Université de Montréal

CONNECTING TO KIDS

A PROJECT ABOUT WORKING WITHIN OUR COMMUNITY
BUILDING THE UNIVERSITY’S COMMITMENT TO HELPING CHILDREN REACH THEIR FULL POTENTIAL

A PROJECT FUNDED BY THE 2010 ACADEMIC ENHANCEMENT FUND
UNIVERSITY OF MANITOBA FACULTIES OF MEDICINE, SOCIAL WORK, AND KINESIOLOGY AND RECREATION MANAGEMENT

Submitted to Dr. David T. Barnard, President and Vice-chancellor
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Any errors or omissions are the responsibility of the lead authors responsible for the final product. This can be considered a start to the work that needs to be done, not the end, and your ongoing input is valued.

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EXECUTIVE SUMMARY

Community engagement is about listening to people’s own stories, respectful relationships and shared learning. That was our first teaching from elders. People who live in Winnipeg’s inner Winnipeg community encourage their children to dream about their futures and to achieve those dreams. There is a deep commitment at the University of Manitoba (UM) to community engagement. There are many and varied resources at the university. Some of us already work with organizations, children, youth and their families across the province. There is an opportunity to do more together, to work in good faith as neighbours.

Honorary Doctorate Richard Frost made this commentary at his inauguration at the UM Convocation in 2009:

I challenge the faculty and students to muster UM resources to address the reality that some children in Manitoba have a 90% chance of finishing high school while others have a 25% chance even though they started with the same potential at birth.

Richard Frost, Chief Executive Officer of the Winnipeg Foundation, volunteer and philanthropist, called on the UM to address the root causes of this inequity. The response to it needs to fit together into a strategy, be sustainable, link to work already under way, be credible and continually improved. Collectively, we know what needs to be done. There is no question that inequities exist. Much of it is being documented at the university!

The need for long term commitment is addressed in the State of the Inner City Report: We’re in it for the Long Haul, Canadian Centre for Policy Alternatives–Manitoba Branch (CCPA–MB) (2010) on page 2:

...the journey to economic and social justice for people living in inner-city communities is long and slow. While outsiders are bombarded with media images of crime and despair, inner city organizations know that many positive gains have been made. They also know that the inner city is extremely vulnerable and outsiders continue to lack understanding about the complexity of issues and how best to address them. The answers, they say, are in the community, and the best way policy makers can help is to listen to the community and support them on the road to economic and social transformation.

Putting into practice the concepts of engaged scholarship, social medicine and community engagement is about responding to this challenge. This project is about taking the necessary first steps to engage with the community around us at the Bannatyne Campus and the William Norrie Centre. The opportunity is for the entire university to respond to Richard Frost’s challenge. It is the right thing to do for the children and for the university.

This report details some of the work going on, both in and between the Winnipeg’s inner city and across the University of Manitoba. It is impossible to capture it all here, but the breadth of activity is recorded here. The inner Winnipeg community is open to long term, respectful engagement that reflects humanism and social justice. We bring forward ideas about how the University of Manitoba can enable children and youth to reach their full potential.

THE PROCESS OF CONSULTATION

Since April 2010, the project team titled UM Connecting to Kids sought guidance from aboriginal elders; consulted with inner city schools, community agencies and organizations; and talked with leaders, faculty, staff and students at the university. We listened to their stories, learnt about the lives of others, reviewed the literature on community/university engagement and learnt about what works to support children in reaching their full potential.
There are many agencies working in and with the inner city. There are initiatives underway in Winnipeg and Manitoba involving the inner city but arising through various channels. These include the Winnipeg Poverty Reduction Council, Neighbourhoods Alive, and the Premier’s Council on Poverty, Education and Citizenship. Healthy Child Manitoba (HCM) is the Government of Manitoba’s long-term, cross-departmental strategy for putting children and families first. With its community partners, the Province of Manitoba has developed a network of supports and strategies for children, youth and families.

During this project, 225 people from the inner Winnipeg community provided input. Feedback about the UM and its work in the inner city was received through in-depth discussions with the public and representatives from 31 agencies during 35 sites visits and meetings. Over 100 UM faculty members, staff and students across 20 faculties and schools responded to questions about their work. They are engaged in a variety of activities within the inner city. Detailed information about inner city agencies, the work of the UM and related initiatives are found in the appendices.

**PERCEPTIONS OF THE UM**

Each person at the UM who contributes to the inner city demonstrates a deep commitment to her/his work, is creative, enthusiastic, has new ideas and goes the extra mile to succeed. Their contributions are appreciated by the organizations and people they touch. Despite this activity, the UM is not perceived to be a natural partner in the inner city. As an institution of post secondary education, the University of Manitoba does not have a visible profile there; the Inner City Social Work Program at 485 Selkirk Avenue is the face of the UM. For many people living in the inner city, should they be able to attend the UM, they likely will be the first in their family to do so. Experience with and knowledge of the UM was limited in the general community. The Bannatyne campus generally is thought to be part of the HSC complex, not part of the University, despite the presence of the faculties of Pharmacy, Dentistry, and Medicine and the School of Medical Rehabilitation.

The Fort Garry campus is seen as a small town, far from the reality of life in the centre of Winnipeg. It is a place to drive by, but not to enter. It is perceived that if aboriginal or inner city residents do go to the UM that they will be unwelcome; will get lost amongst the buildings; will not know people; and therefore not be able to ask for help. Fears were expressed that they will be judged on the basis of where they live and how they look and that assumptions will be made in relationship to their heritage. Inner city youth said they were concerned about their ability to finance their studies and costs like transportation. They do not often own cars and travel by public transportation is time consuming.

The reality of the university is that while there are hundreds of aboriginal students at the UM, there is under-representation of aboriginal and other inner city citizens amongst the faculty, staff and students. On the university’s part, an aboriginal executive lead has been recruited. All COPSE funded ACCESS programs at post-secondary institutions across the province have recently been reviewed with a look to see if they are meeting contemporary needs. Many of the UM ACCESS programs have been in place for more than 25 years. The UM ACCESS Program at Fort Garry campus has recently hired a new director.

**IMPROVING ACCESS TO THE UM**

Improving access to post-secondary education is important to the inner Winnipeg community, particularly as professional programs such as law and architecture are offered only at the UM. Youth said they were not encouraged to go to university by their schools. Information about programs, expertise and other resources at the UM is not seen as accessible. It was requested that information specific to student needs such as how to apply for entrance; types of scholarships and financial support available; and the ACCESS programs be delivered with a personal touch.
Some modest changes suggested were making application for university entry less complicated; bringing information and UM recruitment to the inner city; exposing children, youth and their families to the UM; and collaborating with established programs like Career Trek and the Community School Investigators Summer Learning Enrichment Program (CSI). It is noted that other provinces and institutions in Canada have initiatives for those who are the first in the family to attend university.

The question was asked, “Is the university ready to receive and welcome students from the inner city?” This raises the question of whether the UM understands the heritage of and challenges faced by inner city residents. Does the UM leadership, staff and students understand and empathize with the previous experiences of the First Nations, Métis and Inuit peoples and of new Canadians? How will aboriginal teachings be incorporated? Will the learning environment at the UM be culturally safe? Will discrimination be addressed? To respond to these questions, the university will need to meet with inner city and aboriginal leaders and elders.

While this report focuses on children and their families, it was pointed out that many men and women begin their families early in life. Opportunities for adults to return to university and attend classes close to home in the inner city would be well received.

CONNECTING WITH THE INNER WINNIPEG COMMUNITY

The inner city is a vibrant community, has much to offer and it asks for little in return. There is resilience and strength in the people; relationships and leadership are strong. There is openness to working together with the UM. Agencies welcome students and engage in research with professors. There is interest in expanding both.

Not all experiences with the UM have been positive and suggestions are made for improvements. Placements of students within organizations need to be mutually beneficial; longer term placements are preferred to short term exposures; and standard approaches to student placements need to be defined. Community organizations would like to be recognized as equal partners in well planned and long term placements so students can really learn how to make a difference. Agencies that host students have related expenses that the university needs to consider as a cost of doing business.

The inner Winnipeg community wants to know about the best research available to help its children and youth, but it also wants help to answer its questions. Organizations are requesting help with writing funding proposals, support for program evaluation and input to decide on the best program to introduce. Using some examples like the Pro Bono legal clinics, it is possible for the UM to develop support for these requests. The Summer Institute on Program Evaluation at the UM is one example of responding to a community need. The new Legal Help Centre, a UM/UW collaboration, is an example of improving access to university resources.

Community/university collaboration is contributing to important issues such as housing, social justice, women’s issues, crime and violence. The community commented that the UM voices of advocacy are present, but are not always heard and that it is difficult to know how to contact UM experts. The request is for the UM to develop easier access to information about the resources at the UM and ways to connect with UM faculty members. In part, this will require improvements in communication and to the UM website, but it also means being in the community and connecting in person.

ENGAGING WITH THE COMMUNITY

Community/university engagement is a two–way street. Knowledge needs to be exchanged. The lived experiences are told as personal stories in the inner Winnipeg and need to be heard. We need to listen. There are opportunities for the UM to advance community engagement through expanding service learning, explicit support for faculty to participate and recognition of their work, supporting opportunities for volunteerism, offering access to facilities and programs by eliminating or reducing fees, moving activities into the inner city and opening routes of communication.
As we listen to the elders, it is clear that taking time to develop relationships is fundamental to working together. This means the UM needs to be present in and work with the community, integrate into its activities and understand its life. The two stories that follow tell you what working in the community really means. They demonstrate commitment and working together, show that success takes time to cultivate and that persistence is needed to gain the goals.

Elders and leaders want the opportunity to meet with senior university administrators to establish trust; to talk to them about their children; and to know that the university will work in the best interests of their children. There is an opportunity to do more to help children who live in the inner city to reach their full potential. Some of the needed changes can be implemented by the university now.

Dr. Josie Hill, Co–Executive Director Ma Mawi Wi Chi Itata Centre and founding member of CLOUT, talks about the inner Winnipeg community in the State of the Inner City Report 2010 (CCPA–MB), page 3:

You don’t build a community by looking at what’s wrong with it... You know it’s like a small community the inner city. It’s like a small town in a way. We all know each other we all hopefully try to watch out for one another as much as we can... Get to know us and get to know the people we are working with. And be prepared to look at the world differently and be prepared to build relationships with people. Because I think if the leadership outside the community has a real relationship with the people they wouldn’t be able to turn their backs or be able to not support the kinds of things the community needs.

Meaningful long term engagement needs to be studied thoughtfully and undertaken carefully. The inner Winnipeg community is ready to engage with the University of Manitoba.

SUMMARY OF THE OPPORTUNITIES FOR COMMUNITY/UNIVERSITY ENGAGEMENT

The opportunities identified here capture ideas that arose from the interviews with aboriginal elders, UM faculty, staff and students and the inner Winnipeg community. They are directed to the UM as it musters its resources to address the inequities facing inner city children and their families that prevent them from reaching their full potential. Detailed recommendations are found throughout the text and summarized in the final section on Conclusions and Summary of the Opportunities for the University of Manitoba.

1. Opportunities for Community/University Engagement and Collaboration

By developing a philosophy of engaged scholarship, responding to community concerns and being more present in the inner city, the UM would signal that a new era of collaboration and engagement is beginning. The process of building community engagement starts with building trust and relationships by meeting with Aboriginal leaders and leaders of the inner city. It means demystifying the University of Manitoba for the inner Winnipeg community, and vice versa, by creating new positive community/university experiences.

2. Opportunities to Improve Access to Post Secondary Education (PSE)

There are opportunities for the UM to improve access to PSE for inner city youth and adults by changing approaches to recruitment, improving its communication with the inner city, and creating an environment at the UM that is welcoming and culturally safe for everyone. A strategy for pipeline programs should be developed and support provided to those programs that are shown to be successful and consistent with principles of community engagement (Biomedical Youth Program and Career Trek).
3. Opportunities to Improve Student Placements and Service Learning

There are opportunities to improve the inner Winnipeg community experience for students, community and faculty members by encouraging inner city placements, developing consistent expectations of students and their supervisors across faculties, and expanding service learning.

4. Opportunities for Knowledge Exchange and Research

Knowledge exchange is a two way street and both the community and the university want their respective knowledge to be honoured. There are opportunities to improve knowledge exchange and research by doing projects together to answer compelling questions, responding to the needs of the community for supports in program evaluation and proposal writing and welcoming community elders and teachers to the UM and UM researchers into the community. These types of activities can valued by the UM in the process of academic promotion and tenure.

5. Opportunities to Provide Community Funding Support

By recognizing that many community agencies welcoming students and researchers have tenuous funding arrangements and that there are expenses related to hosting UM activities, the UM could participate in a process to address these issues, along with other organizations.

6. Opportunities for Advocacy and for University Advocates

The UM is an important resource for advocacy about many inner city and aboriginal issues. Many faculty, staff and students already are advocates for children and inner city issues. There is a need to enhance the ability of community to address important issues in collaboration with experts and advocates at the UM. There are opportunities to simplify access to experts by the community and to support mechanisms for university colleagues to collaborate amongst themselves, as has happened with the Centre for Human Rights Research Initiative. Faculty members' contributions to equity issues can be valued within UM processes.
CHAPTER 1

INTRODUCTION
Richard Frost, Honorary Doctorate, noted in his University of Manitoba Convocation address in October 2009 that some children in Manitoba had a 90% chance of finishing high school while others had a 25% chance even though each started with the same potential at birth. He called on the university to muster its energy and address the root causes so that so much valuable potential is not wasted.

This project is about mustering the resources of the University of Manitoba (UM) to contribute leadership and energy to make the dreams of children come true. It focuses on Winnipeg’s inner city. Creating an environment of engaged scholarship between the inner city and the UM along with others like the Winnipeg Regional Health Authority and Healthy Child Manitoba makes sense and can change the picture painted by Dr. Frost.

The other objectives are to understand the current view of the UM from the community, learn about what the UM is already doing, enhance collaborative team work, interprofessional education, knowledge exchange, advocacy and volunteerism amongst faculty members, students and staff across the UM.

Between April 2010 and June 2011, a project team undertook a consultation in the inner city and at the university. The geographic area in which we worked was defined as the neighbourhoods around the William Norrie Centre and the Bannatyne Campus. Current community initiatives, activities and programs aimed at children and their families were documented. A better understanding about how the university is understood in the community resulted from a consultation with the community. Through interviews and meetings, information was collected on the work being done at the UM relevant to the inner city. The literature was searched for relevant information and community reports were read.

In this report, we present the findings of the consultations, offer ideas about opportunities for engagement of the university with the community and document what is known (at least in part) about important interventions to support children in reaching their full potential and models for engagement. As the aboriginal elders point out, it is the first little steps to moving forward. This can be the start of the UM’s response to Dr. Frost’s challenge.

We admire the resiliency and strengths of the community. We learnt what it takes to be a good neighbour. We heard from community members that the UM needs to be more present in the community. One leader noted:

They should just come over the Salter Street Bridge and come to the north end. Lots of University of Manitoba students have never been here. Then they come and teach our children!

To begin, we offer you some thoughts from the community as heard through their voices. Then there are two stories about successful initiatives between the community and the UM. One is about developing a day care centre on Selkirk Avenue and the other is about how a diploma program was developed with the community and the University of Winnipeg. They demonstrate the time commitment and persistence needed to accomplish important goals.

## 1.1 COMMUNITY VOICES: LISTENING DURING THE CONSULTATION

**THEME: THINKING ABOUT ATTENDING THE UNIVERSITY OF MANITOBA**

- If you give youth a way to achieve their dreams, they will go (to university).
- There are problems just maintaining everyday life, besides looking at school.
- How do you get inner city youth to focus on university? Even straight A students get a job—a dead end job. How can we tap into the strength of students?
- At Fort Garry campus there is always rushing between buildings and no socialization.
THEME: THE REALITY OF LIFE

- Money is an obstacle.
- We are overwhelmed, stressed, not sure where to get help.
- Social assistance is a rut. They have work incentives but not any real education incentive.
  The recent change with EIA to allow for two years of education does not allow people to get a degree.
- Maples push students, Inner city schools don’t push students to go past grade 12.
- The school had handouts to tell what you need to get in (prerequisites)—intimidating!
- How can we engage inner city parents in learning?
- One area we struggle with is early childhood care and day care. The demand keeps growing.
- What could the UM do to support the community in providing day care?
- Need to have adult education programs—to have older Aboriginal people get in.

THEME: WHAT THE UM COULD DO TO ENGAGE WITH CHILDREN AND YOUTH IN THE COMMUNITY

- We have been in the business of working with youth for decades now. There are no new ideas.
  We need to put into place what we do know!
- Bring performing arts to inner city as youth are interested in performing arts.
- Students are interested in music, sports and meeting the UM players, medical field, focus on First Nations,
  computers, tutoring in computer literacy, working with multimedia.
- We need role models in the schools—especially Aboriginal students going to university.
- We need tutors, counselling, academic advisors to fit the student to the right program.
- Provide more support for single parent families, possibly a mobile mini–u.
- Do mini–U in the downtown area rather than way out in Fort Garry.
- Do programs with kids that gives them the idea of what the UM offers.
- Have UM programs exposed at all high–schools.
- Could Art City classes be a course at UM in art and community development?
- The Aboriginal Centre (of Winnipeg, Inc.) needs more recruitment done here.

THEME: QUESTIONS AND PERCEPTIONS ABOUT THE UM

- How will UM outreach be different from what UW does? Will there be downtown campuses?
- How many Aboriginal profs are there?
- How can they ensure Aboriginal knowledge is taught and maintained?
- How do we find experts at the university?
- How to get info other than from the UM website?
- We won’t participate in research unless we know it is going to be used to improve the lives of kids.

THEME: EDUCATION FOR ABORIGINAL STUDENTS

- The members of the Aboriginal Council have a lot of questions such as: what is the UM doing now?
  What is the process for getting the UM involved? Who are the contacts?
- Aboriginal Council is seeking recognition as PSE institution with COPSE funding.
- In Saskatchewan there is a First Nations University; how can we determine the fit here?
1.2 THE STORY: MAKOONSAG INTERGENERATIONAL LEARNING CENTRE (MILC)

THE PRODUCT

The Makoonsag (Many Little Bears) Intergenerational Learning Centre (MILC) will be home to a 52–space infant and childcare centre serving children of students from both the UM’s Inner City Social Work Program at the William Norrie Centre at 485 Selkirk Avenue and the Urban Circle Training Centre at 519 Selkirk Avenue.

START DATE 2006 COMPLETION DATE 2011

THE STORY

The vision for Makoonsag came from the Elders and youth of the inner city community and the entire community is excited to see the program finally come to fruition! Expected to open in September 2011, renovations are underway on the facility at 527–529 Selkirk Avenue. In summer 2011, the back lane of Selkirk Avenue will be reconstructed allowing a permanent road entry to the facility off Pritchard Avenue and safe access to the three adjacent properties that will be the outdoor play area for Makoonsag’s children. MILC will focus on strengthening families, community capacity building and addressing the many challenges of an impoverished segment of Winnipeg. While the community has experienced renewal within the past decade, many residents still fail to have their basic needs met in areas such as income, housing, opportunities for education and training, employment and childcare.

Some of the intergenerational activities expected to be incorporated into MILC programs include: parenting classes, cross-cultural events that will help bridge Aboriginal communities and newcomer communities, cultural teachings and gatherings that are inclusive of every nation in the Circle of Life, health prevention programs, creative arts programming, traditional dancing and drumming lessons, workshops and training in gang awareness, life skills, financial management, neighbourhood safety, nutrition, FASD, ADHD awareness and assistance, language classes, Elder’s Gatherings and intergenerational/inter-agency celebrations. MILC will build on the strengths in our community where families feel supported, where strong Aboriginal role models and respected Elders are engaged in program delivery and where trust has been established.

An exciting feature of the MILC is the partnership with Red River College and development of a Demonstration Centre for Early Childhood Education. Housed at the William Norrie Centre, 23 Aboriginal students started a two-year Early Childhood Education Diploma in February 2011. The program, guided by Elders, has incorporated Aboriginal teachings into the curriculum and has a full-time cultural advisor, a first for Manitoba. A research and evaluative component will measure outcomes and the impact of this unique model of both child care and educational opportunities for workers in this field.

WHAT IT TOOK TO GET IT DONE

Since 2006 the Inner City Social Work Program has been partnering with Urban Circle, Red River College, Child Care Manitoba and the North End Community Renewal Corporation in the planning, design and implementation of ‘Project Makoonsag’. The Director of the Inner City Social Work Program and the Development Officer at Urban Circle Training Centre co-chair the Steering Committee. Two Elders, Stella Blackbird and Stan McKay, have supported and guided the project since its inception. Recently, a third Elder, Audrey Bone has joined the committee. There has been widespread community consultation in particular with students from the two institutions, a collective and integrated design process with Prairie Architects, forging of strong community partnerships and garnering support from the private and public sectors. With a grant from the United Way in 2007,
a part-time employee was secured to assist in “animating” the community and the project. An Early Childhood Education consultant was hired on contract to design options for both governance and program models that would fit with a community-based perspective within the child care centre, reflective of Aboriginal traditions of intergenerational child rearing, while meeting the provincial operational standards for child care centres. Red River College is producing a video documentary about the development of the MILC.

Facility renovations are estimated to cost $2.6 million of which $2.2 million has been secured. The Development Officer for Urban Circle took the lead in writing many applications for funding and Urban Circle has assumed responsibility for all accounting and reporting and applications for zoning and building. The facility at 527–529 Selkirk was purchased for Urban Circle by a private donor. The Board of Urban Circle approved the purchase of the three lots on Pritchard Avenue. Capital grants have been received from the Winnipeg Foundation, City of Winnipeg, the Province of Manitoba, Government of Canada and some corporate/private funders. The intent is to raise all the capital funds needed before the opening but a plan for a mortgage with Assiniboine Credit Union has been negotiated, if required. Approached by ICSWP students, UMSU has agreed to provide an annual grant to MILC to help offset costs to extend childcare hours on Wednesday evenings and Saturday mornings when part-time students in the ICSWP have classes. At a recent ICSWP student-led fund-raising event, approximately $7,500 was raised including a donation of $5,000.00 from UMSU. Operational grants from Manitoba Child Care have already been secured for the program. Hiring of the Executive Director of the MILC is underway as is the transition from a Steering Committee to a community-based, parent-led Board of Directors. Urban Circle is launching a fundraising luncheon for potential corporate donors.

WHY DID WE DO IT?

Over 175 students attend the Inner City Social Work Program annually. This ACCESS program is designed for people who face formidable barriers: poverty, racism, extended family responsibilities, exceptional life trauma and/or have faced major life transitions such as fleeing a war torn country. All students have experienced intergenerational poverty and the lack of recreational and educational opportunities. More than 70% of the students are of Aboriginal heritage, 15–20% are newcomers to Canada and others are individuals who have experienced major life difficulties. They require programs and services that will strengthen their ability to participate in Canada’s economy. Lack of safe, affordable, accessible child care has been a formidable barrier to success for many of the students, the majority of whom are sole-support mothers. Many students are eager to learn ways to be stronger parents and all desire to live in a safe and healthy community. Graduates go on to provide social services in the inner city, assume leadership roles and provide role models. There are many ICSWP and Urban Circle “moms” awaiting the grand opening of the Makoonsag Intergenerational Centre.

THAT IS WHAT IT TAKES TO GET IT DONE!
I.3 THE STORY: THE COMMUNITY RECREATION AND ACTIVE LIVING (CRAL) DIPLOMA

THE PRODUCT
A diploma program involving two universities developed with the community focusing on physical activity and recreation, combined with an opportunity for education and with the option to move on to more advanced post secondary and future employment.

START DATE 1999 COMPLETION DATE ANTICIPATED 2012

WHAT IT TOOK TO GET IT DONE

In 1999, the UM Faculty of Kinesiology and Recreation Management received an Employment Equity Incentive Grant to aid in recruitment and retention of Aboriginal students. The need for a long–term plan was apparent and led to community consultations in 2003 with rural and urban Aboriginal community groups including the Northern Interlake Recreation Association, Peguis First Nation, urban Winnipeg community groups, Children of the Earth High School, Skownan First Nation and The Pas community. These consultations were led by the Faculty of Kinesiology and Recreation Management (FKRM) in partnership with the UM Aboriginal Focus Programs (Extended Education) and funded by the UM Strategic Development Fund. On March 2nd, 2005 the Faculty Council of the FKRM supported a motion to support the CRAL diploma in principle.

Adopting a model recommended by the Aboriginal Focus Programs, the FKRM also received funding from the UM Major Community Outreach Award to revise three courses by adding Aboriginal perspectives completed in 2005–2006. In the spring of 2009, FKRM Dean Jane Watkinson met with Dean David Fitzpatrick, Faculty of Arts, University of Winnipeg, to initiate a collaboration between the two universities on the delivery of the CRAL diploma. The Director of the Urban and Inner–City Studies program at UW and the Director of the Inner City Social Work program at UM were actively involved. Collaboration between the two institutions creates opportunities for students to transfer CRAL credits to a variety of degree programs. Faculty Council of the FKRM unanimously approved the CRAL diploma in the spring of 2010. The Faculty Council of the Department of Kinesiology and Applied Health at The University of Winnipeg also unanimously approved the proposal in the spring of 2010. The proposal was accepted in principle by the University of Winnipeg Senate and permission was granted to submit a joint letter of intent with the University of Manitoba to the Council on Post Secondary Education. COPSE invited a full proposal in early 2011. Next steps are UM Senate approval in 2011, submission to COPSE in 2011, and anticipated implementation in 2012. Pilot courses have been successfully delivered since 2009.

Development of the CRAL diploma was energized by the involvement of a variety of community groups from the north end of Winnipeg including Ndinawe, the North End Community Renewal Corporation, The Families And Communities Together (FACT) Coalition, the Manitoba Métis Federation, the City of Winnipeg and the Winnipeg Regional Health Authority. Funding for development and delivery of the initial pilot courses was provided by the City of Winnipeg, the North End Community Renewal Corporation and the FACT Coalition (Point Douglas area). Ndinawe Youth Resource Centre provided space and organizational support for the CRAL working group development meetings. These organizations supported recruitment and retention of students within the program and participated in evaluation of the courses.

THAT IS WHAT IT TOOK TO GET IT DONE!
CHAPTER 2

THE PROCESS OF CONSULTATION WITH THE
COMMUNITY AND THE UNIVERSITY
To begin the process of learning about the community and the university, a project team was developed and included aboriginal elders, members from the community and from the university. Guidance from aboriginal elders was sought through talking circles, meeting with elders at Thunderbird House and the Kookums (grandmothers) Council. A coordinator was recruited for the project along with three university students who worked as research assistants. Regular meetings were held. The project team is listed in Appendix A. The geographic area of interest is bounded by Arlington Street on the west, Burrows Avenue on the north, Red River to the east and Portage Avenue, including the West Broadway community, to the south. See Figure 1.

During the period May 2010 to June 2011, an environmental scan was implemented to explore the inner city within the context of services in the city of Winnipeg and policies of the government of Manitoba. The UM’s engagement with the inner city community related to children and their families was explored. The findings reported here accurately reflect the breadth of activity, but is not comprehensive. The process of consultation took several phases.

2.1 CONSULTATION WITH ORGANIZATIONS AND NETWORKS

In the early part of the project contact was made with not-for-profit organizations and governmental agencies that were known to fund or deliver services and programs in the inner city. A request made for information or a meeting was held with them to understand their respective roles by one or more members of the team. This included the federal and provincial governments, the Winnipeg Regional Health Authority (WRHA), networks, committees, councils and neighbourhood development corporations that address poverty, literacy, housing and other community issues.
2.2 CONSULTATION WITH THE INNER CITY COMMUNITY

Advice was provided by aboriginal elders that the project team should begin to meet the community through informal visits and should seek guidance on the process for the community consultation. Thus, the University project team members made 13 visits to 11 sites run by seven different organizations to discuss their programs and to request direction on the UM consultation process. The advice from the community leaders was to work through organizations that are already in touch with community members and to review the current relevant community reports.

During the formal consultation, five groups hosted the project team during one of its regular meetings. A presentation was made; discussion followed and was recorded; attendees were given a contact name to encourage follow-up with further comments or ideas. The duration at these sessions was typically 20–30 minutes. On three occasions, in depth discussions were held with directors of organizations or with their leadership team.

On 13 occasions, an organization hosted a meeting of community members and/or staff and leaders from other agencies. A presentation was made; large group discussion ensued; small group discussion of two to four people followed. People offered to tell their stories about interaction with the UM. They were asked to comment on their experience with UM/community collaboration and engagement, student placements, exchange of knowledge and research, access to post-secondary education, costs to their organization incurred when they worked with the UM and advocacy. The duration of these sessions was from 90–120 minutes. The Spence Neighbourhood Research Hub was hired to record at the meetings. This was supplemented by note taking by the projects’ team members and research assistants.

Efforts were made to contact and gather feedback from organizations working with newcomers to Canada and from immigrants themselves. This was done by meeting with the parent group at Hugh John Macdonald School with interpreters and visiting and meeting with the Immigrant Refugee Community Organization of Manitoba (IRCOM), the Network of War Affected Newcomers (NOWAN) and the Manitoba Ethno-cultural Advisory and Advocacy Council.

These activities resulted in contact with 225 people representing 32 agencies. A list of the meetings of organizations or councils that were attended or that hosted in-depth consultations are listed in Table 1. A detailed list of the agencies that were represented in the consultation is provided in Appendix B.

The voices of the community represent a variety of community members including youth and representatives from community agencies and councils. Excerpts from meetings are reported in Appendix C.

Over the course of the year, the project team members attended and sponsored community events such as Christmas celebrations, community feasts and volunteer recognition. The welcome from the community was always warm.
<table>
<thead>
<tr>
<th>Table 1: List of Meetings with Community Groups and Organizations</th>
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<tbody>
<tr>
<td>Aboriginal Council</td>
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<td>Aboriginal Visioning for the North End</td>
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<tr>
<td>Career Trek</td>
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<tr>
<td>Central Neighbourhoods Development Corp.</td>
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<tr>
<td>City of Winnipeg – Community Services Department</td>
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<tr>
<td>Coalition of Community Based Youth Serving Agencies – Advocacy Committee</td>
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<tr>
<td>Community Ministries</td>
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<tr>
<td>Immigrant Refugee Community Organization of Manitoba (IRCOM)</td>
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<td>Ka Ni Kanichihk Youth Council</td>
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<td>Kookum’s Council</td>
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<td>Ma Mawi Wi Chi Itata</td>
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<td>Manitoba Ethno–cultural Advisory and Advocacy Council</td>
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<tr>
<td>Neighbourhood Corporations Executive Directors</td>
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<tr>
<td>Network of War Affected Newcomers (NOWAN)</td>
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<td>Networks of Networks (Healthy Child Manitoba)</td>
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<td>North End Community Leaders Group</td>
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<td>Pathways to Education (Canadian Education Development Association)</td>
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<tr>
<td>Thunderbird House – Elders Council</td>
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<tr>
<td>West Broadway Network</td>
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<tr>
<td>West Central Women’s Resource Centre</td>
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<td>West End Network</td>
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<tr>
<td>Winnipeg Poverty Reduction Council</td>
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<tr>
<td>Winnipeg School Division – Hugh John Macdonald School – Parents Group</td>
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<td>– Inner City School Principals Committee</td>
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2.3 CONSULTATION WITHIN THE UNIVERSITY OF MANITOBA

2.3.1 CONSULTATION WITH FACULTY MEMBERS
Recruitment of university faculty members began with referrals originating from the UM Connecting project team who knew of colleagues who were involved in the inner city community. During their interview, these individuals were asked for names and contact information of other faculty members who are also involved. A snowball sampling effect evolved.

Faculty members were interviewed either in person or on the phone and asked questions based on three main topics within the context of children and families in the inner city: (1) research, (2) education and (3) service or volunteer activities. In all, over 100 faculty members from 20 faculties responded.

2.3.2 STUDENT GROUPS
Recruiting student groups involved four strategies: (1) emailing student groups within UMSU through the UMSU website; (2) emailing various department/faculty-specific student groups from their respective websites; (3) presenting the project at a monthly UMSU Executive Council meeting and requesting input and participation; and (4) in follow-up to the council meeting, an email request for input and participation distributed by UMSU Vice President of Student Services to the executive council members of all student groups associated with UMSU. These endeavours did not result in a significant response. It is noted that student groups are primarily concerned with the student body and student advocacy, thus typically did not have mandates that extended beyond UM’s community and/or the students they are representing. However, student led initiatives do exist and are recorded to the extent possible.

2.3.3 FACULTY PROGRAMS AND INITIATIVES
Two strategies were implemented in surveying Faculty–initiated or supported programs and initiatives: (1) during interviews, faculty members were also asked whether they knew of any relevant programs or initiatives and (2) communications officers from each faculty were contacted and asked to provide information on programs and initiatives supported by their respective faculties involving the inner city.

2.3.4 INFORMAL GATHERINGS WITHIN THE PROJECT
It was obvious early in the interviews with faculty members that many were not aware of the work of their colleagues. While relationships between some individuals did exist, there is little contact between those working in the inner city community. Therefore, two gatherings were sponsored by the project team to encourage networking and knowledge exchange.

The first gathering took place at 485 Selkirk Avenue in September 2010. The community organizations already interested in the project and the faculty members who had been interviewed were invited. Fifteen people and members of the project team attended and had informal discussion and did some networking.

On February 1, 2011 the UM Connecting to Kids Project held a gathering at the Faculty of Nursing and invited the 80 faculty members already interviewed about their engagement in the inner city; 25 attended. The main purpose of the gathering was to offer an opportunity for UM faculty members to network, get to know each other better and begin making new connections. We also took the opportunity to ask the faculty members to share their views on the following questions.
• How UM can prepare students for community work in the inner city?
• How UM can help kids reach their potential?
• What are your ideas about how to facilitate cross faculty dialogue and partnerships?
• How do you connect to the inner city community?

2.3.5 MEETING WITH FACULTIES
Four meetings were held with faculties and these were hosted by the respective deans. One meeting was held at Bannatyne Campus (Dentistry, Medicine, School of Medical Rehabilitation, Pharmacy) and three at Fort Garry (Social Work, Education, and Kinesiology and Recreation Management with Human Ecology). The purpose was to explain the project, receive information from attendees about their current activities and future opportunities they perceived to work in the inner city and to encourage networking. An additional meeting was held with staff from the Children’s Programs (Recreation Services) to discuss the potential to hold community sport and recreation programs at the Joe Doupe Centre on the Bannatyne campus.

2.3.6 MEETING WITH UM CENTRAL ADMINISTRATION AND UNIVERSITY WIDE PROGRAMS
Several meetings were held with UM central administration and UM websites were reviewed. Discussion with various people was undertaken to understand the issues raised by the community about recruitment of students, access to student support programs, admission policies, service learning and approaches to community/university engagement. Meetings were arranged with the Vice-President (External), Vice-Provost (Students) and Vice-Provost (Academic Affairs). Detailed information was sought from the UM student recruitment office and the ACCESS Program in Extended Education.

Findings from these consultations are found in the following sections.
CHAPTER 3

THE EXTERNAL ENVIRONMENT
During the community consultations, the project team was advised to use the reports currently available to not only increase our knowledge about what is important to the inner city but also to guide community/university engagement. Manitoba has a provincial poverty reduction strategy as do Ontario, Québec, Nova Scotia and Newfoundland and Labrador. A number of cross sector initiatives underway in Winnipeg relate to issues important to the inner city.

A new civic plan, Our Winnipeg, aims to create safer neighbourhoods, effective friendly public service, better transportation and cultural progress amongst other activities. The City of Winnipeg maintains contact with communities through their community resource workers. There is also a Winnipeg Regeneration Strategy. One provincial project, the Point Douglas/Lord Selkirk Park Community Revitalization Project, focuses on specific neighbourhoods and has mapped services in the inner city. A list of relevant initiatives appears in Table 2 and detailed information is available in Appendix D.

Knowledge of the various organizations involved in the inner city is critical to community engagement. Some networks and strategies have broad representation from the community sectors, both private and public. The UM participates and contributes leadership to initiatives such as the Winnipeg Poverty Reduction Council, the Premier’s Council, Healthy Child Manitoba and the Social Planning Council of Winnipeg.

Neighbourhood resource development councils prepare regular reports outlining the actions of priority to the local residents. The North End Community Renewal Corporation published its consultation report in early 2011 and the issues identified as important by the community are noted in Table 3. Other groups meet such as the North End Community Leaders and Community Led Organizations United Together (CLOUT), work on common issues, and undertake activities such as community capacity building.

Collaboration between local groups has resulted in reports that provide the basis for public policy and community action. The publication called The View From Here: How a living wage can reduce poverty in Manitoba is the result of a collaborative process with the CCPA, Social Planning Council of Winnipeg (SPCW), Winnipeg Harvest and United Way of Winnipeg. It provides an up to date and well researched analyses of how much income Manitoban families need to live at an acceptable, but modest, level and includes the role of government initiatives such as the Child Tax Credit. To produce The View From Here: Manitobans call for a poverty reduction plan, CCPA–MB and Make Poverty History Manitoba collaborated to outline the critical elements of a meaningful poverty reduction plan with recommendations and a series of targets and timelines for reducing poverty in Manitoba.

Voluntary and not-for-profit organizations play an important role. The United Way of Winnipeg is an important funder of programs and community capacity building; publishes various documents including community assessments; and has established PEG, a community indicator project with an impressive website.

Related publications and websites are a resource for university faculty and students. Selected documents are identified in the bibliography titled Community Resources in Appendix E.
Table 2: List of Current Winnipeg and Manitoba Cross Sector Initiatives

<table>
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<tr>
<th>Initiative</th>
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<tr>
<td>All Aboard (Province of Manitoba)</td>
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<tr>
<td>Crime Prevention through Social Development</td>
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<tr>
<td>Great Jobs Agenda – Manitoba Chambers of Commerce</td>
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<tr>
<td>Healthy Child Manitoba</td>
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<tr>
<td>Hope Winnipeg</td>
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<tr>
<td>Live Safe Interconnected Crime Prevention Strategy (City of Winnipeg)</td>
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<tr>
<td>Make Poverty History Manitoba</td>
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<tr>
<td>Neighbourhoods Alive!</td>
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<tr>
<td>Our Winnipeg and SpeakUp Winnipeg</td>
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<tr>
<td>PEG Community Indicators Project–United Way of Winnipeg</td>
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<tr>
<td>Point Douglas/Lord Selkirk Park Community Revitalization Project</td>
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<tr>
<td>Premier’s Advisory Council on Education, Poverty and Citizenship</td>
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<tr>
<td>Winnipeg Poverty Reduction Council</td>
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<td>Winnipeg Regeneration Strategy</td>
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Table 3: Changes in the North End Community Seen to be Important in the Next Five Years

Excerpt from the North End Community Renewal Corporations 5–year Report 2011–2016 page 29

Changes in the community seen to be important in the next five years

1. Young people that are actively involved in supporting each other and contributing to the vibrancy of the North End.
2. A cleaner, safer and more vibrant community.
3. A coordinated economic development plan that is inclusive of employment and business development actions.
4. A stronger mix of housing options that reflects the needs and aspirations of the resident.
5. A community service sector that works together cooperatively and collectively supporting residents.
6. A community that it is getting to know each other and is involved with each other.
7. Government policies that reflect and represent the realities and expectations of the North End.
8. Stronger more capable more interdependent community associations.
CHAPTER 4

LISTENING TO THEIR STORIES: THE COMMUNITY CONSULTATION
Over the year that we spent talking with the community, we were told from the beginning that people do not want to be described as at-risk, disenfranchised or disadvantaged. The residents of the inner city are living their lives in the environment around them. As people see hope that their situation can change and see opportunities for support, they say:

Our kids are starting to dream. It’s our job to help make those dreams happen.
Keep showing up to help students, supply a camp or something.

4.1 COMMUNITY/UNIVERSITY ENGAGEMENT AND COLLABORATION

The University of Manitoba has an existing commitment to community engagement. Recently the UM has appointed a senior leader to head up community engagement. Even though over 100 persons from the UM are involved actively in the inner city, the profile of the UM in the inner city is low. Community leaders and agencies do not think of partnering with the UM, even though some of them attended the UM. The existing process of community/UM engagement does good work but it is not recognized as coming from the UM as an institution.

The strength of the current UM community engagement lies with the individuals involved in various activities. Inner city residents know about the Inner City Social Work Program. They point out that its staff and students are known in the community because they participate in local activities and recruit from the area. The Biomedical Youth Program at the Inner City Science Centre located at Niji Mahkwa School has a high profile. Pipeline programs like Career Trek, associated with but not run by the UM, have a track record of community collaboration.

The Bannatyne campus is a mystery to most people. There was no functional knowledge of what is in its buildings, despite the presence of three faculties (Dentistry, Medicine and Pharmacy) and the School of Medical Rehabilitation. Most often this campus was identified as the Health Sciences Centre. The Fort Garry campus is perceived as far away—like a small town in the south end of Winnipeg and not a place to which one goes. You might drive past it, but you do not enter it. The informants note that the UW and the Red River College are better known because of their proximity and active engagement in the community.

The representation of aboriginal students in the UM (4%) falls below their representation in the general population (12%). This year there were 2834 UM graduates. Of these, there were 126 students (4.4% of the total graduates) who self identified as aboriginal and graduated with a variety of degrees. Of these, about 20% were from ACCESS programs.

The community felt that it would be helpful to expose inner city children and youth to the options for future education. They asked to have university students, especially those of aboriginal ancestry, visit schools, participate in sports and help as mentors. They talked about ideas consistent with the current Career Trek programs—early exposure for elementary students, guided tours of all the campuses of the UM and information about the UM faculties, schools and programs.

Keeping youth active is important to the community members. Concern about diabetes and obesity was raised. Youth, elders and parents want children to participate in sports, art and music. Youth want access to gyms, music and the arts. They asked if it would be possible to locate some of the UM activities and programs for children in the inner city, as familiarity with surroundings and eliminating transportation issues would be helpful. From youth to elders, interest was expressed in helping children and youth make healthy choices. Another request is for youth to have the opportunity to volunteer in the health sector, other workplaces or at the university to give them a window on future options.
Community groups asked for university collaboration for assistance with preparing proposals for funding, collection and interpretation of data and program evaluation. Local agencies have multiple funding sources and each funder has different requirements for proposals and for monitoring. A substantial amount of agency time is spent on these activities. In fact, the agencies would like help in developing approaches to secure core funding. A worker in the community noted:

A prof just can’t send an entire class of students to interview me about what we do in the inner city. Think what it costs to a very small organization to see 30 students for 1/2 hour each. I value helping with student learning– invite me to the class and I can tell everyone at once.

On the whole, people simply do not know the UM. One request is to simplify access to experts and resources at the UM. People in the community find it difficult to know who to contact and how to do it. They suggested one point of contact be available, someone to help them access the UM. Other ideas were to have the UM present at inner city workshops or do presentations to talk about the UM and its activities.

Ideas were expressed about myths and stereotypes associated with the UM. These need to be dispelled and replaced with real information and facts. There is a sense that the UM has not been interested in the inner city and has not been pro-active. The UM campuses need to become more familiar to the inner city community.

The UM has responded to community needs with the recent opening of the joint UM/UW Legal Help Centre. This model might be used to address other areas. The UM has recently appointed a senior leader to head up community engagement. Community members welcome a stronger relationship; however, trust will have to be built over time.

4.1.1 OPPORTUNITIES FOR COMMUNITY/UNIVERSITY ENGAGEMENT AND COLLABORATION

Community engagement means building trust and relationships to demystify the relationship between the University of Manitoba and the community and create new experiences. By developing a philosophy of engaged scholarship and being more present in the inner city, the UM would signal that a new era of collaboration and engagement is beginning.

There are opportunities for:

1. sponsoring a symposium to highlight current UM activities in the inner city and invite the inner city and university communities to recommend new approaches to community/university engagement;
2. enhancing access to UM sports facilities, libraries and the Bison Programs by offering camps in the inner city with minimum or no fees for inner city children and youth;
3. improving access to information about UM expertise and resources through workshops, evening sessions and websites that focus on issues important to the community;
4. evaluating options to establish a program evaluation and proposal development service, guided by faculty members with student involvement;
5. organizing tours and open houses for inner residents to all campuses; invite community groups to sports events and other activities such as the Graduation PowWow;
6. creating opportunities for inner city students to volunteer.
4.2 IMPROVING ACCESS TO POST SECONDARY EDUCATION (PSE)

Young people from the inner city may be the first in their family to attend university and cannot rely on the prior experience of parents or friends. Youth in the inner city said that they had little idea about what the UM has to offer or how to apply for entrance. They want to know about the UM aboriginal programs, whether there are aboriginal professors and aboriginal studies and the availability of scholarships and financial support. The options for post secondary education are not well understood.

Lack of finances was the most common barrier to university discussed by inner city residents. Students often dismiss university as an option before investigating it. They report a lack of information about the real costs of going to university and information about financial aid. Potential students do not understand how to apply for bursaries and scholarships or other university student support programs such as the ACCESS programs. They are afraid of accumulating large student loans that they will not be able to pay back. Their lines of credit may be poor and financing university studies seems impossible.

These same concerns were raised in the Hugh John Macdonald School parents group. As newcomers to Canada, they think their children would like to go to university, as would the parents; but they have no frame of reference of how to accomplish it.

Concerns were expressed that students from the inner city would not be welcomed at the UM; that they would be ignored, singled out and prejudged based on their looks and where they live. Youth worried that they would be told they did not belong, that they would get lost on the Fort Garry campus and that no one would help them. Inner city residents are unaware of the aboriginal resources available at the UM or its commitment to First Nations, Métis and Inuit peoples.

Some respondents indicated a lack of interest in attending the UM, while others said that the University of Winnipeg (UW) and Red River College are viable and attractive options particularly in terms of their inner city presence and outreach. The UW promotes itself as smaller, close to downtown and with smaller class sizes. Others noted that the UM does not having a presence in the inner city community and in the lives of its youth. It was noted that:

- Historically the location of UM in Fort Garry has made it disconnected.
- We don’t go there.

Community members discussed the barriers presented by the distance to Fort Garry campus, the cost of transportation and the time needed to travel. Many families do not have cars so car pooling can be difficult. Direct bus routes to decrease travel time would help. Even with student bus fare, the cost of travel is still an issue. The post secondary bus pass in Winnipeg is $60.10 per month, an insurmountable cost to many. Concern was expressed that free bus transport between Fort Garry and Bannatyne campuses was eliminated.

There are concerns about the cost of food on campus, housing, childcare, clothing, tuition and books. Youth recommend a meal card for use at the university to make food more affordable.

During the community meetings, elders, youth, agencies and community members offered ideas about how to increase the number of people from inner city and low income families attending and graduating from the UM.

There are requests for the UM to engage in grassroots recruitment starting with children in elementary school. Leaving university choices to grade 8 or 9 is too late as youth have ruled out many options by then. Reaching out to marginalized youth and their families must begin early. Initiatives should also engage the parents.

There are requests for university students, particularly those of aboriginal ancestry, to visit schools, be role models and help mentor young people as noted by this comment:
You (the university) need to start younger with the little ones. Bring Aboriginal students—it doesn’t matter what they are studying—to talk to our little ones.

It was pointed out that specific recruitment efforts for Aboriginal and newcomer populations are necessary and need to be located in inner city locations like schools and the Aboriginal Centre. Potential students need access to information from the UM that is timely, personalized and provided locally. University websites are not enough. Community members discussed how the need to move from a remote First Nations community is a barrier to attending university for youth who do not know Winnipeg. Suitable housing and family support is hard to find. Outreach by the UM to rural and remote communities is recommended.

A focus only on youth recruitment does not take into account the reality for many people living in the inner city. Community members discussed how it is common for Aboriginal women to have their children when they are young and then go to school later in life. In a number of meetings, access to quality child care is noted to be a barrier to attending university.

The UM recruitment staff does target Aboriginal youth. Two staff members currently work in this stream of recruitment. Investing in youth by creating relationships at a younger age is essential in maximizing their interest in and opportunity towards PSE. The University has employed this strategy through developing mini University and Children’s Programs (Recreation Services). The recruitment office recognizes the benefits in reaching out to younger children; however, limited funding exists.

4.2.1 OPPORTUNITIES TO IMPROVE ACCESS TO POST SECONDARY EDUCATION

Opportunities abound for the UM to improve access to PSE by changing approaches to recruitment and should create a sense of UM as a welcoming, comfortable place for everyone. This can be accomplished by:

1. defining long term support for leading edge initiatives that improve inner city community access like the Biomedical Youth Program, and the Science Rendezvous and hold events in the inner city.
2. expanding the Aboriginal stream of recruitment
3. expanding the recruitment office’s mandate to include younger youth by beginning recruitment in elementary school;
4. developing approaches to address racism and discrimination;
5. providing more information within the inner city about the UM application, acceptance and registration processes and financial support for students;
6. providing specific information about the UM to the First Nations, Métis and Inuit communities and promote the New Aboriginal House at Fort Garry Campus.

4.3 STUDENT PLACEMENTS, SERVICE LEARNING AND THE UM CO–CURRICULAR RECORD

The issues of formalized student and faculty engagement in the community around teaching were discussed often in the community consultation. Student placements, practicums, service learning and similar initiatives have the potential to benefit both the university and its community partners simply by mutual reciprocity. Experiences of the community agencies who hosted students were mixed. Students are welcome. The disappointment is most often about the relationship with the supervising faculty member. There were reports of students being assigned at the last moment, lack of input from their university supervisor, requirements for use of substantial agency resources and times when the objectives for the placement did not align with the agency’s mandate. It was noted that:
Placements are often short—if they could be organized well ahead of time—like multi-year planning—we could make sure the student is getting to learn what they came here for.

On the other hand, when the UM faculty worked with the organization, guidelines were clear and expectations matched the resources, then the experience with students was fulfilling. It was noted that some faculties had good guidelines for practicums and placements and others did not. Consistency across the UM is requested. As students from both UW and UM attend the inner city locations, consistency across educational institutions might also be achieved.

One of the limitations of placements is their brevity. Community supervisors feel that four to six weeks is too short a time for students to understand the issues and contribute to the organizations and its clients. Longer placements are preferred so that students can get involved, become part of the team, learn and contribute. One director explained the differences between placements and a service learning experience from her experience. She aptly described the benefits of service learning, not only for student, but also how it benefited to the organization. Students learn enough about the organization to be able to apply their skills and the organization is able to direct the student activities to areas of service needs. It is seen as a win–win situation. Personal reflection is the other part of service learning meant to deepen the student's understanding of the issues facing people in their daily life and organizations striving to respond to them.

The UW is working with the community to recruit inner city service learning sites. The UM is also using the some of the same sites for student placements, but service learning is not widespread at the UM. The community agencies find this an interesting contrast and wonder about the differing approaches. Service learning is of interest to both faculty members and to students. It is discussed in more detail in Chapter 7.

There are opportunities to engage with the community in improving the educational experience. One suggestion made was for the UM to develop multi–year arrangements with a faculty so that students can be anticipated and planning for them improved. With the introduction of the co–curricular record, there is an incentive for students to volunteer. Directing some of these students to the inner city would contribute to engagement with the community. Expansion of the service learning model would respond to some concerns. Development of guidelines across faculties to support student placements would be helpful to the agencies and benefit everyone.

The development of the co–curricular record for students can be an important incentive to promote service learning and volunteerism. The UM’s Office of Student Affairs offers co–curricular (non–credit) programs through the service–learning model. It is opportune for the UM to respond to the support present for development of this model.

4.3.1 OPPORTUNITIES TO IMPROVE STUDENT PLACEMENTS

There are opportunities to improve the inner city community experience for students, community and faculty members by encouraging inner city placements; developing consistent expectations of students and their supervisors across faculties; and expanding service learning. This can be accomplished by:

1. establishing specific expectations about student placements for faculty and students and their interaction with community agencies by using current faculty models that already are proven successful;
2. establishing a defined, centralized practicum placement information hub with community access;
3. finalizing a UM approach to and expanding service learning;
4. using the Co–Curricular record to maximize interest in service learning and volunteerism with a focus on the inner city.
4.4 KNOWLEDGE EXCHANGE AND RESEARCH

Great interest was expressed in community–based and participatory research. Community people noted that research is needed but knowledge exchange is a two–way street. While organizations are open to research opportunities, they also want the UM to participate in research that will provide answers to questions they want to ask. They want to contribute context to the questions researchers ask and input into how they proceed, given their local knowledge and contacts. One person observed:

The university should incorporate more community input so that they (UM researchers) don't go in blind; this has happened.

Community agencies are dealing with some complex issues such as newcomer youth who are severely marginalized and having adjustment problems. Few people work with these youth and approaches are unknown. They look to research for answers.

Researchers are interested in sharing their research (getting it into the community) and the community is interested in getting research out of researchers! Community members have a keen interest in the research going on at the UM. The community wants to know what is happening, but in this comment, they said that finding out is not very easy:

The community needs more information about what the UM does for example on diabetes. We are worried because so many of our people have diabetes.

The experience of community agencies with researchers is not always positive. Examples were given of researchers asking agencies to provide access to clients who in turn did not hear back about the research results. It was concluded that the researchers did not fulfill their role in honouring the contribution of the participants or agencies. Another example was about students who arrive to do a research project. The questions are already decided by the student and/or the supervisor and have no value to the agency or the community. Input to developing the relevant questions is requested for it is said that:

We won't participate in research now unless we know it is going to be used to improve the lives of kids. We want answers to our questions, too.

The community sector in Winnipeg has a history of community driven research. There are many organizations doing various types of research on issues related to poverty and social inclusion. Some are listed in Table 4. This area presents an opportunity for community/university partnership. Synergies could be generated by concerted efforts to generate shared research with mutual benefits.

UM faculty members can learn from the findings of community projects. The Healthy Child Manitoba Office funds community programs aimed at supporting children and their families. It is also a repository of information and research about the development of children and youth and the interventions known to be effective. Knowledge sharing and capacity building is part of its mandate.

Ideally the UM and community could work together to identify, design and implement research and then translate it into action for program and policy improvements. The UM could play a role in making community research available to faculty, students and make university research available to community groups through courses, outreach, websites and libraries.
There needs to be some flexibility in the research process to accommodate community involvement. Community organizations and participants may need a long time frame in order to participate fully. Community members would like information about the opportunities for research partnerships including, how to develop a proposal for a research partnership, what funding is available and with whom and how to apply for funding. One suggestion was:

It would be helpful to have a list of research opportunities and understand how this is funded, how agencies can get access.

The Winnipeg Inner–city Research Alliance (WIRA) has helped the community partner with established researchers to undertake action–oriented research to meet community needs. Based at the University of Winnipeg, the initiative drew on the resources and expertise of the local community, including a diverse range of community–based organizations, academics and researchers and policy makers. Under the program, all community stakeholders worked together to identify and address key issues in Winnipeg’s inner city.

4.4.1 OPPORTUNITIES FOR KNOWLEDGE EXCHANGE AND RESEARCH

Knowledge exchange is a two–way street and both the community and the university want their respective knowledge to be honoured. There are opportunities to improve knowledge exchange and research by doing projects together to answer compelling questions, responding to the needs of the community for supports in program evaluation and proposal writing and welcoming community elders and teachers to the UM and UM researchers into the community. These types of activities can valued by the UM in the process of academic promotion and tenure.

This can be accomplished by:

1. developing a Community Research Partnership Policy with guiding principles on how to conduct research in and with the community;
2. bringing community elders and leaders to the UM to share their knowledge through teachings and workshops;
3. valuing participatory research in the promotion and tenure process by recognizing that engagement with the community is important, necessary and time consuming;
4. developing a process or incentive to encourage faculty members and graduate students to work with inner city agencies and schools to conduct research addressing compelling community questions;
5. evaluating options to establish a program evaluation and proposal development service, guided by faculty members with student involvement. The model used by the pro–bono law clinic could be a model.
Community members, particularly those from organizations, note that adequate funding for services is an issue in many settings. It is noted that:

Core funding is hard to get, we spend too much time writing funding proposals for new programs that may not even fit the needs of our kids—and too much time and money evaluating short term projects. If the university could help with proposals and evaluations—that would help a lot.

There is a concern that the not-for-profit and community sectors, in general, are underfunded and undervalued by other sectors. The move by funding bodies to program or project funding of community agencies, rather than core funding on a sustainable basis, keeps agencies and programs in an insecure position. Due to short term funding arrangements from multiple sources, agency directors spend time writing proposals for funding, reporting to funders and fundraising. Ironically, programs that are well researched, well evaluated, well established and using best practices may not garner support as funds are often targeted to new projects that are not yet proven effective.

Community members also discussed the experience of being approached by the UM to do a project with their agency. However, it meant the UM would apply for funding to the same funding body that the agency already relied upon. The agency sees this situation as unjust as it puts them in competition with UM for funding support. Joint submissions with shared funding are preferable.

Community groups are interested in working with the UM and see many opportunities. One goal of agencies is to secure stable, predictable and adequate funding in order to retain qualified staff and establish continuity with community members. Agencies, while welcoming students and research, also incur costs related to space, supplies, supervision and transportation. These costs should be considered in UM budgets.
4.5.1 OPPORTUNITIES TO PROVIDE COMMUNITY FUNDING SUPPORT

By recognizing that many community agencies that welcome students and researchers have tenuous funding arrangements and that there are expenses related to hosting UM activities, the UM could participate in a process to address these issues, along with other organizations.

There is an opportunity to collaborate between the community and the UM by:

1. recognizing the potential costs to community organizations when collaborating on research or student placements and ways to address those costs;
2. considering how the UM can contribute along with other organizations to an examination of the issue of core funding for community agencies.

4.6 ADVOCACY

Community agencies and leaders see opportunities to do advocacy work in partnership with UM. Community members recognize that there are experts at the UM, but they do not always know how to contact them. They do not always hear the voices of university faculty speaking out in public. Advocacy does not have to always be done in collaboration with an organization. Professors and individuals with expertise could advocate on issues of importance to the community, like housing, apprehension of children, the sex trade, addictions and gang violence.

People who participated in the consultation from the inner city generally did not know how to contact faculty or programs at the UM or how to assess a faculty member’s expertise. Others felt that the UM is not getting involved in issues; the UM voice of advocacy is not heard as often as it could be; the UM is not present in their neighbourhood. These thoughts were shared:

People at the university are smart—they know what our people in the north end need—like better housing—why don’t they help us lobby for that?

We don’t want any more charity or experts telling us what we need. If it doesn’t have a social justice goal—it just doesn’t work.

The community would like to see the UM play a more active advocacy role. There are many examples of advocacy work currently being done by UM faculty. The development of the Human Rights Research Centre has gathered many advocates under its umbrella. Some examples of advocacy issues identified to be of interest to the community are:

Child and Family Services & apprehension of children; types of crimes and charges laid; family law; well-being of women and their rights; children in the sex trade; all aspects of additional treatment, gambling, illegal drugs, alcohol; housing availability & adequacy; tenant and landlord issues.

4.6.1 OPPORTUNITIES FOR ADVOCACY AND FOR UNIVERSITY ADVOCATES

The UM is an important resource for advocacy about many inner city and aboriginal issues. Many faculty, staff and students are already advocates for children and inner city issues. There is a need to enhance the ability of community to address important issues in collaboration with experts and advocates at the UM. There are opportunities to simplify access to experts by the community and to support mechanisms for university colleagues to collaborate amongst themselves, as has happened with the Centre for Human Rights Research Initiative. Faculty members’ contributions to equity issues can be valued within UM processes.
The opportunities are to:

1. facilitate knowledge of and access to faculty members interested, skilled and willing to be an advocate through improved communications and website support;
2. encourage and value contributions to equity issues by faculty members as they relate to the inner city in the tenure and promotion process;
3. create connections to the community organization SPARK to allow faculty to develop relationships with community groups looking for advocacy and expertise;
4. celebrate the current achievements of faculty, staff and students;
5. create informal gatherings to support networking amongst advocates;
6. support faculty development in advocacy.

4.7 SUMMARY OF SELECTED COMMUNITY AGENCY ACTIVITIES

As work on the project began, staff at inner city agencies and professors explained that there were few ways to know about the services in the inner city. There are some websites and publications available; however, they tend to focus on a particular area of interest. The city of Winnipeg is in the process of developing a website for community information, neighbourhood by neighbourhood. One product of the Point Douglas/Lord Selkirk Community Revitalization Project is a map of services in those neighbourhoods.

In this project, contact was made with 200 community agencies by telephone or email. Data on the agencies activities as it related to children and families was collected and collated in a summary report. The report is attached in Appendix F. An electronic database will be made available on the future website with details of the agencies’ activities.
CHAPTER 5

WHAT IS HAPPENING AT THE UNIVERSITY
There were four faculty group meetings held representing six faculties, three at Fort Garry campus (Social Work, Education and Human Ecology with Kinesiology and Recreation Management) and one at Bannatyne campus (Dentistry, Medicine and Pharmacy). In total 73 faculty members, three staff, two students and six deans participated. Faculty members expressed their interest in the approach taken by this project. Overall there is support for the idea of helping children reach their full potential.

Faculty members at the meetings indicated that they do not have much opportunity to know what is going on outside the faculty or to find colleagues in other departments with similar interests. There was discussion about the current UM activities underway. Ideas were expressed about new approaches to teaching UM students, developing student placements in the inner city, providing expertise to practitioners and injecting new ideas into the various publicly funded systems whether education or healthcare.

Service learning is widely understood and there is interest expressed in expanding it at the University of Manitoba. The staffs of the Bison programs note that there are opportunities to explore opening access to gyms for the community and to subsidize programs to allow inner city children to participate fully. There is discussion about moving programs to the inner city.

Over 100 faculty members were interviewed individually, representing 20 faculties. What is striking is the passion and commitment for engagement with the community. Individuals are the driving force in the inner city work. There is no obvious connection between the various initiatives undertaken by faculty members, students and staff. They pursue a variety of sources of monies as the UM does not necessarily fund outreach activities. The opportunity to access the Academic Enhancement Fund to support inner city ventures is an important support. The detailed findings of the faculty, staff and student activities are reported in Appendix G.

UM faculty members are supportive of increasing opportunities for UM students to be in the community and bringing the community to the university. Those interviewed have the experience and expertise to develop more grassroots recruitment strategies to reach out to the inner city and other communities. The deans who hosted group meetings not only articulate their support for change, but are champions for community engagement.

Faculty members are interested in more opportunities for cross faculty dialogue, partnerships and collaboration on programs, research and community work. They support structures and opportunities that will connect the UM with people living and working in the inner city.

A successful example of cross faculty dialogue is the Centre for Human Rights Research. It has created opportunities for community/university dialogue by partnering with the Truth and Reconciliation Commission of Canada to produce some projects for the National Event that took place in Winnipeg in June 2010, like the conference Prairie Perspectives on Indian Residential Schools.

One community organization, SPARK, has as its mission to connect experts to community organizations to support working together on specific projects. There is an interest by some faculty members to have their name listed with SPARK to enable connecting with community organizations. As a follow up to this project it makes sense for the UM and SPARK to explore having more faculty members link with the community through this mechanism. This might be especially useful for new faculty members.

UM staff also volunteers, as do students. Efforts were made to catalogue this activity. The response rates were low from the students’ groups. The findings of the faculty, staff and student activities are reported in Appendix G.
5.1 OPPORTUNITIES TO SUPPORT UM ADVOCATES

There are already advocates for the inner city at the UM. Their work can be supported by creating mechanisms to enhance work across faculties and develop new relationships.

There is an opportunity to:

1. celebrate the current achievements of faculty, staff and students;
2. create connections to the community organization SPARK to allow faculty to develop relationships with community groups looking for advocacy and expertise;
3. create informal gatherings to support networking amongst advocates;
4. support faculty development in advocacy.
CHAPTER 6

PROGRAMS THAT WORK FOR CHILDREN AND FAMILIES
6.1 PROGRAM SUMMARY FROM HEALTHY CHILD MANITOBA—INTERVENTIONS AND PROGRAMS

Healthy Child Manitoba (HCM) is an intersectoral government committee reporting to the Cabinet of the Government of Manitoba to facilitate child–centred public policy. It is the a long–term, cross–departmental strategy for putting children and families first. With its community partners, through the HCM Office (HCMO), there has been development of a network of supports and strategies for children, youth and families. of healthy children and youth. Its responsibilities include bringing new ideas and community capacity building to Manitoba.

Healthy Child Manitoba has taken the lead on bringing together leaders from the initiatives related to community already underway in Winnipeg at the Network of Networks meetings. The intent is to facilitate an exchange of knowledge about current activities across sectors.

Dr. Rob Santos, who works at both the HCMO and the UM, has prepared a synopsis about programs and interventions that work for children, youth and their families. His synopsis follows in section 6.4 along with maps of the location of programs funded by Healthy Child Manitoba in the inner city.

6.2 OTHER WINNIPEG INITIATIVES RELATED TO POVERTY REDUCTION AND SOCIAL INCLUSION

There are a number of approaches underway to address poverty and social inclusion, each with a different focus. Many organizations are involved. A renewed emphasis is placed on equalizing opportunity for children from low–income families through pre–natal care and early years interventions. This is supported by the research on the importance and long–term influence of brain growth and development in the early years of childhood. Other activities are directed to improving school readiness for all children.

School based programs address the challenges faced by students living in poverty. Community based programs offer tutoring and mentoring. New programs offer financial incentives to finish school and move on to PSE. Other programs attempt to blunt the impacts of poverty by offering recreation, arts, culture, meals and nutrition and other activities. In Appendix H, there is a listing and description of some Winnipeg initiatives.

6.3 REVIEW OF THE LITERATURE AND BIBLIOGRAPHY

The scope of the topic about what programs work for children and families is extensive. A review of the literature with selected references appears in the bibliography of early childhood development, best practises, benefits of programs, community resources, community/university collaboration, supporting student skills and related matters in Appendix I. An electronic version with abstracts will be available on the website.
6.4 HELPING OUR CHILDREN REACH THEIR FULL POTENTIAL: A RESEARCH UPDATE FOR UM CONNECTING OUR KIDS AND THE ACADEMIC ENHANCEMENT FUND (AEF)

Dr. Rob Santos
Manitoba Centre for Health Policy and Department of Community Health Sciences, Faculty of Medicine, University of Manitoba;
and Healthy Child Manitoba Office, Healthy Child Committee of Cabinet, Government of Manitoba

We now know that helping all of our children reach their full potential means investing in healthy brain development, right from the start, while their moms are pregnant, all the way until early adulthood, when the brain becomes fully developed in the third decade of life. In terms of brain development, over the life course, there are two incredibly important windows of vulnerability and opportunity: (1) At the beginning of the first decade of life, in early childhood, and (2) At the beginning of the second decade of life, in early adolescence. Recent work has summarized the latest scientific evidence for effective approaches that our neighbourhoods and communities can use to help all children reach their potential. Recent research has also identified well-intentioned approaches that have had unintended negative effects, and are potentially harmful. It is as important to know what not to do and what does not work, or what may even make things worse, as it is to know what works for connecting our kids and improving their life chances.

EARLY CHILDHOOD DEVELOPMENT (ECD):

- By far, our most important investment is in early childhood development (ECD). This sets the stage, sturdy or fragile, for lifelong health, learning, and competence.4,5,29 The architecture of the brain (and the expression of genes) is dramatically shaped, for better or worse, by the social environment as well as the physical environment, especially toxic stress (e.g., extreme poverty, alcohol exposure in utero, malnutrition)31,32 from pregnancy until school entry. Safe, nurturing relationships nourish the neurodevelopment of the brain, during the early years, the most active time of brain development during the life span.29,32
- Leading economists, including 2000 Nobel laureate James Heckman,18 have also shown the importance of ECD to a society’s economic future. Better brains and innovative ideas fuel economic growth, create jobs, increase wealth, and secure our financial future. The economic evidence is clear that our best economic investment is in ECD.
- Manitoba’s second-fastest growing population age group are preschoolers (under age 5), estimated to grow 28% by 2020 (21,000 new preschoolers, due in part to increased fertility overall, as well as increased Aboriginal fertility, and increased immigration), according to the Manitoba Bureau of Statistics (just behind seniors’ estimated growth of 34% or 58,000 new seniors aged 65+).22
- Investments in exemplary ECD programs can provide up to a 17-fold return on investment,45 nearly 3 times the rate of return from the stock market at the peak of its powers, prior to the global economic downturn and recession. Long-term dividends include improved lifelong physical health, mental health, academic achievement (elementary, secondary, post-secondary), and labour market participation, as well as less lifetime special education, child welfare, disease and mental illness, addictions, and crime.

In Figure 1, a new framework from the Center for the Developing Child at Harvard University5 summarizes what we know about (1) the biology of health (how early experiences are embedded into our bodies over
Article Table I: “Top 10” Early Childhood Development (ECD) Strategies

1. Preconception interventions that reduce the odds of first childbirth in adolescence (e.g., teen pregnancy prevention) and increase the odds of healthy gametes (e.g., reducing use of alcohol, tobacco, and other drugs in populations of child-bearing age at risk of engaging in unprotected sexual intercourse);

2. Scientifically proven supports for promoting maternal (including prenatal) physical health, mental health, and preventing/treating maternal addictions;

3. Pregnancy interventions that increase the odds of healthy full-term births with healthy birth weights (e.g., reducing toxic stress during pregnancy; reducing use of alcohol, tobacco, and other drugs during pregnancy; increasing maternal intake of crucial but underconsumed macronutrients, e.g., healthy polyunsaturated fats such as omega-3 fatty acids, and micronutrients, e.g., folic acid and vitamin D);

4. Prevention and amelioration of major illnesses in early childhood (e.g., respiratory illness);

5. Promotion of breastfeeding and extended spacing between subsequent childbirths (to reduce the total number of children at a given time, thereby increasing available developmental resources to current children);

6. Provision of sufficient socioeconomic resources during early childhood (e.g., parental leave, income supports, housing supports, food security);

7. Provision of scientifically proven developmental resources and opportunities for early childhood health, learning, and behaviour (e.g., adequate primary care, such as immunizations and well-child visits; nutritional supplementation, such as omega-3 fatty acids for children);

8. Provision of scientifically proven parenting and family supports for children’s early literacy and numeracy development, such as interactive book reading and dialogic reading;

9. Provision of scientifically proven parenting and family supports for children’s early social and emotional development, such as the Triple P - Positive Parenting Program; and

10. Provision of scientifically proven, high-quality early learning and care, such as the Carolina Abecedarian program.
time, for better or worse), (2) the foundations of health (stable, responsive relationships; safe, supportive environments; and appropriate nutrition), (3) caregiver and community capacities (time and commitment; financial, psychological, and institutional resources; and skills and knowledge), and (4) public and private sector policy and program levers for innovation (across sectors) all combine across the settings of early childhood (home, neighbourhood, programs, workplace) to create health and development across the lifespan.\textsuperscript{5} Table 1 outlines a “top 10” list of effective ECD strategies starting before pregnancy and continuing through pregnancy, infancy, toddlerhood, into school entry.

**EARLY ADOLESCENT DEVELOPMENT AND YOUTH**

- The adolescent brain is still “under construction” - it is the second most active time of brain development over the life span.\textsuperscript{3,48}

- In early adolescence, the brain is rapidly changing: it is less sensitive to rewards (needing bigger “hits” to get the same pleasurable effect), more stimulation-seeking (especially in romantic, sexual, and emotional areas of life), more risk-taking, and more focused on the present (vs. the future). In modern life, this often sets the stage for experimenting with sometimes high-risk behaviours (e.g., physical, sexual) and activities (e.g., alcohol, tobacco, other drugs).\textsuperscript{8,40,48}

- Meanwhile, the prefrontal cortex (the “CEO” of the brain, responsible for decision-making, self-control, planning for the future, setting and working toward long-term goals, even if difficult or boring) is one of the last parts of the brain to mature, often not until young adulthood (mid-20s).\textsuperscript{3,48}

- The teenage brain develops this way for evolutionary reasons, but in modern-day life, these brain changes create a “disconnect in developmental timing” for teenagers, comparable to “starting up turbo-charged engines with an unskilled driver.” For many youth, especially those living in significant adversity, this can be an especially vulnerable period.\textsuperscript{8,48}

- What do youth need at this important and challenging time in life? Investing in youth means investing in social “scaffolding” especially positive parenting (warmth, structure, age-appropriate autonomy-granting) and the right balance of monitoring and interest from parents and other responsible adults (e.g., teachers, coaches) for teens to develop skills of self-control, while still receiving support and protection.\textsuperscript{8,48}

- Like the scaffolding of a new building under construction, eventually this social scaffolding is no longer needed for social and emotional self-regulation in youth (usually when they become young adults in their late 20s).\textsuperscript{8}

- Our most vulnerable (“high-risk”) youth have limited self-regulatory capacity and weak social scaffolding, and so the best youth investments increase youth self-regulatory capacity and strengthen social scaffolding for youth.\textsuperscript{8,48}

- Any new investments in youth must “proceed with caution,” as at least 29% of well-intentioned intervention programs for youth do more harm than good (e.g., unintentionally increasing crime, substance use, eating disorders).\textsuperscript{23,24,39,41} Examples of such potentially harmful approaches for youth, from mental health, education, juvenile justice, child welfare, and community settings, are shown in Table 2 (from Dodge et al., 2006a, 2006).\textsuperscript{9,10}

- A common characteristic of programs for youth that may have unintended harmful effects is their aggregation of high-risk youth in the absence of social scaffolding. There are many alternative evidence-based options for youth (e.g., mentoring), for mental health, education, juvenile justice, child welfare, and community settings, that have proven effective, and provide the “3 Ss” of social scaffolding: structure, supervision, and skill-building for youth, as shown in Table 3 (from Dodge et al., 2006a, 2006b).\textsuperscript{9,10}
WHAT OTHER NEIGHBOURHOODS AND COMMUNITIES HAVE IDENTIFIED TO BE EFFECTIVE

Some initiatives for children in U.S. neighbourhoods and communities have similar goals to the AEF, and Winnipeg and Manitoba can benefit from the recent work of these initiatives south of the border. The Promise Neighborhoods Research Consortium (PNRC: http://promiseneighborhoods.org), comprising some of the world’s top prevention scientists, was created after U.S. President Obama’s “Promise Neighborhoods” commitment to help communities across the country mobilize together for children, which was inspired by the ground-breaking and life-changing work of the Harlem Children’s Zone (HCZ: http://www.hcz.org).

Both the PNRC (http://promiseneighborhoods.org/what-works/) and HCZ16 have reviewed the available scientific evidence and identified the most effective approaches for helping neighbourhoods and communities help children reach their full potential. Some of these programs are currently available in Winnipeg (e.g., Families First,17 which is based on the same model as Healthy Families New York; Triple P – Positive Parenting Program36,42), or are being piloted in Winnipeg and Manitoba (e.g., Life Skills Training, 2,15 PAX Good Behaviour Game21,33,35,50). Our province has other programs that have proven results for children and are available in Winnipeg (e.g., Healthy Baby program3, Roots of Empathy program43). More information is available on the Healthy Child Manitoba website:

- Triple P: http://www.gov.mb.ca/triplep/

Also highlighted on the PRNC website, and of increasing interest in Manitoba, are evidence-based kernels, the smallest unit of proven behaviour change.12 Kernels can improve infant health and development, family life, and educational outcomes, as well as reduce substance abuse and violence.13 They are often the effective ingredients of the evidence-based programs noted above. Kernels are simple, low-cost, rapidly implemented, easily shared (e.g., by word of mouth), and can have powerful, long-lasting effects.11 For example, a 15-minute self-affirmational writing exercise reduced the ethnic minority achievement gap by 40% in junior high school 2 years afterwards.6,7 Communities and schools concerned about Grade 9 dropout rates could implement this kernel with their Grade 7 students.13 A similar 1-hour self-belonging writing exercise reduced the ethnic minority achievement gap by 50% in college GPA, improved health, and reduced physician visits 3 years afterwards.49 Physiological kernels such as increasing omega-3 fatty acid consumption (e.g., eating more fatty fish as in traditional diets, or through supplements) can reduce preterm births,20 as well as improve learning, physical health, and mental health outcomes for children, youth, and families.1,30,44,46,47

It is also important for Winnipeg and Manitoba to add to the global evidence base and evaluate the local impacts and outcomes of these and other programs for children and youth in the Winnipeg, Manitoba, and Canadian context, representing our own social, economic, and cultural diversity, especially our First Nations and Metis children, and children of newcomer families to our province.
### Article Table 2: Programs and Policies that Aggregate High-Risk Youth and Sometimes Have Harmful Effects

#### Mental Health
1. Any group therapy in which ratio of high-risk to low-risk youth is high
2. Group therapies with poorly trained leaders and lack of supervision
3. Group therapies offering opportunities for unstructured time with high-risk peers
4. Group homes or residential facilities
5. Discussion groups focused on eating disorders

#### Education
1. Tracking of low-performing students
2. Forced grade retention for disruptive youth
3. Self-contained classrooms for unruly students in special education
4. Group counselling of homogeneously high-risk youth
5. Zero-tolerance policies for deviant behaviour
6. Aggregation of high-risk youth through in-school suspension
7. Expulsion practices
8. Alternative schools that aggregate high-risk youth
9. Individuals with Disabilities Education Act (IDEA) reforms that allow disruptive special education students to be excluded from mainstream classrooms
10. School-choice policies that leave low-performing students in homogeneous low-performing schools

#### Community Programming
1. Midnight basketball
2. Unstructured settings that are unsupervised by authority figures (e.g., youth recreation centers designed as places for teens to hang out)
3. Group programs at community and recreation centres that are restricted to high-risk youth
4. After-school programs that serve only or primarily high-risk youth
5. 21st Century Community Learning Centres
6. Interventions that increase the cohesiveness of gangs
7. Gang Resistance Education and Training program
8. Comprehensive Gang Intervention program
9. Safe Futures program
10. Urban enterprise zones
11. Federal housing programs that bring together high-risk families

*Source*: Dodge, Dishion, & Lansford (2006a, 2006b)
### Article Table 3: Effective Programs that Offer Viable Alternatives to Aggregating High-Risk Youth

#### Mental Health
1. Individually administered treatment
2. Family-based interventions
3. Adolescent Transitions Program
4. Linking the Interests of Families and Teachers
5. Iowa Strengthening Families Program
6. Familias Unidas
7. Mentoring programs such as Big Brothers/Big Sisters

#### Education
1. Universal, environment-centred programs that focus on school-wide reform, including:
   - (a) Clearly explicated expectations for student and staff behaviour;
   - (b) Consistent utilization of proactive school discipline strategies;
   - (c) Active monitoring of “hot spots” for behaviour problems; and
   - (d) Improved systems to monitor student achievement and behaviour.
2. Universal classroom programs to build social competence (e.g., Responding in Peaceful and Positive Ways, PATHS)
4. Individual behaviour support plan for each student
5. Improved training in behaviour management practices for classroom teachers, especially:
   - (a) Group contingencies;
   - (b) Self-management techniques; and
   - (c) Differential reinforcement.
6. Incredible Years Teacher Training
7. PAX Good Behaviour Game
8. Consultation and support for classroom teachers
9. Family-based Adolescent Transitions Program
10. Matching high-risk youth with well-adjusted peers (e.g., coaching, BrainPower, Peer Coping Skills Training, the Montreal Longitudinal Project)
11. Multimodal programs (e.g., LiFT, Fast Track, Seattle Social Development Project/SOAR)
12. Proactive prevention programs that shape student “morals” and encourage responsible decision-making

#### Juvenile Justice and Child Welfare
1. Functional Family Therapy
2. Multisystemic Therapy
3. Multidimensional Treatment Foster Care
4. Intensive Protective Supervision
5. Teaching Family Home Model
6. Sending delinquent youth to programs that serve the general population of youth in their neighbourhoods (e.g., Boys and Girls Clubs)
7. Community rather than custodial settings
8. Interpersonal skills training
9. Individual counselling
10. Treatment administered by mental health professionals
11. Early diversion programs
12. Victim-Offender Mediation
13. Teen Court programs
14. Therapeutic Jurisprudence
15. Community Commitment Orders
16. Psychiatric Advance Directives

#### Community Programming
1. Public or private organizations that are open to all youth, regardless of risk status, and that provide structure and adult involvement (e.g., religious groups, service clubs, Scouts, Boys and Girls Clubs)
2. School-based extracurricular activities
3. Encouragement of commitments outside of gangs (e.g., to jobs, family roles, military service, mentors)
4. Early childhood interventions such as the Perry Preschool program
5. Job Corps
6. Policing programs that target high-crime neighbourhoods where high-risk youth congregate
7. Community efforts to reduce marginalization of specific groups of youth

*Source: Dodge, Dishion, & Lansford (2006a, 2006b)*
REFERENCES AND RECOMMENDED READING


approach to reducing behavioural and emotional problems in children making the transition to school. Journal of Primary Prevention, 29, 197-222.


Figure 2: Child and Youth Programming: Bannatyne Campus Area

Child and Youth Programming:
Bannatyne Campus Area (2009/10)

Diagram showing various locations and programs related to child and youth programming.
Figure 3: Child and Youth Programming: Bannatyne Campus Upper Area
Figure 4: Child and Youth Programming: Bannatyne Campus Middle Area

Child and Youth Programming
Bannatyne Campus Middle (2009/10)

EDI (Early Development Instrument)
Triple P (Positive Parenting Program)
Prepared by Healthy Child Manitoba Office, Province of Manitoba
Figure 5: Child and Youth Programming: Bannatyne Campus Lower Area

Child and Youth Programming
Bannatyne Campus Lower (2009/10)

EDI (Early Development Instrument)
Triple P (Positive Parenting Program)
Prepared by Healthy Child Manitoba Office, Province of Manitoba
CHAPTER 7

SYNTHESIS OF MODELS AND OPPORTUNITIES FOR ENHANCED COMMUNITY/UNIVERSITY ENGAGEMENT
Community engagement is practised well by many faculty at the UM. But the community noted that there is no visible cohesion in the UM’s process of engagement with the community. The following is a discussion of processes to enhance community engagement through engaged scholarship, service learning and working with the co–curricular student record. Information is presented from a review of the literature and searches for information on the Internet. The bibliography is provided in Appendix J.

7.1 COMMUNITY–ENGAGED SCHOLARSHIP

WHAT IS SCHOLARSHIP?
In the report Scholarship Reconsidered, Boyer proposes four interconnected dimensions of scholarship, namely discovery, integration, teaching, and application. Glassick et al. later described work as scholarship when there are clear goals, those involved are adequately prepared, the appropriate methods are used, outstanding results are achieved, the findings are communicated effectively and scholars and their peers reflectively critique their work (described by Seifer et al., 2009). Others have adapted these criteria. For example, the Northern Kentucky University considers work scholarship if: 1) it requires a high level of discipline–related or interdisciplinary expertise; 2) is conducted in a scholarly manner with clear goals and appropriate methodology; 3) is original and/or innovative; 4) meets the standards of the discipline for scholarly activity; 5) is published or presented at an appropriate forum; 6) peer–reviewed as appropriate to the discipline; and 7) has an impact on the discipline or some community of people (presented in the article by Sandmann (2006)).

WHAT IS ENGAGEMENT?
Community engagement occurs when there is a reciprocal, collaborative relationship between a university and the community. The American Association of State Colleges and Universities defines a publicly engaged institution as one that is “fully committed to direct, two–way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information and expertise for mutual benefit” (as quoted in Sandmann, 2006, p. 81). An academic institution may be engaged in the community through community service, service–learning, community–based participatory research, training and technical assistance, coalition building, capacity building and economic development (Campus–Community Partnerships for Health, 2005). Seven principles of an engaged institution are outlined in a report by the Kellogg Commission. Specifically, an engaged institution shows responsiveness, respect for partners, academic neutrality, accessibility, integration, coordination and resource partnership.

WHAT IS COMMUNITY–ENGAGED SCHOLARSHIP (CES)?
Community–engaged scholarship has been well described and defined in the literature. Below are a few examples.

- In his landmark essay, Boyer (1996) writes that the scholarship of engagement means “connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities… Campuses would be viewed by both students and professors not as isolated islands, but as staging grounds for action. … scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other” (pp. 19–20).
- According to Terres & Cartier (2010), engaged scholarship “involves blending practical and theoretical knowledge to study phenomena and approaches to clinical issues”… and “is a dynamic, collaborative process that changes and adapts to the conditions of the agency or institution” (p. 233).
• According to Calleson et al. (2005), community engaged scholarship represents “a range of faculty work in communities” and it “can apply to teaching (e.g., service learning), research (e.g., community–based participatory research), community–responsive clinical and population–based care (e.g., community–oriented primary care, academic public health practice), and service (e.g., community service, outreach, and advocacy)” (p. 318).

• According to Maurana et al. (2001), “Community scholarship requires that scholars be engaged with the community in a partnership of equals. The role of the expert has to be shared, and the scholar’s relationship with the community must be reciprocal and dynamic. Community–defined needs direct the activities of the community scholar” (p. 210–211). Furthermore, Maurana et al. (2001) define community scholarship as “the products resulting from active, systematic engagement of academics with communities for such purposes as addressing a community–identified need, studying community problems and issues, and engaging in the development of programs that improve health” and “community work becomes scholarship when it demonstrates current knowledge of the field, current findings, and invites peer review” (p. 215).

• Sandmann’s (2006) article is particularly useful in defining what community engaged scholarship is. She writes the “scholarship of engagement adheres to the standards of quality scholarship as well as the tenets and values of engagement” (p. 81). She continues on to write that “It is characterized as scholars working with the community, not merely in or for the community” and that “this type of scholarship engages faculty in academically relevant work that simultaneously fulfills the campus mission and goals as well as community needs” (p. 81). She notes that community–engaged scholarship crosses disciplinary boundaries and “can manifest itself as engaged scholarship in teaching, engaged scholarship in research, or engaged scholarship in service or outreach” (p. 82). In summary, “scholarship stands as the guiding principle of community–engaged scholarship” (p. 82). Lastly, “Scholarship is what is being done, engaged scholarship is how it is done, and for the common or public good is toward what end it is done” (p. 82).

In a useful exercise, Sandmann (2006) contrasts the questions driving traditional scholarship with those driving community–engaged. Her analysis is summarized below:
<table>
<thead>
<tr>
<th>Questions driving scholarship</th>
<th>Traditional Scholarship</th>
<th>Community–Engaged Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of scholarship</td>
<td>To advance the discipline in creating new knowledge, adding to knowledge base, supporting theory development, testing or disputing other research.</td>
<td>To address the needs of communities, to respond to current issues, to affect societal concerns through means appropriate to the mission of higher education.</td>
</tr>
<tr>
<td>Research questions driving scholarship</td>
<td>Guided by the researcher’s discipline to advance that knowledge base or by identifying gaps in the academic literature. Questions are answered by testing hypotheses or identified through grounded theory.</td>
<td>Questions raised in collaboration with community partners. Dialogue and negotiation required in order to clarify and define the community request, questions, or issues. Necessary to match community concerns and needs with expertise and interests of academic partners.</td>
</tr>
<tr>
<td>Design of scholarship</td>
<td>Occurs under laboratory conditions and strict controls; when community based, community members are participants; context remains lab–like.</td>
<td>Greater flexibility; design is chosen and conducted in collaboration with community partners; design tends to be more person–based (portraiture or ethnography) and emergent (constructivist) with small number of subjects in contexts that are more local and intimate.</td>
</tr>
<tr>
<td>Data analysis of scholarship</td>
<td>Done by the scholar and is not a private enterprise.</td>
<td>Data made visible and public; community partners assist in analysis; data and analysis must be understandable for non–academics; use qualitative or mixed methods approaches; time for collaborative, critical reflection on the data, findings, and on partnership process.</td>
</tr>
<tr>
<td>Dissemination of scholarship</td>
<td>Results expressed in academic language; peer–reviewed articles; conferences; seldom in a forum accessible to participants.</td>
<td>Interdisciplinary journals; technical reports, policy briefs, public forums, popular media (shared with the community).</td>
</tr>
</tbody>
</table>
Barker (2004) identifies five common practices that meet the criteria of community engaged scholarship, namely, public scholarship, participatory research, community partnerships, public information networks and civic literacy scholarship. He notes that these practices are not mutually exclusive and often occur simultaneously. Maurana et al. (2001) presented a model for community scholarship that is based on Ramaley’s paradigm and focuses on the processes and outcomes of community engaged scholarship.

**THE BENEFITS OF ENGAGED SCHOLARSHIP**

Engaged scholarship benefits faculty, students, and community organizations.

**The benefits to the community and community organizations include:**
- Access to research skills (Terres & Cartier, 2010) and other technical assistance (Maurana et al., 2001)
- Access to published research studies and individuals who can synthesize the information and identify best practice (Terres & Cartier, 2010)
- Improved community (health) outcomes (Maurana et al., 2001; Calleson, 2005)
- Improved community capacity and increased community leadership (for health) (Calleson, 2005; Maurana et al., 2001)
- Increased community funding for projects (Calleson, 2005; Maurana et al., 2001)
- Integration of students and residents into community–based efforts (Maurana et al., 2001)
- New partnerships and coalitions (Maurana et al., 2001)
- Strengthening existing collaborations (Maurana et al., 2001)
- Changes to policy (Calleson, 2005)

**The benefits of community–engaged scholarship for faculty include:**
- Access to different populations (e.g., clinical) (Terres & Cartier, 2010)
- Access to other perspectives and expertise (Terres & Cartier, 2010)
- Identification of the most relevant issues to study (e.g., clinically important) (Terres & Cartier, 2010)
- Develop ideas for future research studies (Terres & Cartier, 2010) and can generate research questions (Barker, 2004)
- Access to new data sources (Barker, 2004)

**The benefits of community–engaged scholarship to students include:**
- Be a part of a research team and contribute to the research process (Terres & Cartier, 2010)
- Obtain ideas for future research studies (Terres & Cartier, 2010)
- Changes in attitudes, career choices, skills, and knowledge related to working in communities (Calleson, 2005) (i.e., produce socially responsible students)
THE CHALLENGES TO ENGAGED SCHOLARSHIP

There are many challenges to conducting engaged scholarship. The challenges include:

- Those associated with partnerships
- Issues with mutual trust (Terres & Cartier, 2010)
- Communication (Terres & Cartier, 2010)
- Determination of leadership roles (Terres & Cartier, 2010)
- Availability and use of mutual resources (Terres & Cartier, 2010)
- Partners who do not fulfill their commitments (Terres & Cartier, 2010)
- Faculty studying issues of their own interest (Terres & Cartier, 2010)
- Faculty involvement ending because of lack of funding or their own research needs have been met (Terres & Cartier, 2010)

Those associated with faculty promotion and tenure:

- Driscoll and Sandmann (2001) suggest that faculty members have difficulty documenting their community-engaged scholarship when applying for promotion and tenure. They provide a documentation framework consisting of three components: purpose, process and outcomes.
- The literature suggests that academics and university administrators not involved in community-engaged scholarship do not understand what it is. For example, some individuals think that community work is just traditional work done in a community setting. Others perceive work done in a community as service and not as scholarship (Seifer et al., 2009). Maurana et al. (2001) argues that community scholarship “must be perceived not as an inferior activity, but as an equal form of scholarship. … Community activities may look very different from the scholarly activities in a classroom, laboratory or library, but they are informed and guided by the same standards of scholarly rigor in the pursuit for new knowledge” (p. 211).
- The products of community-engaged scholarship differ from traditional scholarship. With traditional scholarship, faculty ‘success’ is well understood and measured by the number of peer-reviewed academic journal articles, conference presentations, and grants received. An academic journal is an inappropriate forum for disseminating results of community-engaged scholarship, as academic journals are largely inaccessible to the intended audience, namely community members, practitioners and policy makers. The products of community-engaged scholarship are therefore different. The products of community-engaged scholarship may include partnership process tools, training manuals and resource guides, newspaper articles, editorials, websites, public testimony and curricula (Seifer et al., 2009). These products typically are not peer-reviewed and/or disseminated widely. Products of community-engaged scholarship may be disseminated through websites, clearinghouses, local departments, presentations, journals and other publications (Maurana et al., 2001). Work that is not peer-reviewed may not be viewed by other academics as a scholarly product.
- There seems to be no standard, agreed upon method to assess the quality and productivity of faculty involved in community-engaged scholarship. Although, evaluation criteria have been developed and published, including the National Review Board for the Scholarship of Engagement’s criteria outlined in the article by Driscoll and Sandmann (2001) (Table 1). Calleson et al. (2005) suggests that community-engaged scholarship should be evaluated in terms of process measures, products measures, and outcomes.
- Additionally, work done with communities is time consuming and not conducive to producing many (single-authored) publications. (Calleson, Jordan, & Seifer, 2005) Also, most journals are unlikely to publish community-engaged scholarship.
Consequently, review and promotion committees may not understand community–engaged scholarship and may view it unfavourably (lesser importance, quality, credibility and value than traditional forms of scholarship).

Also, there are likely few senior faculty members involved in community–engaged scholarship at any one institution to serve on promotion and tenure committees and to mentor faculty junior to community–engaged scholarship. (Seifer et al., n.d.)

Those associated with training in community–engaged scholarship:

Lack of established professional development opportunities for faculty members, graduate students, and post–doctoral trainees (Seifer et al., 2009) and as mentioned above, there are likely few faculty members senior to community–engaged scholarship to mentor others at any academic institution.

For more information about community–engaged scholarship and useful tools, check out some of these key websites:

- Community–Based Research Canada: http://communityresearchcanada.ca/
- Campus–Community Partnerships for Health (CCPH): http://www.ccph.info/
- CES4Health.info: http://www.ces4health.info/
- Campus Compact: http://www.compact.org/
- Loyola University Chicago Centre for Experiential Learning: http://www.luc.edu/experiential/about.shtml
- University of Guelph Institute for Community Engaged Scholarship: http://www.theresearchshop.ca/
- Canadian Alliance for Community Service–Learning: http://www.communityservicelearning.ca/en/

and journals:

- The Journal of Community Engagement and Higher Education: http://www.indstate.edu/jcehe/
- Journal of Community Engagement and Scholarship (JCES): http://www.jces.ua.edu/
- Metropolitan Universities Journal: http://muj.uc.iupui.edu/index.htm
- Michigan Journal of Community Service Learning: http://ginsberg.umich.edu/mjcsl/
REFERENCES


7.2 SOCIAL MEDICINE

“All medicine is inescapably social” writes Eisenberg (1999, p. 165), even the human genome. There is undisputable evidence that health is affected by social and economic conditions; the socially and economically disadvantaged have poorer access to health care, get sicker and die earlier compared to those who are more affluent. Social factors play a role in the development and course of diseases, both chronic and infectious. The PLoS Editors et al. (2006) identified four domains, both large scale and finer-grained, at which social forces operate to affect our health; specifically,

1. The cultural and social aspects of the relationship between patients and health professionals. Social negotiation is affected by beliefs, practices, interests and power dynamics.
2. The patients’ beliefs, practices and experiences.
3. The culture of medicine—health professionals and institutions have their own cultures (agendas, prejudices and beliefs) that extend beyond clinical interactions.
4. Social determinants of disease: poverty, lack of or unstable employment, housing instability, stress, addiction, inadequate education and literacy, poor health care and social isolation.

Since health is determined by social factors, health is a matter of social concern and health should be promoted through both individual (medical) and social means. Eisenberg (1999) advocates for research on the factors that underpin health inequities. The field of social medicine attempts to understand how social and economic conditions affect health, disease and the practice of medicine; and it advocates for societal changes to improve health for all. More precisely, social medicine is the field that systematically studies the relationships between society, disease and medicine. Rudolf Virchow is considered to be the father of social medicine, but there have been other notable proponents of social medicine, particularly from Latin America (Salvador Allende and Che Guevara to name a few). Because Latin America has a rich history of social medicine advocates, there is much practical and theoretical research from this region on the relationship between health and society and much critique towards traditional medicine. For a brief history of social medicine read Porter (2006).

According to Gregg et al. (2008), many physicians do not feel prepared to address the social determinants of health as well as they do not feel skilled to care for patients from different cultures and other backgrounds. However, medical schools appear to be attempting to improve their social accountability as evidenced by the growing literature in this area (such as Fleet et al., 2008; Thompson & Davis, 2008; Strasser et al., 2009). One example comes from the Oregon Health and Science University that has managed to integrate a community-based social medicine curriculum (seminar and experiential components) into their internal medicine residency program through successful academic–community partnerships. There is evidence that this program changes the way physicians think about and care for individuals who are homeless and/or who have addictions issues, the populations of focus in this program. Gregg et al. (2008) argues that to “produce a generation of physicians who can apply an ethic of social responsibility and civic engagement to the consideration and alleviation of disease–promoting structural inequalities, clinical training must first provide them with the tools both to understand what those inequalities are and how to address them” (p. 19).

There are many other examples of faculty, departments, and universities with a strong social mission and commitment to service, including Dr. Paul Farmer’s work in Haiti and Boston University work in Lesotho, Africa (Babich, Bicknell, Culpepper, & Jack, 2008).

At the UM, similar concepts arise in the movement in interprofessional education and health promotion concepts. One approach to enhancing community engagement is to expand service learning.
For more information about social medicine, check out the following website:

- The Social Medicine Portal: http://www.socialmedicine.org/

and journals:

- Social Medicine/Medicine Social: http://journals.sfu.ca/socialmedicine/index.php/socialmedicine/index
- Public Health, Social Medicine and Epidemiology

REFERENCES


Additional references are listed in Appendix J along with this list.

7.3 SERVICE LEARNING IN CANADA

A service–learning model of community engagement is a unique and effective form of experiential learning and community–university engagement. Service learning goes beyond community service, volunteerism or curricular (for–credit) educational learning. Clinical education emphasizes student learning as the primary objective. Volunteerism primarily emphasizes the service component with no formalized learning or reflective component.

Service learning is a structured approach to learning and education that combines community service with an intentional reflective component and encompasses the participatory efforts of students, faculty and the community in a reciprocal and impartial manner. Service learning links theory into practice, providing students a chance to acquire and apply knowledge and skills in a setting that fosters experiential and academic growth. Students provide service in response to particular community–identified needs, while learning about the connection between academic work and service towards the goal of active citizenship and civic responsibility.
In service learning, there is an emphasis of balancing student learning with service, with the service being oriented towards community–identified concerns. The intentional reflective component in combination with action–oriented service enriches students’ experiential learning. Reflection functions to foster a deep understanding of the issues affecting the community partner and increase the quality of service the student is providing.

Three post–secondary institutions across Canada with community service learning programs are described below based on information from the respective universities.

1. Trent University – The Trent Centre for Community–Based Education (TCCBE).
   This is a collaborative model of community–university engagement. The Centre is an independent non–profit charitable organization co–directed by representatives from Trent University and communities in the surrounding region. The Centre connects the community and the university as stakeholders to create community–based research, community service learning and experiential education opportunities. Both community and University stakeholders collaborate to conceive, design, deliver and evaluate programs that combine service learning with community–based research, which take the form of projects that support the social, environmental, cultural and economic well–being of the local region (Ontario). The TCCBE houses the Community–based Education Program (CBE), the Community Service Learning Program (CSL) and the Strategic Research Initiative (SRI).

   The Community–Based Education Program connects students with local organizations to address current challenges in the surrounding community. The CBE program is well integrated into established curriculum across all Trent University departments, courses, and course levels and serves as a complement to students’ academic learning. Currently 200 students are accommodated across all course levels with 25–30 instructors and 70 organizations annually.

   The Community Service Learning Program (CSL) allows students to volunteer on an organization–directed project designed to address a community–identified need and provides a unique educational experience. Like the CBE program, CSL projects are well integrated into many courses in the form of assignments and, consistent with other service learning models, students are also required to complete a reflection assignment as part of the program.

   The Strategic Research Initiative (SRI) supports research initiatives between community organizations and university and college faculty addressing long term community research needs such as poverty reduction. SRI assists in project management and coordination; supports proposal writing and grants applications; and assists in post–research activities such as presentations, publication writing and strategic planning. SRI supported research projects can be proposed by both community partners and faculty members and can integrate the CBE and CSL programs into the proposed research project for additional supports.

2. The University of British Columbia’s Learning Exchange Trek Program & Community Learning Initiative.
   Using the service–learning model of community engagement, the Learning Exchange Trek program has UBC students volunteer at various community settings such as inner city schools and homeless shelters. Through the UBC Community Learning Initiative, innovative approaches to course–based or curricular CSL programs have been implemented to support increases in civic participation using a service–learning model. This program continues to grow—over 1200 UBC students participated in CSL programs in 2007–2008 and 1700 in 2008–2009, with half of the students completing the program as part of an academic course.
3. **McMaster University–Office of Community Service–Learning & Civic Engagement** provides McMaster students with co–curricular (non–credit) opportunities to reach out into the community using the service–learning model of structured service with intentional and guided reflection. Past events include (1) **Mac Serve**, an annual event that connects hundreds of students with community organizations for one day of service, understanding social issues and performing personal reflection; and (2) **Alternative Reading Week Activities** including a trip to Kenya and structured service projects with various community organizations such as the Ancaster Food Drive, Wesley Urban Ministries and the Beasley Neighbours for Neighbours.

### 7.4 CO–CURRICULAR RECORD AT THE UNIVERSITY OF MANITOBA

The University of Manitoba's Office of Student Affairs offers co–curricular (non–credit) programs through the service–learning model. Integral to the activities are service and personal reflection.

**PRAXIS Student group**, operating out of the Office of Student Life, has mandates that are exemplary of the service–learning model. PRAXIS students combine service with reflective learning, focusing on issues affecting the local and global community. Winnipeg community activities include Siloam Mission, Project Love school supply collection drive and Winnipeg Harvest.

International service learning initiatives such as the **Alternative Spring Break (ASB) Initiative in El Salvador**, **Bangladesh Service Learning Experience** and **Ecuador Service Learning Experience** provide students with a unique learning opportunity that encompasses social and community development as well as cultural awareness and understanding.

In recognizing the importance of a more comprehensive and holistic student development experience, the UM has established the Co–Curricular Record that documents co–curricular or non–credit student activities in the areas of governance, leadership, service learning, awards and participation/volunteerism. The co–curricular record is included along with students' academic transcript. In the area of service learning, the programs must be under the direction of a UM Faculty, department, an administrative unit, UMSU or GSA and must not be for academic credit. The program must include an orientation prior to program commencement, personal reflection and a post–program debrief, all components of which are specific to service learning.
CHAPTER 8

CONCLUSIONS AND SUMMARY OF THE OPPORTUNITIES FOR THE UNIVERSITY OF MANITOBA
There is an opportunity for the University of Manitoba to increase its collaboration with others in addressing the inequities facing children in the inner city. But it will take an explicit commitment from the University of Manitoba. The growth in the population of children and youth in the inner city is outweighed only by the rapidly expanding population of those under the age of 20 in Manitoba’s north. If the university wants to respond to the diversity of Manitoba’s population, there will have to be changes to reach out and work with those who are underrepresented in post secondary education.

Over the last year as our discussions with members of the university and the community have continued, there have been some small steps taken. The ACCESS programs tried some recruitment within the inner city. New relationships have been formed between community agencies and teaching for medical students. New partnerships have evolved between faculty members and community organizations. Funding was directed to supplement funding for participation of inner city children in the Bison Children's Programs. The Faculty of Medicine has committed to engaging with the community and implementing service learning. Ways to open UM resources to the community are being explored.

While these are early days, it is clear that when concerns are shared amongst us and when opportunities appear, change will happen. But to really make a difference, several elements are critical. Initiatives have to be sustainable, so the University will have to choose to support the best programs. Given all the work going on now, ways to work together with other agencies needs to be found.

What will move us to act in the best interests of the children and the university and meet the challenge of addressing the root causes of inequity faced by the future generation? Leadership and commitment to helping children reach their full potential are surely part of the answer.

SUMMARY OF THE OPPORTUNITIES FOR THE UNIVERSITY OF MANITOBA

The opportunities identified here capture ideas that arose from the interviews with aboriginal elders, UM faculty, staff and students and the inner city community. They are directed to the UM as it musters its resources to address the inequities facing inner city children and their families that prevent them from reaching their full potential. Discussion of the opportunities identified is found throughout the document in various related sections.

I. OPPORTUNITIES FOR COMMUNITY/UNIVERSITY ENGAGEMENT AND COLLABORATION

By developing a philosophy of engaged scholarship, responding to community concerns and being more present in the inner city, the UM would signal that a new era of collaboration and engagement is beginning. The process of building community engagement starts with building trust and relationships by meeting with Aboriginal leaders and leaders of the inner city. It means demystifying the University of Manitoba for the inner city community, and vice versa, by creating new positive community/university experiences.

There are opportunities for:

1. sponsoring a symposium to highlight current UM activities in the inner city and invite the inner city and university communities to recommend new approaches to community/university engagement;
2. enhancing access to UM sports facilities, libraries and the Bison Programs by offering camps in the inner city with minimum or no fees for inner city children and youth;
3. improving access to information about UM expertise and resources through workshops, evening sessions and websites that focus on issues important to the community;
4. evaluating options to establish a program evaluation and proposal development service, guided by faculty members with student involvement;
5. organizing tours and open houses for inner residents to all campuses; invite community groups to sports events and other activities such as the Graduation PowWow;

6. creating opportunities for inner city students to volunteer.

2. OPPORTUNITIES TO IMPROVE ACCESS TO POST SECONDARY EDUCATION (PSE)

There are opportunities for the UM to improve access to PSE for inner city youth and adults by changing approaches to recruitment, improving its communication with the inner city, and creating an environment at the UM that is welcoming and culturally safe for everyone. A strategy for pipeline programs should be developed and support provided to those programs that are shown to be successful and consistent with principles of community engagement (Biomedical Youth Program and Career Trek).

This can be accomplished by:

1. defining long term support for leading edge initiatives that improve inner city community access like the Biomedical Youth Program, and the Science Rendezvous and hold events in the inner city.

2. expanding the Aboriginal stream of recruitment

3. expanding the recruitment office's mandate to include younger youth by beginning recruitment in elementary school;

4. developing approaches to address racism and discrimination;

5. providing more information within the inner city about the UM application, acceptance and registration processes and financial support for students;

6. providing specific information about the UM to the First Nations, Métis and Inuit communities and promote the New Aboriginal House at Fort Garry Campus.

3. OPPORTUNITIES TO IMPROVE STUDENT PLACEMENTS AND SERVICE LEARNING

There are opportunities to improve the inner city community experience for students, community and faculty members by encouraging inner city placements, developing consistent expectations of students and their supervisors across faculties, and expanding service learning. This can be accomplished by:

1. establishing specific expectations about student placements for faculty and students and their interaction with community agencies by using current faculty models that already are proven successful;

2. establishing a defined, centralized practicum placement information hub with community access;

3. finalizing a UM approach to and expanding service learning;

4. using the co–curricular record to maximize interest in service learning and volunteerism with a focus on the inner city.

4. OPPORTUNITIES FOR KNOWLEDGE EXCHANGE AND RESEARCH

Knowledge exchange is a two way street and both the community and the university want their respective knowledge to be honoured. There are opportunities to improve knowledge exchange and research by doing projects together to answer compelling questions, responding to the needs of the community for supports in program evaluation and proposal writing and welcoming community elders and teachers to the UM and UM researchers into the community. These types of activities can valued by the UM in the process of academic promotion and tenure.
This can be accomplished by:

1. developing a Community Research Partnership Policy with guiding principles on how to conduct research in and with the community;
2. bringing community elders and leaders to the UM to share their knowledge through teachings and workshops;
3. valuing participatory research in the promotion and tenure process by recognizing that engagement with the community is important, necessary and time consuming;
4. developing a process or incentive to encourage faculty members and graduate students to work with inner city agencies and schools to conduct research addressing compelling community questions;
5. evaluating options to establish a program evaluation and proposal development service, guided by faculty members with student involvement. The model used by the pro-bono law clinic could be a model.

5. OPPORTUNITIES TO PROVIDE COMMUNITY FUNDING SUPPORT

By recognizing that many community agencies that welcome students and researchers have tenuous funding arrangements and that there are expenses related to hosting UM activities, the UM could participate in a process to address these issues, along with other organizations.

There is an opportunity to collaborate between the community and the UM by:

1. recognizing the potential costs to community organizations when collaborating on research or student placements and ways to address those costs;
2. considering how the UM can contribute along with other organizations to an examination of the issue of core funding for community agencies.

6. OPPORTUNITIES FOR ADVOCACY AND FOR UNIVERSITY ADVOCATES

The UM is an important resource for advocacy about many inner city and aboriginal issues. Many faculty, staff and students are already advocates for children and inner city issues. There is a need to enhance the ability of community to address important issues in collaboration with experts and advocates at the UM. There are opportunities to simplify access to experts by the community and to support mechanisms for university colleagues to collaborate amongst themselves, as has happened with the Centre for Human Rights Research Initiative. Faculty members’ contributions to equity issues can be valued within UM processes.

The opportunities are to:

1. facilitate knowledge of and access to faculty members interested, skilled and willing to be an advocate through improved communications and website support;
2. encourage and value contributions to equity issues by faculty members as they relate to the inner city in the tenure and promotion process;
3. create connections to the community organization SPARK to allow faculty to develop relationships with community groups looking for advocacy and expertise;
4. celebrate the current achievements of faculty, staff and students;
5. create informal gatherings to support networking amongst advocates;
6. support faculty development in advocacy.
APPENDIX A: LIST OF THE MEMBERS OF THE UM CONNECTING KIDS PROJECT TEAM

Faculty of Medicine – Sharon Macdonald, Noralou Roos
Faculty of Social Work – Kim Clare, Debra DiUbaldo
Faculty of Kinesiology and Recreation Management – Joannie Halas, Elizabeth Ready
Elders – Margaret Lavallee, Mae Louise Campbell and Myra Laramee
Community
Darlene Klyne – Program Director, Pathways to Education
Marianne Cerilli – West Central Women’s Resource Centre and Coordinator for UM Connecting Project to Kids
Research Assistants
Community Health Sciences– Ryan Reyes, Aynslie Hinds
Inner City Social Work Program – Adriana Brydon
## Appendix B: List of Community Engagement Meetings
### By Organization and Numbers of Attendees

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Council</td>
<td>January 13, 2011</td>
<td>8</td>
</tr>
<tr>
<td>Aboriginal Visioning for the North End</td>
<td>March 1, 2011</td>
<td>7</td>
</tr>
<tr>
<td>Career Trek</td>
<td>February 23, 2011</td>
<td>1</td>
</tr>
<tr>
<td>Central Neighbourhoods – Development Corporation</td>
<td>February 2, 2011</td>
<td>8</td>
</tr>
<tr>
<td>Coalition of Community Based – Youth Serving Agencies (CCYSA)</td>
<td>February 23, 2011</td>
<td>5</td>
</tr>
<tr>
<td>CCYSA – Advocacy Committee</td>
<td>March 9, 2011</td>
<td>3</td>
</tr>
<tr>
<td>Hugh John Macdonald School Parents Group (WSD)</td>
<td>May 6, 2011</td>
<td>18</td>
</tr>
<tr>
<td>IRCOM (Immigrant Refugee Community Organization Manitoba)</td>
<td>February 11, 2011</td>
<td>1</td>
</tr>
<tr>
<td>Ka Ni Youth/Ka Ni Kanichihk Youth Council</td>
<td>February 15, 2011</td>
<td>8</td>
</tr>
<tr>
<td>Kookums Council</td>
<td>February 14, 2011</td>
<td>3</td>
</tr>
<tr>
<td>Manitoba Ethno–cultural Advisory and Advocacy Council (MEAAC)</td>
<td>February 22, 2011</td>
<td>3</td>
</tr>
<tr>
<td>Neighbourhood Corporations Executive Directors</td>
<td>January 27, 2011</td>
<td>6</td>
</tr>
<tr>
<td>North End Community Leaders Group</td>
<td>January 25, 2011</td>
<td>8</td>
</tr>
<tr>
<td>NOWAN (Network of War Affected Newcomers)</td>
<td>January 21, 2011</td>
<td>25</td>
</tr>
<tr>
<td>Pathways to Education</td>
<td>January 25, 2011</td>
<td>18</td>
</tr>
<tr>
<td>Thunderbird House Elders Council</td>
<td>February 28, 2011</td>
<td>6</td>
</tr>
<tr>
<td>West Central Women’s Resource Centre</td>
<td>March 11, 2011</td>
<td>9</td>
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<tr>
<td>West Broadway Network</td>
<td>February 9, 2011</td>
<td>12</td>
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<td>West End Network</td>
<td>January 20, 2011</td>
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<tr>
<td>Winnipeg School Division – Inner City School Principals Committee</td>
<td>May 16, 2011</td>
<td>35</td>
</tr>
<tr>
<td>Winnipeg Poverty Reduction Council (WPRC)</td>
<td>January 12, 2011</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>225</strong></td>
</tr>
</tbody>
</table>
AGENCIES REPRESENTED AT THE MEETINGS HELD IN THE COMMUNITY

Aboriginal Visioning for the North End – Ma Mawi Wi Chi Itata

Community Ministries – Oak Table; North End Community Ministries (NECM); West Broadway Community Ministries (WBCM)

Executive Directors Neighbourhood Corporations – Spence Neighbourhood Association, West Broadway Development Neighbourhood Corporation; Daniel McIntyre/St. Matthews; North End Community Renewal Corporation (NECRC); Centennial Neighbourhood Association

Ka Ni Youth – Restoring the Scared Program – Ka Ni Kanichihk

Kookum's Council – Kookum's Council

Manitoba Ethno-cultural Advisory and Advocacy Council – 2 members of Youth and Education Committee

North End Community Leaders Group – Mount Carmel Clinic, Indian Métis Friendship Centre, North Point Douglas Women’s Resource Centre, Ndinawe, Ma Mawi Wi Chi Itata, CEDA, North End Community Renewal Corporation, Aboriginal Visioning for the North End.

NOWAN – a broad array of governmental and non governmental agencies

Pathways for Education– CEDA

Thunderbird House – Elders Council

West Broadway – Network RaY, Horizon’s Program

West End Network – St. Matthews/Maryland Community; Pregnancy & Family Support Services Inc.; Ma Mawi Wi Chi Itata; Spence Neighbourhood Association; Friends of Orioles Community Club; West End Cultural Centre

Winnipeg Poverty Reduction Council – representatives of a broad array of organizations

Winnipeg School Division – Inner City School Principals, vice–principals and superintendent

West Central Women’s Resource Centre (WCWRC); Wolseley Family Place (WFP)

Youth Serving Agencies – West Central Youth; IRCOM; Winnipeg Boys and Girls Club; Spence Neighbourhood Association (SNA); Rossbrook House; Teen Stop (CUSB)
APPENDIX C: COMMUNITY VOICES—FEEDBACK FROM THE COMMUNITY

UM activities of interest to the inner city community

- Arts, Film, Music, Sports
- Special events and functions like PowWows
- Tutoring
- Lots of interest in computers, tutoring in computer literacy
- Adult education programs—to have older Aboriginal people get in
- Going to the university to play sports, interacting with the players
- More art in schools
- Bring performing arts to inner city as youth are interested in performing arts.
- Bring aboriginal media stars, people like Wab Kinew, to the inner city.
- Working with multimedia on projects with UM
- Medical field—focus on First Nations, Inuit
- Students from out of town would like to stay in Winnipeg for support system.
- The UM offer incentive to families who have at least one member going to UM.
- Tutor, counselling, academic advisor, fit the student to right program.
- Mini–U in the downtown area rather than way out in Fort Garry.
- Programs that gives them the idea of what the UM offers.
- Have UM programs exposed at all high–schools.
- Keep showing up to help students, supply camps or something.
- Provide more support for single parent families, possibly a mobile mini–u.
- Green space at Gordon Bell perfect place to set up mini–u (possibly)
  or Broadway Neighbourhood center.
- Knowing about more language assistance programs.
- Help direct boys or girls in directions other than gender related.
- High–schools need to have somewhere to have students volunteer and help
  with community, care–homes, hospitality.
- Just volunteer, feel good about yourself and maybe hear about employment opportunity.
- More community based places to be used by students.
- Open parameters to more people in same economic parameter.
- Open up parameters rather than only First Nations, Immigrants.
- How many Aboriginal profs are there?
- How can the UM ensure that Aboriginal knowledge is taught and maintained?
- Faculty recruitment is reactionary—need to broaden it.
- Medical faculties, make the communities more aware of the medical facilities,
  what they do there, what’s open to the communities, First Nations health.
Ideas for the UM to consider

- All education students should do a practicum placement in the inner city or north end.
- Could Art City classes be a course at UM in art and community development, can there be a consultation on this?
- There could be a data base with the Faculty of Art with practicum options.
- The Artist in Residence model is a good one, where artists are paid to work with community 50% of the time and do their art 50% of the time.
- There should be linkages with the Art Consultants in the school divisions.
- Many Art students are working in the community; where can they take courses in community development to help prepare them (to work in the community)?
- UM could adopt a neighbourhood—send teams of students and faculty.
- The members of the Aboriginal Council Board have a lot of questions, such as what is the UM doing now? What is the process for getting UM involved? Who are contacts?
- Access programs on campus for the Aboriginal Council; there needs to be more recruitment here (Aboriginal Centre). Currently some recruitment is done with other post secondary education groups (RRC).
- There is a new project involving the Aboriginal Council around gangs and a recruitment prevention strategy is to be developed based on Regina model and a new witness protection program with police support. Can UM recommend someone to be part of a steering committee?
- Aboriginal Council and community seeking recognition as PSE institution with COPSE funding. How can the Aboriginal Council add value (to Aboriginal Education).
- In Saskatchewan there is a First Nations University; how can we determine the fit here?
- Aboriginal Housing services are available. There are 14 Aboriginal not for profit housing corporations, and they need support.
- How do you get UM info other than from the website?
- How will the UM accommodate older students?
- There needs to be a strategy for mature students.
- UM needs an Adult Learning Centre and Child and Youth Care like RRC.
- Community partnership are needed like with Urban Circle – in neighbourhood.
- There are north end priorities and projects like on Selkirk Avenue – the Bell Tower refurbishment. NECRC and North end Aboriginal Visioning are working on it. (Can UM contribute to the project?)
Concerns raised by the community

- Students need help to get their drivers’ licenses.
- Maples push students, Inner city schools don’t push students to go past grade 12.
- How do we get inner city youth to focus on university? Even straight A students gets a job—dead end job.
- How do you get students to use counsellors?
- We are overwhelmed, stressed, not sure where to get help.
- What do people need to do to fit in (at UM)?
- Youth talk about the classism experience when their friends go to UM—“I’m better. I go”.
- Money is an obstacle.
- Now some (First Nations) Bands are out of money (and cannot fund students).
- School had handouts tells what you need to get in (prerequisites)—intimidating!
- People needing references for applications and need help filling out applications.
- We need computer and technical management.
- I moved here from (eastern Canada)—it is real—so much racism—kids did not want my Aboriginal daughter to go to the school.
- How can we tap into the strength of students?
- At Fort Garry campus there is always rushing between buildings and no socialization.
- How will UM outreach be different from what UW does? Will there be downtown campuses?
- Often people are not sure why they pick UM.
APPENDIX D: A LIST OF WINNIPEG, MANITOBA AND OTHER PROVINCIAL CROSS SECTOR INITIATIVES

Winnipeg Poverty Reduction Council www.wprc.ca
Recognizing that many of Winnipeg's most challenging social issues are rooted in poverty, a group of community leaders from across the city formed the Winnipeg Poverty Reduction Council (WPRC) in 2007. The mission of the WPRC is to reduce poverty significantly in Winnipeg, with the aspiration that Winnipeg can truly be A City Where Everyone Belongs. During the period of July 2008 to June 2010, the WPRC established a strong foundation upon which to actualize a community-wide, integrated, and cross-sectoral approach to poverty reduction: developing governing documents, learning about poverty in Winnipeg, finding out how other communities are addressing poverty, engaging with community stakeholders, listening to poverty experts from various perspectives, reviewing current research and working on a Framework for Action to guide the work of the WPRC’s. The work groups areas of focus are asset building, early childhood education and access to recreation.

ALL ABOARD Province of Manitoba www.gov.mb.ca/fs/allaboard/index.html
Announced in 2009, All Aboard is Manitoba's Poverty Reduction and Social Inclusion Strategy. The plan is based on the philosophy that all Manitobans deserve to live a quality of life and benefit from our province's prosperity; that poverty and its resulting effects have a cost for all of us; and that collaboration and hard work by all sectors, organizations and individuals is necessary to reduce poverty and promote prosperity. All Aboard focuses on four key areas 1) to reduce poverty; 2) education, jobs and income support; 3) safe and affordable housing; 4) strong, healthy families; and 5) accessible social services.

Premier's Advisory Council on Education, Poverty and Citizenship
Announced in May 2010, the 29-member Premier’s Advisory Council on Education, Poverty and Citizenship is co-chaired by Brian Postl, Dean of the University of Manitoba’s faculty of medicine and Doris Young, assistant to the president of Aboriginal affairs at the University College of the North. The council will bring together Manitobans from public and post-secondary education and training, community development, First Nation, Métis and Aboriginal organizations and newcomer and refugee organizations to share their experience in delivering programs and policy that ensure more Manitobans complete education and find meaningful employment. Based on the model used by the successful Premier's Economic Advisory Council, the council will provide direct advice to the premier and is the latest component of the province’s ALL Aboard Poverty Reduction Strategy.

Crime Prevention Through Social Development (CPTSD)
CPTSD attempts to reduce crime by specifically addressing social conditions: promoting well-being through social, health and educational measures. Improvements on these social conditions have been shown to open up new vistas for young people who might otherwise end up behind bars. The strategy behind CPTSD focuses on investing in kids and providing them with positive life experiences, and thus avoiding the considerable harms and costs of crime and victimization.

Crime Prevention Through Social Development Programs include: Aboriginal Youth Strategy, By-law Enforcement Unit, CHOICES Youth Program, Community Resource Coordination and Community Development Work, Crime STAT, Creation of a new Auxiliary Cadet Force for Winnipeg Police Service, Citizens for Crime Awareness, Check it Out! Reading Zone, IRCOM, Boys & Girls Club, Graffiti Arts Program, LiveSAFE, Project Breakaway, SPIN, Safe Communities Winnipeg Designation, Winnipeg Aboriginal Sport and Achievement Centre, Winnipeg Committee for Safety, Winnipeg Auto Theft Suppression Strategy.
LiveSAFE Interconnected Crime Prevention Strategy – City of Winnipeg

LiveSAFE attempts to address a number of the crime and social challenges that Winnipeg is currently facing. LiveSAFE is fundamentally based upon cross-sectoral partnerships and is thus associated with certain aspects of policing, the involvement of various community organizations, programs, projects and support services provided by the City of Winnipeg and its various departments. As a result, this interconnected approach promotes addressing the root causes of crime aimed at promoting the well-being of the community through social, economic, health, educational and recreational actions, with particular focus on families, seniors, children and youth at-risk.

Make Poverty History Manitoba

The Canadian Make Poverty History campaign was launched in February 2005 with the support of a wide cross-section of public interest and faith groups, trade unions, students, academics, literary, artistic and sports leaders. Make Poverty History Manitoba (MPHM) is a multi-sectoral collaborative coalition of organizations and individuals committed to changing public policy to achieve a Manitoba without poverty. MPHM aims to 1) build a strong provincial coalition and movement, representative of all sectors of society, in support of achieving a Manitoba without poverty; 2) to promote the development and implementation of comprehensive and effective anti-poverty policies at all three levels of government based on the principle of social inclusion, with targets and timelines for outcomes; 3) to make poverty elimination a top societal priority; and 4) to work in cooperation with and support relevant national and international campaigns to “Make Poverty History.” To achieve these objectives, members of MPHM conduct research and generate publicity and public awareness on the impact that poverty has on everyone, mobilize Manitobans in support of poverty elimination and advocate. MPHM represents business, education, student, youth, Aboriginal, newcomer, labour, women’s, disability, urban, rural and northern communities. The diverse membership of MPHM reflects the diverse populations most vulnerable to poverty.

The Great Jobs Agenda – Manitoba Chambers of Commerce

The Great Jobs agenda is an economic framework that attempts to bridge the gap between individual prosperity and economic vitality. The Agenda is a call for a disciplined and steadfast focus that judges whether economic and educational efforts are empowering individuals to obtain jobs that are well-paying, meaningful and taps into their talents.

PEG City – Community Indicators Project, United Way of Winnipeg

PEG is Winnipeg’s community indicator system, ranking indicators that reflect and measure our city’s wellbeing. These indicators, developed by a wide-cross section of stakeholders, speak to our wellbeing in eight theme areas (basic needs, health, education and learning, social vitality, governance, built environment, economy and natural environment) and one cross-cutting issue (poverty). Individuals, groups and organizations in all sectors can use the information to increase their knowledge, inform decisions, and guide action to achieve short- and long-term progress. The Indicators Working Group consists of organizations and individuals with expertise and/or experiences in the themes being explored. Their role is to develop a list of potential indicators to assist in narrowing the list to a reasonable and achievable list of indicators (since the current eight and poverty are a working list). Other groups include the Steering committee and Engagement Group.

Winnipeg Regeneration Strategy

Winnipeg Regeneration Strategy (WRS) consists of provincial efforts to revitalize the capital city. The strategies employed in the WRS consist of efforts to revitalize Winnipeg by strengthening the economic and social vitality of the inner city. WRS is a five-year plan and will concentrate on three priorities: (1) aboriginal capacity-building to close the economic and social gap between urban Aboriginal people and other Winnipeggers;
(2) downtown renewal to encourage downtown living, identify and support key capital infrastructure projects and heritage preservation initiatives, and stimulate strategic social and economic initiatives in the downtown district; and (3) development of inner city resiliency to improve the physical, social, economic and environmental conditions and outcomes for the inner city through comprehensive approaches based on community economic–development principles.

Our Winnipeg and SpeakUp Winnipeg http://www.winnipeg.ca/ppd/OurWinnipeg/
Our Winnipeg was launched in April 2009 to create a new civic plan. Its call to action was SpeakUp Winnipeg with the involvement of 34,000 people at roundtables, festivals and events. The report released focuses on sustainability, security, city competitiveness, city buildings and communities. Included is the need to address poverty. A similar initiative in Vancouver worth noting is the Neighbourhood Integrated Service Teams (NIST) at website http://vancouver.ca/nist/. City and other Community agency employees work across organizational boundaries to meet the needs of communities. Goals include 1) creating safer and more pleasant neighbourhoods; 2) effective, friendly service; 3) community involvement in creative problem–solving; and 4) ready access to information about the City and its government. The categories of activity are environment, sustainability, community planning, transportation, information and cultural projects.

Neighbourhoods Alive! http://www.gov.mb.ca/housing/neighbourhoods/
The Manitoba Government through Manitoba Housing and Community Development established Neighbourhoods Alive! to provide community organizations in designated neighbourhoods with the support they need to revitalize and/or rebuild those neighbourhoods. Neighbourhoods Alive! works with residents, community groups, schools, businesses and other local organizations to support ideas and goals for community building/revitalization with funding and planning assistance. It is based on a cross department approach and offering funds for community priorities. Such efforts include: 1) housing and physical improvements; 2) employment and training; 3) education and recreation; and 4) safety and crime prevention. Neighbourhoods Alive programs include: 1) Neighbourhood Renewal Fund, 2) Community Initiatives Program, 3) Neighbourhood Development Assistance, 4) Neighbourhood Housing Assistance, 5) Training Initiatives, 6) Lighthouses, 7) Community Youth Recreation, 8) Urban Art Centres, and 9) School Resource Officers.

Teacher Action Cohorts (TACs) are Manitoba’s Teacher’s Society members who are trained facilitators. These volunteers are available at no cost to teacher associations and public school staffs to offer training and action planning on social justice and equity issues. TAC’s facilitate teacher voice and learning through a variety of activity based workshops. The Equity and Social Justice Committee addresses issues related to a) a safe respectful and inclusive teaching environments, b) discrimination and c) social justice.

Healthy Child Manitoba http://www.gov.mb.ca/healthychild/about/index.html
Healthy Child Manitoba (HCM) is the Government of Manitoba’s long–term, cross–departmental strategy for putting children and families first. With its community partners, the Province of Manitoba has developed a network of supports and strategies for children, youth and families. Led by the Healthy Child Committee of Cabinet, Healthy Child Manitoba bridges departments and governments. Together with the community HCM works to improve the well–being of Manitoba’s children and youth by focusing on child–centred public policy through the integration of financial and community–based family supports.
Hope Winnipeg
Hope Winnipeg represents a group of Community Ministries (St. Matthews/ Maryland, Stella Mission, West Broadway Ministry and Oak Table) non–profit organizations working together towards a brighter future by connecting with, supporting and empowering the most disenfranchised people in our city. Hope Winnipeg has five outreach ministries: West Broadway, St. Matthew’s–Maryland, Oak Table, North End Stella and Rainbow Ministry. The ministries serve those living with addictions, those without a place to call home or those shunned by others based on race, income and sexual orientation.

LiveSAFE Interconnected Crime Prevention Strategy
Established in March 2008, this intersectoral consultation approach (Business, Academia, Government, Community) led to the identification of the following priorities: Aboriginal Education (incorporating First Nations history into school curriculum), Neighbourhood resource centres/HUBs, engaging media in a positive way, increasing access to technology to improve education outcomes and community engagement. A focus on integration is key to do this work. Community resource coordinators connect with partners at a local level. SPIN (sports programming for inner city neighbourhoods) is another commitment by city; making empty seats in programs available to low income kids city–wide. Information is available about this approach at http://www.sciences-sociales.uottawa.ca/ipc/eng/documents/Winnipeg.pdf

Network of Networks
Healthy Child Manitoba has taken the initiative to bring together representatives from various strategies and cross–sector collaborative efforts to plan and coordinate actions to address poverty and social exclusion. Meetings on September 27, 2010 and March 24, 2011 had the following objectives:

• Increase understanding of the various strategies currently focused on Winnipeg’s inner city
• Identify synergies/opportunities for integration and collaboration
• Increase understanding of the private sector’s current and potential involvement
• Develop a way for on–going communication related to progress on initiatives
• Defining ways for collaboration, coordination and sharing resources

Canadian Centre for Policy Alternatives (CCPA)
CCPA is an independent, non–partisan research institute concerned with issues of social and economic justice. Recent publications include the annual “State of the Inner City” report from the Manitoba CCPA branch and “If You Want to Change Violence in the ‘Hood, You Have to Change the ‘Hood: Violence and Street Gangs in Winnipeg’s Inner City”.

Canadian Community Economic Development Network (CCEDNET) Manitoba
CCEDNET believes in sustainable and inclusive communities directing their own social, economic and environmental futures. Locally, the network is involved in organizing activities like the CD/CED Gathering, a community event that focuses on building fairer and stronger local economies, tackling poverty and homelessness and investing in sustainable communities.

Social Planning Council of Winnipeg
SPCW has been doing social issues research for several decades and describes itself as “a vehicle for citizens to explore and assess controversial issues, bring new information into public debate and help form a public consensus around progressive solutions.”
Collaboration between local groups

Two examples of publications are noted below.

The View from Here: How a Living Wage Can Reduce Poverty in Manitoba—This report is the result of a collaborative process with the CCPA, Social Planning Council of Winnipeg (SPCW), Winnipeg Harvest and United Way of Winnipeg. It provides an up to date and well researched analyses of how much income Manitoban families need to live at an acceptable, but modest, level and includes the role of government initiatives such as the Child Tax Credit.

The View from Here: Manitobans Call for a Poverty Reduction Plan—CCPA and Make Poverty History Manitoba collaborated on this outline of what they consider to be the critical elements of a meaningful poverty reduction plan. Among the dozens of recommendations made in the report are a series of targets and timelines for reducing poverty in Manitoba.

Other Provincial Initiatives

All other provinces east of Manitoba have poverty action plans. For a summary see the CCPA and Make Poverty History Manitoba document – The View From Here http://www.policyalternatives.ca/sites/default/files/uploads/publications/reports/docs/poverty_reduction_plan_fullreport_052809.pdf

Nova Scotia

Out of the Poverty Reduction Working Group Act (Bill 94, 2007), a strategy to alleviate and prevent poverty was outlined in an April 2009 report: Preventing Poverty, Promoting Prosperity. The plan includes the creation of a new position in government: a coordinator of poverty reduction. It also establishes a committee of ministers from nine government departments that will be responsible for guiding, directing and sharing accountability for the strategy. The strategy consisted of an investment of $155 million over the course of several years with the goal of “breaking the cycle of poverty by creating opportunities for all Nova Scotians to participate in the prosperity of the province and enjoy a better standard of living” by 2020. Three primary goals were outlined: (1) Enable and reward work: focusing on additional training and ending treatment of tax refunds as income for IA clients. (2) Improve supports for those in need by increasing income assistance rates and increase the availability and quality of public and affordable housing. (3) Focus on children: expanding Nova Scotia child benefit and low income pharmacare, as well as create more subsidized portable child-care spaces and increase subsidy. In addition, the report emphasizes a need for collaboration and coordination: increase capacity for coordination and integration, increase public awareness, develop evidence–based policy and programs and strengthen horizontal governance and accountability.


Ontario

Breaking the Cycle: Ontario’s Poverty Reduction Strategy in December 2008: Its plan includes an intention to legislate the provincial commitment to poverty reduction, making future governments legally bound to the objective. The Strategy aims to reduce the number of children living in poverty by 25% over five years by primarily investing in the education system in order to increase the opportunity for kids to become successful and avoid being in poverty.

Quebec

Act to Combat Poverty and Social Exclusion in 2002: A bill to guide the Government and Quebec society as a whole towards a process of planning and implementing actions to combat poverty and counter social exclusion and strive towards a poverty free society. The bill creates an obligation for the Government to table an action plan to reduce poverty and includes measures designed to improve the financial situation both of recipients under employment assistance and persons holding employment and living in poverty.

Newfoundland and Labrador

Reducing Poverty: An Action Plan for Newfoundland and Labrador (2006) is a plan, developed in consultation with NGOs, and includes specific targets and timelines. The initiative engages participation across government and is coordinated through the department of Human Resources, Labour and Employment. For 2010, the Provincial Government’s investment to prevent, reduce and alleviate poverty is $134 million. Some initiatives include: (1) expansion of the NF&L Prescription Drug Program to include low income residents, (2) creation of the Supportive Living Community Partnerships Program to help community–based organizations address homelessness, (3) reduction of the income tax paid by low income earners, (4) introduction of the Job Start Benefit program, etc.
http://www.hrle.gov.nl.ca/hrle/poverty/index.html
APPENDIX E: BIBLIOGRAPHY OF COMMUNITY RESOURCES


Campaign 2000 (n.d.). Environmental scan of Manitoba family policies for the Campaign 2000 strengthening cross Canada linkages on social inclusion project.


WEBSITES OF INTEREST

United Way of Winnipeg http://www.unitedwaywinnipeg.mb.ca/reports.html


Winnipeg Poverty Reduction Council http://www.wprc.ca/category/wprc/reports/

Winnipeg Harvest http://www.winnipegharvest.org/hunger

http://www.mycitymysay.ca/category/results/poverty–in–sight/

Winnipeg Inter–city Research Agency http://ius.uwinnipeg.ca/WIRA/wira_publications.htm

University of Winnipeg Urban Studies Institute http://ius.uwinnipeg.ca/publications_browse_archive.html

Prairie Women's Health Centre of Excellence http://www.pwhce.ca/publications_browse.htm
APPENDIX F: DATABASE OF SELECTED INNER CITY COMMUNITY AGENCIES

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
<th>Postal Code</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Aboriginal Centre of Winnipeg Inc.</td>
<td>Rm. 215–181 Higgins Ave.</td>
<td>R3B 3G1</td>
<td>925–3700</td>
</tr>
<tr>
<td>Aboriginal Head Start</td>
<td>185 Young Street</td>
<td>R3C 1Y8</td>
<td>783–8116</td>
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<tr>
<td>Action Centre Day Nursery Inc.</td>
<td>377 Dufferin Avenue</td>
<td>R2W 2Y2</td>
<td>582–1903</td>
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<tr>
<td>Addictions Foundation of Manitoba (AFM)</td>
<td>200 Osborne Street North</td>
<td>R3C 1V4</td>
<td>944–6235</td>
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<tr>
<td>Adolescent Parent Centre</td>
<td>136 Cecil Street</td>
<td>R2E 2Y9</td>
<td>775–5440</td>
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<tr>
<td>Adolescent Parent Interagency Network (APIN)</td>
<td>755 Portage Avenue</td>
<td>R3G 0N2</td>
<td>940–6669</td>
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<td>Agape Table</td>
<td>175 Colony Street</td>
<td>R3C 1W2</td>
<td>783–6369</td>
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<td>Alcoholics Anonymous Manitoba</td>
<td>208–323 Portage Avenue</td>
<td>R3B 2C1</td>
<td>942–0126</td>
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<td>Andrews Street Family Centre</td>
<td>220 Andrews Street</td>
<td>R3G 2P1</td>
<td>589–1721</td>
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<td>Anne Ross Day Nursery</td>
<td>511 King Street</td>
<td>R2W 5L2</td>
<td>582–0311</td>
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<tr>
<td>Argyle Alternative High School</td>
<td>30 Argyle Street</td>
<td>R3B 0H4</td>
<td>942–4326</td>
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<td>Art City</td>
<td>616 Broadway Avenue</td>
<td>R3C 0W8</td>
<td>775–9856</td>
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<td>Aurora Family Therapy Centre</td>
<td>515 Portage Avenue</td>
<td>R3B 2E9</td>
<td>784–4047</td>
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<td>Big Brothers Big Sisters of Winnipeg</td>
<td>765 Portage Avenue</td>
<td>R3G 0N2</td>
<td>988–9200</td>
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<td>Broadway Neighbourhood Centre</td>
<td>185 Young Street</td>
<td>R3C 1Y8</td>
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<tr>
<td>Bumper Crop Early Learning Centre Inc.</td>
<td>423 Main Street</td>
<td>R3B 1B3</td>
<td>983–1252</td>
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<td>Burrows Resource Centre</td>
<td>1100 College Avenue</td>
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<td>Burton Cummings Community Access Centre</td>
<td>960 Arlington Street</td>
<td>R3E 2E5</td>
<td>783–5330</td>
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<tr>
<td>Busy Bee Day Care Centre</td>
<td>646–648 McGee Street</td>
<td>R3E 1W8</td>
<td>775–6506</td>
</tr>
<tr>
<td>Canadian Muslim Women’s Institute</td>
<td>416 McDermot Avenue</td>
<td>R3A 0A9</td>
<td>943–8539</td>
</tr>
<tr>
<td>Cathedral Church of St. John (Anglican)</td>
<td>135 Anderson Avenue</td>
<td>R2W 5M9</td>
<td>586–8385</td>
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<tr>
<td>Central Park Child Care Inc.</td>
<td>101–461 Cumberland Ave</td>
<td>R3B 3G3</td>
<td>942–4545</td>
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<tr>
<td>Champlain Community Child Care Centre Inc.</td>
<td>119–275 Church Avenue</td>
<td>R2W 1B9</td>
<td>586–8883</td>
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<tr>
<td>Child and Family All Nations</td>
<td>219 Marion Street</td>
<td>R2H 0T5</td>
<td>944–4268</td>
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<tr>
<td>Coordinated Response Network (ANCR) – Child and Family All Nations</td>
<td>591 Sherbrook Street</td>
<td>R3B 2W9</td>
<td>944–4100</td>
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<td>Coordinated Response Network (ANCR) – Children at the Centre</td>
<td>330–60 Pearl Street</td>
<td>R3E 1X2</td>
<td>787–4396</td>
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<tr>
<td>Children of the Earth School</td>
<td>100 Salter Street</td>
<td>R2W 4J6</td>
<td>589–6383</td>
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<td>Children’s Hospital</td>
<td>840 Sherbrook Street</td>
<td>R3A 1S1</td>
<td>787–2401</td>
</tr>
<tr>
<td>Children’s Special Services</td>
<td>119–114 Garry Street</td>
<td>R3C 1G1</td>
<td>945–0808</td>
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<tr>
<td>Circle of Life Thunderbird House</td>
<td>715 Main Street</td>
<td>R3B 3N7</td>
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<td>CLOUD (Community Led Organizations United Together)</td>
<td>c/o 94 McGregor Street</td>
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<td>Coalition of Community–based Youth Serving Agencies</td>
<td>929 Main Street</td>
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<tr>
<td>Community Action Program for Children</td>
<td>225 Dufferin Avenue</td>
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<td>Community Justice Branch – Lighthouses</td>
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<td>945–1549</td>
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<td>David Livingstone School</td>
<td>270 Flora Avenue</td>
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<td>Day Nursery Centre Inc. – Crossways</td>
<td>103–222 Furby Street</td>
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<td>Day Nursery Centre Inc. – Gretta Brown</td>
<td>336 Flora Avenue</td>
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<td>Downtown YM–YWCA Creative Play</td>
<td>301 Vaughan Street</td>
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<td>Dufferin School</td>
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<td>Eagle Wing Early Education Centre</td>
<td>49 Euclid Avenue</td>
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<td>Elim Chapel</td>
<td>546 Portage Avenue</td>
<td>R3C OG3</td>
<td>786–7477</td>
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<td>Evangelical Lutheran Church in Canada</td>
<td>302–393 Portage Ave.</td>
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<tr>
<td>Evangelical Lutheran Church of the Cross, Winnipeg Inc.</td>
<td>560 Arlington Street</td>
<td>R3G 1Z5</td>
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<td>Family Community Centre</td>
<td>100–475 Sargent Ave.</td>
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<td>Family Conciliation</td>
<td>2nd Floor–379 Broadway</td>
<td>R3C 0T9</td>
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<td>First Unitarian Universalist Church</td>
<td>603 Wellington Crescent</td>
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<td>Freight House Early Learning and Care Inc.</td>
<td>505 Ross Avenue</td>
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<td>Friends of Sherbrook Pool</td>
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<td>Gilbert Park Going Places</td>
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<td>Gilbert Park Resource Centre</td>
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<td>Gordon Bell High School</td>
<td>3 Borrowman Place</td>
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<td>Graffiti Art Programming</td>
<td>109 Higgins Avenue</td>
<td>R3B 0BS</td>
<td>667–9960</td>
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<td>Health Access Centre – Downtown</td>
<td>640 Main Street</td>
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<td>Healthy Child Manitoba Office</td>
<td>3rd floor–332 Bannatyne</td>
<td>R3A 0E2</td>
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<td>Holy Names House of Peace</td>
<td>211 Edmonton Street</td>
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<td>Holy Trinity Anglican Church</td>
<td>256 Smith Street</td>
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<td>942–7465</td>
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<td>Hugh John Macdonald School</td>
<td>567 Bannatyne Avenue</td>
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<td>Ikwe–Widdijiwin Inc.</td>
<td>P.O. Box 1056, Winnipeg</td>
<td>R3C 2X4</td>
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<td>Immaculate Conception Parish</td>
<td>181 Austin Street North</td>
<td>R2W 3M7</td>
<td>942–3778</td>
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<td>Immigrant Centre Manitoba Inc.</td>
<td>100 Adelaide Street</td>
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<td>Independent Living Resource Centre</td>
<td>311A–393 Portage Ave.</td>
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<td>Indian Family Centre</td>
<td>470 Selkirk Avenue</td>
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<td>Indian Métis Friendship Centre</td>
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<td>Inkster Deliverance Centre Youth Program</td>
<td>1831 Selkirk Avenue</td>
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<td>Inner City Youth Alive</td>
<td>418 Aberdeen Avenue</td>
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<td>IRCOM</td>
<td>95 Ellen Street</td>
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<td>Islamic Social Services Association Inc.</td>
<td>72 Princess Street</td>
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<td>Isaac Brock School</td>
<td>1265 Barratt Avenue</td>
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<td>722–9527</td>
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<td>John M. King School</td>
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<td>K.E.E.P. Child Care Inc.</td>
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<td>Ka Ni Kanichih</td>
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<td>783–7215</td>
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<td>Kid Gloves Day Care Inc.</td>
<td>555 Logan Avenue</td>
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<td>King Edward School</td>
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<td>Knox Day Nursery</td>
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<td>Knox United Church</td>
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<td>Living Bible Explorers</td>
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<td>Ma Mawi Wi Chi Itata Wi Chi Itata Centre</td>
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<td>MacDonald Youth Services</td>
<td>175 Mayfair Avenue</td>
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<td>Magnus Eliason Recreation Centre (MERC)</td>
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<td>Manitoba Adolescent Treatment Centre</td>
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<td>Manitoba CAPC Coalition</td>
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<td>Marymound School</td>
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<td>Millennium Library</td>
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<td>N.E.E.D.S. Centre Inc.</td>
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<td>Ndinawemaaganag Endaawaad, Inc.</td>
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<td>New Directions for Children, Youth, Adults and Families</td>
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<td>New Life Ministries</td>
<td>514 Maryland Street</td>
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<td>Niigaanaki Day Care Centre Inc.</td>
<td>1048–500 Balmoral St.</td>
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<td>Niji Mahkwa School</td>
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<td>North End Community Helpers Network</td>
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<td>Northwood Community Centre, Frank Whyte Site</td>
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<td>Pinkham Day Care Inc.</td>
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<td>Rainbow Resource Centre</td>
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<td>Resource Assistance for Youth (RaY)</td>
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<td>Rosbrook House</td>
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<td>Rupertsland Day Care Centre Corp.</td>
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<td>SEED Winnipeg Inc.</td>
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<td>Sexuality Education Resource Centre</td>
<td>Ste 200, 226 Osborne St. N</td>
<td>R3C 1V4</td>
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<td>Ukrainian Catholic Archeparchy of Winnipeg</td>
<td>233 Scotia Street</td>
<td>R2V 1V7</td>
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<td>Ukrainian Orthodox Church of Canada</td>
<td>9 St. Johns Avenue</td>
<td>R2W 1G8</td>
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<tr>
<td>Union Gospel Mission</td>
<td>320 Princess Street</td>
<td>R3C 2X4</td>
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<td>University of Manitoba</td>
<td>603 Wellington Crescent</td>
<td>R3M 0A7</td>
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<td>Victor Play Centre</td>
<td>766 Vicer Street</td>
<td>R3E 1Y6</td>
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<tr>
<td>Victoria–Albert Day Care</td>
<td>483 Bannatyne Avenue</td>
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<td>Victoria–Albert School</td>
<td>110 Ellen Street</td>
<td>R3A 1A1</td>
<td>943–3459</td>
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<td>Vietnamese Mennonite Church</td>
<td>333 Alexander Avenue</td>
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<tr>
<td>Villa Rosa</td>
<td>784 Wolseley Avenue</td>
<td>R3G 1C6</td>
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<td>Waves of Glory Church</td>
<td>364 Furby Street</td>
<td>R3B 2V5</td>
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<td>Wellington School</td>
<td>690 Beverley Street</td>
<td>R3E 2A5</td>
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<td>West Broadway Community Ministry</td>
<td>102–222 Furby Street</td>
<td>R3C 2A7</td>
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<td>West Broadway Neighbourhood Centre</td>
<td>185 Young Street</td>
<td>R3C 1Y8</td>
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<td>West Central Community Program</td>
<td>103–365 McGee St.</td>
<td>R3G 3M5</td>
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<td>West End Cultural Centre</td>
<td>586 Ellice Avenue</td>
<td>R3B 1Z8</td>
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<td>West End Library</td>
<td>999 Sargent Avenue</td>
<td>R3E 3K6</td>
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<td>Weston Memorial Community Centre</td>
<td>1625 Logan Avenue</td>
<td>R3E 1S8</td>
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<td>Wild Honey Children’s Centre</td>
<td>811 St. Paul Avenue</td>
<td>R3G 0K9</td>
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<td>Wild Strawberry Children’s Centre – School Age</td>
<td>C–801 Sargent Avenue</td>
<td>R3E 0B9</td>
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<td>William Whyte School</td>
<td>200 Powers Street</td>
<td>R2W 4P3</td>
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<td>Win Gardner Place</td>
<td>363 McGregor Street</td>
<td>R2W 4X4</td>
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<td>Winnipeg Boys &amp; Girls Club</td>
<td>929 Main Street</td>
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<td>982–4940</td>
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<td>Winnipeg Chinese Alliance Church</td>
<td>261 Colony Street</td>
<td>R3C 1W4</td>
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<td>Winnipeg Housing Rehabilitation Corporation (WHRC)</td>
<td>60 Frances Street</td>
<td>R3A 1B5</td>
<td>949–2880</td>
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<td>Winnipeg Inner City Missions, The</td>
<td>233 Scotia Street</td>
<td>R2V 1V7</td>
<td>338–7801</td>
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<td>Presbyterian Church In Canada Inc – Wolseley Family Place</td>
<td>Lower Level 691 Wolseley</td>
<td>R3G 1C3</td>
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<td>Y.E.S.</td>
<td>614–294 Portage Ave.</td>
<td>R3C 0B9</td>
<td>987–8661</td>
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<td>YMCA–YWCA of Winnipeg</td>
<td>301 Vaughan Street</td>
<td>R3B 2N7</td>
<td>947–3044</td>
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<td>Young United Church</td>
<td>222 Furby Street</td>
<td>R3C 2A7</td>
<td>783–0128</td>
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<td>Yours and Ours Day Care Inc.</td>
<td>100–500 Balmoral St.</td>
<td>R3B 2P8</td>
<td>783–8914</td>
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<td>Youth For Christ</td>
<td>325 Talbot Avenue</td>
<td>R2L 0P9</td>
<td>669–4205</td>
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APPENDIX G: SYNOPSIS OF THE COMMUNITY ENGAGEMENT ACTIVITIES OF THE UNIVERSITY OF MANITOBA’S FACULTY, STAFF AND STUDENTS WITH WINNIPEG’S INNER CITY, 2010

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Amazing Agriculture Adventure
Agriculture in the City
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Susan Frohlick, PhD, Department Head

ECONOMICS
Robert Chernomas, Professor
Julie Guard, Coordinator of the Labour Studies Program
Ian Hudson, Associate Professor
John Loxley, Professor
NATIVE STUDIES
Bret Nickels, Instructor & Adjunct Professor

PSYCHOLOGY
Barry Mallin, Associate Professor
Janine Montgomery, Assistant Professor

SOCIOLOGY
Sonia Bookman, Assistant Professor
Elizabeth Comack, Department Head and Professor
Rick Linden, Professor
Christopher Powell, Assistant Professor
Jane Ursel, Professor, Sociology
Lori Wilkinson, Associate Professor
Andrew Woolford, Associate Professor and Associate Department Head

Participators in Multifaculty Programs including: Career Trek (Native Studies and Political Studies)

CONTINUING/EXTENDED EDUCATION
Rainey Gaywish, Area Director, Aboriginal Focus Programs

FACULTY OF DENTISTRY
Robert Schroth, Assistant Professor, Preventative Dental Science

PROGRAMS AND INITIATIVES OF THE FACULTY OF DENTISTRY
Centre for Community Oral Health & Access Downtown
S.M.I.L.E. plus Program
Faculty of Dentistry Bussing Programs
Healthy Smile, Happy Child

FACULTY OF EDUCATION
Marlene Atleo, Associate Professor
Catherine Casey, Assistant Professor
Jerome Cranston, Assistant Professor
Frank Deer, Assistant Professor
Michelle Honeyford, Assistant Professor
Yatta Kanu, Professor
Jennifer Katz, Assistant Professor
Sandra Kouritzin, Professor
Yi Li, Assistant Professor
Zana Lutfiyya, Professor, Associate Dean (Research & Graduate Programs)
David Mandzuk, Associate Dean
Glen McCabe, Assistant Professor
Nathalie Piquemal, Associate Professor
Strini Reddy, Sessional Instructor
Clea Schmidt, Assistant Professor

Programs and Initiatives of the Faculty of Education
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CSI – Community School Investigators

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F1 in Schools, High School Formula One Technology Challenge
Participators in Multifaculty Programs: Career Trek, Science Rendezvous, & WISE

CLAYTON H. RIDDELL
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Jeff Masuda, Assistant Professor, Environment and Geography
Stephane McLachlan, Associate Professor, Environment and Geography
John Sinclair, Professor, Natural Resource Institute

PROGRAMS AND INITIATIVES OF THE FACULTY OF ENVIRONMENT EARTH AND RESOURCES
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FAMILY SOCIAL SCIENCES
Joan Durrant, Professor
Rachel Eni, Assistant Professor
Javier Mignone, Associate Professor
Caroline Piotrowski, Department Head and Associate Professor,
Wilder Robles, Assistant Professor
Shahin Shooshtari, Assistant Professor
HUMAN NUTRITIONAL SCIENCES

Harold Aukema, Professor
Gustaaf Sevenhuysen, Dean
Joyce Slater, Assistant Professor

PROGRAMS AND INITIATIVES OF THE FACULTY OF HUMAN ECOLOGY

The Summer Institute: HOPE – Health of Populations Evaluation
Participators in Multi-faculty Programs including: Career Trek, Science Rendezvous, CANU Mentorship Program

I.H. ASPER SCHOOL OF BUSINESS

PROGRAMS AND INITIATIVES OF I.H. ASPER SCHOOL OF BUSINESS

Sergio Carvalho, Marketing
Stu Clark Centre for Entrepreneurship – Rob Warren Executive Director
Curry BizCamp
Manitoba High School Investment Competition (MHIC)
CSA – Commerce Students Association

FACULTY OF KINESIOLOGY & RECREATION MANAGEMENT

Jay Gamey, Interim Director, Bison Children’s Programs
Joannie Halas, Professor
Colleen Plumton, Instructor and Fieldwork Program Coordinator
Elizabeth Ready, Professor
Leisha Strachan, Assistant Professor
Jane Watkinson, Dean and Professor

PROGRAMS AND INITIATIVES OF THE FACULTY OF KINESIOLOGY & RECREATION MANAGEMENT

Rec & Read Mentorship Program – Joannie Halas
SAPHER – Student’s Association of Physical Health Education And Recreation
Participators in Multifaculty Programs including: CANU, & Career Trek
FACULTY OF LAW

Loren Braul, Program Coordinator, Pro–Bono Students Canada
Karen Busby, Professor
Lisa Fainstein, Associate Dean
John Pozios, Director, Desautels Centre for Private Enterprise and the Law
Lorna Turnbull, Dean

PROGRAMS AND INITIATIVES OF THE FACULTY OF LAW
Legal Aid Clinic
Centre for Human Rights Initiative & The Truth and Reconciliation Commission
Student Speakers Bureau
L. Kerry Vickar Business Law Clinic
The Legal Help Centre of Winnipeg
Pro Bono Students Canada, UM Chapter

FACULTY OF MEDICINE

Dennis Bayomi, Community Health Sciences
Robert Chase, Assistant Professor, Community Health Sciences
Catherine Cook, Associate Dean, First Nations Metis & Inuit
Evelyn Forget, Professor, Community Health Sciences
Barry Lavallee, Acting Director, Centre for Aboriginal Health Education
Sharon Macdonald, Associate Professor, Community Health Sciences
Noralou Roos, Professor, Community Health Sciences
Audrey Swift, Post–Doc Fellow, Community Health Sciences

PROGRAMS AND INITIATIVES OF THE FACULTY OF MEDICINE
Basketballs for Inner City Kids – Dennis Bayomi
Inner City Computer Club – Dennis Bayomi
Biomedical Youth Program & The Inner City Science Centre – Francis Amara
Biomedical Youth Program Students’ Association – Laryssa Sawchuck
Pfizer Canada Discovery Day
Faculty of Medicine Learning Opportunities

- Required activities
- SWEAT – Summer Work Experience and Training Program
- Northern Summer Student Work Program
- Camp Koda
- Biomedical Youth Program
- WISH Clinic – Winnipeg Interprofessional Student–Run Health Clinic
- Jacob Penner Park
- Books with Wings
- Internal Medicine Student Participation
- Children’s Hospital
- Global Interest Group
- Public Health Interest Group

SCHOOL OF MEDICAL REHABILITATION

Moni Fricke, Term Instructor, Physical Therapy
Leanne Leclair, Assistant Professor, Occupational Therapy

FACULTY OF MUSIC

Richard Gillis, Associate Professor
Fraser Linklater, Associate Professor
Katherine Twaddle, Opera Studies Coordinator

PROGRAMS AND INITIATIVES OF THE FACULTY OF MUSIC

The Jazz Program – Steve and Anna–Lisa Kirby
Preparatory Studies – Mary Hawn
High School Honour Jazz Bands – Richard Gillis
UM Opera Theatre School Tour – Katherine Twaddle
Students Association

FACULTY OF NURSING

Christine Ateah, Associate Professor
Benita Cohen, Associate Professor
Sandra Gessler, Clinical Practice Coordinator, Instructor
Elaine Mordoch, Assistant Professor
Sara Shuster, Instructor
Beverley Temple, Assistant Professor
Roberta Woodgate, Assistant Professor

Programs and Initiatives of the Faculty of Nursing

National Nursing Week Faculty Event
FACULTY OF PHARMACY

Dennis Cote, Part time instructor
Nancy Kleiman, Pharmacy Practice Liaison & Instructor
STRIVE, Lucy Vuong

FACULTY OF SCIENCE

CHEMISTRY
Michael Freund, Associate Professor
François Gauvin, Ph.D. Senior Instructor and Lab Coordinator
Horace Luong, Instructor

COMPUTER SCIENCE
Christina Penner, Instructor

PROGRAMS AND INITIATIVES OF THE FACULTY OF SCIENCE

Lets Talk Science!
All Science Challenge 2010
EPIC – Enrichment Program in Chemistry for High School Students
Department of Chemistry Workshop for Teachers
High School Problem Solving Workshop – Department of Mathematics
Manitoba High School Programming Contest
Participators in Multifaculty Programs including: Science Rendezvous, WISE Group, & Career Trek

FACULTY OF SOCIAL WORK/INNER CITY SOCIAL WORK PROGRAM

Denis Bracken, Professor
Kim Clare, Director of the Inner City Social Work Program
Lawrence Deane, Associate Professor
Lyn Ferguson, Associate Professor
Harvy Frankel, Dean and Professor
Don Fuchs, Professor
Michael Hart, Assistant Professor
Tuula Heinonen, Professor
Judy Hughes, Assistant Professor
Kathryn Levine, Assistant Professor
Brad McKenzie, Professor
Eveline Milliken, Associate Professor
Diane Hiebert-Murphy, Associate Professor
Kendra Nixon, Assistant Professor
Yvonne Pompana, Associate Professor  
Kelly Scott, Adjunct Professor/Field Education Coordinator/Instructor  
Inner City Students Association – Adriana Brydon

**STUDENT INITIATIVES AND OTHER PROGRAMS**

**STUDENT GROUPS & STUDENT-LED INITIATIVES**

- WISH Clinic – Winnipeg Interprofessional Student-Run Health Clinic  
- Dignitas Youth, Peter Karari  
- St. Paul’s College Community Outreach  
- St. John’s Student Association  
- PRAXIS Student Group

**UM MULTI-FACULTY PROGRAMS AND INITIATIVES**

- Academy of Hindu Studies & Traditional Dance Coordinator, Dr. Ganga Dakshinamurti  
- CANU Mentoring and Leadership Development Program – Harold Aukema  
- WISE – Access Programs for Women in Science and Engineering  
- RESOLVE – Research and Education for Solution to Violence and Abuse Mini-University  
- Science Rendezvous – James Xidos

**NON-UNIVERSITY INITIATED PROGRAMS WITH UM INVOLVEMENT**

- KidsFest Running & Reading, UM Involvement, Roger Berrington, Coordinator  
- Career Trek, University of Manitoba Involvement, Darrell Cole  
- CSI – Community School Investigators, Summer Learning Enrichment Program
FACULTY OF AGRICULTURE AND FOOD SCIENCES

PROGRAMS AND INITIATIVES OF THE FACULTY OF AGRICULTURE AND FOOD SCIENCES

Tours of Plant Science, Entomology, Food Science (including Dairy), Glenlea Research Station, Carman Research Station – The Faculty offers tours on request to various school groups, with an emphasis on where our food comes from and the various careers related to the agricultural and food sciences.

AUDIENCE – HIGH SCHOOL (AND YOUNGER) STUDENTS

Bruce D. Campbell Farm & Food Discovery Centre (to open mid 2011) – This new facility will open this summer (2011), with hands–on displays and activities on crop and livestock production, food retailing and food safety. A highlight of the Discovery Centre will be viewing windows into a swine barn where visitors will peek into a day in the life of a pig.

AUDIENCE – WILL BE GRADES 5–8 FOCUS BUT ALSO FAMILIES AND GENERAL PUBLIC

Amazing Agriculture Adventure – The Faculty participates in this event organized by Agriculture in the Classroom. It is a hands–on, interactive event geared to the Grades 4 and 5. Various activities are centered around Habitats and Communities, Rocks Minerals and Erosion, Maintaining a Healthy Body, Properties of Changes in Substances, Weather, Forces and Simple Machines. Students move through eighteen interactive stations covering a variety of agriculture topics. Last year 1000+ students over three days visited the Glenlea Research Station

AUDIENCE – GRADE 4–5

Agriculture in the City – This a free, three–day event held annually in March at The Forks that features interactive displays and live presentations from key organizations in the agriculture industry. The Faculty has a booth and also coordinates Food Fight at the Forks, a competition for food product development students held during the event.

AUDIENCE – GENERAL PUBLIC, FAMILIES, VISITOR TO THE FORKS

Science Teacher Workshops – Held annually at the Faculty in partnership with Agriculture in the Classroom. These engaging workshops involve lab work and take home resources.

AUDIENCE – HIGH SCHOOL SCIENCE TEACHERS

Student Workshops conducted by Plant Science, Food Science, Soil Science including Agroecology Day in Carman, Pembina Trails Day at Kelburn Farm – The Faculty is a participant and/or a provider in a number of workshops for students that explore food production, environment, biotechnology and other topics related to agriculture.

AUDIENCE – GRADES 10–12 STUDENTS

Participators in Multifaculty Programs including:

Career Trek – provides agricultural careers modules such as Agronomist, Egg Grader, International Commodity Trader, Wheat Breeder, and Dairy Scientist.

**See last section of this appendix for details.
FACULTY OF ARCHITECTURE

Kelley Beaverford, Associate Professor, Department of Interior Design
Tel: (204) 474–8654
beaverfo@cc.umanitoba.ca

Architects Without Boarders Student Group → Volunteer

Executive Director
• The group has been involved in two projects for inner city kids in Winnipeg: 1) a 3–day workshop once a year for Art City focusing on socially and environmentally responsible design and 2) Inner City Science Centre Design; The AWB student group helped develop a program and a preliminary design for a proposed addition to an existing school. See below for more details.

Other Activities
• Projects that may include children and families in the inner city such as designing an exhibition for Welcome Place (2004) and more recently worked with the Canadian Institute for the Blind on raising the awareness for better accessibility in the city (2010).
• International projects directed to inner city issues include designing a vocational school for children living and working on the streets of Phnom Penh, Cambodia; issues of poverty, education, and health.

Sheri Blake, Associate Professor, Department of City Planning
Tel: (204) 474–6426
blakes@cc.umanitoba.ca

Research Programs/Writing
• Program evaluations, re: Art City, West Broadway Initiatives
• Detroit Collaborative Design Centre (film); community engagement techniques

Teaching and Student Advising
• Placemaking Fundamentals, Graduate Planning Studios, Health and Community Design; 1 Grad Student Working with Art City

Service
• Various Pro–Bono work in the past, Programs in Art City and West Broadway Green

Rae Bridgman, Professor, City Planning
Tel: (204) 474–7179
bridgman@cc.umanitoba.ca

Specializes in
• Analyses on chronic homelessness among men and women, youth homelessness, and studies of innovative housing models.

Course Work
• Special Topics in Community Design: Planning Child–Friendly Cities. Includes a project that may involve field work
Richard Milgrom, Department Head and Associate Professor, City Planning
Tel: (204)474–7533
milgrom@cc.umanitoba.ca

Research
- Based on building an age–friendly community/neighborhood in a city planning perspective.  
  e.g., Emphasizing walkability and good neighborhoods.

Teaching and Student Advising
- Teaches studio classes/project–oriented classes. Discussions about age–friendly communities  
  and relationships between social issues with the physical design of the city.  
- At least 1 studio per year in the inner city, 15 students per class

PROGRAMS AND INITIATIVES OF THE FACULTY OF ARCHITECTURE

Architects Without Borders (Student Group)
Kelley Beaverford, Architecture
AWB is a volunteer organization committed to assisting communities affected by poverty, disaster or pan-  
ademic. One of the primary objectives of this student group is to promote the humanitarian aspects of design  
while engaging in meaningful real–world partnerships with affected communities. The group has been  
involved in two projects for inner city kids in Winnipeg. The first is a 3–day workshop taught once a year for  
Art City that focuses on socially and environmentally responsible design with the goal of introducing youth  
in the inner city to the various fields of architecture and design (typically held in February). This event targets  
children 8–15 years old.
A second project involved the Inner City Science Centre. The AWB student group helped develop a program  
and a preliminary design for a proposed addition to an existing school.

The Partner’s Program
Doug Clark
The Partner’s program is an initiative of the Faculty of Architecture that connects students and academics  
from the UM Faculty of Architecture with industry professionals and the community. While primarily busi-  
ness and industry oriented, unique community partnerships have been created through various existing  
community initiatives. For example, the Partner’s Program connected UM Architecture students with SOSEH,  
Students of Sisler Environmental Helpers. Headed by a UM Architecture student, students assisted SOSEH  
with redesign of an old courtyard at Sisler High School with the goal of creating a biosphere in hopes of  
promoting environmental responsibility within the school community and surrounding neighbourhoods.  
While Sisler High School is not in the inner city, but close to it, similar initiatives have the potential to be  
implemented at other sites around the city.
SCHOOL OF ART

Outreach Initiatives
Gallery One One One, the School of Art’s professional gallery is an active site of the School and is open to both the university and larger community. It showcases exhibitions from international and local artists to which all are encouraged to attend. The School maintains contact with high school art teachers and provides them and their students with invitations to open houses, info sessions, career symposiums and special exhibits. The School also responds to many requests from schools and individuals in the city and beyond regarding touring the School of Art’s many studios, which include ceramics, printmaking, photography, drawing, sculpture, design, video and painting.

FACULTY OF ARTS

ANTHROPOLOGY

Susan Frohlick, Department Head, Anthropology
Tel: (204)474–8999
frohlick@ms.umanitoba.ca

Research Projects
• Youth Sexuality Project: Engaging African immigrant and refugee youth (16–25yrs old); issues related to sexuality and racial marginalization/poverty experienced by these communities. Following this project is the training of youth mentors and providing messaging to communities regarding these issues.

Teaching and Student Advising
• Anthropology of Sexuality (will touch upon issues related to research project)
• 1 PhD student and 6 Masters students. Around half working on related issues.

ECONOMICS

Robert Chernomas, Professor, Economics
Tel: (204)474–9510
chernoma@cc.umanitoba.ca

Research Programs/Writing
• Research on Health Economics, Social Determinants of Health, Poverty
• Writes for CCPA, has written for free press on issues related to Health Economics, Social Determinants of Health and Poverty

Teaching
• Canadian Economic Issues and Problems and Introduction to Economic Issues and Policies
• Health Economics–Social Determinants of Health (course)
Julie Guard, Economics, Coordinator of the Labour Studies Program
Tel: (204)474–786
guardj@cc.umanitoba.ca

Research

Teaching (Courses)
- (1) LABR 3080 Labour and Community Organizing, (2) LABR 3220 Global Sweatshops, Global Struggles, (3) LABR 4510 Labour Studies Field Placement Seminar, (4) LABR 4510 Labour Studies Field Placement

Affiliated Organizations
- Canadian Centre for Policy Alternatives Manitoba (Board member and research associate)
- Joseph Zuken Memorial Association
- United Jewish People’s Order

Ian Hudson, Associate Professor, Economics
Tel: (204)474–9676
hudsoni@ms.umanitoba.ca

Affiliated Organizations
- Research Associate of CCPA
- Research on inequality in Manitoba and helped produce the alternative budgets for Winnipeg and Manitoba.

John Loxley, Professor, Economics
Tel: (204)474–8769
loxley@cc.umanitoba.ca

Research Programs and Writing
- Research projects include: (1) Community Economic Development and the New Economy; (2) Poverty and its Solutions in the Inner City, (3) Social Determinants of Health in the Inner City.
- Books: (1) Northern Aboriginal and Community Economic Development, (2) Doing Community Economic Development, (3) Transforming or Reforming Capitalism Towards a Theory of Economic Development

Teaching and Student Advising
- (1) Community Economic Development, (2) Theories of Economic Development
- 6 PhD Students, 3 working on projects relevant to the Inner City.

Affiliated Organizations
- Assembly of First Nations, Child and Family Caring Society, OPK, CEDNET, Pollock’s Hardware Store
NATIVE STUDIES

Bret Nickels, Instructor & Adjunct Professor, Native Studies
Tel: (204)474–8850
bretnickels@shaw.ca

Research/Academic Work
- Project: Evaluating educational ethics, protocols, and teachers in relation to aboriginal students in order to identify things that would assist teachers to better deal with aboriginal children in schools

Teaching
- (1) Native People’s of Canada, (2) Working with Elders, (3) Child and Family Services

Affiliated Organizations
- Southern First Nations Child and Family Journal (writer and editor)

PSYCHOLOGY

Barry Mallin, Associate Professor, Psychology
Tel: (204)474–8275
mallin@cc.umanitoba.ca

Research
- Student led program evaluation projects in schools

Teaching and Student Practicum Supervision
- School Psychology: Courses on systematic interventions and program evaluation as part of practicum placements in inner city schools for school based clinical services (20 students, 6–8 in inner city), community outreach

Janine Montgomery, Assistant Professor, Psychology
Tel: (204)474–8306
montgom0@cc.umanitoba.ca

Research
- 2 Child development programs: skill training for children and youth with Autism Spectrum Disorders; parenting support and skill group for parents of children with Autism spectrum disorders

SOCIOLOGY

Sonia Bookman, Assistant Professor, Sociology
Tel: (204)474–7832
bookman@cc.umanitoba.ca

Research Projects
- Branding the Exchange District: Processes and Implications, a research project that explores the branding of the Exchange District as a cosmopolitan cultural quarter in the city of Winnipeg, and the social implications of this process
• Policing the Brand, a research project that considers how surveillance and policing are bound up with the framing and construction of branded urban space, and the social implications of this growing urban trend.

**Teaching and Student Advising**
• Course: Cities and Urban Life

**Affiliated organizations**
• Recently on the board of Spence Neighbourhood Association

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**Elizabeth Comack, Department Head and Professor, Sociology**
Tel: (204) 474–9673  
elizabeth_comack@umanitoba.ca

**Research**
• “Transforming Aboriginal and Inner City Communities”; Justice, Safety and Security Stream of the Project. Includes smaller projects – 1) “Meeting the Needs of Youth in Trouble” 2) Social Impact of Bedbugs (large Inner City component) 3) street gangs

**Publishing’s and Presentations**
• 1) Project on Street Gangs report published by CCPA–MB (Sept 2009); excerpt published by Canadian Dimension; keynote at Manitoba Criminal Justice Association Crime Prevention Breakfast in 2009  
• 2) Meeting the Needs of Youth report published by CCPA–MB (Sept 2010)

**Affiliated Organizations**
• Research Associate with CCPA–MB

**Student Advising**
• 2 students recently completed their MA theses (one on the social impacts of bed bugs and the other on meeting the needs of youth)

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**Rick Linden, Professor, Sociology**
Tel: (204) 474–8457  
rlinden@cc.umanitoba.ca

**Research and Presentations**
• Research is centered on gang violence in Canada. Authored Comprehensive Approaches to Address Street Gangs in Canada, outlining the current strategies of gang prevention, intervention, and suppression, and offering recommendations in dealing with street gangs in Canada. These recommendations emphasize comprehensive strategies that are evidence–based and sufficiently funded, as well as strategies that address specific risk factors such as neuropsychological factors, family factors, and economic factors that affect the prevalence and pervasiveness of gangs.  
• Currently conducting a program evaluation of the Auto Theft Electronic Monitoring Program, funded by AUTO21. This is part of the Winnipeg Auto Theft Suppression Strategy.

**Teaching and Student Advising**
• Course: Policing Crime and Prevention
• Supervising four graduate students, one of whom is working on the evaluation of the Auto Theft Electronic Monitoring Program.
Affiliated Organizations

- Member of Integration Advisory Committee, LiveSAFE Winnipeg, Winnipeg’s effort at crime reduction through social development programs

Christopher Powell, Assistant Professor, Sociology
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Research

- Current and past research focuses on genocide: A multifaceted research topic that includes residential schools, dispossession of land, and institutional discrimination. Past research includes work with residential schools and its effects on the Aboriginal people.

Presentations

- Truth and Reconciliation Conference: Spoke about the issue and definition of genocide and how it relates to residential schools. Titled: “The Moralization of Genocide in Canada” – Prairie Perspectives on Indian Residential Schools
- In January, as part of the Truth and Reconciliation series offered at the UM, will be a speaker discussing residential schools. Titled: “Barbarous Civilization: Economies of Shame in Canadian Settler Genocides.”

Teaching

- Intro to Sociology—significant component dealing with indigenous issues and class/poverty issues which are very relevant to the inner city population
- Genocide, Crime, and Society—experiences of indigenous peoples a topic of the course

Jane Ursel, Professor, Sociology
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Research

- Issues regarding Interpersonal violence, elder abuse and child abuse
- Has presented research at conferences, consulted with New Directions re: court cases pertaining to child abuse
- Submitted a document listing ongoing projects of RESOLVE (Resolve: Research & education for solutions to violence and abuse)

Affiliated Organizations

- RESOLVE (Director), grant committee for Winnipeg Foundation, New Directions

Lori Wilkinson, Associate Professor, Sociology
Tel: (204)474–8491
lori_wilkinson@umanitoba.ca

Research

- 1) Health and settlement experiences of immigrant families, particularly children. 2) Transition from school to work force for young adults. 3) High school achievement and civic participation in inner city Winnipeg
• Has given several presentations re: immigrant research. These include: United Way presentations and the speaker series organized by Manitoba Labour and Immigration.
• Research reports provided to various organizations based and are on the topics related to her research (noted above)

Teaching and Student Advising
• 1) Sociology of Ethnic Relations, 2) Immigration and Refugee studies.
• 2 PhD students, 3 masters students. All working on immigrant research except for one who is looking at maternal access to health care services.

Affiliated Organizations
• 1) Board member of Urban Exchange (part of United Way). 2) Needs Centre for War Affected Families and 3) the International Centre (providing academic assistance).

Andrew Woolford, Associate Professor and Associate Department Head
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Research
• An examination of the influence of neoliberalism on government policy at the federal, provincial and municipal levels, and the effects of this policy on inner city residents. Policy fields under consideration include family needs, children’s needs, offender reintegration, housing, employment, etc
• Policing the Brand: Branding of the exchange district, the attempt to create a new image of the exchange district. Project looks at the ways in which policing, in particular, is used to help create this image. Focuses largely on the way policing and security are used to exclude the poor.

Teaching
• 1) Restorative Justice, 2) Criminology

Affiliated Organizations
• Former Chair of the John Howard’s Society, now a board member; involvement for over 8 years

Participators in Multifaculty Programs including:
• Career Trek – provides career modules in Native Studies (Teacher, Artist, Probation Officer, Creative Writer/Playwright, Medical Doctor) and Political Studies (Prime Minister, Campaign Manager, Campaign Worker, Canvasser, Speaker of the House, Members of Parliament, Cabinet Minister, Leader of the Opposition, NGO Creator/Educator, United Nations General Assembly)
CONTINUING/EXTENDED EDUCATION

Rainey Gaywish, Area Director, Aboriginal Focus Programs
Tel: (204)982–4226
gaywishl@ms.umanitoba.ca

Academic Programs
• Aboriginal Focus Programs; involved in degree, certificate programs, Transition Year programs at UM

Teaching and Student Advising
• Aboriginal Spirituality, Native Medicine and Health

Affiliated Organizations
• Area director of Aboriginal Focus Program of Extended Education
• Board of Directors, Indian and Métis Friendship Centre
• Annual Keeping the Fire’s Burning, Honoring the Grandmothers organizing committee
• Kani Kanichk Inc
• Three Fires Society, Western Doorway

FACULTY OF DENTISTRY

Dr. Robert Schroth, Assistant Professor Preventative Dental Science Pediatrics & Child Health (Medicine)
Tel: (204)975–7764
umschrof@cc.umanitoba.ca

Research
• Early childhood oral health, early childhood caries (ECC)
• Oral health risk factors for ECC as related to early pregnancy, nutrition and well–being.
• Focus on aboriginal childhood oral health and low income populations
• Conducted research projects and evaluations at Andrew’s St. Family Centre and Mount Carmel Clinic (an evaluation of the Fluoride–Varnish Initiative and the Free First Visit program)

Other Activities
• Previously the acting director of CCOH
• Provides dental services at Mount Carmel and Access Downtown
• Member of the Manitoba Dental Association’s Free First Visit Program committee and leading the evaluation of that program.
PROGRAMS AND INITIATIVES OF THE FACULTY OF DENTISTRY

Centre for Community Oral Health, Access Downtown
Dr. Pamela Dalh – Director

CCOH’s mission is to care for underserved communities by promoting oral health and providing essential services through programs provided by the Faculty of Dentistry in partnership with its community partners.

CCOH operates a dental clinic out of the WRHA’s Access Downtown, which is a primary care facility devoted to the downtown community area. The clinic provides general dental services across all ages, with special interest to families with limited income or those experiencing other challenges in accessing care. Dental fees are subsidized for patients without dental insurance according to a sliding scale based on net family income and number of dependents. University of Manitoba provides senior dental and dental hygiene students and externship opportunities to provide service at this inner city clinic.

S.M.I.L.E. plus Program

S.M.I.L.E. plus is a WRHA program operating out of Machray School Dental Clinic and provides pediatric dental services to children up to and including 17 years of age. Services are provided to patients without dental insurance and these subsidies are based on a sliding scale by net family income. The UM partners with the WRHA by providing the program with a clinical dentist, as well as providing senior dental students with the opportunity for clinical externship at this clinic.

Faculty of Dentistry Bussing Program

In partnership with Variety Children’s Charities and the UM, the program busses school children to the Faculty of Dentistry’s dental clinic every Friday throughout the school year. Supervised by faculty, senior students provide general pediatric dental care to the kids at the in–house clinic.

Healthy Smile, Happy Child

Healthy Smile Happy Child (HSHC) was formed in 1999, in response to the growing wait list for pediatric dental surgery. The project has adopted a population health and community–development approach to Early Childhood Caries prevention. HSHC methods have been to engage the community as a key participant in prevention. HSHC wanted communities to understand the importance of early childhood oral health, proceed to obtain skills and capacity needed to act and ultimately develop ECC prevention strategies. Community–development enhances bonds between people and groups leading to enhanced capacity to work towards common goals. HSHC began with a modified social, epidemiological and educational assessment of ECC, implemented a pilot program in partnership with four communities, and included an evaluation component. A logic model guided the process and defined each of the components, objectives and anticipated outcomes. The project has developed contacts with community members and identified natural community leaders and service providers who were able to assist with strategies to reduce the incidence and severity of ECC. Three guiding pillars were community identification and relationship building, oral health promotion and education and research and evaluation. The program connects with day care workers, community support programs (such as Healthy Start, Family First, etc) and public health nurses in order to increase oral health knowledge and awareness. Target groups include children under the age of six and their parents.
FACULTY OF EDUCATION

Marlene Atleo, Associate Professor
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atleo@cc.umanitoba.ca

Research
• Recent completion of SSCHRC grant. Project titled: Heritage Language: the relationship between aboriginal student success and validation of heritage language in formal education.

Course Work and Student Involvement
• Student Course Project: allows students to go into the inner city and evaluate existing services
• Aboriginal Education course has students go to aboriginal programs being delivered to aboriginal peoples and also to places where aboriginals gather formally and informally.
• Most students are practitioners in a variety of settings such as MMF and RRC. Very often running programming in the communities and in various NGO’s such as Urban Circle, etc. that serve the population in a community level. These students provide support for people (educators and community workers) that are already working at the community level.

Affiliated Organizations
• Planning committee on Aboriginal Education Research, 2) board of directors of Adult Secondary Education Council.

Catherine Casey, Assistant Professor
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caseyc@cc.umanitoba.ca

Research
• Investigating Manitoba’s new policy for physical education for secondary students. By encouraging teachers to think differently about how to meet the needs of the students, and by addressing the students’ interests, students can be inspired to think differently about physical education.

Course Work
• On leave in 2010–11
• EDUB 1260 Teaching Physical Education/Health Education in Senior Years 1
• EDUB 2150 Teaching Physical Education in Middle Years
• EDUB 2310 Teaching Physical Education/Health Education in Senior Years 2

Jerome Cranston, Assistant Professor
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Research
• Research on the topics of Poverty, Marginalization, and Social Justice in the context of educational administration and leadership. Large immigrant and aboriginal component.
• Pursuing research that involves an inquiry on the hiring practices of teachers and administrators in various school divisions, and whether the teaching diversity reflect student diversity.

• Teaching and Student Advising

• Course: School and Society 2: re: structural arrangements of schools

• One grad student writing about the structural supports that are in her school and her school division for recent immigrant families. Another interested in hiring for organizational fit and hiring practices that are reflective of the cultural diversity.

Affiliated Organizations

• Social Justice Coalition, Manitoba School Board Association

Frank Deer, Assistant Professor
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Research

• Past work titled The Inner City Aboriginal Family and Education Opportunities (Saskatoon). A needs study evaluating education specific for aboriginal peoples who usually come from First Nations communities.

• Current work: SSCHRC grant in Brandon regarding community based arts education programming includes urban and on-reserve Aboriginal peoples.

Course Work

• Programming Re: Aboriginal Education: “Integrating Aboriginal Perspectives in Curricula.”

Affiliated Organizations

• Board member of the Boys and Girls Club

Michelle Honeyford, Assistant Professor
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Research

• (1) Latino immigrant youth in a U.S. context, on the topic of literacy and language, identity and agency, and cultural citizenship. (2) Youth in Alternative Education—students who were not successful in traditional high schools—and was on the topic of literacy, social media and learning, school and university partnerships.

• Education Faculty Coordinator for the CANU Mentorship Program. Supports the Student Coordinator and team of UM students who volunteer as tutors in the CANU program. The tutoring component of the program engages CANU students in a broad range of literacy activities—reading, writing, designing, problem-solving—with their UM tutors.

Course Work

• Middle Years and Senior Years track. Teaches literacy and Language across content areas, and English Language Arts.
Yatta Kanu, Professor  
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kanuy@cc.umanitoba.ca

Research Projects
• Past Research involved aboriginal student success in schools. In particular, integrating aboriginal perspectives into curriculum and using data collected through research to appropriately prepare teachers  
• Current research on African refugee students (national study). A needs assessment, examining educational needs and barriers to educational success

Community Presentations
• Regularly go into community and present research, generally once a term, share findings in schools

Teaching
• Social Studies and History and 2) Culture, Curriculum, and Citizenship  
• Work incorporated into all courses taught

Jennifer Katz, Assistant Professor  
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Jennifer_katz@umanitoba.ca

Research
• Majority of work focuses on Universal Design for Learning (UDL), which works to create inclusive classrooms. (Works with inner city schools, but is not geographically bound).  
• Currently writing a book about inclusive learning; helps address issues that are relevant to the inner city.

Teaching and Student Advising
• Trains teachers how to teach inclusive classrooms. Also trains resource teachers in assessing those with learning disabilities and who have special needs  
• Most grad students working with the UDL Framework. (1) One student is applying the UDL framework to an aboriginal perspective (using the medicine wheel), (2) another is a resource teacher at Dufferin who is working with the UDL framework and the instructional components of reading,

Affiliated Organizations
• Gang unit at the Youth Centre—assists teachers to differentiate the instruction for the people that attend the youth centre get by working around limitations  
• MFNERC—Manitoba First Nations Education Resource Council; Train the Trainers model—training consultants in the UDL Framework

Sandra Kouritzin, Professor  
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Research
• Community Schools in the inner city; teaching practices with urban aboriginal children, immigrants, and refugees; policy oriented in the context of teaching ESL
Teaching and Student Advising

• Has spoken in various conferences regarding topics related to ESL

Affiliated Organizations

• National Level: Vice President of TESL Canada: National Federation of English as a Second Language teachers, learners and learner advocates
• Canadian Coalition of Immigrant Children and Youth.

Yi Li, Assistant Professor
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Research

• Teaching English as an additional language, teacher education and development, international education, narrative inquiry, and hope.
• Completed a research project (as a co–investigator) with several researchers from the University of Alberta. It was a narrative inquiry into the experiences of early school leavers in Alberta.
• Just completed a UM/SSHRC funded project: Chinese International Students’ Experiences at the University of Manitoba: An Overview.
• Currently planning two research projects that deal with 1) newcomer students at the UM, in particular Chinese international students and 2) Teacher candidates, preparing them to teach students from diverse linguistic and cultural backgrounds in K–12 Manitoba classrooms.

Presentation (Local and Regional)

• Establishing roots in Canada: The lived experiences of Chinese international students. Paper presented at Strangers in New Homelands: Deconstructing & Reconstructing of “Home” Among Immigrants in the Diaspora, Faculty of Social Work, UM.
• Sharing stories: Personal narratives on learning/teaching an additional language. Symposium conducted at Establishing Roots: TEAL Manitoba Conference 2009 (with six teacher candidates: Samborski, L., Moreau, M., Castillo, L., Delaine, B., Johnson, H., & Gilbert, N.)

Teaching

• Undergraduate Courses taught: 1) EDUB 1620 Principles and Procedures of Second Language Teaching; 2) EDUB 1650 Teaching EAL/ESL Grammar; and 3) EDUB 2350 Teaching a Heritage, Aboriginal, International Languages in Senior Years 2.
• Graduate Course taught: EDUB 7220 Research Issues and Applications in TESL

Student Advising

• One student is working with refugee students who experienced disruptive schooling;
• Another student is interested in using storytelling to build an inclusive classroom community for EAL learners in the early years; – the third student is exploring learning motivation among EAL learners in the middle years.
Research

- On Community Integration for people with intellectual disabilities

Volunteering

- Board of Winnipeg Citizen Advocacy: recruits advocates for people with intellectual disabilities, some of whom live in the inner city.

David Mandzuk, Associate Dean
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Internationally Educated Teachers (IET) Programs

- Academic and professional bridging programs & IET mentorship programs
- Program are for teachers who are certified in other countries or that need additional course work to be certified
- Makes the case that the teaching population must reflect the student population in terms of diversity
- Running for about 4–5 years, funded primarily by Labour Immigration and UM
- Has a family involvement component to program in which several events are held per year with the families of the students in order to build community/social capital

Writing

- Slices of Life (Book): case study dilemmas in teaching. Uses a theoretical framework consisting of five components, two of which are community and diversity

Teaching and Student Advising

- Courses: 1) School & Society and 2) Educational Sociology
- One grad student doing a study re: marginalized youth, anti– school subcultures, norms that get established within, alternative programs and what we can learn from those alternative programs (graffiti, north side boxing)
- One interested in doing a thesis on inclusion of special needs students in regular classrooms

Glen McCabe, Assistant Professor
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Research Projects

- All research focused on community–level work.
- 1) Aboriginal men’s healing and wellness project, with the goal of building a community–based advisory group; family issues a significant component 2) Aboriginal student success at the post–secondary level, 3) empathic ability of high school students
- Men’s healing and wellness research program to involve the men’s children and other family members
Presentations

- 1) Keynotes/talks for various organizations: Friendship centre, various schools, etc. Topics include: inner city issues, family issues, well-being and healing; all from an aboriginal perspective.

Teaching and Student Advising

- Teaches Counseling Education; prepares students to be counselors.
- 12 Grad students; sample topics include: 1) recovery from addictions, large inner city component, examining play therapy in schools, mindfulness training re: diabetes and other chronic diseases in aboriginal community, etc.

Affiliated Organizations

- Founding board member for Aboriginal Health and Wellness Centre. Now provides research, clinical supervision, support, and coordination. Centre deals with aboriginal issues such as homelessness and family breakdown.
- Also, 1) Aboriginal Advisory Council for Winnipeg Regional Health Authority. 2) Manitoba Artists in Healthcare. 3) Advisory Council. 4) MetroCoordinators. 5) Manitoba Schools Counselors Association. 6) Truth and Reconciliation Group.

Nathalie Piquemal, Associate Professor
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Research

- Past work in Aboriginal research: issues of ethics, equity, social justice and cultural discontinuities. In addition, research also touched upon the challenges Aboriginal children face in the school system.
- Currently working with: war affected children, in particular schools in the French division with special attention to refugees from African countries.
- Additionally, research deals with teachers in inclusive relational practice and with students from war-torn countries. Topics of study include: challenges children have, i.e. cultural shock, inclusion in school, and in society at large; challenges the whole family faces, i.e. employment, identity, integration; factors that facilitate or hinder teachers’ relational work with war–affected youth.

Teaching and Student Advising

- 12 grad students, most are teachers that do research in their own schools, many of which are located in the inner city.

Affiliated organizations

- Canadian Humanitarian Organization for International Relief (board member)
Strini Reddy, Sessional Instructor
sereddy@shaw.ca

CSI – Community School Investigators, Summer Learning Enrichment Program,
(Now housed at the Boys and Girls Club)

- CSI is a completely free 5–week summer camp developed in an attempt to address the issues surrounding summer learning loss in elementary school children in the poverty–stricken parts of our city. Strini currently addresses funding issues for the CSI Program; CSI is growing every year—this past summer the program included 10 sites, 12 schools, and 630 children. CSI hired 52 University students from both U of W and UM to assist in the summer program that took place last summer.

Teaching
- Sessional instructor teaching a course called Seminar in MicroTeaching in the Program for Internationally Educated Teachers

Affiliated Organizations
- Provincial Healthy Child Advisory Committee (chair)
- Social Planning Council
- Winnipeg Poverty Reduction Council (co–chair)
- Provincial Coordinator for Project Love, which is part of Canadian Organization for Development through Education (CODE). Works to provide basic school supplies to poverty stricken countries in Africa.

Clea Schmidt, Assistant Professor
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schmidtc@cc.umanitoba.ca

Research
- Cultural and Linguistic Diversity
- Hanover School Division Project: Looked at cultural linguistic diversity and newcomer immigrant families in the Hanover School division
- Critical Participatory Action Research Project, re: immigrant teachers working in Manitoba schools.
- Internationally Educated Teachers Program

Presentations and Affiliated Organizations
- Presentations and workshops at various organizations such
- as Winnipeg School Division, professional organizations such as school Superintendents organization, Immigrant Serving Agencies, and various Ethno–cultural organizations
- Centre for Education and Work Project, advisory board member.
- Winnipeg School Division, Adult EAL Program

Courses/Student Advising
- 1) Fundamentals of EAL instruction, 2) Culture, Citizenship, and Curriculum, 3) Seminar in ESL Theory and Practice
• 11 Grad students; 1 PhD and 10 Masters. Topics include: Aboriginal and Immigrant Language Rights (access to education in native language), Teacher supports for teachers that teach in very diverse classrooms (i.e. teaching ESL learners), immigrant women support systems, and others re: immigrant integration

PROGRAMS AND INITIATIVES OF THE FACULTY OF EDUCATION

Girls in Gaming
Reynold Redekopp
Since 2006, Redekopp and Norm Lee of MindSet have been identifying and organizing schools in Winnipeg to participate in a program to promote female interest in technology careers. Getting girls involved in IT careers is one of the end goals of this outreach project. The program has been successful in terms of maintaining the girls’ interest and in making them aware of the possibilities in the IT industry.

The Education Student Council
The Education Student Council has in 2011 provided the students an opportunity for community outreach by facilitating two visits to Siloam Mission to help prepare the dinners for people in need.

Participators in Multifaculty Programs including:
• Career Trek
• CSI – Community School Investigators

FACULTY OF ENGINEERING

CME Discovery Day
In partnership with CME (Canadian Manufacturers and Exporters), the University of Manitoba holds an annual Discovery Day at the Faculty of Engineering where high school students have a chance to explore careers in Manitoba’s manufacturing sectors and work in teams to design a radio-controlled hovercraft. UM engineering students act as mentors to the high school students participating in the event. The high school students present a business plan with their built hovercraft to a panel of five judges and the top winners compete in the finals held at CME Trade Conference in March. The final top three teams receive Certificates of Excellence as well as Bursaries and Scholarships promoting Continued Learning.

F1 in Schools, High School Formula One Technology Challenge
F1 in Schools LTD is a not-for-profit organization aimed at providing high school students with an educational experience in engineering, science and technology within the context of Formula One Racing. High school students design a 1/20th scale Formula One Racing Car, analyze its capabilities, make the vehicle, test it out and race with other models. The University of Manitoba is host to the finals (a racing event) at the Engineering Atrium.

Participators in Multifaculty Programs including:
• Career Trek – provides engineering modules such as Electrical and Computer Engineering, Structural Engineering, and Mechanical Engineering
• Science Rendezvous – provides tours of facilities and demonstrations of engineered blimps
• WISE – Access program for women in science and engineering
• **See last section of this appendix for details.
CLAYTON H. RIDDELL FACULTY OF ENVIRONMENT, EARTH & RESOURCES

Jeff Masuda, Assistant Professor, Environment and Geography
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Research Programs
- Neighborhood health/needs assessments.
- 1) Compares inner city neighborhoods with other neighborhoods in the community, also comparing Winnipeg to other cities. 2) Respiratory health with inner city children, asthma rates and kids; in a policy perspective.

Teaching and Student Involvement/Advising
- Community Service Learning Module: Working in a community based organization or agency, mentored by a community leader. Courses: 1) Social Geography of the Environment, 2) Geography of Health and Healthcare.

Affiliated Organizations
- Main St Community Caring Circle

Stephane McLachlan, Associate Professor, Environment and Geography
Tel: (204)474–9316
mclachla@cc.umanitoba.ca

Research Programs
- 1) Community based participatory research addressing the unique needs of a population (rural community, however many migrate to the inner city). 2) Soaring Eagle Project. 3) Harvest Moon Society. 4) Prairie School Division.
- MAFRA. Manitoba Food Research Alliance. Re: Food Justice (Food Sovereignty, food security, and local capacity) within Manitoba. In partnership with 50 community organizations in Winnipeg’s inner city, rural and northern Manitoba.

Teaching and Student Involvement/Advising
- 1) Applied Qualitative Research: Making a Difference: Students linked with community partners. For example, Good Food Club (West Broadway Area) and Buying Clubs 2) Shaking the Tree: An activism Course, explicitly about the environment and social justice, and youth in the community. 3) Critical Thinking about the environment.

Affiliated Programs and Organizations
- Environmental Conservation lab, MAFRA, Community Gardens
John Sinclair, Professor, Natural Resource Institute  
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jsincla@cc.umanitoba.ca

Envirothon

- Envirothon is an annual hands-on environmental competition for high school students. As an approach to environmental education, Envirothon helps students develop skills such as team work, problem-solving, critical thinking, and public debate in the context of environmental issues.
- John has been involved in Envirothon since its inception 15 years ago. Chairing the oral committee, John coordinates and judges the oral event where the teams are posed a question fitting an environmental issue and are tasked to come up with a response.
- Many Winnipeg high schools participate and the event typically is at capacity each year. Envirothon is moving towards implementing the program to middle schools.

Green Action Centre (EcoCentre) – Board Member (20 years running)

- The Green Action Centre is an environmental non-government association with charitable status. GAC promotes greener living through environmental education and encourage practical green solutions for homeowners, workplaces, schools and communities.
- Many of the programming reaches out to the community:
  - Manitoba Student Transportation Network – supports high school and university students working on sustainable transportation issues at their schools.
  - Environmental Speakers Bureau – offers high-interest school presentations in Winnipeg and resources for classroom teachers across Manitoba.
  - Composting – Works with schools, workplaces, and communities developing programs to promote composting
  - Active and Safe Routes to School – encourages kids to walk and bike to school.
  - And more: Commuter challenge, Living Green Living Well, etc

PROGRAMS AND INITIATIVES OF THE FACULTY OF ENVIRONMENT, EARTH & RESOURCES

Menagerie & Mineral Museums

The Clayton H. Riddell Faculty of Environment, Earth and Resources makes the Menagerie and Mineral Museum available for school tours. Recruitment efforts involved sending brochures about the faculty to various schools in Winnipeg.

School Visits

Jeff Young

Several times a year the department of Geological Sciences organizes school visits in which Faculty and students present to schools about the activities of the department.

IB Great Escape Day

Provides high school students in the International Baccalaureate programs across Winnipeg to spend time at the Faculty and attend information sessions, tours and take part in hands-on activities.
Participators in Multi–faculty Programs including:

- Career Trek – provides career modules such as Gemologist, Exploration Geologist, Laboratory Geologist, Exploration Geology (Geophysicist), Paleontologist, Environmental Educator, Fisheries Management, Field Researcher, Resource Conservationist, Limnologist

FACULTY OF HUMAN ECOLOGY

FAMILY SOCIAL SCIENCES

Joan Durant, Professor, Dept. Family Social Sciences
Tel: (204) 474–8060
durrant@cc.umanitoba.ca

Research

- Research is focused on violence as it pertains to children and families. Joan’s community work is focused on public education aimed at changing parent–child relationships to improve child, family, and community health.
- Recent projects have been with Save the Children (in Asia). Work pertains to deinstitutionalization of children from communities in deep poverty and training social work faculty in child development and parenting.

Writing and Presentations/Workshops

- Developed a book called “Positive Discipline: What It Is and How To Do It”, which has been made available for free online and has been translated into 17 different languages. It has been downloaded more than 65,000 times and is being used by agencies across the country. Will be conducting a full–day workshop regarding the book Positive Discipline to the Provincial Council of Parent–Child Coalitions on February 3rd, 2011.
- Joan has developed a number of parent education materials, fact sheets, and newsletters regarding discipline, physical punishment, and abuse. For example, Joan has developed a brochure for parents called “Spanking: Should I or Shouldn’t I” which has reached all corners of the country with more than 500,000 copies distributed from agency requests alone. It is used on a continuing basis by Child and Family Service Agencies in Manitoba.

Teaching and Student Advising

- Teaches: (1) Human Development and Family, (2) Violence Against Children in the Family, (3) Children and Violence, and (4) Risk and Resilience in Behavioural and Social Development.
- Supervises 9 masters students dealing with a wide variety of topics such as (1) the impact of cancer on mothering, (2) policy issues concerning Canada’s implementation of the UN Convention on the Rights of the Child and sexual exploitation of aboriginal youth, (3) social inclusion and well–being of refugee children in Canada and Sweden (4) public perceptions of human rights, (5) and parental decisions to circumcise infant boys.

Affiliated Organizations

- Consultant for Child and Family Services. Offers resources by way of research and educational materials.
- Acting Director of RESOLVE (Research and Education for Solutions to Violence)
- UNICEF – Provides resources to UNICEF and offers her services as a consultant as per request of UNICEF.
- Save the Children – collaborates on projects of the Child Protection Initiative
Rachel Eni, Assistant Professor, Dept. of Family Social Sciences  
Tel: (204)480–1464  
eni@cc.umanitoba.ca

Research Projects/Academic Work
- Research re: Poverty among First Nations and Métis, migration tendencies
- Future research involving intervention program re: gang members

Teaching
- Development of Programs for Family and Children; Indigenous Health Course. The latter tasks students to go into Inner City for course project

Affiliated Organizations/Program Involvement
- NEAHR, Louis Riel Institute at MMF, Standing Tall

Javier Mignone, Associate Professor, Dept. of Family Social Sciences  
Tel: (204)474–8065  
mignonej@cc.umanitoba.ca

Research Projects/Programs/Organizations
- The Summer Institute: Health Of Populations Evaluation (HOPE), see below.
- CCEDNET, RAY (Research Assistance for Youth)

Teaching and Student Advising
- Social Development Policies, Social Development in Theory and Practice
- Summer Institute on Program Evaluation

Caroline Piotrowski, Department Head and Associate Professor, Family Social Sciences  
Tel: (204)474–8053  
piotrow@cc.umanitoba.ca

Research
- Children exposed to violence in the home. Intimate partner violence and how it affects relationships in the family.
- Children brought to emergency rooms, supervision involved at time of incident National research re: booster-seat use

Teaching and Student Advising
- 1) Conflict Mediation in the Family--conflict between romantic partners, marital partners, siblings, etc. Discussions on different family dynamics.
- 2) Health Studies Capstone--Student–chosen projects. Last year half chose projects re: poverty, immigrant transitions, etc.
- 6 Grad students. 4 of 6 working on topics relevant to children and/or inner city population. E.g. children exposed to violence in the community/families, another re: incest survivors.
Wilder Robles, Assistant Professor, Dept. of Family Social Sciences  
Tel: (204)474–8139  
wrobles@cc.umanitoba.ca

Research/Academic Work  
• Community Development and organization, immigrant integration of communities

Teaching  
• Intro to Social Development, Theories of Social Development, Globalization, Families and Communities, Development, Conflict and Displacement.

Supported Organizations  
• Needs Centre, International/Immigration Centre, Neighborhood Alive, Spence Neighborhood Association, IRCOM

Shahin Shooshtari, Assistant Professor Departments of Family Social Sciences & Community Health Sciences  
Tel: (204)474–8052  
shooshta@cc.umanitoba.ca

Research  
• Current research project is concerning children with developmental disabilities in Manitoba. Many Manitoban children who have developmental disabilities come from poor urban neighbourhoods and low-income families. Using data from the Manitoba Centre for Health Policy, a component of the project explores socio-economic and environmental factors associated with health and health trajectories of children with developmental disabilities. The study will help identify health disparities and unmet needs among this population, as well as providing information to aid in social service delivery, program development and health promotion.
• Previously completed a needs assessment of the Iranian newcomer community, with the intention of supporting culturally appropriate programs for this population. Emerging from this needs assessment are special Persian language classes, organized cultural programs, and culturally appropriate social programs and supports for children and families.

Teaching and Student Advising  
• Course: Family Issues Across the Lifespan: touches upon topics of poverty across the lifespan and its outcomes.
• Supervising 3 Graduate students: 1 PhD and 2 M.Sc. One working on the topic of mental health and children, others doing work on regional health assessments and older adults.

Community Involvement  
• Emerging from the Iranian newcomer needs assessment, Shahin has been actively involved in the establishment of a settlement committee that acts as liaison in supporting the needs of this population.
• Chairing the Persian Language classes since March 2009 and organized cultural events in attempt to bring the Iranian community together and to link them with the Winnipeg’s community at large.
HUMAN NUTRITIONAL SCIENCES

Harold Aukema, Professor, Human Nutritional Sciences
Tel: (204) 258–1364
aukema@umanitoba.ca

CANU – Mentorship Program
- CANU is an innovative mentoring and leadership development program that brings together children from some of Winnipeg’s most challenged neighborhoods with University of Manitoba students. The program currently involves the faculties of Human Ecology, Kinesiology and Recreation Management, and Education. Harold is the representative of Human Ecology, Human Nutritional Sciences. **See last section of this appendix for details.

Gustaaaf Sevenhuysen, Dean, Human Ecology
Tel: (204) 474–9704
gust@cc.umanitoba.ca

Research
- Focus is on community nutrition and is international in scope, in both Africa and Southeast Asia with work concerning children, maternal and child health, food programs and policy.
- Most recently completed a survey in the inner city related to food access and the use of food by people living in the inner city, north of Dufferin Ave.

Teaching and Student Advising
- Teaches on topics of food policy. Currently teaching a graduate course titled Nutrition in Public Policy.
- Currently supervising 6 graduate students touching upon a variety of topics such as the status of immigrants, asthma in children, dietary assessment methodologies, and the applications of dietary assessments in clinical studies with different groups, including the elderly.

Joyce Slater, Assistant Professor, Human Nutritional Sciences
Tel: (204) 474–7322
slater@cc.umanitoba.ca

Research
- All research centers around food security, issues that impact security in vulnerable populations.
  1. Nutritional status of the homeless and underhoused
  2. Broader determinants of food and security and possibilities to intervene.
  3. Improving the food shelters service
  4. Promoting traditional aboriginal foods and access to them; community gardens
  5. How to improve food in soup kitchens and shelters
  6. Improving food access through retail community organizations, convenience stores, etc.

Teaching and Students
- (1) Nutritional Education and Dietary Change, (2) Community Nutrition, both have a food security component, talks about vulnerable populations.
- Food Costing project in IC, comparing food prices in different neighborhoods, used as advocacy/communication tool for policy makers.
Projects
  • Main St. Project, Sunshine House Project

PROGRAMS AND INITIATIVES OF THE FACULTY OF HUMAN ECOLOGY

  Javier Mignone

The Summer Institute is a community–university network comprising of five organizations that conducts applied evaluation research for knowledge development, exchange and utilization. The program targets project managers and coordinators, community leaders with project responsibilities and students interested in community–based program evaluation. The HOPE summer institute used a combination of lectures, case study and group work that engaged 75 participants in the concepts of participatory evaluation focusing on the social, economical and environmental health and well–being.

Participators in Multifaculty Programs such as:
  • Career Trek
  • Science Rendezvous
  • CANU Mentorship Program

**See the last section of this appendix for details.

I.H. ASPER SCHOOL OF BUSINESS

Sergio Carvalho, Associate Professor, Marketing
  Tel:(204)474–8878
  carvalho@cc.umanito ba.ca

Marketing Management Course – Consulting Project
  • Students are encouraged to choose a non–profit organization or a small business in Winnipeg for the project. Students are tasked to determine one problem currently facing their chosen organizations and develop a plan to address the problem. At the end of term, a workshop is held in which students are able to present their projects to their peers and also to the organizations they were representing.
  • Sergio Carvalho's students have worked with organizations such as Mount Carmel Clinic Foundation, the Winnipeg Humane Society, Meals on Wheels, Special Olympics Manitoba, The United Way, MacDonald Youth Services, Boys and Girls Club, etc.

PROGRAMS AND INITIATIVES OF ASPER SCHOOL OF BUSINESS

Stu Clark Centre for Entrepreneurship Robert Warren, Executive Director

Curry BizCamp

The Curry BizCamp is a 3–week summer camp aimed at youth (ages 13–18) who are interested in business and entrepreneurship. Recruitment involves contacting schools and giving presentations to interested parties. During recruitment, the program specially considers students east of the Red River, students that are nontraditional entrepreneurs and students that have a business background. The camp is run for three weeks by NIFTE certified teachers (National Federation for Teaching Entrepreneurship) who give lectures, do hands on activities, bring in speakers from a wide variety of areas from the business community, organize field trips, etc. Youth in the camp have the opportunity to learn about entrepreneurship and different aspects of business from these speakers and most notably from hands–on exercises such as being able to create a brand new idea that can be marketable, or create a business plan to market an existing product.
Students learn the ins–and–outs of a business, from how to create a business plan to how investments and stocks work, to how to write an effective business proposal.

At the end of the camp, students present their business plan to a panel of judges from the business community for the chance to win cash awards. After “graduation,” all students are eligible to access SEED funding if they wish to start a business or fund an existing business proposal.

**Manitoba High School Investment Competition (MHIC)**

With the goal of promoting entrepreneurship and business, the MHIC competition gives Manitoba high school students the opportunity to present a real or fictitious business plan to local business professionals. The competition will comprise of four components: 1) a written business plan, 2) an oral presentation, 3) an elevator pitch and 4) an advertising poster. The inaugural competition will occur this May 2011 and is open to all high schools in Manitoba.

**CSA – Commerce Students Association**

The CSA is a student–run council that acts as links between students, faculty, and members of the business community. The CSA runs annual fundraising events that connects students with the community and creates awareness of the issues affecting the people of Winnipeg. Some examples include: 5 Days for the Homeless, Shinerama (for the Canadian Cystic Fibrosis Foundation), Chilllin’ for Charity (United Way), Pancake Breakfast (Special Olympics) and more.

**FACULTY OF KINESIOLOGY & RECREATION MANAGEMENT**

**Jay Gamey, Interim Director, Bison Children’s Programs**

*Tel: (204) 474–6584*

*gamey@cc.umanitoba.ca*

**Bison Children’s Programs (4 types)**

- Special Interest Programs (in partnership with other faculties such as engineering, medicine, science, law etc. Largest are the Mini–U summer camps. Also the medical masters camps and creative arts camps).
- Sport Programs
- School Programs
- Aquatics

**Subsidy Programs**

- Winnipeg School Division—130 children use this program per year
- Manitoba Hydro and Ted Barkwell Fund around 60–80 more students per year

**Programs**

- T-shirt program: Play 4 Your Health— a portion of each t-shirt goes to research within the faculty of kinesiology re: topics of increasing children’s physical activity levels in Canada
Research / Programs
- Research investigates issues of access to quality and culturally relevant physical education/activity for under-represented groups, including Aboriginal and racialized minority youth.
- Conducted a number of interpretive case studies, as well as participatory action research projects involving inner city schools.
- A recent project investigated a cultural approach to urban Aboriginal youth sport and physical activity. As a result of this school-based research project, the Aboriginal youth ‘Rec and Read’ mentor program was developed. The mentor programs are currently offered in 13 north Winnipeg schools, and involve university students who work with high school students to develop and deliver an after school physical activity, nutrition and education program for early years children. It is a non-hierarchical, relationship-based, communal approach to mentoring that is informed by indigenous teachings.

Teaching and Student Advising
- (1) Culturally Relevant Physical Education and Health: encourages third year Bachelor of Physical Education students to investigate their own positions of power, marginalization and privilege in relation to children and youth from diverse populations.
- (2) Also teaches two experiential “games” courses that provide students with opportunities to develop knowledge and skills related to inclusive physical education.
- (3) Diverse Populations Mentorship practicum course where student are placed at one of our mentor sites and work with the Rec and Read mentor programs to plan and deliver the after school physical activity, nutrition and education programs.
- Student Advising: Approximately 15 students take part in the Diverse Pops practicum.

Affiliated Organizations
- Part of the working group to develop the proposed Community Recreation and Active Living certificate/diploma, to be delivered in the north end of Winnipeg. If funded by the Government of Manitoba, this program will be housed at the William Norrie Centre on Selkirk Avenue, and provide meaningful and relevant university courses related to physical activity, sport, recreation, fitness, health and wellness for Aboriginal and other north end community members.

Colleen Plumton, Instructor and Fieldwork Program Coordinator
Tel: (204)474–8636
plumtonc@cc.umanitoba.ca

Teaching and Fieldwork
- Coordinates fieldwork placements for Kinesiology & Recreation Management Students and has provided a list of programs and organizations available for students, many of which are in the inner city and/or service the inner city community.
Other Outreach Activities

• As the Fieldwork Coordinator for Kinesiology & Recreation Management, Colleen has made connections with a number of organizations on a volunteer basis. Initiatives she was involved with include strategic planning and event management with Skowan First Nations and with Sport Manitoba.
• Chair of awards committee for Recreation Connections Management
• Sport Without Boarders – has made connections with the University of Kenyata, the Teric Community, and KMRI (Kenya Medical Research Institute).
• CRAL Program – involved with supporting the course content

Elizabeth Ready, Professor
Tel: (204)474–8641
readyae@cc.umanitoba.ca

Research

• Winnipeg In motion survey data of children's physical activity level; sorted by neighbourhood area, and related to demographic factors (e.g., family income, parent’s education, household composition, etc).
• In conjunction with Winnipeg In motion, Liz and team plan to look at physical activity initiatives and supports for pre-school children, within the context of the family and the community (e.g. day care centres etc).

Teaching and Student Advising

• PERS 1200 Physical Activity Health and Wellness; touches upon the social determinants of health.
• Also participants in the Interprofessional Education (IPE) initiative at UM, and are working to place students at inner city locations, together with students from other of the 12 participating IPE units. The WISH Clinic, held at Mount Carmel Clinic Sundays, is an example of a student run IPE initiative in the inner city.

Affiliated Organizations

• Together with the U of Winnipeg (Kinesiology and Applied Health), as well as Inner City Social Work (UM) and Urban and Inner City Studies (UW), the Faculty of Kinesiology and Recreation Management (UM) is proposing a Community Recreation and Active Living (CRAL) diploma (working title).
• The intent is to tap into the enormous potential of Aboriginal and inner city Winnipeg communities in the area of community recreation and active living. Working in collaboration with community partners, the CRAL diploma provides access to meaningful and relevant university courses related to physical activity, sport, recreation, fitness, health and wellness that have been enhanced by incorporating Aboriginal perspectives and/or adapted for delivery in the community. The diploma will be located at the William Norrie Centre on Selkirk Avenue, site of classrooms, offices, library, and computer facilities.

Leisha Strachan, Assistant Professor
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strachal@cc.umanitoba.ca

Research Areas

• Planned research in near future re: positive youth development in sport, also dealing with new immigrant youth. Research is affiliated with IRCOM and uses the Super Program
• Human Movement Principles; topics re: developing PhysEd teachers, elementary education, equity and fairness, working in different communities, teaching different population, etc.

Affiliated Organizations and Programs
• ANANSI along with the School for the Performing Arts ➔ young black and Caribbean youth, Caribbean community centre.
• Community Vibes (board member): A group working to engage youth and young professionals with the community.

Teaching and Student Advising
• 2 Grad student working on proposed research.

Jane Watkinson, Dean and Professor, Kinesiology & Rec. Management
Tel: (204)474-8764
watkinsj@cc.umanitoba.ca

Research and Publishing
• Line of research is with children who have disabilities and their inclusion in sport
• Book: Lets Play: Promoting Active Playground. Re: Kids on playgrounds, how children are isolated, why they might be, what motivates them to play, how they can be armed in taking part in playground activity. Issues at individual level.

PROGRAMS AND INITIATIVES OF THE FACULTY OF KINESIOLOGY & RECREATION MANAGEMENT

Rec & Read Mentorship Program
In a recent school–based research project that investigated a cultural approach to urban Aboriginal youth sport and physical activity, the Aboriginal youth ‘Rec and Read’ mentor program was developed. The mentor programs are currently offered in 13 north Winnipeg schools and involve university students who work with high school students to develop and deliver an after school physical activity, nutrition and education program for early years children. It is a non–hierarchical, relationship–based, communal approach to mentoring that is informed by indigenous teachings.

SAPHER – Student’s Association of Physical Health Education and Recreation
Kendra Turl – Recreation Management Representative on SAHPER Council
SAPHER’s goals revolve around the promotion of physical activity through various events and through education. In addition, SAPHER strives to create awareness that Recreation comes in many forms—not just sports—and that by living a life of health and leisure simultaneously, we can better our health and expand our life expectancy, as well as lower our risks for disease.

SAPHER is involved with the WISH Clinic (Winnipeg Interprofessional Student–Run Health Clinic) in promoting physical activity through the communication of special physical activity events such as SAPHER’s contribution to a Walk for Cancer event, a fundraising drive for equipment to be used by Kids Sport, and Pull Your Goalie (PYG). PYG is a hockey tournament open to the community and promotes physical activity, teamwork and competition, as well as fun!

Additionally, members of SAPHER are involved with In Motion, volunteering their time to teach winter sports.

Participants in Multifaculty Programs including:
• CANU Mentorship Program – physical activity module
• Career Trek – Athletic Therapy, Physical Education Teacher, Fitness Consultant, Fitness Trainer, Outdoor Educator
FACULTY OF LAW

Loren Braul, Program Coordinator, Pro–Bono Students Canada
manitoba@probonostudents.ca

Karen Busby, Professor
Tel: (204) 474–6155
karen_busby@umanitoba.ca

Pro–Bono Students Canada
• Provide legal information for free, serve non–profit organizations, serve communities and community organizations
• Provided a list of programs law students can choose from to do project/practicum/volunteer work (at the Legal Help Centre)
• Examples of organizations that involve inner city issues/people include: Women's Place, Canadian Centre for Child, Protection Elizabeth Fry Society, Employment Solutions for Immigrant Youth, etc.

Research
• Research has focused on equality law: laws regarding sex, gender, violence, sexual violence, prostitution and sexuality.
• Current Research project is on the funding for sexual reassignment surgery.

Presentations
• Karen does 50 media interviews a year on a variety of topics related to her research. Particularly over the past few months these interviews consisted of discussing issues regarding prostitution and sexual violence law.
• Recently appeared before the Senate Committee Legal and Constitutional Affairs on the issue of sexual violence.

Teaching
• Courses: (1) Gender and the Law and (2) Current Legal Problems: Indian Residential Schools

Affiliated Organizations
• LEAF – Women's Legal Education and Action Fund.
• Truth and Reconciliation Commission. Karen's role is to connect UM researchers with TRC.
• Founding Director of UM's Centre for Human Rights Research

Lisa Fainstein, Associate Dean
Tel: (204) 474–6133
lfainst@ms.umanitoba.ca

Research, Presentations and Administrative Duties.
• Research focused on children's rights: the situation of children in the family—particularly among single–parent families and families in poverty—how these children are cared for and the effects of family breakdown.
• Has previously presented on these issues at the U of W Adult Education Program and various other community venues (i.e. Truth and Reconciliation Commission Open Tent).
• As an acting Associate Dean, Lisa oversees (as an administrator) many of the outreach programs that the Faculty of Law supports or initiates such as coordinating the over 100 students working pro-bono and Legal Aid Clinic.

Teaching
• Family Law: touches upon issues of domestic violence, children in the family, and disadvantaged people in the community.

Affiliated Organizations
• Recently on the board of Osborne House, an organization that deals with mothers and their children; a half-way house for women who have been assaulted or who are suffering from domestic violence.

John Pozios, Director, Desautels Centre for Private Enterprise and the Law
Tel: (204)474–7939
ohn_pozios@umanitoba.ca

Small Business Law Clinic, Desautels Centre for Private Enterprise and the Law
• Helps not–for–profit and charity organizations by offering resources (via law students) to help out lawyers currently working for charity organizations/not for profit organizations (See below for more information).

Other Activities
• Teaches basic life skills and basic law concepts at Restorative Resolutions (for recently released inmates).

Lorna Turnbull, Dean of Law
Tel: (204)474–9282
lorna_turnbull@umanitoba.ca

Research/Academic Work
• Re: Economic Equality, specifically with mothers; Situations of poverty with a focus on income tax; budget issues with low income families;
• Wrote a book called “Double Jeopardy: Motherwork and the Law”

Teaching and Student Advising
• (1) Advanced Family Law, (2) Intro to Legal Systems, (3) Income Tax Law and Policy.
• (3) Income Tax Law and Policy: see Voluntary Tax Filing Program below

Programs/Organizations
• Voluntary Tax Filing Program: Students in one of the courses (3) are tasked to go to Winnipeg Harvest to assist people there in filing their taxes
• UN Platform Committee
• Unpacked (re: advocate budget decisions that affect women, issues of poverty)
• Legal Help Centre (opening in 2011), in partnership with U of W, (See below for more information)
PROGRAMS AND INITIATIVES OF THE FACULTY OF LAW

Legal Aid Clinic, University of Manitoba

Operating out of the Law Centre of the University of Manitoba, The Legal Aid Clinic provides assistance to those who are unable to afford their own lawyers and gives second and third year law students with the opportunity to deal with real legal cases. Operating under the guidance of a supervising lawyer, students are involved in various activities throughout the legal process, from the initial interviews to appearing in court if the case goes to trial. Last year 680 case files were dealt with at the Legal Aid clinic—all by students of the Faculty of Law.

Centre for Human Rights Research Initiative (CHRR)

CHRR aims to bring people and organizations—both within and outside the University of Manitoba—together to promote and advocate for various human rights issues by enhance interdisciplinary and collaborative research capacities for both faculty and students.

Partnership with the Truth and Reconciliation Commission

CHRR has partnered with the Truth and Reconciliation Commission to assist in achieving its mandate of learning and documenting the truth behind residential schools: acknowledging residential school experiences and the consequences to those involved. In recognizing these truths, TRC wishes to promote awareness and public education to all Canadians on residential schools in order to work towards reconciliation.

CHRR held an academic conference at TRC’s national event held at the Forks from June 16–19, 2010, which featured research pertaining to residential schools and truth and reconciliation. With 25 volunteer law students and 10 lawyers, CHRR also organized a Law Question and Answer table at this national event, answering questions and providing legal information on issues related to Aboriginal Law and Residential Schools.

CHRR has also facilitated an interdisciplinary seminar series called Critical Conversations on Indian Residential Schools during the 2010/2011 academic year in order to provide an opportunity for the University of Manitoba community to discuss topics related to residential schools.

Student Speakers Bureau

Dayna Steinfeld

The Student Speakers Bureau began as a pilot project launched with partnerships with the Centre for Human Rights Research Initiative (CHRR) and the Winnipeg School Division. This project aimed to connect law students with teachers who would like to present to their classes human rights related issues, especially Aboriginal, Charter, human rights and criminal law. It will run as an official program starting this academic year. They anticipate expanding the project to school divisions across Winnipeg in the fall of 2010. Recently, 24 students participated in a Legal Question & Answer table at the Truth and Reconciliation Commission’s National Event in Winnipeg. The students volunteered to answer legal questions on Aboriginal law over the course of the four-day event. This experience was profiled in several publications, including the University of Manitoba Bulletin and Canadian Lawyer 4 Students magazine. For this event, the CHRR produced 10 informational fact sheets and 8 short videos on Aboriginal law.

According to Dayna Steinfeld, a representative of SSB, UM law students in this program will speak on a variety of legal topics in Winnipeg School Division high school classrooms. These topics range from understanding the Charter of Rights and Freedoms, sexual assault law and consent, Aboriginal people in the justice system, to how one becomes a law student/lawyer.
L. Kerry Vickar Business Law Clinic

John Pozios

The Business Law Clinic is entirely staffed by law students from the University of Manitoba and commercial lawyers working on a volunteer basis who supervise each case. The Clinic assists entrepreneurs who require information regarding various legal aspects of starting a business and assists not-for-profit and charity organizations by helping them with their corporate governance. The law Clinic offers resources to clients in the form of law students to aid lawyers currently working for these organizations.

For example, ArtsJunktion MB is a non-profit organization aimed at reducing manufacturing waste by recycling “waste” from these manufacturers and offering them to teachers, child care workers and artists to use in arts projects. As ArtsJunktion is an entirely volunteer-run organization, The Vickar Law clinic provided them with advice instrumental in getting the organization going—students provided advice on how to start up a nonprofit organization and also connected them with a law firm in the city that offered free legal help.

The Legal Help Centre of Winnipeg

Located downtown, the Legal Help Centre is a not-for-profit organization works collaboratively with community-based legal and social service organizations to provide a variety of services to the disadvantaged members of the community, including women, Aboriginal Canadians, newcomers, students and the working poor.

Set up by community volunteers and working together with faculty and students from both the UM and University of Winnipeg, the Centre provides clients with legal help, public legal education and information, aids in making or defending legal claims, helps clients in accessing benefits and entitlements and connects them to community social services and government agencies.

Under the supervision of lawyers working out of the centre, the University of Manitoba is currently supplying the centre with student volunteers to aid in providing legal assistance to clients.

www.legalhelpcentre.ca

Pro-Bono Students Canada

Loren Braul

PBSC is a national student-led organization that engages law students in the philosophy and practice of pro-bono work. Each PBSC chapter is organized by a community placement coordinator and connects students with lawyers doing pro-bono work and also with public interest and community organizations that are in need of legal aid or other various law-related services that often do not have access to such services.

Each student is supervised by a lawyer and perform various legal services or activities throughout the legal process as dictated by the needs of the organization such as: conducting legal research, engage in legal drafting, provide public legal education, and advocate on behalf of communities in need.

PBSC at University of Manitoba – Robson Hall

The PBSC UM Chapter at Robson hall has members from one third of the faculty student body—around 100 students—and provides a number of projects for students throughout the year. Some of these organizations include Women’s Place, Canadian Centre for Child Protection, Elizabeth Fry Society and Employment Solutions for Immigrant Youth.
Faculty of Medicine

Dennis Bayomi, Community Health Sciences
dennis_bayomi@umanitoba.ca

Basketballs for Inner City Kids (founder/coordinator)

- An all–volunteer initiative that gives basketballs to inner city children who could benefit from such sporting equipment. Since its inception in 2006, the program has distributed over 1400 basketballs to children in inner city neighborhoods primarily through the twelve K–6 inner city elementary schools. Also has put up several dozen basketball nets on existing hoops in inner city playgrounds.
- Rossbrook House’s Carl Ridd Memorial Basketball League (volunteer coach); Basketball league for inner city children, grades 4–6

“Inner City Computer Club” (Volunteer/Founder/Coordinator):

- Purpose is to provide increased opportunities for inner city youth to learn more about computers and information technology in a safe, supportive environment. The club is being operated by a coalition of inner city schools and community organizations. Mentors from the local IT community will play a prominent role in the club. A focus will be placed on using “Scratch”, a programming environment developed at MIT, which encourages creativity, discovery, and collaboration for children of all ages (http://scratch.mit.edu). The computer club will pilot in April 2011 with two inner city elementary (IRCOM), with plans to expand to other sites in Fall 2011.

Robert Chase, Assistant Professor, Community Health Sciences
Tel: (204)789–3885
chaser@cc.umanitoba.ca

Research:

Developed a visual interview tool –the Life Story Board – to help professionals working with youth. (www.vidaview.ca) It recognizes the power of narrative, co–creating a lifescape on a storyboard within an atmosphere of safety and respect. LSB adds a non–verbal mode using open–ended symbols to transcend cultural and literacy levels. A feasibility study with 6 counselors and 20 newcomer immigrant students in Winnipeg high schools in 2010 was successful. This year the LSB was used by BSW students at UM Selkirk to create a personal ecomap for their major assignment. LSB training Family Centre, with training and pilot testing with Frontier School Division.

Teaching:

- Undergraduate and graduate teaching in international health issues

Catherine Cook Assistant Professor, Community Health Sciences;
Associate Dean, First Nations, Metis and Inuit Health
Tel: (204) 926–8099
ccook@cc.umanitoba.ca

Research:

- Aboriginal health workforce and research development; aboriginal issues
Teaching:
• Undergraduate teaching in public health and aboriginal issues

Service and Leadership:
• Vice-President of Aboriginal services and Community services at the Winnipeg Regional Health Authority. Member of and active in various national aboriginal organizations.

Evelyn Forget Professor, Community Health Sciences
Tel: (204) 789–3772
forget@cc.umanitoba.ca

Research and Presentations
• Work is centered on health economics
• Re: Poverty and health, alternative policies to address poverty. Topics include: Changes to existing income support schemes, idea of guaranteed income for welfare (targeting the working poor), expansion of refundable tax credit, and a more efficient way of delivering income support.
• In addition, costs and consequences of different ways of financing and funding First Nations health care delivery.

Teaching
• Economic Evaluation of Health Interventions; cost benefit analysis, etc.

Barry Lavallee, Acting Director, Centre for Aboriginal Health Education, Department of Community Health Sciences
Tel: (204) 789–3511

Research interests:
• Aboriginal education

Teaching:
• Undergraduate teaching; mentors aboriginal students; responsible for aboriginal curriculum and faculty development for it in Faculty of Medicine

Clinical:
• Works in the inner city clinics; expertise with aboriginal peoples.

Service:
• Support the Andrews Street Family Centre; promotes health careers at local schools; advocates for people who have fallen through the social network; support Thunderbird House through promotion of its activities.

Sharon Macdonald, Associate Professor and Dept Head, Community Health Sciences
Tel: (204) 789–3434
Sharon_Macdonald@umanitoba.ca

Teaching: undergraduate and graduate programs
Research interests: inner city health; community engagement; indigenous health issues.
Service: various university committees
Noralou Roos, Professor, Community Health Sciences  
Founding Director Manitoba Centre for Health Policy, Faculty of Medicine  
Tel: (204) 789–3319  
Noralou_Roos@cpe.umanitoba.ca

Research/Academic Work
• Works with the data repository at the Manitoba Centre for Health Policy in the analysis of characteristics of children—including their outcomes (educational, health, teen motherhood) and what factors place them at risk (poverty, teen mothers, being in a family situation which results in the child being taken into care/receiving protection from services from Child and Family Services).
• Recently funded by Canadian Institutes of Health Research to try and work with journalists to get evidence on health policy issues including the broader determinants of health into the media.

Teaching
• How to use administrative data for understanding issues of population health

Affiliated organizations
• Board member of United way; on committees of Poverty Reduction Council and Point Douglas/Lord Selkirk Revitalization Project, Health Child Advisory Committee, the Academic Enhancement Fund Macdonald project committee.

Audrey Swift, Post-doc Fellow, Manitoba Follow-up Study Community Health Sciences  
Tel. 204–789–3667  
Audrey_Swift@umanitoba.ca

Research and Writing
• Psychological adaptation and health and well-being in older adults

Teaching
• Sessional instructor in Human Ecology, Interdisciplinary Health Program
• Course: Heal 2600 “Integration of Health Determinants of Individuals. 5% of course grade allocated to completing 2 shifts at the WISH Clinic.

Volunteering
• Active volunteer with Basketballs for Inner City Kids

PROGRAMS AND INITIATIVES OF THE FACULTY OF MEDICINE
Basketballs for Inner City Kids
Dennis Bayomi, Community Health Sciences, Founder & Coordinator
An all–volunteer initiative that gives basketballs to inner city children who could benefit from such sporting equipment. Since its inception in 2006, the program has distributed over 1400 basketballs to children in inner city neighborhoods primarily through the twelve K–6 inner city elementary schools. Also has put up several dozen basketball nets on existing hoops in inner city playgrounds.

Inner City Computer Club
Dennis Bayomi, Community Health Sciences, Founder & Coordinator
Purpose of this program is to provide increased opportunities for inner city youth to learn more about computers and information technology in a safe, supportive environment. The club is being operated by a
coalition of inner city schools and community organizations. Mentors from the local IT community will play a prominent role in the club. A focus will be placed on using “Scratch”, a programming environment developed at MIT, which encourages creativity, discovery, and collaboration for children of all ages (http://scratch.mit.edu). The computer club will pilot in April 2011 with two inner city elementary schools (Machray and Dufferin) and a community organization (IRCOM), with plans to expand to other sites in Fall 2011.

Biomedical Youth Program & The Inner City Science Centre

Francis Amara
Associate Professor & Director Youth Biomedical Program, Dept. Biochemistry and Medical Genetics
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The Biomedical Youth Program (BYP), which is the combined vision of Dr. Francis Amara and Ms. Myra Lamar-mee (Former Principal, Niji Mahkwa Elementary School), was conceived in 2006 to engage Aboriginal youth in science as an approach to enrich their knowledge and skills. The program’s mission is to promote and foster interest in science to youth at an early age, focusing on kindergarten to elementary level. This interest in science will help them make an easy transition to choose careers in the sciences and health professions. Although the BYP initially focused on Manitoba’s Aboriginal and disadvantaged youth, including immigrants from very low-income background, it is now available to any youth in Manitoba interested in science. The BYP comprises of four key components: Aboriginal Head Start Science Clubs, Science Buddies, Youth Summer Camp and Inner–City Science Centre (ICSC). Since its inception in 2006, 706 students have participated and benefited from the BYP. The majorities of the participants are Aboriginal (43%), and disadvantaged youth, including immigrants with very low-income (28%), many with poor academic preparation.

Development of the Biotechnology laboratory (Biotech Lab) was completed in 2008. This laboratory is a high technology facility located at Niji Mahkwa Elementary School in the city’s north end. The Biotech Lab serves as the first laboratory of the ICSC. It is already not only being used by various schools but also for professional development workshops for science teachers in Manitoba. The Youth Summer Camp is held annually at the Faculty of Medicine.

Biomedical Youth Program Students’ Association

Laryssa Sawchuck, Mentorship Program Officer

BYPSA works in conjunction with the Biomedical Youth program to promote science outreach in the community, especially amongst First Nations and the inner city peoples of Winnipeg. The focus is to help children consider careers in health professions and medical research by exposing them to science. Not only do members of BYPSA participate in the various programs of BYP, they also coordinate some of their activities and organize recruitment events.

Pfizer Canada Discovery Day

In partnership with the University of Manitoba Faculty of Medicine and the Canadian Medical Hall of Fame, Discovery day brought over 319 students and teachers from 86 high schools across Manitoba a day of sampling various career options in medicine and the health sciences. Last year’s even saw a record number of participants coming from Aboriginal Schools and provided francophone youth the opportunity to learn health science professions in their first language.

In order to make sure the program was as inclusive as possible, The University of Manitoba contributed towards various costs including transportation for students and teachers from rural and remote communities (some as far away as Churchill).
FACULTY OF MEDICINE LEARNING OPPORTUNITIES

Required activities.

All first year medical students are required to volunteer at a local non-profit, community-based food bank that collects and shares surplus food with people who are hungry (the common option is Winnipeg Harvest). A 3-hour block of curriculum time is set aside within Community Health Sciences for students to contribute to the work of this organization. Additionally, there exists other similar 3-hour blocks of curriculum time that schedules student visits to the Addictions Foundation of Manitoba and Aboriginal Health Clinics.

SWEAT – The Summer Work Experience and Training Program

SWEAT is a 10-week summer work program coordinated by the Department of Family Medicine. First and second year medical students are placed in rural communities in Manitoba to work for 10 weeks during the summer months.

Northern Summer Student Work Program

The J.A. Hildes Medical Unit Northern Summer Student Work Program places students in an Aboriginal or Inuit community for 10 weeks during the summer months. Students are expected to become involved in the community as much as possible both medically and culturally.

Camp Koda

Under the coordination or a Canadian Diabetes Association staff person, medical students volunteer as camp counselors for Camp Koda: a day camp held at the UM for children ages five to nine who have type 1 diabetes. This program provides these young children with the opportunity to enjoy a summer day camp experience without having to spend the night away from home.

Biomedical Youth Program

The Youth Biomedical Program (YBP), which is the combined vision of Dr. Francis Amara and Ms. Myra Laramee (Former Principal, Niji Mahkwa Elementary School), was conceived in 2006 to engage Aboriginal youth in science as an approach to enrich their knowledge and skills. The program's mission is to promote and foster interest in science to youth at an early age, focusing on kindergarten to elementary level. The YBP comprises of four key components: Aboriginal Head Start Science Clubs, Science Buddies, Youth Summer Camp and Inner-City Science Centre (ICSC). Medical students are recruited yearly to act as mentors for this program.

WISH Clinic – Winnipeg Interprofessional Student-Run Health Clinic

Operating out of Mount Carmel Clinic, this student-run initiative provides holistic health care by post-secondary students and licensed professional mentors from a broad range of disciplines that includes, but is not limited to, Dental Hygiene, Dentistry, Dietetics, Occupational Therapy, Physical Therapy, Respiratory Therapy, Medicine, Nursing, Pharmacy, Psychology, Social Work and Spiritual Care.

Jacob Penner Park (JPP) – Drop-in Centre

A non-profit, student-run initiative, JPP strives to provide a safe haven for children in Winnipeg's core area. Volunteer medical students from Dentistry, Dental Hygiene, Social Work, and School of Med Rehab have become instrumental in the ongoing success of this program.
Books with Wings
Organized by students in the Faculties of Medicine, Dentistry, and Nursing, Books with Wings organized an annual collection of used textbooks to send via the Canadian forces to universities in Kabul, Kandahar, Herat and Afghanistan in order to help restock their war–torn libraries. Students catalogue and box several hundred gently used textbooks collected from a variety of places such as University–wide drop–off bins, professors, academics and those in professional practice.

Internal Medicine Student Participation
Students in their clerkship year have access to several service learning opportunities while rotating on the Medicine CTU’s and Medicine selectives, both core rotations. Such opportunities include shadowing specialists in occupational medicine, an HIV clinic and at a multi–disciplinary endocrine clinic (offered at HSC, St. Boniface General Hospital and Grace General Hospital).

Children’s Hospital
Medical students volunteer weekly at the children’s hospital by facilitating activities and crafts with hospitalized children and their families. Additionally, medical students make personalized ice cream sundaes for children who are unable to leave their rooms and also dress up for Halloween to deliver candy to the rooms of children in the hospital.

Global Interest Group
In partnership with the Canadian Federation of Medical Students, this student run initiative of the Faculty of Medicine provides students with a platform to discuss global health issues and other health–related topics. The group also puts together numerous fundraisers for various organizations throughout the year and generates funds for these organizations.

Public Health Interest Group
PHIG is a student–run initiative of the Faculty of Medicine and aims to engage students in public health through innovative speakers, discussion groups and fundraising for community organizations.
SCHOOL OF MEDICAL REHABILITATION

Moni Fricke, Term Instructor, Physical Therapy
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PT1700 – Psychosocial Issues:
• All first year Physical Therapy students receive 4 hours on Aboriginal health issues, including one hour with elder-in-residence, Margaret Lavallee. Aboriginal health issues are subsequently integrated into case studies in the remainder of the program.

PT1740 – Cardiorespiratory Clinical Education:
• Students visit Aboriginal health service sites and tasked to describe and observe the site. Students are asked to address issues of: (1) the population the site services, (2) how the site provides health services and after care to Aboriginal peoples, (3) evidence of an interprofessional team approach in meeting patient needs and their families, (4) identify barriers Aboriginal individuals may experience in accessing health and social services care, (5) identify culturally sensitive methods in treatment, (6) the role of rehabilitation services pertaining to this site.

PT2790 – Physical Therapy Management of Musculoskeletal Disorders:
Interprofessional Collaboration and broader determinants of health course, in conjunction with Occupational Therapy, Pharmacy, Dentistry & Dental Hygiene.
• Brings together students from at least two different health professions in order to learn with, from, and about the determinants of health and do so in a fundamentally collaborative way.
• Students are tasked to (1) describe at least five determinants of health as evidenced by Health Canada with respect to health of Canadians, (2) relate their personal perceptions of their professional role to the determinant of health, (3) collaborate with at least two other health professionals in exploring and reflecting on one of the determinants of health and the role of health professionals as part of the health care system.

WISH Clinic
• Physiotherapy mentor

Leanne Leclair, Assistant Professor, Occupational Therapy
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Research Projects
• (1) Past work involved an evaluation, using a population health framework, of Community Action Programs for Children (CAPC) in Manitoba. CAPC is a federal program that builds on community strength by funding community-based coalitions to establish and deliver services to meet the developmental needs of children living in conditions of risk. Evaluation report presented to Health Canada.
• (2) Early intervention group program offered in child care centres with vulnerable children who are not meeting developmental milestones (3–5 year olds).
• (3) Needs assessment to determine the community support needs of parents of young children.
• (4) Qualitative study examining the experiences of early childhood educators who work with vulnerable children.
• (5) Work examining the World Health Organization’s Health Promoting Schools Model – research focused on the implementation of the model in Cuba.
• Has presented at the Canadian Association of Occupational Therapists National Conference. Worked with Parent–Child Coalitions, currently completing two projects in conjunction with them.

Teaching
• Occupational Therapy Process Across the Lifespan (OT7760) Component re: newcomer families and re: vulnerable children and early intervention – course looks at the application of a community development model/perspective.

FACULTY OF MUSIC

Richard Gillis, Associate Professor, Artistic Director, Winnipeg Jazz Orchestra
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High School Honour Jazz Band
• 30 schools end up being represented in the bands and it is estimated that 10% of high school students come from inner city schools.
• The Band has a chance to play at the Winnipeg Jazz Festival.

Winnipeg Jazz Orchestra, Artistic Director
• Professional group, perform school concerts every year, 9 done in 2010 and includes at least 1 inner city school.
• Invite kids to regular concerts at the Winnipeg Art Gallery; invite bands from different schools to play pre–concerts as well.

Winnipeg Symphony Orchestra
• Brass quintets—14 school concerts, many in inner city schools (estimates around 6)
• Special event with inner city schools in planning process—event held where inner city schools brought together, students played along with faculty members, make their own instruments, etc.

Other Outreach Work
• Makes himself available to give trumpet lessons at no charge to students that would like some coaching but cannot normally afford lessons.

Fraser Linklater, Associate Professor Coordinator, Manitoba Honour Bands
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fraser_linklater@umanitoba.ca

• Secretary Treasurer of Manitoba Band Association; serves to promote Windband in the province. Main outreach focus is on public school band programs with the goal of benefiting public school students by providing them with great musical experiences. Fraser is the head organizer for the Junior High and High School Honour Band.
• On May 5th, 2010, the Honour Bands connected with Winnipeg Symphony Orchestra and performed on stage with the wood and brass orchestra group. The professional musicians from WSO functioned as a mentor/model to the youth.
• It is noted that the response rates and interest in the band programs are not as salient in the inner city as those in other areas in Winnipeg, they still receive some interest from schools in those areas.

• Arranges university resources in the form of students to public schools in the city at their request; develops teams of university students to go out and act as clinicians in the schools, some of which are schools in the inner city. At Sargent Park School, in September 2010, students acted as clinicians to help beginning students. Inner city schools in the past have included Elmwood, Sisler, and Daniel MacIntyre. Aside from acting as clinicians, they also help with schools’ music productions, should the schools request the assistance.

• Participated as a clinician for the Beginning Band Festival – kids in their first year of playing. Offers assistance and workshops (sponsored by the Manitoba Band Association).

Katherine Twaddle, Opera Studies Coordinator, Faculty of Music
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University of Manitoba Opera Theatre School Tour

• The Faculty of music initiated this tour to introduce opera to those who normally would not get to see it. The group introduces a new art form that has many different facets—music, acting, playing instruments, costumes, singing, performance, scenery, story–telling, etc—making it a very comprehensive art form for students.

• The tour usually lasts 4 weeks, with about 38 performances. Performances take place in the month of May and the group tours grade schools around southern Manitoba.

• The group reaches some inner city schools with an estimate that 2–3 a year request performances. Despite this, their first performance of the year usually takes place at Rossbrook House and the group has also performed at a First Nations schools: Anichinabe and Erickson Elementary school.

• This year, the Opera tour is hoping to make the performances available to more aboriginal children by going up to The Pas and Flin Flon as well as other schools along the way. Still in the planning stages, this part of the tour is funded by Academic Enhancement Fund.

PROGRAMS AND INITIATIVES OF THE FACULTY OF MUSIC

Jazz on Wheels and The Bridge: Jazz Learning for Life.

Steve Kirby
Director of Jazz Program
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Anna–Lisa Kirby
Jazz Program Coordinator
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Jazz on Wheels

Jazz on Wheels was launched in 2005 by Steve Kirby, Director of Jazz Studies at the Marcel A. Desautels Faculty of Music, with partnerships with Jazz Winnipeg. A mobile concert stage operating during the summer months, Jazz on Wheels literally drives music to people in their neighbourhoods with live jazz musicians offering interactive presentations. Working closely with the community, Jazz on Wheels has given hundreds of Winnipeggers of diverse socio-economic backgrounds opportunities to learn about jazz through concerts and workshops in their
inner city communities. Steve Kirby uses this initiative to help Winnipeg's youth discover new creative outlets and to develop a lifelong appreciation for jazz. Jazz on Wheels targeted Winnipeg's urban and inner city communities. Locations: (1) The River Barge Festival, the Forks, (2) Rossbrook House Summer Games, (3) Sherbrook Street Festival.

The Bridge: Jazz Learning for Life

The Bridge reaches out to underserved inner Winnipeg children and youth, offering them positive, creative musical outlets. The Bridge grew out of the Jazz on Wheels outreach program.

The Bridge is up and running from Hugh John Macdonald Junior High School Wednesdays and Fridays from 1:30 – 5:30pm. Children have the opportunity to receive private music lessons, group lessons, and/or be involved in a small jazz ensemble performance. The Bridge program draws on two very successful US jazz education programs: Jazzmobile and JazzReach, while undertaking research and community consultations, and taking special consideration Aboriginal and Metis culture, in order to ensure that The Bridge is designed to meet the specific cultural needs and conditions of Winnipeg's inner city children and youth.

Preparatory Studies

An outreach program of the Faculty of Music, funded mainly from student tuition. Various students from the faculty teach all types of disciplines both on and off campus.

High School Honour Jazz Band

High school students audition for the Band at the university. Thirty Winnipeg schools are represented in the Bands, with auditions from about 40 schools. Richard Gillis estimates that 10% of kids are from inner Winnipeg schools. The High School Honour Jazz Band also gets the opportunity to play at the Winnipeg Jazz Festival.

University of Manitoba Opera Theatre School Tour

Initiated by the Faculty of music, the Tour helps introduce opera to those who normally would not get to see it. The group introduces youth to a new art form with many different facets—music, acting, playing instruments, costumes, singing, performance, scenery, story-telling, etc.—making the Opera Tour a very comprehensive art form for students engagement. 38 performances lasting 4 weeks throughout the month of May the group tours grade schools around southern Manitoba, with 2-3 in the inner city. Their first performance of the year usually takes place at Rossbrook House and the group has also performed at First Nations schools Anichinabe and Erickson Elementary school. This year, the Opera tour is hoping to make the performances available to more aboriginal children by traveling to The Pas and Flin Flon as well as other schools along the way. This part of the tour is funded by AEF and is still in planning stages. (Contact: Katherine Twaddle).

Marcel A. Desautels Faculty of Music Students’ Association

Educational classes such as Band and Orchestral Techniques I & II and Brass Techniques (among others) has allocated portions of the course requiring students to spend part of their class time at various schools in the city either conducting an ensemble or running a sectional with a specific instrument family. Many ensembles at the Faculty of Music such as the University of Manitoba Jazz Orchestra and various jazz and woodwind quintets also do free performances at schools around the city. In addition to performing outside the university, the Faculty also invites high school guests twice a semester. During these performances, students from surrounding schools bus to the Great Hall in University College to watch the Wind Ensemble perform. (Contact: Crystal Schwartz.)
FACULTY OF NURSING

Christine Ateah, Associate Professor
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Research

• “Parent Infant Attachment: Education Needs of New Parents”. This ongoing study involved surveying parents of 3–4 month olds in order to determine what new parents already know and subsequent education needs.
• Issues of safe sleep: bed sharing and other unsafe sleeping conditions.
• With Benita Cohen, a study regarding equity focused health impact assessment: Teen Triple P Program
• With Joan Durant and Marie Edwards, qualitative study looking at parents’ perspective on child discipline
• With Jane Ursel, Tri–provincial study: research with women who have been abused, experiences as parents.

Other writing work and presentations

• Book: Preventing Family Abuse Across the Lifespan; Co–editor and co–writer on a chapter
• Article for Winnipeg Free Press’ Learning Curve regarding safe sleeping practices
• Interviewed by various media outlets such as radio, TV, and magazines related generally to parenting and safe sleeping
• Community presentations regarding infant safety. Presentations occurred or were organized by: Taking Charge parent group, Campus Health Resource Centre, Youville Community Centre, and City of Winnipeg Public Health Parent Group.

Advocacy and Service Work

• Provincial Advisory Committee for Child Abuse (PACCA)
• RESOLVE (Research and Education for Solutions to Violence) group, particularly in the area of family violence and its solutions

Student Advising

• Doctoral student looking at the evaluation or usefulness of parenting programs related to the prevention of child maltreatment
• Masters of Nursing student looking at the topic of services of families who have children that have complex health care needs.
• Masters of Nursing student looking at play therapy with children who have diabetes

Benita Cohen, Associate Professor
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Research/Academic Work

• Public Health Systems Research which focuses on building organizational capacity for action to achieve health equity, including how public health can address child and family poverty
• Equity–focused health impact assessment of Manitoba’s proposed Teen Triple P– Positive Parenting Program
Teaching and Student Advising

- (1) Health Promotion in the Community (Nursing), (2) Community Health Assessment (Nursing), (3) Population Health Promotion with an Equity Lens (Community Health Sciences)
- Usually 4–5 Grad Students focus on vulnerable/socially excluded populations including childrearing families

Sandra Gessler, Clinical Practice Coordinator, Instructor
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Research and Advocacy involvement in the inner city community

- Currently president of the board of directors of The Social Planning Council; an organization that regularly conducts research on poverty rates and the impact of poverty on various segments of the inner city population. Primarily use Stats Canada data to periodically track poverty rates, employment, access to affordable housing. A Poverty Barometer is regularly published 2–3 times per year and a Child and Family Poverty report card at least once per year.
- She represents the Social Planning Council at coalition meetings, meetings with ministers, at State of the City and State of the Province events and at all government or community invitational events. She has been president for 2 years and will continue in the chair for another 2–year period.
- Regularly speaks to various nursing and public audiences about inner city conditions

Teaching and Student Advising

- Senior level leadership and issues course and some of that content covers advocacy and political action related to social justice issues and the social determinants of health.
- Year 4 nursing students spend one term in a community placement many of which are in the inner city e.g. Main Street Project, Agape Table, Siloam Mission, RAY, Mount Carmel, Sage House, Winnipeg Harvest, the Aboriginal Health Centre and the Social Planning Council. Students are actively involved in a hands on project in a type of service learning model.

Elaine Mordoch, Assistant Professor
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Research

- Line of research is with children who live with parents who have a mental illness, family experiences of mental illness
- (1) Initial study involved qualitative interviews with children and youth, between the ages of 6-16, who live with parents who have a mental illness. This study highlighted children's experiences and understanding of their situations.
- (2) Qualitative study with parents who have a mental illness to understand their perceptions and experiences, also what supports are in place to assist them with positive parenting.
- (3) Current qualitative study with children of parents with mental illness is exploring how children perceive stigma; preliminary findings: younger children tend to speak about broader stigma issues i.e. schoolyard, school peers).
• (4) Current qualitative study exploring how service providers view children and their parents with mental illness
• (5) Current study how adults perceive their childhood experiences of growing up with a parent with a mental illness.

Writing
• Mental Health Notes: Knowledge leads to Change. Fall, 19-21.

Teaching and Student Advising
• Teaches mental health nursing: family and child mental wellness, resilience, implications of mental illness on the family and children, mental pathology/disorders in children in relation to social determinants of health; outside of biomedical model and diagnoses
• Emphasis on mental health promotion (health and equity/health opportunities available to children) and aboriginal mental health issues.
• For 10 years, has taught counselling skills to students in the Aboriginal focus programs who will be First Nations Community Wellness Workers. In this capacity, they may be working directly with children.
• Clinical course for RNs has inner city clinical placements related to mental health: Siloam Mission, The Urban, and other faith based outreach.

Affiliated Organizations
• Previously sat on an advisory committee looking at meeting the needs of children who live with a parent with a mental illness. Out of that committee work, the group Name that Feeling originated. This group offers information and support to children who are living with a parent with a mental illness. Helps children manage and understand their experiences.
• Camp nurse (volunteer past 10 years), St. James Presbyterian Summer Camp

Sara Shuster, Instructor
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Academic Work
• Currently in the planning stages of creating a DVD or some form of electronic media format that describes, highlights and promotes the activities of the students are doing in the Community Clinical Course (Clinical Practice 6)
Teaching

• Previously been the course instructor of (1) Introduction to Nursing, and (2) Prevention
• Currently the course leader for the Clinical Practice 6; Community Clinical Course. Duties include finding and recruiting agencies for potential placements and work with them to create an understanding of the course, their role, and whether the location is a good fit. Students are tasked to complete a health promotion project that meets both the course objectives and the needs of the agency. There are approximately 60–70 community agencies that have been utilized for the course over the past 3 years. In any given term, students chose from and are placed at 40 – 50 different sites.

Affiliated Initiatives and Organizations

• WISH Clinic – Nurse/Faculty mentor and advisor

Beverley Temple, Assistant Professor
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Bev_temple@umanitoba.ca

Research/Academic Work

• (1) Parents and Children with Autism, how they cope (2) Developmental disabilities, interviewed families from the core
• Future research: (1) Aboriginal Breast Feeding Mothers, (2) Type–2 Diabetes on a particular aboriginal group, (3) Tobacco use among HIV pop, most live in core.
• Produces material for St. Amant Newsletter related to her research, re: developmental disabilities

Teaching and Student Advising

• Qualitative research methods at the Graduate Level; 2 grad students working on diabetes and breast feeding project, one other with autism project

Organizations

• Board Member of New Directions: Advising, programming, support
• MANTRA: Manitoba Tobacco Reduction Alliance, in particular with at risk youth

Roberta Woodgate, Professor
Tel: (204)474–8338
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Research

• Manitoba Research Chair in Child and Youth Health and Illness; Research Scientist for the Manitoba Institute of Child Health (MICHI) Canadian Cancer Society (CCS); Appointment Pediatric and Child Health, Faculty of Medicine

Current Work

• Improving access to community-based primary health care for African immigrant and refugee families. Funded by Canadian Institutes of Health Research (CIHR).
• Youth’s Voices: Their Lives and Experiences of Living with an Anxiety Disorder. Funded by CIHR
• Understanding the Disability Trajectory of First Nations Families of Children with disabilities: Advancing Jordan’s Principle. Funded by CIHR.
• Building youth capacity for heart health promotion: A school-based feasibility study. Heart and Stroke Foundation of Manitoba: Primary Prevention Challenge Grant Program.

• Research Methods: Qualitative research methods; Child and youth research methods; Arts-Based research methods; Mixed methods

Clinical Interests
• Expertise in Pediatric Nursing in all areas of child/adolescent health including pediatric chronic and life-threatening illness, childhood disability and child/youth health promotion

Teaching Areas
• Qualitative Research Methods, Health Promotion and Families, Nursing Research Methods, and courses dealing with child and adolescent health and illness

PROGRAMS AND INITIATIVES OF THE FACULTY OF NURSING

National Nursing Week Faculty Event  The Faculty of Nursing celebrates this event by inviting junior high and high school students to the faculty to participate in hands-on activities, information sessions and provide them the opportunity to ask questions and get to know faculty. Over the last three years, recruiting for this event has been specifically targeting inner city schools. This year (2010/2011), the faculty aims get students from the Bright Futures Program and/or the Frontier School Division.

FACULTY OF PHARMACY

Dennis Cote, Part time instructor
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Biomedical Youth Program, Pharmacy contribution.
• In conjunction with Inner City Science Centre (ICSC), running a no cost 5 day summer camp at the Bannatyne Campus through the Faculty of Medicine
• Like ICSC, the concept is to expose students to science at a young age so they may consider careers in the Health Sciences professions.
• Activities in the Apotex Centre (Pharmacy), involving 12–15 Students. o Provided with a short presentation to provide some background information on the profession of pharmacy o Students are taken to the lab in order to look at the components used to make tablets and see examples of the product at different stages of preparation

Nancy Kleiman, Pharmacy Practice Liaison & Instructor
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• Primarily responsible for student placements and coordinating the service learning sites for first year Pharmacy students (for credit).
• Examples of such sites include: Canadian Diabetes Association, Cancer Care Manitoba, Deer Lodge Centre, St. Amant, WISH clinic, Winnipeg Harvest, and YMCA downtown.
PROGRAMS AND INITIATIVES OF THE FACULTY OF PHARMACY

STRIVE Group, Faculty of Pharmacy

Contacts: Lucy Vuong, Pharmacy Student, and Dr. L. Vercaigne, Dean of Pharmacy

Organized by Lucy Vuong and other Pharmacy students, STRIVE is a student-led community outreach initiative that took place in the summer of 2010 at Tyndall Park Community Centre. The Group compiled one week of activities. Up to 20 children were consistently attending throughout the week. Youth had the opportunity to take part in a judo demonstration, learn scrap booking and engage in a health awareness session which involved teaching proper hand-washing techniques. A UV light was implemented in order to show the children the “germs” on their hands! In addition, science experiments such as a Mentos and Diet Coke demonstration, milk, food colouring and dish soap effects, and fireproof balloons were also some of the many science activities the youth had the opportunity to take part in. Lastly, the youth watched a motivational video about Nick Vujicic, a man born with no arms and legs. According to Lucy Vuong, this motivational is representative of what STRIVE is all about: “inspiring the kids to become the best they can be”.

FACULTY OF SCIENCE

CHEMISTRY

Michael S. Freund, Associate Professor Department of Chemistry
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SHARK (Solar Hydrogen Activity Research Kit) Project www.thesharkproject.org

- The Shark Project engages 11th graders in research related to solar energy and energy conversion. Students conduct research projects based on an existing kit and protocol designed to detect the photo-activity of different combinations of elements (combinatorial approach). The students are tasked to create, screen, and evaluate new combinations of elements and in doing so, contribute to the database of elemental combinations already created towards the goal of creating new materials for artificial photosynthesis.

- Students were recruited from Kelvin High School and Daniel McIntyre and meet twice a week. During the first term (fall 2010), students were introduced to the science behind such topics as photosynthesis, solar energy, alternative energy, and were also given the background behind the research they would be conducting. During the second term (Winter 2011), students visit the university labs, conduct their research project, and present their findings in a mini-symposium in May 2011.

- Along with Dr. Freund, a post-doc, two graduate students and an undergraduate student are also involved in this initiative.
Francois Gauvin, Senior Instructor and Laboratory Coordinator Department of Chemistry  
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gauvinf@cc.umanitoba.ca

Annual Chemistry Workshop for Teachers (Coordinator)  
- High school chemistry teachers take part in a one–day workshop held at the Department of Chemistry, University of Manitoba. Teachers attend special lectures/presentations, and perform 4 laboratory activities. The laboratory experiments are designed to be related as much as possible with the 305 and 405 Chemistry programs so that teachers may apply these experiments back at their respective schools (as demonstrations or as activities with their students). By reaching out to teachers in this way, it is the hope that high school teachers can enrich the learning experiences of their high school students, particularly in chemistry.

Canadian Chemistry Contest (National Coordinator) and Chemistry Olympiad (former administrator)  
- The Canadian Chemistry Contest is an annual event that aims to promote interest in chemistry amongst high school students. Since 2007, Francois is the National Coordinator of this contest. He was previously the Regional Coordinator of the Canadian Chemistry Olympiads for Manitoba/Saskatchewan/Nunavut and a member of the board of the non–profit Canadian Chemistry and Physics Olympiads organization. A component of the Canadian Chemistry Contest is still part of the selection process for the Canadian Chemistry Olympiad.

Other Outreach Work  
- Judge in local, provincial, and national Science Fairs.

Horace Luong, Instructor, Department of Chemistry  
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Participation with Lets Talk Science!—Science Outreach Program  
http://letstalkscienceumanitoba.com/  
- Each year, Let’s Talk Science mobilizes thousands of university and college students and science, engineering and technology professionals across Canada to visit elementary and high school classrooms, libraries, and community events to deliver fun, exciting hands–on science activities to children and youth free of charge. Most recent one took place at Rossbrook house.
- On March 20, 2010, several Let’s Talk Science volunteers and Dr. Luong set up a booth with activities at St.Vital Mall to promote science to the public.

All Science Challenge 2010  
- The All Science Challenge was a new initiative in Manitoba and brought together 40 grade 6, 7, Manitoba schools to compete in a science knowledge competition. (for more information:  
- Involved in a committee of mainly undergraduate students to organize the All City Science Challenge. The committee was struck November 2009 and the event took place May 28, 2010 at the University of Manitoba. Horace was involved in moderating the questioning period, selecting the questions to be asked, seeking sponsorship, and organizing the foods during the morning and afternoon break session.

EPIC— Enrichment Program in Chemistry for High School Students  
The program provides selected Winnipeg high school students (and equivalent) with a unique opportunity to experience chemistry beyond their regular classrooms. Participants will develop laboratory skills and scientific thinking abilities through activities designed to stimulate interest in chemistry.

EPIC’s central goal is to introduce participants to as many areas as possible in the multifaceted field of chemistry by conducting experiments in: organic, inorganic, analytical, physical, materials, environmental/green, and biochemistry.

Horace was successful in attracting national funding from the CIC Chemical Education Fund to start the initiative. In October 2010, 12 high school students were accepted into the program for the 2010/2011 term from all around the city. (for more information about EPIC: http://umanitoba.ca/faculties/science/student_resources/887.htm)

James Xidos, Instructor Department of Chemistry
xidos@cc.umanitoba.ca

Coordinator, Science Rendezvous

- Science Rendezvous is a completely free national festival that occurs annually on a Saturday in May. As a public awareness event of the sciences, the event aims to engage people conducting science in universities and in various industries (for example, Xerox) with people in the community.

- Dr. Xidos first brought Science Rendezvous to the UM last year, May 2010. The event was advertised in the Free Press as well as poster advertisements in various schools in Winnipeg. He was instrumental in mobilizing various faculties together for this multi-faculty outreach event. (See below for more details).

COMPUTER SCIENCE

Christina Penner, Instructor, Computer Science
Tel: (204) 474-8829
cpenner@cs.umanitoba.ca

WISE GROUP

- Through WISE, 4th year Communications students run a one week camp at UM. Kids take part in various activities surrounding the use of technology: using a Wii to make a smartboard, building webpages with elementary kids, etc.

- A separate group of students went to various schools and led a one-hour workshop pertaining computers and society, touching upon issues such as increasing the involvement of women in computer-based or technology-based careers.

Other Activities

- Attempted to implement programs for Frontier College and West Broadway and is currently open to pursuing these programs in the future. These activities largely surrounded computer literacy and working with technology.

- Although these programs are currently pending, Christina often encourages her students to volunteer at Frontier College and West Broadway.

PROGRAMS AND INITIATIVES OF THE FACULTY OF SCIENCE

Lets Talk Science! Science Outreach Program
http://letstalkscience.umanitoba.com/
Each year, Let’s Talk Science mobilizes thousands of university and college students in science, engineering and technology professionals across Canada to visit elementary and high school classrooms, libraries, and community events to deliver fun, exciting hands–on science activities to children and youth free of charge. Most recent summer camp took place at Rossbrook house. Other outreach activities of LTS! include science activity booths at St. Vital Mall last March 2010, and most recently at Polo Park Mall in January 2011 where several Let’s Talk Science volunteers set up a booth with fun science activities that children can do. This event at Polo Park mall attracted 241 children on one Saturday afternoon.

**All Science Challenge 2010**

Dr. Horace Luong

The All Science Challenge was a new initiative in Manitoba and brought together 40 grade 6, 7 and 8 students from five Manitoba schools to compete in a science knowledge competition. (More info at: http://umanitoba.ca/faculties/science/news2010/1052.htm).

**E.P.I.C. Enrichment Program in Chemistry for High School Students** Dr. Horace Luong, Department of Chemistry http://umanitoba.ca/faculties/science/student_resources/887.htm

The program provides selected Winnipeg high school students (and equivalent) with a unique opportunity to experience chemistry beyond their regular classrooms. Participants will develop laboratory skills and scientific thinking abilities through activities designed to stimulate interest in chemistry. EPIC’s central goal is to introduce participants to as many areas as possible in the multifaceted field of chemistry by conducting experiments in: organic, inorganic, analytical, physical, materials, environmental/green, and biochemistry. Horace attracted national funding from the CIC Chemical Education Fund to start the initiative. In October 2010, 12 high school students (one of whom is home schooled) were accepted into the program for the 2010/2011 term from all around the city.

**Department of Chemistry Workshop for Teachers**  

*Francois Gauvin, Department of Chemistry*

High school chemistry teachers take part in a one–day workshop held at the Department of Chemistry, University of Manitoba. Teachers attend special lectures/presentations, and perform 4 laboratory activities. The laboratory experiments are designed to be related as much as possible with the 30S and 40S Chemistry programs so that teachers may apply these experiments back at their respective schools (as demonstrations or as activities with their students). By reaching out to teachers in this way, it is the hope that high school teachers can enrich the learning experiences of their high school students, particularly in chemistry.

**High School Problem Solving Workshops**  

*Institute of Industrial Mathematical Sciences, Department of Mathematics*

This annual workshop is designed for grade 10–12 high school students in and around Winnipeg and aims to prepare students for future math competitions (Pascal, Cayley, Fermat and Euclid for example). In addition, the workshops also help improve students’ problem solving skills and allow for some interaction with undergraduate students, graduate students and faculty members in the mathematical sciences.

**Manitoba High School Programming Contest**  

*Mike Domaratzki, Department of Computer Science*

Hosted by the Department of Computer Science, this event is held annually at the Engineering and Information Technology Complex (EITC), attracting high school students from various schools in Manitoba to take part in a programming contest that challenges their skills in programming languages and how to evaluate and solve problems that occur while writing code. The contest is open to all high schools in Manitoba and has no entry fee.
Participators in Multifaculty Programs including:

- Science Rendezvous
- WISE Group
- Career Trek – provides career modules such as Laboratory Tech, Biochemist, Inorganic Chemist, Analytical Chemist, Chemistry Researcher

FACULTY OF SOCIAL WORK AND THE INNER CITY SOCIAL WORK PROGRAM

Denis Bracken, Rector, St. Paul’s College; Professor, Social Work
Tel: (204) 474–8581
bracken@cc.umanitoba.ca

Research Projects

- Recently completed a project in partnership with Mount Carmel Clinic, funded by the Winnipeg Foundation related to the development of methodologies for research pertaining to torture survivors, family strengths and family stress.
- A proposed needs assessment subsequently emerged from the methodologies determined from the prior project. Along with Mount Carmel Clinic, has applied for federal funds to undertake a needs assessment to capture the refugee situation in Winnipeg as pertaining to torture survivors and whether there is a need for a specialized clinic for this population.

Teaching and Student Advising

- Practice Course in Criminal Justice (UG) for students who have field placements arranged.
- Supervises 1 Ph.D and 4 Masters students. All largely dealing with criminal justice issues. The Ph.D. student is studying aboriginal issues.

Affiliated Organizations

- Winnipeg Poverty Reduction Council, University of Manitoba Representative on the Council and co-chair of the Early Child and Education Working Group.
- Board member of Rossbrook House: Chair of program committee and member of the Community Development Committee.

Kim Clare, Director, Inner City Social Work Program
Tel: (204)474–9094
clare@cc.umanitoba.ca

Research Interests

- Social inclusion and access to post–secondary education for “non–traditional students” are areas of research interest.

Other Activities

- Involved in inner city community capacity building initiatives such as the (1) establishing the Legal Help Centre which is planned to open Jan. 2011, (2) Aboriginal Visioning for the Northend, and (3) Project Makoonsag (an intergenerational learning centre and childcare centre slatted to open Sept 2011).
University of Manitoba connecting to kids: a project about working within our community

- Completed numerous program evaluations for agencies such as the Native Women’s Transition Centre, Ma Ma Wi Chi Itata, and Northend Women’s Resource Centre.

Lawrence Deane, Associate Professor
Tel: (204)474–8455
deanec@cc.umanitoba.ca

Research Programs/Writing
- (1) Needs assessment on Inner City Program for Immigrants and Refugees, (2) Study on appropriate housing design for aboriginal families, OPK Program, (3) Future research re: gang involvement, particularly with youth.

Teaching and Student Advising
- (1) Community Development, (2) Intro to Social Welfare Policy, (3) Contemporary Canadian Social Welfare Policy, (4) Emergence of the Canadian Welfare State
- 8 Grad students: One of which did an evaluation of the OPK project. Another working on documenting social work in Lord Selkirk Park.

Boards/Committees/Programs
- (1) Transforming Inner City and Aboriginal Communities, funded by SSHRC, (2) North End Housing Project, (3) Inner City Renovations.

Lyn Ferguson, Associate Professor
Tel: (204)474–8273
fergusn@ms.umanitoba.ca

Research
- 1) Exploring Collaboration and Building Community Organization Capacity for Population Health Promotion in an Inner–City Neighbourhood examined forms of collaboration between Klinic Community Health Centre and St. Matthews Community Ministry from the perspectives of those delivering the services, using the services, and the board members/managers.
- Impact of Sending Remittances (Iranian and Filipino communities)
- World Views of Community Organizations and how it impacts the governance and delivery of services, in particular those that self identify as aboriginal or feminist.

Writing
- Social Determinants of Health in Manitoba (book) – wrote a chapter on early childhood education and accessibility of child day care.

Teaching and Student Advising
- 1) Feminist Perspective: Social Work Practices and Policy, 2) Theoretical Foundations of Social Service Administration. Grad Students: 1 PhD student looking at the lives of visible minority home care workers 2) one in advanced placements looking at training foster parents re: attachment theory models, 3) one looking at models of supervision in social service agencies, 4) one other working in child welfare.
Harvy Frankel, Dean & Professor  
Tel: (204)474–9869  
frankel@cc.umanitoba.ca

Research  
• Broadly defined research field is in Family Practice. Current work is international, regarding blindness prevention and eye health in developing countries.  
• Prior work includes: (1) a feasibility study titled “An Assessment Centre for Adults With FASD”; (2) studies on successful families: caregiver families with children who have FASD.

Presentations  
• Presentations primarily consist of talks regarding community–based social work and issues regarding FASD. In addition during a family conference in Massachusetts, a presentation was given regarding a program for families involved in high conflict divorce: policy implications based on the evaluation of the program were considered.

Student Advising  
• Students generally work on topics regarding the ways to support families living in poverty; currently supervising 15 grad students  
• 3 Students involved with Just Practice: A social justice model in intervening with families  
• Another student is involved with the Laurel Centre: A treatment centre for women who are both victims of child sex abuse and addictions.  
• Other students working on topics surrounding families with children who have FASD and supports for immigrant families.

Affiliated Organizations.  
• Continuing Campaign 2000: Housed under the Social Planning Council, Campaign 2000 is a national campaign focusing on the elimination of child poverty.  
• Board member of Marymound: an organization that is involved with treatment facilities for youth.

Don Fuchs, Professor  
Tel: (204)474–7879  
fuchs@cc.umanitoba.ca

Research Programs/Writing  
• Child FASD in Child and Family Services, future research re: social inclusion with children in Child and Family Services and with disabilities, marginalization.  
• Interviews with CBC, written articles on nature and role of social support in reduction of child maltreatment

Affiliated Organizations  
• Canadian Centre for Disability Studies  

Teaching and Student Advising  
• 17 Masters/PhD Students, large proportion works with IC issues, but not geographically bound
Michael Hart, Assistant Professor  
Tel: (204)474–9237  
mhart@cc.umanitoba.ca

Research
• Line of research is in Indigenism, in particular 1) suicide and 2) how well graduates of social work are prepared to work with Aboriginal families

Affiliated Organizations
• Regularly conducts workshops and presentations with organizations within the inner city regarding the topics of indigenism, the needs of indigenous peoples, and addressing the conditions they are facing. Some of these organizations include Centre for Anti-Oppressive Studies, Aboriginal Social Work Society, and New Directions.  
• Part of the Aboriginal Social Workers Society

Teaching and Student Advising
• Courses: 1) Aboriginal Peoples and Social Work, 2) Family Practice and Social Work  
• 1 PhD Student and 12 Masters

Tuula Heinonen, Professor  
Tel: (204)474–9543  
heinonn@cc.umanitoba.ca

Teaching and Student Advising
• Course: Arts and Creative Expression in Social Work  
• 25% of grad students supervising doing related work. Examples: 1) appropriate family service models for inner city residents another working on 2) community development in the city

Judy Hughes, Assistant Professor  
Tel: (204)474–8261  
hughesj@cc.umanitoba.ca

Research
• Mothers with children in Child and Family Services/Child Protection Services

Teaching and Student Advising
• Family Violence Seminar, 3 RA’s working on Family Violence Study

Kathryn Levine, Assistant Professor  
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levineka@cc.umanitoba.ca

Research Programs
• (1) Career Trek: academically at-risk kids and their families, (2) young girls who are experiencing violence  
• Teaching and Student Advising  
• Graduate Family Therapy Seminar; 19 grad students, half working in or dealing with issues re: IC.
Affiliated Organizations

- (1) Chair of Opportunities for Independence (developmentally delayed sexual offenders, FASD, most clients from IC); (2) Programs involving Career Trek.

Brad McKenzie, Professor  
Tel: (204)474–8767  
mckenzie@cc.umanitoba.ca

Research

- Conducting a review with the Office of the Children’s Advocate, an organization that deals with child welfare issues. The review will focus on ways to increase the voices of children in the role of advocacy as well as proposing legislative changes pertaining to the specific operations of the Office of the Children’s Advocate.
- Conducting an evaluation for the General Child and Family Service Authority “Skills for Life” program, which is designed for youth from the child welfare system (16–18yrs) and prepare them for independent living.
- Conducting an evaluation (funded by General Child and Family Services Authority) of a new way of delivering early intervention services for families, known as Differential Response in Child Welfare.

Student Advising

- 6 M.Sc. and 3 Ph.D.
  - M.Sc.—2 students working on child welfare related issues, with a population outside of Winnipeg. Others working on administrative issues within the child welfare system: staff and labour.
  - Ph.D.—One working on issues around aboriginal child welfare.

Eveline Milliken, Associate Professor  
Tel: (204)790–7209  
millikn@cc.umanitoba.ca

Research

- Area of focus is on cultural safety within the context of the inner city and marginalization.
- Expertise in child welfare and the newcomer to Canada; honouring the immigrant population and their contributions.
- Aboriginal graduates: how cultural safety or unsafety impacts their education.

Presentations

- 1) Presented at the Manitoba Harm Reduction Network Conference re: cultural Safety. 2) Workshops with immigrant populations re: sexual education. 3) Presentation for healthy child on marginalization, health effects of marginalization.

Teaching and Student Advising

- 1) Feminist Perspectives, 2) Interpersonal Communication Skills.
- All grad students currently advising or sitting in their respective committees are doing inner city–related work. Some examples include: 1) teaches children to self-regulate, rather than have medication or having experts tell them what to do; beneficial to both the children and their parents. 2) reduction of unnecessary emergency department usage though connecting people to community resources. 3) emotional effects of tainted blood; blood transfusions before blood supply was safe. These participants
contracted hepatitis C. 4) experience of non–aboriginal parents who adopted aboriginal children; examining parenting experiences.

**Affiliated Organizations**


**Diane Hiebert–Murphy, Associate Professor**

Tel: (204) 474–8283  
hiebrt@cc.umanitoba.ca

**Research**

- Primarily with the Couples Project: a service, training, and research program operating out of William Norrie Centre. The CP is a provincially funded program that provides services to couples who have a history of violence and who want to work towards an abuse–free relationship. Concurrent with conducting research and providing service, the CP also functions as a vehicle to provide training to graduate students in social work and clinical psychology.
- Research with women who have experienced intimate partner violence. With the support of various social service agencies, this has involved interviewing women from the inner city.

**Teaching and Student Advising.**

- Three students currently doing practica with the Couples Project
- Diane also supervises MSW students who are completing projects in the community. Currently, one student is working in the school program at Marymound dealing with children who have behavioural issues. Another student is conducting family therapy out of St. Boniface Hospital (services some families from the Inner City). An additional two students are doing placements at the Manitoba Adolescent Treatment Centre, which offers services to families from the inner city.

**Additional Community Involvement**

- Diane is a member of the Family Violence Consortium: a collection of family violence agencies within the province. The Consortium works towards increasing awareness of family violence and collaboration among service providers.

**Kendra Nixon, Assistant Professor**

Tel: (204)474–9292  
kendra_nixon@umanitoba.ca

**Research**

- Future project re: abused mothers and how they protect their children from witnessing violence

**Teaching**

- Intro to Social Policy Analysis, Canadian Social Policy
- One grad student working with Indigenous organization, other RA's working on the abused mothers project
Yvonne Pompana, Associate Professor
Tel: (204) 790–7210
pompana@cc.umanitoba.ca

Research
- Dissertation re: working with Child and Family Services, policy oriented

Teaching and Student Advising
- Aboriginal Child Welfare: Supervision, Management and Administration
- 6 Grad students, 3 directly supervising

Affiliated Organizations
- Aboriginal Education Directorate committee member, Adjudicator for foster parent appeal,
  Aboriginal Social Workers Association, Civil Service Commission Board

Kelly Scott, Field Education Coordinator/Instructor
Tel: (204) 474–8300
scottk@cc.umanitoba.ca

- Assists students from Fort Garry and Inner City Social Work Programs in securing field placements;
- Field Placements are available during Regular Session (September through April) and in Summer
  Session (May to August);
- Significant number of placements are located in the inner city and central part of Winnipeg and
  the surrounding regions;
- Involves placement of approximately 150–200 students in total during the year; and
- Develops and updates a Field Information Resource Booklet (on-line) providing students with
  information regarding a wide range of potential field placement opportunities.

PROGRAMS AND INITIATIVES OF THE FACULTY OF SOCIAL WORK

Inner City Student Council
Adriana Brydon
ICSC’s general goals include planning and executing events at the Inner City Campus (William Norrie, Inner
City Social Work), acting as a mediator between the Inner City and Fort Gary campuses and advocating for
students and their families. In advocating for students, The ICSC manages various student concerns primarily
regarding academic, employment or resource issues. For example, letters of support for students and their
families are provided in the course of applying for various funding, bursary, childcare space and housing
applications. Additionally, ICSC has been involved with compiling holiday hampers for families of the inner
city campus, hosting family events and assisting with the opening of a childcare centre near William Norrie.
STUDENT INITIATIVES AND OTHER PROGRAMS

STUDENT GROUPS & STUDENT-LED INITIATIVES

WISH Clinic – Winnipeg Interprofessional Student–Run Health Clinic
Operating out of Mount Carmel Clinic, this student–run initiative provides holistic health care by post-secondary students and licensed professional mentors from a broad range of disciplines that includes, but is not limited to, Dental Hygiene, Dentistry, Dietetics, Occupational Therapy, Physical Therapy, Respiratory Therapy, Medicine, Nursing, Pharmacy, Psychology, Social Work and Spiritual Care.

Dignitas Youth, UM Chapter
Peter Karari
Dignitas Youth aims to engage the campus and the greater community. Only a few months old, Dignitas Youth’s first project will focus on Kenya and will involve supporting orphans, street children and girls rescued from female circumcision and female genital manipulation. Future projects will target youth in Winnipeg’s inner city, particularly in projects related to counselling and guidance in drug use and drug abuse.

Dignitas Youth has also managed to network and volunteer with groups offering services in the inner city such as volunteering in soup kitchens and participating in seminars and workshops focused on food security and diabetes among the Island Lakes communities.

St. Paul’s College Community Outreach
Students from St. Paul’s college are primarily involved with two sites: Welcome Home Drop In Centre on Euclid and Rossbrook House. At the Welcome Home, students volunteer in their afternoon drop—in centre/shelter for children on weekdays. This December students from St. Paul’s volunteered to gift—wrap gifts for inner city children donated to the Welcome Home by different secular and faith based organizations. At Rossbrook house, students volunteer by coaching children through sport.

St. John’s College Students’ Association
Jessica Persson, Senior Stick, SJCSA.
SJCSA organizes a number of fundraising events each year. Prior to Christmas 2010, the student council collected shoeboxes for Operation Christmas Child: eight boxes and about $30 in donations were collected. During March 2011, SJCSA will hold an annual event called Rip the Strip to raise money for CancerCare Manitoba. A male student and a Fellow will wax their legs in front of an audience at University Centre. Last year the event raised $2173 and is aiming to hit the $2000 mark again this year.
Additionally, the student association is also planning an event called The Coffee House to collect donations for UM Foodbank. The Coffee House will showcase local St. John's College student talent. SJCSA hopes to have activities such as poetry readings, short stories, performing skits and music performances by student bands. Money and non-perishable food items will be accepted as donations.

**PRAXIS – “Theory Into Action”**

PRAXIS is a student group of the UM that emphasizes service learning—experiences that allows students to enrich personal learning experiences while strengthening the community at the same time. PRAXIS is involved in many community projects such as volunteering at Siloam Mission, joining with elementary students in assembling school supply kits for Project Love, Trick-or-Treat donation drive with Winnipeg Harvest, sports equipment drive for KidSport Manitoba and packaging and delivering hampers for Christmas Cheer.

In addition to community work, several fundraising events are also held supporting international concerns such as Bowling for KIVA, GuluWalk, Pakistan Food Relief Initiatives and World AIDS Day.

**UM Multi-Faculty Programs and Initiatives**

**Academy of Hindu Studies & Traditional Dance Coordinator**

*Dr. Ganga Dakshinamurti*

Multi-Lingual Library Services, A.D. Cohen Management Library  
Tel: (204)474–8441  
gdaksh@ms.umanitoba.ca

As a coordinator of a traditional dance company, Dr. Dakshinamurti conducts workshops in inner city schools as well as uses this resource to assist in fundraising initiatives. The workshops she has conducted include the learning of different art forms such as classical or folk dance to teaching students about Hinduism. As a fundraising effort, she has presented in support of the summer city science program—the Learning Enrichment Program for Inner City Youth.

Dr. Ganga Dakshinamurti is also part of the Hindu Society of Manitoba and has established the Academy of Hindu Studies. With the goal of connecting the community, the Academy’s resources are made available for anyone with interest in Indian Culture and Hinduism—its philosophy and way of life. Students of the UM, in particular students from the religion department, have used this community resource for their studies in learning about Hinduism.

**CANU – Mentoring and Leadership Development Program**

*Roger Berrington, Director*

CANU brings children from some of Winnipeg’s most challenged neighbourhoods together with Manitoba university students. Some objectives of the program are: (1) Improving each child’s physical fitness and achieve a higher level of health, (2) increasing their nutrition knowledge and acquire important skills for healthy living (i.e. kitchen safety, food preparation, budgeting, cooking, etc), (3) improve academically and intellectually, particularly in literacy development, (4) expose children to the possibility of post-secondary education.

Children in the 2010–11 pilot program will be grade 4–6 students from three Winnipeg School Division 1: Shaughnessy Park, William Whyte and Sister Macnamara.
WISE – ACCESS Program for Women in Science and Engineering

In response to the decreasing interest in mathematics and science for young girls (particularly in elementary and junior high), the University of Manitoba’s Women in Science Committee founded WISE with the hope of encouraging girls to study science at the high school level and pursue science in their post-secondary studies and careers as well. WISE recruits UM students as presenters to youth around the city on the importance of having both genders equally represented in all professions and areas of study.

The School Program of WISE involves having UM students visit schools across Winnipeg and in nearby rural communities delivering programming that allow the students to engage in topics of science and engineering. These presentations are offered to schools for a $25 fee and is subsequently funded by the Faculties of Science, Engineering, and Environment. Some examples of the modules include (from 2009–2010 workshop):

1. **The Road Show (Kindergarten to S1)** – a science variety show combining demos and hands-on activities covering many different areas of science and engineering. Some of the demos may include liquid nitrogen, acids and bases, electricity and lasers.

2. **Simple Machines (Grades 4 to 8)** – students create a giant level, solve simple machine riddles, and make a cereal screws.

3. **Coded Message (Grade 7 to S2)** – students learn how computers transmit information and have an opportunity to create a coded message using ASCII code.

4. **Career Talk (S1 to S4)** – a student led discussion about science and engineering careers. One or two careers are typically profiled based on student interest and the expertise of the instructor. The career talk may also include relevant demos from various road shows.

WISE also offers a program called Kid–Netic Energy during the summer. It is a weeklong science and engineering day camp for students finishing grades 4, 5, and 6 in rural Manitoba. These children will experience many areas of science and engineering through fun and interesting experiments and activities. Past locations include: Dauphin, Swan River, Pinawa and Thompson. Instructors for the camps are currently WISE coordinators who are typically students in the sciences and engineering, however local high school students are also given the opportunity to act as junior instructors.

RESOLVE – Research and Education for Solutions to Violence and Abuse

RESOLVE is an interdisciplinary research network that coordinates and supports research aimed at reducing violence, particularly those involving girls and women. RESOLVE mobilizes university and community resources to reduce the incidence and impact of violence and abuse. Researchers from RESOLVE create and evaluate strategies to address relevant issues, communicate the research results to the public and also promote education/awareness that creates social change.

Mini–University

Mini–U is a summer camp available to youth 4 to 16 years old and provides a variety of safe, organized, accessible and fun physical activities. By partnering with faculties such as engineering, medicine, science, and law, educational programs are provided that foster higher learning in children and provides them with a fun university experience.

There are three notable subsidy programs: (1) 130 children are subsidized by the Winnipeg School Division and (2) Manitoba Hydro and (3) Ted Barkwell Fund subsidizes fees for an additional 60–80 students per year.
Science Rendezvous

James Xidos, Department of Chemistry, Coordinator

Science Rendezvous is a completely free national festival that occurs annually on a Saturday in May. As a public awareness event of the sciences, the event aims to engage people conducting science in universities and in various industries (for example, Xerox) with people in the community.

Dr. Xidos first brought Science Rendezvous to the UM last year, May 2010. The event was advertised in the Free Press as well as poster advertisements in various schools in Winnipeg. Volunteer students and staff from the faculties of Science, Engineering and Human Ecology became involved and welcomed over 200 people—youth and their families—to the Fort Gary campus. Attendees had the chance to participate in several organized activities such as tours of the chemistry and physics labs, chemistry magic shows, demonstrations of the robots at the Department of Computer Science and demonstrations of an airship and an electric ATV at the Faculty of Engineering.

Science Rendezvous 2011 has expanded and now includes the University of Winnipeg and College Universitaire de Saint Boniface in addition to the University of Manitoba, Fort Gary Campus.

NON–UNIVERSITY INITIATED PROGRAMS WITH UM INVOLVEMENT

KidsFest Running & Reading, UM Involvement.

Roger Berrington, Coordinator

KidsFest Running & Reading After School Program aims to address poverty by offering elementary school children from economically challenged communities the tools they need to succeed. The after school programs emphasize literacy and physical activity—issues particularly relevant to children living in poverty. These “Clubs” currently operate within three inner city elementary schools: William Whyte, Sister McNamara, and Shaughnessy Park, and run once a week throughout the school year. Youth take part in various forms of physical activity and also read together with volunteer mentors from across the city.

The Winnipeg Running and Reading programs partner with various UM student groups including the Navigators, who help recruit volunteers at UMSU’s clubs’ days, and Bison Sports and the Faculty of Law. Volunteer opportunities for the R&R programs are advertised through recruitment displays, however most volunteers are recruited primarily through word of mouth. Currently, about 10–15 University of Manitoba students are volunteering with R&R, some of which are Law students and Bison Hockey Players.

Career Trek, University of Manitoba Involvement

Darrell Cole, Executive Director

Career Trek is a not–for–profit organization that strives to provide students as young as 10, hands–on career experiences with hopes of tapping their potential and passion to pursue post–secondary education. This is achieved by offering participants the opportunity to gain hands–on experience in as many as 80 careers in 17 different fields.

University of Manitoba (UM) is heavily involved with Career Trek—both students and faculty. In addition to UM being Career Trek’s largest in–kind supporter, UM also welcomes Career Trek participants to its campus on Saturdays in order to experience the career fields the university offers (these subjects are listed below). Additionally, UM students organize activities that occur at the campus and also make up front line staff for programming. Graduates of Career Trek who are now students of the UM are also employed by Career Trek to take on the roles of group leaders, campus coordinators or instructors.
Career Trek has five programs and projects spanning Manitoba. Career Trek’s core program, the Phase 1 Program, gives youth between the ages of 10 and 11 the experience to explore over 80 careers in 17 different fields which occur at UM, The University of Winnipeg (U of W) and Red River College (RRC). Graduates of this program are invited to partake in the Phase 2 Project once they reach Grade 9. In this program, they get to zero in a specific field of their choice and are taught by industry professionals. Currently, the Faculty of Engineering is the only faculty associated with the Phase 2 Project.

Career Trek currently employs 20 UM students. The careers that the young participants experience at the UM in the Phase 1 Program are:

**Agricultural and Food Sciences:**
Agronomist, Egg Grader, International Commodity Trader, Wheat Breeder, Dairy Scientist

**Kinesiology and Recreation Management**
Athletic Therapy, Physical Education Teacher, Fitness Consultant, Fitness Trainer, Outdoor Educator

**Environmental Science**
Environmental Educator, Fisheries Management, Field Researcher, Resource Conservationist, Limnologist

**Engineering**
Electrical and Computer Engineering, Structural Engineering, Mechanical Engineering

**Native Studies**
Teacher, Artist, Probation Officer, Creative Writer/Playwright, Medical Doctor

**Political Studies**
Election (Prime Minister, Campaign Manager, Campaign Worker, Canvasser), Consultation Process (Round Table Discussion), Question Period (Prime Minister, Speaker of the House, Members of Parliament, Cabinet Minister, Leader of the Opposition), NGO Creator/Educator, United Nations General Assembly

**Chemistry**
Laboratory Tech, Biochemist, Inorganic Chemist, Analytical Chemist, Chemistry Researcher

**Geological Science**
Gemologist, Exploration Geologist, Laboratory Geologist, Exploration Geology (Geophysicist), Paleontologist

Career Trek also operates the **Children Rising Program** which is an eight-year initiative based out of the Skownan First Nation, seven other Parkland communities, and the Pembina Trails School Division in Winnipeg. This program exposes students as young as 10 to 24 careers on a yearly basis—some of which happen at the UM. The Children Rising Program also hosts several initiatives with UM including a mentorship program with UM’s Housing & Student Life department in which 20 mentors are paired with 22 participants and each mentor act as positive role models to the participants. The “Running with the Bison” basketball program is another initiative in partnership with UM’s women’s basketball team, where students in the Skownan First Nation are encouraged to participate in sports. A basketball team is formed in the community and competes competitively across tournaments in Manitoba.

The **‘M’ Project**, a program that works with young mothers between the ages of 14 to 19 are exposed to 80 careers at UM, U of W and RRC with hopes of developing viable and long-term educational goals as a means of creating a better life for their families.
CSI – Community School Investigators, Summer Learning Enrichment Program

The Summer Learning Enrichment Program was initiated in response to studies conducted by the Manitoba Centre for Health Policy regarding summer learning loss and its detrimental effects on Winnipeg’s children. Namely, that summer learning loss contributes to poorer educational outcomes for children living in poverty. The Community School Investigators (CSI) Program addresses this issue with its free 5-week summer camp designed to engage elementary school children living in poverty-stricken parts of Winnipeg to take part in an enriched learning environment during the summer months. The children enrolled in the program do fun activities that sharpen their reading and math skills—the skills found to be most affected by summer learning loss. The program mobilizes university education students—both from UM and U of W—to assist in the CSI Program. Growing every year, this past summer the program included 12 schools and 630 children.

For students who attend at least 70% of CSI, the Bright Futures Program provides a bursary towards future post-secondary education. Not only as an incentive, the bursary allows CSI coordinators to work with the families to set up Registered Education Savings Plans.
APPENDIX H: OTHER WINNIPEG INITIATIVES RELATED TO POVERTY REDUCTION AND SOCIAL EXCLUSION IN WINNIPEG’S INNER CITY AND WEST BROADWAY COMMUNITY AREAS

I. PARENTING SUPPORT AND PREGNATAL PROGRAMS

**Nor’West Mentor Program:** This program offers support and practical services to pregnant and newly postpartum women, 18 years and older who are struggling with alcohol and/or drug use. The Nor’West Mentor Program is a FASD (Fetal Alcohol Spectrum Disorder) prevention program. Intensive support is offered for a three-year period.

**Services Include:**
- Assistance with accessing drug/alcohol treatment
- Assistance with accessing good prenatal care and well baby care.
- Assistance with accessing useful information about parenting.
- Assistance with housing, transportation and budgeting.
- Advocating around child custody or care issues.
- Advocating around income assistance issues.
- Support in connecting to appropriate resources.
- Seeking to Promote:
  - Healthy environments for women and children
  - Strong relationships with women in order to achieve healthy goals
  - Fewer instances of FASD
  - Women making connections with their community

**Taking Charge!** Inc. is a non-profit organization assisting single parents and women to achieve self-sufficiency and take charge of their lives. The staff of Taking Charge! are experienced and knowledgeable in the employment, education and training fields. Information and support—including counselling, child care, employment coaching, two years post secondary education with tuition and books paid, bus pass—is provided so participants make informed decisions. The participants are supported until they are self sufficient which can take five years or more to complete their education and secure a good paying job. Individuals participating in the Taking Charge! Program usually are on social assistance when they begin, they are prepared, determined, and committed to achieving their goals.

**Klinic CHOICES Program:** Project CHOICES is a short-term program designed to help women avoid an alcohol-exposed pregnancy. Women participate in four counselling sessions that discuss their use of alcohol and use of birth control. Women are encouraged to see a birth control specialist. Project CHOICES counselors help women set their own goals around how you can avoid drinking during pregnancy. This program is based on respect and support. No one will tell women what to do or to change. It’s up to the participants. The purpose of this program is to prevent alcohol-exposed pregnancies, which can result in children being born with lifelong conditions such as fetal alcohol spectrum disorders (FASD).

**Healthy Start For Mom and Me** A Provincial Program in partnerships with community agencies with eight locations in Winnipeg they offer information and answers to questions about: pregnancy and labour, weight gain, eating during pregnancy, discomforts during pregnancy, alcohol, drugs, stress, breastfeeding and many other topics. The program also offers: delicious, healthy snacks and cooking tips; up-to-date nutrition information; easy and healthy recipes; options to talk to outreach workers, nurses and dieticians one—
on–one; support with other concerns such as health, family, housing etc.; connections to other community resources; coupons for milk (and other items as possible); child minding for preschoolers; and bus tickets to get to drop-in if you don't live within walking distance.

2. CHILD CARE, EARLY YEARS, SCHOOL READINESS

**Wiggle Giggle and Munch:** This program began as a pilot project of Communities 4 Families. Wiggle, Giggle & Munch is a drop-in program that offers parents and their toddlers and preschoolers two hours of active play and a healthy snack. The program is designed for families who face multiple barriers for any number of reasons and are least likely to have access to resources about physical activity and healthy eating. Wiggle, Giggle & Munch strives to provide those resources in an environment that is safe, fun and accessible to all. Each session includes at least 40 to 50 minutes of physical activity such as active songs, games and dancing; a series of activities designed to help children develop specific movement skills; a healthy snack; helpful messages about physical activity and healthy eating; and activities for parents and children to do together—all while providing opportunities for participants to get to know one another and their community. The program has been evaluated by Janice Butcher with UM Faculty of Kinesiology and Recreation Management.

**Aboriginal Head Start:** The overall goal of Aboriginal Head Start is to “support early child development strategies designed and controlled by Aboriginal people…. to provide opportunities for Aboriginal preschool children to develop a positive sense of themselves and a desire for learning, as well as give them opportunities to develop fully and successfully throughout their lives.” Aboriginal Head Start in urban and northern communities is a national program funded by the Public Health Agency of Canada. AHS is an early childhood development program for First Nations, Inuit and Métis children and their families. The programs include the following components: culture and language, social support programs, health promotion, nutrition, education and parental involvement. There are four Aboriginal Head Start sites in Winnipeg.

**School Division Home Visits for Pre-school Children:** Visits are undertaken by various schools to help in the adjustment of children and offer some books or toys prior to kindergarten entry.

3. RECREATION PROGRAMS

**Coalition of Youth Serving Agencies (CCBYS A)**
The mission of CCBYS A is to work together to support and encourage each member agency to collectively address issues of marginalized children and youth in Winnipeg. It is a collaborative network of youth serving agencies in Winnipeg that uses its collective strengths and experience to provide concrete supports and benefits to its member agencies; strengthen the capacity of the agencies; and help to provide opportunities and alternatives to the children/youth they serve to realize their dreams and their full potential. The Coalition is a group of 18 different after–school and community service agencies. Each agency is run with separate different boards, foci and locations. These agencies meet monthly to explore and develop collaborative efforts to improve the lives of at-risk youths and their families in Winnipeg.

**The Coalition’s 20 Best Practices** was self-initiated by the Coalition to provide its members with tools for program assessment and improvement. It is a demonstration of Coalition member agencies’ ongoing commitment to grow as organizations and work towards providing better service to youth.

www.ccbysa.com/Coalition_20_Best_Practi.html
4. ARTS AS COMMUNITY DEVELOPMENT PROGRAMS

Winnipeg Symphony: Music Connections Inner City Program www.wso.ca
This collaborative program involves approximately 200 students in Grades 4–6 from four inner city schools in Winnipeg. More than 80% of students are from an aboriginal heritage and the majority of the other 20% are from visible minority backgrounds. Students build and learn to play their own Native American flute and participate in workshops with Aboriginal artists.

“Music Connections – Winnipeg” begins with a 12–week program that integrates Aboriginal and Western cultural traditions. It culminates with a community concert featuring the participating students and five brass musicians of the Winnipeg Symphony Orchestra. This concert also includes a creative expression component where the students share about their Aboriginal heritage and traditions through music, dance, art and multi–media.

Art City www.artcityinc.ca
This is a non–profit community art centre dedicated to providing high quality programs to residents of the West Broadway area. The objectives of Art City are: 1) to encourage self–expression, communication, and creativity, thereby fostering a sense of self–worth, ownership, and accomplishment in participants; 2) to provide a safe, supportive, non–competitive environment for children and adults which is an ongoing, integral part of the West Broadway community; 3) to provide free, accessible, high quality art programming with local, national, and international artists, thereby enriching and supporting the West Broadway community, the arts community, and the city of Winnipeg; 4) to be sustainable and available to the community day after day, year after year; and 5) to be a model for future community art centres.

“We are not necessarily making artists, we are giving people the opportunity to think creatively, and my feeling is that if you can think creatively, you can survive almost anything.” — Wanda Koop.

Graffiti Art Programming Inc. (GAP Inc.) www.graffitigallery.ca
Previously Graffiti Gallery, this is a community youth art center dedicated to the creation of a safe and accepting environment for the development of all forms of artistic expression. GAP Inc. uses art as a tool for community development, social change, and individual growth. The goals are: 1) to create and maintain a safe, supportive and an open door environment; 2) to deliver programming and services that are innovative, creative and expressive within an artistic genre and venue; 3) to develop and implement marketing strategies that promote youth artists and their genre; 4) increase the profile of the organization; and 5) to develop and enhance capacity building skills and abilities that encourages self esteem, work ethic and work experience fostering a sense of creative cooperation and self healing.

North End Arts Centre
To inspire the creativity of youth and community, a neighbourhood arts centre will be created at a Selkirk Avenue location in the North End of Winnipeg. WCCC 2010, along with organizational partner Ndinawe, (a community development organization) will invite hundreds of young people in the area to enter into arts activities and to generate sense of community responsibility that arts involvement can stimulate. The encouragement of creative skills inspires both pride and wonder in young people, creating confidence in both themselves and their community. A key component of the pilot project is to establish its sustainability so that these programs can continue to evolve and serve the community. http://www.artsforall.ca/index.php/AFA/article/north_end_arts_centre/
5. TUTORING

**NEEDS Centre After School Program:** This program assists newcomer youth aged 12 to 17 with English language skills development and provides information designed to help the youth to successfully settle and integrate into Canadian society. Educational activities: Homework Club; computer classes; Cooking Club; skills development: life skills; inter-personal skills; Cultural Understanding of Canada; Personal Empowerment Enhancement of Healthy Family Interaction; recreational activities: art, music and dancing; sports like basketball and soccer; story-telling; digital photo/film-making; field trips: Assiniboine Park Zoo, Manitoba Museum, Cinema City, The Forks, the Legislative Building; and skating and tobogganing in the winter months. http://needs.imd.miupdate.com/youth-programs/youth-after-school.html

6. SCHOOL RETENTION

**Pathways to Education** [www.pathwaystoeducation.ca/about.html](http://www.pathwaystoeducation.ca/about.html)

Pathways to Education Canada is a charitable organization created to reduce poverty and its effects by lowering the high school dropout rate and increasing access to post-secondary education among disadvantaged youth in Canada. The Pathways to Education Program is a proven effective model, first created and implemented in 2001 in Regent Park by the Regent Park Community Health Centre. As a result of its ground-breaking achievements, Pathways is now expanding with local partners to five additional locations in Canada. The Winnipeg Program began in October 2010 in partnership with The Community Education Development Association (C.E.D.A.). The Pathways to Education Program provides four key supports to ensure that young people will successfully complete high school, continue on to post-secondary programs and become actively engaged in their career development. The *four supports are:* 
- **Academic** – Tutoring in five core subjects, four nights a week;
- **Social** – Group mentoring for Grades 9 and 10, specialty and career mentoring for Grades 11 and 12;
- **Financial** – Immediate financial support such as free bus tickets tied to attendance and a bursary for post-secondary education (up to $4,000 per student in the program);
- **Advocacy** – Student-Parent Support Workers help connect teens, parents, school administration, teachers and community agencies.

http://www.regentparkchc.org/g–profile.htm; [http://www.pathwaystoeducation.ca/results.html](http://www.pathwaystoeducation.ca/results.html)

**Brighter Futures** [http://www.brightfuturesmanitoba.com/](http://www.brightfuturesmanitoba.com/)

Bright Futures is a community-based mentorship program that supports the journey to high school graduation. The program currently serves students living in Winnipeg's Elwick and Watson Street neighbourhoods in the Seven Oaks School Division. In addition to supporting daily homework challenges, Bright Futures helps students develop their life goals through post-secondary and career explorations, leadership activities and community service. Run outside regular school hours, the Bright Futures education program supports low-income students earning credits towards graduation and developing life skills through tutoring, career exploration, community mentorship and community service. Students who visit Bright Futures engage in their communities and work together to set goals and reach their full potential. The idea for Bright Futures first came about in 2007 while administrators and stakeholders were examining high school graduation rates. High school drop-out rates and in turn graduation rates hit a low 37% in the province's low socio-economic neighbourhoods and sparked serious and growing concern for these communities. Bright Futures enjoyed a remarkable inaugural year with a number of highlights—85% of Bright Futures students believed they would graduate high school, 85% believed their involvement positively changed future perspectives, 70% of students completed or were within one credit of completing Grade 9 requirements and 100% of Bright Futures participants remained enrolled in high school.
7. SCHOOL BASED PROGRAMS

Community Schools [http://www.edu.gov.mb.ca/cspi/]

The Community Schools Partnership Initiative (CSPI) was launched in January 2005 under the jurisdiction of Manitoba Education, Citizenship and Youth (MECY). Community schools can act as a hub for a broad range of services, supports and opportunities that strengthen and support schools, families and communities. In establishing Community Schools, MECY wants to increase student success in communities of particular need in our province. The main goal of Community Schools is to help communities achieve a new level of success, by encouraging the involvement of parents, community leaders and community agencies as “partners”—providing a range of services and supports that any given community needs. In doing this, Community Schools offer a new centre of activity in a neighbourhood. The community schools provide gathering places where adults and children can get together for educational, social, recreational and cultural activities. When communities are strong, with parents and teachers involved in learning, the Community School will help 1) children start their school day alert and healthy with their basic needs met; 2) school staff draw on the community’s resources to help students succeed academically and socially; 3) make health, recreational, cultural, and social services that students need are available in the school; 4) parents and community partners provide direction to the school and support its activities; and 5) make the school a resource for the whole community.

The Reading Recovery™ Program [www.wsd1.org/programs/englangarts.htm]

This is an effective early intervention program designed to reduce dramatically the number of children with literacy difficulties in schools. It is a second chance, prevention program delivered to the lowest achieving students in Grade 1. These at-risk children have, in addition to classroom instruction, daily individual teaching which brings them to average levels of achievement for their classes in a short time. Reading Recovery™ is designed for children who are the lowest readers in the ordinary classroom without exception. The Reading Recovery™ Program is currently offered in 37 WSD schools.

8. SUMMER LEARNING LOSS AND ENRICHMENT

Community School Investigators (CSI) Summer Learning Enrichment Program

In 2011, the Boys and Girls Clubs of Winnipeg will be involved with 12 summer learning programs aimed at helping children sustain and improve literacy and numeracy skills and reduce summer learning loss. The programs are part day camp and part summer school, and operate weekdays from 9:30AM to 3:00PM for five weeks in the summer. This year’s program will engage 720 children from 12 elementary schools in the Winnipeg School Division. By offering a five week intensive full-day program in a safe and caring environment, the Summer Learning Enrichment Program enables these children to participate in a variety of academic, recreational, arts, cultural, and educational activities—including interesting field trips that the children wouldn’t otherwise experience.

For the children, the large majority of whom are Aboriginal, the program provides an enriching experience within the safety of a familiar setting—their home school. The program, which provides two nutritious meals each day, is available at no cost to their families. This project is possible due to a wide variety of partners, such as the Province of Manitoba, United Way, Winnipeg School Division, Centre for Aboriginal Human Resource Development, Seed Winnipeg and Kenny Family Foundation.

www.youtube.com/watch?v=6D1I7QO41k8
www.wbgc.mb.ca/content.asp?L=E&DocID=32
Biomedical Youth Program, Biomedical Youth Camps—Let’s Talk Science:

Founded by Dr. Francis Amara, the Biomedical Youth Program is designed to give students of under-represented minorities and low socio-economic backgrounds an introduction to science and research. The goal of the program is to encourage them to learn more about science and to eventually pursue careers in the health professions. Dr. Amara and his team of graduate students run workshops to teach children about laboratory research. The laboratory and programming is located in the inner city at Niji Mahkwa School, a nursery to Grade 8 school on Stella Avenue near Salter Street with a 100% aboriginal student population. http://letstalkscienceumanitoba.com/2009/09/29/biomedical-youth-camp/

9. FOOD SECURITY AND NUTRITION PROGRAMS

Families and Schools Together FAST – The Family Centre Winnipeg


This is a family and community capacity building program designed to help strengthen family bonds, enhance relationships between families and their schools and create a sense of community. It also promotes child resilience and school success. This prevention program, for children ages 6 to 9 who have academic or behaviour problems, brings together children and their families, teachers, social workers, substance abuse counsellors and community volunteers. This collaborative team approach builds on the strengths of families, schools and the community to prevent at-risk kids from developing more serious problems later in their lives. FAST creates an opportunity for families to come together at their child’s school initially once a week for eight weeks, and thereafter once a month for two years. The program strengthens family relationships and empowers children and parents alike to achieve their individual potential.

Good Food Club

http://www.westbroadway.mb.ca/good-food-club

The goal of the Good Food Club is to help make healthy, nutritious, affordable, food available in West Broadway. We want to build a sense of healthy community— with food, by farming together, cooking together, eating together, talking, telling stories, sharing ideas. We want to bring about food security. Food security exists when all people, at all times, have access to as much safe and nutritious food as they need in order to meet their dietary needs for an active and healthy life. The Good Food Club does this by working with members to offer opportunities to work in exchange for “sweat equity points” that can be redeemed for healthy food. These are some of the opportunities: community cafes, fresh food boxes in the winter months, trips to a local farm from June to August, vegetable community market. 55% of families and 70% of individuals live below the poverty line in West Broadway and struggle to afford healthy food. We are an award winning program that helps low income inner city residents help themselves by farming together, cooking together and sharing food together. Active/low income members “work” for their food by volunteering in exchange for sweat equity points. What does the Good Food Club do? It delivers fresh food boxes to people in need, feeds residents at community dinners, provides one ton of fresh local produce at our summer “veggie van” market and offers food handling skills development to inner city residents.

Neechi Foods Co–op

http://www.ccednet-rcedc.ca/?q=en/node/3888

Neechi Foods developed a set of Community Economic Development (CED) principles which guides the co–op. CED is a process or strategy that is used to analyze economic systems and their impact on a community. CED looks at how money moves through a neighbourhood or a community and what impact that movement of money has on the people within the community. It also looks at what is needed within the community. The key concept of CED is using local resources to meet local needs while at the same time creating healthy and economically viable communities. It is about working with communities to develop positive and sustainable processes, not imposing a system from outside the community. CED looks at all aspects of the economy, not just the commercial aspects. It considers: 1) use of local goods and services, 2) production of goods and
services for local use, 3) local re-investment of profits, 4) long-term employment of local residents, 5) local skill development, 6) local decision-making and ownership, 7) healthy citizens, 8) positive physical environment, 9) neighbourhood stability, 10) human dignity and 11) support for other CED Projects.

IO. EMPLOYMENT

First Jobs for Youth
Spence Neighbourhood Association has its own personal youth employment counsellor that can help youth get the necessary skills and information to start a new job! Youth under the age of 18 who need some help finding employment are eligible. During the winter, employment workshops are scheduled on Saturdays once every two months. Workshop themes will be chosen based on the demand of the youth in the community.

II. HOUSING AND SHELTER SUPPORT

United Way Partnership with Gilbert Park Housing Project
With funding from the United Way in partnership with the community and Nor’west Co-op Community Health Centre, the Gilbert Park public housing complex in Shaughnessy Park established a residents’ advisory committee to work toward a safe, caring community and to monitor the health of the community. One example of a partnership is the community garden project, part of the Boys and Girls Club’s Youth for EcoAction program, and was created in partnership with the United Way’s Day of Caring.

Winnipeg Rental Network
The Winnipeg Rental Network (WRN) is a non-profit initiative providing a web-based database that makes it easier for people to find affordable rental housing. The site is also a one-stop-shop for agencies that provide supports to people in the low to medium income range. WRN is not a housing provider; it is a network of Public, Private and Community-based organizations that work to improve accessibility to affordable rental accommodation.

The Network uses Median Market Rents, as determined by Canada Mortgage and Housing Corporation (CMHC), to establish an upper limit on what is deemed “affordable”.

The WRN database is a free service for landlords and tenants. Landlords and property managers can log on and self-manage rental listings. The WRN administrator can also create listings for landlords. Individual renters seeking accommodations can search geographic areas to find vacancy and contact information.

RaY
Finding affordable and suitable shelter is one of the biggest barriers youth face in finding a way back from street-life. Currently, Winnipeg is experiencing a housing crisis, with a vacancy rate sitting below 1%. Youth with limited income and/or no rental history have little to no chance of finding a safe and suitable apartment. RaY’s housing department supports youth in accessing suitable and affordable housing and related resources. The mandate is to meet youth needs with regards to emergency shelter, housing and independent living through the provision of information and options.

RaY advocates on behalf of youth on all issues related to landlord/tenant disputes, adequate shelter, rent and utilities while offering counselling on tenant rights and responsibilities. If needed, RaY provides additional supports that encourage successful long-term tenancy. RaY’s Homeless Outreach Mentor can engage with homeless youth in a more intensive way by helping them connect with the required income, housing, health and social supports to assist them in moving from the streets or emergency shelter to transitional or permanent housing.
Additionally, RaY researches affordable, available, youth friendly housing and updates the Winnipeg Rental Network website regularly. RaY’s original “low-fi” housing list was an extremely successful model that has been accessed over the past number of years by a multitude of agencies and government systems throughout the city. The model was so successful that its concept was adopted by the Winnipeg Rental Network and expanded to include additional information for both landlords and tenants.

12. COMMUNITY CAPACITY BUILDING AND LEADERSHIP DEVELOPMENT – NORTH EAST COMMUNITY LEARNING CENTRE (A PROJECT OF COMMUNITY LED ORGANIZATIONS UNITED TOGETHER–CLOUT)

Community Led Organizations United Together (CLOUT) is a coalition formed in 2003 when the executive directors of nine inner-city agencies—Ma Mawi Wi Chi Itata Centre, Andrews Street Family Centre, Community Education Development Association, Ndinawemaaganag Endaawad, Rossbrook House, Native Women’s Transition Centre, North End Women’s Centre, Wahbung Abinoonjiiag and Wolseley Family Place—formalized their longstanding working relationships. A range of services are provided by the above organizations in the inner city, including safe houses for children at risk of being sexually exploited on the streets, family drop-in centres, and recreation activities. The Learning Centre is focused on local capacity development.
APPENDIX I: BIBLIOGRAPHY OF EARLY CHILDHOOD DEVELOPMENT, BEST PRACTISES, BENEFITS OF PROGRAMS, COMMUNITY RESOURCES, COMMUNITY/UNIVERSITY COLLABORATION, SUPPORTING STUDENT SKILLS, AND OTHER

EARLY CHILD DEVELOPMENT AND BRAIN DEVELOPMENT


Timmermans, M., van Lier, P. A. C., Koot, H. M. (2010). The role of stressful events in the development of behavioural and emotional problems from early childhood to late adolescence. *Psychological Medicine, 40*(10), 1659–1668. DOI: 10.1017/S0033291709992091

**BEST PRACTICES FOR COMMUNITY–BASED PROGRAMS FOR CHILDREN AND FAMILIES**


**BENEFITS OF PROGRAMS FOR CHILDREN AND FAMILIES: RECREATION AND PHYSICAL ACTIVITY**


COMMUNITY RESOURCES


COMMUNITY–UNIVERSITY COLLABORATION THAT SUPPORTS CAPACITY BUILDING


**SUPPORTING STUDENT SUCCESS SKILLS AND READY TO LEARN**


**OTHER**


APPENDIX J: ENGAGED SCHOLARSHIP, SOCIAL MEDICINE AND SERVICE LEARNING


SOCIAL MEDICINE REFERENCES


For more information about social medicine, check out the following website:
The Social Medicine Portal: http://www.socialmedicine.org/

and journals:
Social Medicine/Medicina Social: http://journals.sfu.ca/socialmedicine/index.php/socialmedicine/index
Public Health, Social Medicine and Epidemiology

SOCIAL MEDICINE—THE VIEW FROM PEDIATRICS


