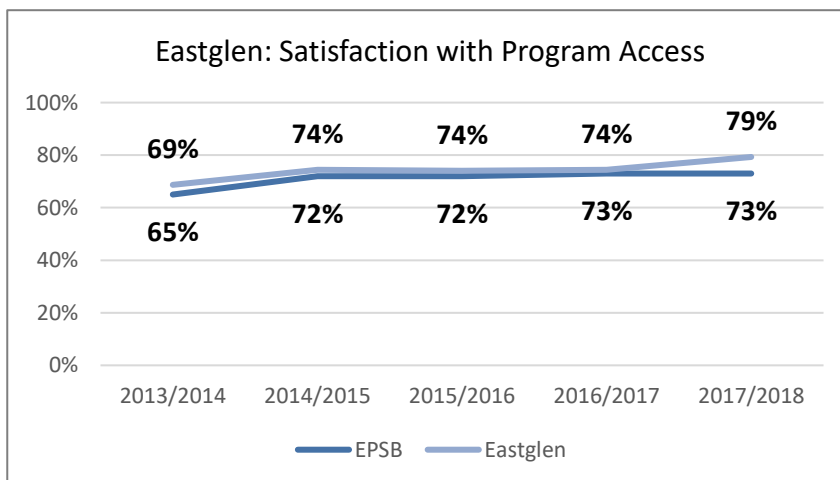
Diploma Exam Participation Rate

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
0 Exams	36%	24%	31%	29%	29%
1+ Exams	64%	77%	69%	71%	72%
2+ Exams	57%	69%	64%	65%	68%
3+ Exams	27%	40%	38%	40%	48%
4+ Exams	18%	28%	27%	27%	28%
5+ Exams	14%	16%	15%	14%	13%

Eastglen Parent Involvement

Year	Value
2013-2014 (n=58)	71%
2014-2015 (n=60)	70%
2015-2016 (n=43)	73%
2016-2017 (n=46)	67%
2017-2018 (n=38)	70%

Parental Involvement

In the most recent year (2017/2018), parental involvement at Eastglen increased by 3% (Accountability Pillar Report, October 2018). However, this measure of parental involvement is based on a small sample of parents and may not be representative of the overall school population.

Satisfaction with Program Access (ACOL)

Teachers, parents, and students also reported they were more satisfied with the access, effectiveness, and efficiency of programs and services for students in their community (Accountability Pillar Report, October 2018). Specifically, **there was a 5% increase in satisfaction in 2017/2018**. Again, these findings are based on a range of Eastglen teachers, parents and students (range in # of respondents = 57 - 244) and may not be representative of the overall school population in some years when the participation rate was lower. **From the District Feedback Survey, 88% of Eastglen students also reported that they can get the support they need for their mental health and physical wellbeing (compared to the 71% EPSB District average).**
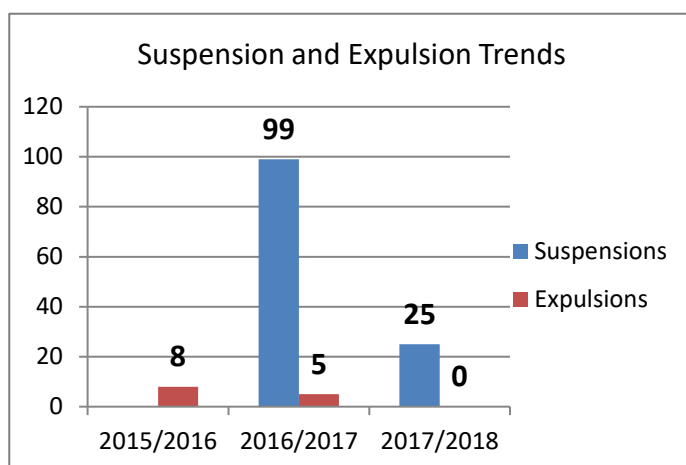
Eastglen: Satisfaction with Program Access

Eastglen: 69%, 74%, 74%, 74%, 79%
EPSB: 65%, 72%, 72%, 73%, 73%

Years: 2013/2014, 2014/2015, 2015/2016, 2016/2017, 2017/2018

Legend: EPSB, Eastglen

Eastglen At-Risk Students' Access to Programs

Year	Value
2015/2016	86%
2016/2017	79%
2017/2018	87%

At-Risk Students' Access to Programs

Also from the Eastglen October 2018 Accountability Pillar Report, the proportion of teachers, parents, and students who believe that programs are easy to access and timely for students at-risk is presented for the last 3 years. At Eastglen, **there was an 8% increase in the perceived ease and timeliness of accessing programs for students at-risk**.

Disciplinary Trends

Suspension trends for the last 2 years are presented (no suspensions data for the 2015/2016 year), and show a notable decrease in the number of suspensions at Eastglen. **There was a 75% decrease in the number of suspensions from 2016/2017 to 2017/2018**. Suspension practices at this school have also shifted to having students serve in-school suspensions rather than out-of-school suspensions. Expulsion trend data for the last 3 years is also presented. Similar to suspension trends, there has been a steady decline in the number of expulsions at Eastglen.

Suspension and Expulsion Trends

(Bar chart: Suspensions (blue) and Expulsions (red) by year. 2015/2016: Expulsions 8. 2016/2017: Suspensions 99, Expulsions 5. 2017/2018: Suspensions 25, Expulsions 0. Y-axis ranges from 0 to 120.)

Intention to Complete High School

From the school resiliency survey, completed by 502 students at Eastglen, students were asked whether they plan to complete high school. **Almost all the students surveyed at Eastglen (99%, 477 students) said 'Yes', they plan to complete high school. This demonstrates their intention to achieve this important educational milestone.** Related to this intention to complete school, 87% Eastglen students also reported that completing their school work is important to them (From the District Feedback Survey) and 82% reported that they like to be at school (From the District Feedback Survey; Compared to the 78% rate for the EPSB District).
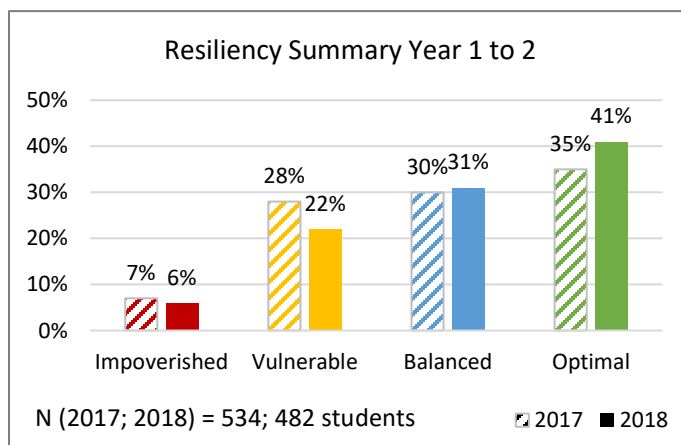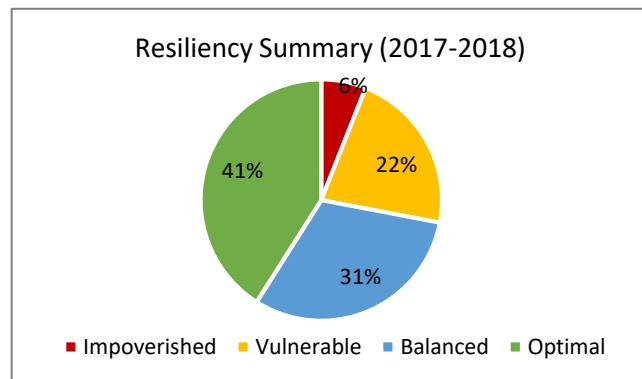
Resiliency

Resiliency Levels

The chart below shows Grade 10 - 12 students' resiliency levels in 10 categories. Across these students, 59% reported that they were in the Optimal range for Social Sensitivity; this was the highest rated resiliency factor among Eastglen students. The next highest rated resiliency factors were Family Support & Expectation and Self-Control, each at 49%. 10% of Eastglen students within the Impoverished range for Community Cohesiveness, making Community Cohesiveness the lowest rated resiliency factor among Eastglen students.
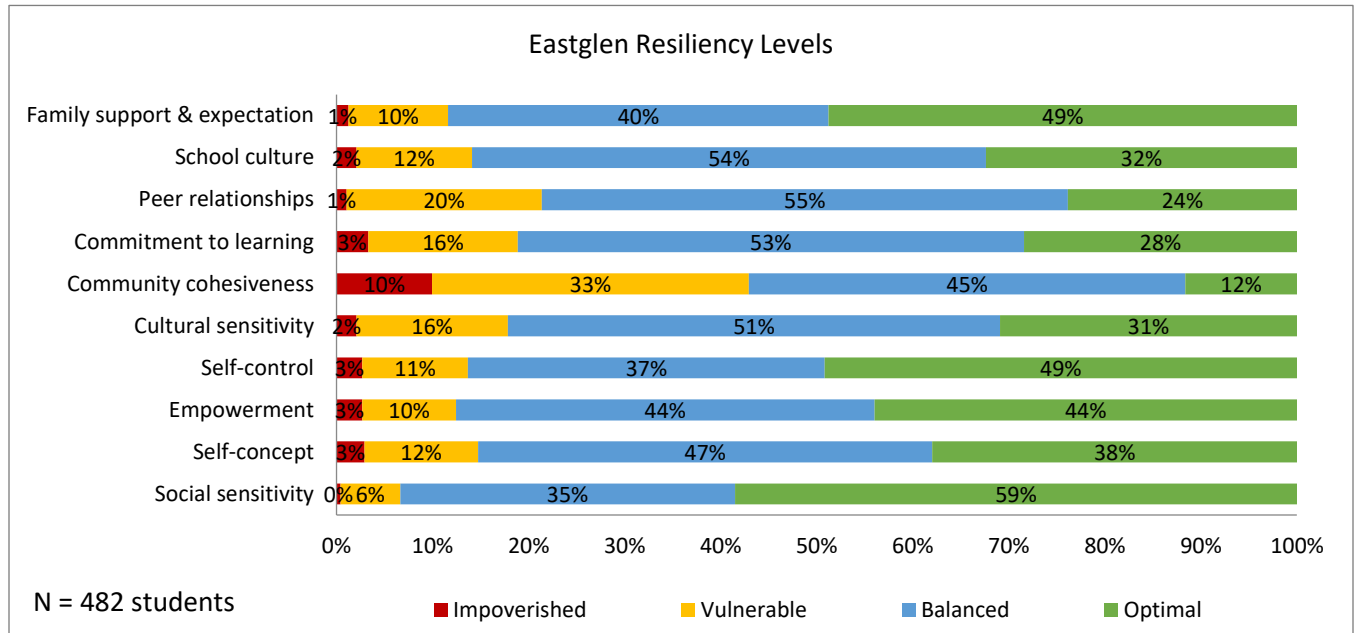
Eastglen Resiliency Levels

Category	Impoverished	Vulnerable	Balanced	Optimal
Family support & expectation	1%	10%	40%	49%
School culture	2%	12%	54%	32%
Peer relationships	1%	20%	55%	24%
Commitment to learning	3%	16%	53%	28%
Community cohesiveness	10%	33%	45%	12%
Cultural sensitivity	2%	16%	51%	31%
Self-control	3%	11%	37%	49%
Empowerment	3%	10%	44%	44%
Self-concept	3%	12%	47%	38%
Social sensitivity	0%	6%	35%	59%

N = 482 students

Impoverished   Vulnerable   Balanced   Optimal

Resiliency Summary for 2017-2018 School Year

The pie chart to the right shows the proportion of students, for the 2017/2018 school year, in each of the four resiliency groups (N = 482). Almost half the students scored in the Optimal range. Almost one-quarter of the students fell into the vulnerable category.

Resiliency Summary (2017-2018)

Impoverished	Vulnerable	Balanced	Optimal
6%	22%	31%	41%

Impoverished   Vulnerable   Balanced   Optimal

Resiliency Summary Year 1 to 2

	Impoverished	Vulnerable	Balanced	Optimal
2017	7%	28%	30%	35%
2018	6%	22%	31%	41%

N (2017; 2018) = 534; 482 students

The chart to the left shows the change in students' resiliency levels from Year 1 (patterned bars) to Year 2 (solid bars) of the AIFY program. **From Year 1 (2016/2017) to Year 2 (2017/2018), the proportion of students in the Optimal range increased by 6%, and the number of students in the Balanced range increased by 1%**. In contrast, the proportion of students in the Vulnerable and Impoverished categories decreased.

Caring Adults at School

Students at Eastglen were also asked to report on their perceptions about caring adults in the school (School Resiliency survey, 2017/2018). In particular, **91% of students (n = 437) felt that, 'yes', there was a caring adult with whom they could go to for help with a problem. Also, 84% of students (n = 406) reported that 'yes', there are caring positive role models at their school.** The top five caring role models in the school community identified by these students included: a teacher, a Success Coach, the principal, assistant principal, and a counsellor. From the District Feedback Survey, 87% of Eastglen student also reported that they felt teachers and school staff show they care about students' success (Compared to 71% reported for the EPSB District). Also from the District Feedback Survey, 83% of Eastglen students reported that they felt safe in school and there was at least one adult they could go to for help (Compared to 75% reported for the EPSB District). In addition to having caring adults in the school, 80% Eastglen students also reported that students are kind to one another inside the classroom (From the District Feedback Survey; Compared to the 68% EPSB District average).

Caring Adults at School (2017/2018)

Adult you can go to with problem? (% yes)	91%
Are there caring positive role models in your school? (% yes)	84%

0% 20% 40% 60% 80% 100%
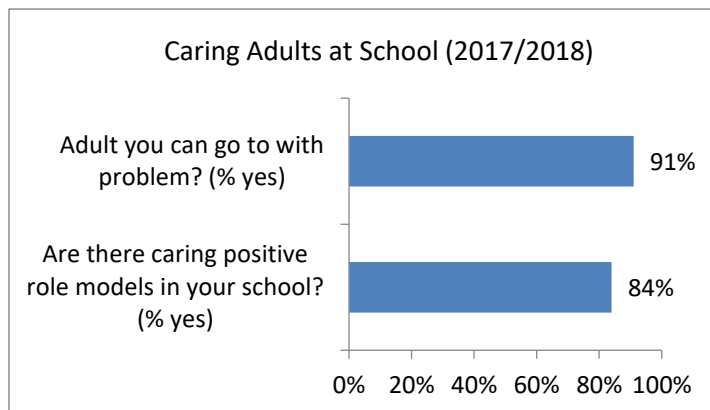
AIFY Supports and Services at Eastglen

The following is a presentation of secondary quantitative agency data to illustrate the AIFY agency services accessed within the first year of the AIFY initiative implementation. These data were tracked by AIFY agency staff at each of the demonstration schools.

Mentoring. At Eastglen, **31 unique students benefitted from a mentoring relationship**.

- The mentoring coordinator and other support staff were able to support **12 one-to-one matches** for students (Types of mentoring programs: Graduation Mentorship). Eastglen students were also given opportunities to develop their own abilities as mentors and leaders with their younger peers.
- There were **7 community based matches,** which allowed Eastglen students to work on personal goals with the support of skilled adults.
- Graduation Mentorship Program: Students developed incredibly close relationships with their mentors and were able to effectively work towards academic goals (i.e., achieve high school graduation) and personal goals.
    - o Many students who participated in this program are independent students who do not have support from their parents. These mentors filled a need for an adult in these students' lives, offering guidance and support.
- Highlands Transition Program**: 5 Eastglen students mentored 12 students from Highlands Junior High.**

- The goal was to help junior high students successfully transition to Eastglen (e.g., reduce anxiety about going to a new school, build new relationships with students already attending their prospective school).
  - This group also participated in cultural and skill building activities in collaboration with the First Nations, Métis, and Inuit Liaison at Eastglen.
  - This program helped Eastglen students take a strong leadership role, and they also acted as stewards for their school.
  - 83% of the Eastglen students involved in the program reported that volunteering with this program made a difference in how they approach their own school work.
- ESL Mentoring Program: Eastglen students mentored **6 ELL students from Ivor Dent.**
  - The goal was to help ELL students develop language skills while creating bonds with older peers.
  - 100% of the Eastglen student mentors reported that mentoring provided them with confidence in their ability to be positive role models.

Out of School Time (OST). This program **served 226 unique students** in the 2017/2018 school year. On average, 25 – 30 students attended each day of programming. The focus of OST time this year was to enhance opportunities for academic support, leadership development, arts and culture, and health and nutrition. The following are descriptions of the different types of programming offered at Eastglen:

- RBC Raising the Grade: Providing academic support to students, helping students prepare for post-secondary and employment.
- Trips to post-secondary institutions to help students learn about next steps to complete applications.
- Cooking program: Opportunity to develop skills for independent living, students in this program also helped create meals for other Boys and Girls Clubs in the city.
  - Each Eastglen student who participated earned 3 hours towards course required volunteer hours.
- A focus on youth employment, with some youth given the opportunity to attend the Bredin Centre for Learning as part of an employment initiative.
  - **More than 12 Eastglen students gained employment through this joint initiative**
- **Another 40 students gained part-time employment through OST resume development and interview preparation.**
- Of the 64 youth invited to attend the Teen Takeover Conference, hosted by BGCBigs, 46 Eastglen students took part in the employment readiness sessions.
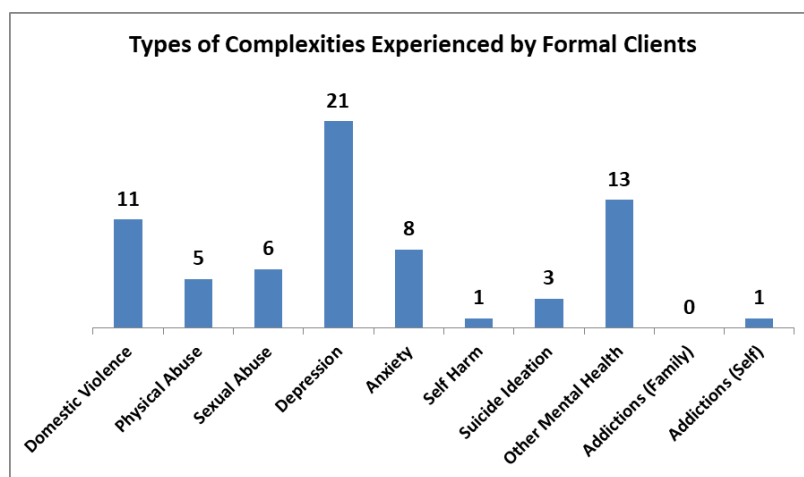
Students in the Eastglen OST program were also culturally diverse. Syrian, Congolese, Somali, Chinese, First Nation, Métis and Inuit students were served.

Eastglen school also hosted its third annual 'Head Start to High School' Transition Summer Program. This AIFY summer programming is aimed at assisting identified Grade 9 students with the transition from Grade 9 to Grade 10. Since it was created, approximately 110 students have participated in this summer program.
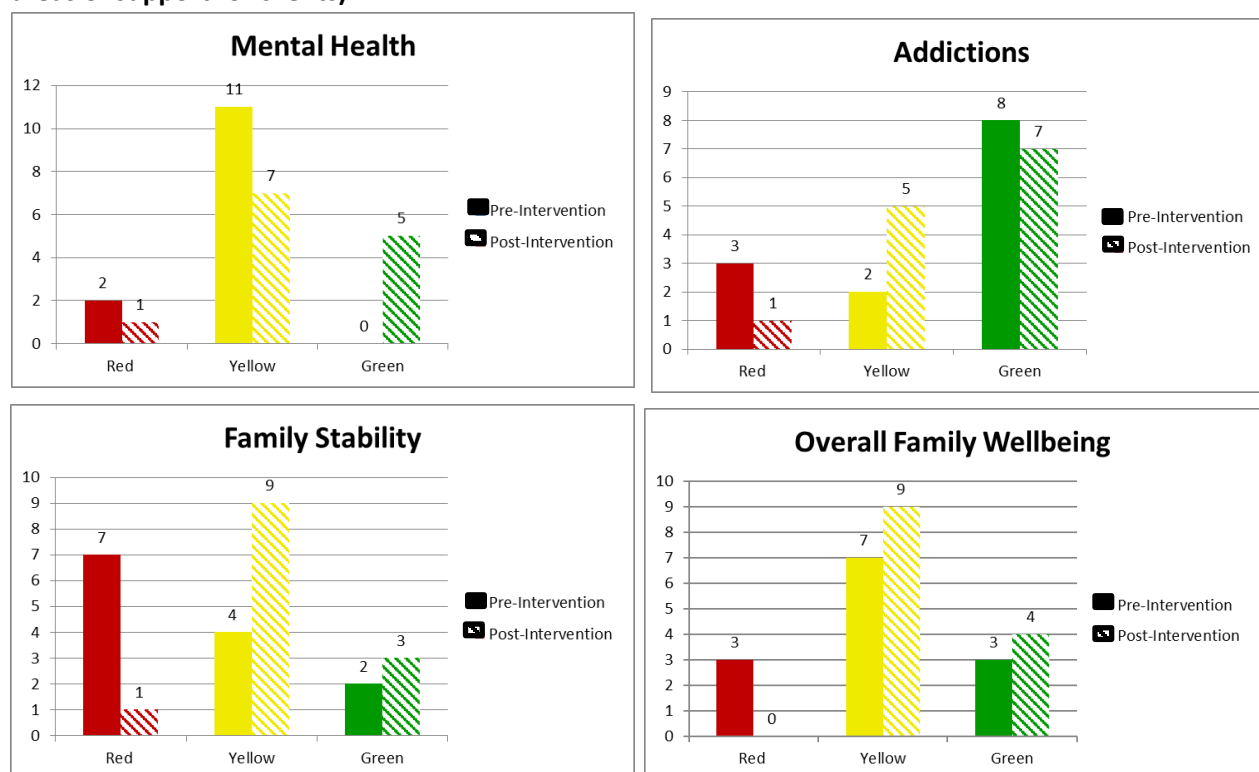
- **3 Eastglen students who attended OST during the year were offered jobs to be leaders in this summer program**.
- **2 graduating students were offered continuing part-time contracts for fall employment with BGCBigs**

Nutrition. The 2017/2018 year began with **40 snacks being provided daily for OST (along with 3 cases of fruit and 2 jugs of milk each week)**. During the year, food support was also provided for a monthly parent group, as well as snacks for weekly sports teams. **More than 150 meals (breakfast, lunch) were made per week in this school community**. There was also an increase in food support provided to Eastglen**. By the end of the year, 60 snacks were provided daily for OST and 3-6 cases of granola bars, in addition to the weekly milk and fruit and provided**. Nutrition supports need to be flexible at Eastglen to meet the needs of the students, and feedback will regularly be sought to ensure adequate quality and quantity of food is provided to this school community.

Mental Health Therapy. Over the 2017/2018 school year, the Mental Health Therapist had **38 formal family therapy files, comprised of 169 individuals** (a file can represent an individual client or a family unit that is comprised of multiple clients). The Mental Health Therapist helped clients with a number of complexities. The top 3 complexities the Mental Health Therapist worked on with clients were depression, other mental health (e.g., Grief, Preparing for independence, stress Oppositional Defiant Disorder), and domestic violence. **Over half (53%) of case files involved supporting clients with multiple complexities** (i.e., more than 2). The Mental Health Therapist at Eastglen also **supported 189 short-term engagements throughout the school year** (crisis oriented work; for example, help with peer relationships, behaviour concerns, academics, career/work, family conflicts, physical health). During the year, the Therapist delivered **22 presentations to students** (Topics: Anxiety and Depression, Healthy Relationships). The Mental Health Therapist also **facilitated 3 groups** (e.g., Girls' Group, Parent Group).

Types of Complexities Experienced by Formal Clients

Complexity	Count
Domestic Violence	11
Physical Abuse	5
Sexual Abuse	6
Depression	21
Anxiety	8
Self Harm	1
Suicide Ideation	3
Other Mental Health	13
Addictions (Family)	0
Addictions (Self)	1

Roots and Wings. The Roots and Wings worker at Eastglen had **13 formal clients** over the 2017/2018 school year. These clients were involved in therapeutic relationships with the Roots and Wings worker throughout the whole school year. Areas of support for clients are mental health, addictions, family stability, and overall family wellbeing. At Eastglen, the following data represent the degree of severity for clients in each area of support pre- and post-intervention (Red = High Severity; Yellow = Moderate Severity; Green = Low Severity). The charts below demonstrate progress in these areas of support from pre- to post-intervention (E.g., clients experiencing less severity in these areas after intervention). **In all areas of support, there are notable shifts in the number of clients who moved out of the Red categories into the Yellow or Green categories, demonstrating improvements in these areas of support after a Roots and Wings worker has intervened and offered support (i.e., Less severity experienced in these areas of support for clients).**

The Roots and Wings worker at Eastglen also **participated in 167 short-term engagements** with families throughout the school year. These short-term engagements were the limited involvement of the Roots and Wings worker with a family and were specific to housing needs and connecting families to external resources (e.g., helping families access resources in the community). This agency staff member also **helped coordinate and facilitate 20 universal programming activities** throughout the school year (e.g., clothing drive and 'Community Closet', dance showcase, Christmas shoebox gifts, school BBQ) and was **involved in 2 group work activities throughout the year** (e.g., parent coffee group).

Success Coaching. **The Success Coaches at Eastglen were involved in 939 short-term engagements (average length of engagement is 2-3 sessions) with students throughout the school year**. Some of the issues addressed were academics, recreation, behaviour concerns, physical health, family problems, social skills, financial needs, career/work plans, and peer relationship. **18 students were part of the formal caseload for the two Eastglen Success Coaches** during the 2017/2018 school year. These

students set and worked on longer-term mental health, family stability, transiency, and addictions goals with the Success Coach.

Success Coaches were **part of 8 school groups – 123 group participants** (e.g., Amazon Girls' Group, Healthy Relationships Group, Workout Group, and Grade 12 East group).

- 81% of group participants reported learning new skills in the group.
- 78% of group participants reported feeling more comfortable in school and ready to learn because of the support received from the group facilitators.

Success Coach Universal Programming/Community Development:

- Breakfast Club trips: Planned and Facilitated trip to Jasper with students.
- Christmas Shoe Box gifts: Gathering gifts and providing students of Eastglen with personalized encouragement cards and gifts.
- Bike-a-thon and Wake-a-thon: Helped plan and facilitate fundraising and community development events with many student participants.
- Breakfast and Lunch programming: Giving students in the Success Coach room breakfast and lunch daily.
- Open Space Breakfast Club: A safe, welcoming space within the school to connect to the Success Coaches, play a game, or study throughout the day.
- Relational support: Reaching out to students, building relationships, and promoting a sense of belonging, especially with isolated students. Students now know there is someone at school who cares about them, someone other than a teacher.
- Summer camps.

Taking a Closer Look: AIFY Student Cohort

All the data presented in the previous sections of this school profile represent the whole school population, what we can call *whole school* data. Whole school data gives us an overall impression of the Eastglen school community and how the AIFY service providers are working in the entire school community. To complement this information, we also wanted to take a closer look at data for Eastglen students that access AIFY services (not all students in an AIFY school will use AIFY services; services are accessed as needed). Taking a closer look at data for this specific group of students provides more details about the students accessing AIFY supports (e.g., information about gender, grade) and the complexity of their service use (e.g., how many AIFY services are being accessed by students). Some measures reported for the school AIFY cohort can also be compared to the whole school data, to see if the cohort performs differently (e.g., for Attendance Rates), compared to the whole school. Students were included in the AIFY student cohort if they accessed 1 or more AIFY services (excluding students who only accessed nutrition supports; nutrition supports are more universal to the overall school, not targeted like the other AIFY services). The following section presents data only for students who are part of the Eastglen school AIFY cohort.

Eastglen AIFY Cohort

Who Accesses AIFY at Eastglen?

64%

Of Eastglen Students Accessed 1 or more AIFY Support/Service
(2017/2018 AIFY Cohort = 441 Students)
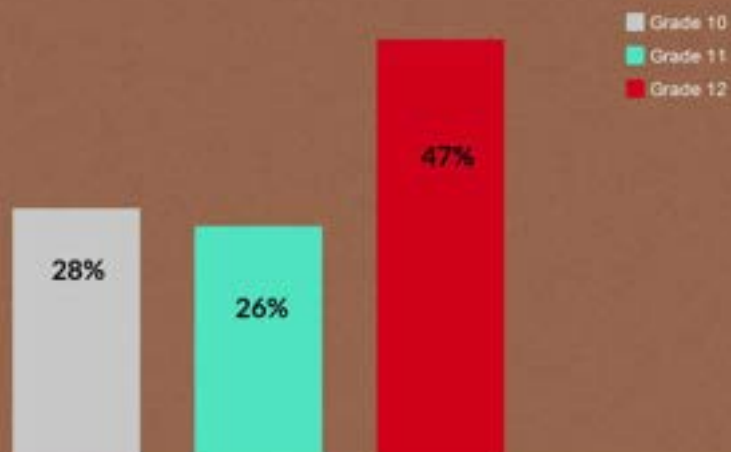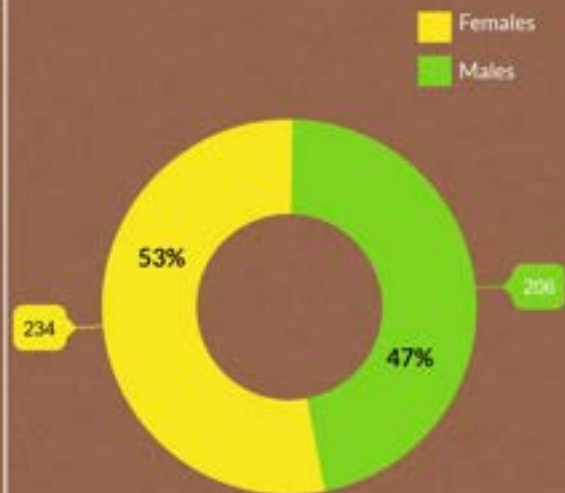
13%	23%	22%

Refugee | First Nations, Métis, Inuit | ELL

Females
Males

53% — 234
47% — 206

Grade 10
Grade 11
Grade 12

28%
26%
47%

Complexity of AIFY Service Use

OST, Informal success coaching, attending groups facilitated by the success coach, and short-term engagements with the Mental Health Therapist were the specific types of AIFY services accessed most by the Eastglen AIFY Cohort

4%
6%
19%
20%
51%

- 1 Service (51%)
- 2 Services (20%)
- 3 Services (19%)
- 4 Services (6%)
- 5 or More Services (4%)

School Measures

- 1 Diploma Exam (20.51%)
- 2 Diploma Exams (30.13%)
- 3 Diploma Exams (12.82%)
- 4 Diploma Exams (16.67%)
- 5 Diploma Exams (12.18%)
- 6 Diploma Exams (7.69%)
- 7 Diploma Exams (0%)

Diploma Exams Completed

Attendance Rates

87%	Average Attendance Rate for Eastglen AIFY Cohort
49%-99%	Attendance Rate Range for Eastglen AIFY Cohort

29	Students had attendance rates at or above 90%
3	Students had attendance rates at or below 60%

Students and Families

Section Overview

Students & Families

Students
36 interviewed

Families
23 interviewed

Student Goals

- Career-Related
- Academic
- Personal Growth
- Achievements

Characteristics

- Newcomer Families
- Single Parent Families
- Extended Family Caregivers
- Experiences with Trauma
- Financial Instability
- Mental Health Needs

98% of students surveyed said they plan to complete high school

Parents and caregivers want their children to be successful in school and to pursue post-secondary studies

Students and Families

Who did we talk to?

The AIFY demo school communities are made up of diverse students and families. As part of the Year 2 evaluation, we *interviewed* **36 students** (ranging from Grades 1 to 12) and **23 family members** from the 5 demo schools. We also sent out a *family survey* to parents/caregivers which gathered their perceptions of the demo schools and associated AIFY supports. **Fifty-four family members** responded. These family members represented four different subsets of families from the demo schools: (1) two-parent households, (2) single-parent families, (3) extended family members acting as caregivers (e.g. grandparents), and (4) newcomer families who do not speak English as their first language.

DATA SOURCES

- 36 Student Interviews
- 32 Family Interviews
- Family Survey (54 families)
- School Resiliency Survey (861 students surveyed from the 5

IN THE LIT

Children from disadvantaged backgrounds are more likely to be exposed to major risk factors for mental health problems in their home environments (e.g., inconsistent support, family instability), and are three times more likely to develop mental health problems (Anderson-Butcher & Ashton, 2004; Tilleczek et al., 2014).

Characteristics

Every AIFY family is working to meet the everyday needs of their children and families including food security, financial stability, housing, academic supports, and mental health needs. Newcomer families experienced challenges in securing employment, learning English, adjusting to different cultural norms, and navigating new educational and social service systems. Many of these families were also dealing with the longer-term impacts of trauma or hardships in their home countries. Sometimes children in newcomer families even serve as interpreters for their parents. Single parents or extended family caregivers strive to support their children without the support of a co-parent. Some of these families struggled with securing employment and childcare, along with experiencing financial hardship. Some parents also had experiences with intimate partner violence and abuse. In addition, extended family caregivers had to manage difficult family dynamics with children's biological parents, as well as challenging child behaviours influenced by a history of unstable or inadequate care.

Strengths

Rising above these complexities, students and families have many strengths that are nurtured by AIFY agency and school staff. Students' and families' goals and dreams demonstrate their resilience, hope, and motivation to face and overcome barriers. **Parents and caregivers had high hopes for their children's futures and were keenly focused on their wellbeing. Parents wanted their children to receive a "good education", be successful in school, and go on to pursue post-secondary studies.** Several parents were not able to pursue their own educational goals or experienced hardships in their schooling, likely contributing to the importance they placed on education as a goal for their children. Ultimately, parents hoped their children would be happy and successful in whatever educational and career path they pursued.

> *…as he grows older…I don't want him to struggle the way I did…I went back to school as an adult, which is even harder than when you go to school and you have no responsibilities…the only thing I wish for my son and the rest of my kids is just a good education. That's all I wish for because I know…when you have a good education you have a good life. No education, no life. — Parent*

> *Well for me, that she finishes school. Like a college degree. I'm a big pusher with that. What else? I don't know, that she's just overall [has] success with her life in the [way] she want[s] to [be] success[ful]. It's not about money…just get a school [degree]. If you are happy with your life, that's it…Whatever she wants to be, as long as she's happy. For me, that's my big goal [for her]. — Parent*

In addition, **parents wanted their children to develop a sense of service and care for others and give back to their communities.**

> *I want them to succeed of course. But…I want them to open their eyes [and learn] how to help people, too. You know, help to the community…when my son is… fifteen years old, I want him to volunteer for…afterschool…Because I want them to be more responsible. I think in my opinion… children should always go volunteer. It makes them more responsible when they're grown up…responsible not only for themselves, but for the other people that really need help…it's not always money, it's… for helping people. — Parent*

Students who participated in the interviews were also personally driven and shared diverse personal goals, including:

- **Career related goals (e.g., police officer, chef, social worker)**
- **Academic goals (e.g., completing their diploma, attending university, improving their grades)**
- **Achievements (e.g., winning scholarships, obtaining a driver's license)**
- **Personal growth (e.g., learning to meditate, being more open)**

High school student participants often shared how they worked with agency and school staff to plan and take concrete steps towards achieving their goals.

> *…at the beginning of the year me and [agency staff] sat down and set a bunch of goals, like getting a job, and getting a license, and applying to university and stuff. And I have a job, I don't have my license yet, but I'm [accepted] in university now.*
> *– Student*

> *Well I already sat down with [agency staff] and we worked out what I'm gonna take first [in university], because I love learning and so…I want to take everything in school, but that's gonna be a lot of money. So I've worked it out, so I'm gonna take social work and early age childcare development, so I can get in the field that…[agency staff] and [agency staff] are in. And I want to be able to give back with what they've given me, because I know that they've changed my life, and so I would love to have the ability to change more lives and be able to help out even more in that…I volunteer at the [Big Brothers Big Sisters Club], but I'm gonna take a year off from school, so I can save up money and everything, get everything prepared, and then I'm looking at universities.*
> *– Student*

IN THE LIT

When students complete high school, there are social and economic benefits. The economic benefits for society and government are estimated to be between $187,000 - $718, 000 US per graduate (Qu, Chattopadhyay, Sajal, & Hahn, 2016). Students who complete high school have higher rates of employment, higher lifetime earnings, better health, and greater happiness than those who do not complete high school (Oreopoulos, 2007).

Even when students fell short of their original goals, they demonstrated perseverance and the resilience to take alternate pathways to continue working towards their aspirations.

> *Well my primary goal is to graduate with a diploma, of course. And I thought that it would be this year, and I was really hoping for it to be this year, but it won't be. It will be most likely the end of the next semester, which will be sometime February next year.*
> *– Student*

One important finding from the *Student Resilience Survey* was that **98% (n = 843) of respondents said they plan to complete high school,** which demonstrates students' motivation and intent to achieve educational milestones.

IN THE LIT

Students who adopt goals that focus on learning and mastery are more likely to show healthy levels of self-efficacy, more sophisticated reasoning skills, improved self-regulation, and stronger academic performance (Wolters, Yu, & Pintrich, 1996). Schools that encourage students' goals of mastery and learning promote students' positive motivation and learning patterns, whereas when schools promote grades, students tend to show less learning motivation (Meece, Anderman, & Anderman, 2006).

Section Overview
Students & Families

Making School a Welcoming Place

School Resources & School Culture

- Food Assistance
- Academic Help
- Family Support
- Counselling Services
- Family-Oriented
- Accepting, non-judgmental

Caring Adults in School

- School Staff
- AIFY Team

85% of family survey respondents said they felt welcome in their child's school

Sense of Belonging in Schools

Generally, any school can struggle to ensure students and families from diverse experiences and backgrounds feel welcome and share a sense of belonging to the school community. For example, some families shared negative experiences they had with former schools and service providers.

…he got to the school, crying, and the teacher asked him what was wrong with him. He said 'well my mom hurt me'. But nobody called me to say 'well hey, [your child] said this, [your child] said that'. What they did, they went right ahead and they called social services on me…I said 'excuse me? [My child] said I hurt him?' I said 'how did I hurt him? Did you see any marks on him or anything that says that I hurt him?' I told them 'you know what, go and ask him about what happened this morning, and do not call me unless you have any proof that I hit my child'…And I [told] her furthermore I didn't hit my child. – Parent

But you're right though about some people having had negative experiences with social workers and stuff. We've had a couple of experiences due to [our daughter's] step mom. We had one social worker who believed everything that she (step mom) had to say, and that we were causing trouble!...It was very frustrating for the kids too because…we got investigated for false claims…But then the kids also learned that okay well, what's the point in saying anything when I get hit or my mouth gets washed out with soap or there's something abusive happening that I know is not right, what's the point of me saying anything? They're only going to come in here and cause trouble… – Parent

However, AIFY schools work very hard to create welcoming school environments where their students and families feel they belong to the school communities. Overall, the majority of students and families we spoke with see the demo schools as welcoming places. Nearly **85% of family survey respondents (n = 46) felt welcome whenever they visited their child's school.** Family member respondents also felt the schools were sensitive to family needs and people working in the schools were respectful (See Figure 1 below). Most respondents also felt they were well informed about school activities they could participate in, and that the school did a good job of communicating with them (Figure 2). **The majority of family survey respondents also felt the school was a safe place for their children (74%; n = 40), whereas only 44% (n = 24) of respondents felt the neighbourhood around the school was a safe place for their children** (See Figure 3 below).

Figure 1.
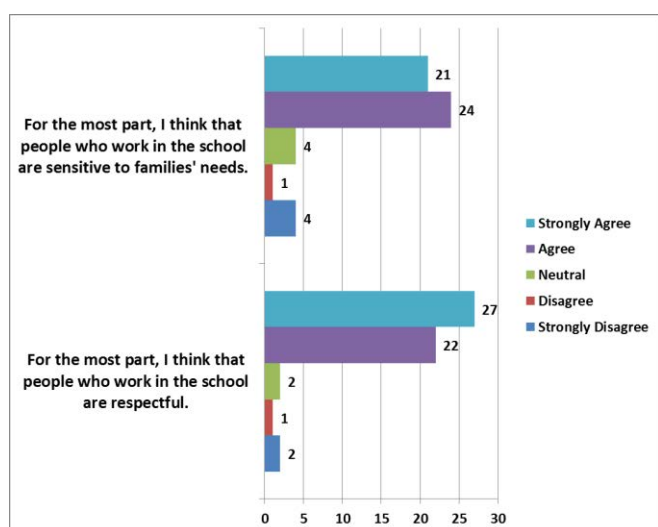
Figure 2.
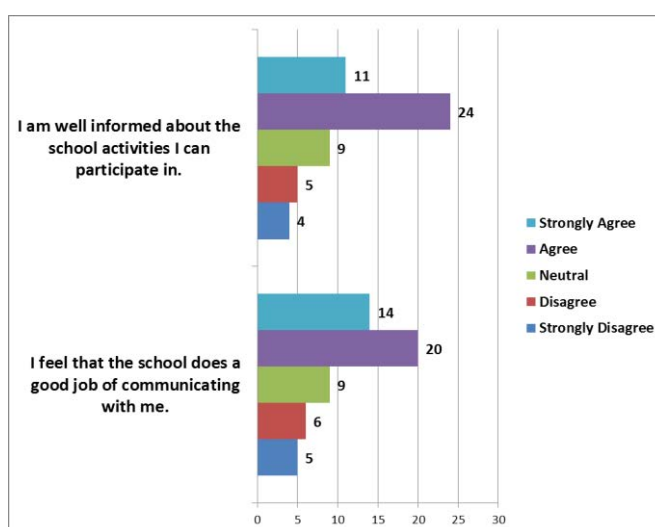
Figure 3.
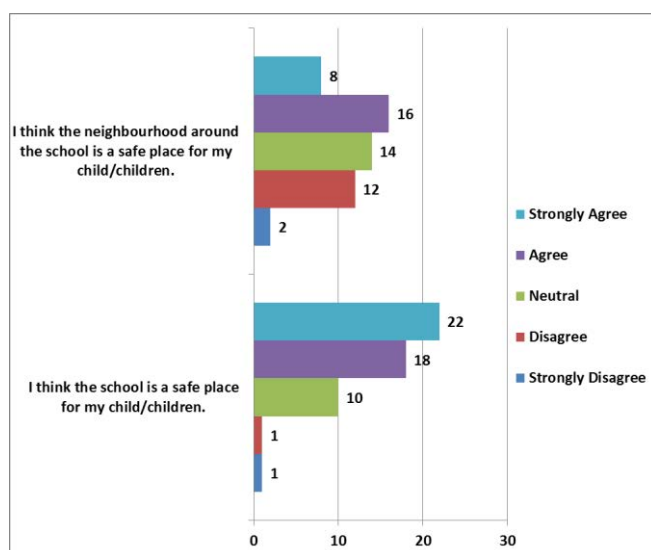
Characteristics of Welcoming Schools

Students and families who participated in interviews and focus groups identified two main characteristics of a welcoming school environment: **1) School resources and culture; 2) Caring adults.**

School Resources and Culture

Students and families felt welcome in their school communities because of the various resources that were available to help them, including assistance with food (e.g., lunch programs), access to caring adults (e.g., Success Coaches, mentoring), academic supports, family supports, and counselling supports.

> *The staff there are extremely helpful and…understanding. If you have an issue, you get the support you need to go and talk to the staff about those things. And that is really helpful, because going into something like that, you're already frustrated, but having some[one] there that is a mentor or mentoring involved really makes you feel more comfortable and you get the support and help you need and things get fixed. – Parent*

> *And I'm always talking about 'oh well, my school has this and this and this and this…' My niece might actually be coming here next year because – my sister thought I was crazy! She's like, 'why would I send her halfway across the city to school?' Like you have no idea! I said you show up here with a backpack and a pair of shoes, and you're done! You need nothing else…There's…every program you can think of on the planet. And if it's not here, we'll figure out how to bring it…I've never seen another school like that. And I think the All in for Youth just exemplifies that. – Parent*

Although a couple of families had moved out of the neighbourhoods surrounding the demonstration schools, they continued to enroll their children in these schools because of the programming and supports available. Sometimes this meant parents had to travel considerable distances to get their children to school each day. However, parents and caregivers felt the services and supports were worth the effort.

> *…I'm really, really, super grateful for that school. And I couldn't even see my daughter anywhere else… and that's the thing, too…we moved way south, and they still kept her…They kept her because they knew…she had all of her supporters - they actually believed in the children, [they're] not just a number to them. – Parent*

Moreover, students and families valued schools that were family-oriented, accepting, non-judgmental, and communicative with families.

Well they've helped us through very difficult times. And for anybody who is going through abuse at home and divorce and all this other stuff associated with all of that, the services… they have to help you out and we've got a place to turn and it's a comforting place to turn. And…they don't make a big deal out of it, like you're different. It's… 'okay, this service is here for you, please use it', and they support you. And I find that the teachers and the principal or vice principals are really helpful with steering us…and other kids, towards getting help if you need it... — Parent

They listened. They really listened. Because I had some concerns, so I went to my son's teacher and said 'this [was] some of the concerns that we were getting away [from]…at the other school'. And so they really opened up to listen and to watch for things. And so if anything was out of the ordinary they would definitely either send something home in his agenda or they would phone me. The communication was always open and easy to get a hold of the teachers. They didn't just blow you off. — Parent

PRACTICE APPLICATIONS: PARENTAL ENGAGEMENT

It is difficult to improve parental/caregiver involvement in school activities and to keep families engaged. Nearly 64% (n=34) of family survey participants felt parent/family activities were scheduled at times they could attend (See Figure 4).

The majority of family members indicated afterschool or evenings as the best times for them to be able to participate in school activities.

Figure 4.

Parent/family activities are scheduled at times when I can attend.

- Strongly Agree: 9
- Agree: 25
- Neutral: 13
- Disagree: 2
- Strongly Disagree: 4
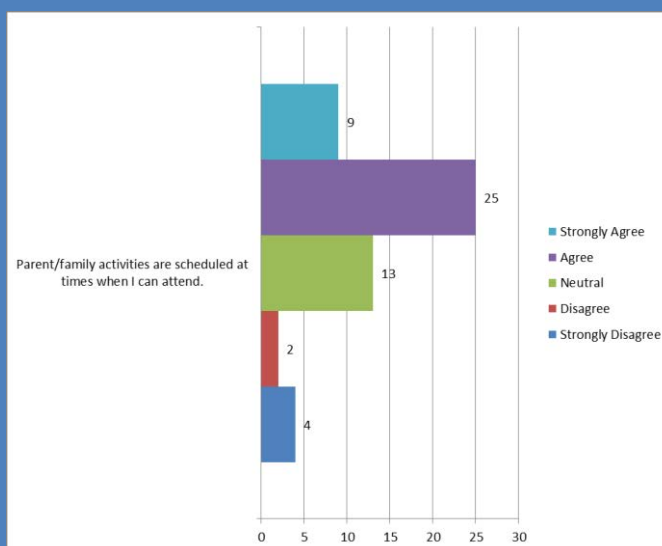
Caring Adult Role Models in Schools

Overall, students attributed their attendance and enjoyment of school to the presence of caring adults, both school and AIFY staff. On the school resiliency survey, **86% of students** (n = 739 students) **said there were caring, positive adult role models in their school**. **91%** (n = 783) **of students also felt that there was an adult in the school they could go to for help if they had a problem**.

Students were also asked to identify who the caring adult role models were in their schools (see Figure 5 below). Similar to findings from our interviews with students, student survey responses showed that a mix of school staff (e.g., Teachers, Principals) and AIFY agency staff (e.g., Success Coach, Counsellor) were identified as caring adult role models in the schools.

Figure 5.

IN THE LIT

Teacher, administrator, and other adults in the school community can influence students' sense of school belonging (Ma, 2003). Efforts to build and strengthen supportive relationships among school members may contribute to a school climate where students feel safe, cared for, and treated fairly, and may be instrumental in facilitating a positive sense of belonging in the school.
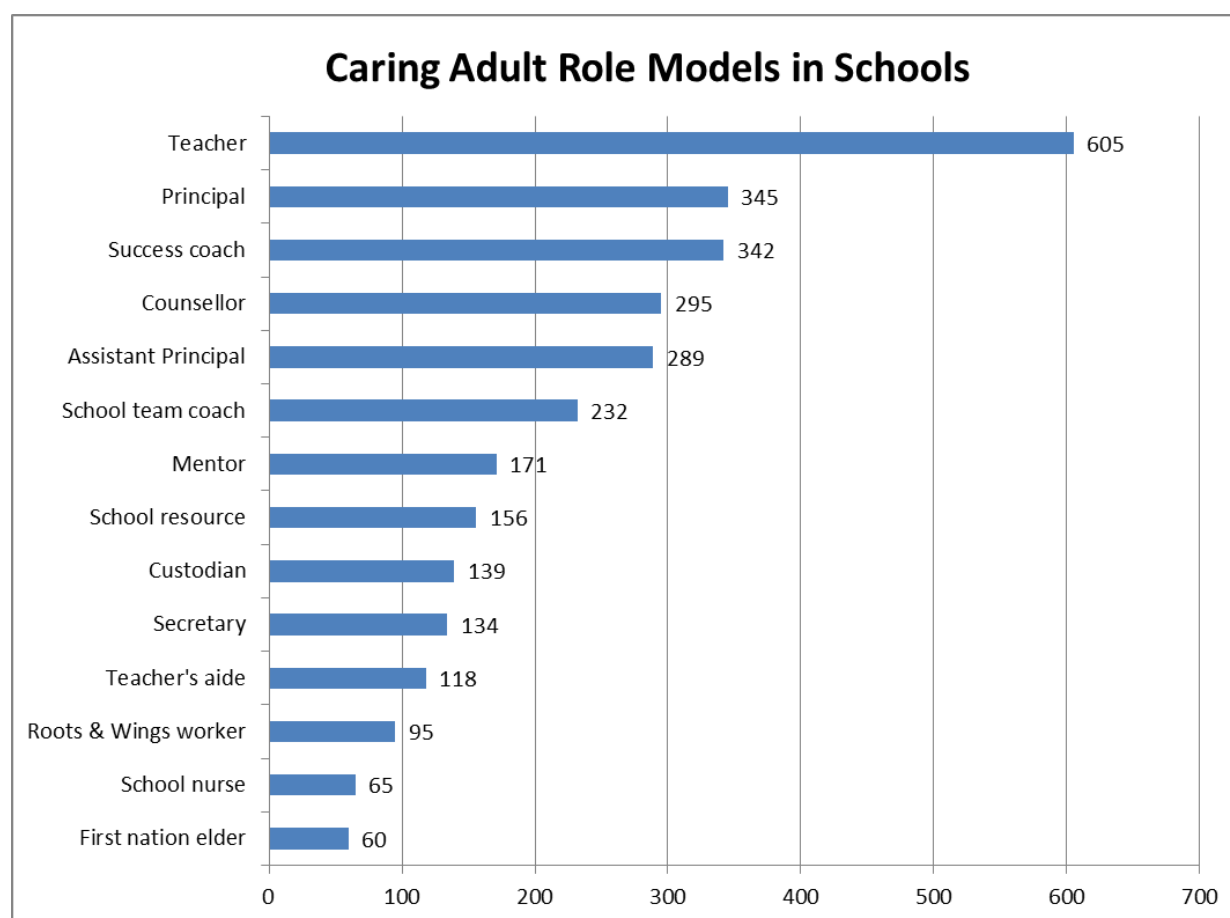
When asked what their school experience would be like *without* these individuals, some students said they would move schools and expressed concerns that they would eventually drop out of school. Other students identified that they would feel sad and would lack the motivation to do well, which would impact their learning. Ultimately, students felt that without these caring adults, their support system would be significantly reduced.

…it gives all students the motivation and worth coming to school. And they know that they can get the help they need if they do need it or seek any help for it. They know where to go. – Student

[All in for Youth is]…one of the main factors that I want to go to school, because as much as I do love the teachers and stuff, school can really be a drag and boring sometimes. But if you have those people that make you want to get out of bed and come to school, and endure all the boring parts, then that's really special. – Student

On the family survey, family members also reported how they felt about the people working in the schools (school staff and agency staff; see Figure 6). Most of the respondents agreed that people who work in the schools care about the wellbeing of children and families, and that there were caring people working in the schools who children and families could go to for help. Family members felt people working in the schools took the time to get to know them, and they felt comfortable talking to these people.

Figure 6.
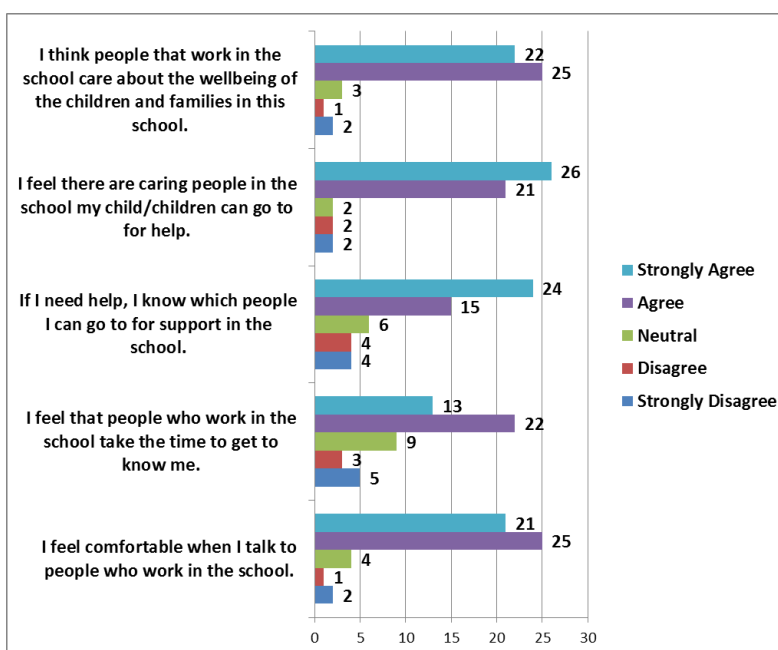
School Staff

Most students and families indicated that teachers and principals at the schools contributed to their sense of belonging. Overall, students and families felt positive about school when teachers and other school staff were approachable, friendly, remembered who they were, and knew their names.

Well, since day one in this school, I have found that - even the principal, I mean the principals have changed, but … she knew the kids' names… always 'good morning' … [calling them] by their name. And you know, …she'd stand in the hallway in the morning, and…greet the kids…I've never seen that in the school before…I know all the teachers, and by the time I was here the first year, I knew all the teachers to see and to say hi to and stuff like that…That's just really unusual for me …. With my kids and my grandkids and stuff, this is the first time...
– Family Member

She wants to fail Grade 6. She's like, 'I'm not even going to try…If I don't try, then I can't pass and they have to keep me in Grade 6 again'. I was like, 'I've never in my life heard you say you wanted to stay somewhere…' But she doesn't want to leave here...And that's, that's huge!...So I think that kind of speaks volumes. Our staff is phenomenal…I've never seen staff that cared about the kids as much as this school does…
– Parent

Students also identified teachers as emotional supports when they kept track of how students were feeling, checked in on students if they noticed something was wrong, and showed compassion for students. **Furthermore, students felt cared for and appreciated by teachers and principals when they asked for, valued, and respected students' opinions. Students also felt supported when their teachers offered them assistance with school work. In this capacity, several students reported that their teachers go above and beyond to help them succeed in school.**

The teachers are very nice…when you feel down, or when you want somewhere to go, you can always go to the teachers. And if the teachers can't help as much they can always recommend you to more, other staff and all that. Also I find that staff in the building…when they see talent, when they see…what you can do as a person, they offer guidance as to where you could go, what you…can do… – Student

…usually when we're falling behind, they notice and they would be like, 'I really want you to do well'…they even tell us…'I really care about you and…if you're getting D's…I really want to help you to at least get B's or C's…I really do care.' They're always telling you that. And they're like 'if study hall doesn't work for you, because you can't stay after school, I'll [give] opportunities during lunch, and if that doesn't work, I'll do something even during classes'… – Student

AIFY Team

Many students and families felt the AIFY teams in their schools cared about them, prioritized their needs, and made time for them. **In particular, students noted that the AIFY staff expressed interest in their strengths and encouraged them to pursue their passions. Students also recognized and appreciated that the support of AIFY staff extended beyond traditional academic assistance (e.g., helping students find jobs, supporting families).**

…[Agency staff], she works here and she helps me talk about my feelings, and stuff that I don't like to talk about sometimes…she helps me feel better about it. And [agency staff], she helps me and my mom out,… at hard times, so she helps us out with stuff we need. And she's really nice to me. – Student

IN THE LIT

Program staff who work in school-based programs may have unique strengths and experience that help them build caring relationships with students (Rhodes, 2004). Program staff experience fewer curricular demands compared to some school staff, have unique opportunities to engage in activities that can contribute organically to relationship building, and may have formal training around establishing supportive relationships. Thus, these professionals are in an ideal position to model these supportive, caring interactions to other school staff and foster a safe and welcoming school climate (Sanders & Munford, 2016).

And then for [my child], he's never really talked to people about stuff before. And when I sat down with him and [agency staff], I was amazed at how he was able to express what's been going on for him and how he was so open with her…That's a first. He's never been like that with other therapists. And he just connects with [agency staff] and I love it…they came in our lives at a time that we really needed them, so we really embraced that. And they've been just loving and encouraging and non-judgmental…And very supportive. So that's been a plus. – Parent

Notably, students described the relationships they have with the AIFY staff as different from those they have with other adults. **Students felt these relationships are unique because they are external to their normal supports and provide students with a safe space to talk and seek support.**

They're…that like trusted figure in your life. Even though they're not your parent…you almost set standards for yourself to be accountable to them and…to keep them updated on what's going on in your life, so that they understand. And so then it's like, I don't know, maybe if you missed a day of school, and instead of them being…, 'Oh nice to see you in school'…they're like, 'I'm very…happy to see you today. I'm glad you could make it. I hope you're feeling better. Feel free to talk to me.' – Student

Parents and caregivers expressed similar views about the importance of the AIFY staff. Parents felt it was important for their children to have caring adults in their lives to turn to for support other than family members, noting that their children may be more willing to disclose personal information and receive advice from these individuals. Parents recognized the agency staff as trained professionals who can support students and advocate for them.

You know, so to have it available for them to access is just amazing for them to take advantage of that. For the kids to go 'hey, there's something bothering me at school, at home, on the bus'…Somebody that they can go to who's a third party. Who's neutral but who knows them. It's not Mom and Dad. [Someone] who is not going to judge them, but can help them. And help them resolve their worry or their problem. And help them figure out how to solve it, I guess you could say…from that point it's priceless I think. – Parent

PRACTICE APPLICATIONS: RELATIONSHIP TRANSITIONS

The relationships students have with agency staff are important. Some parents expressed concerns about untimely or unanticipated discontinuation or disruption in their children's relationships with agency staff. They wanted to see greater intentionality around how relationships, especially the formal, ongoing relationships established in a therapy context, were brought to a conclusion. For example, the parent of a child who was moving to a school without the AIFY supports was exploring how the relationship the student had built with the Mental Health Therapist might be able to continue in some capacity after the transition. Another example of an instance where an agency staff member left the school without preparing students and families in advance underscores the importance of transition or succession planning for agency staff transitions.

I found out afterwards that some of [the staff] knew, but they weren't supposed to say anything. And she told the kids the same day she left…So there was no preparation for any of them. So we had families that were pretty much up in arms. I was up standing in front of her office crying. Going okay, what is my kid going to do now? …are you kidding me? She finally connects with somebody and you're going to pull this? – Parent

Student and Family Perceptions of AIFY Supports & Services

Students and families indicated they accessed a range of services provided by the AIFY team. Most families used multiple supports and services, and were supported by several agency staff working in collaboration. These supports and services included:

- Afterschool and school break programming
- Counselling
- Mentoring
- Nutrition Services
- Success coaching (e.g., academic supports, career planning)
- Family supports (e.g., counselling, support for finances, clothing, food, housing, etc.)

IN THE LIT

Wraparound aims to support both the child and the family. The research is clear that when supporting students and families with multiple interrelated needs, interventions that provide a comprehensive set of supports for students' and families' wellbeing (i.e., supports targeting academic and non-academic needs) are more successful than interventions targeting single factors in isolation (Bruns et al., 2010).

On the family survey, families were asked to rank the top 3 AIFY supports/services they felt were most important in their school communities (see Figure 7 below).

Figure 7.

	Overall Rank
After-School Program	1
Snack and Lunch Program	2
Counselling (e.g., Child, Family, Adult)	3
Success Coach	4
In-home Family Support Worker (Roots & Wings)	5
School Break Programming (Winter/Spring/Summer)	6
Mentoring Relationship with Volunteers	7
Parent Groups/Parenting Classes	8
Peer Groups/Student Clubs	9*
High School Teens as Mentors	10*

Based on the scoring of families' rankings, the after-school programming scored highest and was ranked as most important by respondents. The snack/lunch program, counselling supports, Success Coaches, and in-home family support workers were also ranked highly as important supports/services in the demo schools. It is important to note (the services marked with * in the table) that the supports related to mentoring may not be ranked as highly because this support is accessed mainly by students, but the survey was completed by family members and caregivers. If students do not share with their families how important this support is to them, the family members responding to this survey might not rank it higher as an important support.

Afterschool Programming (Ranked #1)

Parents appreciated that the afterschool program (OST) provided their children with a safe place to go afterschool, exposed children to a variety of activities, provided academic support, and helped them to develop friendships with peers. For single parents or parents balancing caregiving and employment, the availability of free afterschool programming located directly in the school was particularly important.

The afterschool has been very, very helpful for me. I'm a single parent of two and I'm working shifts…having afterschool program is a huge help for me as a single parent because when they're done at 3 o'clock, and then you know you don't have to worry about them going to bus and go to somewhere. It's…inside the building, right, so it's…easy, easy access. And then it's for me it's more safe for the kids because it's inside the school…They are very, very helpful, and I'm so grateful that my children entered afterschool. My kids love it because you know their program is really good for them. – Parent

PRACTICE APPLICATIONS: AFTERSCHOOL PROGRAM

The changes to the afterschool programming in Year 2 of AIFY created challenges for some parents, especially those relying on the afterschool programming for childcare because they were not able to be home during the afterschool hours or struggled to afford alternate programming. Some schools shifted the model of delivery so that students were only scheduled to attend the afterschool programming on certain days of the week (such as Monday, Wednesday, and Friday), rather than the previous drop-in style format where students were free to attend everyday. Consequently, some parents had to make other arrangements for their children on days they were not scheduled to attend the school's afterschool programming.

IN THE LIT

After-school programming contributes greatly to students' academic, social, emotional, and behavioural success. For example, youth who attend after-school programming tend to experience increased self-confidence, self-esteem, positive feelings about school, healthy social behaviours, as well as greater academic achievement. These programs also help reduce problem behaviours in youth, such as aggression, noncompliance, and unhealthy behaviours (Durlak & Weisserg, 2007).

I'm not sure that I love the new way that they're doing things as far as like you have to pick certain days…And I know that a lot of the other parents don't like that as much, because then what do they do with their children on those days when they're not supposed to be there, right?...for those other parents who are not here, for them a lot of them are using this as a child care because they can't afford other things either. So for them right it makes it a little more difficult because on those days what do they do with their kids? – Parent

Nutrition Services (Ranked #2)

Students and families recognized food insecurity as an important need in their school communities that affects many families. **The nutrition services provided by the schools, including breakfast, lunch, and snacks throughout the school day, helped to ensure that children in families experiencing food insecurity did not go hungry while they were at school**.

And the nutrition part of that too…So they always have good snacks and that kind of thing. A lot of these kids don't get a lot of food. And I mean we have…the e4c program, right, and so we have the lunch program, we have a breakfast program, so they get snacks and lunch at school. And some of them wouldn't, that's their only meal, really…I'm sure some of the kids that go to the afterschool program, when they go home, don't have dinner or anything like that, so. – Parent

Furthermore, schools' nutrition programs supported students beyond addressing needs for food. High school students in particular frequently identified the school's "Breakast Club" as a program to access food, as well as connect with other students and school resources. The Breakfast Club often served as an entry point for students to access other AIFY agency staff and supports.

These people, they're a lot of light on really bad days. You can sit down, do whatever you need, and especially Breakfast Club, they make sure people don't go hungry. You know, you can't really focus on an empty stomach. And they invite you in for something quick to eat, they chat with you, and then they send you off to class. And if you're having difficulties they work with All in for Youth, they try and set you up with a mentor and that. I know they have a homework club that they set up. So they have people coming in for that, they help set up diploma prep classes here. So they've done a lot, and they're very, very intent on your success. – Student

There's multiple ways that a person can find their way towards the Breakfast Club, whether…they want food or if a family's having problems as well, or maybe perhaps a student doesn't have a home currently where their living situations are bad. They will help as much as possible…then they plan everything out, and they make sure to try to help you reach your goals regardless of what it is, if it's bigger or smaller, they help you to reach those goals. Also getting to know you as a person, they become your friend. They also even help people out of school, even after high school once they're finished, if they're trying to get jobs, they help them. - Student

Counselling (Ranked #3)

The ability to access mental health supports (for students and their families) directly in the school building was extremely valuable. Some parents received counselling from the schools' therapists themselves, or participated in family counselling sessions with their children and other members of their families.

And another thing that was really good was the counselling that they have in school. That was invaluable, that's been a godsend for us, anyway. It's really helped [my child] through a lot, and myself actually. – Parent

IN THE LIT

School-based counselling enables students to both develop positive relationships with school personnel and receive support for mental health concerns (O'Keeffe, 2013). Many researchers have shown a strong link between student retention and the number of counselling sessions a student attended (Lee, Olson, Locke, Michaelson, & Odes 2009).

PRACTICE APPLICATIONS: LACK OF AWARENESS OF SUPPORTS

Parents and caregivers recommended the AIFY initiative could improve access to family counselling. Given that this kind of support is already available as part of the AIFY supports may indicate a lack of awareness among families. This 'lack of awareness' was a recurrent theme throughout several of the interviews conducted with family members.

…your earlier question about other things that could be done…that just got me on to thinking, some kind of family counselling. Like drop-in. Have it available for families to come in or something…Because I know that the city does free ones, but they're drop-in. They're only on certain hours, certain days, certain locations. They're not always easy to get to…Whereas if you're doing it here…Everyone knows everyone. Everyone knows the school. And it's not as judgmental. It's a softer place. They're familiar with the teachers. They're familiar with the people. And your goal is still the same. It's still to help the kid. To help the student. But you're also helping then the student either help the parents, or the parents help the student as well altogether. And it's more a community based kind of thing. That would be really about the only thing I could see to it being improved. – Parent

And I push hard. And if you don't like it, I push harder. And you're gonna do for my [child] what you need to do…But there's a lot of parents that aren't like that. And I don't think that the program is as accessible as it could be. I don't think that a lot of people even understand what they do here. – Parent

Success Coaching (Ranked #4)

Students and families described Success Coaches as fulfilling multiple roles: providing individualized academic support, organizing homework clubs, helping students with goal setting and career planning, and providing social support as a trusted adult.

> *I got to the point where I had to get involved with social services and be removed from my household. And just…honestly at the start of Grade 11 I didn't think I was gonna see the end of Grade 12…They took me in right away, and one of the Success Coaches…he was the one I got paired with first, and I told him…my whole story…And he just listened to me. He paired me up with a social worker, because…they're all connected, and so he paired me up with a social worker, got me in to see her…And one of the other Success Coaches, he saw me in the hallway the other day and he was like, 'Are you okay?...cause this is…the second time I've seen you in the hallway and you've been crying, so [if you] ever need to talk'. And…I came and…talked to him. And they just listen, they just understand. And it's not like they can fix things for you…But they're there for you. –*
> *Student*

Family Supports/Roots & Wings (Ranked #5)

Family support workers have become an important part of many families' lives, providing direct support for parents and connecting families to other supports available in the community. **Family support workers helped caregivers work through prior traumatic experiences that continued to affect their lives and abilities to parent (e.g. domestic violence), provided parenting advice, and supported parents' mental health and wellbeing. They also helped parents to access and navigate community resources and systems (e.g., benefits, food, housing, parenting programs) by identifying appropriate supports and assisting parents with completing the necessary paperwork**.

> *It's done a lot of good for both of us. I'm a single dad and…and I have been since he's been born. And things haven't really been too easy for us. Since [my child] started junior high, they've helped us out a lot, like pretty much everything…before them, I was just having trouble you know staying in one place. We were having trouble with our food, resources for food, and just pretty much everything. They helped boost confidence for myself and [my child]. They've helped our…food situation a little better. They've always got resources for us to use. That's a lot more stable…we got into [a family] program…And that's helped out a lot with the kind of resources for us and everything. So overall it's helped…stabilize us and given us more access to…community services, just getting to know more people. – Parent*

On the family survey, **79% of family members (n = 47) reported they were happy with the quality of supports they receive and 87% (n = 42) were happy with the quality of support their children receive from the school**. Family members also felt the supports/services they and their children accessed were useful (see Figure 8).

Figure 8.
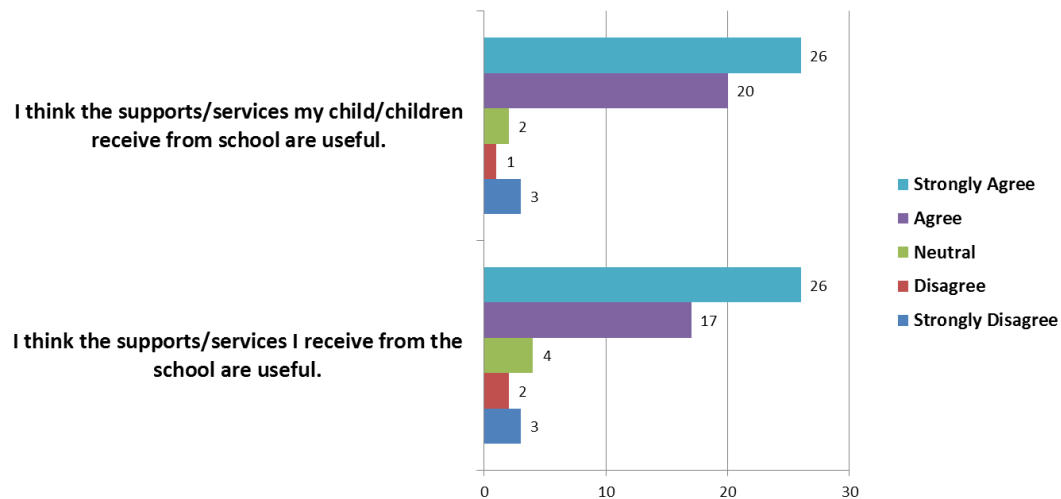
PRACTICE APPLICATIONS: ADDITIONAL SUPPORTS NEEDED

Additional supports needed by families in the school communities include low-cost transit passes to access transportation, as well as connections to culturally sensitive supports for newcomer families (e.g., translators, employment services, English language training programs).

Mentoring (Ranked #7)

Although the family survey resulted in a lower ranking for mentoring services, the interviews and focus group feedback indicated the relationships between students and their mentors were an important source of support for students and families. Mentors provided academic support and engaged their mentees in recreational activities, acting as another caring adult that students could rely on.

Oh, they've made a huge difference…my oldest talks all the time about his big brother or mentor. All the time…he's excited about it when he comes. He comes once a week, it's during…school hours he comes. He comes once a week and…they do some academic stuff together, but then they also do fun stuff together too, right…he's really excited about having them come and be his mentor all the time so that's nice. And he's had him now for two years, the same man, so it's really nice that way that he's really connected with him…Because he doesn't have a dad either and he's an older man, he's kind of…you know an uncle or a grandpa. So it's kind of nice for him to have that extra person, male figure.
– Parent

Several parents commented on the success of the matching process, observing that their children had connected strongly with their mentors.

They'll probably stay connected for the rest of their lives at this point…they're like two peas in a pod. – Parent

For some families, mentors had become "like family" and had attended family meals and events, such as the mentee's high school graduation. Parents perceived mentors as positive role models for their children, encouraging them to persevere through school and explore their post-secondary and career options.

Importance of AIFY: The Layers of Support

Students and families also talked about the way the AIFY initiative offers layers of support to many different stakeholders. It is not just students who are supported by the AIFY supports and services, it's also families and schools. Some people even talked about the ways they believe AIFY can impact the communities and neighbourhoods surrounding their schools.

Supporting Communities
Supporting Schools
Supporting Families
Supporting Students

These layers of support are important as we know students' growth and development are influenced by the many different people (e.g., parents, teachers, community members) and contexts (e.g., home, school, community) in their lives. Child development theory and research continues to stress the importance of different people and contexts that will influence children's healthy development. This research also explains that in order to support children's healthy development, we must consider who or what else is contributing to children's development. We also need to consider how interventions that only target the child may not be effective because of influences coming from other aspects of children's lives (e.g., home characteristics, school characteristics). Informed by these ecological models of child development, AIFY offers layered in-school supports to multiple stakeholders that influence student's lives.

Supporting Students

Academic Growth

In interviews and focus groups, students indicated AIFY supports as an important part of their academic success. In particular, students are motivated to attend and stay in school because the AIFY team cares about them and their learning. Students acknowledged the AIFY team offers a helping hand for a variety of learning needs (e.g., building their confidence to contribute to class discussions). Students also recognized the indirect link between AIFY supports and their ability to learn (e.g., when they are not hungry during the day, they are better able to focus in class).
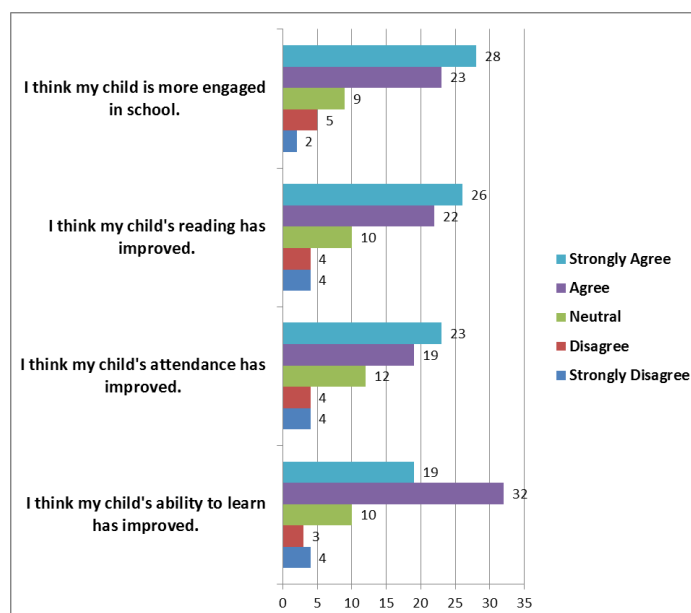
IN THE LIT

When at-risk students have a psychological support system that connects them to the school, engages them in positive activities, and provides them with both safety and encouragement, then these students tend to show academic resiliency and positive school engagement (McMillan & Reed, 1994).

Well, [agency staff] pokes me with a stick every now and then, figuratively of course… he motivates me in a way that none – no other significant person in my life does. He's more of a teacher to me than many of the teachers here… he's really good at his job. And I have to express gratitude again because with social studies, I would just [be] throwing the book and sitting off in some other part of the room saying, 'screw it, I don't want to do this'. But [agency staff] allows me to see that graduation is important… – Student

Respondents to the family survey believed their children experienced growth in specific areas related to school performance and behaviour. Most respondents felt their children were more engaged in school, students' reading and attendance had improved, and their overall ability to learn improved across the school year (See Figure 9).

Figure 9.

IN THE LIT

While academic learning is still largely recognized as the primary purpose of schools today, schools have taken on the additional role of providing social services for children and youth (Cappella, Frazier, Atkins, Schoenwald, & Glisson, 2008; Farmer, Burns, Phillips, Angold, & Costello, 2003). Schools provide an estimated 70-80% of psychosocial services to children, contributing to the wellbeing of children and families well beyond academics (Burns et al., 1995). Supporting students' social and emotional needs enables schools to address students' obstacles to academic achievement and increase students' likelihood of school success (Zins et al., 2007).

Emotional wellbeing and social competence are interrelated. Children's ability to manage their emotions and peer conflict is related to many friendship aspects, including number of friends, quality of friendships, and ability to maintain friendships (Zeman et al., 2006). Children who are better able to understand their emotions show stronger emotion regulation skills, which is predictive of social competence, stronger and more friendships, and reduced psychopathology (Zeman et al., 2006).

Social Competence

Students believed the AIFY team supported them socially by helping develop skills to build friendships and resolve conflicts among their peers. **Students indicated that they were more confident and willing to trust others. As well, students noted the AIFY team encouraged them to think about and help others.**

Emotional and Mental Wellbeing

Students also felt the AIFY supports helped to improve their awareness and acceptance of emotions. Specifically, students were better able to navigate various situations because they can think ahead instead of reacting and can more readily identify their personal strengths. Students believe that the AIFY staff contribute to their day-to-day happiness, and overall wellbeing.

Seeing a positive influence in your life, always working towards supporting you, and always trying to get the best out of you is really just hopeful. It gives people hope that people like this exist. It gives people a positive outlook on society and it gives people a positive outlook on life in general. As bad as your day is, as great as it is, it's great to have somebody that has supported you for the past little bit, to be around you because you feel comfortable around them. You feel…you could trust them. And I know a lot of people in my life, and other people's lives, that they just don't trust. And I know I trust a lot of people just because of my relationship with the All in for Youth team, so [agency staff] and [agency staff] for sure have helped me. But…, even if your life is not going very well versus your life is going well…it doesn't matter how severe your life is because no matter what, your day is going to be boosted because of them. – Student

---

74% of respondents (n = 49) on the family survey felt their children's behaviour in school had improved, and 62% (n = 41) felt their children's behaviours at home had also improved (see Figure 10).

Figure 10.
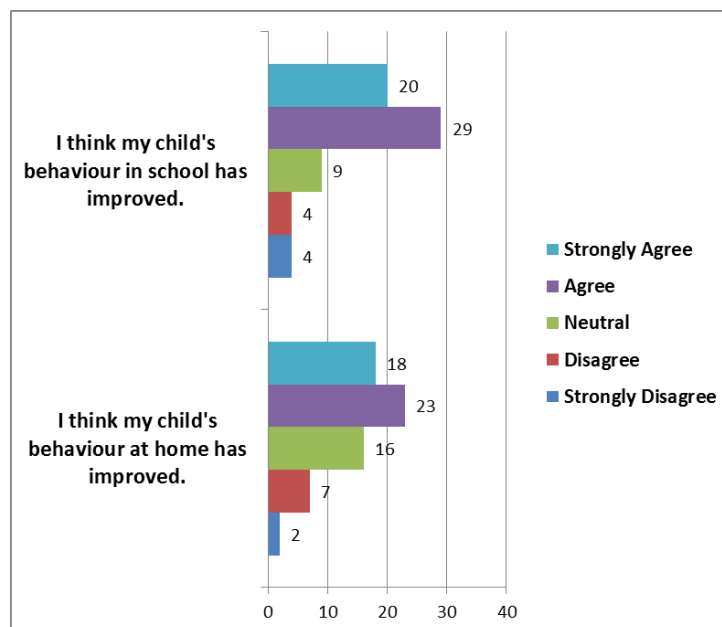
IN THE LIT

Children and youth with positive mental health and strong social and emotional skills are better able to regulate their emotions, establish healthy relationships, and make responsible decisions (Zins et al., 2007). These skills can promote feelings of motivation, positive teacher-student interactions, and belief in oneself – all of which can contribute to improved school and life success.

Investing in the Future

Finally, parents often spoke about the importance of AIFY for investing in students' futures and setting students on a positive life trajectory. By equipping students with the resources to make healthy, positive choices now, AIFY can promote the success of this next generation of adults.

They are changing the lives already of the kids so later instead of, I don't know, watching TV all day or playing video games or doing whatever, who knows what, I think they are building healthy relationships, healthy behaviours, they are connecting with other people. So for me, it's really, really important the keep investing in that because it's not only investing in the school, it's investing in the kids…and not only now, for the future. They're going to be the adults later.
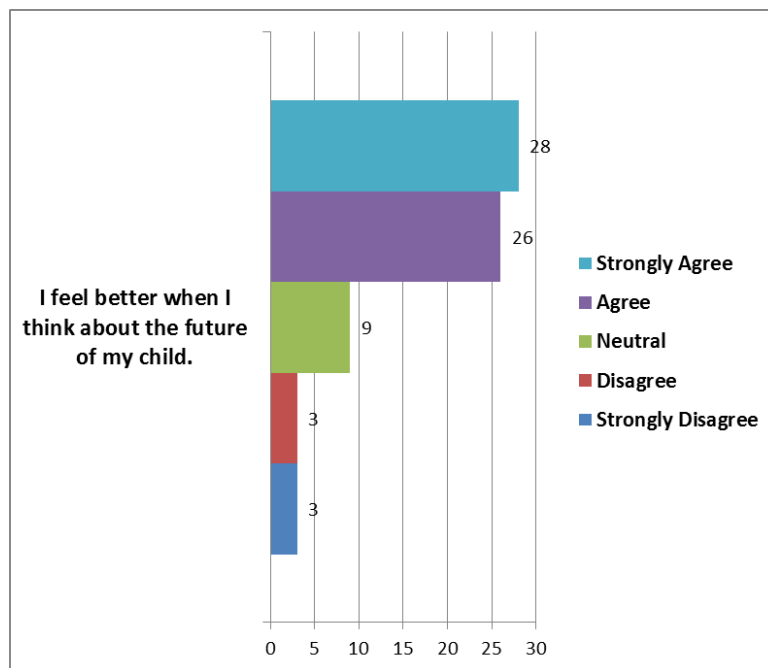*– Parent*

Well, you're not going to see a 90% success rate. You might see a 50% or 60%. But it's worth it. Because, you know, say there's 10 kids involved in the program. And you've got five or six that successfully go through and maybe stay out of jail because of it. They go on to university or college or meet those career goals that they want. If they finish high school, then it's been a success. And those are the things that the funders should be looking at. Not the, you know, we didn't get 100% success rate. Which is a lot of the time, it is. We didn't get that 80% or 90% that we want. It should be…did one kid not fall through the cracks? Did one family get the supports that they need so that they can get that hand up? You know? These programs aren't handouts…They're definitely a hand up...
– Parent

Of the family survey respondents, **78% (n = 54) reported they feel better about the future of their children in the demo schools** (see Figure 11).
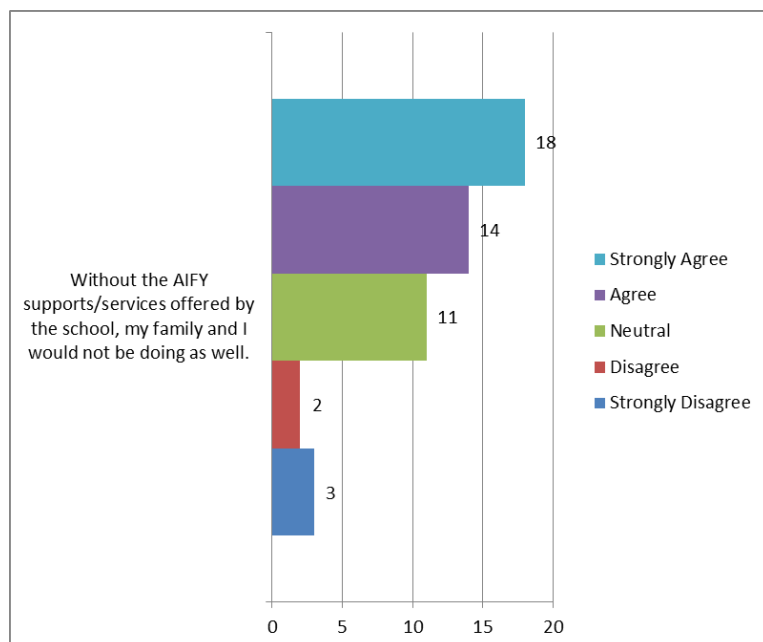
Figure 11.

Supporting Families

And it's not only helping the kids, it's helping the parents, which then it helps everyone.
– Parent

59% (n = 32) of family survey respondents strongly agreed/agreed that without the AIFY supports/services, their family would not be doing as well (See Figure 12).

Figure 12.

The challenges experienced by children, youth, and families impact the whole family, and thus addressing the needs of children and youth requires a family-centered approach and collaboration between families, schools, and social service agencies in the community. (Anderson-Butcher & Ashton, 2004). Interventions are more powerful when families are involved and supported, and that family members should have a voice in the services provided to them (Powell, Batsche, Ferro, Fox, & Dunlap, 1997).

Many families experience barriers to accessing supports and services in their communities such as lack of knowledge about available supports, financial barriers, transportation barriers, fear of judgement, prior negative experiences with service providers. As a school-based initiative with service and supports embedded within the schools, AIFY helps remove these accessibility barriers. Parents and caregivers, at the mercy of a complex and unresponsive system in the past, now have a natural entry point where they can seek out and access needed supports. In these schools, many families were connected to AIFY supports after the school identified a need and reached out to parents.

I would love for this to be in almost every school. I think it's most important at schools…that are in the inner city, that are in low income areas. Where parents are … pretty much, I'd say probably 60% of our parents are below poverty level…And some of them are raising four or five kids. Right? They're worried more about just being able to put food on the table. They don't have the time or the means to access you know, Success Coaches for their children. To… be able to reach out to, not even in just a child psychologist, but she gives our families support… she'll meet with parents…There's so much that this program gives to families and parents. See I'm tearing up now… I think it's just amazing. I've never, as a parent, felt more supported…I just think that they've improved the quality of life for our entire student body. And it's so much more than just food. Cause I mean there's so many different ways you can access free food. But to get a child to see a child psychologist, you're either paying out your nose, which none of our families can afford. Or you're waiting months and months and months and months to meet with a mental health [professional] … and it can take up to a year to even put a referral through. – Parent

For me, it's really important because right now I still have …only [a limited] Visa, but I'm applying for my [permanent papers] with immigration so I have very limited access to many resources and services…But through the services here from school, I can get all of them. Well especially…not [for] me, for [my daughter]. – Parent

…as a mom, knowing that those resources are there, and easily accessible, I only have to call the switchboard at the school or the receptionist at the school and say, 'hey, do you have this?' Or 'is So-and-So in? I really need to talk to them?' It's so much easier than trying to figure out which agency to call. Who has these supports, or being bounced around from one to another to another. – Parent

Supporting Schools

Students and families appreciate the added value the AIFY staff provides to their schools. Parents believed AIFY also contributes to their school's success by alleviating the burdens on teachers to manage students' complex needs on their own and in the classroom. Students also credited the AIFY staff with enhancing the school's ability to meet its goals, such as helping students reach graduation:

…keeping them around is important, because even if it's worth having one person being inside the school that you could trust, that's still one person that you could trust. And…, there's so many times that I've seen [this agency staff] talk people down. It's just, the positive influences that the All in for Youth team have influenced throughout the school is overwhelmingly positive for this school. And things like graduation, our graduating class is a third larger than last year's, and I'm 99% sure that's due to the All in for Youth team and supports around the school because the school has definitely stepped up their game for that. – Student

Students identified that the AIFY team often communicates with parents and families, which helps bridge the home-school communication gap. As well, students reported feeling more connected to their school during the summer months because of the AIFY supports.

IN THE LIT

Communication between the home and school helps establish shared goals for students, collaborative decision-making, and assists parents with reinforcing school instruction at home (Christenson & Sheridan, 2001). As well, home-school communications encourages caregivers' support for and commitment to school's educational aims (Cattermole & Robinson, 1985).

Supporting Communities

Finally, families believe AIFY is important because of its potential to impact the communities surrounding schools. By supporting children, youth, and their families, parents are hopeful that entire communities may be transformed.

> *And just even to see the kids flourish in the environment and it helps the neighborhood as well. So it's not only helping the child, it's helping their family, which then helps the community. And that in itself is amazing. – Parent*

IN THE LIT

There is a growing body of research that proposes that school-community collaborations benefits students, families, schools, and communities. Specifically, these collaborations address the complex needs of students and families; improves school curricula, instruction, and environments; supports student learning; and fosters community growth (Kim, 2017; Warren, 2005).

AIFY Schools

Section Overview
Schools

School Staff & Administrators
5 Focus groups   5 Focus groups

Collaboration between schools & agencies

Growing Collaborative Practice

Relationships
Relationships between school and agency staff are stronger

Communication
School staff and administrators communicate regularly with agency staff

Decision-Making
Two main processes: 1) school staff as connectors; and 2) school staff involved in support/service decision-making

Factors for Continued Growth
- Stronger communication
- Understanding school practices & policies
- Understanding AIFY staff roles
- Complementary schedules

Schools

Who are the School Partners?

In each of the AIFY demo school communities there are a number of school partners supporting the work of the AIFY initiative. From school administrators (e.g., principals, assistant principals) to school staff (e.g., teachers, school consultants), these stakeholders are part of the collaborative efforts underway to support the students and families in the demo school communities. This section will describe the ways these stakeholders are supporting the AIFY work and how the initiative has influenced their practice.

Collaboration between Schools and Agencies

Collaboration between demo schools and the agencies providing the AIFY supports and services is essential. Without this collaboration, schools and agencies would not effectively work together to support students and families. Year 1 of the initiative was the first time schools and agencies came together to work in designated AIFY demonstration schools. For Year 2, we continue to see these collaborative efforts between schools and agency partners and how these efforts have evolved to include more school stakeholders (e.g., more school staff included in collaborative efforts). Specific to collaboration, we will focus on how *relationships*, *communication*, and *decision-making* were navigated by school stakeholders in Year 2 of the initiative.

IN THE LIT

Inherent to full service models is the bringing together of different stakeholders, which disrupts traditional roles and can present challenges for cohesion among service and school providers. Addressing the organizational structure and dynamics for collaboration helps resolve challenges and promote integration between staff (McMahon, Ward, Pruett, Davidson, & Griffith, 2000). Similarly, sharing workspaces and resources support this congealing process (Crowson & Boyd, 1993). Many stakeholders identified strong leadership by the school principal as critical for setting a "positive tone around their [stakeholders'] involvement" (Fehrer & Leos-Urbel, 2016, p.8).

Relationships

Compared to Year 1, relationships between school and agency staff are stronger. Across most of the demo schools, school administrators and staff continued to perceive a high degree of integration between agency staff within school communities. **Agency staff were considered "part of the staff" or "family", comprising a "seamless" team with school staff and divisions between "us and them" obscured**.

One of the really neat things about the All in for Youth project [is] how it kind of joined into…the culture of our building. Sometimes when you bring in outside agencies or outside services they become standalone, as opposed to just kind of melding and supporting in the context of what really benefits the kids as well as the work in general…'you do this and we do this', and that's kind of all that's there. There's a very good partnership piece where…there's support on both sides whenever we need it.
– School Staff

I think…the biggest part is they are like our staff. We're all one, and so when we have parent-teacher interviews, the All in for Youth [team] are there with a table and they are talking to people, parents, coming in and out. And they create a big spirit …So I think they work as one within our staff as well, they come to our staff meetings. But anything we hold, meet the staff, meet this, anything we're holding, they're there. They stay, they're there, they're part of [the school]. – School Administrator

School staff and administrators believed relationships with agency staff were especially positive when agency staff were intentional about integrating with the school culture and establishing a presence in the school. For example, activities that promoted agency staff integration included:

- Visiting classrooms
- Establishing regular channels of communication with school staff
- Engaging parents and the school community (e.g., family night, parent coffee groups)

The following exchange between a team of school staff highlights that, even when an agency staff member's role limits the amount of time they spend within the school building (e.g., Roots and Wings workers), agency staff can still establish a strong presence within the school community by maximizing efforts to connect with the staff and students during the times that they are physically present:

> **School Staff 1:** *For someone whose role is very much not in the school…when she's here, she is so much present.*
> **School Staff 2:** *Yeah,…she'll walk into my classroom with groceries or bread or something for a student and nobody's like 'who is this person?' Right…they're like 'yeah, totally normal'.*
> **School Staff 1:** *Yeah, 'we know her'.*
> **School Staff 3:** *…she's a recognizable face for everyone in the school.*
> **School Staff 1:** *Which is really crazy because her job means she's not supposed to be here. She's supposed to be out in the community with the parents.*

School Administrators also noted the importance of building and supporting the relationships between agency and school staff. In particular, they believed that one of their key responsibilities is to support all staff, especially when they support complex and high-needs families.

> *And the topics are so traumatic…if we don't have each other to lean on to talk about those things and you're going to bear that information…about that child by yourself with no one else and it's just the walls, you'll go crazy. – School Administrator*

Across the various demonstration schools, school administrators identified the following ways they try to support school staff:

- Provide compassion and support
- Create a fail-safe environment
- Respect staff's training and areas of expertise
- Recognize, validate, and celebrate efforts to support students

Communication between Schools and Agencies

School staff and administrators communicate regularly with agency staff about the supports that students and families receive and about any progress made. The following visual (Figure 13) shows how school staff and administrators describe information sharing with agency staff and how this contributes to better support for students and families.

Figure 13. Information Sharing between Agencies and Schools
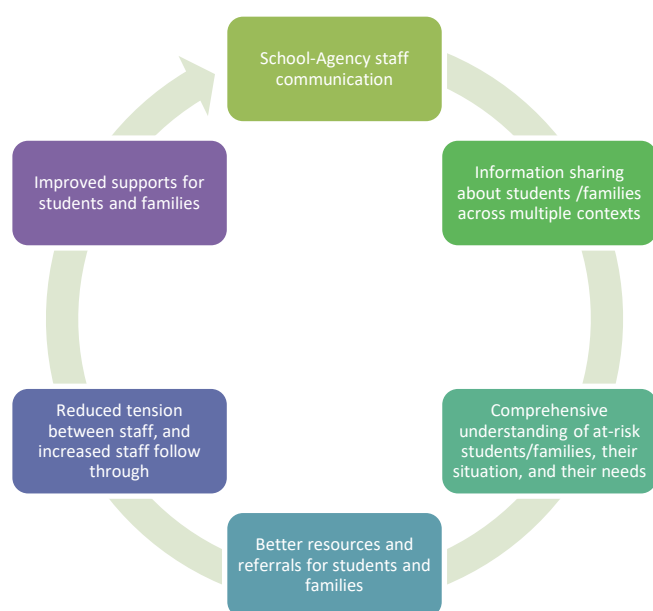
I've just seen an increase in communication. [Before] kids kind of left to go get a service and then they came back and that was it. Now you come back and learn. But now it's like, 'ok you're coming back, what went on there?' Let's bring that into the classroom and really marry the two. – School Staff

…I've developed several professional peer relationships with the OST people and we have…peer coaching sessions on a regular basis where it's informal, but…them coming to me and being like, '… when this happens, how do you handle that?'…you [also] gotta remember…they're not teachers, right?…that's not necessarily their expertise, but [I say] 'maybe you want to consider this, this, and this'. On the flip side as well, you know, they've come to me and been like, 'okay, I don't know how this kid is for you, but when they come to me this is the kind of student they are.' And it's like, 'good to know'.– School Staff

Schools have developed different ways or processes to share information between school and agency staff. Demonstration sites have implemented practices that encourage frequent, direct communication between school and agency staff (Figure 14) such as:

- Creating spreadsheets that summarize and track information about students and families discussed in weekly huddle meetings.
- Creating 'formal' meeting opportunities for agency and school staff to meet together each week, with agency staff attending school staff meetings or school staff invited to attend agency staff huddles.
- **Engaging in ongoing, informal communication each day between school and agency staff was frequently mentioned as an important mode of communication, which was mentioned most frequently**

And there's so many casual conversations…constant…casual conversations. Way more than [when] we're sitting on the staff meeting and we're doing our huddle about kids in crisis…as I'm walking about the hallway and I see [agency staff] and [agency staff] and I have an interaction with a kid I know they work with: 'hey, so-and-so just did blah blah blah…maybe follow up with them later.' Or they'll say, 'hey I was talking with so and so, this is some information you might…' So just tons of informal conversations…that happen all the time. Cause again, they're just staff, right? They're other staff that do a different job. – School Staff

---

School staff often described these frequent, informal conversations as occurring face-to-face or over e-mail. A variety of strategies were used in the demo schools to keep people in the school informed about any crises occurring (e.g., strategies developed to connect school and agency staff to address any crises as they occur).

Figure 14. Modes of Communication in AIFY Schools
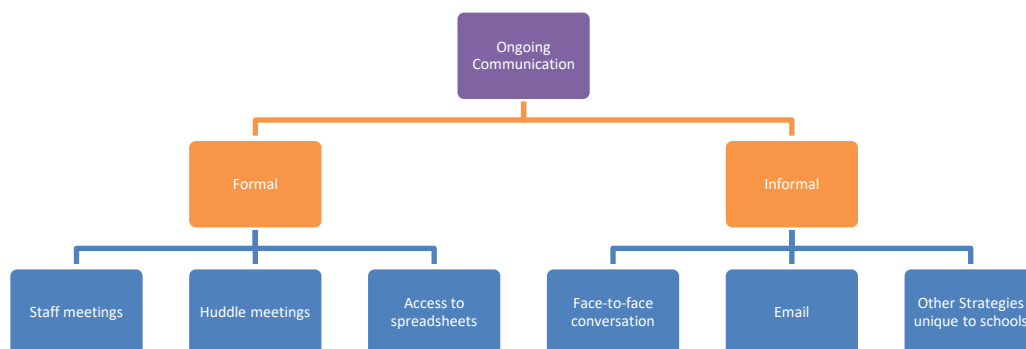
Overall, school staff's communication with the agency staff has improved compared to Year 1 of the AIFY Initiative. However, there are still areas where improvements could be made. These emerge as opportunities for growth and are highlighted in the *practice applications* section later.

Collaborative Decision-Making

The AIFY demo schools varied in how involved school staff were in decision-making about the AIFY supports and services students and families received (Figure 15). Broadly, school staff's experiences in this decision-making can be categorized in two ways, although variations still exist across school sites.

1. School Staff as Connectors

School staff help identify students and families for supports and services. In this role, school staff identify and refer individuals of concern to a coordinator or "gatekeeper" (e.g., Assistant principal, school service coordinator). This person essentially serves as a "bridge" between the school and agency staff, triages supports, and oversees case management.

IN THE LIT

Decision-making in school-community collaborations may take on many forms depending on each school. Important for the success of a collaboration is a central decision-making process, as well as the intentional inclusion of multiple stakeholder voices (e.g., parents, broader community) (Valli, Stefanski, & Jacobson, 2016).

…[The Assistant Principal is] the bridge between us as school staff and [the] All in for Youth program…if we have a concern if we go to her, she'll sit down and figure out what best suits that child, right. Whether…this seems to be…something that's happening a lot at home [and] is causing a lot of stress, let's get the Roots and Wings worker involved and stuff like that. Or this kid needs…safe spaces so let's try and get him into OST, right. Depending on the kid, she does a really good job of navigating that for us. Because…if we were to go and sit down with the All in for Youth team ourselves and try and figure out from there what the best route for the kid [is], it would be meetings upon meetings for all of us all the time, right. – School Staff

…day to day I'm doing a lot of intakes. So all the intakes go through me,…most of the time by teachers. I get a heavy load by parents. And students in distress themselves, and I kind of make that call to sign them up and contact the parents and the teachers, get the whole team together…usually it's from responding to a moment of crisis or a pattern of behaviours that I've been seeing, and I've looked on the huddle document, they're not there, but we're seeing this pattern. So it's always assessing daily who needs [what]….I think that's one of my biggest everyday roles. – School Administrator

It should be noted that at some schools who use this approach, school staff also reach out to specific agency staff if there is a crisis that must be addressed immediately, or if they have a well-developed relationship with a certain agency staff member.

Funneling referrals from school staff through a single coordinator had several perceived advantages, such as:

- Reducing confusion over which agency staff member to contact
- Eliminating the difficult task of coordinating multiple people's schedules to arrange meeting times
- Streamlining service delivery

2. *School Staff Involved in Support/Service Decision-Making*

In some demo schools, school staff are involved in the service/support decision-making process with agency staff and school administrators. At one school, this was achieved through school staff attendance at the weekly huddle meetings. At another school, agency staff attended school staff meetings, with a portion of the meeting designated as "huddle time". During this time, agency staff could discuss their activities and school staff were invited to raise any concerns or contribute observations. At the same school, school staff were also invited to attend huddle meetings, particularly if the team were going to be discussing one of the staff's students.
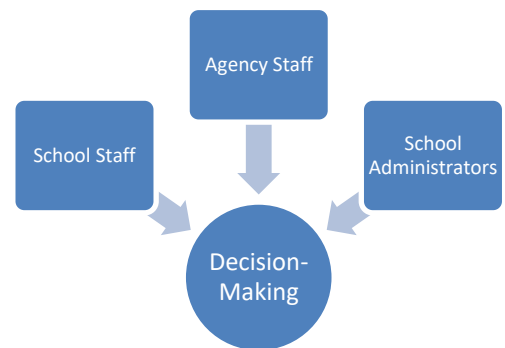

Figure 15. Collaborative Decision-Making

School administrators identified that facilitating school staff involvement in the decision-making process had several benefits, including:

- Recognizing the unique contributions of school staff
- Identifying at-risk students
- Identifying creative and new ways to support students
- Ensuring that students receive the most useful interventions

> *Well it started with the staff…so the voice of the teachers weren't a part of that conversation and the teachers kind of were feeling like we don't know what goes on in the huddle…you're talking about the kids and finding out information and we don't know about it. And then at that time [School Administrator] was like 'ok well we need to get the teachers there', and so over the Christmas break…she created a schedule where…every week it was different, so that wasn't fantastic, but at least now teachers could come to the table. And so they could be there to say 'I'm concerned about this student, this is why'…'has anybody seen this student?' Or you know '[Mental Health Therapist] can you see this student?' So the conversation started…So that's evolving. – School Administrator*

Moreover, school administrators found that when school and agency staff worked together they could more efficiently address concerns that might arise when students and families were accessing supports.

> *And it's not top down…we are on a level playing field. We are all contributing. And that's one of the things that [Assistant Principal] mentioned with that family that was really apparent…that it took a team. And with everybody playing a particular role, with a particular bit of information, a bit of [the] puzzle, and it took the entire team to make that work. And…it wouldn't have if we didn't have everybody there. – School Administrator*

Scheduling conflicts were often cited as a challenge when it came to meetings between agency and school staff. However, school staff and administrators at one school described ways to overcome this challenge:

- Inform school staff in advance of huddles where a student in their classroom was going to be discussed. One teacher noted that he had arranged, with advance notice, for someone to supervise his class for a brief period while he participated in the huddle discussion about his student
- When scheduling conflicts prevent school staff from attending huddle meetings in person, take additional steps to ensure relevant school staff's perspectives are captured for the meeting
- Invite school staff to share their input prior to huddles (e.g., via e-mail)
- When school staff are unable to attend meetings, have debriefs between agency and school staff

Some school staff also shared that, ultimately, they leave AIFY support/service decision-making to the agency staff team, allowing agency staff to triage according to their strengths, relationships, and capacities. However, the collaborative meetings provided space for school staff to contribute their perspectives and work directly with the agency staff and school administrators in supporting students and families in the schools.

PRACTICE APPLICATIONS: GROWING THE COLLABORATIVE PRACTICE

School administrators' and staffs' comments indicate that progress has been made in many areas of collaborative practice compared to Year 1. However, several challenges around collaboration that emerged in Year 1 of the AIFY evaluation persisted into Year 2. Several factors influenced how these challenges affected the stakeholders at each demo school, particularly agency and school staff turnover.

Communication

School administrators and staff identified communication from agency staff about students' whereabouts, especially pertaining to afterschool programming attendance, as an area for improvement.

The following discussion among school staff at one of the school sites illustrates teachers' concerns around ensuring that students are safe and accounted for out-of-school time activities:

IN THE LIT

Identifying opportunities for school and agency staff to communicate about supporting students is typically cited as an "ongoing challenge and source of frustration" for many school-community collaborations (Fehrer, Leos-Urbel, 2017, p.13). It is important for the success of the collaboration that opportunities for regular and open communication exist (Cooper, Evans, & Pybis, 2016).

School staff 1: *I think as…a teacher there have been times when I felt…maybe the logistic side of…my role wasn't really considered…for instance when new groups of kids were signed up for new clubs and I found out the day of and I was like 'do their families know? I'm just finding out today…this is insane to me'…it was a little stressful for me…*

School Staff 2: *Yeah I had a parent really upset.*

School staff 1: *They're like 'where is my child?' 'Oh they're at club'. 'Well I didn't know that'. I'm like '…I'm sorry, I just found out'…they need to be able to arrange transportation at least the day before if not further back than that. So I think those…hiccups would definitely be sorted out if…feedback is provided and stuff…*

School Staff 3: *Yeah, the afterschool program specifically. School hours we're here and it's really easy to figure out what's going on, but afterschool for sure…I think sometimes some of the communication pieces to us fall by the wayside…I think that just comes from the fact that they're not used to communicating with a school, right. You come from a background where you're the entity of the club. They show up in the building and they're yours for the night so you don't normally talk to somebody else who is still responsible for that child, right. As teachers we're responsible for those kids so I think that part will come with more time. Once they're a little more used to it.*

Understanding School Practices and Policies

Similar to Year 1, school staff felt there were some challenges with integrating agency staff into school communities given the different practices and policies that guide schools versus agencies. However, through communication around one another's expectations, school staff noted improvements in agency staff's understandings of schools' operations from Year 1 to Year 2 of the initiative.

Understanding Agency Staff Roles

…the struggle or the challenge is that…it's just being [from] two different organizations…it's just not having…that full, educational background…a full understanding of…the workload…a teacher has or…the pressure [of] getting curriculum done, or all the paperwork that they have to do…that kind of stuff…they're very compassionate, and understanding once it's…explained…But it's just not, you know, they're not teachers, right? So…they just don't have that piece. And so I've had a lot of conversations with all of them…over the year, just…at separate points…trying to help them to understand…this school setting more, right?...how things are run and…the policies that we have to follow and what staffing is like, and…those kinds of things that they might not have an understanding of…I guess it's been a little bit of a challenge, but it's also been just working through that and…helping them to understand. – School Staff

Confusion about the roles of different agency staff and how they could support students persisted from Year 1. School staff who were more stable in the demo schools felt that their understanding of the AIFY initiative and agency staff's roles had improved from Year 1:

School Staff 1: And just imagine what it's gonna be like next year.
School Staff 2: Yeah it keeps getting better and better.
School Staff 3: Assuming we can keep the same people together.
School Staff 1: …and even if we can't, just [our] understanding of the program.
School Staff 4: Well our understanding of the program as well, right? Like last year was, it was…like a pilot program, right? It was our first year…
School Staff 3: That's true. None of us knew what it was, or what it could do, or how to use it.

In contrast, there was confusion about agency staff roles among school staff who were new to the schools or at schools with higher turnover of school staff.

And to an extent, we as teachers don't know…in its entirety, their role either.
– School Staff

School staff working at demonstration sites with school district support staff observed that agency staff also experienced challenges around understanding their own roles and place in the school. This challenge was unique to Year 2 of AIFY, given that one demo school also had school district support staff (e.g., social workers, counsellors) working in the school (some with overlapping roles to AIFY staff), to help meet the demands of the needs of students and families in the school communities. When the collaborative efforts of AIFY agency staff and school district support staff were not effective, problems arose around clarifying roles, role duplication, and territorialism.
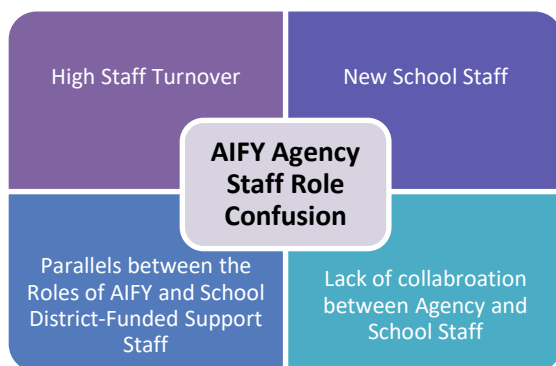
Figure 16. Factors Contributing to Confusion over Agency Staff Roles

Schedules

A final ongoing challenge identified by school administrators and staff is how agency staff's schedules can differ compared to typical school schedules. Some agency staff start work later in the day (e.g., OST coordinators) or spend a large portion of the day working off-site (e.g., Roots and Wings staff), creating challenges with scheduling meetings or reaching specific agency staff to address crises as they arise in-school.

Section Overview
Schools

Building Relationships

With Students and Families

Students are emotionally supported

Students are seeking help

Decreased stigma for parents seeking help

Fostering teacher-parent connections

School Perspectives on Working with Families

- Trauma-Informed
- Strength-Based
- Family-Centric
- Inclusive

Building Relationships with Students and Families

Establishing and maintaining relationships with students and families in school communities is another fundamental piece of the AIFY work. In schools, staff and administrators are regularly identified as caring adults for students and families to connect with. Now, having AIFY agency staff teams working in schools, students and families have opportunities to connect with more caring adults in schools. School stakeholders talked about the relationships agency staff built with students, with families, and how these relationships influenced students and families in their school communities.

Relationships with Students

School administrators and staff identified relationships between agency staff and students as critical. Specifically, these relationships provided students with emotional support, especially important for vulnerable students who may not have many consistent adult figures in their life.

School Administrator 1: *So you can't even put a price on it. That relationship piece is so important for them to trust because I mean they've had tons of adults break trust. So all of a sudden they've got people they can trust, and they can share [with].*

School Administrator 2: *And they can count on them.*

School Administrator 1: *And they can count on them. It's the best thing I've ever seen…it's just amazing to have that here for these kids. [I say] they save lives…every day.*

And just having those adults who want a relationship. You know sometimes kids just want an adult who cares about them and just having extra adults in the building who are all there laying it on the floor, to have this relationship with you, that's…big…– School Administrator

IN THE LIT

Students' participation in extracurricular activities are associated with lower dropout rates and risky behaviours, such as drug use; this finding is especially true for children with vulnerable backgrounds (Heers, Klaveren, Groot, & Maasen van den Brink, 2016).

School staff and administrators also believed agency staff participating in school activities helped nurture agency staff-student relationships and allowed students to open up. These relationships were also seen as necessary to work towards AIFY goals (e.g., improving student resilience, supporting high school completion).

And that's why [the students] really identify with the team that we have here…they (agency staff) have that skill to build relationships with kids, and in turn that builds the resiliency that we're talking about, in turn that keeps them coming here, in turn that increases our course completion…it's all related, but it starts with the basis that is relationships. – School Staff

School staff and administrators saw that the AIFY agency staff had established far-reaching relationships with the students and families in the school communities. In some of the demonstration sites, school staff commented that every student had a relationship with at least one of the AIFY agency staff, contributing to a "sense of community and being cared for" in the school:

School Staff 1: …they're part of the staff. So every student has a relationship with at least one or more of the All in for Youth staff.
School Staff 2: And they all know who they are…they all know exactly who they are.
School Staff 1: And although…they're not formal clients, they're still definitely building relationships with all the kids in the school.

At several schools, school staff felt that the connections between the agency staff and students had become even stronger in Year 2 of the AIFY initiative. The following example provided by one school staff demonstrates the growth in connections built between agency staff and students across the AIFY schools, contributing to efforts to support students in their school transitions:

And one other thing I noticed this year…is that when I'm out in the junior highs doing registration or kids are coming in here for open house, they recognize the faces of a lot of our All in for Youth. And like 'oh you're here? Oh my goodness I'm so excited to come!' And then the All in for Youth team is reaching out to the junior high kids, and they know them, even the elementary kids, because they work with their families and schools, and it's just that transition piece for the whole community…kids are connected to [this AIFY school] through All in for Youth long before they even come here. – School Staff

Meeting the social and emotional needs of children allows students and teachers to focus on learning and teaching, respectively. As well, school administrators reported that the number of suspensions and dropouts have decreased (see school profiles for the reporting of these rates), particularly among more vulnerable student populations.

There was one little guy at the beginning of the year [whose] parent couldn't get him to come to school, they'd be in the office, he'd be crying wanting to go home. We set him up with [AIFY Agency Staff] and just that relationship…got him brave enough to start going to classes all the time and he started making some friends. It's just the trickle down to now he comes every day, he's on the flag football team, he's not going home ever. – School Administrator

Moreover, school administrators have noticed that students' work ethic and focus has improved. Addressing students' crises as they happen also helps mitigate bigger problems that might arise in the future.

IN THE LIT

When students develop trust with potential sources of help, they are more likely to come forward with help-seeking intentions (Gulliver, Griffiths, & Christensen, 2010). As service providers build relationships with students over time, they are then able to connect families to resources and support family functioning (Sanders, 2016).

IN THE LIT

Students who dropout of school are more likely to be unemployed, to be welfare recipients, to experience depression or other mental health issues, and to engage in criminal activities (Freeman & Simonsen, 2015). Recommendations to help prevent student dropout include: providing students with adult advocates, supporting students' academic learning, and providing programming that improves students' social skills and behaviour skills (Freeman & Simonsen, 2015).

Seeking out Supports through Relationships

School administrators and staff also believed that relationships built and maintained across the 2 years of the initiative were linked to more students accessing supports. School administrators reported that increasing the visibility of agency supports has allowed students to request specific supports. In particular, students enthusiastically sought out the agency staff, and viewed them as trusted adults:

*And the students, they seek them out. They trust them. And so when they feel that 'okay, I am a little anxious, I need to talk'…they're like, 'can I go see [agency staff], can I go see [agency staff], I need to talk, this is important'. And then they come back and they're more settled. And so they actually seek them out. They trust them.
– School Staff*

…my students, because they're in Grade 1 so they've been here at the school as long as the program's been at the school, and to them it's so normal…I watched my kids today, we had an indoor recess, they booked it upstairs and went to see if [agency staff] was in her office and if her door was open because they wanted to see her. And then when that door was closed they booked it right over to the [All in for Youth room] to see who was in there that they could see, because they're trusted adults that they know they can rely on. And…that's a big deal for them. – School staff

School administrators at several of the demonstration schools are building upon students' confidence by encouraging students to articulate their needs. Furthermore, school administrators at one demo school shared that they allow students to make their own appointments with agency staff. They want students to develop self-advocacy skills and see this practice as part of that process.

The nice thing about high school age students is…they've got a voice. And they can articulate what they need or want or would help …we're at a time where their voice does matter. And they have a say in whether or not…'I don't feel well' or 'I'm not happy' or 'this is what's bothering me.' – School Administrator

I know at one of the-I don't know which meeting it was, they said letting the kids make appointments. And I was going to suggest that. I thought that was really good. Like you have an appointment book and they can actually [say] 'I need to see' and make an appointment. Teaching them those skills…I love the fact that kids can be advocates for what they want, and so are the families. – School Administrator

More recently, school administrators also noticed more students are approaching agency staff when they think their friends need help. Through relationships, school stakeholders see agency staff being able to support the students in their school communities in ways that may not have been possible without those connections.

Another thing that's you know popped up more recently…is that their friends come and tell us…they are concerned…So we know that empathy we're trying to teach them that they're starting to get it, right. So they'll come say 'you know, I think so and so is having a bad day'…And that gives us a starting point. – School Administrator

Relationship with Families

School administrators also felt parents were more engaged with schools Year 2. Initially, it was challenging to earn parents' trust, but school administrators feel there is less stigma now for parents in seeking supports.

I think it's their presence in the building. And their presence they make…they are out there talking to parents. They're visible. They can be seen. They have community supports coming in. They have parent coffees. And I feel like parents just feel welcome because they offer so many different things. Family nights. They're constantly engaging with parents.
– School Administrator

And I think that…building that trust with the whole family and…if the parents have trusted you then maybe the kid's going to trust you now also…they can now access these services that before they might have been distrustful about accessing…you know they have a lot of misconceptions about what it means to access these social services. They think that it means that someone's going to now be watching them, maybe taking their kids away. – School Administrator

IN THE LIT

Schools that provide parents with social capital, namely "networks of supportive relationships and resources that make goal achievement possible" (Stefanski, Valli, Jacobson, 2016, p.138) are more likely to see improvements in the school-family relationship. This effect is evident even in populations of parents who may have had negative school experiences in the past (Anderson, Houser, & Howland, 2010).

Ensuring that parents have the space to participate as partners in a collaboration contributes to both community and family partners feeling a greater sense of belonging within the school community and increase knowledge of how to best support students (Haines, Gross, Blue-Banning, Francis, & Turnbull, 2015). Such collaboration, in turn, promotes students' academic achievement, attendance rates, as well as educational goals (Valli, Stefanski, & Jacobson, 2016).

The relationships agency staff built with parents also helped teachers connect with parents more easily and quickly.

School Staff: *One thing that they've done for me is that they actually have already taken steps to build relationship with some of those parents, which actually helps us to be able to build relationships faster and easier. They'll definitely be like, 'hey, if you need to talk to so-and-so's mom or dad, let me know, because I already have and we can make this easy'. When you go and say, 'Hey, [agency staff], hey, I'm gonna give so-and-so a call', it's like 'hold on just a second, let me be with you there'. Then all of a sudden a conversation that might have been kind of tense is just…*

Interviewer: *That's great… So it helps you bridge that family piece as well.*

School Staff: *Not just even to the student – a relationship with the student – but with their family, with parents also.*

School administrators found that when agency staff developed relationships with students' families, these family members were more willing to ask for and accept help from schools. For example, school administrators reported there were more families opening up to agency staff and sharing their own mental health concerns.

The whole if you build [it], they will come. Students and families now are recognizing we have this support in our building. And so we don't necessarily have to go out and wait and find. The kids and the families are coming to us and they're saying, 'I need this or can you help?' And so then it's…how do we take that influx? How do we keep up with the growth?
– School Administrator

Figure 17. Types of Relationships with AIFY Families
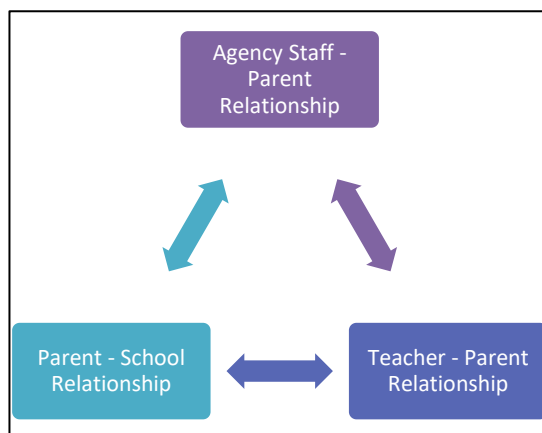
Factors Supporting Relationships

Continuity in agency staff emerged repeatedly as an essential in strengthening relationships agency staff form with students and families. This continuity is particularly important because many of the students and families in the school communities experience instability in their home lives. **School staff and administrators felt that a high rate of turnover in agency staff could undermine relationship-building and trust between agency staff and other stakeholders in the school community**.

…I think the consistency would really contribute to the growth because that relationship is so important. For example if our therapist had a relationship with a student, had made some strides, now a new therapist comes in, it kind of takes it a little bit back because then they'd have to learn to open up to someone else and then the progress up again. So there's going to be dips and stuff when there's changes but we can just keep going. – School Administrator

School Staff 1: *I think a lot of the issues or concerns are not gonna…be fixed in just one sitting. It has to be an ongoing endeavor, you know. And just the fact that it's here and it's in place and it's ongoing, is what the kids need.*

Interviewer: *The consistency.*

School Staff 1: *And not only the kids, also the parents, right? And the teachers.*

School Staff 2: *I was gonna say…cause I'm new this year and there's a lot of changes, but I think for the kids knowing…if it's the same in admin, it's the same teams, and they know… they're coming back to the same team, then that's…just super helpful.*

School Staff 3: *Because sometimes that's the only place that they're getting it.*

School Staff 2: *So if there was…a lot of switching out, let's say, then I could see it being…kind of chaotic. But the fact that everyone has pretty much stayed consistent here throughout the year, I think has made a huge difference.*

School Staff 4: *The relationships are already established, right?...and so many of these kids are so skeptical and untrusting initially and it takes time, so that's a really good point.*

PRACTICE APPLICATIONS

Although several demonstration schools had continuity of agency staff from Year 1 to Year 2, a couple of schools struggled with agency staff transitions that impacted the connections established between the students and adults in the school communities.

I think the continuity this year hasn't been as good as we like to see it. Just that there's been some turnovers and I think that's so important for our families and our children that we have here that there's a strong sense of continuity throughout the year. – School Staff

…so we started off with [agency staff] in our school, and [they] had been here for a long time…my kids were absolutely devastated that [agency staff] left, because I'm sure kids at-risk who make those connections, it's really hard for them to let that person go and then to make healthy connections with another person. So I would say when [they] left it was a big growing, learning curve for our kids… – School Staff

Continuing to Support Relationship-Building

School administrators recognized that the relationships agency staff build with students and their families contributed to the effectiveness of support offered to students and their families. However, some school administrators felt the importance and impact of these individual relationships was not captured well within the initiative (e.g., in different reporting required).

At the end of the day we have to demonstrate repeatedly that we're finding those successes and …that quantitative data is showing that we're having that impact. But it will never trump the qualitative information. Like those stories. You know when you look at the individual stories and the individual kids and you can sit there and tell those stories, that to me is where it really plays on the human heartstrings. And…a lot of the work that [School Administrator's] connected with in having our youth telling stories is incredibly powerful… If [people] knew the details of and depth of some of these things that are happening, that…the greater team is addressing and providing supports for, they wouldn't be as I think as caught up in wanting the numerical number. – School Administrator

> *…when they ask those tough questions…it's like, you're right! We didn't get the damn results! But those damn results aren't because…of what you haven't done…we're going through every single kid and their story, and every single kid has a legitimate story behind what happened…that's an example for us of how we're going to become better. Because it's not just a damn number…We had 17 successes. One…decrease…but we know why. And then it's how…do we, if we know this predictability, then how do we try to…provide the supports around it?...*
> *– School Administrator*

In contrast, other school administrators felt that the focus on collecting quantitative data strengthened their ability to build relationships with students and offer better support.

> *I think that having the data that shows us these are the students who, you know, the reds and yellows for lack of better words…when we get those results, there's always a moment where we pause and reflect and we think, really?*
> *– School Administrator*

Looking ahead, relationships will continue to be an important element of the AIFY work. Being able to establish relationships with students and families in the school communities can impact multiple stakeholders in their efforts to support students and families (e.g., teachers supporting student learning, agency staff supporting families' needs, etc.).

School Perspectives on Practice: Ways of Working with Students & Families

Trauma-Informed Practice

When asked about the mindsets that guide their work, teachers at several demo schools described taking a trauma-informed approach in their work. With the support of agency staff (i.e., who share information about trauma-informed practice) and District professional development opportunities available, many teachers have adopted this approach to understanding the students and families in their school communities. Gaining knowledge about trauma-informed practice influenced how school staff understood, reacted to, and supported their students.

IN THE LIT

Teachers are connected to children for a longer window of time compared to any other professional, and are in a position where they may detect child protection concerns (Shankar, 2016). Moreover, if a school is based in a vulnerable community, students may have exposure to family and environmental stressors. For these reasons, teachers benefit from learning about trauma-informed practice so they can "help schools establish safe, more consistent learning environments and help children exposed to trauma and/or chronic stress build resiliency" (Anderson, Blitz, & Saastamoinen, 2015, p.114).

The following exchange between school staff at one of the demo sites illustrates how having access to information about students' lives outside of the classroom, made possible through collaboration with the AIFY agency staff, contributed to shifts in teachers' perspectives.

School Staff 1: We have some challenges here…at this school, in this neighborhood, that other schools don't face. And being educated as to what those are and just how major [these] life challenges…are, better prepares us…to be able to contribute what we can. When you first walk in as a teacher and you're expecting just to teach in the classroom, but you don't know all of this background and all these things that are happening, there's nothing you could do. But having that link actually much, much better prepares us to be part of the solution instead of just adding wood to the fire of the problem.

Interviewer: It gives you that other perspective, so you can interact with them differently.

School Staff 2: And even a long-extended truancy…I have a student who hasn't been at school in two months, but I know precisely what he's doing…his father died earlier in the year, and he was already an at-risk boy before that happened. So he's really experiencing grief in a way that makes him kind of just stay in his house. So rather than seeing truancy as some kind of willful family malfunction, it's a consequence of mental illness, it's a consequence of so many things. And keeping the connection between him, you know, and the school. He actually came today for half the day.

School Staff 3: I saw him outside, and I was like, 'hey!'

School Staff 4: Well that's the thing with those kids, right? We all know that his father passed away. We haven't seen him in forever. So when you see him, to be like 'where have you been?!', it's like 'so good to see you today, buddy!' That's again, that's a huge paradigm shift, right? Welcome them in, don't be punitive just because they've shown up at the door.

School Staff 2: And I think we're pretty good, based on my experience at other schools, at realizing that the things happening in our classroom are not so precious that we'd have to welcome him with, 'oh, and here's the stuff you've missed', right? …that would be such a step backwards… you might feel like you don't know how to [do] addition very well, but maybe you'll…get to the bottom of that a little bit later, but we'll keep you in our community.

With a better understanding of the underlying issues contributing to students' behaviours (e.g., mental health challenges, family problems) school staff and administrators described interacting with their students in a more compassionate and empathic manner. Sometimes, working in a trauma-informed way also meant that curricular objectives for a student were put on hold to meet other needs.

…when a kid is frequently late for school…it's so easy to just be like, 'lazy butt. Get out of bed, get to school. Obviously you don't value school'. But then when you get that additional information that OST so often provides it becomes very clear that the fact that they can get their kids to school at all is…an impressive feat. – School Staff

…we do have access to a document where we can see all of the students at the school that are receiving the support, which can be helpful when I'm…with siblings or when I'm interacting with certain students at recess supervision, so that I know…what might be informing their behaviour. So that I'm not, you know, if there's a certain student that I know is struggling, I can approach them differently than if they're just being a ['typical'] child. – School Staff

Figure 18. Teacher Outcomes Related to Trauma-Informed Practice
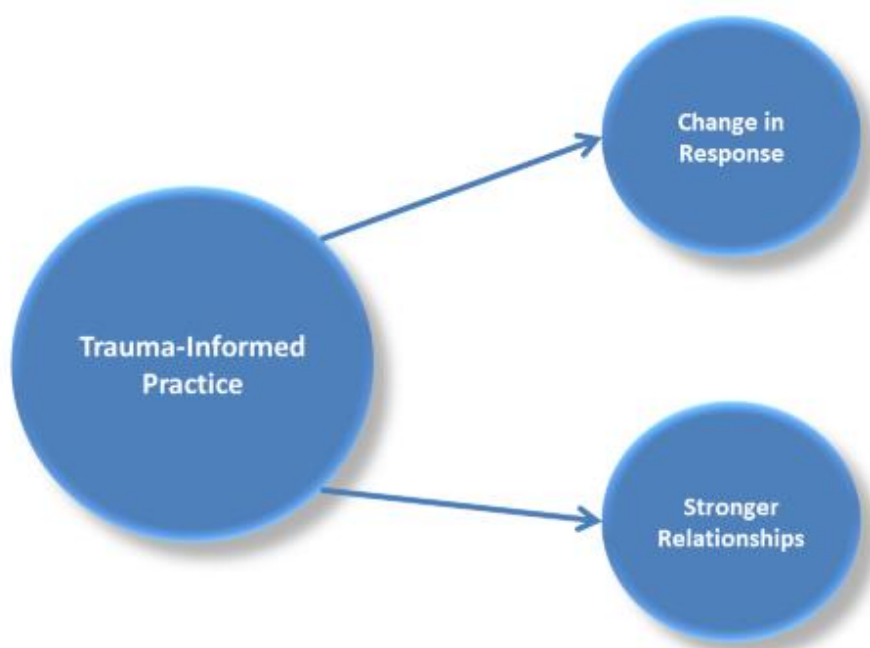
Strength-Based Practice

Some school staff at a couple of the demo sites also talked about adopting strength-based practices with students and families, although this type of practice was mentioned less frequently than trauma-informed practice. School staff and administrators described adopting a non-judgmental attitude and helping students build on their existing strengths, rather than focusing on deficits:

My mindset has always been we're here to help. We're not judging, we're not doing anything else, we're just here to help. And we're offering help to people, and we're offering supports. We're not going to tell you there's something wrong with you, you're not a bad parent, you're not a bad child. – School Administrator

…definitely a focus is…not on what the deficits are…but where they're at, and building from wherever they're at. Whether it's in terms of like play skills, or academic skills, or you know parenting skills, or whatever is. Not…judging where they're at, but looking where they're at and then trying to move them forward from there. – School Staff

School staff also acknowledged that the AIFY agency staff's unique perspectives and insights on students were a valuable complement to discussions about students' strengths, and helped to identify strategies to build on those assets:

School Staff 1: And when you talk about the strength-based approach I think you know we do that almost inherently where we just continually kind of feed off each other saying 'you know what, what mode works for this kid?' And I think that's something that as teaching staff you know we've always been very strong at just because the makeup of our staff you know we know each other well, we're not lost in the shuffle.

School Staff 2: Yeah, it's that extra connection with the All in for Youth team, they can help us with those conversations, right.

School Staff 3: And they sometimes know the students in a different way and can offer a different way to access [them]…

School Staff 2: Yeah, the insight.

Family-Centric Practice

School staff and administrators also recognized the value of the family support component of the AIFY initiative. These stakeholders frequently expressed the importance of supporting both students and families in their school communities. School staff explained that without supporting parents and other family members, root causes of the issues affecting students may go unresolved, perpetuating intergenerational cycles of problems. School staff's sentiments echo findings from developmental research that acknowledges that children develop within a greater context that includes their family, school, and surrounding community.

IN THE LIT

Developmental researchers have long advocated for a strong overlap between children's home, school, and community environments, noting that greater overlap results in environments that are more conducive to children's learning and growth (Epstein, 1987). Family-school partnerships bring together and support various domains of children's lives, which improves their academic performance, social skills, positive behaviours, and emotional development (Daniel, 2011; Henderson, Jacob, Kernan-Schloss, & Raimondo, 2004).

…I think the biggest one is being able to have that contact with the parents. I mean the kids are in the school, but as soon as they leave they go back to mess. And sometimes the parents need the help, right…'I don't know how to control my kid'. They don't know how to deal with their own issues as well…being able to connect some of the parents as well with…All in for Youth to help them help the kids has been huge. So that's been one of the things that yes, the kids may have issues, may have problems, but as soon as we Band-Aid it here they go back to the [home], it gets ripped off or whatever…So there have been several cases where that has been a plus because we know at the end of it, the source may be the parent, so [having that support for them]…has been huge as well. – School Staff

Beyond recognizing the importance of supporting parents and other family members, some school staff and administrators are also actively supporting parental autonomy and choice by working with parents/caregivers to identify goals and needed supports:

…I've noticed putting myself at service to the parents. So rather than calling and informing of what needs to happen, it's like 'what's going on, and what [can] we do at school [to] help your goals there?' Which kind of asks parents to own goals as well as…have a conversation. – School Staff

Inclusive Practice

School administrators reported that it was important to foster awareness of cultural diversity in their school and make efforts to celebrate this.

> *I think too with the cultural diversity in our school…it's so diverse that it's so amazing for kids to learn about each other's cultures, but it's also how do we [help] everybody feels included? [Be] an inclusive community. So we work a lot on that as well.*
> *– School Administrator*

Moreover, some school administrators found the similar diversity in the types of supports offered by AIFY allowed them to meet the different needs of students, supporting the school's inclusivity.

> *We have a very diverse population here. And what success is for one student may not be the same as somebody else, but we are in a very fortunate position here to have the resources and the supports in place to meet those needs of all those different students. – School Administrator*

Section Overview
Schools

Desired Outcomes

For Students

- **Basic needs are met**
- **Behaviours are regulated**
- **Attend school and be able to learn**

For Families

- **Feel empowered**
- **Be aware of school supports**
- **Comfortable accessing school supports**

For the AIFY Initiative

- **More Professional Development Opportunities**
- **More Sharing of Expertise**
- **Greater Advocacy of Initiative**
- **Gain Sustainable Funding**

Desired Outcomes for Students and Families

Desired Outcomes for Students

When asked to identify outcomes they desire for students, school staff and administrators identified the following:

- Students' basic needs are met
- Students feel safe and cared for
- Students attend school
- Students' behaviours are regulated
- Students are able to learn

For me it would be, you know, safety. Their basic needs are met, and their parents are engaged in school, that they're coming to school…that they're making gains, you know, if there's challenges with behavior, academics, that they [are] improving…that they're connected to people. – School Staff

Well I think it's probably the ability for kids to stay in class, right. It's the ability, if we have kids in class engaged, you know, that's done. It's when the kids are not in class, when the kids are melting down in gym class, or the kids are you know being suspended or whatever it is, to me that's not a regulated student…So if you're asking—attendance, right, when the kid's attending regularly.
– School Administrator

While school staff and administrators held multi-faceted goals for their students, they nonetheless articulated tensions between schools supporting students towards academic objectives while also trying to address the complex needs of students and families. For some of the demonstration sites, the school culture represented a focus on meeting students' non-academic and academic needs concurrently.

And my hope is always that the work with All in for Youth will be that we will find ways to manage these other complexities better than we could without the resources, but not to shift our focus…Kids are going to come [here] from other countries…, that is always going to be the case, we're not going to fix it. It's somebody's job to get us translators…When a kid is hungry we say 'go to the office, someone will help you', and someone will be there with an emergency food hamper. But we should not be distracted from the job that we are responsible for doing, which is the academic piece.
– School Staff

At other demo schools, addressing students' non-academic needs might take precedence for a time, before focusing on academic priorities. Once these non-academic needs are addressed, schools will shift their focus.

…those needs have to be met before children can actually learn appropriately. If there's things that are going on in their minds that are negative and not helping them to learn then they have to be addressed first. – School Staff

…we work so hard, [School Administrator] and I to [not] make the office…a place about 'you're in trouble!' but a place about where you can come to get help or you can come to…work or you can come to see anybody here. Or you can just come to…have time to…be on your own, right? So it's about the relationships. It always starts with that. And we work so hard with our teachers too about how are you building relationships with your kids? Because the literacy and the numeracy isn't gonna happen if you don't have a relationship with your kids and they don't have…structure and a sense of routine in their classroom to feel safe to learn.
– School Administrator

IN THE LIT

Students are considered at-risk when they have one or more of the following 6 characteristics: 1) low socio-economic status; 2) come from a single parent home; 3) have a sibling who dropped out of school; 4) changed schools two or more times; 5) have a 'C' average or lower between Grades 6-8; or 6) repeated a grade. These risk-factors span familial, economical, and educational contexts, and are associated with lower educational aspirations, preparedness, and achievement (Bulger & Watson, 2006). Wraparound supports provide essential services to help mediate these risk-factors, which is essential for students to engage in meaningful learning (McGregor, Mills. Te Riele. Baroutsis. Haves. 2017).

The presence of the AIFY agency staff in the schools contributed to both opportunities and challenges around the tension between academic and non-academic outcomes. In terms of opportunities, the agency staff helped to relieve the burden that had previously been placed on school staff to balance this tension without any additional supports.

With the agency staff as part of the school, teachers could focus more on supporting students towards academic outcomes, while agency staff assumed much of the responsibility for addressing barriers to learning, especially non-academic barriers.

IN THE LIT

Teachers involved in collaborative models report less emotional exhaustion, greater personal achievement, and an improved teaching environment (Valli, Stefanski, Jacobson, 2016), and that this model gives them the freedom to focus on teaching children (Quinn & Dryfoos, 2009). Teachers reported that there were many positive outcomes for students academic readiness and overall health, parental involvement, and community support as a result of this model (Quinn & Dryfoos, 2009).

I would hear from the staff…that they could focus on their teaching way more. They know that the kids are being taken care of…they know that the kids are getting the supports that they need, that someone is doing that work so that [teachers] can focus…on what they need to be doing. That's what I hear from staff. And I guess from being in different schools, because more of my work as an [Assistant Principal] would be doing the mental health, the counselling, spending all that time with kids and trying to get family support, so…really for the most part I can be in classrooms supporting teachers way more than I could when we didn't have those supports in the school. Because we were the Mental Health Therapists.
– School Administrator

This was important because, as many school staff and administrators articulated, students often had difficulty learning when their needs in areas such as housing, mental health, and social support were unmet.

I think…there are a lot of special social needs in this school. Being in the first year, I've noticed the difference and you know the whole program I think just creates a sort of safety net for the kids…we're responsible for curriculum in the classroom, but outside of that we're not specialists, first of all. And second of all, those needs have to be met before children can actually learn appropriately. If there's things that are going on in their minds that are negative and not helping them to learn then [those things] have to be addressed first. So that safety net, people in place, that are responsible for the safety net, helps the kids. And…that's beneficial to the teacher because then they can teach more and learning is acknowledged. – School Staff

---

I think what they've (agency staff) been able to extend and even move further is that teachers can be teaching now. And the multiple hats that a lot of our staff members wear already, we don't get the confusion of 'you help me here, yet you're still on my case about this assignment'. There's a clear delineation now of responsibilities. We can all care about you in a different way. We care about your academics, we care about your future, we care about you having options later on in life. That doesn't mean we don't care about you in other ways. However, there's another connected adult…there's someone else in this building that you can now relate to. There's someone else in the building that can help meet those [needs]. And that's why our kids aren't going elsewhere, they're not leaving. But again I don't know if it can be overstated that a lot of this was happening, but not to maybe to this degree. And it definitely wasn't, I think it's (AIFY) taken a large chunk of that off of the shoulders of a lot of the other staff. – School Staff

---

However, school staff also mentioned challenges regarding the overlapping boundaries around academic activities and supports to address barriers to learning. While the AIFY agency staffs' work allowed school staff to focus more of their efforts and time on promoting students' learning, it could also interfere with instructional time and learning for the students receiving supports. Some school staff expressed concerns about the loss of instructional time, and felt that in some cases it was difficult to justify removing students from class to participate in supports. Some school staff also wanted certain support personnel (e.g., Success Coaches, mentors) to spend more of their time with students working on academic goals, as opposed to other activities (e.g., relationship-building activities).

Desired Outcomes for Families

When asked about the goals they had for families, school administrators at several demonstration schools articulated the importance of providing support and education to empower parents/caregivers. As well, school administrators identified that they wanted families to be aware of and comfortable with accessing school supports to help them be more successful, however that success may look different for the individual family.

Well for our families I think we hope for them to have capacity to have their own means to provide for themselves, their families, you know maybe better equipped. Cooking on a budget, you know all sorts of things that can help with them you know having an easier time providing for and raising their kids. And then for the kids I think we hope for them to be the best they can be when they're here. Clear-minded, fed, hopefully in a good space mentally so that they can learn, because educating them is our first business here, right" – School Administrator

We want all of them to find success. Whatever that looks like in their lives. But we also know that, you know, this is a collective journey that we're all on. So I would want to make sure that all of our parents have the awareness of what exists for programming and supports. And that that accessibility would be there for them when they need it. – School Administrator

The Need for Supports

School staff and administrators articulated the need for the AIFY supports and services by talking about what their schools would look like without this initiative:

I can only…shudder to wonder how many kids are gonna be left behind if these people weren't working at the capacity they currently are… – School Staff

I cannot imagine what life would be…here for our students and their families if we did not have an All In for Youth team. The steps backwards would be immeasurable! – School Administrator

Because you would go, 'how do I address this? I do not have the tools or resources to be able to support the needs of these kids.' And when I was in a school, as a principal, two schools ago when we didn't have any of these, I remember sitting in front of parents saying 'I'm sorry that you're on an 18-month waiting list … There's nothing that we can do to help you and your child who's struggling through this crisis at this time'.
– School Administrator

Because the kids also have learned to rely on it, and…parents have learned that at school here you come and my children will be fed. So I don't have the money to feed them today, but I'm not going to keep them home because I know they're being fed at school. And I know that there's somebody there to listen and counselling. And I know I can go get help. – School Administrator

Furthermore, several areas of support, particularly mental health and family supports, are in extremely high demand by students and families. School staff believe there is a need for more capacity in these areas, often calling for additional staff and resources:

School Staff 1: I think though that some of the supports…we need more of. For instance, family counsellors and Roots and Wing worker, because they're so overloaded that they, I don't think, can get to everybody, or can get to even the top layer.
School Staff 2: Which speaks to the value of those who are here and those supports that are here…we see that they are valuable. They're in need.

Sustaining the Supports

School administrators recognized their increased efficiency in providing supports to students, however, they identified that there is still room to improve service delivery.

> *We plan to do the same thing this year, because as we're…[in] year 2…we've learned a bunch,… more things, new things. And…again, it's that tweaking and that refining. We have this amazing team and as we learn more about our kids and the process and where are the hiccups and the wrinkles, what can we do differently next year to be more proactive? To be more efficient, to reach more kids and more families. – School Administrator*

School administrators across several demonstration schools also wanted to access more professional development opportunities. In particular, they talked about how impactful it was to attend professional development opportunities that helped them better understand the importance of strategic data collection and interpreting resiliency survey outcomes. School administrators also appreciated when agency staff shared information in their areas of expertise with school staff, and viewed this knowledge exchange as another form of professional development.

> *And very interesting information we learned! And so we walked away with a very clear understanding about how we have to ensure that we're not leaving gathering data up to chance. That we're being very strategic in ensuring that we're meeting the wide range of steering committee members' and funders' requirements. So that's a piece I see that we have to always keep on the forefront of that end product.*
> *– School Administrator*

> *…it's great professional development to hear about…their knowledge and expertise and experiences working with students and their families and the community resources, but also getting a sense about who they are. Because the better we get to know each other, then that's going to help with connecting them with kids and families.*
> *– School Administrator*

PRACTICE APPLICATIONS: SUSTAINABLE FUNDING

School administrators stressed the importance of advocating for the AIFY initiative in order to continue accessing these supports. Specifically, securing funding was a primary concern for many school administrators.

Oh my goodness. It's got to be funding…I think it (AIFY) needs to have sustainable funding, we just cannot go [on] not knowing whether or not we're going to have the funding to run the program. If they start taking away bits and pieces, what's going to be left of the program? What makes it work is having the whole full meal deal. If they take away a piece of it might not seem significant, but eventually it's going to have an impact…maybe we could live with less of say one type of service, but for me the team is what makes it all. To take away a part of the team…then all of a sudden it starts crumbling. – School Administrator

My goal is to champion this partnership. At all sorts of different levels, you know from immediately in school with the staff…with the students. With our parents and the larger community. And to make sure that I'm a strong advocate…As well as ensuring that you know, we never take things like this for granted. – School Administrator

IN THE LIT

The ability to sustain full service school models is intertwined with the effectiveness of the collaborative model and the benefits it provides to students, families, and communities. When models have clear objectives and realistic goals, and meet community needs in innovative and unique ways, then they are more likely to achieve sustainability "because they use limited resources in an efficient manner, provide focus for coalition member work efforts, complement existing community programs, and promote [model] credibility" (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, & Allen, 2001, p. 256). Models are also more sustainable when they offer tangible outcomes, such as decreasing students' barriers to learning, as well as intangible outcomes, including visibility for school partners and feelings of school connectedness to students and families (Black, Lemon, & Walsh, 2010).

AIFY Service Providers

Section Overview
Service Providers

Agency Staff
5 Focus Groups
+ 1 Interview

Agency Leaders
2 Focus Groups

Secondary Data
e4c, TFC, BGCBigs

Agency Staff Roles

e4c — Nutrition Support Workers

TFC — Mental Health Therapists, Family Support Workers (Roots & Wings), Success Coaches

BGCBigs — Mentoring Facilitators, Out-of School Time Coordinators

Changes in Roles from Year 1

Working within Roles

Increased Caseloads

Working Outside of Schools

AIFY Service Providers

Who are the AIFY Service Providers?

The AIFY initiative has 3 agency partners (e4c, The Family Centre, and Boys and Girls Clubs Big Brothers Big Sisters of Edmonton & Area (BGCBigs) that provide the in-school supports and services. There is a team of agency staff working in each of the demonstration schools. Each agency staff team is made up of a Mentoring Facilitator, Out-of-School Time (OST) coordinator, Mental Health Therapist, Roots and Wings worker, and Success Coach. Nutrition Support Workers are also embedded in each of the demonstration schools and work in collaboration with the agency staff teams to varying degrees (e.g., in one of the

demo schools the nutrition support worker is an active member of the agency staff team). These teams of agency staff provide the AIFY supports and services to students and families. A summary of the different agency staff roles and the agencies they represent is presented below (Figure 19).

Figure 19. AIFY Agency Staff Roles

e4c	The Family Centre	BGCBigs
• Nutrition Support Workers (7 full-time staff)	• Mental Health Therapists (5 full-time staff) • Roots and Wings (Family Support) Workers (5 full-time staff) • Success Coaches (5 full-time staff[1])	• Mentoring Facilitators (4 full-time staff[2]) • Out-of-School Time Coordinators (5 full-time staff)

[1] One demo school lost their Success Coach partway through the school year and had a 4-person agency staff team working full-time in the school for the rest of the year.

[2] One full-time mentoring facilitator is shared between 2 demo schools and acts like a part-time staff in each school.

The 3 agencies also have Agency Leaders (Managers and Supervisors) working closely with school administrators and agency staff teams to help coordinate the in-school supports and services. There are 5 Managers (e4c = 1; TFC = 2; BGCBigs = 2) and 6 Supervisors (e4c = 1; TFC = 3; BGCBigs = 2).

How AIFY Agency Staff Work in Schools

Nutrition Supports: Nutrition support workers help serve breakfast, lunch, and snacks to the students in the AIFY demonstration schools. Elementary to High School students access some form of nutrition supports. Nutrition staff may also prepare food for students to take home if needed.

Mentoring: This involves providing students with mentors (e.g., Adult in school mentoring, Teen mentoring, Corporate mentoring, Community-based mentors). For high school students, they can act as mentors for their younger peers (e.g., supporting the transition of junior high students, supporting English Language Learners).

Mental Health Therapy: Mental health therapists support children and their families to address trauma and adverse childhood experiences (presented in the form of emotional deregulation, anxiety, depression, family violence and addictions). Their trauma and adversities impact parenting, day to day functioning and the child(ren)'s capacity to learn. Besides providing traditional therapeutic services, therapists also help schools support students who are experiencing personal, family and social challenges that prevent them from academic and personal growth. Another component of the work includes providing clinical consultation to multidisciplinary teams that may include teachers, mentors, Roots and Wings workers, Out of School Time staff, and Success Coaches to respond to students and their families from a therapeutic perspective. Therapists also provide training to school personnel on trauma effects, child and brain development, and adverse childhood experiences.

Out-of-School Time: Students are provided with intentional programs that support their growth and development academically, culturally, emotionally, artistically, and physically. Specific to high school students, OST programming involved supporting students in preparing for post-secondary and employment.

Roots and Wings Family Support: In Home Family Support (Roots and Wings) workers helped parents/caregivers to enhance their parenting capacity and overall family wellbeing (e.g., improve living conditions, financial empowerment, support parent child interaction, child development, social connectedness). The goal is to help families create an environment conducive to the child(ren)'s capacity to learn. Caregivers are supported to provide a safe, supportive environment for their children, reducing risk factors and enhancing family protective factors. Caregivers also improve connection to each other, their extended family, peer supports, work places, and their communities. These support workers also take part in universal programming activities that involve all students and families in the school communities (e.g., School concerts, Family nights, school BBQs, school celebrations). They also facilitate groups in the school communities throughout the school year (e.g., Parent groups, Moms Groups).

Success Coaching: Success Coach interventions help students become positively engaged with a caring adult and their school community (e.g., to attend school, become positive actors within the school/community, begin to succeed academically, reduce high risk behaviours, increase positive behaviours). Success Coaches worked with students to develop positive goals and helped students see their potential for future success. Coaching enhanced the students' school experience through relationship and mentorship. With the help of the Success Coach, students developed their core competencies: Mastery, positive esteem, adaptability, persistence, social and emotional connectedness, ambiguity management, moral directedness, passion, and spiritual eagerness. Supporting these core competencies increases students' potential to succeed in school and helped them prepare for adulthood. Success coaches also participated in universal programming activities that involved all students and families in the school communities (e.g., Breakfast programs, University open houses, field trips, other school events). A number of groups are also facilitated by success coaches in the demonstration schools (e.g., Amazon girls group, Breakfast club leadership group, board game club, healthy relationships group).

Agency Staff Roles

In Year 1, some agency staff found themselves working outside of their roles in order to build relationships with other people in the school communities (e.g., students, school staff). In the second year of the program, some agency staff continued to work outside of their roles to connect with students. However, more agency staff now felt they could work within their designated roles because they had established important relationships with students, families, and staff in Year 1.

I think this year there's been a big push to…come back to what our roles are…now that we have the relationship with the school and we're trusted and they understand what we each do, I think we are all much more able to go back to what our roles are designed to be. – Agency Staff

Well I think in the beginning it was helping the schools understand what the roles were in terms of how to use our services…it particularly happened with Roots and Wings, because something we've really done this year is focused more of our work from the community building side more to the face-to-face family work. And that has been hard for principals to understand that shift and that from the beginning we should have been working primarily with families, but we were trying to build the team, we were trying to build the community and whatnot. – Agency Supervisor

Some agency staff and leaders also shared how their roles had shifted from Year 1 to Year 2. The largest shift seemed to be for the Roots and Wings family support workers. In Year 1, these agency staff were more physically present in the schools (e.g., to build relationships with school administrators, school staff, connect with students). In Year 2, these staff spent more time outside of the school, in the community, meeting with and supporting families – which is how they were originally intended to support families in the school communities:

I guess year 2, ways that my role has changed for sure…as a Roots and Wings worker [my] role is mostly outside of the school, working in parents' homes in the communities. – Agency Staff

I mean Roots and Wings brought a lot of value while they were in the school but it wasn't the right value, or what they were hired for… – Agency Supervisor

The shift to more community-based work, and consequently a reduced presence in the school building, was markedly different from how schools worked with the Roots and Wings family support workers in Year 1. However, agency staff shared how established relationships with school administrators and staff helped with this transition:

But then coming into year 2 I think we built…the trust with our admin that they know…when I'm not here I'm doing my job and that they can call me, as well as the team… so that's been a big difference, definitely. They feel more comfortable just to…call me and send me referrals as well…other times when they say 'hey this parent wants some help, they feel comfortable, we've explained a little bit, give them a call', that's a lot better, because then I can go to the parent's home or we can meet for coffee I can just be like 'hey'. We're not in the school setting. So that's been good this year.
– Agency Staff

Other changes to agency staff roles from Year 1 to Year 2 were increased caseload expectations for some of the agency staff, including Mental Health Therapists and Roots and Wings workers:

And then…from the Family Centre side of things as well for Roots and Wings is…an increase in the caseload. And so with that also comes less time in the school.
– Agency Staff

PRACTICE APPLICATIONS: ROLE FLEXIBILITY

In Year 1, we heard from school staff that they did not fully understand all the different AIFY agency staff roles and expectations. In Year 2, AIFY agencies made specific efforts to address misunderstandings from Year 1 and worked with their staff and school staff to more clearly define AIFY staff roles and expectations. These efforts led to less confusion from school staff about the roles of different agency staff. However, while clearly defined roles are helpful, agency staff also noted that some flexibility is needed within their roles in order to connect with students and families and offer them needed supports:

…the bleeding of roles doesn't actually frustrate me too much, because all it means is we're all just building really great relationships with kids…but the difficulty is if our agencies are like…'you are not meant to be meeting one-on-one with kids'.
– Agency Staff

Agency leaders echoed the importance of leaving room for flexibility in agency staff's roles. Increased caseloads for agency staff in Year 2 led to an increased expectation for quantifiable metrics to demonstrate that agency staff were meeting caseload targets. However, there is concern that pressures to meet caseload targets could detract efforts to build strong relationships with students, families, and staff in the school communities (e.g., helping to coach school teams, participating in school events). Relationship building is difficult to quantify and may not be "reflected in the numbers" yet they are nonetheless crucial to the work of AIFY.

I mean the numbers part is good but I think it's probably gotten to a point where it's become a little bit of an anxiety around getting the numbers, right. Because those are easier to show than the more complicated work of—...I would...vouch for any of our team, they're working their butts off in there. But again, if they can't show that through those specific numbers...like the ones that are being measured are the face-to-face or informal and the group, but there's a lot of consults and collateral consults that are going on that...don't seem to have...a light shining on [them]. Because the anxiety...increased to have these demonstrable numbers that...should come from our different sites. So [we] should show more face-to-face, you guys should show more of this...for some of my team to get where they needed to be they needed to join the basketball team...to build the relationship, otherwise you can't do the work later. So it's how long can we let you be in basketball and justify that before you better make sure you get some face-to-face, right. So there's the work necessary...to build that relationship and the respect and the team... – Agency Supervisor

And that goes to the balance of what is the priority. What the funder wants, is that the priority? Is it what the managers want? Is it what the kids need? Is it what the school wants? ...doing the basketball [coaching] has created incredible relationships, and if we could measure that it would blow the data out of the water. – Agency Supervisor

Section Overview
Service Providers

Serving School Communities with Complex Needs

Food Instability

Mental Illness

Housing Instability

Peer Relations

Financial Instability

Lack of Positive Role Models

Staff Mindsets

1. See the individual
2. See the strengths
3. Be non-judgmental

Serving School Communities with Complex Needs

Supporting crises is also a large component of the work of agency staff in the demo schools. **Across the five demo schools, agency staff from the Family Centre (Roots and Wings workers, Success Coaches, and Mental Health Therapists) were involved in supporting 39 critical incidents** (primarily self-disclosures of abuse and neglect, suicide ideation, self-harm, and violence). These are direct disclosures to staff that, given their nature, pose an immediate risk to students/families. Staff have 24 hours to report these incidents to supervisors, develop a safety plan, and engage other agencies as needed (e.g., Child Family Services).

I think that's part of the challenge of being at this school in particular is that there is always a crisis. – Agency Staff

In addition to supporting crises, agency staff also **support the complex needs of students and families** in their school communities which may include a combination of any number of the following needs:

- Academic support for students

- Basic needs (e.g., financial, housing, food)

- Challenging student behaviours

- Unstable home life (e.g., caregiver addictions)

- Lack of student engagement in school

- Lack of positive adults/role-models in students' lives

- Coping with trauma, negative life experiences

- Students self-harming

- Student suicide attempts

- Student gang recruitment

- Student and family mental health

IN THE LIT

Schools are a key provider of mental health services for children and youth, and school-based mental health services are strongly preferred by families seeking help for their children (Rones & Hoagwood, 2000). When families were offered mental health treatment through their school, 96% initiated treatment, whereas only 13% initiated treatment when offered community-based mental health services (Prodente, Sander, Hathaway, Sloane, & Weist, 2002).

School-based supports also enable quicker response to critical incidents. Receiving support immediately after a critical incident may reduce symptoms of Post-Traumatic Stress Disorder, as well as unhelpful thought patterns and maladaptive behaviours (Deahl, 2000). Responding to critical incidents also increases access to school and community resources, and serves as a screener for those who might need additional supports (Thompson, 2004).

As an example, Roots and Wings workers and Success Coaches worked with most of their formal clients on mental health and family stability goals. Mental Health Therapists also helped their formal clients with a number of complex issues. Figure 20 illustrates the number of formal cases working on specific complex issues across the 5 demo schools in Year 2.

Figure 20. Number of Formal Cases Working on Issues
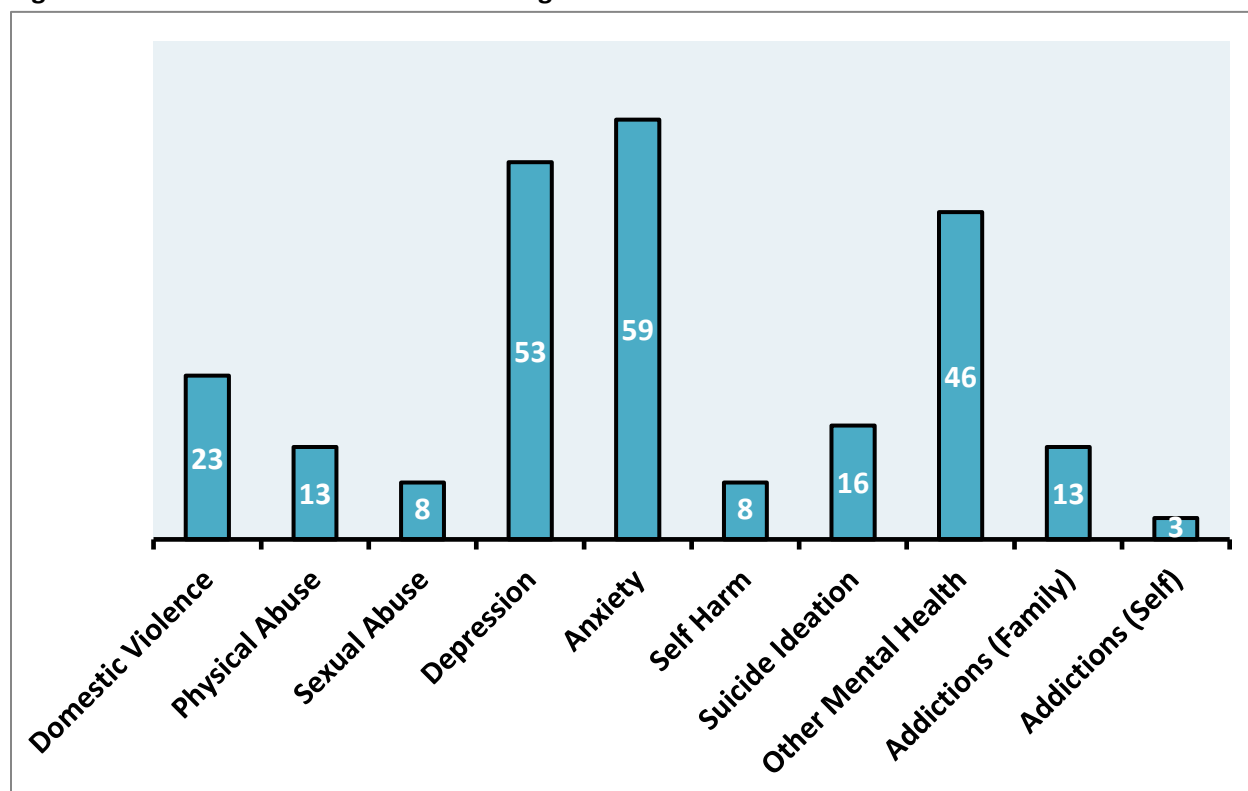
Anxiety, depression, other mental health concerns (e.g., peer relationships, attachment, self-esteem, self-regulation, trauma, stress, grief and loss) were the predominant types of complex issues Mental Health Therapists worked on with their formal clients. However, 51% of therapists' formal cases had 2 or more complexities they needed support with (e.g., anxiety and addictions, domestic violence and depression). Many of these complex issues are linked and co-occur which can make it even more difficult for students and families to work through them.

IN THE LIT

Research on mental illness shows that youth who experience comorbid disorders, meaning that they meet the diagnostic criteria for multiple mental health disorders (e.g., anxiety, depression, substance use), are "the rule, not the exception" (Ollendick et al., 2008). Youth with comorbid disorders report more problems with family, school, and peers compared to peers with one mental health concern (Grella et al.. 2001).

Agency Staff Mindsets

We also asked agency staff about the mindset needed when working with diverse students and families in their school communities. Agency staff at all the demo schools shared 3 core aspects of their mindset: **seeing the individual, seeing strengths, and being non-judgmental**.

Seeing the Individual

Agency staff emphasize the individual nature of student and family stories, experiences, and goals. They do not generalize circumstances and in turn ensure they address each person's individual needs:

> *…it's very unique to each kid. So I can't just have this…magical idea in my head of where I want everybody to be, I just have to get to know the kid and see…what we have to work with." – Agency Staff*

Hearing students' and families' stories about their lives and how they got where they are today helps agency staff to see them as individuals and work with them to find the appropriate supports:

> *…whenever I approach any students I'm always thinking…I want to know their story…And then…I can adapt that perspective to better understand the choices they are making…– Agency Staff*

Another aspect of seeing the individual with unique strengths is having the goals or desired outcomes of supports be driven by the individual receiving the support:

> *I really don't work with my own agenda…in therapy, it's mostly the client's goals. So when the client sets a goal, a big goal, I usually break it down into smaller goals so that it will be more successful. So whatever that their goal is, I'm working towards that – Agency Staff*

> *I have parents that are really apprehensive to mentoring because they don't really know what it is, so…when I go into it and just say, like 'you're the parents, so you get to make the decisions for your child, but I need your help with what they need to work on or what would be beneficial for them'. So they know that I'm not trying to overstep or I'm not trying to tell them what they should be doing with their child; I'm just trying to help them. – Agency Staff*

Seeing Strengths

The agency staff are very attuned to the experiences of students and families and how these experiences impact student's and family's lives. Agency staff believe a strength-based approach is important when working with their students and families.

With mentoring we try to focus on what the kids are good at to get them engaged in coming and meeting with their mentors. So they do what they're good at, but then they also get to decide what they want to get better at. Just focusing on the positives to build the relationship. Instead of what are you doing wrong, what do we have to fix, it's what are you good at, what do you want to learn how to do better? – Agency Staff

IN THE LIT

Adopting a strengths-based approach, especially concerning students' learning, enables educators to be more effective, self-confident, motivated, and resilient (Brooks & Goldstein, 2008). Rutter, an expert on child resilience, noted that "Experiences of success in one arena of life led to enhanced self-esteem and a feeling of self-efficacy, enabling them to cope more successfully with the subsequent life challenges and adaptations" (Rutter, 1985, p. 604).

This type of approach encourages students and families to continue building on their existing strengths as they are supported in developing new ones.

…it's very much…seeing what they can do and focusing on that and just encouraging them and really building them, that strength of theirs and seeing where they can go. Just thinking big and dreaming big… – Agency Staff

I think for me with the kids in leadership positions, just trying to get them to see that they have things to offer to the community. So building a sense of community. They have a gift…what is it? Let's try to find it…they can make a difference in someone's life…and… just getting them to see the amazing qualities that they have. – Agency Staff

Being Non-Judgmental

Finally, agency staff identified being non-judgmental as another key aspect of their mindsets that created a sense of safety for students and families to share their needs with agency staff and feel comfortable coming to them for help.

I think being non-judgmental … is the biggest one, right? Those families can come to us with whatever level of support they need and be like, 'wow I need help' or 'this would be great for my kid to work on this'…we're here to listen and actually support them where they are at rather than [where] we want them to be at. – Agency Staff

My approach would be more emotional…being able to provide emotional support or being that person…they know there's no judgment or agenda and they can talk freely and be able to express themselves… – Agency Staff

PRACTICE APPLICATIONS: DIFFERENCES IN STAKEHOLDER MINDSETS

One challenge agency staff experienced is how other school-based stakeholders' mindsets about students, families, and supports affect how they work in the schools. Not all stakeholders involved in AIFY are trained in working from a non-judgmental, strength-based approach.

I think there's a misconception that people are bad or that it's their bad choices that got them to this place. You know, you're a bad employee, you're a bad parent…But I think there's that misconception …it's just all these bad choices that brought me here and it's just so much more complex than that, there's so much more going on. – Agency Staff

Furthermore, stakeholders can hold misconceptions about the impacts of the supports and services. Agency staff encountered misconceptions from other school-based stakeholders about how quickly the AIFY supports should produce changes for students and families. People tend to expect quick, straightforward solutions to students' and families' challenges, failing to realize that complex, deeply entrenched challenges require strategies that address multiple root causes, and which often do not result in immediate changes.

> *… a lot of times I'll get referrals that are you know 'Johnny's not coming to school, parent is open to support, let's get [you] in there and we'll see a difference next week'. Because the answers really often lie in that relationship, and sometimes we don't even see movement this year. Or next year. And sometimes that'll be a long, long process… – Agency Staff*

> *…if their trauma took them…thirty years to come out because they have never dealt with it, in…four months or eight months I'm only going to get so much done. So if I see a little change in them I know that's a big impact in their life and in their journey. So I can't change them from a 30 year time span, so that's where I know they're at and that's where I know I've got to go with them. – Agency Staff*

These differing mindsets and misconceptions can be challenging to overcome when they are held by school-based staff, such as teachers and administrators. Going forward, it may be helpful to create or use existing capacity building opportunities (e.g., regular professional development presentations to school staff, school newsletters) to increase the awareness of school based staff of the AIFY service provider approach and how these different approaches and mindsets can lead to different outcomes.

IN THE LIT

Stigma "thwarts, undermines, or exacerbates several processes (i.e., availability of resources, social relationships, psychological and behavioural responses, stress) that ultimately lead to adverse health outcomes" (Hatzenbuehler, Phelan, Link, 2013, p.814). Experiencing stigma may deplete individuals' resources, cause social isolation, and foster unhealthy coping patterns (Hatzenbuehler, Phelan, Link, 2013).

Adopting a "problem-focus" may lead individuals to experience more limited options, and they may fail to recognize individuals' strengths and potential. In contrast, adopting a strengths-based practice may foster resilience, allowing individuals to gain a sense of hope, the skills to set and meet their own goals, and engage in healthy and effective coping strategies (Hammond, 2010).

Section Overview
Service Providers

AIFY in Practice

connecting families

Agency staff connect students and families to needed supports and services

heavy workload

Most agency staff work at or above their expected workload capacity, but generally feel these workloads are "manageable"

inter-agency collaboration

Collaboration among stakeholders is fundamental in the success and effectiveness of the AIFY initiative

Collaboration Occurs

Across Agencies   **Between Agencies & Schools**   **With External Partners**

Conditions for Effective Collaboration

- Shared goals
- Physical presence in school
- Decreased staff turnover
- Stakeholder engagement
- Information sharing
- Communication across stakeholders

Connecting Students and Families to Supports

A unique element of the AIFY work is that agency staff connect students and families to needed supports and services in a collaborative manner. They engage with several stakeholders and use a number of mechanisms to identify students and families that need supports. They then strategize with one another and with school staff about how to successfully connect students and families to supports. Figure 21 depicts the diverse considerations and types of connections that are made to connect students and families AIFY supports/services in the demo schools.

Figure 21. Connecting Students and Families to Supports
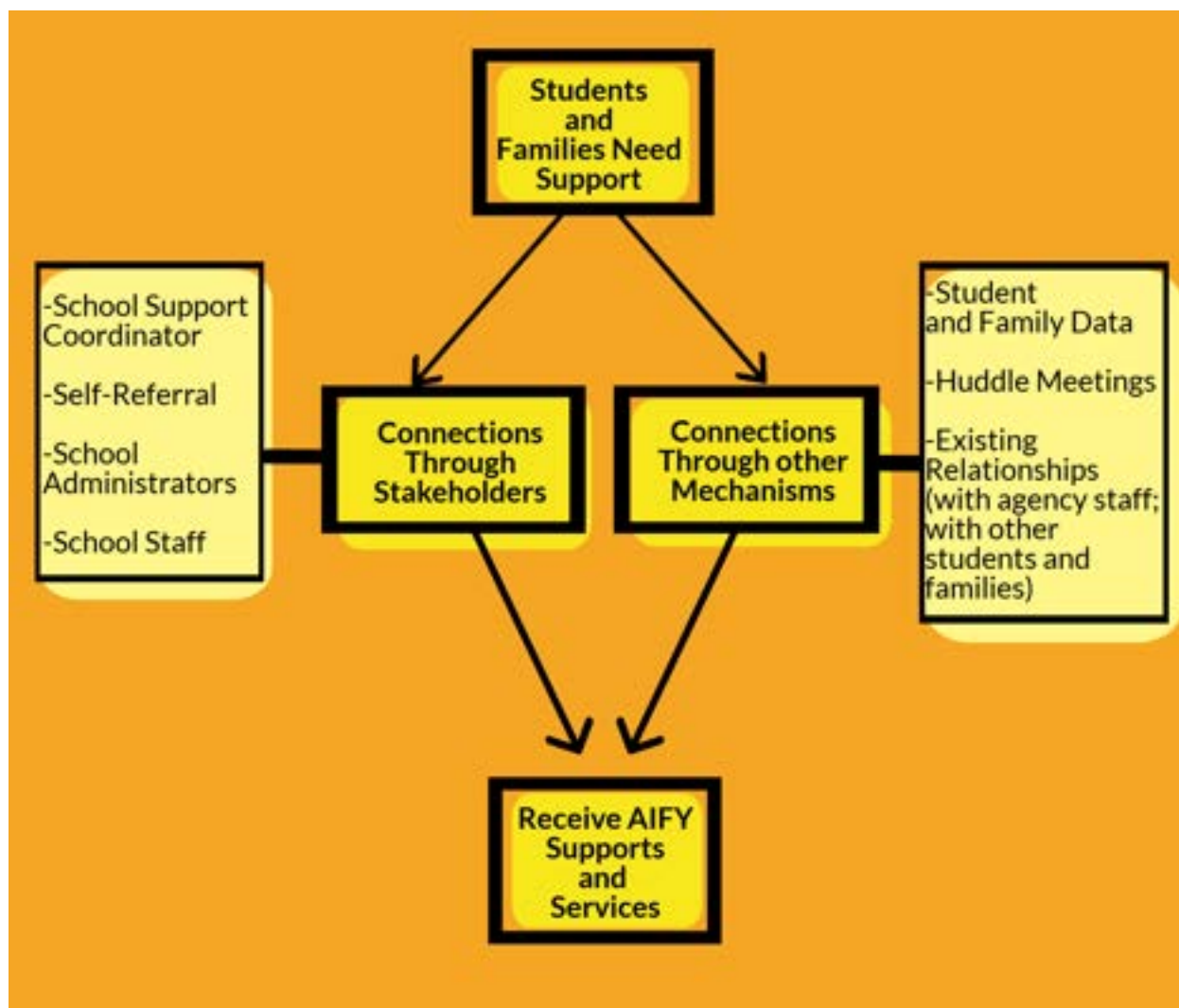
Agency Staff Capacity and Workload

Staff expectations of workload varies. Some staff, based on the nature of service they provide, are expected to serve a certain number of formal clients (e.g., serve certain numbers of individual students and/or families in each school). The table below demonstrates the expected and actual caseloads of agency staff across demo schools, for their formal clients/cases. The cells highlighted in yellow indicate when a service provider exceeded their expected capacity. In addition, formal work with individual students or families is only one component of agency staff work and involves supporting some of the most complex students and families that are struggling in the school communities. All agency staff also engage many students and families informally in each school community and offer support over shorter periods of time (i.e., short-term engagements). To see the magnitude of this informal work with students and families, pleaser refer to the individual school profiles where details about each service provider's entire workload is described in more detail (Pgs. 23-91). Agency staff must also commit a lot of time to their collaborative efforts with other stakeholders (e.g., fellow agency staff, school staff) and will spend a lot time working with colleagues as well.

Table 1. Expected and Actual Caseloads of Agency Staff

	Expected Caseload	Actual Caseload (Year 2)
Mental Health Therapists	20 – 25 Active Case Files representing Students and Families Served as Formal Clients (Full-Time Staff)	Delton = 32
		JAM = 22
		St. Alphonsus = 25
		Spruce Avenue = 21
		Eastglen = 38
Mentoring Facilitators	80 – 100 Children Served (Full-Time Staff)	Delton = 89
		JAM = 63
		St. Alphonsus = 46[*]
	40 – 50 Children Served (Part-Time Staff)	Spruce Avenue = 40[*]
		Eastglen = 31
Success Coaches	8 -10 Students Served as Formal Clients (Full-Time Staff)	Delton = 11
		JAM = 5[**]
		St. Alphonsus = 8
		Spruce Avenue = 10
		Eastglen = 18[***]
Roots and Wings Workers	10 – 13 Families Served as Formal Clients (Full-Time Staff)	Delton = 13
		JAM = 14
		St. Alphonsus = 17
		Spruce Avenue = 14
		Eastglen = 13

*One mentoring facilitator worked in St. Alphonsus and Spruce Avenue, acting as a part-time staff in each school.
**The Success Coach at JAM left partway through the year and this could explain the less than expected caseload for Year 2.
***There were 2 full-time Success Coaches working at Eastglen in Year 2.

While Out-of-School Time (OST) coordinators did not have expected caseloads like the other agency staff, large proportions of the student population accessed the OST programming. One school was able to track the number of requests from families for children to participate in OST programming and compare this to their enrollment capacity (see Figure 23 and Table 2 below). For this school, there was always more demand for OST programming than could be met.

Figure 23. OST Enrollment Requests and Available Spaces
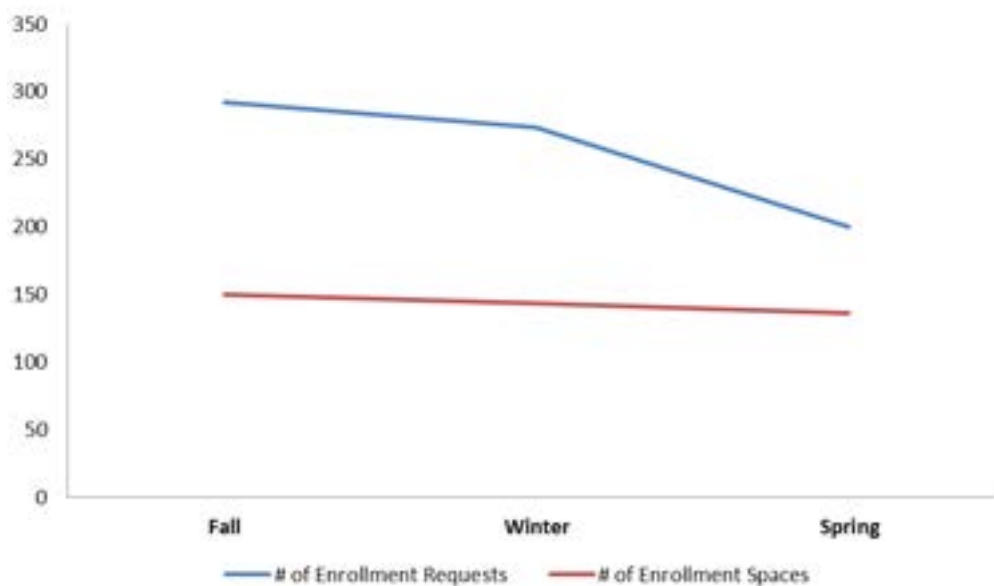
Table 2: OST Enrollment Requests and Available Spaces

OST Term	# of Enrollment Requests	# of Enrollment Spaces	Proportion of Demand Met
Fall	292	150	51.4%
Winter	273	143	52.4%
Spring	200	136	61.8%

The following image highlights the overall supports offered across five demo schools in Year 2.

To see information on AIFY supports broken down by demonstration school, please see the individual demonstration school profiles.

Figure 24. AIFY Supports in Year 2

PRACTICE APPLICATIONS: DEMANDS AND CAPACITY

As demonstrated by the numerical data presented above, agency staff's actual workloads are greater than expected. Overall, most agency staff are working at or above their expected workload capacity. However, our interviews with agency staff revealed that staff generally feel these workloads are "manageable".

The demands are always there I think…so therefore room is always there for more families I think. But…I don't think we're overstressed. I don't think I am overstressed. So I can handle it for now. – Agency Staff

Furthermore, the ability to collaborate and share the workload with other agency staff can help increase work efficiency and better meet the needs of the students and families:

I think for us communicating…our boundaries of where we're at with our work too is very important to be successful. Because obviously we're all holding a lot of balls in the air, so just sharing…with each other…where we're at, and then being able to share amongst each other when we need to... – Agency Staff

Overall, agency staff are coping with their workloads, but the nature of the work can be stressful and challenging to meet all the demands for support. Many agency staff shared that they are working at capacity when it comes to how many students and families they can support.

I think there [are] probably some parents who could use…some support earlier. And because I am so busy and I'm not always here.
– Agency Staff

…I feel like my caseload is pretty high and…I can't see everyone all the time, right…especially with kids you know there is that consistency and… being able to have more time with them and it is a definite challenge.
– Agency Staff

[Roots and Wings worker] could probably in her position…do three times as much because the need is so great. – Agency Staff

The magnitude of the agency staff workload speaks to the magnitude of the need within each of the school communities, and to the need for additional supports. Looking ahead, it will be important to monitor the demands of the school communities, and whether the agency staff teams have the capacity to meet those needs without experiencing the negative effects of heavy workloads and staff burnout. Agency staff "love" their jobs and are passionate about their work. It will be important to continue to foster and support this passion.

…it's really exciting. It's such an exciting job that I have and I really love it. – Agency Staff

I'm not just saying this for [the recorder]. I feel so excited to be at work…the work can be really hard at times when you listen to really difficult stories, but I still feel really pumped and excited to see how the kids can grow and where they can go… – Agency Staff

IN THE LIT

Burnout affects 21-67% of mental health service providers (Morse, Salyers, Rollins, Monroe-DeVita, & Pfahler, 2012). Burnout is comprised of emotional exhaustion, cynicism, and reduced feelings of personal accomplishment. Burnout not only impacts client care, but also professionals' sense of competence and satisfaction with their work, as well as their physical health over the long-term (Green, Albanese, Shapiro, & Aarons, 2014).

Although increased job demands are predictive of burnout, employees' access to resources (e.g., social support) may prevent burnout (Trépanier, Fernet, Austin, Forest, & Vallerand, 2014).

Furthermore, feeling passionate about one's job because of the meaning and enjoyment it brings is associated with a greater sense of well-being and increased happiness with one's work (Trépanier, Fernet, Austin, Forest, & Vallerand, 2013).

Collaboration in Action

As a core principle of the initiative, collaboration among stakeholders has been fundamental in the early successes and perceived effectiveness of the AIFY initiative. Collaboration in service provision is occurring in three overarching ways**: 1) across agencies, 2) between agencies and schools, and 3) with external partners.**

Collaboration across Agencies

With three different agencies providing supports and services, it is essential for agency stakeholders (i.e., agency staff and leaders) to collaborate effectively. Agency staff teams discussed how they work together and identified elements that contributed to their effective collaboration. Figure 25 summarizes the different elements that contribute to effective collaboration for agency staff.

IN THE LIT

"The manner in which families, educators, and specialists work together… to promote the academic and social development of students is paramount in strengthening the integrated and continuous supports that must be provided to maximize learning and development" (Sheridan & Kratochwill, 2007, p.2-4).

A recent review examined 33 studies that evaluated interagency collaboration and found that collaboration across agencies was associated with children's improved mental health, increased availability of services to children, and positive partnerships between professionals (Cooper, Evans, & Pybis, 2016).

PRACTICE APPLICATIONS: SHARED GOALS

In Year 1, collaboration was ineffective when agency staff teams did not have shared goals or direction. In contrast, agency staff teams in Year 2 appear to be working together more effectively. Changes in agency staff members and greater experience working collaboratively contributed to positive shifts in team dynamics.

…the teams have really jelled this year. Especially the ones that have been together all of last year and maybe have one or two replacements. But I feel…teams are stronger and they rely on each other more this year and work in a much more integrated fashion…it's just natural to have relationship building that happens. – Agency Supervisor

In Year 2, challenges around shared goals emerged more prominently in discussions among the agency leaders working at higher levels of the AIFY initiative. The intensification of agencies' focus on measuring targets and outcomes in Year 2 contributed to a heightened sense of "competing outcomes" among different agencies. While agencies shared a common vision around supporting students and families, agency-specific goals were held by each agency and tied to specific organizational missions and activities. These disparities can create barriers to effective collaboration.

If I had to…pick a challenge that I've been noticing in year 2, kind of what you mentioned like competing outcomes. So…for example, if there is…a cooking class at Spruce and it's like well, this is an OST program, but e4c is helping with it…we want to give [the program] their outcomes but we need our outcomes so how do we structure this program? But in a way I mean the students are getting served so that's not an issue, but just things like that…and managing all of our needs… – Agency Supervisor

Agency leaders identified expanding the types of evidence that agencies collect to demonstrate their outcomes as one way to show the collaborative, rather than individual, work of the agencies. Agency leaders voiced some resistance to the emphasis placed on quantitative data in Year 2, explaining that "numbers" are limited in their ability to demonstrate the complex collaboration occurring between agencies to provide wraparound services for students and families. While prioritizing numbers can keep agencies focused on their own individual goals, bringing detailed stories alongside those numbers can affirm the interdependent nature of the agencies' work and their shared goals.

For me it would be the qualitative data. Like the stories are the only way to show it. Where…we can talk about some numbers, but…there's so many very specific stories that happen because of the way our teams work where…having that whole wraparound team at your service or even little things like being able to go to talk to your school therapist about a great way to support a family…that stuff that doesn't happen in other teams because other places are so much more siloed…And being able to share those expertise back and forth make our team so much stronger because then if you have a question you have clinical and hands-on support for complementary services. – Agency Supervisor

IN THE LIT

Shared responsibilities and goals are central to educating and supporting children. Recognizing and adopting an approach that encompasses common responsibilities and goals can mitigate challenges and barriers to student success (Sheridan & Kratochwill, 2007).

Figure 25. Elements of Effective Collaboration for Agency Staff
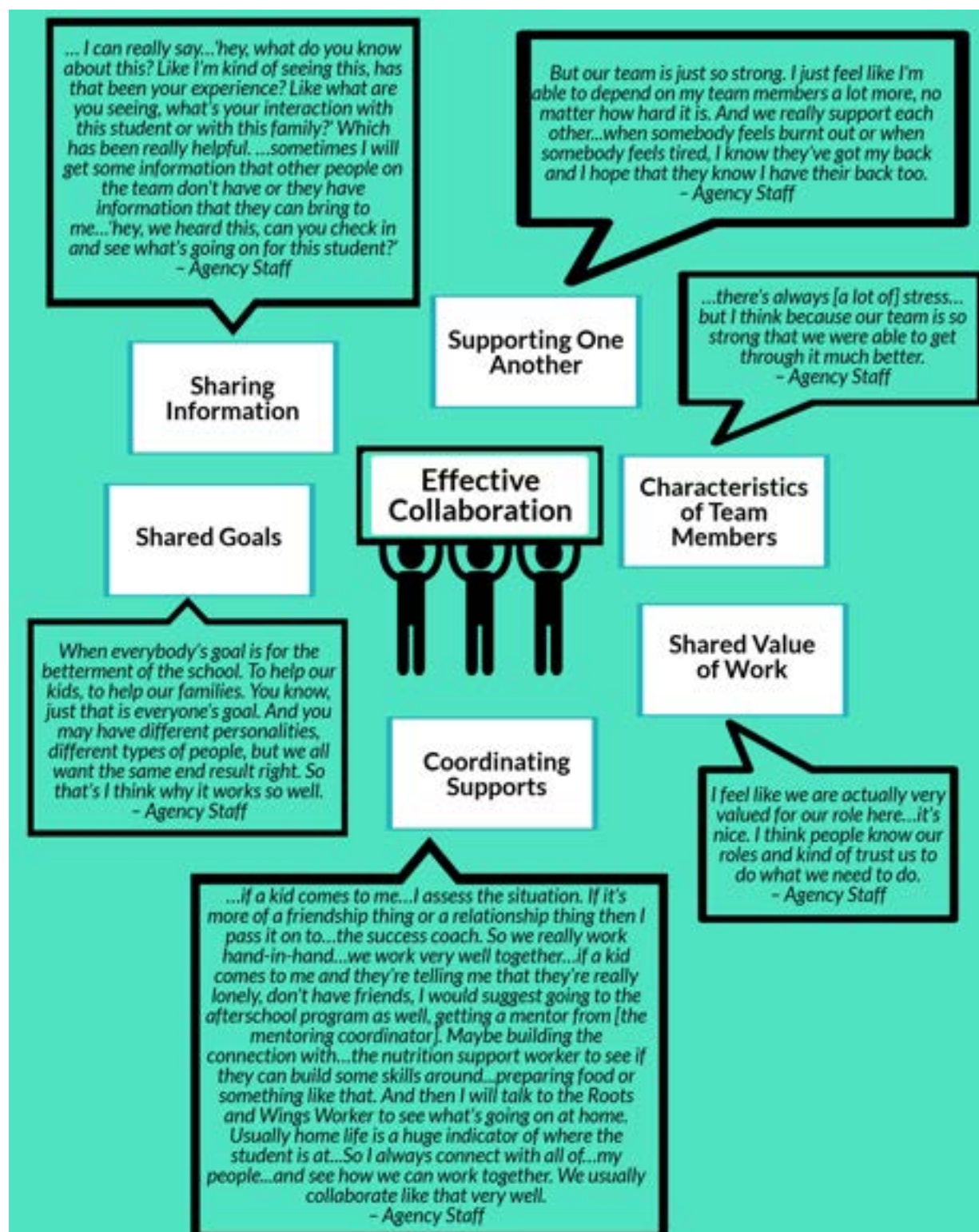
Collaboration between Agencies and Schools

Agency staff also identified effective collaboration between agency and school stakeholders as a key contributor to the success of the initiative. Agency staff teams specifically talked about how collaboration with teachers and school staff can provide valuable knowledge about students and their circumstances, help identify those who need support, and provide an extra level of support for students and families (Figure 26).

Agency staff and leaders felt that a great deal of progress was made this year in fostering collaborative practice between agency and school staff. These stakeholders value each other's roles, knowledge, and skills that support students and families. It will be important to continue to support these collaborative relationships moving forward.

IN THE LIT

When agencies collaborate with schools then there are a number of perceived benefits. These benefits include stronger service delivery such as earlier detection of problems and more appropriate referrals. As well, agency-school collaboration is thought to result in better outcomes for children and youth, whereby children are happier, show improved academic achievement, and better school attendance (Cooper, Evans, & Pybis, 2016).

…I think increased education from a whole school perspective for teachers to fully understand who's in their school and what they do, and how they can collaborate together. I think if there's room for collaboration growth anywhere that's the place, between teachers and All in for Youth staff. And it's tough because of time frames and demands but that's really valuable.
– Agency Manager

Figure 26. Collaboration between Agency and School Staff
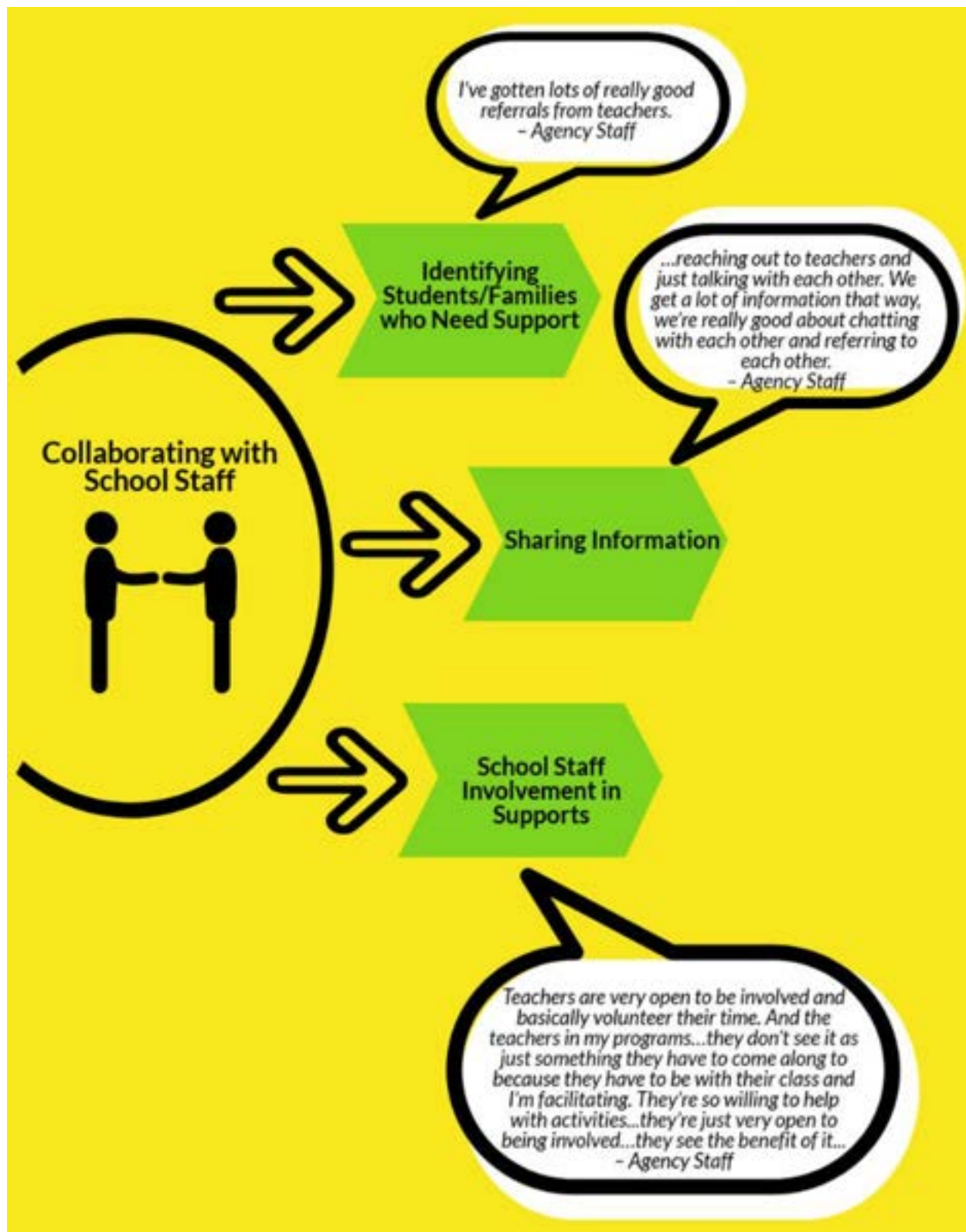
PRACTICE APPLICATIONS:
EFFECTIVE COLLABORATION WITH SCHOOL STAFF

Collaboration Enablers

Agency staff identified regular contact and communication among stakeholders as factors that enabled collaboration. Specifically, collaboration was supported by connecting with people in meetings, one-on-one conversations, regular follow-up, and, in some cases, shared workspaces. Regular meetings, such as huddles, provide great opportunities to check-in, have open conversations, foster group decision making for student/family supports, and develops accountability.

…reaching out to teachers and just talking with each other. We get a lot of information that way, we're really good about chatting with each other and referring to each other. – Agency Staff

We like to be able to communicate with one another. And you know, sometimes frankness is a little bit hard, but it also helps as long as we're all agreed that we learn together or that we grow together. And we have made…incredible strides… – Agency Staff

IN THE LIT

The outcomes of interagency collaboration are generally positive, however collaboration has also been linked to professionals' worries of poorer service quality and problems with service delivery (e.g., longer wait times, management difficulties), as well as emotional exhaustion among staff. Professionals and families identified a number of factors for successful interagency collaboration including: good communication between professionals and services; joint training; and a good understanding between professionals and services; mutual valuing, respect and trust; management support; protocols on interagency collaboration; and a person who can link the collaboration (Cooper, Evans, & Pybis, 2016).

Some agency staff teams share office space in the school, which they felt supported collaborative efforts and coordination of supports.

…there's almost always more than one person in the office, and if there's ever a quiet time we usually end up talking about our kids and kind of bounce ideas off each other so…if I'm seeing somebody and they mention something about home, I immediately ask [Roots and Wings worker] 'are you connected?'…'what are the supports that they have', if any? So I think that helps... – Agency Staff

Shared Goals

Similarly to the need to develop shared goals between agencies, agency staff felt it was incredibly important to develop shared goals with school staff. There is a shared priority among agency and school stakeholders to support the wellbeing of students and their families, but developing "common goals" or being able to connect their work with "the same language" could strengthen collaboration moving forward.

IN THE LIT

Co-creating shared visions and values is instrumental to establishing successful interagency collaborations. Developing a shared direction has been described as "the glue that holds collaborative efforts together" (Walter & Petr, 2000).

[School District] have their own mental health agenda…how do we talk the same language? So that partnership…has been still, you know, tricky…everybody knowing, 'what's our common goals, what is that umbrella'…that would help… – Agency Staff

IN THE LIT

Staff turnover is often cited as a barrier to effective mental health service provider partnerships (Spong, Waters, Dowd, & Jackson, 2013). Within the child and adolescent mental health setting, annual staff turnover can exceed 50%, and is linked to increased costs, poorer organizational functioning, and work-team performance, among others (Aarons, Sommerfeld, Hecht, Silovsky, Chaffin, 2009).

Minimizing Staff Turnover

Staff turnover creates obvious challenges for consistent ongoing collaboration. In some cases, an agency team lost a staff member partway through the school year, which "offset things" and left the team feeling "a little off balance". These types of departures cannot be predicted, but because of the impact they can have on agency staff teams and their ability to work effectively in schools, strategies to respond quickly to this type of turnover would be beneficial. In addition, it would also be beneficial to develop strategies to support the incoming staff in building relationships and

effective collaborations with partners in the school. The same impacts are felt when there is turnover in school staff. Unfortunately, a couple schools in Year 2 experienced a significant turnover in school staff.

Like [School 1], I feel like it's almost further back because they've had such a big turnover in staff. Like they're almost a brand new staff this year and so. But for schools like [School 2] that have had those services, well more the TFC services long-term, they already had more of an understanding and now they have a greater understanding of what the whole team does. – Agency Supervisor

Overall, agency and school staff departures did not occur frequently at the demonstration schools. There was much more consistency in staff from Year 1 to Year 2 than there was turnover. However, ensuring that new school staff receive education and capacity-building early in the school year so they understand the roles of AIFY and its staff (e.g., how agency staff can support students, families, and school staff) is essential.

Physical Presence in School

Some agency supports and services require working outside of regular school hours (e.g., 8:00am – 4:00pm), such as Roots and Wings family support workers or OST coordinators. In addition, some agency staff work part-time in a school, limiting time for interaction and collaboration with other stakeholders. Some of these differences in work schedules reflect the different roles, but it is important to note that lack of physical presence in schools can limit opportunities for collaboration with school staff and administrators. As agency managers noted, reducing the time that certain agency staff (e.g., mentoring coordinators) spend in the schools could intensify barriers to collaboration and other elements of the AIFY work.

I'm not often here at the same times or I can't have those…information conversations you know after school because … that's…my kid time. So I think that that's…a little bit of a barrier but that's just…the job. – Agency Staff

I do worry moving forward with regards to communication and collaboration in the schools, if we do face budget cuts and potential…staffing shaving…I worry about the like time or the lack of time that they'll be in the schools. Or maybe if they're torn between two schools, what that communication and that collaboration breakdown will look like. Because I feel like when you're torn, the whole idea behind the model was that you were dedicated to that one school that one area and that your focus was just individually into that school. But if we have to start shifting and moving staff around that's going to pose a bit of a problem. And I think they will see the difference not having full time staff in the school, or less hours or less you know dedication to service of the kids.
– Agency Staff

Stakeholder Engagement

In order for this form of collaboration to be most effective there needs to be ongoing commitment and engagement of all agency and school staff. Indeed, both school administrators and agency managers have multiple roles outside of AIFY which come with multiple priorities and often times competing schedules. However, agency managers felt that frequent, face-to-face conversations with administrators was important for successful collaboration. In Year 2, Agency staff and leaders noted disengagement from administrators at some demo schools, specifically related to huddles and co-management meetings.

I think another challenge is admin presence at [huddles]…so at huddles it's…not consistent, and service support is really inconsistent…so I think the intention of those meetings sometimes gets lost. Because I know at some of the other All In For Youth schools those meetings are very admin-led and driven, which I think gives a lot more focus and intentionality to those meetings…whereas ours it's often times us leading those meetings…that just poses some challenges, unfortunately, like setting engagement levels. And you know it's a challenging school, I'm not saying they're [administrators] not wanting to be engaged. I just…think it's just a challenge of this year. — Agency Staff

IN THE LIT

Engaging stakeholders in collaboration is beneficial because it provides an opportunity to integrate and build members' capacities by bringing together many stakeholders with diverse skills and resources. Stakeholder involvement is supported by providing technical assistance to stakeholders (e.g., training), encouragement (e.g., acknowledging innate knowledge), and logistical support (e.g., time to attend meetings; Foster-Fishman et al., 2001).

However, agency managers also noted that some school administrators expressed concerns over a lack of consistent attendance at co-management meetings by certain agency managers. This demonstrates challenges experienced around levels of engagement for the different groups of stakeholders working together in schools. Going forward, agency managers would like to have intentional conversations around the best times to hold co-management meetings so that all parties can consistently attend and be engaged in the collaborative process.

In addition, principal meetings (a meeting of administrators from the demo and non-demo sites in Year 2) also had inconsistent attendance, which limited the value of discussions during the co-management meetings. For Year 3, agency managers proposed greater intentionality around engaging school administrators in the principal and co-management meetings so that these opportunities can give rise to rich conversations about best practices emerging across schools, as well as areas of growth.

IN THE LIT

Research on building community-school relationships shows the importance of effectively and deliberately incorporating teachers into school-based projects. In particular, McMahon et al., (2000) reported that "although there has been little discussion about the role that classroom teachers might play in the development of these initiatives, new collaboratives must include teachers in the planning process, define expectations for them, and ensure that they remain involved during all phases of implementation" (p. 80).

Figuring out how school staff can be involved also poses challenges in the AIFY initiative, since the model was built without clearly defining the role of school staff and how they can support the AIFY work. Agency leaders felt that engaging teachers more in the work of AIFY is currently a missing piece of the initiative. However, with the foundation of relationships established in the first year and strong buy-in to AIFY among principals, agency leaders believe that the initiative is now ready to dedicate greater intentionality to engaging school staff and have them actively involved in the AIFY work.

I think it's a good goal for the next year, because I think that is a piece that's missing right now…and I think we're ready for it now…that intentionality with the teachers. That being said, it does have to come from the principal to drive that, but I think that the principals are at a place now where they could drive that forward…it's key to also the success of the team working in the schools. Because there's way more teachers in the school than there are our staff. And there are [AIFY] staff that are ambitious, and they will go and they will…introduce themselves, but that's not everyone, and even having some sort of bridge or connection, even in a staff meeting or something I think would go a long way. And it changes, that's how you change the culture in the school. The culture in the school can't just be changed by…our team and the principal and then…a couple staff who are all like 'woo-hoo!' – Agency Manager

To some extant, this is already occurring in Year 2. For example, agency and school staff discussed the different ways school staff help identify students and families who may need AIFY supports in school communities (e.g., by talking with an agency staff member, by attending huddle meetings).

Information Sharing

Agency leaders identified information sharing between agencies and schools as a foundational aspect to effective collaboration. Information is necessary to help intentionally inform how services need to be changed or adapted to meet the needs of students and families in the school communities. When there are "reservations around sharing information" it can put "a little bit of stress on the model".

...because [School Board] is a bigger system and there is a lot of like FOIP and confidentiality, if something...magic happens...that we can share data within our partners and within our model, that would be...awesome. It would reduce a lot of paperwork, a lot of tracking and stuff like that...data agility and integration is important in collaboration, for sure. – Agency Manager

IN THE LIT

When structures are developed that allow for effective, frequent, and quick information sharing, collaboration is more successful and service providers are more satisfied with and committed to collaboration (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, & Allen, 2001).

While agency leaders recognized schools had certain legal or ethical codes they were required to follow, agency leaders also suggested better planning in order to develop a "systematized", "unified" way of tracking and sharing information across the demo schools. While some schools have used tools such as spreadsheets to track information about the supports and services received by students and families, others do not have these tracking processes in place. The existing tools and processes used by schools may represent a starting point for intentionally planning how information can be tracked and shared between staff within schools, and with the broader AIFY initiative.

...do certain processes need to be maybe systematized across the demo schools in terms of how information is tracked, how it's stored, how it can be shared, how it can be used, so that you can have access to...that kind of detailed information over time for students? – Agency Manager

Communication across Levels

Communication is always a challenge when working collaboratively with many different stakeholders. In Year 1, communication challenges surfaced around school staff feeling uninformed about the AIFY work occurring with students, and better communication channels were developed between the agency and school staff working in the schools. In Year 2, agency staff and leaders articulated the need for enhanced communication across all levels of the initiative. In particular, they expressed the need to share outcomes and decisions from co-management meetings through some mechanism that would keep agency staff and supervisors informed. Agency staff are especially interested when co-management decisions that relate directly to their work:

There's been times that I've been told things that I've been volunteered to do, and I've heard it from [school] admin in passing, but…it's the first time I'm hearing about it…it's been promised in co-management…But then I'm told by admin and I don't know what they're talking about … because it's never even told to me. – Agency Staff

For agency supervisors specifically, a lack of established processes for agency managers to communicate decisions made at co-management meetings, as well as a sense of being increasingly discouraged from checking in with principals directly, contributed to the perceived knowledge-sharing gap between levels. Regular meetings between agency managers and supervisors that include a specific agenda item for sharing information from co-management meetings was suggested as a positive step by both teams. In addition, agency supervisors suggested that an e-mail highlighting important information discussed at the co-management meeting could also be an efficient way to communicate information without burdening stakeholders with additional meetings.

Collaboration with External Partners

In the AIFY initiative external partners can be from other community agencies, local businesses, or other programs. Some of these partners come from the community (e.g., business owners, local churches) and are connected to the demo schools' student supports (e.g., local businesses offering employment opportunities to older students). Others work in the schools and are connected to the agency staff teams as they work together to support the students and families in schools (e.g., external partners supporting OST programming to give students access to different types of programming). Figure 27 represents the different external partners identified by agency staff and the AIFY agency partners.

IN THE LIT

Strong external relationships with community partners is encouraged and should be nurtured throughout the duration of a collaboration, with particular thought given to building partnerships to meet various needs across different stages of collaboration. These relationships with external partners may help bring to light new ideas and solutions for best practices (Foster-Fishman et al., 2001).

Figure 27. External Partners and Supports Involved in AIFY

Network of External Partners & Supports
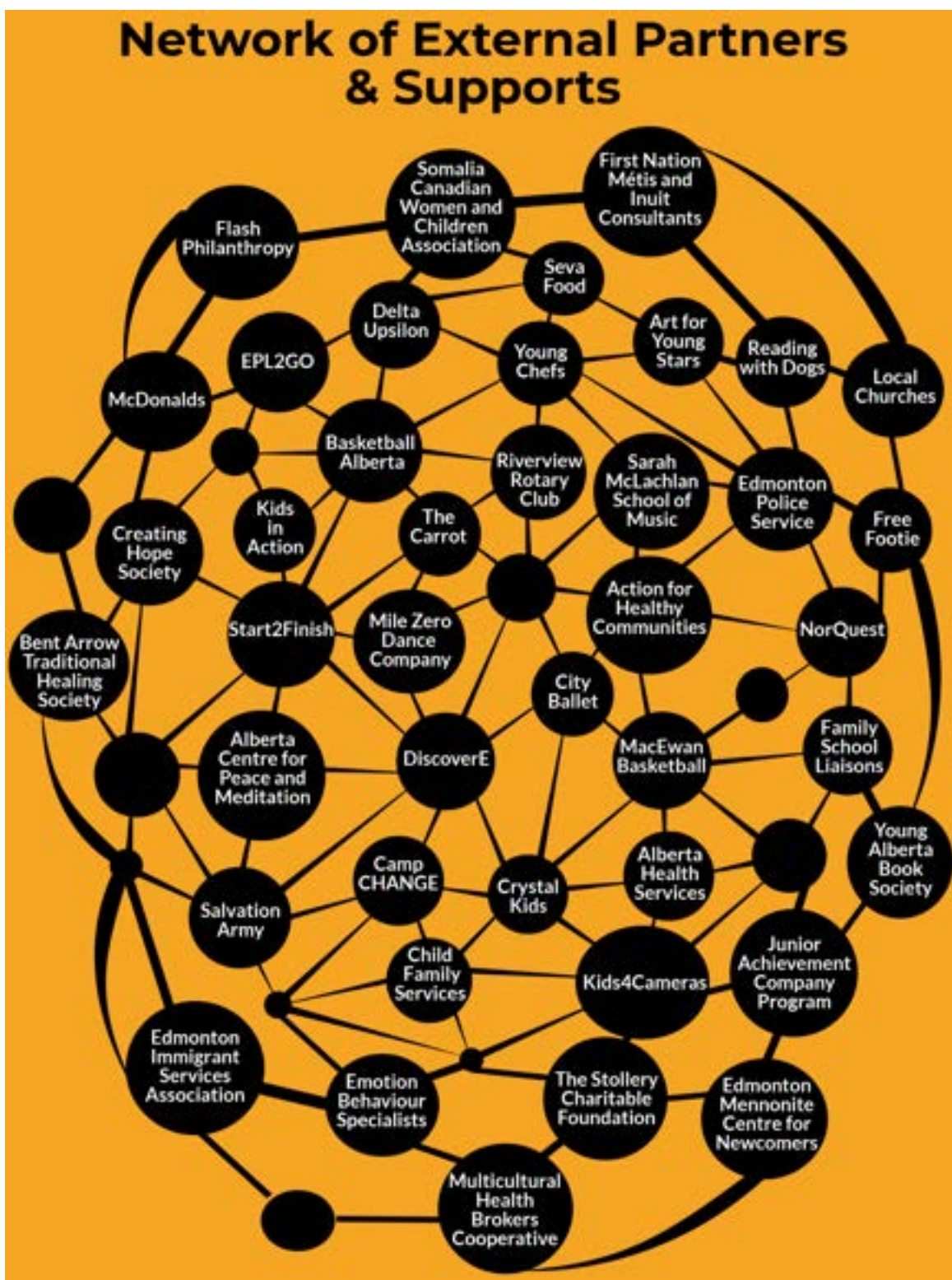
Agency leaders observed greater integration between external partners and the agency staff in Year 2, noting several successes in building partnerships with groups both internal and external to the schools.

> *I think one success[ful] thing is …bringing the community to the school and trying to support in so many different ways. But even looking at that, right. When you're inviting those communities in the school it doesn't mean that there isn't any different interest there. So one thing that was really a success for example…is having other different interests that are coming from the community that doesn't necessarily align with the school's vision of community support for All in for Youth…being able to navigate those relationships so those challenges, and at the same time having the courageous conversations with members of the community…I see success in having them come back to the table, having them be in the school in a way that brings value to everyone, as opposed to shutting them out. So that's a success, to make sure that they're aligned with the vision, with the All in for Youth vision and the school's vison of community support as well. This was a huge success. – Agency Manager*

PRACTICE APPLICATIONS:
PARTNERSHIPS WITH CHILD & FAMILY SERVICES

Agency leaders also felt developing close partnerships with Child and Family Services (CFS) workers was beneficial for helping the agency staff better support students and families. While CFS workers consistently attended huddles at some demo schools, their presence was absent or inconsistent at others. Ideally, agency leaders would like to see CFS workers consistently attending huddles and working with the agency staff to support students and families affected by serious challenges requiring a higher level of intervention.

Figure 28. Agency Staff Integration and Collaboration

Integration and Collaboration

And I think that's one of the differences maybe now this year from previous, from last year, is ...the elements of the All in for Youth initiative are more embedded into the school culture. Now, that's a really broad statement and so that looks different in every single school, but I would say it is a more integrated part of the culture of the school.
– Agency Manager

...we really are part of the school...we're not a separate thing that works in the school... we are just like a part of the school team.
– Agency Staff

Through collaborative practices, agency staff felt included and "part of the school staff and team". Year 1, feeling like an integrated part of the school communities emerged as a major theme. Year 2 saw this theme continue to emerge from discussions with agency staff and leaders, who felt there was even more integration of agency staff in the school communities.

I don't feel like we're...on the ...outside edge of things. I think that's very important for this kind of [work] to be successful, because we aren't regular staff. We're not... teachers...We could be separated out, and I could see how that could happen at the schools, but because they keep us involved I think that's part of why we're so successful. That's a big piece at least.
– Agency Staff

Section Overview
Service Providers

AIFY Relationships

Enablers

- Sense of Safety
- Positive Interactions
- Agency Staff Consistency

Barriers

- Staff turnover
- Reduced face-to-face time
- Persisting challenges

Outcomes

- Positive support for students and families
- Increased understanding of agency roles
- Student engagement
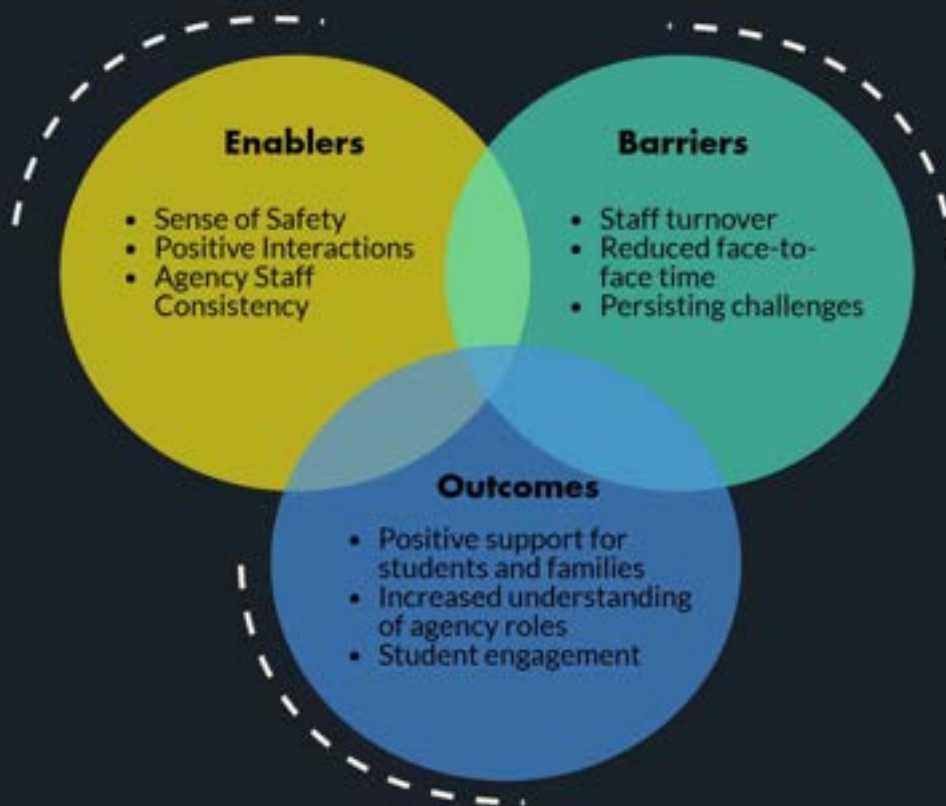
Desired Outcomes for Students and Families

Outcomes should reflect the unique characteristics and goals of each student and family. There is a desire to see results quickly, but agency staff acknowledge that change cannot be expected immediately when working with students and families who have complex needs.

Relationships

Relationships speak to the connections that individuals in the AIFY program have with one another, and these relationships form the foundation for effective collaboration. In Year 1, agency staff worked hard to build relationships with each other, students, families, school administration, and school staff. In Year 2, agency staff talked about the ways they saw these relationships improve.

And the relationships I've built with teachers…this year compared to last year [have] really improved, so a lot of teachers are seeking that out: 'I have this new student, I've talked to the parents, I really want that [support]… – Agency Staff

…being my second year, personally I just feel like I'm making more relationships with students and getting to know more. – Agency Staff

Relationships, especially the relationships built between agency staff and students, take time and energy to build and maintain, and they create the foundation for effective and efficient outcomes.

And also the comfort, the trust. Because when you work with teenagers they're not going to trust you right off the bat. Especially when you're working with teenagers who are in the inner city, at-risk, who don't have a good foundation to begin with. You need a lot of time to actually gain their trust. So that could take 6 months or more, you know. I think a lot of times the higher ups…think that it's so easy to gain a child's trust…maybe for younger kids, but for older kids who have gone through a lot in their lives it takes a really long time. And sometimes you're only scraping the surface… – Agency Staff

I'm a firm believer that if [an agency staff member] has a relationship with a kid, that's what matters at the end of the day…the kid doesn't care what the title is behind my name, or behind…any of our names. They just want to know…you're the person I like, you're the person I trust, right. – Agency Staff

Relationship Enablers

Agency staff and leaders identified three factors they believed help build relationships with students, families, and staff in the school communities: **1) creating a sense of safety; 2) positive interactions; and 3) agency staff consistency.**

Creating a sense of safety for students and families helped agency staff develop relationships with and learn more about students' and families' needs and how to support them.

Figure 29. Relationship Enablers

> *…I have experiences…with kids that were…really shy or kids that…wouldn't come to the program. And then you know I got to…chat with them on the recess playground a few times and then they did come and now…every time they see me they're like 'hey!' They just chat with me like I'm their friend, but…I'm also an adult who can…give them advice and help them. So just having…those safe spaces and opportunities with them…I think is really important. – Agency Staff*

Agency staff also found that creating opportunities for ***positive interactions*** with students and school staff supported strong relationships.

> *in January we had Original Joe's come in, they had this thing called Heart Cart to show appreciation to the teachers so that…they knew…we were there for them…you know, it's from the All in for Youth team, we were able to get them… to come in due to our community coordinator…that really helped…build that connection. The teachers know like 'ok, yeah these guys got my back, these guys are here for me'. And it really helped build that…trust, which is what you need, right. – Agency Staff*

> *…sometimes in the mornings what happens is there's extra time…for doing things. And so myself and our other co-worker, we do [a] morning…kind of conditioning for like basketball…So not only are we reaching you know the [students] from the resiliency scores, but we're reaching…the "jocks", quote unquote, or the athletes. So we're able to work with them in the mornings, give them an opportunity to build relationship[s]. – Agency Staff*

Finally, ***consistency in agency staff*** contributed to relationship building with individuals in the school communities.

> *…and they've taken some learning from last year, right, and we did have some turnover in terms of staff between last and this year, but we did have a lot more consistency. So there was relationships between the teams but also within the schools, so it's not a new face necessarily…they didn't have to start from square one with students at the beginning of the year. They already had that full year, and in some cases longer, to build relationships. So it just makes working with children and families more simple when you've got that time behind you.*
> *– Agency Manager*

PRACTICE APPLICATIONS: RELATIONSHIP-BUILDING

Agency staff experienced some barriers to building strong relationships with stakeholders. Lack of face-to-face time with school staff was identified as one barrier. However, there is an awareness that this is likely attributed to the workload and the nature of some of the AIFY roles.

> *…cause teachers are overwhelmed, they're busy…they're putting out their own fires, we're putting out our own fires and so sometimes…I don't see people very often cause I'm in my office seeing kids, right?*
> *– Agency Staff*

> *I did try and make it intentional that I would talk with a lot more teachers, but then [the] expectations of my job shifted and I'm just not here enough right? – Agency Staff*

Another barrier was related to enduring perceptions of AIFY agency staff from Year 1. In Year 1, there were some challenges and misunderstandings encountered among the school and service provider models of working in some of the demo schools. In Year 2, these challenges were addressed and, in some cases, the agency staff in certain roles changed, but some negative perceptions about agency staff still persisted. For example, in one demo school, the agency staff team (most of whom were new to the school in Year 2) had a hard time forming relationships with some school staff because of negative perceptions school staff had of the agency staff working in their school in Year 1. Agency staff and school staff at this demo school worked throughout the year to build relationships with one another, but negative perceptions based on experiences from the previous year did make this more challenging. This is a useful learning to consider if this model were to be implemented in a new school. New agency staff also had to work hard to gain back the trust that was lost in Year 1 (e.g., with families).

…it was hard for me coming in because there was two people in my position last year, so I'm the third person in this position since we started. So I kind of had to build trust back from people who kind of assumed that I was just going to disappear because people had before. And with the parents too because they'd say 'oh, well I haven't heard from anybody since May' or whatever so I had to build back the trust that I wasn't just going to suddenly disappear and leave them hanging again. So that was a bit of a challenge. – Agency Staff

IN THE LIT

In a review study of interagency collaboration that supports children's mental health, 12 of 18 studies found that inadequate resourcing (i.e., time pressures, clinical demands) prevented members from participating in interagency activities, such as meetings. This was the most commonly identified factor that prohibited collaboration (Cooper, Evans, & Pybis, 2016).

Similarly, 10 of 18 studies found that members' perceived "professional hierarchy," in which they felt other members looked down upon or were treated as an inferior, was prohibitive to the collaboration. Professional hierarchy was the second most cited prohibitive factor (Cooper, Evans, & Pybis, 2016).

Impacts of Relationships

Agency staff attributed relationships formed with students, families, and school staff to specific outcomes (Figure 30).

Figure 30. Relationship Outcomes

Strong relationships with students and families helped agency staff to **better understand their needs.**

> *So I think we can all think of multiple kids where to any one of us they've shared information about something going on in their lives that's really stressful or a trauma they've experienced. We've even had parents come and say [their] kids…won't open up to them or won't say anything or talk about what they're going though, but they've opened up to somebody on the team. And so we're able to then continue that and start supporting the kids and having someone that they can talk to and looking at what supports they need to help them. – Agency Staff*

By building relationships with students and families, agency staff were better able to choose supports for students and families in the school communities.

> *… I'm a firm believer that the parents…I work with they know themselves best, they know their story and they have those answers, do you know what I mean? And it's through that relationship and just walking with them that they're able to find those [answers]. – Agency Staff*

One agency staff attributed established relationships with school staff as a contributing factor to a **better understanding AIFY agency staff roles** and in turn a willingness to support agency staff working within their roles.

> *…now that we have the relationship with the school and we're trusted and they understand what we each do, I think we are all much more able to go back to what our roles are designed to be. – Agency Staff*

Agency staff also found that **students were intentionally seeking out and engaging with the agency staff** they had built relationships with. An example of this is when students noticed when an agency staff member was away and would ask where they were:

> *I think it just comes back down to that relationship piece. And it's funny because if anyone of us is gone,…the kids will come in and they'll be like 'uh, where's [this agency staff]? Where's [this person], like when's she going to be in?' – Agency Staff*

Students also recognized agency staff as supportive, safe adults to talk to at school and to seek out in times of crisis.

> *So I have to deal with a lot of these crisis situations and…I had one student with a panic attack, severe panic attack where I also have to connect with EMS. So a lot of kids are really high risk here, and it seems like they feel comfortable to come to me and let me know that they're in crisis and I deal with that. – Agency Staff*

Capacity Building

Agency staff discussed the different Year 2 capacity building activities they took part in, such as training or professional development, certification in the science of brain development, and solution-focused therapy. Agency staff also delivered classroom presentations to give students and school staff more information about different topics related to student and family wellbeing such as healthy relationships, anxiety and depression, stigma in mental health, self-harming, self-esteem, trauma, stress management, and emotional literacy. Capacity building opportunities were offered depending on the school (e.g., schedules) and topic: bi-weekly or monthly meetings for the whole school year, one-time presentations to different classes/groups, presentations to the entire school staff on a regular basis, school

newsletters, or hand out resources (e.g., articles, videos). One specific example is the topic of trauma-informed practice.

…with these teachers who might have twenty highly traumatized kids in their class and…they [are] trying to get these kids to learn…I think that's one of the things we've talked about a little bit…how do we support teachers more with this trauma informed knowledge that we all have been trained in? How do we kind of bring it together and support the teachers so they can have some of this perspective in terms of approaching the learning for the kids?
– Agency Staff

IN THE LIT

Teachers are often the first to recognize when students are struggling with mental health concerns (Whitley, Smith, Vaillancourt, 2012). For teaching staff, adopting a trauma-informed approach is associated with a greater understanding of monitoring one's own stress so as to "respond rather than react to student behaviours" (Anderson, Bliza, Saastamoinen, 2015, p.129). Moreover, students who receive trauma-informed support in school show fewer symptoms of trauma and depression, and improvements in their grades (Ko et al., 2008).

Desired Outcomes for Students and Families

Agency staff were seeking outcomes for students and families that reflect the unique characteristics of each student and family.

It's hard for me to answer because it's so unique to every family. Each family is unique, what their needs are, what their goals are, their self-directed goals of what they want. – Agency Staff

Students and families play a major role in guiding and informing the goals and outcomes they work towards with the agency staff.

> *Well for me in my work…I want to work and help that student in whatever it is they're looking to achieve. And so they come to me with…what they want to work on…And then through…exploring…how they can get there and giving them the resources and skills they need to achieve that… – Agency Staff*

With this client-led, individualized approach, agency staff work with students and families towards a broad range of outcomes, shown in Figure 31.

Figure 31. Students' and Families' Goals
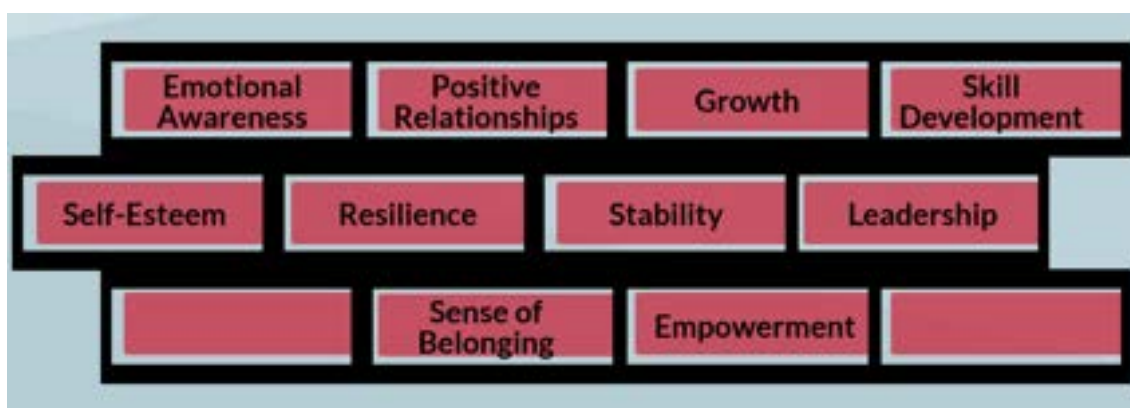
However, agency staff and leaders also stressed that many of their goals for students and families are long-term. There is a desire to see results quickly, but change cannot be expected immediately when working with students and families with complex needs.

> *…we're planting seeds and building skills. – Agency Staff*

> *And just to add on that…with my families I don't see the result right away… because you're starting out [on] the first level, which is like communication. That communication might sometimes take…5 months to build, right. So you don't really see it right away. So for me… I don't focus more on the outcome, I focus more on the relationship from [a] strength-based…point of view. So…the outcome…you might not see it and you get frustrated and you're like 'but I'm doing this, how come you know it's not working out'. But…just being patient and taking your time and knowing that…the change will happen, but it will take time. – Agency Staff*

…many times our worker will get in there, they'll see undiagnosed mental health with mom and dad, housing resources, food bank resources where they need to get that base level of Maslow's hierarchy of needs before that kid is even going to begin to be able to come to school. And where oftentimes the expectation is you have a Roots and Wings worker, you have a mentor hooked up, that kid should be coming to school next week. And it's like no…this is years of multi-generational stuff going on where really, realistically we will start seeing [change] two months down the road. But there's a lot of things that happen, because of our team, to get that kid to start coming two months down the road… just taking a real look at how these services work for that whole ecology of the family…because it's very complicated, but it's something that we see happening every day. – Agency Supervisor

Systems Change

Systems Change

- A process designed to change the status quo
- Aims to create lasting change
- Alters the underlying structures and mechanisms of a system

Abercrombie, Harries, & Wharton, 2015
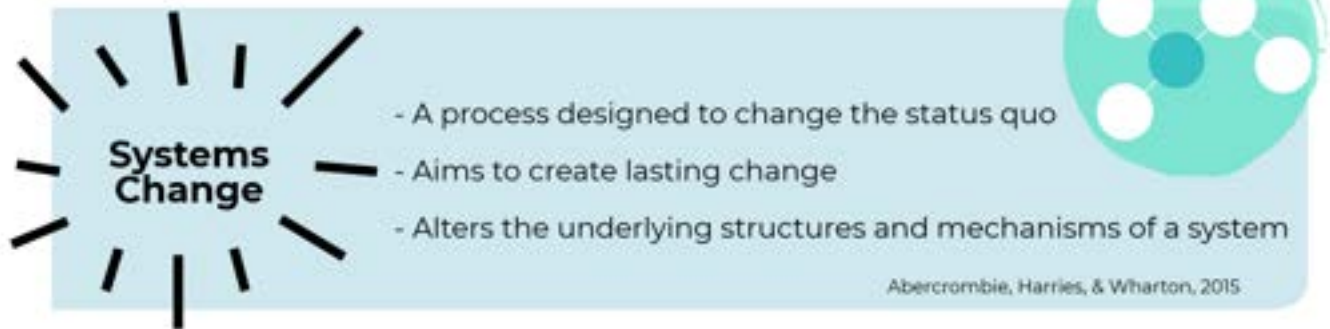
Systems change is about shifting the conditions that maintain the status quo and hold problems in place (Kania, Kramer, & Senge, 2018). These conditions include practices, policies, resources, relationships, power dynamics, and mental models. These conditions exists with varying degrees of visibility (i.e., explicit, semi-explicit, implicit). Some conditions, like practices and resources, are very explicit to most people. They 'see' these things that may be holding systems in place (e.g., lack of financial resources). The less explicit conditions are the most challenging to work on, but if successfully addressed, they can have huge impacts on changing systems.

Figure 32. Six conditions of Systems Change
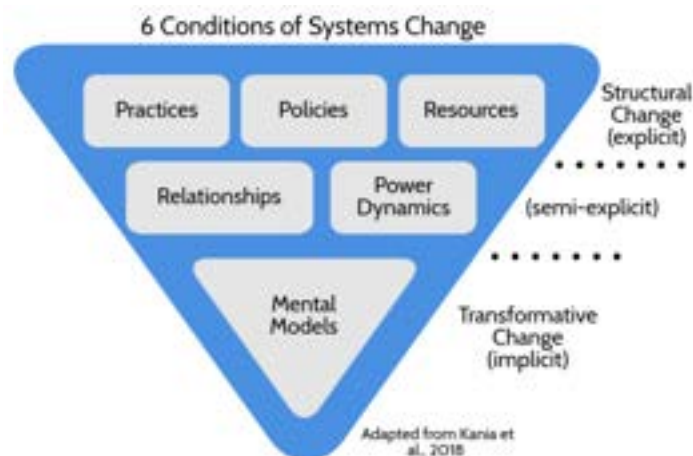
The All In for Youth partnership is working on changing the way supports and services are provided to students and families with complex needs within the school system. The goal is to help students overcome barriers to educational success and help families thrive. This section presents the partnership's progress towards shifting the conditions that underlie AIFY's systems change.

Practices

All In for Youth has changed the ways that schools and community agencies work together to support students and families in the demonstration schools. By embedding teams of agency staff within each school and delivering a comprehensive range of supports and services on-site, AIFY upends the traditional way of delivering supports to children, youth, and families. In Year 1, operational and steering committee partners indicated that collaboration between schools and community agencies has occurred in Edmonton for several years, yet it has never been attempted the way AIFY has modeled its collaborative service delivery (e.g., with multiple agencies and school districts coming together to deliver services to students and families). Rather, services have generally been delivered by individual agencies, working independent of one another and with limited capacity. Typically, students and families access needed non-educational supports outside of the school building and often have to wait a long time before their immediate needs are met. In contrast, AIFY coordinates collaborative supports among agency partners who work in the school building, giving students and families direct and often immediate access to needed supports and services.

Practices: Activities, procedures, and shared work habits

Partners at all levels of the initiative worked on changing their practices/procedures to improve the ways schools and agencies collaborate to support students and families. This continues to be a main focus of their efforts. One early practice change that emerged in Year 1 and continued in Year 2 was around schools' disciplinary practices or procedures. For example, some AIFY schools have changed the way they approach student suspension and expulsion decisions (e.g., by using in-school suspensions more, to keep students in the school building and connected to people working in the school). Another example is schools that created 'calm-down stations' (e.g., in classrooms, in main offices) so students have a safe place to go and calm down, rather than being sent to the main office and have the main office be perceived as a place of discipline. Having AIFY supports in schools gives school the opportunity to respond to students and families in different ways. There are now more options because of the AIFY (e.g., more skilled professionals working in schools) and schools can now consider alternate ways of responding to student and family needs and crisis.

A shared responsibility for the wellbeing of children, youth, and families among AIFY partners has also been established. Collaboration and shared responsibility are the keys to successful implementation and delivery of the AIFY supports.

Policies

While changes to school and agency practices has been dramatic over the first two years of the initiative, policies have been more difficult to influence and, to date, have not been the predominant focus of the AIFY partnership. No written policies from the two partner school districts (EPSB and ECSD) have been changed as a result of the AIFY work, but practice and procedural changes noted by the demo schools will continue to be recorded and may inform later efforts to change school policies relevant to the wellbeing of students and families in school communities.

One area where policy change could be most helpful, based on partner discussions, and where a significant amount of work has unfolded over Year 2 (and will continue throughout year 3), is around data sharing between the partnering community agencies and schools. Existing legislation governing how and with whom schools can share information (FOIP, Children First Act) and a lack of formal data sharing agreements between school and agency partners, has severely constrained partners' abilities to share information across organizations, that would improve the efficiency and effectiveness of the AIFY supports and services. Agencies and schools are working in highly collaborative ways (e.g., collaborative communications, collaborative service implementation and delivery), but this is not necessarily reflected in the data collected about their AIFY activities. Data from the collaborative work continues to be collected differently among partners, with each agency, as well as the individual schools, keeping separate records on the students and families they support.

Building on the foundation of relationships established in Year 1, schools and agencies engaged in discussions to create formal information sharing agreements in Year 2. As a result of these discussions, EPSB is in the process of creating a formal information sharing agreement with two of the AIFY agency partners (The Family Centre and Boys and Girls Clubs Big Brothers Big Sisters). This represents significant progress for the AIFY partnership and resulting work as it will enable better collaboration, information tracking and delivery of coordinated supports for students and families. However, the development of data sharing agreements has highlighted the inherent challenges of modifying procedures entrenched in several levels of governance (e.g., provincial governance, school board governance). ECSD is also supportive of developing its own information sharing agreements with the AIFY community agency partners working in their schools, but representatives from this school district anticipate more time will be needed to develop this kind of formal agreement. It may be several years before ECSD is able to share data with community agencies working in their schools delivering AIFY supports and services. However, there is increasing awareness of this barrier. Over time, more evidence to support this type of information sharing across partners can be created to showcase how it is more

beneficial to students and families in these school communities for partners to share information this way.

Resources

AIFY stakeholders recognize the need to influence and change the ways resources are distributed to deliver supports and services to students and families with complex needs. To be sustainable over time, school-based wraparound models require significant financial resources. While AIFY is currently funded primarily through the non-profit sector and private donors, this is not sustainable in the long term. Uncertainty over whether there will be enough funding to continue implementing the initiative for the planned demonstration period has been an ongoing strain for stakeholders across levels of the initiative (e.g., stakeholders working in the schools, stakeholders making decisions about operations).

Resources: Money, people, knowledge, infrastructure, and other assets

In our conversations with AIFY stakeholders working in the demo schools over the past two years, we have heard how transformational the school-based, collaborative team approach has been for both agency and school staff working to support students and families. Many agency and school staff find it difficult to imagine how their schools would cope with the loss of the AIFY team offering wraparound supports to students and families. Parents and caregivers interviewed in Year 2 of the initiative were especially vocal about what the quality of their lives would be like without access to these supports and services in the schools.

> *I don't know what I would have done without lots of these supports, to be honest…There would be days that I would have probably just said, 'I quit', you know? – Parent*

Many parents and caregivers also felt they would experience a great deal of additional "stress" without being able to access AIFY supports. They also felt they, and their children, would not be doing as well without these supports. In addition to the need to maintain the existing supports, some AIFY stakeholders felt even more support staff in certain service areas (e.g., Roots and Wings family support worker, Mental Health Therapist) were needed to meet the needs of the school community.

In Year 2, the challenge of securing sustainable funding for the initiative persisted. Schools and community partners alone cannot fund this initiative for the long-term. Especially, if a goal is to

scale this initiative out to more schools, ones whose students and families could also benefit from this model of support.

Well, the bottom line is that we're going to have to get the province on board…It's not going to happen without them. And we're going to have to get school boards on side…It's got to be more at a societal level, and the province are the big funders…
– Steering Partner

Other sources of funding are needed to ensure AIFY's sustainability and that adequate resources are available to implement the initiative and its model of support with fidelity to the wraparound principles. As AIFY continues into Year 3, questions persist around securing financial resources for initiative sustainability.

Current AIFY partners are working very hard to secure needed resources to sustain this initiative in the AIFY schools. The AIFY partners share the responsibility of ensuring this initiative is able to operate. As an example of action tied to this shared responsibility, there was a shortfall in Year 2 and partners brought in as many additional financial resources they could to lessen the expected reduction in services for Year 3. This was only a temporary solution. Partners and their organizations may not always be able to contribute additional resources to AIFY given the programming demands of their own organizations.

Sustainable resources remains a challenge for the AIFY initiative. However, support and endorsement for wraparound, school-based supports that address barriers to learning is growing at the school level. Talking about this with AIFY partners, some partners believe that unless there are changes in ways relevant sectors of government (e.g., Education, Children's Services, Health, Justice, Communities and Social Services) fund this type of work in schools, these types of supports cannot be sustained. Funding this work through schools' operational budgets is not sustainable especially when the underlying complex social issues being addressed are not the sole responsibility of the schools. The school is the conduit for access to supports and services. It is arguably one of the few places students and families visit on a regular basis and stay connected to for long periods of time. Targeted funding from the government to support holistic, wraparound work in schools to support student and family wellbeing is needed. In the past decade, there has been government focus and support for issues such as school nutrition and early childhood education and the same needs to be done for holistic, wraparound models of school-based supports for vulnerable students and families.

Relationships

Relationships:
Quality of connections and communication across actors in the system

Relationships are very important to the work of AIFY and the collaborative model of support relies on relationships to effectively deliver services to meet the needs of students and families. Few themes emerge as strongly and consistently in our interviews and focus groups with AIFY stakeholders as relationship-building and collaboration. Identified as one of AIFY's core guiding practice principles and embedded within agency staff's day-to-day interactions, this intentional focus on relationship building among AIFY stakeholders has contributed to strong relationships being established among agency staff teams working in schools. Across Year 1 and 2 of the initiative, this focus on relationship building has also resulted in agency staff developing strong relationships with school staff working in their school communities. Given their different experiences, training, and perspectives, relationships between agency and school staff developed more gradually. This can be explained by ways AIFY shifted and changed the culture of schools. Teachers know their role as educators, but this model asked teachers to make changes to their practice and work differently with students and service providers in their schools. At first, teachers may not have seen their fit or their role in the AIFY model which lead to some challenges and adjustments. However, based on learnings from Year 1, teachers wanted to better understand the purpose of the initiative and the methods of how AIFY was supporting students. They also wanted to be part of the work and be informed about services and supports their students and families were accessing. Teachers are also a valuable partner to the AIFY services as teachers have unique knowledge and understanding about students and families. There are opportunities for information sharing between agency and school staff working with the same students and families. Agency staff and leaders recognize how vital establishing strong relationships with school staff is to AIFY's success in supporting students and families.

It took more time and effort to understand how teachers could work within the model (e.g., teachers becoming more comfortable learning how they can leverage community partners working in schools to support students), but these efforts have led to stronger stakeholder relationships and growing mutual understanding. It is AIFY stakeholders working together and building relationships with one another that propels the AIFY work forward and allows it to effectively support students and families. In Year 3, AIFY will continue to explore ways to engage school staff in the AIFY work and partnership.

There also needs to be improvements in ways this relationship work is accounted for. The relationships established in the AIFY partnership (within and across stakeholder groups) are not

a given. A lot of time and effort has gone into building all of these relationships. This time and energy investment in relationships critical to the work of the initiative should be acknowledged by external bodies that monitor or evaluate partners' work (e.g., ways to account for relationship work in school district reporting, with initiative funders, with external people/groups).

Power Dynamics

Power dynamics surfaced most prominently in discussions with the operational and steering committee partners in Year 1. Operational and steering committee partners noted challenges with navigating power dynamics in the collaborative, given the numerous partnering organizations of different sizes, capacities, and roles. The evaluation team did not conduct interviews with the operational and steering committee in Year 2 and therefore cannot comment specifically on changes in these partner's perceptions of power dynamics. It is important to recognize these tensions and work to share power equitably.

Power Dynamics: Distribution of decision-making power, and formal and informal influence

At the school level, research in school-community partnerships that deliver integrated supports shows that schools may hold a disproportionate share of power in these models (McMahon et al., 2000). This is in part because the school building serves as the site of service delivery, and integration ultimately relies on formal approval from local school authorities. In most of the AIFY demonstration schools, agency and school staff (e.g., school administrators, teachers) perceive their relationship as a true partnership, where agency staff are treated equitably with school staff and share in decision-making about programing and services. This is reflected in a quote from an agency staff member working in one of the demo schools:

> *I think that they see our value…they're like this is a great resource, these people are great to have and I think they try to…utilize us and include us, at least that's the feeling I get. – Agency Staff*

Power imbalances still exist though between some demo schools and community organizations, one instance illustrated in a comment by a school administrator that agency staff are *"partners, but still guests in the [school] building"*. However, as the transition from Year 1 to Year 2 has demonstrated, with continued relationship-building and greater mutual understanding of one another's practices, and perspectives, schools (school admin and school staff) are becoming

more trusting of agency staff. As a result, agency staff feel schools are giving them more decision-making power and autonomy as they work with students and families in the demo schools.

There are also different power dynamics experienced at demo vs. non-demo AIFY schools. Non-demo schools do have some agency staff working in their schools, but do not have the full complement of agency staff working in each of their schools at the same capacity as the demo schools. AIFY agency partners feel that more shifts have occurred in demo schools, where schools and agency partners are learning how to share power to better support students and families in schools. In non-demo schools, agency staff can be treated more like another person working in the school and are not treated as an equal partner in the school. Agency staff feel they are absorbed into the existing culture of the non-demo school, compared to feeling like they work together with the school to shift the culture of the school, using the AIFY collaborative model of support to structure and guide their efforts. Agency staff in these schools feel they have less of a voice when it comes to ways to support students and families. One reason provided by AIFY operational partners for this difference in power dynamics across demo and non-demo schools is related to some mechanisms that are part of the AIFY model of support. For demo schools, they have adopted the AIFY model as a way of working together with their community partners and there are mechanism built into the model (e.g., huddle meetings, co-management meetings) that support collaboration among AIFY stakeholders. It is these mechanisms that can help share and balance power among AIFY stakeholders.

Mental Models

Mental Models: Deeply held beliefs and taken-for-granted assumptions

In Year 1, there were instances where differences in backgrounds, ways of working, and viewpoints served as barriers to AIFY partners working collaboratively within and across levels of the initiative. However, in Year 2, we saw shifts occurring in some stakeholders perceptions of the AIFY model and how it supports students and families in schools. One stakeholder group that experienced this kind of shift in mindset was school staff. In Year 2, more school staff expressed views consistent with trauma-informed practice, recognizing that difficult life circumstances experienced by many students and families in their school communities was contributing to challenges with learning, behaviours, and social interactions. With greater awareness of the wide-ranging effects of chronic stress and trauma on students and families, school staff are better able to see the need for supports and services to address these underlying barriers in order to promote school success. School staff were open to changing their practice to better support students and families in their school communities. Other stakeholders involved in the

AIFY work have also begun shifting their mindsets and evolving in their beliefs and practice. For example, agency staff have had to shift their mindsets about the role of teachers and ways teachers can support the AIFY work in schools. Agency staff have also adapted their practices to better integrate into schools and to be able to work collaboratively with schools. Higher level partners, like funders, have also shifted their mindset about the AIFY work and ways it is impacting the lives of students and families (e.g., a deeper understanding of the longer term nature of associated outcomes). Schools are no longer perceived just as a place where students are taught and learn academics. AIFY schools are seen as 'communities' that engage students and families. Their goals are also to support students and families in all their needs, not just those related to children's education. All AIFY stakeholders are on a journey where their mindset and practice are shifting. So far, they have shown a commitment to grow to together and use the AIFY model as their guide for their work. As the initiative continues to unfold and evolve, they will keep reflecting on their beliefs and assumptions to ensure students and families get the best support possible.

PRACTICE APPLICATIONS: PLANNING FOR SYSTEMS CHANGE

Individuals and organizations trying to implement different working approaches and models in schools face two challenging tasks: 1) developing a prototype, and 2) implementing systems changes (Adelman & Taylor, 2008). Historically, most attention and resources have been directed towards developing and implementing prototypes, often referred to as program 'pilots' or 'demonstrations'. In comparison, relatively little attention has been afforded to the intricacies of planning and facilitating systems changes.

However, the frequent failure of pilot demonstrations to be sustained or replicated on a larger scale has brought systems change to the forefront of these efforts. Developing a fully integrated, comprehensive system of learning supports to address barriers to learning in schools takes time, and requires changes to existing, deeply entrenched systems that perpetuate existing disparities. Systems change is a complex, long-term process that, like developing the initial prototype, requires intentional planning. Adelman and Taylor outline four overlapping phases of systems change that,

"The frequent failure to sustain innovations and take them to scale in school districts has increased interest in understanding systemic change implementation as a central concern in school improvement."

Adelman & Taylor, 2008, p. 80

along with the 6 conditions of systems change outlined at the beginning of this section, can serve as a framework to guide program implementers:

1. **Creating readiness:** Cultivating a climate and culture for change by promoting stakeholder motivation and capacity
2. **Initial Implementation:** Developing and phasing in changes
3. **Institutionalization:** Creating infrastructure to maintain and enhance changes
4. **Ongoing evolution and creative renewal:** Improving quality through continuous learning and adaptation

Currently, activities at phase 3 (Institutionalization) and 4 (improving quality through continuous learning and adaptation) are most relevant to the AIFY initiative and partnership. As the discussion of the 6 conditions of change illustrates, AIFY partners face significant decisions around planning for initiative maintenance beyond the demonstration period, by influencing policies and securing resources. Partners should also develop strategies for maintaining and enhancing the considerable progress the initiative has already achieved towards influencing practice, developing relationships, redistributing power between partners, and shifting mental models around the need to effectively address barriers to learning for students and barriers to family wellbeing.

AIFY Principles

AIFY Principles: Year 2 Progress

In the early phases of the evaluation, the Operational Committee and Evaluation Research Team identified and defined 10 principles that guided the work of the AIFY initiative. Year 1, we assessed how these principles were being upheld based on interview and focus group data from the AIFY stakeholder groups. In Year 2, all ten principles were upheld in some manner, sometimes in ways that push the boundaries of their original definitions. As the initiative evolves and adapts, it is important to continually reflect on and refine the AIFY principles as well. The table below outlines Year 2 progress in upholding and adapting the principles.

Original Principle & Definition	Progress in Year 2
Strength-Based *We acknowledge the strengths of children, youth, and families and we facilitate the use and integration of these strengths in developing strategies to build healthy relationships and school communities.*	• Agency staff report widespread use of a strength-based approach to working with students and families (e.g., recognizing and build on existing strengths of students and families in school communities). • The awareness and use of strength-based approaches expand among school staff.
Collaborative Practice *We foster partnerships and models for communication among AIFY operational committee members, AIFY staff, school staff, children and youth in support of a shared vision, responsibility and accountability for improving child, youth and family outcomes.*	• There is robust evidence of collaboration occurring across all levels of the initiative (i.e., in schools, across partners). • Collaboration among stakeholders working in the schools is strengthened. Agency staff teams, school staff, and school administrators work together in a more integrated and effective way. • There is increased buy-in from school staff this year and they express a desire to be involved in service delivery decisions. • AIFY is continuing to explore best approaches to engage teachers in the work. • Agency leaders are working to develop ways to more effectively communicate information from higher levels of the initiative (i.e., operations management levels, co-management levels) to stakeholders working in the schools.
Relationship-Based *We foster the development and maintenance of healthy, supportive relationships.*	• There are stronger relationships between agency staff and students, and in turn more students are accessing the AIFY supports. • Students recognize agency and school staff as trustworthy, caring, safe adults they can seek for support in the schools. • AIFY agency staff help family members develop better relationships with one another through family counselling, working through past trauma, and providing education in emotional and interpersonal skills.
Wraparound *We coordinate supports to remove barriers to meet the complex needs of children, youth, and families and foster healthy environments for teaching and learning.*	• AIFY helps remove family barriers to accessing supports and services such as lack of knowledge, financial barriers, transportation barriers, and fear of judgement. • Stigma tied to families accessing supports is reduced. • By addressing students' barriers to learning (especially non-academic barriers, such as social and behavioural needs), agency staff are allowing teachers to focus more on the teaching and learning of students.

Original Principle & Definition	Progress in Year 2
Capacity Building *We build upon the capacities of children, youth, and families to enhance their skills and abilities and promote success in their lives or work.*	• Agency staff, school staff and administrators, and other caring adults are helping students work on their academic, career, and personal goals. These efforts are helping to promote students' resilience, social competence, emotional and mental wellbeing, and academic success. • AIFY supports helped parents and caregivers navigate complex systems, secure resources, and achieve greater stability in their lives. • Outside of the current definition of this principle, agency staff are also building their own capacity to support students and families (e.g., taking part in training to better understand how to support the complex needs of students and families). • Agency staff are also supporting the capacity of school staff by creating opportunities for school staff to gain knowledge about ways to support students and families with complex needs (e.g., presentations to school staff about trauma-informed practice).
Evidence-Informed Decision Making *We use valid, reliable evidence to make decisions about service delivery.*	• Agency staff and leaders are using valid and reliable evidence, such as commonly used quantitative measures, to inform decisions about service delivery (e.g., school resiliency survey data, school assessments, attendance rates). • School and agency staff also relied on and identified their observations and interactions with students and families as important information they use in their decision-making. This emphasizes the range of evidence used by stakeholders to inform service delivery and the importance of knowledge sharing between stakeholder groups.
Sense of Belonging *We foster a sense of belonging in children, youth, and families so they feel more connected to their schools, school communities, and one another.*	• Through connections with the agency staff and involvement in AIFY activities, students are building friendships with their peers and developing a sense of belonging in their school communities. • Families feel welcome in the schools and are becoming increasingly engaged in their school communities. • Agency staff establish relationships with parents that bridge relationships between school staff and families and deepen the connections between parents and schools.
Family-Centric *We acknowledge, respect and engage the families in playing a crucial role in the lives of the children and youth served.*	• AIFY stakeholders recognize families as profoundly important to students' development, and are working to empower parents and caregivers • Agency staff work with school staff and administrators to increase family engagement by organizing school-based events and socialization opportunities (e.g., coffee groups, family nights, BBQ's), and extend supports directly to families. • Agency and school staff place a greater emphasis on parents' autonomy by working with parents to identify goals and needed supports for themselves and their children.
Outcomes-Based *We focus on creating better outcomes for children, youth, and families.*	• Agency staff take an individualized, client-led approach to their work. They collaborate with students and families to identify unique, personal goals such as emotional awareness, empowerment, growth, and resilience. • All stakeholder groups recognized the importance of defining success differently for each child and family.

| Original Principle & Definition	Progress in Year 2
Systems Change *We inform and create systems change about school-based models of service delivery to better support positive outcomes for children, youth, and families.*	• Agencies and schools are developing a better understanding of one another's practices and policies, and are continuing to explore ways to fully integrate. • Schools continue to grapple with how to balance an educational focus with the goals and objectives of the different AIFY supports/services. • The AIFY agency staff contribute to shifts in teachers' perspectives, with school staff starting to adopt trauma-informed practices in their work. • Ongoing challenges with information sharing between agencies and schools can act as barriers to integration. Stakeholders request the development of information sharing processes that can help them to support students and families in the school communities more efficiently and effectively (e.g., information sharing agreement between agencies and schools). • School administrators recognize the importance of advocating for AIFY to secure sustainable funding for the supports from school boards and government.

Recommendations

Year 2 Recommendations

When we spoke in interviews and focus groups with each of the six AIFY stakeholder groups (school administrators, school staff, agency leaders, agency staff, students, and families), we asked participants to share recommendations about how the AIFY initiative could better support students and families. This section outlines the recommendations gathered from these conversations. In addition, stakeholders also shared current effective practices (e.g., practices some demo schools have used to support collaboration between school and agency staff) which can be considered recommendations given that they are practices that may not be employed by other schools/stakeholders.

Recommendations are presented by **stakeholder group** and then broken out into four themes: 1) *individual capacity*; 2) *relational capacity*; 3) *organizational capacity*; and 4) *programmatic capacity*. These themes represent the core elements of an integrative framework for building the capacity of a collaborative partnership (Foster-Fishman, Berkowitz, Lounsbury, Jacobson, & Allen, 2001). According to this framework (summarized in Figure 33), collaborations require capacity at four levels: within their members (individual), within members' relationships (relational), within the organizational structure (organizational), and within the programs offered (programmatic).

Figure 33. Integrative Framework for Building Collaborative Capacity (Foster-Fishman et al., 2001)
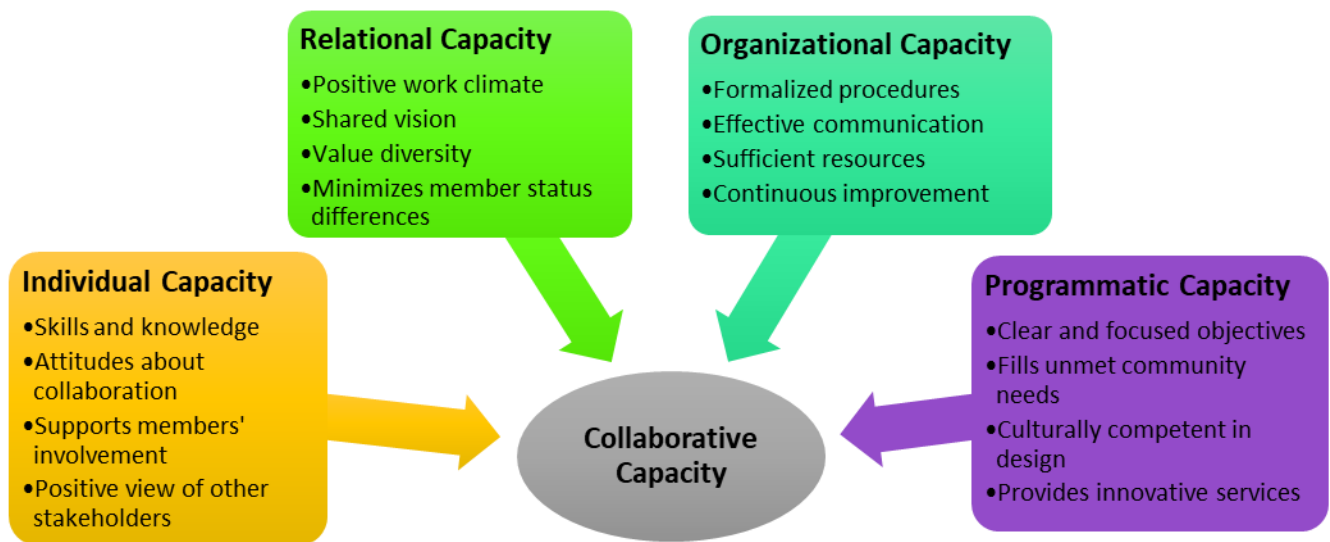
This framework is a useful way to organize the AIFY recommendations both within and across stakeholder groups and may be used to draw broader recommendations for the individual, relational, organizational, and programmatic levels of the AIFY initiative. This section ends with a summary of the recommendations that were identified across stakeholders groups.

1. Stakeholder: School Administrators

The following recommendations and promising practices emerged from school administrators unless otherwise indicated.

Building Individual Capacity

- Define each staff member's roles (agency staff and specialized school staff that are not teachers) in the school to improve knowledge and understanding of one another's roles in order to minimize overlap or 'stepping-on-toes' and ultimately increase service-delivery efficiency.
- Provide information and teaching about resiliency survey to school staff and students to increase the usefulness of the resiliency survey.
- Offer more activities that welcome parents into the school (e.g., parent night, talent show, mentor celebrations) in order to get parents more engaged in the school.

Building Relational Capacity

- Support the integration of different perspectives of school and agency staff, students, and families in order to increase appreciation of different roles.

Building Organizational Capacity

- Identify effective strategies used in schools and celebrate successes to boost staff morale, share broad successes with community to increase visibility and impacts of AIFY initiative.
- Align agency and school staff schedules, particularly holiday schedules, to minimize gaps in service delivery.
- Use huddles as a venue for case management.
- Develop methods to keep teachers informed about supports students and families are receiving that respect student confidentiality (e.g., how to pass on necessary information only).
- Enhance internal communication systems to better track interventions and work being done to meet students' needs and growth.
- Implement succession planning strategies (e.g., for agency staff roles) to prevent gaps in service delivery if an agency staff member leaves the school.
- Offer more professional development and learning opportunities (e.g., teaching around resiliency survey, importance and nuances of data collection for the initiative).

Building Programmatic Capacity

- Measure student growth (e.g., literacy scores) rather than solely focusing on whether they meet grade expectations.

2. Stakeholder: School Staff (e.g., Teachers, Admin Assistants)

The following recommendations and promising practices emerged from school staff unless otherwise indicated.

Building Individual Capacity

- Define agency staff roles in order to foster better understanding of role expectations among school staff.

Building Relational Capacity

- Support student relationship building with caring adults by having agency staff visit classrooms more (i.e., for presentations by agency staff; just to interact with students). This can also help agency staff also build relationships with school staff.
- Debrief with school staff about student needs/supports; share information to support collaborative efforts between school and agency staff to support students and families.

Building Organizational Capacity

- Develop a monitoring system to track when and how staff (e.g., agency staff, school staff) interact with students and/or families to encourage follow through with supports.
- Increase communication between agency and school staff about when, how often, and why a student will be removed from class for AIFY supports.
- Develop guidelines for communicating with parents/families about any new programs/supports a student joins (e.g., if a student signed up for a new club, teachers want to ensure families know about this; do not want parents calling teacher asking where child is after school when child is in programming).
- Create a shared internal communication platform to facilitate timely and effective broad scope information sharing (e.g., to help keep people informed who cannot attend meetings, like huddles).
- Reduce agency staff turnover or have succession plans to address this turnover so disruption in support is minimal.

Building Programmatic Capacity

- Provide healthier food options to students.
- Improve the packaging of leftover food to prevent the food from spoiling quickly.
- Increase the accessibility of the resiliency survey to accommodate students' needs (e.g., ease of survey use, student attention span) to help generate more accurate survey results (e.g., provide one-to-one support to help complete survey, paper and pencil format if desired).

3. Stakeholder: Agency Leaders

The following recommendations and promising practices emerged from agency leaders unless otherwise indicated.

Building Individual Capacity

- Identify and develop shared goals that can help agency staff prioritize their work. Without this focus, it is difficult to determine what to focus on when there are competing needs for outcomes or work expectations.
- Need ways to better manage and balance organizational goals and workload versus collaborative AIFY expectations.

Building Relational Capacity

- None identified

Building Organizational Capacity

- Use qualitative data, rather than quantitative data, to reflect the collaboration between agency staff. Quantitative data may not accurately represent the nuances of the collaborative work among agency staff teams.
- Find ways to capture the complexities of the wraparound support model (e.g., activities that rely on multiple organizations, how to show the complexities of this type of work).
- Help school stakeholders manage expectations of students/families results related to results interventions with agency staff. Results will not happen quickly for some students/families. Sometimes a whole family may need a complex set of supports/services to address basic needs as well as impacts of generational trauma before changes can be expected in student or family behaviour.
- Designate time for principal meetings (among demo school principals; among all AIFY school principals) to facilitate information sharing and provide opportunities for reflection and learning.
- Implement clear conflict resolution guidelines to help staff working in schools navigate challenges or disagreements.
- Create procedures or guidelines that help competing outcomes coexist (e.g., determining how an activity will provide outcomes to multiple agencies).

Building Programmatic Capacity

- Dedicate space for agency staff to work with students, and consider adapting the amount of space available to agency staff to accommodate increasing caseloads and to meet the different needs of programming (e.g., group work vs. individual meetings).
- Stakeholders working with student and families should receive resiliency survey results earlier to inform work with students

4. Stakeholder: Agency Staff

The following recommendations and promising practices emerged from agency staff unless otherwise indicated.

Building Individual Capacity

- Distribute funder reports to agency staff to create opportunities for reflection and learning.

Building Relational Capacity

- Establish shared goals so that staff working in schools are united in their efforts.

Building Organizational Capacity

- Create communication systems for agency and school staff to discuss ways they are supporting students within and outside of the classroom; keep each other informed to collaborate and offer consistent support to students.
- Establish a set of school based procedures or guidelines to enable agency staff to connect a family to supports even if the agency staff is not in the school (e.g., establish notification procedures to alert agency staff of family support needs even if agency staff is not present in the school; email notification communication procedures). These guidelines will preclude wait times.
- Provide feedback (e.g., evaluation findings) for each individual demo school (e.g., not findings summarized across schools) to enable schools to better understand their specific strengths and areas of growth.
- Provide agency staff with more time for program planning to enhance efficient service delivery.
- Establish registration processes for some activities to facilitate intentional and organized programming (e.g., OST registration implemented at some schools, not all OST programs do drop-in).
- Allocate more funds to support programming and enhance service delivery (e.g., more funds for expenses related to programming with students; can help improve activities offered in some programs or activities that agency staff can do with students/families in their efforts to work and build relationships with students and families)
- Hire more agency staff to support heavy workload that exists for some agency staff (e.g., caseloads at capacity, but more students/families still in need of support; more requests for supports/services, but service provider is working at capacity with current staffing/volunteer support)
- Advertise and recruit more volunteers to help mentor students.
- Secure long-term funding (e.g., from government) so some security established and can know if AIFY initiative will become permanent model in schools.

Building Programmatic Capacity

- Provide resiliency survey results earlier to help inform decisions around supports needed by students.
- Deliver resiliency survey results to all students in a given class to reduce stigma of providing results to only certain students.
- Have therapeutic, safe spaces available for students to use when they are in crisis, unable to meet individually with staff, or need access to wellbeing space.
- Dedicate space for agency staff to work with students, and consider adapting the amount of space available to agency staff to accommodate increasing caseloads and to meet the different needs of programming (e.g., group work vs. individual meetings; as school populations grow the needs will continue to grow).

5. Stakeholder: Students

The following recommendations and promising practices emerged from students unless otherwise indicated.

Building Individual Capacity

- None identified

Building Relational Capacity

- All staff working in schools speak respectfully to students all the time (e.g., whether speaking one-on-one with students or with family present).
- Greet students by name in schools and check in with them (e.g., ask how their day is going), help students feel connected to and welcomed by the school.

Building Organizational Capacity

- Decrease wait times for some supports (e.g., agency staff may be busy with other students and students also wanting to talk to or work with that agency staff member have to wait).

Building Programmatic Capacity

- Offer more diverse activities for students (e.g., vary activities each year, offer more educational activities).

6. Stakeholder: Families

The following recommendations and promising practices emerged from parents/caregivers unless otherwise indicated.

Building Individual Capacity

- Enhance the visibility of programs/supports available to increase families' knowledge of all the different types of services and supports they can access in the schools.

Building Relational Capacity

- Allocate more resources for translation supports to assist the increasing newcomer populations who require these services to connect with resources.
- Improve sensitivity to and respect for different cultures by integrating different cultural values into existing programming activities.
- Inform families, in a timely way, of agency staff turnover to help prepare students for these changes in their life. Losing connection to a trusted adult in their life can be a significant change if a student had a strong relationship with an agency staff member.

Building Organizational Capacity

- Decrease wait time to access services (some instances where it took a while to connect a student to an agency staff member).

Building Programmatic Capacity

- Offer drop-in family counselling to support the child and their family, as well as support the home-school connection.
- Improve families' abilities to access transportation support (e.g., help families connect to programs that provide them with proper identification, connect them to programs that offer low-income bus passes throughout the summer months)
- Provide year round supports for students, supports don't stop over the summer; Also, help students transition to supports in new schools (e.g., if a student is transitioning from elementary to junior high and they were receiving supports in elementary).

Summary of Recommendations across Stakeholder Groups

The following summary highlights the key recommendations that were most consistently identified across stakeholder groups:

Building Individual Capacity

- Define roles of staff working in schools, mostly pertains to agency staff roles, but can also be applied to specialized school staff (e.g., consultants working in schools from the District, school staff that are not teachers, but also work with students).

Building Relational Capacity

- Increase communication between agency and school staff about when, how often, and why a student will be removed from class for supports.
- Establish shared goals so all staff working in schools are united in where and how they focus their efforts.

Building Organizational Capacity

- Enhance internal communication systems to track AIFY work (e.g., track follow through of support plans), student progress, outcomes from AIFY work.
- Reduce agency staff turnover or more quickly fill the gap in service experienced when an agency staff member leaves a school.
- Develop guidelines that balance students' confidentiality and information shared to debrief teachers about the supports and services students and their families are accessing.

Building Programmatic Capacity
- Allocate more space for AIFY work (e.g., space to work with students, space for agency staff to work in) and have spaces that fit the different service-delivery formats (i.e., spaces for individual vs. group work).
- Receive resiliency survey results earlier to inform work with students.

References

References

Aarons, G. A., Sommerfeld, D. H., Hecht, D. B., Silovsky, J. F., & Chaffin, M. J. (2009). The impact of evidence-based practice implementation and fidelity monitoring on staff turnover: Evidence for a protective effect. *Journal of Consulting and Clinical Psychology, 77*(2), 270-280. doi:10.1037/a0013223

Abercrombie, R., Harries, E., & Wharton, R. (2015). *Systems change: A guide to what it is and how to do it*. Retrieved from https://www.thinknpc.org/publications/systems-change/

Adelman, H. S., & Taylor, L. (2008). *Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students.* New York, NY: Scholastic Inc. Retrieved from http://smhp.psych.ucla.edu/rebuild/RebuidlingV11RD28.pdf

Alaimo, K., Olson, C. M., Frongillo, E. A., & Briefel, R. R. (2001). Food insufficiency, family income, and health in US preschool and school-aged children. *American Journal of Public Health, 91*(5), 781-786.

Anderson, E., Blitz, L. V., & Saastamoinen, M. (2015). Exploring a school-university model for professional development with classroom staff: Teaching trauma-informed approaches. *School Community Journal, 25*(2), 113-134.

Anderson, J. A., Houser, J. H. W., & Howland, A. (2010). The full purpose partnership model for promoting academic and socio-emotional success in schools. *School Community Journal, 20*(1), 31-54.

Anderson-Butcher, D., & Ashton, D. (2004). Innovative models of collaboration to serve children, youths, families, and communities. *Children & Schools, 26*(1), 39-53. doi:10.1093/cs/26.1.39

Beier, S. R., Rosenfeld, W. D., Spitalny, K. C., Zansky, S. M., & Bontempo, A. N. (2000). The potential role of an adult mentor in influencing high-risk behaviours in adolescents. *Archives of Pediatric Adolescent Medicine, 154*(4), 327-331. doi:10.1001/archpedi.154.4.327

Black, R., Lemon, B., & Walsh, L. L. (2010). *Literature review and background research for the National Collaboration Project: Extended service school model*. Australia: DEEWR and Department of Education, Western Australia.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge MA: Harvard University Press.

Brooks, R., & Goldstein, S. (2008). The mindset of teachers capable of fostering resilience in students. *Canadian Journal of School Psychology, 23*(1), 114-126. doi:10.1177/0829573508316597

Bruns, E. J., Walker, J. S., Zabel, M., Matarese, M., Estep, K., Harburger, D.,…Pires, S. A. (2010). Intervening in the lives of youth with complex behavioural health challenges and their families: The role of the wraparound process. *American Journal of Community Psychology, 46*(3-4), 314-331. doi:10.1007/s10464-010-9346-5

Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community partnership approach to empowering students. *Professional School Counseling, 12*(2), 149-156. doi:10.1177/2156759X0801200202

Bulger, S., & Watson, D. (2006). Broadening the definition of at-risk students. *Community College Enterprise, 12*(2), 23-32.

Burns, B. J., Costello, E. J., Angold, A., Tweed, D., Stangl, D., Farmer, E. M., & Erkanli, A. (1995). Children's mental health service use across service sectors. *Health Affairs, 14*(3), 147-159. doi:10.1377/hlthaff.14.3.147

Cappella, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K., & Glisson, C. (2008). Enhancing schools' capacity to support children in poverty: An ecological model of school-based mental health services. *Administration and Policy in Mental Health, 35*(5), 395–409. doi:10.1007/s10488-008-0182-y

Cattermole, J., & Robinson, N. (1985). Effective home/school communication –from the parents' perspective. *Phi Delta Kappan, 67*(1), 48-50.

Christenson, S. L., & Sheridan, S. M. (2001). *School and families: Creating essential connections for learning*. New York, NY: Guilford Press.

Cooper, M., Evans, Y., & Pybis, J. (2016). Interagency collaboration in children and young people's mental health: A systematic review of outcomes, facilitating factors and inhibiting factors. *Child: Care, Health and Development, 42*(3), 325-342. doi:10.1111/cch.12322

Crowson. R. L., & Boyd, W. L. (1993). Coordinated services for children: Designing arks for storms and seas unknown. *American Journal of Education, 101*(2), 140-179. doi:10.1086/444037

Daniel, G. (2011). Family-school partnerships: Towards sustainable pedagogical practice. *Asia-Pacific Journal of Teacher Education, 39*(2), 165-176. doi:10.1080/1359866X.2011.560651

De Witte, K., Cabus, S., Thyssen, G., Groot, W., & Maassen van den Brink, H. (2013). A critical review of the literature on school dropout. *Educational Research Review, 10*, 13-28. doi:10.1016/j.edurev.2013.05.002

Deahl, M. (2000). Psychological debriefing: Controversy and challenge. *Australian and New Zealand Journal of Psychiatry, 34*(6), 929-939. doi:10.1046/j.1440-1614.2000.00828.x

Dempsey, I., & Dunst, C. J. (2004). Helpgiving styles and parent empowerment in families with a young child with a disability. *Journal of Intellectual and Developmental Disability*, *29*(1), 40–51. Doi:10.1080/13668250410001662874

Durlak, J. A, & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills*. Collaborative for Academic, Social, and Emotional Learning. Retrieved from https://files.eric.ed.gov/fulltext/ED505368.pdf

Epstein, J. L. (1987). Toward a theory of family-school connections: Teacher practices and parent involvement. In K. Hurrelman, F. Kaufmann, & F. Losel (Eds.), *Social intervention: Potential and constraints* (pp. 121-136). New York, NY: DeGruyter.

Farmer, E. M. Z., Burns, B. J., Phillips, S. D., Angold, A., & Costello, E. J. (2003). Pathways into and through mental health services for children and adolescents. *Psychiatric Services, 54*(1), 60-66. doi:10.1176/appi.ps.54.1.60

Fehrer, K., & Leos-Urbel, J. (2016). "We're one team": Examining community school implementation strategies in Oakland. *Education Sciences, 6*(3), 26. doi:10.3390/educsci6030026

Fong Lam, U., Chen, W., Zhang, J., & Liang, T. (2015). It feels good to learn where I belong: School belonging, academic emotions, and academic achievement in adolescents. *School Psychology International, 36*(4), 393-409. doi:10.1177/0143034315589649

Foster, C. E., Horwitz, A., Thomas, A., Opperman, K., Gipson, P., Burnside, A.,…King, C. A. (2017). Connectedness to family, school, peers, and community in socially vulnerable adolescents. *Children and Youth Services Review, 81*, 321-331. doi:10.1016/j.childyouth.2017.08.011

Foster-Fishman, P. G., Berkowitz, S. L., Lounsbury, D. W., Jacobson, S., & Allen, N. A. (2001). Building collaborative capacity in community coalitions: A review and integrative framework. *American Journal of Community of Psychology, 29*(2), 241-261. doi:10.1023/A:1010378613583

Freeman, J., & Simonsen, B. (2015). Examining the impact of policy and practice interventions on high school dropout and school completion rates: A systematic review of the literature. *Review of Educational Research, 85*(2), 205-248. doi:10.3102/0034654314554431

Green, A. E., Albanese, B. J., Shapiro, N. M., & Aarons, G. A. (2014). The roles of individual and organization factors in burnout among community-based mental health service providers. *Psychological Services, 11*(1), 41-49. doi:10.1037/a0035299.

Grella, C. E., Hser, Y. I., Joshi, V., & Rounds-Bryant. J. (2001). Drug treatment outcomes for adolescents with comorbid mental and substance use disorders. *The Journal of Nervous and Mental Disease, 189*(6), 384-392.

Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health held-seeking in young people: A systematic review. *BMC Psychology, 10*(113). doi:10.1186/1471-244X-10-113

Haines, S. J., Gross, J. M. S., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering family-school and community-school partnerships in inclusive schools: Using practice as a guide. *Research and Practice for Persons with Severe Disabilities, 40*(3), 227-239. doi:10.1177/1540796915594141

Hall, J. C. (2003). *Mentoring and young people: A literature review*. Retrieved from https://www.educationandemployers.org/wp-content/uploads/2014/06/mentoring-and-young-people-hall.pdf

Hammond, W. (2010). *Principles of strength-based practice.* Retrieved from http://www.ayscbc.org/Principles%20of%20Strength-2.pdf

Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health, 103*(5), 813-821. doi:10.2105/AJPH.2012.301069

Heers, M., Van Klaveren, C., Groot, W., & Maassen van den Brink, H. (2016). Community schools: What we know and what we need to know. *Review of Educational Research, 86*(4), 1016-1051. doi:10.3102/0034654315627365

Henderson, A., Jacob, B., Kernan-Schloss, A., & Raimondo, B. (2004). *The case for parent leadership*. Lexington, KY: The Pritchard Committee for Academic Excellence.

Kania, J., Kramer, M., & Senge, P. (2018). *The water of systems change*. Retrieved from http://efc.issuelab.org/resources/30855/30855.pdf

Kim, J. (2017). *Building transformative school-community collaboration: A critical paradigm.* (Doctoral dissertation). Retrieved from https://scholarworks.iupui.edu/bitstream/handle/1805/12834/Kim_iupui_0104D_10187.pdf?sequence=1

Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M.,…Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice, 39*(4), 396-404. doi:10.1037/0735-7028.39.4.396

Lee, D., Olson, E. A., Locke, B., Michelson, S. T., & Odes, E. (2009). The effects of college counseling services on academic performance and retention. *Journal of College Student Development, 50*(3), 305-319. doi:10.1353/csd.0.0071

Ma, X. (2003). Sense of belonging to school: Can schools make a difference? *The Journal of Educational Research, 96*(6), 340-349. doi:10.1080/00220670309596617

McGregor, G., Mills, M., te Riele, K., Baroutsis, A., & Hayes, D. (2017). *Re-imagining schooling for education: Socially just alternatives*. London, United Kingdom: Palgrave Macmillan. doi:10.1057/978-1-137-59551-5

McMahon, T. J., Ward, N. L., Kline Pruett, M., Davidson, L., & Griffith, E. E. H. (2000). Building full-service schools: Lessons learned in the development of interagency collaboratives. *Journal of Educational and Psychological Consultation, 11*(1), 65-92. doi:10.1207/s1532768Xjepc1101_05

McMillan, J. H., & Reed, D. F (1994). At-risk students and resiliency: Factors contributing to academic success. *The Clearing House, 67*(3), 137-140. doi:10.1080/00098655.1994.9956043

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology, 57*, 487-503. doi:10.1146/annurev.psych.56.091103.070258

Morse, G., Salyers, M. P., Rollins, A. L., Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in mental health services: A review of the problem and its remediation. *Administration and Policy in Mental Health, 39*(5), 341-352. doi:10.1007/s10488-011-0352-1

O'Keeffe, P. (2013). A sense of belonging: Improving student retention. *College Student Journal*, *47*(4), 605-613.

Ollendick, T. H., Jarrett, M. A., Grills-Taquechel, A.E., Hovey, L. D., & Wolff, J. C. (2008). Comorbidity as a predictor and moderator of treatment outcome in youth with anxiety, affective, attention

deficit/hyperactivity disorder, and oppositional/conduct disorders. *Clinical Psychology Review, 28*(8), 1447-1471. doi:10.1016/j.cpr.2008.09.003

Oreopoulos, P. (2007). Do dropouts drop out too soon? Wealth, health and happiness from compulsory schooling. *Journal of Public Economics, 91,* 2213-2229. doi:10.1016/j.jpubeco.2007.02.002

Powell, D. S., Batsche, C. J., Ferro, J., Fox, L., & Dunlap, G. (1997). A strength-based approach in support of multi-risk families: Principles and issues. *Topics in Early Childhood Special Education, 17*(1), 1-26.

Prodente, C., Sander, M., Hathaway, A., Sloane, T., & Weist, M. (2002). Children's mental health: Partnering with the faith community. In H. S. Ghuman, M. D. Weist, & R. M. Saries (Eds.), *Providing mental health services to youth where they are: School-and other community-based approaches* (pp. 209-224). New York, NY: Taylor-Francis.

Qu, S., Chattopadhyay, S., & Hahn, R. (2016). High school completion programs: A community guide systematic economic review. *Journal of Public Health Management and Practice, 22*, E47-E56.

Quinn, J., & Dryfoos, J. (2009). Freeing teachers to teach: Students in full-service community schools are ready to learn. *American Educator, 33*(2), 16-21.

Rhodes, J. E. (2004). The critical ingredient: Caring youth-staff relationships in after-school settings. *New Directions for Student Leadership, 2004*(101), 145-161. doi:10.1002/yd.75

Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical Child and Family Psychology Review, 3*(4), 223-241.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493-529. doi:10.3102/0034654311421793

Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory and Review, 5*(4), 243-258. doi:10.1111/jftr.12022

Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorders. *British Journal of Psychiatry, 147*(6), 598-611. doi:10.1192/bjp.147.6.598

Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment and Human Development, 14*(3), 213-231. doi:10.1080/14616734.2012.672262

Sanders, J., & Munford, R. (2016). Fostering a sense of belonging at school-five orientations to practice that assist vulnerable youth to create a positive student identity. *School Psychology International, 37*(2), 155-171. doi:10.1177/0143034315614688

Sanders, M. (2016). Leadership, partnerships, and organizational development: Exploring the components of effectiveness in three full-service community schools. *School Effectiveness and School Improvement, 27*(2), 157-177. doi:10.1080/09243453.2015.1030432

Shankar, N. (2016). *Addressing children's trauma in education: A case for teacher training.* (Master's thesis). Retrieved from https://search.proquest.com/docview/1870784828?pq-origsite=gscholar

Sheridan, S. M., & Kratochwill, T. R. (2007). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.

Sieving, R. E., McRee, A., McMorris, B. J., Schlafer, R. J., Gower, A. L., Kapa, H. M.,…Resnick, M. D. (2017). Youth-adult connectedness: A key protective factor for adolescent health. *American Journal of Preventive Medicine, 52*(3S3):S275-S278. doi:10.1016/j.amepre.2016.07.037

Spong, S., Waters, R., Dowd, C., & Jackson, C. (2013). *The relationship between specialist child and adolescent mental health services (CAMHS) and school- and community-based counseling for children and young people*. Retrieved from https://www.researchgate.net/publication/268153470

Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond involvement and engagement: The role of the family in school-community partnerships. *School Community Journal, 26*(2), 135-160.

Thompson, R. A. (2004). *Crisis intervention and crisis management: Strategies that work in schools and communities*. New York, NY: Routledge.

Tilleczek, K., Ferguson, M., Campbell, V., & Lezeu, K. E. (2014). Mental health and poverty in young lives: Intersections and directions. *Canadian Journal of Community Mental Health, 33*(1), 63-76. doi:10.7870/cjcmh-2014-006

Trépanier, S., Fernet, C., Austin, S., Forest, J., & Vallerand, R. J., (2014). Linking job demands and resources to burnout and work engagement: Does passion underlie these differential relationships? *Motivation and Emotion, 38*(3), 353-366. doi:10.1007/s11031-013-9384-z

Valli, L., Stefanski, A., & Jacobson, R. (2016). Typologizing school-community partnerships: A framework for analysis and action. *Urban Education, 51*(7), 719-747. doi:10.1177/0042085914549366

Walker, K. E., Grossman, J. B., & Raley, R. (2000). *Extended service schools: Putting programming in place*. Retrieved from https://files.eric.ed.gov/fulltext/ED450165.pdf

Walter, U. M., & Petr, C. G. (2000). A template for family-centered interagency collaboration. *Families in Society: The Journal of Contemporary Human Services, 81*(5), 494-503. doi:10.1606/1044-3894.1051

Warren, M. R. (2005). Communities and schools: A new view of urban education reform. *Harvard Educational Review, 75*(2), 133-173. doi:10.17763/haer.75.2.m718151032167438

Whitley, J., Smith, J. D., & Vaillancourt, T. (2012). Promoting mental health literacy among educators: Critical in school-based prevention and intervention. *Canadian Journal of School Psychology, 28*(1), 56-70. doi:10.1177/0829573512468852

Wolters, C. A., Shirley, L. Y., & Pintrich, P. R. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences, 8*(3), 211-238. doi:10.1016/S1041-6080(96)90015-1

Zeman, J., Cassano, M., Perry-Parrish, C., & Stegall, S. (2006). Emotion regulation in children and adolescents. *Journal of Developmental and Behavioural Pediatrics, 27*(2), 155-168.

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational and Psychological Consultation, 17*(2-3), 191-210. doi:10.1080/10474410701413145