



Application Deadline:
January 15, 2020

Item for Info 0608

2020 CLEAR HILLS COUNTY SCHOOL LIAISON SCHOOL DIVISION FCSS FUNDING APPLICATION

In an effort to best serve our community and to ensure accurate reporting, please be aware that the information provided in this application/year-end final report may be shared with other Municipalities and the Province of Alberta.

FUNDING PERIOD: January 01, 2020 – December 31, 2020

Section I – Introduction

1. Please read carefully all of the information in this form prior to your submission.
2. Please note all shaded **gray areas** are reserved for your year-end final report.
3. Ensure measures from the FCSS Measures Bank are used in this application.
4. Ensure budget template provided is used.
5. Applicants may be required to provide a presentation on their application.
6. Recommendations on funding will go to Council as quickly as possible. You will be contacted once recommendations have been approved by Council.
7. Successful applicants will be required to sign a Funding Agreement with Clear Hills County Family and Community Support Services. This agreement will include details of payment, financial and program reporting and other funding conditions.

If you have questions about this application, please contact:

Audrey Bjorklund, Community Development Manager
Phone: (780 685 3925)
Email: audrey@clearhillscounty.ab.ca

Section II: Information

Family and Community Support Services (FCSS) is a partnership between the Province of Alberta and a Municipality or Metis Settlement that develops locally driven initiatives to **enhance the social well-being of individuals, families and community through prevention.**

To obtain FCSS conditional funding, programs of service providers must meet the requirements of the Family and Community Support Services Outcomes Model: How we are making a difference (March 2012) and Family & Community Support Services Act and Regulations. These programs must:

- a) *Enhance the social well-being of individuals, families and community through prevention and contribute to at least one of the following outcomes:*
- | | |
|---|--|
| <i>Individuals: Outcome 1:</i> | <i>Healthy functioning within families.</i> |
| <i>Individuals experience social well-being</i> | |
| <i>Individuals: Outcome 2:</i> | |
| <i>Individuals are connected with others.</i> | <i>Families have social supports.</i> |
| <i>Individuals: Outcome 3:</i> | |
| <i>Children and youth develop positively.</i> | <i>Community: Outcome 1:</i> |
| | <i>The community is connected and engaged.</i> |
| | <i>Community: Outcome 2:</i> |
| | <i>Community social issues are identified and addressed.</i> |
- b) *Enhance the social well-being of individuals, families and community through prevention.*
- c) *Do one or more of the following:*
- i) help people to develop independence, strengthen coping skills and become more resistant to crisis;*
 - ii) help people to develop an awareness of social needs;*
 - iii) help people to develop interpersonal and group skills;*
 - iv) help people and communities to assume responsibility for decisions and actions which affect them;*
 - v) provide supports that help sustain people as active participants in the community.*
- d) *Programs and Services not eligible under the program include those that:*
- i) provide primarily for the recreational needs or leisure time pursuits of individuals;*
 - ii) are intended to sustain an individual or family, i.e., providing food, clothing or shelter;*
 - iii) are primarily rehabilitative in nature; or*
 - iv) duplicate services that are ordinarily provided by a government or government agency.*

The above guidelines must be kept in mind when completing your application. If you are unsure if your program qualifies please telephone Clear Hills County Community Development Manager before you apply.

Please ensure the application is complete and feel free to use additional sheets if any of the spaces provided on the application form are inadequate.

Section III - Conditions of Funding

1. Funding received from the Clear Hills County Family and Community Support Services program must provide preventive social programs that directly benefit its residents.
2. All funds must be spent by December 31st of the funding year.
3. Outcomes must be measured and data included in in two reports which are due by July 15 (for January to June) and by January 15 (September to December).
4. Measures must be selected from those identified in this application and approved by the Clear Hills County FCSS program.

Section IV – Submission of Application

APPLICATION SUBMISSIONS:

DEADLINE: January 15, 2020 (Note: effective 2020 the annual application deadline for next year funding will be December 15)

MAIL: Clear Hills County Box 240, Worsley, Alberta T0H 3W0

DROP-OFF: 313 Alberta Avenue, Worsley, Alberta, T0H 1L0

EMAIL: audrey@clearhillscounty.ab.ca

PRESENTATION TO COUNCIL: Applicants may request the opportunity to provide a presentation to Clear Hills County Council on their application.

Presentations will be scheduled at one of Council's regularly scheduled meetings, with a maximum time of 15 minutes, which allows 10 minutes for the presentation and 5 minutes for questions. To book a delegation to present your application to Council contact the County office at 780-685-3925 or email audrey@clearhillscounty.ab.ca.

NOTE: Applications will not be accepted after the stated deadline.

Clear Hills County Family and Community Support Services

2020 Funding Application

1. PROGRAM/PROJECT NAME	GRANT AMOUNT REQUESTED	GRANT AMOUNT AWARDED
Youth Education Support Worker for Hines Creek Composite School, Worsley Central School, and Menno Simons Community School	\$110,860.00 (2019)	\$65,000.00 (2019)

2. AGENCY INFORMATION	
Agency Name:	Peace River School Division
Executive Director Name:	Paul Bennett - Superintendent
E-Mail Address and Website:	bennettp@prsd.ab.ca
Mailing Address (include postal code):	P. O. Box 380
Street Address:	4702 – 51 Street, Grimsshaw, AB T0H 1W0
Project Telephone Number:	780.624.3650
Project Contact Name:	Aleeta Ploc
Fiscal Agent Name & Address: (if required)	

3. TYPE OF ORGANIZATION	
<input type="checkbox"/> Alberta Societies Act Registration Number:	<input type="checkbox"/> Government Agency:
<input type="checkbox"/> Charitable Number (if applicable):	<input type="checkbox"/> Other (please specify): Public School Division

4. AGENCY INFORMATION - Please provide a BRIEF overview of your agency, i.e., mission, mandate, history.

PRSD is a dynamic learning community focusing on student success and offering high quality educational opportunities in academics and a broad variety of extracurricular and sports programs for 3000 students in 20 schools across a wide geographical area. PRSD seeks to provide dynamic learning in an inclusive school community that fosters student engagement and a supported, dedicated staff.

5. PROGRAM/PROJECT OVERVIEW

Please explain briefly, in your own words, what the program/project is and why it is important to our community.

Youth Education Support Workers work to strengthen the school staff and students by providing prevention and education programming for mental health, addictions, and social and emotional learning. The belief is that mental and emotional well-being can be developed, nurtured, and supported through universal, targeted, and limited individual supports for children, youth, and families. A core belief supporting this type of programming is that early introduction and application of mental health wellness fosters integration and application of that knowledge so that positive mental health increases and endures across the lifespan.

6. PROGRAM/PROJECT LOGIC MODEL	
<p>Program/Project Title:</p>	<p>Youth Education Support Worker</p>
<p>Statement of Need: <i>What community issue, need or situation are you responding to? Evidence of need?</i></p>	<p>Through the Youth Education Support Worker program, the student population increases their awareness of issues in both school and community, addressing all outcomes through education and prevention strategies for mental health issues. Access to this knowledge, cultivated through whole-class and targeted group participation, increases opportunities for students to disseminate their knowledge in the community because of heightened social awareness, enhanced interpersonal skills, owning responsibility for decisions that affect many, and a desire to participate more actively in school and community.</p> <p>"An estimated 1.2 million children and youth in Canada are affected by mental illness – yet less than 20% will receive treatment... by age 25, approximately 20% of Canadians will have developed a mental illness". Early Education and prevention for mental health issues has been empirically proven to meliorate mental health challenges as children and youth reach adulthood.</p> <p>Retrieved from https://www.mentalhealthcommission.ca/English/what-we-do/children-and-youth January 15, 2019.</p> <p>The process for the Peace River AHS Mental Health clinic is children/youth can attend walk-in for an initial assessment and then are placed on a waiting list to see a therapist. The average wait is reported to be 6 weeks. Many families cannot afford private therapists; many are unwilling to attend local clinics. YES Workers refer to other agencies, and make every effort to connect clients with services outside of schools to ensure that each student's unique needs are addressed.</p>

<p>Overall Goal:</p> <p><i>What change or impact do you want to achieve?</i></p>	<p>The goal of the Youth Education Support Worker program is to promote mental health in children, youth, families, and communities by raising awareness, increasing knowledge, building personal skills (such as self-care and self-regulation), developing interpersonal skills, and fostering positive community norms (support and physical/psychological safety). The project seeks to provide supports so children and youth are developing their gifts, abilities, and healthy life skills. The impetus is to empower children and youth to develop healthy interpersonal skills through a variety of peer and family activities, and to build capacity and awareness/education about relevant issues of mental health impacting children, youth and families through prevention programs.</p>
<p>Strategy:</p> <p><i>How are you going to address the issue, need or situation? (What are the actions/steps/activities) (ie. Workshops, counselling, community forums etc.)</i></p>	<p>As modelled from the Mental Health Capacity Building Project PEACE, the YESW works to strengthen the capacity of schools and communities to create healthy cultures, and to promote mental health and wellness for all. Primary intervention is delivered through universal program supports and services focused on reaching all students and staff as well as parents and community partners. The programs facilitated by the worker help create positive classrooms and home and community environments that support social emotional learning (SEL), and empower children, youth, and families to understand and manage their own mental health needs. This approach equips children and youth with resiliency skills to cope with various issues, seek opportunity, and self-advocate. When students display noticeable distress or concerning behaviour indicating the need for specific interventions, appropriate interventions can be captured early, and service can be provided at the school level or a referral is made to outside agencies like Mental Health.</p>
<p>Was your Strategy implemented as planned above? If not, why? What changed? How did it go?</p>	
<p>Who is served: What is your Target Group?</p>	<p>Specific direct programming is delivered to students from 5 to 18 years of age, which in turn provides support and influence for mental health issues in adults from 19 – 65+ years of age through family and community relationships/connections.</p>
<p>Rationale:</p> <p><i>Why will your strategy help you achieve your outcome(s)?</i></p> <p><i>What evidence do you have that this strategy will work?</i></p> <p><i>Research? (Best practices)</i></p>	<p>YESWs provide empirically researched universal, targeted, and limited programming/supports for children, youth 5-18+ years and their families in the areas of mental health, addictions, and social/emotional learning. Early intervention and early introduction of common language regarding mental health issues are intended to foster a dialogue that can continue across the lifespan, increasing each individual's own happiness and mental well-being. Schools are the quickest and most direct avenue for engaging children and youth with mental health issues. An overall outcome is to generate collaborative practices among health service providers; the reduction of</p>

	<p>barriers and stigma to mental illness and mental health; and the engagement of students, partners, and community members. Positive mental health provides the foundation of learning across all domains including academics, self-regulation of emotions, relationships, family, and community involvement. Programming is based on based on the Alberta Health Services "Integrated Addiction and Mental Health Service Model".</p>
<p>Inputs: What resources are needed? Such as staff, volunteers, money, materials, equipment, technology, information – please be as specific as possible and include detailed information on the needed financial resources in your budget on section 10.</p>	<p>The schools provide a dedicated office space, a computer, a desk phone, photocopying, and sundry other office supplies as required for the facilitation of programming.</p>
<p>Partners: Who & what resource does each Partner bring to the program/project (i.e., money, staff or knowledge)</p>	<p>PRSD provides programming materials, and the worker can access any resources from the PRSD Instructional Materials Library for School Staff. Cynthia Scratch, a Reg. Prov. Psych and Certified Teacher, Program Manager for MHC B Project PEACE Success Coaches provides programming coordination in line with other PRSD schools, school visits, consultation to administrators and school staff, crisis intervention leadership, critical incident support, and traumatic event interventions. Ms. Scratch (January 2019 to May 2019); Aleeta Ploc (May 2019-present) manages and reports on all budgets; provides summative statistical and narrative reports and FCSS Outcomes Measures Bank data; and ensures that the monies from funding sources is secured and dispersed within the parameters set out in the grant agreement(s). PRSD #10 provides technological support.</p>
<p>7a. OUTPUTS: Activities and processes used, e.g., advertising, workshops</p>	<p>YESW reaches target audience via universal whole-class programming, targeted small-group programming, Parent/Teacher Interviews, whole-school events, Elder Lodge visits, career fairs, school newsletters, social media, posters, coordination and chaperoning of the P.A.R.T.Y. program, community presentations, various community gatherings and activities to provide information on and to promote mental well being.</p>
<p>Outputs: Who else will you reach with this program/project/initiative? (e.g., family members, partners, community...)</p>	<p>School staff, parents, caregivers, extended family members, and community members all benefit from social emotional programming as students acquire new skills for communication, compassion, empathy, mindfulness, coping with stress and anxiety, anger management, grief and loss, a broader sense of what mental wellness looks like, and how mental health challenges can be managed. The YESW also can facilitate presentations for: Suicide Awareness, specialized Mental Health days/weeks, Personal Safety & Injury Prevention, Bullying Prevention, Substance Use, Addictions and Related Behaviours, Growth and Development, Healthy Eating, and Mental Health Literacy, all of which have impact on family and community dynamics, and which enrich and inform the practice of school staff, parents, and families. The YESW liaises with salient community</p>

agencies and outside resources to ensure that the mental health needs of the student population, the school staff, and community members are met with efficacy and due care.

7b. OUTPUTS:

Please track the following information for each school where the program is provided. An example is highlighted.

Provide the name of school: ABC School	Identify Program, e.g., Second Step Bullying Prevention or One-to-One Targeted	Identify the age of the students	Number of students participating	Type of program, e.g., presentation, group, One-to-One Targeted	Number of discussions with teachers/staff	Number of discussions with parents	Number of volunteers	Number of volunteer hours in total
January 2019-September 2020 HCC	Second Step, Kimochis	5	12 HCC	Universal Whole-class programming	Teachers participate in all classroom presentations	Not recorded	0	0
January 2019 September 2020 HCC	Second Step Bullying Prevention Unit, Kimochis	5-12	49 HCC	Universal Whole-Class programming	Teachers participate in all classrooms presentations	Not recorded	0	0
January 2019-September 2020 HCC; WCS	Second Step/4 th R	12-18	40 HCC 55 WCS	Universal Whole-Class programming	Teachers participate in all classroom presentations	Not recorded	0	0
January 2019-September 2020 HCC	Lunch with Seniors	65+ years	18 Hines Creek Elders	Building Relationships		N/A	0	0
January 2019-September 2020 HCC; WCS; MSCS	Mindful Schools, Stress Lessons, Healthy Young Relationships	5-12	49 HCC 55 WCS 48 MSCS	Universal Whole-Class programming	Teachers participate in all classroom presentations	Not recorded	0	0
January 2019-September 2020 HCC; MSCS	Mindful Schools, Stress Lessons, Healthy Young Relationships	12-18	40 HCC 11 MSCS	Universal Whole-Class programming	Teachers participate in all classroom presentations	Not recorded	0	0
January 2019-September 2020 WCS	Friends Resiliency	5-12	55 WCS	Universal Whole-Class programming	Teachers participate in all classroom presentations	Not recorded	0	0

8. OUTCOMES SECTION: What change or impact do you want to achieve? (Knowledge, Attitude, Values, Skills, Behaviour)

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcome:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures: The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
<p>1. Improved Social Well-Being of Individuals</p> <p>Program: Fun FRIENDS Location: W/CS Grades: 1/2/3</p>	<p>1. Individual Outcome #3: Children and Youth Develop Positively</p> <p>Internal Asset: Positive values</p> <p>2. Individual Outcome #3: Children and Youth Develop Positively</p> <p>Internal Outcome: Positive Identity</p> <p>3. Individual Outcome #3: Children and Youth Develop Positively</p> <p>Internal Asset: Social Competencies</p> <p>4. Individual Outcome #3: Children and Youth Develop Positively</p> <p>Internal Asset: Social Competencies</p>	<p>Measures:</p> <p>The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.</p> <p>1. <i>This child responds appropriately to the feelings of others.</i></p> <p># completing measurement tool: ___ 20 ___</p> <p># completing this measure: ___ 20 ___</p> <p># experiencing a positive change: ___ 5 ___</p> <p>2. <i>This child shows self-confidence.</i></p> <p># completing measurement tool: ___ 20 ___</p> <p># completing this measure: ___ 20 ___</p> <p># experiencing a positive change: ___ 11 ___</p> <p>3. <i>This child is good at making friends.</i></p> <p># completing measurement tool: ___ 20 ___</p> <p># completing this measure: ___ 20 ___</p> <p># experiencing a positive change: ___ 8 ___</p> <p>4. <i>This child is good at figuring out how to reach his/her goals.</i></p> <p># completing measurement tool: ___ 20 ___</p> <p># completing this measure: ___ 20 ___</p> <p># experiencing a positive change: ___ 0.05 ___</p>	<p>PM1 F SC</p> <p>PM1 F SC</p> <p>PM4</p> <p>PM15</p>	<p>Outcome: 0.2 % change. Indicator: Asset #26 – Caring</p> <p>Outcome: 0.6% change. Indicator: Asset #38 – Self-Esteem</p> <p>Outcome: 0.4% change. Indicator: Asset #33 – Interpersonal skills, Interpersonal competence</p> <p>Outcome: 0.05 % change. Indicator: Asset #32 – Planning and Decision-Making</p>

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcomes:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures: The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
2. Improved Social Well-Being of Individuals Program: Mindful Schools Location: MSCS Grades: 5/6	1. Individual Outcome #3: Children and Youth Develop Positively Internal Asset: Positive Identity	1. I am good at handling whatever comes my way. # completing measurement tool: ___ 14 ___ # completing this measure: ___ 10 ___ # experiencing a positive change: ___ 1 ___ # completing measurement tool: ___ # completing this measure: ___ # experiencing a positive change: ___	PM3 Y F SC	Outcome: -0.1 change. Indicator: Asset #37 – Personal power.
	2. Individual Outcome #3: Children and Youth Develop Positively Internal Asset: Positive Values	2. I control my temper. # completing measurement tool: ___ 14 ___ # completing this measure: ___ 10 ___ # experiencing a positive change: ___ 1 ___	PM2 Y F SC	Outcome: 0% change Indicator: Asset #31 – Self-Regulation, Healthy Lifestyle; Restraint
	3. Individual Outcome #1: Children and Youth Develop Positively Internal Asset: Social Competencies	3. I make good decisions. # completing measurement tool: ___ 14 ___ # completing this measure: ___ 10 ___ # experiencing a positive change: ___ 2 ___	PM4 Y F SC	Outcome: 0.3% change. Indicator: Asset #32 – Planning & Decision-Making

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcome:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures: The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
<p>3. Improved Social Well-Being of Individuals Program: Mindful Schools Location: WCS Grades: Boys' Group 7/8/9</p>	<p>1. Individual Outcome #3: Children and Youth Develop Positively Individual Asset: Positive Identity</p> <p>2. Individual Outcome #1: Individuals experience personal well-being.</p> <p>3. Individual Outcome: Individuals experience personal well-being.</p>	<p>1. I am good at handling whatever comes my way. # completing measurement tool: ___ 9 ___ 11 ___ # completing this measure: ___ 9 ___ 11 ___ # experiencing a positive change: ___ 2 ___</p> <p>2. I know some healthy ways to manage stress. # completing measurement tool: ___ 11 ___ # completing this measure: ___ 9 ___ 11 ___ # experiencing a positive change: ___ 4 ___</p> <p># completing measurement tool: ___ # completing this measure: ___ # experiencing a positive change: ___</p> <p># completing measurement tool: ___ # completing this measure: ___ # experiencing a positive change: ___</p> <p>3. I feel good about myself. # completing measurement tool: ___ 9 ___ 11 ___ # completing this measure: ___ 9 ___ 11 ___ # experiencing a positive change: ___ 4 ___</p>	<p>PM3 Y F SC</p> <p>PM21 A Sc</p>	<p>Outcome: 0% change.</p> <p>Indicator: Asset #37 – Personal power</p> <p>Outcome: 0.55% change.</p> <p>Indicator: Resilience – the extent to which people are able to deal with life's difficulties.</p> <p>Outcome: 0% change.</p> <p>Indicator: Self-Esteem – the extent to which people feel good about themselves.</p>

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcome:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures: The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
4. Improved Social Well-Being of Individuals Program: Mindful Schools Location: WCS Grades: Girls Group 7/8/9	4. Individual Outcome #3: Children and Youth Develop Positively External Asset: Support	4. I know adults that I can go to when I need help.	PM1 Y F SC	Outcome: 0% change. Indicator: Asset #3 – Other adult relationships
		# completing measurement tool: __11__	Y F SC	Outcome: 0% change. Indicator: Asset #3 – Other adult relationships
		# completing this measure: __9__	Y F SC	Outcome: 0% change. Indicator: Asset #3 – Other adult relationships
		# experiencing a positive change: __0__	Y F SC	Outcome: 0% change. Indicator: Asset #3 – Other adult relationships
		# completing measurement tool: __6__ # completing this measure: __6__ # experiencing a positive change: __3__	PM2 Y F SC	Outcome: 1.0% change. Indicator: Resilience – the extent to which people are able to deal with life's difficulties
# completing measurement tool: __6__ # completing this measure: __6__ # experiencing a positive change: __3__	PM2 Y F SC	Outcome: 1.0% change. Indicator: Resilience – the extent to which people are able to deal with life's difficulties		

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcome:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures:	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
	2. Individual Outcome #1: Individuals experience personal well-being.	<p>The use of pre-test/post-test measures is encouraged to monitor the progress of students receiving one-on-one help.</p> <p>2. I know some healthy ways to manage stress.</p> <p># completing measurement tool: <u>6</u></p> <p># completing this measure: <u>6</u></p> <p># experiencing a positive change: <u>5</u></p> <p># completing measurement tool: _____</p> <p># completing this measure: _____</p> <p># experiencing a positive change: _____</p>	PM4 A Sc	Outcome: 0.83 change. Indicator: Resilience – the extent to which people are able to deal with life's difficulties.
	3. Individual Outcome #1: Individuals experience personal well-being.	<p>3. I am good at handling whatever comes my way.</p> <p># completing measurement tool: <u>6</u></p> <p># completing this measure: <u>6</u></p> <p># experiencing a positive change: <u>4</u></p>	PM3 Y F SC	Outcome: 1.3% change Indicator: Self-Esteem

Classroom presentations, when programs are based on presentations use post-only measures and only when the measure fits with the content of the material presented that day.

Outcomes:	Indicators of Success: (How will you know this outcome has been achieved?)	Measures: Post only measures are to be used for presentations and other group activities. The measures used for the surveys must fit with the content covered that day.	FCSS Measures Bank Measure Number:	Alignment with the FCSS Outcomes Model: Chart of Outcomes & Indicators:
	4. Individual Outcome #3: Children and Youth Develop Positively External Asset: Support	<p>4. I know adults that I can go to when I need help.</p> <p># completing measurement tool: ____ 6 ____</p> <p># completing this measure: ____ 6 ____</p> <p># experiencing a positive change: ____ 2 ____</p> <p># completing measurement tool: ____</p> <p># completing this measure: ____</p> <p># experiencing a positive change: ____</p> <p># completing measurement tool: ____</p> <p># completing this measure: ____</p> <p># experiencing a positive change: ____</p>	<p>PM1</p> <p>Y F SC</p>	<p>Outcome: 0.5 change.</p> <p>Indicator: Asset #3 – Other adult relationships</p>

9. ADDITIONAL INFORMATION

When Survey Measurement Tools) Used: Pre-test/post-test: both before and after your activities Post-Only : after activities

Additional Outcome Data:

Please attach copies of each aggregated survey; identify the school; identify the program, e.g., Second Step Bullying Prevention, WITS, One-on-One Targeted so we have a clear idea of what is being done.

Surveys are attached, and also reported inside this document.

***Included in the surveys are questionnaire results for several of the small groups that Heather Butler facilitated.

January 2019 - June 2019:

- 170 presentations in HCC, WCS, and MSCS classrooms.
- Targeted groups (Girl's and Boy's) facilitated at HCC, WCS, and MSCS.
- Go to Educator Training – Mental Health Literacy for staff at WCS facilitated by YESW.
- Parent Teacher Interviews – 5 attended by YESW

Stories – Please share an anecdotal story that describes the significant impact for the participants. Please also include a photo from your program (if possible):

Student feedback on Mindfulness Practice:

From the 1/2 class:

- send kind thoughts cause you get to send something nice to someone from far away

From the 4/5 class:

- Mindful breathing: More time to relax and calm down. Thank you
- I like the teacher, she is really nice and thoughtful and we learn a lot of stuff from her plus mindfulness helps me think ...
- ... the breathing it was soothing it was calm nice and quiet
- I love gratitude it is good for my brain
- Being silent nothing distracting
- Breathing it calms me down it helps me think I like this class

From the 5/6 class:

- The mindful breathing was relaxing I like it so I could calm down.
- Mindful breathing. Having you as our teacher.
- Being able to relax, being calm.
- Breathing. You putting up with us. Listening to different sounds.
- The whole thing ☺

From Heather Butler, YESW:

This month I spent extensive time planning and organizing three field trips for students from grades 9-12 taking place in May and June. The first trip took place May 8-10 and we took 21 high school students to Edmonton to promote post-secondary education. We toured the University of Alberta, MacEwan University, and explored options in the skilled trades at the Provincial Skills competition. We also tried to make city life less intimidating for our rural students by taking the LRT, and having some fun at the West Edmonton Mall and an escape room. Overall we had a lot of fun, and the students learned a lot about their options for post-secondary education. One student even exclaimed that she wants to go to U of A after our tour there.

There is a grade 6 student who once told me that he felt as though all of the staff at school hated him. After explaining to him that don't hate him, I have made appoint to show him this for the past two years. Usually, he can be difficult and argumentative in class but lately I have been seeing more and more positive responses from him. During one of the Second Step Bullying Prevention Unit classes he answered an opinion question with the opposite answer one might have hoped for. When I told him he was allowed to feel that way and asked him to explain his point of view, he admitted he hadn't been listening and apologized sincerely!

Continuous Quality Improvement. Please answer the following questions:

After analyzing the information, should this program/project continue? Was the program successful?

The Youth Education Support Worker is an integrated member of the school team. The universal whole-class programming meets numerous Alberta Education Health Curriculum objectives and serves to complement and reinforce classroom teaching in matters of health and well-being. With an important focus on creating a common language for mental wellness and creating the space for dialogue to happen regarding mental health challenges, the YESW program bridges the gap between concrete academic programming and a holistic approach to education that incorporates social and emotional well-being as critical components to learning. Students and staff alike are recognized as human beings with diverse needs and abilities through comprehensive, empirically-supported social emotional programming. Additionally, the YESW has built productive relationships with students, staff, and families and serves as liaison with those who need to connect with higher-level psychological and social supports from outside agencies. Within the scope of practice, the YESW represents the first line of defense for a student who is experiencing distress as the worker is recognized as a trusted, caring adult. The YESW is afforded PD opportunities salient to the position when time and budget allows. There are a number of programs (i.e. Mindful Schools) that offer online training at minimal cost. The SC/YESWs access many of these types of learning modalities.

What changes will you make (if any)?

All 3 schools are requesting additional small group work as the students are learning about how to participate in groups. Staff and students appreciate benefits of the group dynamic and process of bonding with other students and working together for common mental wellness goals. Social Skills, emotions, anxiety, stress, self-esteem, grief and loss are some of the things that are best supported through small group work. As the YESW position has, at its heart, capacity-building, I would like to see teaching staff incorporate some of the boxed SEL programming into their health lessons so that the YESW can insert additional targeted small-group work into her daily schedule.

What improvements can be made to the program/project?

As of January 14, 2020, PRSD #10 has hired a 1.0 FTE Youth Education Support Worker for Hines Creek Composite, Worsley Central, and Menno Simons Community Schools. This position was vacated on September 22, 2019. The new worker will assume their duties on January 20, 2020. Further, PRSD #10 is working on creating a 0.4 FTE YESW for Menno Simons (The position currently under review is to expand a part-time Educational Assistant at Menno Simons by 0.4 FTE as a YESW so that each school will get more service than they are currently scheduled for).

What improvements can be made to the outcome measurement process?

Each worker must become familiar with the FCSS Outcome Measures bank and with how to use it to generate significant data re: programming results. The YESWs work with the Project PEACE team members to support one another as they learn how to use this tool.

Identify successes you achieved with this program:

Students of all ages feel supported when they are having mental health challenges, and they are learning how to support one another during tough life events. The schools have a more thoughtful and empathetic approach when dealing with traumatic events, critical incidents, and crises so that students, families and staff are provided with the appropriate level of support for what they are coping with.

Identify any changes (if any) to be made to the program:

Currently, YESWs have a variety of programs as resources for their classroom and small group work **including:**

- Second Step SEL
- Second Step Bullying Prevention Unit
- Second Step Child Protection Unit

Kimochis SEL
4th R SEL
Go Zen
Mindful Schools Curriculum
Mental Health Curriculum
Stress Lessons
Healthy Young Relationships
Rainbows Grief and Loss
Mental Health Literacy

For consistency purposes, it is IMPERATIVE that you use the following template as provided and **NOI** modify it, other than inserting additional rows.

10. BUDGET (Resources dedicated specifically to the project you are seeking funding for. Attach the latest audited financial statement for your organization.)			
2020 PROPOSED BUDGET			
(Ensure all calculations are correct. Use the second column to itemize the project expenses to which you plan to direct the FCSS funds. Column 1 + Column 2 = Column 3)			
ITEM	Column 1 Expenses paid or contributed by the Applicant and other funding partners (Agency Contribution)	Column 2 Expenses to be funded by [insert FCSS (Project Request)]	Column 3 PROJECTED Budget (Total Cost)
Column 4 Actual Cost (For report)			
REVENUE (specify all sources of funding including fundraising, fees for service, other grants, etc.)			
Clear Hills County FCSS grant		\$44,530.00	\$90,300.00
Fundraising / Cash donations:	\$0		
Surplus from January 1, 2019 to December 31, 2019	\$28,232.00		
Other Grants (Please specify):	Village of Hines Creek Grant \$17,538.00		
TOTAL REVENUE	\$45,770.00	\$44,530.00	\$90,300.00
EXPENSES			
PERSONNEL			
Salaries & Wages & Benefits & Remittances		\$75,000.00	\$75,000.00
FTE 1.0 YESW plus new FTE 0.5 YESW			
Travel & Subsistence		\$7,000.00	\$7,000.00
Cell Phone		\$300.00	\$300.00
Program Supplies		\$5,000.00	\$5,000.00
Professional Development		\$3,000.00	\$3,000.00
OPERATIONS COST			
Facility Rentals	Provided by PRSD #10	\$0.00	\$0.00
Insurance	Provided by PRSD #10	\$0.00	\$0.00
Telephone/Internet, etc.	Provided by PRSD #10	\$0.00	\$0.00
ADMINISTRATION COSTS (specify)			
Advertising & Promotions	Provided by PRSD #10	\$0.00	\$0.00
Postage/administrative materials	Provided by PRSD #10	\$0.00	\$0.00
Audit & Accounting	Provided by PRSD #10	\$0.00	\$0.00
OTHER PROGRAM COSTS (specify)			
TOTAL EXPENDITURES		\$90,300.00	\$90,000.00
FCSS REQUEST (DEFICIT/SURPLUS = Column 3: Total Revenue - Expenditures)	Surplus \$45,770.00	\$44,530.00	\$90,300.00

11. DOCUMENTATION REQUIREMENTS: <u>Do not provide other attachments unless requested to do so.</u>	ATTACHED
List of current agency Board of Directors by name and Board position. (Do not include personal contact information (home addresses, emails, or phone numbers).)	<input checked="" type="checkbox"/>
Program/Project Logic Model & Outcomes (Sections 6-8)	<input checked="" type="checkbox"/>
Program/Project Budget (Section 10)	<input checked="" type="checkbox"/>
Most recent Audited Financial Statement of your organization [Balance Sheet and Income Statement]	<input checked="" type="checkbox"/>
Financial statements directly related to this project will be required upon completion of project [see shaded portion of Budget - section 10.]	<input type="checkbox"/>

12. SUBMIT COMPLETED APPLICATION TO:

Please choose one of the two following submission methods:

1. Submit one original signed copy of the application (via mail or drop-off at the office)
Box 240, 313 Alberta Avenue, Worsley, Alberta T0H 3W0
2. Email a copy to: audrey@clearhillscountry.ab.ca (scanned signatures will be accepted) Unsigned applications will be returned.

The deadline for applications is January 31, 2020.

DECLARATION:

I declare that all of the information in this application is accurate and complete and that the application is made on behalf of the organization named on Page 4 with its full knowledge and consents and complies with the requirements and conditions set out in the Family and Community Support Services Act and Regulation. (<http://humanservices.alberta.ca/family-community/14876.html>);

I acknowledge that should this application be approved, I will be required to enter into a funding agreement which will outline the terms and conditions.

Brenda Freeman
Print Name

Brenda
Authorized Signature

1/31/20
Date

13. SUBMIT COMPLETED YEAR END FINAL REPORT TO:
(Shaded portions of Sections 6-10 of your completed funding application)

Please:

1. Submit one original signed copy of the Year End Final Report (via mail or drop-off at the office)
Box 240, 313 Alberta Avenue, Worsley, Alberta T0H 3W0
2. Email a copy to: audrey@clearhillscounty.ab.ca

The deadline for submitting the mid year report is July 15, 2020 (January to June) and the year end final report (September to December) is **January 15, 2021**

I **acknowledge** that the information contained within this Year End Final Report accurately depicts the activities and results of this program/project. I understand that I may be requested to make a final presentation on this program/project.

Audrey Freeman
Print Name

Audrey Freeman
Authorized Signature

11/15/20
Date

14. FOR FCSS PROGRAM USE ONLY:

<u>APPLICATION</u>	<u>YEAR END FINAL REPORT</u>
<p>Date Received: <input type="checkbox"/> By Mail <input type="checkbox"/> By Email <input type="checkbox"/> Hand Delivered</p> <p>Application Incomplete – Date Returned:</p> <p>Application Approved: <input type="checkbox"/> Yes Amount Approved: \$ _____ <input type="checkbox"/> No Reason for Denial:</p> <p>Other Notes:</p>	<p>Date Received: <input type="checkbox"/> By Mail <input type="checkbox"/> By Email <input type="checkbox"/> Hand Delivered</p> <p>Year End Final Report Incomplete – Date Returned:</p> <p>Date Approved:</p> <p>Future Recommendations:</p> <p>Other Notes:</p>