



Treasury Board Secretariat

Local Poverty Reduction Fund Call for Proposal Application

Instructions

Please read the Call for Proposal Guidelines before completing this form as they contain important information about the content of your application. Please complete all sections of this form with all requested details.

Deadline for Application

Completed application forms and all supporting materials must be received by the Poverty Reduction Strategy Office at prso@ontario.ca no later than June 10th at 11:59 p.m. EDT. Late applications will not be assessed.

For more information on the Local Poverty Reduction Fund (the Fund) and key roll-out dates please see the Application Guidelines, or visit: www.ontario.ca/povertyreduction. Any questions regarding the Call for Proposals should be submitted through prso@ontario.ca.

Note: You must demonstrate that you meet the following criteria in order for your application to be considered:

- You are an eligible applicant;
- Your intervention focuses on at least one of the target populations laid out in the Poverty Reduction Strategy;
- You can relate your intervention to at least one of the Poverty Reduction Strategy indicators;
- You have a detailed evaluation approach; and
- You have a sustainability plan for your intervention.

Section 1 – Organizational Information

Please provide the following information

Applicant Organization Name

[City of Hamilton](#)

Applicant Last Name Brown	Applicant First Name Suzanne	Position Director
Telephone Number 905 546-2424	Email Address Suzanne.Brown@hamilton.ca	Postal Code L8R 2K1

Website

www.hamilton.ca/neighbourhoods

Organization Mandate (maximum 50 words)

[Neighbourhood Action Strategy Mission: Mobilize, encourage and support Hamilton residents and community partners to work together for positive neighbourhood change.](#)

Organization Type

- ☐ Registered Charity
 ☐ Not-For-Profit Corporation
- ☐ First Nation
 ☐ Municipality/District Social Services Administration Boards (DSSABs)
- ☒ Other Public Body ► Please specify [Municipal Government](#)

☐ Other ► Please specify

Organization self identifies as being led by (If applicable)

☐ Urban Aboriginal People
 ☐ First Nation
 ☐ Métis
 ☐ Inuit

Please identify if your organization receives funding from the Ontario Government

☒ Yes ► Please specify the Ministry [City of Hamilton receives transfer payments for many different departments and initiatives](#)

☐ No

Range of funding from the Ontario Government (if applicable)

Section 2 – Detailed Proposal

Please respond to every section (A – E). The bulleted questions are for guidance and represent the key aspects that will be scored in your proposal.

A. Please provide an overview of your proposed project (maximum 500 words)

- What problem are you trying to solve and how does your intervention prevent or lift people out of poverty?
- Which of the target populations identified in the Poverty Reduction Strategy do you work with?
- How and why would you characterize your intervention as innovative?
- What indicators will you use to measure project success? (be sure to include at least one indicator from the Poverty Reduction Strategy)

The Neighbourhood Action Strategy (NAS) is a partnership initiative developed to address health and social inequities. Poverty is the largest social inequity. NAS works with 11 neighbourhoods (Appendix A) to lead residents through an action planning process, where the strengths and needs in their neighbourhoods are identified and a 5-year action plan is developed. (Appendix B) Many of the plans identify access to education and employment opportunities as issues for youth. Evidence shows that education is a pathway out of poverty. NAS understands that to create programs that are successful, citizens must be included in their creation, development and implementation.

The Learning Annex (LA) is a place-based engagement, navigation and systems intervention that will improve educational attainment, skill building and employment for youth by:

- Engaging youth where they live
- Empowering youth around program development
- Providing youth with decision-making authority (Steering Committee) on programming
- Utilizing partnerships and collaboration to develop programming and co-ordinate services related to education, skill building and employment
- Encouraging mentorship
- Navigating the current system of youth services to create navigation pathways to fully utilize youth services.

Target population: youth aged 18-24; including women, street-involved youth, single parents, newcomers, Aboriginal youth and visible minorities who are most affected by health inequities.

Relationships are the foundation of the LA. The content and service delivery model will be shaped and marketed by youth who are engaged through the youth animator. Innovative tools of engagement will be used to build and maintain positive relationships with youth; supported by the lived experience of mentors. This model will foster strong, trusting relationships. The utilization of technology, athletics and recreation as engagement and service-delivery tools will also be explored. Based on our research (Appendix C), youth value these activities and services.

A navigator will work with youth to identify immediate and long-term goals that provide a holistic approach to service provision and support youth in securing living wage employment. The LA will identify, co-ordinate and navigate access to community services related to basic needs, employment, education and skill building, using the Social Determinants of Health Framework. Youth will stay engaged within the Learning Annex until they have achieved their goals.

Education is a cornerstone to the LA. Strategic partnerships with McMaster University and Mohawk College allow for the development and provision of courses designed to maximize student success. Youth will contribute to the development of curriculum. Innovative approaches, including dual credits and micro-credential opportunities will be developed.

Key indicators to evaluate the Learning Annex include:

- involvement and support from community partners
- lower unemployment rates for at-risk youth

- increased enrolment in post-secondary education, apprenticeship programs and skill training opportunities
- improved high school completion rates
- higher rates of entrepreneurial endeavours
- youth participation rates
- increased utilization of employment programs and services.

The LA will impact the following indicators from Ontario's Poverty Reduction Strategy: Not in Education, Employment or Training (NEET); Long-term Unemployment; Poverty Rates of Vulnerable Populations; High School Graduation Rates; Low Income Measure; Standard of Living. Over the long term, it may impact School Readiness and Educational Progress.

B. Please describe the business case or rationale for your intervention (maximum 750 words). Include where applicable: jurisdictional scans, environmental scans, community snapshots, etc.

- What does the literature/evidence say regarding the factors that contribute to the problem you have identified? (please include any research, statistics, references, etc.)
- How does the literature explain the theory of change/impact for the problem you have identified?
- Clearly show how the research/evidence supports the value or potential of your intervention to respond to the needs of the target group/ address the problem in your community.
- Are there other interventions in your community that offer similar or complementary services? How is your project different from these?
- What does the literature/evidence show to support the causal connections between your local intervention and the desired outcome?
- Please describe the potential relevant quantifiable analysis of the costs and dollar value of poverty addressed, or avoided, or the benefits of the intervention provided to the target population.

NOTE: Refer to Appendix E for numerical references in brackets

Hamilton is one of Ontario's most economically diverse cities; however, poverty rates have not improved since 2002 and are highly variable by neighbourhood. In our priority neighbourhoods, the proportion of poverty among residents is twice as high as the Hamilton average, including child poverty rates. (Appendix D). Recent immigrants, single people, Aboriginal people and female lone parents were more than twice as likely to experience poverty (1.11).

Education (priority neighbourhoods)

- More than 1 in 4 residents aged 25-64 do not have a certificate, diploma or degree
- High school non-completion rates are more than double the Hamilton average (1.12)

Labour Market (priority neighbourhoods)

- lower labour force participation rates
- higher unemployment rates

Social Assistance

- OW caseloads increased over 20% from 2008
- ODSP caseloads increased nearly 10% from 2012 (1.13).

With a 5.2% unemployment rate in Hamilton, these statistics highlight the growth of precarious employment – short-term, low security, low wage jobs – and the fact that unemployment rates do not count those that have given up looking for work. The LA will target youth from this population.

The impacts of poverty cost us all; addressing poverty at the local level is imperative. There are many different approaches to poverty reduction; however, the literature identifies four streams of local solutions: meeting basic needs, removing barriers, developing skills and promoting economic development (1.14). The LA addresses all these areas. The opportunity cost of this is estimated at \$1.2 million dollars in savings (for 50 successful LA users)

Through NAS, residents identified challenges in employment, education and job-skill training. In Hamilton, retirements by 2016 are expected to create an estimated 21,000 job vacancies - with most jobs requiring at least a two-year college diploma (1.2). Anticipated skills shortages will require job searchers to have post-secondary credentials to be competitive in the job market (1.2). These broad changes in the labour market present an opportunity to reduce the poverty rate amongst youth in Hamilton through the Learning Annex.

Our research identified key findings and best practices related to high school completion, post-secondary attendance and skills training. Students who do not complete high school face challenges not only finding jobs, but advancing into high paid positions. The literature notes that successful interventions to support at-risk youth in their educational journey include mentoring (1.3), flexible learning environments (1.1), sufficient re-entry points, support addressing engagement and academic improvement, provision of non-academic skill building programs, wrap-around services and other stabilizing support programs (1.8), and emphasizing career options and training. We acknowledge that parents' educational history is the biggest determining factor in students pursuing post-secondary education (1.5). The likelihood of attending post-secondary education also varies based on ethno-cultural background, socio-economic status and gender. According to our research (Appendix C), the process of increasing post-secondary attendance can be divided into four stages: 1) raising aspirations for college, 2) navigating the admission process, 3) easing the transition, and 4) retaining the students (1.15).

Changes to the labour market are requiring an increasingly complex set of skills on the part of workers. In the last recession, 80% of the jobs lost were by people without post-secondary education (1.15). Opportunities for the Learning Annex include; programs that align skills training with current labour market needs in Hamilton; flexible programs and opportunities; additional supports for youth with low employment skills; skill development offered through micro credentials; and, provide ongoing flexible digital literacy programs. Support from mentors and staff will ensure youth can access and complete programs.

A review of Learning Annex models (Appendix C) in communities across North America revealed a wide range in size, modes of delivery, budgets and functions. However, central to the success of all models was partnerships for programming, space and activities. Funding came from a wide variety of sources, including government, large corporate gifts, foundations, and fundraising activities. The functions of a Learning Annex varied, but many included a focus on: neighbourhood or community development; adult education and skills training; foundation for post-secondary and advanced skill achievement.

Like NAS, the LA is unique because the need was identified by residents and the programming will be developed by the youth that it serves. It will also address an individual and systems navigation function that is absent in Hamilton. The Learning Annex will bring together youth, youth serving agencies, educational and municipal institutions and community organizations to provide a holistic range of services within one location. (Appendix H,I,J,K)

C. Please describe your evaluation approach (maximum 750 words)

- What are your research questions and how do you intend to conduct your evaluation?
- What are the desired short, medium and long-term outcomes you anticipate as a result of your intervention?
- Explain why you think your proposed evaluation approach is the best method given the circumstances surrounding your intervention. How is your evaluation method reliable and valid and how does it meet the purpose of what you want to evaluate?
- How will you ensure that the effects you identify are caused by your intervention, rather than other variables that may contribute to the outcomes of your clients (i.e., what are the dependent and independent variables and which variables may need to be controlled to determine the effect of the intervention)?
- Please describe the quantitative (and qualitative if relevant) data that you will collect and a brief description of how you will collect it (e.g., focus groups, questionnaires, etc.).
- Please identify the third party evaluator you will be working with to evaluate your intervention.
 - If you have identified an evaluation partner, what stage is your relationship with the evaluator at?
 - Please include his or her qualifications and affiliations.

- If you have not yet identified a third party evaluator to work with, what is your plan to identify one?
- Please confirm that you are willing to share your evaluation results if your project is funded.

Problem statement: “Low income youth, aged 18-24, in priority neighbourhoods of Hamilton have low levels of education and limited us of / access to services and skill development opportunities. They experience high rates of under- and un-employment and therefore, struggle to become self-sufficient and continue the cycle of poverty.” To answer this question, a mixed methods program evaluation will be conducted.

Evaluating Learning Annex (LA) Usage

The most basic measure of LA success is the extent to which it is regularly accessed by the target population over time. Using a quantitative approach, administrative data will be analyzed. Consideration will be given to gathering demographic data on LA users through an entry survey.

Advantage: does not require additional resources for data collection which may result in missing data or low participation rates (i.e. survey participation) and will help assess if the LA is serving the target population. An increase in LA usage over the medium to long-term, holding advertising/recruitment efforts constant could mean that individuals have found the LA useful and have shared their positive experiences with others.

Concerns: framing declining or stagnant LA rates on project success.

Evaluating LA User Outcomes

This approach is a primary focus for the evaluation. Basic indicators include individual income, employment and educational attainment rates, and other factors associated with standard of living. A mixed-methods approach (quantitative and qualitative data) will be utilized.

Quantitative: Employ an online survey methodology (3, 6, 12+ months) to gather data, allowing us to observe outcomes over time and compare LA users with non-users within the city. This approach also allows us to compare different “waves” (e.g. 1st vs 2nd year of operation) of LA users once the data becomes available.

Qualitative: Conduct phone interviews with LA users to better understand both outcomes and processes by which they came about. The mixed-methods approach allows for a more detailed analysis and provides greater legitimacy to quantitative findings should survey responses be low.

Evaluating Internal LA Practices

To meet the needs of our target population, analysis of the internal function of the LA is important. Consultation with front-line staff will occur early on to identify what works / does not work within the LA concept. Front-line staff possess key insights into how problems can be ameliorated. A qualitative approach consisting of open-ended interviews will help determine what modifications need to be made in order to improve the LA and user outcomes.

The mixed-methods approach is an ideal evaluation methodology for the LA, allowing us to assess both outcomes and the processes which bring them about. Using quantitative data, we can generate descriptive statistics and conduct inference tests/regression analysis allowing us to understand outcomes at a macro level. Using qualitative data, we will acquire a richer understanding of how such outcomes are produced, and will be informed by the lived experiences of those who use the LA. This approach facilitates a comprehensive understanding of the effect that the LA is having on users, and how such effects are produced.

To ensure identified effects are a result of the LA and not external variables, surveys will be utilized to gather demographic data (e.g., educational attainment, job status) on LA users prior to them accessing its services. Follow-up surveys will be administered at multiple junctures (3, 6, 12+ months) after initial LA usage. Later surveys will include questions to gather data on major life events since accessing the LA, both beneficial (i.e., family support) and adverse (i.e., health issues). We will use such data, along with other neighbourhood-level data (income, etc.), to ensure that observed outcomes can be statistically attributed to the intervention, as opposed to other factors. Beyond such statistical controls, qualitative data (phone interviews) will be utilized to assess LA users’ views on the value and influence of the services provided by the Learning Annex.

Data Collection

Qualitative data: collected using an online survey methodology, prior and post LA usage. This data will allow us to observe broader level outcomes (mid- and long-term) in the Learning Annex users' group. Qualitative data: gathered using follow-up, semi-structured phone interviews. This data will allow us to understand how individuals understand and value the services which they accessed from the Learning Annex.

Evaluator

Roger Pizarro Milian, PhD Candidate, McMaster University, Department of Sociology. Work will be supervised by Dr. Scott Davies, McMaster University and Ontario Research Chair in Educational Achievement and At-Risk Children. NAS has secured our evaluation team for the Learning Annex initiative. Evaluation results will be shared if the Learning Annex initiative is funded.

Using the table below list the outcomes or targets (short, medium and long term) that the project expects to achieve and the indicators that will be used to measure success (be sure to include at least one of the indicators from the Poverty Reduction Strategy). Depending on the nature of the project, indicators do not necessarily all have to be quantitative or numerical targets – some qualitative measures can also be used as long as there are some quantitative measures as well. A logic model may also be attached if available.

Metrics

Desired Outcome(s)	Indicator(s)
Short-term Outcomes: Youth participation rates; Retention rates; Education courses taken; Utilization of existing services (EO, health); Reliance on LA decrease with time	PSE enrollment, High school completion rates, participation rates in LA
Medium-term Outcomes: GED obtained/completed; PSE applications, acceptance and completion rates; unemployment rate decrease; reduced OW/ODSP caseload	High school graduation rate; PSE application, acceptance & completion rate; l/t unemployment rate; OW case loads; health improvements; reduction in benefit use; NEET
Long-term Outcomes: raise aspirations; improved health outcomes; stable full-time employment; retention of youth in Hamilton; Mentorship	SDOH measures; survey views on education; labour force participation; poverty rates; unemployment rates; mobility rates; increased mentorship opportunities in the community
Change in service delivery to meet needs	Use open-ended interviews with staff; addition or removal of programming or services; change in mode of delivery (i.e., virtual versus mobile)
Effective Partnerships	involvement and support from community partners; funding dollars received; provision of in-kind services
Changes in the labour market, employment & unemployment rates; increase in well-paying jobs	long-term unemployment; poverty rates of vulnerable populations; low income measure; standard of living
Change in family history (increase value on education and competitive employment); stable housing	School readiness and educational progress indicators; standard of living, NEET, Poverty rates of vulnerable populations; home ownership rate; mobility rates
Logic Model Attached, refer to appendix G	

D. Please describe the partnerships that you are forming and the collaborative way that you are working to implement your intervention (Maximum 750 words)

- Please describe the role of the partnerships that you are building/strengthening to carry out your intervention (provide names of the partnering organizations, a brief description of the organization and their role in the project).
 - What are the names of the key organizations you partner with to deliver the intervention and what are the benefits of these partnerships?
 - How will you harness the community resources that exist?
 - How will you complement, rather than duplicate, existing services, resources and infrastructure that exist in your community?
- How are these partnerships changing the way you serve your clients and/or improving outcomes for your clients?

The Neighbourhood Action Strategy (NAS) is a partnership of the City of Hamilton, Hamilton Community Foundation, Best Start Network, Social Planning and Research Council and numerous institutional and service provider partners; the Learning Annex (LA) will continue to build upon this framework. All partners listed are committed to the implementation of the LA.

Steering Committee

The Steering Committee has built a strong base of invested experts in the different facets of community development, neighbourhood labour market planning, education and citizen-centered service delivery, overseeing the next phase of the LA.

Supports: monitoring project deliverables and timelines.

City of Hamilton – Neighbourhood Action Strategy (lead)

Role: responsible for the development and implementation of the Learning Annex. Staff: Project Manager, hiring a project co-ordinator (oversee the day-to-day operations of the LA), youth animator (undertake the youth engagement initiative and implement the engagement strategy), youth navigator (responsible for intensive system navigation; implement holistic approach to youth-focused support). Additional staff support, resources and funding provided as required.

City of Hamilton - Various Departments/Divisions

Departments will provide support through staff time and resources, delivered at the LA. May include: nurse navigator position (support youth health and well-being); providing OW client support and associated services on-site weekly; recreation co-ordinator (contribute to engagement and outreach of youth through recreation).

Hamilton Public Library (HPL)

Role: provide a physical space for the Learning Annex at the Central Library (Downtown Hamilton). Additional resources: technology services, the digital media lab (DML). Additional engagement opportunities for youth can be leveraged through the DML. The community resource worker is a natural synergy with the LA.

Mohawk College

Role: committed to developing programs & course credits that meet the needs of users and address known barriers to student success. Additional resources: staff support; student mentors; co-ordinate access to learning opportunities in the community, including Learning Hub at Eva Rothwell Resource Centre. (Appendix L)

McMaster University

Role: contribute to curriculum development that is unique and which meets the needs of users and provide unique opportunities around micro-credentials and lecture series. Additional services: provided where appropriate. The evaluator for the Learning Annex comes from the Department of Sociology at McMaster and brings a strong professional profile around program evaluation, quantitative and qualitative research methods, and knowledge of literature in postsecondary education and inequality.

Redeemer University College

Role: contribute to the Learning Annex curriculum delivery and provide services where appropriate.

Workforce Planning Hamilton (WPH)

Role: provide local labour market expertise, strong linkages to local employers and experience in engaging in multi-stakeholder alliances. Additional services: provided where appropriate.

The following partners will also sit on the Steering Committee: Hamilton Community Foundation, Industry Education Council of Hamilton, Employment Hamilton & Employment Ontario Agencies, the Social Planning and Research Council of Hamilton, Good Shepherd, the Hamilton-Wentworth District School Board, Community & Continuing Ed and the Hamilton-Wentworth Catholic District School Board, Pathways to Education, St. Charles Adult and Continuing Education, Hamilton Port Authority, YMCA and YWCA, and the youth that participate in the Learning Annex. These partnerships will support curriculum development, service delivery program funding, sharing of data and relevant information, staffing and in-kind contributions.

New partnerships and enhanced collaboration will be explored across a variety of sectors, including:

- Youth-oriented services: NGen Youth Centre, Living Rock ministries, Street Youth Planning Collaborative, Empowerment Squared, Wesley Urban Ministries
- Health: Hamilton Health Sciences, North Hamilton Community Health Centres
- Housing: Hamilton Housing Help Centre
- Newcomers: Immigrant Worker's Centre and Wesley Newcomer Services
- Education: Ontario Institute for Studies in Education
- Legal aid & advocacy groups: Hamilton Community Legal Clinic, John Howard Society
- Local employers to understand the educational and job skill requirements needed by the Hamilton workforce

Together, these partners form the Hamilton Employment and Education Partnership Network that will provide in-kind contributions and help guide service development, delivery and evaluation.

Providing navigation services delivered on-site and opportunities for partner organizations to also provide on-site services provides benefits to the Learning Annex, the target population and service providers. Additional benefits achieved include the enhancement of and increased utilization of existing services; leveraging existing community trust and relationships around existing services and service providers; prevention of a duplication of services and a focus on enhancement to existing services and service delivery; and the opportunity to work collaboratively with partners, including youth to meet the needs of our target population and effectively utilize existing services and resources. This partnership collaborative will also contribute to the sustainability of the Learning Annex and the provision of a holistic support system that includes wrap-around services designed to break down barriers, support youth and improve education and employment outcomes.

E. Project Delivery, Organizational Capacity and Sustainability Plan

Please identify key milestones and activities for the duration of the project using the chart below. Be sure to include:

- a chronological list of major project tasks to be completed (including the finalization of the evaluation plan and partnerships), with clearly articulated outputs and proposed start/end dates;
- a Risk Assessment that identifies potential risks to successful project delivery, and includes mitigation strategies for each identified risk; and,
- the staff members and/or participating organizations responsible for major tasks

Activity/ Milestone	Start Date	End Date	Output	Responsibility	Risk/ Mitigation
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Activity/ Milestone	Start Date	End Date	Output	Responsibility	Risk/ Mitigation
Formalize the Learning Annex Steering Committee and the Hamilton Employment and Education Partnership Network	2015/07/01	2015/09/30	Identify Terms of Reference; Membership; Convene Steering Committee; Convene Partnership Network; On-going throughout the duration of the initiative	City of Hamilton	
Learning Annex Project Team appointed	2015/08/01	2015/09/30	Staff hiring: Project Co-ordinator; Youth Outreach worker; Youth Navigator	City of Hamilton	
Develop a Project Charter	2015/08/01	2015/09/30	Goals/purpose statement; Objectives and Performance Measures; Scope; Implementation Schedule; Budget Determination; Stakeholder Engagement; Project Evaluation and metrics; Assumptions and constraints	City of Hamilton and Steering Committee	
Conduct a youth engagement process to determine the needs, type of programming and services required; Develop a marketing approach for the Learning Annex Develop Youth Working Group	2015/09/01	2015/12/31	Needs assessment; Marketing strategy; Engagement strategy	City of Hamilton LA Staff Neighbourhood & Community Initiatives and NAS staff	
Rename and brand the Learning Annex	2015/11/01	2015/12/31	Business case and community partnership development	City of Hamilton, Steering Committee LA staff Youth Working Group	

Refine the program evaluation strategy	2015/09/01	2016/01/29	<p>Refine desired outcomes (short, medium and long term)</p> <p>Refine program metrics</p> <p>Refine evaluation methodology</p> <p>Finalize project indicators</p> <p>Finalize data collection instruments and project design (quantitative and qualitative data to be collected and measured)</p>	City of Hamilton, McMaster University & Steering Committee	
Develop a detailed operations and implementation plan with programming to begin in January 2016. The plan will outline programs and services to be offered at the Learning Annex.	2015/10/01	2016/01/29	<p>Curriculum development</p> <p>Dual credit and micro credential courses developed</p> <p>Service agreements with key agencies (including EO agencies and basic needs)</p>	Mohawk College, McMaster University, Redeemer University College, City of Hamilton, EO Agencies, Other Service Providers, Other educational partners, Steering Committee Youth Working Group, NAS	
Develop protocols and partnerships to provide navigation support to enhance and strengthen connections for youth who are interested in training, upgrading, employment and career aspirations	2015/09/01	2015/12/31	Establish guidelines and protocols with community service providers to enhance and connect youth within existing services (e.g., employment, mental health and basic needs skills providers)	Hamilton Employment and Education Partnership Network	

Prepare a draft action plan	2015/10/01	2015/12/31	Present draft report and recommendations to the Steering Committee	City of Hamilton, Youth Project Team	
Create innovative and flexible opportunities to engage youth in training and employment	2015/11/01	2018/06/29	<p>Explore stackable, micro-credentials to incent participant motivation and engagement.</p> <p>Develop innovative training programs using a variety of modalities (e.g. pop-up classroom, virtual and mobile platforms)</p> <p>Links to current employment and labour market needs</p> <p>Essential Employability Skills Development to help career-clarity</p> <p>Ability to target different youth sub-populations</p>	Mohawk College, McMaster University, Redeemer University College, City of Hamilton Steering Committee	

Build and strengthen relationships with employers	2015/11/01	2018/06/29	<p>Develop a menu of different ways employers can be involved (e.g. corporate sponsorship, mentorship, teachers, recruiters, governance, champion, trainers, recreation/sports</p> <p>Continue to work with neighbourhood and downtown employers and Employment Service Providers and Ontario Words/ ODSP to address labour force needs in the neighbourhoods</p> <p>Identify several employer champions who are willing to pilot short/specific training; Pre-employment bridge training (e.g. Hamilton Health Sciences)</p>	<p>Workforce Planning Hamilton, Local employers, Hamilton Employment and Education Partnership Network, Neighbourhood Action Teams, City of Hamilton,</p>	
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Develop strategies designed to raise aspirations around education, training and employment with neighbourhood and community organizations (expand/refine youth navigator role)	2015/12/01	2018/06/29	<p>Promote available training/upgrading opportunities within the community</p> <p>Utilize existing networks and services like the Skills Flagship and Best Start Network to promote the Learning Annex to school programs that reach youth and parents</p> <p>Use Technology and innovative programming to engage youth</p> <p>Use individualized E-portfolios as a platform to encourage learning</p> <p>Campus visits undertaken by trusted mentors (may include athletics/arts interests)</p> <p>Mentorship program</p>	Education partners, City of Hamilton, Hamilton, Steering Committee, Employment and Education Partnership Network	
Work closely with the Education and Training sub-committees of partnering organizations and neighbourhood planning teams	2015/12/01	2018/06/29	<p>Develop a communication strategy for each neighbourhood to ensure broad engagement and uptake of opportunities</p> <p>Engage youth in identifying and planning for training/education and employment needs</p>	City of Hamilton, Workforce Planning Hamilton, Hamilton Employment and Education Partnership Network	
Launch the Learning Annex in downtown Hamilton	2016/01/29	2018/06/29	Begin programming and system navigation	City of Hamilton, Steering Committee	

RISK: Lack of community engagement in the model					MITIGATION: Outreach, thought leaders, undertake a collaborative engagement model
RISK: Employer Buy-in					MITIGATION: Clearly outline and identify the value of the Learning Annex to the business community. Identify the opportunity cost and the economic opportunity
RISK: Shift in partner priorities					Continue to source other partners, ensure a diversity of partnerships to avoid an over-concentration in one area
RISK: Effectiveness of intervention					MITIGATION: Employ a model of continuous improvement through the delivery, evaluation and redesign of programming and services to meet needs and provide effective service delivery. Employ an action-based research position
RISK: Managing unintended consequences					MITIGATION: Strive for financial sustainability through a variety of funding sources and activities. Adopt a flexible approach to service delivery and needs assessment. Implement a strong management model.

Please answer the following questions in the text field below (Maximum 750 words).

- What is the overall project timeline (expected start date and duration) of your proposed project?
- For all staff members and participating organizations listed above, please provide their position and credentials.
- Please describe your capacity to work with partners to perform an evaluation, and your history in the provision of services to clients in the target populations identified for the purposes of the Fund.
- Please describe your current financial position, governance structure, and where applicable, the number of board members. Please append your audited financial statements; if not available, please explain the rationale.
- Please provide a project performance measurement plan which describes how the successful delivery/implementation of the project will be assessed (note: these are not the performance measures required for the actual evaluation).
- Please describe how your intervention is currently funded and your plans to fund the intervention in the future.
- Please detail your sustainability plan to ensure that no client served through your intervention would be dependent on funding from the Fund at the end of the project.

We had technical issues and could not insert the answer into the box. Contacted PRSO office, and they okayed the attachment of a word document, noting the question number and response. (as per Itanni at PRSO Office).

Section 3 – Project Budget

Please provide a detailed budget that outlines the incremental costs that would be incurred for the project, including the costs of the evaluation, and the source of funding to cover these costs. Be sure to include:

- all incremental costs of the project, including a brief explanation of why each expense is needed; and,
- the source of funding for each expense, including the Fund, in-kind contributions and funding from other sources.

You may use the chart below or attach a budget separately.

Month/Year	Expense Item	Cost (also include per unit cost where applicable)	Reason for Expense	Source of Funding (the Fund, in-kind, partner funding, etc.)
Jul/15-Jun/18	0.5fte - SPM (\$120,000/yr) Project Oversight	\$183,000 \$30,000	Project oversight Project Management	In-kind (City of Hamilton)
Jul/15-Jun/18	Staff wages: Youth Animator (\$50,000)	\$183,000	Youth engagement	LPR Fund
Jan/16-Jun/18	Staff wages: Youth Navigator (\$70,000)	\$213,000	Navigator position	LPR Fund
Jul/15-Jun/18	Rental of premises (\$2,500/ mo)	\$90,000	Physical location for intervention	In-kind (HPL)
Jul/15-Jun/18	Computer leases (x3) (\$324)	\$972	Lap top computer	LPR Fund
Jul/15-Jun/18	Materials and supplies (\$1,400/yr)	\$4,200	Printing, office supplies, translation services	LPR Fund
Jul/15-Dec/15	Travel (\$0.54/km) (\$100/ mo for 3 staff each)	\$1,500	Travel for meetings and engagement events	LPR Fund
Jul/15-Jun/18	Administrative Support (\$45,000/yr)	\$135,000	Support to committees	In-kind (Mohawk, McMaster, City of Hamilton)
Jul/15-Dec/15	11 Community Engagement Events (1/neighbourhood) @ \$500/each	\$5,500	Include location, food, transportation, child-care, etc.	In-kind (Mohawk, McMaster, Redeemer, City of Hamilton)
Aug/15-Dec/15	Virtual Service Platform Development (co-op students x2 over 4 months) Development of curriculum	\$24,000 (virtual) \$50,000	E-based tools for mobile applications; Credentials and academic upgrading	LPR Fund
Jul/15-Jun/18	Program Evaluation (\$30,000/yr)	\$90,000	Includes P.I and associated costs	LPR Fund
Jul/15-Jun/18	Participation Honorarium (Gift cards @\$5/each x30)	\$270	as part of qualitative evaluation	LPR Fund
Jul/15-Jun/18	Translation services (\$0.25/ word) (\$2,000/yr)	\$6,000	Translation for printed materials	LPR Fund
Jul/15-Jun/18	Translation services (in- person) (\$150/day) (assumed twice a month)	\$10,800	Translation for services/ events	In-kind (Immigrant Workers Centre, Wesley Urban Ministries, YWCA)
Jul/15-Jun/18	Steering Committee	\$15,000	Monthly meetings of Steering Committee members	In-kind (Staffing from Steering Committee)
Jul/15-Jun/18	Hamilton Employment & Education Partnership Network	\$21,600	Quarterly meetings of Hamilton Employment & Education Partnership Network	In-kind (Staffing from Hamilton Employment & Education Partnership Network)
Jul/15-Jun/18	AODA Requirements	\$15,000	Use of equipment and other accessibility materials	In-kind (City of Hamilton)
Jan/16-Jun/18	Child care expenses (\$10/hr for 4/hrs daily)	\$31,200	Child care: barrier reduction to use of LA	In-kind (Mohawk & BSN)

Please provide details regarding existing related program costs including how they are currently being funded, and how they will be leveraged to support this project (please fully disclose cash or in-kind contributions from lead or participating organizations, and any relevant funding sources for ongoing or existing streams of programs/services that are being leveraged as part of the project proposal). (Maximum 500 words).

In order to conduct the background research, including literature review and stakeholder consultation, a funding grant was applied for and received from MTCU. This grant contributed to the development of the Working Together Report (Appendix C). Additional work and project concept development to-date on the Learning Annex has been directed through in-kind staffing and support contributions from the City of Hamilton, Workforce Planning Hamilton and Mohawk College.

Section 4 – Declaration and Acknowledgements

By submitting the Application Form to the ministry, the organization applying is formally verifying that it agrees to the following:

- The applicant has read and understands the information contained in the Application Form and Guidelines.
- The applicant has read, understood and agrees to abide by the terms and conditions governing the grant outlined in the Application Guidelines.
- The information provided in this form is true, correct and complete in every respect. If the ministry determines that the applicant made a misrepresentation or submitted inaccurate or incomplete information, the ministry may deem the proposal to be withdrawn or otherwise not evaluate the proposal, and shall have the right to rescind any funding awarded to the applicant.
- The applicant understands that the provision of funding is discretionary and subject to legislative approvals, and that participation in this process and/or meeting the eligibility criteria in no way guarantees a positive funding decision.
- The applicant should not take any action, or incur any costs related to their Fund proposal that is predicated on receiving funding or support from the Local Poverty Reduction Fund.
- The applicant understands that any actual or potential conflict of interest that is evident or that arises as part of any project or during any funding agreement that may be entered into must be disclosed to the ministry or its designate. The ministry or its designate may immediately terminate any funding agreement by giving notice to the applicant where the applicant has (i) failed to disclose an actual or potential conflict of interest, (ii) failed to comply with any requirements prescribed by the ministry or its designate to resolve a conflict of interest, or (iii) if the applicant's conflict of interest cannot be resolved to the satisfaction of the ministry or its designate.
- The applicant is currently in substantial compliance with all applicable laws including all federal and provincial laws and regulations, all municipal by-laws, and any other order, rules, and by-laws related to any aspect of the proposed project.
- The applicant is not in default of the terms and conditions of any grant, loan or transfer payment agreement with any ministry or agency of the Government of Ontario.
- The applicant understands that if it is selected for funding, the applicant would be required to sign a funding agreement that may include reporting, governance and performance requirements that must be adhered to.
- The applicant understands that if funded, the ministry or its designate may audit the expenses claimed by applicants through the Local Poverty Reduction Fund and should retain all necessary records to substantiate all charges and payments made under the project and provide evidence that the project deliverables were provided in accordance with the agreement. The applicant acknowledges that the ministry is bound by the *Freedom of Information and Protection of Privacy Act* and that any information provided to the ministry in connection with the Call for Proposals may be subject to disclosure in accordance with that Act. The information and documentation provided to the ministry may be shared with others for the purposes of evaluating proposals, assessing funding eligibility and administering the project.

I acknowledge that by submitting this form I have the authority to bind the applicant organization.

Name	Date (yyyy/mm/dd)
Suzanne Brown	2015/06/10

E. Project Delivery, Organizational Capacity and Sustainability Plan

Please answer the following questions in the text field below (Maximum 750 words)

Project Timeline

The Learning Annex is a long-term initiative designed to drive poverty reduction through educational and skill building initiatives that will lead to competitive employment. We are seeking funding for a period of three years in order to pilot and evaluate the service and strengthen the key partnerships.

PROJECT DEVELOPMENT (July 2015 to December 2015)

August 2015

- Develop job descriptions and hire staff. Youth Animator (develop and implement a youth engagement strategy; engage youth in the Learning Annex; adult ally); Youth Navigator (provide intensive system navigation of existing services; implement a holistic approach to youth-focused support and retention)

September to December 2015

- Project evaluation (gather baseline data through quantitative analysis; undertake qualitative analysis through entrance interviews)
- Curriculum and service development; Partnership agreements with service providers
- Prepare physical space; launch engagement strategy (raise awareness of the LA in the community amongst youth and service providers)
- Active engagement of youth to the LA table

PROJECT IMPLEMENTATION (January 2016 to December 2018)

January 2016

- Launch of the Learning Annex, marketing strategy

Ongoing

- Program evaluation (qualitative and quantitative analysis to inform the Learning Annex method of delivery)
- Modifications to service delivery as required
- Additional funding sources will be secured (grant applications, fundraising opportunities, sponsorships, partnerships, in-kind support, City of Hamilton capital budget)

The following staff represent the Learning Annex Steering Committee:

City of Hamilton: Suzanne Brown, MSW, Director Neighbourhood and Community Initiatives

Workforce Planning Hamilton: Judy Travis, Executive Director

Mohawk College: Jim Vanderveken, M.Ed., Dean Faculty of Interdisciplinary Studies

McMaster University: Susan Giroux, PhD, Associate Vice-President, Faculty

Redeemer University College: Richard Wikkerink, PhD, Associate Provost, Co-Curriculum & Student Development

Hamilton Public Library: Laura Lukasik, Manager Partnerships & Outreach

Capacity

NAS works with residents to improve overall community health and well-being and create neighbourhoods that are great places to live, work, play and learn. NAS is built on the foundation of strong partnerships that support healthy neighbourhoods and enhance collaboration within and between residents, city departments, community stakeholders and service providers. In order to evaluate community change, NAS has developed strong research partnerships and evaluation frameworks that consist of:

- Process: how well is the neighbourhood strategy working (formative process evaluation of the community development approach during intervention planning: Dr. Sarah Wakefield, University of Toronto; and, process evaluation of plan implementation: Dr. Sarah Wakefield and SPRC)
- Outcome: how is the neighbourhood strategy affecting people's lives (longitudinal study of intervention outcomes: Dr. Jim Dunn, McMaster University; and analysis of neighbourhood-level indicators by Jeff Wingard, Structure Consulting).

Evaluation of the Learning Annex will be undertaken by Roger Milian, PhD candidate at McMaster University, and will be incorporated into the existing NAS framework.

Financial Position & Governance

Hamilton City Council is the governing body of the City of Hamilton. The current council consists of the mayor and plus fifteen elected councillors, one elected from each of the city's wards. The City maintains strong financial reporting. Attached are the consolidated audited financials for the Corporation of the City of Hamilton as at December 31, 2013, in accordance with Canadian public sector accounting standards.

Performance Measurement Plan

According to a 2012 report from the SPRC, close to one in five Hamiltonians live in poverty and nearly one-quarter of children and youth are living in poverty. These rates are higher in Hamilton's priority neighbourhoods where poverty impacts family health, education levels and our community's prosperity. In order to combat this, factors like affordable housing, employment equity and living wage jobs are necessities. The Learning Annex is an important component to poverty alleviation for Hamilton youth to raise aspirations about their futures and equip them with the skills and credentials necessary to obtain stable, living-wage employment. Project success will be measured by employing and mentoring highly skilled staff; provision of appropriate materials, supplies and equipment; secure a location; strong management of the project; healthy and varied partnerships that provide appropriate services; sustainable funding sources; flexible business plan that can be adapted to meet the varied needs of our clients; and transparent reporting to funders, including the Local Poverty Reduction fund.

Sustainability

The Learning Annex will be sustainable through a commitment by our partners to achieve the vision of the project, which is "to break the cycle of and eliminate poverty in Hamilton". Financial sustainability will be supported through a combination of funding from the City of Hamilton, grant applications,

fundraising opportunities, sponsorships, partnerships and in-kind support. The evaluation of the initiative will ensure its flexibility to respond to changing needs and its management will support the efficient use of resources.

WORD COUNT: 746