FCSS Accountability Framework

Reporting Training Package

2025

Classification: Public

Table of Contents

Document Introduction 3

FCSS Act, Regulation & Accountability Framework 4

Outcomes and Objectives 5

Glossary of Definitions 7

Provincial Prevention Priorities 12

Prevention Strategies 13

Activity Categories & Descriptions 14

Levels of Prevention 22

Counting 23

Choosing Categories 24

Key Performance Measures (KPMs) 25

Reporting Framework Checklist 27

Reporting Structure 29

Module 2 Activity 30

Module 3 Activity 31

Module 4 Activity 32

Module 5 Activity 33

Module 6 Activity 35

Module 8 Activity 36

Applied Learning Exercise 38

Appendix I: Question Catalogue 40

Appendix II: Direct Assistance (Emergencies Only) 51

Document Introduction

Welcome to the FCSS Accountability Framework Reporting Training Package. This resource will support you as you learn about the reporting requirements of the FCSS Accountability Framework. It includes reference materials, worksheets and key resources that will help you throughout the training and serve as a handy guide.

This package is both a learning tool and a go-to resource for when you need a refresher. The goal is to help make reporting requirements clearer and easier to navigate, so you feel confident applying what you learn in this training to your work.

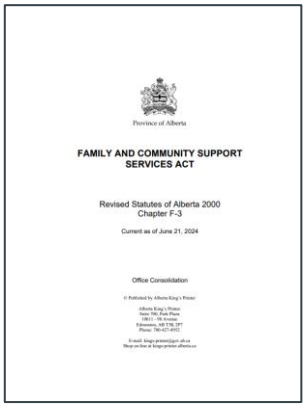
We hope you find this training helpful. Feel free to take notes and make this resource your own.

Learning Objectives

By the end of this training, you will be able to:

- ✓ Describe the new changes to the reporting process in alignment with the FCSS Accountability Framework and associated timelines
- ✓ Identify how to categorize your program activities
- ✓ Identify how to select the level of prevention for your activities
- ✓ Describe the six (6) prevention strategies and how your activities align with these strategies
- ✓ Describe the five (5) provincial prevention priorities and how your activities align with these priorities
- ✓ Understand how to use survey questions
- ✓ Describe how to report volunteers, community partnerships, participant interactions, attendees and referral interactions
- ✓ Describe how to report age groups and community groups
- ✓ Describe how you can share an impact narrative
- ✓ Know where to find further tools and resources

FCSS *Act*, Regulation & Accountability Framework


Province of Alberta

FAMILY AND COMMUNITY SUPPORT SERVICES ACT

Revised Statutes of Alberta 2000
Chapter F-3

Current as of June 21, 2024

Office Consolidation

The *Family and Community Support Services Act* is the legal basis for a municipal/provincial funding partnership through which municipalities and Métis settlements may design and develop preventive social services, provided at the earliest opportunity, to promote and enhance well-being among individuals, families and communities. The *Act* governs the creation of funding agreements; outlines the requirement for an 80/20 split in funding; grants a representative of the Minster the ability to examine documentations related to local programs; and outlines the responsibility of the municipality or Métis settlement to provide audited financial statements.

Province of Alberta

FAMILY AND COMMUNITY SUPPORT SERVICES ACT

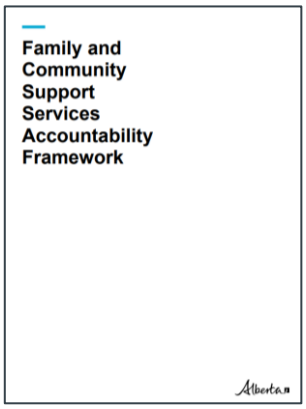
FAMILY AND COMMUNITY SUPPORT SERVICES REGULATION

Alberta Regulation 218/1994

Current as of July 1, 2021

Office Consolidation

The Family and Community Support Services Regulation outlines the responsibility of municipalities and Métis settlements in designing and developing preventive social services and identifies the service requirements of the programs to be provided. The Regulation also provides guidance on what costs are eligible expenses; outlines the level of assurance required for reporting revenues and expenditures based on the amount of funding given; and indicates the level of assurance for program accountability.

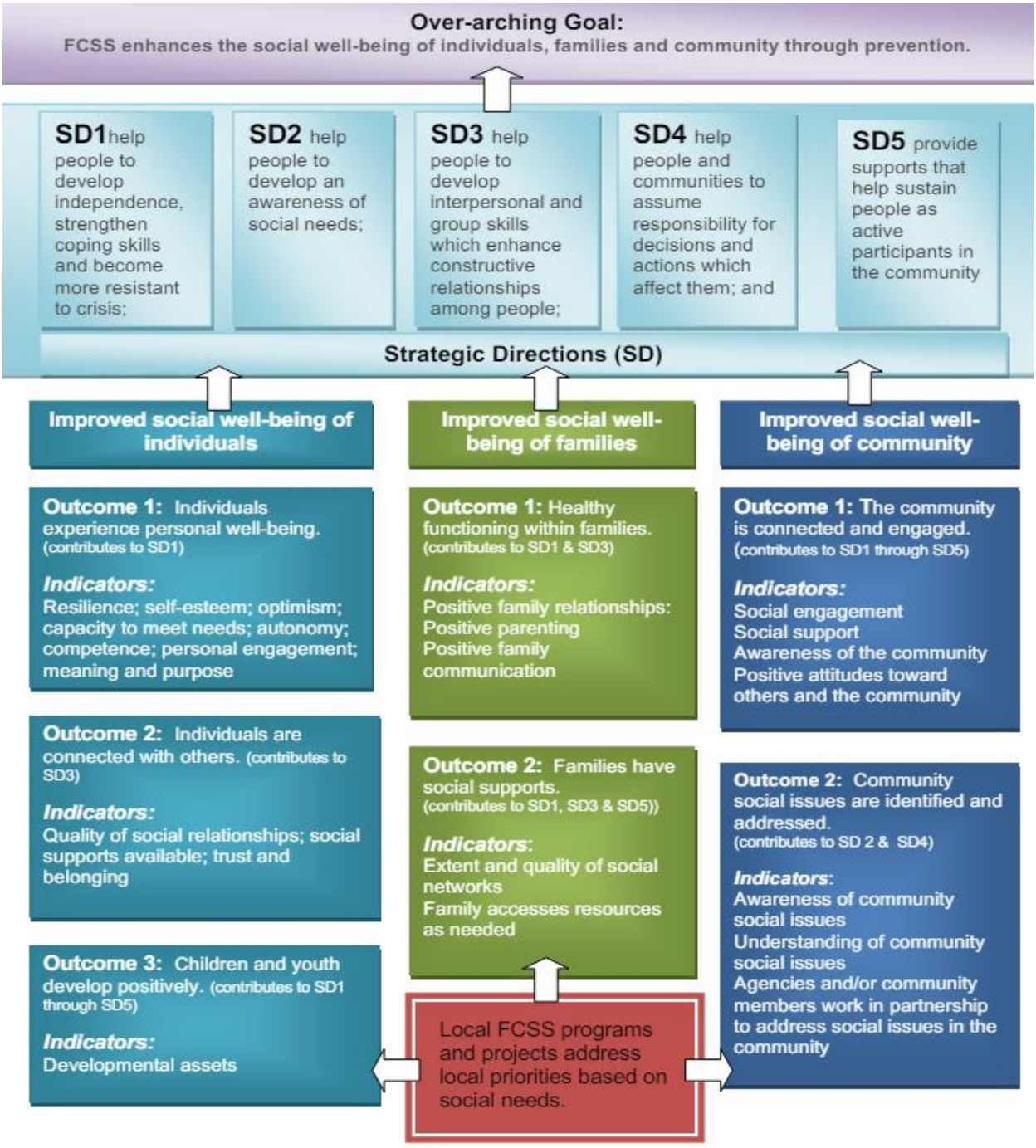

Family and Community Support Services Accountability Framework

Alberta

The Family and Community Support Services Accountability Framework provides a common definition of prevention, identifies key provincial prevention priorities and increases accountability through an outcomes model that will demonstrate the impact and value of FCSS. The Framework helps guide local programming to better address the pressing social challenges facing Albertans.

Outcomes and Objectives

Old Outcome Model



Outcomes and Objectives

New Outcome Model

Program Objectives	Immediate Outcomes	Intermediate Outcomes	Long-term Outcomes
FCSS programming enhances the protective factors of individuals, families and communities related to provincial prevention priorities	Albertans are aware of FCSS programming in their communities → Albertans participate in FCSS programming in their communities	Albertans develop skills to build resilience → Albertans apply skills to build their resilience	Albertans have protective factors in place that enhance their resilience FCSS programming contributes to improvement in community-level social indicators
FCSS programming strategically connects Albertans to address provincial prevention priorities	Local FCSS programs are aware of services and supports in their communities	Local FCSS programs strategically connect Albertans to services and supports that meet their needs	
FCSS programming reflects community demographics and needs	Local FCSS programs are aware of their demographics and needs	Local FCSS programs design, deliver and/or fund programs that align with their demographics and needs	Local demographics and needs are addressed by the FCSS program
FCSS programming is accessible, appropriate and designed to serve Albertans across their lifespan	Local FCSS programs understand evidence-informed promising practices to support Albertans' access	Local FCSS programs design, deliver and/or fund programs that align with evidence-informed promising practices	FCSS programming is accessible to the populations being served FCSS programming is appropriate for the populations being served
FCSS programming fosters connectivity in participating communities	Local FCSS programs are aware of existing and potential connections to community groups, organizations, volunteers and other communities	Local FCSS programs leverage formal and informal relationships with and between community groups, organizations, volunteers and other communities Local FCSS programs create formal and informal relationships with and between community groups, organizations, volunteers and other communities	Albertans are supported by social networks within their communities

Glossary of Definitions

This glossary provides a list of definitions relevant to the new reporting process. The definitions in this section are derived from the FCSS *Act*, Regulation, Accountability Framework and insights gathered through participatory engagement with FCSS stakeholders.

2SLGBTQQIA+

The acronym stands for "Two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual, and all other sexual orientations and genders."
(Family and Community Support Services Accountability Framework, 2022)

Appropriate

Programs and services are flexible, adaptable, individualized and available when needed.
(Family and Community Support Services Accountability Framework, 2022)

BIPOC

The acronym stands for "Black, Indigenous and People of Colour."
(Family and Community Support Services Accountability Framework, 2022)

Civil Society

Civil society includes non-profit and voluntary organizations, registered charities, informal groups or movements pursuing shared interests or values, and private-sector organizations and individuals pursuing social good.
(Family and Community Support Services Accountability Framework, 2022)

Community Partnership

A community partnership is defined as a collaborative working relationship, either formal (e.g., written agreements) or informal, between local FCSS programs and other organizations. These may include non-profits, schools, health services, community centres and businesses that contribute meaningfully to service delivery or community outcomes. These partnerships may focus on a shared vision, aligning efforts, sharing resources, and enhancing community capacity. They go beyond information sharing and funding to include joint programming, co-hosted events, and shared service delivery.
(Engagement Process, 2024)

Direct Service Delivery

Direct service delivery refers to services that are provided directly by the FCSS program or its staff.
(FCSS Accountability Framework training sessions, 2025)

Easy to Access

Programs and services are available to Albertans through a variety of mediums and are simple to navigate. Furthermore, information regarding FCSS programs and services is readily available to all residents through multiple channels that cater to physical, developmental, digital, geographical, and other potential barriers. Access to these programs is designed to be straightforward and user-friendly, ensuring that all community members can easily obtain the information and services they need.
(Engagement Process, 2024)

Evidence-Informed Practice

An ongoing process that incorporates client values/perspectives, staff expertise and research to inform decisions.
(Family and Community Support Services Accountability Framework, 2022)

Family

A combination of child or youth and adult in a caregiving role. A "caregiver" can be defined as anyone responsible for the care and well-being of a child or youth, and may include parents/stepparents, grandparents, foster parents, relatives, or another adult acting in a parenting role.
(FCSS Accountability Framework training sessions, 2025)

Indirect Service Delivery

Indirect service delivery refers to services that are delivered by individuals or organizations funded through FCSS grants. These partners carry out programming or supports on behalf of FCSS but are not FCSS staff themselves.
(FCSS Accountability Framework training sessions, 2025)

Key Performance Measures

In the context of FCSS, Key Performance Measures (KPMs) serve as indicators that reflect progress towards the intended outcomes as established in the FCSS Accountability Framework. A total of 13 key performance measures are outlined in the Accountability Framework, with two (2) being tracked by the Ministry and 11 at the local FCSS level. Key Performance Measures are used by the Ministry to understand how prevention strategies are being applied and how FCSS programs are meeting objectives.
(Engagement Process, 2024)

Municipality

A "municipality" means:

- a city, town, village, summer village, municipal district, specialized municipality or Métis settlement;
- in respect of an improvement district, the Minister responsible for the *Municipal Government Act*,
- in respect of a special area, the Minister responsible for the *Special Areas Act*
- a school board, a hospital board or a provincial health agency or regional health authority under the *Provincial Health Agencies Act* in respect of a national park of Canada, or
- the Government of Canada in respect of an Indian reserve.

(Family and Community Support Services Act, 2024)

Objectives

In the FCSS context, there are five (5) overarching objectives for the FCSS program, as outlined in the FCSS Accountability Framework. These program objectives align with, and create a link between, the definition of prevention, provincial prevention priorities and strategies. They are the starting point for the development of program outcomes and the 13 Key Performance Measures.
(FCSS Accountability Framework; Engagement Process, 2024)

Outcomes

Outcomes are changes that can be expected to take place as a result of a program's activities. Outcomes may be at individual, family, or community levels. In the FCSS context, immediate, intermediate, and long-term outcomes link to Objectives. The Outcomes describe the expected changes in development of protective factors, increased connection, meeting community needs, accessibility, appropriateness, and partnership development.
(Engagement Process, 2024)

Participant

A participant is an individual who engages in an FCSS program or community event. In a program context, this includes anyone who formally or informally benefits from an FCSS activity, service, or program, such as service recipients, registrants, and drop-in users. In a community event context, a participant is any individual who attends or engages with the event, commonly referred to as attendees.
(Engagement Process, 2024)

Positive Change

Refers to a measurable improvement in participant responses on pre/post survey questions in the desired improvement of a self reported reflection of improvement in a single survey question assessing change since participation. It serves as one of the 13 key performance measures, directly linked to the six prevention strategies, and reflects meaningful process towards program goals and intended outcomes.
(Engagement Process, 2024)

Prevention

A proactive process that strengthens the protective factors of individuals, families, and communities to promote well-being, reduce vulnerabilities, enhance quality of life, and empowers them to meet the challenges of life.
(Family and Community Support Services Accountability Framework, 2022)

Prevention Strategies

Approaches that local FCSS programs can implement to strengthen protective factors for individuals, families, and communities. These strategies can be customized to meet the specific needs of each community. When effectively utilized, the Prevention Strategies contribute to addressing the Provincial Prevention Priorities.
(Engagement Process, 2024)

Primary Prevention

Primary prevention focuses on the general population or on subsets of the population who may be at higher risk, with the intent of promoting protective factors in the physical or social environment.
(Family and Community Support Services Accountability Framework, 2022)

Program

"Program" means a family and community support services program determined in accordance with section 7(a) [of the *Family and Community Support Services Act*].
(Family and Community Support Services Act, 2024)

Program Activity

Program activities, under the Community Outreach Programming category, often involve dedicated personnel delivering hands-on support, such as navigation services. These activities often include ongoing engagement, and participants should be tracked to reflect the depth and continuity of support. While referrals may occur within these programs, they do not need to be tracked individually, as interaction and engagement are already captured through the key performance measure of participant interactions.
(FCSS Accountability Framework training sessions, 2025)

Promising Practices

A program, service or strategy that shows potential for developing into a best practice.
(Family and Community Support Services Accountability Framework, 2022)

Protective Factors

Factors that prevent or mitigate the effects of exposure to risk factors and stressful life events.
(Family and Community Support Services Accountability Framework, 2022)

Provincial Prevention Priorities

Within the context of FCSS, "Prevention Priorities" identify five significant social issues impacting Albertans. These priorities provide essential guidance for local FCSS programs as they develop community initiatives with a focus on prevention.
(Engagement Process, 2024)

Referral Activity

These are, typically, one-time interactions, such as providing someone with contact information or directing them to a service.
(FCSS Accountability Framework training sessions, 2025)

Risk Factor

Any attribute, characteristic or exposure of an individual that increases the likelihood of negative outcomes.
(Family and Community Support Services Accountability Framework, 2022)

Risk Management

Risk is the uncertainty around future events and their potential to affect the achievement of objectives and outcomes. Risk management looks to improve decision-making under uncertainty to maximize the benefits and minimize the costs.
(Family and Community Support Services Accountability Framework, 2022)

Secondary Prevention

Secondary prevention focuses on specific groups or at-risk populations to address issues at an early stage.
(Family and Community Support Services Accountability Framework, 2022)

Social Inclusion

The act of making all groups of people within a society feel valued and included.
(Family and Community Support Services Accountability Framework, 2022)

Survey Question

A structured inquiry used to gather participant insights and assess program impact. In the context of FCSS, survey questions play a key role in tracking three (3) Key Performance Measures (KPMs) by measuring changes in knowledge, behaviour or experience.
(Engagement Process, 2024)

Tertiary Prevention

Tertiary prevention focuses on addressing immediate needs with the intent to prevent long-term impacts.
(Family and Community Support Services Accountability Framework, 2022)

Volunteer

A “volunteer" is someone who contributes to the program without receiving ongoing monetary compensation for their time. Examples include:

- Students who are receiving a school credit or community service hours for their time, or
- Community organization employees who dedicate time above and beyond their paid roles, including 'corporate volunteers' (e.g., municipality staff who volunteer to support a program).

(Engagement Process, 2024)

Provincial Prevention Priorities

Homelessness & Housing Insecurity

Homelessness and housing insecurity in Alberta are complex and growing challenges driven by factors such as rising housing costs, economic instability, mental health and addiction issues and systemic barriers to support services. Many individuals and families struggle to access stable, affordable housing, leaving them at risk of eviction, temporary shelter reliance or living in unsafe conditions.

Mental Health & Addictions

Many Albertans experience challenges related to mental health and addictions. The province also continues to face an opioid crisis, with alarming rates of drug poisoning and overdoses. These issues have profound impacts on the wellbeing of individuals, families and communities.

Employment

Unemployment remains a challenge in Alberta, affecting individuals and families across the province. Job losses and economic uncertainty contribute to financial instability and can create barriers to long-term employment. Fluctuations in the job market impact many Albertans, highlighting the ongoing issue of unemployment and its broader effects on communities.

Family and Sexual Violence

Family and sexual violence are critical concerns that can lead to significant and lasting physical, emotional, and psychological effects. These impacts can create substantial barriers to safety, well-being and stability. Survivors often encounter difficulties in obtaining necessary support and the repercussions can extend beyond individuals to affect families, workplaces, and the wider community.

Aging Well in Community

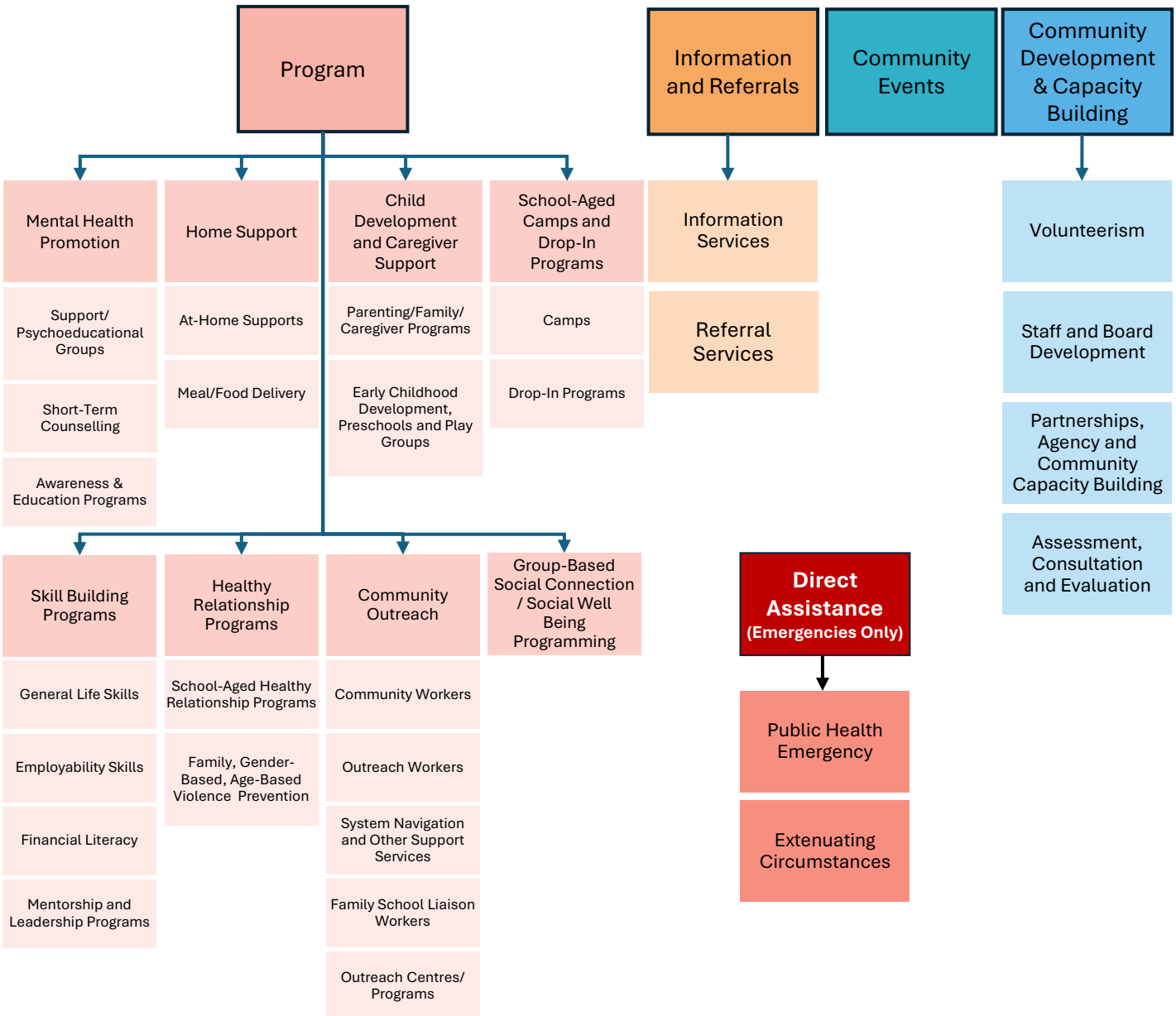
Alignment of health, housing, and community-based services can create safe and supportive environments for Albertans to age well in the community. According to the Canadian Institute for Health Information (CIHI), it is estimated that 11% of people in continuing care could live at home with the right community based supports in place. Approaches to integrate healthcare and community-based supports are essential to enable Albertans to age in their homes.

Prevention Strategies

Prevention Strategies are the things FCSS programs can do to **enhance protective factors.**

Prevention Strategy #1	Promote and encourage active engagement in the community
Prevention Strategy #2	Foster a sense of belonging
Prevention Strategy #3	Promote social inclusion
Prevention Strategy #4	Develop and maintain healthy relationships
Prevention Strategy #5	Enhance access to social supports
Prevention Strategy #6	Develop and strengthen skills that build resilience

Activity Categories & Descriptions



Programs

Programs are services designed to support community members as participants. Programs can further be categorized by Program Types and Subtypes. Participation is typically recurrent or ongoing, where participants attend more than once.

Type	Preventive focus	Subtype	Description & Examples
Mental Health Promotion	Programs that promote mental health, educate and raise awareness about mental health and addiction topics, and build coping skills among individuals and families. *Note: Mental Health Support from a Family Liaison is included in Community Outreach.*	Support/ Psycho-educational Groups	Facilitated support groups designed to strengthen individuals' capacity to navigate life's challenges and their unique lived experiences. Examples: • Grief/loss groups • 2SLGBTQQIA+ groups • Caregiver support groups • Psycho-educational groups (group-based art therapy, equine therapy, music therapy)
		Counselling Services	Short-term supportive counseling, typically 6-8 sessions for individuals, couples, and families, with a general focus on building resilience and developing strategies to manage challenges, including family conflict mediation. Modalities may include: • Individual or family art, music, or equine therapy • Anger management • Marriage counselling
		Awareness & Education Programs	Workshops and seminars aimed to educate individuals, families, and the community on various mental health topics, targeting either the general public or specific groups. Examples of topics may include: • Addiction issues • Suicide prevention • Drug and alcohol use • Anxiety management
Home Support	Programs designed to assist individuals in remaining in their homes, thereby preventing social isolation and reducing the necessity for higher levels of care. These programs offer preventive, non-medical home support and companionship to community members in their residences, including seniors and individuals with disabilities.	At Home Supports	Programs that help individuals live independently and remain in their homes longer. Examples: • Light housekeeping • Minor home maintenance • Snow removal • Lawn maintenance • In-home or telephone companionship
		Meal/Food Delivery	Meal and food delivery programs designed to assist individuals who may need support in accessing food and essential meals. Examples: • Volunteer and coordination support for meal delivery programs • Delivery of food from food banks

Programs

Type	Preventive focus	Subtype	Description & Examples
Child Development & Caregiver Support	Programming designed to support the wellbeing and capacity of families through programs/activities for children, youth, and their caregivers or parents.	Parenting/ Family/ Caregiver Programs	Programs that offer parents education, resources, and support to foster positive parenting practices. Activities may be designed for parents and caregivers alone or for parents and caregivers alongside their children and youth. Examples: • Healthy routines and parenting resilience program • Child development education sessions
		Early Childhood Development, Preschools and Play Groups	Programs designed to enhance the social and emotional development of preschool-aged children. Activities may involve children exclusively or include parents and caregivers alongside children. The primary emphasis of the program is on fostering the child's social development. Examples : • Drop-in children's groups • Registered children's group
School-aged Camps and Drop-in Programs	Programs intended to help children and youth develop confidence, build social or life skills, develop relationships, or social responsibility.	Camps	Camps are programs that are typically offered during specific times of the year, such as summer, spring break, and fall. The primary objective of camps is to foster confidence, social skills, life skills, and social responsibility. They usually operate for a full day or span multiple days. Examples: • Youth summer camps • Spring break camps • Cultural camps
		Drop-In Programs	Drop-In Programs offer opportunities for school-aged participants to build relationships and skills or develop confidence, typically in a group setting, without having to register ahead of time. Examples • Before/after school drop in programs • Youth drop-in programs

Programs

Type	Preventive focus	Subtype	Description & Examples
Skill Building Programs	Programs that help participants build life skills to develop their independence and resilience, adopt healthy lifestyles, and build protective factors.	General Life Skills	Programs that assist participants in developing essential life skills. Examples: • Babysitting programs • Home Alone programs • Digital and technology use/safety programs • Workshops offering general information, self-improvement opportunities, and skill-building initiatives that support independence and resilience
		Employability Skills	Programs that assist participants in gaining employability skills: Examples: • Entrepreneurship education • Confidence and self-advocacy programs • Soft skills development programs
		Financial Literacy	Programs designed to assist participants in developing financial literacy skills and competencies. Examples: • Financial employment programs • Budgeting skills programs • Fraud prevention programs
		Mentorship and Leadership Programs	Programs that provide participants with opportunities to develop leadership skills and access mentorship. Examples: • Youth councils • Intergenerational programs • Youth leadership conferences
Healthy Relationship Programs	Programs that educate, raise awareness, build social skills and protective factors to prevent violence and encourage constructive interpersonal relationships in the community *Note: marriage counselling and anger management is under Mental Health Promotion*	Family, Gender-Based or Age-Based Violence Prevention	Programs to prevent gender-based violence, elder abuse, family violence, and other relationships violence. Examples: • Seniors' Healthy relationship programs • Boundaries Programs
		School-Aged Healthy Relationship Programs	Programs aimed at promoting healthy relationships and mitigating negative interactions among school-aged children. Example: • Anti-bullying programs

Programs

Type	Preventive focus	Subtype	Description & Examples
Community Outreach Programming	Proactive support and assistance offered to individuals or families. This may involve aiding individuals or families in developing their social networks, enhancing their resilience, accessing and navigating available support and resources, or building social and life skills.	Community Workers	Provide a variety of preventative support services, particularly in small communities. They serve a broad audience rather than a specific population and may deliver programs and services at multiple locations throughout the community. Examples of the supports provided may include: • Social well-being assistance • Home support programs • Resource navigation services • Community program support
		Outreach Workers	Engage with specific groups or at-risk populations. These programs often involve multiple interactions with the same individual and may foster an ongoing supportive relationship with clients. Examples of titles for this type of program may include: • Outreach Worker • Community Support Worker • Community Resource Navigator • Senior Coordinator • Case Manager • Liaison Worker • Cultural Navigator
		System Navigation and Other Support Services	Assist individuals in accessing various services or supports. These engagements usually involve either one-time interactions or a brief series of contacts. Examples of such assistance include: • Navigation support for accessing benefits and services • Assistance with completing forms • Volunteer income tax programs • Support for individuals who may require more in-depth assistance than what a standard “referral” offers, but are not supported by an “outreach worker”
		Family School Liaison Workers	Facilitate the relationship between the home, school environment and community organizations supporting student achievement and capacity building. Example: • Family School Wellness Program
		Outreach Centres/ Programs	Initiatives that operate from designated locations, providing support to at-risk individuals to enhance their stability and capacity.
Group-Based Social Connection/ Social Well Being Programming	Build relationships and support networks, foster a sense of belonging, and prevent social isolation.	**N/A**	These initiatives are typically group-based programs that foster social connections and promote overall wellbeing. Examples: • Social connection programs • Newcomers' programs • Peer groups • Community garden programs • Community kitchen programs • Movement classes for social connection • Elder gatherings

Information & Referrals

Information & Referrals are activities or services that involve staff or volunteers informing community members about available services or making referrals. Interactions for information and referrals are generally transactional, one-time interactions.

NOTES:

- The purpose of this section is to capture the interactions that local FCSS programs have with Albertans that are not participating in a Program, including walk-ins and telephone calls.
- Referrals that are provided as part of a program do not need to be reported in this section.

Type	Description
Information Services	Information Services refers to the provision of information by staff or volunteers to community members regarding local programs and services. This may involve costs associated with printing, maintaining online materials, or supplying items such as welcome kits. These interactions are generally one-time occurrences or mail-outs that do not involve ongoing support. Examples of Information Services include: • Operating a booth or venue at non-FCSS events to distribute brochures and inform the community about local programs and services • Conducting community mail-outs that provide information on FCSS programs and services • Maintaining community directories • Distributing welcome kits to new residents • Providing pamphlets • Conducting mail-outs with information about local programs and services *Please note that in reporting, you will not be required to specify the number of times information was provided.*
Referral Services	Referral services are interactions where staff or volunteers connect individuals or families with other services. Referrals involve actively bridging to another service by providing targeted resources, supporting an individual in booking an appointment or doing a "warm handoff". They are generally **one-time** interactions but may have follow-ups. Examples include: • In-person referrals • Referrals over the phone • Indirect referral services through 211 funding *Please note, when reporting you will be required to report how many referral interactions were provided.*

Community Events

Community Events are organized occurrences that promote engagement and belonging for community members. This is typically a one-time activity.

- Often marks a specific time of year or specific day (like a holiday or a day of remembrance).
- It may be associated with seasonal activities or a theme that is meaningful to the community
- Has "attendees" rather than "participants"

Example:

- Stronger Together: Celebrating and Connecting Seniors
  - *Intergenerational activities to foster social connections and celebrate seniors' contributions to the community*

Community Development and Capacity Building

Community Development and Capacity Building includes activities that promote, encourage, and facilitate the development of stronger communities through the strengthening of FCSS programs. These activities typically involve volunteers and/or staff.

Type	Description
Volunteerism	Actions and initiatives that enhance the capacity for volunteerism and acknowledge the contributions of volunteers to local FCSS programs. Examples: • Volunteer training • Volunteer recognition • Volunteer development
Staff and Board Development	Activities and actions that build the skills and capacities of FCSS staff members and boards. Examples: • Leadership programs • Training • Conferences
Partnerships, Agency, and Community Capacity Building	Any inter-agency work aimed at fostering the development of stronger communities. This encompasses initiatives such as capacity building in other organizations, partnership development, and providing funding for community capacity building efforts. This also includes participation on boards and committees. Examples: • Interagency tables or networks • Municipality hosts community building workshop
Assessment, Consultation and Evaluation	These efforts aim to gain a deeper understanding of community and organizational needs and to plan appropriate interventions and evaluate progress. Include internal FCSS activities as well as FCSS-related community consultations. Examples: • Community consultations • Strategic planning • Social planning • Community needs assessments • Program evaluations

Direct Assistance (Emergencies Only)

According to section 2.1(3) of the Family and Community Support Services Regulation, services provided under a program may offer direct assistance including money, food, clothing or shelter to sustain an individual or family during a public health emergency under the *Public Health Act* or any extenuating circumstances such as fire or flood as the Minister may determine.

Type	Description
Public Health Emergency	A public health emergency, as defined in the *Public Health Act* (Alberta), means an urgent and temporary occurrence or threat of an occurrence of: • An illness, • A health condition, • An epidemic or pandemic disease, • A novel or highly infectious agent or biological toxin, or • The presence of a chemical agent or radioactive material that poses a significant risk to the public of an increase in disease, injuries, disabilities or death in excess of expectations during times of normalcy. For funding use under this category, a state of public health emergency must be declared under section 52 of the *Public Health Act* (Alberta).
Extenuating Circumstances	Only the Minister of Assisted Living and Social Services may authorize an FCSS program to utilize funds for an emergency, such as fire or flood. For more information, please contact the provincial FCSS team.

Classification: Public

Levels of Prevention

Prevention in the context of FCSS focuses on enhancing protective factors to improve well-being and prevent problems before they occur or at an early stage before they require crisis supports, which typically are part of tertiary prevention services. Thinking of prevention along a continuum, this means services and supports offered through local FCSS programs must focus on primary and secondary prevention.

FCSS Services	**Primary Prevention**	• Address root causes of social issues with focus on the general population or a specific population. • Promote protective factors in the physical and social environment (including social relationships). • Can include awareness programs, enhancing connections among community organizations and promoting community volunteerism.
	Secondary Prevention	• Address issues at an early stage for specific groups or at-risk populations. • Strengthen the capacity of individuals and communities to prevent or reduce risk factors and build resilience. • Can include connecting those in need with appropriate resources and skill development.
Additional services permitted only during a public health emergency or extenuating circumstance, as determined by Minister.	**Tertiary Prevention (Out of Scope)**	• Address immediate needs with intent to prevent long-term impacts. • Support individuals or groups already affected by social issues by providing direct services. • Can include direct assistance such as food, clothing and shelter.

Classification: Public

Counting

The following chart outlines details related to monitoring count-based key performance measures.

Category	Key Performance Measure(s)	Details
Volunteers	Number of **volunteers** who supported FCSS programs Number of **volunteer hours** reported by local FCSS programs	Volunteer contributions should be recorded by tracking the total sum of volunteers who have supported FCSS activities, as well as the total sum of volunteer hours contributed. The following types of volunteer contributions should be tracked: • Someone who contributes to the program without receiving ongoing monetary compensation for their time. • Students who are receiving a school credit or community service hours for their time. • Community organization employees who dedicate time above and beyond their paid roles, including 'corporate volunteers' (e.g., municipality staff who volunteer to support a program).
Participant Interactions	Number of times **Albertans participated** in local FCSS programming	• A program participant is anyone who engages in a FCSS **program**. This includes registered individuals, and those using drop-in services, or single-session programs. • Participants are accounted for in every engagement. For example, if two participants register for a program consisting of five sessions, each participant will be counted for each session attended, resulting in a total of ten participations (2 participants x 5 sessions = 10 total participations). • If there is no formal registration, an estimated participant number may be submitted.
Attendees	Number of times **Albertans participated** in local FCSS programming	• An attendee in a community event is anyone who attends or takes part in any way in a **community event**. • If there is no formal registration, an estimated participant number may be submitted.
Referral Interactions	Number of **referral services** provided by local FCSS programs	• Referral services are to be reported as number of interactions (e.g., in-person referrals, phone referrals, indirect referral service through 211 funding). • The reporting for referrals will indicate the total number of referral interactions, rather than the total number of individuals served.
Community Partnerships	Number of **community partnerships** programs have with other FCSS programs, agencies, and/or organizations.	• The definition of "Community Partnership" can be found in the Glossary of Definitions. • Local FCSS programs will be required to report on the total count of community partnerships.

Choosing Categories

FCSS programs will need to select at least one **age category** and at least one **community group** for the activity categories of "community events" and "programs" for the **intended** or **primary** audience. Programs are permitted to select up to **two age categories** and **two community groups**, when applicable.

Age Categories

- All ages (no specific target)
- Children (<12)
- Youth (12-17)
- Children and Youth (<18)
- Adults (18+)
- Family, as defined by local FCSS
- Seniors, as defined by local FCSS

Community Groups

- No specific community group
- Indigenous peoples
  - Fist Nations, Métis, Inuit
- 2SLGBTQQIA+ people
- Newcomers
- People with disabilities
- Racialized people
- Language minority groups
- Women/girls
- Men/boys

Key Performance Measures

Count Based KPMs

	Key Performance Measure	How it is Measured
	Number of times **Albertans participated** in local FCSS programming	Count of participants or attendees
	Number of **referral services** provided by local FCSS programs	Count of referral interactions
	Number of **community partnerships** local FCSS programs have with other local FCSS programs, agencies and/or programs	Count of partnerships
	Number of **volunteers** who supported FCSS programs	Count of volunteers
	Number of **volunteer hours** reported by local FCSS programs	Count of volunteer hours

Survey Based KPMs

	Key Performance Measure	How it is Measured
	Percentage of participants who reported **positive change** on measures associated with prevention strategies after participating in local FCSS programming	Positive change, from survey data
	Percentage of FCSS participants who expressed **satisfaction** with FCSS programs/services	Survey question about satisfaction
	Percentage of FCSS participants who report that FCSS programs/services were **easy to access**	Survey question about ease of access

Key Performance Measures

Output Based KPMs

	Key Performance Measure	How it is Measured
	Number of programs funded through local FCSS programs by delivery type (direct or indirect), population group, priority and strategy.	Reporting of program category, type, population group, provincial prevention priority, and prevention strategy of each program
	Amount and percentage of funding used by local FCSS programs by delivery type (direct or indirect), population group, priority and strategy.	Funding associated with program category, delivery type, population group, provincial prevention priority, and prevention strategy of each program
	Number and percentage of local FCSS programs that have completed a **community needs assessment** to inform their services.	Completion of needs assessment

KPMs Tracked by Province

	Key Performance Measure	How it is Measured
	Total **economic contribution** of volunteers (in dollars).	Calculated by Province
	Provincial-level indicators related to provincial prevention priorities.	Compiled by Province

Reporting Framework Checklist

As part of the new reporting framework, FCSS programs will submit information under five main sections in the FCSS Portal. **Section 1** focuses on organizational details and high-level information and **Sections 2 - 5** focus on different types of activities your FCSS program may deliver. This document outlines what is required for each section and activity type to help you prepare for reporting.

Section 1: Overview

This section provides high-level information about your FCSS and overall programming. The following components are required:

- Financial Information
  - ❑ Report of all revenues and funding sources related to FCSS-funded activities
- Needs Assessment
  - ❑ Indication of whether a needs assessment has been conducted to inform programming
- Overview of Partnerships
  - ❑ Report on the number of community partnerships
- Overview of Volunteers
  - ❑ Report on the number of unique volunteers and total volunteer hours

Section 2: Programs

Programs refer to structured, recurring, direct or indirect services (e.g., workshops, support groups, etc.). Required reporting components include:

- ❑ Descriptive activity name
- ❑ Identification of service delivery type (direct or indirect)
- ❑ Funding breakdown per program
- ❑ Activity categorization
- ❑ Level of prevention (select primary or secondary)
- ❑ Participation counts (record of each engagement; not unique participants)
- ❑ Identification of target age group(s) (select up to 2)
- ❑ Identification of target community group(s) (select up to 2)
- ❑ Prevention strategies (select one or more)
- ❑ Prevention priorities (select one)
- ❑ Survey data (for at least one program)
- ❑ Impact narrative (optional)

Section 3: Community Events

Community events are typically one-time events that are open to the broader community. Required reporting components include:

- ❑ Descriptive activity name
- ❑ Identification of service delivery type (direct or indirect)
- ❑ Funding breakdown per event
- ❑ Activity categorization
- ❑ Level of prevention (select primary or secondary)
- ❑ Attendee counts
- ❑ Identification of target age group(s) (select up to 2)
- ❑ Identification of target community group(s) (select up to 2)
- ❑ Prevention strategies (select one or more)
- ❑ Prevention priorities (select one)
- ❑ Survey data (optional)
- ❑ Impact narrative (optional)

Section 4: Information and Referrals

Information & Referrals are activities or services that involve staff or volunteers informing community members about available services or making referrals. Interactions for information and referrals are generally transactional, one-time interactions.

- ❑ Descriptive activity name
- ❑ Identification of service delivery type (direct or indirect)
- ❑ Funding breakdown per activity
- ❑ Activity categorization
- ❑ Count of total referral interactions*
- ❑ Impact narrative (optional)

Note, no counts are required for Information activities

Section 5: Community Development & Capacity Building

These activities support broader community goals through professional development, collaboration, or systems-level initiatives (e.g., training for service providers, coalition work, etc.). Required reporting components include:

- ❑ Descriptive activity name
- ❑ Identification of service delivery type (direct or indirect)
- ❑ Funding breakdown per activity
- ❑ Activity categorization
- ❑ Level of prevention (select primary or secondary)
- ❑ Prevention strategies (select one or more)
- ❑ Prevention priorities (select one)
- ❑ Survey data (optional)
- ❑ Impact narrative (optional)

Section 6: Direct Assistance (Training Package, Appendix II)

Reporting Structure

This page outlines the various components that you will be required to include, as well as those that will not be required, in the annual reporting structure. The reporting will be organized into approximately five distinct sections, as detailed below.

Section 1: Overview Reporting Table	
Reporting Component	**Required**
Financial Information (Revenues and Funding)	**Yes**
Identification of whether a needs assessment has been conducted	**Yes**
Overview of Number of Community Partnerships	**Yes**
Number of Volunteers AND Volunteer Hours	**Yes**

	Activity Reporting Table			
	Section 2 Programs	**Section 3** Community Events	**Section 4** Information and Referrals	**Section 5** Community Development and Capacity Building
Reporting Component	**Required (Yes | No | Optional)**			
Descriptive Activity Name	**Yes**	**Yes**	**Yes**	**Yes**
Service Delivery Type (Direct or Indirect)	**Yes**	**Yes**	**Yes**	**Yes**
Funding Breakdown per Activity	**Yes**	**Yes**	**Yes**	**Yes**
Activity Categorization	**Yes**	**Yes**	**Yes**	**Yes**
Level of Prevention (Primary or Secondary)	**Yes**	**Yes**	**No**	**Yes**
Participation Counts	**Yes**	**Yes**	**Yes*** *Referral Interactions Only	**No**
Age Group(s)	**Yes**	**Yes**	**No**	**No**
Community Group(s)	**Yes**	**Yes**	**No**	**No**
Prevention Strategy(ies)	**Yes**	**Yes**	**No**	**Yes**
Provincial Prevention Priority	**Yes**	**Yes**	**No**	**Yes**
Survey Data (At least one program)	**Yes**	**Optional**	**No**	**Optional**
Impact Narrative	**Optional**	**Optional**	**Optional**	**Optional**

Impact Narratives

Impact Narratives document outcomes and effects of a program or initiative, showcasing its achievement and contributions at various levels.

- Option to provide impact narrative for each of the four activity categories
- Open-text fields with character limits
- Reporting impact narratives is **OPTIONAL**

SITUATION

Describe the situation or the problem that was addressed by the program.	*E.g., our municipality receives a lot of snow in the winter that causes problems for seniors*

TASK

Describe the goal that the program set out to achieve.	*E.g., our snow removal program aimed to help seniors remove snow without hurting themselves*

ACTION

Describe the specific actions that were taken to achieve the intended goal of the program.	*E.g., we had volunteers clear the driveways of seniors who lived alone*

RESULT

Explain the positive change that resulted from the action.	*E.g., seniors were able to safely leave their home in the winter and engage in community activities, building new relationships*

DO

- Be specific and use clear examples.
- Share a real anonymous story of an individual or family who has benefitted from FCSS programming.
- Focus on outcomes of the program instead of activities completed.
- Align the narrative to the program goals.
- Align the narrative to a prevention priority that best aligns.

DO NOT

- Be vague and use buzzwords when describing the impact.
- Reshare the same program data that were already reported elsewhere without giving additional context.
- List the activities completed without talking about outcomes and impact.
- Focus on program details (e.g., number of sessions, location, date) unless it will help you talk about the impact.

Module 2 Activity

Knowledge Check

Q1: Which of the following documents make up the FCSS Policy Landscape? (select all that apply)

a) The FCSS Act
b) The FCSS Regulation
c) The FCSS Position Paper
d) The FCSS Accountability Framework

Q2: What is the primary purpose of the six Prevention Strategies? (select one)

a) To eliminate all risk factors
b) To enhance protective factors
c) To focus on intervention after issues arise
d) To reduce the impact of unavoidable risk factors

Q3: What is the primary purpose of the five Provincial Prevention Priorities? (select one)

a) To describe risk factors
b) To describe the outcomes of FCSS programming
c) To describe protective factors
d) To describe key social issues impacting Albertans

Q4: How many Key Performance Measures (KPMs) will FCSS Programs report on? (select one)

a) 13
b) 11
c) 9
d) 10

Classification: Public

Module 3 Activity

Activity Categorization

Instructions

1. Read the activity description for each example.
2. Identify the activity category that fits best.
3. Identify the type and subtype, if applicable.

Activity: Snow removal program

Target Participants: Seniors

Activity Goal: To help seniors stay mobile and independent by having volunteers clear snow from driveways and sidewalks, making it easier for them to get out and about.

Activity Category, Types and Subtypes (if applicable)

Activity: One-day information fair

Target Participants: Anyone in the community

Activity Goal: To raise awareness about the different kinds of resources available in the community.

Activity Category, Types and Subtypes (if applicable)

Activity: Volunteer recruitment and coordination

Target Participants: Volunteers for a community event

Activity Goal: To find, onboard, and coordinate volunteers for community events.

Activity Category, Types and Subtypes (if applicable)

Activity: Intergenerational Buddies

Target Participants: Children and Elders

Activity Goal: To foster healthy, supportive connections in the community between different generations over weekly sessions.

Activity Category, Types and Subtypes (if applicable)

Classification: Public

Module 4 Activity

Aligning Prevention Strategies with Programs

Instructions

1. Read the program description for the case study.
2. Identify the relevant prevention strategy or strategies.
3. Identify the relevant activity categories and any types or subtypes.

Case Study #1

Program: Six-week after-school program at the park

Target Participants: Children in grades 1~6

Programming Goal: To bring children together to interact, foster connections, and participate in collaborative activities that enhance confidence, promote problem-solving skills, and nurture compassion, all while enjoying the outdoors.

Identify:
Relevant prevention strategy or strategies

Relevant activity categories

Case Study #2

Program: Parenting class

Target Participants: Parents and caregivers of youth

Programming Goal: To increase parents' and caregivers' skills and confidence in building positive relationships with their youth.

Identify:
Relevant prevention strategy or strategies

Relevant activity categories

Classification: Public

Module 5 Activity

Retroactive Program Alignment

Retroactive Program Alignment

Activity
Parenting group

Target Participants
Parents and caregivers of youth

Programming Goal
To increase parents' and caregivers' skills and confidence in building positive relationships with their youth

Additional Information
An ongoing group that meets regularly with a facilitator overall 6 weeks.

How does this activity align with:

Activity Categorization

- ❑ Programs
  - Indicate Subtype (if applicable)
    - Indicate sub-sub type (if applicable)
- ❑ Information and Referrals
- ❑ Community Events
- ❑ Community Development and Capacity Building

Prevention Strategies

Select all that apply

- ❑ #1 Promote and encourage active engagement in the community
- ❑ #2 Foster a sense of belonging
- ❑ #3 Promote social inclusion
- ❑ #4 Develop and maintain healthy relationships
- ❑ #5 Enhance access to social supports
- ❑ #6 Develop and strengthen skills that build resilience

Provincial Prevention Priorities

Select best fit

- ❑ #1 Homelessness and housing insecurity
- ❑ #2 Mental health and addictions
- ❑ #3 Employment
- ❑ #4 Family and sexual violence across the lifespan
- ❑ #5 Aging well in the community

Classification: Public

Module 5 Activity

Proactive Program Alignment

Proactive Program Alignment

Needs Assessment Results

Community members facing significant levels of stress, particularly youth dealing with mental health challenges.

How could the Accountability Framework guide program design?

How does this need align with:

Activity Categorization

- ❑ Programs
  - Indicate Subtype (if applicable)
  - Indicate sub-sub type (if applicable)
- ❑ Information and Referrals
- ❑ Community Events
- ❑ Community Development and Capacity Building

Prevention Strategies

Select all that apply

- ❑ #1 Promote and encourage active engagement in the community
- ❑ #2 Foster a sense of belonging
- ❑ #3 Promote social inclusion
- ❑ #4 Develop and maintain healthy relationships
- ❑ #5 Enhance access to social supports
- ❑ #6 Develop and strengthen skills that build resilience

Provincial Prevention Priorities

Select best fit

- ❑ #1 Homelessness and housing insecurity
- ❑ #2 Mental health and addictions
- ❑ #4 Family and sexual violence across the lifespan
- ❑ #3 Employment
- ❑ #5 Aging well in the community

Classification: Public

Module 6 Activity

Knowledge Check

Q1: What is the FCSS definition of a "volunteer"?

a) Someone who contributes to the program without receiving ongoing monetary compensation for their time.
b) Students who are receiving a school credit or community service hours for their time.
c) Community organization employees who dedicate time above and beyond their paid roles, including 'corporate volunteers.'

Q2: Over the course of the year, two unique volunteers each contributed their time to three distinct FCSS activities. How should these two unique individuals be counted in the annual report to reflect their contributions across multiple programs?

a) As two unique volunteers
b) As six volunteer participations
c) As three volunteer time entries

Q3: In which of these scenarios would we count a participant interaction?

a) A person participates in a community support group.
b) A person receives a visit at home for an outreach support program.
c) A volunteer who attends a volunteer appreciation event.
d) An FCSS staff member who attends a working group.

Q4: A parent registers for a six-session playgroup and attends all six sessions with their child. How many times should the parent's participation be counted in reporting?

a) As ONE participant interaction
b) As SIX participant interactions
c) As THREE participant interactions

Classification: Public

Module 8 Activity

Selecting Survey Questions

Activity
Six week after school program at the park

Target Participants
Children in grades 1 to 6

Program Goal
To bring children together to interact and make connections with each other while enjoying the outdoors.

Provincial Prevention Priorities

Select best fit

- ❑ #1 Homelessness and housing insecurity
- ☑ #2 Mental health and addictions
- ❑ #3 Employment
- ❑ #4 Family and sexual violence across the lifespan
- ❑ #5 Aging well in the community

Activity Categorization

- ☑ Programs
  - Indicate Subtype (if applicable)

    Healthy Relationship Programs
    - Indicate sub-sub type (if applicable)

      School-aged healthy relationship program
- ❑ Information and Referrals
- ❑ Community Events
- ❑ Community Development and Capacity Building

Prevention Strategies

Select all that apply

- ❑ #1 Promote and encourage active engagement in the community
- ☑ #2 Foster a sense of belonging
- ❑ #3 Promote social inclusion
- ❑ #4 Develop and maintain healthy relationships
- ❑ #5 Enhance access to social supports
- ☑ #6 Develop and strengthen skills that build resilience

Classification: Public

Module 8 Activity

Selecting Survey Questions

Survey Questions

Using the information provided on the previous page, fill in the blanks below:

Key Performance Measures (KPMs)	Choose when to survey	Indicate prevention strategies related to the program.	Identify related survey questions
Percentage of FCSS participants who expressed **satisfaction** with FCSS programs/services			
Percentage of FCSS participants who report that FCSS programs/services were **easy to access**			
Percentage of participants who reported **positive change** on measures associated with prevention strategies after participating in local FCSS programming		#2 Foster a sense of belonging #6 Develop and strengthen skills that build resilience	

Classification: Public

Applied Learning Exercise

Instructions

Choose a FCSS program, identify its category, type and subtype, and align it with a provincial prevention priority and prevention strategy (or strategies).

About Your Program

Program Name:	
Target Participants:	
What are your main goals or what do you hope to achieve with your programming?	

Activity Categorization

Select relevant types and subtypes for your program. Descriptions of program categories are listed on page 15 - 18 of this training package.

Service Type	Type (write-in)	Subtype (write-in)
☑ Programs		

Classification: Public

Identifying Prevention Strategies

Select all the prevention strategies apply to your program:

- [ ] #1: Promote & encourage active engagement in the community
- [ ] #2: Foster a sense of belonging
- [ ] #3: Promote social inclusion
- [ ] #4: Develop and maintain healthy relationships
- [ ] #5: Enhance access to social supports
- [ ] #6: Develop and strengthen skills that build resilience +-

Identifying a Provincial Prevention Priority

Select the **one** provincial prevention priority that best aligns with the goals and intention of your program.

- [ ] Homelessness and Housing Insecurity
- [ ] Mental Health and Addictions
- [ ] Employment
- [ ] Family and Sexual Violence
- [ ] Aging Well in Community

Having a hard time identifying one prevention strategy? The following brainstorming prompts may help!

- **Consider the protective factors:** Identify the protective factors this activity builds for individuals or communities. What are the results of these factors & what situations do they prevent?
- **Consider the desired goals:** What change do you aim to achieve? Now link that change to the bigger picture: how does it help prevent or tie to a prevention priority.

Group Discussion Questions **(for discussion during day two of training)**

- What was your experience mapping your program to the Accountability Framework?
- What was easy and what potential challenges do you foresee?
- What are some resources or strategies available to you that could help address some of those challenges?

Classification: Public

Appendix I

Question Catalogue

fcss
Family and Community Support Services

Classification: Public

Survey Questions

This is a preview of the Survey Questions bank that will be available for reporting in 2026. This document is for training purposes only.

Likert Scales

Each survey question can be answered using a five (5) point Likert agreement scale.

Standard Likert				
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Simplify the Language				
I don't agree at all	I don't agree	I'm not sure	I agree a little bit	I agree completely
Not at all	Not really	Kind of	A little bit	Definitely

Section 1

Key Performance Measure: Percentage of FCSS participants who expressed **satisfaction** with FCSS programs/services.

- **Objective 4:** FCSS Programming is accessible*, appropriate, and designed to serve Albertans across the lifespan.

Programs that use Pre-Post surveys would only include this survey questions on Post surveys.

Survey Questions	Question #	Post-Only
	1	Overall, I am satisfied with this program/service.

Section 2

Key Performance Measure: Percentage of FCSS participants who report that FCSS programs/services were **easy to access.**

- **Objective 4:** FCSS Programming is accessible*, appropriate, and designed to serve Albertans across the lifespan.

Programs that use Pre-Post surveys would only include this survey questions on Post surveys.

Survey Questions	Question #	Post-Only
	2	Overall, I found this program/service easy to access.

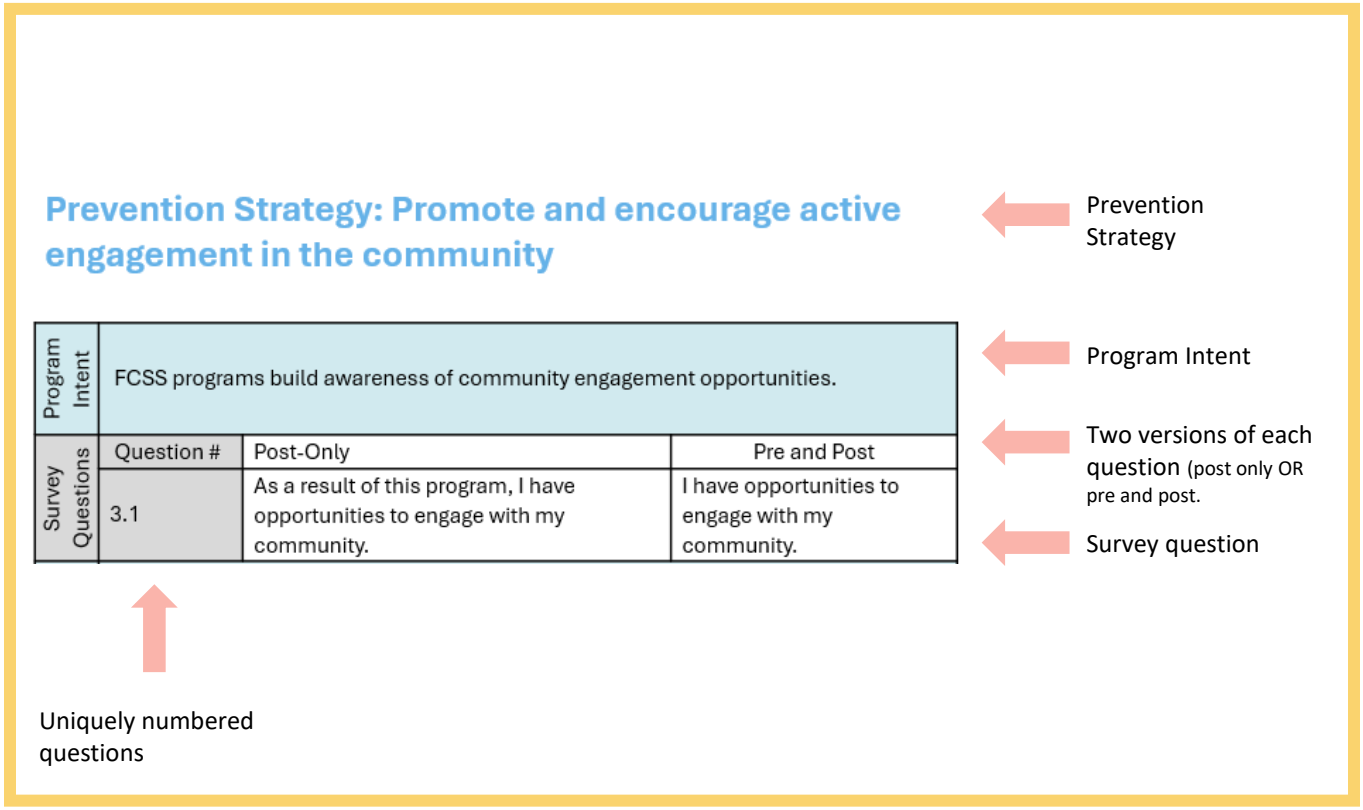
*For clarity on the meaning of "accessible," please see the Glossary definition of "Easy to Access."

Section 3

Key Performance Measure: *Percentage of participants who reported **positive change** on measures associated with **prevention strategies** after participating in local FCSS programming*

- **Objective 1:** *"FCSS programming enhances the protective factors of individuals, families and communities related to provincial prevention priorities."*

The image below illustrates the various components of the survey questions designed to assess prevention strategies.



Prevention Strategy: Promote and encourage active engagement in the community

Program Intent	FCSS programs build awareness of community engagement opportunities.		
Survey Questions	Question #	Post-Only	Pre and Post
	3.1	As a result of this program, I have opportunities to engage with my community.	I have opportunities to engage with my community.
Program Intent	Community members know the value of engaging with their community.		
Survey Questions	Question #	Post-Only	Pre and Post
	3.2	This program showed me the importance of being active in my community.	I understand the importance of being active in my community.
	3.3	This program showed me that it is important to be a part of this community.	It is very important to me to be part of this community.
Program Intent	Community members participate in the community for their own enjoyment, their own benefit or for the benefit of the community.		
Survey Questions	Question #	Post-Only	Pre and Post
	3.4	As a result of this program, I contribute more to my community.	I contribute to my community.
	3.5	As a result of this program, I have become more active in my community.	I actively participate in my community.

Prevention Strategy: Foster a sense of belonging

Program Intent	Individuals feel a sense of belonging in their community.		
Survey Questions	Question #	Post-Only	Pre and Post
	4.1	As a result of this program, I feel a stronger sense of belonging to my community.	I feel a sense of belonging to my community.
	4.2	This program helped me feel more connected to my community.	I feel connected to my community.
	4.3	As a result of this program, I feel important to my community.	I feel important to my community.

Prevention Strategy: Promote social inclusion

Program Intent	Programs know and respond to community needs.		
Survey Questions	Question #	Post-Only	Pre and Post
	5.1	This program met my needs.	My [program topic] needs are met.
	5.2	As a result of this program, I have better access to culturally appropriate resources.	I can access culturally appropriate resources.
Program Intent	Community members feel valued and included.		
Survey Questions	Question #	Post-Only	Pre and Post
	5.3	This program was welcoming.	This program is welcoming.
	5.4	I felt valued in this program.	I feel valued in this program.

Prevention Strategy: Develop and maintain healthy relationships

Program Intent	Individuals have positive, trusting relationships with family and/or friends.		
Survey Questions	Question #	Post-Only	Pre and Post
	6.1	As a result of this program, I can identify people in my life who really care about me.	I can identify people in my life who really care about me.
	6.2	As a result of this program, I recognize close relationships that provide me with a sense of emotional security and well-being.	I recognize close relationships that provide me with a sense of emotional security and well-being.
	6.3	As a result of this program, I can name family and/or friends who help me feel safe, secure and happy.	I can name family and/or friends who help me feel safe, secure and happy.
Program Intent	Parents gain skills and knowledge in parenting.		
Survey Questions	Question #	Post-Only	Pre and Post
	6.4	As a result of this program, I have increased confidence in my parenting skills.	I have confidence in my parenting skills.
	6.5	I have gained new parenting skills.	I have the parenting skills I need.
Program Intent	Individuals have healthy and effective communication strategies within relationships.		
Survey Questions	Question #	Post-Only	Pre and Post
	6.6	As a result of this program, I can communicate effectively with my [child/children/spouse/partner/people in my life].	I can communicate effectively with my [child/children/spouse/ partner/people in my life].
	6.7	As a result of this program, I have a better understanding of how to resolve conflict peacefully.	I can resolve conflict peacefully.
Program Intent	Individuals have opportunities to develop new healthy relationships.		
	Question #	Post-Only	Pre and Post
Survey Questions	6.8	As a result of this program, I am ready to build new relationships with people form my community.	I can build new relationships with people from my community.

Prevention Strategy: Enhance access to social supports

Program Intent	Community members are aware of social supports.		
Survey Questions	Question #	Post-Only	Pre and Post
	7.1	As a result of this program, I know more about what resources are available to [me/to my family].	I know what resources are available to [me/to my family].
	7.2	As a result of this program, I know more places in the community I can turn to when I need help.	I know places in the community I can turn to when I need help.
Program Intent	Social supports are accessible.		
Survey Questions	Question #	Post-Only	Pre and Post
	7.3	As a result of this program, I have better access to community resources that I need.	I can access the community resources I need.
Program Intent	Community members have a support network.		
Survey Questions	Question #	Post-Only	Pre and Post
	7.4	As a result of this program, I can identify more people I can rely on for support.	I can identify people I can rely on for support.

Prevention Strategy: Develop and strengthen skills that build resilience

Program Intent	Community members have good self-esteem.		
Survey Questions	Question #	Post-Only	Pre and Post
	8.1	As a result of this program, I feel better about myself.	I feel good about myself.
Program Intent	Community members feel hopeful.		
Survey Questions	Question #	Post-Only	Pre and Post
	8.2	As a result of this program, I have the ability to improve my life.	I have the ability to improve my life.
	8.3	As a result of this program, I feel better about my future.	I feel good about my future.
	8.4	This program helped me make plans for my future.	I have plans for my future.
Program Intent	Community members have opportunities to learn and grow.		
Survey Questions	Question #	Post-Only	Pre and Post
	8.5	As a result of this program, I know more about [fill in with knowledge from the program].	I know about [fill in with knowledge from the program].
	8.6	I feel better about my ability to [fill in with skill from the program].	I feel good about my ability to [fill in with skill from the program].
	8.7	As a result of this program, I have learned new things.	I have opportunities to learn new things.
Program Intent	Community members are able to overcome challenges or life's difficulties.		
Survey Questions	Question #	Post-Only	Pre and Post
	8.8	As a result of this program, I am better at handling whatever comes my way.	I am good at handling whatever comes my way.
	8.9	This program taught me healthy strategies to manage stress.	I know some healthy strategies to manage stress.
	8.10	This program taught me problem solving skills.	I am good at solving problems.

Section 4: Optional Survey Questions

Collective Impact Survey Question

There was endorsement for a single survey statement that could apply broadly to many types of FCSS programs and services. This question could be asked on any POST survey to allow the Ministry to aggregate responses that cross geography, catchment area, target populations, activity types and goals.

Survey Questions	Question #	Post-Only
	9	I feel better able to work with others toward common goals.

Community Event Survey Questions

Many FCSS programs offer Community Events. These events may be difficult to survey. Surveys are not required, however, FCSS programs may choose to survey attendees and report to the Ministry. The following survey questions offer some guidance.

Survey Questions	Question #	Post-Only
	10.1	This event encouraged social interaction.
	10.2	This event made me feel part of the community.
	10.3	I felt welcomed at this event.
	10.4	This event was welcoming to everyone.
	10.5	This event provided me with information or resources about services or programs in my community.
	10.6	This event showed me the importance of being active in my community.

Community Development and Capacity Building Survey Questions

Community development and capacity building are activities that promote, encourage, and facilitate the development of stronger communities. This is achieved through various means such as volunteer development, staff training, strategic planning, interagency work, and completing community needs assessments.

These activities also include collaborations, such as participating in boards or committees or actively developing partnerships. Additionally, they may involve partner, stakeholder, or public engagement, like public consultations related to FCSS.

Many FCSS programs fund Community Development and Capacity Building activities. These activities may offer opportunities to conduct optional surveys for evaluation. Potential survey respondents include:

- staff members of local FCSS programs
- volunteers for local FCSS programs
- community agencies or partners
- board or committee members

Surveys are <u>not</u> required. FCSS programs may choose to use a survey to assess the perceived quality, value or effectiveness of Community Development and Capacity Building activities. Results of these surveys may be included in annual reporting to the Ministry.

The questions below offer guidance. Based on your survey respondents, some survey questions may be more applicable than others; you can decide which survey questions are the best fit.

Survey Questions	Question #	Post-Only
	11.1	I have opportunities to make my community better.
	11.2	I have opportunities to use my skills and abilities to support my community.
	11.3	I understand my community's needs and challenges.
	11.4	I feel a sense of belonging to my community.
	11.5	I have benefited from being a part of this partnership.
	11.6	This partnership has contributed to stronger community supports and services.
	11.7	This partnership is more effective than each partner could be on their own.

Appendix II

Direct Assistance

(Emergencies Only)

fcss
Family and Community Support Services

Classification: Public

Section 6: Direct Assistance (Emergencies Only)

Community events are typically one-time events that are open to the broader community. Required reporting components include:

- ❑ Descriptive activity name
- ❑ Identification of service delivery type (direct or indirect)
- ❑ Funding breakdown per event
- ❑ Activity categorization
- ❑ Identification of target age group(s) (select up to 2)
- ❑ Impact narrative (optional)

Activity Reporting Table	
Section 6 Direct Assistance (Emergencies Only)	
Reporting Component	**Required (Yes | No | Optional)**
Descriptive Activity Name	**Yes**
Service Delivery Type (Direct or Indirect)	**Yes**
Funding Breakdown per Activity	**Yes**
Activity Categorization	**Yes**
Level of Prevention (Primary or Secondary)	**No**
Participation Counts	**No**
Age Group(s)	**No**
Community Group(s)	**No**
Prevention Strategy(ies)	**No**
Provincial Prevention Priority	**No**
Survey Data (At least one program)	**No**
Impact Narrative	**Optional**