



## **2012 Application Package Fact Sheets**



## **Fact Sheets List of Contents**

<b>Logic Model Work Plan Fact Sheet.....</b>	<b>3</b>
<b>Best Practices Fact Sheet .....</b>	<b>4</b>
<b>Fact Sheet for Organizations with Developing Infrastructure .....</b>	<b>6</b>
<b>Trustee Agreements Fact Sheet .....</b>	<b>8</b>
<b>Fact Sheet on Separation of Religious and Service Activities for CSI project Requests .....</b>	<b>11</b>
<b>Fact Sheet on Peer Mentoring Programs .....</b>	<b>12</b>
<b>Some Useful Websites for Project Applicants .....</b>	<b>15</b>
<b>List of Related Funding Sources .....</b>	<b>18</b>
<b>Self Assessment Fact Sheet .....</b>	<b>20</b>

## Logic Model Work Plan Fact Sheet

### What is a Logic Model Work Plan?

A **Logic Model** is a method to communicate an understanding of the interrelationships among: community needs, agency activities, outputs, performance indicators, outcomes and strategic direction. The workplan shows how your activities contribute to your agency objectives and the CSI goals and priorities, tells the performance story of your program, and helps service providers identify and collect better information so the story is more accurate.

**Work Plan** is a document that outlines:

- your project's **objectives**
- the **outputs** and **outcomes** you expect to achieve that will contribute to each goal
- the **activities/services** that need to be delivered to achieve each output and outcome

### Glossary of terms for Logic Model

- Goals are statements of the overarching purpose of your project. They are long-term in scope and state the challenge that your project is working to resolve
- Objectives are specific, measurable statements of what you want to accomplish by a given point in time. The “**SMART**” rule applies here – Objectives should be:
  - ✓ **Specific**
  - ✓ **Measurable**
  - ✓ **Achievable**
  - ✓ **Realistic**
  - ✓ **Timely**
- Activities are the specific tasks that you do to accomplish your strategies
- Outputs are short-term results, the direct product of your activities
- Outcomes are the long-term results of your initiative, both qualitative and quantitative, at the level of participant, project and community
- An indicator is a pointer that informs you about what results have been accomplished. It can be a measurement, a number, a fact, apperception or an opinion that identifies changes in a condition or situation over time. A good indicator is practical, sensitive, specific and appropriate

### How to use the Work Plan template

A Work Plan template is included on the CSI Application in Microsoft Word format. In order to use this template, read the directions in the shaded parts of the table and fill in the blank areas parts accordingly. You may insert as many objectives, activities, outputs and outcomes as you like by inserting rows in the appropriate places using the Table menu in Microsoft Word. The final length of your Work Plan will depend on the number of objectives, activities, outputs and outcomes you list, and the detail in which you provide your information. The more information you provide, the more useful your Work Plan will be to you during the implementation and evaluation of your project. Detailed information will help Agency Review Officers assess your application. The workplan will also become a reference to measure your performance in the interim progress report and the year-end report if you are approved for funding through the 2011 CSI program.

**Source:** notes from Eko Nomos, presentation on logic model at OCASI professional Development Conference, 2003



## Best Practices Fact Sheet

During the review of the CSI program in the past years, community organizations requested additional information on best practices, as a support in preparing applications for funding. This fact sheet provides an overview of best practices approaches to violence prevention projects in relation to the Community Safety Investment (CSI) program.

### What are “Best Practices”?

Best Practices are the models, strategies and approaches that, through experience and research, have been shown to reliably lead to a desired result. Using a “best practices approach” in providing community-based services means seeking out and using all the knowledge that is available to you to plan and deliver services that will achieve specific results. A “best practices approach” helps an organization identify better ways of delivering programs, reducing costs and/or achieving superior performance in the programs that you offer.

### Best Practices and the CSI application

Community Safety Investment (CSI) program identifies some general “best practices” for community-based projects, no matter what issue or focus community you are working with. CSI projects are often planned to add to the knowledge base about what works best for a particular focus community.

Best Practice	Link to the CSI application form
Involve the focus community in the development, delivery and evaluation of the project activities	The application asks for information on how you will involve volunteers and the focus community in the planning, implementation and evaluation of the project, and how the project model includes a community development model.
Involve the focus community and equity seeking groups in identifying barriers to participation	The application gives you the opportunity to describe how your project will meet people’s personal safety needs, address barriers to participation and deliver a program that is affordable.
Define your service model or project model so that it is clear that all the activities are working together to effectively meet the goals.	The application asks you to describe your project model/approach and include information about how you know it will be effective.
Identify what has worked for you in the past, and what works for other organizations, through research, consultations, evaluations etc.	Your application information can include the experience of your organization or your partners, as well as broader research into what makes your approach effective.
Exchange information about what has worked in this project, what you have learned about effectively meeting your goals, with others working with the focus community.	Your project plan should include ways to share the results. Your plan should identify where and how you plan to do this.

**Where to look for Best Practices information:** There is a wealth of information available on prevention programs through the internet. Look for common themes in the information you find, and compare research and practice recommendations with the experiences of your focus community. Additional sites are listed on the 'Useful Websites' list in your application package.

### **Violence prevention activities with women**

National Clearinghouse on Family Violence: <http://www.phac-aspc.gc.ca/nc-cn>

Springtide Resources (formerly Education Wife Assault): [www.springtideresources.org](http://www.springtideresources.org)

Information on effective approaches to issues of violence against women living in poverty can be found at Health Canada: [http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/violence\\_e.html](http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/violence_e.html). This website gives examples of projects that address accessibility for participants in innovative ways, integrating models that take differing needs of women into account, and combining individual services with methods of advocacy.

The Centre for Research on Violence against Women and Children, at the University of Western Ontario is a collaborative venture serving local and national communities with information and tools to assist in the daily work against violence towards women and children. [www.crvawc.ca](http://www.crvawc.ca)

### Violence prevention activities with youth

York University's LaMarsh Centre for Research on Violence and Conflict Resolution at <http://www.arts.yorku.ca/lamarsh/> provides information on recent research in youth, violence and conflict resolution. Go to this site if you are interested in addressing bullying or girls and violence issues or dating violence.

### **General information**

The International Centre for Prevention of Crime in Montreal includes a list of 100 Crime Prevention Programs to Inspire Action across the World at its web site: [www.crime-prevention-intl.org](http://www.crime-prevention-intl.org)

### **Aboriginal Community**

Canadian Health Network has resources specific to people with disabilities and violence prevention approaches: [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

Turtle Island Native network includes resources and links to many Aboriginal services. [www.turtleisland.org](http://www.turtleisland.org)

### **Seniors**

The Ontario Network for the Prevention of Elder Abuse provides information and a provincial inventory of research findings, resource materials and self-help support strategies on the prevention of elder abuse: [www.onpea.org](http://www.onpea.org)

### **People with Disabilities**

Canadian Health Network has resources specific to people with disabilities and violence prevention approaches: [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

## Fact Sheet for Organizations with Developing Infrastructures

During the review of the CSI program in the past years, community consultations identified the challenges for some organizations in meeting funding criteria and completing successful applications. CSI has criteria that enable organizations with developing infrastructures to apply successfully, by providing additional information or using trustee supports to address particular issues.

As a project funding program, CSI supports small groups and organizations with developing infrastructures through mechanisms such as:

- allowing up to 20% administrative costs in the project budget
- funding unincorporated or other small groups when they apply with trustees
- funding the development of strategic plans for violence prevention in communities
- encouraging partnerships that help share expertise and resources
- information sessions and consultations with Community Development Staff

Does your organization have a developing infrastructure? If one or more of the items on this list apply to you, your organization may still be developing its services and administrative infrastructure. This list includes some of the most common indicators of developing infrastructure that are seen in CSI applications.

Your organization:

- is recently incorporated, or not incorporated;
- does not have a financial audit for the most recent fiscal year;
- operates primarily with volunteers;
- has only program delivery staff, and no administrative staff;
- has an operating budget smaller than the amount of the funding that you want to request;
- does not have working partnerships with other organizations;
- does not have publicly accessible program or administrative space.

<b>Indicators of developing infrastructure:</b>	<b>Strengthen your application by considering these options:</b>
Your organization is incorporated for less than 1 year	If your organization existed as an unincorporated organization and delivered services for more than 1 year, then provide this information in the application, and apply with a trustee.
Is your organization unincorporated?	Develop a trustee agreement and apply with a trustee.

Your organization does not have an audited financial statement for the most recent fiscal year	Develop a trustee agreement and apply with a trustee.
Your organization does not have any paid staff, you provide services through volunteers	Provide information on the training and support that volunteers get. Tell us about your service partners. Provide a copy of your volunteer policies.
Your organization does not have any paid staff, and you want to hire staff in your project	Include information about how you will hire, train, support and supervise the staff. Your project activities should be the kind that can be delivered by an organization without administrative or program staff.
Your organization operating budget is smaller than the amount of the project funding that you are requesting	If your project will result in a large increase in service activity, money to be accounted for or staff hiring and supervision responsibilities, you can strengthen your application by including copies of your HR policies, job descriptions, roles and responsibilities of volunteer board/committee members, and partner organizations.  Or, you can identify a smaller project with a smaller budget. A smaller project may be a building block to the larger vision, and build your skills and track record.
Your organization does not have working partnerships with other organizations	Include partnership development as part of the project activities. Think of this in terms of short and long term goals, and identify partners that are appropriate to the project focus. Make sure to talk to potential partners before you submit an application.
Your organization does not have publicly accessible program and administrative space	Your project activities should be the kind that can be delivered in temporary space or space you share with other service providers.

For more information

Starting in 2011, all applications are taken on-line. All organizations are invited to attend one of the CSI information and training sessions for an overview of the program requirements, process and on-line application. See the flyer in your package for the dates of the sessions.

For information on Trustee Agreements, see the CSI Trustee Agreements Fact Sheet.

If your organization is located in or serves one of the City's 13 priority neighbourhoods, you are encouraged to contact the Community Development Officer assigned to that neighbourhood for support and coordination of any new or increased funding requests. To find the Community Development Officer for a particular priority neighbourhood, call 416-392-9125.

You can also arrange a phone consultation with one of the CSI Agency Review Officers by calling 416 392-9125

**If you have questions about your application to CSI, call early!**

## Trustee Agreements Fact Sheet

The Community Safety Investment (CSI) program uses a risk management framework to maximise the likelihood that the fund will achieve its mission of improving the capacity of community groups and organizations to develop appropriate and responsive safety and violence prevention projects for their communities. A risk management framework is a systematic approach to identifying the risks that could result in the CSI not meeting its goals, defining the level of risk that is acceptable, and providing the tools used to manage risks.

Trustee organizations are one example of a tool used for managing risk. For organizations that are not incorporated or that do not have a recent financial audit, a trustee organization increases the likelihood that projects supported by CSI funds will have the level of financial and project management necessary to their successful implementation. For related information see the Fact Sheet for Organizations with Developing Infrastructures.

A trustee agreement is a formal agreement that is developed between two organizations. The trustee agrees to support the implementation of the project, and thereby minimize any potential negative impact on the funded project's outcomes. Trustee agreements are intended to provide accountability for funding and project implementation as well as build capacity in the funded organization for ongoing accountability and management.

### What organizations can be trustees?

Trustee organizations must meet all the following eligibility criteria:

- be based in the city of Toronto. This means:
  - √ Service boundaries include the City of Toronto or portion of City of Toronto, **and**
  - √ At least one service, program, or activity location is in the City of Toronto, **and**
  - √ 50% or more of individuals served reside in the City of Toronto, **or**  
 50% or more of Board members reside in the City of Toronto, **or**  
 50% or more of the organization budget is allocated to Toronto.
- have existed for at least one year at the time of the application;
- be an incorporated not-for-profit organization, with a recent financial audit ;
- collaborate with other service providers;
- demonstrate a clear separation between religious and community service functions at the project and budget levels (if religious activities are provided by the organization);
- comply with the City of Toronto Anti-racism, Access and Equity Policy (See “City of Toronto Grants Policy – Anti-Racism, Access and Equity Policy and Guidelines”);
- demonstrate the reasonableness of its unrestricted reserves\* (See “Community Safety Investment (CSI) program – Policy on the Consideration of Unrestricted Reserves and Operating Surpluses in the Assessment Process”);
- be in good standing with the City of Toronto (Be up to date on all requirements for any other City funds you may have received in the past);
- have a service mandate related to the proposed project;
- demonstrate effective management and administrative capacity;
- agree to take responsibility for the management of financial and project activities proposed by the applicant organization; and
- report on the use of the project funds through their annual financial audit.

The trustee must be willing to be responsible for the efficient disbursement of the funding to the group being trusteeed. Trustee organizations are expected to set in place an agreement and procedures that enable responsible management of the funds. This includes areas of financial accountability and project management. The specific nature of the agreement will vary depending on the needs and abilities of the organizations and the funding program.

Trustee organizations may charge reasonable fees for their services. Any charges or fees should be stated in advance and clearly identify what is covered. The fee arrangement should be included in the agreement between the trustee and the applicant organization.

### **What types of topics should be included in a trustee agreement?**

**Who is involved:** name the organizations involved. Staff/board roles may be clarified. For example: the trustee organization staff means the staff authorized by the trustee to perform the duties outlined in this agreement. You may include the name or the job title as well.

**Term/time period covered:** For example: July year *X* through June year *X+1*. A useful time period may be the same as the applicant's fiscal year, or the trustee's fiscal year, or the time-line for the funding program.

**Project activities:** the agreement should identify how the delivery organization's project activities will be defined (you can attach a description) and who is responsible for changes in the project activities. For example, there may be a project management group that is identified as having the authority to monitor and modify program activities within the terms and conditions of the funding program.

**Access to information:** the agreement should identify what information will be shared between parties on a regular basis, and for what purpose.

**Project reports:** state who is responsible for maintaining project records, what information will be kept, and how the information is shared with the trustee organization (monthly, annually, at any time upon reasonable request etc.).

**Financial management:** the agreement should identify how funds shall be held, accessed and reported. Examples of items in this section include:

- Trustee will maintain separate financial records and books of account respecting services covered in this agreement, and the recipient's funding sources may inspect and audit said books and records at all reasonable times both during the term of this agreement and subsequent to its expiration or termination.
- Payments will be authorised by (who or how) according to the attached budget schedule for the (name of) project.
- The trustee will provide to the CSI recipient (monthly) financial reports.
- The trustee will submit to the funder audited financial statements related to the CSI funds and services covered by this agreement, within 4 months of the (trustee's or CSI recipients) year end (This item is not negotiable, the time line might vary).
- Trustee and CSI recipient organization will retain the records and books of account for a period of seven years.

**Amendments to the agreement:** The agreement should identify how changes can be made. For example: this agreement may be amended by substitution of the schedules, duly signed by the parties to the agreement.

**Insurance:** Identify any provisions for insurance that must be carried by either party.

**Training, skill transfer, supports:** identify any supports the trustee will provide to the CSI recipient to increase financial management or project management capacity. For example: to provide orientation and advice on setting up suitable accounting procedures for the services covered by this agreement.

**Human resources management:** include information on who is responsible for supervising project implementation staff or training and supporting volunteers. How will the trustee communicate staffing issues to the CSI recipient organization?

**Communication:** What regular routes are there for communicating between the organizations? Who is responsible for maintaining this communication? For example: Trustee will ensure that a senior staff member is available to attend the AGM to provide information on the trustee agreement. Or the CSI recipient will assign the (staff position) to attend a management meeting with the trustee on a (monthly, quarterly etc.) basis.

**Letter of Agreement:** The trustee should indicate that it understands and agrees to the terms and conditions of the funding program as outlined in the letter of agreement. The recipient organization is responsible for signing the letter of agreement.

If there are funding conditions on your funding program, make sure you incorporate these issues in your trustee agreement if appropriate.

### **How are Agreements Approved?**

The trustee's board of directors and the service delivery organization's board should approve agreements. Show that the agreement is approved by having people from each organization sign the agreement. Include the date, phone number, title and printed name of people signing the trustee agreement.

Keep a copy of the agreement for each party's files, and send one signed copy with your application. If a Trustee agreement is required by CSI because the applicant organization is not incorporated, and/or there is no recent financial audit, you must submit your trustee agreement with your application.

If you wish to revise the Trustee agreement during the year, please forward a signed copy of the revised Trustee agreement to your Agency Review Officer. If the changes are significant and affect the overall management of the project or the accountability for the funds, you must provide a draft of the changes to the Agency Review Officer for approval. If you have questions about a trustee agreement, contact an Agency Review Officer

## Fact Sheet on Separation of Religious and Service Activities for CSI Project Requests

Community Safety Investment (CSI) program funding criteria include requirements for organizations in order to address City of Toronto policies and accountability requirements. Religious organizations must demonstrate a clear separation between religious and community service functions at the project management, delivery and budget levels.

If your organization's primary purpose is religious in nature, you should include information in your application on the specific ways you will demonstrate a separation of your religious and project activities. The following chart identifies some key issues and approaches that can demonstrate a clear separation between the project and your religious activities.

Eligibility areas	Approaches to demonstrating a clear separation of project and religious activities
Primary mission and mandate is religious	The program will look to see if your incorporation and by-laws include community services or related objects that include the project topics or issues.
Reflecting your focus community	For all CSI applicants, the project focus community should include people outside of the organization's regular programs. The program will look for mechanisms that involve representatives from the focus community in planning, delivery and evaluation components of the project. (See the Best Practices Fact Sheet in your application package.)
Project management	The program will look for a committee or other body that includes membership from the focus community and partner organizations. The committee should have written terms of reference to identify its roles and responsibilities, including budget management and project oversight. This committee should have responsibility to make project related decisions.
Project budgets	Organizations must include the project income and expense information in their audited financial statements. The applicant organization must be able to provide a schedule or note in the audited financial statement in order to show the project income and expenses separately from the general operating funds of the religious organization.
Project delivery	When the project is intended for participants who identify as part of the religious or religious/cultural community, the program will look for indications that people from various religious organizations in that community will be able to participate. When the project is intended for a focus community that is not primarily based on religious affiliation, the program will look for indications that people of various religious traditions will be able to participate. Project participants must be able to be involved in project activities without the expectation of taking part in religious activities.
Reaching the focus community	Visible, practical partnerships with other organizations that serve the focus community can increase the ability of the project to reach the intended audience.
Reducing barriers for equity seeking groups	Include partnerships with organizations serving equity seeking groups in your project. (See the Best Practices Fact Sheet included in your application package.)

## Fact Sheet on Peer Mentoring Programs

Community Safety Investment (CSI) program priorities include projects serving children and youth. Studies have identified risk factors for violence within this population including low commitment to school and rejection by peers. Peer mentoring is one project model that positively impacts both peer and school relations.

### What is Peer Mentoring?

Peer mentoring for youth is an approach that matches older youth (mentor) with a younger student (mentee) in a one-on-one relationship, or through a group.

### What is a Peer Mentor?

A peer mentor is an individual who volunteers to lead another person, or group of persons, in a positive direction by listening, advising, sharing skills and providing support. Peer mentors also model effective behaviour and socialize with their mentees.

### What is a Mentee?

A mentee is a person who is mentored.

### Why Use a Peer Mentoring Approach?

- ✓ Peer mentoring has been shown to be a good way to encourage youth to explore new opportunities in recreation, education, and make personal decisions.
- ✓ Peer mentoring has been found effective in the prevention of anti-social behaviours (violence, drug use, school dropout, etc.)
- ✓ The peer approach to mentoring works well for youth. Studies have shown that youth value suggestions from peers more than those offered by adults.
- ✓ Peer mentoring helps to improve inter/intra-personal skills; including, self-concept, social skills, an understanding of human difference and tolerance for others (for both mentee and mentor).
- ✓ Students previously involved in peer mentoring report gaining substantial career development benefits.

### Successful Peer Mentoring Programs: What Are the Best Practices?

Successful peer mentoring programs share the following characteristics:

- ✓ **Clearly defined program goals**
  - The community needs that the program will address are clearly identified.
  - The target population is clearly defined. By clearly identifying community needs, you can begin to establish whom your program will serve. Consider the following: Who will serve as mentors? What are their characteristics? Bearing in mind your responsibility to protect clients, staff and the community, how will you screen mentors? How will you recruit mentees? Will recruiting for mentees be based on referrals from schools, social services agencies, or another relevant source? How will you involve parents in the program? Is parental permission required? Will you offer incentives to mentors for their participation in the program? What type of incentives will be offered?
- ✓ **Clearly defined goals for peer mentors and mentees**
  - The specific goals of the mentor/mentee relationship should link to the overall aims of the program; however, there are goals common to all peer mentoring programs. These goals include: increased helping skill levels for mentors, increased learning and understanding by mentees, and either improving mentee social skills or academic skill development are common aims of peer mentoring programs. In addition to goals specific to program aims, consideration should also be extended to the goals of individual mentors and mentees. The structure of the program should allow room for reaching individual goals.

- Outline the expected time commitment of mentors and mentees (# of hours/week, # of meetings/week, # of years, etc.). Most mentoring programs require that pairs meet at least once a month.
- Regular and informal reviews are critical. Look at both expected outcomes, and the mentoring relationship itself.
- ✓ **Matching Compatible Mentors with Mentees**
  - Personal compatibility is the key to a successful match
  - Remember that role modeling is only one aspect of mentoring. Matching should consider more than who would serve as a good role model.
  - Matching pairs on common points (e.g. gender, ethnicity, and interests) is highly recommended.
  - Compile a shortlist of potential matches. This shortlist should identify 2 to 3 potential mentees for each mentor
  - Sometimes mentors and mentees just do not get along. Simply make a different match. You might have to assign pairs more than once before finding the right match.
- ✓ **Ongoing Training and Supports for Peer Mentors**
  - The training of volunteer peer mentors is one of the most important steps in creating and maintaining a peer mentoring program. Training should include information about the role and function of a mentor, what the mentee might expect, how to communicate with the mentee, how to keep the relationship going, how and when to seek additional supports, and how to set boundaries.
  - Peer mentors should be able to seek support, whenever necessary.
  - Provide a training session for mentees to outline goals of mentoring relationship, which will relieve any false expectations on the part of the mentees.
- ✓ **Planned Group Activities Throughout the Year**
  - Explore what types of activities are popular with the children/youth you will be mentoring
  - Plan social activities for all mentors and mentees involved in the program
  - Encourage mentors and mentees to attend functions together

#### **Will Peer Mentoring Address Your Community's needs?**

- Connect with community agencies currently using the peer mentoring model for suggestions and "practice wisdom".
- Research the topic

#### **Additional Information on Peer Mentoring and Related Topics**

##### **General Information:**

American Psychological Association: Centering on Mentoring.

<http://search.apa.org/search?query=Peer+Mentoring>

The Mentoring Directory

<http://www.peer.ca/mentor.html>

The National Mentoring Centre

<http://educationnorthwest.org/nmc>

Youth in Action Bulletin (July, 1999).

<http://www.ncjrs.gov/html/youthbulletin/9907-4/contents.html>

## **Persons with Disabilities:**

The National Mentoring Partnership  
<http://www.mentoring.org>

## **Scholarly Journals:**

Dennison, S. (2000). A win-win peer mentoring and tutoring program: A collaborative Model. *The Journal of Primary Prevention*, 20(3), 161-174.

Dreher, G., & Cox, T. (1996). Race, gender and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology*, 81 (3), 297-308.

Hritz, S.A., & Gabow, P.A. (1997). A peer approach to high risk youth. *Journal of Adolescent Health*, 20, 259-260.

## Some Useful Websites for Project Applicants

### **Canadian Health Network – [www.canadian-health-network.ca](http://www.canadian-health-network.ca)**

Look here for violence prevention information for specific populations, including people with disabilities, youth and seniors.

### **City of Toronto – [www.toronto.ca](http://www.toronto.ca)**

Comprehensive source of information on City of Toronto services and policies. Of current interest is the Community Safety Strategy and the work of the Task Force on Community Safety.

### **Centre for Research on Violence against Women and Children - [www.crvawc.ca](http://www.crvawc.ca)**

This Canadian Centre promotes the development of community-centred, action research on violence against women and children, and facilitates the cooperation of individuals, groups and institutions representing the diversity of the community to pursue research questions and training opportunities to understand and prevent abuse. The web site includes useful information and tools to assist in the daily work against violence toward women and children.

### **Charity Village – [www.charityvillage.com](http://www.charityvillage.com)**

The Charity Village web site is Canada's supersite for the non-profit sector. At this site you will find thousands of pages of news, jobs, information and resources for boards, staff, donors and volunteers.

### **Department of Justice Canada -- <http://canada.justice.gc.ca>**

This site contains information on services, statistics, current issues for youth and the justice system. Examples of material to be found here include "Youth Justice Renewal Fund" and "Justice Partnership and Innovation Fund".

### **Directory of Youth Justice Services in Ontario -- <http://www.211ontario.ca/yjs/index.htm>**

This site connects the youth justice system with supports in the community for young persons in conflict with the law. Includes links to resources like the Youth Criminal Justice Act.

### **Springtide Resources (formerly Education Wife Assault) – <http://www.springtideresources.org/>**

A comprehensive source of information and resources on the following topics: woman abuse, child abuse, same-sex partner abuse, abused immigrant and refugee women, abused women with disabilities and Deaf women. Look for helpful education tools like "Friends and Family – How to help an Assaulted Woman."

### **Educators for Social Responsibility – [www.esrnational.org](http://www.esrnational.org)**

This site has primarily school related material, but the resources and approaches can also be used in many community settings. Look for "Peer Mediation" and "Resolving Conflict Creatively Program".

### **Health Canada – [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)**

This site will link you to the National Clearinghouse on Family Violence, a resource for information on violence within the family and the resources being used to address it. Includes research findings and information in areas of prevention, protection and treatment.

### **International Centre for the Prevention of Crime -- <http://www.crime-prevention-intl.org/>**

The ICPC bridges the gaps between decision-makers, practitioners and researchers working on crime prevention by making the knowledge base for effective crime prevention and community safety better known and more accessible worldwide. See this site for listings like "Crime Prevention and Youth at Risk: the Problem of Resistance to Change" or "Urban Crime Prevention and Youth at Risk. Compendium of Promising Strategies and Programs from around the world".

### **World Health Organization - [www.who.int/topics/violence/en/](http://www.who.int/topics/violence/en/)**

Check this site for the World report on Violence and Health and the recently released "Preventing Violence" a guide to implementing the recommendations from that report at [www.who.int/violence\\_injury\\_prevention/media/news/08\\_09\\_2004/en/](http://www.who.int/violence_injury_prevention/media/news/08_09_2004/en/)

**La Marsh Centre for Research on Violence and Conflict Resolution**– <http://www.arts.yorku.ca/lamarsh/>

Developed to research violence and conflict resolution in the broad sense, this site provides information and links to Canadian resources. Look here for bullying and victimization, girls aggression and dating violence.

**METRAC** – [www.metrac.org](http://www.metrac.org)

Metro Action Committee on Violence Against Women and Children (METRAC) promotes the rights of women and children to live free from violence and threats of violence. Look for a wide range of violence prevention materials and strategies including safety audits, anti stalking information and prevention of sexual assault.

**National Crime Prevention Strategy** – [www.prevention.gc.ca](http://www.prevention.gc.ca)

The National Crime Prevention Strategy-- “Building Safer Communities” provides communities with the tools, knowledge, and support they need to deal with the root causes of crime at a local level. Check the web site for background information on a range of topics including social development and prevention approaches, local project descriptions from across Canada, and overviews of promising strategies and programs for preventing crime and victimization.

**National Violence against Women Prevention Research Centre** – <http://www.vawprevention.org/>

This U.S. site provides "user-friendly" reviews of important topics in the violence against women prevention literature with a particular emphasis on best practices.

**Ontario Network for the Prevention of Elder Abuse** - [www.onpea.org](http://www.onpea.org)

This non-profit, charitable organization is dedicated to the prevention of elder abuse and neglect through education, sharing information, providing training and undertaking advocacy and services. Check this site for fact sheets, current events, bibliographies and resources.

**Office of Juvenile Justice and Delinquency Prevention** (US Department of Justice) -- [www.ojjdp.gov/](http://www.ojjdp.gov/)

The search function on this site help find research and program information on a variety of approaches to youth violence issues.

**Statistics Canada** – [www.statcan.gc.ca/](http://www.statcan.gc.ca/)

In addition to demographics, this site includes reports on special topics such as Family Violence,

**Strong Neighbourhoods Task Force** – [www.strongneighbourhoods.ca](http://www.strongneighbourhoods.ca)

Check this web site for information on efforts to strengthen neighbourhoods and keep Toronto a healthy, vibrant place to live. Supporting at-risk neighbourhoods is one of the current City of Toronto priorities.

**Status of Women Canada** – [www.swc-cfc.gc.ca](http://www.swc-cfc.gc.ca)

SWC focuses its work in three areas: improving women's economic autonomy and well-being, eliminating systemic violence against women and children, and advancing women's human rights.

**Toronto Youth Cabinet** – <http://thetyc.ca/>

Connections to youth services in Toronto and the Toronto Youth Cabinet. Find links to youth-led organizations like the Violence Intervention Project. See also [www.toronto.ca/involveyouth](http://www.toronto.ca/involveyouth) for a guide to involving youth in decision making.

**White Ribbon Campaign** – [www.whiteribbon.ca](http://www.whiteribbon.ca)

Covers resources and support for men working to end men's violence against women. Information on the campaign, education and action kits for students and teachers, promotional posters etc. Useful handout information like “What Every Man Can Do to Help End Men's Violence against Women” and links to other sites, including Canada' treatment programs for men who abuse their partners.

**Priority Neighbourhoods** – [www.toronto.ca/demographics/profiles\\_map\\_and\\_index.htm](http://www.toronto.ca/demographics/profiles_map_and_index.htm)

Priority neighbourhoods are identified in the Strong Neighbourhoods Strategy which is to strengthen priority neighbourhoods through targeted investment. The strategy encompasses the learnings of the Community Safety Plan and other City initiatives as well as the directions proposed by the Strong Neighbourhoods Task Force. For details, please go to <http://www.toronto.ca/legdocs/2005/agendas/committees/pof/pof051020/it011.pdf> .

**Source:** The City of Toronto Community Safety Investment February 2012. Suggestions for other sites are welcome.

**Contact :** Kin-Wah Siu or Augusto Mathias at 416-392-9125. [ksiu@toronto.ca](mailto:ksiu@toronto.ca) or [amathias@toronto.ca](mailto:amathias@toronto.ca)



## List of Related Funding Sources

During the review of the CSI program in the past years, community organizations requested additional information on other funders that support violence prevention activities and related services. This list includes some of the funding sources that may be appropriate for your activities.

**Ontario Women's Directorate:** [www.citizenship.gov.on.ca/owd](http://www.citizenship.gov.on.ca/owd)

The OWD, a division of the Ministry of Citizenship and Immigration, has two key areas of activity: preventing violence against women and promoting women's economic independence. Check this web site for OWD funding programs and a list of related funders.

**Canadian Women's Foundation:** [www.cdnwomen.org](http://www.cdnwomen.org)

Provides grants to organizations across Canada to help stop violence against women and build women's economic independence. See their web site for the new **Canadian Philanthropic Strategy to Prevent Violence Against Women and Girls**, the result of over 3 years of research and consultations with over 200 individuals from more than 160 women's groups and teen programs across Canada. Priority is given to organizations that serve low-income women and girls, as well as women facing multiple barriers.

**Status of Women Canada:** <http://www.swc-cfc.gc.ca/fun-fin/wcf-fcf/index-eng.html>

Funds non-profit organizations whose objectives are to promote equality for women in Canadian society. Among other areas, focuses on eliminating systemic violence against women and the girl child.

**United Way of Greater Toronto:** <http://www.unitedwaytoronto.com/>

For 2010, check the web site for new information on the UWGT grants and funding processes.

**Ontario Trillium Foundation:** <http://www.trilliumfoundation.org/>

Provides one year or multi-year funding for four sectors, including Human and Social Services. Funds projects that help communities prevent social problems and respond to emerging challenges.

**Ministry of Attorney General: Victim's Services Division:**

<http://www.attorneygeneral.ius.gov.on.ca/english/about/vw/grants/>

Invites applications from not-for-profit organizations for one year and multi-year funding. Funded programs include those related to community capacity building, police-linked community victim services, domestic violence community coordination, prevention and research.

**Government of Canada - National Crime Prevention Centre:**

<http://www.nationalantidrugstrategy.gc.ca/fund-fin/ps-sp.html>

National Crime Prevention Centre has restructured its funding activities into two new programs: Crime Prevention Action Fund and Research and Knowledge Development Fund. The programs put emphasis on results, accountability and evidence-based strategies.



## **Community Safety Investment Self Assessment Fact Sheet**

Projects that receive funding from the Community Safety Investment (CSI) program are evaluated in seven different areas, based on a standard set of funding criteria. Some of the more common ways that projects can show they meet the funding criteria are outlined on the following pages. To determine if your project would be considered for funding under the CSI, look at each criteria area, and check off all of the responses that apply to your project. You should also make note of any other ways that you can show your project meets the funding criteria. If you can check off responses for each of the funding criteria, your project may be considered for funding.

When you have completed the self-assessment form, you can use your responses to help you complete the CSI application.

**CSI Goals and Funding Priorities**

**This project is offered in the city of Toronto, for residents of Toronto**

**The project increases individual and community capacity to address the causes of violence**

I know this because:

- |   |   |
|---|---|
| <input type="checkbox"/> The Project develops new understanding of needs  | <input type="checkbox"/> The project mobilizes local resources  |
| <input type="checkbox"/> The project develops targeted initiatives to meet needs  | <input type="checkbox"/> The project develops skills  |
| <input type="checkbox"/> The project increases the number of community members addressing violence prevention and safety issues | <input type="checkbox"/> The project builds new linkages among community members or community organizations |
| <input type="checkbox"/> The project will develop a community-wide plan for action  | <input type="checkbox"/> The project will identify opportunity for systemic change                          |
|   | <input type="checkbox"/> other: _____   |

**The project supports safety for the most vulnerable groups in the community**

I know this because:

- |  |   |
|--|---|
| <input type="checkbox"/> The project identifies a focus community and the reasons it is vulnerable | <input type="checkbox"/> The project identifies barriers to participation by the focus community and equity seeking groups, and includes ways to reduce barriers. |
| <input type="checkbox"/> The project has a significant outreach component                          | <input type="checkbox"/> other: _____   |

**The project fits into at least one of the CSI priority areas**

I know this because its focus community is: (choose one)

- |   |   |
|---|---|
| <input type="checkbox"/> Children and Youth       | <input type="checkbox"/> Aboriginal community                                   |
| <input type="checkbox"/> Women and girls          | <input type="checkbox"/> Neighbourhoods   |
| <input type="checkbox"/> People with disabilities | <input type="checkbox"/> Immigrants and Refugees                                |
| <input type="checkbox"/> Seniors                  | <input type="checkbox"/> Gay/Lesbian/bisexual/transgender/transsexual community |

We serve one of the following priority Neighbourhood areas

- |   |  |
|---|--|
| <input type="checkbox"/> Crescent Town                    | <input type="checkbox"/> Kingston/Galloway   |
| <input type="checkbox"/> Dorset Park                      | <input type="checkbox"/> Lawrence Heights    |
| <input type="checkbox"/> Eglinton East-Kennedy Park       | <input type="checkbox"/> Malvern             |
| <input type="checkbox"/> Flemingdon Park-Victoria Village | <input type="checkbox"/> Scarborough Village |
| <input type="checkbox"/> Jamestown                        | <input type="checkbox"/> Steels-L'Amoureux   |
| <input type="checkbox"/> Jane/Finch                       | <input type="checkbox"/> Westminster-Branson |
|   | <input type="checkbox"/> Weston-Mt.Dennis    |

**The project will be significantly more effective with CSI funding**

I know this because:

- |  |   |
|--|---|
| <input type="checkbox"/> The project has outcomes that would not be achievable without CSI funding     | <input type="checkbox"/> The project will allow us to offer service to more community members |
| <input type="checkbox"/> The project is able to offer an additional useful service to its participants | <input type="checkbox"/> The project would not be undertaken without CSI funding              |
|  | <input type="checkbox"/> other: _____   |

<b>Responsive</b>	<p><input type="checkbox"/> <b>The project addresses a demonstrated violence prevention or safety issue</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The need has been identified by others</li> <li><input type="checkbox"/> The need is significant in the population</li> <li><input type="checkbox"/> The existence of this need is backed up by data</li> <li><input type="checkbox"/> other: _____</li> </ul>
	<p><input type="checkbox"/> <b>The project has demonstrated community support</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community members were involved in identifying the need for this project</li> <li><input type="checkbox"/> Community members have made in-kind or financial contributions to the project, or have written letters of support</li> <li><input type="checkbox"/> Community members were involved in designing the project</li> <li><input type="checkbox"/> Community members will volunteer in a direct service capacity for this project</li> <li><input type="checkbox"/> other: _____</li> </ul>
<b>Effective</b>	<p><input type="checkbox"/> <b>The project uses a model shown to be effective or will provide learnings about the effectiveness of the model</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The project model has been researched</li> <li><input type="checkbox"/> Other organizations have used the model and have achieved results</li> <li><input type="checkbox"/> We have used this model in the past</li> <li><input type="checkbox"/> There has been impact on a significant number of past participants</li> <li><input type="checkbox"/> We can identify what we want to learn about the model's effectiveness</li> <li><input type="checkbox"/> other: _____</li> </ul>
<b>Resourceful</b>	<p><input type="checkbox"/> <b>The project includes in-kind support in the project resources</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We have volunteers</li> <li><input type="checkbox"/> We are collaborating with other organizations</li> <li><input type="checkbox"/> We are using some of our existing organization resources</li> <li><input type="checkbox"/> We have received donations of land or facilities</li> <li><input type="checkbox"/> We use contributed expertise to achieve our goals and outcomes</li> <li><input type="checkbox"/> other: _____</li> </ul>
	<p><input type="checkbox"/> <b>The project can demonstrate how the project resources contribute to achieving the project outcomes</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For each of the project's resources, we know why it is required to achieve the project outcomes</li> <li><input type="checkbox"/> other: _____</li> </ul>

<b>Achievable</b>	<p><input type="checkbox"/> <b>The project has attainable goals and measurable outcomes</b></p> <p>I know this because:</p> <p><input type="checkbox"/> We have identified measures for each of the outcomes</p> <p><input type="checkbox"/> The goals can be achieved within the project period</p> <p><input type="checkbox"/> other: _____</p>
	<p><input type="checkbox"/> <b>The project is within the ability of the organization</b></p> <p>I know this because:</p> <p><input type="checkbox"/> We can provide evidence of the successful implementation of previous projects</p> <p><input type="checkbox"/> We have the capacity structures to supervise project staff</p> <p><input type="checkbox"/> We have the linkages and relationships needed to carry out the project</p> <p><input type="checkbox"/> We can demonstrate that the organization has the complementary resources needed to carry out the project</p> <p><input type="checkbox"/> other: _____</p>
	<p><input type="checkbox"/> <b>The project has a realistic workplan</b></p> <p>I know this because:</p> <p><input type="checkbox"/> The project activities are clearly defined</p> <p><input type="checkbox"/> Responsibility for each task has been assigned</p> <p><input type="checkbox"/> The schedule for completion of the activities is defined and achievable</p> <p><input type="checkbox"/> The resources needed for each activity in the project have been identified and assigned</p> <p><input type="checkbox"/> other: _____</p>
	<p><input type="checkbox"/> <b>The project operates on a balanced, realistic budget</b></p> <p>I know this because:</p> <p><input type="checkbox"/> The project total income and total expenditures are the same</p> <p><input type="checkbox"/> We already have some approved funding</p> <p><input type="checkbox"/> We have identified sources for all of the funds needed for the project</p> <p><input type="checkbox"/> The funding requested from each source is an amount that fits their funding patterns</p> <p><input type="checkbox"/> other: _____</p>

<b>Accountable</b>	<p><input type="checkbox"/> <b>The project's implementation will be routinely monitored</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We have monitoring plans</li> <li><input type="checkbox"/> We have identified the data we will collect</li> <li><input type="checkbox"/> We will collect data in the project and review it</li> <li><input type="checkbox"/> We will have a mechanism (committee) or process to take action based on that data and generate outputs</li> <li><input type="checkbox"/> other: _____</li> </ul>
	<p><input type="checkbox"/> <b>The project uses an evaluation component to measure the project effectiveness</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We have identified our monitoring data and how it relates to our goals and objectives</li> <li><input type="checkbox"/> We have indicators of success</li> <li><input type="checkbox"/> We have a process to make reports to management staff and committees</li> <li><input type="checkbox"/> We have staff meetings to evaluate modifications to our project model</li> <li><input type="checkbox"/> We have identified evaluation tools such as surveys, tests, interviews and consultations for the project</li> <li><input type="checkbox"/> other: _____</li> </ul>
	<p><input type="checkbox"/> <b>The project uses sound financial management practices</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We have expertise managing similar projects</li> <li><input type="checkbox"/> We already have policies in place for petty cash, donations and other financial areas that we will use for the project</li> <li><input type="checkbox"/> We have management structures such as a Finance Committee to review the project's finances</li> <li><input type="checkbox"/> We already have reporting tools such as quarterly reports and cash flow analysis in place that we will use to monitor the project's finances</li> <li><input type="checkbox"/> We have annual processes in place such as annual budget development and an annual audit financial audit that we will use to manage the project finances</li> <li><input type="checkbox"/> The projects finances will be managed by a trustee organization</li> <li><input type="checkbox"/> other: _____</li> </ul>
	<p><input type="checkbox"/> <b>The project will make information about its project activities and outcomes available to the community</b></p> <p>I know this because:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We will have a significant outreach component</li> <li><input type="checkbox"/> We will include this information in a newsletter</li> <li><input type="checkbox"/> We can pass on the information in committees</li> <li><input type="checkbox"/> We will share the information with community and service provider networks</li> <li><input type="checkbox"/> We will send the information to our mailing list</li> <li><input type="checkbox"/> We will have meetings to pass on the information</li> <li><input type="checkbox"/> We will share the information at our Annual General Meeting</li> <li><input type="checkbox"/> We will include the outcomes in our Annual Report</li> <li><input type="checkbox"/> other: _____</li> </ul>

<b>Accessible</b>	<input type="checkbox"/> <b>The project is free or affordable for the intended participants</b> I know this because: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> The project is free for participants         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> We can show that we implement our fee policy and waive fees for eligible participants         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> The project has a policy and procedure to waive fees and we make participants aware of this         </td> <td style="border: none;"> <input type="checkbox"/> other: _____         </td> </tr> </table>	<input type="checkbox"/> The project is free for participants	<input type="checkbox"/> We can show that we implement our fee policy and waive fees for eligible participants	<input type="checkbox"/> The project has a policy and procedure to waive fees and we make participants aware of this	<input type="checkbox"/> other: _____	
	<input type="checkbox"/> The project is free for participants	<input type="checkbox"/> We can show that we implement our fee policy and waive fees for eligible participants				
	<input type="checkbox"/> The project has a policy and procedure to waive fees and we make participants aware of this	<input type="checkbox"/> other: _____				
<input type="checkbox"/> <b>The project includes steps that address barriers to accessing our program for equity-seeking groups</b> I know this because: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> We have identified the equity-seeking groups         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> We have modified the project design to address these barriers         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> We have identified their barriers to participation         </td> <td style="border: none;"> <input type="checkbox"/> other: _____         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> We have included additional support to address these barriers         </td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> We have identified the equity-seeking groups	<input type="checkbox"/> We have modified the project design to address these barriers	<input type="checkbox"/> We have identified their barriers to participation	<input type="checkbox"/> other: _____	<input type="checkbox"/> We have included additional support to address these barriers	
<input type="checkbox"/> We have identified the equity-seeking groups	<input type="checkbox"/> We have modified the project design to address these barriers					
<input type="checkbox"/> We have identified their barriers to participation	<input type="checkbox"/> other: _____					
<input type="checkbox"/> We have included additional support to address these barriers						
<input type="checkbox"/> <b>The project includes steps to ensure that it is reflective of the community served</b> I know this because: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> We have identified the equity-seeking groups in the focus community         </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> We have ways to accommodate the differing needs of the project participants (e.g. child minding, TTC etc.)         </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> We have targeted outreach activities         </td> <td style="border: none;"> <input type="checkbox"/> other: _____         </td> </tr> </table>	<input type="checkbox"/> We have identified the equity-seeking groups in the focus community	<input type="checkbox"/> We have ways to accommodate the differing needs of the project participants (e.g. child minding, TTC etc.)	<input type="checkbox"/> We have targeted outreach activities	<input type="checkbox"/> other: _____		
<input type="checkbox"/> We have identified the equity-seeking groups in the focus community	<input type="checkbox"/> We have ways to accommodate the differing needs of the project participants (e.g. child minding, TTC etc.)					
<input type="checkbox"/> We have targeted outreach activities	<input type="checkbox"/> other: _____					