

ROCKY VIEW COUNTY FCSS VISION:

Inclusive Communities
Strong Families
Resilient Individuals

ROCKY VIEW COUNTY FCSS MISSION:

Cultivating caring communities that enhance social well-being through prevention, volunteerism, collaboration and community development.

ROCKY VIEW COUNTY FCSS IDENTITY STATEMENT:

We advance our mission of cultivating caring communities and seek to create inclusive communities, strong families and resilient individuals by collaborating with all stakeholders throughout the County by providing strategic funding and emphasizing leveraging potential within the County, innovation, agility and forward thinking. We are sustainable by stable funding, collaboration and partnerships, volunteerism and having a common vision.

ROCKY VIEW COUNTY FCSS STRATEGY SCREEN:

	Rocky View County Strategy Screen	
1.	Meets FCSS Act and Regulation including prevention	Early stage prevention is a priority for FCSS.
2.	Aligns with our vision/mission/values	FCSS improves social well-being when the collective needs of individuals, families and communities are met.
3.	Considers the impact on our stakeholders, partners, and the overall social well-being of the County	FCSS uses a collaborative approach to engage its partner organizations.
4.	Brings people together and builds social capital	Strong networks and relationships among citizens, the non-profit, voluntary sector, and government or institutional policies, programs and services are vital to a caring community.
5.	Uses research based best practises	FCSS programs and services recognize and address multiple risk and/or protective factors.
6.	Are evidence based	FCSS programs and services participate in critical reflection and evaluation processes to continually improve.
7.	Are consistent with past successes	FCSS endeavours to provide adequate resources to ensure that programs and services can be delivered to a high standard.
8.	Positions us well for the future	FCSS programs are planned and implemented in consideration of where people live, learn, work and play.

Provincial FCSS Indicator Definitions

Improved social well-being of individuals.		
Outcome	Indicator	Definition
Outcome 1: Individuals experience personal well-being.	Resilience	<ul style="list-style-type: none"> The extent to which people are able to deal with life's difficulties.
	Self-Esteem	<ul style="list-style-type: none"> The extent to which people feel good about themselves.
	Optimism	<ul style="list-style-type: none"> The extent to which people expect the best possible outcome from any given situation and are hopeful about their future.
	Capacity to Meet Needs	<ul style="list-style-type: none"> Ability to meet needs is the extent to which people have the life skills to function in a positive manner.
	Autonomy	<ul style="list-style-type: none"> The extent to which people feel free to do what they want and have the time to do it.
	Competence	<ul style="list-style-type: none"> The extent to which people feel accomplishment from what they do and are able to make use of their abilities.
	Personal Engagement	<ul style="list-style-type: none"> How far people feel absorbed in what they do and that they have opportunities to learn.
	Meaning and Purpose	<ul style="list-style-type: none"> The extent to which people feel that what they do in life is valuable, worthwhile and valued by others.
Outcome 2: Individuals are connected with others.	Quality of Social Relationships	<ul style="list-style-type: none"> How people experience their connections with others and the strength of those relationships.
	Social Supports Available	<ul style="list-style-type: none"> The extent to which people have the support of family, friends and others available to them.
	Trust and Belonging	<ul style="list-style-type: none"> People's experiences of trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people.
Outcome 3: Children and youth develop positively.	Developmental Assets	<p><i>The Search Institute lists 40 different Developmental Assets, each of which are a potential indicator for this outcome. Please visit www.search-institute.org/research/developmental-assets and click on "English" on the left hand side to download your age appropriate list of Development Assets.</i></p>

Improved social well-being of families.		
Outcome	Indicator	Definition
Outcome 1: Healthy functioning within families	Positive Family Relationships	<ul style="list-style-type: none"> Family members have positive relationships. Parents have a positive relationship and support each other if applicable. Family members care about each other. Family members are safe from abuse, neglect and violence.
	Positive Parenting	<ul style="list-style-type: none"> Parent(s) use positive parenting with their children.
	Positive Family Communication	<ul style="list-style-type: none"> Family members communicate effectively and positively.
Outcome 2: Families have social supports.	Extent and Quality of Social Networks	<ul style="list-style-type: none"> Family has social networks to support them, e.g., extended family, friends and neighbours. The family can reach out and get support. Quality of close relationships: family, friends, neighbours, etc. For example: family feels close to them, family feels at ease with them, family can share freely with them, and family can ask them for help or a favour.

	Family Accesses Resources as Needed	<ul style="list-style-type: none"> The family can access community resources when they need them.
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Improved social well-being of community.		
Outcome	Indicator	Definition
Outcome 1: The community is connected and engaged.	Social Engagement	<ul style="list-style-type: none"> A diverse range of activities individuals participate in for their own enjoyment or benefit or to provide benefit to others in the wider community. Informal and formal volunteering is an example.
	Social Support	<ul style="list-style-type: none"> The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support
	Awareness of the Community	<ul style="list-style-type: none"> Awareness of and use of programs and services available in the community.
	Positive Attitude Toward Others and the Community	<ul style="list-style-type: none"> How people feel, what they believe and what they value Trust Respect for diversity Supporting others and receiving support from them (<i>Also see social engagement and social support</i>) Sense of belonging to the community
Outcome 2: Community social issues are identified and addressed.	Awareness of Community Social Issues	<ul style="list-style-type: none"> Awareness of existing/emerging social issues
	Understanding of Community Social Issues	<ul style="list-style-type: none"> Understanding of existing/emerging social issues
	Agencies and/or Community Members Work in Partnership to Address Social Issues in the Community	<ul style="list-style-type: none"> Partnerships created to address priority social issues in the community. Levels of partnership: <ul style="list-style-type: none"> Communication Cooperation Coordination Collaboration

DEFINITIONS

Term	Definition
# of Community Development Initiatives	Community development initiatives include, but are not limited to, community assessments, mobilization, and collaborative and/or advocacy initiatives. The desired outcomes are identified, with measurable indicators of progress reported.
# of Community Development Initiative Members	Participants who are actively engaged in the community development initiative. They are counted only once and not counted as individuals as noted below.
# of Groups	The total distinct groups offered over a period of time through the funded program or service, such as therapeutic groups, educational workshops, and/or training (e.g. a parenting workshop consisting of 6 sessions equals one group).
# of Group Participants	Participants who attended the group sessions and for whom outcomes will be measured. Group participants are not included in the individuals served category unless they are involved in a different program.
# of Individual Participants	Individual participants are those who are engaged in the activity and are making a significant contribution to achieving the goals and outcomes as outlined in the program they are attending.
# of Contacts/ Information and Referral	Number of times individuals have received some information from your program, but who may not be identifiable (e.g. information service, one-time phone conversation, etc. No demographic information about such persons is collected).
# of Volunteers	An individual who has provided support from which your program or service has benefited and who is willing to work on behalf others without the expectation of pay or other tangible gain. Each individual volunteer is only counted once.
# of Volunteer Hours	The total number of hours all your volunteers have worked on behalf of your program during this reporting period.
Ability	The quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.
Activities	What the program or project does to achieve its goal(s). Activities include the services provided or actions undertaken by the program or project.
Adults (19 to 64)	Individuals between the ages of 19-64 years up to the 65th birthday who receive direct service.
Assets	A useful or valuable quality, person, or thing; an advantage or resource.
Broad Strategy	In general terms, how the program/ project will address the specified community need.
Community Development	Efforts made by professionals and community residents to: enhance the social bonds among community members; motivate citizens to self-enhance; develop responsible local leadership; and create or revitalize local institutions.
Developmental Assets	Forty common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. www.search-institute.org . The Search Institute has frameworks of developmental assets for: <ul style="list-style-type: none"> • Early childhood (ages 3 – 5 years) • Grades K – 3 (ages 5-9) • Middle childhood (ages 8 – 12) • Adolescents (ages 12 -18)
Direct Service	Engagement between staff members and clients.
Evaluation	How to determine how well a program has achieved its goal(s).
Families	A family unit is self-defined and can contain multiple generations and configurations. This includes biological or adoptive parents, extended family members, other relatives who are providing direct care to children, etc. People counted as individuals served (above) can be additionally counted under the Families served category.
Goal Statement	The achievement hoped for by a program/project, i.e., the overall change or desired impact.
Inputs	The resources used to support program activities and achieve program goals such as money, staff and staff time, volunteers and volunteer time, facilities, materials, equipment, technology, partners and information. Inputs also include constraints on the program, such as laws, regulations, and requirements of funders.
Measurement Tool	Identify what tools you used to measure the outcomes and impact of your program and services such as surveys, focus groups, standardized tests, individual interviews, case studies or other tools.

Mission	A statement that defines what an organization is, why it exists, its reason for being. At a minimum, a mission statement defines who the primary target populations are, the products and services produced, and describes the geographical location in which an organization operates.
Outcomes	The benefits or changes for individuals, families, communities or populations that result from participating in a program or project activities. For FCSS purposes, outcomes specifically relate to changes in knowledge, attitudes, values, skills, behaviour, condition, status or other attributes. For a particular program, there can be various "levels" of outcomes, with initial short-term outcomes leading to medium and long-term ones. For example, a youth in a mentoring program who receives one-to-one encouragement to improve academic performance may attend school more regularly, which can lead to getting better grades, which can lead to graduating. In general, short-term outcomes occur within one year, medium-term outcomes take several years and long-term outcomes take a decade or longer. However, these time-frames may be shortened when programs build in a step-wise fashion. Short-term outcomes may be measured immediately, medium-term outcomes in three to six months and the long-term outcomes at one year. The determination of the time frame for the outcomes depends upon the program or project being implemented.
Outcome Indicators	The specific items of information that track a program's success on outcomes, generally in the form of a cluster of questions or survey.
Outputs	The direct products of program activities. Outputs usually are measured in terms of the volume of work accomplished, for example, the numbers of classes taught, counselling sessions conducted, educational materials distributed, and participants served. Outputs have little inherent value in themselves. They are important because they are intended to lead to desired outcomes or benefits for participants or target populations.
Personal Well-Being	People's sense of how they are feeling within themselves and experiencing their lives.
Primary Clients Served	Individuals who receive direct service through funded programs and services for whom there is a measurable impact. Each individual is counted only once in this reporting period (if service is provided to a family unit, all individuals for whom there is a direct measurable impact should be recorded as individuals).
Program Logic Model	A systematic and visual way to present and share understanding of the relationships among the resources used to operate a program, the activities planned, and the expected changes or results to be achieved.
Project	A service or activity that local FCSS programs deliver or support.
Protective Factors	Protective factors are those qualities or situations that help alter or reverse expected negative outcomes. Stress-resistant or "invulnerable" individuals have common protective factors operating as two broad sets of developmental strengths: <ul style="list-style-type: none"> • external factors such as family, peers, school and community, and internal factors or personality characteristics such as empowerment, self-control, cultural sensitivity, self-concept and social sensitivity.
Rationale	The evidence that would support an approach, e.g., research, best practices, etc.
Resilience	The capability of individuals and systems (families, groups and communities) to cope with significant adversity or stress in ways that are not only effective, but tend to result in an increased ability to constructively respond to future adversity.
Risk Factors	Risk factors are disabling, cultural, economic, or medical conditions that deny or minimize opportunities and resources for optimal human development. Risk factors can be internal (within the person) or external (involving the family, school/work, and community).
Seniors (65+)	Individuals over the age of 65 years who receive direct service
Social Engagement	A diverse range of activities individuals participate in for their own enjoyment or benefit or to provide benefit to others in the wider community.
Social Support	The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support.
Social Well-Being	How people experience their connections with others and the strength of those relationships.
Vision Statement	An inspirational and aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.