**Ministry of Children, Community and Social Services, Citizenship and Immigration Division**

**CHANGE THE WORLD**

**FINAL PROJECT REPORT**

**ORGANIZATION INFORMATION**

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| **Organization Name:** | **Lanark County Community Justice Program Inc.** |
| **Organization operates in which language(s):** | **[x]** English | **[ ]** French | **[ ]** Bilingual | **[ ]** Other (specify): |
| **Name of Executive Director:** | Joellen McHard |
| **Name of Board Chair:** | Scott Fergusson |

**PROJECT INFORMATION**

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| **Project Case Number:** | **2017-08-1-642596047** |
| **Contact Information:** | Name: Joellen McHard |
| Phone:613-264-1558 or 613-200-2072 | Email: executivedirector@commjustice.org |
| **Total MCCSS Project Funding:** | **$46,500** |
| **Reporting Period:**  | **Project start date: Feb 1, 2018 to March 31, 2019**  |

1. **SERVICE DELIVERY**
2. What activities were undertaken during the reporting period to achieve the objectives of the project? List key project achievements and deliverables.

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| We created a comprehensive Youth Volunteer Engagement Guide that we used with the participating organizations in the VIVA Project. It is important to note that, this is not a stand-alone tool, rather it is what our Project Coordinator and the organization’s Volunteer Coordinator created to: first assess the organization’s practices as they were; measure the practices against the best practice for youth volunteer engagement practices; develop a custom work plan for each organization and; support the organization in implementing the work plan. We created a Memorandum of Understanding to formalize the partnerships with the 10 organizations that participated in this project in order to have clear expectations and commitments from all parties involved. We created marketing material to promote the program with non-profits and youth.We developed and delivered training days for youth participating in the program. The training included government of Ontario mandated “May I Help You?” training on customer service and accessibility, confidentiality training, employee/volunteer best practice guidelines and tips. We also provided youth participants a training module on Appreciative Inquiry to help youth determine some of their talents, interests and dreams so we could match them with meaningful volunteer experiences.After the youth workshops, we then used the outcomes of their individual Appreciative Inquiry exercises to identify further training and volunteer opportunities. For example, the following training opportunities were identified: Safe Food Handling, cash handling, first aid. As a result of the identified additional training needs for the youth participants LCCJP partnered with other community agencies to provide that training. Alternatively, the youth in our program joined the training that other agencies were hosting. We then matched them with volunteer opportunities at the organizations participating in our program. In some cases, our Project Coordinator worked to get them placed in a volunteer opportunity at a different agency if we didn’t have a participating organization that fit the interests and ambitions of the youth.In order to ensure longevity and sustainability of the project, we ensured that all of the resources, and tools that organizations and youth would need to access beyond the life of our project were available to them on our website. Accordingly, local non-profits and community groups were made aware that they could access the manuals, guides, and resources. |

1. Describe any challenges (unexpected issues, problems) encountered in the delivery of the project and how they were addressed.

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| We experienced challenges in one of the five small towns that make up our rural service area. The challenge entailed: getting enough kids to participate in the program to meet the needs of the main non-profit that was looking for youth volunteers. We had no such challenges in the other towns we delivered this project. The factors that impacted project delivery in the one town were as follows:* this town has a population of only 6,000, which was significantly less than all of the other municipalities and as a result there were fewer youth to draw upon;
* the high school was challenged with a very high number of behavioural and disciplinary issues throughout the duration of the project
* the high school was running some intensive extra-curriculars related to a musical theatre program and the athletic department resulting in very limited opportunities to get time commitments and program participation from the teachers, school administration and the students.

Finally, LCCJP ended up being very engaged in all of the other municipalities and we were at capacity in terms of staff being able to meet the needs of youth, and achieve our deliverables. As a result, we did not continue pursuing new ways to engage in the one small town. It was determined that, had we had more staff hours, or were at risk of not achieving our deliverables, we would have found solutions. |
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1. Identify the lessons learned from this project.

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| What worked well?Agency Participation: Resource sharing and collaboration in Lanark County is common and necessary. Accordingly, many agencies collaborated to allow access to programs. Once agencies were made aware of the training opportunities that the agency, as well as, the youth would receive many agencies were very eager to be trained to offer meaningful volunteer opportunities to youth. The opportunity for LCCJP staff to support the agencies, and youth was a key aspect of the program. Writing a User Manual and Assessment Tool was also very productive and was a resource that the Agencies were excited to have. Youth Engagement:Many youths had previous volunteer experience, and were eager to have opportunities to have new, more meaningful experiences. Training the youth in areas that would prove useful in their volunteer positions, and in the workforce, was a very valuable part of this program. The opportunity to provide additional training opportunities such as: Privacy and Confidentiality, Accessibility Training, and Job Ettiquette skills, were highly sought-after training opportunities by the youth. Furthermore, training groups at venues where youth were already available, such as youth centres, was very successful. Ensuring there were snacks and beverages, as well as, some sort of SWAG gave incentive for youth to participate, particularly those who normally do not participate in workshops.What didn’t work well?There were many challenges by staff to gain access to students while in school. Due to the nature of the school environment, there were many factors that caused delays and extended periods of time with no communication. Communication in a timely manner was very challenging on the part of the school, for many reasons: bureaucracy, teaching schedules, time constraints of both teachers and students etc. It was erroneously assumed that access to students would be a simple and an efficient means to train large groups of students in a short period of time.Were all project goals attained? Limited funding for travel expenses and rental of spaces to hold workshops was a hinderance to the following project goal: provision of the general orientation sessions, as well as, the additional orientation training for the Smart Serve and the Safe Food Handling courses.If not, what changes would you introduce to help meet the goals of a similar project in the future?It was determined that holding workshops in the evenings and/or on weekends to accommodate youth to organize transportation to the orientation sessions would have been more effective. Accordingly, there was a need to allocate more funding to transportation in a rural community with no public transportation available. There was also a need to allocate for funding for rental space for orientation training.There was a need for more strategic communication with the schools before the program began in order to gain timely access to school, teacher and student participation at orientation training sessions. There was a need to allocate funding for the Smart Serve and Safe Food Handling courses as they were initially offered but the cost of continuing to provide these trainings was prohibitive, and rental spaces were limited and costly.  |

1. **PROJECT OUTPUTS**

* 1. Numeric project outputs reported must be based on services delivered with MCCSS funding only and must not include client services funded by other sources. In cases where staff positions are co-funded with other sources, organizations must pro-rate service outputs based on the number of MCCSS-funded service hours.

Complete the embedded Excel file below by double clicking on it. Once completed, click anywhere outside the Excel sheet to return to the main Word template.



* 1. If the “Variance” column above shows a variance of + or – 10% in any of the targets, provide a brief explanation of the reason for this variance for each of the items reported within the Performance Metric.

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| Total number of first time volunteers: The total number of first time volunteers was greater than expected for undetermined reasons. We are under the assumption that there was a previous lack of opportunity to get volunteer hours.Total number of youth completing 40 hours: the total number of youth completing more than 40 hours was less than expected because, many youth were only prepared to do the 40 hours minimum requirement for credit.Total number of youth completing their community service requirements for high-school : There were 101 more students than expected who successfully completed the required 40 hours of community service hours! This was achieved by creating additional training opportunities which resulted in further opportunities for volunteer experiences.The total number orientation sessions provided to youth: The lack of funds for transportation for youth to attend orientation sessions negatively influenced the number of youth available to attend. Furthermore, limited funds for rental of spaces to hold orientation workshops was a hinderance. Additionally, gaining access to students through the school system to provide information about the orientations opportunities was a challenge attributed to communication breakdown on the part of the school and buy-in at the schools.There are no other variances above or less than 10% on any of the remaining metrics. |

1. **BUDGET**
2. Complete the embedded Excel file below by double clicking on it. Once completed, click anywhere outside the Excel sheet to return to the main Word template.

 Please refer to your funding agreement for your project’s approved budget. You may add rows as necessary.



1. Provide an explanation if your actual expenditures for the reporting period show a variance of + or – 10% between your approved budget and actual expenditures in any expense category (salaries, program, administration).

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| No variance above or less than 10% to report |

 ***Please note that any unspent funds from your budget will need to be returned to the ministry as per your funding agreement.***

1. **DECLARATION**

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| Joellen McHard | Interim Executive Director |  |
| **Name of person that completed the report** | **Title of person that completed the report** | **Date submitted to MCCSS** |

I confirm that the information contained in this report, including the project outputs and expenditures and any accompanying documents, is true, accurate and complete. This authorization is in lieu of a signature.

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| **Name and title of person authorizing this report** | **Date report authorized** |

**Thank you for completing this report**

*Please save the completed report with the following name:* ***CTW-Final Report- Organization Name Acronym-Date Submitted (DD-MM-YY)*** *(e.g., CTW-Final Report-ABC-01-04-19).*