Rocky View County

**Family & Community Support Services (FCSS)**

2023 FCSS GENERAL FUNDING APPLICATION

**(FUNDING PERIOD: January 1 – December 31, 2023)**

***\*ALL INFORMATION PROVIDED IS PUBLIC\****

APPLICATION DEADLINE IS 4:00 P.M. AUGUST 31, 2022 NO EXCEPTIONS

|  |  |
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| **1. ORGANIZATION INFORMATION** | |
| Organization Name |  |
| Program Name |  |
| FCSS Funding Request (over $7,500) (from Section 9.6 C Proposed Budget) |  |
| E-Mail Address and Website |  |
| Mailing Address (include postal code) |  |
| Street Address (for courier purposes) |  |
| Agency Telephone Number |  |
| Agency Fax Number |  |
| Executive Director Name |  |
| Program Contact Name |  |
| Phone Number (If different from above) |  |

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| **2. CERTIFICATION OF COMPLIANCE**  **This is to certify that to the best of my knowledge and belief, the information included in this application complies with the requirements and conditions set out in the Family and Community Support Services Act and Regulation.**  **(**https://www.alberta.ca/family-and-community-support-services-fcss-program.aspx**)**  **A program outcomes evaluation is required by February 28, 2023 if your application is successful** |

Click here to enter text.

**Signature (Agency Signing Authority) Title**

Click here to enter text.Click here to enter a date.

**Print Name Date**

#### Submit Completed Documents to, or for further assistance contact:

#### Cheryl Cresine, FCSS Coordinator

Rocky View County

262075 Rocky View Point

Rocky View County, AB T4A 0X2

**For further assistance, please call** 403.520.3957 **or email** fcss@rockyview.ca

***Please note that faxed or e-mailed copies of the application will be accepted.*****APPLICATION DEADLINE IS 4:00 P.M. AUGUST 31, 2022 - APPLICATIONS NOT RECEIVED BY THIS DEADLINE WILL NOT BE ACCEPTED.**

Please email confirmation of receipt of this application to: Click here to enter text.

Please indicate how you heard of the Rocky View County FCSS Program:

\_\_\_\_\_ newspaper ad \_\_\_\_\_ social media \_\_\_\_\_ website visit/search

\_\_\_\_\_ word of mouth \_\_\_\_\_ other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **3. SOCIETY MEMBERSHIP** **(current)** | |
| Number of Members |  |
| Membership Fee Per Member |  |

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| **4. TYPE OF ORGANIZATION** | | | | | | | | | | | | | |
| Alberta Societies Act Registration Number: | | | | |  | | | | | | | | |
| Charitable Number (if have one): | | | | |  | | Government Agency | | | | | | |
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| **5. DAYS AND HOURS OF OPERATION OF THE PROGRAM** | | | | | | | | | | | | | |
| OPERATING HOURS | MONDAY | TUESDAY | | WEDNESDAY | | THURSDAY | | | | FRIDAY | | SATURDAY | SUNDAY |
|  | |  | |  |  | | |  | |  | |  |
| Dates not Open: |  | | | | | | | | | | | | |
| Statutory Holiday: |  | | | | | Other | |  | | | | | |

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| **6. DOCUMENTATION REQUIREMENTS:  Do not provide other attachments unless requested to do so.** | **ATTACHED** |
| List of current agency Board of Directors by name and Board position (Board information is requested to ensure sufficient governance and make members accessible to administration, if required.) Do not include personal contact information (home addresses, emails, or phone numbers). |  |
| Fee Policy and Schedule (if applicable) |  |
| Organizational Chart of Agency |  |
| Certificate of Incorporation under the Societies Act if new applicant. (Not applicable to other municipal governments and associated departments) | Included  Not Applicable |
| Constitution and Bylaws (first time applicants only unless changes were made by previously funded groups) |  |
| Job description(s) for County FCSS funded positions requested (first time applicants only unless changes were made by previously funded groups) |  |
| Most recent Audited Financial Statement |  |

***The personal information on this form is being collected for the purpose of determining eligibility of an applicant to receive FCSS funding; to assist in administering the FCSS funding; and to monitor, assess, and evaluate your program. This information is collected under the authority of Section 33 (c) of the Freedom of Information and Protection of Privacy Act and may become public information once it is submitted to the FCSS program. Questions regarding the collection of this information can be directed to the Manager, Recreation and Community Services at 403.520.8198.***

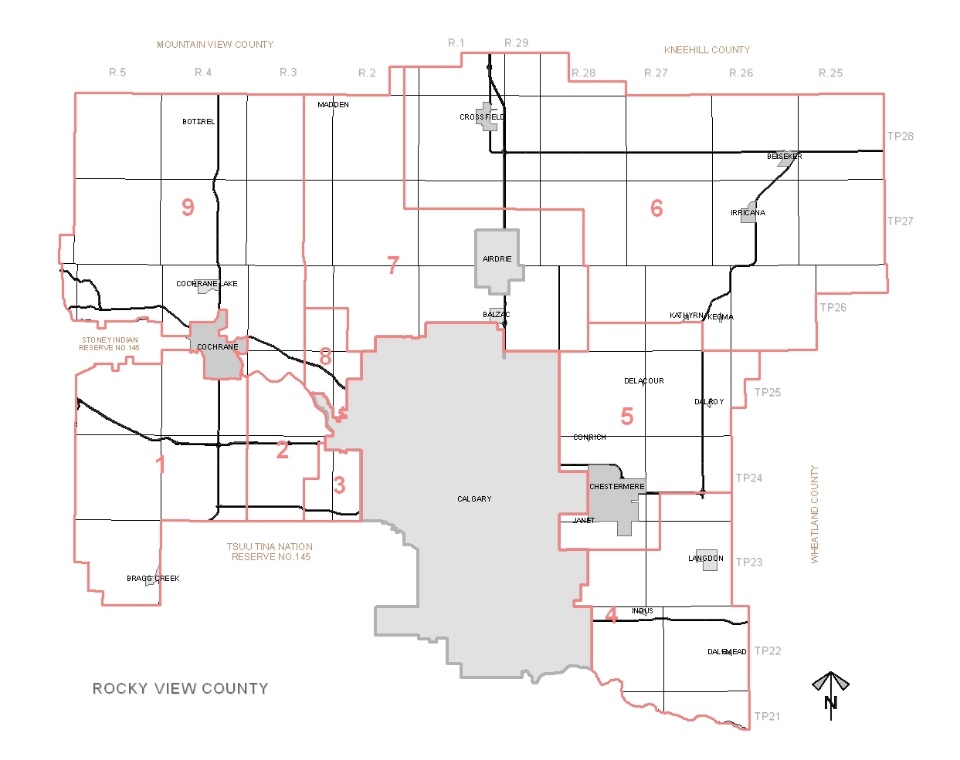
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| **7.1 PROGRAM DESCRIPTION** |
| **Provide a brief program description in a few sentences (to be used for publication by FCSS)** |
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| **7.2 PREVENTION** | | |
| In what way(s) is your program preventive in nature? Check the appropriate items from the following list. You will be required to report on each of the Outcomes that you have selected. | | |
| **Provincial Outcome**  Improved social well-being of individuals | **Rocky View County Outcomes** | |
| Outcome 1: Individuals experience personal well-being.  Indicators: Resilience; self-esteem; optimism; capacity to meet needs; autonomy; competence; personal engagement; meaning and purpose. |  |
| Outcome 2: Individuals are connected with others.  Indicators: Quality of social relationships; social supports available; trust and belonging. |  |
| Outcome 3: Children and youth develop positively.  Indicators: Developmental assets. |  |
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| **Provincial Outcome**  Improved social well-being of families | **Rocky View County Outcomes** | |
| Outcome 4: Healthy functioning families.  Indicators: Positive family relationships; positive parenting; positive family communications. |  |
| Outcome 5: Families have social supports.  Indicators: Extent and quality of social networks; family accesses resources as needed. |  |
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| **Provincial Outcome**  Improved social well-being of the community. | **Rocky View County Outcomes** | |
| Outcome 6: The community is connected and engaged.  Indicators: Social engagement; social support; awareness of the community; positive attitudes toward others and the community. |  |
| Outcome 7: Community social issues are identified and addressed.  Indicators: Awareness of community social issues; understanding of community social issues; agencies and/or community members work in partnership to address social issues in the community. |  |

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| **7.3 PRIMARY TARGET** | | | |
| |  | | --- | | **Indicate the Primary target at whom the program is aimed by estimating the percentage of the program’s FCSS allocation that is directed to services in the following categories.** | | | | |
| Children |  | % |
| Youth |  | % |
| Families |  | % |
| Adults |  | % |
| Seniors |  | % |
| Volunteerism |  | % |
| Community Development |  | % |
| **Total** | **100** | **%** |

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| **7.4 SOCIAL SERVICE CONTINUUM**  Please indicate the percentage of each section below that your program provides. | | |
| * **Promotion:** Programs and services that promote public education and awareness of social needs. |  | % |
| * **Prevention:** Programs and services focused at the earliest opportunity on individuals and families whose social well-being in community life is at risk. |  | % |
| * **Early Intervention:** Programs and services focused on individuals and families with identified early signs of unmet needs, who require support to enhance their social well-being. |  | % |
| * **Specialized Services:** Programs and services for individuals and families focused on emerging social needs not yet sufficiently addressed by community support. |  | % |
| * **Remediation Services:** Programs and services for individuals and families with clearly defined unmet needs, who require assessment, intervention, and treatment to enhance their social well-being. |  | % |
| **Total** | **100** | **%** |

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| **8. COORDINATION AND COMMUNICATION** |
| **A. Identify organizations within the program’s catchment area (define your region of operation; include towns and border of service area and also clearly mark it on the map with thick black lines) that provide similar services.** |
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| **B. What cooperative and coordinative steps has the program taken with these agencies?** |
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| **C.** **Describe the similarities and differences between the proposed program and those identified as being delivered by other organizations.** |
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**OUTCOMES MODEL   
(For further information on the outcomes model contact the County FCSS program for a copy of a toolkit.)**

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| **9.1 AGENCY/PROGRAM VISION**  Desired social condition. May be your agency’s existing vision statement. |
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| **9.2 AGENCY/PROGRAM MISSION**  Unique role in working towards the desired social condition. What are you currently doing to achieve your mission (e.g. other programs and services that are not a part of this application for funding)? |
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| **9.3 STATEMENT OF NEED**  Problem statement; description of the situation you wish to change. |
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| **9.4 STRATEGY/ACTIVITIES**  How will the program address the specified need? What goal or long-term change or impact do you want to achieve? What are you going to do in the program to achieve your goal(s)? |
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| **9.5 RATIONALE**  An explanation of why you believe this strategy or approach will work; include research if possible. |
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| **9.6 INPUTS**  **\*Please see end of application for budget shell. Budget sheet(s) MUST follow the template as provided.** |
| A. Have you researched or sourced other methods of funding? How do you propose to sustain this program? |
|  |
| B. Has this budget been authorized by your Board of Directors? Yes No  If no, please explain: |
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| **9.7 PROJECTED OUTPUTS (C*ount of products and services delivered to the target group. For definitions, see the end of the report)***  Please report the projected direct product of your activities, usually measured by volume of work accomplished. Must include projected number of individual participants, volunteers and volunteer hours. Other outputs may include projected number of training sessions, workshops, and community development programs. Include projected number of County residents utilizing services. Rocky View County residents do not include people who reside in Airdrie, Beiseker, Chestermere, Cochrane, Crossfield, Irricana or Redwood Meadows. It does include those who live outside of these municipalities and within the hamlets located within the County’s borders. |

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| 1. **PROJECTED NUMBER OF INDIVIDUAL PARTICIPANTS SERVED:**   People served should only be counted once unless they are part of a family being served (see definitions). DO NOT include group participants, contacts, or community development initiatives if counted below.  Provide general summary of outputs here: |
| Number of Children/Youth (0 to 18 years)       Number of County Residents:  Number of Adults (19 to 64 years)       Number of County Residents:  Number of Seniors (65+ years)       Number of County Residents:  Number of Families       Number of County Families: |

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| **B. PROJECTED NUMBER OF GROUPS SERVED:**  (e.g. workshops, training and/or education groups)  Provide general summary of outputs here: |
| Number of Groups:       Total Number of Participants:       Number of County Residents: |

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| **C. PROJECTED NUMBER OF CONTACTS PROVIDED:**  (e.g. providing assistance with forms/referral; telephone, mail outs, email, and social media)  Provide general summary of outputs here: |
| Number of Clients:       Number of County Residents: |

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| **D. PROJECTED NUMBER OF COMMUNITY DEVELOPMENT INITIATIVES:**  (E.g. community assessment, mobilization, and/or advocacy committees. Do not include service to individuals)  Provide general summary of outputs here: |
| Number of Initiatives:       Number of Clients:       Number of County Residents: |

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| **E. VOLUNTEERISM** | |
| a) What are the roles of volunteers in the program? | |
| b) How does the program promote, encourage, and facilitate the use of volunteers? | |
| c) Total number of volunteers in agency/program: |  |
| d) Total number of volunteer hours in 2021: |  |
| e) Estimated number of volunteer hours until the end of 2022: |  |

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| **9.8 EXPECTED OUTCOMES**  Statements, which describe the difference the agency/program intervention will make with clients in the short term, mid-term, and long term. These must logically connect to the Provincial and Rocky View County Outcomes in Section 7.2. |
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| **9.9 OUTCOME INDICATORS**  List the specific items of information that you will track to measure your program's success on outcomes. These are generally in the form of a cluster of questions or surveys and relate directly to the Rocky View County Outcome Indicators listed in Section 7.2. Copies of the Provincial FCSS Measures Bank are available upon request. |
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| 10. ADDITIONAL INFORMATION Please provide a brief agency/program history. |
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| **11. STORIES**  Please provide 1 or 2 short anecdotal stories about some of your County rural clients who have received services from your organization, and how their situation has improved as a result of their involvement in this program. This story may be used for publication by FCSS. Please do not include any client identifying information. |
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**INSERT BUDGET DETAILS ON THE FOLLOWING PAGE**

**DO NOT INCLUDE IN-KIND SUPPORTS, ONLY ACTUAL DOLLARS**

**AN EXCEL SPREADSHEET IS AVAILABLE FOR INSERTION**

**Please ensure that section 9.6 C starts on a page(s) with no other sections on the page(s). For consistency purposes, it is IMPERATIVE that you use the following template as provided and NOT modify it, other than adding additional lines.**

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| 9.6 C. INPUTS (Resources dedicated to the program. Include staff and budget for one year.) | | | |
| 2023 PROPOSED BUDGET (Ensure all calculations are correct. Use the second column to itemize the program expenses to which you plan to direct the County FCSS funds. Column 1 + Column 2 = Column 3) | | | |
| **ITEM** | **Column 1**  **2023 Costs to be paid or contributed by the Applicant and other funding partners (Agency Contribution)** | **Column 2**  2023 Costs to be funded by County FCSS (Program Request) | **Column 3**  **2023 Projected Year End Total Program Budget**  **(Total Cost)** |
| EXPENSES | | | |
| **PERSONNEL (specify positions and hours per week)** | | | |
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| **a. SUBTOTAL PERSONNEL** |  |  |  |
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| **TRAVEL & TRAINING (specify)** | | | |
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| **b. SUBTOTAL TRAVEL & TRAINING** |  |  |  |
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| **MATERIALS AND SUPPLIES (specify)** | | | |
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| **c. SUBTOTAL MATERIALS AND SUPPLIES** |  |  |  |
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| **OTHER (specify)** | | | |
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| **d. SUBTOTAL OTHER** |  |  |  |
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| **e. TOTAL EXPENDITURES**  **(e=a+b+c+d)** |  |  |  |
| **REVENUE (specify other sources of funding including fundraising, fees for service, other grants, etc.)** | | | |
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| **f. TOTAL REVENUE** |  |  |  |
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| 1. **FCSS REQUEST**   **(DEFICIT = Total of Column 3 Expenditures – Total Revenue)** |  |  |  |



###### COMPLETE THIS SECTION ONLY IF YOU RECEIVED 2022 COUNTY FCSS FUNDING AND ARE APPLYING FOR AN INCREASE.

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| **12. 2022 FUNDING INCREASE REQUEST EXPLANATION** | |
| **A. 2022 County FCSS Grant** |  |
| **B. 2023 County FCSS Request** |  |
| **C. Does this request result from a decrease in other funding support? Specify.** | |
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| **D. Identify requested funding increase. List each category and the amount of increase (e.g. Personnel, Materials and Supplies).** | |
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| **E. Provide a rationale together with supporting data, using demographics as necessary.** | |
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| **F. How will this increase impact clients and services? How will the change be measured? If the increase is not granted, what effect will it have?** | |
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| **G. Outline the efforts already taken to accommodate the proposed program adjustment.** | |
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| **H. How many years have you received County FCSS funding?** | |
|  | |

**THE FOLLOWING PAGES ARE FOR REFERENCE PURPOSES ONLY. PLEASE DETACH THEM FROM YOUR APPLICATIONLICA**

**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**

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| **Improved social well-being of individuals.** | | |
| **Outcome** | **Indicator** | **Definition** |
| **Outcome 1: Individuals experience personal well-being.** | **Resilience** | * The extent to which people are able to deal with life's difficulties. |
| **Self-Esteem** | * The extent to which people feel good about themselves. |
| **Optimism** | * The extent to which people expect the best possible outcome from any given situation and are hopeful about their future. |
| **Capacity to Meet Needs** | * Ability to meet needs is the extent to which people have the life skills to function in a positive manner. |
| **Autonomy** | * The extent to which people feel free to do what they want and have the time to do it. |
| **Competence** | * The extent to which people feel accomplishment from what they do and are able to make use of their abilities. |
| **Personal Engagement** | * How far people feel absorbed in what they do and that they have opportunities to learn. |
| **Meaning and Purpose** | * 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** | * How people experience their connections with others and the strength of those relationships. |
| **Social Supports Available** | * The extent to which people have the support of family, friends and others available to them. |
| **Trust and Belonging** | * 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** | *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*](http://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.* |
|  | | |
| **Improved social well-being of families.** | | |
| **Outcome** | **Indicator** | **Definition** |
| **Outcome 1: Healthy functioning within families** | **Positive Family Relationships** | * 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** | * Parent(s) use positive parenting with their children. |
| **Positive Family Communication** | * Family members communicate effectively and positively. |
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| **Outcome 2: Families have social supports.** | **Extent and Quality of Social Networks** | * 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** | * The family can access community resources when they need them. |
|  | | |
| **Improved social well-being of community.** | | |
| **Outcome** | **Indicator** | **Definition** |
| **Outcome 1: The community is connected and engaged.** | **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. * Informal and formal volunteering is an example. |
| **Social Support** | * The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support |
| **Awareness of the Community** | * Awareness of and use of programs and services available in the community. |
| **Positive Attitude Toward Others and the Community** | * How people feel, what they believe and what they value * Trust * Respect for diversity * Supporting others and receiving support from them *(Also see social engagement and social support)* * Sense of belonging to the community |
| **Outcome 2: Community social issues are identified and addressed.** | **Awareness of Community Social Issues** | * Awareness of existing/emerging social issues |
| **Understanding of Community Social Issues** | * Understanding of existing/emerging social issues |
| **Agencies and/or Community Members Work in Partnership to Address Social Issues in the Community** | * Partnerships created to address priority social issues in the community. * Levels of partnership: * Communication * Cooperation * Coordination * Collaboration |

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| **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:   * 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:   * 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. |