

## 2012 Report on Impact

### Our Case for Support - Why We Serve Economically Disadvantaged Children and Youth

***“Current poverty rates trespass on the rights of current and future generations to live in dignity.”***

(Campaign 2000: 2012 Report Card on Child and Family Poverty)

#### Fast Facts

- Canada currently has no national anti-poverty strategy
- 1 in 7 Canadian children lives in poverty
- 1 in 4 First Nations children lives in poverty
- More children live in poverty today than in 1989
- Children represent 38% of food bank users in 2012
- Youth (15-24) face an unemployment rate of 14.7% compared to the national rate of 7.8%
- The World Health Organization has declared poverty as the single largest determinant of health

*“Poverty is a pregnant mother just a little less healthy; her newborn baby just a little underweight, a little less developed; a young child growing up just a little more sick and a little more often, away from school just a few more days than other kids – just a little behind. Poverty is every day running a 100-metre race as if all the other kids are at the starting line – and they’re 10 metres behind. Poverty is that ‘just a little’ that isn’t ‘just a little’ at all”*

–Member of Parliament, Ken Dryden

	Cost of Poverty	Source
<b>Children and Families</b>	<ul style="list-style-type: none"> <li>▸ Children who grow up economically disadvantaged are:               <ul style="list-style-type: none"> <li>▪ less likely to graduate from high school or go on to post-secondary education</li> <li>▪ more likely to witness violence</li> <li>▪ at higher risk of living in poverty and relying on social assistance when they are adults</li> <li>▪ more likely to have children before they are able to support them</li> </ul> </li> </ul>	Breaking the Cycle: Ontario’s Poverty Reduction Strategy
<b>Society</b>	<ul style="list-style-type: none"> <li>▸ Poverty costs Canada \$72-86 billion each year</li> <li>▸ Child poverty equates to higher costs for healthcare and social support services, lost productivity and limited opportunities</li> </ul>	Campaign 2000: 2012 Report Card on Child and Family Poverty
	<ul style="list-style-type: none"> <li>▸ Canada would save \$7.6 billion per year on health expenditures if we could move people from the lowest to second lowest income bracket</li> </ul>	Canada Without Poverty: The Cost of Poverty

## Our Logic Model – How We Support Economically Disadvantaged Children and Youth

In determining financial eligibility for our programs, we have long relied on a combination of the Low Income Cut-Offs (LICOs) published by Statistics Canada and the Poverty Thresholds published by the U.S. Census Bureau. These widely recognized measures consider the number of family members being supported by total family income. Children and youth are eligible for our programs if their families are living below the poverty line as defined by these measures.

As there are multiple complex causes of poverty, there exists no one approach that will help move families and children out of poverty. Poverty reduction strategies must exist in the public, private and non-profit sectors, and must address the individual deficiencies, culture, situations and structures that allow poverty to persist. Our logic model addresses the cultural roots of poverty – the idea that those who are economically disadvantaged often “develop a set of institutions, values, norms and behaviours which perpetuates rather than counters poverty” (A Compendium of Poverty Reduction Strategies and Frameworks, Tamarack – An Institute for Community Engagement, 2009).

Our logic model is based on the research-driven concept that if, while at camp, campers gain the skills, knowledge, attitudes and values that define our short term outcomes, they are more likely to achieve our intermediate outcomes when they return home. Continued demonstration of these intermediate outcomes over time leads to achievement of our long term outcomes: responsible, caring, motivated young people. Research tells us that young people who are responsible, caring and motivated are more likely to achieve academic success, demonstrate resiliency in the face of life challenges, be positive contributors in their communities and ultimately break the cycle of poverty.

Tim Horton Children’s Foundation Logic Model		
If, while at camp, campers learn to:	Then, when they return to their homes and communities they are more likely to:	And, over time, they will become:
Set boundaries, expectations and goals	Make decisions that reflect positive values	Responsible
Take ownership	Take accountability for actions and respect consequences	
Actively contribute	Demonstrate respect for themselves, others and the environment	
Consider consequences of actions	Demonstrate respect for themselves, others and the environment	Caring
Build relationships	Build and maintain healthy relationships	
Manage conflict	Contribute to family, school, community	
Establish common goals	Contribute to family, school, community	Motivated
Support others	Show empathy and reach out to others in need	
Gain a sense of hope and optimism	Demonstrate confidence in ability to shape personal future	
Identify interests, strengths and challenges	Try new things and take on challenges	Motivated
Reflect on and evaluate experiences	Try new things and take on challenges	
Connect effort and perseverance with positive results	Manage ambiguity and bounce back from adversity	

## Measuring Our Impact – How We Know We are Making a Difference

Since 2011, we have measured our efficacy at helping campers achieve both short and intermediate term outcomes. In 2012, we trained our teams on a culture of positive youth development. We also infused our programs with language and activities designed to help campers achieve our short term outcomes. We then looked to assess how well our program improvement efforts were translating into outcome achievement for our campers.

**Short term outcome achievement** was measured by recording interviews with campers while they were still at camp. These interviews posed positive, open ended questions that gave campers an opportunity to reflect on their time at camp and the experiences that resonated with them.

### Sample interview questions asked to assess short term outcome achievement:

- “Tell me about something you did at camp that you hadn’t done before.”
- “Tell me what it was like to be part of a group at camp.”
- “What will you remember most about camp?”

Approximately 55 hours of video footage was recorded and is now being reviewed to assess camper understanding and application of our short term outcomes. When we hear campers describe outcome achievement, as they do in the samples below, we know that they have internalized those concepts.

Examples of camper statements that indicate outcome achievement	Related short term outcomes
<i>“I learned that if you set a goal, and you accomplish it, you always feel better.”</i>	Set boundaries, expectations and goals
<i>“I’ve learned quite a bit about responsibility here at camp - about how we make an impact on other campers.”</i>	Consider consequences of actions
<i>“It was such a good experience to just see how much we have in common.”</i>	Build relationships
<i>“It wasn’t only about rock climbing – it was about helping each other and setting goals.”</i>	Establish common goals
<i>“For a few nights I’ve been helping others get to sleep. I tell them a story to help them get nice and sleepy.”</i>	Support others
<i>“Everything is shocking around me. It’s like I’ve started a new life.”</i>	Gain a sense of hope and optimism
<i>“I learned that I am more fit than I think I am. I can do more things than I ever thought.”</i>	Identify interests, strengths and challenges
<i>“Just because it looks hard, don’t stop trying. Keep on going.”</i>	Connect effort and perseverance with positive results

We hear campers describe outcome achievement most often in the areas of *setting boundaries, expectations and goals, establishing common goals, identifying their own strengths and connecting effort and perseverance with positive results*. Campers speak less often about *considering the consequences of their actions, actively contributing, and managing conflict*. We have identified the opportunity to more intentionally teach campers about the skills and values related to these outcomes.

**Intermediate outcome achievement** was measured through an online survey sent to all parents/guardians four weeks after their children returned home from camp. The survey asked 20 questions designed to assess how well the skills, values, attitudes and knowledge gained at camp had transferred to home and community life. 272 parents completed the survey in 2011 and 456 parents have completed the survey in 2012. Year over year results for every outcome show that more parents agree their children are demonstrating outcome achievement behaviours at home.

		2011			2012		
Since returning from camp, my child is more likely to:		Agree	Not Sure	Disagree	Agree	Not Sure	Disagree
Responsible	make decisions that reflect positive values	<b>79%</b>	13%	6%	<b>90%</b>	7%	4%
	take accountability for actions and respect consequences	<b>79%</b>	18%	5%	<b>89%</b>	6%	5%
	demonstrate respect for themselves, others and the environment	<b>75%</b>	18%	8%	<b>79%</b>	11%	9%
Caring	build and maintain healthy relationships	<b>73%</b>	21%	6%	<b>82%</b>	12%	6%
	contribute to family, school, community	<b>67%</b>	24%	9%	<b>78%</b>	12%	10%
	show empathy and reach out to others in need	<b>75%</b>	21%	5%	<b>79%</b>	17%	5%
Motivated	demonstrate confidence in ability to shape personal future	<b>74%</b>	21%	5%	<b>85%</b>	10%	5%
	try new things and take on challenges	<b>82%</b>	14%	6%	<b>83%</b>	12%	5%
	manage ambiguity and bounce back from adversity	<b>74%</b>	22%	5%	<b>81%</b>	14%	6%

Our interview and survey results confirm that we are helping campers become responsible, caring, and motivated young people. Based on the feedback gathered through these measurement tools, we are more intentionally shaping our programs and activities to maximize the impact we have on our campers. In 2013, we will continue to identify program improvement opportunities for Summer Camp and extend our focus to include strengthening our Year Round Groups program.

*With the right combination of initiatives - kids who are finding themselves 'just a little bit' behind can catch up and cross the finish line with the rest of their classmates, go on to excel in school, get good jobs and become contributing members of society -the intergenerational cycle of poverty can be broken.*

*-Breaking the Cycle: Ontario's Poverty Reduction Strategy*