



# Feeding the Hope:

## A Social Impact Study of Family Dynamics' Breakfast/Walking School Bus Program

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# Overview



- **Family Dynamics** – Maureen Barchyn
- **Breakfast/Walking School Bus Program** – Sukhy Mann
- **Social Impact Study** – Margerit Roger



**What are the biggest impacts of the program?**

# Family Dynamics



Accredited, private, not-for-profit multi-service agency  
accountable to a Board of Directors representing  
Citizens of Winnipeg

# Vision

Healthy families and strong communities



# Mission

To bring programs, partnerships and resources together to empower and strengthen families and communities





# Guiding Philosophy

- + To help free and foster the strengths, abilities and assets of individuals, families, groups, organizations and communities
- + To build on existing capacities and competencies
- + To not only see things as they are, but as they can be



# Funding

Established in 1936

- + Major Funders:
- + Province of Manitoba
- + United Way
- + Government of Canada



Additional funds from Winnipeg Foundation, other foundations, school divisions, service clubs

Fees are charged for some services on a sliding scale



# Programs

- + Counselling and Community Services
- + In-Home Family Support Program
- + Parent Coach Program
- + **Family Resource Centres**
- + Family and Child Care Resources
- + Family Supports for Refugees
- + Employee Assistance Program
- + Families and Schools Together Canada



# We have 6 resource centres:

Woodydell/St. Anne's FRC	2002
<b>Community Family Resource Centre</b>	<b>2006</b>
Westgrove Family Resource Centre	2008
Tuxedo Family Resource Centre	2009
Keenleyside Tenant Community Centre	2013
Elwick Village and Resource Centre	2015



# Grassroots Control and Leadership

## Tenant Advisory Committees

- + Meet bi-weekly
- + Set the Agenda
- + Make all decisions about what programs they want at their resource centre
- + Decisions by consensus



# Village Perspective

- + Everyone has a place, a role and a gift to give



# Hiring Staff from Within the Community



# Steering Committees

- + Represent stakeholders and service providers
- + Meet to share information, pool resources, develop partnerships to meet needs identified by community
- + Representatives from: MH, WRHA, MLA, WPS, local school, local churches, EIA, school counsellors, etc.





# Community Family Resource Centre, Plessis Road

- + Community of 100 families
- + Pockets of housing with inner city like characteristics within more affluent neighborhood
- + Family Dynamics opened the resource center in 2006



# Getting to School

- + Community identified their children not getting to school as a primary concern
- + Not far enough to qualify for busing
- + Advocacy with school division and province resulted in busing for 1 ½ years during the winter months / 2010, 2011
- + Not sustainable



# The Problem:

- + Some newcomer families found the winter conditions overwhelming
- + Parents with other young preschoolers could not make the trek to school pushing strollers in the snow
- + Walk to Bernie Wolfe Community takes approximately 25 minutes one way, (1.6 km)
- + Some children were absent as much as 75% of the time
- + Those arriving late disrupted the teachers and other students
- + Huge impact on learning in these early years for all students
- + Some children had been identified as requiring assistants in the classroom due to delays in learning
- + Heavy demands on Truancy Officer and other school systems

# The Solution:

- A lasting solution needed *buy in* from the community.
- Collaborative effort – parents, school, community stakeholders ... began to brainstorm solutions
- Family Dynamics is committed to supporting families by building on their own strengths. What strengths existed in the Plessis/Robson community?
- What strengths/resources could stakeholders provide?
- Province had offered some funds to get a Walking School Bus Program underway

# Breakfast/Walking School Bus Program

- + The idea of the “Walking School Bus” was born!!
- + How exactly was this going to look???
- + As with many great ideas we had more questions than answers.



# Breakfast/Walking School Bus Program

Important components:

- + Nutritious breakfast
- + Experienced paid staff to coordinate the program
- + Community volunteers
- + Casual staff hired from community
- + Training and support to ensure safety and appropriate supervision
- + Liaison / support with school
- + Support from community stakeholders
- + Funding – \*anonymous donor plus ongoing support through United Way and Province of Manitoba





# Challenges:

- + Early morning start / difficult to staff
- + Some children still did not have the support at home to get to the resource centre for breakfast
- + Supervision – difficult to predict how many children would participate each day
- + Very cold weather
- + Sustaining parent volunteers – especially when they have other small children at home
- + Ongoing, sustainable funding



# Breakfast/Walking School Bus Program

- + Started in 2011 and still going strong
- + Anonymous funder has been very supportive and continues to provide the majority of funding
- + All partners were interested in evaluating the project
- + Conversations with Margerit Roger / Eupraxia Training

# Breakfast/Walking School Bus Program



# Social Impact Study

- + **Purpose:** identify the range of social impacts resulting from the B/WSBP and then calculate a Social Return on Investment ratio that compares the monetary and in-kind inputs to a conservative calculation of the social value created by the program



# Background

- + Social Value UK: <http://socialvalueuk.org> and New Economics Foundation <http://www.neweconomics.org>
- + Cost-benefit analysis (environmental sustainability, health economics)
- + Scope of Project: evaluative, not future projection
- + Cons: labour-intensive, reductionist, risk of misuse
- + Pros: comprehensive, collaborative, enriching and revealing, shifts the discourse from cost to value, “upstream thinking”, systems thinking

# SROI Principles

- + **Involve stakeholders** - Inform what gets measured and how this is measured and valued in an account of social value by involving stakeholders.
- + **Understand what changes** - Articulate how change is created and evaluate this through evidence gathered, recognizing positive and negative changes as well as those that are intended and unintended.
- + **Value the things that matter** - Making decisions about allocating resources between different options needs to recognize the values of stakeholders. Value is informed by stakeholders' preferences.



# SROI Principles

- + **Only include what is material** - Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
- + **Do not over-claim** - Only claim the value that activities are responsible for creating.
- + **Be transparent** - Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.
- + **Verify the result** - Ensure appropriate independent assurance.

# Working Process

- + Semi-structured stakeholder interviews with primary and secondary beneficiaries, and collaborators
- + Inventory of Witnessed and Experienced Changes
- + Indicators of change
- + **Impact-mapping and valuation, including SROI ratio**
- + Verification
- + Reporting

# Impact-Mapping and Valuation

- + Impact-mapping chart
- + Valuation of inputs and output/outcomes/impacts (dollars, market value, or proxies)
- + Proxies
  - + *Stated preference*
  - + *Revealed preference*
  - + *Travel cost/time value*
- + Over-claiming and sensitivity analysis

# Over-claiming and sensitivity analysis

- + **Attribution** – Who else deserves some of the credit? How much of the credit can we reasonably/cautiously claim?
- + **Deadweight** – How much of the change would have happened without us?
- + **Displacement** – What positive impact may we have displaced?
- + **Drop-Off** – Is this impact time-limited? Would it decrease over time?
- + **Sensitivity Analysis** – How does the overall calculation change by removing/changing the most impactful elements?

# SROI Ratio

**SUM OF INPUTS**

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**SUM OF VALUE OF BENEFITS**

# Findings

## + Social Impact Inventory

Stakeholder group: children, families, paid parents, volunteer parents, community, school, CFS, Family Dynamics

- + School attendance
- + Children's behaviour
- + Parental confidence
- + Community relationships
- + Family support network
- + Inter-agency communication
- + Network and community capacity





# Theory of Change

## Inputs

- Financial support from funder, Family Dynamics' programming, volunteers, donations

## Activities

- Morning routines
- Breakfast
- Walking School Bus
- Conversations

## Outcomes

- Breakfast is healthier
- Kids are on time and ready for school
- Parents have new skills and confidence
- The support network grows

## Outcomes (2)

- Relationships improve between key stakeholders
- Difficult situations are resolved more effectively and collaboratively

# Key Impacts

## Broader Social Impacts

- Increased academic participation and potential for academic progress
- Improved nutrition and potential for academic progress
- Increased potential for school completion
- Reduced school resources (food program, counselor, truancy officer)
- Reduced vandalism
- Reduced CFS apprehensions

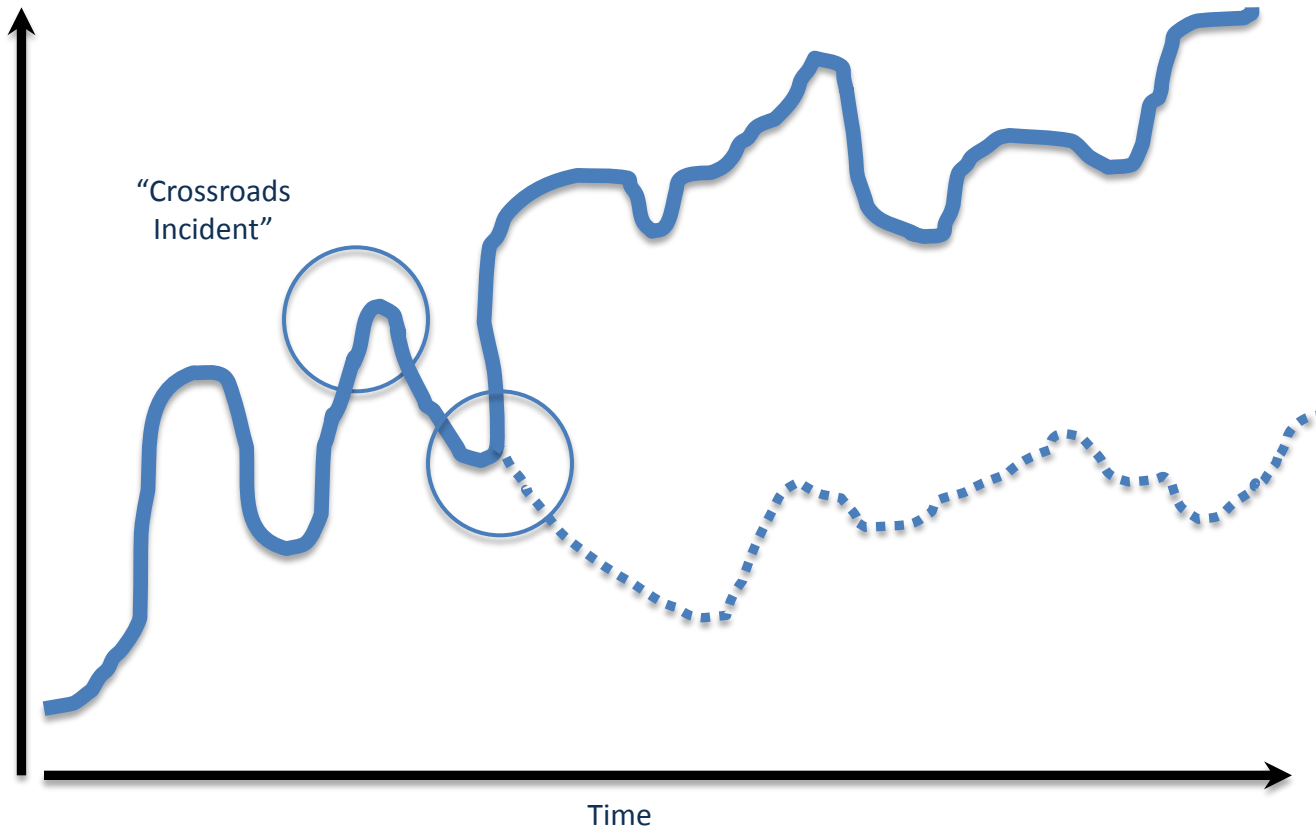
# Examples of Monetization

- + **Parenting skills gained**
  - + Parenting programs (market value)
  - + Over-claiming analysis = less families participating
- + **No need for truancy officer**
  - + Salary (time spent with family, driving, paperwork)
  - + Over-claiming analysis = half the amount of time
- + **CFS apprehensions**
  - + Cost per day for children in care (dollars)
  - + Over-claiming analysis = smaller families, half the time



# Measuring the Unknown

Improvement



# For more information

- + Video:  
<https://www.youtube.com/watch?v=lejEQIW5ZoA>
- + <http://www.familydynamics.ca/walking-school-bus-breakfast-program/>

**Thank you very  
much!**



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