

# African Canadian Transformation Framework: A Tool for Assessing Program Impact



INDICATORS	MEASURE/ OUTCOMES	SUB-OPTIMAL	TRANSITION	TRANSITION	TRANSITION	OPTIMAL
<b>Vital Relationships/ Connections</b>	1. Family Stability	1. Abusive, unsafe family situation	1. Dysfunctional family	1. Viable family	1. Stable family	1. Belongs to stable healthy family (nuclear/extended)
	2. Relationships	2. Isolated	2. Minimal involvement in social settings	2. Directly engaged and building	2. At least one healthy relationship	2. Multiple, stable healthy relationships
	3. Cultural Connections	3. Cultural disengagement, no clear intersected identity (race, gender, sexual orientation, etc)	3. Minimal understanding of social location in the Canadian context	3. Limited understanding of social location and AC community resources	3. Ability to understand and navigate a fairly challenging environment	3. Confident, self-aware and connected to community and social resources and options to navigate the Canadian environment
<b>Economic</b>	1. Employment Readiness	1. No identifiable employable skills	1. Developing marketable skills through non working experience	1. Developing marketable skills through unpaid or low paying work experience	1. Developing marketable skills through paid experience	1. Full time, long term quality employment
	2. Economic Stability	2. No legal income	2. Unreliable or low income/lack of sound financial decisions	2. Reliable income but limited financial planning/decisions	2. Reliable income and sound financial decisions	2. Sustainable, long term income with strong financial plan and sound decisions
	3. Entrepreneurship	3. No awareness of interest in economic self-reliance	3. Minimal interest in small business options	3. Explore training and planning options for business development	3. Access to supports and resources and development of planning for small business	3. Development/ execution of effective small business plan with appropriate supports
<b>Education</b>	1. Certification/Skills/ Knowledge	1. Lack basic literacy and numeracy skills	1. Minimal literacy and numeracy skills	1. Functional literacy and numeracy skills	1. Actively upgrading educational skills	1. No educational barriers to achieving personal goals
	2. Critical Thinking	2. No appreciation of how social forces work to shape the lives of Black youth	2. Curiosity about the scope and nature of social inequality and personal impact Intuitively understands how ABR and other oppressions affect Black youth	2. Emerging interest in reading and engaging critically about social forces, current affairs and relevance to personal situation	2. Reads, reflect critically, engages in positive action to consistently build analysis and awareness	2. Consistently engages critical thinking for sound decisions and to understand/ use power and continually build personal capacity



INDICATORS	MEASURE/ OUTCOMES	SUB-OPTIMAL	TRANSITION	TRANSITION	TRANSITION	OPTIMAL
<b>Environment</b>	1. Shelter	1. Homeless	1. Access to/living in emergency shelter	1. Transitional housing situation	1. Stable, permanent housing	1. Long term, permanent, independent housing
	2. Neighborhood/ Community Safety	2. Violence (personal, community, state), structural poverty, and limited access to resources	2. Limited access to safe and positive environment and resources	2. Good access to safety and resources	2. Living in a safe, violence free environment	2. Advocating and supporting safety for peers and community
<b>Personal Agency</b>	Sense of power / control / self determination	Limited awareness of ABR and impact on personal power (decision-making, low self esteem, capacity etc)	Access to supports and resources to build capacity and address ABR	Begins to navigate social barriers and build pro- social, affirming racial and social identity to challenge racism and other oppressions	Able to effectively navigate social barriers and assert personal power (decision-making, capacity, self-determination, etc). Strong racial and community connections	Strong self advocacy skills, confidence, decision-making and racial pride, and ability to effectively support peers similarly
<b>Wellness</b>	1. Health	1. Unhealthy and does not take action regarding health issues	1. Seek help and assistance with health issues	1. Obtain a family doctor and uses services	1. Emerging understanding of health and impact. Begins to change/manage life style choices to optimize health	1. Consistently makes positive choices to maintain health
	2. Nutrition	2. No access to food	2. Access to food but unaware of nutrition	2. Nutritious options available but makes unhealthy choices	2. Aware of nutrition and begins to make healthy choices	2. Consistently makes good choices and consumes healthy food
	3. Addiction	3. Denial of substance misuse problem	3. Acceptance of substance misuse problem	3. Participation in supports (counseling, harm reduction, etc) to address substance use	3. Living clean without a supportive network	3. Living clean with a supportive network
	4. Mental wellbeing / trauma resilience	4. Appears mentally unstable with no access to supports. Easily triggered and traumatized	4. Acknowledgement of mental health/trauma issues but has no access to supports	4. Internally dealing with mental health/trauma issues with limited access to supports	4. Is fully involved in mental health supports and is care- compliant. Has developed trauma triggering management skills and supports	4. Mentally stable and actively managing mental health
<b>Africentric Worldview</b>	1. Self Awareness/ Racial grounding	1. Demonstrates poor sense of self (might even be racially self-hating) and exhibits racial/cultural uncertainty, even denial	1. Open to engagement about identify and self- awareness	1. Takes action related to racial/ social self awareness	1. Begins to decisively build African centred self awareness practices and takes proud ownership of identity and self affirmation	1. Is decisive and confident about identity, social location, culture. Embraces and promotes African worldview and achievements
	2. Spirituality	2. Is uninformed or disengaged from Spiritual awareness and practices	2. Is curious about African-derived spirituality	2. Begins to explore African spirituality and relevance to self and community development. Explores Ancestors and impact	2. Integrates spiritual practices in everyday life. Demonstrates knowledge and pride in spiritual development	2. Integrates full-spectrum Spiritual practices as a core part of every-day life actively