Red Deer
Welcoming and Inclusive Communities
Needs Assessment

The City of Red Deer
A Welcoming & Inclusive Community
Together we shine

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Baha'i and Interfaith Network

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Bredin Centre for Learning

Career Assistance Network

Catholic Social Services Immigration and Settlement Services (CSS)

Central Alberta AIDS Network Turning Point

Central Alberta Immigrant Women's Association (CAIWA)

Central Alberta Historical Society

Central Alberta Pride Society

Central Alberta Refugee Effort (C.A.R.E.)

City of Red Deer

Correctional Service of Canada

CSS Immigration & Settlement

Fetal Alcohol Spectrum Disorder Support

Friends of the Red Deer Public Library

Gathering Place

Golden Circle Senior Resource Centre

Kentwood Place Assisted Living

Native Counseling Services of Alberta

RCMP Red Deer City Detachment

Red Deer College

Red Deer Museum & Art Gallery

Red Deer Native Friendship Society

Red Deer Public Library

Red Deer Public Schools

Red Feather Women

Red Deer College

Suicide Information & Education Services

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Table of Contents

Executive Summary

In March of 2013, The City of Red Deer became a signatory to the Canadian Coalition of Municipalities against Racism and Discrimination (CCMARD) which set in motion a commitment to attend to diversity and inclusion within the municipality and the community. Since then, the City has implemented a number of diversity and inclusion related initiatives, including the creation of a Welcoming and Inclusive Communities (WIC) Network in late 2015. In July of 2016, Zenev and Associates was contracted to conduct a Needs Assessment. The purpose of the Needs Assessment was to (1) gather information about the various marginalized groups within the population of Red Deer (2) create an inventory of resources available to the these groups (3) consult with stakeholders and community members to determine how well programs and services are meeting the needs of these groups (4) determine three Priority Areas of Focus and recommendations to address these areas.

Environmental Scan

The first task in the Needs Assessment was to conduct an Environmental Scan. The purpose of the scan was to seek and compile information about various groups in Red Deer and the programs, services and resources that exist to serve these groups. WIC Network members were asked to share information from their respective organizations about various vulnerable or marginalized groups in Red Deer, and the information received was augmented with additional internet searches. The results of the Environmental Scan were used to compile an Inventory of Resources and to paint an initial picture of the types of programs and services that are available to various groups. However, the Inventory does not capture the degree to which these programs are appropriate for, are accessed by and meet the needs of marginalized groups. The consultations and surveys conducted in the next Phase of the Needs Assessment were used to build on the information gathered in the Environmental Scan.

Consultations with Stakeholders

In the next Phase of the Needs Assessment, we conducted six focus group and three interviews. The focus groups topics included: indigenous people, seniors and youth, health and wellness, education and employment and diversity and inclusion. The questions for the focus groups were: (1) Do service providers know enough about this group/their needs? (2) Are there enough programs and services to meet their needs? (3) Can the group easily access programs and services and information about programs and services? (4) Are available services appropriate and meeting needs? We extended focus group invitations to 80 organizational leaders and key stakeholders, and 36 people attended. Interviews were used to seek clarification from specific stakeholders and add to the focus group data.

Consultation Findings

The findings reflect participants' knowledge and perspectives on the issues faced by various groups. The following is a summary of the key issues by group.

Immigrants and refugees: The lack of detailed demographic information about immigrants arriving in Red Deer makes it difficult to design relevant programs, and not enough is known about the degree to which immigrants are accessing services. Barriers to accessing services include language barriers, insufficient interpreter services, lack of culturally competent service providers, and not enough language classes to meet demand.

Incarcerated and formerly incarcerated: Key issues facing this group are employment discrimination, isolation and overcoming stigma, making it difficult to for them to connect with others in the community, to find support and to heal from past traumas.

LGBTQ+: Fear of homophobia and discrimination, safe spaces to gather and connect with others, isolation, especially for youth estranged from their families and safe access to health services were the key concerns for this group.

People with disabilities: Barriers for this group are access to employment and education and service providers' lack of expertise on specific disabilities (such as FASD).

People who are homeless or precariously housed: This group has, of course, a lack of housing options, and faces discrimination when trying to access services. Moreover there is not enough accurate demographic information on this group.

Youth: The feedback on youth was focused on vulnerable or youth at-risk because of complex and/or multiple needs. Three themes emerged from the findings; a lack of demographic information about at-risk youth, at-risk youth and their families' lack of access to information about relevant programs and services, and youth who do not have a consistent person supporting them as they access multiple services and who often end up "falling through the cracks."

Survey

The survey component of the project was designed to capture information from the general public of Red Deer on how well programs and services offered by organizations in Red Deer are meeting the needs of diverse people and communities. The survey was divided into four sections: Programs and services, life in Red Deer, a personal wellbeing index and demographic information. Survey results are based on 107 responses and valaidate and add to the data collected from consultaions. For example, higher percentages of indigenous, immigrant, and visible minority individuals report having experienced harassment and discrimination. Survey questions that report on personal well being show lower scores for indigenous people compared to non-indigenous reposndents.

Priority Areas of Focus

A key objective of this Needs Assessment was to determine three Priority Areas of Focus that the WIC Network can focus on in the next phase of its work. These emerged as (1) Indigenous people (2) People with complex needs and (3) Lack of capacity to address discrimination. The Priority Areas of Focus were determined by analyzing the data on the needs of each group, the availability and appropriateness of programs and services to meet those needs and the barriers to accessing services. Here are the key issues facing each group:

(1) Indigenous people: Many service providers lack the specific and detailed information required to understand the needs of this group, making it difficult to respond to needs. The data also revealed a lack of appropriate services for indigenous people that reflect an understanding of the various identities and historical contexts of indigenous people. The specific history of colonialism means that indigenous people are uniquely situated in relation to the nation-state of Canada, and this history has continuing effects on the lives of indigenous people. Indigenous people with complex needs are particularly impacted by inappropriate service provision; more coordinated services were suggested as a good way to support these individuals.

(2) People with complex needs: People with complex needs are a vulnerable group of people with multiple, complex, and difficult health, social, and economic issues struggling to navigate systems. They include youth, seniors, indigenous people, newcomers, people who are precariously housed, women and LGBTQ+ individuals. As with some other groups, a lack of good data about the different needs of this group is not easily available, services are often fragmented and people have difficult navigating the complex systems in which services are embedded, and discrimination, stigma and a lack of support may discourage people from seeking support at all.

(3) Lack of capacity to address discrimination: The lack of capacity to address incidents of discrimination in Red Deer emerged as the third Priority Area of Focus. Participants reported experiencing, witnessing and hearing about incidents of discrimination in Red Deer, but felt that the community lacks the capacity to respond to these incidents. This issue is not specific to one group of people, but has an impact on many marginalized groups in Red Deer that experience discrimination. Participants reported on discrimination in the community, in workplaces and from service providers. Support from municipal leadership is an essential element of the efforts to enhance capacity to address discrimination.

Considerations for Future Action

This section provides some considerations for future action. We have included recommendations to address the needs of other groups in Red Deer (beyond the three Priority Areas of Focus) as well as suggestions for the WIC Network on governance and future activities.

Most of the recommendations are based on suggestions provided by focus group and interview participants.

Priority Area of Focus 1 - Indigenous People

1. Indigenous people need substantive improvements in service provision. These can be achieved by:

   - Implement a model for service provision that would support people who need to access services from multiple service providers. For example, staff members could accompany people to other service providers and follow up to ensure the various services being accessed are meeting needs.

   - Consistently and sustainably funding a variety of indigenous organizations that provide appropriate and effective services.

   - Sharing data between service providers on the overall needs of indigenous communities as well as on individuals. (This may necessitate the development of a protocol for sharing individual and aggregate data.)

   - Bringing an Elder on staff at each agency to provide guidance on appropriate service provision.

   - Ensuring that service providers have adequate and sustained funding to provide services.

   - Using research findings to guide program and service design and delivery.

2. Service providers should have increased access to, and be encouraged to participate in indigenous awareness education. The training should be delivered by indigenous people and/or organizations.

3. Municipal consultations with indigenous communities need to be meaningful, be designed to include diverse indigenous groups, focus on building trusting relationships and attend to appropriate protocols (such as those for working with elders).

Priority Area of Focus 2 - People with Complex Needs

4. Service providers need access to and should be encouraged to participate in education and training that will help front line workers recognize and address complex needs (e.g. training on issues of trauma). This type of education would also be valuable for parents and educators.

5. Advocate for and support the development of more flexible service delivery models to address complex needs.

6. Advocate for accompanier/system navigator positions to support people with complex needs to navigate systems and ensure that services are provided in a respectful and appropriate manner.

7. Provide people with complex needs with a person who can be a "key point of contact" and coordinate services across different service providers.

Priority Area of Focus 3 - Lack of Capacity to Address Discrimination

8. Create a mechanism for reporting and responding to incidents of discrimination.

9. Leadership should articulate their commitment to addressing issues of marginalization and discrimination by attending community events related to issues of inclusion.

10. Provide access to municipally funded spaces for formal and informal groups to gather, discuss issues and develop community based strategies for change.

11. Provide training for employers to hire and create a welcoming environment for marginalized groups in the workplace.

WIC Network Governance

12. Ensure that members of the Network continue to represent a cross-section of the community and include individuals from marginalized groups in Red Deer.

13. Although it is important for the City of Red Deer to be involved in all initiatives to create a more welcoming and inclusive community, the governance of the WIC Network should continue to be independent of the City.

14. The WIC Network should move ahead with creating and implementing action plans.

WIC Network - Suggested Activities

15. Create a network of service providers that meet regularly to facilitate:

   - Information sharing about services provided by various organizations
   - Creation of a process to share aggregate intake and other data where possible
   - Appropriate referrals for people who need to access multiple services
   - Collaboration between indigenous and non-indigenous service providers to enhance awareness about needs and gaps, and to provide more seamless services to indigenous people
   - Increased awareness of 211 as a central point of information about programs and services
   - Collaborative goal setting around ongoing and emerging issues
   - Support the implementation of the recommendations of the Needs Assessment

16. Create a "Safe Spaces" program for businesses (e.g. restaurants, retail stores) that are committed to treating community members in a welcoming, respectful and inclusive manner.

17. Develop a recognition program for employers committed to equitable hiring and retention practices, and who are actively working towards inclusion.

18. Host ongoing conversations with community members and groups to ensure that the Network is aware of the issues faced by various groups in the community on an ongoing basis.

1. Project Background and Objectives

1.1. Background

In March of 2013, The City of Red Deer became a signatory to the Canadian Coalition of Municipalities against Racism and Discrimination (CCMARD) which set in motion a commitment to attend to diversity and inclusion. The city continued to attend to these issues in its 2015-2018 Strategic Plan. The Plan identifies one of its three principles as: "Accessible and Welcoming Community". The Plan further embeds diversity and inclusion in the Strategic Direction: Community Amenities ("When we have vibrant places for community life we have: a balance of places and spaces that reflect the diversity of the community and our geography."), and in its Cultural Sustainability Pillar ("Diversity is valued and respected, creative expression and innovation are encouraged, and citizens have a sense of pride and belonging"). These commitments paved the way for action, including the establishment of a Welcoming and Inclusive Communities (WIC) Network in late 2015.

As part of its ongoing work and as outlined in its Terms of Reference, the WIC Network undertook to conduct a Needs Assessment. In July of 2016, Zenev and Associates was contracted to conduct the Needs Assessment, with funding from the City of Red Deer, supported with a grant from the Alberta Human Rights Commission. The purpose of the Needs Assessment was to establish a baseline understanding of existing knowledge about various populations groups, services for those who may be marginalized, and gaps in knowledge and services which may require attention. The assessment is also intended to help to evaluate diversity and inclusion related progress in the community and to identify areas for improvement. The WIC Network intends the results of the Needs Assessment to provide direction for future planning and action for both the City of Red Deer and the WIC Network.

> In the Request for Quotations for a Welcoming and Inclusive Communities Needs Assessment, the WIC Network identified several dimensions of diversity to be included in the Needs Assessment (newcomers, visible minorities, religion, persons with disabilities, Indigenous people, seniors, youth, women, gender identity and sexual orientation, people who are homeless, criminal offenders, working poor, those with mental or emotional health issues). In this document these dimensions will be referred to as 'groups', with the full recognition of the complexities within each of these dimensions/groups.

1.2. Objectives

Given the aspirations for the Needs Assessment, the overall goal of this project is to make a contribution to the work and planning of the WIC Network. Within that broad framework several specific objectives have been identified and they include:

- Consider the various dimensions of diversity within the population of Red Deer

- Create an inventory of resources available to the populations identified in the RFQ
- Conduct empirical research to augment existing knowledge about the way services and population groups intersect
- Analyze data to determine the three groups or communities within the city that should be priority areas of focus
- Provide recommendations on how gaps in resources and services can be addressed.

This report reflects the fulfillment of our commitment to assist the WIC Network in achieving these objectives.

2. Overview of the Project

The following table provides a summary of the Project Phases and tasks for each Phase.

Phases	Tasks
I. Environmental Scan	1. Compile sources of relevant information 2. Compile overview of programs and services 3. Analyze available resources
II. Consultations with Key Informants	1. Conduct focus groups with key stakeholders 2. Conduct interviews with key stakeholders 3. Distribute surveys
I. Develop Findings and Final Report	1. Analyze data from Phases I and II 2. Determine Priority Areas of Focus 3. Present summary of findings to WIC Network 4. Develop final report

3. Methodology

3.1. Overview

One of the main goals of the WIC initiative has been to help municipalities respond to the increasing diversity of Alberta's population, including attending to the complexity of the issue. To consider this kind of complexity, we adopted an intersectional approach to consider differences between groups and within groups, to resist simplistic categorical thinking about people or issues, and to make space for novel perspectives to emerge from the data.

The Project Team developed a set of search parameters that enabled this nuanced analysis. Population types were identified (with overlap to account for complexity, for example seniors might be women, men, immigrants, refugees or LGBTQ+). We designed our methodology to enable us to go beyond problematic and false unidimensional searches. At every opportunity, we attempted to intersect multiple population types with social issues. This approach was intended to allow for the unfamiliar to present itself and to circumvent being 'blinded by the familiar'.[1]

3.2. Gathering good data

The goal of this Project was to gather reliable and useful data and so our methodological approach took this into consideration along with the scale of the project. In a study of this scope and within this time frame, we determined that qualitative research guidelines were most salient and useful. Further, our methodological approach was grounded in foundational social science research methods, which are designed to ensure both robusticity of research design and analytical confidence in research findings.

3.2.1. Working with/in complexity

This Project required us to determine the varying and complex contexts of some of Red Deer's least well understood and served communities. To consider this kind of complexity we adopted an intersectional approach in order to consider differences between groups and within groups, to resist simplistic categorical thinking about people or issues, and to make space for novel perspectives to emerge from the data.

3.2.2. Ensuring validity

Validity of the findings within a qualitative inquiry such as this Needs Assessment relies on a

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[1] Bolak, H. C. (1996). Studying one's own in the Middle East: Negotiating gender and self-other dynamics in the field. *Qualitative Sociology*, 19(1), 107-130.

number of strategies and methods. While research that tests hypotheses using large amounts of quantitative data is useful for testing for homogeneity for the purpose of predictability,[2] for the objectives of this Needs Assessment representativeness may be better found through a rich depiction of variation to "better represent social life outside of the research site" and through "face validity" and "catalytic validity".[3]

Face validity refers to the degree to which the data makes sense to those about whom the research is based, while catalytic validity considers the possibilities for action afforded by the findings of a study. Taken together, these help to ensure that the data collected has meaning and usefulness for communities and those working with communities, and are more appropriate to the goals and objectives of the WIC Network.

A summary of the findings were presented to WIC Network on October 20th 2016, and were validated by the members present.

3.2.3. Data collection methods

The following describes the data collection methods we used to undertake this Needs Assessment:

- Environmental Scan to survey the service landscape
- Six focus groups with stakeholders and community
- Three interviews with key stakeholders to address select critical gaps
- Surveys to gather data from citizens

The Environmental Scan provided us with a basis from which to move into qualitative and quantitative data collection. We augmented the data gathered from existing reports, research, etc. through focus groups, interviews and surveys. This mixed methods approach enabled us to:

- Approach the field from an number of perspectives and through a number of information source types
- Develop an overview of the scope of the issues with respect to inclusion and access
- Engage with professionals, community leaders and WIC Network members around issues relating to social needs and planning
- Engage more broadly with community members through the survey

Details about each method are included in the following sections.

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[2] Jack Katz (2015) A Theory of Qualitative Methodology: The Social System of Analytic Fieldwork, Méthod(e)s: *African Review of Social Sciences Methodology*, 1:1-2, 131-146,
[3] Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern.* New York: Routledge.

4. Environmental Scan

4.1. Objective

The first Phase of the Project involved conducting an Environmental Scan. The purpose of the scan was to seek out and compile information about various groups in Red Deer and the programs, services and resources that exist to serve these groups.

4.2. Method

The following method was used to conduct the Environmental Scan:

1. Emails were sent to the 42 members of the WIC Network requesting information about various vulnerable or marginalized groups in Red Deer including newcomers, LGBTQ+ people, women, indigenous people, youth, people who are incarcerated and formerly incarcerated, Francophone people, visible minorities, people with disabilities, seniors, etc. The following information was requested:

   - Any existing research on vulnerable/marginalized groups in Red Deer

   - Demographic data (information about population size, characteristics of the community or group, income levels, education levels and so forth)

   - Information about important aspects of social and economic well-being

   - Information about available programs and services

WIC Network members were asked to provide annual reports, organizational websites and resources from these websites, program guides, research reports, program evaluations, funder reports etc. Approximately 25 WIC Network members responded and provided various documents as well as information about programs and services.

The information received from WIC Network members was augmented with additional internet searches to identify:

   - Additional organizations that provide services to vulnerable/marginalized groups in Red Deer, organizational websites and a summary of the types of programs, services and resources offered by each organization

   - Reports containing demographic information, reports from consultations and research reports

4.3. Findings

The results of the Environmental Scan were used to compile an Inventory of Resources, organized by group. The complete Inventory can be found in Appendix A. Information about the following groups is included:

1. General information on the City of Red Deer
2. Children
3. Francophone community
4. Immigrant women
5. Immigrants and refugees
6. Incarcerated/previously incarcerated people
7. Indigenous people
8. LGBTQ+ people
9. Men
10. People who are precariously housed/homeless
11. People with disabilities
12. People with mental health issues
13. Seniors
14. Women
15. Youth

The Inventory includes two categories of information:

- Reports from consultations, demographic information and research reports relevant to each group
- Programs, services and resources available for each group

The list of programs and services is not exhaustive, since the development of a complete and accurate inventory was beyond the scope of this project. Not-for-profit organizations do not always have the resources to keep their websites current, so they may not accurately reflect all the programs and services currently being offered. Moreover, the programs and services offered by organizations change over time to respond to the needs of target groups and individuals. The Inventory of Resources is meant to be a snapshot in time, and could be expanded as part of a future project.

The results of the Environmental Scan allowed us to review the available demographic information and research about various groups in Red Deer and to paint an initial picture of the types of programs and services that are available to them. However, the Inventory does not capture the degree to which these programs are appropriate for, are accessed by and meet the needs of these groups. The consultations and surveys conducted in the next Phase of the Project were used to add to the information gathered in the Environmental Scan. The results of the Environmental Scan were also used to identify potential participants for focus groups and interviews, as well as sites for distributing the survey.

5. Consultations with Stakeholders

5.1. Methods

Once the results of the Environmental Scan were collated and analyzed several questions emerged which required further investigation:
1. Do service providers know enough about this group/their needs?
2. Are there enough programs and services to meet their needs?
3. Can the group easily access information about programs and services?
4. Can the group easily access programs and services?
5. Are available services appropriate?

The Environmental Scan also yielded important information about which organizations and individuals were important to include in the focus groups and interviews. Thus, our sampling was purposive, to ensure access to expertise and perspectives related to the availability and quality of data on various issues and populations.

We identified 5 areas that would allow us to explore the needs of specific groups in various domains: Indigenous Communities, Seniors and Youth, Education and Employment, Diversity and Inclusion and Health and Wellness. We held one focus group on each of these areas and two on indigenous communities. We extended invitations to 80 organizational leaders and key stakeholders, and invited them to choose the focus group they wished to participate in. The focus groups were attended by thirty six participants, and some participants attended more than one focus group.

Data was also collected through 3 semi-structured interviews with key informants. We chose these informants for their capacity to speak to specific outstanding questions, to address an area (or areas) which had not been sufficiently addressed, or to provide a critical missing perspective. The key informants were identified through consultations with other key colleagues and from our initial review of the findings.

We used semi-structured interviews to provide some consistency in the data collected from respondents, but also to allow the interviewer the flexibility to probe for details and follow up on specific areas.[4] The questions (see Appendix B) were based on the focus group questions and were modified for each interviewee.

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[4] Wellingon, J. (2000). *Educational Research: Contemporary Issues and Practical Approaches.* London: Continuum Books.

5.2. Consultation Findings

The findings below are organized to paint a portrait of each group and reflect participants' understandings and observations of the issues. The groups reflected in the findings are the ones for which we received substantive data.

5.2.1. Immigrants and Refugees

Lack of demographic information

One gap in information about newcomers is a lack of detailed population information that would help with more fine grained program and service planning. Most notably, there was interest in having access to information about the nationalities and age ranges of people moving to Red Deer (specifically mentioned were youth and seniors). We also heard about the challenges of planning educational and employment programming without having good background information on students and potential employees.

> "if someone comes to Canada with an IT background, [we don't know] what kind of programs training [are] designed for this category of person."

Insufficient information about who is accessing services

It is one thing to have population-level information about influx, and it is another to have good data about who is actually using programs and services. It is hard to determine program appropriateness and sufficiency without this data.

> "We know the population of immigrants but we don't know how often they are accessing our services because that's not a data element that's collected."

A specific gap in services that may be related to a lack of detailed demographic data relates to immigrant and refugee seniors. This population group is susceptible to discrimination and isolation.

> "Isolation is the most worrying part. Seniors here go out, have friends families, they go out to bingo etc. Newcomers don't know about these, stay at home scared, don't know how to ask for help".

Newcomer youth are another sub-group that was discussed within the broader population of immigrants and refugees, in particular youth who face other issues such as lack of stable housing, addictions or family conflict. Often, parents of teens with addictions or mental health issues do not have any or adequate information about how to support their children and help them address these issues.

<u>Barriers to accessing information about programs and services</u>

Participants also noted that there are sometimes barriers to accessing information on programs and services, even when they exist. For example, participants noted that the hospital offers interpreter services, but many staff aren't aware of this. This information is even less accessible to newcomer patients. One obvious barrier to disseminating information about services is language, but another impediment is not knowing that one can even ask about the presence and availability of various services.

> *"[Newcomers are often] unattached to a primary health network which increases their vulnerability. A PCN [Primary Care Network?] can connect a person to a physical but if you don't know about that how do you find it?"*

<u>Barriers to accessing programs and services</u>

However, information, we learned, does not equal access. Factors that inhibit access to programs and services include lack of available spaces in programs, lack of appropriately trained professionals, lack of linguistically appropriate services, and poverty. For example, an interesting issue raised in one focus group was the use of interpreters for mental health services. Several participants identified confidentiality as a serious impediment to access, if immigrants and refugees can only access psychiatric or psychological services with the help of interpreters.

It was also pointed out that there is only one organization that teaches English, therefore when there is an influx of newcomers (as with the Syrian refugees) there are not enough service spaces available. Long waiting lists for language classes are common, and delays in language acquisition can have a negative effect on access to services.

Immigrant and refugee seniors who are living in poverty (due to lack of access to income supports, which is related to their immigration status) often find themselves in inappropriate housing options such as temporary shelters. While there may be other options, they may be fearful of asking lest this trigger deportation.

Finally, the need for cultural and linguistic competence by service provider staff is important for providing appropriate care and services to newcomers. Anticipating and preparing for these unique needs was evident before the Syrian refugees arrived, but this needs to extend to all newcomers.

5.2.2. Incarcerated and formerly incarcerated

This group was mentioned on its own, and was also referenced in discussions about indigenous people, people with complex needs and discrimination in the community.

<u>Information and programming</u>

Finding recreational and social spaces can be difficult due to the stigma associated with being formerly incarcerated. This is often exacerbated by other isolating conditions such as poverty, being racialized as not-white, or indigeneity. And, even when the city provides increased access to 'safe spaces', as with a subsidized facilities pass,

> *"there's a lot of profiling that goes on if you come in with a 'facilities access pass' you are profiled. There are barriers that keep people out of the spaces we say are for them."*

> *"I don't think there is accurate data that reflects the amount of racism, discrimination, and oppression that that group [incarcerated/previously incarcerated] would experience."*

> *"Unfortunately stats do show that our [incarcerated/previously incarcerated] population is highly aboriginal peoples. We don't accurately represent [the] aboriginal population and the people that are systemically oppressed."*

This over representation of indigenous people within the criminal justice system is understood to be a by-product of colonialism and racism.

<u>Discrimination and isolation</u>

> *"The stats from correctional Canada and the parole board of Canada are very one-sided. Made to look in a positive light to the public. They don't accurately reflect the truth that happens on a day to day basis when you're a parole officer working with the community. Doesn't [represent] their experiences when they're trying to find work or volunteer in the community or give back to the community. And how they're treated by others because they don't meet society's standards."*

Like other vulnerable and marginalized populations, the formerly incarcerated struggle to find spaces to connect with others, to find support, and to heal from past traumas.

5.2.3. LGBTQ+

<u>Safe spaces</u>

Safe spaces for members of the LGBTQ+ community was a common concern, which indirectly gestures towards an sense of feeling and being unsafe in the community-at-large. This feeling of unsafety is indicated in a number of ways. For example, we heard that members of the LGBTQ+ community sometimes shun social services that are associated or conflated with queerness for fear of being outed. This lack of safety extends to health care, as we heard that LGBTQ+ people (especially seniors and youth) face some of the greatest challenges accessing appropriate health care.

Youth

LGBTQ+ youth require safe, public spaces to meet. Several city spaces were identified as being appropriate safe spaces including the Collicutt Centre, the Dawe Centre, and the library. As public facilities they should be safe spaces for all, but should be especially so for those who have a hard time finding safe spaces.

Additionally, youth who are estranged from their families require support.

> "My concern is reaching out to the kid who is kicked out of their parent's house when they come out as gay."

Homophobia

Regardless of policy and legal changes with respect to issues such as same-sex marriage, we heard that people on the receiving end of homophobia often retreat back "into the closet", which speaks to social attitudes and behaviours not keeping pace with legal and policy changes. Members of the LGBTQ+ community continue to live in fear of being denied lodging or employment. They may share their stories with trusted people, but many do not feel safe to share their stories widely.

> "People felt safe enough with me. But people may not want those stories passed on to anyone else."

We also heard that members of the LGBTQ+ community are fearful of going downtown at night.

5.2.4. People with disabilities

Issues relating to disabilities can also be found in the sections on mental health and complex health issues. In this section, we report on what we learned about discrete disability issues.

Information/research

There were two areas related to research identified through the focus groups/interviews, one relating to Fetal Alcohol Spectrum Disorder (FASD) and the other to how to support employers to be more inclusive. We heard from some participants that the depth and breadth of the social problem in Red Deer is not well enough known.

> "FASD coming to end of 10 year initiative, and are we even going to get more funding again – we don't even know. I think we have touched the tip of the iceberg of this issue and I think we don't know the depth of the issues."

Access

Access was an issue within a number of contexts: public spaces, employment, education, and services. As one participant noted:

"[if] you have mobility issues – there are so many barriers to access."

However, access was also raised as an issue with respect to employment and education. In both cases the issue of accommodation was raised, as well as the ability of educators and employers to adjust processes to enable people to work and learn. For example, students with learning disabilities may need more time to complete school and this possibility should be made available to them. Employers also need to learn how to work with people with disabilities. Finally, those who are receiving Assured Income for the Severely Handicapped (AISH) are discouraged from helping themselves (socially and financially) by taking on part time work. This was viewed as a disabling practice.

5.2.5. People who are homeless or precariously housed

<u>Information gaps</u>

While the City of Red Deer collects data on the homeless population, it does not include people who are precariously housed such as those who couch surf and those who are temporarily in shelters, and so forth. Further, we are missing a coherent set of data that provides an overall picture of the health, income, mental health and other issues facing this group.

"As they hop from service to service; complicated because they often don't have personal ID. We don't know that different agencies are seeing the same person for different issues."

While these individuals 'exist' within the context of agencies who provide them with services and try and keep track of them,

"that doesn't negate the city's responsibility to identify and try and track them. That's a concern for us."

<u>Pathways to accessing health and other services</u>

"People without a fixed address… they always arrive in crisis, they never arrive by choice."

This quote summarizes the chaotic life circumstances of some of the most precarious members of society. There are a number of reasons why they can't or don't access services in a timely fashion. It may be a lack of information:

"much information is on websites, the homeless don't have access to that [readily]".

It may be that when they do seek care their experiences are unpleasant:

"My question would be how many people are not going to the hospital because of how they feel when they go there?"

<u>Housing and belonging</u>

However, the issues identified as most important to this group are the lack of housing options and lack of access to community. There was a lot of discussion about the Tent:

"Last year there was a homeless camp in the median of the highway – I went and saw their community. I agree that it was not in a safe location. They were not in the safest location. However, it was a community. Our communities' response was to tear down the trees and their buildings and their belongings and throw them into the trash. The bylaw officers then targeted those people, and when they were relocating their tent city they were fined. I had bylaw officers phone me to harass them to arrest them for not conforming to local bylaws. Tell them to go to People's Place? There is no space there? Where would you like them to go?"

"The city in my opinion did a poor job deciding what to do with that community and to this day have not properly addressed this issue. No one wants this population in their 'backyard' or anywhere else for that matter. Still to this day has not addressed this issue."

And without a home and a community, belonging becomes an issue:

"…if 'homeless' do show up to events – then they are not welcome."

But there was also some hopefulness:

"What I've heard is that it's the city working with the community. Co-creating the community—that's the word on the street. They're trying to co-create an integrated plan that works for Red Deer. Red Deer is the city is a test for the province for an integrated service delivery model. So there were provincial representatives there too. So everyone has their 10-year housing plan. And there's an inclusive component to it."

5.2.6. Youth

The feedback related to youth focused on vulnerable or youth at risk because of their complex and/or multiple needs. Three themes emerged: a lack of information about at-risk youth, inadequate access to information about available programs and services, and gaps in services.

<u>Lack of information about at-risk youth</u>

As with other groups, a key starting point for providing appropriate services to youth is having sufficient information about their needs and challenges. Although there may be information available about the overall youth population, there is a gap in knowledge about youth who have multiple or complex issues such as homeless youth, youth in shelters, youth with mental health issues, immigrant and refugee youth suffering from trauma, youth at risk of suicide and other at-risk youth. This gap makes it difficult to identify and assess youth issues appropriately, and to design relevant programs and services.

<u>Inadequate access to information about programs and services</u>

Parents and families often struggle with assessing what services their children need and accessing information about these services. There may be barriers such as the stigma of mental

health issues that prevent families from asking for advice or support, and for parents of immigrant youth this may be exacerbated by language problems. Immigrant families may also be fearful that service providers will not be familiar enough with their cultural contexts and backgrounds to provide appropriate support.

> *"Parents are suffering a lot, day and night crying, don't know what to do, scared of admitting there is a mental health issues and addiction issues."*

Gaps in services

One of the difficulties of providing services to youth who are struggling with multiple challenges is supporting them as they access services from different service providers. Youth who do not have a consistent person supporting them often end up "falling through the cracks." Coordinated services that track or accompany youth would ensure more effective delivery of services. Service providers also may not have the expertise to assess youth with complex issues such as trauma.

> *"We need trauma training for everyone working with youth who are living on the edge (homeless, refugee youth, aboriginal youth). All forms and sources of trauma."*

Participants also brought up barriers to accessing educational opportunities for immigrant and refugee youth. Many youth have had their education interrupted in their home countries and have to catch up once they arrive in Canada. However, the age limit for completing high school limits their ability to complete this portion of their education, affecting their future opportunities for post secondary education and employment.

> *"I think that cutting off students at the age of 19 is not OK. We have immigrants who come at later stages of life, they might come at 15 or 16, English is not proficient and their education is not at par with their peers and so when at 19 they have to leave the K-12 system. They haven't completed the requisite subjects and they are not ready for the work world or post secondary. But they are done. How is that OK?"*

The problem is more acute for youth who have additional challenges such as a disability or language challenges.

5.3. Additional Themes

In addition to the specific findings that relate to each population group, several other themes emerged. These include: a lack of information about services, data not being shared, insufficient collaboration between service providers, the need for ongoing community consultation and suggestions related to the WIC Network's capacity, governance and activities.

5.3.1. Lack of information about services

One of the key barriers to accessing appropriate programs and services in Red Deer is the lack of information about existing services. This affects individuals seeking services as well as service providers looking for information for the people they serve.

There is currently no central point of information for available services in Red Deer. Publication of the 'blue book,' which was a comprehensive compilation of programs and services, has been discontinued.

> *"now that's it's not here [the blue book], agencies have disappeared into the woodwork."*

> *"[It's] surprising to see the level of disconnect because of missing resources."*

> *"For our agency; people find us by accident, trip over us, don't know we exist; we have been here consistently steadily doing this work for 30 years."*

Newcomers are generally aware of the three main organizations that provide settlement services (C.A.R.E., CAIWA and CSS) but not as aware of other service providers. Language issues can pose additional barriers to accessing information, increasing the vulnerability of newcomers to Red Deer.

> *"If you're white and English speaking you have an advantage, but otherwise you don't know to ask for opportunities."*

One service provider at the provincial level was unaware of services provided by another ministry. Service providers do not have access to directories of information about the services offered by other ministries and often stumble upon them by accident.

> *"I consider myself well educated and connected to community. Think about people who have barriers, how will they ever find the services that they need?"*

The lack of information about programs and services sometimes results in organizations duplicating services that are already available.

211 Information Line

Although the 211 information and referral phone line has been available in Red Deer for over a year, many participants did not know much about it. Some were concerned that the information in the 211 database might not be current since it relies on organizations to keep their own information updated, and others were not aware of the translation services offered by 211. As a result, the service is not being utilized to its full extent.

> *"211 provides information on social services, community services, government services, some non-emergency health services, in over 200 languages 24 hours a day. 211 is designed to be up to date, unlike the blue book/community guide which is out of date as soon as changes happen....It's a tool for the public to use, and is free, but it's also a tool for agencies*

to use, whether they're looking for somewhere to send a client or just looking for more information. It provides non-emergency information, but can also deal with mental health crisis issues; for example, can handle suicide calls and won't refer them elsewhere."

The WIC Network could play a key role in promoting this service as it could address current information gaps for individuals and for service providers.

5.3.2. Data not being shared

Service providers often find it challenging to design programs for current and potential users of services because of a lack of data. In some situations, there is not enough data about the demographic profile and needs of certain groups, but more often the data exists within an organization but is not shared between organizations.

<u>Lack of relevant data</u>

The following are some example of gaps in data:
- A lack of data about the previous work experiences of the unemployed population. Aggregate data about occupations would be helpful for planning training programs and supporting people to find potential new areas of employment.

  "We try to put into place integrated training to get people back to work; but when we don't know who the people are that are unemployed, don't know what kind of training they need to get back to work."

- Inadequate information about the educational backgrounds and qualifications of immigrants which makes it difficult to plan employment related programs and services.

- Census data on the indigenous population in Red Deer is not current, making it difficult to plan programs and services. An example of specific information that would be helpful is the number of people moving to Red Deer from reserves, since this is an especially vulnerable group. Some organizations do collect data that might be shared informally with other organizations, but there is no formal mechanism to identify what data exists on this population, who owns it and how it can be accessed.

<u>Lack of mechanisms to share data</u>

Many participants spoke about their frustration with the lack of formal mechanisms and protocols to share existing data. Organizations such as Alberta Health Services, provincial government ministries, funders, housing organizations, provincial and federal benefit programs, etc. all have data that would be useful to other service providers. Many local service providers also have intake data that would help other organizations that provide services to the same target group.

Privacy regulations were the most frequently cited barriers to sharing this information but participants felt that even some subsets of aggregate data would be very useful in ascertaining the demographic profiles and needs of their target groups. However, there are no processes in place to share even aggregate data. Some organizations lack the resources to publish their data so that it is accessible and useful to others. Sharing existing data would be an efficient way to ensure that more service providers have the information they need to assess the current and future needs of various groups in Red Deer and to plan appropriate programs.

5.3.3. Insufficient collaboration between service providers

Participants felt that if service providers could meet on a regular basis, they could exchange (aggregate) information about people's needs, become more familiar with the services that other organizations provide, improve referrals between agencies and build personal relationships. A network of service providers could discuss emerging needs, set goals and discuss how best to implement collaborative strategies to enhance the provision of services.

> *"I think that is the problem is that we don't have enough opportunities for all of the agencies to get together and map out goals and priorities. I know we don't have time, but I do think we need this. Also leads to personal relationships and direct connection to services".*

5.3.4. Need for ongoing community consultation

Ongoing community consultation is another way of ensuring that programs and services are meeting the needs of various groups and are being delivered effectively and respectfully. Participants mentioned that past community consultations have been very helpful, and that these should continue. Some community conversations may be difficult, but change is not possible unless the people who are impacted are at the table, and their concerns and issues are being heard and attended to.

> *"To try and help bridge this gap, [organization name] has often solicited public feedback to help guide our business and operational decisions. It is often the same voices around the table providing input, and not always a truly representative group of those that need to be served in the community. How can this be changed? We try not to make well meaning, but poorly executed decisions...but it happens. It is impossible not to make mistakes when planning services for such a diverse community....Therefore, people using our spaces, services, and resources are vital (as are those who do not use our services)! They need to provide feedback for us to improve."*

5.3.5. WIC Network

Participants provided a few suggestions related to the WIC network's governance structure and capacity.

The WIC Network should continue to include representatives from various communities in Red Deer, especially the more vulnerable groups. One participant felt that the Network should have some independence from City. The City should support and be involved with the Network but not lead it. The need for moving into action planning and implementation was also emphasized, and establishing action oriented working groups might be one way of moving ahead.

However, some participants also reflected concerns stated earlier in the report about whether research would translate into action.

> *"What is WIC going to do? We are doing our own research. What is the plan for the data [results of the needs assessment] and is there movement or funding to implement any of it? Or is it going to tell us what we already know and can't get to?"*

Participants were generally very positive about the role of the Network. Several participants expressed their confidence in the members' individual and collective capacity to create change in Red Deer.

> *"That's what I see when we sit around the table at the WIC Network. People who are willing to take that fire. I don't see it anywhere else but I see it at that table."*

> *"So many progressive thinkers in WIC."*

> *"I hope that WIC will be a mosquito."*

> *"People around [the] WIC table have also been marginalized at some point in their lives so they understand."*

> *"I only go to places where I feel happy and WIC is one place in Red Deer."*

6. Survey

6.1. Method

The survey component of the project was designed to capture information from the general public of Red Deer about how well programs and services offered by organizations in Red Deer are meeting the needs of diverse people and communities. The complete survey is included in Appendix C. The survey was divided into four sections:

- Programs and services
- Life in Red Deer
- Personal Wellbeing Index
- Demographics

The survey questions were designed after conducting a short literature review of other survey instruments that have been used by institutions and communities to measure diversity, inclusion, civic participation, and happiness/wellbeing. Some of the questions have been adapted from surveys such as workplace surveys of diversity and inclusion, while some have been developed to address the needs of this particular research project. The survey also incorporates the Personal Wellbeing Index (PWI), which was developed by an international team to measure subjective wellbeing (discussed further in section 6.2.4).

The survey responses were mostly scored on a 5-point Likert scale (for example Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied), with some questions allowing for the addition of open-ended responses. The PWI is scored on a 0-10 scale.

Standard demographic information collected includes gender, indigenous status, visible minority status, immigrant status, citizenship status, and categorical age, income, and education level. This demographic information allowed for analysis of the survey results and comparison of the survey sample to the population of the Red Deer.

The survey was available in both online and paper versions. The survey was distributed to a range of service providers in Red Deer to give to service users and members of the public who visited their organization. We distributed surveys across a sample of organizations representing the spectrum of service provision of interest to this Needs Assessment. Individuals were able to either complete a paper survey on site, take and return a paper survey, or complete an online version of the survey. We received assistance from the City of Red Deer with the distribution of the surveys to service providers, and paper versions of the survey were returned to the same individual at the City of Red Deer for data entry via the online survey platform.

6.2. Findings

This section reviews some of the key findings from the survey, as well as some of the specific analysis related to the Priority Areas of Focus identified by this Needs Assessment research (indigenous people, people with complex needs, and lack of capacity to address discrimination).

6.2.1. Survey sample and margin of error

We received a total of 107 responses to the survey. Overall, our sample is representative of the Red Deer population on all parameters except one (see table below). Our survey has oversampled the indigenous community based on the 2011 estimate of the size of the indigenous community (as a percentage of the population).[5]

	Survey sample	Red Deer population	Significance
Male	49.1%	47.7%	p=.65[6]
Female	42.5%	48.3%	p=.14
Specify your gender	6.6%	Not reported	n/a
Median age	25-34	33	n/a
Indigenous	14.1%	5.2%	p=.99
Immigrant	8.5%	10%	p=.24
Visible minority	11.2%	9.7%	p=.64
Non-citizen	7.4%	5%	p=.83

6.2.2. Programs and services

The first part of the Programs and Services portion of the survey asked respondents to assess how often they access programs and services for particular needs. These results are summarized in Figure 1. This question also allowed respondents to provide their own additional needs categories. The additional needs identified in this open-ended question included:

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[5] It is interesting to note that focus group participants expressed concern that the census underrepresents the actual indigenous population of Red Deer. It is unclear to what extent this perception is due to actual undersampling, or to other factors such as changes in the size of this population since the 2011 Census.

[6] The p values presented for the gender portion of the sample are based on adjusted percentages, not the actual percentages as shown in the 'Survey Sample' column. The 2011 Red Deer census collected only binary gender data (male/female) rather than providing an option for those who identify outside of the gender binary (as our survey did). Our adjusted percentages, based on only that portion of the population that identifies as male or female (n=97), are 53.6% male, 46.4% female.

- Family/children
- Federal prisoners
- GED
- Mental health (x2)
- People of colour
- Pre-trades
- Trans people
- Autistic
- Blind
- Depressed
- Unemployed
- Working seniors

The second part of the Programs and Services portion of the survey asked respondents to assess their satisfaction with programs and services using four questions. The full distribution of responses regarding levels of satisfaction with programs and services is shown in Figure 2. A score for each question was also developed by converting each response on the Likert scale to a corresponding numerical value (1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very Satisfied). The mean scores for each of these questions trend towards satisfaction (Figure 3).

We conducted some further analysis of two subsets of individuals:

a) People who report never accessing programs and services; and
b) People who report dissatisfaction with programs and services.

How often do you access programs and services that assist:
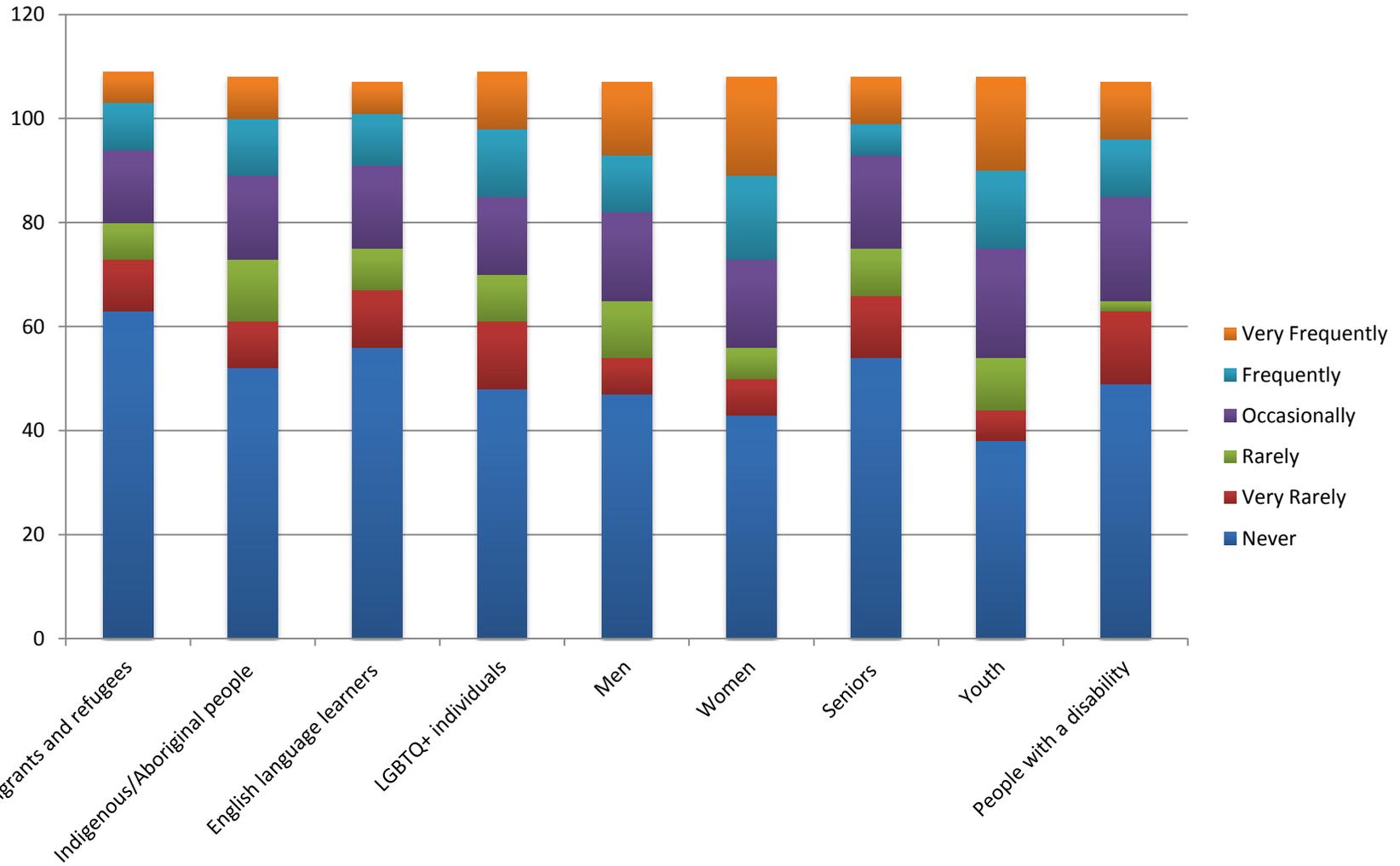
Figure 1: Responses of all respondents regarding frequency of accessing programs and services.

Your knowledge of programs and services that meet your needs

A bar chart showing satisfaction levels. Very Dissatisfied: 3, Dissatisfied: 12, Neutral: 24, Satisfied: 44, Very Satisfied: 21, Not applicable: 6.

Your knowledge of resources that meet your needs

A bar chart showing satisfaction levels. Very Dissatisfied: 3, Dissatisfied: 14, Neutral: 29, Satisfied: 40, Very Satisfied: 19, Not applicable: 5.

Your ability to access programs and service

A bar chart showing satisfaction levels. Very Dissatisfied: 3, Dissatisfied: 12, Neutral: 28, Satisfied: 39, Very Satisfied: 24, Not applicable: 4.

Your overall satisfaction with programs and services

A bar chart showing satisfaction levels. Very Dissatisfied: 4, Dissatisfied: 12, Neutral: 22, Satisfied: 40, Very Satisfied: 28, Not applicable: 4.

Figure 2: Levels of satisfaction with programs and services.

Figure 3: Mean Likert scale scores for responses related to satisfaction with programs and services.

People who never/rarely access services

We conducted analysis of those respondents who reported never accessing programs and services across any of the particular needs identified in question 1. Interestingly, these individuals (n=14) do not report a corresponding level of dissatisfaction with programs and services (Figure 4).
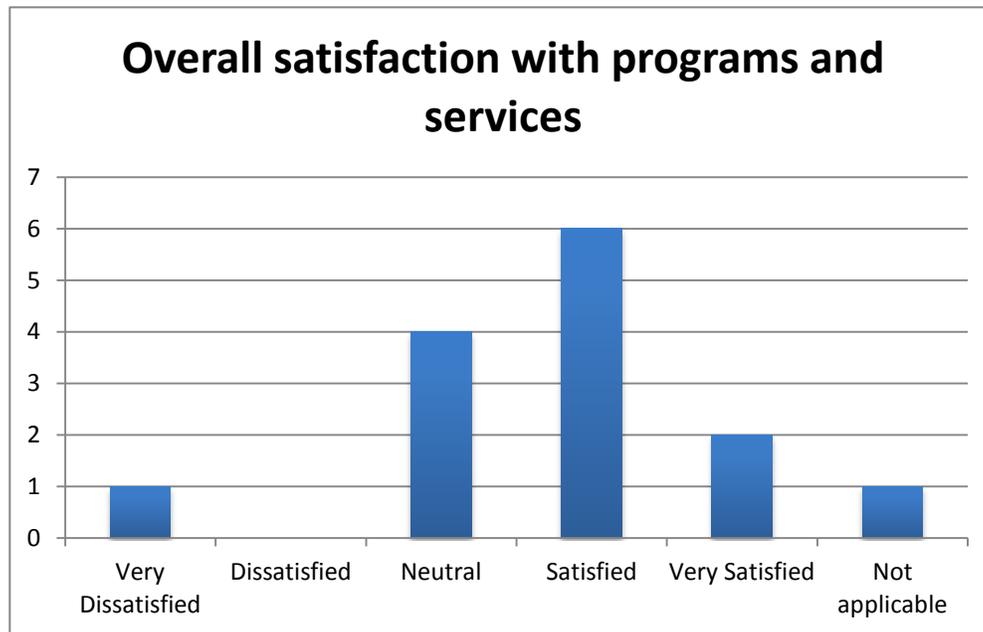
Figure 4: Satisfaction with programs and services reported by individuals who never access programs and services.

We did some further analysis using a rubric developed to capture an expanded subset of limited service utilizers. This rubric included only those individuals reporting responses of 'Never', 'Very

Rarely', or 'Rarely', and no more than two responses of 'Occasionally' across all responses in question 1. These individuals (n=37) showed a similar pattern of satisfaction/dissatisfaction as the smaller 'Never' subset (Figure 5).

The demographics of both subsets are illustrated in the table in Figure 6.

Your overall satisfaction with programs and services
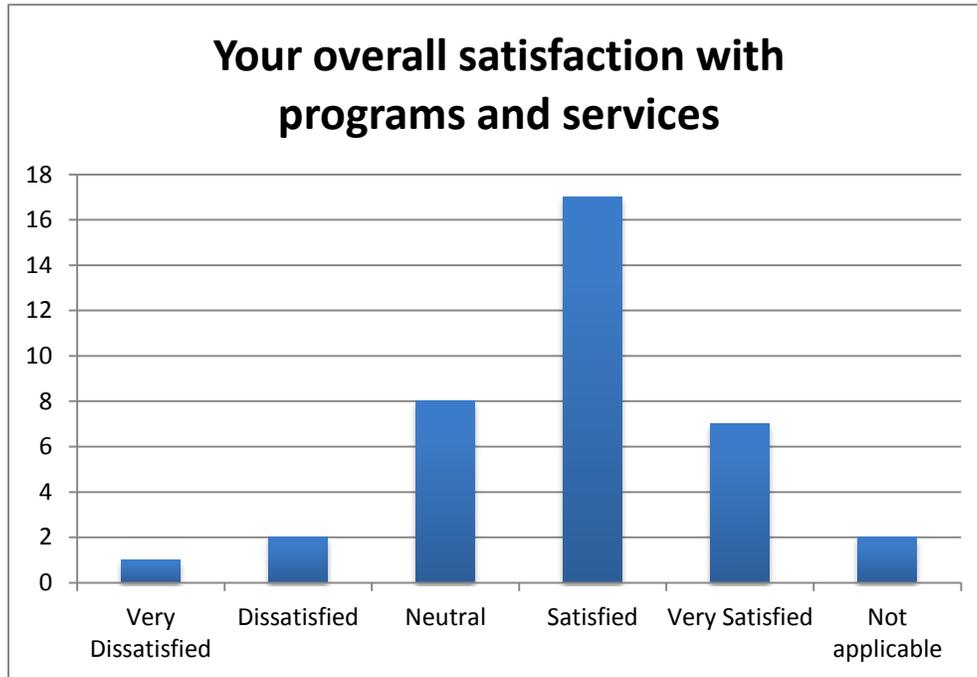
Figure 5: Satisfaction with programs and services reported by individuals who are limited service utilizers.

	'Never group'	Limited service utilizers	Survey sample
Male	71.4%	72.2%	49.1%
Female	14.2%	22.2%	42.5%
Specify your gender	-	5.5%	6.6%
Median age	25-34	25-34	25-34
Indigenous	21.4%	16.2%	14.1%
Immigrant	-	8.1%	8.5%
Visible minority	14.2%	13.5%	11.2%
Non-citizen	-	-	7.4%

Figure 6: Demographics of groups who never/rarely access services.

People who report dissatisfaction with programs, services, and resources

We conducted analysis of those people reporting dissatisfaction with aspects of programs, services and resources in survey question 2. To capture this subset of individuals, we looked at

those who scored below 10 on their summed Likert scale responses across the four questions on satisfaction regarding programs and services (n=15).

The demographics of this subset in comparison with the survey sample as a whole are shown in Figure 7. While caution must be taken in comparing percentages for samples below 30 individuals, these parameters show that this subset is broadly similar to the survey sample. One indicator where this subset does differ from the rest of the population is their PWI: this subset's median PWI is 49.1 (for more on the meaning of PWI, and further discussion of PWI below 50, see section 6.2.4).

	Satisfaction score	
	<10	Survey sample
Male	46.7%	49.1%
Female	33.3%	42.5%
Specify your gender	6.7%	6.6%
Median age	35-44	25-34
Indigenous	13.3%	14.1%
Immigrant	13.3%	8.5%
Visible minority	13.3%	11.2%
Non-citizen	6.7%	7.4%

Figure 7: Demographics of people who report dissatisfaction with programs, services, and resources.

6.2.3. Life in Red Deer

The second section of the survey began with twelve questions aimed at capturing aspects of people's experiences of life in Red Deer. The questions were presented as statements with an instruction to indicate the degree of agreement/disagreement on a 5-point Likert scale. Eleven of the statements captured a positive sentiment (e.g. 'I have access to a community of support', 'Diverse perspectives are encouraged in Red Deer') and one statement captured a negative sentiment ('I have experienced discrimination or harassment').

The responses can be clustered into three groupings. In the first grouping are those statements which trended towards agreement (less than 10% of the population disagrees with the statement). The second grouping consists of those statements with between 10% and 25% disagreement. The third grouping consists of those statements which trended most strongly towards disagreement (over 25%), or in other words, those indicators of diversity and inclusion which showed the least amount of success in Red Deer. Individual histograms of the

distribution of responses in each of the three groupings are shown in Figures 8, 9 and 10, respectively.

We also calculated a mean indicator score for each statement, by converting each response on the Likert scale to a corresponding numerical value (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree). These responses were ranked from lowest to highest, with the exception of the response to the statement "I have experienced discrimination or harassment", which was ranked on the basis of the degree of disagreement rather than agreement (since it expresses a negative sentiment). Indicators on the higher end of the scale (values closer to 5) represent a higher degree of attainment for the community as a whole; indicators on the lower end of the scale (values closer to 1) indicate a lower degree of attainment. The ranked order of all statements in shown in Figure 11, to allow for comparison of attainment across all indicators.

This section of the survey also asked people to rate their level of agreement with the statement 'I have felt uncomfortable or out of place in Red Deer because of my _____', followed by the opportunity to fill the blank with one or more of a number of different dimensions of personal identity and experience. This question also allowed for open-ended responses; user-submitted responses included 'adult child's sexual orientation', 'political views', and 'commitment to working with human rights and diversity issues'.

The distribution of responses to these experiences of discomfort (for the response categories offered on the survey) is shown in Figure 12. As with previous Likert scale items, we converted each response to a numerical score (using the same conversion as the previous question), and calculated mean scores for each category item. Figure 13 shows the mean scores on a scale of 1 (strongly disagree) to 5 (strongly agree) ranked in order from lowest to highest.

I have access to a community of support

	Stongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
Value	3	6	19	51	24	3

I feel welcome and able to use public facilities

	Stongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
Value	3	6	8	44	44	2

I have access to adequate transportation

	Stongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
Value	2	7	13	37	43	4

I have access to information in a language I can easily understand

	Stongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not applicable
Value	2	3	4	37	52	8

Figure 8: Responses that trend towards agreement (less than 10% disagreement).

I feel welcome and able to participate in public events

I have felt free to express my opinions

People like me are valued in Red Deer

Diverse perspectives are encouraged in Red Deer

I have access to adequate housing
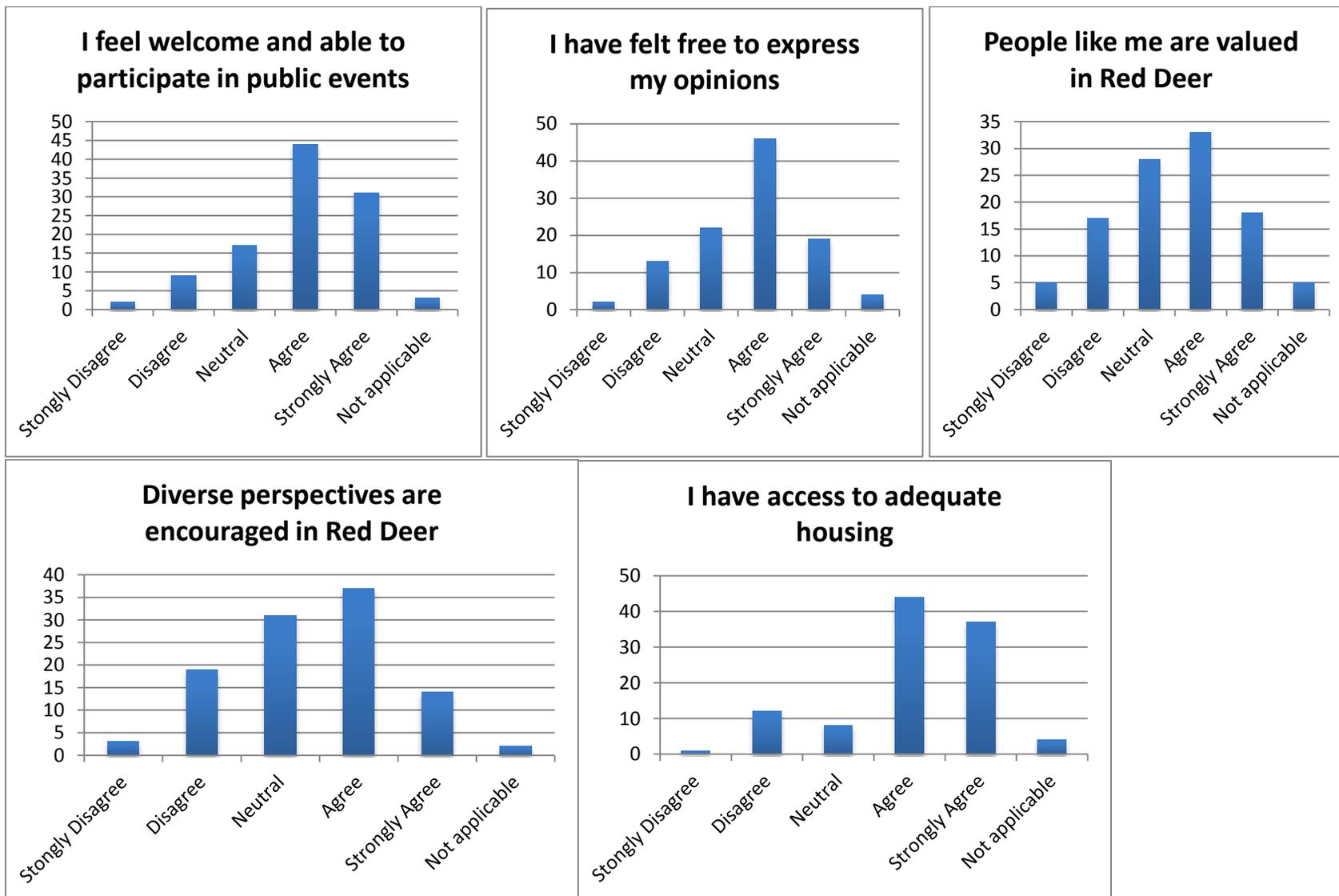
Figure 9: Responses with 10% to 25% disagreement.

Diverse groups in Red Deer get along well

Stongly Disagree	6
Disagree	20
Neutral	37
Agree	26
Strongly Agree	10
Not applicable	5

I feel included in city decision making

Stongly Disagree	15
Disagree	27
Neutral	30
Agree	15
Strongly Agree	10
Not applicable	9

I have experienced discrimination or harassment

Stongly Disagree	13
Disagree	23
Neutral	20
Agree	26
Strongly Agree	20
Not applicable	4

Figure 10: Responses showing the strongest trend towards disagreement (>25%).
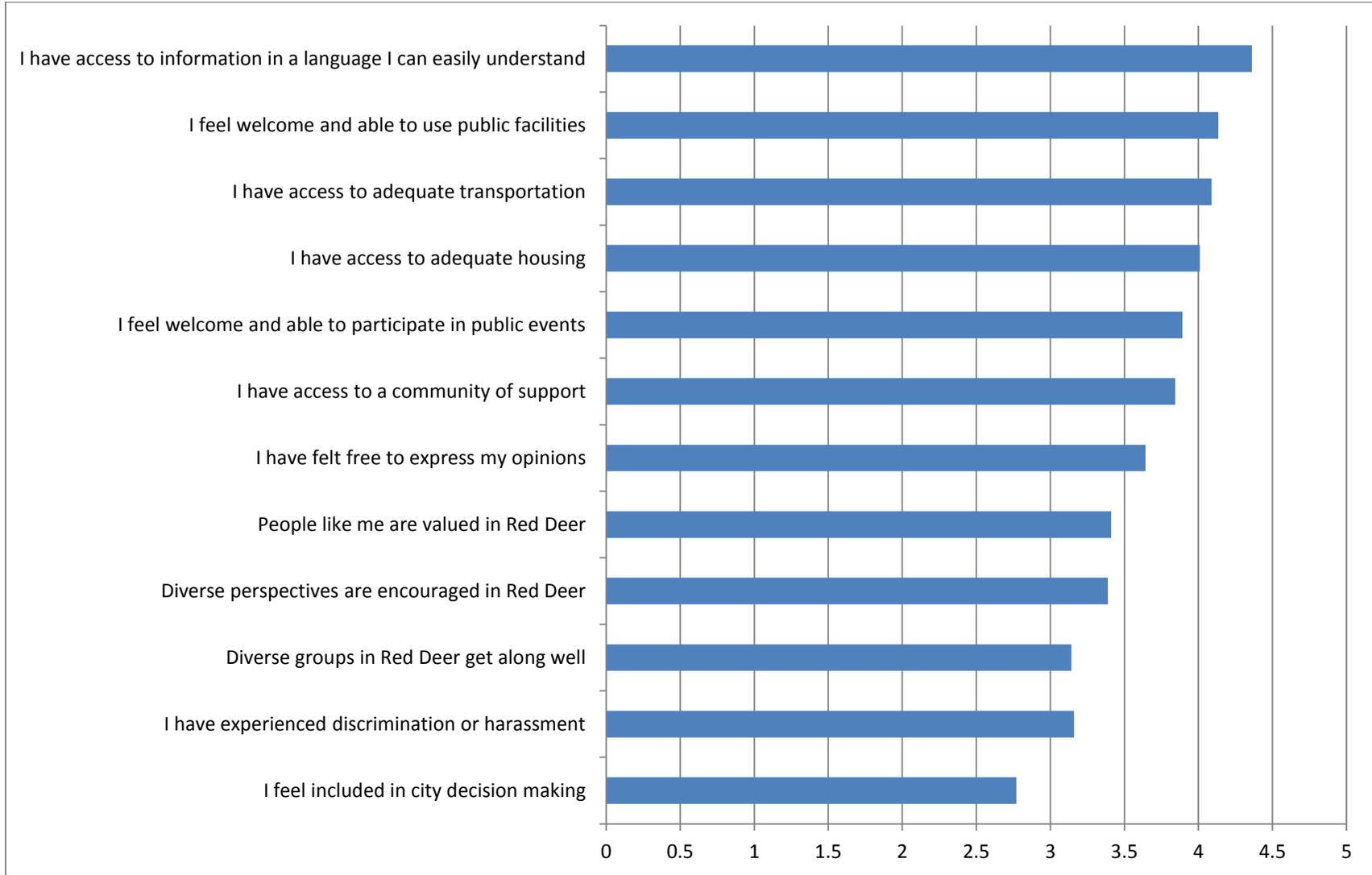
Figure 11: Ranked indicator scores of statements, from highest degree of agreement (at top) to lowest.

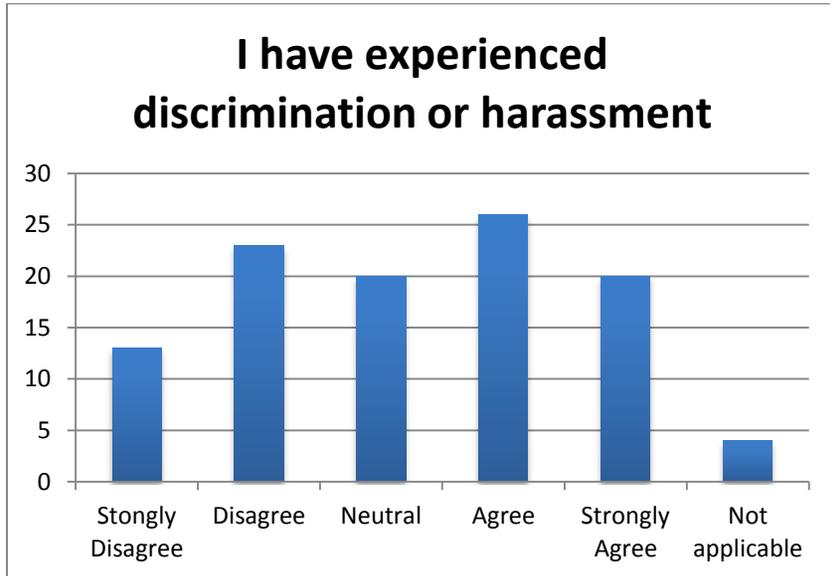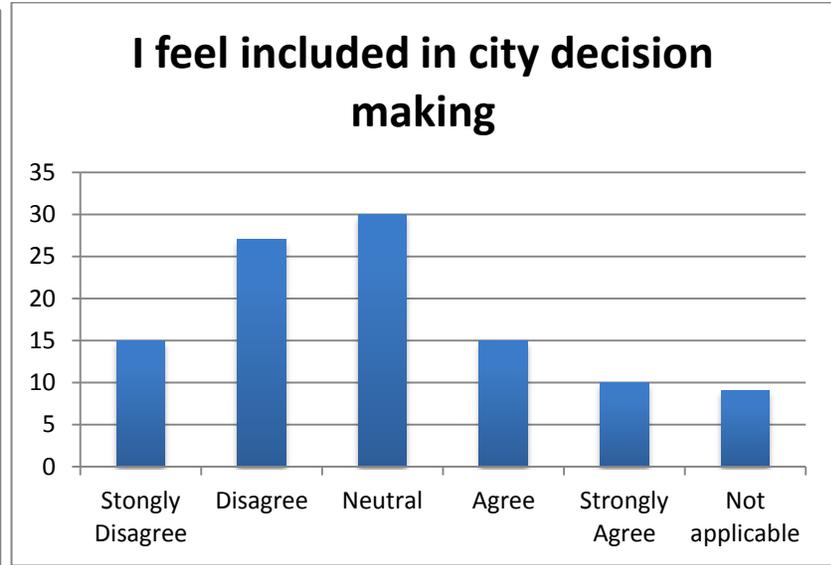| Statement	Score (approx.)
I have access to information in a language I can easily understand	
I feel welcome and able to use public facilities	
I have access to adequate transportation	
I have access to adequate housing	
I feel welcome and able to participate in public events	
I have access to a community of support	
I have felt free to express my opinions	
People like me are valued in Red Deer	
Diverse perspectives are encouraged in Red Deer	
Diverse groups in Red Deer get along well	
I have experienced discrimination or harassment	
I feel included in city decision making	

Figure 12: Distribution of responses to different experiences of personal discomfort.

Figure 13: Ranked mean scores for different experiences of personal discomfort.

People who have experienced discrimination

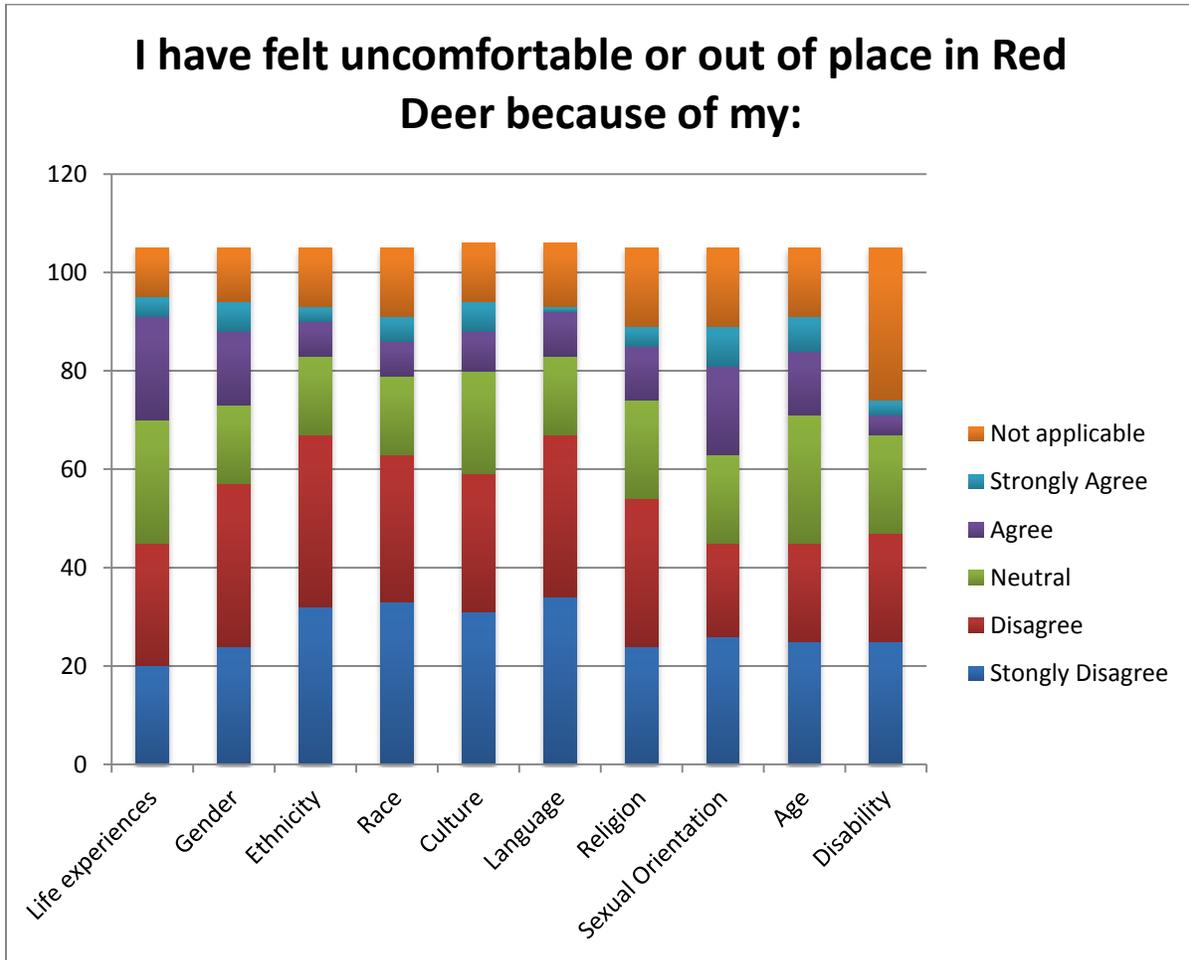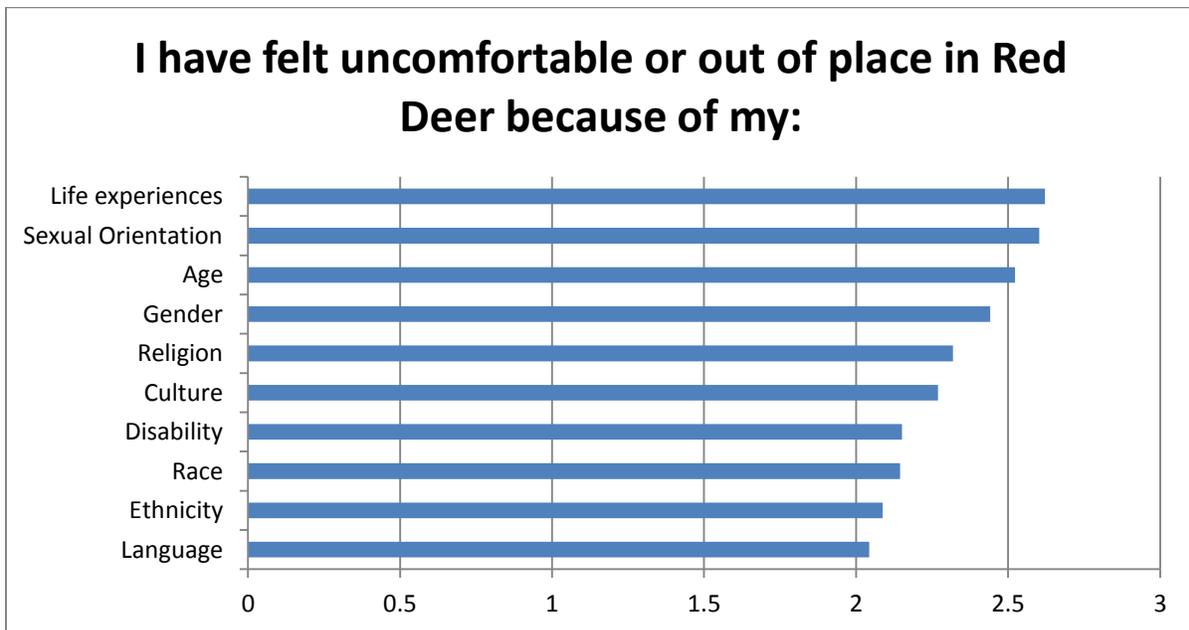We also conducted some analysis of the demographics of those who agreed and disagreed with the statement 'I have experienced discrimination or harassment'. The table in Figure 14 compares the subset of individuals who agree with this statement (in other words, those who have experienced discrimination/harassment) with those who disagree (those who have not experienced discrimination/harassment). The responses of those who selected 'neutral', 'not applicable/no opinion', or left the question blank are not included in these statistics.

The key observable demographic differences between these subsets are:

- Respondents who identify outside the gender binary (did not identify as male or female) all reported experiencing discrimination or harassment
- The higher percentages of indigenous, immigrant, and visible minority individuals among those who have experienced discrimination

	Have experienced discrimination or harassment	Have not experienced discrimination or harassment
Total individuals	45	36
Male	44.4%	51.4%
Female	42.2%	48.5%
Specify your gender	11.1%	-
Median age	25-34	25-34
Indigenous	20%	5.7%
Immigrant	13.3%	5.7%
Visible minority	15.5%	5.7%
Non-citizen	8.9%	11.4%

Figure 14: Demographics of those who have and have not experienced discrimination or harassment.

6.2.4. Personal Wellbeing Index (PWI)

The final portion of the survey consisted of seven standardised questions that comprise the International Wellbeing Group's Personal Wellbeing Index.[7] This index has been developed by an international team of researchers over many years, and has been subjected to rigorous testing, cross-validation, and peer review to ensure that the test has comparability and validity

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[7] International Wellbeing Group. (2013). *Personal Wellbeing Index: 5th Edition*. Melbourne: Australian Centre on Quality of Life, Deakin University. http://www.deakin.edu.au/research/acqol/instruments/wellbeing-index/index.php

across genders, cultures, nations, and so on. Detailed information on the PWI is included in Appendix C.

The respondent answers each question on a 0-10 scale (there is an optional 8th question on spirituality, but current research recommends leaving this question out in most contexts). The seven questions correspond to seven domains: standard of living, health, what one is achieving in life, personal relationships, safety, community, and future security. There is intentional ambiguity in some of these terms, to allow respondents to interpret them according to their own subjective understandings.

After discarding any responses of all minimum or maximum scores across all seven questions (domains), individual scores are averaged and converted to a 100-point scale to yield their score. Individual domain scores can also be converted to a 100-point scale and the mean of these scores analysed across domains, subsets of the population, etc.

For our entire sample population (representing the City of Red Deer), the mean PWI from our research is 62.4. This is a low PWI compared to the usual normal range for Western countries such as Australia and the UK (usually in the mid-70s). Note that the oversampling of indigenous communities does not have a significant effect on the mean PWI, as with all indigenous respondents removed, the mean PWI is 64.7 (within the normal 3 points variance).

The following figures show further detail on the distribution of individual scores across the entire survey sample, mean PWI scores by domain, and mean PWI scores for a variety of demographic subsets of the population. Note again that a variance of 3 points is considered the normal fluctuation range for PWI in general.

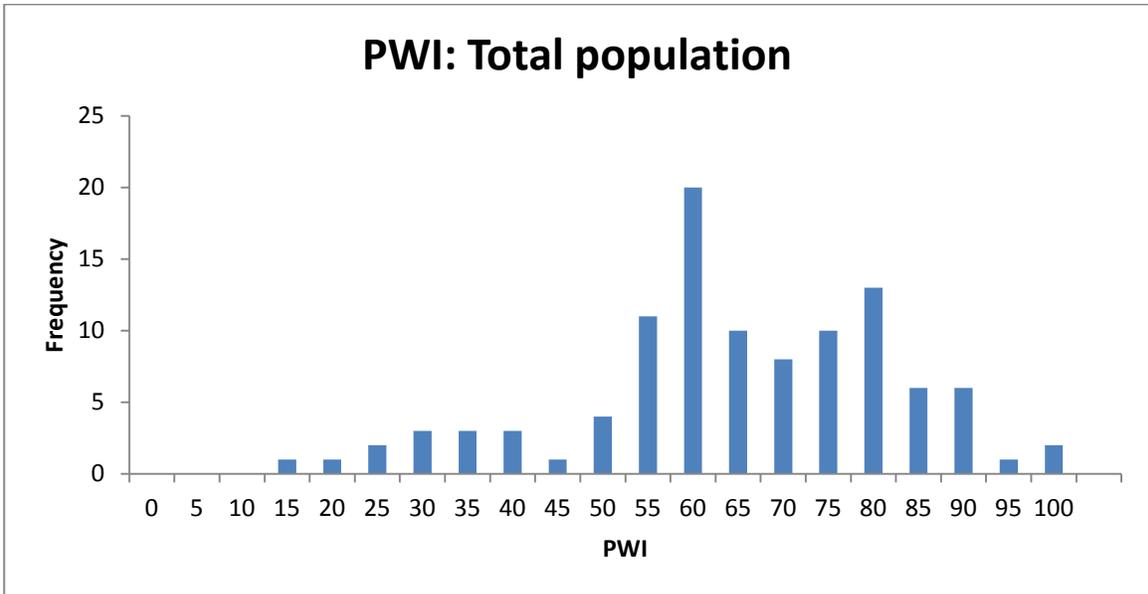## PWI: Total population

Figure 15: Distribution of PWI scores for entire survey sample.

PWI by domain
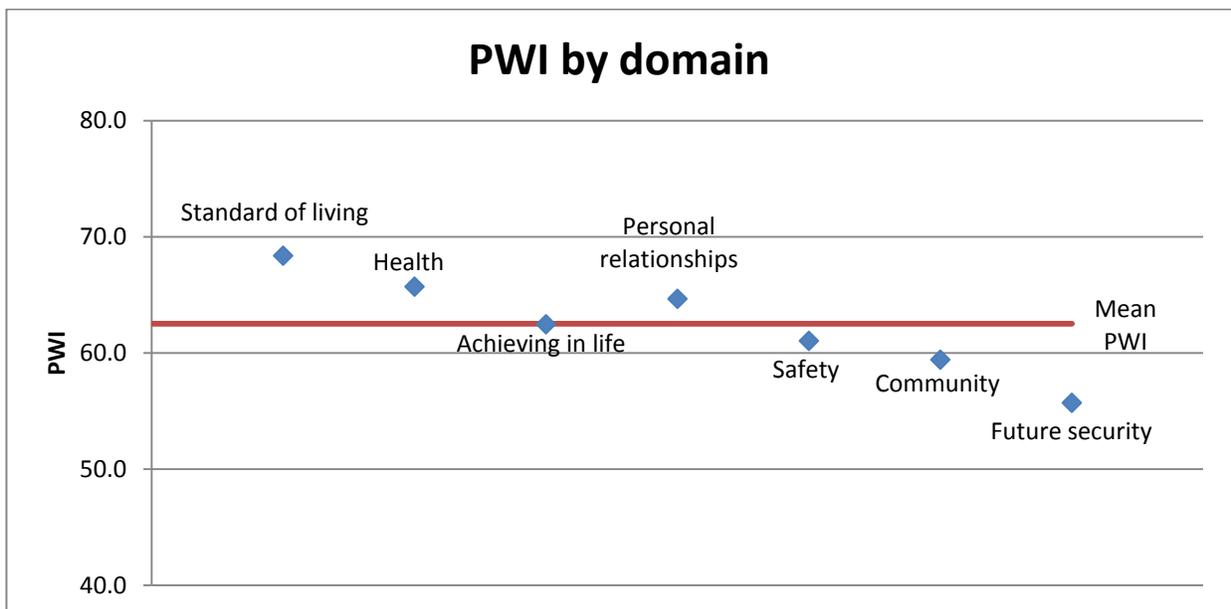
Figure 16: Mean PWI score for each domain for entire survey sample. Red line shows level of mean PWI for survey sample (62.4) for comparison.

PWI by income
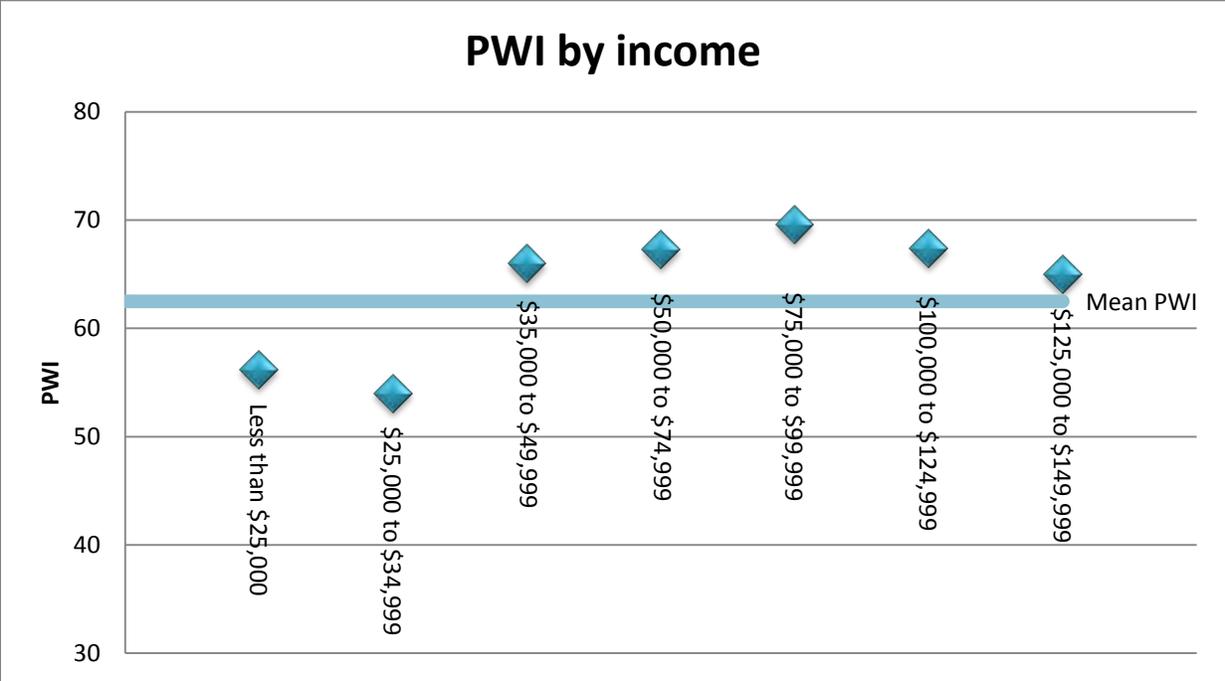
Figure 17: Mean PWI for each income category; the horizontal blue line shows the mean PWI for the entire survey sample. Note that this discontinuous jump (where annual income below $35,000 lies below the mean, while incomes above this point lie above the mean) is consistent with other research on the relationship between subjective wellbeing and income.
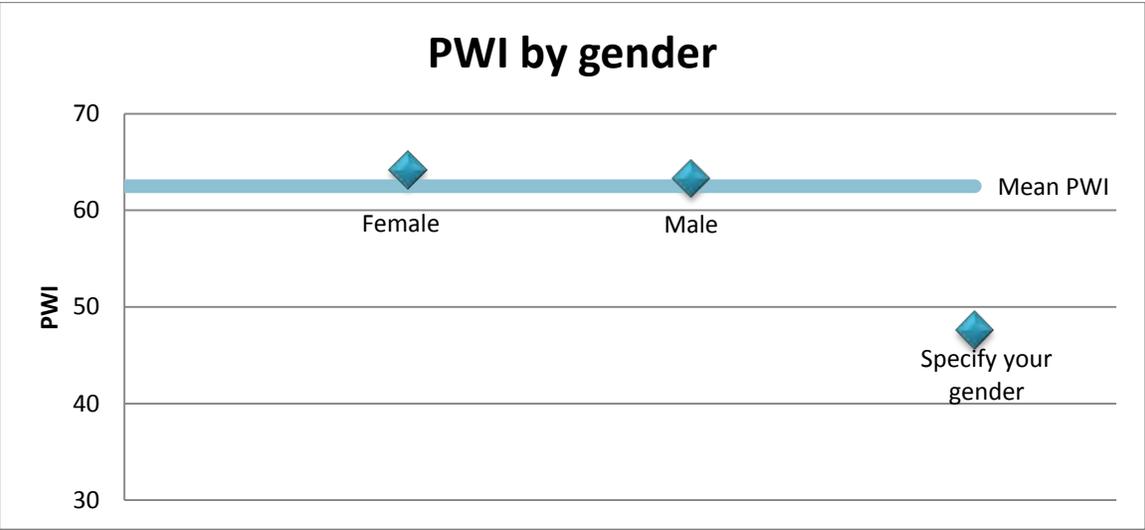
PWI by gender

Figure 18: Mean PWI by gender; the horizontal blue line shows the mean PWI for the entire survey sample. While there is no significant difference between males and females, those who identify outside the gender binary score much lower on the PWI.
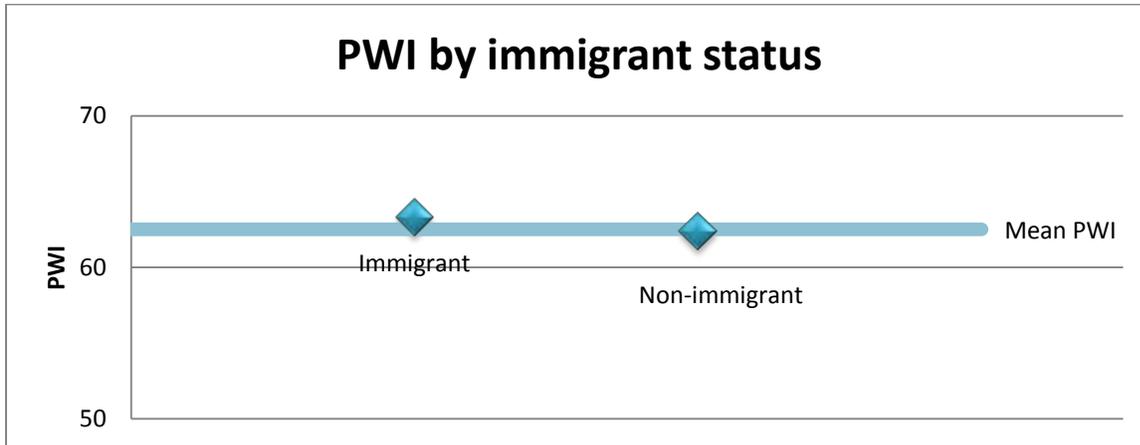
Figure 19: Mean PWI by immigrant status; the horizontal blue line shows the mean PWI for the entire survey sample. The difference is within the 3-point variance.
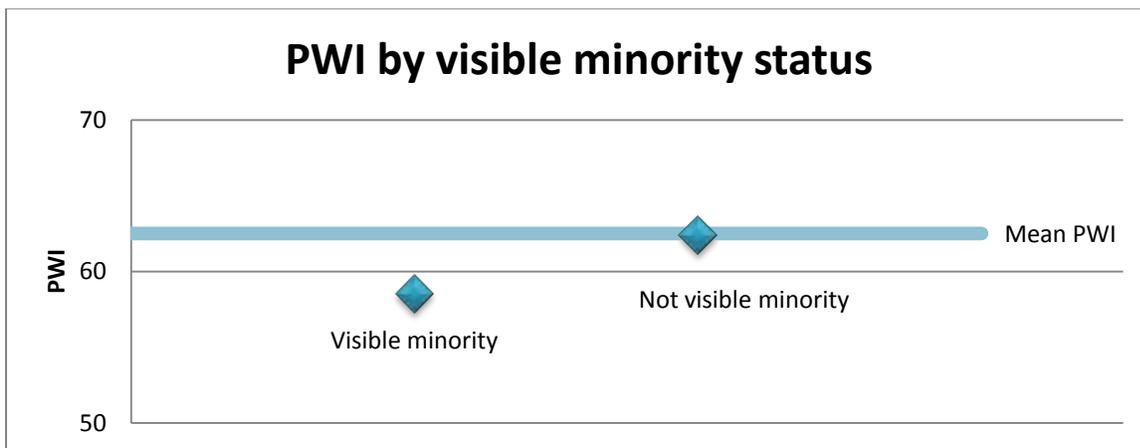
Figure 20: Mean PWI by visible minority status; the horizontal blue line shows the mean PWI for the entire survey sample. The effect is only slightly greater than the expected variance (3.9 points).

PWI and indigenous people

One subset of the population that does show a sharp difference from the general population of Red Deer is indigenous people. Research from elsewhere in Canada using different wellbeing indices shows a persistent 20 point difference between indigenous people and the general Canadian population. The Red Deer data shows a similarly high difference between the two populations of 13.8 points (Figure 21). Figure 22 shows the distribution of all PWI scores for indigenous respondents (compared to the histogram of the entire survey sample), and Figure 23 shows the individual domain scores for indigenous people and the general population.
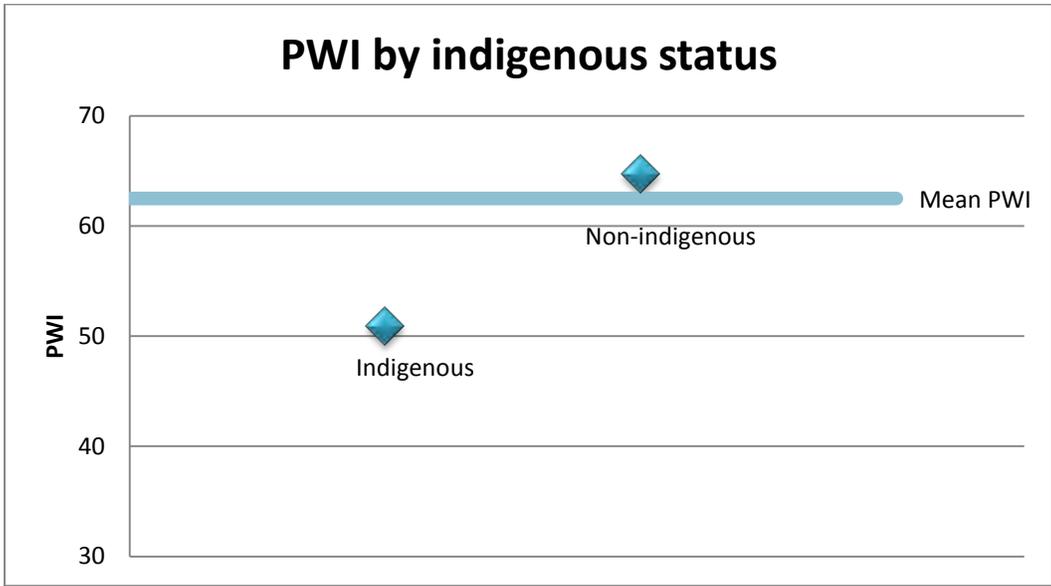
Figure 21: Personal Wellbeing Index compared by self-identified indigenous status. Blue horizontal bar shows mean PWI value for entire sample population.

Figure 22: Distribution of individual PWI scores, for indigenous respondents and the entire survey sample.
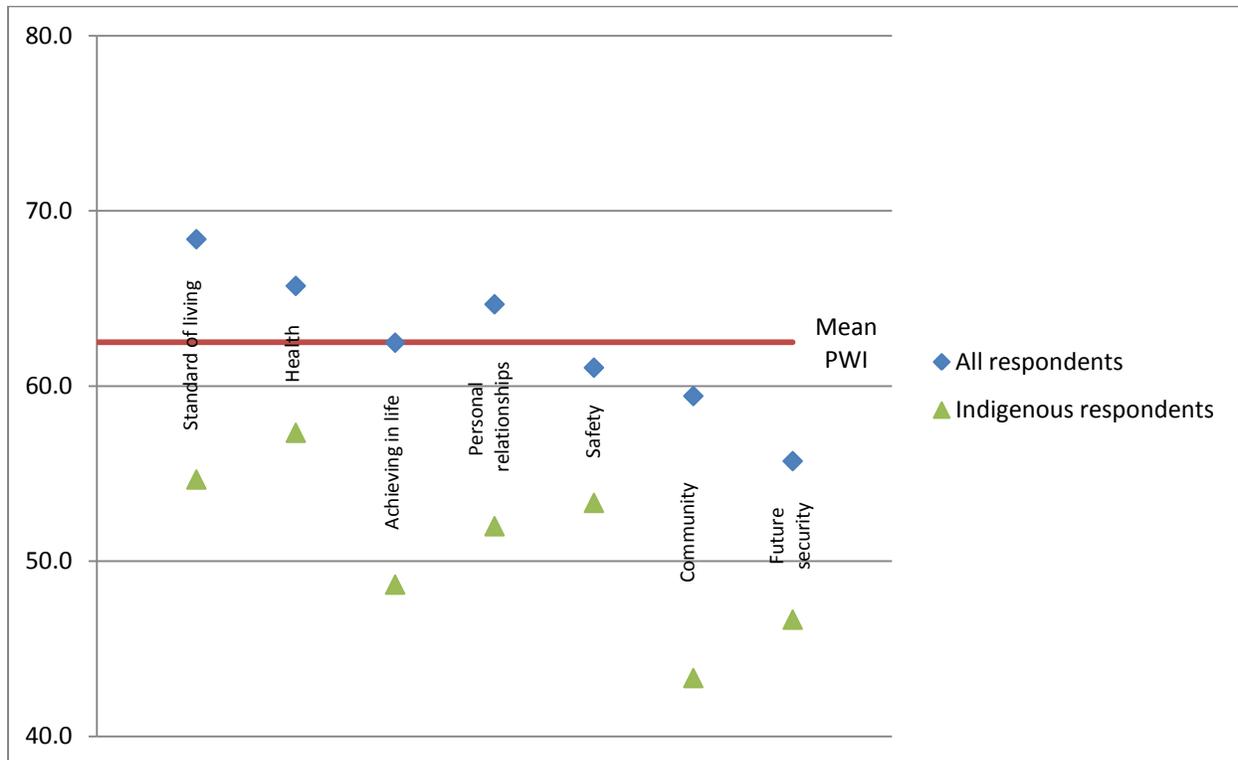
**Figure 23: Mean PWI score for each domain for indigenous respondents vs. entire survey sample. Red line shows level of mean PWI for survey sample (62.4) for comparison. The size of the gap between the survey sample and indigenous respondents is particularly large for the domains of Standard of Living, Community and Achieving in Life.**

PWI and people who experience complex issues

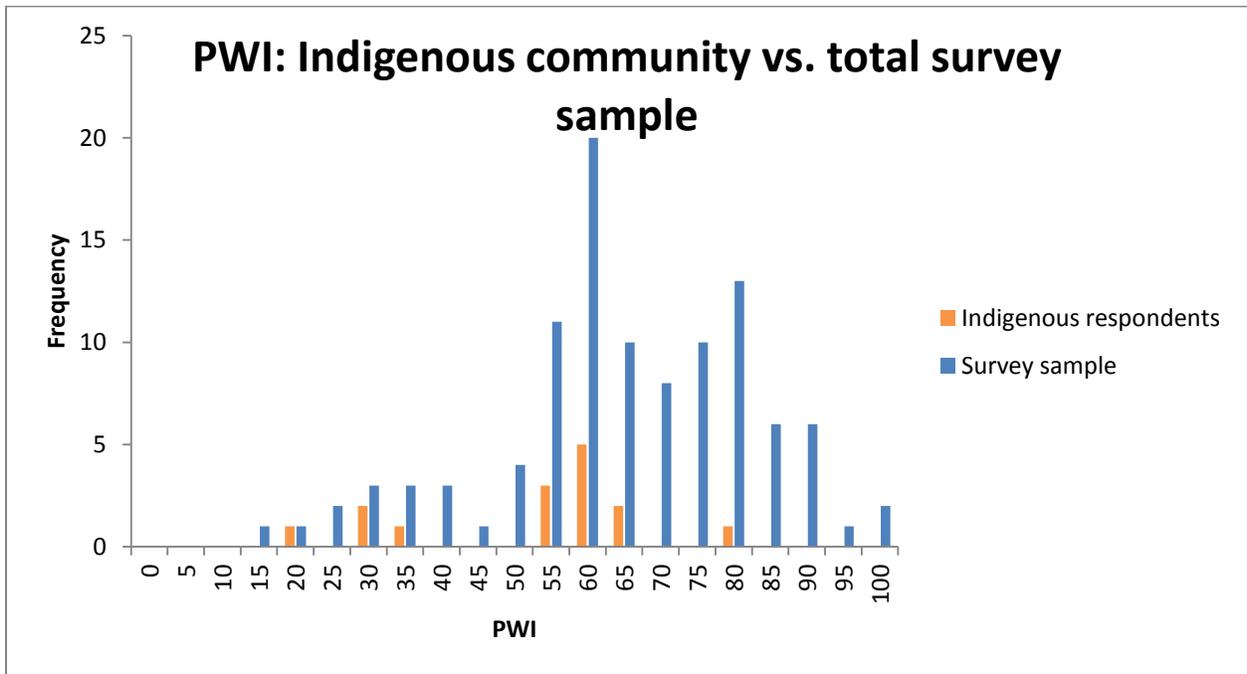The identification of people who experience complex issues is more difficult to discern from quantitative data, but an important sub-population worth investigating within the PWI component of the survey are those individuals who report a calculated PWI below 50. Cummins notes in his research that each person has a 'set point' for their personal wellbeing, and that set points are positive above 50.[8] PWIs below 50, however, can be indicative of individuals who are experiencing challenges (such as chronic illness or financial hardship) which causes them to drop below their normal homeostasis point to a 'defeated' status.[9]

Figure 24 shows the individual domain scores for this subset of the survey sample in comparison to the general population. The table in Figure 25 summarizes some of the key demographic parameters for this group (in comparison to the subset of people with a PWI

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[8] Cummins, R. A., Lau, A. D. L., & Davern, M. (2012). Homeostatic mechanisms and the quality of life. In K. C. Land, A. Michalos & J. Sirgy (Eds.), *Handbook of social indicators and quality-of-life studies* (79–98). Volume I: Theoretical and Methodological Foundations. New York: Springer. DOI 10.1007/978-94-007-2421-1_4

[9] Richardson, B, Fuller Tyszkiewicz, M.D., Tomyn, A.J. et al. (2016). The Psychometric Equivalence of the Personal Wellbeing Index for Normally Functioning and Homeostatically Defeated Australian Adults. Journal of Happiness Studies 17: 627-641. doi:10.1007/s10902-015-9613-0

between 50 and the mean, and those above the mean), as well as response rates to some key statements from section two of the survey (Life in Red Deer) where there are notable differences in response rates.
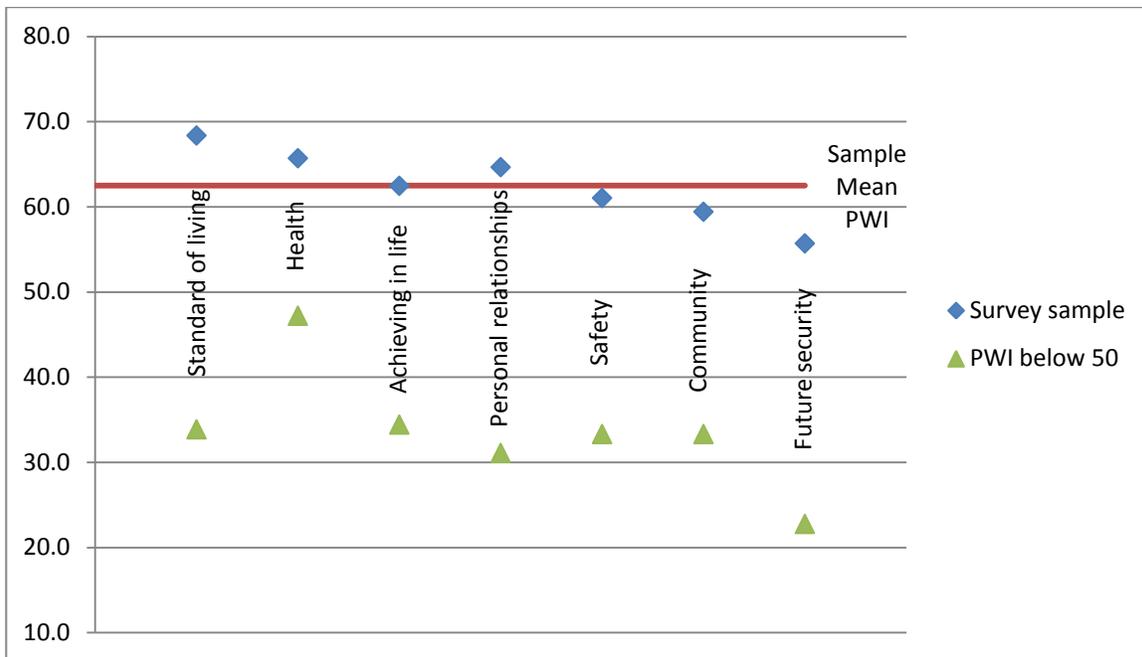
Figure 24: Mean PWI score for each domain for respondents with a wellbeing score below 50 vs. entire survey sample. Red line shows level of mean PWI for survey sample (62.4) for comparison. The size of the gap between the survey sample and indigenous respondents is particularly large for the domains of Standard of Living, Personal Relationships, and Future Security.

	PWI <50	PWI 50 - mean	PWI above mean
Male	38.9%	51.4%	51.9%
Female	38.9%	40.0%	46.2%
Specify your gender	16.7%	8.6%	1.9%
Median age	18-24	25-34	25-34
Indigenous	22.2%	25.7%	3.8%
Immigrant	11.1%	5.7%	9.6%
Visible minority	11.1%	8.6%	13.5%
I have experienced discrimination	50%	40.0%	42.3%
I've felt uncomfortable due to my sexual orientation	61.1%	22.9%	13.5%
I've felt uncomfortable due to my disability	16.7%	5.7%	3.8%
I (do not) have access to adequate housing	38.9%	11.4%	3.8%

Figure 25: Comparison of low, average, and high PWI subsets by demographic and other key variables.

PWI and people who experience discrimination

The final group of interest for investigation in connection with the PWI is those who experience discrimination. This group shows the least visible effect between their status and their mean PWI. Their mean PWI, 59.3, is only slightly outside of the expected 3-point variance (Figure 26).

PWI by experiences of discrimination

Figure 26: Mean PWI by experiences of discrimination; the horizontal blue line shows the mean PWI for the entire survey sample. The difference for the population that has experienced discrimination is only 0.1 points outside the 3-point variance.

The distribution of individual subjective wellbeing scores shows that those who have experienced discrimination represent a reasonable proportion of those at the extreme low end of the PWI scale (Figure 27). The total distribution of scores, though, is not confined only to the lower end of the spectrum, and there are a reasonable number that cluster in the central section of the curve. Figure 28 illustrates the mean PWI scores across each domain.

PWI: People who have experienced discrimination vs. total population
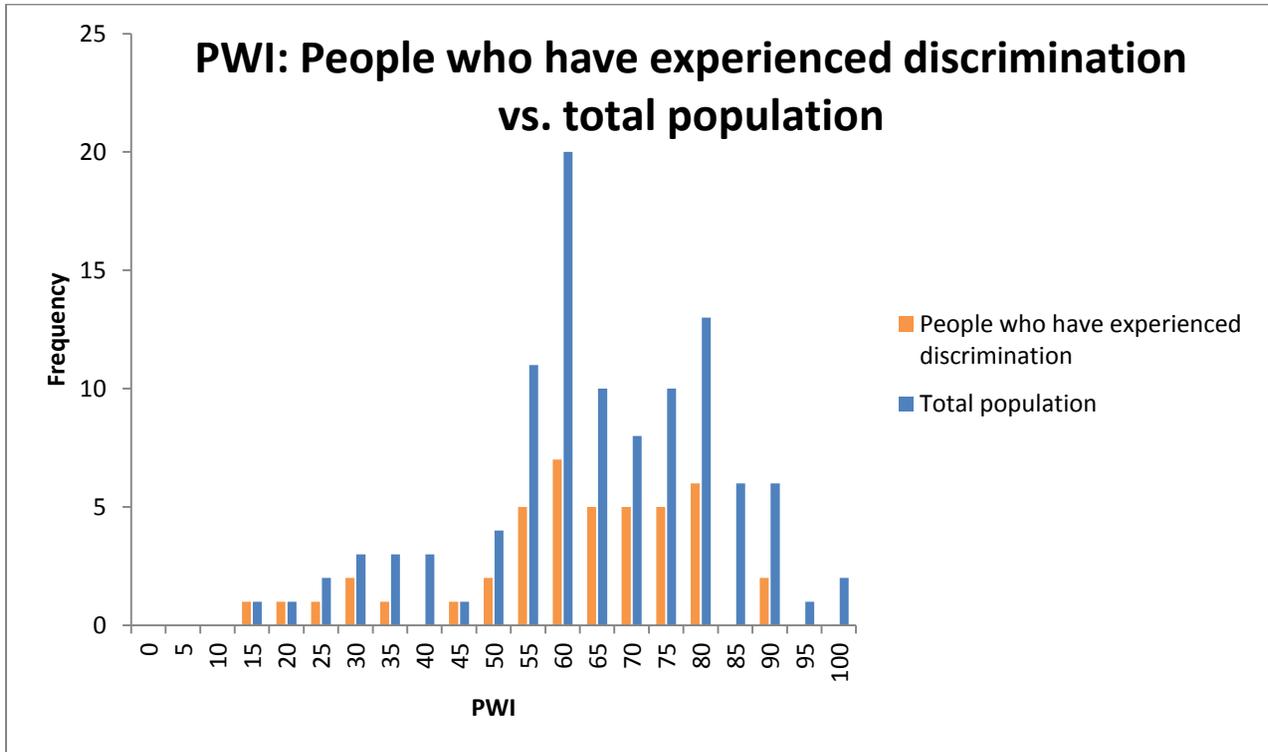
Figure 27: Distribution of subjective wellbeing scores of individuals who report having experienced discrimination or harassment, as compared to the entire survey sample.
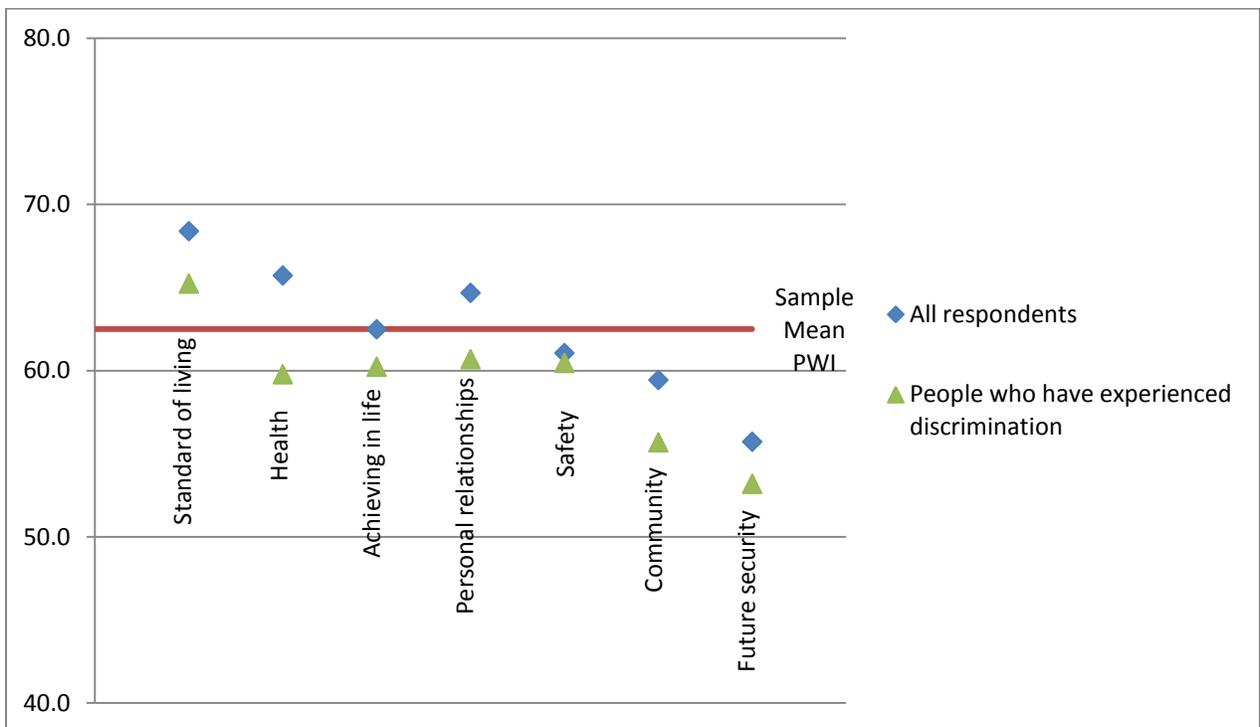
Figure 28: Mean PWI score for each domain for respondents who report having experienced discrimination (vs. entire survey sample). Red line shows level of mean PWI for survey sample (62.4) for comparison. The size of the gap between the survey sample and those who have experienced discrimination is greatest for the domains of Health, Personal Relationships, and Community.

7. Priority Areas of Focus

A key objective of this Needs Assessment was to determine areas that the WIC Network can focus on in the next phase of its work. This section provides a summary and discussion of the findings of the Needs Assessment and the three Priority Areas of Focus that emerged from the findings. These are:

1. Indigenous people
2. People with complex needs
3. Lack of capacity to address discrimination

7.1. Overview

The Priority Areas of Focus were determined by analyzing the data on the needs of each group, the availability and appropriateness of programs and services to meet those needs and the barriers to accessing services. For each group, data was drawn from the Environmental Scan, focus groups and interviews.

The first step in determining the Priority Areas of Focus was to review the results of the Environmental Scan. For each group, we reviewed relevant demographic information, the results of consultations, research, and available programs and services. The Environmental Scan constituted an initial analysis of gaps in program and service availability. However, it did not provide information on whether available programs and services are appropriate for the target groups, the degree to which these programs are utilized and whether they meet the needs of various groups.

We used data from the focus groups and interviews to fill these gaps. We analyzed this data using the following framing questions:

1. Do service providers know enough about this group and their needs?
2. Are there enough programs and services to meet their needs?
3. Can the group easily access information about programs and services?
4. Can the group easily access programs and services?
5. Are the available programs and services appropriate?

The analysis of data from focus groups and interviews was merged with the Environmental Scan findings to arrive at the Priority Areas of Focus. Although the survey data was not used to determine the priorities, it corroborates the findings and offers additional perspectives. Please see Section 6 for further discussion of the survey results.

The following section provides a rationale for the selection of the three Priority Areas of Focus from the findings.

7.2. Priority Area of Focus 1 - Indigenous People

Our first Priority Area of Focus is indigenous people. Red Deer's First Nations, Metis, and Inuit communities are large and growing, dynamic and diverse. Within indigenous communities are embedded other 'dimensions of diversity' that cut across the community of Red Deer at large (such as persons with disabilities, seniors, youth, women, gender identity and sexual orientation, people who are homeless, criminal offenders, working poor, and those with mental or emotional health issues). The specific history of colonialism means that indigenous people are uniquely situated in relation to the nation-state of Canada, and this history has continuing effects on the lives of indigenous people and their particular relationships to the institutions of the state (as distinct from other groups). Most recently, the Truth and Reconciliation Commission's report has been an important piece of recognizing the impacts of colonization on indigenous individuals with regards to their differential access and status in the sectors of health, education, and justice (as discussed further in the following section). The TRC report also recommends that Canadian learn how to practice reconciliation in their everyday lives, and use principles of reconciliation as a framework to move ahead.

> *Principle 4: Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity.*

> *Principle 5: Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians.* [10]

These factors all combine to make indigenous people one of our Priority Areas of Focus.

7.2.1. Information about indigenous people

Our focus groups and interviews revealed several key findings related to the availability, accuracy, and use of information, all of which leads to poor understanding of the needs of this group. Specifically, we found that information about this group is:

- Non-specific enough to local conditions
- Embedded within organizations and agencies but cannot or is not being shared

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[10] Truth and Reconciliation Commission of Canada (TRC). (2015). What We Have Learned: Principles of Truth and Reconciliation. p 3.

- Not valued because of the methods of inquiry
- Insufficient to address the needs of the most vulnerable members of indigenous communities
- Not leveraged for planning and service delivery

It was generally agreed that there has been a lot of research about indigenous communities in Red Deer and that a great deal is known. It was strongly noted that in spite of this, there is a disconnect between that knowledge and the development and design of programs and services. Programs and organizations are sometimes

"…designed on what they think an Indian should be and behave, internalized oppression. None of them know what it's like to be Indian."

And as another person observed,

"The research is there, it's a just a matter of really doing the work."

"Indigenous community has been saying since the 90's that aboriginal people know how to serve aboriginal people best. That's been 20 years of that discussion but the reality is that it doesn't trickle down that way, happen in terms of programs and services."

While federal and provincial data exists, it is not sufficient for local planning as it fails to describe the varied needs of communities. Further, some questioned the validity of the population numbers relating to indigenous communities.

"We don't know how many people are coming from reserves, more vulnerable, who don't have a local connection to home, or reserve, don't have family nearby."

Some organizations might have good information, but confidentiality constraints make it difficult to share. Developing mechanisms and processes for sharing existing data would help. Identifying where the data might be sitting (e.g. in case and program files) would be a start; addressing barriers to data sharing would come next.

"Good information sitting in the community no way to have it shared in a meaningful way."

"Every agency collects their own data."

Another issue is the way in which data/information is collected and valued. Researchers, program and service planners and designers should attend to anecdotal and narrative information and knowledge.

"…we are oral people, sharing our stories that way. Prefer to tell them person to person rather than written down."

Another participant observed,

"…our research is way different.., not stats and data. We are educated now is your time to start looking at our resources."

In addition to discussing the gaps and barriers in information for this group in a broad sense, all of the focus group participants specifically identified the insufficiency of data on the most vulnerable members of this community:

> *"Speaking from a front-line perspective. 45% of my case load are aboriginal. Majority of information I have is what they tell me themselves. My go to is the [organization name] that our only real resource."*

7.2.2. Access to appropriate services

The focus group and interview data also revealed a lack of appropriate services for indigenous people. Appropriateness is reflected by services that consider the identity and context of the person accessing the service or program. Our data reveals specific examples of concerns about a lack of appropriateness in service delivery and availability:

> *"If someone has just come in from the reserve, just got out of treatment, or just got out of jail, they have access to everything they need to be supported and feel supported through the [organization name]. Need to keep those kinds of wrap-around services."*

> *"When it comes to aboriginal youth, the system is designed to make them fail. It's the colonial way. At a certain point, we need them to fail. Now we want the system to work. But it wasn't designed to work."*

In particular, the expectation of self advocacy is not appropriate for indigenous people,

> *"for whom it is not in their nature to be 'pushy' – don't know they have to 'push'. Too many referrals – feels like failure or breach of trust. I think any of the vulnerable populations, like Aboriginal people, people for whom it is not in their nature to be pushy or to ask for help/things, to insist. They will come and if we say no they will walk away. And if you send them away to another place more than two times, they will stop coming."*

Indigenous people with complex needs are particularly impacted by inappropriate service provision; coordinated ('wrap-around') services were suggested as a good way to support these people.

> *"if this doesn't change, there will be a whole group of indigenous marginalized and complexity of problems will get worse for seniors, [those with] HIV/AIDS, young women who if they wind up on the street, difficult for them to go there."*

> *"{People get shuffled back and forth, and some people don't have the skills to follow that line, and get the help they need. Before, they could just go to the [organization name] and it was like wrap-around services—you didn't have to go to somebody else, and then go to somebody else to reach the end goal of help."*

7.2.3. The limits of research

We also heard that research has not resulted in more or better services and programs for indigenous youth or for indigenous people in general. Better research and attending to indigenous sources of existing research can assist in ameliorating these issues.

> *"The common things since the 90s is that we've been assessed, we've been surveyed, we know what's being going on for generations, what are you going to do with it? Probably not an indigenous population question – could be broader as well."*

These systematic patterns over a number of years and across sectors have led to a lack of trust in the capacity of services to provide appropriate and accessible services.

> *"It's the mistrust. What are you going to do with it? It's not going to fix my leaky roof or my health problem."*

A Note on Reconciliation

"During the course of the Commission's work, it has become clear that the concept of reconciliation means different things to different people, communities, institutions, and organizations… The Commission defines "reconciliation" as an ongoing process of establishing and maintaining respectful relationships. A critical part of this process involves repairing damaged trust by making apologies, providing individual and collective reparations, and following through with concrete actions that demonstrate real societal change." (Truth and Reconciliation Commission of Canada, What we have learned: principles of truth and reconciliation, p. 121)

Reconciliation has risen to prominence in the national conversation over the past 12 months, and Red Deer's indigenous community has a strong interest in advancing reconciliation efforts and conversations in the city. Participants in our research spoke about the importance of recognizing the reality of the situation that indigenous people face, and the acknowledgement of the need for the reconciliation process:

> *"The one statistic that we use, we have a doctor up north [who] uses a program with audio recording of testimony of people mistreated in the healthcare system. Talks about how a refugee takes three generations to reach the equivalent health status as a Canadian, where no indigenous person has reached an equivalent health status of a Canadian."*

Participants also acknowledged that reconciliation is a process, not an act, and that reconciling issues between indigenous and non-indigenous communities is a two-way process with difficulties that lie ahead on both sides of the process:

> *"So many times I deliver programs to indigenous people where they have the lightning rod*

effect: "I never knew that about our own history." You have historical trauma and you don't know even know about it and this is the first step it trying to move that needle forward so you can start the healing process to reconciliation.

Reconciliation is at the far end of this spectrum. It's the opportunity, that's the biggest thing. I fight for opportunity when going to college. My children have great opportunity because I broke the cycle of trauma. But I am one of 10,000; there's others. That's the really frustrating part. Can't limit the opportunity just to the elite, the well-educated who could make it."

There is also broad recognition around the fact that reconciliation is individual, and will not be accomplished in a short timeframe.

"The key answer towards reconciliation is that it's individual and it's up to the community to decide when it's ready."

"We know what reconciliation looks like, can look like. But it's individual and not going to be done in one generation. There are people that don't even acknowledge the apology."

Many of our focus group and interview participants spoke about the ideological and systemic changes at the heart of reconciliation:

"BC been doing this for 15 yrs. How did they change? Government sat at the table. Here it's divisive."

"Education was used to take the Indian out of us. Education can give us pride back. But what we are seeing is passive aggressiveness, systems not willing to give up control – systems like policing, education, etc. not willing to give up control."

"Our stories, our methodologies, our ways of knowing the world have only started to wake up again and that's come through especially with the TRC, the missing and murdered indigenous women, the walking with our sisters that came through last year. All that stuff has impact that we're going to see ripple in the next generations, and when I see little children I'm going "Wow I never knew that" and people that I talk to.""I think that the reconciliation that you speak of cannot come until there's trust. There are so many broken relationships with the indigenous community in the City of Red Deer at every institutional level. And until the community trusts, it's not a one-time thing, not a for-show. It's an actual shift in how we address the community that that then translates into an openness to begin reconciliation. That's openness to start reconciliation. Part of readiness. It's not that there is an openness, because we have let the community down many many times in the past and broken relationships only to redo it."

Participants also spoke about the difficulty of the reconciliation process, the traumatic aspects of healing, and the need for understanding and acceptance of the fact that the trauma indigenous people experienced at the hands of colonization isn't just something they

need to 'get over':

> *"Reconciliation has to be done when people are ready… I remember the trauma, the re-traumatization."*

> *"[We] need mental health workers [in connection with reconciliation process and events]."*

> *"Reconciliation means accountability from their hearts and minds, not just waving sweet grass."*

7.3. Priority Area of Focus 2 - People with Complex Needs

A common thread that wound its way through all of the focus groups was stories of the most vulnerable of people struggling to navigate systems that are supposed to help them. Focus group participants described people with multiple, complex, and difficult health, social, and economic issues encountering systems that are not designed for such multiplicity and complexity. This was not a matter of assigning blame, but rather naming systemic and paradigmatic issues that make it more difficult and sometimes impossible to provide the support needed.

> *"We are all doing good work, but in silos."*

Aside from the serious circumstances faced by people dealing with multiple and complex issues, what marks this as a Priority Area of Focus is that it cuts across all groups. In every focus group, regardless of the main area for discussion, we heard stories about of people who are falling through the cracks: youth, seniors, indigenous people, newcomers, people who are precariously housed, women and LGBTQ+ people can all be found struggling to survive while trying to navigate multiple systems.

A person with 'complex needs' is someone with multiple and sometimes long standing needs that interact with each other and exacerbate one another. This affects the person's physical, mental, social or financial wellbeing. The needs may include mental or physical health issues, employment problems, homelessness or housing issues, family or relationship difficulties, poverty, isolation and a history of offending behaviour. Individuals with complex needs often experience barriers to accessing services and may require support from multiple service providers.

Adapted from http://www.turning-point.co.uk/media/636823/appg_fact sheet_1_-_june_2014.pdf

If there is one aspect of complexity to highlight in particular, it is the issue of trauma, which was identified as ubiquitous in people with complex needs. Trauma often goes unaddressed due to a limited and narrow understanding of its causes and how it manifests. Addressing trauma was seen as crucial for the wellbeing of this group.

Participants identified the following themes as pressing and central to improving the life chances of people living with complex needs.

7.3.1. Data and information sharing

Several issues relating to getting and sharing data and information emerged. These ranged from a lack of good data to the observation that there is useful data and information about vulnerable individuals, but that it is embedded in individual agencies. We heard from several participants that accessing existing information or data is difficult if not impossible but that this information would be helpful for planning better programs

Several types information/data were identified as being important to generate and share:

- Better numbers on people who are homeless and precariously housed, including those who are in temporary, often inappropriate, housing situations (e.g. couch surfing, temporary shelters)
- Better numbers on people suffering with serious untreated or undertreated mental health issues
- Better numbers on people with serious medical issues who do not seek help
- Better numbers on people living marginal lives (poverty, homeless, etc.) with conditions such as FASD, trauma, addictions, etc.

Without better information about who and how many people are experiencing health and economic issues, it is difficult to develop appropriate services and programs and to ensure that these needs are addressed. Additionally, an absence of data or inaccurate numbers lead to misconceptions, including underestimating the magnitude of social issues and overestimating the ability of marginalized people accessing services.

7.3.2. Working in silos

The silos mentioned at the beginning of the section (informational and in the area of service delivery) can have a profound effect on people's wellbeing.

"As they hop from service to service; complicated because they often don't have personal ID.… We don't know that different agencies are seeing the same person for different issues."

"We absolutely know people don't go when we send them. It is hard for them to get there."

"Navigating between and among systems for fragmented care exacerbates their issues and puts them at increased risk for more catastrophic mental and physical illnesses."

"But we are working in silos – so problematic – need to work together – with the whole family and across issues (health, mental health, addictions, housing, economics)."

7.3.3. Insufficient services

We were told that there are not enough services for people with complex issues, and as the understanding of the nature and size of this population grows, it will necessitate there being more services to meet a growing need.

"no not enough specialized services for people with complex issues. Who may be addressing issues of addictions, suicide, family issues"

"There are not enough programs, wait lists are crazy. I don't think there are programs for specialized and hard to reach/deal with/manage cases? Huge gaps, people wandering and feeling lost"

"We need more services. As the understanding of needs grows can build better wrap around services to fill needs, and it starts with knowledge."

7.3.4. Appropriate services

Another re-occurring theme relates to the need for more appropriate services. Those with multiple and severe issues require care that is well coordinated and sensitive to an array of very specific issues and challenges.

Foremost is the need for service providers and professionals to challenge biases about the deservedness of vulnerable people. We hear about very vulnerable people – not always people of colour or indigenous people, but always economically marginalized – being treated poorly. One person we spoke to said that he didn't believe his client and so accompanied him as an advocate to an appointment with a service provider who had been discriminatory. He was shocked that his client was poorly treated right in front of him.

"There are all kinds of basis for discrimination but underlying there is also the attitude that 'I don't have time to address this kind of complexity.'"

Training and preparation that prepares service providers to work with people with complex issues was seen as being important in the improvement of care. People dealing with multiple issues require their care providers and other professionals to understand the way in which issues such as mental illness, poverty, and gender work with and on each other.

"Our programs are free but again, we wouldn't be able if someone has intensive trauma we can't handle that; we don't have programs for those with complex, intense issues. The programs are there, but the wait lists are long. We just don't have enough."

"…how frequently and how often are they not going in; because of how they feel when they are there; what can we do to help staff to feel more comfortable working with this population. And rarely happy; and often mentally ill…."

7.3.5. Consistency and advocacy

Participants emphasized that people living with multiple and complex issues require services and care that put an emphasis on consistency and advocacy. People with complex needs can find it difficult to self advocate and may struggle when they have to go back and forth between services to piece together support and care for multiple issues. Wrap-around services could help to address this.

> *"…fab program for those with low or no income – but when they go in and sit down with their story, next week there is a new counsellor, they can't have the same person. Well they are tired of telling their story to new staff. They'll go 'screw it' or it's 8 weeks and it's all done."*

> *"I think any of the vulnerable populations, like Aboriginal people. People for whom it is not in their nature to be pushy or to ask for help/things. To insist. They will come and if we say no they will walk away."*

> *"And if you send them away to another place more than two times, they will stop coming."*

> *"If you working with the homeless population or someone who has been sexually assaulted they need to trust that you know who you are referring them to. Trust and appropriateness."*

Focus group participants painted moving and compelling pictures of the most vulnerable literally not being able to go where directed and if somehow, through great courage and strength of will, they get where there are directed they may find they are redirected, often to a service that, while well meaning, offers short term or inconsistent care. The most vulnerable require the best of us, not the least.

7.4. Priority Area of Focus 3 - Lack of Capacity to Address Discrimination

The lack of capacity to address incidents of discrimination in Red Deer emerged as the third Priority Area of Focus. Participants reported experiencing, witnessing and hearing about incidents of discrimination in Red Deer, but felt strongly that the community lacks the capacity to respond to these incidents. Hate crimes and hate incidents can be reported to the RCMP, but people may be reluctant to pursue this avenue. They may however, turn to a trusted organization or individual (e.g. a WIC Network member) for advice and support. Organizations do not always have the capacity to respond to these incidents on an ongoing basis, and relying on a few individuals results in stress and burnout for them.

The lack of a formal mechanism to report incidents also means there is a paucity of data on the extent and type of incidents that occur in Red Deer, except those that are tracked by the RCMP. Residents of Red Deer who are not from marginalized groups may not be aware of these incidents since they are often not tracked, reported or made public.

Since "formal redress mechanisms to deal with incidents of individual and systemic discrimination and to provide support to those impacted" are essential elements of a welcoming and inclusive community,[11] this is an important area that needs to be attended to. This issue is not specific to one group of people, but has an impact on many marginalized groups in Red Deer that experience discrimination. Leadership support is an essential element of the efforts to enhance capacity to address discrimination.

Participants reported experiencing and witnessing incidents of discrimination in the community, in workplaces and from service providers, and these are discussed in more detail in the following sections.

7.4.1. Discrimination in the community

Participants provided a number of examples of discrimination in the community. These included harassment of indigenous people in the downtown area; people screaming at Muslim women wearing hijab on the street; harassment of Muslim women and indigenous people in restaurants; re-stigmatizing people who were previously incarcerated by denying them housing, employment or the opportunity to volunteer; racist behaviours towards newcomers including recent refugees from Syria; profiling of people who are accessing recreational facilities using a facilities access pass and harassment of LGBTQ+ people. Many participants spoke about the particular vulnerability of indigenous people in Red Deer and the pervasive and ongoing harassment, racism and discrimination they face.

Participants also spoke about the lack of public spaces for people to gather, whether it is a formal group that is supporting marginalized people in the community or informal groups who need space to gather and support each other.

> *"The City already has numerous resources, and if the City wants to be truly inclusive then they need to start supporting some of the organizations that are already on ground zero doing the work, for example providing safe and positive space for Pride, youth, aboriginal community, for whoever wants to meet in these spaces. Collacut, Dawe centre, library these facilities all exist, rooms are hardly ever used. There is a lot to be said to have a space where you feel comfortable, where you can have a cup of coffee."*

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[11] Municipal Evaluation Tool: Measuring Inclusion. Alberta Urban Municipality Association (AUMA) https://auma.ca/sites/default/files/Advocacy/Programs_Initiatives/WIC/auma_met_august_25_2014_0.pdf

7.4.2. Discrimination in workplaces

Participants spoke about discrimination in workplaces and identified some of the more vulnerable groups. Employers are often reluctant to hire immigrants, and workplaces are not always welcoming to newcomers. Other groups that face discrimination in workplaces are people with disabilities, older adults (between 60 and 65) who would like to actively participate in the workforce and seniors over 65 who need to work to earn an income or who choose to work. Stereotypes and a fear of difference prevent employers from using fair and equitable hiring practices, but these practices are often subtle and difficult to address. Marginalized groups often have no recourse when faced with discrimination because of employer-employee power imbalances and the fear of losing employment. Employers need a heightened awareness of the importance of fair hiring practices and inclusive work environments and employees need mechanisms to address these issues.

7.4.3. Discrimination from service providers

Marginalized groups in Red Deer also experience discrimination from service providers, and this poses a considerable barrier for some groups. Being indigenous, not speaking English well, living in poverty, being a sex worker, having addictions, being LGBTQ+, having multiple needs, being a youth or a senior or being homeless or precariously housed are all factors that affect how service providers interact with people and the quality of the services they provide. As one participant said:

"They are treated so badly they don't want to talk to those people again, or they have been treated so badly by people in positions of power they don't trust anybody… We've also done things like I'll go with you, I'll stay there and they still get treated badly…. It's the stigma and discrimination of being 'those people'."

It is important to note, though, that many service providers are committed to principles of social justice and equity and strive to serve people who need services, especially those from marginalized groups, to the best of their ability. However, their good intentions can be constrained by under-resourcing, a lack of leadership within organizations with respect to these issues, inadequate training to respond to the needs of current or potential service users and language issues (such as a lack of interpreter services).

7.4.4. Need for leadership

Participants felt that a key component of the effort to address discrimination in Red Deer is strong leadership.

"The problem is that there is an absence of attention to discrimination and marginalization."

"No one ever says ... that's not acceptable, Red Deer is not that kind of community, that will not happen on my watch....Silence speaks volumes.. silence is consent for what's happening."

8. Considerations for Future Action

The objective of this Needs Assessment was to determine how well existing programs and services meet the needs of various groups in Red Deer, to identify three Priority Areas of Focus and to develop a set of recommendations. This section provides some considerations for future action. We have also included recommendations to address the needs of other groups in Red Deer (beyond the three Priority Areas of Focus) as well as suggestions for the WIC Network on governance and future activities. Most of the recommendations in this section are based on suggestions provided by focus group and interview participants.

The Alberta Urban Municipalities Association (AUMA) Municipal Evaluation Tool[12] maps out a number of areas in which a municipality's level of inclusion can be assessed. Where relevant, the considerations for future action have been aligned with the areas of focus from the Evaluation Tool.

8.1. Priority Area of Focus 1 - Indigenous People

The considerations for action for indigenous people should be implemented through the framework and principles of reconciliation, as set out in the Truth and Reconciliation Report (see Section 7.2).

1. Indigenous people need substantive improvements in service provision. These can be achieved by:

   - Implement a model for service provision that would support people who need to access services from multiple service providers. For example, staff members could accompany people to other service providers and follow up to ensure the various services being accessed are meeting needs.[13]

   - Consistently and sustainably funding a variety of indigenous organizations that provide appropriate and effective services.

> *Municipal Evaluation Tool*
> **Social & Community Services**
> The community provides high quality social and community services that address the needs of diverse communities and individuals.

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[12] Municipal Evaluation Tool: Measuring Inclusion. Alberta Urban Municipality Association (AUMA).https://auma.ca/sites/default/files/Advocacy/Programs_Initiatives/WIC/auma_met_august_25_2014_0.pdf

[13] The use of a peer support model could be considered. Peer support is a system of giving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful. It is about a deep holistic understanding of another's situation empathically through shared experiences of emotional and psychological pain. Adapted from Intentional Peer Support, http://www.intentionalpeersupport.org/wp-content/uploads/2014/02/Defining-Peer-Support.pdf

- Sharing data between service providers on the overall needs of indigenous communities as well as on individuals. (This may necessitate the development of a protocol for sharing individual and aggregate data.)
- Bringing an Elder on staff at each agency to provide guidance on appropriate service provision.
- Ensuring that service providers have adequate and sustained funding to provide services.
- Using research findings to guide program and service design and delivery.

Rationale:

Current programs, services and supports are not meeting the needs indigenous people in Red Deer.

2. Service providers should have increased access to, and be encouraged to participate in indigenous awareness education. The training should be delivered by indigenous people and/or organizations.

   Rationale:

   Service providers need a heightened awareness of the experiences, contexts and needs of the diverse indigenous communities in Red Deer and the pervasive individual and systemic racism they experience to be able to provide programs, services and supports in an effective, appropriate and respectful manner.

   > *Municipal Evaluation Tool*
   > **Capacity of Community Organizations**
   > Agencies and organizations in the community (e.g. schools, health services, libraries, community organizations) are able to build inclusion and address discrimination.

3. Municipal consultations with indigenous communities need to be meaningful, be designed to include diverse indigenous groups, focus on building trusting relationships and attend to appropriate protocols (such as those for working with elders).

   Rationale

   Community consultations should come from a genuine commitment to consultation and engagement rather than a "reportable action item."

   > *Municipal Evaluation Tool*
   > **Citizen & Community Engagement**
   > Inclusive processes engage residents in municipal decision-making and promote participation in community life. Municipal communication is relevant and accessible to diverse community members.

8.2. Priority Area of Focus 2 - People with Complex Needs

4. Service providers need access to and should be encouraged to participate in education and training that will help front line workers recognize and address complex needs (e.g. training on issues of trauma). This type of education would also be valuable for parents and educators.

   Rationale:

   Service providers need considerable expertise to properly support people with complex needs. Appropriate and relevant education would help them to respond to these needs and/or refer individuals to appropriate service providers.

   > *Municipal Evaluation Tool*
   > **Capacity of Community Organizations**
   > Agencies and organizations in the community (e.g. schools, health services, libraries, community organizations) are able to build inclusion and address discrimination.

5. Advocate for and support the development of more flexible service delivery models to address complex needs. Characteristics of this model could include:

   - Provision of services outside the "9 to 5" time frame and throughout the year
   - Availability of services in locations closer to where people require the services
   - Increased capacity to offer free services
   - Availability of services over longer periods of time

   Rationale:

   Limitations in current service delivery models severely limit access to important services that can address complex needs.

   > *Municipal Evaluation Tool*
   > **Social & Community Services**
   > The community provides high quality social and community services that address the needs of diverse communities and individuals.

6. Advocate for accompanier/system navigator positions to support people with complex needs to navigate systems and ensure that services are provided in a respectful and appropriate manner.

   Rationale:

   People with complex and multiple needs often "fall through the cracks" between service providers because they may not have the capacity to access the variety of services they need, or they avoid accessing services because they have been discriminated against and treated badly or inappropriately.

7. Provide people with complex needs with a person who can be a "key point of contact" and coordinate services across different service providers.

    Rationale:

    People with complex needs do not want to have to re-tell their stories to multiple service providers. A familiar support person who can be the "key point of contact" can provide continuity, facilitate access to services and help navigate complex systems.[14]

8.3. Priority Area of Focus 3 - Lack of Capacity to Address Discrimination

8. Create a mechanism for reporting and responding to incidents of discrimination.

    Rationale

    There is currently no formal mechanism in Red Deer for reporting, collecting data and responding to incidents of racism and discrimination.

> *Municipal Evaluation Tool*
> **Responses to Incidents of Discrimination**
> There are formal redress mechanisms to deal with incidents of individual and systemic discrimination and to provide support to those impacted.

9. Leadership should articulate their commitment to addressing issues of marginalization and discrimination by attending community events related to issues of inclusion.

    Rationale

    Leadership presence at events demonstrates commitment to and support of inclusion, helps leadership to enhance their own awareness of the experiences of different groups, fosters engagement and contributes to building stronger relationships.

> *Municipal Evaluation Tool*
> **Leadership and Accountability**
> Leadership is involved and accountable for the purpose of validating the issue, and demonstrating commitment to building inclusion and equity.

> **Leadership Engagement**
> Leadership involvement and visibility are critical to a successful WIC initiative. Mayor and council involvement as well as that of senior administration, validate the issue in the eyes of municipal staff, leaders of other institutions, and the general public.
> *Welcoming & Inclusive Communities Toolkit: Templates and tools for Alberta's municipalities, p.15 https://auma.ca/sites/default/files/Advocacy/Programs_Initiatives/WIC/wic_toolkit_-_march_2_2015_2.pdf*

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[14] Gridley, K., Brooks, J., & Glendinning, C. (n.d). Good practice in social care: the views of people with severe and complex needs and those who support them. *Health & Social Care In The Community*, *22*(6), 588-597

10. Provide access to municipally funded spaces for formal and informal groups to gather, discuss issues and develop community based strategies for change.

   Rationale

   Although there are a lot of publicly funded spaces in facilities such as recreation centres, libraries etc, formal and informal do not have access to spaces where they can gather.

> *Municipal Evaluation Tool*
> **Citizen & Community Engagement**
> Municipal resources are used to strengthen the capacity of existing community initiatives that promote equity and inclusion.

11. Provide training for employers to hire and create a welcoming environment for marginalized groups in the workplace.

   Rationale

   Training will increase the capacity of the community, of employers and of service providers to prevent as well as respond to discrimination.

> *Municipal Evaluation Tool*
> **Public Attitudes & Awareness**
> Community residents display values, perceptions and behaviours that encourage diversity and inclusion and counter discrimination.

Canadian Coalition of Municipalities Against Racism and Discrimination (CMARD)

CMARD helps broaden and strengthen a municipality's ability to protect and promote human rights through coordination and shared responsibility among local governments, civil society organizations and other democratic institutions. Red Deer became a signatory to CMARD in 2013.

- Commitment 1: Increase vigilance against systemic and individual racism and discrimination
- Commitment 2: Monitor racism and discrimination in the community more broadly as well as municipal actions taken to address racism and discrimination
- Commitment 3: Inform and support individuals who experience racism and discrimination

8.4. WIC Network

8.4.1. WIC Network governance

12. Ensure that members of the Network continue to represent a cross-section of the community and include individuals from marginalized groups in Red Deer.

Rationale

In order to address the needs of community, the WIC Network should be representative of the community and have ongoing access to diverse voices and perspectives.

13. Although it is important for the City of Red Deer to be involved in all initiatives to create a more welcoming and inclusive community, the governance of the WIC Network should continue to be independent of the City.

Rationale

The WIC Network should be able to make decisions that are in the best interests of the community and advocate for change at the municipal level when necessary.

14. The WIC Network should move ahead with creating and implementing action plans.

Rationale

Implementing concrete actions will ensure the members stay engaged and interested in the work of the Network.

> **Where WIC fits**
> A more welcoming and inclusive community cannot be created in a silo. While specific programs are often necessary, ultimately, the WIC concept is about incorporating the diversity of residents within your community into your overall governance, planning and service delivery. Successful municipalities work to engage as much of the community as possible in their planning and implementation efforts.
> *Welcoming & Inclusive Communities Toolkit: Templates and tools for Alberta's municipalities, p.6*

8.4.2. WIC Network - Suggested activities

This section provides suggestions for initiatives that the WIC Network could undertake.

15. Create a network of service providers that meet regularly to facilitate:

- Information sharing about services provided by various organizations
- Creation of a process to share aggregate intake and other data where possible
- Appropriate referrals for those who need to access multiple services
- Collaboration between indigenous and non-indigenous service providers to enhance awareness about needs and gaps, and to provide more seamless services to indigenous people
- Increased awareness of 211 as a central point of information about programs and services
- Collaborative goal setting around ongoing and emerging issues
- Support the implementation of the recommendations of the Needs Assessment

Rationale

Service providers do not have reliable mechanisms to share the demographic data they collect or information on their programs and services, to collaborate on system-wide issues, or to advocate to governments for change.

16. Create a "Safe Spaces" program for businesses (e.g. restaurants, retail stores) that are committed to treating community members in a welcoming, respectful and inclusive manner.

Rationale

The broader community needs to be more aware of the discrimination that many groups in Red Deer experience, and businesses should commit to providing services that are inclusive of all citizens.

17. Develop a recognition program for employers committed to equitable hiring and retention practices, and who are actively working towards inclusion.

Rationale

Employers may be unaware of the importance of examining their hiring practices or work environments. A diversity and inclusion recognition program, along with diversity and inclusion education, would highlight the issue and provide impetus for employers to create change.

18. Host ongoing conversations with community members and groups to ensure that the Network is aware of the issues faced by various groups in the community on an ongoing basis.

Rationale

Meaningful community conversations between diverse groups in Red Deer are an essential way to gather information, share experiences, discover new community resources and ensure that the commitment to being a welcoming and inclusive community is kept in the forefront. They also allow for a measure of accountability for the WIC Network as it evolves.

Appendix A - Inventory of Resources

The results of the Environmental Scan were used to compile an Inventory of Resources. The Inventory is organized by the following groups:

1. City of Red Deer
2. Children
3. Francophone community
4. Immigrant women
5. Immigrants and refugees
6. Incarcerated/previously incarcerated
7. Indigenous people
8. LGBTQ+
9. Men
10. People who are precariously housed/homeless
11. People with disabilities
12. People with mental health issues
13. Seniors
14. Women
15. Youth

Two categories of information are included in the Inventory:

- Reports of consultations, demographic information and research reports

- Programs and services available for each group

The resulting list of programs and services is not exhaustive, since the development of a complete and accurate inventory was beyond the scope of this project. Not-for-profit organizations do not always have the resources to keep their organizational websites current, so websites may not accurately reflect all the programs and services that are currently being offered. Moreover, programs and services offered by organizations change over time to respond to the needs of their target groups. The Inventory of Resources is meant to be a snapshot in time, and could be augmented and expanded as part of a future project.

1. City of Red Deer			

City of Red Deer - Consultations, Demographics, Research

Type of Information	Filename	Title	Overview of content
Consultation	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer Welcoming and Inclusive Communities Community Conversations Report	• Need integrated inclusion in workplaces as workplace training • Recognition of need for affordable housing for 'disadvantaged populations' (but not clear who disadvantaged populations are • "People need to speak out when they see discrimination happening" • "Respect each other as we are" • Need more 'action planning' • Aspiration: City is a mentor to businesses in the community; welcoming public spaces • City $$ support for diversity and inclusion events and resources; provide free locations for groups to meet • Accessible online social media forums • Public transit needs to be affordable • What is the success determinate?: What makes a truly inclusive community?
Consultation	WelcomingandInclusiveCommunitiesReport_FullColourVersion.pdf	Building a More Welcoming and Inclusive Community Feb 2007	• 326 people reached: recommendations to increasing WI capacity of city and college • Unemployment related information on immigrants and refugees and ESL speakers Participation/access to higher education and adult education for immigrants and refugees and people with health issues
Demographics	2015-Municipal-Census-Report.pdf	2015 Municipal Census Report JUNE 2015	• City has been able to break this data into neighbourhoods within Red Deer. The 2013

City of Red Deer - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
			census question relating to citizenship provides a starting point into what neighbourhoods non-citizens are living in. Coupling this information with social-economic data or crime stats, or layering it against services and resources available in these neighbourhoods, would provide good insight.
Demographics	2016-Municipal-Census-Report---July-12-2016.pdf	2016 July Municipal Census Report	• City of Red Deer annual municipal census report
Demographics	Demographic and Socio-Economic Trends 2013.pdf	Demographics and Socio-Economic Trends, Red Deer Analysis of Federal Census and the National Household Survey (1981-2011) Social Planning – City of Red Deer; Scott Cameron – City of Red Deer; Franklin Kutuadu, Research and Evaluation Coordinator, Social Planning Department of The City of Red Deer	• An unfinished report utilizing census data from 1981 through to 2011. Employment, demographic, housing, education, and income information provided in report. • Social Planning will not be completing this report, and as such, this report cannot be shared with the community. A new report will be undertaken once 2015 census data is released.
Demographics	Demographic-and-Socio-Economic-Trends---Nov-2008.pdf	Demographics and Socio-Economic Trends of Red Deer Research Report, November 2008 Social Planning – City of Red Deer; Scott Cameron – City of Red Deer	• Good comparative data against report above from social planning. • Good demographic data up to 2008
Demographics	RD_and_CA_Living_Wage_Re	A Living Wage for Red Deer	• Examines Living Wage in the Red Deer and Central

City of Red Deer - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
	port_final_May_15.pdf	and Central Alberta Central Alberta Poverty Reduction Alliance	Alberta context, lays the foundation for community discussions respecting Living Wage implementation in support of the broader goal of poverty reduction
Demographics	Red_Deer.pdf	The City of Red Deer – Economic Indicators Central Alberta Economic Partnership; Kimberly – CAEP	• Provides analysis and projections for Central Alberta's economic conditions, demographic data, and information on Central Alberta's economic relationships with the rest of the world. • Annual report put out by CAEP
Demographics	referring to the 2 census docs (from research matrix)	**Municipal Census** City of Red Deer Leonie Becker – City of Red Deer	• 2013 and 2015 municipal census collected additional information relating to citizenship and preferred language. Although municipal census is not mandatory, data provides a basic breakdown of the community. City has been able to break this data into neighbourhoods within Red Deer. The 2013 census question relating to citizenship provides a starting point into what neighbourhoods non-citizens are living in. Coupling this information with social-economic data or crime stats, or layering it against services and resources available in these neighbourhoods would provide good insight.
Research		Community Needs Assessment Welcoming and Inclusive Communities Network – City of Red Deer Tymmarah Zehr – City of Red Deer	• The WIC network is in the process of doing a community needs assessment with data presented by the end of 2016. From this, the network will build a community action plan geared around making Red Deer a more welcoming and inclusive community.

City of Red Deer - Consultations, Demographics, Research

Type of Information	Filename	Title	Overview of content
Research	Economic-Development-Strategy-Final-July-12-2013.pdf	City of Red Deer Economic Development Strategy - 2012 Economic Development and Land Use department – City of Red Deer	• This report outlines economic development initiatives that will leverage and enhance the community's assets (people, land, capital, and resources), relationships and opportunities while reducing the barriers that might inhibit such development.
Research	RedDeersVitalSigns20.zip	Vital Signs Central Alberta Community Foundation Kristine – Community Foundations ED	• A 5 year project from 2007 – 2011 measuring the vitality of the city, identifying significant trends, and compiling grades assigned by members of the community in twelve issue areas critical to Red Deer's quality of life: Arts and Culture; Belonging and Leadership; Environment; Gap Between Rich and Poor; Getting Around; Getting Started in Red Deer; Health and Wellness; Housing; Innovation; Learning; Safety and Work.

City of Red Deer - Programs and Services

Organization	Website	Programs and Services
Central Alberta Historical Society	Centralalbertahistory.org	• The Central Alberta Historical Society serves the area between Ponoka to Olds and border to border.
Central Alberta United Way	caunitedway.ca	• 211 is a free, confidential information and referral system for thousands of community and social services available across the province
RCMP	reddeer.ca/city-services/police-rcmp/	•
Red Deer & District Chamber of Commerce	Reddeerchamber.com	• Largest most influential business association in Central Alberta. Committed to promoting business growth and prosperity in the region by providing networking opportunities, educational and relevant speakers,

City of Red Deer - Programs and Services		
Organization	**Website**	**Programs and Services**
		benefit programs like group insurance and discounted merchant card rates to save money, and being an advocate on issues that matter.
Red Deer Food Bank	canadahelps.org/en/charities/red-deer-food-bank-society	• Food Hampers
Red Deer Interfaith Network	On Facebook Red Deer Interfaith Network	• Promoting peaceful coexistence through education and awareness.

2. Children

Children - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Demographics	child_poverty_fact_sheet.pdf	Fact Sheet: Child Poverty in Alberta	• Describes some key issues and trends about child poverty in Alberta.
Demographics	School Equity Committees.pdf	no title	• Presentation on Equity
Research	ECMap_FactSheet_EDIBaselineAB_20140604.pdf	Early Child Development Mapping Project Alberta, Baseline EDI results set for Alberta Early Years Coalition Judy Scott - ED (Central Alberta Family Services)	• Provides a comprehensive picture of early childhood development, as well as information about socio-economic status and resources, for communities and sub communities in Alberta • The early years coalition has witnessed increased demand on services from immigrant communities in Red Deer. http://www.ecmap.ca/atlas.html
Research	Nov_30_2009_CommunityResourcesfinalreport.pdf	The Community Resources for Children Report A Preliminary Report, November 2009	• Understanding the Early Years is a community research initiative funded by the Government of Canada.

Children - Programs and Services		
Organization	**Website**	**Programs and Services**
Aspire Special Needs Resource Centre	aspirespecialneeds.ca/	• Providing hope to children with special needs, the families who love them and the communities that care for them. • TAC Program sets a child up for success with a six long assessment and consultation program. • Aspire Activities finds resources and programs available to the community • Specialized Preschool Program to help a child build a solid foundation for learning.
FSCA Family Services of Central Alberta	fsca.ca	• Pre Natal Programs • Parenting Programs • Basic English and Play • Healthy Families: Early Childhood Intervention - in home support • The Infant Preschool Wellness Program (IPWP) is a home visitation program designed to provide support and information to families who have children 0 – 6 years of age who are experiencing parenting challenges. This voluntary program helps parents provide a supportive home environment and gain a better understanding of parenting and their child's development.
Red Deer Museum & Art Gallery	Reddeermuseum.com	• The Red Deer Museum & Art Gallery offers a range of learning opportunities for people of all ages with ongoing family activities, special events, adult programs and day camps for children. Offers a highly participatory, multi-sensory experience that will provoke thought or reflection. Galleries are free to visit and have children's play areas with toys and dress-up clothes.

Children - Programs and Services		
Organization	**Website**	**Programs and Services**
Red Deer Public Library	Rdpl.org	• Programs and collections for children, families, daycare providers, homeschoolers and everyone who loves children's materials. Regular story times, craft programs, tours and special events for children from birth to age 12.

3. Francophone Community		
Francophone Community Programs and Services		
Organization	**Website**	**Programs and Services**
ACFA Points of Service French Everywhere Alberta	Acfa.ab.ca (See Rapport Annuel 2015-2016 avec Mots de la Présidente.doc PROGRAMMATION 2016 - 2017.docx)	• Maintains the support of the Francophone community: the promotion of education in French, service books published in French, cultural activities such as concerts, theater, cafes meetings, receptions and provides advice to tourists, speaking immigrants and more.
Federation des parents francophones de l'Alberta	Fpfa.ab.ca	• Website of resources for francophone parents
Red Deer Francophone School - Ecole la Prairie	lp.centrenord.ab.ca	• Committed to providing Francophone children in the area of Red Deer French education which aims to develop the full potential of each student according to their abilities and aspirations.

4. Immigrant Women
Immigrant Women - Consultations, Demographics, Research

Type of Information	Filename	Title	Overview of content
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer Welcoming and Inclusive Communities Community Conversations Report Prepared by Tymmarah Zehr, MA Human Resource Specialist – Diversity and Inclusion City of Red Deer	• Needs assessment of what actual experiences people have in Red Deer • Participation/access to higher education- Needs to be better recognition of foreign credentials/education • Participation/access to adult education-Need better access to affordable English language classes, more opportunities to improve ability to speak English (not just learn English) • Access to public transit - Newcomers have recognized transportation needs
Demographics	GBA Final Report June 2013.docx	Economic Security of Immigrant Women: A Gender-Based Analysis	• 3 year research project (2012 – 2015) looking at economic security of immigrant women in Central Alberta
Research	Not available	Domestic Violence research project Red Deer College & Central Alberta Immigrant Women's Association Choon Lee Chai – Red Deer College Halima Ali – CAIWA	• 3 year research project (2015 – 2018) that is currently in the data gathering phase by doing surveys individually and in groups to both immigrant men and women.
Research	(a) GBA Final Report June 2013.docx (b) Making Life Easier - Powerpoint.pptx (c) CAIWA Community Action Plan May 14 Final Edited.docx	(a) Economic Security of Immigrant Women: A Gender-Based Analysis (b) Making Life Easier Immigrant Women's Economic Security Research	• 3 year research project (2012 – 2015) looking at economic security of immigrant women in Central Alberta. Many of the findings are relevant to all immigrant populations (not only women), especially when speaking to employment opportunities. • Needs assessments completed through surveys of immigrant women (done in 2012) • An action plan was presented as part of the

Immigrant Women - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
	WES - Final Report.docx	Project. A Report on the Survey of Settlement Programs and Services Used by Immigrant Women in Central Alberta (Presentation) Central Alberta Immigrant Women's Association / Red Deer College Presenter: Choon-Lee Chai, PhD Project Director Red Deer College, Alberta (c) IMMIGRANT WOMEN'S ECONOMIC SECURITY. An Action Plan Addressing Immigrant Women's Economic Barriers Red Deer College & Central Alberta Immigrant Women's Association Choon Lee Chai – Red Deer College Halima Ali – CAIWA (d) Economic Security of Immigrant Women: A Partnership Experience Between Central Alberta	overall project, with many of the initiatives being undertaken by community organizations. • Results from surveys of 150 immigrant women have been presented to advisory committee but cannot be presented to the wider community as yet. • Moving forward the project will utilize Photovoice to highlight stories of immigrant women and share their strengths and the challenges they face living in Central Alberta. • Building on this research by expanding the survey to 150 immigrant men would provide valuable comparable data across gender, age, cultural populations. • Extensive research on employment and barriers • Extensive research on income levels • Employment/Unemployment-issues and challenges • Participation/access to higher education-barriers to accessing education • Participation/access to adult education-barriers to accessing ESL classes • Housing-housing issues • Children's education-issues and challenge Social well being-family and friends support • Use of settlement services-usage/barriers to access • Settlement experiences-challenges

Immigrant Women - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
		Immigrant Women's Association (CAIWA) and Red Deer College (RDC) Presented by Ms. Halima Ali, Dr. Choon-Lee Chai, Ms. Tabitha Phiri, & Dr. Krista Robson Metropolis Conference 2016	
Research	EquitableTreatmentImmigrantWoman_Oct2006.pdf	Equitable Treatment of Immigrant / Visible Minority Women as Employees and Volunteers In the Alberta Voluntary Sector	• This study examined workplace issues experienced by immigrant / visible minority women working and volunteering in the human services sub-sector of the voluntary or non-profit sector in Alberta.

Immigrant Women - Programs and Services		
Organization	**Website**	**Programs and Services**
Bredin Centre for Learning	bredin.ca/reddeer-employment-centre	• ESL courses, life skills for single parents, line cook program, PATH program to assist the homeless, essential skills upgrading and employment centre
Central Alberta Immigrant Women's Association (CAIWA)	Caiwa's new broshure.pdf Caiwa.ca	• Computer Classes: Offers one to one tutoring designed to minimize language barriers • (Resource) HIV awareness and prevention materials • Home visiting program for parents to help them prepare their children for kindergarten. • Various civic participation programs that promote leadership and volunteerism

Immigrant Women - Programs and Services		
Organization	**Website**	**Programs and Services**
		• (Resource) Brochure on cervical cancer • Newcomer Employment Success Strategy (N.E.S.S) • Financial Literacy • Breast Cancer Screening Program • Safe Homes
Red Deer College (RDC)	rdc.ab.ca	• Courses that help immigrant women to improve the English they need for their current or future jobs.
Red Deer Newcomers Club	newcomersclub.com/Canada/ab.html	• Offers anyone who is new to the Red Deer area a chance to meet and greet other newcomers. Hold monthly Meet and Greet night and a variety of other events throughout the year such as ladies evenings, couples events, family outings and a 'New Tots in Town' group.

5. Immigrants and Refugees			
Immigrants and Refugees - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• Election material is in plain language and is accessible • Need better access to affordable English language classes, more opportunities to improve ability to speak English (not just learn English)
Consultations	WelcomingandInclusiveCommunitiesReport_FullColourVersion.pdf	Building a More Welcoming and Inclusive Community Feb 2007	• 326 people reached: recommendations to increasing WI capacity of city and college • Unemployment related information on immigrants, refugees and ESL speakers • Participation/access to higher education and adult

Immigrants and Refugees - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
			education for immigrants, refugees and people with health issues
Demographics	2015-Municipal-Census-Report_eh.pdf	2015 Municipal Census Report JUNE 2015	• Includes some demographics on immigrants in Red Deer
Demographics	Demographic-and-Socio-Economic-Trends---Nov-2008.pdf	Demographics and Socio-Economic Trends of Red Deer Research Report, November 2008	• Includes some demographics on immigrants in Red Deer
Research	Red-Deer-AB-Community-report.pdf	Brandon University, Immigration Settlement Services and Gaps in Red Deer, Alberta Brandon University, MB Anna Kirova – University of Alberta Bill Ashton - Rural Development Institute, Brandon University	• Part of the "Immigration Settlement Services and Gaps in CIC's Western Region" study (2014)
Research	Western-Canada-report.May.pdf	Immigration Settlement Services and Gaps in Citizenship and Immigration Canada's Western Region MAY 2015	• An examination of settlement services and partnerships and the extent to which settlement • services exist in selected communities across Western Canada

Immigrants and Refugees - Programs and Services		
Organization	**Website**	**Programs and Services**
Bow Valley College	Bowvalleycollege.ca	• Directions for Immigrants is a no-cost service centre that

Immigrants and Refugees - Programs and Services		
Organization	**Website**	**Programs and Services**
		helps internationally educated professionals secure professional employment and gain accreditation. Works with professionals in any occupation, any industry. • http://www.bowvalleycollege.ca/get-working/directions-for-immigrants.html
Canadian Red Cross	http://www.redcross.ca/in-your-community/alberta/alberta-programs-and-services	• The Canadian Red Cross Restoring Family Links program helps people in Canada re-establish contact with immediate family members after separation due to armed conflict, natural disaster, migration and other humanitarian crises.
Catholic Social Services	https://www.cssalberta.ca	• A non-profit organization that provides settlement programs and bridging services to newcomers free of charge. The CSS employment program assists immigrants with writing resumes and cover letters.
Central Alberta Refugee Effort (CARE)	http://immigrant-centre.ca Central Alberta Refugee Effort Annual Report 2015-2016	• Central Alberta Refuge Effort (CARE) is a non-profit organization that provides services to newcomers free of charge. CARE offers language instruction to newcomers to Canada (LINC) during the day while English as a Second Language (ESL) is provided in the evening. • LINC levels 1-5 and literacy • Public awareness workshops • Free on-site childcare • Catholic Social Services continued to arrange monthly guest presentations for LINC students. • Promotes volunteering with orientation sessions • Canadian Language Benchmark Assessments • Non convention ESL classes (part time, evening, etc • Bus passes for those who cannot get to ESL • Intake and settlement

Immigrants and Refugees - Programs and Services		
Organization	**Website**	**Programs and Services**
		- Settlement support in schools - Settlement Support in Libraries program - Learning Together Program - Immigrant Youth Program - Settlement of newcomers through activities and programs - Alberta Global Talent: support and education for employers - Connecting Newcomers: Mentor/host program - Conversation and Reading groups 1:1 family matching programs - Men's group - Translation and interpreter service - Public Awareness: workshops/intercultural training - Participation in LIP
C.A.R.E Central Alberta Refugee Effort, Red Deer (Youth programming)	immigrant-centre.ca	- The Engage Immigrant Youth Program is a fun afterschool program designed for immigrant and refugee youth ages 10-19, to help immigrant youth experience a healthy adjustment and integration into Canadian society. - Provides welcoming and safe environment for the young newcomers to share their adjustment challenges and receive support by creating fun ways to improve English language skills, increase social interaction, and develop new friendships. - Weekly activities and special events give the youth the opportunity to explore their new community and learn more about Canadian culture. Also have special activities and creative projects which allow the youth to share their unique cultural heritage.
Lindsay Thurber High School	http://lindsaythurber.rdpsd.ab.ca	ESL Classes for Credit

Immigrants and Refugees - Programs and Services		
Organization	**Website**	**Programs and Services**
		• ESL Introduction to Canadian Studies 15/25(5 credits)
Red Deer College (RDC)	http://rdc.ab.ca	• Red Deer College (RDC) provides courses that help immigrant women to improve the English they need for their current or future jobs.
Vantage Community Services	Vantagecommunityservices.ca	• Provide a continuum of services to young people and their families that reside in Central Alberta • Caregiver Network Program • Equinox Connection Group Home • Focused Counseling • Psychological Assessment and Consultation Services • Solstice House Group Home • Street Ties Youth Outreach Program • Walk-In Clinic • Willow Mental Health Treatment Centre

6. Incarcerated/previously Incarcerated		
Incarcerated - Programs and Services		
Organization	**Website**	**Programs and Services**
Correctional Service of Canada Red Deer Remand Centre	Csc-scc.gc.ca (will be moving to Canada.ca)	• CSC's goal is to assist inmates to become law-abiding citizens. Correctional programs are offered to help offenders take responsibility for their actions, learn the skills necessary to help them return safely to the community. Offenders work with a Case Management Team that may include a Parole Officer, health care professionals, volunteers and an entire network of support.
John Howard Society	jhsrd.ca	• Horizon House is a 25 bed Community Residential Facility for men and women granted release by the National Parole Board. The John Howard Society of Red Deer provides advocacy and support for re-integration through the restorative

Incarcerated - Programs and Services		
Organization	**Website**	**Programs and Services**
		process. • The John Howard Society of Red Deer offers an in-class presentation to Elementary, Junior and Senior High School Students' about the Youth Criminal Justice Act. • Client intake and liaison: transition and support services • Career Closet • The Restorative Action and Practices Program is a community based response to repair the harm resulting from crime, conflict or situation centering around the person harmed and their needs. • Safer Sex Supplies - take home naloxone kits

7. Indigenous People

Indigenous People - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations		2015 City of Red Deer WIC Community Conversations Report	• Needs to be recognition of Aboriginal heritage; youth need positive hang-out opportunities • Indigenous students need support

Indigenous People - Programs and Services		
Organization	**Website**	**Programs and Services**
Canadian Red Cross	http://www.redcross.ca/in-your-community/alberta/alberta-programs-and-services	• Facilitator Training: Walking the Prevention Circle acknowledges the wholeness, history, light, darkness, challenges and potential of First Nations, Métis and Inuit peoples and communities. From the cycle of violence to the circle of healing, Walking the Prevention Circle

Indigenous People - Programs and Services		
Organization	**Website**	**Programs and Services**
		recognizes the inter-connectedness of these opposing realities. Through this recognition, growth and change occur. The circle starts with awareness and moves to prevention.
Central Alberta Women's Emergency Shelter Association	Cawes.com	• Native Friendship Centre - Weekly visits to Shelter
Lindsay Thurber High School	http://lindsaythurber.rdpsd.ab.ca	• The FNMI Program is ultimately designed to support FNMI students in successfully graduating. Provides a room where students can go for academic support, need a quiet place to write a test, or if they require a little extra space for a period of time. Student's grades and attendance are monitored, and they are helped to find solutions to obstacles preventing them from experiencing success including referrals to counselors and the career center, provide communications with their teachers, their Vice Principals, and home when it is beneficial. Progress is monitored if they attend other schools or take classes on-line.
Native Counseling Service of Alberta	Ncsa.ca	• To promote the resilience of the Aboriginal individual and family, through programs and services that are grounded in reclaiming interconnectedness, reconciliation of relationships and self-determination. Programs include Support, NCSA Court Workers, Children's Services Programs, At-Risk Youth Programs, Correctional Facilities and Counseling
Native Friendship Society	rdnfs.com	• Facilitates the transition of indigenous people from rural, remote and reserve life to an urban environment. They offer a safe place for indigenous people to obtain referrals to cultural based programs and services.
Red Deer Child Care		• Wichinahin Kohopikiwan Play School welcomes children of

Indigenous People - Programs and Services		
Organization	**Website**	**Programs and Services**
		Aboriginal ancestry who are 19 months to 5 years of age. The program is operated by the Red Deer Child Care Society and funded by Central Alberta Child and Family Services.
Red Feather Women	On Facebook Red Feather Women	• A social justice action group who stand together to support each other and the women in the community, especially Aboriginal women as they move forward to speak out against injustice and vulnerabilities.
Rupertsland Institute - Metis Centre of Excellence	Metisemployment.ca	• Help Metis people with services, programs and information to find a new future. Programs provide Metis youth with skill development and real work experience that show what the future may hold. Connects employers with qualified, trained Metis people.
Urban Aboriginal Voices Society	Aboriginalvoices.ca	• Facilitate a community dialogue and information gathering process to establish community need and priorities • Meet regularly with Municipal, Provincial, Federal, and Indigenous Governments; to create dialogue, action, and funding for our urban issues • Speak with a united voice on issues and concerns affecting our communities • Establish regular gatherings of the urban Aboriginal communities to share information and celebrate our achievements • Build and foster positive relationships amongst and between urban Aboriginal peoples in Red Deer • Consistently provide information and notice to the community on opportunities, activities, and events that are relevant to Aboriginal peoples

8.	LGBTQ+

LGBTQ+ - Consultations, Demographics, Research

Type of Information	Filename	Title	Overview of content
Consultations		2015 City of Red Deer WIC Community Conversations Report	• Implies lack of equal employment opportunities for transgender individuals

LGBTQ+ - Programs and Services

Organization	Website	Programs and Services
Alberta Schools' Athletic Association	Asaa.ca	• (Resource) This organization has established guidelines for Transgender individuals wanting to participate in school sports. • http://www.teachers.ab.ca/Publications/ATA%20News/Volume%2050%202015-16/Number-14/Pages/Transgender-policy.aspx
Canadian Mental Health Association Central Alberta	reddeer.cmha.ca	• All Alberta Health Services are LGBTQ friendly
Camp fYrefly (Edmonton based organization)	fyrefly.ualberta.ca	• An LGBT leadership retreat in Calgary and Edmonton for youth 14 to 24.
Central Alberta Aids Network	turningpoint.rocks	• The Health Promotion Program supports people living with HIV and their loved ones. This support is specific to each client's needs with improved physical, mental, emotional and spiritual health as the ultimate goal. • Turning Point is responsible for the education and awareness to prevent the spread of sexually transmitted and blood borne infections (STBBIs) in Central Alberta • (Resource) Take home naloxone kits • Poke for Prevention is a partnership with Alberta Health Services, Public Health and provides access to vaccines.

LGBTQ+ - Programs and Services		
Organization	**Website**	**Programs and Services**
		• The Turning Point MSM Outreach Program works to create safer spaces and promote inclusive services for gay, bisexual, transgender, 2-spirit, queer and questioning community members in Central Alberta. We achieve these deliverables through education, outreach and support. • Online Outreach - Confidential information line • CAANS provides a selection of harm reduction tools • NightReach is a mobile outreach initiative that operates in Red Deer's downtown, city parks and river valley areas. A team of two walk the streets and paths 365 evenings a year with backpacks full of harm reduction materials, seasonal clothing, first aid supplies and the occasional food donation. • (Resource) Safer sex supplies • Needle and Other Drug Debris and Drop Boxes • Community Action: Influence on public policy and programming on HIV or related issues. Enhances the capacity of organizations that work with common target populations. Increases public awareness about harm reduction, HIV and related issues in Central Alberta. • Street School teaches the techniques used to effectively work with and speak to people in crisis. • The Women's Program supports street-involved women of reproductive age, focusing on those who are pregnant to access non-judgmental health and social supports.
Central Alberta Pride	Centralalbertapride.ca	• Meets monthly to organize events for LGBTQ+ communities to celebrate diverse identities
Central Alberta Sexual Assault Centre	Casasc.ca	• Significant focus on building capacity for staff for LGBTQ clients

LGBTQ+ - Programs and Services		
Organization	**Website**	**Programs and Services**
Central Alberta Women's Shelter	Cawes.com	• Transgender women are welcome
Georgina's	No website available	• Georgina's is a temporary home for transgender individuals. Individuals get referred to Georgina's through doctors, friends and word of mouth.
Golden Circle	goldencircle.ca	• This community support service and senior organization works towards being an inclusive service for the LGBT (Lesbian, Gay, Bisexual, Transgender) community.
Government of Alberta		• Resource information on gender reassignment surgery
Grey Nuns Community Health Centre Gender clinic (Edmonton)	Albertahealthservices.ca Covenanthealth.ca	• Gender Clinic
Hunting Hills High School	Huntinghills.rdpsd.ab.ca	• Gay Straight Alliance for students
LGBTQ+ Pride Youth of Red Deer	rdpl.org	• Meets every two weeks
Lindsay Thurber QSA (Queer Straight Alliance)	lindsaythurber.rdpsd.ab.ca	• Queer Straight Alliance support for students
PFLAG Canada Red Deer Chapter	pflagcanada.ca/pflag-chapters/alberta/	• PFLAG (Parents and Friends of Lesbians and Gays) supports parents/guardians/caregivers/friends/and loved ones (ages 18 and up) in the lives of sexual and gender minority youth.
Red Deer College Counseling and Career Center	rdc.ab.ca/current-students/facilities-services/counselling-career-centre	• Committed to helping students succeed by helping them to consider career opportunities for their future through career services, creating a balanced life schedule through time management skills, learning skills to polish resumes, cover letters and interview skills and clarifying challenges that may be affecting well-being and learning ways to manage or resolve them.
Red Deer College Student Association Pride on Campus	sardc.ab.ca/student-groups/	• A student society that promotes healthy views of LGBTIPQA* lifestyles in Red Deer College and the City of Red Deer. Pride on Campus is also a resource for students, providing information on HIV/AIDS and sexually

LGBTQ+ - Programs and Services		
Organization	**Website**	**Programs and Services**
		transmitted infection related prevention and what to do in the case of infection. This student group is free and welcomes everyone, even those who aren't affiliated with Red Deer College.
Red Deer Psychiatrist Dr. Manjula Dua		• Gender identity psychiatrist at Red Deer Psychiatry Clinic
Red Deer Public Schools	rdpsd.ab.ca	• Every school from K-12 has a Safe Contact for LGBTQ students and their families
Softball Alberta	softballalberta.ca	• Has a transgender policy
Teen and Young Adult - Sexual Health Clinic at the Red Deer 49th Street Community Health Centre	albertahealthservices.ca	• Birth Control information and prescriptions, Health Education • Confidential STI testing and treatment • Pregnancy testing • LGBTQ friendly.
Trans Equality Society of Alberta	tesaonline.org	• TESA engages in advocacy and education in three primary areas: • Government & Institutions: policy analysis, letter writing, meetings and presentations • Education & Outreach: media interviews, invited talks, presentations, and panels, invited consultation • Community Development: fact sheets, workshops, community consultation
Trans/Non Binary of Central Alberta (T/NoCa)		• Facebook Group support group for Transgender, Non-Binary and questioning folks in and around Red Deer, Alberta
Turning Point	turningpoint.rocks	• This agency has been providing support, education and information to LGBTQ individuals and their families in Red Deer for about 20 years.
Will and Grace - Lacombe	No website found	• Lacombe Youth group for LGBTQ people

LGBTQ+ - Programs and Services		
Organization	**Website**	**Programs and Services**
Youth and Volunteer Center	Yvc.ca	• The center is LGBTQ friendly for youth 17 and under.
49th Street Youth Shelter	http://bgcreddeer.ca/49thstshelter	• LGBTQ friendly emergency shelter for youth 17 and under, and 24 hour crisis line

9.   Men

Men - Programs and Services		
Organization	**Website**	**Programs and Services**
FSCA Family Services of Central Alberta	Fsca.ca	• Daddy and Me:, drop-in for dads, grandpas or uncles; creates a comfortable and safe atmosphere for men to interact positively with their kids
Turning Point	Turningpoint.rocks	• Men's Discussion Group - Men meet for a night of socializing, discussion, & support

10. People who Are Precariously Housed/Homeless

People Who Are Precariously Housed Homeless - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• Need accommodation options for homeless; need second stage housing for homeless people
Research	Assessing-Youth-Homelessness-in-Red-Deer---2014.pdf	Assessing Youth Homelessness in Red Deer, Alberta Report prepared for the City of Red Deer, Alberta.	• Provides an overview of youth homelessness in Red Deer, including the scope of the problem, youth homeless demographics, and risk factors.

People Who Are Precariously Housed Homeless - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
		23 May 2014	
Research	Final_Ethnography_2015.pdf	The Experience of Homelessness in Red Deer: An Ethnographic Perspective	• Research project to understand the experience of homelessness in Red Deer from the perspective of those individuals currently experiencing homelessness. Desired outcome was an increased knowledge of the mobility and survival routines of the homeless population and the various mechanisms and issues related to homelessness
Research	Red-Deers-System-Framework-for-Housing-and-Supports---Final-Report-Jan-2016.pdf	2016-2018 Red Deer's System Framework For Housing And Supports	• Red Deer's System Framework for Housing and Supports is an evidence-based, integrated systems framework that facilitates the coordination of services to individuals and families experiencing homelessness to improve their housing stability outcomes
Research	Sep2012HousingannualreportFINALforweb(1).pdf	Report to the Community: Homelessness & Affordable Housing Initiatives 2011 – 2012	• Reports on progress on ending homelessness in Red Deer

People who Are Precariously Housed/Homeless - Programs and Services		
Organization	**Website**	**Programs and Services**
Central Alberta Women's Emergency Shelter	Cawes.com	• Safe, secure, emergency accommodation is provided in a respectful and confidential manner for a maximum stay of 21 days (unless extenuating circumstances) with a licensed occupancy of 40 beds.
Red Deer Housing Authority	Reddeerhousingauthority.ca	• The Red Deer Housing Authority administers 309 community housing units in Red Deer, Sylvan Lake, and Innisfail. Provided to families who, because of income,

People who Are Precariously Housed/Homeless - Programs and Services		
Organization	**Website**	**Programs and Services**
		cannot obtain adequate accommodation at current market rates.
Safe Harbour Society	Safeharboursociety.org	• Amalgamation of three non for profit agencies serving the community of Central Alberta, the Safe Harbour Society (detox and overnight shelter for individuals who are high or intoxicated), the Red Deer Residential Society (transitional housing units) and the Central Alberta Housing Society (homeless shelter and transitional housing). • "Mats" An overnight shelter for 26 adults, who are under the influence of substances, provides a warm, supervised environment for its guests who are extremely vulnerable on the streets and in the elements. • Peoples Place - emergency shelter for adults who have no other means available to them. The guests are in the process of connecting back to the community, are ready for an element of stability in their lives and are building their resources to that end.

11. People With Disabilities

People With Disabilities - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• People need opportunities for supported employment that utilized their skills, gifts and talents • Need for physical and social access to public spaces and forms of communication; planning and

People With Disabilities - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
			organizing of public facilities and services should reflect consideration and inclusion of all abilities across the population; lack of assistive listening devices • More support for early diagnosis of learning disabilities • Need for accessible transportation; barrier-free access to crosswalks and bus stops, accessible sidewalks, accessibility in all seasons • Need for public education/awareness about skills and abilities of people with disabilities
	2015 International Day for Persons with Disabilities Workshop.pdf	2015 International Day for Persons with Disabilities City of Red Deer Workshop Report Prepared by Tymmarah Zehr, City of Red Deer	• Summary of discussion at a workshop to identify barriers and share ideas to help make the community more inclusive.

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
Action Bus (Paratransit) Transportation	reddeer.ca/city-services/transit/action-bus-paratransit-transportation/	• Offers transportation services to citizens of Red Deer who cannot use regular transportation with dignity because of a disability or physical need. Our customers include persons with disabilities, seniors and children with disabilities. All persons taking the Action bus must be a registered client.

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
Catholic Social Services	Cssalberta.ca	• In home support for adults and children with disabilities • Day Programs • Support, coordination and outreach for persons with an acquired brain injury • Support Homes
Central Alberta FASD Network	Fasd.alberta.ca/central-alberta-fasd	• Health care and social services professionals work together to provide education and support on the prevention, diagnosis and management of Fetal Alcohol Spectrum Disorder and raise awareness and support towards the prevention of FASD in Alberta. .
Central Alberta Residence Society Services	Carsrd.org	• Independent Living Services (ILS) - A Community Support Supervisor provides support dependent on individual needs, not exceeding 40 hours per month. • Independent Client Support (ICS) - A Community Support Supervisor provides minimal support to individuals dependent on their requests, not exceeding 15 hours per month. • Proprietorship - offers an alternative to living with roommates for those individuals who desire a family atmosphere. • Respite - arrangement of short-term accommodation in a house outside of a person's regular home in which a loved one may stay
Central Alberta Residence Society	Carsrd.org	• Provides individualized and flexible supports to people with disabilities to achieve full meaningful loves as valuable citizens of their community through residential and community support, respite, person-centered approaches, self-advocacy and outreach.
Central Alberta Safe Harbour Society	Safeharboursociety.org	• Shelter, detox, and Mat program

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
City of Red Deer	Reddeer.ca/about-red-deer/	• Strategy to end homelessness
CNIB	Cnib.ca	• Child and Family Services at no cost • Consumer Products • Assistive Technology Services • Independent Living Skills Program • Alternate Format Library Services • Low Vision Services • Service: Orientation and Mobility Training • Emotional and Wellness Support • Toll-free CNIB Helpline provides immediate, confidential telephone support. Many Helpline staff are blind or partially sighted themselves, and all are trained to assist in accessing programs and services to help meet needs. • Children's Resource Kit
Cosmos Group of Companies	Cosmosreddeer.ca	• Life Skills & IT Courses - a range of short courses that are a blend of client-led and facilitated learning and are aimed at enhancing the quality of life for individuals living with mental health needs, physical disabilities, brain injuries, developmental disabilities and Fetal Alcohol Spectrum Disorder. • Information sessions present information and resources on funding, education, volunteerism, employment, living arrangements, healthcare management, and legal decision-making options. • Recreation and Leisure - both modified and progressive sessions meet the diverse interests and abilities of clients. Sessions run on a 3-month basis; offering subsidized and no-cost options for individuals living with a disability, mental health needs, FASD, chronic illness,

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
		brain injury, or sensory impairment.
Employment Placement and Support Services	Epssreddeer.com	• Available to persons who self-identify as having a permanent physical or mental impairment and who:- are legally entitled to work in Canada,- requires assistance to prepare for and obtain employment or become self-employed and/or is not eligible to participate in Employment Insurance funded employment programming or has exhausted all traditional sources of funding • The Employment Innovation Project (EIP) assists adults with disabilities to access support and employment in their local communities. Provides assistance to residents of Central Alberta who are not employed to their full potential or who have a sporadic work history • The Inclusive Community Employment Program (ICE) assists participants in improved employment opportunities, enhanced work satisfaction, and building and maintaining effective work relationships. • Supported Independent Living provides one on one support to individuals in developing life skills while maintaining and increasing their independence. • Youth Employment Services (YES) assists youth with planning for their careers, gaining job search skills, and obtaining /maintaining employment. Youth can participate with YES if referred directly by Child and Family Services or Family Supports for Children with Disabilities or Human Services - DRES Team. Services are provided in Red Deer, Red Deer County, Lacombe, or Lacombe County.

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
		• Choosing Other Roads to Excellence (CORE) is a 15 week full-time program designed to increase basic life management skills and promote exploration of future possibilities. • The Pillar Program offers support to individuals through Overnight Staffed Residences. • Supported Independent Living is intended for individuals who are living independently or who have the ability and desire to live independently in the Community. • Community Supports are intended to assist individuals to connect to activities, resources, volunteer and employment opportunities(for program participants who are not eligible for EPSS' other DS funded employment program), cultural and religious activities.
Family Service of Central Alberta	Fsca.ca	• The Adult Day Support Program is an activity group for people with memory loss, dementia or Alzheimer's disease. • Parent Child Assistance Program (PCAP Central)exists to prevent future births of alcohol and drug-exposed children by empowering women to build and maintain healthy independent lives.
Leadership and Advisory Council	http://leadershipandadvisorycouncil.ca	• Provides education planning, membership in groups and organizations, opportunities to be a board member, learn to make newsletters and read other's newsletters, plan and participate in community events, plan and participate in fun activities, have fun and meet new people, learn new things and share knowledge and experiences, opportunity to become a leader and personal growth.

People With Disabilities - Programs and Services		
Organization	**Website**	**Programs and Services**
Learning Disabilities Association of Red Deer	Ldreddeer.ca	• LD-Red Deer is committed to viewing "learning disabilities" in a positive light, as "learning differently". Want to help people who "learn differently" to achieve their full potential.
Red Deer College	http://rdc.ab.ca	• Committed to making learning accessible to all students by providing: Exam accommodations, Assistive technology, Alternative Format text, Interpreters or CART, Note-taking. Tutoring, Aide, Learning strategies, Accessible features.

12. People With Mental Health Issues			
Seniors Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• People with PTSD face challenges

People With Mental Health Issues - Programs and Services		
Organization	**Website**	**Programs and Services**
A Gathering Place	http://epssreddeer.com/services/gathering-place	• A Gathering Place is a Clubhouse for adult individuals with mental illness. Each member participates in the overall running of the Clubhouse and has the opportunity to access additional services and supports needed to continue their personal recovery.

People With Mental Health Issues - Programs and Services		
Organization	**Website**	**Programs and Services**
Addictions Services Red Deer - Alberta Health Services	albertahealthservices.ca/amh/amh.aspx	• Mental Health Helpline • Addictions Helpline • Crisis/Distress Line • Health Link • Information • Links to Websites
Alberta Health	health.alberta.ca/services/continuing-care-system.html	• 3 types of living support under Alberta's continuing care system: Home living - health services in your own home, Supportive living - accommodation with services and Facility living - accommodation with health services
Canadian Mental Health Association Central Region	cmha.ca/branch_locations/central-alberta-region	• CMHA of Central Alberta provides assists people seeking to improve their mental wellness. Services are provided in the area of education, decision making, brain injury, and assistance for people who are homeless.
FSCA	Fsca.ca	• The Parent Child Assistance Program (PCAP) exists to prevent future births of alcohol and drug-exposed children by empowering women to build and maintain healthy independent lives.
McMan Youth, Family, and Community	Mcman.ca	• Understanding the complexities of substance abuse is an area where McMan excels. Substance abuse programs are tailored to a variety of at-risk groups and provide long-term support so each participant can better manage their lives.
Schizophrenia Society	schizophrenia.ab.ca	• Support programs for those living with or who have a loved one with schizophrenia
Suicide Information and Education Services	Suicidehelp.ca	• Suicide Information & Education Services is a non-profit organization that offers information, education,

People With Mental Health Issues - Programs and Services		
Organization	**Website**	**Programs and Services**
		support and referral services; serve Red Deer and the communities of Central Alberta; provide age appropriate educational programs to children, youth and interested adult groups, as well as referrals and resources to those in need.
Willow Mental Health Treatment Centre		• Intensive and specialized services are provided for youth with mental health challenges. Clients learn how to manage their mental health diagnoses or identified mental health concerns and develop coping skills to become more resilient. To help support the youth in their treatment, families and caregivers are provided with parenting strategies and links to additional networks and services.

13. Seniors

Seniors Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• Not enough seniors housing and long-term care
Demographics	Golden Circle Re-Branding and Marketing Report.pdf	ARE WE READY FOR THE ZOOMERS & BOOMERS? Re-Branding & Marketing of the Golden Circle The Leadership Centre of Central Alberta	• Report on a proposed community centre model, re-branding and marketing as the Golden Circle – Community Resource Centre to serve the needs of those who currently access their services and programs and looking to the broader community in terms of needs, resources and advocacy to serve the growing aging population.

Seniors Consultations, Demographics, Research

Type of Information	Filename	Title	Overview of content
Demographics	UnderstandingSeniorsMobilityandSuitableTransportationinRedDeerExecutiveSummary.pdf Full report available at https://www.pdffiller.com/en/project/71790867.htm?f_hash=455d45&reload=true	Understanding Seniors Mobility and Suitable Transportation in Red Deer. Final Research Report, Executive Summary . 2010	• A study conducted to understand transportation needs of seniors in Red Deer

Seniors - Programs and Services

Organization	Website	Programs and Services
Alberta Elder Abuse Awareness Network	albertaelderabuse.ca/about-aeaan/red-deer-and-area	• The mission of the H.E.A.R. program is to reduce the number of Elder Abuse incidents in Red Deer by providing a 24-Hour Seniors Abuse Resource telephone information line, answered by trained advocates, who provide information and referral services to assist seniors and their loved ones who express concerns about abuse of older adults.
Canadian Red Cross	redcross.ca/in-your-community/alberta/alberta-find-a-branch	• The Canadian Red Cross Short Term Health Equipment Loan Program allows people to return home from hospital earlier and gives independence and dignity to those in palliative care.
Domestic Relationship Violence Initiative Committee	womensoutreach.ca/community/drvic *doesn't seem to be active-old dates on website	• Elder Abuse is a part of Domestic Violence and as such are connected to and coordinated through the Domestic Violence Coordinator and the D.R.V.I.C. (Domestic Relationship Violence Initiative Committee) .
The Red Deer Senior Citzen's Downtown House	No website Email: scitizen@shaw.ca	• Offers card games, bingo, carpet bowling, jam sessions, hot & cold lunches, hot suppers once a month, fashion

Seniors - Programs and Services		
Organization	**Website**	**Programs and Services**
		shows, Mother's Day tea, Funeral lunches, and a fun casino
FSCA Family Services of Central Alberta	fsca.ca	• Adult Day Support Program • Life Enhancement Activity Program is a day away for adults who are looking for social engagement and support. Focus on individual abilities and strengths in a group setting. • Money Management Workshop
Golden Circle Senior Resource Centre		• This community support service and senior organization works towards being an inclusive service. • Information and Referral Services • Income tax preparation, investing, financial planning, legal services, insurance counseling, living-will services, speaking engagements, provision of promotional materials to the membership and to the community, booths at community events, services offered by other non-profits/for profits and more. • Outreach Programs and Services; Resources and Referrals • Resources for Abused Older Adults; Elder Abuse Resources; Resource List; Grocery Delivery; Home; Maintenances Services; Assistance with Forms; Seniors Lunch Express; Post-Stroke Support Group; CNIB Support Group; Bereavement Support Group; Volunteerism; Supportive Transportation; Friendly Visiting; Kitchen Assistance; Receptionist; Rebels Program Sellers; Special Events; Baking; Entertainment; Newsletter; Afternoon Bingos
Parkland Foundation	Parklandfoundation.ca	• Parkland Foundation Management Body is mandated to operate under the Alberta Housing Act and related

Seniors - Programs and Services		
Organization	**Website**	**Programs and Services**
		legislation and regulations. Its primary purpose is to administer and maintain a portfolio of comfortable and affordable residential housing units for the benefit of citizens to whom the various social housing programs are targeted.
Piper Creek Foundation	Pipercreek.ca	• The Piper Creek Foundation is a subsidized housing program for seniors who will benefit from nutritious meals, recreational programs and the security of having 24-hour staffing. Offers affordable, Lodge, Self Contained and Supportive Living programs.
Red Deer Meals on Wheels	reddeermealsonwheels.com	• Meals on Wheels is a non-profit service provided to the elderly or individuals who are facing difficulties with the purchasing and/or preparation of food due to illness, recent hospitalization and inadequate facilities.

14. Women

Women - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• Not enough representation of women

Women - Programs and Services		
Organization	**Website**	**Programs and Services**

Women - Programs and Services		
Organization	**Website**	**Programs and Services**
Alberta Works	humanservices.alberta.ca/financial-support/3171.html	• Alberta Works helps unemployed and low-income Albertans meet their basic needs and find jobs. Services include: Employment Services, Training Support, Income Support, Health Benefits, Child Support Services
Central Alberta Aids Network	Turningpoint.rocks	• The Women's Program supports street-involved women of reproductive age, focusing on those who are pregnant to access non-judgmental health and social support
Central Alberta Immigrant Women's Association	Caiwa.ca	• Computer Classes: offers one to one tutoring designed to minimize language barriers • (Resource) HIV awareness and prevention materials • Home visiting program for parents to help them prepare their children for Kindergarten. • Various Civic participation programs that promote leadership and volunteerism • (Resource) brochure on cervical cancer • Newcomer Employment Success Strategy (N.E.S.S) • Financial Literacy • Breast Cancer Screening program • Safe Homes
Central Alberta Women's Shelter	Cawes.com	• Help Line • Links to other programs and research http://cawes.com/learn/links-and-resources • Free counseling and support is available to women experiencing or who think they may be experiencing family violence by experienced and trained counselors. • Children's Healing Centre • Outreach worker provides information, referrals, and support to women affected by domestic violence in Red Deer and surrounding rural communities

Women - Programs and Services		
Organization	**Website**	**Programs and Services**
		• Work collaboratively with many other agencies in Central Alberta in order to provide a comprehensive support program for families affected by domestic violence. This ensures families will receive the necessary tools and information to break free from family violence, both while staying at CAWES and upon their departure • Domestic Violence Court Program: Support and advocacy for women • Partner Safety Check Program: CAWES provides ongoing support and safety management for women and children whose partners have entered a Jim Freeman Psychotherapist Ltd. Batterers Treatment Program which provides counseling programs and therapies to men who have been court mandated to attend a Batterer's Treatment program or have initiated treatment on their own. • Family Enrichment provides parenting education, support and encouragement to women with children who have stayed at the shelter for up to six months after her stay
McMan Youth, Family, and Community Assoc	mcman.ca	• The Family Development Program provides caring and professional family support to help develop positive family relationships by teaching parenting, living, communication and behavior management skills. This program helps children, youth and parents struggling with a variety of issues and are referred to this program from their local Child and Family Services office.
The Outreach Centre (Women's Outreach)	womensoutreach.ca/	• The Outreach Centre (Women's Outreach) provides basic needs and emotional support for individuals as well as providing education and support in domestic violence,

Women - Programs and Services		
Organization	**Website**	**Programs and Services**
		family law, the effects of crisis on families, etc. Families are provided a variety of formats in which to learn more effective coping skills and options for making positive choices in their lives and the lives of their families.
Domestic Violence Initiative Committee	womensoutreach.ca/community/drvic	• Elder Abuse is a part of Domestic Violence and is connected to and coordinated through the Domestic Violence Coordinator and the D.R.V.I.C. (Domestic Relationship Violence Initiative Committee) . • *doesn't seem to be active-old dates on website

15. Youth - Consultations, Demographics, Research			
Youth - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Consultations	2015 City of Red Deer WIC Community Conversations Report.pdf	2015 City of Red Deer WIC Community Conversations Report	• Need more free programs for kids, affordable programs for income-restricted families • Need more youth shelters • Youth need to be included
Research	Assessing-Youth-Homelessness-in-Red-Deer---2014.pdf	Assessing Youth Homelessness in Red Deer, Alberta Report prepared for the City of Red Deer, Alberta. 23 May 2014	• Provides an overview of youth homelessness in Red Deer, including the scope of the problem, youth homeless demographics, and risk factors.

Youth - Consultations, Demographics, Research			
Type of Information	**Filename**	**Title**	**Overview of content**
Research	Vulnerable-Youth-in-Alberta-and-the-Law-Report.pdf	Vulnerable Youth in Alberta and the Law Centre for Public Legal Education Alberta (CPLEA)	• An overview of the legal needs, challenges, and supports available to vulnerable youth in Alberta

Youth - Programs and Services		
Organization	**Website**	**Programs and Services**
Big Brothers Big Sisters of Red Deer and District	bbbsreddeer.ca	• Community-based program: Youth aged 5-18 are matched to an adult volunteer to participate in one-on-one activities in the community (with staff support). • Youth in Care provides mentors for youth that are in care. • Site-based programs: Matches volunteers with elementary school students to provide activities on one-to-one basis at mentees' school.
Canadian Red Cross	redcross.ca/how-we-help/violence--bullying-and-abuse-prevention	• Violence prevention and Anti Bullying: With an emphasis on prevention education, the Canadian Red Cross provides educational programs for children, youth and adults on preventing violence and abuse, including bullying prevention, promoting healthy youth relationships, and preventing child maltreatment. Respect Education's Programs
Cosmos Group of Companies	http://cosmosreddeer.ca/	• Information sessions present information and resources in relation to funding, education, volunteerism, employment, living arrangements, healthcare management, and legal decision-making options. Take a community-based approach to effectively connect youth with opportunities that are a natural part of entering adulthood and to enable them to establish natural supports.
John Howard Society	jhsrd.ca	• The John Howard Society of Red Deer offers an in-class presentation to Elementary, Junior and Senior High School Students' about the Youth Criminal Justice Act. • Client intake and liaison: transition and support services • Career Closet • Restorative Action and Practices Program • Safer Sex Supplies • Take home naloxone kits

Youth - Programs and Services		
Organization	**Website**	**Programs and Services**
Lindsay Thurber High School	lindsaythurber.rdpsd.ab.ca	• ESL for Credit • ESL Introduction to Canadian Studies 15/25(5 credits) • FNMI: Program is designed to support FNMI students in successfully graduating.
McMan Youth, Family, and Community Assoc	Mcman.ca	• The Family Development Program provides caring and professional family support to help develop positive family relationships by teaching parenting, living, communication and behavior management skills. This program helps children, youth and parents struggling with a variety of issues and are referred to this program from their local Child and Family Services office. • The Arcadia program is for youth between 15 and 24 who have been homeless for three months or have a history of episodic homelessness that spans a significant portion of the last few years.
Red Deer - Teen and Young Adult - Sexual Health Clinic	albertahealthservices.ca	• Birth Control, Health Education, STI, Sex, Sexual Health, Public Health
Safe Spaces programs in schools	teachers.ab.ca	• Safe Spaces is a joint initiative of the Alberta Teachers' Association (ATA) and the Society for Safe and Caring Schools and Communities (SACSC). The Safe Spaces Initiative comprises a poster, brochure and sticker designed to identify your classroom and/or school as a safe and inclusive space where lesbian, gay, bisexual, trans-identified and queer (LGBTQ) students, teachers, friends, families and allies are welcome and supported.
Youth and Volunteer Center	Yvc.ca	• Govern multiple programs geared towards "Making a Difference.... One Kid at a Time" The center is LGBTQ friendly for youth 17 and under.

Youth - Programs and Services		
Organization	**Website**	**Programs and Services**
Youth Emergency Shelter		• Emergency shelter for youth 17 and under, and 24 hour crisis line (403-341-3190)

Appendix B – Focus Group/Interview Questions

Focus Groups

Focus Group Questions

Health and Well Being

Availability of information

1. Is there enough information about the needs of people in Red Deer who have mental health issues (including addictions), extraordinary physical health issues or who live with a disability?

2. To what extent are service providers aware of and knowledgeable about the particular needs of adults and youth who have serious health issues, mental health issues or issues relating to physical and cognitive abilities?

Availability of programs and services

3. Are there sufficient programs and services in Red Deer to address the needs of people who have mental health issues (including addictions), extraordinary physical health issues or who live with a disability?

4. What types of challenges does this population face with respect to housing?

5. What are the key gaps ?

Ease of access

6. How easy or difficult is it for these individuals to access existing programs and services?

Barriers to access

7. What kinds of barriers do they face when attempting to access programs and services?

8. Are there certain groups (e.g. people with disabilities) who experience more barriers in accessing services than others?

Recommendations

9. What are some of your key recommendations for improving programs and services be improved for in this area?

Employment and Education

Availability of information

1. What experiences, positive and negative, have your clients had with respect to gaining employment?

2. What experiences, positive and negative, have your clients had with respect to gaining access to education and training that would be helpful to them, as workers or finding work?

Availability of programs and services

3. Are there sufficient programs and services in Red Deer to support people in securing appropriate

education and employment?

4. What are the key gaps?

Ease of access

5. How easy or difficult is it to access existing education and employment related programs and services?

Barriers to access

6. What are the barriers to accessing education and employment related services ?

7. Are there certain groups who experience more barriers in accessing employment and employment related services than others?

Recommendations

8. What are some of your key recommendations for improving programs and services be improved for in this area?

First Nations, Metis, and other Indigenous populations

Availability of information

1. Is there enough information about the issues currently faced by FNMI individuals and communities in Red Deer?

   - Housing: what do we know about individuals and families attempting to find suitable, safe, and affordable housing?

   - Education: what do we know about educational spaces (safety, and appropriateness (youth, post sec, employment related – job skills training etc.)

   - Employment – what is known about employment rates and barriers to employment

   - Health: are members of the community able to access appropriate health services? Are health professionals aware of the complex social and econ issues that some members of the community face? What is working, what is not?

Availability of programs and services

2. Are there sufficient programs and services in Red Deer for FNMI individuals and communities?

   - Thinking back to the issues you just discussed, what programs, services and organizations are doing a good job addressing these issues?

   - Which issues are not addressed or under-addressed?

3. What are the key gaps?

Ease of access

4. How easy or difficult for FNMI individuals and communities to access programs and services?

5. Are there particular services that are easier or more difficult to access, and why?

Barriers to access

6. What are the barriers to accessing programs and services?

7. Are there certain sub-groups who experience more barriers than others?

Recommendations

8. What is working in the City of Red Deer: what do you see happening on the part of the city, or schools, or health providers, etc that communicates respect and knowledge about these issues?

9. What are some of your key recommendations for improving programs and services for FNMI individuals and communities?

10. We hear a lot about 'truth and reconciliation' what do you hear from your community members about things they would like to see happen to heal relationships and to facilitate 'reconciliation'?

Youth

Availability of information

1. What is known about the issues being faced by youth in Red Deer?

   - What do we know about immigrant seniors and youth? About FNMI seniors and youth?

       o What are some of the challenges youth face with respect to housing?

       o What other services are lacking for those without stable, safe, affordable housing

       o What do we know about seniors and youth who are precariously housed?

Availability of programs and services

2. Are there sufficient programs and services in Red Deer for youth?

3. What are the key gaps?

Ease of access

4. How easy or difficult is it for youth to access programs and services?

5. Are there particular services that are easier or more difficult to access, and why?

Barriers to access

6. What are the barriers to accessing programs and services?

7. Are there certain sub-groups who experience more barriers than others?

Recommendations

8. What are some of your key recommendations for improving programs and services for youth?

Seniors

Availability of information

1. What is known about the issues being faced by seniors in Red Deer?

   - What do we know about immigrant seniors? About FNMI seniors?

       o What are some of the challenges seniors face with respect to housing?

       o What other services are lacking for those without stable, safe, affordable housing

       o What do we know about seniors who are precariously housed?

Availability of programs and services

2. Are there sufficient programs and services in Red Deer for seniors?

3. What are the key gaps?

Ease of access

4. How easy or difficult is it for seniors to access programs and services?

5. Are there particular services that are easier or more difficult to access, and why?

Barriers to access

6. What are the barriers to accessing programs and services?

7. Are there certain sub-groups who experience more barriers than others?

Recommendations

8. What are some of your key recommendations for improving programs and services for seniors?

Diversity, equity, and inclusion

Availability of information

1. What do we know about the particular challenges faced by people who are visibly different (racialized, gendered, sexual, ability related differences)?

2. Do you keep or are you aware of any hate crime or stats on racist, homophobic, etc incidents? How or is this tracked anywhere?

3. Do your clients or does your organization work with people who have experience exclusion, discrimination, etc based on their visibility?

   1. What kinds of issues do you hear about?

   2. What are some ways that you or your clients respond to these issues?

Availability of Programs and Services

4. What kind of programs and services would you or your clients describe as being helpful and available to support equity and inclusion?

Ease of Access

5. To what degree and in what way are services and programs able to address diversity and inclusion?

Barriers to Access

6. What gets in the way of your clients or those you work with being able to access the basic goods, services, supports that they require for a decent quality of life?

Recommendations

7. In your experience, what specific adaptations, accommodations, and considerations would be helpful in making programs and services more welcoming and inclusive?

Appendix C – Survey

Survey Instrument

Red Deer Welcoming and Inclusive Communities Needs Assessment

The Welcoming and Inclusive Communities (WIC) Network of Red Deer is conducting a survey to gather information from community members about programs and services offered in Red Deer.

This survey will help determine how well programs and services offered by organizations in Red Deer are meeting the needs of diverse people and communities. The results of this survey will help provide direction for future planning and action. Your response will not be personally identifiable in any way.

This survey is being conducted by Zenev and Associates, Diversity and Inclusion Consultants, and the Centre for Race and Culture, on behalf of the WIC network. If you have any questions about this survey, please contact Vanessa de Koninck at vdekoninck@cfrac.com, or Evelyn Hamdon at evelyn@zenev.ca.

This survey has four parts, and should take about 10-15 minutes to complete. You can also complete this survey online at http://www.surveygizmo.com/s3/3013729/RedDeerWIC.

The deadline to complete the surveys is September 30, 2016.

Part 1: Programs and services

1) How often do you access programs and services that assist:

	Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Never
Immigrants and refugees?						
Indigenous/Aboriginal people?						
English language learners?						
LGBTQ+ individuals?						
Men?						
Women?						
Seniors?						
Youth?						
People with a disability?						
Other:						
Other:						

2) How would you rate the following:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not applicable
Your knowledge of programs and services that meet your needs						
Your knowledge of resources (printed and online) that meet your needs (such as brochures, guides, contact information, etc)						
Your ability to access programs and services						
Your overall satisfaction with programs and services						

Part 2: Life in Red Deer

3) Please indicate how much you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No opinion
I have access to a community of support						
I feel welcome and able to participate in public events						
I feel welcome and able to use public facilities (such as recreation centres and libraries)						
I have access to information in a language I can easily understand						
I have access to adequate transportation						
I have access to adequate housing						
I feel included in city decision making						
I have experienced discrimination or harassment						
I have felt free to express my opinions						
Diverse perspectives are encouraged in Red Deer						
People like me are valued in Red Deer						
Diverse groups in Red Deer get along well						

4) I have felt uncomfortable or out of place in Red Deer because of my:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No opinion
a. Life experiences						
b. Gender						
c. Ethnicity						
d. Race						
e. Culture						
f. Language						
g. Religion						
h. Sexual orientation						
i. Age						
j. Disability						
Other:						
Other:						

Part 3: Personal Wellbeing

The following questions ask how satisfied you feel, on a scale of zero to 10. Zero means you feel no satisfaction at all, and 10 means you feel completely satisfied.

5) How satisfied are you with your standard of living? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

6) How satisfied are you with your health? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

7) How satisfied are you with what you are achieving in life? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

8) How satisfied are you with your personal relationships? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

9) How satisfied are you with how safe you feel? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

10) How satisfied are you with feeling part of your community? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

11) How satisfied are you with your future security? (circle one)

No satisfaction at all   Completely Satisfied

0   1   2   3   4   5   6   7   8   9   10

Part 4: Demographic information

These final questions ask you to share some information about yourself. This information will assist us in understanding how programs and services are meeting the needs of Red Deer's diverse people and communities. This information will not be used to personally identify you in any way.

12) Please tell us your age:

□ 17 or younger   □ 55 to 64

□ 18 to 24   □ 65 to 74

□ 25 to 34   □ 75 or older

□ 35 to 44   □ Prefer not to answer

□ 45 to 54

13) Please tell us your gender?

□ Male   □ Female   □ Specify your gender: _____ □ Prefer not to answer

14) Do you identify as a member of a visible or racial minority?

□ Yes   □ No   □ Prefer not to answer

15) Do you identify as a member of a First Nations, Metis, or other Aboriginal community?

□ Yes   □ No   □ Prefer not to answer

16) Are you an immigrant to Canada?

□ Yes   □ No   □ Prefer not to answer

17) What is your status in Canada?

□ Canadian citizen   □ Work permit holder

□ Permanent resident   □ Other - Write In:

□ Study permit holder   □ Prefer not to answer

18) Please tell us your household income:

□ Less than $25,000   □ $100,000 to $124,999

□ $25,000 to $34,999   □ $125,000 to $149,999

□ $35,000 to $49,999   □ $150,000 or more

□ $50,000 to $74,999   □ Prefer not to answer

□ $75,000 to $99,999

19) Please tell us the highest educational level you've achieved:

□ Less than high school   □ University certificate, diploma or degree
                                      below bachelor level
□ High school diploma or certificate
                                      □ Bachelor's degree
□ Registered Apprenticeship or other trades
certificate or diploma   □ Advanced degree (Master's, Ph.D., M.D.)

□ College, CEGEP or other non-university
certificate or diploma

Thank you for taking our survey. Your response is very important to us. If you have any questions about this survey, please contact Vanessa de Koninck at vdekoninck@cfrac.com, or Evelyn Hamdon at evelyn@zenev.ca.

Survey sample and margin of error

We used the binomial probability distribution to test the probability of obtaining our sample, given the census data for Red Deer, if our sample was perfectly random (based on the 2011 Census). For example, what is the chance that 11.2% of our sample identifies as a visible minority given the census population is 9.7%? If the probability was less than 5% or greater than 95% (the two extreme ends of the probability distribution), we assumed that the sample was not random and reflected some bias in the sample.

Since the exact size of the target population (understood as those who do or could make use of programs and services) is an unknown quantity, the margin of error for the survey can only be estimated against a known quantity such as the population of Red Deer as a whole. In that instance, the margin of error for the survey results is +/- 9.42%. To achieve a smaller margin of error, a survey of far greater scope would need to be undertaken. (For example, to achieve a margin of error of +/- 3%, a sample size of 1055 would be required. Given a usual response rate of 20% for surveys, this would require invitations/distribution of 5275 surveys to achieve.)

Personal Wellbeing Index (PWI)

As the test's instruction manual explains:

> The quality of life (QOL) construct has a complex composition, so it is not surprising that there is neither an agreed definition nor a standard form of measurement. This is not due to a lack of ideas. The Directory of Instruments,[15] produced by the Australian Centre on Quality of Life, describes over 1,200 instruments which purport to measure life quality in some form, with each one containing an idiosyncratic mixture of dependent variables. Notably, however, many of these instruments have been developed for highly selected groups in the population. This is particularly evident in regard to scales devised to monitor QOL in the context of medical conditions or disability. Such scales are unsuitable for use with the general population. Moreover, most scales devised for use with the general population cannot be used with all population sub-sets, such as people with cognitive impairment and children. These are important limitations since it means that the QOL experienced by minority groups cannot be norm-referenced back to the general population. A further concern is that many QOL instruments fail to make a clear distinction between the objective and subjective dimensions of life quality. This violates the fundamental principle that objective and subjective dimensions are separate entities that normally bear little or no relationship to one another, and so must be separately measured. With these issues in

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[15] http://www.deakin.edu.au/research/acqol/instruments/index.htm

mind, the Personal Wellbeing Index has been developed to measure the subjective dimension of QOL – Subjective Wellbeing (International Wellbeing Group, 2013).

There is a demonstrated need to use wellbeing using tools that capture this subjective dimension rather than relying on simple indicators of population wellbeing such as gross domestic product. The 2012 Canadian Index of Wellbeing (CIW), for example, shows that between 1994 and 2010, "Canada's Gross Domestic Product (GDP) grew by a robust 28.9% while our quality of life only improved by a very modest 5.7%. Further, it reveals that the decline in our wellbeing continues despite subsequent economic recovery."[16]

The Canadian Index of Wellbeing is, like many other wellbeing indices, an index compiled from a range of indicators and data sources. There are several notable strengths, however, of the PWI:

- The measurement of Subjective Wellbeing is simple, quick, reliable, and valid
- The establishment of a 'normal range' for each country can play a crucial role in policy development and evaluation
- Areas of disadvantage can be identified by reference to the normal range
- Data from the PWI can be analysed in combination or as separate domains[17]

Longitudinal tracking from Australia has demonstrated homeostasis of mean PWI values[18] (3 points variance). The PWI has also been demonstrated to have good correlation and comparability to other wellbeing indices, including research specifically including Canadian adults.[19]

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[16] Canadian Index of Wellbeing. (2012). *How are Canadians Really Doing? The 2012 CIW Report.* Waterloo, ON: Canadian Index of Wellbeing and University of Waterloo.

[17] Cummins, R. A., Mellor, D., Stokes, M. A., & Lau, A. L. D. (2008). Quality of life Down-Under: The Australian Unity Wellbeing Index. In V. Moller, D. Huschka, & A. C. Michalos (Eds.), *Barometers of Quality of Life Around the Globe: How are we doing?* Social Indicators Research Series 33, 135–159. United Kingdom, Springer.

[18] Lau, A., Cummins, R., & McPherson, W. (2005). An Investigation into the Cross-Cultural Equivalence of the Personal Wellbeing Index. Social Indicators Research, 72(3), 403-430. Retrieved from http://www.jstor.org/stable/27522208

[19] Misajon, R, Pallant, J, and Bluic, A.M. (2016). Rasch analysis of the Personal Wellbeing Index. *Quality of Life Research 25* (10), 2565-2569. doi: 10.1007/s11136-016-1302-x.