Niagara Prosperity Initiative Definitions

Indicators

1. **Low Income Measure (LIM)**
   The LIM is a measurement of the proportion of Canadian families that have an after-tax annual income which is less than 50 per cent of the median Canadian income.

2. **Household Income Under $20,000 After Tax**
   The number of Households with an income under $20,000 after tax

3. **Working Poverty**
   An individual is counted among the working poor if they meet the following conditions: (i) has an after-tax income below the Low Income Measure, (ii) has earnings of at least $3000 a year (income threshold for receiving the Working Income Tax Benefit), (iii) is not a student, (iv) lives independently (non-institutional population).

4. **Income Inequality**
   Income inequality refers to the extent to which income is distributed in an uneven manner among a population.

5. **Unemployment**
   The measure is from the National Household Survey for the total population of persons aged 15 years of age and over by labour force activity who are unemployed.

6. **Tenant-occupied Households Spending 30% or more of Income on Rent**
   The measure is the number of tenant-occupied households spending 30% or more of household income on gross rent. The information is drawn from the National Household Survey number of non-farm, non-reserve private dwellings occupied by usual residents.

7. **No High School Diploma**
   The measure identifies persons aged 25 to 64 years of age with no certificate, diploma or degree. The information is drawn from the National Household Survey total population aged 25 to 64 years by highest certificate, diploma or degree.

8. **Early Development Instrument (EDI)**
   Percentage of children not developmentally ready for school on 2 or more EDI domains. In the second-half of senior kindergarten, teachers complete a questionnaire called the Early Development Instrument (EDI) for each of their senior kindergarten students. This questionnaire measures how developmentally ready the students are for grade 1 in five key domains of child development:
   1. Physical health and well-being
   2. Social knowledge and competencies
   3. Emotional health and maturity
   4. Language and cognitive development
   5. General knowledge and communication skills

   The Early Development Instrument (EDI) results reflect children's experiences prior to entering school and helps determine the supports needed from a community. The percentage of children in a community who score in the lowest 10% on two or more EDI domains are at increased risk of difficulties that could affect their future experiences at school.

9. **Child Care Subsidy Age 0-12**
   Includes all of the types of child care subsidy issued by Niagara Region for children aged 0-12.

Outputs

1. **Number of people served:**
Each individual who is involved or using a service from the project can only be counted once. If John first attends a session in July 2012 and again in August 2012 he is only counted once during the month of July 2012. If John attends again in July 2013, he is still only counted the first time (July 2012). The final tally of number of people served will be used to identify how many individuals made use of the project.

2. **Number of networks, links and/or partnerships formed in the community:**
Projects that form working networks, links and partnerships (defined as contacts from the community who are working with the project for its success). As an example, projects that have met with a separate agency to develop a formal referral process can be added as a link; however advertising through Information Niagara and having an agency send a referral does not constitute a link. Purchasing a service from an organization is also not considered a link or partnership. Included are projects that have partnered with separate agencies to maximize service delivery by sharing programs and/or resources. The final tally of the number or networks, links and/or partnerships formed in the community will be used to show how many different groups came together to improve the services rendered and ensure project success.

3. **Number of people directly or indirectly involved in civic engagement activities:**
Civic engagement activities include individual volunteerism, organizational involvement, and electoral participation. It includes any efforts to directly address community issues. This count will be of individuals who have participated in an activity directly resulting from the funded project. Individuals may be counted more than once (i.e. John volunteered in organizing food boxes counts as one; John also participated in town forum on the importance of locally grown produce can be counted as two).

4. **Number of jobs created and filled by people living in poverty:**
The number of jobs created and filled by people living in poverty includes any job secured by someone experiencing poverty as a direct or indirect result of this project.   The following examples are included in the number of jobs created and filled by people living in poverty:

   - Your NPI project is to develop a community garden and includes hiring someone experiencing poverty to manage the community garden.
   - Your project has participants growing and canning produce and because of the success of the project you are able to hire someone experiencing poverty to sell the produce/cans.
   - Your project helps people experiencing poverty to overcome barriers to employment and connects them with employment supports and opportunities that result in securing employment.

5. **Number of units of service provided:**
Units of service are the total number of services or items provided to program participants. For instance, using a children's after-school program, the units of service would be calculated as follows: For every day a child attends the program they receive homework help and a snack. This counts as 2 units of service per child. If 10 children attend in one day the number of units of service provided is 20 per day (10 x 2). If the program runs 5 days per week, the units of service are 100/week (5 x 20). If the program is 4 weeks long, the units of service are 400 / program (4 x 100). If 5 children were given a bus pass during the program another 5 units is added to the final number for a total of 405 units of service. If some children do not attend the program every day you would adjust your numbers accordingly. Units of service have been divided into six categories:

   - **Transportation** – i.e. number of bus passes issued; vouchers for taxi; bus rides provided to attend a program etc.

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- **Income / Employment** – i.e. number of employment opportunities provided to individuals; number of times an individual was provided assistance in securing further financial resources etc.

- **Health / Activities** – i.e. number of one to one counseling sessions provided; number of physical activity sessions; number of food boxes purchased; number of food vouchers or healthy snacks / meals provided etc.

- **Shelter** – i.e. number of times an individual was provided assistance in securing or maintaining shelter; payments issued for utilities etc.

- **Education** – i.e. number of back to school packages provided; number of homework help session etc.

- **Other** – if you have provided a service from Niagara Prosperity Initiative funding that does not fit with the categories above please list them under other with a description

The final tally of units of service provided will be used to calculate how many direct service/goods were provided to individuals.

6. **Total revenue generated by the project:**
Enter any revenue generated by this project. For instance, if the project grows vegetables that are sold at a farmer's market, enter the revenue from the farmer's market here. The amount of revenue generated will NOT be deducted