

2023 Results Report for Weyburn and Area

Instructions

- This results report is for the application for funding approved December 2022 for the **period January 1, 2023 to December 31, 2023**
- Type answers in the spaces provided.
- Answer all questions completely.
- Keep answers succinct and applicable to the question. The size of the box does not indicate the amount of content to be provided. The boxes will expand if you need to include more than the space displayed.
- Review this form to ensure it is complete.
- Email the completed form to kgushuliak@unitedwayregina.ca.
- **The due date is January 31, 2023.**
- This Results Report will be considered as part of the application process if submitting an application in 2024.
- For further information, questions, or request for accommodation, please contact Kristin Gushuliak, Community Grant Manager, kgushuliak@unitedwayregina.ca

Section 1 – Organization Information

1. The contact person for this report:

Contact Name:	Lynda Rideout
Contact Position Title:	Executive Director
Email:	lyndar@envisioncounsellingcentre.com
Phone Number:	3068428821

2. Organization:

Organization Name (legal name):	Envision Counselling & Support Centre Inc.
Street Address or P.O. Box:	Box 511
Community/Region Name:	Estevan
Postal Code:	S4A2A5

Section 2 – Program Information

3. Name of program indicated on the application for 2023 funding:	Intake Worker
4. Provide a one-line description of the program:	Initial screening for all incoming referrals. Supports individuals and families in navigating the system. Ensure appropriate supports are in place based on their unique needs.
5. Indicate the reporting Period: (Most recently completed program cycle within the period January 1, 2023 to December 30, 2023 <u>(date)</u> to <u>(date)</u>):	January 1, 2023 to December 30, 2023

Demographics

Complete the following questions on demographics for the program. Please answer with a final number, not a range or percentage.

6. How many different individuals have been served by the selected program? (<u># of unique clients served as opposed to # of visits</u>)	1330
--	------

7. Fill out the demographic categories that you have program data readily available for:

- In the first column, select all the Population Types highlighted in grey that apply to your program. (Clicking on the box should add an “x”, if not, enter an “x” next to the box.)
- Then select the primary populations who are served within each Population Type if applicable. You are asked to select a maximum of 2 within each population type to identify the primary populations being served.
- Finally, enter the number of each population served.

PRIMARY (max 2)	Number Served	Population Type
<input checked="" type="checkbox"/>		<i>Populations by Age</i>

<input type="checkbox"/>		Early Years (0-5)
<input type="checkbox"/>		School-aged (6-12)
<input type="checkbox"/>		Adolescence (13-17)
<input checked="" type="checkbox"/>	256	Youth (18-29)
<input checked="" type="checkbox"/>	678	Adults (30-64)
<input checked="" type="checkbox"/>	396	Seniors and Elders (65+)
<input checked="" type="checkbox"/>		Populations Requiring Specific Care or Supports
<input type="checkbox"/>		People experiencing homelessness
<input type="checkbox"/>		People with low income or living in poverty
<input checked="" type="checkbox"/>	206	People living with mental illness
<input type="checkbox"/>		People struggling with addiction
<input type="checkbox"/>		Persons with disabilities
<input checked="" type="checkbox"/>	359	People experiencing interpersonal violence or abuse
<input type="checkbox"/>		People living in group homes or supportive living (under the age of 55)
<input checked="" type="checkbox"/>		Indigenous People
<input checked="" type="checkbox"/>	77	Indigenous: First Nations
<input type="checkbox"/>		Indigenous: Inuit
<input checked="" type="checkbox"/>	49	Indigenous: Metis
<input type="checkbox"/>		Indigenous: Non-Status
<input type="checkbox"/>		Indigenous: Unspecified
<input type="checkbox"/>		Racialized Communities
<input type="checkbox"/>		All (Do not select all unless you regularly serve all the communities listed. Check the top 3 and note any others.)
<input type="checkbox"/>		South Asian
<input type="checkbox"/>		Chinese
<input type="checkbox"/>		Black
<input type="checkbox"/>		Filipino
<input type="checkbox"/>		Latin American
<input type="checkbox"/>		Arab
<input type="checkbox"/>		Southeast Asian
<input type="checkbox"/>		West Asian
<input type="checkbox"/>		Korean
<input type="checkbox"/>		Japanese
<input type="checkbox"/>		Groups not otherwise specified
<input checked="" type="checkbox"/>		Gender and Sexual Identity
<input checked="" type="checkbox"/>	359	Male

<input checked="" type="checkbox"/>	795	Female
<input type="checkbox"/>		Members of LGBTQ2S+ communities
<input checked="" type="checkbox"/>	176	Gender Unknown
<input checked="" type="checkbox"/>		Newcomers
<input checked="" type="checkbox"/>	7	Permanent Residents - immigrants
<input type="checkbox"/>		Permanent Residents - refugees
<input type="checkbox"/>		Temporary Residents
<input type="checkbox"/>		Unknown Status
<input checked="" type="checkbox"/>		Single Parent Households
<input checked="" type="checkbox"/>	UK	Single mothers
<input checked="" type="checkbox"/>	UK	Single fathers
<input type="checkbox"/>		Single grandparents
<input type="checkbox"/>		Other
<input checked="" type="checkbox"/>	170	Specify: unemployed

We do not collect statistics for Single Parent Households.

Measurement of Success:

Activities	
Activities are the key tasks or services that demonstrate a reasonable response to the social issue identified and directly contribute to the program outcomes.	
8. Check off the key Activities that you collected outputs on and that apply to the identified program:	
<input checked="" type="checkbox"/> Assessment and Screening	<input type="checkbox"/> Outreach
<input type="checkbox"/> Case Management	<input type="checkbox"/> Provide Food
<input type="checkbox"/> Childcare	<input type="checkbox"/> Provide Shelter
<input checked="" type="checkbox"/> Counseling	<input type="checkbox"/> Raising Awareness or Public Education
<input type="checkbox"/> Crisis Support Lines	<input checked="" type="checkbox"/> Referrals
<input type="checkbox"/> Field Trips	<input type="checkbox"/> Rehabilitation or Therapy
<input type="checkbox"/> Home Visits	<input checked="" type="checkbox"/> Transportation
<input type="checkbox"/> Non-Crisis Support Lines	<input type="checkbox"/> Workshops/Instructional Classes
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Outputs

Outputs are the anticipated products of the program’s activities that will produce the desired intended outcomes for the program’s participants.

9. Check off the key Outputs that you collected data on and that correspond to the Activities selected above and enter the number produced:

Example: <input checked="" type="checkbox"/> # of calls	25
<input checked="" type="checkbox"/> # of assessments completed	1330
<input checked="" type="checkbox"/> # of calls	1198
<input type="checkbox"/> # of childcare spaces provided	
<input checked="" type="checkbox"/> # of counseling sessions conducted	3856
<input type="checkbox"/> # of educational materials distributed	
<input type="checkbox"/> # of field trips	
<input type="checkbox"/> # of home visits completed	
<input type="checkbox"/> # of meals served	
<input type="checkbox"/> # of new connections made	
<input checked="" type="checkbox"/> # of referrals made	395
<input type="checkbox"/> # of rehabilitation/therapy sessions conducted	
<input type="checkbox"/> # of shelter spaces provided	
<input type="checkbox"/> # of specialty services that are culturally appropriate delivered	
<input checked="" type="checkbox"/> # of transports	4
<input checked="" type="checkbox"/> # of web inquiries	132
<input type="checkbox"/> # of workshops/instructional classes taught	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	

10. Indicate any changes made to programming compared to what was indicated on the application. Provide an explanation of why changes were made and what you learned throughout the process.

No changes made to the program

11. Did the program meet its targets and/or achieve its intent? Please explain what the program achieved.

This program was invaluable and met all its required targets. The program provided continuity to the entire agency. Our response time and immediate support is continually improved with this program. Intake uses a triage approach when responding to incoming referrals. The intake worker is trained to respond efficiently to urgent referrals to ensure appropriate care and attention is given to high-risk individuals and families. The program assists counsellors with caseload management and streamlining the program participants. The intake worker continuously works on building relationships with community partners to allow a smooth transition when additional support is needed.

12. Impact Story - Provide at least one Impact Story that highlights how your program made a change in the life of a participant. The most useful stories highlight a specific positive change resulting from the program, and then clearly states how the change is linked to United Way's Focus Area Outcomes* All That Kids Can Be, Poverty to Possibility or Healthy People Strong Communities (maximum of 400 words). These stories could be used in United Way marketing materials and may be edited to fit the communication medium.

If possible, provide the name of the person who appears in the story, a photo and a signed photo release form (you can use your own form or one provided by United Way).

*see Appendix A for more information on the Focus Areas.

This impact story highlights a specific positive change resulting from the program, and clearly demonstrates how the change is linked to United Way's Focus Area Outcomes "**Healthy People Strong Communities**":

Envision received a call from a father concerned for his teenage son's safety. The call was transferred directly to Envision Counselling & Support Centre's Intake Worker. The father (we will call him Jack) stated he and his son had been having a few arguments over the last week about his son's (we will call him Peyton) school and this morning it came to an explosion. Jack was calling the Envision office looking for recommendations on how to help Peyton. Jack shared that Peyton was currently locked in his bedroom yelling comments that he wished he was dead and he would be better off dead. Initially, Jack asked what he should do, Intake spoke with Jack and explored options that would be helpful for the father and son. The Intake Worker was able to assess for potential safety risks. The Intake Worker spoke with Jack and helped him make a plan regarding Peyton's safety, physically and emotionally. Intake was able to hold space and validate Jack's worry for his son and desperation to help him. While speaking with Jack, Peyton came out of his room. The Intake Worker asked Jack if Peyton would be willing to talk to Intake himself. Peyton took the phone and was very emotional, yelling and crying. Intake held space for Peyton and allowed him to let everything out that he was feeling. Peyton apologized several times to the Worker for his language and how he was yelling. The Intake Worker assured Peyton it was ok and continued to hold space and validate his feelings. Once the Intake Worker heard a change in Peyton's breath and tone, the Intake Worker asked Peyton to find a comfortable spot to sit and went through a couple of grounding exercises with him. Once Peyton

was able to name his emotions he was able to become more emotionally regulated. The Intake worker and Peyton were then able to talk about what he was feeling and how it was upsetting for his dad to hear him say he wished he was better off dead. The Intake Worker asked if Peyton was experiencing thoughts of suicide or self-harm. Peyton related that he had no suicidal ideation or plan to harm himself. Peyton shared that he was upset the statements just came out. The intake worker and Peyton made a plan on how to help him communicate with his father. Once the Intake Worker and Peyton concluded their plan the Intake Worker let Peyton know that the Worker would be calling later in the afternoon to follow up. Peyton was agreeable. The Intake Worker then spoke to Jack again and asked if he and Peyton would like to be set up for some family counselling – Jack was agreeable with the idea and Intake booked an appointment within days for the family. The Intake Worker had a vital role in connecting with this family. They required help in that moment and our Intake Worker was able to assist at that moment and provide space for both individuals to help minimize the escalation of emotions. The Intake Worker provided support and helped the individuals come to a plan that both could work with, ensuring Peyton was safe and felt supported by Dad when he was feeling scared and overwhelmed. The Intake Worker had 3 goals in mind during this call:

1. Be available in the moment, seeking to understand and support the caller
2. Strengthen and empower the relationship between parent and adolescent
3. Connect them with ongoing supports.

Both Dad and son expressed their appreciation of being able to speak with someone so quickly. Both related that the Worker made them feel heard and respected which plays a huge part in their ongoing relationship and connection to community supports. This family remains connected to an ongoing Envision Counsellor.

13. Provide additional quotes from participant children, youth, families/caregivers or individuals.

If possible, provide the name of the person who provided the quote, a photo and a signed photo release form (you can use your own form or the one provided by United Way).

These are some quotes from our client survey that we provide annually to ensure the effectiveness of our programing with anonymous client feedback.

"The first person I spoke with was kind and caring." Anonymous

"My counsellor is amazing she makes me feel heard and supported. She gives great advice on how to move forward." Anonymous

"It's a safe place, absolutely amazing staff and non-judgemental." Anonymous

"Kind, supportive, timely and offer techniques for whatever you are dealing with." Anonymous

Anonymous

"Informative and connected me to the services I needed." Anonymous

"Made me feel validated for how I feel, and not crazy for feeling that way." Anonymous

14. If there are any additional information/comments you would like to provide, enter it here. (E.g. Any changes to the organization, challenges, etc.)

No additional information to add.

By signing below:

Agency signing authorities certify that they have the power to bind the agency, and further, they affirm that the total contents of this application are true, complete and accurate.

Signature:



Executive Director/CEO Signature

January 10, 2024

Date

lyndar@envisioncounsellingcentre.com

Email address