



ROOTS/ROUTES TO WOMEN'S LEADERSHIP AND EMPOWERMENT

Final Evaluation Report: Draft for Review

Advancing Marginalized Women's Leadership and Empowerment

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SECTION 1: INTRODUCTION

Context and Scope of the Evaluation

Bureau Kensington is pleased to submit this Final Evaluation Report summarizing the results of the three year **Roots/Routes to Women's Leadership and Empowerment Project** to Status of Women Canada. Status of Women Canada provided \$752,490.00 in total to three organizations to implement and evaluate their leadership and empowerment programs for marginalized women in their three communities from March 2013 to March 2016. The results summarized in this Final Report reflect the impact and learnings for participants of the three women's leadership and empowerment training programs, the enhanced partnerships that were developed through the Project, and the development, dissemination, and reception of the resulting Promising Practices Manual.

The three organizations are the **West Central Women's Resource Centre (WCWRC)** in Winnipeg, Manitoba, **Working for Change (W4C)** in Toronto, Ontario, and **the Saint John Women's Empowerment Network (WEN)**, formerly called the Urban Core Support Network, of Saint John, New Brunswick.

The Organizations & Programs

The West Central Women's Resource Centre (WCWRC) began as a three-year project called the Women's Empowerment Project. The WCWRC is a multi-service organization occupying a stand-alone building in West Central Winnipeg, Manitoba that provides a range of services for women in the neighbourhood. The Centre offers basic drop-in services such as laundry, shower facilities, snacks, phone and computer access, in addition to recreational and educational programming, and connecting women to other community resources. WCWRC also has a Childminding space, where women can place their children while they are accessing programs and resources within the Centre. Other program areas address Housing and Income Security, Newcomer programming and services, Employment and Educational resources, Indigenous programming, and Volunteerism and Mentorship. All of these programs create opportunities for leadership, training and employment, which inevitably lead women towards economic security for themselves and their families. Of the women that come to access these programs and services, referrals are made to **WE-WIL (Women Empowering Women in Leadership)**, the 10-week program which meets weekly on Mondays. <http://wcwrc.ca>

Working for Change (W4C) is located in Parkdale, in the western part of Toronto drawing participants from its diverse neighborhood and from the Greater Toronto Area. W4C advocates for employment opportunities for psychiatric consumer/survivors and emphasizes the importance of work in the lives of people who have been marginalized by poverty and mental health issues. Working For Change operates four alternative businesses that are operated entirely by consumer/survivor employees. **WSO (Women Speak Out)** is a 12-week program which runs three times a week with the goal of developing leadership skills in women with rich stores of 'lived experience' in order to support their leadership in their communities. WSO draws participants from community partner organizations. <http://workingforchange.ca>

Saint John Women's Empowerment Network (WEN) is located in central Saint John and provides education and awareness workshops; working with all sectors to remove barriers that prevent women from moving forward. **PU! (Power Up!)** is a 10 week leadership training and peer mentoring program which runs three times a week designed with and for low income women who face multiple barriers in accessing training, employment, and community participation opportunities. In partnership with a number of organizations including Saint John Learning Exchange, and the Saint John Loan Fund, PU! draws participants from this extensive network. <http://sjwen.ca>

The Steering Committee (SC)

In order to ensure that the programs themselves worked toward achieving the planned results for participants, for discovering the promising practices and for enhancing their partnerships, a Steering Committee was formed at the outset with staff, the Evaluation Team, and in Year 1 with past participants. The inclusion of six past participants was key not only to incorporating their own experiences of being in the program, but also providing opportunities for them to continue to enhance their own leadership development, to travel, observe other programs, advise on their sense of the promising practices, develop strong connections with the SC members and also with other participants in the Year 1 programs. In Year 2 and Year 3, past participants on the Steering Committee either were able to secure full-time employment or attend school, or were otherwise no longer available to participate on the Committee. The Committee members agreed not to attempt to replace them with new members at mid-point in the Project.

The Evaluators

Bureau Kensington (BK): Barbara Williams EdD, the Director of Bureau Kensington in Toronto and Kristin Mueller-Heaslip form the Evaluation Team. <http://bureaukensington.com>

Why this work matters

We know that by providing training and support to poor and marginalized women:

- **Women improve their health and well-being, increase social connectedness, are better able to address issues of violence, and improve their economic stability.** This training assists women to enhance their education, enhance employability, and reduce their reliance on social programs. It helps women become active citizens and influence their communities. It helps them to dream again.
- **Child poverty is reduced.** Poverty makes children sick. Poor children often start out as underweight babies, which sets them up for future health problems. As they grow up, kids who live in poverty suffer from higher rates of asthma, diabetes, mental health issues—even heart disease.¹
- **Communities, regions and countries become more resilient.** The World Development Report: Gender Equality and Development argues that gender equality is a core development objective in its own right. It is also smart economics. Greater gender

¹ <http://www.canadianwomen.org/facts-about-women-and-poverty>

equality can enhance productivity, improve development outcomes for the next generation, and make institutions more representative.²

- **Everyone learns.** The vast knowledge and experience of vulnerable women comes to count as knowledge and can be shared with service providers, peers, policymakers and government officials. This makes personal and social change possible.

Training in leadership skills, speech-making and speaking out, systems and policy analyses, and active community participation enhance women's self-esteem, resilience, and knowledge – core elements for women to begin to act as social leaders and to engage in decision-making at the family, community, and institutional levels. Women organize and mobilize together when they learn that their experience matters, that their stories can be used to change their lives, and realize that they are capable of changing the lives of others. Women become autonomous through a relationship-building that is strengthened collectively and collaboratively in ways that influence and change the structural and systemic roots of poverty, oppression and marginalization. Support and follow-up for setting personal, social, and economic goals are vital for women as they continue their journey towards autonomy and empowerment. Economic empowerment of poor and marginalized women begins with reducing social isolation and the shame associated with poverty and moves toward building and rebuilding personal and social resources and assets. Economic empowerment advances women by reducing vulnerability and fear and moving toward education and more stable forms of income generation, sustained by continued support and the on-going practice and use of new skills and resources.

Key Project Activities Reporting

For this Project, each of the programs - **Women Empowering Women into Leadership** (WE-WIL) in Winnipeg, **Women Speak Out** (WSO) in Toronto, and **Power UP!** (PU!) in Saint John offered a women's empowerment and leadership training program in Year 1 for 10 – 12 women; each using their own curriculum. In Year 2, each program revised their curriculum to be based on the agreed-upon 'promising practices' from each other's programs. The 'promising practices' integrated into each of the programs' curricula were assessed during and after the program and have been developed into a stand-alone document, the ***Roots/Routes to Women's Empowerment and Leadership Promising Practices Manual*** (henceforth referred to as *Promising Practices Manual*, or PPM)³. In Year 3 the organizations reached out to other organizations across Canada to promote and distribute the Promising Practices Manual for women's leadership and empowerment.

This Final Evaluation Report describes the final results at the end of Year 3. Similar to the Year 1 and Year 2 reports, it compares, contrasts and evaluates the changes in the participants within and between programs from the start to the end of the program. In addition, the Cohort 1 and the Cohort 2 data are compared. This Report also details the development, production, and dissemination of the Promising Practices Manual. The Report further examines the partnerships among the participating organizations and explores how their opportunities to observe each

² World Bank World Development Report 2012: Gender Equality and Development. <http://bit.ly/XM5IP8>

³ The PPM can be accessed at <http://bureaukensington.com/?wpdmdl=895> and on the three partner organization websites.

others' programs and discuss shared learning has strengthened their thinking and particularly the PPM. It reports on the development, production, and distribution of the manual, as well as the preliminary feedback from the manual's intended audience.

Expected Results from the Results Framework and Performance Measurement Plan

Planned Results in the short term are:

1. That women have gained leadership skills and increased awareness about the causes and effects of marginalization.
2. That there is a better understanding of promising practices leading to an improvement of the model.
3. That there are increased partnerships for learning with organizations working on similar issues across the country.

The Planned Results in the medium term are:

1. Women have increased their personal and social resources for economic self-sufficiency.
2. There is a new engagement model for marginalized women with increased access to mechanisms and tools for marginalized women.
3. There is a strengthened network of organizations working on similar issues across the country.
4. The model is designed and implemented for marginalized women that can be used by other organizations working on similar issues across the country.

Terminology

For the purposes of clarity the following terms are used throughout this report:

- **Roots/Routes Project** refers to the overall three-year initiative including the training, curriculum development, and the Evaluation process.
- **Program** refers to the empowerment and leadership training programs in each organization.
- **Engagement Model, or best practice** refers to the modules that were agreed upon, tested in each program, and collected in the Promising Practices Manual (PPM).
- **SC:** Steering Committee, the committee of executive directors, program co-ordinators, evaluators, and past participants (in Year 1 only) who oversaw the Roots/Routes project.
- **Year 1, Year 2, and Year 3:** The Roots/Routes project took place over three years. Year 1 refers to the period from March 2013-April 2014; Year 2 from May 2014-May 2015; and Year 3 from June 2015-March 2016.

- **Cohort 1/Cohort 2:** Each program conducted two sessions, one in 2013 and another in 2014. The participants who took part during the 1st session (2013) are referred to as Cohort 1, and those who took part during the 2nd session (2014) are referred to as Cohort 2.
- **One year and two year post-program follow-up:** This refers to follow-up data obtained from participants at one year and two years after the conclusion of the program in which they took part. This can be somewhat confusing, as this data was collected from each cohort at different points. For example, for Cohort 1, one year post-program follow-up data was obtained in 2014; for Cohort 2, 2015.

ROOTS/ROUTES KEY ACTIVITIES: MARCH 2013 – MARCH 2016

Considerable program activity took place between March 2013 and March 2016. See Appendix A for details.

Program Resources

Status of Women Canada provided financial resources to each organization and their program as per their individual agreements with SWC, including the costs of the Evaluation. Each organization has a long-standing practice of providing women's leadership programs and expertise in this area.

The Observations & Exchanges: In Year 1, the Steering Committee made Exchange visits to observe each program. The Exchanges were not funded by SWC, but by the organizations. They were an opportunity for staff, the Evaluators, and past members to gain an in-depth understanding of the philosophies and methodologies of the other programs, to be able to compare and contrast the work that is being done, identify promising practices, and begin to consider how to incorporate some of these promising practices into their own programs.

No funds were available in Year 2 for the Steering Committee to undertake Exchange visits; however the Evaluation Team members visited and observed each of the three programs. This enabled the Evaluation team to assess how each program was implementing a new or newly revised promising practice module.

The EDs, program staff, and Evaluation Team were able to meet face-to-face in April 2015 at their own expense. No face-to-face meetings or exchanges were conducted in Year 3; no funds were available for Year 3 program offerings.

Project Risks & Efforts at Mitigation

Risks

Mitigation

Coordination and alignment given 3 sites; communication challenges	Planned and regular meetings with staff, Evaluator and the SC; minute-keeping & distribution; regular
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	skype and email contact; accessibility to Evaluator and SC members.
Identifying promising practices & determining suitability for inclusion in Year 2	Ongoing discussion with SC members, observation of other programs, review of an agreement of 5 promising practices, consideration of program specificity with agreed-upon flexibility for integrating new practices; written agreement and clarity as to the key promising practices.
That Exchanges would not occur	Participating organizations provided funds in Year 1, did not provide funds in Year 2.
Participants do not agree to participate in the Evaluation Difficulty in gathering follow-up data	Coordinators discussed rationale for the Project Evaluation, provided consent forms; ensured confidentiality indicating that participants may withdraw; all consented. Participants were difficult to locate over time for data collection: staff offered financial incentives and or group meetings/outings, staff located past participants on social media.
Difficulty in consistently gathering data by program staff given other demands	Support from SWC and the Evaluation team to collect detailed data
Changes in staffing	A number of staff in each organization are familiar with the programs and could assume these tasks if necessary; some staffing changes occurred in WCWRC for maternity leaves, but returning staff readily re-engaged.

Report Structure

Section One: Introduction provides an orientation to the three year Roots/Routes to Women's Leadership and Empowerment Project, outlines the purpose of the Final Evaluation Report, describes the planned short and medium term results, presents the three organizations and their programs, and focuses on the results achieved in the medium term results:

- The degree to which women have increased their personal and social resources for economic self-sufficiency;
- The extent to which there are measurable increases in the contributions and engagement of women in the community, including women as leaders;
- The development of a new engagement model for marginalized women based on the promising practices integrated into program curricula;

- The degree to which a strengthened network of organizations working on similar issues across the country was developed to aid in the dissemination of the Promising Practices Manual.

Section Two: Methodology examines the evaluation approach that recognizes the value of collaboration for learning, a feminist standpoint theory and theory of change, as well as the regional and organizational mandate differences and the resulting differences between programs. It presents the key issues for the evaluation and central evaluation questions related to the medium term results. It reviews the data sources, methods of collection, and challenges. This section concludes with methodological constraints and limitations.

Section Three: Major Findings presents the findings at the end of the program relative to the three short term results. It presents a demographic profile of both cohorts of women who attended the programs, compares them across the programs at intake and exit, then makes comparisons across the 3 programs and between the two cohorts. This information forms the basis under which it is possible to answer the questions: to what degree women have gained leadership skills and increased awareness about the causes and effects of marginalization? Have participants from Cohort 1 and Cohort 2 demonstrated that they have increased their personal and social resources, as well as leadership and community engagement? To what degree did the introduction of the Promising Practices included in the manual enhance the results?

Finally, this section provides a condensed overview of the development of the Promising Practices Manual, including the five modules that make up the foundation of the stand-alone document, and outlines the dissemination to and reception of the manual by organizations across Canada and abroad.

Section Four: Conclusions and Recommendations

Appendices: Key Project Activities; Steering Committee Members; Promotional materials; Steering Committee Meeting Dates; Data collection tools; Results Framework and Performance Measurement Plan.

SECTION 2: METHODOLOGY

Evaluation Approach

The evaluation premises & principles: The approach to the Roots/Routes Evaluation is collaborative, women-centred, and relational. It attempts to promote learning while assessing results. It focuses on three areas: the participant herself and the changes that occurred during the program and over time, the development of a new model or promising practices of teaching women's empowerment and leadership, and the enhanced partnerships which were developed to improve the approach to enhancing empowerment for marginalized women.

The Evaluation recognizes that providing 10 or 12 weeks of training to marginalized and poor women can only be the beginning of assisting women to learn leadership skills and alter the effects of poverty on their lives within the challenging economic and social systems that contribute to women's marginalization and poverty. However, such programs can put women 'on that path'.

To create programs that enhance women's leadership and empowerment, each program creates a supportive learning environment which meets the unique needs of participants in their communities, values 'learning from experience' in the program, is 'woman-centred', and provides information in a manner that enables learning for marginalized women. Although each organization is different, as each works within a different Canadian regional context and attracts somewhat different participants demographically, there are nonetheless key shared principles across the program reflected in the evaluation approach:

- Poor, traditionally marginalized women who are assessed for 'readiness' and selected for the programs bring an array of knowledge to these programs which contributes to their own success in the programs;
- The programs can enhance participant knowledge and enable opportunities for important changes or results in the lives of participants over time;
- Long-term changes take time;
- Poor, traditionally marginalized women contribute their feedback to enhance the program contents;
- The indicators that are connected to 'positive change' are reflective not only of an embedded 'theory of change', but also seek to propel those changes in a desired direction by trying to discover what may contribute to positive changes;
- While outcomes are expected in this Project, the evaluation strategy is exploratory and descriptive, in that it seeks to understand and describe changes, program contents and partnerships rather than simply test tools.
- In Year 2, with the inclusion of 'promising practices modules', it was possible to assess more clearly what if any programmatic tools or approaches contributed to participants changes.

Theory of change (TOC): A theory of change (TOC) is a conceptual tool for developing solutions to complex social problems. The complex social problem at the heart of the

Roots/Routes Project is the systemic marginalization of women across Canada. In the Roots/Routes Project, this has meant focusing on the learning/teaching context itself to support changes for marginalized women, sharing curriculum experiences among the three partners to develop the most promising practices from each of the programs, and discussing the work in the wider networks to support marginalized women to change their lives. The TOC for the Roots/Routes Project describes how the short term and medium term results enable longer term results in terms of participant changes, program enhancements and partnership possibilities. These results include:

- Better enabling marginalized women to gain new skills or enhance existing ones to increase and strengthen their personal and social resources as they move toward economic self-sufficiency and become agents of social change;
- Developing a promising model to ensure it can better respond to the specific needs of marginalized women across the country;
- Enhancing partnerships and strengthening networks working on similar issues across the country.

The Roots/Routes Steering Committee has worked for three years with a TOC that is made explicit here and results from numerous meetings, observations and discussions. The TOC articulates important considerations about the process through which change occurs and clarifies the enabling context in which hoped-for change can occur for participants. These enabling factors are described in the Roots/Routes Promising Practices Manual and summarized here:

- a) **Readiness of participants:** What constitutes participant ‘readiness’ to enter the program will vary between communities and regions. For some women, being able to apply for and being chosen to enter a program is a huge step forward and indicator of success. Successfully completing and making use of a 10-12 week program is the second indicator of success toward the longer term result. Substantive change however, takes considerable time and additional support, training and opportunities. Therefore, for a participant to achieve long term success, she must be able to ‘begin’. For participants to make use of the program, those providing training agreed they need to have basic literacy skills in English, the ability to communicate in English, a stable living situation, the capacity to sit in a classroom for 5 hours a day, the capacity to ‘get along’ well enough with others to avoid significant classroom disruption, and to have sufficient wellness – both mental and physical. It is helpful to redirect participants whose situations or capacities make this difficult to other programming and resources, encouraging them to reapply when they are ready. Participants can learn in supportive and respectful environments to gain information, to improve their sense of self, and recover optimism and energy to try again and/or try something new. Participants can learn the systemic conditions that affect their lives and how to begin to alter these. Empowered women act as informed participants in their lives, families and communities instead of being passive or helpless recipients of community or government services.
- b) **Supportive organizational environments:** Programs should be initiated in an organizational context that values and supports women’s learning and empowerment, can

recognize the specific needs and assets of marginalized women, and will customize their programming to meet those needs while valuing the lived experience of women and opposing oppressions such as racism, homophobia, ableism, classism, and sexism. The program would ensure that women understand the systemic complexities of their poverty and marginalization, not see this as ‘simply their fault’.

- c) **Nurturing partnerships:** Changing lives is not possible by individual effort alone. Just as marginalized women need support and accompaniment, learning and challenge to move toward self-sufficiency, the organizations that provide these programs need to be interconnected. The assumption here is that substantive change for women happens over time, in the context of community alliances and increased opportunities for shared learning within a ‘community of interest’.

Evaluation Questions

For participants:

1. What are the similarities and differences among and between the participants in the three programs and between the participants in Cohort 1 and Cohort 2?
2. What are the key changes among and between participants in the three programs at the beginning and the end of the program that indicate that women have taken up leadership and increased in awareness about the causes and effects of marginalization:
 - Have women demonstrated enhanced leadership skills? and/or
 - Have women enhanced their employment or education? and/or
 - Have women made plans to alter the effects of poverty in their lives? and
 - Have observed changes persisted over time?
3. What are the key changes for participants after one year? After two years?
4. Are there important variables that might affect the positive results in Questions #2 & #3?

For the model:

5. What is the nature and content of the program improvements that were chosen for inclusion in the Promising Practices Manual?
6. Did the improvements make a demonstrable difference in participant results? If so, how?

For the partnerships:

7. Given the importance of collaboration to the programs themselves, to women’s learning and leadership, the partnerships and the Exchanges, what was the nature of the partnerships and the perception of their value?

Data Collection and Sources

Data for the evaluation was collected through a variety of methods throughout the project, including:

- Intake and exit questionnaire administered to participants (Year 1 & Year 2)
- 1st week reflection (Year 1 & Year 2)
- Daily session evaluation forms for all programs (Year 1 & Year 2)
- Post-program evaluation forms after each program (Year 1 & Year 2)
- Observation of each program by other organizations and the Evaluation Team
- Discussion/conference calls with the program Coordinators and ED's of the three organizations and SC Meetings: See Appendix C for dates of Steering Committee meetings.
- Tracking of PPM dissemination, download statistics, and feedback from downloaders
- Collection of follow-up data from Cohort 1 and Cohort 2 participants using Intake/Exit form
- On-going feedback and input from ED's and Program Co-ordinators

Data Sources	Collection Processes	How
Participant demographic data per program and between programs, participant changes over time (end of the program, 6 months, 1 year, 2 years) between programs	Intake/Exit Form maintained on excel spread sheets	Written by participants individually or group by Coordinators, sent to Evaluation Team (ET); Follow-up information was collected by phone in some cases or received electronically in others.
Participant goals information	Goal statements on the Intake/Exit Form & explicit goal statements at the end of the program and at follow-up	Collected by Coordinators & sent to ET.
Participant daily session evaluations	Form collected from each participant for each session	Written by participants each day, collected by Coordinators, sent to ET.
Participant post program assessments	Form or interview collected from each participant at the end of the program	Written by participants or from interviews by Coordinators; sent to ET.
Program observation, program outlines, full curriculum manuals, meeting notes/minutes	Observation notes, document review, Exchange debriefs and Steering Committee meetings	Evaluation Team; SC members received Program Curriculum for each Year 2 program for review.
Agreed-upon promising practices modules and facilitator's guide stand-alone document	Observation notes, document reviews, Exchange debriefs, and Steering Committee meetings virtual and face-to-face	Evaluation Team, Steering Committee members.

Partnership enhancement statements and observations	Steering Committee Minutes, meeting notes and debriefings; recorded, circulated and agreed upon	Evaluation Team and members of the SC
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Methodological Constraints and Limitations of the Evaluation

A theory of change for women's empowerment and leadership programs underscores the approach to the Evaluation. This guided the evaluation of participant changes as well as those related to the programs and the assessment of the deepening partnerships. Furthermore, the data collection and analysis are complicated by the realities of working with vulnerable populations.

Changing women's lives, reducing poverty and marginalization, takes considerable time. While the participants show results (as shown in the next Section) at the beginning and end of the programs, and did show some mid-term changes, longer-term change beyond three years will not be possible to assess as the project has come to an end.

In addition to these overarching constraints there are some additional programmatic and context issues to consider:

1. Differing demographics/similar but different problems: As the organizations and their programs are located in different cities in 3 different provinces, they respond to the needs of poor and marginalized women with different needs. In Winnipeg the participants are overwhelmingly Aboriginal women or newcomers; in Toronto, the participants are largely immigrant women with strong educational backgrounds, albeit not in Canada; in Saint John the participants are largely English-speaking white women with less education. At the same time, all the program participants share common characteristics: they form part of the more than 1.5 million Canadian women living in poverty, and many face multiple marginalizations. The participants in these programs tend to be: single mothers, older women, widowed or divorced women, Aboriginal women, new immigrant women, women experiencing or who have experienced gender-based harm. Thus while they share poverty and marginalization, their experiences and their particular needs are somewhat different.

2. Differing organizational missions/differing program contents and emphasis: Each organization has a somewhat different organizational mission and therefore a somewhat different program emphasis (including different program lengths, in-class time, financial support for participants in the programs, and follow-up). Therefore, this Evaluation both seeks to acknowledge these differences and to highlight the programs' similarities, in order to build an accurate picture of each program and its impact.

3. Challenges in data collection: Each organization has different administrative structures and support; each program therefore had unique challenges in tracking participants and collecting follow-up data. Workloads and lack of financial support have meant that data collection was sometimes a challenge. Added to this, while marginalized women are well-supported during their

participation in the programs, a significant number could not be located six months, one year, or two years after the program completion. Other factors include:

- As the intake/exit form was not finalized until close to the end of Year 1, data collection in the first year of the Roots/Routes project was compromised: the absence of a consistent form used by all programs made comparison between programs more difficult.
- Depending on organizational staffing, some Program Coordinators had limited time to administer and collect information from the various Forms.
- Participant capacity to complete forms and/or methods to ensure that they were able to do so was sometimes limited, affecting the consistency of information acquisition.
- Varying levels of literacy and English language comprehension among participants meant that form completion was variable.
- The relatively small number of program participants also makes it difficult to generalize from the data available.

Due to structure and length of the project, it was possible to collect follow-up data at two years post-program from Cohort 1 but only one year post-program for Cohort 2; this limits the comparability of the two data sets.

4. Multiple Stakeholders and the focus on results: The Evaluation plan required program staff to work collaboratively with multiple stakeholders—with each other (with some staffing changes), their SWC project officers (2 of whom have changed since the beginning of the Project), the senior staff person, a research consultant from SWC (who entered the process several months after the Project began), as well as the BKI Evaluation Team, with a focus on results. The emphasis on the collection and analysis of quantitative information and data sometimes left the program staff and participants with a sense of having been a 'number'. The textured richness of their learning, those of the program staff and the evaluators needs to be woven into an understanding of the significant accomplishments of these programs which did show statistical results and these are the primary focus, the constraints notwithstanding.

SECTION 3: MAJOR FINDINGS

The Logic of the Evaluation

This section provides information regarding the central questions outlined above related to participant changes, the Promising Practices Manual, and partnership relations. It is important to recall that each of the programs in this Project works from a ‘women’s centred approach’, an approach that places women’s needs and capacities at the centre. In terms of understanding the findings then, this section offers a framework for seeing women’s empowerment resulting from the connections between these three key results in the Project. That is to say that the conceptual connection as shown in Figure 1 between what a program offers for enhancing women’s skills and knowledge, new skills and knowledge that women acquire, how relationships and partnerships are built and valued are all important parts of the puzzle in understanding women’s empowerment and in developing strategies that reduce women’s marginalization.

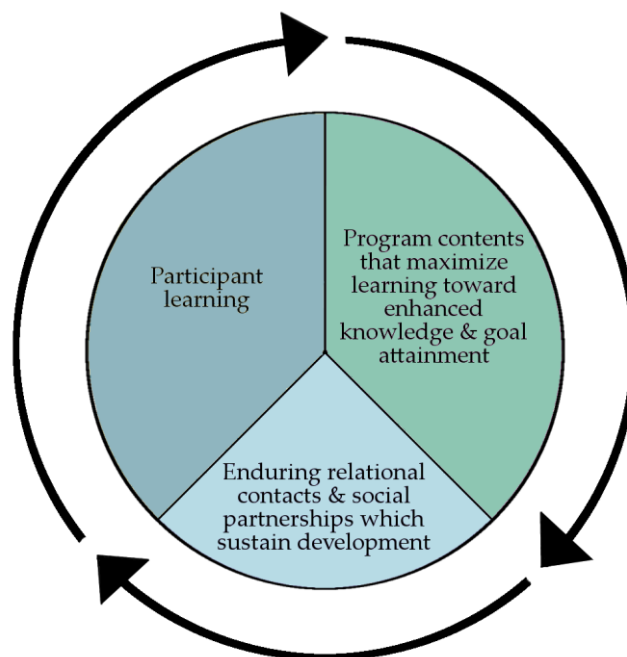


Figure 1

About the Participants

Intake Information and Analysis

Characteristic	WE-WIL		WSO		PU!	
	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2
	Entry: 12 Dropped out: 2 Completed: 10	Entry: 19 Dropped out: 8 Completed: 11	Entry: 13 Dropped out: 1 Completed: 12	Entry: 13 Dropped out: 0 Completed: 13	Entry: 11 Dropped out: 0 Completed: 11	Entry: 12 Dropped out: 2 Completed: 10
Aboriginal/Metis	5/10	6/11	0	1/13	1/11	1/10
Non-Aboriginal women of colour	3/10	3/11	7/12	8/13	0/11	0/10
Immigrant/refugee	2/10	3/11	8/12	7/13	0/11	0/10
Completed HS (only)	2/10	3/11	11/12	1/13	4/11	4/10
Completed College/University	4/10	4/11	1/12	10/13	0/11	2/11
Age span	25-58	35 – 66	32-65	19 – 55	21-50	25 – 61
Average age	44	48	47	37	36	36
ESL	4/10	3/11	7/12	6/13	1/11	0/10
Low/fluctuating self-esteem, optimism, and resiliency	3/10	6/11	6/12	7/13	8/11	3/10
Employment situation	1/10	3/11 (PT)	2/12	3/13 (underemployed)	0/11	0/10
Family status: Partnered	7/10	5/11	8/12	2/13	3/11	1/10
Family status: Single	3/10	6/11	4/12	11/13	7/11	9/10
Health	4/10 Good; 4/10 some problems; 2/10 no data	1/11 Great; 5/11 Good; 4/11 Okay; 1/11 Poor	4/12 good; 5/12 some problems; 3/12 no data	2/13 Great; 3/13 Good; 7/13 Okay; 1/13 Poor	2/11 good; 8/11 some problems; 1/11 no data	1/10 Great; 5/10 Good; 3/10 Okay; 1/10 Poor
Disability	4/10	5/11	6/12 (+1 caregiver)	10/13	2/11	2/10
Housing	9/10 stable housing	2/11 Home owner; 4/11 Rental;	1/12 Home owner;	2/13 Home owner; 5/13 Rental;	5/11 Rental; 2/11 Subsidized;	6/10 Rental; 4/10 Subsidized

		4/11 Subsidized; 1/11 Shelter	4/12 Rental; 3/12 Subsidized; 4/12 no data	4/13 Subsidized; 1/13 Couchsurfing ; 1/13 Shelter	2/11 Trailer; 2/11 no data	
Income assistance	No data	7/11	6/12	12/13	11/11	10/10
Community connections (entry)	6/10	8/11	11/12	10/13	7/11	4/10
Demonstration of leadership in community	2/10	6/11	3/12	5/13	3/11	2/10

Figure 2

Intake Results

67 women completed the program, 33 in Cohort 1 and 34 in Cohort 2. Figure 2 above sets out some of the key demographic information comparing and contrasting the three groups of participants for each cohort. The demographic composition of the two cohorts in each program is similar in terms of race and ethnicity, Aboriginal/Metis status, Immigrant/refugee status, ESL, housing and employment situation, and health status. Indeed, PU! and WE-WIL participants are very similar in both cohorts; WSO participants vary in a few areas, with Cohort 2 participants being younger, better educated, more likely to be single, more likely to identify as having a disability, and more likely to rely on social assistance than WSO Cohort 1.

Attrition was a significant issue for Cohort 2 WE-WIL (more than 40% dropped out)⁴, while the other two programs remained relatively the same from entry to exit. What is also evident are the significant differences in ethnicity between the programs. Both cohorts of WE-WIL were made up of at least 50% Aboriginal and Metis women (5/10 in Cohort 1 and 6/11 Cohort 2) and 30% non-Aboriginal women of colour (3/10 Cohort 1, 3/11 Cohort 2); while only 1 Aboriginal woman took part in WSO (in Cohort 2), both WSO cohorts were made up of around 60% non-Aboriginal women of colour (7/12 in Cohort 1, 8/13 in Cohort 2). In contrast, both cohorts of PU! were almost entirely composed of white women, with a single Aboriginal or Metis participant in each cohort, and no non-Aboriginal women of colour.

Recalling that the anticipated short and medium term results for participants were:

1. That women have gained leadership skills;
2. That women have increased their personal and social resources; and
3. That women have increased awareness about the causes and effects of marginalization

it is helpful to define these terms for the purposes of the Roots/Routes project.

⁴ There was a change in admission practice for Cohort 2 of WE-WIL, where the organizers made an open call for participants rather than utilising a selective screening process. The high rate of attrition following this change supports the conclusion that assessing participant readiness is crucial to participant and program success.

Leadership: To demonstrate women have gained leadership skills, the Evaluation seeks to see participants in leadership roles, either within the program itself or in their communities after the program. To take up leadership roles, participants must enhance their self-esteem, optimism and resiliency – in the sense that they have a growing sense of their own capacity to take up leadership, a desire to contribute as social actors in their communities, a willingness to continue to experiment with ‘taking initiative’ on their own behalf (such as with landlords, social service agency workers, and employers), and an opportunity to practice. Most of the women who enter the empowerment programs do so with a desire to improve their life situation and empower themselves but with little leadership skills or experience. The programs themselves provided a space for acquiring know-how and opportunities to actually practice leadership, either by a community project such as in WE-WIL or PU! within the program, or in public speech-making such as WSO. Furthermore, the programs provide opportunities for participants to reduce their social isolation by becoming more engaged with others in the program and in the community at large or within the organization itself.

Personal resources: Noted international women's empowerment educator Peggy Antrobus⁵ asserts that building women's leadership requires first building self-esteem. If this is true, then noting improvements in the participants' reported sense of themselves is an important predictor of participants' capacity to show leadership in the community and to make improvements in their lives. Scores relating to self-esteem, optimism, and resilience are therefore a major source of data on the participants' personal resources. The capacity to set realistic goals, believe these can be accomplished and work toward them is another indicator of enhanced personal resources.

Social resources: Social resources can be properly understood as elements present in the participant's social circle and community which support her as she works to improve her life. It is difficult to quantify exactly what these elements may be; therefore the evaluators sought evidence of their effect, in participant increases in community connections, improved education, and improved employment.

Awareness of marginalization: Each of the programs offered participants a way to see the causes and complexity of their experiences of poverty and marginalization from a more systemic perspective. Cohort 2 participants in Year 2 received a revised program that purposefully incorporated anti-oppression modules – every participant in Cohort 2 received in-class lectures, facilitated discussions, videos and films, handout materials, and guest speakers which enabled them to acquire information and deepen their understanding of historical and current perspectives of anti-oppression and systems of power and privilege. Below is a summary of outcomes for Cohort 1 participants at two years post-program and Cohort 2 participants at one year post-program. A summary of comparisons between programs follows further on.

On intake, the participant profiles in the key results areas were as follows:

⁵ *Talking Leadership: Conversations with Powerful Women*. Ed. Mary Hartman. New Brunswick: Rutgers University Press, 1999.

- **Leadership** – As Figure 2 shows, the demonstration of leadership in the community among both cohorts was very low, with less than a third of all women in all programs demonstrating leadership experience in the community at intake.
- **Personal resources** – At intake, 50% of participants across both cohorts reported low or fluctuating scores relating to self-esteem, optimism, and resilience. Self-esteem is a vital personal resource for women to undertake life-changing work.
- **Social resources** – 67% entered the program reporting at least some community connections, providing a baseline from which to evaluate the participants' improvement in social resources. As indicated in Figure 2, none of the participants had steady and reliable employment and over 80 percent of participants relied on social assistance for financial support.

In terms of other important variables, WSO participants have considerably more education in terms of high school completion in Cohort 1 and post-secondary completion in Cohort 2 than either of the other two programs' participants, which would make it easier for them to acquire employment. PU! participants have significantly less education; however, a number of participants expressed a desire to go back to school.

Another important factor is the overall level of health and wellness of participants, the degree to which they experience a disability and/or mental health challenge, and their housing situation. At Intake, it is difficult to obtain a detailed level of information concerning these details of women's private lives. When this information becomes available during the program or at the end, it is included in the Exit information which follows this and the analysis. Interestingly, participants did provide information at intake on the self-esteem, optimism and resiliency 'grid' and this information is seen to be an important indicator and possible predictor of the capacity to learn new skills and increase knowledge.

Participant Results: Program Exit (Short term)

The following section provides the findings and comparative analysis completed on data gathered when participants exited the programs and provides a summary of results and analysis. The short and mid-term results for participants were: increases in leadership, increased personal resources, increase in social resources, and increased awareness of the causes and effects of marginalization.

Table of Participant Results: Program Exit

Participant Changes at Program Exit						
Characteristic	WE-WIL		WSO		PU!	
	Cohort 1 (9/10)	Cohort 2 (7/11)	Cohort 1 (12/12)	Cohort 2 (12/13)	Cohort 1 (11/11)	Cohort 2 (9/10)
Demonstration of leadership in program	10/10	11/11	12/12	13/13	11/11	10/10
Personal resources: Improvements in self-esteem, optimism, and resilience	Improved: 9/10 No data: 1/10	Improved: 4/7 Same: 3/7	Improved: 5/12	Improved: 5/12 Same: 2/12 Worse: 5/12	Improved: 10/11	Improved: 5/9 Same: 2/9
Improvement in goal setting	6/10	2/7	7/12	8/12	9/11	7/9
Practical goals linked to concrete plans to improve effects of poverty	7/10	0/7	n/a	9/12	9/11	7/9
Social resources: Reported increased community involvement	4/10	1/7	3/12	3/12	3/11	2/9
Reported community connections	10/10	5/7	4/12	11/12	6/11	7/9
Education	No data	0/7	1 completed a program	3/12	2 completed GED	0/9
Employment	0	1/7	0	0/12	0	0/9

Figure 3

As indicated in Figure 3, during the program both cohorts showed progress in improving their leadership and personal and social resources. All participants had the opportunity to take up leadership in the course of the program; all increased their community connections, and three were even able to improve their education in the course of the program. In addition, between

intake and exit many of the participants showed some improvements in self-esteem, resiliency and optimism. WE-WIL participants showed the strongest improvements in self-esteem, resiliency and optimism, though their exit data information was limited. As discussed below, Cohort 1 participant scores peaked at exit and declined slightly afterwards; Cohort 2 participant scores showed continued improvement at one year post-program, two year post-program data being unavailable due to project end date.

Medium Term Results

Summary of Response Rates, Cohorts 1 and 2

COHORT 1							
	WE-WIL		WSO		PU!		Response Rate
1 Year Follow-Up	2/9	22%	5/12	42%	9/11	81%	50%
2 Year Follow-Up	5/9	56%	9/12	75%	3/11	27%	53%
COHORT 2							
	WE-WIL		WSO		PU!		Response Rate
1 Year Follow-Up	5/11	45%	10/13	77%	9/10	90%	71%

Figure 4

As shown in Figure 4, collecting follow-up data for Cohort 1 participants was a significant challenge. This can be understood as a result of several factors relating to the vulnerability of this population of women, including housing instability and changes in contact information, as well as a resistance to divulging personal information. In Cohort 2 PU! and WSO were able to increase their success in follow-up, perhaps due to improvements in capacity by the facilitators, who collected data from 77% and 90% of past participants respectively; WE-WIL continued to struggle with follow-up. It may be that frequent staffing changes at WCWRC interfered with continuity of communication with past participants; this, as well as the extremely challenging living situations faced by WE-WIL participants made continuing follow-up with past participants more difficult.

Table of Participant Changes, Cohort 1: Two years post-program

Characteristic	WE-WIL	WSO	PU!
	Cohort 1 (5/10)	Cohort 1 (9/12)	Cohort 1 (3/11)
Demonstration of leadership in community	1/5	4/9	0/3
Personal resources: Improvements in self-esteem, optimism, and resilience	Improved: 3/5 Lower: 2/5	Improved: 5/9 Lower: 3/9 Same: 1/9	Improved: 2/3 Lower: 1/3
Improvement in goal setting	3/5	7/9	2/3
Practical goals linked to concrete plans to improve effects of poverty	3/5	7/9	2/3
Social resources: Reported increased community involvement	3/5	5/9	1/3
Reported community connections	5/5	9/9	1/3
Education	0/5	1 completed a university degree	2 completed GED, 1 completed a college diploma, 1 took a short course
Employment	5/5 (2 FT)	5/9 (2 FT)	1/3

Figure 5

Highlights

- 5 participants reported community **leadership** roles: 2 served as community organization board members, 2 were active in politics, and 1 was active as a speaker
- At 2 years post-program 12/17 showed improvement in their **personal resources** through improvement in goal-setting, making specific, realistic, and attainable goals and detailing steps on how they planned to achieve them.
- While participants showed statistically significant improvement in scores relating to self-esteem, optimism, and resilience at program exit, their scores had decreased somewhat at 1 and 2 years post program. Statistical analysis now suggests that the programs most

likely did not significantly improve self-esteem, optimism, and resilience scores at 1 year or 2 years post-program.

- 11/17 participants had increased their **social resources** through improving their employment situation; 4 of these had secured full-time employment.
- 4/17 participants had successfully upgraded their educations; one had completed her GED; another had completed her GED, then a college diploma, while another had completed a university degree and another a short course. 5/17 participants were, at 2 years post-program, engaged in improving their education or upgrading their skills, working towards GED, community college, and university qualifications.
- One participant had opened a small business.
- 7/17 reported improvements in their physical or mental health.

Due to understandable difficulties in gathering feedback data from Cohort 1 participants at 2

Cohort 1 Participant Feedback

“The project helped me step back and put more thought into my future goals.”

“This training really gave the confidence, tools, information and resources that I need to start planning the next step in my life to reach my goals. Thanks.”

“I learned I have a lot more skills and a lot more to offer than I thought. I have a lot of strength to deal with life’s issues”

years post-program - almost 50% were lost to follow-up - it is difficult to paint an accurate picture of the outcomes experienced by this group. It is not known why those who were not able to be contacted were lost to follow-up: we speculate, based on the data, that some were well enough to not need to remain in contact with the partner organizations, while some would have lost contact due to personal or financial setbacks.

However, it is possible to draw some tentative conclusions from the limited data set available from the 17 (out of a total of 33) Cohort 1 participants who responded in some manner to follow-up requests. 12/17 participants showed improved **leadership**: setting realistic and achievable personal, financial, and family goals and outlining practical steps to achieve them. Participants had also increased their **personal and social resources**. 11 had secured employment, with 4 of that 11 finding full-time employment. 4 had successfully upgraded their educations, while 5 were in the process of doing so, whether by pursuing a GED, finishing a university degree, or enrolling in community college. This reinforces observations of their enhanced goal-setting abilities, as women who participated in the Cohort 1 programs had to be able to pursue and achieve significant goals.

However, compared to the women in Cohort 2, Cohort 1 women were less able to articulate the barriers which hampered them in their efforts to achieve their goals. This suggests that while the participants showed improvement in goal-setting ability and leadership capacity, their understanding of the **causes and effects of marginalization** is not as developed as in Cohort 2, as will be shown below.

While Cohort 1 data is lesser in quantity and quality than that available for Cohort 2, from the available data it seems fair to conclude that the programs had a positive effect on the lives of the women involved, aiding them as they moved forward towards increased employment, education, and community involvement.⁶

Table of Participant Changes, Cohort 2: One year post-program

Characteristic	WE-WIL	WSO	PU!
	Cohort 2 (5/11)	Cohort 2 (10/13)	Cohort 2 (9/11)
Demonstration of leadership in community	2/5	5/10	2/9
Personal resources: Improvements in self-esteem, optimism, and resilience	Improved: 4/5 Lower: 1/5	Improved: 6/10 Lower: 3/10 Same: 1/10	Improved: 6/9 Lower: 2/9 Same: 1/9
Improvement in goal setting	3/5	10/10	9/9
Practical goals linked to concrete plans to improve effects of poverty	3/5	10/10	9/9
Social resources: Reported increased community involvement	2/5	5/10	2/9
Reported community connections	2/5	10/10	4/5
Education	no change	no change	no change
Employment	1/5	6/10	3/9

Figure 6

⁶ As the intake/exit form was not finalized until after Cohort 1 programs had begun, the intake and exit forms used for initial data gathering were somewhat different. This posed problems for comparing data between intake, exit, and various follow-up points. Cohort 2 analysis below shows that the improvement in data collection and the consistent use of a single form improved the reliability of data and robustness of the conclusions which could be drawn.

Success Story: Angel (Women Speak Out)

Angel led a sheltered life in India. She had been a high-achieving daughter with a PhD in developmental biology, and a traditional wife and mother in an arranged marriage. But in 2010 she left her emotionally abusive husband, controlling in-laws, and India itself behind with her six-year-old daughter, headed for Toronto. Angel stayed at the Red Door Family Shelter, where she found help applying for social assistance and legal aid and getting a lawyer for her refugee claim. The kindness of social service workers led her to seek work in community service.

Her first job was with Fred Victor's employment services. But still she was under-confident. "I had earned a gold medal and was top in my class, but when I came to Canada I felt maybe I wasn't good enough."

Meeting others who had known discrimination, abuse and poverty at Women

Speak Out, she learned to see life's experiences as assets she could draw on. She's using her skills to advance public understanding of women in poverty. Angel has worked on the City of Toronto's Poverty Reduction Strategy as a community animator helping direct discussion. Her recommendations led to revisions in the guidelines used in these community conversations.

She's spoken to the Junior League about the struggle of an educated newcomer with slight Canadian experience. In a page one story in the Toronto Star, she described the difficulty coping as a single mom on employment insurance when nearly 90 per cent of her income went to rent.

Good news came in March 2015: Angel was hired by the province of Ontario as a disability adjudicator. "It had been my dream to work for the government," she says.

Highlights

- 9 participants reported an increased level of **leadership** in their communities, facilitating groups, speaking at conferences and events, serving on boards, and in one case founding a new community organization
- Participants who provided intake, exit, and one year follow-up data experienced a statistically significant increase in scores relating to self-esteem, optimism, and resilience (see Statistical Significance chart below). 22/24 participants demonstrated improved goal-setting ability, setting realistic and achievable goals, with many listing the plans they had made and steps they had taken towards achieving them.
- WE-WIL participants, on average, improved their **personal resources** through an improvement in the number of their community connections
- 2 WSO participants greatly increased their community connections, reporting 10 and 13 connections respectively
- Graduates maintained connections with the program organizations, by mentoring new participants, attending workshops and events organized by the organizations, or participating in other programs

- 10 participants (42%) had increased their **social resources** through improving their employment situations, the majority through part-time or casual work. 3 participants had secured full-time employment.
- While no participants reported an improvement in education, 4 listed improving their education as personal goals: one intended to finish her university degree, another to get her GED, and two simply stated that they wished to “go back to school”.
- While 23/24 participants still receive some form of social assistance, 2 participants indicated that their dependence on social assistance had decreased: one described social assistance as “topping up” her income, while another continued to receive a childcare subsidy but no cash assistance. The increase in the number of participants in the workforce suggests that the reliance of those participants on social assistance has most likely decreased.
- One participant in WSO increased her income from <\$20,000/year to between \$40,000-49,999/year; another saw her income increase from <\$20,000 to between \$30,000-\$39,999. Improvements in employment listed above suggest that more participants had increased their income but failed to record it on the form.
- 9/24 participants reported an improvement in either their physical or mental health.

Analysis for Cohort 2, One Year Post-Program

In comparison to Cohort 1⁷, follow-up for Cohort 2 was much more complete, enabling the evaluators to draw more robust conclusions as to the effectiveness of the programs in enhancing the leadership capacities of the participants, improving their understanding of the causes and effects of marginalization, and improving their educational and employment outcomes.

24 out of the 34 participants of Cohort 2 (70%) who completed the programs responded to follow-up requests at one year post-program. Their results were:

Increased Leadership: 9

participants reported taking on more responsibility in their communities, participating not merely as recipients of services but as board members, group facilitators, conference and event speakers, and in one case founding a community organization. This demonstrates clear and enduring improvements in participant leadership capacities.

Cohort 2 Participant Feedback

“I learned to be confident, articulate and assertive.”

“I am stable, I am happy and content with my goals. I am also happy and content to hear that the program is still happening and I hope it happens for a long time...I would like to say again, thank you for everything.”

Improved Personal Resources: 9/24 participants reported improvements in their physical or mental health. 16/24 reported improvement in scores relating to self-esteem, optimism, and resilience. Participants also demonstrated improvement in their goal-setting abilities, not just in

⁷ Due to project end two year post-program follow up data could not be collected from Cohort 2.

their achievements but in their ongoing goals; 22/24 reported goals which were specific, realistic, and attainable, outlining plans and steps taken towards achieving them.

Enhanced Social Resources: While only WE-WIL participants reported a statistically significant increase in the number of their community connections, two WSO participants had greatly increased their community connections, taking on leadership roles and becoming highly involved and respected community leaders. 10 of the 24 women had increased their social resources through new employment, 7 of them part-time and 3 full-time.

Increased Awareness of Marginalization: They were also keenly aware of the barriers they faced in working towards these goals, citing not only financial and psychological barriers but discrimination due to age, race, newcomer/refugee status, and ability, as well as the challenges of single parenting. This suggests a more complete understanding of the causes and effects of marginalization than was displayed by Cohort 1 participants.

While it is not possible to confirm, given the demographic similarity of the two cohorts, the data does suggest that the program improvements of the Promising Practices Manual did enhance the effectiveness of the programs for participant results.

Success Story: Carol (Power Up!)

Carol graduated from the second cohort of the Roots/Routes project in November 2014. In January of 2015, she was the first POWER UP graduate hired for the newly-created intern position (six months) with the Women's Empowerment Network. During the program, Carol's role was to assist the program facilitator, organize and deliver the 30 minute health break each day of the program, and develop and deliver a 2 hour session to the program participants on a topic of her choice.

When the program ended, Carol was responsible to provide follow-up support to participants for a period of up to three months. Carol took her position seriously; she considered the opportunity a chance to learn

more about facilitation and group dynamics and to help her decide if she wanted to pursue employment in this field. When Carol finished the six months, she had decided she wanted to find employment in the "helping sector" and was exploring options in the community.

In January she was hired at the Irving Oil Refinery. The position was mostly administrative, however, Carol was also responsible for facilitating health and safety sessions. While her employment at Irving has come to an end, Carol is pursuing new training opportunities with the support of WEN and is excited to tackle new challenges.

What is remarkable about all the changes the participants experienced after one year is the significant self-reported improvements in self-esteem, optimism and resilience. As noted above, the capacity to feel more able to believe in one's capacity, to feel optimistic about what lies ahead and to feel competent to deal with life's challenges is the critical psychological basis for

enabling women's leadership and empowerment. Clearly the participants in the programs experienced these improvements.

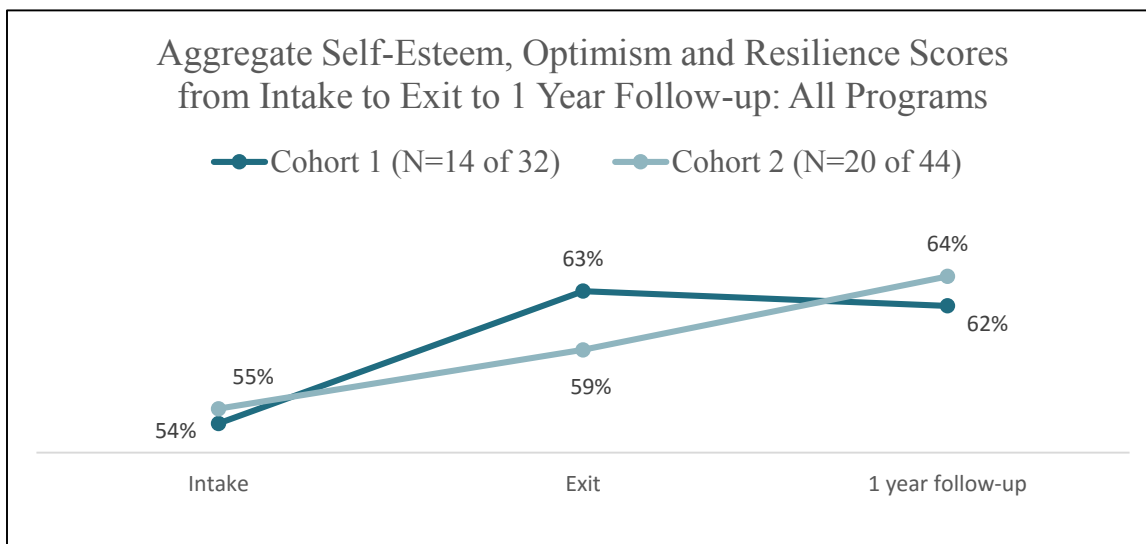


Figure 6

As seen above in Figure 6, overall the participants of each group experienced an increase in their scores relating to self-esteem, optimism, and resilience.⁸ While Cohort 1 experienced a statistically significant improvement in these scores between intake and exit, their scores declined slightly at the end of one year and the end of two years post-program. In contrast, Cohort 2's scores only improved slightly between intake and exit, but showed continued and lasting increases at one year post-program (year two post-program data is not part of the project). This increase in Cohort 2 is statistically significant, with only a 1.4% chance of it occurring by chance.

What could account for this statistically significant improvement in Cohort 2?

- The sample is small enough, and may contain enough variables not captured in the data, that the two cohorts reacted differently to the material;
- The program coordinators and facilitators improved their skills and delivered the material more successfully;
- A more rigorous screening process was employed at WSO, resulting in a cohort consisting of participants more likely to benefit from the program;
- The program improvements of the Promising Practices Manual enhanced the effectiveness of the programs.

⁸ Due to delays in finalizing intake/exit forms, and the fact that Cohort 1 of Power Up began earlier than the other two programs, Power Up's 6-month follow-up did not include the Self-Esteem, Optimism, and Resilience scores upon which these calculations are based.

It is our view as evaluators that the program improvements of the PPM, aided by increased confidence and skill on the part of the facilitators and WSO's more rigorous screening process, are most likely responsible for the comparatively better outcomes of Cohort 2.

Statistical Significance of Increases in Self-Esteem, Optimism, and Resilience Scores

- The PU program's participants increased their Self-Esteem, Optimism, and Resilience during the program, but further increases after program were not observed.
- WE-WIL's participants may have increased their Self-Esteem, Optimism, and Resilience, but those increases could be due to random chance.
- While we do not have post program data for 2 participants in the WSO program, the program most likely did not meaningfully increase participants' Self-Esteem, Optimism, and Resilience.

Statistical Significance: Cohort 1

All participants with intake, exit, & 1 or 2 year follow-up data	Period	Score	Change from Intake	Std. Deviation	Significance of Change (2-tailed)*	Effect Size
Total (N=22)	Intake	54.9%	NA	11.5%	NA	NA
	Exit	63.4%	8.5%	14.6%	0.015	0.58 (medium)
	1 or 2 year follow-up	61.7%	6.8%	11.9%	0.015	0.57 (medium)
PU(N=8)	Intake	50.0%	NA	14.7%	NA	NA
	Exit	63.6%	13.6%	10.5%	0.012	1.30 (large)
	1 or 2 year follow-up	60.7%	10.7%	9.8%	0.028	1.09 (large)
WSO (N=10)	Intake	58.4%	NA	13.6%	NA	NA
	Exit	60.1%	1.7%	11.6%	0.813	0.15 (small)
	1 or 2 year follow-up	62.1%	3.7%	9.5%	0.173	0.39 (small)
We Wil (N=4)	Intake	55.7%	NA	17.2%	NA	NA
	Exit	71.1%	15.4%	23.2%	0.273	0.66 (medium/large)
	1 or 2 year follow-up	62.5%	6.8%	20.4%	0.465	0.33 (small)

* Related-Samples Wilcoxon Signed Rank Test of whether the difference between pre & post median scores is 0.

Figure 7

Statistical significance: Cohort 2

All participants with intake, exit, & 1 year follow-up data	Period	Score	Change from Intake	Std. Deviation	Significance of Change (2-tailed)*	Effect Size
Total (N=20)	Intake	55.4%	NA	14.8%	NA	NA
	Exit	59.2%	3.8%	13.1%	0.079	0.29 (small)
	1 year	64.4%	9.0%	18.4%	0.014	0.52 (medium)
PU(N=9)	Intake	51.4%	NA	11.0%	NA	NA
	Exit	57.0%	5.6%	9.8%	0.058	0.57 (medium)
	1 year	63.7%	12.3%	18.0%	0.050	0.68 (medium/large)
WSO (N=7)	Intake	58.2%	NA	19.0%	NA	NA
	Exit	55.8%	-2.4%	16.0%	0.465	0.15 (small)
	1 year	64.9%	6.7%	12.9%	0.225	0.52 (medium)
We Wil (N=4)	Intake	59.3%	NA	15.9%	NA	NA
	Exit	70.0%	10.7%	15.2%	0.285	0.70 (medium/large)
	1 year	65.0%	5.7%	33.1%	0.715	0.17 (small)

* Related-Samples Wilcoxon Signed Rank Test of whether the difference between pre & post median scores is 0.

Figure 8

Cohort 2 participants who provided intake, exit, and 1 year follow-up data experienced increases in their aggregate self-esteem, resilience, and optimism scores by about 4 percentage points from intake to exit and then about another 5 percentage points from exit to one year post-program follow-up. There is a 1.4% chance that the change from intake to one year after the program could be due to random chance.

Possible Impact of Promising Practices on Evaluated Outcomes

At the conclusion of the first year of the project, the Evaluation team oversaw the development of 5 key promising practices or modules that were drawn from each of the different program curricula. The agreed-upon new promising practices were then customized and integrated into each program's curriculum, with the anticipated result that these would enhance the mechanisms and tools for assisting marginalized women to change.

Analysis of participant self-esteem, optimism, and resilience scores reveals statistically significant improvement in these scores in Cohort 2, continuing up to one year post-program (98.6% confidence), while a similar analysis of available Cohort 1 follow-up data fails to reveal statistically significant improvement. Similarly, Cohort 2 showed greater capacities in goal-setting and leadership capacity, and greater understanding of the causes and effects of marginalization. While this does not confirm a causal relationship between the introduction of the Promising Practices and participant outcomes, it does strongly suggest that the Promising Practices curriculum was likely a contributing factor. Integrating the promising practices into their curricula strengthened the programs' power to effect positive change in their participants' ability to face the challenges they encounter in life.

2. Production, dissemination, and gathering of feedback on the Promising Practices Manual

In June 2015, the content of the Promising Practices Manual was finalized by the Steering Committee and the Evaluation team. A graphic designer was engaged in July 2015 by the evaluators and design work begun on the PPM manual with the intention that the manual should be easy to read, be graphically interesting as either a hard or soft copy, and should provide users with the rationale and flexibility to make use of the PPM in a way appropriate to their organization and context.

The final Promising Practices Manual contains five modules, to be used in any order or combination:

Anti-oppression and understanding systems of power and privilege

The anti-oppression framework gives participants the opportunity to explore their identities, to understand their own oppressions (such as racism, sexism, classism, heterosexism, ageism, and ableism) as well as their privileges, and to understand how they are affected by these systems. Within this framework we can question how systems work within systems and challenge their effects in our lives.

Goal setting and asset mapping

The asset mapping framework helps women see that even if they are lacking in financial resources, they may have many of the non-financial assets they need in order to meet their goals. Creating the habit of setting achievable goals and working to meet them systematically, women learn the skills they need to dream again and achieve more ambitious goals, such as seeking educational and employment opportunities.

Story-telling for change

The purpose of this module is to provide women with the tools and platform to build a narrative of possibilities, rather than one predominantly of victimization. Most importantly, through the exercises, women enhance their capacity to remake their stories and turn these into narratives and speeches to act as change agents for themselves and others. In creating and re-creating their own narratives, participants are brought closer to achieving their own sense and experience of empowerment.

Community engagement for social change

Using a number of different exercises and organized activities, this module serves to empower women to use their voice and experience to create positive change in their communities. The exercises provided help women to understand the different public sectors that impact community prosperity and development, and allows for women to

investigate their own communities and create opportunities for change. Ultimately, community engagement has the potential to reduce social isolation and restore participants' pride in their community.

Further training and mentoring

While participants will have developed new skills and improved their self-esteem at the conclusion of the program, it is essential that facilitators and/or the organizations continue to provide meaningful support to graduates of the program. Different mentorship models have been adopted by the participating organizations in the Roots/Routes to Women's Leadership and Empowerment project, and have proven to be effective in fostering the development of recent graduates. Importantly, each model is dependent on the organization's resources and capacity for mentorship opportunities and further training.

Dissemination of the Manual and collection of feedback

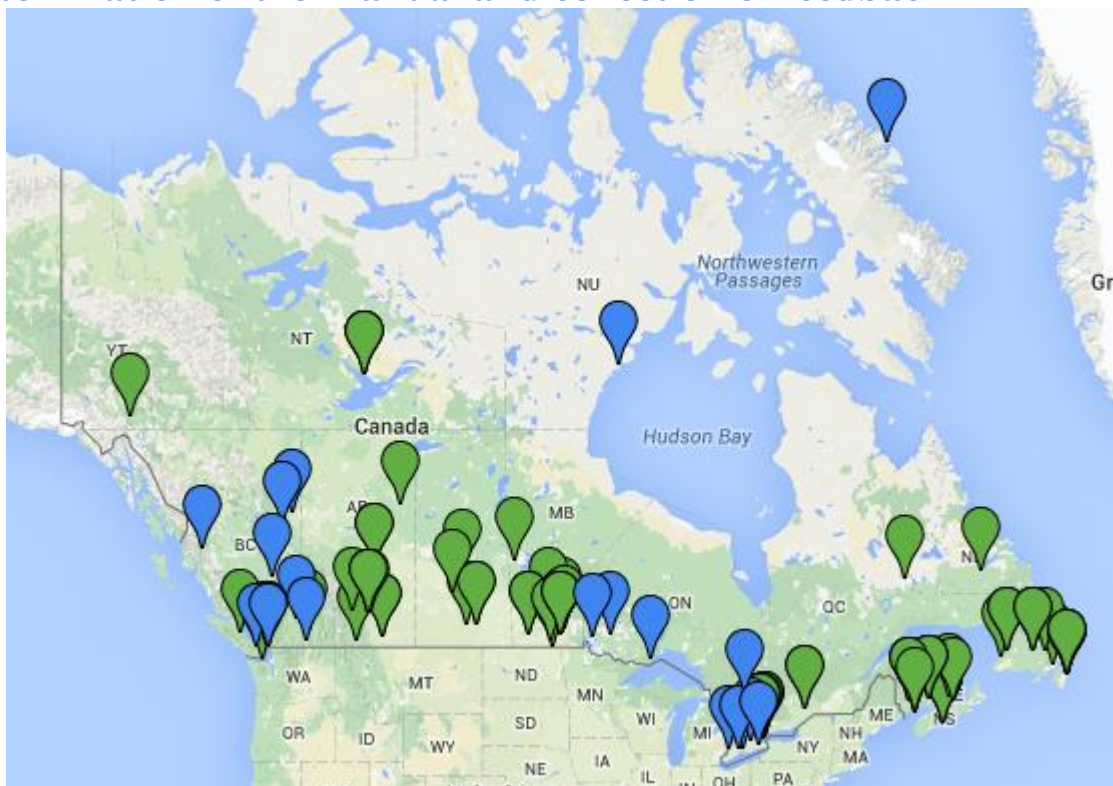


Figure 9: Map of dissemination contacts

The Manual was uploaded to the three partner websites in late September 2015 and direct dissemination began: each program identified 20 – 25 organizations or individuals to receive an invitation to download the Manual, with additional organizations identified by the evaluators. The evaluators developed an additional national list and sent invitations to 81 contacts; WEN 19;

WSO 19; and WCWRC 21. The master list as compiled by the evaluators and the partner organizations consisted of 140 organizations and contacts.

In order to centralize the collection of contact information from downloaders, the evaluators created a two-question form (hosted on surveymonkey.com) collecting name, email address, and consent to follow up. Each partner organization was given a different version of this form, which linked to their hosted copy of the manual, to distribute to their contacts.

BKI sent out a dissemination email to an additional 81 women's organizations across Canada on Sept.30, 2015. 7/81 email addresses were invalid or no longer active. WEN, WCWRC, and WSO distributed the link to their contacts through the months of September and October.

As of October 27, 2015, 88 individuals from 58 organizations responded to the download invitation and filled out the form agreeing to follow-up contact: 31 from WEN, 29 from BKI, 16 from WCWRC, and 12 from WSO. The download links continued to be used through December; as of December 8, 2015, 97 individuals from 63 organizations had downloaded the manual. This gives a response rate of 63% for individuals and 41% for organizations. Website statistics from all partner organization websites and Bureau Kensington give a total download count of 437⁹.

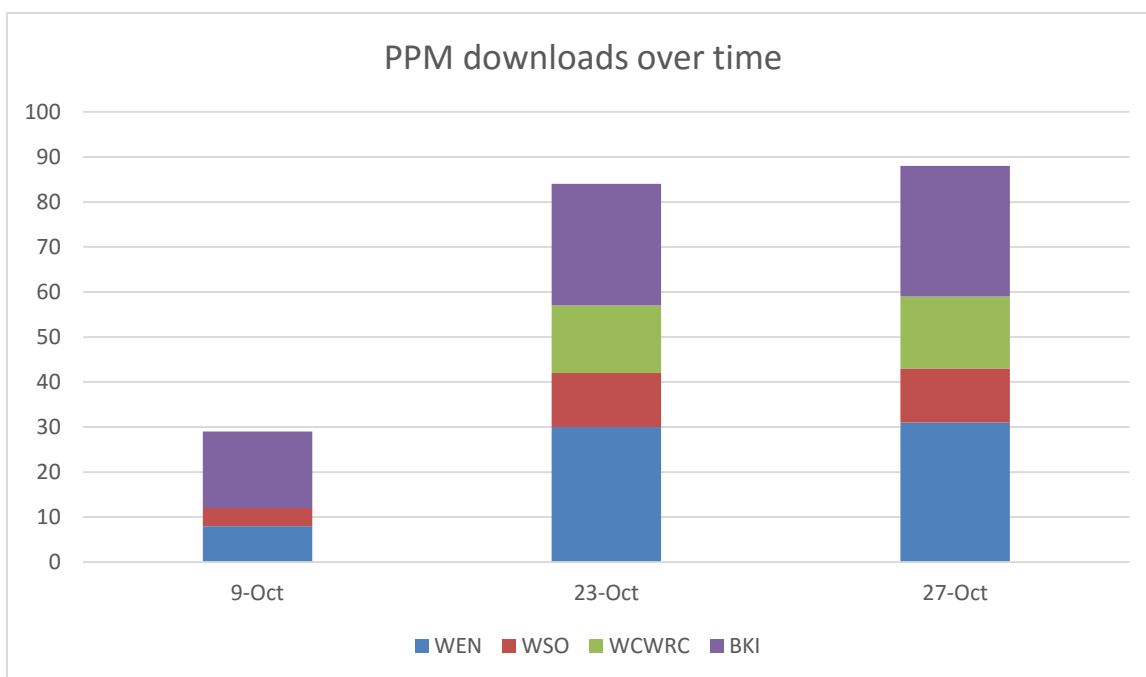


Figure 10

A follow-up survey was distributed to all downloaders (88 individuals) on Nov 2, 2015, with a closing date of December 1. After the first follow-up email, only 5 downloaders completed the follow-up survey, a completion rate of 6%. The survey was sent a second time on November 10,

⁹ This figure includes repeated downloads from the same individual and test downloads by the organizations and cannot be used as an exact count of the number of individual downloaders.

2015. As of November 18th only 14 individuals had completed the survey, with an overall response rate of 15 %. The organizations were encouraged to send a personalized email to their contacts, asking for survey completion; the survey deadline was extended to give additional time for follow-up. Those who downloaded the manual after the initial request for follow-up were also included in the follow-up survey at this time. As of December 31, 2015, 24 individuals from 24 organizations had completed the follow-up survey, giving a response rate of 25% for individuals and 38% for organizations. The follow-up survey was closed as of January 1, 2016.

French translation

In September 2015 the Promising Practices Manual was translated into French by Alianco Direct, under contract with [*Programme d'aide a la traduction*](#). Formatting and graphic design were complete by October 22, 2015, and the French version of the manual was posted onto organization websites by early November.

Feedback

The follow-up survey was completed by 24 respondents: this is a response rate of 25%. These respondents represent 24 different organizations which provide programming or services to an estimated 28,000 women. As the follow-up survey only had a response rate of 38%, if we assume that the remaining 62% of downloading organizations (those which did not respond to follow-up emails) have similar outreach profiles - and are able to make use of the manual - we can extrapolate that overall the R2WLE Promising Practices Manual has the potential to reach anywhere from 60,000-100,000 women.

The respondents were asked to rate the manual on a scale from 0-4: 0=Poor, 1=Adequate, 2=Good, 3=Very Good, 4=Excellent. Ratings were collected in the following areas: User-friendly design, relevance to their work, clear and accessible language, and usability. The respondents rated the manual overall at almost 3 out of a possible 4, or “Very Good”; “Clear and accessible language” was rated the most highly, over 3 out of 4.

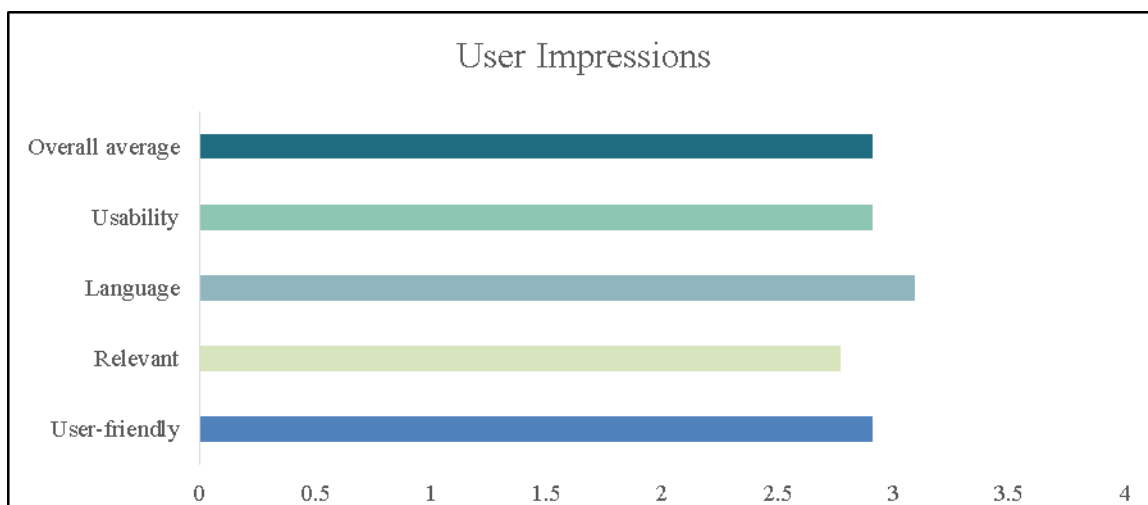


Figure 11

The respondents were asked which modules they intended to use in their own programming. **Anti-oppression** was the most popular module, with 18 indicating that they intended to use it. Least popular was **Further training and mentoring**, which only 7 indicated that they intended to use.

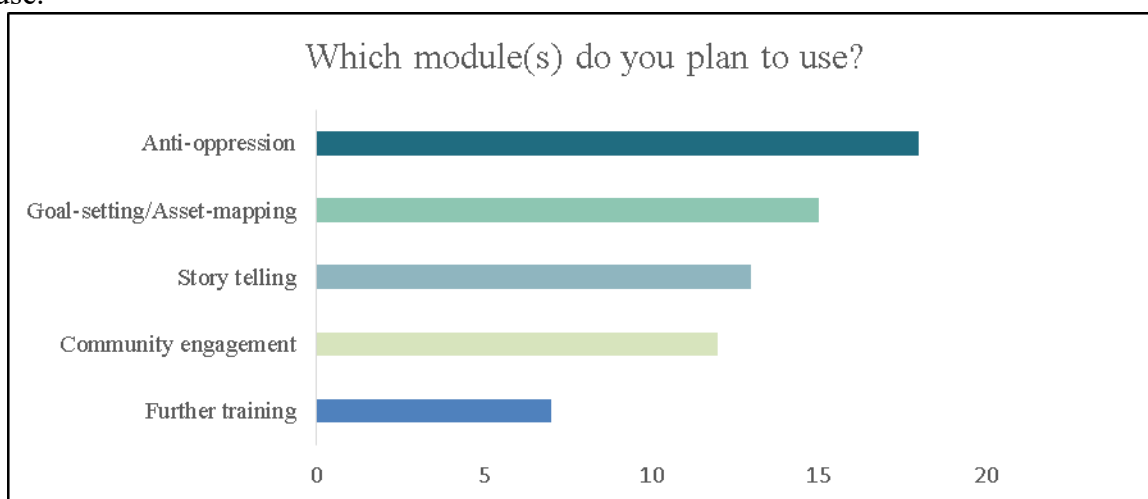


Figure 12

The respondents had varying plans to use the material. While three were not yet sure how they would use it, six intended to incorporate specific modules and exercises into their existing programming and one hoped to run their own version of the program, if able to secure funding. Two others looked at the manual as a source of inspiration or as a guide towards developing their own programming. Two had more unexpected plans for the manual – one respondent planned to use it in her work on a poverty reduction strategy, and another planned to distribute the manual more widely to her contacts and encourage others to use it. The other twelve respondents either did not respond to this question or did not provide a relevant response.

When asked for additional comments and feedback, the respondents were very complimentary. One respondent commented that “it's encouraging to know that women across our nation are engaging in leadership and empowerment development activities like this!”; another thought the manual “looks well done and user friendly”. Two respondents had interesting suggestions on how organizations could support each other to develop their programming - “If we were looking to implement a program based on this suggested curriculum, is there a "community of practice" that we could connect with of other organizations/groups who have offered already? (for support and guidance)?” and “Would be good to hold a conference call or webinar to review document with groups, answer questions, describe how to use it or exchange ideas with other users.”

3. Increased Partnerships for Learning with Organizations Working on Similar Issues across the Country

Perception of value: In the overall Exchange debriefings, the two face-to-face meetings of SC members were extremely valuable in building and nurturing partnerships. The Coordinators and ED's have repeatedly said the Exchanges and the face to face meetings have made a huge difference to their own learning and curriculum improvements. The responses to the partnerships were overwhelmingly positive in relation to the value the partnerships contributed to enriching and enhancing each program.

Outreach and Partnerships to/with other groups and organizations YEAR 3

WE-WIL	<ul style="list-style-type: none"> Presented at the CCEDNET conference on “Fostering Leadership: A National Model for Women’s Empowerment”, Oct 23, 2015, distributing limited number of hard copies of the manual and sharing the download link.
WSO	<ul style="list-style-type: none"> Two graduates and a coordinator presented the Promising Practices at the North American Refugee Health Conference, June 2015 Coordinator conducted a workshop at “Stella’s Place for Youth” in peer support training program, August 2015 Presented a session on “Best Practices for Women’s Leadership and Social Inclusion" at Community University Research Alliance (CURA), Oct 28-29, 2015. Hosted Beth Chitekwe from Dialogue on Shelter, Zimbabwe, who observed the anti-oppression session, downloaded the manual, and made contact with WSO’s anti-oppression trainer (Oct 7, 2015). Hosted a visitor from Whitehorse Status of Women Council, who also observed the training (Oct 7, 2015). Two graduates presented in a Health Equity Summit hosted by Health Quality Ontario, Dec.2015.

	<ul style="list-style-type: none"> • The coordinator hosted Grade 8 students for a workshop on Diversity and Anti-Oppression, Dec. 2015. • Graduate Rana Khan wrote an article for South Asian Desi News promoting Women Speak Out.
PU!	<ul style="list-style-type: none"> • In the week of Oct 26th, Brenda Murphy appeared twice on local radio to promote the manual, the program, and the national project.

YEAR 2

WE-WIL	<ul style="list-style-type: none"> • Presented their mentor work at the annual CEDNET (Community Economic Development Network) gathering in Winnipeg in October 2014 • CCPA (Canadian Centre for Policy Alternatives) wrote an article about the importance of mentoring and housing. • Presented on their program and the ROOTS Project to several community partners, such as the West Central Connect Network, in group meetings in April 2015 in particular, with colleagues at Klinik (Genny Funk Unrau), with ward city Councillor Cindy Gilroy and in a recent meeting with Mayor Brian Bowman.
WSO	<ul style="list-style-type: none"> • Coordinator and 8 graduates participated in Civic Action Summit, April 2015. • Coordinator and 2 graduates attended the 1st Collaborative for South Asian Mental Health launch at CAMH, May 2015
PU!	<ul style="list-style-type: none"> • The ED has been involved with the provincial poverty reduction work with a former PU! graduate: change in the provincial drug plan policy: Healthy Smiles with a clear vision adopted in 2013 which now provides health and dental coverage for all low income families. Families with children under 18, without health coverage and with incomes under \$41,000 (family of 7) are eligible. • Changes were made in the social assistance system as a result of the provincial poverty reduction strategy (the ED served on the Social Assistance Reform committee and was a past participant on the Health Benefits committee). She was also part of a committee that worked for most of 2013 to set up a mechanism to ensure women's voices were being heard following the cut to the former Advisory Council on the Status of women. Now, the Voices of Women Consensus Building Forum is active with a mandate to be an independent voice on issues important to women. • WEN has a seat on the Forum and a former PU! graduate is the rep. They also have two former PU! graduates on the Board of Directors for Saint John WEN. In terms of enhanced

	<p>sustainability, this year WEN received support from the Saint John United Way to help the program to grow as an organization and to become more sustainable.</p> <ul style="list-style-type: none"> • Eight past graduates were speakers mostly through United Way opportunities – speaking to donors: a large accounting firm; Xerox; health care organization; United Way event (over 250 attendees); one of the women participated in a video clip for the United Way; Business Community Anti-poverty initiative Annual meeting with over 550 attendees including the Premier and 5 Cabinet Ministers; a meeting with the Minister of Status of Women and of course, at the inaugural meeting of the Voices of New Brunswick women’s forum. • The Coordinator spoke to 3 or 4 organizations in Charlotte County about PU!, the national project and WEN. • January 2014 was the year of the 20th Anniversary of PU! a short video clip was developed to share the work, the national program with those making the clip as well as those who attended the celebration. A number of attendees would not have been familiar with the program and work prior to the event. • Winter of 2014, three university students sat in on PU! • The ED met with the leader of the Green party (now an elected MLA) – March 7th; had the opportunity to share info about WEN, programs, and the national project. • August 19th – meeting with Kathleen Howard, Ernst & Young (who facilitated a session with our Board), this meeting provided an opportunity to share information about the organization, program, and national project. • September 15th – meeting with provincial government employee to talk about potential to receive funding through the department for PU! – the department at the time was called Healthy & Inclusive communities. He was not aware of the program(s). Shared information on the national project. • November 19th – meeting with researcher/evaluator of Living Saint John who has helped to set up an electronic evaluation process for PU!: shared information on organization and national project. • January 29th – meeting with newcomer from Israel who was interested in learning about SJ WEN and our programs. Shared info on PU! and national project. • March 25th – Economic and Social Inclusion meeting: opportunity to speak with Minister of Social Development about POWER UP and national project. • April 8th – presentation to the Sisters of Charity re: programs and
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	<p>national program.</p> <ul style="list-style-type: none"> • April 17th – attended a retirement function for the Assistant Deputy Minister of Women’s Equality Branch, had the opportunity to share with staff of Women’s Equality Branch, information about the Roots/Routes program. • The ED met with the Assistant Deputy Ministers of Social Development about offering PU! in other regions of the province. He is very impressed with the work and was quite interested in the national project as well. May have the chance to pilot the program in a more rural community.
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SECTION 4: CONCLUSIONS & RECOMMENDATIONS

Results

Planned Results in the short term are:

1. That women have gained leadership skills and increased awareness about the causes and effects of marginalization.

Participants in both Cohort 1 and Cohort 2 demonstrated enhanced leadership capacities and increased awareness about the causes and effects of marginalization (to a greater extent in Cohort 2).

2. That there is a better understanding of promising practices leading to an improvement of the model.
3. That there are increased partnerships for learning with organizations working on similar issues across the country.

Short-term results 2 and 3 are reported on in the Year 1 and Year 2 interim reports.

The Planned Results in the medium term are:

1. Women have increased their personal and social resources for economic self-sufficiency.

Cohort 1 Participants demonstrated continued improvement goal-setting and leadership capacities; reported improved social and personal resources in the areas of improved physical and mental health, increased employment, and improved education.

Cohort 2 Participants continued to enhance leadership skills within their communities and through statistically significant improvement in scores relating to self-esteem, optimism, and resilience; reported increased personal and social resources in the areas of improved physical and mental health and increased employment; displayed a greater understanding of the causes and effects of marginalization in their own lives.

2. There is a new engagement model for marginalized women with increased access to mechanisms and tools for marginalized women.

This new engagement model is outlined and collected in the Promising Practices manual.

3. There is a strengthened network of organizations working on similar issues across the country.

The network of the organizations participating in the Roots/Routes project is very strong. Dissemination of the PPM and other outreach have resulted in the strengthening of ties with other organizations across Canada.

4. The model is designed and implemented for marginalized women that can be used by other organizations working on similar issues across the country.

The Promising Practices Manual has been downloaded hundreds of times and several organizations intend to use it in their programming.

Conclusions

It is the view of the Evaluators that the Project was successful in the key results areas:

1. The Program Coordinators and ED's successfully developed, led, facilitated and/or worked with appropriate external facilitators to enable participant results in their programs.
 - Improved mechanisms for follow-up data collection led to an improved data set for Cohort 2.
 - The programs had measurably positive results for the women who participated; these results were enhanced by the Promising Practices included in the PPM.
2. The new model is complete, and in an accessible format.
 - Each program participated in the development of the Promising Practices Manual
 - The model is in a user-friendly format that was utilized in the dissemination strategy.
3. The partnerships are strong; the dissemination strategy was successfully implemented, forming additional links with organizations across Canada.
 - The manual was widely shared, and received enthusiastic and complimentary feedback.

Recommendations

- Status of Women Canada should continue to fund leadership and empowerment training for marginalized women.
- Develop long-term empowerment training programs for marginalized women with long-term evaluation processes linked to other efforts globally.
- Set up a “community of practice” connecting organizations using the Promising Practices Manual for organizations to exchange skills and information on developing and administering R2WLE programming.

Appendices

Appendix A: Key Project Activities

YEAR 3 KEY ACTIVITIES JUNE 2015 - MARCH 2016

June & July 2015	<ul style="list-style-type: none">• Production of the Year 2 Report• Steering Committee meeting: August 21.15
July & August 2015	<ul style="list-style-type: none">• Graphic design of the Promising Practices Manual• Production of Y2 report
September 2015	<ul style="list-style-type: none">• Sept 17th Steering Committee meeting: discussed and agreed on timelines and procedures for posting and dissemination of the Promising Practices manual, possible contacts within the press, the production of the French translation of the manual, and the possibility of conflicts of interest regarding dissemination.• Proofreading and correction of Promising Practices Manual• Manual uploaded to organization websites• WEN and WSO began dissemination• Translation of manual into French• Graphic design of French manual commenced
October 2015	<ul style="list-style-type: none">• Oct 15th Steering Committee Meeting: discussed progress in dissemination, progress on the French manual, conference presentations and other alternative outreach experiences, and data collection for Year 1 and Year 2 follow-up.• WCWRC began dissemination (Oct 16)• Language of download interface edited for clarity, as some respondents reported not understanding how to download• Reminder email sent to non-responders (Oct 19)• Graphic design of French manual complete Oct 22nd
November & December 2015	<ul style="list-style-type: none">• Nov 27th SC meeting: updates on dissemination on follow-up, updates on data collection of Y1 and Y2 follow-up• Follow-up survey sent to downloaders (Nov 2)• Reminder sent Nov 10th• Survey sent to late downloaders (Nov 17th)• Personal follow-up by executive directors late November-early December• Sporadic downloads continue but not included in follow-up• As of Dec. 31, 96 individuals from 58 organizations had downloaded the manual; 24 responded to the follow-up survey• Follow-up with past participants completed and submitted to BKI

January-March 2016	<ul style="list-style-type: none"> • PPM follow-up survey closed Jan 1, 2016 • Analysis of participant follow-up data • Writing of final report
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YEAR 2 KEY ACTIVITIES MAY 2014 – APRIL 2015

May & June 2014	<ul style="list-style-type: none"> • Production of the Year 1 Report • Steering Meeting June 20th: confirmed Intake/Exit Form changes; confirm the 5 promising practices (PP) and agreed that these will be integrated and customized into the Year 2 Cohort 2 for each program; agreed that each program will create a Year 2 revised program curriculum; agreed each program in the area of expertise would provide leadership and send program information, resources and exercises: <ul style="list-style-type: none"> ○ PU!: asset mapping and goal setting ○ WSO: community engagement for social change & story-telling for change ○ WE-WIL: anti-oppression and understanding systems of power and privilege, and further training mentoring • Established possible dates for the Fall Observations; the role of the SC discussed with an agreement (given past participants have moved on the other activities) not to add new members • SC members worked with the Evaluation Team to produce a Roots/Routes Newsletter for participants and community allies • New participants for each program recruited
July & August 2014	<ul style="list-style-type: none"> • July 11th Lead Evaluator & Brenda Murphy from PU! met with Natalie Essiembre to discuss the Revised Report • SC members reviewed the Revised Report • Produced and submitted Revised Interim Report August 1st • Each of the program co-Coordination and ED's planned integration of new promising practices components: <ul style="list-style-type: none"> ○ WSO included anti-oppression overview, asset mapping & further training and mentoring ○ PU! included anti-oppression and story-telling ○ WE-WIL continued to utilize all 5 and weave story-telling into each session

	<ul style="list-style-type: none"> • Lead Evaluator provided support to revise curriculum • Evaluation team worked with Paul Bakker to undertake statistical analysis on Year 1 data • Evaluation team reviewed some 6 month follow-up data on participants and discussed challenges with co-Coordinators • August 20th: Lead Evaluator met with PU! to discuss PP program changes
September 2014	<ul style="list-style-type: none"> • PU! initiated Year 2 Cohort, 12 week, 3x per week program with 12 participants from a pool of 40 participants in Saint John Sept.16th Nov.20.14. • WSO initiated Year 2 Cohort, 12 week, 3x per week program with 13 participants from a pool of 90 participants in Toronto Sept. 16th - Dec. 5.14 • WE-WIL initiated Year 2 Cohort, 10 week program, 1x per week in Winnipeg with 18 participants from a pool of 15 Sept. 15th - Nov.17.14 • Eskender Mekonnen reported to Joyce Brown that SWC was satisfied with the Revised Report • Sept.4th Lead Evaluator met with PU! staff to confirm observation plans and new curriculum • Sept.8th Lead Evaluator met with WSO & PU! ED's to discuss development of PPM • Sept.11th Lead Evaluator met with WSO Coordinator to support PP integration and plan Observation • Sept. 12th SC Meeting: discussed the challenges of locating participants to acquire 6 month data and brainstorm incentives and methods (Facebook) to increase response rate (e.g. honorariums); discussed the how promising practices were be being integrated: <ul style="list-style-type: none"> ○ PU!: revamped asset mapping, included more ice-breakers; identified resources/facilitators for story-telling and anti-oppression ○ WSO: identified a new anti-oppression facilitator & considered how to develop a mentorship process ○ WE-WIL: included more story-telling throughout • Video produced of Pat Caponni discussing her story telling approach for use in the other programs • Work begun on the Promising Practices (PP) stand-alone manual • Observation dates set: Oct. WSO; PU! week of Oct.21st; WE-WIL

	<p>Oct.28 & 29th</p> <ul style="list-style-type: none"> • Sept.19th Devon Franklin joined the BKI Evaluation team (anticipating Kristin's maternity leave) • Sept. 30th WSO Observation: asset mapping and goal setting
October 2014	<ul style="list-style-type: none"> • Oct.2nd WSO Observation: anti-oppression • Oct.9th WSO Observation: anti-oppression • Oct.20 – 23rd PU! Observation: anti-oppression, story-telling, goal setting, and Money Matters. • Oct.27 & 28th WE-WIL Observation: story telling • Follow-up discussions
November & December 2014	<ul style="list-style-type: none"> • Lorie English maternity leave, Tanya McFadyen to interim ED role • Nov.14th SC Meeting: reviewed progress and challenges in implementing new practices; planned for developing the PP stand-alone document, considered face-to-face meeting in Toronto in April 2015 (although no funds were made available for this); discussed group dynamics in the programs and facilitation methods; Coordinators& ED's acquired more expertise in identifying 'readiness' in participants to make use of the programs; the Lead Evaluator noted enhanced expertise in curriculum development and execution; began planning for Year 3 results; discussed challenges of missing data for the implications for more complete analyses; reviewed the statistical analysis and its implications • Dec.18th: Lead Facilitator met with PU! to review new program components & learnings • Dec.19th: Lead Facilitator met with WSO to review new program components & learnings
January & February 2015	<ul style="list-style-type: none"> • Jan.30th SC Meeting: Chelsea King became the new Coordinator of the WE-WIL program; the Lead Evaluator reported on the data collection for Year 2 and stressed the need to get as much after year 1 data as possible; Coordinators and ED's reviewed experience with the PP: • PU!: additions of anti-oppression and story-telling very positive • WSO: anti-oppression session worked well; hoped to improve skill for asset mapping; continued to try to develop a 'mentoring approach' • WE-WIL: had questions about the community engagement practice

	<ul style="list-style-type: none"> Discussed the stand alone PP document; set date for a face to face meeting April 13, 14, 15, 2015 to draft PP Manual
March & April 2015	<ul style="list-style-type: none"> March 13th SC Meeting: discussed implications of missing data and creative ways to acquire more information; agreed on agenda for the face to face meeting in Toronto along with a meeting with SWC; each program agreed to send the Year 2 Revised Curriculum to BKI in advance of the meeting in Toronto; BKI agreed to provide a draft PP curriculum based on information provided this year April 13, 14, 15, 2015 meeting in Toronto; Promising Practices Manual (PPM) drafted; met with Natalie Essiembre from SWC to discuss progress and timelines: PPM and Year 2 Report to be sent to SWC by July 1st
May & June 2015	<ul style="list-style-type: none"> May 1st: Draft #1 PPM to SC and SWC; all feedback received May 22nd; finalized Draft #2 May 25th began work with designer June 1st; designed draft to SC June 17th for feedback Final PPM sent to SC and SWC July 1st Year 2 Report sent to SWC July 1st

YEAR 1 KEY ACTIVITIES MARCH 2013 - APRIL 2014

March & April 2013	<ul style="list-style-type: none"> The three Executive Directors (EDs) hired Barbara Williams (EdD) and Bureau Kensington Inc in March 2013 to undertake the Evaluation; The Results Framework was jointly developed; Risk Management Plan, Workplan and Detailed budget were completed. A Steering Committee (SC] of ED's, Co-ordinators and past participants (Appendix A] was formed to guide the Project. An Evaluation Overview was drafted in conjunction with the ED's and Co-ordinators. Initial data collection forms were agreed upon: Confidentiality, Consent (of participants to participate); Participant data: initial Intake/Exit Form (also used for tracking participant changes at 6 months, end of Year 1, end of Year 2); Participants feedback on the training program: Daily Session Evaluations, Post-Program Feedback; Notes/Minutes from Steering Committee and related meetings.
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	<ul style="list-style-type: none"> • Exchange to Saint John planned.
April- June 2013	<ul style="list-style-type: none"> • PU implemented the Year 1 10-week empowerment and leadership training program from April 23rd to June 27th 2013 for Cohort 1 in Saint John;_ • Exchange #1- Saint John - All members of the Steering Committee participated in Exchange, developed relationships, observed parts of the PU training program, identified and discussed promising practices.
June 2013	<ul style="list-style-type: none"> • SWC Conference call with Program Co-ordinators, ED's, the Evaluator, SWC Project Officers and Researcher to review the Project Evaluation Plan.
August 2013	<ul style="list-style-type: none"> • SWC Conference call with Program Co-ordinators, ED's, the • Evaluator, SWC Project Officers and Researcher to review the • Project Evaluation Plan.
September - December, 2013	<ul style="list-style-type: none"> • WE-WIL implemented the Year 1 empowerment and leadership training program Cohort1 from September 6th to November 8th 2013, then attended a three-day mentoring training program. • WSO implemented the 12 week Women Speak Out program for Cohort 1 from September 17th to December 5th 2013._
October 2013	<ul style="list-style-type: none"> • Exchanges #2 & #3 in Winnipeg and Toronto - All members of the Steering Committee participated the WE-WIL and WSO Exchanges, spent time together, discussed their programs, observed parts of the WE-WIL and WSO training program and began to identify the promising practices. • Changes to the Intake/Exit Form were made as a result of suggestions from the SWC research consultant. WSO used the form and identified problems with the revised version. WE-WIL did not use the form.
December 2013	<ul style="list-style-type: none"> • Meeting with the Evaluator and the SWC Researcher to review and agree upon revisions to the Intake/Exit Form and Model Reporting Template.

January-March 2014	<ul style="list-style-type: none"> • Data analysis of participant information, detailed reviews of each program curriculum, further discussions between the Evaluator and Co-ordinators of each program, clarification and refinement of 5 'promising practices' components.
March 2013	<ul style="list-style-type: none"> • Meeting in Toronto with Co-ordinators, EDs and the Evaluator to confirm the 5 promising practices in the improved model, format and next steps; • Conference call with SWC staff and the Researcher, ED's and Co-ordinators to provide an update on the project and provide feedback on the need for further revisions to the Intake/Exit Form.
April 2014	<ul style="list-style-type: none"> • Interim Report submitted.
July 2014	<ul style="list-style-type: none"> • Feedback on the 1st Interim Report; review and revisions completed; agreement on revisions to the Intake/Exit Form pending.

Appendix B: Steering Committee Members for Year 3

Staff:

Joyce Brown, Lubna Khalid from WSO

Tanya McFayden, Lorie English, and Chelsea King from WE-WIL

Brenda Murphy, Vicki Cosgrove from Saint John Women's Empowerment Network

Evaluation Team:

Barbara Williams and Kristin Mueller-Heaslip from BKI

Paul Bakker from Social Impact Squared

Appendix C: Steering Committee Meeting Dates

Year 1	<ul style="list-style-type: none"> • April 8-9, 2013 • June 12, 2013 • June 17-21, 2013 (St. John Exchange) • July 16, 2013 • September 11, 2013 • Oct. 22-25, 2013 (Winnipeg Exchange) • Oct. 28-30, 2013 (Toronto Exchange) • January 21, 2014 • February 13, 2014 • March 10-11, 2014 (Toronto face-to-face)
Year 2	<ul style="list-style-type: none"> • June 20, 2014 • September 4, 2014 • September 11, 2014 • November 14, 2014 • January 30, 2015 • March 13, 2015 • April 13-15, 2015 (PPM Face-to-face)
Year 3	<ul style="list-style-type: none"> • June 19, 2015 • August 21, 2015 • Sept 17, 2015 • Oct 15, 2015 • November 27, 2015 • March 18, 2016 (wrap-up meeting)

Appendix D: Promotional Material

Program	Description/Link to Promotional Material
WE-WIL	
WSO	<ul style="list-style-type: none">▪ http://women-speak-out.org/media/video/▪ http://women-speak-out.org/from-the-margins-to-leadership/
PU!	<ul style="list-style-type: none">▪ https://www.youtube.com/watch?v=9Ehv1R4CNmc

Appendix E: Intake, Exit, And Follow-Up Form

ROOTS TO WOMEN'S LEADERSHIP & EMPOWERMENT (R2WLE)

Intake & Exit Tracking Questionnaire (*completed at the beginning and end of the program or placed onto the Excel or word document; at Intake, Exit, 6 months, end of Year 1, end of Year 2 and end of Year 3*)

Please take a moment to fill out this form (can also be filled out in an interview). The information collected will assist us in identifying how participants have identified change in the last 10 weeks.

Program Name	
Date administered on intake	
Date administered on exit	
Participant Name	
Date administrated (6 months/1 year/2 years)	
Participant Name	

Tell us about yourself

1. Birth Date: (if not known estimate) _____
Month Day Year

1. Where were you born? _____ (Country)
How long did you live there? _____

1. What is your citizenship? _____

1. Do you identify as First Nations _____ (Yes or no)

1. What is your ancestry?(ethno cultural-racial background)

1. What is your mother tongue? _____

1. What languages do you speak? _____

1. Do you identify as having a disability?

Yes () No () prefer not to answer ()

If yes, how do you define your disability? _____

Do you look after someone with a disability?

Yes () No () prefer not to answer ()

1. Check the option that best describes your relationship status
() Married

() Separated or divorced

() Widowed

() Widow with children

() Common law or living with a partner

() Single

() Single parent

1. Do you have children? Yes () No ()

If you marked yes fill out the following chart

Child	Age	Child Lives with...							
		You (Participant)		Another family member		Another adult (Not a Family Member)		In care	
		Yes	No	Yes	No	Yes	No	Yes	No
Child 1									
Child 2									
Child 3									
Child 4									
Child 5									
Child 6									

1. How often is each of these statements true?

	Never	Rarely	Sometimes	Often	Always
I am satisfied with myself					
I feel that I have good qualities					
I am able to do things as well as most others					
I feel that I'm a person who is just as valuable as others					
I take a positive attitude toward myself					
I am able to make my own decisions					
I feel like I am in control of the direction my life is taking					
When I see difficulties coming up, I can take action to manage them					
When I make plans, I am almost certain that I can make them					

1. If something were to go wrong in my life (i.e. losing a job, divorce, etc.) please check one:

- ☐ () I know I would recover
- ☐ () I could recover but it would take some time
- ☐ () I'm not sure I could recover

1. How would you describe your housing?

- ☐ () Own house
- ☐ () A house/ apartment where my name is on the lease (Permanent)
- ☐ () Subsidized unit
- ☐ () Couch surfing
- ☐ () Homeless/ Shelter
- ☐ () On the street

1. Are you currently living with another adult?

- ☐ () No, I am the only adult in my house

- ☐ () Yes. Check all that apply

I live:

- ☐ () with a partner/ spouse
- ☐ () with an adult relative, not parent/ guardian
- ☐ () with a lone parent/ guardian

- ☐ with two parents/ guardians
- ☐ with a person with a disability
- ☐ with a friend (s), not related to me

1. What is your current employment situation?

- ☐ Not working right now
- ☐ Underemployed- please specify how? _____
- ☐ Part time job(s)
- ☐ Full time job(s)
- ☐ Full-time job with benefits
- ☐ Not sure
- ☐ Other, please identify

1. Do you receive some form of government assistance?

- ☐ yes ☐ no

If yes: Please identify: the type of assistance

1. To your best estimate, what is your family annual income?

- | | | | |
|--|--|---|--------------------------|
| <input type="checkbox"/> \$ 10,000- 19,999 | <input type="checkbox"/> \$20,000 – \$29,999 | <input type="checkbox"/> \$30,000- 39,999 | <input type="checkbox"/> |
| \$40,000 – \$49,999 | | | |
| <input type="checkbox"/> \$ 50,000- 59,999 | <input type="checkbox"/> \$70,000 – \$79,999 | <input type="checkbox"/> \$80,000- 89,999 | <input type="checkbox"/> |
| \$90,000 – \$99,999 | | | |
| <input type="checkbox"/> more than 100,000 | | | |

1. What is the highest level of schooling you have finished?

- ☐ middle school (grade 8)
- ☐ grade 9
- ☐ grade 10
- ☐ grade 11
- ☐ high school (grade 12)
- ☐ some post-secondary courses
- ☐ College diploma/certificate
- ☐ Trades/ technology/ apprenticeship
- ☐ University degree
- ☐ Some graduate school
- ☐ Graduate school

1. How would you define your current physical health?

- ☐ Great
- ☐ Good
- ☐ Okay
- ☐ Poor
- ☐ Bad

1. How would you define your current mental health?

- ☐ Great
- ☐ Good
- ☐ Okay

() Poor

() Bad

1. Do you have current personal goals?

Yes: Y

No

If yes, what are they? _

FinishSchool _____

1. Do you have current financial goals?

Yes:

No

If yes, what are they?

1. Do you have any plans to improve your financial situation?

Yes

No:

If yes: please identify what are these plans?

_____ -

1. Do you have current goals for your family?

Yes:

No

If yes, what are they?

- 1. Please tell us about what you think is keeping you from reaching your goals.**

- 1. For the past 3 months have you been involved in any social group or community service (check all that apply)**

	Name of group or Org	As a recipie nt of servic es	As a guest lectur er	As a facilitat or of a sessio n	As an employ ee	As a volunte er	Anoth er way: pls. identif y
Women's groups							
Cultural groups							
Political groups or parties							
Language classes							

Pre-employment training							
Integration and settlement training							
Elected board member							
Other committee							
School (College/Uni/GE D): please identify							
Other: please identify							

Appendix F: Project Evaluation Plan

Project Evaluation Plan – Roots/Routes to Women's Leadership and Empowerment: Best practice

Cumulative Evaluation Budget: \$50,000	
Project Objectives:	
1.	To better enable marginalized women to gain new skills or enhance existing ones to increase and strengthen their personal and social resources as they move toward economic self-sufficiency and become agents of social change.
2.	To develop a model to ensure that it can better respond to the specific needs of marginalized women in your community.
3.	To contribute to developing a best practices model designed specifically for marginalized women that can be used by other organizations working on similar issues across the country.

KEY EVALUATION QUESTION	ACTIVITIES	OUTPUTS	PLANNED RESULTS	INDICATORS	MEASURES / METHODOLOGY	TIMING	COLLECTION EMPHASIS (Individual, Project or Model)	RESPONSIBILITY
To what extent has your project achieved its planned results?	Five key activities include:	Promising practices		Participants (number and profile) demonstrate enhanced leadership skills and employment and/or enhanced capacity to alter the effects of poverty in their lives and can articulate plans to change this	Participant feedback on training program: Form #3, #4	On-going & Following training	I/P	Program coordinator and evaluator
	1. Identification of best practices and refinement of approach				Participant data (narrative & demographic) pre and post program comparisons Form #2, #4	Interview: beginning/end of the program	I/P	Program coordinator & evaluator
	2. Piloting and testing of promising practices	New empowerment model	SHORT TERM: Women have gained leadership skills and have increased awareness about the causes and effects of marginalization		Intake/exit comparison of participants changes	Written questionnaire: Week 1 & at the end	I	Evaluator
	3. Evaluation	Evaluation report			Participant pre/post & on-going comparisons of changes Form #5	Excel spread sheet: Week 1, 6 months, 1 year	I	Evaluator
	4. Best practice development	Best practice resource - curriculum			Post-program tracking of participants	After cohorts / project	P	Evaluator
	5. Outreach	Outreach strategy	SHORT TERM Better understanding of promising practices leading to an improvement of the model (capacity and KDE)	Number of identified model improvements	Program evaluation by participants	Before, during and after training	P/M	Project coordinator and evaluators
				Nature of identified model improvements	Criteria based literature review	Throughout project	P/M	Evaluator
					Project coordinators feedback	Following training	M	Project coordinator and evaluator

KEY EVALUATION QUESTION	ACTIVITIES	OUTPUTS	PLANNED RESULTS	INDICATORS	MEASURES / METHODOLOGY	TIMING	COLLECTION EMPHASIS (Individual, Project or Model)	RESPONSIBILITY
			SHORT TERM Increased partnerships for learning with organizations working on similar issues across the country	Nature of partnerships formed Perceptions of value of partnerships formed	Documentation from exchange visits, ongoing Skype meetings with SC Partners feedback following exchanges Pre and post program comparison between Year Two to Year One participants (sampling)	Following partnership interactions Following partnership interactions	P/M P/M	Project coordinator Evaluator
			MEDIUM TERM Women have increased their personal and social resources for economic self-sufficiency.	Participants demonstrate positive movement in some or all of: housing, health, employment, education, volunteering, community involvement / leadership; participants demonstrate policy/practice impact	Summary of participant demographic data pre/post & on-going from compare Year Two to Year One Perception that participants most in need are having their needs met	Final year Individual interviews	I/P P	Evaluator Program coordinator / evaluator
			(Increase of women as leaders in the community.)	Number of opportunities accessed by participants Number of participants that assume roles in decision making bodies	Project participant feedback Project participant feedback	Survey final year Survey final year	P P	Evaluator
			(Increased contributions and engagement of women in the community)	Number of policy/practice changes	Project participant feedback	Survey final year	P	Evaluator

KEY EVALUATION QUESTION	ACTIVITIES	OUTPUTS	PLANNED RESULTS	INDICATORS	MEASURES / METHODOLOGY	TIMING	COLLECTION EMPHASIS (Individual, Project or Model)	RESPONSIBILITY
If applicable, to what extent has the promising practice adopted by your project/model been effective?			MEDIUM TERM A new engagement model for marginalized women.	Number of promising practices implemented	Program evaluation by participants	Before, during and after training	I/M	Project coordinator and evaluator
			Increased access to mechanisms and tools for marginalized women	Nature of promising practices implemented Stakeholder perceptions of new engagement model	Project coordinators feedback Individual interview	Year Two Individual interviews – Year Two	P/M I/P/M	Project coordinator Evaluator
How have partnerships contributed to the success of your project?			MEDIUM TERM Strengthened network with organizations working on similar issues across the country	Reports of project materials being used Number of outreach opportunities Nature of outreach opportunities	Document review Document review Individual interviews	Final report Year Three ongoing Year Three ongoing	P/M P/M M	Evaluator Project coordinator Project coordinator
			MEDIUM TERM Model and best practice designed and implemented for marginalized women that can be used by other organizations working on similar issues across the country	Model and best practice implemented Information posted on the websites of partner agencies Number of model downloads from partner websites Number of presentations and publications Evidence of model use in other jurisdictions Project partners feedback on improvements	Project coordinators feedback Website scan Website statistics Document review Individual interviews Individual interviews	Throughout project Year Two Yearly activity report Yearly activity report Final report Annually	P P P P P P	Evaluator Evaluator Project coordinator / evaluator Project coordinator / evaluator Evaluator Evaluator / project coordinator
How effective were your practices in sharing project results?								

List of Forms

Form #1: Consent to participate

Form #2: Intake/exit tracking form

Form #3: Daily session evaluation

Form #4: Post-program evaluation

Form #5: Excel spreadsheet