



# STRATEGY AND IMPACT 2020

## Table of Contents

<b>1</b>	<b>Theory of Change</b> .....	2
1.1	Vision, Mission and Values.....	2
1.2	Our Theory of Change (TOC).....	3
<b>2</b>	<b>Implementing/Executing for Impact</b> .....	12
2.1	Strategic Priorities for the Theory of Change.....	12
2.1.1	Intervention/Prevention.....	13
2.1.2	Building Knowledge/Exchanging Knowledge.....	15
2.1.3	System-Level Work.....	18
2.2	Key Objectives for Foundational Strategies.....	20
2.2.1	Service Excellence.....	22
	Strengths-Based Approach.....	22
	Generate Community and Collective Impact.....	25
	Advance a Resilient Community and Social Services Sector.....	27
2.2.2	Operational Excellence.....	29
	Leadership and Staff Development.....	29
	Organizational Intelligence.....	31
	Communication.....	32
	Demonstrate Strong Research and Evaluation.....	35
2.2.3	Financial Sustainability.....	38
2.2.4	Cultural Competency.....	39
<b>3</b>	<b>Operationalizing 2017-2020</b> .....	42
3.1	Annual Planning and Reporting.....	42
3.2	Organizational Learning Agenda.....	43
3.3	Indicators.....	44

# 1 Theory of Change

## 1.1 Vision, Mission and Values

### **Vision**

Family Service Toronto envisions a city in which individuals, families and communities are resilient and thriving.

### **Mission**

Family Service Toronto works with individuals and families in Toronto, destabilized by precarious mental health and/or socioeconomic circumstances, to achieve greater resilience and stability in more just and supportive communities.

We achieve this through our direct service work of intervention and prevention which includes counselling, peer support and education; knowledge building and exchanging activities; and system-level work including social action, advocacy, community building and working with partners to strengthen the sector.

### **Values**

We are committed to:

- grounding our work in the lived experience of clients and the community
- celebrating diversity, pursuing equity and practising inclusion
- excellence

### **Our definition of family:**

Our name begins with “family” and we understand it to mean:

Two or more people, whether living together or apart, related by blood, marriage, adoption or commitment to care for one another.

### **We know we are successful when:**

- people live with dignity in thriving neighbourhoods and inclusive communities which are free of violence
- public policy is grounded in social and economic justice
- programs and services are accessible to all, especially to those who face barriers
- individuals and families navigate life challenges successfully and enjoy effective personal relationships
- people are able to realize their potential

## 1.2 Our Theory of Change (TOC)

### Context

The impetus to develop the theory of change (TOC) arises from two strategic directions in Family Service Toronto's (FST) 2013-2017 strategic plan:

- develop new ways to fund programs and services
- generate community impact

We are motivated to develop new ways to fund programs and services so that we can scale up and/or replicate the areas of our work in which we have the most impact. In a time of flat-lined funding from government and other sources, the way to grow our programming is through increasing our unrestricted dollars. At the same time, we are committed to generating community impact and demonstrating it. To accomplish these strategic directions we need clarity about our intended impact, our beneficiary groups, our strengths, and how we do our best work so that we can make choices about where to put our energies and our resources and how to tell our story. The TOC provides that.

The TOC complements the current strategic plan by deepening our understanding about what we are trying to achieve as an organization, with whom and how. It requires us to identify outcomes and indicators which are clear and for which we can hold ourselves accountable, now and into the future. The TOC will live beyond our current strategic plan, providing a solid strategic framework for the next iteration of our plan.

### Our Approach

The theory of change expresses our aspiration for where our work should be focused in the next several years. It is a target for where we intend to go to achieve our intended impact. As such, it is a tool for making strategic choices and not a description of who we currently are. The TOC describes a large majority of our work but it is understood that about 20% will not fit well into the TOC.

The centre of our TOC speaks to the systemic context in which the majority of our beneficiaries live: poverty, marginalization and discrimination. Poverty may be the cause of their destabilization or their life situation may cause them to live in poverty. They may experience marginalization and discrimination as a result of living in poverty or having mental health needs; alternatively, living in poverty or with mental health needs may result in marginalization and discrimination. It is intended that through FST's work, the systemic context for our beneficiaries will improve and stabilize but we also recognize that it may improve or degenerate again throughout their lives.

At the heart of our TOC are the beneficiary groups. Individuals are the focus of our direct service work of intervention and prevention; and we work with individuals in the context of their families and the communities in which they live. Overall, the beneficiaries are people destabilized by precarious socio-economic circumstances and/or mental health, although there are some limited cases where that does not apply. Individuals may have characteristics from one, some or all of the beneficiary groups. As they gain stability and resilience, some characteristics such as isolation and the effects of violence and abuse may recede.

We recognize that due to life challenges related to having mental health needs, the impact of violence and abuse, experiencing discrimination and isolation or having developmental disabilities, many of our beneficiaries live in poverty much of the time. They may be thrust into poverty due to these life challenges. They may move out of poverty as their challenges are resolved or they may always live in poverty.

People come to us in need of intervention or prevention. Our effort is to support them to achieve stability and build resilience so that they can move from intervention to prevention, but we recognize that people do move back and forth. Our theory is that individuals and families could undergo any of a number of programs and services with us and achieve the same type of outcomes.

Our work is grouped into three main areas: intervention and prevention; knowledge building and exchanging; and system-level work which is our advocacy. We see these as inter-related and intend that all of our work should strive to integrate these three areas. Every beneficiary group will be served directly or indirectly by all three components of our work. Each ring of work has its own activities and outcomes that can be aggregated so that everything drives toward the intended impact. We think that better integrating our work will be an increasing area of emphasis as we grow our impact.

We have landed on 2020 as a reasonable target for achieving the outcomes we intend because it gives enough time to focus our organizational culture on the new TOC and to see some results - but it does not give us too much time. It extends beyond our current strategic plan and stretches us to work more intentionally towards strategic impact.



# Family Service Toronto

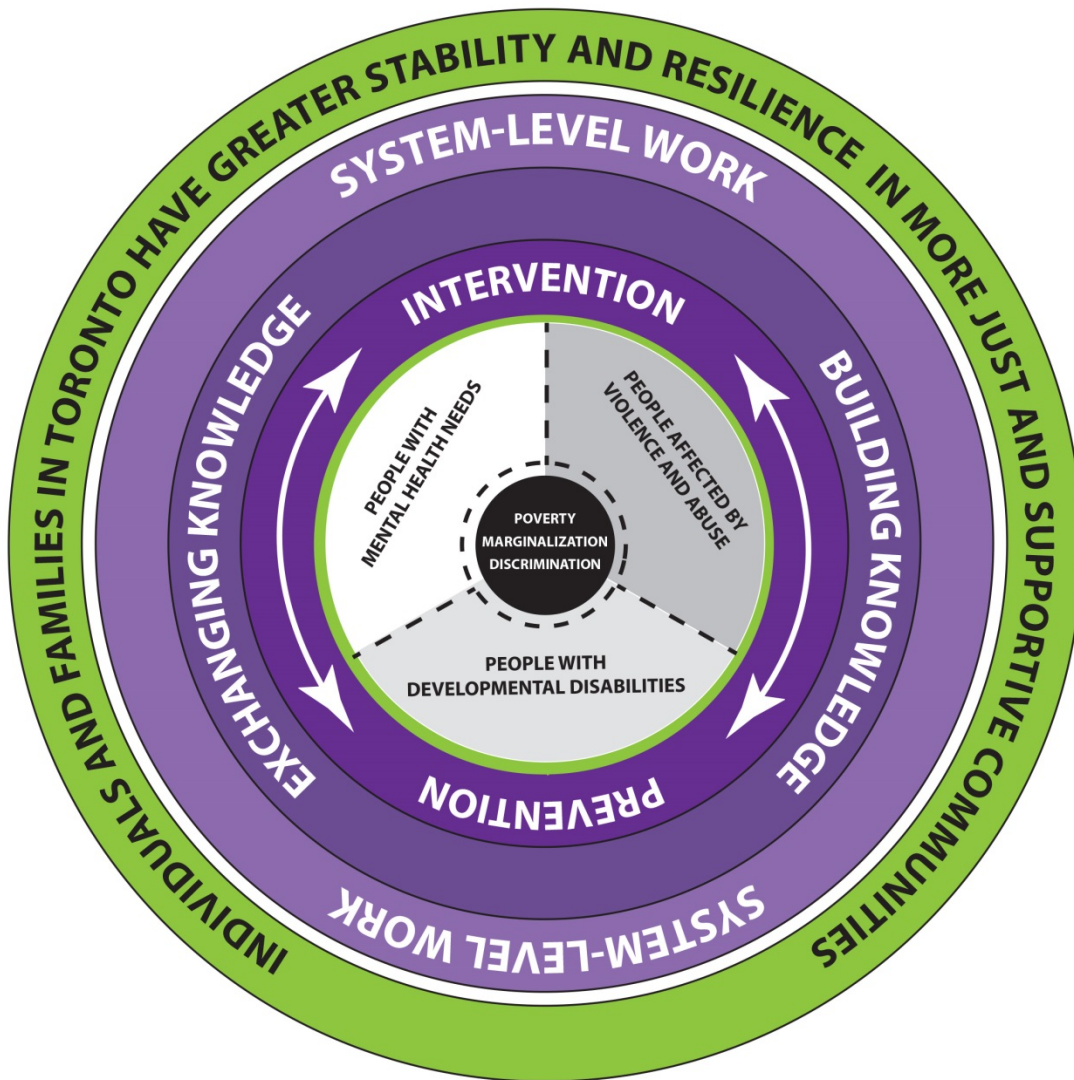
## Ultimate Impact Statement

*(ambitious, lofty, immeasurable)*

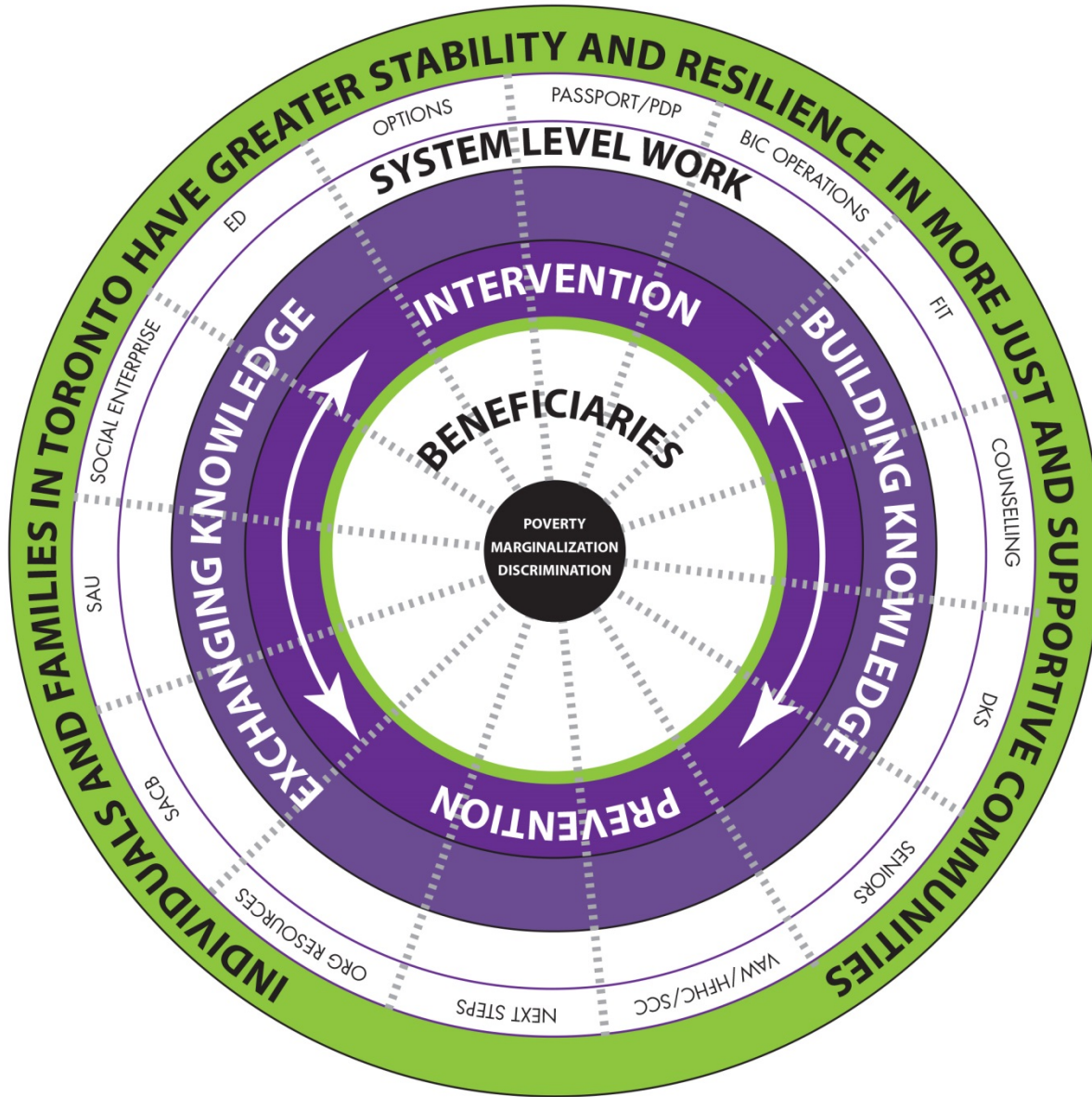
A city in which individuals, families and communities are resilient and thriving.

## Intended Impact

By 2020, as the result of FST's work, individuals and families in Toronto, destabilized by precarious mental health and/or socioeconomic circumstances, will have achieved greater stability and resilience in more just and supportive communities.



## How We Do It



### Legend:

Options

Passport/Person-Directed Planning

BIC—Building Inclusive Communities Operations

FIT—Families in Transition

Counselling

DKS—David Kelley Services

Seniors

VAW/HFHC/SCC—Violence Against Women/Healthy Families Healthy Communities/Seniors Community Connections

Next Steps

Organizational Resources—(Human Resources and Volunteer Resources; Finance and Property Management; Research, Evaluation and Planning; Marketing and Communications; Information Technology)

SACB—Social Action and Community Building

SAU—Service Action Unit

Social Enterprise

ED—Executive Director's Office

WHAT WE DO	HOW WE DO IT	OUR IMPACT
INTERVENTION	<ul style="list-style-type: none"> <li>◆ Individual, Couple + Family Counselling</li> <li>◆ Group Counselling</li> <li>◆ Case Management</li> <li>◆ System Navigation</li> <li>◆ Person-Directed Planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Individuals experience an increase in: <ul style="list-style-type: none"> <li>◇ Self esteem</li> <li>◇ Coping skills</li> <li>◇ A sense of control over life</li> <li>◇ Stability</li> </ul> </li> <li>◆ Individuals experience a decrease in: <ul style="list-style-type: none"> <li>◇ Anxiety</li> <li>◇ Depression</li> <li>◇ Isolation</li> </ul> </li> </ul>
PREVENTION	<ul style="list-style-type: none"> <li>◆ Psycho Educational Groups</li> <li>◆ Educational Workshops</li> <li>◆ Peer to Peer Connections</li> <li>◆ Community Building</li> </ul>	
BUILDING KNOWLEDGE	<ul style="list-style-type: none"> <li>◆ Research</li> <li>◆ Consultation Supports to Other Providers</li> <li>◆ Evaluation</li> <li>◆ Students</li> <li>◆ Consultations</li> <li>◆ Symposia, Fora, Presentations</li> <li>◆ Publications</li> <li>◆ Participation in Learning Networks</li> </ul>	<ul style="list-style-type: none"> <li>◆ An enhanced understanding of: <ul style="list-style-type: none"> <li>◇ The work we do</li> <li>◇ The impact of our work</li> <li>◇ What we need to do to deepen the impact of our work</li> </ul> </li> <li>◆ Enhanced ability to provide focused and effective work with clients and communities</li> <li>◆ Enhanced and deeper outcomes</li> </ul>
EXCHANGING KNOWLEDGE	<ul style="list-style-type: none"> <li>◆ Volunteer and Staff Development</li> <li>◆ Consultations</li> <li>◆ Symposia</li> <li>◆ Publications</li> <li>◆ Academic: <ul style="list-style-type: none"> <li>◇ Student Placements</li> <li>◇ Teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ FST, community members and agencies experience enhanced knowledge and ability to respond</li> <li>◆ More clarity in describing and measuring our impact</li> </ul>
SYSTEM LEVEL WORK	<ul style="list-style-type: none"> <li>◆ Policy Development</li> <li>◆ Research</li> <li>◆ Advocacy</li> <li>◆ Campaigns</li> <li>◆ Participation in Network and Coalitions</li> <li>◆ Capacity Building</li> <li>◆ Awareness Raising</li> <li>◆ Public Education</li> <li>◆ Community Engagement</li> <li>◆ Participatory Research</li> <li>◆ Sector Planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ There are more residents in leadership roles to drive community change</li> <li>◆ Policy changes support families and residents in precarious socio-economic circumstances</li> <li>◆ We hold government to account for poverty reduction and responsibilities for social and economic justice</li> <li>◆ Strengthened media discourse on poverty and precarity</li> <li>◆ National, provincial and city politicians engage in discussions to find public policy solutions to poverty and precarity</li> <li>◆ There is increased cross-sector/agency knowledge</li> <li>◆ An increased number of service gaps are identified and filled</li> </ul>



## Glossary

1.	Destabilized	Lacking a sense of emotional safety and control over one's life.
2.	Precarious	Dangerously lacking in security or stability.
3.	Stability	A sense of emotional safety and control over one's life
4.	Resilience	<p><b>Resilience</b> is a dynamic process in which a range of factors interact to enable an individual to develop, maintain, or regain mental health, despite exposure to adversity.</p> <p>Abridged from: <a href="http://www.phac-aspc.gc.ca/sfv-avf/proposal-proposition/index-eng.phpNumbergt">http://www.phac-aspc.gc.ca/sfv-avf/proposal-proposition/index-eng.phpNumbergt</a></p>
5.	Socio-economic circumstances	<p>Complex social, economic and environmental factors have an impact on the individuals and families we serve. Clients' lives are shaped by interacting and reinforcing structural factors, including racism, sexism, classism, homophobia, transphobia, war and violence, ageism, able-ism and xenophobia. These structural factors result in power imbalances and contribute to poverty, violence against women, pay inequity, homelessness, discrimination, compromised mental and physical health, involvement with the criminal justice system, chronic underemployment, educational attainment, isolation and neighbourhood neglect and concentrations of poverty. Each client is unique, and may be affected by some or all of these factors at once. Their unique situation and the factors contributing to their involvement with FST comprise their socio-economic circumstances.</p> <p>Resources consulted:</p> <p><a href="http://www.cdc.gov/nchhstp/newsroom/HIVFactSheets/Epidemic/Factors.htm">http://www.cdc.gov/nchhstp/newsroom/HIVFactSheets/Epidemic/Factors.htm</a></p> <p><a href="http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/cphorsphc-respcacsp07a-eng.php">http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/cphorsphc-respcacsp07a-eng.php</a></p>
6.	People affected by violence and abuse	This beneficiary group includes everyone affected by violence and abuse: victims, perpetrators, bystanders, family members, etc.
7.	Intervention	A set of actions and practical strategies that aim to bring about positive changes in the clients we work with in a way that produces identifiable and measurable outcomes.

		<p><b>Abridged from:</b></p> <p><a href="http://www.phac-aspc.gc.ca/sfv-avf/proposal-proposition/index-eng.phpNumbergt">http://www.phac-aspc.gc.ca/sfv-avf/proposal-proposition/index-eng.phpNumbergt</a></p> <p>Different types of intervention strategies at FST:</p> <p><b>Individual, couple and family counselling:</b> Counselling is provided to individuals, couples and families using a range of models such as, but not limited to, problem solving, cognitive-behavioural, psychodynamic, family systems, feminist, solution-focused, family mediation, narrative, issue-based group therapy, sensorimotor and mindfulness. Emphasis is placed on supporting personal growth, development and situational change.</p> <p><b>Group counselling:</b> Promotes and supports the building of group intimacy resulting in high personal disclosure and the use of group interaction in the seeking of solutions.</p> <p><b>Case management:</b> Case management is a collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication and client centred work.</p> <p>Abridged from : <a href="http://ccmcertification.org/about-us/about-case-management/definition-and-philosophy-case-management">http://ccmcertification.org/about-us/about-case-management/definition-and-philosophy-case-management</a></p> <p><b>System navigation:</b> Provide assistance with moving within and across a range of health and social service systems.</p> <p><b>Individualized funding:</b> Clients work with staff to develop budgets and plans to address their needs and goals.</p> <p><b>Person-Directed Planning:</b> Support individuals with developmental disabilities to develop a vision for their lives as contributing members of the community as well as plans to achieve that vision. Support is provided to achieve the plan.</p>
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8.	Prevention	<p><b>Psycho-educational groups:</b> Provide educational, supportive and preventative services to improve emotional well-being and promote self-sufficiency, personal growth and development.</p> <p><b>Educational workshops:</b> Presentations on specific topics, which are designed to increase knowledge and/or skills.</p> <p><b>Peer to peer connections:</b> Peer support is a helping relationship between individuals that promotes respect, trust and warmth and empowers individuals to make changes and decisions to enhance their lives. Adapted from <a href="http://schizophrenia.com/pdfs/psmanual.pdf">http://schizophrenia.com/pdfs/psmanual.pdf</a></p> <p><b>Capacity building:</b> Capacity building describes activity to enhance leadership skills, group problem solving, collaborative methods, and substantive understanding of community assets, problems and opportunities among organized, participating community residents.(Mattessich Et al., 1997:62 referencing McNeely, 1996:87)</p> <p>Capacity building can also apply to community members organized around the interests or issues of a population group. (Caryl Arundel and Associates &amp; PC Human Resources, 2014. A vision for Community and Neighbourhood Development).</p>
9.	Just and Supportive Community	<p>In a supportive community*, individuals and families, including those with fewer as well as those with more resources/strengths, receive the services and support required to live healthy, meaningful and productive lives.</p> <p>A just community focuses on (or is successful in) reducing the social determinants of health inequity among high-needs, high-risk clients. A just society ensures equity of access to factors contributing to overall health and well-being.</p> <p>Communities include places where people live (neighbourhoods) as well as places where people work. In a just and supportive workplace, people are encouraged to strive for appropriate work-life integration.</p> <p>Freely adapted from :</p> <ol style="list-style-type: none"> <li>1. Weissbourd B. Supportive communities for children and families. Public Health Reports – Focus on healthy communities March/April &amp; May june 2000, Volume 115, page 167-173</li> </ol>

		2. Seguin, Anne-Marie & Divay, Gerard. Urban Poverty: Fostering sustainable and supportive communities. Canadian Policy Research Networks Inc. Ottawa, ON, 2002, Website: <a href="http://www.cprn.org">http://www.cprn.org</a>
10.	Knowledge Building and Exchanging	<p>Knowledge building and exchanging includes the provision of leadership on what is important knowledge that is critical to be shared across FST, for staff in particular positions and/or with the community at large in order to facilitate that we provide the best possible services (prevention, intervention, knowledge building and sharing as well as system level work) and in order optimize the impact of our work.</p> <ul style="list-style-type: none"> <li>• Knowledge generation through research and evaluation</li> <li>• Enhancing capacity through student and intern placements</li> <li>• Knowledge dissemination through: peer consultations, symposia, forums, formal and informal presentations, publications and relevant media</li> </ul>
11.	Mental Health	<p>A state of well-being where individuals realize their potential, can cope with the normal stresses of life, can work productively and are able to make a contribution to their community. (Adopted from: Mental Health Commission of Canada).</p> <p>FST's work in the area of mental health falls on a broad continuum, with different parts of the organization more focused on one area than another and using different models of service to work with clients.</p> <p>Mild to moderate to severe functional impairment by mental health issues such as anxiety, depression and trauma.</p> <p>Dual diagnosis – Some Options/Passport clients have both mental health and developmental disability challenges.</p> <p>Work with clients on practical consequences of the mental health issues they are living with. Examples include assisting with finding appropriate housing, social inclusion and accompaniment to appointments. Options and Passport programs also provides supportive counselling to clients.</p>
12.	Campaigns	<p>Conducting a campaign requires working in an organized and active way toward a particular goal, typically a political or social one.</p> <p>Campaigns draw attention to a particular issue and involve advocating for particular changes in policies or practices.</p> <p>Campaigns may be organized around a particular date or timely event and may be time limited. Other campaigns may be longer term in nature if the change they wish to affect is over-arching and systemic in nature.</p>



## 2 Implementing and Executing for Impact

### 2.1 Strategic Priorities for the Theory of Change

#### Introduction

In addition to having each team include elements of our three ways of working (intervention/prevention, building and exchanging knowledge, system-level work) in their specific work, we think that if each team across the organization focuses on common key strategic priorities, we will achieve greater impact. We believe that such focus will create depth in our practice, develop more expertise and knowledge and increase our influence at the system level. We think that the whole will be greater than the sum of the parts. The synergy created through a shared focus on key strategic priorities will drive us to achieve the impact to which we aspire.

Through working with the theory of change, considering its implications for our practice and seeking how to have transformative impact, three strategic priorities have emerged. Having tested and validated them at the April 2016 forum, we recommend that these strategic priorities be embedded in the work of each team:

- For our intervention/prevention direct service work, we will focus on developing peer support work.
- For our building and exchanging knowledge work, we will strive to meet the standards of a centre of excellence in our areas of focus by ensuring excellence in practice, learning and education and research/evaluation and innovation. This expertise will be shared internally and externally.
- For our system-level work, we will focus on the problem of precarity in all its dimensions with a particular emphasis on housing.

## **2.1.1 Intervention/Prevention Work**

### **Focus on Peer Support Work**

#### **What do we mean by this?**

Our working definition of peer support is:

Peer support is any organized support provided by and for people who share a common issue. A peer leader is someone who has "been there, done that" and can relate to others who are now in a similar situation. Peer support is sometimes known as self-help, mutual aid, co-counselling or mutual support.

Peer support work is a powerful way to provide and build lasting support systems for clients and participants across our beneficiary groups. It is an effective tool to achieve stability and nurture resilience with both immediate and enduring impact. It builds the conditions and capacities for system-level work. It could expand and extend our reach and impact.

Peer support work has many attributes which align with our organization's values and theory of change including:

- The sharing circle (or peace circle) is a democratic method which breaks down isolation and harnesses the strengths of participants.
- It can be applied to a wide array of issues and topics which are determined by the group.
- It is flexible so it can be modified to suit diverse populations and be culturally sensitive.
- It can be used to address trauma, making space for trauma to become a source of wisdom when shared in a circle.
- It is cross-generational and people of all ages can benefit.
- It would complement and support existing programs and services, bringing clients together while they are waiting for service or enabling them to continue having support when they are finished. It would not be seen to replace the individual work we do, but may do so for individual clients when indicated at the right time of the intervention/prevention continuum.
- Needs, themes and challenges arising in peer support work could inform our other direct service programs and our system-level work.
- It fosters the development or strengthening of change agents by empowering individuals and communities to understand issues and engage in processes of system change.

## **How do we move forward?**

FST has a rich history with peer support work and is pioneering new dimensions of this currently. Every team has expressed their appetite to apply this model to their work. We have rich soil in which to grow peer support work.

Here are our recommendations for the next steps in implementation.

1. Articulate a clear understanding of the peer support model for teams to use. A working group should be established to do this, using available literature, the expertise of specific FST staff and suggestions generated at the forum as a basis.
2. As part of articulating the model, consider the optimal role of the facilitator and the training required. Identify how this model may need to be adapted in different situations or for different purposes.
3. Consider how peer support work could inform and enhance our system-level work.
4. Consider how to use this model to have the highest impact. For example, does it make sense to start with some services over others?
5. Conduct a cost analysis to understand what resources peer support work requires and what drives the costs.
6. Because developing peer support work could generate more demand for our services for which there are always wait lists, look at how to generate resources for these additional services. We also need to be aware of how peer support work may reduce the need for some services or reveal alternatives to FST's individual services.

## **2.1.2 Building Knowledge / Exchanging Knowledge**

**Focus on harnessing the knowledge that is needed to inform our services, learn from the work we do for best-informed practice and best possible outcomes and exchange this knowledge with the sector for system development and to describe community impact.**

### **What do we mean by this?**

Knowledge is an understanding of information or skills; it is acquired through experience or education by perceiving, discovering or learning. Knowledge can refer to a theoretical or practical understanding of a subject (ref <https://en.wikipedia.org/wiki/Knowledge>).

In the work we do with people with mental health needs, people affected by violence and abuse, and people with developmental disabilities we will enact the highest standards in our practice, in learning and education, and in research and innovation. The knowledge we gain will be shared internally and externally. This approach to our work will support FST in becoming a centre of excellence in its areas of focus in practice and service.

When building knowledge and exchanging knowledge at FST it is imperative that we ensure that the perspectives of our clients are meaningfully included. In this context the word client includes clients, participants and other stakeholders. The best way to do this will be driven by the specific question or topic and the context of clients and other stakeholders involved.

FST staff are highly motivated to increase their relevant knowledge and to share it for personal professional development. This is strongly related to their desire to improve service and to generate strong client outcomes. Staff strongly believe that the intentional building and sharing of knowledge internally is critical to our working as efficiently and effectively as possible. We need to address this internal collaboration before we focus more strongly on inter-sector collaboration. In the research aspects of our work, we will collaborate with partners in the sector and from academia to identify the most relevant areas of research to strengthen the quality and impact of the work. We will challenge the status quo with confidence by being creative in implementing evidence informed work facilitating innovations.

### **How do we move forward?**

1. For all programs/teams at FST we will harness our best possible knowledge to date on the clients/participants we serve, the goals we work on, the activities involved and the (perceived) impacts. We can do this by revisiting and updating existing logic models, which give a specific summary description of programs.



This information will also inform us of gaps in our knowledge and identify areas where we need to gain more information. It will also begin to help us identify what different programs have in common and where and how collaboration is most meaningful.

We will need to find ways to validate the information in the logic models with client groups. These logic models (with the addition of some program context description) can be shared on our intranet.

This work will help us identify why clients are involved with FST and which aspects/factors of resilience and thriving need to be strengthened. This will further inform us on what impact indicators we need to select in order to examine our organizational impact on resilience in the populations we work with.

2. On a very practical level, this requires purposeful attention to our data base, what is included, what is required, how do staff use it most effectively and what can we learn from the information contained within it. This work has started in the Data Quality Improvement Work Group, but will need focused attention from all; it is the foundation of the knowledge we can gain on our services and programs. Staff training on this will be an intrinsic part.
3. We will identify priority areas for evaluation, making sure that stakeholder (funder) needs are met, but also making sure that core programs participate in evaluation. To enhance transparency and for the purpose of building and exchanging knowledge, these evaluation reports can be posted on the intranet to inform programming. User-friendly summary reports can be shared externally and with our clients.
4. We will work on building evaluation and research capacity; this will involve opportunities for professional development for staff and identification of partners, both for research and for evaluation.
5. We will begin to identify the best ways for more focused internal opportunities and approaches to knowledge sharing and exchanging.

Even though initially we will be more focused on internal sharing and collaboration, we will always remain alert and cognizant of external opportunities as they arise, so that we will be able to take advantage of possibly meaningful and helpful opportunities that will allow us to move our agenda forward.

6. We will make a concerted effort to align our aspirations with our resources and seek out additional resources (grants or more sustainable funds) to meet our goals.

7. We will work with teams to make this work part of the team agenda, so that all staff have the opportunity to be informed and contribute.
8. We will identify the best partners for collaboration in research initiatives, both in the sector and from academia
9. We will identify potential funders who share our interest in seeking out opportunities for collaboration in research, leading to evidence-informed sustainable innovations.

These approaches will support the work as identified in the TOC, as well as on the identified foundational strategies, and provide stronger strategies for monitoring their effectiveness. It will also support our aspirations for transformative new practices, moving the sector forward.

### **2.1.3 System-Level Work**

**Focus on the problem of precarity with an emphasis on housing.**

**What do we mean by this?**

With our system-level work, we intend to work on policy changes for systems that will bring sustained wellbeing to everyone in the city, province and country. We strive to have people's social and economic rights embedded in our systems. We want people with lived experience at the centre of this work.

We are interested in movement building, in long-term work on a progressive agenda that includes eradicating poverty and ending discrimination and marginalization. We want to link our policy agenda to base-building, leadership development and legacy initiatives such as our child and family anti-poverty work. We want to build the connective tissue, the infrastructure for system-level work and then work within it.

We propose to focus on the problem of precarity as it affects essentially all of our beneficiaries in many ways and so would offer many avenues for FST to influence the issue. Precarity increasingly characterizes the lives of FST's clients, stretching beyond the realms of poverty and employment. There are accompanying social conditions related to our direct service work that affect individuals, families and communities negatively. These include depth of insecurity for families, lack of opportunity, discrimination, increased anxiety and increased risk of mental health issues.

Within the frame of precarity, we propose to have a particular focus on housing which is an issue that affects the capacity of many of our clients and participants to achieve stability and be resilient.

It is important to clarify that we also work on changes to service provision systems in the course of doing our direct service work. Many FST staff participate in service planning groups and at co-ordinating tables such as CNAP (the Community Navigation and Access Program, a network of over 30 community support service agencies collaborating to improve access and coordination of support services for older adults, their care providers and health care stakeholders) or OPAN (Ontario Passport Agencies Network), where changes and improvements to service delivery are made at the system level. This is important work and we intend to continue to participate in it; however this is not the focus of our theory of change system-level work.

## **How do we move forward?**

1. Articulate a clear understanding of what we mean by system change so that we have a common working definition that everyone embraces and enables our work to be co-ordinated and integrated. This should include a definition of which systems we aim to change and through what means.
2. Articulate a clear understanding of what we understand precarity to be and where we could have the most influence on system change.
3. Articulate a clear understanding of the issue of housing and where we could have the most influence on system change.
4. For both precarity and housing, there are multiple people and organizations already doing this work. We need to understand who is involved and determine where we could best add value and be good partners.
5. Develop the capacity of individual staff and teams to participate in these initiatives, with agreed upon ways to involve clients and participants and their experiences in shaping our policy focus.
6. Determine how the initiative would be led and co-ordinated across FST. Matters such as sharing information, agreeing on a policy focus, developing actions with the most potential to be effective need to be considered and agreed.
7. Develop ways for FST to be involved in issues with a shorter lifespan, where quick responses would be helpful.



## 2.2 Key Objectives for Foundational Strategies

### Introduction

We understand foundational strategies to be the pillars which support our theory of change work. They drive both organizational and service work. Excellence in these areas is crucial to achieving our intended impact.

FST has always strived to be excellent in these areas and our accreditation status demonstrates this. To drive our new theory of change and use our resources wisely, we are attempting to make strategic, intentional choices in how we focus our efforts to improve these foundational strategies. We identified four categories with nine foundational strategies. Working groups have fleshed out our understanding of them and identified areas of focus and ways of moving forward. It is understood that this is the beginning of the work which will be developed in operational planning. In some cases, strong indicators have been identified but in others they are draft or not yet done. The following is our work in progress.

## Supporting the Strategic Work 2020 - The Foundational Strategies

Foundational Strategy	Description	(Co) Leadership	<div> <div>←</div> <div>Fundamentals</div> <div>→</div> </div>	
<b>Service excellence</b>	Strengths-based approach Generate community and collective impact Advance a resilient Community and social services sector	Director, CLFV Director, SACB Director, REP Executive Director		<b>Accountability</b>
<b>Operational excellence</b>	Leadership development Staff development Organizational intelligence systems Communication Demonstrate strong research and evaluation practice; examine our contribution; strong data	Executive Director Director, Finance Director, MarCom Director, REP		<b>Collaboration</b>
<b>Financial sustainability</b>	Strong financial foundation	Director, Finance Executive Director		<b>Ongoing learning and innovation</b>
<b>Cultural Competency</b>	Cultural competency involves working respectfully and professionally with clients from diverse communities and within our diverse work environment. It requires a critical understanding of power dynamics and social location; practicing the principles of accountability, personal reflection and transparency.	Director, SACB Executive Director		<b>Accessibility and responsiveness</b>  <b>Quality Data</b>  <b>Agility</b>

## 2.2.1 Service Excellence

### Strengths-Based Approach

A strengths-based practice approach proposes that people have strengths and resources that give them the ability to recover from adversity. It is an approach that avoids labelling and assumes that people and the communities in which they live have the power to help themselves. In this context, paid staff are partners rather than experts, authorities, or initiators/directors of the change process. This fundamental shift means working with and facilitating change rather than “fixing” situations, pointing to signs of health and well-being rather than dysfunction and looking to the potential of what can be.

#### Adapted from:

<http://www.oxfordcounty.ca/Portals/15/Documents/Public%20Health/Partners%20and%20Professionals/Reports%20and%20Publications/Final%20Report%20Mapping%20A%20Pathway%20For%20A%20Strengths%20Based%20Approach%20In%20Public%20Health%20Practice.pdf>

[http://www.mentalhealth4kids.ca/healthlibrary\\_docs/PrinciplesOfStrength-BasedPractice.pdf](http://www.mentalhealth4kids.ca/healthlibrary_docs/PrinciplesOfStrength-BasedPractice.pdf)

#### FST's Strengths-Based Work Group identified that by 2020 FST will:

1. Have a strengths-based framework at the centre of all of our work with clients and community members.
2. Have a strengths-based approach that will guide our interactions with each other.
3. Embed a trauma-informed environment in all of our work.
4. Support clients/program participants to tell their stories to policy makers in order to effect system change.

How we will move forward:		Indicator
<b>Focus 1</b> Infuse a strengths-based framework throughout the organization	<ul style="list-style-type: none"> <li>Assess staff's knowledge to establish a baseline</li> <li>Define core principles of a strengths-based framework</li> <li>Train staff on framework</li> <li>Review and update client and community forms to reflect a strengths-based framework</li> <li>Review and update select policies</li> </ul>	<ul style="list-style-type: none"> <li>Baseline questionnaires focusing on staff members' personal perceptions of resilience, understanding of strengths-based practice, current engagement as professionals in strengths-based practice and to what degree their work setting supported strengths-based practice completed<sup>1</sup></li> <li>Number of staff who participate in creation of framework</li> <li>Number of forms reviewed</li> <li>Number of amendments made</li> <li>Number of policies reviewed</li> <li>Number of policies updated</li> <li>Percentage increase in staff members understanding of strengths-based practice etc., as listed above, post training</li> <li>Staff satisfaction indicators "There is a spirit we are all in this together across teams" increases by 10%</li> </ul> <p><i>(This is one suggested question. We need to decide if this is the most appropriate one)</i></p>
<b>Focus 2</b> Create a trauma-informed organization (knowledge building)	<ul style="list-style-type: none"> <li>Adapt existing organizational readiness checklist<sup>2</sup></li> <li>Develop and implement all-staff training on trauma-informed work</li> <li>Create supports for staff to</li> </ul>	<ul style="list-style-type: none"> <li>Organizational readiness assessed</li> <li>Number of staff who report increased knowledge after trainings</li> <li>Number of learning circles</li> </ul>

<sup>1</sup> Resiliency Initiatives (Jan. 2013). *Final Report: Mapping A Pathway For A Strengths-Based Approach In Public Health Practice*. Calgary, Alberta – NOTE: This document outlines a process taken with staff to move to a strengths based framework and has many helpful ideas that we may want to adapt for our purposes/

<sup>2</sup> One example is contained in Klinik Community Health Centre (2013). *Trauma Informed: The Trauma Toolkit*. Second Edition, Winnipeg, Manitoba. Retrieved from [http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed\\_Toolkit.pdf](http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf). May 26, 2016.



How we will move forward:		Indicator
	enhance their capacity to create and sustain a trauma-informed environment	<p>created</p> <ul style="list-style-type: none"> <li>• Number of meetings of learning circles</li> <li>• <i>Percentage increase in staff who report adopting strategies post-training(s) to work with clients</i></li> <li>• <i>NOTE: Need to look for outcome indicators for this work</i></li> </ul>
<b>Focus 3</b> Work with clients	<ul style="list-style-type: none"> <li>• Integrate a strengths-based, trauma-informed approach work with clients</li> <li>• Involve clients and community members in advocacy initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of clients reporting increased stability and resiliency at selected times during intervention/prevention work</li> </ul> <p>(Outcome measures to be determined. Could include such things as decreased distress, increased connections, increased well-being)</p> <ul style="list-style-type: none"> <li>• Participants in educational sessions and/or peer support sessions report increased knowledge and confidence to engage in advocacy</li> <li>• Number of advocacy initiatives that involve input and/or participation of clients and/or community members</li> </ul>

## **Generate Community and Collective Impact**

### **Definitions**

Community Impact: The impact of one organization on clients, families and communities.

Collective Impact: The impact of multiple organizations working together to achieve a set of common goals. These initiatives involve a centralized infrastructure, dedicated staff, and a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. The funding and collaboration structure may vary.

**FST's Generating Community and Collective Impact Work Group identified that by 2020 FST will:**

1. Community Impact:
  - a. Have indicators implemented at individual, family, community, and system levels and these indicators are used to inform the work;
  - b. Have some internal alignment for generating community impact;
  - c. Continue to commit to support individuals and the community, through student and volunteer placements as part of its role as a learning organization.
2. Collective Impact:
  - a. Be more comfortable working with partners.
  - b. Have identified with our partners what our contribution to city-wide collective impact will be.
  - c. Have additional external partnerships for generating collective impact.
3. Community and Collective Impact:
  - a. Have fully implemented two organizational impact priorities.
  - b. Be ready to respond to funding opportunities that fit with our established priorities.
  - c. Have a shared understanding of how FST can generate community and collective impact and has implemented related practices.
  - d. Consistently examine and monitor our community and collective impact.

How we will move forward:		Indicator
<b>Focus 1</b> Community Impact	<ul style="list-style-type: none"> <li>• Research best practices in applying relevant indicators for FST as an organization</li> <li>• Incorporate relevant capacity building</li> </ul>	<ul style="list-style-type: none"> <li>• Number of relevant indicators implemented across FST</li> <li>• Reports on organizational performance on these indicators</li> </ul>
<b>Focus 2</b> Collective Impact	<ul style="list-style-type: none"> <li>• Identify and implement relevant and best-aligned partnerships</li> <li>• Implement shared initiatives</li> <li>• Agree upon and implement specific indicators for collective impact</li> </ul>	<ul style="list-style-type: none"> <li>• Number of programs involved</li> <li>• Number of partnerships in development</li> <li>• Number of partnerships implemented</li> <li>• Implementation of relevant indicators</li> <li>• Number of reports on organizational performance on these indicators</li> </ul>
<b>Focus 3</b> Generating Community and Collective Impact	<ul style="list-style-type: none"> <li>• Collaborate with others on a sector wide forum to celebrate, study and improve the impact of our work</li> <li>• Continue to offer student and volunteer placements</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of a sector-wide forum and level of attendance and participation from the city wide sector</li> <li>• FST participation building and sharing knowledge</li> <li>• Number of students and number of volunteers</li> </ul>

## **Advance a Resilient Community and Social Services Sector**

**FST's Advance a Resilient Community and Social Services Sector Work Group identified that by 2020 FST will:**

1. Be part of a sector which shares a related drive towards stability and resilience, which is able to respond, to absorb shocks and function at a high level in changing political environments.
2. Be a strong voice among many strong voices promoting just and supportive communities at the system level.
3. Take responsibility to share our resources, expertise and history of advocacy by participating as leaders in strategic places to advance our sector and shape our environment.

How we will move forward:		Indicator
<b>Focus 1</b> Intentional and proactive participation	<ul style="list-style-type: none"> <li>• Articulate criteria to assess opportunities for system-level sector participation where we can be effective.</li> <li>• Support individuals and teams to identify sector tables doing system-level work in which they could participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria articulated.</li> <li>• Criteria used successfully to identify participation opportunities.</li> <li>• Number of system-level engagements.</li> </ul>
<b>Focus 2</b> Participate in leadership roles	<ul style="list-style-type: none"> <li>• Convene groups to advance sector-serving initiatives related to our intended impact.</li> <li>• Support staff to develop leadership capacities for this work.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of sector tables in which staff participate actively as leaders</li> <li>• Staff involvement is part of the performance appraisal process</li> <li>• Staff level of satisfaction with involvement</li> </ul>
<b>Focus 3</b> Develop capacity for increased impact in system-level work	<ul style="list-style-type: none"> <li>• Track system-level initiatives to demonstrate impact of combined efforts.</li> <li>• Analyze impact of system-level engagements.</li> <li>• Support staff to improve capacity to have influence and be effective advocates.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking system developed.</li> <li>• Analysis provides insight to improve effectiveness.</li> <li>• Impact of FST engagement is demonstrable at system-level.</li> </ul>

## **2.2.2 Operational Excellence**

### **Leadership and Staff Development**

**FST's Leadership and Staff Development Work Group identified that by 2020 FST will:**

1. Develop staff capacity so that everyone at FST demonstrates system leadership qualities: being innovative and open to new ideas, taking personal responsibility for results, embracing and managing change and being inspirational to others.
2. Embed the theory of change as the framework for all new ideas and all new learning endeavours. Align learning to drive all aspects of work to achieve the intended impact.
3. Create dedicated time to learn by improving time management skills across the organization.
4. Support leaders to build their communication skills and create teams where trust is strong.
5. Support staff to develop their skills to realize their full potential and support organizational effectiveness: educate, expose, experience and evaluate.

How we will move forward:		Indicator
<b>Focus 1</b> Develop capacity for system leadership	<ul style="list-style-type: none"> <li>• Adopt test – learn – adapt model for new ideas and learning</li> <li>• Develop understanding that taking risks is the best way forward, that the greatest risk is not taking risks</li> <li>• Develop a coach/mentor program to use staff expertise</li> <li>• Create work shadowing opportunities across programs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff satisfaction survey results on leadership improve</li> <li>• Leadership behaviour is visible across FST</li> <li>• Staff become coaches and trainers</li> <li>• Implement standards for performance to assess improvement</li> </ul>
<b>Focus 2</b> Create dedicated time to learn	<ul style="list-style-type: none"> <li>• Balance staff's need to learn with organizational needs for learning</li> <li>• Encourage taking time for creativity</li> <li>• Learn how to manage time effectively to create time to learn</li> <li>• Put FST's various libraries on the intranet</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings become places to generate and test new ideas</li> <li>• Staff use their learning budgets</li> <li>• Number of examples of shared learning</li> </ul>
<b>Focus 3</b> Make the theory of change learning agenda the main vehicle for learning and development	<ul style="list-style-type: none"> <li>• Create a learning agenda which addresses the critical areas of the theory of change and has a timeline which is achievable</li> <li>• Support staff, teams and working groups to use the theory of change to develop new ideas and improve practice towards achieving intended impact</li> </ul>	<ul style="list-style-type: none"> <li>• The learning agenda is accomplished.</li> <li>• Staff report deepened knowledge of beneficiary groups</li> <li>• Staff demonstrate knowledge of system-level issues</li> <li>• Staff engage in knowledge building and exchanging activities</li> </ul>



## Organizational Intelligence

### FST's Organizational Intelligence Work Group identified that by 2020 FST will:

1. Improve data quality to allow FST to make informed business decisions.
2. Provide aligned, integrated and well-structured information systems.
3. Improve business processes and procedures.

How we will move forward:		Indicator
<b>Focus 1</b> Improve data quality	<ul style="list-style-type: none"><li>• Establish working group to review and recommend change</li><li>• Implement change management and data governance process</li><li>• Create a dedicated data quality position</li></ul>	<ul style="list-style-type: none"><li>• Accurate and consistent data</li><li>• Reporting cycle accelerated</li><li>• Implement key performance indicators across FST</li><li>• Holistic view of FST with the ability to drill down – dash boards</li></ul>
<b>Focus 2</b> Integrate Information Systems	<ul style="list-style-type: none"><li>• Transition to more open architecture platform</li><li>• Use cloud computing where possible</li><li>• Align business solutions</li><li>• Improve digital capacity to provide data on multi-platforms</li><li>• Use specialized third party expertise and services when needed</li><li>• Adapt to a collaborative work platform – share point</li></ul>	<ul style="list-style-type: none"><li>• Eliminate duplication of records and information</li><li>• Reduced printing and paper</li><li>• Partnerships with other organizations including vendors</li><li>• Working with current and up-to-date software applications</li></ul>
<b>Focus 3</b> Improve business processes	<ul style="list-style-type: none"><li>• Review business needs</li><li>• Document key business processes</li><li>• Review best practices</li><li>• Implement consistent procedures and processes</li><li>• Review resource needs and skills and provide necessary training</li></ul>	<ul style="list-style-type: none"><li>• Improve staff satisfaction on work load</li><li>• Trained and knowledgeable staff</li><li>• Flexibility and versatility among staff roles</li><li>• Reduced printing and paper</li></ul>

## **Communication**

### **FST's Communication Work Group identified that by 2020 FST will:**

1. Provide dynamic, clear and consistent messaging about the impact of our work across all areas.
2. Ensure open and meaningful dialogue between staff at all levels and across the organization.
3. Adopt new approaches to optimizing/strengthening communications on FST as a sector leader.

How we will move forward:		Indicator
<b>Focus 1</b> Develop consistent messaging from leadership	<ul style="list-style-type: none"> <li>Establish process for ensuring key messages are communicated to staff following Strategy Team and Leadership Team meetings</li> <li>Provide checklist/template for updates to managers for review/discussion in team meetings or one-on-one meetings</li> </ul>	<ul style="list-style-type: none"> <li>Future staff survey reflects improvement in communications with/from leadership</li> <li>Managers seen to be proactive in sharing information with staff</li> <li>Reliance on email for information is seen to decline</li> </ul>
<b>Focus 2</b> Expand Intranet adoption	<ul style="list-style-type: none"> <li>Develop a series of intranet learning workshops across the organization</li> <li>Encourage wider collaboration among teams using Intranet tools</li> <li>Push staff to Intranet for learning and updates</li> </ul>	<ul style="list-style-type: none"> <li>Staff rely on Intranet as a regular channel of information</li> <li>Reduced file sharing over e-mail</li> <li>Staff engagement and interest in Intranet rises</li> <li>Discussion, information updates and questions/answers over future moves and other organizational initiatives are shared openly on the Intranet</li> </ul>
<b>Focus 3</b> Explore rebranding around Theory of Change	<ul style="list-style-type: none"> <li>Re-imagine FST's brand and outreach in the context of our future work driven by the Theory of Change</li> <li>Align FST's annual reporting with the TOC and foundational strategies</li> <li>Identify and communicate success stories of our work</li> <li>Provide staff opportunities for communications skills coaching and training</li> </ul>	<ul style="list-style-type: none"> <li>2017-18 Annual Report highlights TOC and the work it inspired and shaped over first operational year</li> <li>FST communicates success stories using variety of channels (Annual Report, web, social media, news media)</li> <li>FST logo and branding undergoes review and is reintroduced by 2019 with manual and guidelines for use</li> <li>Staff receive new internal reference card highlighting our vision, mission and values, foundational strategies and theory of change</li> </ul>

How we will move forward:		Indicator
<b>Focus 4</b> Improve use of social media channels	<ul style="list-style-type: none"> <li>Engage with users on social media channels aligned with our mission/goals and participate in and support our conversations, repost our messaging and share and retweet on our behalf</li> <li>It is natural and expected that we will engage in social media for promoting a campaign or similar advocacy initiative</li> </ul>	<ul style="list-style-type: none"> <li>Our advocacy efforts are rooted in social media channels and communications</li> <li>Our traffic and numbers increase on social media channels</li> <li>News media follow us and engage with us for stories of relevance</li> <li>Traffic to our website increases as a result of social media posts and updates to our homepage</li> </ul>
<b>Focus 5</b> Communications governance	<ul style="list-style-type: none"> <li>Investigate best practices for non-profit communication governance</li> <li>Review existing policies, standards and procedures around communication</li> </ul>	<ul style="list-style-type: none"> <li>Relevant policies are reviewed and updated</li> <li>New policies added to manual if necessary</li> <li>Staff comply with communication governance policies and procedures</li> </ul>

## **Demonstrate Strong Research and Evaluation**

### **Definitions**

Evaluation in the social services is a systematic process for an organization/service to obtain information on its activities, its impacts and the effectiveness of its work, so that the information can be used to improve its activities and describe its accomplishments (Ref).

Research in the social services is the field of scientific investigation that studies how access, quality, costs, technology, socio-economic context and structures, and personal behaviours impact psycho-social well-being. Its domains are individuals, families, organizations, institutions, communities, and populations (Adapted from Academy for Health Services Research and Health Policy, 2000) <http://depts.washington.edu/hserv/hs-research-definitions>)

### **FST's Demonstrate Strong Research and Evaluation Work Group identified that by 2020 FST will:**

1. Conduct regular and systematic evaluation of core programs that are in alignment with the Theory of Change (TOC) and allow FST to track how its various programs/services are meeting client needs.
2. Increase staff engagement in and capacity for research and evaluation in alignment with available resources.
3. Optimize organizational involvement in research (research capacity).
4. Actively link all our research and evaluation efforts to systemic advocacy and change for more just and supportive communities.
5. Find effective ways to share our knowledge, both internally and externally.

How we will move forward		Indicator
<b>Focus 1</b> Systematic Evaluation	<ul style="list-style-type: none"> <li>Strengthen organizational confidence in our data by addressing data quality issues through the organizational implementation of agreed upon data management tools and processes</li> <li>Develop and collect relevant process and outcome indicators for all programs with regular reporting and follow-up.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing identified improvements in data quality</li> <li>Process and/or outcome indicators are identified for each program/ service and are collected and monitored through our client data management system</li> <li>Evaluations demonstrably affect the development of programs</li> </ul>
<b>Focus 2</b> Staff Engagement	<ul style="list-style-type: none"> <li>Provide staff with supports that help them build their capacity in research and program evaluation.</li> <li>Increase active contribution of staff to research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Staff participate more actively in research and evaluation</li> <li>Number of individuals and teams involved</li> <li>Staff involvement is a part of the performance appraisal process</li> <li>Staff level of satisfaction with involvement</li> <li>Number of evaluation projects where results are used to inform ongoing program development</li> </ul>
<b>Focus 3</b> Research Capacity	<ul style="list-style-type: none"> <li>Re-imagine policies and processes around research and evaluation, including the Research Ethics Board review process</li> <li>Align FST's research agenda with the TOC, in conjunction with our partners and funders</li> <li>Actively seek out strong partnerships with professional researchers and funders to build new knowledge about what works for the specific populations served by FST</li> </ul>	<ul style="list-style-type: none"> <li>By 2018 we have reviewed and updated our research and evaluation policy to support organizational goals in this area</li> <li>FST actively participates in more research projects and proposals (number of research proposals)</li> <li>FST disseminates more knowledge products (e.g. conferences, publications, etc.)- number of knowledge dissemination or sharing events</li> <li>The wider community seeks out and uses FST's knowledge products (e.g. number of citations in papers)</li> </ul>
<b>Focus 4</b> Evidence Informed Advocacy	<ul style="list-style-type: none"> <li>Integrate considerations about the potential for advocacy into the research and evaluation planning process</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of discussions about advocacy built in and documented in evaluation and research planning process -</li> </ul>

How we will move forward		Indicator
		<p>Number of evaluation plans that include advocacy considerations</p> <ul style="list-style-type: none"> <li>• A larger number of FST's R&amp;E projects and knowledge products are used for advocacy – Number of advocacy initiatives guided by FST's R &amp; E work</li> <li>• Evaluations demonstrably affect advocacy results</li> </ul>
<b>Focus 5</b> Knowledge Sharing	<ul style="list-style-type: none"> <li>• Develop the infrastructure for rich knowledge building and exchange opportunities within and between FST programs and across the organization as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• There are increased opportunities for formalized knowledge sharing within the organization (e.g. cross-program trainings, workshops, consultations)</li> <li>• There are increased opportunities for knowledge sharing external to the organization (conferences, publications, sharing knowledge products with other orgs)</li> <li>• Number of events/opportunities for knowledge sharing in which FST staff actively participate each year</li> </ul>



### 2.2.3 Financial Sustainability

**FST's Strong Financial Foundation Work Group identified that by 2020 FST will:**

1. Build some liquid reserves.
2. Work in new ways to maximize resources and administrative expenses.
3. Demonstrate successful entrepreneurship.

How we will move forward:		Indicator
<b>Focus 1</b> Build some liquid reserves	<ul style="list-style-type: none"><li>• Save a portion of cash distribution from joint venture</li><li>• Rent out 4<sup>th</sup> floor space at new 355 Church</li></ul>	<ul style="list-style-type: none"><li>• Investment/bank balance</li><li>• Cash from joint venture</li><li>• Rental income</li></ul>
<b>Focus 2</b> Work in new ways to maximize resources and administrative expenses	<ul style="list-style-type: none"><li>• Merge/share services with like-minded organization/s</li><li>• Maximize the use of FST office space at all locations</li><li>• Reduce admin expenses</li><li>• Address United Way funding changes</li><li>• Comply with ORPP</li></ul>	<ul style="list-style-type: none"><li>• Signed partnership agreement to share services or space or tools</li><li>• Rental income or fees</li><li>• Admin expenses &lt;15%</li><li>• United Way approves funding submission</li><li>• Contribute 1.9% of salaries to ORPP</li></ul>
<b>Focus 3</b> Demonstrate Successful entrepreneurship	<ul style="list-style-type: none"><li>• Grow SAP/IWS revenues</li><li>• Develop more than one social enterprise</li><li>• Develop Café at new 355 Church</li></ul>	<ul style="list-style-type: none"><li>• Signed long term customer contracts</li><li>• IWS revenue or profit growth by 10%</li><li>• Profit from Cafe</li></ul>

## 2.2.4 Cultural Competency

### Definition

Cultural competency involves working respectfully and professionally with clients from diverse communities and within our diverse work environment. It requires a critical understanding of power dynamics and social location, practicing the principles of accountability, personal reflection and transparency.

### **FST's Cultural Competency Work Group identified that by 2020 FST will:**

1. Deepen and broaden staff/volunteer understandings of trauma-informed approaches through all staff training and development. Working from a trauma-informed perspective recognizes violence can be systemic, institutional and interpersonal in nature. FST should seek consultants and trainers who share our understanding and analysis of cultural competency and work from a trauma-informed approach.
2. Support formal and informal learning and development on cultural competency. Work to create shared understandings of new and evolving terms and practices that better serve the community. Be responsive and nimble in relation to emerging issues and movements – whether community-led or policy based. Create mechanisms to take the pulse on cultural competency within the agency at critical points in time.
3. Increase outreach to offer service to a diverse range of clients through active partnerships and relationships with culturally anchored and access-promoting community groups and organizations.
4. Prioritize intersectionality to encourage collaboration and learning across departments on equity and cultural competency issues and in work with clients whose identities do not fit neatly into any one box.

How we will move forward:		Indicator
<b>Focus 1</b> Trauma Informed Perspective in Service	<ul style="list-style-type: none"> <li>• Provide staff training on trauma-informed work for all departments.</li> <li>• Seek consultants and trainers who share our understanding and analysis of cultural competency and work from a trauma-informed approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Teams within FST integrate a trauma-informed perspective into their understandings of people and communities we work with</li> </ul>
<b>Focus 2</b> Learning and Development	<ul style="list-style-type: none"> <li>• Provide staff with supports to build their capacity to be more culturally competent</li> <li>• Create mechanisms to take the pulse on cultural competency within the agency at critical points in time</li> <li>• Prioritize intersectionality to encourage collaboration and learning across departments on equity and cultural competency issues and in client work.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of formal and informal learning opportunities</li> <li>• Staff report improvements in their comfort with and understandings of cultural competency and related practices</li> <li>• Increase in cross-departmental collaboration in learning, development and addressing client needs</li> </ul>
<b>Focus 3</b> Expand our networks	<ul style="list-style-type: none"> <li>• Build partnerships with more diverse groups that are culturally anchored and promote access to our services to increase diversity among our clients.</li> </ul>	<ul style="list-style-type: none"> <li>• FST is sought out as a leader on ways to incorporate cultural competency and conflict repair models</li> </ul>
<b>Focus 4</b> Enhanced leadership to strengthen policies and procedures	<ul style="list-style-type: none"> <li>• Management continues to model active leadership to create programs and service plans to achieve a workplace and service environment that is inclusive and accessible to our diverse staff, clients and communities.</li> <li>• Review conflict resolution policy and procedures from a critical cultural competency lens</li> </ul>	<ul style="list-style-type: none"> <li>• FST has mechanisms for accountability based on the principle of doing no harm – the organization shares the labour of redressing oppressive incidents rather than individualizing the accountability process.</li> <li>• Staff report they feel equipped to address transgressions they witness - less of the ‘innocent bystander’ phenomenon.</li> </ul>

How we will move forward:		Indicator
<b>Focus 5</b> Reflecting the communities we serve at the board, management and staff levels	<ul style="list-style-type: none"> <li>• Consider establishing benchmarks to guide our service directions and target communities</li> <li>• Monitor and evaluate outcomes of recruitment and selection practices for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• FST is reaching benchmarks of serving clients who reflect the diversity of Toronto</li> <li>• Outcomes of recruitment reflect diversity.</li> </ul>

## 3 Operationalizing 2017-2020

### 3.1 Annual Planning and Reporting

The strategy team identifies a consistent and adapted approach to the planning for each of the strategic priorities and foundational strategies. Each year, the program directors and their teams identify what the teams plan to accomplish regarding each of the strategic priorities and/or foundational strategies. Within our programs, staff meet on a team-basis to review their past year's performance, the number and demographics of the clients/participants they served or worked with, the most-frequently presenting issues and the outcomes where available. Based on this review and within the context of the new TOC, teams will identify their key strategic priorities and modifications to their work. To do this, teams may consult with staff who can support them in building and exchanging knowledge, as well as system level advocacy strategies, to ensure all strategic priorities are incorporated.

The Research, Evaluation and Planning (REP) team will collect this information from all the different teams and work groups; together with the Marketing and Communications team we will identify the most informative as well as feasible way of presenting the operational plan to the board and staff of FST.

The overall operational plan will be approved annually by the board in the fall. On a bi-annual basis, we will report on our performance on the specified indicators as well as on specific activities, gaps and other possible factors that affect our ability to meet our objectives. A clear articulation of both facilitating factors and barriers will be a strong guide to make sure we continue to move forward in achieving our intended impact.

FST reports quarterly on its service, staffing and financial performance and twice a year on the progress on its strategic work. We will continue with this level of monitoring of our progress. The exact format for this will be finalized this summer (2016) in consultation with the senior leadership team to ensure it is comprehensive, accessible and feasible. Our goal is to facilitate discussions with the teams to identify barriers and facilitating factors and to ensure systems are in place to support successful implementation of the work for optimum impact.

## **3.2 Organizational Learning Agenda**

Throughout the development of the theory of change, ideas for organization-wide learning have been identified to support our capacity to implement all facets of the theory of change, strategic priorities and foundational strategies.

During operational planning, these ideas will be consolidated into a learning agenda with timelines. Team learning agendas will be incorporated into each team's operational plan.

### 3.3 Indicators - The impact of our work

Our TOC indicates that by 2020 as the result of FST's work, individuals and families in Toronto, destabilized by precarious socio-economic circumstances and/or mental health, will have achieved greater resilience and stability in more just and supportive communities.

The work to examine our impact therefore needs to focus on measures of resilience, stability for our direct service work comprised of intervention and prevention; It needs to focus on 'just' and 'supportive' communities for our community-based and system-level work. We have also begun to identify indicators of success for 'Building knowledge' and 'exchanging knowledge'.

We will develop agreed-upon definitions of these concepts and identify tools that will allow us to measure these either directly or indirectly. We have begun this work for the concept of 'resilience' and are planning to use this approach throughout.

#### **Measuring resilience (Example)**

Resilience is a key concept in all areas of our work. What that means and how we measure this for our client populations will vary greatly.

#### **Definition of resilience**

The Public Health Agency of Canada describes resilience as: 'a dynamic process in which a range of factors interact to enable an individual to develop, maintain, or regain mental health, despite exposure to adversity such as domestic violence and child abuse' (PHAC).

However, resilience is also an indicator of well-being for families, communities and populations.

USAID defines resilience as: the ability of people, households, communities, countries and systems to mitigate, adapt to and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth. As this suggests, the concept of resilience and its measurement are complex (USAID, 2013)

#### **Our planned approach to measuring resilience**

There are some direct measures of resilience, such as the Resilience Scale (Wagnild and Young, 1993). However, the literature also widely identifies attributes or contributing factors of resilience. Strengthening of these factors is also expected to impact resilience. These may be internal, such as self-esteem, problem-solving skills, level of perceived inclusion and depression; they may also be impacted by contextual factors such as socio-economic factors, the quality and number of caring relationships and expectations of others. We aim to identify for each program what the most validated and responsive tool to measure resilience is, for some that



may be a direct measure, for others it may be more indirect. All the tools we use, will have in common that they reflect a direct or indirect aspect of resilience. This will allow us to aggregate our impact indicators and strengthen our understanding of FST's impact on resilience for the individuals, families, communities and systems we work with.

## **Our Impact**

The following chart is populated with draft ideas of indicators and endeavours to show how we expect that there will be indicators across all areas of work relating to key elements of the theory of change. It is our expectation that all of these indicators will roll up to demonstrate outcomes which will then roll up to reveal impact. It is our expectation that the whole will be greater than the sum of the parts.

Outcomes	Indicators				
	Intervention	Prevention	Building knowledge	Exchanging knowledge	System – level work
Increased stability	<p>Decreased level of depression as measured on standardized depression scale (e.g. Beck Depression Inventory)</p> <p>Decreased anxiety, as measured on standardized scale (e.g. Hamilton Anxiety Scale; Generalized Anxiety Disorder Assessment (GAD-7))</p>	Increased confidence to apply skills learned in workshops and groups	<p>Evaluation and/or research initiatives identify that FST clients report increased stability as identified by the specific tools selected by FST.</p> <p>Staff, students and volunteers are an integral part of the work</p>	<p>The number of fora, presentations, publications, where findings/results are shared internally and externally.</p> <p>The number of students who have placements at FST</p>	<p>Program participants and target community groups are more involved in community decision making, have better access to programs and services and opportunities.</p> <p>Income security is improved through advocacy on child benefits, social assistance and opportunities to work or generate incomes in creative ways</p>
Increased resilience	<p>Increased coping skills (Need to find a way to measure or consider if this could be folded into measure below)</p> <p>Increased ability to</p>	Increased confidence to respond to specific life challenges and issues addressed in workshops and groups	<p>Evaluation and/or research initiatives, identify that FST clients report increased resilience as identified by the specific tool selected by FST</p>	<p>The number of fora, presentations, publications, where findings/results are shared internally and externally</p>	<p>(need to consider more carefully how to differentiate stability and resilience)</p>

Outcomes	Indicators				
	Intervention	Prevention	Building knowledge	Exchanging knowledge	System – level work
	withstand life stressors (Potential scale: Short version of Wagnild and Young psychological resilience scale)				
Measurable change in how “just” communities are			<p>Number of relevant process and outcome evaluations that contribute to identification of how “just” communities are</p> <p>Where possible multi-sector tools (such as those from Urban Heart) will be used</p>	The number of fora, presentations, publications, where findings/results/recommendations are shared internally and externally	Anita will explore using the Urban Heart Matrix here. Measuring just and supportive communities through system level work requires long term thinking
Measurable change in how “supportive” communities are			Identification of approaches in our work that are most effective/ have most impact on the indicators of a supportive	The number of fora, presentations, publications, where findings/results/recommendations are shared internally and externally	

Outcomes	Indicators				
	Intervention	Prevention	Building knowledge	Exchanging knowledge	System – level work
			community, where possible using multi sector tools such as Urban Heart		