Social Needs Assessment Master Plan

November 2016

BLACKFALDS
ALBERTA

RC strategies + PERC

Social Needs Assessment Master Plan

Acknowledgments

Table of Contents

Table of Contents

1 Introduction

The Town of Blackfalds initiated the development of a Social Needs Assessment Master Plan in order to provide a point of reference upon which decisions and priorities related to preventative social services can be made by the municipality over the next five years. The Plan is intended to serve as a guiding document for Council, the FCSS Board, and Administration and will provide direction on initiatives and strategies to address social needs in Blackfalds.

The Town conducted a similar planning exercise in 2012 which led to several changes in the structure of FCSS. It also identified areas of focus. Included within the scope of the refreshed Social Needs Assessment Master Plan project is an evaluation of the previous Plan in order to identify implementation successes and challenges. Finally, a performance monitoring framework is included in this Master Plan. This framework will enable the Town to monitor the outcomes of the FCSS initiatives itself.

Research and analysis served as key components to the project. As illustrated by the adjacent graphic, a number of primary and secondary forms of research were undertaken, analyzed, and used to inform the recommendations provided. The document contained herein also includes an Implementation section which outlines the Performance Monitoring Framework and resource requirements that will be needed to execute the recommendations provided.

The project was guided by the Blackfalds FCSS Board. Expertise of the Board was used throughout the project to help validate strategic direction and identify key aspects that will be required for successful implementation to occur.

Research
- Population and Demographics
- Foundation and Background Document Review
- Program Inventory
- Social Trends Analysis
- Community Engagement

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Analysis
- Review and Assessment (2012 Social Needs Assessment Plan)
- Social Needs Analysis

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Recommendations
- Priority areas for preventative social services in Blackfalds.

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Implementation
- Social Policy Outcomes and Performance Monitoring Framework
- Resource Requirements

2

Community Profile

Overview

The Town of Blackfalds is located immediately east of the QE II highway in central Alberta, approximately 15 km north of Red Deer and 12 km south of Lacombe. With a current population of 9,510 residents[1], Blackfalds remains one of Alberta's fastest growing municipalities. Blackfalds' trading area (estimated at over 250,000 people); location along the QE II Corridor (~2.5 million people residing within a 2 hour drive); and reputation as a vibrant, young community with a high quality of life have fuelled this growth.

Residents of Blackfalds and surrounding areas have access to a growing number of community facilities, programs, and supports. The Blackfalds Civic Cultural Centre contains the Blackfalds Public Library, Seniors Centre, and Town Office. Blackfalds Family and Community Support Services is located in a building directly adjacent to the Civic Cultural Centre. The Abbey Master Builder Centre, located in the north-west quadrant of Blackfalds, includes a number of spaces and amenities (outdoor aquatics centre, field house gymnasium, fitness centre, indoor playground, program rooms, outdoor amphitheatre space, and indoor track). The Multi-Plex Ice Arena is centrally located and includes the town's ice arena as well as a banquet hall and meeting room. The Town provides numerous programs out of the Multi-Plex including ongoing youth programming (and the Blackfalds Youth Council) offered by FCSS. The Parent Link Centre currently operates out of the Multi-Plex as well.

Primary and secondary education in Blackfalds is currently available through the Wolf Creek School Division which operates schools in the community; Iron Ridge Elementary Campus (K to 3), Iron Ridge Intermediate Campus (4 to 6), and Iron Ridge Junior Campus (7 to 9). Red Deer Catholic Regional Schools has approved the development of a new kindergarten to Grade 9 school for Blackfalds. St. Gregory the Great Catholic School will begin construction in the spring of 2016 and open in the fall of 2017. The community does not currently have a High School. High School aged students in Blackfalds attend schools in Red Deer and Lacombe.

Population and Demographics Analysis

The Town of Blackfalds conducts a regular census in order to track population growth and trends that are occurring in the community.[2] The Town's Census Report 2016 identified that between 2015 and 2016, Blackfalds grew by 717 residents (8.15%). As illustrated by the accompanying graph, annual growth in Blackfalds over the past decade has outpaced provincial growth averages and in some years exceeded 10%. In total since 2006, Blackfalds has grown in population by 101%.

Growth Comparison: Alberta and Blackfalds

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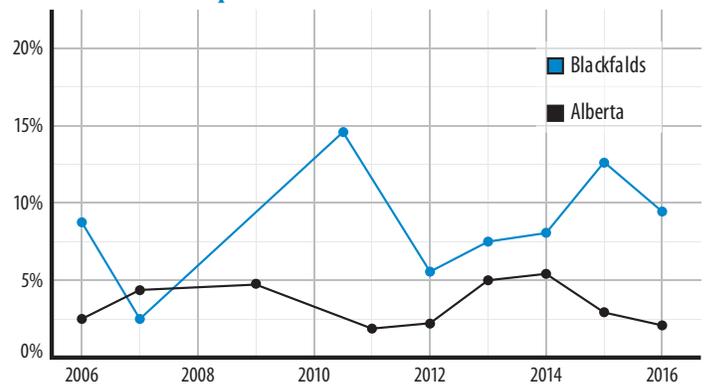
1   Town of Blackfalds Census Report 2016.

2   Population and demographics figures from the Town of Blackfalds Census Report 2016 unless otherwise indicated.

The following indicators reveal that Blackfalds is a young community:

- The average age of residents in Blackfalds is 29 years old.
- Over 75% of residents in Blackfalds are aged 40 years and under.
- The three age segments with the highest overall proportion of residents are ages 0 to 5 (12.4%), ages 31 to 35 (11.6%), and ages 26 to 30 (11.0%).

The adjacent graph further illustrates the contrasting age distribution between Blackfalds and overall provincial figures. As reflected in the graph, Blackfalds has significantly higher proportions of children aged 9 and under and adults aged 19 to 40. Blackfalds has lower proportions of middle aged adults (ages 41 to 65) and seniors (65 and older). Of note, while the senior's population in Blackfalds remains low in comparison to overall provincial figures, the proportion of seniors in the community has doubled over the past three years (from 3% to 6%).

Noted below are other key population and demographics descriptors that are pertinent in the context of community and preventative social service delivery.

- Approximately three-quarters (77%) of residences in the community are owner occupied while 16% are rentals (7% are undeclared).
- Almost half (48%) of residents reported having a post-secondary education.
- Of working age adults in Blackfalds (residents ages 18 to 65) 52% are employed full-time, 9% are employed part-time, 11% are attending school, and 7% are stay at home caregivers.
- A high proportion of employed working age adults in Blackfalds travel outside the community for work.
  - » 15% work in Blackfalds
  - » 47% work in Red Deer
  - » 23% work elsewhere in central Alberta
  - » 15% work elsewhere in the province or country
- One-tenth (10%) of households reported a total household income of less than $45,282.

Population Age Segment Comparison

Legend:
- Blackfalds (2016)
- Blackfalds (2013)
- Alberta (2011 Statistics Canada Census)

9 Years Old and Under: 20%, 20%, 13%
10 - 18 Years Old: 12%, 11%, 11%
19 - 40 Years Old: 42%, 43%, 31%
41 - 65 Years Old: 20%, 23%, 34%
65+ Years Old: 6%, 3%, 11%
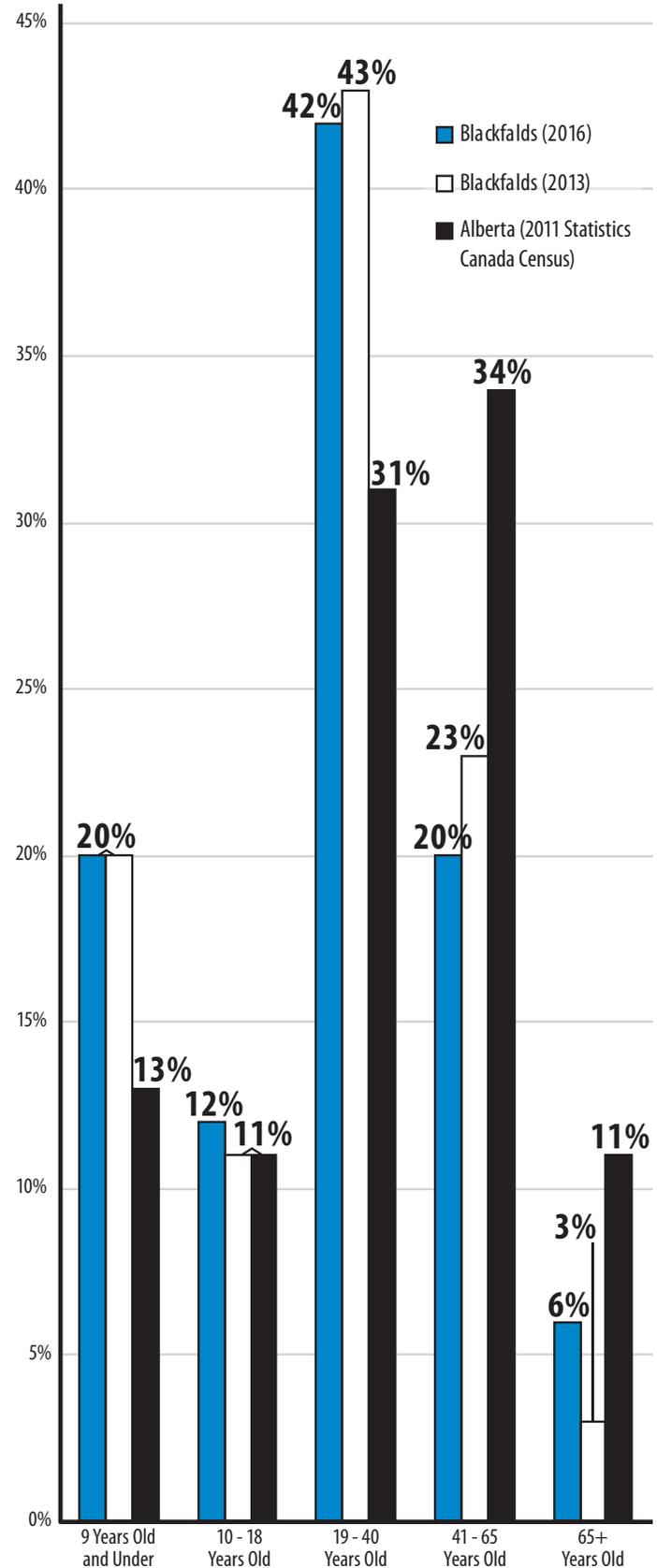
Student Population

In 2012, Wolf Creek Public Schools developed student population projections for Blackfalds. As reflected in the following chart the total primary and secondary student population of the community was expected to exceed 800 students by 2022 – 2023. However more recent data available from Alberta Education suggests that these projections have already been exceeded.

Grade	ECS	1	2	3	4	5	6	Grades K – 6	7	8	9	Grades 7 – 12	Total
2012 – 13	88	105	74	65	76	68	64	540	56	62	52	170	710
2013 – 14	88	89	101	71	64	74	69	556	60	58	56	174	730
2014 – 15	88	89	85	97	70	62	75	566	65	62	53	180	746
2015 – 16	88	89	85	82	96	68	63	571	71	68	56	195	766
2016 – 17	88	89	85	82	81	93	69	587	59	74	62	195	782
2017 – 18	88	89	85	82	81	79	94	598	65	61	67	193	791
2018 – 19	88	89	85	82	81	79	80	584	88	68	56	212	796
2019 – 20	88	89	85	82	81	79	80	584	75	92	62	229	813
2020 – 21	88	89	85	82	81	79	80	584	75	78	84	237	821
2021 – 22	88	89	85	82	81	79	80	584	75	78	71	224	808
2022 – 23	88	89	85	82	81	79	80	584	75	78	71	224	808

3

Foundation Review

It is important that this Social Needs Assessment Master Plan aligns with the other higher level plans and strategies of the Town of Blackfalds. A number of these plans and strategies are noted below.

Municipal Sustainability Plan 2015

The Municipal Sustainability Plan (MSP) addresses the five pillars of sustainability: community life, economy, infrastructure & buildings, leadership & engagement, and natural environment. The Plan states a mission, vision, and values for the Town and describes key strategies that the Town should address within each of the pillars along with timing and performance measures.

The MSP describes a vision for the community.

> *Blackfalds is an active family community full of pride, commitment and opportunities reflecting an economically sustainable, self-sufficient, and safe living environment, with a balanced range of municipal services provided through innovation and proactive community partnerships.*

COMMUNITY LIFE

Community life includes both social and cultural elements such as a sense of community, recreation, history, safety, and inclusivity, among others.

Community life goals for Blackfalds:

- An always-growing sense of community safety and pride.
- Good neighbours that share a sense of belonging.
- Recognition of the heritage of Blackfalds.
- Vibrant festivals, programs and events.
- Opportunities for lifelong learning.
- Great recreational opportunities—both active and passive.
- Inclusive of a diverse population, including great social services.
- Volunteers provide a great contribution to community life.

Municipal Development Plan 2009

Section 632 of the Municipal Government Act states that an MDP must address future land use and development; the provision of municipal services and facilities; the provision of transportation systems; open space and the coordination of future growth; and land use and infrastructure . (The Municipal Government Act is in the process of being revised by the Government of Alberta).

Completed in 2009, Blackfalds MDP is to:

> … *serve as a common guide for Council, subdivision and development authorities, municipal residents and businesses, and the development community, respective Blackfalds' land use and development, and by doing so promote orderly growth which is appropriate, sustainable and efficient, thus enhancing opportunities for business and the quality of life of residents.*

Eight vision principles are presented:

1. Blackfalds desires to retain its small town, family oriented atmosphere in which health, safety, viability and sustainability are cornerstones.
2. Blackfalds desires to become the best place to live, focussing on excellence of service to families.
3. Blackfalds desires to strengthen its economic base, welcoming new clean industries and a diversity of commercial enterprises.
4. Blackfalds desires to grow in an orderly fashion, mindful of the environment, natural resources and major infrastructure surrounding the community.
5. Blackfalds desires to enhance its visible image and quality of the built environment.
6. Blackfalds desires to strengthen its residential character through an expanding variety of affordable housing and neighbourhoods.
7. Blackfalds desires to retain fiscal prudence, providing a level of services and facilities within the financial means of the community.
8. Blackfalds desires to cooperate with neighbouring municipalities, assisting all cooperating partners to thrive.

Recreation, Culture, and Parks Needs Assessment Master Plan 2016

The Recreation, Culture and Parks Needs Assessment Master Plan provides the Town of Blackfalds with a road map for the delivery of recreation, culture, and parks facilities and services over the next ten years. The Master Plan outlines thirty-one strategic directions which are organized into three key service areas:

1. Service Delivery: how can the Town most effectively provide recreation, culture, and parks?
2. Infrastructure: how can the Town sustain existing facilities, amenities, and spaces and plan for future needs?
3. Programming, Opportunities, and Events: how can the Town ensure that recreation, culture, and parks programs and events are relevant and meet community needs?

Recommendations speak to several areas that are relevant to the Social Needs Assessment Master Plan. Noted below are some of the recommendations or elements that are particularly pertinent.

- Developing and enacting a partnership policy.
- Continue to engage the City of Lacombe, Lacombe County, and other regional municipalities in discussions regarding potential areas of collaboration.
- Maintain current levels of group and volunteer support.
- Continue to undertake and utilize strategic feasibility and business planning documentation when considering future infrastructure enhancement or new development.
- Continue to invest in existing and new community events as a mechanism to build community.

Province of Alberta FCSS Regulation

The province is in the final stages of reviewing the FCSS Regulation. The most significant change will relate to a reference in the Regulation on reporting on outcomes and to the FCSS Outcomes Model. The FCSS Funding Model was not included in the review so there will be no recommended changes to the Model at this time. The Regulation review is anticipated to be completed by the end of June 2017.

Blackfalds FCSS Strategic Plan

Blackfalds FCSS Strategic Plan was last updated in January 2016 and identifies the following priority areas, goals, and indicators.

Priority #1: Partnering

Goal: Blackfalds is a hub for cross sectoral partnerships.

Indicator: Awareness and understanding of community social issues.

Priority #2: Social Program Priorities

Goal: Blackfalds and District residents are supported directly through FCSS programs and services, partnerships and collaborations with other agencies.

Indicator: Social supports available.

Priority #3: Increased Awareness of FCSS

Goal: Blackfalds and District FCSS is the "go to" organization for information and services in the community.

Indicator: Knowledge of available supports.

Priority #4: Ongoing Community Inut

Goal: Social needs of the community are being met by Blackfalds and District FCSS.

Indicator: Capacity to meet needs.

Priority #5: Staffing

Goal: Develop a robust pool of community volunteers and identify opportunities for their engagement within the community.

Indicator: Awareness of volunteer opportunities.

Priority #6: Strategic Delivery

Goal: Blackfalds and District social needs are met.

Indicator: Capacity to evaluate programs and services.

4 Inventory

There are numerous programs and services available to residents of Blackfalds to address their social needs. The following table presents an inventory of these services and is structured according to Town and FCSS services, other community services available, and finally those provided by Lacombe and District FCSS.

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
The Town of Blackfalds and Blackfalds FCSS	Town of Blackfalds	Provide fee subsidies to allow people to access municipal programs, memberships, admissions	**Programs Admissions and Sport Subsidy** (PASS) subsidizes fees for people unable to pay for municipally operated programs, memberships and admissions	Resident of Blackfalds	Municipally operated programs and facilities
	Town of Blackfalds	Providing space for people to plant and tend their own gardens	30 available 25 m^2 **garden plots**	Individuals and families	Aspen Community Garden
	Blackfalds FCSS	In partnership with Women's Outreach Tools for Schools, ensures that every student has access to the supplies needed	Back to School Program: **provides backpacks** with supplies	Blackfalds students in grades K to 12	Various
	Blackfalds FCSS	All eligible children and families in Blackfalds are provided with a new winter jacket, snow pants, and winter boots	Worley Parsons CORD (2014) Winter Wear Program (2015) Community Donations (2016)	Children and families in Blackfalds experiencing financial difficulties (need to be eligible)	Various
	Blackfalds FCSS	Partnership between Volunteer Central, Blackfalds FCSS, and Town of Blackfalds Workshop to help organizations understand issues around volunteer motivation and management	**Volunteer Services and Recognition:** referrals of potential volunteers to volunteeer opportunities	Volunteer organizations/ individuals operating in Blackfalds	Various

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
The Town of Blackfalds and Blackfalds FCSS (Continued)	Blackfalds FCSS	Free drop-in after school programs for youth grades 4 to 6 and evening programs for youth grades 7 to 12 Activities provide opportunities to build upon social skills, positive values and self-esteem	**Blackfalds Youth Crew**	Blackfalds youth in grades 4 to 12	Abbey Centre; Multi-Plex
	Blackfalds FCSS	Recognizing students who have made outstanding contributions to Blackfalds through volunteerism	**Leaders of Tomorrow** and Dylan Stork Youth Ambassador Awards	Blackfalds youth	Various
	Blackfalds FCSS	International bereavement support program designed to support children experiencing significant loss or painful transition	**Rainbows Program**	Blackfalds children and youth	Various
	Blackfalds FCSS	Provide employment supports to adults in the community	**Job board and resume assistance**	Adults	FCSS offices
	Blackfalds FCSS	Providing people with boxes of vegetables and fruits to purchase twice per month	**Good Food Box** (community members, churches, and community partners sponsor boxes)	Individuals and families	Various
	Blackfalds FCSS (In partnership with the Food Bank Society)	Providing "hands-on" learning opportunities while gaining knowledge of food growth and nutrition by growing fresh fruit and vegetables	**One Seed at a Time Garden**	Individuals and families in need	Various

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
Other Organizations	Christmas Bureau	Helps low-income Blackfalds families and residents celebrate and enjoy holidays	Distribution of **Christmas hampers**	Low income eligible residents	Various
	Blackfalds Cheemo Seniors' Club	Providing activities and social gatherings for seniors in the Blackfalds area	**Lunch, floor curling, carpet bowling, host celebrations, outings, participation in community events**	Residents 50 years and older	Seniors' Centre (lower level of the Civic Centre)
	Big Brothers Big Sisters	Provides positive adult mentoring to children in school and in the community BBBS strives to provide positive one on one adult mentors to children in need and that any child who could benefit from a mentor will have a mentor	In School **Mentoring** program; in community mentoring **Summer camps:** Go Girls, Kids and Kops **Adopt a Family at Christmas** **Traditional Big Brothers Big Sisters**	Children aged 6 to 17	Iron Ridge Elementary Campus; Iron Ridge Junior Campus
	After the grind | YWAM	Improve the community and people in Blackfalds. Support several projects in south east Asia	**English as a Second Language;** life skills for new Canadians Build a **network of people** and businesses to work on strengthening Blackfalds Operates a coffee shop	Entire community	After the Grind coffee shop; churches
	Blackfalds Public Library	Providing library services to all residents of Blackfalds and the surrounding area	**Children and youth programming** (e.g. book club, reading club, after school programming, LEGO Club) **Adult and families programming** (e.g. book club, movie night, etc.) **Job search support** (limited)	Entire community	Public Library
	Parent Link Centre (currently in Lacombe; soon to open in Blackfalds effective April 2016)	Support parents in their role as children's first and most influential teachers	**Attend workshops and programs** Create a parenting plan Learn about parenting strategies Meet other parents Play with your child Track your child's development	Families and caregivers of preschool children (0 to 5 years old)	Proposed to be in space at Community Centre
	Food Bank Society	Provides food to needy families and individuals	**Provides food to town residents;** one hamper per month; also supplies food to schools for lunches	45 to 60 families per month	Food Bank

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
Other Organizations (Continued)	Kids Konnection	Foster inter-generational programming	Biannual **events** to engage seniors and children in activities (in collaboration with FCSS and Vibrant Living)	Seniors and children in Blackfalds	Various
	BOLT Transit	Regional public transit providing service to Blackfalds, Lacombe, and Red Deer	Can transfer to Red Deer **Transit** to access Red Deer Hospital, Red Deer College, and Bower Mall	Residents of Blackfalds and Lacombe	Various
	Octagon Club (Folded in 2016)	Youth Optimist Club; youth helping other youth	Fundraise for community members in need. Provide safe and positive **activities for member youth.** Host youth activities		Public Library, Community Hall, Multiplex
	Golden Circle Seniors Resource Centre	A vibrant hub for seniors' to meet, build community and enjoy the company and support of their peers	**A variety of programs, activities, information, resources and outreach including Community Volunteer Income Tax Program**	Older adults, their families, and care givers in Red Deer area	Own facility in Red Deer
	Kids Konnection	Licensed Family Day Home	Placement of children into **child care programs** and day homes; 24 day homes	young children	Day homes
	Alberta Health Services	Providing health services to the community	**Adult counselling, youth counselling, prevention and health promotion, tobacco counselling**	Blackfalds residents	FCSS offices (youth counselling only) Other programs are available in Lacombe and Red Deer
	Optimist Club	Friends of youth in the community	Fundraise to provide **financial assistance for youth and projects** of interest to youth (e.g. skatepark)	Blackfalds youth	Various
	Horizon Day Care	Provide day care services	**Day care** not out of school care	Children too young for school	Day care
	Little Star Playschool and Out of School Care	Instill self esteem and self worth; child development and child care	**Playschool and before and after school care**	Playschool for ages 3 to 5 years; afterschool care for children ages 5 to 12	Little Star Playschool
	Vantage Community Services (previously Parkland Youth Services)	To build capacity in people by creating opportunities and instilling hope and confidence	Provides **counselling, transitional housing** for youth, life skills training, and in-house treatment for mental illness	Youth, adults, and families in central Alberta	Various including own facility in Red Deer
	The Outreach Centre (Women's Outreach)	Working to end family violence and poverty by supporting people in their pursuit of a safer, healthier more secure life	**Supporting women and families experiencing domestic abuse/violence,** difficulties in meeting their basic needs and identifying barriers to reaching their personal goals	Women and their children	Own facility in Red Deer

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
Other Organizations (Continued)	RCMP School Resource Officer	Increasing youth awareness and influencing youth behaviour through behaviour modeling, mentoring, active learning and engaging youth to positively influence their peers, school, and community	Officer **assigned to a school** and acts as a k**ey contact** for youth, parents, and teachers Majority of work relates to domestic violence, smoking, drugs, alcohol, bullying, child pornography	Blackfalds youth, their families, and the school community	Blackfalds schools
	Iron Ridge Elementary Campus	School Social Worker Program	School Social Worker seeks to create healthy families by intervening with **referrals, education and awareness** to students and their families **Counseling services** can cover many areas including social skills and friendship issues, family violence, family conflict, suicide prevention, sexual abuse, substance abuse, self-esteem issues, etc.	K to 4 school with approximately 540 students	Iron Ridge Elementary Campus
	Central Alberta Refugee Effort	Helping new immigrants and refugees adjust to their new life in Central Alberta	**English as a second language** **Settlement support in schools** **Translation and interpretation** **Information and referral** **Engage Immigrant Youth program** **Immigrant men's and women's support groups**	New immigrants and refugees	Various, but based in Red Deer
	The Lacombe Foundation	Provides safe and affordable housing to seniors and families	Operates affordable **housing** units in Lacombe, community housing in Lacombe, lodge living in Eckville and Lacombe, and apartment living in Blackfalds and other communities A **rent subsidy** is available, as well	Seniors and families in Lacombe County	Tower Manor in Blackfalds (4 suites; wheelchair accessible; 16 affordable housing units)
	Shining Mountains Living Community Services	Provies a range of community services for people at risk for and who are living with HIV/AIDS and/or HCV, homelessness, domestic violence, and addictions	**Cooking and nutrition skills, housing, counselling, referrrals, networking, HIV/AIDS programming**	Anyone whether or not they are First Nations, Metis, Inuit or status from any where in the Red Deer area	Own facility in Red Deer

Service Provider	Organization	Mission/ Purpose	Activities/ Programs	Target Market/ Market Served	Facility Utilized
Lacombe and District FCSS	Lacombe and District FCSS	Provide activities for youth	LA Youth Friday night drop-in	Youth 10 to 15 years old	Youth Unlimited Building
	Lacombe and District FCSS	International bereavement support program designed to support families experiencing significant loss or painful transition	Rainbows Program		Ecole J.S. McCormick, Lacombe Upper Elementary and Terrace Ridge Schools
	Lacombe and District FCSS	Light housekeeping, occasional meal preparation and assistance with groceries	Home Support (Contracted and paid for through Blackfalds FCSS)	People in need of light housekeeping services due to age, disability, recent hospital discharge or illness	—

5 Community Engagement

Community engagement was a key component to the research. The community engagement strategy was developed to gather an array of feedback from residents, community group representatives, local, and regional agencies, and other stakeholders. The following chart summarizes the engagement mechanisms that were used.

Mechanism	Responses/Participation
Resident Survey	309 completed questionnaires
Online Survey	102 completed questionnaires
Youth Survey	177 completed questionnaires
Stakeholder Discussions/Interviews	21 discussions/interviews
Internal Stakeholder Discussions/Interviews	9 discussions/interviews
Community Conversation	9 participants

Household Survey Findings

A household survey was conducted to gather feedback from Blackfalds' residents regarding social issues and services. Questionnaires were mailed to 3,558 households and 309 were returned. This sample provides a margin of error of ±5.3% 19 times out of 20. Postage paid envelopes accompanied the questionnaires along with an optional entry form for a draw prize ($100 grocery gift card). The findings from the survey are presented on the following pages in the order that questions were asked. An online version of the questionnaire was available as well. The findings of the online survey are presented separately alongside the mailout survey findings. For comparison purposes, some findings from the 2012 survey have been presented alongside the 2016 findings.

Strengths about Life in Blackfalds

To start respondents were asked to identify the strengths about life in Blackfalds. Being close to a large city (82%) was the top response followed by small town atmosphere (75%). Good neighbours (43%), green spaces (40%), and quiet communities (40%) rounded off the top five. See the graph for more responses.

Online Survey Findings

1. Close to a large city: 79%
2. Small town atmosphere: 79%
3. Good neighbours: 36%
4. Affordability: 30%
5. Green spaces: 28%

What are the strengths about life in Blackfalds

Close to a large city — 82%
Small town atmosphere — 75%
Good neighbours — 43%
Green spaces — 40%
Quiet communities — 40%
Affordability — 35%
Safe community — 28%
Town spirit and pride — 28%
Lots of activities — 24%
Welcoming community — 18%
Accessible businesses and services — 17%
Good access to health care — 7%
Economic stability — 6%
Community diversity — 5%
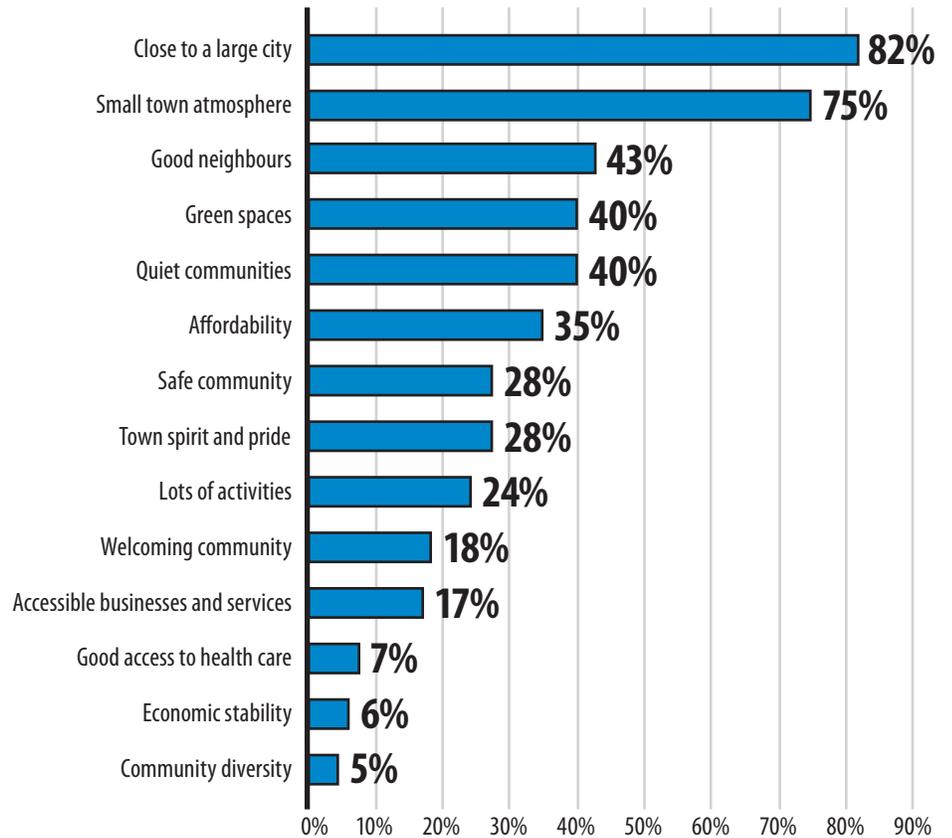
Level of Happiness

When asked to indicate their level of happiness with their quality of life in Blackfalds, eighty-seven percent (87%) indicated they were happy to some extent (23% very happy; 64% happy). Eleven percent (11%) were unsure and two percent (2%) were unhappy. See the graph.

Online Survey Findings

1. Very happy: 17%
2. Happy: 61%
3. Neutral: 18%
4. Unhappy: 4%
5. Very unhappy: 1%

How happy are you with your quality of life in Blackfalds?

Very Happy — 23%
Happy — 64%
Neutral — 11%
Unhappy — 2%
Very Unhappy — 0%
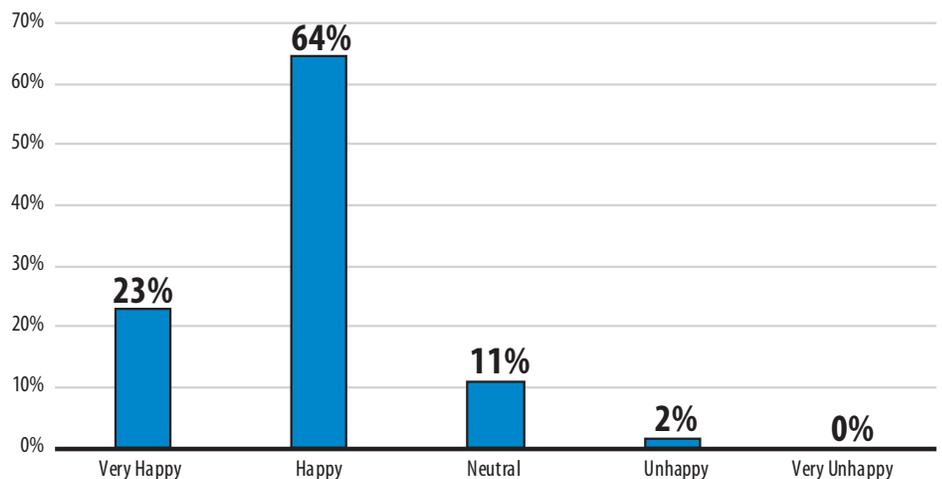
Issues and Programs for Youth

Survey respondents perceive bullying (47%), drug/substance abuse/addictions (45%), and alcohol abuse (37%) as the most common issues among youth. When asked if programs exist to address these issues, eighteen percent (18%) of respondent believe there are programs for bullying, fourteen percent (14%) for drug/substance abuse/addictions, and ten percent (10%) for alcohol abuse. Refer to the accompanying graph for the full list of issues and people's assessment of their existence among the community's youth. Additionally, the graph illustrates respondents' awareness of local programs to address the issues.

2012 Survey Findings: Issues Exist

1. Violence and bullying: 68%
2. Substance abuse: 63%
3. Can't afford recreation programs: 45%
4. Depression/suicide: 44%

Online Survey Findings

Issues Exist: Youth

1. Bullying: 62%
2. Drugs/substance abuse/additions: 54%
3. Alcohol abuse: 54%
4. Mental health: 41%
5. Lack of age-appropriate programming: 41%
6. Violence in the community: 35%

Issues and Programs for Youth

■ Issue Exists   □ Programs Available

Issue	Issue Exists	Programs Available
Bullying	47%	18%
Drugs/Substance Abuse/Addictions	45%	14%
Alcohol Abuse	37%	10%
Violence in the Community	28%	8%
Mental Health	27%	11%
Unsafe Neighbourhoods and Streets	21%	8%
Poverty	17%	7%
Local Programs and Services are too Expensive	16%	7%
Basic Needs Not Being Met	16%	12%
Suicide	15%	8%
Lack of Age Appropriate Programming	15%	12%
Family/Domestic Violence	15%	9%
Lack of Employment Supports	14%	4%
Lack of Community Connectedness	13%	7%
Relationship Breakdown	12%	6%
Isolation/Loneliness	12%	8%
Affordable Housing	10%	2%
Lack of In-Home Support Needs	6%	3%
Lack of Housing	5%	2%
Homelessness	4%	2%

Issues and Programs for Adults/Families

Regarding adults and families, alcohol abuse ranked as the highest perceived issue (48%) while only thirteen percent (13%) of respondents believe there are programs to address alcohol abuse. The next highest issue is drug/substance abuse/addictions (47%) with sixteen percent (16%) being aware of available programs to address that issue.

2012 Survey Findings: Issues Exist

1. Substance Abuse/addictions: 67%
2. Family conflict: 65%
3. Relationship breakdown: 64%
4. Can't afford recreation programs: 61%
5. Depression/suicide: 54%
6. Violence and bullying: 43%

Online Survey Findings

Issues Exist: Adults/Families

1. Alcohol abuse: 53%
2. Drugs/substance abuse/addictions: 50%
3. Local programs and services are too expensive: 44%
4. Poverty: 43%
5. Mental health: 41%
6. Lack of employment support: 39%

Issues and Programs: Adults/Families

■ Issue Exists   □ Programs Available

Issue	Issue Exists	Programs Available
Alcohol Abuse	48%	13%
Drugs/Substance Abuse/Addictions	47%	16%
Affordable Housing	38%	11%
Violence in the Community	35%	14%
Relationship Breakdown	33%	10%
Mental Health	33%	12%
Poverty	32%	16%
Unsafe Neighbourhoods and Streets	32%	17%
Family/Domestic Violence	28%	13%
Basic Needs Not Being Met	24%	24%
Bullying	23%	9%
Lack of Employment Supports	22%	8%
Local Programs and Services are too Expensive	22%	10%
Lack of Community Connectedness	17%	11%
Isolation/Loneliness	17%	11%
Suicide	17%	9%
Lack of Age Appropriate Programming	13%	12%
Homelessness	9%	4%
Lack of In-Home Support Needs	9%	6%
Lack of Housing	6%	6%

Issues and Programs for Seniors

Mental health (26%) is seen as the most common issue for seniors; eight percent (8%) of respondents think that there are local programs to address this. Poverty (20%) and affordable housing (19%) are the next most identified issues.

Online Survey Findings

Issues Exist: Seniors

1. Lack of housing: 43%
2. Mental health: 30%
3. Affordable housing: 30%
4. Isolation/loneliness: 26%
5. Poverty: 24%
6. Lack of in-home support needs: 22%

Issues and Programs: Seniors

■ Issue Exists   □ Programs Available

Issue	Issue Exists	Programs Available
Mental Health	26%	8%
Poverty	20%	7%
Affordable Housing	19%	3%
Lack of Housing	18%	3%
Isolation/Loneliness	17%	10%
Alcohol Abuse	16%	6%
Basic Needs Not Being Met	16%	14%
Unsafe Neighbourhoods and Streets	16%	7%
Local Programs and Services are too Expensive	13%	5%
Lack of Age Appropriate Programming	13%	8%
Family/Domestic Violence	13%	7%
Lack of Community Connectedness	12%	7%
Drugs/Substance Abuse/Addictions	12%	7%
Relationship Breakdown	11%	5%
Bullying	11%	6%
Lack of In-Home Support Needs	11%	5%
Lack of Employment Supports	11%	3%
Violence in the Community	9%	6%
Suicide	7%	6%
Homelessness	4%	2%

Additional Issues and Programs

Another list of potential issues was presented and respondents were asked to indicate whether they are aware if these issues exist in the community and if there are programs available to address each issue. These issues were not specifically segmented into youth, adults/families, or seniors.

Over half (54%) of respondents believe that unsupervised children/youth is an existing issue and fourteen percent (14%) believe that there are programs available to address it. Parenting/child rearing problems was the next highest issue (44%) followed by family conflict (40%). One-third (33%) believe that programs are available to address the issue of child care which thirty-four percent (34%) see as an issue.
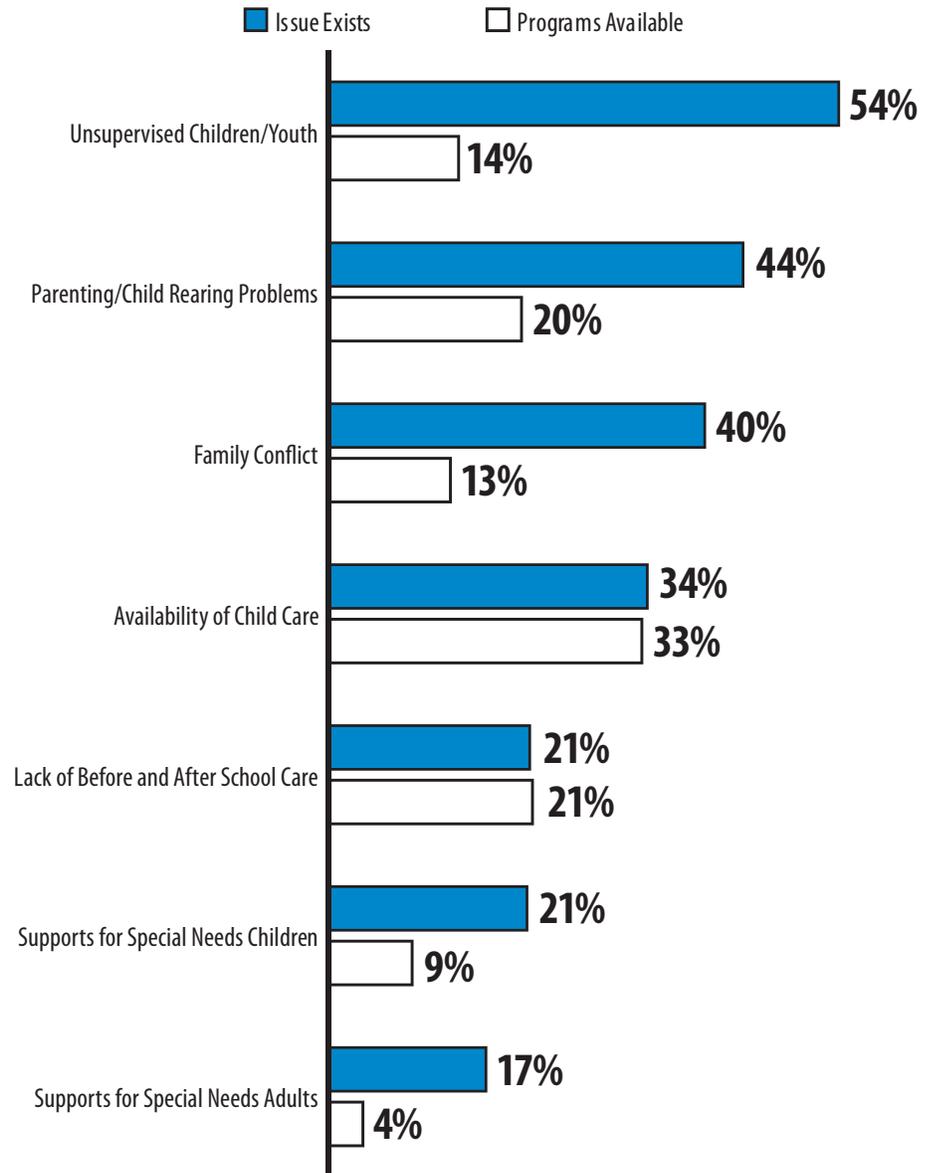
Online Survey Findings

1. Unsupervised children/youth: 62%
2. Lack of before and after school care: 56%
3. Parenting/child rearing problems: 50%
4. Supports for special needs children: 50%
5. Availability of child care: 49%
6. Family conflict: 43%
7. Support for special needs adults: 35%

Issues and Programs

■ Issue Exists   □ Programs Available

Unsupervised Children/Youth — 54% / 14%
Parenting/Child Rearing Problems — 44% / 20%
Family Conflict — 40% / 13%
Availability of Child Care — 34% / 33%
Lack of Before and After School Care — 21% / 21%
Supports for Special Needs Children — 21% / 9%
Supports for Special Needs Adults — 17% / 4%

Considering the list of social issues that exist in the community, respondents were asked to check the top five priorities they think should be addressed in Blackfalds. Approximately one-third of respondents believe that drugs/substance abuse/ addictions (36%), unsafe neighbourhoods and streets (36%), and unsupervised children/youth (32%) are issues that need to be addressed.
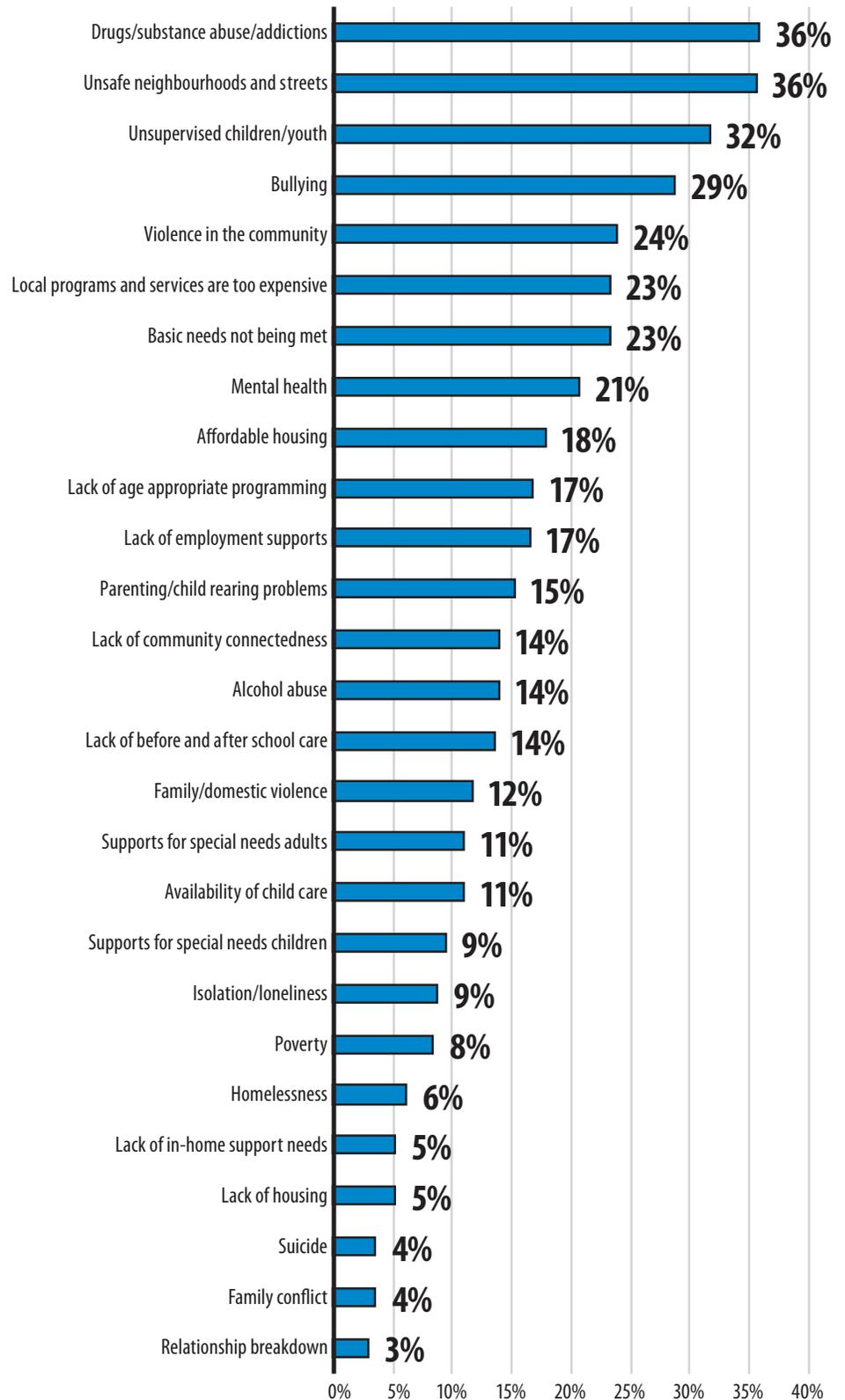
2012 Survey Findings

1. Violence and bullying: 62%
2. Substance abuse/ addictions: 55%
3. Unsupervised children/youth: 51%
4. Affordable housing: 37%
5. Seniors in-home supports: 34%
6. Basic needs not being met: 30%

Online Survey Findings

1. Local programs and services are too expensive: 39%
2. Bullying: 34%
3. Affordable housing: 32%
4. Drugs/substance abuse/ addictions: 30%
5. Unsafe neighbourhoods and streets: 30%
6. Unsupervised children/youth: 28%
7. Basic needs not being met: 24%
8. Mental health: 24%

Top Issues to be Addressed

Issue	Percentage
Drugs/substance abuse/addictions	36%
Unsafe neighbourhoods and streets	36%
Unsupervised children/youth	32%
Bullying	29%
Violence in the community	24%
Local programs and services are too expensive	23%
Basic needs not being met	23%
Mental health	21%
Affordable housing	18%
Lack of age appropriate programming	17%
Lack of employment supports	17%
Parenting/child rearing problems	15%
Lack of community connectedness	14%
Alcohol abuse	14%
Lack of before and after school care	14%
Family/domestic violence	12%
Supports for special needs adults	11%
Availability of child care	11%
Supports for special needs children	9%
Isolation/loneliness	9%
Poverty	8%
Homelessness	6%
Lack of in-home support needs	5%
Lack of housing	5%
Suicide	4%
Family conflict	4%
Relationship breakdown	3%

Improvements to Programming

Respondents were then asked what improvements, if any, are needed to existing social programming offered in Blackfalds. Increasing the awareness of existing programs (58 mentions) was the most mentioned improvement to programming followed by providing more options (30) and increasing capacity of existing programs (10). Responses were categorized into the themes displayed in the accompanying chart.
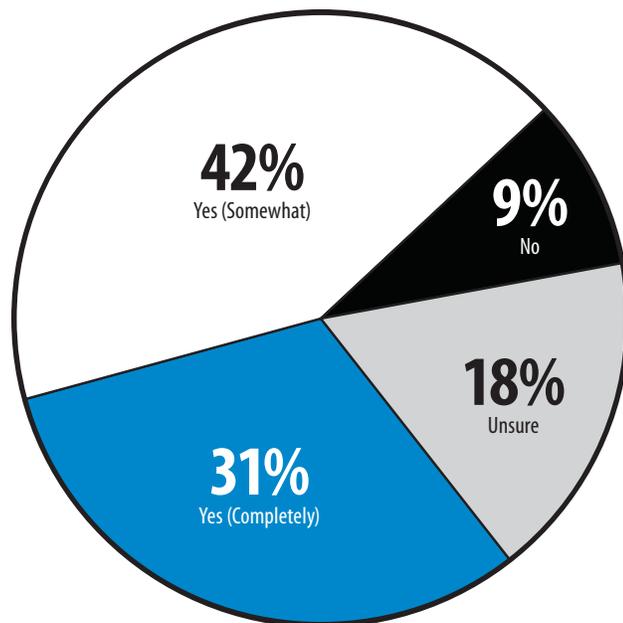
New Social Programs

When asked to identify any new community based social programs that are needed in the region, youth programs (18 mentions), parenting programs (14), seniors programs (9), and crime watch programs (9) were the most commonly mentioned. Programs with five or more mentions are displayed in the table.

Access to Services and Programs

Considering their own family circumstances, respondents were asked whether they are able to access the services/programs that they need in Blackfalds. Considering the respondents for whom the question applied, 31% were completely able to access the services/programs that they needed in Blackfalds while 42% were partially able.

Improvement to Programming	# of Mentions
Awareness of existing programming	58
More options	30
Increase capacity of existing programs	10
Increase affordability	9
Improve quality of programs	3
Location	1
Decrease the stigma of accessing programs	1

Program Type	# of Mentions
Youth programs	18
Parenting programs	14
Seniors programs	9
Crime watch	9
Youth centre	7
Before/after school care/programs	6
Employment programs	5

Are you able to access the services/programs that you need in Blackfalds?

42% Yes (Somewhat)
9% No
18% Unsure
31% Yes (Completely)

2012 Survey Findings

1. Yes (completely): 26%
2. Yes (somewhat): 44%
3. Unsure: 22%
4. No: 9%

Online Survey Findings

1. Yes (completely): 23%
2. Yes (somewhat): 43%
3. Unsure: 12%
4. No: 22%

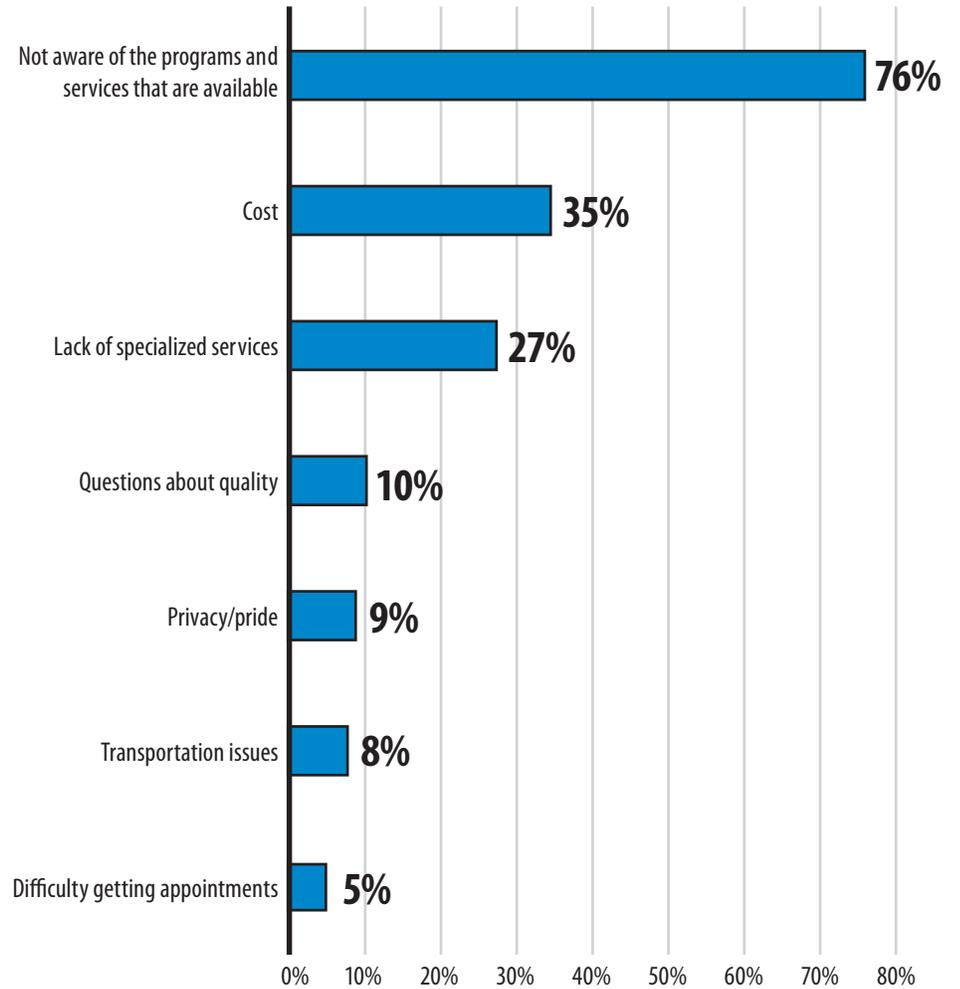## Barriers to Accessing Services

Respondents were asked what prevents their household members from accessing the needed services and programs in Blackfalds. The top barrier (76%) cited was lack of awareness of the programs and services that are available. Cost (35%) and lack of specialized services (27%) were the next most commonly cited barriers.

Online Survey Findings

1. Not aware of the programs and services (71%)
2. Cost (40%)
3. Lack of specialized services (35%)
4. Privacy/pride (17%)

What prevents you from accessing the services/programs you need in Blackfalds?

Barrier	Percentage
Not aware of the programs and services that are available	76%
Cost	35%
Lack of specialized services	27%
Questions about quality	10%
Privacy/pride	9%
Transportation issues	8%
Difficulty getting appointments	5%

Awareness and Use of Organizations

The top three organizations of which respondents are most aware include: the Blackfalds Public Library (90%), the Blackfalds Food Bank (75%), and Blackfalds FCSS (70%). The least known organizations are Villagegate Parent Link (8%), Shining Mountains Living Community Services (9%), and Youth with a Mission (16%).

Next respondents were asked if someone in their household used any of these organizations' services within the previous two years. The library was used by forty percent (40%) of respondent households; AHS' Mental Health Services (14%) and Blackfalds FCSS (7%) were the next most accessed organizations.
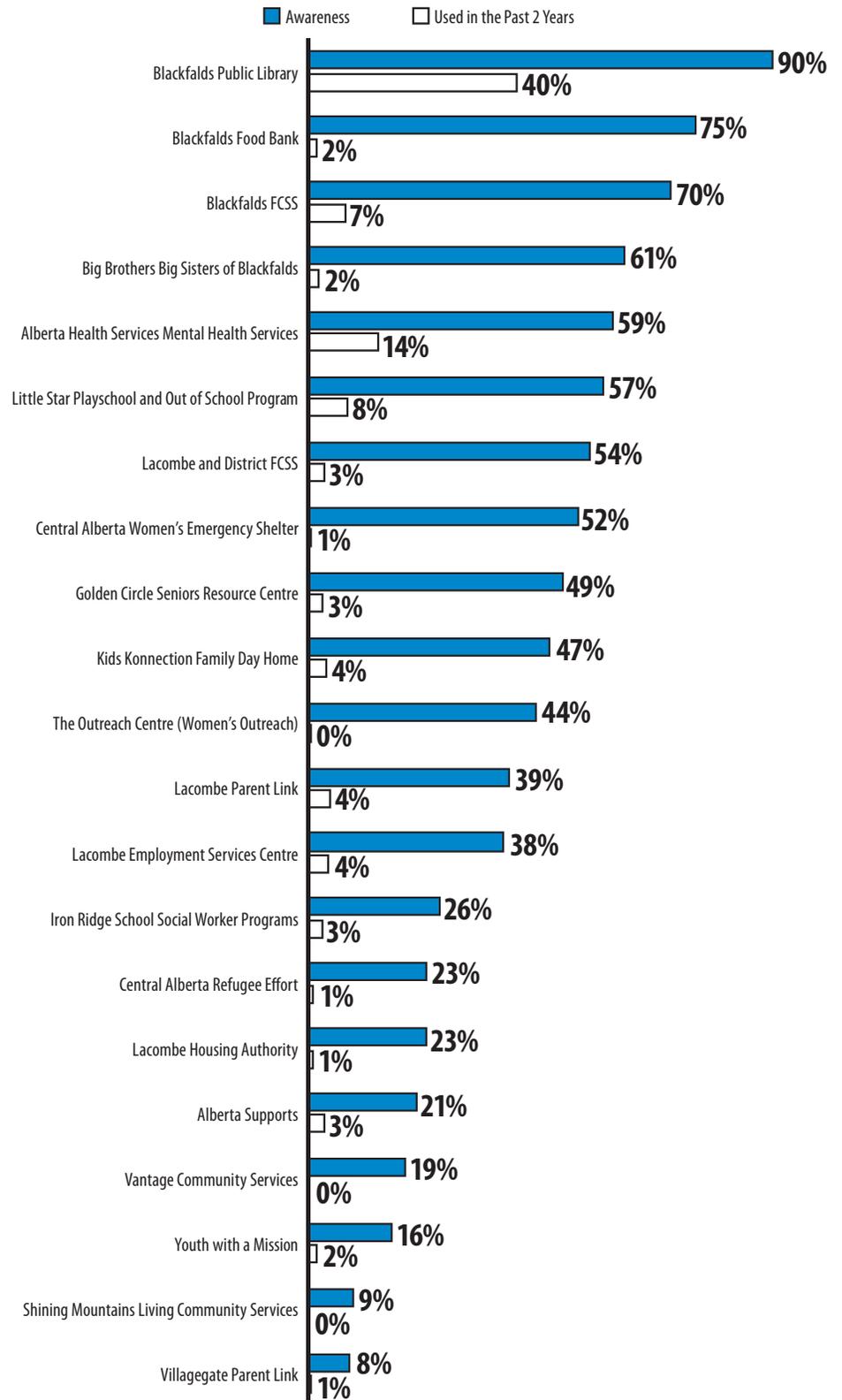
Online Survey Findings

Awareness

1. Blackfalds Public Library: 97%
2. Blackfalds Food Bank: 88%
3. Blackfalds FCSS: 84%
4. Horizon Childcare: 81%
5. Little Star Playschool and Out of School Program: 76%
6. Central Alberta Women's Emergency Shelter: 70%
7. Kids Konnection Family Day Home: 67%
8. Big Brothers Big Sisters: 63%
9. The Outreach Centre: 63%
10. Alberta Health Services Mental Health Services: 54%

Used in the Past 2 Years

1. Blackfalds Public Library: 73%
2. Blackfalds FCSS: 21%
3. Little Star Playschool and Out of School Program: 18%
4. Kids Konnection Family Day Home: 16%
5. Alberta Health Services Mental Health Services: 10%
6. Lacombe & District FCSS: 10%
7. Lacombe Parent Link: 10%

Awareness and Use of Organizations

Legend: ■ Awareness   □ Used in the Past 2 Years

Organization	Awareness	Used in the Past 2 Years
Blackfalds Public Library	90%	40%
Blackfalds Food Bank	75%	2%
Blackfalds FCSS	70%	7%
Big Brothers Big Sisters of Blackfalds	61%	2%
Alberta Health Services Mental Health Services	59%	14%
Little Star Playschool and Out of School Program	57%	8%
Lacombe and District FCSS	54%	3%
Central Alberta Women's Emergency Shelter	52%	1%
Golden Circle Seniors Resource Centre	49%	3%
Kids Konnection Family Day Home	47%	4%
The Outreach Centre (Women's Outreach)	44%	0%
Lacombe Parent Link	39%	4%
Lacombe Employment Services Centre	38%	4%
Iron Ridge School Social Worker Programs	26%	3%
Central Alberta Refugee Effort	23%	1%
Lacombe Housing Authority	23%	1%
Alberta Supports	21%	3%
Vantage Community Services	19%	0%
Youth with a Mission	16%	2%
Shining Mountains Living Community Services	9%	0%
Villagegate Parent Link	8%	1%

Leaving Blackfalds for Services

When asked if there are social wellness programs and services that a household member accessed elsewhere in the past two years that they would prefer to access in Blackfalds, seventy-two percent (72%) said no. For those who answered "Yes" or "Unsure," the most mentioned programs and services they would prefer to access in Blackfalds include mental health (14 mentions), employment services (8), counseling (6), and Parentlink (6).

Online Survey Findings

1. Yes: 30%
2. Unsure: 12%
3. No: 58%

Awareness of FCSS

Before receiving this questionnaire, nearly three-quarters (73%) of respondents had heard of FCSS while twenty-three percent (23%) had not.

2012 Survey Findings

1. Yes: 63%
2. Unsure: 4%
3. No: 33%

Online Survey Findings

1. Yes: 90%
2. No: 10%

Are there social wellness programs and services that a household member accessed elsewhere in the past two years that you would prefer to access in Blackfalds?

18% Yes

10% Unsure

72% No

Before receiving this questionnaire, had you ever heard of FCSS?

23% No

4% Unsure
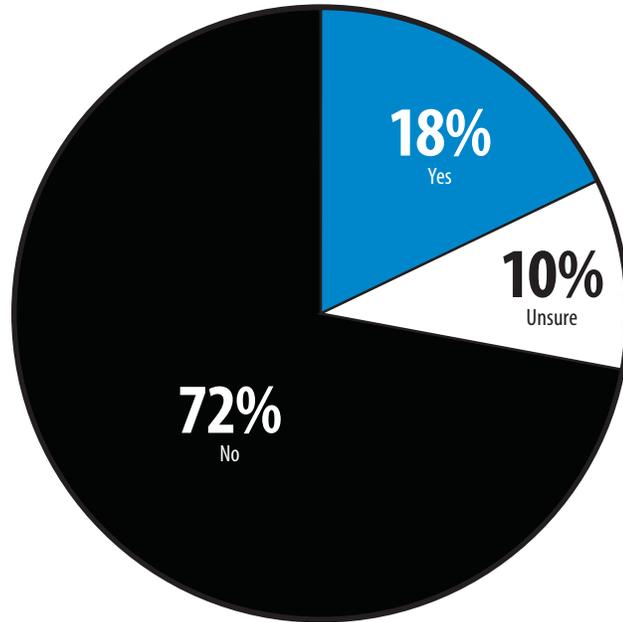
73% Yes
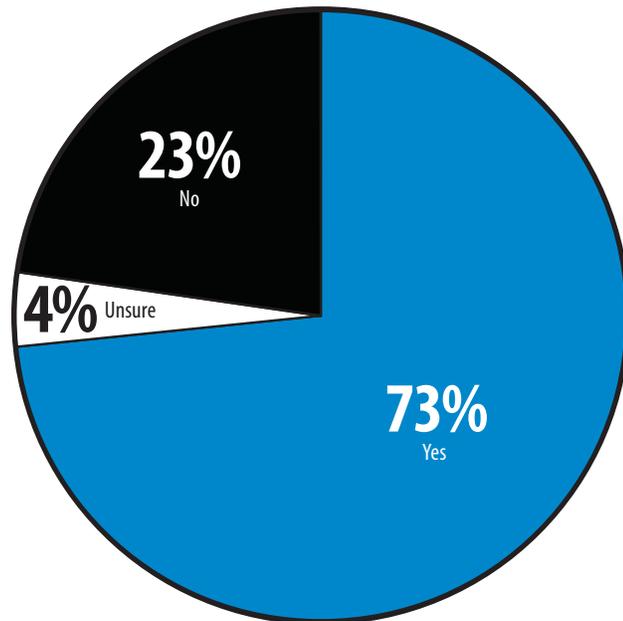
Awareness of FCSS Programs

For those who answered "Yes," they were then asked whether they are aware of any programs provided through FCSS. Of this sub segment, forty percent (40%) are aware of FCSS programs in the community.
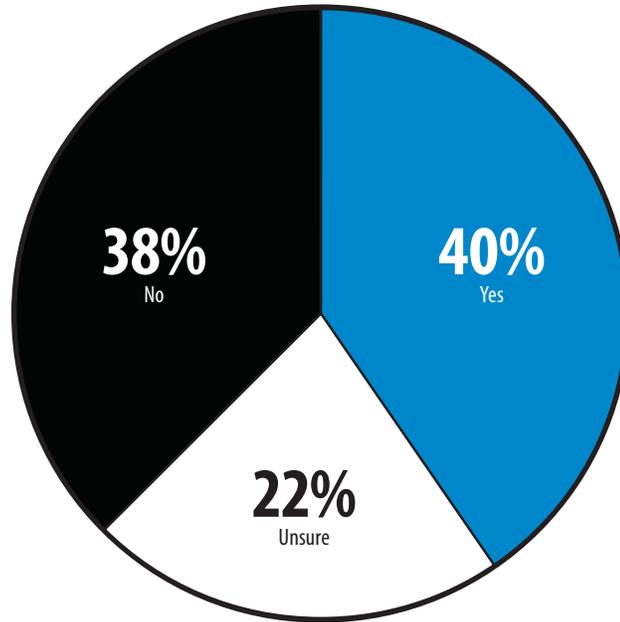
Online Survey Findings

1. Yes: 46%
2. Unsure: 18%
3. No: 37%

Are you aware of any programs provided through your community FCSS program?

Subset: Those who are aware of FCSS

38% No

40% Yes

22% Unsure

Methods of Communication

Town newsletter (69%), social media (50%), and the town website (41%) ranked as the top three best methods to get information to residents about existing social programs and services in the community.
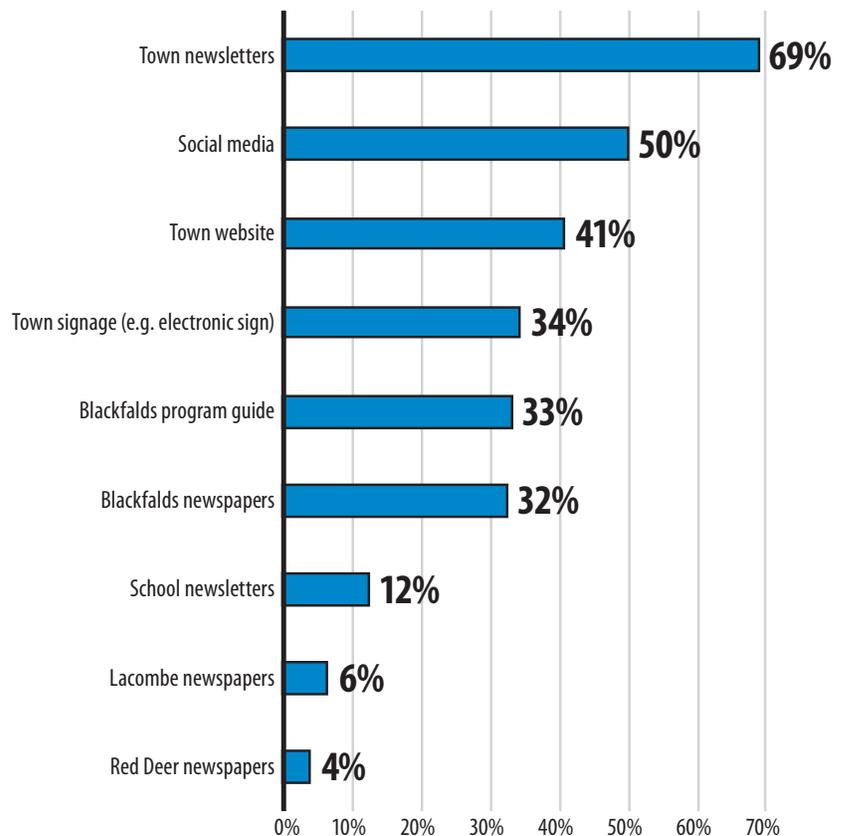
2012 Survey Findings

1. Town newsletter: 80%
2. Town signage: 38%
3. Town website: 34%
4. Community Voice: 34%
5. Blackfalds program guide: 31%

Online Survey Findings

1. Social media: 77%
2. Town newsletter: 52%
3. Town website: 42%
4. Blackfalds program guide: 38%
5. Blackfalds newspaper: 32%

Methods of Communication for Social Programs and Services

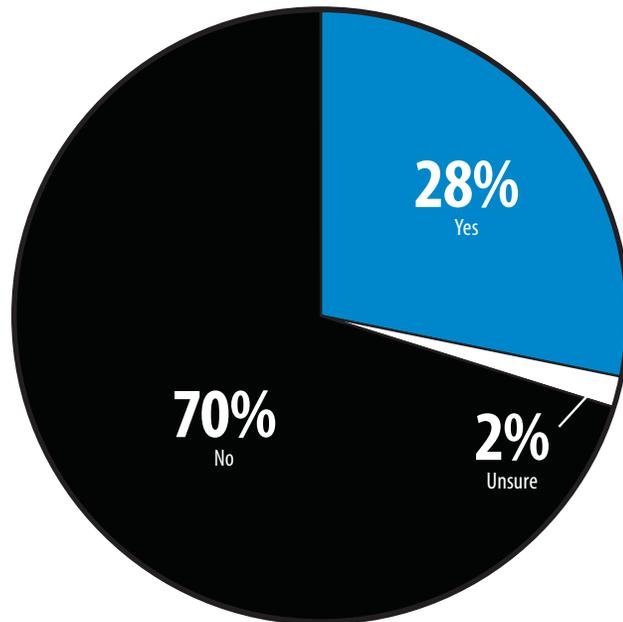| Method	Percentage
Town newsletters	69%
Social media	50%
Town website	41%
Town signage (e.g. electronic sign)	34%
Blackfalds program guide	33%
Blackfalds newspapers	32%
School newsletters	12%
Lacombe newspapers	6%
Red Deer newspapers	4%

General Comments

Respondents were asked to share any additional comments concerning the future planning of social services in Blackfalds. Many of the comments reiterated the respondents' desire for a specific new program (as discussed earlier in the survey) while others urged the Town to increase the promotion of current services and programs. Other areas of comment included the perspective that crime is an issue in the community, specifically theft and vandalism, and that more activities are needed for teens to keep them busy and engaged. Affordable housing is a concern mentioned as was the need for a high school.

Volunteer Participation

In the previous twelve months, twenty-eight percent (28%) of respondent household members have volunteered in Blackfalds while seventy percent (70%) have not.

> **Online Survey Findings**
>
> 1. Yes: 33%
> 2. Unsure: 6%
> 3. No: 61%

In the previous 12 months, has anyone in your household volunteered in Blackfalds?

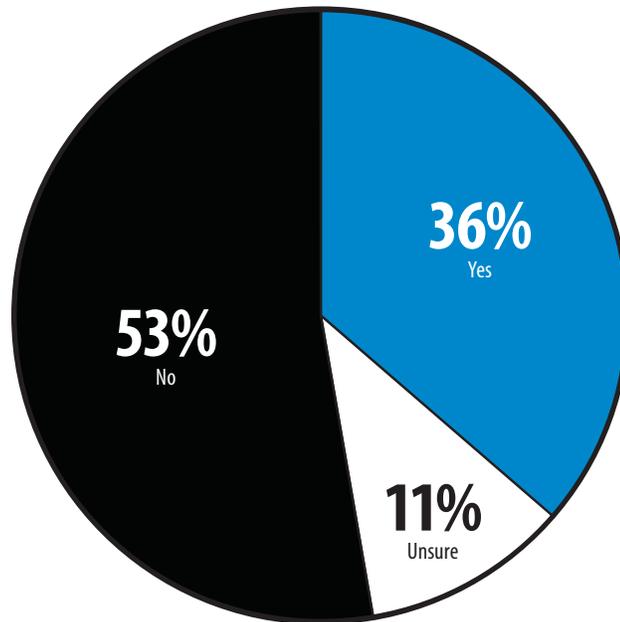- 28% Yes
- 70% No
- 2% Unsure

Those who answered "Yes" were then asked to indicate approximately how many hours total in the past twelve months all household members have volunteered for several types of organizations. Sports and recreation was the highest category as forty-six percent (46%) of the sub segment respondents volunteered in this area, including fourteen percent (14%) who volunteered more than 50 hours.

Volunteer Category	We Did Not Volunteer	1 to 12 Hours	13 to 24 Hours	25 to 50 Hours	50+ Hours
Sports and Recreation	54%	17%	10%	4%	14%
School/Education Program	67%	21%	4%	5%	4%
Social Service (e.g. Food Bank, Christmas Bureau)	75%	18%	3%	1%	2%
Service Clubs (e.g. Optimist Club)	76%	8%	4%	5%	7%
Church or Place of Worship	84%	6%	1%	2%	6%
Arts and Culture	92%	7%	1%	0%	0%

Regarding the same sub segment, in the previous twelve months thirty-six percent (36%) of respondent households volunteered outside of Blackfalds. Fifty-three percent (53%) of respondents have not. The most common volunteer activities outside of Blackfalds included church-related activities, sports and recreation, homeless dinners, and fundraising events which, for the most part, took place in Red Deer or Lacombe.

Online Survey Findings

1. Yes: 60%
2. Unsure: 4%
3. No: 36%

In the previous 12 months, has anyone in your household volunteered outside of Blackfalds?

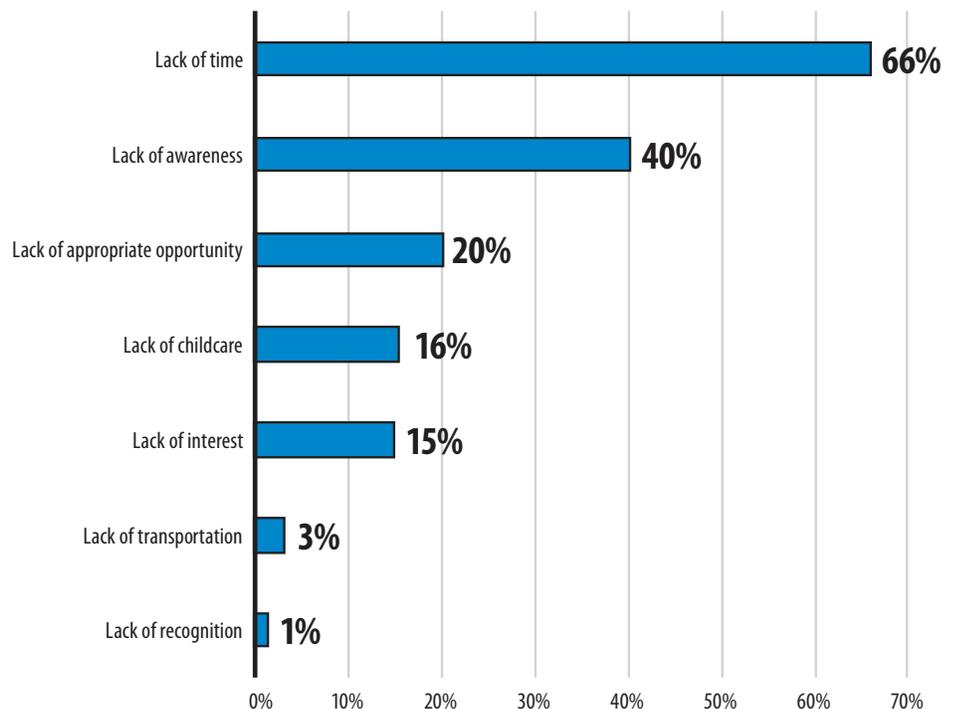Subset: Those who volunteered in the past year

Lack of time (66%), lack of awareness (40%), and lack of appropriate opportunity (20%) prevents members of respondent households from volunteering more than they currently do.

2012 Survey Findings

1. Lack of time: 65%
2. Lack of awareness: 32%
3. Lack of childcare: 18%
4. Lack of appropriate opportunity: 16%
5. Lack of interest: 9%
6. Lack of recognition: 5%
7. Lack of transportation: 3%

Online Survey Findings

1. Lack of time: 62%
2. Lack of awareness: 51%
3. Lack of appropriate opportunity: 37%
4. Lack of childcare: 35%

Barriers to Volunteering

Respondent Profile

Where is your primary residence?	%
Town of Blackfalds	98%
Lacombe County	1%
Other	1%

How long have you lived in the Blackfalds area?	%
Less than 1 year	10%
1 to 5 years	48%
6 to 10 years	17%
More than 10 years	25%

Do you expect to be residing in the Blackfalds area for the next five years?	%
Yes	73%
Unsure	21%
No	6%

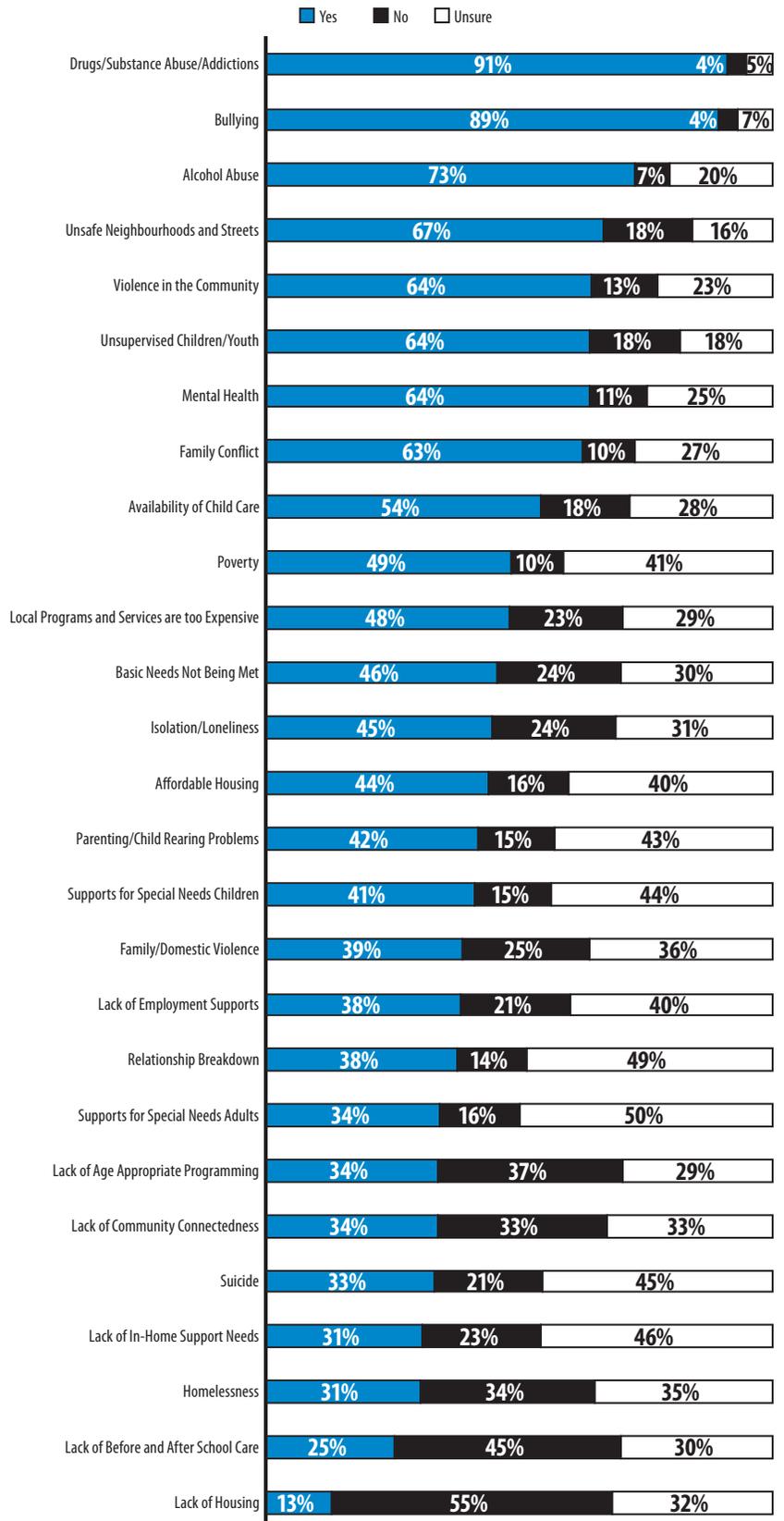| Please describe your household by recording the number of members in each of the following age groups.	%
Age 0 – 9 Years	20%
Age 10 – 19 Years	11%
Age 20 – 29 Years	16%
Age 30 – 39 Years	20%
Age 40 – 49 Years	14%
Age 50 – 59 Years	10%
Age 60 – 69 Years	7%
Age 70 – 79 Years	2%
Age 80+ Years	1%

Youth
Survey Findings

A survey was fielded with students to gather their perspectives on the social needs in Blackfalds. In total 177 students aged 12 to 15 completed the questionnaire.

Social Issues in Blackfalds

To begin, students were asked if they are aware of a series of issues existing in Blackfalds. As illustrated in the graph, 91% of students stated that drugs/substance abuse/addictions issues exist in Blackfalds. Bullying (89%) and alcohol abuse (73%) were other issues that exist in Blackfalds according to at least 73% of students.
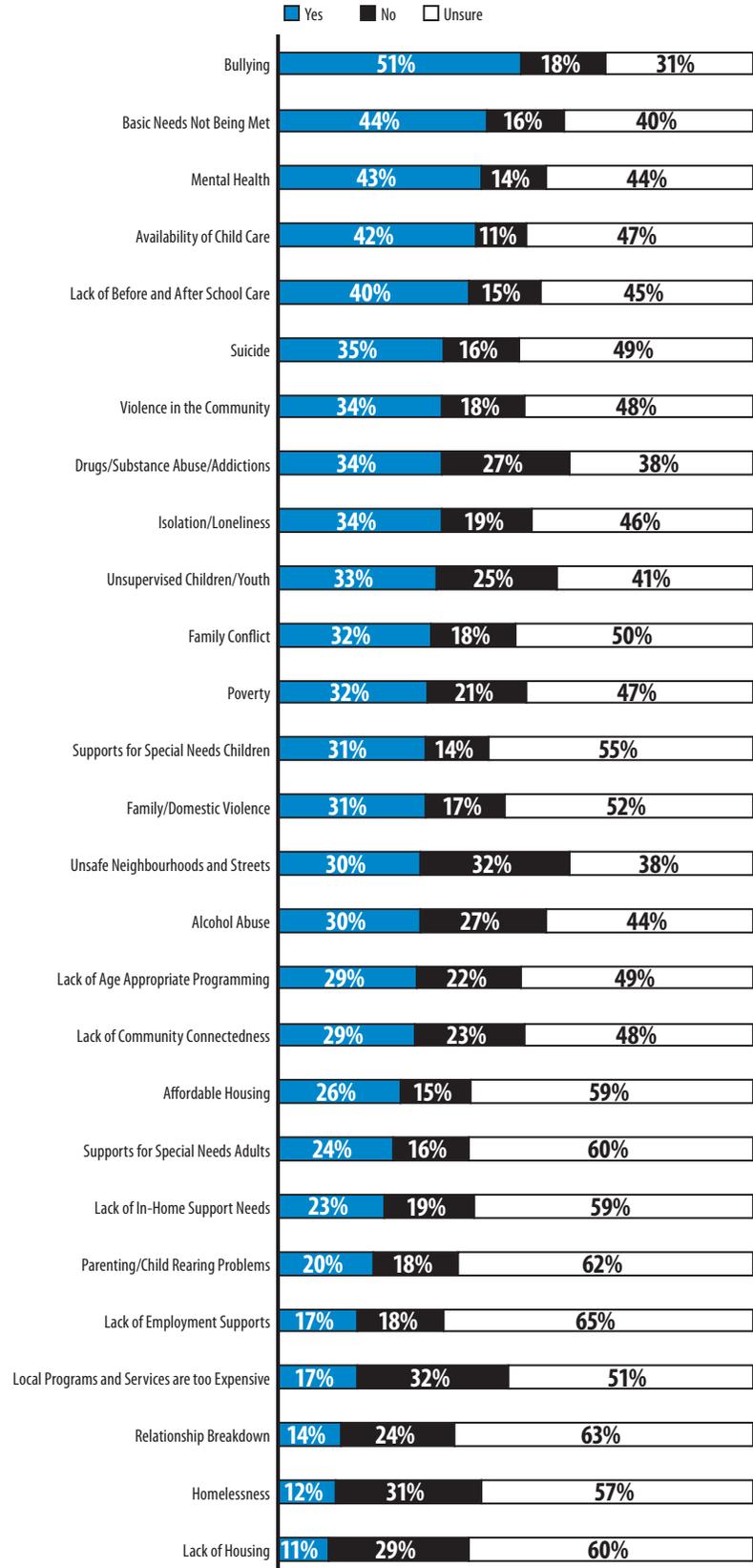
Do these social issues exist in Blackfalds?

Legend: ■ Yes ■ No □ Unsure

Issue	Yes	No	Unsure
Drugs/Substance Abuse/Addictions	91%	4%	5%
Bullying	89%	4%	7%
Alcohol Abuse	73%	7%	20%
Unsafe Neighbourhoods and Streets	67%	18%	16%
Violence in the Community	64%	13%	23%
Unsupervised Children/Youth	64%	18%	18%
Mental Health	64%	11%	25%
Family Conflict	63%	10%	27%
Availability of Child Care	54%	18%	28%
Poverty	49%	10%	41%
Local Programs and Services are too Expensive	48%	23%	29%
Basic Needs Not Being Met	46%	24%	30%
Isolation/Loneliness	45%	24%	31%
Affordable Housing	44%	16%	40%
Parenting/Child Rearing Problems	42%	15%	43%
Supports for Special Needs Children	41%	15%	44%
Family/Domestic Violence	39%	25%	36%
Lack of Employment Supports	38%	21%	40%
Relationship Breakdown	38%	14%	49%
Supports for Special Needs Adults	34%	16%	50%
Lack of Age Appropriate Programming	34%	37%	29%
Lack of Community Connectedness	34%	33%	33%
Suicide	33%	21%	45%
Lack of In-Home Support Needs	31%	23%	46%
Homelessness	31%	34%	35%
Lack of Before and After School Care	25%	45%	30%
Lack of Housing	13%	55%	32%

Programs to Address Issues

Students were also asked if there are local program that address each of the issues. Approximately half (51%) said there are local program to address bullying while 44% said programs exist locally to address basic needs. See the accompanying graph for more information.
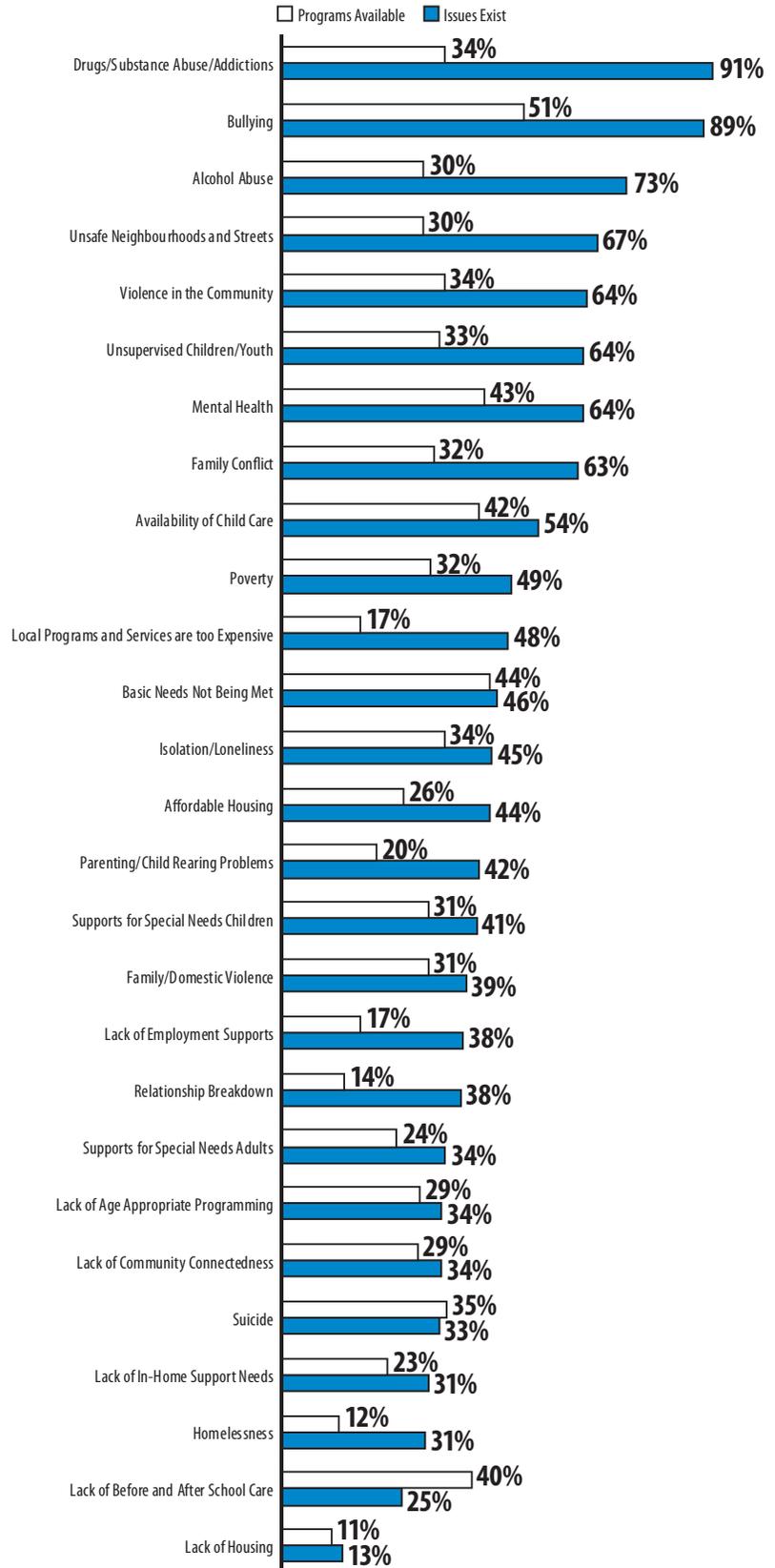
Are there local programs to address these issues?

Legend: ■ Yes ■ No ☐ Unsure

Issue	Yes	No	Unsure
Bullying	51%	18%	31%
Basic Needs Not Being Met	44%	16%	40%
Mental Health	43%	14%	44%
Availability of Child Care	42%	11%	47%
Lack of Before and After School Care	40%	15%	45%
Suicide	35%	16%	49%
Violence in the Community	34%	18%	48%
Drugs/Substance Abuse/Addictions	34%	27%	38%
Isolation/Loneliness	34%	19%	46%
Unsupervised Children/Youth	33%	25%	41%
Family Conflict	32%	18%	50%
Poverty	32%	21%	47%
Supports for Special Needs Children	31%	14%	55%
Family/Domestic Violence	31%	17%	52%
Unsafe Neighbourhoods and Streets	30%	32%	38%
Alcohol Abuse	30%	27%	44%
Lack of Age Appropriate Programming	29%	22%	49%
Lack of Community Connectedness	29%	23%	48%
Affordable Housing	26%	15%	59%
Supports for Special Needs Adults	24%	16%	60%
Lack of In-Home Support Needs	23%	19%	59%
Parenting/Child Rearing Problems	20%	18%	62%
Lack of Employment Supports	17%	18%	65%
Local Programs and Services are too Expensive	17%	32%	51%
Relationship Breakdown	14%	24%	63%
Homelessness	12%	31%	57%
Lack of Housing	11%	29%	60%

Issues and Programs

The accompanying graph summarizes the two previously presented graphs. While 91% of respondents stated that drug/substance abuse/addictions issues exist in the community, only 34% are aware of existing programs to address the issue. See the graph for additional details.

Summary: Issues and Programs

☐ Programs Available ■ Issues Exist

Issue	Programs Available	Issues Exist
Drugs/Substance Abuse/Addictions	34%	91%
Bullying	51%	89%
Alcohol Abuse	30%	73%
Unsafe Neighbourhoods and Streets	30%	67%
Violence in the Community	34%	64%
Unsupervised Children/Youth	33%	64%
Mental Health	43%	64%
Family Conflict	32%	63%
Availability of Child Care	42%	54%
Poverty	32%	49%
Local Programs and Services are too Expensive	17%	48%
Basic Needs Not Being Met	44%	46%
Isolation/Loneliness	34%	45%
Affordable Housing	26%	44%
Parenting/Child Rearing Problems	20%	42%
Supports for Special Needs Children	31%	41%
Family/Domestic Violence	31%	39%
Lack of Employment Supports	17%	38%
Relationship Breakdown	14%	38%
Supports for Special Needs Adults	24%	34%
Lack of Age Appropriate Programming	29%	34%
Lack of Community Connectedness	29%	34%
Suicide	35%	33%
Lack of In-Home Support Needs	23%	31%
Homelessness	12%	31%
Lack of Before and After School Care	40%	25%
Lack of Housing	11%	13%

Priority Issues to Address

Considering all the issues that exist in the community, students were asked to identify the priorities to address. As illustrated in the graph, the top issues to address were drug/substance abuse/addictions (66% of students identified this as a top 5 priority); bullying (62%); alcohol abuse (41%); suicide (35%); and unsafe neighbourhoods and streets (32%).

Students were asked to identify any new community based social programs that are needed in the area. A variety of suggestions were offered. Those mentioned by at least three students included:

- Homeless shelter (8 mentions);
- Programs for teens (6);
- Suicide counselling (5);
- Women's shelter (4);
- A high school (3);
- Family conflict counselling (3);
- Teen employment programs/ opportunities (3); and
- Violence prevention in schools (3).
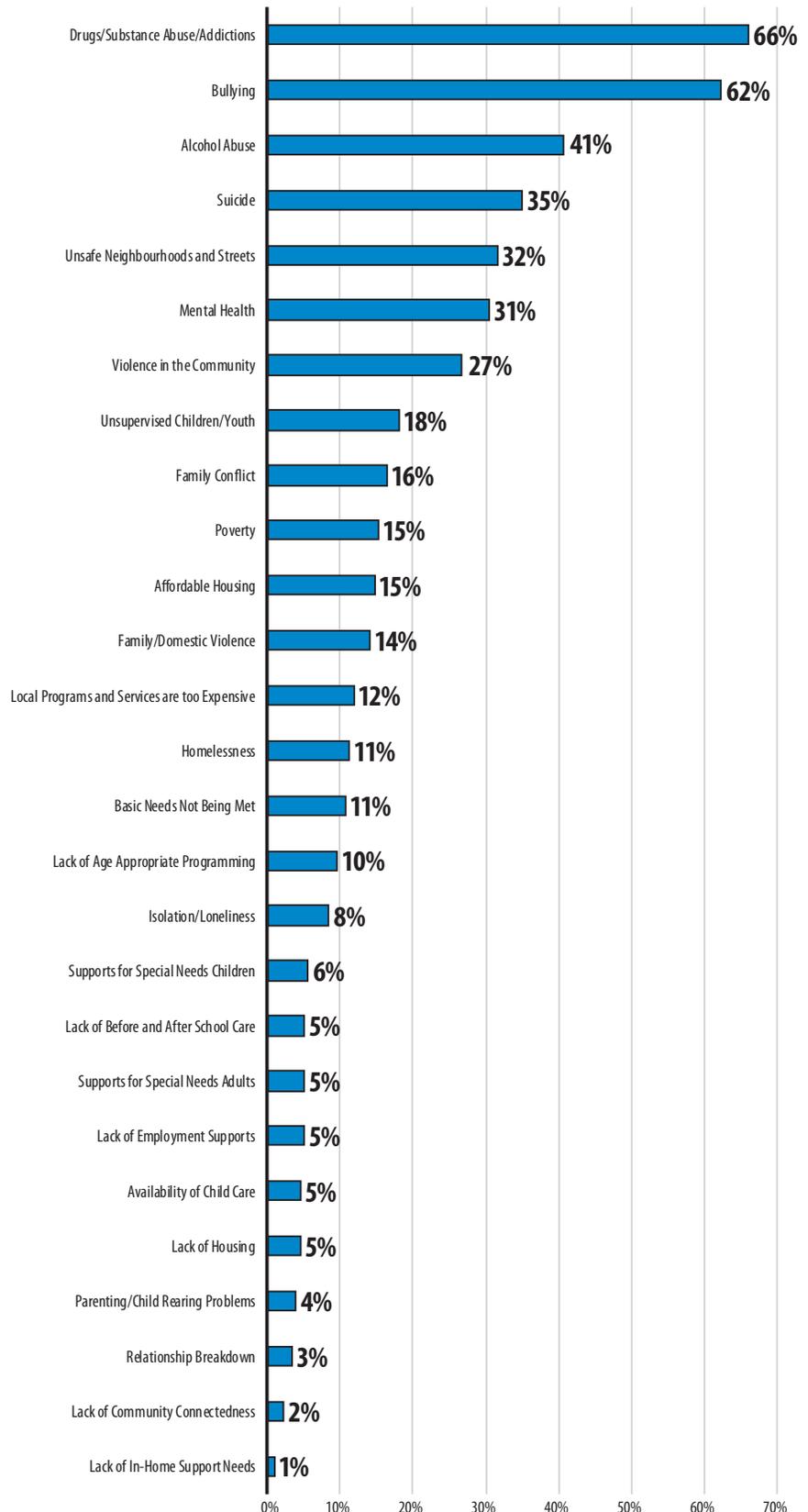
2012 Survey Findings

1. Underage smoking: 66%
2. Violence and bullying: 64%
3. Illegal drug use/ addictions: 62%
4. Alcohol abuse/ addictions: 52%

Top Issues to be Addressed

Issue	Percentage
Drugs/Substance Abuse/Addictions	66%
Bullying	62%
Alcohol Abuse	41%
Suicide	35%
Unsafe Neighbourhoods and Streets	32%
Mental Health	31%
Violence in the Community	27%
Unsupervised Children/Youth	18%
Family Conflict	16%
Poverty	15%
Affordable Housing	15%
Family/Domestic Violence	14%
Local Programs and Services are too Expensive	12%
Homelessness	11%
Basic Needs Not Being Met	11%
Lack of Age Appropriate Programming	10%
Isolation/Loneliness	8%
Supports for Special Needs Children	6%
Lack of Before and After School Care	5%
Supports for Special Needs Adults	5%
Lack of Employment Supports	5%
Availability of Child Care	5%
Lack of Housing	5%
Parenting/Child Rearing Problems	4%
Relationship Breakdown	3%
Lack of Community Connectedness	2%
Lack of In-Home Support Needs	1%

Communication about Social Issues and Programs

Over half (58%) of students identified social media as one of the best methods to provide information to them about social programs and services in the community. The Town website (40%) and school newspapers (37%) rounded out the town three communication methods.

Best Methods of Communication

Method	%
Social media	58%
Town website	40%
School newsletters	37%
Town newsletters	34%
Town signage (e.g. electronic sign)	27%
Blackfalds newspapers	25%
Blackfalds program guide	12%
Lacombe newspapers	6%
Red Deer newspapers	6%
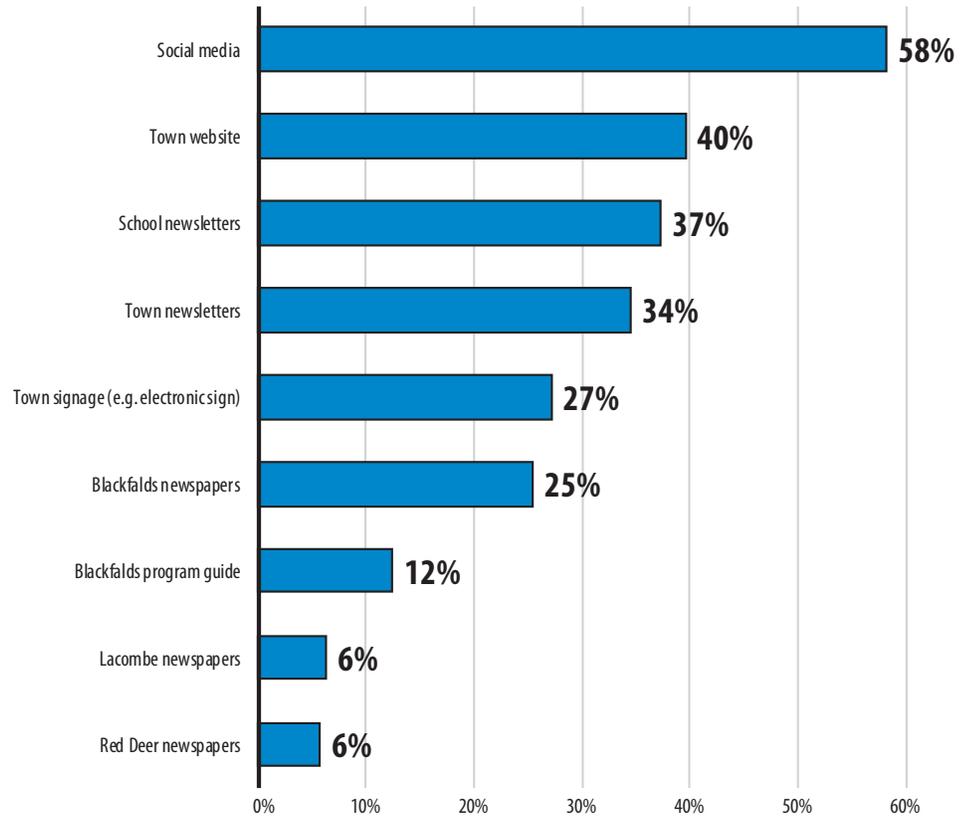
Respondent Profile

The student respondents ranged in age from 12 to 15 years.

Respondent Age	% of Respondents
12	22%
13	36%
14	28%
15	14%
Total	**100%**

Stakeholder Discussions

Discussion sessions were convened with representatives from an array of community organizations in Blackfalds and surrounding areas. These discussions provided the opportunity to delve into issues in the community and understand the current successes, challenges, and future needs of various groups and community organizations. In total, 21 stakeholder discussion sessions were convened (not including internal Town or FCSS staff). A list of participating organizations can be found in the appendices. Please note that some organization were represented in multiple meetings.

While the discussions were wide ranging and numerous viewpoints were expressed, a handful of key themes did emerge and are summarized as follows.

FCSS in Blackfalds is positively viewed.

Discussion session participants commonly expressed appreciation and positive viewpoints regarding current FCSS programs, staff, and the overall role of FCSS in the community. A number of individuals held the perspective that the Town's investment in FCSS, specifically in staff resources, has had a significant impact on the community and contributed to improved quality of life. Comments were also provided by representatives of other agencies and service providers that Blackfalds FCSS is a leader and "best practice" regionally in the provision of preventative social services.

Blackfalds is continuing to evolve.

The continued and rapid growth of Blackfalds was identified as both a challenge and opportunity for local agencies and service providers, including FCSS. The increasingly young and family oriented nature of the community was identified as an asset, resulting in benefits such as enhanced volunteerism, community connectives, and overall vibrancy. However a number of challenges were also identified as occurring due to growth. These included a high number of new residents with minimal family/support structures and lack of knowledge as to services that are available.

A number of discussion session participants also noted that it will be important for service providers to align programming and services with current and projected community demographics. The high proportion of young children and young adults was identified as being a community dynamic that will have downstream impacts as these population groups age and require different supports. The opening of a Red Deer Catholic Regional School will keep some students in Blackfalds that currently leave the community and will provide some additional programming opportunities for the town's youth.

The current economic situation in Alberta is impacting the community.

A consistent theme brought into the discussions by stakeholders is the impact that the downturn in the economy is having on families and individuals. Numerous stakeholders expressed the viewpoint that an increasing number of families are facing financial hardship and/or having to adjust to having both parents home (as opposed to past years when one parent was working out of town). A number of discussion session participants indicated that they have seen a spike in clientele and expected the situation to continue. Specific issues mentioned included increased instances of family and marital conflict, substance abuse, and parenting issues. It was suggested by some discussion session participants that perhaps FCSS could focus resources on these issues.

Affordable program space is at a premium in the community.

A number of discussion session participants identified a lack of affordable program space as a barrier to program planning and delivery. While the Abbey Master Builder Centre was positively viewed as a major community asset, a common sentiment is that community program space in the facility is unaffordable or not suitable for some organizations. Types of spaces identified as being needed were wide ranging and included dedicated youth facilities, multi-purpose program rooms, shared office and meeting space, and childcare and after school space.

Various perspectives existed on how to meet space needs in the community. While some discussion session participants believed that new development is needed, others would like to see existing spaces utilized. Opportunities to leverage new school projects were also identified as having the potential to meet community needs for space.

Partnerships and collaborations remain critical.

Consistently identified by stakeholders was the need for continued partnerships and collaborations between organizations, agencies and service providers in the community and region. FCSS in Blackfalds is viewed as a key facilitator in this regard. A number of positive comments were offered regarding the current ability of FCSS staff to make these important connections, which will be even more vital as the community grows and evolves.

Programming Focus Areas

Discussion session participants were asked to identify potential areas of focus for FCSS and overall broadly preventative social services in the community. Commonly identified was a need to continue focusing on children and youth through both ongoing programming and partnerships between organizations. Another commonly mentioned focus area was parenting skills. A number of stakeholders identified the new ParentLink Centre in Blackfalds as being a significant addition to the community.

While Blackfalds is a young community, several stakeholders expressed the viewpoint that it is important for the Town, FCSS, and other organizations to ensure that sufficient programs and services are available for adults and seniors. In this regard, some stakeholders believe that and investment in these programs and services will help ensure that the community is not "caught off guard" in the future as demographics shift.

Internal Stakeholder Discussions

Nine discussion sessions/interviews were convened with "internal" stakeholders. Participants included FCSS staff, Town staff, and elected officials. These discussion sessions allowed the consulting team to further identify and explore issues such as:

- Current operational and program delivery practices that work well;
- Challenges and barriers;
- Future priorities and anticipated community needs; and
- Required resources.

The key themes from these internal discussions are noted below.

- The profile and capacity of Blackfalds FCSS has grown significantly since 2012.
- The investment in a youth programmer and volunteer programmer has allowed FCSS to become more ingrained in the community and meet emerging needs.
- The current mix of direct and indirect program delivery seems to be working well, but will require continuous evaluation.
- There is an opportunity for Blackfalds FCSS to better promote available programs and services.
    » This needs to occur both externally (to the community) and internally (to other Town staff, elected officials, FCSS Board members, etc.)
- Performance measurement and program evaluation will be critical to ensuring that community needs are being most effectively met with available resources.
- Community needs for space likely exist, but further clarification is needed before major investment is undertaken.
- The mandate of FCSS in Blackfalds is broad, which includes event planning and execution. Further clarity and/or additional resources may be required in the future to ensure that the core mandate of FCSS is being sufficiently met.
- Mental health issues need to be a focus area for preventative social service providers, including FCSS.

Other Public Input

A "Community Conversation" open house event was held on June 27th, 2016 and provided the opportunity for residents to learn about the project and participate in a facilitated discussion. Areas of conversation at the session included:

- Characteristics and strengths of the community;
- Prevalent social issues;
- Required enhancements to preventative programs and services; and
- Potential focus areas for FCSS.

Key themes from the discussions

- The community has transitioned from having a previously "rough" reputation to being well known for a high quality of life and young family vibrancy.
- The fact that a large proportion of individuals work or attend school outside of the community presents challenges (e.g. community connectives, participation in programs).
  - » Need to find ways to better connect young adults to Blackfalds.
  - » Children often left to fend for themselves during after school hours.
- While the BOLT system has helped, transportation remains a barrier for some residents in accessing needed services and programs.
- Programming areas of focus should include:
  - » Continued investment in youth programming.
  - » More after school activities and programs.
  - » Intergenerational programs and opportunities to connect seniors with youth should be sought out.
  - » Life skills education (including employment "know how").
- There is a general perception that FCSS staff, Town staff and Council are approachable.
  - » Ongoing "community conversations" should be hosted.
  - » Groups need to take responsibility as well for their own issues and needs.
- There is a need to enhance the promotions and marketing of FCSS programs and services.

6

Social Trends Analysis

A review and analysis of pertinent social trends was conducted in order to identify key indicators and best practices that may have application in the Blackfalds context. As the nature of preventative program delivery is continuously evolving, an understanding of the broader context is important and can help identify emerging needs and strategies to address them. Presented as follows are key trends and leading practices in FCSS and preventative social service provision.

The Protective Factor Perspective and Approach

Over-arching principle: Take protective and risk factors into account when program planning

The over-arching provincial goal statement for FCSS in the province of Alberta shown below is taken from Family and Community Support Services: FCSS Outcomes Model: How we are making a difference (March 2012):

FCSS enhances the social well-being of individuals, families and community through prevention.

Prevention for FCSS is explained this way:

For FCSS, prevention occurs by strengthening resiliency through identifying and enhancing individual, family and community assets.

- *Prevention may involve enhancing the strengths, skills, and abilities of individuals, families and the community so they are more resilient and better able to deal with a stress or challenge that may result in future problems.*
- *Prevention may involve building individual or environmental safeguards that enhance the ability to deal with stressful life events, risks, or hazards and promote the ability to adapt and respond constructively.*
- *Prevention may involve addressing protective and risk factors.*
- *Protective and risk factors can exist both within individuals and across the various settings in which they live, such as the family, peer group, school, and community.*

Protective and risk factors are the aspects of an individual, family, or community (or group) and environment or personal experience that make it less likely **(protective factors)** or more likely **(risk factors)** that people will achieve a desired outcome or experience a given problem.

Another term used for protective factors is "assets." "Asset-based" approaches used by local FCSS programs put the emphasis on the positive (protective), not the negative (risk), factors that contribute to outcomes. Research suggests that with a greater number of assets present it is more likely that the situation will result in positive outcomes. Alternatively, research also suggests that a greater amount of risk factors will likely lead to negative outcomes.

Protective and risk factors are generally grouped into two categories: those that are personal characteristics of individuals and those that occur in the environment (both socially and physically). **Personal factors** are things that are unique to each individual (or group). They include an individual's knowledge, skills, experience, history, and genetic makeup. **Environmental factors** are factors that affect a specific group

of people in each community; they are not specific to each person. The environment refers to the conditions in which each individual lives—their household, their neighborhood or town, and the larger community. Categories of environmental factors include: support and services; access, barriers and opportunities; consequences of efforts; and policies and living conditions.

General principles are things that are true for all of the "subtypes" of factors: protective and risk, personal and environmental, social and physical. Research has consistently shown that:

- **Many protective and risk factors are related to multiple community outcomes.** That is, they are important factors in many community social concerns. As such, they provide a good place to start when developing lists of protective and risk factors. For example, a child having a strong relationship with a caring adult is a protective factor against substance abuse, dropping out of school, committing criminal actions, and so on. On the other hand, poverty is a risk factor for teen pregnancy, substance abuse, and inadequate access to health services.

- **Not all protective and risk factors are created equal.** Some protective and risk factors are much more influential than others. For example, having friends who use drugs has been shown to be a very significant risk factor for a teen to start using drugs. It's a much stronger risk factor than simply having the substances available in the community. It's important to consider the relative importance of each protective and risk factor because this will help to prioritize actions later on.

- **The more protective factors or assets individuals have in their corner, the less likely they are to engage in an unhealthy behaviour.** And conversely, the more risk factors a person has, the greater the likelihood they will engage in a given unhealthy behavior. For example, if you smoke heavily, eat a diet high in cholesterol, don't exercise, and have high blood pressure, it's much more likely that you will have a heart attack than if your only risk factor is a poor diet.

Source (Excerpted and Adapted From)

Section 2. Understanding Risk and Protective Factors: Their Use in Selecting Potential Targets and Promising Strategies for Intervention

Website

http://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/risk-and-protective-factors/main

Parenting: Children and Families

Protective factors are conditions or attributes of individuals, families, communities, or the larger society that promote healthy development and well-being of children and families and reduce or eliminate risk. These factors help ensure that children and youth function well at home, in school, at work, and in the community, today and into adulthood. Protective factors also can serve as buffers, helping parents who might otherwise be at risk of abusing their children to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

Research has found that successful interventions must both promote protective factors and reduce risk factors to ensure child and family well-being. There is growing interest in understanding the complex ways in which these protective and risk factors interact within the context of a child's family, community, and society to promote child and family well-being as well as to affect both the incidence and consequences of child abuse and neglect.

Six protective factors have been shown to strengthen families. These six protective factors are associated in the research with optimal child development and lower levels of child abuse and neglect. The six protective factors are:

- Nurturing and attachment
- Knowledge of parenting and child development
- Parental resilience
- Social connections
- Concrete support for families
- Social and emotional competence of children

Source (Excerpted and Adapted From)

Making Meaningful Connections: 2015 Resource Guide by the Administration for Children and Families, US Department of Health & Human Services

Website
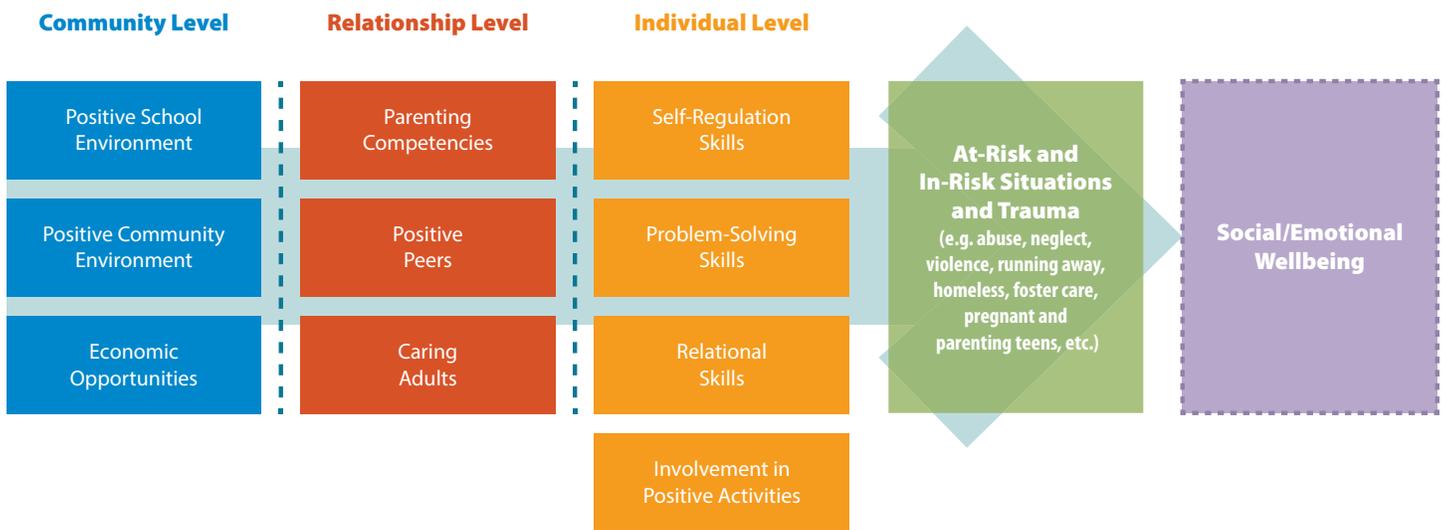
https://www.childwelfare.gov/topics/preventing/

Parenting: Youth and Families

Protective factors are conditions or attributes of individuals, families, communities, or the larger society that, when present, promote well-being and reduce the risk for negative outcomes. A growing body of evidence suggests that protective factors "buffer" the effects of risk exposure and, importantly, may help individuals and families negotiate difficult circumstances and fare better in school, work, and life.

Positive long-term outcomes related to health, school success, and successful transitions to adulthood typically do not occur as the result of single interventions. Focusing on protective factors offers a way to track child and adolescent development by increasing resilience in the short term and contributing to the development of skills, personal characteristics, knowledge, relationships, and opportunities that offset risk exposure and contribute to improved well-being and positive outcomes in the long term. In this sense, protective factors can be used as interim results to monitor for progress over time towards the desired impacts that may not be realized for many years.

The Administration on Children, Youth and Families in the United States serves five vulnerable populations: homeless and runaway youth, children exposed to domestic violence, victims of child abuse and neglect, youth in and aging out of the foster care system, and pregnant and parenting teens. Following a project investigating protective factors for these vulnerable populations, the conceptual model below was developed to show the protective factors with the strongest evidence for these populations at the community, relationship and individual levels.

Conceptual General Model: Personal-Environment Dynamic

Community Level	Relationship Level	Individual Level		
Positive School Environment	Parenting Competencies	Self-Regulation Skills	At-Risk and In-Risk Situations and Trauma (e.g. abuse, neglect, violence, running away, homeless, foster care, pregnant and parenting teens, etc.)	Social/Emotional Wellbeing
Positive Community Environment	Positive Peers	Problem-Solving Skills		
Economic Opportunities	Caring Adults	Relational Skills		
		Involvement in Positive Activities		

At the individual level:

At the individual level, evidence is strongest for the protective nature of self-regulation skills, relational skills, and problem-solving skills.

Self-regulation skills refer to a youth's ability to manage or control emotions and behaviors, which can include anger management, character, long-term self-control, and emotional intelligence.

Relational skills refer to a youth's ability to form positive bonds and connections (e.g., social competence, being caring, forming prosocial relationships) and a youth's interpersonal skills (e.g., communication skills and peaceful conflict resolution skills).

Problem-solving skills refer to a youth's adaptive functioning skills and ability to solve problems.

Self-regulation skills, relational skills, and problem-solving skills are related to positive outcomes such as resiliency, having supportive friends, positive academic performance, improved cognitive functioning, and better social skills. They are also related to reductions in post-traumatic stress disorder, stress, anxiety, depression, and delinquency. Finally, these skills are related to more satisfaction with out-of-home placements and fewer placement disruptions for youth who have been removed from their homes.

Another protective factor with strong evidence at the individual level is **involvement in positive activities,** which refers to a child's school connectedness, commitment, and engagement as well as older youth having a job or participating in job training opportunities. Involvement in positive activities is associated with lower levels of antisocial and general problem behavior, reductions in repeat pregnancies, higher socioeconomic status, and resiliency.

At the relationship level:

At the relationship level, parents, guardians, other adults, and peers can be important sources of protection for children and youth.

For youth of all ages, the **competencies of the parent or guardian** include parenting skills (e.g., establishing clear standards and limits, discipline, knowledge about child development, and proper care) and positive parent–child interactions (e.g., sensitive, supportive, or caring parenting and close relationships between parent and child). These competencies are related to numerous well-being outcomes such as increases in self-esteem, lower risk of antisocial behavior, lower likelihood of running away and teen pregnancy, reductions in child behavior problems, increases in social skills, better psychological adjustment, and reductions in internalizing behaviors. Also, for children in out-of-home placements, improvements in parenting competencies have been associated with being reunited with their parents.

The **presence of a caring adult** in the life of a young person is particularly important for teens and young adults. These caring adults are often program staff or home visitors but can also be caring adults in the community, mentors, advocates, teachers, or extended family members. The presence of a caring adult is related to numerous positive outcomes including greater resilience, lower stress, less likelihood of arrest, reductions in homelessness, higher levels of employment, less delinquent conduct, favourable health, less suicidal ideation, and reductions in rapid repeat pregnancies and better outcomes for the children of teen mothers.

Positive relationships with peers are another source of protection for in-risk populations and include both support from peers and positive peer norms (such as refraining from drinking or using illegal drugs and peer disapproval of these and other harmful behaviors). Having friendships and support from peers is related to reductions in depressive symptoms, more empathetic parenting attitudes (among teen mothers), and higher self-esteem. Positive peer norms are related to reductions in rapid repeat pregnancies, less alcohol, tobacco and other drug use, lower levels of sexual activity, less antisocial and delinquent behavior, more success in school, and more helping of others. Ensuring that our children and youth have positive peers can be achieved by building connections and interaction with groups that are engaged in positive activities.

Other protective factors at the relationship level, such as the well-being of parents/caregivers, show moderate or strong evidence for selected ACYF (Administration on Children, Youth and Families) populations.

At the community level:

For the populations served by ACYF, three community-level factors are particularly important:

A **positive school environment** showed the most evidence at this level. A positive school environment is one with supportive teachers and staff as well as specialized school-based programming geared toward improving outcomes for these populations. This protective factor is related to reductions in traumatic stress disorder symptoms, depression, psychosocial dysfunction, and dating violence, as well as improvements in school performance and resilience. Two additional protective factors are a **positive community environment,** as defined by neighborhood quality and advantage, community safety, social cohesion, and social network support, and **economic opportunities,** as defined by higher socioeconomic status, employment, and financial support for higher education.

Source (Excerpted and Adapted From)

Promoting Protective Factors for In-Risk Families and Youth by the Administration on Children, Youth and Families, US Department of Health & Human Services

Website

http://www.dsgonline.com/ACYF

Prevention of Violence

Violence takes many forms, including intimate partner violence, sexual violence, child maltreatment, bullying, suicidal behavior, and elder abuse and neglect. These forms of violence are interconnected and often share the same root causes. They can also all take place under one roof, or in a given community or neighborhood and can happen at the same time or at different stages of life. Understanding the overlapping causes of violence and the things that can protect people and communities is important, and can help us better address violence in all its forms.

Violent behavior is complex. Many things decrease or increase the likelihood of violence. The communities people live in can protect them from violence or can increase their risk of violence. Things that make it less likely that people will experience violence or that increase their resilience when they are faced with risk factors are called protective factors. Examples of **protective factors** are: connection to a caring adult or access to mental health services. Things that make it more likely that people will experience violence are called **risk factors.** Examples of risk factors are: rigid social beliefs about what is "masculine" and "feminine," lack of job opportunities, and family conflict. Risk and protective factors can affect an entire community, and can occur in interactions with family

and friends and within organizations and systems like schools, faith institutions, and workplaces. Individual experiences or traits can also be risk and protective factors, such as witnessing violence or having skills to solve problems non-violently.

The ultimate goal is to stop violence before it begins. Prevention requires understanding the factors that influence violence. A four-level social-ecological model can help us to better understand violence and the effect of potential prevention strategies. The model shown below considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

Besides helping to clarifying these factors, the model also suggest that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time than any single intervention.

Societal | Community | Relationship | Individual
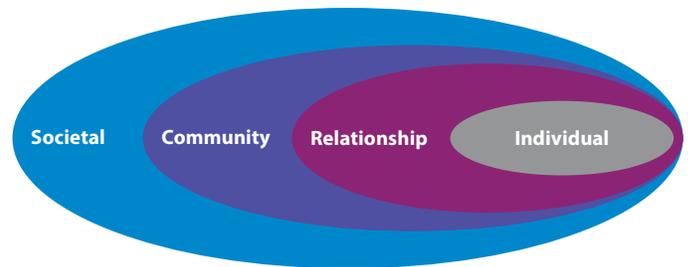
Individual

The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse. **Prevention strategies at this level are often designed to promote attitudes, beliefs, and behaviors that ultimately prevent violence. Specific approaches may include education and life skills training.**

Relationship

The second level examines close relationships that may increase the risk of experiencing violence as a victim or perpetrator. A person's closest social circle (peers, partners and family members) influences their behavior and contributes to their range of experience. **Prevention strategies at this level may include parenting or family-focused prevention programs, and mentoring and peer programs designed to reduce conflict, foster problem solving skills, and promote healthy relationships.**

Community

The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence. **Prevention strategies at this level are typically designed to impact the social and physical environment; for example, by reducing social isolation, improving economic and housing opportunities in neighborhoods, as well as the climate, processes, and policies within school and workplace settings.**

Societal

The fourth level looks at the broad societal factors that help create a climate in which violence is inhibited or encouraged. These factors include social and cultural norms that support or **reject violence as an acceptable way to resolve conflicts.** Other large societal factors include **the health, economic, educational and social policies that either address,** or help to maintain, **economic or social inequalities between groups in society.**

Source (Excerpted and Adapted From)

Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence. 2014.

Websites

http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html

http://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

Specific Program and Service Themes, Trends, Best Practices

The following information highlights trends and best practices that correspond to some of the priority areas identified through both the interview process and survey. The examples are not intended to be exhaustive or comprehensive but rather to provide some evidence based starting points for program and service options and development.

Fourth R—Strategies for Healthy Youth Relationships

Involving all adolescents in education about safety and risk, rather than just those who show problems, builds resiliency for future difficulties. A universal approach precludes the need for identifying youth and reduces the stigma of being labeled high risk. Through this program, all students are better equipped with the skills they need to build healthy relationships and to help themselves and their peers reduce risky behaviours.

The Fourth R consists of a comprehensive, school-based program designed to include students, teachers, parents, and the community in reducing violence and risk behaviours. It is important that young people be given information that will help them make good decisions, and are shown positive relationship models that will demonstrate alternatives to the negative examples they frequently see in the world around them.

In addition to the classroom component, the Fourth R seeks to involve the school and community in delivering positive messages to youth. Teachers are engaged through the delivery of the program. Students are engaged through active learning, peer mentoring, and role modeling of appropriate behaviours. Parents are engaged through outreach and communication about the program. Finally, these strategies build bridges between community agencies and the school community to increase access to resources and services for youth.

Reference

Western University, Center for School Mental Health

Youth Social Enterprise Programs

Youth social entrepreneurship (YSE) programs are an alternative approach to a more traditional youth center. The programs actively work to engage and empower youth in the community using social entrepreneurship, positive role modelling and peer mentoring, connecting with and building community resources, creating positive social activities, and life skills training to enable youth to be the change they wish to see in their own lives.

YSE programs work to develop positive self-image, resilience and self-reliance, self-confidence, inclusion, and skill development. Outcomes can include success in employment, education, peer and community engagement, positive lifestyles and personal and community leadership.

A typical program will be partially or completely funded through entrepreneurship, corporate and community support, and fundraising. A current example of a social entrepreneurship program in Blackfalds is the After the Grind not for profit organization.

Reference

Regina Street Culture Program

Children and Youth Injury Prevention

A comprehensive program focus to reduce the occurrence of disabling conditions in children using primary prevention methods and by providing training, information, and resources based on current best evidence.

Program content can include:

- Bike and wheel safety;
- Child traffic safety;
- Accidents and injuries;
- Farm safety;
- Fire, flame, burns and scalds;
- Holiday safety;
- Pedestrian safety;
- Playground safety.

Reference

Saskatchewan Prevention Institute

Shift—The Project to End Domestic Violence

Shift was created to lead this charge and advance a primary prevention agenda in Alberta. Primary prevention explicitly focuses on actions before the condition of concern develops. In the area of domestic violence, it means reducing the number of new instances of violence by intervening before any violence has occurred (World Health Organization, 2007). Interventions can be delivered to the whole population or to particular groups that are at high risk of using or experiencing violence in the future. Examples include whole-school approaches to violence prevention and building healthy relationships skills and environments, home visitation programs that target first-time moms and parents, and social marketing campaigns that encourage bystanders to step in to stop the violence.

The purpose of Shift is to work with and enhance the capacity of policy makers, system leaders, clinicians, service providers and the community at large to significantly reduce the rates of domestic violence in Alberta. Shift is committed to making the research accessible and working collaboratively with a diverse range of stakeholders to inform and influence current and future domestic violence prevention efforts, through the perspective of primary prevention.

The research program was initiated to explore the issue of domestic violence and its root causes and identify primary prevention strategies and programs from around the globe that demonstrate evidence. What was discovered is that although domestic violence is complex and pervasive, it is also preventable. There are evidence-based programs and policies that can stop domestic violence from happening in the first place.

Reference

University of Calgary, Faculty of Social Work

Relationship Support

Since the oil boom of the 1970's, many Albertans live in relationships that, due to industry work rotations, require their partners to be away for weeks or months at a stretch. It is understandable how this physical separation can lead to an emotional disconnection between two people who are often leading separate lives. The skills needed to enjoy a successful resource sector relationship do not come naturally. The challenges are above and beyond the normal challenges of marriage and family life.

Reference

DebraMacleod.com

Happiness 101

Happiness 101 is a Red Deer based program offered through the Primary Care Network. The seven week program is an innovative skill development process using principles of positive psychology leading to positivity, a healthy body and healthy mind.

Reference

Red Deer Primary Care Network

Youth Engagement

Engaging high-risk, marginalized youth presents a significance challenge in our society, considering the prevalence of disconnect and distrust these youth often experience with their system in which they live. Yet, meaningful youth engagement is a key concept not only for positive youth development, but also for a systems change to more effectively support high-risk youth and families.

A most pressing community issue is to more effectively support high-risk youth living in marginalized conditions such as poverty, homelessness, discrimination, social exclusion, and mental health challenges.

The target goals/outcomes are social change and transformation of large and small systems to more effectively support development of high-risk, marginalized youth through actively engaging youth in working collaboratively with community and on giving voices to youth and youth serving partners and mobilizing them for a systems change.

The improvement of support systems (policy & practice) and environments (neighborhoods, schools, & communities) is a key objective.

Reference

The Community University Partnership (Cup); Youth Engagement Project; Yoshitaka Iwasaki Principal Investigator

Youth Mental Health

Physical activity is an essential part of the development of healthy youth and supports the maintenance of psychological wellbeing. Move Your Mood is a physical activity program for youth seeking mental health support.

Regular physical activity can make people feel better, put them in a better mood, invigorate their bodies, quiet their minds, eradicate boredom, stave off depression, and bolster people's ability to cope with stress and anxiety. Physical activity can bring about life-changing transformation by improving people's state of mind and being.

Move Your Mood is a locally-developed, community-supported and provincially-funded program for youth. This program idea was initiated by an interest in the Canadian Mental Health Association's (CMHA) successful Minding Our Bodies program for adult Ontarians with chronic mental illness.

Reference

Alberta Center for Active Living

Aging well

Ideas about aging well in Alberta are changing. Perspectives are focusing on moving toward something rather than retiring from jobs, lifestyles or communities. Older persons are less concerned about being defined by age and more concerned about aging well according to their individual values, beliefs, perceptions, abilities and lifestyles.

Reference

Let's Talk About Aging; Aging Well In Alberta; Chief Medical Officer of Health

Alberta Adolescent Recovery Center (AARC)

AARC operates from a fundamental belief that addiction is a disease with serious impacts on adolescents in particular; rather than a psychological or moral affliction. The effects of addiction are biological and social, as well as psychological and spiritual. Their work is guided by the belief that addiction is a chronic disease, not a temporary phase that a teen is going through. The objective of AARC is to provide hope for youth aged 12 – 21 suffering from addiction through long-term, cost-effective treatment.

Abundant Community Edmonton

Abundant Community Edmonton (ACE) recognizes the importance and need for vibrant neighbourhood life. The belief is strong neighbourly connections on every block in a city will contribute towards a culture of caring and belonging. In other words, comprehensive neighbourhood engagement and organization in every neighbourhood is essential for the well-being of a city. An evaluation indicated that ACE provided an effective and comprehensive framework for neighbourhood engagement, organization, and, thus community building.

A resource guide can be found at: https://www.edmonton.ca/programs_services/documents/PDF/ACE-ResourceGuide.pdf

Mental Health

The Canadian Mental Health Association estimates that 20% of Canadians will personally experience a mental illness in their lifetime and that 8% of Canadian adults will experience major depression at some time in their lives. While mental health issues affect all demographics and ages, the issue is of a particular concern among youth and young adults.[1]

- An estimated 10-20% of Canadian youth are affected by a mental illness or disorder.
- Suicide accounts for 24% of all deaths among 15 – 24 year olds and 16% among 25 – 44 year olds.
- Suicide is second only to accidents in terms of causes of death in 15 – 24 year old Canadians.
- 3.2 million Canadian youth aged 12 – 19 years old are at risk for developing depression.
- Just under half (49%) of those who feel they have suffered from depression or anxiety have never gone to see a doctor about the issue.
- It is estimated that only 1 out of 5 children who need mental health services receives them.

The overall significance and impacts of mental health is also increasingly being recognized by both the private and public sectors. On an annual basis it is estimated that the cost of mental health issues to Canadian society is in the magnitude of $51 billion.[2] As a result, mental health and wellbeing is becoming a focus area for both the public and private sectors. Corporate driven campaigns such as "Bell Let's Talk" have helped raise awareness and funding for mental health and related issues such as addictions and bullying.

Addiction and Substance Abuse

Addiction and substance abuse issues can come about in multiple forms and have a wide spectrum of family, community and societal consequences. In some cases addiction may be obvious and put an individual and/or the person's family in immediate distress. However addiction issues can also be less overt and more gradual. While this form of addiction may not always receive as much attention, the long term effects to the individual and their family and friends can also be profound and harmful.

Much of the focus by preventative health and social service providers remains around children and youth. Research continues to show the direct connection between addictive behaviours and the family and social environment in which children and youth are raised. The 2014 Childhood and Adolescent Pathways to Substance Use Disorders report specifically outlines that prevention efforts can have the most profound impact in childhood and adolescence and that more should be done to identify risk factors in these age groups.[3]

Another report published by the Canadian Centre on Substance Abuse in 2007 recognized a number of sub-segments of the youth population that are at a much higher risk of having heavy use, multi-drug substance abuse issues. The groups identified as being at high risk included:

- Runaway and street involved youth;
- Adolescents with co-occurring disorders;
- Youth in custody;
- Sexually-abused and exploited youth;
- First Nation, Inuit and Métis youth; and
- Gay, lesbian, bisexual and questioning teens.

The report further identified the need to better recognize signs of trauma, violence, stigma and neurophysiological vulnerability in these groups as these often lead to chronic substance abuse later in life.[4]

1   Canadian Mental Health Association.
    http://www.cmha.ca/media/fast-facts-about-mental-illness/#.U8mHg7FFqkw

2   CAMH, 2014 Annual Report.

3   Canadian Centre on Substance Abuse, Substance Abuse in Canada: Childhood and Adolescent Pathways to Substance Use Disorders (2014)

4   Canadian Centre on Substance Abuse, Youth in Focus

Social Isolation

Social isolation has often been described as resulting from a lack of social ties or sense of belonging and continues to be linked to numerous physical and mental health issues. The effects and need to better prevent social isolation is being increasingly recognized by social service and health care providers. Many efforts to prevent social isolation have been focused around seniors who are often identified as being at a higher risk for becoming socially isolated. A research brief published by Calgary's Family & Community Support Services in 2014 summarized research from a number of sources. This identified a variety of issues that can result from seniors becoming socially isolated, including the following:

- Increased risk of chronic disease.
- Disability or chronic disease
- Reduced self-care
- Decreased immunity and slow wound healing
- Premature death
- Poorer sleep efficiency and fatigue
- Abuse
- Stress
- Loneliness, depression and other mental illnesses and suicide
- Poor nutrition
- Psychosomatic illness
- Reduced well-being
- Quality of life

A number of other population groups are often at a higher risk for becoming socially isolated. These include:

- Immigrants and refugees
- Single parents
- New parents
- Unemployed
- Individuals with disabilities

Preventing social isolation requires ensuring that vulnerable groups and individuals are provided with opportunities to establish or strengthen social ties. In many cases individuals may not be aware of these opportunities and/or face barriers (e.g. language, cultural, financial) to becoming more integrated into the community. Service providers can play a role in eliminating these barriers by offering supports, facilitating partnerships between program providers, and putting an emphasis on creating or supporting programs that are inclusive and welcoming.

Identifying Vulnerable Populations

The delivery of effective preventative social services requires providers to be constantly in-tune with the needs and issues in their community. More specifically, agencies and organizations must be able to identify those populations which are most vulnerable, and then align services and programs to mitigate or prevent these issues.

The identification of vulnerable groups within a community can occur through a variety of mechanisms which include:

- Gathering feedback from current program participants and clients.
- Ongoing communication and collaborations with other organizations, agencies and service providers.
- Conducting regular surveys of residents or specific populations.
- Being cognisant of trends, both local and regional.

Research supports that many vulnerable populations in a community are characterized by having poor social ties and structures.[5] While these individuals and groups may be difficult to reach, developing strategies to engage them in programs and services can have a significant impact. Many preventative service providers have found that reaching all vulnerable populations requires an increased focus on developing outreach initiatives and being creative in the implementation of promotions and marketing strategies. Vulnerable populations often face additional barriers to accessing services. In order to engage these individuals and groups service providers must often find ways to eliminate barriers.

5   Calgary Family & Community Support Services
     http://www.calgary.ca/CSPS/CNS/Pages/FCSS/FCSS-Resources.aspx

7

Review and Assessment: 2012 Town of Blackfalds FCSS Social Needs Assessment Plan

FCSS Expenditures

According to FCSS regulations, the contribution from the municipality is to be 25% of the amount provided by the government. As illustrated in the following table, the Town's contribution has exceeded the required amount. This demonstrates the strong commitment of the Town to supporting the efforts to address social needs.

Year	Town of Blackfalds Contribution	Required Municipal Contribution	Government of Alberta Contribution
2012	$29,961.28	$25,118.00	$100,470.00
2013	$65,837.06	$25,118.00	$100,470.00
2014	$103,760.65	$25,118.00	$100,470.00
2015	$78,273.80	$35,885.00	$143,540.00
2016	$190,811.00 (budgeted)	$57,085.00	$228,341.00

Assessment

The 2012 Social Needs Assessment Plan provided FCSS with a comprehensive roadmap for the provision of preventative social services in the community. The Plan identified a number of issues, strategies, and recommendations for FCSS and the Town in general. Reviewing the degree to which the previous 2012 Plan has been implemented is important for a number of reasons, which include:

- Assessing the capacity of FCSS and its partners to successfully implement strategic planning;
- Identifying areas that require further development/implementation; and
- Identifying previous barriers to successful implementation and strategies to mitigate these barriers in this planning document.

Blackfalds FCSS is to be commended for what it has achieved in the past four years as it implemented the 2012 Social Needs Assessment. Blackfalds FCSS has grown from a small program with a part-time coordinator to a better-staffed, responsive program that works hard to address the local priorities that enhance the social well-being of the Blackfalds community. The successful implementation of the 2012 Social Needs Assessment provides a strong foundation for future growth and development.

Highlights of the successful implementation include:

- A youth programmer was hired in March 2013 with the position becoming full-time in January 2014. The youth programmer has developed an excellent working relationship with local schools. In addition, opportunities for youth have increased including:
  - » Youth retreats have been held twice on non-school days during the 2015 – 2016 school year with attendance increasing from 50% to 98%;
  - » Blackfalds Youth Crew after school drop-in activities;
  - » Intergenerational Tea during Seniors Week collaboration with Kids Konnection Family Day Home;
  - » Youth programmer offers training in KidProof—four courses: Bullyproofing, Conflict Resolution, Social Netiquette, Home Alone;
  - » In April 2016, a speaker was brought in to address making choices, drinking and driving, and bullying.
- Blackfalds FCSS has developed strong working relationships with the community agencies it funds rather than limiting its activities to monitoring the funded agencies.
- Blackfalds FCSS established monthly inter-agency meetings in mid-2013 with local and regional agencies. Blackfalds FCSS provides lunch. Ten to thirty agencies attend each month to get to know each other and their agencies' programs and services.

A detailed evaluation of the implementation of the 2012 Social Needs Assessment can be found in the chart below.

Issues/Recommendations	What has Happened from 2012 to 2016	Status/Opportunity
Partnerships and Collaborations		

Cross-sectoral Congregation
 	
Stakeholders spoke about the strong role FCSS has played in partner collaborations.
	• Interagency meetings:
	  » Since mid-2013, monthly interagency meetings with local and regional agencies
	  » Lunch is provided by FCSS
	  » 10 to 30 agencies attend each month to get to know each other and their agencies' programs and services
	• Continued involvement with a variety of regional collaborations
	  » Lacombe County Early Childhood Development Coalition
	  » Central Alberta Rural Communities Coalition
	  » MEGlobal/Dow Community Advisory Pannel
	  » Blackfalds Christmas Bureau
	  » Supporting local non-profits: Block Parents Party in the Park, Scouts, TOPS, AA, and Girls Group
		• Ongoing
		• Opportunity to move beyond information sharing at interagency meetings to collaborative planning

Program Priorities		
Youth *The proportion of households that identified unsupervised children and youth declined from 51% (2012) to 32% (2016).*	• Funds school social worker at the elementary campus • Funds Big Brothers Big Sisters and provides in kind space • Youth programmer hired • Staff have developed excellent working relationships with the schools • Youth retreats held twice on non-school days during 2015/2016 school year with attendance increasing from 50 to 98 • Blackfalds Youth Crew after school drop-in activities • Intergenerational Tea during Seniors Week collaboration with Kids Konnection Family Day Home • Children's Mental Health therapist funded by Alberta Health Services hired in June 2014. She uses FCSS office space • Unsupervised children and youth were identified as one of the most common social issues in the community in both the 2012 and 2016 social needs assessments	• Ongoing

Issues/Recommendations	What has Happened from 2012 to 2016	Status/Opportunity
Substance Abuse (amongst youth and adults) *The proportion of households that identified this as an issue declined from 55% (2012) to 36% (2016).*	• Prevention is part of youth programming offered through the schools • April 2016: brought in a speaker to address making choices, drinking and driving • Drugs/substance abuse/addictions were identified as one of the most common social issues in the community in both the 2012 and 2016 social needs assessments	• Ongoing
Bullying (primarily among youth) *The proportion of households that identified this as an issue declined from 62% (2012) to 29% (2016).*	• Provide support to Big Brothers Big Sisters • Bullying awareness presentation Fall 2016 • Youth programmer offers training in KidProof: 4 courses: Bullyproofing, Conflict Resolution, Social Netiquette, Home Alone • April 2016: brought in a speaker to address bullying • Bullying was identified as one of the most common social issues in the community in both the 2012 and 2016 social needs assessments	• Ongoing
Community Cohesiveness	• Organizes community events: Blackfalds Days, Winterfest • Intergenerational teas held during Seniors Week and during the Christmas season • Staff have an identity in the community • Blackfalds Interagency Meetings consistently have 15 to 20 community organizations in attendance which facilitates opportunities to form partnerships with other organizations in the community and networking for services outside of Blackfalds • Community Registration Day each fall for residents to get information about different agencies • Volunteer appreciation event held annually • Participates in information fair in April annually • Community Clean-up • Subsidy programs include tools for schools, sports, Christmas Bureau, Winter Wear Program, $100 pass to use Abbey Centre	• Ongoing
Transportation (inter-community)	• Provides BOLT passes based on need using Benevolent Fund • Transportation continues to be identified as a social need	• Ongoing
Child Care	• Provides rental space for Kids Konnection Family Day Home • Babysitting course offered spring and fall • Before and after school care	• Ongoing
Parenting Skills	• Advocated for Parent Link Centre in Blackfalds • Administered Little Tots Playtime & Parents Coffee Talk—numbers attending growing as awareness grows (discontinued in April 2016 with Parent Link start) • Triple P parenting workshops started in fall 2015	• Ongoing

Seniors In-Home Support	• Contract with Lacombe FCSS to provide in-home support
	• Partnership with The Boy Scouts and the Pentecostal Church for snow shoveling in 2015/2016
	  » Prior to 2015: partnership with Blackfalds Optimist Club
	  » From 2016 onward, a volunteer-based "Snow Angels" program is in place
		• Ongoing

Issues/Recommendations	What has Happened from 2012 to 2016	Status/Opportunity
Increased Awareness of FCSS • FCSS as "go to" organization (including signage) *The proportion of households that had heard of FCSS rose from 63% (2012) to 73% (2016).*	• Updated signage June 2014 • Program guide to promote FCSS April 2014 • FCSS brochure September 2014 • Update website • Town newsletter with utility bills • Receiving requests/demands from the community in an ongoing manner (reactive approach) • Awareness of Blackfalds FCSS rose from 63% in 2012 to 71% in 2016.	• Successfully implemented • Ongoing • Move to a proactive approach from a reactive one
Ongoing Community Input		
Board Members Consult	• Board members bring information they glean from the community back to the Board (informal)	• Ongoing
Annual Reports for Funded Agencies	• Annual reports received from funded agencies	• Ongoing
FCSS Staff to Visit Funded Agencies	• Staff have established excellent working relationships with both funded and other community agencies	• Exceeded expectations by developing collaborative working relationships rather than monitoring alone
Staffing		
FCSS Manager	• Hired full-time January 2013	• Successfully implemented
0.5 FTE FCSS Admin Assistant	• Hired 0.6 FTE March 2013 • Went full-time January 2014	• Successfully implemented
0.5 FTE Youth Programmer	• Hired 0.6 FTE March 2013 • Went full-time January 2014	• Successfully implemented
0.5 FTE Volunteer Programmer	• Hired 0.6 FTE Spring 2015 • Went full-time January 2016	• Successfully implemented
Review FCSS Coordinator's Title	• Title changed to manager	• Successfully implemented
Strategic Delivery		
Board-Set Outcomes	• 2012 Social Needs Assessment implemented	• Successfully implemented • Ongoing • Setting local priorities is part of establishing a performance monitoring framework
Expanded FCSS Coordinator's Role	• Now identified as the manager	• Successfully implemented • Ongoing • Reduce/end the role as an events coordinator to take on more strategic delivery of FCSS and social community development programming and the related performance monitoring

8 Social Needs Analysis

Provided as follows is a **summary of the key findings from the research.** These findings present a basis for which the recommendations provided in Section 9 have been developed.

Community Profile

- Blackfalds is a young, growing community whose population has doubled since 2006.
- The Town recently opened the Abbey Master Builder Centre that addressed some recreational needs as well as some needs for programming spaces.
- A consequence of the growing community is continued growth in the demand for programs and services.

Foundation Review

- The Town prides itself on being a family community that provides a high quality of life.

Inventory

- There are a variety of programs and services available to Blackfalds' residents. Several of these are directly provided or supported by the Town and FCSS

Community Engagement

Resident Survey

- 87% are happy with their quality of life in Blackfalds
- Top 5 issues impacting youth are:
  - » Bullying
  - » Drug/substance abuse/additions
  - » Alcohol abuse
  - » Violence in the community
  - » Mental health
- Top 5 issues impacting adults/families are:
  - » Alcohol abuse
  - » Drug/substance abuse/addictions
  - » Affordable housing
  - » Violence in the community
  - » Relationship breakdown and mental health

- Top 5 issues impacting seniors are:
    » Mental health
    » Poverty
    » Affordable housing
    » Lack of housing
    » Isolation/loneliness
- Top 5 issues to address are:
    » Drug/substance abuse/addictions
    » Unsafe neighbourhoods and streets
    » Unsupervised children/youth
    » Bullying
    » Violence in the community
- 31% can completely access the services they want in Blackfalds
- 76% are unaware of programs and services available in Blackfalds
- 73% have heard of FCSS
- 28% of households had volunteered in Blackfalds in the past year

Youth Survey

- Approximately two-thirds of students identified drugs/ substance abuse/addictions (66%) and bullying (62%) as priority areas to address.

Stakeholder Discussions

- Blackfalds FCSS is positively viewed
- Current economic situation is impacting the community
- Affordable program space is at a premium
- Partnerships and collaboration are critical

Trends

- Take protective and risk factors into account when program planning
- Involve all adolescents in education about safety and risk
- Mental health issues affect all demographics
- Social isolation can impact many in society but particularly newcomers, single and new parents, unemployed, people with disabilities, and seniors

Review of the 2012 Social Needs Assessment Plan

- The majority of recommendations from the 2012 plan have been implemented with many continuing to be addressed.
    » Some items were discrete and have been successfully implemented: signage, staffing changes, and setting Board outcomes
    » Significant advancements have been made in the areas of youth programming and relationship building with other community organizations.
    » Opportunities exist to continue enhancing communications and awareness as well as community capacity building
- The Town's contribution (financial) to FCSS had exceeded the provincially-mandated amount.
- The consultation findings have demonstrated positive changes from 2012 to 2016.

9 Recommendations

Based on the research and analysis presented in previous sections, sixteen recommendations have been identified to help guide the future delivery of preventative social services in Blackfalds over the next five years. These recommendations are intended to help set forth priority areas and address identified gaps. Resource requirements pertaining to each recommendation are identified in Section 11.

The recommendations outlined have been organized under the following areas:

- **Delivery and Resourcing Approaches:** How will FCSS be delivered in Blackfalds over the next five years?
- **Internal Priorities and Focus Areas:** What programs should be a priority for FCSS in Blackfalds over the next five years?
- **Partnerships and Collaborations:** How can partnerships and collaborations be most effectively utilized in order to optimize preventative social services in Blackfalds?
- **Communications and Awareness:** What tactics and methods can be utilized to enhance the awareness of preventative social services in Blackfalds?

There is some flexibility in service delivery due to the sizeable financial supports by the Town. While FCSS needs to adhere to the mandate of the provincial FCSS regulations, the Town's contribution does enable a degree of leeway to enable a broader response to social needs in the community.

Delivery and Resourcing Approaches

Recommendation #1: Redevelop FCSS as Blackfalds FCSS and Community Social Development (or similar).

The profile, programs, and overall impact of FCSS in Blackfalds has grown significantly over the past five years. Over the past five years, FCSS has also increasingly taken on a broader role in community development. Redeveloping FCSS as Blackfalds FCSS and Community Social Development (or a similar title) would recognize the expanded role of the department in community capacity development and programs and services not eligible for FCSS funding. It is suggested that FCSS remain in the title on a transitional or permanent basis as there is a high level of recognition of FCSS in the community.

Recommendation #2: Develop and implement a performance measurement system.

Measuring the impact and outcomes of FCSS programs is important in order to continue justifying investment and ensuring that available resources are best allocated to areas of need. It is suggested that the performance measurement system provided in Section 10 be integrated into ongoing operations and used on an annual basis to track outcomes. The system provided is built upon a program logic model which can be used at several levels (administration and management as well for program and service delivery).

Recommendation #3: Tie FCSS annual plans into the Town's strategic plans.

The Town of Blackfalds conducts strategic planning on an ongoing basis for a number of service areas and departments including community services, economic development, municipal planning, and recreation. Functions of Town administration and Council are also guided by overarching documents such as the Municipal Sustainability Plan. It is recommended that FCSS in Blackfalds ensure that its annual plans are aligned with broader Town strategic planning. Doing so will help ensure that FCSS is supporting the Town's vision and further enable FCSS to demonstrate its contribution to Town initiatives and goals.

Internal Priorities and Focus Areas

Recommendation #4: Develop and/or support the development and implementation of programs to address the following priority areas:

- **Bullying/conflict resolution**
- **Child and youth safety**
- **Mental health supports**
- **Parenting**
- **Relationship support**
- **Family and domestic violence support**
- **Substance abuse**
- **Intergenerational programming**

The above program priorities have been identified through the research and consultation as required areas of focus. The FCSS Board and staff should develop specific strategies for each of these priority areas. The strategies should also identify opportunities to use existing and new community relationships with other agencies to provide programming and supports to address these focus areas.

Recommendation #5: Support a feasibility study on community space. This space could address the need for dedicated space for youth as well as the need for other community programming space.

There is a perception among stakeholders that affordable community space in the community is limited and a barrier for program delivery. Potential space needs identified by stakeholders included dedicated youth facilities, multi-purpose program rooms, shared office and meeting space, and childcare and after school space.

Further exploration is needed before development occurs to confirm the types of spaces required, costs, and potential opportunities to leverage existing (or planned) facilities in the community. The feasibility study should include input from stakeholders and measure potential operating models (i.e. partner operated, Town operated, lease opportunities, etc.).

Recommendation #6: Provide additional staff resources focussed on community events and community capacity building (0.5 FTE).

As previously indicated, FCSS in Blackfalds has taken on an expanded role in recent years which includes event planning and delivery. FCSS has also become a first point on contact for many newcomers to the community. While FCSS has successfully managed this expanded role, human resources

are limited. To ensure that FCSS can continue to fulfill its core programming responsibilities while continuing to meet expanded community needs it is likely additional human resources will be required.

The proposed 0.5 FTE position should focus on event coordination and the facilitation of community social capacity development. There are natural synergies between these two functions as events are a key mechanism from which to build community. Opportunities to expand the role may also be possible should partnerships with other community organizations or regional entities become available.

Blackfalds FCSS has a contract with Alberta Child and Family Services for the Community Capacity Building Initiative (CBI). This contract has infused funds into the FCSS budget to enable efforts beyond the FCSS mandate. This current contract arrangement will end in March 2017 and be replaced by a new process.

Recommendation #7: Develop a low income subsidy policy and program for residents of Blackfalds.

The cost of accessing programs and services remains a barrier for some residents. As such, FCSS should take the lead in developing a low income subsidy program for residents. This program could leverage existing provincial and national programs (or models). The program will need to determine what municipal services could be included and define accessibility criteria. While a similar program exists in Blackfalds it has more of a recreation focus. The policy will provide the guidelines and establish a philosophical position on the provision of these type of supports for all municipal services.

Recommendation #8: Establish a program of short term supports.

It is suggested that FCSS in Blackfalds develop a program to provide short term support that can help individuals and families facing immediate issues. This program would help address the need for short term counselling, and transportation costs on a limited or one time basis to provide stability to individuals and families while longer term supports are being secured. The disposition of these funds should occur on a case-by-case basis.

Recommendation #9: Develop a program of employment supports including resume writing, job searches, job skill assessments, and workforce esteem.

The need for supports to persons dealing with job loss or underemployment was cited as a significant concern based on the current economic conditions. It is recommended that FCSS play a leading role in enhancing available employment supports in the community. Partnerships with the library and other local or regional community agencies should also be pursued to help address this need.

Partnerships and Collaborations

Recommendation #10: Support the launch of the Parent Link Centre in Blackfalds and continue to work with partner organizations to provide support to parents who face barriers to participation/integration.

There is a high expectation that the Parent Link Centre will address a number of parenting concerns in the community. A successful "launch" is critical to its ongoing success. Barriers to attendance such as child care will need to be addressed. The Parent Link Centre needs to be seen as one part of a range of parenting supports available to parents and can be an important "hub" of information.

Recommendation #11: Provide funding (potentially a grant program) to assist community agencies and organizations to locate in Blackfalds.

While the community has experienced rapid growth over the past decade, there is a perception that access to certain services and supports has not kept up. In many instances, these services and supports are located in other regional centres (Red Deer and Lacombe) which results in accessibility challenges for some residents.

As the community continues to grow it is likely that some organizations and agencies will provide expanded service to Blackfalds. However to expedite this process, it is suggested that FCSS play an increased role in attracting these needed services. This could occur through the development of a grant program to entice agencies to offer programming in Blackfalds. This grant program could be used for a variety of items such as the cost of marketing for pilot programs that could serve as an agency's first foothold into the community. Helping facilitate space for these organizations is another tactic that should be considered (and possibly included in the feasibility study identified previously).

Recommendation #12: Facilitate discussions/meetings with community providers and agencies to develop a plan to increase child care options and capacities including day care, before and after school care, and after school programming.

Current providers are limited by space restrictions and difficulty in staffing. It is recommended that Blackfalds FCSS continue to engage in discussions and identify strategies to help with staff training, day home supports and the identification of space/facilities. Blackfalds FCSS can serve to bring others in the community together to address the issues in its role as a facilitator.

Recommendation #13: Facilitate discussion with other agencies/stakeholders regarding the type and quality of affordable housing needed in Blackfalds for seniors, families, singles and youth and develop an affordable housing feasibility process that engages the municipality, community, agencies and developers.

Lack of affordable housing was cited as a significant reason for people working in Blackfalds and living elsewhere, by seniors who have to leave the community to find appropriate and affordable housing and by young families living in or wanting to live in the community. While housing is a complex issue that expands beyond the FCSS mandate and resources, FCSS in Blackfalds should play a facilitation role and lead the conversation regarding housing. It is not FCSS' role to solve this issue but facilitating the development of solutions is a role that FCSS can provide.

Recommendation #14: Facilitate discussion with other agencies/stakeholders to Identify potential transportation supports for people wanting to attend social programs and services.

Transportation was cited as a significant barrier to attending programs and services within the town and surrounding area. Increasing transportation options to specialized programs and services outside the town may reduce the need to provide them within Blackfalds. FCSS in Blackfalds should continue to be a stakeholder as local and regional transit services are further expanded and refined. FCSS can also further help communicate existing transportation options to residents in need of these services. As with several other recommendations, Blackfalds FCSS can serve as a facilitator to bring together pertinent stakeholders to address issues regarding transportation needs.

Communications and Awareness

Recommendation #15: Enhance promotion and communication of social wellness supports.

FCSS in Blackfalds needs to continue focusing on increasing awareness of available programs and supports. This includes both those offered directly by FCSS, those supported by FCSS, and other programs in the region. It is suggested that FCSS in Blackfalds develop an annual action plan specific to promotions and communications that outlines tactics for current programs. Communication resources and expertise available through the Town should be leveraged and broader Town campaigns should be leveraged wherever possible.

Recommendation #16: Develop an annual report to the community.

The development of an annual report to the community provides the opportunity for FCSS in Blackfalds to profile the successes of current initiatives and promote the work of the Town and its partners in addressing social issues. The annual report additionally provides an avenue to educate residents on the actual situation in the town (e.g. misconception about safety in town, exaggeration of the scale of some social issues) and provides clarity as to how resources are allocated. It provides an annual, formal touch point to speak with the community and can serve as a means to celebrate success. This annual report can take several forms and could include an event and even formal documentation.
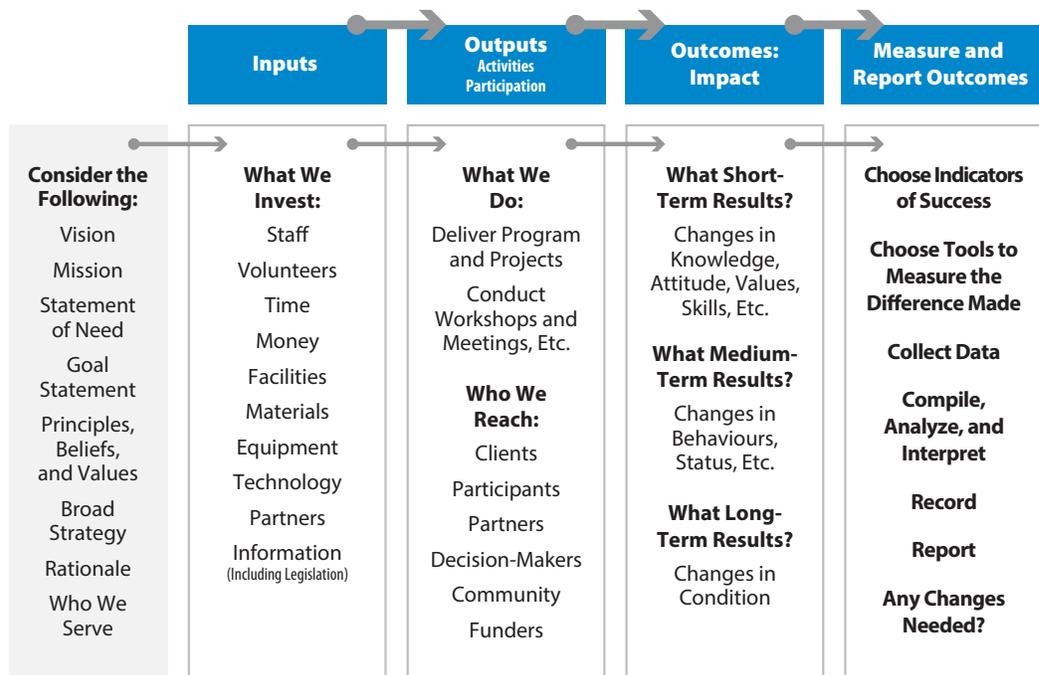
10 | Implementation

Presented in this section is a Performance Monitoring Framework along with Resource Requirements pertaining to the recommendations identified in Section 9.

Social Policy Outcomes and Performance Monitoring Framework

Blackfalds FCSS has done well implementing the 2012 Social Needs Assessment and is well-positioned to take the next steps and continue its evolution as a successful, responsive program for the Blackfalds community. Implementing a comprehensive performance monitoring framework is a key element in this evolution and will be critical to the successful implementation of the recommendations outlined in the previous section. The FCSS Outcomes Model outlined below provides such a framework.

In 2012, the provincial FCSS program released **Family and Community Support Services: FCSS Outcomes Model: How we are making a difference.** The FCSS Outcomes Model (The Model) was developed to guide and inform local FCSS programs, such as Blackfalds'.[1]

The FCSS Outcomes Model, based on a program logic model framework, provides the vision, mission and overarching goal statements of FCSS articulated from a provincial perspective. FCSS principles, beliefs and values are also considered, along with the broad strategies used by local FCSS programs to serve specific and general populations within Alberta.

Inputs	Outputs Activities Participation	Outcomes: Impact	Measure and Report Outcomes
Consider the Following: Vision Mission Statement of Need Goal Statement Principles, Beliefs, and Values Broad Strategy Rationale Who We Serve	**What We Invest:** Staff Volunteers Time Money Facilities Materials Equipment Technology Partners Information (Including Legislation)	**What We Do:** Deliver Program and Projects Conduct Workshops and Meetings, Etc. **Who We Reach:** Clients Participants Partners Decision-Makers Community Funders	**What Short-Term Results?** Changes in Knowledge, Attitude, Values, Skills, Etc. **What Medium-Term Results?** Changes in Behaviours, Status, Etc. **What Long-Term Results?** Changes in Condition	**Choose Indicators of Success** **Choose Tools to Measure the Difference Made** **Collect Data** **Compile, Analyze, and Interpret** **Record** **Report** **Any Changes Needed?**

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1   The FCSS Outcomes Model is also provided in the appendices.

While the FCSS Outcomes Model is based on a program logic model, it can be used at a variety of levels within an organization. When employed at a high level within an organization, the FCSS Outcomes Model can provide a detailed step-by-step approach to planning for the entire organization or an organizational unit. More often, the FCSS Outcomes Model is used for the detailed planning of programs or projects meant to make a difference for those participating.

The FCSS Outcomes Model is a planning framework. The planning framework takes the user through the process step by step. Since planning is grounded in the vision and mission of the organization using it, the planning framework starts there. The next four steps are crucial to the development of a robust plan:

- Develop a statement of need: What community issue, need or situation is being addressed? The information included here provides the foundation for the entire plan. For this reason, the more detail that can be accrued the better. For example, how is the community issue, need or situation presenting itself in Blackfalds? What are we hearing about it from community members, other agencies, staff members? Are there any relevant statistics?

- Develop a goal statement: At a very high level, what is the overall benefit, change or desired impact we hope our target population will achieve when we address this issue, need or situation? The goal statement is written from the perspective of the participants we reach with our endeavors, i.e., who we serve.

- Develop a broad strategy: In very general terms, how will we address this issue, need or situation identified in the statement of need.

- Determine the rationale: It is very important to articulate our rationale. What evidence do we have that supports our approach? Web searches can help to find out what others are doing as well as to find out what elements make up a successful approach to the area of interest.

The four steps provide the foundation for all the steps that follow. Spending time in these early stages of the planning process will make following the remaining steps in the planning process to flow much more easily. Key information will already be identified and can be used as the planning process unfolds.

The planning framework moves on to inputs, outputs, and outcomes.

- Determine the inputs: What specific resources are available to invest? Consider staff, volunteers, time, money, facilities, materials, equipment, technology, partners and information including legislation.

- Determine the outputs: There are two types of outputs in this planning model:
  - » The activities and processes that we intend to use to achieve our goal, and
  - » The numbers which capture the volume or work accomplished, i.e., the number of events held, and the numbers we reached, i.e., participants, volunteers, partners, local businesses.
  - » Inputs and outputs are about the program rather than the target group and the outcomes we want to achieve. However, we need all three: inputs, outputs and outcomes, to manage programs and projects. Inputs and outputs provide useful administrative and program information. However, inputs and outputs do not answer the crucial question: what difference did it make for the participants?

- Determine the outcomes: Outcomes usually are benefits or changes in participants' knowledge, attitudes, values, skills, behaviour, condition or status. Most often, an outcome represents a change for the better, although the outcome for some programs is that participants get worse more slowly than they would have otherwise. Participants have a change of:
  - » **Knowledge:** to understand more about a topic;
  - » **Attitude:** a feeling or emotion toward a fact or state;
  - » **Values:** beliefs of a person or social group in which they have an emotional investment (either for or against something);
  - » **Skills:** developed aptitudes or abilities;
  - » **Behaviour:** to act, function or react in a particular way;
  - » **Condition:** social circumstances in a community or locality, e.g., bullying, crime, environmental concerns, family violence, substance abuse; and/or
  - » **Status:** the relative position or standing of people in a society, e.g., level of education, income, occupation.
  - » **Note:** Most FCSS programs and projects are designed to achieve short-term and medium-term results. In these situations, changes concern knowledge, attitude, values, skills, behaviour, and sometimes status. Changes related to condition and status are considered long-term results and require efforts from a variety of sources and usually a much longer time-frame for the results to be achieved.

In many cases there is not just one desired outcome for participants, but a series of outcomes, with one outcome contributing to another. This hierarchy of logically related changes or benefits comprises a **series of "if-then" relationships.** For example, *if* a program provides mentoring to teens about the importance of getting an education, **then** the teens are more likely to attend school. **If** the teens attend school, **then** teens are more likely to get better grades. **If** the teens get better grades, **then** the result is that the teens are more likely to graduate from high school.

Outcome statements are written from the participants' perspective. What benefits, impacts, results or changes do we want the participants to experience?

The next step is to determine how the outcome statements align with the FCSS Outcomes Model: Chart of Outcome and Indicators shown below. Doing so helps us identify the indicators of success that relate to our written outcomes. These lead us to a bank of measures, i.e., survey questions which we can include in the data collection tools we design to evaluate the success of our program.

Once all of the design outlined above has taken place, the plan is carried out including administering the data collection tools developed.

After the plan is implemented, compile the data including the actual inputs and outputs. Next, compile, tabulate and analyze the data gathered through administering the data collection tools. Then interpret the data to get information about the success of our endeavors.

At this point, record the findings and compare the actual results to the expected or anticipated results. From the recorded findings, summarize what was learned. Next, report the results to the participants, staff members, our board, any agency and/or community partners, our community and to the province through the FCSS Provincial Progress and Outcomes Report.

The final step is to carry out a critical review of the results achieved and monitor performance. What went well? What could be improved? Do any changes need to be made? At this point, if we decide to make changes, we would revise our plan and put the date revised on it so we have a record of what has taken place. Then, whether we make any changes, the cycle begins again.
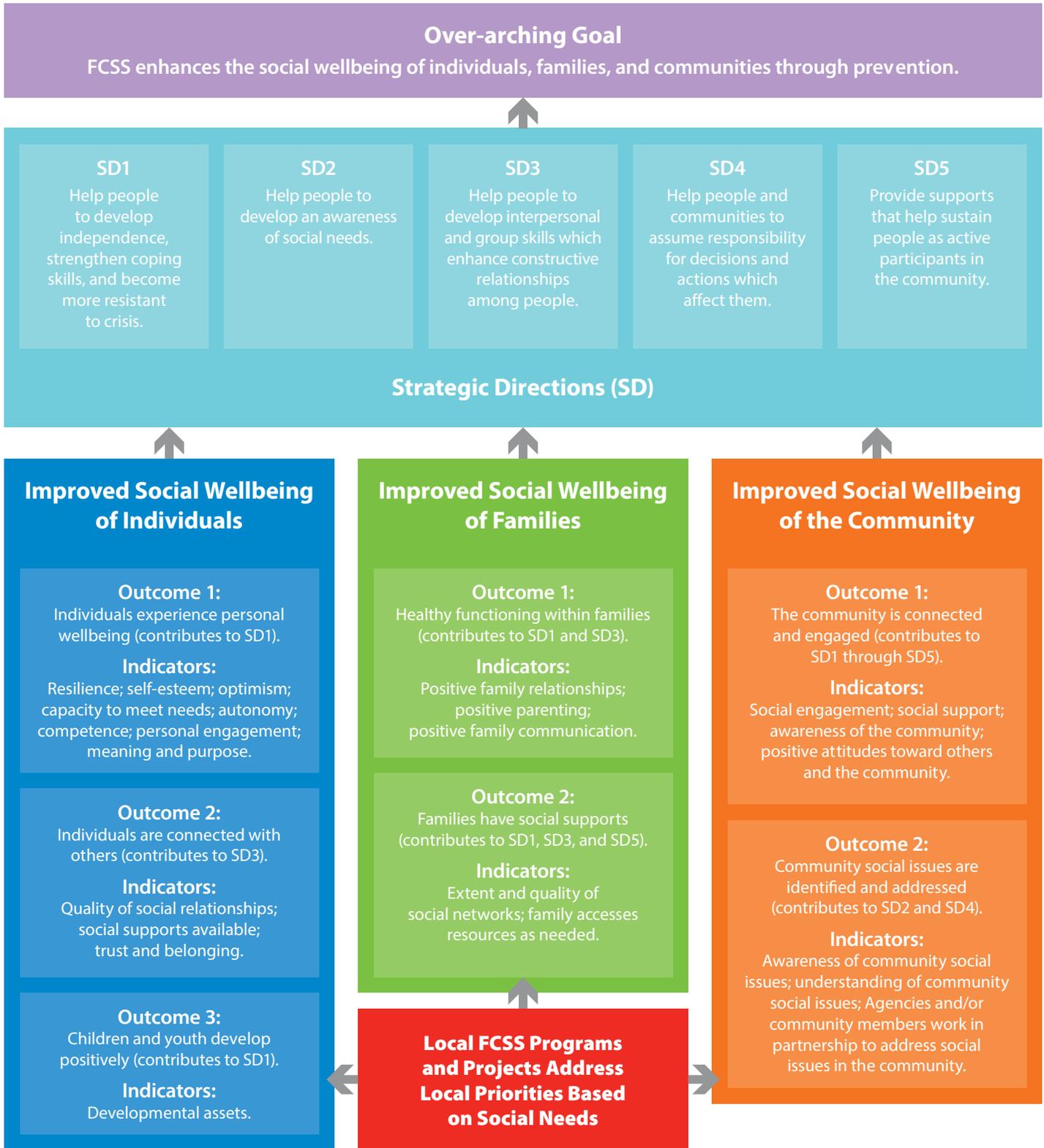
Key Considerations to Implementing a Performance Monitoring Framework

Blackfalds FCSS will be required to do the following:

- Provide additional staff resources to give the FCSS manager the time the position needs to implement a performance monitoring framework for Blackfalds FCSS, i.e., The FCSS Outcomes Model. Future performance monitoring will expand to include outcome measurement: the ability to determine the benefits, results or impacts a program has for its participants or the community as a whole;

- Establish local priorities to guide decision-making and review annually;

- Move to a proactive stance from a reactive stance. Blackfalds FCSS will be overwhelmed by continuing demands unless a proactive approach is taken; and

- Blackfalds FCSS needs permission to say "no" since not all requests fit within the FCSS/CSD mandate or the local priorities that have been outlined.

The FCSS Outcomes Model: Chart of Outcomes and Indicators

Over-arching Goal

FCSS enhances the social wellbeing of individuals, families, and communities through prevention.

Strategic Directions (SD)

SD1
Help people to develop independence, strengthen coping skills, and become more resistant to crisis.

SD2
Help people to develop an awareness of social needs.

SD3
Help people to develop interpersonal and group skills which enhance constructive relationships among people.

SD4
Help people and communities to assume responsibility for decisions and actions which affect them.

SD5
Provide supports that help sustain people as active participants in the community.

Improved Social Wellbeing of Individuals

Outcome 1:
Individuals experience personal wellbeing (contributes to SD1).
Indicators:
Resilience; self-esteem; optimism; capacity to meet needs; autonomy; competence; personal engagement; meaning and purpose.

Outcome 2:
Individuals are connected with others (contributes to SD3).
Indicators:
Quality of social relationships; social supports available; trust and belonging.

Outcome 3:
Children and youth develop positively (contributes to SD1).
Indicators:
Developmental assets.

Improved Social Wellbeing of Families

Outcome 1:
Healthy functioning within families (contributes to SD1 and SD3).
Indicators:
Positive family relationships; positive parenting; positive family communication.

Outcome 2:
Families have social supports (contributes to SD1, SD3, and SD5).
Indicators:
Extent and quality of social networks; family accesses resources as needed.

Improved Social Wellbeing of the Community

Outcome 1:
The community is connected and engaged (contributes to SD1 through SD5).
Indicators:
Social engagement; social support; awareness of the community; positive attitudes toward others and the community.

Outcome 2:
Community social issues are identified and addressed (contributes to SD2 and SD4).
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.

Local FCSS Programs and Projects Address Local Priorities Based on Social Needs

Resource Requirements

Recommendation	Year 1	Year 2	Year 3	Year 4	Year 5
Delivery and Resourcing Approaches					
1 Redevelop FCSS as Blackfalds FCSS and Community Social Development (or similar).		$2,500			
2 Develop and implement a performance measurement system.	Y	Y	Y	Y	Y
3 Tie FCSS annual plans into the Town's strategic plans.	Y	Y	Y	Y	Y
Internal Priorities and Focus Areas					
4 Develop and/or support the development and implementation of programs to address priority areas.	$15,000	$15,000	$20,000	$20,000	$25,000
5 Support a feasibility study on community space.	$5,000 *				
6 Provide additional staff resources focussed on community events and community capacity building (0.5 FTE).		$25,000	$25,000	$25,000	$25,000
7 Develop a low income subsidy policy and program for residents of Blackfalds.	Y	Y			
8 Establish a program of short term and emergency supports.	$5,000	$5,000	$5,000	$5,000	$5,000
9 Develop a program of employment supports.	$5,000	$5,000	$5,000		
Partnerships and Collaborations					
10 Support the launch Parent Link Center and provide support to parents to reduce barriers for participation.	$7,500	$5,000	$5,000	$8,000	$8,000
11 Funding (potentially grants) to assist community agencies and organizations to locate in Blackfalds.		$5,000	$5,000	$5,000	$5,000
12 Facilitate discussions/meetings with community providers and agencies to develop a plan to increase child care options and capacities.		$2,500	$2,500		
13 Facilitate discussion with other agencies/stakeholders regarding the type and quality of affordable housing needed in Blackfalds and develop an affordable housing feasibility process.				$2,500	$2,500
14 Facilitate discussion with other agencies/stakeholders to identify potential transportation supports.		$2,500	$2,500		
Communication and Access					
15 Enhance promotion and communication of social wellness supports.	$2,500	$2,500	$2,500	$2,500	$2,500
16 Develop an annual report to the community.	$2,500	$2,500	$2,500	$2,500	$2,500
Total	**$42,500**	**$72,500**	**$75,000**	**$70,500**	**$75,500**

Y Indicates that a direct financial cost is not anticipated as being required.

* This figure will not cover the cost of a feasibility study. The community space would encompass several areas beyond FCSS. As such, this figure represents a contribution to the cost of the study.

Appendices

A Household Survey Instrument

Survey page 1 (left):

3b. For each of the following social issues please:
i. Indicate whether you are aware if these issues exist in your community.
ii. Indicate if there are programs in the community that could help people address these needs.

Social Issue	i. Does this issue exist in your community?			ii. Are there local programs that address this issue?		
	Yes	No	Unsure	Yes	No	Unsure
Parenting/Child Rearing Problems	☐	☐	☐	☐	☐	☐
Unsupervised Children/Youth	☐	☐	☐	☐	☐	☐
Availability of Child Care	☐	☐	☐	☐	☐	☐
Family Conflict	☐	☐	☐	☐	☐	☐
Supports for Special Needs Adults	☐	☐	☐	☐	☐	☐
Supports for Special Needs Children	☐	☐	☐	☐	☐	☐
Lack of Before and After School Care	☐	☐	☐	☐	☐	☐

4. Considering the list of social issues that exist in your community, the **top five (5) priorities** you think should be addressed in Blackfalds.

☐ Lack of housing
☐ Isolation/loneliness
☐ Mental health
☐ Affordable housing
☐ Drugs/substance abuse/addictions
☐ Alcohol abuse
☐ Bullying
☐ Violence in the community
☐ Suicide
☐ Homelessness
☐ Poverty
☐ Basic needs not being met (e.g. food, clothing)
☐ Local programs and services are too expensive
☐ Relationship breakdown
☐ Other (please specify): _____

Section 3: Social Programs and Services

Social issues deal with the well-being of individuals. Social issues help people:
- Become more independent and strengthen
- Develop skills so they can better get along
- Assume responsibility for decisions and
- Become active participants in the community

5. What improvements, if any, are needed

Survey page 2 (right):

9. Are there social wellness programs and services that a household member accessed elsewhere in the past two years that you would prefer to access in Blackfalds?
☐ Yes   ☐ Unsure   ☐ No (If "No", please proceed to Q#10)

9a. If "Yes" or "Unsure", please identify up to three programs and services you would prefer to access in Blackfalds.
1. _____
2. _____
3. _____

10. Family and Community Support Services (FCSS) is an organization operated by the Town that works to enhance the social well-being of individuals, families, and community through prevention. Before receiving this questionnaire, had you ever heard of FCSS?
☐ Yes   ☐ Unsure   ☐ No

10a. If you answered "Yes", are you aware of any programs provided through your community FCSS program?
☐ Yes   ☐ Unsure

11. What are existing social programs and services in the community?
☐ Town website
☐ School newsletters
☐ Blackfalds program guide
☐ Blackfalds newspapers

...regarding the future planning of social services in Blackfalds.

Cover page (center):

Social Needs Assessment Master Plan

Resident Household Survey

The Town of Blackfalds is completing a Social Needs Assessment Master Plan in order to better understand the social needs of its residents. RC Strategies has been hired to help with the development of this Needs Assessment. Please have an adult in the household answer the questionnaire by considering the needs of **all members of your household;** it should take about 15 – 20 minutes to complete.

Please seal your completed questionnaire in the enclosed self-addressed envelope (no postage necessary) and mail it by **June 27th, 2016.** Alternatively you can drop it off at the **Town Office** (5018 Waghorn Street)—please seal it in the business reply envelope as well.

As a token of thanks for completing this questionnaire one draw will be made for a $100 grocery certificate. To be included in the draw, please complete the information below. If you have any questions about this survey, please contact Sue Bornn (FCSS Manager) at (403) 885 – 6247 or Stephen Slawuta (RC Strategies) at (780) 441 – 4267.

Draw Entry Form

Name (First Name Only): _____

Phone Number: _____

The personal information collected on this survey will be used for the sole purpose of the administering the Social Needs Assessment Master Plan, designed to assess the future social services needs of Blackfalds residents, and to contact the draw prize winner for participating in the survey, as described. Personal information is collected under the authority of Section 33 (c) of the Alberta Freedom of Information and Protection of Privacy Act (FOIP) and will be protected under Part 2 of the FOIP Act. Questions regarding this collection of personal information may be directed to the Town of Blackfalds FOIP Coordinator at (403) 885 – 6248.

Social Needs Assessment Master Plan

Resident Household Survey

The Town of Blackfalds is completing a Social Needs Assessment Master Plan in order to better understand the social needs of its residents. RC Strategies has been hired to help with the development of this Needs Assessment. Please have an adult in the household answer the questionnaire by considering the needs of **all members of your household;** it should take about 15 – 20 minutes to complete.

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As a token of thanks for completing this questionnaire one draw will be made for a $100 grocery certificate. To be included in the draw, please complete the information below. If you have any questions about this survey, please contact Sue Bornn (FCSS Manager) at (403) 885 – 6247 or Stephen Slawuta (RC Strategies) at (780) 441 – 4267.

Draw Entry Form

Name (First Name Only): _____

Phone Number: _____

Section 1: Living in the Town of Blackfalds

1. What are the strengths about life in Blackfalds? Please select **up to five (5).**

☐ Safe community   ☐ Economic stability
☐ Affordability   ☐ Town spirit and pride
☐ Lots of activities   ☐ Welcoming community
☐ Green spaces   ☐ Good neighbours
☐ Good access to health care   ☐ Quiet communities
☐ Accessible businesses and services   ☐ Community diversity
☐ Small town atmosphere   ☐ Close to a large city
☐ Other (please specify): _____

2. How happy are you with your quality of life in Blackfalds?

☐ Very Happy   ☐ Happy   ☐ Neutral   ☐ Unhappy   ☐ Very Unhappy

Section 2: Social Issues in the Community

3a. For each of the following social issues please:
    i. Indicate whether you are aware if these issues exist in your community among youth, seniors and/or among adults and families.
    ii. Indicate if there are programs in the community that could help people address these needs.

Social Issue	i. Does this issue exist in your community? Please check (✔) all that apply.					ii. Are there local programs that address this issue? Please check (✔) all that apply.				
	Yes (Youth)	Yes (Adults/Families)	Yes (Seniors)	No	Unsure	Yes (Youth)	Yes (Adults/Families)	Yes (Seniors)	No	Unsure
Lack of Housing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Isolation/Loneliness	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mental Health	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Affordable Housing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Drugs/Substance Abuse/Addictions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alcohol Abuse	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Bullying	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Violence in the Community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Suicide	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Homelessness	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Poverty	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Basic Needs Not Being Met (e.g. food, clothing, shelter)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Local Programs and Services are too Expensive	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Relationship Breakdown	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Unsafe Neighbourhoods and Streets	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lack of Community Connectedness	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lack of Employment Supports	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lack of In-Home Support Needs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lack of Age Appropriate Programming	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Family/Domestic Violence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3b. For each of the following social issues please:

    i.   Indicate whether you are aware if these issues exist in your community.

    ii.   Indicate if there are programs in the community that could help people address these needs.

Social Issue	i. Does this issue exist in your community?			ii. Are there local programs that address this issue?		
	Yes	No	Unsure	Yes	No	Unsure
Parenting/Child Rearing Problems	☐	☐	☐	☐	☐	☐
Unsupervised Children/Youth	☐	☐	☐	☐	☐	☐
Availability of Child Care	☐	☐	☐	☐	☐	☐
Family Conflict	☐	☐	☐	☐	☐	☐
Supports for Special Needs Adults	☐	☐	☐	☐	☐	☐
Supports for Special Needs Children	☐	☐	☐	☐	☐	☐
Lack of Before and After School Care	☐	☐	☐	☐	☐	☐

4. Considering the list of social issues that exist in your community, please check (✔) the **top five (5) priorities** you think should be addressed in Blackfalds.

☐ Lack of housing
☐ Isolation/loneliness
☐ Mental health
☐ Affordable housing
☐ Drugs/substance abuse/addictions
☐ Alcohol abuse
☐ Bullying
☐ Violence in the community
☐ Suicide
☐ Homelessness
☐ Poverty
☐ Basic needs not being met (e.g. food, clothing, shelter)
☐ Local programs and services are too expensive
☐ Relationship breakdown
☐ Other (please specify): _____

☐ Unsafe neighbourhoods and streets
☐ Lack of community connectedness
☐ Lack of employment supports
☐ Lack of in-home support needs
☐ Lack of age appropriate programming
☐ Family/domestic violence
☐ Parenting/child rearing problems
☐ Unsupervised children/youth
☐ Availability of child care
☐ Family conflict
☐ Supports for special needs adults
☐ Supports for special needs children
☐ Lack of before and after school care

Section 3: Social Programs and Services

Social issues deal with the well-being of individuals, families, and the community. **Programs and services** that deal with **social issues** help people:

- Become more independent and strengthen skills to better cope with crisis.
- Develop skills so they can better get along with individuals and groups.
- Assume responsibility for decisions and actions that affect them.
- Become active participants in the community.

5. What improvements, if any, are needed to existing social programming offered in Blackfalds?

_____

_____

_____

6. Please identify any new community based social programs that are needed in the area.

_____

_____

_____

7. Consider your own family circumstances. Are you able to access the services/programs that you need in Blackfalds?

☐ Yes (Completely) (Please proceed to Q#8)　　☐ Yes (Somewhat)　　☐ No　　☐ Unsure　　☐ Not Applicable

   7a. What prevents you from accessing the needed services/programs in Blackfalds? Please check (✔) all that apply.

    ☐ Lack of specialized services　　　　　　　　☐ Cost

    ☐ Questions about quality　　　　　　　　　☐ Privacy/pride

    ☐ Transportation issues　　　　　　　　　　☐ Difficulty getting appointments

    ☐ Not aware of the programs and services that are available

    ☐ Other (please specify): _____

8. For the organizations listed below, please indicate:

   i. Whether you are aware of it.

   ii. Whether someone in your household used any of their services within the previous two (2) years.

Organization/Agency	i. Are you aware of this organization?			ii. Did someone in your household use its services within the last 2 years?		
	Yes	No	Unsure	Yes	No	Unsure
Alberta Health Services Mental Health Services	☐	☐	☐	☐	☐	☐
Alberta Supports	☐	☐	☐	☐	☐	☐
Big Brothers Big Sisters of Blackfalds	☐	☐	☐	☐	☐	☐
Blackfalds FCSS	☐	☐	☐	☐	☐	☐
Blackfalds Food Bank	☐	☐	☐	☐	☐	☐
Blackfalds Public Library	☐	☐	☐	☐	☐	☐
Central Alberta Refugee Effort	☐	☐	☐	☐	☐	☐
Central Alberta Women's Emergency Shelter	☐	☐	☐	☐	☐	☐
Golden Circle Seniors Resource Centre	☐	☐	☐	☐	☐	☐
Iron Ridge School Social Worker Programs	☐	☐	☐	☐	☐	☐
Kids Konnection Family Day Home	☐	☐	☐	☐	☐	☐
Lacombe and District FCSS	☐	☐	☐	☐	☐	☐
Lacombe Employment Services Centre	☐	☐	☐	☐	☐	☐
Lacombe Housing Authority	☐	☐	☐	☐	☐	☐
Lacombe Parent Link	☐	☐	☐	☐	☐	☐
Little Star Playschool and Out of School Program	☐	☐	☐	☐	☐	☐
Shining Mountains Living Community Services	☐	☐	☐	☐	☐	☐
The Outreach Centre (Women's Outreach)	☐	☐	☐	☐	☐	☐
Vantage Community Services (previously Parkland Youth Services)	☐	☐	☐	☐	☐	☐
Villagegate Parent Link	☐	☐	☐	☐	☐	☐
Youth with a Mission	☐	☐	☐	☐	☐	☐

9. Are there social wellness programs and services that a household member accessed elsewhere in the past two years that you would prefer to access in Blackfalds?

☐ Yes ☐ Unsure ☐ No (If "No", please proceed to Q#10)

9a. If "Yes" or "Unsure", please identify up to three programs and services you would prefer to access in Blackfalds.

1. _____

2. _____

3. _____

10. Family and Community Support Services (FCSS) is an organization operated by the Town that works to enhance the social well-being of individuals, families, and community through prevention. Before receiving this questionnaire, had you ever heard of FCSS?

☐ Yes ☐ Unsure ☐ No

10a. If you answered "Yes", are you aware of any programs provided through your community FCSS program?

☐ Yes ☐ Unsure ☐ No

11. What are the best methods to get information to you about existing social programs and services in the community? Please check (✔) the **three (3) best methods** from the list below.

☐ Town newsletters ☐ Town website

☐ Lacombe newspapers ☐ School newsletters

☐ Social media ☐ Blackfalds program guide

☐ Red Deer newspapers ☐ Blackfalds newspapers

☐ Town signage (e.g. electronic sign)

☐ Other (please specify): _____

Section 4: General Comments

12. Please use the following space to share any additional comments concerning the future planning of social services in Blackfalds.

_____

_____

_____

_____

_____

Section 5: Volunteerism

13. In the previous twelve (12) months has anyone in your household volunteered in Blackfalds?

☐ Yes   ☐ Unsure   ☐ No (If "No", please proceed to Q#14)

13a. If you answered, "Yes", please indicate approximately how many hours total in the past twelve (12) months all household members have volunteered for the following types of organizations.

In total how many hours did household members volunteer for each of the following in the past 12 months?	We Did Not Volunteer	1 – 12 Hours	13 – 24 Hours	25 – 50 Hours	More Than 50 Hours
Sports and Recreation	☐	☐	☐	☐	☐
Arts and Culture	☐	☐	☐	☐	☐
Social Service (e.g. Food Bank, Christmas Bureau)	☐	☐	☐	☐	☐
Service Clubs (e.g. Optimist Club)	☐	☐	☐	☐	☐
School/Education Program	☐	☐	☐	☐	☐
Church or Place of Worship	☐	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐	☐

13b. In the previous twelve (12) months has anyone in your household volunteered outside of Blackfalds?

☐ Yes   ☐ Unsure   ☐ No

13c. If "Yes", where did you/your family member(s) volunteer and what were you/they doing?

_____

14. What, if anything, prevents members of your household from volunteering more than they currently do? Please check (✔) all that apply.

☐ Lack of time   ☐ Lack of awareness

☐ Lack of interest   ☐ Lack of childcare

☐ Lack of transportation   ☐ Lack of recognition

☐ Lack of appropriate opportunity

☐ Other (please specify): _____

Section 6: Respondent Profile

15. Where is your primary residence?

☐ Town of Blackfalds

☐ Lacombe County

☐ Other (please specify): _____

5

16. How long have you lived in the Blackfalds area?

☐ Less than 1 year
☐ 1 to 5 years
☐ 6 to 10 years
☐ More than 10 years

17. Do you expect to be residing in the Blackfalds area for the next five years?

☐ Yes   ☐ Unsure   ☐ No

18. Please describe your household by recording the number of members in each of the following age groups. (Please include yourself!)

	Age 0 – 9 Years
	Age 10 – 19 Years
	Age 20 – 29 Years
	Age 30 – 39 Years
	Age 40 – 49 Years
	Age 50 – 59 Years
	Age 60 – 69 Years
	Age 70 – 79 Years
	Age 80+ Years

Thank you very much for completing this questionnaire!

Please use the enclosed postage paid addressed envelope and mail it **or** drop it off at the Town Office.

B Stakeholder Discussions: Participating Organizations

1. Big Brothers Big Sisters of Lacombe & Blackfalds
2. Wolf Creek Public School Division (staff from schools in Blackfalds)
3. Kids Konnection Family Day Home
4. Blackfalds RCMP
5. Central Alberta Victim & Witness Support Society
6. The Outreach Centre
7. Blackfalds Food Bank Society
8. Lacombe & District FCSS
9. Blackfalds Public Library
10. Alberta Health Services (Children's Mental Health)
11. Little Star Playschool and Out of School Care Program
12. Lacombe Parent Link
13. Block Parents
14. Parents of the Iron Ridge Intermediate Society
15. Cross Walk Parents
16. After the Grind, Youth with a Mission
17. Red Deer Catholic Regional Schools

FCSS Outcomes Model

Information for Local Programs

The FCSS Outcomes Model: Considerations

The FCSS Outcomes Model, based on a program logic model framework, provides the vision, mission and overarching goal statements of FCSS articulated from a provincial perspective. FCSS principles, beliefs and values are also considered, along with the broad strategies used by local FCSS programs to serve specific and general populations within Alberta.

Local FCSS programs follow the same initial process when developing their own program logic models.

GLOSSARY

Program Logic Model

A program logic model (PLM) illustrates a program's theory of change, showing how day-to-day activities are intended to produce the results or outcomes the program is trying to achieve. The FCSS Outcomes Model flowchart connects resources, activities and outcomes, capturing program logic through a series of "if-then statements": If these things are done, then these results will occur.

FCSS Outcomes Model

Inputs | Outputs | Outcomes | Measure and Report Outcomes

Vision
Mission
Statement of Need
Goal Statement
Principles, Beliefs and values
Report, Review, Rationale
Who we serve

What w... invest...

Sta...
Volun...
Ti...
M...
Ma...
Eq...
Te...

The FCSS Outcomes Model: Chart of Outcomes and Indicators

FCSS enhances the social well-being of individuals, families and community through prevention.

Over-arching Goal:

SD1 help people to develop independence, strengthen coping skills and become more resistant to crisis;

SD2 help people to develop an awareness of social needs;

SD3 help people to develop interpersonal and group skills which enhance constructive relationships among people;

SD4 help people and communities to assume responsibility for decisions and actions which affect them; and

SD5 provide supports that help sustain people as active participants in the community

Directions (SD)

...d social well-being of families

Healthy
within families.
(... 1 & SD3)

...relationships:
...g

...es have

...SD5))

...cial
...es

Improved social well-being of community

Outcome 1: The community is connected and engaged. (contributes to SD1 through SD5)

Indicators:
Social engagement
Social support
Awareness of the community
Positive attitudes toward others and the community

Outcome 2: Community social issues are identified and addressed. (contributes to SD 2 & SD4)

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

Family and Community Support Services (FCSS) Outcomes Model:
How we are making a difference

March 2012

Government of Alberta

FCSS Family and Community Support Services

Family and Community Support Services (FCSS) Outcomes Model:
How we are making a difference

March 2012

Government of Alberta ■

Table of Contents

**Provincial
Outcome
Measures
Timeline**

2000
Environmental
scan to determine
local FCSS
outcome
measures capacity

2001
Established the
Making a
Difference (MAD)
Outcome
Evaluation System

Local FCSS
Programs report
outcomes

2009
Established FCSS
Outcome
Measures
Steering
Committee

2010
Developed
outcome
measures training
curriculum

2012
Created FCSS
Outcomes Model

Introduction

Family and Community Support Services (FCSS) is an 80/20 funding partnership between the Government of Alberta and participating municipalities or Métis Settlements. Under FCSS, communities design and deliver preventive social programs to promote and enhance well-being among individuals, families and communities.

In 2000, an environmental scan identified that local FCSS programs did not have the capacity to monitor outcomes of program delivery, nor was there a common database or information system to store and aggregate the results on a provincial level.

In 2001, the FCSS Association of Alberta piloted a "Program Logic Model" with seven local FCSS programs. The overall intent was to provide an opportunity for local FCSS service providers to learn the practice, gain an appreciation for and an ability to identify outcomes occurring as a result of their services. A further intention was to teach the skill of using the data for "continuous quality improvement" and to guide best practices. The Making a Difference (MAD) Outcome Evaluation System was initiated with two basic components: to build capacity to develop program logic models and to support outcome data collection with survey development and analysis tools.

Involvement in the initiative was encouraged but not required by local FCSS programs. The use and understanding of outcome measurement by local FCSS programs has grown and provincial annual reports have been produced.

In spring 2009, a Provincial FCSS Outcome Measures Steering Committee was established to oversee the initiative and address identified gaps and needs. Priorities identified by the Steering Committee based on FCSS program directors' feedback included training, regular communication, use of consistent definitions, outcomes reporting, and development of outcome templates and resource tools.

A training curriculum was developed in 2010. FCSS relevant and consistent outcome measurement training, along with follow-up support and coaching, is provided by Outcome Measures Trainers (OMTs) with FCSS experience.

The FCSS Outcomes Model (The Model) is intended to guide and inform local FCSS programs. The Model includes charts providing provincial outcomes for individuals, families and community. The charts depict:

- how local FCSS programs choose programs and projects to address any of the provincial outcomes based on the priorities identified at the local level;
- how the provincial outcomes and the indicators of success fit with the five strategic directions identified in the FCSS Regulation; and
- how these provincial outcomes and the indicators of success contribute to the high-level outcomes of social well-being of individuals, families and community and the over-arching provincial goal for local FCSS programs.

The Model, based on the program logic model used in outcome measurement training, provides a framework within which local FCSS programs can choose and then effectively measure the impact of programs and services on the social well-being of individuals, families and communities.

The FCSS Outcomes Model: Considerations

The FCSS Outcomes Model, based on a program logic model framework, provides the vision, mission and overarching goal statements of FCSS articulated from a provincial perspective. FCSS principles, beliefs and values are also considered, along with the broad strategies used by local FCSS programs to serve specific and general populations within Alberta.

Local FCSS programs follow the same initial process when developing their own program logic models.

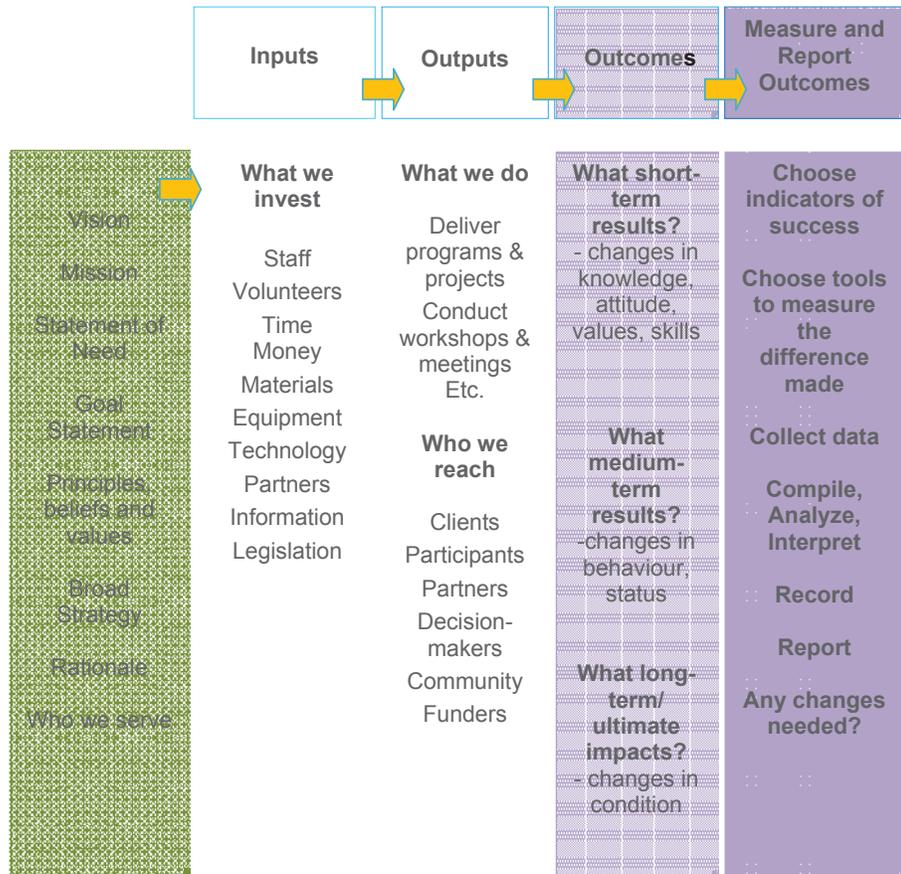**GLOSSARY**

Program Logic Model
A program logic model (PLM) illustrates a program's theory of change, showing how day-to-day activities are intended to produce the results or outcomes the program is trying to achieve. The FCSS Outcomes Model flowchart connects resources, activities and outcomes, capturing program logic through a series of "if-then statements": If these things are done, then these results will occur.

FCSS Outcomes Model

Inputs	Outputs	Outcomes	Measure and Report Outcomes
What we invest	**What we do**	**What short-term results?**	**Choose indicators of success**
Staff	Deliver programs & projects	- changes in knowledge, attitude, values, skills	**Choose tools to measure the difference made**
Volunteers	Conduct workshops & meetings		
Time	Etc.		
Money		**What medium-term results?**	**Collect data**
Materials	**Who we reach**	-changes in behaviour, status	**Compile, Analyze, Interpret**
Equipment			
Technology	Clients		**Record**
Partners	Participants		
Information	Partners		**Report**
Legislation	Decision-makers	**What long-term/ ultimate impacts?**	
	Community	- changes in condition	**Any changes needed?**
	Funders		

Vision
Mission
Statement of Need
Goal Statement
Principles, beliefs and values
Broad Strategy
Rationale
Who we serve

The FCSS Outcomes Model

Vision:

Alberta's diverse people building strong communities through positive, caring interaction and mutual respect.

Mission:

FCSS is a partnership between the Government of Alberta, municipalities and Métis Settlements that develops locally-driven preventive social initiatives to enhance the well-being of individuals, families and communities.

Statement of need:

Individuals, families and communities in Alberta may not always have the resources or capacity to enhance their own social well-being. Unless the strengths, skills and abilities of individuals, families and communities are enhanced, life challenges can impact their social well-being.

Overarching provincial goal statement:

FCSS enhances the social well-being of individuals, families and community through prevention.

For FCSS, prevention occurs by strengthening resiliency through identifying and enhancing individual, family and community assets.

- Prevention may involve enhancing the strengths, skills, and abilities of individuals, families and the community so they are more resilient and better able to deal with a stress or challenge that may result in future problems.

- Prevention may involve building individual or environmental safeguards that enhance the ability to deal with stressful life events, risks, or hazards and promote the ability to adapt and respond constructively.

- Prevention may involve addressing protective and risk factors.

- Protective and risk factors can exist both within individuals and across the various settings in which they live, such as the family, peer group, school, and community.

Principles, beliefs and values:

- A community's most valuable asset is its people. Investments made in developing and supporting people pay dividends in all areas of community life.
- All people are valuable and we value all people and their capabilities.
- Each of us can make valuable contributions to our communities, and communities need the contributions of all of us.
- Working together allows us, as citizens, to contribute directly to our community, which in turn is linked to positive outcomes for individuals, families and community.
- Each municipality and Métis Settlement has unique programming needs and is best able to determine what its own needs are and propose solutions to meet them.
- Municipalities and Métis Settlements can support individuals, families and communities by providing well-designed preventive social programs.
- FCSS programs help people to help themselves.
- FCSS programs create and maintain community connections by mobilizing and engaging the community and using partnerships to address local issues.
- FCSS programs learn from experience, each other and research.
- FCSS programs are accountable.

Broad strategies:

The Government of Alberta through Alberta Human Services enters into a unique 80/20 funding partnership with participating municipalities and Métis Settlements.

Local FCSS programs use a variety of broad strategies to enhance the social well-being of individuals, families and community.

Rationale:

If local FCSS programs set priorities based on the social issues and needs in their communities and provide services directly or fund programs and projects accordingly, then it is more likely that individuals, families and communities will have access to preventive services that enhance their social well-being.

Who we serve:

Ninety-nine percent of Albertans live in communities served by local FCSS programs. FCSS programs and projects may help individuals, families, or the community as a whole.

The FCSS Outcomes Model: Inputs

Inputs are what we invest, i.e., the resources available for provincial FCSS and local FCSS programs in Alberta along with relevant legislation and legal requirements.

The inputs of the Government of Alberta for FCSS include:

- provincial legislation, i.e., an Act and Regulation, and policies and procedures, e.g., financial reporting requirements;
- contributing 80% of the funding to municipalities and Métis Settlements;
- Ministry staff, facilities, technology, websites, resources, equipment and supplies; and
- funding to the Family and Community Support Services Association of Alberta (FCSSAA).

The inputs of municipalities and Métis Settlements for FCSS include:

- contributing 20% or more of the funding;
- local staff, facilities, technology, websites, resources, equipment and supplies; and
- delivery of programs and projects, or funding to local organizations and agencies to provide services.

FCSS Mandate

Provincially, the FCSS program receives its mandate from the *Family and Community Support Services Act* and Regulation.   Local FCSS programs and projects are required to conform to these legislative and regulatory requirements.

FCSS programs must:

a)   be of a preventive nature that enhances the social well-being of individuals and families through promotion or intervention strategies provided at the earliest opportunity, and

b)   do one or more of the following:

(SD1) help people to develop independence, strengthen coping skills and become more resistant to crisis;

(SD2) help people to develop an awareness of social needs;

(SD3)   help people to develop interpersonal and group skills which enhance constructive relationships among people;

(SD4)   help people and communities to assume responsibility for decisions and actions which affect them;

(SD5)   provide supports that help sustain people as active participants in the community.

These five statements from the FCSS Regulation 2.1 (1) (a and b) are known collectively as strategic directions (SD).

GLOSSARY

Outputs
Outputs are what is done.

Activities
What the program or project does to achieve its goal(s).

According to the FCSS Regulation 2.1 (2) (a to d), services provided under a local FCSS program must not:

a) provide primarily for the recreational needs or leisure time pursuits of individuals;
b) offer direct assistance, including money, food, clothing or shelter, to sustain an individual or family;
c) be primarily rehabilitative in nature; or
d) duplicate services that are ordinarily provided by a government or government agency.

Locally, municipal or Métis Settlement councils choose whether to establish a program and enter into an agreement with the Government of Alberta to jointly fund the program. Local FCSS programs then decide how FCSS funds are used to meet their needs, provided funding decisions are consistent with provincial legislation.

The FCSS Outcomes Model: Outputs

Outputs include what is done, i.e., activities and processes as well as specific information about who is reached, i.e., target groups and program participants.

Activities: The provincial FCSS office within Alberta Human Services advocates on behalf of FCSS within the provincial government, coordinates provincial initiatives in partnership with the FCSS Association of Alberta, and supports the work of local FCSS programs. The provincial office also ensures that annual reporting and other accountability requirements are met.

Local FCSS programs use a variety of activities and processes to work toward the outcomes stated in their program and project logic models. Activities and processes include the services provided or actions undertaken by the program or project.

Who we reach: As of April 1, 2011, a total of 320 municipalities and Métis Settlements were organized within 206 local FCSS programs in Alberta.

Local FCSS programs reach individuals including children, youth, adults and seniors, as well as families and the community as a whole. Local FCSS programs work with community organizations and agencies and other partners from the public, business and not-for-profit voluntary sectors.

Information for Local Programs

The FCSS Outcomes Model: Outcomes

Outcomes are the benefits or changes for individuals, families, communities or populations during or after participating in program or project activities. Participants have a change of:

1. **Knowledge:** understanding of a science, art or technique;

2. **Attitude:** a feeling or emotion toward a fact or state;

3. **Values**: beliefs of a person or social group in which they have an emotional investment (either for or against something);

4. **Skills:** developed aptitudes or abilities;

5. **Behaviour**: action, function or reaction in a particular way;

6. **Condition:** social circumstances in a community or locality, e.g., bullying, crime, environmental concerns, family violence, substance abuse; and/or

7. **Status:** the relative position or standing of people in a society, e.g., level of education, income, occupation.

The chart on the next page shows the over-arching provincial goal of FCSS along with the five strategic directions and a set of high-level provincial outcomes and indicators of success for individuals, families and community.

Note: Individuals include children, youth, adults, older Albertans/seniors, Aboriginal people, newcomers, people with disabilities, etc.

The FCSS Outcomes Model: Chart of Outcomes and Indicators

Over-arching Goal:
FCSS enhances the social well-being of individuals, families and community through prevention.

SD1 help people to develop independence, strengthen coping skills and become more resistant to crisis;

SD2 help people to develop an awareness of social needs;

SD3 help people to develop interpersonal and group skills which enhance constructive relationships among people;

SD4 help people and communities to assume responsibility for decisions and actions which affect them; and

SD5 provide supports that help sustain people as active participants in the community

Strategic Directions (SD)

Improved social well-being of individuals

Outcome 1: Individuals experience personal well-being. (contributes to SD1)

Indicators:
Resilience; self-esteem; optimism; capacity to meet needs; autonomy; competence; personal engagement; meaning and purpose

Outcome 2: Individuals are connected with others. (contributes to SD3)

Indicators:
Quality of social relationships; social supports available; trust and belonging

Outcome 3: Children and youth develop positively. (contributes to SD1 through SD5)

Indicators:
Developmental assets

Improved social well-being of families

Outcome 1: Healthy functioning within families. (contributes to SD1 & SD3)

Indicators:
Positive family relationships:
Positive parenting
Positive family communication

Outcome 2: Families have social supports. (contributes to SD1, SD3 & SD5))

Indicators:
Extent and quality of social networks
Family accesses resources as needed

Improved social well-being of community

Outcome 1: The community is connected and engaged. (contributes to SD1 through SD5)

Indicators:
Social engagement
Social support
Awareness of the community
Positive attitudes toward others and the community

Outcome 2: Community social issues are identified and addressed. (contributes to SD 2 & SD4)

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

Local FCSS programs and projects address local priorities based on social needs.

Information for Local Programs

The FCSS Outcomes Model: Measure and Report Outcomes

Many local FCSS programs are reporting on their outcomes to the province on an annual basis using existing guidelines and reporting tools. As the FCSS Outcomes Model is implemented, reporting requirements will be similar to what was required in the past.

The ultimate goal is to develop a report template accompanied by common indicators and survey questions that can be used by local FCSS programs. The provincial FCSS office will use the outcomes information you report to create a picture of what is happening in Alberta. They want to demonstrate what difference was made for individuals, families and the community when your programs and projects were implemented. The provincial FCSS office will then be able to showcase the collective impact that FCSS is making to enhance the social well-being of individuals, families and community through prevention in Alberta.

Glossary

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.

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.

Capability: A talent or ability that has potential for development or use.

Capacity: The ability to do something.

Developmental assets: Forty common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. 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)

Evaluation: How to determine how well a program has achieved its goal(s).

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.

Local FCSS program: A municipality (or group of municipalities) or Métis Settlement enrolled in the Provincial FCSS program.

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, counseling 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.

Participants: 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.

Personal well-being: People's sense of how they are feeling within themselves and experiencing their lives.

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).

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.

Statement of need: The community need or issues the program or project will address

Strategic directions: The five regulatory statements in the FCSS Regulation identified as SD1 – SD5.

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 serves as a clear guide for choosing current and future courses of action.

FCSS Outcomes Model Example: Parenting Teens Program

Program/Project Title:	Parenting Teens Program
Statement of Need: What community need or issue?	Some parents in our community have challenges parenting their teens and need support to parent their teens effectively.
Overall Goal: What long-term change or impact?	Parents and teens have positive relationships.
Broad Strategy: How will the program address the issue?	Parenting program for parents and teens
Rationale: What evidence? (if/then)	If parents understand how to parent their teens more effectively, then parents and teens are more likely to have positive family relationships. See http://www.pfsc.uq.edu.au/research/evidence/ for evidence supporting the Positive Parenting Program (Triple P)
Who is served? Target Group(s)	Parents of teen(s) Teens
Inputs : Resources	Staff, volunteers, time, money, materials, equipment. technology, partners, information
Outputs: Activities and processes	Parent training sessions, family mentoring, family activities, information and referral to support parents and teens
Outputs: Who will you reach?	Parents, teens, partners
FCSS Overarching Provincial Goal Statement: FCSS enhances the social well-being of individuals and families through prevention. How does the program or project contribute?	Helps to improve family relationships of parents and teens.
Which of the 5 strategic directions (SD 1-5) fits your program or project best? SD3 fits best	☐ #1 *help people to develop independence, strengthen coping skills and become more resistant to crisis;* ☐ #2 *help people to develop an awareness of social needs;* √ #3 *help people to develop interpersonal and group skills which enhance constructive relationships among people;* ☐ #4 *help people and communities to assume responsibility for decisions and actions which affect them;* ☐ #5 *provide supports that help sustain people as active participants in the community.*
Short term outcomes:	Parents understand parenting of teens.
Indicators of success:	Knowledge of positive parenting, positive family communication, positive family relationships, ways to deal with family stresses
Data collection methods:	Pre-test, post-test of parents
Compile, analyze, interpret data; Review results	
Report results (including stories)	

Parenting Teens Program continued

|	
Medium-term outcomes:	Parents and teens have a positive relationship.
Indicators of success:	Parents report positive parenting practices, positive family communication, ways to deal with family stresses. Teens report improved relationship with parents.
Data collection methods:	Pre-test, post-test of parents and youth
Compile, analyze, interpret data; Review results	
Report results (including stories)	
Long term outcomes:	Not applicable

Example of pre-test/post-test survey questions for parents:

You choose one or more of the survey questions that fits the indicators and outcomes of your Parenting Teens program.

The following statements are about families and family relationships. For each one, please choose the answer that best describes your family.

1) In times of crisis, we can turn to each other for support.

Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
I_____I_____I_____I			
1	2	3	4

2) We are able to make decisions about how to solve problems.

Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
I_____I_____I_____I			
1	2	3	4

3) Individuals in our family are accepted for who they are.

Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
I_____I_____I_____I			
1	2	3	4

Example of pre-test/post-test survey questions for teens:

You choose one or more of the survey questions that fits the indicators and outcomes of your Parenting Teens program.

For each of the following statements, choose the answer that best describes how your parent(s) have acted toward you **in the past 6 months**.
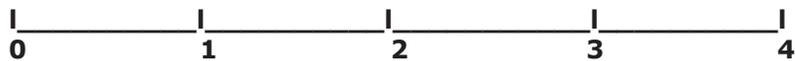
1) My parents praise me (say good things about me).

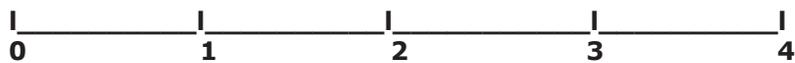| Never	Rarely	Sometimes	Often	Always

I_____I_____I_____I_____I
0   1   2   3   4
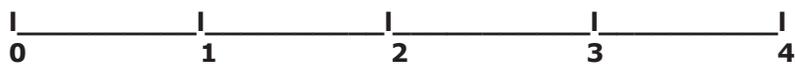
2) My parents listen to my ideas and opinions.

Never	Rarely	Sometimes	Often	Always

I_____I_____I_____I_____I
0   1   2   3   4

3) My parents and I solve a problem together whenever we disagree about something.

Never	Rarely	Sometimes	Often	Always

I_____I_____I_____I_____I
0   1   2   3   4

The examples of the survey questions are drawn from Statistics Canada. For more survey questions, visit http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=displayInstrBySubTheme&Item_Id=97413&CE_Id=327&CE_Start=01010001&PItem_Id=97413&PCE_Id=326&PCE_Start=01010001&lang=en&db=imdb&adm=8&dis=2 then click on **National Longitudinal Survey of Children and Youth - Cycle 8 Survey Instruments 2008-2009 - Book 2 - Youth Questionnaires** for survey questions of youth and go to page 26, question G10.
or
Communities 2005, Adult Questionnaire Communities 2005 for survey questions for parents and go to page 17: Family Functioning.

Sources

Prevention:

Stephen Small and Marina Memmo: Contemporary Models of Youth Development and Problem Prevention: Toward an Integration of Terms, Concepts, and Models; *Family Relations*, 2004, Vol. 53, No. 1; 3-11.

Personal well-being:

The National Accounts of Well-being developed in Europe. More information is available at: http://www.nationalaccountsofwellbeing.org/

Resiliency (also protective factors and risk factors):

Stephen Small and Marina Memmo: Contemporary Models of Youth Development and Problem Prevention: Toward an Integration of Terms, Concepts, and Models; *Family Relations*, 2004, Vol. 53, No. 1; 3-11.

Social well-being of children and youth:

The Learning Partnership: From Risk to Resilience: Final Report for the Canadian Council on Learning. 2009. The report is available at: http://www.research4children.com/public/data/documents/FromRisktoResilienceTheNationalDialogueonResilienceinYouthpdf.pdf

Social well-being of community:

The Canadian Index of Well-being. More information is available at: http://www.ciw.ca/en/TheCanadianIndexOfWellbeing.aspx

Examples of survey questions for the Parenting Teens Programs:

The examples of the survey questions are drawn from Statistics Canada:
For more survey questions, visit
http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=displayInstrBySubTheme&Item_Id=97413&CE_Id=327&CE_Start=01010001&PItem_Id=97413&PCE_Id=326&PCE_Start=01010001&lang=en&db=imdb&adm=8&dis=2
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Acknowledgements

This FCSS Outcomes Model was prepared by the following Working Group with the assistance of **Karen Titanich, Vital Connections™.**